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Grado 6 Lectura

Paquete 1 de actividades para el estudiante

¡Dé vuelta a la página para ver las actividades de Lectura del Grado 6 incluidas en este paquete!

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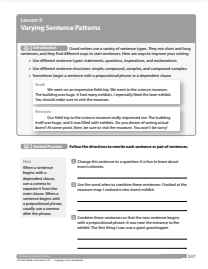
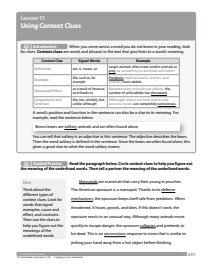
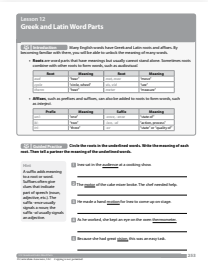
Grado 6 Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Grade 6 Ready Language Handbook, Lesson 9 Varying Sentence Patterns 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**10–11**
2	Grade 6 Ready Language Handbook, Lesson 11 Using Context Clues 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**12–13**
3	Grade 6 Ready Language Handbook, Lesson 12 Greek and Latin Word Parts 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**14–15**

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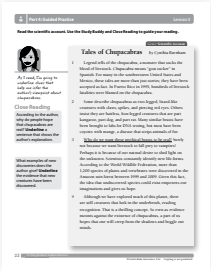
Grado 6 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Grade 6 Ready Reading Lesson 3 Citing Evidence to Make Inferences Parts 1–3 	• Read Part 1, including the passage about the giant squid. *(Lee Part 1, incluyendo el pasaje sobre el calamar gigante.)* • Underline evidence in the text about the giant squid. *(Subraya evidencia en el texto sobre el calamar gigante.)* • Read Part 2, including "A Scientist's Search for Bigfoot." *(Lee Part 2, incluyendo "A Scientist's Search for Bigfoot.")* • Complete the inference chart. *(Completa la tabla de inferencias.)* • Complete the short written response. *(Completa la respuesta escrita corta.)* • Read Part 3. *(Lee Part 3.)* • Underline the evidence in the passage. *(Subraya la evidencia en el pasaje.)* • Circle the correct answer in the question after the passage. *(Encierra en un círculo la respuesta correcta de la pregunta que sigue al pasaje.)* • Complete the short written response. *(Completa la respuesta escrita corta.)*	**16–18**
5	Grade 6 Ready Reading Lesson 3 Part 4 	• Read Part 4, including "Tale of Chupacabras." *(Lee Part 4, incluyendo "Tale of Chupacabras.")* • Underline evidence in the passage. *(Subraya la evidencia en el pasaje.)* • Answer questions 1 and 2. *(Responde las preguntas 1 y 2.)* • Complete the short written response in question 3. *(Completa la respuesta escrita corta en la pregunta 3.)*	**19–20**

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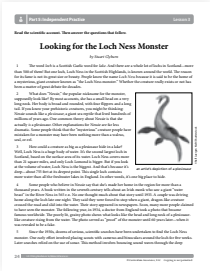
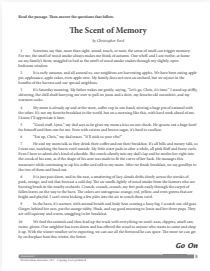
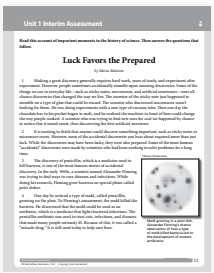
Grado 6 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
6	Grade 6 Ready Reading Lesson 3 Part 5 	• Read Part 5, including "Looking for the Loch Ness Monster." *(Lee Part 5, incluyendo "Looking for the Loch Ness Monster.")* • Answer questions 1–4. *(Responde las preguntas 1 a 4.)* • Complete the short written response in question 5. *(Completa la respuesta escrita corta en la pregunta 5.)*	**21–23**
7	Grade 6 Practice Assessment 1	• Read "Worth More Than Gold." *(Lee "Worth More Than Gold.")* • Answer Questions 1–4. *(Responde las preguntas 1 a 4.)* • Complete the written response in question 5. *(Completa la respuesta escrita en la pregunta 5.)*	**24–27**
8	Grade 6 Practice Assessment 1 	• Read "The Scent of Memory." *(Lee "The Scent of Memory.")* • Answer questions 6–10. *(Responde las preguntas 6 a 10.)* • Complete the written response in question 11. *(Completa la respuesta escrita en la pregunta 11.)*	**28–32**
9	Grade 6 Unit 1 Interim Assessment 	• Read "Luck Favors the Prepared." *(Lee "Luck Favors the Prepared.")* • Answer questions 1–9. *(Responde las preguntas 1 a 9.)*	**33–40**

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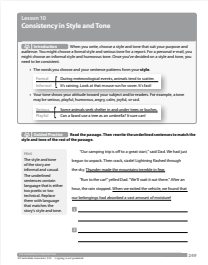
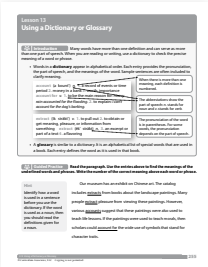
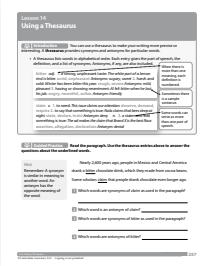
Grado 6 Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Grade 6 Ready Language Handbook Lesson 9 Consistency in Style and Tone 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**41–42**
2	Grade 6 Ready Language Handbook Lesson 13 Using a Dictionary or Glossary 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**43–44**
3	Grade 6 Ready Language Handbook Lesson 14 Using a Thesaurus 	• Read the Introduction. *(Lee la introducción.)* • Complete the Guided Practice. *(Completa la Práctica guiada.)* • Complete the Independent Practice. *(Completa la Práctica independiente.)*	**45–46**

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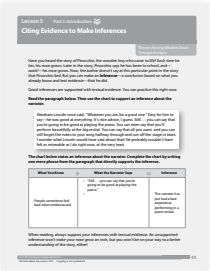
Grado 6 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Grade 6 Ready Reading Lesson 5 Citing Evidence to Make Inferences Parts 1–3 	• Read Part 1, including the passage Abraham Lincoln." *(Lee Part 1, incluyendo el pasaje Abraham Lincoln.)* • Complete the inference chart. *(Completa la tabla de inferencias.)* • Read Part 2, including "Aretha, Arachne, and the Weaving Contest." *(Lee Part 2, incluyendo "Aretha, Arachne, and the Weaving Contest.")* • Complete the inference chart. *(Completa la tabla de inferencias.)* • Complete the short written response." *(Completa la respuesta escrita corta.)* • Read Part 3. *(Lee Part 3.)* • Circle the evidence in the passage. *(Encierra en un círculo la evidencia en el pasaje.)* • Circle the correct answer in the question after the passage. *(Encierra en un círculo la respuesta correcta de la pregunta que sigue al pasaje.)* • Complete the short written response. *(Completa la respuesta escrita corta.)*	**47–49**

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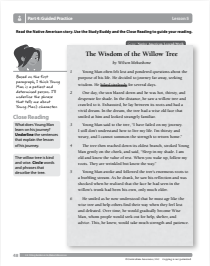
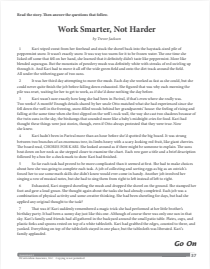
Grado 6 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
5	Grade 6 Ready Reading Lesson 5 Citing Evidence to Make Inferences Part 4 	• Read Part 4, including "The Wisdom of the Willow Tree." *(Lee Part 4, incluyendo "The Wisdom of the Willow Tree.")* • Underline sentences that show what Young Man learns on his journey. *(Subraya las oraciones que muestran lo que Young Man aprendió en su viaje.)* • Answer questions 1 and 2. *(Responde las preguntas 1 y 2.)* • Complete the short written response in question 3. *(Completa la respuesta escrita corta en la pregunta 3.)*	**50–51**
6	Grade 6 Ready Reading Lesson 5 Citing Evidence to Make Inferences Part 5 	• Read Part 5, including "A Sewing Sensation." *(Lee Part 5, incluyendo "A Sewing Sensation.")* • Answer questions 1–4. *(Responde las preguntas 1 a 4.)* • Complete the short written response in question 5. *(Completa la respuesta escrita corta en la pregunta 5.)*	**52–54**
7	Grade 6 Practice Assessment 2 	• Read "Work Smarter, Not Harder." *(Lee "Work Smarter, Not Harder.")* • Answer questions 6–10. *(Responde las preguntas 6 a 10.* • Complete the written response in question 11. *(Completa la respuesta escrita en la pregunta 11.)*	**55–59**

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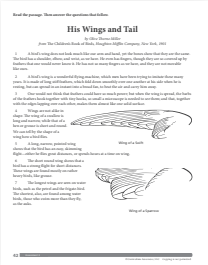
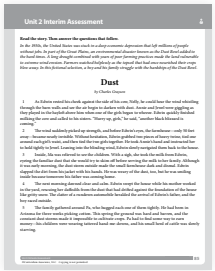
Grado 6 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
8	Grade 6 Practice Assessment 2 	• Read "His Wings and Tail." *(Les "His Wings and Tail.")* • Answer questions 12–16. *(Responde las preguntas 12 a 16.)*	**60–63**
9	Grade 6 Unit 2 Interim Assessment 	• Read "Dust." *(Lee "Dust.")* • Answer questions 1–9. *(Responde las preguntas 1 a 9.)*	**64–71**

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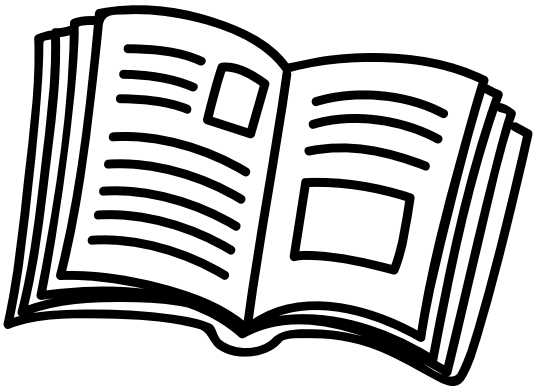
Independent Reading!



See pages 72 and 73 of this packet.

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Lesson 9

Varying Sentence Patterns

Introduction Good writers use a variety of sentence types. They mix short and long sentences, and they find different ways to start sentences. Here are ways to improve your writing:

- Use different sentence types: statements, questions, imperatives, and exclamations.
- Use different sentence structures: simple, compound, complex, and compound-complex.
- Sometimes begin a sentence with a prepositional phrase or a dependent clause.

Draft

We went on an impressive field trip. We went to the science museum. The building was huge. It had many exhibits. I especially liked the laser exhibit. You should make sure to visit the museum.

Revision

Our field trip to the science museum really impressed me. The building itself was huge, and it was filled with exhibits. Do you dream of seeing actual lasers? At some point, then, be sure to visit the museum. You won't be sorry!

Guided Practice **Follow the directions to rewrite each sentence or pair of sentences.**

Hint

When a sentence begins with a dependent clause, use a comma to separate it from the main clause. When a sentence begins with a prepositional phrase, usually use a comma after the phrase.

1. Change this sentence to a question: It is fun to learn about insect colonies.

_____

2. Use the word *when* to combine these sentences: I looked at the museum map. I noticed a new insect exhibit.

_____

_____

3. Combine these sentences so that the new sentence begins with a prepositional phrase: It was near the entrance to the exhibit. The first thing I saw was a giant grasshopper.

_____

_____

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Independent Practice

Read the paragraphs for numbers 1–4. Then answer the questions that follow in each column.

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/4

(1) Many of the insects were robots. (2) I almost thought they were real. (3) They moved like real insects. (4) They were much larger than real insects.

1 Which is the best way to revise sentence 1?

A For me, the insects were robots.

B When looking, many of the insects were robots.

C To my surprise, many of the insects were robots.

D Surprised, many of the insects were robots.

2 Which best combines sentences 3 and 4?

A They moved like real insects, or they were much larger.

B They moved like real insects, so they were much larger.

C They moved like real insects, but they were much larger.

D They moved like real insects, because they were much larger.

(5) The tour guide told us that the robots show insect behavior. (6) A wolf spider seemed to rush toward me. (7) I was scared. (8) I remembered it was a robot spider.

3 Which is the best way to revise sentence 6?

A After a long time, a wolf spider seemed to rush toward me.

B At that moment, a wolf spider seemed to rush toward me.

C After the trip, a wolf spider seemed to rush toward me.

D Along with others, a wolf spider seemed to rush toward me.

4 Which is the best way to combine sentences 7 and 8?

A Remembering it was a robot spider, I was scared.

B I looked scared, but the robot looked like a spider.

C I was scared until I remembered it was a robot spider.

D I was scared when I remembered it was a robot spider.

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Lesson 11
Using Context Clues

Introduction When you come across a word you do not know in your reading, look for clues. **Context clues** are words and phrases in the text that give hints to a word's meaning.

Context Clue	Signal Words	Example
Definition	*are, is, means, or*	Larger animals often treat smaller animals as prey, **or** something to be killed and eaten.
Example	*like, such as, for example*	Predators, **such as** hawks, wolves, and coyotes, hunt rabbits.
Cause and Effect	*as a result of, because, and thanks to*	**Because** many animals eat rabbits, the number of wild rabbits has decreased.
Comparison and Contrast	*like, too, similarly, but, unlike, although*	**Although** wolves eat both plants and animals, hawks are completely carnivorous.

A word's position and function in the sentence can also be a clue to its meaning. For example, read the sentence below:

Brown bears are solitary animals and are often found alone.

You can tell that *solitary* is an adjective in this sentence. The adjective describes the bears. Then the word *solitary* is defined in the sentence. Since the bears *are often found alone,* this gives a good clue to what the word *solitary* means.

Guided Practice **Read the paragraph below. Circle context clues to help you figure out the meaning of the underlined words. Then tell a partner the meaning of the underlined words.**

Hint

Think about the different types of context clues. Look for words that signal examples, cause and effect, and contrasts. Then use the clues to help you figure out the meanings of the underlined words.

Marsupials are mammals that carry their young in pouches. The American opossum is a marsupial. Thanks to its defense mechanisms, the opossum keeps itself safe from predators. When threatened, it hisses, growls, and bites. If this doesn't work, the opossum reacts in an unusual way. Although many animals move quickly to escape danger, the opossum collapses and pretends to be dead. This is an unconscious response to stress that is similar to jerking your hand away from a hot object before thinking.

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Independent Practice

Read the paragraph. Then answer the questions that follow for numbers 1–4.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

Pangolins have a physical resemblance, or likeness, to an armadillo, with claws and armored bodies. When attacked, pangolins thwart combat by rolling into a hard ball and hiding. Like bats and other animals that sleep all day, pangolins are nocturnal. Because they lack teeth, eating tiny stones with their food is critical for digestion.

1 Which phrase from the paragraph best helps you understand the meaning of the word resemblance?

A have a physical

B or likeness

C with claws

D armored bodies

2 What does the phrase thwart combat mean in the paragraph?

A get attacked

B attack others

C avoid a fight

D start a fight

3 What does the word nocturnal suggest about the pangolins?

A They roll into hard balls.

B They are awake at night.

C They are like all other animals.

D They lack teeth.

4 What does the word critical mean in the paragraph?

A safe

B possible

C necessary

D imaginable

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Lesson 12

Greek and Latin Word Parts

Introduction Many English words have Greek and Latin roots and affixes. By becoming familiar with them, you will be able to unlock the meaning of many words.

- **Roots** are word parts that have meanings but usually cannot stand alone. Sometimes roots combine with other roots to form words, such as *audiovisual*.

Root	Meaning	Root	Meaning
aud	"hear"	*mot, mov*	"move"
cycle	"circle, wheel"	*vis, vid*	"see"
therm	"heat"	*meter*	"measure"

- **Affixes**, such as prefixes and suffixes, can also be added to roots to form words, such as *interject*.

Prefix	Meaning	Suffix	Meaning
uni-	"one"	*-ance, -ence*	"state of"
bi-	"two"	*-ion, -al*	"action, process"
tri-	"three"	*-or*	"state" or "quality of"

Guided Practice **Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of the underlined words.**

Hint

A suffix adds meaning to a root or word. Suffixes often give clues that indicate part of speech (noun, adjective, etc.). The suffix *-ence* usually signals a noun; the suffix *-al* usually signals an adjective.

1 Inez sat in the audience at a cooking show.

_____

2 The motor of the cake mixer broke. The chef needed help.

_____

3 He made a hand motion for Inez to come up on stage.

_____

4 As he worked, she kept an eye on the oven thermometer.

_____

5 Because she had great vision, this was an easy task.

_____

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Independent Practice

For items 1–4, read each sentence. Then answer the question.

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/4

1 "Watch how I extend the dough with my hands," said the chef.

The prefix *ex-* means "out," and the root *tend* means "stretch." What does the word extend mean in the sentence?

A pull it in different directions

B form it into small balls

C loosen it with water

D cut it into small pieces

2 "Next, I add the equivalent of a teaspoon of spice," explained the chef.

The prefix *equi-* means "equal," and the root *vale* means "worth." What does the word equivalent mean in the sentence?

A half portion

B cost

C same measure

D double the amount

3 "Are my directions audible?" asked the chef.

The root *aud* means "hear," and the suffix *-ible* means "able." What does the word audible mean in the sentence?

A necessary

B too complicated

C realistic

D loud enough

4 Inez told the chef she was grateful for the cooking lesson.

The root *grat* means "pleasing," and the suffix *-ful* means "having or giving." What does the word grateful mean in the sentence?

A eager

B thankful

C greatly impatient

D responsible

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Lesson 3 Part 1: Introduction

Citing Evidence to Make Inferences

Theme: *Mysterious Creatures*

Writers don't always tell you exactly what's on their minds. Sometimes you need to make a reasonable guess about what the writer thinks. A reasonable guess, which is based on both evidence and your prior knowledge of a topic, is called an **inference**.

The passage below is about a creature known as the giant squid. You will read it twice.

For many years, both sailors and scientists suspected that a creature they called the giant squid lived in the ocean depths. Over the years, the evidence mounted, and in 2012 came solid proof: They filmed giant squids swimming in the ocean.

Before the 2012 video, nobody had answers to several significant questions about giant squids. How did they act in the wild? Were they hunters? Or did they just float in the water, eating what came their way? What purpose did their huge eyes serve? Thanks to the video, we have some answers. We know that the squid is a hunter that uses its large eyes to spot prey and avoid being eaten. But many fascinating mysteries about the creature still need solving. Will this important research continue?

Read the passage again. This time, underline any evidence suggesting whether the writer feels scientists should keep researching the giant squid.

So, does the writer think that scientists should keep researching the giant squid? You can use evidence from the text to make and support an inference about what she thinks.

Study the chart. It shows how you can support an inference using textual evidence.

What You Know +	What the Text Says =	Inference
A person with positive feelings about a type of work usually wants that work to continue.	• "Before the 2012 video, nobody had answers to several significant questions about giant squids." • "But many fascinating mysteries about the creature still need solving." • "Will this important research continue?"	The author thinks that scientists should keep researching the giant squid.

By using text evidence and what you already know, you can make and support inferences. In a way, you make the same kinds of educated guesses that scientists do when they study mysterious creatures of the deep!

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Read the first part of a scientific account about Bigfoot.

Genre: **Scientific Account**

A Scientist's Search for Bigfoot *by Tetsuo Fujii*

Dr. Jeffrey Meldrum is an Associate Professor of Anatomy and Anthropology at Idaho State University. He specializes in primate foot structure—a category that includes apes, monkeys, and humans. His interests also include evaluating footprints that some claim are left by a mythical North American ape known as Bigfoot.

Meldrum's laboratory houses more than 200 casts and artifacts relating to Bigfoot. Although he believes that some samples are hoaxes, others interest him, such as unidentified hair and unique casts of muscle and foot-bone anatomy.

(continued)

Explore how to answer this question: *"Dr. Meldrum thinks that some samples are hoaxes, but others interest him. Why is he most likely interested in those other samples?"*

Reread the second paragraph. It suggests what Dr. Meldrum thinks, but does not state it directly.

Look for details suggesting why Meldrum is interested in the other samples. One detail is listed in the second column; write another detail there. Then complete the inference statement.

What You Know	+	What the Text Says	=	Inference
• If a scientist is interested in something, he or she might think it has scientific value. • A scientist might keep samples that could lead to a discovery.		• "Meldrum's laboratory houses more than 200 casts and artifacts relating to Bigfoot." •		Dr. Meldrum is most likely interested in those other samples because . . .

On the lines below, explain how the details you presented in the chart support your inference.

_____

_____

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Continue reading the account about Meldrum's research. Use the Close Reading and the Hint to help you answer the question.

Close Reading

What do most other scientists think about Meldrum's work? **Underline** the sentence that tells how they feel about it.

(continued from page 20)

Many anthropologists criticize Meldrum's work. They feel he is trying to find an imaginary creature that exists only in folklore. Meldrum tells critics he is not saying that Bigfoot exists. He just believes there is enough evidence to justify scientific investigation.

Unsurprisingly, most anthropologists reject Meldrum's evidence. Dr. David J. Daegling, a University of Florida anthropologist who thinks Meldrum's methods of analyzing data are unscientific, sums up this feeling: "Meldrum's evidence doesn't look better on deeper analysis; it looks worse."

Hint

Which choice gives evidence of what most scientists think of Bigfoot research?

Circle the correct answer.

Which sentence from the account best supports the idea that most scientists do not find value in investigating Bigfoot artifacts?

A "Many anthropologists criticize Meldrum's work."

B "They feel he is trying to find an imaginary creature that exists only in folklore."

C "Meldrum tells critics he is not saying that Bigfoot exists."

D "He just believes there is enough evidence to justify scientific investigation."

Show Your Thinking

Look at the answer you chose above. Explain how the evidence in your answer helped show that most scientists do not find value in investigating Bigfoot artifacts.

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Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.

Genre: **Scientific Account**

As I read, I'm going to underline clues that help me infer the author's viewpoint about chupacabras.

Close Reading

According to the author, why do people hope that chupacabras are real? **Underline** a sentence that shows the author's explanation.

What examples of new discoveries does the author give? **Underline** the evidence that new creatures have been discovered.

Tales of Chupacabras

by Cynthia Burnham

1 Legend tells of the chupacabra, a monster that sucks the blood of livestock. *Chupacabra* means "goat sucker" in Spanish. For many in the southwestern United States and Mexico, these tales are more than just stories; they have been accepted as fact. In Puerto Rico in 1995, hundreds of livestock fatalities were blamed on the chupacabra.

2 Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes. Others insist they are hairless, four-legged creatures that are part kangaroo, part dog, and part rat. Many similar beasts have been brought to labs for DNA testing, but most have been coyotes with mange, a disease that strips animals of fur.

3 Why do we want these mythical beasts to be real? Surely not because we want livestock to fall prey to vampires! Perhaps it is because of our natural desire to shed light on the unknown. Scientists constantly identify new life-forms. According to the World Wildlife Federation, more than 1,200 species of plants and vertebrates were discovered in the Amazon rain forest between 1999 and 2009. Given this fact, the idea that undiscovered species could exist empowers our imaginations and gives us hope.

4 Although we have explored much of this planet, there are still creatures that lurk in the underbrush, evading recognition. That is a thrilling concept. So even as evidence mounts against the existence of chupacabras, a part of us hopes that one will creep from the shadows and boggle our minds.

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Hints

Think about the word choice in each sentence. Which choice helps you infer what the author actually thinks about chupacabras?

Which sentence offers support for why people hope chupacabras are real?

What kinds of life-forms were discovered between 1999 and 2009? What is the author's purpose for including this evidence?

Use the Hints on this page to help you answer the questions.

1 A student makes the following claim about the author of "Tales of Chupacabras."

The author believes that chupacabras are imaginary even though she would like to think they exist.

Which sentence from the text best supports this claim?

A "*Chupacabra* means 'goat sucker' in Spanish."

B "Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes."

C "Why do we want these mythical beasts to be real?"

D "Scientists constantly identify new life-forms."

2 Which sentence from the text explains why the author thinks people want to believe in chupacabras?

A "For many in the southwestern United States and Mexico, these tales are more than just stories: they have been accepted as fact."

B "Legend tells of the chupacabra, a monster that sucks the blood of livestock."

C "Others insist they are hairless four-legged creatures that are part kangaroo, part dog, and part rat."

D "Perhaps it is because of our natural desire to shed light on the unknown."

3 Explain how the examples of recent scientific discoveries support the idea that chupacabras may one day be found. Use details from the text in your explanation.

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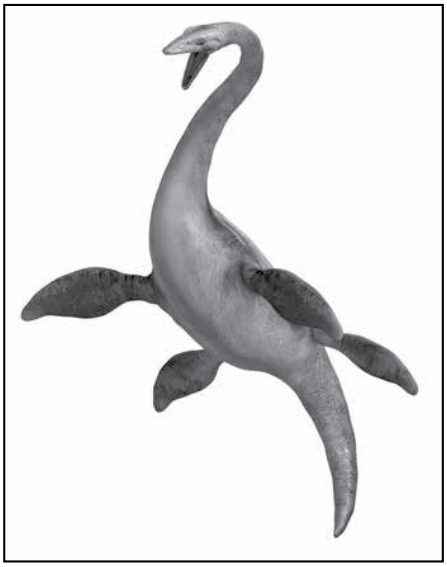
Read the scientific account. Then answer the questions that follow.

Looking for the Loch Ness Monster

by Stuart Clyburn

1 The word *loch* is a Scottish Gaelic word for *lake*. And there are a whole lot of lochs in Scotland—more than 500 of them! But one loch, Loch Ness in the Scottish Highlands, is known around the world. The reason for its fame is not its great size or beauty. People know the name *Loch Ness* because it is said to be the home of a mysterious, giant creature known as "the Loch Ness monster." Whether the creature really exists or not has been a matter of great debate for decades.

2 What does "Nessie," the popular nickname for the monster, supposedly look like? By most accounts, she has a small head on a very long neck. Her body is broad and rounded, with four flippers and a long tail. If you know your prehistoric creatures, you might be thinking: Nessie sounds like a *plesiosaur*, a giant sea reptile that lived hundreds of millions of years ago. One common theory about Nessie is that she actually *is* a plesiosaur. Other explanations for Nessie are far less dramatic. Some people think that the "mysterious" creature people have mistaken for a monster may have been nothing more than a walrus, seal, or eel.



an artist's depiction of a plesiosaur

©Ralf Juergen Kraft/Shutterstock

3 How could a creature as big as a plesiosaur hide in a lake? Well, Loch Ness is a huge body of water. It's the second largest loch in Scotland, based on the surface area of its water. Loch Ness covers more than 21 square miles, and only Loch Lomond is bigger. But if you look at the volume of water, Loch Ness is the biggest. And that's because it's deep—about 755 feet at its deepest point. This single loch contains more water than all the freshwater lakes in England. In other words, it's one big place to hide.

4 Some people who believe in Nessie say that she's made her home in the region for more than a thousand years. A book written in the seventh century tells about an Irish monk who saw a giant "water beast" in the River Ness in 565 C.E. No one thought much about that story until 1933. A couple was driving home along the loch late one night. They said they were forced to stop when a giant, dragon-like creature crossed the road and slid into the water. Their story appeared in newspapers. Soon, many more people claimed to have seen the monster. The following year, in 1934, a doctor from England took a photo that became famous worldwide. The poorly lit, grainy photo shows what looks like the head and long neck of a plesiosaur-like creature rising from the water. The photo served as "proof" of the monster until 60 years later—when it was revealed to be a fake.

5 Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster. One early effort involved placing scouts with cameras and binoculars around the loch for five weeks. Later searches relied on the use of sonar. This method involves bouncing sound waves through the deep

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waters of the loch to detect moving objects. In 2003, the famous British Broadcasting Corporation (BBC) sponsored one of the most thorough searches ever. Scientists used 600 sonar beams and satellite tracking. What did they find? Nothing of note, really. They concluded that Nessie was a myth.

6 After so many attempts, you have to wonder why people keep looking for the Loch Ness monster. It may just be that there's something exciting about the idea of mysterious creatures living so close to us, always just out of view. There's a word for such creatures: *cryptids.* It comes from a Greek word meaning "to hide." The Loch Ness monster is one of many cryptids that have captured the public imagination. Others include Bigfoot in North America, the Yeti in the Himalaya Mountains, and the chupacabra in the southwestern United States and Mexico.

7 Many animals whose existence we take for granted today might once have been considered cryptids. Komodo dragons and giant squids were once thought to be tall tales. Until 1902, people regarded stories of "giant ape-men" living in Africa as just a myth. Today, we know them as mountain gorillas. The odds of "Nessie" turning out to be real may not be quite as good. But if it were true, we'd all love it, wouldn't we? It's exciting to think that a real live monster lives deep in a loch in Scotland.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /4

1 According to the account, what is one reason many people believe the Loch Ness monster does not exist?

A The earliest sighting of the Loch Ness monster occurred in 565 C.E.

B The photo taken in 1934 has been proven to be a fake.

C Plesiosaurs, like the dinosaurs, lived hundreds of millions of years ago.

D Sonar beams and satellite tracking found no evidence in the loch.

2 Which detail provides evidence that a creature as huge as a plesiosaur could really hide in Loch Ness?

A Loch Ness has a surface area of 21 square miles and is 755 feet deep.

B The Loch Ness monster might actually be an ordinary walrus, seal, or eel.

C Dozens of scientific searches of Loch Ness have been conducted.

D The Loch Ness monster is known as a cryptid, a word whose root word means "to hide."

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3 Which statement is **best** supported by the account?

A It is illogical to think that a plesiosaur could still be living in Loch Ness today.

B Someday, scientists will prove that no giant creatures live in Loch Ness.

C Some people want to believe in the Loch Ness monster and ignore scientific evidence showing it does not exist.

D People have always been fascinated by the idea of strange creatures such as Bigfoot and the Loch Ness monster.

4 Despite the great interest in the Loch Ness monster, it is highly unlikely that such an animal actually exists. Which sentence from the passage **best** supports this conclusion?

A "Whether the creature really exists or not has been a matter of great debate for decades."

B "Some people who believe in Nessie say that she's made her home in the region for more than a thousand years."

C "Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster."

D "Many animals whose existence we take for granted today might once have been considered cryptids."

5 Some people firmly believe that the Loch Ness monster is actually a plesiosaur. Use at least **three** details from the account to explain why some people believe this.

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✓ **Self Check** ***Go back and see what you can check off on the Self Check on page 1.***

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Reading

Read the passage. Then answer the questions that follow.

Worth More Than Gold

by Amy Charles

1 Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight. There's also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning "one."

2 This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.

3 Why was the famine so destructive in Ireland? One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they're made, the molecules work together to grow the body and keep it alive.

4 Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren't protected from the fungus.

5 Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn't have those genes, that potato can't fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant's genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

Go On

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6 Here's the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place, a gene bank.

7 Now, when a pest attacks a wheat crop in Oklahoma, scientists don't wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

8 There are more than 1,600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what's in those vaults is worth more than gold.

9 That's the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.

---

1 Which sentence from the passage **best** supports the idea that growing monocultures can be risky?

A "American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight."

B "Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA."

C "If one cornstalk in the field can be killed easily by an attacker, so can all the rest."

D "One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA."

E "The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs."

F "They look in gene banks for a strain of wheat that fights that pest well."

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2 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is one main idea of "Worth More Than Gold"?

A Gene banks protect the world's food supply.

B People have studied DNA for hundreds of years.

C Monocultures are often destroyed by pests.

D The Irish potato famine began in 1845.

Part B

Which sentence from the article **best** supports the answer to part A?

A "That means it has the same instructions for building itself."

B "Because all the potatoes in Ireland at the time were so similar, most of the potato crop died."

C "If you want molecules that will fight potato fungus, you need the genes for making those molecules."

D "If crops are in trouble, what's in those vaults is worth more than gold."

3 Which of the following would **not** belong in a summary of the passage?

A The Irish potato famine in the 1800s was made worse because people at the time did not know about DNA.

B To get molecules that will fight a potato fungus, you need to have the right materials.

C One solution to possible problems caused by monocultures lies in the field of genetics, in plant DNA.

D To protect the world's crops, a gene bank in Svalbard, Norway, has backup copies of more than half a million seeds.

Go On

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4 What is the **main** purpose of paragraph 5?

A It introduces the topic of worldwide famine.

B It provides a definition of the key term "fungus."

C It shows how genes can solve the problem of crop disease.

D It poses and answers logical questions about DNA and genes.

5 Read the statement below.

The author of this passage has great respect for the scientists and farmers who have made gene banks possible.

How can you tell this statement is true? Use **two** details from the text to support your answer.

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Read the passage. Then answer the questions that follow.

The Scent of Memory

by Christopher Ford

1 Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory. For me, the smell of wood smoke always makes me think of autumn. One whiff, and I am twelve, at home on my family's farm, snuggled in bed as the smell of wood smoke snakes through my slightly-open bedroom window.

2 It is early autumn, and all around us, our neighbors are harvesting apples. We have been eating apple pie, applesauce, apple cakes, even apple stew. My family does not own an orchard, but we rejoice in the benefits of the harvest and our special neighbors.

3 It's Saturday morning. My father wakes me gently, saying, "Let's go, Chris, it's time." I stand up stiffly, shivering, the chill draft hurrying me over to pull on jeans and a shirt, my favorite old sweatshirt, and my warmest socks.

4 My mom is already up and at the stove, coffee cup in one hand, stirring a huge pot of oatmeal with the other. It's not my favorite breakfast in the world, but on a morning like this, with hard work ahead of me, I know I'll appreciate it later.

5 "Good stuff, Lynn," my dad says as he gives my mom a kiss on one cheek. He spoons out a huge bowl for himself and then one for me. Even with raisins and brown sugar, it's hard to swallow.

6 "Eat up, Chris," my dad teases. "It'll stick to your ribs!"

7 He and my mom talk as they drink their coffee and eat their breakfast. It's all bills and money talk, so I tune out, watching the leaves swirl outside. My little sister pads in after a while, all pink fluff and fuzzy curls. Even I have to admit she's kind of adorable. She crawls silently into my dad's lap and he nestles her right into the crook of his arm, as if the shape of his arm was made to fit the curve of her back. He manages this maneuver while continuing to sip his coffee and talk to my mom. After we finish breakfast, we say goodbye to the two of them and head out.

8 It is just past dawn, and in the east, a smattering of lacy clouds drifts slowly across the streaks of pink, orange, and red that forecast a cold day. The air smells lightly of wood smoke from the farmers who are burning brush in the nearby orchards. Crunch, crunch, crunch, my feet push easily through the carpet of fallen leaves on the way to the barn. The colors are outrageous: orange, red, yellow, and even greens that are bright and playful. I can't resist kicking a few piles into the air to watch them swirl.

9 In the barn, it's warmer, with animal breath and body heat creating a hazy fog. I scratch our old goat, Ginger, behind her ears, pat the orange tabby, Huck, and say good morning to Jessie and her three pups. They are still squirmy and warm, snuggling in for breakfast.

10 We feed the animals and then load up the truck with everything we need: axes, clippers, small saw, twine, gloves. Our neighbor has trees down and has offered the wood to anyone who wants to come and chop it up. With the winter weather we're expecting, we can use all the firewood he can spare. The more we can get by on fireplace heat this winter, the better.

Go On

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11 “Woo-hoo, you feel that, Chris? Fall is here for sure!” my dad rubs his hands together and starts the truck.

12 I nod in agreement and reach up to tuck my nose into my sweatshirt collar, then my hands go into my sweatshirt pocket.

13 Dad laughs. “Don’t worry. In no time at all, you’ll be sweating.”

14 At Mr. Arnold’s place, there are three trees down: two apple trees and one huge old oak that got dragged down when the apples blew down in our first storm of the season. The holes their roots left behind are enormous, and I want to crawl into them and explore, but Dad has other plans for me.

15 “Okay, Chris, we’re going to start with the lower branches, here. We’ll strip the branches and work our way up the tree, then we can chop up the trunk.” We dig in, Dad correcting my axe strokes from time to time, interrupting my swing to show me where to hit the branch just right so that I’ll get a cleaner cut. He was right: in no time I’m sweating enough to take my sweatshirt off, but my breath comes out of my mouth steaming in the frosty air.

16 By noon we’ve stripped off the lower branches and have the truck full of wood, about a cord’s worth. We’ll need about four more to get through the winter, but we thank Mr. Arnold and promise to be back tomorrow.

17 On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm. “That went twice as fast today with your help, son. You’re getting pretty strong,” he says and I feel positively mighty.

18 I watch the orchards as we pass. There are so many shades of orange and red that I can’t possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day.

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6 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is one theme of "The Scent of Memory"?

A Scientists have proven that smell is an important scent.

B The harvest is an unpleasant time with big rewards.

C Life on a farm is better than life elsewhere.

D Thinking about the past is a powerful source of emotion.

Part B

Which sentence from the "The Scent of Memory" **best** supports the answer to part A?

A "Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory."

B "For me, the smell of wood smoke always makes me think of autumn."

C "On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm."

D "There are so many shades of orange and red that I can't possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day."

7 Select **three** sentences that should be included in a summary of "The Scent of Memory."

A A boy describes the many pleasures in his life on a farm.

B Thinking about the smell of wood smoke, a man recalls an autumn day in his youth.

C His best memories are of the barn, the goat, the cat, the dog, and chopping wood.

D His mother and sister stay at home, while he and his father share a harvest with neighbors.

E He wakes up early and has breakfast with his family before heading out with his father.

F He and his father feed the animals in the barn and then chop wood on a neighbor's farm.

G He sweats from working so hard, but his breath still looks like steam in the cold air.

Go On

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8 Read this sentence from paragraph 5 of "The Scent of Memory."

> Even with raisins and brown sugar, it's hard to swallow.

What does the phrase "hard to swallow" suggest about the narrator?

A He has a sore throat.

B He does not like oatmeal.

C He prefers plain oatmeal.

D He is not hungry.

9 In paragraph 17 of "The Scent of Memory," why does the narrator **most likely** say that he feels "positively mighty"?

A He recognizes that he has grown taller in the past year.

B He believes that his father would not have been able to do the work himself.

C He is pleased that his father recognizes his helpfulness and ability.

D He has accomplished something he thought was impossible.

10 How does the author develop the narrator's point of view in "The Scent of Memory"?

A by having the narrator recall a specific day from his childhood

B by having the narrator use only the sense of smell to describe a memory

C by having the narrator alternate between past and present to show the past's influence

D by having the narrator reflect on how his life has changed a great deal since his youth

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11 Read the following poem about October:

> October is the lovely girl who draws her sisters' envy:
> Mild in temper, fair of heart, and much admired by many.
> Her sisters dress more modestly, but she is always bold,
> clothed in red and violet, crowned with green and gold.

One theme of "The Scent of Memory" is that autumn is a special time of year with plentiful harvests and beautiful colors. The poem also shares this theme. Compare and contrast how "The Scent of Memory" and the poem present the theme stated above. Use details from the texts to support your answer.

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Read this account of important moments in the history of science. Then answer the questions that follow.

Luck Favors the Prepared

by Maria Malzone

1 Making a great discovery generally requires hard work, years of study, and experiment after experiment. However, people sometimes accidentally stumble upon amazing discoveries. Some of the things we use in everyday life—such as sticky notes, microwaves, and artificial sweeteners—were all chance discoveries that changed the way we live. The inventor of the sticky note just happened to stumble on a type of glue that could be reused. The scientist who discovered microwaves wasn't looking for them. He was doing experiments with a new type of vacuum tube. Then one day the chocolate bar in his pocket began to melt, and he realized the machine in front of him could change the way people cooked. A scientist who was trying to find new uses for coal tar happened by chance to notice that it tasted sweet, thus discovering the first artificial sweetener.

2 It is exciting to think that anyone could discover something important, such as sticky notes or microwave ovens. However, most of the accidental discoveries you hear about required more than just luck. While the discoverers may have been lucky, they were also prepared. Some of the most famous "accidental" discoveries were made by scientists who had been working to solve problems for a long time.

3 The discovery of penicillin, which is a medicine used to kill bacteria, is one of the most famous stories of accidental discovery. In the early 1900s, a scientist named Alexander Fleming was trying to find ways to cure diseases and infections. While doing his research, Fleming grew bacteria on special plates called petri dishes.

4 One day he noticed a type of mold, called penicillin, growing on the plate. To Fleming's amazement, the mold killed the bacteria. He discovered that the mold could be used as an antibiotic, which is a medicine that fights bacterial infections. The penicillin antibiotic was used to treat cuts, infections, and diseases that made many people seriously ill. Because of this, it was called a "miracle drug." It is still used today to help save lives.

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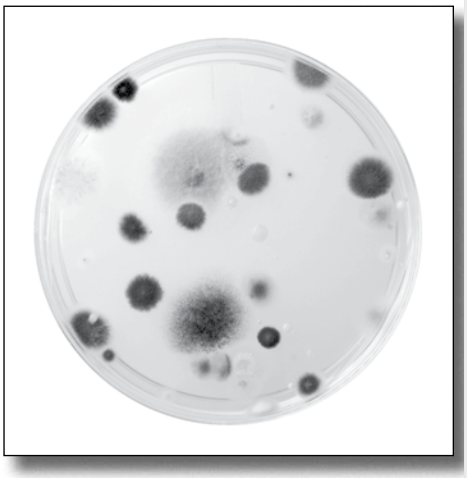

Mold growing in a petri dish. Alexander Fleming's chance observation of how a type of mold killed bacteria led to the development of modern antibiotics.

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5 X-rays were another accidental discovery. A scientist named Wilhelm Röntgen, who had studied physics and engineering, was working as a professor in the late 1800s. At that time, Röntgen was performing experiments by passing an electric current through gas. His experiments sometimes produced sparks in the gas. Röntgen noticed that every time the gas sparked, a plate treated with a special chemical lit up. Röntgen thought that perhaps the sparks were producing some sort of rays. These rays were not like anything known at the time, however. For this reason, Röntgen called them X-rays.

6 After making this discovery, Röntgen decided to investigate the rays further. For example, he placed different objects in front of the rays. He tested whether the X-rays would pass through the objects or be blocked by them. Röntgen's most famous image is the X-ray shadow of his wife Bertha's hand. This image shows that the rays do not pass through bone. Doctors quickly realized that they could use X-ray images to look at broken bones.

the first X-ray photograph, showing Bertha Röntgen's hand

7 Another scientist who made an accidental discovery was Charles Goodyear. Goodyear was experimenting with natural rubber because he hoped to find a way to make it more useful. Natural rubber, which comes from the sap of rubber trees, is too soft and sticky to be used in many products. Goodyear was determined to find a way to change the rubber so that it would be more durable but also remain elastic, or stretchy. He tried to change the rubber in countless ways, but each attempt disappointed him. Goodyear even patented one method of changing the rubber, but he was still unhappy with the results.

8 One day, Goodyear spilled a mixture containing natural rubber onto a hot stove. The result was the hard, strong rubber he had been seeking. The process resulted in what we now call vulcanized rubber. Goodyear patented a process for making vulcanized rubber in 1844 and then sold his product to manufacturers. Today vulcanized rubber is used in everything from bowling balls to car tires to shoe soles.

9 These scientists and inventors are all known for their accidental discoveries. Could these discoveries have been made by anyone else? Perhaps. But Fleming, Röntgen, and Goodyear all studied and worked hard for many years. When their lucky accidents happened, they had learned enough to understand what they saw. They then worked hard to make their observations useful. Lucky accidents can happen to anybody, but great discoveries are almost always the result of hard work.

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Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2A	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct /6

1 Which sentence from the article **best** supports the idea that the discovery of X-rays helped to improve people's health?

A "After making this discovery, Röntgen decided to investigate the rays further."

B "He tested whether the X-rays would pass through the objects or would be blocked by them."

C "Röntgen's most famous image is the X-ray shadow of his wife Bertha's hand."

D "Doctors quickly realized that they could use X-ray images to look at broken bones."

2 Answer Parts A and B below.

Part A

Which statement is true about Alexander Fleming's initial understanding of penicillin?

A He hoped that penicillin would cure certain diseases.

B He was unaware that penicillin would have any effect.

C He was sure penicillin would be a helpful medicine.

D He knew penicillin was deadly to some bacteria.

Part B

Select **two** pieces of evidence from "Luck Favors the Prepared" that support the answer to Part A.

- ☐ "one of the most famous stories of accidental discovery"
- ☐ "a medicine used to kill bacteria"
- ☐ "trying to find ways to cure diseases and infections"
- ☐ "To Fleming's amazement"
- ☐ "the mold could be used as an antibiotic"
- ☐ "it was called a 'miracle drug'"

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3 The author believes that Charles Goodyear was a dedicated scientist who kept improving on his work. Which sentence from the article **best** supports this statement?

A "Another scientist who made an accidental discovery was Charles Goodyear."

B "He tried to change the rubber in countless ways, but each attempt disappointed him."

C "One day, Goodyear spilled a mixture containing natural rubber onto a hot stove."

D "Goodyear patented a process for making vulcanized rubber in 1844 and then sold his product to manufacturers."

4 Which of the following **best** matches a central idea from the text with a detail that supports it?

A Central idea: Many important discoveries are made during experiments.
Supporting detail: Doctors began using X-rays to examine injured patients.

B Central idea: Some important discoveries are not well understood at first.
Supporting detail: Artificial sweetener was based on a kind of coal tar.

C Central idea: Some scientists make accidental discoveries that help people.
Supporting detail: Penicillin is still used in modern times to save lives.

D Central idea: Dedicated scientists may accidentally become great inventors.
Supporting detail: Fleming used plates called petri dishes to grow bacteria.

5 Vulcanized rubber continues to be an important part of modern products. How does the author illustrate this idea in the passage?

A She lists examples of different uses for vulcanized rubber.

B She tells the story of the invention of vulcanized rubber.

C She compares vulcanized rubber with natural rubber.

D She notes the year in which vulcanized rubber was patented.

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6 Which of the following **best** summarizes the article?

A Sticky notes, microwaves, and artificial sweeteners all have something in common. Each of these useful things was discovered by accident. The same is true of a number of other discoveries, including penicillin, X-rays, and vulcanized rubber.

B Many important scientific discoveries have been made by accident. These include the discoveries of penicillin, X-rays, and vulcanized rubber. In each case, the scientist making the discovery had the experience to see the usefulness in what others might have considered a mere "accident."

C Alexander Fleming may be the person who made the most important accidental discovery of all time. He was working in his lab when he noticed a type of bread mold that killed bacteria. This led to the invention of penicillin, an antibiotic that has saved countless lives.

D When a good scientist discovers something by accident, the discovery involves more than just luck. Microwaves, penicillin, and X-rays are all examples of useful things discovered by scientists who knew how to turn a mistake into something good. Their "lucky accidents" had more to do with hard work than good luck.

7 Explain how the author uses anecdotes, or stories, to illustrate key ideas of the passage. Use details from the passage to support your answer.

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8 Below is information from paragraphs 5 and 6 of the passage "Luck Favors the Prepared." Organize the information by writing each phrase from the passage into the proper section of the table: central idea, supporting detail, and example used to make a point.

Röntgen was performing experiments by passing an electric current through gas.

Röngten's image of his wife's hand showed that X-rays do not pass through bone.

X-rays were another accidental discovery.

Every time the gas sparked, a plate treated with a special chemical lit up.

Central idea	
Supporting detail	
Supporting detail	
Example used to make a point	

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Performance Task—Extended Response

9 How does the author introduce and illustrate the differences between truly "accidental" discoveries and those made by hard-working scientists? How does the author feel about the two kinds of discoveries? Write an essay of two to three paragraphs explaining your answer. Be sure to include examples from the passage in your answer.

In your answer, be sure to
- explain how the author presents the differences between these discoveries
- explain how the author feels about these types of discoveries
- use examples from the passage in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

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Lesson 10

Consistency in Style and Tone

Introduction When you write, choose a style and tone that suit your purpose and audience. You might choose a formal style and serious tone for a report. For a personal e-mail, you might choose an informal style and humorous tone. Once you've decided on a style and tone, you need to be consistent.

- The words you choose and your sentence patterns form your **style**.

Formal	During meteorological events, animals tend to scatter.
Informal	It's raining. Look at that mouse run for cover. It's fast!

- Your tone shows your attitude toward your subject and/or readers. For example, a tone may be serious, playful, humorous, angry, calm, joyful, or sad.

Serious	Some animals seek shelter in and under trees or bushes.
Playful	Can a lizard use a tree as an umbrella? It sure can!

Guided Practice **Read the passage. Then rewrite the underlined sentences to match the style and tone of the rest of the passage.**

Hint

The style and tone of the story are informal and casual. The underlined sentences contain language that is either too poetic or too technical. Replace them with language that matches the story's style and tone.

"Our camping trip is off to a great start," said Dad. We had just begun to unpack. Then crack, sizzle! Lightning flashed through the sky. Thunder made the mountains tremble in fear.

"Run to the car!" yelled Dad. "We'll wait it out there." After an hour, the rain stopped. When we exited the vehicle, we found that our belongings had absorbed a vast amount of moisture!

1 _____

_____

2 _____

_____

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Independent Practice

Read the paragraph below. Then answer the questions that follow for numbers 1–4.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

1 What revision of sentence 2 best matches the style and tone of sentence 1?

A First, it offers children outdoor exercise, such as hiking.

B First, it allows kids to finally get a chance to run around.

C First, it lets children do stuff, like run around outside.

D First, kids get to run around the river and do other outside stuff.

2 Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?

A sentence 1

B sentence 4

C sentence 5

D sentence 6

3 Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?

A catching some z's

B falling asleep

C nodding off

D getting some shut-eye

4 Which sentence could be added to the paragraph without changing its style or tone?

A Nobody gets it!

B We need to stop those pesky builders from taking over!

C They've really got to leave our campground alone.

D We must preserve our local campground!

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Lesson 13
Using a Dictionary or Glossary

Introduction Many words have more than one definition and can serve as more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word or phrase.

- Words in a **dictionary** appear in alphabetical order. Each entry provides the pronunciation, the part of speech, and the meanings of the word. Sample sentences are often included to clarify meaning.

account (ə kount') *n.* **1.** a record of events or time period **2.** money in a bank **3.** worth, importance **account for** *v.* **1.** to be the main reason for: *Heavy rain accounted for the flooding.* **2.** to explain: *I can't account for the dog's barking.*

When there is more than one meaning, each definition is numbered.

The abbreviations show the part of speech: *n.* stands for *noun* and *v.* stands for *verb*.

extract (ĭk străkt') *v.* **1.** to pull out **2.** to obtain or get meaning, pleasure, or information from something **extract** (ĕk' străkt) *n.* **3.** an excerpt or part of a text **4.** a flavoring

The pronunciation of the word is in parentheses. For some words, the pronunciation depends on the part of speech.

- A **glossary** is similar to a dictionary. It is an alphabetical list of special words that are used in a book. Each entry defines the word as it is used in that book.

Guided Practice **Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.**

Hint
Identify how a word is used in a sentence before you use the dictionary. If the word is used as a noun, then you should read the definitions given for a noun.

Our museum has an exhibit on Chinese art. The catalog includes extracts from books about the landscape paintings. Many people extract pleasure from viewing these paintings. However, various accounts suggest that these paintings were also used to teach life lessons. If the paintings were used to teach morals, then scholars could account for the wide use of symbols that stand for character traits.

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Independent Practice

For numbers 1–4, use the dictionary entries to answer the questions.

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/4

express (ĭk sprĕs') *v.* **1.** to say or state **2.** to communicate ideas or feelings **3.** to squeeze or press something out *n.* **4.** type of transportation that moves with few or no stops *adj.* **5.** specific: *I bought these apples for the express purpose of baking a pie.* **6.** stated **7.** moving with few or no stops

1 What part of speech is express as used in this sentence?

My mother and I took the express train to the museum.

A noun

B adjective

C verb

D adverb

2 Which definition of express best fits this sentence?

One artist painted a gloomy landscape to express the theme of grief and loss.

A Definition 2

B Definition 3

C Definition 5

D Definition 6

reflect (rĭ flĕkt') *v.* **1.** to bend back light **2.** to show an image, to mirror **3.** to show clearly or reveal: *The novel reflects the writer's unhappiness.* **4.** to consider seriously: *You need to reflect on your actions.* **5.** to bring negative attention to: *The team's rowdiness reflected on the school.*

3 Which definition best fits reflect as used in this sentence?

Many landscape paintings reflected the artist's mood.

A Definition 1

B Definition 3

C Definition 4

D Definition 5

4 Which definition best fits the way reflect is used in this sentence?

When you view a Chinese landscape painting, reflect on the artist's message.

A Definition 2

B Definition 3

C Definition 4

D Definition 5

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Lesson 14
Using a Thesaurus

Introduction You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

bitter *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acrid, unpleasant** *Antonyms: sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** *Antonyms: mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** *Antonym: friendly*

claim *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** *Antonym: deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** *Antonym: denial*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words can serve as more than one part of speech.

Guided Practice **Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.**

Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

1 Which words are synonyms of *claim* as used in the paragraph?

_____

2 Which word is an antonym of *claim*? _____

3 Which words are synonyms of *bitter* as used in the paragraph?

_____

4 Which words are antonyms of *bitter*? _____

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Independent Practice

For numbers 1–4, read the sentence. Then use the thesaurus entry to answer the question.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

significant *adj.* **1.** expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** *Antonym: meaningless* **2.** having influence: *Thu has a significant job with the Government.* **important** *Antonyms: insignificant, unimportant*

1 As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

A meaningful
B unimportant
C insignificant
D meaningless

permit *v.* **1.** to allow to do something: *I'll permit you to pick plums.* **allow, authorize** *Antonyms: forbid, prohibit* **2.** to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* **3.** written permission: *The contractor got a permit to build a home.* **license, permission**

2 The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

A license
B allow
C forbid
D oblige

powerful *adj.* **1.** physically strong: *The oxen are powerful.* **strong, mighty** *Antonyms: weak, frail* **2.** able to influence: *Leaders are powerful people.* **high-ranking, influential** *Antonym: low-ranking*

3 Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

A high-ranking
B powerless
C weak
D frail

valuable *adj.* **1.** having monetary worth: *Gold is valuable.* **precious** *Antonym: cheap* **2.** having use or importance: *A job teaches you valuable skills.* **useful, worthwhile** *Antonym: worthless*

4 Cocoa beans were so valuable that the Aztecs used the beans as money.

Which is an antonym for valuable as it is used above?

A useful
B worthwhile
C precious
D cheap

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Lesson 5 Part 1: Introduction

Citing Evidence to Make Inferences

Theme: *Passing Wisdom Down Through the Ages*

Have you heard the story of Pinocchio, the wooden boy who came to life? Each time he lies, his nose grows. Later in the story, Pinocchio says he has been to school, and—*zoink!*—his nose grows. Now, the author doesn't say at this particular point in the story that Pinocchio lied. But you can make an **inference**—a conclusion based on what you already know and text evidence—that he did.

Good inferences are supported with textual evidence. You can practice this right now.

Read the paragraph below. Then use the chart to support an inference about the narrator.

> Abraham Lincoln once said, "Whatever you are, be a good one." Easy for him to say—he was good at *everything*. It's nice advice, I guess. Still . . . you can say that you're going to be good at playing the piano. You can even say that you'll perform beautifully at the big recital. You can say that all you want, and you can still forget the notes to your song halfway through and run off the stage in tears. I wonder what Lincoln would have said about that! He probably wouldn't have felt as miserable as I do right now, at the very least.

The chart below states an inference about the narrator. Complete the chart by writing one more phrase from the paragraph that directly supports the inference.

What You Know	+	What the Narrator Says	=	Inference
People sometimes feel bad when embarrassed.		• "Still . . . you can say that you're going to be good at playing the piano." •		The narrator has just had a bad experience performing in a piano recital.

When reading, always support your inferences with textual evidence. An unsupported inference won't make your nose grow an inch, but you won't be on your way to a better understanding of the story, either!

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Read the first two paragraphs of an ancient Greek myth.

Genre: **Myth**

Athena, Arachne, and the Weaving Contest

by Sofia Lillios

Athena, the goddess of wisdom, was an exceptional weaver. She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude. Athena's most talented student was a young woman named Arachne.

Each day, Athena and Arachne sold their creations at a country market, and everyone said Arachne's cloth was incredible. Athena overheard Arachne tell customers she taught herself to weave. Athena cringed as she listened to Arachne's lies. Then, on one fateful day, Arachne kept bragging to customers that she was the greatest weaver in the world, and that her creations were more beautiful than all the others at the market.

(continued)

Explore how to answer this question: *"How does Athena feel about Arachne's bragging? Make an inference about how Athena feels. Support your inference with two details from the text."*

Look for details from the text that hint at how Athena feels about Arachne. One detail is shown in the chart below. Write a second detail next to the second bullet point. Then write down your inference.

What You Know	+	Details from the Text	=	Your Inference
Someone who expects gratitude would likely be upset if she did not receive it.		• She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude." •		

Use details from the chart to support the inference that Athena is upset about Arachne's bragging.

_____

_____

_____

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Continue reading "Athena, Arachne, and the Weaving Contest." Use the Close Reading and the Hint to help you answer the question.

Close Reading

On page 46, the author says that Athena shares her skills with humans on one condition. **Circle** the phrase stating this condition.

(continued from page 46)

An old woman in a cloak smiled and challenged Arachne to a weaving contest, which Arachne gladly accepted. The rules were simple: each would weave one complete tapestry by nightfall, and customers would judge the winner.

Throughout the day, the two sat at looms, weaving furiously. Just before sunset, they finished. Both tapestries were marvelous to behold, but the crowd chose the old woman, for her creation was flawless. "Spin and weave forever without my help, fool," the old woman suddenly said, and pointing one finger at Arachne, turned her into a spider.

Hint

The question asks *why* Arachne was turned into a spider, not how.

Circle the correct answer.

Which sentence best explains why Arachne was turned into a spider?

A The old woman had special powers.

B Arachne did not show her thanks to Athena.

C Athena was disguised as the old woman.

D Like Arachne, spiders are good at weaving.

Show Your Thinking

Look at the answer you chose above. Explain how the details in the story helped you infer why Arachne was turned into a spider.

_____

_____

_____

_____

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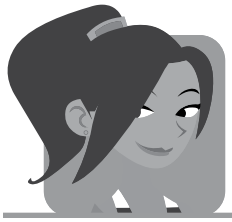
Read the Native American story. Use the Study Buddy and the Close Reading to guide your reading.



Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. **Circle** words and phrases that describe the tree.

Genre: **Native American Legend/Myth**

The Wisdom of the Willow Tree

by Wilson Mekashone

1 Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.

2 One day, the sun blazed down and he was hot, thirsty, and desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.

3 Young Man said to the tree, "I have failed on my journey. I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."

4 The tree then reached down its oldest branch, stroked Young Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."

5 Young Man awoke and followed the tree's enormous roots to a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.

6 He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.

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Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

Use the Hints on this page to help you answer the questions.

1 A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."

Young Man has to develop skills if he wants to become Wise Man.

Which sentence from the text best supports this claim?

A "He decided to journey far away, seeking wisdom."

B "This, he knew, would take much strength and patience."

C "I am old and know the value of rest."

D "In the distance, he saw a willow tree and crawled to it."

2 Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?

A "Young Man awoke and followed the tree's enormous roots to a burbling stream."

B "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."

C "I'm thirsty and weary, and I cannot summon the strength to return home."

D "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."

3 Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.

_____

_____

_____

_____

_____

_____

_____

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Read the story. Then answer the questions that follow.

A Sewing Sensation

by William Rivera

1 Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.

2 Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think it's making a weird noise."

3 Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."

4 Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.

5 "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.

6 In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.

7 "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."

8 Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.

9 Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."

10 After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.

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11 Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.

12 The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /4

1 Juan does not have a lot of experience with sewing. Which sentence from the passage is the **best** evidence of this claim?

A "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"

B "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."

C "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."

D "'Many of the best fashion designers are men,' Juan's dad continued."

2 Juan is very excited about learning to sew. Which of the following sentences from the passage **best** supports this statement?

A "Juan felt proud that people wanted to wear his mother's creations on their special days."

B "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."

C "Juan had a huge smile on his face when he looked over his shoulder at his mom."

D "Then he remembered the patience that his mother always showed, and he slowed down."

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3 Which detail **best** supports the idea that Juan's mother encourages her son's interests?

A She tells him that her sewing machine doesn't require fixing.

B She gives him some pillowcases to sew on his own.

C She sends him outside to play ball instead of sewing.

D She gives him a notebook for sketching and drawing.

4 What is one reason Juan chooses to play soccer with his friends instead of continuing to sew?

A He knew that he needed to practice if he wanted to improve his soccer skills.

B He did not want his friends to think he was rude for keeping them waiting.

C He thought that his father would not approve of his interest in sewing.

D He was concerned that his friends might make fun of his sewing talent.

5 Juan seems somewhat embarrassed about his strong interest in sewing. Write a paragraph in which you agree or disagree with that statement. Use at least **two** details from the story to support your answer.

✓ **Self Check** ***Go back and see what you can check off on the Self Check on page 43.***

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Read the story. Then answer the questions that follow.

Work Smarter, Not Harder

by Trevor Jackson

1 Kari wiped sweat from her forehead and stuck the shovel back into the haystack-sized pile of peppermint snow. It wasn't exactly snow. It was way too warm for it to be frozen water. The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint. More like blended asparagus. But the mountain of powdery mush was definitely white with streaks of red swirling up through it. And Kari had to move it all off the wide green field and onto the dirt track around the field. All under the withering gaze of two suns.

2 It was her third day attempting to move the mush. Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted. She figured that was why each morning the pile was reset, waiting for her to get to work, as if she'd done nothing the day before.

3 Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was. Two weeks? A month? Enough details shared by her uncle Otto matched what she had experienced since she fell down the well in the freezing, snow-filled woods behind her grandparents' house: the feeling of rising and falling at the same time when she first slipped on the well's rock wall, the way she cast two shadows because of the twin suns in the sky, the birdsongs that sounded more like a baby's midnight cries for food. Kari had thought these things were just stories, though, even if Otto always protested that they were true. Now she knew.

4 Kari hadn't been in Parival more than an hour before she'd spotted the big board. It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries. The board read, CHORES FOR KARI. She looked around as if there might be someone to explain. The suns beat down on her neck as she stepped closer to examine the chart. Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished.

5 So far each task had proved to be more complicated than it seemed at first. She had to make choices about how she was going to complete each task. A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy. Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right.

6 Exhausted, Kari stopped shoveling the mush and dropped the shovel on the ground. She stamped her foot and gave a loud groan. She thought again about the tasks she had already completed. Each job was a combination of physical activity and some creative thinking. She had been shoveling for days, but had she applied any original thought to the task?

7 That was it! Kari suddenly remembered a magic trick she had performed at her little brother's birthday party. It had been a sunny day just like this one. Although of course there was only one sun in that sky. Kari's family and friends had all gathered in the backyard around the small patio table. Plates, cups, and plastic forks and spoons rested on top of a white tablecloth. Kari had grabbed the edges, counted to three, and yanked. Everything on top of the tablecloth stayed in one place, but the tablecloth was liberated. Kari's family applauded.

Go On

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8 The grassy field had felt slippery under her feet while she had worked the last three days. Maybe it wasn't the peppermint snow that had to move, but the field underneath! Kari kicked the shovel aside and ran to the edge of the field. Sure enough, the edge of the field could be lifted. But the tablecloth had been much smaller and lighter than this grassy field. She would just have to try.

9 Kari gave the grass in her hands a shake and watched the pile of peppermint snow. The grass ripple she had shaken grew taller and taller as it moved toward the pile in the center. By the time the wave reached the center, it looked like a giant whale. The whale-shaped hump slid right underneath the pile, carrying it high up into the air. Kari saw her chance and pulled hard on the grass. The entire field came flying at her like it weighed no more than that tablecloth had last summer. She ducked as it flew over her head. Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field. When it touched dirt, the pile vanished.

10 Kari dusted herself off and headed back to the big chores board; she would get home one way or another.

---

6 In the first paragraph of the story, what does it mean that Kari has to work "under the withering gaze of two suns"?

A The two suns disapprove of Kari's efforts.

B Kari feels judged by unseen persons in Parival.

C Kari is very angry at whoever brought her to Parival.

D The light from the suns is extremely hot and bright.

7 Which sentence signals a major shift in the action of the story?

A "The suns beat down on her neck as she stepped closer to examine the chart."

B "She stamped her foot and gave a loud groan."

C "Kari suddenly remembered a magic trick she had performed at her little brother's birthday party."

D "Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field."

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8 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Why does Kari work to carry out the tasks written on the board?

A She likes the challenge of creative problem-solving.

B She thinks completing them is her only way out of Parival.

C She is bored and doesn't have anything else to do.

D She is frightened of the red fruit hanging by the board.

Part B

Which sentence from the passage **best** supports the answer to part A?

A "It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries."

B "A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy."

C "Each job was a combination of physical activity and some creative thinking."

D "Kari dusted herself off and headed back to the big chores board; she would get home one way or another."

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9 Kari checks to see if the edge of the field can be lifted because she realizes that each previous task she completed required a creative solution. Which of the following sentences from the passage **best** supports this statement?

A "She had to make choices about how she was going to complete each task."

B "So far each task had proved to be more complicated than it seemed at first."

C "She had been shoveling for days, but had she applied any original thought to the task?"

D "Kari gave the grass in her hands a shake and watched the pile of peppermint snow."

10 Which sentence from the story helps to illustrate how little information the narrator shares with the reader?

A "The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint."

B "Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted."

C "Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was."

D "Kari had thought these things were just stories, though, even if Otto always protested that they were true."

E "She looked around as if there might be someone to explain."

F "Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished."

G "Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right."

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11 One of the themes of this story is that creative thinking can help you solve problems. The following folktale, "The Crow and the Pitcher," also shares this theme. Read the folktale.

The Crow and the Pitcher

A crow, weak from thirst, was delighted when he spotted a pitcher up ahead. He flew to it as fast as he could, hoping it would be filled with water. To his great disappointment, the pitcher was more than half empty, and through its narrow mouth, he couldn't reach a drop of the water it contained. He thought and thought about what to do and was about to give up. At last, he had an idea. He gathered a pile of stones and dropped them one at a time into the pitcher until the water rose within his reach.

Compare and contrast how "Work Smarter, Not Harder" and "The Crow and the Pitcher" present the theme stated above. Use details from the stories to support your answer.

_____

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Go On

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Read the passage. Then answer the questions that follow.

His Wings and Tail

by Olive Thorne Miller
from The Children's Book of Birds, *Houghton Mifflin Company, New York, 1901*

1 A bird's wing does not look much like our arm and hand, yet the bones show that they are the same. The bird has a shoulder, elbow, and wrist, as we have. He even has fingers, though they are so covered up by feathers that one would never know it. He has not so many fingers as we have, and they are not movable like ours.

2 A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years. It is made of long stiff feathers, which fold down smoothly over one another at his side when he is resting, but can spread in an instant into a broad fan, to beat the air and carry him away.

3 One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks, so small a microscope is needed to see them; and that, together with the edges lapping over each other, makes them almost like one solid surface.

4 Wings are not alike in shape. The wing of a swallow is long and narrow, while that of a hen or grouse is short and round. We can tell by the shape of a wing how a bird flies.

Wing of a Swift

5 A long, narrow, pointed wing shows that the bird has an easy, skimming flight—either he flies great distances, or spends hours at a time on wing.

6 The short round wing shows that a bird has a strong flight for short distances. These wings are found mostly on rather heavy birds, like grouse.

7 The longest wings are seen on water birds, such as the petrel and the frigate-bird. The shortest, also, are found among water birds, those who swim more than they fly, as the auks.

Wing of a Sparrow

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8 All the feathers of the wing are named, and it will be well to remember that the long stiff quills are called remiges or "rowers." These are firmly rooted in the flesh, and are the hardest to pull out. They are the most important to the safety of the bird.

9 Birds have also another use for their wings. They are a strong weapon to defend themselves, or to fight others. A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other.

10 Sometimes wings serve as musical instruments. Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones. Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets.

11 If wings are not used, they slowly get to be smaller and weaker, each generation having them more and more useless, till after a while they are of no use whatever, and the birds cannot fly at all. This has happened, it is supposed, to the ostrich family and to some birds living in the sea.

12 The tail of a bird is formed of an equal number of feathers in pairs, most often twelve. When spread they are the shape of a fan, and when closed they lie over each other with the middle pair on top.

13 The tail feathers are not always of the same length, and that makes a difference in the shape of the end. Sometimes they are even, when the tail is said to be "square." Sometimes the middle feathers are a little longer than the outside ones, and then it is "rounded" or "pointed." If the outside feathers are longest, the tail is "forked."

14 The feathers of the tail are called rectrices, or "rudders," because they are supposed to be used to steer, or direct the bird's course in flying. But the tail is used also as a brake to check the speed in alighting.

15 The tail is used more than any other organ to express the emotions. Some birds, like the catbird and thrasher, keep it moving nearly all the time, jerking it this way and that, and tossing it upward.

16 In woodpeckers and swifts the tail feathers are not soft at the end like others, but the stems or shafts project beyond the feathery part, and are stiff like the tail of a sapsucker or sharp like that of the chimney swift. These birds use the tail as a prop to hold them against the tree trunk or chimney wall, and to help them in climbing.

17 Tail feathers are not so strongly rooted as wing feathers, and are easily pulled out. Sometimes, when a man or boy tries to catch a bird by the tail, the bird will escape, leaving the tail in his hand.

---

12 Why does the author include the sentence "A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years" (paragraph 2) in the passage?

A to describe how birds are different from humans

B to illustrate how exciting the study of birds' wings is

C to introduce how different birds fly in different ways

D to explain how strong birds' wing feathers can be

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13 Based on the illustrations and the passage, select **two** sentences that tell how swifts and sparrows are **most likely** different.

A Sparrows generally fly shorter distances than swifts do.

B Swifts are water birds, whereas sparrows are not.

C Sparrows have smooth, easy flights, whereas swifts do not.

D Swifts generally flap their wings more than sparrows do.

E Sparrows have weak wings, whereas swifts have powerful wings.

F Swifts are better able than sparrows to use their wings to glide.

14 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Why are a bird's tail feathers less strongly rooted than its wing feathers?

A A bird uses its wing feathers to fly, while it uses its tail feathers to make sounds.

B Even birds that cannot fly need their wing feathers to help them swim.

C Losing its tail feathers is less dangerous to a bird than losing its wing feathers.

D A bird's wing feathers serve a greater variety of purposes than its tail feathers.

Part B

Find **two** sentences in the passage with details that support the correct answer to part A. Write those sentences on the lines below.

_____

_____

_____

_____

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15 The author states that a bird's wing can be used as a weapon of defense. Which of the following details from the passage **best** supports this statement?

A "One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks . . ."

B "A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other."

C "Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones."

D "Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets."

16 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read the sentences from paragraph 14 of the passage.

> The feathers of the tail are called rectrices, or "rudders," because they are supposed to be used to steer, or direct the bird's course in flying. But the tail is used also as a brake to check the speed in alighting.

As used in the passage, the word "alighting" most closely means

A landing

B flying

C steering

D jerking

Part B

Which of the phrases from the passage **best** helps the reader understand the meaning of "alighting"?

A "feathers of the tail"

B "used to steer"

C "direct the bird's course"

D "as a brake"

Go On

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Read the story. Then answer the questions that follow.

In the 1930s, the United States was stuck in a deep economic depression that left millions of people without jobs. In part of the Great Plains, an environmental disaster known as the Dust Bowl added to the hard times. A long drought combined with years of poor farming practices made the land vulnerable to extreme wind erosion. Farmers watched helplessly as the topsoil that had once nourished their crops blew away. In this fictional selection, a boy and his family struggle with the hardships of the Dust Bowl.

Dust

by Charles Grayson

1 As Edwin rested his cheek against the side of his cow, Nelly, he could hear the wind whistling through the barn walls and see the air begin to darken with dust. Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze. Edwin quickly finished milking the cow and called to his sisters. "Hurry up, girls," he said, "another black blizzard is coming."

2 The wind suddenly picked up strength, and before Edwin's eyes, the farmhouse—only 50 feet away—became nearly invisible. Without hesitation, Edwin grabbed two pieces of heavy twine, tied one around each girl's waist, and then tied the two girls together. He took Annie's hand and instructed her to hold tightly to Jewel. Leaning into the blinding wind, Edwin slowly navigated them back to the house.

3 Inside, Ma was relieved to see the children. With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family. Although it was early morning, the dust storm outside made the small farmhouse dark and dismal. Edwin slapped the dirt from his jacket with his hands. He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home.

4 The next morning dawned clear and calm. Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow. The clatter of a rundown automobile heralded the arrival of Edwin's father, and the boy raced outside.

5 The family gathered around Pa, who hugged each one of them tightly. He had been in Arizona for three weeks picking cotton. This spring the ground was hard and barren, and the constant dust storms made it impossible to cultivate crops. Pa had to find some way to earn money—his children were wearing tattered hand-me-downs, and his small herd of cattle was slowly starving.

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6 When Ma asked about the work, Pa said that the wages he earned were far less than what had been promised. Still, he'd brought home enough money to see them through another month. Eventually, the joy of being reunited with his family faded, and the careworn expression returned to Pa's face.

7 After Pa had been home a few days, Edwin overheard his parents having a serious discussion. "I just don't know if I can leave our home," Ma said, a note of grief in her voice. Pa had heard there was work on commercial farms in California, where cotton, oranges, and other crops grew nearly year round.

8 "I know it's not like owning our own farm, but what choice do we have?" Pa pleaded. Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields.

9 Later, Pa asked Edwin to ride the horse into town to purchase provisions. Edwin rode at a slow pace, thinking. He didn't like it when his parents argued, and he didn't like it when his father had to leave home to work. Most of all, Edwin wished there was something he could do to assist his family. At the store, he walked past the half-empty shelves to the back counter and asked Mr. Harburger for beans and flour.

10 As Edwin waited, something bright and orange caught his eye. It was an old advertisement on the shelf in front of him—a photograph of a glistening orange grove with the words "Sunny California" splashed across the top. Edwin had never seen an orange grove before. Studying the picture, Edwin's face brightened. "Take it," Mr. Harburger said with a wink. At home, Edwin tacked the picture up next to his bed. One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time.

11 When autumn arrived, Edwin's parents learned the government was offering to buy starving livestock for slaughter. Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash. After a long discussion, Edwin's parents did the same. Edwin sensed a change was coming.

12 The cow Nelly remained, but Edwin could see that she was becoming desperately thin. The next day, Edwin sold Nelly at the Baileys' farm. The Baileys were doing better than most folks, though Edwin couldn't say why. He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for.

13 Later that evening, Edwin's parents made an important announcement: they would be packing whatever would fit into their old automobile and moving to California. Then Edwin made his own announcement. "Here," he said, handing his father the 16 dollars. "We can buy fuel with this!"

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Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5A	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5B	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/6

1 Read this sentence.

> Edwin wants to help his family during this difficult time.

Which of the following sentences from the story **best** supports this statement?

A "After Pa had been home a few days, Edwin overheard his parents having a serious discussion."

B "Later, Pa asked Edwin to ride the horse into town to purchase provisions."

C "At home, Edwin tacked the picture up next to his bed."

D "The next day, Edwin sold Nelly at the Baileys' farm."

2 Which statement **best** supports the idea that the Dust Bowl made it difficult for families to survive?

A "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."

B "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."

C "He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home."

D "Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow."

3 Which statement **best** expresses the theme of this story?

A Don't rely on others for help.

B You can't make a person change.

C Try to find the good in every situation.

D Be content with what you have.

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4 The family in the story demonstrates the idea that people are adaptable, or willing to change when needed. Which sentence from the passage **best** shows this idea?

A "Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze."

B "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."

C "Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash."

D "He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for."

5 Answer Parts A and B below.

Part A

Based on the passage, how do Ma's feelings about moving change over time?

A She becomes more and more resistant to the idea of moving.

B She grows more comfortable with the idea of moving.

C She likes the idea of moving initially, then comes to dislike it.

D She becomes more confident that the family should not move.

Part B

Which sentence from the passage **best** shows Ma's changing feelings about moving?

A "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."

B "'I just don't know if I can leave our home,' Ma said, a note of grief in her voice."

C "Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields."

D "One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time."

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6 What evidence in the story helped you to know that the family would move to California, even before Edwin's parents made their announcement? Describe how the events in the story support this inference.

7 Write a summary that includes the conflict in the story and how it is resolved. Use details from the story to support your answer.

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8 Answer Parts A, B, and C below.

Part A

Circle only **one** word that describes Edwin based on evidence from the text. There is more than one correct choice listed below.

thoughtless	resourceful	timid
observant	optimistic	stubborn

Part B

Find **one** sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

Part C

Find a **second** sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

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Performance Task—Extended Response

9 What inferences can you make about Edwin's character based on his actions in the story? What events and details from the text helped you make those inferences? Write an essay of two to three paragraphs explaining your answer.

In your answer, be sure to
- explain what inferences you made about Edwin while reading the story
- explain what events and details from the text support your inferences
- cite evidence from the story in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

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Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____. Then, the character _____.

Ready | Reading ©Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

Ready | Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

Ready | Reading ©Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text? How do you know?

Ready | Reading ©Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

Ready | Reading ©Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic? Where have you learned about this topic?

I already know _____ from _____.

Ready | Reading ©Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

Ready | Reading ©Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

Ready | Reading ©Curriculum Associates, LLC 77

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Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____. Luego, el personaje _____.

Ready | Reading ©Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

Ready | Reading ©Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

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ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

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LENGUAJE ACADÉMICO

Siento curiosidad por _____.

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LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

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