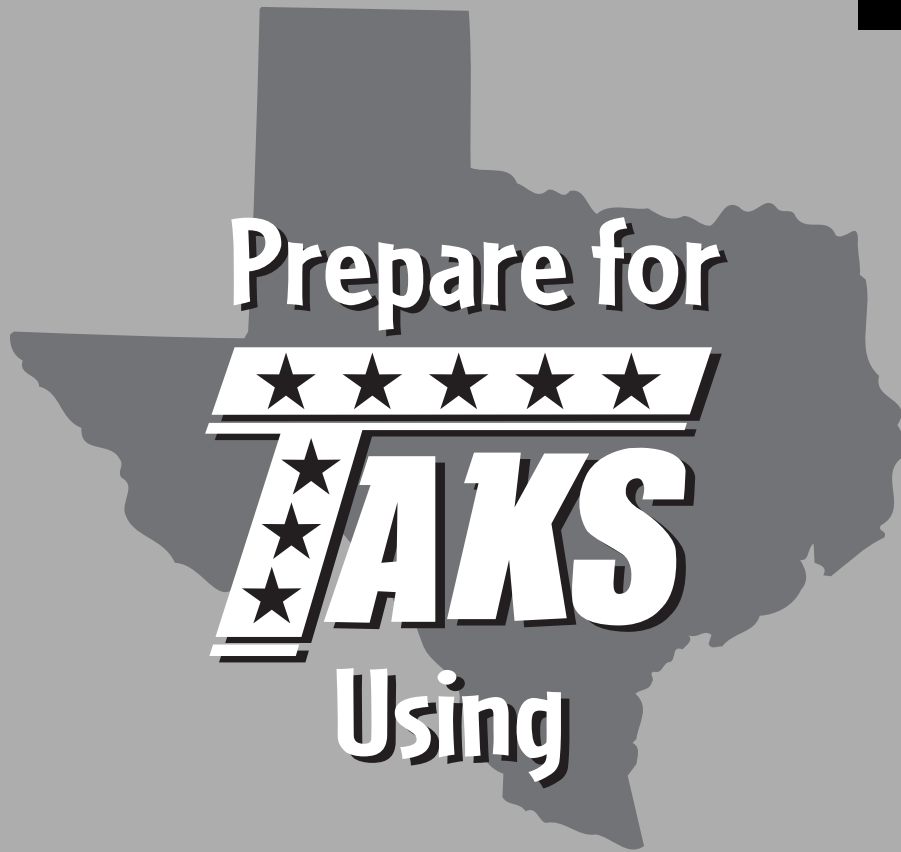


**TIME
FOR KIDS**

**Level
6**



Exploring Nonfiction

**A Differentiated Content-Area
Reading Program**

Teacher Created Materials
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Table of Contents

Introduction	3
Science	4
Social Studies	14
Language Arts	24
Mathematics	34
Answer Key	44

Introduction

The cards in *Exploring Nonfiction: Reading in the Content Areas* provide opportunities for students to interact with authentic, culturally diverse written text. However, exposure to authentic text alone may not be sufficient to prepare students for required state tests. Students need many opportunities in the classroom to encounter the types of questions for which they will be held accountable on these tests.

To meet this need, TAKS-style questions for each *Exploring Nonfiction* card were developed by Texas teachers. These practice questions were patterned after the questions found in the *TAKS Information Booklets* published by the Texas Education Agency (TEA) and previous TAKS released tests. These questions will give students the opportunity to practice showing their comprehension of text in the TAKS test format. These TAKS-specific questions will allow teachers an opportunity to provide practice with each card and continually monitor a student’s comprehension. In essence, each card carries with it a “mini-TAKS.” Continuous practice and progress monitoring will aid both students and teachers as they prepare to meet the challenge of a rigorous state assessment.

The TEKS student expectations in reading for grades 3–8 are grouped under four umbrella TAKS objectives. These are identified in TEA’s *TAKS Reading Information Booklet* as follows:

- Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Objective 2: The student will apply knowledge of literary elements to understand culturally diverse texts.
- Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.
- Objective 4: The student will apply critical thinking skills to analyze culturally diverse written texts.

Each card has four questions, in most cases one from each of the four TAKS reading objectives. However, because of the expository nature of the text, there are instances where literary elements (objective 2) are not present. In those instances, a question from another objective is substituted.

How to Use the TAKS Practice Pages

Reproduce the TAKS practice page for use after each card has been taught. Sometimes students may complete the page on their own for use as a comprehension assessment. At other times, the teacher may complete the page with the student, modeling and discussing the test-taking strategies that might be used to answer the questions. With ongoing, consistent practice, students will become comfortable with the format and perform successfully when they take the TAKS.

1

Objective 1

The word vertebrates means animals—

- A without backbones
- B as classified by scientists
- C with backbones
- D that have too many characteristics

2

Objective 2

According to the beginning paragraph, scientists use animal traits to—

- A make better decisions when classifying them
- B decide to which group to assign a new animal
- C help us understand how animals are different
- D help us when buying a pet

3

Objective 3

The author probably wrote this selection to—

- A demonstrate how scientists around the world work together
- B convince the reader to buy an octopus as a pet
- C entertain the reader with facts about animals
- D inform the reader about the classification of animals

4

Objective 4

Which idea is present throughout the selection?

- A Invertebrates include octopus and jellyfish.
- B Vertebrates include ostriches and cows.
- C A species is one type of animal.
- D Grouping animals by their characteristics is one way to classify them.

1

Objective 1

Paragraph 2 is mainly about—

- A how Whitson decided to become an astronaut
- B how Whitson studied at Rice University to become an astronaut
- C how Whitson planned to meet Ride, one of the first female astronauts in space
- D how Whitson studied at her Iowa farm to become an astronaut

2

Objective 2

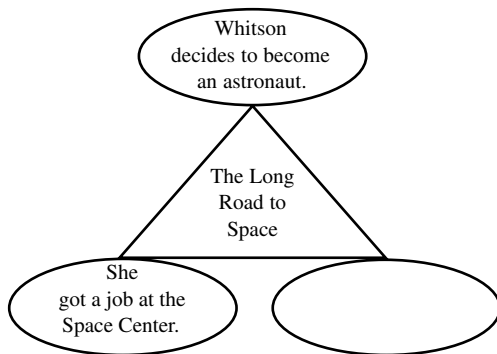
The reader learns at the end of the selection that—

- A Whitson applied for the astronaut training program
- B Whitson thought her time in space was absolutely worth the hard work
- C Whitson worked at the Johnson Space Center
- D Whitson became a famous farmer in space

3

Objective 3

Look at the information from the selection



What information belongs in the oval?

- A She got a chance to meet her inspiration, Sally Ride.
- B She pursued her dream of becoming an astronaut.
- C She applied for the astronaut training program.
- D In 1996, she went to space.

4

Objective 4

Which idea from this selection shows that Whitson pursued her dream?

- A In 1969, Whitson wanted to be a medical doctor.
- B She wanted to be one of the astronauts NASA sent to space.
- C She watched Neil Armstrong walk on the moon.
- D For 10 years, Whitson applied to the astronaut training program.

1

Objective 1

In the text, the word estimate probably means—

- A the visible stars in the sky
- B the way NASA Star Count network counts stars
- C to use an educated guess when counting
- D to show someone how to count using the stars in the sky

2

Objective 2

Why is the drop-down menu section important to this website?

- A You can find out how to be part of the NASA Star Count network.
- B It is similar to a table of contents.
- C It helps students learn how to estimate when counting stars.
- D It provides links to other related websites.

3

Objective 3

The author probably wrote this selection to—

- A provide information about the Star Count NASA project
- B convince future star counters to use estimation
- C demonstrate how easily you can be part of the Star Count activity
- D illustrate a conversation between NASA and students

4

Objective 4

The reader can conclude that Counting the Stars is—

- A a website where you can find information about the NASA project
- B an online story about students around the world and their star watching
- C the day-to-day journal of NASA
- D a textbook page on NASA's Star Count project

1

Objective 1

What is the selection mainly about?

- A The materials needed to make a telescope
- B How to make a pinhole camera
- C Directions for cutting a pinhole in the camera
- D How using aluminum foil helps make a pinhole camera better

2

Objective 2

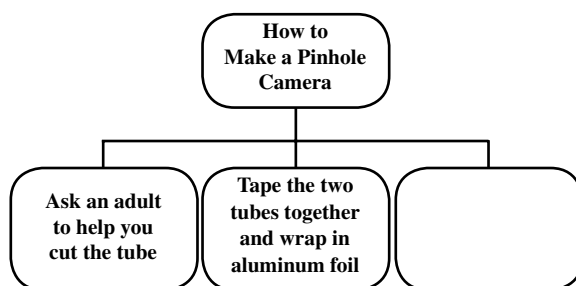
According to the directions, you should measure the exact center of the metal bottom tube to—

- A project the image onto the plastic lid
- B find the center and make a pinhole
- C prepare for wrapping the tubes in aluminum
- D determine the length of the entire tube

3

Objective 3

Look at the information from the selection.



What belongs in the empty box?

- A Look through the open end of the tube to see an image projected onto the plastic lid
- B Look for an object outside to aim the pinhole camera at
- C Gather the materials to make a pinhole camera
- D Assembling the camera is easy

4

Objective 4

Readers can conclude that if they follow the directions for making pinhole cameras they will—

- A become famous photographers
- B be able to give others directions for making image-projector cameras
- C decide to give the cameras to novice photographers
- D have working pinhole cameras

1

Objective 1

An index is—

- A part of the table of contents in a textbook
- B sections lettered A to G in a textbook
- C a place to find information about monarch butterflies
- D an alphabetical list of subjects that can be found in a book

2

Objective 2

According to the index, you can find—

- A information about amphibians and their characteristics
- B information about how publishers organize textbooks
- C information about metamorphic rocks
- D information about how indexes help the reader locate sections of the textbook

3

Objective 3

Look at the following index and then answer the question below.

Index
M
Matter, G 2–4, G 6–11
building blocks of, G 4
changes in, G 15
classifying, G 7–8

mixtures of, G 19
properties of, G 8, G 17

What information belongs in the blank?

- A Mass and volume, E 21–26
- B Metric system, E 2, E 5–15
- C Forms of, G 7–8
- D Distance of, C 23, E 2–11

4

Objective 4

The author organizes the page in the index by—

- A describing how the reader can find information about marine geologists
- B listing the subjects and page numbers where they can be found
- C explaining the difference between matter and measuring
- D comparing migration and monarch butterflies

1

Objective 1

The word forces means—

- A unequal changes in friction
- B changes in motion
- C an occurrence when objects rub against each other
- D the friction used to decrease the speed of an object

2

Objective 2

Why is paragraph 2 important to the selection?

- A It describes the kinds of forces that cause friction.
- B It illustrates the difference between the brakes being on and off.
- C It explains how forces cause motion in an object.
- D It informs the reader about how to apply the brake when wanting to stop a ride.

3

Objective 3

The author probably wrote this selection to—

- A describe how forces act on each other
- B convince the reader to ride a bike
- C provide information on how a brake on a bike helps the rider
- D describe how friction works against you as a bike rider

4

Objective 4

What is the author’s tone in “Give Us a Brake: Friction Slows Things Down”?

- A Concerned
- B Enthusiastic
- C Curious
- D Informative

1

Objective 1

What is the best summary for this selection?

- A Scientists discover dinosaur fossils in Brazil. They name the species *Maxakalisaurus topai*. A model is made of fossil bones found near Prata. This discovery was the biggest for Brazil with respect to dinosaurs thus far.
- B Scientists discover dinosaur fossils in Brazil. Andrew Kellner spoke about the rare finding of this dino fossil. The bones were found between 1998 and 2002.
- C The model of the dinosaur was made of fossil bones found near the city of Prata. It took scientists a long time to construct the model.
- D Scientists made a replica of the largest dinosaur discovered in Brazil. They named the species *Maxakalisaurus topai* after the Maxakali people. This dinosaur was medium in size and 13 yards long.

2

Objective 2

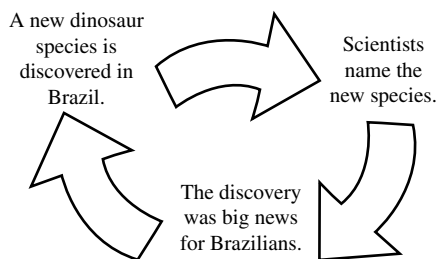
Maxakalisaurus topai can be described as—

- A the titanic lizard
- B the replica of the titanosaur group
- C the species name for the dinosaur discovered in Brazil
- D the species name for Kellner’s discovery

3

Objective 3

Look at the information below and then answer the question that follows.



Based on the information in this graphic, you can tell that Brazilians probably—

- A were scared of finding other dinosaur fossils
- B were excited about the dinosaur fossil discovery
- C were surprised with the publicity of the discovery
- D were astonished with the species name

4

Objective 4

Which sentence from the article suggests that the dinosaur fossil discovery was big for Brazilians?

- A “We have found the bones of what appear to be larger dinosaurs, but we still haven’t been able to put them together for scientific descriptions.”
- B It has taken a long time for scientists to piece them together.
- C Scientist Andrew Kellner spoke about the rare findings of dino fossils in Brazil.
- D Only 15 of the 1,000 known dinosaur species have been found in the South American nation.

1

Objective 1

What is paragraph 2 mainly about?

- A The radical protest of Earth Day
- B How Earth Day started
- C How scientists worked with environmentalists to protect Earth
- D The use of hybrid cars

2

Objective 2

The author uses a point of view that helps the reader understand—

- A the importance of Earth Day
- B the radical use of solar energy
- C that technology is used to destroy the environment
- D that Senator Nelson founded Earth Day

3

Objective 3

The author probably wrote this selection to—

- A convince future activists not to be “tree huggers”
- B illustrate how technology has destroyed the environment
- C demonstrate how hybrid cars are better to drive
- D provide information about Earth Day

4

Objective 4

The reader can conclude that—

- A Senator Nelson proposed numerous legislative bills
- B “tree huggers” were radical protesters in the 1970s
- C Earth Day will continue to be celebrated annually
- D science and the environment are enemies

1

Objective 1

What is this editorial mainly about?

- A How astronomers voted to demote Pluto to the status of dwarf planet
- B How using memory aids can help you remember the planets' names
- C Why the author wants scientists to consider renaming Pluto as a planet
- D Why tradition should not be considered when naming planets

2

Objective 2

The author of this editorial mainly wants—

- A others to agree that discoveries are better than traditions
- B scientists to revise the memory aids used to learn planet names
- C to present information about why Pluto was reclassified as a dwarf planet
- D thank the International Astronomical Union for its decision

3

Objective 3

What makes the author of this editorial say, “The fact that so many people have strong feelings about Pluto is a wonderful thing”?

- A The author knows that scientists will be angered by people's editorials.
- B The author knows that many people feel the same way.
- C The author probably thinks that astronomers will not care about people's opinions.
- D The author hopes that others care about outer space as much as the author does.

4

Objective 4

The author organizes the editorial by—

- A describing how memory aids help you remember difficult things
- B listing the planets and when they first were named to the solar system
- C explaining how Pluto lost its status as a planet and how people may feel about it
- D comparing traditions dating back to 1930

1

Objective 1

In step number 2, the word victim means—

- A person rendering aid
- B person making a 911 call
- C person deciding to work with others
- D person in trouble

2

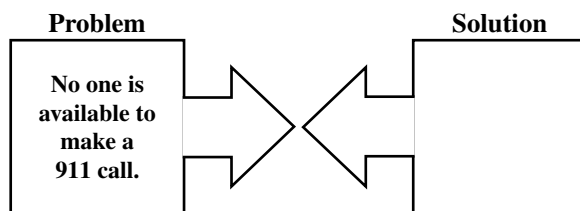
Objective 2

The Heimlich maneuver can be described as—

- A the action taken by a person to call 911
- B the act of making short strong thrusts with your fist against the victim’s chest area
- C the act of standing behind the victim to provide assistance
- D the first aid choking to do list

3

Objective 3



Which of the following statements belongs in the solution box?

- A Do not call and go directly to the victim to provide assistance.
- B Find someone to do this step for you.
- C You make the call yourself before providing assistance.
- D Hold onto the victim while making the call.

4

Objective 4

Readers can conclude that if they follow the steps in this First Aid for Choking poster—

- A they cannot apply the Heimlich maneuver correctly to a choking victim
- B they will probably not know what to do with a choking victim
- C they will know what to do if they encounter a choking victim
- D they will know to call 911 before providing assistance to the victim

1

Objective 1

What does the word rival probably mean in paragraph 2?

- A Strong and hardheaded
- B Adversary
- C Equal to you
- D A conquered slave

2

Objective 2

According to paragraph 2, the Mongol Empire—

- A formed part of China in 1275
- B belonged to Temujin’s rival tribe
- C stretched from China west to the edge of Europe
- D struck fear in its opponents

3

Objective 3

Use the diagram and your knowledge of social studies to answer the following question.



What information belongs in the box?

- A The Mongol army struck fear in its opponents by using tactics no one had ever seen before.
- B The Mongols were not ruthless in battle, and as rulers they were fairly open-minded.
- C The Mongols did not encourage their subjects to have new ideas.
- D The Black Plague killed tens of thousands of people.

4

Objective 4

Which sentence from the chapter shows that Genghis Khan was a fair ruler?

- A *Polo went to China in 1275, and for 17 years he stayed at the court of Kublai Khan, Genghis Khan’s grandson.*
- B *The Mongol Empire did not last past Genghis Khan’s grandsons.*
- C *They were experts of siege warfare, surrounding towns and breaking down their defenses.*
- D *Government jobs were handed out based on ability, not noble birth.*

1

Objective 1

Which is the best summary of this story?

- A Thierry Henry was born near Paris in 1977. By age 17, he was a professional soccer player. He experienced racism on the playing field and decided to take action. He started the Stand Up, Speak Up Campaign.
- B During the 1998 World Cup soccer tournament, Henry caught people’s attention for his ability to play the game. He experienced racism on the playing field and decided to take action.
- C In January 2005, Henry started the Stand Up, Speak Up campaign. Through this campaign, funds are raised and spent on teen athletic groups to teach them about sportsmanship. Henry did this because he experienced racism on the playing field himself.
- D Henry was the target of racist slurs by coaches and fans. He decided to start the Stand Up, Speak Up Campaign.

2

Objective 2

In the selection, Thierry Henry mostly wanted to—

- A fight the fans for their verbal racist slurs
- B play soccer for the United States
- C become a superstar soccer and football player
- D do something about the racism he experienced as a player

3

Objective 3

Use the excerpt and your knowledge of social studies to answer the following question.

“I want to be able to watch football on TV or attend a match and not hear a single racist insult. That’s what I’d like to do for future generations of players.”

Thierry Henry

According to the excerpt above, with which of the following statements would the speaker most likely agree?

- A Targeting soccer players with racist slurs is an acceptable social behavior.
- B French-speaking players deserve to have fans be racist towards them.
- C “Think before you speak your mind” is a good motto to live by.
- D Soccer superstars don’t care about watching football on TV.

4

Objective 4

Thierry Henry had a plan to—

- A stop black players from playing soccer
- B become a soccer superstar
- C combat racism on the soccer playing field
- D create a world-class soccer tournament

1

Objective 1

In paragraph 2, what does the word endangered probably mean?

- A Tropical rainforest animals
- B Regions of natural resources
- C Species that are slowly dying out
- D Species that exist in abundance

2

Objective 2

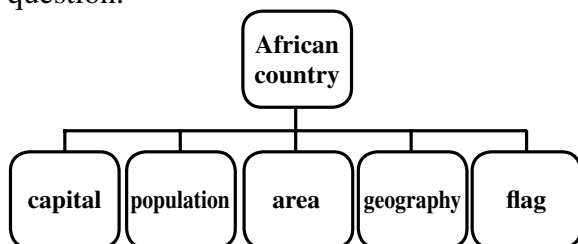
Why is the chart important to the selection?

- A It gives information about the endangered species in Africa.
- B It gives information about the African savanna where herds of zebras roam.
- C It provides details about each country’s flag.
- D It provides details about different countries in Africa.

3

Objective 3

Use the diagram and your knowledge of social studies to answer the following question.



Based on the information in this diagram, what can you conclude?

- A Every African country has endangered animals.
- B Every African country has its roots in the Sahara Desert.
- C Every African country has a capital.
- D Every African country has president.

4

Objective 4

From the information in both the selection and the chart, the reader can conclude that Africa—

- A is a diverse place
- B is 25 percent of the continent
- C is home to polar bears and elephants
- D is the world’s largest continent

1

Objective 1

Paragraph 3 is mainly about—

- A the Memory Keepers Project
- B the contribution made by art students
- C how the story of a young orphan boy impacted Schumaker
- D providing hand-painted portraits to more than 4,000 children

2

Objective 2

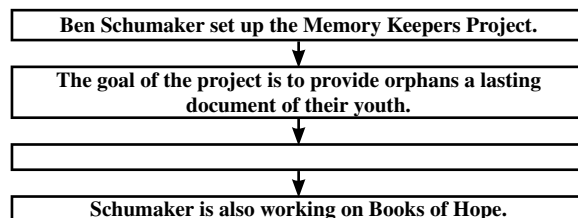
In the selection, the author mainly wanted to—

- A provide awareness of the orphans in Guatemala
- B explain the Memory Keepers Project and its origins
- C convince art students to participate in the project
- D demonstrate how a small idea can turn into a big idea

3

Objective 3

Use the diagram and your knowledge of social studies to answer the following question.



What information belongs in the empty box?

- A In the first two years, the project provided hand-painted portraits to 4,000 children.
- B A young orphan gave Schumaker the idea for the project.
- C He hopes that one day children in Uganda will send books to the United States.
- D One purpose for the project is to open the eyes of the student who is painting the portrait.

4

Objective 4

In paragraph 3, the author creates a mood of—

- A concern
- B excitement
- C amusement
- D anger

1

Objective 1

In the beginning paragraph, the word heading means—

- A the page number of the topic
- B the place to locate information about Greece
- C the title of chapters or sections in the table of contents
- D the direction in which you read the table of contents

2

Objective 2

According to this table of contents, this textbook includes information about—

- A the idea of democracy
- B Alexander and the defeat of the Greeks
- C the lost city of Troy
- D the idea of communism

3

Objective 3

How does the table of contents help the reader?

- A It helps the reader locate particular chapters and page numbers.
- B It helps the reader write his or her own table of contents.
- C The reader can write a summary based on the table of contents.
- D The reader can find the copyright date in the table of contents.

4

Objective 4

Based on the information in the table of contents, readers can conclude that they will read about—

- A Russia and the war with Persia
- B Athens and the plague that destroyed them
- C Medusa
- D the Olympic games

1

Objective 1

In paragraph 2, the word accustomed means—

- A to hardly see
- B wonderful structures
- C extraordinary structures in France
- D getting used to something

2

Objective 2

Milau Viaduct can best be described as—

- A the tallest bridge in the world
- B the architect who designed this wonder
- C a place in England
- D the Great Pyramid of Giza

3

Objective 3

The most likely reason this preface was written was to—

- A make you aware of places around the world considered to be wonders
- B define how a place is determined to be a wonder
- C list all the wonders of the world
- D sell a piece of land that is considered a wonder

4

Objective 4

The reader can tell from this preface that Milau Viaduct is—

- A a dangerous bridge
- B a poorly built structure
- C an architectural marvel
- D a popular structure name

1

Objective 1

The section entitled “Pinnacles Desert, Nambung National Park, Cervantes” is mainly about—

- A wallabies, penguins, and whales that live in the Tasmanian wilderness
- B the Ayers Rock, the world’s largest rock
- C how the Pinnacles Desert formed over time and the way people feel there
- D the Sydney Opera House

2

Objective 2

According to the map, Tanami Desert is—

- A part of the Great Barrier Reef
- B a sacred dwelling for spirits
- C bordered by the Macdonnell Ranges
- D a place for British prisoners

3

Objective 3

Why does the author include a map of Australia?

- A To establish that Australia is the oldest of the continents
- B To show interesting places to visit while in Australia
- C To explain where you can go to see Sydney’s Opera House
- D To persuade you to visit the Great Barrier Reef

4

Objective 4

The author of this article organizes the information by—

- A providing information about exotic animals that do not live in Australia
- B giving snapshots of different places to visit in Australia
- C explaining with great detail how you can see the coral reef from the moon
- D showing pictures of the Australian people and where they live

1

Objective 1

In paragraph 3, the word harsh means—

- A a climate or condition that is difficult for people
- B something that is hard, bright, or rough, and is harmful
- C an action that shows understanding towards someone
- D tough and cruel

2

Objective 2

The Code of Hammurabi can best be described as—

- A a fair way to keep order among a group of people
- B an accusation of unfair treatment
- C harsh and tough penalties for doing something wrong
- D the ruins of Babylon in Mesopotamia

3

Objective 3

Read the chart below and then answer the question that follows.

Cause	Effect
An accusation of a crime is made, but cannot be proven.	The punishment is death.
You commit a robbery and are caught.	You are put to death.
A fire breaks out in a house and you decide to steal from it.	

Which of these belongs in the empty box?

- A You are put to death.
- B You are thrown into the river.
- C You are thrown into the fire.
- D You are forgiven.

4

Objective 4

The author probably wrote this selection to—

- A describe the laws that were in place during King Hammurabi’s era
- B explain the difference between an accusation and an actual act of wrongdoing
- C inform the reader about the ancient Mesopotamian civilization
- D describe how they discovered the statue of Hammurabi

1

Objective 1

Paragraphs 2 and 3 are mainly about—

- A the theory that the Olmecs wrote poetry on the stone slab
- B the written message found on the stone slab that may be the oldest written form found
- C the amateurs who try to break language codes
- D the idea that this stone slab could be a time machine

2

Objective 2

Paragraph 2 is important to this selection because—

- A it describes how the small piece of stone is a locked time machine
- B it contrasts the writing on this stone slab with modern-day writing
- C it illustrates the significance of the discovery
- D it describes the shapes found on the stone

3

Objective 3

The author probably wrote this selection to—

- A persuade amateurs to work with decoding unknown languages
- B list the reasons why the discovery of the stone was just a theory
- C illustrate how the Olmecs used writing to communicate
- D explain one form of communication by early civilizations

4

Objective 4

Based on the information in the selection, the reader can conclude that—

- A all pieces of stones can be turned into time machines
- B scientists will continue to work on decoding unknown languages
- C Olmec people spent their days writing poetry
- D Veracruz is a great place to make new discoveries

1

Objective 1

In the caption, what does the word proud mean?

- A Humiliated
- B Pleased
- C Arrogant
- D Retiring

2

Objective 2

Paragraphs 2 and 3 are important to the article because it helps the reader understand—

- A why the birth of Prince Hisahito was crucial to the royal family
- B how Japanese citizens reacted to the birth of this new royal
- C how Japanese law changed to allow women to rule
- D why the royal parents of the baby were happy they had a new son

3

Objective 3

According to the article, the debate to allow women to rule Japan was shelved because—

- A the proud parents of Prince Hisahito asked them to do so
- B Japanese women did not want the country to change its laws
- C Japanese boys started a riot
- D the birth of Prince Hisahito ensured the 1947 law to hold true

4

Objective 4

What can the reader tell about Princess Kiko and Prince Akishino?

- A They are happy to live at the royal palace in Tokyo, Japan.
- B They are proud of their newborn son, Prince Hisahito.
- C They want to share their palace with needy people.
- D They did not want to have a son so they could change the royal father-to-son law.

1

Objective 1

In the “Description of Features” section, what does the word display mean?

- A You can modify the caller’s name.
- B You can send the caller to voice mail.
- C You can see the caller’s name on your phone.
- D You can place the caller on hold.

2

Objective 2

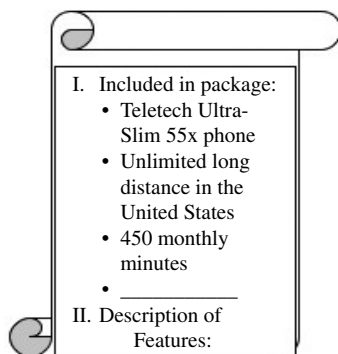
According to Ring-A-Ding Wireless Service, your Teletech Ultra-Slim 55x phone includes—

- A unlimited TXT messaging
- B no Early Termination Fee
- C night hours beginning at 7 P.M.
- D instant messaging

3

Objective 3

Look at the outline of information from the reading selection.



What information belongs on the blank line?

- A Nights and weekends are free.
- B No Early Termination Fee
- C Ring AllOver™ national calling plan with calls overseas
- D Tolls, taxes, and surcharges are included in the price.

4

Objective 4

Which sentence from the advertisement shows that it is not a good idea to cancel your contract before the 12-month period?

- A *This is a one-year service agreement for the Ring AllOver™ national calling plan.*
- B *There will be an Early Termination Fee of \$150.*
- C *Service is subject to the Customer Agreement.*
- D *Allows you to talk with any Ring-A-Ding customer anytime (in the United States and Puerto Rico).*

1

Objective 1

What does the word pursue mean in the following sentence? *He pursued his interest in science by reading science magazines.*

- A The act of pursuing
- B Displaying drive or determination
- C To follow in order to catch up to or capture
- D To follow or carry out

2

Objective 2

Pussy willow can best be described as—

- A a yellowish fluid that collects in an infection
- B a mystery or something confusing
- C a type of small shrub with several fluffy gray flowers on each branch
- D a solid with triangular sides

3

Objective 3

Look at the dictionary entry below and then answer the question that follows.

put (verb) 1. To place or set an object in a certain position: *Please put the bags on the table.* 2. To cause something to happen: *You put them in a difficult position by lying.* 3. _____
 _____. 4. To state something: *My teacher put it like this: if we don't behave, we won't earn a reward.*

Which of these would go in the blank for number 3?

- A To press on something in order to move it: *The fans tried to push their way through the crowd.*
- B To do something with deliberation or a clear purpose.
- C To put on; to present a play or show: *Let's put on a play!*
- D To use or apply: *Put your knowledge to good use.*

4

Objective 4

Based on the information at the beginning of the selection, the reader can conclude that a dictionary—

- A is a book divided into syllables
- B is a book with a list of words and their definitions
- C has sample sentences for all the definitions
- D is a place to find grammar rules

1

Objective 1

What is this selection mainly about?

- A Teen Threads—Cozy Sweats
- B The spring collection
- C The styles, sizes, and prices for the items in a catalog
- D The colors of items including teal and heather

2

Objective 2

In the selection, the advertiser mostly wants the reader to—

- A purchase items from its Teen Threads Fall Collection
- B suggest the color scheme to use in the Fall Collection
- C agree that polyester is the best material for track pants
- D recommend the fleece hoodie with the additional layer of plush fleece to a friend

3

Objective 3

One similarity between the Fleece Hoodie and the Frosty False-Fur Fleece is—

- A they are roomy and soft
- B they keep you looking cool throughout the fall
- C they both have fleece as part of the material
- D they come with coordinated sweatpants

4

Objective 4

The author organizes the page in the catalog by—

- A describing how track pants are constructed
- B listing the items and their important details
- C explaining the difference between a Fleece Hoodie and a Frosty False-Fur Fleece
- D comparing the colors available for each item

1

Objective 1

Which is the best summary of this review?

- A *Victory* is about two children who live in different times. Their stories are interwoven into one great adventure.
- B Molly is forced to move from England to the United States. She finds a mysterious book in which she learns about Sam and how he was forced to leave his home as well.
- C *Victory* is about the similar journeys of Molly and Sam as they deal with everyday problems. It is about faith, trust, determination, and courage. It ties together the struggles of both Sam and Molly as they grow up in a world that is not always friendly.
- D On a trip to Mystic Seaport, Molly finds a mysterious book. Like Molly, Sam feels lost and alone. Terrified and seasick, Sam finds life at sea to be hard and dangerous.

2

Objective 2

Why is paragraph 6 important to the selection?

- A It introduces Sam’s struggles at sea.
- B It summarizes the story.
- C It describes Molly’s problems.
- D It explains how Sam is different than Molly.

3

Objective 3

What makes the narrator say that some readers might find *Victory* hard to follow?

- A The narrator does not know how the reader will react to Molly and Sam as characters.
- B The narrator does not feel that the reader will relate to the events of the 1800s.
- C The story of Molly and Sam are too much alike.
- D The events in *Victory* jump from one era to the other.

4

Objective 4

Which of these is an idea that is present throughout the review?

- A Cooper is good at painting a picture of both modern-day New England and the Royal Navy of the 1800s.
- B Molly Jennings is an English girl who is forced to move from England to the United States.
- C The struggles of Sam and Molly as they both grow up in a world that is not always friendly is evident in the reviewer’s point of view.
- D Molly learns about Sam in *Victory*.

1

Objective 1

The word reference means—

- A a past employer
- B a place where you have worked
- C a person who can speak about your good qualities
- D a part of the application

2

Objective 2

According to the beginning paragraph, what is something that will probably be requested of you when you apply for a job?

- A For someone to go with you
- B A copy of your high school diploma
- C To visit the main office before you go on an interview
- D To provide information about previous work experience

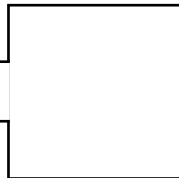
3

Objective 3

Cause

You wrote down the names of relatives for references on the application.

Effect



Which of the following statements belongs in the solution box?

- A The employer will probably infer that you do not know how to follow directions.
- B The employer will probably infer that you think highly of your relatives.
- C The employer will not notice that you did not follow the directions.
- D The employer will review your application carefully.

4

Objective 4

The reader can predict that if an applicant fills out the Busy Corp. employment application correctly, he or she will—

- A be happy
- B decide to look for employment in another area
- C have a chance of being called for an interview
- D suggest ways to improve the application process

1

Objective 1

What is this selection mainly about?

- A A variety of birds
- B Making a bird feeder
- C Birds found in the woods
- D Using binoculars to bird watch

2

Objective 2

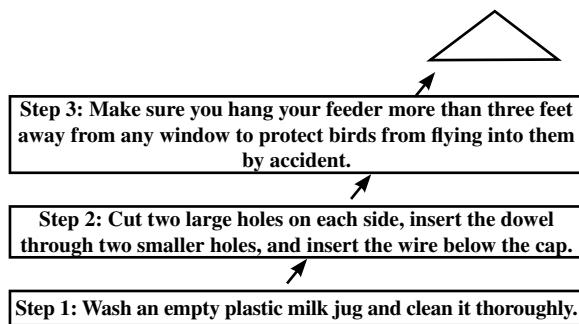
According to the directions, in step 10 you need a plastic baffle to—

- A make the bird feeder stronger
- B attach the wooden dowel to the bird feeder
- C push the wire through the two holes below the cap
- D keep squirrels away

3

Objective 3

Look at the following diagram of information from the article.



Which information belongs in the empty triangle?

- A Use a pair of scissors to cut a hole in one side of the jug.
- B Fill the bottom of the feeder with birdseed and enjoy your homemade bird feeder.
- C Punch out two smaller holes below the large holes.
- D Use binoculars to look at rare birds.

4

Objective 4

Based on information at the end, the reader can conclude that—

- A some people will spend hours walking through the forest with binoculars
- B birds will fly into the windows by accident
- C the directions are difficult to follow
- D a homemade bird feeder will attract a large variety of birds

1

Objective 1

In Froggirl’s response to Smurfy, the phrase *U R soooooo funny. Not.* indicates that—

- A Chester and Froggirl are friends
- B Froggirl does not know how to spell correctly
- C Froggirl and Smurfy know each other well
- D Froggirl will go to the field hockey game with Smurfy

2

Objective 2

Why is the response from Chester202 important to the blog?

- A He lets everyone involved in the chat know that they can have a ride home after the game.
- B He gives Froggirl ideas about how to approach writing her homework assignment.
- C He invites everyone to continue the chat indefinitely.
- D He suggests that Froggirl meets him to exchange ideas.

3

Objective 3

The author probably wrote this selection to—

- A demonstrate how bloggers use poor spelling and grammar when chatting
- B convince future bloggers to chat about how to get to Friday night hockey games
- C provide a history of how bloggers start a chat
- D illustrate a conversation on a blog

4

Objective 4

The reader can conclude that the Froggie’s World Blog is—

- A a place online where Froggirl and her friends can chat
- B an online story about the Minutemen
- C the day-to-day journal of Smurfy
- D about how Froggirl started her blog

1

Objective 1

The *Tips for Schools* paragraph is mainly about—

- A ways to make sure that kids with asthma problems can learn more about this illness
- B ways to make sure that parents of children with asthma stay informed
- C ways that schools can make the school environment safer for asthma sufferers
- D ways that schools can ensure an action plan for understanding asthma

2

Objective 2

The author uses a point of view that helps the reader understand—

- A that asthma is a serious chronic illness
- B Jeremy knows how to deal with his asthma
- C that schools already know what to do for Alexander Gee and his asthma
- D asthma attacks like Jeremy’s increase in September and October

3

Objective 3

How does the action that Dawne Gee takes as a parent with her son influence how teachers probably deal with asthma sufferers?

- A They will be able to identify when he has an asthma attack.
- B They will not take steps to prevent asthma triggers.
- C They will hold a school-wide assembly to discuss asthma.
- D They will be able to take action to prevent school allergy triggers for asthma sufferers.

4

Objective 4

What is the author’s tone in the section *Understanding Asthma*?

- A Concerned
- B Enthusiastic
- C Curious
- D Informative

1

Objective 1

In the section *If Caught in a Rip Current*, the word tread means—

- A wave for assistance
- B don't go out
- C to float toward the rip current
- D to walk in a particular way

2

Objective 2

The author of this selection wants the reader to notice the safety section because—

- A swimming in a rip current can be a thrilling experience
- B there is a link to websites with additional information about rip currents
- C swimming alone can lead to a dangerous situation in a rip current
- D swimming is a great form of exercise if you already know how to swim

3

Objective 3

The author probably wrote this selection to—

- A demonstrate how rip currents are formed
- B convince novice swimmers to go into a rip current
- C provide information on what to do if you are caught in a rip current
- D describe information on what happens during a rip current

4

Objective 4

Which idea is present throughout the selection?

- A Rip currents are dangerous, but fun at the same time for swimmers.
- B Rip current websites offer valuable information.
- C Rip currents are powerful currents of water that can cause danger for even an experienced swimmer.
- D Rip currents can help a novice swimmer.

1

Objective 1

Why did Mark Twain have to be careful when writing a form letter to his fans?

- A Too many other authors used this type of communication with their fans.
- B Fans may perceive it as rude and impersonal.
- C Fans may not know how to read this script.
- D Too many months may go by before fans received their letters.

2

Objective 2

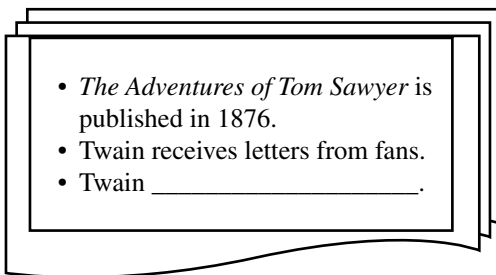
At the end of the selection, the reader learns that Mark Twain—

- A wrote *The Adventures of Tom Sawyer* in 1876
- B did not know how to type
- C received so many letters that he had to reply with a form letter
- D wrote numerous books about Huckleberry Finn

3

Objective 3

Look at the information from the selection.



What information belongs on the blank line?

- A considers not writing anymore Tom Sawyer books
- B writes his publisher for an extension to the sequel of *The Adventures of Tom Sawyer*
- C decides to have a reply printed
- D knows that *The Adventures of Tom Sawyer* will become a classic

4

Objective 4

Which idea from the selection best shows that Twain was considerate of his fans?

- A He asked fans to excuse him for using a printed reply.
- B He did not respond to any fan mail.
- C He decides to write sequels to *The Adventures of Tom Sawyer* without any consideration for the reader.
- D He was elated about the great reviews his books received.

1

Objective 1

This chapter is mainly about—

- A how to make pizza
- B how to cut food into equal parts
- C examples of how to work with fractions
- D definitions of common denominators

2

Objective 2

What is one way that the least common denominator is important when working with fractions?

- A It helps you determine which mathematical operation to use when solving a problem.
- B It describes the order of operation used to solve a problem.
- C It is a step needed to add two fractions.
- D It determines the change in the denominators.

3

Objective 3

This chapter was mainly written to—

- A tell about the examples used to describe the fraction
- B report the problem with using a least common denominator
- C persuade the reader to use least common denominator problem solving strategies
- D illustrate how the least common denominator helps when working with fractions

4

Objective 4

What can the reader conclude after reading this chapter?

- A Working with fractions can be fun.
- B Adding fractions requires the use of the least common denominator.
- C The next chapter will be about whole numbers.
- D The least common denominator is not important for adding fractions.

1

Objective 1

In the opening paragraph, the word technical means—

- A a strict interpretation of the law
- B someone who laughs at another person making fun of them
- C a specialized word for a difficult concept
- D someone who works with technology

2

Objective 2

Which of the following best describes a sphere?

- A A parallelogram with four right angles
- B A line segment that connects the center of a circle to a point on the circle
- C A two-dimensional transformation that turns a figure around a point
- D A three-dimensional figure that is the set of all points that are the same distance from a given point

3

Objective 3

Look at the following glossary entry and then answer the question below.

352 *Glossary*

R

radius—A *line segment* that connects the center of a *circle* to a *point* on the circle.

rectangle—A *parallelogram* with four *right angles*.

rotation—A *transformation* that turns a figure around a *point*.

What information belongs in the blank?

- A **random sample**—A *sample* in which every member is chosen by chance.
- B **ratio**—A comparison of two quantities.
- C **round**—To find the nearest value of a number, based on a given *place*.
- D **right triangle**—A *triangle* with one *right angle*.

4

Objective 4

The author organizes the page in the glossary by—

- A describing how the reader can find information about solving problems
- B listing the subjects and page numbers where they can be found
- C explaining the difference between a radius and a ratio
- D listing mathematical concepts alphabetically

1

Objective 1

In paragraph 2, the word brilliant means—

- A mediocre
- B dull
- C talented
- D ordinary

2

Objective 2

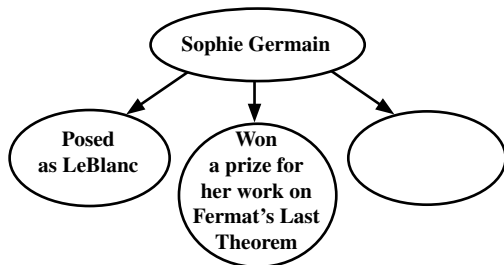
Sophie Germain can best be described as—

- A a timid woman who followed the rules of her time
- B a determined woman who wanted to study mathematics
- C LeBlanc’s sidekick
- D a knowledgeable scientist who solved Fermat’s Last Theorem

3

Objective 3

Look at the information in the diagram and then answer the question that follows.



What information belongs in the oval?

- A Professor Lagrange knew that LeBlanc was a woman all along
- B Dr. Gauss refused to help Germain when he discovered she was a girl
- C Her parents did not approve of her work with mathematics
- D Germain was ashamed of her work with Fermat’s Last Theorem

4

Objective 4

The author probably wrote this selection to—

- A illustrate that hard work and determination can be rewarding
- B give a detailed account of how Germain’s parents mistreated her
- C explain how mathematicians solve difficult problems
- D outline the life work of Joseph-Louis Lagrange

1

Objective 1

This article is mainly about—

- A how to use a bicycle pump correctly
- B how to ensure that your bicycle tires have the correct pressure
- C how to plan a mountain bike ride
- D what happens when you overinflate your bicycle tires

2

Objective 2

According to the guide in the article, a pump with a built-in pressure gauge—

- A can be described as a hybrid
- B can fix a flat tire when stranded
- C should not be substituted by small tube pumps
- D makes it difficult for you to read the psi

3

Objective 3

One similarity between a small tube pump and an air pump with a pressure gauge is—

- A they both can be used to repair flat tires
- B they help the bike rider ride faster
- C they read the amount of pressure in a tire
- D they prepare bikes for riding in different terrains

4

Objective 4

What will probably happen if you overinflate your bike tires?

- A You will ride faster and smoother on the road.
- B You can enter a professional race.
- C You will create a danger for yourself and others.
- D You know that you have purchased an excellent air pump.

1

Objective 1

What are paragraphs 2 and 3 of the appendix mainly about?

- A How to read the letter system of the Roman numerals
- B Examples of Roman numeral problems
- C The definition of a Roman numeral
- D Ways in which people counted and the birth of the Roman numeral system

2

Objective 2

Why is the chart important to the appendix?

- A It gives you a color-coded system for the Roman numeral system.
- B It illustrates examples of Roman numeral problems.
- C It illustrates which numeral corresponds to the letter in the Roman numeral system.
- D It is a timeline of how the Roman numeral system evolved.

3

Objective 3

What made the author say that the Roman numeral system had a disadvantage?

- A The numerals used were not from the Hindu-Arabic system which is used worldwide today.
- B The numerals were easy to read.
- C The numerals weren't developed until 500 A.D.
- D The numerals required a European influence before using them.

4

Objective 4

The author mainly wrote this appendix to—

- A describe how the letters I, V, X, L, C, D, and M were chosen to represent the Roman numeral system
- B tell how agriculture was responsible for the creation of the Roman numeral system
- C describe how the Roman numeral system originated and how it works
- D convince you to use the Roman numeral system

1

Objective 1

In the beginning paragraph, the word reprinted means—

- A a new copy
- B a scribe who wrote the menu by hand
- C a machine used to make copies
- D a paper copy

2

Objective 2

Why is the menu important to the selection?

- A It lists different foods and their prices sold in 1888.
- B It summarizes the story.
- C It describes Wales L. Egerton & Co.
- D It explains how the restaurant ordered food.

3

Objective 3

The author probably wrote this selection to—

- A demonstrate how customers did not appreciate menus in 1888
- B convince future customers that their menu was the best around
- C provide a history of how menus have changed since 1888
- D illustrate how menu items and prices have changed over time

4

Objective 4

The reader can conclude that—

- A boiled salt fish and beets were not sold on Sunday
- B beef steak and onions used to cost only 60 cents
- C dining rooms only served fish
- D customers were upset about the prices on the menu

1

Objective 1

Paragraph 6 is mainly about—

- A how people can become addicted to gambling
- B the fact that many people think gambling is morally wrong
- C people who think they are entitled to dream of winning the lottery
- D the odds of winning a jackpot on the lottery

2

Objective 2

According to the section “Government Gambling”, the lottery is—

- A bad for the economy
- B a way to get working people to spend their money
- C a way to earn money for special programs like education
- D great for public relations

3

Objective 3

Look at the information from the diagram and then answer the question that follows.



What is the best title for information in this diagram?

- A Lottery Gets Mixed Reviews
- B Lottery Winners Score Big!
- C Astronomical Odds for Winning
- D Government Gambling

4

Objective 4

The author probably wrote this selection to—

- A describe Mike Terpstra’s account of winning the lottery
- B tell you what formula is used to figure out the taxes for lottery winnings
- C convince you to become a gambler
- D show that people have varied opinions regarding the lottery

1

Objective 1

What is this selection mainly about?

- A Quantities and prices for different art supplies
- B The spring art collection
- C The item numbers for products in a catalog
- D The colors of pencil sets advertised

2

Objective 2

In the selection, the advertiser mostly wants the reader to—

- A purchase items from its Picasso Paints Collection
- B suggest the color scheme to use when painting with watercolors
- C agree that Picasso pencil sets are the best on the market
- D recommend the use of Carter Premium Pencil Collection

3

Objective 3

One similarity between Picasso and Zemond Pads is—

- A they are great for painting portraits
- B they help keep the drawings looking cool throughout the day
- C they are both spiral bound
- D they come with a coordinated color pencil set

4

Objective 4

The author organizes the page in the catalog by—

- A describing how Picasso Pencils are cheaper than Carter Premium Pencils
- B listing the items sold while providing a price list
- C explaining the difference between the Picasso Drawing Pads and the Zemond Watercolor Pads
- D comparing the colors available for each item

1

Objective 1

In paragraph 2, the word sieve means—

- A the ability to see something
- B something that is easily recognizable
- C a tool used to separate one thing from another
- D a gesture, sound, or action intended to give a message

2

Objective 2

Why are the steps 1–5 important to this selection?

- A They give you directions for using the Sieve of Eratosthenes.
- B They tell about the life of Eratosthenes.
- C They provide information about how to find the diameter of Earth.
- D They persuade you to disprove a prime number.

3

Objective 3

Look at the information in the outline and answer the question below.

How to Find Prime Numbers in the Sieve

- Cross out the 1 because it is not prime.
- Circle 2 and cross out every multiple of 2.
- _____
- Continue doing this until all the numbers are either circled or crossed out.

What information belongs in the blank?

- A Cross out all the numbers in the sieve.
- B Circle the number 3 and cross out every multiple of 3.
- C Cross out every multiple of 5.
- D Circle all the numbers in the sieve.

4

Objective 4

Which sentence from the selection shows that Eratosthenes was an accomplished mathematician?

- A *Eratosthenes was a Greek mathematician who lived most of his life (274–194 B.C.) in Alexandria, Egypt.*
- B *To use the sieve, cross out any number that is not prime and circle any number that is prime.*
- C *Here’s how to find the prime numbers in the sieve:*
- D *Among his many accomplishments was the use of geometry to accurately measure the diameter of Earth.*

1

Objective 1

In the beginning paragraph, the word diminutive means a—

- A large country
- B tiny country
- C colossal spotlight country
- D gigantic square mile area

2

Objective 2

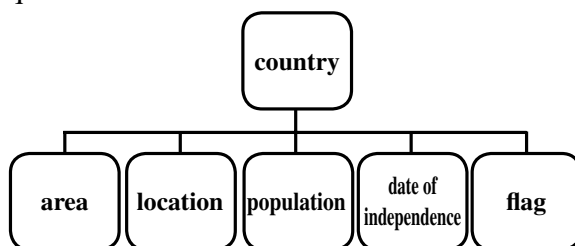
Why is the chart important to the selection?

- A It gives information about the large countries around the world.
- B It compares the large and small countries around the world.
- C It provides details about each country’s flag.
- D It provides details about different small countries around the world.

3

Objective 3

Use the diagram to answer the following question.



Based on the information in this diagram, what can you conclude?

- A Every country has endangered animals.
- B Every country has its roots in San Marino.
- C Every country has an Independence Date.
- D Every country has a president.

4

Objective 4

From the information in both the selection and the chart, the reader can conclude that small world countries—

- A are diverse places
- B have a population of 340,000
- C are home to polar bears and elephants
- D are all surrounded by the Pacific Ocean

Answer Key

Science

Page	Card	Question 1	Question 2	Question 3	Question 4
Page 4	Card 1	C	A	D	D
Page 5	Card 2	A	B	C	D
Page 6	Card 3	C	B	A	A
Page 7	Card 4	B	B	A	D
Page 8	Card 5	D	C	C	B
Page 9	Card 6	B	C	A	D
Page 10	Card 7	A	C	B	D
Page 11	Card 8	B	A	D	C
Page 12	Card 9	C	C	D	C
Page 13	Card 10	D	B	A	C

Answer Key *(cont.)*

Social Studies

Page	Card	Question 1	Question 2	Question 3	Question 4
Page 14	Card 1	B	C	A	D
Page 15	Card 2	A	D	C	C
Page 16	Card 3	C	D	C	A
Page 17	Card 4	C	B	A	A
Page 18	Card 5	C	A	A	D
Page 19	Card 6	D	A	A	C
Page 20	Card 7	C	C	B	B
Page 21	Card 8	D	C	C	A
Page 22	Card 9	B	C	D	B
Page 23	Card 10	B	A	D	B

Answer Key *(cont.)*

Language Arts

Page	Card	Question 1	Question 2	Question 3	Question 4
Page 24	Card 1	C	D	A	B
Page 25	Card 2	D	C	D	B
Page 26	Card 3	C	A	C	B
Page 27	Card 4	C	C	D	C
Page 28	Card 5	C	D	A	C
Page 29	Card 6	B	D	B	D
Page 30	Card 7	C	B	D	A
Page 31	Card 8	C	A	A	D
Page 32	Card 9	D	C	C	C
Page 33	Card 10	B	C	C	A

Answer Key *(cont.)*

Mathematics

Page	Card	Question 1	Question 2	Question 3	Question 4
Page 34	Card 1	C	C	D	B
Page 35	Card 2	C	D	D	D
Page 36	Card 3	C	B	C	A
Page 37	Card 4	B	C	A	C
Page 38	Card 5	D	C	A	C
Page 39	Card 6	A	A	D	A
Page 40	Card 7	A	C	A	D
Page 41	Card 8	A	A	C	B
Page 42	Card 9	C	A	B	D
Page 43	Card 10	B	D	C	A

Notes