

**READING: VOCABULARY****● Lesson 1: Synonyms**

**Directions:** Read each item. Fill in the circle next to the word that means the same or about the same as the underlined word.

**Examples****A. a small dwelling**

- (A) school
- (B) home
- (C) suburb
- (D) tribe

**B. Fascinating means —**

- (F) disturbing
- (G) annoying
- (H) pleasant
- (J) interesting



Choose only one answer. Be sure to fill in the circle completely.

**● Practice****1. successful corporation**

- (A) business
- (B) team
- (C) person
- (D) country

**2. skilled laborer**

- (F) musician
- (G) professor
- (H) worker
- (J) relative

**3. tiny particle**

- (A) animal
- (B) package
- (C) piece
- (D) gift

**4. a desert region**

- (F) area
- (G) culture
- (H) religion
- (J) plant

**5. An imaginary story is —**

- (A) biographical
- (B) fictional
- (C) actual
- (D) humorous

**6. To interpret is to —**

- (F) organize
- (G) adjust
- (H) catch
- (J) explain

**7. To pave is to —**

- (A) cover
- (B) hide
- (C) recycle
- (D) fly

**8. An affectionate person is —**

- (F) hostile
- (G) adorable
- (H) loving
- (J) ill



**READING: VOCABULARY**

**Lesson 2: Vocabulary Skills**

**Directions:** Read each item. Fill in the circle next to the word that means the same or about the same as the underlined word.

**Examples**

A. admire a leader

- (A) advise
- (B) detest
- (C) trust
- (D) respect

B. A journalist interviewed the athlete.

Journalist means —

- (F) referee
- (G) reporter
- (H) collector
- (J) scientist



If you are not sure which answer is correct, take your best guess. Eliminate answer choices you know are wrong.



**Practice**

1. Complete the assignment.

- (A) task
- (B) assistant
- (C) design
- (D) office

2. Focus your attention.

- (F) fluctuate
- (G) irritate
- (H) compile
- (J) concentrate

3. good publicity

- (A) appreciation
- (B) public attention
- (C) publisher
- (D) celebrity

4. Tom waited anxiously for the announcement.

Anxiously means —

- (F) nervously
- (G) without concern
- (H) quickly
- (J) with anger

5. The story was about children who benefit from the fundraiser.

Benefit means —

- (A) to volunteer
- (B) to serve
- (C) to raise money
- (D) to receive help

6. Her hard work was complimented.

Complimented means —

- (F) disliked
- (G) given away freely
- (H) praised
- (J) completed

7. The workers went on strike.

Strike means —

- (A) to take a vacation
- (B) to hit
- (C) to stop working in order to protest
- (D) to throw a ball



## READING: VOCABULARY

### ● Lesson 3: Antonyms

**Directions:** Read each item. Fill in the circle next to the word that means the opposite of the underlined word.

#### Examples

**A. departed guests**

- (A) honored
- (B) excited
- (C) gathered
- (D) neglected

**B. rare appearances**

- (F) frequent
- (G) old
- (H) uncommon
- (J) distant



Read each item carefully. Choose the answer that means the opposite.



### ● Practice

**1. Accept the truth.**

- (A) deny
- (B) understand
- (C) illustrate
- (D) respect

**2. attentive people**

- (F) beautiful
- (G) prosperous
- (H) messy
- (J) heedless

**3. an absurd story**

- (A) logical
- (B) exciting
- (C) rewarding
- (D) fanciful

**4. generous servings**

- (F) large
- (G) grateful
- (H) small
- (J) general

**5. brief description**

- (A) important
- (B) lengthy
- (C) short
- (D) casual

**6. employ the workers**

- (F) befriend
- (G) manage
- (H) argue with
- (J) dismiss

**7. confident in your abilities**

- (A) uncertain
- (B) assured
- (C) proud
- (D) neglectful

**8. superior attitude**

- (F) extreme
- (G) inferior
- (H) great
- (J) focused



**READING: VOCABULARY**

**Lesson 4: Multi-Meaning Words**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Examples**

**A. Unemployment is running high here since the factory closed.**

**In which sentence does the word running mean the same thing as in the sentence above?**

- (A) Tracy saw the horse running through the field.
- (B) Beth was running the lawn mower.
- (C) Club attendance was running low due to heavy snow.
- (D) Peter is running for class president.

**B. Choose the word that fits in both the blanks.**

Set the package \_\_\_\_\_ to the side.  
We had the day \_\_\_\_\_.

- (F) over
- (G) off
- (H) apart
- (J) away



Read the question carefully. Use the meaning of the sentences to help you choose the right answer.



**Practice**

**1. Groaning, he rolled over and planted his feet firmly on the floor.**

**In which sentence does the word planted mean the same thing as in the sentence above?**

- (A) Jean planted four rows of cucumbers.
- (B) The lawyer claimed that the evidence had been planted.
- (C) The settlers planted new crops.
- (D) Jo planted her feet in the dirt before swinging the bat.

**2. Barb put a clean \_\_\_\_\_ on the bed.**

**Jason washed the cookie \_\_\_\_\_ after he finished baking.**

- (F) pillow
- (G) tray
- (H) sheet
- (J) cover

**3. We \_\_\_\_\_ nearer to the warmth of the campfire.**

**He \_\_\_\_\_ the wrong conclusion from the facts that were presented.**

- (A) drew
- (B) moved
- (C) identified
- (D) illustrated



**READING: VOCABULARY**

**Lesson 5: Words in Context**

**Directions:** Read the paragraph. Find the word below that fits best in each numbered blank.

**Examples**

The United States Capitol is well known for its (A), or round room. The room has a large dome. A bronze Statue of Freedom (B) on top of the dome.

- A.**
- (A) parlor
  - (B) library
  - (C) rotunda
  - (D) media center

- B.**
- (F) stands
  - (G) centered
  - (H) flies
  - (J) bends



Look carefully at each answer. Choose the word that sounds best in the sentence.



**Practice**

The Montgolfier brothers (1) the hot-air balloon in 1783. However, they (2) never guessed how high or how far one of these balloons could go. In the brothers' first (3), they used a huge bag made of paper and (4). They held its open end over a (5). The bag filled with smoke and hot air. Then it rose into the air and (6) for a mile and a half.

- 1.**
- (A) discovered
  - (B) invented
  - (C) explored
  - (D) arranged

- 2.**
- (F) probably
  - (G) randomly
  - (H) rarely
  - (J) frequently

- 3.**
- (A) grade
  - (B) demonstration
  - (C) hope
  - (D) suggestion

- 4.**
- (F) steel
  - (G) bricks
  - (H) mortar
  - (J) fabric

- 5.**
- (A) pool
  - (B) puddle
  - (C) fire
  - (D) engine

- 6.**
- (F) dropped
  - (G) recorded
  - (H) sank
  - (J) floated



## READING: VOCABULARY

### ● Lesson 6: Word Study

**Directions:** Read each item. Fill in the circle for the answer you think is correct.

#### Examples

A. Which of these words probably comes from the Latin word *albus*, meaning “white”?

- (A) albino
- (B) album
- (C) algebra
- (D) alchemy

B. Margo was \_\_\_\_\_ that her team lost the game.

Which of these words would indicate that Margo felt sad?

- (F) elated
- (G) frustrated
- (H) disappointed
- (J) angry



Look for key words in the question. The key words will help you choose the right answer.

### ● Practice



1. Which of these words probably comes from the Greek word *demos kratos* meaning “rule of the people”?

- (A) demolish
- (B) democracy
- (C) demote
- (D) demonstration

2. Which of these words probably comes from the Latin word *audire* meaning “to hear”?

- (F) audit
- (G) auburn
- (H) auction
- (J) audio

3. The stadium was filled with \_\_\_\_\_. Which of these words would indicate that there was an audience at the stadium?

- (A) spectators
- (B) performers
- (C) soldiers
- (D) employees

4. Ramon’s grandfather stored family \_\_\_\_\_ in the attic.

Which of these words means there were heirlooms in the attic?

- (F) antiques
- (G) pets
- (H) chores
- (J) rubbish

For numbers 5 and 6, choose the answer that best defines the underlined part.

5. precede                  predict

- (A) after
- (B) around
- (C) before
- (D) between

6. biology                  geology

- (F) person who
- (G) study of
- (H) quality of being
- (J) full of



**READING: VOCABULARY****SAMPLE TEST**

**Directions:** Read each item. Fill in the circle next to the word that means the same or about the same as the underlined word.

**Examples****A. spoiled fruit**

- (A) citrus
- (B) yellow
- (C) fresh
- (D) rotten

**B. A helper is the same as an —**

- (F) adviser
- (G) assistant
- (H) elevator
- (J) organizer

For numbers 1–13, fill in the circle next to the word that means the same or about the same as the underlined word.

**1. Do it now.**

- (A) immediately
- (B) later
- (C) soon
- (D) slowly

**2. artistic film**

- (F) play
- (G) drama
- (H) movie
- (J) episode

**3. in the cellar**

- (A) attic
- (B) basement
- (C) garage
- (D) workshop

**4. newspaper article**

- (F) story
- (G) novel
- (H) journal
- (J) book

**5. Something that has concluded is —**

- (A) in progress
- (B) continuing
- (C) beginning
- (D) finished

**6. An irregular shape is —**

- (F) symmetrical
- (G) uneven
- (H) balanced
- (J) broken

**7. A career is —**

- (A) a hobby
- (B) a university
- (C) an occupation
- (D) a library

**8. To take a brisk walk means to walk —**

- (F) quickly
- (G) leisurely
- (H) by yourself
- (J) with others



**READING: VOCABULARY**

**SAMPLE TEST (cont.)**

9. The association works to help animals.

Association means —

- (A) occupation
- (B) college
- (C) friendship
- (D) organization

10. You can see the sunlight through the sheer curtains.

Sheer means —

- (F) white
- (G) thick
- (H) transparent
- (J) open

11. Helga is a loyal friend.

Loyal means —

- (A) devoted
- (B) dangerous
- (C) good
- (D) dishonest

12. The timeline marked the milestones of the Civil War.

Milestones means —

- (F) speeches
- (G) roads
- (H) events
- (J) conditions

13. Jacob corresponded with his pen pal.

Corresponded means he —

- (A) played
- (B) visited
- (C) telephoned
- (D) wrote

For numbers 14–19, fill in the circle next to the word that means the opposite of the underlined word.

14. express your thoughts

- (F) yell
- (G) withhold
- (H) summarize
- (J) tell

15. obvious signs

- (A) unclear
- (B) apparent
- (C) momentary
- (D) secondary

16. ignore the noise

- (F) contribute to
- (G) notice
- (H) overlook
- (J) behave

17. respect for the law

- (A) obedience
- (B) trust
- (C) honor
- (D) contempt

18. with regret

- (F) happiness
- (G) sorrow
- (H) fear
- (J) bravery

19. a great achievement

- (A) victory
- (B) failure
- (C) mistake
- (D) accomplishment



**READING: VOCABULARY****SAMPLE TEST (cont.)**

For numbers 20–23, choose the word that best completes both sentences.

20. Please \_\_\_\_\_ my coat to the bus.  
An actor's voice must \_\_\_\_\_ to the last row of seats.
- (F) deliver  
(G) reach  
(H) take  
(J) carry
21. Throw the \_\_\_\_\_ to me. Sheila wore a formal dress to the \_\_\_\_\_.
- (A) party  
(B) ball  
(C) coat  
(D) dance
22. Reach out with your \_\_\_\_\_.  
The soldiers gathered \_\_\_\_\_ for the battle.
- (F) arms  
(G) legs  
(H) supplies  
(J) muskets
23. The class visited a \_\_\_\_\_ art museum.  
He had to pay a \_\_\_\_\_ for speeding.
- (A) modern  
(B) charge  
(C) quality  
(D) fine

For numbers 24 and 25, fill in the circle next to the answer that you think is correct.

24. I tied the key on a string.  
In which sentence does the word *key* mean the same thing as in the sentence above?
- (F) The key to a riddle provides the answer.  
(G) I sailed around the key.  
(H) I opened the door with my key.  
(J) The choir sang in key.
25. I opened a savings account at the bank.  
In which sentence does the word *bank* mean the same thing as in the sentence above?
- (A) The pilot flew through a bank of clouds.  
(B) My mom is a bank manager.  
(C) My house sits on the bank of a river.  
(D) Bank to the left at the intersection.

For numbers 26 and 27, choose the answer that best defines the underlined part.

26. subway      submarine
- (F) under  
(G) over  
(H) apart  
(J) backward
27. careless      thoughtless
- (A) less than one  
(B) full of  
(C) without  
(D) forward



**READING: VOCABULARY****SAMPLE TEST (cont.)**

For numbers 28–31, fill in the circle next to the correct answer.

28. Which of these words probably comes from the Latin word *barba*, meaning “beard”?

- (F) barb
- (G) barbarian
- (H) barber
- (J) bargain

29. Which of these words probably comes from the Greek word *kolla*, meaning “glue”?

- (A) college
- (B) collage
- (C) collide
- (D) collar

30. The pioneers moved west to settle the \_\_\_\_\_.

Which of these words means the settlers moved to the border of their country?

- (F) soil
- (G) state
- (H) suburb
- (J) frontier

31. The police officer inspected the accident \_\_\_\_\_.

Which of these words means the officer inspected the location of the accident?

- (A) site
- (B) situation
- (C) victims
- (D) problem

For numbers 32–35, read the paragraph. Find the word below that fits best in each numbered blank.

Wang Yani was born in a small town in southern China. Her father, an art teacher, recognized her interest and \_\_\_\_\_ (32) in art very early in her life. Her first art \_\_\_\_\_ (33) was held in Shanghai when Yani was only four years old. Yani paints using traditional Chinese \_\_\_\_\_ (34), but her style of broad brush strokes, say her critics, is refreshingly \_\_\_\_\_ (35).

32.
  - (F) disgust
  - (G) personality
  - (H) talent
  - (J) charm

33.
  - (A) exhibition
  - (B) experience
  - (C) school
  - (D) project

34.
  - (F) containers
  - (G) wood
  - (H) homes
  - (J) materials

35.
  - (A) stale
  - (B) unique
  - (C) menacing
  - (D) undeveloped



**READING: COMPREHENSION**

**Lesson 8: Main Idea**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Example**

In school, veterinarians learn about animals' bodies, animal diseases, and the medicines used to treat them. They also learn how to perform surgeries.

**A. What is this passage about?**

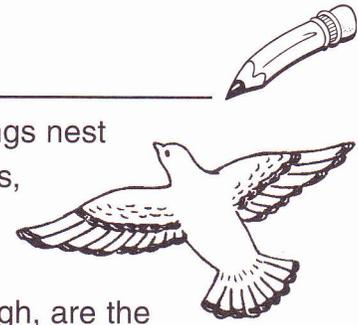
- (A) how veterinarians are trained
- (B) the duties of a veterinarian
- (C) equipment that veterinarians use
- (D) the clothing that veterinarians wear



**Look for a topic sentence in the passage. This will help you understand the main idea.**

**Practice**

An urban habitat is home to many animals. Birds like pigeons and starlings nest on tall buildings. Mice and rats build their nests in or near buildings. Squirrels, rabbits, and opossums make their homes in the wide-open spaces of city parks. Timid animals like foxes and raccoons search for food in neighborhood garbage cans at night. Perhaps the favorite city animals, though, are the ones that live in the homes of people—cats, dogs, and other animal friends we call pets.



**1. What would be a good title for this passage?**

- (A) Pests Among Us
- (B) City Critters
- (C) A Nocturnal Nuisance
- (D) An Urban Legend

**2. What is the main idea of this passage?**

- (F) People should protect city animals.
- (G) Urban animals cause many problems.
- (H) Many animals live in the city.
- (J) People who live in cities should not have pets.

**3. If the author wanted to continue describing urban habitats, what would be a good topic for the next paragraph?**

- (A) career opportunities in cities
- (B) urban crime
- (C) city schools
- (D) plants that can be found in cities

**4. What is the author's purpose for writing this passage?**

- (F) to tell people about animals that live in urban habitats
- (G) to warn people about urban animals
- (H) to present a plan to city officials about protecting animals
- (J) to explain how people and animals work together



**READING: COMPREHENSION****● Lesson 9: Recalling Details**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Example**

People laugh when I tell them what kind of farm we have. My family raises catfish! The fish live in ponds on our farm. We feed them pellets that look almost like the food you feed cats or dogs.

**A. What does the food for the catfish look like?**

- (A) birdseed
- (B) dog food
- (C) pebbles
- (D) sand



Read the questions first. Then while you read the passage, you can look for the information that you will be asked about.

**● Practice**

Today was very busy. Jane, Carl, and I went out around 8:00 to fill our buckets with blackberries. It was hard work, and we didn't get back until it was time for lunch. This afternoon, Aunt Mara showed us how to wash and sort the berries. When it was time to make jam, Aunt Mara did the cooking part. Then she let us fill the jars and decorate the labels. Now Aunt Mara is letting me take a jar of jam home for Mom. She'll be surprised that I helped make it. I hope the rest of my stay here is as much fun as today was.



**1. What was the first thing the narrator did?**

- (A) picked blackberries
- (B) ate lunch
- (C) decorated labels
- (D) washed berries

**2. Who cooked the berries?**

- (F) the narrator
- (G) Jane
- (H) Carl
- (J) Aunt Mara

**3. How does the narrator feel about this experience?**

- (A) frustrated
- (B) surprised
- (C) happy
- (D) angry

**4. When did the children pick the berries?**

- (F) at night
- (G) in the afternoon
- (H) in the evening
- (J) in the morning



**READING: COMPREHENSION****● Lesson 10: Inferencing/Drawing Conclusions**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Example**

Police officers carry equipment that helps them to protect themselves and other people. They carry guns, nightsticks, flashlights, and handcuffs on their belts. Some wear bullet-proof vests. They also carry two-way radios so they can call other officers for assistance.

**A. Why would police officers need equipment for protection?**

- (A) because they teach people about the laws
- (B) because they are trained to use the equipment
- (C) because sometimes their work can be dangerous
- (D) because they need to write reports



Look carefully at all the answer choices before you choose your answer.

**● Practice**

I was so nervous. I hadn't seen Abbie in three years, not since my mom got that new job. I remember the day we moved away. Abbie brought me our photograph in a frame. I gave her a necklace with a friendship charm on it. We promised to stay friends forever. Now that I was finally going to see her again, I wondered if we would still like the same kinds of things and laugh at the same kinds of jokes. I rubbed my sweaty palms on my jeans as we pulled into Abbie's driveway.

**1. Why hasn't the narrator seen Abbie for three years?**

- (A) they were best friends
- (B) because they didn't like each other's gifts
- (C) because they had a fight
- (D) because the narrator had to move away

**2. Why are the narrator's palms sweaty?**

- (F) because she is nervous
- (G) because she has a fever
- (H) because she feels sick
- (J) because she doesn't want to move

**3. The passage gives you enough information to believe that the narrator —**

- (A) was angry at her mom for making her move.
- (B) had a special friendship with Abbie.
- (C) liked her new school.
- (D) doesn't keep her promises.

**4. The narrator will feel happy if —**

- (F) Abbie is not home.
- (G) Abbie has changed a lot.
- (H) she gets to move again.
- (J) she and Abbie still get along.



**READING: COMPREHENSION**

**Lesson 11: Fact and Opinion/Cause and Effect**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Example**

To pay off its national debts, the British government increased the taxes paid on its products by its colonists. The American colonists thought this was very unfair. They protested by throwing British tea and merchandise into Boston Harbor.

**A. Why did the American colonists throw tea into Boston Harbor?**

- (A) because the British had too many debts
- (B) because they wanted coffee instead of tea
- (C) because they didn't like tea
- (D) because they thought the tax increase was unfair



Look for key words in the question and find the words in the passage. This will help you locate the correct answer.



**Practice**

The legend of Santa Clause started with stories about a fourth-century bishop. This bishop, Nicholas, was said to be kind, generous, and fond of children. In one story, Nicholas threw a bag of coins down the chimney of a needy family. Long after his death, Nicholas was named a saint. On his saint's day in December, Dutch children would place their shoes by the family hearth, hoping that St. Nicholas would leave treats in them. The Dutch called the saint "Sinter Klaas." When Dutch colonists settled in America, they continued this tradition. "Sinter Klaas" became known as Santa Claus.



**1. What legend started the Dutch tradition of placing shoes by the family hearth?**

- (A) Nicholas living in the fourth century
- (B) Nicholas throwing a bag of coins down a chimney
- (C) Nicholas being named a saint
- (D) the Dutch settling in America

**2. Which one of these is an opinion?**

- (F) Life would be dull without Santa Claus.
- (G) Nicholas was named a saint.
- (H) The Dutch children placed their shoes on the hearth.
- (J) The name "Sinter Klaas" became Santa Claus.

**3. This passage would be considered —**

- (A) science fiction.
- (B) historical fiction.
- (C) nonfiction.
- (D) fantasy.



**READING: COMPREHENSION****● Lesson 12: Fiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Misha stood on the stage. His hands shook so hard that he could barely hold his violin. A hush fell over the audience. He shut his eyes tight and remembered what his music teacher had told him—"You can do it. Take a deep breath and pretend that you're standing in your living room." Misha lifted his violin to his chin and played his solo perfectly from beginning to end.

**A. From this passage, what do you know about Misha?**

- (A) He has been playing the violin for many years.
- (B) He likes to play his violin in front of an audience.
- (C) He gets nervous when he is performing in front of others.
- (D) He and his music teacher are friends.



Read the questions first. Think about them as you read the passage.

**● Practice*****Floating the River***

"Aren't we there yet?" Shiloh asked. At last, she and her family were on their way to their annual tubing trip. Floating down Glenn River on an inner tube was one of Shiloh's favorite things. This year they would float five whole miles, all the way to Glenn Fork.

With each passing mile, Shiloh smiled more and more as she thought of the fun they would have. When they finally reached Glenn Fork and parked the car, she jumped out, all ready to go.

"Not so fast, Shiloh," said her mother. "Remember, we're just here to leave the car. We still have to drive up the river. After we float back here, we'll be able to drive the car upstream to the truck. Otherwise, we won't have any way to get home."

"Oh, yeah, false alarm," Shiloh said. She had forgotten the family's plan to leave one car at each end of the float.

The whole family piled into the truck and drove to Jenkins Landing. Shiloh's father helped her unload her backpack and shiny tube from the truck. They walked down to the river's bank and put their toes in the water. Shiloh gasped as she felt how cold the water was. She took a deep breath and pushed herself out into the river. As Shiloh followed her family downstream, she thought to herself, "This will be the best tubing trip ever!"



**READING: COMPREHENSION**

**● Lesson 12: Fiction (cont.)**

1. This story is mostly about —

- (A) driving a truck.
- (B) a family's adventure.
- (C) a family's argument.
- (D) a family's business.

2. The family will float between which two points?

- (F) from Jenkins Landing to Glenn Fork
- (G) from Glenn Fork to Glenn River
- (H) from Glenn River to Jenkins Landing
- (J) from Glenn Fork to Jenkins Landing

3. How do you think Shiloh's parents feel about the tubing trip?

- (A) bored
- (B) disappointed
- (C) frustrated
- (D) excited

4. Why is the family driving both a car and a truck?

- (F) so they don't get the truck wet and muddy
- (G) so they can show that they have a lot of money
- (H) so they can all have a ride to the river
- (J) so they can have transportation back to where they started

5. Which character do you learn the most about in this passage?

- (A) Shiloh's mother
- (B) Shiloh
- (C) Shiloh's father
- (D) Shiloh's sister

6. When Shiloh says, "false alarm," she means —

- (F) she didn't tell the truth.
- (G) that there is no danger.
- (H) she made a mistake.
- (J) there's been a warning.



**READING: COMPREHENSION**

● **Lesson 13: Fiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Skyler had never been as scared as he was the first time he tried to go inline skating. His legs felt like jelly. The skates kept slipping out from under him. He had thought it would be a snap to soar through the air in jumps and spins, but he found out that skating isn't as easy as it looks. Skyler wasn't going to give up. He practiced and practiced until he started to improve. Finally he was able to skate without falling down. Skyler knew if he kept practicing that some day he would be able to do some jumps and spins too.

**A. By the end of the passage, Skyler's feelings have changed from —**

- (A) proud → ashamed
- (B) frightened → determined
- (C) impatience → acceptance
- (D) sadness → happiness



If you don't know the answer to a question, skip it and come back to it later.

● **Practice**



**Survivors**

As far as Kiki was concerned, the island had always been her home, and she loved it. She had been just about a year old when the ship she and her family had been on was caught in a great storm. She didn't remember their home in England, where she had been born, or boarding the ship for Australia. Kiki certainly didn't remember how her family and a few dozen others had arrived on the island in lifeboats, or even how they had built houses and made new lives.

The Martin family and the others who had survived the shipwreck had worked hard to make the island livable. In the weeks following the wreck, chests of seeds, tools, and food washed up on the beach. These chests gave the survivors a chance to build a new life on the island. Now, ten years after the disaster, the island was a wonderful place to live. Everyone had a comfortable home and there was plenty of food.

Kiki and the other children explored the island every day. It was on one of these outings that they saw the great ships. The children had climbed to the top of the highest peak on the island to study the sea birds that nested on the cliffs below. When they reached the top of the peak, Kiki spotted the four ships sailing toward the island.



**READING: COMPREHENSION****● Lesson 13: Fiction (cont.)**

By the time Kiki and her friends climbed down the mountain, the ships had reached the island and the captain and crew were surprised to find other English settlers there. They had known about the shipwreck, of course, but they had no idea there were survivors. The ships were heading to Australia, and the survivors were welcomed to join the crew on board.

That, however, was the problem. Almost all the survivors didn't want to leave the island, especially the children like Kiki who had spent most of their lives there or the dozen who had been born there. For them, the island was their world, and they couldn't imagine leaving it.

**1. What is the main idea of this story?**

- (A) how people lived after a shipwreck
- (B) explorers discovering a deserted island
- (C) children studying sea birds
- (D) a family's journey to Australia

**2. What helped the survivors begin their new lives on the island?**

- (F) having the children explore the island
- (G) memories of England
- (H) the captain and crew of the ships sailing to Australia
- (J) supplies that washed up on the beach

**3. If the children could vote on whether to leave the island or to stay, which of these would probably happen?**

- (A) Most would vote to leave.
- (B) Most would vote to stay.
- (C) Most would not vote.
- (D) There would be a tie.

**4. Which of the following sentences expresses an opinion?**

- (F) Kiki didn't remember their home in England.
- (G) The children had climbed to the top of the highest peak.
- (H) The island was a wonderful place to live.
- (J) The captain and crew were surprised to find other English settlers there.

**5. What do you know about the island from reading this passage?**

- (A) The island has a desert climate.
- (B) There are cliffs on the island.
- (C) There are palm trees on the island.
- (D) Dangerous animals live on the island.

**6. How do you suppose Kiki will feel if her family decides to leave the island?**

- (F) disappointed
- (G) excited
- (H) proud
- (J) happy



**READING: COMPREHENSION****Lesson 14: Fiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Leo wrote an article called "Lizards" for the school paper. He didn't expect anyone to get excited about it, but they did. His teacher was pleased that Leo had done such a good job. "This was the best story you ever wrote," she said. "I'm going to enter it in the state writing competition for you. Maybe you'll win a prize!"

**A. How do you think Leo felt about his teacher's reaction to his article?**

- (A) afraid
- (B) unhappy
- (C) embarrassed
- (D) surprised



If you know which answer is correct, mark it and move on to the next questions.

**Practice****The Story of Arachne**

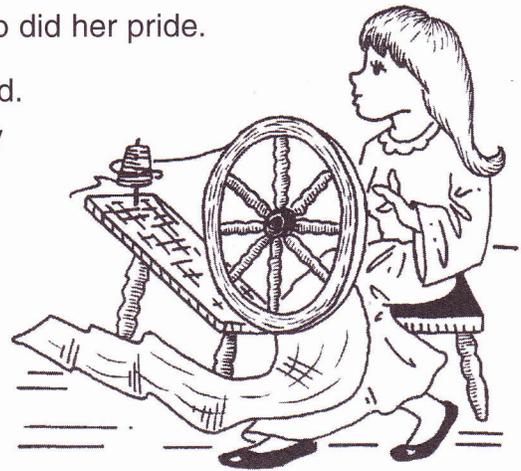
Long ago in a far away country lived a young woman named Arachne. She was not rich or beautiful, but she had one great talent. Arachne could weave the most beautiful cloth anyone had ever seen. Everyone in Arachne's village talked about her wonderful cloth, and soon she became famous. But as her fame grew, so did her pride.

"No one else can weave as well as I can," Arachne boasted. "Not even the goddess Minerva could make anything so lovely and fine."

Now Minerva wove cloth for all the gods. She was proud of her weaving too and thought that no human could ever match her skills. Soon Arachne's words reached Minerva's ears and the goddess became angry.

"So the human woman thinks she is better than I!" Minerva roared. "We will see about that!"

Minerva searched the countryside until she came upon Arachne's home. Minerva called to Arachne and challenged her to a contest. "Let us both weave a length of cloth. We will see whose is the most beautiful."



**READING: COMPREHENSION**

**● Lesson 14: Fiction (cont.)**

Arachne agreed. She set up two looms, and she and Minerva went to work. The goddess wove cloth of all the colors of the rainbow. It sparkled in the sun and floated on the breeze like a butterfly. But Arachne wove cloth that sparkled like gold and jewels. The villagers were dazzled by Arachne's cloth. When Minerva inspected it, she knew Arachne was the best weaver.

Minerva was enraged. She took out a jar of magic water and sprinkled it on Arachne. Instantly, poor Arachne began to change. She shrank smaller and smaller until she could almost not be seen. She grew more arms and became covered in fine brown hair. When it was all over, Arachne had become a tiny brown spider. Arachne would never boast again, but she would spend the rest of her life weaving fine webs.

1. **People in ancient times made up stories, or myths, to explain things in their world that they did not understand. This myth explains —**
- (A) how to weave cloth.
  - (B) why spiders weave webs.
  - (C) how to turn a person into a spider.
  - (D) why it is wrong to be boastful.

**Here is a sequence of events that happens in the passage.**

Arachne becomes a famous weaver.

Arachne brags that her skills are better than the goddess Minerva's.

Minerva realizes that Arachne is the better weaver.

2. **Which of these events should go in the empty box?**
- (F) Minerva sprinkles water on Arachne.
  - (G) Minerva changes Arachne into a spider.
  - (H) Minerva challenges Arachne to a weaving contest.
  - (J) Arachne weaves webs.

3. **What might have happened if Arachne had not bragged about her talents?**
- (A) Minerva would have left her alone.
  - (B) Arachne would not have become famous.
  - (C) The villagers would not have appreciated Arachne's weaving.
  - (D) Minerva would not be allowed to make cloth for the gods anymore.

4. **What caused Minerva to challenge Arachne to the contest?**
- (F) boredom and skill
  - (G) contentment and humility
  - (H) fear and confusion
  - (J) pride and jealousy

5. **This passage tells us the most about the —**
- (A) plot.
  - (B) mood.
  - (C) characters.
  - (D) setting.

6. **This story might have been told to remind people not to —**
- (F) brag about their talents.
  - (G) weave cloth.
  - (H) enter competitions.
  - (J) kill spiders.



**READING: COMPREHENSION****● Lesson 15: Reading Literature**

**Directions:** Read the poem. Choose the best answers to the questions that follow.

***Black-Eyed Rebel***

*by Will Carleton*

A boy drove into the city, his wagon loaded down  
With food to feed the people of the British-governed town;  
And the little black-eyed rebel, so innocent and sly,  
Was watching for his coming from the corner of her eye.

...He drove up to the market, he waited in the line;  
His apples and potatoes were fresh and fair and fine;  
But long and long he waited, and no one came to buy,  
Save the black-eyed rebel, watching from the corner of her eye.

...For she knew that 'neath the lining of the coat he wore that day,  
Were long letters from the husbands and the fathers far away,  
Who were fighting for the freedom that they meant to gain or die;  
And a tear like silver glistened in the corner of her eye.

But the treasures—how to get them? crept the questions though her mind,  
Since keen enemies were watching for what prizes they might find;  
And she paused a while and pondered, with a pretty little sigh;  
Then resolve crept through her features, and shrewdness fired her eye.

So she resolutely walked up to the wagon old and red;  
“May I have a dozen apples for a kiss?” she sweetly said;  
And the brown face flushed to scarlet; for the boy was somewhat shy,  
And he saw her laughing at him from the corner of her eye.

...Clinging round his brawny neck, she clasped her fingers white and small,  
And then whispered, “Quick! the letters! thrust them underneath my shawl!”  
Carry back again this package, and be sure that you are spry!”  
And she sweetly smiled upon him from the corner of her eye.

...With the news of loved ones absent to the dear friends they would greet,  
Searching them who hungered for them, swift she glided through the street.  
“There is nothing worth the doing that it does not pay to try,”  
Thought the little black-eyed rebel, with a twinkle in her eye.



**READING: COMPREHENSION****● Lesson 15: Reading Literature (cont.)**

1. What word best describes the interaction between the boy and the black-eyed rebel?
- (A) peaceful
  - (B) dangerous
  - (C) prosperous
  - (D) happy
2. How does the author tell the story?
- (F) in the order in which it happened
  - (G) in a different order than how it happened
  - (H) by only telling facts
  - (J) by only telling feelings
3. How are the boy and the girl alike?
- (A) They are hungry.
  - (B) They are British.
  - (C) They are selling fruits and vegetables.
  - (D) They are rebels.
4. What happens first in the poem?
- (F) The girl kisses the boy.
  - (G) The boy gives the girl letters.
  - (H) The boy tries to sell fruit and vegetables.
  - (J) The boy brings a wagon of fruit and vegetables to town.
5. What is the theme of the poem?
- (A) It is good to be sneaky.
  - (B) Sometimes, you have to try something unusual to get what you want.
  - (C) Desperate times require desperate action.
  - (D) It's always right to fight against an enemy.
6. What line from the poem best summarizes the text?
- (F) Then resolve crept through her features, and shrewdness fired her eye.
  - (G) "May I have a dozen apples for a kiss?" she sweetly said;
  - (H) "There is nothing worth the doing that it does not pay to try,"
  - (J) Searching them who hungered for them, swift she glided through the street.
7. In the third stanza, *a tear like silver glistened in the girl's eye*. This line contains an example of which type of figurative language?
- (A) metaphor
  - (B) personification
  - (C) foreshadowing
  - (D) simile
8. The boy and girl are \_\_\_\_\_ because they break the law to get news to the people.
- (F) soldiers
  - (G) loyal
  - (H) rebels
  - (J) cowards



**READING: COMPREHENSION****● Lesson 16: Parts of a Story**

**Directions:** Read each item. Fill in the circle next to the answer you think is correct.

**Example**

It was Saturday morning. All the world was smiling and bright—all, that is, except Tom Sawyer. With his pail of whitewash and a large brush, Tom stared sadly at the long fence. He dipped his brush into the white glop and began the job of whitewashing the fence.

**A. This passage tells us about a boy named Tom Sawyer. How does Tom feel about whitewashing the fence?**

- (A) glum  
 (B) joyful  
 (C) excited  
 (D) cheerful



Skim the passage then read the questions. Go back to the passage to find the answers to the questions.

**● Practice**

One day, just as the leaves were beginning to change color, Rip Van Winkle walked through the woods and up the mountains. By early afternoon he found himself on one of the highest points of the Catskill Mountains. By late afternoon Rip was tired and panting, so he found a spot with a beautiful view where he could lay down and rest. Through an opening in the trees, Rip could see miles and miles of lower country and rich woodland. In the distance he could view the mighty Hudson River. It was moving calmly along its course, showing reflections of the soft white clouds in the sky.



**1. What part of a story does this passage tell about?**

- (A) the setting  
 (B) the plot  
 (C) the conflict  
 (D) the characters

**2. How do you think Rip feels about where he is?**

- (F) He thinks it is exciting.  
 (G) He thinks it is annoying.  
 (H) He thinks it is peaceful.  
 (J) He thinks it is dangerous.

**3. Where in a story would you most likely find this passage?**

- (A) near the beginning  
 (B) in the middle  
 (C) near the end  
 (D) in the table of contents

**4. At what time of year does this passage take place?**

- (F) winter  
 (G) spring  
 (H) summer  
 (J) fall



**READING: COMPREHENSION****Lesson 17: Nonfiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Wasps build new nests every year. The potter wasp creates a mud “jar” nest for each of its eggs. The wasp then stings caterpillars to paralyze them and places them in the jar nests. The nests are sealed and the caterpillars are used as food for the developing wasps.

**A. How does the potter wasp paralyze caterpillars?**

- (A) by stinging them
- (B) by spitting on them
- (C) by biting them
- (D) by sealing them in jars



Look for important facts in the passage. These facts may be used in the questions that follow.

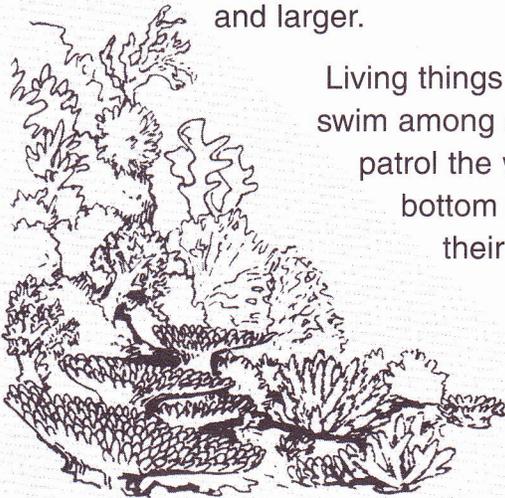
**Practice****Exploring a Coral Reef**

A coral reef is a beautiful undersea wilderness filled with fascinating plants and animals. It is one of the most populated environments on Earth. Coral reefs are found where ocean water is warm, clean, and shallow.

For hundreds of years, people thought that coral was a type of flowering plant. Amazingly, coral reefs are actually formed by little tube-shaped animals called coral polyps. Coral polyps have hard outer skeletons that cover and protect their soft bodies. Most coral polyps stay within their protective skeletons during the day. At night, fingerlike tentacles emerge from the skeleton and pull tiny animals into the coral’s mouth. When the coral polyps die, their skeletons remain in place. New polyps make their homes on the rocky foundations of the skeletons. In this way, the reef grows larger and larger.

Living things take up every bit of space on a coral reef. Beautiful tropical fish swim among sea turtles, colorful marine worms, and giant clams. Sharks patrol the water looking for food. Sea cucumbers share the rocky, sandy bottom of the reef with sea urchins. At dusk, octopuses come out of their caves and begin searching for food.

Many people come to coral reefs to snorkel or scuba dive. They swim in the water and explore the beauty of the reef. Unfortunately, some people damage the reefs by handling the coral. It may take hundreds of years for a reef to restore itself after a careless person damages it.



**READING: COMPREHENSION****● Lesson 17: Nonfiction (cont.)**

1. What is the main idea of this passage?

- (A) Coral polyps are animals, not plants.
- (B) People should handle coral.
- (C) A coral reef is a delicate habitat populated by a wide array of animals.
- (D) Coral reefs need warm, clean, and shallow ocean water to survive.

2. How do coral polyps eat?

- (F) Tentacles emerge and capture tiny animals.
- (G) Tropical fish bring them food.
- (H) Tiny animals cling to the skeletons.
- (J) They are hand-fed by people.

3. How does the author of this passage feel about coral reefs?

- (A) The author would not want to visit a coral reef.
- (B) The author thinks reefs are easily replaced.
- (C) The author thinks reefs are hideous.
- (D) The author thinks reefs are beautiful.

4. Which of these sentences expresses an opinion?

- (F) Coral polyps have hard outer skeletons that cover and protect their soft bodies.
- (G) Some people damage the reefs by handling the coral.
- (H) A coral reef is a beautiful undersea wilderness.
- (J) Coral reefs are found where ocean water is warm, clean, and shallow.

5. Where would a passage like this be most likely to appear?

- (A) in a nature magazine
- (B) in an almanac
- (C) in a thesaurus
- (D) in a biography

6. Which of these is not explained in the passage?

- (F) how coral polyps eat
- (G) that people used to think coral was a plant
- (H) how pollution damages reefs
- (J) other types of animals that live in and around reefs



**READING: COMPREHENSION****● Lesson 18: Nonfiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Laura Ingalls Wilder wrote a series of nine children's books about her life as a pioneer. The first book was titled *Little House in the Big Woods*. Laura's books have been praised for their portrayals of life on the American frontier.

**A. What would be a good title for this passage?**

- (A) Little Laura
- (B) The American Frontier
- (C) Writing Children's Books
- (D) Laura Ingalls Wilder: Pioneer and Author



**Skim the passage, then read the questions. Refer back to the passage to find the answers. You don't have to read the story over again for each question.**

**● Practice****Swimming Star**

Every day, thousands of people cross the channel of water between France and England in planes, ferries, and even trains. An American athlete, Gertrude Caroline Ederle, however, used a different method. She was the first woman to swim across the English Channel.

Gertrude Ederle was born in New York City in 1906. She dedicated herself to the sport of swimming at an early age and enjoyed great success. Before long, she was on her way to becoming one of the most famous American swimmers of her time. When she was sixteen, Ederle broke seven records in one day at a swimming competition in New York. Two years later, in 1924, she represented the United States at the Olympic Games, winning a gold medal in the 400-meter freestyle relay.

After her Olympic victory, she looked for an even greater challenge. One of the most difficult swims is to cross the 21-mile wide English Channel. The seas in the channel can be rough, and the water is cold. In the past, the feat had only been accomplished by male swimmers. Most people believed that the swim was too difficult for a woman, but Ederle wanted to prove them wrong. She didn't make it on her first attempt, but in 1926 she tried again. Leaving from the coast of France, Ederle had to swim even longer than planned because of heavy seas. She went an extra fourteen miles and still managed to beat the world record by almost two hours. This accomplishment made her an instant heroine at the age of twenty.



**READING: COMPREHENSION****● Lesson 18: Nonfiction (cont.)**

1. **What is the main idea of the passage?**
- (A) Swimming is a fun sport.
  - (B) Winning an Olympic medal will make you wealthy.
  - (C) If you want to be very successful at something, you have to start at a young age.
  - (D) Hard work and dedication can lead to great success.
2. **Which event happened first in the passage about Ederle's life?**
- (F) She swam across the English Channel.
  - (G) She broke seven swimming records in a single day of competition.
  - (H) She won an Olympic gold medal.
  - (J) She looked for more challenges.
3. **Based on the information in the passage, what word probably describes Ederle's personality?**
- (A) imaginative
  - (B) passive
  - (C) lazy
  - (D) determined
4. **Why did Ederle decide to swim across the English Channel?**
- (F) someone dared her to
  - (G) to earn a lot of money
  - (H) to prove that women could do it
  - (J) to win a gold medal
5. **Which sentence would describe what the water was like on the day Ederle swam across the channel?**
- (A) The water was cold and choppy.
  - (B) The water was calm and warm.
  - (C) The water was shallow.
  - (D) The water was frozen.
6. **According to the passage, why was Ederle considered a heroine?**
- (F) because she was a generous person
  - (G) because she had done something that no other woman had ever done
  - (H) because she was a great swimmer
  - (J) because she rescued someone



**READING: COMPREHENSION****Lesson 19: Nonfiction**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Ice hockey originated in the mid-1800s, when British troops played games of field hockey on the frozen lakes and ponds of Canada's provinces of Ontario and Nova Scotia. It became Canada's national sport by the early 1900s. Since then, the sport has become popular in European countries such as Russia and Sweden, as well as in the United States.

**A. Where would a passage like this be most likely to appear?**

- (A) in an atlas
- (B) in a medical journal
- (C) in a dictionary
- (D) in a book on the history of sports



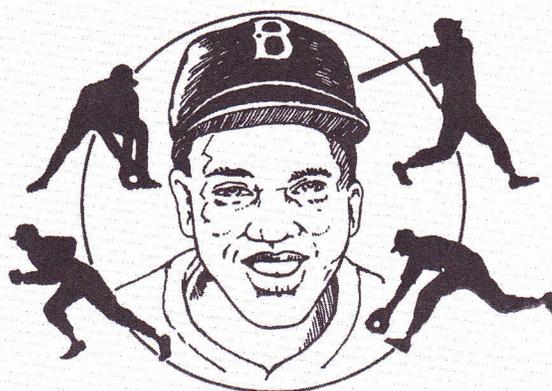
Once you have chosen an answer, move on to the next question. Only change an answer if you are certain that it is wrong.

**Practice****Jackie Robinson**

Jackie Robinson, born in 1919, was the first African-American man to play modern American major league baseball. In high school and college, he played many sports. He earned letters in track and field, basketball, football, and baseball. Unfortunately, Robinson had to quit college for financial reasons. It seemed his days of playing sports were over.

In 1942, Robinson was drafted into the army. He faced a lot of prejudice in the army. As an officer, he was asked to join the army football team. But when other teams objected to playing against a team with a black member, he turned to the army baseball team. There, he was rejected again because of his race.

After leaving the army in 1945, Robinson played shortstop for the Kansas City Monarchs, one of several teams in the Negro League. Professional baseball was still segregated at that time, but the Brooklyn Dodgers' president, Branch Rickey, recognized Robinson's athletic skills. Rickey was determined to make Robinson the first African-American player in major league baseball.



**READING: COMPREHENSION****● Lesson 19: Nonfiction (cont.)**

Robinson started playing with the Dodgers' farm team. Rickey advised Robinson not to fight back when people were unkind to him. Baseball players and fans alike thought he should not be allowed to play. But he played so well that in 1947, he joined the Brooklyn Dodgers.

At first his teammates didn't like playing with him; however, when other people screamed at him, they came to his defense. Because of his great performance at second base and his outstanding batting average, Robinson was selected Rookie of the Year. In 1949, he was named the Most Valuable Player in the National League. One of his greatest thrills was when he helped the Dodgers win the 1955 World Series.

Jackie Robinson paved the way for African-American men to play in the major leagues. In 1962, he was inducted into baseball's Hall of Fame. Ten years later, at the age of 53, Robinson died in Stamford, Connecticut.

1. **What would be a good title for the passage?**

- (A) Jackie Robinson: A Major League Success
- (B) Rickey and Robinson Make it to the Majors
- (C) How to Play Second Base
- (D) The Baseball Hall of Fame

2. **Why was Robinson selected as Rookie of the Year?**

- (F) for his batting average and his skills at second base
- (G) for his excellent attitude
- (H) for his skills as a shortstop
- (J) because he helped win the World Series

3. **How do you think Jackie Robinson felt toward Branch Rickey?**

- (A) hostile
- (B) disgusted
- (C) appreciative
- (D) embarrassed

4. **What effect did segregation have on professional baseball?**

- (F) White players were given the best positions.
- (G) Anyone with enough talent was invited to play.
- (H) People who did not graduate from college could not play professional baseball.
- (J) African Americans weren't allowed to play in the major leagues.

5. **How do you think Robinson felt about his accomplishments?**

- (A) disappointed
- (B) proud
- (C) dissatisfied
- (D) shy

6. **Why did Robinson join the army?**

- (F) He needed a job.
- (G) He wanted to travel.
- (H) He was drafted.
- (J) He didn't know what else to do after he left college.



**READING: COMPREHENSION****● Lesson 20: Reading Informational Text**

**Directions:** Read the texts. Choose the best answers to the questions that follow.

***Wolf Ways***

Wolves are often pictured in fairy tales as ferocious animals, always ready to attack and kill. The three little pigs flee from the “big, bad wolf.” Little Red Riding Hood must beware of the wolf that dresses up like Grandma and wants to eat her. But are wolves really that vicious?

Wolves are social animals that live together in packs of two to 20 individuals. Each pack has a male and a female leader called the *alpha wolves*. The leaders are usually the strongest and healthiest. Typically, only the alpha female has cubs. The members of a pack generally cooperate and get along with one another.

Wolves are often pictured howling at the moon. Scientists have discovered that the howl is actually a way of locating other wolves, assembling the pack, sounding an alarm, or announcing a kill. Besides their howl, wolves use body language to communicate. The positions of their backs, necks, ears, and tails send distinct messages that other wolves understand. A wolf with its ears and tail up is high-ranking. A wolf with its tail down is showing submission.

Wolves feed on large animals such as deer and elk, with the pack working together to bring down prey. They kill only when they are hungry and need to eat.

Who are the worst enemies of wolves? Humans! Wolves are more likely to run from people than to attack, but because of their ferocious reputation, they have been hunted and killed for years. Wolves were once common across much of North America, but they are now rare and can be found only in remote wooded regions.

***One Opinion***

I live in Montana near Yellowstone National Park. During the 1990s, 41 wild wolves were released in the park. Scientists hoped their population would grow so that wolves would no longer be an endangered species. That plan has succeeded. Today, more than 1,600 wolves live in Idaho, Montana, and Wyoming.

I admire the wild beauty of wolves. However, knowing that they live near my home, I am afraid. On rare occasions, wolves attack humans. I want to protect my two young children when they play outside. I do not support wolf restoration efforts.



**READING: COMPREHENSION****● Lesson 20: Reading Informational Text (cont.)**

1. **How do pack members interact with each other?**
  - (A) They get along and work together.
  - (B) They fight among themselves.
  - (C) They ignore each other.
  - (D) They separate into smaller groups.
2. **Which text gives an opinion and reasons to support it?**
  - (F) *Wolf Ways*
  - (G) *One Opinion*
  - (H) both texts
  - (J) neither text
3. **What is the relationship between the alpha wolves and other wolves in the pack?**
  - (A) All the wolves are equals.
  - (B) The alpha wolves are the lowest members of the pack.
  - (C) The alpha wolves are the leaders of the pack.
  - (D) The alpha wolves do all the hunting for the rest of the pack.
4. **What is the structure of *Wolf Ways*?**
  - (F) It tells the story of wolves in chronological order.
  - (G) It compares wolves to other animals.
  - (H) It provides reasons to dispute fears about wolves.
  - (J) It shows the effect wolves have on the environment.
5. **Which statement about the two authors' points of view is true?**
  - (A) They are both afraid of wolves.
  - (B) They both like seeing wolves.
  - (C) The second author is more afraid of wolves than the first author.
  - (D) The first author is more afraid of wolves than the second author.
6. **What would be the best place to find the current number of wolves in Yellowstone Park?**
  - (F) an article with tips on visiting the park
  - (G) an encyclopedia article about the park
  - (H) an updated National Park Service Web site
  - (J) the glossary of a book about wolves
7. **After reading both texts, what do you know about wolves?**
  - (A) They are dangerous animals that are a threat to people.
  - (B) They are fascinating animals, but people are still afraid of them.
  - (C) The wolf population in Yellowstone Park is increasing.
  - (D) The wolf population is in danger from humans.
8. **What does *remote* mean?**
  - (F) lonely
  - (G) close by
  - (H) dangerous
  - (J) far away



**READING: COMPREHENSION****SAMPLE TEST**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

Cats were first kept as pets in 2500 B.C. by the Egyptians. These first house cats were probably a type of wildcat called a Caffre cat. The idea of keeping a cat as a pet spread to Europe. Caffre cats were brought to Europe and are the ancestors of many of the modern cat breeds.

**A. Europeans probably thought that keeping cats as pets was—**

- (A) ridiculous.
- (B) a health hazard.
- (C) a good idea.
- (D) dangerous.

**Here is a story about two seabirds. Read the story and then answer questions 1 through 4.**

The penguin is a seabird that is native to the waters of the Southern Hemisphere. Penguins cannot fly, but they are excellent swimmers. They spend most of their time out at sea but come to land to raise their young. Mother penguins lay one or two eggs each season.

Puffins are another kind of seabird, but they are native to the cold waters of the Northern Hemisphere. Puffins can fly, but not very well. Like penguins, they swim well and spend most of their time out at sea. Mother puffins lay only one egg each season and they raise their young on land.

**1. This story mostly describes —**

- (A) how seabirds raise their young.
- (B) how penguins and puffins are alike and different.
- (C) how penguins and puffins swim.
- (D) where penguins and puffins live.

**2. Which of the following statements is true?**

- (F) Penguins live in the Northern Hemisphere.
- (G) Puffins live in the Northern Hemisphere.
- (H) Puffins lay more eggs than penguins.
- (J) Both birds spend most of their time on land.

**3. Given what you know from reading the passage, what do you think penguins most likely eat?**

- (A) fish
- (B) other birds
- (C) puffins
- (D) eggs

**4. Which of these is a true statement about how penguins and puffins are alike?**

- (F) The birds live in the Southern Hemisphere.
- (G) The birds lay 17 eggs each season.
- (H) The birds can fly for long distances.
- (J) The birds are good swimmers.



**READING: COMPREHENSION****SAMPLE TEST (cont.)**

Here is a story about the first battle of the Civil War. Read the story and then answer questions 5 through 10 on page 41.

## *The Flying Congressman*

The first major battle of the Civil War was fought near the small town of Manassas Junction, Virginia. The Union army called the battle Bull Run, after the creek by that name. Inasmuch as this quaint little town lay just 30 miles southwest of Washington, D.C., a number of citizens from the nation's capital thought it might be fun to pack a picnic lunch, load up the family, and take a buggy ride out to watch the Confederates "get what was coming to them." They viewed the upcoming battle as nothing more than a sporting event. Even members of Congress were in attendance. No fewer than six senators and an undetermined number of congressmen showed up, as did pretty ladies in fancy gowns, all traveling in style in expensive buggies and carriages.

One particular congressman provided what turned out to be the only entertainment of the day for the spectators from the big city. What was predicted to be an easy victory for the Union forces turned into a rout. Federal troops retreated to the capital at a record pace, followed by carriages of Washington's elite—minus their picnic baskets. These were discarded when the rout began, and the Confederate soldiers had a feast when the battle was over.

Although those in flight were preoccupied with their safety, they could not help noticing a tall, long-legged congressman who, on foot, was leading the pack in its frantic race back to the capital. He was seen jumping ditches and gullies, and was said to have cleared a six-foot fence with a foot to spare. Many of the terror-stricken refugees howled with laughter, despite their fear.

History does not relate the name of the fleet and agile congressman. But there is a chance he might be the same legislator who, after reaching the safety of the capital, was confronted by President Lincoln. The President glared at the panting legislator and is supposed to have said dryly, "I congratulate you on winning the race!"



**READING: COMPREHENSION**

**SAMPLE TEST (cont.)**

5. This story mostly shows that —
- (A) many people died at the Battle of Bull Run.
  - (B) congressmen during the Civil War were quite athletic.
  - (C) some people in Washington, D.C., did not take the beginning of the Civil War seriously.
  - (D) the Confederates would win the war.

6. According to the story, who ended up eating the picnic lunches?
- (F) the Washington elite
  - (G) President Lincoln
  - (H) the Union soldiers
  - (J) the Confederate soldiers

7. Reread the last sentence of the story. How do you suppose the President felt about the people who went to watch the battle?
- (A) He was angry with them.
  - (B) He was worried about them.
  - (C) He was proud of them.
  - (D) He distrusted them.

8. Why did the spectators run away from the battle?
- (F) because the Union soldiers were winning the battle
  - (G) because they had lost their picnic baskets
  - (H) because they were in buggies
  - (J) because the Union soldiers were losing the battle

9. This story tells us the most about —
- (A) Manassas Junction, Virginia.
  - (B) why the Civil War took place.
  - (C) the people who went to watch the battle.
  - (D) President Lincoln’s approach to the war.

10. Why was the battle named “Bull Run”?
- (F) because that was the name of the nearest town
  - (G) because the people had to run away
  - (H) because that was the name of a nearby creek
  - (J) because the Confederates liked the name



**READING: COMPREHENSION****SAMPLE TEST (cont.)**

Here is a story about a day at a baseball game. Read the story and answer questions 11 through 16 on page 43.

***Bonkers for Baseball***

I remember a special Mother's Day back in 1939. My mom was a big baseball fan so my father treated us to tickets for the Brainford Bisons game. We sat in box seats owned by my father's company. It was an exciting day.

Before the game began, we started talking to a woman sitting in a nearby box seat. We learned that she was the mother of the Beulah Blaze's pitcher. Her son, Brian Falls, had been pitching in the minor leagues for three years. This was the first time she had ever seen him pitch in a professional game.

For the special event, Brian Falls had treated his mother to a box seat. He had the box decorated in flowers. Mrs. Falls was so excited. She told us that she had always encouraged Brian to become a baseball player. Her dream for her son had come true.

My team wasn't doing very well in the early innings. With Brian Falls pitching, the Brainford Bisons' batters kept striking out. Then, Falls threw a fastball to the plate. The batter swung at it. He caught a piece of it and fouled it off. The foul ball flew into the crowd. It came straight toward us! My dad and I reached into the air to catch it, but the ball veered left and hit Mrs. Falls in the head. She was knocked unconscious. We couldn't believe it—out of all the people in the stands, the ball hit the pitcher's mother! Mrs. Falls was rushed to the hospital. For the rest of the game we wondered what had happened to her. Later we learned the rest of the story.

Brian Falls left the game to accompany his mom to the hospital. He was so upset that he told her he would quit the game. His mother, who was recovering nicely, convinced him to stay in baseball. It's a good thing, because 3 years later he joined the major leagues.



**READING: COMPREHENSION**

**SAMPLE TEST (cont.)**

11. What would be another good title for this story?

- (A) Mother's Day at the Ballpark
- (B) Making It in the Majors
- (C) Brian Falls: His Career in Baseball
- (D) The Brainsford Bisons Steal Home

Here is a time line of what happens in the story.

The family goes to the baseball game for Mother's Day.

A foul ball is hit into the stands.

Brian Falls joins the major leagues.

12. Which of these events should go in the empty box?

- (F) Mrs. Falls convinces Brian not to quit baseball.
- (G) Mrs. Falls is taken to the hospital.
- (H) The family discovers that the woman they've been talking with is the mother of the Beulah Blaze's pitcher.
- (J) The ball is almost caught by the narrator.

13. Why do you suppose Brian Falls had his mother's box seat decorated with flowers?

- (A) because he wanted to impress his friends
- (B) because it was the first time she had seen him pitch professionally
- (C) because he was in the major leagues
- (D) because she told him not to quit

14. Why was Mrs. Falls taken to the hospital?

- (F) because she needed to tell Brian to stay in the game
- (G) because she was a nurse
- (H) because she was sick
- (J) because she was hit by a foul ball

15. Mrs. Falls probably taught Brian to —

- (A) follow his dreams.
- (B) give up when things got too hard.
- (C) play baseball.
- (D) fight against his opponents.

16. From reading the passage, how do you suppose the narrator feels about baseball?

- (F) He thinks it's a silly game.
- (G) He despises it.
- (H) He is bored with it.
- (J) He enjoys it.



**READING: COMPREHENSION****SAMPLE TEST (cont.)**

Read this story about a special dinner. Then answer questions 17 through 22 on page 45.

***A Delicious Dinner***

Molly's family is Chinese-American. They serve a traditional Chinese meal once a week. Molly invited her friend Amy to join them this week.

Molly's family was busy preparing for dinner when Amy arrived. The house was filled with many good smells. "You can help me set the table," Molly told her friend. They laid the place settings on the table. They gave each person a pair of chopsticks, a soup bowl, a soup spoon, and a rice bowl on a saucer.

"Where are the forks and knives?" Amy asked

"Oh, you won't need those," Molly explained. "We use chopsticks. But don't worry. I'll show you how to use them."

The two girls went into the kitchen. Molly's father was slicing and chopping vegetables. He threw the vegetables into a large cooking pan coated with hot oil.

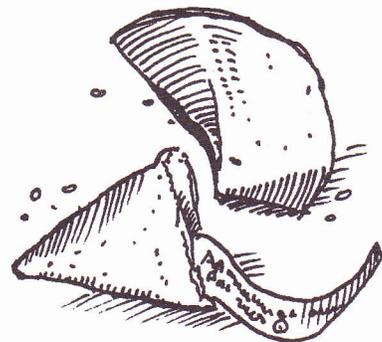
"That's a wok," Molly said.

Amy watched the vegetables sizzle. Then Molly's mother asked the girls to carry platters of food to the table. Amy carried the steamed rice. It was one of the few dishes she recognized. There were meat-filled bundles called won-tons, steamed noodles, stir-fried beef, sweet-and-sour chicken, and pork spareribs. The food was nutritious and seasoned with herbs, spices, and sauces.

Amy was a little nervous about eating with chopsticks. Molly gave her instructions on how to hold and pinch with the chopsticks.

Amy managed to pick up a piece of chicken in her chopsticks. Suddenly, her fingers slipped and the chicken flew across the table. It landed in Molly's soup with a splash. Everyone smiled. "We keep these on hand for emergencies," Molly's father said kindly. He brought out a knife and fork and handed them to Amy. Amy was relieved and ate her dinner. It was delicious!

At the end of the meal, Amy was given a fortune cookie. She broke it open and read the fortune inside. It said, "If you practice hard, you will learn many things." Amy laughed and said, "If you let me take home a pair of chopsticks, my fortune may come true!"



**READING: COMPREHENSION****SAMPLE TEST (cont.)**

17. This story is mostly about —

- Ⓐ Chinese food.
- Ⓑ a family's traditions.
- Ⓒ a girl trying to use chopsticks.
- Ⓓ what it takes to have friends.

18. What food was the most familiar to Amy?

- Ⓕ sweet-and-sour chicken
- Ⓖ rice
- Ⓗ won-tons
- Ⓙ steamed noodles

19. How do you think Molly's parents felt when Amy dropped her food?

- Ⓐ They understood that Amy wasn't used to using chopsticks.
- Ⓑ They felt Amy had insulted their culture.
- Ⓒ They thought Amy had bad manners.
- Ⓓ They wished Amy hadn't come to dinner.

20. Why did Amy's fortune make her laugh?

- Ⓕ because she was trying to act brave
- Ⓖ because she spilled her food
- Ⓗ because she thought it was a joke
- Ⓙ because she knew she needed to practice using chopsticks

21. In this story, we learn the most about —

- Ⓐ Molly
- Ⓑ Amy
- Ⓒ Molly's mother
- Ⓓ Molly's father

22. Molly's father said, "We keep these on hand for emergencies." What was he referring to?

- Ⓕ platters of food
- Ⓖ a wok
- Ⓗ a knife and fork
- Ⓙ chopsticks



**READING PRACTICE TEST****Part 1: Vocabulary****Directions:** Read each item. Fill in the circle next to the correct answer.**Examples**

Choose the word that means the same or about the same as the underlined word.

A. filled with grief

- (A) sorrow  
 (B) cheer  
 (C) admiration  
 (D) worry

Choose the word that means the opposite of the underlined word.

B. determined attitude

- (F) difficult  
 (G) wavering  
 (H) courageous  
 (J) enduring

For numbers 1–4, choose the word that means the same or about the same as the underlined word.

1. a bundle of goods

- (A) sweater  
 (B) burden  
 (C) rumble  
 (D) package

2. restore the wood

- (F) repair  
 (G) retread  
 (H) relieve  
 (J) reduce

3. The dishes clattered in the sink.**Clattered means —**

- (A) rattled  
 (B) broke  
 (C) jumped  
 (D) washed

4. Max planted a sapling in the yard. A sapling is a —

- (F) type of vegetable  
 (G) flower  
 (H) shrub  
 (J) young tree

For numbers 5–8, choose the word that means the opposite of the underlined word.

5. scamper away

- (A) run  
 (B) jog  
 (C) stroll  
 (D) sprint

6. contemporary art

- (F) modern  
 (G) ancient  
 (H) imaginative  
 (J) folksy

7. the collapse of the government

- (A) creation  
 (B) structure  
 (C) downfall  
 (D) laws

8. reckless behavior

- (F) foolish  
 (G) carefree  
 (H) juvenile  
 (J) thoughtful



**READING PRACTICE TEST****Part 1: Vocabulary (cont.)**

For numbers 9 and 10, choose the word that best completes both sentences.

9. Jennifer plays in a \_\_\_\_\_.  
Use a rubber \_\_\_\_\_ to keep the papers together.

- (A) group  
(B) ribbon  
(C) band  
(D) string

10. What is the \_\_\_\_\_ of your birth?  
His family has a \_\_\_\_\_ farm.

- (F) date  
(G) month  
(H) citrus  
(J) year

For number 11, read the item. Fill in the circle next to the correct answer.

11. The ship sailed into the bay.

In which sentence does the word bay mean the same thing as in the sentence above?

- (A) The bay horse was my favorite.  
(B) Coyotes bay at the moon.  
(C) Johan sat in the bay window.  
(D) Marnie found buried treasure at the bottom of the bay.

For numbers 12 and 13, choose the answer that best defines the underlined part.

12. triathlon      triangle

- (F) two  
(G) three  
(H) four  
(J) five

13. teacher      waiter

- (A) the study of  
(B) small  
(C) art or skill of  
(D) one who

14. Which of these words probably comes from the Latin word *bini oculus* meaning "two eyes at a time"?

- (F) bindery  
(G) bingo  
(H) binoculars  
(J) binomial

15. Which of these words probably comes from the Italian word *ombra* meaning "shade"?

- (A) umbrella  
(B) omelette  
(C) omit  
(D) umpire



**READING PRACTICE TEST****Part 1: Vocabulary (cont.)**

Read the paragraph. Choose the word that best fits in each numbered blank.

The armadillo is (16) in several ways. First, the female gives birth to four babies, and they are always the same sex. Second, when an armadillo is (17) and cannot escape to its (18) or quickly dig itself into the ground, it rolls itself into a tight, protective ball. This is possible because of the joined, (19) plates of its shell. The armadillo also tucks in its head and feet. If, by chance, it (20) to reach the safety of its burrow, the armadillo can hold on so tightly with its strong claws that it is virtually (21) to pull it out.

16.  F honored  
 G unusual  
 H motivated  
 J typical

17.  A assisted  
 B free  
 C cornered  
 D released

18.  F burrow  
 G vehicle  
 H porch  
 J dormitory

19.  A overlapping  
 B detached  
 C soft  
 D disconnected

20.  F endeavors  
 G insists  
 H actually  
 J manages

21.  A simple  
 B impossible  
 C likely  
 D difficult



**READING PRACTICE TEST****Part 2: Comprehension**

**Directions:** Read the passage. Choose the answer for each question that follows the passage.

**Example**

When hunting, meerkats take turns at guard duty. Standing ramrod straight on its hind legs, the meerkat on duty scans the sky and horizon for predators. If an enemy is spotted, the alert sentry sounds a shrill alarm, and its fellow meerkats run for cover.

**A. Why do meerkats take turns keeping guard?**

- (A) to prove that they can cooperate
- (B) to allow the mother meerkats time to hunt
- (C) to sound a warning when enemies are spotted
- (D) because they can stand up straight and tall

Read this story about the changing of the seasons. Then answer questions 1 through 4.

**Autumn Dance**

Every October, autumn bullies summer into letting go of the skies. The wind breathes a chill into the air. The sun gets tired and goes to bed earlier each night, and night sleeps in later each day. The trees dress in bright gowns for the last celebration of the season, and the leaves are skipping and dancing down the sidewalk. This is autumn, standing firm with hands on her hips, until winter peers over the edge of the world.

**1. This passage mostly tells about —**

- (A) winter turning into spring.
- (B) fall turning into winter.
- (C) spring turning into summer.
- (D) summer turning into fall.

**2. How does the sun change during autumn?**

- (F) It rises and sets earlier than in the summer.
- (G) It rises and sets later than in the summer.
- (H) It rises later but sets earlier than in the summer.
- (J) It rises earlier but sets later than in the summer.

**3. What is the author referring to when she describes the trees dressed in “bright gowns”?**

- (A) leaves that have changed color but have not yet fallen from the trees
- (B) green leaves
- (C) formal dresses
- (D) the trees' empty branches

**4. Personification means “giving human qualities to animals or objects.” Which sentence is not an example of personification?**

- (F) Every October, autumn bullies summer into letting go of the skies.
- (G) A cold wind blows.
- (H) The leaves skipped and danced down the sidewalk.
- (J) The sun gets tired and goes to bed.



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**READING PRACTICE TEST**

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**Part 2: Comprehension (cont.)**

Read this story about an interesting plant. Then answer questions 5 through 10 on page 51.

### ***Tough Tumbleweed***

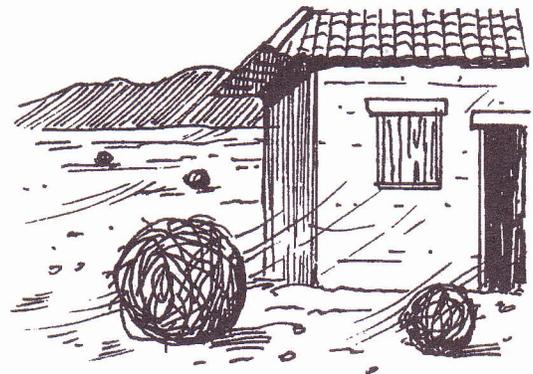
I'm a travelling tumbleweed, rolling along the dusty trails of the wild, wild West. Well, actually I'm blowing across somebody's backyard in suburban Texas. These days it's hard to find a large open space. Back in the good old days, my ancestors tumbled across miles and miles of deserts or plains. Today, it's hard to find a mile without a strip mall or housing complex. Life for tumbleweeds just isn't that exciting anymore.

My great-great-great grandfather was one of the first immigrants to America. He sneaked into the country with a load of wheat from Russia. He and the other tumbleweeds used to be called Russian thistle before they came to America. Tumbleweeds are able to live on very little water, so my ancestors were able to spread across dry western lands that previously couldn't support plants. When a tumbleweed matures, it becomes dry and brittle. A strong wind comes along and—snap!—off it goes, tumbling across the landscape. As it rolls, it drops seeds in new places.

My family has had many adventures over the years. My great-great uncle tumbled with Crazy Horse, the legendary American Indian. My great-grandmother tumbled with the covered wagons. My father even tumbled on the set of a Hollywood western movie.

But, modern times are not as kind to us tumbleweeds. We get caught in fences and ditches. Our worst enemy is the automobile. My cousin was trapped under a car and caught fire from the heat of the muffler. He became a tumbleweed torch! Some people hate us tumbleweeds and try to burn us up. They can burn all they want, because tumbleweeds are not in danger of becoming extinct. We will be around for a long, long time. Our species wouldn't have lasted this long if we weren't stubborn. We've learned to adapt to civilization and to deal with humans who have taken over our land.

Tumbleweeds aren't called tough for nothing!



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**READING PRACTICE TEST**

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**Part 2: Comprehension (cont.)**

5. What is the main idea of this story?

- (A) how tumbleweeds have been used throughout history
- (B) how tumbleweeds survive and how modern times have affected them
- (C) how people feel about tumbleweeds
- (D) how tumbleweeds are used in Hollywood movies

6. Tumbleweeds came to America from —

- (F) Russia.
- (G) Texas.
- (H) Hollywood.
- (J) the West.

7. How does the narrator of this story feel?

- (A) He is happy with modern inventions.
- (B) He longs for the days when there were more wide-open spaces.
- (C) He appreciates the need for housing complexes.
- (D) He wishes he could be in a Hollywood movie.

8. Which of these sentences is an opinion?

- (F) Tumbleweeds used to be called Russian thistle.
- (G) Tumbleweeds are not in danger of becoming extinct.
- (H) Tumbleweeds are able to live on very little water.
- (J) Life for tumbleweeds just isn't that exciting anymore.

9. The narrator in this story is —

- (A) a covered wagon.
- (B) an American Indian.
- (C) a tumbleweed.
- (D) a Russian immigrant.

10. What would be a good word to describe tumbleweed?

- (F) hardy
- (G) fragile
- (H) irritable
- (J) delicate



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**READING PRACTICE TEST**

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**Part 2: Comprehension (cont.)**

Read the story. Then answer questions 11 through 16 on page 53.

## ***Pocahontas***

There lived in Virginia in the early 1600s a beautiful girl named Pocahontas. Her name meant *Playful One*. She was the daughter of Powhatan, the chief of some 30 Indian tribes in Virginia.

Pocahontas is remembered for saving the life of Captain John Smith. Smith was the leader of the Jamestown colony founded by the English in 1607. In that same year, he was captured by the Indians and sentenced to death by Chief Powhatan. According to Smith's own account, he was ordered to lay his head on large stones in anticipation of being clubbed to death by several braves. At this point, Pocahontas is said to have knelt beside the Englishman and placed her head on his. Powhatan was apparently touched by this gesture, and he ordered that Smith be set free.

It is not certain if the above story is true. What casts doubt on its validity is that Smith later claimed to have been saved in the same manner by an Indian girl in New Hampshire.

Regardless, Pocahontas was a real person who did much to improve relations between her people and the English settlers. After the Smith incident, it was mostly peaceful between the two peoples until Powhatan's death in 1618.

In 1613, Pocahontas was captured and held hostage by the English. During her year of captivity, she met and married John Rolfe, a Virginia tobacco planter. In 1616, she accompanied Rolfe to England, where she was presented at the royal court. Pocahontas died there of smallpox in 1617, shortly before her planned return to America. She was buried at Gravesend, England.

John Rolfe returned to Virginia where he died in 1622. Thomas, the son of Rolfe and Pocahontas, later became a distinguished Virginian. Today, a number of Virginian families claim to be descendants of Pocahontas and John Rolfe.



**READING PRACTICE TEST**  
**Part 2: Comprehension (cont.)**

11. Which of the following would make a good title for this story?

- (A) Chief Powhatan and His Thirty Tribes
- (B) The Capture of John Smith
- (C) The Life of Pocahontas
- (D) Life on a Virginia Tobacco Farm

Here is a sequence of events that happened in the story.

Pocahontas improved relations between her tribe and the English.
The English captured Pocahontas.
Pocahontas traveled to England.

12. Which of these events should go in the empty box?

- (F) Chief Powhatan died.
- (G) Pocahontas married John Rolfe.
- (H) Pocahontas saved John Smith.
- (J) John Rolfe was killed.

13. Why do some people think John Smith's story about being saved by Pocahontas is not true?

- (A) because John Rolfe also claimed he was rescued by Pocahontas
- (B) because Pocahontas was not a real person
- (C) because there were no witnesses
- (D) because he said the same thing happened to him with another tribe

14. How did Pocahontas die?

- (F) She died of smallpox.
- (G) She was clubbed to death.
- (H) She was killed during an Indian uprising.
- (J) She drowned on her way to England.

15. In this story, you learn the most about —

- (A) Powhatan.
- (B) John Rolfe.
- (C) Pocahontas.
- (D) John Smith.

16. The people who claim to be descendants of Pocahontas and John Rolfe are probably —

- (F) members of an historical society.
- (G) proud of their heritage.
- (H) ashamed by their family history.
- (J) good storytellers.



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**READING PRACTICE TEST**

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**Part 2: Comprehension (cont.)**

Here is a story about a very unusual animal. Read the story and then answer questions 17 through 20.

### ***Mammal, Fish, or Fowl?***

When scientists in England received reports from Australia about the duckbill platypus in the late 1700s, they thought they were the victims of a hoax. Surely, they must have reasoned, some jokester had sewn body parts from several different animals together in an attempt to trick them.

Indeed, the duckbill platypus is a strange animal. It has a bill resembling a duck; a flat, paddle-shaped tail like a beaver; and the shuffling gait of an alligator. Both its front and hind feet are webbed and have claws. Unlike most mammals, it has neither lips nor exterior ears. Although it nurses its young, it does not give birth to live babies. Instead it lays eggs—like a chicken! Small wonder that scientists were confused and not certain whether they were dealing with fish, fowl, or some kind of new species. They eventually classified the platypus with mammals.

17. This story mostly describes —

- (A) why scientists decided that the platypus was a mammal.
- (B) the unique features of the platypus.
- (C) where the platypus can be found.
- (D) a scientific hoax.

18. Which of the following statements is **false**?

- (F) The platypus has a tail that resembles a beaver's tail.
- (G) English scientists first learned about the platypus in the late 1700s.
- (H) The platypus does not have lips.
- (J) The platypus is a type of bird.

19. Which sentence is probably **true**?

- (A) One scientist probably made the decision on how the platypus would be classified.
- (B) Scientists were probably in complete agreement on how to classify the platypus.
- (C) Scientists probably debated over how the platypus should be classified.
- (D) Scientists probably let the people of England vote on how the platypus should be classified.

20. Which of these characteristics would have helped the scientists decide that the platypus was a mammal?

- (F) The platypus nurses its young.
- (G) The platypus lays eggs.
- (H) The platypus does not have external ears.
- (J) The platypus has a bill like a duck.

