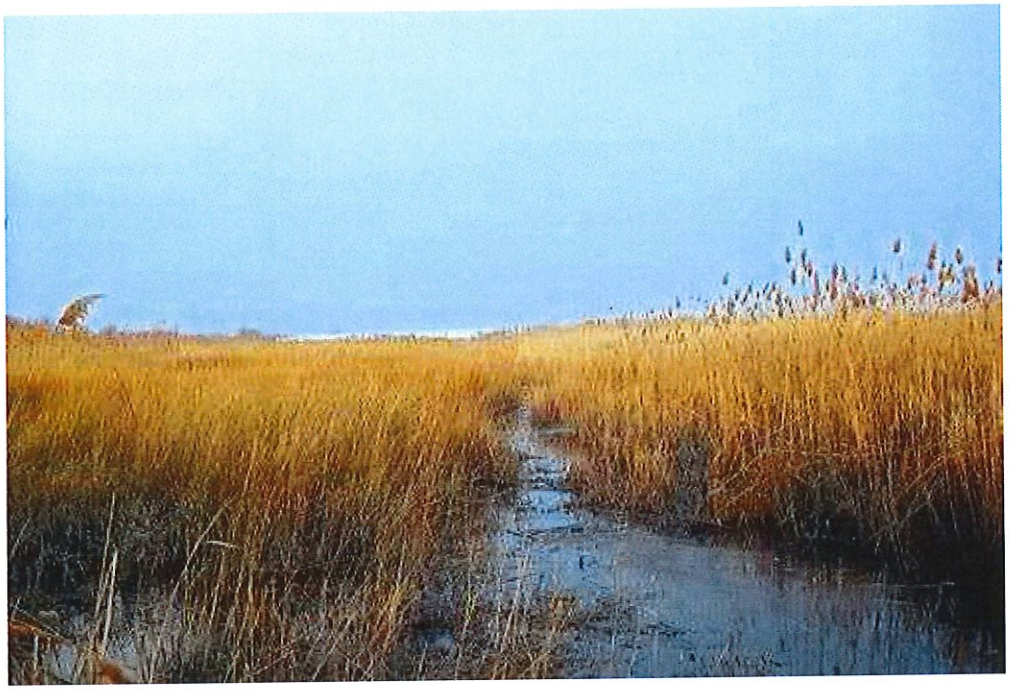
Gary Community School Corporation

5th Grade

The Meadowlands

by ReadWorks



The Meadowlands in New Jersey

When they described the swamp at the end of Schuyler Avenue, the adults in Sarah's life seemed confused. Whenever she asked about it, Sarah's dad would chuckle.

"You'd better stay away from the Meadowlands," her father said.

Sarah's sixth grade teacher, Mr. Morrison, said only parts of the Meadowlands are swamps. He explained to the class that the Meadowlands are precious wetlands, one of the last places near New York City where birds migrating from Florida could stop and rest.

"The Meadowlands once had a lot of garbage dumps, which polluted the water pretty badly," Mr. Morrison said. "But most of the dumps are closed now. And the habitat for wild birds is recovering."

From her yard in the winter, the Meadowlands was as her dad described: brown, dead-looking weeds with Doritos bags lying at the water's edge. By springtime, however, the reeds turned green and flowers grew along the shoreline.

So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? Despite her dad's warnings to stay away, Sarah

wanted to see for herself. She went under the porch and dragged out her dad's old fiberglass canoe. She threw the paddle and an old pink life jacket into the boat and dragged it across the yard, down Schuyler Avenue to the edge of the swamp.

Whatever it was, she saw now, the Meadowlands was big. Sarah always thought of it as the swamp at the end of her street. Now she realized that the wetlands actually stretched to the north and south, and she couldn't see either end. Directly across the water, the skyscrapers of Manhattan seemed to line the opposite shore, even though they were actually twelve miles away.

Sarah could feel the fear in her throat. But she didn't want to drag the canoe back up the hill. She zipped the life vest up to her neck, pushed the boat into the water and jumped in.

Past the reeds, she found herself paddling in a shallow pond surrounded by muddy islands. She saw ducks, swallows, yellow flowers, purple flowers, white egrets. A blue heron, disturbed by the splashes of Sarah's paddle, jumped into the air, uncurled its long wings and flapped away.

"This is all so beautiful!" Sarah thought.

The canoe slowed down, as if caught by invisible hands. Sarah looked down and saw the boat was scraping along the muddy bottom. Clouds of brown mud rose to the surface with every paddle stroke, and inside each cloud little bubbles of gas burst when they hit the surface. It smelled like a combination of old paint and rotting food. Sarah nearly threw up.

Soon she was stuck. She tried paddling backward to free the canoe from the mud, but each stroke released an overwhelming gas smell. She started to cry.

Just then something heavy and dark crashed through the weeds in front of the canoe.

A hand pulled the reeds apart, and out poked the head of Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain, but all she could do was cry.

"Well, it's a good thing you dragged the canoe-you left a trail in the gravel a mile wide," her dad said. "Here, take this rope."

He threw a yellow plastic rope, and after a few tries, Sarah grabbed it. Her dad pulled, and the boat skidded over the mud to shore.

Sarah worried that her father would be furious. But when he offered his hand to help her out of the boat, he laughed.

"I did the same foolish thing when I was your age," he said. "Did I ever show you the otter den?"

Sarah wiped tears from her cheek and shook her head no.

"Well, c'mon. I'll show you," her dad said. "The swamps can be pretty disgusting, but there's some beautiful stuff in here. You just have to know where to look."

Name: _____ Date: _____

1. The adults in Sarah's life seem confused about what?

A. New York City

B. garbage dumps

C. birds and wildlife

D. the Meadowlands

2. Sarah takes her dad's canoe to explore the Meadowlands. What motivates Sarah's actions?

A. She wants to know if the Meadowlands are an ugly swamp or a beautiful oasis.

B. She wants to prove that her dad is wrong about the danger of the Meadowlands.

C. She wants to study the Meadowlands to complete a class project.

D. She wants to show her dad that she is brave and adventurous by exploring on her own.

3. There are different, contrasting opinions about the Meadowlands. What evidence from the story best supports this statement?

A. Sarah doesn't know what the Meadowlands are really like, so she decides to go and see for herself.

B. The Meadowlands used to be polluted by garbage dumps, but now the Meadowlands are recovering.

C. Some say the Meadowlands are a dangerous swamp; other say they are a precious habitat for birds.

D. Sarah's father warns her not to go to the Meadowlands, but Sarah ignores his warnings and visits them anyway.

4. Based on the story, what can you conclude about the Meadowlands?

A. The Meadowlands are dangerous and should be left alone.

B. The Meadowlands can be both beautiful and disgusting.

C. The Meadowlands are always a beautiful and flowering oasis.

D. The Meadowlands are still too polluted for animals to live there.

5. What is this story mostly about?

A. Sarah goes to the Meadowlands, and her father gets mad at her.

B. Sarah discovers that the Meadowlands are dangerous and ugly.

C. Sarah asks her teacher about the history of the Meadowlands.

D. Sarah goes to the Meadowlands to learn more about them.

6. Read the following sentences: "'Well, the Meadowlands once had a lot of garbage dumps that polluted the water pretty badly. But most of the dumps are closed now. And the habitat for wild birds is **recovering**.'"

As used in this sentence, what does the word "**recovering**" most nearly mean?

A. getting better

B. getting smaller

C. getting older

D. getting sick

7. Choose the answer that best completes the sentence below.

Sarah wants to see what the Meadowlands are like, _____ she takes her dad's canoe and paddles into the swamp.

A. soon

B. namely

C. so

D. but

8. According to Mr. Morrison, why are the Meadowlands precious?

9. Why does Sarah start to cry in the Meadowlands?

10. In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

The Magic of Mime

by ReadWorks

Becky Baumwoll never forgets her lines. That's partly because there aren't any lines in the plays she performs. Becky and her theater company, Broken Box, tell stories without using words. They wear white face paint and dress in black. Their plays are performed on an empty stage and without any props. But when the show begins, the empty stage suddenly looks like a desert, a castle, a forest, or a dining room. Without changing her costume, Becky transforms from a wiry old ogre, to a sparrow, to a cup full of Jell-O. Though her hands are empty, she seems to be holding a sword, a can of beans, or the reins of a horse. How can this happen? Are we under a spell? Does Becky know magic?

Becky is a kind of actor called a mime. Ever since she was in college, Becky has been practicing and perfecting her art. A mime tells stories silently and creates objects and landscapes using just his or her body. "If we're telling a story about fighting a dragon," Becky explains, "we can't say, 'LOOK THERE'S A DRAGON OVER THERE!' We have to come up with ways to show the audience there's a dragon, by

either making one out of mimes like a big moving sculpture, or miming an invisible one."

It's not quite magic, but close. Becky and her company of mimes know how to excite the imagination of their audience. The audience's imagination provides the stories with words, props, costumes, and stage sets. "The audience can imagine a more amazing dragon than we would ever be able to describe with words." Becky knows that everyone has an incredible imagination. Broken Box helps us use ours. Our imagination is where the magic comes from.

Sometimes the mimes are so successful that members of the audience can forget that the props and scenes are imaginary. When Becky was in college, she performed a story about a guardian angel. The angel, who was played by another mime named Tasha Milkman, wants to become a human being, and to do that she has to tear off her wings. "About a week after our performance," Becky says, "Tasha's friend called her and asked if she could borrow Tasha's angel wings for a project she was doing. She had forgotten they were mimed!"

Some stories are very difficult to tell in mime. "Watching a play in mime is like piecing together a puzzle," Becky explains. "The audience has to follow every gesture and movement to understand what's going on." The mimes practice and practice to make all of their movements perfect, otherwise the audience might not know what to imagine. Once, Broken Box performed a play about a fortune-teller at a carnival. They had a great story, but how could they ever get the audience to imagine the carnival? "A carnival is a very specific place. It's busy and bustling, outdoors, big, dirty, bright, and loud." They didn't have nearly enough actors to portray all the people in the crowd, and since they couldn't shout, they couldn't make the stage very loud. Finally, they found a solution: "We had the main characters walk back and forth on the stage, and every time they walked, the rest of the mimes behind them would make a new group pose around a different carnival act: a strongman, a sword-swallower, and performing sisters." The audience imagined a bustling carnival full of people. It was so noisy we could hardly hear what the characters were saying!

Though Becky claims to not know magic, she does know how to conjure things out of thin air. Once, when she was very sad, she created a story about a woman who is so sad she can hardly stand. A second mime played the part of the woman's soul. In the play, the soul tries very hard to help make the woman feel better, pushing her with all her might. Finally the soul succeeds in helping the woman stand. After weeks of working on the performance, Becky started to feel less sad. Creating the performance made her feel better. In a way, mime is magical. "It's like I created my own medicine."

Name: _____ Date: _____

1. What is Becky's job?

A. being a mime

B. being a singer

C. being a dancer

D. being a musician

2. How does the author describe the art of mime?

A. easy to do, because there are no lines to forget

B. performed by only one person at a time

C. requiring lots of exercise and physical training

D. performed on an empty stage with no props

3. A good mime can make audiences forget that the props and scenes are imaginary. What evidence from the passage best supports this conclusion?

A. "The audience imagined a bustling carnival full of people. It was so noisy we could hardly hear what the characters were saying! "

B. "'Tasha's friend called her and asked if she could borrow Tasha's angel wings for a project she was doing. She had forgotten they were mimed!'"

C. "Becky knows that everyone has an incredible imagination. Broken Box help us use ours. Our imagination is where the magic comes from."

D. "'We have to come up with ways to show the audience there's a dragon, by either making one out of mimes like a big moving sculpture, or miming an invisible one.'"

4. Based on the passage, which of the following skills would a mime need most?

A. a clear and loud voice that can fill a room

B. sewing and costume-making skills

C. control and awareness of their body

D. a talent for singing and dancing

5. What is this passage mostly about?

A. how mimes tell stories using their bodies and imagination

B. how Becky trained to be a mime in the theater company Broken Box

C. a successful performance where Broken Box mimed a carnival

D. the difficulties of telling stories without words, props, or stage sets

6. Read the following sentences: "But when the show begins, the empty stage suddenly looks like a desert, a castle, a forest, or a dining room. Without changing her costume, Becky **transforms** from a wiry old ogre, to a sparrow, to a cup full of Jell-O."

As used in this sentence, what does the word "**transform**" mean?

A. stay the same as before

B. make something from nothing

C. change from one thing into another

D. become more beautiful and attractive

7. Choose the answer that best completes the sentence below.

Mimes do not use their voices when performing scenes. _____, they rely on their movements and facial expressions to tell a story.

A. Finally

B. Instead

C. Notably

D. In the end

8. Why do mimes practice to make all of their movements perfect?

9. Explain why an imaginative audience is necessary for a mime performance to work.

10. Explain whether mime can be seen as magical and why. Support your answer using information from the passage.

Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

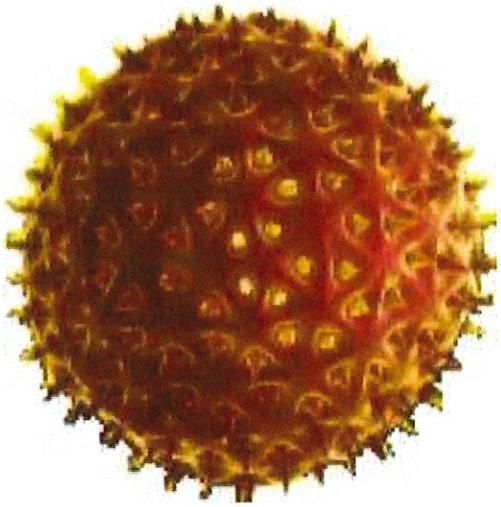
In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.

Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But kids today come in contact with fewer germs than their grandparents did. That's in part because more medicine is available. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.



Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

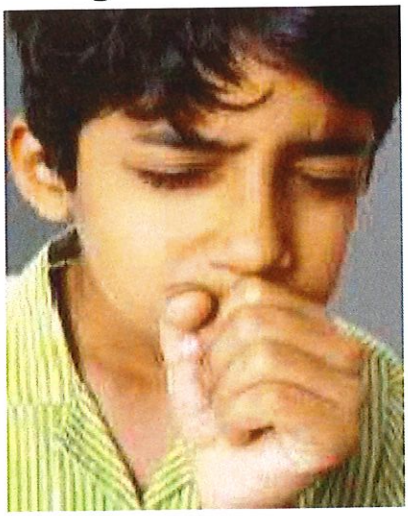
Dust and other allergens that float into your nose are in for a blast-a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze

Alamy

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough



iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.

Name: _____ Date: _____

1. According to the text, what are increasing in the United States?

A. allergens

B. germs

C. allergies

D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

A. The solution is to stay away from dust and mold.

B. The solution is to stop eating milk products and eggs.

C. The solution is to hide from anything that causes allergies.

D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

A. "More people in the United States have allergies today compared with decades ago."

B. "Allergens in the air aren't the only problem."

C. "Those foods can even cause some people to have trouble breathing."

D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

A. A person with allergies is sick and needs to see a doctor.

B. A person who sneezes and coughs often may have allergies.

C. A person who drinks milk and eats eggs will definitely get allergies.

D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

A. Allergies are increasing, but simple steps can be taken to cope with them.

B. Our own human nature has produced more allergies than ever.

C. Everyday foods have caused a higher proportion of allergies than ever.

D. Coughs and sneezes are reflexes to allergens.

6. Read the sentences:

"'There is very good treatment for allergies,' Nish says. 'No one should suffer with **symptoms**.'"

As used in the text, what does "**symptoms**" mean?

A. changes in the body that are signs that a person is sick

B. changes in temperature that give people allergies

C. changes in medicine to treat people when they are sick

D. changes in people's immune systems that cause allergies

7. Choose the answer that best completes the sentence below.

Kids come into contact with fewer germs today, _____ their immune systems get confused and attack other things.

A. if

B. after

C. although

D. so

8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?

_____

_____

_____

9. What two possible reasons for the increase in allergies are explained in the passage? Use evidence from the text to support your answer.

10. What can be concluded about the increase of allergies in the future? Use the evidence from the text to support your answer.

What's for Breakfast?

by ReadWorks

Of course Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast, and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school." Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my

legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door. "Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey, and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head.

"You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked.

"No."

"What did you bring for lunch?"

"Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought.

"If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, "*Don't say anything.*"

A little white paw poked out from under the flap on her bag. I turned around again. Unbelievable! How is it that I was the one who always got in trouble for what that cat did? Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!!!" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

Name: _____ Date: _____

1. During what time of day does the story take place?

A. afternoon

B. morning

C. evening

D. midnight

2. Why is Daniel's father upset at the beginning of the story?

A. Daniel and Miranda had gotten into a fight.

B. There was a bad mess in the kitchen.

C. Daniel and Miranda were running late for school.

D. Daniel's father was out of clean shirts.

3. Daniel's father appears very stressed throughout the passage. Which evidence from the passage best supports this conclusion?

A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.

B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.

C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.

D. Daniel's father wishes Daniel and Miranda a good day at school.

4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?

A. Daniel has a history of making messes in the house.

B. Daniel always makes a mess when he cooks with flour.

C. Daniel was angry with his father and wanted to make him mad.

D. Daniel never cleaned up after himself.

5. What is this story mainly about?

A. the way Daniel and his family make breakfast

B. Daniel's difficult behavior

C. a troublemaking cat named Oatmeal

D. a morning incident that Daniel and his family experience

6. Read the following sentence from the story: "The toaster **sounded like it hurt** when he pushed the lever down. It was old and never made toast right."

Why does the author say that the toaster "**sounded like it hurt**"?

A. to emphasize how old and non-functional the toaster was

B. to show that the toaster had feelings

C. to emphasize how badly the family treated the toaster

D. to show that the toaster made the same sounds as a human

7. Choose the answer that best completes the sentence below.

_____ Daniel is frustrated and annoyed by his sister Miranda, he doesn't tell his father that he saw Oatmeal in Miranda's backpack.

A. In summary

B. Even though

C. Because

D. Since

8. What does Miranda bring to school?

9. Why did Daniel think that Oatmeal made the big mess in the kitchen?

10. Explain why Daniel "just could not stop smiling" at the end of the story. Use information from the story to support your answer.

Inside and Outside Carlsbad Caverns

by ReadWorks

Imagine watching hundreds of thousands of bats swirl around you, swarming to form a large, black mass that flies off into the horizon. At Carlsbad Caverns in New Mexico, this scene is a regular occurrence. The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The spectacle draws crowds from around the world into the Chihuahuan Desert, where the park is located. One such visitor was Laurel Mathews, who once visited the caves with her family on a road trip.

"At the entrance to one of the caves, there's stadium seating for visitors to watch the bats," she remembers. "We waited a long time to see them. Finally, they started circling out of the cave and they flew off-out came more and more and more, all of them flying in loops and then out into the sky. It was amazing that there were so many!"

Laurel also remembers the sound the bats made, describing the high, screeching noise. "It was really creepy, but also really cool," she says.

Laurel recalls her family's arrival at the Carlsbad Caverns National Park. "It didn't look very

spectacular when we first drove in," she admits. "But then we started exploring the big network of underground caves."

The formation of the caves is a result of a fossilized reef that existed 250 to 280 million years ago in an inland sea that has long since disappeared. Since limestone is typically made up of fragments of coral, a large limestone deposit eventually formed in the area. Today, you can still find several fossilized plants and animals in the caves' limestone that date back to a time before dinosaurs walked the earth. Starting sometime between four and six million years ago, water from the earth's surface began moving through the cracks in the stone deposit. There is a type of acid in surface water. When this water combined with rainwater, the two mixed to form another type of acid as a result of their chemical compositions. This acid slowly dissolved the limestone to eventually form the winding caves that exist today in Carlsbad Caverns. This is a very common process that happens to limestone-many caves all around the world exist in limestone deposits due to the stone's solubility (the ability of a substance to be dissolved) in a mixture of water and acid.

Eventually, speleothems-formations that arise from mineral deposits in caves-began to take shape in the lower levels of the caverns. In fact, these speleothems existed during the last ice age, when instead of a desert, a pine forest sat above the caves. Over the years, park employees and rangers have found clues that hint at the caves' history. For example, according to the National Park Service, people have found some bones of ancient ice age animals scattered around the entrance to some of the caves. In 2003, an employee found a part of a stone scraper dating back to the last ice age near a cave entrance as well. Clearly, the caves have a long history-researchers have discovered that American Indians first inhabited the area sometime between 12,000 and 14,000 years ago. Ever since then, the caves have been explored by several groups, including Spanish explorers in the 1500s, and later by American explorers and guides who drew attention from all across the country to the natural phenomenon.

Laurel remembers this phenomenon very well. "It took us between one and two hours to get all the way to the bottom," she says, recounting the windy pathway leading deeper and deeper into the heart of the caves. "The park had put in blue and red lights to highlight the beautiful rock formations."

Once they reached the bottom, Laurel says that she had to take an elevator to get back to the top. "My ears popped so much in the elevator!" she remembers. "It took a really long time to reach the top; I didn't realize how far down we were until we were on our way back up."

Name: _____ Date: _____

1. According to the passage, what currently lives in the caves at Carlsbad Cavern National?

A. Native Americans

B. bats

C. bears

D. explorers

2. What does the author describe at the beginning of the passage?

A. how speleothems are formed

B. the formation of limestone caves

C. fossils found in Carlsbad Cavern

D. watching bats at Carlsbad Cavern

3. Limestone deposits can help researchers learn about what the area was like thousands of years ago. What evidence from the passage best supports this conclusion?

A. Limestone can contain fossilized plants and animals.

B. Acid can slowly dissolve limestone to form winding caves.

C. Limestone is typically made up of coral fragments.

D. Many caves around the world exist in limestone deposits.

4. "At the entrance to the cave, there's stadium seating for visitors to watch the bats." Based on this information, what can you conclude about the popularity of the bats at Carlsbad Cavern?

A. The bats are not a popular attraction at Carlsbad Cavern.

B. People go to Carlsbad Cavern to see the caves, not the bats.

C. The bats are a popular attraction at Carlsbad Cavern.

D. Most people who visit Carlsbad Cavern don't know about the bats.

5. What is this passage mostly about?

A. Laurel Mathews' family vacation

B. how bats navigate using sound

C. how speleothems are formed

D. caves at Carlsbad Cavern National Park

6. Read the following sentences: "The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The **spectacle** draws crowds from around the world into the Chihuahuan Desert, where the park is located."

As used in this sentence, what does the word "**spectacle**" mean?

A. a very impressive show

B. something that happens irregularly

C. something that happens at night

D. something that people watch with glasses

7. Choose the answer that best completes the sentence below.

_____, Laurel did not think the Carlsbad Cavern National Park looked very spectacular, but her opinion changed after she explored the caves.

A. For instance

B. Initially

C. Particularly

D. Therefore

8. What are speleothems?

9. Explain how the limestone caves at Carlsbad Cavern were formed.

10. Explain how researchers may learn about the history of the caves at Carlsbad Cavern. Support your answer using information from the passage.

A New Kind of Library

by ReadWorks

New York Public Library's Stephen A. Schwarzman Building

Does your school have a library? It probably does. The first libraries belonged to ancient kings. In the Middle Ages, monasteries and convents had libraries. The books in those libraries were written by hand, and they had pictures painted beside the words.

In the United States, most cities have public libraries. Inside most libraries are hundreds of books-and sometimes more!-many of which are available for taking home. Of course, you have to bring any book you borrow back to the library when you're done.

Libraries help people find information. As the ways people find information change, libraries need to change, too. The Internet is a tool that helps people find information much faster than if they were to look in books, so a lot of libraries have begun using computers and technology to help people keep learning.

The New York Public Library is the most famous library in New York City. When the main branch was opened in 1911, it had a collection of over one million books. Outside this main building, two giant stone lions guard the entrance. Since the library is over one hundred years old, bringing in new technology is not easy.

The New York Public Library now has computers in every building. You can use the computers to go on the Internet or to write a paper. The librarians will help if you have a question and there are even free classes to help people learn how to use new computer programs. But this is only the beginning of how the library wants to use technology.

In the basement of the library, there is a room filled with computer programmers and designers who are bringing new technology to the library. This place is called the NYPL Labs. Ben Vershbow runs the NYPL Labs. He wants to help the library reach more people. Ben runs projects using "crowdsourcing."

"Crowdsourcing" means getting a lot of people involved to help with a project. Ben is currently using the Internet to find people to help with the library's collection of menus. The library has thousands and thousands of old menus. You can see what people ate in the year 1900 and find out how much that food cost.

In the past, only people in New York could use the New York Public Library. Now, the library is online and everyone can enjoy it. Thanks to technology, we have a new kind of library.

Name: _____ **Date:** _____

1. What do libraries help people find?

A. computers

B. information

C. paintings

D. other people

2. A lot of libraries have begun using computers and technology to help people keep learning. What is a cause of this change, based on the passage?

A. the difficulty of finding new books to keep in the library

B. the fact that books are much less popular today than they used to be

C. the growing number of people who want to visit libraries in person

D. the ability of the Internet to help people find information quickly

3. Computers are helpful to have in the library. What evidence from the text supports this statement?

A. Ben Vershbow runs the NYPL Labs.

B. You can use computers to go on the Internet or to write a paper.

C. The New York Public Library now has computers in every building.

D. The librarians will help if you have a question.

4. Why might the title refer to the New York Public Library as "A New Kind of Library"?

A. because the New York Public Library no longer has any books

B. because the New York Public Library has been replaced by a different library

C. because the New York Public Library is now available online, not just to people in New York

D. because the New York Public Library has been different from other libraries ever since it opened in 1911

5. What is this passage mostly about?

A. how technology and computers changed the New York Public Library

B. how public libraries in cities across the United States function

C. how the New York Public Library has changed the way people use computers

D. how crowdsourcing can help many people become involved in a project

6. Read these sentences from the text.

The New York Public Library is the most famous library in New York City. When the main branch was opened in 1911, it had a collection of over one million books. Outside this main building, two giant stone lions guard the entrance.

What does the word "branch" mean as used in this excerpt?

A. a part of a tree that grows from the trunk

B. the arm of a record player

C. a major part of government

D. a local store or organization

7. Choose the answer that best completes the sentence.

_____ the Internet, only people in New York could use the New York Public Library. Now, the library is online, and everyone can enjoy it.

A. Before

B. Next to

C. However

D. According to

8. What is Ben Vershbow, who runs the NYPL Labs, currently using the Internet and crowdsourcing to do?

9. What is one effect the Internet has had on the library? Support your answer with evidence from the text.

10. Explain whether technology has changed the library for the better. Support your answer with evidence from the text.

The Magic Glasses

by Rebecca White

Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. Maybe she was born with glasses!

Violet couldn't see things that were far away from her, but she also had trouble reading. Her eyesight was very poor.

Sometimes, while she was doing her homework in study hall, her glasses would slide down to the tip of her nose. Once, they even fell off her face and landed on the floor.

"Violet, what's going on?" her teacher, Mrs. Shellsworth, asked when she saw Violet crawling on the floor once with her hands stretched out.

"I can't find my glasses," replied Violet, shyly. The rest of the students looked up from their books and started to laugh.

When Violet found the brown specs behind her desk, she quickly put them back onto her face. But they wouldn't stay on; they were broken.

Not wanting to draw any more attention to herself, Violet held her glasses onto her face with her index finger and pretended to read.

That night, she told her mother what had happened.

"We're going to have to get you new glasses," she said, sternly. Violet's mother was a doctor, and she worked long hours. When she came home, she was often too tired to do much of anything other than watch television with Violet. Her father didn't live with her. He'd moved out of the house when Violet was just a little girl. She visited her father on weekends, though. He lived in a nearby town and always took her to baseball games in the summer.

But it wasn't summer yet. Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses.

Violet hated her glasses.

The day after her glasses had fallen to the floor, Violet's mother took her to the eye doctor. They did all sorts of tests to see whether she needed a new prescription. After the tests, which showed that her eyes had gotten worse since the last time she'd been there, it was time to pick out new glasses frames.

Violet looked at the shiny glass case that was almost as tall as she was. There were boring brown frames and simple black frames. But there were also some pink and blue frames, and even some sparkly yellow frames.

"Mom, can I get those?" Violet said, pointing to the sparkly yellow frames.

"No, you cannot. Those glasses are not appropriate for school," said her mother tersely.

"But..." said Violet.

"No 'buts.' You will get these frames right here," said her mother, pointing to some round gray glasses that Violet hadn't even noticed.

Violet was sad, but there was no use arguing with her mother. She was stuck with the gray frames.

Still, Violet wasn't about to put them on right away. She decided to pout, instead, all the way home.

The next day was a Saturday. It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies.

"You all ready, Bug?" her dad asked, when he came to pick her up. He always called her Bug. "Where are your glasses?" he asked, when he saw her squinting up at him.

"I got new ones," said Violet. Worried that her father wouldn't like them, she'd put them in her backpack and was going to wear them in the dark theater where she knew no one could see them.

"Well, where are they?" he said.

Violet, not wanting to cause a scene, reached into her bag and put the round gray frames

onto her face. She didn't like them and was hoping maybe she could convince her dad to buy her new ones.

On the way to the movie theater, she noticed something very strange while peering through her new glasses. Way in the distance, a small bird was smiling at her. Flapping its wings and smiling.

That can't be right, she thought. Then she looked around and noticed that other birds were making faces as well. A pigeon in a tree almost a mile away looked as if it had smelled something strange; its beak was twisted to the side as if in disgust. Then, on the sidewalk near a park they were approaching, she could see a squirrel sneeze, rub its nose, then move its lips as if to say, "Excuse me!"

Immediately, she pulled the glasses off of her face, in shock.

"What's wrong?" asked her father.

But Violet didn't want to say what she had seen. Were animals supposed to be so animated? Were these magical glasses?

She didn't know, but one thing was for sure: she'd never seen such things before in her life, and she wanted to see more.

Slowly, she put the glasses back on. They were almost at the movie theater, so she made sure to look at as many trees as possible in search of more squirrels, more birds, and more little creatures.

Pushing her face up against the car window to her right, she started to stare intently and noticed a man walking his dog. The man was walking slowly, playing with his cell phone while his white poodle was pulling hard on its leash. Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head.

"Hurry up!" she said loudly, as her car went by the man with the cell phone. "Your dog is getting bored!"

"Excuse me?" said her father. "Who are you yelling at?"

"Oh, nothing," said Violet. Her new glasses were her little secret, for now. And she couldn't wait to explore the world through a new set of eyes!

Name: _____ **Date:** _____

1. Violet visits the eye doctor after her glasses break. What happens when she visits the eye doctor?

A. She refuses to do eye tests.

B. She breaks her new pair of glasses.

C. The doctor gives her medicine for her eyes.

D. She gets a new pair of glasses.

2. When in the story does Violet want to wear her glasses?

A. at the beginning of the story

B. in the middle of the story

C. at the end of the story

D. at the beginning and the end of the story

3. Violet hated her old glasses.

What sentence from the story provides a clue about why Violet feels this way?

A. "Violet couldn't see things that were far away from her, but she also had trouble reading."

B. "Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses."

C. "It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies."

D. "Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head."

4. How does Violet feel about her glasses at the end of the story?

A. angry

B. excited

C. upset

D. sad

5. What is this story mainly about?

A. a girl whose feelings about wearing glasses change after she gets a new pair that lets her see facial expressions on animals

B. a girl who goes on a trip to the eye doctor with her mother and gets upset when she is not allowed to choose new glasses with sparkly yellow frames

C. a pair of glasses that slide down to the tip of a girl's nose and finally break after falling off her face

D. a pair of glasses that a girl has to hold against her face after she finds them lying broken on the floor behind her desk

6. Read the following sentences: "Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. **Maybe she was born with glasses!**"

Why does the author write, **"Maybe she was born with glasses!"**

A. The author is making a joke to show readers how long Violet feels like she has been wearing glasses.

B. The author is describing what Violet felt like on the day that she was born to show readers how unhappy she is.

C. The author is including a detail to help readers understand what it would be like to have the name "Violet."

D. The author is providing a summary of all the events in the story to help readers keep track of them.

7. Choose the answer that best completes the sentence below.

Violet puts on her new glasses _____ her dad asks where they are.

A. after

B. although

C. before

D. like

8. What is the first strange thing Violet notices after she puts on her new glasses?

9. At the end of the story, Violet cannot wait to explore the world through a new set of eyes. What does the author mean by "a new set of eyes"?

10. Why is Violet excited to explore the world through a new set of eyes?

Your Recycled House

by ReadWorks

Imagine you are building a new house, but you are not using any new material. A house like this would use construction material like wood and metal from other places. By using old material, you are reusing and recycling material that already exists. If you build your house like this, you are building a house in a way that is friendly to the environment, or eco-friendly.

To reuse material is to use it again; to recycle material is to reuse it, or to find a new use for it. You could get materials to reuse or recycle from old houses being torn down, construction sites, recycling centers, junkyards, and scrap yards. Reusing and recycling can be as simple as buying a used bathtub and putting it in the new house. Or it can be more complicated, like using the metal from old umbrellas to make lighting fixtures. By using your imagination, you can recycle a lot of different things for different uses.

Find a house before it's torn down and get whatever wood you can for the frame of your new house. You could reuse doors and floors from this old house.

If you live near a beach, you can find driftwood and use it for decoration or the railing of your porch. If you live near farms, you can reuse an old grain silo. A tall grain silo gives you a

second floor! If you live near a shipping port, you may find old shipping containers that can make a great existing structure. You can use the bare sides and top as walls and a ceiling. You can then find wooden shipping crates to lay a new floor inside your shipping container.

You can stack old tires from a junkyard to make a wall. Another wall could be made out of scrap metal found in scrap yards. The scrap-metal wall would be shiny and look very different from your tire wall.

Can you imagine your eco-friendly house yet? Make sure you think about what kind of house you want and plan it well. Find the right type and amount of construction material. Also, make sure your construction material is clean and safe for reuse. If you don't plan your eco-friendly house well, you may feel like your house looks more like trash!

Name: _____ Date: _____

1. What does it mean to reuse and recycle material?

A. to throw away old material

B. use new material that is built from scratch

C. find a new place and use for material that is already being used

D. find a new place and use for material no one uses anymore

2. What does the author describe in the passage?

A. different ways old material can be used to build a new house

B. different ways new material can be used to build a new house

C. how new houses can be designed

D. how construction sites and recycling centers are organized

3. Different structures can be used to build a house, such as a grain silo or an old shipping container. Based on this evidence, what conclusion can be made?

A. Shipping containers should only be used to build a house if no other structures can be found.

B. Recycled houses don't have to be built from scratch using old materials.

C. Recycled houses can't be built by using old materials only.

D. The material for a recycled house has to come from a shipping port.

4. Eco-friendly means friendly to the environment. Why is using recycled material to build a house an eco-friendly way to build a house?

A. because it increases the amount of new material used to build the house

B. because it lessens the amount of new material used to build the house

C. because it leads to the use of more trees and wood to build the house

D. because it provides new uses for old shipping containers

5. What is the passage mainly about?

A. the role of junkyards in society today

B. popular construction materials used to build houses

C. different ways a house can be built with recycled materials

D. the environmental benefits of building recycled houses

6. Read the following sentences.

"If you live near a beach, you can find driftwood and use it for decoration or the railing of your porch. If you live near farms, you can reuse an old grain silo. A tall grain silo gives you a second floor! If you live near a shipping port, you may find old shipping containers that can make a great existing **structure**. They already come with four walls and a ceiling."

As used in the passage, what does the word "**structure**" most nearly mean?

A. something made of parts connected together in an ordered way

B. something that does not have any organization or order

C. something that can only be found near a shipping port

D. a material used to build walls and ceilings

7. Choose the answer that best completes the sentence below.

Recycled houses take advantage of recycled and reused materials _____ tires, old metal, wood, and more.

A. certainly

B. however

C. previously

D. such as

8. Based on the text, what is one place where you could get materials to use for your recycled house?

_____

_____

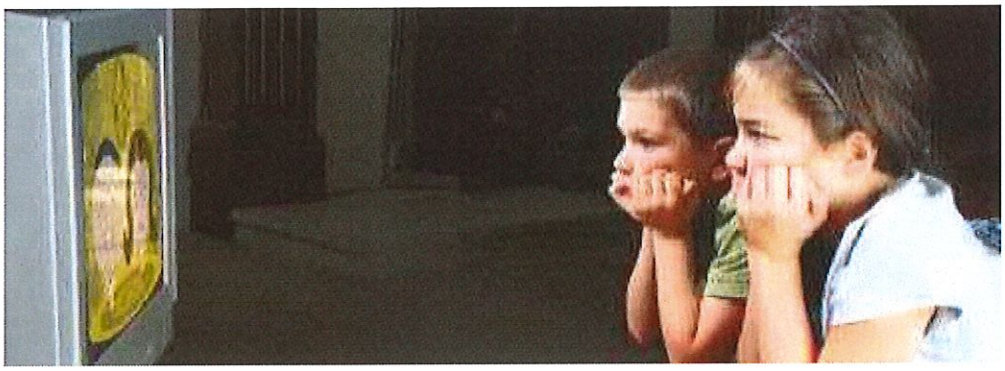
_____

9. According to the text, what are three materials you could use to build a recycled house?

10. The author states, "By using your imagination you can recycle a lot of different things for different uses." Use information from the passage to support this statement.

Must-See TV?

A new study uncovers surprises about kids and TV.



iStockphoto

Do you remember what happened on *SpongeBob SquarePants* yesterday? The day before? If so, you may be in need of a TV time-out!

Kids are watching more TV than they watched before, researchers say. A 2009 study found that children spend more than 28 hours per week in front of a TV. That includes time spent playing video games.

Kids ages 6 to 11 in the United States watch more than three hours of TV each day. Ten years ago, children watched only about two hours and 40 minutes of TV each day. That means kids today watch almost five hours more TV each week.

Why the increase? Experts say more TV programs today are **focused**, or aimed, at kids. "There is more ... than ever before," Patricia McDonough told *WR News*. She helped research the study.

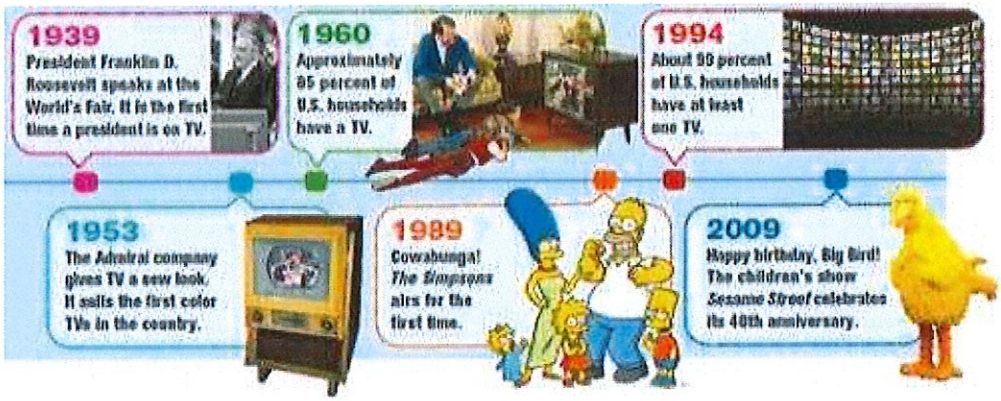
Some people want to pull the plug on kids' TV time. Researchers say that children who watch shows for more than three hours a day do not do as well in school.

Not all TV is a brain buster, though. Some experts say **educational** programs can make kids smarter. Something that is educational helps you learn. One example is *BrainSurge*. Some say the quiz show helps kids learn facts.

How do you know whether a show is educational? Think about what you learn from watching, explains **media** expert Aletha Huston. Media are ways to reach people. They include TV, magazines, and the Internet. But, Huston warns, "even if [the show is] really good ... limit the amount you watch. Get off the couch and do something else."

TV Time

The first TVs went on sale in the United States in 1938. Read the time line to learn about some other important events in TV history.



Roosevelt: Corbis; Family: Alamy; screens: iStockphoto; Admiral: www.tvhistory.tv, courtesy of Bruce Buchanan; Simpsons: Fox TV; Big Bird: Getty Images

Name: _____ **Date:** _____

1. According to the text, what do kids ages 6 to 11 in the United States do each day?

A. watch more than three hours of TV

B. watch more than four hours of TV

C. watch more than five hours of TV

D. watch more than six hours of TV

2. According to the passage, some people argue that watching TV can help kids. What evidence from the passage supports this argument?

A. TV programs today are focused, or aimed, at kids.

B. Educational TV programs can make kids smarter.

C. Kids today watch almost five hours more TV each week.

D. Kids are watching more TV than they watched before.

3. Some experts say educational programs can make kids smarter.

What evidence from the text supports their argument?

A. "Ten years ago, children watched only about two hours and 40 minutes of TV each day."

B. "A 2009 study found that children spend more than 28 hours per week in front of a TV."

C. "Researchers say that children who watch shows for more than three hours a day do not do as well in school."

D. "One example is*BrainSurge*. Some say the quiz show helps kids learn facts."

4. Based on the information in the text, why might kids be watching more TV than before?

A. There are more TV programs that are interesting to adults.

B. There are less TV programs that are interesting to adults.

C. There are more TV programs that are interesting to kids.

D. There are less TV programs that are interesting to kids.

5. What is the main idea of this text?

A. A new study looks at the relationship that today's kids have with TV.

B. A new study looks at the ways the media reaches people.

C. A new study looks at how educational programs can make kids smarter.

D. A new study looks at why watching more TV can make kids smarter.

6. Why might the author have included the timeline illustration at the end of the passage?

A. to downplay how little TV has changed over time

B. to draw the reader's attention away from educational TV programs

C. to illustrate how much TV has changed over time

D. to draw the reader's attention to educational TV programs

7. Choose the answer that best completes the sentence.

Ten years ago, kids watched only about two hours and 40 minutes of TV each day. Today, _____, kids watch more than three hours of TV each day.

A. before

B. however

C. meanwhile

D. therefore

8. According to researchers, how can watching TV be harmful to kids?

Support your answer with evidence from the text.

9. According to some experts, how can watching TV be helpful to kids?

Support your answer with evidence from the text.

10. Form an argument for or against watching TV every day.

Support your answer with evidence from the text.

Movie Magic

Kids bring stories to life.

Have you ever tried broccoli ice cream? That's what Oliver serves his customers in the movie *Oliver's Organic Ice Cream*.

The one-minute **film** was created by kids. A film is a movie. The young students learned their moviemaking skills at the Jacob Burns Film Center. The center is in Pleasantville, New York. Kids who go there learn how to make movies and music videos.

The character Oliver and his gross treats are **animated**. In an animated movie, objects, such as ice cream and paper dolls, appear to be alive or moving.

Animated movies are made up of hundreds of pictures. It takes 15 pictures to make just one second of film. To make a movie that lasts one minute, students need to take about 900 **frames**. A frame is a picture.

Animation expert Joe Summerhays teaches kids the steps to shoot a movie. He says what they learn behind the scenes, however, also counts. Students create their films in small groups. They have to agree on every decision.

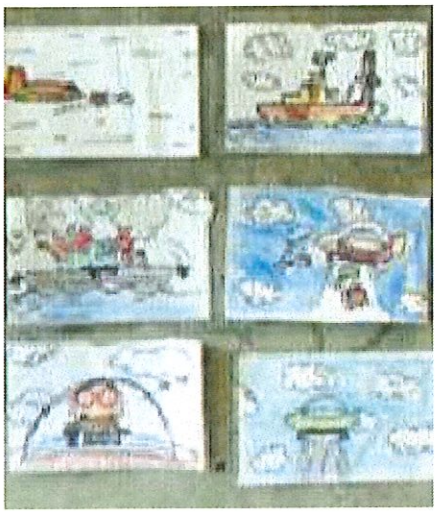
"The benefit of the class is less animation and more problem solving," Summerhays told *WR News*. "It's all about teamwork."

More than 4,000 kids have made movies at the Jacob Burns Film Center. Mikey Price, 11, of Briarcliff Manor, New York, is one of them. "I'm actually making a real movie," he told *WR News*. "It's an adventure."

Lights, Camera, Action!

How do kids at the Jacob Burns Film Center make movies? First, they come up with an idea. Then, they follow these four steps.

(1) What's Your Story?



John Klein/Weekly Reader

Once they have an idea, students create a **storyboard**. That is a group of drawings that show the scenes of a movie. The storyboard helps students decide what will happen.

(2) Ready, Set, Go!

John Klein/Weekly Reader

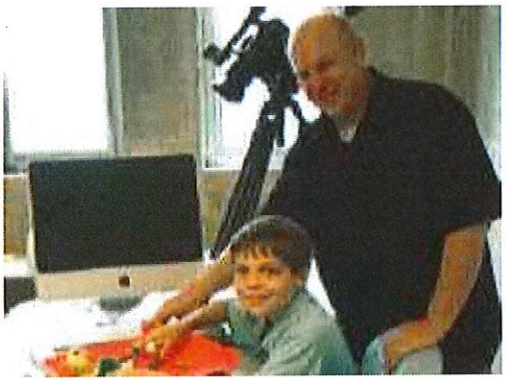
Using construction paper, clay, and other materials, students create characters for their movie. They also build the movie **sets**, or backgrounds.

(3) Animation Creation

Courtesy of R. Sampogna/Jacob Burns Film Center

Students are now ready to shoot a scene. First, they place a scene beneath a raised camera. It is connected to a computer. The students take a picture by pressing the computer's space bar.

(4) It's a Wrap!



John Klein/Weekly Reader

After students have shot all their scenes, the teachers help them put their movie together.

Name: _____ **Date:** _____

1. What do kids do at the Jacob Burns Film Center?

A. They make broccoli ice cream.

B. They learn how to make movies and music videos.

C. They write letters to movie stars.

D. They take pictures of their friends with a camera.

2. The text explains four steps kids follow to make movies at the Jacob Burns Film Center. What happens after students create characters out of construction paper, clay, and other materials for their movie?

A. Students create a storyboard.

B. Students come up with an idea for their movie.

C. Students shoot a scene with a camera.

D. Students put the movie together on their own.

3. Read these sentences from the text.

"Animated movies are made up of hundreds of pictures. It takes 15 pictures to make just one second of film. To make a movie that lasts one minute, students need to take about 900 frames."

Based on this evidence, what conclusion can be made?

A. All animated movies are made at the Jacob Burns Film Center.

B. An animated movie is a movie about photographs.

C. Making an animated movie takes a lot of time and hard work.

D. All animated movies are one minute long.

4. Read these sentences from the text.

"At the Jacob Burns Film Center, students create their films in small groups. They have to agree on every decision."

Based on the evidence in these sentences, what skills do students need to make a movie together?

A. patience and cooperation

B. speed and quickness

C. ice cream and paper dolls

D. drawing and painting

5. What is this passage mostly about?

A. the making of the movie *Oliver's Organic Ice Cream*

B. how kids come up with ideas for a movie

C. the history of Pleasantville, New York

D. how kids learn to make movies at the Jacob Burns Film Center

6. At the Jacob Burns Film Center, students follow four steps to make a movie. Why might the author of the passage have listed these four steps in order?

A. to show the reader that students can do all the work without a teacher

B. to make it easier for the reader to follow the steps

C. to show the reader that the first thing to do is to build the movie set, or background

D. to show the reader how one step is more important than another step

7. Choose the answer that best completes the sentence.

_____ students have shot all their scenes, the teachers help them put their movie together.

A. After

B. Unless

C. Although

D. Before

8. When making a movie at the Jacob Burns Film Center, what is the first thing kids do before following the four steps?

9. Explain why teamwork is an important part of the moviemaking process at the Jacob Burns Film Center.

10. A lot has to happen for an idea to become a movie. Explain how a student's idea for a movie might change by the time the movie is finished.

Blue Nail Polish

by Frances Killea

Mike made the mistake of poking fun at her nail polish right after she'd painted an extra-thick coat of a sparkly robin's-egg-blue on her thumb and pointer fingers; Molly slugged him and left him with tears and glitter and sky-colored nail paint smeared on his face.

She smiled all the way to the principal's office from recess, until she realized that she'd forgotten the bottle of polish outside. Just in time for Dr. Slater to let her in, her face had fallen into a frown the adults mistook for a surly scowl. Really, she was just disappointed to have lost her first piece of makeup, brand-new-plus, she hadn't finished painting her right hand.

She realized it was grounds for expulsion, but from the way that the Doc and the recess aide were saying it, it seemed more like a threat than a consequence. The message was, "Feel guilty; feel scared," and she did indeed feel both. Still, she somehow felt that she wouldn't be kicked out of school forever. Adults just liked to talk.

"Talk to me, Molly," Dr. Slater began, nodding at the same time to the door, motioning the recess aide out of the room. "What happened?"

Molly thought for a moment, still standing, and noticed a change in Dr. Slater's tone. She looked at the smudges on the fingers she's curled into a fist; they were marked with tiny, shiny blue blotches, and she remembered Mike's cheek. It was an easy mystery; the paint on the victim matched the paint on the suspect. If she'd been the bad guy in a book, though, there would have been a whole lot more investigation. Today, someone actually witnessed

her crime, and thus her story was pretty boring.

"I just got this nail polish," Molly began, and wiggled her way into the chair in front of Dr. Slater's desk. It smelled like perfume. Perfume! That was the next piece of makeup she wanted. "Cole gave it to me - she's my babysitter - because I didn't have any and she had extra and brought over a whole bag of it this weekend."

Dr. Slater nodded, but Molly could tell he didn't care. She cut him off as he opened his mouth, continuing before he could impatiently urge her on.

"It's the best color in the whole bag, and I just wanted to bring it to school because it's pretty. I was saving it for recess. I thought my nails could dry better in the sun," she said.

"Not a bad idea, Molly, but what provoked you to hit Mike?" Dr. Slater was tired of waiting for an explanation.

Molly could tell, and wondered why he had wasted so much time talking to her when she first came into his office, then. "He made fun of me," she began. "He picked up the bottle when I had the cap off and said he was going to dump it all into the sand. He said it was a stupid color, and that it looked ugly on my fingers. I got mad." The end, she thought, trying not to cry as she suddenly felt all the frustration of the situation again.

Dr. Slater crossed his arms. "Okay. I can see that you would get angry over that. It wasn't nice of him to say those things or threaten to spill the nail polish. But Molly, there's a difference between feeling angry and acting angry, and most of the time it is not okay to act angry. It is always okay to feel angry; those feelings are yours, and you aren't wrong to have them. But in most places, like school, you have to learn not to act on them."

Dr. Slater made sense. Molly listened and listened again, turning the words over in her head. At home, she swallowed her anger like a lump in a milkshake, because her parents told her that it made no sense to be angry about having a little brother, or running out of cereal, or it not snowing enough to go sledding. Today was the first time she'd forgotten to swallow the feeling. She looked again at her fingernails.

"I don't know what Mike's parents are going to say about this, Molly." Dr. Slater tapped a finger on his desk. "Sometimes people get very upset when school fights happen, and the school will need to follow through accordingly. We're going to talk with his parents and with yours to try to figure something out."

Molly nodded.

"Why don't you wait out in the hallway for a moment, while I talk to Mike?" It was a good suggestion. Molly was tired, and there were butterflies in her stomach. Dr. Slater opened his door, and Molly shuffled out past the reception desk and through another doorway to the hall.

There was Mike. He stood against a cubby next to the office. His face still had blue on it, and Molly had to cough to disguise a laugh, but Mike could tell she thought it was funny. Molly looked around. There were no teachers to be seen.

"You're a jerk," they said, almost at the same time. Mike stood up straight. "I know," he said, which surprised Molly. Her shoulders dropped.

Mike lifted a fist. Molly clenched her teeth, expecting payback, but then he opened his hand. "I didn't want you to lose this," he said, and handed her the bottle of nail polish she'd forgotten outside. She picked it up with her fingertips and turned her head as Mike walked inside the office door. She felt angry again, like he was trying to be a suck-up, trying to act all nice to get sympathy, but she didn't throw a punch this time. Instead, she twisted the cap off of the nail polish and finished the fingers on her right hand.

Name: _____ **Date:** _____

1. Why did Molly have to go to Dr. Slater's office?

A. because she brought nail polish to school

B. because she made fun of Mike

C. because she slugged Mike

D. because she called Mike a jerk

2. The most important event at the beginning of the story is that Molly hit Mike. Why does she do this?

A. He lost her nail polish.

B. He called her a bad name.

C. He made fun of her nail polish.

D. He tattled on her for lying.

3. Which of the following sentences provides evidence that Dr. Slater understands why Molly feels angry?

A. "But Molly, there's a difference between feeling angry and acting angry, and sometimes it is not okay to act angry."

B. "Sometimes people get very upset when school fights happen, and the school will need to follow through accordingly."

C. "It wasn't nice of him to say those things or threaten to spill the nail polish."

D. "Not a bad idea, Molly, but what provoked you to hit Mike?"

4. Which evidence from the text supports the idea that Molly usually controls her anger?

A. Today was the first time she'd forgotten to swallow the feeling.

B. Molly slugged him and left him with tears.

C. She looked at the smudges on her fingers she had curled into a fist.

D. Molly clenched her teeth, expecting payback.

5. What is this passage mainly about?

A. the importance of forgiveness

B. checking to see if adults are around before you misbehave at school

C. bullying at school

D. understanding the difference between feeling angry and acting angry

6. Read this sentence: "Dr. Slater was **tired** of waiting for an explanation."

What does **tired** mean in this sentence?

A. sleepy

B. growing impatient

C. cranky

D. growing restless

7. Choose the answer that best completes the sentence below.

Molly was smiling all the way to the principal's office _____ she realized she had left her nail polish outside

A. because

B. in spite that

C. until

D. although

8. Molly is worried about getting expelled.

Use evidence from the story to prove or disprove this statement.

9. At the end of the story, Mike returns the nail polish bottle to Molly. What conclusion can be made from this action?

10. Based on the interaction between Molly and Mike before he goes into Dr. Slater's office, what would Mike most likely say to Dr. Slater? Use evidence from the text to support your answer.

Boys Only - Girls Only!

Boys will be boys. Girls will be girls. That's why some public school districts want boys and girls at different schools. They are called single-sex schools.

Studies show that girls and boys don't learn the same way. Those studies show that girls learn math and science better without boys around. Boys do better in reading and the arts without girls around.

Not everyone believes single-sex education is a good idea. Some critics argue that grouping kids by sex is the same as grouping them by race.

"We know that separate does not always mean equal," said one critic of single-sex schools.

Some students prefer single-sex schools. One boy said he went to a co-ed, or mixed-sex, school until eighth grade. Now he attends an all-boys school.

"It's better because I don't have to do anything to impress girls," he said. "It doesn't take me long in the morning to get ready."

Many parents believe same-sex schools help their children. They also believe such schools are safer.

Many private schools are for girls or boys only. However, there are fewer than 100 public single-sex schools in the United States. That number is expected to rise because of new education laws.

"I couldn't imagine going to a single-sex school," one girl said. "Some of my best friends are guys."

Are single-sex public schools a good idea? Read both sides of the debate on the next page. Then decide for yourself.

Yes! Single Sex Schools Make the Grade.

Plain and simple, single sex schools lead to better education. After all, isn't that what schools are really all about?

Test scores tend to be higher at single-sex schools. Students at those schools focus on learning. They are not wasting time passing notes in class and trying to impress members of the opposite sex.

In single-sex schools, girls have a better chance to build leadership skills. They are also more likely to speak out and ask questions.

In single-sex schools, all students are equal. There is less peer pressure and less bullying. Both girls and boys have more freedom to explore their own interests and abilities.

No! Single Sex Schools Don't Fix Anything.

In the real world, men and women work together and live together. Boys and girls also need to interact with one another during their school years. That way, they will understand how to cope with one another as adults.

"I never got to hear the girls' point of view in my classes," said a student at an all-boys school. "In the real world, guys and girls have to learn from each other."

Single-sex schools are the result of a poor education system. At well-run mixed schools, girls can be just as successful as boys.

Single-sex schools divide students at a time when they should be on equal terms.

Name: _____ Date: _____

1. What reason is given for higher test scores in single sex schools?

A. Single-sex schools have less pressure and less bullying.

B. Students in single-sex schools are the victims of a poor education.

C. Students in single-sex schools are more focused on learning.

D. Students in single-sex schools have better leadership skills.

2. How does the author organize the information in this passage?

A. The author poses a problem and explains possible solutions.

B. The author uses evidence to convince the reader of the importance of single-sex schools.

C. The author presents evidence for both sides of an argument.

D. The author describes the benefits and drawbacks of co-ed schools.

3. Read the sentence:

"Some critics argue that grouping kids by sex is the same as grouping them by race."

What does the author suggest about grouping kids by race?

A. Grouping kids by race is less harmful than grouping them by sex.

B. Grouping kids by race is inherently negative.

C. Grouping kids by race has been generally positive.

D. Grouping kids by race is more harmful than group them by sex.

4. The passage suggests which of the following about single-sex schools?

A. Some students do not want to attend single-sex schools.

B. Single-sex schools are better for girls than they are for boys.

C. Single-sex schools are better only because they are private schools.

D. Most parents are in favor of co-ed schools.

5. Read the sentences:

"In the real world, men and women work together and live together. Boys and girls also need to interact with one another during their school years. That way, they will understand how to **cope** with one another as adults."

What word or phrase would best replace **cope** as used in the sentence?

A. argue verbally

B. arrange quickly

C. deal successfully

D. organize efficiently

6. What is the main idea of this passage?

A. Single-sex schools better educate students.

B. Neither supporters of single-sex schools nor supporters of co-ed schools have good arguments.

C. There are arguments in favor and against both single-sex and co-ed schools.

D. Co-ed schools better educate students.

7. Choose the answer that best completes the sentence below.

In co-ed schools, girls and boys learn how to work together; _____, studies show that girls learn math and science better without boys around.

A. because

B. so

C. however

D. and

8. What evidence from the first ten paragraphs can be used to support the "Yes!" side that is not already used to support the "Yes!" side? Use at least three different pieces of evidence.

9. What are two arguments in favor of co-ed schools? Use evidence from the text to support your answer.

10. Consider the statement:

"Separation of groups is, by definition, bad for relationships between the groups."

With which side of the argument would this person agree? Why?

The Struggle for Equality

Representative Barbara Jordan

For hundreds of years, most African Americans were enslaved. In 1865, the U.S. Civil War ended, and slavery in the United States also officially ended that year. But African Americans have been struggling to be treated fairly and equally ever since. Many have helped change laws to make the United States a better country for all its people. Here are stories about how some heroic African Americans worked for equality for everyone.

Rosa Parks

Rosa Parks was arrested in Montgomery, Alabama, in 1955 when she refused to give her bus seat to a white passenger. At the time, a city law required black people to give their seats to white people on crowded buses. Parks's action and arrest was a major event in the civil rights

movement, which led to greater equality for black people in the U.S.

Langston Hughes

Langston Hughes was born in Joplin, Missouri. He went to college and became a writer in the 1920s. Hughes published 50 books. He wrote poetry, plays, novels, songs, and children's stories. Many of his books are about the struggle for equality. One of his fictional characters says, "I've been insulted, eliminated, locked in, locked out, and left holding the bag. But I am still here."

Thurgood Marshall

Thurgood Marshall became the first African American to serve on the U.S. Supreme Court. Named after his grandfather, who had been enslaved, Marshall always tried to help poor people and other African Americans. Before becoming a justice of the Supreme Court in 1967, Marshall helped end segregation in schools.

Jackie Robinson

Jackie Robinson was born in Cairo, Georgia. After graduating from college, Robinson joined the Army and became a lieutenant. In 1947, he became the first African American to play for a major league baseball team. Robinson's spectacular skills won him many fans, and he became one of the greatest players of his time. Throughout his life, Robinson tried to help other people. He once wrote, "A life is not important except in the impact it has on other lives."

Barbara Jordan

Barbara Jordan was born in Houston, Texas, in 1936. She was the first African-American woman elected to the Texas state legislature. In 1972, she was elected to the U.S. House of Representatives. Jordan always believed that if people worked hard, they could overcome any barriers and become successful.

Name: _____ Date: _____

1. What important event happened in 1865 in the United States?

A. Slavery officially ended.

B. Langston Hughes published his first book.

C. Thurgood Marshall became Supreme Court Justice.

D. Rosa Parks was arrested in Montgomery, Alabama.

2. What does the text list?

A. Barbara Jordan's achievements in the U.S. House of Representatives

B. laws that have made the United States a better country for all its people

C. key events in the American civil rights movement

D. some African Americans who have worked for equality for everyone

3. In the passage, the lives and work of five African Americans who have worked for equality for everyone are described. These African Americans include a writer, a Supreme Court justice, and an athlete. What can be concluded about the struggle of equality based on this information?

A. The struggle for equality is over thanks to these five African Americans.

B. The struggle for equality has not had an effect on America.

C. A variety of people in society have struggled for equality in different ways.

D. Only politicians and government workers have struggled for equality.

4. Based on the text, what is one thing Thurgood Marshall and Jackie Robinson had in common?

A. They both wrote books about their experiences with racism.

B. They both tried to make a positive difference in other people's lives.

C. Neither one of them had to deal with racism.

D. They both tried to pass laws to make sure everyone was treated equally and fairly.

5. What is this passage mostly about?

A. the effects of slavery on African Americans after the Civil War

B. the ways people lived life in the United States from 1865 to 1972

C. how the laws in the United States make the country a better place for everyone

D. how some African Americans worked to promote equality for everyone

6. Read this sentence from the passage: "Jordan always believed that if people worked hard, they could overcome any **barriers** and become successful."

What does the word "**barrier**" mean?

A. progress

B. occupation

C. help

D. obstacle

7. Choose the answer that best completes the sentence below.

Many African Americans worked hard for equality. _____, the United States has become a better country for all its people.

A. Although

B. As a result

C. Primarily

D. For example

8. Why was Rosa Parks arrested?

_____

_____

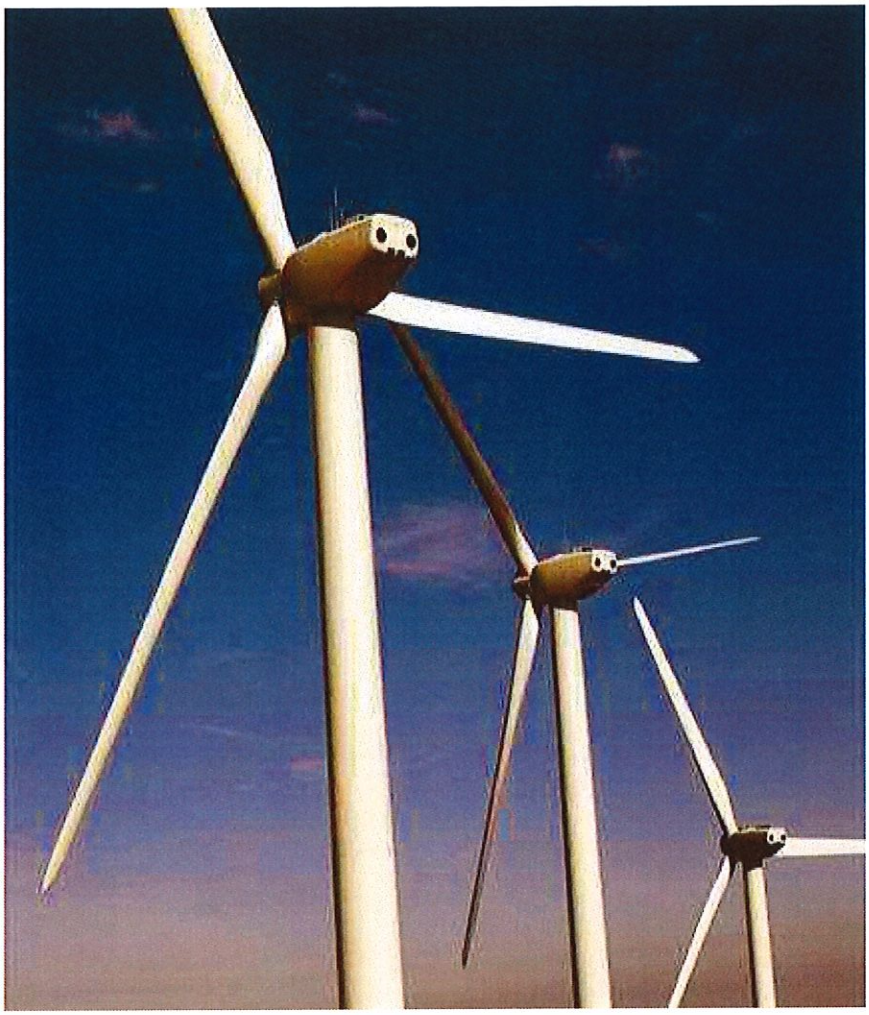
_____

9. How did Thurgood Marshall work towards equality during his lifetime

10. Explain how an individual can fight for equality. Use evidence from the text to support your answer.

Energy for Life

by ReadWorks



ENERGY IS THE KEY

We use a lot of energy to live. Whether we're playing, studying or eating, energy makes these activities possible. We also use energy for production-to run machines, for instance. Much of this energy comes from fuels like oil, coal or natural gas. These fuels are used to make the blacktop and basketballs at recess, as well as generate the electricity for the lights all around you. Think of all the energy required to plant, grow, harvest, transport and cook your lunch, and you can start to understand that energy is a key to life!

NATURAL, BUT NOT FOREVER

Fuels like natural gas, oil and coal are important natural resources. They are known as fossil

fuels and take millions of years to form. We've used them for hundreds of years, and they've powered everything from planes and trains to cars and computers. Unfortunately, fossil fuels are non-renewable forms of energy. Our power plants burn them faster than nature makes them, and when they are burned, power plants create emissions harmful to the environment.

To use fossil fuels, we first need to get them out of the earth with technologies like oil rigs, coal mines and natural gas wells. The drilling, mining and pumping of these natural resources often requires very large operations. These procedures result in producing the important energy we need, but they need fossil fuels themselves to operate and can often negatively impact the land where these fuels are found.

POWERING THE FUTURE

Fortunately, there are forms of renewable energy out there. They also come from nature and don't harm the environment as much as fossil fuels. Furthermore, they aren't consumed to produce energy, so we can use them again and again. One form of renewable energy is solar energy. Solar energy uses solar panels, which collect sunlight and convert it directly into electricity.

Another form of renewable energy is wind energy. Like an extremely large pinwheel, wind turbines have blades that rotate when the wind blows, and this movement generates electricity. Some solar and wind energy power plants are connected to batteries so they can supply electricity even when the sun isn't shining or the wind isn't blowing.

One form of renewable energy that has been around for a very long time is hydropower. Hydropower is energy produced by falling and running water. Hydropower technologies can be as simple as a watermill on a stream or as complex as a hydroelectricity dam. Hydropower is a great source of renewable energy: in Washington state (in the USA), for instance, it produces approximately 75% of the entire state's energy!

THE RIGHT PLAN

Using renewable energy is a good way to reduce our dependence on fossil fuels, though renewable energies have some negative impacts on the earth as well. Solar power plants are usually built in deserts where sunshine is reliable and strong, but the desert land that is disrupted for the construction and operation of these power plants is actually rich with plant and animal life.

Wind energy power plants are called wind farms and require a lot of land. Though each turbine only takes up a small area of land, wind farms can easily have hundreds or thousands of turbines. With that many turbines together, their presence can easily affect birds, bats and

other wildlife in the area.

Hydropower plants can generate a lot of energy and electricity, but their existence can dramatically alter the environment around them. Many hydropower plants use dams to create the electricity. Fish can be easily blocked by a dam and prevented from swimming to important spawning grounds. Dams can also fail and cause massive flooding. Also, in the event of a drought, the electricity produced could truly be limited to a trickle!

However, by carefully planning the locations of renewable energy power plants, their harmful impact to the planet can be minimized and their renewable and sustainable benefits maximized.

LOOKING FORWARD

Almost everything we do requires some sort of energy. It's important to understand where our energy comes from, how it is produced and what effect each type has on our environment. As technology improves, we can balance the use of non-renewable fossil fuels with renewable energy for a healthier planet.

Name: _____ **Date:** _____

1. What do people use energy for?

A. People use energy to cause massive floods.

B. People use energy to create more oil and coal.

C. People use energy to play, study, and live.

D. People use energy to minimize sustainable benefits from the sun.

2. What does the passage compare and contrast with fossil fuels?

A. The passage compares and contrasts playing, studying, and eating with fossil fuels.

B. The passage compares and contrasts coal mines and natural gas wells with fossil fuels.

C. The passage compares and contrasts Washington State with fossil fuels.

D. The passage compares and contrasts forms of renewable energy with fossil fuels.

3. Humans use energy from several different sources.

What evidence from the passage supports this statement?

A. People use energy to play, study, eat, make basketballs, and generate electricity.

B. People use energy from natural gas, oil, coal, the sun, wind, and water.

C. Wind turbines can affect birds, bats, and other wildlife around them.

D. When a dam that produces hydropower fails, it can cause massive flooding.

4. What is true of all types of energy discussed in the passage?

A. They are all non-renewable.

B. They are all renewable.

C. They all have some negative impacts on the earth.

D. None of them has any negative impacts on the earth.

5. What is this passage mainly about?

A. the importance of energy and where energy comes from

B. watermills, dams, and other forms of hydropower

C. planting, growing, harvesting, transporting, and cooking food

D. the different ways children play and study

6. Read the following sentences: "Fortunately, there are forms of **renewable** energy out there. They also come from nature and don't harm the environment as much as fossil fuels. Furthermore, they aren't consumed to produce energy, so we can use them again and again."

What does the word **renewable** mean?

A. harmful to the environment

B. able to be used more than once

C. produced by falling and running water

D. made in the United States of America

7. Choose the answer that best completes the sentence below.

Wind is a form of renewable energy; _____, oil is not renewable.

A. for example

B. particularly

C. soon

D. on the other hand

8. Where does hydropower come from?

_____

_____

_____

9. What effects does hydropower have on the environment?

10. The passage states that it is "important to understand where our energy comes from, how it is produced and what effect each type has on our environment." Explain why understanding these things is important, using evidence from the passage.

The What and Who of Elections

by Ben's Guide to the U.S. Government

ballot box used in U.S., circa 1870

American citizens can choose their leaders, decide on their laws, or change their laws by voting. Citizens vote during an election. The winners of an election are called public servants and their job is to help make and carry out laws while in office. In the United States, elections are held for many public offices.

The people Americans elect for president, senators, and representatives are public servants and work for the federal government. The president is the Commander-in-Chief of the Armed Forces, while senators and representatives are members of Congress. They make decisions for the whole country by making or changing laws that affect everyone in the United States. These are all important jobs and that's why Americans vote for the people who will represent them.

In order to vote, you must be a U.S. citizen who is at least 18 years old. In most states, you must also register to vote. Every state has its own laws about registering, and it's important to learn your state's rules before voting.

You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important.

This is the election process used by the United States to make sure that every citizen has a chance to take part in the government and help choose the people that will serve as their leaders.

Name: _____ **Date:** _____

1. What is voting?

A. the process that public servants use to help make and carry out laws while in office

B. the process that the president uses to make decisions for the whole country

C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws

D. the process that states use to teach U.S. citizens about laws

2. What does the author describe in this text?

A. how and why U.S. citizens vote for their leaders

B. how and why people decide to become public servants

C. how citizens in different states can register to vote

D. how the process of voting has changed over time

3. Senators, representatives, and the president have very important and powerful jobs.

What evidence from the text best supports this conclusion?

A. Senators, representatives, and the president are all elected by the public.

B. Senators and representatives are members of Congress.

C. They can make or change laws that affect everyone in the U.S.

D. Senators, representatives, and the president are all public servants.

4. Based on the text, why might U.S. citizens decide to vote in an election?

A. to make decisions for the whole country about important issues

B. to become public servants and work for the federal government

C. to prove that they are at least 18 years old

D. to have a say in who represents them in the government

5. What is the main idea of this text?

A. The process of voting in the U.S. has changed over time in many ways.

B. Citizens of the U.S. vote during elections to choose the people that will serve as their leaders.

C. In order to vote, you must be a U.S. citizen who is at least 18 years old and is registered to vote.

D. The winners of an election are called public servants, and they help make and carry out laws.

6. Read this paragraph from the text.

"You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important."

Why might the author have used the words "you" and "your" in this paragraph about voting?

A. to make readers feel like they can take part in the voting process

B. to suggest that the author cannot take part in the voting process

C. to force readers to make a choice between voting at polling place or mailing in their votes

D. to make readers feel like the voting process does not have anything to do with them

7. Choose the answer that best completes the sentence below.

Jobs of the president, senators, and representatives are all important jobs _____ Americans vote for the people who will represent them.

A. before

B. but

C. even though

D. so

8. The President is elected to be a public servant and work for the federal government. What are two other groups of people that are elected to work for the federal government?

9. The president, senators, and representatives make decisions for the whole country by doing what?

10. Why might it be important for citizens to vote for the people that will serve as their leaders? Support your answer with evidence from the text.

News Debate: Cashing In

Should kids be paid for doing well in school?

Need money? Then study up! Some cities are offering kids cash for doing well in school. In New York City, some fourth graders will receive up to $25 this year for every state test they ace. Schools in other states also offer incentives: In one Massachusetts town, kids receive $25 for perfect attendance. In Dallas, some schools motivate, or encourage, kids by giving students $2 for every book they read.

Some people say the incentives are a good way to motivate kids to study. Others say paying children to learn is wrong because kids are the ones who benefit from schoolwork. *WR News* student reporters Andrew Jing and Katelyn Vlastaris each took a side.

No!

"Getting good grades in school is what kids are supposed to be doing."

Paying kids for getting good grades in school? That's outrageous! Getting good grades in school is what kids are supposed to be doing. Students get the benefit from education, so why should we get paid? You don't expect to get paid to eat, do you?

Your teachers and staff have already gone to school and have already gotten their educations. They don't need your good grades. You do!

"It's not like a job. You get good grades for your own good," says student Rolina Luo.

Many important things in life are not necessarily motivated by money. Education is one of them.

Try to do well in school so that you'll have a better shot at being successful in the real world. You shouldn't have to be paid to do that.

Yes!

"If you reward us, it may motivate us to do great in subjects we don't like."

Adults go to work and get paid for their jobs. A kid's job is to go to school. By paying us for doing well in school, you are helping prepare us for the real world. If you give us a toy, we can play with it. If you give us money, however, we can save it or buy something nice. We can even give it to charity. Almost anything is possible!

Student Brett Upperman agrees that kids should be rewarded with money for schoolwork. "Kids need money so we can save it for college. And I want to buy a house someday," says Brett.

If you reward us with money, it may motivate us to do great in subjects we don't like, and then we'll start doing well by ourselves. This could give us a big boost for the rest of our lives.

Name: _____ Date: _____

1. According to the passage, how much money do some students receive for perfect attendance?

A. $25

B. The article does not state how much money the students receive.

C. $2

D. $10

2. How does the author present the information in this article?

A. The author describes the issue of paying students for doing well in school, then sets forth arguments for and against paying for grades.

B. The author describes different states in the U.S. that are paying students for schoolwork, and then points out that student reporters took sides on this issue.

C. The author states that getting good grades in school is what kids are supposed to be doing, then argues that students should work hard in school so they will be successful in the future.

D. The author proposes that rewarding students will help them do well in subjects they don't like, then compares adults going to work to children going to school.

3. It can be inferred from the passage that

A. all students in New York City are paid $25 for good state test scores

B. it is a bad idea to pay students to do well in school

C. not all schools pay their students to do well

D. paying students to do well in school is very effective

4. Read the following sentence:

"Student Brett Upperman agrees that kids should be rewarded with money for schoolwork."

In this sentence the word **rewarded** most nearly means

A. given another chance to succeed

B. given poor-quality items

C. given a strong education

D. given something for good work

5. What would be another good title for this passage?

A. The Pros and Cons of Paying Students for Good Grades

B. Education Benefits You for Life

C. Money for Grades Equals Gifts to Charity

D. Paid to Succeed on the Test

6. How do some schools in the city of Dallas try to motivate students to read?

7. What do you think might make a school more likely to consider paying students? Use evidence from the text to support your answer.

8. Some people are against paying kids for good grades _____ they feel it is a student's responsibility to do well on their own.

A. because

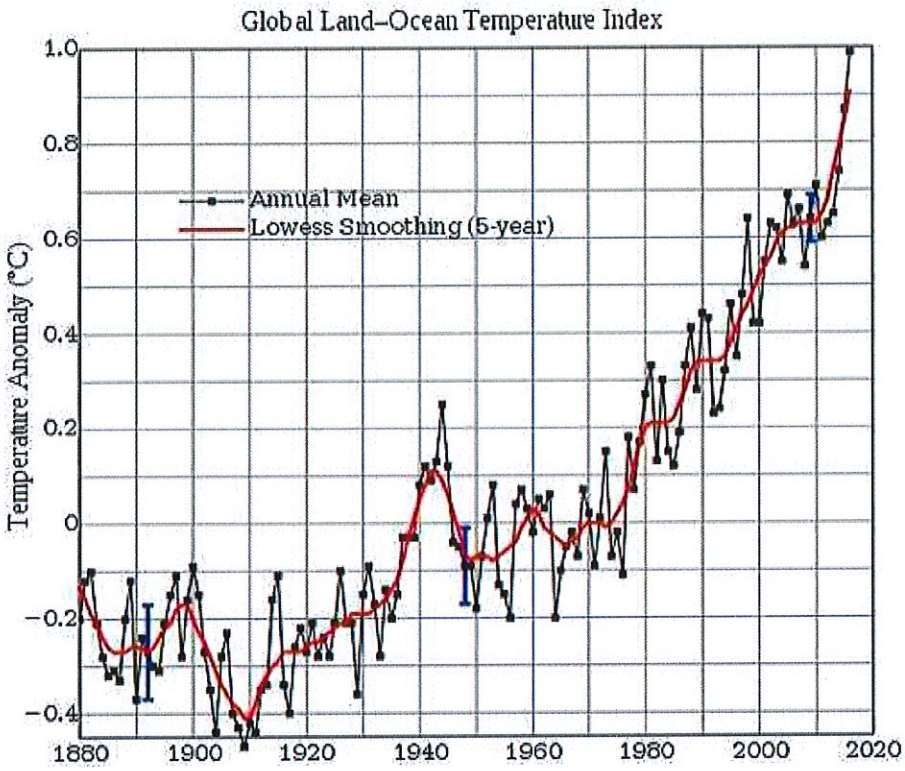
B. when

C. and

D. although

Recycling & Conservation: Global Warming

by ReadWorks



Every year, the average temperature of the Earth's surface gets a little bit warmer. This gradual trend is called global warming. Warmer weather may sound nice, but global warming is something to be very concerned about.

Scientists are worried that continued warmer temperatures could damage the environment in many devastating ways. Rising temperatures might cause plants and animals to become extinct. They could melt enough polar ice to cause the levels of the sea to rise. Weather patterns could also change. There might be more droughts or serious storms with flooding. In some areas, human diseases could spread.

What is causing global warming? Humans are mostly to blame. Pollution from factories and cars add toxic gases to the air. These gases rise to the Earth's atmosphere. As the sun's rays warm the Earth, the gases work much like the glass in a greenhouse. They help trap the heat in the atmosphere and make the Earth grow warmer. That is why they are nicknamed "greenhouse gases."

It is our responsibility to take care of our planet. Global warming is a serious problem with serious consequences. If we want future generations to enjoy their time on Earth, we must act now!

Name: _____ **Date:** _____

1. Which of the following is *not* a possible effect of global warming?

A. weather patterns changing

B. plants and animals becoming extinct

C. more polar ice

D. human diseases spreading

2. How does the author organize the information in this passage?

A. The author provides evidence to support two different opinions.

B. The author describes a problem and possible solutions.

C. The author lists events in chronological order, moving from those that happened first to those that happened last.

D. The author describes global warming and its effects, or consequences.

3. From the description of greenhouse gases, it can be concluded that a greenhouse is

A. the Earth

B. a glass structure

C. a colored home

D. a type of gas

4. The statement that "humans are mostly to blame" suggests that

A. there are many factors that cause global warming

B. humans have not been blamed for global warming

C. humans are mostly responsible for global warming

D. humans have been blamed for global warming

5. This passage is mostly about

A. the reasons why global warming is not a serious problem

B. the solutions to global warming

C. the causes and effects of global warming

D. the different types of global warming

6. Read this sentence: "Warmer weather may sound nice, but global warming is something to be very concerned about."

The author suggests that people may not

A. understand how serious colder weather is

B. care about warmer weather

C. think warmer weather sounds nice

D. take global warming seriously

7. Choose the answer that best completes the sentence below.

Scientists worry that global warming could damage the environment _____ causing plants to become extinct.

A. either

B. whether

C. without

D. by

8. Read this statement: "Global warming has lasting, serious effects." What evidence from the text best supports this statement?

9. Summarize who or what could be affected by global warming.

10. Read this sentence: "If we want future generations to enjoy their time on Earth, we must act now!"

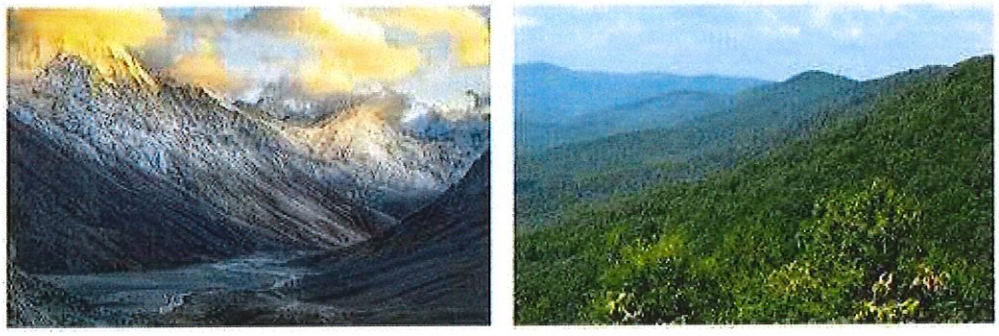
Based on the author's description of what causes global warming, what could people do to "act now"?

How Mountains Form

This text is excerpted from an original work of the Core Knowledge Foundation.

Mountains are formed in several different ways. To understand how mountains are formed, you need to remember that the Earth has a crusty shell made up of gigantic plates. These plates can shift, crack, and wrinkle.

Folded mountains are created when Earth's crust shifts. As it shifts, one piece of rock folds on top of another. The Himalayas (/him*uh*lae*uhz/) in Asia are folded mountains. Some of the Appalachian (/ap*uh*lae*chun/) Mountains in the eastern United States are folded mountains, too.



Folded mountains are created when one piece of rock folds over another. Both the Himalayas (left) and the Appalachians (right) are folded mountains.

Fault block mountains are also created by shifting plates. In this case, pieces of rock are broken off and driven upward by the force of the shifting plates. The Sierra Nevadas of western North America are fault block mountains.

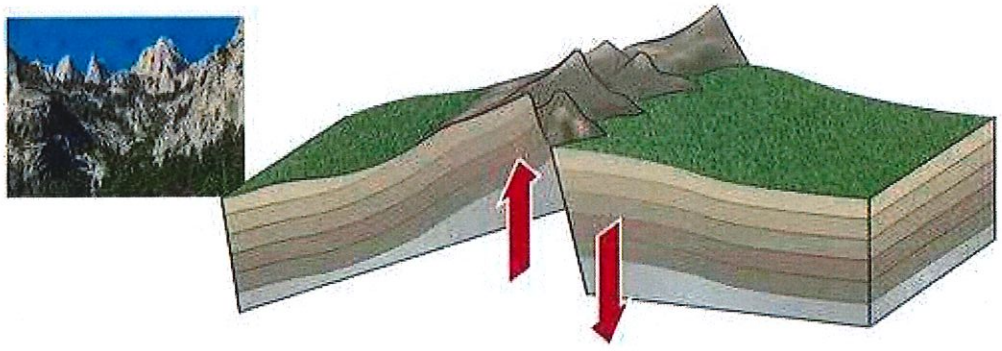


photo: Cullen328 (CC BY 3.0); illustration: Core Knowledge

Fault block mountains are created when pieces of rock are driven up. The Sierra Nevadas are fault block mountains.

Dome mountains are created when melted rock called magma pushes up below the surface of the Earth. As the magma moves up, it makes bumps on Earth's surface.

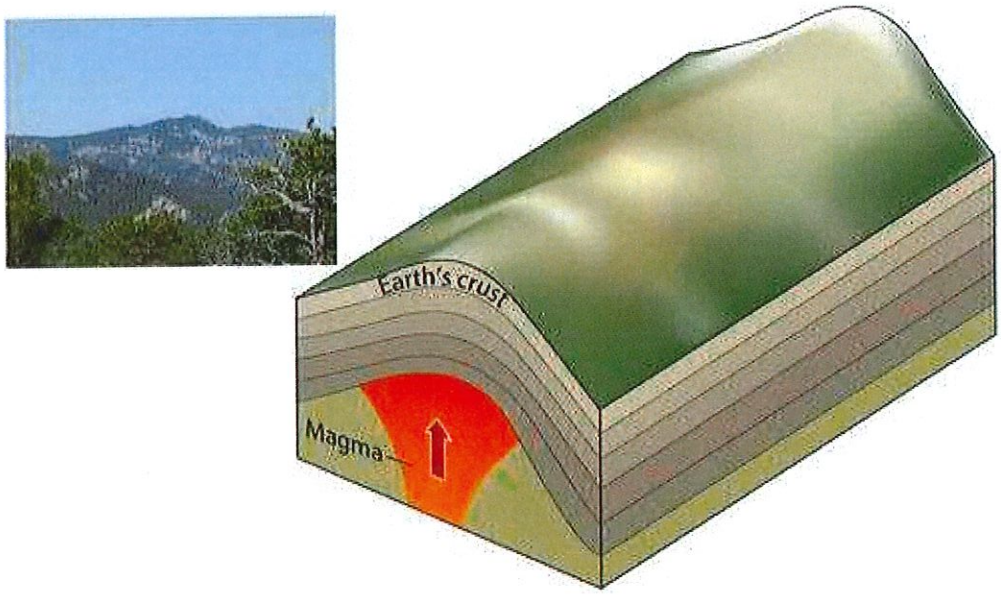


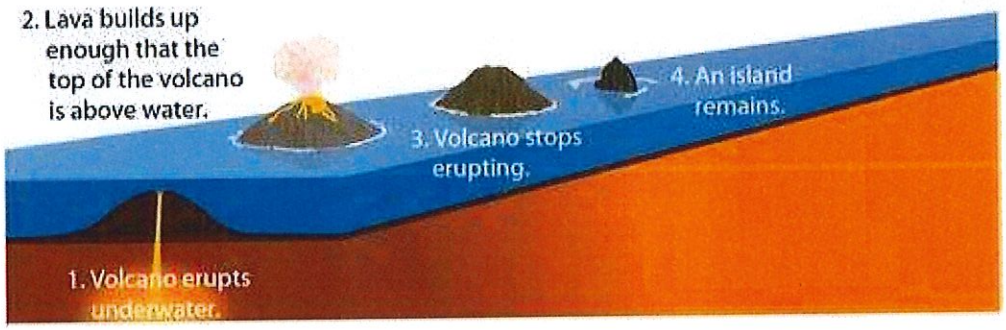
photo: © 2001 Doug Swisher (CC BY-SA 3.0); illustration: Core Knowledge

Magma pushing up below the surface of the Earth forms dome mountains. The Black Hills of South Dakota are dome mountains.

These bumps often look more like hills than mountains. The Black Hills of South Dakota are dome mountains.

Japan's Mount Fuji is a volcano.

Volcanic mountains form when a volcano erupts and breaks a hole in Earth's crust. Lava and ash flow down the sides of the volcano and harden into a mountain. Many islands, such as the Hawaiian Islands, are actually the tops of volcanic mountains. Japan's highest mountain, Mount Fuji, is a volcano. It last erupted in 1707.



Mountains sometimes form when a volcano erupts. The Hawaiian Islands are the tops of volcanic mountains.

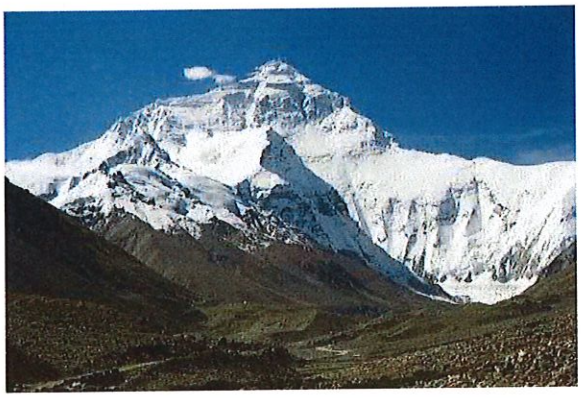
The highest mountain in Africa, Mount Kilimanjaro (/kil*uh*man*jar*oe/), is an extinct

(/ek*stinkt/) volcano.

Volcanic mountains can be produced by a few days of huge eruptions. However, most mountains take thousands, or even millions, of years to form. They form so slowly that, in real life, you can't see them changing.

Some of Earth's mountains, such as the Appalachians, were formed more than two hundred million years ago. Others, such as the Rocky Mountains in western North America, were formed only about a million years ago. You can often tell whether mountains are young mountains or old mountains by their shape. Young mountains are usually steep, have a high elevation, and are often sharp or pointy. Old mountains have been worn down by many years of erosion (/er*oe*zhun/).

Look at the picture of Mount Everest. You'll notice that there is snow on top of the mountain. Most tall mountains are covered with snow all year long. That is because the farther above sea level you go, the colder it gets. We use the term sea level to explain land elevation in relation to the surface level of the world's oceans. You may have noticed this if you have ever hiked up a mountain or driven to the top of one.



Mount Everest is the highest mountain in the world.

Mountaintops are usually cold, even when they are located in hot places. Snow covers the top of Mount Kilimanjaro, in the African country of Tanzania (/tan*zuh*nee*uh/), all year long even though it is very close to the equator.

Name: _____ **Date:** _____

1. How are folded mountains formed?

A. Huge pieces of rock break off the Earth's crust when it moves, piling up to form mountains.

B. Magma from below the Earth's crust pushes upwards, causing the crust to swell upwards.

C. Lava erupts through the Earth's crust, forming a mountain of hardened lava.

D. When the Earth's crust shifts, one piece of rock folds on top of another to form mountains.

2. In this passage, the author describes how mountains can change over time. Over time, what effect does erosion have on mountains?

A. Erosion wears down mountains over time.

B. Erosion makes mountains sharp and pointy over time.

C. Erosion causes new mountains to form over time.

D. Erosion causes mountain tops to hold more snow over time.

3. The text states that fault block mountains are formed when, "pieces of rock are broken off and driven upward by the force of the shifting plates." Based on this evidence, what conclusion can you draw about the force of Earth's shifting plates?

A. The force of Earth's shifting plates is somewhat gentle.

B. The force of Earth's shifting plates is loud.

C. The force of Earth's shifting plates is very powerful.

D. The force of Earth's shifting plates is created quickly.

4. Based on the information in the text, what is one feature of a mountain that a person could look at to draw conclusions about how that mountain formed?

A. the color of the rock that makes up the mountainside

B. how cold and snowy it is around the mountain

C. how sharp and pointy or smooth and hilly the mountain is

D. how quickly the rocks of the mountain are shifting

5. What is the main idea of this text?

A. Mountains are all very cold, but they come in all shapes and sizes.

B. Mountains can form in different ways and look different based on how they formed.

C. Mountains can be made of rock, Earth plates, or lava.

D. Mountains can form on land or in the ocean when volcanoes erupt and lava hardens.

6. Please read the following sentences from the text. "...the Earth has a crusty shell made up of gigantic plates. These plates can **shift**, crack, and wrinkle. Folded mountains are created when Earth's crust **shifts**. As it **shifts**, one piece of rock folds on top of another."

Based on these sentences, what does the word **shifts** mean?

A. moves

B. explodes

C. shrinks

D. shivers

7. Please choose the answer that best completes the sentence below.

Most mountains take thousand or millions of years to form, ___ volcanic mountains can be produced in just a few days.

A. also

B. before

C. therefore

D. but

8. The text says you can often tell whether mountains are old or young by their shape. What do young mountains usually look like?

9. The text says, "Some of Earth's mountains, such as the Appalachians, were formed more than two hundred million years ago. Others, such as the Rocky Mountains in western North America, were formed only about a million years ago." Using evidence from the text, describe how these two mountain ranges might look different.

10. Imagine you are going on a hike. In the distance, you see a huge, rocky mountain range with several pointed, snow-covered peaks at the top. What kind of mountains could these be? Use evidence from the passage in your answer.

No Bites, No Scratches, No Problems

You are walking down the street toward a friend's house. A big, brown dog runs up the sidewalk on the other side of the street. Suddenly, it looks at you and stops. You stop. You stare at each other. It starts running toward you, its ears forward, and its head and tail down. What should you do?

The Humane Society of the United States (HSUS) says that millions of Americans share their homes with dogs and cats. In fact, approximately 78.2 million dogs and around 86.4 million cats are owned in the United States. The HSUS also says that each year around 4.7 million people are bitten by dogs. Those bites may be a nip, a serious bite, or a major attack.

Doggy Behavior

Understanding your canine buddy can help you avoid making any moves that might cause him to bite. Even though your dog loves you, he can't help behaving the way he does in certain situations. This is because the ancestor of the dog is the wolf. Breeding has eliminated some wolf behaviors to make dogs better pets. And, of course, training your pets properly can help them to act in ways that are not threatening.

Dogs, like wolves, are territorial. This means that they "own" or guard their space and their possessions. Some dogs are more territorial than others. That has to do with their breeding and training. Here are some possible problem areas:

- **Food**. A dog's food is very important to him. Never touch or otherwise bother a dog that is eating.
- **Puppies**. If your dog has had puppies, she may be protective of them. Leave her and her puppies alone when they are all together in their bed. Only play with the puppies when a human adult is around.
- **Toys**. Leave a dog's toys alone. Do not try to take a toy away from a dog. If you want to play with a dog, use something that is only used for that purpose, such as a squeaky dog toy. Put it away when you are not actively playing with the dog.
- **Sleeping**. A dog's bed is its private space. Many dogs don't want to be bothered when they are in their beds. Never jump on a sleeping dog or surprise it in any way. If you want a sleeping dog's attention, call it from across the room or yard.

Talk to Me, Fido

So what about that dog on the sidewalk? If you are approached by a strange dog, remain motionless, with your hands at your sides, advises Stephanie Shain, Director of Outreach for Companion Animals of the HSUS. "Stand absolutely still. Don't run," she says. "Running isn't a good idea because the dog can run faster than you can." It is a dog's nature to chase and catch you. If the dog knocks you down, curl into a ball with your hands over your ears and remain motionless. Try not to scream or roll around.

Shain adds, "Don't make eye contact with the dog." We are taught that it's polite to look other people in the eye. "But to a dog, that's a challenge."

After the dog has sniffed you, it will probably lose interest in you and walk away. Then you can slowly back away - don't turn your back on it, and don't start running.

In Your Own Home

Stephanie Shain says that most dog bites occur with the family dog. The dog may bite you because of your actions. Or it may bite a friend who comes over to see you.

If you go to a friend's house, don't expect his dog to be as friendly as your own. Even if it is

friendly, always treat it with respect. Just as with a strange dog, keep your hands at your sides when you meet it. If your friend says it is OK, offer your hand to the dog to sniff. If it's OK to pet the dog, pet it under the chin instead of raising your hand over its head. Raising your hand may seem like a threat to a dog.

Never squat down in front of a strange dog and try to hug its neck. Even the friendliest dog may bite from fear if you scare it with an action it isn't used to, especially if you are a stranger. Dogs, like humans, need time to get to know someone new.

Kids and Kitties

Cat scratches and bites don't get the same attention that dog attacks do. Cats are small and not as strong as large dogs, and they don't maul people. But cats can still cause injury. They want to protect themselves, and their claws and teeth are what they use.

To be safe around cats, learn their "language." By "reading" a cat's body movements, you will get used to your cat's behavior and moods. Here are some things to look for:

- If a cat raises its back and rubs against your leg, it is feeling friendly, and you can pet it.
- If the cat ducks its back away from you when you try to pet it, it doesn't want to be touched at that time.
- Leave a cat alone if you see that the hair on its back is raised and its tail is all puffed out.
- If a cat flattens its ears, hisses or growls, or starts thrashing its tail, leave it alone. It is not in the mood to be approached.
- Don't pick up a strange cat. And if your own cat doesn't like to be picked up, don't insist on doing so.
- Don't try to hold on to a cat that becomes frightened. It doesn't really want to hurt you, but its natural reaction is to use its claws to get away or to protect itself.

Respecting a dog or cat and knowing what is natural behavior for the animal can help to keep you safe from bites and scratches. Animals will appreciate your respect for their ways.

For More Information

The Humane Society of the United States www.hsus.org

Playing With Your Pet

Dogs and cats enjoy playing, and it is a wonderful way for you to relate to your pet. Here are a few ways that you can play safely together.

- Many dogs love to play with a ball. Hard plastic balls make good "soccer" balls. A tennis ball is fun for throwing and retrieving but watch to see that it is in good condition. Get a new one when the old one starts to fall apart.
- Many dogs love to play Frisbee, even if they can't catch it in the air.
- Don't tease or play rough with your dog. Dogs can become excited with rough play and bite, because that's how dogs play with each other.
- If a dog walks away, don't go after it for more play. Recognize when it has had enough and respect that.

Cats enjoy playing with toys too. They like anything that involves hunting or chasing "prey." Here are some ways to play safely with your cat and keep it amused:

- Roll a ball or crinkled up paper across the floor.
- Dangle a fishing-pole type of toy in front of your cat.
- Blow bubbles for the cat to chase and pop (don't blow them at its face).
- Use a laser pointer or small flashlight to create a spot of light on the floor. Move it in a zigzag path. (Don't shine the light in your cat's eyes.)
- Don't roughhouse with a cat--it may scratch and bite to get away.

Name: _____ Date: _____

1. How many people each year are bitten by dogs?

A. 100

B. 500,000

C. 4.7 million

D. 78.2 million

2. What can help you avoid making moves that will cause your dog to bite you?

A. barking whenever you move around

B. understanding your dog better

C. memorizing the different kinds of dogs

D. having a few cats around

3. If a dog attacks you, how does the dog most likely feel?

A. happy

B. hungry

C. scared

D. tired

4. "If your dog has had puppies, she may be protective of them, and wants to make sure nobody gets close to them."

In the sentence, the word **protective** most nearly means

A. running around

B. biting them a lot

C. very loud around

D. wants to protect

5. The passage "No Bites, No Scratches, No Problems" is mostly about

A. the differences, in general, between cats and dogs

B. the growing population of wolves in the United States

C. what to do in case of a scratch from a cat or dog

D. how to make sure dogs and cats don't attack you

6. Should you hug the neck of a strange dog? Why or why not?

7. What are more dangerous, cats or dogs?

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

Animals sometimes attack _____ you scare them.

A. and
B. if
C. so
D. but

Ryan's Well

by Jayne Keedle

clean drinking water from a well in Djibouti, Africa

Small steps can help solve the world's water crisis.

Kids really can make a difference. Just ask 15-year-old Ryan Hreljac (HURL-jak) of Kemptville, Canada. When he was 6, he learned about the shortage of safe drinking water in some parts of the world. Today, Ryan's Well Foundation has raised more than $1.5 million to build more than 700 wells in 16 countries, most of them in Africa.

During his mission to raise money, Ryan became pen pals with Akana Jimmy, an orphan who lived in Africa. In Jimmy's tiny village of Agweo, Uganda, there was no clean water until Ryan raised enough money to buy the village its first well. A new book tells the story of their life-changing friendship- *Ryan and Jimmy and the Well in Africa That Brought Them Together.*

Two Different Worlds

Jimmy used to wake up before midnight and walk 3 miles to the nearest pond. There, he would fill a large plastic container with contaminated, or polluted, water. Jimmy made that trip three times every day before heading to school. "Because you don't have any choice, you drink it," he told *WR News*.

In 1998, Ryan's first-grade teacher told the class that polluted water was causing thousands of children to become sick and even die. For Ryan, a lack of clean water was unimaginable. His teacher said the cost of building a well in Africa was just $70. Determined to help, Ryan spent months doing household chores to earn enough money to pay for a well.

Later that year, Ryan proudly took his savings to WaterCan, a Canadian organization that helps provide safe drinking water to impoverished countries. To his disappointment, Ryan was told that the cost of building a well was much higher: $2,000.

Ryan vowed, or promised, to continue raising money. Word of his mission spread, and soon the media picked up his story. To Ryan's astonishment, people started sending him donations. By 2000, Ryan, then 9, had raised enough money to build his first well. With help from Canadian Physicians for Aid and Relief, Ryan chose Jimmy's village as the site for the well.

All's Well That Ends Well

Ryan's well changed the lives of the people in Agweo and especially affected Jimmy's life. That's when the two boys became pen pals. They became friends when Ryan traveled to Uganda in 2000 to help complete the well.

In 2003, Ryan's family arranged to bring Jimmy to their home in Canada. "We used to live as friends," Jimmy, now 17, says, "but now we live as brothers."

The two teenagers hope their book will raise awareness about unsafe drinking water and prompt people to take action to help. "The situation is difficult, but you have to start somewhere," Ryan says. "We need to work harder to make the world a better place."

Water Isn't Everywhere

More than two-thirds of Earth's surface is covered by water, so you might think there is enough to go around. You may be surprised to learn that water is scarce. Only a limited

amount of water is drinkable. Salty seawater makes up about 97 percent of the world's water. Another 2 percent is frozen at the North and South Poles.

More than 1 billion people around the world don't have access to safe drinking water, according to the United Nations. Why isn't all the freshwater available to people safe for drinking? Chemicals from factories, fertilizers from farms, and untreated sewage pollute the water supply. "One of our goals is to educate people about the importance of clean water," says Ryan.

Name: _____ **Date:** _____

1. How do Ryan and Jimmy know each other?

A. They lived together as friends once.

B. They were pen pals.

C. They raised money together.

D. They are brothers.

2. Which best describes how the author organizes the information in this passage?

A. They author compares and contrasts the lives of Akana Jimmy and Ryan Hreljac with facts and opinions.

B. The author describes the concept of water scarcity with factual evidence.

C. The author describes the problem of clean water scarcity and the steps one boy took to alleviate the problem.

D. The author provides evidence to persuade the reader about the importance of kids working to alleviate worldwide issues.

3. Read the sentences.

"Only a limited amount of water is drinkable. Salty seawater makes up about 97 percent of the world's water. Another 2 percent is frozen at the North and South Poles."

What can be concluded from these sentences?

A. Salt water is the largest source of drinkable water.

B. Salt water can freeze.

C. Water frozen in the North and South Poles is not salt water.

D. Salt water is not drinkable.

4. Read the sentence.

"The two teenagers hope their book will raise awareness about unsafe drinking water and **prompt** people to take action to help."

What is the meaning of **prompt** as used in this sentence?

A. prompt (*verb*): to encourage

B. prompt (*adjective*): quick

C. prompt (*noun*): an encouragement

D. prompt (*verb*): to irritate

5. What is the main idea of this passage?

A. Water scarcity is a major, worldwide problem, but something that even kids can help improve.

B. Differences between friends can be overcome when working on a communal project.

C. World leaders have come together to solve the clean drinking water shortage around the world.

D. Travelling to another country can be both educational and helpful.

6. Explain why the world's freshwater is not all safe for drinking using evidence from the text.

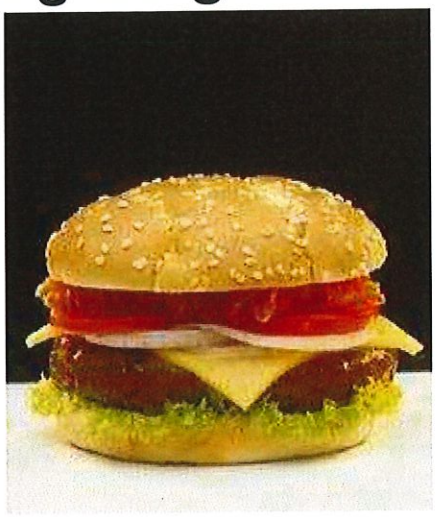
7. What can be concluded about Ryan's character based on this passage? Use text evidence to support your ideas.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Initially, Ryan and Jimmy were pen pals, while _____ they visited each other's countries and homes.

A. beforehand
B. although
C. later on
D. primarily

Big Burger Battle



photos.com

Who invented the hamburger?

Who gets burger bragging rights? In 2007, a meaty battle sizzled among three states over the history of the hamburger. In Texas, lawmaker Betty Brown proposed a bill declaring Athens, Texas, the home of the hamburger. Then Wisconsin jumped in. State Representative Tom Wilson argued that Seymour, Wisconsin, was the place where the famous sandwich was invented.

The owners of Louis' Lunch in New Haven, Connecticut, joined the food fight as well. Established in 1895, the restaurant maintained its claim as the burger birthplace. "It's a well-known and established fact that New Haven is the home of the hamburger," said New Haven Mayor John DeStefano Jr. "In fact, New Haven's claim to the hamburger is even supported and documented in the Library of Congress."

Name: _____ Date: _____

1. Who said that the Library of Congress supports that state's claim to be the home of the hamburger?

A. Betty Brown of Texas

B. John DeStefano Jr. of Connecticut

C. Tom Wilson of Wisconsin

D. the owners of Louis' Lunch in New Haven

2. Read these sentences.

"Who gets burger bragging rights? In 2007, a meaty battle sizzled among three states over the history of the hamburger."

What do these sentences introduce?

A. the argument about which state made the first hamburger

B. the argument about which state makes the largest hamburger

C. the argument about which part of the country has the best hamburger

D. the argument about which state makes the most hamburgers

3. Based on the text, which person provides the most convincing argument to support the claim that his or her state is home to the first hamburger?

A. lawmaker Betty Brown

B. New Haven's Mayor John DeStefano Jr.

C. State Representative Tom Wilson

D. the author of the text

4. Which people most likely agree with each other about where the hamburger was first invented?

A. the author of the text and State Representative Tom Wilson

B. the owners of Louis' Lunch and Mayor John DeStefano Jr.

C. the owners of Louis' Lunch and lawmaker Betty Brown

D. State Representative Tom Wilson and lawmaker Betty Brown

5. What is the main idea of this text?

A. Louis' Lunch was established in 1895 in New Haven, Connecticut.

B. The Library of Congress supports New Haven's claim that it is the home of the hamburger.

C. There is a disagreement among different states about where the hamburger was first invented.

D. Lawmaker Betty Brown proposed a bill declaring Athens, Texas, the home of the hamburger

6. According to the text, what sizzled among three states?

7. What metaphor does the author use throughout the text? Use evidence from the text to support your answer.

8. Choose the word that best completes the sentence.

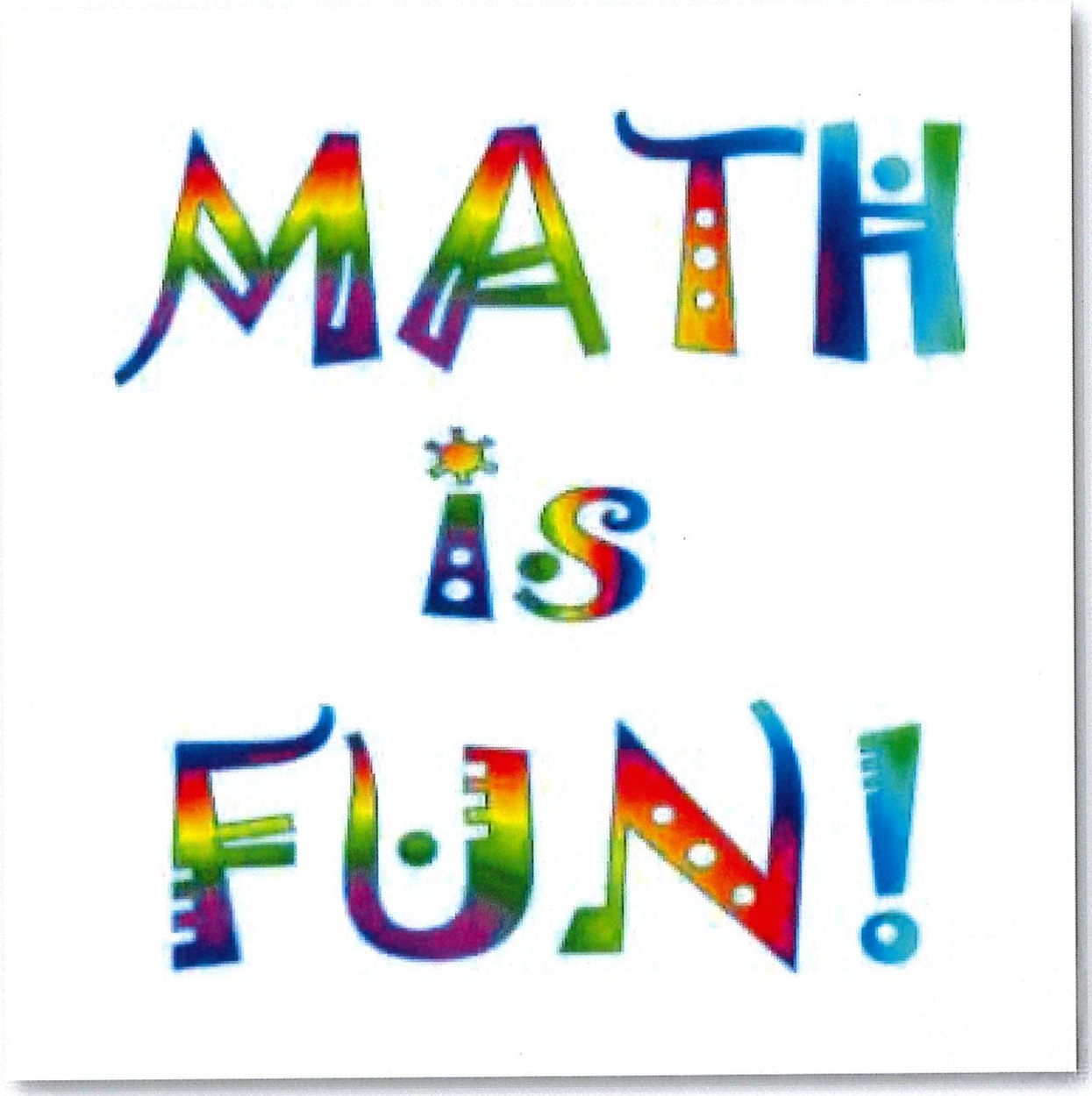
The history of the hamburger was a topic of disagreement among three states, _____ Texas, Wisconsin, and Connecticut.

A. finally

B. namely

C. as a result

D. before


MATH
is
FUN!

Name: Date: 4.OA.1

Multiplication Equations as Comparisons

Directions: Write an equation for each situation.

1. 54 is 6 times as many as 9. _____

2. 5 groups of 8 is equal to 40. _____

3. 6 groups of 7 items is the same as 42 items. _____

4. The product of 9 and 4 is 36. _____

5. 5 multiplied by 9 is 45. _____

6. 35 is 5 times as many as 7. _____

7. 6 groups of 4 is equal to 24. _____

8. 4 groups of 8 items is the same as 32 items. _____

9. The product of 10 and 12 is 120. _____

10. 7 multiplied by 7 is equal to 49. _____

Name: Date: 4.OA.2

Word Problems with Multiplicative Comparison

Directions: For each word problem, write an equation and/or draw a picture or model. Then solve.

1. Ricky made 5 baskets in last week's basketball game. This week he made twice as many. How many baskets did Ricky make this week?

2. In this week's soccer game, Julie played 3 times the number of minutes she played in last week's game. If she played 18 minutes this week, how many minutes did she play last week?

3. In today's basketball game, Ella made 4 times the number of baskets that Kay made. If Ella made 12 baskets, how many did Kay make?

Name: Date: 4.OA.3

Multi-Step Word Problems

Directions: For each word problem, identify which operations to use, write an equation, and/or draw a picture or model. Then solve.

1. Riley made 5 trays of cupcakes for the bake sale. Each tray had 6 vanilla cupcakes and 8 chocolate cupcakes. How many total cupcakes did Riley make for the bake sale?

2. Craig's goal was to read 40 books during the school year. He reads 14 before winter break and 11 before spring break. How many will he need to read after spring break, in order to meet his goal?

3. On Monday, Lisa played handball for 22 minutes. On Tuesday, she played twice as long. How much time did Lisa spend playing handball altogether on Monday and Tuesday?

Name: Date: 4.OA.4

Multiples & Factors

Directions: List the first 8 multiples for each of the following.

3 _____

9 _____

10 _____

15 _____

Directions: Find all the factors for each of the following.

16 _____

20 _____

48 _____

50 _____

Name: Date: 4.OA.4

Prime & Composite Numbers

Directions: For each of the following, tell whether the number is prime or composite. Then explain how you know.

5 prime composite

Explain: _____

27 prime composite

Explain: _____

32 prime composite

Explain: _____

71 prime composite

Explain: _____

Name: Date: 4.OA.5

Patterns

Directions: Create a pattern based on the rule given. Then explain what you notice about the pattern.

Start with 1 and multiply by 4.

_____

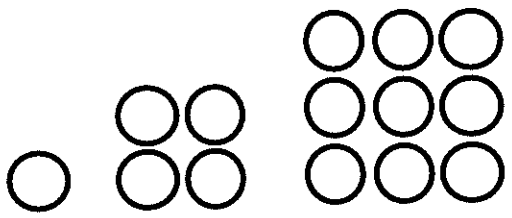
What do you notice? _____

Start with 3 and add 2.

_____

What do you notice? _____

Directions: Finish the pattern. Then explain what you notice about the pattern.



What do you notice? _____

_____

Name: Date: 4.NBT.1

Place Value

Directions: Find the value of the number given. Then compare the different values.

What is the value of 5 in the following numbers?

34,562 125,348

Value: _____ _____

Compare the value of the 5 in these two numbers:

_____

_____

What is the value of 3 in the following numbers?

12,532 683

Value: _____ _____

Compare the value of the 3 in these two numbers:

_____

_____

Name: Date: 4.NBT.2

Numerals, Word Form, and Expanded Form

Directions: Write each numeral in word form and expanded form.

3,789

Word Form: _____

Expanded Form: _____

20,605

Word Form: _____

Expanded Form: _____

109,230

Word Form: _____

Expanded Form: _____

324,709

Word Form: _____

Expanded Form: _____

Name: Date: 4.NBT.2

Comparing Numbers

Directions: Use <, >, or = to compare the following sets of numbers.

8,719 ___ 7,819

125,789 ___ 125,879

36,782 ___ 37,762

671,922 ___ 617,922

5,578 ___ 5,587

23,780 ___ 27,380

219,680 ___ 219,680

32,971 ___ 39,217

5,488 ___ 4,588

374,974 ___ 374,794

4,871 ___ 4,781

344,988 ___ 344,998

51,332 ___ 51,322

1,689 ___ 1,869

Name: Date: 4.NBT.3

Rounding

Directions: Round to the nearest place given.

Round to the nearest hundred.

23,791 _____

9,921 _____

Round to the nearest thousand.

123,689 _____

23,492 _____

Round to the nearest ten thousand.

41,867 _____

239,901 _____

Name: Date: 4.NBT.4

Addition & Subtraction

Directions: Find the sum or difference.

$$\begin{array}{r} 32{,}789 \\ +\ 21{,}632 \\ \hline \end{array}$$

$$\begin{array}{r} 645{,}890 \\ +\ 238{,}746 \\ \hline \end{array}$$

$$\begin{array}{r} 41{,}566 \\ +\ 33{,}652 \\ \hline \end{array}$$

$$\begin{array}{r} 533{,}591 \\ -\ 272{,}408 \\ \hline \end{array}$$

$$\begin{array}{r} 93{,}783 \\ -\ 68{,}135 \\ \hline \end{array}$$

$$\begin{array}{r} 540{,}987 \\ -\ 348{,}781 \\ \hline \end{array}$$

Name: Date: 4.NBT.5

Multiplication (By 1 Digit)

Directions: Use the strategy of your choice to find the product.

89	625	3,822
x 3	x 6	x 4
54	819	5,677
x 7	x 8	x 6

Name: Date: 4.NBT.5

Multiplication (By 2 Digits)

Directions: Use the strategy of your choice to find the product.

92 × 43	56 × 34	78 × 41
83 × 37	46 × 28	45 × 19

Name: Date: 4.NBT.6

Division

Directions: Use the strategy of your choice to find the quotient.

$9\overline{)789}$ $6\overline{)542}$ $5\overline{)4,293}$

$8\overline{)453}$ $5\overline{)732}$ $4\overline{)5,615}$

Name: Date: 4.NF.1

Equivalent Fractions

Directions: Find an equivalent fraction for each of the following.

$\frac{1}{3} = \frac{\_\_}{\_\_}$ $\frac{1}{4} = \frac{\_\_}{\_\_}$ $\frac{2}{5} = \frac{\_\_}{\_\_}$

$\frac{5}{6} = \frac{\_\_}{\_\_}$ $\frac{3}{8} = \frac{\_\_}{\_\_}$ $\frac{5}{8} = \frac{\_\_}{\_\_}$

$\frac{3}{10} = \frac{\_\_}{\_\_}$ $\frac{8}{10} = \frac{\_\_}{\_\_}$ $\frac{1}{12} = \frac{\_\_}{\_\_}$

Name: Date: 4.NF.2

Comparing Fractions

Directions: Use <, >, = to compare.

$\frac{1}{3} \_\_ \frac{2}{5}$ $\frac{1}{2} \_\_ \frac{1}{3}$ $\frac{1}{4} \_\_ \frac{2}{5}$

$\frac{2}{3} \_\_ \frac{3}{4}$ $\frac{2}{5} \_\_ \frac{4}{10}$ $\frac{1}{3} \_\_ \frac{2}{6}$

$\frac{3}{6} \_\_ \frac{2}{3}$ $\frac{1}{3} \_\_ \frac{1}{10}$ $\frac{3}{8} \_\_ \frac{3}{5}$

Name: Date: 4.NF.3

Decomposing Fractions

Directions: Find 2 ways to decompose each fraction.

$\frac{4}{5}$ _____ _____

$\frac{5}{8}$ _____ _____

$\frac{7}{10}$ _____ _____

$\frac{7}{12}$ _____ _____

Name: Date: 4.NF.3

Adding & Subtracting Fractions

Directions: Find the sum or difference.

$\frac{1}{4} + \frac{2}{4} =$ ____ $\frac{1}{3} + \frac{1}{3} =$ ____

$\frac{2}{5} + \frac{1}{5} =$ ____ $\frac{3}{6} + \frac{1}{6} =$ ____

$\frac{3}{8} - \frac{1}{8} =$ ____ $\frac{7}{10} - \frac{1}{10} =$ ____

$\frac{5}{12} - \frac{2}{12} =$ ____ $\frac{3}{12} - \frac{1}{12} =$ ____

Name: Date: 4.NF.3

Adding & Subtracting Mixed Numbers

Directions: Find the sum or difference.

$3\frac{1}{4} + 2\frac{2}{4} = \_\_\_$ $2\frac{1}{3} + 1\frac{1}{3} = \_\_\_$

$4\frac{1}{5} + 2\frac{1}{5} = \_\_\_$ $2\frac{2}{5} + 2\frac{3}{5} = \_\_\_$

$3\frac{2}{6} - 1\frac{1}{6} = \_\_\_$ $5\frac{3}{6} - 1\frac{1}{6} = \_\_\_$

$3\frac{3}{8} - 2\frac{1}{8} = \_\_\_$ $2\frac{3}{4} - 1\frac{1}{4} = \_\_\_$

Name: Date: 4.NF.3

Word Problems: Adding & Subtracting Fractions

Directions: For each word problem, write an equation and/or draw a picture or model. Then solve.

1. Daisy has read $\frac{1}{8}$ of the books in her classroom's library. If she reads another $\frac{1}{8}$ of the books in the first month of school, what fraction of books will she have read?

2. Jackson brought cookies to school to share with his friends. By recess time, $\frac{3}{5}$ of the cookies were left. After recess, another $\frac{1}{5}$ of the cookies were eaten. What fraction of cookies did they have left to enjoy after lunch?

3. Before lunch Luke put together $\frac{3}{10}$ of a puzzle. After lunch he put together another $\frac{4}{10}$ of the puzzle. How much of the puzzle has he completed?

Name: Date: 4.NF.4

Multiplying Fractions by Whole Numbers

Directions: Find the product.

$3 \times \frac{1}{4} = \_\_\_$ $2 \times \frac{1}{3} = \_\_\_$

$4 \times \frac{1}{5} = \_\_\_$ $2 \times \frac{2}{5} = \_\_\_$

$3 \times \frac{2}{6} = \_\_\_$ $5 \times \frac{2}{5} = \_\_\_$

$2 \times \frac{3}{8} = \_\_\_$ $2 \times \frac{2}{4} = \_\_\_$

Name: Date: 4.NF.4

Word Problems: Multiplying Fractions and Whole Numbers

Directions: For each word problem, write an equation and/or draw a picture or model. Then solve.

1. There are 10 players on Kyle's soccer team. $\frac{2}{5}$ of player on his team are girls. How many players are girls?

2. Riley and her brother ordered a pizza with 8 slices. If they ate $\frac{1}{4}$ of the pizza before going to play, how many slices did they eat?

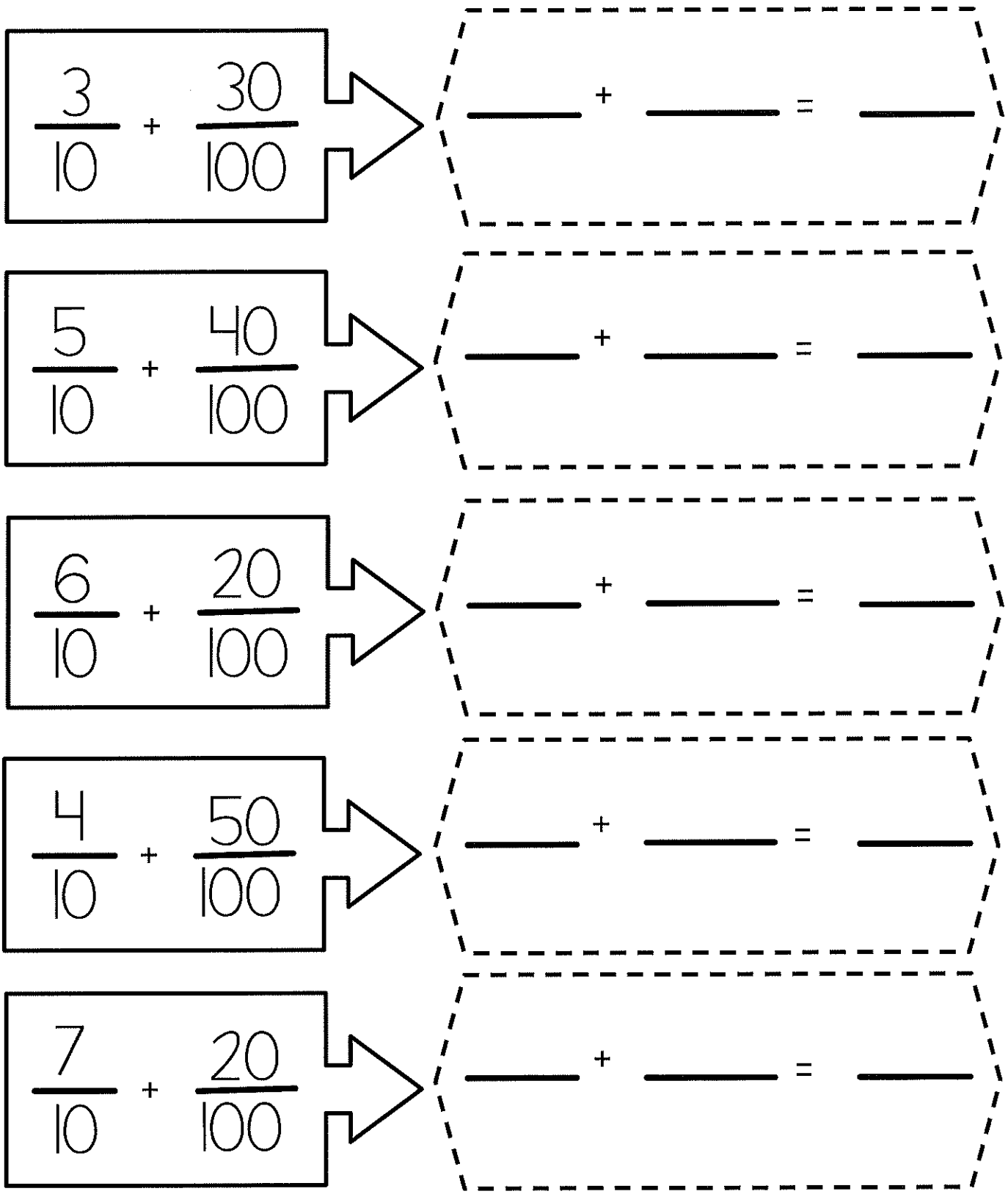
3. Kristy is making cupcakes for her 6 friends. If $\frac{2}{3}$ of her friends want chocolate. How many chocolate cupcakes will she make?

4. Ten students in Mr. Burke's class signed up to order lunch. $\frac{1}{5}$ of those students wanted hot lunch. How many students ordered hot lunch?

Name: Date: 4.NF.5

Fractions: Denominators of 10 & 100

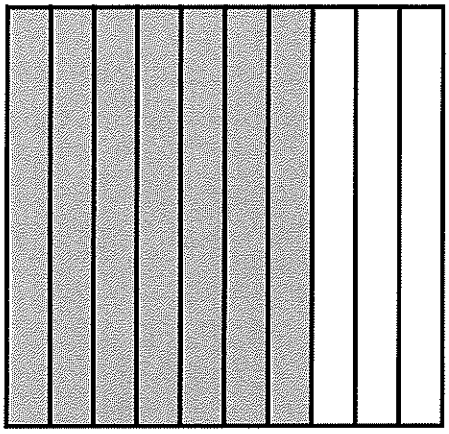
Directions: Find an equivalent fraction. Then find the sum.



Name: Date: 4.NF.6

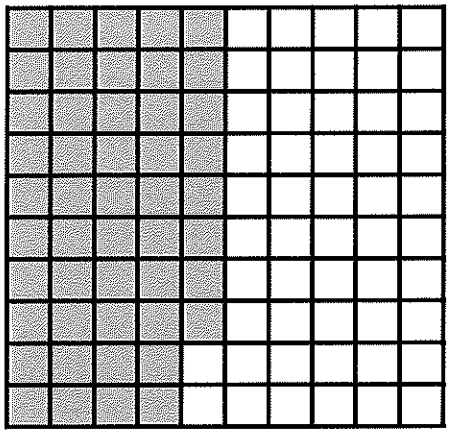
Relating Fractions & Decimals

Directions: Write each of the following as a fraction and as a decimal.



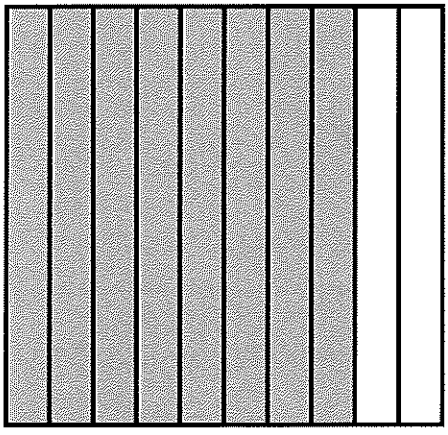
Fraction: _____

Decimal: _____



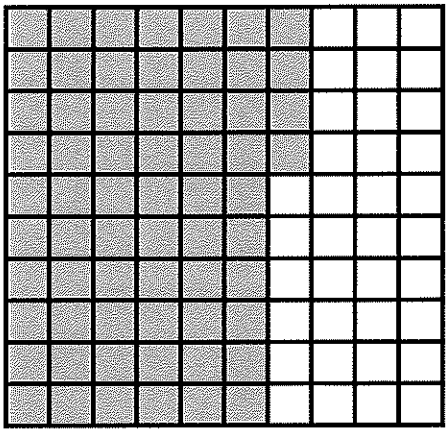
Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____

Name: Date: 4.NF.7

Comparing Decimals

Directions: Use <, >, or = to compare.

0.4 ___ 0.35

0.24 ___ 0.42

0.3 ___ 0.33

0.8 ___ 0.80

0.09 ___ 0.9

0.27 ___ 0.72

0.06 ___ 0.6

0.21 ___ 0.12

0.1 ___ 0.11

0.79 ___ 0.8

0.55 ___ 0.6

0.05 ___ 0.5

Name: Date: 4.MD.1

Relative Sizes of Measurement

Directions: Use the word bank below to help decide which unit of measure would be used in each situation.

minutes	hours	grams	kilograms
liters	milliliters	centimeters	kilometers

1. The amount of time it takes to brush your teeth. _____
2. The amount of soda in a can. _____
3. The length of a piece of paper. _____
4. The amount of time it takes to watch a movie. _____
5. The weight of an apple. _____
6. The amount of water in a bathtub. _____
7. The distance to the grocery store. _____
8. The weight of a pony. _____

Name: Date: 4.MD.1

Measurement Conversions

Directions: Complete each conversion chart.

1 cup	8 fl. ounces
3	
	32
11	

1 liter	1,000 milliliters
2	
	4,000
6	

1 pound	16 ounces
3	
4	
5	

1 kilogram	1,000 grams
3	
	5,000
7	

1 foot	12 inches
3	
6	
9	

1 meter	100 centimeters
5	
8	
10	

1 minute	60 seconds
	120
4	
5	

1 hour	60 minutes
2	
	360
8	

Name: Date: 4.MD.2

Word Problems: Measurement

Directions: For each word problem, write an equation and/or draw a picture or model. Then solve.

1. Brandon is driving to visit a friend that lives 29.2 miles away. If he stops to get gas after 18.4 miles, how many miles will he have left to go?

2. Natalie has 2 hours to run her errands. She spends 45 minutes at the grocery store and 30 minutes getting her car washed. How much time does she have left to get lunch?

3. Bill's baseball bag weighs 4 pounds. If he takes out a pair of cleats that weigh 6 ounces, how much will his bag weigh?

4. Kimberly is making strawberry lemonade for her class. She mixes 2½ liters of lemonade and 1½ liters of strawberry juice. How many liters of strawberry lemonade will Kimberly have?

Name: Date: 4.MD.3

Word Problems: Area & Perimeter

Directions: For each word problem, write an equation and draw a picture to solve.

Bella needs to buy a custom frame for her artwork. The length of the picture she painted is 12 inches and the width is 9 inches. How many square inches of glass will she need?

Picture:

Equation: _____

Solution: _____

The area of Caleb's garden is 120 square feet. If the length of his garden is 10 feet, what is the width of his garden?

Picture:

Equation: _____

Solution: _____

Julia is putting up a fence around her garden. How much fencing will she need if the length of the fence is 8 feet and the width is 12 feet?

Picture:

Equation: _____

Solution: _____

Steven bought a new rug for his bedroom. The perimeter of the rug is 30 feet and the length is 8 feet. What is the width of his new rug?

Picture:

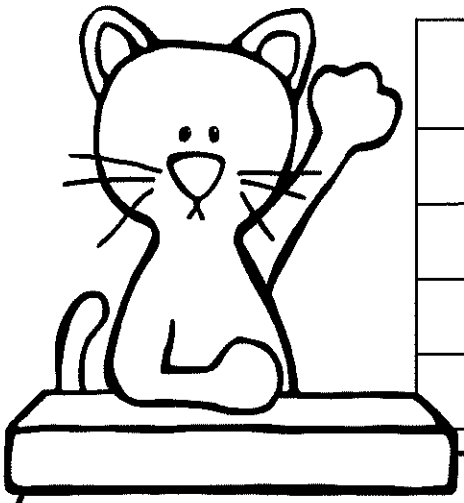
Equation: _____

Solution: _____

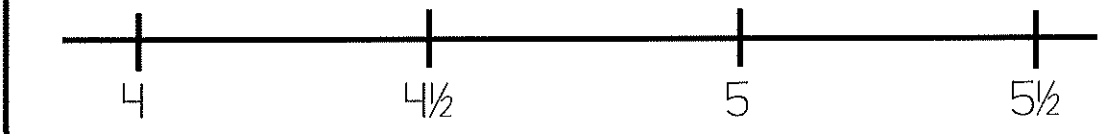
Name: Date: 4.MD.4

Line Plots

The students in Mrs. Vogel's class measured the lengths of their hands to the nearest ½ inch. Use the tally chart to complete the line plot. Then answer the questions that follow.



Length of Hands	Number of Students
4	IIII
4½	𝍸
5	𝍸 I
5½	III



Lengths of Students' Hands in Inches

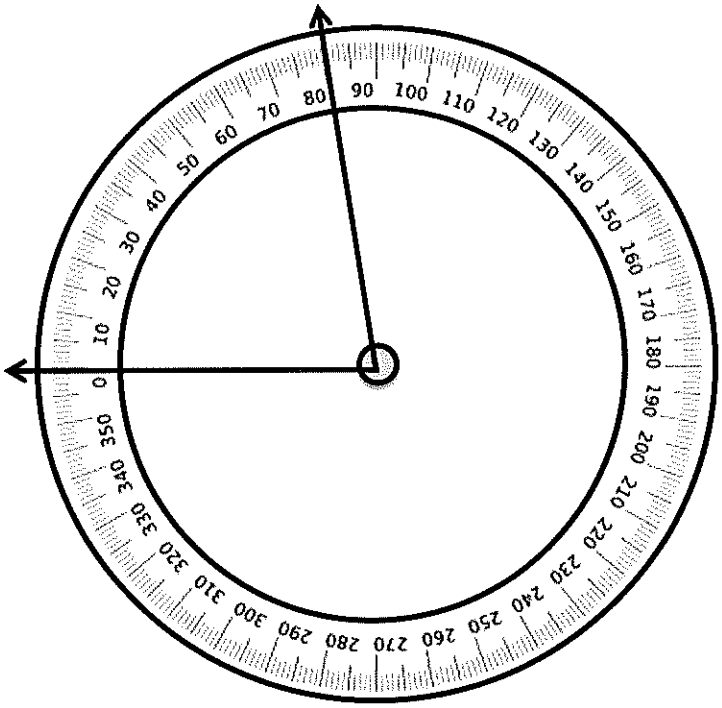
What is the difference in the length of the longest hands and the shortest?

Mikey's hand is 4½ inches long. How much shorter is his hand than the students with the longest hands?

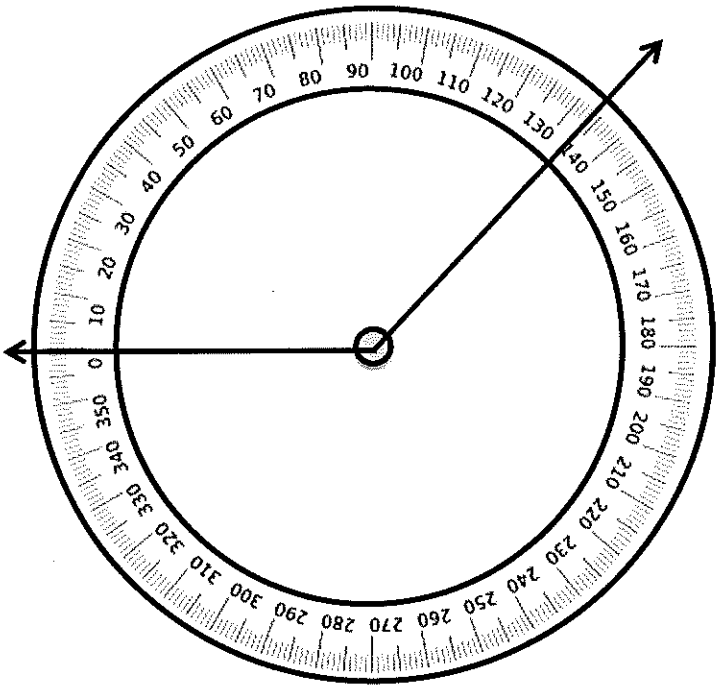
Name: Date: 4.MD.5

Understanding Angles

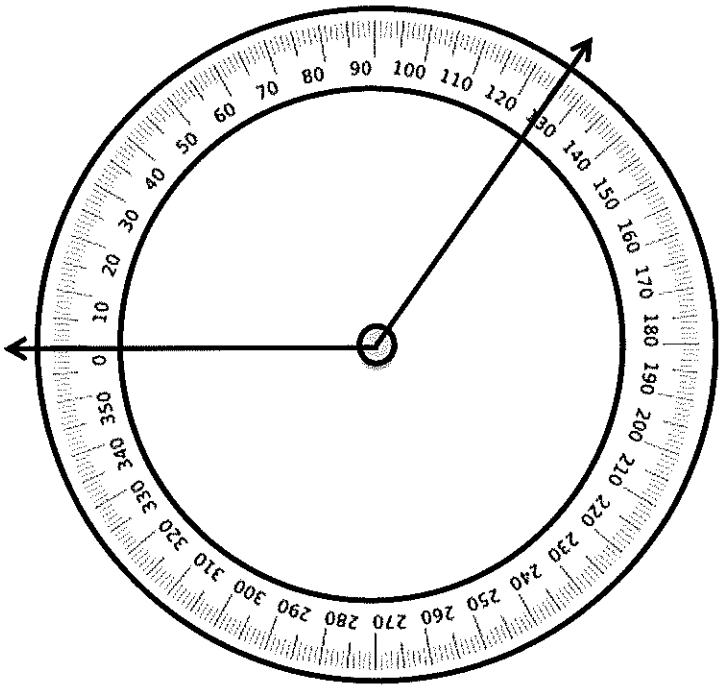
Directions: Find the measure of each angle.



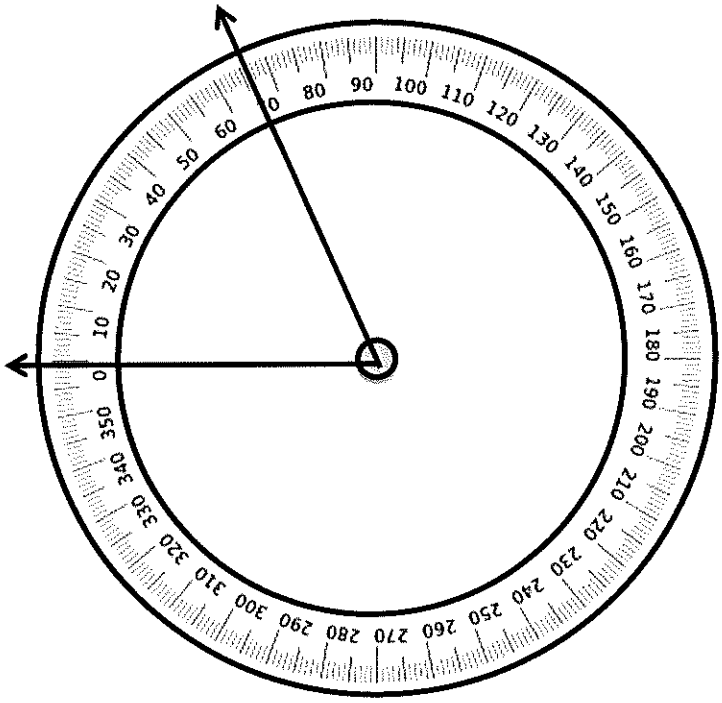
Angle Measure: ____



Angle Measure: ____



Angle Measure: ____

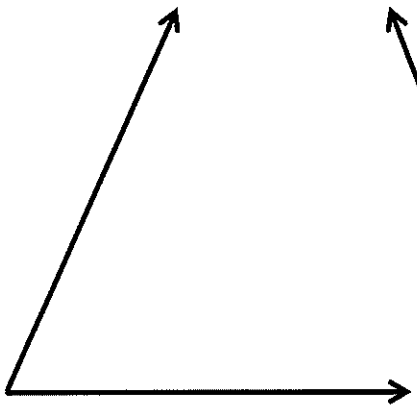


Angle Measure: ____

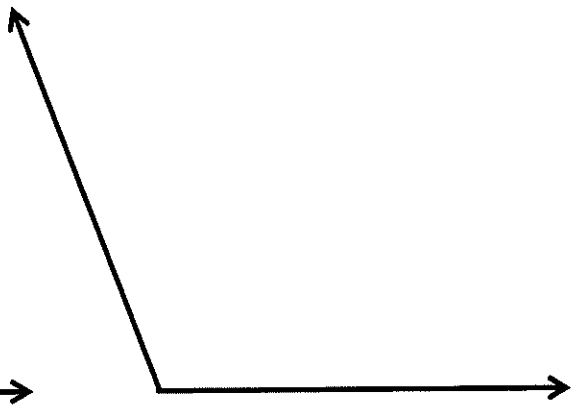
Name: Date: 4.MD.6

Measuring & Sketching Angles

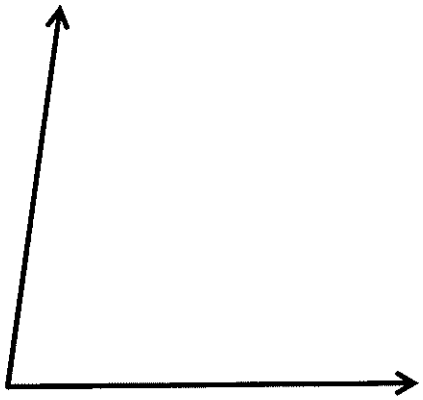
Directions: Use a protractor to find the measure of each angle.



Measure: ____



Measure: ____



Measure: ____

Directions: Use a protractor to sketch an angle for each measure given.

Measure: 55°

Measure: 130°

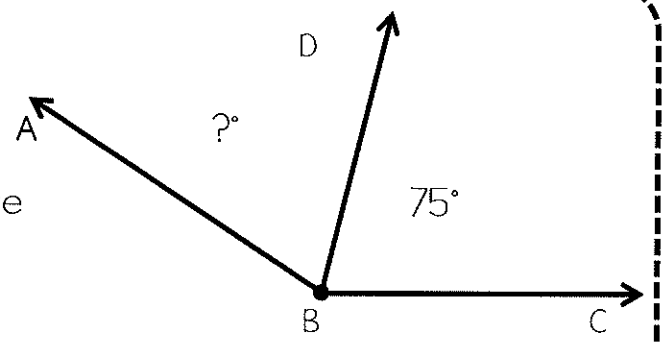
Name: Date: 4.MD.7

Unknown Angles

Directions: Find the unknown angles.

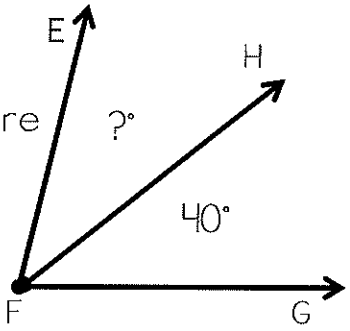
If <ABC = 145°, what is the measure of <ABD?

_____°



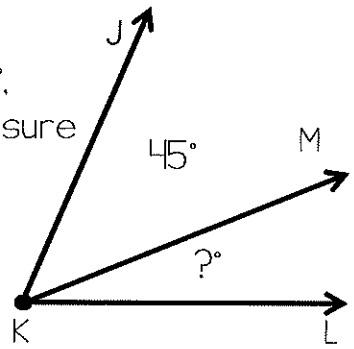
If <EFG = 80°, what is the measure of <EFH?

_____°



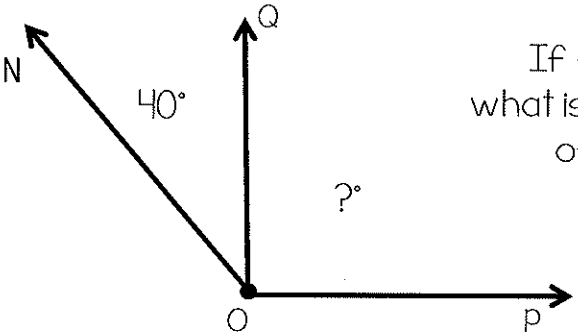
If <JKL = 70°, what is the measure of <MKL?

_____°



If <NOP = 130°, what is the measure of <QOP?

_____°



Name: Date: 4.G.1

Points, Lines, Line Segments, & Rays

Directions: Identify and name each of the following.

_____ _____

_____ _____

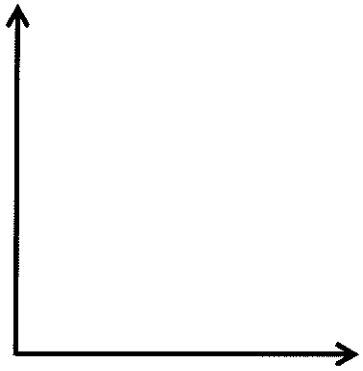
Directions: Draw and label each of the following.

Point Z	Line GH
Line Segment CD	Ray XY

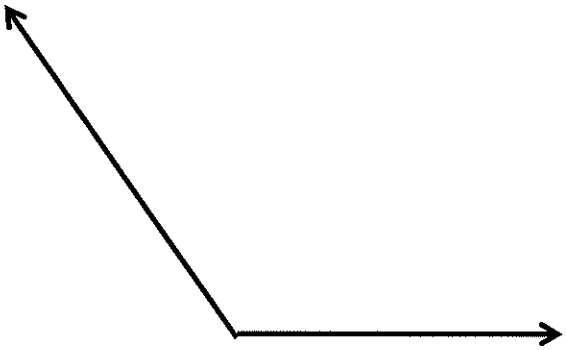
Name: Date: 4.G.1

Angles

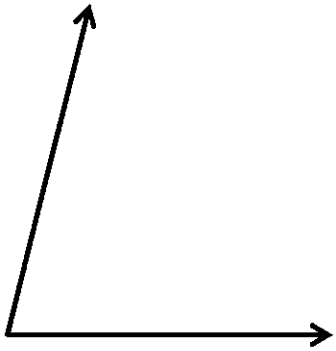
Directions: Identify the angle types. (acute, right, or obtuse)



Angle Type:



Angle Type:



Angle Type:

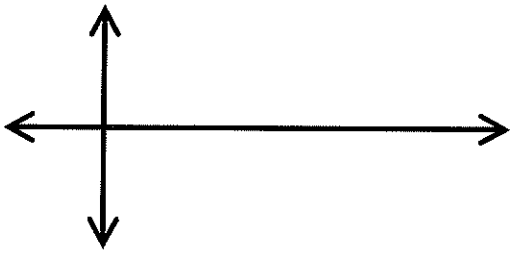
Directions: Use a protractor to draw and label each type of angle.

Acute Angle	Right Angle	Obtuse Angle

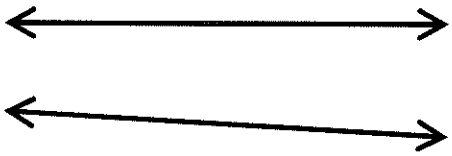
Name: Date: 4.G.1

Perpendicular & Parallel Lines

Directions: Identify whether each pair of lines is parallel, perpendicular, or neither.

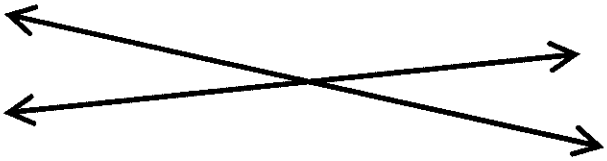


_____



_____

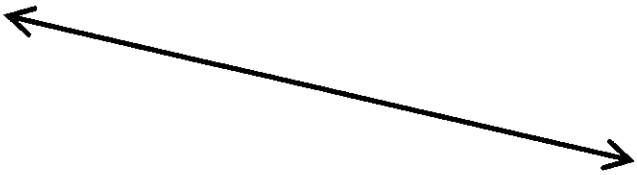
_____



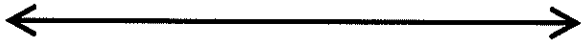
_____

Directions: For each line, add another to make the lines parallel or perpendicular.

Parallel Lines



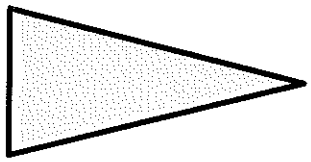
Perpendicular Lines



Name: Date: 4.G.2

Quadrilaterals & Triangles

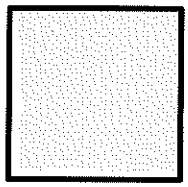
Directions: Name and describe each shape.



Name:_____

Description:_____

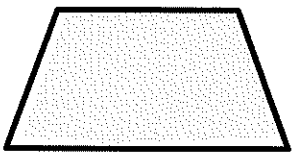
_____



Name:_____

Description:_____

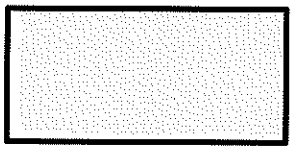
_____



Name:_____

Description:_____

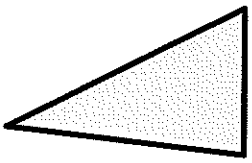
_____



Name:_____

Description:_____

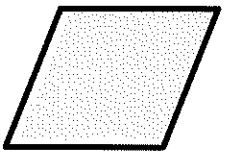
_____



Name:_____

Description:_____

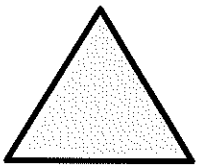
_____



Name:_____

Description:_____

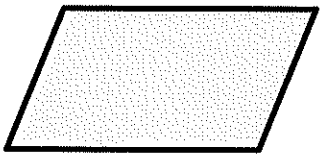
_____



Name:_____

Description:_____

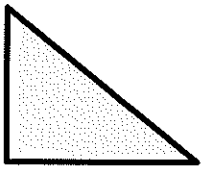
_____



Name:_____

Description:_____

_____



Name:_____

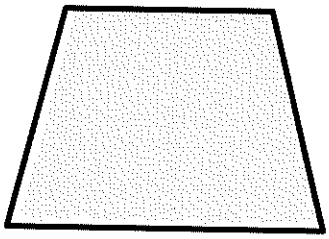
Description:_____

_____

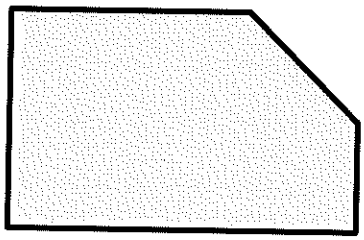
Name: Date: 4.G.3

Lines of Symmetry

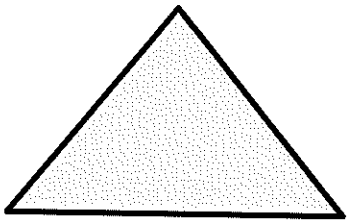
Directions: Decide whether each shape is line symmetric. If so, draw all the lines of symmetry for each.



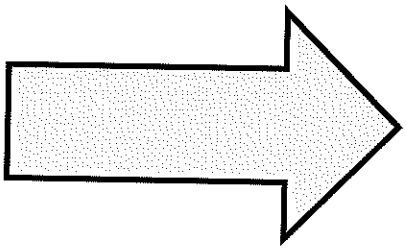
Line Symmetric? _____



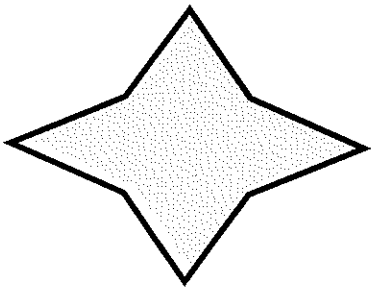
Line Symmetric? _____



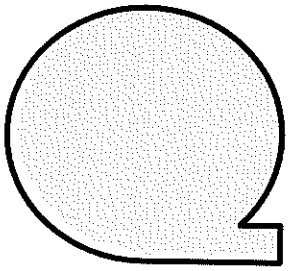
Line Symmetric? _____



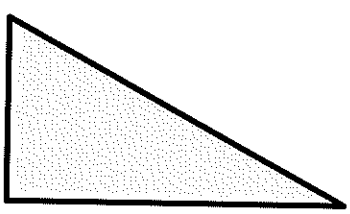
Line Symmetric? _____



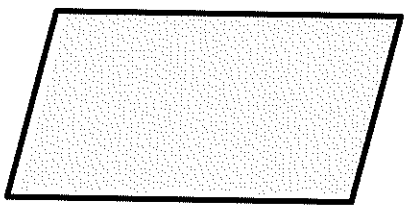
Line Symmetric? _____



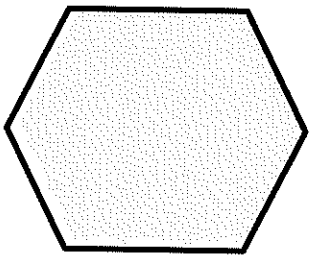
Line Symmetric? _____



Line Symmetric? _____



Line Symmetric? _____



Line Symmetric? _____