Focus:

- Exploring Literary Text
- Word Study
  - Determine the Meaning of Words Derived from Latin, Greek, or Other Linguistic Roots and Affixes
  - Using Context to Determine the Meaning of Words
  - Use a Dictionary or Glossary to Determine the Meaning, Syllabication, and Pronunciation of Unknown Words

Directions:

- Complete each day’s work.
- Read for 30 minutes each day.
- Complete the reading log on the next page after you read each day.
<table>
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<tr>
<th>Date</th>
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<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
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Week 2, Day 1
Determine the Meaning of Grade-level Academic English Words Derived from Latin, Greek, or Other Linguistic Roots and Affixes

Read the selection below before answering the questions below.

1. What does recover mean in paragraph 1?
   A. To get back
   B. To push along
   C. To find out
   D. To cover up

2. In paragraph 2, the word discourage means to not
   F. understand
   G. try hard
   H. get ready
   J. able

3. In paragraph 3, the word refund means to
   A. give back
   B. forget about
   C. brush aside
   D. help find

4. What does discard mean in paragraph 4?
   F. To fix
   G. To store
   H. To throw away
   J. To take apart

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1. The boy pedals as fast as he can move his legs. They churn so rapidly that he nearly takes a tumble while sailing over a small rise in the road. A quick flick of the handlebars helps him recover and escape a nasty spill in the middle of the street. Once the boy has control of the bike as before, he is able to squeeze out a little more speed.

2. The steep hill looming ahead might discourage anyone else from riding in the race, but the boy has his mind made up to get to the finish line.

3. “This brand new radio does not work,” said Mr. Jackson. “I will have to take it back to the store.”

4. “What are you going to do?” asked Mrs. Jackson.

5. “I am going to get them to refund my money,” replied Mr. Jackson. “I can use it to buy a different radio.”

6. “Did you discard the old radio?” asked Mike.

7. “I put it in the trash can last week,” said Mr. Jackson. “It was beyond repair.”

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Using the Context to Determine the Meaning of Words

Read the selection below before answering the questions below.

1. “Is Dad home yet?” asked Miles as he hustled into the kitchen. “The game is going to be on in a couple of minutes, and he said he would be home to watch it with me.”

2. “Did you see the car in the driveway?” said Miles’ mother. “If it is there, I assume that he is home. I think he sometimes stops to work in the garden before coming into the house. I plan on putting a bench out there so he can sit and watch over his garden.”

3. “I will check again,” said Miles. “This game is essential for the team. They have to win in order to move on to the final game. It is important that they do their best to win. If not, the other team will be fortunate enough to play in the difficult championship game.”

1. Which word in paragraph 2 helps the reader know what assume means?

   A plan
   B see
   C think
   D work

2. Which word in paragraph 3 helps the reader know what essential means?

   F difficult
   G final
   H fortunate
   J important

Read the selection below before answering the questions below.

1. “It’s nine o’clock,” said Edna. “I think I’ll retire. Those sheets and blankets will feel mighty good after this long day.”

2. “The dismal weather did not help any,” said Dalton. “Usually, the weather is nice during this time of year, but not today. Clouds, cold wind, rain, and dark skies helped keep everyone feeling pretty bad. I hope tomorrow is a better day.”

3. Which meaning best fits the way retire is used in paragraph 1?

   A To go to bed
   B To pull back
   C To give up work because of age
   D To pay off

4. The word dismal in paragraph 2 means

   F changing.
   G demanding.
   H fancy.
   J gloomy.
June 20

Today I got up very early. Uncle Bob wanted to show me how they milk their cows. He fixed me a really good breakfast of bacon, eggs, cereal, toast, juice, and fruit. Uncle Bob said a good day starts with a good breakfast. I assumed that he ate like that everyday.

The cows were assigned to one of the barns when they were being milked. Uncle Bob’s farm had a bunch of milking machines lined up on both sides of the barn. The cows walked into a stall and were hooked up to the machine. Rubber hoses ran from each cow’s udder to a tank that stored any pumped milk. The machines were turned on and milk was moved from the cows to the storage tanks.

3. Read the meanings below for the word assume.

assume (ə sōōm′) verb 1. to take on 2. to grab 3. to do 4. to think

Which meaning best fits the way assumed is used in paragraph 1?

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

4. Read the definitions below for the word assign.

assign (ə sīn′) verb 1. to set apart 2. to give out as a job 3. to think something comes from it 4. to change to

Which definition best fits the way assigned is used in paragraph 2?

F  Definition 1  
G  Definition 2  
H  Definition 3  
J  Definition 4
Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the passage before answering the questions below.

1. “I think I have an idea for a good surprise for Dad,” said Pat to his mother at the breakfast table. “I think I’ll wash the car.”

2. “How come you get to surprise Dad?” asked Jeremy as he ate his cereal.

3. “He’s always doing stuff for us. I figure it’s time he gets something done for him,” answered Pat.


5. “Do you want to help me?” smiled Pat.

6. Jeremy’s mouth dropped wide open. His glass of milk slipped out of his fingers and fell to the floor. “You’d let me help you?” he asked. “Really? Honest?”

7. Jeremy’s face suddenly turned dark and serious. “Are you kidding me, Pat?”

8. “No, Jeremy,” chuckled Pat. “I can’t pay you, but I’ll let you use the new hose.”

1. Why does Pat want to wash the car?

   A He wants to help his brother.
   B He wants to surprise his father.
   C He wants to earn some money.
   D He wants to use the new hose.

2. From paragraph 4, the reader can tell that Jeremy is
   F surprised.
   G jealous.
   H anxious.
   J honored.
Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the selection below before answering the questions below.

1. How do Shelia’s feelings about her Aunt Lucy change after Aunt Lucy drives up to Shelia’s house?

   A  She gets worried about her aunt.
   B  She forgets about her aunt.
   C  She wants her aunt to leave.
   D  She gets excited when her aunt comes.

2. Why is it important that Aunt Lucy shows up at five o’clock?

   F  Shelia fixes the food to be ready at five o’clock.
   G  Shelia has something else to do at that time.
   H  Shelia wants her mom to take a picture at that time.
   J  Shelia tells her friends to come by at five o’clock.

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1. “Is Aunt Lucy home yet?” asked Shelia. “It’s almost five o’clock. Is she okay?”

2. “She is fine,” said Mom. “Aunt Lucy will be here. Nothing could keep her away.”

3. “I fixed everything to be done at five o’clock,” said Shelia. “If Aunt Lucy doesn’t get here by then, everything will start to get cold or tough or hard to eat.”

4. “Go look out of the front window,” said Mom. “I think I hear her pulling up now.”

5. Sheila rushed to the window. Sure enough, it was her Aunt Lucy’s car.

6. “Yeah! She’s here! Aunt Lucy made it!” shouted Sheila. “Could you take a picture of both of us. I want to show it to all of my friends.”
Week 2, Day 2
Read the passage below before answering the questions below.

1. “Is this going to take long?” Lisa asked as she slumped in her chair.

2. “We always have a family meeting on Friday night,” said Dad. “You know that, Lisa. This one is especially important. We will plan where to go on our vacation.”

3. “We’ve narrowed the choices to the mountains for camping, the beach for sailing, or the city for the museums,” said Mom. “This could be a hard choice.”

4. Lisa sat up, her eyes bright. “You mean we could go to the city and get to see all the museums including the art museum? I forgot that I had suggested that. Let’s go there.”

5. “Hold on, Lisa,” said Michael. “I would like to go to the mountains for camping. I want to see snow.”

6. “But I want to go to the beach and sail in a boat,” said Diana. “We went to the mountains last year.”

7. “And before that we went to the beach for sailing,” added Lisa. “We haven’t been to the city and the museums. If we are following a pattern, then the city should be next.”

8. “I think Lisa is right,” said Dad. “We have been to the other two places but not the city. Let’s vote. All in favor of going to the city with its museums, vote by raising your right hand.”

9. Lisa bolted straight up and waved her hand high. After a moment, Diana and Michael put their hands in the air. Mom and Dad joined in, too.

10. “Hooray!” shouted Lisa. “It’s off to the city we go. I’m glad we had this family meeting.”

3. How do Lisa’s feelings about the family meeting change by the end of the story?
   
   A. She wants to be somewhere else.
   B. She thinks it is too hard.
   C. She wants to meet more often.
   D. She thinks it is a good idea.

4. Why does Dad hold family meetings every week?
   
   F. He wants the family to have fun.
   G. He wants the family to listen to his ideas.
   H. He wants the family to help decide things.
   J. He wants the family to learn new things.
Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the selection below before answering the questions below.

1. “This is going to be the best chili in the cook-off,” said Mitch. “We are going to beat the pants off of Amy’s team.”
2. “I don’t know about that,” replied Ann. “Vince and Amy’s chili smelled pretty delicious that last time I walked by their booth.”
3. “Their pot did smell good, didn’t it?” agreed Mitch. “But we have a new family recipe this year. After talking with Grandma about it when we went to visit her last summer, I am glad she gave us a different recipe. It will be even better than before.”
4. “It is such a long trip to get to her house,” said Ann. “I am always so tired when we get there.”
5. “I always hate to leave,” said Mitch. “I miss Grandma all the rest of the year. She lives up there all by herself. I wish she would move down here with us.”
6. “She has other grandchildren near her, and she always tells us that she has a lot of nice friends,” said Ann. “If we win the cook-off, maybe Mom and Dad will let us call her and tell her. That way it will almost be like visiting her.”

1. Why do Mitch and Ann talk with Grandma?
   A. They get a new chili recipe.
   B. They plan when to go visit her.
   C. They tell her about the cook-off.
   D. They find out about her friends.

2. How does Mitch feel about the time he spends with Grandma?
   F. He likes to cook for her.
   G. He wishes he could stay longer.
   H. He likes all of her friends.
   J. He wishes he could be less tired.
Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the passage below before answering the questions below.

1. “This work is going to be so easy,” Jason said to his lab partner, Jocelyn, as he opened his notebook and searched his pockets for a pencil.

2. “What makes you think that?” asked Jocelyn, handing Jason one of her pencils.

3. “I read about this stuff last year,” Jason replied. “Thanks for the pencil. I know mine’s around her somewhere.”

4. “I know something about this, too, from the other school I went to until I moved here,” said Jocelyn. “I think this will be more difficult than you think. Remember the test last week? It was hard.”

5. Jason stopped rummaging through his notebook for the correct page and stared at Jocelyn. “Yeah, you’re right. It was kind of hard.”

6. “And remember the work the week before?” Jocelyn added. “I would ask a question and you would interrupt by asking Mr. Parker for help. I know because you kept knocking my book on the floor every time you raised your hand.”

7. “That’s true,” agreed Jason. “You are right, so I guess we have to get to work on this. By the way, have you seen my pencil?”

3. How do Jason’s thoughts about the lab work change after he talks with Jocelyn?

A He thinks the work will take a long time.
B He thinks the work will be hard.
C He does not want to do the work.
D He believes the work is not important.

4. Jason agrees with Jocelyn about the lab work because

F she gives good reasons.
G she knows the teacher.
H she comes from another school.
J she asks lots of questions.
Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the selection below before answering the questions below.

1. “Here’s another article to write for tomorrow’s paper,” said Bob.

2. “What?” asked Reggie. “I already have four other ones to get ready. How am I going to get these all done? I don’t think I can do it. I’m afraid I’ll mess up. I’ve only got two hands. I know I’m good, but I’m not that good. Where’s Marcy? Give this to her.”

3. “I can’t,” Bob replied. “She’s out sick and so are David and Russell. Besides, you are the only one here that can get the job done on time. Otherwise, the paper will just sit here late. I think you are that good. Remember, you’ve won awards for your writing.”

4. “Thanks, Bob,” Reggie said. “I’ll get right on it, just as soon as I finish these other articles.”

5. “By the way, I’m beginning to feel sick myself. I will be going home in about half an hour,” said Bob. “You could take these home to finish.”

6. “I think I’ll just stay here,” said Reggie. “I want to use the new computer. It’s faster and will save me time.”

<table>
<thead>
<tr>
<th>1. How does Reggie feel when Bob gives him another article to write?</th>
<th>2. Why does Bob give Reggie the fifth article to write for the paper?</th>
</tr>
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<tbody>
<tr>
<td>A Honored</td>
<td>F To get Reggie an award</td>
</tr>
<tr>
<td>B Hopeful</td>
<td>G So Reggie can go home</td>
</tr>
<tr>
<td>C Jealous</td>
<td>H To thank Reggie for his hard work</td>
</tr>
<tr>
<td>D Nervous</td>
<td>J So Reggie can get the paper out on time</td>
</tr>
</tbody>
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Describe the Interaction of Characters Including Their Relationships and the Changes They Undergo

Read the passage below before answering the questions below.

1 Lily clapped her hands and slapped the back of the boy sitting next to her in the stands.

2 “Yippee! Way to go team!” Lily shouted. “Did you see that play, Joe?” It was great. Now we have a four point lead and there are only fifteen seconds left in the game. I think we have this one wrapped up. What do you think, Joe?”

3 “Maybe,” replied Joe. “We still have to kick off to the other team. They have already run one kickoff back for a score earlier in the game. Our players are beginning to look tired. I hope we have the lead for good, but I’m not so sure.”

4 “Oh, Joe, you think too much,” said Lily. “Just watch.”

5 Lily and Joe stood in time to see the ball sail over the field to a player on the other team. Zigzagging across the grass, the player sped through untouched and made another score as time ran out.

6 Lily grabbed her hair with both hands and sat down hard. Tears began streaming down her cheeks.

7 “What happened?” sobbed Lily.

8 Around her, a suddenly silent crowd slowly made its way to the exits.

9 Joe muttered to himself, “Maybe next year.”

3. How do Lily’s feelings about the game change by the end of the story?
   A She wants to go home.
   B She feels angry.
   C She feels sad.
   D She wants another chance.

4. How does Joe feel with fifteen seconds left in the game?
   F Amazed
   G Disappointed
   H Proud
   J Worried
Week 2, Day 3
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage before answering the questions below.

1. “How much farther is it, Ma?” asked Naomi as she sat high on the seat next to her mother. The morning sun seemed awfully bright as Naomi wiped the sweat from her forehead. Rising before dawn, Naomi and her mother were on their way to town.

2. “Did it rain here last week?” Naomi asked her mother.

3. “So full of questions today, Naomi,” said Ma. “We are almost there. Remember the tall oak tree just before town? As many times as we’ve traveled this road you’d think you’d know it by now. Yes, we are almost there. And, no, it did not rain last week. Why?”

4. Naomi wiggled in the hard wooden seat. “The ride seems bumpier than usual,” she replied. “I thought maybe it would have rained to make the road less rough.” Naomi turned around to look behind. “I hope there are more people in town today at market than last week. I don’t want to have to carry all this stuff back home at the end of the day.”

5. “I’m sure that won’t be a problem today,” said Ma. “The railroad workers got paid yesterday and, after they go to the bank, they usually spend their money on fresh fruit and vegetables like ours.”

6. “I hope so, Ma,” said Naomi.

7. “Naomi, hold the reins for a minute while I check on the bucket of tomatoes just behind the seat in the back. I think it might have turned over. No one wants a bruised tomato.”

8. “Do you think I can get a new pair of shoes at the general store today?” asked Naomi.


1. The reader can infer that Ma and Naomi are riding on a

   A. boat.
   B. horse.
   C. train.
   D. wagon.

2. Why are Naomi and her mother going to town?

   F. To go to the bank
   G. To visit the general store
   H. To sell food at the market
   J. To catch a ride on the train
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the selection below before answering the questions below.

1. Sam’s arms hung limp at his sides. He dragged his feet and moaned after each step. The rumble of thunder echoed off of the back fence.

2. “Hurry, Sam. Here’s another load,” said his mother. We cannot leave these groceries in the back of the truck. We need to get them into the house.”

3. “I’m hurrying as fast as my little legs can go,” muttered Sam. “After all, I’m only a child.”

4. Sam’s mother laughed. “Sam, I’ve seen you run up and down a soccer field at full blast for a whole hour with your friends, John and Walter. What’s going on?”

5. “Yeah, Mom, but I was younger then,” replied Sam as he leaned against the garage. A big gust of wind nearly knocked him over. Then, with what seemed to be a super human effort, Sam held out his arms and took the boxes packed with food from his mother. Slow, sure steps led him back into the house.

6. “Please remind me to go to bed early tonight, will you Mom?” pleaded Sam. “I hope that I can make it till then.”

7. “I sure will,” said Mom, “but first you need to try to go a little faster. I can see the drops falling in the next block over and heading this way.”

1. What will Sam probably do when he gets finished helping his mother unload the truck?

   A  Go play soccer
   B  Go get groceries
   C  Lie down to rest
   D  Visit his friends

2. What will most likely happen to the groceries if they are left outside?

   F  They will get wet from the rain
   G  They will get taken back to the store
   H  They will fall out of the back of the truck
   J  They will be stored in the garage
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the selection below before answering the questions below.

1. Mr. James opened the gate and walked up to the house. With one hand, he opened the lid to a box hanging next to the front door. The other hand stuffed envelopes and a small package into the box. As he turned away, Mr. James saw a boy of about five years old peering at him through the screen door.

2. “Why, hello, Michael,” said Mr. James. “How are you today?”

3. “I’m fine, Mr. James,” the boy replied with a grin. “Did you bring me anything?”

4. “You’ll have to get your dad to look in the box for you,” said Mr. James. “Wait and see.”

5. With a quick wave, Mr. James strode out to the street and climbed into a small truck. He beeped the horn once and drove carefully to a row of boxes attached to a pole next to the curb. With one key, Mr. James opened the back of each box and began putting envelopes, magazines, and packages into some of the boxes.

6. A woman with a baby in her arms approached the boxes.

7. “Anything for me today, Mr. James?” asked the woman.

8. “Hi, Mrs. Southern,” said Mr. James with a smile. “Yes, there are a few things for you. Look how much Clarissa has grown. The last time I saw her, she was just a little thing.”

9. “They do grow up fast,” answered the woman. “Thank you, Mr. James. I hope to see you again soon.”

3. Based on information given in the story, the reader can conclude that Mr. James is a

A gardener.
B teacher.
C mail carrier.
D police officer.

4. The reader can infer that Mr. James

F has not been feeling very well.
G is not sure how to do his job.
H is getting ready to go home for the day.
J has worked in this part of town for a while.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the selection below before answering the questions below.

1. “Try to catch this,” Tia hollered out to Cathy. Cathy set her feet and waited. Tia tossed the ball into the air and swung the bat. It struck the ball with a solid SMACK and sailed high into the air toward Cathy.

2. “Keep your eyes on the ball, get under it, bring your glove up, and set your other hand so it is ready to close around your glove!” yelled Tia.

3. Cathy tried to follow the instructions, but her feet got all tangled. She fell in a heap as the ball bounced harmlessly to the ground. Tia rushed over.

4. “Are you hurt?” Tia asked.

5. “No. I’ll never get the hang of this,” cried Cathy. “I might as well quit the team now. We won’t win many games with me in left field. I’ll just come to the bleachers to see you play.”

6. “Cathy, you will be fine,” said Tia. “You almost had it. Everything looked fine, up until you tripped. Many players struggle at the beginning. Don’t worry.”

7. “How long did it take you at first?” asked Cathy as she dusted herself off, picked up the ball, and handed it back to Tia.

8. “Don’t you remember?” said Tia. “You had just moved in next door. It was a good six months of working and practicing with my dad and older sister before I was able to field and hit. I was only six. Even now, every year since I’ve started playing, it takes me a couple of weeks to get really into a good playing rhythm.”

9. “Since we are almost in fifth grade, maybe it won’t take me as long,” said Cathy.

10. “I’m sure of it,” said Tia. “Just now, before you tripped, you were right under the ball. Your glove and free hand were in the right position for a good catch. You even looked like you were getting set to throw the ball in to the infield to keep any runners from moving to the next base.”

11. “Yeah, I was, wasn’t I,” said Cathy, with a brighter look crossing her face. “Maybe there is hope. There are two weeks left before our first game. You already have helped me in just these couple of days.”

1. From the passage, what can the reader tell about Tia?

   A  She is a natural baseball player
   B  She has played baseball for a long time
   C  She has been friends with Cathy for only a little while
   D  She is a person that works just enough to get by

2. What will Cathy probably do before the first game?

   F  Quit the team and watch Tia play
   G  Ask Tia for more help to improve her baseball skills
   H  Wait until the season starts to decide whether to leave the team
   J  Get Tia’s dad and brother to help her coach on the baseball team
Read the passage below before answering the question below.

**Coming Home**

1. “I wonder if they’ll recognize or remember me?” Davy muttered out loud. “It’s been a long time since I ran away.”

2. Davy walked quietly up to his old house. No one was expecting to see him. A girl was coming out of the front door as he came into view. She peered at him and gasped.

3. “Davy!” she hollered. “Davy Crockett, it’s you! You’re back! Ma! Pa! Come quick! My brother, Davy, has come back home!”

4. A man and a woman rushed out of the door to see if what Betsy was yelling was true. They were all grinning from ear to ear.

5. Davy looked at his father. “I learned to hunt and shoot,” he said. “Maybe I can help the family with this.”

6. Soon after, Davy’s father hired him out. The family did need the money. Davy made a good worker.

3. Based on information given in this passage, how did Davy’s family feel about his return?

   A. Angry
   B. Happy
   C. Scared
   D. Jealous
Week 2, Day 4
Read the passage below before answering the question below.

**A Long Lost Brother**

1. The small band of travelers led by William Clark moved slowly into the Shoshone Camp. Meriwether Lewis was already there with some of the other men. He had been attempting to bargain for fresh horses to continue the journey west.

2. “You’re late,” said Lewis.

3. “It took us longer to get here then we thought,” replied Clark. “Have you been able to trade for more horses?”

4. “The chief just stares at us and does not say anything,” answered Lewis.

5. Suddenly, they heard a sharp cry. Turning, the two men saw Sacagawea running with her small son toward the Shoshone chief. She threw her arms around him. She introduced her brother to her son. After a few minutes of excited conversation, Sacagawea managed to tell the others that the chief was her brother.

6. As they stayed in her brother’s camp, Sacagawea convinced him to trade for the horses. The explorers could finish their journey over the mountains and on to the Pacific Ocean.

4. Which words from the passage let the reader know that the Shoshone chief does not trust Lewis?

   F. *The explorers could finish their journey*
   G. “It took us longer to get here then we thought,”
   H. “The chief just stares at us and does not say anything,”
   J. *Turning, the two men saw Sacagawea running with her small son toward the Shoshone chief.*
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the selection below before answering the question below.

The New School Year

The schoolyard swing swings to and fro.
The playground filled with childhood friends.
   The friends we make here never go.

The school year starts with new supplies.
The desks arranged in nifty rows.
The summer’s over, how time flies.

Then test the things we should know.

The weather turns from hot to cool.
The summer’s finally done.
Football games for the big sports fool.

Excited that our team has won.

The hallway is all fresh and bright.
The schoolyard’s grand and so much fun.
It was all such a wonderful sight.

You blink and then the year is done.

1. Which words from the poem let the reader know that time passes quickly?

   A  Then test the things we should know.
   B  Excited that our team has won.
   C  The hallway is all fresh and bright
   D  You blink and then the year is done.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the question below.

**Tug-of-War**

Have you ever seen a mud pit,
    So gooey and so black?
You put a rope on top of it,
Grab hold and tug, tug back.

The red team and the blue team,
    A war they soon will fight.
They might just pull and huff and puff,
And carry on ‘til night.

Muscles flexing, sinew pulling,
    Working up a sweat.
These folks will be exhausted,
Of that you sure can bet.

The winning team triumphant,
    The battle finally won.
The other side dejected,
Crying in the setting sun.

2. In the poem, the reader can infer that the tug-of-war

   F is hard work.
   G needs a lot of people.
   H takes place in a park.
   J makes people angry.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the question below.

The Space Shuttle

Characters - Narrator, Miguel, Ms. Garcia

Stage Set - The backdrop shows cabinets, drawers, and appliances in a kitchen. There is a table and four chairs out front.

[Miguel sits at the table with his head resting on the table. Ms. Garcia enters. She talks to Miguel.]

Narrator: Miguel wants to watch the space shuttle fly over his house. Miguel has a problem and has to go inside. He is telling his mother the next morning about what happened.

Ms. Garcia: Miguel, how are you doing this morning? Did you get your math work done?

Miguel: Yes, ma’am. [Miguel yawns.] I worked on it last night. I did not want to miss the opportunity to see the space shuttle as it flew by up in the sky.

Ms. Garcia: Oh, yes, that’s right. Your father was letting you stay up late to see the shuttle, while I was at the town meeting after work. The sky was clear, and you could see the shuttle as it passed overhead.

Miguel: There were no places to sit. I had to keep moving so I did not get stepped on.

Ms. Garcia: Did you get to see the shuttle?

[Miguel yawns again, covering his mouth.]

Miguel: Well, about the time the shuttle was supposed to fly overhead, I spilled my drink all over my pants. Dad told me to go inside, change, and come back outside. I went in to change and by the time I got back, the shuttle had flown over.

Ms. Garcia: You missed it?

Miguel: One of Dad’s friends, Mr. Jackson, took a video of it, and I got to see the shuttle on tape. It was like a little dot of light moving across the sky. Pretty cool. [Miguel smiles.]
Ms. Garcia: Will it be able to be seen tonight? Maybe I can look for it with you after I get back from the park meeting.

Miguel: Are you sure? Don’t you have to help Andrea get her costume ready for the school play?

Ms. Garcia: I get to watch with you for once. [Ms. Garcia smiles at Miguel.]

3. You can tell from the play that Miguel is

   A  tired.
   B  hungry.
   C  shy.
   D  jealous.
Week 2, Day 5
Read the passage before answering the question below.

1. Read the first sentence in the summary below. Then answer the question that follows.

**Summary**

Grace wants to know what the class will be doing in science today. _______________________

Which set of sentences best finishes the summary of this story?

A. She asks Mr. Schultz. He tells her to wait and see. Mr. Schultz goes back to work on an arrangement of tubes on his desk.

B. The science teacher walks to the chalkboard. He pulls a cord and a screen flies up. The noise startles a group of students in the front of the room.

C. The science teacher sits at his desk with a bunch of tubes all around him. The class waits for something to happen. No one says a word.

D. Everyone waits for Mr. Schultz to get the class started. Grace asks him if there will be class today. Mr. Schultz begins to talk about steam as he starts the lesson.
2. Which of these is the best summary of the story?

F  Franklin makes a list to complete his weekend jobs. Starting off very early, he works hard. Each task is finished carefully and on time. Franklin is done at noon, just as he planned.

G  Franklin rises early to work around his ranch. He starts to paint the corral fence. He has to wait for it to dry before he can add the final coat. Franklin puts on the last bit of paint to finish the task.

H  Franklin wants to finish his chores before noon. He makes a list of what to do first. He decides to start by painting the fence around the corral. Franklin had done all of the scraping the weekend before.

J  Franklin thinks he can finish his weekend jobs before noon. He draws up a plan to follow. He also piles all of the things that he needs ahead of time in the barn. Franklin is ready to go as soon as the sun comes up.
Summarize Information in Text, Maintaining Meaning and Logical Order

Read the selection below before answering the question below.

1. Which of the following is the best summary of this passage?

A. Kimble and Krista want to build a tree house. The girls gather materials before they begin. Kimble waits and searches an old shed.

B. Kimble and Krista are ready to build a tree house. They have trouble getting materials up into the tree. Kimble uses a bow and arrow to get the work going.

C. Kimble learns how to build tree houses from her older sister. She wants to build one with her friend, Krista. Kimble finds a tree and they get ready to start.

D. Kimble starts to build a tree house with her friend, Krista. Krista worries that they may not be able to do the work all by themselves. Kimble tells her that they will be able to build one.
Summarize Information in Text, Maintaining Meaning and Logical Order

Read the selection below before answering the question below.

**Infiniti’s Report About the Newspaper**

1. We took a trip to the newspaper today. We went to find out how an edition of a newspaper was made. I wanted to learn how the paper got printed.
2. First, we went into a room filled with lots of desks and computers. People were talking on the telephones and typing on their computers. It was noisy. People were rushing here and there. I almost got knocked over by a reporter on her way to a story.
3. Mr. Benning, the editor of the newspaper, told us how everything works. He said that many people in the room were constantly on the telephone with people all over the city. When a news story broke, a reporter went to find out all about it. The reporter wrote or recorded information, sometimes got a photograph, and got other people’s view on the story. Then, the reporter returned to the newsroom and wrote or typed the story. An editor reviewed the report and sent it back to be rewritten. When the story was completed, it was sent along with all of the other stories, articles, photographs, and advertisements to be arranged into the next edition of the newspaper. Finally, it was printed on newspaper by big, fast moving printing machines.
4. We were at the newspaper just as the first copies came rolling off of the presses. Mr. Benning gave each of us a copy of the paper. I wanted to read mine at home.
5. I realized that the people working at a newspaper had an important job. They made sure that people learned about many things that took place in the city and other places. I would like to work for a newspaper in the future.

2. Read the first part of a summary of Infiniti’s report to answer the next question.

**Summary**

Infiniti and her class took a field trip to the city newspaper. ________________

Which of the following best completes the summary above?

- **F** She met the editor and saw where the stories were written. He gave each of the students a copy of the newspaper. Infiniti took it home and read it there.

- **G** She saw how the reporters worked in a big room. They typed their stories on a computer and had them checked by an editor. Infiniti was almost knocked down by a busy reporter.

- **H** She learned about all the jobs that worked together on a news story. Once the story was written, it was put together with other stories, photographs, and advertisements to complete the newspaper. Infiniti discovered how important a newspaper was to her city.

- **J** She visited the newsroom where stories were written and reviewed. A photographer took pictures of some of the stories and the newspaper put them in the paper. Infiniti saw people talking on phones and typing on their computers.
Summarize Information in Text, Maintaining Meaning and Logical Order

Read the selection below before answering the question below.

1. “Step right up and pop the balloons!” yelled Calvin. “Throw three darts, and if you pop three balloons, you earn the school valuable points. With enough points, the Baker Company will donate books to the school library. Come right on over and try your luck!”

2. Calvin turned to his friend, Isaac, and raised his eyebrows as if to ask, “How did it sound?”

3. Isaac stared at Calvin for a moment and then sputtered, “Oh, I’m sorry, Calvin. I was just finishing up decorating our booth. It sounds great. Have you been practicing long and hard on this one?”

4. “I worked on it all morning,” replied Calvin. “This is my fourth draft. You should have heard my first three choices. They were not as good as this one.”

5. Isaac handed Calvin a bag of balloons and said, “Here, Mr. Speaker. Put your hot air to good use and help me blow up these balloons. We have to have one hundred twenty-five balloons ready. The hands of the clock are fast approaching the start of the carnival.”

6. Taking slow deep breaths, Calvin and Isaac blew up one hundred thirty balloons over the next two hours. They stuffed many red, green, blue, and yellow spheres into big plastic bags and set them in the corner of the booth. The boys tacked the others up on a large rolling bulletin board set a few feet back from the table marking the front of the booth.

7. When the board was full of balloons, Calvin and Isaac stepped out front and took a look at their work.

8. “Looks good to me,” commented Isaac.

9. “Yes, it does,” agreed Calvin. “Now, let’s get back to work on my speech. As hard as it is to believe, I think it could be better.”

3. Which of these is the best summary of the story?

   A. Calvin writes a speech to get people to pop balloons. He repeats it for his friend. They decide to work on it together and improve the words.

   B. Isaac decorates the carnival booth. Calvin helps him blow up balloons. People will throw darts at the balloons to see if they can pop them.

   C. Calvin and Isaac work together to get their booth ready for the school carnival. They blow up balloons and set them out to be popped. Calvin practices his speech while Isaac decorates the booth.

   D. Calvin and Isaac spend their afternoon blowing up balloons for the school carnival. The Baker Company will help the school buy books for the library. The company will give money for every point earned at the carnival.