Focus:

- Exploring Informational Text
- Across Genre Connections
- 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>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<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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</tbody>
</table>
Week 4, 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. “The mayor will precede the other members of the town into the hall,” said Ms. Jenkins. “Once she is inside, the rest of the people will follow. If you have the misfortune of standing at the back of the crowd, you may not be able to get close to the mayor. You may have trouble even getting into the hall.”

2. In paragraph 1, the word precede means to
   A. set up.
   B. signal.
   C. come quickly.
   D. go before.

3. Read the passage below before answering the questions below.

   Lexie was absolutely sure that she had put her homework in her folder the night before. She frantically yanked everything out of her half empty backpack searching for it. No luck.

   “I remember putting it right here,” Lexie moaned, grabbing onto a mangled blue folder. “I know I did.”


   A small brown dog padded around the corner. The little dog dropped a tattered piece of paper at Lexie’s feet and looked up. Her tail thumped back and forth as if to say, “Look at my accomplishment. See what I have done. I did it all by myself.”

   Lexie dropped to her knees. “My homework! Snuggles, what did you do?”

   Lexie reached out and pulled the wiggly dog to her chest. Tears flowed down her cheeks as she laughed out loud, realizing what had happened. “My dog ate my homework. She really did eat my homework.”

3. In paragraph 1, the word absolutely means
   A. over and over.
   B. all the way.
   C. in a careful manner.
   D. with little preparation.

4. What does accomplishment mean in paragraph 4?
   F. A success
   G. A problem
   H. An accident
   J. An excuse
Using the Context to Determine the Meaning of Words

Read the selection below before answering the questions below.

1. Richard busied himself with trying to prepare food for the family supper. After setting out a bowl of green beans and an apple pie, he looked over the spread with satisfaction. He thought this should be enough food. Almost everyone is going to contribute something. Grandma is going to bring dessert. Uncle James is going to share his famous drinks. Bread is going to come with mom and dad. His sisters are going to buy potatoes.

2. Which word in paragraph 1 of the passage helps the reader know what contribute means?

A buy  
B come  
C prepare  
D share

2. Which meaning best fits the way the word spread is used in the passage?

F Something put on bread  
G A cloth to cover a table  
H A meal with many foods  
J A range

Read the selection below before answering the questions below.

1. Franklin put the finishing touches on his tent. Standing back to admire his handiwork, he marveled at his accomplishment.

2. “Unless this tent can sprout wings, it isn’t going anywhere, Dillon,” said Franklin.

3. “The breeze is supposed to pick up later tonight,” replied Dillon. “We’ll judge how good your work is by how well it stands up to the north wind.”

4. The boys fixed a light supper, gathered some firewood, and crawled into their tents for the night. As he nestled into his sleeping bag, Franklin yelled over to Dillon. “See you in the morning. I’ll be right here safe and sound.”

5. Dillon settled under his blankets and replied, “I’ll be here.”

3. Which word in paragraphs 4 and 5 helps the reader know what nestled means?

A fixed  
B gathered  
C settled  
D yelled

4. In paragraph 2, the words sprout wings mean?

F Spill over  
G Move away  
H Look carefully  
J Finish quickly
Use a Dictionary or Glossary to Determine the Meanings, Syllabication, and Pronunciation of Unknown Words

Read the selection below before answering the questions below.

1. Read the meanings below for the word **conclude**.

   **conclude** (kən klōōd’ ə tē) verb
   1. to end
   2. to think
   3. to figure out
   4. to arrange

   Which meaning best fits the way **conclude** is used in paragraph 3?

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

2. Read the definitions below for the word **conduct**.

   **conduct** (kän’ dukt) noun
   1. a way of behaving

   **conduct** (kän’ dukt’) verb
   1. to lead
   2. to behave
   3. to give

   Which definition best fits the way **conduct** is used in paragraph 4?

   F  Definition 1 - noun
   G  Definition 1 - verb
   H  Definition 2 - verb
   J  Definition 3 - verb

1. “Any sign of them?” Rabbit asked Squirrel who was perched high in a tree. “Are they coming?”

2. “No,” replied Squirrel. “I do not see anything that looks like they are coming. But the trees are very full. The recent rains have done their job.”

3. “I don’t understand,” said Rabbit. “For the last four years, this family has come to our clearing and spent a week here. Every time, they have been rewarded with soft breezes, plenty of sunshine, warm days, cool nights, a sky full of stars, a full moon, and flowers all around. **I conclude** that they will be here again. Where could they be?”

4. “Maybe they stopped at another field in the park to pick up some pollen?” suggested Bee. “I think that we should **conduct** a search of the fields. Maybe we can find them and get them to come here.”
Use a Dictionary or Glossary to Determine the Meanings, Syllabication, and Pronunciation of Unknown Words

Read the selection below before answering the questions below.

1. Minutes turned into a half hour and then into an hour. Blake tried different positions in the bed. He tried resting on his back with his legs straight. He attempted to lie on his side with his legs bent. He sprawled on his stomach with his legs bent. Nothing seemed to help. After an hour, his bed was a mess. Any thoughts of a quick and restful sleep had dissolved in the night.

2. “This will never do,” Blake said, looking down at his bed and shaking his head. “My family is coming tomorrow. I need my rest.”

3. Blake decided that a glass of warm milk would help him get to sleep. He remembered something about it putting a boy to sleep in a book he read long ago. Blake rolled out of bed. He tucked his feet into a pair of slippers and wrestled with a robe before finally managing to get it on. He headed to the kitchen. As he passed through the living room, Blake’s toe came in contact with the leg of an end table next to the sofa. Holding it toe while bouncing on one foot, he landed on the end of Muffy’s tail. Muffy seemed displeased with this and howled. This woke up Polly. She began to squawk and flapped around in her cage. Boots stirred with all of the ruckus and leaped onto a bookcase. He wanted a closer look at Polly.

3. Read the definitions below for the word **dissolve**.

<table>
<thead>
<tr>
<th><strong>dissolve</strong> (di zälv′)</th>
<th><strong>verb</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to become like water</td>
<td></td>
</tr>
<tr>
<td>2. to break up</td>
<td></td>
</tr>
<tr>
<td>3. to end</td>
<td></td>
</tr>
<tr>
<td>4. to disappear</td>
<td></td>
</tr>
</tbody>
</table>

Which definition best fits the way **dissolved** is used in paragraph 1?

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

4. Read the definitions below for the word **contact**.

<table>
<thead>
<tr>
<th><strong>contact</strong> (kän′ takt)</th>
<th><strong>noun</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a touching</td>
<td></td>
</tr>
<tr>
<td>2. an important friend;</td>
<td></td>
</tr>
<tr>
<td><strong>verb</strong> 1. to get in touch with 2. to touch</td>
<td></td>
</tr>
</tbody>
</table>

Which definition best fits the way **contact** is used in paragraph 3?

- F Definition 1 - noun
- G Definition 2 - noun
- H Definition 1 - verb
- J Definition 2 - verb
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the selection below before answering the question below.

1. Building a new house takes a lot of careful planning. A plan should be made before any building takes place. Ideas can be discussed and developed of what the house will look like. The family that will be living in the house needs to be in on the planning. It is easier to do this at the beginning and not after the house has been started.

2. Architects are the people who draw the house and put the ideas down on paper. Sometimes these are done on the computer. Other times they are drawn by hand. The architects show the drawings to the people having the house built to get their approval. If any changes are to be made to the original plans, it is best to do them early. It will save time and money to do it at the start. In many places, the plans have to be approved by the local government. Once all of that is taken care of, the building can begin.

3. The builder of the house stakes out its outline on the ground. This shows where the house will go. Workers come and smooth out the ground. Then, the builder makes the bottom part of the house called the foundation. Many houses use concrete for the foundation. A lot of builders feel this is the strongest base to use.

4. Once the foundation is set, the builder will begin to put up the inside framing. Usually, it is made of wood. Some builders use metal framing. The roof is built next. It goes over the top of the framing. Some roofs are made of metal while others are asphalt shingles, tiles, wood shingles, or slate shingles. These choices of roofs all make fine coverings.

5. After the roof is complete, the outside of the house is put on. This can be brick, wood, glass, plaster, stone, concrete, or stucco. Doors and windows are installed, and the house can be closed up.

6. The inside of the house should be worked on next. Wires, lights, outlets, water pipes, a bathtub, toilets, and sinks are put inside the house. Heating and air conditioning fixtures are important for a house. These are placed inside the house during this time.

7. The house is almost ready. The inside and outside are painted. Flooring such as carpet, wood, tile, or vinyl is put on the foundation throughout the house. Grass, trees, bushes, and flowers are planted around the yard. Wooden fences that provide beauty and safety can be added around yards. The house is finished, and its new owners are eager to move in.

1. According to the article, which part of the house gets attention after the sinks are put in?

   A  The roof is put on.
   B  The doors are put on.
   C  The house is painted.
   D  The windows are added.
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the selection below before answering the question below.

1. A long brown snout appears at the entrance to a deep cave. A few quick sniffs follow and the rest of the animal lumbers out. It is an adult brown bear. Directly behind scurry two much smaller cubs. One bumps into the other, knocking them both down. The mother bear turns and bellows like the horn on a truck. She is hungry and is anxious to find food. Immediately, the two toddlers scramble to catch up to their mother. Staying close to her, they will learn how to care for themselves.

2. The long winter has made her thin and wanting to quench her hunger. She leads her cubs to a swift moving stream flush with water from newly melted snow. Standing belly deep in the cold water, the mother bear catches several fish in her mouth and paws. The cubs watch and learn from the safety of the nearby bank. After this feast on fish, she shows her cubs where to find berries, nuts, mushrooms, honey, and new grass. She uses her keen nose to smell out even more food: flowers, mice, and a wide variety of insects. Each step of the way, her cubs tag along eager to be the first in line, find out what new treat awaits them, and to learn more from their mother.

3. The mother bear wanders all over the surrounding forest and out onto wide grassy plains in her search for food. Normally, she spends most of her time looking for and eating food. But right after leaving her winter’s den, the mother bear is on an almost constant search for food. Once her immediate hunger has been served, she will settle into a routine of caring for her cubs. Spring and summer will turn into autumn. The mother bear will feed through the cooling weather and grow fat in time for winter. She and her cubs will return to their den and sleep through the winter until next spring.

2. The bear cubs stay close to their mother because

F  they are scared.
G  she wants them to watch her.
H  she wants them to be safe.
J  they are cold.
Week 4, Day 2
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the passage below before answering the question below.

1. Has your nose ever exploded on you? Don’t worry, you probably just sneezed.

2. Your body has many built in features that help to keep you healthy. Sneezing is one of them. A sneeze is one way your body gets rid of dirt and germs that may make you ill.

3. The nose is made to trap dust, dirt, and germs before they can get inside and down into your lungs. Sometimes these little pieces of matter bother your nose. Tiny nerves in your nose send a signal to your brain letting it know that something is not right. Your brain responds. It sends its own messages to get you to sneeze. Your lungs take in a bunch of air. The muscles in your chest suddenly get tight and push the air out of your nose and mouth. Whatever was bothering you is now gone, pushed out by the gush of air.

4. The air pushed out of your body during a sneeze travels at such a high speed that it can travel over to people nearby. It is important that you cover any and all sneezes so that your germs do not spread to other people. This will help them stay healthy. These people will be grateful.

4. It is important to cover a sneeze because

   F the sneeze will not be as loud.
   G others will be kept safe from germs.
   H there will not be as many sneezes.
   J fewer bits of dust will get into the nose.
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the selection below before answering the question below.

Beginning to Run as Exercise

1. Stretch slowly for five minutes. Make sure your leg muscles are carefully stretched out. Do not move suddenly or quickly. Prepare the muscles with slow moves.

2. Wear comfortable shoes that are made for running. Regular shoes will harm your feet. Make sure the shoes you wear are tied. Be careful of blisters that may form from loose fitting shoes.

3. Start your running exercise time by walking. This helps warm your muscles to the running that is to come. Slowly build up the speed that you walk.

4. Once you have walked a bit, begin to run. Move slowly at first. Go faster as you warm up. Stop running as you begin to get winded. Walk a ways while you catch your breath. Then, start to run again. Walk and run several times to help your body get used to the exercise. Build up the time that you run from one day to the next.

5. As your exercise program continues, build up the time you spend on it each day. Add to it until you are able to run straight through for thirty minutes.

4. What happens after you begin to get winded while running?

   F   You start to walk.
   G   You hold your breath.
   H   You stretch out your arms.
   J   You push off with your feet.
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the passage below before answering the question below.

### Hippos

1. One minute, the top of the lake lay smooth like a pane of glass. The next minute, a pair of small gray ears cut through the surface of the water quickly followed by a nose and two eyes. With a blink now and then, the creature rests quietly in the still water. The noon day sun heats up the day, but the animal in the water is cool and relaxed. It is a hippopotamus.

2. The hippopotamus loves to spend as much time as possible in water. During the hot African days, a hippo rests for hours in a lake or river. It may nibble on some water plants or take a big gulp of air and spend up to thirty minutes underwater. Webbed toes let the hippo move around through the wet stuff. Its size does not slow the hippo down.

3. The outer layer of skin on a hippo is thin. If the skin is out in the sun for too long, it will dry out and get sunburned. By staying in the water and keeping its body covered with water or mud, a hippo is able to have safe, healthy skin.

4. Almost as big as a small car, a hippo is one of the heaviest of all the animals that live on land. Only the elephant and sometimes the white rhinoceros carry more weight. A hippo can weigh up to 6000 pounds, be more than 15 feet long, and stand 5 feet tall.

2. The hippopotamus stays in water because it

   - F needs to sleep.
   - G wants to get relief from its weight.
   - H needs to get away from other animals.
   - J wants to stay away from the sun.
Describe Explicit and Implicit Relationships Among Ideas in Texts Organized by Cause-and-Effect, Sequence, or Comparison

Read the passage below before answering the question below.

1 Meteors are chunks of metal and/or rock that travel through space and into the atmosphere around a planet. As they fly through the gases that surround a planet, the friction of the air against the meteors cause the chunks to get very hot and glow. Many meteors burn up to and turn into tiny pieces of dust as they pass near a planet. Others are big or tough enough to make it all the way to the planet’s surface. When this happens, the meteors become meteorites.

2 Scientists that study these objects believe that most come from comets or steroids that pass close to a planet. Some that have landed on the ground on Earth are thought to have come from Mars or from the moon that orbits Earth. They came here after a bigger asteroid crashed into the moon or Mars, sending pieces to Earth.

3 Over the years, large meteorites have struck Earth. Huge craters or holes have been made in the ground. One large meteorite landed in Africa and another in Greenland. Other craters have been discovered in Mexico, Canada, and South Africa.

4 The force of these large meteorites smashing into the ground on Earth was tremendous. Dust and gases were thrown into the air covering the sky in the area of the crash and creating clouds that blocked out the sunlight for months.

3. How are meteorites different from meteors?

A Meteorites are made of metal and rock.
B Meteorites go to a planet’s surface.
C Meteorites get hot and glow.
D Meteorites travel through space.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the questions below.

1. Building a new house takes a lot of careful planning. A plan should be made before any building takes place. Ideas can be discussed and developed of what the house will look like. The family that will be living in the house needs to be in on the planning. It is easier to do this at the beginning and not after the house has been started.

2. Architects are the people who draw the house and put the ideas down on paper. Sometimes these are done on the computer. Other times they are drawn by hand. The architects show the drawings to the people having the house built to get their approval. If any changes are to be made to the original plans, it is best to do them early. It will save time and money to do it at the start. In many places, the plans have to be approved by the local government. Once all of that is taken care of, the building can begin.

3. The builder of the house stakes out its outline on the ground. This shows where the house will go. Workers come and smooth out the ground. The builder makes the bottom part of the house called the foundation. Many houses use concrete for the foundation. A lot of builders feel this is the strongest base to use.

4. Once the foundation is set, the builder will begin to put up the inside framing. Usually, it is made of wood. Some builders use metal framing. The roof comes next. It goes over the top of the framing. Some roofs are made of metal while others are asphalt shingles, tiles, wood shingles, or slate shingles. These choices of roofs all make fine coverings.

5. After the roof is complete, the outside of the house is put on. This can be brick, wood, glass, plaster, stone, concrete, or stucco. Doors and windows are installed and the house can be closed up.

6. The inside of the house should be worked on next. Wires, lights, outlets, water pipes, a bathtub, toilets, and sinks are put inside the house. Heating and air conditioning fixtures are important for a house. These are placed inside the house during this time.

7. The house is almost ready. The inside and outside are painted. Flooring such as carpet, wood, tile, or vinyl is put on the foundation throughout the house. Grass, trees, bushes, and flowers are planted around the yard. Wooden fences that provide beauty and safety can be added around yards. The house is finished, and its new owners are eager to move in.
1. The reader can infer from information found in this passage that
   A there are a lot of steps in building a house.
   B people are able to build their own houses.
   C houses are built in groups.
   D builders move from one neighborhood to the next.

2. Which sentence from the passage tells the reader that making changes to a house can be expensive?
   F Some builders use metal framing.
   G The inside of the house should be worked on next.
   H It will save time and money to do it at the start.
   J Wooden fences that provide beauty and safety can be added around yards.
Week 4, Day 3
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the questions below.

1. A long brown snout appears at the entrance to a deep cave. A few quick sniffs follow and the rest of the animal lumbers out. It is an adult brown bear. Directly behind, scurry two much smaller cubs. One bumps into the other knocking them both down. The mother bear turns and bellows like the horn on a truck. She is anxious to find food. Immediately, the two toddlers scramble to catch up to their mother. Staying close to her, they will learn how to care for themselves.

2. The long winter has made her thin and wanting. She leads her cubs to a swift moving stream flush with water from newly melted snow. Standing belly deep in the cold water, the mother bear catches several fish in her mouth and paws. The cubs watch and learn from the safety of the nearby bank. After this feast on fish, she shows her cubs where to find berries, nuts, mushrooms, honey, and new grass. She uses her keen nose to smell out even more food: flowers, mice, and a wide variety of insects. Each step of the way, her cubs tag along eager to be the first in line, find out what new treat awaits them, and to learn more from their mother.

3. The mother bear wanders all over the surrounding forest and out onto wide grassy plains in her search for food. She will settle into a routine of caring for her cubs once this need has been met. Spring and summer will turn into autumn. The mother bear will feed through the cooling weather and grow fat in time for winter. She and her cubs will return to their den and sleep through the winter until next spring.

1. The reader can tell from information found in this passage that the

   A  bear cubs grow fast.
   B  mother bear spends most of her time looking for food after waking up from her winter’s sleep.
   C  bear cubs often get in each other’s way as they try to learn from their mother.
   D  mother bear takes care of the father bear.

2. Which sentence from the passage tells the reader that the mother bear has not eaten for quite a while?

   F  Spring and summer will turn into autumn.
   G  The long winter has made her thin and wanting.
   H  The cubs watch and learn from the safety of the nearby bank.
   J  Staying close to her, they will learn how to care for themselves.
Newspapers

1. Newspapers are made all the time. Many things happen in the thinking, writing, printing, and selling of newspapers.

2. Many newspapers have rooms filled with lots of desks and computers. People talk on the telephone and type on their computers. It is noisy. People are rushing here and there. There is a lot to be done before the next issue of the newspaper is complete.

3. People in the room are constantly on the telephone with people all over. When a local news story breaks, a reporter goes to find out all about it. The reporter writes or records information and may even get other people’s view on the story. Then, the reporter returns to the newsroom and writes or types the story. An editor reviews the report and may send it back to be rewritten. When the story is complete, it is sent along with all of the other stories, articles, photographs, and advertisements to be arranged into the next edition of the newspaper. Finally, it is printed on newspaper by big, fast moving printing machines. The newspapers are bundled and shipped to various places around the community, ready for the public to purchase a copy, and read up on the latest news.

3. The reader can infer from information found in this passage that

   A newspapers are printed everyday.
   B reporters take their own pictures.
   C a newspaper owner works at the newspaper.
   D a newspaper office is a busy place.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the question below.

1. Has your nose ever exploded on you? Don’t worry, you probably just sneezed.

2. Your body has many built in events that often just happen. Sneezing is one of them. A sneeze is one way your body gets rid of dirt and germs.

3. The nose is made to trap dust, dirt, and germs before they can get inside and down into your lungs. Sometimes these little pieces of matter bother your nose. Tiny nerves in your nose send a signal to your brain letting it know that something is not right. Your brain responds. It sends its own messages to get you to sneeze. Your lungs take in a bunch of air. Then the muscles in your chest suddenly get tight and push the air out of your nose and mouth. Whatever was bothering you is now gone, pushed out by the gush of air.

4. The air pushed out of your body during a sneeze travels at such a high speed that it can travel over to people nearby. It is important that you cover any and all sneezes so that your germs do not spread to other people. This will help them stay healthy. These people will be grateful.

4. The reader can tell from information found in this passage that

- F sneezing helps keep your body healthy.
- G noses come in all shapes and sizes.
- H tissues keep your body from getting sick.
- J sneezing comes in groups of three.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the question below.

Building a Model Airplane

1. Take the pieces out of the box. Put them in order. Find the wheels and paint them black.
2. Glue the wheels together. Put the wings in place and paint them silver.
3. Snap the door into its place in the body of the airplane. Paint it blue.
4. Add the two engines onto each wing. Make sure they are facing the right direction.
5. Continue with the pieces. Follow the directions found in the box.

1. According to the passage, model airplanes
   A  have pieces that need to be put together.
   B  come with already painted pieces.
   C  are purchased from toy stores.
   D  take several people to put together.

Read the passage below before answering the question below.

Learning to Swim

1. Climb down into the pool.
2. Take a deep breath and hold it. Duck your head under the water. Stay under for several seconds. Lift your head out of the water.
3. Wipe the water from your eyes. Breathe in deeply. Hold your breath. Go under the water and push against the side of the pool with your feet. Stop and set your feet on the bottom while you stick your head above the water.
4. Look around to see where you are in the pool. Take a deep breath and keep the air in your lungs. Go under the water and walk back to the side of the pool. Stretch your hands out in front to feel for the side. Lift your head out of the water when you reach the side.

2. Which sentence from the passage tells the reader that the water in the pool is lower than the height of the swimmer?
   F  Take a deep breath and hold it.
   G  Duck your head under the water.
   H  Lift your head out of the water when you reach the side.
   J  Stop and set your feet on the bottom while you stick your head above the water.
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the passage below before answering the question below.

### Two New Bicycles

1. The *Wonder Bike* comes in red or blue. Two wide tires spin freely on a steel frame. A silver bell rests on the handlebars to signal everyone you are coming down the street. A shiny basket sits above the front tire. It is big enough to hold most anything you can carry. These bikes are flying out the door of the store faster than we can order them.

2. The *Super Bike* can be bought in either blue or red. It has two thin tires to keep it moving fast. The *Super Bike* also comes with a bell and a basket. Quite a few of these bicycles sit shiny and new in the store for you to buy.

3. Which sentence from the passage lets the reader know that the *Wonder Bike* is popular with customers?

   A. *Two wide tires spin freely on a steel frame.*
   B. *A shiny basket sits above the front tire.*
   C. *These bikes are flying out the door of the store faster than we can order them.*
   D. *Quite a few of these bicycles sit shiny and new in the store for you to buy.*

### Beginning to Run as Exercise

1. Stretch slowly for five minutes. Make sure your leg muscles are carefully stretched out. Do not move suddenly or quickly. Prepare the muscles with slow moves.

2. Wear comfortable shoes that are made for running. Regular shoes will harm your feet. Make sure the shoes you wear are tied. Be careful of blisters that may form on your feet from loose-fitting shoes.

3. Start your running exercise time by walking. This helps warm your muscles to the running that is to come. Slowly build up the speed that you walk.

4. Once you have walked a bit, begin to run. Move slowly at first. Go faster as you warm up. Stop running as you begin to get winded. Walk a ways while you catch your breath. Then start to run again. Walk and run several times to help your body get used to the exercise. Build up the time that you run from one time to the next.

5. As your exercise program continues, build up the time you spend on it. Add to it until you are able to run straight through for thirty minutes.

4. The reader can infer from the passage that running as an exercise

   F. *takes time out of every day.*
   G. *is to be carried out with other people.*
   H. *takes time to get the body in shape.*
   J. *is done outside.*
Make Inferences About Text and Use Textual Evidence to Support Understanding

Read the article below before answering the questions below.

**Hippos**

1. One minute, the top of the lake lay smooth like a pane of glass. The next minute, a pair of small gray ears cut through the surface of the water quickly followed by a nose and two eyes. With a blink now and then the creature rests quietly in the still water. The noon day sun heats up the day, but the animal in the water is cool and relaxed. It is a hippopotamus.

2. The hippopotamus spends as much time as possible in water. During the African days, a hippo rests for hours in a lake or river. It may nibble on some water plants or take a big gulp of air and spend up to thirty minutes underwater. Webbed toes let the hippo move around through the wet stuff. Its size does not slow the hippo down.

3. The outer layer of skin on a hippo is thin. If the skin is out in the sun for too long, it will dry out and get sunburned. By staying in the water and keeping its body covered with water or mud, a hippo is able to have safe, healthy skin.

4. Almost as big as a small car, a hippo is one of the heaviest of all the animals that live on land. Only the elephant and sometimes the white rhinoceros carry more weight. A hippopotamus can weigh up to 6000 pounds. It can be more than 15 feet long and stand 5 feet tall.

1. Which sentence from the passage lets the reader know that the hippopotamus likes the water?

   A. *Its size does not slow the hippo down.*
   B. *A hippopotamus can weigh up to 6000 pounds.*
   C. *The hippopotamus spends as much time as possible in water.*
   D. *Only the elephant and sometimes the white rhinoceros carry more weight.*

2. From this article the reader can tell that the hippopotamus

   F. spends time in groups.
   G. lives where it is hot.
   H. stays in water to escape from enemies.
   J. finds the food it needs in the water.
Week 4, Day 4
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

Read the selections before answering the questions below.

Dear Grandma,

1. How are you? It was great spending time at your house over the summer. How’s Eddie the cat? Is he still catching mice in the barn?

2. We had our big basketball game last night. We won! I scored twenty-two points, Grandma! That’s the most I have ever scored during any game. Everything seemed to work out just right.

3. The cougars, they are the other team from Jefferson, got into an early lead. They stayed in front of us all through the game until the last couple of minutes. I scored eight of my points during the last three minutes of the game, Grandma. It was like I was on fire. When the ball came to me, I would get clear of the other team’s players and be able to shoot. Each of my shots just dropped in like the ball had eyes for the net.

4. One of the other players bumped me when I had the ball near the end of the game, so I got to shoot two free throws. We were tied, and there was only about twenty seconds left. I was real nervous, Grandma. I remembered what you told me. I thought about practicing at your farm at the basketball goal nailed to the barn. It was always so quiet there. I blocked everything else out and imagined I was back at your farm. It calmed me down like you said it would, and I made both free throws. We got the lead and stayed there to win the championship game.

5. It was great. Thank you, Grandma, for the advice. I love you. See you in a couple of months.

Love,
Natalia

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The Benson Hill Weekly News
December 17, 2013

The Panthers Beat the Cougars for the Championship
by Jessie Reyes, Staff Writer

1. The Benson Hill Middle School Panthers came from behind to beat the Andersonville Middle School Cougars 69 – 67 last evening at the Benson Hill Middle School gymnasium. The win clinched the top spot at the tournament for the Panthers. This is the first championship title the Panthers have won since the school began twenty-five years ago.

2. Panther coach, Angela Chavez, had nothing but praise for both teams. “The Cougars were the team to beat all throughout the tournament. They have tremendous speed and can shoot baskets from all over the court. They held us off until the last few minutes. That’s when Natalia Vasquez seemed to just take off. She had played well the entire game, but something really clicked during the last part of the game. She was hot. Her shots fell right into the net. Natalia sparked the rest of our team to play even harder. We overcame the Cougar lead and were able to win the game.”
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

3  Cougar coach, Melanie Stanton, said, “We played our hearts out, but tonight the better team won. Things just didn’t seem to go our way. The Panthers were too much for us to overcome. Natalia Vasquez played very well. She beat us. It was a tough game to lose, but I am proud of both teams. We’ll get them next time.”

4  Three of the Panther players scored in the double digits. Besides Natalia Vasquez with twenty-two points, Melissa Taylor had eighteen points and Gabrielle Rodriguez scored twelve points. Two Cougar players scored more than ten points each. Leena Arroyo had nineteen points and Veronica Pena ended with seventeen points in the losing effort.

5  The game marks the twenty-fifth time the two teams have played each other. The Panthers have thirteen wins and the Cougars have twelve.

6  After a short break, the Panthers will resume their schedule with a game on January 5 at Circleton against the Bears. The Cougars will host Mitchell Falls on January 6.

1. What do the two passages have in common?

   A  Both passages show how good coaching wins basketball games.
   B  Both passages are about how people help each other.
   C  Both passages are about one player’s part in a basketball game victory.
   D  Both passages are about how things can go wrong when times are tough.

2. An idea present in both passages is

   F  Natalia’s struggle to calm herself down.
   G  the come from behind win in the basketball game.
   H  the skill of the cougar basketball players.
   J  Natalia’s summer vacation at her grandmother’s house.
Mount Pleasant Daily News
Volume 2, Issue 4 October 12, 2013

Old 98 Rides Again!
by Jack Jameson, Staff Writer

Old 98 is a turn of the century steam engine. It makes a weekend run between Mount Pleasant and Rolling Hills. The engine weighs over 100 tons. Attached to its coal car, they reach 70 feet in length. The engine stands 14 feet high at the top of its smokestack.

Old 98 was in service from 1899 until the late 1950s all across the state. The solid black steam engine shuttled freight cars back and forth between Smithton and San Alfredo in the early part of the 1900s. During the twenties, Old 98 served on the rail lines between Smithton and Long Tree. The last years of service had the engine transporting passengers between Smithton and nearby Fort David.

With new and more efficient diesel engines in use, Old 98 was retired from service in the last part of 1959. Neglected and rusting, the engine sat on a side track at the Fort David train yard until 1985. A group of train collectors and others interested in preserving steam engines that once traveled up and down the rails across the United States got together and bought Old 98. They spent five years restoring the engine. Old 98 was ready to run again in 1990.

Moved to its present site, Old 98 makes a weekend run between Mount Pleasant and Rolling Hills. Accompanied by a coal car, five passenger cars, and a caboose, the train makes the sixty mile journey in a couple of hours. Passengers board the train in Mount Pleasant and ride to Rolling Hills. They exit the train and enjoy the many restaurants, antique stores, gift shops, and stores that dot the town.

During the months of April and May, the train ride takes on a western theme. Train robbers hold up the train on its stop at Centerville halfway to its destination. They ask for donations from the passengers and give the money to a local charity. Once at Mount Pleasant, passengers are treated to a Wild West gunfight, cattle drive down Main Street, and rodeo. The extended train ride leaves Rolling Hills two hours later than normal to make time for all of the festivities.

Those of you interested in Old 98 or the Mount Pleasant train ride can contact the Mount Pleasant Old 98 Steam Engine Society at 555-2146. Ticket prices range from $20.00 for adults to $10.00 for children ages 3 – 10. Children younger than 3 are free. The train runs every Saturday throughout the year. Special weekday tours for school groups are available also. Call for further information.
Ruben’s Report About the Train
Ruben Medina Grade 4 October 12, 2013

1. Our class took a trip on the Mount Pleasant steam train today. We went in a passenger car pulled by a steam engine called Old 98. I thought the ride would be smelly and noisy because of the steam engine.

2. First, we got on board the passengers car. The students from our school took up one whole car. Students from other schools filled up the other cars.

3. The tour guide told us all about the train and engine Old 98. She told us that Old 98 used to pull freight cars all around the state. The engine also worked on a passenger train for many years. Old 98 hauled people to different parts of the state. It must have been tiring to ride around from place to place on the train.

4. When the train stopped at Centerville, four cowboys got on and held us up. Actually, they were pretending and asked us to donate any amount of money that we could. It would go to help a local charity. Just before leaving, they told us to watch for a big gunfight once we got to our final destination.

5. After Centerville, we headed on to the last stop, Rolling Hills. The gunfight took place as soon as we arrived. I could see everything from the train. A sheriff and his deputies rode into town on horses and tried to catch the train robbers. A gunfight broke out. It was very loud. I had to cover my ears.

6. Our class visited the shops and stores on the main street in Rolling Hills. Then, we ate our sack lunches at the park next to the train station. Two hours after arriving in Rolling Hills, the train left to return to Mount Pleasant. Old 98 ran smooth and puffed smoke all the way. I hardly smelled any smoke. We made so much noise talking about the trip that I didn’t even hear the sounds of the engine.

7. I realized that the old steam engine was a valuable piece of our history. I am glad that I had a chance to ride on one of its passenger cars as others did many years ago.

1. Ruben’s report is different from the newspaper article because Ruben’s report

   A. gives facts about Ruben’s school.
   B. tells how Ruben feels when he rides the train.
   C. describes what the train engine looks like.
   D. explains why the class took a field trip.

2. The newspaper article and Ruben’s report both tell about

   F. the price of tickets to ride the train.
   G. the size of the old train engine.
   H. where the engine used to travel.
   J. where the train got its name.
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

Read the selections before answering the questions below.

**Bollington Elementary School Weekly Gazette**  
September 13, 2013

**Letters to the Editor**

Dear Editor,

1. I am all for adding two more flag poles out in front of the school. The one pole there now holds the United States flag and the state flag. Two more poles would be able to hold the school flag and the town flag. Everyone who passes by would be able to see that we are proud of the school we attend and the town that we call home.

2. Our school flag was designed many years ago by a student. A separate pole outside the school would allow the flag to be shown off for others to see. The town flag was designed by a different former student of the school. It flies in front of city hall. Flying it outside of the school would show that our school is proud to be part of the town.

3. Only a few people are able to see the school and town flag as the flags rest on two poles tucked away in the corners of the school office. Two more flag poles outside of the school would let many other people view the flags every day that the school is in session.

4. Please vote tomorrow to decide how to spend the grant money on the school. Whatever you decide, make your choice count. Vote for what you think is the right choice and what is best for the school. Thank you.

Jackson Dartmouth

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1. I decided to give a speech both for and against the new flag poles. I think it is important that the students make up their own minds. They need the facts in order to do this. So here is my speech.

**My Speech For and Against New Flag Poles**

by Jake Paulson

2. I think that the school should add two flag poles near the already existing pole that stands in front of the school’s entrance. This would give people a chance to see the school and town flags. The two poles would allow the school to show how proud it is to be a part of Bollington.

3. Here are reasons and opinions against the building of two new flag poles at the entrance to the school. The school and town flags already have a respected place just inside the school office for all to see. The money could better serve the students by buying additional books for the school library.

4. Whichever way you think, please go and vote. The choice with the most votes will be carried out. I urge you to vote for the choice you feel is best and right for the school.
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

3. What is one difference between the two passages?

A Jackson’s letter only gives one side of the flag pole choice, while Jake’s speech gives both sides.
B Jackson’s letter deals with voting, while Jake’s speech does not.
C Jake’s speech is about respect, while Jackson’s letter is about doing what is best.
D Jake’s speech tells about the flags to go on the new flag poles, while Jackson’s letter does not.

4. The letter to the editor and the speech both tell about

F making the right choice for the school.
G the people who made the school and town flags.
H using money to buy books for the school library.
J the choices the students could make for the school.
Read the passages before answering the questions below.

The First Woman Mayor of Allenville

1 One hundred and fifty years after the town of Allenville was founded by her great, great, great, great grandfather, Samantha Allen has been elected to serve as the city’s new mayor. President of her own computer company, Ms. Allen won a huge majority of the vote of nearly 50,000 people that voted in the historic election.

2 Approaching 250,000 residents, Allenville has seen many changes over its one hundred fifty years. From the one story general store to high rise office buildings, an international airport, a transcontinental railway, and two bustling universities, Allenville has continued to grow and prosper.

3 Upon winning the election, Ms. Allen thanked the people of the town for all of their help and support over the years. She promised to work hard, just as they have all done, and start right away on fulfilling her campaign promises of creating new jobs in the city, expanding the parks, and providing all the schools in the city with the resources needed to give the best education possible.

Running for Mayor

1 Russell tacked the sign up onto the pole. He stood back and admired his work. The sign told his name and that he was running for the position of mayor of Smithville. Scores of signs just like this one had already been posted all over the town. Now, it was up to him to convince the people of Smithville that he was the best person for the job.

2 “Hi, Russell,” said a quiet voice behind Russell. Turning, Russell saw a small woman about thirty years his senior.

3 “Oh, hello, Mrs. Johnson. “How are you today?”

4 “I am fine, as always, Russell,” replied Mrs. Johnson. “I remember when you were in my fourth grade class and you gave your speech while running for class president. You said that you wanted what was best for the class and the school. You did what you had promised after winning the election. I think you were one of the best class presidents that I had ever had while I was teaching at the school. Will you do the same if elected mayor of Smithville?”

5 “Yes, Mrs. Johnson, I will,” answered Russell. “The town has grown quite a bit over the years. Many businesses and people have moved into Smithville. I have many ideas about creating even more jobs for this town. I also want to look at the town’s museum, expand the parks, and make sure that the schools have what they need to do the best job that they can. I might even give you a call or two to ask your advice.”

6 “Thank you, Russell,” said Mrs. Johnson. “Many people have worked very hard to make this town what it is today. I know you will do the same. I look forward to election day and I will be waiting for those calls.”
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

1. One way these passages are alike is that both mention

   A  the way the town was founded.
   B  the reasons the town was settled.
   C  the growth and success of the town.
   D  the future plans for the town’s museum.

2. Both passages tell about

   F  where the town is located.
   G  people working hard to help the town.
   H  what the town does to bring in new visitors.
   J  the mayor finding a way to improve the town’s parks.
Read the passages before answering the questions below.

**Tyler Weekly News**

*Volume 6, Issue 9  October 5, 2013*

**The Contest**

by Paula Karn, Staff Writer

1. Rain poured from the sky like a shower in a bathroom. The constant downpour soaked everything in the boats. People were wet from head to toe, but eager and happy to be fishing in the lake. They all seemed to be feeling good about the day’s event. Some were new to the lake while others had been fishing for years. Most people were fishing from known spots. A few were trying their hand at a new fishing spot. The base of the low bridge seemed to have the most contestants.

2. Most of the contestants were content to sit patiently in their small, flat-bottomed boats in the shallow waters of Lake Martin and wait for the fish to bite. Each boat included one or two equally rain-soaked figures. The rain kept most of the people silent except for one boat perched near a small island next to three large boulders just off from the shore. Here the lone passenger quietly whooped and hollered every couple of minutes as she reeled in yet another fish. Eyes all around stared at the fish catcher.

3. “What is she doing right?” asked Paul Noonan, a contestant in a small boat near the lone and successful fish catcher. “None of us are catching anything. It sure looks like she is going to win the contest without anyone even close behind. Is it the spot she has picked to fish? Maybe she has discovered a new secret food that the fish just go crazy over. What could it be?”

4. Sure enough, the lone contestant did indeed win the contest. Tamika Davies caught a total of eighty-five pounds of fish during the time of the contest. She won a striking first place trophy and all the catfish dinners she can eat in one year at the Midtown Café in Tyler.

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**Andrew’s Luck**

1. Andrew couldn’t believe it. Why hadn’t he done this before? His uncle had been telling him for a long time that the best place to catch fish was next to the three rocks near the shore. Andrew’s grandfather also told him that the fish in the lake seemed to really respond to long earthworms during a rainstorm. He had always been happy fishing in the lake, but this was extra special. He knew every part of the lake, but hadn’t fished in this spot for quite a while.

2. The contest had come at just the right time. The storm, the open spot by the rocks, and the crop of long worms from his garden all came together for the contest. Everything had fallen into place. Looking around, Andrew saw that almost no one else was catching anything. Solid rain from the storm seemed to be keeping them from hooking any fish. The catfish dinners for a year were as good as his. They would taste awfully good after a hard day’s work.
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

3. One way Tamika and Andrew are alike is that both

   A  were sure that each was going to win.
   B  often listened to their grandfathers.
   C  were familiar with all parts of the lake.
   D  usually enjoyed fishing in the lake.

4. Both passages tell about the

   F  first place trophy.
   G  steady rainstorm.
   H  help from a grandfather.
   J  low bridge.
Read the passages before answering the questions below.

A Fun Card Game

1 A fun after school activity involves using a deck of playing cards. The fifty-two cards in a single deck can be used to play a variety of card games as well as do other interesting things.

2 One card game begins with each player receiving seven cards. The remaining cards are placed face down in a pile in the center of all of the players. The first player chooses one card in his hand of which he has only one of. Turning to another person, the first player asks if that person has any of that same card. If so, the person gives the card or cards to the player. If not, the player is told no and to pick a card from the pile in the center. If the first player is able to get a card or cards from the person that matches what is asked, the player gets to lay them all down on the table and ask that same person or another person in the game for another card. This continues until the first player is told no. If however, the first player picks a card from the pile that matches the one asked for, the player gets to continue the turn.

3 Play moves around the group until one of the players runs out of cards. This player wins the game.

4 One can also use a deck of cards to build houses. Placing cards on their ends, side by side, next to each other, or on top of each other can result in tall and graceful houses. The trick is to build the houses without any of them falling down. A steady hand and calm nerves can build some very tall houses.
Make Connections Between Literary and Informational Texts with Similar Ideas and Provide Textual Evidence

The Game

1. “It’s your turn,” said Marcy with a big smile. “I just finished laying down all of my queens. Thank you so much for the queen. It is taking a long time to play, but this card game is fun.”

2. “Don’t mention it, Marcy,” muttered Jim. “I haven’t gotten a single good card this entire game. It is like you all have some way of seeing the cards in my hand. Every time you ask me for a card, I have it. When I ask for a card, no one has what I need. How come that is? This is fun, but I would like to do better.”

3. “I guess it is just the luck of the draw,” replied Stan. “Betty, Marcy, and I are having a lot of fun. We have just been lucky, while you haven’t. I am sure your luck will change soon. If it doesn’t, maybe we can take these cards and build houses or do something else with the cards.”

4. “I would like that,” said Jim. “I am all for doing that right now. What do you say we stop this card game and build card houses.”

5. “It is okay with me,” said Marcy.

6. “Me too,” added Betty. “I think it would be fun to try to see who can build the tallest house with cards.”


1. What do the two passages have in common?
   A. Both passages show that card games can be fun.
   B. Both passages show that practicing wins card games.
   C. Both passages are about one player’s part in a card game.
   D. Both passages are about what to do while playing a card game.

2. An idea present in both passages is that
   F. it is fun to win card games.
   G. many card games take a long time to play.
   H. cards can be used for different things.
   J. many people like to relax after school.
Colby’s Report About the Train Museum

1. The train museum at the Mansfield City Park is packed full of many things from and about trains. Our class took a trip to the museum on Tuesday of last week. Mr. Smith, the park’s director, gave our class a tour of the exhibits and displays. I really like trains, so I was excited to visit the museum. We had learned about the importance of trains to our country in our history classes.

2. First, we rode in one of our school buses to Mansfield. It was about a thirty minute ride from our school in Glendale Park. We got out of the bus in the museum’s parking lot and walked into the lobby. Posters and pictures of trains from long ago were hung all over the high walls. Some were larger than the walls in my house.

3. Mr. Smith met us, introduced himself to our teacher, and then led us into the first room. Mr. Smith told us that most of the things we were going to see came from trains that had traveled through Mansfield and Glendale Park sometime over the years. The railroad had been built through these two towns over 100 years ago. I sure wish I had been around when the trains were running back then.

4. Next, Mr. Smith took us into a big room that had an old passenger car in one corner. As I looked inside, I imagined what it would have been like to ride on the railroad from city to city. I could almost hear the whistle from the engine and smell the smoke from the smokestack.

5. I realized that the railroads were important to the cities all along their routes. They took passengers and freight from one place to another. Maybe I will get a job someday working on a railroad. It would be very exciting to drive an engine.
The Train Museum at Mansfield City Park

1. Mansfield City Park has a train museum. The museum is about trains. Mr. Jack Smith, the park’s director, gives tours of the exhibits and displays. The museum is open every Monday, Wednesday, and Friday from 9:00 a.m. until 5:00 p.m. Admission is free.

2. The museum’s parking lot provides plenty of parking. Once you enter the museum’s lobby, posters and pictures of trains from long ago are hung all over. Some take up whole walls.

3. The majority of the items in the museum come from trains that had traveled through Mansfield and Glendale Park sometime over the years. The railroad had been built through these two towns over 100 years ago. The trains were built in nearby Johnson City. Trains ran often each day. Mansfield and Glendale Park were quite busy.

4. One room in the museum holds an old passenger car in one corner. Visitors can climb aboard and look inside. They can imagine what it would have been like to ride on the railroad from city to city long ago. Every so often, the quiet whistle from an old engine can be heard and the smell of smoke from a smokestack can be smelled.

5. Railroads were important to these cities. They carried passengers and freight from one place to another. The towns grew and became successful with the help of the trains. The Train Museum at the Mansfield City Park can take you back to a former time when trains ruled the countryside.

3. Colby’s report is different from the article because Colby’s report
   A. tells when the museum is open.
   B. tells that Colby studied trains in school.
   C. describes what a passenger car looks like.
   D. explains why the park has a train museum.

4. The article and Colby’s report both tell about
   F. who built the trains.
   G. the size of the museum.
   H. the importance of trains.
   J. where the trains were built.