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, Glossary, or Thesaurus 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>
</tr>
</tbody>
</table>
Week 4, Day 1
1. In paragraph 2, the word **acknowledgement** means
   A. excuse. 
   B. invitation. 
   C. explanation. 
   D. greeting. 

2. In paragraph 2, the word **renewal** means
   F. hasty idea. 
   G. early beginning. 
   H. fresh start. 
   J. offered advice. 

Read the selection below before answering the questions below.

1. “To a wonderful group of learners, I say good morning,” said Mr. Will. “I am so glad that you are here today. We have a lot to cover, so let’s get started.”

2. Ben smiled at the **acknowledgement** from his newest teacher. Mr. Will seemed to have a nice way of welcoming his students. Only a few weeks before, Ben had decided to quit his job, head back to school, and begin a **renewal** of his education. The job was going nowhere, and he thought that finishing his schooling would increase his chances for a better job. Being away from classes for a couple of years had stirred his interest in learning more about the history of the United States. Ben entertained the idea of becoming a teacher himself, so he had enrolled back in his old college. He was ready.

3. “How many times do I have to go over this with you, Jason,” said Meg. “It is **impractical** for us to build the tree house in this tree.”

4. “But it is the closest one to the house,” replied Jason.

5. “I understand that,” replied Meg, “but the branches are too short. They are not big enough to hold what we want to build. We would have to brace up the branches before we ever got started on the tree house. The space is too crowded. The inside would hardly have any room to turn around.”

6. “I guess it would be best to go back to your original plan,” admitted Jason.

7. “Yes, that would be best,” said Meg. “It **preceded** everything else. We thought about it before all of the other ideas for the tree house. It will give us the most room even though it is in the tree farthest away from the house.”

3. In paragraph 1, the word **impractical** means
   A. without equal. 
   B. not useful. 
   C. not careful. 
   D. without help. 

4. What does **preceded** mean in paragraph 5?
   F. Broke through 
   G. Repeated again 
   H. Moved aside 
   J. Came first 

Focus on the STAAR – Reading - Grade 5 © 2011 readingwarmupsandmore.com
The oceans of the world contain many different kinds of animals. These creatures of the deep come in all shapes, sizes, and colors. Some of these animals stay in one place all of their lives. Others are free to swim or float wherever the oceans’ waters take them.

Sponges usually stay put on the floor of the ocean. They can live in shallow water near land all the way to the deepest trenches in the ocean. Sponges feed on the dead and rotting matter that floats by them.

A variety of fish is the most familiar of marine animals. They also come in a wide assortment. Delicate and lovely creatures like the sea horse, or streamlined hunters like the shark, spend their lives swimming in the ocean. Much of their time is spent looking for food.

The creatures of the oceans have always struggled to cope with their surroundings. Many problems abound under the water. Cold, natural enemies, harmful pollution from people, over fishing, and lack of food are constant threats. Many countries of the world are beginning to realize the importance of the oceans. They have made laws to help cut back on pollution and fishing. Some countries prohibit the hunting of certain sea creatures.

The oceans cover over two thirds of the world’s surface. People need to think ahead and work together to keep the oceans safe, healthy, and full of life.

1. Which meaning best fits the way delicate is used in paragraph 3?
   A. Needing careful handling
   B. Easily damaged
   C. Sickly
   D. Beautifully fine in its construction

2. What does cope mean in paragraph 4?
   F. To understand
   G. To dismiss
   H. To deal with in a successful way
   J. To decide that more work needs to be done
Use Context to Determine or Clarify the Meaning of Unfamiliar or Multiple Meaning Words

Read the passage before answering the questions below.

1. Most caves are dark, moist, and contain cool air. Sunlight is unable to reach very far inside of many caves. As a result, some animals search out these caves to serve as their home.

2. Caves have three distinct parts. There is the entrance where light from the sun is able to reach. Another is the middle part of the cave where only a fraction of daylight is able to get to. The third area of a cave is completely dark. No sunlight reaches the back of the cave.

3. Animals that use the entrance of a cave are there to get out of the weather or hide from enemies. Others build their homes in the safety of the cave walls. Many of these animals also spend a lot of time outside of the cave.

4. The middle section of a cave receives some light but is still quite dark. The animals that inhabit this area tend to stay there during the daylight hours and leave the cave at night. They search for food at night and return to the cave to rest and sleep.

5. The final part of the cave receives no light. Complete darkness shrouds the deepest part. The creatures that live there never venture out into the light of day. They may be blind because they have no need for eyes. Their color may be pale or transparent. The food they find is adequate to keep them alive, so they never are exposed to any light. These animals do not need to leave because they find enough nourishment in the deep of the cave.

3. In paragraph 5, what does shrouds mean?
   A. Carries  
   B. Contains  
   C. Covers  
   D. Changes  

4. Which word from paragraph 5 helps the reader know what the word adequate means in the passage?
   F. Complete  
   G. Deep  
   H. Final  
   J. Enough  

Name ___________________________     Date ___________________________
Use a Dictionary, a Glossary, or a Thesaurus to Determine the Meanings, Syllabication, Pronunciations, Alternate Word Choices, and Parts of Speech of Words

Read the selection below before answering the questions below.

1. The starter’s whistle was ready to blow. Rachel leaned forward just a little more. She wanted to get the best start that she could. Every little bit that could be shaved off of the time it took to run the distance helped. Rachel knew that she needed all the help she could get. She had tried to cram in as much practice as she could before this first race.

2. Thinking back to the start of the school year, Rachel had never even set foot on a track before. She got tired just walking over the couple of blocks to her friend’s house. A new coach at school had watched when Rachel ran around the gym. He urged her to try out for the after school track team. Sandy, Rachel’s best friend, was a good enough sprinter to make the team, so Rachel decided to give it a try. To her surprise, she made the team.

3. Once Rachel began attending track practice, she found that she enjoyed it. The track coach had talked to Rachel’s gym coach, and both thought she would make a great distance runner. The gym coach had seen something in the way Rachel loped around the gym that made him think she would do well in long races. He had been right. Rachel quickly blossomed into the best runner on the long distance team. She had yet to run in a real race. It had all been practice. Today would tell the tale.

4. The abrupt screech of the starter’s whistle shook Rachel out of her thoughts. All around, runners took off. Rachel joined them and settled into her race plan. She knew she would do well.

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

| cram (kram) verb | 1. pack full | 2. force | 3. feed a great amount | 4. to study quickly |

Which definition best fits the way **cram** 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 **abrupt**.

| abrupt (ə brupt') adj. | 1. steep | 2. rude | 3. sudden | 4. not together |

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

F. Definition 1  
G. Definition 2  
H. Definition 3  
J. Definition 4
The Empire State Building

Rising 1,454 feet into the sky, the Empire State Building was the tallest building in the world for more than forty years. Located on Manhattan Island in New York City, this building, though no longer the world’s tallest, is famous throughout the world.

Work began on the 102 story building in early 1930. The Waldorf Astoria Hotel was standing on the site that the Empire State Building was to occupy. The hotel was demolished. Once it was removed, construction started on the new building. It took a little more than a year to complete the building.

The steel skeleton was put in place first. Teams of workers set the steel columns and beams together using thousands of rivets. Rivets, which look like thick bolts, were heated and put into holes in the pieces of steel that were being joined together. A worker flattened out the rivets with a special hammer, fastening the steel pieces together. Once the skeleton was erected, other workers moved in and built the rest of the floor. They worked like an assembly line putting in one part after another in a set order to complete the job. Then they would do it all over again on the next higher floor.

As one floor was finished, another was started above. Workers worked quickly to finish each floor. The inside and outside of the building were completed one floor at a time all the way to the top. It took thousands of workers millions of hours to build the Empire State Building.

The Empire State Building was completed and opened in 1931. It immediately became a famous landmark in New York City. People from all over the world flocked to the building everyday. The Empire State Building today is still famous around the world. Though no longer the tallest building in the world, it is regarded by many people to be one of the most fascinating and beautiful buildings ever built.

1. From information found in the first paragraph of the passage, what is the passage going to be about?

   A) Building tall buildings
   B) The Empire State Building
   C) The workers that live in New York City
   D) Famous people
Skateboarding
Riding on a Narrow Board

1 Skateboarding has been an exciting activity for many years. People that surfed on the waves off of the coast of California were looking for a way to do this on dry land when the waves weren’t big enough to surf well on the water. Someone came up with the idea of putting four roller skate wheels onto the bottom of a piece of wood. The wooden board was narrow and the riders wanted to go as fast as they could. Less emphasis was put on doing stunts or tricks. Speed was most important.

A Popular Sport

2 Today, skateboarding is enjoyed by many people around the world. There are magazines that tell about the sport. Video games, movies, contests, and competitions abound. Skateboarding seems here to stay.

A Fun Time for All

3 Riding and controlling a skateboard can be challenging at first. But with careful practice, almost anyone can learn simple and basic skateboard skills. Whether you are a novice or an experienced skateboarder, always keep safety in mind. This will ensure continued fun and enjoyment of the sport.

Getting Started

4 First time skateboard users must learn a few basic skills before moving onto more advanced moves. Start off by just standing on the skateboard. Get comfortable keeping your balance. Lean left and right to feel how the board tilts under your weight.

5 Now you are ready to try and move the skateboard. From a standing start, put your right or left foot on the board near the front edge. Push off with your other foot. Once you are moving, put this foot on the board near the back edge. Let the board roll in a straight line. Keep your balance by holding your arms out from your side. You can stop by putting your back foot down on the riding surface. Do this routine over and over until you feel comfortable. Increase your speed and distance as you get used to the feeling of moving on your skateboard.

What’s Next?

6 Once you have become skillful at starting and stopping your skateboard, you are ready to try other simple skills such as turning. You are well on your way to a fun and exciting way of getting from one place to another.
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

2. Which part of the passage will help the reader find information about how to ride a skateboard?

   F  Riding on a Narrow Board
   G  A Popular Sport
   H  A Fun Time for All
   J  Getting Started
Week 4, Day 2
A Busy Creature

1. There are 850 kinds of tarantulas across the world. These hairy spiders come in a variety of sizes. Some tarantulas can grow up to twelve inches in length from the end of one leg to another on the opposite side of their bodies. They are the biggest group of spiders on Earth.

2. Spiders are animals that have eight legs and two body parts. As part of the group of spiders, tarantulas do not have an inside skeleton of bones. They have an outside skeleton made up of hard, tough skin. It is called an exoskeleton. Tarantulas have to get rid of this outer skin periodically. This happens over and over as they grow.

3. Tarantulas have two main body parts. One is the prosoma and the other is the abdomen. The prosoma includes the head, eyes, jaws, fangs, and the brain. The abdomen contains the part of the animal that makes silk. This silk is not used to make webs as other spiders do, but it is used to catch food and in the building of nests.

4. The body of a tarantula is covered with fine, colorful hairs. Some of these hairs can grow up to a half an inch in length. These hairs can be found in a variety of colors. Besides brown and black, some tarantulas can have red, orange, pink, purple, or even blue hair on parts of their bodies.

5. Tarantulas do not build webs to live on or catch prey. They dig a hole in the ground. They use their strong jaws to slice through the soil and remove enough to make a small burrow. Tarantulas will use silk made in their abdomens to make the hole warm and comfortable. Once their home is completed, the tarantulas will wait inside for some small animal to wander by.

6. Tarantulas are marvelous hunters. To help with catching their prey, tarantulas will use their silk to make lines that can be put outside of their burrows. One end of the silk is connected to a twig, rock, or something that will not move. The other end goes back to the tarantula’s nest. When an animal trips the line as it travels by the hole, tarantulas feel the silk move. The waiting predator rushes out of its burrow and attacks the unsuspecting animal. The tarantula bites the surprised animal with a set of sharp fangs. The fangs are hollow and filled with liquid venom that paralyzes the victim. Once the prey is still, the tarantula eats it.

1. From information found in the first paragraph of the passage, what is the passage going to be about?

A  Legs
B  Homes
C  Tarantulas
D  Earth
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

Read the selection below before answering the question below.

Communicating

Messages

1 People have been sending messages to each other for thousands of years. They range from letters to friends to news that affects millions of people. Whatever the reason for the message, people have found ways to communicate with each other. People like telling each other about their lives.

Early Messages

2 Early messages were sent by smoke signals, drum beats, or fires on top of hills. Sometimes people carried messages either from memory or written on a piece of paper. Often a single person would run from one location to another and pass the message onto another runner. This next person would continue to a new spot and pass the message to another messenger. Messages could travel long distances in this manner. Sometimes messengers had a difficult time getting a message where it needed to go. Bad weather, harsh conditions, wild animals, or thieves and robbers would prevent messages from getting through.

Carrier Pigeons

3 One of the best ways to send short messages long distances was by carrier pigeon. These birds could fly long distances in short periods of time if trained properly. They were faster than people. The information needed to get through.

The Pony Express

4 In the middle of the 1800s, the pony express carried messages across the western part of the United States. What had once taken months now could be done in days. The invention of the electric telegraph shortened the life of the pony express. Wires on poles were strung across the country and messages could be sent in seconds rather then days. The telegraph seemed more useful than the mail.

Other Inventions

5 Other inventions, such as the telephone, the radio, the television, the space satellite, the computer, and the portable cell phone, have come along over the years. Some of these move messages better than others. Some move messages quickly while others move them more safely.

What People Love

6 People love to keep in touch with each other. As new inventions prove themselves, they too will be used for people to communicate with each other.
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

2. Which part of the passage will help the reader find information about computers?

   F Messages
   G The Pony Express
   H Other Inventions
   J What People Love
Read the selection below before answering the question below.

1. Tired of using a lawn mower? Gas prices too high? Want to cut down on pollution? You need to get a goat or two to keep your yard and grass trimmed. Goats are the best way to keep a lawn under control.

2. Contrary to popular belief, goats cannot eat everything, but they will eat a lot of different plants. Goats have four-part stomachs. This lets them eat many plants that are too tough for other animals. They also have special saliva that allows them to eat weeds other animals will not touch. This makes goats perfect for yard work.

3. Goats especially like weeds. They will usually eat weeds before they eat grass. Most any plant is delicious to a goat. Even thorny bushes don’t stop them from munching.

4. If left unchecked, goats will eat a lawn bare. Most places that use goats to keep grass trimmed or brush at low levels do so with someone to watch over them. Goat herders want what is best for the goats and the land owners. Before the goats eat too long in one place, the goat herders move them to another spot. It is important to keep the goats on the move. The weeds, brush, and grass are trimmed and the goats get their fill of a good and tasty meal.

3. From information found in the first paragraph of the passage, what is the passage going to be about?

A. Lawn mowers
B. Gas prices
C. Pollution
D. Goats
Read the selection below before answering the question below.

### Castles

**Built to Keep People Safe**

1. Castles were built many years ago to keep people safe. Most of these beautiful castles were built in Europe. Wealthy land owners built these strong shelters to protect themselves from an enemy attack.

**First Castles**

2. The first castles builders used wood. Later, castles began to be built out of stone. Stone castles were harder to break through or burn down. They kept the people inside safer than wooden castles.

**Castles of Stone**

3. Stone castles took many years to build, much longer than wooden castles, and cost much more. The blocks of stone had to be dug out of the ground by hand. Then the blocks had to be moved to the place where the castle was being built. The stone blocks had to be put in place. Many people worked on building the castle.

**Tall Towers**

4. Many stone castles had tall towers along the thick stone wall. The wall went all the way around the castle. The towers would permit people inside to watch for anyone approaching the castle. They were able to see far high in the towers. Soldiers were often put in these towers. When an enemy did come up, the soldiers could warn the rest of the people in the castle. The soldiers could even shoot arrows down at the enemy.

**Keep Out!**

5. Enemies had a hard time getting inside of a well built stone castle. Many castles put barriers in an enemy’s way to keep them out. Walls were built around the front gate. Behind the gate was often a deep moat filled with water. A wooden bridge could be lowered over the moat. This let people go in or out of the castle. When the bridge was raised, no one could get across the moat.

**Castles Today**

6. Many castles are still around today. People like to travel and visit these old places of shelter. The next time you are in Europe, stop at one of the many castles and enjoy your time there. The time spent in a castle of old will be well worth it.

### Glossary

- **barrier** – something in the way
- **castle** – strong building made of wood or stone
- **enemy** – someone out to hurt someone
- **moat** – a deep ditch filled with water
- **tower** – a tall structure
Index

- castle – page 1, 2, 3, 4
- Europe – page 1
- soldiers – page 3
- travel – page 4
- walls – page 3, 4

4. Which part of the passage will help the reader find information about moats?

   F  Glossary
   G  Index
   H  Castles of Stone
   J  Tall Towers
Week 4, Day 3
Seeds

What Do Seeds Look Like?  Page 1

1 Most plants make seeds. New plants come from seeds. There are all shapes and sizes of seeds. Some are as small as a grain of sand. Others are big and heavy. But all seeds need the same things to start growing a new plant. Seeds need air, water, and the right temperature to grow.

2 Seeds can stay in the ground for many months before they start to grow a new plant. Some seeds have a hard covering or coat that keeps water or air from getting inside. The seeds will not grow until something breaks through the coat. Often, it is an animal or a person digging through the soil that makes water and air to get inside the seed.

How a Seed Grows into a Plant  Page 2

3 A seed holds everything it needs to grow a new plant. It has leaves, roots, stems, and food. Air and water are absorbed by the seed. The temperature is warm enough. The seed starts to grow. Some seeds may also need light to begin to grow. The seed coat cracks open. The root part begins to grow down into the ground. It will take in water and food from the soil. Another part of the seed begins to make its way up and out of the ground. The stem heads for light. A pair of small leaves open. They reach toward the light. They use light to make food so the plant can grow. Everything works together in harmony to get the plant started.

Where Did That Come From?  Page 3

4 Seeds move to find new dirt. Some fall to the ground next to the parent plant. Other seeds are able to move away. Seeds can pop out of plants. They land on the ground. Some seeds have sharp edges that stick to the fur of animals as they walk by the plant. The animals keep going. The seeds fall or get knocked off onto the ground. Here they will begin to grow.

5 Some seeds are light. The wind blows the seeds away from their parent plant. The seeds fall to the ground and start to grow.

Animals and Seeds  Page 4

6 Animals may eat a seed. After being swallowed, the seed passes through the animal. It is dropped in a spot different from where it was eaten. The seed can make a new plant there.

Glossary

absorbed – taken in
leaf – the part of a plant that uses light to make food
root – the part of a plant that grows under the ground.
  It takes in water from the ground

seed – the part of a plant that grows a new plant
stem – the part of a plant that holds the leaves

Index

leaf – page 2  root – page 2  seed – pages 1, 2, 3, 4  stem – page 2
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

1. Which part of the passage will help the reader find information about how seeds move from place to place?
   
   A  What Do Seeds Look Like?
   B  Glossary
   C  Where Did That Come From?
   D  How a Seed Grows into a Plant

2. Which part of the passage will help the reader find information about what the word *harmony* means?
   
   F  Moving Seeds
   G  How a Seed Grows into a Plant
   H  Index
   J  Glossary
1. Building a new house takes a lot of careful step-by-step planning and building. It is one of the most satisfying jobs a person can do. 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 rather than later 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. Next comes the roof. 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. Modern doors and windows can add a lot of pleasing lines to a new house.

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. Soon the house is finished, and its new owners are eager to move in.

3. From information found in the first paragraph of the passage, what is the passage going to be about?

A. Building a new house  
B. Learning to be an architect  
C. Uses for concrete  
D. What the inside of a house looks like
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

Read the selection below before answering the question below.

1. Christmas Island is usually a peaceful, quiet little place. But for a short while every year, the island is overrun with tiny red creatures. Millions of red land crabs travel from their forest floor homes to the ocean to mate, lay eggs in the water, and return back to their homes in the forest. Each year these crabs scurry across roads, through buildings, under cars, and over land to get to the ocean. The people of Christmas Island have grown used to these wandering creatures. Many of the island’s residents help the red crabs get safely to their destination. Some stop using their cars or trucks while the crabs are around. Others turn on their sprinklers to give the crabs much needed water on their journey. Still others encourage people to watch out for the crabs and leave them alone.

2. The crabs can seem like a bother to many of the people on the island. The crabs get inside of homes, offices, and schools. They can pinch with their claws. People have a difficult time moving with the crabs around. But the red crabs are important to the island. They eat things off of the forest floor and act like vacuum cleaners. Constant digging in the ground helps the soil become rich and fertile.

3. Millions of the crabs pile out of their homes in the rain forest all over the island when the rainy season brings its first rain. The dangerous trip begins and ends in the forest. The crab eggs must hatch in the sea. Many of the baby crabs become food for other sea animals. But the crabs that live climb back out of the sea and head farther inland to the forest. The young crabs live and grow there until old enough to join the older crabs on their march to the ocean waters every year.

4. Living with millions of red crabs can make life interesting. The people of Christmas Island have learned how to keep their lives going while at the same time helping the red crabs to keep their lives going, too.

4. From information found in the first paragraph of the passage, what is the passage going to be about?

F  Living on an island
G  Island vacations
H  How to eat crabs
J  Red crabs on Christmas Island
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

Read the selection below before answering the question below.

**Nellie Bly**

**Few Choices**

1. Elizabeth Cochran was born at a time when women were thought to be inferior to men and had few choices open to them for a career. But this woman, who later was known as Nellie Bly, defied the trends of the times and became a world famous news reporter.

**Growing Up Poor**

2. Elizabeth was born in 1864 in the small town of Cochran’s Mills in Pennsylvania. Her family was wealthy, and she lived well. Her father died when Elizabeth was six years old. Her mother eventually remarried, but this marriage ended in divorce years later. Elizabeth’s family grew poor and moved to Pittsburg.

**Few Jobs**

3. There were few jobs for a young woman. Elizabeth wanted to be a writer. She read an article in a Pittsburg newspaper that criticized women. Elizabeth was upset enough to write a letter to the editor of the paper in response. The letter was so impressive that the editor offered Elizabeth a job as a journalist for the newspaper. He wanted her to use her writing talent to work for the paper.

**Becoming Nellie Bly**

4. Elizabeth worked as a reporter for the Pittsburg Dispatch. She wrote articles that exposed poor working conditions for women and children in Pittsburg. These articles upset some readers. Elizabeth decided to use a different name when she wrote for the paper. She took the name Nellie Bly.

**A Serious Reporter**

5. After a while, Nellie was assigned to write articles about food, fashion, and the arts. She wanted to write more serious news. She quit and moved to New York City. She was unable to find work as a newspaper journalist. Then one day Nellie was able to get an offer to work as an undercover reporter at the New York World. She would have to be admitted to an insane asylum and pretend to be insane. People that are insane do not think well or correctly. After ten days, she would be taken out of the asylum. She would write about the conditions found at the facility and how she was treated. Nellie accepted the offer.

6. Nellie stayed for the ten days and was released. She wrote about the harsh and harmful treatment that took place at the asylum. As a result, the conditions for patients at that asylum and many others were improved. Nellie became famous and went on to write other articles about poor conditions in the lives of people in the big city.
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

**A Trip Around the World**

7 At the age of twenty-five, Nellie convinced the newspaper to send her on a trip around the world. Nellie was sure that she could make the trip in less than eighty days. This was an unheard of amount of time. No one had ever done that before, man or woman. She left Hoboken, New Jersey on a ship bound for England. Nellie suffered many setbacks on her journey, but she kept going. She rode into New Jersey on a train seventy-two days, six hours, and eleven minutes later. She became even more famous.

**Life After the Newspaper Business**

8 After leaving the newspaper, Nellie traveled, gave speeches, and wrote a book about her trip around the world. Later, she returned to work for the New York World and continued to write articles about injustices and the poor working conditions of the working class people.

9 Nellie Bly died in 1922 in New York at the age of 58 years old. She has been regarded as one of the best newspaper reporters in American journalism.

1. Which part of the passage will help the reader find information about some of the news that Nellie Bly wrote about?

   A Few Choices  
   B Growing Up Poor  
   C Few Jobs  
   D Becoming Nellie Bly
Week 4, Day 4
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

Read the selection below before answering the question below.

1. Fresh vegetables can be enjoyed by almost anyone who has a small plot of ground in a backyard. All it takes is a little bit of work and a lot of care.

2. Start by selecting four or five vegetables that you like. You may buy the seeds to grow the plants or choose to purchase young plants already started. One advantage of seeds is that they cost less than young plants but do take longer to produce food. One advantage of already started plants is they take less time to make food, but they do usually cost more than seeds.

3. Next, make a drawing of your garden. Arrange the plants however you wish. Use a hoe and shovel to break up and turn over the dirt in your garden area. Once the soil is smooth and broken into small pieces, you will be able to plant the seeds or young plants. Follow the directions on the seed package if you are planting from seeds. If you are using young plants, put them in the ground in a straight row far enough apart so that they will not be too crowded when they reach their full size. Put a small sign in the ground at the head of each row to tell which vegetable is planted there.

4. Go back and water carefully. You will also need to water each day as needed. Watch over the garden everyday. Pull unwanted weeds and grasses away from your vegetables. Watch out for bugs, birds, and other animals that may want to dine on your vegetables. Keep them out of your garden.

5. If you tend to your garden faithfully and carefully every day, you will probably be rewarded with a harvest of fresh vegetables. This crop of homegrown foods will help cement your desire to have a regular garden year after year.

2. From information found in the first paragraph of the passage, what is the passage going to be about?

F  Putting in a vegetable garden
G  Eating healthy
H  Cleaning up a backyard
J  Keeping bugs away
Read the selection below before answering the question below.

1. A bird is built for flying to find food or get away from enemies. The different parts of its body are light in weight. The bird is able to move from one place, usually a tree, to another by lifting into the air and flying.

2. The bones of a bird are thin and weigh hardly anything at all. These strong body parts are not filled all the way through. The bones are hollow. Because of this, a bird is able to get off of the ground and stay in the air.

3. A bird’s head is also light in weight. The skull has open places in the bone. A bird does not have a heavy bony jaw or teeth. They use beaks to help them eat.

4. Instead of arms, a bird has a pair of wings. Feathers cover the skin of each wing. The feathers are thick at the front edge of each wing. They thin out toward the back of the wings. As the bird moves its wings up and down, the feathers push against the air. At the same time, the air flows over and under the front of the wings. The air that goes over the top of the wings moves faster than the air that goes under the wings. The air moving at different speeds causes a force to lift the wings and the bird into the air. It is this force that allows the bird to fly.

Glossary

bird – an animal with feathers that flies
hollow – empty inside
jaw – bony part of the head that usually holds teeth
skull – the bony framework of the head
wings – the part of the body of a bird that helps it fly

3. Which part of the passage will help the reader find information about how a bird flies?

A. Glossary - bird
B. Glossary - jaw
C. Glossary - skull
D. Glossary - wings
Use Multiple-Text Features and Graphics to Gain an Overview of the Contents of Text and to Locate Information

Read the selection below before answering the question below.

A Way of Life

1 People lived all over the lands of North and South America long before explorers from Europe came across the Atlantic Ocean. These Native Americans were made up of many different groups called tribes. Tribes used the same language, had the same beliefs, followed the same customs, and lived together.

Tribes

2 Many Native American tribes did associate with each other. Some traded food. Others just came together to talk and share ideas. Still, across two continents, there were great differences between Native Americans.

Food

3 One of the most important differences between tribes had to do with how the people got food. Some lived off the land by farming. They planted, raised, and harvested their food. Other tribes hunted animals that lived where they did.

Farming

4 Native American farmers were able to grow a wide variety of crops. A few of the crops that were grown included squash, beans, potatoes, sunflowers, and corn. Some tribes also gathered wild plants such as rice that grew near their homes. Many of the farmers lived in the eastern and southern parts of North America.

Hunting

5 The tribes that hunted animals lived mostly in the northern and western parts of the northern continent. Among the animals that were hunted were deer, buffalo, sheep, rabbits, and fish. Animals proved important in other ways, too. Their fur, hair, and skin were used for clothing, utensils, tools, and furnishings around the home.

Homes

6 The homes of Native Americans were usually built out of natural materials found where the people lived. Homes were made of wood, grass, dirt, mud, stone, and even hides of animals. Some of the tribes of Native Americans constructed permanent dwellings. They lived in their homes all of the time. Other people built homes that could be taken apart and moved to a new location. Native Americans that lived on the flat plains found in the middle part of North America used tipis. These were like tents. Animal skins were wrapped around tall wooden poles. These homes were easy to move around. The Native Americans could put up or take down these homes and move quickly. These people hunted buffalo that roamed across the plains. They had to be ready to leave at a moment’s notice if the buffalo decided to move on.
7. Horses were introduced to Native Americans by settlers from Europe. By the 1700s, horses had made it as far west as the plains in the middle of the continent. Many Native American tribes accepted the horse and began to use it as a means of travel. The people used horses to move around on the plains and follow the vast herds of buffalo. Horses also allowed the Native Americans to travel and meet with other tribes.

Beliefs and Customs

8. Native Americans believed that they needed to live together with the plants, animals, water, sky, sun, and stars. They had a great pride in their beliefs, customs, and way of life.

4. Which part of the passage will help the reader find information about what Native Americans did to move around?

F. Farming
G. Hunting
H. Homes
J. Horses
Week 4, Day 5
Read the next two selections. Then answer the questions that follow them.

1 Marcus knew he was late. The case felt suddenly heavy in his hand. Pushing the door to the band room open, he rushed inside. All eyes turned to watch Marcus fumble with the latches on his case and take out the dented trumpet. The quick rap of a short wooden baton on the edge of a conductor’s stand brought these same eyes back to focus on the tall man standing completely still at the front of the room.

2 “Marcus, you know I expect you to be here on time, always, just as the rest of us are here on time. Now, please, play with us a few minutes to warm up. I want to hear you play your part.” said Mr. Rather, the director of the band.

3 “Yes, sir,” replied Marcus. He wiggled his fingers on the three valves at the midsection of the trumpet and blew air through the horn. After a moment or two, Marcus was in tune and ready for Mr. Rather to listen to him play.

4 “I want you to remember, Marcus,” said Mr. Rather with neither a smile nor a frown, “that I will accept nothing but your best, as always.”

5 “Yes, Mr. Rather;” answered Marcus.

6 Marcus took a deep breath and started from the beginning of the music as the other members of the band listened quietly. They appreciated the beauty of his playing.

1 The audience clapped politely as the members of the band walked in and sat down. The leader tapped her baton on the stand in front of her, stopping the applause. Holding the attention of each person in the auditorium, the conductor slowly waved the baton to begin the concert right on time, as always.

2 As the band played through the music, the conductor kept time with the baton, pointed to different instruments to encourage them to do their best playing, and smiled when she thought everything went well. The band responded to her every movement. She moved gracefully around her small elevated platform as she directed the members of the band. It was clear to the viewing audience that the band drew inspiration to do their best from her directing. All eyes stayed glued to the director as she led the players from one piece to the next. At the end of each piece, the listeners stood and clapped their appreciation of the performance.
Make Connections Between and Across Multiple Texts and Provide Textual Evidence

1. The two stories both present the idea of the band leaders

   A  making the players play by themselves.
   B  commanding the attention of their players.
   C  smiling when the players perform well.
   D  moving all around as they lead the players.

2. An idea expressed in both selections is

   F  the appreciation of doing well.
   G  how important it is to be on time.
   H  what an audience likes to hear from a band.
   J  playing well has its own rewards.
Make Connections Between and Across Multiple Texts and Provide Textual Evidence

Read the next two selections. Then answer the question that follows them.

King Fahid

1. Samir watched the king’s soldiers march down the narrow street past his lowly stone home. The dark interior of the single room hid him from their searching eyes. From past experience, Samir knew the king would pass by in a moment. Flanked on all sides by strong armed guards, King Fahid would move along the cobblestones up to his castle. Surrounded by high stone walls, the castle afforded the king the protection he constantly sought. Cruel and stubborn, the king had barely escaped many attempts to end his reign. Each time, the young king had grown more distant from his subjects.

2. Times were hard for the small kingdom. Crops were poor, businesses were struggling, and yet the king ruled that taxes be raised every year in an effort to improve and strengthen his army. Many residents, including Samir, grumbled at each pay period because of the ever increasing amount of income they were required to give over to the king.

3. The king had convinced the people that a strong army would help keep them safe from powerful neighbors to the north and east. As these neighbors turned out to have no interest in the small country, the king changed his arguments to keeping the army well trained and equipped to fight off any attempts to defeat him at home.

4. Samir dared to move closer to the open window to catch a glimpse of the king as he rode by the small hut. Flickers of light bounced off the walls along the street as the king’s caravan drew near. Samir peered around the corner just in time to see the king point straight at him and say something to one of the guards. A short moment later, a loud knock rattled Samir’s front door.

Castles

1. Castles were built many years ago to keep people safe. Most castles were built in Europe. Wealthy land owners built these strong shelters to protect themselves from an enemy attack.

2. The first castle builders used wood. They picked a hill or high spot of ground. These early castles had a tall tower called a keep in the middle. Down the hill from the keep was a part called the bailey. This was a flat yard with several buildings inside. A tall wall or fence was put up all around the bailey and the keep. A deep ditch called a moat was built around the outside of the fence or wall. The moat around the castle was filled with water to help keep people from getting to the castle. These castles were able to be built in a short time.

3. Later, castles were constructed out of stone. Stone castles were harder to break through or burn down. They kept the people inside safer than wooden castles.

4. Stone castles took many more years to build than wooden castles. The blocks of stone had to be dug out of the ground by hand. The blocks had to be moved to the place where the
1. Both the story and the article express the important idea that

A stone castles provide protection.
B strong armies keep people safe.
C kings help the people in their kingdom.
D homes can be made out of stone.
Make Connections Between and Across Multiple Texts and Provide Textual Evidence

Read the next two selections. Then answer the question that follows them.

The Basket

1 “Pass the ball to me!” shouted Denise. “I’m wide open!”
2 “Here comes the ball!” answered Stephanie. “Take the shot!”
3 “Yeah, Denise!” yelled Kathryn. “Shoot up!”
4 “Keep the other team away!” hollered the coach, clapping her hands together and smiling. “Way to go team!”
5 “You can make it!” said Sheila. “I know you can!”
6 Stephanie bounced the ball between two players from the other team straight to Denise. Grabbing the ball and dribbling it with one hand, she took three steps and then fired off a shot that arched perfectly through the net just as the buzzer sounded. The game was over. Stephanie’s team had pulled out a victory in the last couple of seconds. Fans in the packed stands stood and cheered as the players mobbed Stephanie, Denise, and their coach. The fans had been with the team when they had been losing, and they were with the team now that they were winning. The noise was deafening as the crowd realized that the team had won their first city championship ever.

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The Final Game

1 The bleachers were still full as the game wound down to its final few minutes. Fans clapped and cheered the home team on and on. It did not matter that their team was losing. Down by twenty-five points, the home team appeared to only be going through the motions just to get the game over with. Silent players wiped sweat away from their eyes and hobbled down the court with little effort given to trying to keep the visiting team from scoring. The margin grew. With only a few seconds left, the lead was up to thirty-two points.

2 The coach called one last time out. Trying to rally her players, she smiled, waved her arms, pointed to her clipboard, and patted the players on their backs. Each of the players on the home team seemed to have given up. No one said a word to each other. They just sat on the floor at the sideline and took in drinks of water. As the buzzer sounded marking the end of the timeout, they weary struggled to their feet. The ball was thrown in, a feeble shot was made that did not even make it to the rim, and the players walked quietly over to the other team to shake hands. Having congratulated the visiting team as winners, the home team took the long walk into the locker room.
2. Which of these is a message found in both passages?

F  Players need to encourage each other to do well.
G  Coaches have a difficult job with players.
H  Support the team no matter what.
J  The game is important to everyone.
Make Connections Between and Across Multiple Texts and Provide Textual Evidence

Read the next two selections. Then answer the question that follows them.

1 Fresh vegetables can be enjoyed by almost anyone who has a small plot of ground near at hand. All it takes is a little bit of work and a lot of care.

2 Start by selecting four or five vegetables that you like. You may buy the seeds to grow the plants or choose to purchase young plants already started. One advantage of seeds is that they cost less than young plants but do take longer to produce food. One advantage of already started plants is they take less time to make food, but they do usually cost more than seeds.

3 Next, make a drawing of your garden. Arrange the plants however you wish. Use a hoe and shovel to break up and turn over the dirt in your garden area. Once the soil is smooth and broken into small pieces, you will be able to plant the seeds or young plants. Follow the directions on the seed package if you are planting from seeds. If you are using young plants, put them in the ground in a straight row far enough apart so that they will not be too crowded when they reach their full size. Put a small sign in the ground at the head of each row to tell which vegetable is planted there.

4 Go back and water carefully. You will also need to water each day as needed. Watch over the garden everyday. Pull unwanted weeds and grasses away from your vegetables. Watch out for bugs, birds, and other animals that may want to dine on your vegetables. Keep them out of your garden.

5 If you tend to your garden faithfully and carefully every day, you will probably be rewarded with a harvest of fresh vegetables. This crop of homegrown foods will help cement your desire to have a regular garden year after year.

1 “Mom, do you think we will get any tomatoes out of our garden this year?” asked Angie as she turned over a shovel full of dirt.

2 “I sure do hope so,” replied Mom. “My mouth is already watering for those delicious home grown vegetables we manage to grow every year.”

3 “I remember last year,” said Angie. “The tomatoes we got all had bites taken out of them by some little creature that got into our backyard.”

4 “Oh, that’s right,” said Mom. “There were only a couple of good tomatoes the whole summer. We could not figure out how to stop whatever it was. Our garden was not very big, but it sure attracted the attention of that little animal.”

5 “Maybe, if we put little wire fences around each of the tomato plants, that will keep them safe. We will have a better bunch of tomatoes this year,” suggested Angie.

6 “That sounds like a good idea,” said Mom. “I know just where to get some extra wire. Your grandfather told me just last week about a bundle of wire fencing that he received in a shipment. The customer changed his mind. I’m sure your grandfather will sell it to us at cost.”

7 “Now, let’s get back to work turning over and smoothing out this soil,” said Angie. “We should be ready to plant in a couple of hours. With a lot of work and a lot of care, this garden will be great!”
Make Connections Between and Across Multiple Texts and Provide Textual Evidence

3. A common theme found in both selections is

A  help someone else do well.
B  try something new to make things better.
C  food tastes better when home grown.
D  work hard and care for a garden.