

Corrective Reading

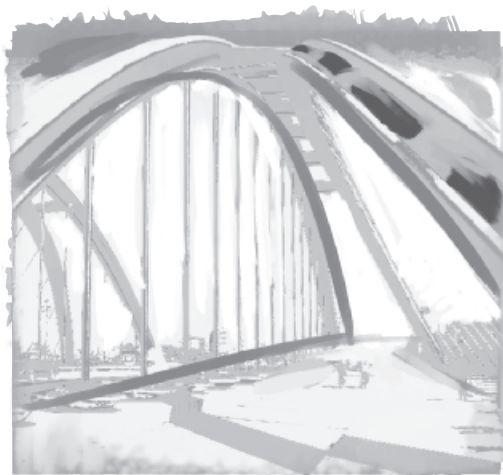
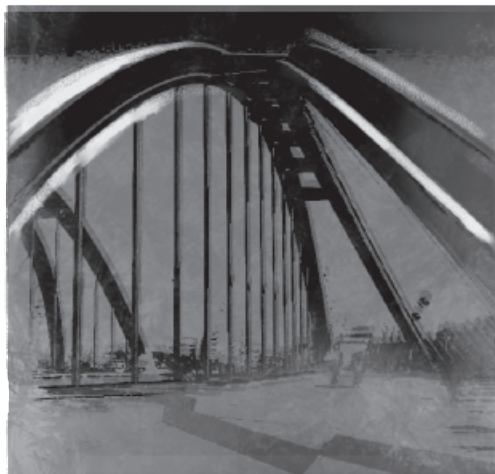
SRA

Enrichment Blackline Masters

Decoding A

Word-Attack Basics

Siegfried Engelmann
Gary Johnson



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Hill**

SRA

Columbus, OH

SRAonline.com



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Printed in the United States of America.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-611213-5
MHID: 0-07-611213-6

2 3 4 5 6 7 8 9 MAL 13 12 11 10 09 08 07

Contents

Note to the Teacher	v
----------------------------------	----------

**Read-at-Home Activities — Checking Homework — Homework Chart and
Point System — Letter to Parents — Homework Chart**

Lesson	Page	Lesson	Page
■ Lesson 11	1	■ Lesson 35	49
■ Lesson 12	3	■ Lesson 36	51
■ Lesson 13	5	■ Lesson 37	53
■ Lesson 14	7	■ Lesson 38	55
■ Lesson 15	9	■ Lesson 39	57
■ Lesson 16	11	■ Lesson 40	59
■ Lesson 17	13	■ Lesson 41	61
■ Lesson 18	15	■ Lesson 42	63
■ Lesson 19	17	■ Lesson 43	65
■ Lesson 20	19	■ Lesson 44	67
■ Lesson 21	21	■ Lesson 45	69
■ Lesson 22	23	■ Lesson 46	71
■ Lesson 23	25	■ Lesson 47	73
■ Lesson 24	27	■ Lesson 48	75
■ Lesson 25	29	■ Lesson 49	77
■ Lesson 26	31	■ Lesson 50	79
■ Lesson 27	33	■ Lesson 51	81
■ Lesson 28	35	■ Lesson 52	83
■ Lesson 29	37	■ Lesson 53	85
■ Lesson 30	39	■ Lesson 54	87
■ Lesson 31	41	■ Lesson 55	89
■ Lesson 32	43	■ Lesson 56	91
■ Lesson 33	45	■ Lesson 57	93
■ Lesson 34	47	■ Lesson 58	95

Contents

Lesson	Page	Lesson	Page
■ Lesson 59	97	■ Lesson 63	105
■ Lesson 60	99	■ Lesson 64	107
■ Lesson 61	101	■ Lesson 65	109
■ Lesson 62	103		
Answer Key ■ Lessons 11–65			111

Corrective Reading

Decoding A Enrichment Blackline Masters

Note to the Teacher

The activities in this book reinforce the skills taught in the 2008 edition of the *Corrective Reading Decoding A* program. Each activity provides practice in an essential reading skill, such as

- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences

(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The Blackline Master pages correspond by lesson number to the Decoding A lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school. The first Blackline Master homework assignment appears at Lesson 11.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. Most exercises parallel those that appear in the regular program. Directions for each exercise appear above the exercise. After you pass out the Blackline Master homework assignment, read the directions for each exercise aloud to students before they take the assignment home.

New exercises appear for the first time in these lessons:

- 11 Match sounds
- 11 Circle a sound in a row of other sounds (discrimination)
- 11 Match and complete words with missing letters
- 11 Match and copy words
- 11 Match words with pictures
- 20 Home reading of word lists
- 24 Home reading of sentences
- 34 Circle a word in a row of other words (discrimination)
- 38 Circle one of three sentences that describes a picture
- 48 Matching completion: Draw the match line before completing the word
- 50 Copy sentences

Read-at-Home Activities

To provide additional practice in building oral reading fluency, someone at home listens to the student read aloud. This activity begins at Lesson 20. The student reads aloud rows of words. If the student makes no errors in a row, the parent/listener makes a check mark in the box at the end of the row and signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.

Starting at Lesson 24, the student reads rows of words and sentences at home. The parent/listener makes a check mark in the box if the student reads all the words in the row or sentence correctly.

Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group work check.

- For each activity, identify the part, and then read the answers from the annotated answer key beginning on page 111 of this book.
- For exercises that provide practice with single sounds or sound combinations, such as matching and copying sounds and circle-the-sound exercises, refer to each letter or letter combination by its corresponding sound.
- For exercises that require students to fill in the missing letters in words, refer to the letters by their corresponding sounds. (For example: *Cats*. What missing sounds did you write? *t*, *sss*.)

Homework Chart and Point System

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page viii. You may have students record points on the Point Chart that appears at the top of each *Decoding A Workbook* lesson. Points earned for the homework assignment can be recorded above Box C in the regular Workbook Point Chart.

Points could be awarded as follows:

completing homework	2 points
0 errors	2 points
1 or 2 errors	1 point
more than 2 errors	0 points

When the read-at-home activities begin at Lesson 20:

completing the homework	
reading checkout	2 points

If you award points for homework assignments, you will need to modify the total number of points students can earn in the regular program. (For a discussion of points, see "Awarding and Recording Points" in the *Decoding A Teacher's Guide*.)

An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback about completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.

Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences

The homework activities begin after the students have completed Lesson 11 in their regular book at school. The first homework assignment is Lesson 11. Each homework assignment consists of two pages. Starting at Lesson 20, the student will read a list of words to you. The list appears at the bottom of the second page. For each row of words, make a check mark in the box if the student makes no errors in the row.

Starting at Lesson 24, the student will read lists of words and sentences to you. Make a check mark in the box if the student reads all the words in the row or sentence correctly.

Here are the kinds of errors a student could make:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “cats” for *cat*)
- leaving off an ending (for example, reading “fin” for *fins*)
- rereading part of a sentence

After the student reads to you, sign at the bottom of the page. The student should bring the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

Decoding A Homework Chart

Teacher _____

[illegible]

Name _____

Part 1

Draw lines to match the sounds.

r	t
a	f
f	a
t	th
e	e
th	r

Part 2

Write in the missing letters.

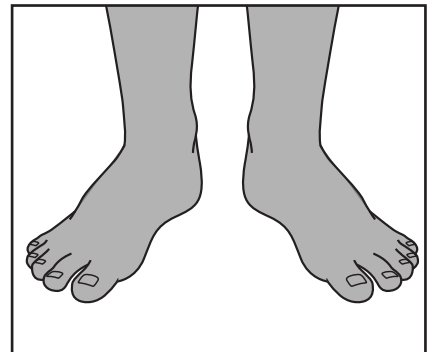
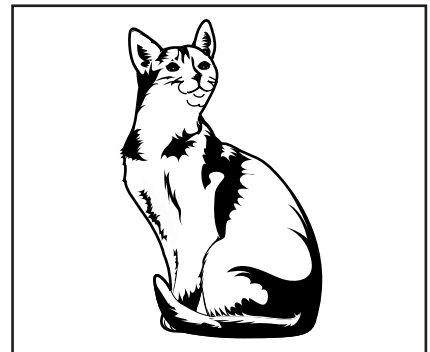
sit	ma
ham	si
mast	ha

Part 3

Draw lines to match the words and pictures.

feet

cat



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

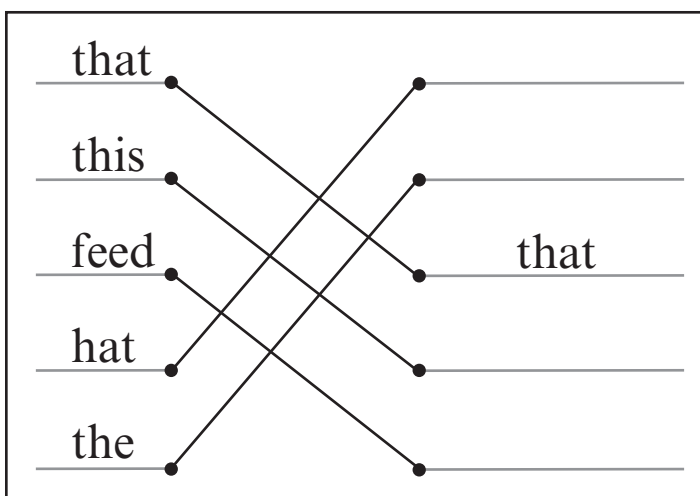
(th) r h d th i m d h e r h th a s m d e (4)
m th s m h t e r d a th m h t i r s

(c) i a m d c t e s d a i t c a f r i t m (4)
d a t i e f i d c a i m t s i a c d t

(f) i f r d a f o d i e d r f t h m r s f (7)
r d c i f a c d i r s f d i c f t h a

Part 5

Follow the lines and copy each word.



Name _____

Part 1

Draw lines to match the sounds.

m	a
a	t
s	e
e	s
t	r
r	m

Part 2

Write in the missing letters.

hid	ree
hat	ra
reef	hi
ram	ha

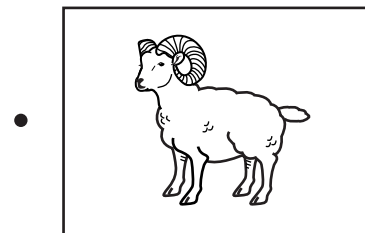
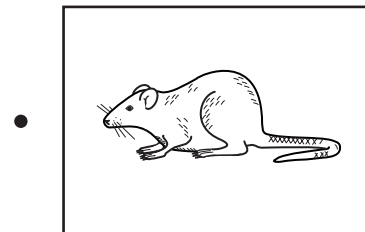
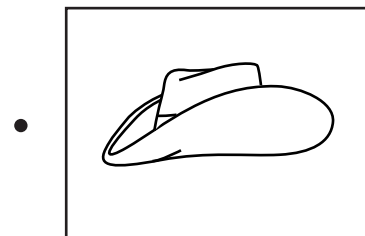
Part 3

Draw lines to match the words and pictures.

ram

hat

rat



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

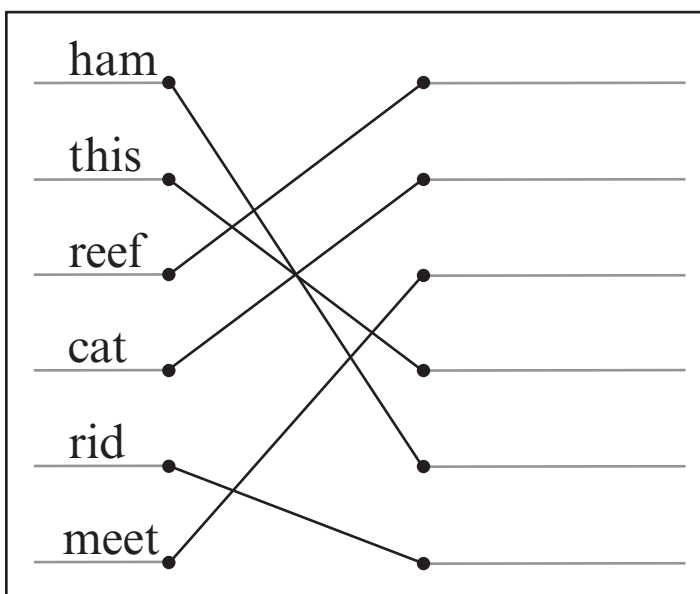
(sh) s h a t h e m i h a s h t h i s e m h (5)
e s h a m h s h s i e s h a h t r a s t

(th) s t h a t i s h a e t h a s e h t f i a (3)
h a t e t h e h s e m t s e r s h a e

(h) t a t i h c d i a d r h a i t h e c o (5)
r t o i h o i t c r o f d i a h m r d

Part 5

Follow the lines and copy each word.



Name _____

Part 1

Draw lines to match the sounds.

i	sh
f	th
h	c
c	h
th	f
sh	i

Part 2

Write in the missing letters.

feed	c
cam	th
this	h
hat	f

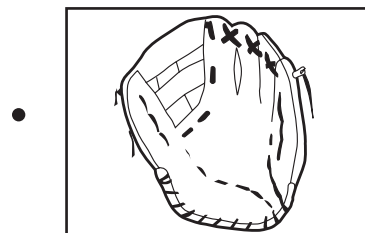
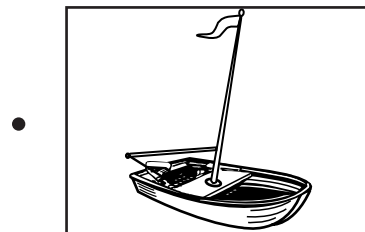
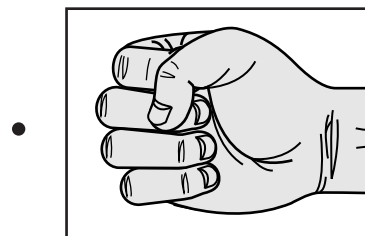
Part 3

Draw lines to match the words and pictures.

mitt

fist

mast



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

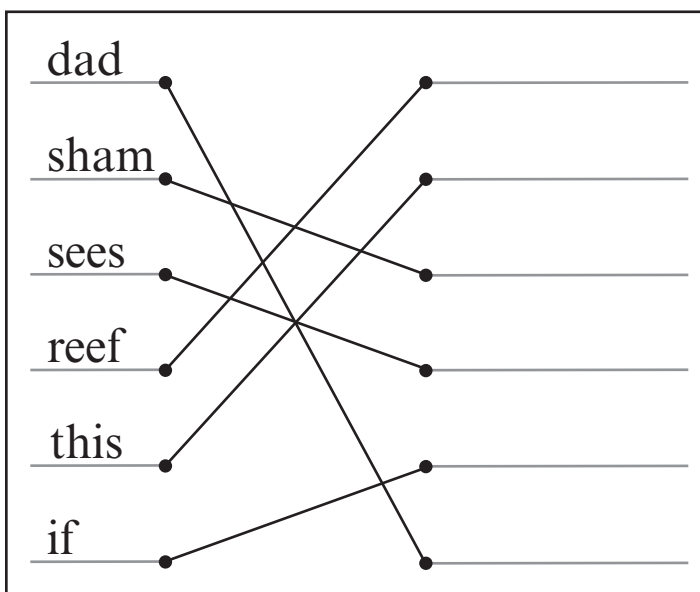
(f) t h i t f i m i d i f c t r i a e i f (7)
e f m i m i f i f c e f d i h t a m

(th) t s h i p a t h a e t h a s e h t f p i (4)
h i t h a h e h s a e m t h e a r s t m

(sh) h e t s h e d i e d s h e i t h i t c r (5)
r t o c r i s h e r s h s i e h c s h d i

Part 5

Follow the lines and copy each word.



Sound/symbol relationships, copying words

Name _____

Part 1

Draw lines to match the sounds.

m	s
s	n
a	i
n	m
r	a
i	r

Part 2

Write in the missing letters.

sad	ha
rim	sa
hams	ri
seem	s

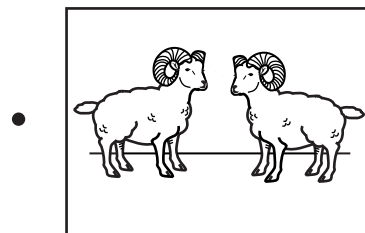
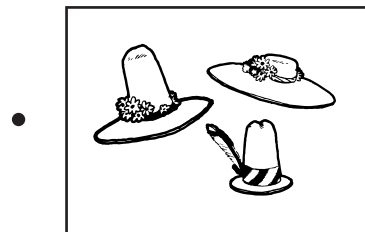
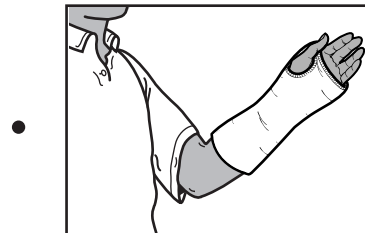
Part 3

Draw lines to match the words and pictures.

hats

cast

rams



Sound/symbol relationships, word completion, word recognition

Name _____

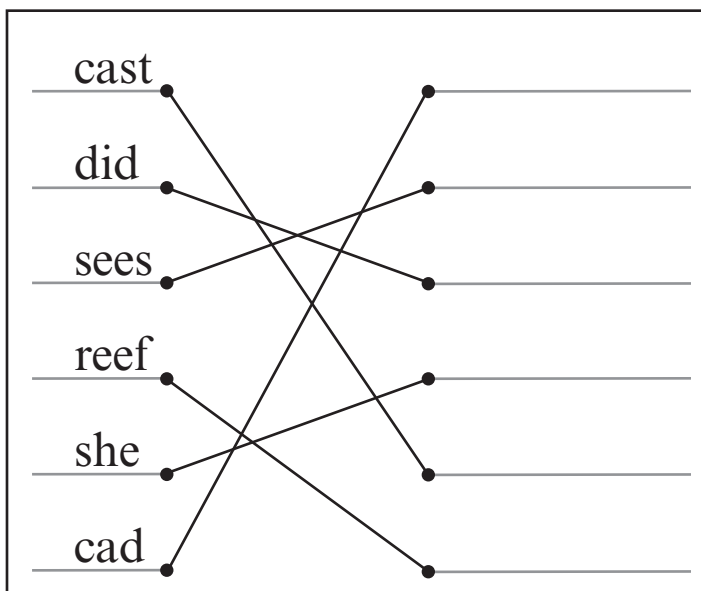
Part 4

Circle the sounds.

- (d) d s i a s i m i s i d s a s i d a m s e 8
e d s i m s d i d i e d s i s a i e d m
- (c) e s f i p a c f a e c f a s e f c i e s 6
f i c f a f e f s a e m c f e a p f a c
- (n) a m i n a d i a d s n a i n m n d a o r 7
r m o s n o m a r o i n s i a n m s i d

Part 5

Follow the lines and copy each word.



Name _____

Part 1

Draw lines to match the sounds.

a	m
n	r
e	n
r	a
m	sh
sh	e

Part 2

Write in the missing letters.

sheet	fi
cast	th
that	ca
fist	sh

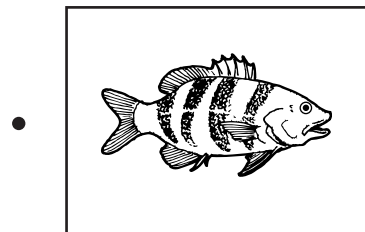
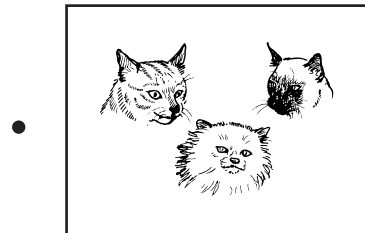
Part 3

Draw lines to match the words and pictures.

man

cats

fish



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

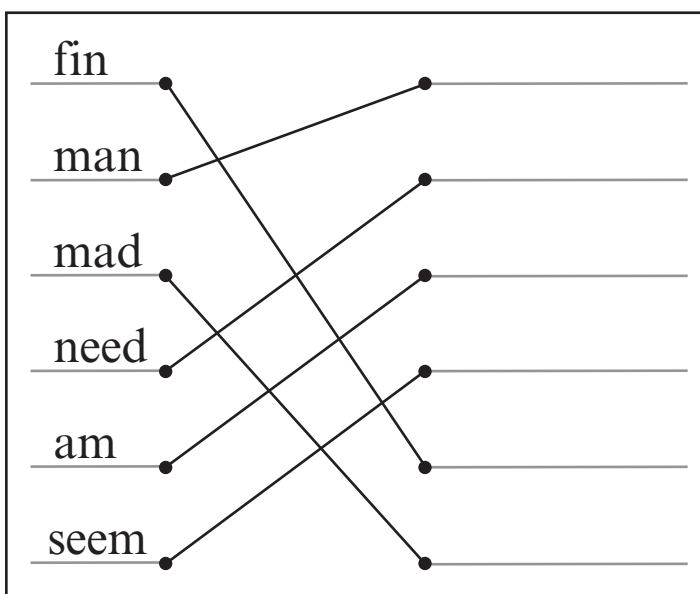
(r) m r e a r e m f r i m s a r e m a s
e m r e m r m a m e i m i e r a i m (7)

(sh) c sh i p a t h a e sh a e sh c h p
h i sh a h e h s a e m t h e a i sh (5)

(a) a h i n a m e a m s n a i r h m e n r
r h e s n t h a r i n s i a n m h t s i (6)

Part 5

Follow the lines and copy each word.



Name _____

Part 1

Draw lines to match the sounds.

h	f
f	n
n	t
r	h
d	r
t	d

Part 2

Write in the missing letters.

fast	ca
cats	t
tan	d
dim	fa

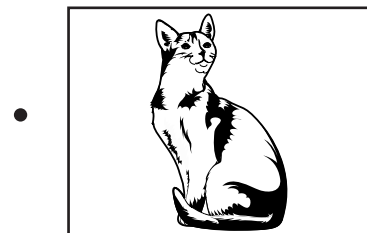
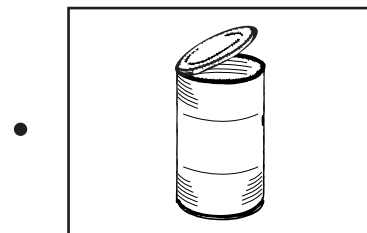
Part 3

Draw lines to match the words and pictures.

cat

can

feet



Sound/symbol relationships, word completion, word recognition

Name _____

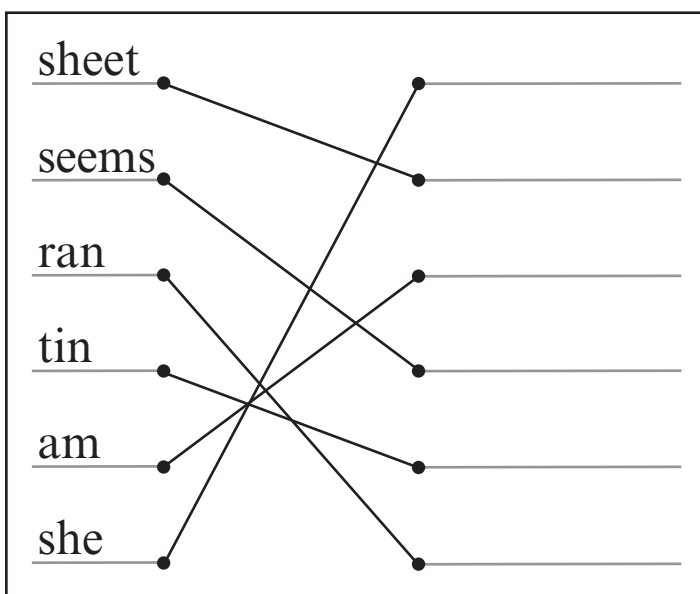
Part 4

Circle the sounds.

- (e) h d e a r e h e d a h m a d e f d r (8)
e h d e f d t i h e i h r e d a i h t
- (t) c t h i p a c h a i t h a i t h c h p (6)
h i t h a h i h t a i m t h i a s h m
- (n) a h e n a n e a m s n a e n h m s a (7)
r h i s n t h a r f e n s e a n r h t

Part 5

Follow the lines and copy each word.

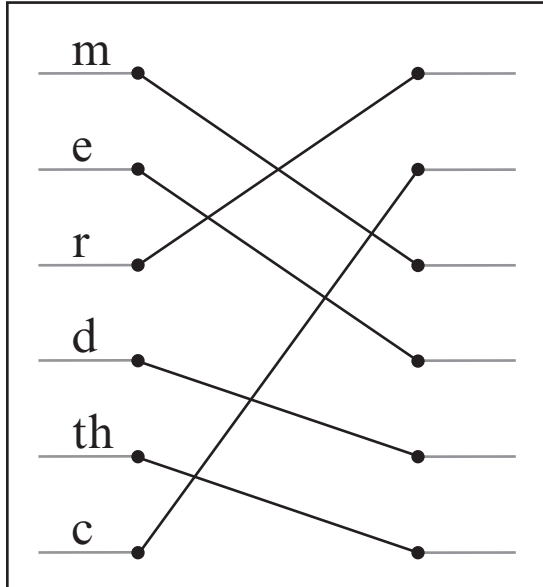


Sound/symbol relationships, copying words

Name _____

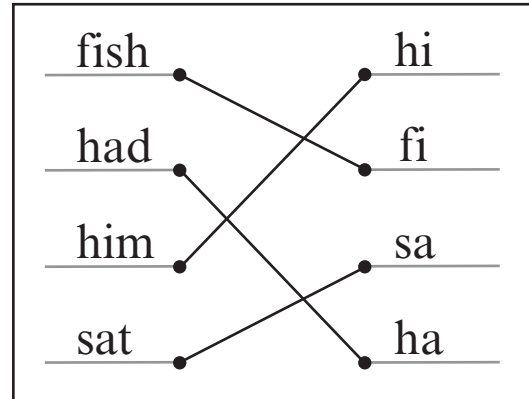
Part 1

Follow the lines and copy each sound.



Part 2

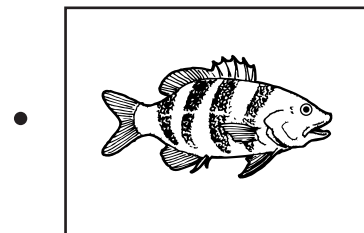
Write in the missing letters.



Part 3

Draw lines to match the words and pictures.

she _____
fish _____
him _____



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

(n) n d e a m e n e t h e n d a t e n d m e n t f n d t e m e i n d r d a e a f i (7)

(f) t f e p a c f a e t c f a r t f c p e r e t f a i e f t d e m t f e n d i t r (7)

(h) a t i h a h i a h s f a i h t a c d t r t c s h d t a r t i h s i a h i s r a (7)

Part 5

Follow the lines and copy each word.

mash

need

sham

fish

dash

him

ash

did

he

she

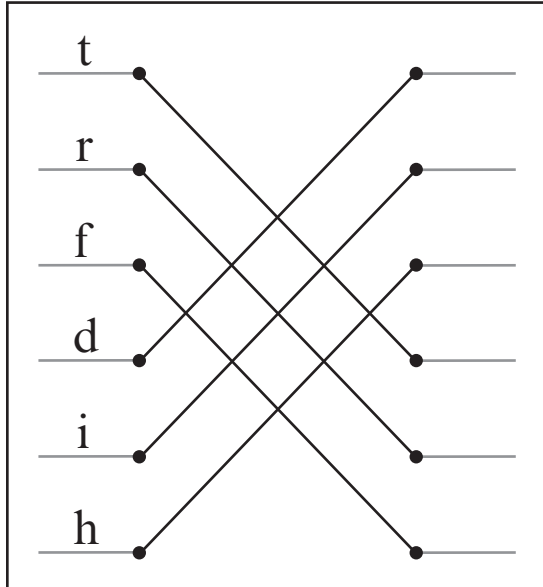
if

an

Name _____

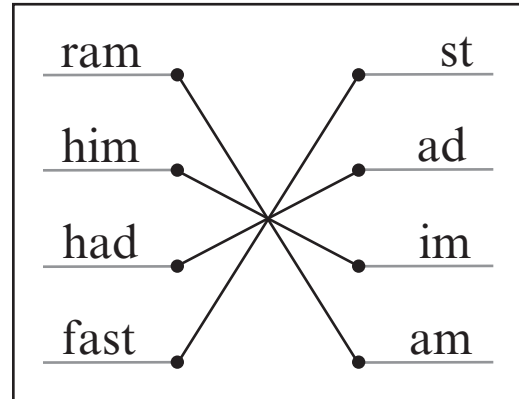
Part 1

Follow the lines and copy each sound.



Part 2

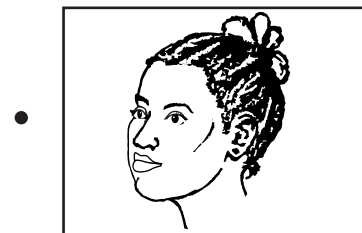
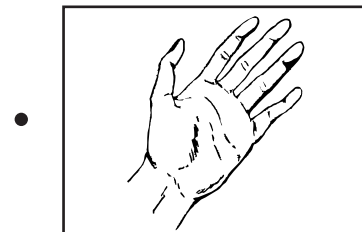
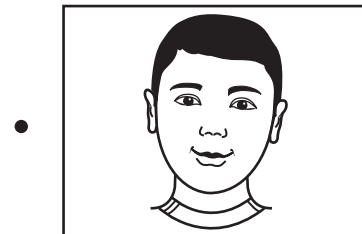
Write in the missing letters.



Part 3

Draw lines to match the words and pictures.

hand .
he .
she .



Sound/symbol relationships, word completion, word recognition

Part 4

Circle the sounds.

o f o a f o s e t o s f a t o s h e f a s
o s t o s f t o s e i s f r f a o t e f r ⑧

c e f i p o c t o i c d f o i c f e f o d
h i c f o c i r c o i m c f i o a m c p e ⑧

h a h i n a h i a m s n e i n h a m o r
r m o s n o h a r o i h s i a n h i n r ⑥

Part 5

Follow the lines and copy each word.

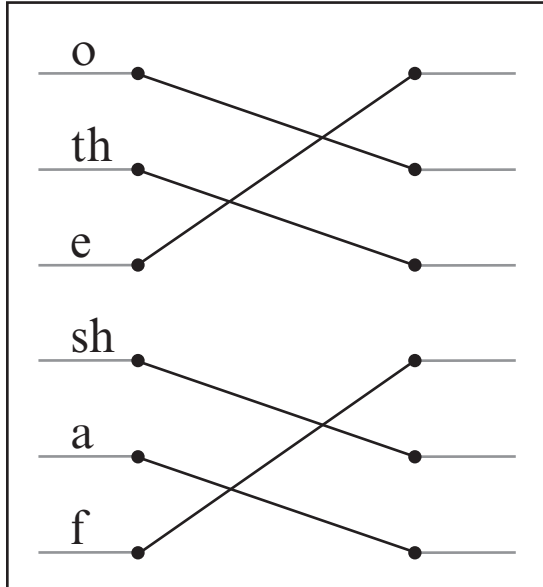
has
hand
sees
and
fees
ash

seeds
is
the
him
fast
she

Name _____

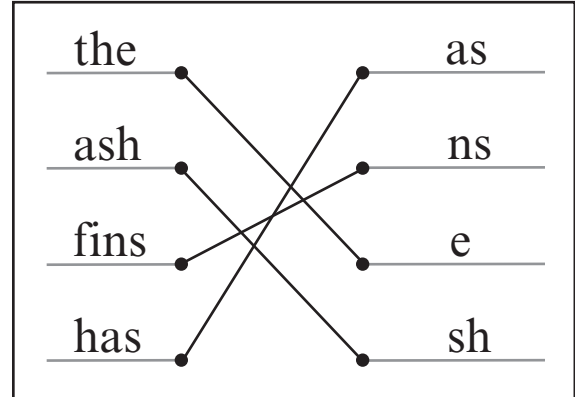
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



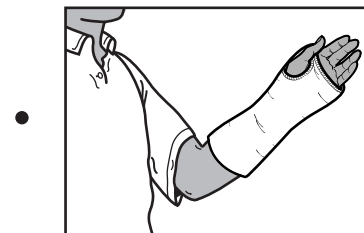
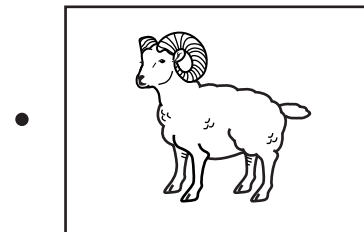
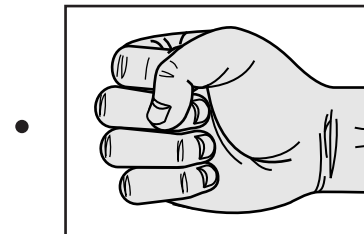
Part 3

Draw lines to match the words and pictures.

ram _____

cast _____

fist _____



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the sounds.

(h) m e n t h m a n t h i n f d h o n f m e n (6)
 h r n s m i n d h e m n f t m o n d h s n

(th) m e t h d n e f m t f i t h s h i h t h f o (5)
 e h t h e f t o h f n a m t h e n f m e d

(t) t h e l d m i a n d e i h f t n e d e f e r (6)
 s m e n t h f d n e t m e t h d i a f t d f

Part 5

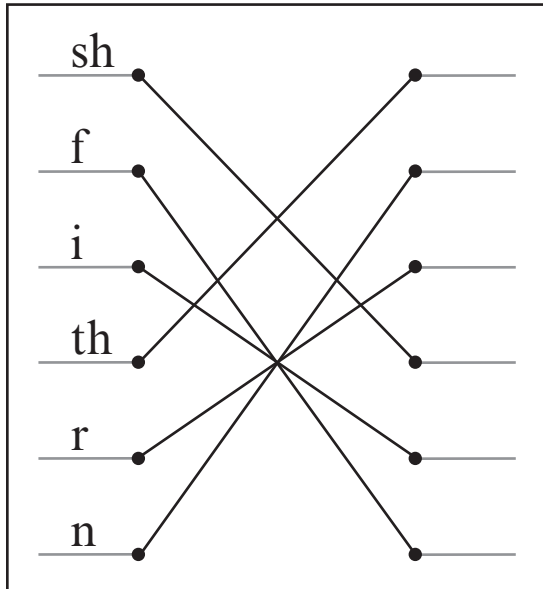
Follow the lines and copy each word.

hand
 mist
 rod
 that
 has
 cot

cats
 had
 she
 hits
 am
 that

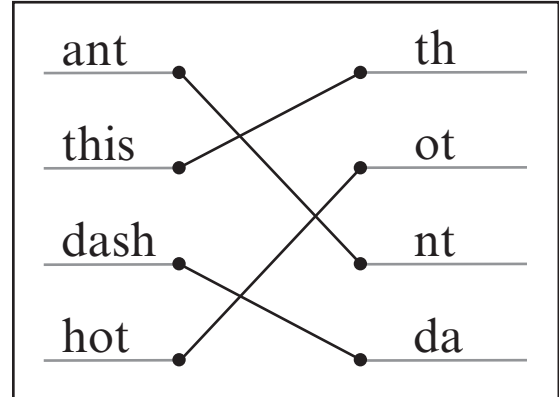
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



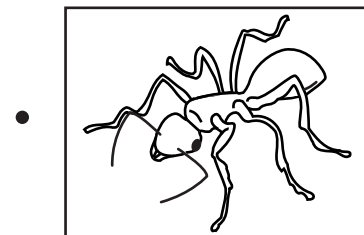
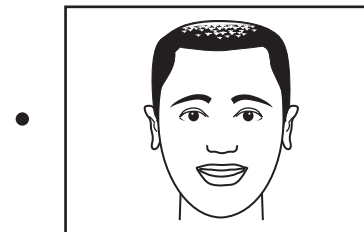
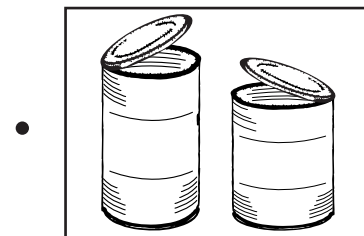
Part 3

Draw lines to match the words and pictures.

ant _____

cans _____

man _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

sheet	
rid	
rod	
teeth	
not	
mash	

math	
dish	
ant	
did	
this	
and	

Part 5

Read the words.

ram	sheets	fast	dim	<input type="checkbox"/>
cast	she	fish	him	<input type="checkbox"/>
seeds	feet	did	cat	<input type="checkbox"/>
am	cats	fins	that	<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

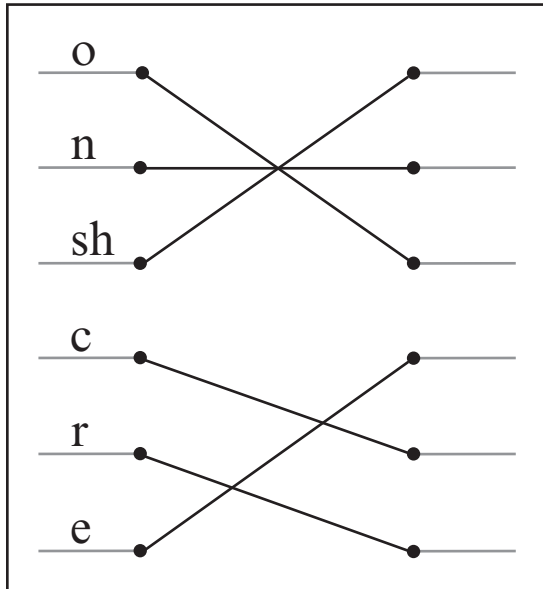
Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

Name _____

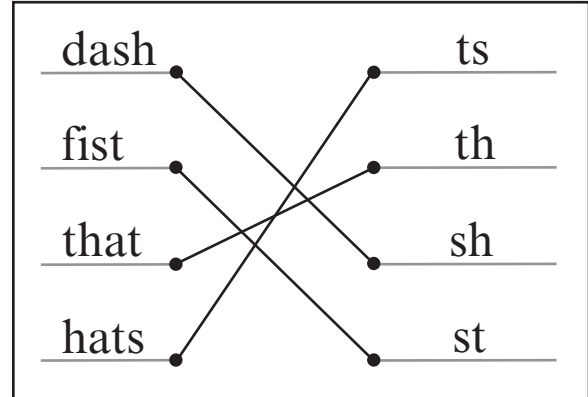
Part 1

Follow the lines and copy each sound.



Part 2

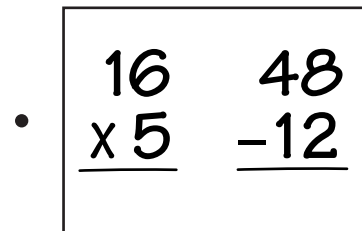
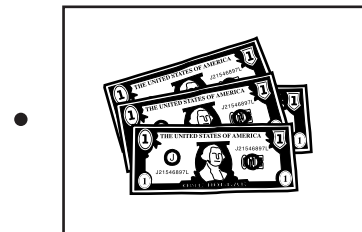
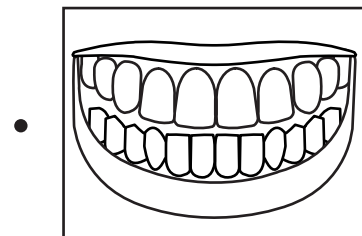
Write in the missing letters.



Part 3

Draw lines to match the words and pictures.

cash _____
math _____
teeth _____



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Follow the lines and copy each word.

math

on

dish

teeth

rod

she

hot

seems

cats

mist

dash

his

Part 5

Read the words.

hot	mist	can	and	<input type="checkbox"/>
fist	not	cash	deed	<input type="checkbox"/>
reef	tin	hand	cot	<input type="checkbox"/>
fish	hat	ant	seeds	<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

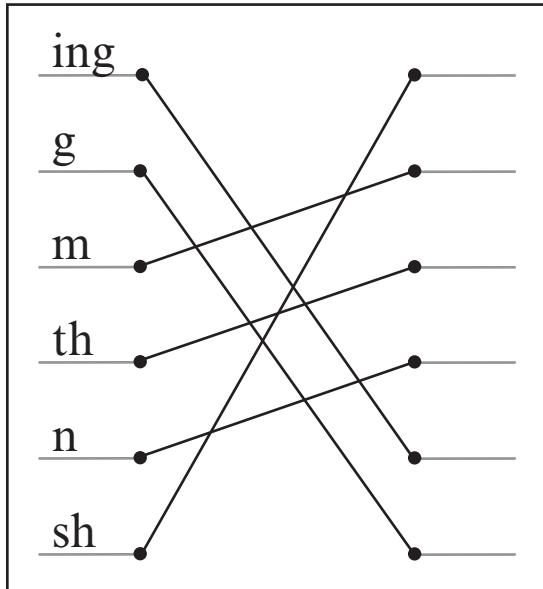
Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

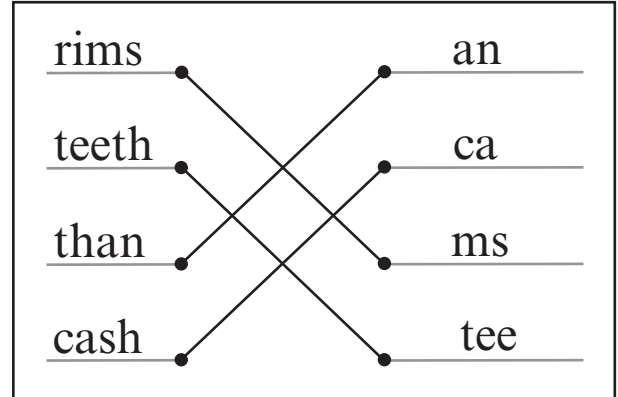
Name _____

Part 1

Follow the lines and copy each sound.

**Part 2**

Write in the missing letters.

**Part 3**

Circle the sounds.

- (g) t d f e g r i a t r f d g e a o i m n t h
h a o i n t g h c s h m o f r i g a h t h
r e i m o n f g s e i h r g f t d m i o g (7)
- (o) m s t d f c s h o a e r i h t h n m e r f
g o t c i m n r e o f s g h t i a c d o r (6)
a m n e o a r i s r d o g a r s i f t m t
- (f) d t r f e o g h i a f m n e o h g t r f e
i o n c m f r t i s a g n e a m r f t h g (7)
n m c a d e s a f t i o m n a d f t h e t
- (c) a e f g c o i m n g f d e s a t r f g c i
m n d f r e a s f c e d o i c a g r t s e (6)
n f g t c a t r i m n o t c o t d i n a m

Sound/symbol relationships, word completion

Part 4

Follow the lines and copy each word.

cash	
cod	
that	
him	
dish	
meets	

not	
deeds	
cast	
fish	
math	
on	

Part 5

Read the words.

hand	not	seems	sand	<input type="checkbox"/>
fast	is	mash	feed	<input type="checkbox"/>
dish	rod	sit	teeth	<input type="checkbox"/>
sheet	shad	math	on	<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

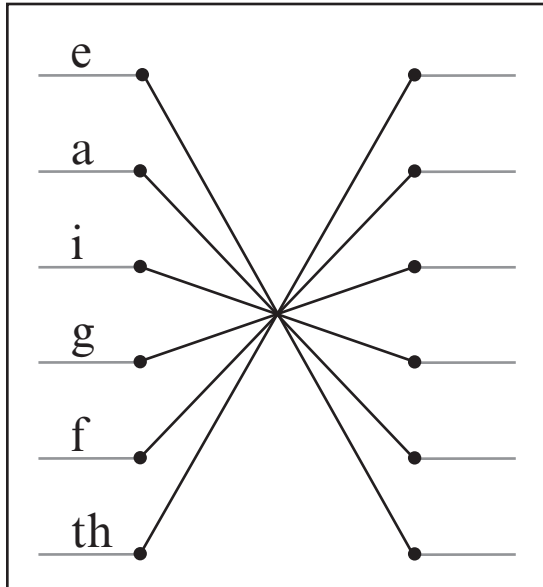
Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

Name _____

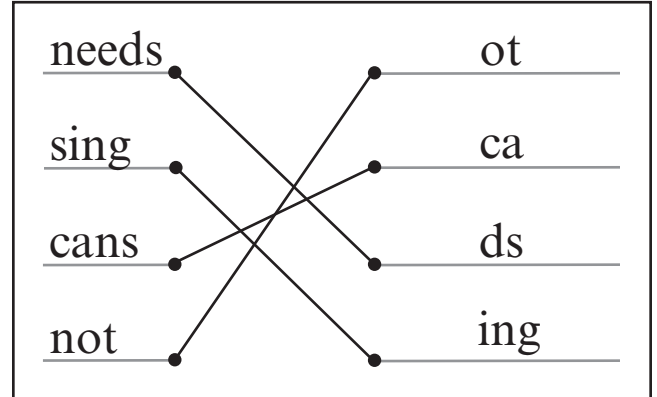
Part 1

Follow the lines and copy each sound.



Part 2

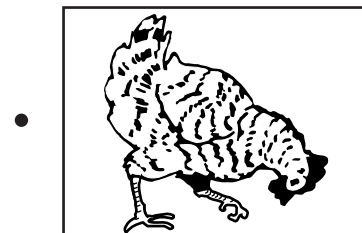
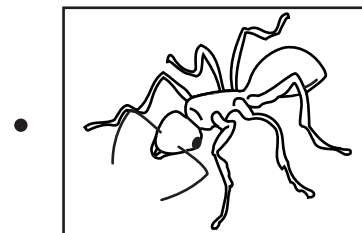
Write in the missing letters.



Part 3

Draw lines to match the words and pictures.

hen .
ant .
he .



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Follow the lines and copy each word.

got	
sing	
him	
met	
needs	
tan	

than	
feet	
not	
seem	
ring	
tin	

Part 5

Read the words.

cod	meet	ding	the	<input type="checkbox"/>
feet	nod	sing	feed	<input type="checkbox"/>
ring	seed	rod	than	<input type="checkbox"/>
cash	she	me	not	<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

Name _____

Part 1

Follow the lines and copy each sound.

m

n

c

o

e

d

Part 2

Write in the missing letters.

sheets

this

mist

dad

th

ts

ad

st

Part 3

Follow the lines and copy each word.

them

the

ring

shed

than

fish

fist

has

hem

sing

them

cast

Sound/symbol relationships, word completion, copying words

Name _____

Part 4

Circle the sounds.

(n) m n r e n r m o a r t n s m t h s n i n m (8)
f t m e a t n e m s n t i h s e r t m o n

(sh) t h i s h e i f h s h e h f d t h s d t h (6)
t s h t e i f h s h e f s d f s h e t s h t

(th) s h e e t h f i g h e f t h i d r i m r (5)
t h r t d t e s n e t h f m e n t h s e

Part 5

Read the words and sentences.

them	sing	ant	fits	<input type="checkbox"/>
mash	not	thin	than	<input type="checkbox"/>
got	fast	seems	cot	<input type="checkbox"/>
teeth	his	sand	she	<input type="checkbox"/>
1. Dad did math.				<input type="checkbox"/>
2. She can see that reef.				<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

ring an

meets r

din eets

than d

Part 2

Follow the lines and copy each sound.

g an

e r

n eets

o d

c n

sh d

Part 3

Follow the lines and copy each word.

ding an

mad r

dish eets

meets d

sham n

got d

shed an

his r

fast eets

not d

feed n

has d

Name _____

Part 4

Circle the sounds.

- (e) t d f e g r i a t r f d g e a o i m n t h f a e i n t g h c s h m o f r i e a h t t h e (5)
- (t) d t r f e o g h i a f m n e o h g t r f e i o n c m f r t i s a g n e a m r f t r g (4)
- (d) a e f g d c i m n g f d e s a t r f g c i d m n d f r e a s f c e d o i c a g r t s (5)
- (n) m s t d f n s h o a e r i h t h n m e r f t o t c i m n r e o f g s h t t h i a c d n r (4)

Part 5

Read the words and sentences.

need	mad	fin	not	<input type="checkbox"/>
ant	sing	feet	mist	<input type="checkbox"/>
is	mod	has	if	<input type="checkbox"/>
sand	than	shin	got	<input type="checkbox"/>
1. That dash is fast.				<input type="checkbox"/>
2. He has rats and cats.				<input type="checkbox"/>

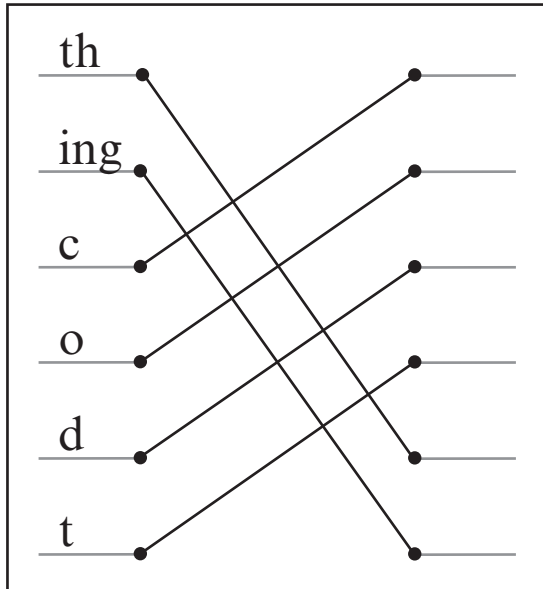
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

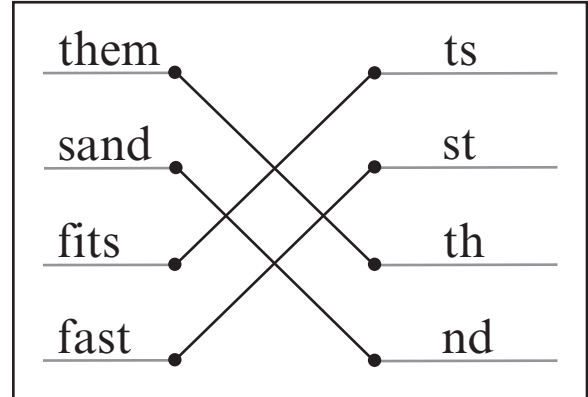
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



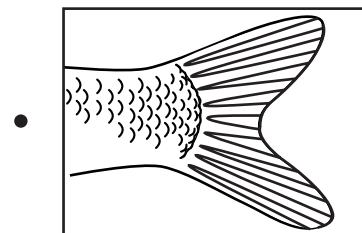
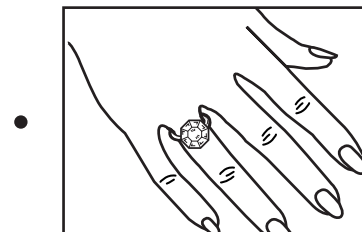
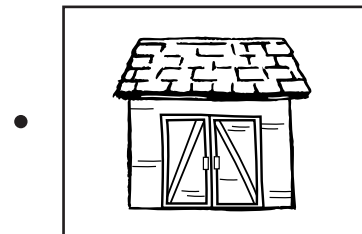
Part 3

Draw lines to match the words and pictures.

fin _____

shed _____

ring _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

she

shed

he

hem

reed

red

had

sing

cons

hash

his

shot

Part 5

Read the words and sentences.

and	cans	meet	sand	→	<input type="checkbox"/>
fast	dish	rod	fits	→	<input type="checkbox"/>
meet	hid	cash	hem	→	<input type="checkbox"/>
sing	his	math	seems	→	<input type="checkbox"/>

1. A cat had sand on his feet.

2. That fish has a fin.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

sent	ts
mats	st
fast	nd
mend	nt

Part 2

Follow the lines and copy each sound.

c	
e	
g	
a	
sh	
d	

Part 3

Follow the lines and copy each word.

hot	
ring	
ten	
sod	
teen	
tin	

sad	
hit	
cash	
seed	
math	
them	

Word completion, sound/symbol relationships, copying words

Name _____

Part 4

Circle the sounds.

(g) c d t f r i e a f t g c m a s r f c g r f h (5)
e a o c i m n g f t d f e g r i a t r f d g

(r) m n r a f e c g h i o a r e c d a s t f r (6)
o e a i n r m c e n o f r i s a h t t h r e

(c) o a i c r f g h n m c e d r a s i o f g c (5)
e f r g i o c d e s a g n e c m r f t r g i

(e) d t r f e o g h i a f m n e o h g t r f e (5)
i o n c m f r t i s e d o i c a g r t s e m

Part 5

Read the words and sentences.

teen	ten	tan	tin	→	<input type="checkbox"/>
end	send	mend	sand	→	<input type="checkbox"/>
hit	hat	hot	that	→	<input type="checkbox"/>
cash	dash	fast	dish	→	<input type="checkbox"/>

1. She hid in the hen shed.

2. He met them on the ant hill.

☐
☐

(Parent's/Listener's) signature _____ Date _____

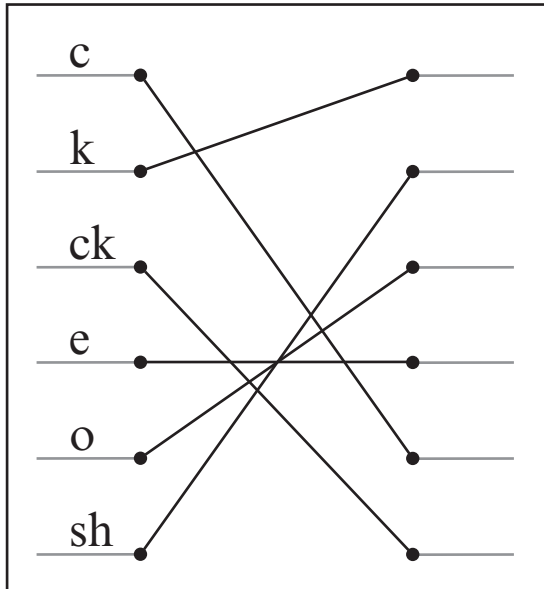
Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

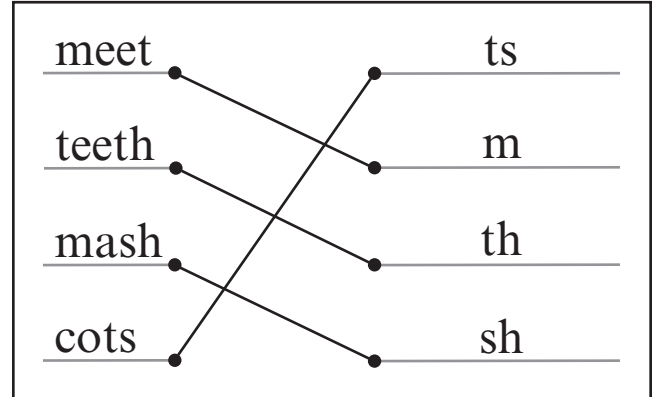
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



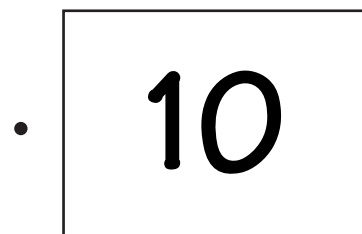
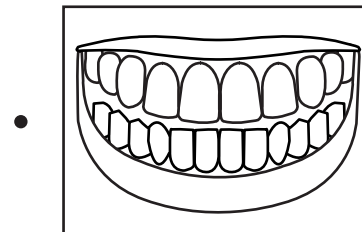
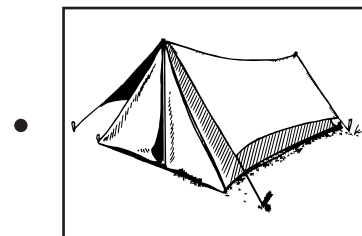
Part 3

Draw lines to match the words and pictures.

ten _____

tent _____

teeth _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

meet	
men	
mend	
see	
send	
sent	

cans	
hot	
sing	
odd	
and	
dash	

Part 5

Read the words and sentences.

sheets	shots	cots	cats	cash	<input type="checkbox"/>
mash	fish	fist	fast	mast	<input type="checkbox"/>
see	she	he	me	meet	<input type="checkbox"/>
nod	hat	hot	shot	sheet	<input type="checkbox"/>

1. Can she see if it is dim? ☐

2. He had cash in his hand. ☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

Part 1

Circle the sounds.

(k) g f t r d k s a r m n i o t h g r k o i r
e d k s i o k n m d e f g h k i o m k n
a r e t g h i o m n k d f g k o i r e m h

8

(h) d t r f e o g h i a f m n e o h g t r f a
i o n c h f r t i s m s t d h c s o a h i
h f n m e h f t g o t c i m n h e o i d e

8

(t) a g n e c m r f t r g i n m c a d t s a f
t c m n a d h t f m n r a f t c g h i o a
e c d a s t f g r o e a t i r m c e r h o

7

(i) a s d f i h k g o r e m n c d f g h k i o
d a s m n c d f i e g h i k a e d r o e s
n c r i s a o e d f r i o a i f g h t a m

7

Part 2

Write in the missing letters.

mast	nt
shots	ti
tin	ts
sent	st

Part 3

Follow the lines and copy each sound.

c	
ck	
g	
e	
sh	
n	

Sound/symbol relationships, word completion

Part 4

Follow the lines and copy each word.

end
fits
tag
cash
rot
on

got
get
ring
math
dish
shed

Part 5

Read the words and sentences.

ten	hand	hot	tent	send	→	<input type="checkbox"/>
sand	mist	mats	mend	mast	→	<input type="checkbox"/>
fast	feed	got	red	get	→	<input type="checkbox"/>
tin	sent	cans	tags	them	→	<input type="checkbox"/>

1. Did she see the deed?

2. She got sand and ants in the dish.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Follow the lines and copy each sound.

ing

th

r

c

k

ck

Part 2

Write in the missing letters.

hand

tags

fist

tree

ta

st

tr

nd

Part 3

Follow the lines and copy each word.

not

ten

cans

he

hits

meet

if

rag

odd

sing

has

socks

Name _____

Part 4

Circle the sounds.

(d) s e m d c t a s m e d t s a c d e d
a e d o m d e m s t f e d a h d f e (8)

(g) m e i g a l c s g e m r s e g l o r
g i l e g r e l s c e g r g e m h a (7)

(ck) i t m ck e th i s e i d ck t e i ck e
ck d e i t m ck i e th ck i e t th sh (6)

Part 5

Read the words and sentences.

fig	add	get	tin	shots	<input type="checkbox"/>
tent	cans	men	teeth	nod	<input type="checkbox"/>
ant	hot	dash	his	fish	<input type="checkbox"/>
leg	then	them	sacks	fits	<input type="checkbox"/>

1. An ant is not fast in the dash.

2. Did he get mad at his cats?

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

sacks	nt
dent	sa
cans	ts
shots	ca

Part 2

Follow the lines and copy each sound.

c	
k	
ck	
sh	
th	
r	

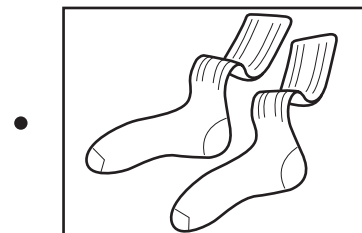
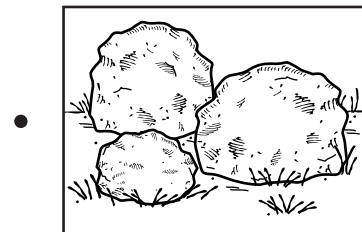
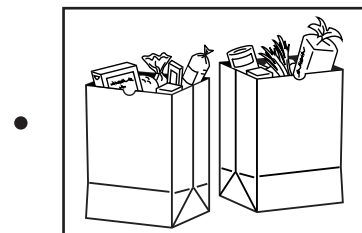
Part 3

Draw lines to match the words and pictures.

rocks

socks

sacks



Word completion, sound/symbol relationships, word recognition

Name _____

Part 4

Follow the lines and copy each word.

hand	
dent	
seems	
odd	
track	
met	

meet	
rod	
get	
his	
send	
sad	

Part 5

Read the words and sentences.

then	sit	has	hid	feed	→	<input type="checkbox"/>
fast	tree	trim	met	get	→	<input type="checkbox"/>
kids	socks	cash	kick	this	→	<input type="checkbox"/>
rags	shed	she	cod	sick	→	<input type="checkbox"/>

1. Can she kick that sack?

2. He did his math as he sat on the mat.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Copying words, reading fluency

Name _____

Part 1

Follow the lines and copy each sound.

w	
wh	
ck	
k	
c	
g	
ing	

Part 2

Write in the missing letters.

rag	tr
fit	gs
rock	ts
trot	ro

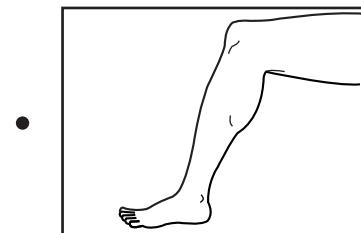
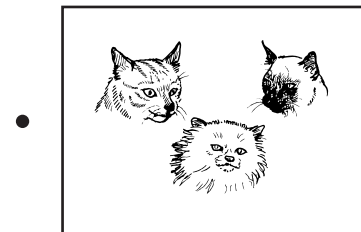
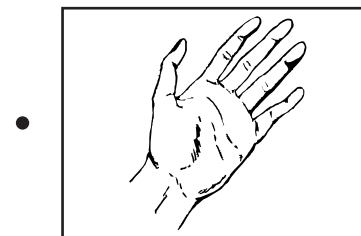
Part 3

Draw lines to match the words and pictures.

leg _____

hand _____

cats _____



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Follow the lines and copy each word.

than	
win	
had	
feed	
on	
cans	

seems	
them	
fish	
sheets	
hid	
mend	

Part 5

Read the words and sentences.

did	dad	not	had	then	→	<input type="checkbox"/>
week	his	that	street	how	→	<input type="checkbox"/>
kicks	needs	ring	end	got	→	<input type="checkbox"/>
if	and	send	teen	rocks	→	<input type="checkbox"/>

1. Did she get a cast on the leg?

2. Can she sit and fish in the mist?

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

when	an
than	tr
tree	st
mast	en

Part 2

Follow the lines and copy each sound.

w	
c	
k	
g	
t	
f	

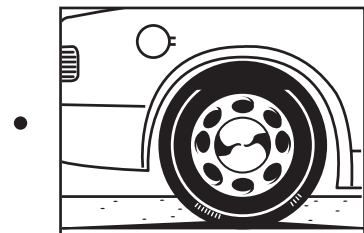
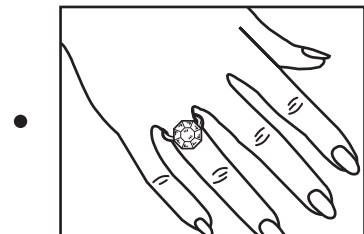
Part 3

Draw lines to match the words and pictures.

ring _____

wheel _____

hot _____



Word completion, sound/symbol relationships, word recognition

Name _____

Part 4

Follow the lines and copy each word.

cans

sing

when

trot

hits

red

that

did

mash

fast

send

has

Part 5

Read the words and sentences.

we	when	wheel	with	this	→	<input type="checkbox"/>
sad	kick	dash	go	street	→	<input type="checkbox"/>
go	singing	tree	week	feed	→	<input type="checkbox"/>
sheets	shots	hot	how	hands	→	<input type="checkbox"/>

1. Did sand get in the street?

2. She did not see him.

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

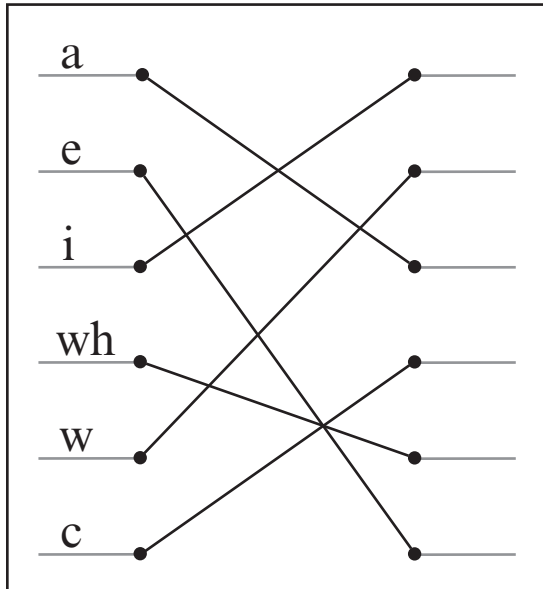
Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

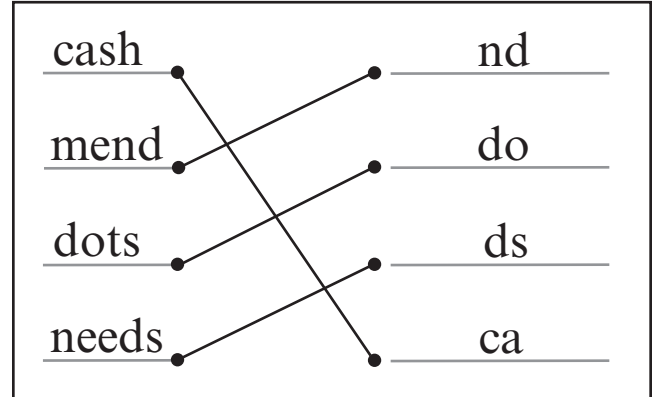
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



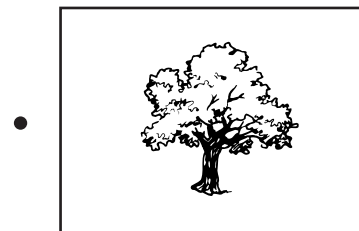
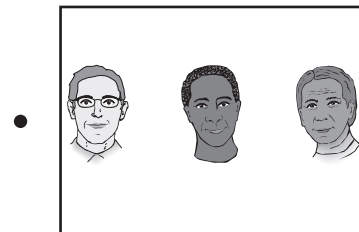
Part 3

Draw lines to match the words and pictures.

tree .

men .

hen .



Sound/symbol relationships, word completion, word recognition

Name _____

Part 4

Circle the words.

(his) a t i f o n i n h i s h a s m e e t r e s e e h i s n o t h i s t h e d i s h (6)
f i s h a n d n o d h i s o d d t h e n w h e n h i s m a t h c o d h i s f

(at) h i t s h e r o c k a t m e t r i n g o o n a t a m h e m e s e e m a t i n (7)
m a d s i t a t s o c k h i s m a s h a t f a s t w i t h a t s e e w i n a t

(miss) m a s s r e e m s e e m s s a m m i s s m i t t f e e d r i m s m i s s r (5)
m e e t m i s s m a s s r e e m m a s t m i s s m i s t m e f e e t m i s s

Part 5

Read the words and sentences.

no	not	got	go	get	→	<input type="checkbox"/>
had	hand	sent	cans	cast	→	<input type="checkbox"/>
trot	tree	street	wheel	we	→	<input type="checkbox"/>
ring	ringing	with	math	mash	→	<input type="checkbox"/>
1. Can she see when it is dim?						<input type="checkbox"/>
2. His fat fish is not fast.						<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

hands	st
cats	sh
fist	an
sheets	ra
rag	ts

Part 2

Follow the lines and copy each sound.

d	
l	
i	
w	
wh	
th	

Part 3

Circle the words.

met a t h e m e s e e m e t m a d r a m e e t m e t w e t s a m s e m e t s
s h e m e t m i s s r e e m s a c k m e t m i s s c a m s c a s t m e t s

on i n a s a m r a m o n i n i s h o t r o d o n g o t g e t i t i n o n i f i s
g o f a s t i f o n h o t g e t o n i s a s a m m a d o n i f i n o n m e e

sad s e e d s i d s e e m s a d s i c k h a d m a d s a d r i d r o d h i d h a
m a d o n i f s a d s a c k s e e m r e e f a s a m s a d s o c k s o s a d

Word completion, sound/symbol relationships, word matching

Part 4

Follow the lines and copy each word.

hash	
shed	
fits	
nods	
tent	
tags	

deeds	
hams	
met	
them	
end	
cots	

Part 5

Read the words and sentences.

dash	dish	fish	fist	fast	<input type="checkbox"/>
cast	cot	hot	how	rods	<input type="checkbox"/>
we	win	with	math	then	<input type="checkbox"/>
when	wheel	rocks	sheets	rag	<input type="checkbox"/>

1. She is sad and sick. ☐

2. When did the man feed his cats? ☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

Part 1

Follow the lines and copy each sound.

l	_____
i	_____
k	_____
c	_____
ck	_____
wh	_____
th	_____

Part 2

Write in the missing letters.

when	_____
will	_____
than	_____
track	_____
well	_____
	ck
	we
	en
	wi
	an

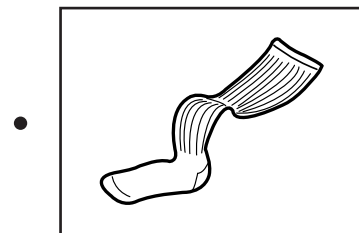
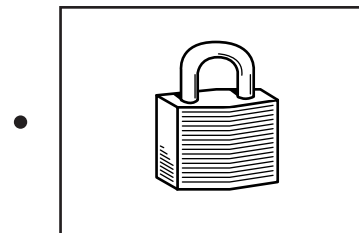
Part 3

Draw lines to match the words and pictures.

sick _____

sock _____

lock _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

tack	
went	
lands	
kits	
how	
with	

wet	
hands	
slid	
lick	
let	
fill	

Part 5

Read the words and sentences.

trot	trick	track	lack	lock	<input type="checkbox"/>
fill	will	well	fell	feet	<input type="checkbox"/>
sand	send	sent	when	wheel	<input type="checkbox"/>
not	now	how	hot	hats	<input type="checkbox"/>

1. She got wet in the street. ☐

2. When he sings, I get sad. ☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

cold	so
socks	ts
kits	ld
hands	ll
well	ha

Part 2

Follow the lines and copy each sound.

ol	
l	
i	
r	
er	
w	

Part 3

Circle the words.

- (it) i s i n o n i t a n t t h a t s e e m i t i f i s o n h e h a s i t f a s t o n i t i n o t n o d t h e i t i n i s o n w e t g o t f i n w i n i t i f o n t r i m i t f i ⑦
- (the) t h a t t h a n t h e t h i s t h e t h a n t r e e t e e a g s t h e a t t h e a t t r a c k t h e t h a t t r i c k t h e t h i s t a c k t h e t a n t h e t e n t h ⑧
- (fit) f i s t f a s t f i n s f i t f i g s f i s h f i l l f i t f i s t f a t f i t f a s t f i s h f i t f i n f e l l f i t f i n f a n f a s t f i t f i s t f i l l f i n f i t f a s t ⑦

Word completion, sound/symbol relationships, word matching

Part 4

Follow the lines and copy each word.

clam	_____
crack	_____
sleek	_____
mills	_____
shed	_____
how	_____

went	_____
slam	_____
with	_____
got	_____
lend	_____
track	_____

Part 5

Read the words and sentences.

get	got	rags	gas	cats	→	<input type="checkbox"/>
trim	trees	street	send	hands	→	<input type="checkbox"/>
sacks	lick	click	lack	lands	→	<input type="checkbox"/>
wet	went	will	wheel	when	→	<input type="checkbox"/>

1. That wheel has wet sand on it.

2. I did not see that shell.

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

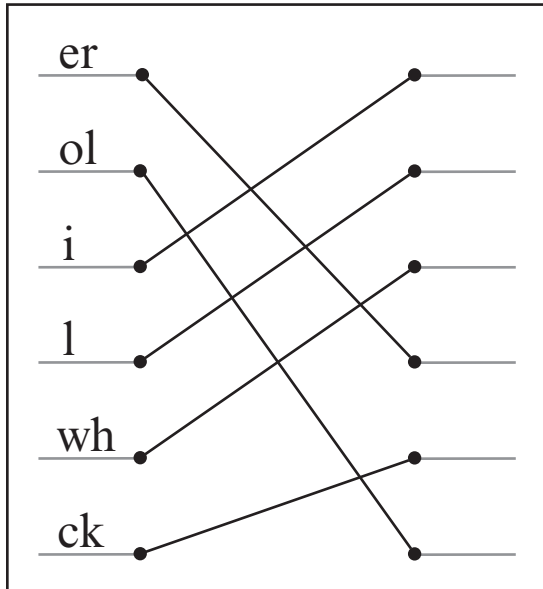
Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

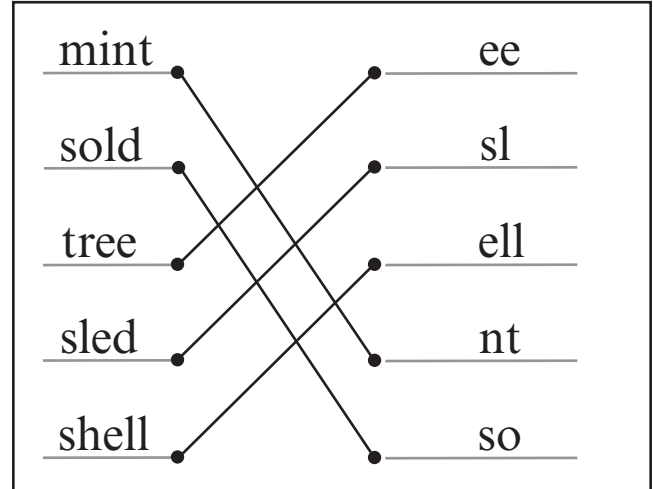
Name _____

Part 1

Follow the lines and copy each sound.

**Part 2**

Write in the missing letters.

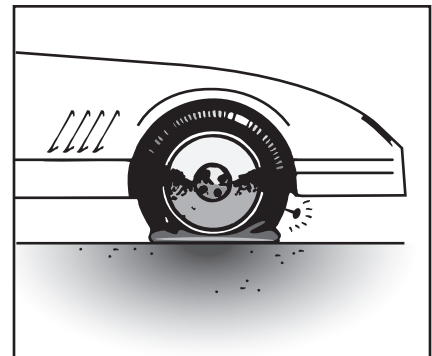
**Part 3**

Circle the sentence that tells about the picture.

This wheel has a track in it.

This wheel has a tack in it.

This wheel has a rack on it.

**Directions, Part 3:** Read the directions to the student: *Circle the sentence that tells about the picture.*

Name _____

Part 4

Follow the lines and copy each word.

mist	
class	
tells	
kits	
hot	
tree	

cold	
last	
clock	
went	
cats	
will	

Part 5

Read the words and sentences.

cold	sold	sled	slam	land	<input type="checkbox"/>
lend	lack	cracks	shack	shell	<input type="checkbox"/>
street	sell	tells	slim	hill	<input type="checkbox"/>
has	hold	how	her	letter	<input type="checkbox"/>

1. Ten cats did not feel well. ☐

2. She slid her sled on the hill. ☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

Part 1

Write in the missing letters.

lock	_____	wi
sleek	_____	am
hold	_____	lo
wish	_____	ee
clam	_____	h

Part 2

Follow the lines and copy each sound.

p	_____
g	_____
ing	_____
d	_____
k	_____
n	_____

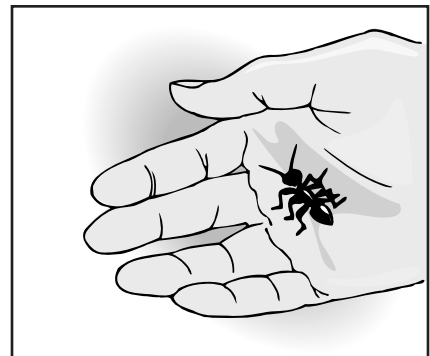
Part 3

Circle the sentence that tells about the picture.

He has a cat in his hand.

He has a rat in his hand.

He has an ant in his hand.



Word completion, sound/symbol relationships, sentence reading

Name _____

Part 4

Follow the lines and copy each word.

sell

shop

this

last

pet

now

hot

cold

clap

wish

socks

fast

Part 5

Read the words and sentences.

this	than	then	when	well	→	<input type="checkbox"/>
fell	tells	sad	sadder	how	→	<input type="checkbox"/>
will	win	winner	lip	slip	→	<input type="checkbox"/>
last	list	land	pet	pit	→	<input type="checkbox"/>

1. How well can she sing?

2. If it is not hot, we will sleep.

☐
☐
☐
☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Follow the lines and copy each sound.

wh	•	•
w	•	•
th	•	•
p	•	•
ol	•	•
er	•	•

Part 2

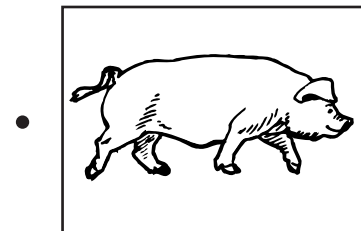
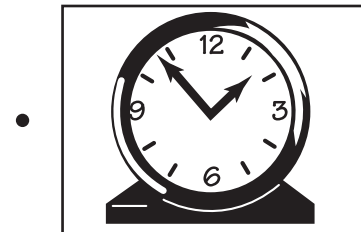
Write in the missing letters.

shops	•	•	st
send	•	•	ts
trim	•	•	tr
cats	•	•	nd
cast	•	•	sh

Part 3

Draw lines to match the words and pictures.

_____ pig _____
 _____ flag _____
 _____ clock _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

meet	
last	
tracks	
how	
down	
went	

then	
class	
met	
lick	
now	
hot	

Part 5

Read the words and sentences.

pig	pet	petting	pack	tack	→	<input type="checkbox"/>
sing	singer	letter	think	how	→	<input type="checkbox"/>
has	hats	hand	lands	lend	→	<input type="checkbox"/>
lip	slip	sleep	sheep	tree	→	<input type="checkbox"/>

1. That cat is slim and sleek.

2. How fast can he go with that cast?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

track	at
mist	ha
hand	eep
sheep	tra
that	mi

Part 2

Follow the lines and copy each sound.

e	
wh	
r	
l	
u	
w	

Part 3

Circle the words.

(and) s e n d s l a m a n d w i l l a m a n a n t a n a n d f a n f i n a n d f i
a n t a m i n o n s a m a n d s e n d a n t a n d c a n a n d h a m a n t

6

(well) s e l l n t w i l l w e l l f e l l t e l l s w e l l f i l l c l i c k w e l l s e
h i l l f i l l w e l l f e l l w i l l w h e e l w h e n w e l l t e l l s e l l

5

(hat) h a s h a d h e s h e h a t t h a n h a t h o t h i t s h e d h o t h a t h
a m h a t h e h a s h h a m s a n d h a t h a m h i s h a t h e e d h o

6

Word completion, sound/symbol relationships, word matching

Name _____

Part 4

Follow the lines and copy each word.

send

fist

pig

truck

now

slap

sack

rest

fits

so

hill

got

Part 5

Read the words and sentences.

list	last	mast	pit	pet	→ <input type="checkbox"/>
peek	sleek	sleep	lip	slip	→ <input type="checkbox"/>
not	now	how	hash	cast	→ <input type="checkbox"/>
fill	filler	trap	clock	dents	→ <input type="checkbox"/>

1. Will he mend his socks?

2. Her dad has a hat that fits.

☐
☐
☐
☐
☐
☐

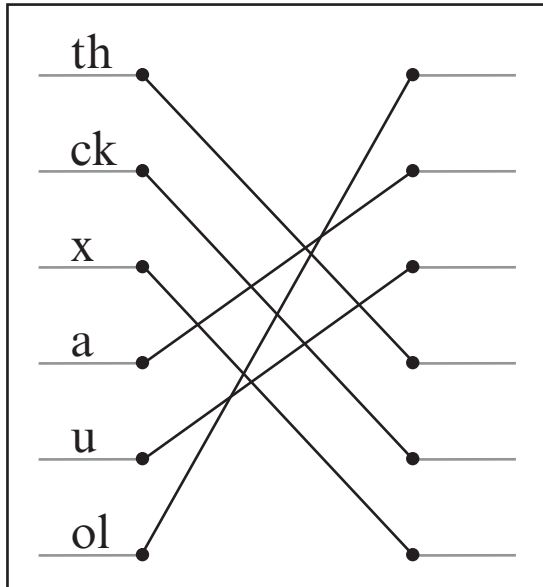
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

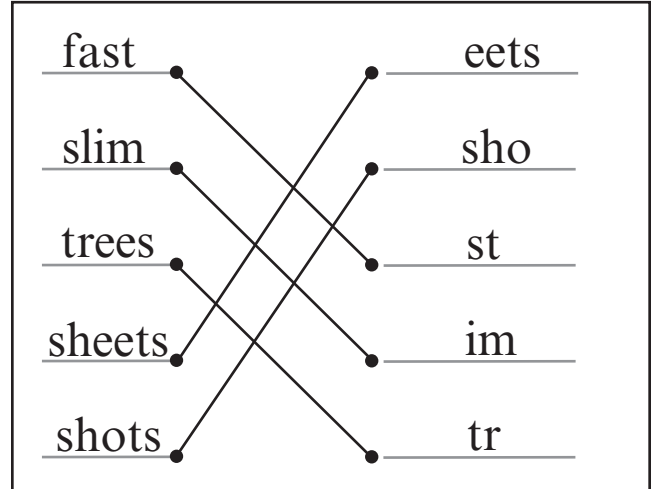
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



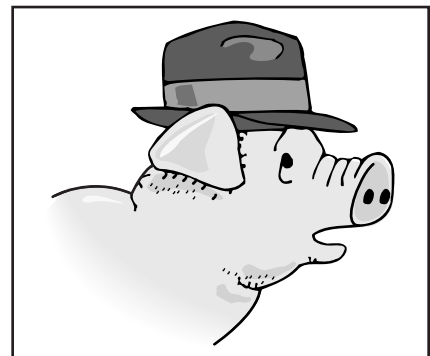
Part 3

Circle the sentence that tells about the picture.

Her hand is on her pet pig.

The hat is on her pet pig.

Her pet pig is on the hat.



Part 4

Follow the lines and copy each word.

rust	
steep	
fish	
lock	
class	
when	

cold	
truck	
lick	
well	
then	
how	

Part 5

Read the words and sentences.

send	sender	sending	rest	last	<input type="checkbox"/>
fold	up	under	stop	truck	<input type="checkbox"/>
step	stem	sleds	clam	crash	<input type="checkbox"/>
fins	fishing	mud	pots	dug	<input type="checkbox"/>

1. I sent her a clock last week.
2. That singer will sing at the dinner.
3. The winner got a gold ring.

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

lock	cks
truck	sl
under	tr
sleep	er
picks	lo

Part 2

Follow the lines and copy each sound.

or	
ol	
er	
wh	
u	
p	

Part 3

Circle the sentence that tells about the picture.

She has a lock in her hand.

She has a cast on her hand.

She has a clock in her hand.



Part 4

Follow the lines and copy each word.

land	
slip	
tent	
hill	
packs	
when	

must	
clap	
how	
track	
dig	
her	

Part 5

Read the words and sentences.

rocks	rocking	locks	list	lip	<input type="checkbox"/>
went	win	winning	sending	sand	<input type="checkbox"/>
slap	clap	click	trick	tracks	<input type="checkbox"/>
ran	run	sings	thing	this	<input type="checkbox"/>

1. Meet me on the hill.
2. He has a cast on his leg.
3. How will we get dinner on this ship?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

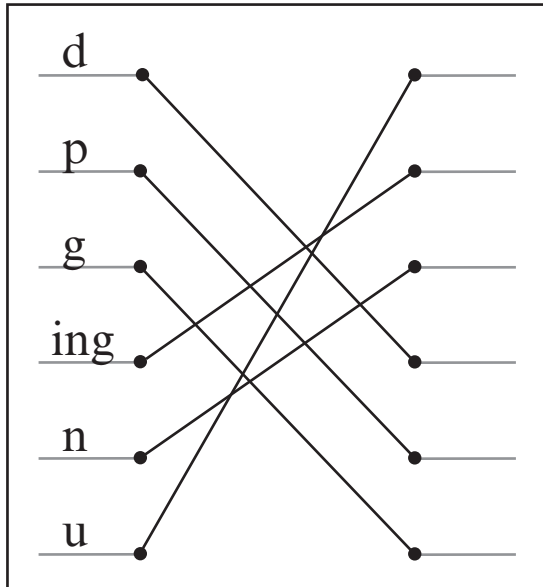
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

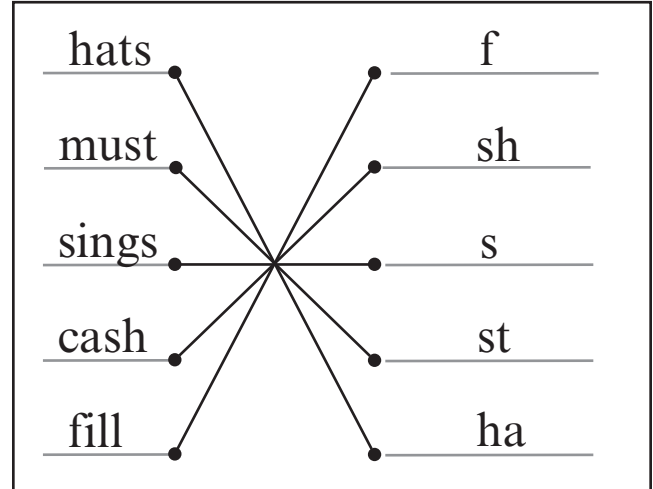
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



Part 3

Circle the words.

(then) w h e n w i l l w e n t t h i s t h e n w e e k s l e e k t h a t t h e n t h i
w e l l w h e n t h e n t h a t w h e e l t h e n t h i s t h a t t h e w h e n ④

(not) n o w h o w h o t n o t s t o p s o c k n o t t t h a n t a n n e e d n o t s
o n i t h o t n o t p o t s n o g o n o t h o t r o t r o d h o w n o t n o w ⑥

(fast) c a s h f i s h f a s t m a s t f i s t m a s h m i s t f a s t c a s t c a n
f i n s f i g s f a d d a s h f a s t c a s t m i s t f i s h f e l l f a s t f ④

Sound/symbol relationships, word completion, word matching

Part 4

Follow the lines and copy each word.

rug

stops

well

claps

rock

then

drop

will

streets

steps

flag

hand

Part 5

Read the words and sentences.

run	fun	fox	fix	fold	→ <input type="checkbox"/>
dinner	sadder	letter	pens	runs	→ <input type="checkbox"/>
week	sings	sleep	slip	sun	→ <input type="checkbox"/>
mist	must	get	got	dot	→ <input type="checkbox"/>

1. Send me the clock this week.
2. No man will rent that shack.
3. Stop filling that gas can with sand.

☐
☐
☐
☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

sleep	pe
pens	ag
flag	ru
runs	ap
trap	eep

Part 2

Follow the lines and copy each sound.

t	
k	
p	
d	
ol	
l	

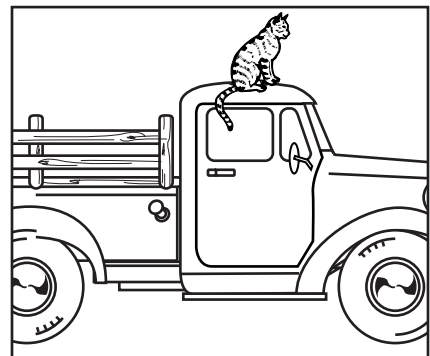
Part 3

Circle the sentence that tells about the picture.

The cat sat on the truck.

The fish sat on the truck.

The cat sat on the fish.



Part 4

Follow the lines and copy each word.

and	
but	
or	
now	
big	
told	

when	
dig	
this	
go	
got	
track	

Part 5

Read the words and sentences.

clap	claps	clapping	street	picks	<input type="checkbox"/>
or	form	torn	must	fell	<input type="checkbox"/>
but	bug	big	dig	dug	<input type="checkbox"/>
pins	peel	told	tag	flags	<input type="checkbox"/>

1. The old man fell on the dock and got wet.
2. She will sing for the class.
3. His socks fit, but his hat is big.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

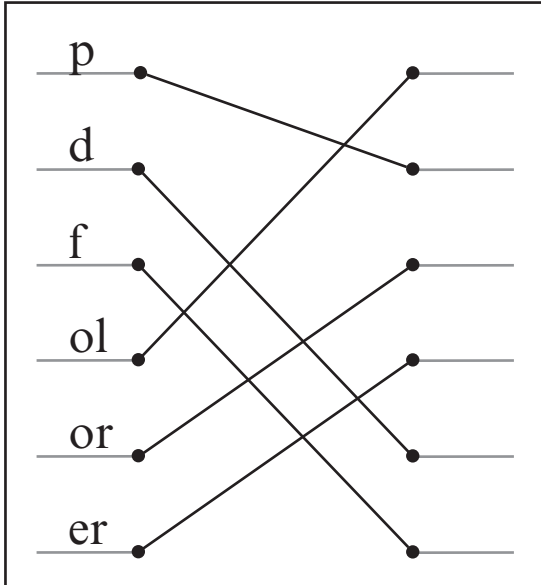
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

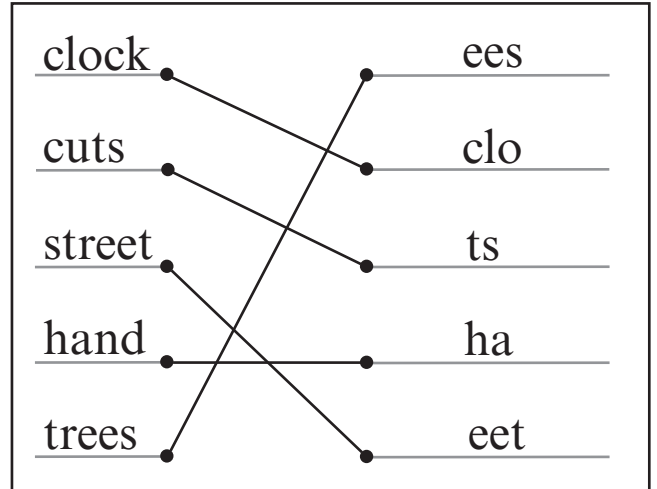
Part 1

Follow the lines and copy each sound.



Part 2

Write in the missing letters.



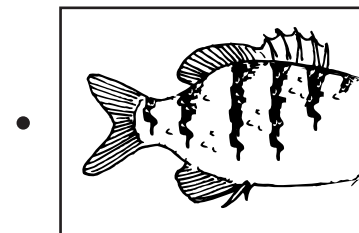
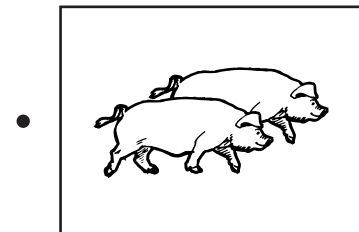
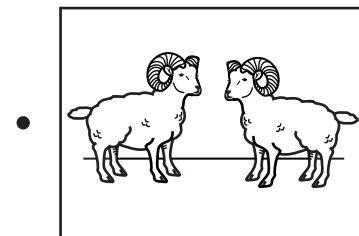
Part 3

Draw lines to match the words and pictures.

fins _____

rams _____

pigs _____



Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

her
his
then
big
and
sleep

that
when
but
gold
under
corn

Part 5

Read the words and sentences.

rip	trip	grip	with	went	<input type="checkbox"/>
dents	dig	bug	bust	dust	<input type="checkbox"/>
how	now	no	so	sold	<input type="checkbox"/>
pin	pinning	sends	winner	winning	<input type="checkbox"/>

1. She is trim and fast.

2. I am a big winner.

3. We will clap if she sings well.

☐
☐
☐

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Write in the missing letters.

hats	op
shop	gr
green	ts
fist	si
sick	st

Part 2

Follow the lines and copy each sound.

ol	
or	
er	
p	
d	
g	

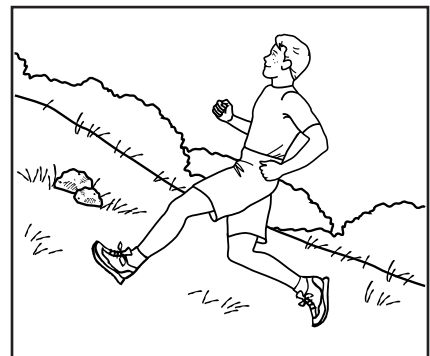
Part 3

Circle the sentence that tells about the picture.

He ran down the steep hill.

He fell down the steep hill.

He ran up the steep hill.



Part 4

Follow the lines and copy each word.

told	
cans	
meet	
rock	
red	
sits	

hits	
for	
when	
sold	
hats	
sleep	

Part 5

Read the words and sentences.

corn	born	big	bug	dust	<input type="checkbox"/>
send	sender	finger	pins	pinning	<input type="checkbox"/>
sold	fold	for	horn	how	<input type="checkbox"/>
slip	sheep	shops	stop	swim	<input type="checkbox"/>

1. He will lend us his tent.
2. She had dinner with us last week.
3. When did the bell ring?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

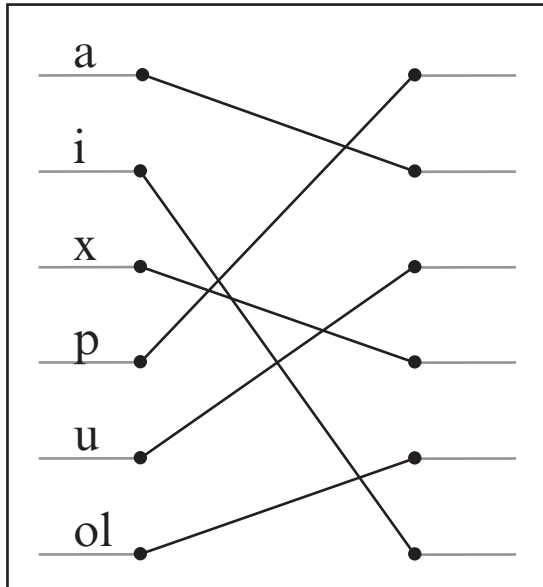
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.

big .	. eep
must .	. b
sleep .	. us
track .	. nt
went .	. ac

Part 3

Circle the words.

(end) h a n d a n d l e n d s a n d s e n d p e n s m e n d f a n s h a m s a n
s l e d p e n s p a n s e n d s h e d c a n s e n d h a n d s s l e d e n d (6)

(his) t h a t t h e t h e n h i s h a m h i t s h a m t h e t h e n h i s h i m h
h o w h i t h i s h i l l s h i n h i s w i t h a t w i l l h i s h i m h e h i (5)

(stop) s t e p s t e e p s t r e e t s t o p p o p s t e p s l i p s t o p s l i d s l e
e k p o t s t o p s l p o p s t o p s l e d s l e e k s t o p s t e p s p o t s (5)

(when) w e t e n d w h e e l w e e k w h e n t h a t t h e n w e l l w h e n w i
t h e n w h e n t h a t w e n t w i l l w h e n w i n w h e n w h e e l h (5)

Directions, Part 2: Read the directions to the student: *Draw the lines. Then write in the missing letters.*

Name _____

Part 4

Follow the lines and copy each word.

this	
yell	
creek	
fork	
truck	
wish	

but	
cold	
six	
happy	
short	
test	

Part 5

Read the words and sentences.

lack	slack	truck	rugs	crust	<input type="checkbox"/>
slip	fix	shed	silly	happy	<input type="checkbox"/>
yes	bell	bet	fist	land	<input type="checkbox"/>
mix	fox	fits	sold	short	<input type="checkbox"/>

1. Is she swimming in the pond?
2. The fox is running up the steep hill.
3. That black colt will trot on the track.

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(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

trip	lo
send	or
lock	as
form	ip
fast	en

Part 2

Follow the lines and copy each sound.

u	
r	
h	
sh	
er	
y	

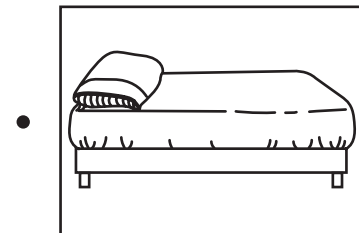
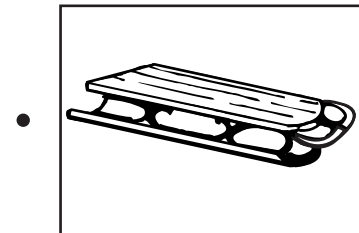
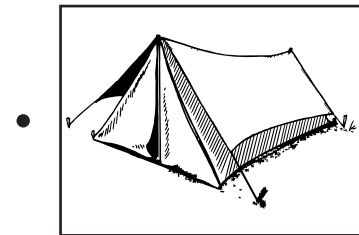
Part 3

Draw lines to match the words and pictures.

bed

sled

tent



Word completion, sound/symbol relationships, word recognition

Part 4

Follow the lines and copy each word.

send	
for	
yes	
told	
last	
bit	

dust	
mix	
down	
fits	
dug	
crack	

Part 5

Read the words and sentences.

cold	creek	fork	fun	funny	<input type="checkbox"/>
letter	lasting	better	drip	pit	<input type="checkbox"/>
rush	dust	brush	bits	gift	<input type="checkbox"/>
swim	rub	running	flags	sleep	<input type="checkbox"/>

- The class will end with a test.
- When can we swim in the creek?
- His cat is sleeping in his bed.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

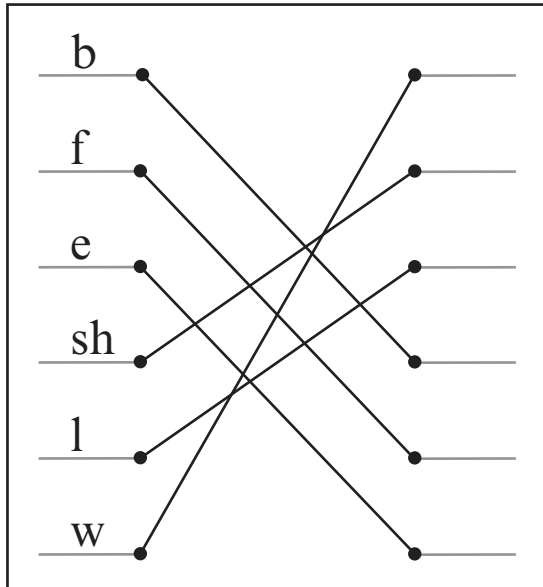
(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

- Tell the student to read each row of words and the sentences.
- Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

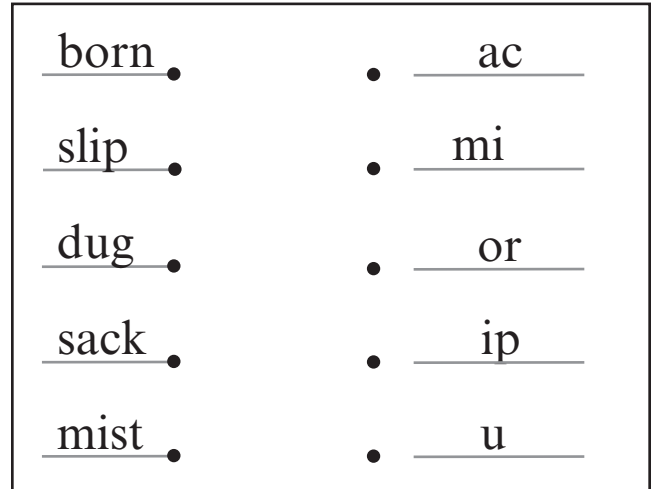
Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.



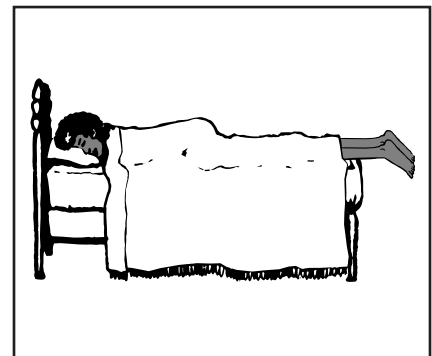
Part 3

Circle the sentence that tells about the picture.

She can not sleep in the short tent.

She can not fit in the short truck.

She can sleep on the short bed.



Part 4

Follow the lines and copy each word.

sits	
then	
rock	

fold	
sing	
must	

Part 5

Copy the sentence.

We will go on a trip.

Part 6

Read the words and sentences.

yes	yell	sent	bet	letter	<input type="checkbox"/>
last	slid	flip	flaps	fork	<input type="checkbox"/>
morning	short	best	when	rush	<input type="checkbox"/>
funny	fill	feel	cold	greet	<input type="checkbox"/>
1. See me sleep in the green grass.					<input type="checkbox"/>
2. The math class did not go well.					<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Read the directions to the student: *Copy the sentence.*
2. Tell the student: *Copy the sentence just as it is written. Remember to start with a capital letter and to put a period at the end of the sentence.*

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

shops.	nd
truck.	f
send.	op
dusty.	ru
fold.	du

Part 2

Follow the lines and copy each sound.

n	
t	
f	
ol	
er	
or	

Part 3

Circle the words.

than then when that t h t a c k t h e n t h a n t h i s t h e t h e t h a n
t h a t h t h a n t h e n w h e n t h e t h i n g t h a n t h i s t h e t a c k

4

Part 4

Follow the lines and copy each word.

under	
grass	
street	
got	
fits	
send	

corn	
her	
fill	
when	
but	
trees	

Word completion, sound/symbol relationships, word matching, copying words

Name _____

Part 5

Copy the sentences.

He will run up the hill.

Her class went to the track meet.

The men will sleep in that tent.

Part 6

Read the words and sentences.

to	is	was	went	wish	<input type="checkbox"/>
cuts	drip	short	felt	fold	<input type="checkbox"/>
yes	hands	smell	steep	drop	<input type="checkbox"/>
black	best	class	dust	green	<input type="checkbox"/>
1. How can he sleep when we sing?					<input type="checkbox"/>
2. That colt trots faster and faster.					<input type="checkbox"/>
3. When they met, they felt happy.					<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

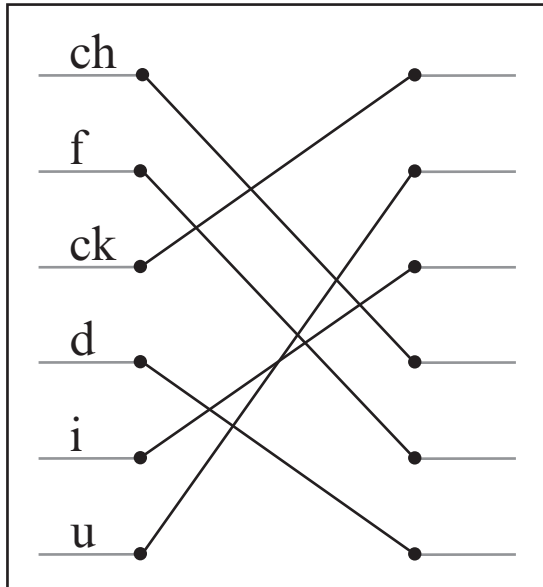
1. Read the directions to the student: *Copy the sentences.*
2. Tell the student: *Copy each sentence just as it is written. Remember to start with a capital letter and to put a period at the end of each sentence.*

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

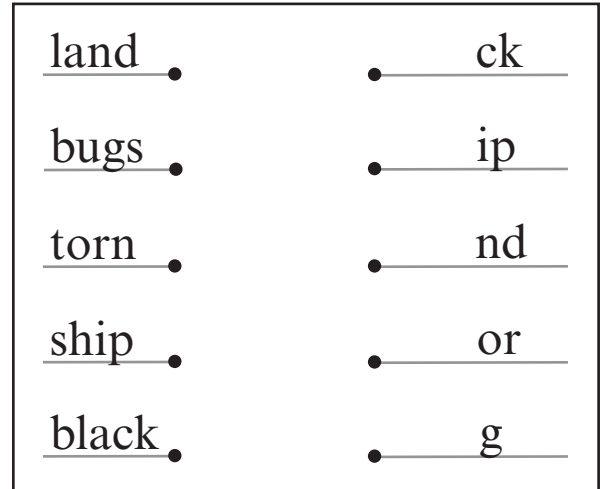
Part 1

Follow the lines and copy each sound.



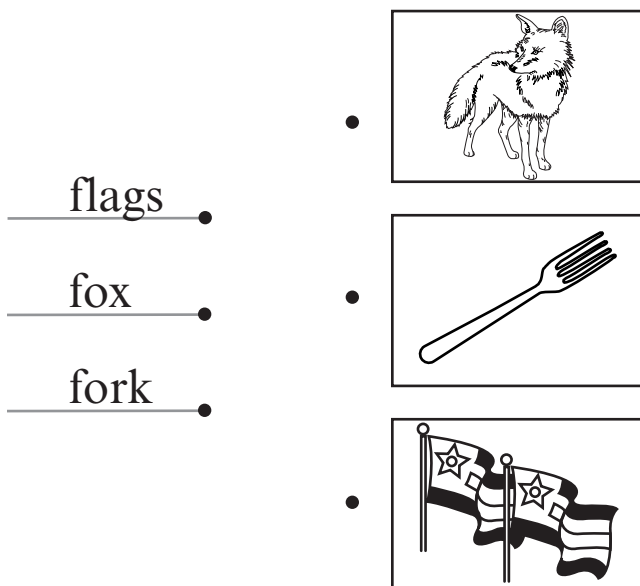
Part 2

Draw the lines. Then write in the missing letters.



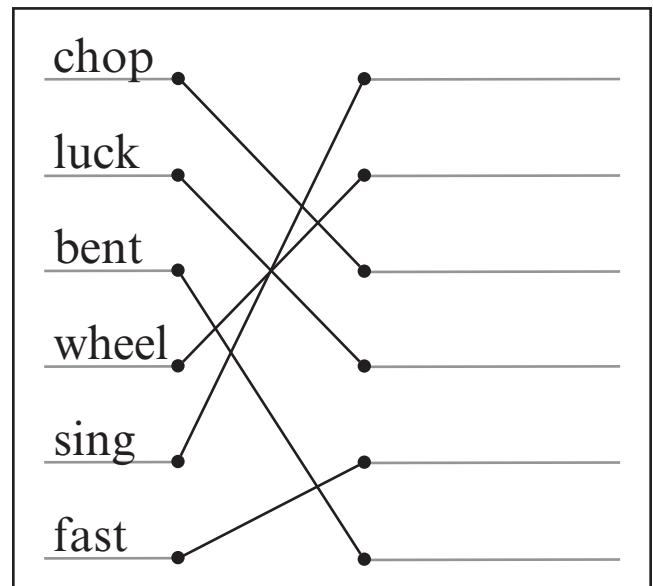
Part 3

Draw lines to match the words and pictures.



Part 4

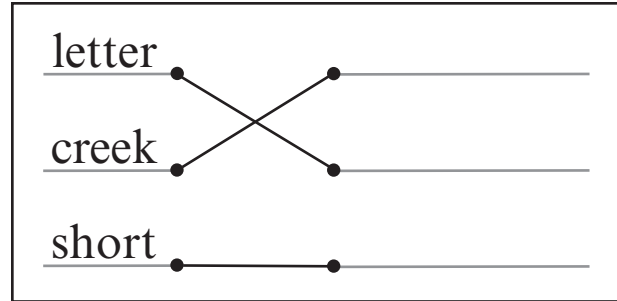
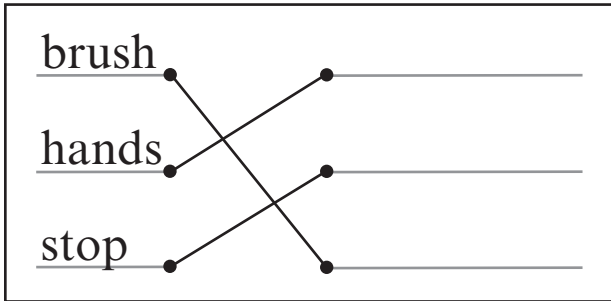
Follow the lines and copy each word.



Name _____

Part 5

Follow the lines and copy each word.

**Part 6**

Copy the sentences.

I will sleep in the green grass.

She went to her swimming class.

Part 7

Read the words and sentences.

crust	sunny	yet	they	yelling	<input type="checkbox"/>
was	mats	black	gold	much	<input type="checkbox"/>
chip	dropping	six	steps	camp	<input type="checkbox"/>

1. When will they stop sending me letters?
2. The green bug was in that tree.
3. They will lock the shed in the morning.

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(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

lamp	lun
slim	am
drops	im
click	cl
lunch	op

Part 2

Follow the lines and copy each sound.

o

r

u

ch

ck

b

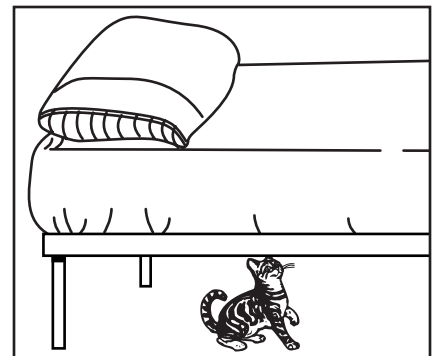
Part 3

Circle the sentence that tells about the picture.

The old cat sat on the bed.

The old cat hid under the bed.

The old cat sat in the tree.



Name _____

Part 4

Follow the lines and copy each word.

rugs		
colder		
still		

left		
cuts		
happy		

Part 5

Copy the sentences.

She sat in her truck.

I am happy in this class.

Part 6

Read the words and sentences.

told	to	was	yet	smell	<input type="checkbox"/>
short	shore	store	plant	clip	<input type="checkbox"/>
pan	faster	lend	next	fix	<input type="checkbox"/>

1. They set up a tent at the creek.
2. The pig got in the mud.
3. He sent me a short letter.

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(Parent's/Listener's) signature _____ Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Follow the lines and copy each sound.

Part 2

Draw the lines. Then write in the missing letters.

Part 3

Circle the words.

left letter lick left fill fls led left tree f b e t t l e f t
l e g r e d l e f t b e t t e r l e n d l e f t e n d t e l l g e t l e f t l i p l i

Part 4

Follow the lines and copy each word.

Sound/symbol relationships, word completion, word matching, copying words

Name _____

Part 5

Copy the sentences.

I will go to the store now.

A black cat sat in that tree.

She told me how happy she was.

Part 6

Read the words and sentences.

bent	dents	dusty	creek	muddy	<input type="checkbox"/>
sore	shore	shops	chop	bath	<input type="checkbox"/>
slams	champ	clamp	block	picking	<input type="checkbox"/>
yelling	still	fold	form	pens	<input type="checkbox"/>

1. Next week, we will go on a trip.
2. They had fish and chips for lunch.
3. Did he lock the shed yet?

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(Parent's/Listener's) signature _____ Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

cold	st
self	co
dust	lf
creek	oc
block	ree

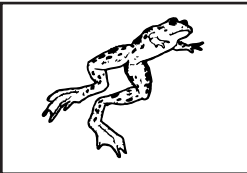
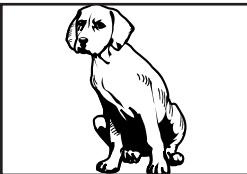
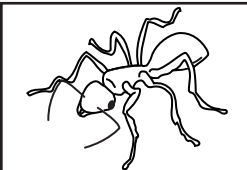
Part 2

Follow the lines and copy each sound.

y	
b	
n	
m	
sh	
ch	

Part 3

Draw lines to match the words and pictures.

dog	•	
bug	•	
frog	•	

Part 4

Follow the lines and copy each word.

send	
drips	
tack	
wish	
rust	
sold	

Word completion, sound/symbol relationships, word recognition, copying words

Part 5

Follow the lines and copy each word.

help	
sits	
corn	

much	
fill	
hands	

Part 6

Copy the sentence.

We went and sat under the tree.

Part 7

Read the words and sentences.

glad	champ	much	such	stump	<input type="checkbox"/>	
do	to	dog	frog	form	said	<input type="checkbox"/>
letters	north	better	left	list		<input type="checkbox"/>

1. If we rent a truck, we can go on a trip.
2. She will help him lift that big box.
3. His dog was muddy and wet.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

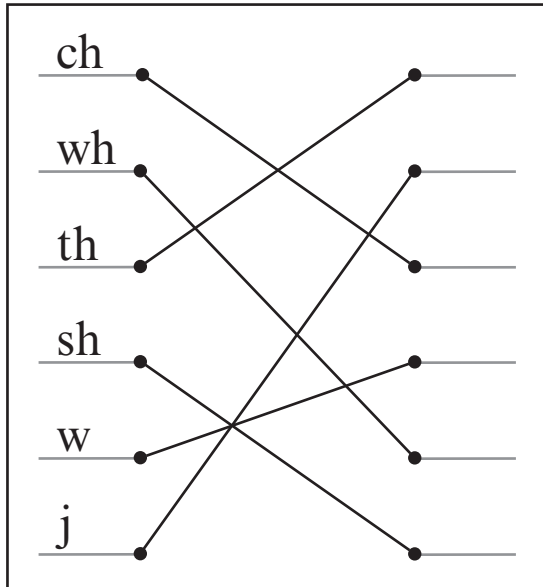
(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

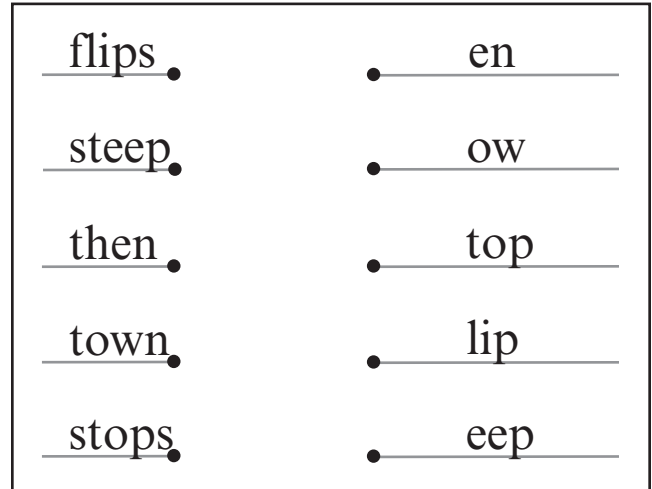
Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.



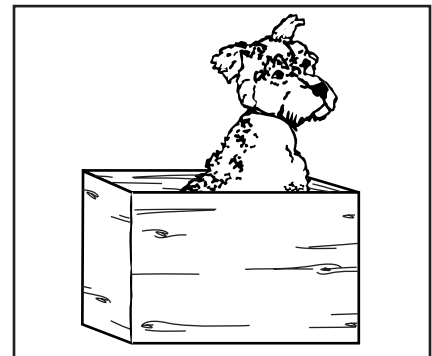
Part 3

Circle the sentence that tells about the picture.

This dog sat in the bathtub.

This dog sat in the box.

This frog sat in the box.



Part 4

Follow the lines and copy each word.

glad	_____
cold	_____
drips	_____

north	_____
plants	_____
list	_____

Part 5

Copy the sentences.

I can not fix this truck.

Six men went to the camp.

Part 6

Read the words and sentences.

jump	jam	plants	stand	still	→	<input type="checkbox"/>
feel	fell	shelf	down	drops	→	<input type="checkbox"/>
singer	mister	slips	such	next	→	<input type="checkbox"/>

1. She was the best runner in this town.
2. He said, "Did the cat sleep under the bed?"
3. The tracks led to a shack next to the hill.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

shelf	ips
jumps	st
stand	or
north	mp
trips	elf

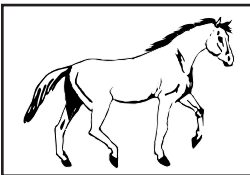
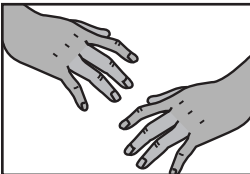

Part 2

Follow the lines and copy each sound.

y	
i	
w	
v	
ch	
j	

Part 3

Draw lines to match the words and pictures.

hands	•	
horns	•	
horse	•	

Part 4

Follow the lines and copy each word.

rims	
seem	
jump	
trick	
chop	
when	

Word completion, sound/symbol relationships, word recognition, copying words

Name _____

Part 5

Copy the sentences.

We ran up the steep hill.

She will get jam at the store.

Part 6

Follow the lines and copy each word.

flips	_____
mold	_____
horse	_____

cash	_____
pick	_____
they	_____

Part 7

Read the words and sentences.

grab	grin	singer	sending	smell	→	<input type="checkbox"/>
clamp	champ	chops	tops	stop	→	<input type="checkbox"/>
job	born	rust	desk	last	→	<input type="checkbox"/>

1. That plant will fit on this shelf.
2. His dusty dog needs a bath.
3. She ate ham and corn for dinner.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

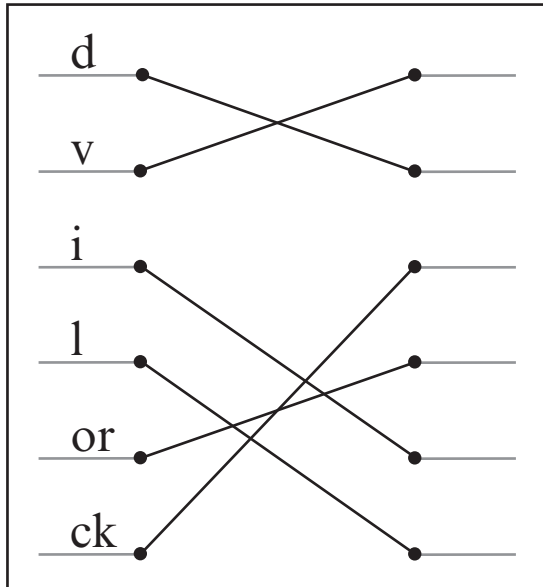
(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

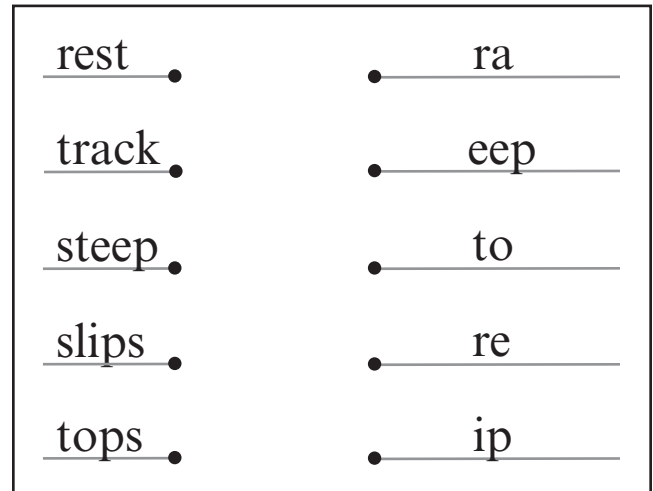
Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.



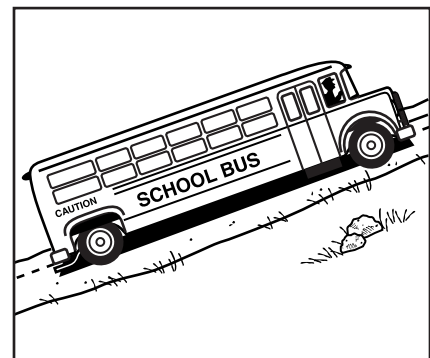
Part 3

Circle the sentence that tells about the picture.

The bus went up the street.

The truck went up the street.

The bus went down the street.



Part 4

Circle the words.

(bad) b e s t b i d d a d b a d b o l t b o r n b i t s b a d s a d l a n d b a d l a f a d d a s h b a d f a s t m a d p a l b a d s a n d f a s t b a d b o l d b e t (6)

Sound/symbol relationships, word completion, sentence reading, word matching

Name _____

Part 5

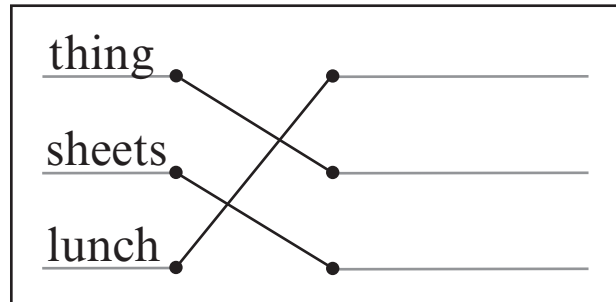
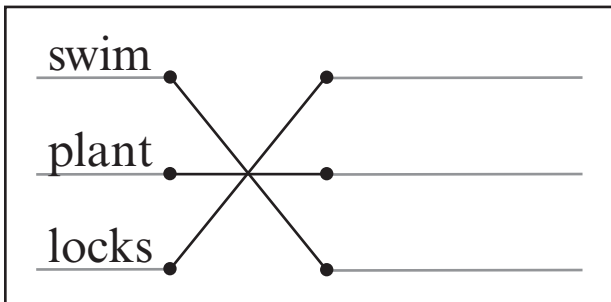
Copy the sentences.

The dog sat in the bathtub.

He got a job at that store.

Part 6

Follow the lines and copy each word.

**Part 7**

Read the words and sentences.

to	do	desk	rest	rush	hub	<input type="checkbox"/>
what	when	then	town	swimming		<input type="checkbox"/>
sunny	sleeps	grabs	yes	you		<input type="checkbox"/>

1. His dad said, "Go to the store now."

2. Six green bugs hid under the rug.

3. I can not smell this plant.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

trips	op
sold	ck
north	s
black	th
chops	rip

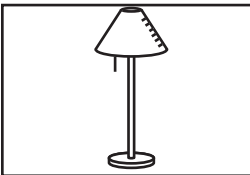

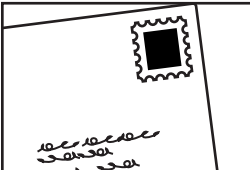
Part 2

Follow the lines and copy each sound.

n	
r	
s	
a	
c	
i	

Part 3

Draw lines to match the words and pictures.

stamp	
stump	
lamp	

Part 4

Follow the lines and copy each word.

sleeps	
born	
told	
shops	
letter	
when	

Word completion, sound/symbol relationships, word recognition, copying words

Name _____

Part 5

Copy the sentences.

We met at the swimming meet.

They will stop for lunch now.

Part 6

Follow the lines and copy each word.

jump	_____
winner	_____
need	_____

fast	_____
more	_____
funny	_____

Part 7

Read the words and sentences.

of	what	was	shelf	vest	very	<input type="checkbox"/>
jelly	just	tops	you	yelling		<input type="checkbox"/>
to	thing	think	blink	swimmer		<input type="checkbox"/>

1. She will sell her old truck.

2. His dog sleeps on that red rug.

3. He said, "Hand me the jam."

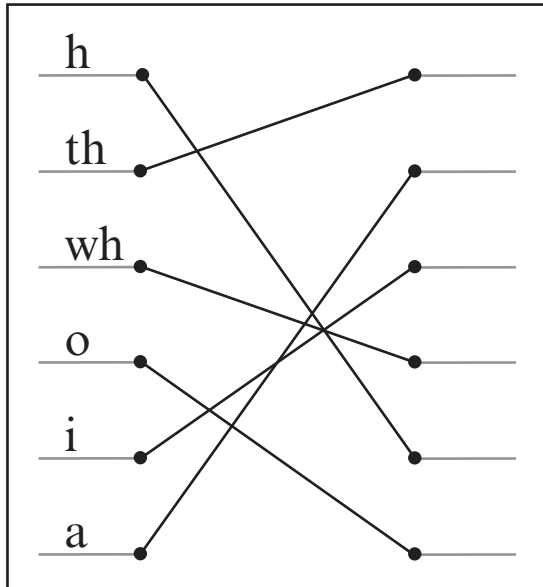
(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

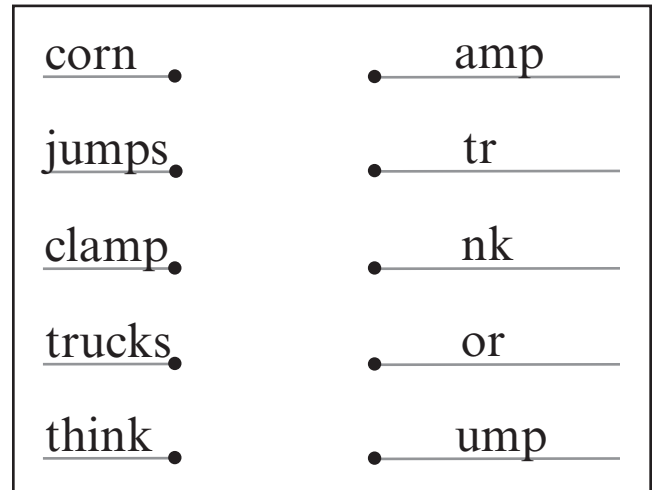
Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.



Part 3

Circle the sentence that tells about the picture.

He has pants that fit.

He has socks that fit.

He has pants that do not fit.



Part 4

Circle the words.

pin pan lip pin ship pen ip pit pin pig pan pet pin
trip fit pan pin lip pens pin pat pet pin pig clip

Sound/symbol relationships, word completion, sentence reading, word matching

Part 5

Follow the lines and copy each word.

trees		
north		
cold		

sell		
grabs		
stop		

Part 6

Copy the sentences.

He told me how to get to the store.

Her dog sleeps on that old rug.

Part 7

Read the words and sentences.

check	think	things	told	planting	<input type="checkbox"/>
morning	grips	lunch	stuck	steep	<input type="checkbox"/>
felt	very	jumping	was	wishing	<input type="checkbox"/>

1. She said, "When do you go to class?"

2. They sat down on an ant hill.

3. We will send a gift to her.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

Part 1

Draw the lines. Then write in the missing letters.

chops.	•	or
fork.	•	un
jelly.	•	an
under.	•	ch
stand.	•	ell

Part 2

Follow the lines and copy each sound.

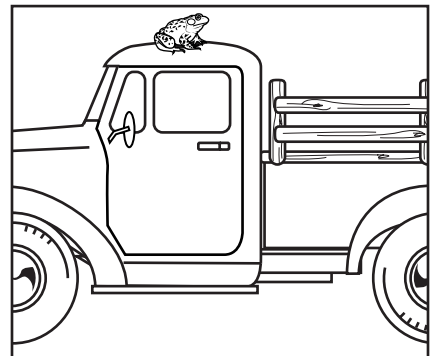
Part 3

Circle the sentence that tells about the picture.

The frog sat next to the old truck.

The frog sat on top of the old truck.

The frog sat under the old truck.

**Part 4**

Circle the words.

(belt) bet bell belt left well felt belt let lend felt belt l
 bet sfell tell belt felt sell left send belt left end fe

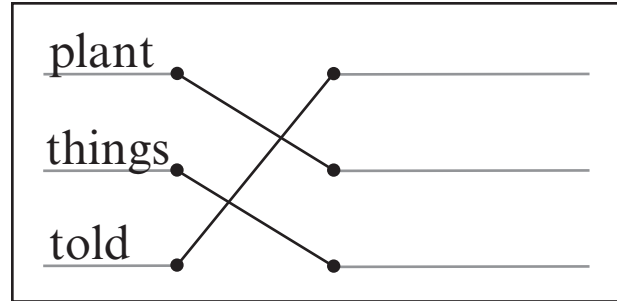
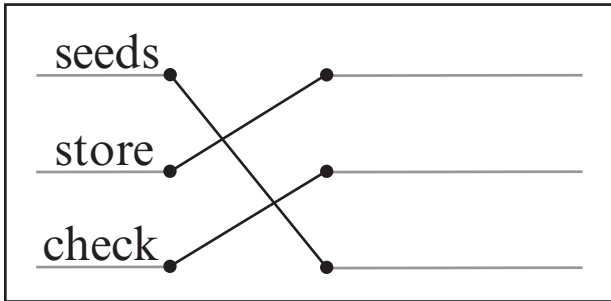
5

Word completion, sound/symbol relationships, sentence reading, word matching

Name _____

Part 5

Follow the lines and copy each word.

**Part 6**

Copy the sentences.

They had lots of desks in the class.

 The horse ran on a dusty path.

Part 7

Read the words and sentences.

butter	under	damp	after	mast	<input type="checkbox"/>
than	hold	when	clocks	you	<input type="checkbox"/>
stops	shop	what	lots	list	<input type="checkbox"/>

1. She was the best singer in town.
2. They sat on a hill next to the pond.
3. He said, "I feel much better now."

☐
☐
☐
☐
☐

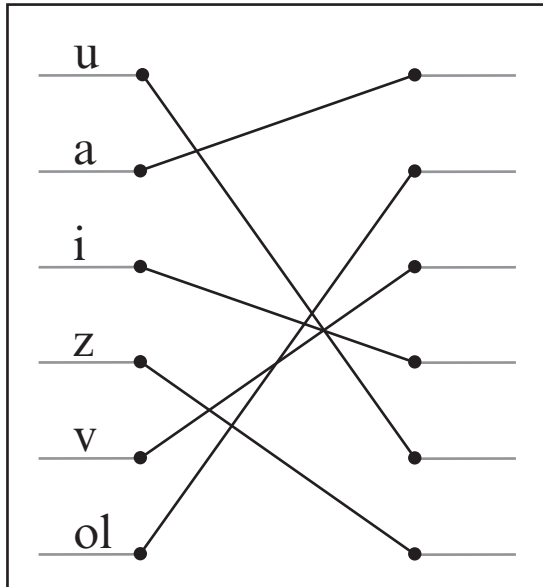
(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

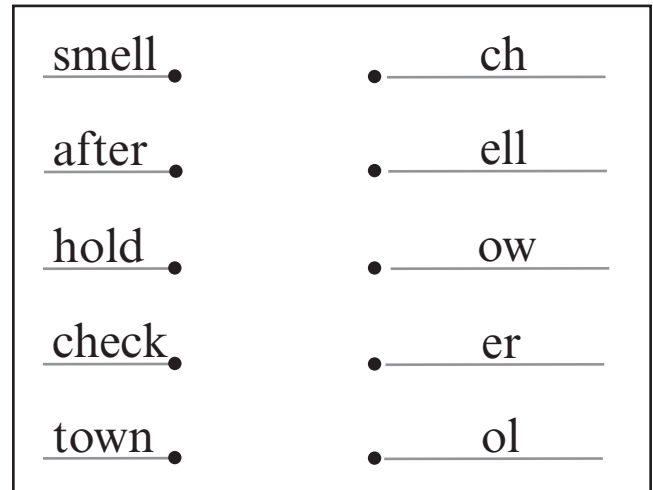
Part 1

Follow the lines and copy each sound.



Part 2

Draw the lines. Then write in the missing letters.



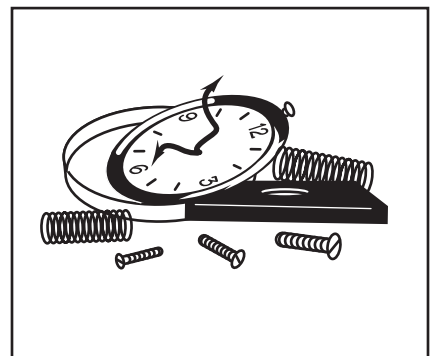
Part 3

Circle the sentence that tells about the picture.

This clock will not run.

This clock will run very well.

This clock did not stop.



Part 4

Circle the words.

(wish) d i s h w i s h c a s h m i f i s h l i s t w i s h w i l l w i n w i s h w
i n w i l l f i s h w i s h m a s h m i s t l a s t w i l l w i s h w i t h

5

Sound/symbol relationships, word completion, sentence reading, word matching

Name _____

Part 5

Follow the lines and copy each word.

held	
clamp	
butter	

block	
much	
sheep	

Part 6

Copy the sentences.

You left lots of things on her desk.

Six men will camp on that hill.

Part 7

Read the words and sentences.

things	winner	chopping	what	after	→	<input type="checkbox"/>
slip	stuck	silly	clapping	spring	→	<input type="checkbox"/>
store	cold	lucky	very	shelf	→	<input type="checkbox"/>
1. Can we swim in that pond?						<input type="checkbox"/>
2. Bud said, "I will fix a big dinner."						<input type="checkbox"/>
3. Her left leg is in a cast.						<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

<u>h</u> ands	ash
<u>d</u> ust	ts
<u>s</u> heets	op
<u>d</u> rop	st
<u>c</u> rash	and

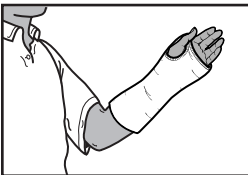
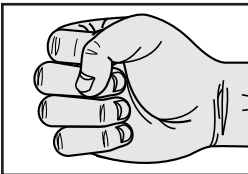
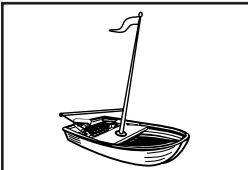
Part 2

Follow the lines and copy each sound.

er	
or	
n	
r	
w	
v	

Part 3

Draw lines to match the words and pictures.

mast	
cast	
fist	

Part 4

Follow the lines and copy each word.

best	
fans	
crush	
things	
winner	
chops	

Name _____

Part 5

Copy the sentences.

An old truck went down the street.

His black cat sat in his lap.

Part 6

Follow the lines and copy each word.

cold		
shelf		
down		

sleeps		
went		
after		

Part 7

Read the words and sentences.

think	spring	of	slick	you	→	<input type="checkbox"/>
planting	things	next	letters	do	→	<input type="checkbox"/>
stops	stamp	which	hammer	grip	→	<input type="checkbox"/>

1. Help her fix that clock now.
2. His mom said, "What did you do this morning?"
3. When did they get on the bus?

☐
☐
☐
☐
☐

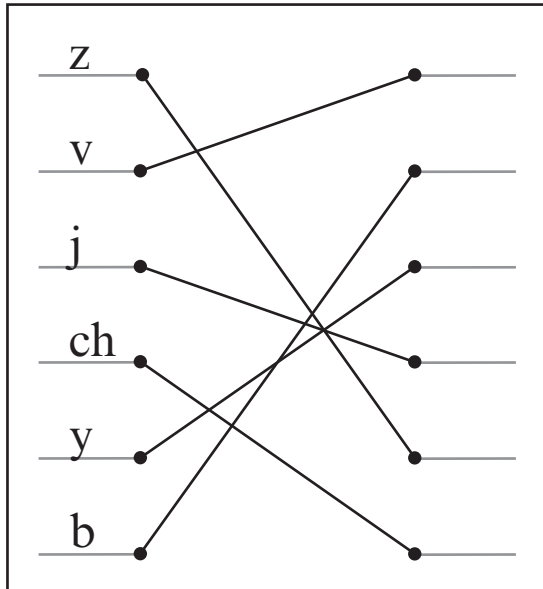
(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Follow the lines and copy each sound.



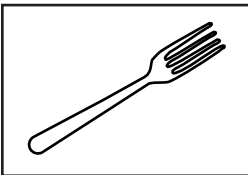

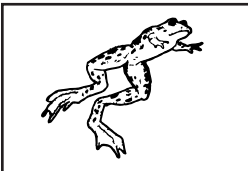
Part 2

Draw the lines. Then write in the missing letters.

fold .	. in
which .	. ol
drink .	. ch
stuck .	. or
more .	. st

Part 3

Draw lines to match the words and pictures.

flag .	•	
frog .	•	
fork .	•	

Part 4

Follow the lines and copy each word.

plants .	•	_____
shop .	•	_____
think .	•	_____
much .	•	_____
yell .	•	_____
hold .	•	_____

Name _____

Part 5

Copy the sentences.

The wet street is slick.

Her mom lost her green hat.

Part 6

Follow the lines and copy each word.

born	_____
just	_____
chips	_____

path	_____
better	_____
crash	_____

Part 7

Read the words and sentences.

funny	needs	lost	stops	store	→	<input type="checkbox"/>
stamps	stink	quick	which	shelf	→	<input type="checkbox"/>
rent	swinging	what	of	happy	→	<input type="checkbox"/>

1. Do not step on that rug with muddy feet.

2. When will we get to the next town?

3. She said, "I did not see you in math class."

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 1

Draw the lines. Then write in the missing letters.

<u>sleeps</u> .	• <u>or</u>
<u>things</u> .	• <u>tt</u>
<u>north</u> .	• <u>ol</u>
<u>letter</u> .	• <u>ee</u>
<u>hold</u> .	• <u>ing</u>

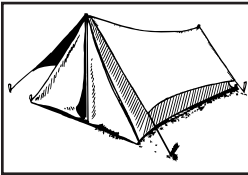
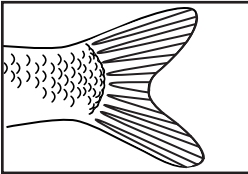

Part 2

Follow the lines and copy each sound.

er	•	•
w	•	•
or	•	•
wh	•	•
ol	•	•
f	•	•

Part 3

Draw lines to match the words and pictures.

<u>ring</u> .	•	
<u>fin</u> .	•	
<u>tent</u> .	•	

Part 4

Follow the lines and copy each word.

quit	•	•
gift	•	•
best	•	•
green	•	•
lots	•	•
bath	•	•

Name _____

Part 5

Copy the sentences.

A skunk sat on that old stump.

They will fix dinner now.

Part 6

Follow the lines and copy each word.

check	_____
down	_____
store	_____

fold	_____
sheets	_____
better	_____

Part 7

Read the words and sentences.

lamp	then	grins	think	which	→	<input type="checkbox"/>
of	what	stops	black	now	→	<input type="checkbox"/>
sitting	lucky	fits	jumps	lost	→	<input type="checkbox"/>

1. We got this clock at a junk shop.
2. “Do not fill that tub to the top,” he said.
3. You will do well in the next class.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Answer Key

Name _____

Part 1

Draw lines to match the sounds.

r	a	f	t	e	th
t	f	a	th	e	r


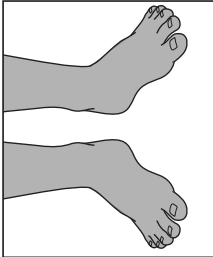
Part 2

Write in the missing letters.

sit	ma st
ham	si ^t
ma st	ha ^m

Part 3

Draw lines to match the words and pictures.

feet	
cat	

Sound/symbol relationships, word completion, word recognition

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Name _____

Part 4

Circle the sounds.

(th) r h d (th) i m d h e r h (th) a s m d e (4)
m (th) s m h t e r d a (th) m h t i r s

(c) i a m d (c) t e s d a i t (c) a f r i t m (4)
d a t i e f i d (c) a i m t s i a (c) d t

(f) i r d a (f) o d i e d r (f) t h m r s (f) (7)
r d c i (f) a c d i r s (f) d i c (f) t h a

Part 5

Follow the lines and copy each word.

that	hat
this	the
feed	that
hat	this
the	feed

Sound/symbol relationships, copying words

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Lesson12

Name _____

Part 1

Draw lines to match the sounds.

m a s e t r m

a t e s r m

Part 2

Write in the missing letters.

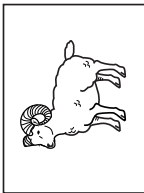
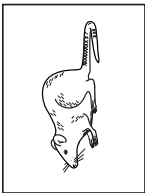
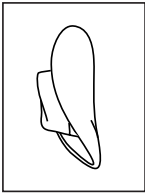
hid hat reef ram

hid hat reef ram

Part 3

Draw lines to match the words and pictures.

ram hat rat



Sound/symbol relationships, word completion, word recognition

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LESSON 123

Lesson12

Name _____

Part 4

Circle the sounds.

sh a t h e m i h a sh t h i s e m h

sh a m h sh s i e sh a h t r a s t

th a t i s h a e th a s e h t f i a

h a t e th e h s e m t s e r s h a e

h a t i h c d i a d r h a i t h e c o

r t o i h o i t c r o f d i a h m r d

Part 5

Follow the lines and copy each word.

ham this reef cat rid meet

reef cat meet this ham rid

Sound/symbol relationships, copying words

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LESSON 124

Lesson
13

Name

Part 1

Draw lines to match the sounds.

i
f
h
c
th
sh

sh
th
c
h
f
i

Part 2

Write in the missing letters.

feed
cam
this
hat

cam
this
hat
feed

Part 3

Draw lines to match the words and pictures.

mitt
fist
mast

Sound/symbol relationships, word completion, word recognition

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Lesson 13
5

Lesson
13

Name

Part 4

Circle the sounds.

f
e
t
h
i
m
i
d
i
c
t
r
i
a
e
i
f

t
h
i
p
a
t
h
a
s
e
h
t
f
p
i

h
e
t
s
h
e
r
s
i
e
h
c
s
h
d
i

Part 5

Follow the lines and copy each word.

dad
sham
sees
reef
this
if

reef
this
sham
sees
if
dad

Sound/symbol relationships, copying words

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Lesson 13
6

Lesson14

Name _____

Part 1

Draw lines to match the sounds.

m s a n r i

s n i m a r i

Part 2

Write in the missing letters.

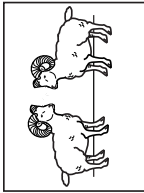
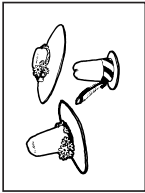
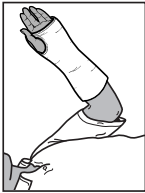
sad rim hams seem

hams sad rim seem

Part 3

Draw lines to match the words and pictures.

hats cast rams



Sound/symbol relationships, word completion, word recognition

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LESSON 14

7

Lesson14

Name _____

Part 4

Circle the sounds.

d e c e c f i a m i s i d s a s i d a m s e

d e s i m s d i e d s i s a i e d m

c e s f i p a c f a e c f a s e f c i e s

f i c f a f e s a e m c f e a p f a c

n a m i n a d i a d s n a i n m n d a o r

r m o s n o m a r o i n s i a n m s i d

Part 5

Follow the lines and copy each word.

cast did sees reef she cast reef

cad sees did she cast reef

Sound/symbol relationships, copying words

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LESSON 14

8

Lesson 15

Name _____

Part 1

Draw lines to match the sounds.

a	m
n	r
e	n
r	a
m	sh
sh	e




Part 2

Write in the missing letters.

sheet	fist
cast	that
that	cast
fist	sheet

Part 3

Draw lines to match the words and pictures.

man	
cats	
fish	

Sound/symbol relationships, word completion, word recognition

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Lesson 15 9

Lesson 15

Name _____

Part 4

Circle the sounds.

r m e a r e m f i m s a r e m a s
 e m r e m r m a m e i m i e r a i m
 sh c sh i p a t h a e sh a e sh c h p
 h i sh a h e s a e m t h e a i sh
 a h i n a m e a m s n a i r h m e n r
 r h e s n t h a r i n s i a n m h t s i

Part 5

Follow the lines and copy each word.

fin	man
man	need
mad	am
need	seem
am	fin
seem	mad

Sound/symbol relationships, copying words

Lesson 15

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Lesson16

Name _____

Part 1

Draw lines to match the sounds.

h f n r d t

h f n r d t

Part 2

Write in the missing letters.


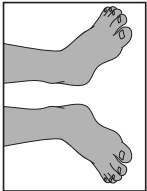
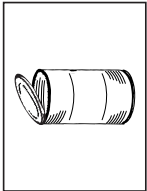
fast cats tan dim

fast cats tan dim

Part 3

Draw lines to match the words and pictures.

cat can feet



Sound/symbol relationships, word completion, word recognition

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Lesson 1611

Lesson16

Name _____

Part 4

Circle the sounds.

e h d e a r e h e d a h m a d e f d r

e h d e f d i h e i h r e d a i h t

t c t h i p a c h a i t h a i t h c h p

t h i t h a h i t a i m t h i a s h m

n a h e n a e a m s n a e n h m s a

r h i s n t h a r f e n s e a n r h t

Part 5

Follow the lines and copy each word.

sheet seems ran tin am she

sheet sheet am seems tin ran

Sound/symbol relationships, copying words

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Lesson 1612

Lesson 17

Name _____

Part 1

Follow the lines and copy each sound.

m

e

r

d

th

c

r

c

m

e

d

th

Part 2

Write in the missing letters.

fish

had

him

sat

him

fish

sat

had

Part 3

Draw lines to match the words and pictures.

she

fish

him





Sound/symbol relationships, word completion, word recognition

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Lesson 17

13

Lesson 17

Name _____

Part 4

Circle the sounds.

n

e

n

d

e

a

m

e

n

e

t

h

e

n

d

a

t

e

n

d

m

e

n

t

f

n

d

e

m

e

i

n

d

r

d

a

e

a

f

i

Part 5

Follow the lines and copy each word.

mash

need

sham

fish

dash

him

need

sham

fish

him

dash

mash

Part 5

Follow the lines and copy each word.

ash

did

he

she

if

an

if

an

ash

did

he

she

Sound/symbol relationships, copying words

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Lesson 17

14

Lesson18

Name _____

Part 1

Follow the lines and copy each sound.

t	d
r	i
f	h
d	t
i	r
h	f

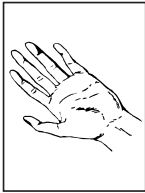


Part 2

Write in the missing letters.

ram	fast
him	had
had	him
fast	ram

Part 3

Draw lines to match the words and pictures.

hand	
he	
she	

Sound/symbol relationships, word completion, word recognition

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15

Lesson18

Name _____

Part 4

Circle the sounds.

o f o a f o s e t o s f a t o s h e f a s 8

o s t o s f t o s e i s f r f a o t e f r

c e f i p o c t o i c d f o i c f e f o d 8

h i c f o c i r c o i m c f i o a m c p e

h a h i n a h i a m s n e i n h a m o r 6

r m o s n o h a r o i h s i a n h i n r

Part 5

Follow the lines and copy each word.

has	hand
hand	fees
sees	has
and	ash
fees	sees
ash	and

seeds	she
is	fast
the	him
him	the
fast	is
she	seeds

Sound/symbol relationships, copying words

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16

Lesson
19

Name _____

Part 1

Follow the lines and copy each sound.

o

th

e

sh

a

f

e

o

th

f

sh

a

Part 2

Write in the missing letters.

the

ash

fins

has

has

fins

the

ash

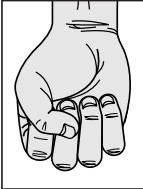
Part 3

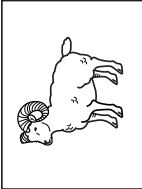
Draw lines to match the words and pictures.

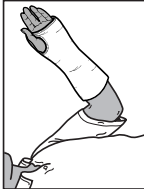
ram

cast

fist







Sound/symbol relationships, word completion, word recognition

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Lesson
19

Name _____

Part 4

Circle the sounds.

h

h

m

e

n

t

h

i

n

f

d

h

o

n

f

m

e

n

h

r

n

s

m

i

n

d

h

e

m

n

f

t

m

o

n

d

h

s

n

th

m

e

th

d

n

e

f

m

t

f

i

th

s

h

i

h

th

f

o

e

h

th

e

f

t

o

h

f

n

a

m

th

e

n

f

m

e

d

t

h

e

l

d

m

i

a

n

d

e

i

h

t

n

e

d

e

f

e

r

s

m

e

n

t

h

f

d

n

e

t

m

e

t

h

d

i

a

f

t

d

f

Part 5

Follow the lines and copy each word.

hand

mist

rod

that

has

cot

rod

has

cot

that

mist

hand

cats

had

she

hits

am

that

hits

cats

had

that

am

she

Sound/symbol relationships, copying words

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Lesson
20

Name _____

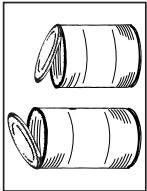

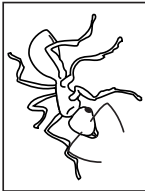
Part 1
Follow the lines and copy each sound.

sh	th
f	n
i	r
th	sh
r	i
n	f

Part 2
Write in the missing letters.

ant	this
this	hot
dash	ant
hot	dash

Part 3
Draw lines to match the words and pictures.

ant	
cans	
man	

Sound/symbol relationships, word completion, word recognition

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Lesson 20

19

Lesson
20

Name _____

Part 4
Follow the lines and copy each word.

sheet	rid
rid	mash
rod	rod
teeth	sheet
not	not
mash	teeth

Part 5
Read the words.

ram	sheets	fast	dim
cast	she	fish	him
seeds	feet	did	cat
am	cats	fins	that

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

20

Lesson 20

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Part 1

Follow the lines and copy each sound.

o

n

sh

c

r

e

sh

n

o

e

c

r

Part 2

Write in the missing letters.

dash

fist

that

hats

ha

ts

tha

t

da

sh

fi

st

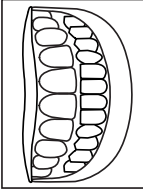

Part 3

Draw lines to match the words and pictures.

cash

math

teeth

16

x 5

48

-12

Sound/symbol relationships, word completion, word recognition

Part 4

Follow the lines and copy each word.

math

on

dish

teeth

rod

she

on

she

dish

math

rod

teeth

hot

seems

cats

mist

dash

his

mist

hot

seems

his

cats

dash

Part 5

Read the words.

hot

mist

can

and

fist

not

cash

deed

reef

tin

hand

cot

fish

hat

ant

seeds

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

Name _____

Part 1

Follow the lines and copy each sound.

ing sh g m th n sh

sh m th n ing g

Part 2

Write in the missing letters.

rims teeth than cash

than cash rims teeth

Part 3

Circle the sounds.

g t d f e g r i a t r f d g e a o i m n t h
h a o i n t g h c s h m o f r i g a h t t h
r e i m o n f g s e i h r g f t d m i o g 7
o m s t d f c s h o a e r i h t h n m e r f
g o t c i m n r e o f s g h t i a c d o r 6
a m n e o a r i s r d o g a r s i f t m t
f d t r f e o g h i a f m n e o h g t r f e 7
i o n c m f r t i s a g n e a m r f t h g
n m c a d e s a f t i o m n a d f t h e t
c a e f g c o i m n g f d e s a t r f g c i 6
m n d f r e a s f c e d o i c a g r t s e
n f g t c a t r i m n o t c o t d i n a m

Sound/symbol relationships, word completion

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Name _____

Part 4

Follow the lines and copy each word.

cash cod that him dish meets

dish that cod cash meets him

not deeds cast fish math on

math on fish cast not deeds

Part 5

Read the words.

hand not seems sand
fast is mash feed
dish rod sit teeth
sheet shad math on

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

Lesson
23

Name _____

Part 4
Follow the lines and copy each word.

got

sing

him

met

needs

tan

sing

tan

him

met

got

needs

than

ring

than

feet

not

seem

ring

tin

feet

tin

not

seem

Part 5
Read the words.

cod

meet

ding

the

feet

nod

sing

feed

ring

seed

rod

than

cash

she

me

not

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

26

Lesson 23

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Lesson
23

Name _____

Part 1
Follow the lines and copy each sound.

e

a

i

g

f

th

th

f

g

i

a

e

needs

sing

cans

not

not

cans

needs

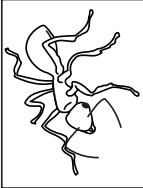
sing


Part 3
Draw lines to match the words and pictures.


hen

ant

he







Sound/symbol relationships, word completion, word recognition

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25

Lesson 23

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Part 1

Follow the lines and copy each sound.

Part 3

Follow the lines and copy each word.

Sound/symbol relationships, word completion, word completion, copying words

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Part 2

Write in the missing letters.

Tracing guide for the words 'this' and 'sheets'. The words are written on a four-line grid. 'this' is written in blue, and 'sheets' is written in black. The letters are connected by lines, showing the correct stroke order for writing.

Part 4

Circle the sounds.

8 m(n) r e(n) r m o a r t(n) s m t h s(n) i(n) m
f t m e a t(n) e m s(n) t i h s e r t m o(n)

6 t h i sh e i f h sh e h f d t h s d t h
t sh t e i f h sh e f s d f sh e t sh t

5 s h e e th f i g h e f th i d r i m r
th r t d t e s n e th f m e n th s e

Part 5

Read the words and sentences.

them	sing	ant	fits	
mash	not	thin	than	
got	fast	seems	cot	
teeth	his	sand	she	

1. Dad did math.

She can see that reef.

1. Dad did math.

2. She can see that reef.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

28 *Lesson 24*

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Name _____

Part 1

Write in the missing letters.

ring	than
meets	ring
din	meets
than	din

Part 2

Follow the lines and copy each sound.

g	o
e	c
n	sh
o	g
c	e
sh	n

Part 3

Follow the lines and copy each word.

ding	mad
mad	meets
dish	dish
meets	ding
sham	got
got	sham

shed	has
his	not
fast	his
not	shed
feed	feed
has	fast

Word completion, sound/symbol relationships, copying words

Name _____

Part 4

Circle the sounds.

e t d f e g r i a t r f d g e a o i m n t h f 5
a e i n t g h c s h m o f r i e a h t t h e
t d t r f e o g h i a f m n e o h g t r f e 4
i o n c m f r t i s a g n e a m r f t r g
d a e f g d c i m n g f d e s a t r f g c i 5
d m n d f r e a s f c e d o i c a g r t s
n m s t d f n s h o a e r i h t h n m e r f t 4
o t c i m n r e o f g s h t t h i a c d n r

Part 5

Read the words and sentences.

need	mad	fin	not
ant	sing	feet	mist
is	mod	has	if
sand	than	shin	got

1. That dash is fast.
2. He has rats and cats.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 26

Name _____

Part 1

Follow the lines and copy each sound.

th

ing

c

o

d

t

c

o

d

t

th

ing

Part 2

Write in the missing letters.

them

sand

fits

fast

fits

fast

them

sand

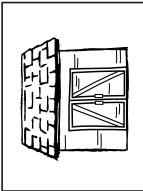
Part 3


Draw lines to match the words and pictures.

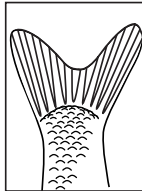
fin

shed

ring







Sound/symbol relationships, word completion, word recognition

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31

Lesson 26

Name _____

Part 4

Follow the lines and copy each word.

she

shed

he

hem

reed

red

she

reed

red

shed

he

hem

Part 5

Read the words and sentences.

and

cans

meet

sand

fast

dish

rod

fits

meet

hid

cash

hem

sing

his

math

seems

1. A cat had sand on his feet.

2. That fish has a fin.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

32

Lesson 26

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Name _____

Part 1

Write in the missing letters.

sent	mats
mats	fast
fast	mend
mend	sent

Part 2

Follow the lines and copy each sound.

c	g
e	c
g	e
a	sh
sh	d
d	a

Part 3

Follow the lines and copy each word.

hot	tin
ring	ten
ten	hot
sod	ring
teen	teen
tin	sod

sad	seed
hit	sad
cash	math
seed	them
math	hit
them	cash

Word completion, sound/symbol relationships, copying words

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Name _____

Part 4

Circle the sounds.

c d t f r i e a f t **g** c m a s r f c **g** r f h **g**
 e a o c i m n **g** f t d f e **g** r i a t r f d **g**
 r m n **r** a f e c g h i o a **r** e c d a s t f **r**
 o e a i n **r** m c e n o f **r** i s a h t t h **r** e
 c o a i **c** r f g h n m **c** e d r a s i o f g **c**
 e f r g i o **c** d e s a g n e **c** m r f t r g i
 e d t r f **e** o g h i a f m n **e** o h g t r f **e**
 i o n c m f r t i s **e** d o i c a g r t s e m

Part 5

Read the words and sentences.

teen	ten	tan	tin
end	send	mend	sand
hit	hat	hot	that
cash	dash	fast	dish

1. She hid in the hen shed.
2. He met them on the ant hill.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson28

Name _____

Part 1

Follow the lines and copy each sound.

c

k

ck

e

o

sh

k

sh

o

e

c

ck

Part 2

Write in the missing letters.

meet

teeth

mash

cots

cots

meet

teeth

mash

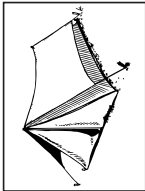
Part 3

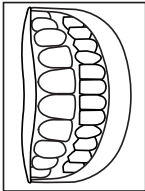
Draw lines to match the words and pictures.

ten

tent

teeth





10

Sound/symbol relationships, word completion, word recognition

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Lesson28

35

Lesson28

Name _____

Part 4

Follow the lines and copy each word.

meet

men

mend

see

send

sent

mend

meet

send

sent

see

men

Part 5

Read the words and sentences.

sheets

shots

cats

cash

mash

fish

fist

mast

see

she

he

me

meet

nod

hat

hot

shot

sheet

1. Can she see if it is dim?

2. He had cash in his hand.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

36

Lesson 28

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Name _____

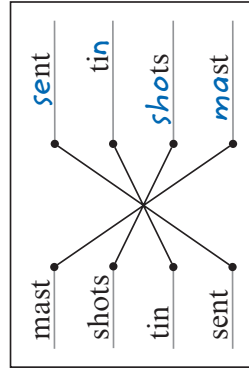
Part 1

Circle the sounds.

- (k) g f t r d (k) s a r m n i o t h g r (k) o i r
e d (k) s i o (k) n m d e f g h (k) i o m (k) n
a r e t g h i o m n (k) d f g (k) o i r e m h (8)
- (h) d t r f e o g (h) i a f m n e o (h) g t r f a
i o n c (h) f r t i s m s t d (h) c s o a (h) i
(h) f n m e (h) f t g o t c i m n (h) e o i d e (8)
- (t) a g n e c m r f (t) r g i n m c a d (t) s a f
(t) c m n a d h (t) f m n r a f (t) c g h i o a
e c d a s (t) f g r o e a (t) i r m c e r h o (7)
- (i) a s d f (i) h k g o r e m n c d f g h k (i) o
d a s m n c d f (i) e g h (i) k a e d r o e s (7)
n c r (i) s a o e d f r (i) o a (i) f g h t a m

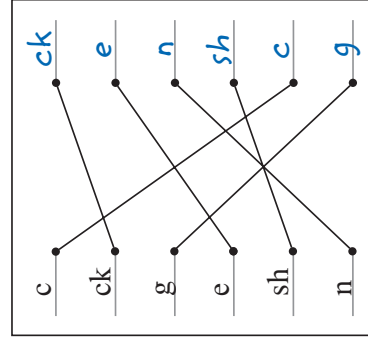
Part 2

Write in the missing letters.



Part 3

Follow the lines and copy each sound.



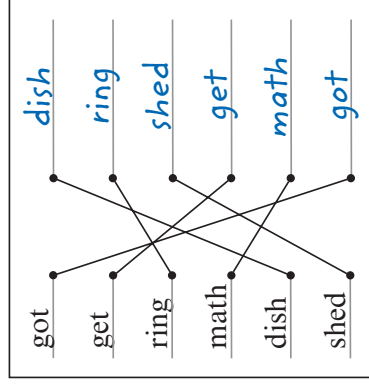
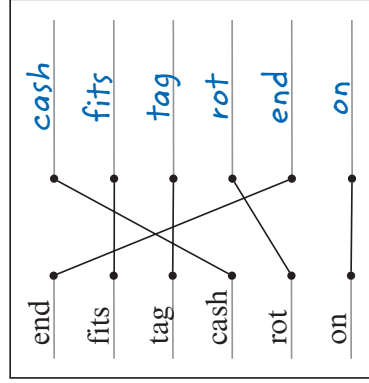
Sound/symbol relationships, word completion

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Name _____

Part 4

Follow the lines and copy each word.



Part 5

Read the words and sentences.

- ten hand hot tent send
sand mist mats mend mast
fast feed got red get
tin sent cans tags them

1. Did she see the deed?

2. She got sand and ants in the dish.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Lesson30

Part 1

Follow the lines and copy each sound.

ingthrc kck

ckc k r ing th

Lesson30

Part 2

Write in the missing letters.

handtagsfisttree

tagsfisttreehand

Lesson30

Part 3

Follow the lines and copy each word.

nottentcanshehitsmeet

cansnottenthitsmeethe

Lesson30

Part 5

Read the words and sentences.

figaddgettintinshots

tentcansmentoothnod

anthotdashhishfish

legthenthemsacksfits

1. An ant is not fast in the dash.

2. Did he get mad at his cats?

Sound/symbol relationships, word completion, copying words

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Lesson30

Part 4

Circle the sounds.

ds e m d c t a s m e d t s a c d e d

a e d o m d e m s t f e d a h d f e

g m e i g a l c s g e m r s e g l o r

g i l e g r e l s c e g r g e m h a

ck i t m ck e th i s e i d ck t e i ck e

ck d e i t m ck i e th ck i e t th sh

Part 5

Read the words and sentences.

figaddgettintinshots

tentcansmentoothnod

anthotdashhishfish

legthenthemsacksfits

1. An ant is not fast in the dash.

2. Did he get mad at his cats?

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

40

Lesson 30

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Name _____

Part 1

Write in the missing letters.

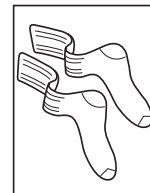
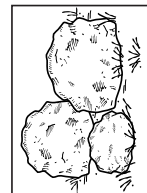
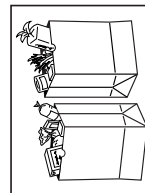
Part 2

Follow the lines and copy each sound.

Part 3

Draw lines to match the words and pictures.

rocks
socks
sacks



Word completion, sound/symbol relationships, word recognition

Name: _____

Part 4

Follow the lines and copy each word.

Handwriting practice sheet for the words: sad, meet, rod, his, send, get. The words are written on a four-line grid. The first row shows the words written in blue ink. The second row shows the words written in black ink, with lines connecting the dots of the letters between the two rows to show stroke order and placement.

Part 5

Read the words and sentences.

then	sit	has	hid	feed	<input type="checkbox"/>
fast	tree	trim	met	get	<input type="checkbox"/>
kids	socks	cash	kick	this	<input type="checkbox"/>
rags	shed	she	cod	sick	<input type="checkbox"/>

11. Can she kick that sack?

1. Can she kick that sack?
2. He did his math as he sat on the mat.

(Parent's/Listener's) signature _____

Date: _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Copying words, reading fluency

Lesson 32

Name _____

Part 1

Follow the lines and copy each sound.

wh w ck k c g ing

wh w ck k c g ing

Part 2

Write in the missing letters.

rags fits rocks trot

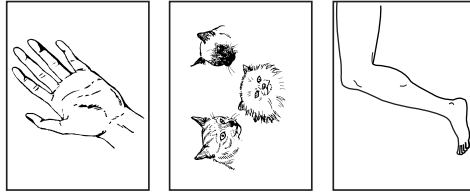
rags fits rocks trot

Part 3

Draw lines to match the words and pictures.

leg hand cats

leg hand cats



Sound/symbol relationships, word completion, word recognition

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Lesson 32

43

Lesson 32

Name _____

Part 4

Follow the lines and copy each word.

than had win feed on cans than

than had win feed on cans than

seems them fish sheets hid mend

seems them fish sheets hid mend

Part 5

Read the words and sentences.

did dad not had then

week his that street how

kicks needs ring end got

if and send teen rocks

1. Did she get a cast on the leg?
2. Can she sit and fish in the mist?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

44 Lesson 32

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Lesson 33

Name _____

Part 1

Write in the missing letters.

when

than

tree

mast

than

tree

mast

when

Part 2

Follow the lines and copy each sound.

w

c

k

g

t

f

k

w

c

g

f

t



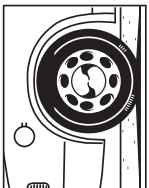
Part 3

Draw lines to match the words and pictures.

ring

wheel

hot

Word completion, sound/symbol relationships, word recognition

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Lesson 33

Name _____

Part 4

Follow the lines and copy each word.

cans

sing

when

trot

hits

red

trot

cans

sing

hits

red

when

that

did

mash

fast

send

has

did

fast

that

send

has

mash

Part 5

Read the words and sentences.

we

when

wheel

with

this

sad

kick

dash

go

street

go

singing

tree

week

feed

sheets

shots

hot

how

hands

1. Did sand get in the street?

2. She did not see him.

(Parent's/Listener's) signature _____

Date _____

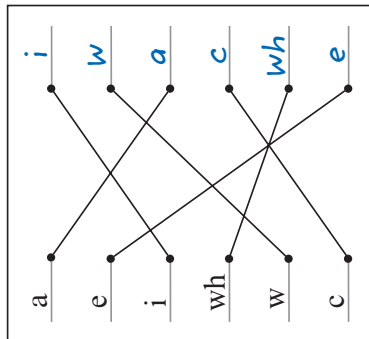
Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

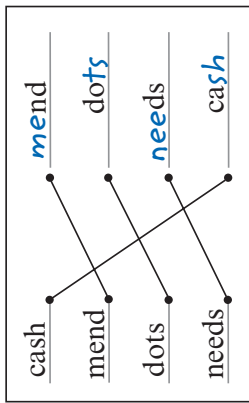
Part 1

Follow the lines and copy each sound.



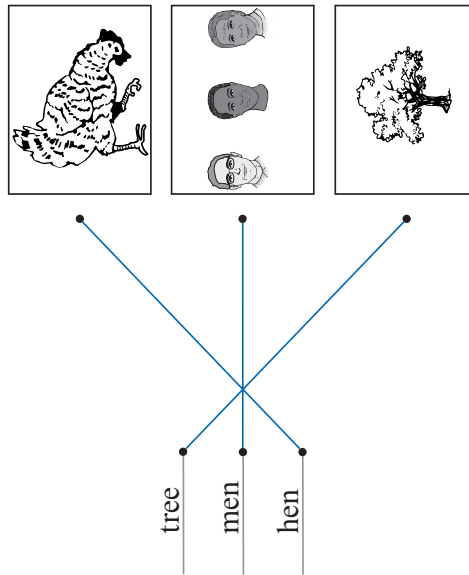
Part 2

Write in the missing letters.



Part 3

Draw lines to match the words and pictures.

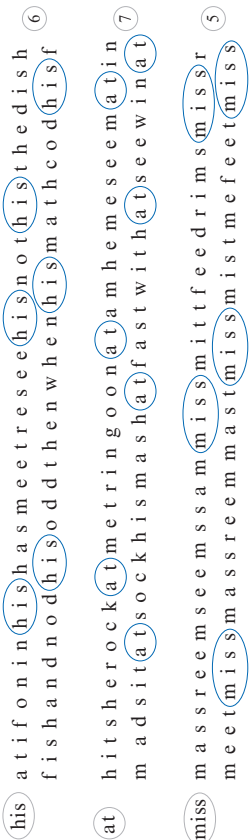


Sound/symbol relationships, word completion, word recognition

Lesson 34

Part 4

Circle the words.



Part 5

Read the words and sentences.



1. Can she see when it is dim?
2. His fat fish is not fast.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Name _____

Part 1

Write in the missing letters.

Part 2

Follow the lines and copy each sound.

Part 3

Circle the words.

met a h e m e s e e m e t m a d r a m e e t m e t w e t s a m s e m e t s
s h e m e t m i s s r e e m s a c k m e t m i s s a m s c a s t m e t s 6

o n i n a s a m r a m o n i n i s h o t r o d o n g o t g e t t i n o n i f i s
g o f a s t i f o n h o t g e t o n i s a m m a d o n i f i n o n m e e 7

s a d s e e d s i d s e e m s a d s i c k h a d m a d s a d r i d r o h d h a
m a d o n i f s a d s a c k s e e m r e e f a s a m s a d s o c k s o s a d 5

Lesson 35

Name

Part 4

Follow the lines and copy each word.

Part 5

Read the words and sentences.

dash	dish	fish	fist	fast	<input type="checkbox"/>
<hr/>					
cast	cot	hot	how	rods	<input type="checkbox"/>
<hr/>					
we	win	with	math	then	<input type="checkbox"/>
<hr/>					
when	wheel	rocks	sheets	rag	<input type="checkbox"/>
<hr/>					

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 36

Name _____

Part 1

Follow the lines and copy each sound.

l i k c ck wh th

l ck k c wh th i

Part 2

Write in the missing letters.

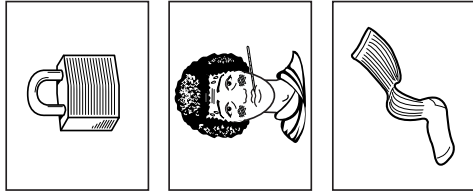
when will than track well

track well when will than

Part 3

Draw lines to match the words and pictures.

sick
sock
lock



Sound/symbol relationships, word completion, word recognition

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Lesson 36

Name _____

Part 4

Follow the lines and copy each word.

tack went lands kits how with

lands how with tack kits went

wet hands slid lick let fill

fill lick wet let hands slid

Part 5

Read the words and sentences.

trot trick track lack lock

fill will well fell feet

sand send sent when wheel

not now how hot hats

1. She got wet in the street.
2. When he sings, I get sad.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Name _____

Part 1

Write in the missing letters.

Part 2

Follow the lines and copy each sound.

This section shows the stroke order for writing cursive letters. Each letter is formed by two intersecting lines. The letters are: 'ol' (blue), 'i' (blue), and 'er' (blue). The letters are shown on a set of three horizontal lines (top, middle, and bottom).

Part 3

Circle the words.

(it) is in on it an that seem it if is on he has it fast on it
not no d the it in is on wet got in win it it on trim it fi 7

the that than the the his the the than tree te e ags the eat the eat
track the that trick the the the stack the the the tenth 8

fit fast f in s if it figs f is h fill it fit is t fat fit fast fi 7
sh fit in fell fit in f an fast fit is fill in fit fast

Part 5

Read the words and sentences.

get	got	rag	gas	cats
trim	trees	street	send	hands
sacks	lick	click	lack	lands
wet	went	will	wheel	when

1. That wheel has wet sand on it.

I did not see that shell

1. That wheel has wet sand on it.
2. I did not see that shell.

(Parent's/Listener's) signature _____

Date: _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 38

Name _____

Part 1

Follow the lines and copy each sound.

er i ol l wh ck ol

i l wh er ck ol

Part 2

Write in the missing letters.

mint tree sold sled shell mint sold

sold tree sled mint sold

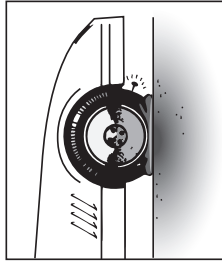
Part 3

Circle the sentence that tells about the picture.

This wheel has a track in it.

This wheel has a tack in it.

This wheel has a rack on it.



Directions, Part 3: Read the directions to the student: Circle the sentence that tells about the picture.

Lesson 38

Name _____

Part 4

Follow the lines and copy each word.

mist tells class tree hot kits

class tells class tree hot kits

cold last clock went cats will

cold last clock went cats will

Part 5

Read the words and sentences.

cold sold sled slam land

lend lack cracks shack shell

street sell tells slim hill

has hold how her letter

- 1. Ten cats did not feel well.
- 2. She slid her sled on the hill.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

- 1. Tell the student to read each row of words and the sentences.
- 2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson39

Name _____

Part 1

Write in the missing letters.

lock wish

sleek clam

hold lock

wish sleek

clam hold

Part 2

Follow the lines and copy each sound.

p g

g k

ing d

d ing

k n

n p


Part 3

Circle the sentence that tells about the picture.

He has a cat in his hand.

He has a rat in his hand.

He has an ant in his hand.



Word completion, sound/symbol relationships, sentence reading

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57Lesson 39

Lesson39

Name _____

Part 4

Follow the lines and copy each word.

sell this

shop sell

this pet

last now

pet last

now shop

Part 5

Read the words and sentences.

this than then when well

fell tells sad sadder how

will win winner lip slip

last list land pet pit

1. How well can she sing?

2. If it is not hot, we will sleep.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

58Lesson 39

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Lesson
40

Name _____

Part 1
Follow the lines and copy each sound.




wh	w	th	p	ol	er
wh	w	th	p	ol	er
wh	w	th	p	ol	er

Part 2
Write in the missing letters.

shops	send	trim	cats	cast
shops	send	trim	cats	cast
shops	send	trim	cats	cast

Part 3
Draw lines to match the words and pictures.

pig	flag	clock
pig	flag	clock
pig	flag	clock



Sound/symbol relationships, word completion, word recognition

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Lesson
40

Name _____

Part 4
Follow the lines and copy each word.

meet	last	tracks	how	down	went
meet	last	tracks	how	down	went
meet	last	tracks	how	down	went

then	class	met	lick	now	hot
then	class	met	lick	now	hot
then	class	met	lick	now	hot

Part 5
Read the words and sentences.

pig	pet	petting	pack	tack
pig	pet	petting	pack	tack
pig	pet	petting	pack	tack

sing	singer	letter	think	how
sing	singer	letter	think	how
sing	singer	letter	think	how

has	hats	hand	lands	lend
has	hats	hand	lands	lend
has	hats	hand	lands	lend

lip	slip	sleep	sheep	tree
lip	slip	sleep	sheep	tree
lip	slip	sleep	sheep	tree

1. That cat is slim and sleek.

2. How fast can he go with that cast?

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

60
Lesson 40

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Lesson 41

Name _____

Part 1

Write in the missing letters.

track	that
mist	hand
hand	sheep
sheep	track
that	mist

Part 2

Follow the lines and copy each sound.

e	wh
wh	e
r	l
l	r
u	w
w	u

Part 3

Circle the words.

- (and) sendslamandwillamantandfandfiantaminonsamandsendantandcanandhamant
 (well) sellntwillwellfelltells(well)fillclick(well)sehillfill(well)wellwillwheelwhen(well)tellseill
 (hat) hashadheshehatthanhathothitshedhothatham(hat)heshhamand(hat)hamhis(hat)heedho

Word completion, sound/symbol relationships, word matching

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Lesson 41

61

Lesson 41

Name _____

Part 4

Follow the lines and copy each word.

send	slap
fist	now
pig	fist
truck	send
now	truck
slap	pig

sack	got
rest	fits
fits	sack
so	hill
hill	rest
got	so

Part 5

Read the words and sentences.

- | | | | | |
|------|--------|-------|-------|-------|
| list | last | mast | pit | pet |
| peek | sleek | sleep | lip | slip |
| not | now | how | hash | cast |
| fill | filler | trap | clock | dents |
1. Will he mend his socks? ☐
2. Her dad has a hat that fits. ☐

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 41

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Lesson42

Name _____

Part 1

Follow the lines and copy each sound.

th

ck

x

a

u

ol

ol

a

u

th

ck

x

Part 2

Write in the missing letters.

fast

slim

trees

sheets

shots

sheets

shots

fast

slim

trees

Part 3

Circle the sentence that tells about the picture.

Her hand is on her pet pig.

The hat is on her pet pig.

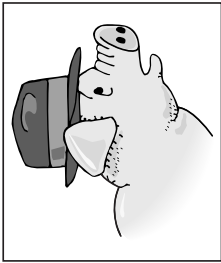
Her pet pig is on the hat.

Sound/symbol relationships, word completion, sentence reading

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63

Lesson 42



Lesson42

Name _____

Part 4

Follow the lines and copy each word.

rust

steep

fish

lock

class

when

steep

class

lock

rust

when

fish

Part 5

Read the words and sentences.

send

sender

fold

step

fins

sending

under

stem

fishing

rest

stop

sleds

mud

last

truck

crash

pots

dug

1. I sent her a clock last week.

2. That singer will sing at the dinner.

3. The winner got a gold ring.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

64

Lesson 42

truck

then

lick

cold

how

well

cold

truck

lick

well

then

how

Lesson
43

Name _____

Part 1

Write in the missing letters.

lock picks

truck sleep

under truck

sleep under

picks lock

Part 2

Follow the lines and copy each sound.

or u

ol er

er wh

wh or

u p

p ol

Part 3

Circle the sentence that tells about the picture.

She has a lock in her hand.

She has a cast on her hand.

She has a clock in her hand.

Part 5

Read the words and sentences.

rocks rocking locks list lip

went win winning sending sand

slap clap click trick tracks

ran run sings thing this

1. Meet me on the hill.

2. He has a cast on his leg.

3. How will we get dinner on this ship?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Word completion, sound/symbol relationships, sentence reading

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65



Lesson
43

Name _____

Part 4

Follow the lines and copy each word.

land hill

slip when

tent slip

hill packs

packs land

when tent

Part 5

Read the words and sentences.

must track

clap dig

how her

track must

dig how

her clap

Part 5

Read the words and sentences.

rocks rocking locks list lip

went win winning sending sand

slap clap click trick tracks

ran run sings thing this

1. Meet me on the hill.

2. He has a cast on his leg.

3. How will we get dinner on this ship?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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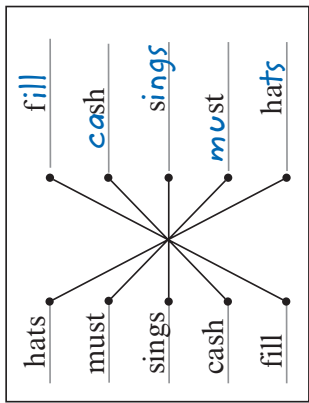
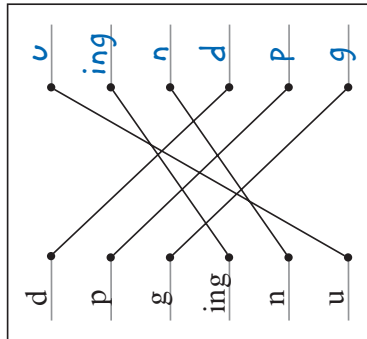
66

Part 1

Follow the lines and copy each sound.

Part 2

Write in the missing letters.



Part 3

Circle the words.

- then when will we then this then the weeks then leak that then the
well when then that wheel then this that the when ④
- not now how hot not stop sock not that ant need not
on it hot not pots no go not hot trod how no now ⑥
- fast cash fish fast mast fist mash mist fast cast can
fins fish fast ash fast cast mist fish fell fast ④

Part 5

Read the words and sentences.

- | | | | | | |
|--------|--------|--------|------|------|--------------------------|
| run | fun | fox | fix | fold | <input type="checkbox"/> |
| dinner | sadder | letter | pens | runs | <input type="checkbox"/> |
| week | sings | sleep | slip | sun | <input type="checkbox"/> |
| mist | must | get | got | dot | <input type="checkbox"/> |
1. Send me the clock this week.
2. No man will rent that shack.
- Stop filling that gas can with sand

1. Send me the clock this week.
2. No man will rent that shack.
3. Stop filling that gas can with sand.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson
45

Name _____

Part 1

Write in the missing letters.

sleep pens flag runs trap sleep

pens flag runs trap sleep

Part 2

Follow the lines and copy each sound.

t k p d ol l k

d p t ol l k

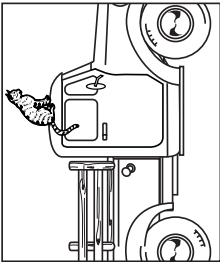
Part 3

Circle the sentence that tells about the picture.

The cat sat on the truck.

The fish sat on the truck.

The cat sat on the fish.



Word completion, sound/symbol relationships, sentence reading

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Lesson 45
69

Lesson
45

Name _____

Part 4

Follow the lines and copy each word.

and but or now big told

or now told and big but

when dig this go got track

got go when dig track this

Part 5

Read the words and sentences.

clap claps clapping street picks

or form torn must fell

but bug big dig dug

pins peel told tag flags

1. The old man fell on the dock and got wet.

2. She will sing for the class.

3. His socks fit, but his hat is big.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

70

Lesson 45

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Lesson 46

Name _____

Part 1

Follow the lines and copy each sound.

p

d

f

ol

or

er

ol

p

or

er

d

f

Part 2

Write in the missing letters.

clock

cuts

street

hand

trees

trees

clock

cuts

hand

street

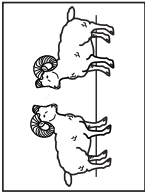
Part 3


Draw lines to match the words and pictures.

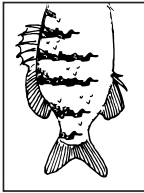
fins

rams

pigs







Sound/symbol relationships, word completion, word recognition

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71

Lesson 46

Lesson 46

Name _____

Part 4

Follow the lines and copy each word.

her

his

then

big

and

sleep

his

big

sleep

and

her

then

Part 5

Read the words and sentences.

rip

dents

how

pin

trip

dig

now

pinning

grip

bug

no

sends

with

bust

so

winner

went

dust

sold

winning

1. She is trim and fast.

2. I am a big winner.

3. We will clap if she sings well.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

72

Lesson 46

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Name _____

Part 1

Write in the missing letters.

hats	shop	green	fist	sick
shop	green	hats	sick	fist

Part 2

Follow the lines and copy each sound.

ol	or	er	p	d	g
d	er	or	g	p	ol

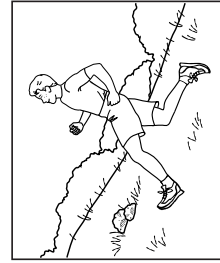
Part 3

Circle the sentence that tells about the picture.

He ran down the steep hill.

He fell down the steep hill.

He ran up the steep hill.



Word completion, sound/symbol relationships, sentence reading

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Name _____

Part 4

Follow the lines and copy each word.

told	cans	meet	rock	red	sits
red	told	sits	cans	rock	meet

hits	for	when	sold	hats	sleep
sleep	hats	when	for	hits	sold

Part 5

Read the words and sentences.

corn	born	big	bug	dust
send	sender	finger	pins	pinning
sold	fold	for	horn	how
slip	sheep	shops	stop	swim

1. He will lend us his tent.
2. She had dinner with us last week.
3. When did the bell ring?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 48

Name _____

Part 1

Follow the lines and copy each sound.

a p i a x u ol i

Part 2

Draw the lines. Then write in the missing letters.

big sleep must big sleep must track went track went

Part 3

Circle the words.

end hand and lend send pend mend fan shan sand sled penspense shed cansend handsslend his that the then his a hit sh a m the then his him how hi his hill sh in his with a t will his him he i stop step steep street stop pop steps slip stop slide sle ek pot stop pop stop sleds leek stop spots when wet end wheel week when that then well when wi then when that went will when win when wheel h

Directions, Part 2: Read the directions to the student. Draw the lines. Then write in the missing letters.

Lesson 48

Name _____

Part 4

Follow the lines and copy each word.

this truck yell wish creek this yell creek fork truck wish

but cold six happy short test but cold short test but happy short test

Part 5

Read the words and sentences.

lack slack truck rugs crust slip fix shed silly happy yes bell bet fist land mix fox fits sold short

- 1. Is she swimming in the pond?
- 2. The fox is running up the steep hill.
- 3. That black colt will trot on the track.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:

- 1. Tell the student to read each row of words and the sentences.
- 2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 49

Name _____

Part 1

Draw the lines. Then write in the missing letters.

trip

send

lock

form

fast

lock

form

fast

trip

send

u

r

h

sh

er

y

er

y

u

r

sh

h

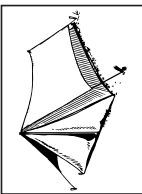
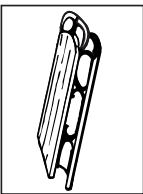
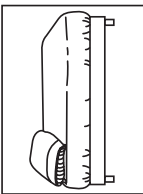
Part 3

Draw lines to match the words and pictures.

bed

sled

tent

Word completion, sound/symbol relationships, word recognition

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Lesson 49

Name _____

Part 4

Follow the lines and copy each word.

send

for

yes

told

last

bit

told

yes

send

for

bit

last

dust

mix

down

fits

dug

crack

mix

dust

crack

dug

down

fits

Part 5

Read the words and sentences.

cold

creek

fork

fun

funny

letter

lasting

better

drip

pit

rush

dust

brush

bits

gift

swim

rub

running

flags

sleep

1. The class will end with a test.

2. When can we swim in the creek?

3. His cat is sleeping in his bed.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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78 Lesson 49

151

Lesson50

Name _____

Part 1

Follow the lines and copy each sound.

b

f

e

sh

l

w

w

sh

l

b

f

e

Part 2

Draw the lines. Then write in the missing letters.

born

slip

dug

sack

mist

sack

mist

born

slip

dug

Part 3

Circle the sentence that tells about the picture.

She can not sleep in the short tent.

She can not fit in the short truck.

She can sleep on the short bed.

Sound/symbol relationships, word completion, sentence reading

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Lesson 50

79

Lesson50

Name _____

Part 4

Follow the lines and copy each word.

sits

then

rock

rock

sits

then

Part 5

Copy the sentence.

We will go on a trip.

We will go on a trip.

Part 6

Read the words and sentences.

yes

yell

sent

bet

letter

last

slid

flip

flaps

fork

morning

short

best

when

rush

funny

fill

feel

cold

greet

1. See me sleep in the green grass.

2. The math class did not go well.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 5:

1. Read the directions to the student: Copy the sentence.

2. Tell the student: Copy the sentence just as it is written. Remember to start with a capital letter and to put a period at the end of the sentence.

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

80

Lesson 50

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Lesson51

Name _____

Part 1

Draw the lines. Then write in the missing letters.

shops truck send dusty fold

send fold shops truck dusty

Part 2

Follow the lines and copy each sound.

n t f ol er or

t f n er or ol

Part 3

Circle the words.

than then when that the attack then than this the the than that then when the the thing the than this the attack

Part 4

Follow the lines and copy each word.

under grass street got fits send

fits got send grass under street

Word completion, sound/symbol relationships, word matching, copying words

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Lesson51

Name _____

Part 5

Copy the sentences.
He will run up the hill.
He will run up the hill.
Her class went to the track meet.
Her class went to the track meet.
The men will sleep in that tent.
The men will sleep in that tent.

Part 6

Read the words and sentences.

to is was went wish

cuts drip short felt fold

yes hands smell steep drop

black best class dust green

1. How can he sleep when we sing?

2. That colt trots faster and faster.

3. When they met, they felt happy.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 5:
1. Read the directions to the student: Copy the sentences.
2. Tell the student: Copy each sentence just as it is written. Remember to start with a capital letter and to put a period at the end of each sentence.
Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

82 Lesson 51

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Lesson 52

Name _____

Part 1

Follow the lines and copy each sound.

ch ck f i d u

ck u i ch f d

Part 2

Draw the lines. Then write in the missing letters.




land bugs torn ship black

black ship land torn bugs

Part 3

Draw lines to match the words and pictures.

flags fox fork

Part 4

Follow the lines and copy each word.

chop luck bent wheel sing fast

sing wheel chop luck fast bent

Sound/symbol relationships, word completion, word recognition, copying words

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Lesson 52

Name _____

Part 5

Follow the lines and copy each word.

brush hands stop

hands stop brush

letter creek short

creek letter short

Part 6

Copy the sentences.

I will sleep in the green grass.

I will sleep in the green grass.

She went to her swimming class.

She went to her swimming class.

Part 7

Read the words and sentences.

crust sunny yet they yelling

was mats black gold much

chip dropping six steps camp

- When will they stop sending me letters?
- The green bug was in that tree.
- They will lock the shed in the morning.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

- Tell the student to read each row of words and the sentences.
- Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 53

Name _____

Part 1

Draw the lines. Then write in the missing letters.

lamp

lunch

slim

lamp

drops

slim

click

click

lunch

drops

Part 2

Follow the lines and copy each sound.

o

ck

u

ch

ck

b

u

ck

r

o

b

ch

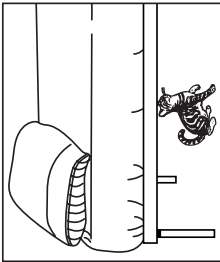
Part 3

Circle the sentence that tells about the picture.

The old cat sat on the bed.

The old cat hid under the bed.

The old cat sat in the tree.



Word completion, sound/symbol relationships, sentence reading

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Lesson 53

Name _____

Part 4

Follow the lines and copy each word.

rugs

still

colder

rugs

still

colder

Part 5

Copy the sentences.

She sat in her truck.

She sat in her truck.

I am happy in this class.

I am happy in this class.

Part 6

Read the words and sentences.

told

to

was

yet

smell

short

shore

store

plant

clip

pan

faster

lend

next

fix

1. They set up a tent at the creek.

2. The pig got in the mud.

3. He sent me a short letter.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

☐

☐

☐

☐

☐

☐

Part 1

Follow the lines and copy each sound.

Part 3

Circle the words.

left letterlick left illslsledeftreef bettleft
legred left betterlend left end tell get left pli

(6)

Part 4

Follow the lines and copy each word.

Sound/symbol relationships, word completion, word matching, copying words

Part 5

Copy the sentences.

I will go to the store now.

I will go to the store now.

A black cat sat in that tree.

A black cat sat in that tree.

She told me how happy she was.

She told me how happy she was.

Part 6

Read the words and sentences.

bent	dents	dusty	creek	muddy	<input type="checkbox"/>
sore	shore	shops	chop	bath	<input type="checkbox"/>
slams	champ	clamp	block	picking	<input type="checkbox"/>
yelling	still	fold	form	pens	<input type="checkbox"/>

1.1. Next week, we will go on a trip.

2. They had fish and chips for lunch.

Did he look the shed yet?

1. Next week, we will go on a trip.
2. They had fish and chips for lunch.
3. Did he lock the shed yet?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 55

Name _____

Part 1

Draw the lines. Then write in the missing letters.

cold

self

dust

creek

block

dust

cold

self

block

creek

Part 2

Follow the lines and copy each sound.

y

b

n

m

sh

ch

b

m

ch

y

n

sh




Part 3

Draw lines to match the words and pictures.

dog

bug

frog

Part 4

Follow the lines and copy each word.

send

drips

tack

wish

rust

sold

drips

wish

sold

rust

send

tack

Word completion, sound/symbol relationships, word recognition, copying words

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90

Lesson 55

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Lesson 55

Name _____

Part 5

Follow the lines and copy each word.

help

sits

corn

sits

corn

help

Part 6

Copy the sentence.

We went and sat under the tree.

We went and sat under the tree.

Part 7

Read the words and sentences.

glad

champ

much

such

stump

do

to

dog

frog

form

said

letters

north

better

left

list

1. If we rent a truck, we can go on a trip.

2. She will help him lift that big box.

3. His dog was muddy and wet.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

90

Lesson 55

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157

Lesson56

Name _____

Part 1

Follow the lines and copy each sound.

ch

wh

th

sh

w

j

th

j

ch

w

wh

sh

Part 2

Draw the lines. Then write in the missing letters.

flips

steep

then

town

stops

then

town

stops

flips

steep

Part 3

Circle the sentence that tells about the picture.

This dog sat in the bathtub.

This dog sat in the box.

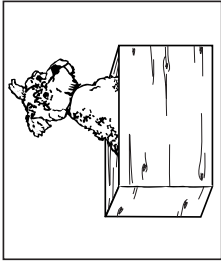
This frog sat in the box.

Sound/symbol relationships, word completion, sentence reading

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91

Lesson 56



Lesson56

Name _____

Part 4

Follow the lines and copy each word.

glad

cold

drips

glad

drips

cold

Part 5

Copy the sentences.

I can not fix this truck.

I can not fix this truck.

Six men went to the camp.

Six men went to the camp.

Part 6

Read the words and sentences.

jump

feel

singer

jam

fell

mister

plants

shelf

slips

stand

down

such

still

drops

next

1. She was the best runner in this town.

2. He said, "Did the cat sleep under the bed?"

3. The tracks led to a shack next to the hill.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 6:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

92

Lesson 56

Lesson 57

Name _____

Part 1

Draw the lines. Then write in the missing letters.

shelf

jumps

stand

north

trips

trips

stand

north

jumps

shelf

Part 2

Follow the lines and copy each sound.

y

i

w

v

ch

j

i

v

j

y

w

ch




Part 3

Draw lines to match the words and pictures.

hands

horns

horse

Part 4

Follow the lines and copy each word.

rims

seem

jump

trick

chop

when

seem

rims

trick

chop

when

jump

Lesson 57

Name _____

Part 5

Copy the sentences.

We ran up the steep hill.

We ran up the steep hill.

She will get jam at the store.

She will get jam at the store.

Part 6

Follow the lines and copy each word.

flips

mold

horse

horse

flips

mold

cash

pick

they

cash

they

pick

Part 7

Read the words and sentences.

grab grin singer sending smell

clamp champ chops tops stop

job born rust desk last

1. That plant will fit on this shelf.

2. His dusty dog needs a bath.

3. She ate ham and corn for dinner.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson58

Name _____

Part 1

Follow the lines and copy each sound.

d

v

i

l

or

ck

v

d

ck

or

i

l

Part 2

Draw the lines. Then write in the missing letters.

rest

track

steep

slips

tops

track

steep

tops

rest

slips

Part 3

Circle the sentence that tells about the picture.

The bus went up the street.

The truck went up the street.

The bus went down the street.

Part 4

Circle the words.

bad

best

bid

bad

bold

born

bits

bad

sad

land

bad

la

f

ad

ash

bad

fast

mad

pal

bad

sad

bold

bet

Sound/symbol relationships, word completion, sentence reading, word matching

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Lesson58

Name _____

Part 5

Copy the sentences.

The dog sat in the bathtub.

The dog sat in the bathtub.

He got a job at that store.

He got a job at that store.

Part 6

Follow the lines and copy each word.

swim

plant

locks

locks

plant

swim

thing

sheets

lunch

lunch

thing

sheets

Part 7

Read the words and sentences.

to do desk rest rush hub

what when then town swimming

sunny sleeps grabs yes you

1. His dad said, "Go to the store now."

2. Six green bugs hid under the rug.

3. I can not smell this plant.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

96

Lesson 58

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Lesson 58

96

Lesson 59

Name _____

Part 1

Draw the lines. Then write in the missing letters.

trips

sold

north

black

chops

chops

black

north

sold

trips

Part 2

Follow the lines and copy each sound.

n

r

s

a

c

i

s

n

i

r

a

c

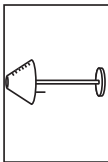
Part 3

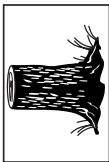
Draw lines to match the words and pictures.

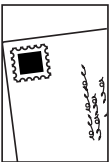
stamp

stump

lamp







Part 4

Follow the lines and copy each word.

sleeps

born

told

shops

letter

when

letter

sleeps

born

when

told

shops

Word completion, sound/symbol relationships, word recognition, copying words

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Lesson 59 97

Lesson 59

Name _____

Part 5

Copy the sentences.

We met at the swimming meet.

We met at the swimming meet.

They will stop for lunch now.

They will stop for lunch now.

Part 6

Follow the lines and copy each word.

jump

winner

need

winner

jump

need

fast

more

funny

fast

more

funny

Part 7

Read the words and sentences.

of

what

was

shelf

vest

very

jelly

just

tops

you

yelling

to

thing

think

blink

swimmer

1. She will sell her old truck.

2. His dog sleeps on that red rug.

3. He said, "Hand me the jam."

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Lesson 59 98

161

Lesson60

Name _____

Part 1

Follow the lines and copy each sound.

h

th

wh

o

i

a

th

a

i

wh

h

o

Part 2

Draw the lines. Then write in the missing letters.

corn

jumps

clamp

trucks

think

corn

jumps

clamp

trucks

think

Part 3

Circle the sentence that tells about the picture.

He has pants that fit.

He has socks that fit.

He has pants that do not fit.

Part 4

Circle the words.

pin

pant

trip

pin

ship

pin

pen

pin

clip

pin

clip

pin

clip

pin

clip

Sound/symbol relationships, word completion, sentence reading, word matching

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Lesson 60

99

Lesson60

Name _____

Part 5

Follow the lines and copy each word.

trees

north

cold

cold

trees

north

Part 6

Copy the sentences.

He told me how to get to the store.

He told me how to get to the store.

Part 7

Read the words and sentences.

check

think

things

told

planting

morning

grips

lunch

stuck

steep

felt

very

jumping

was

wishing

1. She said, "When do you go to class?"

2. They sat down on an ant hill.

3. We will send a gift to her.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

100

Lesson 60

Lesson62

Name _____

Part 1

Follow the lines and copy each sound.

u a i z v ol

a ol v i u z

Part 2

Draw the lines. Then write in the missing letters.

smell after hold check town

smell smell town after hold

Part 3

Circle the sentence that tells about the picture.

This clock will not run.

This clock will run very well.

This clock did not stop.

Part 4

Circle the words.

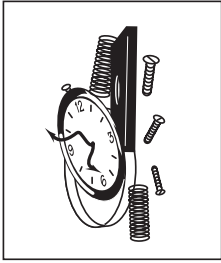
dish wish cash mistfish wish in wish fish wish mist ash mist fish wish wish wish

Sound/symbol relationships, word completion, sentence reading, word matching

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Lesson 62

103



Lesson62

Name _____

Part 5

Follow the lines and copy each word.

held clamp butter

butter held clamp

Part 6

Copy the sentences.

You left lots of things on her desk.

You left lots of things on her desk.

Six men will camp on that hill.

Six men will camp on that hill.

Part 7

Read the words and sentences.

things winner chopping what after

slip stuck silly clapping spring

store cold lucky very shelf

1. Can we swim in that pond?

2. Bud said, "I will fix a big dinner."

3. Her left leg is in a cast.

(Parent's/Listener's) signature _____ Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

104

Lesson 62

Lesson 63

Name _____

Part 1

Draw the lines. Then write in the missing letters.

hands

dust

sheets

drop

crash

crash

sheets

drop

dust

hands

Part 2

Follow the lines and copy each sound.

er

or

n

r

w

v

n

er

v

or

r

w

Part 3

Draw lines to match the words and pictures.

mast

cast

fist





Part 4

Follow the lines and copy each word.

best

fans

crush

things

winner

chops

winner

best

fans

chops

crush

things

Lesson 63

Name _____

Part 5

Copy the sentences.

An old truck went down the street.

An old truck went down the street.

His black cat sat in his lap.

His black cat sat in his lap.

Part 6

Follow the lines and copy each word.

cold

shelf

down

down

shelf

cold

Part 7

Read the words and sentences.

think

planting

stops

spring

things

stamp

of

next

which

slick

letters

hammer

you

do

grip

1. Help her fix that clock now.

2. His mom said, "What did you do this morning?"

3. When did they get on the bus?

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson64

Name _____

Part 1

Follow the lines and copy each sound.

z

v

j

ch

y

b

v

b

y

j

z

ch

Part 2

Draw the lines. Then write in the missing letters.

fold

which

drink

stuck

more

drink

fold

which

more

stuck


Part 3


Draw lines to match the words and pictures.


flag

frog

fork







Part 4

Follow the lines and copy each word.

plants

shop

think

much

yell

hold

much

yell

shop

hold

think

plants

Sound/symbol relationships, word completion, word recognition, copying words

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Lesson64

Name _____

Part 5

Copy the sentences.
The wet street is slick.
The wet street is slick.
Her mom lost her green hat.
Her mom lost her green hat.

Part 6

Follow the lines and copy each word.

born

just

chips

just

born

chips

path

better

crash

path

crash

better

Part 7

Read the words and sentences.

funny

needs

lost

stops

store

stamps

stink

quick

which

shelf

rent

swinging

what

of

happy

1. Do not step on that rug with muddy feet.

2. When will we get to the next town?

3. She said, "I did not see you in math class."

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

108

Lesson 64

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Lesson
65

Name _____

Part 1

Draw the lines. Then write in the missing letters.

sleeps

things

north

letter

hold

north

letter

hold

sleeps

things

Part 2

Follow the lines and copy each sound.

er

w

or

wh

ol

f

or

er

f

w

wh

ol

Part 3

Draw lines to match the words and pictures.

ring

fin

tent







Part 4

Follow the lines and copy each word.

quit

gift

best

green

lots

bath

lots

quit

gift

bath

best

green

Word completion, sound/symbol relationships, word recognition, copying words

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Lesson
65

Name _____

Part 5

Copy the sentences.
A skunk sat on that old stump.
A skunk sat on that old stump.
They will fix dinner now.
They will fix dinner now.

Part 6

Follow the lines and copy each word.

check

down

store

check

store

down

fold

sheets

better

sheets

better

fold

Part 7

Read the words and sentences.

lamp

then

grins

think

which

of

what

stops

black

now

sitting

lucky

fits

jumps

lost

1. We got this clock at a junk shop.

2. "Do not fill that tub to the top," he said.

3. You will do well in the next class.

(Parent's/Listener's) signature _____

Date _____

Directions, Part 7:

1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Corrective Reading

SRA

Enrichment Blackline Masters

Decoding B1 Decoding Strategies

Siegfried Engelmann

Gary Johnson



**Mc
Graw
Hill**

SRA

Columbus, OH

SRAonline.com



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Printed in the United States of America.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-611223-4
MHID: 0-07-611223-3

2 3 4 5 6 7 8 9 MAL 13 12 11 10 09 08 07

Contents

Note to the Teacher v

Timed Reading — Checking Homework — Homework Chart and
Point System — Letter to Parents — Homework Chart

Lesson	Page	Lesson	Page
■ Lesson 1	1	■ Lesson 29	43
■ Lesson 2	2	■ Lesson 30	45
■ Lesson 3	3	■ Lesson 31	47
■ Lesson 4	4	■ Lesson 32	49
■ Lesson 5	5	■ Lesson 33	51
■ Lesson 6	6	■ Lesson 34	53
■ Lesson 7	7	■ Lesson 35	55
■ Lesson 8	8	■ Lesson 36	57
■ Lesson 9	9	■ Lesson 37	59
■ Lesson 10	10	■ Lesson 38	61
■ Lesson 11	11	■ Lesson 39	63
■ Lesson 12	12	■ Lesson 40	65
■ Lesson 13	13	■ Lesson 41	67
■ Lesson 14	14	■ Lesson 42	69
■ Lesson 15	15	■ Lesson 43	71
■ Lesson 16	17	■ Lesson 44	73
■ Lesson 17	19	■ Lesson 45	75
■ Lesson 18	21	■ Lesson 46	77
■ Lesson 19	23	■ Lesson 47	79
■ Lesson 20	25	■ Lesson 48	81
■ Lesson 21	27	■ Lesson 49	83
■ Lesson 22	29	■ Lesson 50	85
■ Lesson 23	31	■ Lesson 51	87
■ Lesson 24	33	■ Lesson 52	89
■ Lesson 25	35	■ Lesson 53	91
■ Lesson 26	37	■ Lesson 54	93
■ Lesson 27	39	■ Lesson 55	95
■ Lesson 28	41	■ Lesson 56	97

Contents

	Lesson	Page
■	Lesson 57	99
■	Lesson 58	101
■	Lesson 59	103
■	Lesson 60	105
■	Lesson 61	107

	Lesson	Page
■	Lesson 62	109
■	Lesson 63	111
■	Lesson 64	113
■	Lesson 65	115

Answer Key ■ Lessons 1–65	117
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Corrective Reading

Decoding B1

Enrichment Blackline Masters

Note to the Teacher

The activities in this book reinforce the skills taught in the 2008 edition of the Corrective Reading Decoding B1 program. Each activity provides practice in an essential reading skill, such as

- recognition of sounds and sound combinations
- word identification
- correct spelling of words
- spelling of words with endings, such as **s, ed, ing, er, ly, and en**
- spelling of root words without those endings
- writing compound and other two-part words
- writing sentences
- answering comprehension questions about story passages
- demonstrating comprehension of details in stories
- sequencing activities in a story
- identifying main characters
- building oral reading fluency

(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The students are not to use the Student Book when completing the Blackline Master. (The *Decoding B1* Student Book and Workbook should usually remain at school.) The Blackline Master pages correspond by lesson number to the *Decoding B1* lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school.

Students should be able to complete the homework assignments without any

special instructions from the teacher or from a parent. In Lessons 1, 2, 4, and 20, a note to the parent at the bottom of the page directs the parent to ask the student what sound should be circled in the first row of letters and what word should be circled in the second row. All other exercises can be completed without additional instructions.

Timed Reading

To provide additional practice in building oral reading fluency, someone at home can listen to the student read aloud. These timed readings begin at Lesson 16. The procedure is similar to that of the regular program timed readings, which begin at Lesson 16. The passage that appears in the second page of the Blackline Master for Lessons 16 through 65 is taken from the first part of the story from the previous lesson. For Lesson 16, students read part of the story from Lesson 15 at home, and so forth. The student reads aloud for one minute to a parent or listener who follows along and signals when the student is to stop. The number of words read in one minute and the number of errors are recorded, and the parent/listener signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.

Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 117 of this book. Monitor students as they mark their own papers. Scan students' written responses for accuracy and legibility.

- For exercises that require the writing of whole words or word parts, call on individual students to spell the words as they should appear in the answers.
- For comprehension items, call on individual students to read each question and say the correct answer.
- For activities in which students fill in the missing words in a passage, call on individual students to read the passage aloud and say the word that should appear in the blank.

If the group is large, read the correct answers for each item as students check their own papers.

Homework Chart and Point System

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page viii. Or you may elect to have students record points in the Point Chart in their Workbooks. Points earned can be recorded in the bonus box for the regular lesson.

Points could be awarded as follows:

completing homework	2 points
0 errors	2 points
1 or 2 errors	1 point
more than 2 errors	0 points

When the timed readings begin at Lesson 16:

completing the homework	
reading checkout	2 points

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of the points and letter grades, see the discussion under "The Management System" in the Decoding B1 Teacher's Guide.) An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback for completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.

Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in important reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- identifying the sounds of single letters and the sounds of letter combinations
- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

For Lessons 1 through 15, students complete one page of homework exercises for each lesson. Starting at Lesson 16, the homework consists of two pages. On the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice on speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly 1 minute. The student starts at the first word of the passage and reads for 1 minute. You count the mistakes the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “plays” for play)
- leaving off an ending (for example, reading “start” for started)
- not stopping at the end of a sentence
- rereading part of a sentence

At the end of 1 minute, stop the student. Write the number of words read in 1 minute and the number of errors in the blanks at the bottom of the page.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

Corrective Reading

Teacher_

Group

[illegible]

Name _____

Part 1

Match the words.

_____ seeds _____ ●	● _____ last _____
_____ last _____ ●	● _____ man _____
_____ man _____ ●	● _____ lip _____
_____ cat _____ ●	● _____ seeds _____
_____ lip _____ ●	● _____ cat _____

Part 2

Ⓢ o e s t p l m n a a w e r s p k u b s w q a z d r t y u n b g t y u p l n a z d s e s Ⓟ

ⓐ t a o q a s c l a p m f f r t y u p l l a c l a p q e r t s v b l a t c l a p d o x e c l a p s Ⓞ

Part 3

Copy the sentences.

Keep a plant in that sack.

Can the cat sleep in a lap?

Fill this pan with sticks.

Directions, part 2: Ask the student, “What sound will you circle in the first row?” (sss) “What word will you circle in the second row?” (clap)

Name _____

Part 1

Match the words.

_____ lamp _____ ●	● _____ sleep _____
_____ feeds _____ ●	● _____ stick _____
_____ sleep _____ ●	● _____ clap _____
_____ stick _____ ●	● _____ lamp _____
_____ clap _____ ●	● _____ feeds _____

Part 2

① eljaioatr fisdeircbpliteag h h n m a l i o m n b g r e i j l i d e ⑦

② s e l f i t s i t h a t s i t i n f i t s i s i t t i s e t s i f e f i g m i s s a t i s i t i f ④

③ t h i s h i t t h e h i m i n t h i s i t i s t e e t h i f t h i s t h a t p i t d i d t h i s i n i s ③

Part 3

Copy the sentences.

Dad can see the cats sleep.

Plant this seed in the sand.

Did that tack stick the cat?

This ant sits in a back pack.

Directions, part 2: Ask the student, “What sound will you circle in the first row?” (i) “What word will you circle in the second row?” (sit) “What word will you circle in the third row?” (this)

Name _____

Part 1**Copy the sentences.**

This cap fits in that pack.

We had no plan for a trip._____
That truck can go so fast.**Part 2****Read the sentences in the box.**

1. At last she has a black cat.
2. Will that truck slip in mud?
3. Slip this stick in the pack.

Write the first word of these sentences.

2nd sentence _____

1st sentence _____

3rd sentence _____

Part 3**Match the words.**

_____ math •

_____ hill •

_____ cash •

_____ truck •

_____ teeth •

• _____ cash

• _____ teeth

• _____ math

• _____ hill

• _____ truck

Writing sentences, writing words, matching words

Name _____

Part 1

(sh) d e f a c l p o e s h s e a s h m n j s a s h e i p l t h n z s l s h f d s h f e c r q w (5)

(flag) d w f l a g e r o p l e g c z d a f l a g j h e r c l a m c l p e f l a g s a t e f l a t v b s p (3)

Part 2

Copy the sentences.

Will that milk last us for a week?

I need a pack for the trip.

Three deer sleep with the sheep.

Part 3

Match the words and complete them.

truck	●	●	sh
sheep	●	●	mi
milk	●	●	ant
drink	●	●	ink
plant	●	●	tru

Directions, part 1: Ask the student, “What sound will you circle in the first row?” (sh) “What word will you circle in the second row?” (flag)

Name _____

Part 1

Match the words and complete them.

stop	•	•	ink
flag	•	•	ore
drink	•	•	fl
truck	•	•	st
store	•	•	uck

Part 2

Copy the sentences.

We will go for more fish at the store.

She sat with me at the track meet.

Is he free to go with us?

Part 3

Read the sentences in the box.

1. I will fill this gas can.
2. Can we go to the store?
3. She had a fun trip.

Write the first word of these sentences.

3rd sentence _____

1st sentence _____

2nd sentence _____

Writing words, copying sentences

Name _____

Part 1**Copy the sentences.**

The junk did not fit in that truck.

Will Pat feed the cats?

A steep hill had grass on it.

His feet feel sore and cold.

Part 2

on l i n r s t a n b c s o n a t h e h l u l o n e t a c k o n a e l i n o l s d o n r a o n a o n l e ⑥

for o n f o r t s f o r l d t o t e f o r o r t a l f o r k f a n e f o r l p k d o f o r t a s f i ⑥

to s o t o d p f o s a w t o k e t a o w a l t h t o s h t o u s h t r c t o j p i a t o e h t o a ⑦

Part 3**Read the sentences in the box.**

1. The man told him, "Hop in this truck."
2. Pat said, "He will feed the cat."
3. She said, "Fill this sack with fish."

Write the first word of these sentences.

2nd sentence _____

1st sentence _____

3rd sentence _____

Writing sentences, finding words, writing words

Name _____

Part 1

Match the words and complete them.

_____ sing _____ ●	● _____ clo _____
_____ hill _____ ●	● _____ ch _____
_____ cheer _____ ●	● _____ sa _____
_____ clock _____ ●	● _____ ng _____
_____ sack _____ ●	● _____ ll _____

Part 2

Read the sentences in the box.

1. Fold that green rag.
2. How much cash do you have?
3. That man has an old cat.

Write the first word of these sentences.

1st sentence _____

3rd sentence _____

2nd sentence _____

Part 3

Copy the sentences.

How did she do in the math class?

That man has more cats than I have.

Fill this sack with fish.

Will she sell that horse this week?

Writing words, copying sentences

Name _____

ch o i s c h n d s n d r c h s h a d t h c h e s a i c h w h c r i t h e i c h o p s h t c h ⑥

th u t o t h e o n i s n i d c h t h e p t o s h t t o e t h s h e t o h e s t h o l t h r ⑤

ing k m s d a i t o i n g r a t i s h i n g t m a t t o m e i n g s c i n p i s x d i n g e r ④

Part 2

Copy the sentences.

She is sending me to the meeting at the shop.

We do not have the list with us.

His truck has a bad dent in the top.

She ran fast at the track meet.

Part 3

Match the words and complete them.

when

ch

chip

ift

crab

wh

fold

ab

lift

old

Finding letters, writing sentences, matching words

Name _____

Part 1

Read the sentences in the box.

1. When will we win a track meet?
2. They were not singing.
3. Can you sell that truck?

Write the first word of these sentences.

2nd sentence _____

3rd sentence _____

1st sentence _____

Part 2

Copy the sentences.

The bus went faster than the old truck.

Which letter did you send her?

Bring them back to class in the morning.

That man was the last person on the bus.

Part 3

Match the words and complete them.

shop

mu

ranch

op

much

eet

lift

ch

sheet

li

Writing words, writing sentences, matching words

Name _____

Part 1**Copy the sentences.**

Were you in the street after the truck crash?

The cat will drink the milk in that pan.

What did that woman tell you to do?

After a nap, he felt much better.

Part 2**Read the sentences in the box.**

1. Was she with him when you met her?
2. They sell chips in that store.
3. Bring me that glass of milk.

Write the first word of these sentences.

1st sentence _____

3rd sentence _____

2nd sentence _____

Part 3

was he was dip saw was it we saw let was horse was at met ④

you we yes if you what they to for you of what you way you ③

er after dress cat se ro sellers she ll set b ter cler he s ⑤

this at t a p t h i s d a d t h i f t h i s p a n a m t h i s s h e t h e t h i s h ④

Writing sentences, writing words, finding words

Name _____

Part 1

Match the words and complete them.

rancher	•	•	th
going	•	•	elf
path	•	•	ranch
shelf	•	•	go

Part 2

Copy the sentences.

The horse jumped over the creek.

Tim fell into the creek when the horse jumped.

Part 3

of on forth ist op of a f t e r p o n d y o y h r s e c o t o f t o l d o n o f y ③

said s a n d s i d s a i d h a d s a d s a i d s l i p s i s a t s a i d s l o w s t o p s a i d ④

how h o p h o t n o w h o w s h o p f l o w h o p h o w s h o t o w h s l o w c r o w ②

Part 4

Read the sentences in the box.

1. Just then, his sister yelled.
2. Where is the red broom?
3. He told her what to do.

Write the last word of these sentences.

2nd sentence _____

3rd sentence _____

1st sentence _____

Writing words, copying sentences, finding words, writing words

Name _____

Part 1

Read the sentences in the box.

1. Tim went to the trash can.
2. His sister gave orders.
3. He began to sweep.

Write the last word of these sentences.

3rd sentence _____

1st sentence _____ **can** _____

2nd sentence _____

Part 2

Copy the sentences.

Tim got the broom and began to sweep.

He told his sister what to do.

His sister got mad and yelled at him.

Part 3

(do) t h e t o i t d i m d o w a s d o d i d s e e d a d d o t o l d s i t d o c l i p i d o (5)

(one) c o r n o f t o d e e r o n e o r o n h i s o n e t o t o r n i t o n e s a o n e n o (4)

Part 4

Match the words and complete them.

_____ where _____ ●	● _____ tra _____
_____ master _____ ●	● _____ order _____
_____ trash _____ ●	● _____ mast _____
_____ orders _____ ●	● _____ ere _____

Writing words, copying sentences, finding words

Name _____

Part 1

Copy the sentences.

What do you think is in this trash can?

She filled a sack with shells.

His mom told him what happened.

Part 2

Read the sentences in the box.

1. These socks go with black slacks.
2. He had red socks for running.
3. His little sister grinned.
4. Ron's mom was not glad.

Write the last word of these sentences.

2nd sentence _____

4th sentence _____

3rd sentence _____

1st sentence _____

Part 3

Match the words and complete them.

_____ there •

_____ asked •

_____ before •

_____ person •

• _____ per

• _____ fore

• _____ ked

• _____ ere

Copying sentences, writing words, matching words

Name _____

Part 1

Read the sentences in the box.

1. Get that ice out of my pocket.
2. At last, she stopped.
3. Now I will help you.
4. How did she do that?

Write the last word of these sentences.

4th sentence _____

2nd sentence _____

1st sentence _____

3rd sentence _____

Part 2

Match the words and complete them.

still

kept

drop

well

pt

ill

ll

dr

Part 3

Copy the sentences.

He had a big chunk of ice in his bag.

She helped the rat hop.

How do you think she did that?

Writing words, matching words, copying sentences

Part 1

ed afteredtushedrlherloedpnmovedwraedtouedbcies ⑥

lie chlidslie didnogumlienotheliesatliplieliiftlies ⑤

are howthenantareandareredcabatramsareratsarean ④

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

shipped	•	•	_____
slipper	•	•	_____
hopping	•	•	_____
clapped	•	•	_____

Part 3

Read the sentences in the box.

1. Sandy went to the store.
2. The rat ate at a fast rate.
3. She gave the rat oats.
4. The rat chomped and chomped.

Write the last word of these sentences.

4th sentence _____

1st sentence _____

3rd sentence _____

2nd sentence _____

Part 4

Copy the sentence.

She gave the rat oats with gum on them.

Part 1

Read the sentences in the box.

1. She got a rat that ate.
2. That rat ate at a fast rate.
3. Sandy dropped the rat into a box.
4. The rat bit Sandy on the nose.

Write the last word of these sentences.

4th sentence _____

1st sentence _____

3rd sentence _____

2nd sentence _____

Part 2

ea seem to ea hear heal rate here arse ra est o we at c fe a ⑥

too ch of a too i ed id to o for lie not too es a too on lie to too ies ⑤

who how then a ta re who m na re who z ca be who it yu wh on how a ④

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

slammed	•	•	_____
dropping	•	•	_____
runner	•	•	_____
grinned	•	•	_____

Part 4

Copy the sentence.

The fat rat ate oats for seven days.

Name _____

Part 5

The Rat That Had a Fast Rate

Sandy had a rat that ate fast. She said, "That rat eats too much. I must make the rat slow down." 13
21

Sandy went to the store and got ten packs of gum. She 33
said, "I will smear the gum on the oats." Then she gave the oats 47
to the rat. "Here are some oats," she said. "You will have fun 60
eating them." 62

The rat began eating at a very fast rate. But then the rate 75
began to go down. 79

The rat chomped and chomped. The rat said, "I like oats, 90
but these oats are not fun. I am chomping as fast as I can, but 105
the oats don't go down." 110

Sandy said, "Ho, ho. There is gum on them so that you can 123
not eat at a fast rate." 129

The rat said, "Give me the oats that do not have gum on 142
them, and I will eat slowly." 148

Sandy said, "I am happy to hear that." 156

She gave the rat oats that did not have gum on them. The 169
rat did 2 things. She bit Sandy's hand. Then she ate the oats at a 184
very fast rate. 187

Sandy said, "You little rat. You told me a lie." 197

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Copy the sentences.

The camp woman gave him a hammer.

She fixed the lamp.

Can you work better than the rest of us?

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

later	•	•
timing	•	•
shaped	•	•
hoping	•	•

Part 3

oa aswhebtoeaheaoaheatoadooaeaoloareestoeruwfoai ⑥

for fillforfeedsfortornfortoofsatforlieatofofis ④

make howthemakemadwhomakehowmakemadeitmakemans ④

Copying sentences, suffixes, finding words

Name _____

Part 4

Sandy's Plan for the Rat's Fast Rate

Sandy's rat ate at a fast rate. The rat ran at a fast rate. And
it even hopped at a fast rate. Sandy had a plan to make the rat's
rate go down. 15
30
33

Sandy got a rat that did not eat at a fast rate and did not
run fast. This rat was fat. It sat and sat. When this rat ate, it
chomped slowly. Sandy said, "I will take this slow rat and show
my fast rat how to be slow." Sandy dropped the fat rat into the
box with the fast rat. 48
63
75
89
94

The fast rat said, "This fat rat needs help. It is too fat. I will
show it how to go fast." 109
115

Sandy's rat bit the fat rat on the nose. "Stop that," he said. 128

Sandy's rat said, "Make me stop." 134

The fat rat began to run after Sandy's rat. These rats ran
and ran and ran. Then the fat rat said, "I must rest. I need to
eat some oats." 146
161
164

Sandy's rat said, "If you don't eat fast, I will eat these oats
and then no oats will be left for you." 177
186

"No," the fat rat said. "I can eat as fast as the next rat." And
it did. 201
203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

canned	•	•	_____
hotter	•	•	_____
grabbing	•	•	_____
runner	•	•	_____

Part 2

Copy the sentences.

The man with the faster rate will win.

I can even take a bath faster than you.

Part 3

Match the words and complete them.

their	•	•	ld	_____
women	•	•	th	_____
held	•	•	sh	_____
show	•	•	men	_____

Part 4

(day) a s d a d d a y b a d d a y a t b i d d i d o n d e e r d a y a f t e r d a y d e n (4)

(bath) b a c k b a t h b a g b i t p a t h b a t h f o r b e a t s a t f o r b e d b a t h b r (3)

(soon) h o w t h e s o o n t o o s o o n r o o m o f m a k e s o o n b r o o m s o o n s (4)

Suffixes, copying sentences, writing words, finding words

Name _____

Part 5

Champ at the Camp

A man named Champ went down a road. He came to a	12
camp. He stopped and said, "I hate to work, but I need to eat.	26
So I will see if I can get a job at this camp." So Champ went to	43
the woman who ran the camp. Champ said, "Can I work at this	56
camp? I can do lots of jobs here."	64
The camp woman said, "Are you a tramp?"	72
Champ said, "No, I am a champ at camp work."	82
"Can you fix lamps?"	86
"Yes," Champ said.	89
"Can you make boat ramps?"	94
"Yes," said Champ. "I am the champ at ramps."	103
The camp woman said, "Then I will let you work at this	115
camp." The camp woman gave Champ a hammer. She said,	125
"Take this hammer and make a ramp for these boats."	135
Champ got boards and began to hammer. When the sun	145
went down, he had made the boat ramp. He said, "Now I have	158
to eat."	160
But the woman from the camp did not let Champ rest. She	172
handed Champ a broken lamp. Then she said, "Take these	182
clamps and fix this lamp."	187
So Champ got a clamp to hold the lamp. He fixed the lamp.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

pinned	•	•	_____
hotter	•	•	_____
clapping	•	•	_____
sitter	•	•	_____

Part 2

Read the sentences in the box.

1. Champ said, "I am your brother."
2. He said, "You need boaters."
3. The camp woman clapped.

Write the last word of these sentences.

2nd sentence _____

1st sentence _____

3rd sentence _____

Part 3

Match the words and complete them.

smell	•	•	eer	_____
stand	•	•	ell	_____
cheer	•	•	th	_____
bath	•	•	and	_____

Part 4

Copy the sentences.

The camp woman held her nose.

Bob bent down and began to paddle.

Suffixes, writing words, writing sentences

Name _____

Part 5

Champ Has a Meet with Sam

Champ slept at the table. The next day he woke up and felt	13
rested. He went to the woman who ran the camp. The woman held	26
her nose as she said, "You smell, Champ. Will you take a bath?"	39
"No," Champ said.	42
Just then, a big man named Sam came up. He held his nose	55
and said, "Champ, you are not the champ worker at this camp.	67
I am."	69
A woman said, "Let's have a meet between Champ and Sam."	80
So the men and women set things up for the big meet. They	93
gave a tamping pole to each man. They said, "We will see how	106
well Champ can tamp."	110
They went to the hill. The camp woman said, "Take these	121
tamping poles and see how fast you can pound the ruts from	133
this path."	135
Sam and Champ began tamping. They tamped the path for	145
three miles. Sam was a very fast tamper. But Champ tamped	156
faster. The men and women did not cheer for Champ. They	167
said, "Champ can tamp fast, but Sam can make ramps faster	178
than Champ can."	181
So Champ and Sam went to the lake. The camp woman	192
said, "Each man will clamp seventy boards and hammer the	202
boards on a frame."	206

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Champ said, "I can not open this door. This door has a _____ on it."

- ☐ handle ☐ note ☐ lock ☐ top

2. Big Bob said, "I will _____ the door in."

- ☐ fix ☐ kick ☐ pick ☐ lock

3. The old man held a _____ to his ear.

- ☐ pick ☐ handle ☐ horn ☐ top

4. Big Bob said, "Make a _____ for the old man."

- ☐ clock ☐ lock ☐ horn ☐ note

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

later	•	•
timing	•	•
saved	•	•
hoping	•	•

Part 3

Copy the sentences.

Champ grabbed the handle of the door.

The old man hit the lock with a hammer.

Directions, Part 1: Read the directions to the student. "Read the item and fill in the circle next to the answer. Write the answer in the blank."

Name _____

Part 4

Champ's Brother Has a Boat Meet

One day a man came to the camp. This man was big and fat.	14
He smelled as bad as a goat. He went up to the camp woman	28
and said, "My name is Bob. I do not like to work, but I have to	44
eat. And I am the best worker you have seen."	54
Champ, who was champ of the camp, went up to the camp	66
woman and said, "That is Big Bob, my brother."	75
Big Bob said, "No. You can't be my brother. My brother is	87
fat, and he smells. But you are not fat, and you do not smell."	101
Champ said, "But I am your brother."	108
The camp woman said, "We do not need more workers in	119
this camp."	121
Champ said, "But you need boaters. And Big Bob is the	132
best there is."	135
The camp woman held her nose. She said, "We will see how	147
well Big Bob can do in a boat meet with Sam."	158
Each man got in a boat. But Big Bob had an old boat that	172
was very slow.	175
The camp woman said, "When I clap, begin paddling.	184
Paddle as fast as you can to the other shore of the lake."	197
The camp woman clapped, and the men began to paddle.	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. The con man had a box of _____.
☐ locks ☐ clocks ☐ mops ☐ tops
2. Champ was a fast _____ raker.
☐ slope ☐ slop ☐ shore ☐ shop
3. Champ said, "I will _____ this mop near the door."
☐ prop ☐ slop ☐ stop ☐ bop
4. The con man sold the camp woman _____ mops.
☐ seven ☐ thin ☐ 50 ☐ bad

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

mopping	•	•
grabbed	•	•
dropper	•	•
slipping	•	•

Part 3

Copy the sentence.

The con man was glad to sell the mops.

Name _____

Part 4

The Clock Maker at the Camp

Champ and his brother Big Bob went to the shed. Champ	11
grabbed the handle of the door. He said, "This door has a	23
lock on it. How will we get in this shed? The hammers and the	37
tamping poles are in here. We need hammers and tampers if we	49
are to work."	52
Big Bob said, "Brother, don't bother with that lock. I will kick	64
the door in."	67
"No," Champ said. "Let's go to the camp woman and see if	79
she can get in this shed."	85
So they went to the camp woman. She said, "I will get a	98
man to fix that lock."	103
Later, an old man came to the camp. He had a big bag and	117
a big horn that he held to his ear.	126
He said, "I am here to fix a clock."	135
The men said, "We do not need someone to fix a clock. We	148
need someone to fix a lock. We cannot get in the shed because	161
the door is locked."	165
The old man said, "You say the door is clocked?"	175
Big Bob said, "Make a note for the old man. Even with his	188
ear horn, he cannot hear."	193
So Champ got a pen and made a note.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Match the words and complete them.

_____ matter _____ ●	● _____ cause _____
_____ because _____ ●	● _____ ck _____
_____ lifted _____ ●	● _____ ed _____
_____ shack _____ ●	● _____ mat _____

Part 2

Copy the sentences.

Cathy worked in a dress shop.

Cathy and Pam left the shed and sat on a bench.

Part 3

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Pam led Cathy to a _____.
☐ dress shop ☐ big camp ☐ clock store ☐ fish shed
2. The man in a big coat said, "I am a _____."
☐ cook ☐ worker ☐ fish packer ☐ slop raker
3. The man had a basket of fish in his _____.
☐ shed ☐ boat ☐ shop ☐ store
4. The man in the fish shed gave Pam and Cathy _____ chips.
☐ free ☐ five ☐ fish ☐ flat

Writing words, copying sentences, comprehension items

Name _____

Part 4

Champ Meets the Con Man

A con man came to the camp. That con man came up the	13
camp road with a box. The camp woman met him.	23
The con man dropped his box and held the lid up. He	35
grabbed a mop from the box. He said, "The workers will like	47
this mop. It is fatter than other mops. So a worker can mop	60
faster with this mop."	64
The camp woman said, "I will get someone to take that	75
mop and see how well it works." So the camp woman yelled for	88
Champ.	89
Champ was on a slope near a shore of the lake. Was he	102
making a ramp? No, he was raking slop near the pond. He was	115
a fast slop raker. He went to the con man and the camp woman.	129
The camp woman handed the mop to Champ.	137
"Here," she said. "See if this fatter mop mops faster than	148
other mops."	150
Champ said, "I hate to stop slopping to do some mopping."	161
The camp woman said, "When I say that you must mop,	172
you must mop. So take this fat mop and begin mopping."	183
But Champ did not begin mopping. He went to the eating	194
table and said, "I will prop this mop near the door, and I will	208
sit."	209

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

slammed	•	•
dropping	•	•
sitter	•	•
clapped	•	•

Part 2

Read the sentence and fill in the circle next to the answer.

Write the answer in the blank.

- When Gretta said, “Ho, ho,” Chee _____.
☐ made a note ☐ sat near the door ☐ became very mad
- Chee asked Gretta, “Did you _____ at your job?”
☐ work fast ☐ feel sad ☐ have fun ☐ sell fish

Part 3

Copy the sentences.

She got better and better at saying things.

I don't like to stay at home.

He will get a job, too.

Suffixes, comprehension items, copying sentences

Name _____

Part 4

Cathy and a Band at the Bend

Cathy worked in a dress shop. One day she said, "I need a	13
rest." So she went to her pal, Pam. She said, "Pam, let us go	27
to hear a band play. A band is near the bend in the road. They	42
play well."	44
Then Cathy and Pam went to hear the band. When they	55
got near the bend in the road, Pam said, "I need to eat. Let me	70
lead you to a little shed. It is near the stream. They sell fish and	85
chips in that shed."	89
So Pam led Cathy to the fish shed near the stream. The	101
shack was packed with folks. The folks were yelling, "I was	112
next. Give me my order of fish and chips."	121
Pam said, "This is a mess."	127
Cathy and Pam left the fish shed and sat on a bench. A man	141
came up to them. He had a net, and he was dressed in a big	156
coat. He set the net in the sand, and then he sat down on the	171
bench. He asked Cathy, "What is the matter?"	179
Cathy said, "The shed is packed. We will be late to hear the	192
band."	193
The man said, "I am a fish packer. If you need fish, let me	207
help you."	209

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

trades	•	•
liked	•	•
saving	•	•
maker	•	•

Part 2

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

- The clock maker did not _____ well.
☐ see ☐ read ☐ hear ☐ feel
- The con man said, "We will _____ in the shade."
☐ stay ☐ sit ☐ play ☐ work
- The clock maker said, "I will not _____ this horn."
☐ sell ☐ play ☐ pack ☐ trade
- The clock maker handed his _____ to the con man.
☐ little horn ☐ corn ☐ big horn ☐ pack

Part 3

Copy the sentences.

The con man dressed up like a corn grower.

He stamped up and down.

Suffixes, comprehension items, copying sentences

Name _____

Part 4

Chee, the Dog

Gretta got a little dog. She named the dog Chee. Chee got	12
bigger and bigger each day.	17
On a very cold day, Gretta said, "Chee, I must go to the	30
store. You stay home. I will be back."	38
Chee said, "Store, lots, of, for, no."	45
Then Gretta said, "Did I hear that dog say things?"	55
Chee said, "Say things can I do."	62
Gretta said, "Dogs don't say things. So I must not hear	73
well."	74
But Chee did say things. Gretta left the dog at home. When	86
Gretta came back, Chee was sitting near the door.	95
Gretta said, "That dog is bigger than she was."	104
Then the dog said, "Read, read for me of left."	114
Gretta said, "Is that dog saying that she can read?" Gretta	125
got a pad and made a note for the dog. The note said, "Dear	139
Chee, if you can read this note, I will hand you a bag of bones."	154
Gretta said, "Let's see if you can read."	162
Chee said, "Dear Chee, if you can read this note, I will ham	175
you a bag for beans."	180
Gretta said, "She can read, but she can't read well. Ho, ho."	192
Chee became very mad. She said, "For note don't read ho ho."	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1

Match the words and complete them.

_____ felt _____ ●	● _____ ft _____
_____ help _____ ●	● _____ se _____
_____ left _____ ●	● _____ lt _____
_____ self _____ ●	● _____ he _____

Part 2

Copy the sentences.

Chee began to say odd things.

She left her home to get a job.

He had tears on his cheeks.

The man came back with his boss.

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

_____ getting _____ ●	● _____
_____ dropper _____ ●	● _____
_____ grabbed _____ ●	● _____
_____ bigger _____ ●	● _____

Writing words, copying sentences, inflectional suffixes

Name _____

Part 4

The Old Clock Maker and the Con Man

The old clock maker did not hear well. He left the camp	12
with the lock. He had this lock in his pack. He went down a	26
road from the camp. Then he met a corn grower.	36
But the corn grower was not a corn grower. He was the con	49
man dressed up like a corn grower. That con man liked conning	61
folks.	62
The con man said, "Let's go sit in the shade near my shed."	75
"Yes," the clock maker said, "I will trade for a bed."	86
"No, not a bed," the con man said. "Shed. We will sit near	99
my shed."	101
The clock maker said, "Yes, I like a sled, but I don't see a	115
sled."	116
The con man was mad at the clock maker. He yelled, "WE	128
WILL SIT IN THE SHADE."	133
"Yes," the clock maker said. "I am ready to trade."	143
The con man led the clock maker to the shade. He held the	156
clock maker's horn to the clock maker's ear. Then he said, "Will	168
you trade your pack for some corn?"	175
"No," the clock maker said, "I need this horn. So I will not	188
trade this horn. But I will trade my pack for corn."	199
The con man got a sack of corn.	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

worked	well	rode	named	fast
good	best	swam	ran	bent

There was a ranch in the West. The rancher who _____ this ranch was _____ Emma Branch. She rode a horse _____. She chopped _____, and she swam faster. The men and women who _____ for Emma Branch liked her. They said, "She is the best in the West."

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

named	•	•	_____
timer	•	•	_____
cones	•	•	_____
saving	•	•	_____

Part 3

Copy the sentences.

She checked up on the workers.

Get ready to leave now.

This horse is very tame.

Vocabulary/context clues, suffixes, copying sentences

Name _____

Part 4

Chee Goes for a Job

Chee felt sad. So she left her home to get a job.	12
Chee went to a fire station. She went up to the man who ran the station and said, "I need a job. Can you help me?"	26
The man said, "Is my hearing going bad, or did that dog say something to me?"	38
The dog said, "I did say something. Do you have a job for me?"	51
The man said, "Ho, ho. That dog is saying things, but dogs can't speak."	54
Chee got so mad that she began to say odd things. "Fire station for of to go," she said.	67
The man said, "Ho, ho. This dog is fun. I will keep this dog with me. I like to hear the odd things that dog can say."	68
Chee was so mad at the fireman she said, "From of for, fireman."	80
The fireman fell down and went, "Ho, ho, ho." He had tears on his cheeks. His ears got red. Then he patted Chee and said, "I didn't mean to make you mad. But you do say odd things."	82
Then the dog said to herself, "I will not work here. I can't stand to hear that fireman go 'Ho, ho.'"	94
	101
	115
	128
	140
	141
	153
	166
	179
	192
	200

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

fastest	packer	stick	plant	old
stackers	slowest	odd	mad	slate
pack	made	slat	job	stack

Chee got a _____ at a _____ plant. When she was not _____, she did not say _____ things. The woman who ran the _____ showed Chee how to _____ slate. At the end of one year, Chee was one of the fastest _____.

Part 2

Copy the sentences.

The woman showed Chee how to stack slate.

She worked at the plant for nearly a year.

Set that slab on top of the pile.

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

clapped	•	•	_____
running	•	•	_____
swimmer	•	•	_____
biggest	•	•	_____

Vocabulary/context clues, copying sentences, suffixes

Name _____

Part 4

The Rancher

There was a big ranch in the West. The rancher who ran this	13
ranch was named Emma Branch. She rode a horse well. She	24
chopped fast, and she swam faster. The men and women who	35
worked for Emma Branch liked her. They said, "She is the best	47
in the West." On her ranch she had sheep, and she had cows.	60
There were goats and horses. There was a lot of grass.	71
The rancher had a lot of women and men working for her.	83
They worked with the sheep and the goats, and they milked the	95
cows. Each worker had a horse. But the rancher's horse was the	107
biggest and the best. It was a big, black horse named Flop.	119
Flop got its name because it reared up. When Flop reared	130
up, any rider on it fell down and went "flop" in the grass. But	144
Flop did not rear up when the rancher rode it. Emma Branch	156
bent near Flop's ear and said, "Let's go, Flop." And they went.	168
She did not have to slap the horse. She didn't have to jab her	182
heels and yell at Flop. She just said, "Let's go," and they went	195
like a shot.	198
Every day, she checked up on the workers to see what they	210
were doing.	212

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

leave	shop	sheep	sacks	best
steal	work	shave	plan	faster
packs	shears	wool	well	fake

The con man said, “I can _____ a sheep before it sees the
_____. You can _____, but you cannot get someone who
can shave _____ than me.”

The con man told the rancher to get him ten _____ for holding the
_____. He did not plan to shear _____. He planned to
_____ them.

Part 2

Match the words and complete them.

before	●	●	est
steal	●	●	st
still	●	●	eal
chest	●	●	fore

Part 3

Copy the sentences.

He got the shears from his pack.

He planned to pack sheep into sacks.

The rancher sat on the con man and shaved his locks.

Vocabulary/context clues, writing words, copying sentences

Name _____

Part 4

Chee Stacks Slate

Chee went to get a job, but no plant had jobs for dogs that	14
say things. At last, Chee went to a slate plant. Chee said, "I	27
hope that I can get a job here." Chee went into the plant. Chee	41
went past stacks of slate. She came to the woman who ran the	54
plant. Chee asked, "Do you have a job I can do in this plant?"	68
The woman looked at Chee. Then the woman said, "Ho, ho,	79
ho. I cannot help going 'Ho, ho, ho.' "	87
Chee got so mad that she began to say odd things. "Stop	99
slate for from me, of go so no to do, ho ho."	111
The woman fell down and kept going "Ho, ho, ho."	121
Chee felt so mad that she did not stop saying odd things.	133
The woman got sore from going "Ho, ho." She had lots of	145
tears on her cheeks. Then she stopped ho-hoing and said, "I	156
have seen lots of things, but I have never seen a dog that said	170
odd things."	172
Chee was not so mad now. So Chee began to say things that	185
made sense. Chee said, "I told you not to go 'Ho, ho.' I told you	200
that I need a job."	205

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

tamps	ranch	rest	pack	old
odd	slop	camp	say	stay
sack	ramps	hill	lake	leave

Champ worked at the _____ for nearly a year. He tamped and made _____.

Now he said, "I will _____ this camp. Champs don't _____ in a camp for more than a year."

So Champ got his _____. He told the camp woman, "The work here is getting _____, and I need a _____."

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

maker	•	•	_____
ropes	•	•	_____
shaved	•	•	_____
riding	•	•	_____

Part 3

Copy the sentences.

He worked there for nearly a year.

When the sun comes up, he will shear sheep.

Vocabulary/context clues, suffixes, copying sentences

Name _____

Part 4

The Con Man and the Sheep Rancher

Emma Branch had a lot of big sheep on her ranch. One
day she said, "My sheep need shearing. I will send for a sheep
shearer." 12 25 26

So she told one of her helpers to go to town and get
someone who can shear sheep. The helper went down the road
to town. But he did not get there. He met the con man on the
road. The con man said, "Where are you going?" 39 50 65 74

The helper said, "The rancher needs her sheep sheared." 83

The con man said, "I am the best at shearing sheep. I have
shears in my pack." 96 100

So Emma's helper led the con man back to the ranch. When
they got there, Emma yelled from the door, "I hope that man
can shear fast." 112 124 127

The con man said, "I can shave sheep. I can shape. And I
can shear." 140 142

"But how is your rate at shearing?" the rancher asked. 152

"I can go so fast that I can shave a sheep before it sees the
shears. You can shop and shop, but you cannot get someone
who can shape or shave faster than me." 167 178 186

So the con man got the job. He told the rancher to get him
ten sacks for holding the wool. 200 206

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Champ was sleeping near a sheep _____.
☐ camp ☐ shed ☐ shop ☐ ranch
2. Champ felt more like _____ than shearing.
☐ sweeping ☐ shaving ☐ yelling ☐ sleeping
3. Emma said, “You have _____ minutes to shear _____ sheep.”
☐ five ☐ 50 ☐ 20 ☐ ten
4. Emma kept her _____ with Champ.
☐ plan ☐ ranch ☐ deal ☐ hand

Part 2

Copy the sentences.

The sun came up in the morning.

The cook will make a good meal.

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

sweeping	•	•
reached	•	•
helper	•	•

Name _____

Part 4

The Rancher and Champ

Champ had worked at the camp for nearly a year. He had 12
 tamped and made ramps. He had fixed lamps and raked slop 23
 near the lake. But now he said, "I think I will leave this camp. I 38
 am a champ, and champs don't stay in the same camp for more 51
 than a year." 54

So Champ got his pack and went to the camp woman. He 66
 told her, "I must go now. The work here is getting old, and I 80
 need a rest. I will go sit in the shade and eat beans and rest. It is 97
 time to go where I do not have to take a bath." 109

So Champ left and went down the camp road. When he got 121
 to a town, he said, "I see a person on a big black horse. I will 137
 ask that rider where I can go to rest in the shade." Champ went 151
 up to the person on the black horse and said, "Tell me, where 164
 can I go to rest in the shade?" 172

The person on the horse was Emma Branch. She was the 183
 rancher that shaved the con man. She said, "I help men and 195
 women who work well." 199

"I work well," Champ said. 204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
 read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Match the words and complete them.

slow	•	•	year
shame	•	•	to
town	•	•	sha
yearly	•	•	ow

Part 2

Copy the sentences.

He got slower and slower with each meal that he ate.

Emma went to town and bragged.

Part 3

Read the words in the box. Then fill in the blanks.

like	rested	said	mean	time
best	look	shave	shape	shade
bad	meet	good	neat	seem

The rancher said, “We will have the _____ at the end of this week. So get in _____.”

“Yes, yes,” the fat champ said.

“I _____ it,” the rancher said. “You _____ to be in _____ shape. You have _____ for seven weeks. Now you don’t _____ like you can do things very fast.”

Writing words, copying sentences, vocabulary/context clues

Name _____

Part 4

Champ Shows the Rancher How to Shear

The sun came up in the morning. Champ was sleeping near	11
a big sheep shed. The rancher's helper came to wake him up.	23
Champ said, "Leave me be. I am sleeping." So Champ went	34
back to sleep.	37
The helper ran to Emma and said, "That Champ didn't get	48
up when I went to wake him up."	56
Emma grabbed shears and ran over to Champ. Her helper	66
ran with her. When they got to Champ, the rancher handed her	78
shears to her helper. She said to Champ, "If you don't get up,	91
my helper will give you a shearing."	98
So Champ got up and went to the sheep shed with Emma.	110
Emma said, "We have a deal. If you can shear 50 sheep as	123
fast as you hammer, you may stay and rest on my ranch."	135
Then she handed the shears to Champ. Champ felt more	145
like sleeping than shearing. He said, "I did not sleep well. When	157
I am not rested, I cannot work well. I will have to jump up and	172
down to wake up." So Champ began to jump up and down.	184
Then he said, "Now I can shear sheep."	192
"Good," Emma said. "You have 50 minutes to shear 50	202
sheep."	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Shelly made a _____ of wool as big as a hill.
☐ pack ☐ sheer ☐ heap ☐ sweep
2. Champ made a pile of wool as big as a _____ sheep.
☐ little ☐ fatter ☐ big ☐ short
3. Emma said to Champ, “You will _____ like a horse.”
☐ run ☐ go ☐ rest ☐ work
4. Champ had never been _____ in a meet before.
☐ shaved ☐ beaten ☐ broken ☐ picked

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

melted	•	•
working	•	•
beaten	•	•
slower	•	•

Part 3

Copy the sentences.

She showed the others how fast she was.

He ate big meals of ham and beans.

Name _____

Part 4

The Rancher Sets Up a Shearing Meet

Champ had stayed at the ranch for seven weeks. Every day,	11
he had big meals of beef and ham and beans and corn. Every	24
day, he sat in the shade near the lake. And every day, he got a	39
little slower. He got slower and slower with each meal that he	51
ate.	52
The rancher did not think that Champ was slow. She had	63
seen him go so fast that the helper did not sweep the wool as	77
fast as Champ shaved sheep.	82
Emma went to town and bragged. She said, "There is a man	94
on my ranch who can shear sheep faster than anyone you have	106
seen."	107
When Emma was in town one day, she told a lot of people,	120
"A man on my ranch can beat anyone in a shearing meet."	132
A woman named Shelly stepped up to Emma and said, "I	143
think I can beat anyone in a shearing meet."	152
"Let's have a meet," the others yelled.	159
"Yes," the rancher said.	163
So they set up a meet between Champ and Shelly. A man	175
said, "Let's make bets. I will bet on Shelly. I have seen her work	189
with shears, and I think she can beat any other worker."	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

beginning	•	•	
planter	•	•	
peeking	•	•	
worked	•	•	

Part 2

Read the words in the box. Then fill in the blanks.

shaping	shaving	faster	week	work
fatter	sore	sheared	hot	meals
cold	hands	hammer	made	shape

The rancher gave Champ more work. At the end of the day, Champ was _____.

But at the end of the week, he began to get _____. His _____ began to go like a flash. His shears began to get _____ when he was _____ sheep. Champ was beginning to get back in _____.

Part 3

Copy the sentences.

His hammer began to go like a flash.

There was no more work at the ranch.

Suffixes, vocabulary/context clues, copying sentences

Name _____

Part 4

The Shearing Meet

The rancher had told Champ to get in shape for the	11
shearing meet. But did Champ get in shape? No. He ate big	23
meals of corn and ham and beans and meat. Then he went to	36
sleep.	37
Was Champ in shape at the end of the week? No. Champ	49
was out of shape and very slow.	56
People from town came to the ranch with Shelly. Shelly was	67
in tip-top shape. Before the meet began, she sheared a sheep to	79
show the others how fast she was. Before the wool that fell from	92
the sheep had landed, that sheep was shaved from one end to	104
the other.	106
The people cheered. "Shelly can beat anyone at shearing,"	115
they yelled.	117
Champ had to work to pick up the shears. He said, "I may	130
have rested too much, but when I get going, I will speed up."	143
The rancher said, "Shelly and Champ will shear all day."	153
Champ said to his helper, "I hope you are fast at sweeping.	165
This wool will be dropping very fast."	172
The rancher said, "Go," and the shearing began.	180
Champ's shears did not go like a flash. And the wool did	192
not pile up fast. "I must go faster," he said.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Shelly said, "I have never been _____ in a shearing meet."

- ☐ broken ☐ cheered ☐ beaten ☐ shaved

2. At the end of the meet, Champ had sheared _____ sheep.

- ☐ 5,000 ☐ 9,000 ☐ 210 ☐ 501

3. Shelly had sheared _____ sheep.

- ☐ 5,000 ☐ 9,000 ☐ 210 ☐ 501

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

cheered	•	•	_____
panting	•	•	_____
beaten	•	•	_____
rancher	•	•	_____

Part 3

Copy the sentences.

She is the best worker at the plant.

The people from town waved to Champ.

Her helpers began to bag the wool.

Comprehension items, suffixes, copying sentences

Name _____

Part 4

Champ Gets in Shape

Champ worked and worked at the ranch. Every day, he got	11
up when the sun was peeking over the hill in the east. Champ	24
did not eat a big meal. He went to the sheep shed and sheared	38
sheep. Then he picked corn. Then he ate a little meal. He had	51
an egg and a little bit of ham. He said, "I need more to eat."	66
"No more," the rancher said. "Back to work for you." She	77
handed Champ a hammer. "Take boards and make a gate," she	88
said.	89
After Champ had made a gate, the rancher said, "Now take	100
boards and make a pen for goats." After Champ had made a	112
pen of boards, she said, "Next, you're going to dig holes for	124
planting trees."	126
So Champ dug ten tree holes. Then he planted three trees.	137
Then he sheared more sheep. At last, the rancher said, "Now	148
you may eat a meal."	153
But it was a very little meal. Champ ate it and said, "I need	167
more to eat."	170
"No more," she said. And she gave Champ more work.	180
At the end of the day, Champ was sore. He was sore the	193
next day.	195
But at the end of the week, he began to get faster.	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

day	packer	speed	rate	packing	plant
quit	week	stacking	year	shearing	rat
stacker	shack	leave	slacks	sick	time

Chee worked as a slate _____ for nearly a year. By then, her _____ of _____ was very good. But she was getting a little _____ of her job. “Stack, stack, stack,” she said. “It’s time to do something else.” So she went to the woman who ran the slate _____ and said, “I think I have to _____ and get another job.”

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

waited	•	•	_____
stacker	•	•	_____
seated	•	•	_____
nearly	•	•	_____

Part 3

Match the words and complete them.

something	•	•	_____ some
person	•	•	_____ low
yellow	•	•	_____ ts
coats	•	•	_____ son

Vocabulary/context, inflectional suffixes, writing words

Name _____

Part 4

The Meet with Shelly Is Set

Champ felt he was in shape for the shearing meet. When	11
there was no more work on Emma's ranch, Champ did some	22
work at the next ranch, so he could stay in shape. He made ten	36
gates. He planted 600 trees. He sheared 950 sheep. The helpers	47
that worked on this ranch said, "He is the fastest worker in the	60
land."	61
Shelly did not get in shape. She said, "I am in shape. My	74
hands are fast. I have never been beaten in a shearing meet."	86
On the day of the meet, Champ sat near the ranch gate. The	99
people from town came up the road. They waved to Champ.	110
The people said, "We made bets that Shelly will beat you."	121
Then they went to the sheep shed and waited.	130
When Shelly came up the road, the people cheered. "Here's	140
Shelly," they yelled.	143
Just before the meet began, Emma Branch came up to	153
Champ. She said, "If you do not beat Shelly, I will not let you	167
stay here. You will have to get your things and leave this ranch."	180
Champ didn't say a thing. He just sat and waited.	190
"We are ready for a shearing meet," a woman yelled. "Let's	201
go."	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

eat	slop	run	ran	slabs	see
fish	work	yellow	meat	pick	chomp
fresh	sleeve	meet	sheet	better	score

Chee had met a _____ dog in a _____ plant. The dog was named Rop, and he _____ the plant. He said that he was _____ than Chee at doing things. Chee got mad. So a _____ was set between Rop and Chee.

Rop said, "We will begin by seeing how fast we can _____."

Rop told a worker, "Get me 2 _____ of fresh meat."

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

played	_____
checker	_____
eating	_____
handed	_____

Part 3

Copy the sentences.

She told the best joke.

Chee began to stammer and say odd things.

Vocabulary/context clues, inflectional suffixes, copying sentences

Name _____

Part 4

Chee Meets Rop

Chee worked as a slate stacker for nearly a year. By then,	12
her rate of stacking was very good. But she was getting a little	25
sick of her job. "Stack, stack, stack," she said. "It's time to do	38
something else." So she went to the woman who ran the slate	50
plant and said, "I think I have to quit and get another job."	63
The woman said, "You have been a good worker. Good	73
luck."	74
Chee left the plant and went looking for work. She came to	86
a sleeve plant. They made sleeves for coats in this plant.	97
Chee went into the plant and said to the people working in	109
a big room, "Where is the person who runs this plant?"	120
They went, "Ho, ho. We do not work for a person."	131
Chee told them, "You must work for someone. Show me	141
who."	142
A man stepped up to Chee. The man said, "Step into that	154
room and you will see who runs this plant. His name is Rop."	167
So Chee stepped into the room. Then she stopped. There	177
was no man seated at the desk. There was a yellow dog at the	191
desk.	192
The yellow dog slapped a stamp on a letter.	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Cross out the words that don't have **ea**.

rail	mean	hear	main	each	sleep
shear	began	these	tail	smell	beat
seating	real	pail	neck	between	reach

Part 2

Read the words in the box. Then fill in the blanks.

tricking	slapped	lap	sleeves	handed
stammer	making	slabs	slap	store
stabbed	coats	fast	score	wool

Chee and Rop went into the sleeve-_____ room of the plant. There Rop said, "I will get the best _____ for this meet. We will see how fast that _____ dog can slap sleeves in _____. The dog that slaps sleeves fastest will win."

Rop _____ Chee a needle. Chee went very fast, but she _____ herself with the needle.

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

tricking	•	•	_____
ended	•	•	_____
sleeves	•	•	_____
making	•	•	_____

Sound/symbol correspondence, vocabulary/context clues, inflectional suffixes

Name _____

Part 4

Rop and Chee Have a Meet

Chee had met a yellow dog in a sleeve plant. The yellow	12
dog was named Rop, and he ran the plant. He said that he was	26
better than Chee at doing things. Chee got mad. So a meet was	39
set between Rop and Chee. Rop said, "We will see if you can	52
beat me in this meet."	57
Rop yelled to the workers in the sleeve plant. "Stop sleeving	68
and get in here fast," he said. The workers ran into the room.	81
Rop said, "Chee and I are going to have a meet. We will begin	95
by seeing how fast we can eat."	102
Rop told a worker, "Get me 2 slabs of fresh meat. Drop the	115
slabs on the scale and see that they are the same."	126
A woman ran from the plant. She went to the store. She	138
grabbed 2 slabs of meat that were on sale. She got back to the	152
plant and dropped them on the scale. Each slab was the same.	164
Rop handed a slab to Chee. "Here's your slab. See if you can	177
keep up with me." Then he said, "When you hear me say, 'Go,'	190
get your teeth into that meat. Get set . . ."	198
Chee was ready to eat.	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1**The words in the first column have endings.****Write the same words without endings in the second column.**

turned	•	•
drained	•	•
faster	•	•
biggest	•	•
thinner	•	•

Part 2**Write the words.**

can + not = _____

any + body = _____

my + self = _____

some + one = _____

Part 3**Copy the sentences.**

He sold gas at the boat ramp.

She did not hear waves on the shore.

Name _____

Part 4

Sleeve Slapping

Chee and Rop went into the sleeve-making room of the	10
plant. There Rop said, "I will get the best score for this meet.	23
We will see how fast that lap dog can slap sleeves on coats. The	37
dog that slaps sleeves fastest will get the best score."	47
Rop handed Chee a needle. Rop said, "Take this needle and	58
get set to go. And don't stab yourself. Ho, ho."	68
Chee was mad. She held the needle and waited for Rop to	80
say, "Go."	82
Rop said, "Get set . . . go."	87
Chee went very fast, but she stabbed herself with the needle.	98
"Ow," she said.	101
"Ho, ho," Rop said, "That lap dog just stabbed herself. Ho,	112
ho, ho, hee, hee." As Rop was ho-heeing, he did not see where	125
his needle was going, and he stabbed himself. "Ow," he said.	136
"Ho, hee, hep, hep, hep," Chee said.	143
Rop yelled, "Stop. This meet is over. I have slapped seven	154
sleeves on coats. So I am the champ, and I get the best score.	168
Let's hear it for me."	173
"Stop," Chee said. "I have slapped seven sleeves on coats,	183
too. So my score is the same as yours."	192
Chee was sore where the needle went into her, but she was	204
glad that Rop had stabbed himself, too.	211

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1

Cross out the words that don't have **ee**.

steered	mean	hear	book	feel	sleep
cheer	began	these	sleeve	smell	beat
seating	wheel	deer	neck	between	steel

Part 2

Write the words.

any	+	one	=	_____
some	+	body	=	_____
her	+	self	=	_____
down	+	hill	=	_____

Part 3

Copy the sentences.

The boat was in the middle of the sea.

The goat ate a hole in the boat.

Part 4

The words in the first column have endings.

Write the same words without endings in the second column.

holes	•	•	_____
baking	•	•	_____
ordered	•	•	_____

Sound/symbol correspondence, compound words, copying sentences, inflectional suffixes

Name _____

Part 5

Sink That Ship

Kit made a boat. She made the boat of tin. The nose of the	14
boat was very thin. Kit said, "I think that this boat is ready for	28
me to take on the lake." So Kit went to the lake with her boat.	43
Her boat was a lot of fun. It went fast. But when she went	57
to dock it at the boat ramp, she did not slow it down. And the	72
thin nose of the boat cut a hole in the boat ramp.	84
The man who sold gas at the boat ramp got mad. He said,	97
"That boat cuts like a blade. Do not take the boat on this lake	111
any more. Take it where you will not run into things."	122
So Kit did not take her boat to the lake any more. She went	136
to the sea with her boat. She said, "There is a lot of room in the	152
sea. I will not run this boat into any docks."	162
So Kit went on the sea with her boat. The nose of her boat	176
went into the waves like a blade. Kit's boat went faster and	188
faster. She said, "I am a good sailor."	196
After a while, she did not see the shore of the sea any more.	210

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

sleeves	•	•
cutter	•	•
waited	•	•
making	•	•

Part 2

Cross out the words that don't have **oa**.

goat	mean	boat	book	feel	loading
float	began	these	board	coat	beat

Part 3

Write the words.

an + other = _____

some + one = _____

Part 4

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Kit put rocks in the _____ of her boat.

☐ back ☐ front ☐ top ☐ side

2. Kit said, "Things go fast when they go _____."

☐ closer ☐ faster ☐ downhill ☐ through

3. The boat made a hole in the _____ of the bank.

☐ back ☐ front ☐ slide ☐ side

Suffixes, sound/symbol correspondence, compound words, comprehension items

Name _____

Part 5

The Goat and Kit's Boat

Kit's boat was in the middle of the sea. It had made a	13
hole in a big ship. The big ship went down. Seventeen men,	25
47 women, three dogs, and a pet goat got in Kit's boat. So Kit	39
made holes in the bottom of the boat to drain the water from	52
the boat.	54
And the water did begin to drain, but not very fast. Kit	66
said, "These holes are not letting water out faster than water is	78
coming in the boat. We need a bigger hole in the bottom."	90
A sailor said, "We left our tools on board the big ship, so we	104
have no way to make bigger holes."	111
A man said, "So let's just yell for help. HELP, HELP."	122
"Hush up," Kit said. "We will get back to shore if we just	135
keep our heads and think of a way to make a big hole that will	150
drain water very fast."	154
An old woman said, "My pet goat likes to eat tin. Maybe he	167
can eat a hole in the bottom of this tin boat."	178
"Yes," Kit said. "Let's see what that goat can do." Then she	190
ordered everybody to make room for the goat to eat.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

good + bye = _____

no + thing = _____

any + body = _____

down + hill = _____

six + teen = _____

Part 2

Read the words in the box. Then fill in the blanks.

sail	boat	nobody	light	aim	white
bike	save	yellow	nothing	green	slow
red	sell	send	steak	pain	float

Kit said, "I am going to _____ this boat and get a _____.

This boat is _____ but a _____."

Then she said to herself, "I can have a lot of fun with a bike. If I get a _____ bike, it will be very _____, so I'll fly over town."

Part 3

Cross out the words that don't have **ol**.

goat	told	boat	book	fold	loading
float	began	old	cold	meal	bolted

Compound words, vocabulary/context clues, sound/symbol correspondence

Name _____

Part 4

Kit's Boat Goes Faster and Faster

This is another story about Kit and her tin boat. Kit had	12
her boat at the dock. She was fixing the hole that the goat	25
made in the boat. She painted her boat green. Then she asked	37
the man who sold gas at the dock, "Where can I get some big	51
rocks?"	52
The man said, "Why do you need big rocks?"	61
Kit said, "I will drop them in the front of my boat."	73
The man asked, "Why will you do that?"	81
Kit said, "So that my boat will go faster. I don't like boats	94
that go slow."	97
The man said, "How will the rocks in the front of your boat	110
make the boat go faster?"	115
Kit said, "Don't you see? The rocks will make the front of	127
my boat lower than the back of my boat. So my boat will be	141
going downhill. Things go very fast when they go downhill."	151
The man said, "Ho, ho. Those rocks will just make your	162
boat go slower."	165
But Kit got rocks and dropped them in the front of her	177
boat. Then she said, "Now it is time to see how fast this boat	191
will run."	193
The front of the boat was very low in the water.	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Cross out the words that don't have **sh**.

shape	with	chest	shift	what
which	chop	fish	much	cheer

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

boating	•	•	_____
opened	•	•	_____
stroked	•	•	_____
taken	•	•	_____

Part 3

Write the words.

every	+	thing	=	_____
through	+	out	=	_____
good	+	bye	=	_____
with	+	out	=	_____

Part 4

Copy the sentences.

The shop man looked at the motor.

She handed three books to him.

Name _____

Part 5

Kit Makes Her Boat Lighter

Kit was in bad shape. She said, "I can fix things up."	12
The cop said, "Do not try to bribe us. This is a crime."	25
Kit said to her, "I was not trying to bribe you. But you must help me. I need yellow paint."	39
The cop said, "Why do you need yellow paint?"	45
Kit said, "Get me the paint, and you will see."	54
So the cop got another cop to run for the paint. The cop stepped in front of Kit and said, "Do not try to leave." When the other cop came back with the can of yellow paint, Kit smiled.	64
Then she took the lid from the can and began to paint her boat yellow.	77
"What are you doing?" the cops asked. "How can it help anything to paint that boat yellow?"	90
Kit grinned and said, "You will see."	102
Kit got in the boat, and the boat began to float up into the sky. The cops said, "Do you see what I see? That boat is floating in the sky."	103
Kit smiled. Then she hollered down to the cops, "Goodbye."	116
The cops hollered, "Why is that boat floating?"	118
Kit said, "You see, the boat was green, and now it is yellow."	129
	135
	142
	155
	169
	173
	183
	191
	204

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

door + way = _____

home + work = _____

no + thing = _____

some + one = _____

Part 2

Cross out the words that don't have **ck**.

cash	packing	clapped	clocks	creek	trucker
rocked	neck	chops	milked	black	thinking

Part 3

Read the words in the box. Then fill in the blanks.

jumped	saw	bolts	tossed	mean	roar
tore	need	smiled	rod	grabbed	worker
fixed	whispered	motor	rubbed	reader	words

Molly said, "Here is the book. It tells where everything is on the _____.

Read the book, and it will tell you what you _____ to know."

So Molly went to the street and _____ into her hot rod. She
_____ the wheel, and she _____ down the street.

Henry took his book and _____ to himself, "I wish I was a better
_____."

Compound words, sound/symbol correspondence, vocabulary/context clues

Name _____

Part 4

Henry's Hot Rod

Henry had a hot rod. He ran his hot rod very fast down the freeway. But he ran it too fast, and—wham!—there went his cam shaft. Henry said, "Now my hot rod will not go."	14
	26
	37
A truck came and dragged Henry's hot rod back to a motor shop. The shop man looked at the motor. Then he rubbed his chin. He said, "I don't think I can get to this job for three weeks. When do you need this heap?"	49
	60
	75
	82
Henry said, "That hot rod is not a heap. Why can't you get to it now?"	95
	98
The shop man rubbed his chin. Then he said, "I don't have time."	110
	111
The shop man said, "I have three other jobs. When I get them fixed, I can work on your rod."	123
	131
Henry said, "Where can I take my hot rod to get it fixed now?"	145
The shop man said, "There is no shop in town that can do the work now. They have lots of jobs."	158
	166
"Why is that?" Henry asked.	171
"Because people go too fast when they go down the freeway," the shop man said.	181
	186
Henry said, "I will not wait. I will fix my motor at home."	199
"That seems like the best thing to do," the shop man said.	211

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

dragging	•	•	_____
timing	•	•	_____
saying	•	•	_____
tossed	•	•	_____

Part 2

Write the words.

some + body = _____

up + side = _____

with + out = _____

down + town = _____

Part 3

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Henry was trying to fix a broken cam _____.

- ☐ shift ☐ stick ☐ shaft ☐ stack

2. After a while, his motor was in little _____.

- ☐ gears ☐ bits ☐ rods ☐ bolts

3. Molly fixed her hot rod because she was able to _____.

- ☐ work ☐ know ☐ bolt ☐ read

Name _____

Part 4

Henry's Sister Helps Him

Henry got a book on fixing motors. Henry went home with	11
the book. He sat in his hot rod and looked at the words in the	26
book, but Henry did not know how to read those words.	37
Here is what it said in the book: "There are three bolts that	50
hold this end of the cam shaft."	57
Here is what Henry was reading: "Where are there belts that	68
hold this end for a came shaft."	75
Henry said, "What does that mean?"	81
He kept reading. Here is what it said in his book: "When	93
you take the seals from the shaft, you press on them and then	106
lift them from the shaft."	111
This is what Henry said when he was reading those words:	122
"Why take and steal I dress and then lifted them of the shaft."	135
Henry said, "I don't know what this book means." He	145
tossed the book down and said, "I don't need a book to fix this	159
motor. I have seen people work on motors, and I don't think it	172
will be a very big job."	178
So Henry began to work on his motor. While he was taking	190
some bolts from the motor, a flat strip fell on his foot.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Write the words.

some + body = _____

up + set = _____

with + out = _____

door + way = _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

trenches	•	•	_____
fishing	•	•	_____
really	•	•	_____
traded	•	•	_____

Part 3

Read the words in the box. Then fill in the blanks.

rested	tires	sell	ripped	site	grip
crime	bikes	rid	roads	gripe	deal
conned	steal	ships	ready	paths	robbed

Kit said, "I think I will get _____ of this boat. It makes
_____ sink. It has _____ up 2 docks. It has
made _____ and trenches. It tore holes in the bank, and that is
a bad _____."

Kit had a lot to _____ over. So she said, "I will _____ the
boat."

Compound words, suffixes, vocabulary/context clues

Name _____

Part 4

Molly Fixes Her Hot Rod

Henry was trying to fix his motor, but he was not doing very	13
well. He was looking at the words in his book on motors, but	26
Henry did not know what they said. The book said: "To turn a	39
cam shaft, you file each cam."	45
But this is what Henry said as he was reading: "To turn a	58
cam shaft, you fill each cam."	64
Henry said, "What does that mean?" He tossed the book	74
aside and said, "That book is not helping me very much. I can	87
do the job myself." So Henry worked and worked.	96
After a while, his motor was in little bits. Now he did not	109
have a motor. He had a heap of steel.	118
"Where is the cam shaft?" he asked as he looked at the big	131
pile of steel.	134
He picked up a big gear. "Is this a cam shaft?" he asked. He	148
ran his hand over the teeth of the gear. "These things must be	161
the cams," he said.	165
Henry was looking at the gear when a truck came down the	177
street. The truck was dragging his sister's hot rod.	186
Molly was mad. She ran over to Henry and said, "Where is	198
that book?"	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

faster	really	lifted	ready	sold	worker
tires	fastest	robber	diver	zip	float
bikes	traded	back	pile	nose	slower

The con man had _____ his clock, his cash, his ring, and five _____ with holes in them for Kit's tin boat.

Now the con man was _____ to become the best bank _____ in the west. He said, "I will _____ rocks in the _____ of this boat. The more rocks I pile, the _____ it will go."

Part 2

Match the words and complete them.

covered	•	•	rock
rocket	•	•	i
zipped	•	•	vered
idea	•	•	ped

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

diver	•	•
looked	•	•
flying	•	•
lifted	•	•

Vocabulary/context clues, writing words, suffixes

Name _____

Part 4

Kit's Trade

Kit said, "I think I will get rid of this boat. It makes ships
sink. It has ripped up 2 docks. It has made paths and trenches.
It tore holes in the bank, and that is a bad crime." 14
27
39

Kit had a lot to gripe over. So she said, "I will sell the boat."
She made a note and stuck it on the side of the tin boat. The
note said: 54
69
71

FOR SALE. A TIN BOAT 76
I WILL TRADE FOR A BIKE. 82

The con man was in town. He had five tires. Each tire had a
hole in it. 96
99

The con man said, "I will sit at this site until I see someone
to con." So he sat down on the tires. He was very tired. 113
126

While he rested, Kit came up the dock. The con man said
to himself, "If I can con this woman, I can get rid of my tires.
Then I will get some pike to eat. I like fish." 138
153
164

The con man said, "I have some fine tires if you have
something to trade." 176
179

Kit said, "I have a boat to trade, but I don't like to trade for
tires. I need a bike." 194
199

The con man said, "Trade your boat for these tires." 209

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write **1, 2,** or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The cops and their nine dogs ran up to the con man.

_____ The con man was sticking to the seat of the boat.

_____ The con man said, "This is a space ship, and I come from space."

1. _____

2. _____

3. _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

steering	•	•	_____
stared	•	•	_____
sticky	•	•	_____
covered	•	•	_____
tossing	•	•	_____

Part 3

Copy the sentences.

She is the woman who runs the cotton mill.

Slowly he began to stand up.

Sequence, suffixes, copying sentences

Name _____

Part 4

The Con Man Gets Cotton Taffy Pike

The con man had traded his clock, his cash, his ring, and
five tires with holes in them for Kit's tin boat. 12
22

Now the con man was ready to become the best bank
robber in the West. He said, "I will pile rocks in the nose of this
boat. The more rocks I pile, the faster it will go. So I will make
this boat the fastest thing there is." 33
48
63
70

So the con man slid the boat into deep water near the dock.
Then the con man got a big pile of rocks. He dropped ten rocks
into the nose of the boat. Then he dropped ten more. 83
97
108

He said, "Now this boat will go very fast." The nose of the
boat was low in the water. 121
127

The con man heaped ten more rocks into the nose of the
boat. Then he said, "Now this boat will . . . sink." And it did. 139
151
163
170

The con man made a deal with a skin diver. The con man
gave the skin diver a coat. 183
189

The skin diver went under the water and lifted the pile of
rocks from the boat. 201
205

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

telling	•	•
smashed	•	•
sticker	•	•
striped	•	•

Part 2

Write the words.

boat + load = _____

home + work = _____

through + out = _____

Part 3

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The con man began to run with the bags of gold, but he did not run very fast.

_____ The con man took bags of gold from the bank.

_____ The con man said, "I am from space, and I will get you."

1. _____

2. _____

3. _____

Name _____

Part 4

A Thing from Space

The con man was zipping here and there in Kit's tin boat.	12
The boat went into a fish-packing plant, into a taffy plant, and	24
into a cotton mill. The con man was a mess. He had a mess of	39
cotton taffy pike in his boat. The steering wheel had taffy on it.	52
The con man said, "I must go somewhere and hide. I must	64
throw the rocks out of this boat so that it will slow down."	77
He began tossing cotton taffy rocks from the nose of the	88
boat. The boat went slower and slower. Then the con man	99
began heaving the pile of pike from the boat. Soon the main	111
street of the town had cotton taffy on it. The boat began to	124
slow down.	126
The con man said, "Now I will run and hide before the cops	139
come here." But when he went to slip from the boat, he said, "I	153
am sticking to the seat. This taffy will not let go of me."	166
The cops and their nine dogs ran up to the con man. The	179
man from the dock ran up to him. The man hollered, "That is	192
the man who smashed my dock into bits."	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the word **trying**. Make a line over **ing**. _____

Write the word **moaned**. Make a line under **ed**. _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

training	•	•
tired	•	•
smiling	•	•
jailer	•	•

Part 3

Read the words in the box. Then fill in the blanks.

yelling	three	grain	seven	hair	pike
five	hard	slipped	rain	thing	leg
slapped	gripping	drained	steps	trying	nose
raining	tired	light	jumped	drain	like

It was _____ and the con man was _____ about the
_____. He said, “My plan is going down the _____.”

He was trying to run with _____ bags of gold, but they were not
_____. He did not run fast. The cotton in his _____ was running
down his _____. He did not see where he was going. He slipped in a pile of
slippery _____ and fell down.

Part 4

Copy the sentence.

They began to lick the taffy. _____

Sound/symbol correspondence, inflectional suffixes, vocabulary/context clues, copying sentences

Name _____

Part 4

The Bank Robbery Fails

The con man made everybody think that he was from space.	11
He was a big mass of cotton lint. The cotton lint was sticking	24
to the taffy. And the taffy was sticking to the con man's skin. It	38
was sticking to everything. The con man said to himself, "I will	50
give these people the scare of their lives."	58
He held up his hands and said a deep "Rrrrr."	68
Three dogs went, "Ooowww," and ran down the street.	77
Then the con man said, "I am from space, and I will get you."	91
The dock man said, "I'm going to run to the sea and dive	104
in." That is what he did. So did the people from the plants.	117
The cops said, "Let's not make this space thing mad." They	128
smiled at him.	131
The con man said, "Rrrrr. I will get you." He began to go	144
for the cops.	147
The cops said, "We had better leave this spot." And they did.	159
They ran down the street and—splash!—they dived into the sea.	171
The con man was standing in the middle of the street.	182
Nobody was near him. He said, "Wow! This is fun. I think I'll	195
go into the bank and see if I can pick up some bags of gold."	210

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the word **digging**. Make a line over **ing**. _____

Write the word **lower**. Make a line under **er**. _____

Part 2

Write **1, 2, or 3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The other bugs gave the dusty bug a dime to stay in the cool mine.

_____ The bugs went inside a big hole to be in a cool spot.

_____ The mother bug saw the dusty bug digging.

1. _____

2. _____

3. _____

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

leaves	•	•	_____
lower	•	•	_____
hotter	•	•	_____
walked	•	•	_____

Sound/symbol correspondence, sequence, inflectional suffixes

Name _____

Part 4

The Con Man Gets Busted

It was raining, and the con man was griping about the rain.	12
He said, "My plan is going down the drain."	21
He was trying to run with the three bags of gold, but they	34
were not light, and he did not run fast. The cotton in his hair was	49
running down his nose. He did not see where he was going. He	62
slipped on a pile of slippery pike and—plop, plop, plop!—the	74
con man hit the street, and the three bags of gold landed on the	88
con man.	90
A little boy was standing near the con man. The boy said,	102
"You are not from space. I can see that you are just a wet man."	117
The lint was sliding from the con man's hair, from his hands,	129
from his nose, and from his coat. The rain was coming down	141
very fast, and the con man was very, very wet.	151
A dog ran up to the con man and began to lick the taffy	165
from his hand. "Don't bite me," the con man said. And the dog	178
did not bite. It licked and licked. It liked the taffy. Then three	191
cats came up to the con man. They began to lick the taffy.	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. The dusty bug liked _____.
☐ bills ☐ shovels ☐ dills ☐ smells
2. The bug said, "I don't have _____ with me."
☐ pickles ☐ cash ☐ tubs ☐ mine
3. The bug dug into the _____ and got a big pickle.
☐ store ☐ bag ☐ mine ☐ tub

Part 2

Write the word **outside**. Make a line over **out**. _____Write the word **another**. Make a line under **er**. _____

Part 3

Match the words and complete them.

joking	•	•	gri
rotten	•	•	cl
clerk	•	•	king
grinned	•	•	ten

Part 4

Copy the sentence.

The dusty bug smiled from the door of the store.

Comprehension items, sound/symbol correspondence, writing words, copying sentence

Name _____

Part 5

The Bug That Dug

There was a bug. That bug liked to dig. He dug and dug.	13
His mother said, "Why do you keep digging? The rest of us	25
bugs eat leaves and sit in the shade. But you dig and dig."	38
"When I dig, I feel happy," the digging bug said. "I like to	51
make holes."	53
So he made holes. When he stopped digging, he was dusty.	64
His brothers and sisters said, "You are a mess. You have dust	76
on your back. What are you doing?"	83
The bug said, "When I dig, I feel happy." And so that bug	96
dug and dug.	99
Then something happened. The days began to get hotter	108
and hotter. The sun was so hot that the other bugs said, "We	121
cannot stay here. It is too hot. We must go to a spot that is not	137
so hot."	139
They walked here and there, but they did not find a spot	151
that felt cool. Then they came to a big hole in the side of a hill.	167
They said, "Let's go down this hole. It looks cool inside."	178
The bugs went inside the hole. Then the mother bug	188
stopped. She said, "Did you hear that? I hear something in this	200
hole."	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Match the words and complete them.

orange	●	●	man
holding	●	●	hold
drink	●	●	or
woman	●	●	dr

Part 2

Read the words in the box. Then fill in the blanks.

table	grabbed	stopped	bib	fixed	binging
taken	broken	dropped	cheer	deer	door
dropping	floor	fixing	making	sound	leak

The clock maker _____ the clock and _____ it. The clock made a loud _____ when it hit the _____. The _____ fell out. A spring went, “bop.” The clock went, “bing, bing, ding.”

The clock maker said, “That clock is _____. Let me make a bid on _____ it.”

Part 3

Write the words.

ding + ing = _____

real + ly = _____

sleep + ing = _____

loud + ly = _____

Writing words, vocabulary/context clues, suffixes

Part 4

The Bug and the Pickle Tub

The dusty bug was resting in his mine. It was hot outside.	12
He had a rusty shovel. He had been digging with the shovel, but	25
now he was tired. He said, "I need to eat. I like dill pickles, but	40
I don't have any dills."	45
He tossed the shovel to one side. Then he came out of his	58
mine. The sun was very hot. The bug went to a store. Then he	72
picked up a tub of pickles. He said to the clerk, "Will you bill	86
me for these dill pickles?"	91
The clerk said, "No, we do not bill for pickles. You must	103
pay cash in this store."	108
The bug said, "I don't have cash with me. But if you send	121
me a bill, I will pay for it."	129
The clerk said, "You did not hear me. I said that we do not	143
bill for dill pickles."	147
The bug said, "That's fine with me. Now that I smell these	159
pickles, I can tell that they are rotten."	167
"They are not rotten," the clerk said. "They are the best	178
pickles in town."	181
The bug began to laugh. Then he said, "These pickles are so	193
bad that they will make you sick if you eat them."	204



A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The clock maker slapped a bell into the deer clock.

_____ The clock maker painted the deer yellow.

_____ The woman tossed the clock down, and it broke into parts.

1. _____

2. _____

3. _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

slapped	•	•	_____
looked	•	•	_____
working	•	•	_____
parts	•	•	_____

Part 3

Write the word **himself**. Make a line over **self**. _____

Write the word **dabbed**. Make a line under **ed**. _____

Part 4

Copy the sentence.

A woman was standing near the door. _____

Sequence, inflectional suffixes, sound/symbol correspondence

Part 5

The Old Clock Maker

The old clock maker liked to work with plants when he	11
wasn't working with clocks. He had lots of plants in back of	23
his home. Every day after work, he dressed in a bib and went to	37
dabble with his plants. While he dabbled, he talked. He didn't	48
hear himself, so he didn't know that he was saying things very	60
loudly. When he came to a plant that did not have buds, he said,	74
"This plant is a dud because it doesn't have one bud."	85
One day, he was dabbling and talking when his wife came	96
out. She said, "A woman is here. Can you make a bid on fixing	110
a clock?"	112
The old clock maker did not hear her. The clock maker said,	124
"I do not have a rip in my bib."	133
His wife said, "I did not say 'bib,' I said 'bid.' A woman	146
needs a bid. Can you tell her how much she will have to pay?"	160
"I'm not going to the bay," the clock maker said. "I'm going	172
to stay here with the bees and my plants."	181
"Come with me," his wife said. "I will let you speak to the	194
woman." So she led the old clock maker inside.	203



A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

every + thing = _____

with + out = _____

door + way = _____

out + side = _____

Part 2

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The old clock maker took the clock back to the woman.

_____ An alligator ran across the front of the clock and bit the clock maker's finger.

_____ The clock maker stuck antlers on the alligator and slapped it into the deer clock.

1. _____

2. _____

3. _____

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

painted	•	•	_____
broken	•	•	_____
antlers	•	•	_____
busted	•	•	_____

Compound words, sequence, inflectional suffixes

Name _____

Part 4

The Deer That Bobbed Like a Frog

The clock maker gave a bid on the clock that he had	12
dropped. He made a bid of eleven dollars. Then he took the	24
clock to his work room. In that room he had lots of clocks.	37
Every hour, the clocks went, “dong, dong,” and, “ding, ding.”	47
But the clock maker did not hear them.	55
In the work room, the clock maker had a bin of parts from	68
other clocks. He also had a lot of tools for fixing clocks.	80
The clock maker held the clock with the deer. He said, “I	92
will have to paint this clock.” So he got a brush and dabbed	105
paint on the clock.	109
He made the clock orange. Then he dabbed paint on the	120
deer. He made the deer yellow.	126
Then he went to his bin of old clocks to look for one that	140
had a good deer. He looked and looked. Then he began to talk	153
to himself. He said, “This is bad. I made a bid on fixing this	167
clock, but I cannot see another clock with a working deer. The	179
best I can see is a clock with a working frog. That frog comes	193
out every hour and bobs up and down.”	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Copy the sentences.

The woman tossed the clock into a tree.

A little yellow bird sat on the alligator's antlers.

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

dusty	•	•
jailer	•	•
barking	•	•
wanted	•	•

Part 3

Read the words in the box. Then fill in the blanks.

third	home	first	next	stayed	way
leaves	time	came	come	bees	house
pay	play	buy	days	birds	trees

The woman said, "For some _____, I've wanted to get those _____ into my tree, but this is the _____ time they've _____ to the tree. Thank you. How can I _____ you?"

"Hand me eleven dollars, and I'll be on my _____ this day," the clock maker said. So the woman gave the clock maker eleven dollars, and he went _____.

Copying sentences, suffixes, vocabulary/context clues

Name _____

Part 4

An Alligator Clock

The clock maker had painted a clock orange. He had made	11
the deer yellow. He had fixed the deer so that it bobbed up and	25
down like a frog. When the clock maker took the clock to the	38
woman, the woman got very mad. She tossed the clock down.	49
The clock maker took the broken clock back to his shop. He	61
was going to fix it again.	67
He had just put his work bib on when his wife came in. She	81
said, "Did you just come in?"	87
"Yes," the clock maker said, "I can grin." And he did.	98
His wife shook her head. Then she said, "A little girl is	110
outside. She wants to know if she can pick weeds in your	122
garden."	123
The clock maker said, "There are no seeds in my garden.	134
The plants are just getting buds. They won't have seeds before	145
the end of summer."	149
"Not seeds," his wife said. "Weeds. The girl wants to pick	160
weeds."	161
"Why does she want to lick weeds?" the clock maker asked.	172
His wife was getting mad. She said, "I will tell her that	184
she can pick weeds. If she does a good job, I will pay her ten	199
dollars."	200

**A Note
to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write **1, 2,** or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The doctor said, "Lock this man up."

_____ The bus took the con man to the rest home.

_____ The con man got down on the floor and growled at the nurse.

1. _____

2. _____

3. _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

taking	•	•	_____
growled	•	•	_____
snapping	•	•	_____

Part 3

Match the words and complete them.

pretty	•	•	dow
window	•	•	gar
garden	•	•	pre

Sequence, inflectional suffixes, writing words

Name _____

Part 4

The Clock in the Tree

The clock maker had taken an alligator from a dusty old	11
clock and had slapped it into the deer clock. The alligator was	23
yellow, and it had antlers. The old man said, "This clock looks	35
just like it did before."	40
So the clock maker took the clock to the woman. The clock	52
maker rapped on her door. The woman came to the door.	63
"What do you want?" she said.	69
"Here it is," the clock maker said. He held up the alligator	81
clock. "This clock is fixed up as good as ever."	91
The woman looked at the clock and said, "Oh, no. I don't	103
want to buy dusty clocks with beads on them. I had a good	116
clock, and you busted that clock. Now you are selling old junk	128
clocks."	129
"Yes," the old clock maker said. "It looks just as good as	141
ever. Here, hold it while I set the hands."	150
Before the woman was able to back away, the clock maker	161
handed her the clock and began to set the hands. As soon as the	175
hands were set for five o'clock, the clock made a loud sound.	187
"Blip, blop," sounded the bell.	192
And here came the alligator. It bobbed up and down.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

be + fore = _____

some + where = _____

any + one = _____

your + self = _____

out + side = _____

Part 2

Copy the sentences.

He tried to get out the window.

They looked around and didn't see anybody.

The doctor took notes on a pad.

Part 3

Write the name of the person each sentence tells about.

president con man

1. This person had to be a private in the army. _____

2. This person said, "You must do everything I say." _____

3. This person marched and marched and marched. _____

Compound words, copying sentences, characterization

Name _____

Part 4

The Con Man Acts Like a Dog

When we left the con man, he was in the hospital. He had	13
told the cops and the jailer that he was sick. He really wasn't	26
sick. He was just playing sick. But the cop took him to the	39
hospital. The cop went up to a nurse and said, "Nurse, I have a	53
sick man. He needs help."	58
The nurse said, "We will fix him up fast." She had the con	71
man sit on a cart. Then she took the con man to a room.	85
As soon as she left the room, the con man darted for the	98
door. He peeked outside. But the cop was standing near the	109
door. "Nuts," the con man said. "I will try the window."	120
He darted to the window. He grabbed the handles and	130
opened it wide. Then he looked out. There were bars on the	142
window. "Nuts," the con man said.	148
He sat on the bed and said to himself, "I must think of a	162
trick that will get me out of here." Suddenly he jumped up.	174
"I've got it," he yelled. Then he began to bark like a dog. He	188
had a plan.	191
The nurse came running in. "What's that barking?" she	200
asked.	201

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Write the word **wheat**. Make a line over **ea**. _____

Write the word **hiding**. Make a line under **ing**. _____

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

peeked	•	•	_____
pressed	•	•	_____
hiding	•	•	_____
eaten	•	•	_____
darted	•	•	_____

Part 3

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The president began to scream, “Oh, my foot. It is stuck in the gate.”

_____ The con man and the president hid under the bed.

_____ The man who ran the gate pressed the button, and the gate opened.

1. _____

2. _____

3. _____

Name _____

Part 4

The Con Man Meets the President

The con man had told the doctor that he was very foxy. The	13
doctor had two helpers lock up the con man. The doctor said,	25
“That man thinks he’s a fox now.”	32
So the helpers took the con man to a little room at the far	46
end of the yard. They said, “You will like this room. You will	59
have a good time.”	63
The con man said, “I am too smart for you. I will get out of	78
this room before the sun sets.”	84
But the sun set, and the con man hadn’t found a way to get	98
out of the room. He pounded on the floor. He tried to get out	112
the window. But the window had bars on it. And the bars did	125
not bend.	127
At last, the con man sat down on the bed. He said, “I will	141
have to think with my brains. There must be some way to get	154
out of here.”	157
Somebody said, “It is easy to get out of here.”	167
The con man looked around the room, but he did not	178
see anybody. The con man said, “Maybe I am out of it. I am	192
hearing people talk.”	195
Just then the con man saw a foot under the bed.	206

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write the words.

near + by = _____

with + out = _____

be + cause = _____

loud + ly = _____

Part 2

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The president said very loudly, "We are from the bug company."

_____ The woman in the main office said, "Take the green car in front of the office."

_____ The con man and the president dressed in white jackets and left the shack.

1. _____

2. _____

3. _____

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

steered	•	•	_____
nearest	•	•	_____
stared	•	•	_____

Compound words, sequence, inflectional suffixes

Name _____

Part 4

A Foxy Escape—Part 1

The con man was in a room with a man who said that he	14
was President Washington. President Washington said that he	22
was in charge of their escape. The con man was just a private in	36
his army.	38
The next day, the president said, "Soon they will come	48
around to feed us. When we hear them at the door, we will	61
zip under the bed. And we will wait without making a sound.	73
Remember to do everything I say, because I don't want	83
anything to mar my plans."	88
"Yes, sir," the con man said. He was very tired. He had	100
marched and marched. He had taken lots of orders from the	111
president.	112
Just then, there was a sound outside the door. "Quick," the	123
president said. "Dart under the bed. And don't let your feet show."	135
The con man darted under the bed. The president darted	145
under the bed. Then the president whispered, "There is dust	155
under this bed, and dust makes me sneeze."	163
The con man whispered, "Don't sneeze."	169
"Hush up, private," whispered the president.	175
The door opened. The con man peeked out and saw two	186
legs walking across the room. Then he saw two more. "Where	197
are they?" a man asked.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Cross out the words that don't have **ar**.

chair	alarm	about	drain	started	talking
army	scream	darted	charge	track	sharp

Part 2

Write the name of the person each sentence tells about.

president con man

1. This person said, "I need something to eat." _____
2. This person ordered a big lunch for two. _____
3. This person said, "I must get away from this guy." _____
4. This person rolled right off the side of the bed. _____
5. This person said, "Just charge it to the room." _____
6. This person smiled and said, "Tee, hee." _____

Part 3

The words in the first column have endings.

Write the same words without endings in the second column.

suddenly	•	•	_____
rapped	•	•	_____
snoring	•	•	_____
shaved	•	•	_____

Name _____

Part 4

A Foxy Escape—Part 2

The con man ran from the grove of trees. He jogged up to	13
the president. The president smiled and said, “You see, private,	23
the gate is open. And we are free. Let’s run down that road	36
before these yokels come after us.”	42
So the con man and the president ran down the road. The	54
people from the rest home ran up to the gate. They said to the	68
gate man, “Did you open the gate and let those men escape?”	80
“Yes, I did,” the gate man said. “But the first man had his	93
foot stuck in the gate. He was in pain.”	102
“You yokel,” the people said. Six people began to run after	113
the con man and the president.	119
“I’m getting tired,” the con man said. “Let’s stop and rest.”	130
“Hush up, private,” the president said. “You’ll never become	139
a major thinking the way you do.”	146
“I don’t want to become a major,” the con man said. “I just	159
want to get out of here.”	165
“Then do what I say,” the president shouted. “We’re going	175
back to the rest home. Follow me.”	182
“What?” the con man asked. “We can’t go back. They’ll get us.”	194
“No, no,” the president said. “They don’t think that we will	205
go back.”	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write the word **hamburger**. Make a line over **er**. _____

Write the word **please**. Make a line under **ea**. _____

Part 2

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The president said to the man behind the desk, "Give me my money back."

_____ The president cut some hair from the man's wig and made a beard with it.

_____ The president and the con man got into a cab and drove away.

1. _____

2. _____

3. _____

Part 3

Write the name of the person each sentence tells about.

president con man man at the desk

1. This person began to tell a story about a battle. _____
2. This person said, "We must escape." _____
3. This person said, "Well, let's dash, buster." _____
4. This person said that there were bugs in the hotel. _____
5. This person handed over two hundred dollars. _____

Sound/symbol correspondence, sequence, characterization

Name _____

Part 4

The Con Man Becomes a Bride

The president and the con man were in the bridal rooms of	12
the big hotel. The president had told the man at the desk that	25
he and the con man were from the bug company. The president	37
had said that somebody called about the bugs in the bridal	48
rooms.	49
The president said, "This is the life." He sat down on the	61
bed. "I need something to eat, private. Go down to the dining	73
room and get a big lunch for us. Charge it to the room."	86
The con man said, "But I'm not—"	93
"Hush up, private," the president yelled. "If you want to	103
stay in this army, you must remember that I am in charge."	115
"Yes, sir," the con man said.	121
The con man went down to the dining room and ordered a	133
big lunch for two. "Charge it to the bridal rooms," he said.	145
Then he went back to the bridal rooms. The president was	156
sleeping on the bed. The con man said to himself, "I must get	169
away from this guy, but I need a plan."	178
He sat in a chair and began to think. The president was in	191
the bed, snoring and snoring. Then the con man jumped up.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

marching	•	•
brightness	•	•
attacked	•	•
remembered	•	•
louder	•	•

Part 2

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

- Jean was on night _____ in this story.
☐ planet ☐ play ☐ march ☐ patrol
- There were _____ moons in the night sky.
☐ three ☐ five ☐ third ☐ six
- The drams moved like a big _____ when they came out of the lake.
☐ army ☐ patrol ☐ grasshopper ☐ wake
- The drams would _____ everything in their path.
☐ stop ☐ eat ☐ reach ☐ wake

Part 3

Write the words.

grass + hopper = _____
 spot + light = _____
 some + thing = _____

Suffixes, comprehension items, compound words

Name _____

Part 4

The Escape from the Hotel

The con man and the president were having lunch in the	11
bridal room. The president said, "This room is a mess. I told	23
that bum private to get lunch. But look at the junk he ordered.	36
Hamburgers and cake. The army just isn't what it was years	47
ago."	48
The con man said, "You are so right."	56
"Yes, my dear. Let me tell you about the battle that we had	69
some years back. The enemy army had us holed up in a spot	82
named Valley Forge. We were—"	87
Suddenly, the president stopped. He jumped up and sniffed	96
the air. "I smell the enemy," he said. "They are going to attack.	109
I know it. And I don't even have my army with me. Where is	123
that private?"	125
The president ran to the window and looked down at the	136
street. "There are cop cars down there. We must escape."	146
The president ran to the closet and came back with dress	157
pants and a striped coat. He slipped into them. Then he cut	169
some hair from the con man's wig and made a beard with it. He	183
stuck the beard on his chin. Then he grabbed a top hat from the	197
closet.	198
He looked at the con man and winked.	206

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

her + self = _____

what + ever = _____

moon + light = _____

some + body = _____

Part 2

Read the words in the box. Then fill in the blanks.

reached	far	shirt	closer	pressed	springs
skipped	inches	drams	pocket	melted	stabbed
eaten	barracks	messed	light	signaler	stared

Jean couldn't seem to move. She _____ at the drams as they came
_____. They were only about twenty feet from her now.

"Move," she said to herself. But her legs felt as if they had _____.

Then Jean began to think. She _____ for her _____. She
_____ the button. Lights began to flash in the _____. Women
began to yell, "The drams! The drams! Let's get out of here."

And Jean began to run. Now her legs felt like _____. Did she ever run!

Part 3

Copy the sentence.

Suddenly, a sound came from the other room.

Compound words, vocabulary/context clues, copying sentences

Name _____

Part 4

Jean on Patrol

The night was cool. Jean looked up at the five moons in the night sky. "I will never feel at home on this planet," she said to herself. She was on night patrol. Her job was to patrol a strip that led from the beach of the red lake to the barracks. Nobody liked night patrol, not with the drams. 13
27
40
53
60

The drams were little animals that came from the red lake. They looked like grasshoppers, but they were bigger. About three times a year, they came out of the lake. When they did, things got very bad. They ate everything in their path. They ate wood and bricks. They ate the yellow plants that lived on the planet. 71
80
93
105
117
118

Last year, they had eaten the barracks. Seven years before that, they had attacked some of the women who didn't get out of the barracks. Nobody could find a way to stop them. The drams moved like a big army, with millions and millions of drams marching and eating, marching and eating. 128
140
152
163
170

Jean had been on the planet for a little more than six months. She had seen the drams before. One night, they had come from the lake making that "bzzzzzz" that they make. 182
193
203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

streaming	•	•	_____
wiggled	•	•	_____
trying	•	•	_____
eaten	•	•	_____
cliffs	•	•	_____

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

_____ Two women held Jean while the others slapped the drams.

_____ There was a mass of drams on Jean.

_____ Jean found out that Carla was on patrol.

Part 3

Write the name of the person each sentence tells about.

Jean Carla major

1. This person was not in her room. _____
2. This person made a loud sound with the trumpet. _____
3. This person wiggled and tried to shake off the drams. _____
4. This person fell into a hole in the floor of the barracks. _____
5. This person was on patrol near the cliffs. _____
6. This person said, "You did a brave thing." _____

Name _____

Part 4

The Drams Attack

For a moment, Jean was frozen as she looked at the	11
drams coming from the lake. She could see them clearly in the	23
moonlight. They were shiny as they moved up the beach.	33
For a moment, Jean didn't remember that she was to signal	44
the barracks as soon as she spotted drams. She wanted to	55
run—run as fast as she could go. She wanted to run as far from	70
the drams as she could get. But she couldn't seem to move. She	83
stared at the drams as they came closer and closer. They were	95
only twenty feet from her now.	101
"Move. Get out of here," she said to herself. But her legs felt	114
as if they had melted.	119
Then Jean began to think. She reached for her signaler.	129
She pressed the button. Lights began to flash in the barracks.	140
Women began to yell, "The drams! The drams! Let's get out of	152
here."	153
And Jean began to run. Now her legs felt like springs. Did	165
she ever run! It was about three blocks from the beach to the	178
barracks, and Jean ran to the barracks so fast that she felt as if	192
she had run only twenty feet.	198
When she got to the barracks, she ran up to the major.	210

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story.

_____ Jean tried to think of everything that happened just before the drams went to sleep.

_____ The major told the others why the trumpet made the drams sleep.

_____ Jean gave a blast on Carla's trumpet.

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

deeply	•	•	_____
lined	•	•	_____
blushing	•	•	_____
stunned	•	•	_____

Part 3

Read the words in the box. Then fill in the blanks.

barracks	bubbles	blushed	sound	fill	smiled
animals	horns	hunger	felt	showed	leave
line	march	patrol	water	hungry	blast

One of the women said, "Does that mean that we can stop the drams just by blowing _____ when they come out of the _____?"

"We can do better than that," the major said. "We can pipe _____ into the lake. We can keep them from getting _____ for sound. Then they won't _____ the lake."

The women _____ and looked at each other. Jean was thinking, "Now night _____ won't be so bad."

Sequence, suffixes, vocabulary/context clues

Part 4

Trapped in the Barracks

The drums were at the other end of the barracks. They had	12
eaten the wall, and now they were streaming over the floor.	23
Jean was standing outside the door to Carla's room. Carla was	34
not in sight. Jean had to get out of the barracks before the	47
drums reached her. And she had to find Carla. The drums were	59
coming closer. The "bzzzzzz" was very loud.	66
Jean ran into Carla's room. She grabbed the trumpet from	76
Carla's table. "I can make a loud sound with this horn," Jean	88
said to herself. She took in a lot of air. Then she pressed the	102
trumpet to her lips.	106
"Brrrrrooooooooooooo," went the horn.	110
Suddenly the floor shifted. A crash came from the middle of	121
the barracks. The drums were getting closer. "No time to blow	132
the horn again," Jean said to herself. "I must get out of here."	145
She ran from Carla's room. A mass of drums was on the	157
floor. Jean tried to run past them, but one drum got on her leg.	171
It bit a hole in her pants. Jean tried to slap it off, and she tried	187
to run at the same time. Another drum was on her back.	199
"Ow," Jean yelled.	202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Answer Key

Lesson1

Name _____

Part 1

Match the words.

seeds

last

man

cat

lip

last

man

lip

seeds

cat

Part 2

s o e s t p l m n a a w e r s p k u b s w q a z d r t y u n b g t y u p l n a z d s e s

Part 3

Copy the sentences.

Keep a plant in that sack.

Can the cat sleep in a lap?

Fill this pan with sticks.

Directions, part 2:

Ask the student, "What sound will you circle in the first row?" (sss) "What word will you circle in the second row?" (lap)

Lesson 1

1

Lesson2

Name _____

Part 1

Match the words.

lamp

feeds

sleep

stick

clap

sleep

stick

clap

lamp

feeds

Part 2

i e l j a i o a t r f i s d e i r c b p i t e a g h h m a i o m n b g r e i j k i d e

Part 3

Copy the sentences.

Dad can see the cats sleep.

Plant this seed in the sand.

Did that tack stick the cat?

This ant sits in a back pack.

Directions, part 2:

Ask the student, "What sound will you circle in the first row?" (it) "What word will you circle in the second row?" (sit) "What word will you circle in the third row?" (this)

Lesson 2

2

Lesson 3

Name _____

Part 1

Copy the sentences.
This cap fits in that pack.
This cap fits in that pack.
We had no plan for a trip.
We had no plan for a trip.
That truck can go so fast.
That truck can go so fast.

Part 2

Read the sentences in the box.

1. At last she has a black cat.

2. Will that truck slip in mud?

3. Slip this stick in the pack.

Write the first word of these sentences.
2nd sentence *Will*
1st sentence *At*
3rd sentence *Slip*

Part 3

Match the words.

math

hill

cash

truck

teeth

cash

teeth

math

hill

truck

Writing sentences, writing words, matching words

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Lesson 3

3

Lesson 4

Name _____

Part 1

sh defaclpoesheaseahmnnjsa sheiplthnzslsfhdsheferqw 5
flagdwlageroplegczdaflagjherclamclpeflagsatelflatvbsp 3

Part 2

Copy the sentences.
Will that milk last us for a week?
Will that milk last us for a week?
I need a pack for the trip.
I need a pack for the trip.
Three deer sleep with the sheep.
Three deer sleep with the sheep.

Part 3

Match the words and complete them.

truck

sheep

milk

drink

plant

sheep

milk

plant

drink

truck

Directions, part 1: Ask the student, "What sound will you circle in the first row?" (sh) "What word will you circle in the second row?" (flag)

4

Lesson 4

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Lesson 5

Name _____

Part 1

Match the words and complete them.

stop

flag

drink

truck

store

drink

store

flag

stop

truck

Part 2

Copy the sentences.

We will go for more fish at the store.

We will go for more fish at the store.

She sat with me at the track meet.

She sat with me at the track meet.

Is he free to go with us?

Is he free to go with us?

Part 3

Read the sentences in the box.

Write the first word of these sentences.

1. I will fill this gas can.

2. Can we go to the store?

3. She had a fun trip.

3rd sentence She

1st sentence I

2nd sentence Can

Writing words, copying sentences

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Lesson 5

5

Lesson 6

Name _____

Part 1

Copy the sentences.

The junk did not fit in that truck.

The junk did not fit in that truck.

Will Pat feed the cats?

Will Pat feed the cats?

A steep hill had grass on it.

A steep hill had grass on it.

His feet feel sore and cold.

His feet feel sore and cold.

Part 2

on in rstan b e n a t h e l u l n e t a c k n a e l i n o l s d n a n a n d a n d l e

for on for s for l d t o t e f o r t a l f o r k f a n e f o r l p k d o f o r t a s f i

to s o t o d p f o s a w t o k e t a o w a l t h o s h t o u s h t r e c t o j p i a t o e h t o a

Part 3

Read the sentences in the box.

Write the first word of these sentences.

1. The man told him, "Hop in this truck."

2. Pat said, "He will feed the cat."

3. She said, "Fill this sack with fish."

2nd sentence Pat

1st sentence The

3rd sentence She

Writing sentences, finding words, writing words

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Lesson 6

6

Lesson 7

Name _____

Part 1

Match the words and complete them.

sing

hill

cheer

clock

sack

clock

cheer

sack

sing

hill

Part 2

Read the sentences in the box.

Write the first word of these sentences.

1. Fold that green rag.

2. How much cash do you have?

3. That man has an old cat.

1st sentence

3rd sentence

2nd sentence

Fold

That

How

Part 3

Copy the sentences.

How did she do in the math class?

That man has more cats than I have.

Fill this sack with fish.

Will she sell that horse this week?

How did she do in the math class?

That man has more cats than I have.

Fill this sack with fish.

Will she sell that horse this week?

Writing words, copying sentences

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Lesson 7

7

Lesson 8

Name _____

Part 1

Match the words and complete them.

ch

th

ing

o is c h n d s n d r c h s h a d t h c h e s a i c h w h e r i t h e i c h o p s h t e h

u t o t h e o n i s i d c h t h e p t o s h t o e t h s h e t o h e s t h o l t h r

k m s d a i t o i n g r a t i s h i n g t m a t t o m e i n g s c i n p i s x d i n g e r

Part 2

Copy the sentences.

She is sending me to the meeting at the shop.

We do not have the list with us.

His truck has a bad dent in the top.

She ran fast at the track meet.

She is sending me to the meeting at the shop.

We do not have the list with us.

His truck has a bad dent in the top.

She ran fast at the track meet.

Part 3

Match the words and complete them.

when

chip

crab

fold

lift

when

chip

crab

fold

lift

chip

lift

when

crab

fold

Finding letters, writing sentences, matching words

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Lesson 8

8

Lesson 9

Name _____

Part 1

Read the sentences in the box.

- When will we win a track meet?
- They were not singing.
- Can you sell that truck?

Write the first word of these sentences.

2nd sentence They
3rd sentence Can
1st sentence When

Part 2

Copy the sentences.

The bus went faster than the old truck.

The bus went faster than the old truck.

Which letter did you send her?

Which letter did you send her?

Bring them back to class in the morning.

Bring them back to class in the morning.

That man was the last person on the bus.

That man was the last person on the bus.

Part 3

Match the words and complete them.

shop	●	●	much
ranch	●	●	shop
much	●	●	sheet
lift	●	●	ranch
sheet	●	●	lift

Writing words, writing sentences, matching words

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Lesson 9

9

Lesson 10

Name _____

Part 1

Copy the sentences.

Were you in the street after the truck crash?

Were you in the street after the truck crash?

The cat will drink the milk in that pan.

The cat will drink the milk in that pan.

What did that woman tell you to do?

What did that woman tell you to do?

After a nap, he felt much better.

After a nap, he felt much better.

Part 2

Read the sentences in the box.

- Was she with him when you met her?
- They sell chips in that store.
- Bring me that glass of milk.

Write the first word of these sentences.

1st sentence Was
3rd sentence Bring
2nd sentence They

Part 3

was he w a s d i p s a w a s i t w e s a w l e t w a s h o r s e w a s a t m e t ④
you w e y e s i f y o u w h a t t h e y t o f o r y o u o f w h a t y o u w a y o u ③
e r a f t e r d r e s s c a t s e r o s e l l e r s h e l l s e t b e r c l e r h e s ⑤
t h i s a t t a p t h i s d a d t h i f t h i s p a n a m t h i s s h e t h e t h i s h ④

Writing sentences, writing words, finding words

Lesson 10

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Lesson 11

Name _____

Part 1

Match the words and complete them.

rancher

going

path

shelf

path

sh^{elf}

ranch^{er}

go^{ing}

Part 2

Copy the sentences.

The horse jumped over the creek.

The horse jumped over the creek.

Tim fell into the creek when the horse jumped.

Tim fell into the creek when the horse jumped.

Part 3

of on for this top after pond yoy hr sec ot of to don of y

said sand said had said said slips is at said slow stop said

how hophot now howshophlowhophowshotowhslow row

Part 4

Read the sentences in the box.

Write the last word of these sentences.

1. Just then, his sister yelled.

2. Where is the red broom?

3. He told her what to do.

2nd sentence broom

3rd sentence do

1st sentence yelled

Writing words, copying sentences, finding words, writing words

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Lesson 11 11

Lesson 12

Name _____

Part 1

Read the sentences in the box.

Write the last word of these sentences.

1. Tim went to the trash can.

2. His sister gave orders.

3. He began to sweep.

3rd sentence sweep

1st sentence can

2nd sentence orders

Part 2

Copy the sentences.

Tim got the broom and began to sweep.

Tim got the broom and began to sweep.

He told his sister what to do.

He told his sister what to do.

His sister got mad and yelled at him.

His sister got mad and yelled at him.

Part 3

do the to it dim do was do did seed add do to told sit do clip id do

one corn of to deer one or on his one to to rni t ones a one no

Part 4

Match the words and complete them.

where trash

master order S

trash mast er

orders where

Writing words, copying sentences, finding words, writing words

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Lesson 12 12

Lesson 13

Name _____

Part 1

Copy the sentences.

What do you think is in this trash can?

What do you think is in this trash can?

She filled a sack with shells.

She filled a sack with shells.

His mom told him what happened.

His mom told him what happened.

Part 2

Read the sentences in the box.

1. These socks go with black slacks.
2. He had red socks for running.
3. His little sister grinned.
4. Ron's mom was not glad.

Write the last word of these sentences.

- 2nd sentence *running*
- 4th sentence *glad*
- 3rd sentence *grinned*
- 1st sentence *slacks*

Part 3

Match the words and complete them.

there	per	son
asked	be	fore
before	as	ked
person	there	

Copying sentences, writing words, matching words

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Lesson 14

Name _____

Part 1

Read the sentences in the box.

1. Get that ice out of my pocket.
2. At last, she stopped.
3. Now I will help you.
4. How did she do that?

Write the last word of these sentences.

- 4th sentence *that*
- 2nd sentence *stopped*
- 1st sentence *pocket*
- 3rd sentence *you*

Part 2

Match the words and complete them.

still	kept
kept	still
drop	well
well	drop

Part 3

Copy the sentences.

He had a big chunk of ice in his bag.

He had a big chunk of ice in his bag.

She helped the rat hop.

She helped the rat hop.

How do you think she did that?

How do you think she did that?

Writing words, matching words, copying sentences

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Lesson15

Name _____

Part 1

ed after tush ed r l her lo ed p n m c v ed w r e a e d t o u e d b c i e s 6
lie ch l d s l i e d i d n o g u m l i e n o t h e l i e s a t l i p l i e l i f t l i e s 5
are h o w t h e n a n t a r e a n d a r e r e d c a b a t r a m s a r e r a t s a r e a n 4

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

shipped

slipper

hopping

clapped

hop

clap

ship

slip

Part 3

Read the sentences in the box.

1. Sandy went to the store.

2. The rat ate at a fast rate.

3. She gave the rat oats.

4. The rat chomped and chomped.

Part 4

Copy the sentence.
She gave the rat oats with gum on them.

She gave the rat oats with gum on them.

Finding words, suffixes, writing words, copying sentences

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Lesson 15

15

Lesson16

Name _____

Part 1

Read the sentences in the box.

1. She got a rat that ate.

2. That rat ate at a fast rate.

3. Sandy dropped the rat into a box.

4. The rat bit Sandy on the nose.

Part 2

Write the last word of these sentences.

4th sentence

1st sentence

3rd sentence

2nd sentence

nose

ate

box

rate

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

seem to ea

hear hea

l rat hea

r ser a e

s to w e

a t c f e a 6

too ch o f a t o o i e d i d t o o f o r l i e n o t t o o e s a t o o o n l i e t o o i e s 5

who h o w t h e n a t a r e w h o m n a r e w h o z c a b e w h o i t y u w h o n g h o w a 4

Part 4

Copy the sentence.
The fat rat ate oats for seven days.

The fat rat ate oats for seven days.

Writing words, finding words, suffixes, copying sentences

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Lesson 16

17

Name _____

Part 5

The Rat That Had a Fast Rate

Sandy had a rat that ate fast. She said, "That rat eats too much. I must make the rat slow down." 13
Sandy went to the store and got ten packs of gum. She 21
said, "I will smear the gum on the oats." Then she gave the oats 33
to the rat. "Here are some oats," she said. "You will have fun 47
eating them." 60
The rat began eating at a very fast rate. But then the rate 62
began to go down. 75
The rat chomped and chomped. The rat said, "I like oats, 79
but these oats are not fun. I am chomping as fast as I can, but 90
the oats don't go down." 105
Sandy said, "Ho, ho. There is gum on them so that you can 123
not eat at a fast rate." 129
The rat said, "Give me the oats that do not have gum on 142
them, and I will eat slowly." 148
Sandy said, "I am happy to hear that." 156
She gave the rat oats that did not have gum on them. The 169
rat did 2 things. She bit Sandy's hand. Then she ate the oats at a 184
very fast rate. 187
Sandy said, "You little rat. You told me a lie." 197

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read # Number of errors #

We read the story # times.

(Parent's/Listener's) signature Signature

Date Date

Reading fluency

Name _____

Part 1

Copy the sentences.

The camp woman gave him a hammer.

The camp woman gave him a hammer.

She fixed the lamp.

She fixed the lamp.

Can you work better than the rest of us?

Can you work better than the rest of us?

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

later	time
timing	shape
shaped	hope
hoping	late

Part 3

oa a s w h e b t o e a h e a o a h e a t o a d o o a e a o l o a r e e s t o a e r u w f o a i 6
for fill for feed s for t or n for t o o f s a t for l i e a t o f o f i s 4
make how t h e m a k e m a d h o w m a k e h o w m a k e m a d e i t m a k e m a n s 4

Copying sentences, suffixes, finding words

Lesson18

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

canned

hotter

grabbing

runner

run

grab

can

hot

Part 2

Copy the sentences.
The man with the faster rate will win.
The man with the faster rate will win.
I can even take a bath faster than you.
I can even take a bath faster than you.

Part 3

Match the words and complete them.

their

women

held

show

held

their

show

women

Part 4

day as da da ba da bid did on deer da y after da y den
bath ba th ba ga bi pa th ba th for bea ts at for be d ba th br
soon ho w the so on to o so on room of ma ke so on broom so on s

Suffixes, copying sentences, writing words, finding words

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Lesson 1821

Lesson19

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

pinned

hotter

clapping

sitter

clap

hot

sit

pin

Part 2

Read the sentences in the box.
Write the last word of these sentences.
1. Champ said, "I am your brother."
2. He said, "You need boaters."
3. The camp woman clapped.

boaters

brother

clapped

Part 3

Match the words and complete them.

smell

stand

cheer

bath

cheer

smell

bath

stand

Part 4

Copy the sentences.
The camp woman held her nose.
The camp woman held her nose.
Bob bent down and began to paddle.
Bob bent down and began to paddle.
Suffixes, writing words, writing sentences

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Lesson 1923

Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Champ said, "I can not open this door. This door has a lock on it."
☐ handle ☐ note ☒ lock ☐ top
2. Big Bob said, "I will kick the door in."
☐ fix ☒ kick ☐ pick ☐ lock
3. The old man held a horn to his ear.
☐ pick ☐ handle ☒ horn ☐ top
4. Big Bob said, "Make a note for the old man."
☐ clock ☐ lock ☐ horn ☒ note

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

later	_____	_____	_____
timing	_____	_____	_____
saved	_____	_____	_____
hoping	_____	_____	_____

hope
late
save
time

Part 3

Copy the sentences.

Champ grabbed the handle of the door.

Champ grabbed the handle of the door.

The old man hit the lock with a hammer.

The old man hit the lock with a hammer.

Directions, Part 1: Read the directions to the student. "Read the item and fill in the circle next to the answer. Write the answer in the blank."

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Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. The con man had a box of mops.
☐ locks ☐ clocks ☒ mops ☐ tops
2. Champ was a fast slop raker.
☐ slope ☒ slop ☐ shore ☐ shop
3. Champ said, "I will prop this mop near the door."
☒ prop ☐ stop ☐ stop ☐ bop
4. The con man sold the camp woman bad mops.
☐ seven ☐ thin ☐ 50 ☒ bad

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

mopping	_____	_____	_____
grabbed	_____	_____	_____
dropper	_____	_____	_____
slipping	_____	_____	_____

mop
drop
slip
grab

Part 3

Copy the sentence.

The con man was glad to sell the mops.

The con man was glad to sell the mops.

Comprehension items, suffixes, copying sentences

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Lesson 22

Name _____

Part 1

Match the words and complete them.

matter

because

lifted

shack

because

shack

lifted

matter

Part 2

Copy the sentences.

Cathy worked in a dress shop.

Cathy worked in a dress shop.

Cathy and Pam left the shed and sat on a bench.

Cathy and Pam left the shed and sat on a bench.

Part 3

Read the item and fill in the circle next to the answer.

Write the answer in the blank.

1. Pam led Cathy to a _____.

☐ dress shop

☐ big camp

☐ clock store

☒ fish shed

2. The man in a big coat said, "I am a _____."

☐ cook

☐ worker

☒ fish packer

☐ slop raker

3. The man had a basket of fish in his _____.

☐ shed

☒ boat

☐ shop

☐ store

4. The man in the fish shed gave Pam and Cathy _____ chips.

☒ free

☐ five

☐ fish

☐ flat

Writing words, copying sentences, comprehension items

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Lesson 22

29

Lesson 23

Name _____

Part 1

The words in the first column have endings.

Write the same words without endings in the second column.

slammed

dropping

sitter

clapped

Part 2

Read the sentence and fill in the circle next to the answer.

Write the answer in the blank.

1. When Gretta said, "Ho, ho," Chee _____.

☐ made a note

☐ sat near the door

☒ became very mad

2. Chee asked Gretta, "Did you _____ at your job?"

☐ work fast

☐ feel sad

☒ have fun

☐ sell fish

Part 3

Copy the sentences.

She got better and better at saying things.

She got better and better at saying things.

I don't like to stay at home.

I don't like to stay at home.

He will get a job, too.

He will get a job, too.

Suffixes, comprehension items, copying sentences

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Lesson 23

31

Lesson24

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

trades

liked

saving

maker

make

save

like

trade

Part 2

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. The clock maker did not _____ well.

☐ see

☐ read

☒ hear

☐ feel

2. The con man said, "We will _____ in the shade."

☐ stay

☒ sit

☐ play

☐ work

3. The clock maker said, "I will not _____ this horn."

☐ sell

☐ play

☐ pack

☒ trade

4. The clock maker handed his _____ to the con man.

☒ little horn

☐ corn

☐ big horn

☐ pack

Part 3

Copy the sentences.

The con man dressed up like a corn grower.

The con man dressed up like a corn grower.

He stamped up and down.

He stamped up and down.

Suffixes, comprehension items, copying sentences

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LESSON 2433

Lesson25

Name _____

Part 1

Match the words and complete them.

felt

help

left

self

left

self

felt

help

Part 2

Copy the sentences.

Chee began to say odd things.

Chee began to say odd things.

She left her home to get a job.

She left her home to get a job.

He had tears on his cheeks.

He had tears on his cheeks.

The man came back with his boss.

The man came back with his boss.

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

getting

dropper

grabbed

bigger

big

get

drop

grab

Writing words, copying sentences, inflectional suffixes

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LESSON 2535

Lesson 26

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

worked good	well best	rode swam	named ran	fast bent
----------------	--------------	--------------	--------------	--------------

There was a ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She chopped fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, "She is the best in the West."

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

named	_____	<u>cone</u>
timer	_____	<u>save</u>
cones	_____	<u>time</u>
saving	_____	<u>name</u>

Part 3

Copy the sentences.
She checked up on the workers.
She checked up on the workers.
Get ready to leave now.
Get ready to leave now.
This horse is very tame.
This horse is very tame.

Vocabulary/context clues, suffixes, copying sentences

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Lesson 26 37

Lesson 27

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

fastest stackers pack	packer slowest made	stick odd slat	plant mad job	old slate stack
-----------------------------	---------------------------	----------------------	---------------------	-----------------------

Chee got a job at a slate plant. When she was not mad, she did not say odd things. The woman who ran the plant showed Chee how to stack slate. At the end of one year, Chee was one of the fastest stackers.

Part 2

Copy the sentences.
The woman showed Chee how to stack slate.
The woman showed Chee how to stack slate.
She worked at the plant for nearly a year.
She worked at the plant for nearly a year.
Set that slab on top of the pile.
Set that slab on top of the pile.

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

clapped	_____	<u>big</u>
running	_____	<u>swim</u>
swimmer	_____	<u>run</u>
biggest	_____	<u>clap</u>

Vocabulary/context clues, copying sentences, suffixes

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Lesson 27 39

Lesson
28

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

leave	shop	sheep	sacks	best
steal	work	shave	plan	faster
packs	shears	wool	well	fake

The con man said, "I can shave a sheep before it sees the shears. You can shop, but you cannot get someone who can shave faster than me."

The con man told the rancher to get him ten sacks for holding the wool. He did not plan to shear sheep. He planned to steal them.

Part 2

Match the words and complete them.

before	chest
steal	still
still	steal
chest	before

Part 3

Copy the sentences.

He got the shears from his pack.
He planned to pack sheep into sacks.
The rancher sat on the con man and shaved his locks.
The rancher sat on the con man and shaved his locks.

Vocabulary/context clues, writing words, copying sentences

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Lesson 28

41

Lesson
29

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

tamps	ranch	rest	pack	old
odd	slop	camp	say	stay
sack	ramps	hill	lake	leave

Champ worked at the camp for nearly a year. He tamped and made ramps.

Now he said, "I will leave this camp. Champs don't stay in a camp for more than a year."

So Champ got his pack. He told the camp woman, "The work here is getting old, and I need a rest."

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

maker	ride
ropes	make
shaved	rope
riding	shave

Part 3

Copy the sentences.

He worked there for nearly a year.
He worked there for nearly a year.
When the sun comes up, he will shear sheep.
When the sun comes up, he will shear sheep.

Vocabulary/context clues, suffixes, copying sentences

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Lesson 29

43

133

Lesson30

Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Champ was sleeping near a sheep _____ *shed* .
☐ camp ☒ shed ☐ shop ☐ ranch

2. Champ felt more like _____ *sleeping* _____ than shearing.
☐ sweeping ☐ shaving ☐ yelling ☒ sleeping

3. Emma said, "You have _____ *50* _____ minutes to shear _____ *50* _____ sheep."
☐ five ☒ 50 ☐ 20 ☐ ten

4. Emma kept her _____ *deal* _____ with Champ.
☐ plan ☐ ranch ☒ deal ☐ hand

Part 2

Copy the sentences.

The sun came up in the morning.
The sun came up in the morning.

The cook will make a good meal.
The cook will make a good meal.

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

sweeping	_____	_____
reached	_____	_____
helper	_____	_____

help
reach
sweep

Comprehension items, copying sentences, suffixes

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Lesson 3045

Lesson31

Name _____

Part 1

Match the words and complete them.

slow	_____	_____
shame	_____	_____
town	_____	_____
yearly	_____	_____

yearly
to wn
sha me
slow

Part 2

Copy the sentences.

He got slower and slower with each meal that he ate.
He got slower and slower with each meal that he ate.

Emma went to town and bragged.
Emma went to town and bragged.

Part 3

Read the words in the box. Then fill in the blanks.

like	rested	said	mean	time
best	look	shave	shape	shade
bad	meet	good	neat	seem

The rancher said, "We will have the _____ *meet* _____ at the end of this week. So get in _____ *shape* _____."

"Yes, yes," the fat champ said.

"I _____ *mean* _____ it," the rancher said. "You _____ *seem* _____ to be in _____ *bad* _____ shape. You have _____ *rested* _____ for seven weeks. Now you don't _____ *look* _____ like you can do things very fast."

Writing words, copying sentences, vocabulary/context clues

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Lesson 3147

Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

- Shelly made a heap of wool as big as a hill.
☐ pack ☐ sheer ☒ heap ☐ sweep
- Champ made a pile of wool as big as a little sheep.
☒ little ☐ fatter ☐ big ☐ short
- Emma said to Champ, "You will work like a horse."
☐ run ☐ go ☐ rest ☒ work
- Champ had never been beaten in a meet before.
☐ shaved ☒ beaten ☐ broken ☐ picked

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

melted	_____	_____	<u>work</u>
working	_____	_____	<u>melt</u>
beaten	_____	_____	<u>slow</u>
slower	_____	_____	<u>beat</u>

Part 3

Copy the sentences.

She showed the others how fast she was.

She showed the others how fast she was.

He ate big meals of ham and beans.

He ate big meals of ham and beans.

Comprehension items, inflectional suffixes, copying sentences

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Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

beginning	_____	_____	<u>plant</u>
planter	_____	_____	<u>begin</u>
peeking	_____	_____	<u>work</u>
worked	_____	_____	<u>peek</u>

Part 2

Read the words in the box. Then fill in the blanks.

shaping	shaving	faster	week	work
fatter	sore	sheared	hot	meals
cold	hands	hammer	made	shape

The rancher gave Champ more work. At the end of the day, Champ was

sore.

But at the end of the week, he began to get faster. His hammer

began to go like a flash. His shears began to get hot when he was

shaving sheep. Champ was beginning to get back in shape.

Part 3

Copy the sentences.

His hammer began to go like a flash.

His hammer began to go like a flash.

There was no more work at the ranch.

There was no more work at the ranch.

Suffixes, vocabulary/context clues, copying sentences

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Lesson34

Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Shelly said, "I have never been _____ in a shearing meet."

beaten

☐ broken ☐ cheered ☒ beaten ☐ shaved

2. At the end of the meet, Champ had sheared _____ sheep.

9,000

☐ 5,000 ☒ 9,000 ☐ 210 ☐ 501

3. Shelly had sheared _____ sheep.

501

☐ 5,000 ☐ 9,000 ☐ 210 ☒ 501

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

cheered

panting

beaten

rancher

pant

ranch

cheer

beat

Part 3

Copy the sentences.
She is the best worker at the plant.
She is the best worker at the plant.
The people from town waved to Champ.
The people from town waved to Champ.
Her helpers began to bag the wool.
Her helpers began to bag the wool.

Comprehension items, suffixes, copying sentences

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Lesson 34

53

Lesson35

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

day

quilt

stacker

packer

week

shack

speed

stacking

leave

rate

year

slacks

packing

shearing

sick

plant

rat

time

Chee worked as a slate _____ stacker _____ for nearly a year. By then, her _____ of _____ stacking _____ was very good. But she was getting a little _____ sick _____ of her job. "Stack, stack, stack," she said. "It's time to do something else." So she went to the woman who ran the slate _____ plant _____ and said, "I think I have to _____ quit _____ and get another job."

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

waited

stacker

seated

nearly

near

wait

seat

stack

Part 3

Match the words and complete them.

something

person

yellow

coats

some thing

yellow

coats

person

Vocabulary/context, inflectional suffixes, writing words

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Lesson 35

55

Lesson36

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

eat	slop	run	ran	slabs	see
fish	work	yellow	meat	pick	chomp
fresh	sleeve	meet	sheet	better	score

Chee had met a yellow dog in a sleeve plant. The dog was named Rop, and he ran the plant. He said that he was better than Chee at doing things. Chee got mad. So a meet was set between Rop and Chee.

Rop said, "We will begin by seeing how fast we can eat."

Rop told a worker, "Get me 2 slabs of fresh meat."

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

played	check
checker	eat
eating	hand
handed	play

Part 3

Copy the sentences. She told the best joke. She told the best joke.

Chee began to stammer and say odd things. Chee began to stammer and say odd things.

Vocabulary/context clues, inflectional suffixes, copying sentences

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Lesson 3657

Lesson37

Name _____

Part 1

Cross out the words that don't have ea.

tail	mean	hear	each
shear	began	these	small
seating	real	tail	between

Part 2

Read the words in the box. Then fill in the blanks.

tricking	slapped	lap	sleeves	handed
stammer	making	slabs	slap	store
stabbed	coats	fast	score	wool

Chee and Rop went into the sleeve-making room of the plant. There Rop said, "I will get the best score for this meet. We will see how fast that lap dog can slap sleeves in coats. The dog that slaps sleeves fastest will win."

Rop handed Chee a needle. Chee went very fast, but she stabbed herself with the needle.

Part 3

The words in the first column have endings. Write the same words without endings in the second column.

tricking	sleeve
ended	make
sleeves	end
making	trick

Sound/symbol correspondence, vocabulary/context clues, inflectional suffixes

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Lesson 3759

137

Lesson38

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

turned

drained

faster

biggest

thinner

thin

fast

drain

turn

big

Part 2

Write the words.

can + not = cannot

any + body = anybody

my + self = myself

some + one = someone

Part 3

Copy the sentences.

He sold gas at the boat ramp.
He sold gas at the boat ramp.
He sold gas at the boat ramp.

She did not hear waves on the shore.
She did not hear waves on the shore.
She did not hear waves on the shore.

Inflectional suffixes, compound words, copying sentences

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Lesson 3861

Lesson39

Name _____

Part 1

Cross out the words that don't have ee.

steered

cheer

seating

steak

sleeve

deer

feel

smell

between

sleep

beat

steel

Part 2

Write the words.

any + one = anyone

some + body = somebody

her + self = herself

down + hill = downhill

Part 3

Copy the sentences.

The boat was in the middle of the sea.
The boat was in the middle of the sea.
The boat was in the middle of the sea.

The goat ate a hole in the boat.
The goat ate a hole in the boat.
The goat ate a hole in the boat.

Part 4

The words in the first column have endings.
Write the same words without endings in the second column.

holes

baking

ordered

order

hole

bake

Sound/symbol correspondence, compound words, copying sentences, inflectional suffixes

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Lesson 3963

Lesson 42

Name _____

Part 1

Cross out the words that don't have sh.

shape

~~which~~

~~with~~

~~chest~~

fish

shift

~~match~~

~~what~~

~~cheer~~

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

boating

opened

stroked

taken

take

stroke

boat

open

Part 3

Write the words.

every

+

thing

=

everything

through

+

out

=

throughout

good

+

bye

=

goodbye

with

+

out

=

without

Part 4

Copy the sentences.

The shop man looked at the motor.

The shop man looked at the motor.

She handed three books to him.

She handed three books to him.

Sound/symbol correspondence, inflectional suffixes, compound words, copying sentences

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69

Lesson 42

Lesson 43

Name _____

Part 1

Write the words.

door

+

way

=

doorway

home

+

work

=

homework

no

+

thing

=

nothing

some

+

one

=

someone

Part 2

Cross out the words that don't have ck.

~~cast~~

rocked

packing

neck

~~clapped~~

~~chops~~

clocks

~~black~~

~~truck~~

~~thinking~~

Part 3

Read the words in the box. Then fill in the blanks.

jumped	saw	bolts	tossed	mean	roar
tore	need	smiled	rod	grabbed	worker
fixed	whispered	motor	rubbed	reader	words

Molly said, "Here is the book. It tells where everything is on the motor."

Read the book, and it will tell you what you need to know."

So Molly went to the street and jumped into her hot rod. She grabbed the wheel, and she tore down the street.

Henry took his book and whispered to himself, "I wish I was a better reader."

Compound words, sound/symbol correspondence, vocabulary/context clues

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71

Lesson 43

Lesson
44

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

dragging

timing

saying

tossed

toss

time

drag

say

Part 2

Write the words.

some + body =

up + side =

with + out =

down + town =

sombody

upside

without

downtown

Part 3

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Henry was trying to fix a broken cam _____.

☐ shift

☐ stick

☒ shaft

☐ stack

2. After a while, his motor was in little _____.

☐ gears

☒ bits

☐ rods

☐ bolts

3. Molly fixed her hot rod because she was able to _____.

☐ work

☐ know

☐ bolt

☒ read

Inflectional suffixes, compound words, comprehension items

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Lesson 4473

Lesson
45

Name _____

Part 1

Write the words.

some + body =

up + set =

with + out =

door + way =

sombody

upset

without

doorway

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

trenches

fishing

really

traded

real

trade

trench

fish

Part 3

Read the words in the box. Then fill in the blanks.

rested	tires	sell	ripped	site	grip
crime	bikes	rid	roads	gripe	deal
conned	steal	ships	ready	paths	robbed

Kit said, "I think I will get _____ of this boat. It makes _____ ships _____ sink. It has _____ ripped _____ up 2 docks. It has made _____ paths _____ and trenches. It tore holes in the bank, and that is a bad _____ crime _____."

Kit had a lot to _____ gripe _____ over. So she said, "I will _____ sell _____ the boat."

Compound words, suffixes, vocabulary/context clues

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Lesson 4575

141

Lesson 46

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

faster	really	lifted	ready	worker
tires	fastest	robber	diver	float
bikes	traded	back	pile	slower

The con man had tires with holes in them for Kit's tin boat.

Now the con man was ready to become the best bank robber in the west. He said, "I will pile rocks in the nose of this boat. The more rocks I pile, the faster it will go."

Part 2

Match the words and complete them.

covered	rock	et
rocket	i	dea
zipped	co	vered
idea	zip	ped

Part 3

The words in the first column have endings. Write the same words without endings in the second column.

diver	lift
looked	fly
flying	look
lifted	dive

Vocabulary/context clues, writing words, suffixes

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Lesson 4677

Lesson 47

Name _____

Part 1

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2 The cops and their nine dogs ran up to the con man.

1 The con man was sticking to the seat of the boat.

3 The con man said, "This is a space ship, and I come from space."

1. The con man was sticking to the seat of the boat.

2. The cops and their nine dogs ran up to the con man.

3. The con man said, "This is a space ship, and I come from space."

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

steering	toss
stared	stick
sticky	cover
covered	steer
tossing	stare

Part 3

Copy the sentences. She is the woman who runs the cotton mill.

She is the woman who runs the cotton mill.

Slowly he began to stand up.

Sequence, suffixes, copying sentences

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Lesson 4779

Lesson
48

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

telling

smashed

sticker

striped

smash

stick

stripe

tell

Part 2

Write the words.

boat + load =

home + work =

through + out =

boatload

homework

throughout

Part 3

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

3

2

1

The con man began to run with the bags of gold, but he did not run very fast.

The con man took bags of gold from the bank.

The con man said, "I am from space, and I will get you."

The con man said, "I am from space, and I will get you."

The con man took bags of gold from the bank.

The con man began to run with the bags of gold, but he did not run very fast.

he did not run very fast.

Suffixes, compound words, sequence

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81

Lesson 48

Lesson
49

Name _____

Part 1

Write the word trying. Make a line over ing. trying
Write the word moaned. Make a line under ed. moaned

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

training

tired

smiling

jailer

smile

jail

train

tire

Part 3

Read the words in the box. Then fill in the blanks.

yelling

five

slapped

raining

three

hard

gripping

tired

grain

slipped

drained

light

seven

rain

steps

jumped

hair

thing

trying

drain

pike

leg

nose

like

It was raining and the con man was gripping about the rain. He said, "My plan is going down the drain."

He was trying to run with three bags of gold, but they were not light. He did not run fast. The cotton in his hair was running down his nose. He did not see where he was going. He slipped in a pile of slippery pike and fell down.

Part 4

Copy the sentence.
They began to lick the taffy.

They began to lick the taffy.

Sound/symbol correspondence, inflectional suffixes, vocabulary/context clues, copying sentences

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83

Lesson 49

143

Lesson50

Name _____

Part 1

Write the word **digging**. Make a line over **ing**.
Write the word **lower**. Make a line under **er**.

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

3

The other bugs gave the dusty bug a dime to stay in the cool mine.

1

The bugs went inside a big hole to be in a cool spot.

2

The mother bug saw the dusty bug digging.

1.

The bugs went inside a big hole to be in a cool spot.

2.

The mother bug saw the dusty bug digging.

3.

The other bugs gave the dusty bug a dime to stay in the cool mine.

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

leaves

lower

hotter

walked

hot

walk

leave

low

Sound/symbol correspondence, sequence, inflectional suffixes

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Lesson 5085

Lesson51

Name _____

Part 1

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1.

The dusty bug liked _____.

☐

 bills

☐

 shovels

☒

 dills

☐

 smells

2.

The bug said, "I don't have _____ with me."

☐

 pickles

☒

 cash

☐

 tubs

☐

 mine

3.

The bug dug into the _____ and got a big pickle.

☐

 store

☐

 bag

☐

 mine

☒

 tub

Part 2

Write the word **outside**. Make a line over **out**.
Write the word **another**. Make a line under **er**.

Part 3

Match the words and complete them.

joking

rotten

clerk

grinned

gripped

clerk

joking

rotten

Part 4

Copy the sentence.
The dusty bug smiled from the door of the store.

The dusty bug smiled from the door of the store.

Comprehension items, sound/symbol correspondence, writing words, copying sentence

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Lesson 5187

Lesson52

Name _____

Part 1

Match the words and complete them.

orange

holding

drink

woman

wo

man

holding

or

ange

dr

ink

Part 2

Read the words in the box. Then fill in the blanks.

table

taken

dropping

grabbed

broken

floor

stopped

dropped

fixing

bib

cheer

making

fixed

deer

sound

binging

door

leak

The clock maker _____ the clock and _____ it. The clock made a loud _____ when it hit the _____.

deer

sound

grabbed

dropped

floor

The clock maker said, "That clock is _____." Let me make a bid on _____ it."

fixing

broken

Part 3

Write the words.

ding + ing = _____

real + ly = _____

sleep + ing = _____

loud + ly = _____

dinging

really

sleeping

loudly

Writing words, vocabulary/context clues, suffixes

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Lesson 5289

Lesson53

Name _____

Part 1

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2

The clock maker slapped a bell into the deer clock.

1

The clock maker painted the deer yellow.

3

The woman tossed the clock down, and it broke into parts.

1

The clock maker painted the deer yellow.

2

The clock maker slapped a bell into the deer clock.

3

The woman tossed the clock down, and it broke into parts.

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

slapped

looked

working

parts

work

look

part

slap

Part 3

Write the word himself. Make a line over self. _____

Write the word dabbled. Make a line under ed. _____

himself

dabbled

Part 4

Copy the sentence.

A woman was standing near the door. _____

Sequence, inflectional suffixes, sound/symbol correspondence

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Lesson 5391

Lesson54

Name _____

Part 1

Write the words.

every + thing =

with + out =

door + way =

out + side =

everything

without

doorway

outside

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

3

The old clock maker took the clock back to the woman.

1

An alligator ran across the front of the clock and bit the clock maker's finger.

2

The clock maker stuck antlers on the alligator and slapped it into the deer clock.

1.

An alligator ran across the front of the clock and bit the clock maker's finger.

2.

The clock maker stuck antlers on the alligator and slapped it into the deer clock.

3.

The old clock maker took the clock back to the woman.

Part 3

The words in the first column have endings. Write the same words without endings in the second column.

antler

broke

bust

paint

painted

broken

antlers

busted

Compound words, sequence, inflectional suffixes

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Lesson 5493

Lesson55

Name _____

Part 1

Copy the sentences.

The woman tossed the clock into a tree.

The woman tossed the clock into a tree.

A little yellow bird sat on the alligator's antlers.

A little yellow bird sat on the alligator's antlers.

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

bark

jail

want

dust

dusty

jailer

barking

wanted

Part 3

Read the words in the box. Then fill in the blanks.

third

leaves

pay

home

time

play

first

came

buy

next

come

days

stayed

bees

birds

way

house

trees

The woman said, "For some time, I've wanted to get those birds into my tree, but this is the first time they've come to the tree. Thank you. How can I pay you?"

"Hand me eleven dollars, and I'll be on my way this day," the clock maker said. So the woman gave the clock maker eleven dollars, and he went home.

Copying sentences, suffixes, vocabulary/context clues

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Lesson 5595

Lesson 56

Name _____

Part 1

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 3 The doctor said, "Lock this man up."
- 2 The bus took the con man to the rest home.
- 1 The con man got down on the floor and growled at the nurse.
- 1 The con man got down on the floor and growled at the nurse.
- 2 The bus took the con man to the rest home.
- 3 The doctor said, "Lock this man up."

Part 2

The words in the first column have endings.

Write the same words without endings in the second column.

taking	_____	_____
grewled	_____	_____
snapping	_____	_____

snap
growl
take

Part 3

Match the words and complete them.

pretty	_____	_____
window	_____	_____
garden	_____	_____

window
gar den
pre tty

Sequence, inflectional suffixes, writing words

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Lesson 57

Name _____

Part 1

Write the words.

be	+	fore	=	_____
some	+	where	=	_____
any	+	one	=	_____
your	+	self	=	_____
out	+	side	=	_____

before
somewhere
anyone
yourself
outside

Part 2

Copy the sentences.

He tried to get out the window.

He tried to get out the window.

They looked around and didn't see anybody.

They looked around and didn't see anybody.

The doctor took notes on a pad.

The doctor took notes on a pad.

Part 3

Write the name of the person each sentence tells about.

president con man

1. This person had to be a private in the army. con man
2. This person said, "You must do everything I say." president
3. This person marched and marched and marched. con man

Compound words, copying sentences, characterization

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Lesson58

Name _____

Part 1

Write the word **wheat**. Make a line over ea. wheat
Write the word **hiding**. Make a line under ing. hiding

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

peeked	_____	_____
pressed	_____	_____
hiding	_____	_____
eaten	_____	_____
darted	_____	_____

Part 3

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

2 The president began to scream, "Oh, my foot. It is stuck in the gate."
1 The con man and the president hid under the bed.
3 The man who ran the gate pressed the button, and the gate opened.

1. The con man and the president hid under the bed.
2. The president began to scream, "Oh, my foot. It is stuck in the gate."
3. The man who ran the gate pressed the button, and the gate opened.

Writing words, inflectional suffixes, sequence

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Lesson 58101

Lesson59

Name _____

Part 1

Write the words.

near	+	by	=	<u>nearby</u>
with	+	out	=	<u>without</u>
be	+	cause	=	<u>because</u>
loud	+	ly	=	<u>loudly</u>

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

3 The president said very loudly, "We are from the bug company."
2 The woman in the main office said, "Take the green car in front of the office."
1 The con man and the president dressed in white jackets and left the shack.

1. The con man and the president dressed in white jackets and left the shack.
2. The woman in the main office said, "Take the green car in front of the office."
3. The president said very loudly, "We are from the bug company."

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

steered	_____	_____	_____
nearest	_____	_____	_____
stared	_____	_____	_____

Compound words, sequence, inflectional suffixes

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Lesson 59103

Lesson62

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

marching

brightness

attacked

remembered

louder

bright

remember

march

loud

attack

Part 2

Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Jean was on night patrol in this story.
☐ planet ☐ play ☐ march ☒ patrol

2. There were five moons in the night sky.
☐ three ☒ five ☐ third ☐ six

3. The drums moved like a big army when they came out of the lake.
☒ army ☐ patrol ☐ grasshopper ☐ wake

4. The drums would eat everything in their path.
☐ stop ☒ eat ☐ reach ☐ wake

Part 3

Write the words.

grass + hopper = grasshopper

spot + light = spotlight

some + thing = something

Suffixes, comprehension items, compound words

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Lesson 62109

Lesson63

Name _____

Part 1

Write the words.

her + self = herself

what + ever = whatever

moon + light = moonlight

some + body = somebody

Part 2

Read the words in the box. Then fill in the blanks.

reached	far	shirt	closer	pressed	springs
skipped	inches	drams	pocket	melted	stabbed
eaten	barracks	messed	light	signaler	stared

Jean couldn't seem to move. She stared at the drums as they came closer. They were only about twenty feet from her now.

"Move," she said to herself. But her legs felt as if they had melted.

Then Jean began to think. She reached for her signaler. She pressed the button. Lights began to flash in the barracks. Women began to yell, "The drums! The drums! Let's get out of here."

And Jean began to run. Now her legs felt like springs. Did she ever run!

Part 3

Copy the sentence.

Suddenly, a sound came from the other room.

Suddenly, a sound came from the other room.

Compound words, vocabulary/context clues, copying sentences

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Lesson 63111

Lesson64

Name _____

Part 1

The words in the first column have endings.
Write the same words without endings in the second column.

streaming

wiggled

trying

eaten

cliffs

cliff

eat

try

wiggle

stream

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

2

Two women held Jean while the others slapped the drams.

1

There was a mass of drams on Jean.

3

Jean found out that Carla was on patrol.

Part 3

Write the name of the person each sentence tells about.

Jean

Carla

major

Carla

Jean

Jean

Carla

major

Inflectional suffixes, sequence, characterization

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Lesson 64113

Lesson65

Name _____

Part 1

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

1

Jean tried to think of everything that happened just before the drams went to sleep.

3

The major told the others why the trumpet made the drams sleep.

2

Jean gave a blast on Carla's trumpet.

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

deeply

lined

blushing

stunned

stun

deep

line

blush

Part 3

Read the words in the box. Then fill in the blanks.

barracks	bubbles	blushed	sound	fill	smiled
animals	horns	hunger	felt	showed	leave
line	march	patrol	water	hungry	blast

One of the women said, "Does that mean that we can stop the drams just by blowing horns when they come out of the water?"

"We can do better than that," the major said. "We can pipe sound into the lake. We can keep them from getting hungry for sound. Then they won't leave the lake."

The women smiled and looked at each other. Jean was thinking, "Now night patrol won't be so bad."

Sequence, suffixes, vocabulary/context clues

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Lesson 65115

151

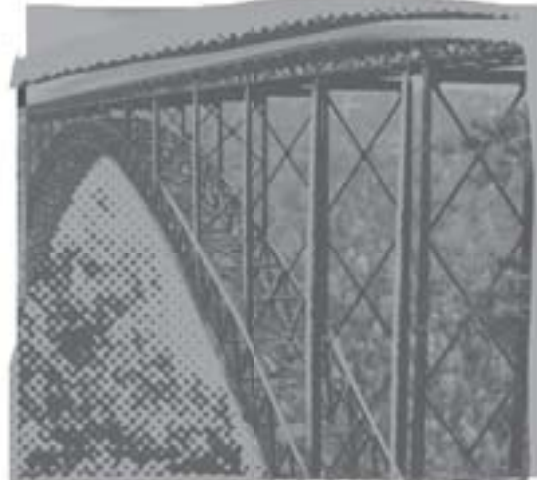
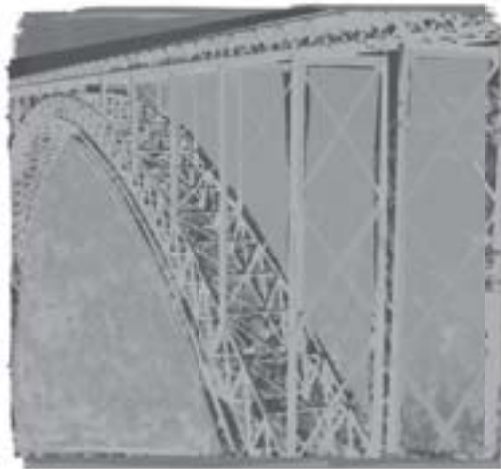
Corrective Reading

SRA

Enrichment Blackline Masters

Decoding B2 Decoding Strategies

Siegfried Engelmann
Gary Johnson



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Columbus, OH

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Printed in the United States of America.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-611234-0
MHID: 0-07-611234-9

2 3 4 5 6 7 8 9 MAL 13 12 11 10 09 08 07

Contents

Note to the Teacher	v
----------------------------------	----------

**Timed Reading — Checking Homework — Homework Chart and
Point System — Letter to Parents — Homework Chart**

Lesson	Page	Lesson	Page
■ Lesson 1	1	■ Lesson 27	53
■ Lesson 2	3	■ Lesson 28	55
■ Lesson 3	5	■ Lesson 29	57
■ Lesson 4	7	■ Lesson 30	59
■ Lesson 5	9	■ Lesson 31	61
■ Lesson 6	11	■ Lesson 32	63
■ Lesson 7	13	■ Lesson 33	65
■ Lesson 8	15	■ Lesson 34	67
■ Lesson 9	17	■ Lesson 35	69
■ Lesson 10	19	■ Lesson 36	71
■ Lesson 11	21	■ Lesson 37	73
■ Lesson 12	23	■ Lesson 38	75
■ Lesson 13	25	■ Lesson 39	77
■ Lesson 14	27	■ Lesson 40	79
■ Lesson 15	29	■ Lesson 41	81
■ Lesson 16	31	■ Lesson 42	83
■ Lesson 17	33	■ Lesson 43	85
■ Lesson 18	35	■ Lesson 44	87
■ Lesson 19	37	■ Lesson 45	89
■ Lesson 20	39	■ Lesson 46	91
■ Lesson 21	41	■ Lesson 47	93
■ Lesson 22	43	■ Lesson 48	95
■ Lesson 23	45	■ Lesson 49	97
■ Lesson 24	47	■ Lesson 50	99
■ Lesson 25	49	■ Lesson 51	101
■ Lesson 26	51	■ Lesson 52	103

Contents

Lesson	Page
■ Lesson 53	105
■ Lesson 54	107
■ Lesson 55	109
■ Lesson 56	111
■ Lesson 57	113
■ Lesson 58	115
■ Lesson 59	117

Lesson	Page
■ Lesson 60	119
■ Lesson 61	121
■ Lesson 62	123
■ Lesson 63	125
■ Lesson 64	127
■ Lesson 65	129

Answer Key ■ Lessons 1–65	131
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Corrective Reading

Decoding B2

Enrichment Blackline Masters

Note to the Teacher

The activities in this book reinforce the skills taught in the 2008 edition of the *Corrective Reading Decoding B2* program. Each activity provides practice in an essential reading skill, such as

- word identification
- correct spelling of words
- spelling of words with endings such as **s, ed, ing, er, ly, and en**
- spelling of root words without those endings
- writing compound and other two-part words
- writing contractions
- writing sentences
- answering comprehension questions about story passages
- demonstrating comprehension of details in stories
- sequencing activities in a story
- identifying main characters
- building oral reading fluency

(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The students are not to use the Student Book when completing the Blackline Master. (The *Decoding B2* Student Book and Workbook should usually remain at school.) The Blackline Master pages correspond by lesson number to the *Decoding B2* lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school.

Students should be able to complete the homework assignments without any

special instructions from the teacher or from a parent. On pages vii through ix are procedures for introducing the Letter to Parents and Lessons 1 through 4 Blackline Master homework assignments.

Timed Reading

To provide additional practice in building oral reading fluency, someone at home can listen to the student read aloud. These timed readings begin at Lesson 4. The procedure is similar to that of the regular program timed readings, which begin at Lesson 2. The passage which appears in the second page of the Blackline Masters for Lessons 4 through 65 is taken from the first part of the story from the previous lesson. For Lesson 4, students read part of the story from Lesson 3 at home, and so forth. The student reads aloud for 1 minute to a parent or listener who follows along and signals when the student is to stop. The number of words read in 1 minute and the number of errors are recorded, and the parent/listener signs at the bottom of the page. The student returns the signed page to school on the next school day as part of the daily two-page homework assignment.

Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 131 of this book. Monitor students as they mark their own papers. Scan students' written responses for accuracy and legibility.

- For exercises that require the writing of whole words or word parts, call on individual students to spell the words as they should appear in their answers.
- For comprehension items, call on individual students to read each question and say the correct answer.

- For activities in which students fill in the missing words in a passage, call on individual students to read the passage aloud and say the word that should appear in the blank.
- If the group is large, read the correct answers for each item as students check their own papers.

Homework Chart and Point System

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page xi. Or you may elect to have students record points in the Point Chart in their Workbook. Points earned can be recorded in the Bonus box for the regular lesson.

Points could be awarded as follows:

completing homework	2 points
0 errors	2 points
1 or 2 errors	1 point
more than 2 errors	0 points

When the timed readings begin at Lesson 4:

completing the homework	
reading checkout	2 points

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of points and letter grades, see “The Management System” section in the *Decoding B2 Teacher’s Guide*.) An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

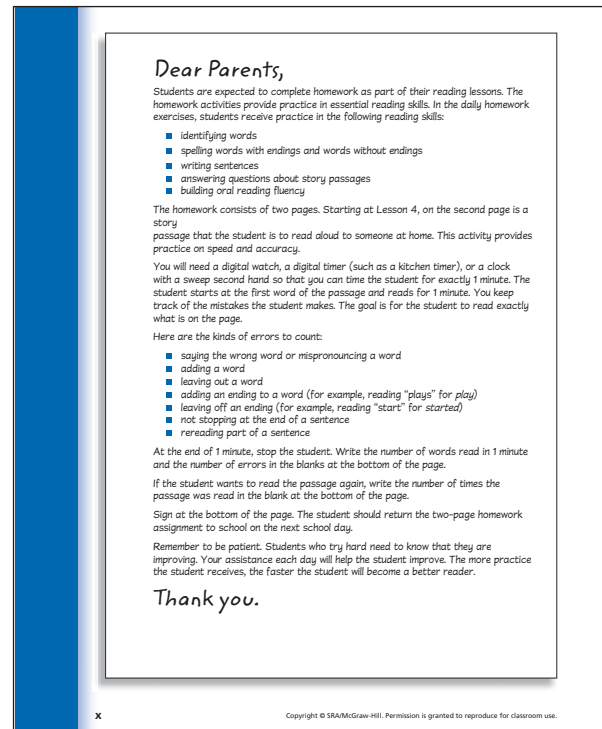
The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback about completing homework assignments, along with the use of points,

vi

students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on page x. This letter should be sent home along with the first homework assignment.



Introducing the Letter to Parents and Lesson 1 Homework

Note: Students are not to use the Student Book or Workbook when completing the Blackline Master homework assignments.

Here are procedures for introducing the Letter to Parents and Lesson 1 homework.

1. Pass out the Letter to Parents.

Take this letter home. After you complete your homework, have it signed. Bring the homework back to school (tomorrow). Starting at Lesson 4, you will do timed readings at home, too.

2. Pass out the homework for Lesson 1.

Touch the instructions for Part 1. ✓

I'll read the instructions: "Write these words without endings." This exercise is like the one you did in your Workbook.

Some of the words will have a final **E**. Other words won't. Remember, if the letter just before the underlined part is a vowel, you write the word with a final **E**. If the letter just before the underlined part is a consonant, you write the word without a final **E**.

3. Touch Part 2. ✓

I'll read the instructions: "Read the words in the box. Then fill in the blanks." You'll use words from the box to fill in the blanks so that the passage makes sense.

4. Touch Part 3. ✓

I'll read the instructions: "Copy the sentences." You will copy the sentences on the lines.

5. Touch Part 4. ✓

I'll read the instructions: "Write these words with **E-D** endings." All the words will have **E-D** endings.

6. Touch Part 5. ✓

I'll read the instructions: "Read the sentences in the box. Then write the answer to each question." The questions are below the box.

7. Touch Part 6. ✓

I'll read the instructions: "Match the words and complete them." This exercise is like the one you did in your Workbook.

8. Remember to have your homework signed at home and bring it to school (tomorrow).

Lesson 1 Name _____

Part 1
Write these words without endings.

1. stripes _____ 5. choked _____
2. stinker _____ 6. blushed _____
3. noses _____ 7. closer _____
4. smaller _____ 8. talked _____

Part 2
Read the words in the box. Then fill in the blanks.

horse	ten	garden	six	tips	striped
see	five	mad	stripes	smell	stand
stinker	brown	hear	proud	middle	look

There were _____ stink bugs that lived in a _____. Stink bugs are proud if they can make a big stink. The biggest stink bug was very _____. She said, "This is how to make a stink." And she made a big stink that you could _____ on the other side of the garden.

One stink bug had a _____ back. He said, "If a bug has stripes on its back, it has the best _____. Here I go."

Part 3
Copy the sentences.

A bird was flying over the garden.

The smallest bug had stripes on its back.

We are in the middle of a contest.

Suffixes, vocabulary/context clues, copying sentences

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Lesson 1 Name _____

Part 4
Write these words with **ed** endings.

1. jump _____ 4. talk _____
2. fish _____ 5. smell _____
3. form _____ 6. trick _____

Part 5
Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, "One time, I made a stink that was so powerful it turned all the grass brown. I'll bet that I can beat ten skunks in a stinking contest."

1. What happened when the little bug made a powerful stink? _____

2. What did the little bug bet? _____

Part 6
Match the words and complete them.

snow	•	•	chomp
chomping	•	•	sing
sings	•	•	er
night	•	•	ow
summer	•	•	n

A Note to the Parent Work was completed at home.
(Parent's/Listener's) signature _____ Date _____

Suffixes, inferences, word completion

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Introducing Lesson 2 Homework

Here are procedures for introducing Lesson 2 homework.

1. Pass out the homework.

Touch the instructions for Part 1. ✓

I'll read the instructions: "Write these words without endings." This exercise is like the one you did in your Workbook. Some of the words will have a final **E**. Other words won't. Remember to look at the letter just before the underlined part.

2. Touch Part 2. ✓

I'll read the instructions: "Match the words and complete them." This exercise is like the one you did in your workbook.

3. Touch Part 3. ✓

You'll read the sentences in the box and answer the questions.

4. Touch Part 4. ✓

You'll use words from the box to fill in the blanks so that the passage makes sense.

5. Touch Part 5. ✓

I'll read the instructions: "Write these words with E-R endings." All the words will have **E-R** endings.

6. Touch Part 6. ✓

You'll copy the sentences on the lines.

7. Remember to have your homework signed at home and bring it to school (tomorrow).

Introducing Lesson 3 Homework

Remind students to complete the work at home, have it signed, and return it the next day.

Lesson 2 Name _____

Part 1
Write these words without endings.

1. talking _____

2. taking _____

3. striped _____

4. bigger _____

5. shopped _____

6. stinker _____

7. closed _____

8. packed _____

Part 2
Match the words and complete them.

forest _____

began _____

stand _____

sick _____

glad _____

_____ and

_____ si

_____ gl

_____ est

_____ be

Part 3
Read the sentences in the box. Then write the answer to each question.

The little bug asked, "Are you grabbing on to something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don't die from the smell. They are just sick for weeks."

1. What is the first thing that happens to other bugs when they smell the little bug's stink?

2. How long are the bugs sick from the stink? _____

Suffixes, word completion, inferences

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Lesson 2 Name _____

Part 4
Read the words in the box. Then fill in the blanks.

trying
fainting
left

fort
contest
blush

cloud
smallest
garden

best
stand
whiff

telling
shown
taking

leave
told
laughing

There was a _____ in the _____. Five stink bugs were _____ to see who had the _____ stinker. All of the bugs but one had _____ off their best stink. Now that bug began telling the others how good she was at _____. She talked and talked. The other bugs began to _____. Soon only the biggest bug was _____.

Part 5
Write these words with er endings.

1. cold _____

2. stick _____

3. hard _____

4. talk _____

5. deep _____

6. fast _____

7. help _____

8. stink _____

Part 6
Copy the sentences.

Breathe in deeply and hold in the air.

She went to the other side of the garden.

A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Vocabulary/context clues; inflectional suffixes, sentence copying

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Introducing Lessons 4–65 Homework

Tell students that starting with Lesson 4 and continuing through Lesson 65, they will complete a timed reading at home as part of the homework assignment. The procedures are the same as when they do a timed reading with their checkout partner at school. The Letter to Parents explains the procedures in detail.

**Lesson
4**

Name _____

Part 1
Write these words with **ed** endings.

1. coach _____

2. blush _____

3. toss _____

Part 2
Write these words with **es** endings.

1. coach _____

2. blush _____

3. toss _____

Part 3
Write the two words that make up each word.

1. herself = _____ + _____

2. basketball = _____ + _____

3. sometimes = _____ + _____

4. motorboat = _____ + _____

5. everyone = _____ + _____

6. anything = _____ + _____

Part 4
Write these words without endings.

1. raising _____ 5. sailed _____

2. grabbed _____ 6. deeply _____

3. smiled _____ 7. skipping _____

4. nearly _____ 8. roses _____

Vocabulary/suffixes, compound words

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Lesson 4 7

**Lesson
4**

Name _____

Part 5

Lonely Art

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

13
26
39
51
54

After school, he didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

66
80
92
98

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn't played basketball before. And he wasn't any good. He couldn't shoot the ball. He couldn't block shots. He couldn't dribble the ball.

110
120
132
140

The coach said, "Art, this game is too hard for you. Why don't you try out for another sport?"

152
159
169

But Art didn't try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, "I just wish there were a stone-skipping team. I'd be the champ of that team."

181
193
202

A Note to the Parent Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

8 Lesson 4

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Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

The homework consists of two pages. Starting at Lesson 4, on the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice on speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly 1 minute. The student starts at the first word of the passage and reads for 1 minute. You keep track of the mistakes the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “plays” for *play*)
- leaving off an ending (for example, reading “start” for *started*)
- not stopping at the end of a sentence
- rereading part of a sentence

At the end of 1 minute, stop the student. Write the number of words read in 1 minute and the number of errors in the blanks at the bottom of the page.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

Corrective Reading

Teacher -

Group

[illegible]

Name _____

Part 4

Write these words with **ed** endings.

1. jump _____

4. talk _____

2. fish _____

5. smell _____

3. form _____

6. trick _____

Part 5

Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, "One time, I made a stink that was so powerful it turned all the grass brown. I'll bet that I can beat ten skunks in a stinking contest."

1. What happened when the little bug made a powerful stink? _____

2. What did the little bug bet? _____

Part 6

Match the words and complete them.

_____ snow •

• _____ chomp

_____ chomping •

• _____ sing

_____ sings •

• _____ er

_____ night •

• _____ ow

_____ summer •

• _____ n



A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Suffixes, inferences, word completion

Name _____

Part 1

Write these words without endings.

1. talking _____2. taking _____3. striped _____4. bigger _____5. shopped _____6. stinker _____7. closed _____8. packed _____

Part 2

Match the words and complete them.

_____ forest ●

_____ began ●

_____ stand ●

_____ sick ●

_____ glad ●

● _____ and

● _____ si

● _____ gl

● _____ est

● _____ be

Part 3

Read the sentences in the box. Then write the answer to each question.

The little bug asked, “Are you grabbing on to something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don’t die from the smell. They are just sick for weeks.”

1. What is the first thing that happens to other bugs when they smell the little bug’s stink?

2. How long are the bugs sick from the stink? _____

Suffixes, word completion, inferences

Name _____

Part 4

Read the words in the box. Then fill in the blanks.

trying	fort	cloud	best	telling	leave
fainting	contest	smallest	stand	shown	told
left	blush	garden	whiff	taking	stinking

There was a _____ in the _____. Five stink bugs were _____ to see who had the _____ stinker. All of the bugs but one had _____ off their best stink. Now that bug began telling the others how good she was at _____. She talked and talked. The other bugs began to _____. Soon only the biggest bug was _____.

Part 5

Write these words with **er** endings.

- | | |
|----------------|----------------|
| 1. cold _____ | 5. deep _____ |
| 2. stick _____ | 6. fast _____ |
| 3. hard _____ | 7. help _____ |
| 4. talk _____ | 8. stink _____ |

Part 6

Copy the sentences.

Breathe in deeply and hold in the air.

She went to the other side of the garden.



A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Vocabulary/context clues; inflectional suffixes, sentence copying

Name _____

Part 1

Write these words without endings.

1. asked _____

2. loner _____

3. winked _____

4. skipped _____

5. making _____

6. planned _____

7. walked _____

8. closer _____

Part 2

Follow the instructions for each item.

1. Write the word **couch**. Make a line under **ou**. _____2. Write the word **coach**. Make a line over **oa**. _____3. Write the word **pail**. Make a line over **ai**. _____

Part 3

Write these words with **er** endings.

1. tell _____

2. farm _____

3. teach _____

4. old _____

Part 4

Write these words with **ing** endings.

1. wait _____

2. laugh _____

3. look _____

4. walk _____

Suffixes, sound/symbol correspondence

Name _____

Part 5

Match the words and complete them.

pond	•	•	teen
grow	•	•	gr
thirteen	•	•	po
block	•	•	ied
tried	•	•	ock

Part 6

Read the sentences in the box. Then write the answer to each question.

After school, Art didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

1. What did Art do after school? _____
2. Why did the other kids say, "Art is a loner"? _____

Part 7

Copy the sentences.

He skipped stones on the pond.

She went to class on time.



A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Word completion, inferences, copying sentences

Name _____

Part 1Write these words with **ed** endings.

1. coach _____

2. blush _____

3. toss _____

Part 2Write these words with **es** endings.

1. coach _____

2. blush _____

3. toss _____

Part 3

Write the two words that make up each word.

1. herself = _____ + _____

2. basketball = _____ + _____

3. sometimes = _____ + _____

4. motorboat = _____ + _____

5. everyone = _____ + _____

6. anything = _____ + _____

Part 4

Write these words without endings.

1. raising _____

5. sailed _____

2. grabbed _____

6. deeply _____

3. smiled _____

7. skipping _____

4. nearly _____

8. roses _____

Vocabulary/suffixes, compound words

Name _____

Part 5

Lonely Art

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn't played basketball before. And he wasn't any good. He couldn't shoot the ball. He couldn't block shots. He couldn't dribble the ball.

The coach said, "Art, this game is too hard for you. Why don't you try out for another sport?"

But Art didn't try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, "I just wish there were a stone-skipping team. I'd be the champ of that team."

13
26
39
51
54
66
80
92
98
110
120
132
140
152
159
169
181
193
202

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1Write these words with **er** endings.

1. play _____
2. small _____
3. catch _____
4. long _____

Part 2Write these words with **ed** endings.

1. lean _____
2. walk _____
3. yell _____
4. dress _____

Part 3

Write the two words that make up each word.

1. baseball = _____ + _____
2. someone = _____ + _____

Part 4Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ Art didn't sleep well that night.

_____ Art tossed pitches to the catcher.

_____ The coach said, "Art, I would like you to come out for baseball."

1. _____

2. _____

3. _____

Part 5

The Baseball Lot

Art was having a bad time in school. The kids didn't talk	12
with him, and he didn't know what to say to them. After	24
school, Art would go to the pond to skip stones. And as he	37
skipped them, he said the things he would like to say to Patty.	50
"Patty," he said to himself one day, "I want you to be my	63
girl friend." He skipped a stone and looked at it as it sailed	76
almost to the other side of the pond. Then he said, "No, I will	90
never say anything like that to Patty. I would just blush, and I	103
wouldn't be able to say anything."	109
After school one day, Art saw Patty standing on the corner	120
near school. He walked up to her. "Hi, Art," she said.	131
"Hi," he said. He breathed in deeply and said, "Can I walk	143
with you?"	145
She smiled and said, "I'm waiting for somebody, Art.	154
Sorry."	155
"That's okay," Art said, and he began to walk down the	166
street. He looked back from time to time. When he was about a	179
block away, he saw Mark Jackson walk up to Patty and begin to	192
walk with her.	195
The next day, one of the kids told him that Mark Jackson	207
was Patty's boy friend.	211

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

1. whipped _____

5. raises _____

2. laughing _____

6. blushed _____

3. leaned _____

7. stones _____

4. tallest _____

8. faking _____

Part 2

Match the words and complete them.

_____ started ●

● _____ eep

_____ springing ●

● _____ sm

_____ deeply ●

● _____ ar

_____ smiled ●

● _____ ing

_____ closer ●

● _____ cl

Part 3Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ Art kept telling himself what he should not do.

_____ Art didn't sleep well before the game with West High.

_____ He leaned back and tossed the ball about nine feet over the catcher's mitt.

1. _____

2. _____

3. _____

Suffixes, word completion, sequence

Name _____

Part 4

Art's Fast Ball

Art didn't know what to do. He wanted to leave, but	11
everybody was yelling, "Come on, Art, show us how to pitch."	22
Some boys grabbed Art and started to lead him to the	33
pitcher's mound. "Here he is, Coach," one of the boys hollered.	44
"The star pitcher."	47
The coach walked up to Art. He said, "I don't know what	59
this is all about, but we've got work to do out here. So throw	73
the ball to the catcher. That will shut those guys up. Then get	86
out of here."	89
"Okay," Art said. The coach handed him the ball.	98
Art turned to the coach and said, "Do I just try to throw it	112
at the catcher as hard as I can?"	120
"That's right," the coach said. "Just throw it and get out of	132
here."	133
The ball felt a little too big in Art's hand. It didn't seem to	147
fit as well as a skipping stone. He rubbed it a few times and got	162
a good grip on it. Then he leaned back.	171
"Show them how—if you can," the boys yelled.	180
Art's long arm went back like a whip. Then it came forward	192
like a whip. "Zip—pow." The catcher was on his seat.	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences and answer the questions.

Art remembered that Bob was the best batter on the West team.

For a moment, Art began to think about the things that he should not do.

1. Who was Bob? _____

2. When Art remembered about Bob, what did Art begin to think about? _____

3. For how long did Art think about those things? _____

Part 2

Write these words without endings.

1. deeply _____

5. baker _____

2. grabbed _____

6. taking _____

3. loudly _____

7. smiling _____

4. smartest _____

8. muttered _____

Part 3

Read the words in the box. Then fill in the blanks.

stared	start	up	hugged	sat	passed
hit	leaned	cheered	pitch	swing	shake
jumped	throw	down	reached	clapped	tossed

Art _____ back and—"Zip—pow." The catcher was _____. And the batter began to _____ after the ball had _____ the catcher.

The fans from Art's school cheered and cheered. They _____ up and down. They _____ each other. They yelled, "Go to it, Art. Show them how to pitch."

Details, suffixes, vocabulary/context clues

Name _____

Part 4

The School Team

The coach wanted Art to show him everything he could do	11
with a baseball. The catcher had stuffed a rag into his mitt so	24
that Art's fast ball would not sting his hand so much.	35
"Let's see your fast ball," the coach said.	43
Art leaned back and—"Zip—pow." The catcher said, "Ow!"	53
That rag doesn't help very much." He tossed the ball back to	65
Art.	66
Art dropped the ball. He picked it up and looked at the	78
coach. The coach said, "Now can you make the ball curve?"	89
"What do you mean?" Art asked.	95
"Make the ball bend to the left or bend to the right."	107
"Oh, that," Art said. "Which way do you want me to make	119
it bend?"	121
The coach stared at Art for a moment. Then he said, "Make	133
it curve to the left."	138
"Okay," Art said.	141
Art leaned back and to the side. He said to himself, "This is	154
just like making a stone curve to the left."	163
Art's arm whipped out to the side, and the ball went flying.	175
It was going far to the right of the catcher. The catcher began to	189
reach to the right. Then the ball curved and hit him in the chest.	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

After the first game, things were different in school. The kids smiled at Art. They went out of their way to talk to him. Art felt a lot better about school. In fact, school was a lot of fun for Art now. He waved to the girls. He wasn't afraid to talk to girls. He didn't look down when he talked to them. He had done that before, but now he was Art the Star, the big pitcher.

1. When were things different in school for Art? _____

2. Name two ways that things were different in school. _____

3. Why wasn't Art afraid to talk to the girls now? _____

Part 2

Write these words without endings.

1. rider _____

4. remembered _____

2. riding _____

5. groaned _____

3. smiles _____

6. patted _____

Part 3

Read the sentences and answer the questions.

Art said to Patty, "If that's the way you want it," and walked down the hall. He started to whistle, just to show her that he didn't care if she went with him.

1. Who walked down the hall? _____

2. Why did Art start whistling? _____

3. What did Art do as he walked down the hall? _____

Make inferences, suffixes, draw conclusions based on evidence

Part 4

Some Bad Pitches

Art had just thrown a bad ball. And the West High fans were cheering and clapping. "That's the way to pitch," they yelled.	13 23
The catcher tossed the ball back to Art, and Art dropped it. The West High fans cheered again. The fans from Art's school were silent.	35 46 48
Art picked up the ball. He breathed in and out three times. Then he said to himself, "Don't throw the ball too high. Don't throw the ball too high." Art was not thinking well again.	60 72 83
Art heaved the ball. It went like a streak. But it went about ten feet over the catcher's head. The catcher called time out and ran to the pitcher's mound.	96 108 113
The fans from West High cheered. "Get another pitcher," they yelled. "This one has had it."	122 129
The catcher said, "What's the matter, Art?"	136
"I don't know," Art said. His hand was shaking. "I can't make the ball go where I want it to go."	147 157
"Yes, you can, Art," the catcher said. "Just think about skipping stones. I'll hold out my mitt. You must throw that ball right into the mitt. Throw it just like you throw a stone. You can do it."	168 182 195
"I'll try," Art said.	199
The catcher jogged back, and Art rubbed the ball around in his hand.	210 212

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Follow the instructions for each item.

1. Write the word **would**. Make a line over **oul**. _____
2. Write the word **almost**. Make a line over **al**. _____
3. Write the word **ducked**. Make a line under **ck**. _____

Part 2

Write these words with **ed** endings.

1. play _____
2. whistle _____
3. jog _____

Part 3

Write these words with **er** endings.

1. bat _____
2. start _____
3. play _____

Part 4

Read the sentences in the box. Then write the answer to each question.

Before the game, some fans didn't cheer. One of the fans said, "We didn't come here to see kids play. We came to see the Reds and the Tigers..."

Art walked to the mound. Then he looked up at the stands. He had never seen so many fans before. Suddenly he became afraid. He began to think about all of the things that he shouldn't do. "Don't throw the ball too high,... he told himself.

1. Why didn't some fans cheer? _____

2. When Art looked up at the stands, what did he see? _____

3. What did Art say to himself? _____

Sound/symbol correspondence, suffixes, details

Name _____

Part 5

Art Becomes a Star

The best batter on the West team was at the plate. Art was	13
thinking about what the catcher had told him. Art reared back.	24
He let the ball fly. “Zip—pow.” The catcher was on his seat again.	38
“Strike one,” the umpire called.	43
“You can do it, Bob,” the West fans yelled.	52
Art got the ball again. He looked at the catcher’s mitt. He	64
reared back and let the ball fly. The ball started to go right at	78
the batter. The batter ducked down. But almost before he could	89
move, the ball curved and went right into the catcher’s mitt.	100
“Strike two,” the umpire called.	105
Again Art wound up and let the ball fly. Bob took a big	118
swing at it, but the ball was in the catcher’s mitt before Bob	131
began to swing.	134
“Strike three. You’re out.”	138
“Oh, no,” the West High School fans groaned.	146
“Go, Art, go,” the fans from Art’s school yelled.	155
And Art went. He struck out every other batter in the game.	167
Art did not do well when he tried to bat, but his team was the	182
winner. They beat West High School 3 to 1.	191
Everybody from Art’s school yelled and crowded around	199
Art.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Part 1

Read the sentences in the box. Then write the answer to each question.

People from the big league came over to talk to Art that night. A man from the Reds said that he would pay Art three hundred thousand dollars if Art left school and became a pitcher for the Reds. A woman from the Tigers told Art that she would give Art five hundred thousand dollars if Art played with the Tigers.

Art told them that he would have to think about leaving school.

Then some of Art's friends came over. They wanted to take Art to a party. Art asked his dad and mom, and they said that it was all right for him to go.

1. How much money were the Tigers offering to give to Art if he came and pitched for them?

2. Why did Art want to take time to think about the offers from the two baseball teams?

3. Who told Art it was okay to go to the party?

Part 2

Write the name of the person or the people each sentence tells about.

Art

Art's mom and dad

Art's friends

Woman from the Tigers

Man from the Reds

1. These people asked Art to go to a party with them. _____

2. This person offered Art \$300,000 to play baseball. _____

3. This person asked to go to a party. _____

4. This person offered Art \$500,000 to play baseball. _____

5. These people said Art could go to a party. _____

Draw conclusions based on evidence, skim and scan for information/character identification

Name _____

Part 3

First Inning

Art was going to pitch to some big league players before	11
the game on Sunday. His coach had told him that he would be	24
pitching to some of the best batters in baseball.	33
The game was to start at one o'clock. Art was to begin	45
pitching at noon. But at 12 o'clock there were not very many	57
fans in the stands. Art walked to the pitcher's mound and	68
picked up the ball. One of the players from the Tigers said,	80
"Just throw fast balls. The batter will hit them into the left	92
stands. Some of the fans will get free baseballs."	101
Art looked up at the left stands. About one hundred kids	112
were up there. Some of them had baseball mitts. Art said,	123
"Should I throw as hard as I can?"	131
"That's right," the player said. "Don't worry, the batter will	141
hit the ball. You're pitching to James Hunt. He'll hit them, all	153
right."	154
Art stared at the catcher's mitt. Then Art reared back and	165
gave the ball the hardest heave he could give it. "Zip—pow."	177
The catcher was on his seat.	183
The player who was standing next to Art blinked and stared at	195
Art. James Hunt looked at the catcher, and then he looked at Art.	208

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

1. nearly _____

2. speaker _____

3. leaving _____

4. winner _____

5. falling _____

6. mixed _____

7. skipped _____

8. smallest _____

Part 2

Match the words and complete them.

_____ itched ●

_____ flying ●

_____ contest ●

_____ noses ●

_____ feared ●

● _____ con

● _____ ea

● _____ ing

● _____ itch

● _____ es

Part 3

Write the two words that make up each word.

1. handshake = _____ + _____

2. basketball = _____ + _____

3. somewhere = _____ + _____

4. spotlight = _____ + _____

Name _____

Part 4

Things Take a Bad Turn

Art was standing on the pitcher's mound. His hands felt	10
cold. The fans were yelling and booing because he had dropped	21
the ball. The catcher yelled to him, "Come on, Art. Just zip it	34
right in here." He pounded his fist into his mitt.	44
Art stared at that mitt. He stared and stared. "Look at	55
that mitt," he told himself. Now he was thinking the right way	67
again. He said, "I'm going to zip that ball right into the mitt."	80
He leaned back and shot the ball at the catcher's mitt. The	92
batter didn't have time to start his swing. The catcher was on	104
his seat.	106
"Strike one," the umpire called.	111
The fans began to say, "Did you see that?" Then the fans	123
fell silent as Art reared back for his next pitch. "Zip—pow."	135
Down went the catcher again.	140
"Strike two."	142
"Wow!" the fans yelled. Then they waited for Art's next pitch.	153
Again Art heaved the ball so hard that the batter did not	165
have time to swing. "Strike three. You're out."	173
The fans clapped and cheered.	178
Art struck out the next batter with three pitches.	187
The last batter took a swing at Art's fast ball, but he missed	200
it by a foot.	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Art didn't talk to Patty for a month. He moped around school, and he moped around the farm. He went to the doctor's office three times a week. The doctor had him do exercises for his arm.

Now Art could bend his arm almost all the way. But his arm was weak. It was so weak that he couldn't bend it when he held a heavy steel ball. The doctor told him that he should exercise his arm at home every day, but Art didn't feel like exercising. So his arm didn't get very strong.

1. Art moped around school and around the farm. What does **mope** mean? _____

2. What did the doctor tell Art that he should do? _____

3. Why didn't Art's arm get very strong? _____

Part 2

Write these words with **ed** endings.

1. sail _____

2. clap _____

3. lean _____

4. pass _____

5. scratch _____

Part 3

Write these words with **ing** endings.

1. yell _____

2. think _____

3. sit _____

4. dream _____

5. drive _____

Draw conclusions based on evidence, suffixes

Name _____

Part 4

He'll Never Pitch Again

Art was in the hospital. The nurse had just told him that he	13
had been in a very bad crash. Art didn't remember the crash.	25
He had a hard time thinking. His arm was in pain.	36
A doctor came into the room. The nurse said, "He's awake	47
now."	48
The doctor walked up to Art's bed. "How do you feel?" she	60
asked.	61
"I don't know," Art said. It was hard to think. "There's a	73
pain in my right arm. Why is it in a cast?"	84
"Your arm is broken," the doctor said.	91
"That's the arm I throw with," Art said. "Is it bad? Will I be	105
able to pitch soon?"	109
The doctor looked down. Then she stood up. "We should	119
talk about this later," she said. "Right now, you should get some	131
sleep."	132
"Tell me," Art said. "Will my arm be okay?"	141
The doctor rubbed her chin. "I'm afraid not," she said.	151
"Your arm was broken in three spots. I don't think you'll ever	163
be able to pitch again."	168
"No," Art said. "No, no." He began to sob. Art wanted to	180
curl up into a little ball and hide. He wanted to be somewhere	193
else. He wanted to believe that he was having a bad dream.	205

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to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1

Write the words.

out + side = _____

any + where = _____

your + self = _____

cheer + leader = _____

Part 2

Read the sentences in the box. Then write the answer to each question.

Art said, "I once read that a bird with a broken wing never flies as high again."

Patty said, "Stop that. You're not a bird, and you don't have a broken wing. They fixed your arm. You just have to start being brave."

Art glared at her. "What do you mean? What makes you think I'm not brave?"

1. What did Art say about a bird with a broken wing? _____

2. Art thinks that he is a bird with a broken wing. What does he mean by that? _____

3. What did Patty tell Art that he should do? _____

4. Art glared at Patty. What does **glare** mean? _____

Part 3

Write these words without endings.

1. watched _____

2. nodded _____

3. taken _____

4. making _____

5. skipped _____

6. feeling _____

7. broken _____

8. harder _____

Making deductions, suffixes, compound words

Name _____

Part 4

Art Feels Sorry for Himself

The cast had been taken from Art's arm. And Art went	11
back to school for the first time. Everybody tried to be friends.	23
At least fifty kids told Art that they were sorry. But Art didn't	36
say much. He just nodded and walked away. He went to his	48
botany class and sat down.	53
Patty was sitting in front of him. She turned around and	64
held up a big red rose. "Here's one that I raised," she said.	77
"What do you think of it?"	83
Art said, "It's pretty. It's very pretty."	90
She smiled and turned back. Art didn't like the way she	101
acted. Why didn't she say, "I'm sorry, Art"?	109
Patty didn't even seem to care. Art would never pitch again,	120
and she didn't even care. After class, he walked up to her in the	134
hall. He didn't know what he would say to her, but he wanted to	148
talk. He wanted to hear her say that she was sorry. Art said, "I	162
had my cast taken off."	167
"I see that," she said.	172
Art said, "The doctor said that I'll never pitch again."	182
She stared at him. Then she asked, "Do you believe that?"	193
"Yes," Art said. "She's a doctor. She should know."	202

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to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Now Art was afraid. A player was on third base. There was one out. And Art didn't have a flashing fast ball that would strike out the other batters.

The catcher jogged out and said to Art, "Just make the old brain work, Art. You can strike this next guy out. Just throw the kind of pitch he's not looking for. Watch me. I'll give you some signals."

So Art watched the catcher. The catcher signaled for a slow curve. "No," Art said to himself. "He'll hit it out of the park." Then Art began to think, "Maybe he won't. Maybe he's looking for a very fast ball. Maybe a curve will throw his timing off and make him miss the ball."

1. Art didn't have his flashing fast ball. What is a **flashing** fast ball?

2. What did the catcher tell Art? _____

3. What kind of pitch did the catcher signal for? _____

4. Why could that kind of pitch trick the batter? _____

Part 2

Write the words. Items 1 and 3 are done for you.

1. I + will = I'll

2. he + will = _____

3. did + not = didn't

4. would + not = _____

5. is + not = _____

Conclusions, contractions

Name _____

Part 3

Patty Challenges Art

Patty was making Art mad. She was trying to get him to	12
skip stones, but he didn't want to. He felt ashamed of himself.	24
Patty picked up a stone and smiled at him. She said, "If	36
you're so bad at skipping stones, I'll bet I could beat you in a	50
contest." She looked out over the pond. She pressed her lips.	61
Then she tossed the stone. "Plunk," it went, and it sank. It	73
didn't skip one time.	77
Art smiled. He said, "That was pretty bad."	85
She said, "I'll do better with this next stone." She picked up	97
the stone, pressed her lips, and gave it a big toss. "Plunk."	109
Art laughed. Then he said, "You're not throwing the right	119
way. You've got to get your arm down low so that you can skim	133
the stone across the water."	138
She picked up another stone and held her arm to her side.	150
"Like this?" she asked.	154
"Sort of," Art said.	158
She made a face and tossed the stone. It skipped once.	169
"There," she said. "Let's see you beat that."	177
Art laughed. "That wouldn't be very hard to beat." He	187
picked up a stone. He leaned to the side. His arm felt stiff and	201
funny when he went to whip it back.	209

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1Write these words with **er** endings.

1. speak _____
2. pitch _____
3. fast _____
4. bat _____

Part 2Write these words with **ing** endings.

1. talk _____
2. start _____
3. stop _____
4. think _____

Part 3

Read the sentences in the box. Then write the answer to each question.

The president was standing next to the cab. He said to the con man, "Get out of that cab this instant."

The con man got out of the cab. He was thinking to himself, "I must find a way to get away from this guy."

The president said, "Before we leave on our trip, we must find some fine duds. Who would think of going on a trip without fine duds?"

1. The president told the con man to get out of the cab this instant. What does **this**

instant mean? _____

2. What does the con man want to do? _____

3. What are **fine duds**? _____

Part 4

Write these words without endings.

- | | |
|-----------------|------------------|
| 1. driver _____ | 4. escaped _____ |
| 2. faking _____ | 5. smiled _____ |
| 3. taken _____ | 6. grabbed _____ |

Suffixes, conclusions

Name _____

Part 5

The Smartest Pitcher

Art became better, but it seemed very slow to him. After	11
working for two months, Art could hardly throw a stone	21
halfway across the pond. After six months, he could throw a	32
stone a little more than halfway across the pond. After almost	43
a year, he could make a stone skip pretty far—but not nearly as	57
far as he had before he'd broken his arm.	66
Art went out for baseball the next spring. The first time	77
he was on the pitcher's mound, the boys on the team yelled,	89
"Come on, Art. Set that catcher on his seat."	98
Art heaved the ball just as hard as he could, but the catcher	111
didn't go down. Art didn't have the same fast ball that he had	124
before. The catcher didn't drop his mitt and blow on his hand	136
after catching one of Art's fast balls.	143
Art wanted to quit the team after that first day. But when he	156
was in the locker room, the coach came up to him. The coach	169
sat down next to him and said, "Art, let's look at the facts. You	183
don't have that flashing fast ball that you had before. But you	195
can still become a good pitcher."	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words. Item 1 is done for you.

1. he + is = _____ he's

4. I + will = _____

2. there + is = _____

5. did + not = _____

3. you + will = _____

6. has + not = _____

Part 2

Read the words in the box. Then fill in the blanks.

started	mistake	watched	list	past
pitched	picked	stormed	fuss	mess
guys	shocked	stared	bags	expected
strokes	lies	dashed	tried	desk

The president looked _____. He _____ at the list of names. Then he said, "I am sorry for making such a _____. I was so upset about our _____ that I must have looked right _____ the name on the list."

The president was telling _____ left and right. He had just _____ the name Henry Reeves from the _____ and had given it to the con man.

Part 3Write these words with **ly** endings.

1. proud _____

2. slow _____

3. clean _____

Part 4Write these words with **ing** endings.

1. wait _____

2. ship _____

3. catch _____

Contractions, vocabulary/context clues, suffixes

Name _____

Part 5

A Ride to the Docks

The con man and the president had escaped from the hotel.	11
They were in a cab. The con man had gotten rid of his wig and	26
his bridal dress. He was thinking, "The president is very odd. I	38
must leave and hide somewhere."	43
The president said to the cab driver, "Take us to the docks.	55
We are going to take a trip on a ship because we want to leave	70
this town."	72
So the cab went to the docks. Then the driver said, "That	84
will be six dollars."	88
The president turned to the con man. "Private," he said,	98
"pay the driver."	101
The con man said, "I don't have any cash. But you have two	114
hundred dollars."	116
The president said, "Yes, yes. So I do."	124
Then he reached into his pockets. "I can't seem to find my	136
cash," he said after a moment. The president was faking. He	147
said, "Stay here. I'll be back in a flash with the cash."	159
The president left the cab and walked up to a woman who	171
looked very rich. The president said, "Where is your pass?"	181
The woman looked at the president and blinked. "What	190
pass? I don't know what you're talking about."	198
The president said, "I'm a security officer."	205

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1 Write the words.

1. with + out = _____
2. over + sight = _____
3. every + body = _____
4. some + where = _____

Part 2 Read the sentences in the box. Then write the answer to each question.

As the woman called the shipping department, the president turned to the con man and whispered, "I don't want to tell them that I am a president. That would scare them. So I'll just pretend that I'm another person."

The steamship woman said, "I'm happy to report that all of your bags are safe in our shipping department."

The president turned to the con man and said, "You fool. You told me that our bags were not in the shipping department. You must try to take more care when I give you a task to do."

The con man didn't say a thing. He just looked at the president. The con man said to himself, "If I am a con man, the president is a super con man."

1. What did the woman say about the bags? _____

2. What did the president do next? _____

3. What did the con man think of the president? _____

Part 3 Write these words without endings.

- | | |
|-----------------|------------------|
| 1. hopped _____ | 4. turned _____ |
| 2. hopes _____ | 5. missing _____ |
| 3. taken _____ | 6. hardly _____ |

Compound words, details, suffixes

Part 4

Sir Robert Fredrick

The president and the con man were at the docks. The	11
president had two hundred and ten dollars. He had gotten two	22
hundred dollars from the hotel by telling the clerk in the hotel	34
that there were bugs in the bridal rooms. When he and the con	47
man went to the docks, the president had gotten twenty dollars	58
from a rich woman. He had given ten dollars to the cab driver.	71
Now the president and the con man were walking along the	82
docks. The con man asked, "Where are we going?"	91
The president said, "Will you stop asking foolish questions!	100
We're going on a trip. I need a good rest at sea."	112
"But . . .," the con man started to say.	119
"Private, if you ever want to become anything but a private,	130
you must remember to take orders. Just do what I tell you	142
to do."	144
The president and the con man went up to a shop. Over	156
the door of the shop were these words: JAPAN STEAMSHIP	166
LINES.	167
The president stormed into the shop. He dashed up to the	178
woman at the desk and said, "Just what kind of a line are you	192
running? They tell me that my bags are not here yet."	203

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the passage and answer the questions.

A tall man had found out that the con man was trying to steal his bags. The con man was trying to think of something to say, but the words were not flowing from his mouth. He was stammering and stuttering and saying, “You know—I mean, you see. . . .” The tall man was getting very mad.

Then suddenly the president came back. He had a cop with him. He said, “There he is, officer. That tall man is the impostor. Go ask him his name, and you’ll see.”

The cop went up to the tall man. “All right, buddy,” he said. “What’s your name?” “Fredrick. Robert Fredrick,” the tall man said. “And this man seems to be stealing my bags.”

1. What did the president tell the cop? _____

2. What did the tall man say his name was? _____

3. What did the tall man say was going on? _____

Part 2

Write these words without endings.

1. rubbed _____

5. piped _____

2. nosed _____

6. lonely _____

3. opening _____

7. shouted _____

4. quickly _____

8. flowing _____

Details, suffixes

Name _____

Part 3

A Cartload of Bags

The president and the con man were in the office of the	12
Japan Steamship Lines. The president was telling lies so fast	22
that the con man couldn't keep up with him. The president	33
had looked at the names of those who were going on a ship	46
to Japan. He had picked two names. Then he had told the	58
woman behind the desk that one of the names belonged to the	70
president. Now the woman behind the desk was saying that she	81
would help the president find his bags.	88
The woman said, "I will make a call to our shipping	99
department and see if we can locate your bags."	108
As the woman called the shipping department, the president	117
turned to the con man and whispered, "I don't want to tell	129
them that I am a president. That would scare them. So I'll just	142
pretend that I'm another person."	147
The steamship woman said, "I'm happy to report that all of	158
your bags are safe in our shipping department."	166
The president turned to the con man and said, "You fool.	177
You told me that our bags were not in the shipping department.	189
You must try to take more care when I give you a task to do."	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Follow the instructions for each exercise.

1. Write the word **partner**. Make a line over **ar**. _____
2. Write the word **person**. Make a line over **er**. _____
3. Write the word **loaded**. Make a line under **oa**. _____

Part 2

Read the words in the box. Then fill in the blanks.

crying	slept	homesick	stammer	plan
spent	hollow	open	start	hollered
demand	crouch	smiling	guy	care
buddy	escape	different	stared	conned

“I have _____ three years at Happy Hollow,” the president said. He was still _____. “Those were the best three years of my life. When the cop said, ‘Happy Hollow,’ I became _____.”

The con man was thinking that he would have to _____ all over. He would have to _____ some way to get out of the rest home. He said to himself, “The next time I _____, I won’t be _____ into going with a _____ like the president.”

Part 3

Write the words. Item 1 is done for you.

- | | |
|-------------------------------|------------------------|
| 1. they + had = <u>they’d</u> | 4. I + will = _____ |
| 2. I + had = _____ | 5. could + not = _____ |
| 3. you + had = _____ | 6. here + is = _____ |

Sound/symbol correspondence, vocabulary/context clues, contractions

Name _____

Part 4

President Washington Tells the Truth

A tall man had found out that the con man was trying to	13
steal his bags. The con man was trying to think of something	25
to say, but the words were not flowing from his mouth. He was	38
stammering and stuttering and saying, "You know—I mean,	47
you see . . ." The tall man was getting very mad.	56
Then suddenly the president came back. He had a cop	66
with him. He said, "There he is, officer. That tall man is the	79
impostor. Go ask him his name, and you'll see."	88
The cop went up to the tall man. "All right, buddy," he said.	101
"What's your name?"	104
"Fredrick. Robert Fredrick," the tall man said. "And this	113
man seems to be stealing my bags."	120
The cop asked, "Do you have identification to show who	130
you are?"	132
"Yes," the tall man said. He reached in his pocket and	143
grabbed his wallet. As he opened it, the president said, "Just	154
as I told you, officer. That man stole my wallet, and now he's	167
trying to steal our bags."	172
The cop turned to the tall man. "All right, buddy," he said.	184
"Hand over the wallet."	188
"I will not!" the man shouted. "That is my wallet."	198

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the two words that make up each word.

everything	=	_____	+	_____
homesick	=	_____	+	_____
understand	=	_____	+	_____
without	=	_____	+	_____

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn tried to back away from the big cat. But he felt the hard rock of the cave against his back. He could go back no more. Surt was curled next to him.

Without knowing why he did it, Hurn showed his teeth and began to growl. He snapped at the air as if to scare the cat away. The cat stopped for an instant, but then it started to come toward the puppies again.

1. Why couldn't Hurn back away from the big cat? _____

2. Name three things Hurn did to try to scare the cat away. _____

3. What did the cat do next? _____

Part 3

Write these words without endings.

1. smelling	_____	5. snapped	_____
2. smiles	_____	6. noses	_____
3. closer	_____	7. catcher	_____
4. flashing	_____	8. cheering	_____

Compound words, details, suffixes

Name _____

Part 4

Why Did He Tell the Truth?

When the cops said that they were taking the tall man to the Happy Hollow Rest Home, the president began to tell them the truth about everything. 13
24
27

The president was saying, "Yes, the tall man is telling the truth. We were trying to con him out of his bags and his wallet. 38
52
64
76
88
102
115
126
138
146
158
169
172
185
195
203

The cops let go of the tall man. They stared at the president. The president said, "You must understand that we had to do those things. We are not common crooks. As president, I had to get to Japan. But now things are different."

The cops looked at each other. Then they looked at the con man and the president. One cop asked, "What should we do with these guys?"

The tall man said, "You may start by giving me my wallet. I don't wish to be late for my trip to Japan."

The cop gave the tall man his wallet.

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words. Item 1 is done for you.

- | | |
|--------------------------|-----------------------|
| 1. I + have = I've _____ | 4. there + is = _____ |
| 2. you + have = _____ | 5. you + will = _____ |
| 3. did + not = _____ | 6. is + not = _____ |

Part 2

Read the sentences in the box. Then write the answer to each question.

The pups stood in the cold water, shivering and scanning the air with their noses. Slowly the pups walked from the water. But they did not go back to the cave. Something told them that the cave was no longer safe. Something said to Hurn, "Stay away from the cave."

So Hurn and Surt began to follow the bank of the stream. Hurn led the way. Surt followed. From time to time she tried to play with her brother, but Hurn wouldn't play.

1. When the pups stood in the water, what did they do with their noses?

2. Why didn't the pups go back to the cave? _____

3. Where did the pups go after they got out of the stream? _____

4. Which wolf pup still wanted to play? _____

Part 3

Match the words and complete them.

quickly	●	●	er
shivering	●	●	ir
reached	●	●	ck
wheeze	●	●	ch
thirsty	●	●	ee

Contractions, details, word match

Name _____

Part 4

Hurn, the Wolf

Hurn was sleeping when it happened. Hurn didn't hear the	10
big cat sneak into the cave that Hurn called his home. Suddenly	22
Hurn was awake. Something told him, "Beware!" His eyes	31
turned to the darkness near the mouth of the cave. Hurn felt	43
the fur on the back of his neck stand up. His nose, like noses	57
of all wolves, was very keen. It made him very happy when it	70
smelled something good. But now it smelled something that	79
made him afraid.	82
Hurn was five months old. He had never seen a big cat. He	95
had seen clover and ferns and grass. He had even eaten rabbits.	107
Hurn's mother had come back with them after she had been	118
hunting. She had always come back. And Hurn had always	128
been glad to see her. But now she was not in the cave. Hurn's	142
sister, Surt, was the only happy smell that reached Hurn's nose.	153
Surt was awake. She was leaning against Hurn, and Hurn	163
could feel how hard Surt was shaking.	170
"Oooooooooowww," howled Surt. At the sound of the howl,	179
Hurn jerked. Then he turned his nose back toward the mouth of	191
the cave. He made his ears stand up as high as they would go.	205

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

1. sudden + ly = _____
2. howl + ed = _____
3. long + er = _____
4. time + s = _____
5. reach + es = _____

Part 2

Read the words in the box. Then fill in the blanks.

curled	toward	fell	staring	stepped
fire	dash	care	ferns	crouched
roasting	rustling	rising	reached	burned
chunk	turning	jumped	hurry	might

Suddenly there was a _____ sound in the _____ next to Hurn. Hurn turned. The sound came from Surt. She was running _____ the spit. She was running as fast as her legs would take her. She _____ the spit before any of the men saw her, and she might have gotten away with a big _____ of deer meat—except for one thing. She _____ in the fire. She had never seen fire before. She had been in such a _____ to get the meat that she didn't take as much _____ as she should have.

Part 3

Write these words without endings.

- | | | | |
|--------------|-------|-----------|-------|
| 1. tossed | _____ | 5. broken | _____ |
| 2. softly | _____ | 6. takes | _____ |
| 3. shines | _____ | 7. hunter | _____ |
| 4. following | _____ | 8. popped | _____ |

Suffixes, vocabulary/context clues

Name _____

Part 4

The Hunter's Camp

Hurn's mother had been in a fight with a big cat. She scared the cat from the cave, but the cat had won the fight. Hurn's mother died that night. 13
26
30

At first, Hurn cried and howled. He prodded his mother with his nose. He gave her a little bite on her ear. But she lay still. So Hurn cried and howled. 40
55
61

Surt cried, too. For most of the day, they stayed by their mother. They didn't go out to run after butterflies. They didn't chase rabbits. They didn't even want to go to the stream for a drink and a cool swim. They sat near their mother and waited for her to get up. But she didn't get up. 73
84
97
109
119

When the afternoon sun was getting near the tops of the fir trees, Surt walked over to Hurn and bit him on the tail. In an instant, Hurn turned around and bit his sister on the throat. It was a play bite, but it was the kind of bite that big wolves give when they are hunting. 131
145
157
172
176

Soon Surt and her brother were rolling and churning on the ground. For a moment, Hurn was happy, but the moment passed quickly. As suddenly as the pups had started playing, they stopped and sat. 186
197
207
211

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

something	pat	water	walking	playing
sniffing	slowly	brother	fiddle	somewhere
smelling	friend	trumpet	three	poke
mother	limping	quickly	all	push

As the man played the _____, Surt began to walk _____ down the hill toward the men. She was still _____, but she walked on _____ of her paws. She walked over to Vern and sat down next to him. The men did not see her do this.

Surt sniffed the air. She was _____ the meat. She wanted some more meat, but she wanted _____ else, too. She missed her _____. She wanted a friend. So she leaned over and gave Vern a little _____ with her nose.

Part 2

Read the sentences in the box. Then write the answer to each question.

One of the men was stirring the beans. Another was sitting near the spit. Vern sat on the other side of the fire. And Hurn was trying to hear everything and see everything. But he didn't move. The only things that moved were his sides as he breathed.

1. Who was stirring the beans? _____
2. Where was Vern? _____
3. Hurn stayed very still. What part of him moved? _____

4. Why do you think Hurn didn't move? _____

Vocabulary/context clues, details

Name _____

Part 3

Surt Goes for the Meat

Surt was running toward the hunters' camp. Hurn was	9
following. As Hurn rounded a bend in the stream, he could see	21
a swirl of smoke rising from the campfire. A man was bent over	34
the fire, stirring a pot of beans. Next to the beans was a deer	48
leg roasting on a spit. Another hunter was turning the spit. The	60
men were talking.	63
"Did you see the marks on that cat?" one man said. "It	75
looked like that cat was in a whale of a fight."	86
"That cat was in such bad shape that it dropped before you	98
shot it," another hunter said. He and a third man began to laugh.	111
The first man said, "Come on, you guys. That was a good	123
shot."	124
Hurn hid behind a fern. His mouth was watering. He was	135
staring at the deer leg on the spit. He wanted to dash over to	149
the spit and grab it and take a big bite from it. But he looked	164
and waited.	166
"Hey, Herb," one of the men yelled. "How long before those	177
beans are ready? I'm getting mighty hungry."	184
"Look, Vern, if you want to fix the beans, you can take over	197
any time you want."	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

- | | | | |
|-------------|-------|-------------|-------|
| 1. wagged | _____ | 5. howling | _____ |
| 2. softly | _____ | 6. followed | _____ |
| 3. stepping | _____ | 7. watched | _____ |
| 4. piled | _____ | 8. sitting | _____ |

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn wanted to curl up and sleep. He wanted to dream about eating or running or chasing butterflies. But when he was done with his drink, he began walking upstream along the bank of the stream.

He felt like going back to the cave, but he didn't remember how to get to the cave. And he remembered that the cave was not his home any more. He had to find a new cave. He had to find a friend. So he walked and walked.

1. What did Hurn do after he had a drink at the stream? _____

2. Why didn't he go back to the cave? _____

3. Name two things Hurn needed to do. _____

Part 3

Write the two words that make up each part.

- | | | | | |
|-----------|---|-------|---|-------|
| 1. didn't | = | _____ | + | _____ |
| 2. I'll | = | _____ | + | _____ |
| 3. here's | = | _____ | + | _____ |

Suffixes, details, contractions

Name _____

Part 4

Surt and Vern

Hurn was watching from behind a fern. He saw the man	11
called Vern give a chunk of meat to Surt. He saw Surt eat the	25
meat. Hurn crouched down low as the other men came back	36
from the stream. When they reached the campfire, Surt ran	46
away on three legs. She held one leg high. That was the leg that	60
had been burned when Surt stepped in the fire.	69
“Grab it, Vern,” one of the men yelled.	77
Vern said, “Let it go. Do you have to kill everything you	89
see?”	90
Surt did not run back toward Hurn. She began running up	101
the hill on the far side of the camp.	110
When Surt was about eighty feet from the men, she stopped	121
and looked back. Then she sat down and began to lick her sore	134
paw.	135
Vern cut another chunk of meat from the roast and walked	146
over to Surt. Slowly Vern bent down and held out the meat.	158
“Are you still hungry?” Vern asked.	164
At first, Surt laid her ears back and curled up her lip. But	177
then her ears began to stand up again. Vern was very still. And	190
so was Surt. Surt sniffed the meat. Then she slowly took it in	203
her mouth.	205

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

1. stiff + ly = _____
2. tug + ed = _____
3. whine + ed = _____
4. scan + ing = _____
5. miss + ed = _____
6. stare + ing = _____

Part 2

Read the words in the box. Then fill in the blanks.

nipped	followed	closed	beat	yawned
ran	eat	sniffed	dashed	snuggled
harm	standing	opening	sneaked	tired
back	blinked	howled	stared	realized

Hurn _____ the tan wolf back to her den. There he met her pup. He was sleeping, curled up in a little ball. Hurn _____ him, and the tan wolf _____ at Hurn. When she felt that Hurn would not _____ her pup, she _____. Then she turned around three times and lay down with her nose toward the _____ of the den.

Hurn _____ up next to her. They looked like two balls of fur. Hurn was so, so tired. He _____ two times. Then his eyes closed, and he went to sleep.

Suffixes, vocabulary/context clues

Name _____

Part 3

Hurn Is Alone

Surt had tried to make friends with Vern. The other men	11
hadn't seen Surt walk down the hill and come over to Vern.	23
Now Vern was patting Surt, and Surt's tail was wagging.	33
One of the other men turned around. "Hey, what's going	43
on?" he snapped. "You can't make friends with that wolf. Get it	55
out of here."	58
Vern said, "Look, Bert, did you ever ask yourself what a	69
wolf this old is doing out at night all by itself? Wolves this old	83
are with their mothers—when they have mothers. I'll bet this	94
little wolf doesn't have a mother."	100
"So what?" Bert said. "Wolves are no good. They kill other	111
animals."	112
Vern said, "When wolves aren't around, things get out of	122
whack. Too many of the other animals live. Then we have real	134
problems."	135
Bert said, "Well, keep that thing away from me. I hate	146
wolves."	147
At that moment, something told Hurn to leave. Something	156
told him that Surt was no longer his sister. Hurn was right, but	169
he didn't know it then. Vern would keep Surt, and Surt would	181
become as tame as most dogs. She would live with Vern, and she	194
would love Vern almost as much as she had loved her mother.	206

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Then the tan wolf began to walk up the slope, past the other wolves. When she was part way up the slope, she stopped and waited for Hurn. He ran up behind her and tried to hide under her. She held her head up and walked on past the other wolves. They stared at her as she passed.

1. How did the tan wolf show that she wanted Hurn to follow her? _____

2. Why did Hurn try to hide under her? _____

3. What did the other wolves do as the tan wolf walked past them? _____

Part 2

Write the two words that make up each word.

1. outside = _____ + _____

2. daytime = _____ + _____

3. campfire = _____ + _____

4. someday = _____ + _____

5. upwind = _____ + _____

Part 3

Write the two words that make up each word.

1. you'll = _____ + _____

2. isn't = _____ + _____

3. I've = _____ + _____

Inferences, compound words, contractions

Name _____

Part 4

The Tan Wolf

Hurn had been walking along the stream all night. Then he had stopped and begun to howl. He stopped howling when he felt that something was watching. 11
22
27

And there was something that was watching him. It was a big tan wolf. She was less than ten feet from Hurn. She had come down to the stream when Hurn first began to howl. She had left her pup asleep in a hollow just below a cliff. And she had sneaked down. 37
51
63
77
80

Now she was standing behind a fir tree, looking at Hurn. She was upwind from him. Like all good hunters, she moved so that the breeze was blowing toward her. The breeze was blowing from Hurn toward the tan wolf. That way, Hurn couldn't smell her. 91
103
114
125
126

That tan wolf didn't know what to make of Hurn. She knew that he wasn't a grown wolf. Her nose told her that. But she also knew that he wasn't one of her pups. She missed her pups. She had given birth to six pups. That was three months back. All of the pups but one had died. She missed them, but she knew that Hurn was not hers. And yet—she wanted another pup. 138
152
165
178
191
201

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the sentences in the box and answer the questions.

The fox was very smart. It would bite off bits of fur and drop them on the bank of the stream. Then the fox would swim to the other side of the stream. The idea was to get the wolves mixed up.

And the plan almost worked. The wolves came to the bank of the stream. They smelled the bits of fur. The smell was very strong. It was so strong that the wolves could smell nothing else. They ran around and around, but they always came back to the bits of fur.

1. What did the fox do to trick the wolves? _____

2. Why did the bits of fur fool the wolves? _____

3. Where was the fox? _____

Part 2

Write the words.

1. smart + er = _____

2. roll + ed = _____

3. jog + ed = _____

4. gaze + ed = _____

5. chase + ing = _____

6. quick + ly = _____

Part 3

Write the words.

1. could + not = _____

2. you + had = _____

3. there + is = _____

Details, suffixes, contractions

Name _____

Part 4

Hurn Meets the Wolf Pack

Hurn slept like a log that night. He woke up once when the	13
tan wolf left the den, but he went back to sleep in a moment.	27
When he woke up the next time, the sun was high in the sky.	41
The air was almost hot, and things looked so bright outside the	53
den that Hurn blinked. The tan wolf was not around, nor was	65
her pup.	67
Hurn walked from the den, and then he stopped. There was	78
a big, black wolf standing on the slope. That wolf was looking	90
at Hurn. Another wolf, a brown one, was also looking at Hurn.	102
Far on the other side of the clearing were the tan wolf and her	116
pup.	117
Something told Hurn to stay away from the other wolves, so	128
he began to walk toward the tan wolf. Then he began to run.	141
Hurn didn't know that the tan wolf was part of a wolf	153
pack. There were 8 wolves in the pack. The tan wolf had kept	166
to herself for a time after she had her pups. Any grown wolf	179
who came near her den was asking for a good fight. The tan	192
wolf could beat up any wolf in the pack except the black wolf.	205
No wolf messed with him.	210

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

hill	best	piled	summer	trick	plants	winner
black	fall	boss	tan	animals	ground	easy
hard	winter	mountain	fish	drifts	bite	backed
fight	brown	stacks	swirled			

Hurn didn't have to _____ any of the other wolves. They seemed to know that Hurn was _____. Maybe they knew from the way he had gone at the _____ wolf.

Late in the fall, Hurn led the other wolves to high _____, way up the side of a _____. They would spend the _____ up there, and they would not have an _____ time. The trees were not tall, and there were not many _____.

The snow came early. It _____ down every night. Before the middle of December, the snow had _____ up in _____ that were twenty feet high.

Part 2

Write the two words that make up each word.

- hasn't = _____ + _____
- I'll = _____ + _____
- you've = _____ + _____
- wouldn't = _____ + _____

Part 3

Write the words.

- loud + est = _____
- get + ing = _____
- fool + ed = _____
- puzzle + ed = _____
- near + ly = _____

Vocabulary/context clues, contractions, suffixes

Name _____

Part 4

Things Change for Hurn

Hurn had lived with the tan wolf for nearly a year. She had
 been like a mother to him. He loved her. That is why he was so
 puzzled that day when he came back to the den. He had been
 hunting with some of the other wolves. Hurn was getting to be
 a fair hunter. He had helped the pack bring down a small deer.
 He had hunted for rabbits and pack rats. Hurn was feeling more
 like a grown wolf every day. He jogged up the path to his den,
 just as he had many times before.

But when he got near the den, the tan wolf met him. She
 gazed at him in a funny way. Hurn stopped. Then he began to
 walk toward her. She crouched down and showed her teeth.
 “Grrr,” she growled.

She was trying to tell Hurn something, but he didn’t get
 what it was. She was trying to say, “I am going to have pups in
 a day or two. That means that you must leave. No more are you
 a pup. No more are you welcome in this den.”

She didn’t look as if she wanted to play, but Hurn began to
 think that maybe she wanted to play.

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41
53
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78
92
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112
125
135
138
149
164
178
188
201
208

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
 read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

- | | | | |
|-------------|-------|-------------|-------|
| 1. slowly | _____ | 5. starved | _____ |
| 2. crouched | _____ | 6. friendly | _____ |
| 3. rubbed | _____ | 7. piles | _____ |
| 4. bothered | _____ | 8. chasing | _____ |

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn didn't walk away from the wolf pup. Hurn got above the wolf pup and grabbed her by the nape of the neck. He gave a hard jerk. The pup let out a yelp, but now the pup was free. The pup wagged her tail and rolled over on her back to show Hurn that he was boss and that she would do what he wanted her to do.

1. What did Hurn do to the wolf pup? _____

2. The pup let out a yelp. What is a **yelp**? _____
3. Why did the pup roll over on her back? _____

Part 3

Write the words.

- | | | | | |
|---------|---|------|---|-------|
| 1. he | + | is | = | _____ |
| 2. is | + | not | = | _____ |
| 3. you | + | have | = | _____ |
| 4. here | + | is | = | _____ |

Suffixes, details, contractions

Name _____

Part 4

The Fight

The fox had a trick that almost worked, but the black wolf	12
was not fooled. He did not run around and around like Hurn	24
and the other wolves. He walked to the middle of the stream.	36
He held his nose high and stood there for a long time. He was	50
trying to get a fresh smell from the air. At last he did. He swam	65
to the other side of the stream. He howled to let the other	78
wolves know that he had found the trail.	86
The wolves had a good meal that night. But there weren't as	98
many good meals as there had been last year.	107
The pack was getting too big. Some of the wolves would	118
have to leave. Hurn didn't know it, but he was one of those	131
wolves. The brown wolf, Hurn, and two other wolves would not	142
go back with the pack that night.	149
When the wolves had eaten the fox, the black wolf walked	160
over and bit the brown wolf. The brown wolf howled but he	172
didn't fight back. Then the black wolf bit Hurn. Hurn did not	184
howl. The fur on Hurn's back stood up, and Hurn began to	196
fight with the black wolf.	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Match the words and complete them.

inventor	●	●	base
experiment	●	●	tory
basement	●	●	peri
complain	●	●	vent
factory	●	●	plain

Part 2

- Write the word **lousy**. Make a line over the **ou**. _____
- Write the word **point**. Make a line under the **oi**. _____
- Write the word **boarding**. Make a line over the **oa**. _____
- Write the word **toil**. Make a line under the **oi**. _____
- Write the word **folded**. Make a line under the **ol**. _____

Part 3

Write the words.

- like + ed = _____
- bright + ly = _____
- invent + or = _____
- board + ing = _____
- starve + ed = _____

Part 4

Write the words.

- some + body = _____
- may + be = _____
- with + out = _____
- every + one = _____
- an + other = _____

Word match, word parts, suffixes, compound words

Name _____

Part 5

The Leader of the Pack

As Hurn and the other wolves slowly walked down the side	11
of the mountain, a big black bear came out of its den. The	24
bear had been sleeping nearly all winter, and it was mean and	36
hungry. The bear stood up and growled at the wolves. They	47
turned and began to walk away.	53
The bear was not in a friendly mood. "Grrrrr," it growled,	64
and started to chase Hurn and the other wolves.	73
Down the mountainside they went. The wolves had to run	83
pretty fast because that bear was fast. The wolves ran about	94
500 yards. They were panting. The bear was panting, too.	104
Suddenly Hurn stopped. The other wolves kept running,	112
but something told Hurn that he would run no more. He would	124
turn around and fight that bear.	130
Wolves fight bears sometimes, but that is rare. Even when	140
wolves are very hungry, they will not bother bears. Sometimes a	151
big pack of wolves will attack a bear, but wolves must be almost	164
starved before they'll do that. Hurn was hungry, but he wasn't	175
almost starved. And he didn't plan to fight with the help of	187
other wolves. He just didn't want to run from that bear any	199
more.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Match the words and complete them.

recall	•	•	pret
hammer	•	•	call
crazy	•	•	fool
pretzel	•	•	mer
foolish	•	•	y

Part 2

Write the words.

- listen + ed = _____
- stick + y = _____
- drop + ing = _____
- flat + er = _____
- walk + ing = _____
- dent + s = _____

Part 3

Write the two words that make up each word.

- yourself = _____ + _____
- downstairs = _____ + _____
- anything = _____ + _____
- paintbrush = _____ + _____
- anyone = _____ + _____

Word match, suffixes, compound words

Name _____

Part 4

Why Irma Boils

There once was a woman named Irma. Irma ran a boarding	11
house. Seven people lived in her boarding house. They slept in	22
the boarding house, ate in this house, and paid Irma for their	34
rooms and meals. But they did not treat Irma very well.	45
Carl and Herman were brothers who lived on the second	55
floor of the house. Herman worked in an oil plant. Carl toiled	67
in a meat plant. The two brothers did not get along with each	80
other.	81
Berta was a loud woman who lived on the first floor. She	93
didn't have a job. She spent most of her time watching TV.	105
Three women lived on the third floor of Irma's boarding house.	116
All worked in a cheese factory. Irma worked in that factory, too.	128
Every evening, Irma came home very tired. But nobody	137
greeted her at the door with a smile. Herman would usually be	149
standing near the door. He would say, "It's about time you got	161
home. Now go out and get some hamburgers for us to eat. We	174
are starved."	176
So Irma would go out and get the hamburgers. And when	187
she would come back, Berta wouldn't say, "Irma, it's very good	198
of you to get those hamburgers."	204

**A Note
to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words. Item 1 is done for you.

- | | |
|-----------------------|------------------------|
| 1. do + not = don't | 4. would + not = _____ |
| 2. you + will = _____ | 5. I + had = _____ |
| 3. she + is = _____ | 6. we + have = _____ |

Part 2

Write the words without endings.

- | | |
|-------------------|--------------------|
| 1. watching _____ | 5. smiled _____ |
| 2. wadded _____ | 6. dropped _____ |
| 3. chores _____ | 7. relatives _____ |
| 4. beaches _____ | 8. stinky _____ |

Part 3

Write the words.

- | | |
|-------------------------|------------------------|
| 1. up + stairs = _____ | 4. how + ever = _____ |
| 2. some + thing = _____ | 5. with + out = _____ |
| 3. any + body = _____ | 6. day + light = _____ |

Contractions, suffixes, compound words

Name _____

Part 4

Irma Makes Paint

As you may recall from the last Irma story, Irma was very	12
unhappy. She worked all day in the cheese factory. When she	23
got home, she had to fix meals for her boarders. Then she	35
washed the clothes while they watched TV.	42
When we left Irma, she felt good because she was done with	54
her chores for the day. She could now work on her paint. She	67
went into her lab and closed the door. She could hear the others	80
upstairs laughing.	82
“Go get the pretzels,” Carl said to Berta.	90
“Get them yourself, you bum.”	95
Irma went to the jars of paint she had been working with.	107
She wanted to see how hard the paint in each jar was. The paint	121
had been drying for almost three days.	128
She tapped the paint in the first jar. It was not hard. There	141
was a film of hard paint on top, but the paint under the film	155
was still wet and sticky.	160
She tapped the paint in the next jar. It was pretty hard, but	173
there was still some soft paint under the film on top.	184
Irma went to the last jar of paint. She tapped it. It was	197
hard. She tapped it harder and harder.	204

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to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the name of the person each sentence tells about.

Herman Carl Irma Berta Fern

1. This person said, "I don't know why we stay here. She is all for herself. She never thinks about anybody else." _____
2. This person said, "Here is the hand you wanted," and held up her right hand. _____
3. This person looked at the hand. His lips moved, but his voice did not seem to be working. _____
4. This person looked at the hand and said, "Uh, buh, duh, buh, buh, uh." _____

Part 2

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Herman sat on the _____ and watched TV. ☐ coach ☐ couch
2. Irma dumped the _____ from the jar. ☐ paint ☐ point
3. In a _____ voice, she said, "You wanted me to give you a hand?" ☐ lead ☐ loud
4. Fern stopped talking and _____ at the hand. ☐ starred ☐ stared

Part 3

Write the words.

- | | |
|-----------------------|-----------------------|
| 1. wave + ed = _____ | 4. joke + s = _____ |
| 2. bake + ing = _____ | 5. stop + ed = _____ |
| 3. face + ing = _____ | 6. stare + ed = _____ |

Name _____

Part 4

Irma Tests the Invisible Paint

Irma had left a nail on the hard paint. When she came back
to her lab, the nail was invisible. Slowly she began to realize that
the paint had made the nail invisible. 13
26
33

She said to herself, "I will test that paint." She took a coin
from her purse and dropped the coin on the paint. Then she
watched and waited. After a while, she saw that the coin was
starting to turn invisible. It now looked like a glass coin. She
could still see it, but it did not look like a copper coin or a silver
coin. It looked like a glass coin. 46
58
70
82
98
105

She dropped it on the floor. "Clink," it went. It sounded
like a coin. She took a hammer and hit the coin ten times.
She wanted to see what would happen to it now. The coin got
flatter and bigger, but it still looked like glass. She said, "I don't
believe what is happening." 116
129
142
155
159

She set the coin on the paint again and waited. Soon the
coin was invisible. Now it didn't look like glass. It didn't look
like anything. 171
183
185

"I don't believe it," Irma said to herself. She felt the coin.
She could feel the dents that had been made by the hammer. 197
209

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to the Parent**

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read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

- | | | | |
|------------|-------|------------|-------|
| 1. stopped | _____ | 5. glasses | _____ |
| 2. hoped | _____ | 6. tossed | _____ |
| 3. waking | _____ | 7. grabbed | _____ |
| 4. staring | _____ | 8. making | _____ |

Part 2

Write the words. Item 1 is done for you.

- | | | | |
|-------------------------|-------|-----------------|-------|
| 1. does + not = doesn't | _____ | 4. he + is = | _____ |
| 2. do + not = | _____ | 5. they + had = | _____ |
| 3. we + will = | _____ | 6. I + have = | _____ |

Part 3

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

- | | | |
|--|-------------------------------|------------------------------|
| 1. Berta ran from the room as fast as a track _____. | <input type="radio"/> stare | <input type="radio"/> star |
| 2. Irma _____ the rag on the invisible paint. | <input type="radio"/> rubbed | <input type="radio"/> robbed |
| 3. Fern was just _____ up again. | <input type="radio"/> walking | <input type="radio"/> waking |

Name _____

Part 4

Irma Gives Them a Hand

As you may recall, Irma had made a batch of invisible paint. Then she got an idea about how she could have a lot of fun with that paint. 11
25
29

She began to think of all kinds of fun things that she could do. She could rub the paint on herself. Then she could go upstairs and pay back her boarders for being mean to her. She could scare them. She could play jokes on them. She smiled to herself as she began to think about the things she could do. 42
54
66
78
90

"Irma," Herman yelled. "We are trying to move the couch. Get up here and give us a hand." 100
108

"Yes," Irma answered. "I'll give you a hand." 116

Quickly she grabbed the jar with the invisible paint in it. She dumped the paint from the jar. Then she began rubbing the paint on herself. She rubbed it on her head, her arms, her body, her legs, and her feet. She rubbed paint on every part of her but her right hand. Then she waited and watched as she became invisible. 127
139
152
166
177
178

"Irma, get up here and give us a hand. You can fool around in that stinky basement some other time." 191
198

Irma looked at herself in the cracked mirror that was in her lab. 210
211

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words. Items 1, 5, and 9 are done for you.

- | | |
|----------------------|-----------------------|
| 1. I + am = I'm | 6. it + is = _____ |
| 2. I + will = _____ | 7. do + not = _____ |
| 3. he + will = _____ | 8. does + not = _____ |
| 4. she + is = _____ | 9. we + are = we're |
| 5. he + has = he's | 10. you + are = _____ |

Part 2

Write these words without endings.

- | | |
|------------------|-------------------|
| 1. flipped _____ | 5. offering _____ |
| 2. closed _____ | 6. really _____ |
| 3. drapes _____ | 7. remarked _____ |
| 4. places _____ | 8. smiled _____ |

Part 3

Write the two words that make up each word.

- | | | | | |
|--------------|---|-------|---|-------|
| 1. inside | = | _____ | + | _____ |
| 2. herself | = | _____ | + | _____ |
| 3. something | = | _____ | + | _____ |

Contractions, suffixes, compound words

Name _____

Part 4

Did They Really Want a Hand?

Irma had come up to give Herman and the others a hand.	12
She had made every part of herself invisible except her right	23
hand. She went to the living room. Then she said, "You wanted	35
a hand? Here it is." She waved the hand around.	45
The others stopped and stared. They were still staring. The	55
man on the TV was saying, "Yes, friends, we have a car for	68
everybody. So come on down to the Car Mart and pick out the	81
car of your dreams."	85
Carl was still saying, "Buh, duh, uh, buh, buh, uh, duh."	96
Then he stopped going, "Buh, duh," and started to say	106
something else. "I'm getting out of . . . I'm getting . . . I'm . . ."	115
Suddenly Carl turned around and took a dive at the	125
window. "Crash," the glass went, and Carl went rolling on the	136
ground outside the window. He got up and ran. He ran like a	149
streak. "I'm getting out of . . . I'm getting . . .," he yelled.	158
Berta stood there and stared at the hand for a while. Then	170
she said, "Is that hand a hand, or is that hand not a hand?	184
Or is . . . ?"	186
Irma said, "You wanted me to give you a hand, didn't you?"	198

**A Note
to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

grab	meal	scare	fast	anything	chore
mean	right	listen	main	something	now
bold	yell	stand	stare	remember	careful
quiet	next	remarked	note	tone	stand

Irma said, “I have _____ to say, and I am going to say it right now. And I want you to _____.”

“All right, all right,” Carl said. “Say what you have to say. Just make it _____.”

Irma said, “From now on, don’t _____ at me. Don’t tell me to do every _____ around this house. And don’t be _____ to me.”

Berta said, “Who do you think you are, talking to me in that _____ of voice?”

“You know very well who I am,” Irma said. “Just _____ what I’m telling you.”

“Oh, be _____, and let’s eat,” Carl _____.

Part 2

Write the words.

1. eat + en = _____

5. taco + s = _____

2. bother + ing = _____

6. daze + ed = _____

3. boil + ed = _____

7. scare + ed = _____

4. complain + ing = _____

8. mix + ed = _____

Vocabulary/context clues, suffixes

Name _____

Part 3

Looking for the Hand

After Irma had given Herman and the others a “hand,” she removed the invisible paint with oil. Then she took a shower and went back to the living room. When Fern saw her, she passed out again.

Irma laughed and walked over to the TV set. The same man was still on the TV. He was saying, “Before we return to the movie, let me just show you three or four more of the cars that we are offering as part of our sale.”

Irma turned off the set. Then she closed the drapes on the window that had been broken when Carl dove out. Then Irma sat down and began to think of other things that she could do.

At last, Fern woke up. She was very pale. She sat up and stared at Irma. Then she started to say, “Are you really . . . ?”

Just then Carl came in the front door. “Where is that hand?” he asked. He was carrying a bat.

Irma held out her hand. “Here it is,” she said.

“Not that hand,” Carl said. “I want the hand that was floating around this room.”

Irma pointed to her hand. “This is it,” she said.

11
22
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37
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107
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133
144
156
163
173
184
188
198

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the name of the person each sentence tells about.

Irma

Berta

Fern

Herman

Carl

1. This person said, "Who has my keys? Give them back right now."

2. This person said, "Will you cut the noise? I can't even hear what they're saying on TV."

3. This person was yelling, "I want my keys."

4. This person was yelling, "I hope you can find them, so that you can get out of here, you bum."

5. This person was yelling, "I don't know anything about your lousy keys."

6. This person was laughing.

Part 2

Write the words. Items 1 and 3 are done for you.

1. what + is = what's

6. was + not = _____

2. that + is = _____

7. we + are = _____

3. can + not = can't

8. were + not = _____

4. I + am = _____

9. she + has = _____

5. do + not = _____

10. you + have = _____

Characterization, contractions

Name _____

Part 3

Irma Gets Ready

After Irma had scared Carl and the other boarders with the	11
hand, she made up her mind about two things.	20
The first thing was that she wouldn't scare them again,	30
unless they were mean to her.	36
The second was that she would make another batch of	46
paint, a big batch.	50
For the next three or four days, everyone was pretty nice	61
to Irma. They weren't really nice. They just weren't bothering	71
her as much as they had. In fact, they didn't say much. They	84
seemed to be dazed.	88
Before Irma had scared them, Carl had eaten like a goat.	99
But now he wouldn't even finish one helping. Before Herman	109
had been scared, he had spent more time complaining than	119
eating. But now he just picked at his food without saying much.	131
And after dinner, Fern and Berta went into the living room	142
and sat. Sometimes they would not remember to turn on the	153
TV set. They just sat and stared at the set.	163
Irma got a lot done on those days. Right after dinner, she	175
would go down to the lab and work on her paint. She boiled	188
sheep fat. The smell was bad, but nobody yelled, "Stop making	199
that stink down there."	203

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to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box and answer the questions.

Irma had done some things to start an argument between her boarders. She had removed Carl's keys from his coat and slipped them into Herman's pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta's back.

Now everybody was yelling. Carl was yelling because he couldn't find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn't watch TV. And Herman was yelling because Carl was yelling at him about the keys.

1. Why was Carl yelling? _____
2. Where had Irma put the keys? _____
3. Why was Berta yelling? _____
4. What did Fern want to do? _____
5. Why was Herman yelling? _____

Part 2

Write these words without endings.

- | | | | |
|------------|-------|------------|-------|
| 1. opened | _____ | 5. pizzas | _____ |
| 2. removed | _____ | 6. worker | _____ |
| 3. placed | _____ | 7. hardly | _____ |
| 4. wearing | _____ | 8. slipped | _____ |

Details, suffixes

Name _____

Part 3

A Chunk of Ice Down the Back

Irma had warned the others. But they didn't take her warning. They yelled at her and told her that she had a lot of nerve for talking to them that way.

Irma did not fight with them. She sat and ate her taco while they yelled at her. Then she cleaned up the kitchen while they went into the living room, and when they were watching TV, she went downstairs.

She was pretty mad. At first she wanted to do the meanest thing she could think of. But she sat and cooled off for a while. Then she said, "I must think of a plan that is clever."

After thinking for a while, she said, "I've got it." She got a pick and a hammer. She broke a chunk of paint from the pot of invisible paint. She began to rub the paint on every part of her. Then she slipped the invisible glasses on and went upstairs.

Irma was thinking, "They yell at me so much that they don't have time to fight with each other. I will fix that."

She went to Carl's room. She felt in the pockets of Carl's coat. She found his car keys. She carried the keys in to the living room.

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**A Note to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words.

- | | |
|-------------------------|-----------------------|
| 1. what + is = _____ | 6. does + not = _____ |
| 2. you + are = _____ | 7. we + have = _____ |
| 3. should + not = _____ | 8. I + am = _____ |
| 4. that + is = _____ | 9. can + not = _____ |
| 5. we + will = _____ | 10. you + had = _____ |

Part 2

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

- Irma will _____ him money to pay the dentist's bill. ☐ land ☐ lend
- It was a _____ for her to get the paint off. ☐ bother ☐ brother
- She fumbled around on the work _____ until she found the invisible glasses. ☐ bench ☐ beach
- She left the room and _____ to see what would happen. ☐ wanted ☐ waited

Part 3

Write the compound words.

- | | |
|-------------------------|--------------------------|
| 1. every + one = _____ | 4. down + stairs = _____ |
| 2. some + times = _____ | 5. it + self = _____ |
| 3. in + side = _____ | 6. through + out = _____ |

Contractions, vocabulary/context clues, compound words

Name _____

Part 4

The Big Argument

Irma had done some things to start an argument between her boarders. She had removed Carl's keys from his coat and slipped them into Herman's pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta's back.

Now everybody was yelling. Carl was yelling because he couldn't find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn't watch TV. And Herman was yelling because Carl was yelling at him about the keys.

All at once Herman stood up. "Come on," he said to Carl. "If you think I've got your keys, look in my pockets. Come on."

"All right, I will," Carl said.

"No, you won't," Herman said. "Just keep your hands to yourself. I'll show you what's in my pockets."

Herman took some coins from his front pocket. "There," he said. "Do those look like your keys?" Then he took some folded money from another pocket. "Maybe you think that these are yours, too?" Then Herman took the keys from his back pocket. He held them up and said, "The next thing you know, you'll be telling me that these are your keys."

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**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

simmering	nice	brother	tacos	fish	smiled
arguing	stared	smiles	complain	spilled	slipped
tired	bother	cheese	yelled	pizza	cola
peace	started	complaining	late	scared	warned

Now Irma's boarders didn't _____ her. They didn't yell. They didn't
_____. They seemed to be tired of _____. In fact,
Herman was even _____ to her from time to time. One time she came
home with a _____. Carl _____ to say something about how
_____ she was, and Herman said, "Listen here. She works in that
_____ factory all day and still brings us dinner. So stop _____."

Irma _____ at Herman and said, "Well, thank you, Herman. That was a
very nice thing for you to say."

Part 2

Write the words without endings.

- | | | | |
|--------------|-------|-------------|-------|
| 1. fumbles | _____ | 5. smiled | _____ |
| 2. simmering | _____ | 6. scared | _____ |
| 3. slipped | _____ | 7. whistled | _____ |
| 4. prices | _____ | 8. nearly | _____ |

Vocabulary/context clues, suffixes

Name _____

Part 3

Another Big Argument

After Irma had given the others a hand, they had been quiet	12
for a few days. After she made them argue among themselves,	23
they were quiet again. But on the third day after the argument,	35
Herman began to complain again. He was mad because he had	46
to go to the dentist. He complained about the dentist's bill for	58
his false tooth. He shouldn't have complained because Irma	67
loaned him the money to pay the dentist's bill.	76
Two days later, everybody was complaining again. They	84
complained because Irma came home with hamburgers.	91
"Hamburgers again?" they moaned. "Oh, I can't stand	99
hamburgers."	100
Irma said, "Remember what happened last time? If you're	109
mean to me, I'll be mean to you."	117
"Oh, be quiet, and let's eat," Herman said. His false tooth	128
was whiter than his other teeth.	134
"Okay," she remarked. "Just remember what I said."	142
Everybody yelled at Irma as they ate. So after dinner Irma	153
went down to her lab. She wasn't in the mood to rub invisible	166
paint all over her. She didn't mind rubbing the paint on so	178
much. But it was a bother to get the paint off. First she had to	193
rub herself with oil. Then she had to take a shower.	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Then one day, Irma made up her _____ to keep the paint. ☐ mind ☐ mine
2. From time to time, Berta would start to _____ about Irma. ☐ grip ☐ gripe
3. When this happened, Herman would say, "Stop _____." ☐ gripping ☐ griping
4. It's so nice and _____ in this room. ☐ quiet ☐ quite

Part 2

Write the two words that make up each word.

- | | | | | |
|---------------|---|-------|---|-------|
| 1. downstairs | = | _____ | + | _____ |
| 2. yourself | = | _____ | + | _____ |
| 3. billboard | = | _____ | + | _____ |
| 4. everybody | = | _____ | + | _____ |
| 5. outside | = | _____ | + | _____ |
| 6. nothing | = | _____ | + | _____ |
| 7. anyone | = | _____ | + | _____ |
| 8. bedroom | = | _____ | + | _____ |

Part 3

Write the words.

- | | |
|-----------------------|-------------------------|
| 1. was + not = _____ | 3. I + have = _____ |
| 2. there + is = _____ | 4. should + not = _____ |

Vocabulary/context, compound words, contractions

Name _____

Part 4

Things Get Better

Irma didn't like the idea of paying for two more false teeth,	12
but she said to herself, "I think it's worth the price." One of	25
Herman's false teeth did not fit quite right. And when he said	37
words with an <i>s</i> in them, he whistled. He could say, "What are	50
we having for dinner?" without whistling. But when he said,	60
"I smell something simmering on the stove," he sounded like a	71
bird.	72
For two weeks after the last argument nobody yelled at	82
Irma. By now Herman had two new false teeth. Carl's nose was	94
smaller. And Fern's sore back was almost well.	102
For two weeks everybody seemed tired of arguing. But then	112
it started up again. Everybody began to pick on Irma. And	123
Irma warned them. She pointed her finger at them and said, "If	135
you give me a hard time, I will see to it that you get a hard time	152
right back."	154
They told her to shut up.	160
That night Irma put the invisible glasses on their cat and	171
let the cat walk through the living room. Berta passed out.	182
Herman saw the cat and spilled his glass of cola on Carl. Carl	195
did not see the cat.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box and answer the questions.

When Old Salt had first moved into that little white house a year before, the girls and boys hadn't made fun of him. They listened to Old Salt tell about his days as a first officer on cargo ships. They heard him tell about the First World War and the Second World War. They listened to his tales about a chest of gold that had been taken from the SS *Foil* just before it had gone down in the South Pacific. The old man told the boys and girls that the *Foil* had sunk in 1918, while World War I was going on.

1. For how long had Old Salt lived in the house? _____
2. What job did he have on cargo ships? _____
3. What did he say was taken from the SS *Foil* before it sank? _____
4. What is the South Pacific? _____
5. What was going on in the year 1918? _____

Part 2

Write these words without endings.

- | | |
|--------------------|--------------------|
| 1. retired _____ | 6. later _____ |
| 2. relatives _____ | 7. loved _____ |
| 3. mumbled _____ | 8. liking _____ |
| 4. really _____ | 9. certainly _____ |
| 5. worker _____ | 10. tales _____ |

Part 3

Write the words.

- | | |
|-----------------------|-----------------------|
| 1. he + would = _____ | 3. they + are = _____ |
| 2. what + is = _____ | 4. had + not = _____ |

Details, suffixes, contractions

Name _____

Part 4

Things Get Very Good

When Irma had begun working in her lab, she had hoped
that she would make a super hard paint. She had hoped that
she would become rich and powerful. But instead of inventing
a super hard paint, she had invented a paint that made things
invisible. And now she wasn't too sure about telling anybody
about her paint.

Here's how she saw it: If she told people about the paint,
she would make a lot of money. But who would want to use the
paint? Crooks would like to use it. They could rub the paint
on themselves and rob banks. And nobody would be safe if
that paint got on the market. You wouldn't be able to tell when
somebody was in the room with you.

When you walked down the street at night, you wouldn't
know when an invisible hand might reach out and grab you.
The crooks would love the invisible paint, but the cops would
hate it. Spies would love it. Bankers would hate it. Con men
would love it. People with cash in their pockets would hate it.

Irma did a lot of thinking about her paint. From time to
time she told herself, "I don't care how people use this paint."

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to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

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Date _____

Name _____

Part 1

Write the words. Item 1 is done for you.

- | | |
|-------------------------------|--------------------------|
| 1. like + ing = <u>liking</u> | 6. snap + ed = _____ |
| 2. nose + ing = _____ | 7. young + er = _____ |
| 3. take + en = _____ | 8. store + ed = _____ |
| 4. try + ing = _____ | 9. magnify + ing = _____ |
| 5. decide + ed = _____ | 10. kid + ing = _____ |

Part 2

Write the two words that make up each compound word.

- | | | | | |
|---------------|---|-------|---|-------|
| 1. outside | = | _____ | + | _____ |
| 2. everybody | = | _____ | + | _____ |
| 3. matchbox | = | _____ | + | _____ |
| 4. sometime | = | _____ | + | _____ |
| 5. without | = | _____ | + | _____ |
| 6. downstairs | = | _____ | + | _____ |
| 7. herself | = | _____ | + | _____ |
| 8. classroom | = | _____ | + | _____ |

Part 3

Write the words. Item 1 is done for you.

- | | |
|------------------------------|-----------------------|
| 1. will + not = <u>won't</u> | 4. were + not = _____ |
| 2. do + not = _____ | 5. you + have = _____ |
| 3. she + is = _____ | 6. we + will = _____ |

Suffixes, compound words, contractions

Name _____

Part 4

Old Salt, the Retired Sailor

They called him Old Salt, and they liked to make fun of	12
him. Old Salt was a retired sailor. They didn't hate him. They	24
didn't really think that they were being mean to him. They just	36
liked to make him mad. So when they went past his house on	49
their way to school, they would call to him, "Hey, Old Salt.	61
Have you found your ship yet? Hey—Salt! Let's go hunting for	73
treasures."	74
"Be on your way," Old Salt would holler from his window.	85
"What do you know about hidden treasures?"	92
"Come on, Salt," the kids would yell. "Let's go hunting for	103
treasures."	104
"Be on your way," Salt would yell. Then he'd mumble to	115
himself, and the kids would laugh.	121
When Old Salt had first moved into that little white house	132
a year before, the girls and boys hadn't made fun of him. They	145
listened to Old Salt tell about his days as a first officer on cargo	159
ships. They heard him tell about the Second World War. They	170
listened to his tales about a chest of gold that had been taken	183
from the SS <i>Foil</i> just before it had gone down in the South	197
Pacific.	198

**A Note
to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the words in the box. Then fill in the blanks.

unfold	thousand	hundreds	parted	specks	shipped
shaped	painted	dotted	decide	sense	crack
fumbled	meal	start	maps	numbers	spoil
spell	pointed	chance	knock	close	find

Old Salt said, “If only we could _____ out where this island is, we would be off to a good _____. But there must be a _____ little islands in the South Pacific. This could be any one of them. Look for yourself.”

Salt _____ to a big wall map of the South Pacific. It was _____ with little islands. Most of them looked like _____. You couldn’t tell from the map if they were _____ like an *S*, like a *C*, or like an *I*. All of them looked like little dots.

Salt said, “I think those _____ at the top of the map tell where the island is. But I haven’t been able to _____ the code.”

Part 2

Write the words.

- | | |
|-----------------------|-----------------------|
| 1. was + not = _____ | 4. that + is = _____ |
| 2. will + not = _____ | 5. does + not = _____ |
| 3. here + is = _____ | 6. we + are = _____ |

Part 3

- Write the word **decide**. Make a line over **ci**. _____
- Write the word **farther**. Make a line over **ar**. _____
- Write the word **loudly**. Make a line under **ou**. _____

Vocabulary/context, contractions, word parts

Name _____

Part 4

The Captain's Chest

A truck was parked in front of Old Salt's house. Salt was	12
holding the door open for the two workers who were carrying a	24
big trunk into the house. Tony had asked if they could look at	37
the stuff in the trunk.	42
Salt stared at Tony. He was trying to see if Tony was going	55
to make fun of him.	60
Tony said, "I'm not kidding, Salt. I'd really like to see what's	72
in it."	74
Salt turned away. Without looking at Tony, he said, "Come	84
around. Come around sometime, and we'll see what we'll see."	94
Rosa yelled, "Yeah, Salt. Maybe it's a treasure."	102
"Knock it off," Tony said. "Don't make fun of him all the	114
time. That stuff gets old after a while."	122
After school Tony said to Rosa, "Hey, let's go over to Old	134
Salt's place and see what's in that trunk."	142
Rosa shook her head. "No, I don't think so." Then she	153
shrugged. "Well, why not? Let's go."	159
So they went to Old Salt's place. They knocked on the door.	171
They could hear Salt walking to the door. He walked with a	183
limp. He opened the door. He stared at them.	192
"Come to make fun of my captain, have you?"	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Match the words and complete them.

volcano	oi
poison	sure
sprang	or
treasure	cano
thorns	rang

peace	er
speck	ch
thousands	ea
bunch	ck
numbers	ou

Part 2

Write the words.

1. make + ing = _____
2. store + ed = _____
3. solve + ed = _____
4. hike + ing = _____
5. pace + s = _____

6. peer + ed = _____
7. set + ing = _____
8. pass + ed = _____
9. large + er = _____
10. grip + ed = _____

Part 3

Write the two words that make up each word.

1. won't = _____ + _____
2. where's = _____ + _____
3. couldn't = _____ + _____
4. I've = _____ + _____
5. you're = _____ + _____
6. she'll = _____ + _____

Word match, suffixes, contractions

Name _____

Part 4

Cracking the Code

Tony and Rosa didn't see Salt for over a week. Salt was	12
inside working on the code. Nine days after the trunk had	23
arrived at Salt's house, Tony saw Salt outside. It was a warm	35
day. It had just rained, and puddles of water were on the	47
ground. Salt was sitting on his front steps.	55
"Hello," Tony said. "How are you coming with the code on	66
the <i>Foil</i> map?"	69
Salt shook his head. "Ah," he said, "that sure is a hard one.	82
Worked day and night, I have. And still I can't make heads nor	95
tails out of it. I think it is beyond me."	105
"Maybe you need some help," Tony said. "What if I helped	116
you work on the code?"	121
Salt shook his head. "I don't know about that." His eyes	132
looked at Tony. Then they looked down. "It might be that you	144
could help."	146
"I'm ready," Tony said. "Let's take a look at that map."	157
Just then Rosa came down the street on her bike. She	168
stopped and said, "Am I missing out on something?"	177
"Yeah," Tony said. "We're going to work on the code. Salt	188
hasn't broken it yet."	192

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box and answer the questions.

“How much is the gold worth?” Tony asked.

“That’s not a thing to be talking about,” Salt said sharply. He looked boiling mad.

“Don’t talk about gold,” he said.

“I’m sorry, Salt,” Tony said. “Are you going to see about getting a ship?”

Salt shook his head, “Don’t talk about that,” he said. “Just go off to school and think about something else.”

So Tony went to school. It seemed like a long day. It seemed as if the three o’clock bell would never ring. But at last it did, and Tony ran all the way to Salt’s house. Now he would find out about the ship.

1. What two things did Old Salt tell Tony not to talk about? _____

2. What did Salt tell Tony to do instead? _____

3. Why did the school day seem so long to Tony? _____

4. What did Tony hope to find out about after school? _____

Part 2

Write these words without endings.

1. tales _____

6. boiling _____

2. slowly _____

7. stopped _____

3. getting _____

8. quickly _____

4. having _____

9. places _____

5. talked _____

10. sharper _____

Details, suffixes

Name _____

Part 3

The Code Is Broken

Tony and Rosa and Old Salt broke part of the map's code.	12
The numbers on the top of the map said: "SS <i>Foil</i> , Rose	25
Island."	26
"Rose Island," Old Salt said. He sprang from his chair and	37
darted to the map. "It's right around here," he said. He pointed	49
to three or four places on the map. Then he asked, "Where's my	62
glass? How can I read this map without my glass?"	72
Rosa handed him the big magnifying glass. "Here it is," Salt	83
said, and pointed to one of the little dots between two larger	95
dots. "Rose Island," he said. "I remember it well. Flowers, trees,	106
and black-sand beaches. The water is filled with poison coral. If	117
you step on it, you're dead."	123
"Did you say the sand on the beach is black?" Rosa asked.	135
"As black as night," Old Salt said.	142
"I've never seen black sand," Tony said.	149
"You see," Salt said, "at one time—thousands and	158
thousands of years ago—Rose Island was a volcano sticking	168
out of the sea. The waves have worn the island down over the	181
years. The rock from the volcano is black, so the sand on the	194
beach is black."	197
"Wow!" Tony said. "Why do they call it Rose Island?"	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the sentences in the box and answer the questions.

Rosa and Tony bent over the table. Salt talked very softly. He told them that a vacation ship was leaving for the South Pacific in three weeks. Salt said that he could get a job on that ship. The ship would go as far as Wake Island. From that point, Salt would have to rent a small boat and travel 300 miles to Rose Island.

1. What kind of ship was leaving for the South Pacific? _____
2. When would the ship leave? _____
3. How did Salt plan to pay for the trip? _____
4. Where is Wake Island? _____
5. How did Salt plan to get from Wake Island to Rose Island? _____
6. How far is it from Wake Island to Rose Island? _____

Part 2

Write the words.

- | | |
|-----------------------|-----------------------|
| 1. trap + ed = _____ | 4. broke + en = _____ |
| 2. puddle + s = _____ | 5. bite + ing = _____ |
| 3. let + ing = _____ | 6. sharp + ly = _____ |

Part 3

Write the two words that make up each word.

- | | |
|--------------------|---------|
| 1. won't = _____ | + _____ |
| 2. there's = _____ | + _____ |
| 3. you'll = _____ | + _____ |
| 4. I'm = _____ | + _____ |
| 5. they're = _____ | + _____ |
| 6. can't = _____ | + _____ |

Details, suffixes, contractions

Name _____

Part 4

Dreams of Gold

Now Tony and Rosa and Old Salt had broken the whole	11
code. Numbers stood for letters, and letters stood for numbers.	21
Z-16 was a code for twenty-six paces.	29
“Not a word of this to anybody,” Old Salt said when Rosa	41
and Tony were leaving his house. “Tonight we cracked the code.	52
Tomorrow I’ll see about getting on a ship to Rose Island.”	63
Rosa and Tony walked slowly down the street. They talked	73
for a while in front of their house. Then they went inside. Tony	86
went to his bedroom and sat on his bed. He sat for a long time,	101
thinking about the map and treasure. It was funny, thinking	111
about a real treasure.	115
Tony felt like an adult and a child at the same time. He felt	129
like an adult because treasure hunting is something that adults	139
do. On the other hand, he felt like a child because he wanted to	153
tell everybody about the treasure. He wanted to tell his mom	164
and his dad, his little brother, and his dog. He wanted to tell his	178
friends at school. He wanted to tell everybody.	186
Think of it—Tony Rizzo finding a treasure! Was all of this	198
real, or was Tony just having a dream?	206

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

placed	four	worked	kidding	week	grime
weak	stopped	fished	mess	cook	button
three	sailor	blazing	pointed	crime	painted
passed	boiler	streaked	showed	rammed	chunks

For _____ hours Tony _____ clinkers from the furnace. He had a long, _____ rod. He _____ the rod into the clinkers. Then he lifted them from the furnace.

After four hours had _____, a _____ came to Tony and said, "Okay, you're off for four hours." Tony was a _____. He was covered with grit and _____. His face was _____ with sweat. His hands were sore. His legs were _____.

Part 2

Write the words.

- | | |
|------------------------|------------------------|
| 1. late + er = _____ | 5. carry + ing = _____ |
| 2. change + ed = _____ | 6. open + ed = _____ |
| 3. pat + ed = _____ | 7. quick + ly = _____ |
| 4. pile + ing = _____ | 8. hire + ed = _____ |

Part 3

Write the words.

- | | |
|-----------------------|----------------------|
| 1. It + is = _____ | 3. we + have = _____ |
| 2. he + would = _____ | 4. she + has = _____ |

Vocabulary/context, suffixes, contractions

Name _____

Part 4

How to Get to Wake Island

Tony could hardly wait to get to Salt's house and meet with	12
Salt and Rosa. There was a lot to talk about. All day in school	26
Tony had thought about the treasure.	32
When Tony got to Salt's house, Rosa was already there.	42
And Salt was boiling mad. Salt was saying, "You've got to stop	54
talking about gold." Then his voice became soft. "Somebody	63
will steal the map if you don't stop talking about it."	74
Tony said, "Well, I just can't stop thinking about it."	84
"Think all you want," Salt said. "But when you feel like	95
talking about it, just bite your lip."	102
"Okay," Tony said.	105
Salt led them to the upstairs room. Then they sat around	116
the table. Salt said, "From now on, we will write in code. If you	130
want to know something, write it in code."	138
"That's a good idea," Rosa said. "If we do that, nobody will	150
know what we're saying."	154
"Right," Salt said. "Now let me tell you what I found out	166
about the ship."	169
Rosa and Tony bent over the table. Salt talked very softly.	180
He told them that a vacation ship was leaving for the South	192
Pacific in three weeks. Salt said that he could get a job on that	206
ship.	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Part 1

Read the sentences in the box and answer the questions.

The ship had made five stops. This was the last one. It would stay at Wake Island for three days. Then it would go back home. But Tony, Rosa, and Salt would not be on it. They would be in a small boat on their way to Rose Island.

That night Tony, Rosa, and Salt were standing on the dock again, talking to a woman who had small boats for rent. The night air was sweet with the smell of wild flowers. And the air was hot and wet.

Salt was saying to the woman at the dock. "We need a boat that can go six hundred miles out to sea."

1. For how long would the vacation ship stay at Wake Island? _____
2. When the ship went back home, where would Salt, Rosa, and Tony be? _____

3. Why did they meet with the woman on the dock? _____

4. What made the air smell sweet? _____
5. How did the air feel? _____
6. What kind of boat did Salt say they needed? _____

7. How far is it from Wake Island to Rose Island? _____

Part 2

Write the words.

- | | |
|-------------------------|------------------------|
| 1. gripe + ing = _____ | 6. large + er = _____ |
| 2. hard + ly = _____ | 7. move + ed = _____ |
| 3. believe + ed = _____ | 8. slap + ing = _____ |
| 4. wave + ing = _____ | 9. final + ly = _____ |
| 5. small + er = _____ | 10. like + ing = _____ |

Details, inferences, endings

Name _____

Part 3

On the Ship

Tony and Rosa tried and tried to make their mother and	11
dad let them go on the trip to the South Pacific. Then it	24
happened. Somehow Rosa and Tony talked their parents into it.	34
Maybe they wore their parents down. Maybe their parents just	44
got tired of saying, "No." But it happened.	52
Their mother talked to their father. They all talked to Old	63
Salt. Salt told their parents that he would look out for Tony	75
and Rosa. Their parents talked some more. Then, after a week	86
of talking and talking, the kids' mother and father said, "Well,	97
all right. You can go."	102
Tony jumped up in the air. He yelled. Rosa ran around the	114
kitchen. Then Tony and Rosa kissed their mother and ran over	125
to Salt's house.	128
And somehow the kids got jobs on the ship. Rosa got a job	141
waiting tables. Tony got a job in the boiler room. The man who	154
hired them told Tony, "This is a hard job, and I don't know if	168
you can do it. But I'll give you a chance."	178
Everything was set. Salt got the tools they would need to	189
dig up the chest. He had a coil of thick rope.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

birds	place	pop	green	feet	string
beach	swim	distance	sheet	gallon	surface
wash	dock	melt	volcano	yellow	bring
shovels	ring	pile	bugs	wild	claws

The sky in the east was starting to turn _____. The sea was as smooth as a _____ of glass. Every now and then a little fish would _____ out of the water and leave a _____ that moved slowly and seemed to _____ into the smooth _____ of the water. The vacation ship was dark, except for the _____ of lights on the top deck. Little birds were walking on the _____. So were big crabs with _____ that could cut off your finger. The _____ seemed to be everywhere.

Part 2

Write the compound words.

1. every + where = _____

2. speed + boat = _____

3. flash + light = _____

4. out + fit = _____

5. after + noon = _____

6. some + how = _____

7. pass + port = _____

8. your + self = _____

9. when + ever = _____

10. any + thing = _____

Vocabulary/context, compound words

Name _____

Part 3

Wake Island

Salt, Tony, and Rosa had jobs on the big, old vacation ship, 12
 and it was going to the South Pacific. At first Tony was mad 25
 because his job was so hard. Rosa and Salt had easy jobs. But 38
 by the time the ship reached Wake Island, Tony was beginning 49
 to think that he had the best deal of the three. He toiled harder 63
 than the others, but his job made him very strong. His hands 75
 became strong from gripping that clinker rod. His back and legs 86
 were strong. When the ship docked at Wake Island, Tony was in 98
 the best shape he'd ever been in. 105

The sun was boiling hot that day. Rosa, Tony, and Salt 116
 stood on the lower deck of the ship and looked at Wake Island. 129
 The ship's horn was going, "Toot, toot, toot." Other ships 139
 and small boats were tooting back. The people on deck were 150
 waving and shouting. The people on the dock were waving and 161
 shouting. 162

As Tony stood there, he could hardly believe what was 172
 happening. His home and his school seemed very far away. He 183
 had been on the ship for thirty-two days. 191

The ship had made five stops. This was the last one. 202

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
 read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the sentences in the box and answer the questions.

The island didn't look the way Tony had thought it would. It looked much bigger than he had thought. And the cliffs were much higher than he had thought.

At last the boat came to the place where there were no cliffs. There was a little cove. The water in the cove was clear and very green. Tony could see fish swimming under the surface of the water. The boat slid up on the black-sand beach. Salt cut the engine, and everything was calm, except for the hooting of birds.

1. Name two ways that the island looked different than Tony thought it would look.

2. Salt, Tony, and Rosa found a place to land the boat where there were no cliffs. What place was that? _____

3. What was the water like in the cove? _____

4. What kind of beach did they land on? _____

5. After Salt turned off the motor, what was the only sound they could hear?

Part 2

Write the words.

1. start + er = _____

6. pace + ing = _____

2. slap + ed = _____

7. bounce + ed = _____

3. snore + ed = _____

8. shake + ing = _____

4. pile + ing = _____

9. speckle + ed = _____

5. spray + ed = _____

10. bob + ing = _____

Part 3

Write the words.

1. you + had = _____

3. do + not = _____

2. we + have = _____

4. he + has = _____

Details/inferences, suffixes, contractions

Name _____

Part 4

The Trip to Rose Island

The sky in the east was starting to turn yellow. The sea was	13
as smooth as a sheet of glass. Every now and then a little fish	27
would pop out of the water and leave a ring that moved slowly	40
and seemed to melt into the smooth surface of the water. The	52
vacation ship was dark, except for a string of lights on the top	65
deck. Little birds were walking on the beach. So were big crabs	77
with claws that could cut off your finger. The bugs seemed to be	90
everywhere. The boat was almost packed.	96
“Where are the shovels?” asked Rosa.	102
“They’re packed,” Salt said.	106
“What about food and water?” Tony asked.	113
“We have plenty,” Salt said.	118
Rosa said, “That means we’re ready to go.”	126
Tony said, “What about gas?”	131
“We have plenty of that, too,” Salt said.	139
Tony jumped into the boat. It didn’t rock much, but it sent	151
out three waves. The waves moved across the still water. Then	162
Rosa got into the boat. And then Salt started the motor.	173
“Rrrrr-rrr-rrrr,” went the starter. Then, “Chu-cug, chu-cug,”	180
went the motor. The boat started to move. The three of them	192
were going out into the still sea, all alone.	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Reading fluency

Part 1

Read the words in the box. Then fill in the blanks.

stream	stopped	back	foot	dense	mapped
twisted	paced	top	letter	mopped	spray
arrow	left	filtered	edge	lucky	soaked
tied	slope	squinted	pointed	turned	ferns

They stopped at the _____ of a stream. They jumped across the stream, turned more toward the west, and _____ off another twenty-six paces. They stopped at the edge of the very steep _____.

“This must have been the _____ of the volcano,” Salt said. “So far we’ve been _____. There has been a landmark for everything _____ on the map.”

Now Salt and the others _____ south. The map said *W-16*. So Salt stepped off twenty-three paces and _____. There was no landmark.

Salt _____ the sweat from his face. He _____ and looked through the underbrush. “No landmark,” he said. “But let’s go on.”

Part 2

Write the two words that make up each compound word.

- underbrush = _____ + _____
- landmarks = _____ + _____
- sunlight = _____ + _____
- southwest = _____ + _____

Part 3

Write the words.

- pace + ed = _____
- slight + ly = _____
- rot + ing = _____
- holler + ed = _____
- excited + ed = _____
- smile + ing = _____

Vocabulary/context, compound words, suffixes

Name _____

Part 4

Rose Island at Last

Tony steered the boat most of the night. When the sky	11
began to grow light, the sea became choppy again. Each time	22
the front of the boat went through a wave, water sprayed into	34
the air. Some of it landed in the boat.	43
“Hey,” Rosa said, “turn the boat so that it doesn’t make so	55
much spray.”	57
Old Salt jumped up from the back of the boat. “You’d have	69
Tony do that?” he yelled. “You’d have him miss Rose Island	80
after we’ve come all this way?”	86
“No,” Rosa said. “I’m just getting tired of getting wet.”	96
Salt smiled. A wave with a curl of white water slapped the	108
front of the boat. Rosa was soaked. Salt was soaked, but he	120
kept on smiling. Then he said, “There she be. There be Rose	132
Island.”	133
Tony tried to stand up. But the boat was bobbing so much	145
that it knocked Tony down.	150
“We’re there,” Salt said. “We’ll be on dry land before you	161
know it.”	163
Two hours later, the boat was next to the island. They	174
hadn’t landed yet, but they were near the cove on the north end	187
of the island. Tony watched the waves dash against the high	198
cliffs of the island.	202

**A Note
to the Parent**

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Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write **1, 2, 3,** or **4** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ Salt uncoiled a rope and tied one end of it around the handle of the knife.

_____ Tony found a knife handle in the pile of rocks.

_____ Suddenly, a huge pile of rocks came sliding down the side of the volcano.

_____ Salt tugged and tugged until the knife came out of the ground.

1. _____

2. _____

3. _____

4. _____

Part 2

Write the words.

1. he + had = _____

5. where + is = _____

2. it + is = _____

6. will + not = _____

3. did + not = _____

7. you + will = _____

4. we + are = _____

8. I + am = _____

Part 3

Write the words.

1. rumble + ing = _____

4. tug + ed = _____

2. rust + y = _____

5. bite + ing = _____

3. rattle + ing = _____

6. cool + er = _____

Sequence, contractions, suffixes

Name _____

Part 4

More Landmarks

Everything was green inside the jungle. Even the light was	10
green. Tony's white shirt looked green. No sunlight got through	20
the dense trees. Only a green glow filtered down to the floor of	33
the jungle.	35
Salt was leading the way. Tony followed. Then came Rosa.	45
After they reached the huge, moss-covered rock, they turned	54
slightly to the south and paced off another twenty-six paces.	64
They stopped at the edge of the stream. They jumped across	75
the stream, turned more toward the west, and paced off	85
another twenty-six paces. They stopped at the edge of a very	96
steep slope.	98
"This must be the foot of the volcano," Salt said. "So far	110
we've been lucky. There has been a landmark for every arrow	121
on the map."	124
Now Salt and the others turned south. The map said <i>W-16</i> .	136
So Salt stepped off twenty-three paces and stopped. There was	146
no landmark.	148
Salt mopped the sweat from his face. He squinted and	158
looked through the underbrush. "No landmark," he said. "But	167
let's go on. We know that we were going right when we got to	181
the foot of the volcano."	186
The next arrow on the map was pointing due west. The map	198
said <i>X-16</i> . "Twenty-four paces," Salt said and began to step	209
them off.	211

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1 Read the words in the box. Then fill in the blanks.

knife	pushed	peered	rusty	bent	patted
find	bobbed	volcano	handle	paced	shovel
piles	traps	tugged	ledge	chain	bands
soil	scrambled	cove	corner	rocks	lock

Tony and Rosa _____ up the side of the _____. Tony remembered to bring his _____. When they reached the _____, they saw Salt _____ over.

Without looking up, Salt said, "They put the treasure under the _____.

I don't see any more _____. Let's dig down and see what we

_____." Salt _____ the shovel into the ground. "Clink." He tossed the dirt aside. And there it was, the _____ of the chest.

Part 2 Write the two words that make up each compound word.

- breakfast = _____ + _____
- something = _____ + _____
- afternoon = _____ + _____
- nothing = _____ + _____
- maybe = _____ + _____
- sunlight = _____ + _____
- landslide = _____ + _____
- whenever = _____ + _____
- daytime = _____ + _____

Part 3 Write the words.

- here + is = _____
- is + not = _____
- you + have = _____
- were + not = _____

Vocabulary/context, contractions, word parts

Name _____

Part 4

Digging for Gold

Tony's hands were sore. His back was sore. So were his legs.	12
He was beginning to realize that Salt had been right when he'd	24
said that the real work was just beginning. For the past three	36
hours, Tony had hauled rocks from the pile. At first the pile had	49
been about six feet high. Now it was only about one foot high.	62
Tony bent down and grabbed another rock. When he picked	72
it up, he saw something below it. "Hey, Rosa," he said. "What's	84
that?"	85
Rosa tossed a rock into the underbrush. Then she wiped the	96
sweat from her eyes. She bent down and looked where Tony was	108
pointing. "It looks like a knife handle," Rosa said. "I'll pull it	120
out."	121
Rosa was about to grab the handle when Salt tackled her.	132
"No," Salt yelled. Salt and Rosa tumbled over the rock pile.	143
Then Salt sat up and said, "Don't touch it. It may be a trap."	157
"What do you mean?" Rosa asked. Rosa was rubbing her	167
arm.	168
Salt said, "If you had a treasure in the ground, would you	180
leave it without some kind of protection?"	187
"I don't know," Rosa said.	192
"Well, the people who put this treasure in the ground	202
wouldn't do that," Salt said.	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the sentences in the box and answer the questions.

The treasure didn't look the way Tony had thought that it would. He had thought that he would see heaps of shiny coins and gold crowns. He had thought that he would see huge red gems that sparkled and gold drinking cups. But he saw heaps of black coins. Some of them were covered with green mold. Some of them had specks of white on them, but most of them were black.

There were three or four bugs in the chest, too. They scrambled down between the coins when the chest was opened.

1. Name three things that Tony thought he would see in the treasure chest.

2. What did he see instead? _____

3. What were some coins covered with? _____

4. What happened to the bugs in the chest? _____

Part 2

Write the words.

1. strange + er = _____

6. uncover + ed = _____

2. have + ing = _____

7. sparkle + ed = _____

3. taste + ed = _____

8. dance + ing = _____

4. sudden + ly = _____

9. mop + ed = _____

5. stop + ing = _____

10. stare + ing = _____

Part 3

Write the two words that make up each word.

1. shouldn't = _____ + _____

2. that's = _____ + _____

3. I'll = _____ + _____

4. we've = _____ + _____

Details, suffixes, contractions

Name _____

Part 4

Where Is the Treasure Chest?

When Tony woke up, he smelled smoke. He looked around.	10
There was Salt cooking something over a fire. "What are we	21
having for breakfast?" Tony asked.	26
"It's a fine breakfast you'll have," Salt said. "Bananas and	36
coffee."	37
"Oh," Tony said. He wasn't very hungry for any more	47
bananas. He could still taste the bananas he'd eaten yesterday	57
and the day before. But bananas were better than nothing. So	68
Tony ate three bananas and tried to drink some of the coffee	80
Salt fixed. That coffee was so bitter that Tony couldn't drink	91
more than a few swallows.	96
But there was one good thing about the coffee. After you	107
drank some of it, you couldn't taste bananas any more. All you	119
could taste was coffee. And you could taste coffee all morning.	130
The taste hadn't left Tony's mouth by the time they reached	141
the foot of the volcano. It hadn't gone away when Tony and	153
Rosa started to work on the pile of rocks again. It hadn't even	166
gone away when it was time to stop for lunch and eat more	179
bananas. By the early afternoon all of the rocks had been	190
removed from the pile.	194
Salt pointed to the bare ground.	200

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1 Write **1, 2, 3,** or **4** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- _____ Rosa, Tony, and Salt made eight trips to drag the sacks of gold down to the boat.
- _____ Salt said they would get the treasure home if the sea wanted them to take it home.
- _____ They figured out that 24 sacks of gold would be worth over seven million dollars.
- _____ Salt, Tony, and Rosa put pretty stones in the sacks to hide the gold.

1. _____

2. _____

3. _____

4. _____

Part 2 Read the paragraphs and answer the questions.

“Don’t talk that way,” Tony said. “We’ve got the gold, and we’re going to get it home. Right, Rosa?”

“Right,” Rosa said. “If we have to swim home with those sacks, we’ll get them home. Right, Salt?”

Salt smiled. “Yes. We’ll get it home if the sea wants us to take it home. And I hope that the sea does just that. But remember, our boat is going to ride low in the water. There will be nearly 2,000 pounds of weight in the front of the boat. A good squall could send our treasure to the bottom of the ocean. Let’s just hope that the sea is calm and that no squalls come up.”

1. What was in the front of the boat? _____

2. Why would the boat ride low in the water? _____
3. What could happen if a squall came up? _____

Sequence, details/inferences

Part 3

Gold, Gold, Gold

Salt, Rosa, and Tony had found the chest that had been	11
buried on Rose Island. Salt reached inside a hole in the chest	23
and pulled out a gold coin.	29
The top of the chest was uncovered. A large, rusty lock	40
hung from the chest lid. Salt took his shovel and swung it hard.	53
He hit the lock. Bits of rust flew into the air. The lock swung	67
back and forth. Again Salt swung at the lock, and again bits	79
of rust flew into the air. On the third swing, the lock fell to the	94
ground in two pieces.	98
Salt wedged the scoop of his shovel under the lid of the	110
chest and pushed down. Slowly the lid began to move. Rosa and	122
Tony grabbed the lid and pulled up. The lid opened. For a long	135
moment, they stared into the chest. Nobody said a thing.	145
Tony looked into the chest, and he felt very strange. He	156
could hear himself breathing. In the distance were sounds of	166
jungle birds. His eyes were fixed on what he saw inside the	178
chest. It didn't look the way he had thought it would.	189
Tony had thought that he would see heaps of shiny coins	200
and gold crowns.	203



A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1 Write **1, 2, 3,** or **4** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_____ The bottom of the boat had nearly a foot of water in it.

_____ Within an hour, a stiff wind began to blow.

_____ Before long, the waves were rolling and pounding into the side of the boat.

_____ The air was foggy the next morning, and the sea was still very calm.

1. _____

2. _____

3. _____

4. _____

Part 2 Read the words in the box. Then fill in the blanks.

side	hounding	boiling	rocking	stand	sink
sliding	size	lifting	sound	couple	bottom
setting	mass	limping	course	darker	foggy
gusts	foaming	floated	smell	head	scrambled

Before long, the waves were rolling and _____ and pounding into the side of the boat. The fog was _____ now, and Tony could see that the ocean was a _____ of white, _____ waves. The boat was _____ from side to side as the waves pounded against it. The _____ of the waves was very loud.

Salt said, “We’re going to have to change _____. Unless we _____ into the wind, we’ll _____. Those waves will soon be coming over the _____ of the boat.”

Sequence, vocabulary/context

Name _____

Part 3

Loading the Boat

Rosa, Tony, and Salt were dragging bags of gold back to	11
the boat. Dragging the sacks through the jungle was not easy.	22
The sacks would drop into little holes. They would catch on the	34
underbrush. At one time Tony thought that it would be easier	45
to lift his sack and carry it. So he carried it for about twenty	59
feet. Then he decided that it would be much easier to drag the	72
sack.	73
Soon Salt and the others were standing at the rim of the	85
hill that led down to the shore. Salt tied the three pieces of rope	99
together. Then he began to let the sacks slide down the side of	112
the hill.	114
Rosa and Tony scrambled down the hill and held on to the	126
sacks. Then they carried the sacks to the boat.	135
Salt stood up and mopped the sweat from his face. "Look	146
around for some pretty stones," he said. "We'll put them in the	158
sacks. Then if anybody looks into any of the sacks, the person	170
will see stones, not gold."	175
"Good idea," Rosa said.	179
So Rosa and Tony went rock hunting. They found some	189
pretty red stones and some that had streaks of white and yellow	201
in them.	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Part 1

Read the sentences in the box and answer the questions.

Tony liked to think about the things that he could do with two million dollars. But every time he began to feel good about the gold, he remembered what Salt had said and became a little worried about the sea. Salt had said they wouldn't reach Wake Island until just before morning. They would still be in the boat all afternoon, all evening, and almost all of the night. That was a lot of time. And the sea could change quickly.

Tony opened his eyes and looked around. Rosa was eating a banana. The sun was very hot.

1. What happened to Tony every time he began to feel good about the gold?

2. When would they reach Wake Island? _____

3. How much longer would they be in the boat before they reached Wake Island?

4. What could happen during that time? _____

5. While Tony worried about the sea, what was Rosa doing? _____

Part 2

Write the words.

1. wade + ing = _____

7. remove + ed = _____

2. figure + ed = _____

8. hard + ly = _____

3. sparkle + er = _____

9. wonder + ed = _____

4. drag + ing = _____

10. muffle + ed = _____

5. drench + ed = _____

11. measure + ing = _____

6. carry + ing = _____

12. heave + ed = _____

Details, suffixes

Name _____

Part 3

On the Sea

The sun was setting and the bugs were beginning to come	11
out when Rosa, Tony, and Salt pushed the boat away from the	23
shore. All agreed that it would be better to start back that night	36
than to wait until morning. If they waited until morning, they	47
would have to sleep up on the mountain, far from the boat. If	60
they tried to sleep near the boat, they wouldn't get much sleep,	72
with the bugs hounding them all night. So they agreed that it	84
was best to start their trip back that night.	93
"Rrr-rrr-rrr," went the starter. "Chu-cug, chu-cug," went	100
the engine. Salt was right. The boat was riding low in the water.	113
Even though Salt had left most of the tools in the jungle, the	126
weight of the gold in the front of the boat was pushing the nose	140
down.	141
Salt, Tony, and Rosa were near the back of the boat. Rosa	153
put her arm over the side and measured the distance from the	165
top of the boat to the water. It was only about a foot. A	179
good-sized wave would wash right into the boat.	187
But the sea was very calm and the stars were reflected in the	200
water.	201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1 Read the words in the box. Then fill in the blanks.

darkness	squinted	place	tense	slowly	appeared
far	hard	planned	quickly	poured	stars
compass	figured	time	calm	reflected	worried
tiller	pointed	steered	supposed	bucket	decided

Morning was near now. This was the _____ they were _____
to reach Wake Island. Salt's face was _____. His head moved
_____—looking this way and that way.

“We should be seeing lights any time,” Salt said. But no lights _____. Salt
looked up at the _____. Then he checked his compass. Then he began to look
this way and that way again.

“I think I see something,” Rosa said from the front of the boat. “Over there.” She
_____ to the west.

Tony _____ and looked where Rosa was pointing. He looked as
_____ as his eyes could look, but he didn't see anything.

Part 2 Write the two words that make up each compound word.

- herself = _____ + _____
- motorcycle = _____ + _____
- throughout = _____ + _____
- outside = _____ + _____
- somewhere = _____ + _____
- anyone = _____ + _____

Part 3 Write the words.

- was + not = _____
- what + is = _____
- we + will = _____
- I + have = _____

Vocabulary/context, compound words, contractions

Part 4

Never Make Light of the Sea

Salt was in the front of the boat. He had just picked up	13
a bag of gold and had told Tony that he was going to do	27
something to save the boat. Salt threw a sack of gold. But he	40
didn't throw it into the ocean. He threw it to the middle of the	54
boat. Then he threw another bag, and another, and another.	64
After he had moved more than ten of the bags, he came back to	78
the tiller.	80
He hollered, "This will put more weight in the back of the	92
boat. The front will be higher in the water. Maybe the waves	104
won't come over it now."	109
Tony was still bailing. It didn't seem to be doing much to get	122
rid of the water in the bottom of the boat. For every bucketful	135
removed from the boat, a wave added a bucketful. It went on	147
that way for about an hour.	153
The back of the boat was only a little bit above the water.	166
Every now and then it would sink below the surface of the	178
water for a moment, and water would pour in over the back.	190
Every now and then a huge wave would break against the front	202
of the boat and send water flying into the boat.	212



A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the words without endings.

- | | |
|--------------------|-------------------|
| 1. scrambled _____ | 6. tiller _____ |
| 2. grinning _____ | 7. supposed _____ |
| 3. nearly _____ | 8. driving _____ |
| 4. imagined _____ | 9. tangled _____ |
| 5. touching _____ | 10. clapped _____ |

Part 2

Write the words.

- | | |
|------------------------|------------------------|
| 1. had + not = _____ | 6. they + had = _____ |
| 2. she + will = _____ | 7. do + not = _____ |
| 3. he + is = _____ | 8. you + have = _____ |
| 4. would + not = _____ | 9. I + will = _____ |
| 5. I + had = _____ | 10. will + not = _____ |

Part 3

- Write the work **knock**. Circle **kn**. _____
- Write the word **surface**. Make a line under **ce**. _____
- Write the word **invitation**. Make a line under **tion**. _____
- Write the word **huge**. Circle **ge**. _____

Suffixes, contractions, copying words

Part 4

The Long Night

The engine had died. Tony and the others were somewhere	10
in the South Pacific Ocean. They were more than a hundred	21
miles from Wake Island. The sea was still rough. The boat was	33
turning sideways and rocking as the waves struck it from the	44
side.	45
“What’s wrong?” Tony asked.	49
“I won’t know until I look at the engine.” Salt removed the	61
metal cover from the engine. The engine looked small and old.	72
Salt bent over it. He grabbed the spark plug. “Hit the starter,”	84
he said to Rosa.	88
“Rrr-rrr-rrr.”	89
“That’s enough,” Salt said. “The engine is not getting a	99
spark. Something’s wrong with the ignition system.”	106
Salt took out his knife and touched different parts of the	117
engine. Then he shook his head. “The magneto is wet,” he said.	129
“What do we do now?” Tony asked.	136
“Wait,” Salt said. “The sun is bright and hot. With the cover	148
off the engine, it should dry out in a little while.”	159
Salt tried the starter every fifteen minutes. The third time he	170
tried it, the engine started.	175
“Good deal,” Tony yelled. “We’re on our way again.”	184
“Yes we are,” Salt said, but he shook his head.	194
“What’s wrong?” Tony asked.	198
“We drifted quite a bit while the engine was dead,” Salt said.	210

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Reading fluency

Name _____

Part 1

Read the sentences in the box and answer the questions.

Rosa said, "Do you think Tony and I should give some of our gold away?"

"No," Salt barked. "That gold is yours. You keep it and make good use of it. Just don't let it change your life. Remember, the gold is not the real treasure. The real treasure is the treasure hunt. The treasure is doing things and having good friends with you."

Tony remembered what Salt said. He remembered it for years, and he tried to follow the advice that Salt had given him. Tony didn't buy a lot of motorcycles and cars. He didn't act as if he were a big-timer. He and Rosa helped their mother and father buy a new house. Tony went back to school, and he worked hard. After he graduated, he went on to college and worked hard. Whenever he got a chance, he went to visit Old Salt.

1. According to Salt, what is the real treasure? _____

2. Name four things Tony did that show he tried to follow Salt's advice. _____

Part 2

Write the two words that make up each word.

1. motorboat = _____ + _____

5. airport = _____ + _____

2. afternoon = _____ + _____

6. forever = _____ + _____

3. loudspeaker = _____ + _____

7. throughout = _____ + _____

4. sunset = _____ + _____

8. sideways = _____ + _____

Part 3

Write the two words that make up each word.

1. can't = _____ + _____

4. that's = _____ + _____

2. here's = _____ + _____

5. you're = _____ + _____

3. didn't = _____ + _____

6. wasn't = _____ + _____

Story theme, compound words, contractions

Name _____

Part 4

The Trip Home

Tony and the others slept in the truck. When Tony woke up,	12
the truck was moving. Salt was driving the truck and singing,	23
“’Tis a sailor’s life for me, for me. For I sail the seven seas—”	37
“Where are we going now?” Rosa asked.	44
“To the airport, Rosa, to the airport.”	51
Salt parked in front of the airport in a no-parking zone.	62
Then he got out of the truck.	69
“If a cop comes over here,” Salt said, “tell him I’ll punch	81
him in the nose if he tries to give us a ticket.”	93
“Do you really want us to tell him that?” Rosa asked.	104
“I sure do,” Salt said. “Tell it like you mean it. I’ll feel a lot	119
better with a cop standing next to this truck.”	128
Salt went into the airport. Just then a police car pulled up	140
next to the truck.	144
“Move that truck,” the cop said.	150
“We can’t,” Tony said. “We don’t have the keys. But the man	162
who is driving this truck said that he’d punch you in the nose if	176
you gave us a ticket.”	181
“He said that, did he?” the cop said. He got out of his car	195
and walked to the front of the truck.	203

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write **1, 2, 3,** or **4** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- _____ Rosa parked the car in the driveway in front of the old sailors' home.
- _____ Somebody snapped on the lights, and everybody yelled, "Surprise."
- _____ Old Salt loaded his fishing gear into the car, and the car took off down the street.
- _____ Tony, Rosa, and Salt went up the front steps and inside the building.

1. _____

2. _____

3. _____

4. _____

Part 2

Write the words.

- | | |
|------------------------|---------------------------|
| 1. report + er = _____ | 7. figure + ing = _____ |
| 2. wheeze + ed = _____ | 8. disappear + ed = _____ |
| 3. quiet + ly = _____ | 9. graduate + ed = _____ |
| 4. arrive + ed = _____ | 10. move + ing = _____ |
| 5. range + er = _____ | 11. plan + ed = _____ |
| 6. office + er = _____ | 12. bang + ed = _____ |

Part 3

1. Write the word **howled**. Make a line over the **ow**. _____
 2. Write the word **reformed**. Underline **or**. _____
- Sequence, suffixes, copying words**

Name _____

Part 4

Salt's Real Treasure

The day after Salt and the others came home, Tony was	11
reading accounts of the treasure hunt in the newspaper. One	21
account said that they came back with sixteen bags of gold.	32
“That’s not right,” Tony said.	37
He glanced through another account. It said the same thing.	47
It said that Salt and Tony and Rosa had found twenty-four	58
sacks but brought back only sixteen.	64
The account said, “When Salt was asked what happened to	74
the other sacks, he said, ‘They went back to the sea.’ ”	85
Tony tossed the newspaper aside. He got Rosa and they ran	96
from the house. They ran all the way to Salt’s house. Salt was	109
sitting on the front steps talking to three people.	118
Tony said, “Salt, can we go inside? We want to ask you	130
something.”	131
“Sure,” Salt said.	134
So Tony, Rosa, and Salt went inside. They went upstairs to	145
Salt’s room. It seemed to Tony that it was a hundred years ago	158
when they had been in that room before, looking at the map,	170
trying to figure out how to crack the code.	179
Tony asked, “How many bags did we bring back?”	188
“I can see it in your face,” Salt said. “You’re thinking that	200
Old Salt stole some of your gold.”	207

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Reading fluency

Name _____

Part 1 Write the name of the person each sentence tells about.

Emma Branch president Rosa Old Salt con man

1. This person passed out the ostrich eggs. _____
2. This person said, "Come on, Salt. We can beat these bums." _____
3. This person said, "Take one big step back. Throw your eggs." _____
4. This person did not throw the egg far enough, and Tony dropped it. _____
5. This person said, "Our next event will be a pie-eating contest." _____
6. This person was the first to get a pie in the face. _____
7. This person tossed a pie and hit the rancher right in the face. _____
8. This person grabbed the con man by the back of the neck and pushed his face into a pie. _____

Part 2 Write the words.

- | | |
|------------------------|--------------------------|
| 1. invite + ed = _____ | 6. remember + ed = _____ |
| 2. mad + er = _____ | 7. snap + ed = _____ |
| 3. blame + ed = _____ | 8. live + ly = _____ |
| 4. argue + ing = _____ | 9. quick + ly = _____ |
| 5. ranch + er = _____ | 10. wave + ed = _____ |

Part 3 Write the words.

- | | |
|----------------------|-----------------------|
| 1. we + will = _____ | 3. does + not = _____ |
| 2. is + not = _____ | 4. I + will = _____ |

Characterization, suffixes, contractions

Name _____

Part 4

A Surprise Party

It was Salt's birthday, so Rosa and Tony decided to throw
a big party at the old sailors' home. Rosa and Tony wanted to
surprise Salt, so they didn't tell him about the party. But they
tried to invite all of the people that he had talked about.

He had once talked about a rancher named Emma Branch,
so they invited her. One time Salt had told a tale about a funny
con man, so they invited him. And of course they invited all of
the old people who lived in the home—men and women who
had spent their lives sailing and fishing.

On the day of the party, Rosa and Tony went over to Salt's
home. They pulled up in Rosa's car. "Salt," they called, "let's go
for a little outing."

Salt said, "I'm ready for an outing. I thought I would go
down to the stream and see if I could catch some trout."

"We wanted to go for a drive," Rosa said. "But why don't
you bring your fishing gear along? We may find a place to do
some fishing."

So Old Salt loaded his gear into the car, and the car took
off down the street.

11
24
36
48
58
72
85
97
104
117
129
133
145
157
169
182
184
197
201

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent's/Listener's) signature _____

Date _____

Name _____

Part 1

Write the name of the person each sentence tells about.

Stan

president

Thin Jim

Fuzz

con man

1. This person got out of the water and again explained the rules of the pie-eating contest. _____
2. This person brought out another load of pies. _____
3. This person won the pie-eating contest. _____
4. This person always wears three pairs of socks. _____
5. This person won a gold toothpick. _____
6. This person said, "I can't help it if I got jungle sickness." _____
7. This person said, "Our next event will be the sale." _____
8. This person put a baseball mitt on his foot. _____
9. This person dragged out a box that was almost as big as he was. _____

Part 2

Write these words without endings.

- | | |
|-------------------|--------------------|
| 1. hollered _____ | 9. matches _____ |
| 2. sticky _____ | 10. battling _____ |
| 3. laughing _____ | 11. folks _____ |
| 4. finished _____ | 12. yelling _____ |
| 5. flying _____ | 13. glasses _____ |
| 6. cheered _____ | 14. leading _____ |
| 7. rancher _____ | 15. dragged _____ |
| 8. received _____ | 16. having _____ |

Characterization, suffixes

Name _____

Part 3

The Egg-Throwing Contest

Salt, Rosa, the rancher, and everybody else ran outside.	10
Salt and Emma Branch were partners. Rosa and Tony were partners.	20
All of the old sailors paired off. Some of them were laughing	32
and horsing around.	35
“Silence,” the president said. “We must have silence.”	43
Everybody became quiet and looked at the president. Next	52
to him was a huge basket.	58
“To make the game more interesting, we have large eggs,” the	69
president said.	71
Salt said, “Those are ostrich eggs. They are bigger than	81
baseballs.”	82
The con man passed out the eggs. The old folks laughed and	94
talked with each other.	98
“Silence,” the president said. “Everybody, line up and begin	107
the game. Throw your eggs.”	112
There were about thirty pairs of people playing the game.	122
The eggs went into the air. Everybody caught the eggs except	133
one man named Stan. His egg landed on his shirt with a “splat.”	146
Everybody but that man and his partner laughed.	154
Stan, the man who missed the egg, was madder than	164
someone covered with cotton-taffy pike. He said to his partner,	174
“Pete, you didn’t have to throw a line drive at me.”	185
“Line drive, my foot,” Pete said. “If you had put your	196
glasses on, you might have caught that egg.”	204

**A Note
to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Reading fluency

Name _____

Part 1

Write the words.

- | | |
|-------------------------|-------------------------|
| 1. shake + ing = _____ | 7. yell + ed = _____ |
| 2. grin + ing = _____ | 8. eat + en = _____ |
| 3. smile + ed = _____ | 9. drip + ed = _____ |
| 4. quiet + ly = _____ | 10. glance + ed = _____ |
| 5. figure + ing = _____ | 11. slight + ly = _____ |
| 6. quick + er = _____ | 12. smart + est = _____ |

Part 2

Write the two words that make up each compound word.

- | | |
|------------------------------|--------------------------------|
| 1. newspaper = _____ + _____ | 7. backpack = _____ + _____ |
| 2. upstairs = _____ + _____ | 8. everyone = _____ + _____ |
| 3. myself = _____ + _____ | 9. inside = _____ + _____ |
| 4. driveway = _____ + _____ | 10. toothpick = _____ + _____ |
| 5. birthday = _____ + _____ | 11. watermelon = _____ + _____ |
| 6. underline = _____ + _____ | 12. sunshine = _____ + _____ |

Part 3

Write the words.

- | | |
|-----------------------|------------------------|
| 1. were + not = _____ | 5. we + have = _____ |
| 2. where + is = _____ | 6. could + not = _____ |
| 3. they + are = _____ | 7. here + is = _____ |
| 4. I + am = _____ | 8. you + will = _____ |

Suffixes, compound words, contractions

Part 4

The Sale

Salt was having a surprise party. Pies were flying, people	10
were being tossed into the water, and everybody was getting	20
sore sides from laughing so hard.	26
The old people had tossed the president into the water.	36
“Please,” the president said, “we must have a little order.”	46
The president went back to the table and again explained	56
the rules of the pie-eating contest. The con man brought out	67
another load of pies, and the contest began.	75
“Glub, glump, chump, chump.” Everybody ate pie and more	84
pie. Pretty soon a very fat man said, “That’s all. I’m finished. I	97
hate pie.” Everybody laughed.	101
The president spotted one person feeding pie to a dog under	112
the table. A woman was trying to feed her pie to an ostrich, but	126
the ostrich didn’t like the pie. The ostrich liked a button on the	139
woman’s coat.	141
“Get out of here, you giant turkey,” the woman yelled.	151
The winner of the pie-eating contest was a tall, slim man	162
named Thin Jim. After everybody else quit, Thin Jim was still	173
putting pie away. “I’m just getting down to my all-day pace. I	185
could eat like this for days. I can eat more than anyone in these	199
parts. I can eat more than—”	205



A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____ Number of errors _____

We read the story _____ times.

(Parent’s/Listener’s) signature _____

Date _____

Name _____

Part 1

Write these words without endings.

1. stripes _____

5. choked _____

2. stinker _____

6. blushed _____

3. noses _____

7. closer _____

4. smaller _____

8. talked _____

Part 2

Read the words in the box. Then fill in the blanks.

horse	ten	garden	six	tips	striped
see	five	mad	stripes	smell	stand
stinker	brown	hear	proud	middle	look

There were _____ stink bugs that lived in a _____. Stink bugs are proud if they can make a big stink. The biggest stink bug was very _____. She said, “This is how to make a stink.” And she made a big stink that you could _____ on the other side of the garden.

One stink bug had a _____ back. He said, “If a bug has stripes on its back, it has the best _____. Here I go.”

Part 3

Copy the sentences.

A bird was flying over the garden.

The smallest bug had stripes on its back.

We are in the middle of a contest.

Suffixes, vocabulary/context clues, copying sentences

Answer Key

Lesson1

Name _____

Part 1

Write these words without endings.

1. stripes

2. stinker

3. noses

4. smaller

5. choked

6. blushed

7. closer

8. talked

stripe

stink

nose

small

choke

blush

close

talk

Part 2

Read the words in the box. Then fill in the blanks.

horse	ten	garden	six	tips
see	five	mad	stripes	smell
stinker	brown	hear	proud	middle
			look	

There were five stink bugs that lived in a garden. Stink bugs are proud if they can make a big stink. The biggest stink bug was very proud. She said, "This is how to make a stink." And she made a big stink that you could smell on the other side of the garden.

One stink bug had a striped back. He said, "If a bug has stripes on its back, it has the best stinker. Here I go."

Part 3

Copy the sentences.

A bird was flying over the garden.

A bird was flying over the garden.

The smallest bug had stripes on its back.

The smallest bug had stripes on its back.

We are in the middle of a contest.

We are in the middle of a contest.

Suffixes, vocabulary/context clues, copying sentences

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133

Lesson1

Name _____

Part 4

Write these words with ed endings.

1. jump

2. fish

3. form

4. talk

5. smell

6. trick

jumped

fished

formed

talked

smelled

tricked

Part 5

Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, "One time, I made a stink that was so powerful it turned all the grass brown. I'll bet that I can beat ten skunks in a stinking contest."

1. What happened when the little bug made a powerful stink?

2. What did the little bug bet?

turned brown.

(She bet that she could beat ten skunks in a stinking contest.)

Part 6

Match the words and complete them.

SNOW	_____	_____	_____
chomping	_____	_____	_____
sings	_____	_____	_____
night	_____	_____	_____
summer	_____	_____	_____

chomping

sing

summer

snow

night

A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Suffixes, inferences, word completion

2 Lesson 1

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Lesson2

Name _____

Part 1

Write these words without endings.

1. talking

2. taking

3. striped

4. bigger

5. shopped

6. stinker

7. closed

8. packed

talk

take

stripe

big

shop

stink

close

pack

Part 2

Match the words and complete them.

forest

began

stand

sick

glad

stand

sick

glad

forest

began

Part 3

Read the sentences in the box. Then write the answer to each question.

The little bug asked, "Are you grabbing on to something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don't die from the smell. They are just sick for weeks."

1. What is the first thing that happens to other bugs when they smell the little bug's stink?
They fall down.

2. How long are the bugs sick from the stink?
for weeks

Suffixes, word completion, inferences

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Lesson 23

Lesson2

Name _____

Part 4

Read the words in the box. Then fill in the blanks.

trying
fainting
left

fort
contest
blush

cloud
smallest
garden

best
stand
whiff

telling
shown
taking

leave
told
stinking

There was a contest in the garden. Five stink bugs were trying to see who had the best stinker. All of the bugs but one had shown off their best stink. Now that bug began telling the others how good she was at stinking. She talked and talked. The other bugs began to leave. Soon only the biggest bug was left.

Part 5

Write these words with er endings.

1. cold

2. stick

3. hard

4. talk

5. deep

6. fast

7. help

8. stink

colder

sticker

harder

talker

deeper

faster

helper

stinker

Part 6

Copy the sentences.

Breathe in deeply and hold in the air.

She went to the other side of the garden.

Breathe in deeply and hold in the air.

She went to the other side of the garden.

A Note to the Parent

Work was completed at home.

(Parent's/Listener's) signature _____ Date _____

Vocabulary/context clues; inflectional suffixes, sentence copying

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Lesson 24

Lesson 3

Name _____

Part 1

Write these words without endings.

- asked ask
- loner lone
- winked wink
- skipped skip
- making make
- planned plan
- walked walk
- closer close

Part 2

Follow the instructions for each item.

- Write the word **couch**. Make a line under **ou**. couch
- Write the word **coach**. Make a line over **oa**. coach
- Write the word **pail**. Make a line over **ai**. pail

Part 3

Write these words with **er** endings.

- tell teller
- farm farmer
- teach teacher
- old older

Part 4

Write these words with **ing** endings.

- wait waiting
- laugh laughing
- look looking
- walk walking

Suffixes, sound/symbol correspondence

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Lesson 3

Name _____

Part 5

Match the words and complete them.

pond	_____	thir	teen
grow	_____	grow	_____
thirteen	_____	pond	_____
block	_____	tried	_____
tried	_____	block	_____

Part 6

Read the sentences in the box. Then write the answer to each question.

After school, Art didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

- What did Art do after school? He went home to work on the farm.
- Why did the other kids say, "Art is a loner"? (because he never hangs out with the other kids)

Part 7

Copy the sentences.

He skipped stones on the pond.

He skipped stones on the pond.

She went to class on time.

She went to class on time.



Work was completed at home.

(Parent's/Listener's) signature _____

Date _____

Word completion, inferences, copying sentences

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Lesson4

Name _____

Part 1

Write these words with **ed** endings.

1. coach

coached

2. blush

blushed

3. toss

tossed

Part 2

Write these words with **es** endings.

1. coach

coaches

2. blush

blushes

3. toss

tosses

Part 3

Write the two words that make up each word.

1. herself

=

her

+

self

2. basketball

=

basket

+

ball

3. sometimes

=

some

+

times

4. motorboat

=

motor

+

boat

5. everyone

=

every

+

one

6. anything

=

any

+

thing

Part 4

Write these words without endings.

1. raising

raise

5. sailed

sail

2. grabbed

grab

6. deeply

deep

3. smiled

smile

7. skipping

skip

4. nearly

near

8. roses

rose

Vocabulary/suffixes, compound words

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Lesson 47

Lesson4

Name _____

Part 5

Lonely Art

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn't played basketball before. And he wasn't any good. He couldn't shoot the ball. He couldn't block shots. He couldn't dribble the ball.

The coach said, "Art, this game is too hard for you. Why don't you try out for another sport?"

But Art didn't try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, "I just wish there were a stone-skipping team. I'd be the champ of that team."

13

26

39

51

54

66

80

92

98

110

120

132

140

152

159

169

181

193

202

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read # Number of errors #

We read the story # times.

(Parent's/Listener's) signature Signature

Date Date

Reading fluency

8 Lesson 4

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Lesson 5

Name _____

Part 1

Write these words with **er** endings.

1. play player
2. small smaller
3. catch catcher
4. long longer

Part 2

Write these words with **ed** endings.

1. lean leaned
2. walk walked
3. yell yelled
4. dress dressed

Part 3

Write the two words that make up each word.

1. baseball = base + ball
2. someone = some + one

Part 4

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 3 Art didn't sleep well that night.
- 1 Art tossed pitches to the catcher.
- 2 The coach said, "Art, I would like you to come out for baseball."

1. Art tossed pitches to the catcher.
2. The coach said, "Art, I would like you to come out for baseball."
3. Art didn't sleep well that night.

Suffixes, compound words, sequence

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Lesson 5

9

Lesson 6

Name _____

Part 1

Write these words without endings.

1. whipped whip
2. laughing laugh
3. leaned lean
4. tallest tall
5. raises raise
6. blushed blush
7. stones stone
8. faking fake

Part 2

Match the words and complete them.

- | | | | |
|-----------|---|---|-----------|
| started | • | • | deeply |
| springing | • | • | smiled |
| deeply | • | • | started |
| smiled | • | • | springing |
| closer | • | • | closer |

Part 3

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 2 Art kept telling himself what he should not do.
- 1 Art didn't sleep well before the game with West High.
- 3 He leaned back and tossed the ball about nine feet over the catcher's mitt.

1. Art didn't sleep well before the game with West High.
2. Art kept telling himself what he should not do.
3. He leaned back and tossed the ball about nine feet over the catcher's mitt.

Suffixes, word completion, sequence

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Lesson 6

11

Lesson7

Name _____

Part 1

Read the sentences and answer the questions.

Art remembered that Bob was the best batter on the West team.

For a moment, Art began to think about the things that he should not do.

1. Who was Bob? the best batter on the West team (the

2. When Art remembered about Bob, what did Art begin to think about? things that he should not do

3. For how long did Art think about those things? a moment

Part 2

Write these words without endings.

1. deeply deep 5. baker bake

2. grabbed grab 6. taking take

3. loudly loud 7. smiling smile

4. smartest smart 8. muttered mutter

Part 3

Read the words in the box. Then fill in the blanks.

stared	start	up	hugged	sat	passed
hit	leaned	cheered	pitch	swing	shake
jumped	throw	down	reached	clapped	tossed

Art leaned back and—"Zip—pow." The catcher was down. And the batter began to swing after the ball had reached the catcher.

The fans from Art's school cheered and cheered. They jumped up and down. They hugged each other. They yelled, "Go to it, Art. Show them how to pitch."

Details, suffixes, vocabulary/context clues

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Lesson 713

Lesson8

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

After the first game, things were different in school. The kids smiled at Art. They went out of their way to talk to him. Art felt a lot better about school. In fact, school was a lot of fun for Art now. He waved to the girls. He wasn't afraid to talk to girls. He didn't look down when he talked to them. He had done that before, but now he was Art the Star, the big pitcher.

1. When were things different in school for Art? (after the first game)

2. Name two ways that things were different in school. (the kids smiled at Art; he wasn't afraid to talk to girls)

3. Why wasn't Art afraid to talk to the girls now? because he was Art the Star, the big pitcher

Part 2

Write these words without endings.

1. rider ride 4. remembered remember

2. riding ride 5. groaned groan

3. smiles smile 6. patted pat

Part 3

Read the sentences and answer the questions.

Art said to Patty, "If that's the way you want it," and walked down the hall. He started to whistle, just to show her that he didn't care if she went with him.

1. Who walked down the hall? Art

2. Why did Art start whistling? (because he wanted to show Patty that he didn't care if she went with him)

3. What did Art do as he walked down the hall? (whistled)

Make inferences, suffixes, draw conclusions based on evidence

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Lesson 815

Lesson 9

Name _____

Part 1

Follow the instructions for each item.

- Write the word **would**. Make a line over **oul**.
_____ would _____
- Write the word **almost**. Make a line over **al**.
_____ almost _____
- Write the word **ducked**. Make a line under **ck**.
_____ ducked _____

Part 2

Write these words with **ed** endings.

- | | |
|------------|-----------------------------|
| 1. play | _____ <u>played</u> _____ |
| 2. whistle | _____ <u>whistled</u> _____ |
| 3. jog | _____ <u>jogged</u> _____ |

Part 3

Write these words with **er** endings.

- | | |
|----------|----------------------------|
| 1. bat | _____ <u>batter</u> _____ |
| 2. start | _____ <u>starter</u> _____ |
| 3. play | _____ <u>player</u> _____ |

Part 4

Read the sentences in the box. Then write the answer to each question.

Before the game, some fans didn't cheer. One of the fans said, "We didn't come here to see kids play. We came to see the Reds and the Tigers."

Art walked to the mound. Then he looked up at the stands. He had never seen so many fans before. Suddenly he became afraid. He began to think about all of the things that he shouldn't do. "Don't throw the ball too high," he told himself.

- Why didn't some fans cheer? (because they came to see professional ball players, not kids)
- When Art looked up at the stands, what did he see? (He saw more fans than he had ever seen before.)
- What did Art say to himself? Don't throw the ball too high.

Sound/symbol correspondence, suffixes, details

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Lesson 9

17

Lesson 10

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

People from the big league came over to talk to Art that night. A man from the Reds said that he would pay Art three hundred thousand dollars if Art left school and became a pitcher for the Reds. A woman from the Tigers told Art that she would give Art five hundred thousand dollars if Art played with the Tigers.

Art told them that he would have to think about leaving school.

Then some of Art's friends came over. They wanted to take Art to a party. Art asked his dad and mom, and they said that it was all right for him to go.

- How much money were the Tigers offering to give to Art if he came and pitched for them?
five hundred thousand dollars
- Why did Art want to take time to think about the offers from the two baseball teams?
(He wanted to decide if he should leave school.)
- Who told Art it was okay to go to the party?
(His parents said it was okay.)

Part 2

Write the name of the person or the people each sentence tells about.

Art	Art's mom and dad	Art's friends
Woman from the Tigers		Man from the Reds

- These people asked Art to go to a party with them.
Art's friends
- This person offered Art \$300,000 to play baseball.
Man from the Reds
- This person asked to go to a party.
Art
- This person offered Art \$500,000 to play baseball.
Woman from the Tigers
- These people said Art could go to a party.
Art's mom and dad

Draw conclusions based on evidence, skim and scan for information/character identification

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Lesson 10

19

Lesson11

Name _____

Part 1

Write these words without endings.

1. nearly

2. speaker

3. leaving

4. winner

5. falling

6. mixed

7. skipped

8. smallest

near

speak

leave

win

fall

mix

skip

small

Part 2

Match the words and complete them.

itched

flying

contest

noses

feared

con

test

f

ea

red

fly

ing

itch

ed

nos

es

Part 3

Write the two words that make up each word.

1. handshake

2. basketball

3. somewhere

4. spotlight

=

hand

basket

some

spot

+

shake

ball

where

light

Suffixes, compound words, word completion

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Lesson 1121

Lesson12

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Art didn't talk to Patty for a month. He moped around school, and he moped around the farm. He went to the doctor's office three times a week. The doctor had him do exercises for his arm.

Now Art could bend his arm almost all the way. But his arm was weak. It was so weak that he couldn't bend it when he held a heavy steel ball. The doctor told him that he should exercise his arm at home every day, but Art didn't feel like exercising. So his arm didn't get very strong.

1. Art moped around school and around the farm. What does mope mean?

and depressed

2. What did the doctor tell Art that he should do?

exercise his arm at home every day

3. Why didn't Art's arm get very strong?

because Art was not exercising it

Part 2

Write these words with ed endings.

1. sail

2. clap

3. lean

4. pass

5. scratch

sailed

clapped

leaned

passed

scratched

Part 3

Write these words with ing endings.

1. yell

2. think

3. sit

4. dream

5. drive

yelling

thinking

sitting

dreaming

driving

Draw conclusions based on evidence, suffixes

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Lesson 1223

Lesson 13

Name _____

Part 1

Write the words.

out + side = outside
 any + where = anywhere
 your + self = yourself
 cheer + leader = cheerleader

Part 2

Read the sentences in the box. Then write the answer to each question.

Art said, "I once read that a bird with a broken wing never flies as high again."
 Patty said, "Stop that. You're not a bird, and you don't have a broken wing. They fixed your arm. You just have to start being brave."
 Art glared at her. "What do you mean? What makes you think I'm not brave?"

1. What did Art say about a bird with a broken wing? A bird with a broken wing never flies as high again.
2. Art thinks that he is a bird with a broken wing. What does he mean by that? (He thinks that he'll never be good at baseball again.)
3. What did Patty tell Art that he should do? Start being brave.
4. Art glared at Patty. What does glare mean? (to stare angrily at someone)

Part 3

Write these words without endings.

1. watched	<u>watch</u>	5. skipped	<u>skip</u>
2. nodded	<u>nod</u>	6. feeling	<u>feel</u>
3. taken	<u>take</u>	7. broken	<u>broke</u>
4. making	<u>make</u>	8. harder	<u>hard</u>

Making deductions, suffixes, compound words

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Lesson 13

25

Lesson 14

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Now Art was afraid. A player was on third base. There was one out. And Art didn't have a flashing fast ball that would strike out the other batters.
 The catcher jogged out and said to Art, "Just make the old brain work. Art. You can strike this next guy out. Just throw the kind of pitch he's not looking for. Watch me. I'll give you some signals."

So Art watched the catcher. The catcher signaled for a slow curve. "No," Art said to himself. "He'll hit it out of the park." Then Art began to think, "Maybe he won't. Maybe he's looking for a very fast ball. Maybe a curve will throw his timing off and make him miss the ball."

1. Art didn't have his flashing fast ball. What is a **flashing** fast ball?
(a pitch that moves very fast)
2. What did the catcher tell Art? (He told Art to make his brain work; to throw a pitch that the batter didn't expect; to watch him for some signals)
3. What kind of pitch did the catcher signal for? a slow curve
4. Why could that kind of pitch trick the batter? (It could throw off the batter's timing.)

Part 2

Write the words. Items 1 and 3 are done for you.

1. I	+	will	=	I'll
2. he	+	will	=	he'll
3. did	+	not	=	didn't
4. would	+	not	=	wouldn't
5. is	+	not	=	isn't

Conclusions, contractions

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Lesson 14

27

Lesson15

Name _____

Part 1

Write these words with er endings.

1. speak

2. pitch

3. fast

4. bat

speaker

pitcher

faster

batter

Part 2

Write these words with ing endings.

1. talk

2. start

3. stop

4. think

talking

starting

stopping

thinking

Part 3

Read the sentences in the box. Then write the answer to each question.

The president was standing next to the cab. He said to the con man, "Get out of that cab this instant."

The con man got out of the cab. He was thinking to himself, "I must find a way to get away from this guy."

The president said, "Before we leave on our trip, we must find some fine duds. Who would think of going on a trip without fine duds?"

1. The president told the con man to get out of the cab this instant. What does this instant mean?

2. What does the con man want to do?

3. What are fine duds?

(right now; at this moment)

(He wants to get away from the president.)

(nice clothes)

Part 4

Write these words without endings.

1. driver

2. faking

3. taken

4. escaped

5. smiled

6. grabbed

drive

fake

take

escape

smile

grab

Suffixes, conclusions

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Lesson 1529

Lesson16

Name _____

Part 1

Write the words. Item 1 is done for you.

1. he + is =

2. there + is =

3. you + will =

4. I + will =

5. did + not =

6. has + not =

he's

there's

you'll

I'll

didn't

hasn't

Part 2

Read the words in the box. Then fill in the blanks.

started

pitched

guys

strokes

mistake

picked

shocked

lies

watched

stormed

stared

dashed

list

fuss

bags

mess

expected

tried

desk

The president looked shocked. He stared at the list of names. Then he said, "I am sorry for making such a fuss. I was so upset about our bags that I must have looked right past the name on the list." The president was telling lies left and right. He had just picked the name Henry Reeves from the list and had given it to the con man.

Part 3

Write these words with ly endings.

1. proud

2. slow

3. clean

proudly

slowly

cleanly

Part 4

Write these words with ing endings.

1. wait

2. ship

3. catch

waiting

shipping

catching

Contractions, vocabulary/context clues, suffixes

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Lesson 1631

Name _____

Part 1 Write the words.

1. with + out = without
2. over + sight = oversight
3. every + body = everybody
4. some + where = somewhere

Part 2 Read the sentences in the box. Then write the answer to each question.

As the woman called the shipping department, the president turned to the con man and whispered, "I don't want to tell them that I am a president. That would scare them. So I'll just pretend that I'm another person."

The steamship woman said, "I'm happy to report that all of your bags are safe in our shipping department."

The president turned to the con man and said, "You fool. You told me that our bags were not in the shipping department. You must try to take more care when I give you a task to do."

The con man didn't say a thing. He just looked at the president. The con man said to himself, "If I am a con man, the president is a super con man."

1. What did the woman say about the bags? (She said that the bags were safe in the shipping department.)
2. What did the president do next? (He called the con man a fool; he told the con man to take more care with his jobs.)
3. What did the con man think of the president? (He thought the president was a super con man.)

Part 3 Write these words without endings.

1. hopped hop
2. hopes hope
3. taken take
4. turned turn
5. missing miss
6. hardly hard

Compound words, details, suffixes

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Name _____

Part 1

Read the passage and answer the questions.

A tall man had found out that the con man was trying to steal his bags. The con man was trying to think of something to say, but the words were not flowing from his mouth. He was stammering and stuttering and saying, "You know—I mean, you see. . . ." The tall man was getting very mad.

Then suddenly the president came back. He had a cop with him. He said, "There he is, officer. That tall man is the impostor. Go ask him his name, and you'll see."

The cop went up to the tall man. "All right, buddy," he said. "What's your name?" "Fredrick. Robert Fredrick," the tall man said. "And this man seems to be stealing my bags."

1. What did the president tell the cop? (He told the cop that the tall man was the impostor.)
2. What did the tall man say his name was? Robert Fredrick
3. What did the tall man say was going on? (He said that the con man was trying to steal his bags.)

Part 2

Write these words without endings.

1. rubbed rub
2. nosed nose
3. opening open
4. quickly quick
5. piped pipe
6. lonely lone
7. shouted shout
8. flowing flow

Details, suffixes

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Lesson 19

Name _____

Part 1

Follow the instructions for each exercise.

- 1. Write the word **partner**. Make a line over **ar**.
partner
- 2. Write the word **person**. Make a line over **er**.
person
- 3. Write the word **loaded**. Make a line under **oa**.
loaded

Part 2

Read the words in the box. Then fill in the blanks.

crying	slept	homesick	stammer	plan
spent	hollow	open	start	hollered
demand	crouch	smiling	guy	care
buddy	escape	different	stared	conned

"I have spent three years at Happy Hollow," the president said. He was still smiling. "Those were the best three years of my life. When the cop said, 'Happy Hollow,' I became homesick."

The con man was thinking that he would have to start all over. He would have to plan some way to get out of the rest home. He said to himself, "The next time I escape, I won't be conned into going with a guy like the president."

Part 3

Write the words. Item 1 is done for you.

- 1. they + had = they'd 4. I + will = I'll
- 2. I + had = I'd 5. could + not = couldn't
- 3. you + had = you'd 6. here + is = here's

Sound/symbol correspondence, vocabulary/context clues, contractions

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Lesson 20

Name _____

Part 1

Write the two words that make up each word.

- everything = every + thing
- homesick = home + sick
- understand = under + stand
- without = with + out

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn tried to back away from the big cat. But he felt the hard rock of the cave against his back. He could go back no more. Surt was curled next to him.
Without knowing why he did it, Hurn showed his teeth and began to growl. He snapped at the air as if to scare the cat away. The cat stopped for an instant, but then it started to come toward the puppies again.

- 1. Why couldn't Hurn back away from the big cat? (There was no room to move in the cave.)
- 2. Name three things Hurn did to try to scare the cat away. (showed his teeth, began to growl, snapped at the air)
- 3. What did the cat do next? (It stopped for an instant, and then it moved closer.)

Part 3

Write these words without endings.

- 1. smelling smell 5. snapped snap
- 2. smiles smile 6. noses nose
- 3. closer close 7. catcher catch
- 4. flashing flash 8. cheering cheer

Compound words, details, suffixes

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Lesson 21

Name _____

Part 1

Write the words. Item 1 is done for you.

1. I + have = I've
2. you + have = you've
3. did + not = didn't
4. there + is = there's
5. you + will = you'll
6. is + not = isn't

Part 2

Read the sentences in the box. Then write the answer to each question.

The pups stood in the cold water, shivering and scanning the air with their noses. Slowly the pups walked from the water. But they did not go back to the cave. Something told them that the cave was no longer safe. Something said to Hurn, "Stay away from the cave."

So Hurn and Surt began to follow the bank of the stream. Hurn led the way. Surt followed. From time to time she tried to play with her brother, but Hurn wouldn't play.

1. When the pups stood in the water, what did they do with their noses?
(They scanned the air.)
2. Why didn't the pups go back to the cave? (Something told them that the cave was no longer safe.)
3. Where did the pups go after they got out of the stream? (along the bank of the stream)
4. Which wolf pup still wanted to play? Surt

Part 3

Match the words and complete them.

quickly	shivering	shivering
shivering	thirsty	thirsty
reached	quietly	quietly
wheeze	reached	reached
thirsty	wheeze	wheeze

Contractions, details, word match

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Lesson 21

41

Lesson 22

Name _____

Part 1

Write the words.

1. sudden + ly = suddenly
2. howl + ed = howled
3. long + er = longer
4. time + s = times
5. reach + es = reaches

Part 2

Read the words in the box. Then fill in the blanks.

curled	toward	fell	staring	stepped
fire	dash	care	ferns	crouched
roasting	rustling	rising	reached	burned
chunk	turning	jumped	hurry	might

Suddenly there was a rustling sound in the ferns next to Hurn. Hurn turned. The sound came from Surt. She was running toward the spit. She was running as fast as her legs would take her. She reached the spit before any of the men saw her, and she might have gotten away with a big chunk of deer meat—except for one thing. She stepped in the fire. She had never seen fire before. She had been in such a hurry to get the meat that she didn't take as much care as she should have.

Part 3

Write these words without endings.

1. tossed toss
2. softly soft
3. shines shine
4. following follow
5. broken broke
6. takes take
7. hunter hunt
8. popped pop

Suffixes, vocabulary/context clues

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Lesson 22

43

Lesson23

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

something	pat	water	walking	playing
sniffing	slowly	brother	fiddle	somewhere
smelling	friend	trumpet	three	poke
mother	limping	quickly	all	push

As the man played the fiddle, Surt began to walk slowly down the hill toward the men. She was still limping, but she walked on all of her paws. She walked over to Vern and sat down next to him. The men did not see her do this.

Surt sniffed the air. She was smelling the meat. She wanted some more meat, but she wanted something else, too. She missed her mother. She wanted a friend. So she leaned over and gave Vern a little poke with her nose.

Part 2

Read the sentences in the box. Then write the answer to each question.

One of the men was stirring the beans. Another was sitting near the spit. Vern sat on the other side of the fire. And Hurn was trying to hear everything and see everything. But he didn't move. The only things that moved were his sides as he breathed.

1. Who was stirring the beans? (one of the men)

2. Where was Vern? (sitting on the other side of the fire)

3. Hurn stayed very still. What part of him moved? (His sides moved as he breathed.)

4. Why do you think Hurn didn't move? (He was hiding because he sensed danger.)

Vocabulary/context clues, details

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Lesson 23

45

Lesson24

Name _____

Part 1

Write these words without endings.

1. wagged	<u>wag</u>	5. howling	<u>howl</u>
2. softly	<u>soft</u>	6. followed	<u>follow</u>
3. stepping	<u>step</u>	7. watched	<u>watch</u>
4. piled	<u>pile</u>	8. sitting	<u>sit</u>

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn wanted to curl up and sleep. He wanted to dream about eating or running or chasing butterflies. But when he was done with his drink, he began walking upstream along the bank of the stream.

He felt like going back to the cave, but he didn't remember how to get to the cave. And he remembered that the cave was not his home any more. He had to find a new cave. He had to find a friend. So he walked and walked.

1. What did Hurn do after he had a drink at the stream? (He began walking upstream along the bank of the stream.)

2. Why didn't he go back to the cave? (He didn't remember how to get there, and it was not his home any more.)

3. Name two things Hurn needed to do. (He had to find a new cave, and he had to find a new friend.)

Part 3

Write the two words that make up each part.

1. didn't	=	<u>did</u>	+	<u>not</u>
2. I'll	=	<u>I</u>	+	<u>will</u>
3. here's	=	<u>here</u>	+	<u>is</u>

Suffixes, details, contractions

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Lesson 24

47

Lesson 25

Name _____

Part 1

Write the words.

1. stiff + ly = stiffly
2. tug + ed = tugged
3. whine + ed = whined
4. scan + ing = scanning
5. miss + ed = missed
6. stare + ing = staring

Part 2

Read the words in the box. Then fill in the blanks.

nipped	followed	closed	beat
ran	eat	sniffed	dashed
harm	standing	opening	sneaked
back	blinked	howled	stared
			realized

Hurn followed the tan wolf back to her den. There he met her pup. He was sleeping, curled up in a little ball. Hurn sniffed him, and the tan wolf stared at Hurn. When she felt that Hurn would not harm her pup, she yawned. Then she turned around three times and lay down with her nose toward the opening of the den.

Hurn snuggled up next to her. They looked like two balls of fur. Hurn was so, so tired. He blinked two times. Then his eyes closed, and he went to sleep.

Suffixes, vocabulary/context clues

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Lesson 25

49

Lesson 26

Name _____

Part 1

Read the sentences in the box. Then write the answer to each question.

Then the tan wolf began to walk up the slope, past the other wolves. When she was part way up the slope, she stopped and waited for Hurn. He ran up behind her and tried to hide under her. She held her head up and walked on past the other wolves. They stared at her as she passed.

1. How did the tan wolf show that she wanted Hurn to follow her? (When she was part way up the slope, she stopped and waited for him.)
2. Why did Hurn try to hide under her? (He was afraid of the other wolves.)
3. What did the other wolves do as the tan wolf walked past them? They stared at her.

Part 2

Write the two words that make up each word.

1. outside = out + side
2. daytime = day + time
3. campfire = camp + fire
4. someday = some + day
5. upwind = up + wind

Part 3

Write the two words that make up each word.

1. you'll = you + will
2. isn't = is + not
3. I've = I + have

Inferences, compound words, contractions

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Lesson 26

51

Lesson 27

Name _____

Part 1

Read the sentences in the box and answer the questions.

The fox was very smart. It would bite off bits of fur and drop them on the bank of the stream. Then the fox would swim to the other side of the stream. The idea was to get the wolves mixed up.

And the plan almost worked. The wolves came to the bank of the stream. They smelled the bits of fur. The smell was very strong. It was so strong that the wolves could smell nothing else. They ran around and around, but they always came back to the bits of fur.

1. What did the fox do to trick the wolves? It bit off bits of fur and dropped them on the bank of the stream.
2. Why did the bits of fur fool the wolves? (The fur smelled so strong that the wolves couldn't smell anything else.)
3. Where was the fox? It was on the other side of the stream.

Part 2

Write the words.

1. smart + er = smarter
2. roll + ed = rolled
3. jog + ed = jogged
4. gaze + ed = gazed
5. chase + ing = chasing
6. quick + ly = quickly

Part 3

Write the words.

1. could + not = couldn't
2. you + had = you'd
3. there + is = there's

Details, suffixes, contractions

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Lesson 28

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

hill	best	piled	summer	trick	plants	winner
black	fall	boss	tan	animals	ground	easy
hard	winter	mountain	fish	drifts	bite	backed
fight	brown	stacks	swirled			

Hurn didn't have to fight any of the other wolves. They seemed to know that Hurn was boss. Maybe they knew from the way he had gone at the black wolf.

Late in the fall, Hurn led the other wolves to high ground, way up the side of a mountain. They would spend the winter up there, and they would not have an easy time. The trees were not tall, and there were not many animals.

The snow came early. It swirled down every night. Before the middle of December, the snow had piled up in drifts that were twenty feet high.

Part 2

Write the two words that make up each word.

1. hasn't = has + not
2. I'll = I + will
3. you've = you + have
4. wouldn't = would + not

Part 3

Write the words.

1. loud + est = loudest
2. get + ing = getting
3. fool + ed = fooled
4. puzzle + ed = puzzled
5. near + ly = nearly

Vocabulary/context clues, contractions, suffixes

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Lesson 29

Name _____

Part 1

Write these words without endings.

1. slowly slow
2. crouched crouch
3. rubbed rub
4. bothered bother
5. starved starve
6. friendly friend
7. piles pile
8. chasing chase

Part 2

Read the sentences in the box. Then write the answer to each question.

Hurn didn't walk away from the wolf pup. Hurn got above the wolf pup and grabbed her by the nape of the neck. He gave a hard jerk. The pup let out a yelp, but now the pup was free. The pup wagged her tail and rolled over on her back to show Hurn that he was boss and that she would do what he wanted her to do.

1. What did Hurn do to the wolf pup?
(He grabbed her by the nape of the neck, gave a hard jerk, and freed her.)
2. The pup let out a yelp. What is a yelp?
(a cry or bark)
3. Why did the pup roll over on her back?
to show Hurn that he was the boss

Part 3

Write the words.

1. he + is = he's
2. is + not = isn't
3. you + have = you've
4. here + is = here's

Suffixes, details, contractions

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Lesson 29

57

Lesson 30

Name _____

Part 1

Match the words and complete them.

inventor	base	ment
experiment	fac	tory
basement	ex	peri
complain	in	vent
factory	com	plain

Part 2

1. Write the word **lousy**. Make a line over the **ou**.
lousy
2. Write the word **point**. Make a line under the **oi**.
point
3. Write the word **boarding**. Make a line over the **oa**.
boarding
4. Write the word **toil**. Make a line under the **oi**.
toil
5. Write the word **folded**. Make a line under the **ol**.
folded

Part 3

Write the words.

1. like + ed = liked
2. bright + ly = brightly
3. invent + or = inventor
4. board + ing = boarding
5. starve + ed = starved

Part 4

Write the words.

1. some + body = somebody
2. may + be = maybe
3. with + out = without
4. every + one = everyone
5. an + other = another

Word match, word parts, suffixes, compound words

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Lesson 30

59

Part 1

Match the words and complete them.

Diagram illustrating word pairs connected by lines:

- recall (left) connected to pretzel (right)
- hammer (left) connected to crazy (right)
- crazy (left) connected to fool (right)
- pretzel (left) connected to fool (right)
- fool (left) connected to y (right)

Part 2

Write the words.

- | | | | |
|-----------|-------|---|----------|
| 1. listen | + ed | = | listened |
| 2. stick | + y | = | sticky |
| 3. drop | + ing | = | dropping |
| 4. flat | + er | = | flatter |
| 5. walk | + ing | = | walking |
| 6. dent | + s | = | dents |

Part 3

Write the two words that make up each word.

- | | | | | |
|---------------|---|-------|---|--------|
| 1. yourself | = | your | + | self |
| 2. downstairs | = | down | + | stairs |
| 3. anything | = | any | + | thing |
| 4. paintbrush | = | paint | + | brush |
| 5. anyone | = | any | + | one |

Word match, suffixes, compound words

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Part 1

Write the words. Item 1 is done for you.

- | | | | | |
|--------|---|------|---|--------|
| 1. do | + | not | = | don't |
| 2. you | + | will | = | you'll |
| 3. she | + | is | = | she's |

Part 2

Write the words without endings.

- | | |
|-------------|-------|
| 1. watching | watch |
| 2. wadded | wad |
| 3. chores | chore |
| 4. beaches | beach |

Part 3

Write the words.

- | | | | | |
|---------|---|--------|---|------------------|
| 1. up | + | stairs | = | <u>upstairs</u> |
| 2. some | + | thing | = | <u>something</u> |
| 3. any | + | body | = | <u>anybody</u> |
| 4. how | + | ever | = | <u>however</u> |
| 5. with | + | out | = | <u>without</u> |
| 6. day | + | light | = | <u>daylight</u> |

Contractions, suffixes, compound words

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Lesson 33

Name _____

Part 1

Write the name of the person each sentence tells about.

- | | | | | |
|--|--------|------|-------|------|
| Herman | Carl | Irma | Berta | Fern |
| 1. This person said, "I don't know why we stay here. She is all for herself. She never thinks about anybody else." | Berta | | | |
| 2. This person said, "Here is the hand you wanted," and held up her right hand. | Irma | | | |
| 3. This person looked at the hand. His lips moved, but his voice did not seem to be working. | Herman | | | |
| 4. This person looked at the hand and said, "Uh, buh, duh, buh, buh, uh." | Carl | | | |

Part 2

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

- Herman sat on the couch and watched TV. ☐ couch ☒ couch
- Irma dumped the paint from the jar. ☒ paint ☐ point
- In a loud voice, she said, "You wanted me to give you a hand?" ☐ lead ☒ loud
- Fern stopped talking and stared at the hand. ☐ starred ☒ stared

Part 3

Write the words.

- | | |
|-------------------------------|-------------------------------|
| 1. wave + ed = <u>waved</u> | 4. joke + s = <u>jokes</u> |
| 2. bake + ing = <u>baking</u> | 5. stop + ed = <u>stopped</u> |
| 3. face + ing = <u>facing</u> | 6. stare + ed = <u>stared</u> |

Characterization, spelling, suffixes

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Lesson 34

Name _____

Part 1

Write these words without endings.

- | | | | |
|------------|--------------|------------|--------------|
| 1. stopped | <u>stop</u> | 5. glasses | <u>glass</u> |
| 2. hoped | <u>hope</u> | 6. tossed | <u>toss</u> |
| 3. waking | <u>wake</u> | 7. grabbed | <u>grab</u> |
| 4. staring | <u>stare</u> | 8. making | <u>make</u> |

Part 2

Write the words. Item 1 is done for you.

- | | | | |
|-----------------------|--------------|-----------------------|---------------|
| 1. does + not = _____ | doesn't | 4. he + is = _____ | <u>he's</u> |
| 2. do + not = _____ | <u>don't</u> | 5. they + had = _____ | <u>they'd</u> |
| 3. we + will = _____ | <u>we'll</u> | 6. I + have = _____ | <u>I've</u> |

Part 3

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

- Berta ran from the room as fast as a track star. ☐ stare ☒ star
- Irma rubbed the rag on the invisible paint. ☒ rubbed ☐ robbed
- Fern was just waking up again. ☐ walking ☒ waking

Suffixes, contractions, spelling

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Lesson35

Name _____

Part 1

Write the words. Items 1, 5, and 9 are done for you.

1. I + am = I'm

2. I + will = I'll

3. he + will = he'll

4. she + is = she's

5. he + has = he's

6. it + is = it's

7. do + not = don't

8. does + not = doesn't

9. we + are = we're

10. you + are = you're

Part 2

Write these words without endings.

1. flipped flip

2. closed close

3. drapes drape

4. places place

5. offering offer

6. really real

7. remarked remark

8. smiled smile

Part 3

Write the two words that make up each word.

1. inside in side

2. herself her self

3. something some thing

Contractions, suffixes, compound words

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Lesson 3569

Lesson36

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

grab	meal	scare	fast	anything	chore
mean	right	listen	main	something	now
bold	yell	stand	stare	remember	careful
quiet	next	remarked	note	tone	stand

Irma said, "I have something to say, and I am going to say it right now. And I want you to listen."

"All right, all right," Carl said. "Say what you have to say. Just make it fast."

Irma said, "From now on, don't yell at me. Don't tell me to do every chore around this house. And don't be mean to me."

Berta said, "Who do you think you are, talking to me in that tone of voice?"

"You know very well who I am," Irma said. "Just remember what I'm telling you."

"Oh, be quiet, and let's eat," Carl remarked.

Part 2

Write the words.

1. eat + en = eaten

2. bother + ing = bothering

3. boil + ed = boiled

4. complain + ing = complaining

5. taco + s = tacos

6. daze + ed = dazed

7. scare + ed = scared

8. mix + ed = mixed

Vocabulary/context clues, suffixes

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Lesson 3671

Lesson 37

Name _____

Part 1

Write the name of the person each sentence tells about.

- | | Irma | Berta | Fern | Herman | Carl |
|---|------|-------|------|--------|--------|
| 1. This person said, "Who has my keys? Give them back right now." | | | | | Carl |
| 2. This person said, "Will you cut the noise? I can't even hear what they're saying on TV." | | | | | Fern |
| 3. This person was yelling, "I want my keys." | | | | | Carl |
| 4. This person was yelling, "I hope you can find them, so that you can get out of here, you bum." | | | | | Berta |
| 5. This person was yelling, "I don't know anything about your lousy keys." | | | | | Herman |
| 6. This person was laughing. | | | | | Irma |

Part 2

Write the words. Items 1 and 3 are done for you.

- | | | | |
|----------------|--------|------------------|---------|
| 1. what + is = | what's | 6. was + not = | wasn't |
| 2. that + is = | that's | 7. we + are = | we're |
| 3. can + not = | can't | 8. were + not = | weren't |
| 4. I + am = | I'm | 9. she + has = | she's |
| 5. do + not = | don't | 10. you + have = | you've |

Characterization, contractions

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Lesson 37

73

Lesson 38

Name _____

Part 1

Read the sentences in the box and answer the questions.

Irma had done some things to start an argument between her boarders. She had removed Carl's keys from his coat and slipped them into Herman's pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta's back.

Now everybody was yelling. Carl was yelling because he couldn't find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn't watch TV. And Herman was yelling because Carl was yelling at him about the keys.

- Why was Carl yelling? He couldn't find his keys.
- Where had Irma put the keys? She put them into Herman's pocket.
- Why was Berta yelling? She had a chunk of ice down her back.
- What did Fern want to do? She wanted to watch TV.
- Why was Herman yelling? Because Carl was yelling at him about the keys.

Part 2

Write these words without endings.

- | | | | |
|------------|--------|------------|-------|
| 1. opened | open | 5. pizzas | pizza |
| 2. removed | remove | 6. worker | work |
| 3. placed | place | 7. hardly | hard |
| 4. wearing | wear | 8. slipped | slip |

Details, suffixes

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Lesson 38

75

Lesson 39

Name _____

Part 1

Write the words.

- 1. what + is = what's
- 2. you + are = you're
- 3. should + not = shouldn't
- 4. that + is = that's
- 5. we + will = we'll
- 6. does + not = doesn't
- 7. we + have = we've
- 8. I + am = I'm
- 9. can + not = can't
- 10. you + had = you'd

Part 2

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

- 1. Irma will lend him money to pay the dentist's bill. ☐ land ☒ lend
- 2. It was a bother for her to get the paint off. ☒ bother ☐ brother
- 3. She fumbled around on the work bench until she found the invisible glasses. ☒ bench ☐ beach
- 4. She left the room and waited to see what would happen. ☐ wanted ☒ waited

Part 3

Write the compound words.

- 1. every + one = everyone
- 2. some + times = sometimes
- 3. in + side = inside
- 4. down + stairs = downstairs
- 5. it + self = itself
- 6. through + out = throughout

Contractions, vocabulary/context clues, compound words

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Lesson 40

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

simmering	nice	brother	tacos	fish	smiled
arguing	stared	smiles	complain	spilled	slipped
tired	bother	cheese	yelled	pizza	cola
peace	started	complaining	late	scared	warned

Now Irma's boarders didn't bother her. They didn't complain. They seemed to be tired of arguing. In fact, Herman was even nice to her from time to time. One time she came home with a pizza. Carl started to say something about how late she was, and Herman said, "Listen here. She works in that cheese factory all day and still brings us dinner. So stop complaining." Irma smiled at Herman and said, "Well, thank you, Herman. That was a very nice thing for you to say."

Part 2

Write the words without endings.

- 1. fumbles fumble
- 2. simmering simmer
- 3. slipped slip
- 4. prices price
- 5. smiled smile
- 6. scared scare
- 7. whistled whistle
- 8. nearly near

Vocabulary/context clues, suffixes

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Lesson 41

Name _____

Part 1

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Then one day, Irma made up her mind to keep the paint. ☒ mind ☐ mine
2. From time to time, Berta would start to gripe about Irma. ☐ grip ☒ gripe
3. When this happened, Herman would say, "Stop gripping." ☐ gripping ☒ gripping
4. It's so nice and quiet in this room. ☒ quiet ☐ quite

Part 2

Write the two words that make up each word.

1. downstairs = down + stairs
2. yourself = your + self
3. billboard = bill + board
4. everybody = every + body
5. outside = out + side
6. nothing = no + thing
7. anyone = any + one
8. bedroom = bed + room

Part 3

Write the words.

1. was + not = wasn't 3. I + have = I've
2. there + is = there's 4. should + not = shouldn't

Vocabulary/context, compound words, contractions

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Lesson 41

81

Lesson 42

Name _____

Part 1

Read the sentences in the box and answer the questions.

When Old Salt had first moved into that little white house a year before, the girls and boys hadn't made fun of him. They listened to Old Salt tell about his days as a first officer on cargo ships. They heard him tell about the First World War and the Second World War. They listened to his tales about a chest of gold that had been taken from the SS *Foil* just before it had gone down in the South Pacific. The old man told the boys and girls that the *Foil* had sunk in 1918, while World War I was going on.

1. For how long had Old Salt lived in the house? one year
2. What job did he have on cargo ships? first officer
3. What did he say was taken from the SS *Foil* before it sank? a chest of gold
4. What is the South Pacific? an ocean
5. What was going on in the year 1918? World War I

Part 2

Write these words without endings.

1. retired retire 6. later late
2. relatives relative 7. loved love
3. mumbled mumble 8. liking like
4. really real 9. certainly certain
5. worker work 10. tales tale

Part 3

Write the words.

1. he + would = he'd 3. they + are = they're
2. what + is = what's 4. had + not = hadn't

Details, suffixes, contractions

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Lesson 42

83

Lesson43

Name _____

Part 1

Write the words. Item 1 is done for you.

1. like + ing = _____

2. nose + ing = _____

3. take + en = _____

4. try + ing = _____

5. decide + ed = _____

6. snap + ed = _____

7. young + er = _____

8. store + ed = _____

9. magnify + ing = _____

10. kid + ing = _____

Part 2

Write the two words that make up each compound word.

1. outside = _____ + _____

2. everybody = _____ + _____

3. matchbox = _____ + _____

4. sometime = _____ + _____

5. without = _____ + _____

6. downstairs = _____ + _____

7. herself = _____ + _____

8. classroom = _____ + _____

Part 3

Write the words. Item 1 is done for you.

1. will + not = _____

2. do + not = _____

3. she + is = _____

4. were + not = _____

5. you + have = _____

6. we + will = _____

Suffixes, compound words, contractions

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Lesson 4385

Lesson44

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

unfoldshapedfumbledspellthousandpaintedmealpointedspeckshundredsdottedstartchanceparteddecidemapsknockspecksensesnumbersclose

shippedcrackspoilfind

Old Salt said, "If only we could _____ out where this island is, we would be off to a good _____ start. But there must be a _____ thousand little islands in the South Pacific. This could be any one of them. Look for yourself."

Salt _____ pointed to a big wall map of the South Pacific. It was _____ dotted with little islands. Most of them looked like _____ specks. You couldn't tell from the map if they were _____ shaped like an S, like a C, or like an I. All of them looked like little dots.

Salt said, "I think those _____ numbers at the top of the map tell where the island is. But I haven't been able to _____ crack the code."

Part 2

Write the words.

1. was + not = _____

2. will + not = _____

3. here + is = _____

4. that + is = _____

5. does + not = _____

6. we + are = _____

Part 3

1. Write the word decide. Make a line over ci. _____

2. Write the word farther. Make a line over ar. _____

3. Write the word loudly. Make a line under ou. _____

Vocabulary/context, contractions, word parts

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Lesson 4487

Lesson 45

Name _____

Part 1

Match the words and complete them.

volcano	poison	sprang	treasure	thorns
volcano	poison	sprang	treasure	thorns
volcano	poison	sprang	treasure	thorns
volcano	poison	sprang	treasure	thorns
volcano	poison	sprang	treasure	thorns

Part 2

Write the words.

1. make + ing = making
2. store + ed = stored
3. solve + ed = solved
4. hike + ing = hiking
5. pace + s = paces
6. peer + ed = peered
7. set + ing = setting
8. pass + ed = passed
9. large + er = larger
10. grip + ed = gripped

Part 3

Write the two words that make up each word.

1. won't = will + not
2. where's = where + is
3. couldn't = could + not
4. I've = I + have
5. you're = you + are
6. she'll = she + will

Word match, suffixes, contractions

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Lesson 45

89

Lesson 46

Name _____

Part 1

Read the sentences in the box and answer the questions.

"How much is the gold worth?" Tony asked.

"That's not a thing to be talking about," Salt said sharply. He looked boiling mad.

"Don't talk about gold," he said.

"I'm sorry, Salt," Tony said. "Are you going to see about getting a ship?"

Salt shook his head, "Don't talk about that," he said. "Just go off to school and think about something else."

So Tony went to school. It seemed like a long day. It seemed as if the three o'clock bell would never ring. But at last it did, and Tony ran all the way to Salt's house. Now he would find out about the ship.

1. What two things did Old Salt tell Tony not to talk about? gold and the ship
2. What did Salt tell Tony to do instead? go to school and think about something else
3. Why did the school day seem so long to Tony? (he wanted to go to Salt's house; he wanted to find out about the ship)
4. What did Tony hope to find out about after school? the ship

Part 2

Write these words without endings.

1. tales tail
2. slowly slow
3. getting get
4. having have
5. talked talk
6. boiling boil
7. stopped stop
8. quickly quick
9. places place
10. sharper sharp

Details, suffixes

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Lesson 46

91

Lesson 47

Name _____

Part 1

Read the sentences in the box and answer the questions.

Rosa and Tony bent over the table. Salt talked very softly. He told them that a vacation ship was leaving for the South Pacific in three weeks. Salt said that he could get a job on that ship. The ship would go as far as Wake Island. From that point, Salt would have to rent a small boat and travel 300 miles to Rose Island.

- 1. What kind of ship was leaving for the South Pacific? a vacation ship
- 2. When would the ship leave? in three weeks
- 3. How did Salt plan to pay for the trip? He would get a job on that ship.
- 4. Where is Wake Island? in the South Pacific
- 5. How did Salt plan to get from Wake Island to Rose Island? He would rent a small boat.
- 6. How far is it from Wake Island to Rose Island? 300 miles

Part 2

Write the words.

- 1. trap + ed = trapped
- 2. puddle + s = puddles
- 3. let + ing = letting
- 4. broke + en = broken
- 5. bite + ing = biting
- 6. sharp + ly = sharply

Part 3

Write the two words that make up each word.

- 1. won't = will + not
- 2. there's = there + is
- 3. you'll = you + will
- 4. I'm = I + am
- 5. they're = they + are
- 6. can't = can + not

Details, suffixes, contractions

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Lesson 48

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

placed	four	worked	kidding	week
weak	stopped	fished	mess	cook
three	sailor	blazing	pointed	crime
passed	boiler	streaked	showed	rammed
				chunks

For four hours Tony fished clinkers from the furnace. He had a long, pointed rod. He rammed the rod into the clinkers. Then he lifted them from the furnace.
After four hours had passed, a sailor came to Tony and said, "Okay, you're off for four hours." Tony was a mess. He was covered with grit and grime. His face was streaked with sweat. His hands were sore. His legs were weak.

Part 2

Write the words.

- 1. late + er = later
- 2. change + ed = changed
- 3. pat + ed = patted
- 4. pile + ing = piling
- 5. carry + ing = carrying
- 6. open + ed = opened
- 7. quick + ly = quickly
- 8. hire + ed = hired

Part 3

Write the words.

- 1. It + is = It's
- 2. he + would = he'd
- 3. we + have = we've
- 4. she + has = she's

Vocabulary/context, suffixes, contractions

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Lesson 49

Name _____

Part 1

Read the sentences in the box and answer the questions.

The ship had made five stops. This was the last one. It would stay at Wake Island for three days. Then it would go back home. But Tony, Rosa, and Salt would not be on it. They would be in a small boat on their way to Rose Island.

That night Tony, Rosa, and Salt were standing on the dock again, talking to a woman who had small boats for rent. The night air was sweet with the smell of wild flowers. And the air was hot and wet.

Salt was saying to the woman at the dock. "We need a boat that can go six hundred miles out to sea."

1. For how long would the vacation ship stay at Wake Island? three days
2. When the ship went back home, where would Salt, Rosa, and Tony be? in a small boat on their way to Rose island
3. Why did they meet with the woman on the dock? She had small boats for rent.
4. What made the air smell sweet? wild flowers
5. How did the air feel? The air felt hot and wet.
6. What kind of boat did Salt say they needed? one that can go six hundred miles out to sea
7. How far is it from Wake Island to Rose Island? 300 miles

Part 2

Write the words.

1. gripe + ing = gripping
2. hard + ly = hardly
3. believe + ed = believed
4. wave + ing = waving
5. small + er = smaller
6. large + er = larger
7. move + ed = moved
8. slap + ing = slapping
9. final + ly = finally
10. like + ing = liking

Details, inferences, endings

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Lesson 49

97

Lesson 50

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

birds	place	pop	green	feet	string
beach	swim	distance	sheet	gallon	surface
wash	dock	melt	volcano	yellow	bring
shovels	ring	pile	bugs	wild	claws

The sky in the east was starting to turn yellow. The sea was as smooth as a sheet of glass. Every now and then a little fish would pop

out of the water and leave a ring that moved slowly and seemed to melt into the smooth surface of the water. The vacation ship was dark, except for the string of lights on the top deck. Little birds were walking on the beach. So were big crabs with claws that could cut off your finger. The bugs seemed to be everywhere.

Part 2

Write the compound words.

1. every + where = everywhere
2. speed + boat = speedboat
3. flash + light = flashlight
4. out + fit = outfit
5. after + noon = afternoon
6. some + how = somehow
7. pass + port = passport
8. your + self = yourself
9. when + ever = whenever
10. any + thing = anything

Vocabulary/context, compound words

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Lesson 50

99

Lesson
51

Name _____

Part 1

Read the sentences in the box and answer the questions.

The island didn't look the way Tony had thought it would. It looked much bigger than he had thought. And the cliffs were much higher than he had thought.
At last the boat came to the place where there were no cliffs. There was a little cove. The water in the cove was clear and very green. Tony could see fish swimming under the surface of the water. The boat slid up on the black-sand beach. Salt cut the engine, and everything was calm, except for the hooting of birds.

1. Name two ways that the island looked different than Tony thought it would look.
(The island looked much bigger, and the cliffs were higher.)
2. Salt, Tony, and Rosa found a place to land the boat where there were no cliffs. What place was that? *a little cove*
3. What was the water like in the cove? *clear and very green*
4. What kind of beach did they land on? *a black-sand beach*
5. After Salt turned off the motor, what was the only sound they could hear?
the hooting of birds

Part 2

Write the words.

- | | |
|--------------------------------|-----------------------------------|
| 1. start + er = <i>starter</i> | 6. pace + ing = <i>pacing</i> |
| 2. slap + ed = <i>slapped</i> | 7. bounce + ed = <i>bounced</i> |
| 3. snore + ed = <i>snored</i> | 8. shake + ing = <i>shaking</i> |
| 4. pile + ing = <i>piling</i> | 9. speckle + ed = <i>speckled</i> |
| 5. spray + ed = <i>sprayed</i> | 10. bob + ing = <i>bobbing</i> |

Part 3

Write the words.

- | | |
|-----------------------------|----------------------------|
| 1. you + had = <i>you'd</i> | 3. do + not = <i>don't</i> |
| 2. we + have = <i>we've</i> | 4. he + has = <i>he's</i> |

Details/inferences, suffixes, contractions

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Lesson
52

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

stream	stopped	back	foot	dense
twisted	paced	top	letter	mopped
arrow	left	filtered	edge	spray
tied	slope	squinted	pointed	lucky
			turned	soaked
				ferns

They stopped at the *edge* of a stream. They jumped across the stream, turned more toward the west, and *paced* off another twenty-six paces. They stopped at the edge of the very steep *slope*.

"This must have been the *foot* of the volcano," Salt said. "So far we've been *lucky*. There has been a landmark for everything *arrow* on the map."

Now Salt and the others *turned* south. The map said *W-16*. So Salt stepped off twenty-three paces and *stopped*. There was no landmark.

Salt *mopped* the sweat from his face. He *squinted* and looked through the underbrush. "No landmark," he said. "But let's go on."

Part 2

Write the two words that make up each compound word.

- | |
|---|
| 1. underbrush = <i>under</i> + <i>brush</i> |
| 2. landmarks = <i>land</i> + <i>marks</i> |
| 3. sunlight = <i>sun</i> + <i>light</i> |
| 4. southwest = <i>south</i> + <i>west</i> |

Part 3

Write the words.

- | | |
|----------------------------------|----------------------------------|
| 1. pace + ed = <i>paced</i> | 4. holler + ed = <i>hollered</i> |
| 2. slight + ly = <i>slightly</i> | 5. excited + ed = <i>excited</i> |
| 3. rot + ing = <i>rotting</i> | 6. smile + ing = <i>smiling</i> |

Vocabulary/context, compound words, suffixes

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Name _____

Part 1

Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 2 _____ Salt uncoiled a rope and tied one end of it around the handle of the knife.
- 1 _____ Tony found a knife handle in the pile of rocks.
- 4 _____ Suddenly, a huge pile of rocks came sliding down the side of the volcano.
- 3 _____ Salt tugged and tugged until the knife came out of the ground.

1. Tony found a knife handle in the pile of rocks.

2. Salt uncoiled a rope and tied one end of it around the handle of the knife.

3. Salt tugged and tugged until the knife came out of the ground.

4. Suddenly, a huge pile of rocks came sliding down the side of the volcano.

Part 2

Write the words.

- | | | | | |
|----------|---|------|---|-------|
| 1. he | + | had | = | _____ |
| 2. it | + | is | = | _____ |
| 3. did | + | not | = | _____ |
| 4. we | + | are | = | _____ |
| 5. where | + | is | = | _____ |
| 6. will | + | not | = | _____ |
| 7. you | + | will | = | _____ |
| 8. I | + | am | = | _____ |

Part 3

Write the words.

- | | | | | |
|-----------|---|-----|---|-------|
| 1. rumble | + | ing | = | _____ |
| 2. rust | + | y | = | _____ |
| 3. rattle | + | ing | = | _____ |
| 4. tug | + | ed | = | _____ |
| 5. bite | + | ing | = | _____ |
| 6. cool | + | er | = | _____ |

Sequence, contractions, suffixes

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Name _____

Part 1

Read the words in the box. Then fill in the blanks.

knife	pushed	peered	rusty	bent	patted
find	bobbed	volcano	handle	paced	shovel
piles	traps	tugged	ledge	chain	bands
soil	scrambled	cove	corner	rocks	lock

Tony and Rosa scrambled up the side of the volcano. Tony remembered to bring his shovel. When they reached the ledge, they saw Salt bent over. Without looking up, Salt said, "They put the treasure under the knife."

I don't see any more traps. Let's dig down and see what we

find. "Salt pushed the shovel into the ground. "Clink." He tossed the dirt aside. And there it was, the corner of the chest.

Part 2

Write the two words that make up each compound word.

- | | | | | |
|--------------|---|--------------|---|--------------|
| 1. breakfast | = | <u>break</u> | + | <u>fast</u> |
| 2. something | = | <u>some</u> | + | <u>thing</u> |
| 3. afternoon | = | <u>after</u> | + | <u>noon</u> |
| 4. nothing | = | <u>no</u> | + | <u>thing</u> |
| 5. maybe | = | <u>may</u> | + | <u>be</u> |
| 6. sunlight | = | <u>sun</u> | + | <u>light</u> |
| 7. landslide | = | <u>land</u> | + | <u>slide</u> |
| 8. whenever | = | <u>when</u> | + | <u>ever</u> |
| 9. daytime | = | <u>day</u> | + | <u>time</u> |

Part 3

Write the words.

- | | | | | | | | | | |
|---------|---|-----|---|---------------|---------|---|------|---|----------------|
| 1. here | + | is | = | <u>here's</u> | 3. you | + | have | = | <u>you've</u> |
| 2. is | + | not | = | <u>isn't</u> | 4. were | + | not | = | <u>weren't</u> |

Vocabulary/context, contractions, word parts

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Lesson
55

Name _____

Part 1

Read the sentences in the box and answer the questions.

The treasure didn't look the way Tony had thought that it would. He had thought that he would see heaps of shiny coins and gold crowns. He had thought that he would see huge red gems that sparkled and gold drinking cups. But he saw heaps of black coins. Some of them were covered with green mold. Some of them had specks of white on them, but most of them were black.

There were three or four bugs in the chest, too. They scrambled down between the coins when the chest was opened.

1. Name three things that Tony thought he would see in the treasure chest.

heaps of shiny coins, huge red gems, gold drinking cups

2. What did he see instead? heaps of black coins

3. What were some coins covered with? green mold

4. What happened to the bugs in the chest? They scrambled down between the coins.

Part 2

Write the words.

- | | |
|-----------------------------------|------------------------------------|
| 1. strange + er = <u>stranger</u> | 6. uncover + ed = <u>uncovered</u> |
| 2. have + ing = <u>having</u> | 7. sparkle + ed = <u>sparkled</u> |
| 3. taste + ed = <u>tasted</u> | 8. dance + ing = <u>dancing</u> |
| 4. sudden + ly = <u>suddenly</u> | 9. mop + ed = <u>mopped</u> |
| 5. stop + ing = <u>stopping</u> | 10. stare + ing = <u>staring</u> |

Part 3

Write the two words that make up each word.

- | |
|---|
| 1. shouldn't = <u>should</u> + <u>not</u> |
| 2. that's = <u>that</u> + <u>is</u> |
| 3. I'll = <u>I</u> + <u>will</u> |
| 4. we've = <u>we</u> + <u>have</u> |

Details, suffixes, contractions

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Lesson 55

109

Lesson
56

Name _____

Part 1

Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2. Rosa, Tony, and Salt made eight trips to drag the sacks of gold down to the boat.

4. Salt said they would get the treasure home if the sea wanted them to take it home.

3. They figured out that 24 sacks of gold would be worth over seven million dollars.

1. Salt, Tony, and Rosa put pretty stones in the sacks to hide the gold.

1. Salt, Tony, and Rosa put pretty stones in the sacks to hide the gold.

2. Rosa, Tony, and Salt made eight trips to drag the sacks of gold down to the boat.

3. They figured out that 24 sacks of gold would be worth over seven million dollars.

4. Salt said they would get the treasure home if the sea wanted them to take it home.

Part 2 Read the paragraphs and answer the questions.

"Don't talk that way," Tony said. "We've got the gold, and we're going to get it home. Right, Rosa?"

"Right," Rosa said. "If we have to swim home with those sacks, we'll get them home. Right, Salt?"

Salt smiled. "Yes. We'll get it home if the sea wants us to take it home. And I hope that the sea does just that. But remember, our boat is going to ride low in the water.

There will be nearly 2,000 pounds of weight in the front of the boat. A good squall could send our treasure to the bottom of the ocean. Let's just hope that the sea is calm and that no squalls come up."

1. What was in the front of the boat? (the gold; nearly 2,000 pounds of weight)

2. Why would the boat ride low in the water? because the gold was so heavy

3. What could happen if a squall came up? (A squall could cause the boat to sink, sending the treasure to the bottom of the ocean.)

Sequence, details/inferences

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Lesson 56

111

Name _____

Part 1 Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 4 The bottom of the boat had nearly a foot of water in it.
- 2 Within an hour, a stiff wind began to blow.
- 3 Before long, the waves were rolling and pounding into the side of the boat.
- 1 The air was foggy the next morning, and the sea was still very calm.
- 1 The air was foggy the next morning, and the sea was still very calm.
- 2 Within an hour, a stiff wind began to blow.
- 3 Before long, the waves were rolling and pounding into the side of the boat.
- 4 The bottom of the boat had nearly a foot of water in it.

Part 2 Read the words in the box. Then fill in the blanks.

side	hounding	boiling	rocking	stand	sink
sliding	size	lifting	sound	couple	bottom
setting	mass	limping	course	darker	foggy
gusts	foaming	floated	smell	head	scrambled

Before long, the waves were rolling and boiling and pounding into the side of the boat. The fog was lifting now, and Tony could see that the ocean was a mass of white, foaming waves. The boat was rocking from side to side as the waves pounded against it. The sound of the waves was very loud.

Salt said, "We're going to have to change course. Unless we head into the wind, we'll sink. Those waves will soon be coming over the side of the boat."

Sequence, vocabulary/context

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Lesson 57

113

Name _____

Part 1 Read the sentences in the box and answer the questions.

Tony liked to think about the things that he could do with two million dollars. But every time he began to feel good about the gold, he remembered what Salt had said and became a little worried about the sea. Salt had said they wouldn't reach Wake Island until just before morning. They would still be in the boat all afternoon, all evening, and almost all of the night. That was a lot of time. And the sea could change quickly.

Tony opened his eyes and looked around. Rosa was eating a banana. The sun was very hot.

1. What happened to Tony every time he began to feel good about the gold?

He remembered what Salt had said and became a little worried about the sea.

2. When would they reach Wake Island? just before morning

3. How much longer would they be in the boat before they reached Wake Island? all afternoon, all evening, and almost all of the night

4. What could happen during that time? The sea could change quickly.

5. While Tony worried about the sea, what was Rosa doing? eating a banana

Part 2 Write the words.

- | | |
|-----------------------------------|--------------------------------------|
| 1. wade + ing = <u>wading</u> | 7. remove + ed = <u>removed</u> |
| 2. figure + ed = <u>figured</u> | 8. hard + ly = <u>hardly</u> |
| 3. sparkle + er = <u>sparkler</u> | 9. wonder + ed = <u>wondered</u> |
| 4. drag + ing = <u>dragging</u> | 10. muffle + ed = <u>muffled</u> |
| 5. drench + ed = <u>drenched</u> | 11. measure + ing = <u>measuring</u> |
| 6. carry + ing = <u>carrying</u> | 12. heave + ed = <u>heaved</u> |

Details, suffixes

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Lesson 58

115

Lesson
59

Name _____

Part 1

Read the words in the box. Then fill in the blanks.

darkness	squinted	place	tense	slowly	appeared
far	hard	planned	quickly	poured	stars
compass	figured	time	calm	reflected	worried
tiller	pointed	steered	supposed	bucket	decided

Morning was near now. This was the time they were supposed to reach Wake Island. Salt's face was tense. His head moved quickly—looking this way and that way.

“We should be seeing lights any time,” Salt said. But no lights appeared. Salt looked up at the stars. Then he checked his compass. Then he began to look this way and that way again.

“I think I see something,” Rosa said from the front of the boat. “Over there.” She pointed to the west.

Tony squinted and looked where Rosa was pointing. He looked as hard as his eyes could look, but he didn't see anything.

Part 2

Write the two words that make up each compound word.

1. herself	=	<u>her</u>	+	<u>self</u>
2. motorcycle	=	<u>motor</u>	+	<u>cycle</u>
3. throughout	=	<u>through</u>	+	<u>out</u>
4. outside	=	<u>out</u>	+	<u>side</u>
5. somewhere	=	<u>some</u>	+	<u>where</u>
6. anyone	=	<u>any</u>	+	<u>one</u>

Part 3

Write the words.

1. was + not	=	<u>wasn't</u>	3. we + will	=	<u>we'll</u>
2. what + is	=	<u>what's</u>	4. I + have	=	<u>I've</u>

Vocabulary/context, compound words, contractions

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Lesson
60

Name _____

Part 1

Write the words without endings.

1. scrambled	<u>scramble</u>	6. tiller	<u>till</u>
2. grinning	<u>grin</u>	7. supposed	<u>suppose</u>
3. nearly	<u>near</u>	8. driving	<u>drive</u>
4. imagined	<u>imagine</u>	9. tangled	<u>tangle</u>
5. touching	<u>touch</u>	10. clapped	<u>clap</u>

Part 2

Write the words.

1. had + not	=	<u>hadn't</u>	6. they + had	=	<u>they'd</u>
2. she + will	=	<u>she'll</u>	7. do + not	=	<u>don't</u>
3. he + is	=	<u>he's</u>	8. you + have	=	<u>you've</u>
4. would + not	=	<u>wouldn't</u>	9. I + will	=	<u>I'll</u>
5. I + had	=	<u>I'd</u>	10. will + not	=	<u>won't</u>

Part 3

Write the work knock. Circle kn.

1. Write the work **knock**. Circle **kn**. knock

2. Write the word **surface**. Make a line under **ce**. surface

3. Write the word **invitation**. Make a line under **tion**. invitation

4. Write the word **huge**. Circle **ge**. huge

Suffixes, contractions, copying words

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Lesson 61

Name _____

Part 1

Read the sentences in the box and answer the questions.

Rosa said, "Do you think Tony and I should give some of our gold away?"

"No," Salt barked. "That gold is yours. You keep it and make good use of it. Just don't let it change your life. Remember, the gold is not the real treasure. The real treasure is the treasure hunt. The treasure is doing things and having good friends with you."

Tony remembered what Salt said. He remembered it for years, and he tried to follow the advice that Salt had given him. Tony didn't buy a lot of motorcycles and cars. He didn't act as if he were a big-timer. He and Rosa helped their mother and father buy a new house. Tony went back to school, and he worked hard. After he graduated, he went on to college and worked hard. Whenever he got a chance, he went to visit Old Salt.

1. According to Salt, what is the real treasure?
(the treasure hunt and doing things with good friends)

2. Name four things Tony did that show he tried to follow Salt's advice. (He didn't act like a big-timer. He and Rosa helped their parents buy a new house. He went back to school. He visited Old Salt when he got the chance.)

Part 2

Write the two words that make up each word.

- motorboat = motor + boat
- afternoon = after + noon
- loudspeaker = loud + speaker
- sunset = sun + set
- airport = air + port
- forever = for + ever
- throughout = through + out
- sideways = side + ways

Part 3

Write the two words that make up each word.

- can't = can + not
- here's = here + is
- didn't = did + not
- that's = that + is
- you're = you + are
- wasn't = was + not

Story theme, compound words, contractions

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Lesson 61

121

Lesson 62

Name _____

Part 1

Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 2 Rosa parked the car in the driveway in front of the old sailors' home.
- 4 Somebody snapped on the lights, and everybody yelled, "Surprise."
- 1 Old Salt loaded his fishing gear into the car, and the car took off down the street.
- 3 Tony, Rosa, and Salt went up the front steps and inside the building.

1. Old Salt loaded his fishing gear into the car, and the car took off down the street.

2. Rosa parked the car in the driveway in front of the old sailors' home.

3. Tony, Rosa, and Salt went up the front steps and inside the building.

4. Somebody snapped on the lights, and everybody yelled, "Surprise."

Part 2

Write the words.

- report + er = reporter
- wheeze + ed = wheezed
- quiet + ly = quietly
- arrive + ed = arrived
- range + er = ranger
- office + er = officer
- figure + ing = figuring
- disappear + ed = disappeared
- graduate + ed = graduated
- move + ing = moving
- plan + ed = planned
- bang + ed = banged

Part 3

1. Write the word **howled**. Make a line over the **ow**.

howled
reformed

2. Write the word **reformed**. Underline **or**.

Sequence, suffixes, copying words

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Lesson 62

123

Lesson63

Name _____

Part 1

Write the name of the person each sentence tells about.

Emma Branch

president

Rosa

Old Salt

con man

1.

This person passed out the ostrich eggs.

con man

2.

This person said, "Come on, Salt. We can beat these bums"

Emma Branch

3.

This person said, "Take one big step back. Throw your eggs."

president

4.

This person did not throw the egg far enough, and Tony dropped it.

Rosa

5.

This person said, "Our next event will be a pie-eating contest."

president

6.

This person was the first to get a pie in the face.

con man

7.

This person tossed a pie and hit the rancher right in the face.

Old Salt

8.

This person grabbed the con man by the back of the neck and pushed his face into a pie.

president

Part 2

Write the words.

1.

invite

+

ed

=

invited

2.

mad

+

er

=

madder

3.

blame

+

ed

=

blamed

4.

argue

+

ing

=

arguing

5.

ranch

+

er

=

rancher

6.

remember

+

ed

=

remembered

7.

snap

+

ed

=

snapped

8.

live

+

ly

=

lively

9.

quick

+

ly

=

quickly

10.

wave

+

ed

=

waved

Part 3

Write the words.

1.

we

+

will

=

we'll

2.

is

+

not

=

isn't

3.

does

+

not

=

doesn't

4.

I

+

will

=

I'll

Characterization, suffixes, contractions

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Lesson 63125

Lesson64

Name _____

Part 1

Write the name of the person each sentence tells about.

Stan

president

Thin Jim

Fuzz

con man

1.

This person got out of the water and again explained the rules of the pie-eating contest.

president

2.

This person brought out another load of pies.

con man

3.

This person won the pie-eating contest.

Thin Jim

4.

This person always wears three pairs of socks.

Fuzz

5.

This person won a gold toothpick.

Thin Jim

6.

This person said, "I can't help it if I got jungle sickness."

Fuzz

7.

This person said, "Our next event will be the sale."

president

8.

This person put a baseball mitt on his foot.

Stan

9.

This person dragged out a box that was almost as big as he was.

con man

Part 2

Write these words without endings.

1.

hollered

holler

2.

sticky

stick

3.

laughing

laugh

4.

finished

finish

5.

flying

fly

6.

cheered

cheer

7.

rancher

ranch

8.

received

receive

9.

matches

match

10.

battling

battle

11.

folks

folk

12.

yelling

yell

13.

glasses

glass

14.

leading

lead

15.

dragged

drag

16.

having

have

Characterization, suffixes

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Lesson 64127

Name _____

Part 1

Write the words.

- | | |
|-----------------------------------|-----------------------------------|
| 1. shake + ing = <u>shaking</u> | 7. yell + ed = <u>yelled</u> |
| 2. grin + ing = <u>grinning</u> | 8. eat + en = <u>eaten</u> |
| 3. smile + ed = <u>smiled</u> | 9. drip + ed = <u>dripped</u> |
| 4. quiet + ly = <u>quietly</u> | 10. glance + ed = <u>glanced</u> |
| 5. figure + ing = <u>figuring</u> | 11. slight + ly = <u>slightly</u> |
| 6. quick + er = <u>quicker</u> | 12. smart + est = <u>smartest</u> |

Part 2

Write the two words that make up each compound word.

- | | |
|---|--|
| 1. newspaper = <u>news</u> + <u>paper</u> | 7. backpack = <u>back</u> + <u>pack</u> |
| 2. upstairs = <u>up</u> + <u>stairs</u> | 8. everyone = <u>every</u> + <u>one</u> |
| 3. myself = <u>my</u> + <u>self</u> | 9. inside = <u>in</u> + <u>side</u> |
| 4. driveway = <u>drive</u> + <u>way</u> | 10. toothpick = <u>tooth</u> + <u>pick</u> |
| 5. birthday = <u>birth</u> + <u>day</u> | 11. watermelon = <u>water</u> + <u>melon</u> |
| 6. underline = <u>under</u> + <u>line</u> | 12. sunshine = <u>sun</u> + <u>shine</u> |

Part 3

Write the words.

- | | |
|--------------------------------|----------------------------------|
| 1. were + not = <u>weren't</u> | 5. we + have = <u>we've</u> |
| 2. where + is = <u>where's</u> | 6. could + not = <u>couldn't</u> |
| 3. they + are = <u>they're</u> | 7. here + is = <u>here's</u> |
| 4. I + am = <u>I'm</u> | 8. you + will = <u>you'll</u> |

Suffixes, compound words, contractions

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Corrective Reading

SRA

Enrichment Blackline Masters

Decoding C Skill Applications

Siegfried Engelmann
Gary Johnson



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Columbus, OH

SRAonline.com



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Printed in the United States of America.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-611246-3
MHID: 0-07-611246-2

2 3 4 5 6 7 8 9 MAL 13 12 11 10 09 08 07

Contents

Note to the Teacher..... v

Needs of the *Decoding C* Student — Checking Homework —
Grading System — Conversion Table — Homework Chart

Lesson	Page	Lesson	Page
■ Lesson 1.....	1	■ Lesson 31.....	61
■ Lesson 2.....	3	■ Lesson 32.....	63
■ Lesson 3.....	5	■ Lesson 33.....	65
■ Lesson 4.....	7	■ Lesson 34.....	67
■ Lesson 5.....	9	■ Lesson 35.....	69
■ Lesson 6.....	11	■ Lesson 36.....	71
■ Lesson 7.....	13	■ Lesson 37.....	73
■ Lesson 8.....	15	■ Lesson 38.....	75
■ Lesson 9.....	17	■ Lesson 39.....	77
■ Lesson 10.....	19	■ Lesson 40.....	79
■ Lesson 11.....	21	■ Lesson 41.....	81
■ Lesson 12.....	23	■ Lesson 42.....	83
■ Lesson 13.....	25	■ Lesson 43.....	85
■ Lesson 14.....	27	■ Lesson 44.....	87
■ Lesson 15.....	29	■ Lesson 45.....	89
■ Lesson 16.....	31	■ Lesson 46.....	91
■ Lesson 17.....	33	■ Lesson 47.....	93
■ Lesson 18.....	35	■ Lesson 48.....	95
■ Lesson 19.....	37	■ Lesson 49.....	97
■ Lesson 20.....	39	■ Lesson 50.....	99
■ Lesson 21.....	41	■ Lesson 51.....	101
■ Lesson 22.....	43	■ Lesson 52.....	103
■ Lesson 23.....	45	■ Lesson 53.....	105
■ Lesson 24.....	47	■ Lesson 54.....	107
■ Lesson 25.....	49	■ Lesson 55.....	109
■ Lesson 26.....	51	■ Lesson 56.....	111
■ Lesson 27.....	53	■ Lesson 57.....	113
■ Lesson 28.....	55	■ Lesson 58.....	115
■ Lesson 29.....	57	■ Lesson 59.....	117
■ Lesson 30.....	59	■ Lesson 60.....	119

Contents

Lesson	Page
Lesson 61	121
Lesson 62	123
Lesson 63	125
Lesson 64	127
Lesson 65	129
Lesson 66	131
Lesson 67	133
Lesson 68	135
Lesson 69	137
Lesson 70	139
Lesson 71	141
Lesson 72	143
Lesson 73	145
Lesson 74	147
Lesson 75	149
Lesson 76	151
Lesson 77	153
Lesson 78	155
Lesson 79	157
Lesson 80	159
Lesson 81	161
Lesson 82	163
Lesson 83	165
Lesson 84	167
Lesson 85	169
Lesson 86	171
Lesson 87	173
Lesson 88	175
Lesson 89	177
Lesson 90	179
Lesson 91	181
Lesson 92	183
Lesson 93	185

Lesson	Page
Lesson 94	187
Lesson 95	189
Lesson 96	191
Lesson 97	193
Lesson 98	195
Lesson 99	197
Lesson 100	199
Lesson 101	201
Lesson 102	203
Lesson 103	205
Lesson 104	207
Lesson 105	209
Lesson 106	211
Lesson 107	213
Lesson 108	215
Lesson 109	217
Lesson 110	219
Lesson 111	221
Lesson 112	223
Lesson 113	225
Lesson 114	227
Lesson 115	229
Lesson 116	231
Lesson 117	233
Lesson 118	235
Lesson 119	237
Lesson 120	239
Lesson 121	241
Lesson 122	243
Lesson 123	245
Lesson 124	247
Lesson 125	249

Corrective Reading

Decoding C Blackline Masters

Note to the Teacher

The activities in this book reinforce the skills taught in the 2008 edition of the *Corrective Reading Decoding C* program. The *Decoding C* Blackline Masters consist of 125 selections, one for every lesson in the *Decoding C* program. Each selection is to be read independently by students, possibly as a homework assignment. Each assignment involves two pages. The first page presents the selection that students read. The second page has items that require some form of written response. Lessons 1 through 25 provide multiple-choice items only. Starting with Lesson 26, most lessons provide questions that require short written responses, true-false items, and multiple-choice items.

Needs of the *Decoding C* Student

The student who is appropriately placed in *Decoding C* is a fairly competent reader, but the reader has not generalized the decoding skills that are taught in the *Corrective Reading* program to other material. The main purposes of the *Decoding C* Blackline Masters are to:

1. **Provide students with practice in independently reading informational selections that focus primarily on science and history.**

The area in which the students need the most work in decoding is reading in subject areas like science and history. The *Decoding C* program provides some exposure to these areas through informational selections. Also, many of the

stories students read in the *Decoding C* program contain references to scientific facts, rules, and information. The main contributions of the Blackline Masters are to provide more work that focuses on these areas and to provide a greater spectrum of topics, such as general science information, biographies of scientists, information about possible science careers, cross-curricular connections (music and art, for instance), and math applications.

2. **Provide students with practice in reading material that may have sentence structures and vocabulary that have not been carefully taught.**

The *Decoding C* program teaches vocabulary before it ever appears in a selection. Many of the selections in the Blackline Masters actually teach the meaning of words *in the selection*. This type of reading is new, and often difficult, for students.

Another difference is that all the selections in the *Decoding C* program were written by the same group of authors, who controlled both the vocabulary and the syntax of the sentences. In contrast, selections in the *Decoding C* Blackline Masters are written by many different authors who have many different ways of expressing themselves. Therefore, the selections expose students to expressions and patterns that are unlike anything in the *Decoding C* program. For instance, a selection might use this kind of expression: "The heart beats irregularly, or palpitates." This meaning of **or** is not used in *Decoding C*. (It doesn't mean that there is a choice between **beating irregularly** or **palpitating**.)

3. **Provide students with comprehension items that differ in form from those of the *Decoding C* program.**

Most of the story-comprehension items in *Decoding C* ask students questions about *what, who, where, when, and why*. The program also presents some items that are answered with *yes* or *no*. None of these items presents choices. In contrast, many of the selections in the Blackline Masters present multiple-choice items. This item type tends to be more common in the early parts of the series. For the rest of the Blackline Masters, the most common items are those that require short, written answers.

The items include

- questions about vocabulary definitions that were presented in the context of the selections
- questions about fact versus opinion
- true-false items
- items that call for inferences and predictions based on the content of the selection
- items that ask about the main idea
- items that ask about the best title
- items that require students to draw conclusions
- items that require application of math operations

Presenting the Blackline Masters:

The sequence of the Blackline Masters roughly corresponds to the progression of skills presented in *Decoding C*. The easier selections appear earlier in the series, and the more challenging selections occur later.

The most efficient practice is to coordinate the presentation of the Blackline Masters with what the students do in class. Present the Blackline Master on the same day the corresponding lesson is completed in the regular *Decoding C* program. For instance, present Blackline Master Lesson 23 after students complete Lesson 23 in the regular *Decoding C* program. Students should be able to complete most assignments without any special help, but they may have questions, particularly about the meaning of some words or sentences.

Checking Homework

Blackline Masters may be assigned as homework. Here are some guidelines for using Blackline Masters in this way.

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 251 of this book. Monitor students as they mark their own papers. Scan students' written responses for accuracy and legibility.

For each activity, identify the part and call on individual students to read each item and say the correct answer. For difficult comprehension items, call on different students to read their answers. Provide feedback on which answers are acceptable.

If the group is large, read the correct answers for each item as students check their own papers.

Grading System

At the top of each page that has questions is a summary that you can use to give students a percent-correct score.

After students check their work and mark items that are not correct, students count the number of correct items and write that number in the Number Correct box.

$$\frac{\text{Number Correct}}{\text{Number of Items}} = \frac{7}{9} = \text{Percent Correct } \%$$

For awarding letter grades and comparing performance from one lesson to the next, convert the number to a percent value. Use the table on page ix to determine the percent correct. To use the table,

1. refer to the Number of Items column,
2. refer to the Number Correct row, and
3. refer to the Percent Correct row.

For example, there are 9 items, and a student has 7 items correct. The Percent Correct row shows the percent value for 7/9 is 78%.

Number Correct	9	8	7	6	5	4	3	2	1
Number of Items	9	9	9	9	9	9	9	9	9
Percent Correct	100%	89%	78%	67%	56%	44%	33%	22%	11%

$$\frac{\text{Number Correct}}{\text{Number of Items}} = \frac{7}{9} = \text{Percent Correct } 78\%$$

Homework Chart

Keep a record of homework performance. A reproducible chart appears on page x. It covers a span of 15 lessons. For each lesson, record the percent-correct score for each student. This record not only shows daily performance; it also can be used as an objective measure for awarding letter grades.

Your school may have set rules for the relationship between percent-correct scores and letter grades. A rule of thumb for a passing criterion is that students achieve a percent-correct score of 80% or higher. You could consider a score of 78% or higher as passing, in which case the performance in the previous example would meet the passing criterion.

The *Decoding C* Enrichment Blackline Masters is a potentially useful tool for bridging the gap between the performance of students as they progress through *Decoding C* and the demands of textbooks and other content-area material.

Table for Converting Number of Items Correct to Percent Correct

		Number of Items															
7	Number Correct	7	6	5	4	3	2	1									
	Number of Items	7	7	7	7	7	7	7									
	Percent Correct	100%	86%	71%	57%	43%	29%	14%									
8	Number Correct	8	7	6	5	4	3	2	1								
	Number of Items	8	8	8	8	8	8	8	8								
	Percent Correct	100%	88%	75%	63%	50%	38%	25%	13%								
9	Number Correct	9	8	7	6	5	4	3	2	1							
	Number of Items	9	9	9	9	9	9	9	9	9							
	Percent Correct	100%	89%	78%	67%	56%	44%	33%	22%	11%							
10	Number Correct	10	9	8	7	6	5	4	3	2	1						
	Number of Items	10	10	10	10	10	10	10	10	10	10						
	Percent Correct	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%						
11	Number Correct	11	10	9	8	7	6	5	4	3	2	1					
	Number of Items	11	11	11	11	11	11	11	11	11	11	11					
	Percent Correct	100%	91%	82%	73%	64%	55%	45%	36%	27%	18%	9%					
12	Number Correct	12	11	10	9	8	7	6	5	4	3	2	1				
	Number of Items	12	12	12	12	12	12	12	12	12	12	12	12				
	Percent Correct	100%	92%	83%	75%	67%	58%	50%	42%	33%	25%	17%	8%				
13	Number Correct	13	12	11	10	9	8	7	6	5	4	3	2	1			
	Number of Items	13	13	13	13	13	13	13	13	13	13	13	13	13			
	Percent Correct	100%	92%	85%	77%	69%	62%	54%	46%	38%	31%	23%	15%	8%			
14	Number Correct	14	13	12	11	10	9	8	7	6	5	4	3	2	1		
	Number of Items	14	14	14	14	14	14	14	14	14	14	14	14	14	14		
	Percent Correct	100%	93%	86%	79%	71%	64%	57%	50%	43%	36%	29%	21%	14%	7%		
15	Number Correct	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	
	Number of Items	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	
	Percent Correct	100%	93%	87%	80%	73%	67%	60%	53%	47%	40%	33%	27%	20%	13%	7%	
16	Number Correct	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
	Number of Items	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
	Percent Correct	100%	94%	88%	81%	75%	69%	63%	56%	50%	44%	38%	31%	25%	19%	13%	6%

Corrective Reading

Decoding C Homework Chart

Teacher _____

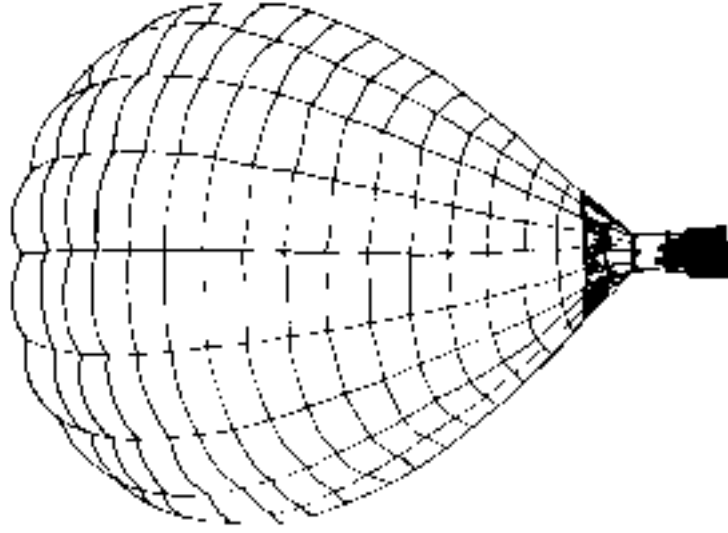
Group _____

[illegible]

Part A

The word for a balloon that carries people high into the air has had an interesting history. In 1600 the English played a game of football much like the modern game of rugby. The players either kicked a ball or hit it with their arms and hands. The ball was so large that the players wore wooden arm braces to keep from being hurt. Both the game and the ball were called *balloon*, which came from the French word *ballon*, meaning “a large ball.”

But a far larger ball was invented by the Montgolfier brothers of France in 1783. This was a huge bag filled with hot air, which rose high above the earth. This, too, was called a balloon and led to the sort of balloons we have today.

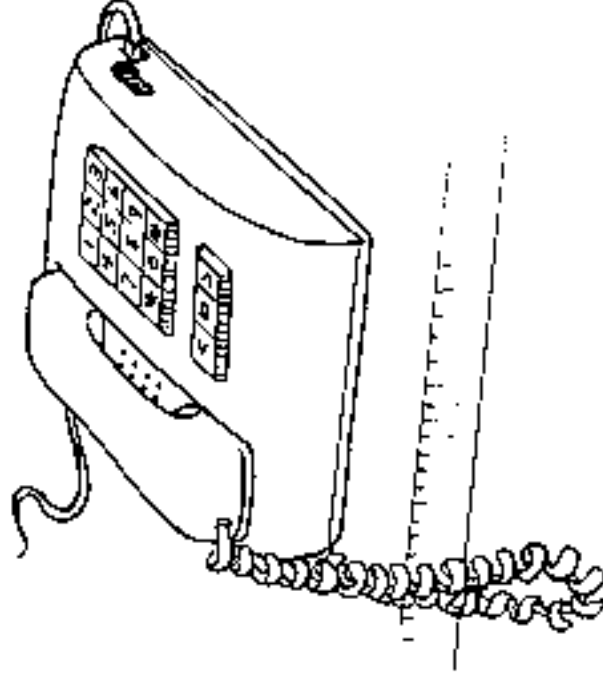


Part B

Alexander Graham Bell invented the telephone. He and his assistant, Thomas Watson, made quite a team. Bell would travel to many places showing off his invention. Watson stayed behind. That way Bell had someone to call and talk with.

The early telephones were quite crude. A person had to shout into them to be heard. Watson lived in a boarding house. The owner didn't like all of the noise. She wanted Watson to leave. But Watson had an idea. He took some blankets from his bed. Then he put them over himself and the telephone.

The noise stayed under the blankets, and Watson was allowed to stay in the house. You might say he had just invented the first telephone booth.



Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- In 1600 the English played a game like the modern game of football.
 - football.
 - rugby.
 - soccer.
 - None of the above
- In the old English game the players moved the ball by kicking it with their feet.
 - hitting it with their arms.
 - hitting it with their hands.
 - All of the above
 - None of the above
- To keep from being hurt, the players wore
 - special boots.
 - special pads.
 - arm braces.
 - leg braces.
- The name of the English game was
 - soccer.
 - balloon.
 - football.
 - rugby.
- The name of the game came from the French word for
 - a large ball.
 - balloon.
 - football.
 - rugby.
- The Montgolfier brothers of France invented a balloon in
 - 1600.
 - 1683.
 - 1700.
 - 1783.
- The Montgolfier balloon was filled with
 - a far larger ball.
 - a huge bag.
 - hot air.
 - The story does not say.

Part B

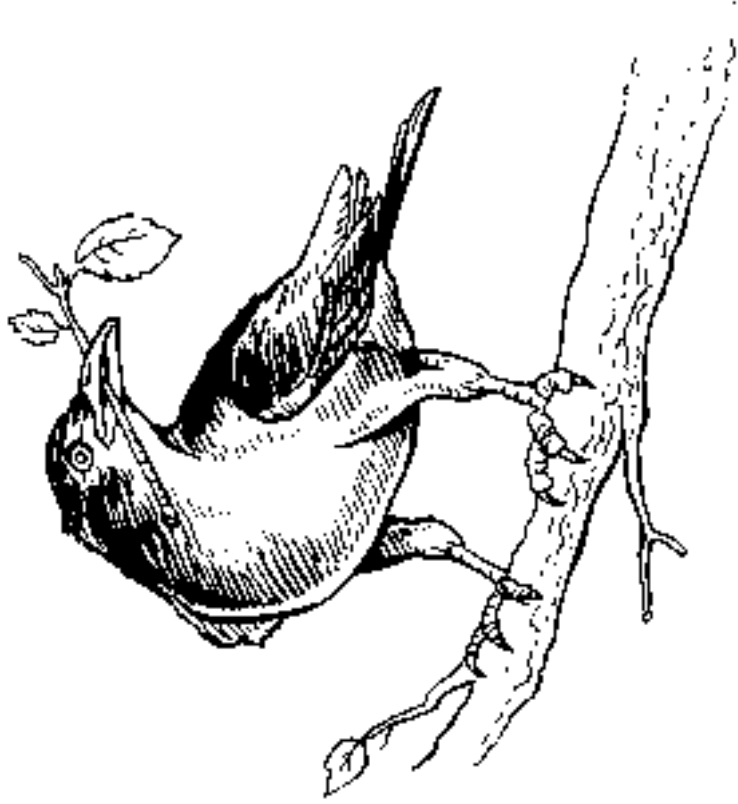
Circle the letter of the answer.

- Who invented the telephone?
 - Thomas Watson
 - Thomas Edison
 - Samuel Morse
 - None of the above
- Thomas Watson stayed at home to
 - show off the new invention.
 - invent the telephone booth.
 - receive calls from Bell.
 - The story does not say.
- Because early telephones were crude,
 - people could not call very far.
 - people had to shout into them.
 - they cost too much money.
 - they were too big and hard to hold.
- The owner of the boarding house wanted Watson to leave because he
 - hadn't paid his rent.
 - made too much noise.
 - was always shouting.
 - Both b and c
- Watson solved the problem by
 - cutting off the telephone.
 - covering up the telephone.
 - talking softer.
 - moving to another boarding house.
- What was the result of Watson's new idea?
 - Watson didn't have to move.
 - Watson started a new business.
 - Bell sold a lot of telephones.
 - The boarding house got a new telephone.
- Watson's new idea was a kind of telephone
 - office.
 - booth.
 - call.
 - bill.

Part A

Crows usually build their nests high in an evergreen tree. The nests are bulky structures of sticks, twigs, grasses, and tree bark. They are often decorated with shiny stones or sparkling bits of glass.

The eggs in this nest, usually from four to six, are pale green and thickly marked with brown. When hatched, the hungry young birds stay in the nest about three weeks. They eat their weight in food every day. By the time they are ready to leave, they look almost like their parents except that their coats are less shiny. Their parents show them the surrounding land and teach them the rules of the group of fifty or sixty crows that live in the area.

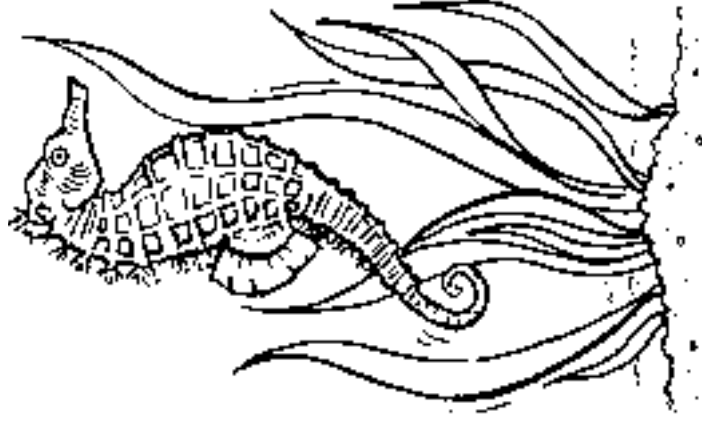


Part B

Mother animals don't always take care of their young. Sometimes that's the father's job. For example, the male sea horse has a special pouch on his belly. The female squirts about six hundred eggs into the pouch through an opening at the top. Then she swims off.

Soon the male's belly becomes fatter as the eggs begin to grow. Fifty-five days later the eggs hatch a few dozen at a time, and the babies leave the pouch.

The young sea horses are able to care for themselves right away. They start to feed on tiny sea creatures and plants. They had better stay away from their father, though. After all that work he is hungry and quite likely to eat some of them.



Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- You would probably find a crow's nest
 - built into a hole in a wall.
 - by climbing a tree.
 - by following its tracks on the ground.
 - in the desert.
- According to the article, a crow's nest has
 - bark and leather.
 - sand and grass.
 - stones and twigs.
 - All of the above
- A female crow usually lays about
 - five pale brown eggs.
 - four eggs marked with green.
 - six green eggs and six brown eggs.
 - six green and brown eggs.
- Young crows
 - eat in the nest for about three weeks.
 - do not get heavier for three weeks.
 - eat after they are three weeks old.
 - None of the above
- When young crows leave the nest, they
 - move far away.
 - are larger than their parents.
 - are not as shiny as their parents.
 - do not have coats.
- A young crow's parents
 - teach it how to behave.
 - show it land nearby.
 - Neither **a** nor **b**
 - Both **a** and **b**
- The article says that crows
 - live alone.
 - nest in groups.
 - are not intelligent.
 - do whatever they want.

Part B

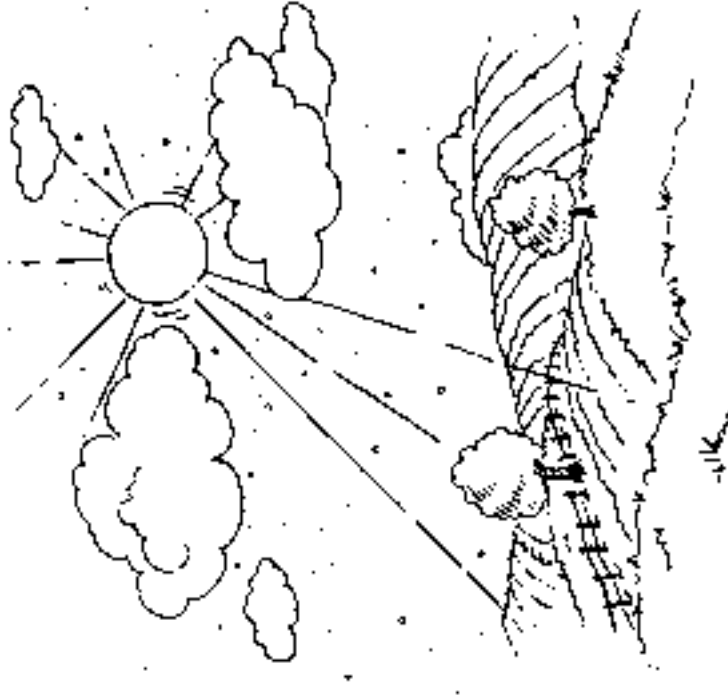
Circle the letter of the answer.

- One male animal that takes care of its young is the
 - sea turtle.
 - sea horse.
 - sea otter.
 - shark.
- The male has a special pouch on his
 - belly.
 - tail.
 - back.
 - None of the above
- About how many eggs does the female squirt into the male's pouch?
 - 300
 - 400
 - 500
 - 600
- The eggs grow inside the male for how many days?
 - 35
 - 45
 - 55
 - 65
- The babies are born a
 - few at a time.
 - few dozen at a time.
 - few hundred at a time.
 - The story does not say.
- After they are born, the young feed on tiny
 - sea creatures.
 - sea plants.
 - Both **a** and **b**
 - Neither **a** nor **b**
- After his babies are born, the father is quite likely to
 - eat the babies.
 - swim away.
 - look for the mother.
 - hide from fish.

Part A

What we call the sky is nothing but air with billions of tiny bits of dust floating in it. It gets its blue hue from the sun.

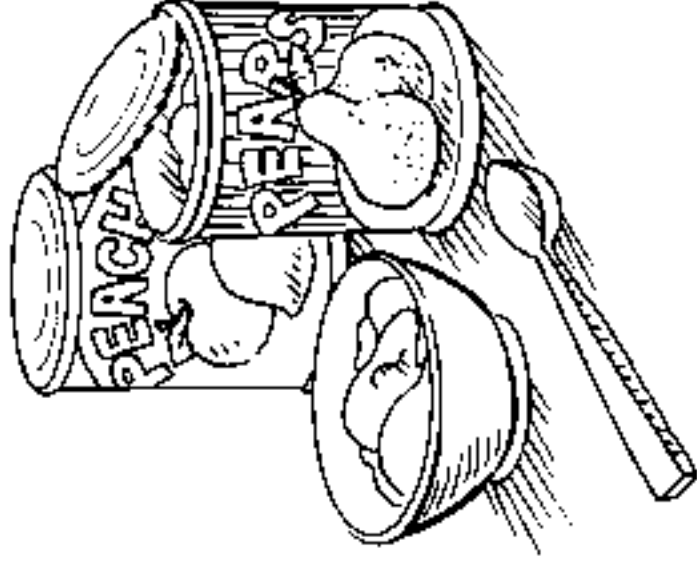
The light from the sun is a mixture of purple, blue, green, yellow, orange, and red rays, but we never see the rays separately except in a rainbow. As the purple, blue, and green rays of light stream down from the sun, they are scattered by the bits of dust in the air. The red, orange, and yellow rays are not scattered as much. When we look up at the sky in the daytime, we see the blue light rays reflected, or bounced, back to us by the bits of dust. We see blue sky.



Part B

In the early 1800s, sailors returning from a long time at sea were often weak or ill. They had not been getting enough good food on board their ship. Unlike today, there was no way to keep fruits, vegetables, and meat fresh. In just a few days most food spoiled and had to be thrown away. The sailors then ate only dried rice and beans. This was not the right kind of food to keep them strong.

Luckily, Nicholas Appert decided to do something about this. He worked at the problem for a year. Then, in 1811, he invented a way of putting food in cans. Food could now be kept a long time, and sailors could enjoy their meals at sea. They could eat fruits and vegetables, as well as rice and beans.



Number Correct		Percent Correct
Number of Items	12	%

Name _____

Part A

Circle the letter of the answer.

- The article says that the sky is nothing but
 - red, orange, and yellow rays of light.
 - purple, blue, and green rays of light.
 - air and tiny bits of dust.
 - a rainbow.
- The light from the sun is a mixture of
 - tiny bits of dust.
 - red, orange, and yellow rays.
 - purple, blue, and green rays.
 - purple, blue, green, yellow, orange, and red rays.
- When do we see rays of light separately?
 - In a rainbow
 - When they stream straight down to earth
 - When they are scattered by bits of dust
 - None of the above
- A rainbow is caused by rays of light
 - streaming straight down to earth.
 - scattered by bits of dust in the air.
 - reflected by bits of dust in the air.
 - The article does not say.
- When rays of light stream down to earth from the sun, they
 - are scattered.
 - turn red.
 - form clouds.
 - create dust.
- The daytime sky appears blue to us because the blue light rays
 - are blocked by the bits of dust in the air.
 - are reflected by the bits of dust in the air.
 - stream straight down to earth from the sun
 - None of the above

Part B

Circle the letter of the answer.

- In the early 1800s
 - every sailor was weak and ill.
 - sailors at sea had difficulty staying strong.
 - weak and ill sailors often went to sea.
 - Both **b** and **c**
- The article says that sailors were often weak or ill because
 - they didn't get enough of the right foods.
 - they ate spoiled food.
 - there was no food on their ships.
 - they did not like fruit.
- Food spoiled because
 - the sailors ate nothing but rice and beans.
 - the fruits and vegetables were not fresh.
 - there was no way to keep it fresh.
 - All of the above
- Because the sailors ate only rice and beans,
 - their strength faded.
 - they returned home ill.
 - they returned home.
 - Both **a** and **b**
- Nicholas started on his invention in
 - 1811.
 - 1809.
 - 1810.
 - 1812.
- Because of Nicholas Appert's invention,
 - food could be kept a long time.
 - people learned how to make cans.
 - people could cook their meals.
 - canned food became more enjoyable.

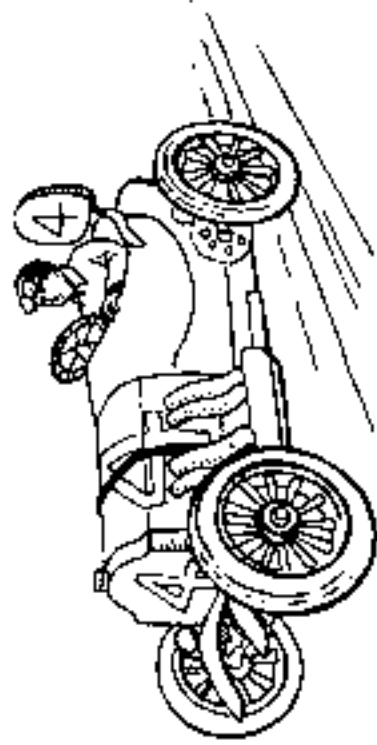
Part A

People at the 1912 Indianapolis 500 automobile race were certain that Ralph DePalma would win. He had led for most of the 500-mile race, and he was far ahead of the other cars. Only a disaster could stop him from winning.

Then it happened. Going into the last lap, his car suddenly stopped. DePalma jumped out and began to push it.

As he pushed, cars whizzed by at a speed of 100 mph. But he did not seem to mind. He slowly made his way toward the finish line.

DePalma's car crossed the line just before Joe Dawson, the man in second place, roared past. DePalma thought he had won, even though he was not driving the car. But the prize went to Dawson. There is a rule that the winning car has to cross the finish line under its own power.



Part B

Feathers are rooted to a bird's skin. They clothe the bird in a light covering that protects its body.

Birds have special muscles in their skin for fluffing out their feathers. When a bird fluffs its feathers, dead air space is created between them that keeps cold air away from the bird's skin.

Birds lose and replace their feathers at least once a year, but a bird doesn't lose all of them at once. Main feathers are lost two at a time (one from each side of the body), so that the bird is still able to fly.

Feathers have long been treasured as objects of art, and people everywhere in the world have used them to decorate their clothing.



Number Correct		=	Percent Correct
Number of Items	14		%

Name _____

Part A

Circle the letter of the answer.

- The race in the story was the
 - Monaco Grand Prix.
 - Canadian Grand Prix.
 - Indianapolis 500.
 - Grand National Championship.
- The story says that people were sure DePalma would win because he
 - had been leading for most of the race.
 - was considered the best driver in the world.
 - had the best car in the world.
 - All of the above
- When DePalma's car stopped, he was
 - just starting the race.
 - just crossing the finish line.
 - going into the last lap.
 - None of the above
- DePalma's car stopped because it
 - got too hot.
 - ran out of gas.
 - lost a tire.
 - The story does not say.
- When the cars whizzed by DePalma as he was pushing his car, he
 - waved a flag.
 - moved off the speedway.
 - stood still.
 - None of the above
- DePalma's car crossed the finish line
 - first.
 - second.
 - third.
 - fourth.
- DePalma didn't receive a prize because
 - his car was too small.
 - a rule said he couldn't.
 - he didn't have a driver's license.
 - he blocked the racetrack.

Part B

Circle the letter of the answer.

- A bird fluffs its feathers by
 - nodding its head up and down.
 - flapping its wings.
 - perching itself in a brisk wind.
 - using special muscles in its skin.
- The article says that a bird fluffs its feathers in order to
 - draw attention to itself.
 - keep warm.
 - find itself a mate.
 - keep itself clean.
- Fluffed feathers help the bird by
 - creating dead air spaces between the feathers.
 - keeping out cold air.
 - keeping out warm air.
 - Both a and b
- The article says that a bird's feathers
 - make the bird attractive.
 - help the bird find a mate.
 - cover and protect its body.
 - help birds identify each other.
- According to the article, birds replace their feathers
 - at least once a year.
 - all the time.
 - once every other year.
 - only once during their lifetime.
- A bird loses its main feathers
 - all at once.
 - two at a time.
 - from half of its body at a time.
 - The article does not say.
- Feathers have been used as decoration by
 - Peruvians.
 - Polynesians.
 - nineteenth-century Americans.
 - people everywhere in the world.

Part A

A giant panda has a big appetite. It eats about twenty pounds of bamboo leaves and stems a day.

With its strong teeth, this bearlike animal from China bends the tall stalks of bamboo cane to the ground. With a crunch, it bites through the tough stem near the bottom of the plant. Holding the stalk in its paws, it strips the outer bark with its teeth. Then the giant panda munches on the bamboo stem the way you might on a chicken leg. Finally the tender, green top leaves of the plant are left. The giant panda likes this part best.

In this way the large animal eats its way through a bamboo forest.



Part B

The Canary Islands are a group of islands swarming with wild canaries. You might think that the islands were named for the birds. But that guess would be wrong.

The Canary Islands are off the coast of Morocco, a country in northwest Africa. They were named long ago by some Spanish explorers who came to one of the islands. Those explorers often saw large, fierce dogs running about. So they called the island *Canaria*. That means Isle of Dogs. The name is based on the Latin word *canis*, which means “dog.”

So the Canary Islands owe their name to the fierce dogs that once roamed there, and the wild birds in turn owe their name to the islands.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- The giant panda is an animal that looks like a
 - bear.
 - fox.
 - cat.
 - dog.
- Giant pandas live in
 - Africa.
 - Japan.
 - China.
 - India.
- How much bamboo does a giant panda eat in one day?
 - Twelve pounds
 - Twenty pounds
 - Ten pounds
 - Twenty-five pounds
- What is the first thing a giant panda does to gather bamboo stalks?
 - Munches on the stem
 - Holds the stalk in its paws
 - Strips the bamboo bark
 - Bends the bamboo cane to the ground
- After stripping the bamboo stem with its teeth, the giant panda
 - munches on the stem.
 - eats the tender top leaves.
 - bends the bamboo cane to the ground.
 - cuts through the stem at the bottom of the plant.
- The part of the bamboo plant the giant panda likes best is the
 - tough stems at the bottom.
 - stripped stalks.
 - tender top leaves.
 - None of the above
- During the day how much time does the giant panda spend eating?
 - Ten to twelve hours
 - Eight to ten hours
 - Six to eight hours
 - The story does not say.

Part B

Circle the letter of the answer.

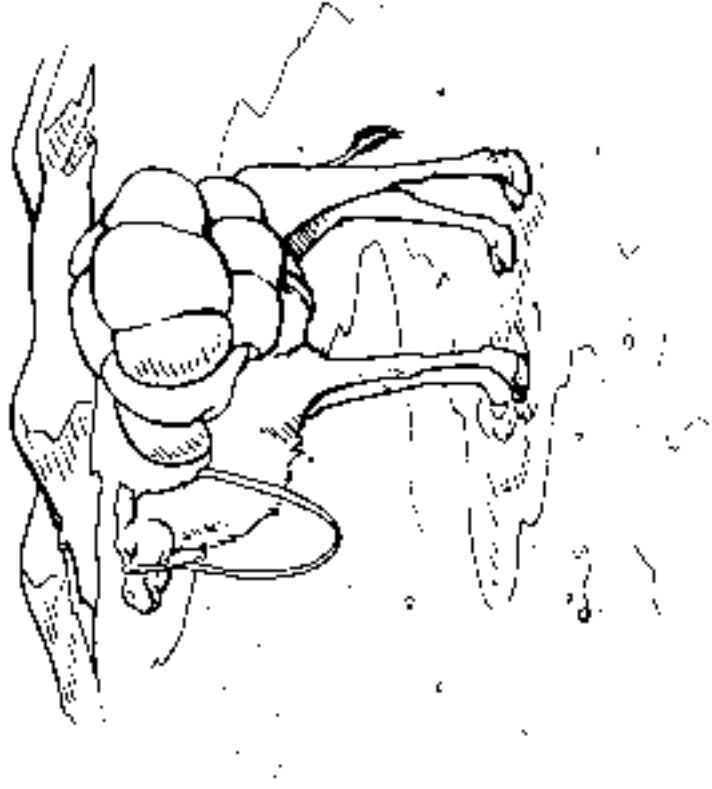
- The Canary Islands are located off the coast of
 - Japan.
 - China.
 - Mexico.
 - Morocco.
- The islands were named by
 - the natives of the islands.
 - Spanish explorers.
 - Italian explorers.
 - the queen of England.
- The islands' name was prompted by the
 - fierce dogs that roamed them.
 - wild bobcats that roamed them.
 - wild natives that roamed them.
 - swarms of yellow birds that nested there.
- The islands were first named
 - Island of the Yellow Cats.
 - Canis.
 - Canaria*.
 - Island of the Singing Birds.
- The word *canis* is
 - an Italian word meaning "bird."
 - an English word meaning "cat."
 - a Spanish word meaning "yellow."
 - a Latin word meaning "dog."
- The Canary Islands were named
 - before the birds were named.
 - before the explorers landed.
 - after the birds were named.
 - Both **a** and **b**
- The canary bird owes its name to the
 - Italian explorers.
 - Canary Islands.
 - queen of England.
 - island natives.

Part A

For ten thousand years some desert people have depended on the camel. It has given them many goods: wool for clothing and tents, milk and meat for food.

But the camel has been best known for carrying people and goods across deserts. It is very strong. A camel can carry 1,000 pounds (half a ton) for over 100 miles a day.

Camels are well suited for desert travel. They have soft feet that spread in sand. They have double rows of eyelashes that guard their eyes from sand and sun. They eat almost anything, including shrubs and poor grasses that even goats won't eat, and they can live without water for a long time. Sometimes they won't drink for sixteen or seventeen days.



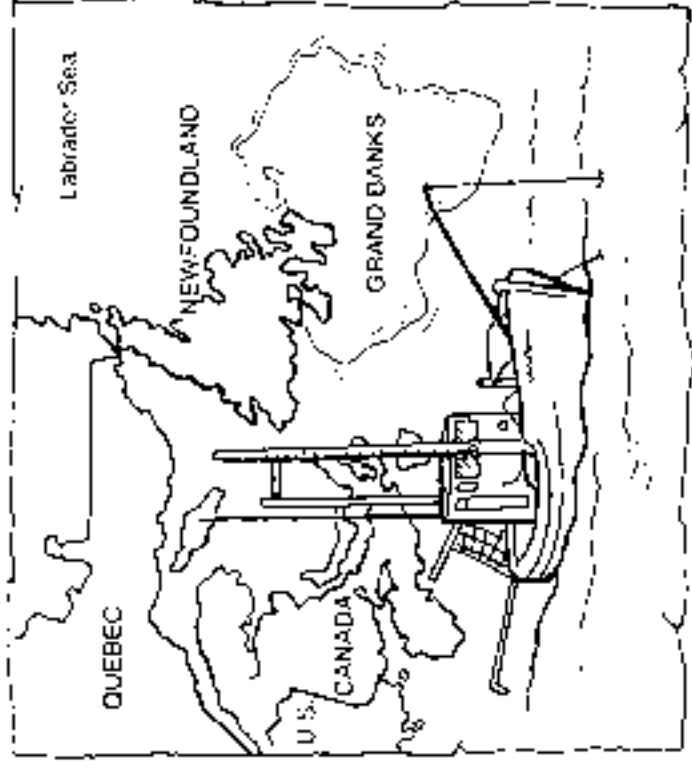
Part B

One of the best fishing areas in the world is called the Grand Banks. This is a place in Canada. The Grand Banks is shallow water in the Atlantic Ocean near Newfoundland.

Most of the Atlantic is many miles deep, but the Grand Banks is only about 150 to 1,000 feet deep. In these shallow waters live millions of fish, particularly codfish.

The Grand Banks is not a pleasant place. It is often stormy and cold. Icebergs drift down from the north. Fog often covers the water.

But there are many, many fish. So for hundreds of years fishing boats from many countries have taken on the dangers of the Grand Banks.



Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Camels are usually found in areas where there are
 - deserts.
 - forests.
 - mountains.
 - swamps.
- People have depended on camels for
 - 100 years.
 - 1,000 years.
 - 10,000 years.
 - 100,000 years.
- A camel can carry a load of
 - half a ton.
 - a ton.
 - a ton and a half.
 - two tons.
- A camel has feet that
 - are soft and that spread.
 - are hard and that become narrow.
 - sink in the sand.
 - have a double row of toes.
- In one day a fully loaded camel can travel
 - 10 miles.
 - 50 miles.
 - 100 miles.
 - 200 miles.
- A camel will eat
 - almost anything.
 - only goat's milk and meat.
 - anything but grasses and shrubs.
 - The article does not say.
- Camels have been known to live without water for as long as
 - 10 days.
 - 17 days.
 - 70 days.
 - 100 days.

Part B

Circle the letter of the answer.

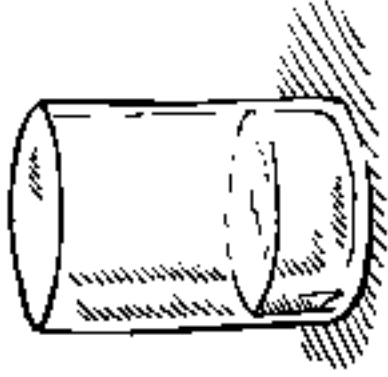
- The Grand Banks is a well-known
 - fishing area.
 - yachting area.
 - oil reserve.
 - testing area.
- The Grand Banks is near
 - Greenland.
 - Newfoundland.
 - Maine.
 - Massachusetts.
- In comparison with other parts of the Atlantic Ocean, the Grand Banks is
 - deep.
 - clear.
 - shallow.
 - dirty.
- One of the most numerous fish in the Grand Banks is the
 - shark.
 - shrimp.
 - salmon.
 - cod.
- The climate on the Grand Banks is
 - pleasant.
 - unpleasant.
 - constant.
 - boring.
- The Grand Banks often has
 - icebergs.
 - fog.
 - sunshine.
 - Both **a** and **b**
- Fishing boats have come to the Grand Banks for
 - ten years.
 - fifty years.
 - a hundred years.
 - hundreds of years.

Part A

You can see through glass, but you can't see through any of the things that are used to make glass. These things are sand, soda, and limestone. Glass is formed when these materials are mixed together, melted, and cooled quickly.

Before people knew how to make glass, nature was making it in one of two ways. When lightning strikes sand, its heat can create glass from the sand. When a volcano erupts, rocks and sand are sometimes melted into a kind of glass.

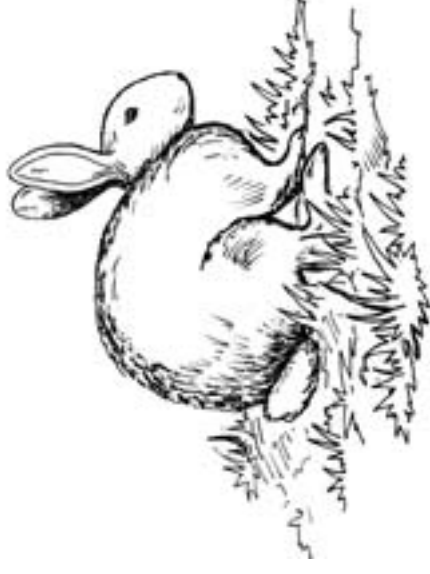
Perhaps people first learned to make glass by watching how nature does it. In any case, we have learned much about making glass since early times. Today more than a hundred thousand kinds of glass are made, and each has its own special uses.



Part B

In summer, young cottontail rabbits can be found snuggled in fur-lined nests. As the pink color of their skin fades and fur appears, young cottontails take on a brown-and-white pattern. Their ears grow crisp and upright, and within a few days they learn to hop about and nibble on green sprouts. But during the first two weeks about a third of them die. In fact, few live longer than a year. The following enemies kill them: hunters, disease, harsh weather, and hostile animals.

Cottontails usually feed during the night. They eat herbs in the summer, and tender buds and the bark of trees and shrubs in the winter. Because of their eating habits, it would be dangerous if every rabbit survived. They would eat all the plants. As the plants disappeared, the soil would blow away and no new plants could thrive.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- Glass is made mainly of
 - sand and water.
 - sand, limestone, and soda.
 - rock, salt, and limestone.
 - None of the above
- In order to make glass, the materials that form it must be
 - mixed, heated, and then cooled.
 - washed and then ground up.
 - baked and then coated with plastic.
 - heated, mixed, and then baked.
- Glass is sometimes made in nature when
 - lightning strikes sand.
 - a volcano erupts.
 - Both **a** and **b**
 - Neither **a** nor **b**
- Glass can be created from sand by
 - the sound of lightning.
 - the heat of lightning.
 - flashes of lightning.
 - the strength of lightning.
- People may have first learned to make glass by
 - watching nature.
 - examining natural glass.
 - working with clay.
 - None of the above
- Over the years people have
 - lost interest in glass.
 - learned a great deal about making glass.
 - changed the basic way of making glass.
 - None of the above
- Today glass companies all over the world are
 - making most of their glass by hand.
 - trying to learn how glass was first made.
 - discovering better materials than glass.
 - making thousands of kinds of glass.

Part B

Circle the letter of the answer.

- Cottontail young can usually be found in
 - spring.
 - summer.
 - autumn.
 - winter.
- The young cottontail starts to become
 - pink and furry.
 - crisp and upright.
 - brown and white.
 - faded and weak.
- One of the first lessons the cottontail learns is how to
 - find its own food.
 - build its own nest.
 - keep its ears upright.
 - avoid disease.
- Few cottontails live longer than a year because of
 - the shortage of food.
 - their natural enemies.
 - the lack of space.
 - their wasteful habits.
- Which happens last?
 - The cottontail's ears grow crisp and upright.
 - The cottontail's skin color fades.
 - The cottontail takes on a brown-and-white pattern.
 - The cottontail learns to hop about and feed itself.
- The cottontail's winter food is usually
 - tree bark and buds.
 - all types of herbs.
 - nuts and pine cones.
 - weasels and other animals.
- If every cottontail survived, the result would probably be
 - floods.
 - forest fires.
 - soil erosion.
 - lightning storms.

Part A

Coral reefs are formed by millions of tiny animals called corals. Corals produce limestone, which hardens into cuplike shapes that stick together. As the animals die, younger corals attach themselves to the old cups. In this way the reef is built up.

Sometimes corals form odd shapes. Pipe-organ coral looks like the pipes of an organ. Staghorn coral looks like antlers. Brain coral forms a huge mound that looks like the human brain.

Precious corals are found in parts of the Mediterranean Sea and in the Sea of Japan. They are valuable as well as beautiful, and their bright red parts are used for jewelry.

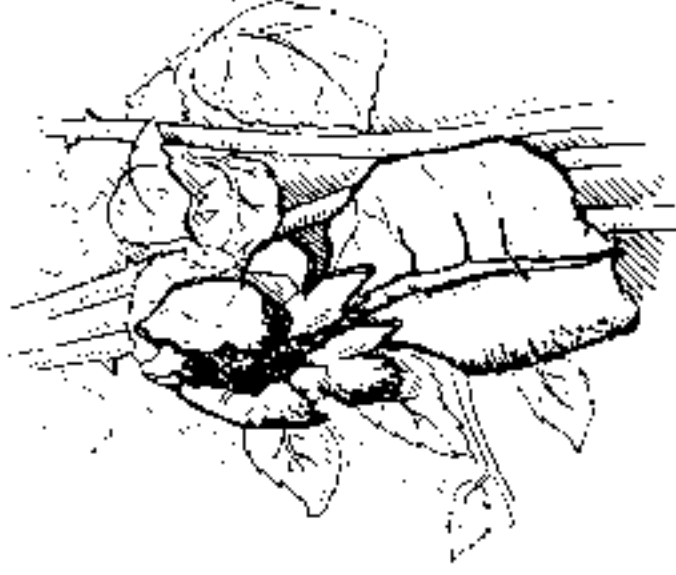
The most famous coral reef in the world is Australia's Great Barrier Reef. It is about twenty to thirty miles from shore and more than twelve hundred miles long.



Part B

Many insects disguise themselves to trick their enemies. They pretend to be stones, seeds, blades of grass, and even dewdrops. The prize for the best disguise must go to the walking-leaf beetles of India and the Philippines.

The eggs of these insects look like seeds. When the young hatch, they are glossy red copies of the buds sprouting on the bushes that they inhabit. The adult beetles have green bodies that are shaped and veined to look exactly like the leaves they feed on. Their flat legs resemble small leaves with ragged yellow-stained edges. When it is windy, walking-leaf beetles often hang by two legs and turn their bodies to and fro like breeze-blown leaves. At every stage in life, the walking-leaf beetles can fool their enemies.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- Coral reefs are formed by
 - small animals.
 - large insects.
 - deer's antlers.
 - organ pipes.
- The limestone
 - takes a cuplike shape.
 - hardens.
 - sticks together.
 - All of the above
- Which happens first?
 - The corals die.
 - The corals produce limestone.
 - The reef builds up.
 - Younger corals attach themselves.
- Fan coral probably
 - waves in the water.
 - is used to make fans.
 - looks like a fan.
 - All of the above
- Precious corals are valuable probably because they
 - have bright red parts.
 - are found in the Mediterranean.
 - have unusual shapes.
 - look like the human brain.
- The most famous coral reef is near
 - China.
 - Japan.
 - Australia.
 - Hawaii.
- The reef is probably famous because of its
 - distance from shore.
 - length.
 - location.
 - shape.

Part B

Circle the letter of the answer.

- According to the author, many insects disguise themselves for
 - hunting.
 - safety.
 - warmth.
 - housing.
- Some insects can make themselves look like
 - grass.
 - stones.
 - seeds.
 - Any of the above
- Walking-leaf beetles are found in
 - India.
 - the Philippines.
 - Both a and b
 - Neither a nor b
- The correct order of the walking-leaf beetles' disguises is
 - leaves, flowers, seeds.
 - branches, bark, buds.
 - seeds, buds, leaves.
 - leaves, seeds, veins.
- The young walking-leaf beetle is different from the adult in that it is
 - a different color.
 - a lighter shade.
 - a darker shade.
 - many colors.
- The legs of the adult beetle are similar to
 - sprouting buds.
 - small, ragged leaves.
 - green shoots.
 - twigs.
- Walking-leaf beetles have a good disguise because they
 - change color every few seconds.
 - can make themselves look like leaves.
 - sit perfectly still.
 - fall in the wind.

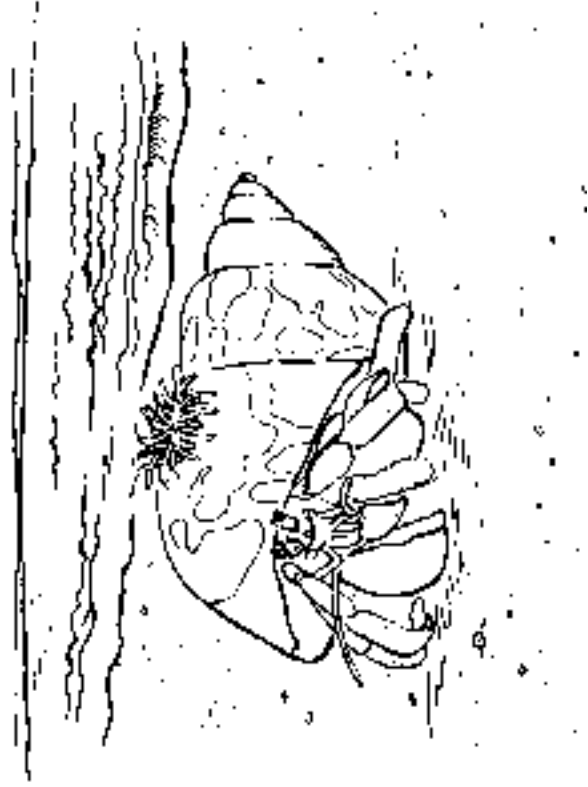
Part A

A hermit crab that has found an empty shell for its new home may share its dwelling with a sea anemone, which lives on top of the crab's shell. This animal, which usually looks like a flower, usually lives on a rock.

The sea anemone gains by the partnership. As it rides on the shell, it has a better chance of getting food. Pieces of food torn by the crab as it eats may also reach the anemone's mouth.

The crab also benefits. With the anemone on the crab's shell, its enemies find the crab harder to see and to attack. Around the anemone's mouth are tiny arms called tentacles. These shoot out threads that poison and even kill.

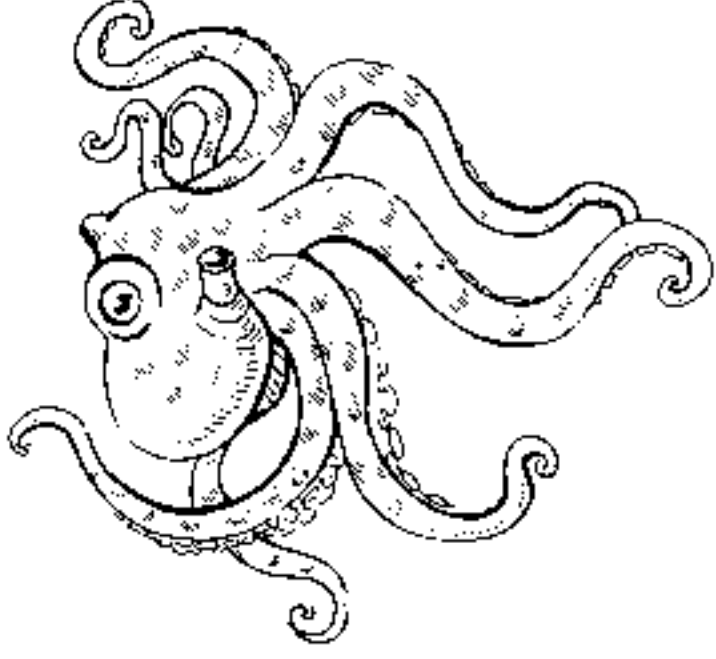
A hermit crab sometimes carries an anemone on each claw of its first pair of legs.



Part B

An octopus is made up of a central mass and eight arms. Suction cups on the arms give the octopus a firm grip. In the mass there is a parrotlike beak. There is also a siphon, which squirts water for jet propulsion when the creature is in a hurry. Because its blood contains copper instead of the iron that ours has, the octopus's blood is blue, not red. In most species the skin, or mantle, is thick, tough, and muscular.

Octopuses vary in size from a few inches to several feet long. They range in habitat from surface waters to depths of two or three miles. Some shallow water octopuses protect themselves by changing color. There are about 150 known species. Other species may yet be discovered.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- The crab in this partnership is the
 - spider crab.
 - fiddler crab.
 - hermit crab.
 - sponge crab.
- Its partner is described as
 - a sea plant.
 - a sea flower.
 - a flower that looks like an animal.
 - an animal that looks like a flower.
- The crab's partner lives
 - inside the shell.
 - on top of the shell.
 - on a nearby rock.
 - None of the above
- The sea anemone gains because it has a better
 - supply of food.
 - place to hide.
 - Both **a** and **b**
 - Neither **a** nor **b**
- The crab gains because it is
 - better hidden from its enemies.
 - harder to attack.
 - Both **a** and **b**
 - Neither **a** nor **b**
- A hermit crab sometimes carries
 - two anemones settled on its shell.
 - an anemone on each claw.
 - an anemone on each of its rear legs.
 - two crabs.
- In the crab-anemone relationship, the two animals
 - both profit while living together.
 - work together only now and then.
 - try to harm each other.
 - each use tentacles against enemies.

Part B

Circle the letter of the answer.

- The first paragraph gives details about the octopus's
 - lifespan.
 - size.
 - general features.
 - habitat.
- Because their blood contains copper, octopuses have
 - thick blood.
 - blue blood.
 - a thin skin.
 - a muscular skin.
- The author suggests our blood is red because it contains
 - iron.
 - copper.
 - mineral salts.
 - carbon dioxide.
- Octopuses have
 - eight arms.
 - a central mass.
 - a parrotlike beak.
 - All of the above
- A feature not common to all octopuses is the ability to
 - move by jet propulsion.
 - change color.
 - grip by suction cups.
 - All of the above
- The author does not tell us
 - which species inhabit deep waters.
 - how many known species there are.
 - how the creatures range in size.
 - when the creatures use jet propulsion.
- The author states that we
 - know everything about octopuses.
 - enjoy eating octopuses.
 - may discover new species.
 - think octopuses are ugly.

Part A

A volcano is a mountain of lava, ash, and cinders. The volcano builds up around a vent, which leads to a lake of molten rock deep in the earth. The vent is really a crack in the earth's crust. Some volcanic mountains have taken centuries to form. Others have grown to great heights in a few weeks. These fiery mountains spew out rivers of red-hot molten rock and clouds of steam and poisonous gases.

Although thousands of people have been killed by sudden eruptions, volcanoes also benefit humans. Tin, tungsten, gold, and other metals have been brought closer to the earth's surface. Chemicals in the ash have enriched farmland. When solid, lava is a good building material. In Italy steam from active volcanoes supplies heat and power to surrounding areas.



Part B

Sea otters off the coast of California have an unusual method of getting food. They dive to the floor of the sea to find the shellfish they like.

When an otter brings a shellfish to the surface of the water, it floats on its back and puts the shellfish on its chest. Then the otter digs the meat out of the shell with its teeth.

Sea otters are especially fond of shellfish with a very hard shell. When the otter brings up one of these, it also brings a stone. The otter puts the stone on its chest, holding the shellfish in its front paws. It takes a wide swing and smashes the hard shell on the stone. Then the otter has no trouble getting at the meat in the shell.



Number Correct		Percent Correct
Number of Items	12	%

Name _____

Part A

Circle the letter of the answer.

- Materials that help build a volcanic mountain are
 - gases and steam.
 - lava and ash.
 - gases and cinders.
 - All of the above
- A volcano forms around a
 - dome.
 - cone.
 - vent.
 - hump.
- Volcanic mountains develop
 - quickly.
 - slowly.
 - Either **a** or **b**
 - Neither **a** nor **b**
- The inside of a volcanic mountain contains
 - a solid rock.
 - molten matter.
 - liquid gold.
 - veins of metal.
- A sudden volcanic eruption is probably
 - a disaster for the area.
 - good for the soil.
 - the time to mine minerals.
 - None of the above
- Volcanic areas might be good for
 - mining.
 - farming.
 - quarrying building materials.
 - All of the above
- In Italy, heat and power are harnessed from volcanoes that are
 - active.
 - cold.
 - resting.
 - small.

Part B

Circle the letter of the answer.

- The selection says that these sea otters live
 - off the coast of California.
 - on rocks near the sea.
 - on the floor of the sea.
 - Both **a** and **c**
- To catch shellfish, otters must
 - smash the rocks where shellfish hide.
 - dive to the floor of the sea.
 - float on their backs.
 - come to the surface of the sea.
- An otter gets the meat from most shellfish by
 - cracking the shells on rocks.
 - digging it out with its teeth.
 - opening the shell with a sharp stone.
 - digging it out with its front paws.
- Sea otters are especially fond of
 - large shellfish.
 - small ocean fish.
 - tiny soft-shelled fish.
 - shellfish with a hard shell.
- The otter uses a stone to
 - dig the meat from the shell.
 - dig the shellfish from the sea floor.
 - smash the shell.
 - hold the shellfish on its chest.

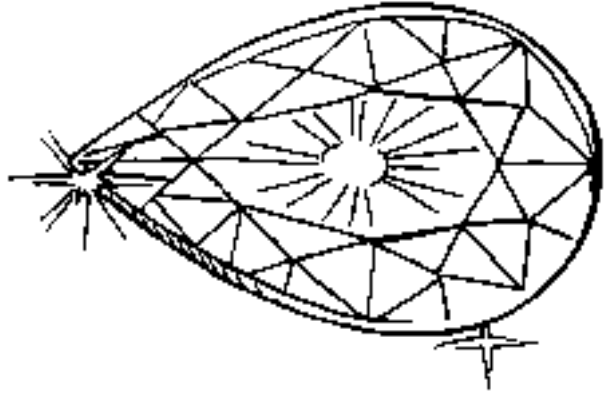
Part A

Most of the world's diamonds come from Africa, but there is one place in the United States where they are found. It is near Murfreesboro, Arkansas.

Diamonds were first found near Murfreesboro in 1906. Many thousands of diamonds have come from this field. One forty-carat diamond was the largest ever found in North America. Most of the stones were small, but the mining was worthwhile.

One night a fire destroyed the buildings, and all mining stopped. Today a visitor to Murfreesboro can still hunt for diamonds.

A few diamonds have been found in sand and gravel along some of the Great Lakes, too. But none of these were where they originally formed. They may have been formed far to the north and carried south by the last great glaciers.



Part B

The earthworm is a useful animal. Out of the ground, it is food for other animals. In the ground, it makes rich soil for fields and gardens.

Earthworms dig tunnels that loosen the soil and make it easy for air and water to reach the roots of plants. These tunnels help keep the soil well drained.

Earthworms drag dead leaves, grass, and flowers into their burrows. When this plant material decays, it makes the soil more fertile.

No other animal is so useful in building up good topsoil. It is estimated that in one year, one worm may add three quarters of a pound of earth to the topsoil. Fifty thousand earthworms carry about eighteen tons of fine soil to the surface of an acre of land.



Number Correct		=	Percent Correct
Number of Items	10		
			%

Name _____

Part A

Circle the letter of the answer.

- Most diamonds come from
 - North America.
 - South America.
 - Africa.
 - Arkansas.
- Diamond-bearing ground has been found
 - in Arkansas.
 - in several states.
 - around all of the Great Lakes.
 - All of the above
- Mining stopped at Murfreesboro because
 - the ground was too hard.
 - there were no more diamonds.
 - the mining was not worthwhile.
 - there was a fire.
- In Murfreesboro today, visitors can
 - watch miners at work.
 - explore an old mine.
 - hunt for diamonds.
 - find large valuable stones.
- The diamonds found along the Great Lakes were
 - carried there from other places.
 - not found where they originally formed.
 - found in the rocks where they were formed.
 - Both **a** and **b**

Part B

Circle the letter of the answer.

- The best title for this selection is
 - Fertilizing the Soil.
 - How Earthworms Improve the Soil.
 - Working Underground.
 - How Earthworms Carry Topsoil.
- The earthworm makes tunnels that
 - pack earth tightly around plant roots.
 - carry water and air to the roots of plants.
 - destroy weeds.
 - Both **a** and **b**
- The amount of topsoil that one worm may bring to the surface is about
 - three-quarters of a pound.
 - three pounds.
 - a quarter of a pound.
 - eighteen pounds.
- The plant material carried underground by earthworms make soil
 - well drained.
 - more fertile.
 - easier to plow.
 - uneven.
- The selection says that
 - good crops will grow wherever there are earthworms.
 - worms sometimes harm the soil.
 - worms do more to improve the soil than any other animal.
 - worms are most useful as food for other animals.

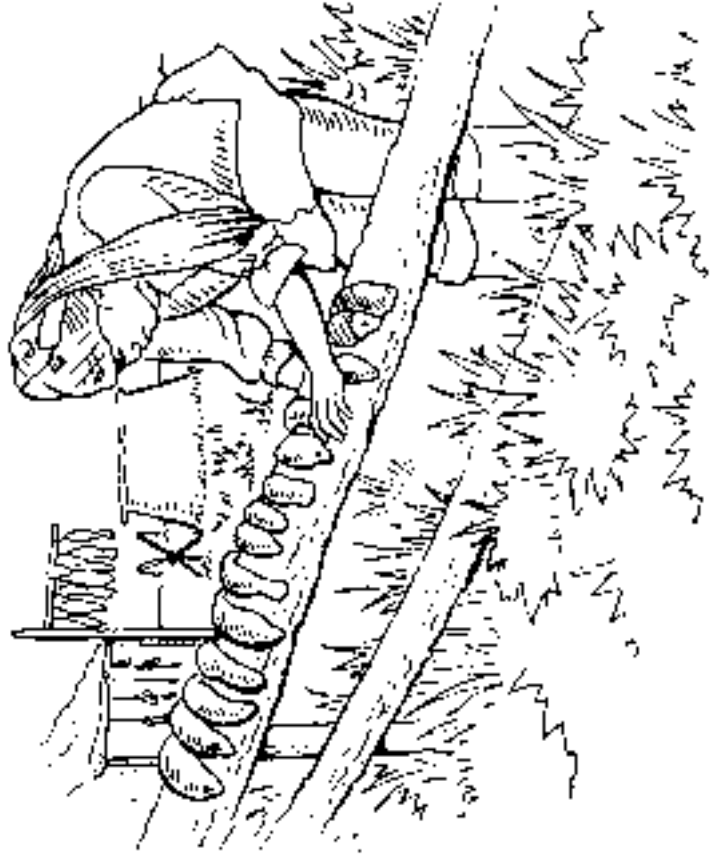
Part A

For hundreds of years people have used three ways to keep meat from spoiling: salting, drying, and freezing.

People near salty waters salted their meat. They probably rubbed dry salt on it. Salt kills bacteria that cause meat to spoil.

In hot, dry lands, people found that they could eat meat that had dried while it was still on the bones. They later learned to cut meat into thin strips and hang it up to dry in the hot air.

People in cold climates found that frozen meat did not spoil. They could just leave the meat outside and eat it when they pleased.



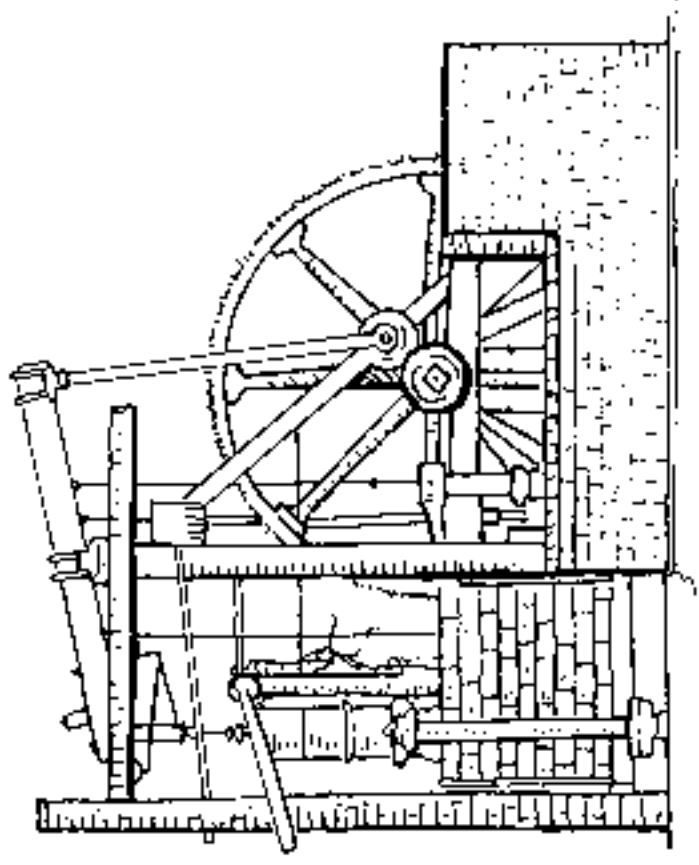
Part B

The word *horsepower* was first used two hundred years ago. James Watt had made one of the first steam engines. He had no way of telling people exactly how powerful it was.

Watt decided to find out how much work one strong horse could do in one minute. He called that unit *one horsepower*. With this unit he could measure the work his steam engine could do.

He discovered that a horse could lift a 3,300-pound weight 10 feet into the air in one minute. His engine could lift a 3,300-pound weight 100 feet in one minute.

Because his engine did ten times as much work as the horse, Watt called it a *ten-horsepower* engine.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Part A

Circle the letter of the answer.

- Some tribes learned that they could keep meat from spoiling by
 - rubbing dry salt on it.
 - soaking it in salt water.
 - cooking it with salt.
 - cutting it into strips.
- People who lived in the desert learned to dry meat by
 - hanging it up in strips in the hot air.
 - leaving the animals where they were killed.
 - hanging it in strips over their fires.
 - leaving the meat on the bones.
- The method used to keep meat from spoiling depended on
 - how much meat had to be kept.
 - where the people lived.
 - how long the meat had to be kept.
 - Both **b** and **c**
- It is probably true that
 - freezing was the easiest way to keep meat.
 - salting was the best way to keep meat.
 - dried meat stayed fresh the longest.
 - none of these was a good way to keep meat.
- The best title for this selection is
 - How to Salt Meat.
 - Finding Enough Meat.
 - Using Dried Meat.
 - People Learn to Preserve Meat.

Part B

Circle the letter of the answer.

- The selection says that Watt made one of the first
 - engines.
 - steam engines.
 - gas-powered engines.
 - useful engines.
- Watt wanted to find a way to
 - measure the work his engine could do.
 - tell people how powerful his engine was.
 - lift a 3,300-pound weight.
 - Both **a** and **b**
- He made up a unit of measurement based on the strength of
 - a man.
 - ten horses.
 - his engine.
 - a horse.
- One horsepower would equal the
 - work a horse could do in a minute.
 - weight a horse could lift.
 - work a horse could do in ten minutes.
 - weight of one horse.
- The best title for this selection is
 - Watt's Engine.
 - The Beginning of *Horsepower*.
 - Units of Measure.
 - It Happened 200 Years Ago.

Part A

A desert is a place that has very little moisture. Antarctica is actually a desert. It is the only continent on the earth without a river or a lake.

Antarctica is covered with ice all year round. The warmest temperature ever recorded at the South Pole is zero. Explorers used to think that a place so cold would have a heavy snowfall. But less than ten inches of snow falls each year. That is less than half an inch of water. Ten times that much moisture falls in the Sahara desert.

The snow that does fall in Antarctica never melts. It continues to pile up deeper and deeper year after year and century after century. When the snow gets to be about eighty feet deep the snow on the bottom is turned to ice by the weight of the snow above it.

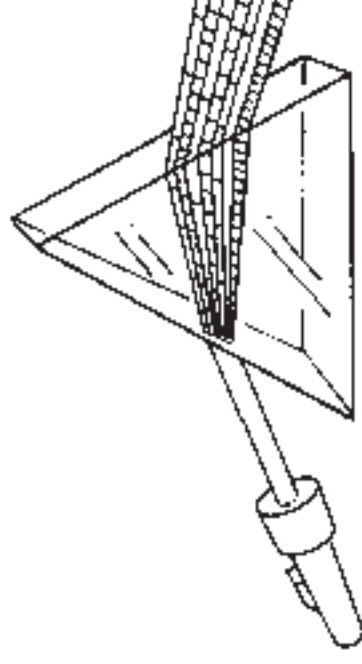


Part B

What is color? Why do some objects look red, others green, others blue?

Color is caused by reflected light rays. We see color because objects reflect light. Something that is red reflects mostly red light. In the same way, a green object reflects mostly green light. White objects reflect all colors of light. Black objects do not reflect any light.

What happens to the colors of light that are not reflected? They are *absorbed*, or soaked up, by the object. The darker the color, the less light is reflected and the more light is absorbed. Light that is absorbed is turned into heat. For this reason, dark-colored clothes are warmer in the sunlight than lighter-colored clothes.



Number Correct		Percent Correct
Number of Items	10	%

Name _____

Part A

Circle the letter of the answer.

- Antarctica is called a desert because it
 - is sandy.
 - has the same temperature as a desert.
 - has little moisture and no lakes or rivers.
 - All of the above
- Antarctica has
 - as much moisture as the Sahara.
 - more moisture than the Sahara.
 - less moisture than the Sahara.
 - None of the above
- The snow in Antarctica is very deep because it
 - falls all year long.
 - piles up year after year.
 - never melts.
 - Both **b** and **c**
- The snow turns to ice when
 - it gets wet.
 - the temperature gets colder.
 - the next snowfall comes.
 - the snow above it is heavy enough.
- The best title for this selection is
 - A Strange Continent.
 - Antarctica—An Ice Desert.
 - Snowfall at the South Pole.
 - The World's Greatest Desert.

Part B

Circle the letter of the answer.

- Color is caused by
 - the object itself.
 - the light around an object.
 - reflected light.
 - your eyes.
- Something looks red because it
 - reflects mostly red light.
 - absorbs mostly red light.
 - reflects only red light.
 - absorbs only red light.
- Things that look black are reflecting
 - mostly black light.
 - all light.
 - many different colors.
 - no light.
- Light that is absorbed is
 - turned into heat.
 - stored by the object.
 - reflected later.
 - Both **b** and **c**
- In the sunlight, the warmest clothes would be
 - white.
 - yellow.
 - dark-colored.
 - light-colored.

Part A

Most Americans think that ice cream is as American as baseball and apple pie. But ice cream was known long before America was discovered.

The Roman emperor Nero may have made a kind of ice cream. He hired hundreds of men to bring snow and ice from the mountains. He used it to make cold drinks. Traveler Marco Polo brought back recipes for chilled and frozen milk from China.

Hundreds of years later, ice cream reached England. It is said that King Charles I enjoyed that treat very much. Some people say that he bribed his cook to keep the recipe for ice cream a royal secret.

Today ice cream is known throughout the world. Americans alone eat more than nine billion quarts a year.



Part B

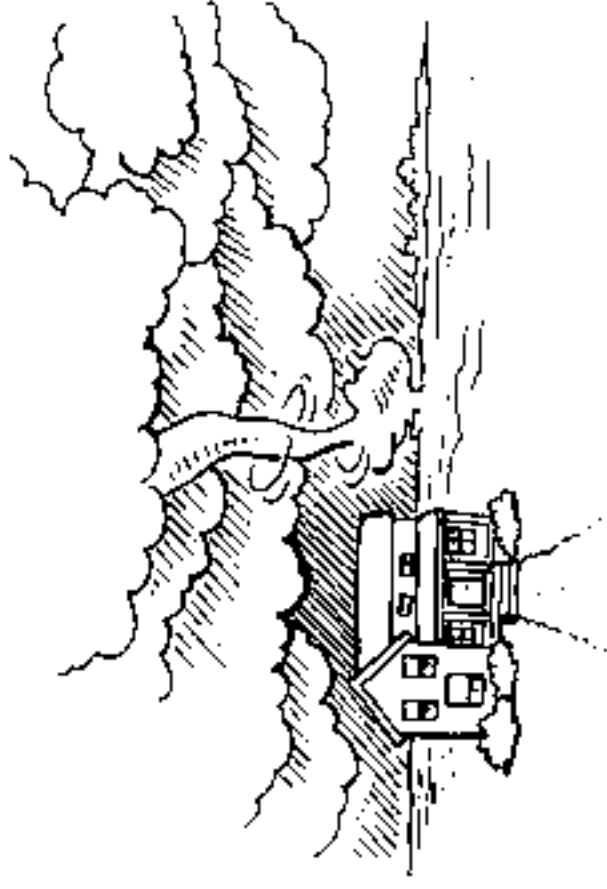
When a tornado destroys a house, it doesn't blow it down the way a hurricane does. It makes the house explode.

Why does the house explode?

The air that surrounds a house presses against the house all the time. It usually has a force of about fifteen pounds per square inch. The air inside the house presses out against the walls just as hard. So the walls and windows are not being pushed harder from the inside or the outside.

When a tornado passes over a house, it suddenly sucks away the air outside the house. The air inside the house still pushes out against the walls, but now there is no air outside to push back. So the walls are pushed out in an explosion.

Pieces of the house are sucked up into the tornado and carried away. There is little left where the house once stood.



Number Correct		Percent Correct
Number of Items	9	%

Name _____

Part A

Circle the letter of the answer.

- The selection says that most Americans
 - think that ice cream is very new.
 - think that ice cream was an American idea.
 - know that ice cream is very old.
 - do not know what ice cream is.
- The Roman emperor Nero hired men to
 - make ice cream for him.
 - bring ice cream from China.
 - guard the secret of ice cream.
 - bring ice to cool his drinks.
- Marco Polo is known as
 - a Roman emperor.
 - the inventor of ice cream.
 - a royal cook.
 - a traveler to China.
- Charles I of England wanted to
 - make ice cream popular.
 - keep the secret of ice cream for himself.
 - develop new kinds of ice cream.
 - bring ice-cream recipes from China.
- More than nine billion quarts of ice cream have been eaten
 - by Americans in one year.
 - all over the world in one year.
 - since the time of Nero.
 - since America was discovered.

Part B

Circle the letter of the answer.

- A tornado makes a house
 - explode.
 - blow away.
 - fall down.
 - catch on fire.
- The air pressure outside the house is usually
 - greater than the pressure inside.
 - the same as the pressure inside.
 - less than the pressure inside.
 - a different kind of pressure.
- The walls of a house stay up when
 - air pushes harder from the outside.
 - air pushes harder from the inside.
 - air pushes equally from inside and outside.
 - Both **a** and **b**
- A house's walls are pushed out when
 - the air outside is taken away.
 - the air inside is taken away.
 - too much air is pushing outside.
 - None of the above

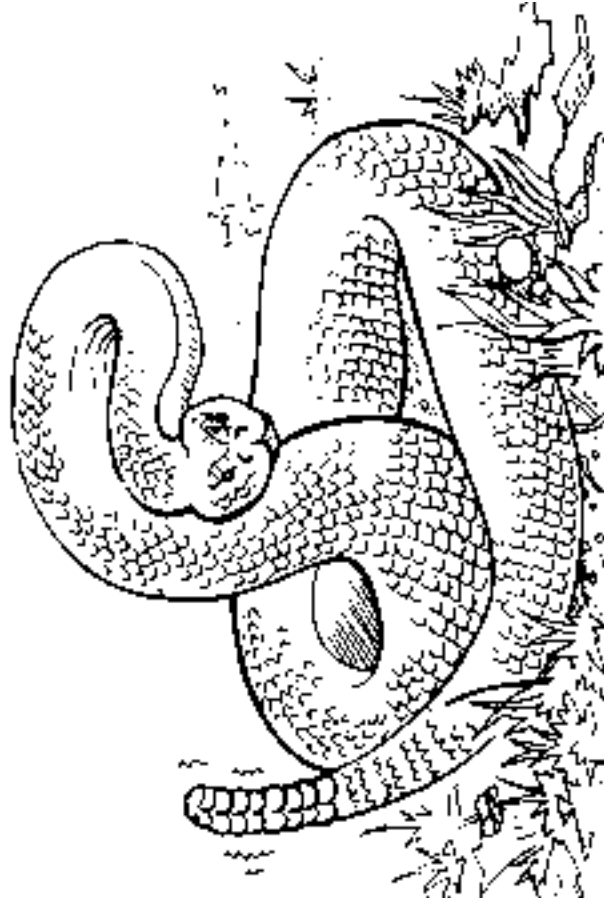
Part A

A rattlesnake's tail is formed like a stack of tiny teacups. Each cup is attached to the next, and each has three small bumps on it.

When the snake shakes, or "rattles," its tail (about fifty times a second), the bumps on one cup tap against the bumps on the next cup very rapidly. This makes a sound more like a *hissss* than a rattle.

Like most animals, rattlesnakes don't want to make trouble. They would rather hide than fight a dangerous enemy like a human.

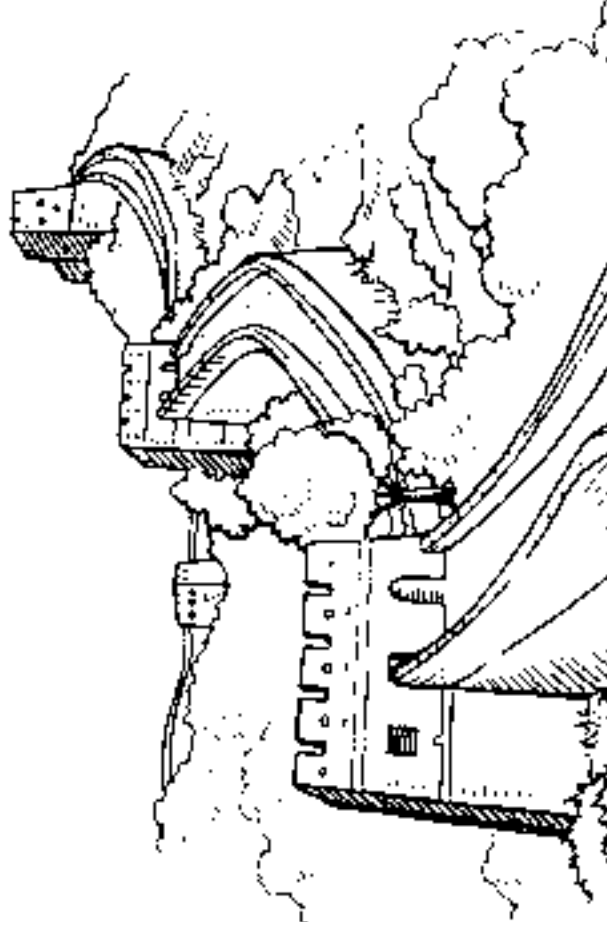
But if someone happens to surprise a rattlesnake, the snake will probably rattle with all its might. This is the snake's way of saying, "Stay back!" If someone surprises or frightens a rattlesnake too much, it won't give *any* warning. It will just strike!



Part B

The Great Wall of China is the biggest structure that's ever been built. It is fifteen feet thick and as tall as a house. It stretches 1,500 miles across the mountains and valleys of northern China. The entire wall is made of earth and stones. Different parts of the wall were built at different times, but it was finished many hundreds of years ago. It was built without machinery.

Why was the wall built to begin with? The wall was built by the emperors of China to keep out barbarians named the Huns. The Huns had been riding their horses into China, killing people and stealing things. After the Great Wall was built, the people felt safer.



Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- A rattlesnake's tail is formed like
 - a child's rattle.
 - tiny teacups.
 - a whistle.
 - The article does not say.
- How fast does a rattlesnake shake its tail?
 - 50 times a second
 - 60 times a second
 - 70 times a second
 - 80 times a second
- How does the snake make a hissing sound?
 - With its tongue
 - With its breath
 - With its tail
 - None of the above
- If a rattlesnake saw a human coming toward it, the snake would rather
 - hide.
 - shake its tail.
 - strike the human.
 - play dead.
- If someone surprised a rattlesnake, the snake would probably
 - hide under a rock.
 - shake its tail rapidly.
 - signal for help.
 - run away.
- Shaking its tail is the snake's way of saying
 - "Come here!"
 - "Let's fight!"
 - "Do you like me?"
 - "Stay back!"
- A rattlesnake might strike without warning when it is
 - frightened.
 - surprised.
 - hungry.
 - Either **a** or **b**

Part B

Circle the letter of the answer.

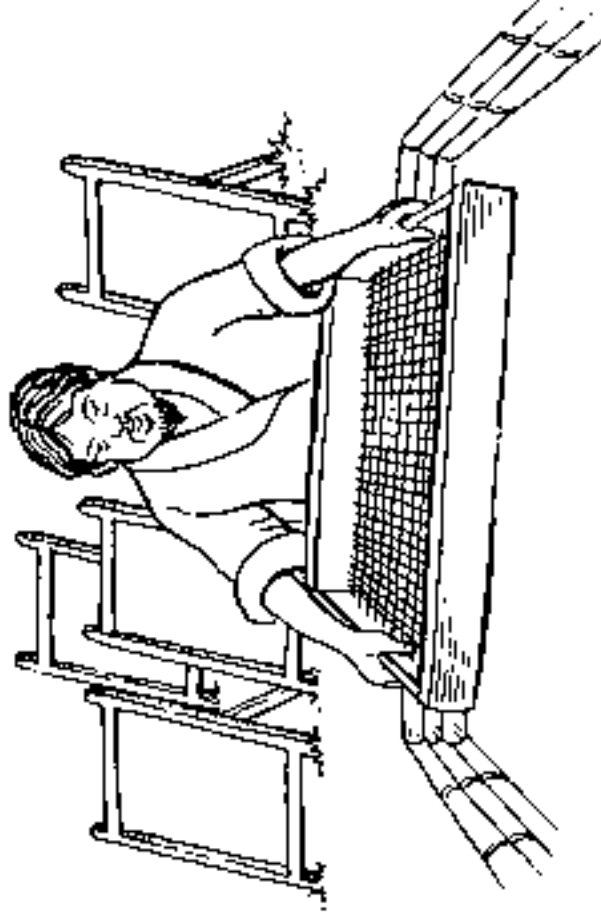
- The biggest structure ever built is the
 - Great Pyramid of Egypt.
 - Great Wall of China.
 - palace of the Chinese emperors.
 - Tower of London.
- The Great Wall of China is made entirely of
 - earth and stone.
 - wood.
 - wood and cement.
 - None of the above
- How long is the Great Wall of China?
 - 1,500 miles
 - 15 miles
 - 2,000 miles
 - 2,400 miles
- The structure was built
 - in recent times.
 - during World War II.
 - in prehistoric times.
 - many hundreds of years ago.
- The wall was built by order of the
 - palace scholars.
 - Chinese emperors.
 - Chinese army.
 - Both **a** and **b**
- At the time the wall was begun, the enemies of China were
 - Huns.
 - Trojans.
 - Neither **a** nor **b**
 - Both **a** and **b**
- What happened when the wall was finished?
 - The emperor died.
 - The raids stopped.
 - The Chinese felt safer.
 - None of the above

Part A

Before they had paper, people wrote on rocks, clay tablets, and animal skins. The Romans sometimes wrote on certain palm leaves. They put holes in them and strung them into a kind of book.

Paper was invented by the Chinese about A.D. 105. According to legend, Ts'ai Lung, a court scribe, made paper from bark, rags, and fishnet in order to please the emperor, who was tired of writing on silk. China carefully guarded the secret of writing on silk. China carefully guarded the secret of papermaking for five hundred years. Then, as happens with all great inventions, the secret leaked out. Later it was carried to the West by people who had visited China.

Paper has come a long way. Once a rare and royal stuff, now it wraps your rubbish.



Part B

Paul Laurence Dunbar was one of the first African American authors to win world fame for stories and poems. He was born in Ohio in 1872. He was the son of former slaves who told him many tales of plantation life. He would use these later in his writing.

Paul was a fine student and the editor of his high school paper. In high school he put out a community newspaper. He did all the writing himself. He signed his articles with different names to keep people from knowing that the paper had only a staff of one.

In his later writing he often used the rough speech of uneducated African Americans, for he knew the importance of preserving their ways. He died in 1906, and his poems and stories are still read and enjoyed.



Number Correct	=	Percent Correct
Number of Items		%
	14	

Name _____

Part A

Circle the letter of the answer.

- People once wrote on rocks, clay tablets, and animal skins because they
 - wanted to save paper.
 - had no paper to write on.
 - used paper only on walls.
 - had no tools to write on paper.
- The first paper was made in
 - China.
 - Rome.
 - Africa.
 - None of the above
- What did the scribe use to make paper?
 - Rags
 - Fishnet
 - Bark
 - All of the above
- The invention of paper came about because a Chinese court scribe
 - accidentally discovered how to make paper.
 - was ordered to make a new writing material.
 - wanted to please his emperor.
 - None of the above
- Before he had paper, the Chinese emperor wrote on
 - animal skins.
 - clay.
 - silk.
 - All of the above
- How long did the Chinese guard the secret of making paper?
 - 105 years
 - 500 years
 - 150 years
 - None of the above
- The secret of papermaking was learned by the rest of the world from
 - Chinese travelers.
 - a scribe in China.
 - the Chinese emperor.
 - visitors to China.

Part B

Circle the letter of the answer.

- Paul Laurence Dunbar was
 - a farmer.
 - a plantation owner.
 - an author.
 - an actor.
- The article says that Dunbar's parents helped him by
 - teaching him to write.
 - telling him stories.
 - paying for his education.
 - buying his newspaper.
- In high school Paul Dunbar was a
 - good student.
 - newspaper editor.
 - newspaper writer.
 - All of the above
- The articles in Dunbar's newspapers were
 - written by friends.
 - written by him.
 - signed with different names.
 - Both **b** and **c**
- The name of Dunbar's newspaper was
 - "Dunbar Doings."
 - "Community News."
 - "The Ohioan."
 - The article does not say.
- The article says that Dunbar's poems and stories used
 - the language of uneducated African Americans.
 - tales of his life.
 - his experiences in high school.
 - Both **a** and **b**
- Paul Laurence Dunbar died in
 - 1872.
 - 1890.
 - 1906.
 - 1920.

Part A

In the animal world, tongues have a variety of uses. The okapi, a relative of the giraffe, uses its tongue to strip leaves off trees. Hummingbirds have tongues like straws for sucking nectar from flowers. The anteater's long tongue helps it catch ants and other insects. The rattlesnake's tongue flicks in and out of its mouth picking up smells from the air and ground. When eagles pant with their tongues, like dogs, it helps them to cool off.

One of the most interesting tongues belongs to a lizard called the gecko. It serves as a wiper for the lizard's transparent eyelids.

We humans don't use our tongues this way, but we do something with ours that animals can't do: we form sounds into words so that we can speak.



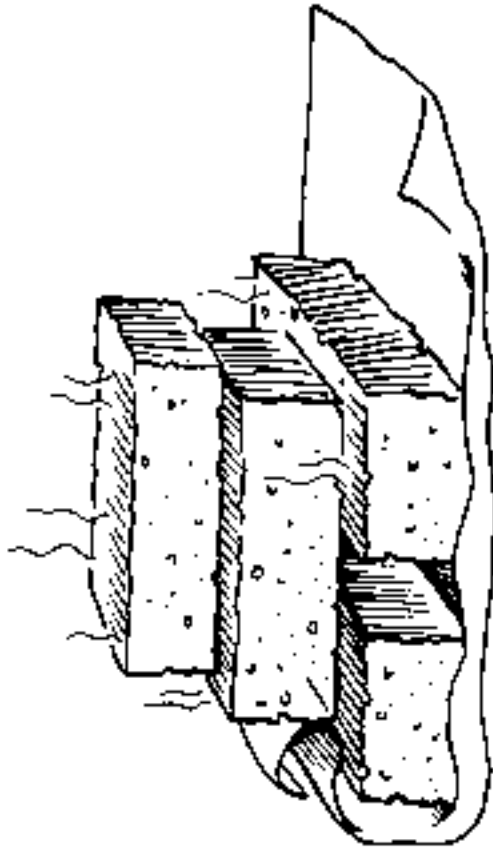
Part B

They don't build cars as they used to. Thank goodness!

Eighty years ago most cars in the cold climates were kept under cover all winter. A few people kept driving, however. Early cars had a front window but no side windows. Side curtains protected people from the worst winds but were seldom really tight. When there were many passengers in a car, the windows frosted over.

To prevent ice from forming, people sliced an onion in half and rubbed the glass with the fresh-cut end. Or electric heaters with glowing wires like a toaster's could be used; the heater could be fastened to the window with suction cups.

Passengers could warm their feet with wrapped soapstones, bricks, or an iron heated on the kitchen range. Other early heaters sometimes became so hot they burned the wooden floorboards of the car.



Number Correct		=	Percent Correct
Number of Items	13		%

Name _____

Part A

Circle the letter of the answer.

- The okapi uses its tongue to
 - catch ants and other insects.
 - strip leaves off trees.
 - suck nectar from flowers.
 - cool off.
- Hummingbirds use their tongues to
 - form sounds into words.
 - wipe their eyelids.
 - cool off.
 - suck nectar from flowers.
- The anteater uses its tongue to
 - catch ants and other insects.
 - form sounds into words.
 - pick up smells.
 - wipe its eyelids.
- The rattlesnake's tongue
 - is shaped like a straw.
 - forms sounds into words.
 - flicks in and out of its mouth.
 - strips leaves off trees.
- Eagles use their tongues to help them
 - suck nectar from flowers.
 - pick up smells.
 - catch ants and other insects.
 - cool off.
- The article says that the gecko's tongue
 - wipes its eyelids.
 - is shaped like a straw.
 - strips leaves off trees.
 - flicks in and out of its mouth.
- Which of these can animals *not* do with their tongues?
 - Pick up smells
 - Catch ants and insects
 - Form sounds into words
 - Wipe their eyelids

Part B

Circle the letter of the answer.

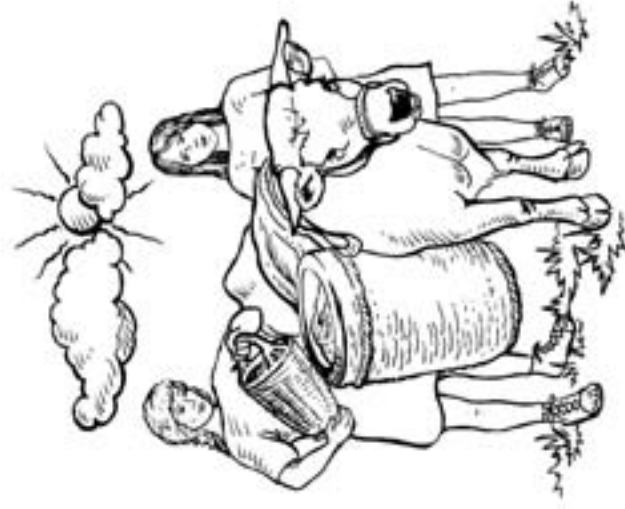
- Window heaters in early cars were fastened to the window with
 - window bolts.
 - sticky tapes.
 - suction cups.
 - The article does not say.
- Drivers were protected from the worst winds by
 - side curtains.
 - fur blankets.
 - earmuffs.
 - window boards.
- Eighty years ago, you probably would not have used your car for several months if you lived in
 - cold climates.
 - rainy climates.
 - warm climates.
 - muddy climates.
- Drivers cleared frosted windows by rubbing them with
 - hot bricks.
 - horsehair.
 - sandpaper.
 - pieces of onion.
- The article says that one problem with early heaters was that they sometimes
 - exploded.
 - gave off poison gas.
 - burned floorboards.
 - did not heat properly.
- Passengers sometimes warmed their feet with
 - hot water.
 - wrapped hot bricks.
 - rolls of cotton.
 - rubbing alcohol.

Part A

Long ago, in the days of the Roman Empire, people used to believe in a god of farming named Saturn. The Romans believed that Saturn could make the weather good or bad. They thought that he decided how much rain would fall.

Before a Roman farmer would plant his fields, he would try to get Saturn to give him good weather. The farmer believed that if he killed an animal for Saturn, that would make the god happy. Then Saturn would make sure that the weather was good.

The Romans not only named a planet after Saturn, but they also named a day of the week after him. They called this day *Saturni dies*. These are Latin words that mean “day of Saturn.” In English these words became Saturday.

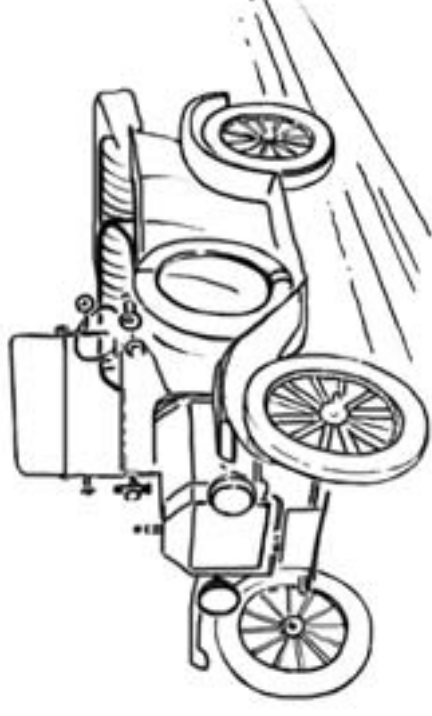


Part B

Cars in their early days were built one at a time. One car was completely assembled before any work on the next one began. It took a long time to build a car. That made cars very expensive. Very few people could afford to buy them.

Henry Ford solved the problem. He decided to make a great number of car parts at once. The parts, when done, were placed along a line called an assembly line. The bare frame of a car was moved along the line. The first worker that the frame reached put on the first part, the second worker put on the second part, and so on until at the end of the line the car was finished.

Because the cars were built quickly, they cost less to make. More people could afford cars, and more people bought them.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- Saturn was the Roman god of
 - hunting.
 - farming.
 - flowers.
 - animals.
- The Romans believed that Saturn
 - was an angry god.
 - ruled the planets.
 - controlled the weather.
 - killed animals.
- Before Roman farmers planted their fields, they
 - tried to make Saturn happy.
 - killed an animal.
 - asked Saturn for good weather.
 - All of the above
- What did the Romans name after Saturn?
 - A day of the week
 - A planet
 - Both **a** and **b**
 - Neither **a** nor **b**
- The Latin words *Saturni dies* mean
 - “day of Saturn.”
 - “death of Saturn.”
 - “Saturn’s week.”
 - None of the above
- In English *Saturni dies* became the word
 - Satan.
 - Saturday.
 - satin.
 - Saturn.
- The Romans believed in the god Saturn because
 - their crops grew well.
 - it rained frequently.
 - the weather was always good.
 - The story does not say.

Part B

Circle the letter of the answer.

- Before assembly lines were used, cars were built
 - one at a time.
 - two at a time.
 - four at a time.
 - eight at a time.
- In the early days, according to the article, why did few people own cars?
 - They would rather have horses.
 - Cars were very expensive.
 - Not very many people knew how to drive.
 - Many people were afraid of cars.
- The person who developed the assembly line to make cars was
 - Thomas Edison.
 - Henry Ford.
 - Eli Whitney.
 - David Buick.
- A car is started on an assembly line as
 - nothing at all.
 - an almost-completed car.
 - a bare frame.
 - a half-finished model.
- On an assembly line
 - cars are moved past workers.
 - workers are moved past cars.
 - workers and cars are moved past each other.
 - workers and cars stay in one place.
- Because cars on an assembly line were built quickly, they
 - fell apart sooner.
 - cost less to make.
 - used more fuel.
 - ran faster, with less noise.
- When cars were cheaper, they
 - were bought by more people.
 - caused more accidents.
 - were not built as well.
 - did not run as well.

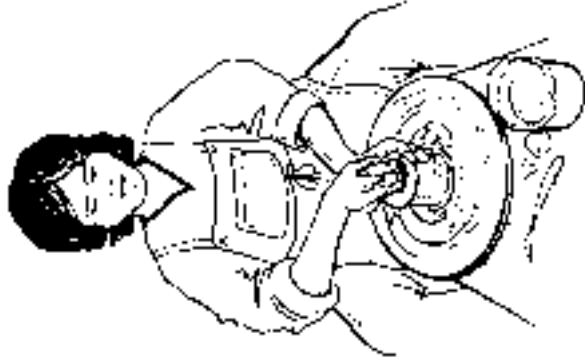
Part A

There are many ways to make pottery. One method is to shape wet clay with the fingers—forming it into the desired shape. After the pottery has dried somewhat, it is “fired” by baking in an oven called a kiln.

In “slab building,” flat slabs of clay are rolled out like pie dough. Shaped pieces are cut out and joined to form the desired pottery piece.

In “coil building,” clay is rolled into long ropes, or coils. Then the coils are stacked up. After the pottery piece is assembled, the coils are carefully smoothed.

Many modern potters use a potter’s wheel, which is a round platform that turns. As the platform spins, the potter shapes a piece of clay by hand, working the piece so that it becomes taller as it turns.



Part B

A manatee is a strange-looking creature. Underwater it looks like a huge gray balloon. From tail to nose, it is twelve feet long. It has small flippers at the front of its body and no hind legs. Although it cannot exist out of the water, it needs air to breathe.

In spite of their great size, manatees are gentle. They eat nothing but underwater plants. When frightened, they speed away at fifteen miles per hour (mph).

Although there once were thousands of manatees, only a few remain. They are threatened by the propellers of power boats, by vandals who shoot them for fun, and by hunters who kill them for their meat. Manatees are safe in Everglades National Park in Florida.



Number Correct	=	Percent Correct
Number of Items		%
	14	

Name _____

Part A

Circle the letter of the answer.

- One method of making pottery is to
 - chisel the desired shape out of stone.
 - pat mounds of moist sand with the palm of the hand.
 - shape wet clay with the fingers.
 - pour liquid lead into a preshaped mold.
- After a pottery piece has dried enough to be handled, it is
 - fired.
 - sprayed.
 - hammered.
 - melted.
- A kiln is a
 - tool used to shape clay.
 - slab of clay.
 - tile given to experienced potters.
 - type of oven.
- The slab building method of making pottery uses clay that is
 - rolled out like pie dough.
 - whipped up like cake mix.
 - rolled into balls.
 - shaped like bricks.
- In the coil building method of making pottery, the pottery is structured by
 - stacking clay coils on top of each other.
 - placing strings of clay end to end.
 - coiling slabs of clay around a mold.
 - None of the above
- The story says that many modern potters
 - prefer the coil building of pottery.
 - wear special gloves as they work.
 - use a potter's wheel.
 - Both **b** and **c**
- A potter's wheel is
 - an instrument used in decorating pottery pieces.
 - a dial on the kiln that controls the heat inside the kiln.
 - a round platform that turns for shaping pottery.
 - an organization for beginning potters.

Part B

Circle the letter of the answer.

- Manatees are found
 - only in water.
 - only on land.
 - both in water and on land.
 - The article does not say.
- From tail to nose, a manatee measures
 - five feet.
 - seven feet.
 - fifteen feet.
 - twelve feet.
- Manatees live on a diet of
 - underwater plants.
 - small fish.
 - rats and other small creatures.
 - coconut flowers.
- Manatees are capable of speeds up to
 - twelve mph.
 - fifty mph.
 - fifteen mph.
 - twenty mph.
- One strange thing about the manatee is that it has no
 - hind legs.
 - eyes.
 - stomach.
 - backbone.
- According to the selection, manatees are found in
 - Illinois.
 - Florida.
 - South Carolina.
 - Massachusetts.
- Manatees are now threatened mainly by
 - sharks.
 - droughts.
 - humans.
 - diseases.

Part A

The hognose snake, sometimes called the puff adder, is one of nature's clowns. Some people think that it is deadly poisonous. Actually, it is just a harmless snake that spends most of its time hunting toads.

The puff adder gets its name from being a terrific bluffer. It will swell up, hiss, and strike viciously to frighten you away. If that doesn't work, it will make its head look like a cobra's.

The adder has one more trick—playing dead. It goes limp, opens its mouth wide, and rolls over on its back so that it couldn't possibly look more dead.

Unfortunately, this trick is spoiled by the adder's one-track mind. If you pick it up it lies still, but turn the snake over and it will thrash about wildly, trying to turn itself belly up again.



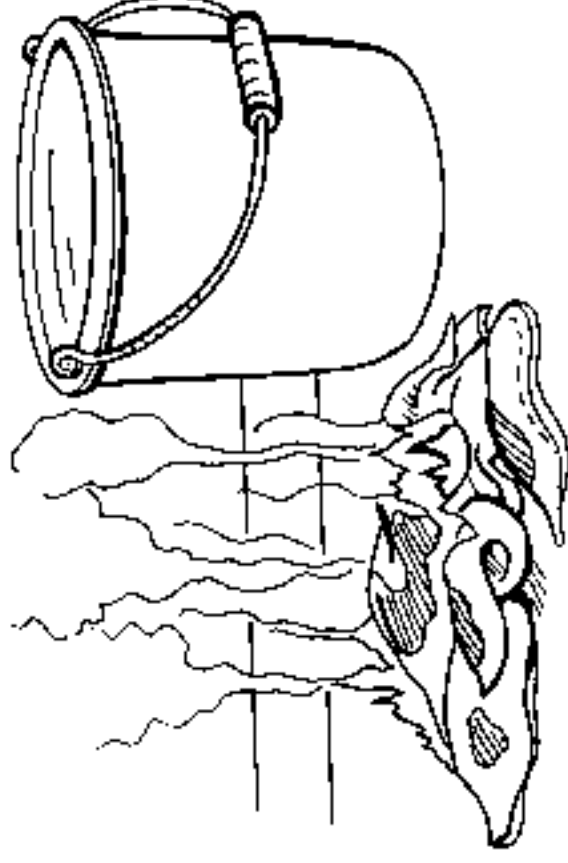
Part B

The process by which fires start themselves is called *spontaneous combustion*. Many houses have been burned down by fires that started in this way.

When oily rags are left in a heap, air is not able to move freely among them. The oils combine with oxygen and form heat, and air cannot carry the heat away. The rags become warmer and warmer. When they get hot enough, they will burst into flame.

Fires may start in wet hay by spontaneous combustion. Wet hay will rot, and rotting hay gives off heat. The heat is trapped in the hay and eventually makes the hay burn spontaneously.

Farmers know that they must cut and store their hay during dry weather to keep it from rotting. Perhaps this is the meaning of the saying, "Make hay while the sun shines."



Number Correct	=	Percent Correct
Number of Items		
10		%

Name _____

Part A

Circle the letter of the answer.

- The hognose snake is
 - poisonous.
 - dangerous.
 - harmless.
 - Both a and b
- The puff adder gets its name because it
 - swells up.
 - makes a puffing noise.
 - hunts toads.
 - is vicious.
- The adder does tricks in order to
 - attack enemies.
 - get exercise.
 - amuse people.
 - protect itself.
- When the puff adder flattens its head, it is trying to
 - frighten you.
 - play dead.
 - get away unnoticed.
 - catch its food.
- This snake has a “one-track mind” because it
 - tries to play dead.
 - lies perfectly still.
 - tries to turn belly up if you turn it over.
 - acts dead even when you pick it up.

Part B

Circle the letter of the answer.

- Heat forms in oily rags when
 - they become too dry.
 - they rot.
 - the oils combine with oxygen.
 - the room temperature rises.
- The rags burn because
 - the heat cannot get out.
 - air is trapped in the pile.
 - oxygen feeds fires.
 - All of the above
- Spontaneous combustion is likely to take place in hay that is
 - too tightly baled.
 - too dry.
 - wet.
 - stored in a closed place.
- This happens because
 - oxygen cannot get into hay that is pressed together.
 - dry hay takes less space than wet hay.
 - rotting hay gives off heat.
 - All of the above
- “Make hay while the sun shines” tells the farmer to
 - cut and store hay in dry weather.
 - work only when the sun is shining.
 - store hay in the sun.
 - grow hay in a dry climate.

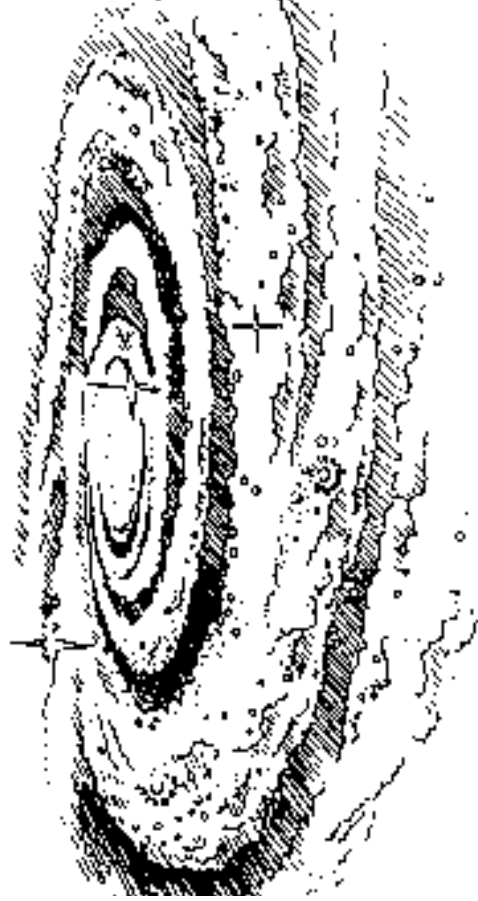
Part A

When scientists began to search the skies with improved telescopes, what they saw made them feel very small. Compared with the universe, Earth seems to be just a tiny bit of cosmic dust.

Earth is only a small planet perched on the edge of the Milky Way. The Milky Way is our galaxy. It has roughly thirty billion stars like our sun. It is just one of about a hundred million galaxies in the known universe.

Space is so vast and distances are so great that there is a problem in measuring distance. Instead of writing down all the zeros, scientists describe these distances in light-years. Light travels about 186,000 miles per second, and in a year it goes billions of miles. That's the distance of each light-year.

Our closest neighbor galaxy, Andromeda, is more than 900,000 light-years away from Earth.

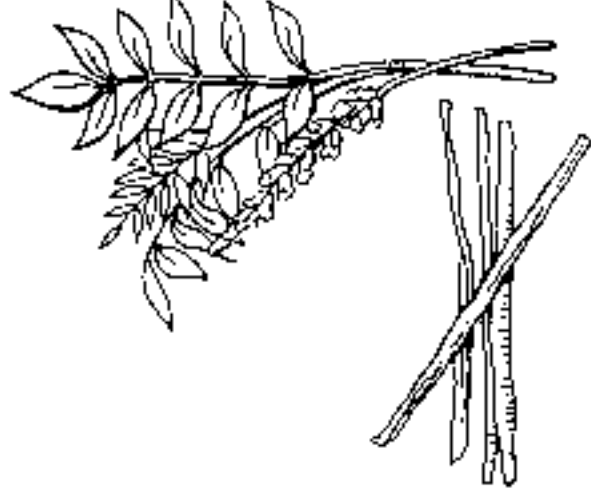


Part B

Licorice can be used for other things besides candy. Some of the powers of the licorice plant have been known since ancient times. The Egyptians used it to cure sore throats, and an old Chinese story tells how licorice cured a dragon whose throat was sore from breathing fire. Two thousand years ago, armies of Rome carried licorice root as medicine on all of their campaigns.

Many of today's cough syrups contain licorice. It is good for both humans and animals.

Licorice can put out fires, too. After the sweet juices have been taken out, the waste fiber of the root may be used to make a fire-fighting foam. This foam smothers fire by keeping oxygen away from it.



Number Correct		Percent Correct
Number of Items	11	%

Name _____

Part A

Circle the letter of the answer.

- Good telescopes showed scientists that
 - the Milky Way is the only galaxy.
 - other galaxies are close to ours.
 - the sun is a large star in the Milky Way.
 - the Earth is a tiny part of the universe.
- A galaxy is the name for
 - a large group of stars.
 - the sun.
 - planets like the earth.
 - the universe we know.
- In the Milky Way we can see many
 - galaxies.
 - suns like ours.
 - stars like our sun.
 - Both **b** and **c**
- Distances in the universe are measured in
 - miles.
 - feet and inches.
 - light-years.
 - months and years.
- In one second, light travels about
 - a light-year.
 - 186 miles.
 - 186,000 miles.
 - 186,000 mph.
- Our galaxy's closest neighbor is as far away as light can travel in
 - a year.
 - 900,000 years.
 - a second.
 - 186,000 seconds.

Part B

Circle the letter of the answer.

- Licorice today can be used for
 - medicine.
 - candy.
 - fighting fires.
 - All of the above
- Roman armies used licorice
 - to eat during battles.
 - as medicine.
 - to feed to their animals.
 - to put out fires.
- The part of the licorice used in extinguishing fires is the
 - leaf.
 - stem.
 - flower.
 - root fiber.
- The licorice fire extinguisher puts out fires by
 - spraying water.
 - keeping oxygen away from them.
 - giving them too much oxygen.
 - melting.
- The best title for this selection is
 - How Cough Syrup Is Made.
 - A Good Fire Extinguisher.
 - A Useful Plant.
 - Licorice in History.

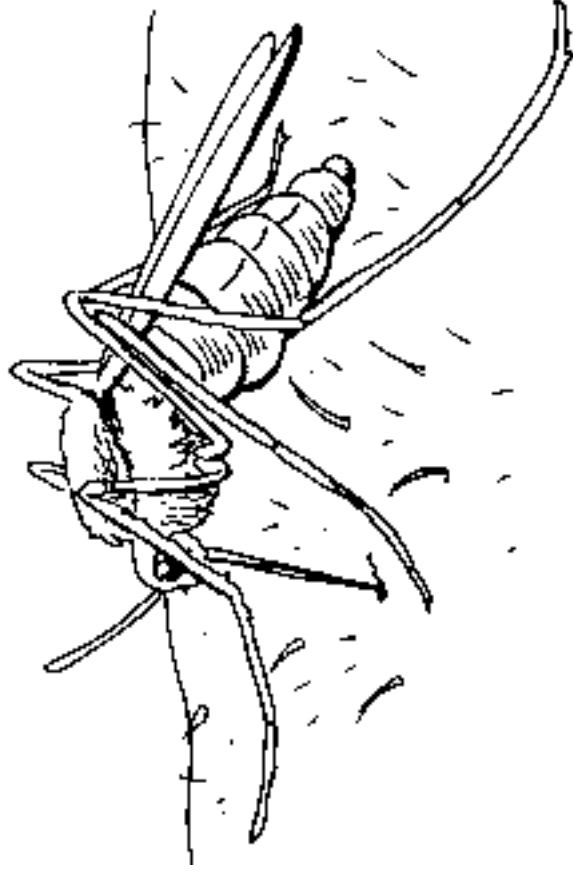
Part A

What makes mosquito bites itch?

In the first place, a mosquito doesn't actually bite people. Rather, it pierces a person's skin. To do that, it uses a tiny needlelike tube at its mouth.

Once the skin has been punctured, the insect sucks blood from its victim through the thin tube. But human blood is quite thick for this tube. So before the mosquito sucks up any blood, it injects a few drops of its own saliva under the skin it has pierced. This thins the blood in the area so it can be drawn more easily through the narrow tube.

A mosquito's saliva is irritating to humans. That's why you feel itching and swelling when you don't swat a mosquito quickly enough. Incidentally, fleas do the same, only worse—each flea has *two* tiny tubes and uses them both at the same time!



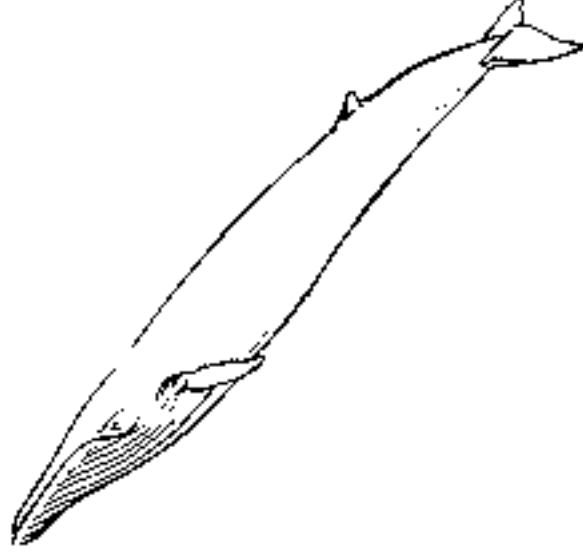
Part B

Whales are among the largest creatures that have ever existed on Earth. They are warm-blooded mammals, not fish, so they must breathe air to live. Most whales are gentle, even playful, both among themselves and around people.

Whales move in herds, often migrating year after year between the same areas. They communicate with each other by making a series of high-pitched noises that sound like singing.

Whales normally “cruise” at about six mph—approximately twice as fast as a person usually walks. They are capable of short bursts of speeds up to twenty mph, and they have been known to keep up with large ocean liners.

The blue whale is the largest of all whales. Its heart can weigh more than 1,200 pounds. Some of its arteries are so large a small child could crawl through them.



Number Correct		=	Percent Correct
Number of Items	13		
			%

Name _____

Part A

Circle the letter of the answer.

- A mosquito doesn't really bite people; it
 - scratches them.
 - pierces their skin.
 - drops saliva on their skin.
 - drops blood on their skin.
- The "needle" the mosquito uses is
 - one of its legs.
 - a tiny tube near its mouth.
 - its tongue.
 - its mouth.
- A mosquito takes some of a person's
 - saliva.
 - skin.
 - blood.
 - flesh.
- The mosquito injects a few drops of its own saliva in order to
 - clean out the needlelike tube.
 - thin the person's blood.
 - push its own blood into the person.
 - make room for the person's blood.
- The thing that makes a mosquito bite itch is
 - the mosquito's saliva.
 - the tiny hole made in the skin.
 - dirt carried by the mosquito.
 - the mosquito's blood.
- One difference between mosquitoes and fleas is that
 - mosquitoes inject saliva, but fleas don't.
 - mosquitoes suck blood, but fleas don't.
 - fleas have two tubes, but mosquitoes have only one.
 - mosquitoes have two tubes, but fleas have only one.
- You can conclude from this selection that
 - mosquitoes are insects.
 - mosquitoes do not have blood.
 - mosquitoes carry serious diseases.
 - fleas are a type of mosquito.

Part B

Circle the letter of the answer.

- A blue whale is larger than
 - a dinosaur.
 - an elephant.
 - a sperm whale.
 - All of the above
- Whales breathe
 - underwater.
 - like fish.
 - air just like people.
 - a mixture of water and air.
- Whales are dangerous when
 - they are not in a herd.
 - they are near people.
 - there are two or more of them.
 - The article does not say.
- When whales "sing," they are
 - just making noise.
 - communicating with one another.
 - racing ocean liners.
 - None of the above
- Normally whales move about
 - as fast as a person can walk.
 - twice as fast as a person can walk.
 - six mph.
 - Both **b** and **c**
- According to the article, some of the blue whale's arteries are
 - too small to see.
 - so large a child can crawl through them.
 - so large a large person can move through them.
 - larger than its heart.

Part A

Modern transportation has given us oranges to eat, squeeze, and gulp almost anytime we like. But it wasn't always so.

Not long ago oranges were hardly ever seen by most people. The rich had their portraits painted showing them holding an orange because oranges were so rare and valuable. Oranges were thought a proper treat at the theater.

Oranges are believed to have come from southern China. Arabs took them to southern Africa and Spain. Spaniards took them to North America.

In 1873 Mrs. Eliza Tibbits decided to plant oranges in Riverside, California. The U.S. government helped her by giving her two small trees from Brazil. Branches from these trees were later used to begin the first orange groves in California.

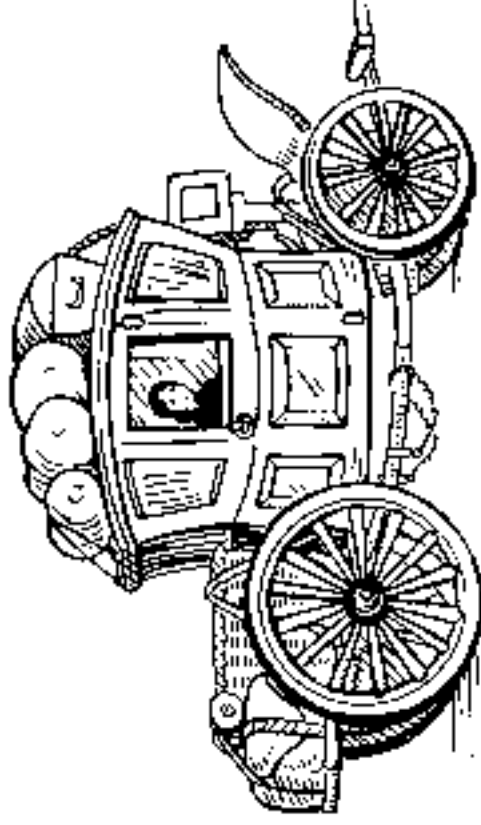
The branches grew into trees, and some of these trees still grow fruit. An old orange tree still stands in Riverside. It has lived for more than 125 years.



Part B

Stagecoaches were introduced in England about 1640. People paid to ride in them. Some traveled on the roof because it was cheaper. (It was more dangerous, too, because there was nothing on top of the coach to hang on to.) These new stagecoaches had teams of horses waiting at different “stages” or stations along the route. At each station fresh horses were used instead of resting the horses that were pulling the stagecoach. A stagecoach could not travel faster than five miles an hour. Even so, traveling time was cut down.

Later, turnpike roads were started. People paid a toll to use the roads, and the money was used to mend the roads. But it wasn't until about a hundred years ago that English roads improved. Then coaches could travel at eight miles an hour.



Number Correct	=	Percent Correct
Number of Items		%
15		

Name _____

Part A

Circle the letter of the answer.

- According to the article, we have so many oranges today because of modern
 - science.
 - transportation.
 - industry.
 - government.
- Oranges first came from
 - southern Africa.
 - southern Spain.
 - southern India.
 - southern China.
- Oranges were first taken to North America by the
 - Spaniards.
 - Chinese.
 - Arabs.
 - The article does not say.
- The article says that oranges were at one time thought a proper
 - birthday present.
 - treat at the theater.
 - payment for a painting.
 - reward from the government.
- Mrs. Tibbits planted her first orange tree in
 - 1843.
 - 1853.
 - 1863.
 - 1873.
- The orange tree Mrs. Tibbits planted came from
 - Brazil.
 - China.
 - Spain.
 - Arabia.
- Mrs. Tibbits was helped by the government of
 - the United States.
 - the state of California.
 - Spain.
 - the city of Riverside.
- The old tree mentioned in the article is
 - less than 50 years old.
 - less than 75 years old.
 - more than 100 years old.
 - more than 125 years old.

Part B

Circle the letter of the answer.

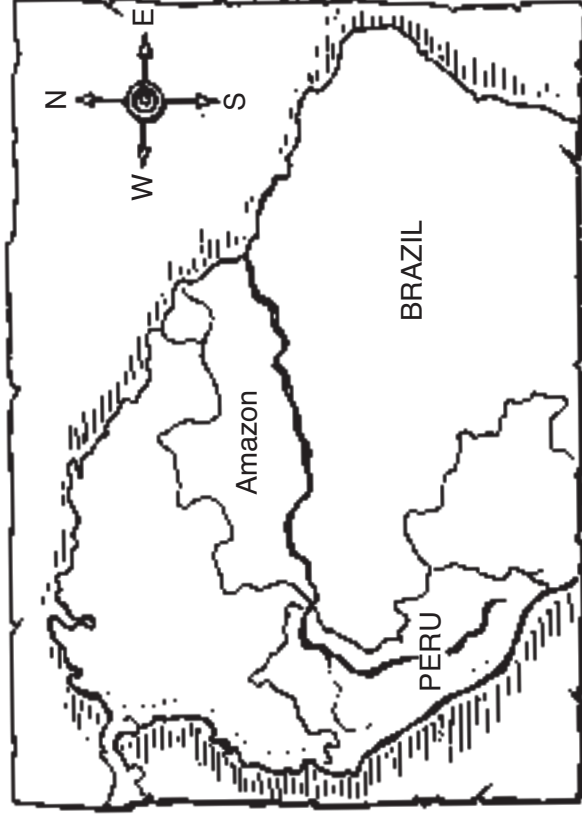
- Stagecoaches were first used in England about
 - 1604.
 - 1704.
 - 1640.
 - 1740.
- Because of the way the coaches were built,
 - people could only ride inside them.
 - people could ride inside and on top of them.
 - it was too dangerous to ride on top of them.
 - it was cheaper to ride inside them.
- The story suggests that the new coaches probably got their names from the
 - use of fresh horses at points in a journey.
 - kind of horses that were used.
 - different kinds of people that rode in them.
 - Both **a** and **b**
- At first, stagecoaches could go
 - fifteen miles an hour.
 - eight miles an hour.
 - faster than eight miles an hour.
 - five miles an hour.
- Another name for a turnpike road would be a
 - toll road.
 - kilometer road.
 - mile-long road.
 - None of the above
- The money collected on a turnpike was used to
 - buy stagecoaches.
 - buy horses.
 - fix the roads.
 - pay people.
- After English roads improved, coaches could go
 - eight mph.
 - thirteen mph.
 - eighty mph.
 - more than twenty mph.

Part A

The Amazon River starts in Peru and flows through Brazil's rainy jungles to the Atlantic. It is the world's biggest river. It carries more water than the next three biggest rivers put together. The Amazon River is not the longest river in the world. The Amazon is second to the Nile River.

The surface of the Amazon looks as smooth as glass. But under the surface the water is full of snakes, eels, and deadly fish called piranhas. Piranhas attack in groups. They can eat an animal as big as a horse in just a few minutes.

There's a lot of life on the surface of the Amazon River, too. Some of the people who live along the river build their houses on wooden rafts that are tied together with ropes. Then, when the river floods during the rainy season, the whole village rises with the Amazon.



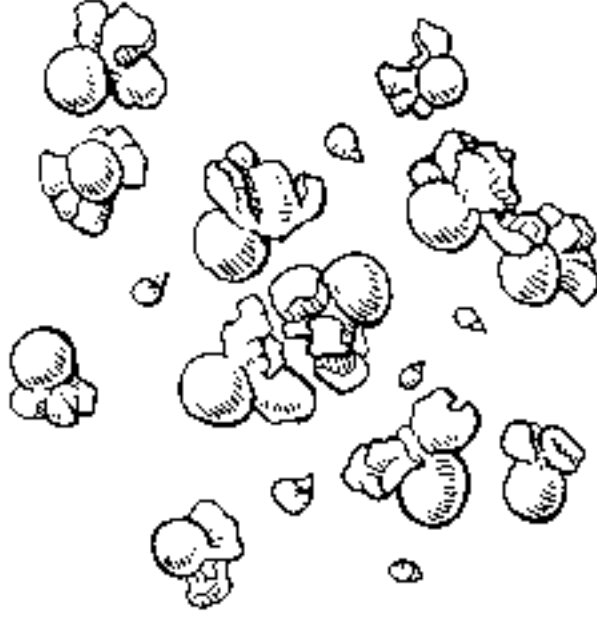
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Part B

Why does some corn pop? The answer lies in the popcorn kernel. Inside each kernel is a moist, starchy mass. When the kernel is heated, the moisture turns into steam. The steam expands and then exerts so much pressure that it bursts the kernel's hard outer coat. The kernel then turns inside out and becomes a large, fluffy morsel.

The first contact Europeans had with corn was in 1492 when Columbus reached North America. There he found the Native Americans growing and eating it as their grain.

Years later, explorers found Native Americans all the way from South America to Canada who grew popping corn. In 1519, Cortez found the Aztecs of Mexico using popcorn in many ways. They not only ate it but also made necklaces and other objects by threading popped kernels on a string.



Number Correct		Percent Correct
Number of Items	16	%

Name _____

Part A

Circle the letter of the answer.

- The Amazon River begins in
 - Brazil.
 - the Atlantic.
 - Peru.
 - Brazil's jungles.
- The Amazon is the world's
 - longest river.
 - biggest river.
 - second-biggest river.
 - third-longest river.
- The world's longest river is the
 - Amazon.
 - Mississippi.
 - Nile.
 - The article does not say.
- The Amazon contains
 - piranhas.
 - snakes and eels.
 - horses.
 - Both **a** and **b**
- When piranhas attack, they
 - attack one at a time.
 - attack as a group.
 - eat their victim within minutes.
 - Both **b** and **c**
- People living along the river
 - build one house on top of another.
 - build their houses on stilts.
 - build their houses on rafts.
 - leave their houses during the rainy season.
- When the Amazon rises,
 - the rainy season ends.
 - houses rise.
 - houses flood.
 - the water rises up to the houses.
- This selection is mainly about the
 - size and characteristics of the Amazon.
 - age and nature of the Amazon.
 - history of the Amazon.
 - usefulness of the Amazon.

Part B

Circle the letter of the answer.

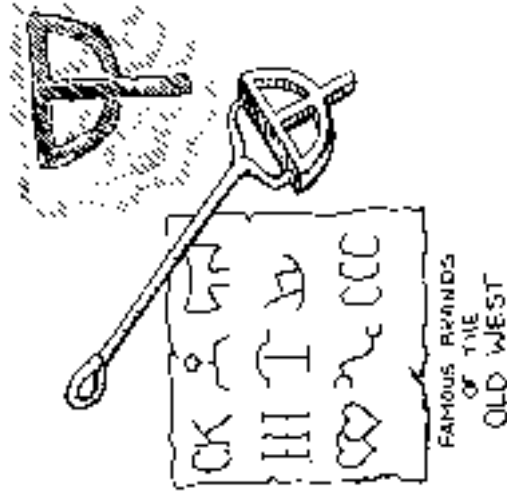
- Each popcorn kernel contains
 - a mass of starch.
 - moisture.
 - Neither **a** nor **b**
 - Both **a** and **b**
- When a kernel is heated, the
 - starch turns into steam.
 - moisture turns into steam.
 - moisture turns into starch.
 - steam turns into moisture.
- According to the article, the steam inside a kernel
 - makes the outer coat hard.
 - breaks the outer coat.
 - makes the starch moist.
 - Both **b** and **c**
- When the kernel turns inside out, it
 - is fluffy.
 - is ruined.
 - turns to steam.
 - None of the above
- Corn was brought to North America
 - in 1492.
 - by Christopher Columbus.
 - Both **a** and **b**
 - The article does not say.
- Native Americans
 - grew and ate corn.
 - discovered corn in 1492.
 - ate grain instead of corn.
 - None of the above
- According to the article, in 1519 Cortez
 - showed the Aztecs how to use popcorn.
 - discovered Mexico.
 - saw how the Aztecs used popcorn.
 - founded the Aztec empire.
- According to the article, the Aztecs
 - ate popcorn.
 - put popcorn on their houses.
 - made necklaces out of popped kernels.
 - Both **a** and **c**

Part A

During the 1800s cattle roamed the open range in the western United States. There were no fences to keep the cattle of one ranch separated from cattle of other ranches. So ranchers used brands to identify their cattle. Each ranch had its own brand.

The branding was done with a branding iron. Two types of branding irons were used to burn the identification marks on the hide of the animals. The running iron had a blunt point. It was heated and then used like a pen to trace a brand on the animal. Stamping irons were those with fixed brand designs. This iron was heated, and the brand was stamped on the animal.

A good brand was simple and large enough to read from a distance. Designs included many familiar objects: hats, tepees, teapots, knives, shovels, turkey tracks, boots, or just initials.

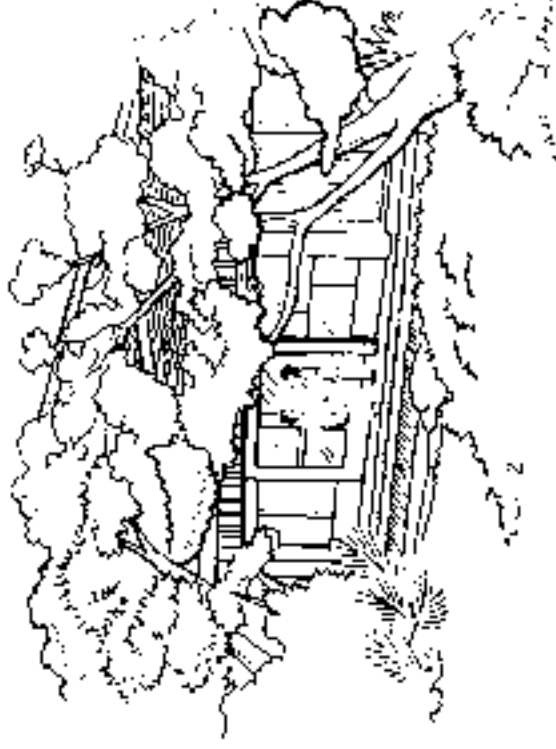


Part B

Traditional Japanese houses are different from what many of us are accustomed to. They are unpainted wood, so the outside becomes gray and weathered. There are no beds or chairs. The people sleep on thick mats, which are put away during the day. Although the houses are simple, they are attractive. Folding screens are painted with beautiful scenes, and there are flowers in many rooms.

In a Japanese house two or more sides have no permanent walls. The whole side of a house is a sliding panel that can be opened to let air and sunlight inside.

Occasionally swallows fly in and build nests in the house. People like to have them and build a shelf beneath the nest so that the floor won't be soiled.



Number Correct		=	Percent Correct
Number of Items	15		%

Name _____

Part A

Circle the letter of the answer.

- The article says that in the 1800s western United States cattle
 - were kept in corrals.
 - roamed the open range.
 - Ranchers used brands to
 - decorate cattle.
 - identify cattle.
 - Each ranch had its own
 - fence.
 - range.
- The article says that branding was done
 - with an iron.
 - in the spring.
- The article says that in the 1800s there were
 - two kinds of branding irons.
 - two kinds of cattle.
 - one kind of branding iron.
 - many kinds of ranches.
- A branding iron used like a pen was called a
 - pen iron.
 - stamping iron.
- A branding iron with a fixed design was called a
 - running iron.
 - stamping iron.
- According to the article, a good brand was
 - simple.
 - heavy.

Part B

Circle the letter of the answer.

- Traditional Japanese houses are made from
 - wood.
 - brick.
- These Japanese houses are
 - painted every other year.
 - painted a different color every year.
 - left unpainted.
 - The article does not say.
- In Japanese houses people usually do not use beds, but sleep
 - on the hard floor.
 - in hammocks.
- The Japanese add beauty to their homes
 - with painted screens and flowers.
 - with rugs of complex designs.
 - with luxurious furniture.
 - All of the above
- The side of a Japanese house is usually made of
 - glass walls.
 - a sliding panel.
- Occasionally swallows will fly into the house, and people
 - welcome them.
 - put them in cages.
- A small shelf is built under the swallow's nest to
 - catch baby birds that fall out.
 - provide a perch for the birds.

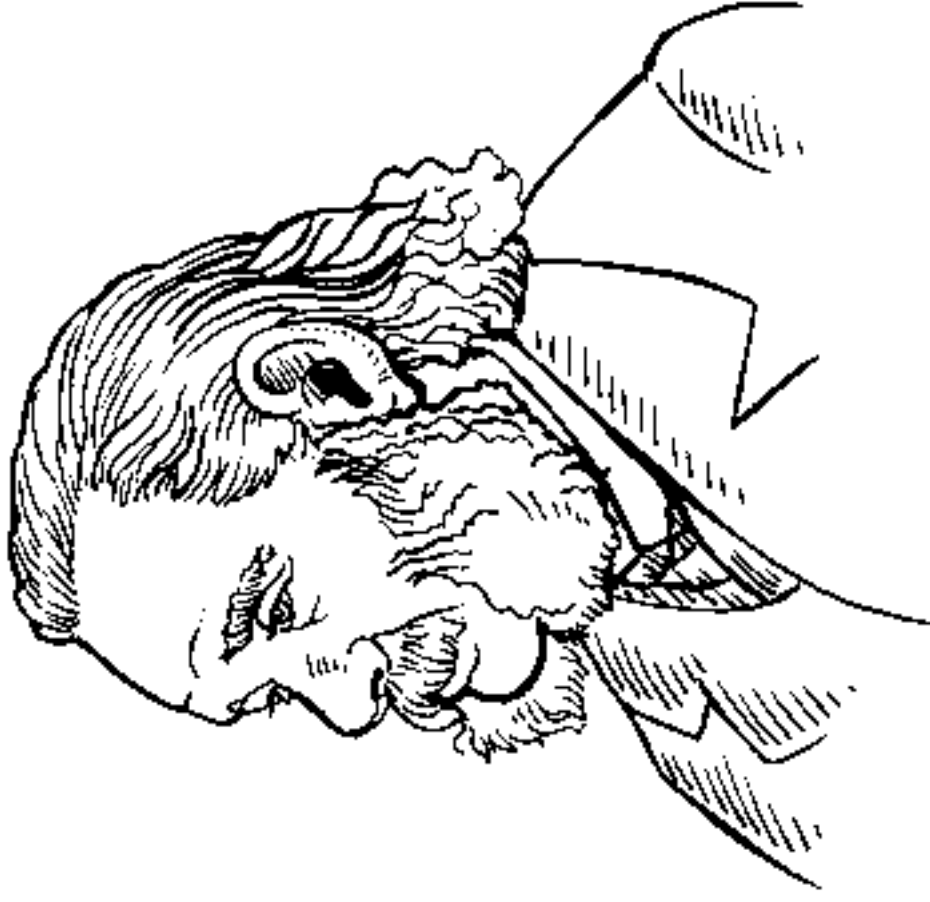
Matthias Jakob Schleiden

Matthias Schleiden was born in 1804 in Hamburg, Germany. Schleiden studied law in Heidelberg, Germany. However, he soon gave up law to study botany. Botany is the science of plants. Schleiden taught botany to students at the University of Jena from 1839 to 1862.

In Schleiden's day, botanists mainly just named and described plants. Schleiden thought they also should study the parts of plants. Schleiden examined plants with a microscope and discovered that they are made up of cells.

Schleiden's discovery had a powerful effect. It caused scientists to shift their attention to cells. Botanists began to study plant embryos. A plant embryo is a very young plant with just a few cells that will develop into an adult plant.

Schleiden's friend and partner, Theodor Schwann, discovered that animals also are made up of cells. Today, Schleiden's and Schwann's discoveries are known as the cell theory. The cell theory states that all living things are made up of cells.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Write the answer.

1. What is botany?

7. Before Schleiden's work, botanists mainly studied plant cells.

8. Theodor Schwann discovered that animals are made up of cells.

Determining the Main Idea

Write the answer.

9. What was Matthias Schleiden's most important discovery?

10. What is the cell theory?

2. What do we call a young plant that is made up of only a few cells?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Matthias Schleiden was born in 1804 in Hamburg, Germany.

4. Schleiden studied medicine before he became a botanist.

5. Schleiden taught botany at the University of Jena.

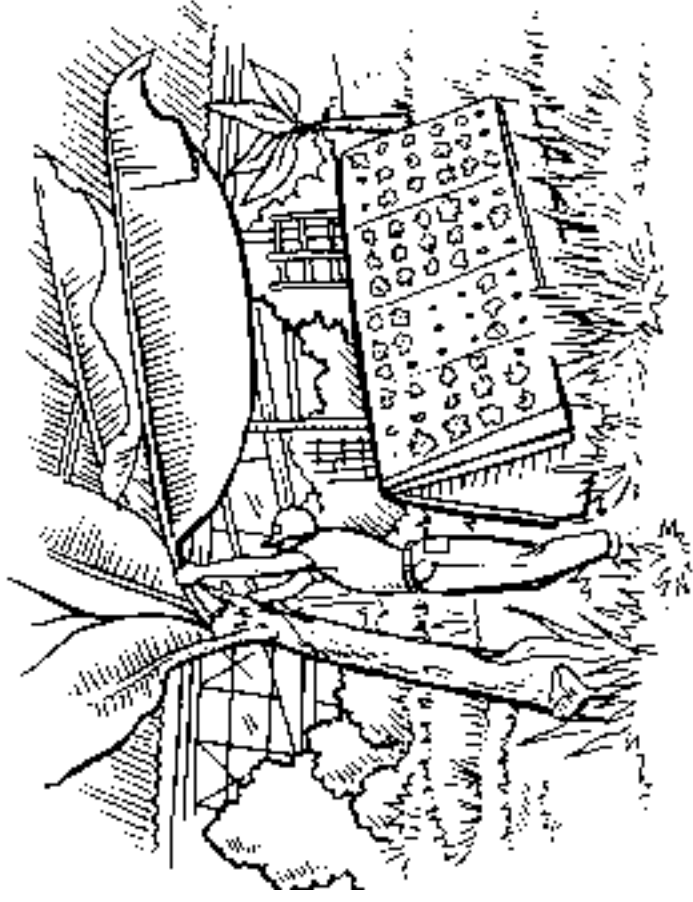
6. Schleiden felt that botanists should study the parts of plants.

Biosphere Botanist

What would it be like to live and work in a greenhouse for two years? Some scientists did just that! From 1991 to 1993, eight scientists lived with 3,800 plants and animals inside Biosphere II. Biosphere II is a glass building near Tucson, Arizona. It was designed to be a closed environment. Nothing went into the building and nothing came out of it during the two years of the experiment. The scientists inside studied how plants and animals responded to living in a closed environment.

Some of the scientists who lived in Biosphere II were botanists. A botanist is a scientist who studies plants. Each botanist did experiments, and each had a special job taking care of the plants inside the building. For example, one botanist's job was to care for, study, and grow plants for food.

A person who plans to become a botanist must go to college and study science, geography, and math. Botanists work in many places, including forests, farms, and schools.



Number Correct	=	Percent Correct
Number of Items		%
9		

Name _____

Write T if the statement is true. Write F if the statement is false.

1. A botanist is a scientist who studies plants and animals. _____
2. Biosphere II is a glass building in Arizona. _____
3. Botanists work in places such as forests, farms, and schools. _____
4. A biosphere botanist works mostly in outer space. _____
5. Biosphere II was home to both plants and animals. _____
6. Fifteen scientists lived inside Biosphere II. _____
7. Botanists must study science and math. _____

Write the answer.

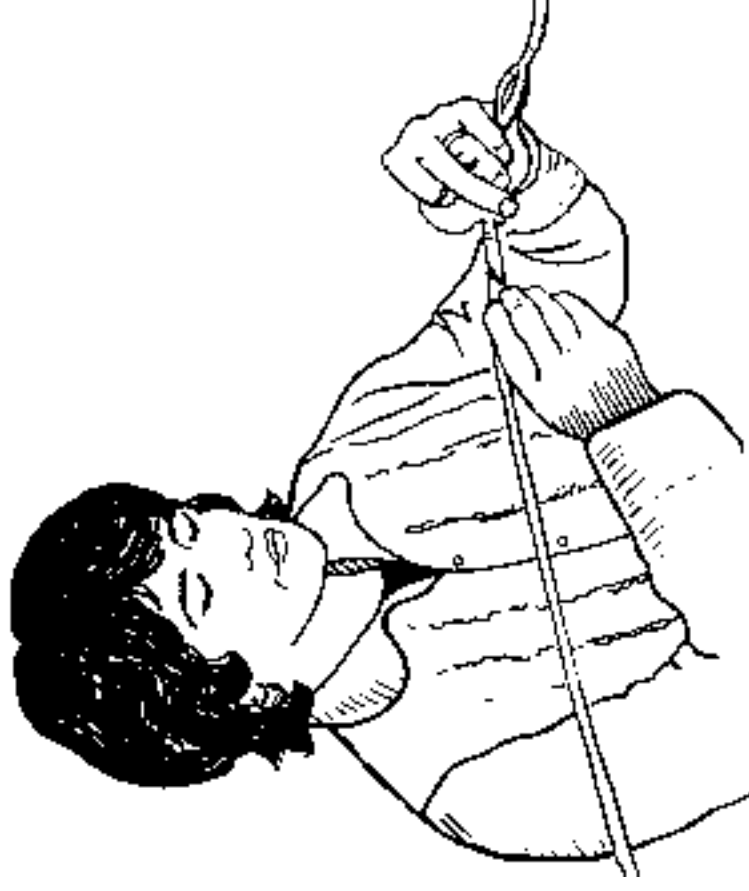
8. What does a botanist study? _____

9. What does it mean to state that Biosphere II is a closed environment? _____

Plant Grafting

Most plants reproduce, or make new plants, with seeds. However, scientists have developed another way to produce some types of plants. This way of reproducing plants is called grafting. To graft a plant, a person cuts off part of one plant and joins the cut part to another plant. The two plants grow together to form a new plant, which is called a hybrid.

The new plant is similar to both of the plants that were grafted together. For example, fruit farmers can graft the branches of a tree that produces good apples with a tree that is strong. The hybrid formed from the graft might be a strong tree with good fruit. Farmers also can grow seedless fruits, such as grapes and oranges, using plant grafts. In addition, farmers use grafting to grow plants that can resist insects and diseases.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

- What do we call the process of creating a plant by combining parts of two plants?

- When two plants are grafted together what is the new plant called?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Most plants reproduce by grafting.
- A hybrid is similar to both of the plants that were grafted together to produce the hybrid.
- The only reason farmers use grafting is to produce seedless fruit.
- Two examples of fruits that have been produced with grafting are seedless grapes and oranges.
- Grafting can be used to grow plants that resist insects.

Determining the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the selection?
 - Plants are useful.
 - Grafting can help farmers produce better, stronger plants.
 - Seedless grapes are hybrids.
 - Plant grafting is a difficult process.

Making Inferences

Write the answer.

- If two parts that are grafted come from a tree that is tall and from a tree that is strong, what could the hybrid be?

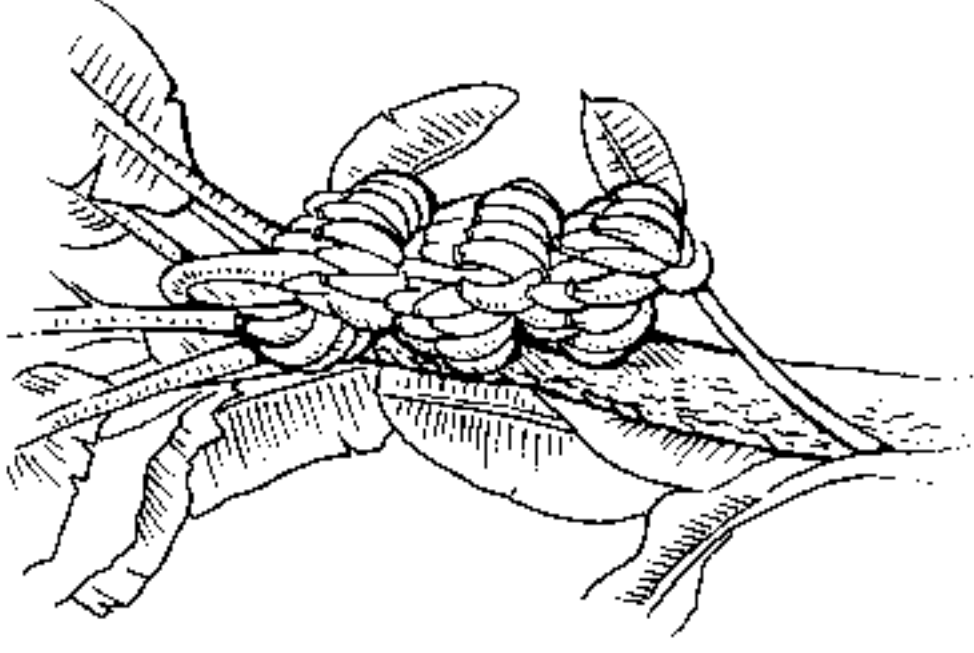
- A farmer has an apple tree that always produces a lot of sweet apples, but the apples are small. The farmer has another apple tree that produces apples that are big but sour. Explain how the farmer might use grafting to grow an apple tree that produces sweet apples that are big.

Plants Around the World

Why do you think different plants are grown in different parts of the world? The main reason is climate. That is the average weather of a region. Some plants, such as bananas, grow well in hot climates. Others, such as peas, grow best in cool climates.

Rice is another hot-climate plant. It is grown in tropical areas such as China and India. Tropical areas have a lot of rainfall and a long, hot growing season. Rice is grown in fields called paddies, where the roots are kept underwater much of the time. Farmers have found that the roots of rice plants grow better when they are in water. Other food plants grown in tropical areas include coconuts, peanuts, and yams.

Freezing weather kills tropical plants. However, some plants do best in cool climates. For example, field peas grow best in cool weather, and freezing temperatures may not harm them. As a result, these plants can be grown in cool climates, such as in the northern United States and Canada.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Write the answer.

1. What is the main reason different food plants are grown in different parts of the world?

2. Name three plants that are grown by farmers in tropical areas of the world.

3. Explain why farmers in China grow rice underwater.

4. Explain why farmers in Canada can grow peas but not yams.

Vocabulary

Write the answer.

5. What are *rice paddies*?

6. Define *climate*.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

7. Tropical areas have a long, hot growing season. _____
8. Rice and peanuts are grown in tropical areas. _____
9. Yams are delicious. _____
10. Freezing temperatures may not harm field peas. _____

Nicolaus Copernicus

Nicolaus Copernicus was born in 1473 in Poland. In college, he first became interested in mathematics. He also learned to read Greek and studied law and medicine. He became very interested in astronomy, which is the study of stars and planets. He watched the sky carefully and noticed the positions of planets and stars.

In Copernicus's time, most people thought that Earth was the center of the universe and that the sun revolved around Earth. Copernicus did not agree. His knowledge of geometry helped him understand his many years of observing the movements of the stars and planets. He decided that Earth and the other planets revolved around the sun, and only the moon revolved around the Earth. He did not think that either Earth or the sun were the center of the universe. Copernicus thought that the universe was much larger than that.

Gradually, other people came to know that Copernicus's theories were true. This change in how people viewed the universe is called the "Copernican Revolution." Copernicus caused the revolution by making careful observations and thinking about what he saw. He died in 1543.



Number Correct	=	Percent Correct
Number of Items		%
9		

Name _____

Reading Comprehension

Write the answer.

- When was Copernicus born?

- Name three subjects Copernicus studied in college.

Circle the letter of the answer.

- Most people in Copernicus's time thought
 - that Earth revolved around the sun.
 - that Earth was the center of the universe.
 - that the moon revolved around the sun.
 - None of the above
- To develop his theories, Copernicus
 - watched the sky.
 - used his knowledge of geometry.
 - noticed the positions of planets and stars.
 - All of the above

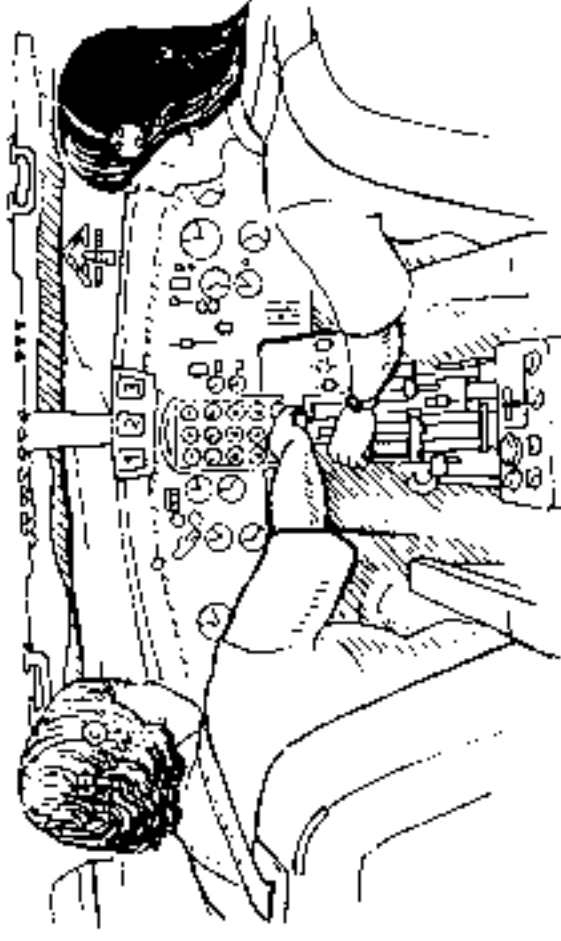
Write T if the statement is true. Write F if the statement is false.

- In Copernicus's time, people knew a great deal about the universe. _____
- Everyone accepted Copernicus's ideas right away. _____
- Copernicus thought that Earth is the center of the universe. _____
- Copernicus believed that the planets revolve around the sun. _____
- Copernicus thought that the universe is very large. _____

Flight Simulators

A video game is a small computer. A computer program, which is a set of directions for the computer, tells it what to do. In a video-game program, the directions tell the computer to make sounds and pictures and to respond to the controls. Many video games make you feel like you really are running, driving, or flying. They can do this because their programs simulate, or copy, the conditions involved in these activities.

Pilots and astronauts learn to fly using similar computer programs that make them feel like they really are flying an aircraft. The programs are called flight simulators. The pilot or astronaut sits in front of an aircraft instrument panel. The instruments show how and where the aircraft is flying. Computer screens show images of the sky and the ground, just as they would look if the pilot or astronaut really were flying. The simulator's computer translates the pilot's or astronaut's actions into images on the screen. This lets the pilot see his or her mistakes. Flight simulators let pilots and astronauts practice and correct their mistakes before they actually fly an aircraft.



Number Correct		=	Percent Correct
Number of Items	8		%

Name _____

Vocabulary

Write the answer.

- What is a computer program that makes you feel as if you're flying an airplane called?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- A video game is a small computer. _____
- A pilot uses a flight simulator to fly an airplane in stormy weather. _____
- Flight simulators are a special type of video game. _____
- Flight simulators tell pilots and astronauts how high they should fly. _____

Write the answer.

- How do pilots and astronauts first learn to fly?

- What do the instruments show the pilot or astronaut?

Making Inferences

Write the answer.

- Why do you think flight simulators are used to train new pilots and astronauts?

The Heat Index

Have you noticed that you feel hotter on a humid day than on a dry day of the same temperature? This is because not as much perspiration evaporates from your skin on humid days when the air is already moist. The evaporation of perspiration is one way your body keeps cool. You feel hotter when less perspiration evaporates.

The heat index takes into account the given temperature and the humidity. It is a measure of how hot the air feels to your body. How warm the air feels can be higher or lower than the actual air temperature.

The table shows heat indexes at different air temperatures and different levels of humidity. For example, if the temperature is 90°F and the humidity is only 20%, the air feels cooler than it is. The heat index is 87°F. However, if the temperature is 90°F and the humidity is 80%, then the air feels a lot hotter than it is. Then the heat index is 113°F. The arrows on the table show how to find the heat index of 113°F. The arrow from the top is for 90°F. The arrow from the side is for 80% humidity.

High heat indexes can cause fatigue, heat exhaustion, and even death from heatstroke. However, wind, even on humid days, helps perspiration evaporate, which would lower the heat index.

Heat Index						
	Air Temperature (°F)					
	70	75	80	85	90	95 100
Humidity (%)	How Hot the Air Feels (°F)					
0	64	69	73	78	83	87 91
10	65	70	75	80	85	90 95
20	66	72	77	82	87	93 99
30	67	73	78	84	90	96 104
40	68	74	79	86	93	101 110
50	69	75	81	88	96	107 120
60	70	76	82	90	100	114 132
70	70	77	85	93	106	124 144
80	71	78	86	97	113	136
90	71	79	88	102	122	
100	72	80	91	108		

Source: National Weather Service, NOAA

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Use the heat index table on the previous page to answer the following questions. Circle the letter of the answer.

- What number on the table shows air that feels the hottest?
a. 91°F c. 108°F
b. 100°F d. 144°F
- What air temperature and humidity would make the air feel 144°F?
a. 100°F and 0% c. 100°F and 70%
b. 90°F and 50% d. 90°F and 100%
- When the air temperature is 90°F and the humidity is 60%, how hot does the air feel?
a. 70°F c. 90°F
b. 80°F d. 100°F

Write the answer.

- As the humidity goes up, does the air feel hotter or colder?

- When the humidity is 0%, does the air feel hotter or colder than the actual temperature?

Write T if the statement is true. Write F if the statement is false.

- A high heat index can be a serious health risk. _____
- The evaporation of perspiration is one of the main ways your body stays warm. _____
- Wind helps lower apparent temperature. _____

Making Inferences

Write the answer.

- Suppose you are trying to heat your house in winter, but you still feel cold. Should you keep the house dry or humid?

- Should you vigorously exercise outside when the air feels very hot? Why or why not?

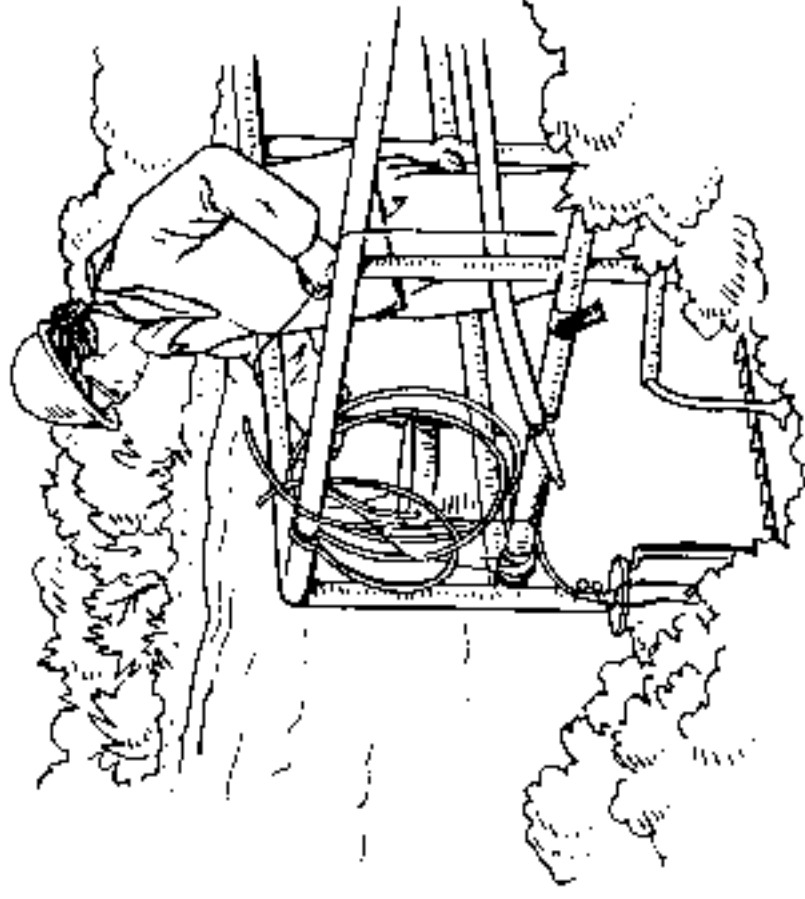
Environmental Engineer

Environmental engineers solve environmental problems. These engineers can have many types of jobs. Some environmental engineers study rainwater to see how it drains into lakes and rivers. They are concerned with rainwater that carries pollution with it.

As rainwater drains across roads and parking lots, it can pick up oil and gasoline. The polluted rainwater can carry these toxic substances into streams or lakes. Sometimes the rainwater carries toxic substances deep into Earth, to underground lakes that provide drinking water for cities and towns.

What do environmental engineers do about polluted rainwater? They may design special retention ponds. Retention ponds clean polluted water before it seeps into the ground. Environmental engineers may even clean up polluted groundwater. They inject special bacteria into the groundwater that break down oil and gasoline. This cleans the water deep in the ground.

Environmental engineers went to college and studied math, chemistry, physics, and biology. Many environmental engineers like their job because they work outdoors, solve important problems, and take care of the environment.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Match the term in the left column with the phrase in the right column. Write the correct letter on the line provided.

- | | |
|---------------------------------|---|
| _____ 1. underground lakes | a. solve environmental problems |
| _____ 2. retention pond | b. can break down oil and gasoline in groundwater |
| _____ 3. certain bacteria | c. supply drinking water for cities and towns |
| _____ 4. environmental engineer | d. catches and filters polluted water |

Reading Comprehension

Write the answer.

5. Name three subjects that environmental engineers studied in college.
- _____
- _____
- _____

6. What can happen to rainwater that runs across roads and parking lots?
- _____
- _____
- _____

7. How do environmental engineers use bacteria to clean up polluted rainwater?
- _____
- _____
- _____

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

8. Environmental engineers may design retention ponds. _____
9. Some underground lakes provide the best drinking water for cities and towns. _____
10. Environmental engineers have an easy job. _____

Computer Technician

A computer technician is a person who repairs or helps keep computers working. Although technicians do not always need a college degree, they do need special training. Vocational schools or two-year colleges usually offer this training.

Some computer technicians work with large, mainframe computers, while others work with small, personal computers. Technicians must know about hardware, the parts that make up a computer, and software. Software refers to the programs that make the computer run.

A computer technician must protect computers from electricity. Although a computer needs electricity to function, electricity can severely damage a computer by changing the computer chips that run a computer. Therefore, computer technicians must be careful to protect computers against electricity.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. What is a computer technician?

2. What is computer hardware?

3. What is computer software?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

4. Electricity can damage a computer.
5. A computer technician does not need to be concerned with electricity.
6. A person needs no special training to become a computer technician.
7. A computer technician might work on large mainframe computers.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

8. Computers need electricity to run.
9. The job of a computer technician is more important than the job of a computer programmer.
10. To be a good computer technician, you must love to work with machines.

Part A

What do you get when you cross a zebra with a donkey?
A zonkey!

This is not a joke. It's a real example of a hybrid—the offspring of two different animals. Hybrids have some of the qualities of each of their parents.

For example, the zonkey is strong and hard-working like a donkey, but it is gentle and can survive very hot weather, like a zebra. This makes it a useful work animal for hot climates. The zonkey looks unusual. Part of its body is tan, but the other part may have black and white zebra stripes!

Another hybrid comes from mating beef cattle with buffaloes. This hybrid is called “beefalo.” Its meat tastes like beef, but the beefalo does not need to be fed expensive grains as cattle do. Like buffaloes, it lives on grass, and it can survive snowstorms.

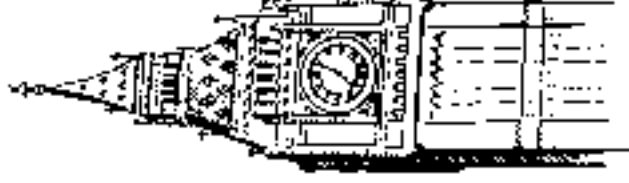


Part B

Big Ben is not the biggest, the oldest, or the loudest, but it is probably one of the world's most famous bells. “Big Ben” is the bell in the clock tower of the Houses of Parliament in London. Big Ben has chimed forth the time since 1859.

In its early days, Big Ben's clock was wound by hand. It took two workers five hours a day, three days a week, to perform the chore. Now, a small electric motor does the winding in forty minutes, three times a week.

The clock's pendulum is controlled by the weight of a few coins in a tray. Removing the smallest coin—a halfpenny—for twenty-four hours will advance the clock by one-fifth of a second. Careful adjustments keep Big Ben's clock within one and one-half seconds of the correct time each day.



Number Correct		=	Percent Correct
Number of Items	15		
			%

Name _____

Part A

Circle the letter of the answer.

- A hybrid is
 - an unusual offspring of two of the same kind of animal.
 - any animal that is very strong.
 - an imaginary combination of two different animals.
 - the offspring of two different kinds of animals.
- A zonkey is a hybrid between
 - a cow and a zebra.
 - a zebra and a monkey.
 - a donkey and a horse.
 - a zebra and a donkey.
- A zonkey's body
 - is tan all over like a donkey's.
 - has black and white stripes all over.
 - is partly tan and partly striped.
 - is either all tan or all striped.
- A hybrid between beef cattle and buffaloes is called a
 - buffle.
 - beefalo.
 - Either **a** or **b**
 - Neither **a** nor **b**
- The article suggests that farmers probably raise beefaloes because beefaloes
 - work hard.
 - look unusual.
 - provide good milk.
 - provide good meat.
- The selection suggests that buffaloes eat
 - corn and other grains.
 - grass.
 - hay.
 - several different kinds of plants.
- The selection suggests that some hybrids are useful to farmers because they
 - have the good qualities of both parents.
 - live longer than their parents.
 - look very odd.
 - eat less than their parents do.

Part B

Circle the letter of the answer.

- Big Ben could be one of the world's
 - biggest bells.
 - most accurate clocks.
 - most famous bells.
 - most famous clocks.
- Big Ben regularly chimes
 - when Parliament meets.
 - the time.
 - every three days.
 - every forty minutes.
- The Parliament tower was built in
 - 1859.
 - 1895.
 - 1855.
 - The article does not say.
- When Big Ben's clock was wound by hand, it took
 - five workers.
 - three workers.
 - two workers.
 - seven workers.
- Big Ben's clock is now wound
 - by a motor in forty minutes.
 - three times a week.
 - forty times a week.
 - Both **a** and **b**
- The clock's pendulum
 - weighs as much as a few coins.
 - is controlled by weight.
 - can't be adjusted.
 - is run by an electric motor.
- The clock will gain time if
 - coins are added to the tray.
 - the pendulum is held still.
 - coins are taken from the tray.
 - a halfpenny is added to the tray.
- Big Ben's clock is usually quite
 - wrong about the time.
 - accurate.
 - difficult to adjust.
 - Both **b** and **c**

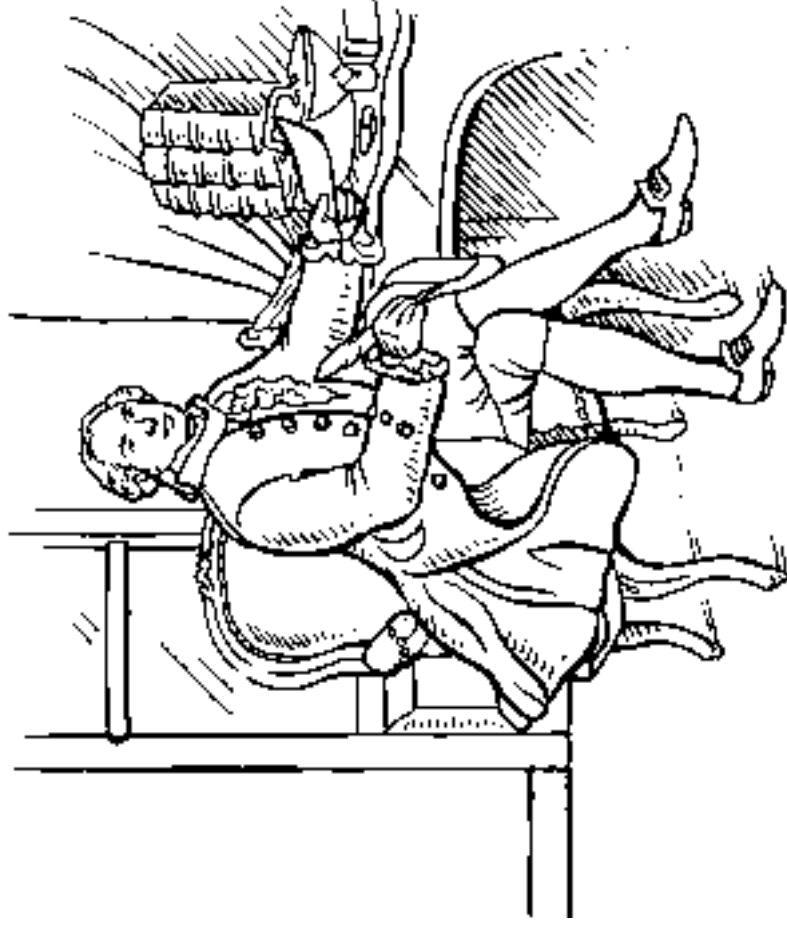
Lesson 36

Georges-Louis Leclerc, Count de Buffon

Georges-Louis Leclerc was a French naturalist, that is, a person who studies nature. Leclerc was born in Montbard, France. He studied math and law in Dijon. He continued his studies in medicine and botany in Angers.

After leaving Angers, Leclerc traveled in Italy and England. In England, he was made a member of the Royal Society. Leclerc returned to Montbard on the death of his mother. There, on the family estate, Leclerc began a time of serious research. He studied probability. He also developed his own version of the scientific method. In addition, he translated the works of other scientists.

A turning point in Leclerc's life occurred when he was 32 years old. He was made keeper of the royal botanical gardens. He also was told to produce a catalog of the natural history collections. Leclerc saw this as an opportunity to write an account of all of nature. This led to his great work, *Histoire Naturelle* (Natural History). It was the first attempt to present everything known about natural history, geology, and anthropology in a single work. Leclerc worked long hours but was able to complete only 36 of the planned 50 volumes before he died.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Leclerc was born in England. _____
2. Leclerc studied botany, math, and law. _____
3. After his mother died, Leclerc returned to the family estate. _____
4. Leclerc was made head of the natural history museum at age 32. _____
5. Leclerc wrote 50 volumes on natural history. _____
6. Leclerc was a naturalist. _____
7. The English name of Leclerc's great work is *World History*. _____
8. Leclerc tried to present everything known about natural history, chemistry, and physics in a single work. _____

Vocabulary

Write the answer.

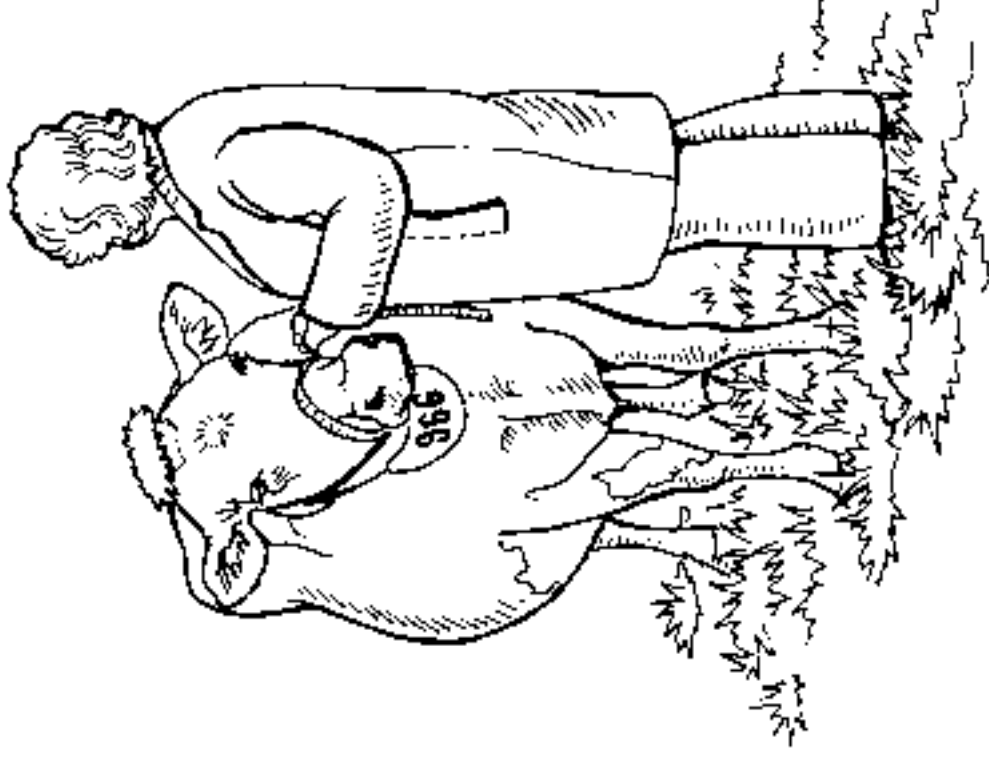
9. What is a naturalist?

Animal Scientist

How would you like to take a blood sample from a horse or record the number of eggs laid by a flock of hens? These are just two of the jobs that an animal scientist might do. An animal scientist studies farm animals such as cattle, chickens, and pigs.

Animal scientists may work in a laboratory. A laboratory is a room used to do science experiments. It has lab equipment and computers. Animal scientists may also work directly with farm animals. They may inspect food products such as meat and milk, study how much milk cows produce, or work to improve the number and size of eggs that chickens lay.

Anyone who is interested in becoming an animal scientist needs a college degree in science. Classes in math and English also are important. An animal scientist must be able to work alone as well as be part of a team.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

- What does an animal scientist study?

- What is a laboratory?

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Animal scientists need to have a degree in science. _____
- Working with cows and pigs is fun. _____
- Cows, pigs, and chickens are farm animals. _____
- Animal science is interesting. _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Some animal scientists inspect food products such as bread and vegetables. _____
- Being an animal scientist requires a college degree. _____
- An animal scientist must be able to work alone as well as with others. _____
- Most animal scientists work with zoo animals, such as lions or tigers. _____

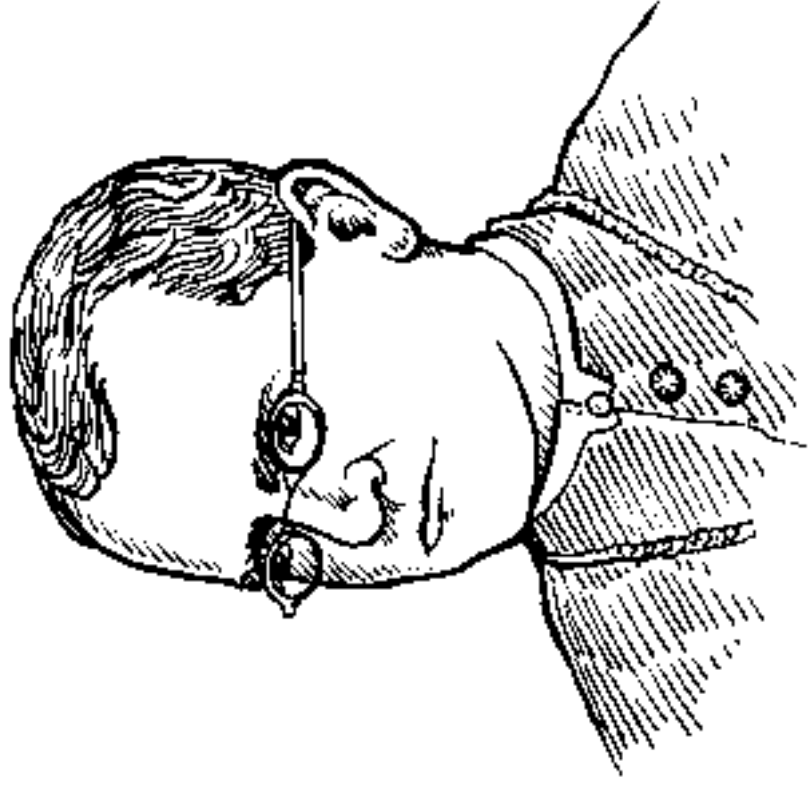
Gregor Mendel

Gregor Mendel was born in Austria in 1822. He was a Catholic priest, a scientist, and a gardener. Mendel grew more than 12,000 pea plants in his garden. He carefully studied and recorded the characteristics of these pea plants.

Mendel performed experiments with his pea plants. In his experiments, he crossed pea plants with different characteristics. Then he compared the characteristics of the offspring plants with those of their parents. Some of the characteristics Mendel studied were height, flower color, and seed color.

In one experiment, Mendel crossed a short pea plant with a tall pea plant. He found that all the offspring pea plants that grew from his cross were tall; there were no short plants at all.

Mendel died in 1884 before his findings became widely known. However, his work was later rediscovered. His ideas became known as Mendel's laws.



Number Correct	9	=	Percent Correct
Number of Items			%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Mendel was born in Austria in 1922. _____
2. Mendel was a priest and a scientist. _____
3. Mendel recorded the characteristics of more than 12,000 pea plants. _____
4. Mendel did experiments to see how much water and sunlight pea plants need. _____
5. Mendel died before his ideas were widely known. _____
6. After his death, Mendel's ideas became known as Mendel's laws. _____

Write the answer.

7. Name three characteristics that Mendel studied in pea plants. _____

8. Describe what Mendel discovered when he crossed a short pea plant with a tall pea plant. _____

Determining the Main Idea

Circle the letter of the answer.

9. Which statement best sums up the main idea of the selection?
 - a. Mendel learned how characteristics are passed from living things to their offspring by experimenting with plants.
 - b. Mendel's ideas were not accepted in his own day.
 - c. Mendel was primarily interested in improving pea plants for home gardeners.
 - d. Mendel was a scientist who lived in Austria in the 1800s.

Night Sight

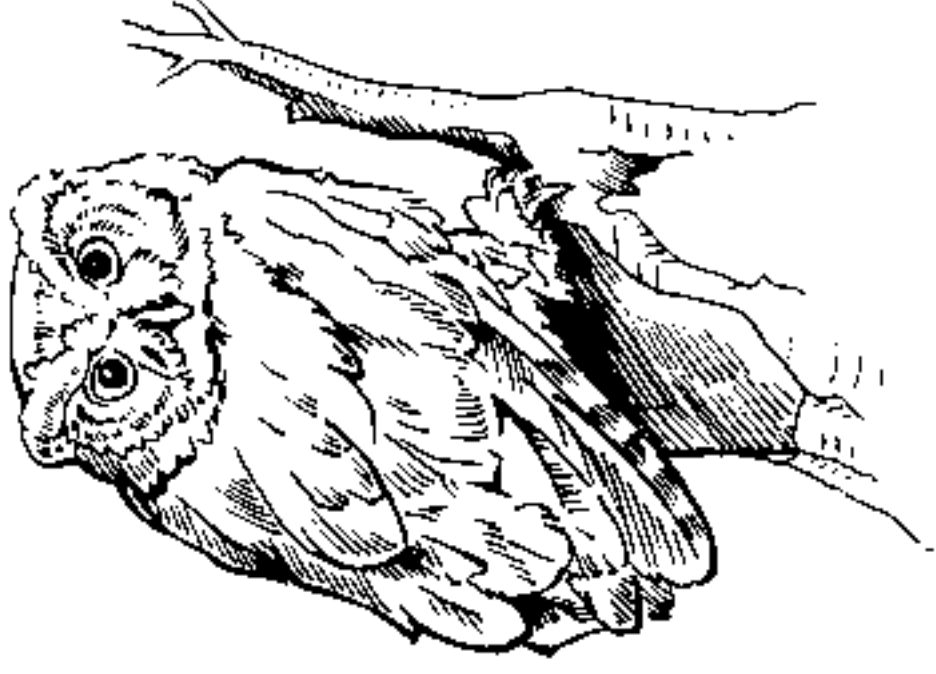
Light reflects, or bounces off, objects. When you look at an object, your eyes capture some of this reflected light. Without this light, you would not be able to see.

Even though a human can't see well on a dark night, a nocturnal animal is able to see clearly. A nocturnal animal is one that moves around and finds food at night and sleeps during the day. Animals that can see at night, such as owls, can do so because their eyes are able to see using very low levels of light.

One characteristic that helps animals see clearly in low light is the size of their eyes. Larger eyes can capture more light than smaller eyes. Most nocturnal animals have eyes that are larger than the eyes of animals that are not nocturnal. The eastern screech owl, for example, has very large eyes that allow it to see at night.

Some nocturnal animals have stronger light receptors in their eyes. Light receptors are the parts of the eye that respond to light by sending messages to the brain. Stronger receptors don't require as much light to send messages to the brain.

Many nocturnal animals have a white material called guanine at the backs of their eyes. Light bounces off the guanine, and this allows the animals' eyes to collect more light. This is the reason that the eyes of some nocturnal animals, such as deer and cats, seem to glow in the dark.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Nocturnal animals look for food during the day. _____
- Nocturnal animals can see clearly at night. _____
- Most nocturnal animals have small eyes. _____
- Some nocturnal animals have stronger light receptors in their eyes. _____
- Guanine improves night vision by absorbing light. _____
- Eastern screech owls are nocturnal animals. _____
- Some nocturnal animals' eyes glow in the dark because their eyes are very large. _____

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Light receptors send messages to the brain. _____
- Nocturnal animals look cute because of their big eyes. _____

Determining the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the reading?
 - The eyes of nocturnal animals glow in the dark.
 - Humans have better eyesight than other animals.
 - Nocturnal animals have characteristics that allow them to see clearly at night.
 - Large eyes are better than small eyes.

Benjamin Franklin

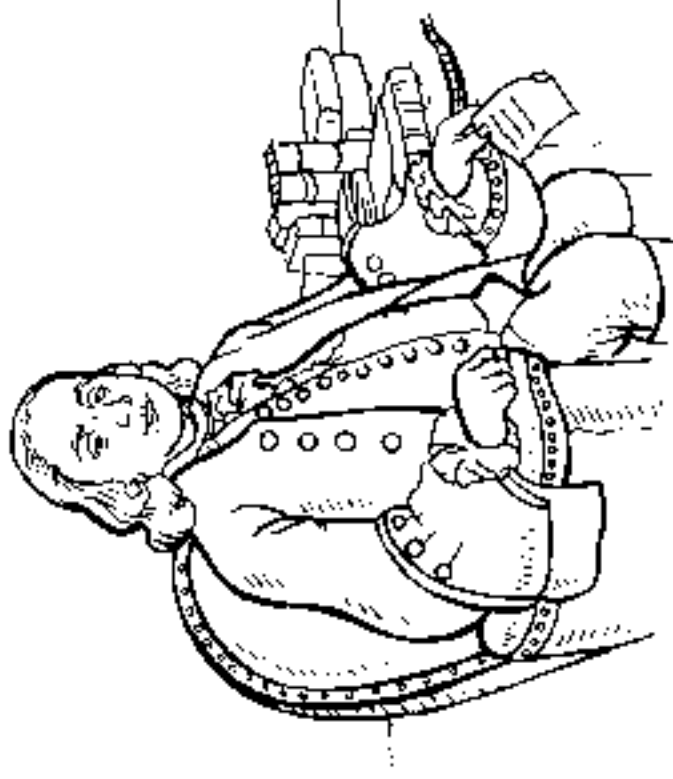
Benjamin Franklin was the tenth son of a soap and candle maker. He attended school only until he was ten years old. Two years later, he became a printer's apprentice. Franklin learned about printing and published a newspaper and his famous annual, *Poor Richard's Almanack*.

In spite of his lack of formal education, Ben Franklin read a great deal. He was interested in many subjects, including science. His poor vision led him to invent glasses that allowed him to see things more clearly.

Franklin was fascinated by the weather, particularly by lightning. He believed that lightning was electricity. Franklin tested this belief with his famous kite experiment. During a violent thunderstorm, he launched a silk kite with a wire attached. Soon the kite and the string were soaked. Franklin attached a key to the kite.

Lightning struck the wire on the kite, and electricity was conducted down the wet string. Franklin's experiment showed that lightning is a form of electricity. Franklin was lucky to survive. A lightning strike can be deadly.

Franklin also went into politics. He was an important influence in the founding of the United States. He spent a long time in France representing U.S. interests.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Franklin represented U.S. interests in France. _____
2. Franklin went into politics. _____
3. Franklin graduated from high school. _____
4. One of Franklin's many inventions was the invention of special eyeglasses. _____
5. Ben Franklin read a great deal in spite of his lack of a formal education. _____
6. At age 12, Franklin became a printer's apprentice. _____

Reading Comprehension

Write the answer.

7. What was the name of Ben Franklin's famous annual?

8. What part of nature fascinated Franklin?

9. What did Ben Franklin show about lightning in his kite experiment?

10. How did Franklin test his belief about lightning?

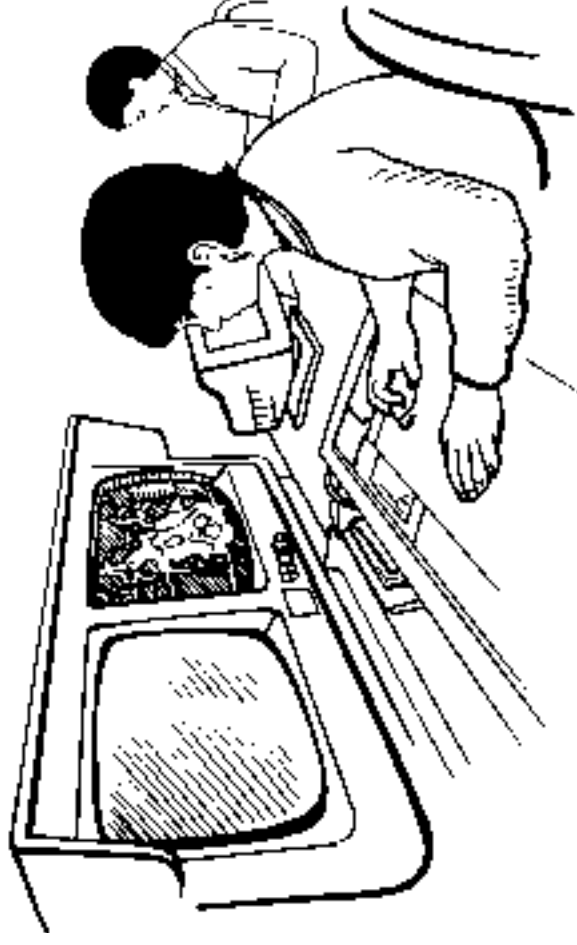
Meteorologist

A meteorologist is a scientist who studies weather and makes weather forecasts—a prediction of weather conditions. Meteorologists use information gathered from sensors located on Earth's surface, in the air, and from space. These sensors can provide information on temperature, wind speed, humidity, and other weather conditions.

Satellites and computers also help the meteorologist. Satellites photograph Earth to show cloud cover and storm systems. In order to produce more accurate forecasts, meteorologists use computers to produce models of weather patterns. Although these tools are helpful, they are not 100 percent accurate.

Forecasting weather is difficult. Weather patterns are the result of many things that happen at the same time. Even with the best computers, meteorologists cannot always make accurate predictions.

Meteorologists take college courses in math, physics, chemistry, and meteorology. They learn about complex systems, such as weather. Some meteorologists work for the National Weather Service. Others may work for television stations where they give local weather reports.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Reading Comprehension

Write the answer.

- What is a meteorologist?

- What kinds of information do meteorologists get from sensors on Earth's surface?

- What do satellite photographs of Earth show?

- How do computers help meteorologists?

- What is a weather forecast?

- Why is forecasting weather difficult?

Write T if the statement is true. Write F if the statement is false.

- All meteorologists work for the National Weather Service.

- Meteorologists always make accurate predictions about the weather.

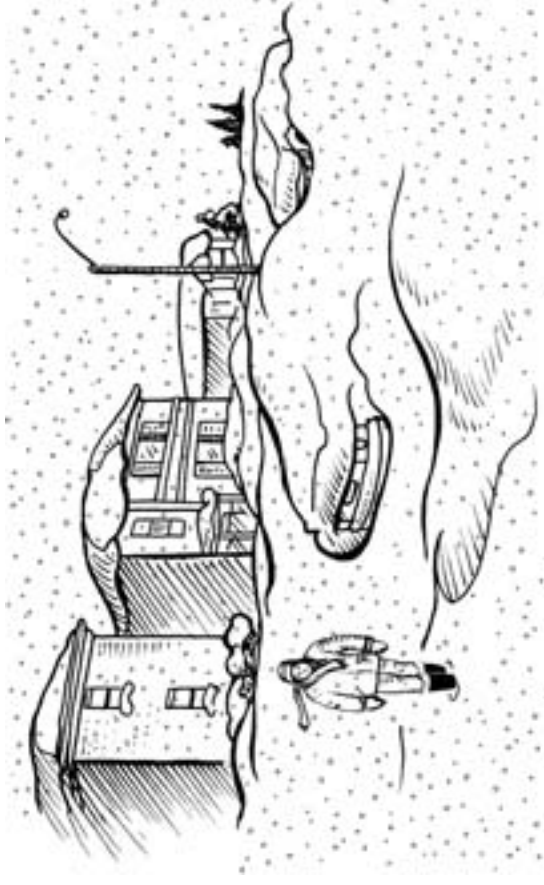
- Meteorologists must take college courses in math and science.

Weather Warning Systems

More than 100 years ago, a severe winter storm hit Nebraska. The storm came up suddenly and without warning. The storm, known as the “Schoolchildren’s Blizzard,” tore across Nebraska on January 12, 1888. The temperature plunged to 36 degrees below zero. Winds gusting at 55 mph blew snow horizontally. Many students on their way home from school froze to death. Would this happen today? Well, we can’t stop killer storms, but we can warn people about them.

Radar is the most important storm-forecasting tool. Standard radar detects clouds and rain or snow. A more sensitive type of radar, Doppler radar, can detect movement within clouds. Doppler radar can show the formation of tornadoes. This tool allows meteorologists to predict when a storm will reach a certain location.

The next time a weather bulletin interrupts your television program, pay attention. Listen to the terms used. A storm “warning” is more serious than a storm “watch.” Alert an adult if the situation looks serious.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write the answer.

1. When and where did the “Schoolchildren’s Blizzard” happen?

2. What did the temperature plunge to in the “Schoolchildren’s Blizzard”?

Classifying Objects

Fill in the blank after each statement with the correct term: **standard radar** or **Doppler radar**.

3. Detects movement within clouds

4. Shows the beginning of tornadoes

5. Detects areas of rain or snow

Making Inferences

Write the answer.

6. What is the difference between a storm “watch” and a storm “warning?”

7. What can standard radar detect?

8. Why did many people die in the “Schoolchildren’s Blizzard?”

9. Can we change or stop severe weather?

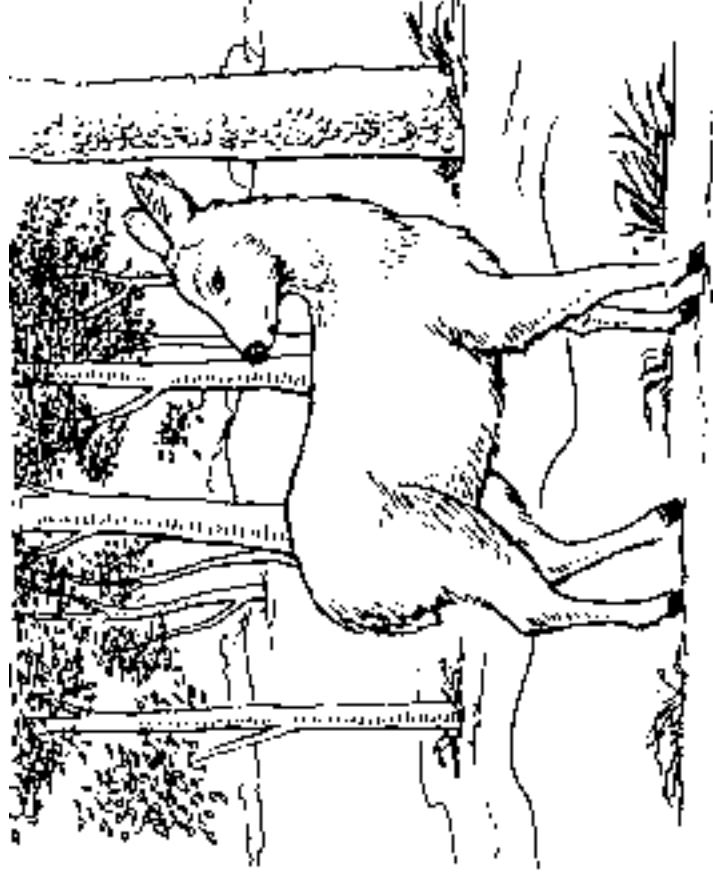
10. Why are people more likely to survive severe weather today than they were 100 years ago?

Sensing the Weather

What if you were unable to get your weather forecast from the television, newspaper, or radio? Some farmers, Native Americans, and researchers believe that animals can make weather predictions. Some animals sense weather changes before they happen. Deer, squirrels, rabbits, and even insects eat more before storms. Mosquitoes bite more often. Flies find shelter and go to sleep. These animals probably react to changes in barometric pressure.

Other insects react to changes in humidity. Cicadas are insects that call by vibrating their wings, as crickets do. On rainy days, they are silent. Some beekeepers think that bees are more likely to sting before a storm. This may be due to changes in the amount of electricity in the air.

Humans may be affected by some of the same things that affect animals. Cold, wet weather may cause people's joints to hurt if they have arthritis. The darker days of winter may change the amounts of certain chemicals in the brain. This change may cause some people to feel sad.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Write the answer.

1. Which animals eat more before storms?

2. What do mosquitoes do before a storm?

3. What do flies do?

4. How are cicadas different on rainy days than on dry days?

5. What might bees do before a storm?

Drawing Conclusions

Write the answer.

6. How might the dark days of winter affect some people?
Why is this so?

7. Name a feature of weather, such as wind or rain, that affects you. Explain how it affects you.

8. How are some people affected by changes in barometric pressure?

Determining the Main Idea

Write T if the statement is true. Write F if the statement is false.

9. People and animals may be sensitive to humidity and barometric pressure.

10. Drops in barometric pressure, which signal storms, may cause some animals to bite more.

Lightning Safety

Lightning is the rapid flow of electricity from a cloud to the ground or between two clouds. The average flash could light everything in a house for a month.

Lightning strikes somewhere on Earth about 100 times a second. Therefore, most people see lightning many times over a lifetime. Lightning can be very dangerous to humans, but precautions can be taken.

People who are outdoors are in the most danger from lightning. If a sudden storm occurs while you are outside, immediately seek shelter in a building. If you cannot get inside a building, do not stand under tall objects, such as trees. Tall objects attract lightning and can put you in greater danger. You should also stay away from water and metal objects. Both are conductors of electricity. Conductors carry electricity easily and can be extremely dangerous.

If you are indoors during a thunderstorm, some precautions can be taken. Do not take a shower or bath until the storm has passed. Do not use a telephone because a telephone can conduct electricity.

Following these safety tips can help reduce your chances of being struck by lightning.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write **T** if the statement is true. Write **F** if the statement is false.

1. The average lightning flash could light a house for about three days. _____
2. The safest place to be in a thunderstorm is indoors. _____
3. It is safe to take a bath or shower during a thunderstorm. _____
4. Lightning is a form of electricity. _____
5. Water and metal are safe to be around during a thunderstorm. _____
6. If you are outside during a thunderstorm, you should find shelter under a tall tree. _____
7. Lightning rarely strikes Earth. _____
8. You should not use the telephone during a thunderstorm. _____

Write the answer.

9. List three precautions that people should take to protect themselves from lightning.

Determining the Main Idea

Write the answer.

10. What is the main idea of this passage?

Part A

The huge crocodiles that live along the Nile River in Africa are fierce beasts. But a small bird called the plover does not fear the crocodile at all. In fact, the two creatures help each other.

Small, wormlike leeches often fasten themselves tightly to the crocodile's gums and suck its blood. The crocodile has no way of shaking the leeches loose or picking them off. But the plover likes to eat them.

So the mighty crocodile and the tiny plover form a strange partnership. The crocodile opens its mouth wide, and the plover flutters inside. There within the gaping jaws the bird safely hops about. It pulls off leeches and gobbles them down. The plover is not afraid of the crocodile's teeth. The crocodile will wait patiently until the plover is finished before closing its jaws again.



Part B

The Pony Express began in 1860. It provided fast mail service to and from the West Coast of the United States. A rider on horseback rode with twenty pounds of mail in leather pouches strapped to his saddle. At each station a fresh horse waited, saddled, to be ridden the fifteen miles to the next station. In two minutes the rider changed horses, transferred the mail, and was on his way again.

Riders earned high pay for those days, from \$100 to \$150 a month. It was dangerous work, and each rider carried two pistols and a knife for defense. They rode day and night, through floods and storms. They lost the mail only once.

Yet the Pony Express lasted only seventeen months. Samuel Morse invented the telegraph, and people started sending news by this new fast way.



Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- The crocodile mentioned in this article lives along the
 - Amazon River.
 - Nile River.
 - Congo River.
 - Niger River.
- The plover is a
 - small bird.
 - water snake.
 - wormlike creature.
 - large reptile.
- The article says that plovers like to eat
 - crocodiles.
 - insects.
 - fish.
 - leeches.
- A leech is a
 - small bird.
 - large tick.
 - wormlike creature.
 - water snake.
- Leeches fasten themselves to the crocodile's
 - gums.
 - tail.
 - back.
 - teeth.
- According to the article, the plover helps the crocodile by
 - warning of danger.
 - keeping it company.
 - cleaning its mouth.
 - sucking its blood.
- The crocodile helps the plover by
 - killing leeches.
 - warning of danger.
 - sucking its blood.
 - giving it food.
- Why doesn't the crocodile eat the plover?
 - The crocodile is too lazy.
 - The crocodile needs its help.
 - The crocodile isn't hungry.
 - The plover is too small.

Part B

Circle the letter of the answer.

- The Pony Express
 - started in 1861.
 - ended in 1860.
 - started in 1860.
 - started in 1870.
- A Pony Express rider carried
 - fifteen pounds of mail.
 - twenty pounds of mail.
 - nine pounds of mail.
 - mail in a pouch around his neck.
- There was a distance of
 - ten miles between stations.
 - twenty-four miles between stations.
 - fifteen miles between stations.
 - twenty miles between stations.
- When a rider rode into a station, he
 - waited for a horse to be saddled.
 - waited for someone to take his place.
 - was on his way again very quickly.
 - left his mail at the station.
- A Pony Express rider's job was
 - a dangerous way to earn a lot of money.
 - an easy way to earn a few dollars.
 - dangerous and poorly paid.
 - mainly done at night.

Geologist

A geologist studies rocks to find out important things about Earth. Geologists also study soil, mountains, and other parts of Earth in a science called *geology*. The word *geology* comes from the prefix *geo-*, which means “Earth,” and the suffix *-logy*, which means “the study of.” Those who wish to become geologists go to college and study the history of Earth. They must know about the structure and development of Earth’s crust and the composition of Earth’s interior.

A geologist might look for magnetite, which is a magnetic mineral. Lodestone, which contains magnetite, was used long ago as a compass. Some geologists today still look for magnetite. Some geologists also specialize in fossils.

Geologists hold many different jobs in industry, education, and government. Some work for oil and gas companies. They find the fuel that makes cars, trucks, and planes run. If you like to work outdoors and enjoy studying different types of rocks, this may be the profession for you.



Number Correct		=	Percent Correct	
Number of Items	10			%

Name _____

Reading Comprehension

Circle the letter of the answer.

- A geologist studies
 - Earth.
 - the sun.
 - water.
 - food.
- Some geologists specialize in
 - farming.
 - water.
 - fossils.
 - digging.

Write T if the statement is true. Write F if the statement is false.

- Some geologists hold jobs in education. _____
- Geologists must know about the development of Earth's crust. _____
- Lodestone is a type of rock that is not magnetic. _____

6. Geologists can hold many different jobs. _____

7. Some geologists work for oil and gas companies. _____

8. Geologists can help find fuel for cars and planes. _____

9. Geologists go to work after finishing high school. _____

Determining the Main Idea

Circle the letter of the answer.

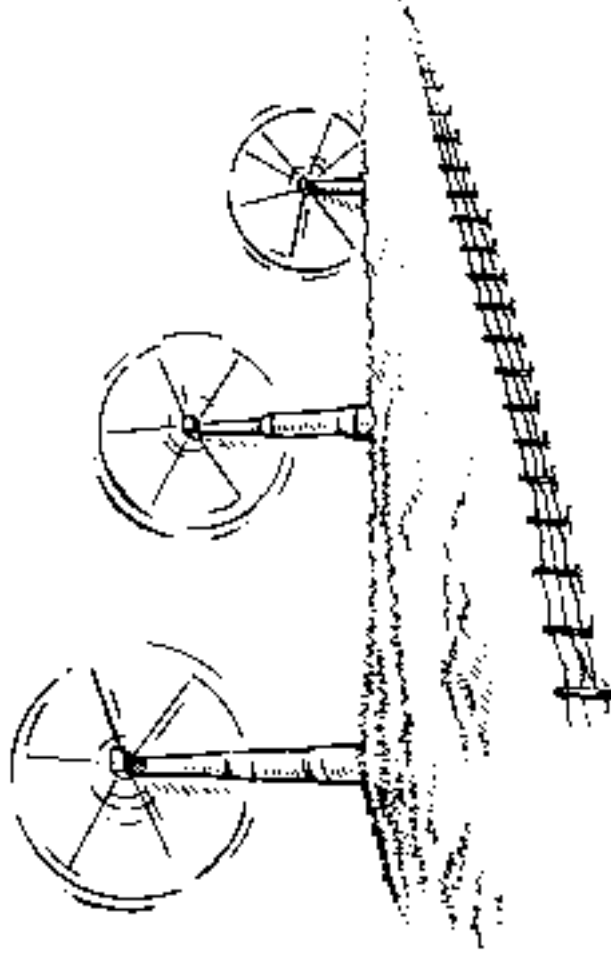
10. Which sentence best states the main idea of the selection?
- Rocks are beautiful.
 - Geologists are scientists who study Earth.
 - Geologists go to college.
 - Geologists look for oil.

Wind Power

People use electrical energy to do many things. For example, refrigerators, televisions, and lights all require electrical energy to work. Most methods of making electrical energy use up valuable resources. Scientists are always looking for ways to generate electrical energy that do not use up these resources. One of these methods is wind power.

People have used windmills to do work for more than 2,000 years. Early American farmers used the power from windmills to pump water out of the ground. They also used the power of windmills to grind wheat, corn, and other grains. Now people are using wind power to generate electricity.

A wind turbine is a special windmill that changes wind into electrical energy. Wind blows the blades of the turbine, making them spin. The blades are attached to a shaft. When the blades spin, the shaft also spins. Inside the shaft is a generator that produces electricity when the shaft spins. The electricity leaves the wind turbine generator through cables that go to businesses and homes.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All methods of making electrical energy use up valuable resources. _____
- People first began using windmills to do work about 100 years ago. _____
- Early American farmers used the power from windmills to pump water. _____
- Wind blows on the generator of a wind turbine and makes it spin. _____
- A wind turbine is a special windmill. _____
- The blades of a wind turbine are attached directly to electrical cables. _____
- Electrical energy leaves the wind turbine generator through cables. _____
- When the shaft of a wind turbine stops spinning, the turbine stops producing electricity. _____
- A wind turbine changes wind energy into heat energy. _____

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
- Farmers used windmills to grind corn.
 - Producing electrical energy usually uses up valuable resources.
 - Wind turbines change wind energy into electrical energy without using up valuable resources.
 - Wind energy has been used by people for more than 2,000 years.

Charles Elton

Charles Elton was born in 1900 in England. Elton was a zoologist, which is someone who studies animals. Elton made four trips to the Arctic, where he studied animals in the wild. He described what he learned on these trips in a book called *Animal Ecology*. Ecology is the study of how organisms interact with each other and with their surroundings. In his book, Elton discussed food chains and how energy moves through ecosystems, which are communities of living things that live in the same place.

Elton also studied several kinds of rodents, a group of animals that includes rats, mice, and squirrels. Because of his knowledge, Elton was asked to help control rats and mice in England during World War II. Food was in short supply during the war, and the government wanted to keep rats and mice from eating what little food there was. After the war, Elton studied both animal and plant communities.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. What does a zoologist study?

2. Define *ecology*.

3. Name three types of rodents.

4. Give the meaning of *ecosystem*.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

5. Elton lived during the 1800s.

6. Elton was born in France.

7. Elton wrote a book called *Animal Ecology*.

8. In his book, Elton described food chains and how energy moves through ecosystems.

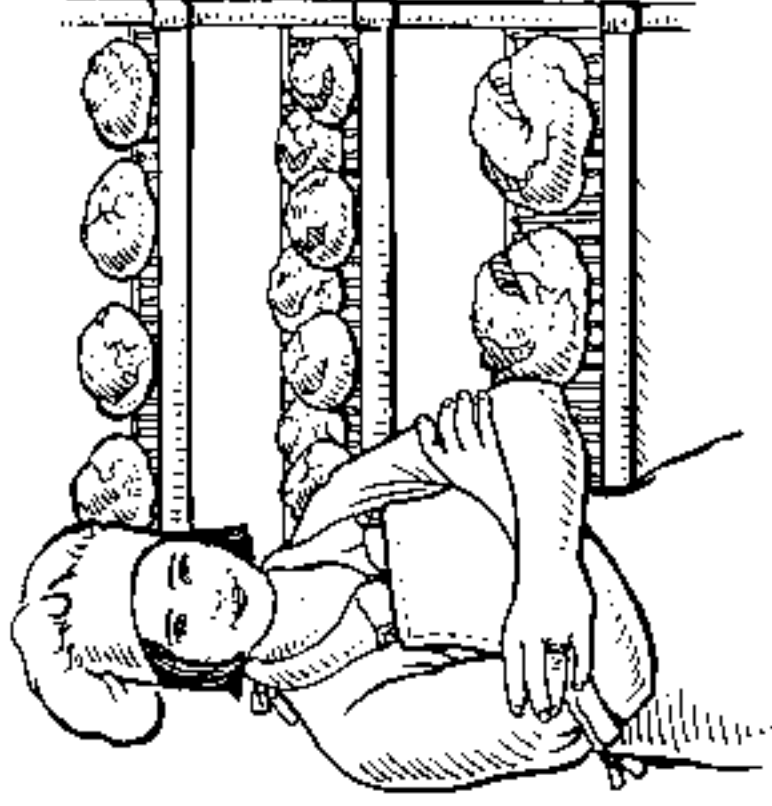
9. Elton made four trips to Africa to study wild animals.

10. Elton studied both plant and animal communities.

Baker

A baker is a person who makes bread and other foods with grain. The first known bakers worked in Rome more than 2,000 years ago. Their customers were Roman families who liked to buy their bread instead of making it themselves. Today, bakers may work in small bakeries or large machine-run bakeries. These large bakeries make bread that is packaged and then sold in grocery stores.

Most bakers work with tiny, one-celled organisms called yeast. Bakers add these organisms to bread dough. Another ingredient bakers add is sugar. The yeast feed on the sugar in the dough and break down the sugar in a process called fermentation. During fermentation, the yeast produce carbon dioxide gas and also alcohol as waste products. The alcohol evaporates when the bread is baked. The carbon dioxide forms bubbles in the dough, causing the dough to puff up. Dough that puffs up is said to be rising. Without bubbles, bread would be flat, like tortillas or pancakes.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. What substance is broken down by fermentation?

Reading Comprehension

Write the answer.

2. Where and when did the first known bakers work?

3. Where do bakers work today?

4. What organisms do bakers use as an ingredient in most kinds of bread?

5. What two waste products do these organisms produce during fermentation?

6. Why is sugar added to bread dough?

Write T if the statement is true. Write F if the statement is false.

7. Alcohol causes bread dough to rise.

8. The alcohol in bread dough evaporates when the bread is baked.

9. Bubbles in bread dough are formed by carbon dioxide gas.

Making Inferences

Write the answer.

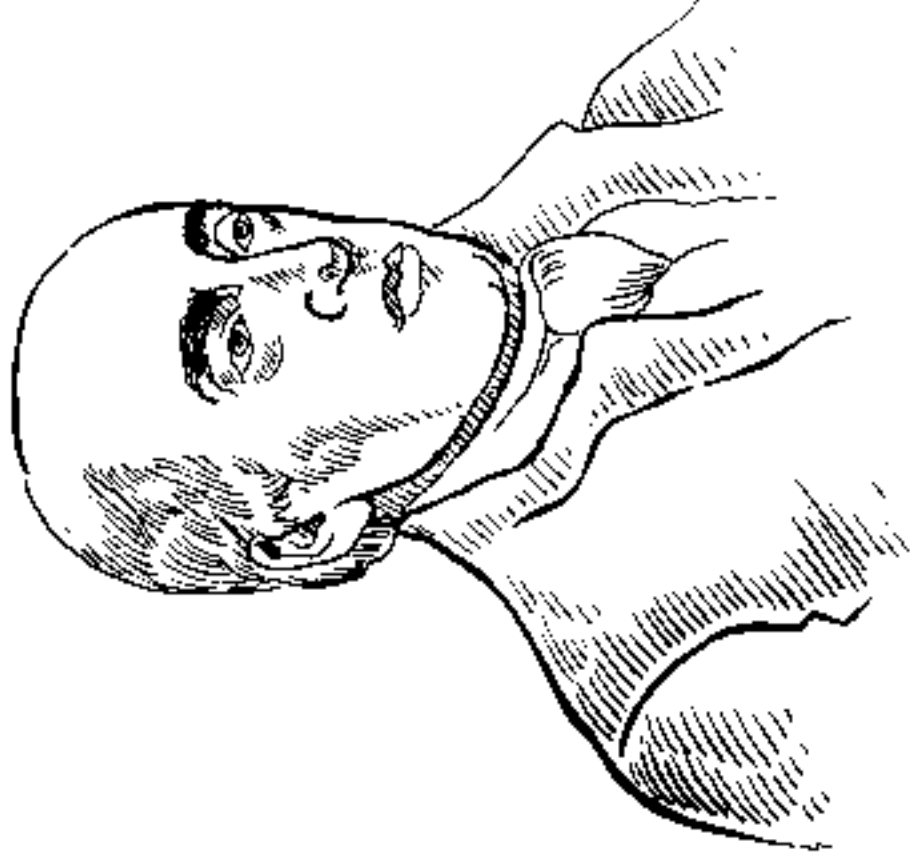
10. Do you think yeast is an ingredient in pancakes? Why or why not?

James Hutton

James Hutton was born in 1726 in Scotland. In school, Hutton was interested in science, but his first job was as a lawyer's apprentice. The job didn't last long. He was fired for doing chemical experiments. Hutton tried studying medicine. That didn't work out, so he started a company making fertilizer from coal dust. Then he turned to farming. While he farmed, Hutton continued his interest in science. He learned about geology, the study of Earth's rocks. He studied how weather changed the land.

In the 1700s, some scientists thought that Earth's surface was shaped by floods, volcanoes, and earthquakes that had happened long ago. They did not believe that the shape of Earth's surface was still changing. Hutton did not agree with these scientists. He wrote a book called *Theory of the Earth*, based on his careful observations of weather and changes in the land. In this book, he proposed that the same processes that shaped Earth's surface in the past are still shaping it in the present. Modern rivers slowly move soil in the same way ancient rivers did. Mountains still rise very slowly and are worn away very slowly.

Hutton died in 1797. Today he is known as the father of geology.



Number Correct		=	Percent Correct
Number of Items	10		

Name _____

Vocabulary

Write the answer.

1. What is geology?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. Hutton lived during the 1800s.

3. Hutton was born in Scotland.

4. Hutton studied geology in college.

5. Hutton first became interested in science late in life.

6. Hutton was especially interested in the way weather changed the land.

7. Hutton wrote a book called *Theory of the Earth*.

8. Hutton is known today as the father of physics.

Determining the Main Idea

Write the answer.

9. What are two ways Hutton believed the Earth is still changing?

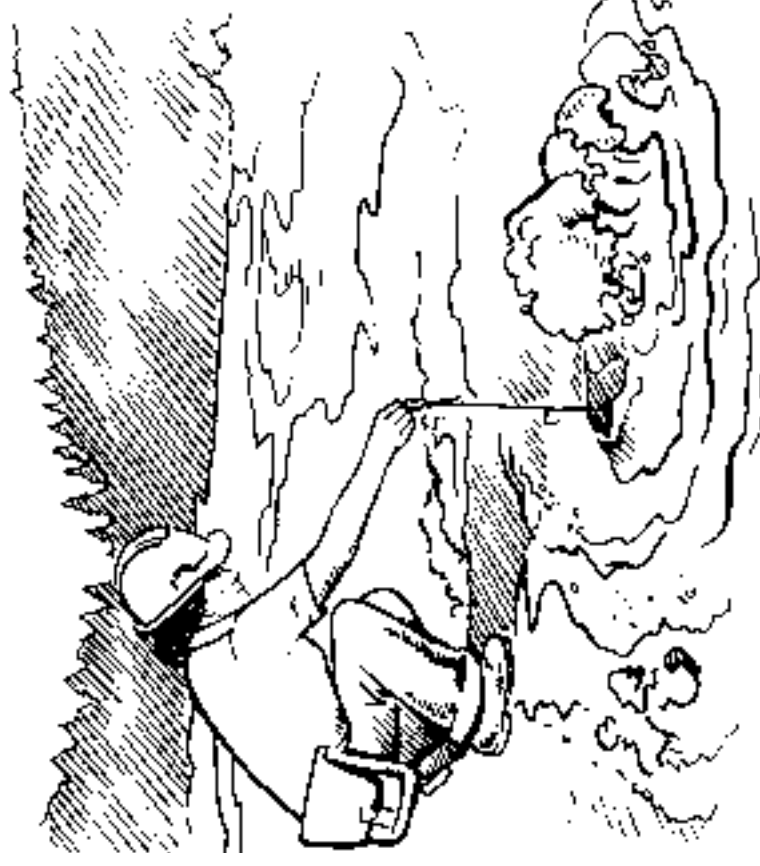
10. Did other scientists of Hutton's time believe that the Earth's surface was still changing?

Hydrogeologist

A hydrogeologist is a scientist who studies water. The prefix *hydro-* refers to water. Some of the things hydrogeologists are especially interested in are the paths of rivers, the drainage patterns of land, and the sources of water deep inside Earth.

A large pocket of water deep inside Earth is called an *aquifer*. Aquifers often provide drinking water for cities and towns. Hydrogeologists study aquifers to find out how water drains down into them. That tells hydrogeologists how aquifers are being polluted.

Are you interested in the environment and especially in clean water? If so, then a career in hydrogeology may be right for you. To become a hydrogeologist, you must study geology, math, chemistry, and physics in college. After college, some hydrogeologists work for state or national governments. Others work for private companies. Many hydrogeologists are involved in helping clean up the environment.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Vocabulary

Write the answer.

1. What does *hydro-* refer to?

2. What is an aquifer?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Hydrogeologists are geologists who study volcanoes. _____
4. The only science courses hydrogeologists need to study in college are hydrogeology and geology. _____
5. Some hydrogeologists work for the government, and others work for private companies. _____

Making Inferences

Write the answer.

6. What might a person interested in a clean environment and clean water want to become?

Determining the Main Idea

Write the answer.

7. Why are aquifers important?

8. Why are hydrogeologists interested in learning how water drains from the Earth's surface into aquifers?

Recognizing Cause-and-Effect Relationships

Write the answer.

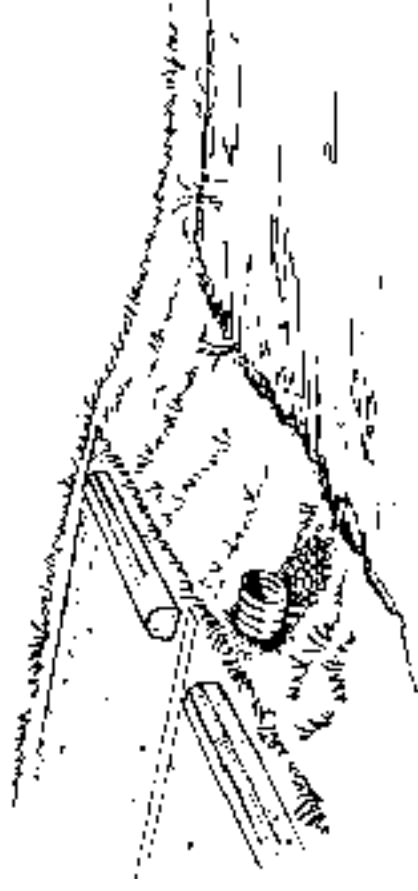
9. How could pesticides applied to a cornfield on Earth's surface end up polluting water deep underground?

Retention Ponds

The next time you pass a parking lot, look for a wide, sunken, grassy area near the edge of the parking lot. What is it? It is a retention pond, and it helps protect the environment.

Large paved areas, such as parking lots, cannot soak up rainwater. The water runs off the pavement instead. In cities where much of the surface is paved, runoff from heavy rains can cause flooding. Runoff can also cause erosion in unpaved areas. As water quickly runs over bare soil, the soil washes away, or erodes. In addition, rapidly running rainwater can pick up pollution, such as oil from parking lots. Polluted rainwater then drains down into underground water supplies.

A retention pond is a simple solution to these problems. After a heavy rain, polluted rainwater collects in the sunken area and makes a pond. Some pollution evaporates from the surface of the pond. Filters at the bottom of the pond remove more pollution. The cleaned water leaks slowly into the ground. Because of the retention pond, there is no erosion or flooding, and underground water supplies are not polluted.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Vocabulary

Write the answer.

1. What is a retention pond?

Recognizing Cause-and-Effect Relationships

Write the answer.

7. How do retention ponds help prevent pollution?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. A retention pond catches runoff water from paved areas. _____
3. A retention pond helps protect the environment by providing a habitat for water plants and animals. _____
4. A retention pond contains filters to improve the quality of pond water for fish and other water life. _____
5. Runoff rainwater can cause erosion. _____
6. Polluted rainwater can drain into underground water supplies. _____

Making Inferences

Write the answer.

8. Where would retention ponds be more likely to be needed—near a shopping mall or near a football field? Why?

9. Why doesn't a retention pond contain water all the time?

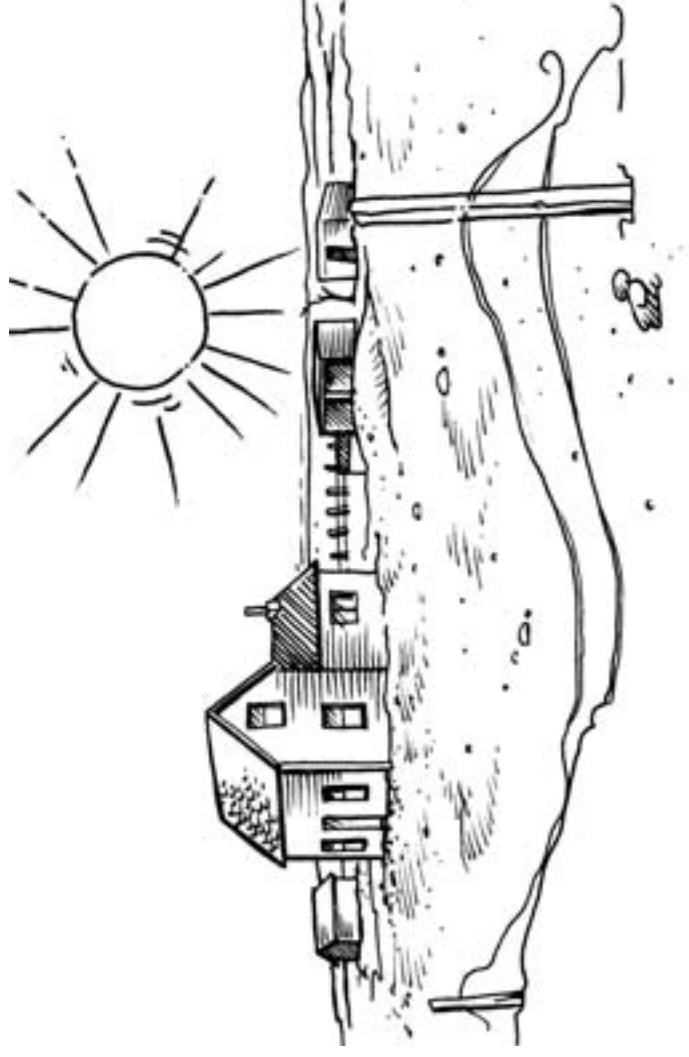
The Dust Bowl

In the early 1930s, a part of the central United States was called the Dust Bowl. Wind carried dirt through the air in big clouds called dust storms. What caused this?

The dust storms occurred in the central prairies because too many animals were grazing. Native grasses could not grow back as quickly as they were eaten. Other parts of the prairies were plowed to grow wheat, which could not hold the soil in place as well as the native grasses. Then came a drought that lasted seven years. During a drought, very little rain falls. Both native grasses and crops died, and the land became bare.

Each spring, high winds blew large amounts of soil high into the air, blocking out the sunlight. The soil blew across many miles. It also blew through every crack in farm houses. It was terrible for people living on the prairie, and many families were forced to give up their ruined land and look for work elsewhere. The Dust Bowl finally ended when rains came and the drought was over.

After the Dust Bowl, improved grazing methods protected native grasses. Improved farming methods helped hold the soil in place. Because of these changes, the United States has never had another Dust Bowl.



Number Correct	=	Percent Correct
Number of Items		%
9		

Name _____

Vocabulary

Write the answer.

- What happens during a drought?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- The Dust Bowl occurred in the 1950s. _____
- The Dust Bowl occurred in the prairie states. _____
- Scientists are still not sure what caused the Dust Bowl. _____
- Many farmers had to give up their land because of the Dust Bowl. _____
- Wheat is better than native grasses at holding the soil in place. _____
- The United States has had several Dust Bowls over the past 50 years. _____

Recognizing Cause-and-Effect Relationships

Write the answer.

- How did grazing too many animals contribute to the Dust Bowl?

- How did drought help create the Dust Bowl?

Electrician

People rely on electricity for almost everything they do. In their houses, at work, at school, and even in their cars, they use electricity every day. Electricians are people who are trained to work with electric wires and electrical devices. There are almost as many different jobs for electricians as there are uses for electricity.

Some electricians work only on electrical systems in cars. Other electricians help build new houses. They install all the wires, outlets, and light fixtures that the houses will need to have electric power. They also may hook up electrical appliances such as stoves, ovens, air conditioners, refrigerators, and clothes dryers. Still other electricians design or repair electrical devices such as toasters, VCRs, clocks, or computers.

Electricians must know how to read diagrams and blueprints that show where to place wires and outlets. Electricians must be able to test electric devices and figure out what is wrong with them. Electricians also must be careful and follow safety rules.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Almost all electricians have jobs repairing computers. _____
- Some electricians work with rocks and soil. _____
- Electricians must know how to read circuit diagrams and test electrical devices. _____
- Electricians need to know how to read blueprints. _____
- Some electricians work only on electrical systems in cars. _____

Write the answer.

- How do electricians help build new houses?

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Electricians must be able to test electric devices. _____
- Electricians must be very brave to work with electricity all the time. _____
- Electricians deserve to be paid more money. _____
- Some electricians repair electrical devices such as VCRs. _____

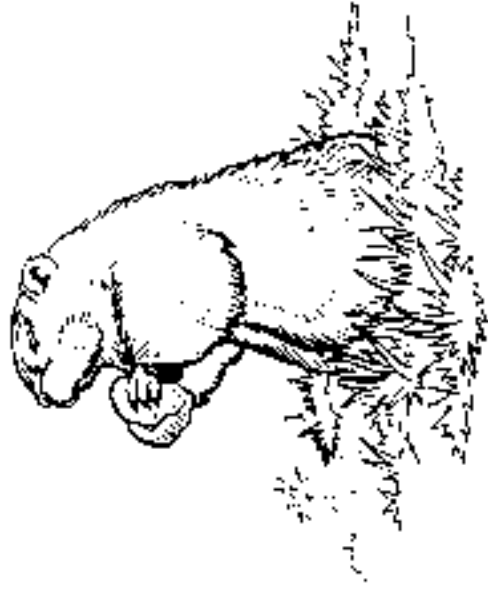
Part A

Groundhog Day is celebrated on February 2 in the United States. It is a substitute for what was called Badger Day in Germany. Germans settling in Pennsylvania found no badgers there. So they substituted a local animal, the groundhog.

The groundhog is supposed to come out of its hole on this day. If it doesn't see its shadow, winter is supposed to end. If it does see its shadow, winter will last six more weeks.

One Pennsylvania club has watched groundhogs since 1898; another since 1908. Wisconsin also has a groundhog club. Pennsylvanians say Wisconsin's groundhog is a prairie dog. Wisconsinites reply, "There's so much pollution in the air in Pennsylvania, groundhogs can't tell a shadow from a smudge."

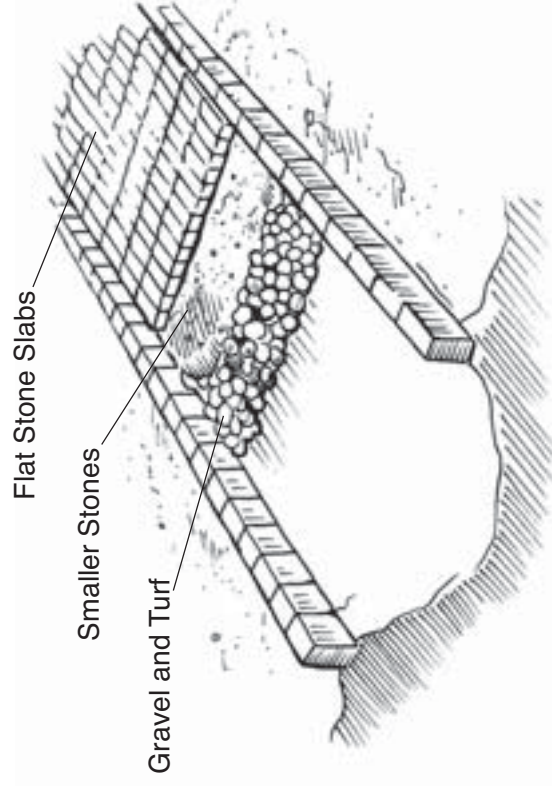
All three clubs claim the groundhog predicts the weather. But a weather forecaster disagrees. The groundhog, the forecaster says, has been right just 28 percent of the time.



Part B

To move troops and supplies quickly, the ancient Romans built wide, ruler-straight roads. First trenches were dug about twenty-five feet apart. Stones were used to mark the edges. The dirt between the trenches was removed until a firm foundation was reached; then flat slabs of stone were laid down as a base. Smaller stones (rubble) came next; then gravel and turf were spread on top. All this material was then rammed into place.

Only roads near cities were paved; sometimes a dividing strip of stones was built down the middle. Drainage was important. If water stayed on the surface, the roads wore out quickly and needed constant repair. So most roads were built with *camber*. That means the roads were higher in the middle than at the sides. Ditches were dug along each side of some roads to drain water away.



Number Correct		=	Percent Correct
Number of Items	14		%

Name _____

Part A

Circle the letter of the answer.

- Groundhog Day is a substitute for what was called in Germany.
 - Mole Day.
 - Badger Day.
 - Pack Rat Day.
 - Prairie Dog Day.
- Some say that the Wisconsin groundhogs are really
 - prairie dogs.
 - moles.
 - pack rats.
 - None of the above
- If the groundhog sees its shadow, this is supposed to be a sign that
 - winter will last six more weeks.
 - spring will begin a month early.
 - summer will be cool and cloudy.
 - autumn will be unusually warm.
- A groundhog is supposed to come out of its hole
 - February 2.
 - April 4.
 - March 3.
 - May 5.
- Groundhog Day in the United States was begun by the
 - English.
 - Spaniards.
 - French.
 - Germans.
- Groundhog watchers in Wisconsin say that groundhogs in another state
 - can't tell a clear day from a cloudy day.
 - can't tell the truth from a lie.
 - can't tell a shadow from a smudge.
 - All of the above
- A weather forecaster says that groundhogs have been right
 - 28 percent of the time.
 - 48 percent of the time.
 - 35 percent of the time.
 - 60 percent of the time.

Part B

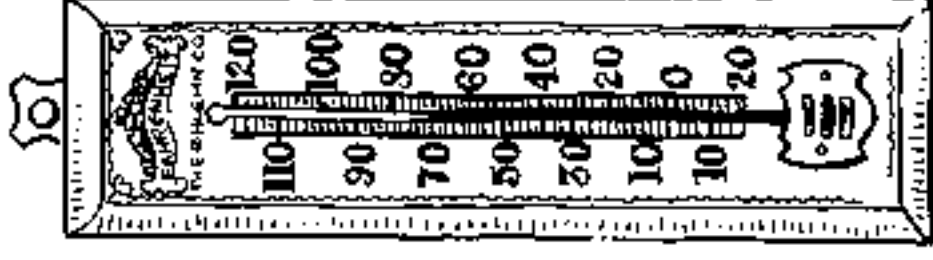
Circle the letter of the answer.

- Roman roads were designed to
 - help the Roman army.
 - last only a year.
 - Both **a** and **b**
 - Neither **a** or **b**
- The width of a Roman road was about
 - twenty-five feet.
 - eight feet.
 - ruler-straight.
 - The article does not say.
- The base of a Roman road was made of
 - gravel and turf.
 - flat stone slabs.
 - rubble.
 - small stones.
- The middle layer of a Roman road was made of
 - turf.
 - smaller stones.
 - large stones.
 - stone slabs.
- The top layer of a Roman road was
 - always paved.
 - smaller stones.
 - large stones.
 - stone slabs.
- The top layer of a Roman road was
 - always paved.
 - smaller stones.
 - large stones.
 - stone slabs.
- If water stayed on a Roman road, the surface would
 - become more firmly packed.
 - wear out quickly.
 - develop ditches.
 - be covered with new rubble.
- Roads built with a camber are
 - higher at the sides than in the middle.
 - higher in the middle than at the sides.
 - designed to drain off water.
 - Both **b** and **c**

Daniel Gabriel Fahrenheit

Daniel Gabriel Fahrenheit invented tools that could measure temperature. In 1709 he invented a thermometer filled with alcohol. In 1714 he invented a thermometer that used mercury. He used the mercury thermometer to develop the Fahrenheit temperature scale. The Fahrenheit scale is based on the freezing and boiling points of water. The freezing point of water is 32°F on the scale, and the boiling point of water is 212°F . In the United States, we still use the Fahrenheit scale.

Before Fahrenheit invented his scale, thermometer makers would mark the high point of the scale on a hot day and the low point of the scale on a cold day. Because weather changes from place to place and from year to year, the scales of thermometers depended on the place and the year that they were made. Thermometers made with the Fahrenheit scale, however, are the same no matter where or when they are made.



Number Correct		=	Percent Correct
Number of Items	8		%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Daniel Gabriel Fahrenheit lived in the 1500s. _____
2. Fahrenheit's temperature scale was based on the weather. _____
3. Fahrenheit invented two kinds of thermometers. _____
4. We don't use the Fahrenheit scale in the United States. _____
5. Water boils at 100°F. _____
6. Water freezes at 32°F. _____
7. Thermometers using the Fahrenheit scale are different in different places. _____

Drawing Conclusions

Write the answer.

8. You put two thermometers in a pot of boiling water. One thermometer reads 212°, and one reads 100°. Which thermometer uses the Fahrenheit scale? How do you know? _____

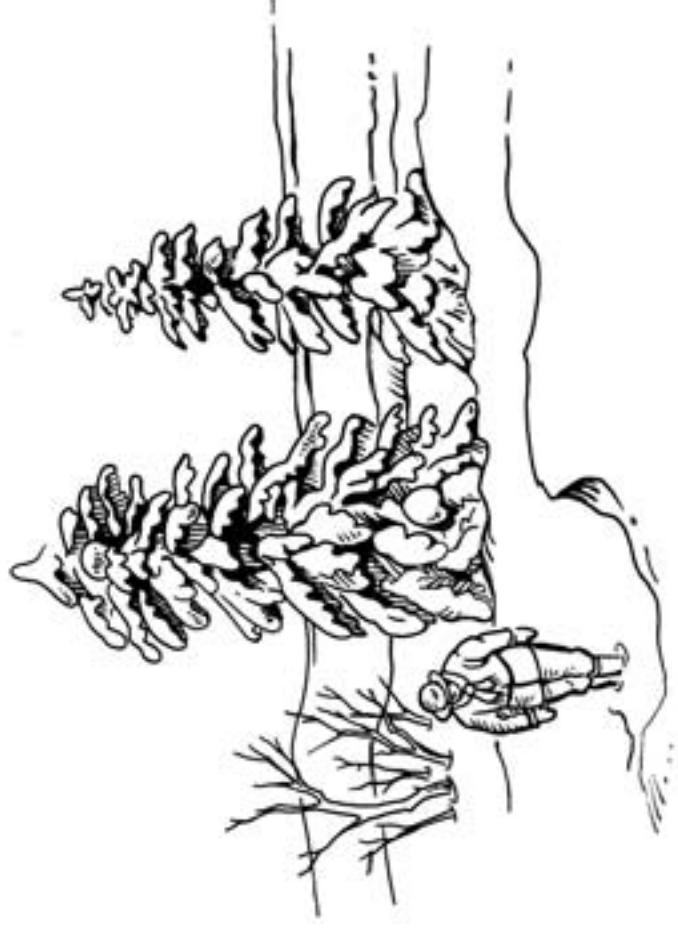
Hypothermia and Hyperthermia

The average human body temperature is about 98°F.

To stay healthy, the body needs to stay close to this temperature. When body temperature falls too low, a person develops hypothermia. The body begins to slow down. For example, the heart pumps more slowly and the lungs take fewer breaths.

If you fall into an icy lake in winter, you might get hypothermia. Sometimes hikers get caught in sudden cold weather. If they don't have warm clothes, they might develop hypothermia. Adults are less likely to develop hypothermia than children or old people. One way to treat hypothermia is to wrap the victim of hypothermia in blankets. At a hospital, doctors try to raise the victim's temperature slowly.

Hyperthermia is a condition in which the body's temperature rises above normal. A more common word for hyperthermia is *fever*.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write the answer.

- The average human body temperature is about ____ F.
- _____ is a condition in which body temperature falls below normal.
- _____ is a condition in which body temperature rises above normal.
- _____ is a common word for hyperthermia.
- Children are less likely to develop hypothermia than adults are. _____
- One way to treat a person with hypothermia is to wrap the person in blankets. _____
- When doctors treat a person with hypothermia, they try to raise the patient's temperature quickly. _____

Write T if the statement is true. Write F if the statement is false.

- The heart of a person with hypothermia beats faster than normal. _____
- Hikers caught in cold weather might get hypothermia. _____
- If you fell into a warm lake in summer, you might get hypothermia. _____

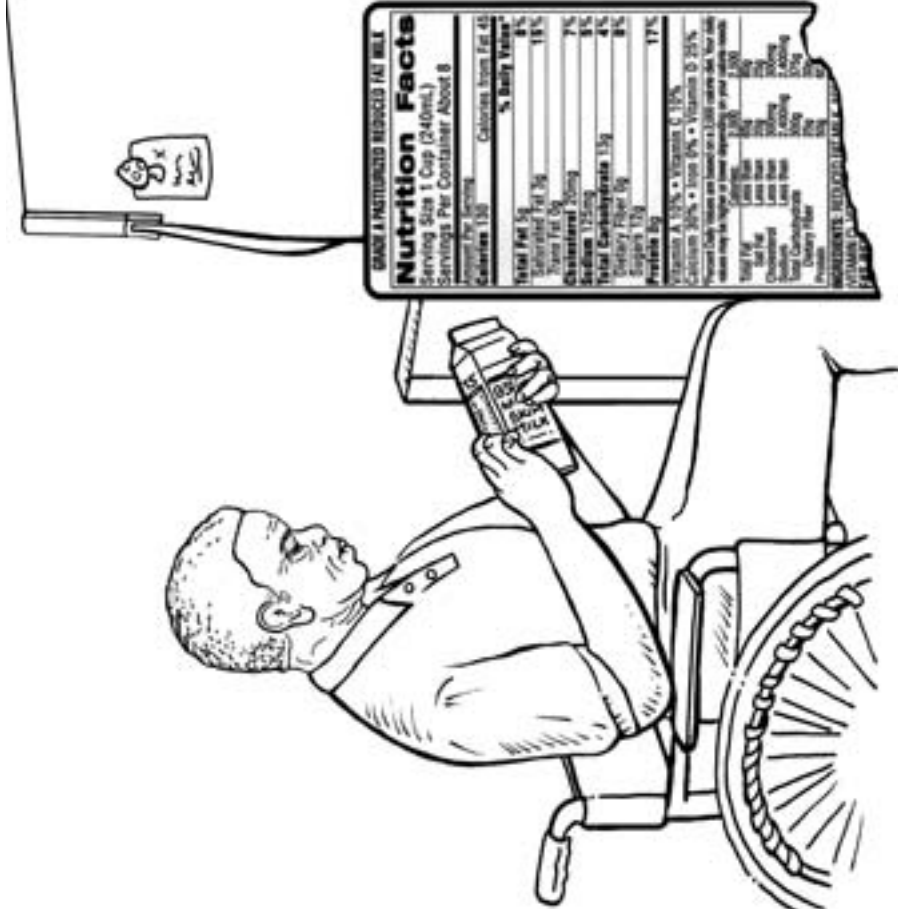
Counting Calories

Our bodies burn food for fuel. We use this fuel to move and grow. We can measure the amount of fuel that a kind of food will give us in calories.

If people eat too much food, their bodies will store some of the fuel as fat. People can count the calories in food to help make food choices that will keep their bodies from storing too much fat.

The amount of calories in some foods is shown below.
Use this information to help you answer the questions.

cereal	120 calories in 1 cup
milk	130 calories in 1 cup
bread	100 calories in 1 slice
butter	100 calories in 1 tablespoon
peanut butter	100 calories in 1 tablespoon
jam	40 calories in 1 tablespoon
corn chips	130 calories in 1 ounce
nacho cheese dip	40 calories in 2 tablespoons



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

What To Do

Write the answer.

- Suppose you want to eat a total of 2,000 calories today. For breakfast you eat 1 cup of cereal, 1 cup of milk, and 1 slice of bread with a tablespoon of butter. How many calories did you eat?

- How many calories have you eaten so far?

- How many calories can you eat for dinner? (Remember that you want to eat a total of 2,000 calories for the day.)

- Next, you eat a peanut butter sandwich for lunch. You use 2 slices of bread, 2 tablespoons of peanut butter, and 2 tablespoons of jam. You also drink a cup of milk. How many calories did you eat for lunch?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- One cup of cereal has more calories than one cup of milk.
- Two slices of bread have 500 calories.
- Counting calories can help us make wise food choices.
- Two tablespoons of nacho cheese dip have fewer calories than two tablespoons of butter.
- Our bodies can store fuel as fat.

Rachel Carson

Rachel Carson was born in Pennsylvania in 1907. She was very interested in ocean life, and she wrote three books about plants and animals that live in the ocean. She worked for many years for the United States Fish and Wildlife Service.

In 1950, she wrote an exciting book about the oceans, titled *The Sea Around Us*. In 1962, Rachel Carson wrote her most famous book, *Silent Spring*. It was about the effects of pollution on plants and animals. She believed that people were overusing insecticides, which are chemicals used to kill insects. Rachel Carson pointed out that insecticides affect more than just insects. They also affect animals that eat the insects. A few years earlier, scientists had discovered that the insecticide DDT was building up in the bodies of birds and fish. This is because these animals were eating insects that had been poisoned with DDT. The use of DDT in the United States is now limited by law.

In *Silent Spring*, Rachel Carson also encouraged people to use native plants. A native plant is one that is found naturally in an area. She thought plants that were not native to an area would not be as well adapted or grow as well.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. Define *insecticide*.

2. What is a native plant?

Reading Comprehension

Write the answer.

3. When and where was Rachel Carson born?

4. Where did Carson work for many years?

5. What was the name of Carson's most famous book?

6. What animals besides insects were affected by DDT?

Write T if the statement is true. Write F if the statement is false.

7. Carson believed that insecticides

were being overused.

8. Carson pointed out that only insects were harmed by insecticides.

9. Carson thought that people should use native plants.

Making Inferences

Write the answer.

10. What do you think would happen to people who ate fish that contained a large amount of DDT?

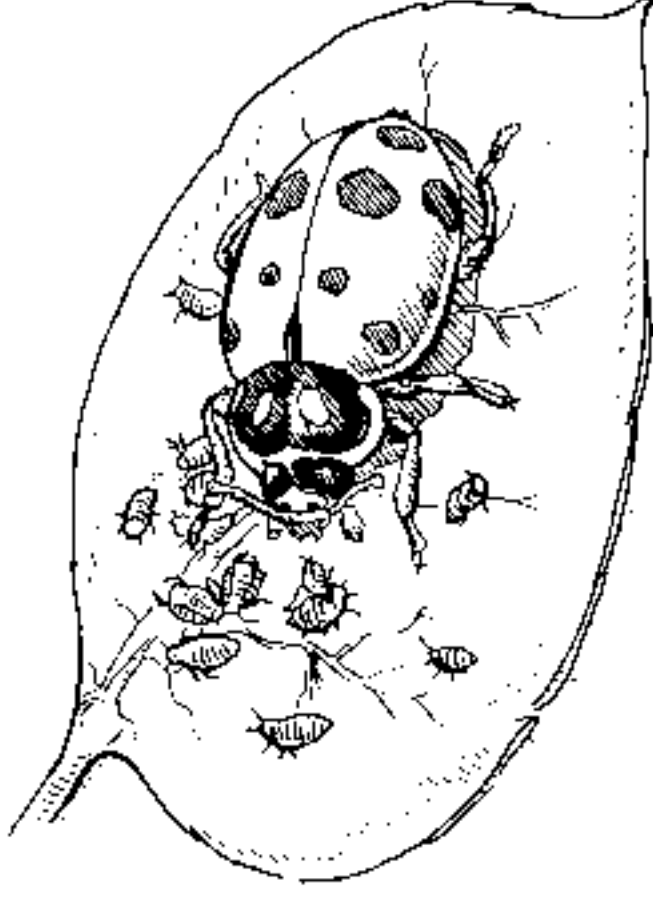
Insecticides

Most insects eat plants. Some insects do a lot of damage to food crops. One weapon farmers have against harmful insects is insecticides, which are poisonous chemicals that kill insects. However, insecticides can be washed away from fields and into lakes and streams by rain. These insecticides pollute the water. Insecticides also can end up in the bodies of birds, fish, and even people. Therefore, we must use insecticides wisely and explore other ways of controlling insect pests.

Insect predators such as ladybugs help control insect populations by eating the insects that eat the plants. That's why many gardeners buy large numbers of ladybugs and put them in their gardens.

Many insects are attracted to traps that give off a certain kind of light or smell. Also, some kinds of chemicals that are not poisonous can keep insects from reproducing. In addition, scientists are developing bacteria that can be sprayed on crops to infect and kill their insect pests.

Perhaps the best way to control insect pests is by combining two or more of these ways. For example, the use of traps might be combined with the release of insect-harming bacteria. This will allow us to reduce the amount of poisonous insecticides that we add to the environment.



Number Correct		=	Percent Correct	
Number of Items	9		%	

Name _____

Reading Comprehension

Write the answer.

1. Name two ways the use of large amounts of insecticides can harm the environment.

Write T if the statement is true. Write F if the statement is false.

3. Insecticides can end up in the bodies of people. _____
4. Light can be used to trap some kinds of insects. _____
5. Ladybugs eat crops. _____
6. Some kinds of insects can be kept from reproducing with nonpoisonous chemicals. _____
7. Insecticides are no longer harmful to the environment after they have been washed away by rain. _____

Fact and Opinion

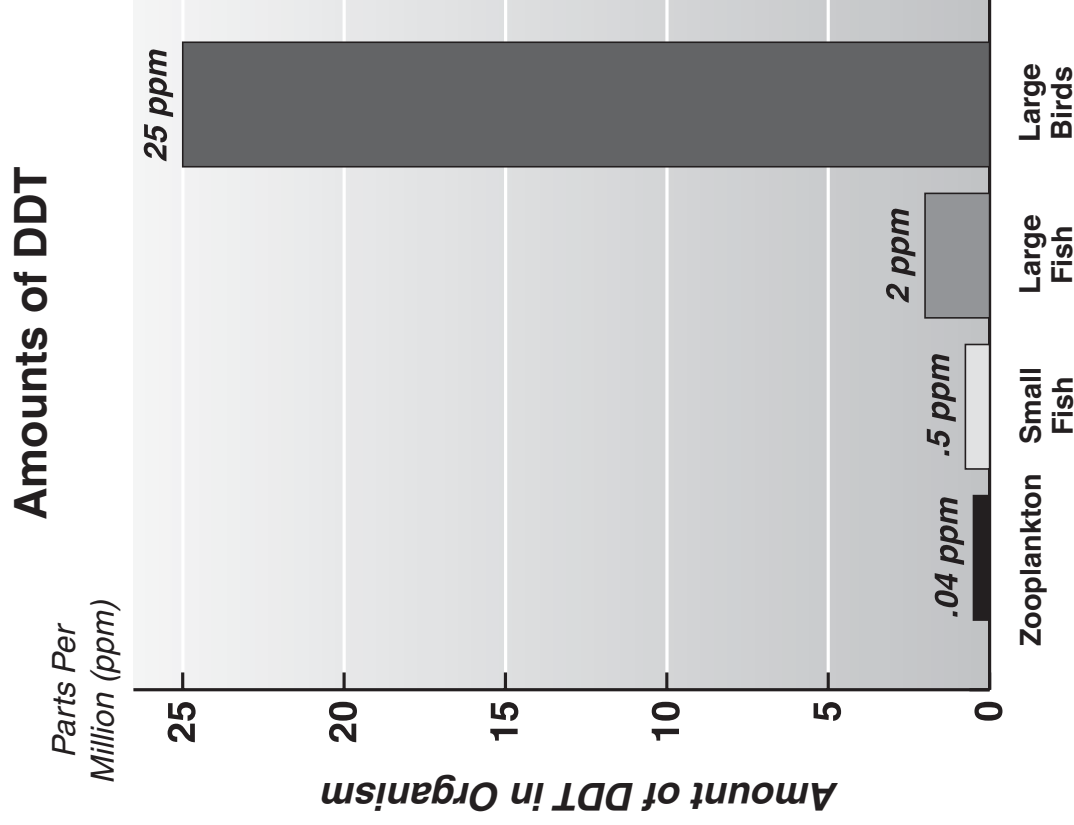
Write T if the statement is true. Write F if the statement is false.

8. Ladybugs are predators. _____
9. All farmers hate to use insecticides. _____

Moving Up the Food Chain

The chemical DDT was once sprayed on crops to kill insects. However, DDT was washed away from fields by rainwater and poured into rivers and lakes after heavy rains. Tiny organisms called zooplankton took in DDT from the water, and small fish ate the zooplankton. Large fish ate the small fish, and birds such as eagles ate the large fish. At each level of the food chain, the DDT was passed on. The graph shows the amount of DDT at each level. The units shown by the bars are parts per million (ppm). If there are 2 ppm in a fish, every million parts of the fish would contain 2 parts of DDT.

As the graph shows, there were 25 ppm of DDT in large birds. So much DDT built up in the bodies of the birds that the eggs they laid had thin shells and broke very easily. As a result, the number of birds began to decline. For these reasons, the United States outlawed many uses of DDT in 1972.



Number Correct		=	Percent Correct
Number of Items	7		%

Name _____

Reading Comprehension

Circle the letter of the answer.

- How much DDT was in small fish?
 - .1 ppm
 - .04 ppm
 - .5 ppm
 - .2 ppm
- How much DDT was in large fish?
 - .2 ppm
 - .25 ppm
 - .5 ppm
 - .04 ppm
- How much DDT was in zooplankton?
 - .04 ppm
 - .5 ppm
 - .2 ppm
 - .25 ppm
- How much DDT was in large birds?
 - .04 ppm
 - .5 ppm
 - .2 ppm
 - .25 ppm

Write the answer.

- If there are 1.6 ppm of DDT in a snail, every million parts of the snail could contain how much DDT?

- How many more parts per million (ppm) of DDT were found in large birds than were found in large fish?

- Why did so much DDT build up in the bodies of large birds?

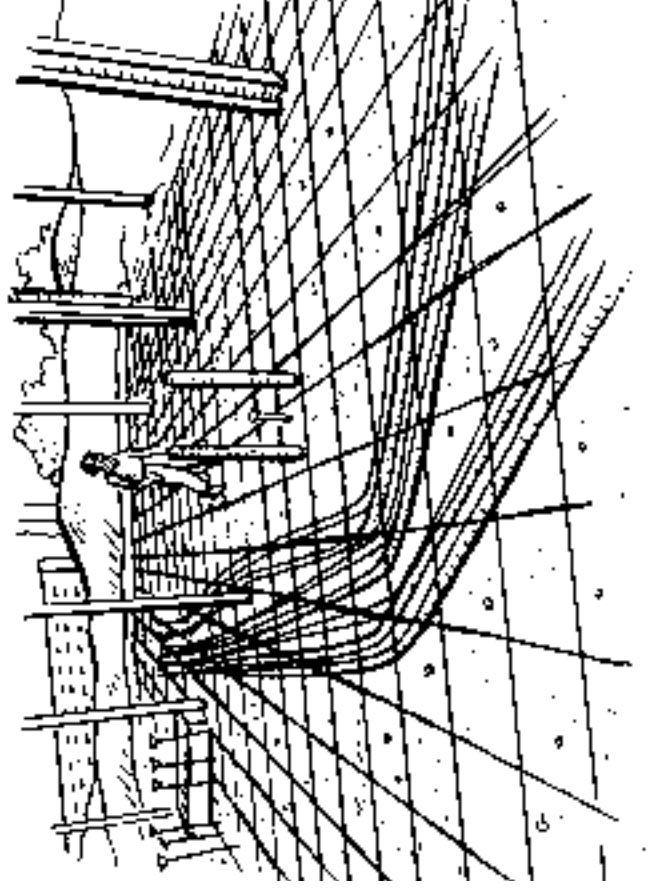
Buildings That Withstand Earthquakes

Some places, such as Japan and California, have many earthquakes. In these areas, engineers try to design buildings that can withstand earthquakes without being damaged. Buildings that can withstand earthquakes can save a lot of lives and property.

When the ground moves during an earthquake, a regular building is too rigid to shift, slide, or sway with the moving ground. As a result, it may crack and break. The building may even collapse.

For buildings to withstand earthquakes, they must be able to move as the ground beneath them moves. The following three methods tell how to make buildings that can withstand earthquakes:

1. Buildings can be placed on springs or thick layers of rubber. This allows buildings to shift up and down as the ground moves.
2. Buildings can be placed on rollers. Rollers allow the buildings to slide back and forth as the ground moves.
3. Steel tubes called tendons can be put in buildings. Tendons are controlled by computers that detect ground movement. These computers adjust the length of tendons to let buildings bend or sway as the ground moves.



Number Correct	=	Percent Correct
Number of Items		%
8		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. California and Japan have many earthquakes. _____
2. Making buildings that withstand earthquakes saves both lives and property. _____
3. A building that is rigid has a better chance of withstanding an earthquake without damage. _____
4. Rollers let buildings expand or shrink during an earthquake. _____
5. Tendons in buildings are controlled directly by ground movements. _____

Determining the Main Idea

Write the answer.

6. What happens to regular buildings when an earthquake occurs?

Making Inferences

Write the answer.

7. Imagine jumping on a trampoline. How is the trampoline like a spring that is placed under a building to help it withstand earthquakes?

Sequencing

Write the answer.

8. Describe the sequence of events that might lead to a building collapsing when an earthquake occurs.

Air Traffic Controller

By 1922, there were so many planes in the sky that rules to control air traffic had to be set up. In the United States today, the Federal Aviation Administration, or FAA, is responsible for making these rules. The FAA also gives licenses to air traffic controllers, the people who direct airplanes as they fly into and out of airports.

Air traffic controllers watch radar screens that show symbols representing many planes. Air traffic controllers give pilots directions by radio. Air traffic controllers tell pilots which runways to use. Because airplanes fly at all hours, controllers may have to work all night. Controlling air traffic is a very high-pressure job because lives depend on the way the controller directs the planes.

Air traffic controllers must go through a difficult training program. They must be able to understand electronic navigation and communication systems. Many air traffic controllers get their training in the military.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Air traffic controllers must get their training in the military. _____
- The first rules for guiding air traffic were set up in 1952. _____
- Air traffic controllers get their licenses from airports. _____
- Air traffic controllers need only a high school education. _____
- Air traffic controllers watch radar screens that show symbols representing planes. _____

Write the answer.

- What do air traffic controllers do? _____
- How do air traffic controllers talk to the pilots in the planes? _____

- What two systems must air traffic controllers understand? _____

Drawing Conclusions

Write the answer.

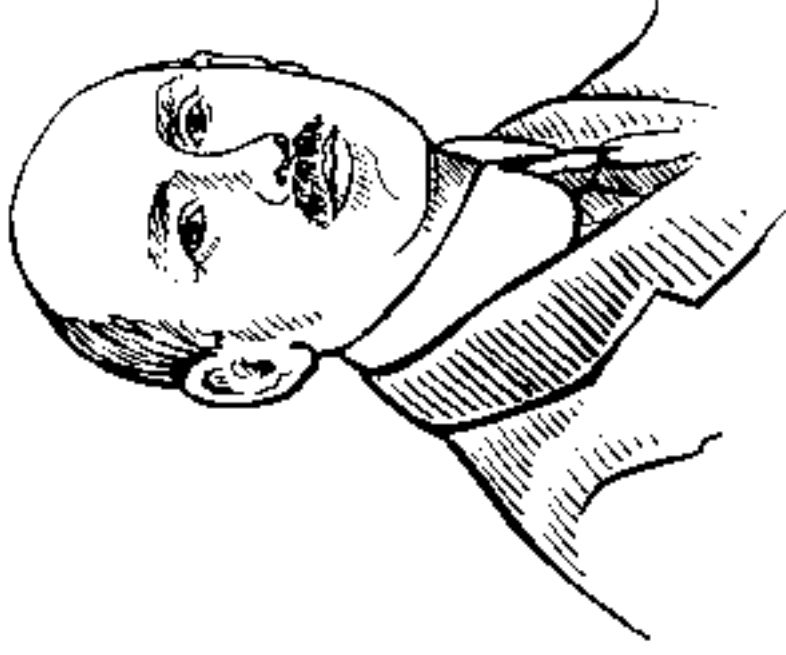
- Give two reasons why the job of an air traffic controller is difficult. _____
- Why is controlling air traffic a high-pressure job? _____

Robert Goddard

Robert Goddard was born in Massachusetts in 1882. He became interested in rockets when he was a child. In 1919 he published a book that predicted a rocket could reach the moon. In 1923 he tested the use of liquid fuels in rocket engines. In 1929 he launched the first rocket that carried scientific instruments.

Later, Goddard worked in New Mexico. He made rockets that went more than a mile high and over 500 mph. He made more than 200 inventions that had to do with rockets.

He died in 1945. At that time his work was largely ignored in the United States. However, in Germany Goddard's work was being used to develop weapons that were used in World War II. After the war, the United States and the Soviet Union started using Goddard's work to develop rockets that could explore space.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Circle the letter of the answer.

- Robert Goddard became interested in rockets when
 - he was in college.
 - he was a child.
 - he was in New Mexico.
 - he was in the Soviet Union.
- In _____ Goddard's book predicted that a rocket could go to the moon.
 - 1919
 - 1923
 - 1929
 - 1942
- Goddard tested the first rocket engines that used liquid fuels in
 - 1919.
 - 1923.
 - 1930.
 - 1945
- Goddard made rockets that went
 - less than a mile high and as fast as 500 mph.
 - more than a mile high and over 500 mph.
 - 500 miles high and over 500 mph.
 - less than a mile high and less than 200 mph.

Write T if the statement is true. Write F if the statement is false.

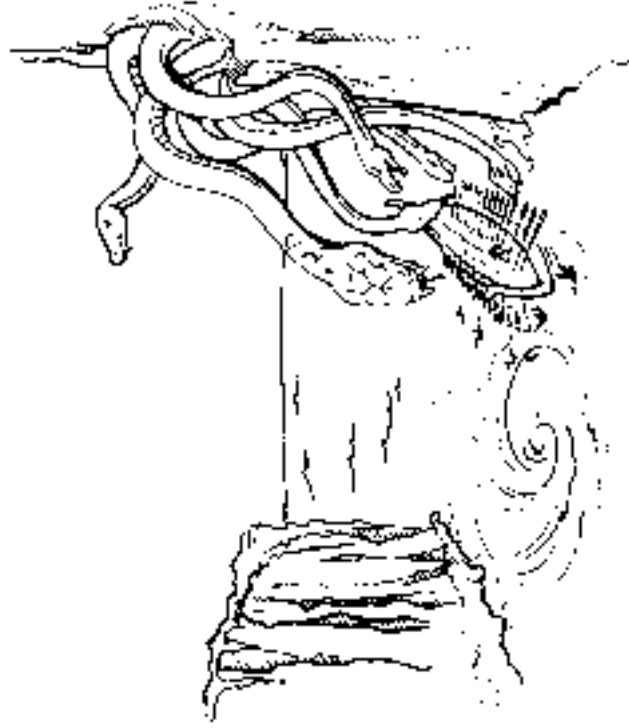
- The United States used Goddard's work as a base for exploring space. _____
- Goddard launched the first rocket that carried scientific instruments. _____
- The Soviet Union used Goddard's work to develop weapons used in World War II. _____
- Goddard patented only 100 inventions that had to do with rockets. _____
- Goddard worked in Germany. _____
- Goddard died in 1945. _____

Part A

In times past one of the places most dangerous to sailors was the Strait of Messina. This long narrow strip of water separates the island of Sicily from the Italian mainland. One can see across the strait, but the currents are strong and tricky. Many ships have been wrecked there.

Legends tell of two great dangers. Near the Sicilian shore was a whirlpool where a monster called Charybdis lived. Ships that sailed too close were swallowed up. But if a ship sailed too close to the Italian shore, there was a huge rock. There lived the monster Scylla, who seized and ate ships. In attempting to escape one danger, sailors often fell into the other danger.

Even today when a person tries to avoid two dangers, some say the person is trying to go between Scylla and Charybdis.



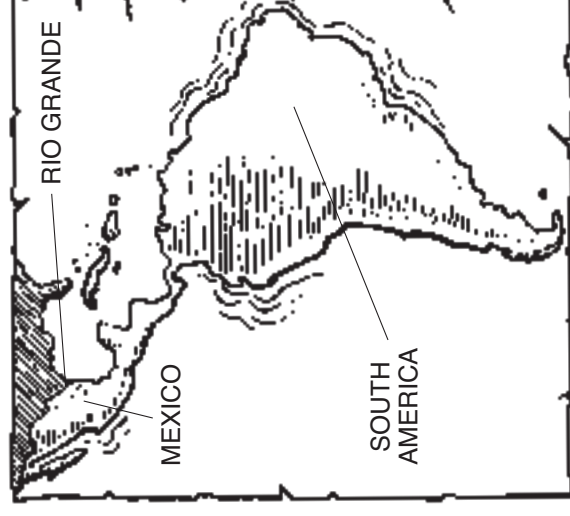
Part B

Latin America is the name given to all countries that lie south of the Rio Grande. This river flows between the United States and Mexico. Latin America extends south from the river to the tip of South America. It also includes some islands in the Caribbean Sea.

But why is that part of the world called Latin America? There are many reasons. Here is the one most people give.

There were three countries that explored and settled most of that land: Spain, Portugal, and France. All the people from those countries speak Latin languages.

Many of the people who first came to what are now the United States and Canada spoke English. English is not a Latin language. That is why the United States and Canada are not considered part of Latin America.



Number Correct		Percent Correct
Number of Items	16	%

Name _____

Part A

Circle the letter of the answer.

- The water between Sicily and Italy is called the
 - Atlantic Ocean.
 - Ionian Sea.
 - Strait of Messina.
 - narrow.
 - long.
- This strip of water is
 - narrow.
 - long.
 - wide.
 - Both **a** and **b**
- The stories about the strait's danger come from
 - diaries.
 - legends.
 - newspapers.
 - None of the above
- People feared the Strait of Messina because of
 - tidal waves.
 - large fish.
 - storms.
 - None of the above
- Charybdis was a monster that lived in
 - a house.
 - a whirlpool.
 - a boat.
 - a cave.
- The monster Scylla lived on
 - a rock.
 - a mountain.
 - the Sicilian shore.
 - an island.
- Scylla and Charybdis were both
 - rocks.
 - whirlpools.
 - tidal waves.
 - None of the above
- Sailors in ancient times feared
 - the Sicilian coast only.
 - the Italian coast only.
 - both Sicilian and Italian coasts.
 - no coasts.

Part B

Circle the letter of the answer.

- Most of Latin America lies south of which river?
 - Amazon
 - Rio Grande
 - Paraná
 - Paraguay
- A river forms the boundary between the United States and
 - Canada.
 - South America.
 - Mexico.
 - Cuba.
- Latin America extends from the Rio Grande to the tip of
 - South America.
 - lower California.
 - Florida.
 - Brazil.
- Latin America includes some islands in the
 - Caribbean Sea.
 - Gulf of Mexico.
 - Pacific Ocean.
 - Gulf of California.
- Most of Latin America was settled by
 - Spain, Japan, and Germany.
 - Spain, Portugal, and France.
 - Spain, Sweden, and England.
 - Spain, the United States, and Canada.
- Most people in South America speak
 - Latin languages.
 - African languages.
 - Asian languages.
 - Aztec languages.
- According to the selection, many of the first settlers in the United States and Canada spoke
 - French.
 - English.
 - Portuguese.
 - Dutch.
- According to the selection, the English language is called
 - an Anglo-Saxon language.
 - a Nordic language.
 - a Latin language.
 - The article does not tell us.

Astronaut

Astronauts are people who are trained to fly into outer space. Some astronauts pilot the spacecraft. Others operate systems on the spacecraft to do science experiments.

Until 1980, all astronauts were military airplane pilots. Now, people with degrees in science can also become astronauts. Some astronauts know physics. Some know chemistry. And some have studied earth sciences. These astronauts are called mission specialists, because they work in their own fields of study. Until 1978, the only Americans who had been in outer space were men. In 1978, Dr. Sally Ride was chosen as the first American woman to fly into space on the space shuttle.

An astronaut must train hard to prepare body and mind for space travel. Some training is in classrooms. But much training is in simulators that reproduce the conditions astronauts are likely to find in space. Astronauts also train in full-size models of the spacecraft. Astronauts must get used to living and working where everything and everyone are weightless.

All astronauts must also learn about the control, communications, and life-support systems of a spacecraft. Even mission specialists must learn how to fly jet airplanes so they can fly the spacecraft if they have to.



Number Correct	=	Percent Correct
Number of Items		%
	9	

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Mission specialists are astronauts. _____
- All mission specialists are experts in chemistry. _____
- Today all astronauts are military airplane pilots. _____
- Dr. Sally Ride was the first American woman to fly into space. _____
- All astronauts must have a good knowledge of science. _____
- Astronauts train in simulators and model spacecrafts. _____
- Only men could be astronauts until 1988. _____
- Astronauts must get used to living and working where things are weightless. _____

Drawing Conclusions

Write the answer.

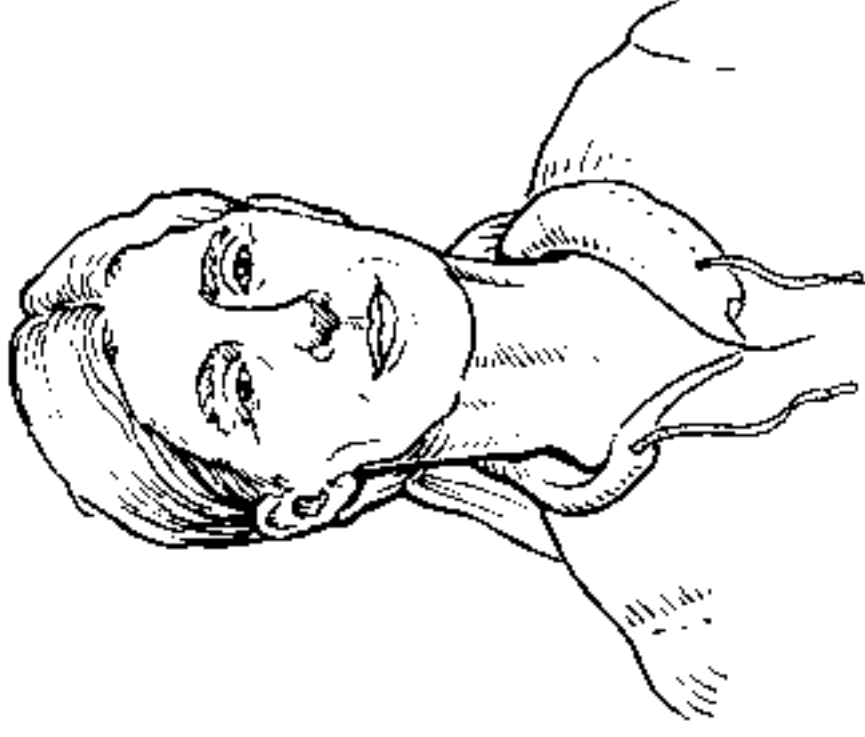
- Why must mission specialists learn how to fly jet airplanes?

Jane Goodall

Jane Goodall was born in London, England, in 1934. She worked at a variety of jobs and finally saved enough money to buy a ticket to Africa. In Africa, she assisted the famous scientist Louis Leakey. Through her work with Leakey, she established a camp in the Gombe Stream Game Reserve. There, she began the observations of chimpanzees that would make her famous and change the world's view of these animals.

Goodall spent a lot of time with wild chimpanzees. The chimpanzees learned to trust her and allowed her to share their environment. Goodall discovered that chimpanzees make tools and live within an organized, complex society. Before Goodall's studies, most scientists believed that only human beings made tools.

Goodall wrote a number of popular books and made several films with the National Geographic Society. Later in her career, she founded the Jane Goodall Institute for Wildlife Research, Education, and Conservation. This institute is dedicated to the protection of all species.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write the answer.

1. Where was Dr. Goodall born?

2. Which famous scientist did Dr. Goodall work with in Africa?

3. What were two of Dr. Goodall's discoveries about chimpanzees?

4. What is the name of the institute founded by Dr. Goodall?

5. What is the purpose of this institute?

Write T if the statement is true. Write F if the statement is false.

6. Dr. Goodall observed chimpanzees only from very far away.

7. Dr. Goodall didn't discover anything new about chimpanzees.

8. People thought that only humans made tools before Dr. Goodall's discoveries.

9. The chimpanzees trusted Dr. Goodall right away.

10. Dr. Goodall has written many books.

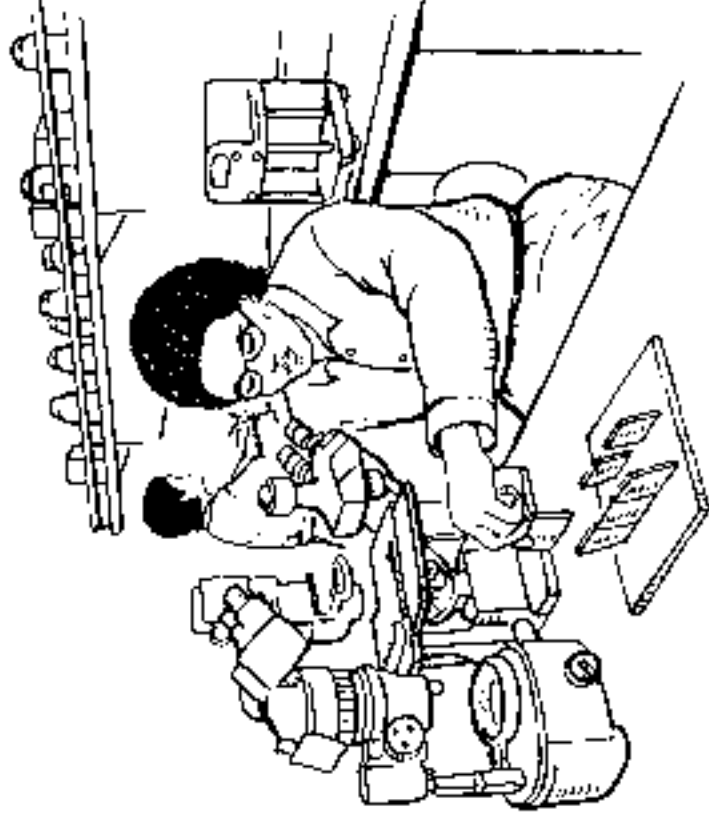
Microbiologist

Did you know that there are tiny living things inside of you? These organisms are bacteria. They help your body carry out some important functions, including digesting food. Scientists who study bacteria are called microbiologists.

The first microbiologist was Antonie van Leeuwenhoek. He discovered bacteria with a microscope he built himself. Since then, microbiologists have learned a lot about bacteria. They have discovered that bacteria cause many diseases, including a plague that killed millions of people during the 1300s. They also have discovered ways to prevent and cure many diseases caused by bacteria.

Microbiologists have now found helpful ways to use some bacteria. Because of the discoveries of microbiologists, farmers now use some types of bacteria on the roots of their bean plants to help them grow better. Certain kinds of bacteria can also be used to help clean up oil spills. Some microbiologists are even trying to create new types of bacteria that have never been seen in nature.

If science is your favorite subject and you like using a microscope, a career in microbiology might be right for you. To become a microbiologist, you need a college degree in microbiology.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Circle the letter of the answer.

- What does a microbiologist study?
 - Plants
 - Bacteria
 - The digestive system
 - Mammals
- Which of the following statements is the best description of bacteria?
 - Bacteria are both helpful and harmful to the body.
 - Bacteria are always harmful to the body.
 - All bacteria are helpful to the body.
 - Bacteria have no effect on the body.
- The first microbiologist was
 - Albert Einstein.
 - Charles Darwin.
 - Marie Pasteur.
 - Antonie van Leeuwenhoek.

Write T if the statement is true. Write F if the statement is false.

- Bacteria help your body digest food. _____
- A plague caused by bacteria killed millions of people in the 1300s. _____
- Farmers use some types of bacteria on the leaves of bean plants to help them grow better. _____
- Bacteria can be used to help clean up oil spills. _____

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Bacteria cause many diseases. _____
- Microbiologists have discovered ways to cure many diseases caused by bacteria. _____
- Microbiologists have interesting jobs. _____

Making Fresh Water From Salt Water

Most of Earth's surface is covered by water. However, there's not much water for humans to drink. More than 97 percent of Earth's water is salt water that is in the oceans. Another 2 percent is locked up in glaciers as ice. Only the remaining 1 percent is fresh water in lakes and rivers.

As our populations grow, we need more fresh water. Cities need water to function. Many cities in dry areas have to pipe water in from far away. This can be expensive and may damage the environment.

Some cities now get their water from the ocean. Because ocean water is full of salts and minerals, drinking water straight from the ocean will make you sick. In order to make ocean water safe for drinking, the salt must be removed. The oldest method of removing salt from ocean water is distillation. In distillation, water is boiled until it turns into steam. As the water boils away, the salt stays behind in the container. When the steam cools in another container, it forms pure water. Another method of removing salt from ocean water is crystallization. In crystallization, water freezes into ice crystals, leaving the salt behind. The ice crystals are then melted to form pure water.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Circle the letter of the answer.

- What do we call the process of boiling water, collecting the steam, and letting it cool?
 - Fermentation
 - Crystallization
 - Distillation
 - Population
- What do we call the process of freezing water and melting the ice?
 - Fermentation
 - Crystallization
 - Distillation
 - Population

- Ocean water is safe to drink because the salt it contains kills germs. _____
- Crystallization is the oldest method of removing salt from ocean water. _____

Sequencing

Circle the letter of the answer.

- Which is the correct sequence of steps in the process of distillation?
 - Salt water is boiled; then the steam is cooled to produce pure water.
 - Salt water is frozen; then the salt is removed with chemicals.
 - Salt water is heated; then the hot water is passed through a filter.
 - Salt water is cooled; then the cool water is stirred and left to settle.
- Which is the correct sequence of steps in the process of crystallization?
 - Salt water is boiled; then the steam is frozen.
 - Salt water is frozen; then the ice is melted to form pure water.
 - Salt water is heated; then the hot water is cooled and mixed.
 - Salt water is cooled; then the salt is skimmed from the surface.

Reading Comprehension

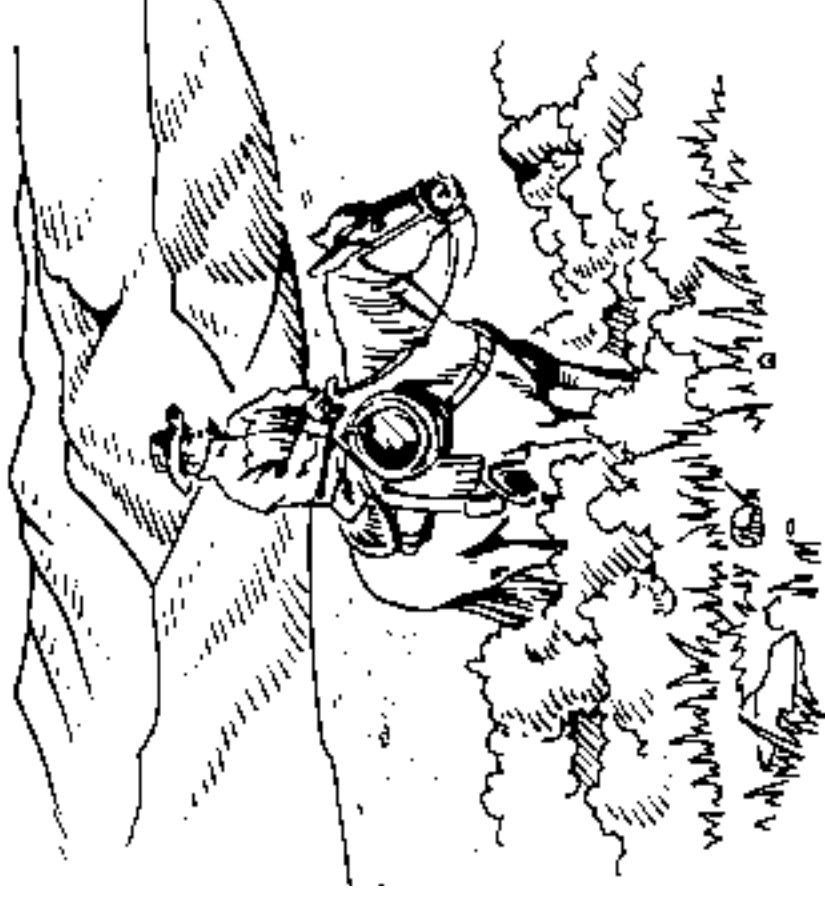
Write T if the statement is true. Write F if the statement is false.

- About 5 percent of water on Earth's surface is found in lakes and rivers. _____
- There is more fresh water in glaciers than there is in rivers and lakes. _____
- Less than 90% of Earth's water is salt water. _____
- Some cities now get their water from the ocean. _____

Range Manager

Range managers work on ranches. Range managers oversee the grazing of animals such as cattle, sheep, and goats. The overgrazing can cause land to lose most of its plant life. This can result in erosion. Erosion occurs when water or wind carries away the soil. Erosion can keep plants from growing back. A range manager of a large ranch must plan where and when the herds will graze. Animals must be moved from place to place or the land will be overgrazed. The range manager must also make sure that the animals will have enough to eat and drink.

In the past, range managers learned their job while living on a ranch. Today, some colleges offer degrees in range management. Range managers take courses in agriculture (the science of farming), animal science, and range and wildlife management. Modern range managers must know a great deal about the land and animals that are in their care. They must also know how to study and protect the ecosystem on the ranch.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Vocabulary

Write the answer.

1. Where do range managers work?

6. In the past, how did range managers learn their job?

7. What is the main duty of a range manager?

2. What is erosion?

3. What is agriculture?

8. Why can overgrazing be a problem for ranch land?

Reading Comprehension

Write the answer.

4. What types of courses must a range manager take in college?

Circle the letter of the answer.

9. Suppose the number of animals on a ranch doubled. Which of the following would probably be true?

- a. The animals would have to be moved less often to prevent overgrazing.
- b. The animals would have to be moved more often to prevent overgrazing.
- c. The animals would not need to be moved.
- d. The land would be less likely to erode.

5. Name three types of grazing animals.

Mount St. Helens

Mount St. Helens was once a green, snow-capped mountain in Washington State. But on May 18, 1980, Mount St. Helens blew its top. Mount St. Helens is a volcano, and when it exploded in 1980, millions of tons of superheated ash and rock covered the surrounding countryside. Rocks traveling over 200 mph flew out of the volcano and knocked down almost every tree for miles. The broken trees filled lakes and ruined ecosystems. It seemed that the volcano's eruption had destroyed every living thing nearby.

But life is not so easily defeated. Soon after the eruption, fireweed plants appeared. Deer and bears crossed the ash fields, and their footprints broke the ash and revealed the soil below. Animals and the wind carried in seeds that sprouted in the footprints. Underground bulbs buried by the ash began to sprout again. Gophers dug through the ash, leaving piles of soil where other plants could grow.

With time, the ash and rock will combine with dead plants and animals to make the soil richer. Already, Mount St. Helens has turned green again.



Number Correct	=	Percent Correct
Number of Items		%
	10	

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Mount St. Helens is located in Montana. _____
2. Mount St. Helens erupted in 1980. _____
3. When Mount St. Helens erupted, flying rocks only knocked down trees that were already sick or damaged. _____
4. The lakes around Mount St. Helens were not affected by the eruption. _____
5. Volcanoes like Mount St. Helens cause permanent destruction of the forest unless people replant the area with trees. _____
6. The first plants to grow after Mount St. Helens erupted were mountain ash trees. _____
7. The soil around Mount St. Helens will get richer with more time. _____

Determining the Main Idea

Circle the letter of the answer.

8. Which sentence best sums up the main idea of the selection?
 a. Volcanoes are destructive to the environment.
 b. Volcanoes are helpful to the environment.
 c. Volcanoes may be destructive at first, but life quickly returns to the area.
 d. Volcanoes are harmless.

Recognizing Cause-and-Effect Relationships

Write the answer.

9. How did deer and bears traveling through the area around Mount St. Helens help plants grow again?

10. How did gophers near Mount St. Helens help plants grow again?

Allergist

Some people are extremely sensitive to certain things. This extreme sensitivity is called an allergy. Substances that cause allergies include grass, pollen, animal fur, some foods, dust, and mold. Some people sneeze or rub their eyes when they are having an allergy attack. Other people may get red, itchy patches on their skin. Still others may find it hard to breathe and could have a medical emergency.

An allergist is a doctor who treats people with allergies. Allergists test their patients to find out what is causing their allergies. One kind of test is a skin-patch test. The allergist puts a drop of a substance on the patient's skin and pricks the spot with a needle. The allergist then observes how the patient's body responds. The test may be repeated many times using different substances. The allergist who knows what is causing the patient's allergies can help the patient prevent future attacks.

If you suffer from allergies, an allergist might give you medicine or injections so you don't have allergy attacks. Or the doctor may simply tell you to avoid the allergen.

Allergists must complete four years of college, four years of medical school, and three years of training in a hospital before they can treat patients on their own. Allergists work in hospitals and in private offices.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Write the answer.

1. What is an allergy?

6. How can an allergist help a patient?

2. What is an allergist?

Write T if the statement is true. Write F if the statement is false.

7. An allergist has a degree in medicine.

8. You can become an allergist in three years.

9. All people who have itchy skin have allergies.

Reading Comprehension

Write the answer.

3. Name three substances that cause allergies.

Making Inferences

Write the answer.

10. Why can it be hard for allergy patients to avoid the materials that cause their allergies?

5. What are two signs of an allergy attack?

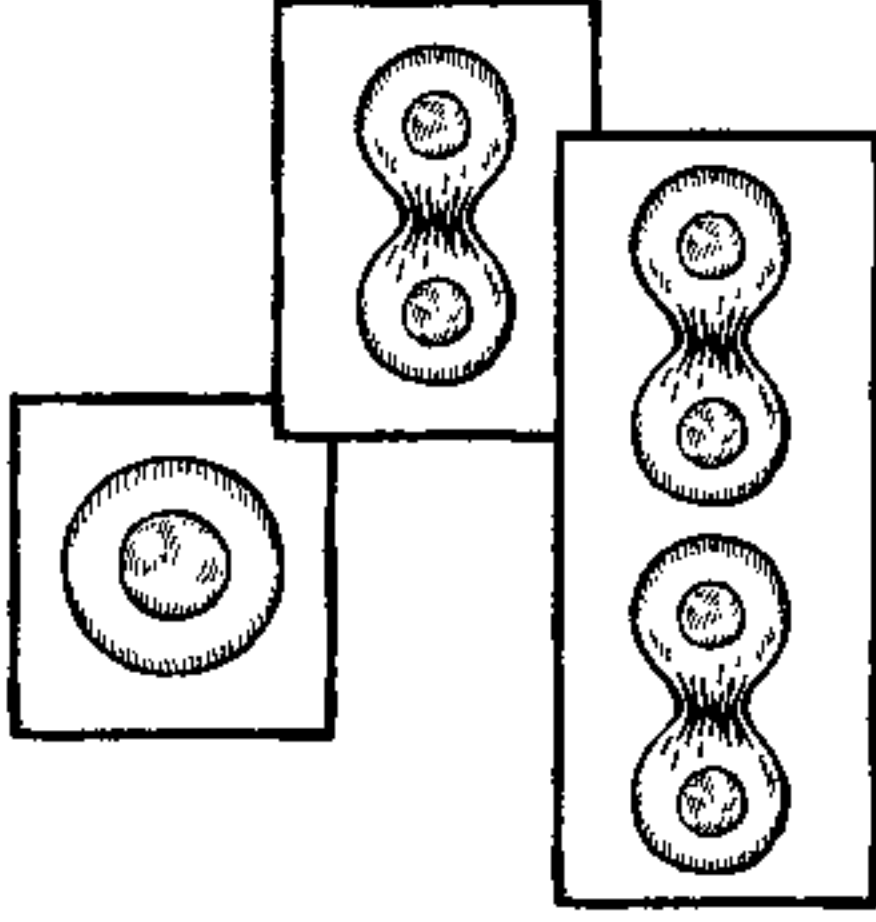
Cell Division

Living things grow by cell division. Cell division also replaces dead or worn-out cells. The process that cells go through when they divide is called mitosis. During mitosis, a single cell splits into two cells.

The two cells produced by mitosis are called daughter cells. They are identical. Mitosis causes the number of cells to double. At the end of the process, there are twice as many cells. For example, if three cells go through mitosis, six cells are produced. If those six cells go through another cell division, twelve cells are produced.

Cells divide at different rates. Mitosis might take place every minute or every three hours. The rate depends on the type of cell and the type of organism. Chemicals, temperature, and the time of day also affect the rate of mitosis.

If you know the rate at which a cell divides, you can determine the number of cells that will be present after an hour, a day, or a week. Scientists can use the rate of mitosis to calculate how long it will take to grow a certain number of cells. This helps them plan their experiments.



Number Correct

Number of Items

10

=

Percent Correct

%

Name _____

What To Do

Suppose you are a scientist who wants to grow cells. R cells divide every 20 minutes. P cells divide every 30 minutes. You want to determine whether there will be more R cells or more P cells at the end of 3 hours.

Complete the following charts.

CHART A: R Cells

Time	Number of Cells
20 minutes	2
40 minutes	4
1 hour	8
1 hour and 20 minutes	16
1 hour and 40 minutes	32
2 hours	1. _____
2 hours and 20 minutes	2. _____
2 hours and 40 minutes	3. _____
3 hours	4. _____

CHART B: P Cells

Time	Number of Cells
30 minutes	2
1 hour	4
1 hour and 30 minutes	5. _____
2 hours	6. _____
2 hours and 30 minutes	7. _____
3 hours	8. _____

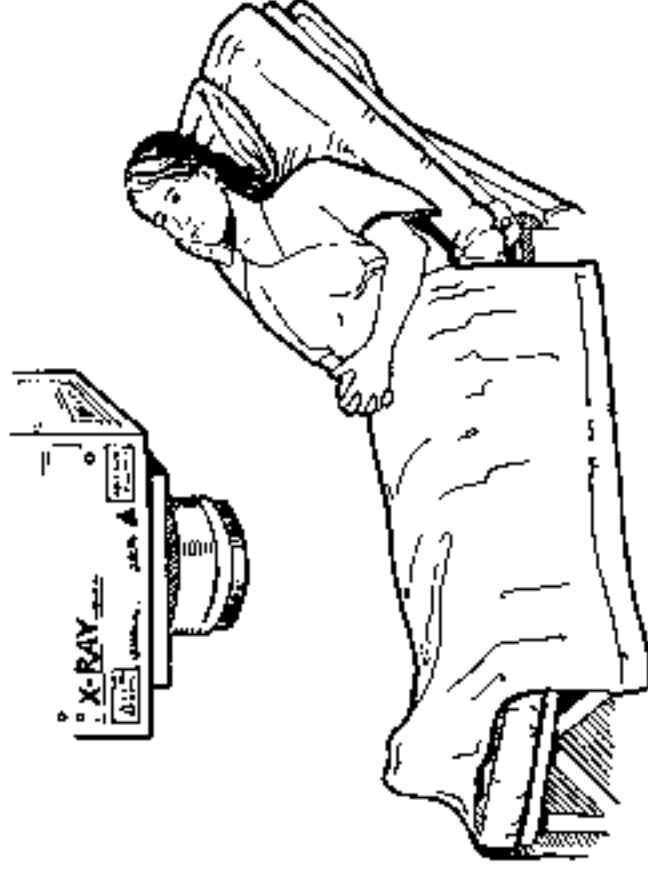
Write the answer.

9. At the end of 3 hours, are there more R cells or P cells?
10. At the end of 3 hours, how many more R cells are there than P cells?

Cancer

Cancer is a disease in which cells divide uncontrollably. Cancer cells are different from normal body cells. As cancer cells grow and multiply, they form a cluster of cells called a tumor. The tumor destroys nearby healthy cells. Sometimes cancer cells from a tumor may enter a person's bloodstream. When this happens, the cancer cells can spread to different parts of the body, where they may form new tumors. There are many different types of cancer, and there are just as many causes for the disease.

There are also many types of cancer treatments. Sometimes doctors try to remove the tumor through surgery. If any of the cancer cells are left behind, they will probably grow into a new tumor. During surgery, doctors cut the tumor out of the patient's body. Radiation is another way that doctors treat cancer. X rays are one type of radiation used to treat cancer. Radiation destroys a tumor by keeping cancer cells from dividing. A third way tumors are treated is with chemotherapy. Chemotherapy is the use of drugs to kill cancer cells. The drugs used in chemotherapy destroy cells that are dividing. Often, a combination of surgery, radiation, and chemotherapy is used to treat a patient who has cancer.



Number Correct		=	Percent Correct
Number of Items	10		
			%

Name _____

Vocabulary

Write the answer.

1. What is cancer?

2. What is a tumor?

3. What does radiation do to cancer cells?

4. What is chemotherapy?

Reading Comprehension

Write the answer.

5. Name three ways that doctors may treat cancer.

6. How can cancer cells travel from one part of a patient's body to another?

7. What may happen if some of the cancer cells in a tumor are not removed or destroyed?

Write T if the statement is true. Write F if the statement is false.

8. All types of cancer are caused by smoking cigarettes.

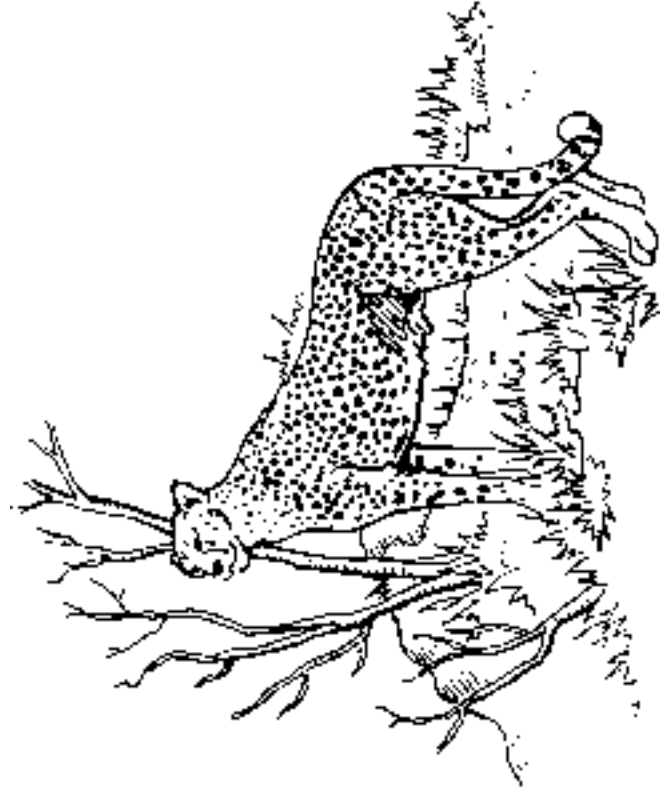
9. Radiation destroys cancer cells by causing them to burst.

10. Chemotherapy can destroy cells that are dividing.

Part A

The cheetah is surely one of the fastest animals in the world. It can reach a speed of 70 mph over a distance of one hundred yards. Beyond that it cannot keep up the pace and would easily be beaten by a horse at distances of more than a mile.

The peregrine falcon does a power dive at 186 mph, but in level flight it would be outpaced by the spine-tailed swift, which can fly at over 100 mph. A large dragonfly can go 35 mph. Tiny midges are insects that don't fly, but they beat their wings at a thousand beats each second. The black mamba is the champion among reptiles. This snake cannot outpace a horse, as some people believe, but it can go 15 mph.

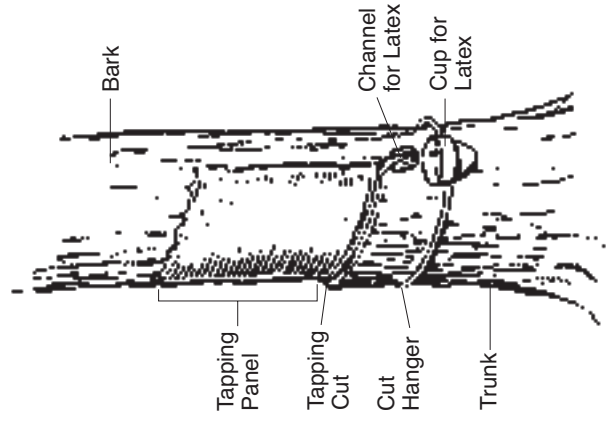


Part B

When the first explorers from Europe came to the Americas, they found that the natives played a game with bouncing balls. The balls were made from *latex*, the milky white juice of the rubber tree. The natives also spread latex on their feet and let it dry to make waterproof shoes.

The South American natives called the rubber tree *cahuchu*, which means “weeping wood.” The name came from the fact that the drops of latex oozing from the bark resembled large white tears.

In 1735 a French explorer took samples of latex back to France. In 1770 an English chemist discovered a new use for “elastic gum,” as it was called in England. It could be used as an eraser to rub out pencil marks. From this came the present English word, *rubber*.



Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- The cheetah is faster than
 - a peregrine falcon in a power dive.
 - a spine-tailed swift.
 - A cheetah can run at
 - 110 mph.
 - 90 mph.
 - A horse can outrun a cheetah when the distance is
 - more than a mile.
 - 70 mph.
 - less than one hundred yards.
 - Both **b** and **c**
- A peregrine falcon flying in a level flight would be
 - slower than a spine-tailed swift.
 - faster than a spine-tailed swift.
 - moving at 70 mph.
 - moving at 200 mph.
- The spine-tailed swift can fly
 - over 100 mph.
 - faster than a peregrine falcon can dive.
 - faster than a dragonfly.
 - Both **a** and **c**
- A black mamba can
 - fly as fast as a dragonfly.
 - move faster than a horse can run.
 - move at 15 mph.
 - The article does not say.

Part B

Circle the letter of the answer.

- The first Europeans to discover rubber were
 - chemists.
 - natives.
 - farmers.
 - explorers.
- Today, the milky white juice of the rubber tree is called
 - cahuchu.
 - elastic gum.
 - latex.
 - weeping wood.
- South American natives called the rubber tree
 - latex.
 - cahuchu.
 - elastic gum.
 - white tears.
- An explorer took samples of latex back to France in
 - 1935.
 - 1835.
 - 1735.
 - 1635.
- Before 1770 the English called rubber
 - elastic gum.
 - cahuchu.
 - weeping wood.
 - bouncing balls.
- In 1770 an English chemist discovered that the new substance could
 - bounce like a ball.
 - make good raincoats.
 - protect the feet.
 - erase pencil marks.
- After 1770 the substance came to be known in England as
 - rubber.
 - bouncing ball.
 - weeping wood.
 - elastic gum.

Water Treatment Plant Operator

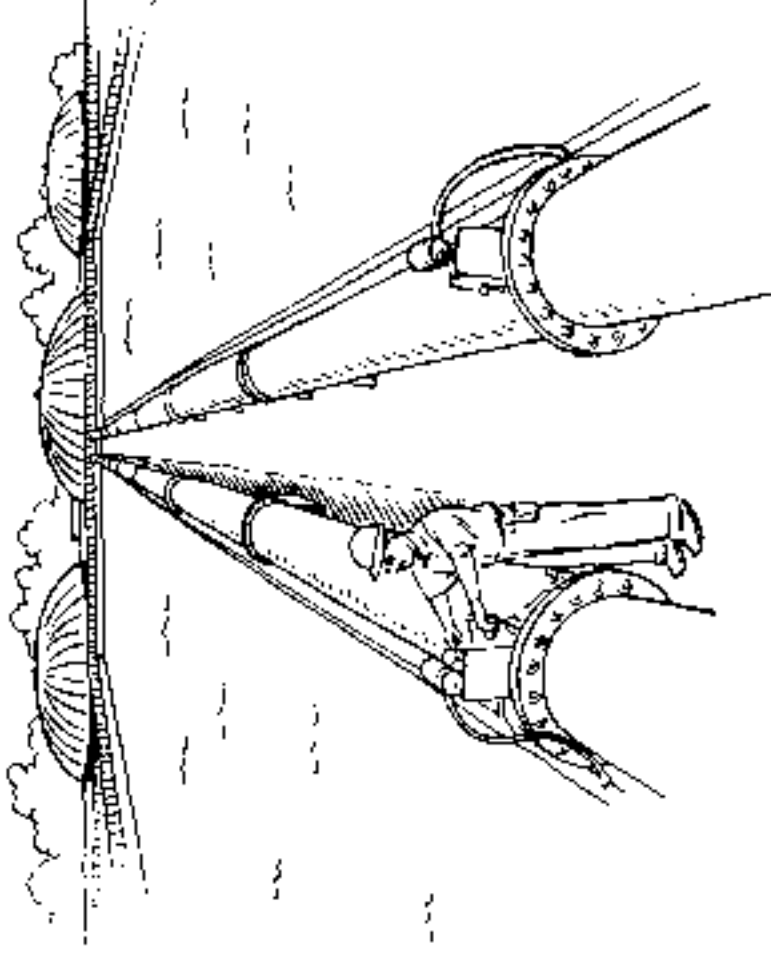
Wastewater goes down the drain. Wastewater treatment plants remove harmful materials from the wastewater so the water may be released into streams, rivers, and oceans. Sometimes wastewater is used to water grassy areas or used by manufacturing plants.

Operators who work in wastewater treatment plants perform many tasks. They use equipment that removes solid materials, harmful chemicals, and bacteria from the water. They control pumps and other machinery.

During the water treatment, operators make sure the machines are cleaning the water properly. When pumps or other machines break down, operators make repairs. Operators also test samples of the wastewater as it is being cleaned. If the water is not clean, operators sometimes change the amount of cleaning chemicals that are added to the water.

The duties that a plant operator performs depend on the size of the plant. In a small plant, an operator may run the machinery, do the tests, keep the records, and make repairs. In a larger plant, each operator may do only one of those jobs.

Operators in wastewater treatment plants need a high school diploma. Employers often want operators who have taken classes in science and math. Usually, new employees are trained by experienced operators. After training, they are ready to help produce water that is safe to return to the environment.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Circle the letter of the answer.

- The duties of a wastewater treatment plant operator depend on
 - the type of wastewater.
 - the size of the plant.
 - state laws.
 - the environment.
- Wastewater treatment plants
 - make wastewater.
 - sell wastewater.
 - clean wastewater.
 - capture rainwater.

Write T if the statement is true. Write F if the statement is false.

- Plant operators need a college degree. _____
- Treated wastewater is not clean enough to return to rivers, streams, and oceans. _____
- Some plant operators repair machines. _____
- Operators sometimes change the amount of cleaning chemicals added to the water. _____
- Cleaned wastewater is used by some manufacturing plants. _____

Making Inferences

Write the answer.

- Why do you think science and math are useful for plant operators?

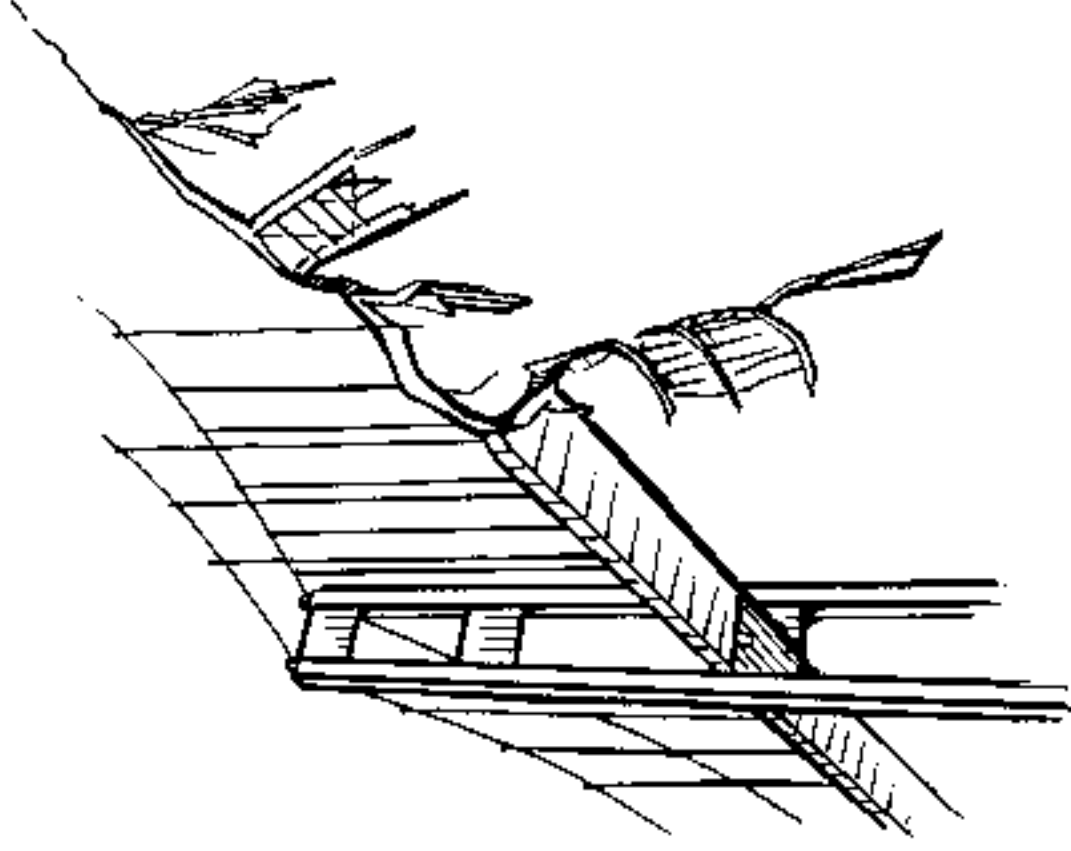
- Why do operators test samples of the wastewater as it is cleaned?

- Why is wastewater cleaned before it is returned to the environment?

The Power of Vibrations

Sound vibrations can make things vibrate and even move or break. Although you cannot touch sound, it can even damage jet airliners. Sound vibrations can cause small cracks to appear in a jet's surface. Engineers search for these cracks by conducting tests with the same thing that causes the cracks: sound. To test a jet's surface, large blowers force air into the jet being tested. The pressure causes the plane to bulge slightly. Any cracks will open up a little bit, making a popping sound. When the cracks pop, they are detected by sound sensors. This method is also used to find cracks in other objects that need to be airtight, such as some kinds of railroad cars.

Wind can also cause dangerous vibrations. On November 7, 1940, the Tacoma Narrows Bridge was completely destroyed by wind. How did this happen? The bridge was the third-longest suspension bridge in the world when it was built. However, it was too flexible and narrow to withstand strong gusts of wind, and soon became known as "Galloping Gertie." The bridge was only 4 months old when winds blowing at 40 mph caused the bridge to vibrate violently. After a short time, the suspension cables broke loose and the bridge collapsed into the water. This whole event was captured on film. The bridge had been closed in time to prevent serious injury, but one abandoned car tumbled down with the structure.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Since you cannot touch sound, it cannot damage objects. _____
2. Sound vibrations can make things move or even break. _____
3. Air must be removed from the inside of a plane to check for small cracks. _____
4. A jet's surface has to be hit by a flying object before it will crack. _____
5. The Tacoma Narrows Bridge was the third-longest suspension bridge in the world when it was built. _____
6. No one saw "Galloping Gertie" collapse. _____

Making Predictions

Write the answer.

7. What would have happened if the Tacoma Narrows Bridge was rebuilt exactly as it had been before it collapsed?

8. If a jet's surface has many small cracks, what would the sound sensors detect in a pressure test?

Drawing Conclusions

Write the answer.

9. What do you think the designers of Galloping Gertie learned after its collapse?

10. Why can't airplane maintenance crews see the cracks with their eyes?

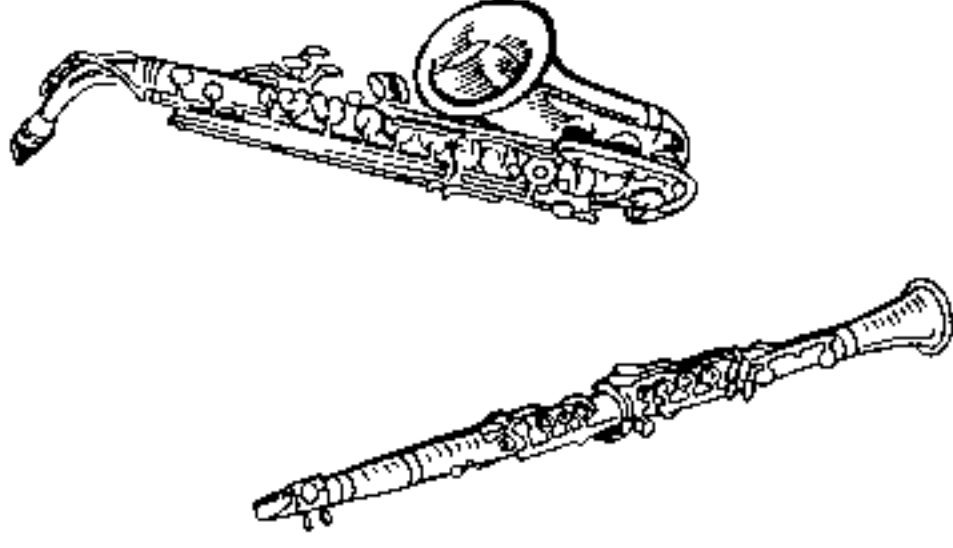
Musical Vibrations

All musical instruments use vibrations to make sound. Instruments sound different because the vibrations are made in different ways.

Some instruments vibrate when they are hit. The sound of a drum is caused by the vibration of the surface that is struck. The size and shape of a drum determine the sound that it makes. When cymbals are clashed together, the vibrating metal can make a very loud noise. Vibrating metal also causes the sound you hear when a bell rings.

String instruments, such as the violin, cello, guitar, and harp, make sounds when a string vibrates. The vibration causes the body of the instrument to vibrate. The size and shape of each body produces a unique sound. Although you may not think of a piano as a string instrument, striking the key of a piano causes a hammer to hit a metal string inside the piano. The vibration of the metal string is what you hear.

Sounds from horns and other wind instruments are also produced by vibrations. A trumpet sounds when the lips of the player cause the air inside the trumpet to vibrate. Air rushing past a reed in a clarinet or saxophone causes the reed to vibrate and produce sound.



Number Correct	=	Percent Correct
Number of Items		%
8		

Name _____

Reading Comprehension

Write the answer.

1. What do all musical instruments have in common?

2. What does plucking a string on a harp do?

3. Describe what happens when you play a piano key.

4. What makes a reed vibrate in a clarinet?

Recognizing Cause-and-Effect Relationships

Write the answer.

5. What do you think would happen if you wrapped a bell in cloth before you rang it?

6. Compare the sounds you would hear if you touched a piano key softly and then banged on the same key.

Making Inferences

Write the answer.

7. Explain why two drums might sound different.

Circle the letter of the answer.

8. The body of a string instrument
 a. makes it lighter.
 b. affects the sound it produces.
 c. makes it stronger.
 d. has no effect on the sound of the instrument.

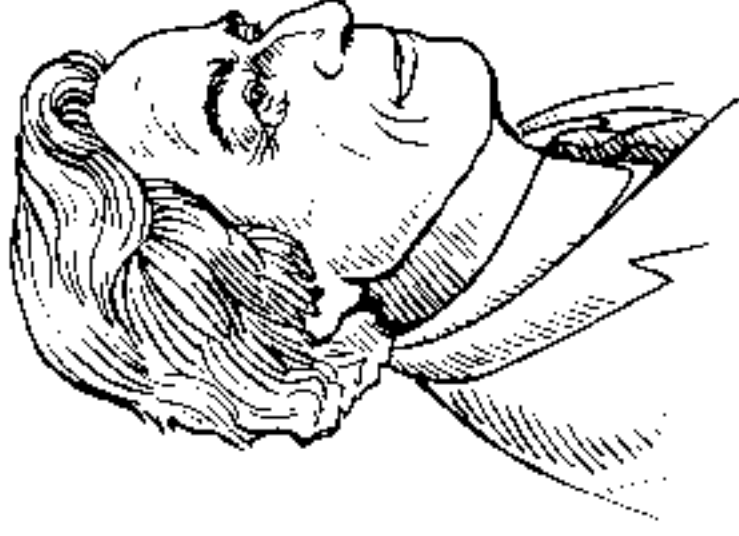
Richard Feynman

In January 1986, a terrible tragedy occurred. NASA's space shuttle *Challenger* exploded just moments after it had taken off. NASA appointed a group of people to investigate the explosion. Richard Feynman was one of the scientists asked to be part of the group.

Feynman helped discover that the explosion was caused by certain rubber parts that failed to expand. Feynman realized that at temperatures lower than 0°C, the rubber did not expand as it normally would. This physical property of the rubber had been overlooked, and it was one of the causes of the *Challenger* explosion.

Feynman helped solve the *Challenger* mystery through his curiosity, intelligence, and persistence. When he was just 11 years old, he set up a small laboratory in his room. He experimented with everything from electrical fuses to microscopic organisms. He even invented a burglar alarm that he used to surprise his parents.

Feynman studied science at MIT and Princeton. Besides his investigation of the *Challenger* tragedy, Feynman made many important discoveries in modern physics. He was awarded the Nobel Prize for physics in 1965. Feynman died in Los Angeles, California, in 1988.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Circle the letter of the answer.

- Whether rubber expands at different temperatures is
 - a chemical property.
 - a physical property.
 - both a chemical property and a physical property.
 - neither a chemical property nor a physical property.
- When did the *Challenger* explosion occur?
 - 1986
 - 1965
 - 1988
 - 1996
- Feynman received the Nobel Prize in what subject?
 - Chemistry
 - Physics
 - Aeronautics
 - Electrical engineering

Write T if the statement is true. Write F if the statement is false.

- Feynman made many discoveries that were important to modern physics. _____
- Feynman didn't like science when he was a child. _____

6. Feynman was one of the scientists who investigated the *Challenger* explosion. _____

7. Feynman was awarded the Nobel Prize in chemistry. _____

8. Rubber does not expand as it normally would at temperatures below 0°C. _____

9. Feynman discovered one of the reasons why the space shuttle *Challenger* exploded. _____

Drawing Conclusions

Circle the letter of the answer.

- Why do you think Feynman set up a laboratory in his room when he was a child?
 - Feynman's parents forced him to study science at a young age.
 - Feynman wanted to conduct experiments because he was curious about nature.
 - Feynman needed a lab at home because his school did not have one.
 - Feynman did not like to play sports.

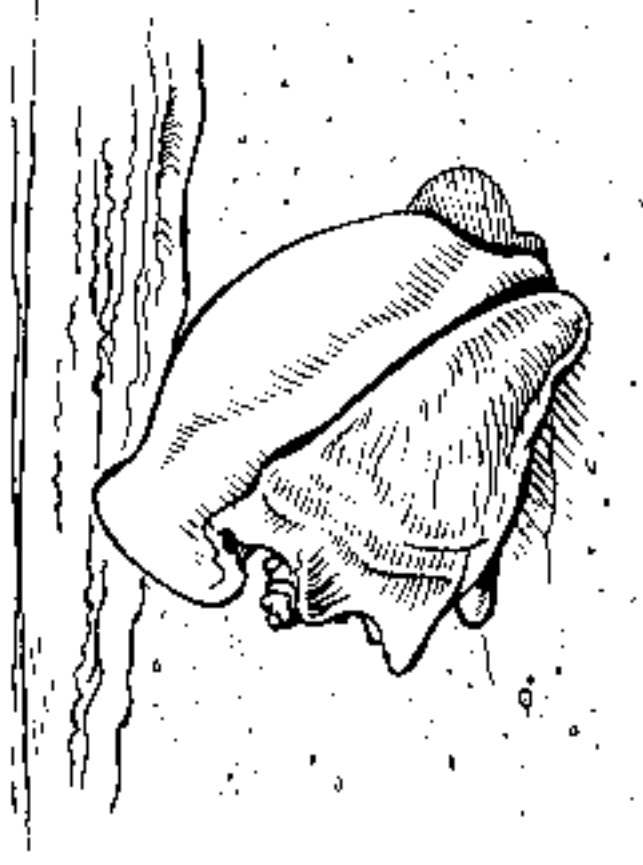
Nature's Ceramic: Seashells

Ceramics are hard, brittle materials that can withstand high temperatures. Some ceramics you may be familiar with are brick, glass, china, and porcelain. Because ceramics are often brittle, some ceramics can break easily.

Researchers have investigated ways to make some ceramics more resistant to scratches or breaking. By using seashells as their model, researchers have developed a process that makes some ceramics harder to scratch or break.

Researchers found that the tough shells made by animals called mollusks have alternating layers of a hard, brittle material and a natural rubbery substance called a polymer. If the hard layer breaks, then the polymer layer quickly blocks the crack from spreading. Thus, even if the shell is cracked, it may remain strong.

Researchers have developed a process that joins a substance containing silicon and a polymer. The process results in a transparent coating of alternating hard and soft layers, similar to the layers in a seashell. Such a strong transparent material could be used for many purposes, such as making unscratchable eyeglasses or unbreakable windshields. By studying the physical properties of seashells, researchers have been able to develop new processes that can make some ceramics, such as glass, stronger.



Number Correct	=	Percent Correct
Number of Items		%
12		

Name _____

Reading Comprehension

Circle the letter of the answer.

- What are ceramics?
 - Soft, plasticlike materials
 - Hard, brittle materials that can withstand high temperatures
 - Hard, flexible materials that melt easily
 - Animals that live by the ocean

Write T if the statement is true. Write F if the statement is false.

- Some ceramics can break easily. _____
- Researchers have used seashells as models for developing ways to make ceramics harder to break or scratch. _____
- Polymers are not usually found in the shells of mollusks. _____
- Researches have found a way to make a transparent coating that has alternating hard and soft layers. _____
- No research has been developed that could make eyeglasses scratch-proof. _____
- The alternating layers found in a mollusk shell are made up of a polymer and a soft substance. _____

8. If the hard layer in a seashell cracks, the layer of polymer blocks the crack from spreading. _____

9. Physical properties can be used to develop new processes that can make some ceramics stronger. _____

10. Seashells are not strong. _____

11. The layers of soft and hard material in seashells make them more difficult to scratch or crack. _____

Vocabulary

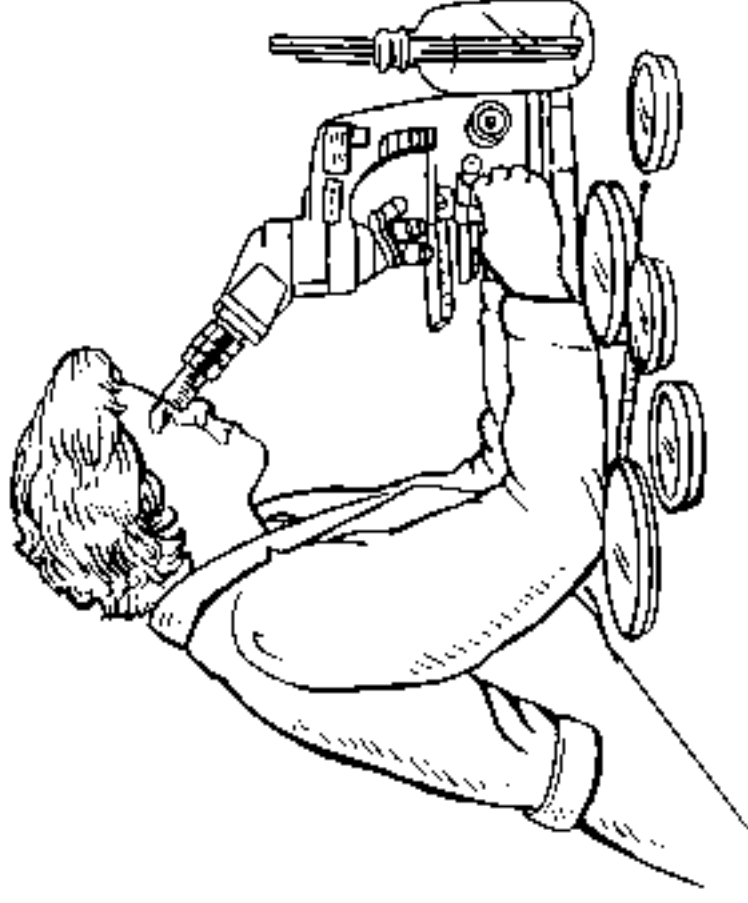
Write the answer.

12. What is a polymer? _____

Hematologist

Hematologists are scientists who specialize in the study of blood. Blood has four main parts: plasma, red blood cells, white blood cells, and platelets. Plasma is the liquid part of blood that holds the other parts. It makes up about 60 percent of the total blood volume. Red blood cells absorb oxygen in the lungs and carry it to cells throughout the body. White blood cells destroy harmful *microorganisms*—tiny living things that can be seen only with a microscope. Platelets help blood to clot and scabs to form when there is a break in the skin.

When a patient is ill, a hematologist runs tests to find out how sick the patient is. The hematologist uses automated microscopes and cell counters to examine the patient's blood and then compares the patient's blood with healthy blood. The hematologist then consults with the patient's doctor, who decides the best treatment for the patient.



Number Correct		=	Percent Correct
Number of Items	12		%

Name _____

Vocabulary

Define the following terms.

1. hematologist _____

2. microorganism _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Blood has three main parts. _____

4. Hematologists study diseases of the blood. _____

5. Doctors and hematologists work closely together. _____

Write the answer.

6. What is the job of red blood cells? _____

7. What is the job of white blood cells? _____

8. What is the job of platelets? _____

Fact and Opinion

Circle F if the statement is a fact. Circle O if the statement is an opinion.

9. Hematologists like to work with blood.

F O

10. A hematologist is not a doctor.

F O

11. Hematologists should only work in universities doing research.

F O

Drawing Conclusions

Circle the letter of the answer.

12. The job of a hematologist

- requires working long hours every day.
- requires specialized training.
- can be done by anyone with a general interest in science.
- All of the above

How Does Thin Air Affect the Body?

Earth's atmosphere is only about 21 percent oxygen. About 78 percent is made of nitrogen, and 1 percent is made of carbon dioxide and other gases. Depending on where you are in the world, there are different amounts of oxygen in the air. For example, at high altitudes, like at the top of a mountain, there is less oxygen. At lower altitudes, like at the bottom of a valley, there is more oxygen.

People who live at high altitudes are used to the “thin air” that has less oxygen. However, a visitor to the area, who is used to more oxygen, may experience a variety of reactions. The visitor could suffer from lightheadedness, loss of appetite, or fatigue. This is called “altitude sickness.”

An athlete competing in a sports event at a high altitude can do one of two things to avoid altitude sickness. One is to train at a location that is at a high altitude. The other is to arrive early to the event and get used to the altitude. It is important for athletes to do one of these plans. Otherwise, atmosphere can affect their performance.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Most of the Earth's atmosphere is oxygen. _____
- Air on a mountain has less oxygen than air in a valley. _____
- "Thin air" means that there is a small amount of nitrogen in the air. _____
- A person's health is affected by the amount of oxygen in the air. _____

Fact and Opinion

Circle F if the statement is a fact. Circle O if the statement is an opinion.

- It is better to live at low elevations.
F O
- Lightheadedness and loss of appetite are symptoms of altitude sickness.
F O
- The quantity of oxygen in the air is not the same for all places in the world.
F O
- Athletes like to train at high altitudes.
F O

Making Inferences

Choose the correct answer.

- Based on the selection, which of the following is probably true?
a. There is less oxygen in the air at sea level than there is below sea level.
b. Athletes should always train at high altitudes, regardless of where the competition is being held.
c. Over time, a person who moves from a low-altitude area to a high-altitude area will adjust to breathing the "thin air."
d. All of the above

Drawing Conclusions

Circle the letter of the answer.

- People who live at a high altitude don't usually suffer from altitude sickness because
a. they get medication to help deal with less oxygen in the air.
b. they have adapted to the environment.
c. they make frequent trips to lower elevations for rest and relaxation.
d. None of the above

Digestive Systems

The main purpose of digestion is to make the energy in food available for the body. The process of digestion is similar in most mammals. Food travels from the mouth down the esophagus and into the stomach. There, the food is mixed with acid and digestive juices that turn the food into a thick liquid. The liquid then passes into the small intestine. There, nutrients in the liquid food pass through the intestine's lining and into the bloodstream. Blood carries the nutrients to all body cells. The cells obtain energy from the nutrients.

Different mammals have different types of digestive systems. For example, some plant-eating mammals have structures that enable them to break down and digest tough plant parts. Cattle, sheep, goats, giraffes, and deer are in this group. These animals' stomachs have three or four chambers that break down the food. These mammals also can rechew their food after they have swallowed it.

Mammals with many-chambered stomachs are able to bring food back up to the mouth after swallowing it so they can chew it again. These mammals also have bacteria and other tiny living things in their stomach that help break down tough plant fibers.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Identifying the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the reading?
 - Some mammals have four-chambered stomachs.
 - Humans cannot digest plant parts such as stems and leaves.
 - Mammals' digestive systems are similar in some ways and different in other ways.
 - Some mammals can rechew their food after they have swallowed it.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All mammals have the same type of digestive system. _____
- In the stomach, digestive juices and acid turn food into a thick liquid. _____
- Some animals have stomachs with three or four chambers. _____
- All mammals can digest tough plant parts. _____
- The main purpose of digestion is to make food energy available for the body. _____
- The process of digestion starts in the small intestine. _____

Making Inferences

Circle the letter of the answer.

- According to the selection, which of the following is probably true?
 - If humans could rechew their food after swallowing it, they would be able to digest tough plant parts.
 - Having a stomach with more than one chamber helps some mammals digest plant parts.
 - Cows eat bacteria.
 - All mammals have difficulty digesting plants.
- According to the selection, which of the following is probably true?
 - Only some mammals can digest tough plant parts.
 - The digestive systems of humans and other animals are often different.
 - All mammals have a mouth.
 - All of the above

Drawing Conclusions

Circle the letter of the answer.

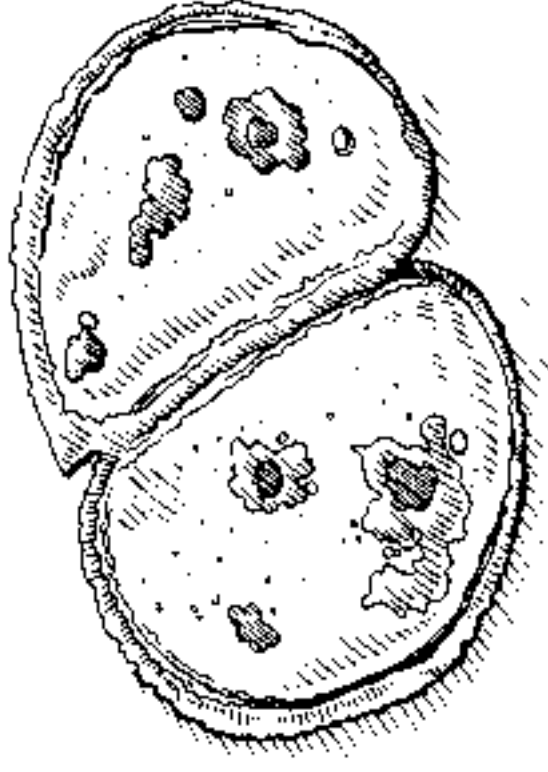
- Which of the following do mammals use in digestion?
 - Mouth
 - Esophagus
 - Stomach
 - All of the above

Reproducing Bacteria

Bacteria are one-celled organisms that can be seen only with a microscope. Bacteria are harmful to humans as well as to other animals and plants. Scientists have found fossils of bacteria that lived over 3 billion years ago.

Most bacteria reproduce by mitosis. In this process, a single cell, called a parent cell, splits in half. This produces two new organisms that are exact copies of the parent cell. The two new cells are called daughter cells.

Different types of bacteria divide at different rates. Each time a population of bacteria divides, the population doubles. If bacteria divide every 20 minutes, there will be twice as many bacteria after 20 minutes. In just one day, a single bacterium may produce as many as 16 million copies of itself!



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Write the answer.

Use these numbers to figure out the answers.

2 4 8 16 32 64 128 256 512

1. Suppose bacterium A divides every hour. If you started with one bacterium, how many bacteria would there be after 3 hours?

2. How many hours would it take to produce 256 bacteria?

3. How many bacteria would there be after 9 hours?

4. Suppose that after 9 hours you heated the bacteria, and 500 of them died. How many living bacteria would be left?

5. Suppose you added a chemical to the bacteria that slows down their growth rate. Now, the bacteria divide every four hours. If you start with only one bacterium, how many bacteria will there be after 12 hours?

6. What are bacteria?

7. What is the single cell before mitosis called?

8. What are the two new cells after mitosis called?

9. Based on fossils that scientists have found, how long have bacteria been on Earth?

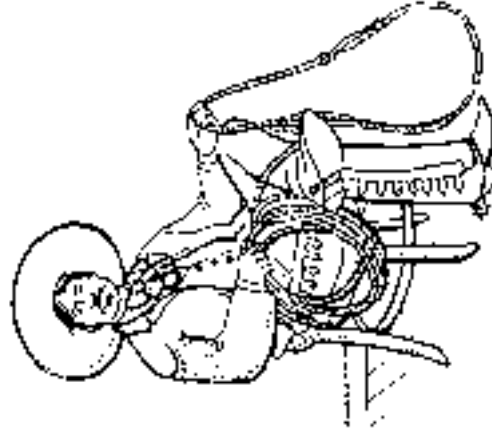
Part A

The first cows in America were brought from Spain by Columbus. The first horses in America also came from Spain.

The first cowboys were Mexican slaves. Many were branded on the cheek by their masters. They were marked even before their masters started branding cattle! These Mexican cowboys were called vaqueros. *Vaquero* is Spanish for cowboy. Spaniards brought vaqueros from Mexico to California and New Mexico to tend herds of cattle.

Almost everything cowboys now wear or do came from vaqueros. The big hat, the chaps, the high-heeled boots—all were Mexican.

The cowboy learned from the Mexicans to brand cattle. The broad saddle that cowboys used was Mexican. Many of the words we use to talk about the job of herding cattle come from Spain or Mexico: *corral*, *bronco*, *lariat*, *rodeo*, *canyon*, *mesa*, and *mesquite*.



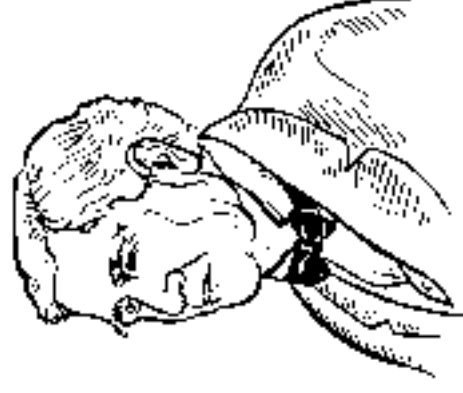
Part B

Thomas Alva Edison was awarded more patents on inventions than any other American. When he died in 1931, Americans wondered how they could best show their respect for him.

One suggestion was for the nation to observe a minute or two of total blackout. All electric power would be shut off in homes, streets, and factories.

This plan was never carried out. But it made Americans realize fully what Edison and his inventions meant to them. Electric power was so important to the country that shutting it off for even a short time would have led to complete confusion. Traffic lights wouldn't work. Elevators would stop. Hospitals might be in darkness. A blackout was out of the question.

On the day of Edison's funeral, many people dimmed their lights. In this way they honored the man who had done more than anyone else to put the great force of electricity at our fingertips.



Number Correct	13	=	Percent Correct
Number of Items			%

Name _____

Part A

Circle the letter of the answer.

- Vaquero is a Spanish word meaning
 - “cowboy.”
 - “master.”
 - “slave.”
 - The article does not say.
- Vaqueros worked in what is now
 - Texas and Oklahoma.
 - Oregon and Washington.
 - Louisiana and Mississippi.
 - California and New Mexico.
- You could often tell a vaquero by
 - the brand on his cheek.
 - canned meat.
 - his bowlegs.
 - his sunburn.
- Which of the following came to us from the vaqueros?
 - six-shooters
 - his missing middle finger
 - safety matches
 - high-heeled boots
- The vaqueros came to what is now the United States from
 - Mexico.
 - Peru.
 - Cuba.
 - Haiti.
- The first vaqueros in America were
 - Spanish soldiers.
 - Mexican slaves.
 - French servants.
 - English sailors.
- The first cows in America were brought here by
 - Drake.
 - Cortez.
 - Cartier.
 - Columbus.
- Vaqueros spoke
 - Spanish.
 - English.
 - French.
 - Dutch.

Part B

Circle the letter of the answer.

- This selection says that Thomas Edison
 - was the only important American inventor.
 - received the first American patent.
 - received more patents than any other American.
 - was the first American inventor.
- People decided to honor Edison when
 - he made the first electric light.
 - electric power was 100 years old.
 - the country realized electricity’s importance.
 - he died in 1931.
- The suggested plan was to
 - turn off the lights in factories and schools.
 - observe a few minutes of total silence.
 - dim all electric lights.
 - shut off all electricity for a short time.
- The plan was never carried out because
 - not everyone wanted to honor Edison.
 - it was too difficult.
 - electric power was too important to the country.
 - it honored only one of Edison’s inventions.
- This selection was probably written to
 - tell about Edison’s inventions.
 - explain electricity.
 - prove that people wished to honor Edison.
 - show what a great man Edison was.

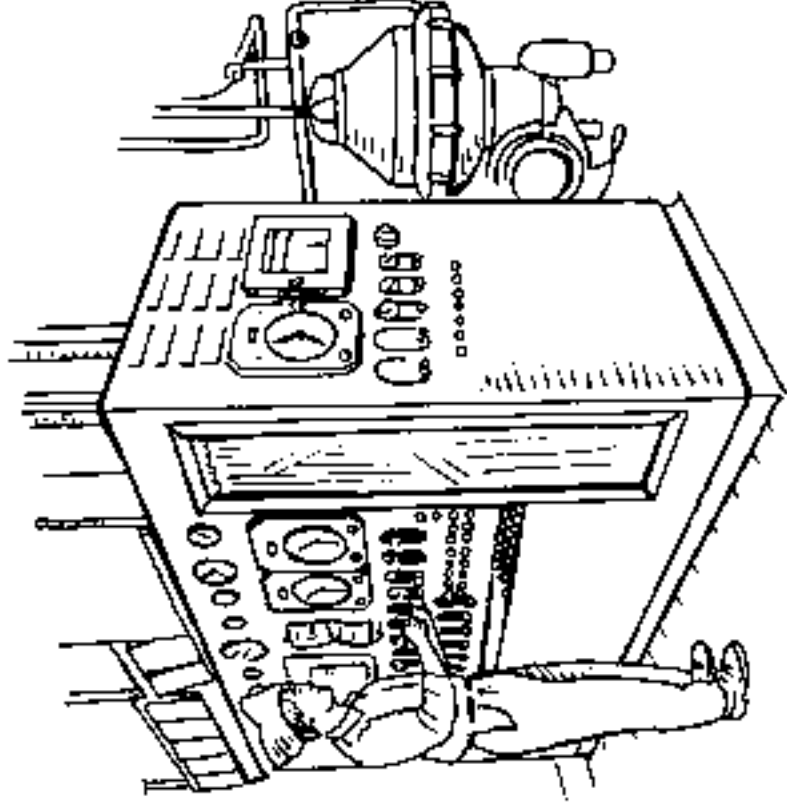
Pasteurization

Most milk cartons have the word *pasteurized* on their labels. Pasteurization is the process of heating milk to kill bacteria. Pasteurized milk spoils much more slowly than milk that is not pasteurized. Other food items that are pasteurized include cheese, eggs, and butter.

The ordinary way to pasteurize milk is to heat milk to about 150°F for 30 minutes. Then it is quickly cooled. If milk is heated in this way, the taste of the milk will change. To make the change in taste less noticeable, processing plants use flash pasteurization. During flash pasteurization, milk passes through a heater that rapidly raises the milk's temperature to about 160°F. The milk stays at this temperature for 15 seconds, and then it is quickly cooled. After pasteurization, the milk must be refrigerated or it will quickly spoil.

Milk and cream can be pasteurized at even higher temperatures. This is called ultra-high-temperature pasteurization. In this method, the milk is heated to at least 280°F for two or more seconds, and then it is rapidly cooled. This milk can be stored in a refrigerator for 60 to 90 days.

Ultra-high-temperature pasteurization can also be used to sterilize milk. In this process, milk is heated to about 300°F for six to nine seconds. It is cooled rapidly and placed in containers. It does not have to be refrigerated and can be stored for months. Milk treated in this way is called sterilized milk.



Number Correct	10	=	Percent Correct
Number of Items			

Name _____

Reading Comprehension

Circle the letter of the answer.

- Sterilized milk
 - is not pasteurized.
 - is heated to 300°F.
 - does not need refrigeration.
 - must be used within a week.
- Pasteurization is a method of
 - putting milk in containers.
 - killing bacteria.
 - adding bacteria to milk.
 - making milk taste better.
- What can happen when manufacturing plants pasteurize large quantities of milk?
 - The milk does not get hot enough.
 - The milk spoils.
 - The flavor changes.
 - The bacteria are not killed.

Write **T** if the statement is true. Write **F** if the statement is false.

- Milk is the only food that is pasteurized. _____
- Milk that is flash pasteurized is heated to a higher temperature than ultra-high-temperature pasteurized milk. _____

6. Pasteurization involves heating and cooling milk. _____

7. Some pasteurized milk can last 60 to 90 days before spoiling. _____

8. Bacteria can cause milk to spoil. _____

Drawing Conclusions

Write the answer.

9. Why would someone want to buy sterilized milk? _____

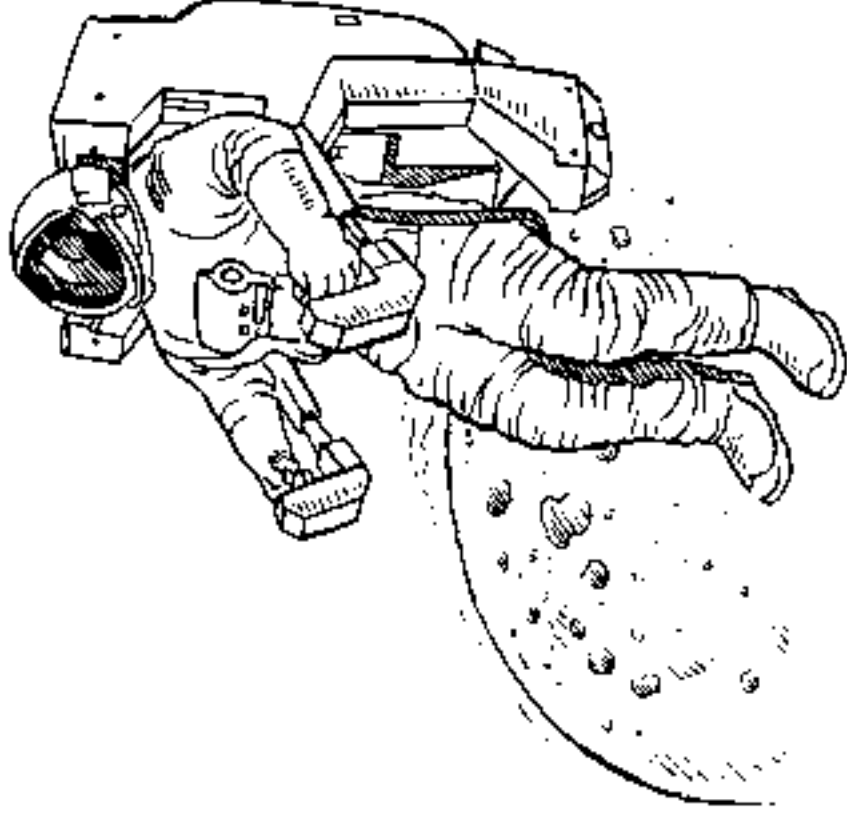
10. Why is it important to heat milk to a high temperature during pasteurization? _____

Pilot Astronauts and Mission Specialists

Almost everyone has dreamed of being an astronaut. What you may not know is how much hard work it takes. The National Aeronautics and Space Administration (NASA) trains pilot astronauts and mission specialist astronauts. Pilot astronauts fly the spacecraft. Mission specialist astronauts take care of the spacecraft and all its equipment. They also conduct experiments and go outside the spacecraft when necessary.

To apply to become a U.S. astronaut, you must be a citizen with a college degree in mathematics, engineering, or physical or biological science. Pilot astronauts must have 1,000 hours of flight experience in a high-performance jet. Mission specialist astronauts need three years of mission-related experience. All applicants have to pass a physical examination and undergo a week of interviews and other tests.

If you are selected to become an astronaut candidate, you go through a year of training at the Lyndon B. Johnson Space Center in Houston, Texas. The training includes classroom study as well as flight training, survival training, mission training, and special training. Students who do well in all these courses become astronauts. Astronaut crews are trained to solve problems that may occur during flight. This training lasts from six to eighteen months before the mission begins. You can see that an astronaut works many years to spend a short time in space!



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All astronauts must know how to fly a plane. _____
- You can apply to become an astronaut after you finish high school. _____
- Astronauts may wait many years before they actually go on a mission. _____
- Astronauts train in Washington, D.C. _____
- Pilot astronauts must have at least 1,000 hours of flight time in high-performance jets. _____
- Astronaut training includes two years of classroom study. _____
- A citizen of France can be a U.S. astronaut. _____

Making Inferences

Write the answer.

- What would astronauts learn in survival training? _____

- What are some of the things mission specialists do? _____

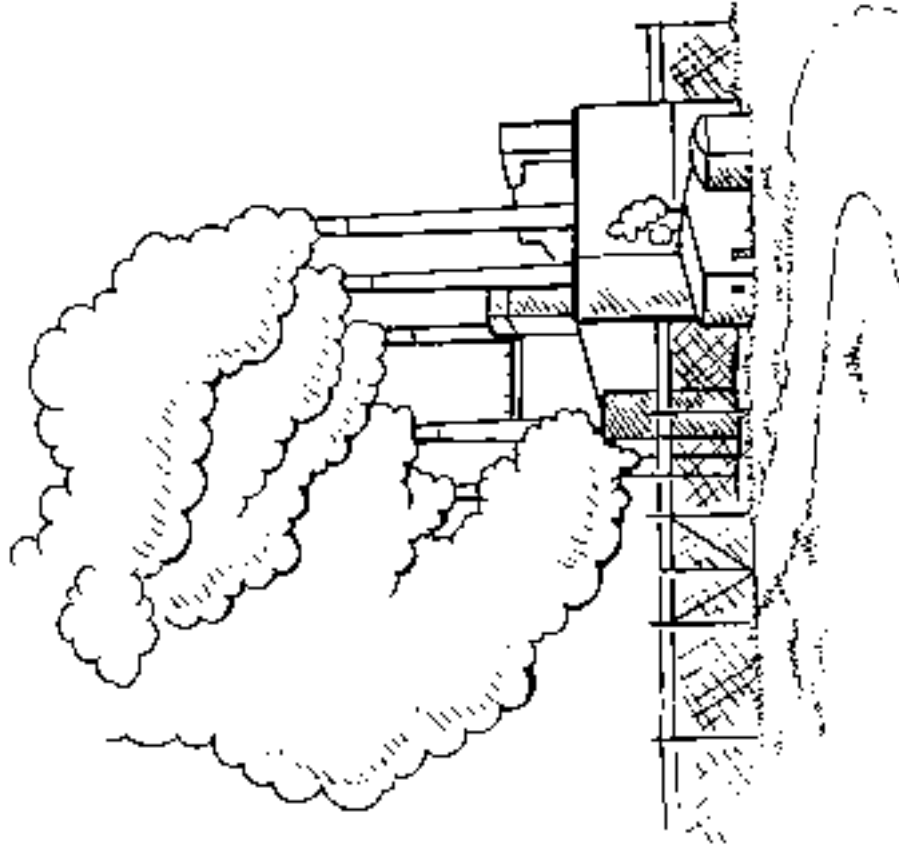
- Why are people willing to work so hard to become astronauts? _____

Air Pollution

Air is polluted when harmful substances are released as gases or tiny particles into the air. Most pollution in the air comes from burning fuel used in vehicles and from heating and cooling homes and other buildings. Car exhaust causes a great deal of air pollution. Factories also cause air pollution. Burning trash and yard wastes causes so much pollution that it is now illegal to do this in many parts of the United States. Forest fires, grass fires, and volcanoes also release dangerous substances into the air.

When you breathe polluted air, the harmful substances travel down to your lungs. Particles that stay in your lungs can make it difficult to breathe. Some chemicals in the air can cause cancer. Gas pollutants can keep your body from getting the oxygen it needs. In 1952, thousands of people in London died from a heavy smog. Air pollution is also bad for crops, animals, and forests.

In the United States, many laws have been passed to ensure that the air remains safe to breathe. These laws call for cleaner fuels and exhaust. Everyone can help reduce air pollution by conserving energy and recycling.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Car exhaust is a leading cause of air pollution. _____
2. Most pollution is caused by human activity. _____
3. Polluted air only affects the outside of your body. _____
4. Only governments can reduce air pollution. _____
5. Air pollution can kill people. _____
6. Laws have been passed in the United States to ensure that the air remains safe to breathe. _____

Drawing Conclusions

Write the answer.

7. What would happen if there were no laws aimed at reducing pollution?

8. What happens to the air in a room where someone is smoking?

Making Predictions

Write the answer.

9. What would happen to the air pollution in your town if no cars were driven for a week?

10. Where would you expect to see more breathing problems—in a rural area or in an industrial city? Why?

Musical Instruments

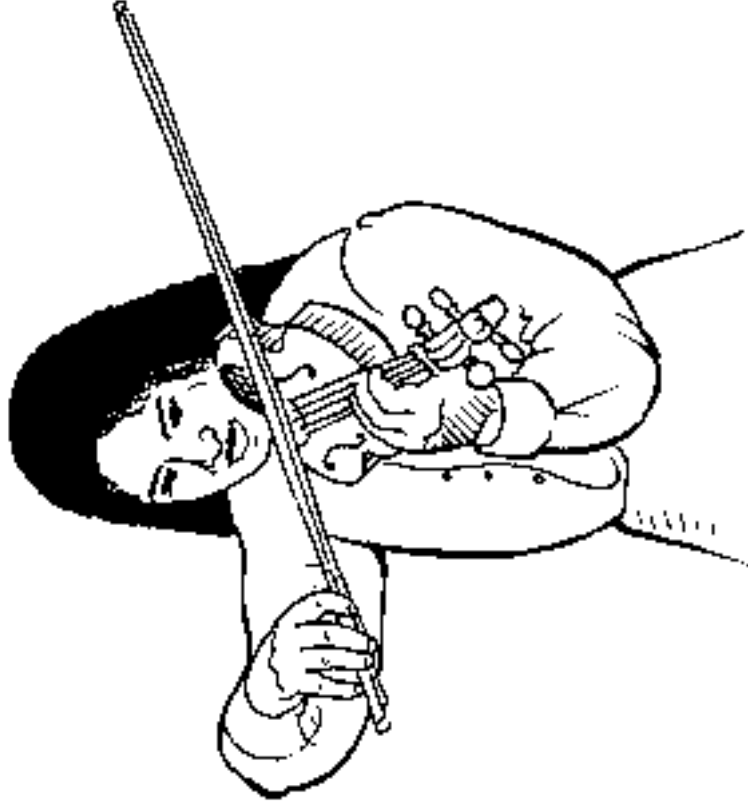
In the past, people used objects found in nature to create musical sounds. Some people used hollow bones or reeds as flutes. Others blew through holes in seashells or hollow animal horns to create trumpetlike instruments.

Today, we know how to mold metal and wood into particular shapes. This has made it possible to design and create a variety of musical instruments. Many of the instruments used today are modeled after ancient instruments. For example, the modern flute is similar to some of the flutes used in ancient cultures.

Over time, instruments were modified. People have tried to improve their sound and ease of playing. Because the instruments of today are designed rather than found in nature, they are made of many different materials.

The physical properties of metal and wood make these two materials especially well suited for instruments. Saxophones, trumpets, and tubas are usually made of metal. Violins and cellos are made of wood. Flutes are made of metal or wood.

The construction of instruments is not an easy task. For example, violins are hard to make. Violins are made of wood. The wood body must produce a certain sound. The sound the wood makes can be changed by changing the thickness of the wood. However, the correct thickness is not the same for all violins. Each violin must be tested. If the wood is too thick, it is sanded until it gives the correct sound.



Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- The wooden body of a violin is hard to make because wood must be adjusted to produce a certain
 - length.
 - width.
 - sound.
 - thickness.
- Which instrument was used in ancient times?
 - Flute
 - Violin
 - Saxophone
 - All of the above
- Today, many instruments are made of
 - wood and bones.
 - wood and metal.
 - metal and bones.
 - metal and seashells.
- Why might ancient people have used natural objects as musical instruments?
 - They didn't know how to mold metal and wood into musical instruments.
 - They thought bamboo flutes sounded better than metal or wooden flutes.
 - They did not know that sounds could be made with objects found in nature.

For each instrument, write the letter of the material it is made of today. Some materials may be used more than once.

- _____ tuba a. metal
- _____ saxophone b. wood
- _____ violin c. seashells
- _____ trumpet d. hollow bones
- _____ cello

Write the answer.

10. If a violin does not sound good, what can the violin maker do to improve its sound?

Pharmacist

Only a doctor can prescribe some medicines. Without a prescription from a doctor, you could not buy these medicines. This is because prescription medicines are stronger than the medicines you can buy without a prescription. All medicines can be dangerous if they are not used properly. Prescription medicines can be especially dangerous.

You must go to a pharmacy to get your prescription medicine. In a pharmacy, people called pharmacists prepare medicines. Pharmacists know about all different kinds of medicines. They must know how each medicine works, how much should be taken, and its effects.

To know how medicines work, pharmacists must understand chemical reactions. They need to know how chemicals in drugs will react with chemicals in your body.

Pharmacists must go to college for five years or more. In college, pharmacists study a wide variety of subjects, including physics, chemistry, and biology. After graduating, pharmacists work in pharmacies, which can be located in drugstores, supermarkets, hospitals, or clinics.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Circle the letter of the answer.

- To get medicines from a pharmacist, you need a
 - letter.
 - fever.
 - prescription.
 - degree.
- Prescription medicines are usually _____ than medicines you can buy without a prescription.
 - stronger
 - more colorful
 - weaker
 - easier to get
- Pharmacists must go to college for _____ or more years.
 - five
 - two
 - ten
 - seven

Write T if the statement is true. Write F if the statement is false.

- Pharmacists prescribe medicines. _____
- Pharmacists must study a variety of subjects. _____
- Pharmacists must understand chemical reactions. _____
- Only prescription medicines can be dangerous. _____
- Pharmacists study physics. _____
- Pharmacists must know the effects of medicines. _____
- A pharmacist must talk to a doctor before giving people medicine. _____

The Substance of Life

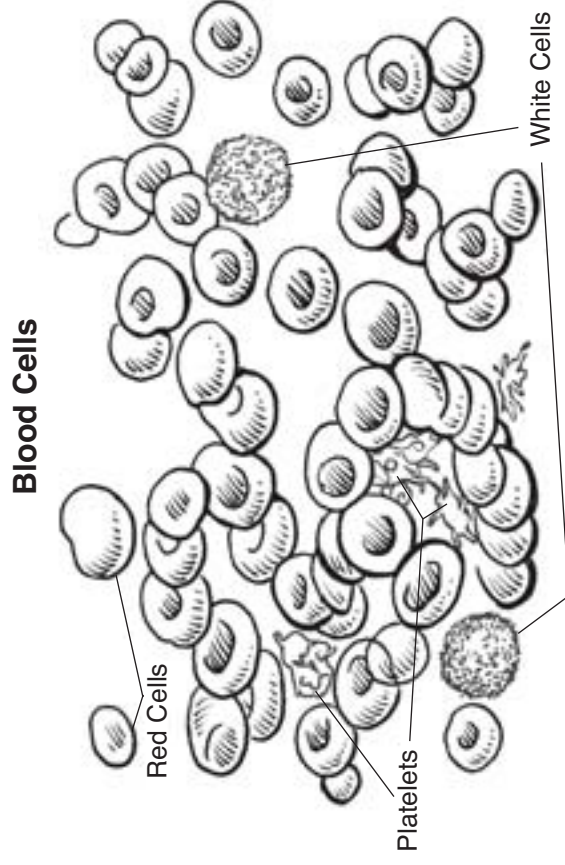
Every minute, the average human heart pumps about five quarts of blood throughout the body. This blood supplies life-giving oxygen and nutrients to body tissues. Blood is a mixture of different things, including solids and liquids. All of the components of blood work together to keep the body healthy.

A little over half of your blood is a liquid called plasma. Plasma is a light-yellow solution that is made mostly of water. Plasma carries many different substances, including proteins, fats, and minerals.

In addition to plasma, blood has three types of cells: red blood cells, white blood cells, and platelets. Red blood cells look like small round cushions. Their main job is to carry oxygen from the lungs to the body's cells. White blood cells are colorless and shaped like blobs. The blood has far fewer white blood cells than red blood cells, but white blood cells have an important task, too. They help protect the body from illness and disease. When the body is sick, the number of white blood cells increases to fight the infection.

Platelets are the third type of blood cells. These cells help stop bleeding when tissue is damaged. Platelets cause blood to clot.

Each component of blood—plasma, red blood cells, white blood cells, and platelets—plays an important role in the body. Health problems can occur when any blood component does not function properly.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Write the letter of the best answer.

- a. Plasma
- b. Red blood cells
- c. White blood cells
- d. Platelets

- _____1. carry oxygen from the lungs to cells in the body.
- _____2. help fight infections.
- _____3. help stop bleeding.
- _____4. are shaped like round cushions.
- _____5. are colorless and do not have a regular shape.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- 6. Plasma is mostly made of water. _____
- 7. An average heart pumps about 15 quarts of blood throughout the body each minute. _____
- 8. Blood is mostly made up of white blood cells. _____
- 9. Platelets carry oxygen. _____
- 10. If the number of white blood cells in your blood increases, you probably have some kind of infection. _____

Lasers

The image of a bird on the credit card shown here is a hologram. Holograms are flat, but they don't look flat. Holograms are images produced with intense beams of light called laser beams.

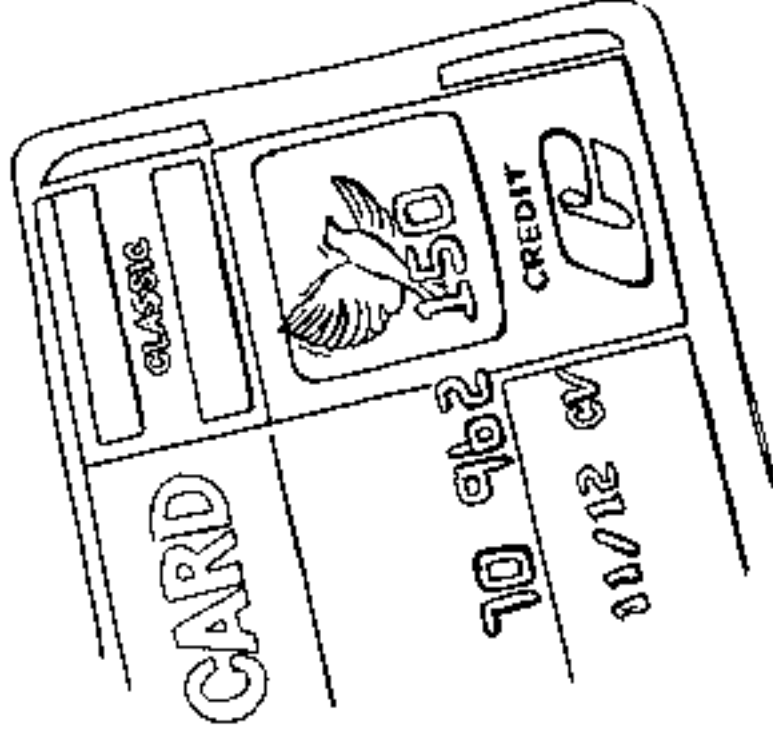
What is a laser beam? All atoms have energy.

Sometimes when an atom releases energy, you see light.

In a laser beam, all the atoms release exactly the same amount of energy. The result is a concentrated beam of light, a laser beam. The principle behind laser beams was first discovered by Albert Einstein in 1917.

A device that creates laser beams is called a laser. The first laser was developed in 1960. It used a ruby crystal to produce a red laser beam.

Today, lasers have many uses. One use of lasers is to produce holograms. Another use is in CD players. When you put a disc in the player, a laser beam "reads" the information on the disc and converts it into a signal that becomes sound. Laser beams are also used to send phone messages, to cut metals, and to survey land. Doctors use lasers for many medical procedures, including eye surgery.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Circle the letter of the answer.

- A hologram is
 - a telephone line.
 - a flat image that looks like it is not flat.
 - a concentrated beam of light.
 - a photograph.
- What is a laser beam?
 - A type of CD player
 - Any kind of light produced by atoms
 - A ruby crystal
 - A concentrated beam of light
- What are lasers used for?
 - Eye surgery
 - Playing CDs
 - Cutting metals
 - All of the above

5. What do all the atoms in a laser release?

6. When was the first laser developed?

Drawing Conclusions

Write T if the statement is true. Write F if the statement is false.

- Holograms can be made without using lasers. _____
- Laser beams are used to cut metal. _____
- A ruby crystal produces a white laser beam. _____

Reading Comprehension

Write the answer.

- Who first discovered the principle behind lasers?

Determining the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the selection?
 - We could not do without lasers today.
 - Lasers have many different uses.
 - Holograms are made with laser beams.
 - Doctors use lasers to perform surgery.

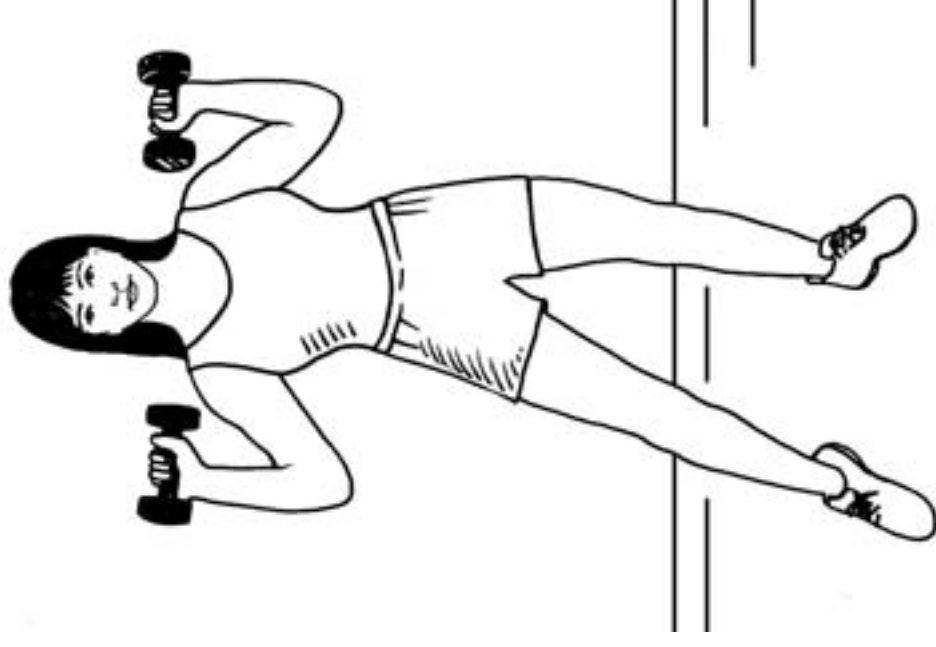
Strength Training

One type of muscle tissue in your body moves your bones. This muscle tissue forms the skeletal muscles. Exercising these muscles increases their strength.

Exercise to increase muscle strength is called strength training. This kind of training can include activities like lifting weights or using special exercise machines.

Strength training is done in steps. First, the person does 8 to 12 repetitions, or reps, of an exercise that works one muscle group. Then the person does 8 to 12 reps of another exercise that works a different muscle group.

A group of 8 to 12 reps is called a set. Experts recommend doing two or three sets of each exercise in each training session. A training session should include sets that exercise all of the major muscle groups in your body, including the muscles in your arms, legs, stomach, and back. Strength training should be done two or three times a week.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. What are skeletal muscles?

2. What is a rep?

3. What is strength training?

5. How often should strength training be done?

- a. every day
- b. once a week
- c. two or three times a month
- d. two or three times a week

6. How many sets of each exercise should be done in one training session?

- a. 8 to 12
- b. 2 or 3
- c. 4 or 5
- d. as many as possible

Write T if the statement is true. Write F if the statement is false.

7. Strength training involves exercising one muscle group per session.

8. Strength training is most effective if it is done once a week.

9. Weight lifting is one kind of strength training.

Reading Comprehension

Circle the letter of the answer.

4. How many reps are in a set?
- a. 1 or 2
 - b. 3 to 7
 - c. 8 to 12
 - d. 20

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
- a. Everyone should exercise.
 - b. Weight lifting strengthens all types of muscle tissue.
 - c. There is a certain way to do strength training.
 - d. There are different kinds of muscles in the body.

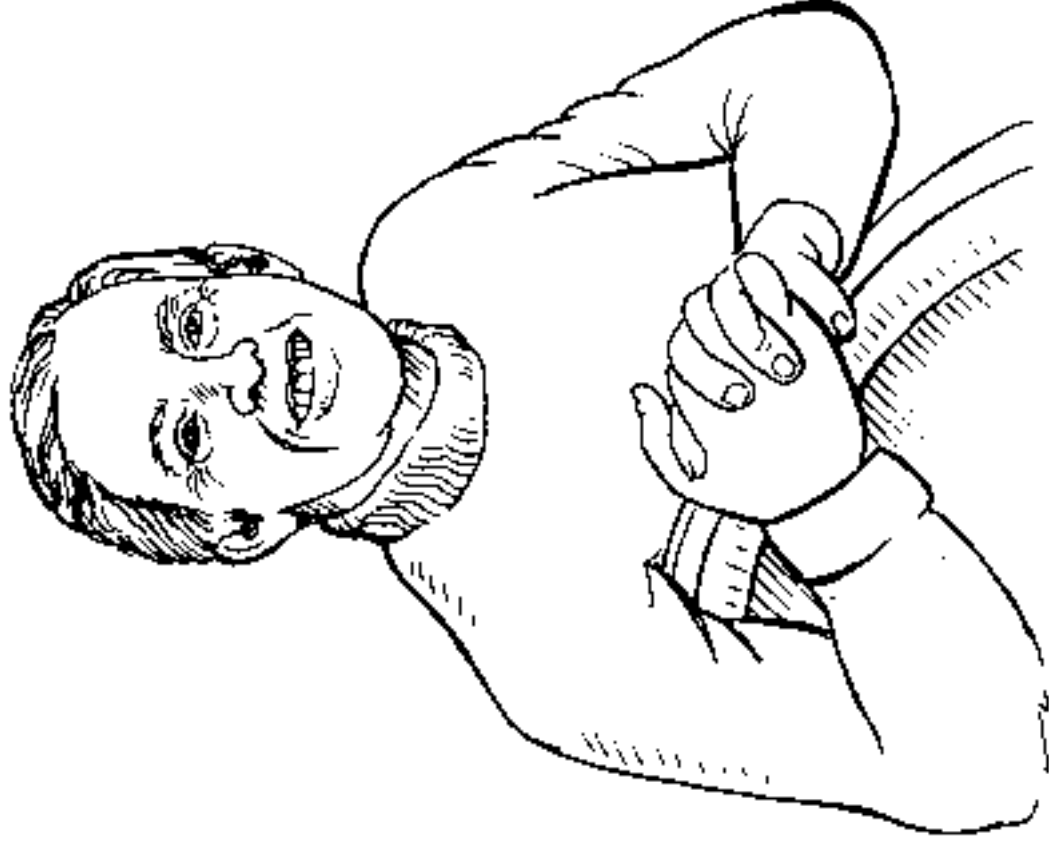
Christiaan Neethling Barnard

In 1967, Dr. Christiaan Barnard transplanted the heart of a 25-year-old woman into the body of a 55-year-old man. This was the first human heart transplant ever done. The patient died 18 days later, but Barnard had paved the way for future and more successful heart transplants.

Barnard was born in South Africa. After studying medicine in South Africa and the United States, Barnard returned to South Africa to teach and do surgery.

Barnard specialized in open-heart surgery. Open-heart surgery is a very delicate operation. First, the patient's chest is opened. Then the pericardium, the sac around the heart, is cut open. In a heart transplant, the patient's diseased heart is removed and replaced with a healthy heart. The healthy heart is donated from someone who has just died. Barnard also designed artificial heart valves to regulate blood flow into and out of the heart.

In 1974 Barnard transplanted a second heart into a patient without removing the patient's own heart. He linked the two hearts together to circulate blood. Barnard was the first surgeon to perform this operation.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. Define *pericardium*.

Making Inferences

Circle the letter of the answer.

8. Which of the following is probably true?
 - a. Other doctors taught Barnard how to do a transplant.
 - b. Barnard was a pioneer in heart transplant surgery.
 - c. Heart transplants are not risky today.
 - d. Artificial heart valves must be put into a donor's heart before it is transplanted.

Write the answer.

9. In open-heart surgery, why is the patient's pericardium cut open?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. Christiaan Barnard performed the first heart transplant.
3. The first heart transplant patient lived a long, healthy life.
4. In a heart transplant, the healthy heart comes from a living donor.
5. Christiaan Barnard was born in South America.
6. Barnard was the first surgeon to transplant a second heart into a patient's body.
7. Artificial heart valves regulate blood flow into and out of the lungs.

Drawing Conclusions

Write the answer.

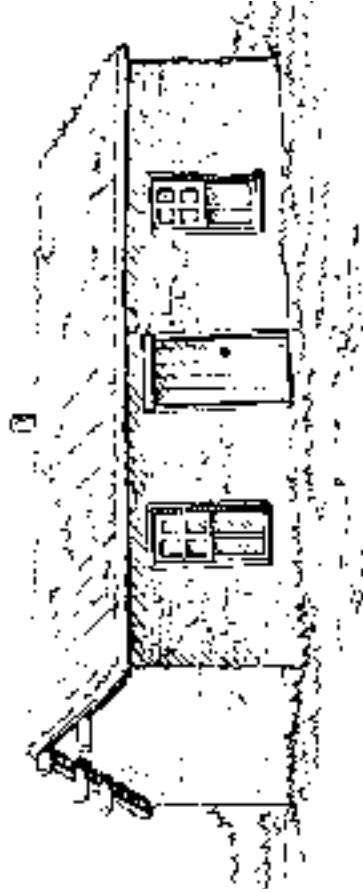
10. The first heart transplant patient lived only 18 days. Explain why this operation was not considered a failure.

Part A

When the pioneers began their conquest of the western prairie, they used nearby materials for building shelters. Where timber was available, the settlers sometimes built log houses. Most prairie homes, however, were either sod houses or dugouts. These houses could be built quickly and easily.

The dugout was a room dug in the side of a hill. A few rails or posts were used to make a doorframe and, possibly, a window. The front wall was made of pieces of sod or logs. A roof sloped back onto the hill. The roof was made of poles or logs covered with a layer of brush, a layer of prairie grass, and a layer of dirt.

As soon as a pioneer family found a good place to live, the head of the family took out his shovel. The family lived in their covered wagon for the few days that it took the pioneer to build a dugout.



Part B

For every man in the Civil War who died in battle, two or three men died of disease. Doctors of that time knew very little about causes of sicknesses or ways of preventing them. Thousands of men in poor health became soldiers. Hundreds of others had never had childhood diseases like measles and mumps. Many of these soldiers could not withstand the epidemics of measles, mumps, and whooping cough that went through the camps.

Army life was hard. Soldiers did not eat many fruits or vegetables. There was no milk unless they happened to find a cow. Neither their clothes nor their shelters protected the troops from rain, snow, and cold. Sickness and disease were spread by insects, rats, and impure drinking water. Often the men drank straight from the muddy streams that were polluted.

Gunshot wounds killed many soldiers, but they did not cause as much death and suffering as disease did.



Number Correct	=	Percent Correct
Number of Items		%
	12	

Name _____

Part A

Circle the letter of the answer.

- The pioneers built their houses of materials they brought with them.
 - bought at county stores.
 - found on the prairie.
 - were given by their neighbors.
- Most prairie houses were made of
 - stone.
 - timber.
 - sod.
 - brick.
- The dugout was often used because
 - it was easy to build.
 - it could be built quickly.
 - it lasted longer than other kinds of houses.
 - Both **a** and **b**
- A dugout house was built
 - at the edge of a hill.
 - in a rocky area.
 - into the side of a hill.
 - on a log frame.
- The settlers began building their first houses
 - as soon as they found a good place to live.
 - as soon as they had planted their crops.
 - after they had lived in the wagon for a few months.
 - as soon as they were certain they were staying on that land.
- The best title for this selection is
 - Pioneer Life.
 - Life in a Covered Wagon.
 - Homesteading.
 - The Dugout.

Part B

Circle the letter of the answer.

- Disease caused
 - only a few deaths.
 - fewer deaths than wounds did.
 - more deaths than wounds did.
 - Both **a** and **b**
- Doctors at the time of the Civil War knew
 - a lot about curing disease.
 - little about the causes of disease.
 - only how to prevent disease.
 - Both **b** and **c**
- Men who were accepted as Civil War soldiers were
 - known to have already had measles and mumps.
 - required to be in perfect health.
 - able to withstand epidemics easily.
 - sometimes in poor health.
- Army life was hard on the troops because
 - they were not sheltered from the cold.
 - they had no warm clothing.
 - their diets lacked good, healthful food.
 - All of the above
- Insects and rats were dangerous because they
 - destroyed food.
 - carried disease.
 - made the water impure.
 - ruined the soldier's clothing.
- The best title for this selection is
 - Disease.
 - The Greatest Danger.
 - Insects, Rats, and Gunshot Wounds.
 - The History of Epidemics.

Biomedical Engineer

Sometimes a patient's diseased organ has to be replaced. Not all transplanted organs come from human donors. Some are artificial. Artificial organs are made from materials called biomaterials. These can be types of plastic, metals, or ceramics. One type of artificial organ is an artificial heart. Other uses of biomaterials are in heart valves and hip joints.

The people who create artificial organs are called biomedical engineers. They work with scientists and doctors to design and make artificial organs that will work well inside a patient's body.

To design a successful artificial organ, a biomedical engineer must first consider the hardness and strength of the biomaterial to be used. The device must be designed to last for a long time.

Inside the body, the artificial organ will be in constant contact with blood and other fluids. The biomedical engineer must choose a biomaterial that can withstand the conditions in the body without harming sensitive body tissues.

Biomedical engineers must complete at least four years of college. During that time, they take courses in engineering, biomedical engineering, biology, and medicine.



Number Correct		=	Percent Correct
Number of Items	9		%

Name _____

Vocabulary

Write the answer.

1. Define *biomaterial*.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. Artificial organs can be made from plastics, metals, and ceramics.

3. The most successful artificial organ is the artificial lung.

4. Biomedical engineers help doctors operate on their patients.

5. Artificial organs must be designed to last a long time.

6. Biomedical engineers usually make artificial organs out of tissues from a tissue donor.

Circle the letter of the answer.

7. Which other professions do biomedical engineers usually work with?

- a. Doctors
- b. Scientists
- c. Teachers
- d. Both a and b

8. What are some subjects biomedical engineers must study?

- a. Medicine
- b. Biology
- c. Engineering
- d. All of the above

Write the answer.

9. Name three things that a biomedical engineer must consider when designing an artificial organ.

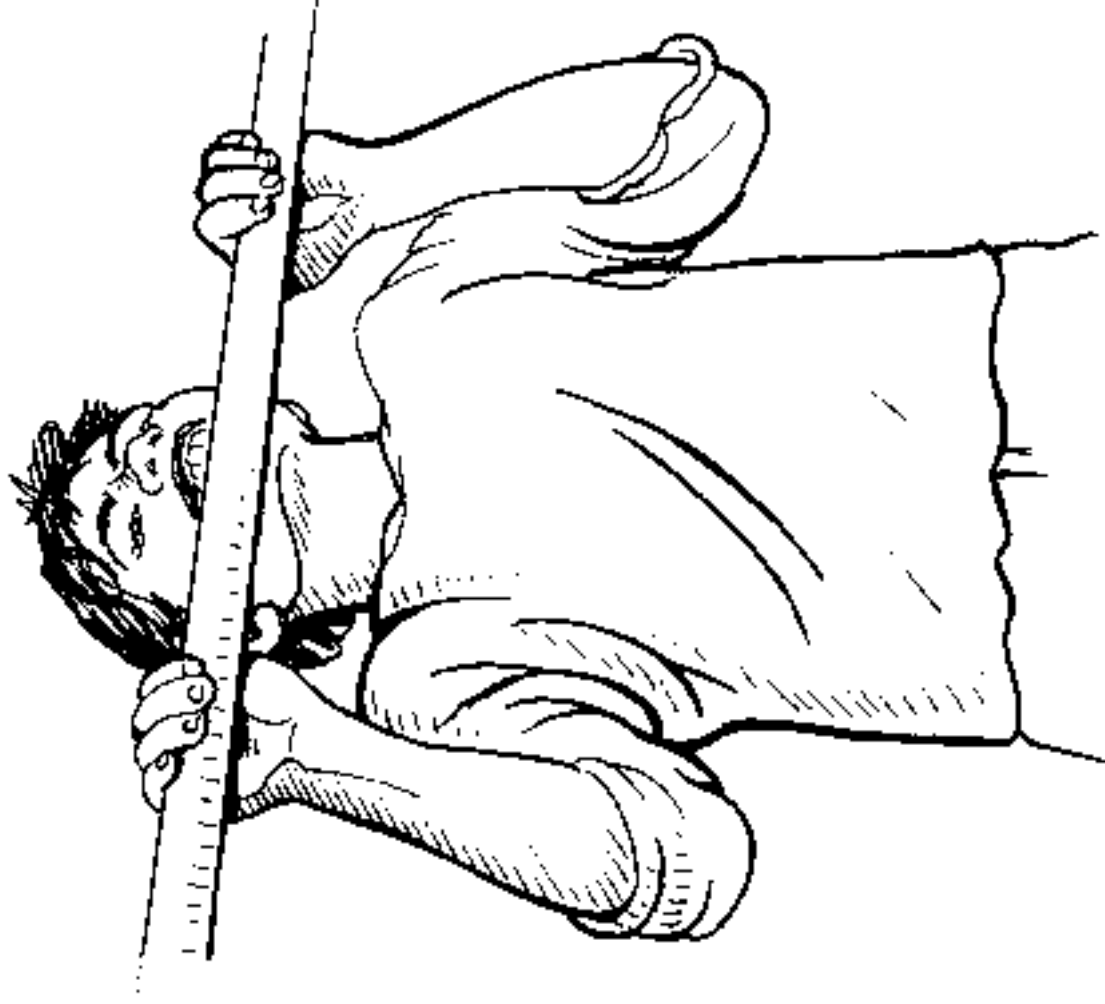
Heart Rate

Whether you walk, run, play ball, or do chin-ups, your body gets a workout that makes you stronger and healthier. Your heart tells you when your body is getting a good workout.

Your heart pumps blood throughout your body. When you are at rest, your heart beats about 70 times per minute. When you are active, your muscles, nerves, and other organs need more oxygen. To provide more oxygen, your heart speeds up.

Exercise should speed up your heart rate just enough to be healthy for you. You can figure out what a healthy heart rate is for you when you exercise. Use the following steps.

1. Subtract your age in years from 220. This answer is an estimate of the highest possible heart rate you should have when you exercise.
 2. Find 55% of your maximum heart rate. (Multiply your maximum heart rate by 0.55.) This answer is the slowest heart rate you should have when you exercise.
 3. Find 85% of your maximum heart rate. (Multiply your maximum heart rate by 0.85.) This answer is the fastest heart rate you should have when you exercise.
- A healthy heart rate when you exercise would be anywhere between your slowest and fastest heart rates.



Number Correct		=	Percent Correct	
Number of Items	10			%

Name _____

Write the answer.

1. Suppose you measured your heart rate before you exercised. You counted 18 beats in 15 seconds. What was your heart rate per minute?

2. In question 1, was your resting heart rate healthy? Explain.

3. What is the highest possible heart rate for a 40-year-old person during exercise?

4. What is the slowest heart rate the 40-year-old person should have while exercising?

5. What is the fastest heart rate the 40-year-old person should have while exercising?

6. What is the maximum heart rate for a 15-year-old boy?

7. What would the fastest heart rate be for the boy when he exercises?

8. What would the slowest heart rate be for the boy when he exercises?

9. Suppose a 35-year-old woman was walking for exercise. Her heart rate was 90 beats per minute as she walked. Is that rate fast enough? Explain.

10. Suppose a 75-year-old woman's heart rate while walking was 90 beats per minute. Is that rate fast enough? Explain.

Orthopedic Surgeon

If you broke a bone or sprained your ankle, you would probably see an orthopedic surgeon. An orthopedic surgeon is a doctor who repairs and treats injuries to the skeletal system.

Throughout time, people have studied bones and treated bone injury. Today, doctors have a great deal of knowledge about how muscles function, how bones grow, and how bones can be repaired. One medical advance used by orthopedic surgeons is strong plaster that makes strong casts for broken bones. Orthopedic surgery improved greatly during World War I when the doctors had to repair the limbs of wounded soldiers.

Today, orthopedic surgeons may treat broken bones, strained muscles, and torn ligaments and tendons. A ligament is a strong tissue that connects one bone to another bone. A tendon is a strong tissue that connects a muscle to a bone. Orthopedic surgeons also treat diseases that weaken bones.

Sometimes an orthopedic surgeon replaces an injured or diseased joint with an artificial joint made of metal or plastic. Orthopedic surgeons also fit patients with artificial limbs or braces.



Number Correct	=	Percent Correct
Number of Items		%

Name _____

Vocabulary

Define the following terms.

1. What is an orthopedic surgeon?

2. What is a tendon?

3. What is a ligament?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

4. Orthopedic surgeons treat teeth and gums.

5. One medical advance in orthopedic surgery was the use of strong plaster as casts for broken bones.

6. By treating wounded soldiers during World War I, doctors learned a lot about orthopedic surgery.

7. Orthopedic surgeons may treat muscles.

8. All artificial joints are made of metal.

Write the answer.

9. Name two things that orthopedic surgeons do besides treat broken bones.

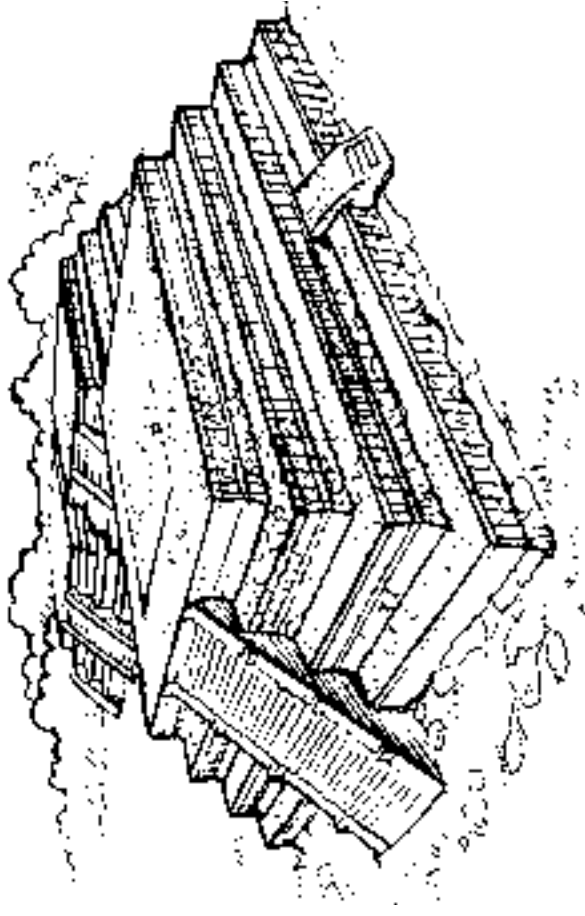
The People of the Sun

Until the 1500s, a group of people called the Aztec ruled much of Mexico. The Aztec civilization built huge cities and had strong religious beliefs.

The Aztec called themselves “the people of the sun.” They believed that four worlds had existed before the world they lived in. They called these worlds “suns.” Each previous sun had been brought to an end by a great disaster.

The first sun was known as “Four-Jaguar.” The Aztec believed that people of the sun were killed by jaguars. The second sun, “Four-Wind,” was destroyed when the people were changed into monkeys by a hurricane sent by one of their gods, the Feathered Serpent. The third sun, “Four-Rain,” ended in fire sent by the god of thunder and lightning. A 52-year flood killed all but one man and one woman of the fourth sun known as “Four-Water.” These two people were turned into dogs when they disobeyed the creator god.

The Aztec believed that they were living in the fifth sun, “Four-Earthquake,” created by the Feathered Serpent. They thought that their sun would vanish if they did not nourish it with offerings and worship. The Aztec expected this world to end with an enormous earthquake.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- One of the Aztec gods was called the Feathered Serpent. _____
- The Aztec people had strong religious beliefs. _____
- The Aztec lived in small towns and villages. _____
- The Aztec believed that the fifth sun would be destroyed by an earthquake. _____

Write the answer.

- Where did the Aztec live? _____

- What did the Aztec call themselves? _____

- Why did they give offerings to the sun? _____

- According to their legends, how many suns had already been destroyed? _____

- How was “Four-Water” destroyed? _____

Making Inferences

Write the answer.

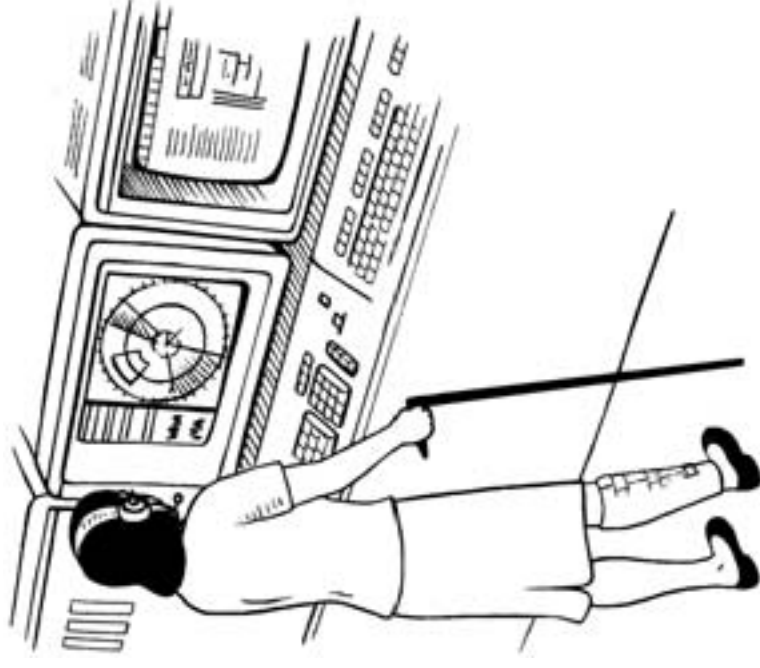
- Do you think the Aztec ever experienced severe weather and natural disasters? Explain. _____

Doppler Radar

Radar uses radio waves to locate objects. When radio waves hit an object, they reflect, or “bounce back.” When the object is moving, the reflected waves are different from the waves sent out by the radar. Doppler radar uses the difference in these waves to determine the direction and speed of a moving object.

Early detection and better tracking of severe storms—even tornadoes—are possible with Doppler radar. In addition to locating and tracking a storm, Doppler radar can show the direction in which a storm is moving. Different wind speeds and wind directions appear on the Doppler radar screen in different colors. Rain, dust, and even clouds of mosquitoes can be detected by Doppler radar. Since 1997, information from a network of Doppler radar stations called NEXRAD has improved severe-weather forecasting in the United States.

Doppler radar systems are also used at airports to detect areas of dangerous winds. These winds are called *wind shear*. Wind shear occurs when the wind suddenly changes speed or direction within a small area. When wind shear reaches the ground, it blows out strongly in many directions. Rapid changes in winds can be dangerous. Doppler radar helps detect wind shear so pilots can be warned not to take off or land.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write the answer.

1. What does radar use to detect objects?

2. What can Doppler radar determine about a moving object?

3. What do the different colors on a Doppler radar screen mean?

4. What is the name of the network of Doppler radar stations in the United States?

5. How is Doppler radar used at airports?

Circle the letter of the answer.

6. When radio waves hit an object, they
 - a. play music.
 - b. disappear.
 - c. are absorbed.
 - d. are reflected.
7. Doppler radar can show
 - a. how much rain has fallen.
 - b. how a storm is moving.
 - c. how fast light is traveling.
 - d. Earth's rotation.
8. Doppler radar systems are used at airports because
 - a. wind shear can cause plane accidents.
 - b. the passengers think the colors look good.
 - c. pilots need to know when a tornado is near.
 - d. mosquitoes can harm plane engines.
9. Doppler radar can be used to find
 - a. severe storms.
 - b. moving objects.
 - c. strong winds.
 - d. All of the above
10. When a wind shear reaches the ground
 - a. a tornado forms.
 - b. Doppler radar cannot detect it.
 - c. it damages the ground.
 - d. strong winds blow outward in many directions.

Joseph Priestley

In 1781, a British scientist named Joseph Priestley showed that water is made of two gases, hydrogen and oxygen. Each molecule of water has two atoms of hydrogen and one atom of oxygen. The symbol for water is H_2O (two hydrogen atoms and one oxygen atom). One drop of water contains billions of such molecules.

Priestley was born in northern England in 1733. He grew up wanting to become a preacher. As a boy, he was often sick, and as a teenager, he had to quit school because of illness. While he was at home recovering, he taught himself French, Italian, and German. He also studied geometry and algebra.

When he regained his health, Priestley became interested in natural events and scientific experimentation.

Priestley is best known for discovering oxygen. He was an extremely intelligent man whose research laid the basis for the branch of science we know today as chemistry.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Joseph Priestley showed that water is made of two gases. _____
- One drop of water contains billions of molecules. _____
- Priestley quit school because his mother died. _____
- As a boy, Priestley wanted to become a preacher. _____
- Priestley went to the local school where he learned French, Italian, and German. _____
- When he was growing up, he was often sick. _____
- While recovering from his illness, Priestley studied geometry and algebra. _____
- Priestley is best known for discovering oxygen. _____

Write the answer.

- What does the symbol H_2O stand for? _____

Drawing Conclusions

Circle the letter of the answer.

- According to the selection, which of the following statements is probably true?
 - Joseph Priestley was an intelligent man.
 - Priestley loved to learn new things.
 - Priestley was a hard worker.
 - All of the above

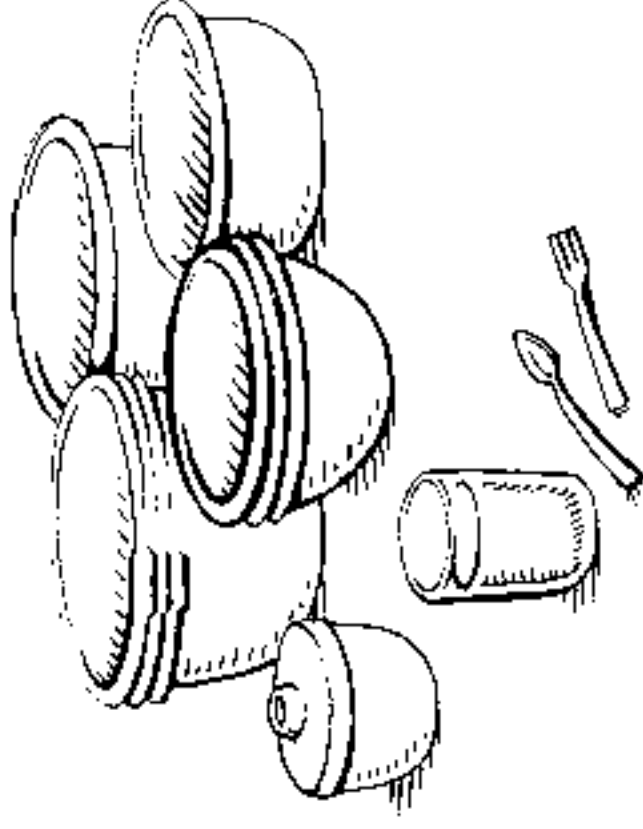
Plastics Today

Plastics are among the most commonly used materials today. One kind of plastic is polystyrene foam, the white material used to make cups for hot drinks. Parts of many machines are made of plastic. Most TVs and stereos have plastic cases. The nonstick coatings on pans and skillets are plastic. Many artificial body organs and artificial limbs are made of plastic.

Plastics are not found in nature. They are called synthetic substances. Synthetic substances are produced in laboratories. The first synthetic plastic was invented in the 1850s.

There are many different kinds of plastics, but they all have some things in common. Plastics usually share certain physical properties. For example, most plastics are molded using heat. They are not as strong as steel. They are about the same weight as water. Some common elements found in all plastics include carbon, hydrogen, oxygen, and nitrogen.

Some kind of plastics can be recycled to make new products.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Why weren't plastics used before the 1850s?
 - Plastics hadn't been invented yet.
 - No one knew how to make synthetic substances.
 - Plastics were too expensive.
 - Plastics were not as strong as steel.
- What do all plastics have in common?
 - All plastics are the same color.
 - All plastics are stronger than steel.
 - All plastics are made of carbon, hydrogen, oxygen, and nitrogen.
 - All plastics are easily broken.

7. Plastics are made in laboratories. _____

8. Plastics are not very safe. _____

9. We should not use plastics because they are not natural materials. _____

Drawing Conclusions

Circle the letter of the answer.

- According to the selection, which of the following is probably true?
 - Plastics can be molded with heat.
 - The weight of plastic is about the same as the weight of water.
 - Plastics are not as strong as steel.
 - All of the above

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

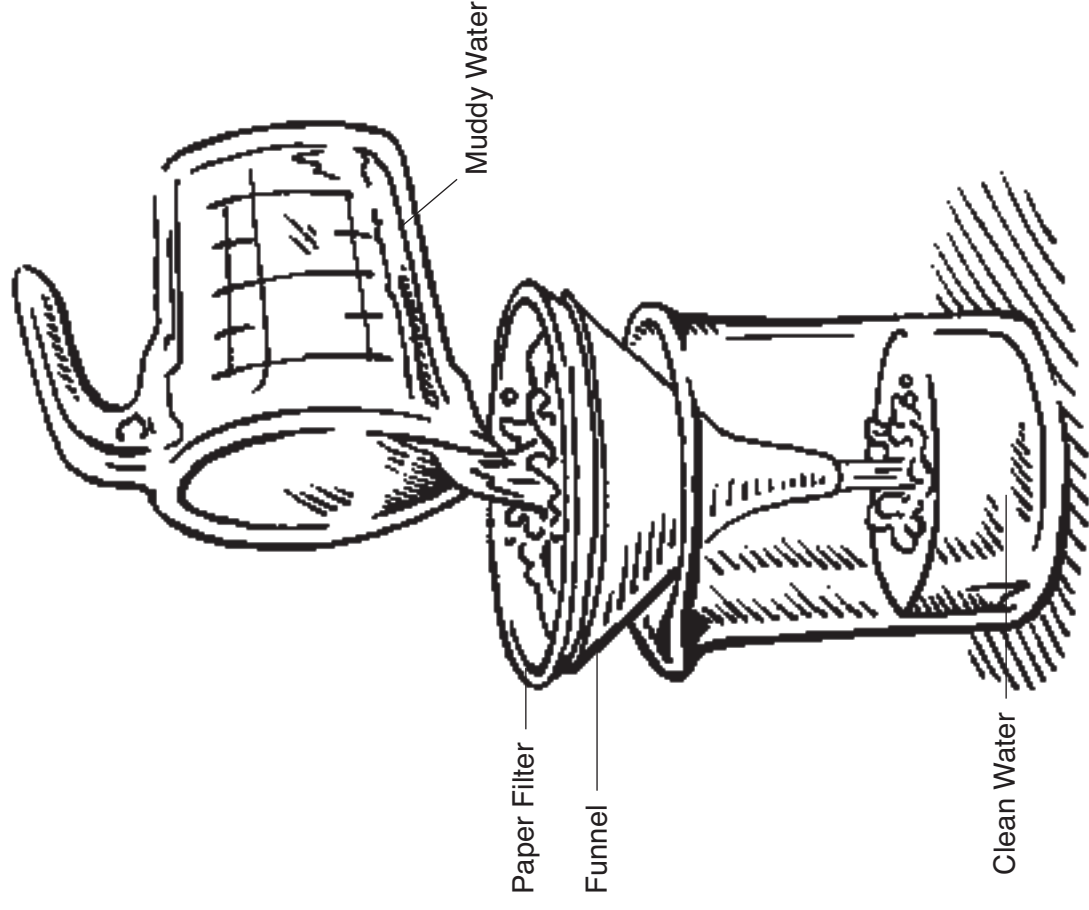
- Plastics are bad for our society. _____
- Plastics are used in many different ways. _____
- Hydrogen is a common element in plastic. _____
- Plastics usually share certain physical properties. _____

Kidneys Filter the Blood

Your body has two kidneys. They are located at the back of your body, one on either side of your backbone. Each kidney is a little bigger than the size of your clenched fist. Your kidneys filter blood, remove extra water from your blood, and remove wastes. If these wastes are not removed from the blood, they will poison the body.

The cells in your body constantly produce wastes. These wastes are picked up by the blood and carried to the kidneys. Each kidney has about 1 million tiny filtering units that help clean the blood. As blood filters through these units, the wastes are removed. Then the wastes are passed out of the body in urine.

Imagine filtering dirt from muddy water, as shown in the diagram. If you pour muddy water into a paper filter, the water that goes through the filter will be cleaner. The larger dirt particles cannot pass through the filter.



Number Correct	=	Percent Correct
Number of Items		%
	12	

Name _____

Reading Comprehension

Review the selection and examine the diagram. Then answer the questions.

1. In the setup shown in the diagram, which part separates the dirt from the water?

2. What would happen if you used a wire screen instead of a paper filter to remove the dirt?

3. How is muddy water like the blood that enters the kidneys?

4. Why do you think it's important for the kidneys to filter blood?

Write the answer.

In a 24-hour day, an adult's kidneys filter about 45 gallons of blood.

5. How much blood is filtered in each hour? Round off your answer to the nearest whole number. _____ gallons

How much blood do the kidneys filter in the following amounts of time? Use your answer in question 5 to figure out the answer.

6. 6 hours _____ gallons

7. 18 hours _____ gallons

8. 2 days _____ gallons

9. 4½ days _____ gallons

10. 1 week _____ gallons

11. How many kidneys does your body have?

12. Where are the kidneys located?

Filtering Systems in Nature

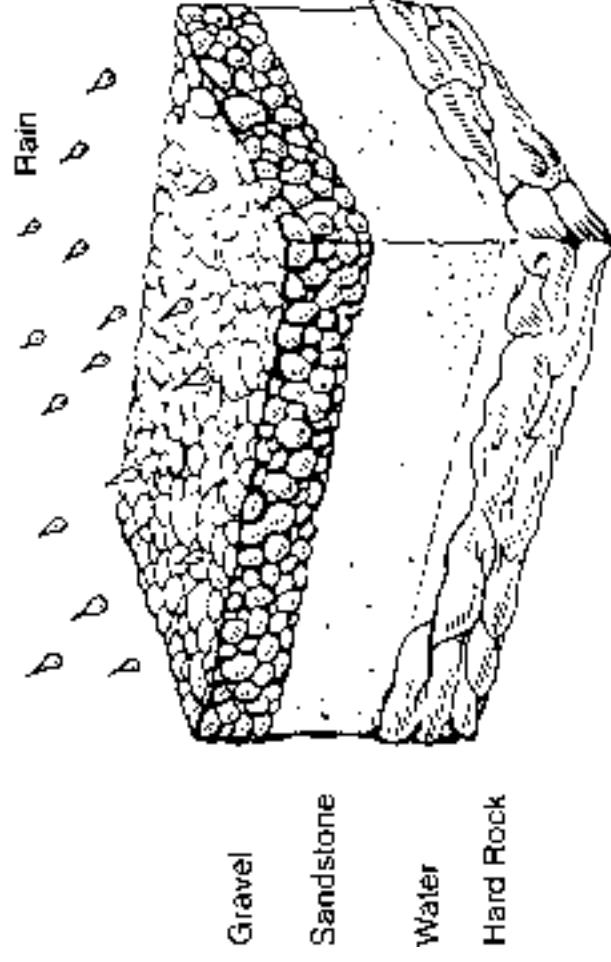
The kidneys are not the only filtering system found in nature. Other natural systems act as filters, too.

For example, when it rains or when snow melts, water soaks into the ground. The water trickles down through layers of soil, sand, gravel, and soft rock. These materials filter the water. Filtered water that collects under ground is called groundwater.

As rainwater soaks into the ground, it filters through gravel. The gravel traps large pieces of dirt in the water.

The partly cleaned water seeps down through a layer of sandstone. The sandstone removes tiny pieces of dirt and other impurities in the water.

The water cannot pass through the hard rock layer under the sandstone. Water collects in a pool above the hard rock layer. This water is usually very clean but may still contain chemical impurities.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Circle the letter of the answer.

1. Groundwater is
 - a. water that runs over the surface of the ground.
 - b. water in lakes, ponds, rivers, and streams.
 - c. water that has been filtered that collects underground.
 - d. All of the above

Write **T** if the statement is true. Write **F** if the statement is false.

2. Kidneys are the only filtering system found in nature. _____
3. Rainwater collects dirt and gravel as it soaks into the ground. _____
4. Rainwater is filtered as it soaks into the ground. _____
5. Sand and gravel remove impurities in groundwater. _____

Fact and Opinion

Circle **F** if the statement is a fact. Circle **O** if the statement is an opinion.

6. Soft rocks let water seep through them.
F O

7. Everyone should use groundwater.
F O

8. The human body includes a system for filtering blood.
F O

Drawing Conclusions

Write the answer.

9. If someone dumped used motor oil on the ground, what might happen to the groundwater? Why would this be a problem?

10. Is groundwater always safe to drink? Why or why not?

Part A

In 1950 aeronautical engineers couldn't understand how insects fly. According to their mathematical calculations, insect flight was impossible. Obviously their calculations were wrong.

Most insects have two pairs of wings. To fly, they must *synchronize* their wings—make them work together—in various patterns. Bees and wasps make their two pairs of wings act as one. Tiny hooks fasten the wings together as if they were zippered. A grasshopper can direct its two sets of wings to do different things at one time. Its back wings give it lift in flight. At the same time its forward pair can either lift it higher or thrust it forward.

Scientists have learned a great deal about the way insects fly from studying photographs, but the mechanics of insect flight are complex. Scientists still have much to learn. As one explained, “Insects have been flying for two hundred and forty million years; they will not give up their secrets overnight.”



Part B

Horses are measured in hands: one hand equals 4 inches. The height of a horse is measured from the ground to the highest point of the withers (the part of a horse's back between its shoulder blades). Any breed in which horses are under 14 hands 2 inches (58 inches) is a breed of pony. By this definition, a baby horse is not a pony; baby horses are called foals.

There are more than twenty breeds of ponies in the world. The best-known are the Shetlands, the smallest of all breeds, which average a little less than 10 hands, about 39 inches.

Shetlands were first used in England as work animals in coal mines because they were strong. They are also gentle and may be trained to be good pets.



Number Correct		Percent Correct
Number of Items	11	%

Name _____

Part A

Circle the letter of the answer.

- How insects fly is a mystery because
 - their wing area is so tiny.
 - many have only one pair of wings.
 - mathematically their flight is impossible.
 - they synchronize their wings.
- To synchronize their wings, insects must
 - fasten the two pairs together.
 - make their wings work together.
 - use first one pair and then the other.
 - direct the action of the pairs separately.
- Bees and wasps have pairs of wings that
 - work like grasshopper wings.
 - can be hooked together.
 - do not need to be synchronized.
 - are never used.
- The grasshopper flies forward by using
 - its back wings only.
 - its forward pair of wings.
 - both pairs of wings together.
 - either pair of wings.
- This selection says that scientists have learned about the way insects fly by
 - making experiments with insects.
 - studying insects flying in the laboratory.
 - studying photographs of insects in flight.
 - Both **a** and **c**

- According to one scientist, the secrets of insect flight
 - are now known by everyone.
 - have been studied for millions of years.
 - are easy to understand.
 - cannot be learned overnight.

Part B

Circle the letter of the answer.

- One hand equals
 - two inches.
 - four inches.
 - six inches.
 - four feet.
- The withers is a part of a horse's
 - back.
 - legs.
 - head.
 - neck.
- A pony is any breed of horse that
 - is smaller than others of its breed.
 - is smaller than fifty-eight inches.
 - is a baby.
 - All of the above
- The Shetland pony was first used for
 - riding.
 - a pet.
 - hunting.
 - working.
- The best title for this selection is
 - The Shetland Pony.
 - What Is a Pony?
 - Different Breed of Ponies.
 - Measuring Horses.

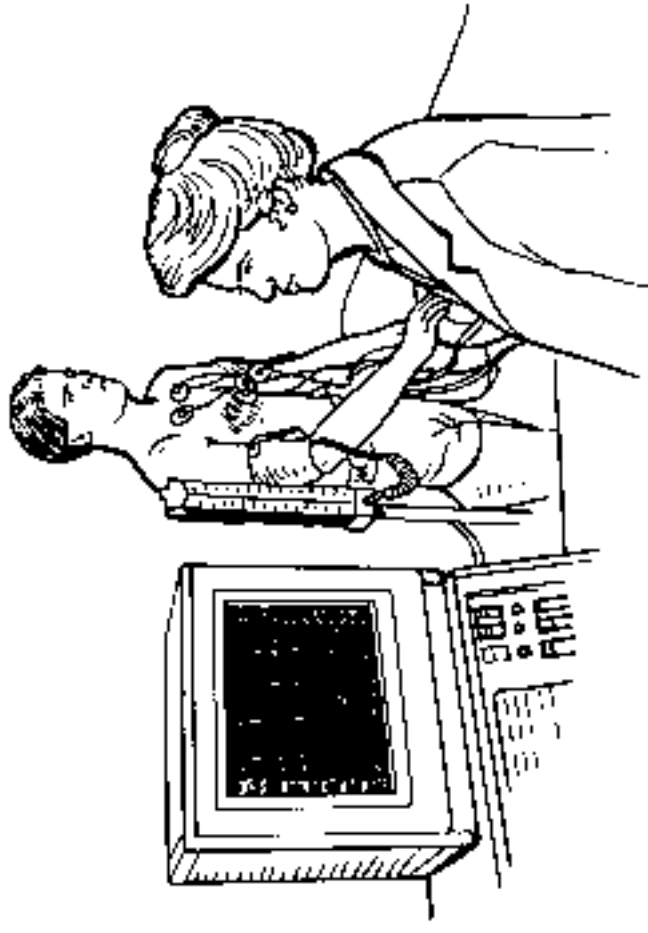
Heart-Rate Training

Your body uses oxygen all day long. The harder your body works, the more oxygen you use. Small amounts of exercise that do not use much oxygen do not help you stay as physically fit as exercise that uses more oxygen. On the other hand, too much exercise can damage your body. To get the most out of a workout, a person needs to find a balance between using too little and too much oxygen.

The amount of oxygen used during exercise is called $\dot{V}O_2$. The V stands for the amount of air, and the O_2 stands for oxygen. To figure out $\dot{V}O_2$, you compare the amount of oxygen breathed in and the amount breathed out. Scientists have found that a person must stay within a certain $\dot{V}O_2$ range to get the most benefit from a workout.

Directly measuring the amount of oxygen breathed in and out requires equipment that is not practical for athletes to use. Instead, athletes use a small, simple device called a heart-rate monitor to give clues about the amount of oxygen used during exercise.

A heart-rate monitor is a small computer worn on the chest during exercise. As the athlete exercises, the computer measures and records how fast the heart is beating. This information is used to estimate $\dot{V}O_2$. By using this information to make changes in an exercise program, an athlete can get the most out of a workout.



Number Correct	=	Percent Correct
Number of Items		%
	10	

Name _____

Reading Comprehension

Circle the letter of the answer.

- A heart-rate monitor
 - speeds up the heart rate.
 - slows down the heart rate.
 - measures how much nitrogen is used during exercise.
 - gives clues about how much oxygen is used during exercise.
- To get the most out of a workout, you should
 - exercise until you are too tired to do more.
 - use very little oxygen while you exercise.
 - stay within a certain $\dot{V}O_2$ range.
 - stay below a certain $\dot{V}O_2$ range.

6. A heart-rate monitor is a large computer. _____

7. The harder your body works, the more oxygen you use. _____

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

8. Everyone should exercise at a gym. _____

9. The amount of oxygen you use during exercise can be measured. _____

Write T if the statement is true. Write F if the statement is false.

3. By comparing the amount of oxygen a person breathes in and breathes out, scientists can learn how much oxygen the person uses during exercise. _____

4. Special equipment is needed to directly measure a person's $\dot{V}O_2$. _____

5. Heart rate is harder to measure than the amount of oxygen a person breathes in. _____

10. Exercise that does not cause you to use much oxygen does not help you stay as physically fit as exercise that uses more oxygen. _____

Ecologist

An ecologist studies how living things interact with each other and with their environment. Ecologists might do experiments to find out what each type of organism needs to survive. The experiments see how organisms respond to changes in temperature, amount of water, and amount of light. Ecologists might study how an organism gets food and how it protects itself from predators. Ecologists also study how populations of organisms that live in a place change as time goes by.

Some ecologists study how populations of organisms increase or decrease over time. By observing a population, they can calculate its birth rate and its death rate. The birth rate of a population is the number of organisms that are born in a given amount of time. The death rate of a population is the number of organisms that die in a given amount of time. A population grows if its birth rate is greater than its death rate.

To become an ecologist, you must take classes in science and mathematics in college. It is also helpful for ecologists to know how to use computers. Ecologists may work for universities, governments, environmental groups, or private companies.



Number Correct		=	Percent Correct	
Number of Items	10			%

Name _____

Vocabulary

Circle the letter of the answer.

- What is an ecologist?
 - A person who studies the interaction of living things in an environment
 - A person who studies animals, but not plants
 - A person who studies plants, but not animals
 - A person who studies only the nonliving things in an environment
- Define *birth rate*. _____

- Define *death rate*. _____

Reading Comprehension

Write the answer.

- Name three conditions that might affect the survival of an organism in an ecosystem. _____

- An ecologist is studying an eagle population. She finds that 24 eagles were born and 16 eagles died in one year. Did the eagle population increase or decrease that year? _____

Write T if the statement is true. Write F if the statement is false.

- Some ecologists work for environmental groups. _____
- The types of organisms in an ecosystem stay the same over time. _____
- Ecologists never do experiments. _____
- Ecologists must study science and mathematics. _____

Making Inferences

Circle the letter of the answer.

- Which of the following would ecologists NOT study?
 - How eagles get food
 - How much water is needed by pine trees
 - How rabbits escape from predators
 - How plastic expands when heated

Mountain Climbing Guide

Climbing mountains is extremely demanding physically. A person must be in top-notch shape. The body must be able to withstand temperatures as low as -20°F and winds of 100 mph. There is less oxygen as climbers go higher. The lack of oxygen puts further strain on the body. Working as a mountain climbing guide is one of the most challenging occupations in the world.

The highest mountain in North America is Mount McKinley in Alaska. Most of this mountain is covered by snow and ice year-round. A mountain climbing guide leading a team up Mount McKinley must constantly be aware of the weather. A sudden storm could trap a climbing team where rescuers could not reach the climbers. Guides must also watch out for avalanches and for dangerous crevasses. A crevasse is a deep crack in the ice.

Tools used by guides and climbers include ice axes and crampons. Crampons are spikes that can be strapped onto the bottoms of a climber's shoes. The spikes help keep climbers from slipping on the snow and ice. Mountain climbing guides use ice axes to cut stairs into the ice to make climbing easier. Ice axes are also used to find hidden crevasses. Most climbs up Mount McKinley begin early in the day when the ice is hardest.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. Define *crevasse*.

2. Define *crampons*.

Reading Comprehension

Write the answer.

3. Name two ways mountain climbing guides use ice axes.

4. How do crampons help mountain climbers?

Write T if the statement is true. Write F if the statement is false.

5. The tallest mountain in North America is Mount McKinley.

6. Climbing mountains is physically demanding because the body must withstand temperature as low as -100°F .
7. Mountain climbing requires special equipment.
8. Guides must be able to handle extremely high temperatures and high winds.

Drawing Conclusions

Circle the letter of the answer.

9. According to the selection, which of the following statements is probably true?
 - a. Mountain climbing guides do not need any special skills.
 - b. Mountain climbing guides must constantly be aware of their surroundings.
 - c. Mountain climbing guides don't like to work outdoors.
 - d. Mountain climbing guides must like working alone.

Write the answer.

10. Would it be dangerous to go mountain climbing without a guide? Explain.

Jacques Cousteau

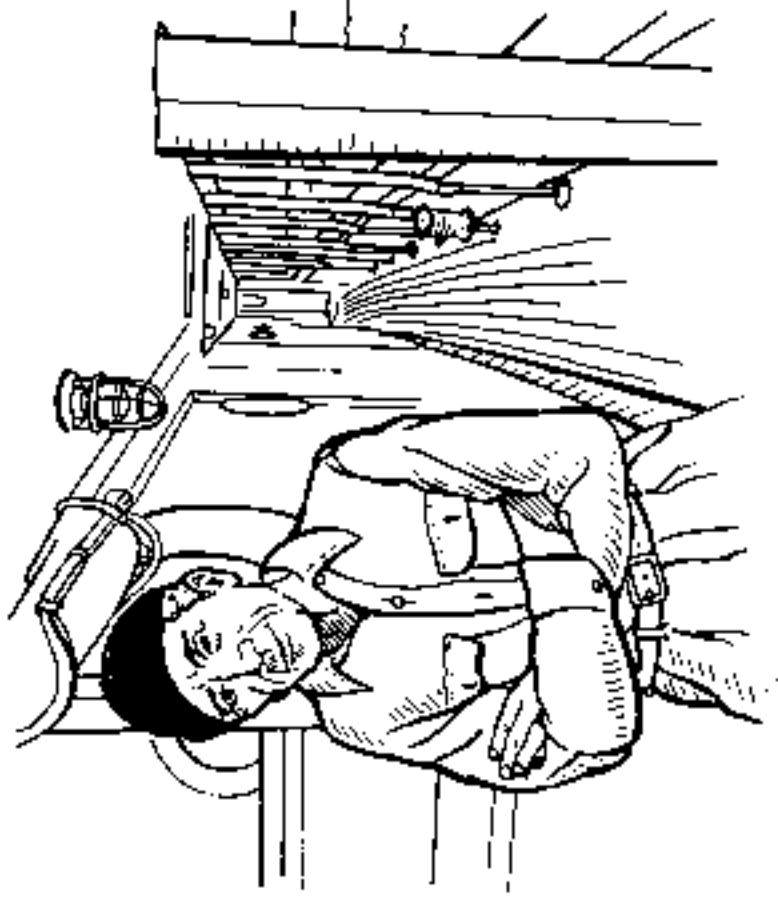
Jacques Cousteau was born in France in 1910. He always loved the water. In his early teens, Cousteau became interested in machines. Later, he saved his money and bought a home movie camera.

After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations. He worked on a breathing device that allowed him to stay under water for long periods of time. He called this device the aqualung.

In 1950, Cousteau bought a ship, the *Calypso*, to use in his ocean explorations. To raise money for his trips and to increase public awareness of ocean life, Cousteau produced films and published books.

In 1957, Cousteau organized the Conshelf Saturation Dive Program. This program was an experiment in which oceanographers lived and worked under water for long periods of time.

From 1968 to 1976, Cousteau produced a television program, *The Undersea World of Jacques Cousteau*. This program educated the public about the ocean environment. Cousteau started the Cousteau Society, which works to protect ocean life.



Number Correct	=	Percent Correct
Number of Items		%
	10	

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations. _____
- While in the navy, Cousteau worked on a breathing device that allowed him to stay under water for long periods of time. _____
- Cousteau invented the aqualung. _____
- The aqualung is an underwater breathing device. _____
- Calypso* was the name of Cousteau's aqualung. _____
- To raise money for his trips, Cousteau borrowed money. _____
- The Conshelf Saturation Dive Program was an experiment in which oceanographers lived and worked under water for long periods of time. _____

- Cousteau's television program, *The Undersea World of Jacques Cousteau*, educated the public about the ocean environment. _____

- Cousteau was concerned about ocean life. _____

Write the answer.

- How did the aqualung make it easier for divers to explore underwater? _____

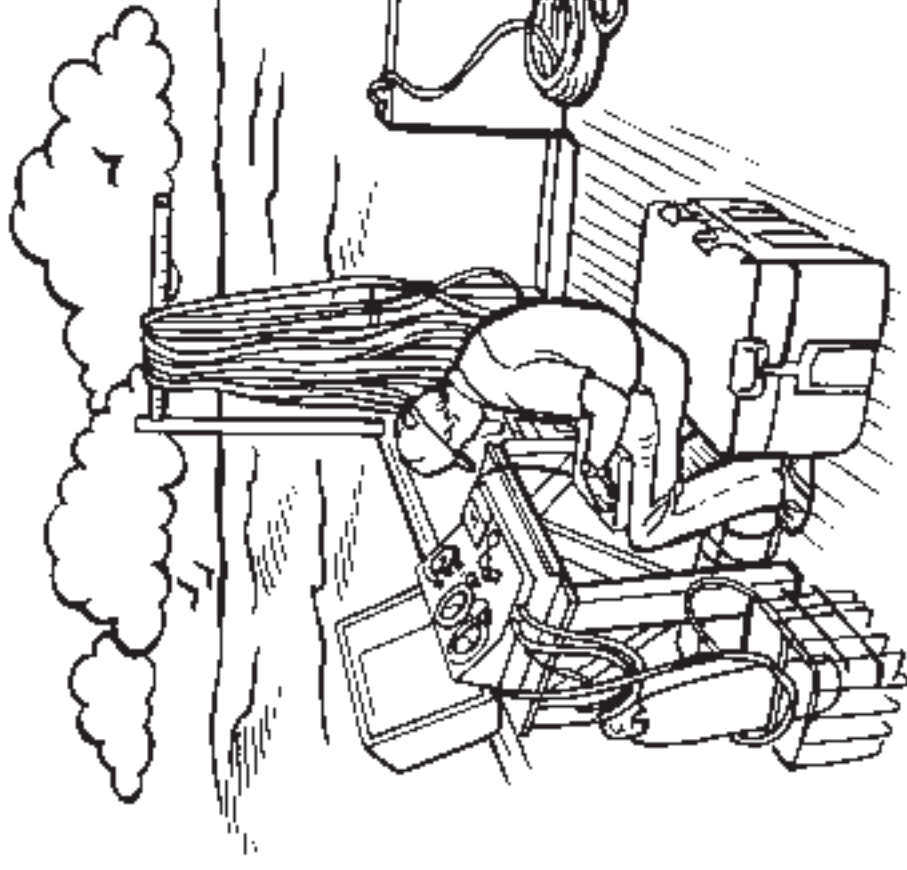
Oceanographer

An oceanographer is a scientist who studies oceans. Oceanographers usually work in teams. They collect information about the sea, and then they return to a laboratory to study the information. They use special instruments and computers to study the information.

Oceanographers may travel around the world on their research trips. They may work on projects such as studying the effects of pollution on marine life or researching the effects of houses built on beaches.

While they are processing the information from one research trip, they are planning the next trip and raising money for it. A team of oceanographers may go out on a research trip for a month. And then they take nine months to process the information, write reports, and prepare scientific papers for publication.

In most research projects, there is one person who will have the responsibility of planning and directing the scientific research project.



Number Correct	=	Percent Correct
Number of Items		
10		%

Name _____

Vocabulary

Write the answer.

- What is an oceanographer?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Oceanographers seldom work in teams.
- Oceanographers collect information about the sea.
- Oceanographers study information in a laboratory.
- Oceanographers use special instruments and computers to study the information.
- Research information can always be analyzed very quickly.
- Oceanographers study the effects of pollution on marine life.

Inferences

Write the answer.

- What problems are created by houses that are built on beaches?

- Oceanographers may travel around the world on research trips.

Drawing Conclusions

Circle the letter of the answer.

- Which of the following would not be part of an oceanographer's job?
 - Writing scientific papers
 - Raising money for a trip
 - Analyzing water samples
 - Studying water vapor in the atmosphere

Charles Richter

Whenever there is an earthquake, news reports usually describe it according to the Richter scale. The Richter scale was named after its inventor, Charles Richter.

People use the Richter scale to measure the strength of earthquakes. The scale is based on information Richter gathered from earthquakes that took place in California. Richter's partner, Beno Gutenberg, applied the Richter scale to earthquakes in other parts of the world.

Charles Richter was born in 1900 in Ohio. He studied physics at Stanford University in California. During the 1930s, Richter recorded information on more than 200 earthquakes per year in California. At first, he used a scale that is based on the damage that an earthquake does. In 1935, Richter developed a scale that can be used to compare the strengths of earthquakes. The strength of the earthquake is determined according to the amount of energy it releases.

The Richter scale rates the strength of earthquakes in a range from 1 to 10. An earthquake that records a 3 on the Richter scale could cause cracks and a little damage. Earthquakes that reach 7 on the Richter scale topple buildings and cause bridges to collapse. The greatest earthquake ever recorded reached 8.9 on the Richter scale.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. The Richter scale measures the strength of earthquakes. _____

2. During the 1930s, Richter recorded information on more than 200 earthquakes a year. _____

3. Beno Gutenberg developed the Richter scale. _____

4. The Richter scale measures the strength of an earthquake based on the amount of energy it releases. _____

5. Charles Richter was born in California. _____

6. Richter studied physics at Stanford University. _____

7. The Richter scale compares the strengths of earthquakes. _____

8. An earthquake that records 7.0 on the Richter scale does a little damage. _____

9. The greatest earthquake ever recorded was 7.8 on the Richter scale. _____

Drawing Conclusions

Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true? _____

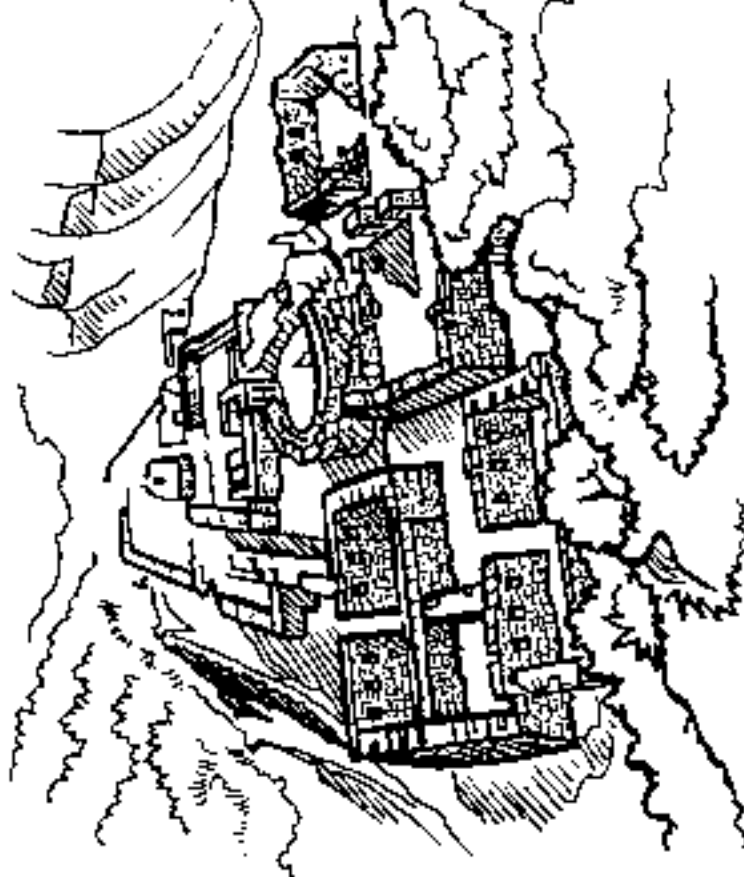
- a. California has many earthquakes.
- b. The Richter scale cannot be used for earthquakes in Mexico.
- c. Richter worked alone on his projects.
- d. A strong earthquake releases less energy than a weak earthquake.

The Incas

The Incas were a Native American people who built a civilization in western South America in the 1400s. By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas. The Incan empire began in the city of Cuzco. Toward the end of the 1400s, the Incan empire had expanded into the southern Andes, a large chain of mountains. In 1532, the Incan empire was invaded by the Spanish. In the battles that followed, most of Cuzco was burned.

The capital city of Cuzco had been carefully designed. Incan engineers laid out broad avenues that were crossed by smaller streets. These streets met in an open square that was surrounded by religious temples and government buildings.

The Incas used advanced engineering skills to build the cities in their mountain empire. Within these cities, the Incas used cut stone, brick, or plaster for their buildings. For religious buildings, the Incas used huge stone blocks that fit together precisely. Today, some Incan cities, such as Machu Picchu, still remain. These cities show that Incan architects created some of the world's finest stone buildings.



Number Correct		=	Percent Correct
Number of Items	11		%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas.
2. The Incan empire expanded into the mountains of the southern Andes.
3. The city of Cuzco was built by the Spanish.
4. Incan buildings were built of stone, brick, or plaster.
5. The Incas used huge stone blocks for religious buildings.
6. Machu Picchu was destroyed by the Spanish.
7. The Incan empire was invaded by the French.
8. The layout of Cuzco was disorganized and confusing.
9. All Incan cities have vanished.

10. Incan temples were built of stone blocks that fit together precisely.

Drawing Conclusions

Write the answer.

11. What evidence does the writer use to show that the Incas were intelligent?

Louis Leakey

Louis Leakey was born in Kenya in 1903. He went to Cambridge University in England but returned to East Africa to do research in archaeology. Archaeologists study human history by digging up and examining physical remains.

Louis Leakey married a woman who was also an archaeologist. Louis and Mary Leakey and one of their two sons became famous worldwide because of the fossils they discovered.

In 1931, Louis Leakey began studying an area at Olduvai Gorge in Tanzania, Africa. The family made their most famous discoveries at this site. First, they found animal fossils and simple stone tools. Then, in 1959, Mary Leakey found a fossil of a humanlike animal. The fossil was about 1.75 million years old. This discovery indicated that the earliest humans lived in Africa. Until this time, scientists had thought that the earliest humans lived in Asia because of discoveries that had been made there.

Among other important fossils, Louis Leakey found the remains of an ape-like animal that lived 14 to 15 million years ago. Through their research, Louis Leakey and his family showed that humans existed much earlier than people had thought. Louis Leakey died in England in 1972.



Number Correct	=	Percent Correct
Number of Items		%
	10	

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Louis Leakey was born in England. _____
- Leakey began his research in archaeology in East Africa. _____
- Mary Leakey was also an archaeologist. _____
- The family's most famous discoveries were made in Kenya. _____
- The first things the Leakeys found at Olduvai Gorge were animal fossils and simple stone tools. _____
- Louis Leakey found a fossil of a humanlike animal believed to be 1.75 million years old. _____
- Archaeologists study human history by digging up and examining physical remains. _____

- The Leakeys' discovery suggested that the earliest humans lived in Africa. _____

- Louis Leakey found the fossil remains of an apelike animal that lived 14 to 15 million years ago. _____

Drawing Conclusions

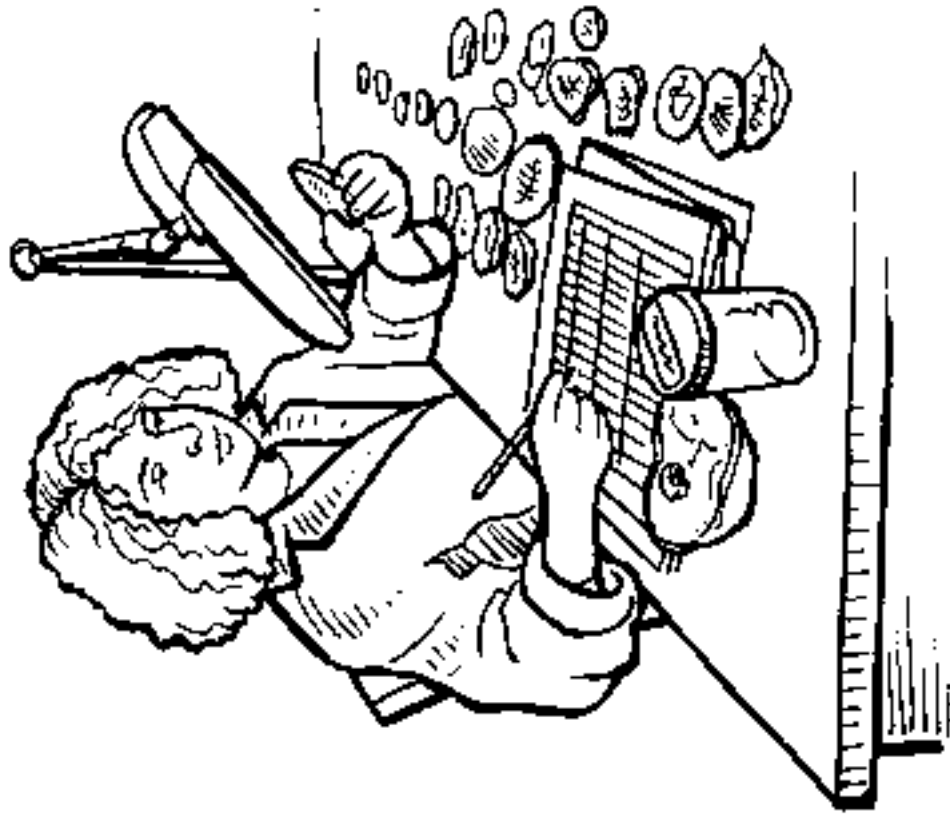
Circle the letter of the answer.

- According to the selection, which of the following is probably true?
 - The earliest humans lived 5,000 years ago.
 - The earliest humans lived in Africa.
 - The earliest humans lived in England.
 - Olduvai Gorge is the only place where hominid fossils have been found.

Paleontologist

Paleontologists study the history of life on Earth by examining fossils. Paleontologists are scientists who study plants, dinosaurs, mastodons, woolly mammoths, and other organisms that lived in the ancient past. The paleontologists then make conclusions about what, when, and how different types of organisms have existed on Earth over time.

Paleontologists need a college education. They study life, science, ecology, archaeology, computer science, geology, and other sciences. Most paleontologists are college or university professors. They usually work in the geology department and teach geology and paleontology. Some paleontologists work in museums. They do research and sometimes teach about exhibits in the museum.



Number Correct	9	=	Percent Correct
Number of Items			%

Name _____

Reading Comprehension

Write the answer.

- How do paleontologists study the history of life on Earth?

Write **T** if the statement is true. Write **F** if the statement is false.

- Paleontologists study animals and plants. _____
- Paleontologists make conclusions about animal life on Earth. _____
- Paleontology professors usually work in the history department of a college. _____
- Paleontologists study archaeology. _____
- Some paleontologists do research in museums. _____
- All paleontologists are college and university professors. _____

Drawing Conclusions

Circle the letter of the answer.

- Which of the following subjects do paleontologists study?
 - Ecology
 - Geology
 - Computer science
 - All of the above
- What type of museum exhibit might a paleontologist design?
 - Modern art
 - Fossils
 - World War I
 - Rare stamps

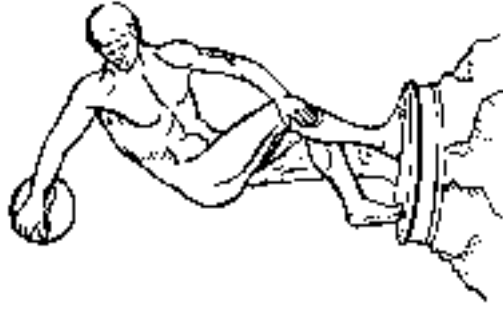
Part A

The first Olympic Games were held in Olympia, Greece, more than three thousand years ago. Athletes came there from many cities all over Greece to compete for the olive wreaths awarded to the champions.

Only men were allowed to enter the Olympic contests. Women could not compete, or even watch—perhaps because the athletes wore no clothes.

Many skills were tested at these early Olympics. These included foot races, wrestling and boxing, and javelin and discus throwing. The ancient Greeks had no instruments to measure exact times and distances, but form was also important. Judges picked winners not only for speed or distance, but also on the basis of grace, style, and skill.

When an athlete won a contest, he became a hero for life. A bronze or marble statue of him was erected in his home city. He no longer was required to pay taxes. And he was given free food and lodging for the rest of his days.



Part B

Being able to swim has always been a valued skill. But competitive swimming is just over one hundred years old. Racing in the water began in Europe only about fifty years before the first modern Olympics. England was the leader in this new sport. Pools were built, and races were held.

Interest was spurred when a group of Native Americans went to England in 1844 to swim against an English team. To the surprise and dismay of the English, the Americans beat them easily. At that time the English used the breast stroke, which was thought a good form. The Americans used a kind of free style that was much faster.

A short time later an English family that had moved to Australia developed the crawl, an overhand swimming method. One of that same family also took it to America. Charles Daniels, an early user of the crawl, changed the kicking rhythm to develop the American crawl.



Number Correct		=	Percent Correct
Number of Items	15		
			%

Name _____

Part A

Circle the letter of the answer.

- The first Olympic Games were held in
a. Olympia, Washington. c. Olympia, Greece.
b. Athens, Greece. d. Ancient Rome.
- Champion athletes were awarded
a. medals. c. olive wreaths.
b. money. d. trophies.
- Women could
a. compete if they were strong enough.
b. not compete but could watch.
c. watch if they also competed.
d. neither compete nor watch.
- Some of the sports at the early Olympics were
a. swimming and wrestling.
b. boxing and discus throwing.
c. soccer and javelin throwing.
d. wrestling and diving.
- Contests were judged on the basis of
a. speed, distance, and form. c. accuracy and speed.
b. form only. d. endurance and strength.
- A champion became a hero
a. until the next year's games. c. to his family and friends.
b. for life. d. among all the athletes.
- To honor a champion, his home city
a. made him honorary ruler.
b. decorated his house with olive wreaths.
c. built a temple in his name.
d. erected a statue to him.
- After winning, a champion no longer had to
a. pay taxes. c. compete in future games.
b. work. d. return to his home city.

Part B

Circle the letter of the answer.

- People have been swimming competitively
a. only fifty years.
b. over one hundred years.
c. since the crawl was developed.
d. since the breast stroke was developed.
- England led in competitive swimming by
a. building pools. c. holding races.
b. developing the breast stroke. d. Both a and c
- In 1844 a group of Native American swimmers
a. was surprised by an English team.
b. showed themselves faster than English swimmers.
c. was dismayed by English swimming.
d. learned the English way of swimming.
- The Native Americans used this swimming style:
a. breast stroke. c. side stroke.
b. back stroke. d. free style.
- The crawl was first developed
a. in Australia. c. in England.
b. by English people. d. Both a and b
- According to the article the Australian crawl is
a. an overhand method of swimming.
b. the same as the American crawl.
c. used only in Australia.
d. Both a and c
- The American crawl
a. was developed by Charles Daniels.
b. uses the kicking rhythm of the Australian.
c. Both a and b
d. Neither a nor b

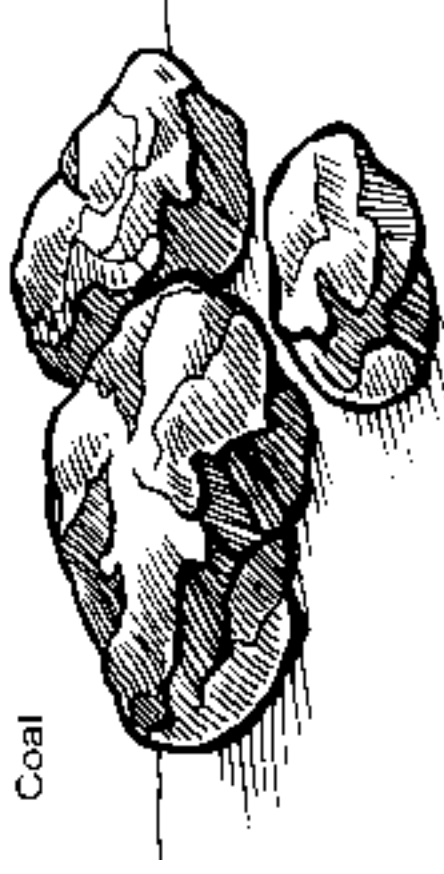
The Origins of Fossil Fuels

Coal, oil, and natural gas are the world's most common energy sources. These are fossil fuels that contain large amounts of chemical energy. That means they can burn and give off lots of heat. This heat can be used to produce electricity.

Fossils are the remains of living things that were on Earth millions of years ago. When the organisms were alive, they stored chemical energy. The energy stored in these organisms remained in the organisms after they died.

When the organisms died, their remains settled at the bottom of lakes and in swamps. Over time, the remains were covered with sand, silt, or clay. As more and more material settled over the remains, their weight caused intense pressure. The pressure transformed the remains of the living things into oil, coal, and natural gas. It takes millions of years to transform the remains of living things into fossil fuels. Therefore, it would take millions of years to replace these fossil fuels. That's why fossil fuels are referred to as nonrenewable resources.

Coal



Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Coal, oil, and natural gas are called _____ fuels.
 - breakthrough
 - dirty
 - fossil
 - alternative
- It takes _____ of years to transform the remains of living things into fossil fuels.
 - millions
 - hundreds
 - thousands
 - billions

Write T if the statement is true. Write F if the statement is false.

- Fossil fuels contain large amounts of chemical energy. _____
- Fossils are the remains of living things that were on Earth billions of years ago. _____
- No one knows how fossil fuels form. _____
- Fossil fuels don't produce much heat when they burn. _____
- Intense pressure caused fossil fuels to form. _____
- Fossil fuels are a renewable resource. _____

Drawing Conclusions

Circle the letter of the answer.

- Why are oil, coal, and natural gas called fossil fuels?
 - Oil, coal, and natural gas look like fossils before they are transformed into electricity.
 - Oil, coal, and natural gas form from the remains of living things that lived millions of years ago.
 - Oil, coal, and natural gas are always found near fossils.
 - None of the above

Vocabulary

Write the answer.

- Why are fossil fuels referred to as *nonrenewable resources*? _____

Protecting Ecosystems

As the human population grows, people need more homes, more roads, and more clean water. But the growth of towns and cities can damage ecosystems. Governments are passing laws to try to protect Earth's ecosystems. Some of these laws require people to take care of the ecosystems in which they build or to build in areas that are not homes to endangered plants and animals. An endangered species is a species that is in danger of not surviving. To help protect endangered species, some governments have begun buying land and establishing it as "off limits" to building.

One species of animal that has become endangered and has been affected by the growth of the human population is the Florida panther. There are now only a few dozen Florida panthers left. However, the government has set aside areas where the panthers can live without being disturbed. Without interference from people, the number of panthers may increase.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Write the answer.

1. Define *endangered species*.

Reading Comprehension

Write the answer.

2. Name one animal species that is endangered.

3. What has the government done to protect Florida panthers?

4. What has affected the decrease in the population of the Florida panther?

Circle the letter of the answer.

5. How many Florida panthers are left in the wild?
 - a. Less than 5
 - b. A few dozen
 - c. A few hundred
 - d. More than 500

Write T if the statement is true. Write F if the statement is false.

6. People can damage ecosystems. _____
7. Governments are setting aside land to protect endangered plants and animals. _____
8. The Florida panther population will definitely increase as areas are set aside for them to live. _____
9. The only surviving Florida panthers are in zoos. _____

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
 - a. People shouldn't build new homes and roads.
 - b. As the human population grows, we must be careful to protect ecosystems.
 - c. Builders need to destroy some ecosystems to make room for roads, homes, and other buildings.
 - d. Governments should protect the environment.

Using Bacteria to Clean Oil Spills

Tankers are ships that carry oil. Oil spills occur when oil tankers leak or break apart. Oil tankers can carry hundreds of thousands of gallons of oil. An oil spill can cause great damage to the environment. Oil spills can kill or injure animals and plants in the sea and on the shore.

Scientists are developing new ways to clean up oil spills. They have discovered that some types of bacteria help break down oil. As the bacteria break down part of the oil, the oil changes into substances that are less harmful to the environment. When an oil spill occurs, cleaning crews may spray large amounts of these bacteria on the oil. They may also spray on chemicals that could help speed up the breakdown of oil. Bacteria are not used to remove large amounts of oil. Bacteria may be used when there are only small amounts of oil left as a final clean-up technique.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Vocabulary

Write the answer.

1. Define *oil tankers*.

6. Oil spills in the ocean can damage plants and animals on the shore.

7. The bacteria used to clean up oil spills change the oil into more harmful substances.

Reading Comprehension

Write the answer.

2. How might an oil spill happen?

8. Bacteria are not used to remove large amounts of oil.

Making Inferences

Circle the letter of the answer.

9. Why do you think that some cleaning crews spray large amounts of bacteria on an oil spill?
 - a. More bacteria will break down more oil.
 - b. More bacteria will break down less oil.
 - c. Larger bacteria need less food.
 - d. Smaller bacteria need more food.

10. According to the selection, which of the following statements is probably true?

- a. Oil spills happen because tankers are poorly built.
- b. People should stop using oil because it can damage ecosystems.
- c. Scientists are working on better ways to clean up oil spills.
- d. Bacteria prefer oil to other kinds of foods.

Write T if the statement is true. Write F if the statement is false.

4. Oil tankers can carry hundreds of thousands of gallons of oil.

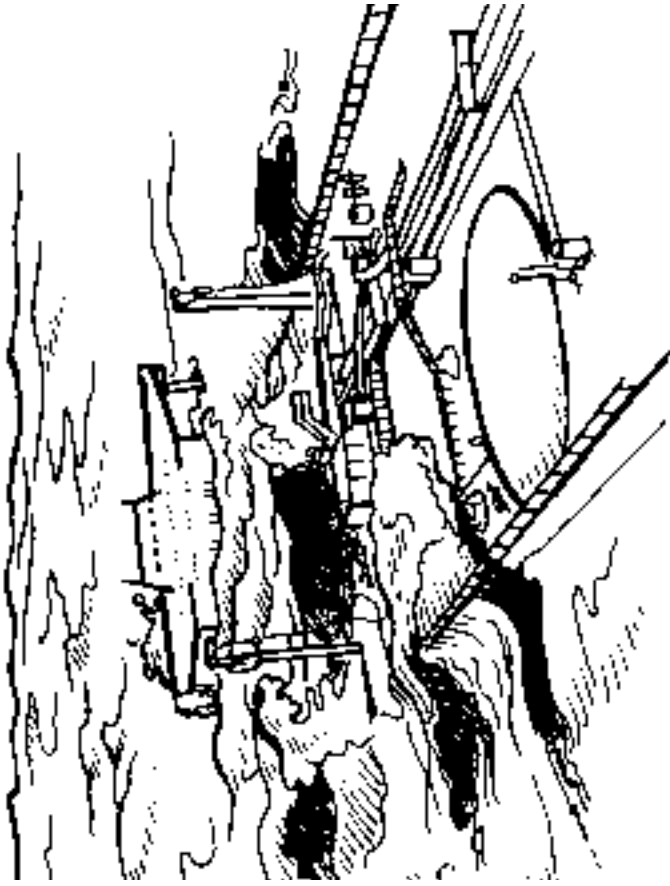
5. All types of bacteria can be used to clean up oil spills.

Cleaning Up Oil Spills

Imagine that you are in charge of cleaning up an oil spill that has just occurred 20 miles from the coast. The sinking oil ship holds 150,000 gallons of oil. You'll use a substance called sorbent to clean up the oil. You must order enough sorbent to clean up the oil spill before it reaches the nearby coast. Sorbent is a material that can soak up oil.

Look at the information given in the following table. Use this information to help you answer the questions.

Ship	Amount of Sorbent Ship Can Hold
Ship 1	65 tons
Ship 2	65 tons
Ship 3	40 tons



Number Correct		=	Percent Correct
Number of Items	11		%

Name _____

What To Do

Circle the letter of the answer.

1. It takes 1 ton of sorbent to soak up 1,000 gallons of oil.
How much sorbent will you need to order?
- a. 15,000 tons
 - b. 65 tons
 - c. 150 tons
 - d. 40 tons

Write the answer.

2. Which ships listed in the table will need to come to the oil spill?

3. Ship 1 can put 13 tons of sorbent on the oil spill per hour.
How long will it take Ship 1 to put all its sorbent onto the spill?

4. Ship 2 can put 11 tons of sorbent on the spill per hour.
How long will it take Ship 2 to put all its sorbent onto the spill?

5. Ship 3 can put 5 tons of sorbent on the spill per hour.
How long will it take Ship 3 to put all its sorbent on the spill?

6. Ship 1 is 50 miles from the oil spill. Ship 1 travels at 10 miles per hour. How long will it take Ship 1 to arrive at the spill?

7. What is the total time needed for Ship 1 to get to the spill and put all its sorbent on it?

8. Ship 2 is 80 miles from the oil spill. Ship 2 travels 16 miles per hour. How long will it take Ship 2 to arrive at the spill?

9. Suppose Ship 3 cannot come to the oil spill. If only Ships 1 and 2 come, how much oil will the two ships be able to soak up?

10. How much oil will be left?

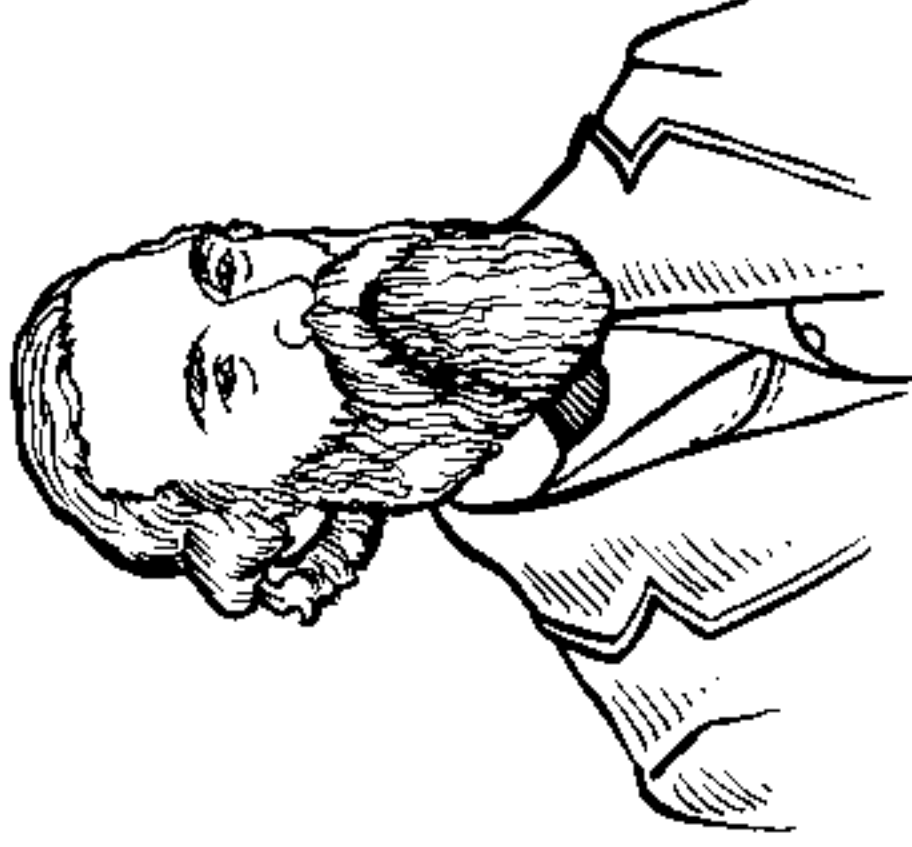
11. How many tons of sorbent will be needed to soak up the rest of the oil?

James Plimpton

People began roller-skating almost 150 years ago. People in Holland wanted a way to skate in the summertime. Some people began putting wooden wheels on their ice skates, but these skates didn't work very well. It was difficult to control the movement of the roller skates, and the wooden wheels broke easily.

Then, in 1863, American James Plimpton made a new kind of roller skate that could be steered. People wearing the new skates could turn corners and stop easily. Plimpton designed the skates to turn as the skater's foot tipped to one side or the other. He also redesigned the wheels. He put four metal wheels on each skate, two in the front and two in the back. With this new design, the skates could be adjusted. The skater could loosen or tighten the wheels depending on his or her weight and skating style.

Plimpton became famous for his roller skates. As roller-skating became more popular, Plimpton built a huge skating rink to promote what he called "rinking." In his rink, people skated to music and learned from professional skaters how to make turns and jumps. Today, roller-skating is still a very popular activity. Whether inside a rink or outdoors, skaters get healthy exercise and have fun at the same time.



Number Correct		Percent Correct
Number of Items	11	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. The sport of roller-skating began many years ago in Poland. _____
2. Some people in Holland put wooden wheels on their ice skates. _____
3. Plimpton's skates could be steered. _____
4. Plimpton's skates would turn as the skater's feet tipped to one side or the other. _____
5. Plimpton's skates used wooden wheels. _____

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

6. Roller-skating is a sport that everyone should try. _____
7. It's harder to skate indoors in a roller rink than to skate outdoors. _____
8. It's better to learn how to roller-skate. _____
9. Plimpton hired professional skaters to teach people how to do turns and jumps. _____

Comparing and Contrasting

Write the answer.

10. Compare the original roller skates from Holland with the roller skates that Plimpton made in 1863. How were the skates the same?

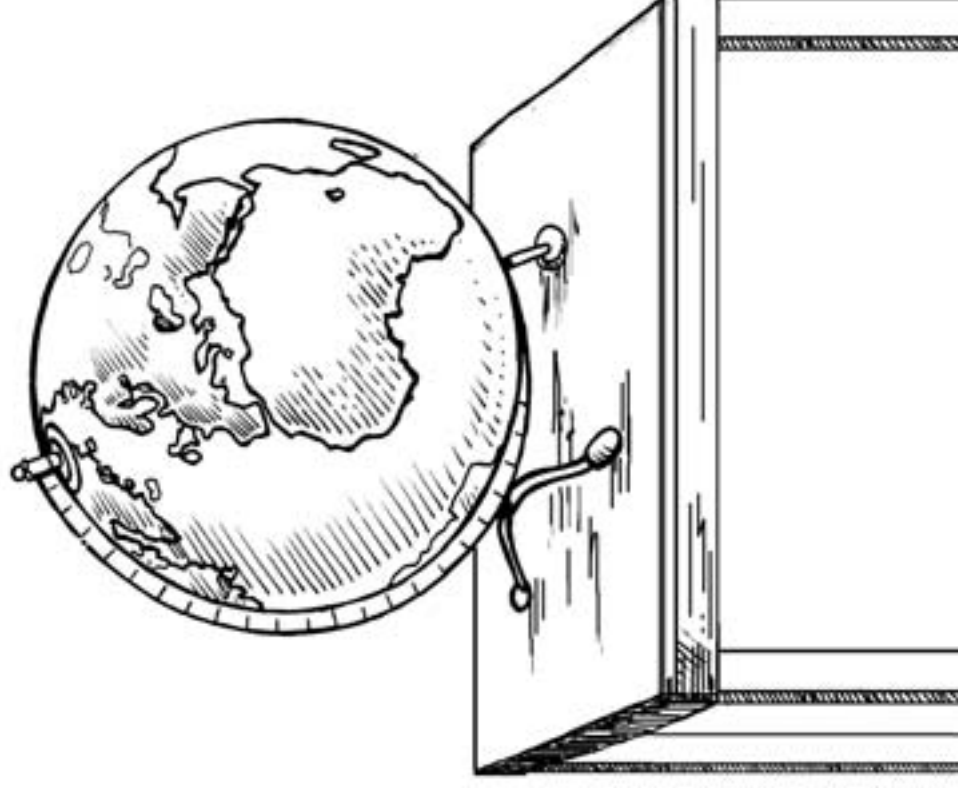
11. How were they different?

Earth's Seasons

Each day, Earth makes one complete turn on its axis. Earth's axis is an imaginary line running through the center of Earth from the north pole to the south pole. Earth is tilted on its axis. The north pole is tilted toward the sun for part of the year and away from the sun for part of the year.

When the north pole is tilted toward the sun, the northern half of Earth gets sunlight for more than 12 hours each day. So it is spring and summer in the northern half. When the north pole is tilted away from the sun, the northern half of the Earth gets sunlight for less than 12 hours each day. So it is fall or winter in the northern half.

Because of the tilt of Earth, the seasons in the southern half are the opposite of the seasons in the northern half. For example, when it is winter in the northern half, it is summer in the southern half.



Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *Earth's axis*.

6. When the north pole is tilted toward the sun, the northern half of Earth gets more than 12 hours of sunlight each day.

7. When it is winter in the northern half of Earth, it is summer in the southern half.

Making Inferences

Write the answer.

8. When it is spring in the northern half of Earth, what season is it in the southern half?

9. Suppose you visited Alaska when the north pole was tilted away from the sun. Would you wear shorts or a heavy coat? Explain.

Reading Comprehension

Write the answer.

2. Why does the northern half of Earth get more sunlight in the summer than in the winter?

Write T if the statement is true. Write F if the statement is false.

3. Earth is tilted on its axis.
4. When the north pole is tilted away from the sun, it is winter in the northern half of Earth.
5. When the north pole is tilted toward the sun, the south pole is also tilted toward the sun.

Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
 - a. It is always dark at the south pole.
 - b. The tilt of Earth's axis causes the seasons.
 - c. The north pole is always tilted away from the sun.
 - d. The south pole is much warmer than the north pole.

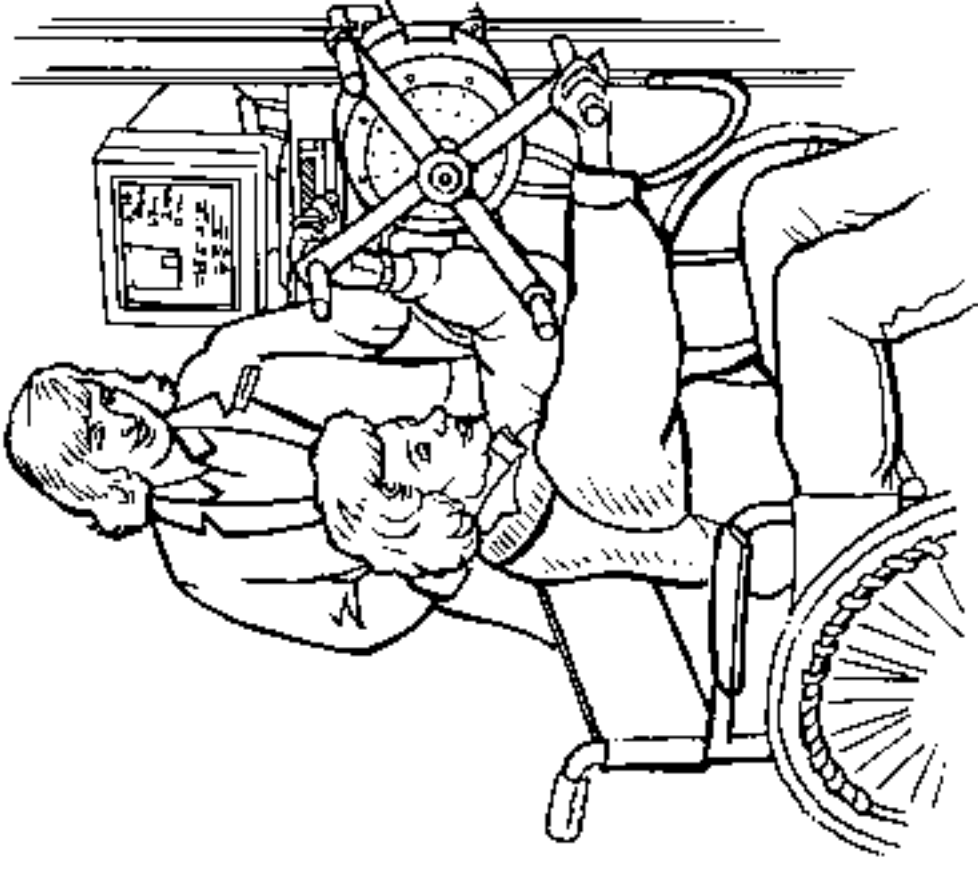
Physical Therapist

Physical therapy is the treatment of injured or diseased muscles and limbs. Exercise and massage are used as treatments to help the person move without pain or stress. Other treatments include the use of water and heat.

A physical therapist is a person who is trained to use these methods to treat patients. Physical therapists are not medical doctors. They do not use prescription medicines to treat patients. But medical doctors often refer patients to physical therapists to help their patients recover from injuries.

A physical therapist studies the patient's medical records and develops a treatment plan that will improve the patient's ability to move the injured area. The therapist works with the patient to strengthen the damaged muscles. The therapist may teach the patient how to use crutches, an artificial limb, or a wheelchair, so the patient can do as many daily activities as possible. The therapist also keeps a record of the patient's progress and changes the treatment if necessary.

All physical therapists must graduate from a physical-therapy program at a college or university. They also must pass an exam to get a license. Some physical therapists work in hospitals. Other physical therapists work in health clubs, doctors' offices, nursing homes, schools, and patients' homes. Some physical therapists treat patients with a variety of problems. Others specialize in certain areas, such as sports medicine.



Number Correct	=	Percent Correct
Number of Items		%
10		

Name _____

Reading Comprehension

Choose the best answer.

- A physical therapist uses _____ to treat patients.
 - exercise and massage
 - medicines
 - surgery
 - music
- Physical therapists help patients' _____ recover from injuries.
 - skin
 - brains
 - lungs
 - muscles

7. A physical therapist uses prescription medicine to help the patient get better. _____

8. All physical therapists work in hospitals. _____

9. A physical therapist changes a patient's treatment when needed. _____

Write **T** if the statement is true. Write **F** if the statement is false.

- Physical therapy may include massage and heat treatments. _____
- A physical therapist helps improve the patient's ability to move the injured part. _____
- A physical therapist's job includes keeping records of dental problems. _____
- A physical therapist is a type of medical doctor. _____

Making Inferences

Circle the letter of the answer.

10. Which of the following people would probably benefit most from physical therapy?
- An athlete with cuts and bruises
 - An athlete who has torn a muscle
 - A doctor who is tired from working too hard
 - A person who doesn't like to take medication

Carl Sagan

Carl Sagan was born in New York in 1934. As a boy, he liked reading science-fiction books. He went to college at the University of Chicago, where he studied astronomy. He later became a professor of astronomy at Cornell University in New York state.

Sagan strongly supported the exploration of space. He planned some of the experiments that were carried out by early spacecraft. His experiments helped show that the surface of Venus is very hot due to heat trapped by its atmosphere. He also helped show that the atmosphere of Titan, a moon of Saturn, contains chemicals similar to those that may have led to the beginning of life on Earth.

Sagan believed that it is important for people to search for life on other planets. He was one of the first scientists in the field of exobiology. Exobiology is the search for possible life on planets other than Earth. This life is called extraterrestrial life. Sagan gave his support to a project in which scientists used radio telescopes to listen for extraterrestrial signals from space. A radio telescope is an instrument that can pick up radio waves from distant places.

Sagan wrote books and magazine articles that explained astronomy in a way that people who are not scientists could understand. He also hosted and helped write a television series about astronomy called *Cosmos*. Sagan died in 1996.



Number Correct		=	Percent Correct
Number of Items	10		%

Name _____

Vocabulary

Write the answer.

1. What is meant by *extraterrestrial life*?

2. What is *exobiology*?

3. What is a radio telescope?

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

4. Sagan wrote books and a television series about astronomy.

5. Sagan was an astronaut on board an early spacecraft.

6. Sagan planned experiments that were carried out in space.

7. Sagan was an American astronomer.

8. Sagan believed that searching for extraterrestrial life was a waste of time.

9. Scientists have found fossils of living things on Titan.

Making Inferences

Choose the best answer.

10. According to the selection, which of the following is probably true?

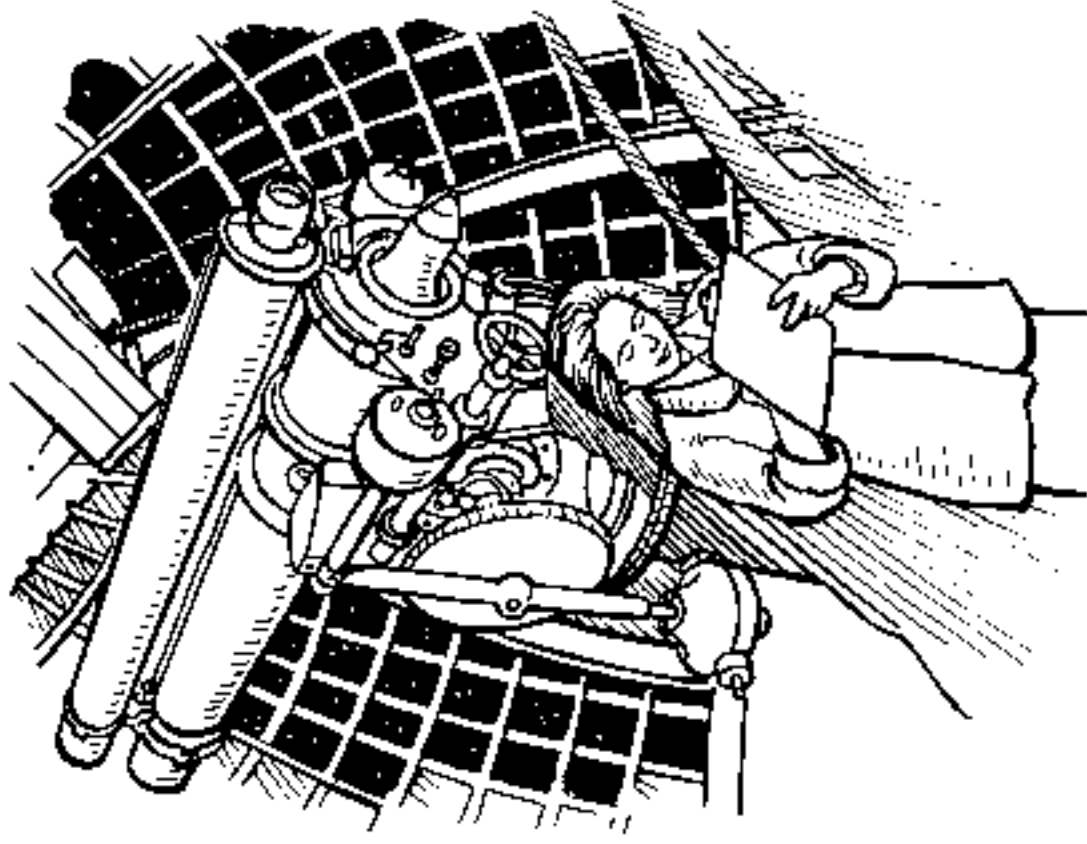
- a. Sagan discovered extraterrestrial life on Titan.
- b. People use radio telescopes to talk to exobiologists.
- c. Some scientists believe that extraterrestrial life may exist.
- d. Exobiologists are extraterrestrials that live on Earth.

Astronomer

Astronomers use science and mathematics to learn about the sun, planets, stars, and galaxies. Astronomy is a very old science. The first astronomers lived as far back as 5,000 years ago in places such as Egypt, Babylon, and China. They saw patterns in the way the moon and the stars moved. Some early astronomers used the positions of stars and planets in the night sky to help sailors find their way across the seas.

One job of modern astronomers is to determine flight paths for spacecraft. They also trace the paths of comets and asteroids. Some astronomers even invent new instruments for observing the universe.

An astronomer might spend a few weeks each year making observations with telescopes. Traveling to observatories on mountains and working at night might be part of the job. Space-based instruments, such as the Hubble Telescope, also gather information and send it back to Earth. Astronomers need math and computer skills. An advanced college degree is necessary for most jobs in astronomy.



Number Correct		=	Percent Correct
Number of Items	12		%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. People began to study the stars and planets only about 100 years ago.
2. Sailors can use the positions of the stars in the sky to determine where they are.
3. Astronomers usually work in outer space.
4. The Hubble Telescope is a space telescope that sends information to Earth.
5. Astronomers trace the paths of comets and asteroids.
6. Most jobs in astronomy require an advanced college degree.

Write the answer.

7. How old is the science of astronomy?

8. Name three places where ancient astronomers lived.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

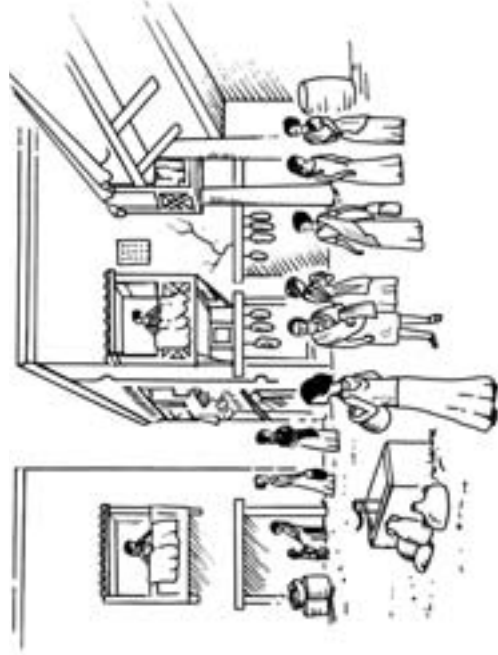
9. Astronomers help determine the flight paths of space shuttles.
10. Astronauts have more exciting jobs than astronomers.
11. The first Chinese astronomers lived thousands of years ago.
12. The work of astronomers is not useful in everyday life.

Part A

There were many beautiful buildings in ancient Rome, but the living conditions for ordinary people were bad. Most of their homes were so poorly made that they fell down or were fire hazards with their steep, narrow wooden staircases. Most people were packed into apartment buildings that rose six to twelve floors above the ground. The apartments were rooms about twelve feet square, and each building housed about five hundred people.

These tall buildings faced each other across streets only ten feet wide, so no sunlight reached the ground. Even so, apartments were costly, though cheaper places could be had outside Rome. But people wanted to be near their work and entertainment. So the streets became crowded, and it was hard to move quickly. At night the streets were filled with noise as food and supplies were brought into the city on wagons and carts.

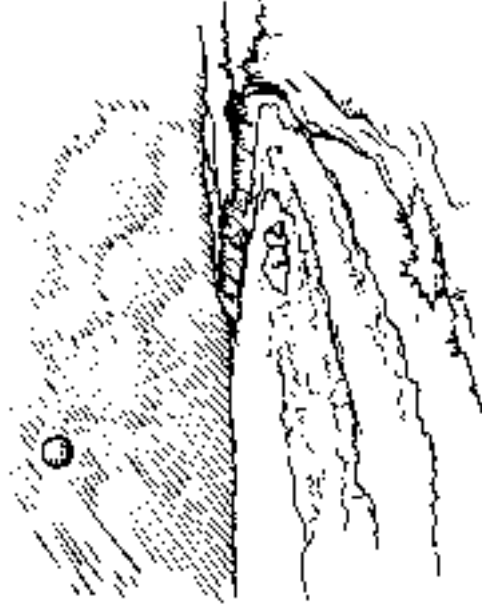
Rome was a city with the problems of our modern cities.



Part B

The water level of oceans rises and falls twice a day. This movement of water is called the tide. Tides are caused by the pull of the sun and the moon on the Earth's surface. Since the moon is much closer, it affects the tides more than the sun. When the moon is directly overhead, it actually pulls on the water that is below it. This causes the water level to rise because the water is pulled away from the earth. As the moon disappears over the horizon, the pull lessens and the water level settles back toward the ocean bottom.

When the water reaches its highest level, we have high tide. And when the water reaches its lowest level, we have low tide. From its lowest point, the water rises gradually for about six hours until it reaches high tide. Then it begins to fall continuously for about six hours until it reaches low tide. Then the cycle begins again.



Number Correct		=	Percent Correct
Number of Items	14		
			%

Name _____

Part A

Circle the letter of the answer.

- The workers of ancient Rome lived
 - in beautiful buildings.
 - in poorly constructed buildings.
 - in homes of ordinary people were poorly made.
 - in intended to fall down.
- The homes of ordinary people were
 - filled with large rooms.
 - well built for the first six floors.
 - sometimes twelve floors tall.
 - usually not very crowded.
- Apartment buildings were
 - filled with large rooms.
 - well built for the first six floors.
 - sometimes twelve floors tall.
 - usually not very crowded.
- An apartment was a room that was
 - about five hundred feet wide.
 - about twelve feet square.
 - about twenty feet square.
 - Both **a** and **b**
- The streets in ancient Rome were
 - broad and sunny.
 - narrow and dark.
 - lined with small homes.
 - usually vacant.
- People lived in crowded conditions
 - because they couldn't afford to live outside Rome.
 - because most of them worked outside Rome.
 - in order to be near their work.
 - because there was no other place to live.

Part B

Circle the letter of the answer.

- The water level of oceans rises and falls
 - twice a day.
 - every other day.
 - twice a week.
 - only during the summer.

- The selection says that the rise and fall of the oceans' water level
 - affects the moon.
 - disturbs the ocean bottom.
 - changes the earth's surface.
 - is called the tide.
- The selection says that tides are caused by the
 - heat of the sun.
 - pull of the sun and the moon.
 - shape of the moon.
 - light of the moon.
- The selection says that the moon's effect on the tides is
 - less than the sun's.
 - greater than the sun's.
 - the same as the sun's.
 - dependent on the sun.
- When the moon is directly overhead, it
 - calms the water below it.
 - pulls the water below it.
 - pushes the water below it.
 - does not affect the water below it.
- The water level of an ocean rises when
 - the moon is directly over it.
 - the moon disappears over the horizon.
 - there is a low tide.
 - there is no tide.
- We have a high tide when the
 - water level is at its lowest point.
 - water starts to rise.
 - water level is at its highest point.
 - moon disappears over the horizon.
- We have a low tide when the
 - water level is at its lowest point.
 - water starts to fall.
 - water level is at its highest point.
 - moon is directly overhead.

Answer Key

Lesson 1

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- In 1600 the English played a game like the modern game of
 - football.
 - ☒ rugby.
 - soccer.
 - None of the above
- In the old English game the players moved the ball by
 - kicking it with their feet.
 - hitting it with their arms.
 - hitting it with their hands.
 - ☒ All of the above
- To keep from being hurt, the players wore
 - special boots.
 - special pads.
 - ☒ arm braces.
 - leg braces.
- The name of the English game was
 - soccer.
 - ☒ balloon.
 - football.
 - rugby.
- The name of the game came from the French word for
 - ☒ a large ball.
 - balloon.
 - football.
 - rugby.
- The Montgolfier brothers of France invented a balloon in
 - 1600.
 - 1683.
 - 1700.
 - ☒ 1783.
- The Montgolfier balloon was filled with
 - a far larger ball.
 - ☒ hot air.
 - a huge bag.
 - The story does not say.

2 Lesson 1

Part B

Circle the letter of the answer.

- Who invented the telephone?
 - Thomas Watson
 - Thomas Edison
 - Samuel Morse
 - ☒ None of the above
- Thomas Watson stayed at home to
 - show off the new invention.
 - invent the telephone booth.
 - ☒ receive calls from Bell.
 - The story does not say.
- Because early telephones were crude,
 - people could not call very far.
 - ☒ people had to shout into them.
 - they cost too much money.
 - they were too big and hard to hold.
- The owner of the boarding house wanted Watson to leave because he
 - hadn't paid his rent.
 - made too much noise.
 - was always shouting.
 - ☒ Both b and c
- Watson solved the problem by
 - cutting off the telephone.
 - ☒ covering up the telephone.
 - talking softer.
 - moving to another boarding house.
- What was the result of Watson's new idea?
 - ☒ Watson didn't have to move.
 - Watson started a new business.
 - Bell sold a lot of telephones.
 - The boarding house got a new telephone.
- Watson's new idea was a kind of telephone
 - office.
 - call.
 - ☒ booth.
 - bill.

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Lesson 2

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- You would probably find a crow's nest
 - built into a hole in a wall.
 - ☒ by climbing a tree.
 - by following its tracks on the ground.
 - in the desert.
- According to the article, a crow's nest has
 - bark and leather.
 - sand and grass.
 - ☒ stones and twigs.
 - All of the above
- A female crow usually lays about
 - five pale brown eggs.
 - four eggs marked with green.
 - six green eggs and six brown eggs.
 - ☒ six green and brown eggs.
- Young crows
 - ☒ eat in the nest for about three weeks.
 - do not get heavier for three weeks.
 - eat after they are three weeks old.
 - None of the above
- When young crows leave the nest, they
 - move far away.
 - are larger than their parents.
 - ☒ are not as shiny as their parents.
 - do not have coats.
- A young crow's parents
 - teach it how to behave.
 - show it land nearby.
 - Neither a nor b
 - ☒ Both a and b
- The article says that crows
 - live alone.
 - ☒ nest in groups.
 - are not intelligent.
 - do whatever they want.

4 Lesson 2

Part B

Circle the letter of the answer.

- One male animal that takes care of its young is the
 - sea turtle.
 - ☒ sea horse.
 - sea otter.
 - shark.
- The male has a special pouch on his
 - ☒ belly.
 - tail.
 - back.
 - None of the above
- About how many eggs does the female squirt into the male's pouch?
 - 300
 - 400
 - 500
 - ☒ 600
- The eggs grow inside the male for how many days?
 - 35
 - 45
 - ☒ 55
 - 65
- The babies are born a
 - few at a time.
 - ☒ few dozen at a time.
 - few hundred at a time.
 - The story does not say.
- After they are born, the young feed on tiny
 - sea creatures.
 - sea plants.
 - ☒ Both a and b
 - Neither a nor b
- After his babies are born, the father is quite likely to
 - ☒ eat the babies.
 - swim away.
 - look for the mother.
 - hide from fish.

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Lesson 3

Number Correct
Number of Items **12** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- The article says that the sky is nothing but
 - red, orange, and yellow rays of light.
 - purple, blue, and green rays of light.
 - c** air and tiny bits of dust.
 - a rainbow.
- The light from the sun is a mixture of
 - tiny bits of dust.
 - red, orange, and yellow rays.
 - purple, blue, and green rays.
 - d** purple, blue, green, yellow, orange, and red rays.
- When do we see rays of light separately?
 - a** In a rainbow
 - When they stream straight down to earth
 - When they are scattered by bits of dust
 - None of the above
- A rainbow is caused by rays of light
 - streaming straight down to earth.
 - scattered by bits of dust in the air.
 - reflected by bits of dust in the air.
 - d** The article does not say.
- When rays of light stream down to earth from the sun, they
 - a** are scattered.
 - turn red.
 - form clouds.
 - create dust.
- The daytime sky appears blue to us because the blue light rays
 - are blocked by the bits of dust in the air.
 - b** are reflected by the bits of dust in the air.
 - stream straight down to earth from the sun
 - None of the above

6 Lesson 3

Part B

Circle the letter of the answer.

- In the early 1800s
 - every sailor was weak and ill.
 - b** sailors at sea had difficulty staying strong.
 - weak and ill sailors often went to sea.
 - Both **b** and **c**
- The article says that sailors were often weak or ill because
 - a** they didn't get enough of the right foods.
 - they ate spoiled food.
 - there was no food on their ships.
 - they did not like fruit.
- Food spoiled because
 - the sailors ate nothing but rice and beans.
 - the fruits and vegetables were not fresh.
 - c** there was no way to keep it fresh.
 - All of the above
- Because the sailors ate only rice and beans,
 - their strength faded.
 - they returned home ill.
 - they returned home.
 - d** Both **a** and **b**
- Nicholas started on his invention in
 - 1811.
 - 1809.
 - c** 1810.
 - 1812.
- Because of Nicholas Appert's invention,
 - a** food could be kept a long time.
 - people learned how to make cans.
 - people could cook their meals.
 - canned food became more enjoyable.

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Lesson 4

Number Correct
Number of Items **14** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- The race in the story was the
 - Monaco Grand Prix.
 - Canadian Grand Prix.
 - c** Indianapolis 500.
 - Grand National Championship.
- The story says that people were sure DePalma would win because he
 - a** had been leading for most of the race.
 - was considered the best driver in the world.
 - had the best car in the world.
 - All of the above
- When DePalma's car stopped, he was
 - just starting the race.
 - just crossing the finish line.
 - c** going into the last lap.
 - None of the above
- DePalma's car stopped because it
 - got too hot.
 - ran out of gas.
 - lost a tire.
 - d** The story does not say.
- When the cars whizzed by DePalma as he was pushing his car, he
 - waved a flag.
 - moved off the speedway.
 - stood still.
 - d** None of the above
- DePalma's car crossed the finish line
 - a** first.
 - second.
 - third.
 - fourth.
- DePalma didn't receive a prize because
 - his car was too small.
 - b** a rule said he couldn't.
 - he didn't have a driver's license.
 - he blocked the racetrack.

8 Lesson 4

Part B

Circle the letter of the answer.

- A bird fluffs its feathers by
 - nodding its head up and down.
 - flapping its wings.
 - perching itself in a brisk wind.
 - d** using special muscles in its skin.
- The article says that a bird fluffs its feathers in order to
 - draw attention to itself.
 - keep warm.
 - find itself a mate.
 - keep itself clean.
- Fluffed feathers help the bird by
 - creating dead air spaces between the feathers.
 - keeping out cold air.
 - keeping out warm air.
 - d** Both **a** and **b**
- The article says that a bird's feathers
 - make the bird attractive.
 - help the bird find a mate.
 - c** cover and protect its body.
 - help birds identify each other.
- According to the article, birds replace their feathers
 - a** at least once a year.
 - all the time.
 - once every other year.
 - only once during their lifetime.
- A bird loses its main feathers
 - all at once.
 - two at a time.
 - from half of its body at a time.
 - The article does not say.
- Feathers have been used as decoration by
 - Peruvians.
 - Polynesians.
 - nineteenth-century Americans.
 - d** people everywhere in the world.

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Lesson 5

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- The giant panda is an animal that looks like a
 - ☒ bear.
 - fox.
 - cat.
 - dog.
- Giant pandas live in
 - Africa.
 - Japan.
 - ☒ China.
 - India.
- How much bamboo does a giant panda eat in one day?
 - Twelve pounds
 - ☒ Twenty pounds
 - Ten pounds
 - Twenty-five pounds
- What is the first thing a giant panda does to gather bamboo stalks?
 - Munches on the stem
 - Holds the stalk in its paws
 - Strips the bamboo bark
 - ☒ Bends the bamboo cane to the ground
- After stripping the bamboo stem with its teeth, the giant panda
 - ☒ munches on the stem.
 - eats the tender top leaves.
 - bends the bamboo cane to the ground.
 - cuts through the stem at the bottom of the plant.
- The part of the bamboo plant the giant panda likes best is the
 - tough stems at the bottom.
 - stripped stalks.
 - ☒ tender top leaves.
 - None of the above
- During the day how much time does the giant panda spend eating?
 - Ten to twelve hours
 - ☒ Eight to ten hours
 - Six to eight hours
 - The story does not say.

10 Lesson 5

Part B

Circle the letter of the answer.

- The Canary Islands are located off the coast of
 - Japan.
 - China.
 - Mexico.
 - ☒ Morocco.
- The islands were named by
 - the natives of the islands.
 - ☒ Spanish explorers.
 - Italian explorers.
 - the queen of England.
- The islands' name was prompted by the
 - ☒ fierce dogs that roamed them.
 - wild bobcats that roamed them.
 - wild natives that roamed them.
 - swarms of yellow birds that nested there.
- The islands were first named
 - Island of the Yellow Cats.
 - Canis.
 - ☒ Canaria.
 - Island of the Singing Birds.
- The word *canis* is
 - an Italian word meaning "bird."
 - an English word meaning "cat."
 - a Spanish word meaning "yellow."
 - ☒ a Latin word meaning "dog."
- The Canary Islands were named
 - ☒ before the birds were named.
 - before the explorers landed.
 - after the birds were named.
 - Both a and b
- The canary bird owes its name to the
 - Italian explorers.
 - ☒ Canary Islands.
 - queen of England.
 - island natives.

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Lesson 6

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Camels are usually found in areas where there are
 - ☒ deserts.
 - forests.
 - mountains.
 - swamps.
- People have depended on camels for
 - 100 years.
 - 1,000 years.
 - ☒ 10,000 years.
 - 100,000 years.
- A camel can carry a load of
 - ☒ half a ton.
 - a ton.
 - a ton and a half.
 - two tons.
- A camel has feet that
 - ☒ are soft and that spread.
 - are hard and that become narrow.
 - sink in the sand.
 - have a double row of toes.
- In one day a fully loaded camel can travel
 - 10 miles.
 - 50 miles.
 - ☒ 100 miles.
 - 200 miles.
- A camel will eat
 - ☒ almost anything.
 - only goat's milk and meat.
 - anything but grasses and shrubs.
 - The article does not say.
- Camels have been known to live without water for as long as
 - ☒ 10 days.
 - 17 days.
 - 70 days.
 - 100 days.

12 Lesson 6

Part B

Circle the letter of the answer.

- The Grand Banks is a well-known
 - ☒ fishing area.
 - yachting area.
 - oil reserve.
 - testing area.
- The Grand Banks is near
 - Greenland.
 - ☒ Newfoundland.
 - Maine.
 - Massachusetts.
- In comparison with other parts of the Atlantic Ocean, the Grand Banks is
 - deep.
 - clear.
 - ☒ shallow.
 - dirty.
- One of the most numerous fish in the Grand Banks is the
 - shark.
 - shrimp.
 - salmon.
 - ☒ cod.
- The climate on the Grand Banks is
 - pleasant.
 - ☒ unpleasant.
 - constant.
 - boring.
- The Grand Banks often has
 - icebergs.
 - fog.
 - sunshine.
 - ☒ Both a and b
- Fishing boats have come to the Grand Banks for
 - ten years.
 - ☒ fifty years.
 - a hundred years.
 - hundreds of years.

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Lesson 7

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Glass is made mainly of
a. sand and water. c. rock, salt, and limestone.
b. sand, limestone, and soda. d. None of the above
- In order to make glass, the materials that form it must be
a. mixed, heated, and then cooled.
b. washed and then ground up.
c. baked and then coated with plastic.
d. heated, mixed, and then baked.
- Glass is sometimes made in nature when
a. lightning strikes sand. **c.** Both a and b
b. a volcano erupts. d. Neither a nor b
- Glass can be created from sand by
a. the sound of lightning. c. flashes of lightning.
b. the heat of lightning. d. the strength of lightning.
- People may have first learned to make glass by
a. watching nature. c. working with clay.
b. examining natural glass. d. None of the above
- Over the years people have
a. lost interest in glass.
b. learned a great deal about making glass.
c. changed the basic way of making glass.
d. None of the above
- Today glass companies all over the world are
a. making most of their glass by hand.
b. trying to learn how glass was first made.
c. discovering better materials than glass.
d. making thousands of kinds of glass.

14 Lesson 7

Part B

Circle the letter of the answer.

- Cottontail young can usually be found in
a. spring. c. autumn.
b. summer. d. winter.
- The young cottontail starts to become
a. pink and furry. **c.** brown and white.
b. crisp and upright. d. faded and weak.
- One of the first lessons the cottontail learns is how to
a. find its own food. c. keep its ears upright.
b. build its own nest. d. avoid disease.
- Few cottontails live longer than a year because of
a. the shortage of food. c. the lack of space.
b. their natural enemies. d. their wasteful habits.
- Which happens last?
a. The cottontail's ears grow crisp and upright.
b. The cottontail's skin color fades.
c. The cottontail takes on a brown-and-white pattern.
d. The cottontail learns to hop about and feed itself.
- The cottontail's winter food is usually
a. tree bark and buds. c. nuts and pine cones.
b. all types of herbs. d. weasels and other animals.
- If every cottontail survived, the result would probably be
a. floods. **c.** soil erosion.
b. forest fires. d. lightning storms.

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Lesson 8

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Coral reefs are formed by
a. small animals. c. deer's antlers.
b. large insects. d. organ pipes.
- The limestone
a. takes a cuplike shape. c. sticks together.
b. hardens. **d.** All of the above
- Which happens first?
a. The corals die.
b. The corals produce limestone.
c. The reef builds up.
d. Younger corals attach themselves.
- Fan coral probably
a. waves in the water. **c.** looks like a fan.
b. is used to make fans. d. All of the above
- Precious corals are valuable probably because they
a. have bright red parts.
b. are found in the Mediterranean.
c. have unusual shapes.
d. look like the human brain.
- The most famous coral reef is near
a. China. **c.** Australia.
b. Japan. d. Hawaii.
- The reef is probably famous because of its
a. distance from shore. c. location.
b. length. d. shape.

16 Lesson 8

Part B

Circle the letter of the answer.

- According to the author, many insects disguise themselves for
a. hunting. c. warmth.
b. safety. d. housing.
- Some insects can make themselves look like
a. grass. c. seeds.
b. stones. **d.** Any of the above
- Walking-leaf beetles are found in
a. India. **c.** Both a and b
b. the Philippines. d. Neither a nor b
- The correct order of the walking-leaf beetles' disguises is
a. leaves, flowers, seeds. **c.** seeds, buds, leaves.
b. branches, bark, buds. d. leaves, seeds, veins.
- The young walking-leaf beetle is different from the adult in that it is
a. a different color. c. a darker shade.
b. a lighter shade. d. many colors.
- The legs of the adult beetle are similar to
a. sprouting buds. c. green shoots.
b. small, ragged leaves. d. twigs.
- Walking-leaf beetles have a good disguise because they
a. change color every few seconds.
b. can make themselves look like leaves.
c. sit perfectly still.
d. fall in the wind.

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Lesson 9

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- The crab in this partnership is the
 - spider crab.
 - fiddler crab.
 - hermit crab.
 - sponge crab.
- Its partner is described as
 - a sea plant.
 - a sea flower.
 - a flower that looks like an animal.
 - an animal that looks like a flower.
- The crab's partner lives
 - inside the shell.
 - on top of the shell.
 - on a nearby rock.
 - None of the above
- The sea anemone gains because it has a better
 - supply of food.
 - place to hide.
 - Both **a** and **b**
 - Neither **a** nor **b**
- The crab gains because it is
 - better hidden from its enemies.
 - harder to attack.
 - Both **a** and **b**
 - Neither **a** nor **b**
- A hermit crab sometimes carries
 - two anemones settled on its shell.
 - an anemone on each claw.
 - an anemone on each of its rear legs.
 - two crabs.
- In the crab-anemone relationship, the two animals
 - both profit while living together.
 - work together only now and then.
 - try to harm each other.
 - each use tentacles against enemies.

Part B

Circle the letter of the answer.

- The first paragraph gives details about the octopus's
 - lifespan.
 - size.
 - general features.
 - habitat.
- Because their blood contains copper, octopuses have
 - thick blood.
 - blue blood.
 - a thin skin.
 - a muscular skin.
- The author suggests our blood is red because it contains
 - iron.
 - copper.
 - mineral salts.
 - carbon dioxide.
- Octopuses have
 - eight arms.
 - a central mass.
 - a parrotlike beak.
 - All of the above
- A feature not common to all octopuses is the ability to
 - move by jet propulsion.
 - change color.
 - grip by suction cups.
 - All of the above
- The author does not tell us
 - which species inhabit deep waters.
 - how many known species there are.
 - how the creatures range in size.
 - when the creatures use jet propulsion.
- The author states that we
 - know everything about octopuses.
 - enjoy eating octopuses.
 - may discover new species.
 - think octopuses are ugly.

Lesson 10

Number Correct		Percent Correct
Number of Items	12	%

Name _____

Part A

Circle the letter of the answer.

- Materials that help build a volcanic mountain are
 - gases and steam.
 - lava and ash.
 - gases and cinders.
 - All of the above
- A volcano forms around a
 - dome.
 - cone.
 - vent.
 - hump.
- Volcanic mountains develop
 - quickly.
 - slowly.
 - Either **a** or **b**
 - Neither **a** nor **b**
- The inside of a volcanic mountain contains
 - a solid rock.
 - molten matter.
 - liquid gold.
 - veins of metal.
- A sudden volcanic eruption is probably
 - a disaster for the area.
 - good for the soil.
 - the time to mine minerals.
 - None of the above
- Volcanic areas might be good for
 - mining.
 - farming.
 - quarrying building materials.
 - All of the above
- In Italy, heat and power are harnessed from volcanoes that are
 - active.
 - cold.
 - resting.
 - small.

Part B

Circle the letter of the answer.

- The selection says that these sea otters live
 - off the coast of California.
 - on rocks near the sea.
 - on the floor of the sea.
 - Both **a** and **c**
- To catch shellfish, otters must
 - smash the rocks where shellfish hide.
 - dive to the floor of the sea.
 - float on their backs.
 - come to the surface of the sea.
- An otter gets the meat from most shellfish by
 - cracking the shells on rocks.
 - digging it out with its teeth.
 - opening the shell with a sharp stone.
 - digging it out with its front paws.
- Sea otters are especially fond of
 - large shellfish.
 - small ocean fish.
 - tiny soft-shelled fish.
 - shellfish with a hard shell.
- The otter uses a stone to
 - dig the meat from the shell.
 - dig the shellfish from the sea floor.
 - smash the shell.
 - hold the shellfish on its chest.

Lesson 11

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Part A

Circle the letter of the answer.

- Most diamonds come from
 - North America.
 - South America.
 - Africa.**
 - Arkansas.
- Diamond-bearing ground has been found
 - in Arkansas.**
 - in several states.
 - around all of the Great Lakes.
 - All of the above
- Mining stopped at Murfreesboro because
 - the ground was too hard.
 - there were no more diamonds.
 - the mining was not worthwhile.
 - there was a fire.**
- In Murfreesboro today, visitors can
 - watch miners at work.
 - explore an old mine.
 - hunt for diamonds.**
 - find large valuable stones.
- The diamonds found along the Great Lakes were
 - carried there from other places.
 - not found where they originally formed.
 - found in the rocks where they were formed.
 - Both a and b**

Part B

Circle the letter of the answer.

- The best title for this selection is
 - Fertilizing the Soil.
 - How Earthworms Improve the Soil.**
 - Working Underground.
 - How Earthworms Carry Topsoil.
- The earthworm makes tunnels that
 - pack earth tightly around plant roots.
 - carry water and air to the roots of plants.**
 - destroy weeds.
 - Both a and b
- The amount of topsoil that one worm may bring to the surface is about
 - three-quarters of a pound.**
 - three pounds.
 - a quarter of a pound.
 - eighteen pounds.
- The plant material carried underground by earthworms make soil
 - well drained.
 - more fertile.**
 - easier to plow.
 - uneven.
- The selection says that
 - good crops will grow wherever there are earthworms.
 - worms sometimes harm the soil.
 - worms do more to improve the soil than any other animal.**
 - worms are most useful as food for other animals.

Lesson 12

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Part A

Circle the letter of the answer.

- Some tribes learned that they could keep meat from spoiling by
 - rubbing dry salt on it.**
 - soaking it in salt water.
 - cooking it with salt.
 - cutting it into strips.
- People who lived in the desert learned to dry meat by
 - hanging it up in strips in the hot air.**
 - leaving the animals where they were killed.
 - hanging it in strips over their fires.
 - leaving the meat on the bones.
- The method used to keep meat from spoiling depended on
 - how much meat had to be kept.
 - where the people lived.**
 - how long the meat had to be kept.
 - Both b and c
- It is probably true that
 - freezing was the easiest way to keep meat.**
 - salting was the best way to keep meat.
 - dried meat stayed fresh the longest.
 - none of these was a good way to keep meat.
- The best title for this selection is
 - How to Salt Meat.
 - Finding Enough Meat.
 - Using Dried Meat.
 - People Learn to Preserve Meat.**

Part B

Circle the letter of the answer.

- The selection says that Watt made one of the first
 - engines.
 - steam engines.**
 - gas-powered engines.
 - useful engines.
- Watt wanted to find a way to
 - measure the work his engine could do.
 - tell people how powerful his engine was.
 - lift a 3,300-pound weight.
 - Both a and b**
- He made up a unit of measurement based on the strength of
 - a man.
 - ten horses.
 - his engine.
 - a horse.**
- One horsepower would equal the
 - work a horse could do in a minute.**
 - weight a horse could lift.
 - work a horse could do in ten minutes.
 - weight of one horse.
- The best title for this selection is
 - Watt's Engine.
 - The Beginning of Horsepower.**
 - Units of Measure.
 - It Happened 200 Years Ago.

Lesson 13

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Part A

Circle the letter of the answer.

- Antarctica is called a desert because it
 - is sandy.
 - has the same temperature as a desert.
 - ☒ has little moisture and no lakes or rivers.
 - All of the above
- Antarctica has
 - as much moisture as the Sahara.
 - more moisture than the Sahara.
 - ☒ less moisture than the Sahara.
 - None of the above
- The snow in Antarctica is very deep because it
 - falls all year long.
 - piles up year after year.
 - never melts.
 - ☒ Both b and c
- The snow turns to ice when
 - it gets wet.
 - the temperature gets colder.
 - the next snowfall comes.
 - ☒ the snow above it is heavy enough.
- The best title for this selection is
 - A Strange Continent.
 - ☒ Antarctica—An Ice Desert.
 - Snowfall at the South Pole.
 - The World's Greatest Desert.

Part B

Circle the letter of the answer.

- Color is caused by
 - the object itself.
 - the light around an object.
 - ☒ reflected light.
 - your eyes.
- Something looks red because it
 - ☒ reflects mostly red light.
 - absorbs mostly red light.
 - reflects only red light.
 - absorbs only red light.
- Things that look black are reflecting
 - mostly black light.
 - all light.
 - many different colors.
 - ☒ no light.
- Light that is absorbed is
 - ☒ turned into heat.
 - stored by the object.
 - reflected later.
 - Both b and c
- In the sunlight, the warmest clothes would be
 - white.
 - yellow.
 - ☒ dark-colored.
 - light-colored.

Lesson 14

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Part A

Circle the letter of the answer.

- The selection says that most Americans
 - think that ice cream is very new.
 - ☒ think that ice cream was an American idea.
 - know that ice cream is very old.
 - do not know what ice cream is.
- The Roman emperor Nero hired men to
 - make ice cream for him.
 - bring ice cream from China.
 - guard the secret of ice cream.
 - ☒ bring ice to cool his drinks.
- Marco Polo is known as
 - a Roman emperor.
 - the inventor of ice cream.
 - a royal cook.
 - ☒ a traveler to China.
- Charles I of England wanted to
 - make ice cream popular.
 - ☒ keep the secret of ice cream for himself.
 - develop new kinds of ice cream.
 - bring ice-cream recipes from China.
- More than nine billion quarts of ice cream have been eaten
 - ☒ by Americans in one year.
 - all over the world in one year.
 - since the time of Nero.
 - since America was discovered.

Part B

Circle the letter of the answer.

- A tornado makes a house
 - ☒ explode.
 - blow away.
 - fall down.
 - catch on fire.
- The air pressure outside the house is usually
 - greater than the pressure inside.
 - ☒ the same as the pressure inside.
 - less than the pressure inside.
 - a different kind of pressure.
- The walls of a house stay up when
 - air pushes harder from the outside.
 - air pushes harder from the inside.
 - ☒ air pushes equally from inside and outside.
 - Both a and b
- A house's walls are pushed out when
 - ☒ the air outside is taken away.
 - the air inside is taken away.
 - too much air is pushing outside.
 - None of the above

Lesson 15

Number Correct
Number of Items **14** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- A rattlesnake's tail is formed like
 - a child's rattle.
 - b.** tiny teacups.
 - a whistle.
 - The article does not say.
- How fast does a rattlesnake shake its tail?
 - a.** 50 times a second
 - 60 times a second
 - 70 times a second
 - 80 times a second
- How does the snake make a hissing sound?
 - With its tongue
 - c.** With its tail
 - With its breath
 - None of the above
- If a rattlesnake saw a human coming toward it, the snake would rather
 - a.** hide.
 - shake its tail.
 - strike the human.
 - play dead.
- If someone surprised a rattlesnake, the snake would probably
 - hide under a rock.
 - b.** shake its tail rapidly.
 - signal for help.
 - run away.
- Shaking its tail is the snake's way of saying
 - "Come here!"
 - d.** "Stay back!"
 - "Do you like me?"
 - "Let's fight!"
- A rattlesnake might strike without warning when it is
 - frightened.
 - d.** Either **a** or **b**
 - hungry.
 - surprised.

Part B

Circle the letter of the answer.

- The biggest structure ever built is the
 - Great Pyramid of Egypt.
 - b.** Great Wall of China.
 - palace of the Chinese emperors.
 - Tower of London.
- The Great Wall of China is made entirely of
 - a.** earth and stone.
 - wood.
 - wood and cement.
 - None of the above
- How long is the Great Wall of China?
 - a.** 1,500 miles
 - 15 miles
 - 2,000 miles
 - 2,400 miles
- The structure was built
 - in recent times.
 - during World War II.
 - in prehistoric times.
 - d.** many hundreds of years ago.
- The wall was built by order of the
 - palace scholars.
 - b.** Chinese emperors.
 - Chinese army.
 - Both **a** and **b**
- At the time the wall was begun, the enemies of China were
 - a.** Huns.
 - Trojans.
 - Neither **a** nor **b**
 - Both **a** and **b**
- What happened when the wall was finished?
 - The emperor died.
 - c.** The Chinese felt safer.
 - The raids stopped.
 - None of the above

30 Lesson 15

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Lesson 16

Number Correct
Number of Items **14** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- People once wrote on rocks, clay tablets, and animal skins because they
 - wanted to save paper.
 - b.** had no paper to write on.
 - used paper only on walls.
 - had no tools to write on paper.
- The first paper was made in
 - a.** China.
 - Rome.
 - Africa.
 - None of the above
- What did the scribe use to make paper?
 - Rags
 - d.** All of the above
 - Fishnet
 - Bark
- The invention of paper came about because a Chinese court scribe
 - accidentally discovered how to make paper.
 - c.** wanted to please his emperor.
 - was ordered to make a new writing material.
 - None of the above
- Before he had paper, the Chinese emperor wrote on
 - animal skins.
 - c.** silk.
 - clay.
 - All of the above
- How long did the Chinese guard the secret of making paper?
 - 105 years
 - b.** 500 years
 - 150 years
 - None of the above
- The secret of papermaking was learned by the rest of the world from
 - Chinese travelers.
 - d.** visitors to China.
 - the Chinese emperor.
 - a scribe in China.

Part B

Circle the letter of the answer.

- Paul Laurence Dunbar was
 - a farmer.
 - c.** an author.
 - a plantation owner.
 - an actor.
- The article says that Dunbar's parents helped him by
 - teaching him to write.
 - b.** telling him stories.
 - paying for his education.
 - buying his newspaper.
- In high school Paul Dunbar was a
 - good student.
 - d.** All of the above
 - newspaper editor.
 - newspaper writer.
- The articles in Dunbar's newspapers were
 - written by friends.
 - d.** Both **b** and **c**
 - written by him.
 - signed with different names.
- The name of Dunbar's newspaper was
 - "Dunbar Doings."
 - d.** The article does not say.
 - "Community News."
 - "The Ohioan."
- The article says that Dunbar's poems and stories used
 - a.** the language of uneducated African Americans.
 - tales of his life.
 - his experiences in high school.
 - Both **a** and **b**
- Paul Laurence Dunbar died in
 - 1872.
 - c.** 1906.
 - 1890.
 - 1920.

32 Lesson 16

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Lesson 17

Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- The okapi uses its tongue to
 - catch ants and other insects.
 - strip leaves off trees.
 - suck nectar from flowers.
 - cool off.
- Hummingbirds use their tongues to
 - form sounds into words.
 - cool off.
 - wipe their eyelids.
 - suck nectar from flowers.
- The anteater uses its tongue to
 - catch ants and other insects.
 - pick up smells.
 - form sounds into words.
 - wipe its eyelids.
- The rattlesnake's tongue
 - is shaped like a straw.
 - forms sounds into words.
 - flicks in and out of its mouth.
 - strips leaves off trees.
- Eagles use their tongues to help them
 - suck nectar from flowers.
 - catch ants and other insects.
 - pick up smells.
 - cool off.
- The article says that the gecko's tongue
 - wipes its eyelids.
 - is shaped like a straw.
 - strips leaves off trees.
 - flicks in and out of its mouth.
- Which of these can animals *not* do with their tongues?
 - Pick up smells
 - Form sounds into words
 - Catch ants and insects
 - Wipe their eyelids

34 Lesson 17

Part B

Circle the letter of the answer.

- Window heaters in early cars were fastened to the window with
 - window bolts.
 - suction cups.
 - sticky tapes.
 - The article does not say.
- Drivers were protected from the worst winds by
 - side curtains.
 - earmuffs.
 - fur blankets.
 - window boards.
- Eighty years ago, you probably would not have used your car for several months if you lived in
 - cold climates.
 - warm climates.
 - rainy climates.
 - muddy climates.
- Drivers cleared frosted windows by rubbing them with
 - hot bricks.
 - sandpaper.
 - horsehair.
 - pieces of onion.
- The article says that one problem with early heaters was that they sometimes
 - exploded.
 - burned floorboards.
 - gave off poison gas.
 - did not heat properly.
- Passengers sometimes warmed their feet with
 - hot water.
 - wrapped hot bricks.
 - rolls of cotton.
 - rubbing alcohol.

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Lesson 18

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Saturn was the Roman god of
 - hunting.
 - farming.
 - flowers.
 - animals.
- The Romans believed that Saturn
 - was an angry god.
 - ruled the planets.
 - controlled the weather.
 - killed animals.
- Before Roman farmers planted their fields, they
 - tried to make Saturn happy.
 - killed an animal.
 - asked Saturn for good weather.
 - All of the above
- What did the Romans name after Saturn?
 - A day of the week
 - A planet
 - Both a and b
 - Neither a nor b
- The Latin words *Saturni dies* mean
 - "day of Saturn."
 - "death of Saturn."
 - "Saturn's week."
 - None of the above
- In English *Saturni dies* became the word
 - Satan.
 - Saturday.
 - satin.
 - Saturn.
- The Romans believed in the god Saturn because
 - their crops grew well.
 - it rained frequently.
 - the weather was always good.
 - The story does not say.

36 Lesson 18

Part B

Circle the letter of the answer.

- Before assembly lines were used, cars were built
 - one at a time.
 - two at a time.
 - four at a time.
 - eight at a time.
- In the early days, according to the article, why did few people own cars?
 - They would rather have horses.
 - Cars were very expensive.
 - Not very many people knew how to drive.
 - Many people were afraid of cars.
- The person who developed the assembly line to make cars was
 - Thomas Edison.
 - Henry Ford.
 - Eli Whitney.
 - David Buick.
- A car is started on an assembly line as
 - nothing at all.
 - an almost-completed car.
 - a bare frame.
 - a half-finished model.
- On an assembly line
 - cars are moved past workers.
 - workers are moved past cars.
 - workers and cars are moved past each other.
 - workers and cars stay in one place.
- Because cars on an assembly line were built quickly, they
 - fell apart sooner.
 - cost less to make.
 - used more fuel.
 - ran faster, with less noise.
- When cars were cheaper, they
 - were bought by more people.
 - caused more accidents.
 - were not built as well.
 - did not run as well.

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Lesson 19

Number Correct
Number of Items **14** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- One method of making pottery is to
 - chisel the desired shape out of stone.
 - pat mounds of moist sand with the palm of the hand.
 - c.** shape wet clay with the fingers.
 - pour liquid lead into a preshaped mold.
- After a pottery piece has dried enough to be handled, it is
 - a.** fired.
 - sprayed.
 - hammered.
 - melted.
- A kiln is a
 - tool used to shape clay.
 - slab of clay.
 - title given to experienced potters.
 - d.** type of oven.
- The slab building method of making pottery uses clay that is
 - a.** rolled out like pie dough.
 - whipped up like cake mix.
 - rolled into balls.
 - shaped like bricks.
- In the coil building method of making pottery, the pottery is structured by
 - a.** stacking clay coils on top of each other.
 - placing strings of clay end to end.
 - coiling slabs of clay around a mold.
 - None of the above
- The story says that many modern potters
 - prefer the coil building of pottery.
 - wear special gloves as they work.
 - c.** use a potter's wheel.
 - Both **b** and **c**
- A potter's wheel is
 - an instrument used in decorating pottery pieces.
 - a dial on the kiln that controls the heat inside the kiln.
 - c.** a round platform that turns for shaping pottery.
 - an organization for beginning potters.

38 Lesson 19

Part B

Circle the letter of the answer.

- Manatees are found
 - a.** only in water.
 - only on land.
 - both in water and on land.
 - The article does not say.
- From tail to nose, a manatee measures
 - five feet.
 - seven feet.
 - fifteen feet.
 - d.** twelve feet.
- Manatees live on a diet of
 - a.** underwater plants.
 - small fish.
 - rats and other small creatures.
 - coconut flowers.
- Manatees are capable of speeds up to
 - twelve mph.
 - fifty mph.
 - c.** fifteen mph.
 - twenty mph.
- One strange thing about the manatee is that it has no
 - a.** hind legs.
 - eyes.
 - stomach.
 - backbone.
- According to the selection, manatees are found in
 - Illinois.
 - b.** Florida.
 - South Carolina.
 - Massachusetts.
- Manatees are now threatened mainly by
 - sharks.
 - droughts.
 - c.** humans.
 - diseases.

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Lesson 20

Number Correct
Number of Items **10** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- The hognose snake is
 - poisonous.
 - dangerous.
 - c.** harmless.
 - Both **a** and **b**
- The puff adder gets its name because it
 - a.** swells up.
 - makes a puffing noise.
 - hunts toads.
 - is vicious.
- The adder does tricks in order to
 - attack enemies.
 - get exercise.
 - amuse people.
 - d.** protect itself.
- When the puff adder flattens its head, it is trying to
 - a.** frighten you.
 - play dead.
 - get away unnoticed.
 - catch its food.
- This snake has a "one-track mind" because it
 - tries to play dead.
 - lies perfectly still.
 - c.** tries to turn belly up if you turn it over.
 - acts dead even when you pick it up.

40 Lesson 20

Part B

Circle the letter of the answer.

- Heat forms in oily rags when
 - they become too dry.
 - they rot.
 - c.** the oils combine with oxygen.
 - the room temperature rises.
- The rags burn because
 - the heat cannot get out.
 - air is trapped in the pile.
 - oxygen feeds fires.
 - d.** All of the above
- Spontaneous combustion is likely to take place in hay that is
 - too tightly baled.
 - too dry.
 - c.** wet.
 - stored in a closed place.
- This happens because
 - oxygen cannot get into hay that is pressed together.
 - dry hay takes less space than wet hay.
 - c.** rotting hay gives off heat.
 - All of the above
- "Make hay while the sun shines" tells the farmer to
 - a.** cut and store hay in dry weather.
 - work only when the sun is shining.
 - store hay in the sun.
 - grow hay in a dry climate.

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Lesson 21

Number Correct		Percent Correct
Number of Items	11	%

Name _____

Part A

Circle the letter of the answer.

- Good telescopes showed scientists that
 - the Milky Way is the only galaxy.
 - other galaxies are close to ours.
 - the sun is a large star in the Milky Way.
 - the Earth is a tiny part of the universe.
- A galaxy is the name for
 - a large group of stars.
 - the sun.
 - planets like the earth.
 - the universe we know.
- In the Milky Way we can see many
 - galaxies.
 - suns like ours.
 - stars like our sun.
 - Both b and c
- Distances in the universe are measured in
 - miles.
 - feet and inches.
 - light-years.
 - months and years.
- In one second, light travels about
 - a light-year.
 - 186 miles.
 - 186,000 miles.
 - 186,000 mph.
- Our galaxy's closest neighbor is as far away as light can travel in
 - a year.
 - 900,000 years.
 - a second.
 - 186,000 seconds.

Part B

Circle the letter of the answer.

- Licorice today can be used for
 - medicine.
 - candy.
 - fighting fires.
 - All of the above
- Roman armies used licorice
 - to eat during battles.
 - as medicine.
 - to feed to their animals.
 - to put out fires.
- The part of the licorice used in extinguishing fires is the
 - leaf.
 - stem.
 - flower.
 - root fiber.
- The licorice fire extinguisher puts out fires by
 - spraying water.
 - keeping oxygen away from them.
 - giving them too much oxygen.
 - melting.
- The best title for this selection is
 - How Cough Syrup Is Made.
 - A Good Fire Extinguisher.
 - A Useful Plant.
 - Licorice in History.

Lesson 22

Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- A mosquito doesn't really bite people; it
 - scratches them.
 - pierces their skin.
 - drops saliva on their skin.
 - drops blood on their skin.
- The "needle" the mosquito uses is
 - one of its legs.
 - a tiny tube near its mouth.
 - its tongue.
 - its mouth.
- A mosquito takes some of a person's
 - saliva.
 - skin.
 - blood.
 - flesh.
- The mosquito injects a few drops of its own saliva in order to
 - clean out the needlelike tube.
 - thin the person's blood.
 - push its own blood into the person.
 - make room for the person's blood.
- The thing that makes a mosquito bite itch is
 - the mosquito's saliva.
 - the tiny hole made in the skin.
 - dirt carried by the mosquito.
 - the mosquito's blood.
- One difference between mosquitoes and fleas is that
 - mosquitoes inject saliva, but fleas don't.
 - mosquitoes suck blood, but fleas don't.
 - fleas have two tubes, but mosquitoes have only one.
 - mosquitoes have two tubes, but fleas have only one.
- You can conclude from this selection that
 - mosquitoes are insects.
 - mosquitoes do not have blood.
 - mosquitoes carry serious diseases.
 - fleas are a type of mosquito.

Part B

Circle the letter of the answer.

- A blue whale is larger than
 - a dinosaur.
 - an elephant.
 - a sperm whale.
 - All of the above
- Whales breathe
 - underwater.
 - like fish.
 - air just like people.
 - a mixture of water and air.
- Whales are dangerous when
 - they are not in a herd.
 - they are near people.
 - there are two or more of them.
 - The article does not say.
- When whales "sing," they are
 - just making noise.
 - communicating with one another.
 - racing ocean liners.
 - None of the above
- Normally whales move about
 - as fast as a person can walk.
 - twice as fast as a person can walk.
 - six mph.
 - Both b and c
- According to the article, some of the blue whale's arteries are
 - too small to see.
 - so large a child can crawl through them.
 - so large a large person can move through them.
 - larger than its heart.

Lesson 23

Number Correct
Number of Items **15** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- According to the article, we have so many oranges today because of modern
 - science.
 - b** transportation.
 - industry.
 - government.
- Oranges first came from
 - southern Africa.
 - southern Spain.
 - southern India.
 - d** southern China.
- Oranges were first taken to North America by the
 - a** Spaniards.
 - Chinese.
 - Arabs.
 - The article does not say.
- The article says that oranges were at one time thought a proper
 - birthday present.
 - b** treat at the theater.
 - payment for a painting.
 - reward from the government.
- Mrs. Tibbits planted her first orange tree in
 - 1843.
 - 1853.
 - 1863.
 - d** 1873.
- The orange tree Mrs. Tibbits planted came from
 - a** Brazil.
 - China.
 - Spain.
 - Arabia.
- Mrs. Tibbits was helped by the government of
 - a** the United States.
 - the state of California.
 - Spain.
 - the city of Riverside.
- The old tree mentioned in the article is
 - less than 50 years old.
 - less than 75 years old.
 - more than 100 years old.
 - d** more than 125 years old.

46 Lesson 23

Part B

Circle the letter of the answer.

- Stagecoaches were first used in England about
 - 1604.
 - 1704.
 - c** 1640.
 - 1740.
- Because of the way the coaches were built,
 - people could only ride inside them.
 - b** people could ride inside and on top of them.
 - it was too dangerous to ride on top of them.
 - it was cheaper to ride inside them.
- The story suggests that the new coaches probably got their names from the
 - a** use of fresh horses at points in a journey.
 - kind of horses that were used.
 - different kinds of people that rode in them.
 - Both **a** and **b**
- At first, stagecoaches could go
 - fifteen miles an hour.
 - eight miles an hour.
 - faster than eight miles an hour.
 - d** five miles an hour.
- Another name for a turnpike road would be a
 - a** toll road.
 - kilometer road.
 - mile-long road.
 - None of the above
- The money collected on a turnpike was used to
 - buy stagecoaches.
 - buy horses.
 - c** fix the roads.
 - pay people.
- After English roads improved, coaches could go
 - a** eight mph.
 - thirteen mph.
 - eighty mph.
 - more than twenty mph.

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Lesson 24

Number Correct
Number of Items **16** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- The Amazon River begins in
 - Brazil.
 - the Atlantic.
 - c** Peru.
 - Brazil's jungles.
- The Amazon is the world's
 - longest river.
 - b** biggest river.
 - second-biggest river.
 - third-longest river.
- The world's longest river is the
 - Amazon.
 - Mississippi.
 - c** Nile.
 - The article does not say.
- The Amazon contains
 - piranhas.
 - snakes and eels.
 - horses.
 - d** Both **a** and **b**
- When piranhas attack, they
 - attack one at a time.
 - attack as a group.
 - eat their victim within minutes.
 - d** Both **b** and **c**
- People living along the river
 - build one house on top of another.
 - build their houses on stilts.
 - c** build their houses on rafts.
 - leave their houses during the rainy season.
- When the Amazon rises,
 - the rainy season ends.
 - b** houses rise.
 - houses flood.
 - the water rises up to the houses.
- This selection is mainly about the
 - a** size and characteristics of the Amazon.
 - age and nature of the Amazon.
 - history of the Amazon.
 - usefulness of the Amazon.

48 Lesson 24

Part B

Circle the letter of the answer.

- Each popcorn kernel contains
 - a mass of starch.
 - moisture.
 - Neither **a** nor **b**
 - d** Both **a** and **b**
- When a kernel is heated, the
 - starch turns into steam.
 - moisture turns into starch.
 - c** moisture turns into steam.
 - steam turns into moisture.
- According to the article, the steam inside a kernel
 - makes the outer coat hard.
 - breaks the outer coat.
 - makes the starch moist.
 - Both **b** and **c**
- When the kernel turns inside out, it
 - a** is fluffy.
 - is ruined.
 - turns to steam.
 - None of the above
- Corn was brought to North America
 - in 1492.
 - by Christopher Columbus.
 - Both **a** and **b**
 - The article does not say.
- Native Americans
 - a** grew and ate corn.
 - discovered corn in 1492.
 - ate grain instead of corn.
 - None of the above
- According to the article, in 1519 Cortez
 - showed the Aztecs how to use popcorn.
 - discovered Mexico.
 - c** saw how the Aztecs used popcorn.
 - founded the Aztec empire.
- According to the article, the Aztecs
 - ate popcorn.
 - put popcorn on their houses.
 - made necklaces out of popped kernels.
 - d** Both **a** and **c**

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Lesson 25

Number Correct		Percent Correct
Number of Items	15	%

Name _____

Part A

Circle the letter of the answer.

- The article says that in the 1800s western United States cattle
 - were kept in corrals.
 - roamed the open range.
 - were raised for meat.
 - traveled in herds.
- Ranchers used brands to
 - decorate cattle.
 - identify cattle.
 - keep cattle quiet.
 - scare cattle.
- Each ranch had its own
 - fence.
 - range.
 - brand.
 - Both a and c
- The article says that branding was done
 - with an iron.
 - in the spring.
 - on the range.
 - by cowboys.
- The article says that in the 1800s there were
 - two kinds of branding irons.
 - two kinds of cattle.
 - one kind of branding iron.
 - many kinds of ranches.
- A branding iron used like a pen was called a
 - pen iron.
 - stamping iron.
 - tracing iron.
 - running iron.
- A branding iron with a fixed design was called a
 - running iron.
 - stamping iron.
 - western iron.
 - fixed iron.
- According to the article, a good brand was
 - simple.
 - heavy.
 - small.
 - Both a and c

Part B

Circle the letter of the answer.

- Traditional Japanese houses are made from
 - wood.
 - brick.
 - concrete.
 - The article does not say.
- These Japanese houses are
 - painted every other year.
 - painted a different color every year.
 - left unpainted.
 - The article does not say.
- In Japanese houses people usually do not use beds, but sleep
 - on the hard floor.
 - in hammocks.
 - on thick mats.
 - on low couches.
- The Japanese add beauty to their homes
 - with painted screens and flowers.
 - with rugs of complex designs.
 - with luxurious furniture.
 - All of the above
- The side of a Japanese house is usually made of
 - glass walls.
 - a sliding panel.
 - paper screens.
 - None of the above
- Occasionally swallows will fly into the house, and people
 - welcome them.
 - put them in cages.
 - have to get rid of them.
 - Both a and b
- A small shelf is built under the swallow's nest to
 - catch baby birds that fall out.
 - provide a perch for the birds.
 - protect the floor below.
 - None of the above

50 Lesson 25

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Lesson 26

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

- What is botany?

Botany is the science of plants.

- What do we call a young plant that is made up of only a few cells?

a plant embryo

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Matthias Schleiden was born in 1804 in Hamburg, Germany.
- Schleiden studied medicine before he became a botanist.
- Schleiden taught botany at the University of Jena.
- Schleiden felt that botanists should study the parts of plants.

T

F

T

T

- Before Schleiden's work, botanists mainly studied plant cells.

F

- Theodor Schwann discovered that animals are made up of cells.

T

Determining the Main Idea

Write the answer.

- What was Matthias Schleiden's most important discovery?

Matthias Schleiden's most important discovery was that plants are made up of cells.

- What is the cell theory?

The cell theory is the theory that all living things are made up of cells.

52 Lesson 26

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Lesson 27

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Write T if the statement is true. Write F if the statement is false.

1. A botanist is a scientist who studies plants and animals.
2. Biosphere II is a glass building in Arizona.
3. Botanists work in places such as forests, farms, and schools.
4. A biosphere botanist works mostly in outer space.
5. Biosphere II was home to both plants and animals.
6. Fifteen scientists lived inside Biosphere II.
7. Botanists must study science and math.

F
T
T
F
T
F
T

Write the answer.

8. What does a botanist study?

Plants

9. What does it mean to state that Biosphere II is a closed environment?

Nothing went in and nothing came out during the two years the experiment went on.

Lesson 28

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What do we call the process of creating a plant by combining parts of two plants?

grafting

2. When two plants are grafted together what is the new plant called?

a hybrid

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Most plants reproduce by grafting.
4. A hybrid is similar to both of the plants that were grafted together to produce the hybrid.
5. The only reason farmers use grafting is to produce seedless fruit.
6. Two examples of fruits that have been produced with grafting are seedless grapes and oranges.
7. Grafting can be used to grow plants that resist insects.

F
T
F
T
T

Making Inferences

Write the answer.

8. If two parts that are grafted come from a tree that is tall and from a tree that is strong, what could the hybrid be?

The hybrid could be a tree that is tall and strong.

9. A farmer has an apple tree that always produces a lot of sweet apples, but the apples are small. The farmer has another apple tree that produces apples that are big but sour. Explain how the farmer might use grafting to grow an apple tree that produces sweet apples that are big.

by grafting parts from the sweet apple tree and the big apple tree

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
- a. Plants are useful.
 - b. Grafting can help farmers produce better, stronger plants.
 - c. Seedless grapes are hybrids.
 - d. Plant grafting is a difficult process.

Lesson 29

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

1. What is the main reason different food plants are grown in different parts of the world?

Climate. Some plants grow well in hot climates, while other plants grow best in cool climates.

2. Name three plants that are grown by farmers in tropical areas of the world.

bananas, rice, coconuts, peanuts, and yams

3. Explain why farmers in China grow rice underwater.

Rice grows better in water.

4. Explain why farmers in Canada can grow peas but not yams.

Peas grow better in cool weather. Yams are tropical plants.

Vocabulary

Write the answer.

5. What are *rice paddies*?

fields where rice is grown

6. Define *climate*.

Climate is the average weather conditions of a region.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

7. Tropical areas have a long, hot growing season.

F

8. Rice and peanuts are grown in tropical areas.

F

9. Yams are delicious.

O

10. Freezing temperatures may not harm field peas.

F

Lesson 30

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write the answer.

1. When was Copernicus born?

Copernicus was born in 1473.

2. Name three subjects Copernicus studied in college.

In college Copernicus studied mathematics, Greek, law, medicine, and astronomy.

Circle the letter of the answer.

3. Most people in Copernicus's time thought
 a. that Earth revolved around the sun.
 (b) that Earth was the center of the universe.
 c. that the moon revolved around the sun.
 d. None of the above
4. To develop his theories, Copernicus
 a. watched the sky.
 b. used his knowledge of geometry.
 c. noticed the positions of planets and stars.
 (d) All of the above

Write T if the statement is true. Write F if the statement is false.

5. In Copernicus's time, people knew a great deal about the universe.

F

6. Everyone accepted Copernicus's ideas right away.

F

7. Copernicus thought that Earth is the center of the universe.

F

8. Copernicus believed that the planets revolve around the sun.

T

9. Copernicus thought that the universe is very large.

T

Lesson 31

Number Correct		Percent Correct
Number of Items	8	%

Name _____

Vocabulary

Write the answer.

1. What is a computer program that makes you feel as if you're flying an airplane called?

a flight simulator

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. A video game is a small computer. T

3. A pilot uses a flight simulator to fly an airplane in stormy weather. F

4. Flight simulators are a special type of video game. F

5. Flight simulators tell pilots and astronauts how high they should fly. F

Write the answer.

6. How do pilots and astronauts first learn to fly?

Pilots and astronauts first learn to fly by using flight simulators.

7. What do the instruments show the pilot or astronaut?

how and where the aircraft is flying

Making Inferences

Write the answer.

8. Why do you think flight simulators are used to train new pilots and astronauts?

so they don't crash real airplanes

Lesson 32

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Use the heat index table on the previous page to answer the following questions. Circle the letter of the answer.

1. What number on the table shows air that feels the hottest?
a. 91°F c. 108°F
b. 100°F d. 144°F
2. What air temperature and humidity would make the air feel 144°F?
a. 100°F and 0% c. 100°F and 70%
b. 90°F and 50% d. 90°F and 100%
3. When the air temperature is 90°F and the humidity is 60%, how hot does the air feel?
a. 70°F c. 90°F
b. 80°F d. 100°F

Write the answer.

4. As the humidity goes up, does the air feel hotter or colder?

hotter

5. When the humidity is 0%, does the air feel hotter or colder than the actual temperature?

colder

Write T if the statement is true. Write F if the statement is false.

6. A high heat index can be a serious health risk. T

7. The evaporation of perspiration is one of the main ways your body stays warm. F

8. Wind helps lower apparent temperature. T

Making Inferences

Write the answer.

9. Suppose you are trying to heat your house in winter, but you still feel cold. Should you keep the house dry or humid?

You should keep the house humid because humid air feels warmer than dry air at the same temperature.

10. Should you vigorously exercise outside when the air feels very hot? Why or why not?

No, a high heat index can cause fatigue, heat exhaustion, and even death.

Lesson 33

Number Correct
Number of Items **10** = Percent Correct
%

Name _____

Vocabulary

Match the term in the left column with the phrase in the right column. Write the correct letter on the line provided.

- | | |
|------------------------------------|---|
| <u>c</u> 1. underground lakes | a. solve environmental problems |
| <u>d</u> 2. retention pond | b. can break down oil and gasoline in groundwater |
| <u>b</u> 3. certain bacteria | c. supply drinking water for cities and towns |
| <u>a</u> 4. environmental engineer | d. catches and filters polluted water |

Reading Comprehension

Write the answer.

5. Name three subjects that environmental engineers studied in college.

Any three: math, chemistry, physics, biology

6. What can happen to rainwater that runs across roads and parking lots?

It can pick up oil and gasoline and become polluted.

7. How do environmental engineers use bacteria to clean up polluted rainwater?

Environmental engineers inject special bacteria into the groundwater. The bacteria break down oil and gasoline and clean the water deep in the ground.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- | | |
|---|----------|
| 8. Environmental engineers may design retention ponds. | <u>F</u> |
| 9. Some underground lakes provide the best drinking water for cities and towns. | <u>O</u> |
| 10. Environmental engineers have an easy job. | <u>O</u> |

Lesson 34

Number Correct
Number of Items **10** = Percent Correct
%

Name _____

Vocabulary

Write the answer.

1. What is a computer technician?

a person who repairs computers and helps keep them working

2. What is computer hardware? the parts that

make up a computer

3. What is computer software? the programs

that make the computer run

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- | | |
|--|----------|
| 4. Electricity can damage a computer. | <u>T</u> |
| 5. A computer technician does not need to be concerned with electricity. | <u>F</u> |
| 6. A person needs no special training to become a computer technician. | <u>F</u> |
| 7. A computer technician might work on large mainframe computers. | <u>T</u> |

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- | | |
|--|----------|
| 8. Computers need electricity to run. | <u>F</u> |
| 9. The job of a computer technician is more important than the job of a computer programmer. | <u>O</u> |
| 10. To be a good computer technician, you must love to work with machines. | <u>O</u> |

Lesson 35

Number Correct
Number of Items

Number Correct		Percent Correct
Number of Items	15	%

Name _____

Part A

Circle the letter of the answer.

- A hybrid is
 - an unusual offspring of two of the same kind of animal.
 - any animal that is very strong.
 - an imaginary combination of two different animals.
 - the offspring of two different kinds of animals.
- A zonkey is a hybrid between
 - a cow and a zebra.
 - a donkey and a horse.
 - a zebra and a monkey.
 - a zebra and a donkey.
- A zonkey's body
 - is tan all over like a donkey's.
 - has black and white stripes all over.
 - is partly tan and partly striped.
 - is either all tan or all striped.
- A hybrid between beef cattle and buffaloes is called a
 - buffle.
 - beefalo.
 - Either **a** or **b**.
 - Neither **a** nor **b**.
- The article suggests that farmers probably raise beefaloes because beefaloes
 - work hard.
 - look unusual.
 - provide good milk.
 - provide good meat.
- The selection suggests that buffaloes eat
 - corn and other grains.
 - grass.
 - hay.
 - several different kinds of plants.
- The selection suggests that some hybrids are useful to farmers because they
 - have the good qualities of both parents.
 - live longer than their parents.
 - look very odd.
 - eat less than their parents do.

70 Lesson 35

Part B

Circle the letter of the answer.

- Big Ben could be one of the world's
 - biggest bells.
 - most accurate clocks.
 - most famous bells.
 - most famous clocks.
- Big Ben regularly chimes
 - when Parliament meets.
 - the time.
 - every three days.
 - every forty minutes.
- The Parliament tower was built in
 - 1859.
 - 1895.
 - 1855.
 - The article does not say.
- When Big Ben's clock was wound by hand, it took
 - five workers.
 - three workers.
 - two workers.
 - seven workers.
- Big Ben's clock is now wound
 - by a motor in forty minutes.
 - three times a week.
 - forty times a week.
 - Both **a** and **b**.
- The clock's pendulum
 - weighs as much as a few coins.
 - is controlled by weight.
 - can't be adjusted.
 - is run by an electric motor.
- The clock will gain time if
 - coins are added to the tray.
 - the pendulum is held still.
 - coins are taken from the tray.
 - a halfpenny is added to the tray.
- Big Ben's clock is usually quite
 - wrong about the time.
 - accurate.
 - difficult to adjust.
 - Both **b** and **c**.

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Lesson 36

Number Correct
Number of Items

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Leclerc was born in England.
- Leclerc studied botany, math, and law.
- After his mother died, Leclerc returned to the family estate.
- Leclerc was made head of the natural history museum at age 32.
- Leclerc wrote 50 volumes on natural history.
- Leclerc was a naturalist.
- The English name of Leclerc's great work is *World History*.
- Leclerc tried to present everything known about natural history, chemistry, and physics in a single work.

F
T
T
F
F
T
F
F

Vocabulary

Write the answer.

- What is a naturalist?

A naturalist is a person who studies nature.

72 Lesson 36

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Lesson 37

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What does an animal scientist study?

An animal scientist studies
farm animals such as cattle,
chickens, and pigs.

2. What is a laboratory?

A laboratory is a room used to do
science experiments.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

3. Animal scientists need to have a degree in science. F
4. Working with cows and pigs is fun. O
5. Cows, pigs, and chickens are farm animals. F
6. Animal science is interesting. O

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

7. Some animal scientists inspect food products such as bread and vegetables. F
8. Being an animal scientist requires a college degree. T
9. An animal scientist must be able to work alone as well as with others. T
10. Most animal scientists work with zoo animals, such as lions or tigers. F

Lesson 38

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Mendel was born in Austria in 1922. F
2. Mendel was a priest and a scientist. T
3. Mendel recorded the characteristics of more than 12,000 pea plants. T
4. Mendel did experiments to see how much water and sunlight pea plants need. F
5. Mendel died before his ideas were widely known. T
6. After his death, Mendel's ideas became known as Mendel's laws. T

Write the answer.

7. Name three characteristics that Mendel studied in pea plants.

Three characteristics that Mendel
studied in pea plants were height,
flower color, and seed color.

8. Describe what Mendel discovered when he crossed a short pea plant with a tall pea plant.

When Mendel crossed a short
pea plant with a tall pea plant, he
discovered that all the offspring
pea plants were tall.

Determining the Main Idea

Circle the letter of the answer.

9. Which statement best sums up the main idea of the selection?
- a. Mendel learned how characteristics are passed from living things to their offspring by experimenting with plants.
- b. Mendel's ideas were not accepted in his own day.
- c. Mendel was primarily interested in improving pea plants for home gardeners.
- d. Mendel was a scientist who lived in Austria in the 1800s.

Lesson 39

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Nocturnal animals look for food during the day. F
- Nocturnal animals can see clearly at night. T
- Most nocturnal animals have small eyes. F
- Some nocturnal animals have stronger light receptors in their eyes. T
- Guanine improves night vision by absorbing light. F
- Eastern screech owls are nocturnal animals. T
- Some nocturnal animals' eyes glow in the dark because their eyes are very large. F

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Light receptors send messages to the brain. F
- Nocturnal animals look cute because of their big eyes. O

Determining the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the reading?
 - The eyes of nocturnal animals glow in the dark.
 - Humans have better eyesight than other animals.
 - (C) Nocturnal animals have characteristics that allow them to see clearly at night.
 - Large eyes are better than small eyes.

Lesson 40

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Franklin represented U.S. interests in France. T
- Franklin went into politics. T
- Franklin graduated from high school. F
- One of Franklin's many inventions was the invention of special eyeglasses. T
- Ben Franklin read a great deal in spite of his lack of a formal education. T
- At age 12, Franklin became a printer's apprentice. T

- What part of nature fascinated Franklin?

Franklin was fascinated by weather and particularly by lightning.

- What did Ben Franklin show about lightning in his kite experiment?

that lightning is a form of electricity

- How did Franklin test his belief about lightning?

Franklin tested his belief about lightning by flying a kite attached to a metal key in a lightning storm.

Reading Comprehension

Write the answer.

- What was the name of Ben Franklin's famous annual?

Poor Richard's Almanack

Lesson 41

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write the answer.

1. What is a meteorologist?

A meteorologist is a scientist who studies weather and makes weather forecasts.

2. What kinds of information do meteorologists get from sensors on Earth's surface?

information on temperature, wind speed, and humidity

3. What do satellite photographs of Earth show?

cloud cover and storm systems

4. How do computers help meteorologists?

Computers produce models of weather patterns that help meteorologists make more accurate forecasts.

5. What is a weather forecast?

a prediction of weather conditions

6. Why is forecasting weather difficult?

Forecasting weather is difficult because weather patterns are the result of many things that happen at the same time.

Write T if the statement is true. Write F if the statement is false.

7. All meteorologists work for the National Weather Service.

F

8. Meteorologists always make accurate predictions about the weather.

F

9. Meteorologists must take college courses in math and science.

T

Lesson 42

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

1. When and where did the "Schoolchildren's Blizzard" happen?

on January 12, 1888, in Nebraska

2. What did the temperature plunge to in the "Schoolchildren's Blizzard"?

36 degrees below zero

Classifying Objects

Fill in the blank after each statement with the correct term: **standard radar** or **Doppler radar**.

3. Detects movement within clouds

Doppler radar

4. Shows the beginning of tornadoes

Doppler radar

5. Detects areas of rain or snow

standard radar

Making Inferences

Write the answer.

6. What is the difference between a storm "watch" and a storm "warning?"

A warning is more serious than a watch.

7. What can standard radar detect?

clouds and precipitation

8. Why did many people die in the "Schoolchildren's Blizzard?"

They were caught outside because they had no warning.

9. Can we change or stop severe weather?

No.

10. Why are people more likely to survive severe weather today than they were 100 years ago?

because technological advances such as radar can be used to warn people about approaching storms

Lesson 43

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

1. Which animals eat more before storms?

deer, squirrels, rabbits, insects

2. What do mosquitoes do before a storm?

bite more often

3. What do flies do?

find shelter and go to sleep

4. How are cicadas different on rainy days than on dry days?

They are silent.

5. What might bees do before a storm?

They are more likely to sting.

Drawing Conclusions

Write the answer.

6. How might the dark days of winter affect some people? Why is this so?

Dark days may make some people sad because the levels of some chemicals in their brains may change.

7. Name a feature of weather, such as wind or rain, that affects you. Explain how it affects you.

(Accept reasonable responses.)

8. How are some people affected by changes in barometric pressure?

Some people who have arthritis have more pain in their joints when there is a change in barometric pressure.

Determining the Main Idea

Write T if the statement is true. Write F if the statement is false.

9. People and animals may be sensitive to humidity and barometric pressure.

T

10. Drops in barometric pressure, which signal storms, may cause some animals to bite more.

T

Lesson 44

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. The average lightning flash could light a house for about three days.

F

2. The safest place to be in a thunderstorm is indoors.

T

3. It is safe to take a bath or shower during a thunderstorm.

F

4. Lightning is a form of electricity.

T

5. Water and metal are safe to be around during a thunderstorm.

F

6. If you are outside during a thunderstorm, you should find shelter under a tall tree.

F

7. Lightning rarely strikes Earth.

F

8. You should not use the telephone during a thunderstorm.

T

Write the answer.

9. List three precautions that people should take to protect themselves from lightning.

Any three: going indoors if you are outside; avoiding tall objects, water, and metal objects if you cannot go inside; not taking a shower or bath; not using the telephone

Determining the Main Idea

Write the answer.

10. What is the main idea of this passage?

Lightning can be very dangerous, but there are several ways you can help reduce your risk of being struck by lightning.

Lesson 45

Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- The crocodile mentioned in this article lives along the
 - Amazon River.
 - ☒ Nile River.
 - Congo River.
 - Niger River.
- The plover is a
 - ☒ small bird.
 - water snake.
 - wormlike creature.
 - large reptile.
- The article says that plovers like to eat
 - crocodiles.
 - insects.
 - fish.
 - ☒ leeches.
- A leech is a
 - small bird.
 - large tick.
 - ☒ wormlike creature.
 - water snake.
- Leeches fasten themselves to the crocodile's
 - ☒ gums.
 - tail.
 - back.
 - teeth.
- According to the article, the plover helps the crocodile by
 - warning of danger.
 - keeping it company.
 - ☒ cleaning its mouth.
 - sucking its blood.
- The crocodile helps the plover by
 - killing leeches.
 - warning of danger.
 - sucking its blood.
 - ☒ giving it food.
- Why doesn't the crocodile eat the plover?
 - The crocodile is too lazy.
 - ☒ The crocodile needs its help.
 - The crocodile isn't hungry.
 - The plover is too small.

Part B

Circle the letter of the answer.

- The Pony Express
 - started in 1861.
 - ended in 1860.
 - ☒ started in 1860.
 - started in 1870.
- A Pony Express rider carried
 - fifteen pounds of mail.
 - ☒ twenty pounds of mail.
 - nine pounds of mail.
 - mail in a pouch around his neck.
- There was a distance of
 - ten miles between stations.
 - twenty-four miles between stations.
 - ☒ fifteen miles between stations.
 - twenty miles between stations.
- When a rider rode into a station, he
 - waited for a horse to be saddled.
 - waited for someone to take his place.
 - ☒ was on his way again very quickly.
 - left his mail at the station.
- A Pony Express rider's job was
 - ☒ a dangerous way to earn a lot of money.
 - an easy way to earn a few dollars.
 - dangerous and poorly paid.
 - mainly done at night.

Lesson 46

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- A geologist studies
 - ☒ Earth.
 - the sun.
 - water.
 - food.
- Some geologists specialize in
 - farming.
 - water.
 - ☒ fossils.
 - digging.

Write T if the statement is true. Write F if the statement is false.

- Some geologists hold jobs in education. T
- Geologists must know about the development of Earth's crust. T
- Lodestone is a type of rock that is not magnetic. F

- Geologists can hold many different jobs. T
- Some geologists work for oil and gas companies. T
- Geologists can help find fuel for cars and planes. T
- Geologists go to work after finishing high school. F

Determining the Main Idea

Circle the letter of the answer.

- Which sentence best states the main idea of the selection?
 - Rocks are beautiful.
 - ☒ Geologists are scientists who study Earth.
 - Geologists go to college.
 - Geologists look for oil.

Lesson 47

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All methods of making electrical energy use up valuable resources. F
- People first began using windmills to do work about 100 years ago. F
- Early American farmers used the power from windmills to pump water. T
- Wind blows on the generator of a wind turbine and makes it spin. F
- A wind turbine is a special windmill. T
- The blades of a wind turbine are attached directly to electrical cables. F
- Electrical energy leaves the wind turbine generator through cables. T
- When the shaft of a wind turbine stops spinning, the turbine stops producing electricity. T
- A wind turbine changes wind energy into heat energy. F

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
- Farmers used windmills to grind corn.
 - Producing electrical energy usually uses up valuable resources.
 - C Wind turbines change wind energy into electrical energy without using up valuable resources.
 - Wind energy has been used by people for more than 2,000 years.

Lesson 48

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

- What does a zoologist study?
A zoologist studies animals.
- Define *ecology*.
Ecology is the study of how organisms interact with each other and with their surroundings.
- Name three types of rodents.
rats, mice, squirrels
- Give the meaning of *ecosystem*.
Ecosystems are communities of living things that live in the same place.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Elton lived during the 1800s. F
- Elton was born in France. F
- Elton wrote a book called *Animal Ecology*. T
- In his book, Elton described food chains and how energy moves through ecosystems. T
- Elton made four trips to Africa to study wild animals. F
- Elton studied both plant and animal communities. T

Lesson 49

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What substance is broken down by fermentation?

sugar

Reading Comprehension

Write the answer.

2. Where and when did the first known bakers work?

The first known bakers worked in Rome more than 2,000 years ago.

3. Where do bakers work today?

Today, bakers work in small shops or in large machine-run bakeries.

4. What organisms do bakers use as an ingredient in most kinds of bread?

Bakers use yeast as an ingredient in most kinds of bread.

5. What two waste products do these organisms produce during fermentation?

During fermentation, yeast produce carbon dioxide and alcohol as waste products.

6. Why is sugar added to bread dough?

so fermentation will take place; so dough will rise

Write T if the statement is true. Write F if the statement is false.

7. Alcohol causes bread dough to rise. F

8. The alcohol in bread dough evaporates when the bread is baked. T

9. Bubbles in bread dough are formed by carbon dioxide gas. T

Making Inferences

Write the answer.

10. Do you think yeast is an ingredient in pancakes? Why or why not?

No; if there were yeast in pancakes, the pancakes would rise instead of being flat.

Lesson 50

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What is geology?

Geology is the study of Earth's rocks.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. Hutton lived during the 1800s. F

3. Hutton was born in Scotland. T

4. Hutton studied geology in college. F

5. Hutton first became interested in science late in life. F

6. Hutton was especially interested in the way weather changed the land. T

7. Hutton wrote a book called *Theory of the Earth*. T

8. Hutton is known today as the father of physics. F

Determining the Main Idea

Write the answer.

9. What are two ways Hutton believed the Earth is still changing?

Hutton believed that the Earth's surface continues to change slowly as rivers move soil and as mountains rise and are worn away.

10. Did other scientists of Hutton's time believe that the Earth's surface was still changing?

No.

Lesson 51

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Vocabulary

Write the answer.

1. What does *hydro-* refer to?

Hydro- refers to water.

2. What is an aquifer?

An aquifer is a large pocket of water deep inside Earth.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Hydrogeologists are geologists who study volcanoes. F
 4. The only science courses hydrogeologists need to study in college are hydrogeology and geology. F
 5. Some hydrogeologists work for the government, and others work for private companies. T

Making Inferences

Write the answer.

6. What might a person interested in a clean environment and clean water want to become?

a hydrogeologist

Determining the Main Idea

Write the answer.

7. Why are aquifers important?

Aquifers are important because they often provide drinking water for cities and towns.

8. Why are hydrogeologists interested in learning how water drains from the Earth's surface into aquifers?

to find out how aquifers can become polluted

Recognizing Cause-and-Effect Relationships

Write the answer.

9. How could pesticides applied to a cornfield on Earth's surface end up polluting water deep underground?

Pesticides applied to a cornfield on Earth's surface could end up polluting water deep underground by surface water draining down into aquifers.

Lesson 52

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Vocabulary

Write the answer.

1. What is a retention pond?

a sunken, grassy area near the edge of a parking lot

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. A retention pond catches runoff water from paved areas. T
 3. A retention pond helps protect the environment by providing a habitat for water plants and animals. F
 4. A retention pond contains filters to improve the quality of pond water for fish and other water life. F
 5. Runoff rainwater can cause erosion. T
 6. Polluted rainwater can drain into underground water supplies. T

Recognizing Cause-and-Effect Relationships

Write the answer.

7. How do retention ponds help prevent pollution?

by filtering polluted rainwater before it drains down into underground water supplies

Making Inferences

Write the answer.

8. Where would retention ponds be more likely to be needed—near a shopping mall or near a football field? Why?

Shopping mall. Parking lots cannot soak up heavy rain. Water with oil from vehicles would run off and drain into underground water supplies.

9. Why doesn't a retention pond contain water all the time?

It is built to catch the runoff rainwater.

Lesson 53

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Vocabulary

Write the answer.

1. What happens during a drought?

very little rain falls; crops die

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- The Dust Bowl occurred in the 1950s.
- The Dust Bowl occurred in the prairie states.
- Scientists are still not sure what caused the Dust Bowl.
- Many farmers had to give up their land because of the Dust Bowl.
- Wheat is better than native grasses at holding the soil in place.
- The United States has had several Dust Bowls over the past 50 years.

F

T

F

T

F

F

Recognizing Cause-and-Effect Relationships

Write the answer.

8. How did grazing too many animals contribute to the Dust Bowl?

Grazing too many animals resulted in native grasses being eaten more quickly than they could grow back. This left bare ground that was easily eroded and therefore contributed to the Dust Bowl.

9. How did drought help create the Dust Bowl?

Drought led to plants dying and the soil drying out. This made it easier for the wind to blow the soil away and therefore contributed to the Dust Bowl.

Lesson 54

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Almost all electricians have jobs repairing computers.
- Some electricians work with rocks and soil.
- Electricians must know how to read circuit diagrams and test electrical devices.
- Electricians need to know how to read blueprints.
- Some electricians work only on electrical systems in cars.

F

F

T

T

T

Write the answer.

6. How do electricians help build new houses?

Electricians install the wires, outlets, and light fixtures. They also may hook up electrical appliances.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Electricians must be able to test electric devices.
- Electricians must be very brave to work with electricity all the time.
- Electricians deserve to be paid more money.
- Some electricians repair electrical devices such as VCRs.

F

O

O

F

Lesson 55

Number Correct		Percent Correct
Number of Items	14	%

Name _____

Part A

Circle the letter of the answer.

- Groundhog Day is a substitute for what was called in Germany.
 - Mole Day.
 - Badger Day.
 - Pack Rat Day.
 - Prairie Dog Day.
- Some say that the Wisconsin groundhogs are really
 - prairie dogs.
 - pack rats.
 - moles.
 - None of the above.
- If the groundhog sees its shadow, this is supposed to be a sign that
 - winter will last six more weeks.
 - spring will begin a month early.
 - summer will be cool and cloudy.
 - autumn will be unusually warm.
- A groundhog is supposed to come out of its hole
 - February 2.
 - March 3.
 - April 4.
 - May 5.
- Groundhog Day in the United States was begun by the
 - English.
 - French.
 - Spaniards.
 - Germans.
- Groundhog watchers in Wisconsin say that groundhogs in another state
 - can't tell a clear day from a cloudy day.
 - can't tell the truth from a lie.
 - can't tell a shadow from a smudge.
 - All of the above.
- A weather forecaster says that groundhogs have been right
 - 28 percent of the time.
 - 35 percent of the time.
 - 48 percent of the time.
 - 60 percent of the time.

Part B

Circle the letter of the answer.

- Roman roads were designed to
 - help the Roman army.
 - last only a year.
 - Both a and b.
 - Neither a or b.
- The width of a Roman road was about
 - twenty-five feet.
 - eight feet.
 - ruler-straight.
 - The article does not say.
- The base of a Roman road was made of
 - gravel and turf.
 - rubble.
 - flat stone slabs.
 - small stones.
- The middle layer of a Roman road was made of
 - turf.
 - large stones.
 - smaller stones.
 - stone slabs.
- The top layer of a Roman road was
 - always paved.
 - painted down the middle.
 - made of gravel and turf.
 - made of stones rammed into concrete.
- If water stayed on a Roman road, the surface would
 - become more firmly packed.
 - wear out quickly.
 - develop ditches.
 - be covered with new rubble.
- Roads built with a camber are
 - higher at the sides than in the middle.
 - higher in the middle than at the sides.
 - designed to drain off water.
 - Both b and c.

110 Lesson 55

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Lesson 56

Number Correct		Percent Correct
Number of Items	8	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Daniel Gabriel Fahrenheit lived in the 1500s.
- Fahrenheit's temperature scale was based on the weather.
- Fahrenheit invented two kinds of thermometers.
- We don't use the Fahrenheit scale in the United States.
- Water boils at 100°F.
- Water freezes at 32°F.
- Thermometers using the Fahrenheit scale are different in different places.

F
F
T
F
F
T
F

Drawing Conclusions

Write the answer.

- You put two thermometers in a pot of boiling water. One thermometer reads 212°, and one reads 100°. Which thermometer uses the Fahrenheit scale? How do you know?

The thermometer that reads 212° F uses the Fahrenheit scale. You know because 212° is the boiling point of water on the Fahrenheit scale.

112 Lesson 56

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Lesson 57

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

- The average human body temperature is about 98° F.
- Hypothermia is a condition in which body temperature falls below normal.
- Hyperthermia is a condition in which body temperature rises above normal.
- Fever is a common word for hyperthermia.

- Children are less likely to develop hypothermia than adults are. F
- One way to treat a person with hypothermia is to wrap the person in blankets. T
- When doctors treat a person with hypothermia, they try to raise the patient's temperature quickly. F

Write T if the statement is true. Write F if the statement is false.

- The heart of a person with hypothermia beats faster than normal. F
- Hikers caught in cold weather might get hypothermia. T
- If you fell into a warm lake in summer, you might get hypothermia. F

Lesson 58

Number Correct		Percent Correct
Number of Items	10	%

Name _____

What To Do

Write the answer.

- Suppose you want to eat a total of 2,000 calories today. For breakfast you eat 1 cup of cereal, 1 cup of milk, and 1 slice of bread with a tablespoon of butter. How many calories did you eat?

You ate 120 calories + 130 calories
+ 100 calories + 100 calories = 450
calories for breakfast.

- Next, you eat a peanut butter sandwich for lunch. You use 2 slices of bread, 2 tablespoons of peanut butter, and 2 tablespoons of jam. You also drink a cup of milk. How many calories did you eat for lunch?

You ate 200 calories + 200 calories
+ 80 calories + 130 calories = 610
calories for lunch.

- When you get home from school, you eat a snack of 2 ounces of corn chips with 4 tablespoons of nacho cheese dip. How many calories did you eat for your snack?

You ate 260 calories + 80 calories =
340 calories for your snack.

- How many calories have you eaten so far?

1,400 calories

- How many calories can you eat for dinner? (Remember that you want to eat a total of 2,000 calories for the day.)

Without dinner, you ate 450 calories
+ 610 calories + 340 calories =
1,400 calories. Therefore, you can
eat 2,000 calories - 1,400 calories =
600 for dinner.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- One cup of cereal has more calories than one cup of milk. F
- Two slices of bread have 500 calories. F
- Counting calories can help us make wise food choices. T
- Two tablespoons of nacho cheese dip have fewer calories than two tablespoons of butter. T
- Our bodies can store fuel as fat. T

Lesson 59

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *insecticide*.

An insecticide is a chemical that is used to kill insects.

2. What is a native plant?

A native plant is a plant that is found naturally in an area.

Reading Comprehension

Write the answer.

3. When and where was Rachel Carson born?

Rachel Carson was born in 1907 in Pennsylvania.

4. Where did Carson work for many years?

For many years, Carson worked for the United States Fish and Wildlife Service.

5. What was the name of Carson's most famous book?

Carson's most famous book was named *Silent Spring*.

6. What animals besides insects were affected by DDT?

Animals that eat insects, including birds and fish, were affected by DDT.

Write T if the statement is true. Write F if the statement is false.

7. Carson believed that insecticides were being overused. T
 8. Carson pointed out that only insects were harmed by insecticides. F
 9. Carson thought that people should use native plants. T

Making Inferences

Write the answer.

10. What do you think would happen to people who ate fish that contained a large amount of DDT?

People who ate fish containing a large amount of DDT would have DDT build up in their bodies.

Lesson 60

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write the answer.

1. Name two ways the use of large amounts of insecticides can harm the environment.

Large amounts of insecticides can harm the environment by polluting water and ending up in the bodies of animals, including humans.

2. Describe two other ways to control insect pests.

Insect pests can be controlled by insect predators that eat other insects, traps that attract insects with light or smell, nonpoisonous chemicals that keep insects from reproducing, and bacteria that infect and kill insects.

Write T if the statement is true. Write F if the statement is false.

3. Insecticides can end up in the bodies of people. T
 4. Light can be used to trap some kinds of insects. T
 5. Ladybugs eat crops. F
 6. Some kinds of insects can be kept from reproducing with nonpoisonous chemicals. T
 7. Insecticides are no longer harmful to the environment after they have been washed away by rain. F

Fact and Opinion

Write T if the statement is true. Write F if the statement is false.

8. Ladybugs are predators. F
 9. All farmers hate to use insecticides. O

Lesson 61

Number Correct		Percent Correct
Number of Items	7	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- How much DDT was in small fish?
 - .1 ppm
 - .04 ppm
 - .5 ppm
 - 2 ppm
- How much DDT was in large fish?
 - 2 ppm
 - 25 ppm
 - .5 ppm
 - .04 ppm
- How much DDT was in zooplankton?
 - .04 ppm
 - .5 ppm
 - 2 ppm
 - 25 ppm
- How much DDT was in large birds?
 - .04 ppm
 - .5 ppm
 - 2 ppm
 - 25 ppm

Write the answer.

- If there are 1.6 ppm of DDT in a snail, every million parts of the snail could contain how much DDT?

1.6 parts

- How many more parts per million (ppm) of DDT were found in large birds than were found in large fish?

25 ppm - 2 ppm = 23 ppm

- Why did so much DDT build up in the bodies of large birds?

because large birds ate many fish that had DDT in their bodies

Lesson 62

Number Correct		Percent Correct
Number of Items	8	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- California and Japan have many earthquakes. T
- Making buildings that withstand earthquakes saves both lives and property. T
- A building that is rigid has a better chance of withstanding an earthquake without damage. F
- Rollers let buildings expand or shrink during an earthquake. F
- Tendons in buildings are controlled directly by ground movements. F

Determining the Main Idea

Write the answer.

- What happens to regular buildings when an earthquake occurs?

Regular buildings crack, break, and even collapse because they are too rigid to shift, slide, or sway with the moving ground.

Making Inferences

Write the answer.

- Imagine jumping on a trampoline. How is the trampoline like a spring that is placed under a building to help it withstand earthquakes?

The trampoline helps you bounce up and down like the spring that helps the building move up and down with the moving ground.

Sequencing

Write the answer.

- Describe the sequence of events that might lead to a building collapsing when an earthquake occurs.

An earthquake occurs. This makes the ground shake. The shaking ground causes a rigid building to crack, break, and finally collapse.

Lesson 63

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Air traffic controllers must get their training in the military.
- The first rules for guiding air traffic were set up in 1952.
- Air traffic controllers get their licenses from airports.
- Air traffic controllers need only a high school education.
- Air traffic controllers watch radar screens that show symbols representing planes.

F

F

F

F

T

Write the answer.

- What do air traffic controllers do?

direct airplanes as they fly into and out of airports

- How do air traffic controllers talk to the pilots in the planes?

by radio

- What two systems must air traffic controllers understand?

electronic navigation and communication systems

Drawing Conclusions

Write the answer.

- Give two reasons why the job of an air traffic controller is difficult.

Any two: because they have to work through the night, because they have to undergo difficult training, because they have to understand electronic navigation and communication systems.

- Why is controlling air traffic a high-pressure job?

Because lives depend on the way the controller directs the planes.

Lesson 64

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Robert Goddard became interested in rockets when
 - he was in college.
 - he was a child.
 - he was in New Mexico.
 - he was in the Soviet Union.
- In _____ Goddard's book predicted that a rocket could go to the moon.
 - 1919
 - 1923
 - 1929
 - 1942
- Goddard tested the first rocket engines that used liquid fuels in
 - 1919.
 - 1923.
 - 1930.
 - 1945
- Goddard made rockets that went
 - less than a mile high and as fast as 500 mph.
 - more than a mile high and over 500 mph.
 - 500 miles high and over 500 mph.
 - less than a mile high and less than 200 mph.

Write T if the statement is true. Write F if the statement is false.

- The United States used Goddard's work as a base for exploring space.

T

- Goddard launched the first rocket that carried scientific instruments.

T

- The Soviet Union used Goddard's work to develop weapons used in World War II.

F

- Goddard patented only 100 inventions that had to do with rockets.

F

- Goddard worked in Germany.

F

- Goddard died in 1945.

T

Lesson 65

Number Correct		Percent Correct
Number of Items	16	%

Name _____

Part A

Circle the letter of the answer.

- The water between Sicily and Italy is called the
 - Atlantic Ocean.
 - Ionian Sea.
 - Italian Sea.
 - d.** Strait of Messina.
- This strip of water is
 - narrow.
 - long.
 - wide.
 - d.** Both **a** and **b**
- The stories about the strait's danger come from
 - diaries.
 - b.** legends.
 - newspapers.
 - None of the above
- People feared the Strait of Messina because of
 - tidal waves.
 - large fish.
 - storms.
 - d.** None of the above
- Charybdis was a monster that lived in
 - a house.
 - b.** a whirlpool.
 - a boat.
 - a cave.
- The monster Scylla lived on
 - a.** a rock.
 - a mountain.
 - the Sicilian shore.
 - an island.
- Scylla and Charybdis were both
 - rocks.
 - whirlpools.
 - tidal waves.
 - d.** None of the above
- Sailors in ancient times feared
 - the Sicilian coast only.
 - the Italian coast only.
 - c.** both Sicilian and Italian coasts.
 - no coasts.

Part B

Circle the letter of the answer.

- Most of Latin America lies south of which river?
 - Amazon
 - b.** Rio Grande
 - Paraná
 - Paraguay
- A river forms the boundary between the United States and
 - Canada.
 - South America.
 - c.** Mexico.
 - Cuba.
- Latin America extends from the Rio Grande to the tip of
 - a.** South America.
 - lower California.
 - Florida.
 - Brazil.
- Latin America includes some islands in the
 - a.** Caribbean Sea.
 - Gulf of Mexico.
 - Pacific Ocean.
 - Gulf of California.
- Most of Latin America was settled by
 - Spain, Japan, and Germany.
 - b.** Spain, Portugal, and France.
 - Spain, Sweden, and England.
 - Spain, the United States, and Canada.
- Most people in South America speak
 - a.** Latin languages.
 - African languages.
 - Asian languages.
 - Aztec languages.
- According to the selection, many of the first settlers in the United States and Canada spoke
 - French.
 - b.** English.
 - Portuguese.
 - Dutch.
- According to the selection, the English language is called
 - an Anglo-Saxon language.
 - a Nordic language.
 - a Latin language.
 - d.** The article does not tell us.

130 Lesson 65

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Lesson 66

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Mission specialists are astronauts.
- All mission specialists are experts in chemistry.
- Today all astronauts are military airplane pilots.
- Dr. Sally Ride was the first American woman to fly into space.
- All astronauts must have a good knowledge of science.
- Astronauts train in simulators and model spacecrafts.
- Only men could be astronauts until 1988.
- Astronauts must get used to living and working where things are weightless.

T
F
F
T
T
T
F
T

Drawing Conclusions

Write the answer.

- Why must mission specialists learn how to fly jet airplanes?

so they can fly the spacecraft if they have to

132 Lesson 66

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Lesson 67

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

1. Where was Dr. Goodall born?

Dr. Goodall was born in London, England.

2. Which famous scientist did Dr. Goodall work with in Africa?

In Africa, Dr. Goodall worked with the famous scientist Louis Leakey.

3. What were two of Dr. Goodall's discoveries about chimpanzees?

Dr. Goodall discovered that chimpanzees make tools and live within an organized, complex society.

4. What is the name of the institute founded by Dr. Goodall?

Dr. Goodall founded the Jane Goodall Institute for Wildlife Research, Education, and Conservation.

5. What is the purpose of this institute?

The purpose of the institute is to protect all species.

Write T if the statement is true. Write F if the statement is false.

6. Dr. Goodall observed chimpanzees only from very far away. F

7. Dr. Goodall didn't discover anything new about chimpanzees. F

8. People thought that only humans made tools before Dr. Goodall's discoveries. T

9. The chimpanzees trusted Dr. Goodall right away. F

10. Dr. Goodall has written many books. T

Lesson 68

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- What does a microbiologist study?
 - Plants
 - Bacteria
 - The digestive system
 - Mammals
- Which of the following statements is the best description of bacteria?
 - Bacteria are both helpful and harmful to the body.
 - Bacteria are always harmful to the body.
 - All bacteria are helpful to the body.
 - Bacteria have no effect on the body.
- The first microbiologist was
 - Albert Einstein.
 - Charles Darwin.
 - Marie Pasteur.
 - Antonie van Leeuwenhoek.

Write T if the statement is true. Write F if the statement is false.

4. Bacteria help your body digest food. T

5. A plague caused by bacteria killed millions of people in the 1300s. T

6. Farmers use some types of bacteria on the leaves of bean plants to help them grow better. F

7. Bacteria can be used to help clean up oil spills. T

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

8. Bacteria cause many diseases. F

9. Microbiologists have discovered ways to cure many diseases caused by bacteria. F

10. Microbiologists have interesting jobs. O

Lesson 69

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Circle the letter of the answer.

- What do we call the process of boiling water, collecting the steam, and letting it cool?
 - Fermentation
 - Crystallization
 - Distillation**
 - Population
- What do we call the process of freezing water and melting the ice?
 - Fermentation
 - Crystallization**
 - Distillation
 - Population

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- About 5 percent of water on Earth's surface is found in lakes and rivers. F
- There is more fresh water in glaciers than there is in rivers and lakes. T
- Less than 90% of Earth's water is salt water. F
- Some cities now get their water from the ocean. T

- Ocean water is safe to drink because the salt it contains kills germs. F
- Crystallization is the oldest method of removing salt from ocean water. F

Sequencing

Circle the letter of the answer.

- Which is the correct sequence of steps in the process of distillation?
 - Salt water is boiled; then the steam is cooled to produce pure water.**
 - Salt water is frozen; then the salt is removed with chemicals.
 - Salt water is heated; then the hot water is passed through a filter.
 - Salt water is cooled; then the cool water is stirred and left to settle.
- Which is the correct sequence of steps in the process of crystallization?
 - Salt water is boiled; then the steam is frozen.
 - Salt water is frozen; then the ice is melted to form pure water.**
 - Salt water is heated; then the hot water is cooled and mixed.
 - Salt water is cooled; then the salt is skimmed from the surface.

Lesson 70

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Vocabulary

Write the answer.

- Where do range managers work?

on ranches

- What is erosion?

Erosion is the carrying away of soil by water or wind.

- What is agriculture?

the science of farming

Reading Comprehension

Write the answer.

- What types of courses must a range manager take in college?

animal science, range and wildlife management, and courses on agriculture

- Name three types of grazing animals.

cattle, sheep, goats

- In the past, how did range managers learn their job?

by living and working on a ranch

- What is the main duty of a range manager?

The main duty of a range manager is overseeing the grazing of ranch animals.

Making Inferences

Write the answer.

- Why can overgrazing be a problem for ranch land?

Overgrazing can cause land to lose most of its plant life and cause erosion.

Circle the letter of the answer.

- Suppose the number of animals on a ranch doubled. Which of the following would probably be true?
 - The animals would have to be moved less often to prevent overgrazing.
 - The animals would have to be moved more often to prevent overgrazing.**
 - The animals would not need to be moved.
 - The land would be less likely to erode.

Lesson 71

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Mount St. Helens is located in Montana. F
2. Mount St. Helens erupted in 1980. T
3. When Mount St. Helens erupted, flying rocks only knocked down trees that were already sick or damaged. F
4. The lakes around Mount St. Helens were not affected by the eruption. F
5. Volcanoes like Mount St. Helens cause permanent destruction of the forest unless people replant the area with trees. F
6. The first plants to grow after Mount St. Helens erupted were mountain ash trees. F
7. The soil around Mount St. Helens will get richer with more time. T

Determining the Main Idea

Circle the letter of the answer.

8. Which sentence best sums up the main idea of the selection?
- a. Volcanoes are destructive to the environment.
 - b. Volcanoes are helpful to the environment.
 - c. Volcanoes may be destructive at first, but life quickly returns to the area.
 - d. Volcanoes are harmless.

Recognizing Cause-and-Effect Relationships

Write the answer.

9. How did deer and bears traveling through the area around Mount St. Helens help plants grow again?

Deer and bears traveling through the area left footprints that broke the ash and revealed the soil so plants could grow.

10. How did gophers near Mount St. Helens help plants grow again?

Gophers near Mount St. Helens dug through the ash, leaving piles of soil on the surface where plants could grow.

Lesson 72

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What is an allergy?
an extreme sensitivity to certain substances
2. What is an allergist?
a doctor who treats people with allergies

Reading Comprehension

Write the answer.

3. Name three substances that cause allergies.
Any three: grass, pollen, animal fur, some foods, dust, mold
4. Why does an allergist give a skin-patch test?
to find out what is causing a patient's allergy
5. What are two signs of an allergy attack?
Any two: sneezing; itchy eyes; red, itchy skin; having a hard time breathing

6. How can an allergist help a patient?

by giving the patient medicine or injections

Write T if the statement is true. Write F if the statement is false.

7. An allergist has a degree in medicine. T
8. You can become an allergist in three years. F
9. All people who have itchy skin have allergies. F

Making Inferences

Write the answer.

10. Why can it be hard for allergy patients to avoid the materials that cause their allergies?
- The substances that cause allergies can be very common in the environment. Some allergens, such as dust or pollen in the air, are impossible to avoid.

Lesson 73

Number Correct		Percent Correct
Number of Items	10	%

Name _____

What To Do

Suppose you are a scientist who wants to grow cells. R cells divide every 20 minutes. P cells divide every 30 minutes. You want to determine whether there will be more R cells or more P cells at the end of 3 hours.

Complete the following charts.

CHART A: R Cells

Time	Number of Cells
20 minutes	2
40 minutes	4
1 hour	8
1 hour and 20 minutes	16
1 hour and 40 minutes	32
2 hours	1. <u>64</u>
2 hours and 20 minutes	2. <u>128</u>
2 hours and 40 minutes	3. <u>256</u>
3 hours	4. <u>512</u>

CHART B: P Cells

Time	Number of Cells
30 minutes	2
1 hour	4
1 hour and 30 minutes	5. <u>8</u>
2 hours	6. <u>16</u>
2 hours and 30 minutes	7. <u>32</u>
3 hours	8. <u>64</u>

Write the answer.

9. At the end of 3 hours, are there more R cells or P cells?

more R cells

10. At the end of 3 hours, how many more R cells are there than P cells?

448

Lesson 74

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What is cancer?

a disease in which cells divide uncontrollably

2. What is a tumor?

a cluster of cells

3. What does radiation do to cancer cells?

keeps them from dividing

4. What is chemotherapy?

the use of drugs to kill cancer cells

Reading Comprehension

Write the answer.

5. Name three ways that doctors may treat cancer.

surgery, radiation, chemotherapy

6. How can cancer cells travel from one part of a patient's body to another?

in the patient's bloodstream

7. What may happen if some of the cancer cells in a tumor are not removed or destroyed?

The tumor may grow back.

Write T if the statement is true. Write F if the statement is false.

8. All types of cancer are caused by smoking cigarettes.

F

9. Radiation destroys cancer cells by causing them to burst.

F

10. Chemotherapy can destroy cells that are dividing.

T

Lesson 75

Number Correct
Number of Items **15** = Percent Correct
%

Name _____

Part A

Circle the letter of the answer.

- The cheetah is faster than
 - a peregrine falcon in a power dive.
 - a black mamba.
 - a spine-tailed swift.
 - All of the above
- A cheetah can run at
 - 110 mph.
 - 90 mph.
 - 70 mph.
 - 100 mph.
- A horse can outrun a cheetah when the distance is
 - more than a mile.
 - less than one hundred yards.
 - 70 mph.
 - Both b and c
- A peregrine falcon flying in a level flight would be
 - slower than a spine-tailed swift.
 - faster than a spine-tailed swift.
 - moving at 70 mph.
 - moving at 200 mph.
- The spine-tailed swift can fly
 - over 100 mph.
 - faster than a peregrine falcon can dive.
 - faster than a dragonfly.
 - Both a and c
- A black mamba can
 - fly as fast as a dragonfly.
 - move faster than a horse can run.
 - move at 15 mph.
 - The article does not say.

Part B

Circle the letter of the answer.

- The first Europeans to discover rubber were
 - chemists.
 - natives.
 - farmers.
 - explorers.
- Today, the milky white juice of the rubber tree is called
 - cahuchu.
 - elastic gum.
 - latex.
 - weeping wood.
- South American natives called the rubber tree
 - latex.
 - cahuchu.
 - elastic gum.
 - white tears.
- An explorer took samples of latex back to France in
 - 1935.
 - 1835.
 - 1735.
 - 1635.
- Before 1770 the English called rubber
 - elastic gum.
 - cahuchu.
 - weeping wood.
 - bouncing balls.
- In 1770 an English chemist discovered that the new substance could
 - bounce like a ball.
 - make good raincoats.
 - protect the feet.
 - erase pencil marks.
- After 1770 the substance came to be known in England as
 - rubber.
 - bouncing ball.
 - weeping wood.
 - elastic gum.

150 Lesson 75

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Lesson 76

Number Correct
Number of Items **10** = Percent Correct
%

Name _____

Reading Comprehension

Circle the letter of the answer.

- The duties of a wastewater treatment plant operator depend on
 - the type of wastewater.
 - the size of the plant.
 - state laws.
 - the environment.
- Wastewater treatment plants
 - make wastewater.
 - sell wastewater.
 - clean wastewater.
 - capture rainwater.

Write T if the statement is true. Write F if the statement is false.

- Plant operators need a college degree. F
- Treated wastewater is not clean enough to return to rivers, streams, and oceans. F
- Some plant operators repair machines. T
- Operators sometimes change the amount of cleaning chemicals added to the water. T
- Cleaned wastewater is used by some manufacturing plants. T

Making Inferences

Write the answer.

- Why do you think science and math are useful for plant operators?

Knowledge of science and math helps the operators run the machines properly, test the water, and add proper amounts of cleaning chemicals.

- Why do operators test samples of the wastewater as it is cleaned?

so they know if they need to change the amount of cleaning chemicals that are added to the water

- Why is wastewater cleaned before it is returned to the environment?

Wastewater contains harmful chemicals and bacteria that could kill or injure living things in the environment.

152 Lesson 76

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Lesson 77

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Since you cannot touch sound, it cannot damage objects.
2. Sound vibrations can make things move or even break.
3. Air must be removed from the inside of a plane to check for small cracks.
4. A jet's surface has to be hit by a flying object before it will crack.
5. The Tacoma Narrows Bridge was the third-longest suspension bridge in the world when it was built.
6. No one saw "Galloping Gertie" collapse.

F

T

F

F

T

F

8. If a jet's surface has many small cracks, what would the sound sensors detect in a pressure test?

popping sounds

Drawing Conclusions

Write the answer.

9. What do you think the designers of Galloping Gertie learned after its collapse?

to make bridges wider and less flexible so they could withstand large winds without collapsing

10. Why can't airplane maintenance crews see the cracks with their eyes?

Many cracks would be too small for their eyes to detect.

Making Predictions

Write the answer.

7. What would have happened if the Tacoma Narrows Bridge was rebuilt exactly as it had been before it collapsed?

It would probably have collapsed again.

Lesson 78

Number Correct		Percent Correct
Number of Items	8	%

Name _____

Reading Comprehension

Write the answer.

1. What do all musical instruments have in common?

They all use vibrations to make sound.

2. What does plucking a string on a harp do?

It makes the string vibrate, which makes the body of the instrument vibrate and produce a sound.

3. Describe what happens when you play a piano key.

A small hammer hits a metal string inside the piano and makes it vibrate.

4. What makes a reed vibrate in a clarinet?

air rushing past it

Recognizing Cause-and-Effect Relationships

Write the answer.

5. What do you think would happen if you wrapped a bell in cloth before you rang it?

The bell would not ring or would sound muffled.

6. Compare the sounds you would hear if you touched a piano key softly and then banged on the same key.

The first sound would be soft, and the second sound would be loud.

Making Inferences

Write the answer.

7. Explain why two drums might sound different.

They may differ in size and shape.

Circle the letter of the answer.

8. The body of a string instrument
 - a. makes it lighter.
 - b. affects the sound it produces.
 - c. makes it stronger.
 - d. has no effect on the sound of the instrument.

Lesson 79

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Whether rubber expands at different temperatures is
 - a chemical property.
 - a physical property.
 - both a chemical property and a physical property.
 - neither a chemical property nor a physical property.
- When did the *Challenger* explosion occur?
 - 1986
 - 1965
 - 1988
 - 1996
- Feynman received the Nobel Prize in what subject?
 - Chemistry
 - Physics
 - Aeronautics
 - Electrical engineering

Write T if the statement is true. Write F if the statement is false.

- Feynman made many discoveries that were important to modern physics. T
- Feynman didn't like science when he was a child. F

6. Feynman was one of the scientists who investigated the *Challenger* explosion. T

7. Feynman was awarded the Nobel Prize in chemistry. F

8. Rubber does not expand as it normally would at temperatures below 0°C. T

9. Feynman discovered one of the reasons why the space shuttle *Challenger* exploded. T

Drawing Conclusions

Circle the letter of the answer.

- Why do you think Feynman set up a laboratory in his room when he was a child?
 - Feynman's parents forced him to study science at a young age.
 - Feynman wanted to conduct experiments because he was curious about nature.
 - Feynman needed a lab at home because his school did not have one.
 - Feynman did not like to play sports.

Lesson 80

Number Correct		Percent Correct
Number of Items	12	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- What are ceramics?
 - Soft, plasticlike materials
 - Hard, brittle materials that can withstand high temperatures
 - Hard, flexible materials that melt easily
 - Animals that live by the ocean

Write T if the statement is true. Write F if the statement is false.

- Some ceramics can break easily. T
- Researchers have used seashells as models for developing ways to make ceramics harder to break or scratch. T
- Polymers are not usually found in the shells of mollusks. F
- Researches have found a way to make a transparent coating that has alternating hard and soft layers. T
- No research has been developed that could make eyeglasses scratch-proof. F
- The alternating layers found in a mollusk shell are made up of a polymer and a soft substance. F

8. If the hard layer in a seashell cracks, the layer of polymer blocks the crack from spreading. T

9. Physical properties can be used to develop new processes that can make some ceramics stronger. T

10. Seashells are not strong. F

11. The layers of soft and hard material in seashells make them more difficult to scratch or crack. T

Vocabulary

Write the answer.

12. What is a polymer?

a natural rubbery substance

Lesson 81

Number Correct		Percent Correct
Number of Items	12	%

Name _____

Vocabulary

Define the following terms.

1. hematologist a scientist who studies blood
2. microorganism a tiny living thing that can be seen only with a microscope

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Blood has three main parts. F
4. Hematologists study diseases of the blood. T
5. Doctors and hematologists work closely together. T

Write the answer.

6. What is the job of red blood cells?

Red blood cells absorb oxygen in the lungs and carry it to cells throughout the body.

7. What is the job of white blood cells?

White blood cells destroy harmful microorganisms.

162 Lesson 81

8. What is the job of platelets?

Platelets help blood to clot and scabs to form when there is a break in the skin.

Fact and Opinion

Circle F if the statement is a fact. Circle O if the statement is an opinion.

9. Hematologists like to work with blood.
F ☒ O
10. A hematologist is not a doctor.
☒ F O
11. Hematologists should only work in universities doing research.
F ☒ O

Drawing Conclusions

Circle the letter of the answer.

12. The job of a hematologist
 - a. requires working long hours every day.
 - ☒ b. requires specialized training.
 - c. can be done by anyone with a general interest in science.
 - d. All of the above

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Lesson 82

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Most of the Earth's atmosphere is oxygen. F
2. Air on a mountain has less oxygen than air in a valley. T
3. "Thin air" means that there is a small amount of nitrogen in the air. F
4. A person's health is affected by the amount of oxygen in the air. T

Fact and Opinion

Circle F if the statement is a fact. Circle O if the statement is an opinion.

5. It is better to live at low elevations.
F ☒ O
6. Lightheadedness and loss of appetite are symptoms of altitude sickness.
☒ F O
7. The quantity of oxygen in the air is not the same for all places in the world.
☒ F O
8. Athletes like to train at high altitudes.
☒ F O

Making Inferences

Choose the correct answer.

9. Based on the selection, which of the following is probably true?
 - a. There is less oxygen in the air at sea level than there is below sea level.
 - b. Athletes should always train at high altitudes, regardless of where the competition is being held.
 - ☒ c. Over time, a person who moves from a low-altitude area to a high-altitude area will adjust to breathing the "thin air."
 - d. All of the above

Drawing Conclusions

Circle the letter of the answer.

10. People who live at a high altitude don't usually suffer from altitude sickness because
 - a. they get medication to help deal with less oxygen in the air.
 - ☒ b. they have adapted to the environment.
 - c. they make frequent trips to lower elevations for rest and relaxation.
 - d. None of the above

164 Lesson 82

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Lesson 83

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Identifying the Main Idea

Circle the letter of the answer.

- Which of the following sentences best states the main idea of the reading?
 - Some mammals have four-chambered stomachs.
 - Humans cannot digest plant parts such as stems and leaves.
 - ☒ Mammals' digestive systems are similar in some ways and different in other ways.
 - Some mammals can rechew their food after they have swallowed it.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All mammals have the same type of digestive system. F
- In the stomach, digestive juices and acid turn food into a thick liquid. T
- Some animals have stomachs with three or four chambers. T
- All mammals can digest tough plant parts. F
- The main purpose of digestion is to make food energy available for the body. T
- The process of digestion starts in the small intestine. F

Making Inferences

Circle the letter of the answer.

- According to the selection, which of the following is probably true?
 - If humans could rechew their food after swallowing it, they would be able to digest tough plant parts.
 - ☒ Having a stomach with more than one chamber helps some mammals digest plant parts.
 - Cows eat bacteria.
 - All mammals have difficulty digesting plants.
- According to the selection, which of the following is probably true?
 - Only some mammals can digest tough plant parts.
 - The digestive systems of humans and other animals are often different.
 - All mammals have a mouth.
 - ☒ All of the above

Drawing Conclusions

Circle the letter of the answer.

- Which of the following do mammals use in digestion?
 - Mouth
 - Esophagus
 - Stomach
 - ☒ All of the above

166 Lesson 83

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Lesson 84

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Write the answer.

Use these numbers to figure out the answers.

2 4 8 16 32 64 128 256 512

- Suppose bacterium A divides every hour. If you started with one bacterium, how many bacteria would there be after 3 hours?

8 bacteria

- How many hours would it take to produce 256 bacteria?

8 hours

- How many bacteria would there be after 9 hours?

512 bacteria

- Suppose that after 9 hours you heated the bacteria, and 500 of them died. How many living bacteria would be left?

12 bacteria

- Suppose you added a chemical to the bacteria that slows down their growth rate. Now, the bacteria divide every four hours. If you start with only one bacterium, how many bacteria will there be after 12 hours?

8 bacteria

- What are bacteria?

one-celled organisms that can be seen only with a microscope

- What is the single cell before mitosis called?

a parent cell

- What are the two new cells after mitosis called?

daughter cells

- Based on fossils that scientists have found, how long have bacteria been on Earth?

for more than three billion years

168 Lesson 84

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Lesson 85

Number Correct		Percent Correct
Number of Items	13	%

Name _____

Part A

Circle the letter of the answer.

- Vaquero is a Spanish word meaning
 - “cowboy.”
 - “master.”
 - “slave.”
 - The article does not say.
- Vaqueros worked in what is now
 - Texas and Oklahoma.
 - Oregon and Washington.
 - Louisiana and Mississippi.
 - California and New Mexico.
- You could often tell a vaquero by
 - the brand on his cheek.
 - canned meat.
 - his bowlegs.
 - his sunburn.
- Which of the following came to us from the vaqueros?
 - six-shooters
 - his missing middle finger
 - safety matches
 - high-heeled boots
- The vaqueros came to what is now the United States from
 - Mexico.
 - Peru.
 - Cuba.
 - Haiti.
- The first vaqueros in America were
 - Spanish soldiers.
 - Mexican slaves.
 - French servants.
 - English sailors.
- The first cows in America were brought here by
 - Drake.
 - Cortez.
 - Cartier.
 - Columbus.
- Vaqueros spoke
 - Spanish.
 - English.
 - French.
 - Dutch.

Part B

Circle the letter of the answer.

- This selection says that Thomas Edison
 - was the only important American inventor.
 - received the first American patent.
 - received more patents than any other American.
 - was the first American inventor.
- People decided to honor Edison when
 - he made the first electric light.
 - electric power was 100 years old.
 - the country realized electricity's importance.
 - he died in 1931.
- The suggested plan was to
 - turn off the lights in factories and schools.
 - observe a few minutes of total silence.
 - dim all electric lights.
 - shut off all electricity for a short time.
- The plan was never carried out because
 - not everyone wanted to honor Edison.
 - it was too difficult.
 - electric power was too important to the country.
 - it honored only one of Edison's inventions.
- This selection was probably written to
 - tell about Edison's inventions.
 - explain electricity.
 - prove that people wished to honor Edison.
 - show what a great man Edison was.

170 Lesson 85

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Lesson 86

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Sterilized milk
 - is not pasteurized.
 - is heated to 300°F.
 - does not need refrigeration.
 - must be used within a week.
- Pasteurization is a method of
 - putting milk in containers.
 - killing bacteria.
 - adding bacteria to milk.
 - making milk taste better.
- What can happen when manufacturing plants pasteurize large quantities of milk?
 - The milk does not get hot enough.
 - The milk spoils.
 - The flavor changes.
 - The bacteria are not killed.

Write T if the statement is true. Write F if the statement is false.

- Milk is the only food that is pasteurized. F
- Milk that is flash pasteurized is heated to a higher temperature than ultra-high-temperature pasteurized milk. F

- Pasteurization involves heating and cooling milk. T

- Some pasteurized milk can last 60 to 90 days before spoiling. T

- Bacteria can cause milk to spoil. T

Drawing Conclusions

Write the answer.

- Why would someone want to buy sterilized milk?

The person wants milk that doesn't need to be refrigerated—to take on a camping trip, for example.

- Why is it important to heat milk to a high temperature during pasteurization?

to kill the bacteria

172 Lesson 86

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Lesson 87

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- All astronauts must know how to fly a plane.
- You can apply to become an astronaut after you finish high school.
- Astronauts may wait many years before they actually go on a mission.
- Astronauts train in Washington, D.C.
- Pilot astronauts must have at least 1,000 hours of flight time in high-performance jets.
- Astronaut training includes two years of classroom study.
- A citizen of France can be a U.S. astronaut.

F

F

T

F

T

F

F

Making Inferences

Write the answer.

8. What would astronauts learn in survival training?

how to survive outside the spaceship, in the water after landing, and during emergencies

9. What are some of the things mission specialists do?

take care of the spacecraft and its equipment

10. Why are people willing to work so hard to become astronauts?

(Accept reasonable responses.)

Lesson 88

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Car exhaust is a leading cause of air pollution.
- Most pollution is caused by human activity.
- Polluted air only affects the outside of your body.
- Only governments can reduce air pollution.
- Air pollution can kill people.
- Laws have been passed in the United States to ensure that the air remains safe to breathe.

T

T

F

F

T

T

8. What happens to the air in a room where someone is smoking?

The air becomes polluted.

Making Predictions

Write the answer.

9. What would happen to the air pollution in your town if no cars were driven for a week?

The amount of air pollution would decrease.

10. Where would you expect to see more breathing problems—in a rural area or in an industrial city? Why?

in a city because it has more sources of air pollution

Drawing Conclusions

Write the answer.

7. What would happen if there were no laws aimed at reducing pollution?

Air pollution would keep getting worse.

Lesson 89

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- The wooden body of a violin is hard to make because wood must be adjusted to produce a certain
 - length.
 - width.
 - sound.
 - thickness.
- Which instrument was used in ancient times?
 - Flute
 - Violin
 - Saxophone
 - All of the above
- Today, many instruments are made of
 - wood and bones.
 - wood and metal.
 - metal and bones.
 - metal and seashells.
- Why might ancient people have used natural objects as musical instruments?
 - They didn't know how to mold metal and wood into musical instruments.
 - They thought bamboo flutes sounded better than metal or wooden flutes.
 - They did not know that sounds could be made with objects found in nature.

For each instrument, write the letter of the material it is made of today. Some materials may be used more than once.

- a tuba a. metal
- a saxophone b. wood
- b violin c. seashells
- a trumpet d. hollow bones
- b cello

Write the answer.

- If a violin does not sound good, what can the violin maker do to improve its sound?

sand the wood body to change the thickness of the wood

Lesson 90

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- To get medicines from a pharmacist, you need a
 - letter.
 - fever.
 - prescription.
 - degree.
- Prescription medicines are usually _____ than medicines you can buy without a prescription.
 - stronger
 - more colorful
 - weaker
 - easier to get
- Pharmacists must go to college for _____ or more years.
 - five
 - two
 - ten
 - seven

Write T if the statement is true. Write F if the statement is false.

- Pharmacists prescribe medicines. F
- Pharmacists must study a variety of subjects. T
- Pharmacists must understand chemical reactions. T
- Only prescription medicines can be dangerous. F
- Pharmacists study physics. T
- Pharmacists must know the effects of medicines. T
- A pharmacist must talk to a doctor before giving people medicine. F

Lesson 91

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the letter of the best answer.

a. Plasma

b. Red blood cells

c. White blood cells

d. Platelets

b 1. carry oxygen from the lungs to cells in the body.

c 2. help fight infections.

d 3. help stop bleeding.

b 4. are shaped like round cushions.

c 5. are colorless and do not have a regular shape.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

6. Plasma is mostly made of water. T

7. An average heart pumps about 15 quarts of blood throughout the body each minute. F

8. Blood is mostly made up of white blood cells. F

9. Platelets carry oxygen. F

10. If the number of white blood cells in your blood increases, you probably have some kind of infection. T

Lesson 92

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Circle the letter of the answer.

1. A hologram is

a. a telephone line.

b a flat image that looks like it is not flat.

c. a concentrated beam of light.

d. a photograph.

2. What is a laser beam?

a. A type of CD player

b. Any kind of light produced by atoms

c. A ruby crystal

d A concentrated beam of light

3. What are lasers used for?

a. Eye surgery

b. Playing CDs

c. Cutting metals

d All of the above

Reading Comprehension

Write the answer.

4. Who first discovered the principle behind lasers?

Albert Einstein

5. What do all the atoms in a laser release?

exactly the same amount of energy

6. When was the first laser developed?

1960

Drawing Conclusions

Write T if the statement is true. Write F if the statement is false.

7. Holograms can be made without using lasers. F

8. Laser beams are used to cut metal. T

9. A ruby crystal produces a white laser beam. F

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?

a. We could not do without lasers today.

b Lasers have many different uses.

c. Holograms are made with laser beams.

d. Doctors use lasers to perform surgery.

Lesson 93

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. What are skeletal muscles?

muscle tissue that moves your bones

2. What is a rep?

a repetition of an exercise

3. What is strength training?

exercise to increase muscle strength

Reading Comprehension

Circle the letter of the answer.

4. How many reps are in a set?
 a. 1 or 2 c. 8 to 12
 b. 3 to 7 d. 20

5. How often should strength training be done?
 a. every day
 b. once a week
 c. two or three times a month
 d. two or three times a week
6. How many sets of each exercise should be done in one training session?
 a. 8 to 12 c. 4 or 5
 b. 2 or 3 d. as many as possible

Write T if the statement is true. Write F if the statement is false.

7. Strength training involves exercising one muscle group per session. F
8. Strength training is most effective if it is done once a week. F
9. Weight lifting is one kind of strength training. T

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
 a. Everyone should exercise.
 b. Weight lifting strengthens all types of muscle tissue.
 c. There is a certain way to do strength training.
 d. There are different kinds of muscles in the body.

Lesson 94

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *pericardium*.

the sac around the heart

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

2. Christiaan Barnard performed the first heart transplant. T
3. The first heart transplant patient lived a long, healthy life. F
4. In a heart transplant, the healthy heart comes from a living donor. F
5. Christiaan Barnard was born in South America. F
6. Barnard was the first surgeon to transplant a second heart into a patient's body. T
7. Artificial heart valves regulate blood flow into and out of the lungs. F

Making Inferences

Circle the letter of the answer.

8. Which of the following is probably true?
 a. Other doctors taught Barnard how to do a transplant.
 b. Barnard was a pioneer in heart transplant surgery.
 c. Heart transplants are not risky today.
 d. Artificial heart valves must be put into a donor's heart before it is transplanted.

Write the answer.

9. In open-heart surgery, why is the patient's pericardium cut open?

The pericardium covers the heart. It has to be cut open to expose the heart.

Drawing Conclusions

Write the answer.

10. The first heart transplant patient lived only 18 days. Explain why this operation was not considered a failure.

The operation helped Barnard and other doctors learn how to make heart transplants more successful in the future.

Lesson 95

Number Correct
Number of Items

12	=	%

Name _____

Part A

Circle the letter of the answer.

- The pioneers built their houses of materials they
 - brought with them.
 - bought at county stores.
 - c.** found on the prairie.
 - were given by their neighbors.
- Most prairie houses were made of
 - stone.
 - c.** sod.
 - timber.
 - brick.
- The dugout was often used because
 - it was easy to build.
 - it could be built quickly.
 - it lasted longer than other kinds of houses.
 - d.** Both **a** and **b**
- A dugout house was built
 - at the edge of a hill.
 - c.** into the side of a hill.
 - in a rocky area.
 - on a log frame.
- The settlers began building their first houses
 - a.** as soon as they found a good place to live.
 - as soon as they had planted their crops.
 - after they had lived in the wagon for a few months.
 - as soon as they were certain they were staying on that land.
- The best title for this selection is
 - Pioneer Life.
 - Homesteading.
 - Life in a Covered Wagon.
 - d.** The Dugout.

Part B

Circle the letter of the answer.

- Disease caused
 - only a few deaths.
 - fewer deaths than wounds did.
 - c.** more deaths than wounds did.
 - Both **a** and **b**
- Doctors at the time of the Civil War knew
 - a lot about curing disease.
 - b.** little about the causes of disease.
 - only how to prevent disease.
 - Both **b** and **c**
- Men who were accepted as Civil War soldiers were
 - known to have already had measles and mumps.
 - required to be in perfect health.
 - able to withstand epidemics easily.
 - d.** sometimes in poor health.
- Army life was hard on the troops because
 - they were not sheltered from the cold.
 - they had no warm clothing.
 - their diets lacked good, healthful food.
 - d.** All of the above
- Insects and rats were dangerous because they
 - destroyed food.
 - carried disease.
 - made the water impure.
 - ruined the soldier's clothing.
- The best title for this selection is
 - Disease.
 - b.** The Greatest Danger.
 - Insects, Rats, and Gunshot Wounds.
 - The History of Epidemics.

190 Lesson 95

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Lesson 96

Number Correct
Number of Items

9	=	%

Name _____

Vocabulary

Write the answer.

- Define *biomaterial*.

a material used to make artificial
organs

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Artificial organs can be made from plastics, metals, and ceramics. T
- The most successful artificial organ is the artificial lung. F
- Biomedical engineers help doctors operate on their patients. F
- Artificial organs must be designed to last a long time. T
- Biomedical engineers usually make artificial organs out of tissues from a tissue donor. F

Circle the letter of the answer.

- Which other professions do biomedical engineers usually work with?
 - Doctors
 - Scientists
 - Teachers
 - d.** Both **a** and **b**
- What are some subjects biomedical engineers must study?
 - Medicine
 - Biology
 - Engineering
 - d.** All of the above

Write the answer.

- Name three things that a biomedical engineer must consider when designing an artificial organ.

the hardness and strength of the
biomaterial to be used, how long
the material will last, whether the
material will harm other parts of
the body

192 Lesson 96

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Lesson 97

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Write the answer.

1. Suppose you measured your heart rate before you exercised. You counted 18 beats in 15 seconds. What was your heart rate per minute?

72 beats per minute

2. In question 1, was your resting heart rate healthy? Explain.

Yes. A healthy heart rate is about 70 beats per minute.

3. What is the highest possible heart rate for a 40-year-old person during exercise?

180 beats per minute

4. What is the slowest heart rate the 40-year-old person should have while exercising?

99 beats per minute

5. What is the fastest heart rate the 40-year-old person should have while exercising?

153 beats per minute

6. What is the maximum heart rate for a 15-year-old boy?

205 beats per minute

7. What would the fastest heart rate be for the boy when he exercises?

174 beats per minute

8. What would the slowest heart rate be for the boy when he exercises?

113 beats per minute

9. Suppose a 35-year-old woman was walking for exercise. Her heart rate was 90 beats per minute as she walked. Is that rate fast enough? Explain.

No. Her slowest heart rate during exercise is 102 beats per minute.

10. Suppose a 75-year-old woman's heart rate while walking was 90 beats per minute. Is that rate fast enough? Explain.

Yes. Her healthy heart rate during exercise is 80 to 123 beats per minute.

Lesson 98

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Vocabulary

Define the following terms.

1. What is an orthopedic surgeon?

a doctor who repairs and treats injuries to the skeletal system

2. What is a tendon?

a strong tissue that connects a muscle to a bone

3. What is a ligament?

a strong tissue that connects bone to another bone

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

4. Orthopedic surgeons treat teeth and gums. F

5. One medical advance in orthopedic surgery was the use of strong plaster as casts for broken bones. T

6. By treating wounded soldiers during World War I, doctors learned a lot about orthopedic surgery. T

7. Orthopedic surgeons may treat muscles. T

8. All artificial joints are made of metal. F

Write the answer.

9. Name two things that orthopedic surgeons do besides treat broken bones.

Any two: treat strained muscles and torn ligaments and tendons; diagnose and treat diseases that weaken bones; replace broken or diseased joints with artificial joints; fit patients with artificial limbs or braces

Lesson 99

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- One of the Aztec gods was called the Feathered Serpent.
- The Aztec people had strong religious beliefs.
- The Aztec lived in small towns and villages.
- The Aztec believed that the fifth sun would be destroyed by an earthquake.

T

T

F

T

Write the answer.

- Where did the Aztec live?

Mexico

- What did the Aztec call themselves?

the people of the sun

- Why did they give offerings to the sun?

They thought the sun would vanish if they did not give offerings.

- According to their legends, how many suns had already been destroyed?

4

- How was "Four-Water" destroyed?

by a 52-year flood

Making Inferences

Write the answer.

- Do you think the Aztec ever experienced severe weather and natural disasters? Explain.

Yes. Their legends mentioned

hurricanes, thunder and lightning, floods, and earthquakes.

Lesson 100

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write the answer.

- What does radar use to detect objects?

radio waves

- What can Doppler radar determine about a moving object?

its direction and speed

- What do the different colors on a Doppler radar screen mean?

They identify different wind speeds and wind directions.

- What is the name of the network of Doppler radar stations in the United States?

NEXRAD

- How is Doppler radar used at airports?

to detect areas of wind shear

Circle the letter of the answer.

- When radio waves hit an object, they
 - play music.
 - disappear.
 - are absorbed.
 - are reflected.
- Doppler radar can show
 - how much rain has fallen.
 - how a storm is moving.
 - how fast light is traveling.
 - Earth's rotation.
- Doppler radar systems are used at airports because
 - wind shear can cause plane accidents.
 - the passengers think the colors look good.
 - pilots need to know when a tornado is near.
 - mosquitoes can harm plane engines.
- Doppler radar can be used to find
 - severe storms.
 - moving objects.
 - strong winds.
 - All of the above.
- When a wind shear reaches the ground
 - a tornado forms.
 - Doppler radar cannot detect it.
 - it damages the ground.
 - strong winds blow outward in many directions.

Lesson 101

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Joseph Priestley showed that water is made of two gases.
2. One drop of water contains billions of molecules.
3. Priestley quit school because his mother died.
4. As a boy, Priestley wanted to become a preacher.
5. Priestley went to the local school where he learned French, Italian, and German.
6. When he was growing up, he was often sick.
7. While recovering from his illness, Priestley studied geometry and algebra.
8. Priestley is best known for discovering oxygen.

T

T

F

T

F

T

T

T

Write the answer.

9. What does the symbol H_2O stand for?

water (also accept two hydrogen atoms and one oxygen atom)

Drawing Conclusions

Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
- a. Joseph Priestley was an intelligent man.
 - b. Priestley loved to learn new things.
 - c. Priestley was a hard worker.
 - d. All of the above

Lesson 102

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

1. Why weren't plastics used before the 1850s?
 - a. Plastics hadn't been invented yet.
 - b. No one knew how to make synthetic substances.
 - c. Plastics were too expensive.
 - d. Plastics were not as strong as steel.
2. What do all plastics have in common?
 - a. All plastics are the same color.
 - b. All plastics are stronger than steel.
 - c. All plastics are made of carbon, hydrogen, oxygen, and nitrogen.
 - d. All plastics are easily broken.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

3. Plastics are bad for our society.
4. Plastics are used in many different ways.
5. Hydrogen is a common element in plastic.
6. Plastics usually share certain physical properties.

O

F

F

F

7. Plastics are made in laboratories.

F

8. Plastics are not very safe.

O

9. We should not use plastics because they are not natural materials.

O

Drawing Conclusions

Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
- a. Plastics can be molded with heat.
 - b. The weight of plastic is about the same as the weight of water.
 - c. Plastics are not as strong as steel.
 - d. All of the above

Lesson 103

Number Correct		Percent Correct
Number of Items	12	%

Name _____

Reading Comprehension

Review the selection and examine the diagram. Then answer the questions.

1. In the setup shown in the diagram, which part separates the dirt from the water?

the paper filter

2. What would happen if you used a wire screen instead of a paper filter to remove the dirt?

The filtered water wouldn't be as clean because most of the dirt would go through the screen's large holes.

3. How is muddy water like the blood that enters the kidneys?

Both need to be cleaned.

4. Why do you think it's important for the kidneys to filter blood?

Filtering removes waste from the blood so it does not harm the body.

Write the answer.

In a 24-hour day, an adult's kidneys filter about 45 gallons of blood.

5. How much blood is filtered in each hour? Round off your answer to the nearest whole number. 2 gallons

How much blood do the kidneys filter in the following amounts of time? Use your answer in question 5 to figure out the answer.

6. 6 hours 12 gallons

7. 18 hours 36 gallons

8. 2 days 96 gallons

9. 4½ days 216 gallons

10. 1 week 336 gallons

11. How many kidneys does your body have?

two kidneys

12. Where are the kidneys located?

The kidneys are located at the back of the body, one on either side of the backbone.

Lesson 104

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

1. Groundwater is
 a. water that runs over the surface of the ground.
 b. water in lakes, ponds, rivers, and streams.
 c. water that has been filtered that collects underground.
 d. All of the above

Write T if the statement is true. Write F if the statement is false.

2. Kidneys are the only filtering system found in nature. F
3. Rainwater collects dirt and gravel as it soaks into the ground. F
4. Rainwater is filtered as it soaks into the ground. T
5. Sand and gravel remove impurities in groundwater. T

Fact and Opinion

Circle F if the statement is a fact. Circle O if the statement is an opinion.

6. Soft rocks let water seep through them. F O

7. Everyone should use groundwater. F O

8. The human body includes a system for filtering blood. F O

Drawing Conclusions

Write the answer.

9. If someone dumped used motor oil on the ground, what might happen to the groundwater? Why would this be a problem?

The groundwater could become polluted by oil soaking into the ground. Polluted groundwater is unsafe to drink.

10. Is groundwater always safe to drink? Why or why not?

No. The groundwater might be polluted with materials that could not be filtered out by soil, sand, gravel, and rock.

Lesson 105

Number Correct		Percent Correct
Number of Items	11	%

Name _____

Part A

Circle the letter of the answer.

- How insects fly is a mystery because
 - their wing area is so tiny.
 - many have only one pair of wings.
 - mathematically their flight is impossible.
 - they synchronize their wings.
- To synchronize their wings, insects must
 - fasten the two pairs together.
 - make their wings work together.
 - use first one pair and then the other.
 - direct the action of the pairs separately.
- Bees and wasps have pairs of wings that
 - work like grasshopper wings.
 - can be hooked together.
 - do not need to be synchronized.
 - are never used.
- The grasshopper flies forward by using
 - its back wings only.
 - its forward pair of wings.
 - both pairs of wings together.
 - either pair of wings.
- This selection says that scientists have learned about the way insects fly by
 - making experiments with insects.
 - studying insects flying in the laboratory.
 - studying photographs of insects in flight.
 - Both a and c

- According to one scientist, the secrets of insect flight
 - are now known by everyone.
 - have been studied for millions of years.
 - are easy to understand.
 - cannot be learned overnight.

Part B

Circle the letter of the answer.

- One hand equals
 - two inches.
 - four inches.
 - six inches.
 - four feet.
- The withers is a part of a horse's
 - back.
 - legs.
 - head.
 - neck.
- A pony is any breed of horse that
 - is smaller than others of its breed.
 - is smaller than fifty-eight inches.
 - is a baby.
 - All of the above
- The Shetland pony was first used for
 - riding.
 - a pet.
 - hunting.
 - working.
- The best title for this selection is
 - The Shetland Pony.
 - What Is a Pony?
 - Different Breed of Ponies.
 - Measuring Horses.

210 Lesson 105

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Lesson 106

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- A heart-rate monitor
 - speeds up the heart rate.
 - slows down the heart rate.
 - measures how much nitrogen is used during exercise.
 - gives clues about how much oxygen is used during exercise.
- To get the most out of a workout, you should
 - exercise until you are too tired to do more.
 - use very little oxygen while you exercise.
 - stay within a certain VO_2 range.
 - stay below a certain VO_2 range.

Write T if the statement is true. Write F if the statement is false.

- By comparing the amount of oxygen a person breathes in and breathes out, scientists can learn how much oxygen the person uses during exercise.
- Special equipment is needed to directly measure a person's VO_2 .
- Heart rate is harder to measure than the amount of oxygen a person breathes in.

- A heart-rate monitor is a large computer.

- The harder your body works, the more oxygen you use.

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Everyone should exercise at a gym.
- The amount of oxygen you use during exercise can be measured.
- Exercise that does not cause you to use much oxygen does not help you stay as physically fit as exercise that uses more oxygen.

212 Lesson 106

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Lesson 107

Number Correct
Number of Items

10	=	%

Percent Correct

Name _____

Vocabulary

Circle the letter of the answer.

- What is an ecologist?
 - A person who studies the interaction of living things in an environment
 - A person who studies animals, but not plants
 - A person who studies plants, but not animals
 - A person who studies only the nonliving things in an environment
- Define *birth rate*.

the number of organisms that are born in a population in a given amount of time

- Define *death rate*.

the number of organisms that die in a population in a given amount of time

Reading Comprehension

Write the answer.

- Name three conditions that might affect the survival of an organism in an ecosystem.

temperature, amount of water, amount of light

- An ecologist is studying an eagle population. She finds that 24 eagles were born and 16 eagles died in one year. Did the eagle population increase or decrease that year?

It increased.

Write T if the statement is true. Write F if the statement is false.

- Some ecologists work for environmental groups. T
- The types of organisms in an ecosystem stay the same over time. F
- Ecologists never do experiments. F
- Ecologists must study science and mathematics. T

Making Inferences

Circle the letter of the answer.

- Which of the following would ecologists NOT study?
 - How eagles get food
 - How much water is needed by pine trees
 - How rabbits escape from predators
 - How plastic expands when heated

Lesson 108

Number Correct
Number of Items

10	=	%

Percent Correct

Name _____

Vocabulary

Write the answer.

- Define *crevasse*.

a deep crack in the ice

- Define *crampons*.

spikes that can be strapped on to the bottoms of a climber's shoes

Reading Comprehension

Write the answer.

- Name two ways mountain climbing guides use ice axes.

to cut stairs in the ice and to find hidden crevasses

- How do crampons help mountain climbers?

They help keep climbers from slipping on the snow and ice.

Write T if the statement is true. Write F if the statement is false.

- The tallest mountain in North America is Mount McKinley. T

- Climbing mountains is physically demanding because the body must withstand temperature as low as -100°F . F
- Mountain climbing requires special equipment. T
- Guides must be able to handle extremely high temperatures and high winds. F

Drawing Conclusions

Circle the letter of the answer.

- According to the selection, which of the following statements is probably true?
 - Mountain climbing guides do not need any special skills.
 - Mountain climbing guides must constantly be aware of their surroundings.
 - Mountain climbing guides don't like to work outdoors.
 - Mountain climbing guides must like working alone.

Write the answer.

- Would it be dangerous to go mountain climbing without a guide? Explain.

Yes. (Answers will vary.) If the climber didn't know the mountain very well, the climber could become lost or take a route that is too dangerous.

Lesson 109

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations. T
- While in the navy, Cousteau worked on a breathing device that allowed him to stay under water for long periods of time. T
- Cousteau invented the aqualung. T
- The aqualung is an underwater breathing device. T
- Calypso* was the name of Cousteau's aqualung. F
- To raise money for his trips, Cousteau borrowed money. F
- The Conshelf Saturation Dive Program was an experiment in which oceanographers lived and worked under water for long periods of time. T

- Cousteau's television program, *The Undersea World of Jacques Cousteau*, educated the public about the ocean environment. T

- Cousteau was concerned about ocean life. T

Write the answer.

- How did the aqualung make it easier for divers to explore underwater?

The aqualung allowed divers to stay under water for long periods of time.

Lesson 110

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

- What is an oceanographer?

An oceanographer is a scientist who studies oceans.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Oceanographers seldom work in teams. F
- Oceanographers collect information about the sea. T
- Oceanographers study information in a laboratory. T
- Oceanographers use special instruments and computers to study the information. T
- Research information can always be analyzed very quickly. F
- Oceanographers study the effects of pollution on marine life. T

- Oceanographers may travel around the world on research trips. T

Drawing Conclusions

Circle the letter of the answer.

- Which of the following would not be part of an oceanographer's job?
 - Writing scientific papers
 - Raising money for a trip
 - Analyzing water samples
 - d Studying water vapor in the atmosphere

Inferences

Write the answer.

- What problems are created by houses that are built on beaches?

(Answers will vary.)

Lesson 111

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- The Richter scale measures the strength of earthquakes. T
- During the 1930s, Richter recorded information on more than 200 earthquakes a year. T
- Beno Gutenberg developed the Richter scale. F
- The Richter scale measures the strength of an earthquake based on the amount of energy it releases. T
- Charles Richter was born in California. F
- Richter studied physics at Stanford University. T
- The Richter scale compares the strengths of earthquakes. T

- An earthquake that records 7.0 on the Richter scale does a little damage. F
- The greatest earthquake ever recorded was 7.8 on the Richter scale. F

Drawing Conclusions

Circle the letter of the answer.

- According to the selection, which of the following statements is probably true?
 - California has many earthquakes.
 - The Richter scale cannot be used for earthquakes in Mexico.
 - Richter worked alone on his projects.
 - A strong earthquake releases less energy than a weak earthquake.

Lesson 112

Number Correct		Percent Correct
Number of Items	11	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas. T
- The Incan empire expanded into the mountains of the southern Andes. T
- The city of Cuzco was built by the Spanish. F
- Incan buildings were built of stone, brick, or plaster. T
- The Incas used huge stone blocks for religious buildings. T
- Machu Picchu was destroyed by the Spanish. F
- The Incan empire was invaded by the French. F
- The layout of Cuzco was disorganized and confusing. F
- All Incan cities have vanished. F

- Incan temples were built of stone blocks that fit together precisely. T

Drawing Conclusions

Write the answer.

- What evidence does the writer use to show that the Incas were intelligent?

(Answers will vary.) The capital city of Cuzco was carefully designed. The Incas used advanced engineering skills to build cities.

Lesson 113

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- Louis Leakey was born in England. F
- Leakey began his research in archaeology in East Africa. T
- Mary Leakey was also an archaeologist. T
- The family's most famous discoveries were made in Kenya. F
- The first things the Leakeys found at Olduvai Gorge were animal fossils and simple stone tools. T
- Louis Leakey found a fossil of a humanlike animal believed to be 1.75 million years old. F
- Archaeologists study human history by digging up and examining physical remains. T

- The Leakeys' discovery suggested that the earliest humans lived in Africa. T

- Louis Leakey found the fossil remains of an apelike animal that lived 14 to 15 million years ago. T

Drawing Conclusions

Circle the letter of the answer.

- According to the selection, which of the following is probably true?
 - The earliest humans lived 5,000 years ago.
 - b The earliest humans lived in Africa.
 - The earliest humans lived in England.
 - Olduvai Gorge is the only place where hominid fossils have been found.

Lesson 114

Number Correct		Percent Correct
Number of Items	9	%

Name _____

Reading Comprehension

Write the answer.

- How do paleontologists study the history of life on Earth?

by examining fossils

Write T if the statement is true. Write F if the statement is false.

- Paleontologists study animals and plants. T
- Paleontologists make conclusions about animal life on Earth. T
- Paleontology professors usually work in the history department of a college. F
- Paleontologists study archaeology. T
- Some paleontologists do research in museums. T
- All paleontologists are college and university professors. F

Drawing Conclusions

Circle the letter of the answer.

- Which of the following subjects do paleontologists study?
 - Ecology
 - Geology
 - Computer science
 - d All of the above
- What type of museum exhibit might a paleontologist design?
 - Modern art
 - b Fossils
 - World War I
 - Rare stamps

Lesson 115

Number Correct		Percent Correct
Number of Items	15	%

Name _____

Part A

Circle the letter of the answer.

- The first Olympic Games were held in
 - Olympia, Washington.
 - Athens, Greece.
 - Olympia, Greece.
 - Ancient Rome.
- Champion athletes were awarded
 - medals.
 - money.
 - olive wreaths.
 - trophies.
- Women could
 - compete if they were strong enough.
 - not compete but could watch.
 - watch if they also competed.
 - neither compete nor watch.
- Some of the sports at the early Olympics were
 - swimming and wrestling.
 - boxing and discus throwing.
 - soccer and javelin throwing.
 - wrestling and diving.
- Contests were judged on the basis of
 - speed, distance, and form.
 - form only.
 - accuracy and speed.
 - endurance and strength.
- A champion became a hero
 - until the next year's games.
 - for life.
 - to his family and friends.
 - among all the athletes.
- To honor a champion, his home city
 - made him honorary ruler.
 - decorated his house with olive wreaths.
 - built a temple in his name.
 - erected a statue to him.
- After winning, a champion no longer had to
 - pay taxes.
 - work.
 - compete in future games.
 - return to his home city.

230 Lesson 115

Part B

Circle the letter of the answer.

- People have been swimming competitively
 - only fifty years.
 - over one hundred years.
 - since the crawl was developed.
 - since the breast stroke was developed.
- England led in competitive swimming by
 - building pools.
 - developing the breast stroke.
 - holding races.
 - Both a and c
- In 1844 a group of Native American swimmers
 - was surprised by an English team.
 - showed themselves faster than English swimmers.
 - was dismayed by English swimming.
 - learned the English way of swimming.
- The Native Americans used this swimming style:
 - breast stroke.
 - back stroke.
 - side stroke.
 - free style.
- The crawl was first developed
 - in Australia.
 - by English people.
 - in England.
 - Both a and b
- According to the article the Australian crawl is
 - an overhand method of swimming.
 - the same as the American crawl.
 - used only in Australia.
 - Both a and c
- The American crawl
 - was developed by Charles Daniels.
 - uses the kicking rhythm of the Australian.
 - Both a and b
 - Neither a nor b

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Lesson 116

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Circle the letter of the answer.

- Coil, oil, and natural gas are called _____ fuels.
 - breakthrough
 - dirty
 - fossil
 - alternative
- It takes _____ of years to transform the remains of living things into fossil fuels.
 - millions
 - hundreds
 - thousands
 - billions

Write T if the statement is true. Write F if the statement is false.

- Fossil fuels contain large amounts of chemical energy.
- Fossils are the remains of living things that were on Earth billions of years ago.
- No one knows how fossil fuels form.
- Fossil fuels don't produce much heat when they burn.
- Intense pressure caused fossil fuels to form.
- Fossil fuels are a renewable resource.

T

F

F

F

T

F

Drawing Conclusions

Circle the letter of the answer.

- Why are oil, coal, and natural gas called fossil fuels?
 - Oil, coal, and natural gas look like fossils before they are transformed into electricity.
 - Oil, coal, and natural gas form from the remains of living things that lived millions of years ago.
 - Oil, coal, and natural gas are always found near fossils.
 - None of the above

Vocabulary

Write the answer.

- Why are fossil fuels referred to as *nonrenewable resources*?

(Answers will vary.) It take millions of years to transform the remains of living things into fossil fuels. Therefore, it would take millions of years to replace these fossil fuels.

232 Lesson 116

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Lesson 117

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *endangered species*.

a species that is in danger of not surviving

Reading Comprehension

Write the answer.

2. Name one animal species that is endangered.

the Florida panther

3. What has the government done to protect Florida panthers?

set aside areas of land where the panther can live without being disturbed

4. What has affected the decrease in the population of the Florida panther?

the growth of the human population

Circle the letter of the answer.

5. How many Florida panthers are left in the wild?
a. Less than 5 c. A few hundred
b. A few dozen d. More than 500

Write T if the statement is true. Write F if the statement is false.

6. People can damage ecosystems. T
7. Governments are setting aside land to protect endangered plants and animals. T
8. The Florida panther population will definitely increase as areas are set aside for them to live. F
9. The only surviving Florida panthers are in zoos. F

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
a. People shouldn't build new homes and roads.
b. As the human population grows, we must be careful to protect ecosystems.
c. Builders need to destroy some ecosystems to make room for roads, homes, and other buildings.
d. Governments should protect the environment.

Lesson 118

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *oil tankers*.

ships that carry oil

Reading Comprehension

Write the answer.

2. How might an oil spill happen?

when the oil tanker leaks or breaks apart

3. Sometimes cleaning crews spray chemicals on an oil spill. What do the chemicals do?

help speed up the breakdown of oil

Write T if the statement is true. Write F if the statement is false.

4. Oil tankers can carry hundreds of thousand of gallons of oil. T
5. All types of bacteria can be used to clean up oil spills. F

6. Oil spills in the ocean can damage plants and animals on the shore. T
7. The bacteria used to clean up oil spills change the oil into more harmful substances. F
8. Bacteria are not used to remove large amounts of oil. T

Making Inferences

Circle the letter of the answer.

9. Why do you think that some cleaning crews spray large amounts of bacteria on an oil spill?
a. More bacteria will break down more oil.
b. More bacteria will break down less oil.
c. Larger bacteria need less food.
d. Smaller bacteria need more food.
10. According to the selection, which of the following statements is probably true?
a. Oil spills happen because tankers are poorly built.
b. People should stop using oil because it can damage ecosystems.
c. Scientists are working on better ways to clean up oil spills.
d. Bacteria prefer oil to other kinds of foods.

Lesson 119

Number Correct		Percent Correct
Number of Items	11	%

Name _____

What To Do

Circle the letter of the answer. *1. 150 tons (150,000 gallons ÷ 1,000 gallons = 150 tons)*

- It takes 1 ton of sorbent to soak up 1,000 gallons of oil. How much sorbent will you need to order?
 - 15,000 tons
 - 65 tons
 - 150 tons**
 - 40 tons

Write the answer.

- Which ships listed in the table will need to come to the oil spill?

all three ships

- Ship 1 can put 13 tons of sorbent on the oil spill per hour. How long will it take Ship 1 to put all its sorbent onto the spill?

5 hours

(65 tons ÷ 13 tons per hour = 5)

- Ship 2 can put 11 tons of sorbent on the spill per hour. How long will it take Ship 2 to put all its sorbent onto the spill?

almost 6 hours

(65 tons ÷ 11 tons per hour = 5.9 hours)

- Ship 3 can put 5 tons of sorbent on the spill per hour. How long will it take Ship 3 to put all its sorbent on the spill?

8 hours

(40 tons ÷ 5 tons per hour = 8 hours)

238 Lesson 119

- Ship 1 is 50 miles from the oil spill. Ship 1 travels at 10 miles per hour. How long will it take Ship 1 to arrive at the spill?

5 hours

(50 miles ÷ 10 miles per hour = 5 hours)

- What is the total time needed for Ship 1 to get to the spill and put all its sorbent on it?

10 hours (5 hours [question 6] + 5

hours [question 3] = 10 hours)

- Ship 2 is 80 miles from the oil spill. Ship 2 travels 16 miles per hour. How long will it take Ship 2 to arrive at the spill?

5 hours

(80 miles ÷ 16 miles per hour = 5 hours)

- Suppose Ship 3 cannot come to the oil spill. If only Ships 1 and 2 come, how much oil will the two ships be able to soak up?

Ships 1 and 2 together hold 130 tons of sorbent (65 + 65). Ships 1 and 2 can soak up 130,000 gallons of oil (130 tons × 1,000 gallons)

130,000 gallons

- How much oil will be left?

20,000 gallons of oil will be left (150,000

gallons - 130,000 gallons = 20,000 gallons)

- How many tons of sorbent will be needed to soak up the rest of the oil?

20 tons (20,000 gallons ÷ 1,000

gallons per ton = 20 tons)

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Lesson 120

Number Correct		Percent Correct
Number of Items	11	%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

- The sport of roller-skating began many years ago in Poland. *F*
- Some people in Holland put wooden wheels on their ice skates. *T*
- Plimpton's skates could be steered. *T*
- Plimpton's skates would turn as the skater's feet tipped to one side or the other. *T*
- Plimpton's skates used wooden wheels. *F*

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

- Roller-skating is a sport that everyone should try. *O*
- It's hard to skate indoors in a roller rink than to skate outdoors. *O*
- It's better to learn how to roller-skate. *O*
- Plimpton hired professional skaters to teach people how to do turns and jumps. *F*

240 Lesson 120

Comparing and Contrasting

Write the answer.

- Compare the original roller skates from Holland with the roller skates that Plimpton made in 1863. How were the skates the same?

Both type of skates were made for moving along the ground, and both had wheels.

- How were they different?

The original roller skates from Holland had wooden wheels and were hard to steer. Plimpton's roller skates had four metal wheels on each skate, two in the front and two in the back. Plimpton's skates could be steered and could also be adjusted to fit the skater.

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Lesson 121

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Vocabulary

Write the answer.

1. Define *Earth's axis*.

an imaginary line running through the center of Earth from the north pole to the south pole

Reading Comprehension

Write the answer.

2. Why does the northern half of Earth get more sunlight in the summer than in the winter?

The north pole is tilted toward the sun during the summer.

Write T if the statement is true. Write F if the statement is false.

3. Earth is tilted on its axis. T

4. When the north pole is tilted away from the sun, it is winter in the northern half of Earth. T

5. When the north pole is tilted toward the sun, the south pole is also tilted toward the sun. F

6. When the north pole is tilted toward the sun, the northern half of Earth gets more than 12 hours of sunlight each day. T

7. When it is winter in the northern half of Earth, it is summer in the southern half. T

Making Inferences

Write the answer.

8. When it is spring in the northern half of Earth, what season is it in the southern half?

fall (autumn)

9. Suppose you visited Alaska when the north pole was tilted away from the sun. Would you wear shorts or a heavy coat? Explain.

A heavy coat. When the north pole is tilted away from the sun, it is winter in Alaska.

Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
 a. It is always dark at the south pole.
 b. The tilt of Earth's axis causes the seasons.
 c. The north pole is always tilted away from the sun.
 d. The south pole is much warmer than the north pole.

Lesson 122

Number Correct		Percent Correct
Number of Items	10	%

Name _____

Reading Comprehension

Choose the best answer.

1. A physical therapist uses _____ to treat patients.
 a. exercise and massage
 b. medicines
 c. surgery
 d. music
2. Physical therapists help patients' _____ recover from injuries.
 a. skin
 b. brains
 c. lungs
 d. muscles

Write T if the statement is true. Write F if the statement is false.

3. Physical therapy may include massage and heat treatments. T

4. A physical therapist helps improve the patient's ability to move the injured part. T

5. A physical therapist's job includes keeping records of dental problems. F

6. A physical therapist is a type of medical doctor. F

7. A physical therapist uses prescription medicine to help the patient get better. F

8. All physical therapists work in hospitals. F

9. A physical therapist changes a patient's treatment when needed. T

Making Inferences

Circle the letter of the answer.

10. Which of the following people would probably benefit most from physical therapy?
 a. An athlete with cuts and bruises
 b. An athlete who has torn a muscle
 c. A doctor who is tired from working too hard
 d. A person who doesn't like to take medication

Lesson 123

Number Correct
Number of Items

10

Percent Correct
%

Name _____

Vocabulary

Write the answer.

1. What is meant by *extraterrestrial life*?

life on planets other than Earth

2. What is *exobiology*?

the search for possible
extraterrestrial life

3. What is a radio telescope?

an instrument that can pick up
radio waves from faraway places

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

4. Sagan wrote books and a television series about astronomy. T
5. Sagan was an astronaut on board an early spacecraft. F

6. Sagan planned experiments that were carried out in space. T

7. Sagan was an American astronomer. T

8. Sagan believed that searching for extraterrestrial life was a waste of time. F

9. Scientists have found fossils of living things on Titan. F

Making Inferences

Choose the best answer.

10. According to the selection, which of the following is probably true?
- a. Sagan discovered extraterrestrial life on Titan.
 - b. People use radio telescopes to talk to exobiologists.
 - c. Some scientists believe that extraterrestrial life may exist.
 - d. Exobiologists are extraterrestrials that live on Earth.

Lesson 124

Number Correct
Number of Items

12

Percent Correct
%

Name _____

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. People began to study the stars and planets only about 100 years ago. F
2. Sailors can use the positions of the stars in the sky to determine where they are. T
3. Astronomers usually work in outer space. F
4. The Hubble Telescope is a space telescope that sends information to Earth. T
5. Astronomers trace the paths of comets and asteroids. T
6. Most jobs in astronomy require an advanced college degree. T

Write the answer.

7. How old is the science of astronomy?

5,000 years

8. Name three places where ancient astronomers lived.

Egypt, Babylon, China

Fact and Opinion

Write F if the statement is a fact. Write O if the statement is an opinion.

9. Astronomers help determine the flight paths of space shuttles. F
10. Astronauts have more exciting jobs than astronomers. O
11. The first Chinese astronomers lived thousands of years ago. F
12. The work of astronomers is not useful in everyday life. O

Part A

Circle the letter of the answer.

- The workers of ancient Rome lived
 - in beautiful buildings.
 - in poorly constructed buildings.
 - outside the city.
 - Both **b** and **c**
- The homes of ordinary people were
 - poorly made.
 - intended to fall down.
 - dangerous because of fire.
 - Both **a** and **c**
- Apartment buildings were
 - filled with large rooms.
 - well built for the first six floors.
 - sometimes twelve floors tall.
 - usually not very crowded.
- An apartment was a room that was
 - about five hundred feet wide.
 - about twelve feet square.
 - about twenty feet square.
 - Both **a** and **b**
- The streets in ancient Rome were
 - broad and sunny.
 - narrow and dark.
 - lined with small homes.
 - usually vacant.
- People lived in crowded conditions
 - because they couldn't afford to live outside Rome.
 - because most of them worked outside Rome.
 - in order to be near their work.
 - because there was no other place to live.

Part B

Circle the letter of the answer.

- The water level of oceans rises and falls
 - twice a day.
 - every other day.
 - twice a week.
 - only during the summer.

- The selection says that the rise and fall of the oceans' water level
 - affects the moon.
 - disturbs the ocean bottom.
 - changes the earth's surface.
 - is called the tide.
- The selection says that tides are caused by the
 - heat of the sun.
 - pull of the sun and the moon.
 - shape of the moon.
 - light of the moon.
- The selection says that the moon's effect on the tides is
 - less than the sun's.
 - greater than the sun's.
 - the same as the sun's.
 - dependent on the sun.
- When the moon is directly overhead, it
 - calms the water below it.
 - pulls the water below it.
 - pushes the water below it.
 - does not affect the water below it.
- The water level of an ocean rises when
 - the moon is directly over it.
 - the moon disappears over the horizon.
 - there is a low tide.
 - there is no tide.
- We have a high tide when the
 - water level is at its lowest point.
 - water starts to rise.
 - water level is at its highest point.
 - moon disappears over the horizon.
- We have a low tide when the
 - water level is at its lowest point.
 - water starts to fall.
 - water level is at its highest point.
 - moon is directly overhead.