Read the passage "Help, Please!" before answering Numbers 1 through 5.

Help, Please!

"I know what would taste really good right now," Raccoon said. "A warm, yummy baked apple!" Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy. She spotted juicy apples hanging from the tree overhead. Sadly, Raccoon's old bones ached whenever she tried to climb trees.

Just then, Deer trotted past. "Deer, I'm so glad to see you," said Raccoon. "I want to make a baked apple. Is there a possibility that you could reach up and pick one of those nice apples for me?"

But Deer was already nearly out of sight. "Sorry, Raccoon!" he called over his shoulder. "I'm late...."

Raccoon sighed, but just then Bear padded by. "Bear," Raccoon said, "could you please reach up and pick one of those nice apples for me?"

"I'd be glad to, Raccoon," Bear said, "but I need to save my energy because it's almost time for my long winter nap."

As Bear lumbered into the woods, Raccoon started up the tree, gripping the trunk painfully with her claws. She was creeping along a branch and was almost to the apples when her back paws slipped! Raccoon hung by her front paws until she finally managed to pull herself back up on the branch.

Copyright © McGraw-Hill Education

GO ON →

"Whew! I better get two apples," Raccoon thought, "because I'm not doing this again!" Of course, holding two apples made it even harder to climb down. Raccoon fell the last few feet. She landed hard, but she wasn't hurt.

Now Raccoon needed sticks and twigs to make a fire to bake the apples. She gathered the sticks she could see, but the pile was too small for a good fire. Just then, Rabbit tiptoed into the clearing and asked, "Why are you looking in the bushes, Raccoon?"

"I want to build a fire so I can bake some apples," Raccoon explained. "Could you help me find more sticks?" Her smile was full of friendliness.

"I can't because I hurt my leg today," Rabbit said, holding up one front leg in a sorrowful way. Then he hopped off, using all four legs, Raccoon noticed.

Next, Raccoon spotted Mouse in the bushes. "Mouse," Raccoon begged, "would you help me gather sticks to make a fire? I want to bake some apples."

"Oh," Mouse whispered, "I'm so small that I couldn't even carry a twig." With that, Mouse scurried back into the bushes.

Then Bee buzzed by. Raccoon called, "Bee? Oh, never mind! You're too small to be of any help."

"Maybe not," Bee told her. "My mom always told me you are only as small as your ideas. What do you need?"

Raccoon explained the situation. Bee smiled and said, "I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!"

With renewed energy, Raccoon found enough twigs to make a small fire. Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes. They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn't need help!

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Help, Please!"

1 Read the sentence from the passage.

"Is there a possibility that you could reach up and pick one of those nice apples for me?"

If *possible* means "able to happen," what does possibility mean?

(A) something that could happen
(B) something that has happened
(C) something that cannot happen
(D) something that needs to happen

2 This question has two parts. First, answer part A. Then, answer part B.

Part A: What is the theme of this passage?

(A) Everyone needs friends.
(B) Learn from your mistakes.
(C) It takes a big idea to solve a problem.
(D) If you do not help, do not expect a reward.

Part B: Which key detail supports the theme of the passage?

(A) Raccoon needs twigs to make a fire.
(B) Raccoon asks other animals to help her.
(C) Only Raccoon and Bee share the apples.
(D) On the way down, Raccoon falls out of the tree.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 Read the sentence from the passage.

Her smile was full of friendliness.

Which word has the **same** root word as friendliness?

(A) end

(B) fried

(C) friendly

(D) happiness

4 Which evidence from the text **best** supports the theme? Pick **two** choices.

(A) "Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy."

(B) "'Bear,' Raccoon said, 'could you please reach up and pick one of those nice apples for me?'"

(C) "'Whew! I better get two apples,' Raccoon thought, 'because I'm not doing this again!'"

(D) "'Mouse,' Raccoon begged, 'would you help me gather sticks to make a fire?'"

(E) "Bee smiled and said, 'I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!'"

(F) "They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn't need help!"

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

5 How does the text evidence below support the message of the passage? Write **two** statements from the box to complete the chart.

Text Evidence	How It Supports the Message of the Passage
"Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes."	

Statements:

It shows that Raccoon and Bee are very close friends.
It shows that Deer, Bear, Rabbit, and Mouse make a mistake.
It shows that baked apples taste better with honey.
It shows that Raccoon and Bee are rewarded for their hard work.
It shows that warm apples are difficult to make.
It shows that Deer, Bear, Rabbit, and Mouse cannot help Raccoon.

Copyright © McGraw-Hill Education

GO ON →

Read the passage "Visitors in the Woods" before answering Numbers 6 through 10.

Visitors in the Woods

Gwen and her father were spending the day in the state park a few miles from their house. Each time they saw an animal Gwen's father would stop and lower his voice while they watched it. As they rounded a curve in the trail, they heard a scuffling sound in the woods.

About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail. Gwen's father immediately put his hand on her shoulder to prevent her from taking another step and whispered, "Look!"

"They are beautiful!" Gwen said softly.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.

Copyright © McGraw-Hill Education

GO ON →

Gwen took a step toward the deer, but her father's voice stopped her in her tracks. "Keep your distance, Gwen." He continued speaking softly. "Don't get too close, or you'll scare them."

Gwen knew her father's warning was logical, but she still wanted a better look at the deer. Would it really make a difference if she went a little closer? She was thinking of taking just one more step when she noticed that she was about to walk right on top of a jumble of twigs. The noise from the twigs would surely frighten the deer, so Gwen reacted by staying right where she was on the trail.

Just then, Gwen heard someone talking loudly behind them. It was a father and his son, who were laughing and joking around with each other. The mother deer watched them carefully and moved closer to her baby.

"Shhh," Gwen's father warned. "You'll frighten the deer."

"So what?" the father answered rudely as he rolled his eyes at Gwen's father. "Look, there are a lot of people in the park today. It's better to scare the deer away than to have them on the trail while we're hiking." He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Sure enough, the mother bounded into the dense woods with the fawn at her heels. With her eyes full of longing, Gwen gazed after them wistfully. They had been so much fun to watch.

The father and son were completely unaffected by the incident. "They should be more careful when people are on the trail," the father said.

"No," replied Gwen's father courageously. "It's the other way around. The animals live here, and we are the visitors."

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "Visitors in the Woods."

6 Read the sentence from the passage.

Gwen knew her father's warning was logical, but she still wanted a better look at the deer.

What does the root word *logic* explain about a logical action?

(A) It is easy.

(B) It is quick.

(C) It is dangerous.

(D) It is reasonable.

7 This question has two parts. First, answer part A. Then, answer part B.

Part A: What is the theme of this passage?

(A) People should respect animals that live in nature.

(B) People should be quiet when animals are around.

(C) Animals are more important than people.

(D) It is important to spend time outdoors.

Part B: Which evidence from the text **best** supports the theme of the passage?

(A) "About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail."

(B) "'They are beautiful!' Gwen said softly."

(C) "It was a father and his son, who were laughing and joking around with each other."

(D) "'The animals live here, and we are the visitors.'"

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

8 Read the sentence from the passage.

He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Which word has the **same** root word as deliberately?

(A) delicately

(B) deliberation

(C) lately

(D) rate

9 Underline **two** sentences in the paragraphs that support the theme of the passage.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.

Gwen took a step toward the deer, but her father's voice stopped her in her tracks. "Keep your distance, Gwen." He continued speaking softly. "Don't get too close or you'll scare them."

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

10 How do the actions of Gwen's father support the theme of the passage? Pick **two** choices.

(A) He points out the deer to Gwen.

(B) He takes Gwen hiking in the park.

(C) He hears a scuffling noise on the trail.

(D) He tells the man not to frighten the deer.

(E) He lives only a few miles from the state park.

(F) He lowers his voice when animals are around.

Copyright © McGraw-Hill Education

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Help, Please!" and "Visitors in the Woods."

11 What messages are presented in the passages? Support your answer with details from both passages.

Copyright © McGraw-Hill Education

Read the passage "Little Red" before answering Numbers 1 through 5.

Little Red

Once upon a time, there was a young girl who lived in a big city. The girl and her granny liked to do things together. They rode bikes, ran in the park, did yoga, and danced. The two were always active, never idle. Since the girl had red hair like her granny, people called her Little Red.

Little Red took a backpack filled with food to Granny's apartment every Saturday, and they ate lunch together. A family of pigs lived in Granny's building, and the largest pig, named Piggy, was always hungry. "I think Little Red has sweet treats in her backpack," said Piggy. "I want to eat those cookies, cakes, and candies—yummers!"

Piggy planned to trick Little Red by dressing like Granny, who always wore comfortable, casual clothes. So Piggy put on a jogging suit, sneakers, and sunglasses, and he waited for Little Red outside on the steps.

"Hi, Granny," said Little Red. "I brought lunch!" Then, Little Red took another look. Everything seemed the same as usual, but Granny looked peculiar.

Little Red commented, "What funny hands you have, Granny."

"The better to hold the food you brought," said Piggy.

Little Red remarked, "What a big nose you have, Granny."

"The better to smell the food you brought," said Piggy.

Little Red exclaimed, "What a big mouth you have, Granny!"

"The better to eat all your food!" yelled Piggy as he reached for the backpack.

Copyright © McGraw-Hill Education

GO ON →

Little Red ducked and ran away from Piggy. The pleasure Piggy felt suddenly turned to discomfort, as Piggy was out of shape and had no energy to chase Little Red. With sweat dripping off his snout, he squealed, "I'm so tired that I can't move another step!" Piggy dropped to the sidewalk.

Little Red kindly went back to help Piggy as she said, "Piggy, you need to eat some healthy food."

"Yummers! Food! Do you have any fudge?" asked Piggy. "I would love some fudge right now."

"No, but I have corn and apples," said Little Red. "When you eat healthy foods like vegetables and fruit, you feel better. Don't devour it, but slowly eat a bit of this corn," she offered.

"You need to exercise, too," insisted Little Red. "Let's go to Granny's apartment and walk on the treadmill. Exercise gives you strength and energy so you can run and play! And please don't trick me again," she added. "Just join Granny and me for a healthy lunch."

"Yummers!" agreed Piggy.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Little Red."

1 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** describes the theme of "Little Red"?

(A) It is important to exercise and eat healthy foods.

(B) Always carry food in case of emergency.

(C) Visit your grandparents often.

(D) Pigs are clever animals.

Part B: Which text evidence **best** supports the theme of the passage?

(A) "'I brought lunch!'"

(B) "'The better to smell the food you brought,' said Piggy."

(C) "'Do you have any fudge?' asked Piggy."

(D) "'When you eat healthy foods like vegetables and fruit, you feel better.'"

2 Read the sentence from the passage.

"Don't <u>devour</u> it, but slowly eat a bit of this corn," she offered.

Which word has the **opposite** meaning of <u>devour</u>?

(A) destroy

(B) gobble

(C) nibble

(D) smash

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 Read the sentences from the passage.

The pleasure Piggy felt suddenly turned to discomfort, as Piggy was out of shape and had no energy to chase Little Red. With sweat dripping off his snout, he squealed, "I'm so tired that I can't move another step!"

How does this text evidence support the theme?

(A) It tells what happens when you squeal.

(B) It tells why you need to wear sneakers.

(C) It tells how to exercise safely with a friend.

(D) It tells why you need to exercise and eat well.

4 Which details from the passage **best** support the theme? Pick **two** choices.

(A) Piggy plans to trick Little Red.

(B) The largest pig is named Piggy.

(C) Exercise gives you strength and energy.

(D) Since Little Red was kind, she went back to help.

(E) Little Red and her granny like to do things together.

(F) Little Red is healthy and in very good physical shape.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

5 Draw a line to match the underlined words in the sentences on the left with the words that have the **opposite** meaning on the right.

The two were always active, never idle.	normal
Piggy planned to trick Little Red by dressing like Granny, who always wore comfortable, casual clothes.	busy
Everything seemed the same as usual, but Granny looked peculiar.	formal

Copyright © McGraw-Hill Education

GO ON →

Read the passage "The Three Little Mice" before answering Numbers 6 through 10.

The Three Little Mice

Once upon a time, in the dark of night, three little mice went out to build houses. The little mice had many friends in the forest, but they also had foes like the Big Bad Owl. The first little mouse wanted the mice to work together to build one small, safe house, but the other two mice wanted to have big houses of their own.

The second little mouse gathered dried grass to build his house. It was a flimsy house, not solid, but it had a gym where he could run. The little mouse thought, "Why work together? This house is all mine!"

The third little mouse built a house of twigs. It was not a strong house. He built it around a puddle so he had his own swimming pool. The little mouse thought, "When I work alone I get what I want."

While the others built houses of grass and twigs, the first little mouse searched and searched until he found a hollow log. "This will be my home for now," he thought. It was not a big, new house, but it was sturdy and safe.

As the second little mouse was running in his gym he heard a voice outside. "Whooo! Who will let me come in?" hooted the Big Bad Owl.

"Not a chancey-chance-chance," squeaked the little mouse.

Copyright © McGraw-Hill Education

GO ON →

"Then I'll flap, and I'll slap, and I'll knock your house down!" screeched the Big Bad Owl. So the owl flapped and slapped his wings and knocked the grass house down.

The second little mouse did not linger. He hurried away to the twig home of the third little mouse, who was drying off after a midnight swim. Both mice heard a voice outside. "Whooo! Who will let me come in?" hooted the Big Bad Owl.

"Not a chancey-chance-chance," squeaked the little mice.

"Then I'll flap, and I'll slap, and I'll knock your house down!" screeched the Big Bad Owl.

So the owl flapped and slapped his wings and demolished the twig house. The mice quickly scampered to the log home. Once inside, they admitted, "We made a big mistake by working alone!"

"Don't panic. Stay calm. You're safe now," said the first little mouse. The Big Bad Owl hooted and flapped for most of the night, but he could not move the log house. In the morning, the owl was asleep, so the three mice ran to the other side of the forest. This time, they worked together and they got the job done right. The three little mice dug a small, well-built burrow. Here they lived safely forever away from the Big Bad Owl.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "The Three Little Mice."

6 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** describes the theme of "The Three Little Mice"?

(A) Mice need big houses.

(B) It is best to build things at night.

(C) Working together gets the job done right.

(D) Never let the Big Bad Owl into your house.

Part B: Which text evidence **best** supports the theme of the passage?

(A) "The little mouse thought, 'When I work alone I get what I want.'"

(B) "'This will be my home for now,' he thought."

(C) "'Who will let me come in?' hooted the Big Bad Owl."

(D) "Once inside, they admitted, 'We made a big mistake by working alone!'"

7 Read the sentences from the passage.

The second little mouse did not linger. He hurried away to the twig home of the third little mouse, who was drying off after a midnight swim.

Which word means the **opposite** of linger?

(A) hurry

(B) laugh

(C) swim

(D) wait

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

8 Select **three** words that have to do with the message of the story. Write the words in the chart.

Theme of "The Three Little Mice"

Teamwork
Kindness
Sadness
Success
Mistakes
Loyalty

9 Read the sentence from the passage.

So the owl flapped and slapped his wings and demolished the twig house.

Which word has the **opposite** meaning of demolished?

(A) built
(B) destroyed
(C) visited
(D) wrecked

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

10 Read the sentences from the passage.

This time, they worked together and they got the job done right. The three little mice dug a small, well-built burrow.

How does this text evidence support the theme? Pick **two** choices.

(A) It tells what can happen when you work with others.

(B) It tells how long it takes to dig a well-built burrow.

(C) It tells that burrows are the best type of homes.

(D) It tells why mice live in burrows.

(E) It tells how to complete any job.

(F) It tells about fixing an error.

Copyright © McGraw-Hill Education

STOP

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Little Red" and "The Three Little Mice."

11 The themes of "Little Red" and "The Three Little Mice" show the importance of decision-making. Use details from both passages to show what the characters learned from their poor decisions.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

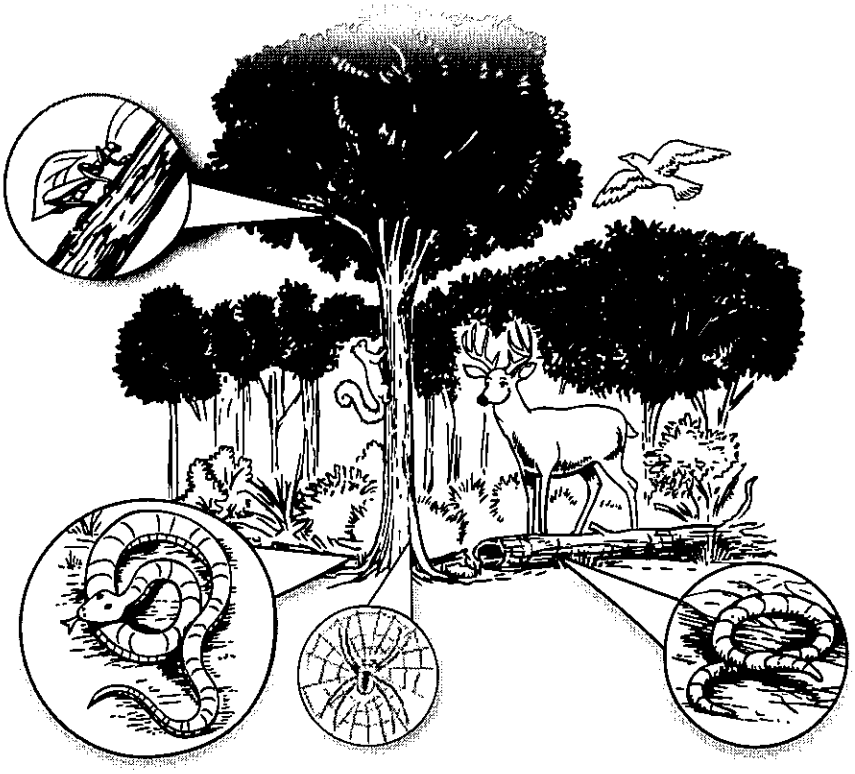
Copyright © McGraw-Hill Education

Read the article "Life in the Forest" before answering Numbers 1 through 5.

Life in the Forest

Forests are home to many living things. Many types of forests cover parts of Earth. One kind of forest is the deciduous forest. In these forests, leaves on trees and shrubs change color and fall off in autumn. Deciduous forests are found in temperate climates with warm summers and cool winters. The mild weather in these forests helps many things grow and survive.

Deciduous forests have five different zones, and different types of living things can be found in each zone. The animals, plants, and other organisms in each zone have learned to survive together. Animals in these forests eat plants and sometimes each other. They also use the trees for shelter and sources of water. Forest plants get the nutrients needed for growth from the ground. Most plants also grow toward the sun to get the light they need.



Copyright © McGraw-Hill Education

GO ON →

The canopy is the highest layer in the forest and is home to the tallest trees. This area gets the most sunlight. It produces the most food. Birds, insects, and mammals that live here eat leaves and fruits that grow on trees.

The understory is found below the canopy. Two different types of trees are found in this zone: small trees and saplings. Small trees depend on the shade of the canopy to survive. Saplings are young, short trees that will eventually join the canopy. The understory in a deciduous forest can be thick, which helps animals find food and shelter.

The third zone is the shrub layer. Shrubs have many woody stems and do not grow as tall as trees. Many birds and insects live in the shrub layer.

Beneath the shrub layer is the herb zone. Ferns, grasses, and wildflowers live in this zone. It is home to ground animals such as snakes, mice, turtles, bears, and deer. These animals feed on the plants and small animals found in the herb zone.

The lowest zone is the forest floor. This layer is covered by waste materials including leaves, twigs, animal droppings, and dead plants and animals. Millions of creatures, such as earthworms, insects, and spiders, are found on the forest floor. These creatures, along with tiny living things called bacteria, help break down waste materials. Once broken down, this material goes back into the soil. Forest plants then take in nutrients from the soil. Plant-eating animals eat these plants. These animals become the food of meat-eating animals. New waste from these plants and animals goes back into the soil and the cycle continues.

The five zones in a deciduous forest are connected. All life in the forest depends on the energy it gets from other living things. Every living thing in the forest is equally important. Each has a role in helping the others survive.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Life in the Forest."

1 This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the article.

The animals, plants, and other organisms in each zone have learned to survive together.

What does the word organisms mean in this sentence?

(A) thick layers
(B) living things
(C) waste materials
(D) weather patterns

Part B: Which words in the sentence help show the meaning of organisms? Pick **two** choices.

(A) animals
(B) plants
(C) each
(D) zone
(E) learned
(F) together

2 Which type of animal can be found in the shrub layer?

(A) birds
(B) mice
(C) snakes
(D) turtles

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 Read the detail below.

Sunlight is very important to the canopy.

Circle the paragraph that is **best** supported by this detail.

Deciduous forests have five different zones, and different types of living things can be found in each zone. The animals, plants, and other organisms in each zone have learned to survive together. Animals in these forests eat plants and sometimes each other. They also use the trees for shelter and sources of water. Forest plants get the nutrients needed for growth from the ground. Most plants also grow toward the sun to get the light they need.

The canopy is the highest layer in the forest and is home to the tallest trees. This area gets the most sunlight. It produces the most food. Birds, insects, and mammals that live here eat leaves and fruits that grow on trees.

The understory is found below the canopy. Two different types of trees are found in this zone: small trees and saplings. Small trees depend on the shade of the canopy to survive. Saplings are young, short trees that will eventually join the canopy. The understory in a deciduous forest can be thick, which helps animals find food and shelter.

The third zone is the shrub layer. Shrubs have many woody stems and do not grow as tall as trees. Many birds and insects live in the shrub layer.

Beneath the shrub layer is the herb zone. Ferns, grasses, and wildflowers live in this zone. It is home to ground animals such as snakes, mice, turtles, bears, and deer. These animals feed on the plants and small animals found in the herb zone.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

4 Read the sentence from the article.

The canopy is the highest layer in the forest and is home to the tallest trees.

What does canopy mean in the sentence above?

(A) forest
(B) home
(C) top
(D) tree

5 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** explains what the article is about?

(A) All living things in a forest are connected.
(B) Trees provide food for all animals.
(C) All deciduous trees lose their leaves.
(D) Forests are found all over the world.

Part B: Which sentence from the article **best** supports the main idea?

(A) "Forests are home to many living things."
(B) "Many types of forests cover parts of Earth."
(C) "Every living thing in the forest is equally important."
(D) "Each has a role in helping the others survive."

Copyright © McGraw-Hill Education

GO ON →

Read the article "The Coral Reef" before answering Numbers 6 through 10.

The Coral Reef

Some people think a coral reef is a large rock under the surface of the water, but that is not true. Unlike a rock, coral is alive. It also is brittle and breaks easily. Many people are not aware that when they break a piece of live coral, the coral dies. Over time, if many pieces of coral are broken off a reef, the entire reef might eventually die.

Many coral reefs have fish near them. The fish and the reef form a partnership, working together as a team. Fish receive a great benefit from swimming near a reef. Fish eat the plants growing on the reef. The reef also provides the fish with a home.

The perfect conditions of the water near coral reefs make it fun to swim near them. It is exciting to explore the reef and to study the coral. Some coral is very pretty. Other coral looks a lot like something alien from another planet. Some people like to swim near a reef and drift with the current. They can see many colorful fish swimming nearby. Sometimes it can be hard to decide what to look at first. The coral and the fish are spectacular and eye-catching.

Copyright © McGraw-Hill Education

GO ON →

Two different types of people visit a coral reef. The first group is people whose behavior causes damage to the reef. They think it is all right to break off pieces of coral to take home. They also stand on the reef, which can hurt the coral and the person standing on it. A person standing on or touching a reef can get cut or scratched by the coral. Because coral is alive, sometimes these cuts and scratches can be very serious.

The second group is made up of people who take the time to learn how to behave near the reef. These people learn what they can do on the reef. They also learn what they should not do. They make sure that they and the coral will stay safe. It would be wonderful if everyone took the time to do this. It would help us all be able to enjoy coral reefs for a long time to come.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "The Coral Reef."

6 Read the sentence from the article.

The fish and the reef form a partnership, working together as a team.

Which word from the sentence helps the reader figure out what partnership means?

(A) fish

(B) reef

(C) working

(D) team

7 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which detail shows that coral is a living thing?

(A) Coral is brittle.

(B) Coral is just like a rock.

(C) Coral dies when it breaks.

(D) Coral is home to many creatures.

Part B: Which sentence from the article supports your answer in part A?

(A) "Some people think a coral reef is a large rock under the surface of the water, but that is not true."

(B) "Over time, if many pieces of coral are broken off a reef, the entire reef may eventually die."

(C) "The first group is people whose behavior causes damage to the reef."

(D) "It would help us all be able to enjoy coral reefs for a long time to come."

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

8 This question has two parts. First, answer part A. Then, answer part B.

Part A: Read this sentence from the article.

Other coral looks a lot like something alien from another planet.

What does the word alien mean?

(A) beautiful
(B) important
(C) strange
(D) unexciting

Part B: Which phrase from the sentence helps the reader figure out what alien means?

(A) "other coral"
(B) "looks a lot"
(C) "like something"
(D) "from another planet"

9 Which detail **best** supports the main idea of the last paragraph?

(A) Coral reefs are living things.
(B) Coral reefs can be home to small sharks.
(C) Coral reefs will be around for a long time to come.
(D) People can learn about coral reefs through research.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

10 Complete the chart with the main idea of the article and **two** details that support the main idea. Write the correct sentences from the box. Not all sentences will be used.

Main Idea	Supporting Details

Sentences:

Plants grow on coral reefs.

Coral reefs are found in the ocean.

Coral reefs are full of living things.

People enjoy swimming near coral reefs.

Many coral reefs have colorful fish living nearby.

Copyright © McGraw-Hill Education

STOP

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Life in the Forest" and "The Coral Reef."

11 Both articles discuss how things found in an environment are related to each other. Use details from the articles to explain the relationship between living things and their environments.

Copyright © McGraw-Hill Education

Read the article "Swimming to Survive" before answering Numbers 1 through 5.

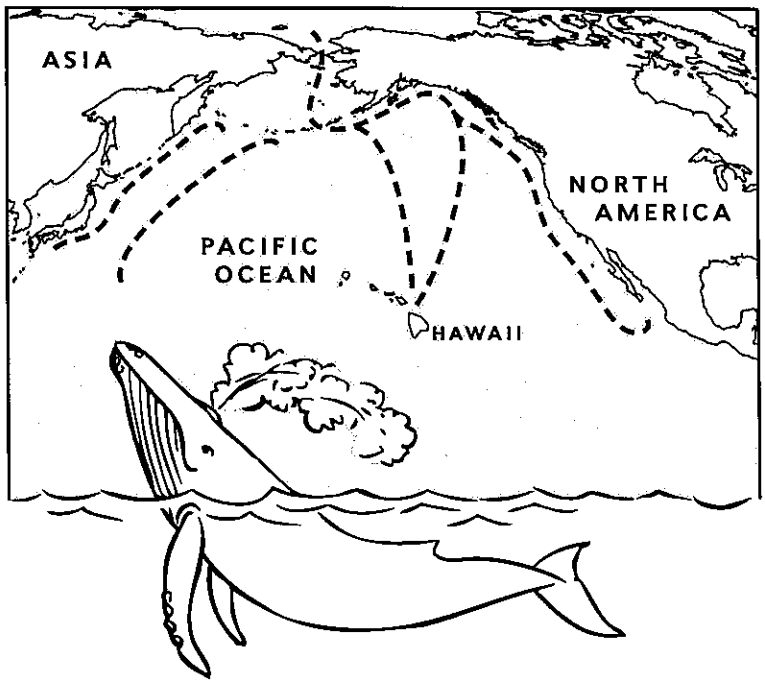
Swimming to Survive

If you could walk four miles in one hour, how many hours would it take for you to walk 100 miles? You would have to walk for 25 hours! Did you know that when humpback whales migrate they travel 100 miles at this speed without stopping? Some humpback whales migrate from Central America to Antarctica without stopping. That's more than 5,000 miles! Other humpbacks travel from Hawaii to Alaska, a distance of about 3,000 miles.

Whales live in all of Earth's oceans. Each group has its own migration route. The map below shows routes taken by humpbacks in the North Pacific Ocean.

From North to South

Why do humpbacks and other whales make this incredible journey? Whales spend the cold winter months in warm water, where they have babies called calves. As summer approaches, the whales head to colder waters. There, they feast on millions of tiny fish and shrimp called krill. Krill thrive in the icy waters near the Arctic and Antarctic.



Copyright © McGraw-Hill Education

GO ON →

If the whales remained in the warmer water year-round they would not have enough to eat. One whale needs as much as 3,000 pounds of food a day. In fact, the whales fatten up on krill before leaving the cold waters. They eat very little on their long migration to warm waters. Instead, they live off the fat stored in their bodies.

How do whales know their migration routes? Scientists are unsure how the whales know which direction to head. Perhaps they learn the routes by traveling with older whales.

Protecting the Whales

Years ago, whales were killed for their blubber, or fat, and their meat. Most of the hunters were unaware of their effect on the whale population. In the North Pacific, only about 1,400 humpbacks remained in 1966. To preserve humpbacks, the whales were listed as an endangered species. It is illegal to kill a humpback whale. This has caused the number of whales to increase greatly. Today, about 21,000 humpbacks live in the North Pacific. As a precaution, humpbacks are still listed as endangered.

Amazing Creatures

Adult humpback females are about 60 feet long. Males are a little smaller. These whales are mostly gray. However, they have white markings on their bellies and the underside of their fins. These markings are one-of-a-kind, like a fingerprint. Scientists use the markings to follow specific whales as they migrate.

Humpbacks are famous for jumping out of the water. They also slap the water with their fins, tails, or heads. This creates a tremendous splash! Why do they jump? Maybe it's a way to communicate with other whales or attract a mate. Maybe it's just for fun!

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Swimming to Survive."

1. Which details belong in a summary of the article? Underline **three** details in the list below.

> **Summary of "Swimming to Survive"**
>
> There are millions of krill in the ocean.
>
> Humpbacks need a lot of food to survive.
>
> People are working to protect humpbacks.
>
> Only 1,400 humpbacks were alive in 1966.
>
> Humpbacks migrate for important reasons.
>
> Humpbacks can slap the water with their heads.

2. Read the sentence from the article.

Scientists are unsure how the whales know which direction to head.

If *sure* means "certain," what does unsure mean?

(A) not certain
(B) certain again
(C) always certain
(D) wanting to be certain

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 Choose **two** sentences that tell why whales migrate.

(A) They want to find food.

(B) They want to attract a mate.

(C) They need to escape hunters.

(D) They are going to have babies.

(E) They are visiting other whales.

(F) They need to get rid of their fat.

4 Read the sentence from the article.

As a precaution, humpbacks are still listed as endangered.

If *caution* means "a warning about a problem," what does precaution mean?

(A) a warning about a problem again

(B) in favor of warning about a problem

(C) a warning before a problem happens

(D) being against warning about problems

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

5 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** describes the main idea of the article?

(A) Whales must swim to survive.

(B) Migration helps whales survive.

(C) We must save humpback whales.

(D) Whales travel thousands of miles.

Part B: Which sentence from the article **best** supports your answer in part A?

(A) "Other humpbacks travel from Hawaii to Alaska, a distance of about 3,000 miles."

(B) "As summer approaches, the whales head to colder waters."

(C) "If the whales remained in the warmer water year-round they would not have enough to eat."

(D) "They eat very little on their long migration to warm waters."

Copyright © McGraw-Hill Education

GO ON →

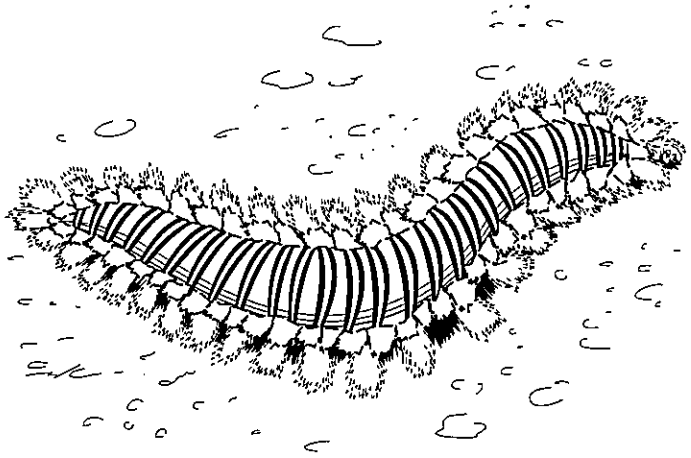
Read the article "Fireworms" before answering Numbers 6 through 10.

Fireworms

The fireworm lives in the tropical waters of the Atlantic and Pacific oceans. Most fireworms are three to four inches long, but some have grown as long as fourteen inches. These creatures are flat. They have tufts of white bristles along their sides. The tufts look like paint brushes, but they break easily if touched.

The size and shape of the fireworm are not the only things that set it apart. Another irregular fireworm trait is that it gives off light. Females use this light to attract males. The lighted female fireworms spin on the surface of the water. When the males see the light from the females, they flash their own lights. Then the males dart to the surface and bob up and down in the water. Scientists are able to predict exactly when this entire process will take place. On dark summer nights, the water glows green as the fireworms engage in this eerie dance.

Scientists believe that fireworms might also use the light to defend themselves. The light might be used to distract or mislead their predators.



Copyright © McGraw-Hill Education

GO ON →

Fireworms also defend themselves with their bristles. This behavior keeps other creatures from getting too close. If a person touches a fireworm, the bristles will break off and stick into the person's skin. This releases poison into the wound that makes the area sore. It also causes an uncomfortable burning sensation on the skin. It is this reaction that gives the fireworm its name.

There are several ways to treat a wound from a fireworm. Covering the wound with tape helps remove the bristles. Washing the area with rubbing alcohol stops the burning sensation.

Fireworms would rather hide than fight. They are nonaggressive creatures. They often hide in areas covered with seagrass so they can get lost in the undergrowth. Unless you know where to look, you may never see a fireworm.

Once in a while, fireworms are found on objects that float onto shore. Some fireworms have even ended up in tanks at stores that sell tropical fish. Most fireworms live in coral reefs, but they would not live more than about 500 feet deep. Other fireworms live in the sea under stones. Some even live on mud bottoms. They eat shrimp, clams, and mussels, but their favorite food is coral.

Fireworms eat both soft and hard coral. When looking at a coral reef, it is easy to tell where fireworms have been eating. They eat coral down to its skeleton. Wherever fireworms feed, the coral is left with only the white tips of its bones showing.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "Fireworms."

6 What happens when male fireworms see the light of female fireworms? Pick **two** choices.

(A) They glow green.

(B) They do an eerie dance.

(C) They flash their own light.

(D) They hurry toward the light.

(E) They stop flashing their own light.

(F) They move away from the flashing.

7 Read the sentence from "Fireworms."

The light might be used to distract or mislead their predators.

If *lead* means "to guide," what does mislead mean?

(A) lead again

(B) lead quickly

(C) lead in the wrong direction

(D) lead in the correct direction

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

8 Underline the sentence that states the main idea of the paragraph below.

Fireworms also defend themselves with their bristles. This behavior keeps other creatures from getting too close. If a person touches a fireworm, the bristles will break off and stick into the person's skin. This releases poison into the wound that makes the area sore. It also causes an uncomfortable burning sensation on the skin. It is this reaction that gives the fireworm its name.

9 Read the sentence from the article.

They are nonaggressive creatures.

If *aggressive* means "ready to fight," what does nonaggressive mean?

(A) not ready to fight
(B) getting attacked
(C) fighting again
(D) feeling angry

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

10 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence **best** describes the main idea of the article?

(A) Fireworms light up.

(B) Fireworms eat coral.

(C) Fireworms like to dance at night.

(D) Fireworms are interesting creatures.

Part B: Which sentence from the article **best** supports your answer in part A?

(A) "The size and shape of the fireworm are not the only things that set it apart."

(B) "There are several ways to treat a wound from a fireworm."

(C) "Unless you know where to look, you may never see a fireworm."

(D) "Some fireworms have even ended up in tanks at stores that sell tropical fish."

Copyright © McGraw-Hill Education

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Swimming to Survive" and "Fireworms."

11 Fireworms and humpback whales have adapted to survive in very different ways. Tell how these two animals survive and are protected. Support your answer with details from the articles.

Copyright © McGraw-Hill Education

Read the passage "Trouble with Poetry" before answering Numbers 1 through 5.

Trouble with Poetry

In shock, I listened as Mrs. True described our newest writing assignment. Did she actually think I could write a poem? My mind was spinning as fast as a top, and I shut my eyes and focused on listening to the rest of her directions.

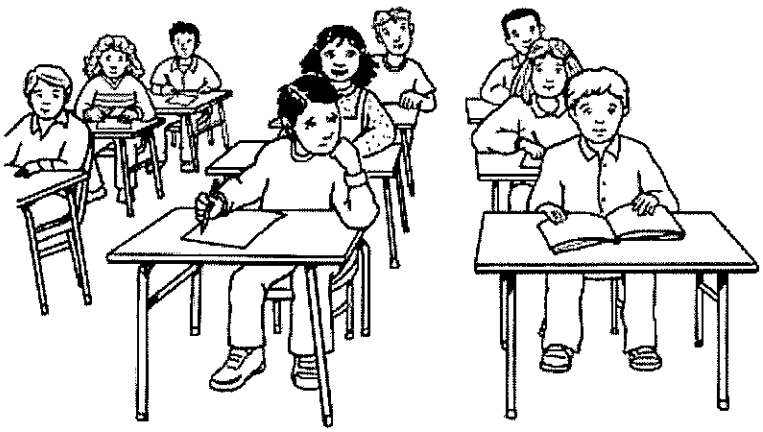
"Anything can inspire a poem," Mrs. True was saying, "so you could write about things you see every day. Poets sometimes write about experiences they have had or emotions they have felt."

I glanced over at my friend Nate and tried not to groan. What could I write about? My life wasn't interesting or inspiring. No one wanted to read a poem about my messy room or about my little sister the pest, and there was no way I was writing about my feelings! Then, I realized Mrs. True was still talking.

"Take out your journals," she instructed. "We will be spending the next twenty minutes brainstorming ideas and writing rough drafts of our poems. Remember to include some of the poetry elements that we've talked about this week. Your poem must rhyme and have stanzas, and you should also use a few similes or metaphors."

"Great," I muttered under my breath. With a huge sigh, I dug my journal out of my desk, slapped it down, and opened it to the next clean page.

Mrs. True looked at me when she heard the slap and walked over to my backpack. "Is everything all right, Elan?" she asked.



Copyright © McGraw-Hill Education

GO ON →

"I just don't think I'm much of a poet, Mrs. True," I replied. "I don't know where to begin."

"Try thinking of things that make you happy," said Mrs. True. "It might be easier to write about something that makes you smile."

As she walked away, I thought of the things in my life that made me the happiest. Like a speeding train, Trouble crashed into my thoughts. You see, Trouble is the name of my dog. She got her name because she is always getting into trouble. I had millions of stories about her!

Suddenly, my hand was a jet flying across my paper. Trouble was great inspiration, and I quickly filled my page with great ideas for my poem. I turned to a clean page and started a rough draft of my poem.

Trouble is the name of my dog,
She hops and jumps like a frog.
She tears up our shoes
On sofas she chews.
I wish she'd sit still like a log.

She jumped through the back door screen.
She licked my soup bowl clean.
She barks at all cars.
I'd send her to Mars
For a break from this wild machine!

But Trouble is loyal and true,
She sticks to my side just like glue.
I love every part
Her big eyes and big heart,
She cheers me when I am so blue.

I pushed back from my desk and grinned at my paper. Maybe writing poetry wouldn't be so bad after all. I had a great subject who was sure to give me plenty of ideas for a long time to come.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Trouble with Poetry."

1 This question has two parts. First, answer part A. Then, answer part B.

Part A: Who is the narrator of the passage?

(A) Mrs. True
(B) Trouble
(C) Nate
(D) Elan

Part B: What does the point of view in the passage help the reader better understand?

(A) Elan's thoughts
(B) Nate's thoughts
(C) Trouble's thoughts
(D) Mrs. True's thoughts

2 Read the sentence from the passage.

My mind was spinning as fast as a top, and I shut my eyes and focused on listening to the rest of her directions.

Why does the author compare Elan's mind to a top?

(A) to show that Elan is rolling his head in circles
(B) to show that Elan is thinking of his new toy top
(C) to show that Elan has many thoughts going through his mind
(D) to show that Elan feels very dizzy while listening to the directions

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 Pick **three** sentences from the passage that show what Elan thinks about poetry.

(A) "I glanced over at my friend Nate and tried not to groan."

(B) "Then, I realized Mrs. True was still talking."

(C) "'Take out your journals,' she instructed."

(D) "'Great,' I muttered under my breath."

(E) "'I don't know where to begin.'"

(F) "You see, Trouble is the name of my dog."

4 Why does Elan love Trouble?

(A) Trouble jumps through screens.

(B) Trouble causes problems.

(C) Trouble chews on sofas.

(D) Trouble is a loyal dog.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

5 Draw a line to match the underlined simile in each sentence on the left with the definition of the simile on the right.

Like a speeding train, Trouble crashed into my thoughts.	in a motionless way
She hops and jumps like a frog.	in a powerful way
I wish she'd sit still like a log.	in a busy way

Copyright © McGraw-Hill Education

GO ON →

Read the passage "A Visit to the Zoo" before answering Numbers 6 through 10.

A Visit to the Zoo

It was a beautiful spring day, and Raj and his sister, Adara, were visiting the zoo with their parents. The family loved the zoo, and they tried to come every few weeks for a visit.

Near every animal's home, there was a sign that told what kind of food it ate and where it lived in the wild. Today, the family noticed that the signs also had short poems about each animal.

Raj and Adara were excited by the new signs and couldn't wait to read all the poems. Adara wanted to know what was written about her favorite animals, the prairie dogs. She led her family to the prairie dog exhibit and read:

Prairie dogs are funny clowns
Popping up and popping down.
As their heads rise through the ground
They stare at you without a sound.

"That poem really explains how prairie dogs act," Adara said. She wondered what the other poems would say as they all approached the duck pond. Raj read the sign there.

Copyright © McGraw-Hill Education

GO ON →

The ducks are marching robots
Following their leader.
Two run, while one trots
Going to the feeder.

"That's exactly how they walk," laughed Raj.

Next, Adara and Raj led their parents to the reptile house. Inside, they visited the python. "It's your turn to read," Raj said to Adara. She read the sign.

Slithering, sliding all day long,
The python sings his snaky song.
He tells of adventures and glorious meals
While gliding silently toward your heels.

"Yikes!" Adara shuddered. "I have shivers from reading that one. I'm glad it can't get out of its habitat!"

Next, they walked to the monkey cages, where the monkeys screeched like sirens. Everyone plugged their ears as Raj shouted, "Let's skip the monkeys today! They're too loud!"

As they wandered past some peacocks, they noticed that one had his tail feathers fully opened. "Peacocks are so graceful," Adara said to Raj. "The markings on their feathers look like jeweled eyes keeping watch over the birds."

"You sound like a poet!" Raj replied. "Maybe we should think of our own poems for some of the animals."

At lunchtime the family talked about the animals they had seen. They tried composing a few poems of their own. Then, Raj and Adara played tag and ran until their legs turned to rubber.

Finally, it was time to go home. Exhausted, Raj and Adara walked to the car with smiles on their faces. It had been a wonderful day.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "A Visit to the Zoo."

6 This question has two parts. First, answer part A. Then, answer part B.

Part A: Who is telling the story?

(A) an outside narrator

(B) Raj's father

(C) Adara

(D) Raj

Part B: Which sentence **best** shows who is telling the story?

(A) "It was a beautiful spring day, and Raj and his sister, Adara, were visiting the zoo with their parents."

(B) "Near every animal's home, there was a sign that told what kind of food it ate and where it lived in the wild."

(C) "'I have shivers from reading that one.'"

(D) "'Maybe we should think of our own poems for some of the animals.'"

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

7 Read the lines from a poem in the passage.

Prairie dogs <u>are funny clowns</u>
Popping up and popping down.

Why does the author compare prairie dogs to clowns?

(A) to show that prairie dogs are not very funny
(B) to show that prairie dogs are dressed like clowns
(C) to show that prairie dogs have cute little ears and noses
(D) to show that prairie dogs do things to make people laugh

8 Arrange the events from the passage in the correct sequence. Write the sentences in the correct order in the chart below.

1	
2	
3	
4	

Events:
Raj's family sees ducks.
Raj's family sees peacocks.
Raj's family sees prairie dogs.
Raj's family sees the python.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

9 With which statements would the speaker of the python poem **most likely** agree? Pick **two** choices.

(A) Pythons are hard to find.

(B) Pythons are very sneaky.

(C) Pythons cannot be trusted.

(D) Pythons have many talents.

(E) Pythons are curious animals.

(F) Pythons make excellent pets.

10 Read the sentence from the passage.

Next, they walked to the monkey cages, where the monkeys screeched like sirens.

What does the simile "screeched like sirens" explain about the monkeys?

(A) They were tired.

(B) They were being fed.

(C) They were very noisy.

(D) They were very dangerous.

Copyright © McGraw-Hill Education

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Trouble with Poetry" and "A Visit to the Zoo."

11 Explain how the poems in "Trouble with Poetry" and "A Visit to the Zoo" help the reader understand the points of view of the characters in the stories. Support your answer with details from the passages.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Copyright © McGraw-Hill Education

Read the passage "Welcome to a New School" before answering Numbers 1 through 5.

Welcome to a New School

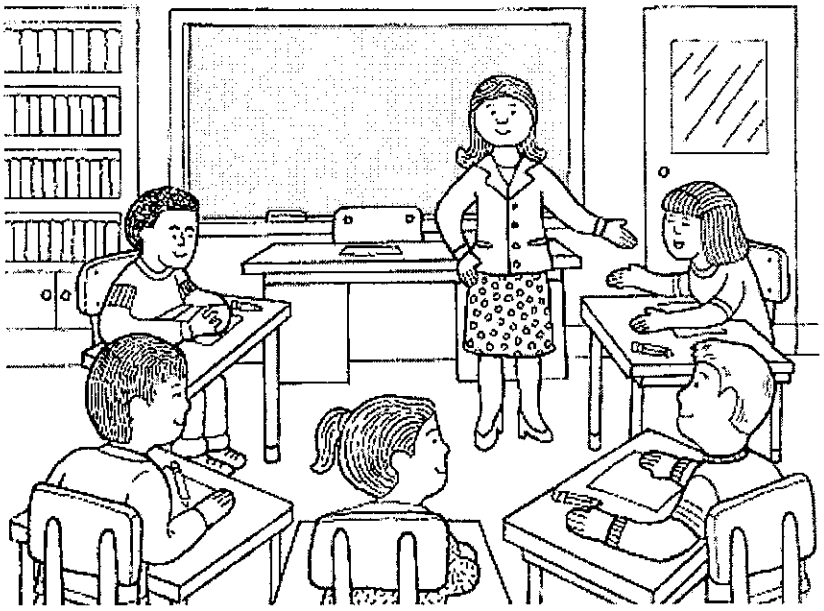
I looked around at the other kids in the room. We were all members of the new student welcoming committee. Each member of the group was once a new kid at this school, and we knew what the first few days in a strange place were like. Then the advisor of the committee, Mrs. Campos, walked in.

I listened as Mrs. Campos said, "I am so excited to see all of you and to hear your ideas. Welcoming new students to our school is an important responsibility. Who wants to share the first idea?"

A few kids raised their hands, and Mrs. Campos called on Leah. "I think we should assign the new students a buddy," Leah offered, "The buddy could be the new kid's guide."

Then Jordan added, "The buddy could sit with the new kid at lunch because it's scary to eat alone."

I thought back to my first day at this school and remembered how nervous I felt. I had entered the lunchroom cautiously because I was so afraid that I would have to sit by myself.



Copyright © McGraw-Hill Education

GO ON →

I told Jordan that his idea was really good. Then I said, "And I have another idea. We could give new kids a tour of the building. It would have to be before school because the halls are too busy during the day."

I beamed with pleasure when Mrs. Campos said, "I really like that idea, Suwon. We would have to ask the principal for permission to have students in the building before school starts, but I am confident that he will like the idea. I know he wants new students to feel comfortable."

Then Mrs. Campos asked us for other ideas. Hunter shared his idea. "When I was a new student, I saw a lot of kids wearing shirts with the school's name on them. They wore them on school spirit day. I didn't have a shirt like that, and I felt really left out. I think we should give school shirts to new students."

I liked Hunter's idea but wondered how we would get the money to pay for these shirts. Mrs. Campos said, "I will talk to the school's parent group. They might be able to donate shirts for new students."

After hearing these fabulous ideas, I was really glad that I had volunteered to join this group. We had some wonderful plans to help new students feel welcome. I knew we had it in the bag! Now all we had to decide was where to start!

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on "Welcome to a New School."

1 Read the sentences from the passage.

We were all members of the new student welcoming committee. Each member of the group was once a new kid at this school, and we knew what the first few days in a strange place were like.

What does the word committee mean in the paragraph?

(A) group
(B) member
(C) student
(D) teacher

2 This question has two parts. First, answer part A. Then, answer part B.

Part A: What does the point of view in the passage help show about Suwon?

(A) why she did not like her new school
(B) why she came to a new school
(C) why she was nervous at lunch
(D) why she loves her old school

Part B: Which sentence from the passage **best** supports your answer in part A?

(A) "Then Jordan added, 'The buddy could sit with the new kid at lunch because it's scary to eat alone.'"
(B) "I had entered the lunchroom cautiously because I was so afraid that I would have to sit by myself."
(C) "'It would have to be before school because the halls are too busy during the day.'"
(D) "'When I was a new student, I saw a lot of kids wearing shirts with the school's name on them.'"

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

3 This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the paragraph from the passage.

I beamed with pleasure when Mrs. Campos said, "I really like that idea, Suwon. We would have to ask the principal for permission to have students in the building before school starts, but I am confident that he will like the idea. I know he wants new students to feel comfortable."

What does the word confident mean in the paragraph?

(A) comfortable

(B) confined

(C) satisfied

(D) sure

Part B: Which phrase from the paragraph **best** supports your answer in part A?

(A) "beamed with pleasure"

(B) "ask the principal"

(C) "before school starts"

(D) "I know he wants"

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

4 Underline the sentence that **best** shows what Suwon thinks of Hunter's idea.

Then Mrs. Campos asked us for other ideas. Hunter shared his idea. "When I was a new student, I saw a lot of kids wearing shirts with the school's name on them. They wore them on school spirit day. I didn't have a shirt like that, and I felt really left out. I think we should give school shirts to new students."

I liked Hunter's idea but wondered how we would get the money to pay for these shirts. Mrs. Campos said, "I will talk to the school's parent group. They might be able to donate shirts for new students."

5 Pick **two** things the reader would know if the passage were written from Mrs. Campos's point of view.

(A) how Jordan feels about Mrs. Campos

(B) which idea Mrs. Campos likes the best

(C) if Leah wants to be a new student buddy

(D) if the parent group would pay for new shirts

(E) how Suwon and Mrs. Campos know each other

(F) what Mrs. Campos thinks about during the meeting

Copyright © McGraw-Hill Education

GO ON →

Read the passage "Sadie Says Hello" before answering Numbers 6 through 10.

Sadie Says Hello

Howard had been counting the days until today, the day of the big pet festival at his school. His pet snake, Sadie, was going to be in the festival, and he gently placed Sadie in a cardboard box for the occasion. He would use it to transport Sadie to the festival because it was just the right size and would accommodate her well. He could barely contain his excitement as he placed the box next to the front door. After checking to make sure that Sadie was comfortable, Howard waited for his mother to finish getting ready.

As Howard and his mother were just about to leave, the doorbell rang. Howard wondered why their neighbor Mrs. Brent was visiting now. He hoped she would not stay and talk to his mom for long.

Mrs. Brent was always nervous, and being around her made Howard nervous, too. Howard decided that this was an ideal opportunity to get a glass of juice, so he headed for the kitchen, leaving his mother and Mrs. Brent talking by the door.

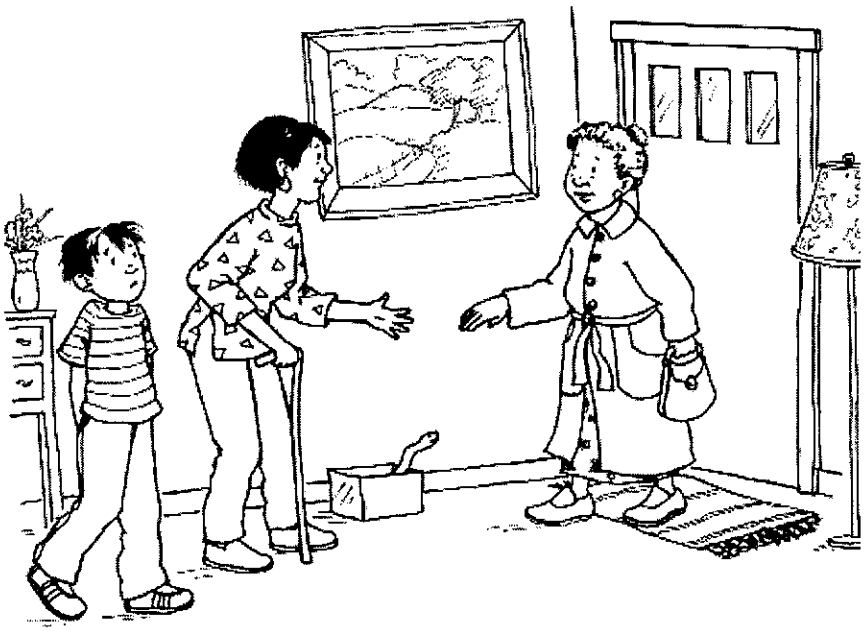
When Howard returned from the kitchen, he peeked into Sadie's box. He could not believe it, but the box was empty! Then he saw a slight movement out of the corner of his eye. Sadie had slithered out of her box and was headed straight toward Mrs. Brent!

She had not seen Sadie yet, so maybe Howard could do something before it was too late. He rushed forward but not soon enough. Mrs. Brent felt something on her foot and looked down. "Oh, my goodness, a snake!" she screamed.

"Don't worry, Mrs. Brent. She's harmless," Howard said calmly. "Just keep still, and she'll go away. She won't hurt you." Then he quickly scooped Sadie up and put her back in her box.

Copyright © McGraw-Hill Education

GO ON →



"No snake is harmless!" cried Mrs. Brent. "Did it bite me? Am I injured? Do I need to be taken to the hospital? Should we call an ambulance? Oh, I think I may faint!"

Howard knew that Sadie would not hurt Mrs. Brent, but by the look on her face, he saw that her fear was genuine and that she really thought Sadie was dangerous.

"Please don't worry—everything is all right," Howard's mother assured her. "Howard has everything under control. Now Howard, please apologize to Mrs. Brent, and tell her how sorry you are that this happened."

Howard was not quite sure why he should apologize, but one look at his mother told him he'd better do it. "I am very sorry, Mrs. Brent," he said. "I think Sadie just wanted to say hello."

"She wanted to say hello? How in the world does a snake say hello?" Mrs. Brent asked as she stepped closer to the door.

By curling around you, Howard thought to himself, but he decided it would be better if he did not say that to Mrs. Brent.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

Now answer Numbers 6 through 10. Base your answers on "Sadie Says Hello."

6 This question has two parts. First, answer part A. Then, answer part B.

Part A: Who is the narrator of the passage?

(A) Howard

(B) Mrs. Brent

(C) Howard's mother

(D) an outside observer

Part B: Which sentence from the passage **best** shows who the narrator is?

(A) "His pet snake, Sadie, was going to be in the festival, and he gently placed Sadie in a cardboard box for the occasion."

(B) "Howard decided that this was an ideal opportunity to get a glass of juice, so he headed for the kitchen, leaving his mother and Mrs. Brent talking by the door."

(C) "'Oh, my goodness, a snake!' she screamed."

(D) "'I think Sadie just wanted to say hello.'"

7 Read the paragraph from the passage.

When Howard returned from the kitchen, he peeked into Sadie's box. He could not believe it, but the box was empty! Then he saw a slight movement out of the corner of his eye. Sadie had slithered out of her box and was headed straight toward Mrs. Brent!

What does the word slithered mean, based on the paragraph clues?

(A) flew

(B) jumped

(C) slid

(D) stopped

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

8 Draw a line to match each problem on the left with its solution on the right.

Problem	Solution
Howard needs to get Sadie to the pet festival at his school.	Howard explains that Sadie is harmless.
Sadie gets out of the box.	Howard puts Sadie in a cardboard box.
Mrs. Brent gets upset when she sees Sadie.	Howard picks up Sadie.

9 How **most likely** would the passage be different if it were written from Sadie's point of view? Pick **two** choices.

(A) It would tell what the pet festival is like.

(B) It would explain why Sadie leaves the box.

(C) It would tell what Mrs. Brent thinks of Howard.

(D) It would tell what Howard's mother thinks of Sadie.

(E) It would explain why Sadie moves toward Mrs. Brent.

(F) It would explain why Howard likes having a snake as a pet.

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

10 This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the paragraph from the passage.

"Please don't worry—everything is all right," Howard's mother assured her. "Howard has everything under control. Now Howard, please apologize to Mrs. Brent, and tell her how sorry you are that this happened."

Based on the paragraph clues, what does the word apologize mean?

(A) give an excuse

(B) repeat a question

(C) ask for forgiveness

(D) explain your reasons

Part B: Which phrase in the paragraph **best** explains the meaning of apologize?

(A) "don't worry"

(B) "everything under control"

(C) "how sorry you are"

(D) "this happened"

Copyright © McGraw-Hill Education

STOP

Name: _____ Date: _____

Now answer Number 11. Base your answer on "Welcome to a New School" and "Sadie Says Hello."

11 "Welcome to a New School" and "Sadie Says Hello" are written from different points of view. Explain how each point of view shows the characters' thoughts and feelings. Support your answer with details from both texts.

Copyright © McGraw-Hill Education