

HAMPTON-BROWN

HIGH POINT

SUCCESS IN LANGUAGE • LITERATURE • CONTENT

Unit Tests
e-Assessment Edition

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SUCCESS IN LANGUAGE • LITERATURE • CONTENT

Unit Tests
e-Assessment Edition
LEVEL A



HAMPTON-BROWN

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 Large is another word for —
 (A) big
 (B) old
 (C) lazy
 (D) happy
- 2 An apple is a kind of —
 (F) rock
 (G) food
 (H) flower
 (J) animal
- 3 A bike is something that you —
 (A) eat
 (B) ride
 (C) sing
 (D) read
- 4 To talk means to —
 (F) take
 (G) look
 (H) hear
 (J) speak
- 5 When you buy something, you —
 (A) build it
 (B) listen to it
 (C) remember it
 (D) pay money for it
- 6 Yellow is a —
 (F) plant
 (G) color
 (H) season
 (J) number

DIRECTIONS Read the sentences in each box. Then read the item carefully. Choose the best answer. Mark your answer.

7 Rita adores that song. She wants to listen to it again and again.

To adore something is to —

- (A) like it a lot
 (B) get tired of it
 (C) understand it
 (D) think it is terrible

8 Raj looks all over the map for Silver Lake. Finally he locates it.

When you locate something, you —

- (F) eat it
 (G) find it
 (H) cover it
 (J) change it

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

My Dad's Job

My father drives a taxi. He loves his job because it is interesting. Every day he meets different people. He drives them all around the city. Most of the people are tourists, so they ask Dad a lot of questions. They also tell Dad about their lives. He likes that a lot.

Last week, Dad met a very interesting person. One of his passengers was a tall man with dark hair. Dad thought he knew him. The man said that he was a movie actor. Then he and Dad talked about one of their favorite things—the movies!

9 Dad likes his job because —

- (A) he can drive fast
- (B) the taxi is very big
- (C) the work is interesting
- (D) he drives to the movies

10 How are Dad and the actor alike?

- (F) Both drive a taxi.
- (G) Both have dark hair.
- (H) Both like the movies.
- (J) Both are in the movies.

LANGUAGE SKILLS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Mango and the Blue Jay

My new cat Mango ran into the house. he looked scared. Something had been chasing him. I looked out the door. A big blue jay was sitting on the fence. "Squawk!" the bird cried.

Mango started to go outside again. Suddenly the jay flew toward him and squawked. Poor Mango! He hid in the house.

I watched the bird fly away. It landed on a branch in a pine tree. I noticed a nest. Then I knew why the jay had chased Mango. It were protecting its eggs.

It took a few weeks for the eggs to hatch and for the little birds to grow up. Then Mango was able to go outside in peace again!

11 Number 1 is best written —

- (A) he looked scared!
- (B) he looked scared?
- (C) He looked scared.
- (D) as it is written

12 In number 2, were is best written —

- (F) be
- (G) am
- (H) was
- (J) as it is written

GO ON 

WRITING

DIRECTIONS Read the draft of the paragraph that Yoko wrote. Then read each item carefully. Choose the best answer. Mark your answer.

My Favorite Sport

(1) Baseball is my favorite sport. (2) During baseball season, I watch all the games on TV. (3) I know all the teams and players. (4) I love to play baseball, too. (5) My friends and I play in the park every Saturday. (6) It is so much fun. (7) I love to hit the ball and go around the bases. (8) I love to swim, too. (9) Maybe I'll be a baseball player when I grow up.

13 What change, if any, should be made in sentence 3?

- (A) Change *know* to *no*
- (B) Change *teams* to *teams*
- (C) Change *players* to *player's*
- (D) Make no change

14 Yoko wants to replace *go* in sentence 7 with a clearer verb. Which one should she choose?

- (F) see
- (G) run
- (H) start
- (J) walk

15 Which sentence does not belong in the paragraph?

- (A) Sentence 1
- (B) Sentence 2
- (C) Sentence 5
- (D) Sentence 8

STOP

A Very Unique You

- **Section 1: Reading and Language, pages 6–14**
- **Section 2: Writing, pages 15–18**

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 When you accept something, you —
 - (A) look for it
 - (B) pull it apart
 - (C) try to change it
 - (D) believe it is all right
- 2 When you adapt, you —
 - (F) build
 - (G) scare
 - (H) advise
 - (J) change
- 3 Your character is what you are —
 - (A) really like
 - (B) always doing
 - (C) thinking about
 - (D) strongly against
- 4 When you create something, you —
 - (F) buy it
 - (G) find it
 - (H) carry it
 - (J) make it
- 5 A country's culture is its —
 - (A) size and area
 - (B) customs and beliefs
 - (C) beaches and mountains
 - (D) temperature and climate
- 6 When you decide, you —
 - (F) ask for help
 - (G) deliver something
 - (H) change your looks
 - (J) make up your mind
- 7 To discover means to —
 - (A) speak in a low voice
 - (B) learn something difficult
 - (C) find out for the first time
 - (D) move through a small space
- 8 Enjoy means —
 - (F) return home
 - (G) perform in a play
 - (H) embarrass someone
 - (J) like something very much
- 9 When you express an idea, you —
 - (A) share it
 - (B) ignore it
 - (C) change it
 - (D) criticize it

VOCABULARY, *continued*

10. Features are part of a person's —
Ⓐ face
Ⓑ habits
Ⓒ family
Ⓓ education
11. When you figure out something, you —
Ⓐ write about it
Ⓑ keep it a secret
Ⓒ learn how to do it
Ⓓ share it with others
12. When you improve something, you —
Ⓐ study it
Ⓑ give it back
Ⓒ throw it away
Ⓓ make it better
13. An island is land that has —
Ⓐ no rain
Ⓑ many people
Ⓒ water on all sides
Ⓓ only a few trees or flowers
14. A portrait is —
Ⓐ an actor in a movie
Ⓑ a color in a pattern
Ⓒ a picture of a person
Ⓓ a friend of the family
15. A situation is something that —
Ⓐ moves
Ⓑ grows
Ⓒ breaks
Ⓓ happens

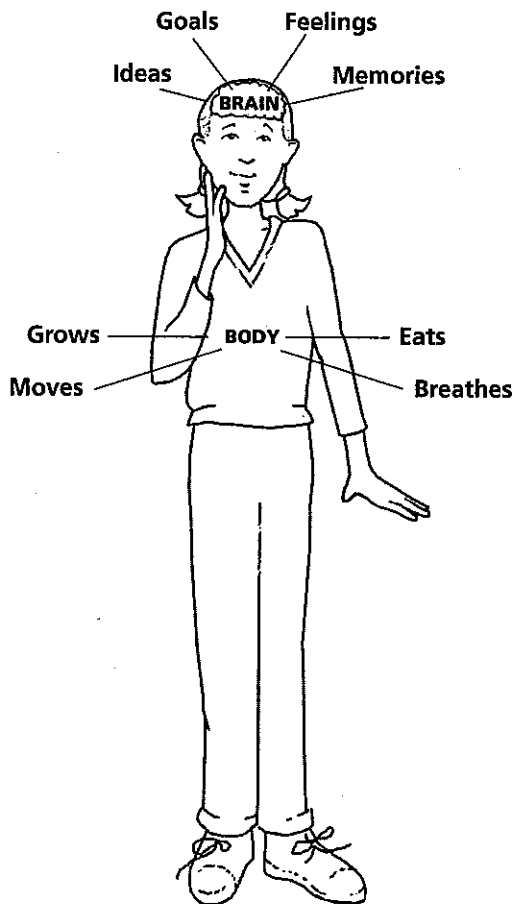
GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Study the picture and the list. Then read each item carefully. Choose the best answer. Mark your answer.

Special Years

- Your body and brain are like machines. You have to take care of them so they work well.
- Your body needs good food and exercise to stay healthy. Your brain needs rest in order to think clearly.
- Your body goes through a lot of growth when you are a teenager. Your emotions may sometimes feel like a bouncing ball. You may feel angry one minute, then happy the next.
- Teenagers need to take good care of themselves as they grow and change.



THE BRAIN

Sets goals
 Thinks
 Has ideas
 Remembers
 Dreams
 Hopes
 Imagines
 Feels
 Creates
 Learns

READING AND LITERARY ANALYSIS, *continued*

16 The passage compares your body to —

- (F) a brain
- (G) a machine
- (H) a skeleton
- (J) an emotion

17 Your body changes because you are —

- (A) playing
- (B) growing
- (C) studying
- (D) dreaming

18 Getting enough rest helps you —

- (F) think clearly
- (G) bounce a ball
- (H) eat healthy foods
- (J) laugh with your friends

19 A teenager's feelings are like a bouncing ball because they —

- (A) move slowly
- (B) grow smaller
- (C) exercise often
- (D) change quickly

20 When teenagers become young adults, their bodies will probably —

- (F) change less
- (G) become healthy
- (H) need less exercise
- (J) have more muscles

Study this chart.

BRAIN	_____
Ideas	Grows
Goals	Moves
Feelings	Eats
_____	_____

21 Which word is the best heading for column 2?

- (A) BODY
- (B) SPORTS
- (C) HEALTH
- (D) EXERCISE

22 Which of these goes with the other words in column 1?

- (F) Foods
- (G) Bones
- (H) Muscles
- (J) Memories

23 Which of these goes with the other words in column 2?

- (A) Hopes
- (B) Thinks
- (C) Dreams
- (D) Breathes

GO ON 

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read about Special Teen Day. Read the poster. Then read each item carefully. Choose the best answer. Mark your answer.

Special Teen Day


Everyone is celebrating Special Teen Day. Karen has chosen to pretend she is Nadja Halilbegovich. She prepared this poster to describe "herself" in class.

HOPE IS EVERYTHING

My name is Nadja. I come from Sarajevo, Bosnia. I love music. Since childhood, music has made me happy. When I was young, war came to my home. I was sad and scared. I thought I could not do anything. But I did. I used music to give other people hope. I also wrote poetry to cheer people up. I read my poems on radio and television.

Now I live in the United States. I study and write about my experiences. I try to work for world peace.

Nadja Halilbegovich



Personal Profile

Who? Nadja Halilbegovich

What? She studies and writes. She works for peace.

When? Born 1979. Came to U.S. in 1995.

Where? Studied at Butler University, Indiana.

Why? She wants wars to stop.

How? She writes about her war experiences. She talks to people.

Her Traits: intelligent, hard-working, caring, brave

Childhood Years

- born 1979
- loves music

Teen Years

- is hurt in war
- writes in diary, plays music, and reads poems
- comes to the United States in 1995
- studies and writes
- works for peace in places such as Ethiopia and Pakistan

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READING AND LITERARY ANALYSIS, *continued*

- 24 Study this chart.

What Nadja Is Like	_____
intelligent	plays music
hard-working	writes
caring	works for peace

Which of these is the best heading for column 2?

- Ⓕ What Nadja Does
 Ⓖ What Nadja Wears
 Ⓗ What Nadja Thinks
 Ⓙ What Nadja Studies
- 25 Nadja lives in the United States now, but she used to live in —
- Ⓐ Bosnia
 Ⓑ Indiana
 Ⓒ Pakistan
 Ⓓ Ethiopia

- 26 How is Nadja's life different today?

- Ⓕ She cannot write poems.
 Ⓖ She no longer works for peace.
 Ⓗ She does not play music anymore.
 Ⓙ She does not live in the middle of a war.

- 27 How was Nadja different when she was a young girl?

- Ⓐ She was caring.
 Ⓑ She was intelligent.
 Ⓒ She was hard-working.
 Ⓓ She was sad and scared.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

28 Luis is reading an article. Before he reads, he wants to make a prediction. What should he do first?

- (F) Read the article.
- (G) Do some research.
- (H) Take notes about the article.
- (J) Look at the title and pictures.

29 Luis predicts that he will learn how musical people have fun. Preview the article to see if Luis's prediction is correct.



Sal practices the music for his class play.

Music Makers!

People with musical intelligence can have a lot of fun.

Is Luis's prediction correct?

- (A) No, because the picture shows kids practicing for a play.
- (B) No, because the introduction talks about intelligence.
- (C) Yes, because the words and the picture are about people acting in a play.
- (D) Yes, because the words and part of the picture are about having fun with music.

READING AND LITERARY ANALYSIS, *continued*

- 30 Luis reads the next part of the article.

People with musical intelligence can sing and play music. Some people play a musical instrument, such as the guitar. Learning how to play the guitar is fun.

Which of these is the best prediction for Luis to make next?

- (F) The article will describe different violins.
- (G) The article will explain why it is fun to play the guitar.
- (H) The article will give the music and words of a popular song.
- (J) The article will show how to make costumes for a school play.

- 31 Luis reads another part of the article.

Many Kinds of Fun

Musical people like to create music and express their feelings with music. They like to share their music with others.

Which of these is the best prediction for Luis to make next?

- (A) The article will tell how musical instruments are made.
- (B) The article will give information about various music schools.
- (C) The article will describe different ways that people perform music.
- (D) The article will describe different kinds of music from around the world.

GO ON 

LANGUAGE SKILLS

DIRECTIONS Below is part of Ellie's letter to a friend. Read the letter. Then read each item carefully. Choose the best answer. Mark your answer.

Marisol is my good friend. She lives on tyler Street. Marisol looks a lot like my grandmother in mexico. That is why I call her my "grand-friend." Marisol has a very big garden. The garden are full of beautiful flowers and vegetables. Every saturday, we plant flowers and pull weeds.

Sometimes our friend alma helps us. Marisol pick the tomatoes. We eat them for lunch. Marisol takes pictures of me and the garden. She sends them to my grandmother. I is lucky because I have a grandmother and a grand-friend. Now I know a lot about gardens, too!

- 32 In number 1, tyler Street is best written —
 (F) tyler street
 (G) Tyler street
 (H) Tyler Street
 (J) as it is written
- 33 In number 2, my grandmother in mexico is best written —
 (A) my grandmother in Mexico
 (B) My grandmother in mexico
 (C) my Grandmother in mexico
 (D) as it is written
- 34 In number 3, The garden are is best written —
 (F) The garden is
 (G) The garden be
 (H) The garden am
 (J) as it is written
- 35 In number 4, saturday, we plant flowers is best written —
 (A) saturday, We plant flowers
 (B) Saturday, we plant flowers
 (C) saturday, we plant Flowers
 (D) as it is written
- 36 In number 5, our friend alma is best written —
 (F) our friend Alma
 (G) our Friend alma
 (H) our Friend Alma
 (J) as it is written
- 37 In number 6, Marisol pick is best written —
 (A) Marisol picks
 (B) Marisol picking
 (C) Marisol are picking
 (D) as it is written
- 38 In number 7, Marisol takes is best written —
 (F) Marisol take
 (G) Marisol taked
 (H) Marisol is taking
 (J) as it is written
- 39 In number 8, I is is best written —
 (A) I be
 (B) I am
 (C) I are
 (D) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the description Armin plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Armin wants to write a description of a friend. First, she makes a 5Ws chart like this one:

Who?	_____
What?	_____
Where?	_____
When?	_____
Why?	_____

Then she makes a list of colorful adjectives and verbs. After Armin writes her description, she will give it to her friend.

- 1 The goal of a good description is to —
 - (A) share your personal feelings
 - (B) persuade your reader to agree with you
 - (C) teach your reader how to do something
 - (D) help your reader to see what someone or something is like
- 2 Before Armin starts to write, she should —
 - (F) add a picture of her friend
 - (G) share her work with others
 - (H) choose a person to describe
 - (J) correct the spelling of the words in her list
- 3 The 5Ws chart will help Armin plan her writing because it —
 - (A) shows pictures and words
 - (B) gives adjectives and nouns
 - (C) asks questions and organizes information
 - (D) explains revising and proofreading marks
- 4 Which of these gives the best description of Armin's friend?
 - (F) Tushar has brown eyes.
 - (G) Tushar tells funny stories.
 - (H) Tushar laughs at his own stories.
 - (J) When Tushar laughs, his bright eyes shine.

GO ON 

PROCESS AND STRATEGIES, continued

DIRECTIONS Read the draft of the description that Armin wrote. Then read each item carefully. Choose the best answer. Mark your answer.

A Funny Friend

- (1) My friend is very funny. (2) He love to tell jokes and stories.
- (3) When he gets to a funny part, his eyes shine. (4) When he finishes one joke, he asks, "Do want you to hear another one?"
- (5) He is especially funny after school. (6) "Listen to this joke," he yels to a crowd of kids. (7) Everyone moves toward him. (8) In a very short time, the whole group is laughing.
- (9) He says that he likes to make people laugh because there are a lot of problems in the world. (10) When he gets older, he wants to have a show on TV, like Jerry seinfeld. (11) Then, many people will laugh at his good jokes.

PROCESS AND STRATEGIES, *continued*

5 How should Armin rewrite sentence 1 to tell who the description is about?

- (A) My friend is so silly.
- (B) I have a funny friend. Do you?
- (C) My friend Tushar is very funny.
- (D) I want to describe my funny friend.

6 What change, if any, should be made in sentence 2?

- (F) Change *He* to *he*
- (G) Change *love* to *loves*
- (H) Change *stories* to *storys*
- (J) Make no change

7 In sentence 3, how can Armin improve the description of her friend?

- (A) Change *part* to *line*
- (B) Change *funny* to *very funny*
- (C) Change *shine* to *look different*
- (D) Change *eyes* to *big, brown eyes*

8 What change, if any, should be made in sentence 4?

- (F) Change *hear* to *here*
- (G) Change the question mark to a period
- (H) Change *Do want you* to *Do you want*
- (J) Make no change

9 What change, if any, should be made in sentence 6?

- (A) Change *he* to *she*
- (B) Change *yels* to *yells*
- (C) Change *joke* to *jokes*
- (D) Make no change

10 In sentence 7, Armin wants to show that everyone moves quickly toward her friend. She should replace *moves* with —

- (F) goes
- (G) races
- (H) walks
- (J) comes

11 What change, if any, should be made in sentence 10?

- (A) Change *a* to *an*
- (B) Change *wants* to *want*
- (C) Change *seinfeld* to *Seinfeld*
- (D) Make no change

12 Armin wants to replace the word *good* in sentence 11 with a better adjective. Which one should she choose?

- (F) big
- (G) fine
- (H) nice
- (J) wonderful

STOP

WRITTEN COMPOSITION: DESCRIPTION

DIRECTIONS Read the writing prompt, then write your description on a separate sheet of paper.

WRITING PROMPT

Write a description for your class to read. Tell about a friend or someone in your family.

United, We Stand

- Section 1: Reading and Language, pages 20–26
- Section 2: Writing, pages 27–30

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 A brave person shows no —
 - (A) fear
 - (B) love
 - (C) hate
 - (D) sadness
- 2 Cooperate means —
 - (F) stay apart
 - (G) take a trip
 - (H) make a list
 - (J) work together
- 3 Depend on means —
 - (A) stay
 - (B) need
 - (C) teach
 - (D) decide
- 4 When people gather, they —
 - (F) fall down
 - (G) say goodbye
 - (H) move quickly
 - (J) come together
- 5 When you hold on to something, you do not —
 - (A) help it
 - (B) stop it
 - (C) care for it
 - (D) let go of it
- 6 An instructor is a —
 - (F) relative
 - (G) student
 - (H) teacher
 - (J) neighbor
- 7 A member is a —
 - (A) job on a ship
 - (B) part of a group
 - (C) place in a store
 - (D) day of the week
- 8 A partner —
 - (F) works for you
 - (G) tells about you
 - (H) works with you
 - (J) writes you a letter
- 9 When you plan, you —
 - (A) move something
 - (B) try to do something
 - (C) know how to do something
 - (D) think about how to do something

GO ON 

VOCABULARY, *continued*

- 10 Reality is —
Ⓐ one way to work
Ⓑ what you imagine
Ⓒ the way things are
Ⓓ what you read in a folk tale
- 11 When you remove something, you —
Ⓐ put it on
Ⓑ reach for it
Ⓒ take it away
Ⓓ understand it
- 12 When you require something, you —
Ⓐ try it
Ⓑ use it
Ⓒ start it
Ⓓ need it
- 13 When you have a skill, you —
Ⓐ avoid something
Ⓑ do something well
Ⓒ take something home
Ⓓ feel sad about something
- 14 When you tend something, you —
Ⓐ break it
Ⓑ care for it
Ⓒ look for it
Ⓓ talk about it
- 15 When you get training, you —
Ⓐ help a friend
Ⓑ go on a train ride
Ⓒ call out to someone
Ⓓ learn how to do something

GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the article and study the flow chart. Then read each item carefully. Choose the best answer. Mark your answer.

Sheep Dogs

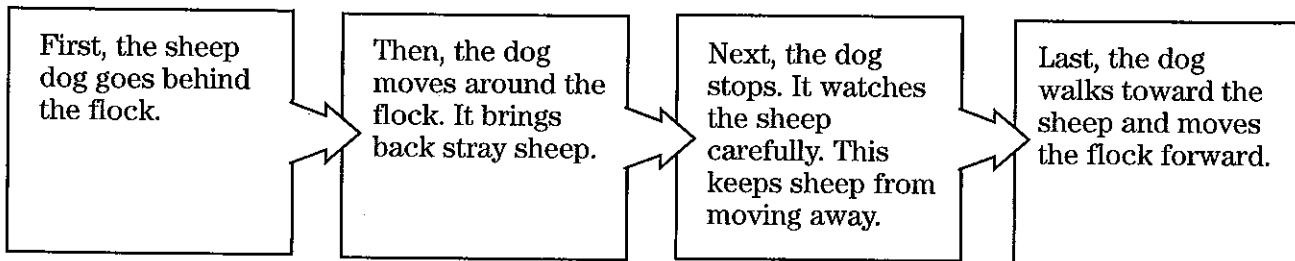
Sheep dogs help farmers move sheep around. They can work with sheep without hurting them.

Sheep usually stay in a group called a *flock*. Sheep dogs run around the flock. They bring back sheep that have strayed, or moved away.

Sometimes sheep dogs keep a flock in one place. Sometimes they keep the sheep away from danger, or they guide the flock to food and water.



How a Sheep Dog Moves Sheep



READING AND LITERARY ANALYSIS, *continued*

16 Which of these tells the main idea of the article?

- F Sheep dogs are friendly.
- G Training a sheep dog is a lot of work.
- H It is difficult for farmers to find their sheep on a big ranch.
- J Sheep dogs help farmers move sheep safely from place to place.

17 A sheep dog does not —

- A hurt sheep
- B stop sheep
- C move sheep
- D watch sheep

18 Read this main idea:

Sheep dogs help sheep.

Which of these details goes with this main idea?

- F They keep the sheep cool.
- G They bring food to the sheep.
- H They teach the sheep how to run.
- J They keep the sheep out of danger.

19 Read this main idea:

A sheep dog is a hard worker.

Which of these details does not go with this main idea?

- A It lives at the farmhouse.
- B It brings back lost sheep.
- C It guides the sheep to food and water.
- D It moves the flock from place to place.

GO ON 

LANGUAGE SKILLS

DIRECTIONS Read this story about a study team. Then read each item carefully. Choose the best answer. Mark your answer.

When my teacher, Miss Li, gives me homework, I call my friend Anna. She is great at math. Can always help me with the hard problems. Numbers usually confuse us. She can explain them so that I can understand.

When Mr. Sharp gives Anna a history project, then my phone rings. Anna knows

I like to read about history. She knows I can remember names, facts, and dates. When we have a history project, it is my turn to help him.

Anna and I are good friends. Is my best friend? Yes, she is. Are we good study partners? Me and her are the best.

28 In number 1, my friend is best written —

- (F) his friend
- (G) mine friend
- (H) their friend
- (J) as it is written

29 In number 2, Can always is best written —

- (A) I can always
- (B) You can always
- (C) She can always
- (D) as it is written

30 In number 3, confuse us is best written —

- (F) confuse I
- (G) confuse me
- (H) confuse them
- (J) as it is written

31 In number 4, my phone is best written —

- (A) her phone
- (B) their phone
- (C) mine phone
- (D) as it is written

32 In number 5, to help him is best written —

- (F) to help me
- (G) to help her
- (H) to help them
- (J) as it is written

33 In number 6, Is my is best written —

- (A) Is it my
- (B) Is he my
- (C) Is she my
- (D) as it is written

34 In number 7, Me and her is best written —

- (F) We
- (G) Us
- (H) They
- (J) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the paragraph that Mika plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Mika is writing a paragraph. She will tell how to raise a puppy to be a guide dog. She wants to explain how the 4-H Club helped her train the dog.

1 Mika is writing the paragraph to —

- (A) give information
- (B) tell a made-up story
- (C) express her feelings
- (D) get people to take action

2 Study Mika's Experience Chart.

Experience Chart

What I did raised a puppy

Why I did it to help someone in need

When I did it last year

Where I did it at home

How I did it _____

How I felt about it I felt great!

What information should Mika add to the chart on the blank lines?

- (F) how she raised the puppy
- (G) how she joined the 4-H Club
- (H) how she chose a name for the puppy
- (J) how she got the idea to raise a puppy

3 Mika is writing her first draft. She should do all of the following, except —

- (A) use her Experience Chart
- (B) include details about the training
- (C) check her spelling and punctuation
- (D) choose words that describe the puppy

4 How can Mika make sure that the order of events is clear?

- (F) She can write neatly.
- (G) She can use colorful verbs.
- (H) She can use time order words.
- (J) She can write a main idea sentence.

GO ON 

PROCESS AND STRATEGIES, continued

DIRECTIONS Read the draft of the paragraph that Mika wrote. Then read each item carefully. Choose the best answer. Mark your answer.

Puppy Love

(1) Last year I raised a puppy to be a guide dog for the blind. (2) It was a wonderful experience. (3) I went to a meeting for the 4-H Club's puppy-raising program. (4) I learned that the program pays for dog food and for visits to the veterinarian. (5) I also learned that I had to go to training meetings. (6) The next day, a person from the 4-H program came to my house. (7) I received a puppy named Aspen. (8) Soon after that, I took Aspen to your first training meeting. (9) I began taking her around town to help her get used to people and places. (10) After a year, I had to give she back to the program. (11) Aspen had to learn how to be a real guide dog! (12) I miss her so much, but I am so proud of her.

PROCESS AND STRATEGIES, *continued*

- 5 Which word should be added to the beginning of sentence 3 to help make the order of events clear?
- (A) First,
 - (B) After,
 - (C) While,
 - (D) Finally,
- 6 What change, if any, should be made in sentence 4?
- (F) Add a comma after *learned*
 - (G) Change the period to a question mark
 - (H) Change *veterinarian* to **Veterinarian**
 - (J) Make no change
- 7 How can Mika make sentence 6 clearer?
- (A) Change *house* to **home**
 - (B) Change *person* to **trainer**
 - (C) Change *next* to **following**
 - (D) Change *program* to **group**
- 8 In sentence 7, how can Mika improve the description of what happened?
- (F) Change *received* to **got**
 - (G) Change *named* to **called**
 - (H) Change *Aspen* to **just Aspen**
 - (J) Change *puppy* to **little furry puppy**
- 9 What change, if any, should be made in sentence 8?
- (A) Change *your* to **our**
 - (B) Change *took* to **take**
 - (C) Change *Soon* to **soon**
 - (D) Make no change
- 10 Which word should be added to the beginning of sentence 9 to help make the order of events clear?
- (F) Then,
 - (G) While,
 - (H) Finally,
 - (J) Before that,
- 11 What change, if any, should be made in sentence 10?
- (A) Change *a* to **an**
 - (B) Change *she* to **her**
 - (C) Change *year* to **yeer**
 - (D) Make no change
- 12 What change, if any, should be made in sentence 12?
- (F) Change *am* to **is**
 - (G) Change *miss* to **misses**
 - (H) Change *prowd* to **proud**
 - (J) Make no change

STOP

WRITTEN COMPOSITION: EXPLANATION

DIRECTIONS Read the writing prompt. Then write your paragraph on a separate sheet of paper.

WRITING PROMPT

Write a paragraph about teamwork. Tell your classmates what the team does. Explain why their teamwork is important.

Making Connections

- **Section 1: Reading and Language, pages 32–40**
- **Section 2: Writing, pages 41–44**

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 An **ancestor** is —
Ⓐ someone without a family
Ⓑ a person from a small family
Ⓒ the youngest family member
Ⓓ a family member from the past
- 2 A **best friend** is the person you —
Ⓕ live with
Ⓖ do not know
Ⓗ want to meet
Ⓙ like the most
- 3 A **combination** is a —
Ⓐ type or sort
Ⓑ mix or blend
Ⓒ piece or part
Ⓓ size or number
- 4 **Go out of my way** means —
Ⓕ find a better path
Ⓖ take a longer route
Ⓗ get somewhere fast
Ⓙ forget the right way
- 5 To **inherit** means to get something from your —
Ⓐ friends
Ⓑ parents
Ⓒ children
Ⓓ neighbors
- 6 When you are **jealous**, you —
Ⓕ have a big appetite
Ⓖ want to try something new
Ⓗ want what someone else has
Ⓙ introduce someone to a friend
- 7 **Kindness** means —
Ⓐ selection
Ⓑ goodness
Ⓒ agreement
Ⓓ opportunity
- 8 A **leader** —
Ⓕ asks for help
Ⓖ avoids challenges
Ⓗ does what others say
Ⓙ tells others what to do
- 9 A **pioneer** is the —
Ⓐ new person at a job
Ⓑ last person to arrive
Ⓒ only person in a room
Ⓓ first person to do something
- 10 **Relatives** are —
Ⓕ friends in your town
Ⓖ people in your family
Ⓗ members of your team
Ⓙ teachers at your school
- 11 When you **show off**, you —
Ⓐ discuss an idea
Ⓑ display an object
Ⓒ laugh at other people
Ⓓ call attention to yourself

VOCABULARY, *continued*

12 When you have support, you have —

- (F) help
- (G) time
- (H) energy
- (J) patience

13 Terrified means very —

- (A) heavy
- (B) scared
- (C) terrible
- (D) pleased

14 A trait is part of —

- (F) the way you look
- (G) the place you live
- (H) the year you were born
- (J) something you can trade

15 You use a trap to —

- (A) cook meat
- (B) make friends
- (C) build bridges
- (D) catch animals

DIRECTIONS Read the sentence or sentences in each box. Then read the item carefully. Choose the best answer. Mark your answer.

16

My uncle creates humorous art. His pictures always make me laugh.

Something that is humorous is —

- (F) scary
- (G) funny
- (H) serious
- (J) exciting

17

He draws weird creatures and other amazing things that he thinks of. He's so imaginative!

An imaginative person has —

- (A) no ideas
- (B) boring ideas
- (C) ordinary ideas
- (D) interesting ideas

18

Sometimes I assist my uncle. I clean brushes and do whatever I can to make his job easier.

When you assist someone, you —

- (F) help the person
- (G) teach the person
- (H) bother the person
- (J) respect the person

19

To compensate me for my work, my uncle just gave me a new set of watercolor paints!

To compensate someone is to —

- (A) make the person work hard
- (B) thank the person with a gift
- (C) hide your feelings from the person
- (D) make an agreement with the person

GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

The Riddle

Long ago in Africa, a wise chief helped his people find solutions whenever there was an argument. Once, two men did not agree about some sheep. As he often did, the chief asked a riddle.

“What is the fastest thing of all?” he asked. “Whoever answers the riddle will get the sheep.”

One man’s daughter, Mara, answered right away.

“That is easy,” she said. “It is time.”

The chief was happy with her smart answer to the difficult question, and the chief decided to marry Mara. However, because she was so clever, he decided to make one rule. She must not take part when he solved arguments. If she did, he would send her away.

All went well for a time. Then one day, Mara broke the rule. The chief became angry.

“Take anything you want,” he said. “You must leave today!”

Mara made her husband one last meal. After eating, he fell asleep. Mara and her relatives carried him to Mara’s home.

When the chief awoke, he demanded to know where he was.

“You are in my home,” Mara said.

“You said I could take anything I wanted. I wanted you.”

The king was pleased with his clever wife and took her back to his home.



READING AND LITERARY ANALYSIS, *continued*

- 20** The story says that the chief is wise. Which detail supports this idea?
- Ⓕ He makes a rule.
 - Ⓖ He sends Mara away.
 - Ⓗ He helps his people find solutions.
 - Ⓙ He lets Mara take anything she wants.
- 21** What happens after Mara cooks the chief a last meal?
- Ⓐ The chief falls asleep.
 - Ⓑ Mara helps settle a dispute.
 - Ⓒ Mara agrees to marry the chief.
 - Ⓓ Two men quarrel over some sheep.
- 22** The story says that Mara is clever. Which detail supports this idea?
- Ⓕ She cooks a fine meal.
 - Ⓖ She asks puzzling riddles.
 - Ⓗ She breaks the chief's rule.
 - Ⓙ She picks the chief to take home.
- 23** How does the story end?
- Ⓐ The chief falls asleep.
 - Ⓑ Mara leaves her husband.
 - Ⓒ The chief takes Mara back.
 - Ⓓ The chief lives in Mara's house.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the paragraphs. Then read each item carefully. Choose the best answer. Mark your answer.

Julia Álvarez is a well-known creator of fiction and poetry. She was born in New York City, after her parents left the Dominican Republic to start a new life in America.¹

Soon after Julia was born, her family returned to the Dominican Republic, where her father worked as a doctor. Julia's grandparents were very rich. They owned a lot of land. The land had a home for Julia's family and homes for many aunts, uncles, and cousins. When Julia was ten, her family moved back to the United States.²

Her first novel, *How the García Girls Lost Their Accents*, tells about her own experiences.³
4 The book is about sisters from the Dominican Republic who become immigrants in America. It is Julia's own story—a story about a life shaped by two cultures.

GO ON 

READING AND LITERARY ANALYSIS, *continued*

24 Which of these is the best paraphrase of number 1?

- (F) writer of famous books
- (G) famous writer of books
- (H) writer of science fiction
- (J) friendly writer of books

25 Which of these is the best paraphrase of number 2?

- (A) visited America
- (B) moved to America
- (C) drove across America
- (D) traveled from America

26 Which of these is the best paraphrase of number 3?

- (F) Julia lived in a house near her relatives' homes.
- (G) There were many relatives living in one large home.
- (H) The house was too full for all the relatives to get in.
- (J) There was not enough land to build homes for all the relatives.

27 Which of these is the best paraphrase of number 4?

- (A) Julia's grandmother did not want Julia's parents to live with her, so they moved to America.
- (B) Julia's first book tells about sisters who move to America. It is the story of her own life.
- (C) Life was hard for the Álvarez family. They left the Dominican Republic and told stories about it.
- (D) Julia could not think of anything to write about, so she wrote about her friends, the García girls.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Study the diagram. Then read each item carefully. Choose the best answer. Mark your answer.

Family Traits

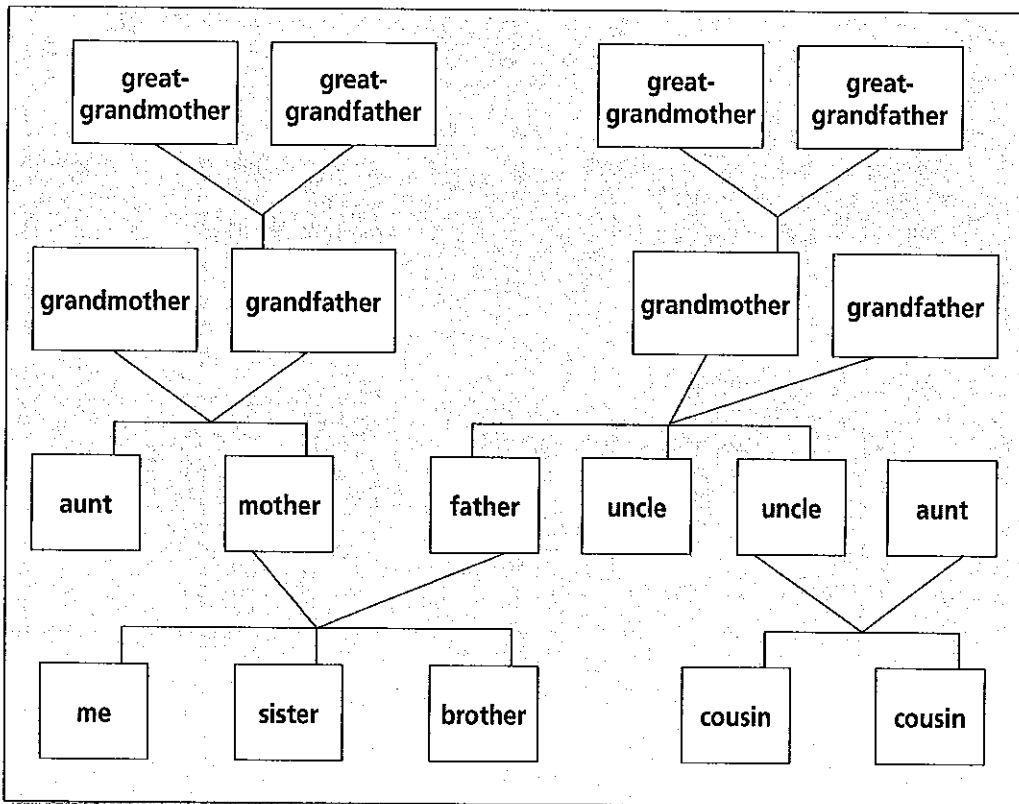
Your Family Tree

- 1 Do you know who your great-great grandfather was? Would you like to learn about your ancestors? Perhaps you want to understand why you have black hair and your cousin has blond hair. Creating a family tree is one way to know your ancestors and understand better why you look the way you do.
- 2 To make a family tree, start with your oldest known relatives. They may be your great-grandparents. Then show their children, and the people their children may have married. Next, show the sons and daughters of each of these marriages. Finally, show the youngest members of the family—yourself, your sisters and your brothers, and your cousins.

Your Family Traits

- 3 A family tree can include photographs of each family member. Add photos to your family tree, and then you can see who has what trait. Soon you'll know everyone who has your grandmother's nose or your father's eyes!

A Family Tree



READING AND LITERARY ANALYSIS, *continued*

- 28** To make a family tree, you should start with your oldest known relatives. Next, you should show —
- Ⓕ their parents
 - Ⓖ their children
 - Ⓗ their grandparents
 - Ⓙ their grandchildren
- 29** You have almost finished your family tree. Who are the last people you should show?
- Ⓐ your aunts and uncles
 - Ⓑ your mother and father
 - Ⓒ your great-great grandparents
 - Ⓓ the youngest members of your family

- 30** Which of these details goes with the ideas in paragraph 3?
- Ⓕ List when and where each person was born.
 - Ⓖ Try to find photos that are about the same size.
 - Ⓗ You can use the Internet to research your ancestors.
 - Ⓙ Ask your grandparents about any ancestors that they know of.

- 31** Read this main idea.

A family tree with photos helps you understand why you look the way you do.

Which of the following details supports this main idea?

- Ⓐ You have to add family names to your family tree.
- Ⓑ Family trees include people that your relatives have married.
- Ⓒ Your great-grandparents may be your oldest known relatives.
- Ⓓ You can see who has your grandmother's nose or your father's eyes.

GO ON 

LANGUAGE SKILLS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

My older brother, Mark, has a friend. His name is Joe. He stops by our house every day. He usually comes to see Mark. They sat on the front steps of our house and talk. ¹ Joe tells funny stories. Sometimes, they let me sit there, too.

One time Joe came over and my brother was not around. I was on the front steps, and Joe sat down. He saw I was not happy.

"What's wrong?" he asked.

I told him my problem. Dad had to work every weekend. He never came to my basketball games. When he were at work, I never saw him. It seemed ² like Dad forgot about me. Joe listened to me. He knowed he could not solve my problem, but he helped ³ me understand it. I feel better ⁴ after I talked to Joe. He is not just my brother's friend. He is mine, too.

32 In number 1, They sat is best written —

- (F) They sit
- (G) They sits
- (H) They sitted
- (J) as it is written

33 In number 2, he were is best written —

- (A) he is
- (B) he am
- (C) he was
- (D) as it is written

34 In number 3, He knowed is best written —

- (F) He know
- (G) He knew
- (H) He knows
- (J) as it is written

35 In number 4, I feel better is best written —

- (A) I felt better
- (B) I feels better
- (C) I feeled better
- (D) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the paragraph Kimi plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Kimi is going to write a paragraph to tell how she feels about her good friend Rosa. She met Rosa when she lived in Los Angeles with her aunt. They became best friends. Then Kimi moved to Chicago with her grandparents. She has not seen Rosa since.

- 1** The purpose of Kimi's paragraph is to —
- (A) explain how to make friends
 - (B) describe where she met a friend
 - (C) tell how she feels about a good friend
 - (D) change someone's opinion about friendship
- 2** Which of these would be the best main idea for Kimi's paragraph?
- (F) Rosa and I went to the movies.
 - (G) Rosa has a brother and two sisters.
 - (H) Rosa's house was only one block away.
 - (J) I miss all the good times Rosa and I had.
- 3** Kimi wants to tell about the first time she met Rosa. Which of these details should she include?
- (A) Rosa always made me laugh. She told the funniest jokes.
 - (B) Rosa felt nervous at the school play, even though we had practiced our parts.
 - (C) Rosa gave me a card for my birthday. She always remembered my special day.
 - (D) Rosa was so excited to have a new neighbor. She was glad we were the same age.
- 4** When Kimi revises her paragraph, she should —
- (F) check her spelling
 - (G) add important details
 - (H) make a main idea chart
 - (J) correct the punctuation

GO ON 

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the paragraph that Kimi wrote. Then read each item carefully. Choose the best answer. Mark your answer.

My Friend Rosa

(1) Rosa lives in Los Angeles. (2) She really helped me when I moved to California to live with Aunt Margie. (3) I live in Chicago now, and I like it here. (4) On my first day at my new school, I felt so alone. (5) Kids filled the halls, but I didn't know no one. (6) I wanted to run away. (7) Then this friendly-looking girl walked up to me. (8) She told me her name was Rosa Mancuso. (9) In a kind voice, she asked me my name? (10) Rosa made me feel so much better. (11) From then on, I were happy in my new home.

GO ON 

PROCESS AND STRATEGIES, *continued*

- 5 Kimi wants to be sure that sentence 1 gives the main idea of her paragraph. What change, if any, should she make?
- (A) I met my friend Rosa in California.
 - (B) My friend Rosa is the kindest person I know.
 - (C) My friend Rosa and I always had a lot of fun together.
 - (D) Make no change
- 6 What change, if any, should be made in sentence 2?
- (F) Change *She* to *Her*
 - (G) Change *realy* to *really*
 - (H) Change *Aunt Margie* to *aunt Margie*
 - (J) Make no change
- 7 What change, if any, should be made in sentence 5?
- (A) Change *filled* to *fill*
 - (B) Change *halls* to *halles*
 - (C) Change *no one* to *anyone*
 - (D) Make no change
- 8 Kimi wants to add details after sentence 7 to help explain her feelings. Which sentence should she add?
- (F) Suddenly I was afraid.
 - (G) She had dark curly hair.
 - (H) She looked very friendly.
 - (J) Her warm smile cheered me up.
- 9 What change, if any, should be made in sentence 9?
- (A) Change *In* to *On*
 - (B) Change *my* to *your*
 - (C) Change the question mark to a period
 - (D) Make no change
- 10 Kimi wants to tell more about her feelings. Which of these should she add after sentence 10?
- (F) I said hello to Rosa, too.
 - (G) California is a big state.
 - (H) One of my friends in Chicago reminds me of Rosa.
 - (J) I felt so happy to have a new friend in California.
- 11 What change, if any, should be made in sentence 11?
- (A) Change *I* to *myself*
 - (B) Change *were* to *was*
 - (C) Change *happy* to *hapy*
 - (D) Make no change
- 12 Which sentence does not belong in this paragraph?
- (F) Sentence 3
 - (G) Sentence 4
 - (H) Sentence 6
 - (J) Sentence 8

STOP

WRITTEN COMPOSITION: EXPRESSIVE PARAGRAPH

DIRECTIONS Read the writing prompt, then write your expressive paragraph on a separate sheet of paper.

WRITING PROMPT

Write a paragraph for your class to read. Tell about a special friend that you have. Tell what you think and how you feel about the friendship.

Communities Count

- **Section 1: Reading and Language, pages 46–54**
- **Section 2: Writing, pages 55–58**

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 Aid is a kind of —
 - (A) help
 - (B) disaster
 - (C) wreckage
 - (D) community
- 2 When you benefit from something, you are —
 - (F) bored by it
 - (G) helped by it
 - (H) puzzled by it
 - (J) surprised by it
- 3 Common means —
 - (A) shared
 - (B) healthy
 - (C) different
 - (D) crowded
- 4 Damage means —
 - (F) event
 - (G) harm
 - (H) quake
 - (J) safety
- 5 An epidemic is —
 - (A) an injury to the body
 - (B) a warning on TV or radio
 - (C) a disease that spreads quickly
 - (D) an accident that happens suddenly
- 6 Nation is another word for —
 - (F) city
 - (G) state
 - (H) country
 - (J) continent
- 7 A natural resource is something that —
 - (A) must be recycled
 - (B) is made of plastic
 - (C) comes from the earth
 - (D) ruins the environment
- 8 A planet —
 - (F) floats in water
 - (G) lands on the moon
 - (H) grows in the ground
 - (J) travels around the Sun
- 9 A shelter is a place to —
 - (A) stay
 - (B) climb
 - (C) travel
 - (D) recycle
- 10 The word separate means —
 - (F) dark
 - (G) alone
 - (H) empty
 - (J) hidden
- 11 Supplies are things people —
 - (A) need
 - (B) drive
 - (C) build
 - (D) rescue

GO ON 

VOCABULARY, *continued*

- 12 A survivor is someone who —
 (F) sends rescue teams
 (G) lives through a disaster
 (H) repairs destroyed buildings
 (J) writes plays about earthquakes
- 13 To sustain something is to —
 (A) keep it alive
 (B) take it apart
 (C) throw it away
 (D) make it bigger
- 14 When something bad is threatened, it —
 (F) will open
 (G) could fall
 (H) might grow
 (J) may happen
- 15 A valley is land —
 (A) by the sea
 (B) near a cliff
 (C) on a mountain
 (D) between two hills

DIRECTIONS Read the sentence or sentences in each box. Then read the item carefully. Choose the best answer. Mark your answer.

- 16 Almost everything in the community center was useless and needed to be fixed.

When something is useless, it —

- (F) cannot be used
 (G) can be used again
 (H) can be used by everyone
 (J) can be used in many ways

- 17 The building was old, rusted, and dangerous.

Dangerous means —

- (A) full of danger
 (B) before danger
 (C) without danger
 (D) in danger again

- 18 The building was not hopeless. With enough work, it could be saved.

Hopeless means —

- (F) full of hope
 (G) hoping again
 (H) without hope
 (J) in favor of hope

- 19 We all helped rebuild, enlarge, and improve the community center.

When you rebuild something, you —

- (A) build it again
 (B) cannot build it
 (C) build something else
 (D) decide not to build it

GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the article and study the posters. Then read each item carefully. Choose the best answer. Mark your answer.

Start a Community Garden!

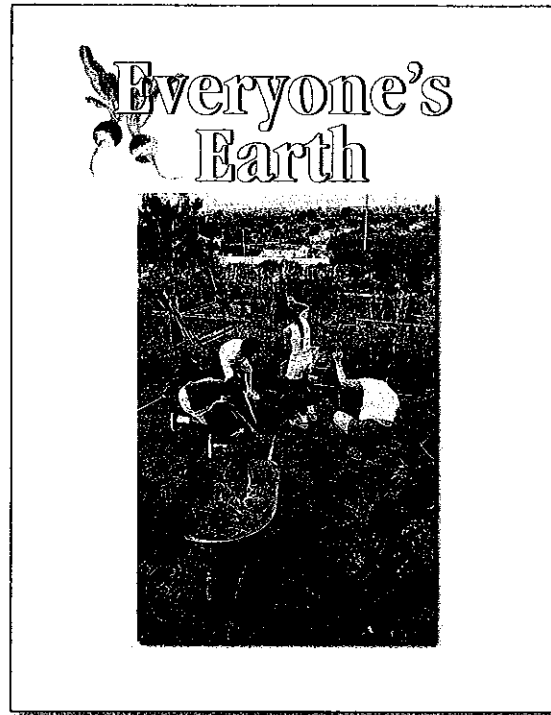
A community garden improves places and people's lives. Dusty lots with trash in every corner can become green and beautiful. Tall weeds can turn into tasty tomatoes. An unsafe place can become a peaceful place. A vacant lot can become a meeting spot for new friends.

Kids all over the country are starting community gardens. So can you! Just find a sunny rooftop or an empty piece of land in your neighborhood. Look for an area near a home for seniors or on the school grounds. Check out a sunny stretch of dirt between apartment buildings. Get your community garden going!

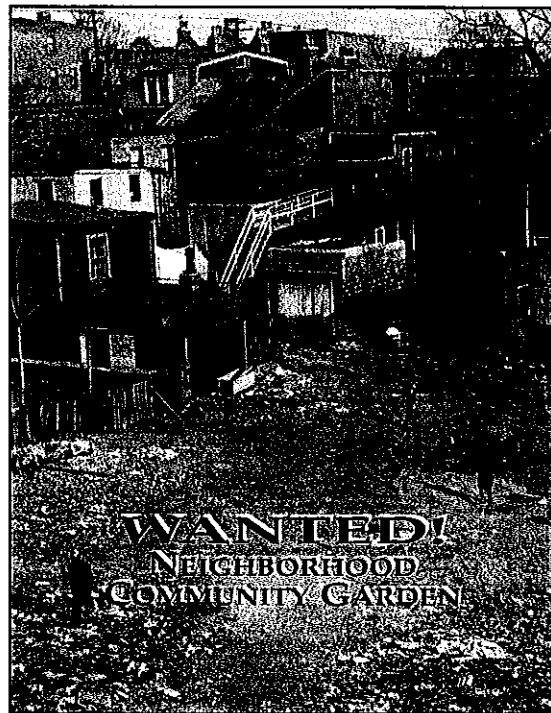
Once the land is ready, people can work together to plant seeds for flowers and vegetables. Everyone can help water the plants and pull the weeds. Neighbors can get together to harvest the crops. Everyone will enjoy the beautiful flowers and vegetables. The produce can be sold at a farmers' market. Or, it can be given to families living in homeless shelters.

Creating a garden is a great way to rebuild neighborhoods and help your community grow. Get started on your garden today and contribute to your community!

Poster A



Poster B



© Hamnton-Brown

GO ON 

READING AND LITERARY ANALYSIS, *continued*

- 20 Study this comparison chart.

Vacant Lot	Community Garden
full of trash	green and beautiful
tall weeds	_____ ?

Which of these goes in column 2?

- (F) sunny
 (G) unsafe
 (H) dust and rocks
 (J) flowers and vegetables
- 21 The author wrote the article to —
 (A) encourage readers to cut flowers
 (B) explain what plants need to grow
 (C) get people to create a community garden
 (D) inform the reader about homes for seniors
- 22 Which of these phrases makes a vacant lot sound like a bad thing?
 (F) peaceful place
 (G) tasty tomatoes
 (H) trash in every corner
 (J) meeting spot for new friends
- 23 Which of these phrases makes a garden sound like a good thing?
 (A) dusty lots
 (B) tall weeds
 (C) unsafe place
 (D) green and beautiful
- 24 Which sentence encourages you to take action?
 (F) Get started on your garden today.
 (G) Look for an area near a home for seniors.
 (H) The produce can be sold at a farmers' market.
 (J) Once the land is ready, people can work together to plant seeds for flowers and vegetables.
- 25 Which sentence is an example of the bandwagon technique?
 (A) An unsafe place can become a peaceful place.
 (B) Neighbors can get together to harvest the crops.
 (C) A vacant lot can become a meeting spot for new friends.
 (D) Kids all over the country are starting community gardens.
- 26 Compare the two posters. Which poster does a better job of showing what can be done with a vacant lot?
 (F) Poster A because it shows a city lot.
 (G) Poster B because it shows a city lot.
 (H) Poster A because it shows a community garden.
 (J) Poster B because it shows space for a community garden.

GO ON 

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Study the photograph and the diagram. Then read each item carefully. Choose the best answer. Mark your answer.

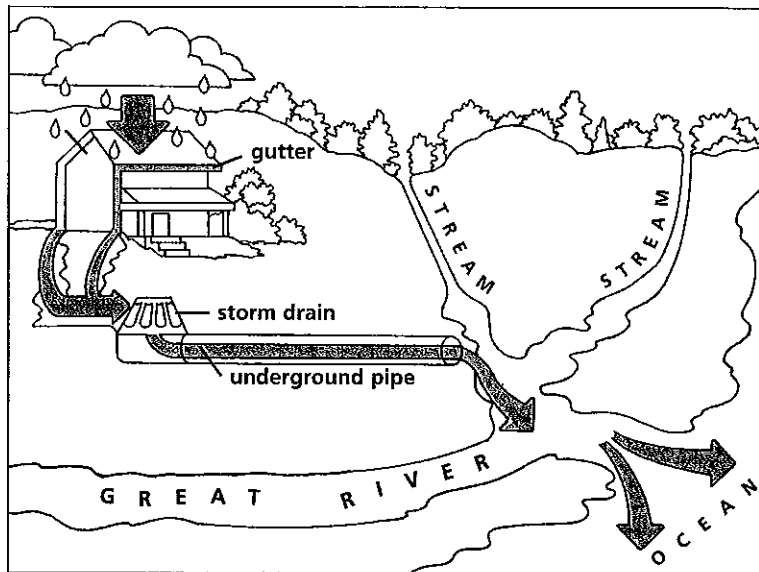
Keep Storm Drains Clean

Water collects in gutters on your house when it rains. It flows into storm drains. The water in some storm drains flows into streams that lead straight to the ocean. This process helps to control flooding.

Dumping motor oil, paint, weed killer, and other toxic waste into storm drains can cause a lot of damage. Toxic waste can be a big threat to the environment. For example, dirty water leads to water pollution. Polluted water harms the wildlife that drinks it. It can kill the plants that animals need for food. It can destroy the water habitat for miles and miles. Polluted water can affect the wildlife for many years.



Fish from a creek polluted by toxic waste



Rainwater flows through storm drains to the ocean.

READING AND LITERARY ANALYSIS, *continued*

27 What killed the fish shown in the photograph?

- Ⓐ gutters
- Ⓑ wildlife
- Ⓒ flooding
- Ⓓ water pollution

28 How many streams run into Great River?

- Ⓕ 1
- Ⓖ 2
- Ⓗ 3
- Ⓙ 4

29 What does the diagram show?

- Ⓐ how to clean a drain
- Ⓑ where rainwater goes
- Ⓒ where to recycle waste
- Ⓓ what toxic liquids people dump

30 In the diagram, water flows from an underground pipe into a —

- Ⓕ gutter
- Ⓖ house
- Ⓗ stream
- Ⓙ storm drain

GO ON 

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage and study the chart. Then read each item carefully. Choose the best answer. Mark your answer.

The American Red Cross in Action

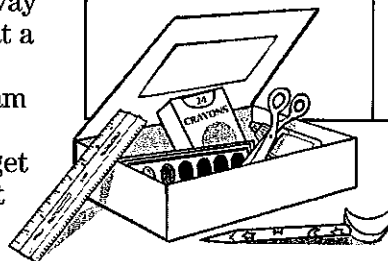
The Red Cross offers two important programs that go into action when disaster strikes. Whatever your age, you can help.

The American Red Cross School Chest Program is made just for young people. You can help from your school classroom or the meeting place of your club or scout troop. Here's all you do: Sign up to get a list of items to send to disaster victims. Gather enough of the items for forty kids. Then pack the supplies in a big box or a chest. When a disaster happens, your School Chest will be sent to needy children in the area.

While younger children help at home, older youth go right to disaster areas with the National Rapid Response Corps. The Corps teaches people how to get ready for disasters, and it helps if one happens. People in the Corps drive cars and deliver supplies, and they find ways for others to help. Members of the Corps might be away from home for weeks at a time to help at a disaster site.

The jobs of the School Chest Program and the National Rapid Response Corps are different, but the warm feeling you get in your heart is the same. Why wait? Get involved with the Red Cross today!

School Chest Program	National Rapid Response Corps
Age: <ul style="list-style-type: none"> • School Age 	Age: <ul style="list-style-type: none"> • 18 or older
What to do: <ul style="list-style-type: none"> • Sign up and get a list of items • Gather the items (school supplies, toys, games) • Box things up 	What to do: <ul style="list-style-type: none"> • Help people • Get others to help • Deliver supplies • Teach
Training: <ul style="list-style-type: none"> • None required 	Training: <ul style="list-style-type: none"> • High school diploma or GED • Training course by the Red Cross



- 31 Which of these tells who can go into disaster areas?
- (A) only members of the School Chest Program
 - (B) only members of the National Rapid Response Corps
 - (C) members of the School Chest Program or the National Rapid Response Corps
 - (D) none of the above

- 32 Which of these tells about members of both the School Chest Program and the National Rapid Response Corps?
- (F) They drive cars.
 - (G) They teach others about disasters.
 - (H) They get a warm feeling when they help others.
 - (J) They might be away from home for weeks at a time.

GO ON

LANGUAGE SKILLS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Next Saturday, my Use-It-Twice Club worked at the recycling center in town. I think ¹ everyone would come to help! People may bring ² paper, cardboard, plastic, or glass to throw in the big bins. ³

Afterward we is going to help sort the plastics. We are use ⁴ recycled plastic to make almost anything. ⁵ Some of it will even be used to make recycling bins!

You would be surprised by what people bring in. One man brought a tiny car for a kid to drive. It was the smaller ⁶ car in the world. We took it apart and sorted every bit of it, right down to the pedals and the cardboard license plate. That car was really something to see, but wait until you see what we have been building at the recycling center!

33 In number 1, worked is best written —

- (A) work
- (B) working
- (C) will work
- (D) as it is written

34 In number 2, would come is best written —

- (F) are coming
- (G) coulds come
- (H) should come
- (J) as it is written

35 In number 3, may bring is best written —

- (A) may brings
- (B) is bringing
- (C) would brings
- (D) as it is written

36 In number 4, is going is best written —

- (F) are going
- (G) may goes
- (H) will going
- (J) as it is written

37 In number 5, are use is best written —

- (A) is use
- (B) can use
- (C) can using
- (D) as it is written

38 In number 6, smaller is best written —

- (F) smallest
- (G) more smaller
- (H) most smaller
- (J) as it is written

GO ON 

LANGUAGE SKILLS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

The Use-It-Twice Club keeps a lot of the material that cannot be recycled. Sometimes we use it to make useful things, but other times we make things just for fun.

We is using¹ some of the material to make a giant statue of a man. He is called Mr. Landfill. He is the amazingest thing I have ever seen. Every week he gets a little more bigger². He is go³ to grow tall. Maybe he

will be tallest than any statue in this state!

We did paint⁵ him next week with some of the leftover paint that people bring in. We will probably use a million different colors.

We are thinking about entering our Mr. Landfill in the art contest at the county fair this summer. But he is so big, I guess we will just have to show the judges a photo of him!

39 In number 1, is using is best written —

- (A) is use
- (B) are using
- (C) was using
- (D) as it is written

40 In number 2, amazingest is best written —

- (F) amazinger
- (G) most amazing
- (H) more amazing
- (J) as it is written

41 In number 3, more bigger is best written —

- (A) bigger
- (B) biggest
- (C) more big
- (D) as it is written

42 In number 4, is go is best written —

- (F) going
- (G) is going
- (H) will going
- (J) as it is written

43 In number 5, tallest than is best written —

- (A) taller than
- (B) most tall than
- (C) more taller than
- (D) as it is written

44 In number 6, did paint is best written —

- (F) painted
- (G) will paint
- (H) is painting
- (J) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the letter that Greg plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Greg is writing a letter to the editor of a local newspaper. He wants people to help clean up a stream. He plans to persuade them that this project will benefit the whole community. He hopes people will be excited about making the stream healthy again.

1 The purpose of Greg's letter is to —

- (A) express his feelings
- (B) get people to take action
- (C) give directions to a location
- (D) make people buy the newspaper

2 Read Greg's outline.

I. Salmon Creek is filled with garbage.
We need to clean it.

II. _____

III. We need to put signs and recycling bins near the creek.

Which of these ideas belongs on the lines for II?

- (F) The creek is a mile long.
- (G) People never read the newspaper.
- (H) The water in the creek is clear and cold.
- (J) People dump paper and bottles in the creek.

3 Which opinion should Greg include in the third paragraph?

- (A) I like blue recycling bins.
- (B) The mayor should be replaced.
- (C) Salmon Creek has the prettiest fish.
- (D) People must keep Salmon Creek clean.

4 As Greg proofreads his letter, he should —

- (F) organize his ideas and opinions
- (G) write a strong opening sentence
- (H) include a map of the community
- (J) check the capitalization of Salmon Creek

GO ON 

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the letter that Greg wrote. Then read each item carefully. Choose the best answer. Mark your answer.

Dear Editor:

(1) There is a big problem at Salmon Creek. (2) It's full of bottles, cans, paper, plastic, and other trash. (3) We need to work together to clean up Salmon Creek and keep it clean.

(4) Salmon Creek used to be the beautifullest place in our town for picnics. (5) Now it is a disgrace. (6) There is only one trash can near the creek, so people thro leftover food in the water. (7) This must stop, or the community of Oakdale lose a wonderful place.

(8) We cant wait another day to do something about this problem!
(9) Volunteers should help clean up the stream and post "No Littering" signs. (10) The town must put recycling bins near the creek and add more trash cans.

Sincerely,

Greg Karaman

PROCESS AND STRATEGIES, *continued*

5 Greg wants to rewrite sentence 1 to get the reader's attention. How should he rewrite it?

- (A) Salmon Creek is ugly.
- (B) Something is wrong with Salmon Creek.
- (C) How is Salmon Creek like a liquid garbage dump?
- (D) Salmon Creek goes through the middle of our town.

6 Greg wants to state his opinion clearly in sentence 3. What change, if any, should he make?

- (F) This is a serious problem for our community.
- (G) We need to tell people to stay away from Salmon Creek.
- (H) Other streams in our community are not as dirty as Salmon Creek.
- (J) Make no change

7 What change, if any, should be made in sentence 4?

- (A) Change *in* to *from*
- (B) Change *picnics* to *picnicks*
- (C) Change *beautifullest* to *most beautiful*
- (D) Make no change

8 What change, if any, should be made in sentence 6?

- (F) Change *is* to *are*
- (G) Change *thro* to *throw*
- (H) Change *water* to *waters*
- (J) Make no change

9 Greg wants to add an example to make the problem clearer. Which of these should he add after sentence 6?

- (A) It is not good to waste food.
- (B) The creek doesn't have a lot of water right now.
- (C) A lot of people have picnics at Salmon Creek in the summer.
- (D) They also toss in things that they could recycle, like plastic cups.

10 What change, if any, should be made in sentence 7?

- (F) Change *a* to *an*
- (G) Add *will* before *lose*
- (H) Change *Oakdale* to *oakdale*
- (J) Make no change

11 What change, if any, should be made in sentence 8?

- (A) Change *cant* to *can't*
- (B) Change *something* to *somewhere*
- (C) Change the exclamation point to a question mark
- (D) Make no change

12 Greg wants to sum up his opinion and get the reader to take action. Which of these should he add after sentence 10?

- (F) Let's empty the trash cans, too!
- (G) Let's get together and have a party at Salmon Creek!
- (H) Let's hope that the salmon come back to Salmon Creek!
- (J) Let's clean up Salmon Creek and make its water sparkle again!

STOP

WRITTEN COMPOSITION: PERSUASIVE ARTICLE

DIRECTIONS Read the writing prompt. Then write your persuasive article on a separate sheet of paper.

WRITING PROMPT

Write a 3-paragraph article for your community newspaper. Tell about an environmental problem and persuade readers to solve it through a team effort. Present your ideas for solving the problem.

Stories to Tell

- **Section 1: Reading and Language, pages 60–70**
- **Section 2: Writing, pages 71–74**

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Tiger Learns a Lesson

Long ago, a farmer lived at the edge of a forest. Every day he used a strong buffalo to plow his fields. One day, after he worked all morning, the farmer went home for lunch.

In the forest, a tiger had watched the farmer work that morning. The tiger walked up to the buffalo.

The buffalo was afraid. "What do you want, tiger?" he said.

"Do not be afraid," said the tiger. "I will not hurt you. I am curious. Why do you work so hard for that man? You are a mountain, and he is so small. You should overpower him and get away."

The buffalo shook his head. "I could not hurt the man," he said. He is small and weak, but he has something that I do not have. He has *intelligence*."

"What is *intelligence*?" asked the tiger. "What does it look like?"

The buffalo answered, "If you want to know what *intelligence* is, you should ask the man when he comes back."

The tiger waited. When the farmer returned to the field, the tiger blocked his way. The farmer trembled with fear. "Do not be afraid," the tiger said. "I will not hurt you. I just want to ask you a question. The buffalo told me that you have a special thing called *intelligence*. What does *intelligence* look like?"

The farmer knew exactly what to say. "I cannot show it to you," he said. "I left my *intelligence* at home."

"Then go home and get it!" commanded the tiger.

"I will go," answered the farmer. "But first you must let me tie you to a tree. Then I can be sure that you will not eat my buffalo while I am away."

The tiger agreed to this. So the farmer used a rope to tie the tiger to a large tree. "There!" said the farmer. "Now you cannot hurt me or my buffalo. Now you see what *intelligence* is."



READING AND LITERARY ANALYSIS, *continued*

- 16 Read the sentence in the box

You are a mountain, and he is so small.

The writer wants to show that the buffalo —

- (F) never moves
- (G) is big and powerful
- (H) is gray, like a mountain
- (J) should live in the mountains

- 17 After he meets the tiger, the farmer wants to —

- (A) fight the tiger
- (B) be friends with the tiger
- (C) keep himself safe from the tiger
- (D) help the tiger learn about people

- 18 Why does the farmer trick the tiger and tie him to a tree?

- (F) He does not trust the tiger.
- (G) He does not have time to walk home again.
- (H) He does not want the tiger to see his intelligence.
- (J) He does not want the tiger to know what intelligence is.

GO ON 

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the folk tale. Then read each item carefully. Choose the best answer. Mark your answer.

The Musician and the King

Long ago in Africa, there was a powerful king. He made all the laws for his people. He liked to boast about his power. He said, "I am the lion in the jungle. I am greater than any other king. No one tells me what to do. No one is my master. I am the master of everyone."

One day a musician came to the kingdom. The musician played his harp and sang songs of praise about the king and his great deeds. One of the musician's songs ended with these words:

"All people must serve each other.
No one is the master of another."

The king did not like these words. He said, "I do not serve other people. I am the master of all in my kingdom. The people serve me. They work in my fields and pick my crops. Servants cook my food and keep my house and gardens beautiful."

The musician could not disagree with a powerful king, so he kept quiet.

Then a poor woman and her child came to the king. She begged for food for herself and her child. The musician said to the king, "Please let me give her some food. We have so much."

The king replied, "Yes, you may."

Then the musician said, "Please hold my harp while I get their food." The king held the harp. After the musician fed the hungry mother and child, he turned to the king and smiled.

"Excuse me, sir, you said you never serve other people. But when I asked you to hold the harp, you did. You served me by holding the harp. You served this poor woman and child by feeding them. So you do serve other people even though you are a great king."

The king could only smile at the musician's cleverness.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

READING AND LITERARY ANALYSIS, *continued*

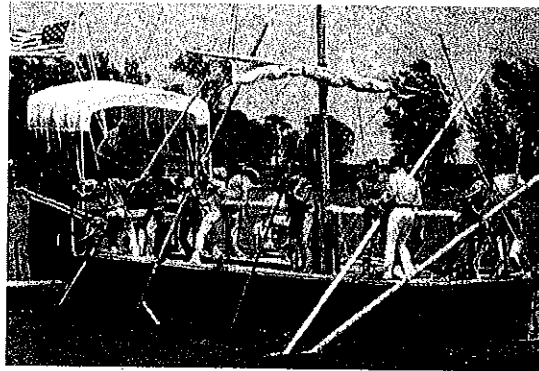
- 19 This folk tale describes events that —
- (A) happen today
 - (B) happened long ago
 - (C) happen in the future
 - (D) happened a short time ago
- 20 The king calls himself “the lion in the jungle.” What does he mean?
- (F) He is a good hunter.
 - (G) He thinks he is a lion.
 - (H) He is the most powerful.
 - (J) He has a kingdom full of animals.
- 21 The king lets the poor woman and child have food. This shows that the king is —
- (A) kind
 - (B) proud
 - (C) clever
 - (D) powerful
- 22 Which of these best describes the musician?
- (F) He is silly because he plays a harp and sings.
 - (G) He is dishonest because he tells lies in his song.
 - (H) He is shy because he does not speak when he disagrees.
 - (J) He is wise because he sees the truth, and he helps the king see it.
- 23 What is the musician’s goal?
- (A) to trick the king and take his money
 - (B) to feed all the hungry people in the kingdom
 - (C) to show that even a great king serves other people
 - (D) to make the king look foolish in front of the people

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the two passages. Then read each item carefully. Choose the best answer. Mark your answer.

Keelboats

Keelboats were long, narrow boats. In the 1800s and early 1900s, keelboats carried people and supplies along the Mississippi River. Keelboat crews needed strong arms. They had to push the boat through the water with a heavy wooden pole. Most keelboat captains were strong men. Many tall tales were told about keelboats and their captains on the Mississippi River.



Keelboat Annie

Annie Christmas was the biggest, bravest, strongest woman in the world. She was born on Christmas Day with curly black hair and bright black eyes. The first thing the twenty-five-pound baby did was to pick up her mother and twirl her around!

When Annie was ten years old, she ran a race with a horse and won. She was a bolt of lightning. By the time Annie was sixteen years old, she was seven feet tall.

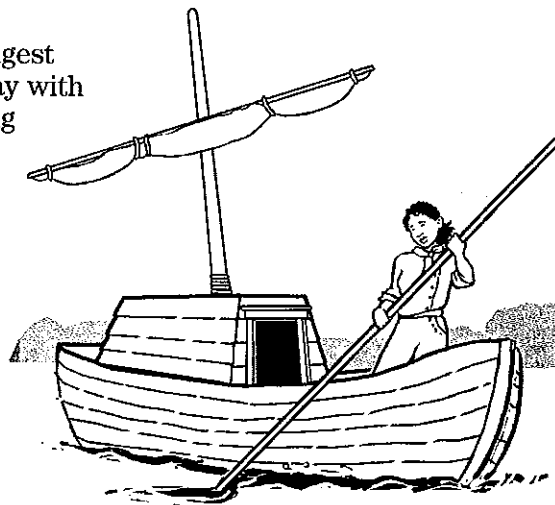
Annie decided that she wanted to be a keelboat captain. She went to a rich man who owned several keelboats and she said, "Let me race ten of your keelboat captains. We will race downstream and then upstream on the Mississippi River. If I win, you give me a keelboat, and I will be the captain. If I lose, I will work for you for free for one year."

The man said yes.

The race began. Annie was in one boat, and the ten captains were all in another boat. Annie was ahead while the boats were going downstream. Then she had to turn around and go upstream.

She saw that the other boat was getting close to her. Annie did not want to lose the race. She tied a rope around her waist and jumped out of the boat. After she climbed out onto the ground along the river, she began to run. While she ran, she pulled the boat upstream.

The crowd watching the race cheered loudly. Annie won! After this race, she had her own keelboat and became known as Keelboat Annie.



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GO ON 

READING AND LITERARY ANALYSIS, *continued*

- 24 Which selection on page 66 is fiction?
- (F) "Keelboats" because it gives facts about real people
- (G) "Keelboats" because it tells about events in time order
- (H) "Keelboat Annie" because it has imaginary characters and events
- (J) "Keelboat Annie" because it tells about events that could really happen
- 25 Annie suggests the keelboat race because she —
- (A) is seven feet tall
- (B) can run faster than a horse
- (C) wants to be a keelboat captain
- (D) wants to own several keelboats
- 26 Annie agrees to work for the rich man for one year if she loses the race. Why?
- (F) She is sure that she will win.
- (G) She likes him and wants to work for him.
- (H) She will have to pay him for the keelboat.
- (J) He will give her a boat if she works for free.
- 27 Read the sentence in the box.

She was a bolt of lightning.

The writer wants to show that Annie —

- (A) shone in the light
- (B) could run very fast
- (C) could ride horses well
- (D) was not afraid of lightning

- 28 Which of these sentences is an exaggeration?
- (F) Annie was very strong, brave, and smart.
- (G) Annie had curly black hair and bright black eyes.
- (H) Annie could pole a keelboat faster than most men.
- (J) When she was born, Annie picked up her mother and twirled her around.
- 29 Which of these shows that Annie is smart?
- (A) She runs a race with a horse.
- (B) She turns around and goes upstream.
- (C) She picks up her mother and twirls her.
- (D) She thinks of a new way to win the boat race.
- 30 Compare "Keelboats" and "Keelboat Annie," on page 66. How are they alike?
- (F) Both are true stories.
- (G) Both are about women.
- (H) Both tell about keelboats.
- (J) Both are about rich people.
- 31 How are "Keelboats" and "Keelboat Annie" different?
- (A) One happened today, and the other happened in the past.
- (B) One is written by a woman, and the other is written by a man.
- (C) Only one of the selections takes place on the Mississippi River.
- (D) One is about things that really happened, and the other is a tall tale.
- 32 "Keelboat Annie," on page 66, is different from "The Musician and the King," on page 64. In "Keelboat Annie," —
- (F) there are no events
- (G) there is no happy ending
- (H) there is more exaggeration
- (J) there are no characters that are men

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Preview the passage. Then read the passage carefully. Choose the best answer to each item. Mark your answer.

African Storytellers

The Griots of West Africa

In West Africa, there are special musicians and storytellers called *griots* (grē - ōz). The job of a griot is to memorize the history of the village and its important families. The griots learn many long songs about important events and people. Then they sing these songs while they play a harp or other musical instrument.

When a griot dies, the job is handed down to the next generation. It takes many years to learn all the songs that a griot must know.

Praising Great Men

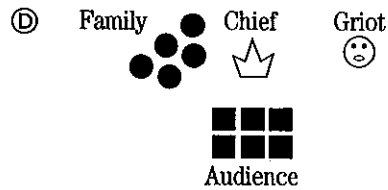
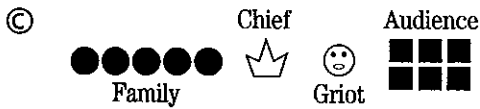
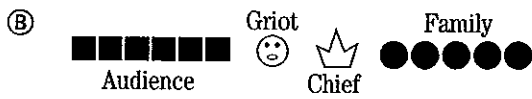
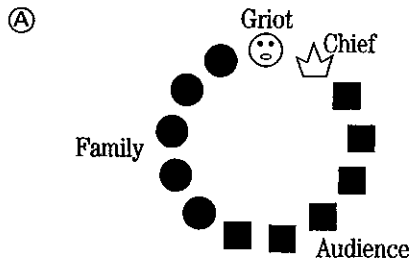
Chiefs and other important men often have their own griot. This minstrel sings songs that praise the man and his family. The chief might sit with his family to one side while the griot sits on the ground on the other side. An audience of ordinary people will sit on the ground in rows. The audience faces the chief and the griot. In this way everyone can hear and see the griot sing and play music.

- 33 Before you read the article, you can preview it. What should you do?
- (A) Skim the article to find the most important details.
 - (B) Read the first and last sentences in each paragraph.
 - (C) Read any underscored words and guess what they mean.
 - (D) Read the title and headings, and then predict what the article will be about.

- 34 A minstrel is —
- (F) a kind of harp
 - (G) an African chief
 - (H) a gift for a performer
 - (J) a singer and musician

READING AND LITERARY ANALYSIS, *continued*

35 Which of these diagrams shows where the chief, his family, the griot, and the audience sit?



36 Study the chart.

What the Passage Says	What It Means
When a griot dies, the job is handed down to the next generation.	

Which of these is the best paraphrase to add to the second column?

- (F) Griots are important people.
- (G) The job of a griot stays within a family.
- (H) Griots sing and play musical instruments.
- (J) The job of a griot is to sing songs about a village.



LANGUAGE SKILLS

DIRECTIONS Below is part of an article about a Native American storyteller. Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

Dovie Thomason is a storyteller and teacher. She has learn¹ how to tell stories by listening to the tales of her Native American ancestors. Dovie has both Oglala Lakota and Kiowa Apache family roots. She has listened² to her family and the older people of many tribes tell Native American stories since she was a child. Today, Dovie publishes these tales on audiocassette, until³ she performs them through storytelling.

Dovie shares these tales. Because⁴ they

are part of the history of Native Americans. Tribes has told⁵ them for many, many years. These tales show what Native Americans believe in and what they think is important.

Dovie says that some of her stories are giveaways, since⁶ they are a way of passing on traditions. She have taught⁷ students many stories that were passed down to her. Her work has been very successful, but⁸ she has received awards for her teaching and her storytelling performances.

37 In number 1, She has learn is best written —

- (A) She learn
- (B) She has learned
- (C) She has learning
- (D) as it is written

38 In number 2, She has listened is best written —

- (F) She has listen
- (G) She have listen
- (H) She have listened
- (J) as it is written

39 In number 3, audiocassette, until is best written —

- (A) audiocassette so
- (B) audiocassette, or
- (C) audiocassette, but
- (D) as it is written

40 In number 4, tales. Because is best written —

- (F) tales because
- (G) tales. because
- (H) tales and because
- (J) as it is written

41 In number 5, Tribes has told is best written —

- (A) Tribes is told
- (B) Tribes have told
- (C) Tribes has telled
- (D) as it is written

42 In number 6, giveaways, since is best written —

- (F) giveaways. Since
- (G) giveaways that since
- (H) giveaways, and since
- (J) as it is written

43 In number 7, She have taught is best written —

- (A) She is taught
- (B) She has taught
- (C) She has teached
- (D) as it is written

44 In number 8, successful, but is best written —

- (F) successful, or
- (G) successful but
- (H) successful, and
- (J) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the story Rashad plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Rashad wants to write a story about Anansi, a folk-tale character from Africa. Anansi is part man and part spider. He uses tricks and cleverness to get what he wants. Rashad's story takes place in a village in Africa. Anansi becomes the chief by tricking the villagers. When the villagers see what a bad chief he is, they chase him away.

- 1** Rashad's story must have —
- (A) a happy ending
 - (B) a map of Africa
 - (C) diagrams and pictures
 - (D) characters, setting, and a plot
- 2** Rashad wants his readers to understand how events happened. He should include —
- (F) chapter titles
 - (G) animals that can talk
 - (H) a hero, a task, and magic
 - (J) a beginning, a middle, and an end
- 3** Rashad wants to use sensory details to show how the villagers felt. Which of these sentences does the best job?
- (A) The villagers worked in the hot sun.
 - (B) The villagers complained of the heat.
 - (C) The villagers wiped the salty sweat from their hot skin.
 - (D) The villagers were tired of picking crops for hours in the sun.
- 4** Rashad is ready to publish his story. What should he do?
- (F) Make an FATP chart.
 - (G) Read his draft and add details.
 - (H) Decide on a way to share his story.
 - (J) Organize his ideas into a word web.



WRITTEN COMPOSITION: NARRATIVE STORY

DIRECTIONS Read the writing prompt. Then write your story on a separate sheet of paper.

WRITING PROMPT

Review the story about Keelboat Annie on page 66. Write a story about another event in Keelboat Annie's life. Tell your classmates about a goal she tried to reach. Tell how she used her strength and cleverness to reach her goal.



ACKNOWLEDGMENTS

Photographs

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Carnegie Library, Pittsburgh: p48 (Wanted! Neighborhood Community Garden)
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