

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 —
Ⓐ fear
Ⓑ love
Ⓒ hate
Ⓓ sadness
- 2 Cooperate means —
Ⓕ stay apart
Ⓖ take a trip
Ⓗ make a list
Ⓙ work together
- 3 Depend on means —
Ⓐ stay
Ⓑ need
Ⓒ teach
Ⓓ decide
- 4 When people gather, they —
Ⓕ fall down
Ⓖ say goodbye
Ⓗ move quickly
Ⓙ come together
- 5 When you hold on to something, you do not —
Ⓐ help it
Ⓑ stop it
Ⓒ care for it
Ⓓ let go of it
- 6 An instructor is a —
Ⓕ relative
Ⓖ student
Ⓗ teacher
Ⓙ neighbor
- 7 A member is a —
Ⓐ job on a ship
Ⓑ part of a group
Ⓒ place in a store
Ⓓ day of the week
- 8 A partner —
Ⓕ works for you
Ⓖ tells about you
Ⓗ works with you
Ⓙ writes you a letter
- 9 When you plan, you —
Ⓐ move something
Ⓑ try to do something
Ⓒ know how to do something
Ⓓ 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

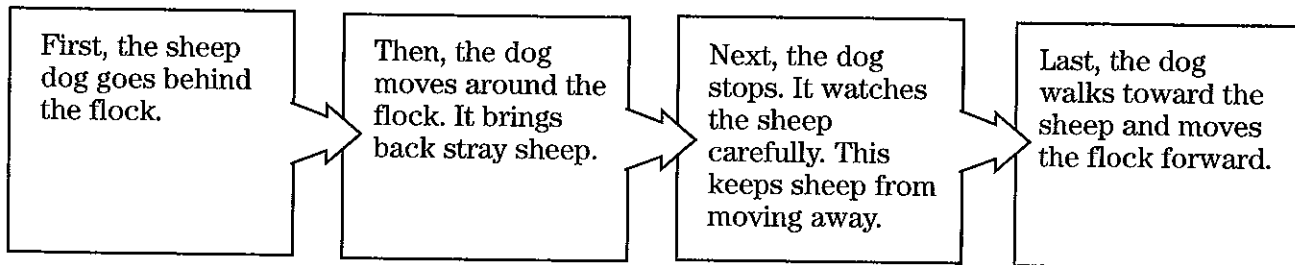
Sheep dogs help farmers move sheep around. They can work with sheep without hurting them.

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.

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 *proud* to *prouid*
 - (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.