

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!

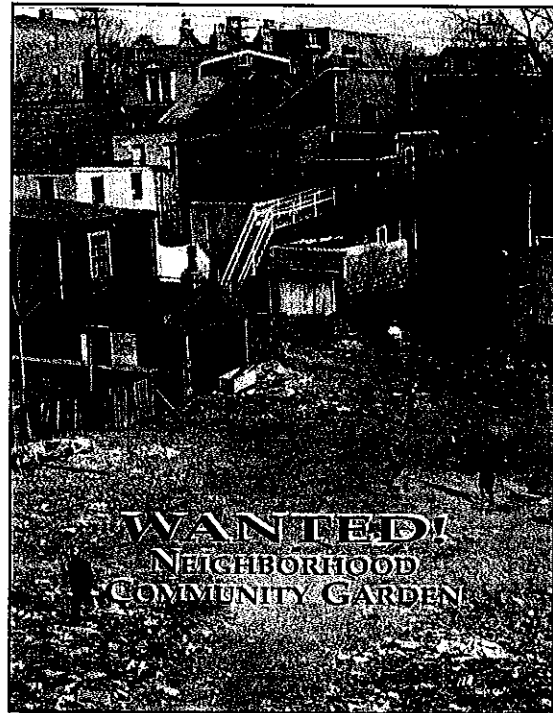
Once the land is ready, people can work together to plant seeds for flowers and vegetables. Everyone can help water the plants and pull the weeds. Neighbors can get together to harvest the crops. Everyone will enjoy the beautiful flowers and vegetables. The produce can be sold at a farmers' market. Or,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



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.

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.

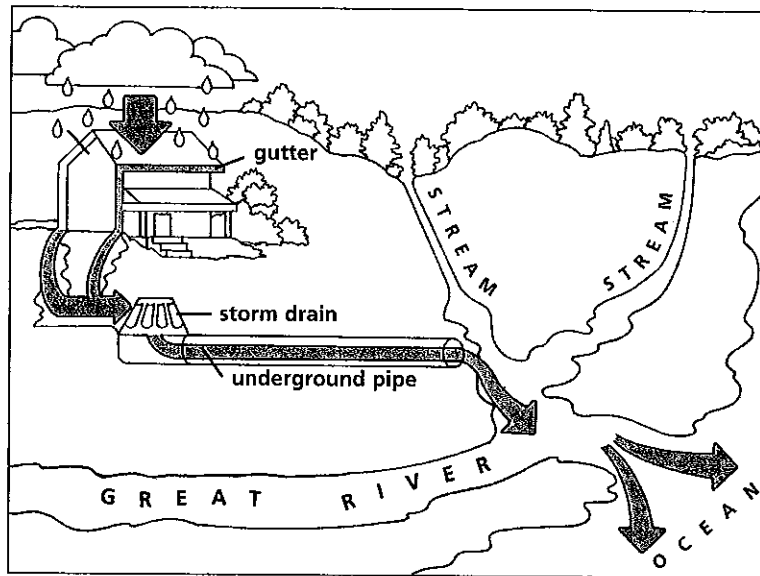
Keep Storm Drains Clean

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?

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

28 How many streams run into Great River?

- (F) 1
- (G) 2
- (H) 3
- (J) 4

29 What does the diagram show?

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

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

- (F) gutter
- (G) house
- (H) stream
- (J) 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

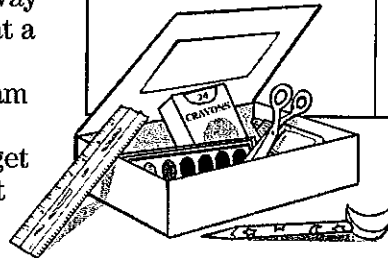
The Red Cross offers two important programs that go into action when disaster strikes. Whatever your age, you can help.

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 ¹ think everyone would come to help! People ² may bring paper, cardboard, plastic, or glass ³ to throw in the big bins.

Afterward we is going to help sort the plastics. We ⁴ are use 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 car in the world. We took it apart and sorted every ⁶ 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 —

- (E) 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.