

Name: _____

Unit 1 Pre-Assessment

Read “The Goat on the Rooftop” and “In Control” and answer questions 1–4.

The Goat on the Rooftop

adapted from “The Kid on the Housetop” by Aesop

One spring afternoon, a young goat passed through a meadow. He spotted a cottage with a mossy roof. The goat climbed onto the roof of the cottage, hoping to find a snack. As he munched on the soft moss, he noticed a wolf trotting past.

Hoping for some excitement, the goat pushed a clod of moss off the roof. He watched it bounce off the wolf’s back. The goat scampered to the back of the roof.

“I know someone is there,” he heard the wolf say.

The goat scooted down a drain pipe and scrambled off into the woods. He decided he would not test his fate in this way again.

In Control

by Desi Friedman

Madeline eagerly scrolled through her favorite social media site. She was excited to see her friends’ reactions to the photos she had posted from her family camping trip. Madeline smiled as she read through the comments complimenting her excellent photography skills and great choice of outfits. Then, she came to a comment from a boy in her class. The smile vanished from Madeline’s face. The comment Brock had posted about her appearance stung.

Should I respond? Madeline wondered. *How?* Then, she remembered something her basketball coach had said last week when her team had played a squad of girls that were taller. “Never let them upset you. You are in control,” Coach Jackson had said.

“Can’t wait to see you at school tomorrow. Then, you can tell me your opinions about my appearance in person,” she typed in reply to Brock.

The next day at school, Madeline turned the corner and saw Brock approaching from down the hall. She marched proudly toward him, but Brock turned his head and ducked into his classroom.

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1. A SIMILAR theme shared by BOTH stories is that
 - A. feeling regret is a part of life.
 - B. being unkind to others is never right.
 - C. telling the truth is always the best choice.
 - D. making the best of a difficult situation is important.

2. How are the patterns of events DIFFERENT in the two stories?
 - A. The main character in “The Goat on the Rooftop” makes a poor choice, while the main character in “In Control” makes a good choice.
 - B. The main character in “The Goat on the Rooftop” decides to show forgiveness, while the main character in “In Control” wants to seek revenge for the way she is treated.
 - C. The ending of “The Goat on the Rooftop” shows that the main character learns a lesson, while the ending of “In Control” shows that the main character feels shame about her decision.
 - D. The beginning of “The Goat on the Rooftop” shows that the main character is happy with a situation, while the beginning of “In Control” shows that the main character feels nervous about a situation.

3. What is a SIMILAR topic addressed in BOTH stories?
 - A. consequences
 - B. forgiveness
 - C. friendship
 - D. humor

4. How do “The Goat on the Rooftop” and “In Control” address the topic of choices? Use details from BOTH stories to support your answer.

Name: _____

Unit 2 Pre-Assessment

Read “Trophies Are for the Top” and answer questions 1–4.

Trophies Are for the Top

Last spring, my younger brother Sam played on a youth soccer team. Sam’s team was a good match for him because none of the kids were interested in soccer. They all goofed off, and they did not seem to mind losing their games. When the last game ended, their coach called them together and handed out popsicles. Then, to my surprise, she handed each player a trophy!

Sam’s coach is not the only adult to encourage this harmful practice. At the end of many youth sports seasons across the country, each player on a team is presented with a trophy. This practice of handing out trophies just for showing up is one that should be stopped.

James Harrison, a pro football player, has spoken out against these participation trophies. Harrison says trophies must be earned, not just given. I agree! The point of playing any sport—individual or team—is to win. Children understand this concept at a very young age. To acknowledge each child as a winner ignores the intent of a basketball game or a gymnastics meet.

Those who support trophies for all players claim that these awards boost confidence. They further state that trophies recognize hard work and promote future success. However, this is not the case. If children know they will receive a trophy no matter what, they will not put forth their best effort.

When all players receive trophies, the trophies become meaningless. Trophies should be presented only to those players who rise to the top.

1. How does the author support the point that giving participation trophies is a widespread problem?
 - A. by quoting a pro football player
 - B. by explaining why people engage in this practice
 - C. by giving a real-life example about a youth soccer team
 - D. by stating that many youth sports coaches around the country do this

2. Which reason does the author provide to explain why coaches give trophies to all players?
 - A. to show that awards have no meaning
 - B. to help the children gain more confidence
 - C. to encourage the children to do their best
 - D. to show that there are no winners in sports

3. Read this sentence from the passage.

Harrison says trophies must be earned, not just given.

What point is the author supporting with this sentence?

- A. All children want to do their best.
 - B. The point of playing a sport is to win.
 - C. Children can learn hard lessons at a young age.
 - D. There are other ways to help build confidence.
4. Why does the author MOST LIKELY include the personal story in the first paragraph? Use details from the passage to support your answer.

Name: _____

Unit 3 Pre-Assessment

Read “The Rope Swing” and answer questions 1–4.

The Rope Swing

The Evans family had gathered for a huge picnic near the Smithville River. Shawn and his many cousins raced to the river to swim while their parents prepared lunch.

Both banks of the river rose high above the water. Tall, leafy trees grew on the banks. Shawn’s cousin Kyle grabbed his arm. “Look! There’s a rope swing in that tree!” Everyone but Shawn cheered and rushed to get in line.

Kyle went first. Clinging to the torn gray rope, he pushed himself toward the middle of the river. With a loud yell and a big splash, he dropped into the deep water below. One by one, the other cousins took a swing and a drop. The air filled with their happy shrieks and shouts. Finally, cousin Tisha noticed Shawn hanging back. She hollered, “Let Shawn go next! He hasn’t had a turn yet!”

Shawn felt as though he had swallowed a rock. He felt everyone’s eyes on him as he grabbed the rope. As he stood holding it, everyone started chanting his name.

You can do this, Shawn told himself. Taking a deep breath, he swung out over the water and let go of the rope.

The water rushed to cover him and then pushed him back up to the surface. As Shawn swam for shore, he yelled, “That was awesome!”

1. Read this sentence from the story.

Everyone but Shawn cheered and rushed to get in line.

What does the author want the reader to know about Shawn from this sentence?

- A. He wishes he could do difficult things.
 - B. He wants to feel that he is part of the group.
 - C. He doesn't feel excited about the rope swing.
 - D. He doesn't like to spend time with his family.
2. The part of the story in which Tisha notices that Shawn hasn't jumped is important because it
- A. hints that she likes to be in charge.
 - B. suggests that she wants to be like Shawn.
 - C. proves that she feels the same way as Shawn.
 - D. shows that she wants everyone to be able to participate.

3. Read this sentence from the story.

He felt everyone's eyes on him as he grabbed the rope.

Why is this an important event in the story?

- A. It demonstrates that Shawn hopes his cousins will soon lose interest in the rope swing.
 - B. It suggests that his cousins want Shawn to teach them a trick on the rope swing.
 - C. It helps Shawn realize that his cousins want him to have fun swimming.
 - D. It shows that Shawn feels pressure to swing on the rope.
4. What do Shawn's feelings, words, and actions throughout the story express about him? Use details from the story to support your answer.

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Unit 4 Pre-Assessment

Read “The Ancient City of Pompeii” and answer questions 1–4.

The Ancient City of Pompeii

Thousands of years ago, Pompeii was a city in Italy located at the base of Mount Vesuvius. This mountain was a volcano. At that time, the volcano had not erupted for hundreds of years.

From Mild Mountain Rumbles to Eruption

The citizens of ancient Pompeii often felt mild tremors from earthquakes. Earthquakes often signal the eruption of a volcano, but this was not the case with Mount Vesuvius. So the people were not alarmed in AD 79 when they felt tremors. However, this time, it wasn't just harmless rumbles.

Mount Vesuvius erupted. Lava and mud flowed from the volcano, running down the sides of the mountain. Ash, gases, dust, and cinders shot high into the air and rained down on the city of Pompeii. The city and its citizens were completely buried under a deep blanket of ash and dust.

A Hidden City Under the Ashes

The buried city was eventually forgotten. In 1748, however, Pompeii was accidentally discovered. Today, much of the original city of Pompeii has been recovered from the ruins. Travelers who are interested in viewing the remains of Pompeii have made the city a popular tourist attraction.

A Sleeping Mountain Again—But for How Long?

Mount Vesuvius's last eruption occurred in 1944. But just because this volcano is sleeping, that does not mean that it is safe. Since Mount Vesuvius is still classified as an active volcano, there is no way to predict when it might erupt again. In fact, Mount Vesuvius is actually considered one of the most dangerous volcanoes in the world. So visitors and residents of this area should be aware of the danger.

Name: _____

1. What caused the city of Pompeii to be buried?
 - A. Mount Vesuvius erupted.
 - B. There was a large earthquake.
 - C. The city was eventually forgotten.
 - D. People didn't pay attention to warnings.

2. Why did people become interested in Pompeii again?
 - A. Mount Vesuvius stopped erupting.
 - B. More people started traveling to Italy.
 - C. The city was accidentally discovered.
 - D. There are fewer earthquakes in the area today.

3. According to the passage, how were people warned that Mount Vesuvius might erupt?
 - A. Volcanic dust flew through the sky.
 - B. Towns were buried in blankets of ash.
 - C. Lava and mud flowed from the volcano.
 - D. Mild earthquakes were happening in the area.

4. Explain what people should be aware of when they visit the area near Mount Vesuvius. Use details from the passage to support your answer.

Name: _____

Unit 5 Pre-Assessment

Read “Breakfast Battle” and “Syrup Strategy” and answer questions 1–4.

Breakfast Battle

Cast of Characters

EMERY

MOM

ELIZABETH

SCENE ONE

(Mom sits on the bed while Emery stands in front of her. Mom brushes Emery's long hair.)

EMERY: *(Cringing and ducking away from the brush.)* Ouch! Ow! Mom!

MOM: Hold still, Emery. You’ve got tons of tangles in your hair this morning. I think it’s pancake syrup from breakfast.

EMERY: I’m trying, Mom, but it hurts.

MOM: If you don’t stop wiggling, we’ll never get you to school on time.

EMERY: I’ll be still, Mom. I promise.

(Mom completes the task and kisses Emery on the head.)

MOM: Sorry, Emery. Maybe you should have a bowl of cereal tomorrow.

EMERY: Ugh!

SCENE TWO

(Emery comes to the table with her hair in a braid. She is followed by her older sister Elizabeth.)

MOM: Your hair looks very pretty, Emery. Did Elizabeth braid it for you this morning?

EMERY: Yep!

ELIZABETH: *(Shrugs.)* I thought a braid might help keep the peace in the mornings.

(Mom places a bowl of cereal in front of Emery.)

EMERY: Pancakes, please. And pass the syrup.

(Emery pours syrup on a stack of pancakes.)

EMERY: *(Narrowing her eyes.)* I'm ready for you today, Syrup. You can't touch me.

(Emery takes a large bite of pancakes while Mom winks and smiles at Elizabeth.)

Syrup Strategy

My little sister Emery loves having long hair. She also loves pancakes with syrup for breakfast. Long hair and syrup can be great separately, but together...not so much.

Every morning, Mom tries to brush the tangles out of Emery's hair before school. And every morning, Emery complains that it hurts while Mom complains about having to comb through dried syrup. Yesterday, I decided I would try something to change this upsetting routine.

This morning, I called Emery into my room before she went to the breakfast table.

"Sit," I said, pointing to my bed. I was armed with a brush, a rubber band, and bobby pins.

"Why?" Emery asked, but she did as I said. I did not answer, knowing that my reason would be clear shortly. Soon, a long braid fell down Emery's back.

A few minutes later, we were seated at the breakfast table.

"Great work, Elizabeth," Mom said with a smile.

"I'm ready for you today, Syrup," Emery said. "You can't touch me."

Name: _____

1. Which sentence from “Syrup Strategy” is expressed through the dialogue in Scene One of “Breakfast Battle”?
 - A. “My little sister Emery loves having long hair.”
 - B. “And every morning, Emery complains that it hurts while Mom complains about having to comb through dried syrup.”
 - C. “This morning, I called Emery into my room before she went to the breakfast table.”
 - D. “Soon, a long braid fell down Emery’s back.”

2. Which sentence states a DIFFERENCE between the story and the drama?
 - A. Only the story includes Elizabeth’s thoughts.
 - B. Only the story explains Emery’s actions and reactions.
 - C. Only the drama includes dialogue between the main characters.
 - D. Only the drama describes the interactions between the main characters.

3. Read this sentence from “Syrup Strategy.”

Yesterday, I decided I would try something to change this upsetting routine.

Which of these from “Breakfast Battle” BEST shows the feeling expressed in the sentence?

- A. “*(Mom completes the task and kisses Emery on the head.)*”
 - B. “*(Shrugs.)* I thought a braid might help keep the peace in the mornings.”
 - C. “*(Mom places a bowl of cereal in front of Emery.)*”
 - D. “Pancakes, please. And pass the syrup.”
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4. What might be the benefit of viewing a performance of “Breakfast Battle”? Use details from the drama and the story to support your answer.

Unit 6 Pre-Assessment

Read “Playthings with Purpose” and answer questions 1–4.

Playthings with Purpose

How might your life be different if you were blind? You might think that many of the activities you enjoy would be impossible. But games and sports equipment have been adapted so that people with visual challenges can play.

Braille has been used to adapt some popular games. Braille is a form of language for people who are blind. Letters and numbers are represented by patterns of raised dots that are felt with the fingertips. Specially constructed dominoes with raised pips, or dobs, allow players who are blind to feel the dots. Monopoly® has an adapted version that uses Braille dice, cards, and money. A Braille version of Scrabble® has a raised plastic grid that holds the letter tiles. The Scrabble tiles are made with Braille letters.

Special devices have been added so that people who are blind can participate in sports. Basketballs, soccer balls, and footballs contain noisemakers. These beeps, bells, or rattles signal the location of the balls during games. Players with visual disabilities use their enhanced sense of hearing to dribble, kick, or catch the balls.

Purpose and play go hand in hand with the adapted games and sports equipment. What might the future hold as more adaptations are created to make leisure time more enjoyable for our friends who are blind? Only time will tell.

Name: _____

1. The organizational structure of the passage allows the author to
 - A. compare specific games and equipment.
 - B. show how some games led to the development of others.
 - C. explain how a variety of changes to games solved a problem.
 - D. provide the sequence of when particular games and equipment were developed.

2. What is the organizational pattern of the second paragraph?
 - A. chronology
 - B. comparison
 - C. cause and effect
 - D. problem and solution

3. The author included paragraph 1 MOST LIKELY to
 - A. introduce the author as an expert on the topic.
 - B. provide specific examples that support the main topic.
 - C. allow the reader to predict the author's opinion on the topic.
 - D. ask the reader to make a personal connection with the topic.

4. Why is the last paragraph important to the passage? Use evidence from the passage to support your answer.

Unit 7 Pre-Assessment

Read “A Medal for a Hero” and answer questions 1–4.

A Medal for a Hero

I was finally going to meet Uncle Gregory. We were just 15 minutes from his house, and I started remembering details that my mom had told me about her brother. Two years ago, the president awarded my uncle with the respected Medal of Honor for his bravery while fighting in the war. This award is the highest honor given to soldiers. My heart thumped uncontrollably as his house came into view.

“Hi!” I shouted as I ran through the door. “May I see it now?” My mom quickly gave me a look as if to say, “Zachary! Please!” I knew she wanted to introduce me to Uncle Gregory and to visit with him before I saw the medal. But I couldn’t wait. All I could think about was holding that important medal. My uncle gave me a slight grin. He then led me to a glass cabinet. This was the moment I had waited for.

“Why did you get the Medal of Honor?” I probed. In a quiet voice, Uncle Gregory told me how he had risked his life while fighting in a battle. I listened intently as he shared his story of courage.

My uncle unlocked the cabinet and handed me the pendant. The medal hung on a light blue silk ribbon. As I closely examined it, I saw a gold star inside a wreath. An eagle and the word *Valor* were resting above the star. I pictured Uncle Gregory in his uniform with the president as he received his award. I imagined him protecting other soldiers. I was standing by a remarkable man, and I was holding his Medal of Honor.

It was worth the long trip to meet Uncle Gregory and to hold his award. I thanked Uncle Gregory with my words and a hug, but the president had thanked him with the Medal of Honor. I was happy to have the opportunity to thank a war hero; I was even more proud that the war hero is my uncle.

Name: _____

1. Which theme is expressed in the story?
 - A. Show respect to someone you admire.
 - B. Be willing to find new approaches to problems.
 - C. Try to understand what it means to be patient.
 - D. Always listen to advice you receive from others.

2. Read this paragraph from the story.

“Hi!” I shouted as I ran through the door. “May I see it now?” My mom quickly gave me a look as if to say, “Zachary! Please!” I knew she wanted to introduce me to Uncle Gregory and to visit with him before I saw the medal. But I couldn’t wait. All I could think about was holding that important medal. My uncle gave me a slight grin. He then led me to a glass cabinet. This was the moment I had waited for.

How does this paragraph contribute to the theme of the story?

- A. It shows Zachary’s excitement about having a hero in his family.
- B. It explains the significance of the medal to the people who receive it.
- C. It emphasizes that the medal is awarded to people who exhibit bravery.
- D. It suggests that Zachary wants to be able to show the medal to his friends.

3. Which sentence from the story BEST supports the theme?

- A. “We were just 15 minutes from his house, and I started remembering details that my mom had told me about her brother.”
- B. “I knew she wanted to introduce me to Uncle Gregory and to visit with him before I saw the medal.”
- C. “In a quiet voice, Uncle Gregory told me how he had risked his life while fighting in a battle.”
- D. “I was standing by a remarkable man, and I was holding his Medal of Honor.”

4. How is this story BEST summarized in several sentences? Use evidence from the story to support your answer.

Unit 8 Pre-Assessment

Read “Repair Cafés” and “Middletown Repair Café Review” answer questions 1–4.

Repair Cafés

Long ago, people repaired broken items. Many types of objects were brought to repair shops. Today, people are more likely to throw away broken items. Some people believe this is because items are not as well-made as they have been in the past. Others believe it is due to the lower cost of many items. Whatever the reason, it creates a problem for the environment. Most of these items cannot be recycled, and that means they collect in landfills.

Some people think we should return to repairing broken items. In 2009, a lady in the Netherlands named Martine Postma had an idea. Postma organized the first known Repair Café. The Repair Café brought together people who had items to fix. The Café supplied tools and materials to help people make the repairs. Expert volunteers were available to help people repair their items. These experts had skills in fixing everything from clothing to electrical items.

Now, towns throughout the world are hosting their own Repair Cafés. Local restaurants donate coffee and snacks for the gatherings. Volunteers teach people how to make the repairs. Then, people can fix their own items in the future. Repair Cafés help people save money. They also protect the environment by keeping broken items out of landfills.

Middletown Repair Café Review

★★★★★	<i>June 18</i>	<i>Review by Emily E.</i>	<i>Middletown, MI</i>
<p>On Saturday, I attended Middletown’s first Repair Café. While there were yummy treats, eating was not my purpose for visiting this Café. People in our town organized the Repair Café to help residents fix broken items.</p>			
<p>I was hoping someone could help me repair my camping lantern. Our family was planning to use it when we went on our annual camping trip. When I tested the lantern last week, the light would not turn on.</p>			
<p>I brought the lantern to the Repair Café and met Jennifer. Jennifer is an electrician. She opened the back of the lantern to see the wires. Then, Jennifer showed me how to repair a loose wire that was preventing the lantern from lighting. Once Jennifer closed the back of the lantern, she told me to push the <i>on</i> button. The lantern glowed brightly.</p>			
<p>I was impressed with how courteous Jennifer was, and it was great to walk out with my lantern ready to use. Better yet, now I know how to fix it myself if any wires become loose again. So this event gets a five-star rating from me. Middletown is holding another Repair Café next month. I highly recommend that anyone who has something to fix attends this wonderful gathering.</p>			

Was this review...?



Name: _____

1. The main DIFFERENCE between “Repair Cafés” and “Middletown Repair Café Review” is that “Middletown Repair Café Review”
 - A. describes a place where broken items can be repaired.
 - B. provides a personal experience with repairing a broken item.
 - C. argues that more people should repair items that are broken.
 - D. explains the benefits to the environment of repairing instead of discarding.

2. How do the comments by Emily E. in “Middletown Repair Café Review” support the ideas in “Repair Cafés”?
 - A. Her comments show how Repair Cafés operate.
 - B. Her comments prove that good things get thrown into landfills.
 - C. Her comments suggest that more people should learn how to repair things.
 - D. Her comments verify that items today are not made as well as they were long ago.

3. Which idea is expressed in BOTH passages?
 - A. Every town should have a Repair Café.
 - B. Volunteers at Repair Cafés are welcoming.
 - C. Most broken items are taken to Repair Cafés.
 - D. People learn how to repair broken items at Repair Cafés.

4. What is the MAIN DIFFERENCE in focus in the two passages? Use details from BOTH passages to support your answer.

Unit 9 Pre-Assessment

Read “To Get a Rabbit” and answer questions 1–4.

To Get a Rabbit

Cast of Characters

TONY, a 9-year-old boy

MARIA, his 12-year-old sister

LOUISE, a 9-year-old neighbor

SCENE ONE

(On a hot summer day, Maria is in her room, packing a duffel bag. Tony sits on her bed.)

MARIA: I’m excited about camp! Thank you for taking care of Floppy.

TONY: No problem, sis! Your rabbit sleeps all the time, so it should be easy.

MARIA: It’s harder than you think to take care of a pet. Floppy doesn’t just need food and water. He needs attention and exercise.

TONY: I’ll dangle a carrot on a stick and pull it away when he reaches for it. *(Seeing Maria’s face.)* Just kidding! Don’t worry.

SCENE TWO

(Two days later, Tony sits in the grass in his front yard next to Floppy, who is in a large cage.)

TONY: Want to come out, Floppy? It’s a nice day. *(He opens the door of Floppy’s cage.)*

(Louise approaches carrying an apple.)

LOUISE: *(Shouting and running toward Tony.)* Hi!

(The noise startles Floppy, who runs under Tony’s house.)

TONY: You scared Floppy! He ran under the house! *(He drops to his knees to look under the house.)*

LOUISE: Animals love music. I’ll get my violin!

Name: _____

TONY: That won't help!

(Louise shrugs as she takes a bite from her apple.)

TONY: Hey! Give me that apple.

(Tony takes a big bite out of the apple. He holds it just out of Floppy's reach. Floppy hops from under the house and into his arms.)

TONY: Louise, you just saved the day!

1. What information does the Cast of Characters communicate?
 - A. the relationships of the actors in the drama
 - B. the time and place in which the first scene occurs
 - C. the manner in which the actors should perform the lines
 - D. the reason the playwright chose the actors to perform in the drama

2. Read these stage directions from the drama.

(The noise startles Floppy, who runs under Tony's house.)

(Tony takes a big bite out of the apple. He holds it just out of Floppy's reach. Floppy hops from under the house and into his arms.)

In these examples, the author uses stage directions to

- A. explain what Floppy does.
 - B. suggest that Louise likes apples.
 - C. express Tony's worry over Floppy.
 - D. show that Louise and Tony are friends.
3. Why is the dialogue in Scene One important to the drama?
 - A. It reveals that Tony thinks Floppy is lazy.
 - B. It explains why Tony is not interested in going to camp.
 - C. It shows that Maria is trusting Tony to take care of her pet.
 - D. It emphasizes that Tony and Maria like spending time together.
 4. Why is the description in the stage directions at the beginning of Scene Two important? Use evidence from the drama to support your answer.

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Unit 10 Pre-Assessment

Read “Peabody Ducks” and “Hotel Comment Card” and answer questions 1–4.

Peabody Ducks

Each morning, a Duckmaster leads five mallard ducks from the elevator of the Peabody Hotel in Memphis, Tennessee. Waddling on the red carpet to the tune of “King Cotton March,” the ducks are directed to the hotel fountain where they remain until late afternoon. At that time, the ceremony is reversed, and the ducks parade to the elevator and return to their home on the rooftop.

This daily ritual began in 1932 when the manager of the Peabody Hotel and one of his friends returned from a hunting trip in Arkansas. They thought it would be entertaining to place live ducks in the fountain of the hotel lobby. The hotel guests were amused by the ducks. Eventually, the hunters’ ducks were replaced by wild ducks known as mallards. In 1940, a bellman offered to train the mallards. Having worked as a circus animal trainer, he was able to teach the ducks to march. He became the official Peabody Duckmaster who cared for the ducks until he retired in 1991. What began as a joke between hunting partners has become a lasting tradition at the famous Peabody Hotel.

Hotel Comment Card

We’d like to hear from you.

Please use this comment card to help us provide the best service for our guests.

Name: Serena

Dates: March 12-15

Tell us about your stay:

I expected a fluffy bed and a warm breakfast, and that’s what I enjoyed. What I didn’t expect was to hear a commotion in the lobby. I walked to the fountain and I saw five ducks swimming. They glided, they splashed, they quacked. Soon, people started to crowd around and get in my way. Then, a man with a cane appeared. As music blasted, I turned to a lady near me and asked what was happening. She explained that at exactly five o’clock, the ducks return to their hotel suite.

At the Duckmaster’s command, the ducks stepped out of the fountain and down the steps to a red carpet. Then, they marched in single file to the elevator and disappeared. I heard others around me expressing their amazement and appreciation for the Peabody ducks.

I agree with the other guests completely. You have a lovely hotel. But the ducks in the fountain and the red carpet parade were the best parts of my stay. It was my first time seeing the ducks, but it won’t be my last. See you soon!

1. Which idea is presented in BOTH passages?
 - A. The ducks march to the elevator at exactly five p.m.
 - B. The ducks follow the instructions of the Duckmaster.
 - C. The hotel plays “King Cotton March” when the ducks return to their room.
 - D. A hunter and his friends placed the original ducks in the fountain as a joke.

2. How are the passages DIFFERENT?
 - A. “Peabody Ducks” tells about the ducks’ performance at the hotel, while “Hotel Comment Card” describes how the ducks behave in the fountain.
 - B. “Peabody Ducks” provides the history of the ducks, while “Hotel Comment Card” describes the experience of seeing the ducks for the first time.
 - C. “Peabody Ducks” discusses the job of the Duckmaster, while “Hotel Comment Card” explains why the hotel’s visitors enjoy watching the ducks.
 - D. “Peabody Ducks” compares several types of ducks, while “Hotel Comment Card” compares the experiences of several people at the hotel.

3. The author of “Hotel Comment Card” would MOST LIKELY agree with which idea from “Peabody Ducks”?
 - A. The ducks waddle as they walk down the red carpet.
 - B. Training the ducks requires a skilled animal caretaker.
 - C. The ducks are entertaining to those who watch them.
 - D. Allowing the ducks to live in the hotel is now a tradition.

4. How is the description of the Peabody duck ceremony SIMILAR in BOTH passages? Use evidence from BOTH passages to support your answer.

Name: _____

Unit 11 Pre-Assessment

Read "Fire Station Field Trip" and answer questions 1–4.

Fire Station Field Trip

All eyes were on Jamal as he stood next to the firefighter. The firefighter had a pile of gear. As the firefighter explained each piece of firefighting equipment, Jamal put it on. "These are heavy," Jamal said about the hat, the fireproof jacket and pants, and all the straps and pouches.

The next demonstration involved watching the firefighters prepare for an emergency. Linda was ready with a stopwatch to time them. When the alarm sounded, Linda started the timer as the firefighters sprang into action. Linda showed her classmates that the firefighters had dressed and climbed aboard the fire engine in less than 30 seconds.

Then, members of the firefighting team shared more information. The driver of the fire truck explained that he connects the water hose to a fire hydrant. The captain described how he observes the scene and tells fellow firefighters how to handle the emergency. Several firefighters shared that they work 24-hour shifts and then are off duty for 48 hours. While on duty, the firefighters maintain their gear, prepare meals, and clean the fire station. But not everyone on duty in the fire station is a firefighter. A mechanic told how she makes sure the fire engines are ready to roll when needed.

Suddenly, the field trip came to an end. The alarm sounded, signaling a real emergency. The students stepped back as the firefighters prepared to help. As the fire engine left the station, the students were pleased to have met this team of men and women who work together to keep their community safe.

1. Read this sentence from the story.

When the alarm sounded, Linda started the timer as the firefighters sprang into action.

What does the phrase sprang into action mean in this sentence?

- A. hurried to do something
- B. moved forward carefully
- C. prepared for an emergency
- D. competed against someone

2. Read this sentence from the story.

Several firefighters shared that they work 24-hour shifts and then are off duty for 48 hours.

What does shifts mean in this sentence?

- A. movements in a specific direction
- B. devices on a vehicle that change gears
- C. periods of time that a group of people are on a job
- D. buttons that switch from lowercase to uppercase

3. Read this sentence from the story.

A mechanic told how she makes sure the fire engines are ready to roll when needed.

The words ready to roll in this sentence mean that the fire engines are

- A. in need of more work.
- B. parked between two objects.
- C. available and working properly.
- D. placed in the back of the group.

Name: _____

4. Read this sentence from the story.

The captain described how he observes the scene and tells fellow firefighters how to handle the emergency.

What does the phrase observes the scene mean? Use details from the story to support your answer.

Unit 12 Pre-Assessment

Read “Adaptations for the Arctic” and answer questions 1–4.

Adaptations for the Arctic

Animals have developed some amazing adaptations to help them survive the difficult winters above the Arctic Circle. Birds in this area fly to warmer places when the temperatures drop. Bears stay warm by sleeping in their dens. But some animals have developed even more interesting adaptations. Arctic fish and a kind of wood frog both depend on substances within their bodies to help them survive very cold temperatures.

Water in the Arctic Ocean becomes so cold that it makes ice form inside the cells of animals. This causes damage and death. However, ice does not form in the cells of arctic fish. Researchers have discovered that many arctic fish have a special protein in their blood. This protein stops ice from forming in the bodies of the fish.

A type of wood frog that lives in Alaska and Canada has a similar adaptation to the cold. This frog uses glucose, a type of sugar in its body, to survive icy cold winters. Unlike the arctic fish, the body of the wood frog does freeze. Its heart stops beating, and the frog stops moving and breathing. The frog can remain frozen for months and then thaw with no harm.

Most animals cannot survive in temperatures that are below zero. However, arctic fish and wood frogs are interesting animals that have adapted to these extremes.

Name: _____

1. It can be concluded that the Arctic is a place where
 - A. many people like to visit.
 - B. few plants are able to grow.
 - C. only certain types of animals can live.
 - D. the land and the sea are the same temperature.

2. Which of these is an inference the reader can make from information in the passage?
 - A. The wood frog would benefit from living in a warmer environment.
 - B. The wood frog must eat food sources that contain a high amount of sugar.
 - C. People in Alaska and Canada have likely observed the wood frog moving at high rates of speed during the warmer months.
 - D. People in Alaska and Canada might have a difficult time determining if a wood frog is alive or dead during winter months.

3. Which sentence in the passage does the author use to explain why Arctic animals developed adaptations for their environment?
 - A. "Birds in this area fly to warmer places when the temperatures drop."
 - B. "Bears stay warm by sleeping in their dens."
 - C. "However, ice does not form in the cells of arctic fish."
 - D. "Most animals cannot survive in temperatures that are below zero."

4. What can the reader conclude based on the author's opinion of the animals described in the passage? Use details from the passage to support your answer.

Unit 13 Pre-Assessment**Read “The Big Catch” and answer questions 1–4.**

The Big Catch

Li, Hunter, and Brandon were excited about their class field trip to the aquarium. After walking around for a while, the boys stopped in front of a giant tank. Many large, speckled fish swam inside it. “Those are rainbow trout,” Li told his friends. “Sometimes, my dad and I fish for them. They live in the lake near my house.”

“I’ve never been fishing,” Hunter said.

“Me either,” Brandon added.

Li was surprised. A plan formed in his mind.

A week later, the three boys woke with the sun after spending the night at Li’s house. Hunter and Brandon grabbed the fishing gear Li had loaned them. The boys laughed and joked as they made their way along the overgrown path that led to the lake. The water looked beautiful in the early morning light.

After several hours of fishing without a single bite, Li felt a gentle tug on his line. He began reeling as quickly as possible. There was no way Li was going to lose this huge fish. He fought to hold on to the fishing rod.

“Guys!” he yelled. “Give me a hand. I’ve got a huge keeper on my line.” Brandon and Hunter ran to Li’s rescue. Brandon grabbed an old fishing net that lay on the gray sand.

As Li continued to reel, Hunter held on to the fishing pole. Brandon was ready with the net. They pulled to free the snagged line. Splashes of water supported their predictions of a monster-sized fish. Working together, they jerked the line free. Brandon used the net to scoop Li’s fish out of the water.

Li reached into the net and pulled out an old rubber boot. From the inside of the boot peeked a tiny fish.

“Well, guys,” Li remarked, “my catch was certainly not what we wanted. But fishing buddies like you are real keepers.”

Name: _____

1. How does the setting in the first paragraph affect the story?
 - A. It explains why the boys will fail to catch fish.
 - B. It gives Li the idea of taking his friends fishing.
 - C. It hints at the relationship between Li and his dad.
 - D. It shows that the boys enjoy going on field trips together.

2. Read this paragraph from the story.

A week later, the three boys woke with the sun after spending the night at Li's house. Hunter and Brandon grabbed the fishing gear Li had loaned them. The boys laughed and joked as they made their way along the overgrown path that led to the lake. The water looked beautiful in the early morning light.

The details about the setting in this paragraph help the reader understand that the boys

- A. are excited to go fishing.
 - B. do not like to wake up early.
 - C. can tell that it will be a hot day.
 - D. may decide to go swimming in the lake.
3. Which sentence from the story BEST helps the reader picture Li's determination to catch a fish?
 - A. "He fought to hold on to the fishing rod."
 - B. "Splashes of water supported their predictions of a monster-sized fish."
 - C. "Working together, they jerked the line free."
 - D. "Li reached into the net and pulled out an old rubber boot."
 4. How does the setting at the lake affect the events of the story? Use evidence from the story to support your answer.

Unit 14 Pre-Assessment

Read “Advertisements and Food Labels” and answer questions 1–4.

Advertisements and Food Labels

Advertisements are intended to tempt consumers to buy products. Many ads use music or bright colors to capture attention. Some promise prizes inside the packages. Other ads feature celebrities or famous people. The creators of the ads know that these actions are likely to make people want their products.

Ads sometimes deceive consumers. Many ads promise that food products promote good health. Some ads promise the products are low in fat or high in fiber. However, buyers should read the facts to know the accurate information about the products.

The law requires all food products to have nutrition labels. These labels show the serving sizes and the number of servings in the packages. The labels also provide the calories, fat, and other nutrients in the products. They can help buyers decide whether an advertisement’s claims are true. With a little effort, consumers can learn which products are beneficial for their health.

Name: _____

1. Read the dictionary entry for the word promote.

promote \prə-ˈmōt\ *verb*
1. to support the spread or existence of
2. to award a higher rank or position to
3. to advance a student to the next grade level
4. to take steps that create a demand for something

Which definition BEST matches the way promote is used in this sentence “Many ads promise that food products promote good health”?

- A. definition 1
 - B. definition 2
 - C. definition 3
 - D. definition 4
2. Which phrase from the first paragraph BEST helps the reader understand what the word tempt means?
- A. “music or bright colors”
 - B. “inside the packages”
 - C. “feature celebrities”
 - D. “make people want”
3. The root *bene-* of the word beneficial helps the reader know that this word refers to something that is
- A. changed.
 - B. feared.
 - C. helpful.
 - D. trusted.
4. What does deceive mean in the sentence “Ads sometimes deceive consumers”? Use evidence from the passage to support your answer.

Unit 15 Pre-Assessment

Read “Shelter” and answer questions 1–4.

Shelter

When the summer sun beats down
with its harsh fists,
the cabin calls my name.
I can hear its whispers blowing
from the mountain ridge,
beckoning me to its peaceful embrace.

Within the cabin’s walls,
the stillness is deafening
and I breathe easily.
The familiar space,
with its furniture and objects
collected over decades,
allows me to cast my cares away
and I smile.

Outside, the twittering of birds
sounds as carefully rehearsed as a symphony.
The breeze through the trees provides
the perfect melody.
I listen to the simple songs
and mentally record them on the
soundtrack of my life.

The sky darkens early.
The porch swing is a lullaby,
soothing my soul
under the pitch-black sky that
twinkles with thousands of promises.

The cabin is my refuge.
And I am always welcomed.

Name: _____

1. What is the MOST LIKELY reason the poet divides stanzas 2 and 3?

- A. because stanza 3 shifts to a new setting
- B. because stanza 3 shares a different memory
- C. because stanza 3 introduces a new character
- D. because stanza 3 changes to a different tone

2. What is a DIFFERENCE between the stanzas of “Shelter”?

- A. Stanza 1 ends in rhyming words.
- B. Each stanza has a different number of lines.
- C. Each stanza is spoken by different speakers.
- D. Stanza 2 is the only one with descriptive language.

3. Read this stanza from the poem.

The sky darkens early.
The porch swing is a lullaby,
soothing my soul
under the pitch-black sky that
twinkles with thousands of promises.

Which line uses alliteration to slow the rhythm of the poem and emphasize the words?

- A. “The sky darkens early”
- B. “The porch swing is a lullaby,”
- C. “soothing my soul”
- D. “under the pitch-black sky that”

4. Explain how the lack of a pattern of rhyming lines and consistent meter affects the way “Shelter” is read. Use details from the poem to support your answer.

Unit 16 Pre-Assessment

Read “The White House through the Ages” and answer questions 1–4.

The White House through the Ages

Do you wonder what makes the White House an amazing place? This presidential home hosts hundreds of world leaders and famous people each year. As many as 100,000 people visit Washington, DC, to tour this beautiful building each month. It is the only private home of a head of state that is open to the public and free for people to visit.

Construction began on the White House in 1792. President George Washington led the building of the house, but he never lived in it. The first residents, President John Adams and his wife Abigail, moved into the White House in 1800. Running water and central heating were added in 1835, and electric lights were installed in 1891.

The White House has survived two fires. One was set by the British during the War of 1812. After being rebuilt, the White House was given its first coat of white paint. The second fire occurred in the West Wing of the White House in 1929. During Harry S. Truman’s presidency, the inside of the White House was completely remodeled. However, the outside walls remained the original walls of the White House.

At different time in its history, the White House has been known as the *President’s Palace*, the *President’s House*, and the *Executive Mansion*. President Theodore Roosevelt officially named this residence the *White House* in 1901.

For hundreds of years, the White House has been a proud symbol of the presidency, the government, and the citizens of the United States.

Name: _____

1. What is the main idea of the first paragraph?
 - A. The White House is a private home.
 - B. The White House is in Washington, DC.
 - C. The White House is where a head of state lives.
 - D. The White House is an amazing place that many people enjoy visiting.

2. Which sentence BEST supports the idea that the White House has experienced many changes?
 - A. “As many as 100,000 people visit Washington, DC, to tour this beautiful building each month.”
 - B. “President George Washington led the building of the house, but he never lived in it.”
 - C. “The White House has survived two fires.”
 - D. “For hundreds of years, the White House has been a proud symbol of the presidency, the government, and the citizens of the United States.”

3. Which idea belongs in a summary of the passage?
 - A. Teddy Roosevelt lived in the White House.
 - B. The White House is painted with white paint.
 - C. The White House has been improved, rebuilt, and remodeled over the years.
 - D. Running water and electricity were additions made to the White House in the 1800s.

4. How does the author support the idea that the White House is a busy place throughout the year? Use details from the passage to support your answer.

Unit 17 Pre-Assessment

Read “The Great Cave Escape” and answer questions 1–4.

The Great Cave Escape

Sally Ann Thunder Ann Whirlwind was the bravest, strongest, and fastest girl in all of Tennessee. But even though she was as tough as nails, she was also as sweet as honey. She had a smile that melted hearts from one end of the state to the other.

One day, Sally Ann decided she wanted to see more of the world. After saying goodbye to her family, she set out for the frontier. The first winter was icy cold, and Sally Ann searched high and low for a place to be warm.

Soon, she came upon a cozy cave with several sleeping bears all curled up together. The sweet music of their snores rang out against the cave’s rocky walls. Sally Ann nuzzled against the warm fur of the largest bear and fell fast asleep.

For weeks, Sally Ann stayed toasty warm sleeping with the bears. But then the bears began to wake. Sally Ann was startled awake by growling.

The largest bear stood on his hind legs when he saw Sally Ann. Having a stranger in his cave made him quite cranky. He growled his meanest growl and bared his sharp teeth.

Sally Ann wasn’t scared. She looked at the ferocious beast and smiled her biggest and prettiest smile. The bear was so surprised to see Sally Ann smiling at him that he fainted. Sally Ann Thunder Ann Whirlwind simply chuckled happily and ran out of the cave.

Name: _____

1. Read these words from the story.

But even though she was as tough as nails, she was also as sweet as honey.

The author uses similes in this sentence to show that Sally Ann

- A. is liked by both men and women.
- B. works hard but also takes time to relax.
- C. is strong physically with a nice personality.
- D. faces problems but always finds solutions.

2. Read this sentence from the story.

The first winter was icy cold, and Sally Ann searched high and low for a place to be warm.

The author uses the language in this sentence to show that

- A. Sally Ann looked all around for a warm place.
- B. the winter was as cold as a glass of ice water.
- C. Sally Ann felt cold because of the weather outside.
- D. there was no place to build a fire to provide warmth.

3. Read this sentence from the story.

She looked at the ferocious beast and smiled her biggest and prettiest smile.

Which word is a synonym for ferocious?

- A. fantastic
- B. fearful
- C. fierce
- D. fuzzy

Name: _____

4. Read this sentence from the passage.

She had a smile that melted hearts from one end of the state to the other.

Explain the meaning of the figurative language in this sentence. Use details from the passage to support your answer.

Name: _____

Unit 18 Pre-Assessment

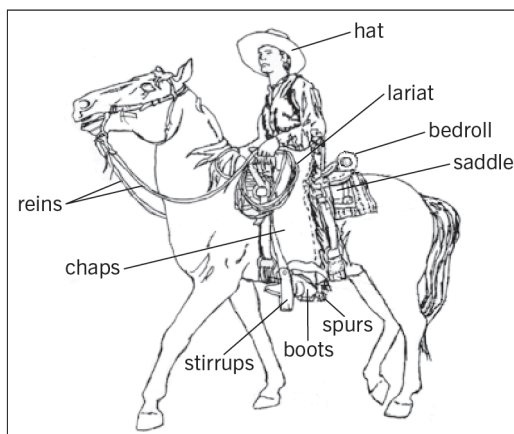
Read "Outfitting Cowboys and Cowgirls" and answer questions 1–4.

Outfitting Cowboys and Cowgirls

Cowboys and cowgirls care for cattle on ranches and on cattle drives. Cowboys and cowgirls usually ride on horseback. The hard work of herding cattle requires special gear.

Some of this gear is worn by cowboys and cowgirls to protect their bodies. Examples of gear that is worn include **hats**, **boots**, and **chaps**. Other types of gear are carried. One piece of gear, like a **bedroll**, allows a cowboy or cowgirl to sleep on the range. Another piece, like a **saddle**, is needed to ride and manage a horse.

Gear	Description and Use
hat	wide-brimmed head gear, worn by cowboys and cowgirls to protect them from the sun and the rain
lariat	a long, braided rope with a loop at one end, used by cowboys and cowgirls to rope cows
bedroll	a coiled blanket, used by cowboys and cowgirls when they are sleeping
saddle	a leather object that is strapped to a horse, used by cowboys and cowgirls as a safe and stable seat when they are riding
spurs	u-shaped devices that attach to the heels of boots, used by cowboys and cowgirls to direct their horses
boots	leather footwear, worn by cowboys and cowgirls to protect their legs and feet from the weather and brush
stirrups	a pair of devices with a loop shape and a flat base that attaches to the sides of a saddle, used by cowboys and cowgirls to support their feet while riding
chaps	leather coverings, worn by cowboys and cowgirls to protect their legs from the weather and brush
reins	a pair of long, narrow straps that attaches to the ends of a horse's bit, used by cowboys and cowgirls to guide or to stop their horses



1. According to the diagram, what gear supports the rider's feet while riding the horse?
 - A. boots
 - B. chaps
 - C. saddle
 - D. stirrups

2. What does the diagram of the cowboy help the reader understand?
 - A. what a cowboy's gear looks like
 - B. what cowboys like about their jobs
 - C. how a cowboy's horse helps him work
 - D. how cowboys do their jobs on ranches

3. What is the purpose of the chart?
 - A. to explain how different items help cowboys and cowgirls do their jobs
 - B. to suggest that cowboys and cowgirls find some items more useful than others
 - C. to show that cowboys and cowgirls cannot work without a complete set of gear
 - D. to point out some differences between the gear of cowboys and the gear of cowgirls

4. What is the MOST LIKELY reason the author chose to present information in a chart? Use evidence from the passage to support your answer.

Name: _____

Unit 19 Pre-Assessment

Read “Vacation Clues” and “Baseball Birthday” and answer questions 1–4.

Vacation Clues

“Your dad and I have a mystery for you to solve, Jaliah,” announced my mother.

“Okay, I’m ready,” I said.

“Well, we have planned our summer vacation and have decided that where we are going will be a surprise for you,” Mom replied with a knowing smile.

“What? If I don’t know where we are going, how can I pack for our trip?”

“You’ll just have to use the clues we give you,” Mom answered.

In the days ahead, clues began to appear around the house. First, I found a photograph of a garden taped to the mirror in my bathroom. A few days later, I discovered a new swimsuit in my top drawer. Finally, I discovered my little brother’s *B* and *C* alphabet blocks on the table beside my bed. I was just getting ready to read my favorite book *Beezus and Ramona* for the fourth time. That clue did the trick—*B* for Beverly and *C* for Cleary. *That must be it. But where are we going that has something to do with Beverly Cleary?* I wondered.

My Web search about Beverly Cleary linked me to Portland, Oregon, where a garden was built in her honor. As I read, I learned about the features of the garden. So that explained the photo on the mirror. Then, I read about the life-sized statues of characters that squirt water; now I knew where I’d wear my new swimsuit. I read until I knew every detail about the garden and the city of Portland.

Portland, here we come! I thought with a smile.

Baseball Birthday

“Dad’s birthday is just a few weeks away,” Mom said to Julia at the breakfast table. “What should we give him?”

“Hmm,” Julia whispered as she swallowed a bite of eggs. “He was saying the other day that he can’t wait to go to a Tigers game this summer. We could get him a new baseball cap.”

“Maybe he doesn’t have to wait till summer to see the Tigers,” Mom said. She opened her laptop and typed a phrase into the search engine: *Detroit Tigers Spring Training Location*.

Julia peeked over Mom’s shoulder. “Florida!” Julia shouted excitedly. “Yes! Let’s take him to watch the Tigers’ spring training in Florida!”

“Well...” Mom said. “The plane tickets and hotel will cost some money. But I did see a pretty good deal for tickets to Florida the other day. And I know Dad is tired of shoveling snow.”

“Florida it is!” Julia exclaimed. She lowered her voice. “I think we should make it a surprise. I’ll give Dad some clues before we go, but I bet he’ll never guess.”

Mom chuckled. “Your excitement is catching. I think we both have some planning to do,” she said.

Name: _____

1. What does the point of view of “Vacation Clues” allow the author to describe?
 - A. the actions of only one character
 - B. the concerns of all the characters
 - C. the thoughts and feelings of one character
 - D. the advice that one character gives to another

2. How does the reader know that “Baseball Birthday” is written in third-person point of view?
 - A. The narrator shares his own thoughts and feelings.
 - B. The narrator describes the actions of both characters.
 - C. The narrator knows the feelings of only one character.
 - D. The narrator provides the main character’s internal thoughts.

3. Read these sentences from “Vacation Clues.”

First, I found a photograph of a garden taped to the mirror in my bathroom. A few days later, I discovered a new swimsuit in my top drawer. Finally, I discovered my little brother’s *B* and *C* alphabet blocks on the table beside my bed.

What does the point of view of the passage help the reader understand in these sentences?

- A. the narrator’s actions
 - B. the narrator’s feelings
 - C. the narrator’s opinions
 - D. the narrator’s thoughts
-
4. How might “Vacation Clues” and “Birthday Baseball” change if they were written from DIFFERENT points of view? Use details from BOTH passages to support your answer.

Unit 20 Pre-Assessment

Read "Too Many Red Polka Dots!" and answer questions 1–4.

Too Many Red Polka Dots!

Mark and his classmates were excited about the "Let Freedom Ring" concert they were preparing to perform, which featured patriotic songs honoring men and women who serve our country. Mark's class decided to wear blue jeans with white T-shirts, and they painted red polka dots on their shirts. For weeks, they had practiced daily to memorize the words and movements to their songs.

"Students, our concert is tomorrow. Let's have a perfect practice today," Mrs. Juarez said as she motioned everyone to the stage. The students quickly took their places, wearing their costumes for the practice. Suddenly, Mark's neck and arms began to itch, and he felt very tired. He sat down on the stage.

"Mark, what's wrong?" his teacher asked. Before he could answer, she exclaimed, "Oh, my!" and pointed to his arms.

Mark saw that his arms were covered with bright red dots. "My brother just had chicken pox. Do you think I . . ."

Mark couldn't bear to finish the question. Mrs. Juarez patted him on the back and walked him to the nurse's office. When the nurse said that the red dots were chicken pox, Mark was disappointed. He was looking forward to performing in the concert, but now he had more red spots on his skin than on his costume!

Soon, his mom came to the school to pick him up. Mrs. Juarez told Mark that he would be missed at the concert and then promised to record it for him. *Not the same as being there*, Mark thought, *but it will have to be the next best thing*.

Name: _____

1. Read these sentences from the story.

Suddenly, Mark's neck and arms began to itch, and he felt very tired. He sat down on the stage.

What does the author want the reader to understand?

- A. Mark doesn't feel well.
- B. Mark will be the star of the show.
- C. Mark is determined to perform in the concert.
- D. Mark should have gone to bed earlier the night before.

2. Which detail from the story BEST shows that Mrs. Juarez is a kind teacher?

- A. She points to Mark's arms after she asks him a question.
- B. She motions for everyone to move to the stage.
- C. She wants the students to perform in a concert.
- D. She promises to record the concert for Mark.

3. Read this paragraph from the story.

Mark saw that his arms were covered with bright red dots. "My brother just had chicken pox. Do you think I . . ."

What can the reader conclude from the details in this paragraph?

- A. Chicken pox is not a serious illness.
- B. Chicken pox is an illness only kids can get.
- C. Chicken pox is not an easy illness to know you have.
- D. Chicken pox is an illness you can spread to someone else.

4. What can the reader infer about Mark's interest in performing in the concert? Use details from the story to support your answer.

Level 4 ELAGSE Pre-Assessments

Unit 1 Answer Key The Goat on the Rooftop and In Control

Item	Answer	ELAGSE	DOK	RBT
1	B	ELAGSE4RL9	3	Understand
2	A	ELAGSE4RL9	3	Understand
3	A	ELAGSE4RL9	3	Understand

4. Student responses might include: In “The Goat on the Rooftop,” the main character realizes that he should make different choices next time in order to be safe. In “In Control,” the main character decides how she will react when someone treats her unkindly.

(ELAGSE4RL9, DOK: 3, RBT: Understand)

Unit 2 Answer Key Tropies Are for the Top

Item	Answer	ELAGSE	DOK	RBT
1	D	ELAGSE4RI8	3	Understand
2	B	ELAGSE4RI8	3	Understand
3	B	ELAGSE4RI8	3	Understand

4. Student responses might include: The author most likely includes the personal story to show that this practice of handing out participation trophies is common because the author witnessed it firsthand.

(ELAGSE4RI8, DOK: 3, RBT: Understand)

Unit 3 Answer Key The Rope Swing

Item	Answer	ELAGSE	DOK	RBT
1	C	ELAGSE4RL3	2	Understand
2	D	ELAGSE4RL3	2	Understand
3	D	ELAGSE4RL3	2	Understand

4. Student responses might include: The reader understands throughout the passage that Shawn is nervous at first about swinging from the rope into the water, but then he decides to be brave and overcome his fears by trying the rope swing.

(ELAGSE4RL3, DOK: 2, RBT: Understand)

Unit 4 Answer Key The Ancient City of Pompeii

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RI3	2	Understand
2	C	ELAGSE4RI3	2	Understand
3	D	ELAGSE4RI3	2	Understand

4. Student responses might include: People in the area near Mount Vesuvius should be aware that it is still an active volcano. Even though it hasn't erupted recently, it could at any time.

(ELAGSE4RI3, DOK: 2, RBT: Understand)

Level 4 ELAGSE Pre-Assessments

Unit 5 Answer Key Breakfast Battle and Syrup Strategy

Item	Answer	ELAGSE	DOK	RBT
1	B	ELAGSE4RL7	2	Analyze
2	A	ELAGSE4RL7	2	Analyze
3	B	ELAGSE4RL7	2	Analyze

4. Student responses might include: One benefit is that the viewer would have the opportunity to see what is happening and listen to the characters' interactions instead of just reading about the words that describe them.

(ELAGSE4RL7, DOK: 2, RBT: Analyze)

Unit 6 Answer Key Playthings with Purpose

Item	Answer	ELAGSE	DOK	RBT
1	C	ELAGSE4RI5	2	Analyze
2	D	ELAGSE4RI5	2	Analyze
3	D	ELAGSE4RI5	2	Analyze

4. Student responses might include: The previous paragraphs tell about specific adaptations. The last paragraph is important because it allows the reader to think about the connection of the topic to the future and how additional adaptations will positively affect people who are blind.

(ELAGSE4RI5, DOK: 2, RBT: Analyze)

Unit 7 Answer Key A Medal for a Hero

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RL2	3	Understand
2	A	ELAGSE4RL2	3	Understand
3	D	ELAGSE4RL2	3	Understand

4. Student responses might include: When meeting his uncle for the first time, Zachary eagerly asks to see his uncle's Medal of Honor. Uncle Gregory shares his experience in the war and allows Zachary to hold the medal. Zachary is proud that his uncle is a hero.

(ELAGSE4RL2, DOK: 3, RBT: Understand)

Unit 8 Answer Key Repair Cafés and Middletown Repair Café Review

Item	Answer	ELAGSE	DOK	RBT
1	B	ELAGSE4RI6	3	Understand
2	A	ELAGSE4RI6	3	Understand
3	D	ELAGSE4RI6	3	Understand

4. Student responses might include: The main difference in focus is that "Repair Cafés" is intended to provide information about the concept of Repair Cafés, while "Middletown Repair Café Review" is intended to share a positive personal experience that might encourage others to participate in a Repair Café.

(ELAGSE4RI6, DOK: 3, RBT: Analyze)

Level 4 ELAGSE Pre-Assessments

Unit 9 Answer Key To Get a Rabbit

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RL5	2	Analyze
2	A	ELAGSE4RL5	2	Analyze
3	C	ELAGSE4RL5	2	Analyze

4. Student responses might include: The descriptive details in the stage directions that begin Scene Two indicate that time has passed and that the scene takes place in a different setting from Scene One.

(ELAGSE4RL.5, DOK: 2, RBT: Analyze)

Unit 10 Answer Key Peabody Ducks and Hotel Comment Card

Item	Answer	ELAGSE	DOK	RBT
1	B	ELAGSE4RI9	3	Understand
2	B	ELAGSE4RI9	3	Understand
3	C	ELAGSE4RI9	3	Understand

4. Student responses might include: Both authors describe the Peabody duck ceremony with details that help the reader picture what happens. In the first paragraph of “Peabody Ducks,” the author tells how the Duckmaster leads the ducks to the elevator and then to the hotel fountain; later the Duckmaster leads the ducks back to their home. In the first and second paragraphs of “Hotel Comment Card,” the author includes many descriptive details, such as how the ducks play in the fountain in front of a crowd and that the Duckmaster leads the ducks from the fountain to the elevator on a red carpet.

(ELAGSE4RI9, DOK: 3, RBT: Understand)

Unit 11 Answer Key Fire Station Field Trip

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RL4	2	Analyze
2	C	ELAGSE4RL4	2	Apply
3	C	ELAGSE4RL4	2	Analyze

4. Student responses might include: The phrase *observes the scene* means that the captain determines what the firefighters need to do in a particular setting in order to eliminate the danger or solve the problem.

(ELAGSE4RL4, DOK: 2, RBT: Analyze)

Unit 12 Answer Key Adaptations for the Arctic

Item	Answer	ELAGSE	DOK	RBT
1	C	ELAGSE4RI4	2	Understand
2	D	ELAGSE4RI4	2	Understand
3	D	ELAGSE4RI4	2	Understand

4. Student responses might include: The reader can conclude that the author thinks these animals are very interesting because of their unusual adaptations. The first sentence includes the word *amazing* and the last sentence includes the word *interesting*. Both of these sentences reveal the author’s opinion about the topic.

(ELAGSE4RI4, DOK: 3, RBT: Understand)

Level 4 ELAGSE Pre-Assessments

Unit 13 Answer Key The Big Catch

Item	Answer	ELAGSE	DOK	RBT
1	B	ELAGSE4RL3	2	Analyze
2	A	ELAGSE4RL3	2	Understand
3	A	ELAGSE4RL3	3	Understand

4. Student responses might include: The setting at the lake allows the boys to experience fishing together and to work together to catch what they think will be a large fish.

(ELAGSE4RL3, DOK: 2, RBT: Analyze)

Unit 14 Answer Key Advertisements and Food Labels

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4L4c	1	Apply
2	D	ELAGSE4L4a	2	Apply
3	C	ELAGSE4L4b	1	Apply

4. Student responses might include: The reader can use context clues in paragraph 2, such as the word “promise” and the phrase “accurate information,” to recognize that the word “deceive” means to intentionally cause someone to believe something that is not true.

(ELAGSE4L4, DOK: 2, RBT: Apply)

Unit 15 Answer Key Shelter

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RL5	2	Analyze
2	B	ELAGSE4RL5	2	Analyze
3	C	ELAGSE4RL5	2	Analyze

4. Student responses might include: Because the poem lacks a pattern of rhyming lines and a consistent meter, the reader focuses on punctuation and line breaks to best determine how the poem should be read.

(ELAGSE4RL5, DOK: 2, RBT: Analyze)

Unit 16 Answer Key The White House through the Ages

Item	Answer	ELAGSE	DOK	RBT
1	D	ELAGSE4RI2	2	Understand
2	C	ELAGSE4RI2	3	Understand
3	C	ELAGSE4RI2	2	Understand

4. Student responses might include: The author supports this idea by telling that important people stay in the White House and that it is toured by as many as 100,000 people every month. This evidence shows that this building is a busy place.

(ELAGSE4RI2, DOK: 2, RBT: Understand)

Level 4 ELAGSE Pre-Assessments

Unit 17 Answer Key The Great Cave Escape

Item	Answer	ELAGSE	DOK	RBT
1	C	ELAGSE4L5a	2	Analyze
2	A	ELAGSE4L5b	2	Analyze
3	C	ELAGSE4L5c	1	Apply

4. Student responses might include: Sally Ann’s smile did not literally melt people’s hearts. This sentence uses language to show that Sally Ann’s smile has the ability to make many people like her and to make people happy.

(ELAGSE4L4b, DOK: 2, RBT: Analyze)

Unit 18 Answer Key Outfitting Cowboys and Cowgirls

Item	Answer	ELAGSE	DOK	RBT
1	D	ELAGSE4RI7	2	Apply
2	A	ELAGSE4RI7	2	Apply
3	A	ELAGSE4RI7	2	Analyze

4. Student responses might include: The author likely decided to present the information in the chart because it provides a way to organize the information. The chart allows the reader to quickly locate a certain type of gear, read a description of it, and learn about its use.

(ELAGSE4RI7, DOK: 2, RBT: Analyze)

Unit 19 Answer Key Vacation Clues and Baseball Birthday

Item	Answer	ELAGSE	DOK	RBT
1	C	ELAGSE4RL6	2	Analyze
2	B	ELAGSE4RL6	2	Analyze
3	A	ELAGSE4RL6	2	Analyze

4. Student responses might include: If the first passage was written from Mom’s point of view, the reader would not know how Jaliah feels when she discovers where the family is going. If the second passage was written from either Mom’s or Julia’s point of view, the reader would know more about how Mom or Julia feel while thinking of the plan.

(ELAGSE4RL6, DOK: 2, RBT: Analyze)

Unit 20 Answer Key Too Many Red Polka Dots!

Item	Answer	ELAGSE	DOK	RBT
1	A	ELAGSE4RL1	2	Understand
2	D	ELAGSE4RL1	2	Understand
3	D	ELAGSE4RL1	2	Understand

4. Student responses might include: Mark is very excited about performing in the concert. The author tells the reader that “Mark couldn’t bear to finish the question” and “Mark was disappointed” when he realizes that he has chicken pox and will not be able to perform in the concert.

(ELAGSE4RL1, DOK: 2, RBT: Understand)