

Read the text and answer the questions.

A Medal for a Hero

- 1 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 him the prestigious Medal of Honor for his bravery while fighting in the war. This award is the highest honor given to soldiers in the military. My heart thumped uncontrollably.
- 2 “Hi!” I shouted as I ran through the door. “May I see it now?” My mom quickly gave me a squinted-eye 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 the important medal. My uncle gave me a slight grin. He then led me to a glass cabinet. This was the moment I had anticipated.
- 3 “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 I heard his story of courage.
- 4 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 visualized him protecting other soldiers. I was standing by a remarkable man, and I was holding his breathtaking Medal of Honor.
- 5 It was worth the long trip to finally 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 am even more proud that the war hero is my uncle.

ThinkUp! ELAR

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

- 2 How does paragraph 2 contribute to the theme of the text?
 - F It shows Zachary’s excitement about having a hero in his family.
 - G It explains the significance of the medal to the people who receive it.
 - H It emphasizes that the medal is awarded to people who exhibit bravery.
 - J It suggests that Zachary wants to be able to show the medal to his friends.

- 3 Which sentence from the text 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 breathtaking Medal of Honor.*

- 4 What does Zachary learn from his experience? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.8(A)	3	Understand	(c)4.J
2	F	4.8(A)	3	Understand	(c)4.J
3	D	4.8(A)	3	Understand	(c)4.J

4 Answers may vary. Student responses might include: At first, Zachary is more interested in seeing and holding the medal. But after talking with his uncle and hearing stories about what he experienced in the war, Zachary develops great respect for the man who earned the medal, and he is proud that his uncle is a hero.

(C.T. Traits: Link, Communicate, TEKS: 4.8(A), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Trophies Are for the Top

- 1 This past 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 all that interested in soccer. They had so much fun goofing off that they did not seem to mind losing all their games. When the last game ended, their coach called them together and handed out popsicles. Then, to my surprise, she handed each child a trophy!
- 2 Sam's coach is not the only well-meaning adult to encourage this harmful practice. At the conclusion of many youth sports seasons across the country, each player on every team is presented with a trophy. This practice of handing out participation trophies is one that should be eliminated.
- 3 James Harrison, a professional football player, has spoken out against participation trophies. Harrison says trophies must be earned, not just handed out. 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.
- 4 Those who support trophies for all participants claim that these objects boost confidence. They further state that trophies recognize hard work and promote future success. However, this is not actually the case. If children know they will receive a trophy no matter what, they will not put in their best effort.
- 5 When all players receive trophies, the trophies become meaningless. Trophies should be presented only to those who rise to the top.

- 1 Which sentence best states the author’s claim in the text?
- A *Sam’s coach is not the only well-meaning adult to encourage this harmful practice.*
 - B *This practice of handing out participation trophies is one that should be eliminated.*
 - C *The point of playing any sport—individual or team—is to win.*
 - D *Those who support trophies for all participants claim that these objects boost confidence.*
- 2 Why does the author most likely include the anecdote in paragraph 1?
- F To share with the reader that she has a younger brother who plays soccer
 - G To convince the reader that most participation trophies are given after soccer games
 - H To support the idea that many coaches award participation trophies to young players
 - J To show that kids appreciate getting a treat after they have played a game
- 3 Which sentence in the text presents factual information?
- A *Sam’s team was a good match for him because none of the kids were all that interested in soccer.*
 - B *James Harrison, a professional football player, has spoken out against participation trophies.*
 - C *Children understand this concept at a very young age.*
 - D *Trophies should be presented only to those who rise to the top.*
- 4 Who is the author’s intended audience for the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	4.9(E)(i)	2	Analyze	(c)4.K
2	H	4.10(G)	2	Analyze	(c)4.K
3	B	4.9(E)(ii)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The author is writing to an audience of adults who are involved with kids, such as parents, teachers, and coaches. The author expresses an opinion against presenting trophies to kids, so the author is speaking to these people and attempting to convince them that this is not a good practice.

(C.T. Traits: Examine, Link, TEKS: 4.9(E)(iii), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Vacation Clues

- 1 “Stay calm, Jaliah. Your dad and I have a mystery for you to solve,” announced my mother.
- 2 “Okay, I’m ready,” I said.
- 3 “Well, we have planned our summer vacation and have decided that our destination will be a surprise for you,” Mom replied with a knowing smile.
- 4 “What? If I don’t know where we are going, how can I pack for our trip?”
- 5 “You’ll just have to use the clues” was my mom’s answer.
- 6 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 “C” and “B” 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.
- 7 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.
- 8 “Portland, here we come!” I thought with a smile.

- 1 This story is told from which point of view?
 - A From Mom’s point of view
 - B From Jaliah’s point of view
 - C From Dad’s point of view
 - D From an outside narrator’s point of view

- 2 The voice the author uses throughout the story is best described as —
 - F playful
 - G serious
 - H amusing
 - J apologetic

- 3 What does the point of view of this story help the reader understand?
 - A Jaliah’s actions as she tries to figure out the mystery vacation
 - B Mom’s excitement about the upcoming vacation
 - C Dad’s concerns that Jaliah will not be able to figure out the clues
 - D The narrator’s description of all the characters in the story

- 4 How does the language the author uses in paragraph 6 contribute to the author’s voice? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	4.10(E)	2	Analyze	(c)4.K
2	F	4.10(F)	3	Analyze	(c)4.K
3	A	4.10(E)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The author uses words such as “discovered,” “did the trick,” “must be it,” and “wondered” to create a playful feeling with the discovery of the clues one after another. The author wants to show that solving the mystery is fun and enjoyable for Jaliah.

(C.T. Traits: Examine, Strive, TEKS: 4.10(E), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Metal Detecting

- 1 Have you ever observed someone in a field or on the beach swinging a tool back and forth over the ground? If so, you have seen a treasure-hunting hobbyist in action. People who enjoy the hobby of detecting metals can discover coins, jewelry, and artifacts. These objects are not always visible because they are covered by grass, dirt, or rocks. The hobbyists use metal detectors to search for the hidden items.
- 2 A metal detector has three important parts. The control box contains the circuitry, the switches, a speaker, batteries, and a microprocessor. The arm is a pole that connects the control box to the search coil. The search coil creates a magnetic field that senses metal objects as the operator sweeps the tool back and forth over the ground. When the search coil passes over metal objects, the control box produces a signal. That beeping signal is music to the ears of the hobbyist.

ThinkUp! ELAR

- 1 Which detail from the text supports the idea that people who use metal detectors can make money from their hobby?
- A They can find jewelry and coins made of metal.
 - B They search using a magnetic field.
 - C They listen for the beeping sound of their detectors.
 - D They need batteries to make the equipment operate properly.
- 2 A person using a metal detector knows when an object is located because the —
- F control box makes a sound
 - G control box flashes a light
 - H arm swings back and forth over the object
 - J search coil attaches to the object like a magnet
- 3 Which sentence from the text explains why treasure hunters use metal detectors?
- A *If so, you have seen a treasure-hunting hobbyist in action.*
 - B *These objects are not always visible because they are covered by grass, dirt, or rocks.*
 - C *A metal detector has three important parts.*
 - D *The control box contains the circuitry, the switches, a speaker, batteries, and a microprocessor.*
- 4 Which details in the text support the idea that people who use metal detectors enjoy finding hidden objects? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.6(G)	2	Understand	(c)4.J
2	F	4.6(G)	2	Understand	(c)4.I
3	B	4.6(G)	2	Understand	(c)4.J

4 Answers may vary. Student responses might include: The text states that people who use metal detectors often do so as a hobby. Hobbies are activities people enjoy doing in their spare time. Also, the last sentence states that when the beeping sound goes off, it's "music to the ears of the hobbyist." This means that people are excited about the possibility of discovering hidden treasures by using metal detectors.

(C.T. Traits: Examine, Link, TEKS: 4.6(G), DOK: 2, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

The Rope Swing

- 1 The Evans family had come together for a huge picnic near the Guadalupe River. Shawn and his many cousins raced to the river to swim while their parents made lunch.
- 2 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.
- 3 Kyle went first. Clinging to the tattered gray rope, he launched 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 made 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! He hasn't had a turn yet!"
- 4 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.
- 5 You can do this, Shawn told himself. Taking a deep breath, he swung out over the water and let go of the rope.
- 6 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 How does paragraph 2 contribute to the rising action?
 - A It shows how Shawn feels about his cousin Kyle.
 - B It shows why Shawn and his cousins want to go swimming.
 - C it suggests that Shawn would rather not use the rope swing.
 - D It suggests that Shawn is a responsible person.

- 2 Which event in the story provides the climax?
 - F Shawn gets ready to swing over the water.
 - G Kyle spots a rope swing high in a tree.
 - H The cousins take turns dropping into the water.
 - J Shawn swims to shore after he drops from the rope swing.

3 Read the sentence from paragraph 6.

As Shawn swam for the shore, he yelled, "That was *awesome!*"

How does this sentence contribute to the falling action?

- A By suggesting that Shawn’s cousins will tease him
 - B By showing that Shawn has lost the fear he felt earlier
 - C By explaining that Shawn will take part in other picnic activities
 - D By providing more details about why Shawn avoided the swing
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- 4 How is Shawn’s conflict resolved? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.8(C)	2	Analyze	(c)4.K
2	F	4.8(C)	2	Analyze	(c)4.K
3	B	4.8(C)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: Shawn overcomes his nerves and uses the rope swing. Shawn's thoughts in paragraphs 4 and 5 show that he is nervous, but in paragraph 5, he uses the rope swing anyway.

(C.T. Traits: Communicate, Reflect, TEKS: 4.8(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Playthings with Purpose

- 1 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.
- 2 Braille has been used to adapt some popular games. Braille is a form of written 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 dots, 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 printed with Braille letters.
- 3 Special devices have been added so that people who are blind can participate in sports. Basketballs, soccer balls, and footballs contain noise makers. 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.
- 4 Purpose and play go hand in hand with these 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.

- 1 Why did the author most likely write this text?
- A To explain how games have been adapted for people who are blind
 - B To tell a story about a blind athlete
 - C To convince people to develop more adaptations for people who are blind
 - D To provide a brief history of Braille
- 2 The organizational structure of the text allows the author to —
- F compare specific games and equipment
 - G describe how many popular games are played
 - H explain how a variety of changes to games solved a problem
 - J tell the sequence of when particular games and equipment were developed
- 3 The author included paragraph 1 most likely to —
- A provide specific examples that support the main topic
 - B introduce the author as an expert on the 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 paragraph 4 important to the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.10(A)	2	Analyze	(c)4.K
2	H	4.10(B)	3	Analyze	(c)4.K
3	D	4.10(B)	3	Analyze	(c)4.K

4 Answers may vary. Student responses might include: Paragraph 4 is important to the text because as the conclusion, it emphasizes the importance of adaptations for blind people and allows the reader to consider and predict advances that might happen in the future.

(C.T. Traits: Link, Examine, TEKS: 4.10(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Shelter

by Amy Herrington

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

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

15 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
20 and mentally record them on the
soundtrack of my life.

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

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

- 1 The poet includes a simile in lines 15 and 16 to explain that the speaker —
- A finds the outdoors to be extremely noisy
 - B thinks the bird songs blend to create beautiful music
 - C hopes the birds will be quiet before nighttime
 - D recognizes each of the sounds the birds make
- 2 The metaphor in stanza 4 emphasizes that the speaker is —
- F relaxed
 - G childish
 - H excited
 - J shy
- 3 The poet includes personification in stanza 1 to help the reader understand —
- A why the speaker enjoys the sunshine
 - B how the cabin makes the speaker think of past experiences
 - C why the speaker wants to spend time in the cabin
 - D why the speaker prefers summer to winter
- 4 What is the effect of the poet’s use of imagery in stanza 2? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	4.9(B)	2	Analyze	(c)4.K
2	F	4.9(B)	2	Analyze	(c)4.K
3	C	4.9(B)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The author uses imagery in stanza 2 to help the reader picture the setting and the speaker's connection to that setting. Words such as "familiar space" and "collected over decades" help the reader understand why the speaker has fond feelings for the cabin.

(C.T. Traits: Examine, Link, TEKS: 4.9(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Peabody Ducks

- 1 Each morning, a Duckmaster leads five mallard ducks down 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.
- 2 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.

- 1 Name:** Serena
- 2 Dates:** March 12-15
- 3 Tell us about your stay:**
- 4** I expected a fluffy bed and a warm breakfast, and that's what I had. What I didn't expect was to hear a commotion in the lobby. I walked to the fountain and what I saw were five ducks swimming. They glided, they splashed, they quacked. Soon, people started to crowd around and get in my way. Then, a man dressed regally appeared with a cane. As music blasted, I turned to a kind lady near me and asked what was happening. She explained that at exactly five o'clock, the ducks return to their hotel suite.
- 5** 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.
- 6** 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. I can hardly wait to stay again soon.

- 1 Which idea is presented in **both** texts?
- 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 texts **different**?
- F “Peabody Ducks” provides the history of the ducks, while “Hotel Comment Card” describes the experience of seeing the ducks for the first time.
 - G “Peabody Ducks” discusses the job of the Duckmaster, while “Hotel Comment Card” explains why the hotel’s visitors enjoy watching the ducks.
 - H “Peabody Ducks” tells about the ducks’ performance at the hotel, while “Hotel Comment Card” describes how the ducks behave in the fountain.
 - J “Peabody Ducks” compares several kinds of ducks, while “Hotel Comment Card” compares several people’s experiences 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 Allowing the ducks to live in the hotel is now a tradition.
 - D The ducks are entertaining to those who watch them.
4. If you were to observe the scene described in “Peabody Ducks,” would you write a comment card similar to or different from Serena’s? Use evidence from the texts to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	4.6(E)	3	Understand	(c)4.J
2	F	4.6(E)	3	Understand	(c)4.J
3	D	4.6(E)	3	Understand	(c)4.J

4 Answers may vary. Student responses should state whether their comment cards would be similar to or different from Serena's and should refer to specific ideas and details in Serena's comment card that they would agree or disagree with.

(C.T. Traits: Reflect, Link, TEKS: 4.6(E), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Fire Station Field Trip

- 1 All eyes were on Jamal as he stood next to the firefighter. The firefighter had a pile of bunker gear nearby. 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.
- 2 The next demonstration involved watching the firefighters prepare to respond to an emergency. Linda stood ready with a stopwatch to time them. When the alarm sounded, Linda started the timer and the firefighters sprang into action. Linda showed her classmates that the firefighters had dressed and climbed aboard the fire engine in just under 30 seconds.
- 3 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 evaluates the scene and guides fellow firefighters in handling the emergency. Several firefighters shared that they work 24-hour shifts and then are off duty for 48 hours. While on duty, the firefighters are responsible for maintaining their gear, preparing meals, and cleaning 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.
- 4 Suddenly, the field trip came to an abrupt end. The alarm sounded, signaling a real emergency. The students stepped back as the firefighters prepared to help those in need. As the fire engine left the fire station, the students were pleased to have met this team of men and women who work together to keep the community safe.

- 1 Which retelling of the text keeps events in a logical order?
- A A group of students is on a field trip to a fire station. The firefighters talk about their gear and duties. Then, the fire alarm sounds, and the firefighters must leave to handle the emergency.
 - B On their class field trip, the fire engine leaves the station to respond to an emergency. Two students help the firefighters with demonstrations. Firefighters explain what it means to be on duty.
 - C Some students go to a fire station for a school field trip. The field trip ends sooner than expected due to the alarm ringing. The students are able to meet many members of the firefighting team.
 - D A class meets a mechanic, fire truck driver, and captain at the fire station. A boy named Jamal gets to try on some firefighting gear. A girl named Linda uses a stopwatch to time the firefighters.
- 2 Which is the best paraphrase of the events in paragraph 1?
- F Everyone looks at Jamal who is standing near a firefighter and some gear. The firefighter explains the gear and Jamal says it is heavy.
 - G A firefighter explains some of his bunker gear while standing in front of Jamal’s class. The items include a hat, jacket, and pants.
 - H Jamal puts on a firefighter’s hat, a fireproof jacket and pants, and some straps and pouches. His classmates watch him.
 - J Jamal helps a firefighter explain his gear to the class. He puts on the heavy hat, jacket, and pants as the firefighter describes them.
- 3 Which is the best summary of paragraph 3?
- A On-duty firefighters share information with the students. They explain that they must maintain their gear, prepare meals, and clean the fire station.
 - B The students meet some different types of fire station workers. They learn about the specific duties of the fire truck driver, mechanic, firefighters, and captain.
 - C The firefighters tell the students more about life at the fire station. The fire truck driver explains that he is the one who connects the fire hose to a hydrant.
 - D The students learn firefighters may work for 24 hours and then be off duty for the next 48 hours. They talk to a mechanic who works on the fire trucks.
- 4 How might the information in paragraph 2 best be paraphrased? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.7(D)	2	Understand	(c)4.1
2	J	4.7(D)	2	Understand	(c)4.1
3	B	4.7(D)	2	Understand	(c)4.1

4 Answers may vary. Student responses might include: Linda times the firefighters while they show the students how they get ready to respond to emergencies. It takes the firefighters less than 30 seconds to put on their gear and board the truck.

(C.T. Traits: Examine, Link, TEKS: 4.7(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)

Read the text and answer the questions.

The Ancient City of Pompeii

- 1 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, it had not erupted for hundreds of years.

From Mild Mountain Rumbles to Eruption

- 2 The citizens of ancient Pompeii often felt mild tremors from earthquakes. Such earth tremors often signal volcanic activity, but nothing major ever came of the tremors in Pompeii. So, the people were not alarmed in 79 A.D. when the earth shook again. However, this time, it wasn't just harmless mild rumbles. Mount Vesuvius had violently 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 onto the city of Pompeii. The city and its citizens became completely buried under a deep blanket of ash and dust.

A Hidden City Under the Ashes

- 3 As a result, the buried city was eventually forgotten. In 1748, however, Pompeii was accidentally rediscovered. Today, much of the original city of Pompeii has been recovered from the ruins. People interested in viewing the remains of Pompeii have made the city a popular tourist attraction.

A Sleeping Mountain Again—But for How Long?

- 4 Mount Vesuvius hasn't erupted since 1944. But just because a volcano is sleeping doesn't mean it isn't dangerous. Since Mount Vesuvius is still classified as an active volcano, there's no telling 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 definitely be forewarned.

- 1 Based on the title and subheadings, the reader can predict that the author will —
 - A provide an opinion about the importance of the city of Pompeii
 - B tell about a dramatic occurrence involving a landform near Pompeii
 - C describe exciting things to do when visiting Pompeii
 - D present facts about Pompeii that are well-known

- 2 Based on the subheading and organizational structure of paragraph 2, the reader can determine that this section will likely explain —
 - F how one event leads to another
 - G the way a problem can easily be resolved
 - H how one object is similar to and different from another
 - J the advantages and disadvantages of an event

3 Read this fact from paragraph 2.

The citizens of ancient Pompeii often felt mild tremors from earthquakes. Such earth tremors often signal volcanic activity, but nothing major ever came of the tremors in Pompeii.

After reading this fact, what information might the reader expect the author to present?

- A The reason that Pompeii became a hidden city
 - B A comparison between earthquakes and volcanoes
 - C The connection between Pompeii, earthquakes, and volcanic activity
 - D An explanation of why Pompeii was a popular city for its citizens
-
- 4 What is one prediction that can be made from the information in the last paragraph? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	4.6(C)	2	Analyze	(c)4.
2	F	4.6(C)	2	Analyze	(c)4.K
3	C	4.6(C)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: One prediction that can be made is that Vesuvius has the potential to erupt again, and if it does, it could have devastating effects for anyone and anything in the surrounding area.

(C.T. Traits: Inquire, Strive, TEKS: 4.6(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Adaptations for the Arctic

- 1 Animals have developed some amazing adaptations to help them survive the harsh winters above the Arctic Circle. Birds in this area fly to warmer places when the temperature drops. Bears stay warm by hibernating 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 extreme cold.
- 2 Water in the Arctic Ocean gets so cold that it can make 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.
- 3 A type of wood frog that lives in Alaska and Canada has made 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 it stops moving and breathing. The frog can stay frozen for months and then thaw with no damage done.
- 4 Most animals cannot survive in below-zero temperatures. However, arctic fish and wood frogs are fascinating examples of animals that have adapted to extremes.

ThinkUp! ELAR

- 1 Which statement best describes the structure of paragraph 1?
 - A The author retells events in the order they happened.
 - B The author explains steps in a process.
 - C The author states an idea and provides examples.
 - D The author uses details to describe a familiar setting.

- 2 Which statement expresses the central idea of the text?
 - F The winters above the Arctic Circle tend to be extremely harsh.
 - G Animals deal with extreme cold by either hibernating or freezing their bodies.
 - H The bodies of arctic fish and wood frogs are more similar than they appear.
 - J Some animals have developed unusual ways of handling extreme cold.

- 3 The author mainly organizes the text by —
 - A comparing adaptations that help animals survive the cold
 - B explaining how animals know when to begin hibernating
 - C showing how some animal adaptations developed over time
 - D describing a problem faced by animals in the Arctic Ocean

- 4 What information in the text shows that the adaptations of arctic fish and the wood frog were necessary? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.9(D)(iii)	2	Analyze	(c)4.K
2	J	4.9(D)(i)	2	Understand	(c)4.J
3	A	4.9(D)(iii)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The text says that few animals can survive Arctic winters (“Water in the Arctic Ocean gets so cold that it can make ice form inside the cells of animals.”) or Arctic Ocean temperatures (“Most animals cannot survive in below-zero temperatures.”), so the arctic fish and the wood frog had to adapt to survive.

(C.T. Traits: Examine, Link, TEKS: 4.9(D)(i), DOK: 2, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Too Many Red Polka Dots!

- 1 Mark and his classmates were excited about the “Let Freedom Ring” concert they were 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. They practiced daily to memorize the words and movements to their song.
- 2 “Students, our musical 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 dress rehearsal. Suddenly, Mark’s neck and arms began to itch, and he felt very tired. He sat down on the stage.
- 3 “Mark, what’s wrong?” his teacher asked. Before he could answer, she exclaimed, “Oh, my!” as she pointed to his arms.
- 4 Mark looked down and found his arms covered with bright red dots. “My brother just had the chicken pox. Do you think I . . .”
- 5 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 confirmed the diagnosis, Mark was upset. He was looking forward to performing in the school musical, but now he had more red spots on his skin than on his costume!
- 6 Soon, his mom came to the school to get him. As he walked away, Mrs. Juarez promised to make a recording of the performance for him.

- 1 The author wrote this text most likely to —
 - A show that occasional disappointments are a part of life
 - B remind people not to spread germs when they are sick
 - C suggest that not everyone is good at performing
 - D emphasize that putting on a show is a lot of work

- 2 Paragraph 2 is important to the text because it introduces —
 - F a new character
 - G the problem
 - H dialogue between characters
 - J background information

- 3 The purpose of paragraph 1 is to help the reader understand that Mark —
 - A may not be well enough to take part in the musical
 - B does not know the reason his class will perform the musical
 - C helped his class decide what to wear for the musical
 - D has been working hard getting ready for the musical

- 4 How do paragraphs 4 through 6 help communicate the author’s message in the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.10(A)	2	Analyze	(c)4.K
2	G	4.10(B)	3	Analyze	(c)4.K
3	D	4.10(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author's message is that sometimes things do not turn out the way we expect. Paragraphs 5 and 6 show that Mark feels upset about missing his school performance after he discovers that he has chicken pox.

(C.T. Traits: Examine, Link, TEKS: 4.10(A), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Advertisements and Food Labels

- 1 Advertisements are meant to tempt consumers to buy a company's 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 makers of the ads know that these strategies are likely to make people want their products.
- 2 Ads sometimes mislead consumers. Many ads promise that food products promote good health. Some ads promise the products are low in fat or high in fiber. However, consumers should read the facts to know accurate information about the products.
- 3 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 must also tell about the calories, fat, and other nutrients in the products. They can help a consumer decide whether an advertisement's claims are reliable. With a little effort, consumers can learn which products are truly good for their health.

1 Read the dictionary entry for the word promote.

promote /prə-‘mōt/ *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 paragraph 2?

- A Definition 1
 - B Definition 2
 - C Definition 3
 - D Definition 4
- 2 Which phrase from paragraph 1 best helps the reader understand what the word tempt means?

- F music or bright colors
- G inside the packages
- H feature celebrities
- J make people want

3 In paragraph 3, the root of the word reliable helps the reader know that this word means something that should be —

- A trusted
- B feared
- C changed
- D counted

4 In paragraph 2, how does knowing the meaning of the prefix *mis-* help the reader understand what mislead means? Use evidence from the text to support your

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.3(A)	1	Apply	(c)4.F
2	J	4.3(B)	2	Apply	(c)4.F
3	A	4.3(C)	1	Apply	(c)4.F

4. Answers may vary. Student responses might include: Mis– means “not” or “wrong.” This helps the reader know mislead likely means “to lead in the wrong direction” or “to give wrong information.” This is supported by the information in paragraph 2 that suggests that people should read the facts.

(C.T. Traits: Adapt, Link, TEKS: 4.3(C), DOK: 1, RBT: Apply, ELPS: (c)4.F)

Read the text and answer the questions.

To Get a Rabbit

Characters

TONY, a 9-year-old boy

MARIA, his 12-year-old sister

LOUISE, a 9-year-old neighbor

SCENE 1

1 *[A hot summer day. Maria is in her room, packing a duffle bag. Tony sits on her bed.]*

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

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

4 **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.

5 **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 2

6 *[Two days later. Tony sits in the grass in his front yard, next to Floppy, who is in a large cage.]*

7 **TONY:** Want to come out, Floppy? It's a nice day. *[He lets out the rabbit.]*

8 *[Louise approaches carrying an apple.]*

9 **LOUISE:** *[Shouting and running toward Tony.]* Hi!

10 *[The noise startles Floppy, who runs under Tony's house.]*

11 **TONY:** You scared Floppy! He ran under the house! *[He drops to his knees to look under the house.]*

12 **LOUISE:** Animals love music. I'll get my violin!

13 **TONY:** That won't help!

14 *[Louise shrugs. She takes a bite from her apple.]*

15 **TONY:** Hey! Give me that apple.

16 *[Tony takes a big bite out of the apple. He holds it just out of Floppy's reach. Floppy hops into his arms.]*

17 **TONY:** Louise, you just saved the day!

- 1 The character tags throughout the drama help the reader know —
 - A who is speaking each line
 - B where the scene is taking place
 - C how an actor should perform each line
 - D what the scene is likely to be about

- 2 In paragraphs 10 and 16, the author uses stage directions to —
 - F show that Louise and Tony are friends
 - G explain what Floppy does
 - H express Tony’s worry over Floppy
 - J suggest that Louise likes apples

- 3 Why is the dialogue in Scene 1 important to the drama?
 - A It emphasizes that Tony and Maria like spending time together.
 - B It reveals that Tony thinks Floppy is lazy.
 - C It explains why Tony is not interested in going to camp.
 - D It shows that Maria is trusting Tony to take care of her pet.

- 4 Why does the author structure the drama using two scenes? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.9(C)	2	Analyze	(c)4.K
2	G	4.9(C)	2	Analyze	(c)4.K
3	D	4.9(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author divides the action into two scenes because the events happen at different times and in two different places. Scene 1 is set in Maria's room on the first day, and Scene 2 is set in Tony's yard two days later.

(C.T. Traits: Examine, Link, TEKS: 4.9(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

The White House through the Ages

- 1 Do you wonder what makes the White House an amazing place? This presidential home hosts hundreds of world leaders and famous people each year. Up to 100,000 people visit Washington, DC, to tour this building each month. It is the only private home of a head of state that is open to the public and free to visitors.
- 2 Construction began on the White House in 1792. President George Washington guided the construction 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.
- 3 The White House has survived two fires. One was set by the British during the War of 1812. After this fire, 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 are the original walls of the White House.
- 4 Throughout its existence, 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.
- 5 For hundreds of years, the White House has been a proud emblem of the presidency, the government, and the citizens of the United States.

ThinkUp! ELAR

- 1 Which is the best summary of the text?
- A The White House hosts presidents, world leaders, and famous people each year. It is also toured by many visitors.
 - B The White House is a private home, but it still can be toured. It has survived fires and changes such as electric lights.
 - C The White House has changed a lot since it was first built. At one time, it was known as the President's Palace.
 - D The White House is an important symbol of the United States. Since 1800, it has been the home of US Presidents.
- 2 Which paraphrase of paragraph 3 best maintains a logical order?
- F In 1812, the British set fire to the White House. It was later repaired and painted white. In 1929, an accidental fire occurred. Harry S. Truman changed the inside of the house, but the outside walls stayed the same.
 - G Fires happened in the White House in 1812 and in 1929. The British caused one of the fires. The White House was given a coat of white paint. It was also remodeled during the presidency of Harry S. Truman.
 - H The outside walls of the White House are the original walls. During the War of 1812, the British set the White House on fire. It was later given a coat of white paint. Harry S. Truman remodeled the inside of the house.
 - J The White House was not painted white until after 1812. The British set it on fire in 1812. Another fire happened in 1929. As a result the inside of the White House was completely changed by Harry S. Truman.
- 3 Which is the best summary of paragraph 2?
- A George Washington helped build the White House. For many years, it did not have running water, heat, or electric lights, but they were added later.
 - B In 1800, John Adams and his wife Abigail moved into the White House. President George Washington started work on the White House in 1792.
 - C The White House was built in 1792. John Adams was the first president to live there. Over the years, updates like running water and electricity were added.
 - D Some years are important in the history of the White House. In 1800, the first president moved into the White House. Running water, heat, and electricity were added in 1835 and in 1891.
- 4 How might you paraphrase the information in paragraphs 4 and 5? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	4.7(D)	2	Understand	(c)4.1
2	F	4.7(D)	2	Understand	(c)4.1
3	C	4.7(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: President Theodore Roosevelt named the White House in 1901. Before that, it had other names. The American people are proud of the White House and all it stands for.

(C.T. Traits: Examine, Link, TEKS: 4.7(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)

Read the text and answer the questions.

The Big Catch

- 1 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.”
- 2 “I’ve never been fishing,” Hunter said. “Me either,” Brandon added. Li was surprised. A plan formed in his mind.
- 3 A week later, the three boys woke up 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 down the overgrown path that led to the lake. The water looked beautiful in the early morning light.
- 4 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 rod.
- 5 “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 deserted on the gray sand.
- 6 As Li continued to reel, Hunter held on to the pole. Brandon stood ready with the net. They pulled to free the snagged line. Splashes of water confirmed their suspicions of a
- 7 monster-sized fish. Working together, they jerked the line free. Brandon used the net to scoop Li’s catch out of the water.
- 8 Li reached into the net and retrieved an old rubber boot. From the inside of the boot peered a tiny fish.
- 9 “Well, guys,” Li remarked, “my catch was certainly not what we wanted. But fishing buddies like you are real keepers.”

- 1 How does the setting in paragraph 1 affect the story?
- A It shows the closeness between Li and his dad.
 - B It explains why the boys will fail to catch fish.
 - C It gives Li the idea of taking his friends fishing.
 - D It shows that the boys enjoy going on field trips.
- 2 The details about the setting in paragraph 3 help the reader understand that the boys —
- F are excited to go fishing
 - G can tell that it will be a hot day
 - H do not like to wake up early
 - J may decide to go swimming as well
- 3 Which sentence in the text best helps the reader picture the lake setting?
- A *He fought to hold on to the rod.*
 - B *Brandon grabbed an old fishing net that lay deserted on the gray sand.*
 - C *Splashes of water confirmed their suspicions of a monster-sized fish.*
 - D *Li reached into the net and retrieved an old rubber boot.*
- 4 How does the setting in paragraphs 3 through 8 affect the events of the story? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.8(D)	2	Analyze	(c)4.K
2	F	4.8(D)	2	Analyze	(c)4.K
3	B	4.8(D)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The lake setting makes it possible for the boys to fish and for Li to get his hook in an old boot.

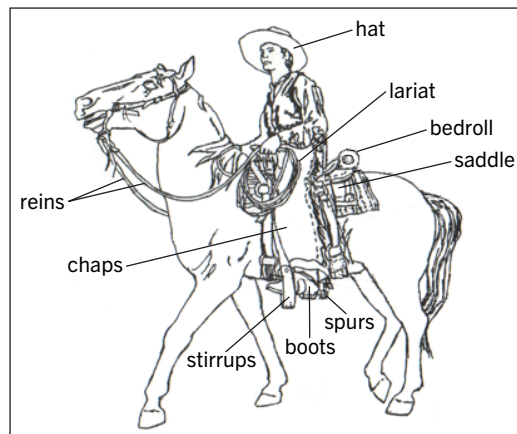
(C.T. Traits: Reflect, Communicate, TEKS: 4.8(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Outfitting Cowboys and Cowgirls

- 1 Cowboys and cowgirls take care of cattle on ranches and on cattle drives. They usually ride on horseback. The hard work of herding cattle requires special gear.
- 2 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. Some pieces of gear (like a **bedroll**) allow a cowboy or cowgirl to sleep on the range. Other pieces (like a **saddle**) are needed to 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 secure cows
bedroll	a coiled blanket, used by cowboys and cowgirls when they are sleeping
saddle	a leather structure 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 foot gear, 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 In paragraph 2, the author uses bold text to —
 - A show the order in which a cowboy or cowgirl puts on the gear
 - B highlight terms that are unfamiliar to the reader
 - C call the reader’s attention to items defined in the table
 - D identify the main topic of the paragraph

- 2 What does the diagram of the cowboy help the reader understand?
 - F What tasks cowboys are expected to do
 - G What cowboys like about their jobs
 - H How a cowboy’s horse helps him work
 - J How a cowboy’s gear keeps him safe

- 3 What is the purpose of the table?
 - 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 point out some differences between the gear of cowboys and the gear of cowgirls
 - D To show that cowboys and cowgirls cannot work without a complete set of gear

- 4 What is the most likely reason the author chose to present information in a table? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.10(C)	2	Analyze	(c)4.K
2	J	4.9(D)(ii)	2	Apply	(c)4.
3	A	4.10(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author had many terms to define, and the table format makes it easy for the reader to quickly find information about a certain piece of gear. For example, to know more about bedrolls, the reader can skip directly to that part of the table.

(C.T. Traits: Examine, Link, TEKS: 4.10(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

The Great Cave Escape

- 1 Sally Ann Thunder Ann Whirlwind was the bravest, strongest, fastest girl in all of Tennessee. But even though she was tough as nails, she was also sweet as honey. She had a smile that melted hearts from one end of the state to the other.
- 2 One day, Sally Ann decided she wanted to see more of the world. After saying goodbye to her family, she set off for the frontier. The first winter was icy cold, and Sally Ann searched high and low for a place to warm her bones.
- 3 Soon, she came upon a cozy cave with several hibernating bears all curled up together. The sweet music of their snores rang out against the cave's rocky walls. Sally Ann nuzzled up against the warm fur of the largest bear and fell fast asleep.
- 4 For weeks, Sally Ann stayed toasty warm hibernating with the bears. But then the bears began to wake from their slumber. Sally Ann was jolted awake by growling.
- 5 The biggest bear stood up on his hind legs when he saw Sally Ann. Having a stranger in his cave made him crankier than a cramped cuckoo. He growled his biggest growl and bared his sharp teeth.
- 6 Sally Ann wasn't scared. She looked at the ferocious beast and smiled her biggest, prettiest smile. The bear was so surprised to see Sally Ann smiling up at him that he fainted and collapsed. Sally Ann Thunder Ann Whirlwind simply chuckled happily and ran out of the cave.

- 1 Which word does the author use in paragraph 4 to suggest sudden movement?
 - A *began*
 - B *wake*
 - C *jolted*
 - D *growling*

- 2 The author includes alliteration in paragraph 5 to highlight —
 - F how big and strong the bear is
 - G how angry the bear feels
 - H how deeply Sally Ann sleeps
 - J how uncomfortable the cave is

- 3 What is the imagery in paragraph 3 meant to help the reader understand?
 - A Sally Ann loves animals.
 - B Sally Ann is too big to fit in the cave.
 - C Sally Ann does not hear well.
 - D Sally Ann thinks the cave is a good place to rest.

- 4 Why does the author include the figurative phrase “She had a smile that melted hearts” in paragraph 1? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	4.10(D)	2	Apply	(c)4.F
2	G	4.10(D)	2	Analyze	(c)4.K
3	D	4.10(D)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The figurative language helps the reader understand a quality that describes Sally Ann well and makes her stand out among others. Her charming quality helps her later in paragraph 6 when her smile saves her from the bear.

(C.T. Traits: Strive, Adapt, TEKS: 4.10(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Neighborhood Baseball

- 1 Michael was fascinated by baseball. So it was no surprise that he wanted to put together a baseball game the moment he and his family moved into the new neighborhood.
- 2 Right off the bat, the neighborhood boys objected. One guy, Anthony, immediately spoke up, “Sorry. We’re basketball fans.”
- 3 Michael walked away, discouraged.
- 4 That night, Mom asked Michael what was wrong. He told her, “I wanted to make friends and create an all-star team. Instead, I got thrown a curveball.”
- 5 Mom laughed. She said, “Maybe you can find a way to show the boys what you love about baseball.”
- 6 Soon, a plan formed in his head. He asked his family to help him carry it out.
- 7 That weekend, Michael invited the boys to his backyard. Awaiting them was a makeshift concession stand he and Mom had created with hot dogs, popcorn, and lemonade—no charge! Michael had plenty of old gloves and bats for everyone. Dad was the umpire and soon called, “Play ball!” Michael’s sister cheered, holding up a sign she had made that read “Swing for the fences!”
- 8 The game went on and on. By the time the sun went down, Michael had made many new friends. To him, the day felt like a home run!

ThinkUp! ELAR

- 1 How do Anthony’s words in paragraph 2 affect Michael?
 - A They show him that making friends may be harder than he hoped.
 - B They encourage him to look for other kids to be friends with.
 - C They cause him to wonder if he should learn to play basketball.
 - D They make him think that the boys are playing a joke on him.

- 2 The actions of Michael’s family in paragraph 7 show that they —
 - F like baseball more than Michael does
 - G worry that Michael’s plan will fail
 - H think Michael is a talented baseball player
 - J are eager to support Michael

- 3 How does Michael change in the story?
 - A He accepts that making new friends can take a long time.
 - B He decides to put effort into getting what he wants.
 - C He becomes willing to learn a new sport.
 - D He realizes how much fun his family can be.

- 4 How does Michael’s talk with Mom affect the plot of the story? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	4.8(B)	2	Analyze	(c)4.K
2	J	4.8(B)	2	Analyze	(c)4.K
3	B	4.8(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The talk with Mom inspires Michael to develop a solution to his problem. After encouragement from his mom, Michael has the idea to invite the boys to play baseball in his backyard.

(C.T. Traits: Reflect, Communicate, TEKS: 4.8(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Watch the Skin!

- 1 Skin cancer is the most common form of cancer. Doctors diagnose more than one million cases each year.
- 2 People are at risk of getting skin cancer if they have too much contact with ultraviolet radiation. Blistering sunburns, either from tanning beds or from the sun, can cause this disease. The effects may appear after the age of 50, even though the danger begins earlier. People often make choices to expose themselves to ultraviolet rays for long periods of time. More than one million Americans use tanning beds every day. Some people play sports in the sun, work outside, or sunbathe to make their skin appear darker. For long-term protection against skin cancer, everyone should avoid prolonged exposure to ultraviolet rays.
- 3 Skin cancer has warning signs. Most often, the affected skin begins to have a different appearance. It may be a mole that gradually changes color. Sometimes, it is a new spot that grows on the skin. At other times, it is a sore that will not heal. People of all ages should inspect their skin often to notice any changes. Doctors should examine these changes in the appearance of skin.
- 4 The best defense against skin cancer is practicing preventive actions. It is best to enjoy the sun for short periods of time. When people are in the sun, they should wear long-sleeved clothing and apply sunscreen often. Doctors recommend that people not use tanning beds. Following these guidelines will help reduce the chances of getting skin cancer.

- 1 Which inference can the reader make based on information in paragraph 4?
 - A Seeing a doctor regularly may help prevent skin cancer.
 - B People should do their best to avoid spending time in the sun.
 - C Knowing the signs of a disease can help a person prevent it.
 - D There are many things that people can do to guard against skin cancer.

- 2 Which sentence in the text best supports the idea that it is difficult for skin to heal completely once it has been damaged?
 - F *People are at risk of getting skin cancer if they have too much contact with ultraviolet radiation.*
 - G *The effects may appear after the age of 50, even though the danger begins earlier.*
 - H *Sometimes, it is a new spot that grows on the skin.*
 - J *People of all ages should inspect their skin often to notice any changes.*

3 Read these sentences from paragraph 2.

People often make choices to expose themselves to ultraviolet rays for long periods of time.

For long-term protection against skin cancer, everyone should avoid prolonged exposure to ultraviolet rays.

- Which idea do these sentences support?
- A Ultraviolet rays from the sun are nearly impossible to avoid.
 - B Most people know very little about the causes of skin cancer.
 - C People should realize that their choices affect their health.
 - D The long-term dangers of ultraviolet rays are not yet known.
-
- 4 What is the author’s attitude about being in the sun to get a suntan? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	4.6(F)	2	Understand	(c)4.J
2	G	4.6(F)	3	Understand	(c)4.J
3	C	4.6(H)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The author thinks it is bad to tan because it can cause sunburns, which can lead to skin cancer. In paragraph 2, the author says the sun and tanning beds have harmful ultraviolet rays. In paragraph 4, the author says that people should wear sunscreen and avoid tanning beds.

(C.T. Traits: Examine, Inquire, Reflect, Strive, TEKS: 4.6(F), 4.6(H), DOK: 2, RBT: Understand/ Analyze, ELPS: (c)4.J, (c)4.K)

