

Read the text and answer the questions.

## Froggy Tales

*an Aesop fable*

- 1 “Mother!” Jumpy, the smallest froglet, exclaimed as he and his siblings hopped into their woodland home. “We had quite an unsettling adventure at the brook today!” The other froglets nodded their heads in enthusiastic agreement.
- 2 Mother Frog laughed at her children, “Yes, my happy little froglets, tell me all about the excitement you had today.”
- 3 Jumpy began, “We were splashing in the sun-warmed water when suddenly, the sky turned dark. We thought a cloud had covered the sun, but when we looked up, there was a monstrous beast trampling through the reeds at the edge of the brook. He had four strong legs, huge hooves, and scary horns on his head! We were absolutely terrified, Mother!”
- 4 Mother Frog smiled at her silly froglets and explained, “That wasn’t a scary beast, my little froglets. That was only Farmer Tilly’s gentle ox looking for playmates. He, too, enjoys splashing in the water in the warm summer sun.”
- 5 The froglets were surprised by their mother’s explanation but were extremely relieved that they had not been in any danger. More than anything, they were happy to learn they would have a new playmate.
- 6 Puffing herself out, Mother Frog decided to tease her froglets, “Surely, I am much bigger than the beast!”
- 7 The froglets shook their heads in unison and insisted that the beast was much, much bigger.
- 8 Not wanting to be outdone by an unassuming farm animal, she puffed herself out even more. Then, Mother Frog questioned, “Certainly, he could not have been bigger than I am now!”
- 9 Again, the froglets claimed that the beast was much, much bigger. With one more gigantic puff, Mother Frog puffed bigger for the very last time. And that was the end of her.

- 1 Which summary keeps the events of the text in logical order?
- A While at the brook, the froglets encounter a scary beast. Mother Frog explains that the beast is a harmless ox. Mother Frog then teases the froglets by puffing herself up. She puffs up so big that she bursts.
  - B The froglets talk about their adventures. Their words make Mother Frog puff herself up. She keeps asking if she bigger than the beast her froglets saw. The beast turns out to have been an ox.
  - C The froglets go to the brook to play. A beast with horns and hooves comes while they are there. Mother Frog tells them not to worry because it is just an ox. To look as big as the ox, she puffs herself up.
  - D Mother Frog tells her froglets they saw a farm ox. She insists that she is much bigger than a farm animal. She asks about their adventures at the brook, and Jumpy tells her. She bursts when she puffs herself up.
- 2 Which summary best maintains the meaning of paragraphs 6 through 9?
- F The froglets describe a big beast to Mother Frog. In order to understand how big it was, she puffs herself up, but she finds she is unable to stop puffing.
  - G Mother Frog impatiently questions the froglets about the beast they saw. She teases them about the beast and harshly punishes them.
  - H Mother Frog puffs herself up and jokingly asks the froglets if she is bigger than the beast. Each time they say no, so she puffs up bigger until she bursts.
  - J Mother Frog’s pride makes her want to look bigger than the beast the froglets saw. In her determination to look bigger, she keeps puffing until she bursts.
- 3 Which detail from paragraph 3 would be most important to include in a summary of the paragraph?
- A The water the froglets played in was warm from the sun.
  - B The froglets believed a cloud had covered the sun.
  - C The beast the froglets saw at the edge of the brook had four legs.
  - D The froglets were very frightened by the way the beast looked.
- 4 How could paragraphs 4 and 5 best be paraphrased? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.6(D)	2	Understand	(c)4.1
2	H	6.6(D)	2	Understand	(c)4.1
3	D	6.6(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: Mother Frog reassures the froglets that the beast is just the farmer's friendly ox. The froglets feel relieved and look forward to playing with the ox in the future.  
*(C.T. Traits: Examine, Link, TEKS: 6.6(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)*



Read the text and answer the questions.

## The Leading Stone

- 1 Ancient seamen learned to float a sliver of magnetite in a cup of water as an early compass. Because the Earth is magnetic, the sliver of magnetite aligned itself to the north and south poles of Earth. Magnetite came to be known as the leading stone, or lodestone, because it pointed sailors in the way they should travel.
- 2 The Chinese extended this discovery. They invented a mariner's compass using lodestone more than 4,000 years ago. Ancient people knew about magnets, but they did not understand how magnets could be used.
- 3 Today, magnets are used in countless household objects, from televisions to telephones. Magnets are also used to sweep, separate, and sort items in various industries. Medical uses of magnets are increasing, as well. Magnetic Resonance Imaging (MRI) is diagnostic equipment used to obtain images of the inside of the body. The use of magnet therapy for pain relief is a popular trend among celebrity athletes. The Maglev train, a passenger train that levitates above its rails with the use of high-powered magnets, is expected to improve the future of transportation. These trains are already in use in China, South Korea, and Japan. If a train like this is built across the United States, people could travel via rail from New York to Los Angeles in just 7 hours!
- 4 Magnets have been leading the way for thousands of years. Where will magnets lead us tomorrow?

*ThinkUp! ELAR*

- 1 How does paragraph 3 help the author develop the controlling idea in the text?
  - A By showing that scientists are likely to find new uses for magnets
  - B By mentioning that magnets have become important in the medical field
  - C By looking at various advances made possible by magnets
  - D By suggesting that magnets are primarily used in factories
  
- 2 The organizational pattern of the text helps the reader understand —
  - F how magnets turned out to be the answer to a puzzling medical problem
  - G how people have discovered many distinct uses for magnets over time
  - H the science behind the compass and the steps involved in using one
  - J the differences between magnets used for medicine and magnets used for transportation
  
- 3 Which sentence in the text best supports the idea that magnets are a part of most people’s everyday lives?
  - A *They invented a mariner’s compass using lodestone more than 4,000 years ago.*
  - B *Today, magnets are used in countless household objects, from televisions to telephones.*
  - C *The use of magnet therapy for pain relief is a popular trend among celebrity athletes.*
  - D *The Maglev train, a passenger train that levitates above its rails with the use of high-powered magnets, is expected to improve the future of transportation.*
  
- 4 What supporting evidence does the text provide for the idea that ancient people recognized the usefulness of magnets? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.8(D)(i)	2	Understand	(c)4.I
2	G	6.8(D)(iii)	2	Analyze	(c)4.K
3	B	6.8(D)(i)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: In ancient times, sailors used magnets to help them navigate. Paragraph 1 describes a very simple compass that ancient sailors used, and paragraph 2 tells how the ancient Chinese expanded on this concept to invent the mariner's compass.

*(C.T. Traits: Examine, Link, TEKS: 6.8(D)(i), DOK: 3, RBT: Understand, ELPS: (c)4.J)*





Read the text and answer the questions.

## The Gathering of Fire

- 1 Earth was once dark and cold for the Cherokee, known as the Animal People. The Thunder gods were the only beings that possessed fire. One day, the gods sent Lightning to Earth to put fire in a sycamore tree on an island.
- 2 The Animal People saw smoke rising from the sycamore and determined to retrieve the fire. Because the island was surrounded by treacherous waters, the Animal People held a council to devise a plan. The wisest animals were the first to volunteer.
- 3 The beautiful white Raven began the journey. She reached the sycamore tree and landed in its branches but was scorched by the smoke rising from the tree. Raven returned home defeated, wearing feathers of black to this day.
- 4 Other animals traversed the waters but were unable to collect the fire. When Hooting Owl attempted, he was forever left with white rings around his eyes from the windswept ashes of the fire. Water Snake, twisted by the fire, retreated, never again to slither in a straight path.
- 5 Finally, amid scoffing from the council, Water Spider promised to gather the fire. Spinning a thread, she wove it into a small bowl and attached it to her back. She swam beneath the turbulent waters to attempt a feat none other had achieved. After reaching the fiery tree, Water Spider placed a single coal in the spun bowl on her back. Then, she skimmed the waters to the mainland and presented the gift to the other animals.
- 6 To this day, as she is seen among the waters, the Water Spider displays a perfectly woven bowl as a reminder of her deed. Her efforts taught her fellow Animal People about bravery. Her story lives on to inspire listeners to assist others in times of need.

## Fire over Water

*by Brooklyn Rocha*

Dark and cold, Earth yearns for Fire.  
The Cherokee nation holds only that desire.

With Thunder's Fire, the people might have light,  
Security, protection through the long, dark night.

- 5 With Thunder's Fire, the people might have warmth,  
Cheery flames to heal hearts then and henceforth.

Welcomed smoke from Sycamore is seen o'er stormy water.  
Council meets to form a plan. Wisdom, yes, they seek Her.

- 10 Raven, first, volunteers with wings of snowy white power.  
She reaches Fire returning when scorched from the encounter.

Her lovely wings, now black as coal, barely make the journey.  
Fire is not secured that day, but the effort is worthy.

Hooting Owl retreats likewise, eyes ringed in ashes of white.  
Water Snake returns as well, body twisted from the fight.

- 15 Fire seems to be taunting from over the treacherous water.  
Finally, a faint voice is heard, addressing the council with honor.

Water Spider, brave and wise, begins spinning a silvery thread.  
She weaves a miniscule bowl, knowing the path she must tread.

- 20 Diving into the turbulent water, Spider reaches the fiery tree.  
That she'd pluck out an ember, flaming and hot, no one could foresee.

She carefully places it inside the bowl balanced upon her small back.  
And swims, swift and sure, across the ocean to offer the gift from her pack.

Fire not only lights the paths of Spider's animal friends that day,  
It warms their hearts and rekindles hope as only selfless acts may.

- 25 The bowl on her back, plain to all as she swims over river and sea,  
To remind all of the feat she accomplishes to help the Cherokee.

- 1 Which theme is found in **both** texts?
- A Judging others on their appearance can lead to trouble.
  - B Working together is the best way to accomplish a difficult task.
  - C Cleverness matters more than size or strength.
  - D Sometimes it is wisest to accept one’s situation.
- 2 In **both** texts, the theme is mainly conveyed through —
- F figurative language
  - G the actions of the characters
  - H a description of the setting
  - J humorous comments
- 3 Which sentence from the story best supports the theme that sometimes a fresh approach is the key to solving a tough problem?
- A *One day, the gods sent Lightning to Earth to place fire in a sycamore tree on an island.*
  - B *The Animal People saw smoke rising from the sycamore and determined to retrieve the fire.*
  - C *Raven returned home defeated, wearing feathers of black to this day.*
  - D *Spinning a thread, she wove it into a small bowl and attached it to her back.*
- 4 How does the poem support the theme that people should do all they can to help others? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.7(A)	3	Understand	(c)4.J
2	G	6.7(A)	2	Analyze	(c)4.K
3	D	6.7(A)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The poem praises Spider for helping the Cherokee get fire. In Stanza 9, she is described as “brave and wise.” The line “It warms their hearts and rekindles hope as only selfless acts may” in Stanza 12 shows the poet believes that helping others is important.

*(C.T. Traits: Communicate, Link, TEKS: 6.7(A), DOK: 3, RBT: Understand, ELPS: (c)4.J)*



Read the text and answer the questions.

## Lion Lights

- 1 As a young boy, Richard Turere of Kenya was expected to care for his family's cows. Unfortunately, Turere faced a challenge: lions were preying on his family's livelihood.

### An Idea Dawns

- 2 Turere's home bordered the unfenced edges of the Nairobi National Park. At night, lions roamed freely and sometimes attacked cattle. Some warriors in Turere's community killed the lions to protect their cattle.
- 3 Because Turere respected the lions as a gift of nature, he was determined to find a more peaceful way to protect his family's cattle. He studied the situation and hypothesized that lions are afraid of lights. One night he placed kerosene lamps and scarecrows around the perimeter of the farm. Unfortunately, his plan failed.

### Trying Again

- 4 Eventually, Turere realized that the lions are afraid of blinking lights. Turere devised a system and sketched a plan to create a boundary of flickering lights that would encircle the family's property. He built the system using a turn signal indicator from an old motorcycle, some LED bulbs, a car battery, and a solar panel. He set up the system around his family's cowshed. The results were immediate and successful.
- 5 Word of Turere's invention spread to neighboring farms. Within a few months, 75 farmers had installed a similar lighting configuration on their properties.
- 6 Thanks to Turere's efforts, the farming community and the wildlife community are moving closer to living in peace.

*ThinkUp! ELAR*

- 1 Based on subheadings, what can the reader predict about the content in the section “An Idea Dawns”?
  - A It describes an attempt made by Turere to save the cattle.
  - B It gives more information about the nighttime activities of lions.
  - C It explains the importance of cattle to families like Turere’s.
  - D It compares different attitudes people in Kenya have toward lions.
  
- 2 Based on the structure of paragraph 1, which information will most likely be discussed in the text?
  - F Why Turere’s family chose him for the task of watching the cows
  - G Which tasks Turere had to do each day when caring for the cows
  - H How Turere solved the problem of the cows being threatened
  - J How Turere became better at caring for the cows over time
  
- 3 Which fact helps the reader predict how Turere accomplished his goal?
  - A *Because Turere respected the lions as a gift of nature, he was determined to find a more peaceful way to protect his family’s cattle.*
  - B *One night he placed kerosene lamps and scarecrows around the perimeter of the farm.*
  - C *Eventually, Turere realized that the lions are afraid of blinking lights.*
  - D *Word of Turere’s invention spread to neighboring farms.*
  
- 4 What can the reader predict based on the last paragraph of the text? Use evidence from the text to support your answer.  
  
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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.5(C)	2	Apply	(c)4.I
2	H	6.5(C)	2	Analyze	(c)4.K
3	C	6.5(C)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The reader can predict that in the future, more farmers will start using Turere's invention instead of killing the lions, which will be good for both the cattle and the lions.

*(C.T. Traits: Strive, Inquire, TEKS: 6.5(C), DOK: 2, RBT: Understand, ELPS: (c)4.I)*



Read the text and answer the questions.

## Hiking Treasures

- 1 Jamal's eyes burned as beads of sweat poured down his forehead. The sun blazing in the cloudless sky was a golden orb baking the Earth—and everything on it—like a giant oven.
- 2 On most days, Jamal would have loved adventuring in the Arizona desert. But not today. It was just too hot!
- 3 "Mom, let's stop and rest for a while," Jamal insisted, panting.
- 4 The two found a boulder shaded by a plump saguaro and sat.
- 5 Jamal pulled his water bottle and bandana from his backpack. After wiping the sweat from his forehead, he took a long drink. Luckily, Mom had frozen it the night before, so it was still cold.
- 6 As Jamal relished this moment of relaxation, he caught some unusual patterns out of the corner of his eye. He turned to get a closer look. There, carved into the canyon walls was a series of ancient inscriptions. Native American petroglyphs! What luck!
- 7 "Mom!" he called out. She was snapping photos of wildflowers a little farther down the trail.
- 8 "Would you look at that!" Mom said as she approached. "Who'd have thought we'd find such a treasure on this hot, dusty hike!"
- 9 "Let's take some pictures and mark our map exactly where these are located. Those archaeologists stationed at the trailhead will certainly be interested in this find and will want to protect it," Jamal said.
- 10 "Great idea," Mom said, zooming in to get a close-up shot of the ancient artwork. "Maybe they'll even name this spot Jamal's Landing in your honor!"
- 11 "Not likely and not necessary," Jamal answered. But he did like the thought of it.

*ThinkUp! ELAR*

- 1 The author most likely wrote this text to —
  - A make a point about relationships between children and parents
  - B convince the reader to push through difficult times
  - C encourage the reader to take time to observe nature
  - D demonstrate how easy it is to make an important discovery
  
- 2 The organizational structure of the text allows the author to —
  - F describe important events from Jamal’s past
  - G compare and contrast the characters of Mom and Jamal
  - H explain the reason Jamal notices the petroglyphs
  - J show how taking a hike is the solution to Jamal’s problem
  
- 3 The information in paragraph 1 helps explain —
  - A why Jamal needs to rest on the boulder
  - B why Jamal’s mom is carrying a camera
  - C what Jamal will discover later in the story
  - D what Jamal is doing in the desert
  
- 4 Why is paragraph 9 important to the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.9(A)	2	Analyze	(c)4.K
2	H	6.9(B)	2	Analyze	(c)4.K
3	A	6.9(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Paragraph 9 is important because it explains what Jamal and Mom plan to do about their discovery. It reveals how they feel about such a treasure, showing that they want it protected.

*(C.T. Traits: Examine, Link, TEKS: 6.9(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Terrace Farming

- 1 Think of the problems associated with farming on a mountain. Rainwater would simply flow down the mountainside, making it difficult for roots to absorb the water. Erosion would be a serious problem as soil and plants would wash away due to the inclining surface and flowing water. In addition, farmers would work in a dangerous environment, planting and harvesting crops on a sloped surface. Despite such challenging circumstances, the Incas, who inhabited the Andes Mountains in South America, successfully grew corn, potatoes, and quinoa to feed their huge empire. The Incas developed an ancient method of farming to overcome these challenges—terrace farming.
- 2 But what exactly is terrace farming, and how did the Incas devise this method? Early in the history of this agricultural society, farmers created flat plains, similar to steps, on a mountainside. The Incas used stones and trees to create their terraces and channels for water. Then, they planted crops on the long, flat, manmade steps. By interrupting these once-steep slopes with flat surfaces, the Incas ensured that water could seep into the soil in a controlled manner. This allowed the plants to soak up the needed moisture. It prevented water from rushing downhill and soil from eroding. The terraces also provided a safe surface from which farmers could plant, tend, and harvest crops. With terrace farming, the Incas made the impossible possible.



## Hydroponics

- 3 It's a common belief that plants have basic, specific needs: soil, sunlight, water, and air. But it's not the actual soil that is important for plants. Rather, plants need the essential nutrients, like carbon, phosphorus, and nitrogen, that are found in soil.
- 4 Enter hydroponics—the science of growing plants in water. Instead of placing plants in soil, gardeners place the plants into nutrient-rich water. Then, the plants start to grow.
- 5 Hydroponics has proven to be more efficient and advantageous than soil gardening. Hydroponic plants grow about 30 to 50 percent faster and have greater fruit-and-vegetable yields than their soil-grown siblings. Scientists believe that this is because the plants access the nutrients they need faster in water than in soil.
- 6 Another advantage is that many plants can be grown in a small space. Hydroponic plants can be grown indoors, stacked in trays, which makes them ideal for large cities. As the world's population rises, there will be less land available for farming, but food supply demands will increase. Hydroponics is likely to help solve this problem.



Each lettuce plant grows in this enclosed tray that is connected by hoses to the bucket of water.

*ThinkUp! ELAR*

- 1 Based on **both** texts, with which sentence would the authors of the texts agree?
- A Age-old techniques are the best way to grow a large amount of food.
  - B Taking a creative approach to farming can yield many benefits.
  - C Some crops are much easier to grow than others.
  - D Being a farmer involves an element of physical risk.
- 2 Which statement best explains a **difference** in the crop-growing techniques described in the two texts?
- F Terrace farming requires farmland, while hydroponics does not.
  - G Terrace farming produces a small amount of food, while hydroponics produces a large amount of food.
  - H Terrace farming is possible only in highly populated areas, while hydroponics can be established anywhere.
  - J Terrace farming is limited to three crops, while hydroponics can grow many crops.
- 3 The techniques described in **both** texts have benefited society by —
- A convincing more people to grow food on their own land
  - B providing ways for people to try out ancient farming methods
  - C allowing people to vary the types of food they eat daily
  - D helping people grow food in areas where traditional farming is difficult
- 4 Would you prefer to grow a traditional garden or a hydroponic garden? Why? Use evidence from the texts to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.5(E)	3	Understand	(c)4.J
2	F	6.5(E)	3	Understand	(c)4.J
3	D	6.5(E)	3	Understand	(c)4.J

4. Answers may vary. Student responses should identify the choice of either a traditional garden or a hydroponic garden and reasons for the choice supported with evidence from the texts.

*(C.T. Traits: Link, Reflect, TEKS: 6.5(E), DOK: 3, RBT: Understand, ELPS: (c)4.J)*



**Read the text and answer the questions.**

*In Scenes 1 and 2, Robin Hood, a skilled archer, and his friend Little John make a plan to outfox the Sheriff of Nottingham. Robin Hood enters a royal archery contest in hopes of helping the poor people of Sherwood Forest by winning the golden arrow. Robin Hood arrives at the contest disguised as a farmer. The Sheriff and Red Roger, a corrupt military officer, have studied the crowd intently. They know that while Robin Hood may disguise his identity, his archery skills will be recognizable.*

## **Robin Hood and the Golden Arrow**

*adapted from an English folktale*

### **SCENE 3**

- 1 *[The scene begins with Robin Hood and Red Roger standing before the Sheriff with bows in hand. The Herald steps forward as the crowd watches in anticipation.]*
- 2 **HERALD:** My lord, Sheriff of Nottingham, these two archers have scored perfectly on each shot thus far. We will now conduct a tiebreaker. From one hundred paces, Red Roger and the farmer will each fire one arrow into the target. The archer with the more precise shot will win the bounty.
- 3 *[The Sheriff slyly beckons Red Roger away from the crowd. Little John slips behind the two men to eavesdrop on their conversation.]*
- 4 **SHERIFF:** *[Speaking under his breath.]* Your competitor is too keen of a shot to be a simple farmer. He must be Robin Hood!
- 5 **RED ROGER:** Should we arrest him now?
- 6 **SHERIFF:** No, he's much too dangerous with an arrow cradled in his bow. We'll wait. As soon as he takes his shot, let's nab him.
- 7 *[Red Roger nods in agreement.]*
- 8 **LITTLE JOHN:** *[Aside.]* It's too late to warn Robin about these scoundrels. I must quickly take action.
- 9 *[Red Roger steps forward to take his shot. He draws his arrow and fires it offstage.]*
- 10 **HERALD:** A perfect bull's-eye from Red Roger!
- 11 *[The crowd roars with amazement.]*
- 12 **HERALD:** *[Addressing Robin Hood.]* Now it is your turn, good farmer. Although, I do not see a way you can achieve the victory.
- 13 **ROBIN HOOD:** Have faith, sir.

# Pre-Assessment

Name: \_\_\_\_\_

## ThinkUp! ELAR

Unit 7

- 14 *[The Sheriff and Red Roger position themselves behind Robin Hood, waiting to seize him. Robin expertly draws his arrow, aims, and shoots it offstage.]*
- 15 **HERALD:** The farmer's magnificent shot has split Red Roger's arrow precisely in two. I declare him the winner!
- 16 *[Little John thrusts his staff into the paths of the Sheriff and Red Roger just as they reach for Robin Hood. The two men fall into a tangled web of arms and legs.]*
- 17 **ROBIN HOOD:** *[Hurriedly taking the golden arrow from the Herald.]* You see, sir, those who are clever always find ways to prevail!
- 18 *[The crowd cheers wildly as the curtain lowers.]*

- 1 Why is the dialogue between the Sheriff and Red Roger in paragraphs 4 through 6 important to the drama?
- A It reveals their hope that Robin Hood will show up at the contest.
  - B It shows their determination not to underestimate Robin Hood.
  - C It indicates the Sheriff believes Robin Hood is a better shot than Red Roger.
  - D It explains the grudge they both bear toward Robin Hood.

- 2 Read the stage directions.

*Little John thrusts his staff into the paths of the Sheriff and Red Roger just as they reach for Robin Hood.*

What does this staging emphasize about Little John?

- F He is a loyal friend to Robin Hood.
  - G He envies those who are better shots than he is.
  - H He has a naturally suspicious nature.
  - J He welcomes the chance to make mischief.
- 3 In paragraph 17, the stage directions suggest that Robin Hood —
- A takes great pride in winning the contest
  - B feels puzzled by Little John’s actions
  - C intends to give the golden arrow to the crowd
  - D understands that he was almost captured
- 4 What does Robin Hood’s dialogue in paragraphs 13 and 17 reveal about his character? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.8(C)	2	Analyze	(c)4.K
2	F	6.8(C)	2	Analyze	(c)4.K
3	D	6.8(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The lines emphasize that Robin Hood is confident. In paragraph 13, Robin Hood urges the Herald to have faith that his shot will win the contest. In paragraph 17, he indicates that he sees himself as clever and resourceful.

*(C.T. Traits: Examine, Link, TEKS: 6.8(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*





Read the text and answer the questions.

## Cricket Versus Baseball



Cricket



Baseball

- 1 Cricket is a very popular sport in India. In some ways, it is similar to baseball.

### Similarities and Differences

- 2 In both cricket and baseball, players take turns trying to hit a small ball. The batting team tries to hit the ball and to get runs. The team on the field tries to prevent this. When enough batters are “Out,” the teams change roles. The fielding team gets a chance to bat.
- 3 Cricket teams have more players than baseball teams do. Also, baseball games have nine innings per team, but cricket matches have just one or two. In spite of this, cricket matches go on for hours.

### Cricket Terms

- 4 Some terms you might hear during a game of cricket include **wicket**, **batsman**, and **bowler**. A **wicket** is three pieces of wood that stick up from the ground. The **batsman** is similar to the batter in baseball. He stands in front of the wicket, ready to hit the ball. The ball is thrown by the **bowler**, who is similar to the pitcher in baseball.

### Scoring

- 5 In cricket, there are always two batsmen on the field. Baseball, by contrast, has only one batter at a time. The cricket batsmen take turns batting. However, they both score runs by running back and forth between the two wickets on the field. Scoring a run in cricket is much easier than it is in baseball.
- 6 Despite their differences, baseball and cricket have one important thing in common. Both are beloved by their legions of fans.

	Baseball	Cricket Ball
<b>Material</b>	<ul style="list-style-type: none"> <li>• cork or rubber core</li> <li>• yarn</li> <li>• leather</li> </ul>	<ul style="list-style-type: none"> <li>• cork core</li> <li>• string</li> <li>• leather</li> </ul>
<b>Weight</b>	5–5.25 ounces	5.5–5.75 ounces
<b>Circumference</b>	9–9.25 inches	8.81–9 inches
<b>Speed of Thrown Ball</b>	95–100 miles per hour	95–100 miles per hour

*ThinkUp! ELAR*

- 1 What purpose do the subheadings serve in the text?
  - A They alert the reader that the most important facts about cricket are presented first.
  - B They provide the reader with a brief summary of how cricket is played.
  - C They show the reader where to find more details about the images.
  - D They let the reader preview what information the text will provide about cricket.
  
- 2 Why are the images included at the beginning of the text?
  - F To show the reader how much force it takes to swing a bat
  - G To indicate that the text will discuss two types of sports heroes
  - H To allow the reader to compare familiar and unfamiliar sports equipment
  - J To emphasize that many different materials may be used for sports equipment
  
- 3 What is the most likely reason the author included the table?
  - A To emphasize the similarities between cricket and baseball
  - B To indicate that baseball players are also good at cricket
  - C To suggest that the game of baseball may have evolved from cricket
  - D To explain the main objectives of both cricket and baseball
  
- 4 What is the author’s purpose for including bolded words in the section “Cricket Terms”? Use evidence from the text to support your answer.  
  
\_\_\_\_\_  
  
\_\_\_\_\_

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	6.9(C)	2	Analyze	(c)4.K
2	H	6.9(C)	2	Analyze	(c)4.K
3	A	6.9(C)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The bolded words define cricket terms that the reader must learn to understand the game. The reader can tell from the author's description of cricket that the purpose is to help readers better understand cricket.

*(C.T. Traits: Examine, Link, TEKS: 6.8(D)(ii), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## **Don't Give Up**

*by Lucia Cross*

If you've tried and haven't won,  
Never stop for crying;  
All that's good and great is done  
Just by patient trying.

5    Though young birds, in flying, fell,  
Still their wings grow stronger,  
And the next time they can keep  
Up a little longer.

10    Though the sturdy oak has known  
Many a wind that bowed her,  
She has ris'n again and grown  
Loftier and prouder.

15    If by easy work you beat,  
Who the more will prize you?  
Gaining victory from defeat,  
That's the test that tries you.

**ThinkUp! ELAR**

- 1 Which line from the poem helps convey the omniscience of the speaker?
- A *If you've tried and haven't won,*
  - B *Though young birds, in flying, fell,*
  - C *Gaining victory from defeat,*
  - D *That's the test that tries you.*

- 2 Read the lines from stanza 3.

She has ris'n again and grown  
Loftier and prouder.

What mood is created with these lines?

- F Arrogant
  - G Celebratory
  - H Sympathetic
  - J Threatening
- 3 If the poem had been written from a first-person limited point of view, it would have most likely included —
- A a different opinion about the value of trying
  - B additional examples drawn from nature
  - C background information about the poet
  - D an example of a personal struggle overcome

- 4 What voice does the poet's word choice create in the first stanza? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.9(E)	2	Analyze	(c)4.K
2	G	6.9(F)	2	Analyze	(c)4.K
3	D	6.9(E)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The word choice creates an encouraging tone. Words like “never stop” and “patient trying” reveal that the poet wants to encourage the listener.

*(C.T. Traits: Adapt, Strive, TEKS: 6.9(F), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*





Read the text and answer the questions.

**Free**

*by Jana Nathan*

I traipse through the halls with the “in” group at school,

Chasing the life of the *cookie-cutter cool*,

A smile firmly plastered to cover life’s hurts,

Tucked in my heart ’neath designer-styled shirts

5

AND I SEE YOU . . .

Twirling about in your own sunny world,

Wildflowers tucked ’neath chaotic brown curls,

Petal pink lips and a soft flowing skirt,

Chasing your dreams to conquer all hurts.

10

AND I WONDER . . .

How is it YOU are so fearlessly free?

While I trudge about—afraid to be ME?

*ThinkUp! ELAR*

- 1 The rhyme and meter in stanzas 1, 3, and 5 emphasize —
- A the speaker’s mixed feelings
  - B the quick flow of the speaker’s thoughts
  - C the speaker’s slow progress in navigating the hall
  - D the many demands on the speaker’s attention
- 2 How does the poem’s structure help reinforce its theme?
- F By emphasizing that popularity is important to the speaker
  - G By revealing the reasons the speaker has made certain choices
  - H By creating a contrast between the speaker and the girl she observes
  - J By capturing the speaker’s interest in becoming friends with the girl she sees
- 3 How do the single-line stanzas affect the poem?
- A They reinforce the idea that the speaker is pausing to question her choices.
  - B They indicate that the speaker’s thoughts are jumping from one subject to another.
  - C They introduce the idea that the speaker sometimes experiences conflicts with her friends.
  - D They emphasize the speaker’s uncertainty over what to say to the girl.
- 4 Why is stanza 1 important to the poem? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.8(B)	2	Analyze	(c)4.K
2	H	6.8(B)	2	Analyze	(c)4.K
3	A	6.8(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Stanza 1 introduces the speaker and her problem. It shows that she tries to be “in” and “cool” through what she wears and who she hangs out with, but that she sometimes secretly feels unhappy.

*(C.T. Traits: Examine, Link, TEKS: 6.8(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Adobe Homes

- 1 Adobe is one of the earliest building materials used in cultures throughout the world. The word adobe can be traced to a Middle Egyptian word meaning “mudbrick.” When the Spanish arrived in the Southwestern region of the United States in the 16th century, they built homes using this ancient technique.
- 2 Adobe is made from a mixture of mud, sand, and straw. The mixture is then poured into molds to form bricks. The mixture dries in the hot sun, forming a strong building material that is very durable, especially in dry climates. Adobe is an inexpensive material because it is formed from natural elements readily available in the region in which it is made. In addition, it requires no costly tools or equipment to produce. Besides their low cost, adobe bricks are fireproof and non-toxic. They are also extremely resistant to water and are soundproof.
- 3 Adobe homes have been built by the Pueblo, Zuni, and Hopi American Indian tribes of the Southwestern United States for several thousand years. The climate in this area is dry and hot. Adobe homes are well-suited to this environment because they remain cool in the summer and warm in the winter.
- 4 There is certainly no doubt that adobe homes will continue to be a popular form of construction due to their ability to withstand natural elements. Today, tourists can visit ancient sites that used this long-lasting building technique.

*ThinkUp! ELAR*

- 1 Which idea would be most important to include in a summary of the text?
- A It is possible for tourists to visit sites with homes made of adobe.
  - B Adobe bricks are made by pouring a mud mixture into a mold.
  - C The word adobe has been traced back to an old Egyptian word.
  - D Adobe will most likely be used for construction in the future.
- 2 Which is the best paraphrase of paragraphs 1 and 2?
- F Throughout history, many cultures around the world have used adobe as a building material, including the Egyptians and the Spanish. The word adobe refers to molded mud bricks that become strong when dried in the sun. The bricks do not cost much to make and work well in dry climates.
  - G A Middle Egyptian word for “mudbrick” eventually became the basis for the term adobe, a common building material. In the 16th century, people from Spain built adobe homes in the Southwestern United States. Adobe is inexpensive because it is made by mixing and molding wet mud, sand, and straw.
  - H One of the world’s earliest building materials, adobe can be traced to the Middle Egyptians and was also used by Spaniards. Unlike other materials used in construction, adobe does not require expensive tools or equipment to make. The natural materials of a region are poured in molds to create adobe.
  - J Adobe is a building technique involving mud bricks used by different cultures. The Spanish built with adobe bricks after they came to the Southwestern United States in the 1500s. The technique has been around a long time because the bricks are easy to produce and resist fire, sound, and water.
- 3 Which is the best summary of the entire text?
- A Adobe is formed from the natural materials of a region, so it tends to be very affordable to produce. Adobe homes have often been built in the Southwestern part of the United States. The Spanish and the Pueblo, Zuni, and Hopi Indians have all used adobe.
  - B Made from mud, sand, and straw, adobe bricks become very strong when they dry in the hot sun. The bricks do not cost much to make, and they are non-toxic, fireproof, and soundproof. However, adobe is more suited to some environments than others.
  - C Used by many cultures, adobe is the ancient technique of making bricks from mud and straw. The bricks are strong, inexpensive to make, and suited to hot, dry climates. Due to adobe’s advantages, it is likely to remain a popular building technique.
  - D Homes made by Southwestern American Indian tribes are cool in the summer and warm in the winter. These adobe homes are popular tourist sites. They are likely to continue to be built because of the way they are able to withstand natural elements.
- 4 How might paragraph 3 be summarized? Use evidence from the text to support your answer.
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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.6(D)	2	Understand	(c)4.1
2	F	6.6(D)	2	Understand	(c)4.1
3	C	6.6(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: American Indian tribes in the Southwestern United States have long built adobe homes, which are perfect for the area's dry, hot climate.

*(C.T. Traits: Examine, Link, TEKS: 6.6(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)*





Read the text and answer the questions.

## **Fiery Journey**

*a legend of the Maori people of New Zealand*

- 1 A beloved spiritual leader named Ngatoro embarked on a difficult climb to the summit of the highest mountain peak. Ngatoro instructed his followers to refrain from eating while he climbed the mountain, explaining that by fasting, they would provide him with the strength and warmth needed for the challenging journey. Upon returning, he promised his followers a grand feast to describe all he saw and learned on his adventure.
- 2 Ngatoro journeyed for many days. Naturally, his followers became hungry. Several decided that their leader must be dead, so they gave in to their hunger. As soon as the first morsel of food was tasted, Ngatoro was instantly gripped by the cold and no longer had the strength necessary to continue his climb.
- 3 Ngatoro prayed to his sisters in a faraway land. Upon hearing his pleas, his sisters sent the fire spirits to save him. The fire spirits swam towards Ngatoro. The fiery spirits first surfaced at White Island. The island immediately burst into flames, but they were not yet close to Ngatoro. The fire spirits tunneled through the earth, surfacing periodically. Each time they surfaced, they created a trail of thermal activity. Eventually, they reached Ngatoro and shot up through the peak of the mountain, creating a volcano. The fiery explosion warmed Ngatoro, and he was able to continue his journey and return to his people.
- 4 Today, the volcano and the fiery trail created by the fire spirits still awe those who witness the beauty that inspired this Maori legend.

**ThinkUp! ELAR**

- 1 Which detail is most important to the rising action?
  - A Ngatoro’s climb will take him to the top of the highest mountain.
  - B Ngatoro’s followers must not eat while he is on his journey.
  - C Ngatoro promises his followers a feast after he returns.
  - D Ngatoro’s journey continues for many days.
  
- 2 Which sentence from the text provides the story’s climax?
  - F *Several decided that their leader must be dead, so they gave in to their hunger.*
  - G *As soon as the first morsel of food was tasted, Ngatoro was instantly gripped by the cold and no longer had the strength necessary to continue his climb.*
  - H *Upon hearing his pleas, his sisters sent the fire spirits to save him.*
  - J *The fire spirits tunneled through the earth, surfacing periodically.*
  
- 3 How is the conflict in the text resolved?
  - A Ngatoro’s people learn that they should have believed in him.
  - B Ngatoro abandons his difficult journey and returns home.
  - C Ngatoro’s sisters send fire spirits to warm him.
  - D Ngatoro is amazed by the beauty of the fire spirits.

- 4 Which detail in the text represents the falling action? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.7(C)	2	Analyze	(c)4.K
2	G	6.7(C)	2	Analyze	(c)4.K
3	C	6.7(C)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: Paragraph 3 tells how Ngatoro is able to “continue his journey and return to his people” after he is helped by the fire spirits.

*(C.T. Traits: Reflect, Communicate, TEKS: 6.7(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Strength through Service: Nancy Reagan

- 1 Former first lady Nancy Reagan, best known as the founder of the “Just Say No” drug awareness campaign, demonstrated grace and strength. These, her finest character traits, were earned through trial and adversity.
- 2 Nancy was born on July 6, 1921, in New York City. Nancy’s early childhood was filled with disappointment, and she often faced feelings of abandonment and despair. Her biological father left the family soon after her birth. Then, Nancy’s mother moved away to pursue a career in acting, leaving young Nancy to live with her aunt. When Nancy was seven years old, her mother married a neurosurgeon, Dr. Loyal Davis, and Nancy went to live with them. Having Davis as a stepfather brought more stability to Nancy’s life.
- 3 Nancy followed in her mother’s footsteps, becoming a Hollywood actress. While in California, Nancy met the dashing actor Ronald Reagan. As Ronald’s career skyrocketed, the two fell in love and married. Nancy loved being a wife and mother, so she abandoned her career to focus on their growing family.
- 4 Intelligent and personable, Ronald was a natural politician. He was elected governor of California in 1967. Nancy stayed out of the limelight, caring for the couple’s four children. When Ronald decided to make a bid for the White House, Nancy was criticized for being too reserved, but she quickly won the respect of her critics. She was active, serving numerous charitable groups that helped veterans and disabled people.
- 5 Once Ronald became president of the United States, Nancy created the slogan “Just Say No” and worked passionately to discourage young people from engaging in drug use. Her efforts greatly increased Ronald’s popularity as president. She was also by his side during challenging international matters. She was Ronald’s constant caregiver during his ten-year battle with Alzheimer’s disease. Though Nancy Reagan died on March 6, 2016, she will continue to be remembered as a model of character and grace.

*ThinkUp! ELAR*

- 1 The author wrote this text most likely to —
  - A describe how a person can overcome problems encountered in childhood
  - B explain how a person can have a successful life
  - C provide a biographical account of a famous person’s life
  - D convince readers to follow in a famous person’s footsteps
  
- 2 The organizational structure of the text fulfills the author’s purpose by —
  - F explaining why Nancy Reagan chose to champion certain causes
  - G describing key events in Nancy Reagan’s life in the order they happened
  - H telling how Nancy Reagan overcame the most pressing problem in her life
  - J detailing the step-by-step process Nancy Reagan used to deal with her fame
  
- 3 Why does the author include the information in paragraph 4?
  - A To identify the qualities that made Ronald Reagan a popular president
  - B To suggest Ronald Reagan was more outgoing than his wife
  - C To explain how Nancy Reagan handled being placed in a prominent social position
  - D To compare the views of people who liked Nancy Reagan with the views of people who were critical of her
  
- 4 Why does the author provide details about Nancy Reagan’s early childhood? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.9(A)	2	Analyze	(c)4.K
2	G	6.9(B)	2	Analyze	(c)4.K
3	C	6.9(A)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author provides details about Nancy Reagan’s early childhood to demonstrate how her early disappointments—being abandoned by both her biological father and her mother—gave her the strength of character to face life’s challenges, such as receiving criticism and helping former President Reagan through difficult situations.

*(C.T. Traits: Reflect, Link, TEKS: 6.9(A), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*





Read the text and answer the questions.

## Lightning Bolt

- 1 If you have not heard of Usain Bolt, then you do not know the name of the world's most famous sprinter. Bolt is best known for winning a total of nine gold medals in the 2008, 2012, and 2016 Olympic Games. He holds world records in the 100m, 200m, and 4 X 100m events.
- 2 Bolt was born in 1986 in Jamaica. As a child, he enjoyed playing soccer, cricket, and basketball. Soon, coaches noticed his natural talent and encouraged him to pursue sprinting. Although Bolt has scoliosis, a curvature of the spine, and was much taller than a typical sprinter, Bolt's gift of speed prevailed. At just 15 years old, he became the youngest person to win the 200m race at the World Junior Championships.
- 3 Bolt is not only a gifted sprinter but also a humanitarian. He established the Usain Bolt Foundation. The vision of this organization is "dedicated to the legacy for happy children . . . through educational and cultural development." Because of his star status, Bolt promotes many products. When you see an advertisement featuring Bolt, it is likely to have been filmed in Jamaica with a Jamaican crew. Bolt hires Jamaicans to increase interest in his country and to boost its economy.
- 4 Bolt will forever be one of the greatest Olympians. He will also be remembered for his enthusiasm. After each win, Bolt would bend one elbow and straighten his other arm toward the sky in a stance that has become known as "bolting." Crowds would join in this joyful display to celebrate with the "fastest man alive."

**ThinkUp! ELAR**

- 1 How does the author support the idea that Usain Bolt is a legendary athlete?
  - A By describing features that make Bolt a talented runner
  - B By explaining Bolt’s motivation for becoming a sprinter
  - C By providing details about Bolt’s track and field career
  - D By mentioning Bolt’s desire to inspire others
  
- 2 Which words does the author use to suggest that Usain Bolt was meant to succeed as an athlete?
  - F *best known for, holds world records*
  - G *enjoyed playing, youngest person*
  - H *natural talent, gift of speed*
  - J *interest in his country, known as “bolting”*

- 3 Read the sentence from paragraph 3.

He established the Usain Bolt Foundation.

Which key idea in the text does this detail support?

- A Usain Bolt hires Jamaicans for his ads.
  - B Usain Bolt is a humanitarian.
  - C Usain Bolt deserves his star status.
  - D Usain Bolt promotes various products.
- 
- 4 Which details in the text support the idea that Usain Bolt has determination? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.5(G)	2	Analyze	(c)4.K
2	H	6.5(G)	3	Understand	(c)4.J
3	B	6.5(G)	2	Understand	(c)4.I

4. Answers may vary. Student responses might include: Usain Bolt had a physical limitation (scoliosis) which would have made it difficult for him to be an athlete. He was also taller than most sprinters. But he didn't let either of these physical situations stop him from excelling.

*(C.T. Traits: Examine, Link, TEKS: 6.5(G), DOK: 2, RBT: Understand, ELPS: (c)4.I)*



Read the text and answer the questions.

## A Letter Home

24 August 1814

Dearest Mama,

- 1 Although my body is heavy from exertion, sleep escapes me. With the sun to our backs, we marched all morning. American troops approached and engaged us in a fierce battle just as the midday sun nearly blinded us. Before reaching Washington, D.C., 18 of our men had perished from their wounds. My comrades would still be alive and well were it not for this war declared against our King. Finally, as the sun set on Capitol Hill, we reached the abandoned city of Washington, D.C.
- 2 Maintaining our honor, we did not fire upon the few remaining residents as long as they did not take up arms against us. We had only one goal in mind: to send a message to the greedy American forces that the King's men were not to be taken lightly. As we marched down Pennsylvania Avenue, I rejoiced in seeing the British flag waving gloriously over the enemy's fallen city.
- 3 We met no resistance as we entered the President's House. Instead, we discovered a feast clearly intended for the cowardly evacuees who had made a hasty retreat. After filling our stomachs, we mustered enough energy to search the house for mementos of our victory. And then we endeavored to set the President's House ablaze.
- 4 Assuring a safe distance from the fire, we have set up camp on Capitol Hill. Here, I proudly inspect the memento I chose, President Madison's tricornered hat. I tuck it away for safekeeping so that I may show it to you and all of England upon my return. Finally, my eyelids close heavy with sleep, and so I retire and bid you good night.

Your son,

*William*

Loyal Servant to King and Country

*ThinkUp! ELAR*

- 1 In paragraph 1, the author uses the setting to indicate that William —
- A endures danger and difficulty as a soldier
  - B finds the life of a soldier exciting
  - C believes the war will soon be at an end
  - D wishes he understood Americans better
- 2 Which event is made possible by the fact that the story takes place in Washington, D.C.?
- F William fights American soldiers in a battle.
  - G William eats food left behind by fleeing soldiers.
  - H William helps set fire to the White House.
  - J William ends up with President Madison’s hat.
- 3 In paragraph 2, the details about the setting help to characterize William by revealing his —
- A homesickness for England
  - B reluctance to be destructive
  - C pride at being a British citizen
  - D courage in the face of danger
- 4 How does the description of the setting in paragraph 4 help advance the story’s plot? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.7(D)	2	Analyze	(c)4.K
2	H	6.7(D)	2	Analyze	(c)4.K
3	C	6.7(D)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The setting in paragraph 4 shows that the British army is in a good position and feeling confident. They are safe and in control of Capitol Hill, while the American forces have fled.

*(C.T. Traits: Reflect, Communicate, TEKS: 6.7(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*





Read the text and answer the questions.

## The Cell Phone Escapade

- 1 Saturday morning had finally arrived, and I could hear a crowd gathering in the driveway as I made last-minute preparations before opening the garage door. Mom gave me an encouraging smile when the eager shoppers flooded the garage.
- 2 My next-door neighbor Aseem crossed the lawn calling out, “Do you have any sports bags for sale?”
- 3 I replied with a thumbs-up, placed my cell phone in my shirt pocket, and started digging around under a table to find the bag. I wanted to show Aseem the separate compartments for balls and bats. “This was my favorite bag, but it’s too small for me now. Since it will be perfect for you, I’ll throw in a free bat,” I offered enthusiastically.
- 4 I was exhausted when we finally closed the garage door as the sun sunk below the horizon, but thankfully, I was also \$319 closer to earning my way to baseball camp!
- 5 Unfortunately, my elation came to an abrupt halt as I realized I had misplaced my cell phone. Trying not to panic unnecessarily, I searched throughout the garage. My parents had only agreed to give me a phone after I promised I would take the best care of it. My stomach sank as I pictured their disappointed faces.
- 6 Mom didn’t lecture when I told her what had happened. Instead, she called my phone to see if we could hear it ring. Nothing. I suddenly remembered hearing about an app that might help. At my suggestion, Mom downloaded the FindMyPhone app, which informed us my phone was just a few miles away. Mom and I hurriedly headed to the address displayed on the screen.
- 7 Mom followed my directions as I navigated from the passenger seat. When we arrived at the first address indicated by the app, a new map appeared. Apparently, whoever had my phone was on the move. After several failed attempts to locate the phone, the app directed us to one final location: 5227 Amherst Drive.
- 8 “That’s Aseem’s house,” I realized. As we hurried home, I laughed at my own mistake—I guess I had thrown in more than just a free bat.

*ThinkUp! ELAR*

- 1 How does the narrator feel when the garage sale ends?
- A He is pleased that his efforts to earn money succeeded.
  - B He is disappointed that he had to spend his whole day working.
  - C He is regretful that he had to sell some of the things he liked.
  - D He is consumed with thoughts about how to get the rest of the money he needs.
- 2 What is the narrator’s mother’s response to his problem?
- F She works at his side during the garage sale.
  - G She suggests he download a useful app.
  - H She drives him to where he thinks his phone might be.
  - J She reassures him he is likely to find his phone.
- 3 The narrator’s laugh at the end of the story shows that he feels —
- A relieved that no harm has been done
  - B upset that he acted carelessly
  - C elated to realize he can do without his phone
  - D embarrassed to tell Aseem what happened
- 4 What causes the narrator’s inner conflict in the story? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.7(B)	2	Analyze	(c)4.K
2	H	6.7(B)	2	Analyze	(c)4.K
3	A	6.7(B)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The narrator feels guilty about losing his phone. Paragraph 5 shows this guilt through his memory of promising his parents he will take care of the phone and through the fact that he pictures their “disappointed faces.”

*(C.T. Traits: Communicate, Reflect, TEKS: 6.7(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## Repair, Revitalize, Restore

Dear Town Council,

- 1 How would you feel if you lived in an area that is that is in poor repair and nearly deserted? You would want to do something about it, wouldn't you?
- 2 I live downtown on a run-down street. The park and ball field are only three blocks away, but the play equipment is rusty and the field is overrun with litter. I walk to school and to the park, but the sidewalks are crumbling, making the short walk dangerous. When my mom and I need groceries and household goods, we must take the bus almost 30 minutes to the nearest shopping center because businesses have moved out of downtown locations. We would like to enjoy a nice meal nearby, but the uninviting atmosphere in our neighborhood does not attract enough customers to keep restaurants open.
- 3 Clearly, the downtown area is in desperate need of revitalization. The park and ball field could be better maintained so that children and families could safely enjoy the outdoors. The city could hire employees to care for the park grounds. In addition, the playground equipment could be repaired or replaced, and benches could be installed throughout the park. If city employees repaired the streets and sidewalks, installed lighting, and added attractive landscaping around the city square, then citizens would be more likely to spend time downtown. Supermarkets and restaurants would see the downtown area as an opportunity to increase profits. Residents would spend money in their own community. When these businesses thrived, entrepreneurs would realize the growth potential. They would invest funds in expanding their businesses in our area. More than anything else, making improvements to the downtown area would bring energy to the city.
- 4 If I have said this once, I've said it a thousand times. We need to do something to improve our downtown area! Reinventing our downtown would show everyone that we are all committed to our community. Everyone I know is on board for this idea, and I hope you will be, too!

Thank you for your consideration,

*Nimi Jones*

*ThinkUp! ELAR*

- 1 Which sentence from the text best states the author’s main claim?
- A *When my mom and I need groceries and household goods, we must take the bus almost 30 minutes to the nearest shopping center because businesses have moved out of downtown locations.*
  - B *We would like to enjoy a nice meal nearby, but the uninviting atmosphere in our neighborhood does not attract enough customers to keep restaurants open.*
  - C *Clearly, the downtown area is in desperate need of revitalization.*
  - D *If city employees repaired the streets and sidewalks, installed lighting, and added attractive landscaping around the city square, then citizens would be more likely to spend time downtown.*
- 2 The main reason the author gives to support her claim that streets and sidewalks need to be repaired is that this improvement would —
- F generate money for other repairs
  - G allow residents to walk to shopping centers
  - H get kids to play outdoors
  - J attract people to the downtown area
- 3 Who is the author’s intended audience for this text?
- A Her neighbors
  - B The people who govern her community
  - C Restaurant and business owners
  - D The parents of children in her community
- 4 What is the author’s most likely reason for using rhetorical questions in paragraph 1? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	C	6.8(E)(i)	3	Understand	(c)4.J
2	J	6.8(E)(ii)	2	Understand	(c)4.I
3	B	6.8(E)(iii)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: She uses rhetorical questions to try to get her audience to understand and sympathize with her point of view. The phrases “How would you feel” and “wouldn’t you?” show she hopes to establish common ground and convince her readers that her request is reasonable.

*(C.T. Traits: Examine, Link, TEKS: 6.9(G), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*





Read the text and answer the questions.

## Tree House Escape

- 1 “Screeeeeeeech!” “Hummmmmm!” “Shrieeeeek!”
- 2 The sounds coming from my brother’s bedroom punished my ears. Why did he have to practice his bagpipes in the house? His “music” sounded like a clowder of cats clashing.
- 3 At the same time that Roque practiced his bagpipes, my younger sister, Golda, started yakking on the phone in the living room while watching a movie turned up to a volume that astronauts in space could hear.
- 4 My house was officially a zoo.
- 5 “Miguel,” Mama cooed, sensing my irritation and patting my shoulder. “Dinner will be ready soon. Why don’t you take a break and relax in your old tree house.”
- 6 My tree house?! At first, I felt more than a little insulted. After all, I wasn’t a little kid anymore who plays in tree houses. But the sting lessened when Roque started wailing another “song” on the bagpipes.
- 7 I pulled down the raggedy rope ladder and made my ascent to the old green tree house that Roque and I had built with our dad years ago. Mother Nature had redecorated the tree house with a layer of dust and grime. But I was able to look past that in my desperation.
- 8 In the distance, I could faintly hear the commotion from the house. But from my high perch, the bagpipes now spoke a little more sweetly to me.

*ThinkUp! ELAR*

- 1 What does the personification in paragraph 7 tell the reader?
- A Miguel has neglected his tree house.
  - B Miguel likes the new look of his tree house.
  - C Miguel thinks his old tree house is dangerous.
  - D Miguel feels inspired to clean his tree house.
- 2 Why does the author use a metaphor in paragraph 4?
- F To explain what Miguel’s house looks like
  - G To emphasize Miguel’s wish for peace and quiet
  - H To indicate that Miguel has many pets
  - J To convey Miguel’s feelings toward his family
- 3 What is the main effect of the hyperbole in paragraph 3?
- A It shows that Miguel finds his sister more frustrating than his brother.
  - B It illustrates that Miguel hopes to distract himself with thoughts of space.
  - C It highlights that Miguel is unable to ignore the sounds he hears.
  - D It foreshadows how Miguel will find a way to escape the noise.
- 4 How does the author’s use of a simile in paragraph 2 affect the text? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.9(D)	2	Analyze	(c)4.K
2	G	6.9(D)	2	Analyze	(c)4.K
3	C	6.9(D)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author uses the simile “His “music” sounded like a clowder of cats clashing” to emphasize how much Miguel dislikes the sound of his brother practicing.

*(C.T. Traits: Strive, Adapt, TEKS: 6.9(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)*



Read the text and answer the questions.

## In the Dust

- 1 Beginning in 1932, powerful winds rolled across the dry lands of America delivering thick dust, flying debris, and total devastation. The Dust Bowl, as the affected areas would become known, suffered the worst dust storms and drought in history. Thousands of people were left homeless and hopeless. Due to the lack of rainfall and the erosion of needed topsoil, acres of once-fertile land were destroyed.
- 2 The dust storms, called black blizzards, demolished the southern plains of the country. Major losses of life and property occurred in Texas, Oklahoma, Kansas, Nebraska, Colorado, and New Mexico. Other regions experienced destruction as well. Millions of acres of land were affected by the blowing winds. Thousands of families were forced to abandon their farms. These once-thriving family farms simply disappeared when they were buried beneath the dust that drifted over them like a heavy layer of volcanic ash.
- 3 Finally, after nearly a decade of disaster, rain brought relief to the parched region of the United States. As this much-needed precipitation drenched the land, the dust settled, the crops were restored, and the Dust Bowl era came to an end.

## Hardship to Hope

- 1 During the Dust Bowl of the 1930s, the rains stopped and the winds blew, demolishing the southern plains region of the United States. Thick blankets of dust destroyed crops and livestock. The men and women who worked the land struggled each day to survive.
- 2 These homesteaders fought bravely to prevent dust from entering their homes. They stuffed rags into cracks and around the openings of windows and doors. Mothers dampened sheets and laid them over beds to protect places where family members slept. Their efforts were unsuccessful. People wore cloth masks and stayed indoors as they watched the dust destroy the land and their livelihoods. The only option for many people, especially farmers, was to leave everything behind and to begin anew.
- 3 This catastrophe led to the greatest migration the United States had ever known. Hundreds of thousands of people packed their belongings and moved westward, not knowing where they might find rest or reassurance. Fathers were desperate to find work to feed their families. Young and old migrants suffered from starvation and dust-related conditions, such as dust pneumonia; consequently, many people did not survive the Dust Bowl.
- 4 When the rains came in the late 1930s and early 1940s, the drought in the United States ended. Many victims never returned to their former homes and lives in the Great Plains. The invincible spirit that drove these people to persevere through the stormy days of the Dust Bowl was the same spirit that carried them into their hope-filled futures.

*ThinkUp! ELAR*

- 1 Which inference is supported by “In the Dust”?
  - A People affected by the Dust Bowl made the best of their situation.
  - B The Dust Bowl storms were devastating for the Plains’ farm families.
  - C It took human ingenuity to end the devastating Dust Bowl era.
  - D Few people live in the American Plains region as a result of the Dust Bowl.
  
- 2 Which sentence from “Hardship to Hope” best supports the idea that the blowing dust was a health hazard?
  - F *The only option for many people, especially farmers, was to leave everything behind and to begin anew.*
  - G *This catastrophe led to the greatest migration the United States had ever known.*
  - H *Young and old migrants suffered from starvation and dust-related conditions, such as dust pneumonia; consequently, many people did not survive the Dust Bowl.*
  - J *Many victims never returned to their former homes and lives in the Great Plains.*

- 3 Read the sentence from “In the Dust.”

Thousands of families were forced to abandon their farms.

Which sentence from “Hardship to Hope” provides the reader with more information on the same topic?

- A *The men and women who worked the land struggled each day to survive.*
  - B *These homesteaders fought bravely to prevent dust from entering their homes.*
  - C *Hundreds of thousands of people packed their belongings and moved westward, not knowing where they might find rest or reassurance.*
  - D *The invincible spirit that drove these people to persevere through the stormy days of the Dust Bowl was the same spirit that carried them into their hope-filled futures.*
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- 4 Based on **both** texts, how and when did the Dust Bowl end? Use evidence from **both** texts to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	B	6.5(F)	3	Understand	(c)4.J
2	H	6.5(F)	3	Understand	(c)4.J
3	C	6.5(H)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The Dust Bowl ended in the late 1930s when rains returned to the affected areas. “In the Dust” describes how “rain brought relief” to the dusty land. “Hardship to Hope” says the drought ended when the rains returned “in the late 1930s and early 1940s.”

*(C.T. Traits: Strive, Reflect, TEKS: 6.5(H), DOK: 3, RBT: Understand, ELPS: (c)4.J)*





Read the text and answer the questions.

## Ocean Health

- 1 Oceans are vast bodies of water teeming with nutrient-rich sources of food. Unfortunately, Earth's marine life supply is depleting at a faster rate than it is being reproduced. It is necessary to educate people and alter their behaviors to sustain healthy ocean environments.
- 2 Overfishing results when fish and other marine species are caught more quickly than they can breed. It negatively impacts the ocean's ability to produce food for human consumption. Since most of the ocean lies beyond the jurisdiction of any one country, international agencies should be the ones to introduce reasonable quotas. These quotas would regulate the amount of seafood that companies may harvest, giving fish populations the time needed to breed and replenish themselves.
- 3 The unintentional catching of inedible marine animals must be controlled. As reported by the Save Our Seas Foundation, "It's estimated that anywhere from 8 to 25 percent of the total catch [of fishermen] is discarded." Commercial fishermen should account for the contents of all catches. This includes marine life harvested for sale and marine life returned to the ocean.
- 4 Discarded plastic poses a serious threat to marine life. Plastic residues remain in the ocean, destroying marine life and poisoning the waters. Citizens can help reduce the amount of plastics deposited into our oceans. Recycling and choosing products packaged from biodegradable materials are the initial steps in this effort.
- 5 Oceans are fundamentally important to Earth. Earth's inhabitants depend on healthy marine ecosystems. Therefore, all people must actively work together to preserve and protect Earth's oceans.

1 Read the dictionary entry for the word sustain.

<p><b>sustain</b> /sə-stān´ / <i>verb</i> 1. to continue something 2. to provide with nourishment 3. to endure a loss or injury 4. to support the weight of</p>
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Which definition best matches the way sustain is used in paragraph 1?

- A Definition 1
  - B Definition 2
  - C Definition 3
  - D Definition 4
- 2 Which sentence in the text best helps the reader understand the meaning of the word depleting in paragraph 1?
- F *Oceans are vast bodies of water teeming with nutrient-rich sources of food.*
  - G *Overfishing results when fish and other marine species are caught more quickly than they can breed.*
  - H *Commercial fishermen should account for the contents of all catches.*
  - J *Earth's inhabitants depend on healthy marine ecosystems.*
- 3 In paragraph 2, the Latin root *juris* helps the reader know that the word jurisdiction refers to —
- A knowledge of individual customs
  - B personal preferences
  - C demonstrated habits
  - D power to enforce laws
- 4 Which words or phrases in paragraph 3 help the reader understand what inedible means? Use evidence from the text to support your answer.

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Item	Answer	TEKS	DOK	RBT	ELPS
1	A	6.2(A)	1	Apply	(c)4.F
2	G	6.2(B)	2	Apply	(c)4.F
3	D	6.2(C)	1	Apply	(c)4.F

4. Answers may vary. Student responses might include: The phrases “unintentional catching,” “is discarded,” and “marine life returned to the ocean” all help the reader know that inedible refers to creatures that cannot be used for food.

*(C.T. Traits: Adapt, Link, TEKS: 6.2(B), DOK: 2, RBT: Apply, ELPS: (c)4.F)*

