

Read the text and answer the questions.

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January 10

- 1 Today I want to overcome a common misperception held by pretty much the whole world. As my readers know, my village of Tromsø, Norway, lies above the Arctic Circle. Early in the winter, the amount of sunlight drastically decreases. In midwinter, the real fun begins: We don't see the sun at all! We call these long, dark days "Polar Nights."
- 2 People who live in other places often ask me, "How do you stand it?" They assume my countrymen and I spend our winters in a depressed fog, slinking around miserably while counting the days till summer. Nothing could be further from the truth. I LOVE winter, and I know many other people who do too!
- 3 Why? Well, for one thing, we don't let darkness keep us indoors. Even very young children are sent outdoors for recess or neighborhood play. Many Norwegians love exercise and happily walk, jog, and ski in darkness (reflective clothing is a must).
- 4 Besides, it isn't pitch dark. There is some light in the sky—enough to give the landscape a beautiful blue tinge. When this fades to black, we enjoy the welcoming sight of homes and shops glowing with lamplight and candlelight.
- 5 Another good thing about the long, dark winters is that they kick off a season of festivals and community-wide celebrations. These fun events encourage people to congregate in the snowy streets.
- 6 Finally, winter is the time to view the Northern Lights. This phenomenon, in which green, red, and yellow lights flicker in the sky, can only be seen against a backdrop of darkness. I wouldn't trade Polar Nights for all the summer in the world.

ThinkUp! ELAR

Unit 1

- 1 The author most likely writes from the first-person point of view in order to —
 - A convince the reader that his country is worth visiting
 - B establish himself as an expert on winter phenomena
 - C help the reader understand his experiences and attitude
 - D acknowledge that people may have different views about winter

- 2 Read the sentence from paragraph 4.

When this fades to black, we enjoy the welcoming sight of homes and shops glowing with lamplight and candlelight.

What mood does this sentence create?

- F Peaceful
 - G Nostalgic
 - H Playful
 - J Triumphant
-
- 3 Which sentence from the text has a persuasive tone?
 - A *As my readers know, my village of Tromsø, Norway, lies above the Arctic Circle.*
 - B *We call these long, dark days “Polar Nights.”*
 - C *Many Norwegians love exercise and happily walk, jog, and ski in darkness (reflective clothing is a must).*
 - D *Another good thing about the long, dark winters is that they kick off a season of festivals and community-wide celebrations.*
-
- 4 How does the author’s language establish a conversational voice in the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	7.9(E)	2	Analyze	(c)4.K
2	F	7.9(F)	2	Analyze	(c)4.K
3	D	7.9(F)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author uses the words “I” and “we” throughout the text when describing life in Norway. He also makes personal, opinionated, and ironic statements like “As my readers know,” “the real fun begins,” and “slinking around miserably” (in paragraphs 1 and 2).

(C.T. Traits: Adapt, Strive, TEKS: 7.9(F), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Bike Share Programs

Dear Mayor:

- 1 Bike share programs are a popular form of transportation in many large cities. These programs provide bikes at designated stations. Riders simply pick up a bike and return it to any other station. For a low cost, bike share riders can easily get around the city. Bike share programs have many benefits. I believe that city funds should be used to install a bike share program in our city.
- 2 A bike share program will improve air quality. Over the past few years, our city's streets have become very congested. It's like trying to eke your way through a tightly packed herd of cattle. Morning and evening rush hours are especially bad. I know that many people who work in the city will make great use of the bikes. As a result, pollution and traffic congestion will be reduced.
- 3 A bike share program will benefit tourists who visit our city. Visitors will not have to navigate our roads in a car or understand our bus system. They can simply hop on a bike and explore the city at their own pace.
- 4 Installing a bike share program will make our city healthier. When the option of riding a bike throughout the city is available, more people will take advantage of this low-cost program. Those who do not get much exercise will now have an active way to enjoy the city.
- 5 While the initial cost of a bike share program will be great, the benefits will be even greater! I urge you to consider using city funds for this program.

Sincerely,

Mikhail Hunter

ThinkUp! ELAR

- 1 Which statement best expresses the author’s claim in the text?
 - A The city will benefit in many ways from a bike sharing program.
 - B Local businesses will attract more customers with a bike sharing program.
 - C People in the city tend to be less healthy than people who live in the country.
 - D Bike sharing programs are not as expensive as they may seem.

- 2 Much of the author’s evidence for his argument focuses on the —
 - F economic advantages of bike sharing
 - G ways that bike sharing will help city residents
 - H need to attract more tourists to the city
 - J obligations that governments have for their citizens

- 3 The author uses analogy as a rhetorical device in paragraph 2 to —
 - A show that an increase in tourism has changed the nature of the city’s transportation
 - B suggest that the mayor is mistreating the citizens
 - C indicate that the author has personal experience in what he describes
 - D emphasize the extreme traffic conditions that commuters experience daily in the city

- 4 How does the letter format identify the author’s intended audience? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.8(E)	2	Understand	(c)4.I
2	G	7.8(E)	3	Understand	(c)4.J
3	D	7.9(G)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The letter’s salutation clearly establishes the intended audience—the mayor of Mikhail Hunter’s town.

(C.T. Traits: Examine, Link, TEKS: 7.8(E), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

The Application

- 1 Jorge sunk a three-pointer through the basketball hoop that towered over his friend Dwayne's driveway. "That's how it's done!" he bragged, earning envious and admiring looks from his friends. Just then, Dwayne's mom stuck her head out the front door and invited all the boys to stay for dinner. It was a fun evening, but Jorge got home much later than he planned. As a result, he didn't touch the junior camp counselor application that had already been sitting on his desk for five days.
- 2 Tomorrow, he promised himself. But between one thing and another, a whole week flew by before he sat down to fill it out.
- 3 Jorge ran his eyes over the requirements. *Love sports? Check! Good with younger kids? Yup!* He then read something that made him freeze. "Oh no!" he muttered. "The application deadline was five days ago!"
- 4 Jorge couldn't believe it. Being a junior counselor had sounded fun, not to mention a way to get some experience to put on his resume. He had let an opportunity slip away for no good reason. He felt like crumpling the application; its blank spaces seemed to be mocking his foolishness.
- 5 Instead, Jorge found a pen and filled in the blanks as neatly as he could. When he was finished, he hurried downstairs. He would bike to Town Hall. He wasn't sure Mrs. Divvers would accept his late application, but he would try.

A Dog's Wisdom

- 1 Mallory's black Labrador retriever, Bea, wiggled with excitement when Mallory came through the front door. She already had her leash in her mouth.
- 2 Feeling absurdly guilty, Mallory plopped her books on the table. "Sorry girl. Not today."
- 3 Bea whined, as if reminding Mallory that they always walked the wooded trails in a nearby park together after school.
- 4 "Don't look at me like that. I have tons of homework," Mallory told her dog. "In fact, I'm super busy every afternoon this week. Maybe Dad will walk you."
- 5 All week, Mallory juggled homework, theater rehearsals, and other commitments. The best she could do for Bea was a quick sprint around the neighborhood each night before bed.
- 6 On Saturday, Mallory finally found the time to take a long walk with Bea. It was a beautiful morning, sunny and cool at the same time. As Bea joyfully lunged and barked at every scampering squirrel, Mallory felt her spirits lift. She realized how much she had missed this time outdoors with her pet. Nothing else made her feel so refreshed.
- 7 "I need this as much as you do," Mallory said to Bea. She could have sworn her dog's expression was saying, I told you so!

ThinkUp! ELAR

- 1 Which theme is expressed in “The Application”?
- A People tend to pursue only those things that are easy.
 - B The best way to handle a mistake is to try to fix it.
 - C Many young people have too many demands on their time.
 - D Having a job is rewarding but also involves sacrifices.
- 2 Which sentence from “A Dog’s Wisdom” best supports the idea that exercise enhances one’s mental health?
- F *Mallory’s black Labrador retriever, Bea, wiggled with excitement when Mallory came through the front door.*
 - G *Bea whined, as if reminding Mallory that they always walked the wooded trails in a nearby park together after school.*
 - H *On Saturday, Mallory finally found the time to take a long walk with Bea.*
 - J *Nothing else made her feel so refreshed.*
- 3 Which statement best expresses a theme explored in **both** texts?
- A People can accomplish more when they maintain a routine.
 - B Spending time around others offers a person many benefits.
 - C It is easy to become distracted and neglect what is truly important.
 - D Someone who is good at time management may not be good at other things.
- 4 How does “The Application” convey the theme that having good intentions is not enough? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.7(A)	3	Understand	(c)4.J
2	J	7.7(A)	3	Understand	(c)4.J
3	C	7.7(A)	3	Understand	(c)4.J

4 Answers may vary. Student responses might include: The text conveys this theme by showing that Jorge is really interested in being a junior counselor, as shown by paragraphs 3 and 4, but still fails to complete his application. The sentences “As a result, he didn’t touch the junior camp counselor application that had already been sitting on his desk for five days” (paragraph 1) and “*Tomorrow*, he promised himself. But between one thing and another, a whole week flew by before he sat down to fill it out” (paragraph 2) emphasize this theme.

(C.T. Traits: Communicate, Link, TEKS: 7.7(A), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

A Narrow Escape

- 1 “Thank *goodness* it finally stopped raining!” Abby said as she and her twin brother, Nathan, watched Pa help Ma into the wagon. Their parents were headed to town to buy some much-needed supplies.
- 2 “Lars Creek is swollen near double from our week of rain,” Pa informed them. “No fishing, you two. We’ll see you after sundown.”
- 3 When they were out of sight, Abby turned to Nathan. “Let’s go blueberry picking!”
- 4 The blueberry bushes grew on the other side of the creek. Nathan remembered Pa’s words and knew he should argue, but his mouth was already watering at the thought of Abby’s scrumptious blueberry cobbler.
- 5 The creek was higher than the twins had ever seen it. Instead of its usual gentle murmur, the water sounded angry. It rushed between the rocks with the force of a runaway train.
- 6 The twins always used the trunk of a downed tree to get across the creek. Today, their makeshift bridge was wet and slippery. Nathan crossed slowly. He turned to see Abby right behind him and breathed a sigh of relief. A few more steps and—
- 7 “AAAAahhhh!” Abby screamed as her foot slipped. She toppled into the foamy water, which swept her downstream as if she weighed no more than a leaf. Nathan yelled too. His bare feet pounded the ground next to the creek as he ran, trying to keep his sister in sight. *Where was she?*
- 8 *There!* Abby had managed to grab some thick reeds growing near the bank. She gripped them for dear life.
- 9 Nathan cast wildly around for something, anything, that would help him get her safely to shore. He found a long branch. It would have to do. Though badly frightened, he took time to set his feet securely before extending the branch to Abby. He knew if he were not careful, he would end up in the water too.
- 10 It took all Nathan’s strength to pull Abby safely onto the bank. He looked at her pale face, knowing it mirrored his own. She was muddy and scared, but fine—at least, until they confessed their foolishness to Ma and Pa.

ThinkUp! ELAR

- 1 How does the fact that Ma and Pa go to town for the day affect the plot?
- A It makes Abby think of preparing a surprise for their parents' return.
 - B It causes Abby and Nathan to make a risky decision.
 - C It demonstrates that Nathan often follows Abby's lead.
 - D It emphasizes that Abby and Nathan have little food in their house.
- 2 Which sentence from the text helps create suspense?
- F *When they were out of sight, Abby turned to Nathan. "Let's go blueberry picking!"*
 - G *The twins always used the trunk of a downed tree to get across the creek.*
 - H *His bare feet pounded the ground next to the creek as he ran, trying to keep his sister in sight.*
 - J *It took all Nathan's strength to pull Abby safely onto the bank.*
- 3 Which event marks the beginning of the crisis in the text?
- A The twins see that the creek is much higher than usual.
 - B The twins attempt to walk across a slippery tree trunk.
 - C Nathan tries to locate Abby in the rushing water.
 - D Abby grabs some reeds growing near the creek bank.
- 4 How does the author use foreshadowing to advance the plot? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.7(C)	2	Analyze	(c)4.K
2	H	7.7(C)	2	Analyze	(c)4.K
3	B	7.7(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: In paragraph 2, Pa says the creek is “swollen near double” and implies the twins should stay away from it. This detail foreshadows that the twins will be in danger when they try to cross the creek.

(C.T. Traits: Reflect, Communicate, TEKS: 7.7(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Lac Rose

- 1 Cotton candy, bubble gum, strawberry, ruby, rose. Though they sound like a five-year-old girl's wish list, they are really words used to describe the color of Lake Retba. Natives of Senegal call this natural phenomenon Lac Rose. That is French for Pink Lake.
- 2 Lac Rose is truly a natural wonder. Its unique color comes from the algae that live there. The algae are not harmful. In fact, the lake is a favorite tourist destination. The algae grow best during the hottest months of the year. The more algae, the brighter the pink color.
- 3 Because the floor of the lake is covered in salt, the water is up to 40% saline. That is about ten times saltier than seawater! You can't drink the water in Lac Rose, but you can float in it.
- 4 Tourism isn't Lac Rose's only contribution. Salt harvesters gather salt from the floor of the lake. Because metal would rust in the salty water, harvesters do things the old-fashioned way. They wade in with wooden sticks and baskets to dig up the underwater salt. About 24 tons of salt are harvested by hand each year.
- 5 Lac Rose is more than just a pretty place.

ThinkUp! ELAR

- 1 Which detail would be most important to include in a summary of the text?
- A Many terms have been used to describe the color of Lac Rose.
 - B The unusual features of Lac Rose make it a natural wonder.
 - C The water in Lac Rose is safe to float in but not to drink.
 - D The actual name of Lac Rose is Lake Retba.
- 2 Which paraphrase of paragraph 2 best maintains the paragraph’s meaning?
- F A natural wonder during the hottest months of the year, Lac Rose has become a tourist destination. The lake’s unique color comes from algae.
 - G Algae grow in Lac Rose, which is a popular tourist destination because of its pink color. However, the algae are not harmful to the tourists.
 - H Algae in Lac Rose are responsible for the lake’s bright pink color, which attracts many tourists. The harmless algae grow best in hot weather.
 - J Lac Rose is a tourist destination even though algae grow in it during the hot season. Algae make the lake look more pink than usual.
- 3 Which is the best summary of the text?
- A Because of algae, Lake Retba in Senegal has a bright pink color. The lake’s water is also extremely salty. Called Lac Rose by locals, the lake attracts tourists and allows people to harvest salt.
 - B The words used to describe the pink color of Lake Retba in Senegal sound like the wishes of a young girl. Algae grow in the lake in hot weather, and tourists who visit float in the lake.
 - C People in Senegal refer to Lake Retba, which looks pink, by the French term Lac Rose. The floor of this lake is covered with salt. This makes the water about ten times saltier than seawater.
 - D Salt harvesters must use old-fashioned methods when they harvest salt from the bottom of Lake Retba in Senegal. Not only does the water have a higher salt content than seawater, it also appears bright pink.
- 4 How might paragraph 4 be summarized? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.6(D)	2	Understand	(c)4.1
2	H	7.6(D)	2	Understand	(c)4.1
3	A	7.6(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: Each year, salt harvesters dig up tons of salt from the bottom of Lac Rose. Because metal would rust, they use wooden equipment.

(C.T. Traits: Examine, Link, TEKS: 7.6(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)

Read the text and answer the questions.

Karate Belt Colors: What Do They Mean?



A yellow belt practices karate.

- 1 For practitioners of the martial art karate, the color of one’s obi, or belt, is significant. Beginners wear a white belt with their uniform. After they master the skills associated with a particular training level, they are tested. Passing the test results in being awarded a different color belt.
- 2 A black belt in karate is associated with a high level of skill. However, a person’s training does not end when they earn a black belt. Because studying karate is meant to be a lifelong endeavor, there are 10 different levels of black belt. Black belts at the 9th or 10th level are almost never awarded. This honor is for those who have dedicated their whole lives to karate.

Karate Achievement Levels*

Belt Color	Level Name
White	10th Kyu (lowest level colored belt); 9th Kyu
Yellow	8th Kyu
Orange	7th Kyu
Green	6th Kyu
Blue	5th Kyu
Purple	4th Kyu
Brown	3rd Kyu, 2nd Kyu, 1st Kyu (highest level colored belt)
Black	1st Dan (lowest level black belt) through 10th Dan (highest level black belt; very rare)

* These are the colors and rankings followed by many karate schools.

ThinkUp! ELAR

- 1 Why does the author most likely include the photograph of the girl practicing karate?
 - A To prove to the reader that karate practitioners wear belts with their uniforms
 - B To provide a visual cue that helps prepare the reader for the topic of the text
 - C To help the reader understand that karate belts look identical except for their color
 - D To indicate to the reader that the text will provide instruction about many forms of karate

- 2 Which statement most accurately describes the relationship between the chart and the text?
 - F The chart mainly restates ideas in the text by showing that different karate belt colors have meaning.
 - G The chart contradicts the information given in the text by suggesting that Level 10 black belts are sometimes awarded.
 - H The chart expands on the information given in the text by listing the order in which belt colors are often awarded.
 - J The chart challenges the objective tone of the text by revealing the author’s belief that karate rankings are important.

- 3 The asterisked information included with the chart provides new information on the topic by implying that —
 - A karate belt colors may differ from school to school
 - B colored belts in karate indicate student progress
 - C karate schools follow a single system of awarding achievement
 - D people with black belts may still be students

- 4 What information about karate belts can be gained from the photograph but not from the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.9(C)	2	Analyze	(c)4.K
2	H	7.9(C)	3	Analyze	(c)4.K
3	A	7.9(C)	3	Understand	(c)4.J

4 Answers may vary. Student responses might include: The photograph shows how the karate belt is tied around a student's waist and how it fits in with the rest of the uniform. The text, by contrast, shows that belts can show a student's level, but does not tell how the belts are tied or what they look like.

(C.T. Traits: Examine, Strive, TEKS: 7.9(C), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

The Gardener and the Bear

adapted from a Persian folktale

Characters

GARDENER

FIG TREE

FLOWER

BROWN BEAR

Scene 1

- 1 *[A gardener hums a melancholy tune, for he is lonely without a wife or children.]*
- 2 **Gardener:** Oh, lovely Fig Tree, how I wish your branches were the arms of a caring wife. Oh, lovely Flower, how I wish the murmurs of the breeze through your leaves were the voices of joyful children.
- 3 **Fig Tree:** Content yourself in my shade, dear Gardener.
- 4 **Flower:** Content yourself in the fragrance of my blossoms, dear Gardener.
- 5 **Gardener:** I cannot be content any longer. Tomorrow, I will find a friend.

Scene 2

- 6 *[The Gardener steps through the gate. His eyes immediately fall upon a Brown Bear.]*
- 7 **Gardener:** Hello, Brown Bear. Would you accompany me to my garden? Would you be my friend?
- 8 **Brown Bear:** Why, thank you. I would be pleased to accompany you to your garden. I would be happy to be your friend.
- 9 *[The Gardener holds open the gate, and the Brown Bear steps inside.]*
- 10 **Gardener:** *[Plucking a fig.]* Please enjoy the fruit of my Fig Tree. *[Picking a blossom.]* Please delight in the fragrance of my Flowers.
- 11 *[After a stroll through the garden, the afternoon heat becomes oppressive.]*
- 12 **Brown Bear:** To thank you for your kindness, I will keep away the flies while you nap in the shade.

Scene 3

- 13 *[As the Gardener sleeps, the Brown Bear becomes increasingly annoyed at a particularly pesky fly. With an angry swipe of his heavy paw, he kills the fly which had landed on the Gardener's nose.]*
- 14 **Gardener:** Be gone with you, Brown Bear! You have surely broken my nose and disturbed the peace of my garden. I shall forever be content with the shade of my Fig Tree and the fragrance of my Flowers. For it is better to be without friends than to befriend one who is quick to anger.

1 Read the lines from Scene 1.

Fig Tree: Content yourself in my shade, dear Gardener.

Flower: Content yourself in the fragrance of my blossoms, dear Gardener.

How do these lines contribute to the drama?

- A They suggest the Gardener is less alone than he thinks he is.
 - B They reveal the tension between Fig Tree and Flower.
 - C They show the Gardener is neglecting his plants.
 - D They foreshadow the destruction Brown Bear will cause.
- 2 Which statement best describes how the stage directions in Scene 1 contribute to the text?
- F They establish the drama’s setting.
 - G They provide a hint about the drama’s resolution.
 - H They emphasize the drama’s theme.
 - J They explain the motivations of a character’s actions.

3 Read the lines from Scene 2.

Gardener: [*Plucking a fig.*] Please enjoy the fruit of my Fig Tree. [*Picking a blossom.*] Please delight in the fragrance of my Flowers.

How do the stage directions [*Plucking a fig*] and [*Picking a blossom*] contribute to the drama?

- A They demonstrate the Gardener’s wish to please his new friend.
 - B They emphasize the Gardener’s lack of concern for his garden.
 - C They reveal the Gardener’s foolishness in trusting a stranger.
 - D They show why the Gardener becomes so exhausted that he must nap.
4. How does the dialogue in Scene 3 characterize the Gardener? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.8(C)	2	Analyze	(c)4.K
2	J	7.8(C)	2	Analyze	(c)4.K
3	A	7.8(C)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The dialogue reveals that the Gardener values peace and quiet even more than having a friend.

(C.T. Traits: Link, Examine, TEKS: 7.8(C), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Word Collector

- 1 What do a pannapictagraphist, a plangonologist, and a philatelist have in common? Yes, they do all begin with the letter p, but beyond that, they are all collectors of various memorabilia. A pannapictagraphist collects comic books; a plangonologist collects dolls; a philatelist collects stamps.
- 2 Collecting comic books, dolls, and stamps are common pastimes with unusual names. But in this world full of wonderful, wacky people, there is a collectible for anyone. Sucrologists save sugar packets. Arctophiles accumulate teddy bears. Falerists amass medals, pins, and other military and civilian awards while scutelliphiles stockpile souvenir patches.
- 3 Psychologists believe that a desire to collect items of interest stems from the primal urge to hunt and gather. They also suggest that maintaining collections satisfies the need for the brain to classify and organize information. There is no doubt that locating interesting or rare articles can be rewarding. The search itself is often stimulating. Many collectors join organizations with others who have the same interests, providing opportunities to learn more about the collectibles they pursue and to create new friendships.
- 4 Some people collect simply because they know that items will increase in value over time. Consider John Jay Pittman. He became fascinated with coin collecting. He even mortgaged his home in the 1950s just to purchase coins in Egypt, believing his collection would one day turn valuable. It did. When he passed away in 1996, his family was shocked to discover the value of his collection. It was worth \$30 million.
- 5 Perhaps you have been inspired to begin your own collection. You can just start small and begin collecting something that doesn't even take up physical space: become a logophile, a collector of words!

ThinkUp! ELAR

- 1 Which inference is supported by the text?
 - A Collectible items always have a large monetary value.
 - B Collectible items are often sold before they are worth much.
 - C People should spend time evaluating why they collect.
 - D People are likely wired to want to amass collections.

- 2 What inference can be made based on the information in paragraph 2?
 - F Comic books are the most valuable collections.
 - G Collecting is not as popular today as it once was.
 - H A variety of war memorabilia exists today, thanks mostly to collectors.
 - J Some people collect items that others would find odd to collect.

- 3 How does the information in paragraph 4 connect with the information in paragraph 3?
 - A It provides an additional reason why people are interested in collecting.
 - B It provides an analogy to support the psychology of collecting.
 - C It contradicts the theories presented by the psychologists.
 - D It reveals the main reason the author thinks people should consider collecting.

- 4 Based on information in paragraph 1 and paragraph 2, what can be inferred about the author’s opinion of people who collect? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	7.5(F)	3	Understand	(c)4.J
2	J	7.5(F)	3	Understand	(c)4.J
3	A	7.5(H)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: The author uses the words “wonderful, wacky” to describe the large variety of interesting and unique collectors who create collections that are both familiar and expected (dolls, stamps) and odd and unexpected (sugar packets, teddy bears).

(C.T. Traits: Examine, Inquire, TEKS: 7.5(F), DOK: 3, RBT: Understand, ELPS: (c)4.J, (c)5.G)

Read the text and answer the questions.

Paying It Forward

- 1 A long line of cars snaked through the drive-thru lane at Handsome Donut. It reminded Kenyatta of the conga line the dancers had formed at Cousin Makayla's wedding last weekend.
- 2 With a resigned sigh, Kenyatta's dad pulled his car into the line. He glanced over at her. "Sure you don't want to order inside?" he asked hopefully. "You can check on Jermaine." Kenyatta's older brother had been a proud employee of Handsome Donut for the past two weeks.
- 3 "Nah, it's cool," Kenyatta replied. "Now remember, Dad, I'm paying for your coffee!" She patted her red leather wallet, which held several crisp bills in its protective embrace. She had spent many hours babysitting to earn that money.
- 4 Ten minutes later, they were able to pull up and place their order. But when Kenyatta asked how much they owed, the speaker squawked, "You're all set! The lady in the car ahead of you paid for your order."
- 5 Kenyatta's dad goggled like a goldfish. Impulsively, Kenyatta spoke into the speaker again. "You know what? I'll pay for the car behind us." A smile danced across her face as she imagined the next driver's reaction.
- 6 Much later that afternoon, Jermaine came home from his shift at Handsome Donut. "How was your day?" Kenyatta asked him.
- 7 "You'll never in a million years guess what happened," Jermaine told her. "A guy going through the drive-thru started a chain of people paying for whoever was behind them. It lasted for eight cars!"
- 8 A warm glow kindled in Kenyatta's heart. She had been a part of something bigger than she realized.

ThinkUp! ELAR

- 1 What does the personification in paragraph 3 suggest about Kenyatta?
 - A She is eager to keep her earnings safe.
 - B She is reluctant to spend her own money.
 - C She is a popular babysitter.
 - D She is afraid of losing her wallet.

- 2 The figurative language in paragraph 8 reveals that Kenyatta feels —
 - F curious
 - G embarrassed
 - H joyful
 - J confused

- 3 Why does the author include a hyperbole in paragraph 7?
 - A To show Jermaine exaggerates when he shares stories with his family
 - B To establish the teasing relationship that exists between Kenyatta and Jermaine
 - C To demonstrate that Jermaine has no patience for guessing games
 - D To reflect Jermaine’s belief that what happened at work was unusual

- 4 What is the purpose of the simile in paragraph 5? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.9(D)	2	Analyze	(c)4.K
2	H	7.9(D)	2	Analyze	(c)4.K
3	D	7.9(D)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author uses the simile “goggled like a goldfish” to reveal Kenyatta’s dad is surprised that someone has paid their bill.

(C.T. Traits: Adapt, Strive, TEKS: 7.9(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

from
On Quitting

by Edgar Guest

How much grit do you think you've got?
Can you quit a thing that you like a lot?
You may talk of pluck; it's an easy word,
And where'er you go it is often heard;
5 But can you tell to a jot or guess
Just how much courage you now possess?

You may stand to trouble and keep your grin,
But have you tackled self-discipline?
Have you ever issued commands to yo
10 To quit the things that you like to do,
And then, when tempted and sorely swayed,
Those rigid orders have you obeyed?

Don't boast of your grit till you've tried it out,
Nor prate to men of your courage stout,
15 For it's easy enough to retain a grin
In the face of a fight there's a chance to win,
But the sort of grit that is good to own
Is the stuff you need when you're all alone.

How much grit do you think you've got?
20 Can you turn from joys that you like a lot?
Have you ever tested yourself to know
How far with yourself your will can go?
If you want to know if you have grit,
Just pick out a joy that you like, and quit.

ThinkUp! ELAR

- 1 Which of these best describes the meter of the poem?
 - A It establishes a quick pace and adds to the effect of the speaker talking directly to the reader.
 - B It provides a serious tone and validates the advice given by the speaker to the reader.
 - C It includes a variety of figurative language to bring emphasis to the speaker’s ideas.
 - D It creates a light rhythm that causes the reader to visualize memories of childhood.

- 2 How do the questions affect the poem?
 - F They allow the poet to speak directly to the reader.
 - G They help the reader discover a hidden meaning in each stanza.
 - H They allow the poet to provide specific advice on various topics.
 - J They help the reader understand the poet’s background.

- 3 How does the rhyme scheme affect the poem?
 - A It makes the poet’s challenge to the reader sound more playful.
 - B It emphasizes the poet’s disapproval of certain actions.
 - C It suggests the poet thinks children are more likely to quit than adults.
 - D It highlights the poet’s theme that rigid discipline is important.

- 4 How does the structure of the third stanza help convey the poet’s message? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.8(B)	2	Analyze	(c)4.K
2	F	7.8(B)	2	Analyze	(c)4.K
3	A	7.8(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The third stanza is the only one that lacks questions. This allows the poet to provide the advice that is the heart of the poem: a person cannot say they have grit until they have given up something they wanted.

(C.T. Traits: Link, Examine, TEKS: 7.8(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Brain Food

- 1 The brain is the most complex organ in the human body. After all, it controls every move you make, enables you to feel emotions, provides the ability to learn new things, and allows you to react appropriately to a variety of situations. Without a doubt, the brain is very important.
- 2 There are many things you can do to protect and improve your brain. Exercising and learning new things are both beneficial to your brain. But you can also help your brain by choosing brain food!

Healthy Fats

- 3 Healthy fats help protect your brain from diseases that affect your memory. These healthy fats are called omega-3s. They can be found in fish, walnuts, cauliflower, and chia seeds.

Flavonols

- 4 Flavonols help your brain make connections. These plant-based antioxidants are found in dark chocolate, tea, and blueberries.

Plant-Based Foods

- 5 Fruits, vegetables, and seeds can all help to keep the brain healthy. Berries, leafy greens, and pumpkin or sunflower seeds are the best choices for keeping your brain functioning at optimal levels.
- 6 Think about what you eat in a day. Do you eat healthy fats, flavonols, and plant-based foods? If not, do your best to incorporate these foods into your diet and keep your brain healthy!

ThinkUp! ELAR

- 1 Someone who is about to read the text can predict from the title and subheadings that the text will focus on —
- A the best way to maintain a healthy weight
 - B the effect of certain foods on mental functions
 - C the mental exercises that improve a person’s memory
 - D the different parts of the brain and how they work together
- 2 The information in paragraph 2 supports the idea that in the last paragraph, the author will —
- F ask the reader a question
 - G summarize important points in the text
 - H encourage the reader to take a certain action
 - J end the text on a positive note
- 3 Which sentence from paragraph 1 or 2 best helps the reader predict the information the author will discuss in the text?
- A *The brain is the most complex organ in the human body.*
 - B *After all, it controls every move you make, enables you to feel emotions, provides the ability to learn new things, and allows you to react appropriately to a variety of situations.*
 - C *Exercising and learning new things are both beneficial to your brain.*
 - D *But you can also help your brain by choosing brain food!*
- 4 How does the structure of paragraph 3 help the reader understand what type of information will likely be offered in paragraphs 4 and 5? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.5(C)	2	Understand	(c)4.J
2	H	7.5(C)	2	Understand	(c)4.J
3	D	7.5(C)	3	Understand	(c)4.J

4 Answers may vary. Student responses might include: Paragraph 3 tells how healthy fats affect the brain and then tells which foods contain healthy fats. Therefore, it is likely that paragraph 4 will tell how flavonols help the brain and which foods have flavonols, and paragraph 5 will tell how plant-based foods affect the brain and recommend certain plant-based foods.

(C.T. Traits: Inquire, Strive, TEKS: 7.5(C), DOK: 2, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Pony Express Adventure

- 1 Eli could not contain his excitement. “It’s so cool that your dad brought us to the Pony Express National Museum!”
- 2 “I know! Check out this painting of a Pony Express rider,” replied Asher. “Wish we’d lived back then. What an adventure!” he added wistfully.
- 3 Suddenly, the boys found themselves riding furiously across the open prairie. “What’s going on?” shouted Eli over the beating of the horses’ hooves.
- 4 “Where’s Dad? Where’s the museum?”
- 5 “I think your wish was granted, Asher,” Eli suggested.
- 6 Once this realization began to sink in, broad smiles replaced the initial looks of shock.
- 7 “This is our adventure!” Asher let out a whoop and spurred his copper-colored mare past Eli’s buckskin gelding. Mile after mile they rode, past tumbleweeds and cactuses, across dried creek beds and gullies.
- 8 As the sun rose higher in the cloudless sky, the boys’ thirst for adventure was overcome by sheer thirst. Their leather bags were filled with letters, but no canteens of fresh water were to be found.
- 9 “How do we get back to the museum? How will we survive if we don’t find water?” Eli’s fears bubbled to the surface in a barrage of questions.
- 10 Asher thought about their predicament. He recalled the inscription at the bottom of the painting he’d seen at the museum. “What was the motto of the Pony Express? Was it ‘The mail must go through’? I think if we deliver these letters, we may get back home.”
- 11 The boys saw smoke rising from a settlement up ahead. There, they handed off the mail to the next rider on horseback, dusted off their jeans, and went inside for a drink. A blast of cool air surprised the boys as they passed through the door to find themselves back in the Pony Express National Museum.

ThinkUp! ELAR

- 1 What does the museum setting help the reader understand about Eli and Asher?
 - A They spend a lot of time together.
 - B They have an appreciation for history.
 - C They would rather be active than look at paintings.
 - D They have experience riding and caring for horses.

- 2 How does the open land the boys ride across cause a problem in the story?
 - F It makes them worry about how they will get home.
 - G It distracts them from going to the settlement right away.
 - H It lacks something they take for granted.
 - J It causes competition between them.

- 3 What do the boys learn from their visit to the past?
 - A Adventures often involve some discomfort.
 - B The past is not that different from the present.
 - C Cooperating is better than competing.
 - D Responsibility was more important in the olden days.

- 4 How does the museum setting help shape the story's events? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	B	7.7(D)	2	Analyze	(c)4.K
2	H	7.7(D)	2	Analyze	(c)4.K
3	A	7.7(D)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: The museum setting is important because that is where Eli and Asher admire a painting of a Pony Express rider and they are captivated by the painting.

(C.T. Traits: Reflect, Communicate, TEKS: 7.7(D), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Breakdancing

- 1 When people hear the word *breakdancing*, they probably picture teens spinning on their heads as hip-hop music plays in the background. Young people started breakdancing, or breaking, in the 1970s in New York City. Breaking originated as a type of street dancing. That’s because in New York’s crowded metropolis, youth often have to be creative when searching for their entertainment venues. Teens had to tote their portable music devices (called boom boxes) and dance wherever they could find a space—in vacant lots, on city sidewalks, and even on subway platforms.
- 2 Breaking refers to tricks, floor work, and other types of dancing that happen during the breakbeat of a song. A breakbeat is essentially any place in a song where a drummer has a solo. DJs during the 1970s began extending these breakbeats by looping them. These longer breakbeats allowed the dancers more time to show off their breaking skills. Soon, dance battles emerged, during which dancers took turns competing to see who had the best improvised moves. Young men and women who took part in breakdancing are still referred to as “b-boys” and “b-girls.”
- 3 This dance style eventually developed different elements, including *toprock* and *downrock*. Topleft refers to a sequence of steps performed from a standing position, while downrock describes movements on the floor that use hands and feet. Breakdancing also incorporates power moves and freezes. Power moves are acrobatic stunts that require speed, flexibility, and endurance to execute. They include such movements as head and back spins, windmills, and swipes. Freezes are controlled poses that look “frozen” in place and almost resemble difficult one-handed yoga poses. They require immense upper body strength, core strength, and flexibility to maintain for any length of time.
- 4 Breaking made its way around the island of Manhattan and then spread its wings around the country and the world. It is still popular today. Breakdancing competitions are held annually across the United States and in England, France, Canada, Russia, South Korea, and Japan.

ThinkUp! ELAR

- 1 The author’s main purpose for writing this text is to —
 - A show how a dancing style became popular in other countries
 - B explain how music influences dancing styles
 - C argue that teens use dance as a form of creative expression
 - D explain the origins and techniques of a specific type of dancing

- 2 The most likely reason the author included the ideas in the first sentence is to help the reader —
 - F visualize breakdancing
 - G understand why teens participate in breakdancing
 - H appreciate the history of breakdancing
 - J recognize why breakdancing is still popular today

- 3 What is the author’s purpose for including the information in paragraph 2?
 - A To illustrate why young people became fascinated with breakdancing
 - B To provide a description of various moves in breakdancing
 - C To explain how breaking evolved to become competitive
 - D To show the influence that breakdancing continues to have on youth today

- 4 Why does the author include paragraph 3 in the text? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	7.9(B)	2	Analyze	(c)4.K
2	F	7.9(B)	2	Analyze	(c)4.K
3	C	7.9(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: The author includes the information in paragraph 3 to provide descriptions of specific types of moves in breakdancing. The author discusses toprock, downrock, power moves, and freezes.

(C.T. Traits: Examine, Link, TEKS: 7.9(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Perfecting the Assembly Line

- 1 Henry Ford's assembly lines were characterized by fixed stations, interchangeable parts, and repetitive tasks.
- 2 In fixed station production lines, workers remain stationary. Parts for assembly are brought to them. In the earliest assembly lines, fellow workers brought parts to assemblers. In Ford's moving assembly line, parts were carried by automated conveyors. Fixed stations save time, allowing trained assemblers to focus on specialized tasks.
- 3 Prior to the Industrial Revolution, craftsmen built products from beginning to end. Therefore, each item was unique. By introducing interchangeable parts to the manufacturing process, individual pieces could be made in advance and then assembled quickly and efficiently.
- 4 Each assembly line worker is responsible for a single task. This expertise increases both speed and precision, ensuring a quality product. Unfortunately, repetitive tasks allow little creativity. Workers often complain of boredom. To keep his employees content, Ford paid them \$5 a day, over twice that of other car manufacturers of the time.
- 5 Workers at the Highland Park Plant assembled 19,000 cars in 1910, 34,500 cars in 1911, and 78,440 cars in 1912. Perfecting the assembly line increased wages and reduced the cost of the Model T.

- 1 Which statement best expresses the central idea of the text?
 - A Henry Ford’s assembly line was a fast, efficient way to produce automobiles.
 - B Workers had to be paid more for work at Henry Ford’s plant because of the boredom.
 - C Henry Ford’s plant was very different from factories prior to the Industrial Revolution.
 - D Workers at Henry Ford’s plant had to learn only one type of skill in order to be employed.

- 2 What does the organizational pattern used in paragraph 3 help the reader understand?
 - F The differences between the various ways of building automobiles
 - G The way the assembly line changed the process of building items
 - H The order of the steps that must be followed to build automobiles
 - J The types of skills workers needed before the assembly line

- 3 Which evidence best supports the central idea of the text?
 - A *In fixed station production lines, workers remain stationary.*
 - B *Each assembly line worker is responsible for a single task.*
 - C *To keep his employees content, Ford paid them \$5 a day, over twice that of other car manufacturers of the time.*
 - D *Workers at the Highland Park Plant assembled 19,000 cars in 1910, 34,500 cars in 1911, and 78,440 cars in 1912.*

- 4 Which evidence in the text supports the idea that workers in the Ford plant needed to be encouraged to work the assembly line? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.8(D)	2	Understand	(c)4.I
2	G	7.8(D)	2	Analyze	(c)4.K
3	D	7.8(D)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: In paragraph 4, the author explains that working the assembly line was monotonous and boring, so Ford offered his workers much higher pay than other factories to keep them from leaving.

(C.T. Traits: Examine, Link, TEKS: 7.8(D), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Disaster to Delight

- 1 Waves lashed against the rocky outcropping that supported the near one hundred-year-old structure Cecilia called home. Most girls her age would seek shelter inside the lighthouse, but Cecilia could barely tear herself away from the beauty of the approaching storm. Cecilia had only recently been granted the task of filling the oil lamp and trimming the wicks. Somewhat reluctantly, she left the tempest outside and stepped into the stillness of the lantern room.
- 2 “Drat these blasted skirts,” Cecilia muttered to herself. Why her father made her wear them she had no idea. Proper fashion had no place in the lighthouse, what with its miles and miles of winding staircases and open flames.
- 3 Cecilia’s skirts swirled around her as she turned to lock the glass door against the wind. “Oh!” Cecilia exclaimed. Whale oil poured across the wooden floorboards of the lantern room oil needed to fuel the flame of the lantern. In her effort to squeeze her skirts through the narrow door, Cecilia had knocked over a keg of valuable oil.
- 4 “Father! Come quickly! I’ve spilled the oil, and the lantern needs replenishing!” Cecilia called down the stairwell.
- 5 She could hear her father’s footsteps on the cast iron staircase. Cecilia’s first concern was keeping the flame lit, and she knew she deserved to be scolded for being so careless. Still, she dreaded her father’s rebuke.
- 6 After carefully refilling the lantern from the oil keg in his arms, Cecilia’s father turned to face her. “I think it’s time for breeches, Cecilia. A lightkeeper has no need for fashionable dresses,” he said sternly. Descending the staircase, he turned and winked at Cecilia.
- 7 Cecilia threw open the door of the lantern room and shouted her joy to the wind.

ThinkUp! ELAR

- 1 The author’s main purpose for writing the story is to —
- A argue for the importance of lighthouses
 - B illustrate how lighthouses were once lit
 - C convey what life was like in another era
 - D explain how fashions change over time
- 2 Why is paragraph 2 important to the structure of the story?
- F It foreshadows the story’s main problem.
 - G It explains the reason for the popularity of the time period’s fashions.
 - H It reveals the thoughts and feelings of both the story’s characters.
 - J It describes the setting in greater detail.
- 3 What is the main purpose of the first paragraph?
- A To give the history of the lighthouse Cecilia helps tend
 - B To demonstrate Cecilia’s independent spirit
 - C To introduce Cecilia’s conflict with her father
 - D To build suspense about how the storm will affect Cecilia
- 4 Why is paragraph 6 important to the story? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	7.9(A)	2	Analyze	(c)4.K
2	F	7.9(B)	2	Analyze	(c)4.K
3	B	7.9(B)	2	Analyze	(c)4.K

4. Answers may vary. Student responses might include: Paragraph 6 shows that Cecilia's father is understanding, and it provides the solution to her problem.

(C.T. Traits: Adapt, Strive, Examine, Link, TEKS: 7.9(A), 7.9(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

How to Train Your Trainer

- 1 Ricky sat on his bed, guitar on his lap. He did his best to strum along with the instructional “Teach Yourself Guitar!” video he was watching. As usual, his fingers felt like stuffed sausages; in only a few seconds, he was hopelessly behind the guitar player in the video. Frustration washed over him; the website had insisted that this particular song was “simple enough for beginners.”
- 2 Ricky went outside to work with his puppy, Daisy. That wasn’t going well either. For nearly two weeks, he had been trying to teach her the basic commands *Sit*, *Stay*, and *Lie Down*. Sometimes she obeyed him, but more often, she ignored him in favor of romping around the yard. Ricky felt like giving up, but he couldn’t; his mother had only agreed to get a dog after he had promised to train her.
- 3 Knowing he needed help, Ricky did a search and found the website of a professional dog trainer. The woman advised dog owners to work on one command at a time instead of many at once, which could be confusing to a dog. She emphasized the importance of patience, repetition, breaks, and rewards. After just three days of following her tips, Ricky had taught Daisy to stay and knew she was ready to begin learning a new command.
- 4 That night, Ricky’s eyes fell on his guitar, sitting patiently in the corner of his room. A lightbulb seemed to switch on over his head as he remembered some of the tips from the dog-training website. *Work on one skill at a time. Practice regularly, but keep sessions short and enjoyable. Above all, have patience!*
- 5 Ricky picked up the guitar.

ThinkUp! ELAR

- 1 What do the events in the first two paragraphs suggest about Ricky?
 - A He enjoys playing the guitar more than working with his new puppy.
 - B He lacks the time to do everything he would like to do.
 - C He tends to believe everything he reads online.
 - D He makes goals but lacks a clear plan for achieving them.

- 2 Which event best demonstrates that Ricky has the ability to learn from his mistakes?
 - F He focuses on teaching Daisy to obey basic commands.
 - G He does not give in to his wish to stop working with Daisy.
 - H He finds the website of a professional dog trainer.
 - J He spends time training Daisy after practicing the guitar.

- 3 Ricky is able to resolve his problem only after he —
 - A realizes he needs to take a firmer hand with Daisy
 - B accepts that his methods of training are not effective
 - C recognizes that music can help him train Daisy
 - D ranks his activities by how important they are to him

- 4 How does Ricky’s sense of responsibility affect what happens in the story? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	D	7.7(B)	2	Analyze	(c)4.K
2	F	7.7(B)	2	Analyze	(c)4.K
3	B	7.7(B)	2	Analyze	(c)4.K

4 Answers may vary. Student responses might include: Ricky's sense of responsibility gives him the means to solve both his problems. Although he is frustrated with training Daisy and wants to give up, he doesn't because he has promised his mom he will train her. His sense of responsibility causes him to search for a helpful website, and its tips help him train Daisy and stick with the guitar.

(C.T. Traits: Communicate, Reflect, TEKS: 7.7(B), DOK: 2, RBT: Analyze, ELPS: (c)4.K)

Read the text and answer the questions.

Ice Stupas

- 1 What do you do when you live in an area that has limited water during its growing seasons? You develop ways to harness natural resources, such as the Ice Stupa.
- 2 An Ice Stupa is a man-made glacier. It was developed by an East Indian engineer, Sonam Wangchuk, in 2013. He built the first prototype of the Ice Stupa in a small village area in the high, cold desert of the Himalayas. This area had once been lush and green, an ideal place for farming. But now many of the glaciers which had once fed this area with water have melted and no longer provide the area with the moisture it needs. Wangchuk knew that man-made glaciers would need to be formed to revitalize the area.
- 3 Natural glaciers are horizontal. They spread across wide areas of land, generally in north facing valleys high up in the mountains. It is important that they are north facing since this prevents them from melting with the sun's direct heat during the winter months.
- 4 Wangchuk knew that they needed to get the man-made glaciers closer to the villages that were in lower elevation areas. So a traditional horizontal glacier wouldn't work. He decided a vertical glacier was the solution. It could hold large amounts of water and with less surface area would melt more slowly.
- 5 He installed an underground pipe from an area upstream. Then, he piped the winter water downstream to an area near the village. The water would then be shot up into the air, and when it fell like rain, it would freeze onto strategically placed wires and tree branches. The result was a cone-shaped mountain that resembled a Buddhist holy site called a stupa.
- 6 Ice Stupas are designed to stay frozen until spring. As they start melting in April and May, they provide the much-needed water for plants when they first start to grow for the year.
- 7 When natural resources are limited, there are always creative ways to adapt. Ice Stupas are just one original way to use what nature has provided.

ThinkUp! ELAR

- 1 Which key idea is supported by the details in paragraph 2?
 - A The Himalayan region had changed, so new ideas were needed to help the farmers.
 - B Ice Stupas are man-made glaciers developed by an engineer.
 - C It is possible to harness natural resources, making them available for human use.
 - D Prototype construction is the first step in invention.

- 2 Which detail from the text best explains why vertical glaciers are a better choice near the villages than horizontal glaciers?
 - F They look like a Buddhist holy site.
 - G They are created from falling rain.
 - H They are formed during the winter months from piped water.
 - J They have less surface area so they melt slowly.

- 3 Read this sentence from the text.

Wangchuk knew that man-made glaciers would need to be formed to revitalize the area.

What key idea does this detail support?

- A The Ice Stupas were cone shaped instead of wide and flat.
 - B The land had previously been lush and green.
 - C The farmers in the Himalayas had to find a new area to plant their crops.
 - D The desert area was not able to get the moisture it needed from traditional means.
-
- 4 How does the author support the idea that traditional glaciers must form in certain geographical locations? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.5(G)	2	Understand	(c)4.1
2	J	7.5(G)	2	Understand	(c)4.1
3	D	7.5(G)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: The author tells how traditional glaciers need to be in areas of high elevation on the north facing side of the mountain. The author further explains why the north facing location is imperative for the glaciers not to melt too soon.

(C.T. Traits: Examine, Link, TEKS: 7.5(G), DOK: 2, RBT: Understand, ELPS: (c)4.1)

Read the text and answer the questions.

The Painted Peacock

- 1 Long ago, when clay pots were used for carrying water, Naveen was a potter's apprentice. Day after day, Naveen worked in the fields to gather clay. Night after night, he sat by his master's side at the potter's wheel. Naveen learned well and became a master potter.
- 2 The days were long. The nights were longer. For when the potter went to bed, Naveen continued to work. He secretly decorated his pots with the loveliest colors of his native land. Indigo from the Indian Ocean, emerald from the leaf of the jasmine, pinks and purples of the lotus blossom, yellows and golds of an Indian sunset.
- 3 One day, his master discovered Naveen's hidden pots. He was angry that Naveen's creations were more beautiful than his own. The potter destroyed Naveen's colorful pots. He forbade him from ever decorating a pot again.
- 4 Naveen looked for comfort from his only friend, a peacock the master allowed him to keep as a pet. Naveen's peacock was dull and gray like all peacocks in his country. For this reason, they had little value. Naveen loved his peacock and determined in his heart that he would make his peacock beautiful so that all people would cherish him as Naveen did.
- 5 Naveen set to work gathering his supplies. Ocean water, jasmine leaves, lotus blossoms, and sunsets he painted his peacock with all the gorgeous colors of India. Naveen's master recognized the value of Naveen's painted peacock, for he could not deny the talent of his young apprentice any longer.
- 6 Today, the peacock is the national bird of India. It is revered for its beauty and grace.

- 1 Which of these best summarizes the text while keeping the events in a logical order?
- A Naveen, an apprentice, secretly paints his clay pots in bright colors. His jealous master destroys his work. Naveen then beautifully paints his gray peacock.
 - B Naveen is forbidden to decorate pots by his angry master. He gathers his supplies and paints his peacock. His master is jealous of the beauty of his work.
 - C Naveen, a potter’s apprentice, has only one friend, a peacock. The gray peacock comforts him when his master is unkind. In return, he paints the peacock.
 - D Naveen’s master teaches him to make clay pots. He gathers clay, makes pots, and decorates them. One day, Naveen uses bright colors to paint a live bird.
- 2 Which paraphrase of paragraph 4 best maintains the paragraph’s meaning?
- F Naveen’s only friend is a peacock who is dull and gray like all the other peacocks of India. Though others see the peacock as useless, it comforts Naveen.
 - G Naveen’s master allows him to have a pet peacock. Since the peacock has no value, Naveen believes his master will not mind if he makes it more colorful.
 - H Naveen loves his pet peacock, who is gray like all of India’s peacocks. Naveen decides to make the peacock beautiful so that others can see its value.
 - J Naveen wishes that other people would cherish his pet peacock the way that he does. Because he loves the peacock, he decides to make sure it is valued.
- 3 Which summary best keeps the events of paragraphs 2 and 3 in a logical order?
- A Naveen’s master gets angry at Naveen because he knows Naveen’s work is more beautiful than his own. He finds Naveen’s pots.
 - B The potter, Naveen’s master, goes to bed while Naveen stays up late working. Naveen’s work is more beautiful than the potter’s.
 - C The potter finds pots Naveen hid after painting them with bright colors. Naveen paints his pots at night while the potter sleeps.
 - D Each night, Naveen secretly paints his pots. The potter finds and destroys them while forbidding Naveen to paint any others.
- 4 How might you best summarize the text in one sentence? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	A	7.6(D)	2	Understand	(c)4.1
2	H	7.6(D)	2	Understand	(c)4.1
3	D	7.6(D)	2	Understand	(c)4.1

4. Answers may vary. Student responses might include: A talented potter's apprentice gains the recognition he deserves when he uses his colorful paints on a dull gray peacock.

(C.T. Traits: Examine, Link, TEKS: 7.6(D), DOK: 2, RBT: Understand, ELPS: (c)4.1)

Read the text and answer the questions.

Clean Your Plate or Suffer the Fate

- 1 If people are rewarded for doing well, they will do better. If people are penalized for doing poorly, they will also do better. A few restaurants are putting this idea into practice. They are fining customers who leave food on their plates.
- 2 The owner of a restaurant in Saudi Arabia saw a report on famine in Somalia. Then, he noticed the amount of food his customers left on their plates. The owner decided to charge a fine for food left uneaten. A portion of the fines collected goes to relief funds for the people of Somalia. Customers continue to order more than they can consume and happily give to the fund. Others choose to order less to avoid the fine. But no one is complaining.
- 3 In Japan, fishermen face dangerous conditions. So a restaurant owner decided to impose a surcharge for diners who do not finish their salmon roe, a dish made of fish eggs. Customers say they admire the owner for implementing the policy.
- 4 Food waste is a bigger problem than you might think. As food waste decomposes in landfills, it creates greenhouse gases that contribute to climate change. The next time you order a meal or fill your own plate, stop and ask yourself: Are you really going to eat all that food?

Think. Eat. Save.

- 1 You've heard "reduce, reuse, recycle," but how about "re-grow"? Re-growing vegetables from kitchen scraps is just one of many suggestions made by the Think. Eat. Save. campaign. The United Nations Environment Programme created the campaign after a recent study revealed that up to one-third of all food intended for human consumption is either lost or wasted.
- 2 Retailers such as grocery stores, restaurants, and hotels are responsible for almost half of the 1.3 billion tons of food loss and waste in the world. This includes food products that are shipped, but never sold or served. But individuals and families must share the blame. Because most of us believe that food waste is harmless, we do not think about ways to decrease it.
- 3 The biggest problem caused by food waste is methane gas produced in landfills. The stink you smell from rotting foods doesn't just hurt your nose. It harms the environment. Now, consider the water and energy wasted growing, processing, transporting, storing, displaying, selling, preparing, and serving food that does not get eaten. The idea is staggering! Learn more about what you can do to decrease food waste by visiting the Think. Eat. Save. website.

- 1 Which idea is emphasized in **both** texts?
- A Most people do not mind contributing money to a good cause.
 - B Food loss occurs when food is shipped from one place to another.
 - C Rotting foods in landfills produce gases that are bad for the environment.
 - D Rewards are an effective way to motivate people’s choices.
- 2 Based on information in **both** texts, how is the Think. Save. Eat. campaign **similar** to the restaurant policy of fining diners for leaving food on their plates?
- F Both the campaign and the policy want to encourage consumers to be less wasteful.
 - G Both the campaign and the policy offer people ideas for preventing food waste at home.
 - H Both the campaign and the policy came about as a response to research studies that show a lot of food is wasted.
 - J Both the campaign and the policy are intended to improve conditions for people who provide diners and shoppers with food.
- 3 What is one **difference** between the two texts?
- A Only “Clean Your Plate or Suffer the Fate” describes a proven method for reducing food waste.
 - B Only “Think. Eat. Save.” addresses why so much food waste takes place around the world.
 - C Only “Clean Your Plate or Suffer the Fate” implies that everyone can play a part in reducing food waste.
 - D Only “Think. Eat. Save.” attempts to convince the reader that food waste is a serious problem.
- 4 Based on information in **both** texts, what are two things you personally could do in order to cut down on food waste? Use evidence from both texts to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	7.5(E)	3	Understand	(c)4.J
2	F	7.5(E)	3	Understand	(c)4.J
3	B	7.5(E)	3	Understand	(c)4.J

4. Answers may vary. Student responses might include: Based on the first text, I could think about how much food I'm hungry for before I order a meal or load my plate. Based on the second text, I could go to the Think. Eat. Save. website to learn tips for reducing food waste.

(C.T. Traits: Link, Reflect, TEKS: 7.5(E), DOK: 3, RBT: Understand, ELPS: (c)4.J)

Read the text and answer the questions.

Land Art

- 1 When we think of art, we likely imagine paintings on a wall in a quiet museum. But artists everywhere create art using natural materials in the field of Land Art.
- 2 Philippe And e is a farmer who creates his art using brightly colored butterfly wings he gathers from his fields. He carefully arranges the wings using simple tools—tweezers, a razor, and glue. Some of his works include a boy gathering coconuts, women making flour, and the flag of his home country—Central African Republic.
- 3 Richard Shilling finds subjects for his art by going into nature and allowing the landscapes to intrigue him. From this inspiration, he then creates large sculptures from leaves and sticks using the principles of geometry. As the seasons change, so do the colors of his art. Shilling is also a photographer and writer, so he takes photographs of his creations and invents short stories that complement them.
- 4 Martin Hill and Philippa Jones travel to remote areas of the world to create their art. They use ice, stones, and twigs to create circular sculptures that float on water. They use a special technique called tensegrity that creates continuous tension that keeps the objects in place.
- 5 Land Art is a field that has an endless supply of free and accessible materials. Will you be the next land artist to be inspired to reflect nature’s beauty and bounty?

1 Read this dictionary entry for the word simple.

<p>simple /sĭm-pəl/ <i>adjective</i></p> <ol style="list-style-type: none">1. of humble origins or modest position2. lacking in knowledge or expertise3. common; not special or unusual4. not hard to understand or do
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Which definition matches how the word simple is used in paragraph 2?

- A Definition 1
 - B Definition 2
 - C Definition 3
 - D Definition 4
- 2 In paragraph 3, the word intrigue means —
- F make new again
 - G change or alter the appearance of
 - H provide protection
 - J attract and hold the attention of

- 3 The Latin root *cess*, meaning “go toward or yield,” helps the reader determine that accessible in paragraph 5 means —
- A easily available
 - B simple
 - C quickly noticed
 - D modest

4 What does the word complement mean in paragraph 3? Use evidence from the text to support your answer.

Item	Answer	TEKS	DOK	RBT	ELPS
1	C	7.2(A)	1	Apply	(c)4.F
2	J	7.2(B)	2	Apply	(c)4.F
3	A	7.2(C)	1	Apply	(c)4.F

4 Answers may vary. Student responses might include: The word “complement” refers to something that is added to complete or make something better. Richard Shilling adds a story that accompanies or completes a piece of artwork, making the art better as a pairing.

(C.T. Traits: Adapt, Strive, Link, TEKS: 7.2(B), DOK: 2, RBT: Apply, ELPS: (c)4.F)

