

GRADE

3

everyday **Comprehension**

Intervention Activities

Pre- and Post-Assessment

Use the following pre-/post-assessment pages to plan instruction and monitor progress.



DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

All the assessments in this book may be administered to students individually or in a group. We recommend administering the Pretest and Posttest to all students at the same time. Detailed guidelines for administering and scoring each type of assessment are presented below.

GUIDELINES FOR USING THE PRETEST

The Pretest is fourteen pages long. It includes seven one-page reading passages and a set of multiple-choice questions for each passage: thirty-two items total. These thirty-two items measure eight “clusters” of strategies and skills (as listed on the Scoring Chart, see Posttest) with four items per cluster. Each cluster has two to four strategies grouped by similarities. For example, “Identify Main Idea” and “Summarize or Paraphrase Information” are grouped together in one cluster because they involve similar thinking skills (distinguishing essential from inessential information). Each cluster has been labeled with a title that reflects the key thinking skill, such as “Distinguishing Important Information.”

Plan for about an hour to administer the Pretest, but allow more time if needed. Students should be allowed to finish answering every question. Depending on the students and your situation, you may want to administer the Pretest in two parts in different sittings.



To Administer the Pretest:

1. Make a copy of the test for each student.
2. Tell students to write their names and the date at the top of each test page.
3. Read the directions on the first page and make sure students understand what to do.
4. Instruct students to read each passage and answer the questions that go with it.
5. For each multiple-choice question, instruct students to choose the best answer and fill in the bubble beside the answer they choose.
6. Option: If you prefer, you may copy the answer sheet (see Posttest) and instruct students to fill in the answers on the answer sheet.
7. When students have finished, collect the tests.

To Score the Pretest:

1. Make a copy of the Individual Pretest/Posttest Scoring Chart (see Posttest) for each student.
2. Refer to the Pretest Answer Key. The Answer Key gives the letter of the correct response to each question.
3. Mark each question correct or incorrect on the test page (or on the answer sheet).
4. To find the total test score, count the number of items answered correctly.
5. To score by cluster, use the Individual Pretest/Posttest Scoring Chart (see Posttest). Circle the number of each item answered correctly. The item numbers are organized by clusters of tested skills.
6. For each cluster on the scoring chart, add the number of items answered correctly (for example, three of four). Write the number correct in the right-hand column under Pretest Score.



Using the Results:

1. Use the results of the Pretest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested.
2. As explained earlier, the items in the Pretest measure strategies in particular clusters. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers correctly fewer than 3 of the 4 items in each cluster may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual and Group Pretest/Posttest Scoring Charts (see Posttest) provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pretest/Posttest Scoring Charts in an appropriate location for referral during the school year and for end-of-year comparison of Pretest and Posttest scores.

GUIDELINES FOR USING THE POSTTEST

The Posttest contains the same number of reading passages and items as the Pretest and should be administered and scored in the same way. The test items on the Posttest measure the same skills as the Pretest and are in the same order. Thus, the item numbers on the Individual Pretest/Posttest Scoring Chart are the same for both tests.

Use the results of the Posttest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested. Compare the student's scores on the Pretest and Posttest—and on each strategy cluster within the tests—to evaluate the student's progress since the beginning of the year.



Pretest

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Pretest Answer Key

Answer Key

- | | |
|-------|-------|
| 1. B | 17. C |
| 2. C | 18. B |
| 3. D | 19. D |
| 4. A | 20. A |
| 5. D | 21. C |
| 6. D | 22. A |
| 7. C | 23. B |
| 8. A | 24. A |
| 9. B | 25. C |
| 10. C | 26. C |
| 11. A | 27. A |
| 12. B | 28. B |
| 13. D | 29. D |
| 14. B | 30. C |
| 15. A | 31. B |
| 16. D | 32. D |

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

The Dog and the Wolf

Long ago, a shopkeeper lived in a village. He got a dog to keep watch over his shop. The dog did a good job. The dog worked for a few years. When the dog grew old, the shopkeeper chased the dog away.

The dog wandered for days in the woods. The dog had nothing to eat. It grew weak. It lay down to rest. Just then, a wolf jumped on the dog. The wolf snarled, “You are my next meal!”

“What a poor meal that will be,” replied the dog. “You should feed me for a few days and fatten me up. Then I will be a real feast for you.”

For the next three days, the wolf brought the dog food. By the third day, the dog felt rested and strong.

On the fourth day, the wolf jumped on the dog again. “Now I shall eat you!” it snarled.

The dog tossed the wolf off and pinned it down. The wolf was surprised and helpless. “What are you going to do with me?” the wolf asked the dog.

“Nothing at all,” said the dog. Then he let the wolf go. “You helped me get strong again. Now I will thank you. I will spare your life.”



Name _____ Date _____

1. Which words best describe the character of the dog in this story?

- Ⓐ quiet and proud
- Ⓑ clever and kind
- Ⓒ angry and foolish
- Ⓓ mean and sly

2. What did the shopkeeper do in this story?

- Ⓐ He taught the dog to hunt.
- Ⓑ He saved the dog from the wolf.
- Ⓒ He chased the dog away.
- Ⓓ He took care of the dog when it was old.

3. Which detail from this story could NOT really happen?

- Ⓐ The dog kept watch over a shop.
- Ⓑ The dog wandered for days in the woods.
- Ⓒ The wolf jumped on the dog.
- Ⓓ The wolf snarled, "You are my next meal!"

4. The story says that the dog grew weak. Which word from the story means about the same as weak?

- Ⓐ helpless
- Ⓑ strong
- Ⓒ surprised
- Ⓓ poor

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.

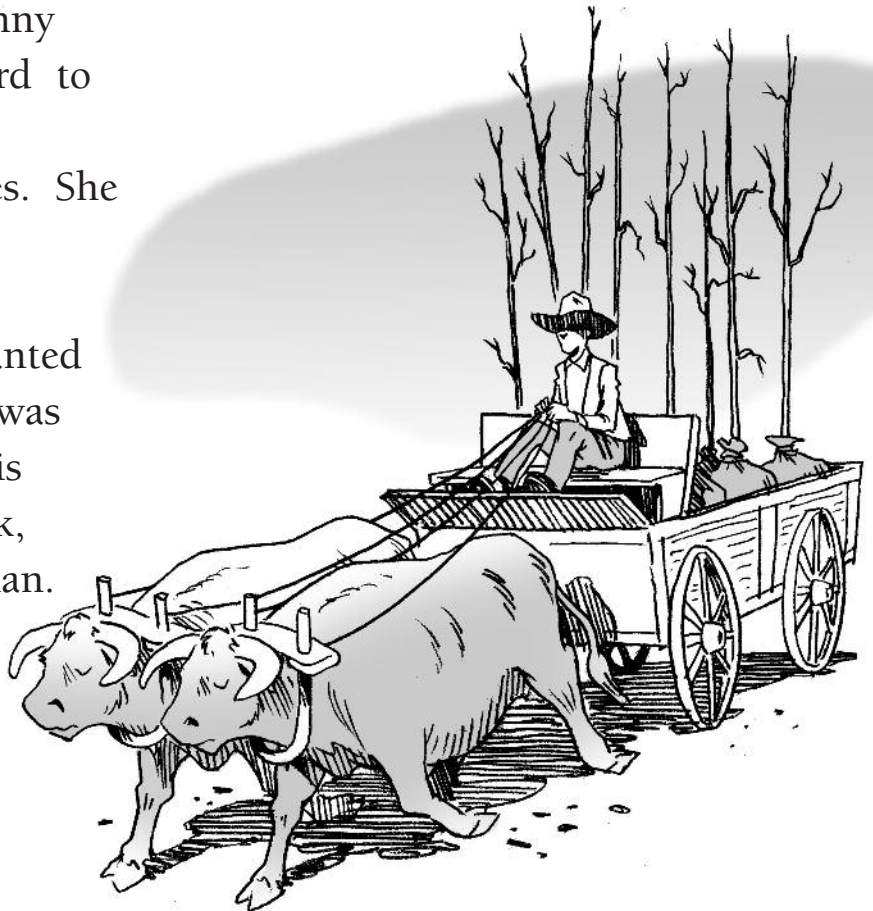
When Money Grew on Trees

Many Americans moved west in the 1800s. Some people wanted to start over. They wanted to live in a new place. Some people wanted land for farming. Other people hoped to get rich. Most people thought gold was the way to get rich. A man named Henderson Luelling had his own idea. He moved west with something to grow. It grew into a fortune.

In 1846, Luelling moved his family from Iowa to Oregon. He bought three wagons for the trip. Only one was for his family. He packed the other two wagons with fruit trees.

The wagons were a funny sight. Luelling worked hard to keep the trees alive. His daughter resented the trees. She wanted him to take more interest in her.

In Oregon, Luelling planted the trees. Soon, Luelling was selling fruit. Thanks to his clever idea and hard work, Luelling became a rich man.



Name _____ Date _____

5. What is the main idea of this passage?

- Ⓐ Many Americans moved west in the 1800s.
- Ⓑ Some people moved west to start over in a new place.
- Ⓒ Many people who moved west thought finding gold was the best way to get rich.
- Ⓓ Henderson Luelling made a fortune when he moved west and planted fruit trees.

6. Which detail shows that Luelling's idea made him rich?

- Ⓐ Luelling bought three wagons, but only one was for his family.
- Ⓑ The tree-filled wagons were a funny sight.
- Ⓒ Luelling's daughter wanted him to show more interest in her.
- Ⓓ Before long, Luelling was selling fruit.

7. The passage says, "His daughter resented the trees." What does resented mean?

- Ⓐ remembered
- Ⓑ noticed
- Ⓒ disliked
- Ⓓ helped

8. The author wrote this passage to _____.

- Ⓐ tell the story of Henderson Luelling and his trees
- Ⓑ describe ways for people to get rich
- Ⓒ show how easy it is to grow fruit trees
- Ⓓ explain why Americans move from one place to another



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

Basketball Blues

Ross walked in the door. He sank into a chair. Then he let out a long sigh. Grandma knew what the sigh meant.

“What’s wrong?” she asked.

“We played basketball in gym today,” said Ross. “I was the worst player in the whole class.”

Grandma poured a glass of chocolate milk. She brought it to Ross. She said, “Well, at least the day is over. Try to forget about it.”

“I can’t,” said Ross. “Ms. Howe says we’ll be playing basketball for four weeks. That’s four more weeks of misery.”

Thump . . . thump . . . thump . . . The sound was coming from outside. Grandma and Ross looked out the window. They saw Brianna from next door. Brianna was bouncing a basketball. As they watched, Brianna aimed at a hoop over the garage door. Then she took a shot. The ball dropped through the net.

Grandma whistled and said, “Looks like Brianna is a good player.”

Ross nodded glumly. “She scored lots of points today. How does she do it?”

“Well,” Grandma laughed, “it looks like she practices!” Then Grandma added, “You can just be the worst player in class, Ross. Or you can do something about it. It is up to you.”

Thump . . . thump . . . thump . . . Ross sat thinking for a minute. Then he walked out the door. He headed for Brianna’s yard.

Name _____ Date _____

9. What will probably happen next?

- Ⓐ Ross will invite Brianna to his house.
- Ⓑ Brianna and Ross will practice basketball together.
- Ⓒ Grandma will give Ross some basketball tips.
- Ⓓ Ross will watch Brianna play basketball.

10. What is Ross's problem in this story?

- Ⓐ His grandmother does not understand him.
- Ⓑ He does not get along with Brianna.
- Ⓒ He is not a very good basketball player.
- Ⓓ He does not like his gym teacher.

11. What can you tell about Brianna from this story?

- Ⓐ She spends a lot of time practicing basketball.
- Ⓑ She is good at many different sports.
- Ⓒ She feels sorry for Ross.
- Ⓓ She is a show-off in gym class.

12. In the story, Ross says, "That's four more weeks of misery."

What does misery mean?

- Ⓐ hard work
- Ⓑ unhappiness
- Ⓒ confusion
- Ⓓ excitement

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 13–17.

A Kid Who Never Grew Up

Shel Silverstein was a great writer. He wrote plays, stories, poems, and songs. People of all ages love Silverstein's work. He is best known for his children's books.

Silverstein was born in Chicago in 1932. He started drawing and writing when he was a teenager. Later he joined the army. There he drew cartoons for the magazine *Stars and Stripes*. It was a good job for Silverstein.

When Silverstein left the army, he did not know what to do. He loved writing. He loved drawing. But he did not think he could make money doing these things. A friend thought he could. He coaxed Silverstein into writing and illustrating children's stories. Silverstein's first book, *Grab Your Socks!*, was a small hit. His second book was *The Giving Tree*. It told about a tree that gave its fruit and branches to a boy, just to make him happy. The story was sweet and sad. It was also a big hit.

In his next book, Silverstein went from sweet to funny. *Where the Sidewalk Ends* came out in 1974. The book has more than 100 poems and drawings. The book is very funny. It is hard to believe anyone could write so many silly poems. But Silverstein was just getting started. *A Light in the Attic* came out in 1981. *Falling Up* followed in 1996.

Silverstein died in 1999. He was 68 years old. But in a way, Silverstein was a kid who never grew up. He was a very funny kid, too. He shared his jokes with the world.

Name _____ Date _____

13. Most of the information in this passage is organized by _____.

- (A) cause and effect
- (B) problem and solution
- (C) compare and contrast
- (D) time order

14. Why was drawing cartoons for *Stars and Stripes* a good job for Silverstein?

- (A) He got paid a lot of money.
- (B) He liked to draw and write.
- (C) He became very famous.
- (D) He did not want to work hard.

15. Which sentence from the passage states an opinion?

- (A) Silverstein was a great writer.
- (B) Silverstein was born in Chicago in 1932.
- (C) He started drawing and writing when he was a teenager.
- (D) *Where the Sidewalk Ends* came out in 1974.

16. The passage says, “He coaxed Silverstein into writing and illustrating children’s stories.” What does coaxed mean?

- (A) forced
- (B) paid
- (C) asked
- (D) persuaded

17. The author wrote this passage to _____.

- (A) explain how Silverstein drew his cartoons
- (B) teach people how to write poems
- (C) tell about Silverstein and his children’s books
- (D) convince readers to buy children’s books



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 18–22.

How Old Is Old?

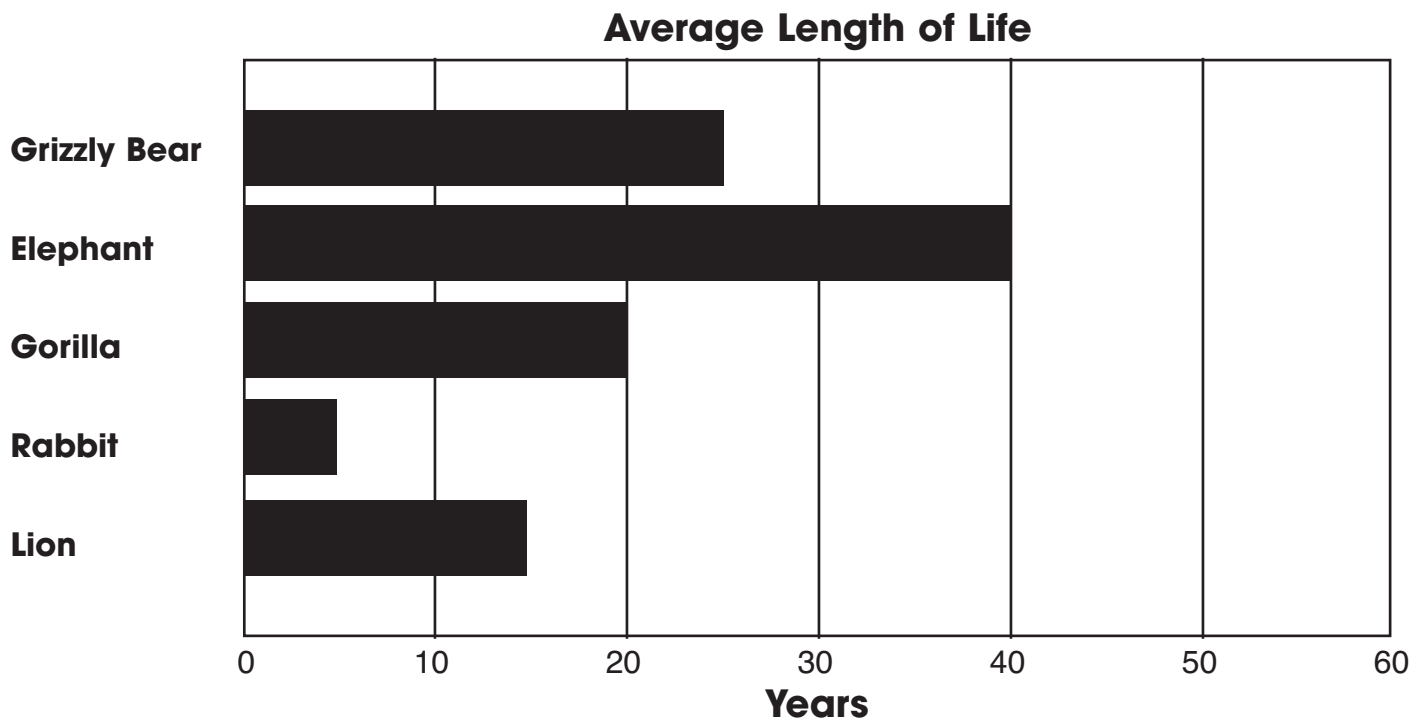
In the United States, many people live to be 77 years old. Many people live to be 90 or older. In fact, the oldest known person reached the remarkable age of 122!

Many animals have much shorter lives than people. Most horses live to about 20. Lobsters live about 15 years. A few animals live much longer than people. Some turtles live 100 years or more. One fish called a sturgeon can live to be 150.

Time Flies for the Mayfly!

The mayfly has a very short life. Most mayflies live for only a few hours. They live just long enough to find a mate.

Look at the graph below. You can find out how long some other animals live.



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 23–27.

Yoshi's Journal

May 12

Today I went to Spencer's house. We built a little wooden boat. We took the boat to the creek. The boat sailed great. Then it got stuck on a log. Spencer and I had to wade in to retrieve it. We got wet and muddy. But we had a blast!

May 15

I went to Will's house after school. We played a car racing game on his computer. At first Will kept beating me. Then he showed me the trick to getting a high score. I had so much fun. I did not want to go home.

May 17

Tomorrow Will and Spencer are coming to my house. Will and Spencer are my two best friends in third grade. Spencer is going to bring his boat. Will is going to bring his computer game. I cannot wait!

May 18

Will and Spencer just went home. What a relief! No one had much fun. First we went to the creek. Will complained the whole time. "Who wants to get dirty floating a dumb toy boat?" he kept saying.

Then we went back to the house. Will and I played on the computer. Spencer refused. Spencer got mad at Will and me. Finally Mom told us to do something else. So we watched cartoons until Spencer and Will left. We were all really bored. At least we were not arguing.

Name _____ Date _____

23. How does Yoshi probably feel about what happened when his friends came to his house?

- Ⓐ He can't wait to have them over again.
- Ⓑ He is sorry everyone had trouble getting along.
- Ⓒ He feels angry that his mother told them what to do.
- Ⓓ He is glad everyone likes watching TV.

24. How are Spencer and Will alike?

- Ⓐ Both are friends of Yoshi.
- Ⓑ Both like getting wet and muddy.
- Ⓒ Both are good at computer games.
- Ⓓ Both have toy boats.

25. What happened next after Yoshi played at Spencer's house?

- Ⓐ Spencer played at Yoshi's house.
- Ⓑ Spencer and Will became friends.
- Ⓒ Yoshi played at Will's house.
- Ⓓ Spencer got mad at Will and Yoshi.

26. The boys stopped arguing once they decided to _____.

- Ⓐ build a toy boat
- Ⓑ play at the creek
- Ⓒ watch cartoons
- Ⓓ play computer games

27. The passage says, "Spencer and I had to wade in to retrieve it." What does retrieve mean?

- Ⓐ get back again
- Ⓑ lose
- Ⓒ take apart
- Ⓓ watch



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 28–32.

Get Some Sleep!

Everyone needs sleep. Sleep gives your body and brain a chance to rest. What happens when you do not get enough sleep? You have trouble thinking clearly. You have trouble acting quickly. You make mistakes. You get grumpy, too. When you are very tired, your mind can deceive you. You may “see” or “hear” things that are not real. But these problems go away once you are rested. There is nothing better than a good night’s sleep.

Sleep is important for animals, too. All mammals need to sleep. Reptiles and birds need sleep, too. But insects and fish are different. They may be quiet and still for a while. But they do not fall asleep the way you do.

When you are in a deep sleep, you dream. A dream may last from 5 to 30 minutes. You probably dream every night. You forget most of your dreams. But if you wake up in the middle of a dream, you may remember it.

Do animals that sleep also dream? Some animals do. Some do not. Birds dream a little bit. Reptiles never dream. All mammals, including dogs and cats, dream while they sleep. So, when you say good night to your pet, you might add, “Sweet dreams!”

Name _____ Date _____

28. How are fish and insects different from other animals?

- (A) They sleep more.
- (B) They rest without sleeping.
- (C) They are less active.
- (D) They sleep without dreaming.

29. Which sentence from the passage states an opinion?

- (A) Sleep gives your body and brain a chance to rest.
- (B) A dream may last from 5 to 30 minutes.
- (C) But these problems go away once you are rested.
- (D) There is nothing better than a good night's sleep.

30. The passage says, "When you are very tired, your mind can deceive you." What does deceive mean?

- (A) accept or take
- (B) go back again
- (C) trick or fool
- (D) make better

31. Sometimes people get tired. Which word from the passage means the opposite of tired?

- (A) clearly
- (B) rested
- (C) quiet
- (D) grumpy

32. Which is the best summary of the last paragraph?

- (A) Some animals dream when they sleep. Cats and dogs do. So do mammals and birds.
- (B) Reptiles don't dream. But some mammals, like cats and dogs, have dreams.
- (C) Cats and dogs are mammals. They dream when they sleep.
- (D) Mammals and birds dream when they sleep. But reptiles sleep without dreaming.

STOP
END OF PRETEST



Posttest

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Your Body’s Fuel	124
Stella’s Journal	126
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Posttest Answer Key

Answer Key

- | | |
|-------|-------|
| 1. D | 17. A |
| 2. C | 18. D |
| 3. B | 19. A |
| 4. A | 20. C |
| 5. A | 21. C |
| 6. D | 22. B |
| 7. C | 23. C |
| 8. B | 24. A |
| 9. D | 25. A |
| 10. B | 26. B |
| 11. A | 27. D |
| 12. D | 28. B |
| 13. B | 29. C |
| 14. D | 30. C |
| 15. B | 31. A |
| 16. C | 32. B |

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

The Coyote and the Rabbit

Long ago, a rabbit and a coyote lived in the forest. The coyote liked the rabbit. He thought Rabbit was his friend. But Rabbit did not think much of Coyote. Mostly she had fun playing tricks on him.

One day, Rabbit was sitting beside a pond. She saw Coyote coming her way. When Coyote drew near, Rabbit said, “I am glad to see you! I need your help. There is a big cheese at the bottom of the pond. We can get the cheese by drinking the pond dry.”

Coyote looked. He saw only a large white rock. He began drinking the pond water in big gulps.

After a minute, Rabbit hopped off. “I’m going to look for more help,” she called. “I’ll be back soon.” But she never returned.

In the meantime, Coyote kept gulping down the pond water. His belly grew full and tight. Then it began to ache. Many hours passed before the ache went away.



Name _____ Date _____

1. Which words best describe the character of Coyote in this story?

- Ⓐ mean and tricky
- Ⓑ careful and wise
- Ⓒ strong and brave
- Ⓓ foolish and trusting

2. In this story, what is Coyote's main problem?

- Ⓐ He does not like Rabbit.
- Ⓑ He is very thirsty.
- Ⓒ He believes what Rabbit says.
- Ⓓ He is hungry for cheese.

3. Which sentence tells something that could happen in real life?

- Ⓐ The coyote thinks the rabbit is his friend.
- Ⓑ The rabbit sees the coyote coming her way.
- Ⓒ The rabbit asks the coyote for help.
- Ⓓ The coyote drinks all the water out of a pond.

4. The story says, "His belly grew full and tight." Which word means the *opposite* of tight?

- Ⓐ loose
- Ⓑ strong
- Ⓒ empty
- Ⓓ sore

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.

The Treasure of Range Creek Canyon

About 60 years ago, a cowboy found a lost treasure. The cowboy's name was Waldo Wilcox. The treasure was a grass basket in a stone house. What made the basket and house important? They were made by the Fremont Indians. These Indians lived more than 1,000 years ago.

Wilcox found the treasure in Range Creek Canyon. This canyon is in Utah. Range Creek Canyon is a wild place. It is far from roads or big towns. Wilcox found other treasures there, too. He found bits of pottery. He found tools and beads. He also found many more stone houses.

Wilcox could have taken the treasures. He could have sold them for a lot of money. But he did not. He wanted them to stay just as the Indians had left them. So Wilcox bought the land where he found the treasures. He built gates to keep people out. Only his wife and children knew his secret.

A few years ago, Wilcox wanted to sell his land. But he wanted to make sure the treasures would be preserved. So Wilcox sold the land to the U.S. government. Now experts can visit the land. They can study the treasures. Soon, they will share what they have learned with the rest of the world. This makes Waldo Wilcox feel proud.

Name _____ Date _____

5. What is the main idea of this passage?

- Ⓐ Waldo Wilcox found an important treasure in Range Creek Canyon.
- Ⓑ Range Creek Canyon is far from roads or big towns.
- Ⓒ Waldo Wilcox shared a secret with his wife and children.
- Ⓓ Now the government owns the land in Range Creek Canyon.

6. Which detail shows that the things Wilcox found were important?

- Ⓐ The treasure was a grass basket in a stone house.
- Ⓑ Range Creek Canyon is in Utah.
- Ⓒ Wilcox also found pottery, tools, and beads.
- Ⓓ He could have sold the treasure for a lot of money.

7. The passage says, “He wanted to make sure the treasures would be preserved.” What does preserved mean?

- Ⓐ taken away
- Ⓑ used
- Ⓒ kept safe
- Ⓓ sold

8. The author wrote this passage to _____.

- Ⓐ describe what Range Creek Canyon looks like
- Ⓑ give information about Waldo Wilcox and his treasure
- Ⓒ tell a funny story about a cowboy named Waldo
- Ⓓ explain why the Fremont Indians lived in Range Creek Canyon

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

Gita's New Job

“Boys and girls, it’s the first day of a new month,” said Ms. Mayo. “That means it’s time to change class jobs. Please look at the job chart to find your new job.”

Gita smiled when she found her name. Finally, she was the pet feeder! She peered at Danny and Donny. The two brown gerbils turned toward Gita. Danny, the slim one, was quiet. But his chubby brother squeaked loudly.

Gita gave the gerbils fresh water. Then she poured food into the empty dish.

Brrrriiiiinnngggggg! The fire bell made Gita jump. “Everyone stop what you’re doing and line up,” said Ms. Mayo. Then she led her class down the hall and outside.

When the fire drill ended, Ms. Mayo’s class returned to their room. Something small and brown raced across the floor. Everyone but Gita laughed and squealed. She picked up the gerbil. Feeling its slim body in her hands, Gita said, “Back to your cage, Danny.”

When Gita reached the cage, its door was wide open. But Donny was still inside eating. He had missed his chance to get out.



Name _____ Date _____

9. What will Gita do next?

- Ⓐ She will get another job.
- Ⓑ She will take Donny out of the cage.
- Ⓒ She will put more food in the dish.
- Ⓓ She will put Danny back in the cage.

10. What happens in this story after Gita gets a new job?

- Ⓐ Ms. Mayo's class gets two new gerbils.
- Ⓑ The class has a fire drill.
- Ⓒ Ms. Mayo's class has snack time.
- Ⓓ The class gets a new teacher.

11. How did Danny get out of the cage?

- Ⓐ Gita left the cage door open.
- Ⓑ Ms. Mayo let Danny out.
- Ⓒ Danny broke open the cage door.
- Ⓓ One of Gita's classmates let Danny out.

12. The story says, "She peered at Danny and Donny."

What does peered mean?

- Ⓐ laughed
- Ⓑ talked loudly
- Ⓒ pushed
- Ⓓ looked closely

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 13–17.

An Artist by Chance

Grandma Moses is a famous American painter. But she never planned to be a painter. She never dreamed of being famous, either. All this happened to Grandma Moses by chance.

Grandma Moses's real name was Anna Mary Robertson. She was born in 1860 in New York State. She was raised on a farm. When she grew up, she married a farmer named Thomas Moses. Grandma Moses worked hard on their farm. But she liked to make pretty needlework pictures in her free time.

Grandma Moses started painting when she was nearly 70 years old. Her hands had stiffened with age. She had to give up her needlework. So she took up painting. She painted charming scenes of country life.

One day in 1938, a man named Louis Caldor stopped in the town where Grandma Moses lived. Mr. Caldor knew a lot about art. He saw some of her paintings in a shop window. He bought the paintings. He put them in an art show in New York City. The show made Grandma Moses famous!

Grandma Moses died in 1961. She lived to be 101. But she never had to give up painting. In the last year of her life, she painted 25 pictures.

Name _____ Date _____

13. Most of the information in the passage is organized by _____.

- Ⓐ cause and effect Ⓑ time order
Ⓒ compare and contrast Ⓓ order of importance

14. Why did Louis Caldor buy Grandma Moses's paintings?

- Ⓐ They did not cost much.
Ⓑ He wanted to remember his trip to New York.
Ⓒ Grandma Moses needed the money.
Ⓓ He thought Grandma Moses was a great painter.

15. Which sentence states an opinion?

- Ⓐ Grandma Moses started painting when she was nearly 70.
Ⓑ Her paintings were charming.
Ⓒ Louis Caldor saw her paintings in a shop.
Ⓓ He put them in an art show in New York.

16. The passage says, "Her hands had stiffened with age."

What does stiffened mean?

- Ⓐ gained a special skill Ⓑ turned a different color
Ⓒ became difficult to move or use Ⓓ got covered with paint

17. The author wrote this passage to _____.

- Ⓐ tell how Grandma Moses became a painter
Ⓑ make readers want to try painting
Ⓒ compare Grandma Moses with other painters
Ⓓ tell why people should buy paintings

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 18–22.

Your Body’s Fuel

“I am running out of gas.” You have probably heard a hungry person say this. It is true that your body is a bit like a car. You need fuel to run. When you are low on fuel, you cannot work or play like you should.

Have you ever watched someone putting gas in a car? When the car’s tank is full, the gas shuts off. There’s no way to put too much gas in a car. But it’s not the same for you. You can eat enough food to refuel your body. If you eat more food than your body needs, you will put on some extra pounds.

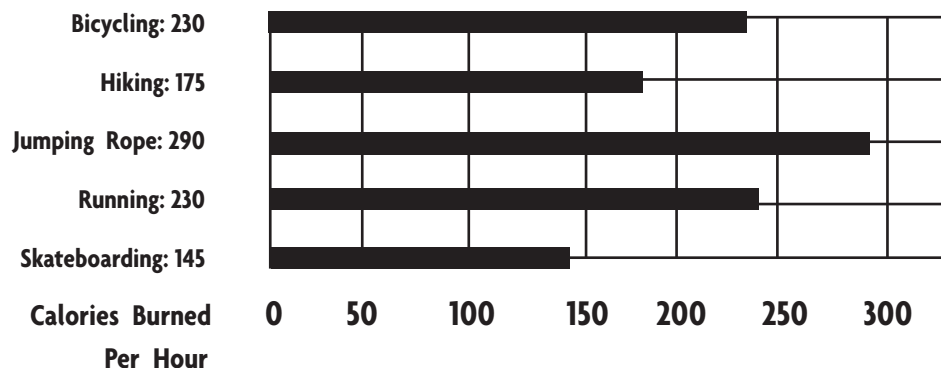
Doctors use calories to measure how much food energy you should take in each day. Most kids need about 2,200 calories a day. But the number is higher if you exercise.

What kinds of exercise burn the most calories? Take a look at the graph to find out.

Say no to soda!

Thirsty? Don’t reach for soda pop! A can of soda has about 150 calories. Those calories can add up to extra pounds if you’re not careful. Drinking water is a smarter move. No matter how much you drink, water has NO calories.

Calories Burned While Exercising



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 23–27.

Stella's Journal

July 6

Great news! Mom and Dad will let Ruby and me sleep outside on Friday night. We are going to borrow a tent and sleeping bags from Uncle Pete. I can hardly wait!

July 7

Ruby has been teasing me about our sleep-out. She says I am going to get scared and run inside. Just because she is older, she thinks she is so mature and brave. I am not worried, though. We are just going to be in the backyard. How scary can that be?

July 8

Here we are! Ruby and I are inside the tent. It got dark an hour ago. That is when we came out and tucked ourselves into our sleeping bags. We have been reading books and talking. This is so much fun! I will bet Ruby is surprised that—

July 9

Oh, boy! I never got to finish that last sentence. As I was writing, something brushed up against the outside of our tent. It was big, and it was panting loudly. Ruby whispered, “Maybe it is a wolf.” That was all I needed to hear. I ran to the back door and pounded on it until Mom let me in. I did not go back out.

When Ruby came in for breakfast this morning, she was laughing. She said that after I ran inside, Scruffy wandered into the tent. He curled up on my sleeping bag and fell asleep.

Name _____ Date _____

23. What can you conclude from this story?

- Ⓐ Uncle Pete tried to scare the girls.
- Ⓑ A wolf sneaked into the tent.
- Ⓒ Scruffy is the family's dog.
- Ⓓ Stella is older than Ruby.

24. How is Stella different from Ruby?

- Ⓐ Stella did not stay outside all night.
- Ⓑ Stella had to borrow a sleeping bag.
- Ⓒ Stella read books inside the tent.
- Ⓓ Stella did not hear anything outside the tent.

25. Which of these events happened first?

- Ⓐ Ruby and Stella borrowed a tent.
- Ⓑ Stella pounded on the back door.
- Ⓒ The girls climbed into their sleeping bags.
- Ⓓ Stella and Ruby got into the tent.

26. Stella ran out of the tent because _____.

- Ⓐ Mom was calling her
- Ⓑ she thought she heard a wolf
- Ⓒ Ruby was keeping her awake
- Ⓓ she wanted to find Scruffy

27. The passage says, "Just because she's older, she thinks she's so mature and brave." What does mature mean?

- Ⓐ bossy
- Ⓑ important
- Ⓒ smart
- Ⓓ grown-up

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 28–32.

Two Pilots

On May 20, 1927, a plane took off from Long Island, New York. It flew east over the Atlantic Ocean. The next day the plane landed in Paris, France. The pilot was Charles Lindbergh. He stepped from the plane. A huge crowd cheered for him. Lindbergh was the first person to fly alone across the Atlantic without stopping. The trip took about 33 hours.

Almost 80 years later, a man named Steve Fossett became “the new Lindbergh.” He was even more daring than Lindbergh. Fossett’s trip began on February 28, 2005. His plane departed from Salina, Kansas. Like Lindbergh, Fossett flew east and crossed the Atlantic. But his trip did not end there. Fossett kept on flying east. He flew across Africa. Then he flew across Asia. He flew across the Pacific Ocean, too.

On March 3, Fossett returned to Salina, Kansas. He was the first person to fly alone around the world nonstop. His trip lasted 67 hours. It was twice as long as Lindbergh’s trip.



Name _____ Date _____

28. How were Lindbergh and Fossett's trips alike?

- Ⓐ Both flew over Asia and Africa.
- Ⓑ Both flew alone on their trips.
- Ⓒ Both took off from Long Island.
- Ⓓ Both stopped during their trips.

29. Which sentence from the passage states an opinion?

- Ⓐ A huge crowd cheered for him.
- Ⓑ Lindbergh was the first person to fly alone across the Atlantic.
- Ⓒ He was even more daring than Lindbergh.
- Ⓓ It was twice as long as Lindbergh's trip.

30. The passage says, "His plane departed from Salina, Kansas."

What does departed mean?

- Ⓐ fell
- Ⓑ remained
- Ⓒ left
- Ⓓ followed

31. Both Lindbergh and Fossett were daring men. Which word means the same as daring?

- Ⓐ brave
- Ⓑ strong
- Ⓒ foolish
- Ⓓ lonely

32. Which is the best summary of this passage?

- Ⓐ Charles Lindbergh and Steve Fossett took long plane trips. Fossett's trip took twice as long as Lindbergh's.
- Ⓑ In 1927, Charles Lindbergh became the first person to fly alone across the Atlantic. In 2005, Steve Fossett became the first person to fly alone around the world.
- Ⓒ Many people cheered when Charles Lindbergh landed his plane in Paris. But Steve Fossett flew around the world without stopping.
- Ⓓ These days, planes can fly a long way without stopping. Steve Fossett flew his plane all around the world in 67 hours.

Answer Sheet

Student Name _____ Date _____

Teacher Name _____ Grade _____

Pretest Posttest

(Circle one.)

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

31. (A) (B) (C) (D)

32. (A) (B) (C) (D)

Individual Pretest/Posttest Scoring Chart

Student Name _____ Date _____

Teacher Name _____ Grade _____

Tested Skills

Cluster Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
1 Literary Elements Analyze Character Analyze Story Elements Distinguish Real from Make-Believe	1 2 3 10	/4	/4
2 Text Structure and Features Analyze Text Structure and Organization Use Graphic Features to Interpret Information Use Text Features to Locate Information	13 20 21 22	/4	/4
3 Relating Ideas Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	24 25 26 28	/4	/4
4 Inferences and Conclusions Draw Conclusions Make Inferences Make Predictions	9 11 14 23	/4	/4
5 Making Judgments Evaluate Author's Purpose and Point of View Distinguish Fact from Opinion	8 15 17 29	/4	/4
6 Distinguishing Important Information Identify Main Idea and Supporting Details Summarize or Paraphrase Information	5 6 19 32	/4	/4
7 Context Clues Use context clues to determine word meaning	7 12 16 27	/4	/4
8 Word Families and Structures Identify synonyms, antonyms, and homonyms Use knowledge of word structures to determine word meaning	4 18 30 31	/4	/4
	Total	/32	/32

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
/32	%	/32	%

