



















































Name \_\_\_\_\_ Date \_\_\_\_\_

**1. Where does this story take place?**

- Ⓐ in a cornfield
- Ⓑ on a road
- Ⓒ at a market

**2. Which word best describes the mule in this story?**

- Ⓐ clever
- Ⓑ weak
- Ⓒ mean

**3. In the story, the mule says, “My load is heavy enough.” Which word means the *opposite* of heavy?**

- Ⓐ light
- Ⓑ big
- Ⓒ new

**4. Which part of this story could NOT really happen?**

- Ⓐ A horse and a mule carry baskets of corn.
- Ⓑ The horse asks the mule for help.
- Ⓒ The horse slips and falls.



Name \_\_\_\_\_ Date \_\_\_\_\_

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

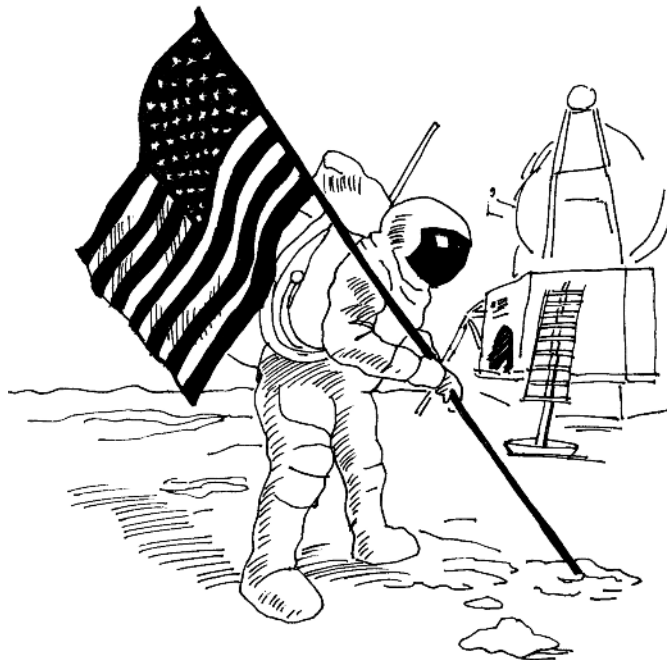
## A Walk on the Moon

On July 16, 1969, a spaceship blasted off from Earth. The spaceship was called *Apollo 11*. Three men were on the ship: Neil Armstrong, Buzz Aldrin, and Michael Collins. They were going to the moon.

Four days later, *Apollo 11* was near the moon. Two men left the ship in a small craft and landed on the moon. Neil Armstrong emerged first. Then Buzz Aldrin followed. They walked on the moon. The walk was shown on TV. Children watched at school. It was a big day.

The men picked up moon rocks and took pictures. They left a U.S. flag. Then they returned to *Apollo 11* and headed home.

They got back to Earth four days later. They were heroes. They soon rode in a parade. Everybody wanted to see them.



Name \_\_\_\_\_ Date \_\_\_\_\_

**5. What is the main idea of this passage?**

- Ⓐ The spaceship was called Apollo 11.
- Ⓑ They left a U.S. flag on the moon.
- Ⓒ Three men went to the moon in 1969.

**6. What did Armstrong and Aldrin do on the moon?**

- Ⓐ They left Apollo 11 in a small craft.
- Ⓑ They picked up rocks and took pictures.
- Ⓒ They rode in a parade.

**7. The passage says, “Neil Armstrong emerged first.” What does emerged mean?**

- Ⓐ hit hard
- Ⓑ talked
- Ⓒ got out

**8. The author wrote this passage to —**

- Ⓐ tell about a trip to the moon
- Ⓑ compare the moon and Earth
- Ⓒ tell a funny story about spaceships

Name \_\_\_\_\_ Date \_\_\_\_\_

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

## The Sandwich Switch

Nell could hardly wait for the lunch bell to ring. Her stomach had been growling all morning. When Ms. Jacobs told the students to line up, Nell was first in line. She walked as quickly as she could to the lunchroom.

Nell unzipped her lunch bag and took out the sandwich. As she unwrapped it, she gasped. “Oh, no!” cried Nell. “I’ve got Carl’s lunch!”

“What are you talking about?” asked Nell’s friend, Wendy.

“Mom must have switched our sandwiches by mistake this morning,” Nell explained. “Carl must have my peanut butter sandwich, because I’ve got his tuna fish!”

“So what’s the big deal?” replied Wendy. “Just eat Carl’s sandwich today.”

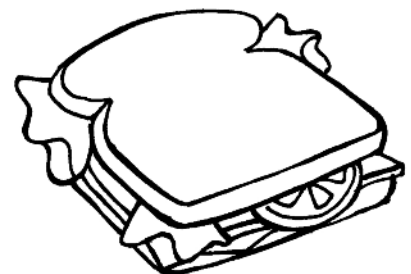
Nell made a face and said, “But I don’t like tuna fish! It’s too smelly! I never eat it!”

Wendy nodded her head. “You’re right about the smell,” she said. “But tuna fish actually tastes pretty good. Just take a bite and you’ll see.”

With one hand, Nell covered her nose. With the other, she raised the sandwich to her mouth and took a bite. She chewed slowly and then swallowed.

Wendy watched Nell closely. “Well, what do you think?” she asked.

Nell smiled and said, “Not too bad at all.”



Name \_\_\_\_\_ Date \_\_\_\_\_

**9. What will happen next in the story?**

- Ⓐ Nell will finish the tuna fish sandwich.
- Ⓑ Wendy will eat Nell's sandwich.
- Ⓒ Nell will buy a school lunch.

**10. What is the problem in this story?**

- Ⓐ Nell's class is late for lunch.
- Ⓑ Wendy plays a trick on Nell.
- Ⓒ Nell brings the wrong lunch to school.

**11. Who is Carl in this story?**

- Ⓐ Nell's brother
- Ⓑ a boy in Nell's class
- Ⓒ Nell's neighbor

**12. The author's purpose in this passage is to —**

- Ⓐ tell why tuna fish is good for you
- Ⓑ tell a funny story about Nell
- Ⓒ explain how to make a sandwich

Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read the passage. Then use the information from the passage to answer questions 13–16.*

## The Boy Who Loved Snow



Wilson Bentley was born in 1865. He grew up on a farm in Vermont. His mother taught him to read and write. His father taught him to farm.

Vermont has awful winters. They are cold and snowy. But Wilson loved winter. He loved to play in the snow. He loved to look at it, too.

When he was fifteen, Wilson got a gift. It was a microscope. He used it to look at snowflakes. He could not believe his eyes! Each one had six sides, but each one was special. No two snowflakes were alike.

Wilson started drawing snowflakes. He drew 400 flakes in all, but the job was hard. The flakes melted quickly. Wilson was unhappy with the drawings.

Then Wilson bought a special camera. It could take pictures of tiny things. Wilson started taking pictures of snowflakes. He kept taking them for the rest of his life.

In 1931, Wilson Bentley published a book of his pictures. He was very proud of his work. But he died a few weeks later. He was sixty-six years old.

Name \_\_\_\_\_ Date \_\_\_\_\_

**13. This passage mostly tells about —**

- Ⓐ events in time order
- Ⓑ how two things are alike
- Ⓒ how to do something

**14. Which sentence is an opinion?**

- Ⓐ Wilson Bentley was born in 1865.
- Ⓑ He grew up on a farm in Vermont.
- Ⓒ Vermont has awful winters.

**15. What can you tell about Wilson from this passage?**

- Ⓐ He liked taking pictures of people.
- Ⓑ He became a great artist.
- Ⓒ He never got tired of snowflakes.

**16. The passage says, “Wilson was unhappy with the drawings.” What does unhappy mean?**

- Ⓐ make happy
- Ⓑ not happy
- Ⓒ happy again



Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read the passage. Then use the information from the passage to answer questions 17–20.*

## **Our Solar System**

What is the solar system? It is made up of the sun and the planets that move around it. Earth is one of those planets. Let’s find out more about the solar system.

### **The Sun**

The sun is a star much like any star in the sky. It is a ball of burning gas. But our sun is special in one way. It is much closer to us than any other star. Many stars are much bigger than the sun. But the sun looks huge because it is so close.

### **The Planets**

There are eight planets in our solar system. All of them move around the sun. But the planets are different in many ways. Some are made mostly of rock. Others are made of gas. Some are very hot, but others are very cold.

Here’s another way the planets are different. Some have moons, but some do not. This chart shows how many moons each planet has.

<b>Name of Planet</b>	<b>Number of Moons</b>
Mercury	0
Venus	0
Earth	1
Mars	2
Jupiter	63
Saturn	31
Uranus	27
Neptune	13

Name \_\_\_\_\_ Date \_\_\_\_\_

**17. Which sentence best tells what the solar system is?**

- Ⓐ There are eight planets that move around the sun.
- Ⓑ Some planets move, and some do not.
- Ⓒ The earth and the sun are always moving.

**18. Which part of the passage tells how the sun is different from other stars?**

- Ⓐ The Planets
- Ⓑ Planets and Their Moons
- Ⓒ The Sun

**19. Which planets do not have any moons?**

- Ⓐ Jupiter and Mars
- Ⓑ Venus and Mercury
- Ⓒ Saturn and Earth

**20. How many moons does Neptune have?**

- Ⓐ 13
- Ⓑ 27
- Ⓒ 31



Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read the passage. Then use the information from the passage to answer questions 21–24.*

## At the Dentist

Today Ben, Tyler, and I went to the dentist. It was time to get our teeth cleaned. Ben and I have been to the dentist many times. We weren't worried. But this was Tyler's first visit, and he was afraid.

Dr. Huber met us in the waiting room. "Who's first?" he asked.

"NOT ME!" Tyler said loudly.

Mom whispered something to Dr. Huber. He nodded and said, "He'll be fine." Then he added, "We'll go from oldest to youngest. Come along, Ellie."

When Dr. Huber finished cleaning my teeth, he showed me the prize box. I started to take a jump rope, but then I got a great idea. I reached for a toy car instead. I walked out to the waiting room and sat down next to Tyler.

"Boy, that was fun," I said to him. "Dr. Huber cleaned my teeth with bubble gum flavored toothpaste, and then he gave me this toy car for a prize!"

Just then Dr. Huber appeared again. "Okay," he began. "Ellie's finished. Now it's Ben's turn."

That's when Tyler jumped out of his seat and hurried over to Dr. Huber. "Let me go next, please, please!" he said.

Dr. Huber laughed and said, "Sure, Tyler, let's go."



Name \_\_\_\_\_ Date \_\_\_\_\_

**21. Whose teeth did Dr. Huber clean first?**

- Ⓐ Ben's
- Ⓑ Ellie's
- Ⓒ Tyler's

**22. Why did Ellie take the toy car?**

- Ⓐ It was the best prize in the box.
- Ⓑ She liked playing with toy cars.
- Ⓒ She knew Tyler would like it.

**23. How was Tyler different from Ellie?**

- Ⓐ He had never been to the dentist before.
- Ⓑ He did not like prizes.
- Ⓒ He liked bubble gum toothpaste.

**24. What happened when Tyler saw the toy car?**

- Ⓐ He asked Dr. Huber to let him go next.
- Ⓑ He started to get worried.
- Ⓒ He asked to look at the prize box.

Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read the passage. Then use the information from the passage to answer questions 25–28.*

## Bats

Bats are amazing creatures. Like birds, they have wings and can fly. But in most other ways, bats aren't at all like birds. They don't lay eggs, they don't build nests, and they don't have feathers. Instead, a bat has fur. From up close, a bat resembles a mouse with wings.

So what are bats, exactly? They belong to the animal group called mammals. Mice, squirrels, and dogs are mammals, and so are elephants and humans. Any animal with fur or hair is a mammal. But bats are the only mammals that fly.

Some people are afraid of bats. They think a bat will bite them, but bats are shy. They mostly stay away from people. Bats sleep all day long and come out at night to eat. Their main food is insects. Bats eat many insects that bother people. In this way, bats help us.



Name \_\_\_\_\_ Date \_\_\_\_\_

**25. How are bats like birds?**

- Ⓐ They build nests.
- Ⓑ They can fly.
- Ⓒ They lay eggs.

**26. Which sentence is a fact?**

- Ⓐ Bats are amazing creatures.
- Ⓑ Bats are scary.
- Ⓒ Bats sleep in the day.

**27. Which is the best summary of this passage?**

- Ⓐ Bats have fur. Birds have feathers. There are many kinds of mammals.
- Ⓑ Bats are not birds. They are flying mammals. Bats help people by eating insects.
- Ⓒ Bats are like squirrels and dogs. But people are afraid of them. They think bats will bite.

**28. The passage says, “From up close, a bat resembles a mouse with wings.” What does resembles mean?**

- Ⓐ lives near
- Ⓑ needs
- Ⓒ looks like

# Individual Pretest/Posttest Scoring Chart

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ Grade \_\_\_\_\_

Cluster	Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
<b>1</b>	<b>Literary Elements</b> Analyze Character Analyze Story Elements Distinguish Real from Make-Believe	<b>1, 2, 4, 10</b>	<b>/4</b>	<b>/4</b>
<b>2</b>	<b>Text Structure and Features</b> Analyze Text Structure and Organization Use Graphic Features to Interpret Information Use Text Features to Locate Information	<b>13, 18, 19, 20</b>	<b>/4</b>	<b>/4</b>
<b>3</b>	<b>Relating Ideas</b> Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	<b>21, 23, 24, 25</b>	<b>/4</b>	<b>/4</b>
<b>4</b>	<b>Inferences and Conclusions</b> Draw Conclusions Make Inferences Make Predictions	<b>9, 11, 15, 22</b>	<b>/4</b>	<b>/4</b>
<b>5</b>	<b>Making Judgments</b> Distinguish Fact from Opinion Evaluate Author's Purpose and Point of View	<b>8, 12, 14, 26</b>	<b>/4</b>	<b>/4</b>
<b>6</b>	<b>Distinguishing Important Information</b> Identify Main Idea and Supporting Details Summarize or Paraphrase Information	<b>5, 6, 17, 27</b>	<b>/4</b>	<b>/4</b>
<b>7</b>	<b>Context Clues and Word Structures</b> Identify Synonyms, Antonyms, and Homonyms Use Context Clues to Determine Word Meaning Use Knowledge of Word Structures to Determine Word Meaning	<b>3, 7, 16, 28</b>	<b>/4</b>	<b>/4</b>
		<b>TOTAL</b>	<b>/28</b>	<b>/28</b>

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
<b>/28</b>	<b>%</b>	<b>/28</b>	<b>%</b>

