

GRADE

5

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-six items total. These thirty-six items measure nine “clusters” of strategies and skills (as listed on the Scoring Chart, see Posttest) with four items per cluster. Each cluster has two or three 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). At the top of the chart, 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 out of four). Write the number correct in the right-hand column under Pretest.



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 above, 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 three of the four 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, a small group, or an 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 the Pretest and Posttest scores.

GUIDELINES FOR USING THE POSTTEST

The Posttest has 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 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

Spider and the Sun	14
Voting	16
Jenny's Journal	18
Gary Paulsen	20
Space Clothes	22
Honoring William T. Handy	24
How to Make Maple Syrup	26



Pretest Answers

Answer Key

- | | |
|-------|-------|
| 1. C | 19. B |
| 2. D | 20. C |
| 3. C | 21. B |
| 4. A | 22. C |
| 5. B | 23. C |
| 6. B | 24. A |
| 7. D | 25. D |
| 8. C | 26. B |
| 9. A | 27. C |
| 10. B | 28. D |
| 11. C | 29. D |
| 12. B | 30. C |
| 13. A | 31. B |
| 14. C | 32. C |
| 15. D | 33. A |
| 16. A | 34. A |
| 17. D | 35. B |
| 18. D | 36. D |



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Spider and the Sun

Long ago, before there was day and night, the animals had no fire. There was no light. There was little food. Their stomachs shriveled up like raisins. Finally, they decided that someone must find Sun. Sun only shone on the other side of the mountain.

Skunk volunteered to go first. He found Sun. He took a tiny, glowing piece of Sun in his paw. But on the way back home, the piece of Sun slipped out of his paw. It slid down his back and disappeared. Skunk returned home with a white streak down his back.

Eagle went next. She flew up and nipped a minuscule piece of Sun in her beak. On the way back home, the tiny bit flew out of her beak. It landed on her head. That's why the eagle has a bald spot on the top of its head.

Spider went next. She took a clay pot with her. She climbed slowly up into the sky. Her web trailed behind her. When she reached Sun, she trapped a bit of him in her pot. She quickly closed the lid. Then she wrapped the pot in silky threads so that it would not burn her. Then she returned to her friends.

Everyone was happy. They now had fire and heat!

Sun realized he had lost his fire to Spider. He became angry. He set off to find her. He began traveling around the world from east to west, searching for Spider. The animals were delighted by Sun's movement. Now they had light and heat every day.

Sun never found Spider. She hid beneath a rock each time he shone overhead. Before long, Sun forgot all about Spider but kept traveling around Earth. He makes almost exactly the same trip every day.

Name _____ Date _____

1. Which words best describe Spider?

- (A) energetic and witty (C) dangerous and mean
(B) courageous and smart (D) fearful and worried

2. What was the main problem in this story?

- (A) Sun could not find Spider.
(B) Skunk lost a piece of Sun.
(C) Eagle burned the top of her head.
(D) The animals had no heat or light.

3. The passage says that Eagle “nipped a minuscule piece of Sun in her beak.” What does the word minuscule mean?

- (A) round (B) square
(C) very small (D) very hot

4. According to this story, Sun began to travel around the world because _____.

- (A) he was looking for Spider
(B) the animals needed light and heat
(C) he could not find the animals
(D) the animals asked him to do so

5. The passage says, “Their stomachs shriveled up like raisins.” This sentence means that _____.

- (A) the animals turned brown and wrinkled
(B) their stomachs became very small
(C) the animals ate nothing but raisins
(D) their stomachs were filled with raisins



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 6–10.

Voting

Can you vote? Are you 18 years or older? Are you a United States citizen? If you are, then you can.

Americans could not always vote. Until 1776, Great Britain ruled over the American colonies. The British set the taxes and made the laws. Then Americans decided to fight for freedom. In 1776, they declared their independence. They won the Revolutionary War. Then voting was possible—at least, for some.

The first people allowed to vote were wealthy men. They had to be at least 21 years old and own property. Then in 1820, the law was changed. It said any white males 21 years or older had the right to vote. In 1872, the law was changed again. Black American males were given the right to vote.

Women wanted the right to vote, too. They marched in the streets. They struggled for many years to gain equal rights. Finally, in 1920, women won the right to vote.

In 1924, Native Americans gained the right to vote. In 1972, the law was reformed to lower the voting age to 18. Now male and female teenagers could vote!

Over the years, more people earned the right to vote. Does that mean that we have more and more voters? Not really. Many people still don't vote. In the 2000 election, only 51 percent of the people registered to vote actually did so. Almost half of the people stayed at home!

Why don't people vote? Some people say that they don't think their vote counts for much. Other people forget. They do not think that voting is important.

Actually, voting is very important. It is how we choose our leaders. We also vote to make new laws. When we vote, we decide how to govern our town, our state, and our country.

Voting is not only a right. It is a privilege. Many people fought long and hard so that Americans could vote. It's our responsibility to honor that fight. What will you do when you are old enough to vote?

Name _____ Date _____

6. What is the main idea of this passage?

- (A) If you are 18 or older and a U.S. citizen, you can vote.
- (B) Voting is an important right and a privilege for all Americans.
- (C) The first people allowed to vote were men over 21 who owned property.
- (D) Women wanted the right to vote, too.

7. Which detail supports the idea that many people fought long and hard for Americans' right to vote?

- (A) The voting age was lowered to 18.
- (B) It's our responsibility to honor that fight.
- (C) Now male and female teenagers could vote.
- (D) Women struggled for many years to gain equal rights.

8. The passage says, "In 1972, the law was reformed." What does the word reformed mean?

- (A) canceled
- (B) passed
- (C) changed
- (D) approved

9. In the author's view, what is probably the most important thing that voters do?

- (A) choose our leaders
- (B) register to vote
- (C) learn about new laws
- (D) support our government

10. The passage says, "In 1924, Native Americans gained the right to vote." Which word from the passage is a synonym for gained?

- (A) allowed
- (B) earned
- (C) decided
- (D) struggled

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 11–15.

Jenny's Journal

June 17

Okay, so my mom is the captain of a tall ship. I'm finally allowed to sail with her. I'll soon find out what she does when she goes away. Dad takes good care of us kids at home. But I do wonder why Mom loves being at sea. We left Bermuda today and are heading toward Canada. We're sailing on a 135-foot boat called a brigantine. What's special about being on a boat that weighs 158 tons? I don't know!

June 19

I'm so sick. Mom says that I won't be seasick once I get my sea legs. It's been two days now and I feel awful. The ship goes up and down and rocks from side to side. That's a lot of movement! All I can eat is peanut butter and jelly sandwiches.

June 20

I must finally have my sea legs because I don't feel sick today. The first mate let me climb up to the crow's nest. I could see for miles. But the only thing I saw was water!

June 21

Several scientists are on the boat doing experiments. Last night we cast a large net and skimmed the water as we moved along. We captured tiny zooplankton. Zooplankton glow in the dark. They lit up the outline of the net. It was cool. This morning we studied some plankton under a microscope. Plankton are so small. You cannot see them with the naked eye.

June 23

Today I learned how to coil rope in three overlapping circles. It looks almost like a sculpture! Coiling the rope makes it easy to get when the sailors need it.

This morning we saw basking sharks swimming beside us. They were apparently eating the plankton. They are big but harmless. Then later we watched some dolphins. They escorted the ship for over an hour! They swam right beside the ship. They were jumping in and out of the water.

June 25

Land ho! We're back to reality today. I have learned a lot about sea creatures, the ocean, and tall ships. I also learned why Mom loves sailing: because it's so much fun!

Name _____ Date _____

11. What will Jenny most likely say the next time she is invited to go sailing?

- (A) No, thank you, I don't like being seasick.
- (B) Sailing is okay, but I'd rather stay home.
- (C) Yes, of course, I would love to go.
- (D) I'll go, but only if I can be the captain.

12. Which detail from the passage describes the setting of the story?

- (A) Dad takes good care of us kids at home. But I do wonder why Mom loves being at sea.
- (B) We're sailing on a 135-foot boat called a brigantine. What's special about being on a boat that weighs 158 tons?
- (C) Mom says that I won't be seasick once I get my sea legs. It's been two days now and I feel awful.
- (D) Today I learned how to coil rope in three overlapping circles. It looks almost like a sculpture!

13. What probably made Jenny feel seasick?

- (A) the rocking of the boat
- (B) peanut butter and jelly sandwiches
- (C) seeing nothing but water
- (D) watching sharks eat the plankton

14. For Jenny, how was June 20 different from the other days in the trip?

- (A) It was the first day she saw any sea animals.
- (B) She could only eat peanut butter and jelly that day.
- (C) It was the first day she did not feel sick.
- (D) She finally spotted land that day.

15. The passage says, "Then later we watched some dolphins. They escorted the ship for over an hour!" What does escorted mean?

- (A) attacked
- (B) circled around
- (C) observed
- (D) traveled with



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 16–20.

Gary Paulsen

Gary Paulsen writes stories that young people love to read. You might know some of his most popular books: *Dogsong*, *Hatchet*, and *The Winter Room*. All of them were named Newbery Honor Books.

Gary's love of books began early in his life. He was born in Minneapolis, Minnesota, in 1939. Winters there can be very cold. One day Gary walked into a library to escape the cold. That is when he discovered books. Not only was he warm, but he also had fun reading.

When Gary was 15, he got his first job—as a construction worker. Over the years he worked as a farmhand, a truck driver, and a sailor. Then he got a job as a magazine editor. That is when he really learned how to write. He published his first book in 1966.

In 1983, Gary's life changed. He started racing with a dogsled team. Training the dogs and racing was hard work. Often he worked 18 to 20 hours a day. Then he entered the Iditarod. This is a famous dogsled race in Alaska. The 1,200-mile race was the most challenging experience of his life. He loved it. However, after the second race, he had to stop racing due to poor health. That's when he turned to full-time writing.

Many of Paulsen's books tell of young people overcoming great odds to survive. The main character in *Hatchet*, for example, survives a plane crash. He lives alone in the wilderness until he is rescued. Paulsen fills his book with details that make the story come alive. He uses his knowledge of the outdoors to create his settings. He uses what he knows about people to create real-life characters.

Paulsen has won many awards for his books. He's a fine storyteller and a wonderful writer.

Name _____ Date _____

16. The passage says that Gary Paulsen got a job as a construction worker.

The word construction means _____.

- (A) the act of building (B) a person who builds
(C) a place where something is built (D) after building

17. Information in this passage is organized mainly by _____.

- (A) comparison and contrast (B) questions and answers
(C) problems and solutions (D) time order

18. Which sentence from the passage states an opinion?

- (A) When Gary was 15, he got his first job—as a construction worker.
(B) Then he got a job as a magazine editor.
(C) However, after the second race, he had to stop racing due to poor health.
(D) He's a fine storyteller and a wonderful writer.

19. What can you conclude from this passage about how Paulsen's real-life experiences influenced his writing?

- (A) Writing was the only job he kept for more than a few months.
(B) Racing in the Iditarod helped him write about surviving in the wilderness.
(C) He grew up in Minnesota and, as a result, always wrote about being cold.
(D) His jobs on farms and ranches convinced him to become a writer.

20. The author's main purpose in this passage was to _____.

- (A) tell an entertaining story about survival
(B) teach a lesson about dogsledding
(C) give information about Gary Paulsen
(D) convince people to read Paulsen's books

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 21–25.

Space Clothes

What would you wear in space? Space has no oxygen and no atmosphere. That means there is little pressure on the body. Also, space is either very hot or very cold. You need a suit that can protect you from all these dangerous conditions.

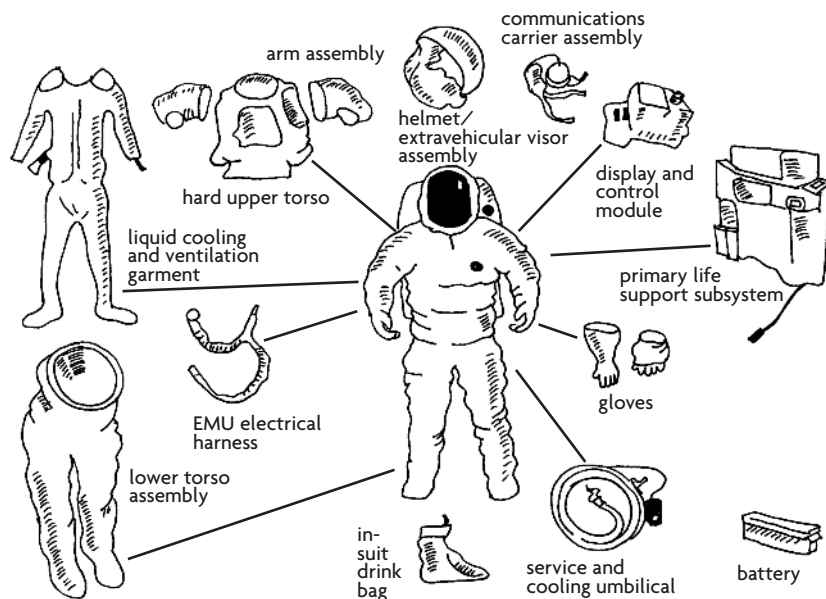
Inside the Shuttle

Astronauts don't wear spacesuits all the time in space. On the space shuttle, they often wear comfortable clothes. Astronauts might put on sweat suits. They even wear T-shirts or shorts while inside the shuttle.

Spacewalking

When astronauts go outside the shuttle, they must be protected.

They wear a suit called an EMU. One part of the suit is a garment made of spandex. It keeps the astronaut cool. The suit also holds a water bag and an oxygen supply.



Getting Around

When astronauts go on spacewalks, they wear a special backpack. The pack helps them move.

Name _____ Date _____

21. Which sentence best summarizes the information in the first paragraph?

- Ⓐ A person who goes into space might get hot or cold and will need a spacesuit.
- Ⓑ Spacesuits must protect people from the temperature, lack of oxygen, and air pressure in space.
- Ⓒ The clothes you would wear in space are different from the clothes you wear on Earth.
- Ⓓ Spacesuits have no oxygen and little pressure, so the body must be protected in space.

22. Which part of the spacesuit would an astronaut put on first?

- Ⓐ hard upper torso
- Ⓑ helmet/extravehicular visor assembly
- Ⓒ liquid cooling and ventilation garment
- Ⓓ lower torso assembly

23. In which part of the passage should you look to find out what the astronauts use to help them move when outside the shuttle?

- Ⓐ Inside the Shuttle
- Ⓑ Spacewalking
- Ⓒ Getting Around
- Ⓓ the diagram

24. Which part of the spacesuit probably contains oxygen?

- Ⓐ primary life support subsystem
- Ⓑ liquid cooling and ventilation garment
- Ⓒ hard upper torso
- Ⓓ EMU electrical harness

25. The author wrote this passage mainly to _____.

- Ⓐ compare spacesuits with regular clothes
- Ⓑ share personal experiences in space
- Ⓒ explain how to survive in space
- Ⓓ give information about spacesuits



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 26–30.

Honoring William T. Handy

Our newest city park needs a name. The trees have been planted. The grass has been sown. Flowers will soon sprout from the flowerbeds.

Many people have worked for the good of our town. We have no shortage of people whom we might honor. Still, one citizen's head stands higher than others. That person is Dr. William Handy.

William was born here in South City. After college, he returned to his roots and made his home here. Since that time, William Handy has worked hard to improve the lives of the people in South City.

Dr. Handy opened his dental practice on Main Street in 1956. He has cared for the teeth of his neighbors and friends ever since. He has never turned away a patient who could not pay. He has spent countless hours teaching schoolchildren how to take care of their teeth.

In 1986, Dr. Handy traveled to Central America. He spent his vacation helping others. Many people there had never seen a dentist. Dr. Handy treated over 200 patients in two weeks!

Dr. Handy retired this year. He closed his dental practice but not his heart. Now he volunteers at the city shelter. There he helps the homeless and the poor.

Dr. Handy does not ask for praise. He never has. He has worked tirelessly for the people of this city all his life. Now we can pay him the respect he deserves. We should name the new park "The William Handy Park."

Name _____ Date _____

26. Which words best describe the character of Dr. Handy?

- (A) patient and wise (B) generous and hardworking
(C) ambitious and wealthy (D) honorable and witty

27. According to this passage, Dr. Handy traveled to Central America because he wanted to _____.

- (A) train students to become dentists
(B) see a new part of the world
(C) provide dental care to people there
(D) go on vacation

28. Which phrase from this passage has a positive connotation?

- (A) born here (B) on Main Street in 1956
(C) had never seen a dentist (D) has worked tirelessly

29. In the author's view, what is probably the most unselfish thing Dr. Handy has done?

- (A) teaching children how to care for their teeth
(B) opening a dental practice in 1956
(C) caring for the teeth of his neighbors and friends
(D) treating more than 200 patients in Central America

30. You can tell that the people in South City like to name parks after people who _____.

- (A) remember the history of the city
(B) live near the park
(C) do good things for the city
(D) donate money for the park



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 31–36.

How to Make Maple Syrup

When the first settlers came to America, they could not find any sugar. Sugar often comes from sugarcane. How did the colonists satisfy their sweet tooth? They made maple syrup. People still make this treat today. They make it in much the same way it was done long ago.

In the late winter months, maple trees are tapped. Small holes are drilled about two and a half inches into the tree. A metal tap, or spout, is inserted into each hole. One tap can produce 10 to 12 gallons of sap in a season. Trees have to be at least ten inches wide to be tapped. Younger, smaller trees might be harmed if they are tapped too early.

Then buckets are attached to each tree. Most people cover the buckets. This keeps things from falling into the sap. When the temperature rises above freezing, the sap begins to run. It drips slowly into the buckets.

It takes 40 to 60 gallons of sap to make one gallon of maple syrup! Sap must be gathered every two to three days.

After the sap is collected, it is filtered to remove any wood, bugs, sand, or soil that might have fallen into the bucket. Then the sap is boiled. As the sap gradually boils down, more sap is added. The boiling removes any water from the sap. Usually, the sap boils for about two hours.

Many syrup makers use a cooking thermometer to decide when the syrup is ready. As the syrup boils, it gets hotter. When it reaches a blistering 219°F, it is ready. Then the syrup is filtered once again. Very carefully, the hot syrup is poured into bottles.

As the mixture cools, it's time to make some pancakes or waffles. Nothing is as tasty as fresh maple syrup!

Name _____ Date _____

31. The passage asks, “How did the colonists satisfy their sweet tooth?”

What is a sweet tooth?

- (A) something sweet to eat (B) a craving for something sweet
(C) a tooth that has chewed too many sweets (D) a tooth-size serving of sugar

32. The passage says, “When it reaches a blistering 219°F, it is ready.”

If one of these words were used to replace the underlined word, which would have a negative connotation?

- (A) tempting (B) steamy
(C) punishing (D) syrupy

33. What should the syrup maker do just after removing the wood, bugs, sand, and other debris from the sap?

- (A) Boil the sap for about two hours. (B) Pour the sap into bottles.
(C) Clean and heat some bottles. (D) Make pancakes or waffles.

34. Which sentence from the passage states a fact?

- (A) It takes 40 to 60 gallons of sap to make one gallon of maple syrup!
(B) People still make this treat today.
(C) As the mixture cools, it's time to make some pancakes.
(D) Nothing is as tasty as fresh maple syrup!

35. The passage says, “A metal tap, or spout, is inserted into each hole.” Which sentence uses the word hole correctly?

- (A) Grady ate the hole pile of pancakes.
(B) Stuart made a small hole in the wall.
(C) On the hole, the yard sale was a success.
(D) Each teammate is a small part of the hole.

36. Which is the best paraphrase of these sentences from the passage?

When the first settlers came to America, they could not find any sugar.
Sugar often comes from sugarcane.

- (A) When the first settlers wanted sugar in America, they made it from sugarcane.
(B) The first settlers in America readily made sugar from sugarcane.
(C) When the first settlers in America found sugar, it was generally made from sugarcane.
(D) The first settlers in America could not get sugar, which is made from sugarcane.



Posttest

Davy Crockett and the Frozen Morning	124
The Shot Heard Around the World	126
Ravi's Journal	128
Rowling's Train Ride	130
Bug Sense	132
Campaign Speech: July 20	134
An Interview with Erin's Great-Grandmother	136



Answer Key

- | | |
|-------|-------|
| 1. C | 19. A |
| 2. C | 20. C |
| 3. D | 21. B |
| 4. B | 22. A |
| 5. A | 23. B |
| 6. B | 24. B |
| 7. D | 25. D |
| 8. C | 26. C |
| 9. D | 27. C |
| 10. A | 28. D |
| 11. A | 29. A |
| 12. C | 30. D |
| 13. B | 31. C |
| 14. A | 32. B |
| 15. B | 33. A |
| 16. D | 34. D |
| 17. A | 35. C |
| 18. D | 36. A |

Posttest Answers

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Davy Crockett and the Frozen Morning

It was early one wintry morning. The sun was just beginning to rise. Davy Crockett headed home with ten bearskins on his back. He had been hunting bears all night. He was plumb tired. As he came out of the forest, he looked up at the sky and got a bit of a shock. The sun was stuck fast between two large blocks of ice! Sunrays reached him, but barely, as they were frozen solid, too. It was so cold that Earth had stopped spinning.

Now Davy Crockett was a bright person, and he knew that a frozen sun would mean big trouble for all of Earth's people and critters. So he climbed a tree. Then he very gingerly planted his boots down on one of the sunrays. The rays were frozen so solid that they held him. He began climbing toward the sun.

Once he got there, he studied the problem. Then Davy put his load of bearskins over the sun like blankets over a newborn. That seemed to help a little bit. Then Davy took out his axe. He chopped the blocks of ice that were stuck fast to the sun. Finally, he removed the skins and gave the sun a quick, hard kick. That seemed to get it shining once again. Soon the sun's heat thawed Earth and started it spinning again.

Davy gathered the bearskins and slung them on his back. Then he quickly slid down the sunrays before they melted. When he got to the ground, he reached inside his pocket. He felt something warm there. What he found made him smile as wide as the Mississippi. He had carried a piece of sunrise home. What a nice souvenir!

Name _____ Date _____

1. Which words best describe the character of Davy Crockett?

- (A) thoughtful and sympathetic (B) dangerous and skillful
(C) intelligent and resourceful (D) witty and creative

2. What was the main problem in this story?

- (A) Earth was too far from the sun.
(B) Davy Crockett was very tired after a long night of hunting.
(C) The weather was so cold that the sun froze.
(D) Sunrays were not strong enough to hold Davy Crockett.

3. Davy Crockett had been hunting bears all night, and he was plumb tired.

What is the meaning of plumb?

- (A) a kind of fruit (B) almost
(C) in a funny way (D) completely

4. Davy Crockett climbed up the sunrays to _____.

- (A) warm himself near the sun
(B) try to get the sun to shine again
(C) find some sunshine so he could see to get home
(D) dry his bearskins before he put them away

5. The passage says, “Davy put his load of bearskins over the sun like blankets over a newborn.” What does this sentence mean?

- (A) He put his bearskins on the sun to warm it.
(B) The sun looked like a newborn baby in a blanket.
(C) He put some blankets on the sun’s bare skin.
(D) The sun looked like a bear covered with blankets.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 6–10.

The Shot Heard Around the World

It was early on the evening of April 18, 1775. Two riders mounted their horses. The riders were Paul Revere and William Dawes. They left Boston, Massachusetts, in a hurry. They rode west, through the night, toward Lexington. Along their route, they warned every village that British soldiers were on their way.

The British knew that the colonists were getting ready for war. On the morning of April 19, the British marched west to Lexington. They wanted to stop the colonists. Their job was to seize all of the colonists' guns and supplies. The colonists formed a militia to face the Redcoats. Seeing the British soldiers, the colonists scattered. Some did not escape. The British shot and killed eight colonists and wounded ten more.

Then the British marched further west to Concord. There a militia had gathered at the Old North Bridge. The colonists were ready and armed. When the British arrived, someone fired a shot at them. No one was ever sure who fired, but that was an important shot. For the first time, the colonists had fought back.

The battle lasted about five minutes. Then the British retreated. The British were trained to march in formation. They marched right down the middle of the dirt road. They marched this way all the way back to Boston. The colonists, on the other hand, hid in the woods. They shot from behind trees and fences. Then they scattered and ran ahead to the next spot. By the time the British got to Boston, they had lost 273 soldiers. The Americans had lost 95.

The British army was huge and well trained. It may have been the finest army in the world. The American militia was small. It was made up of untrained farmers. They were organized in small units. Still, on April 19, both sides learned an important lesson. The militia could attack swiftly and cause harm to the British. Then it could escape without great loss.

Two months later, George Washington was named General of the Army. He understood why small fights were successful. He used them many times.

The first shot at Concord changed the course of history. An army of farmers soon led the colonists to victory. Soon afterward, a new country was born.

Name _____ Date _____

6. Which would be another good title for this passage?

- (A) "Standing on the Bridge"
- (B) "The Battle That Changed History"
- (C) "Behind Trees and Fences"
- (D) "The Greatest Army in the World"

7. Which detail supports the idea that the militia's way of fighting was effective?

- (A) The battle at Concord lasted only five minutes.
- (B) When the British arrived, someone fired a shot.
- (C) Both sides learned an important lesson that day.
- (D) The British lost 273 soldiers on the way back to Boston.

8. "The British were trained to march in formation." The word formation means _____.

- (A) without any form
- (B) before forming
- (C) a set pattern or form
- (D) a person who forms

9. What was probably the most serious mistake the British soldiers made that day?

- (A) They shot at the militia men in Lexington.
- (B) They let Dawes and Revere warn the colonists.
- (C) They marched from Lexington to Concord.
- (D) They marched down the middle of the road back to Boston.

10. "There a militia had gathered at the Old North Bridge." Which word is an antonym for gathered?

- (A) scattered
- (B) joined
- (C) retreated
- (D) shot

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 11–15.

Ravi's Journal

August 14: Last night's game was the Braves versus the Mets. We were there! The Mets played hard against the Braves, but the home team won. Not only that, but Liza snagged a foul ball! Chipper Jones fouled a line drive right at us. My sister caught it with her glove!

August 21: Summer vacation's over. I cannot believe I have to go to school tomorrow. I wish I could take that baseball and show it to my two best friends. But that is not going to happen. My best buddies are back in Denver where we used to live. And I am sure Liza will want to take the baseball to school herself.

August 28: School has been awful so far. I don't know anybody. Everything about this school feels uncomfortable. Liza has all kinds of friends already. I feel like I'm visiting another planet.

August 30: Tomorrow I'm going to take the baseball to school. I have not asked Liza's permission, though. I do not want to give her the chance to say "no." Maybe when I show the ball to the kids in my class they will be impressed.

September 1: The worst thing has happened. I took the baseball to school and showed it off to everybody. I was so excited that day that I forgot my lunch money! Everybody thought the ball was so cool. Then disaster struck. After lunch, the ball disappeared from the teacher's desk. What am I going to tell Liza?

September 3: Liza will never forgive me for what I did, but I think she knows by now that the ball is gone. I should say something.

September 4: The baseball is not lost after all! I confessed to Liza. Then she admitted that she had the ball all along. The day I brought the ball to school, she had visited my classroom to bring me some lunch money. The teacher told her how impressed he was that Liza had caught the foul ball. Liza took the ball home that day. Then she waited to see how long it would take for me to tell her what had happened. She was not really that mad. She just said that next time I should ask for permission first. I could not argue with that.

Name _____ Date _____

11. What will Ravi most likely do the next time he wants to borrow something that belongs to Liza?

- Ⓐ He will ask for permission to use it.
- Ⓑ He will tell her that he took it after he borrows it.
- Ⓒ He will borrow it without asking.
- Ⓓ He will lose it on purpose to see how she reacts.

12. What was Ravi's problem at the end of August?

- Ⓐ He did not catch a foul ball at the game.
- Ⓑ He was not very good at playing baseball.
- Ⓒ He did not have any friends at his new school.
- Ⓓ He had lost Liza's special baseball.

13. When Ravi went to school in August, he felt like _____.

- Ⓐ a baseball player
- Ⓑ an outsider
- Ⓒ a hero
- Ⓓ an honors student

14. How was Liza's situation different from Ravi's?

- Ⓐ She made new friends quickly.
- Ⓑ She went to the baseball game.
- Ⓒ She was going to a new school.
- Ⓓ She moved from Denver during the summer.

15. "Last night's game was the Braves versus the Mets." The word versus means _____.

- Ⓐ and
- Ⓑ against
- Ⓒ for
- Ⓓ between

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 16–20.

Rowling's Train Ride

Harry Potter came into J. K. Rowling's life much like the train for Hogwarts—out of thin air. She was riding on a train when Harry first appeared. J. K. Rowling did not have a pen, and she was too shy to ask a stranger for one. Instead, she sat and thought about Harry. By the time she got to London, she had begun her first novel in her head.

Joanne Rowling (pronounced “rolling”) was born near Bristol, England. She grew up with a younger sister named Di. Joanne told her sister stories to entertain her. She also wrote plays. Together the sisters acted them out. To persuade Di to cooperate, Joanne wrote large parts for her sister.

The Rowlings lived near a family called the Potters. Joanne always liked the family name, but she did not like the boy in the family. She denies that he was the model for the character of Harry—or for his nasty cousin Dudley.

When Joanne Rowling was eleven, she met a boy named Sean Harris. Sean became very important to her. Joanne told him of her dream to become a writer. Sean encouraged her. When he later learned to drive, he took her places in his car. It was turquoise and white. Readers might recall a similar car in her book *Harry Potter and the Chamber of Secrets*.

In 1983, Joanne Rowling went to college. Then, in 1990, she moved to Manchester, England. That was about the time she took the fateful train ride to London and met Harry. Soon after that, Rowling moved to Portugal. She got married there. Then she gave birth to a daughter, Jessica.

In 1994, Rowling moved to Edinburgh, Scotland, with her infant daughter. She has been writing almost nonstop ever since. When her daughter was very young, Rowling often waited until she fell asleep. Then she rushed her pram to a nearby café. There she would quickly scrawl down her story. At night, she typed it out.

In 1996, a publisher accepted Rowling's first manuscript. Since then, her life has changed quite a lot. In America alone, there are now more than 80 million copies of her books in print. They have been translated into sixty-one languages. She has become one of the most popular writers of all time. And it all began on a four-hour train ride.

Name _____ Date _____

16. "She has been writing almost nonstop ever since." The word nonstop means _____.

- (A) stopping often
- (B) after stopping
- (C) a person who stops
- (D) without stopping

17. Information in this passage is organized mainly by _____.

- (A) time order
- (B) questions and answers
- (C) problems and solutions
- (D) comparison and contrast

18. Which sentence from the passage states an opinion?

- (A) "In 1996, a publisher accepted Rowling's first manuscript."
- (B) "In America alone, there are now more than 80 million copies of her books in print."
- (C) "They have been translated into sixty-one languages."
- (D) "She has become one of the most popular writers of all time."

19. Why was Sean Harris important to J. K. Rowling?

- (A) He believed in her dreams and encouraged her.
- (B) She made up stories and plays to entertain him.
- (C) He had a car that appeared in one of her books.
- (D) Sean liked hearing stories about Harry Potter.

20. The author's main purpose in this passage was to _____.

- (A) persuade readers to buy J. K. Rowling's books
- (B) tell an entertaining story about J. K. Rowling
- (C) give information about J. K. Rowling
- (D) compare the Harry Potter books with other works

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 21–25.

Bug Sense

Insects do not have eyes, ears, noses, and other features like we do. So how do they see, hear, taste and smell?

Sight

Insects don't have eyes like we do, but they can see. They have compound eyes. These eyes are made up of several thousand units with lenses.

Hearing

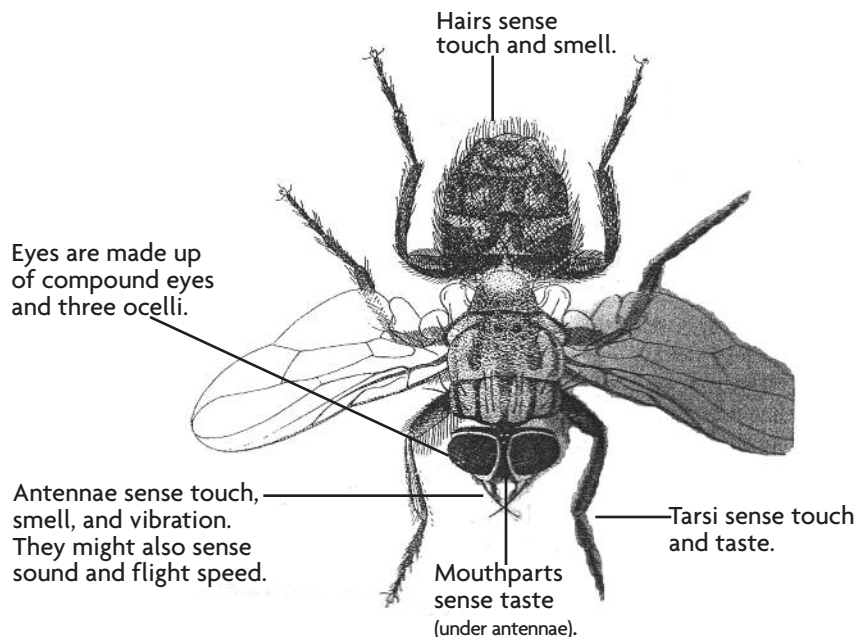
Insects don't have ears, but they do have eardrums. This drum is a thin membrane stretched over an air pocket. The drum vibrates when sound hits it. The insect's brain senses the movement. Then the brain tells the bug to move either toward the sound or away from it.

Taste

Insects can taste with their mouthparts. They also use their antennae. Some insects can even taste with their feet!

Smell

Most insects smell well with their antennae and mouthparts. Some insects have hundreds of tiny hairs that help them smell.



Name _____ Date _____

21. According to this passage, how do insects pick up sounds?

- (A) The antennae pick up sounds and pass them along to the brain.
- (B) Insects have thin membranes that act like eardrums and vibrate when sound hits them.
- (C) Insects have ears that work much the same way as human ears.
- (D) The insect's brain senses movement and moves the bug toward or away from the sound.

22. Which parts of an insect sense taste?

- (A) mouthparts
- (B) eyes
- (C) eardrums
- (D) hairs

23. Under which heading in the passage should you look for information about how the insect sees?

- (A) Taste
- (B) Sight
- (C) Smell
- (D) Hearing

24. What do the tarsi do?

- (A) They enable the insect to see and smell.
- (B) They sense touch and taste.
- (C) They enable the insect to keep in balance.
- (D) They sense sound and flight speed.

25. The author's main purpose in this passage is to _____.

- (A) compare insects and humans
- (B) persuade the reader to study insects
- (C) tell an entertaining story about insects
- (D) give information about insects and their senses

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 26–30.

Campaign Speech: July 20

It is my pleasure to announce that I am running for governor of this great state. For the past three years I have worked hard for the state. I have worked tirelessly in your judicial system. I have learned a lot. As a district attorney, I have seen many families torn apart by prison. Our state has a problem with crime. I want to solve it.

Now my opponent says that we need more prisons. I say, that is the last thing we need. Now I will tell you what we need. And listen carefully, because it's something that you want.

We need to change the way we think about crime. We do not need to fix the prison system. We need to fix the criminal system. How can we do that? It is easy. We stop the criminals before they get into trouble. We make living a clean, useful life better than a life of crime.

There is only one way to do that. We must improve education. We need classrooms with fewer students. We need more teachers. Smaller classes make for better learning, and our youth need to learn. Education brings knowledge. Knowledge brings jobs.

We need to spend more money for each pupil. We need better teachers and we need to pay them more.

We need to fully fund our athletic programs. We need more gyms and more playing fields. We need music and art programs in schools. We need after-school programs to keep our kids busy. Busy kids do not get into trouble after school.

This costs money, but it is much cheaper than housing criminals. I say, let's make our prisons smaller. Let's make our schools larger! We can do this together! I will work hard for you! You have my promise. All I need is your vote on November 2. You won't regret voting for Eleanor Peterson!

Thank you for coming. If I don't talk to you personally today, I will see you all soon!

Name _____ Date _____

26. Read this sentence: “I have worked tirelessly in your judicial system.” Why did Eleanor use the word tirelessly instead of hard?

- (A) because it is not as strong a word as hard
- (B) to let people know more about her
- (C) because tirelessly is a stronger way to say that she worked hard
- (D) because she is tired of working hard

27. What can you tell about Eleanor Peterson by the speech she made?

- (A) She likes to work in the prison system.
- (B) She is very popular with the voters.
- (C) She believes in education and helping the youth of her state.
- (D) She disliked her previous job.

28. What would be a good reason why a voter would vote for Eleanor Peterson?

- (A) She would work to make the schools cleaner.
- (B) She would make the prisons better.
- (C) She would win the election.
- (D) She knows the judicial system and how it works.

29. Why does Eleanor Peterson believe that after-school programs help keep children busy?

- (A) Because children enjoy sports.
- (B) Because sports help children stay healthy.
- (C) Because when children are busy, they don't get into trouble.
- (D) Because children learn more and become more competent.

30. Why are classrooms with fewer students better for learning?

- (A) Because fewer students need less instruction.
- (B) Because there are more textbooks for each child.
- (C) Because there is more money to spend on each child.
- (D) Because children get more attention from the teacher and learn more.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 31–36.

An Interview with Erin’s Great-Grandmother

Erin saw a photo of her great-grandmother. Her nanna wore a white dress with bows. She stood smiling beside a Model T car. Erin decided to find out what life was like when her great-grandmother was young.

Erin: What was it like when you were my age?

Nanna: I was born in 1928. When I was 10, we lived way out in the country. We had no electricity where I lived. This is because there were no power lines out to our house. A well provided our water, which we had to draw up with a bucket.

Erin: Did you have television when you were young?

Nanna: Goodness, no. But we had a battery-operated radio. We didn’t have television until I was about 18.

Erin: What did you do at night?

Nanna: I read a lot. Before we got electricity, I read by lamplight. We had a kerosene lamp, and I read right beside it.

Erin: What did you do for fun?

Nanna: We played hopscotch. We built playhouses in the yard. In the wintertime, we played checkers and other games. I had two brothers and a sister, so we listened to the radio and records on a record player. You had to wind up the record player! Then we got electricity. After that, we played one song at a time with a needle that went round and round on that record.

Erin: Did you have a school bus?

Nanna: Yes, and it picked me up in the morning. The school bus driver was kindly. When I was little, if there was bad weather, he came to the door. He picked me up in his arms and carried me to the bus.

Erin: What is the biggest difference in the way you live today?

Nanna: Oh, goodness! It is like night and day! Everything was so simple when I was little. You used your mind to have fun. Today we use technology to entertain ourselves. I wouldn’t have dreamed of things we have now.

Erin: What was your favorite thing about being a little girl?

Nanna: I think being loved by my sister and brothers. That much hasn’t changed at all!

Name _____ Date _____

31. Nanna said her life is like night and day as compared to life long ago. What does like night and day mean?

- (A) twenty-four hours difference (B) new technology
(C) a huge change (D) a large time gap

32. When was television available?

- (A) in 1928 (B) around 1946
(C) after the invention of the radio (D) before the invention of the record player

33. “You used your mind to have fun. Today we use technology to entertain ourselves.” What word would BEST replace the word mind?

- (A) imagination (B) books
(C) head (D) brain

34. What sentence best tells what Nanna did for fun instead of watching television?

- (A) She played hopscotch and listened to records on a record player that she had to wind up.
(B) She listened to the radio and played records.
(C) She played hopscotch, checkers, and other games.
(D) She read, played hopscotch and other games, listened to the radio, and played records.

35. Which sentence states an opinion?

- (A) “We had no electricity where I lived. This is because there were no power lines out to our house.”
(B) “I had two brothers and a sister, so we listened to the radio and records on a record player.”
(C) “Everything was so simple when I was little.”
(D) “Before we got electricity, I read by lamplight.”

36. What word means almost the same as kindly?

- (A) considerate (B) intelligent
(C) simple (D) reasonable

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)
- 33. (A) (B) (C) (D)
- 34. (A) (B) (C) (D)
- 35. (A) (B) (C) (D)
- 36. (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	1 2 12 26	/4	/4
2 Text Structure and Features	Analyze Text Structure and Organization Use Graphic Features to Interpret Information Use Text Features to Locate Information	17 22 23 24	/4	/4
3 Relating Ideas	Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	4 14 27 33	/4	/4
4 Inferences and Conclusions	Draw Conclusions Make Inferences Make Predictions	11 13 19 30	/4	/4
5 Interpreting Author's Views	Evaluate Author's Purpose and Point of View Interpret Figurative Language	5 20 25 31	/4	/4
6 Making Judgments	Evaluate Fact and Opinion Make Judgments	9 18 29 34	/4	/4
7 Distinguishing Important Information	Identify Main Idea and Supporting Details Summarize or Paraphrase Information	6 7 21 36	/4	/4
8 Context Clues	Use Context Clues to Determine Word Meaning Understand Denotation and Connotation	3 15 28 32	/4	/4
9 Word Families and Structures	Identify Synonyms, Antonyms, and Homonyms Use Knowledge of Word Structure to Determine Word Meaning	8 10 16 35	/4	/4
Total			/36	/36

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
/36	%	/36	%

