

GRADE

4

# everyday **Comprehension**

## **Intervention** Activities

### **Pre- and Post-Assessment**

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

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## **DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS**

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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.

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### **GUIDELINES FOR USING THE PRETEST**

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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 includes two or three strategies grouped by similarities. For example, “Identify Main Idea and Supporting Details” and “Summarize or Paraphrase Information” are grouped together in one cluster because they involve similar thinking skills (distinguishing essential from nonessential 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. Have students write their name and the date at the top of each test page.
3. Read the directions on the first page and make sure students know what to do.
4. Have students 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 have students 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. It 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 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, 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.

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### **GUIDELINES FOR USING THE POSTTEST**

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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

<b>The Peanut</b> .....	14
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<b>Everyday Hero</b> .....	24
<b>Johnnycakes</b> .....	26



# Pretest Answer Key

## Answer Key

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

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

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

## The Peanut

One morning in late summer, Squirrel spotted a peanut. The peanut was lying on the ground. Squirrel ran to get it. Just as he was about to scoop it up, Bird grabbed the peanut. Then Bird flew to a branch high up in the tree.

“Hey, STOP!” yelled Squirrel. “I saw that peanut first. It’s mine!”

“You might have seen the peanut first,” said Bird, “but I got it before you!”

Squirrel ran up the tree, quicker than lightning. Bird flew higher up in the tree. Squirrel climbed after Bird. Finally, he grabbed the peanut from Bird’s beak.

Bird snatched it back and flew away even higher. Squirrel followed her and took the peanut again. Bird knocked it from Squirrel’s paw and grabbed it back. Then she flew safely away to the next tree.

“You can’t fly away from me, Bird!” Squirrel said. “I can go wherever you go!”

For the next two hours, that is just what he did. Bird flew from branch to branch, and Squirrel ran from tree to tree. The peanut went from Bird to Squirrel and from Squirrel to Bird.

After two hours, both animals were tired. They were famished, too. Neither of them ever had the chance to eat the peanut.

Finally, Squirrel got too tired and stopped chasing Bird. He said, “I have a fantastic idea.”

Bird was tired, too. She would have done anything to stop flying. So she said, “What is your great idea?”

“Why don’t we each get half of the peanut?” Squirrel said. “Then we can both have a piece.”

“All right,” Bird said. “One-half of a peanut is better than no peanut at all!”

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

**1. The story says, “Bird grabbed the peanut.” Which word from the story means the same as grabbed?**

- (A) flew
- (B) spotted
- (C) climbed
- (D) snatched

**2. Why did Bird and Squirrel run and fly from tree to tree?**

- (A) They were trying to keep the peanut away from each other.
- (B) They were having fun playing a game.
- (C) They were both trying to escape from a cat trying to catch them.
- (D) They were looking for food to eat.

**3. Which words best describe the characters of both Bird and Squirrel in this story?**

- (A) silly and funny
- (B) lazy and slow
- (C) easily discouraged
- (D) not willing to give up

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

- (A) Squirrel cannot catch Bird in the trees.
- (B) Both Bird and Squirrel think they should have the peanut.
- (C) Bird cannot escape from Squirrel.
- (D) Both Bird and Squirrel want to live in a nest in the same tree.

**5. The story says, “They were famished.” What does famished mean?**

- (A) out of breath
- (B) thirsty
- (C) very hungry
- (D) tired





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

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

## Disappearing Treasures

### April 10, 1912

It was a nice day. The *Titanic* set sail from Southampton, England. The ship headed toward New York. The ship was like a floating hotel. It was the largest boat ever built. More than 2,200 people were on board. Everyone said this ship could never sink.

### April 15, 1912

Five days passed. On a cool night, the ship glided through the black water. All was quiet. Then a sailor saw trouble. He yelled, “Iceberg right ahead!”

At 11:40 P.M., the ship hit the iceberg. Three hours later, the *Titanic* sank. About 1,500 people were lost with her.

### Robert Ballard’s Discovery

The *Titanic* wasn’t lost forever. Many years later, in 1985, an explorer found it. His name was Robert Ballard. He used a small submarine to look at the ship’s remains. He went down 12,500 feet. That’s over two miles deep!

The ship was broken into pieces. He saw three large combs. He saw a pair of child’s shoes. He saw dishes, gold coins, and a bathtub. Ballard took pictures but left everything behind as it was. Soon other people wanted to see the shipwreck, too.

### The *Titanic* Today

Time hasn’t been kind to the *Titanic*. Rust drips over the windows. The metal is dissolving. The ship is melting away.

Time isn’t the only thing hurting the ship. Now people are harming it, too. Trash litters the sea floor. Holes cover the top of the ship where people have landed. Worse still, thieves have looted the ship.

Today Ballard works to save what’s left. One day it will disappear. Until then, Ballard wants to protect the wreck. He thinks it’s the largest museum on Earth. He says there are “many treasures yet to be found.”

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

6. What is the main idea of the first paragraph in this passage?

- Ⓐ The *Titanic* hit an iceberg and sank on April 10, 1912.
- Ⓑ A hotel called the *Titanic* was completed on April 10, 1912.
- Ⓒ The *Titanic* set sail from England on April 10, 1912.
- Ⓓ Tragedy struck at 11:40 P.M. on April 10, 1912.

7. The passage says, “This ship could never sink.” Which of these sentences uses the word sink in the same way?

- Ⓐ Wash your hands in the sink before lunch.
- Ⓑ If we don’t plug the hole, this rowboat will sink.
- Ⓒ We need to sink a post right here in the ground.
- Ⓓ As the silence continued, Maria’s confidence began to sink.

8. What would be another good title for this passage?

- Ⓐ “Saving the *Titanic*”
- Ⓑ “Robert Ballard’s Life”
- Ⓒ “The Sailing of the *Titanic*”
- Ⓓ “The Day Tragedy Struck”

9. From Robert Ballard’s view, what is the worst thing that has happened to the *Titanic* since 1985?

- Ⓐ Rust has dripped over the windows.
- Ⓑ People have left trash near the wreck.
- Ⓒ Small submarines have landed on the deck.
- Ⓓ Thieves have taken things from the ship.

10. The passage says, “The metal is dissolving.” What does dissolving mean?

- Ⓐ coming back again
- Ⓑ breaking apart and disappearing
- Ⓒ finding an answer
- Ⓓ slowly moving to another place



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

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

## Annalise's Journal

**March 1** • I'm so thrilled! After having the flu for a week, I went back to school today. It was great seeing my friends again! The only drawback is that I still can't play soccer. I just don't feel well enough. Ronaldo says I will get my strength back soon, but what does a brother know?

**March 8** • I returned to soccer practice today, but I played badly. I was short of breath when I ran. After twenty minutes, the coach took me out to rest. I've already missed four games, and the team depends on me! I'm not the best player, but I am part of the team. The championship tournament starts in three days. I want to play.

**March 9** • Most of the time Ronaldo bothers me, but not tonight. We ate Chinese take-out food for dinner. When I opened my fortune cookie, I found a handwritten note inside. It said, "What was weak is now strong. Play hard, Annalise. You'll be a champ." I looked at Ronaldo. He just looked away and smiled.

**March 10** • There's no game and no practice today, so we can all rest. Great, I say!

**March 11** • WE WON! Best of all, I was the player who blocked the other team's goal in the last five seconds! After the game, my teammates hugged me so hard I thought I would faint! It was a great feeling. Tomorrow we are in the finals. I just hope I play as well as I did today. Maybe Ronaldo was right about my strength. I'm back in the groove!

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

**11. What will most likely happen tomorrow?**

- Ⓐ Annalise will play in the finals.
- Ⓑ Annalise will get sick again.
- Ⓒ Ronaldo will play in the finals.
- Ⓓ Ronaldo will give Annalise another fortune cookie.

**12. Why was Annalise glad to be back in school?**

- Ⓐ She did not want to get the flu again.
- Ⓑ She wanted to go to soccer practice.
- Ⓒ She could not stand her brother.
- Ⓓ She had missed her friends.

**13. Who wrote the note that was in the fortune cookie?**

- Ⓐ Annalise
- Ⓑ her coach
- Ⓒ Ronaldo
- Ⓓ a Chinese baker

**14. How was March 10 different from the other days?**

- Ⓐ There was no game or practice that day.
- Ⓑ Annalise was not allowed to practice that day.
- Ⓒ The team was playing for the championship that day.
- Ⓓ Annalise and Ronaldo had Chinese food that day.

**15. The end of the story says, “I’m back in the groove.” What does this sentence mean?**

- Ⓐ I’m stuck in a rut.
- Ⓑ I’m feeling good again.
- Ⓒ I’m getting the flu again.
- Ⓓ My foot is in a groove.



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

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

## Born to Play

Lang Lang's parents wanted their son to play the piano. Before he was two, they bought him a piano. The piano cost \$300. That was half the money they earned that year, but it paid off. Today Lang Lang is a great pianist.

### Baby Genius

Lang was born in Shenyang, China. When he was only two, he was watching *Tom and Jerry* on television. It was a funny show about a cat and mouse chasing each other. Lang laughed at the cartoon. He also listened to the show's music. He liked what he heard. Lang walked over to the piano. His parents were amazed. He played the song perfectly!

Was Lang a genius? They would soon find out.

Lang took piano lessons. When he was five, he won a piano contest. Four years later, he moved to Beijing. He began working very hard. He got up every day at 5:00 A.M. He practiced for an hour. Then he went to school. After school, he practiced piano again and then did his homework. Sometimes he had time to play with his friends. He enjoyed playing soccer and Ping-Pong.

### Teenage Sensation

When he was fifteen, Lang came to the United States. In 2003, *Teen Magazine* said he was one of the "top twenty teens who will change the world."

Today Lang lives in Philadelphia. He travels all over the world to play the piano. Audiences love watching him. He plays like an angel and clearly loves what he does.

His mother would say that he was born to play.

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

**16. The passage says, “Today Lang Lang is a great pianist.” The word pianist means \_\_\_\_\_.**

- Ⓐ like a piano
- Ⓑ a person who plays the piano
- Ⓒ without a piano
- Ⓓ before the arrival of a piano

**17. Information in this passage is organized mainly by \_\_\_\_\_.**

- Ⓐ time order
- Ⓑ questions and answers
- Ⓒ problems and solutions
- Ⓓ causes and effects

**18. Which sentence from the passage states an opinion?**

- Ⓐ Lang was born in Shenyang, China.
- Ⓑ He was watching *Tom and Jerry*.
- Ⓒ It was a funny show.
- Ⓓ He also listened to the show’s music.

**19. Why did Lang Lang become a great piano player?**

- Ⓐ His parents bought him a piano before he was two.
- Ⓑ He was born with talent and he worked hard.
- Ⓒ He moved to Beijing and got a new job.
- Ⓓ The piano he used cost \$300.

**20. The passage says, “He plays like an angel.” What does this sentence mean?**

- Ⓐ He flies all over the world.
- Ⓑ He has wings.
- Ⓒ He also plays a harp.
- Ⓓ He plays very well.



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

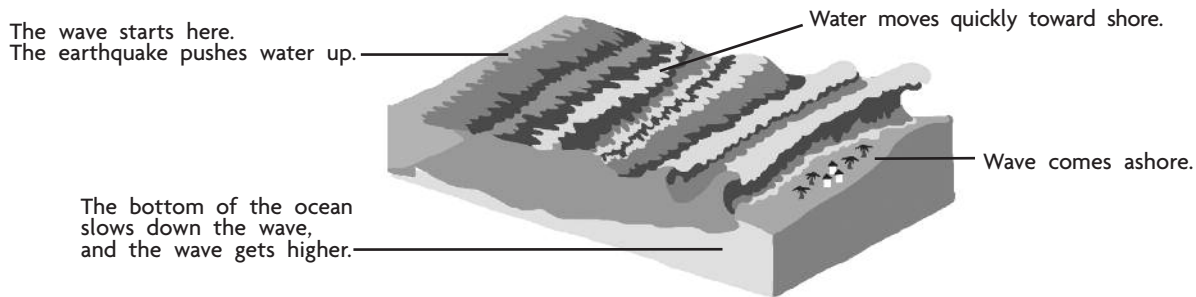
*Directions: Read the passage. Then use the information from the passage to answer questions 21–25.*

# Tsunami!

It was a Sunday morning in December 2004. A huge wave in the Indian Ocean was moving toward shore. By the time the wave reached the beach, it was more than a wave. It was a tsunami!

## What Causes a Tsunami?

What is a tsunami? How does it form? Let's take a look at the 2004 tsunami. It hit several parts of Asia. It started with an earthquake under water. The quake pushed water up toward the surface. Then the wave began moving toward shore. The wave gathered speed and soon got closer to land. Then it slowed down, but at the same time it grew higher. Last, the wave hit the shore.



## Effects of a Tsunami

A tsunami destroys almost everything in its path. Waves crash against the shore. They smash buildings. They destroy whole towns.

In the 2004 tsunami, more than 200,000 people died. Many more were missing. People lost their homes and their loved ones. They lost their farms and stores. A tsunami is a great disaster.

Deadliest Tsunamis		
Date	Location	Lives Lost
Dec. 26, 2004	Indian Ocean	200,000+
Nov. 1, 1755	Atlantic Ocean	60,000
May 22, 1782	Pacific Ocean	40,000
Aug. 27, 1883	Indian Ocean	36,500
Sept. 20, 1498	Pacific Ocean	31,000

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

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

- (A) Both the causes and effects of a tsunami can be deadly.
- (B) A tsunami is a series of waves that move toward shore.
- (C) In 2004, an earthquake caused a deadly tsunami in the Indian Ocean.
- (D) A tsunami crashes against the shore and smashes everything.

**22. In what part of the passage should you look to find out what a tsunami does to the land?**

- (A) Effects of a Tsunami
- (B) What Causes a Tsunami?
- (C) Deadliest Tsunamis
- (D) the first paragraph

**23. Why does a tsunami wave slow down as it gets closer to shore?**

- (A) The wave grows higher.
- (B) The bottom of the ocean slows it down.
- (C) The surface cools down.
- (D) The wind pushes the water up.

**24. Using the information from the chart, what can you conclude about the 2004 tsunami?**

- (A) It was the deadliest tsunami in the last 500 years.
- (B) The 2004 tsunami did not cause a great amount of damage.
- (C) It was the only tsunami that occurred in the Indian Ocean.
- (D) The 2004 tsunami lasted longer than any other tsunami.

**25. The author's purpose in this passage was to \_\_\_\_\_.**

- (A) tell an entertaining story about tsunamis
- (B) teach a lesson
- (C) compare the Pacific and Indian oceans
- (D) give information



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

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

## Everyday Hero

by Sylvia Gonzales

Heroes are everywhere. Sometimes we do not see them. Did anyone see Maud Taylor when she was eight years old? That is when she planted her first tree. Did anyone see her when she was nine? She planted her second one. Each year on her birthday, Maud planted a tree in the empty lot next to her house.

Maud grew up in a neighborhood that used to be called “the wrong side of the tracks.” Homes in her neighborhood stood unpainted. Rusty cars without tires littered backyards. Fences needed whitewash. Doing things like planting trees did not put food on the table. People did not have time for them. But Maud was an unusual girl. She looked at the vacant lot and saw a forest.

Maud did not have money to buy a tree when she was young, but she had a wagon and a spade. Each year she travelled far from her neighborhood to visit a

forest. When she returned home, her wagon held a small seedling.

Maud still lives in the old neighborhood today. Now she has enough money to go to a nursery. Each year she still plants a tree in the old vacant lot.

Last week the city bought the lot. Because of all the trees on it, city officials decided to transform it into a neighborhood park. When Maud found out, tears filled her eyes. She felt as if she had won the jackpot.

Few people know about Maud’s trees. Maud does not care if people know or not. She does it for the love of trees. I know, because Maud is my mother. When I turned eight years old, I went with her to the lot. This year I went with her again. We planted her 70th tree.

Maud is an invisible hero, but I can see her. She believes that one tree can become a forest. Can you see her, too?

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

**26. Maud Taylor visited a forest each year to \_\_\_\_\_.**

- (A) enjoy being surrounded by nature
- (B) take a long walk
- (C) use her wagon for something useful
- (D) dig up a seedling

**27. Why does the author of this passage call Maud an “invisible hero”?**

- (A) Maud still lives in the old neighborhood, but no one sees her anymore.
- (B) She likes to look at trees.
- (C) Maud does something nice for the neighborhood, but no one knows about it.
- (D) She is a very small person and is not often seen.

**28. The passage says, “City officials decided to transform it into a park.” The word transform means \_\_\_\_\_.**

- (A) pay for
- (B) build
- (C) move to another place
- (D) change

**29. Which sentence best describes the character of Maud Taylor?**

- (A) She lives in the wrong neighborhood.
- (B) She does not call attention to herself.
- (C) She knows a lot about gardening.
- (D) She does not get involved in her community.

**30. The author probably wrote this passage because she \_\_\_\_\_.**

- (A) was proud of her mother and wanted people to know about her
- (B) thought her mother would want people to know what she did
- (C) didn't want people to think the trees just grew in the city on their own
- (D) wanted the city to pay for the trees

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

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

## Johnnycakes

Early settlers in America ate cornmeal like it was going out of style. Corn was easily grown in most places. It also filled you up. Served with beans, it is a good source of protein.

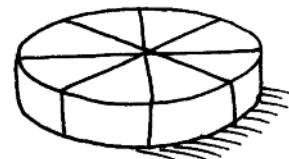
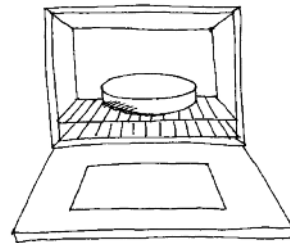
Cornmeal is made from dry corn that has been ground. Back then, corn kernels were placed in a wooden bowl and pounded into powder.

When people had maple syrup, they made johnnycakes. Johnnycakes and maple syrup fit together like a hand and a glove. Here's how to make this cornmeal treat. (Ask an adult to help.)

### You'll Need:

3/4 cup cornmeal	3 tablespoons maple syrup
1 cup flour	2 tablespoons oil
1 tablespoon baking powder	1 egg
1/2 teaspoon salt	1 cup milk

- Mix dry ingredients in one bowl.  
Mix wet ingredients in another.
- Add everything together in one bowl.  
Then stir until the mixture is moist.
- Spray a round cake pan with cooking oil. Then pour batter into the pan.
- Bake for 25 minutes.
- Use oven mitts to take the cake out of the oven. Let it cool for ten minutes.
- Turn cake over onto a plate. Cut it into eight pieces. Then serve!



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

31. The passage says, “Early settlers in America ate cornmeal like it was going out of style.” This sentence means that they \_\_\_\_\_.

- (A) wore nice clothes when they ate corn
- (B) ate a lot of cornmeal
- (C) were afraid they would run out of corn
- (D) did not know how to prepare cornmeal

32. The passage says, “Cornmeal is made from dry corn that has been ground.” Which sentence uses the word ground in the same way?

- (A) Put that basket on the ground.
- (B) The electrician did not ground the light switch.
- (C) We could not gain any ground against them.
- (D) Dad ground some coffee beans for breakfast.

33. The passage says, “Johnnycakes and maple syrup fit together like a hand and a glove.” This sentence means that \_\_\_\_\_.

- (A) johnnycakes taste awful
- (B) you should wear gloves when you make johnnycakes
- (C) johnnycakes and maple syrup go together well
- (D) you can call johnnycakes by different names

34. To make johnnycakes, what should you do just after putting all the ingredients into one bowl?

- (A) Stir until the mixture is moist.
- (B) Pour the batter into a pan.
- (C) Mix the dry ingredients together
- (D) Bake for 25 minutes.

35. The passage says, “Stir until the mixture is moist.” Which word in the passage means the opposite of moist?

- (A) dry
- (B) filling
- (C) wet
- (D) hollow

36. Which is the best paraphrase of this sentence?

“Corn was easily grown in most places, and it filled you up.”

- (A) Corn was easily grown and filled you up in most places.
- (B) Corn grew and filled most places.
- (C) Corn was easily filled and grown in most places.
- (D) Corn was easy to grow, and it was filling.



# Posttest

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## Answer Key

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

# Posttest

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

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

## Why the Bear Has No Tail

One early winter day, Bear wandered through the forest. He was feeling very hungry. Then he met Fox. Fox was carrying a large fish.

“Where did you get that nice fish?” Bear asked.

“In the lake,” Fox answered, “but you cannot have it.”

“Oh, I do not want your fish,” said Bear. He was now ravenous. Bear had not eaten for days. He was getting annoyed. “Just tell me how I can get one for myself.”

Fox did not want Bear catching all the fish in the lake. He tried to think of a ruse. A cold wind began to blow from the north. Then Fox thought of a trick that would work.

“Well, it’s pretty easy,” Fox said, chuckling to himself. “Squat down at the edge of the lake. Dip your tail into the water. The fish will want to bite it. When you feel the bite, yank your tail out. Then you will have a fish!”

Bear looked at Fox’s tail. It seemed to be fine. So he figured Fox’s plan would work.

Bear did just as Fox said. Nothing happened for hours. Soon the lake began to freeze. Bear’s tail became stuck fast in the ice. Bear thought he felt a bite at last. He pulled and pulled and pulled. Finally, his tail snapped out. But all that was left was a tiny stump.

To this day, bears have only little stumps for tails. They also don’t like foxes very much.

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

**1. The story says, “He tried to think of a ruse.”**

**Which word from the story means about the same as ruse?**

- Ⓐ forest
- Ⓑ solution
- Ⓒ trick
- Ⓓ edge

**2. Why did Fox trick Bear?**

- Ⓐ He did not want Bear to catch all the fish in the lake.
- Ⓑ Fox was jealous of Bear’s long tail.
- Ⓒ He did not want to share his fish with Bear.
- Ⓓ Fox wanted to keep Bear out of the way for a few hours.

**3. Which words best describe the character of Fox in this story?**

- Ⓐ brave and determined
- Ⓑ honest and hardworking
- Ⓒ lazy and amusing
- Ⓓ sneaky and clever

**4. What is Bear’s problem in this story?**

- Ⓐ He does not like Fox.
- Ⓑ He has not eaten in days.
- Ⓒ He has a long tail.
- Ⓓ He cannot find the lake.

**5. The story says that Bear felt ravenous. What does ravenous mean?**

- Ⓐ trustful
- Ⓑ thirsty
- Ⓒ starving
- Ⓓ jealous



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

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

## Castles

These days castles are great tourist attractions. But not many of them are left. Long ago, Europe had many castles. India had castles. There were some in Japan. The Middle East also had castles.

People began building castles about 1,000 years ago. In those days, people did not keep money in banks. Countries did not have armies. No one felt safe. People had to protect themselves. So they built castles.

Most castles were made of stone. They had very high walls. Some castles were built on mountainsides. Others were placed next to water. The water and the mountains helped protect the castle from attack. Moats, or ditches, were dug around the castles. The moats were filled with water. Some castles in India had crocodiles in their moats. This kept people away!

Building a castle was expensive. Only wealthy lords and kings could afford them. However, many people lived near castles. The lord owned the land around the castle. Peasants rented this land. They used it to plant crops. Peasants came inside the castle if there was an attack. They brought all their goods with them.

About 500 years ago, people moved to towns and cities. Countries formed armies for their own defense. People did not need castles. Rich people still built castles, but not to keep themselves safe. Castles became fancy homes.

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

6. According to the passage, which of these places had castles long ago?

- (A) United States                      (B) Canada  
(C) South America                      (D) India

7. The passage says, “No one felt safe.” In which of these sentences does the word safe have the same meaning?

- (A) During a storm, you will be safe in the basement.  
(B) Mr. Chase put all the money in the safe.  
(C) The umpire called the base runner safe at home.  
(D) I think that 4,000 is a safe guess.

8. What would be another good title for this passage?

- (A) “Castles Long Ago”                      (B) “How Castles Are Built”  
(C) “Castles: Just Fancy Homes”                      (D) “Before the World Changed”

9. For a peasant, what was probably the best thing about living near a castle long ago?

- (A) The peasant could rent land for farming.  
(B) The castle was a tourist attraction.  
(C) The peasant could see how the lords lived.  
(D) The castle offered protection from attack.

10. The passage says, “Building a castle was expensive.”

What does expensive mean?

- (A) dangerous                      (B) costly  
(C) difficult                      (D) cheap

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

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

## **My Trip to India**

### **December 20**

The plane ride lasted forever! I, Dorit, saw three movies. Then I fell asleep. The flight attendants fed us twice! But finally we made it to Calcutta. I am so tired. I want to be in my bed at home. Why did we have to come here? I do not think I like India. I definitely do not like Indian food. I have not seen any macaroni and cheese.

### **December 21**

I miss my friends. I am here for two more weeks! But today I met my grandmother for the first time. She hugged me until I felt like a pancake. She had a sad look on her face. I will ask her why tomorrow.

### **December 22**

Grandmother made me some grilled chicken and rice. It was really good. She said she had been sad because she never gets to see me. I told her, “You are seeing me now!” She laughed at that.

### **December 23**

Calcutta is weird. It is different from Los Angeles. This city has so much more traffic. It is also noisy! Horns honk constantly. There are so many people! Where do they all come from? It is funny, though—the people are really friendly. I met some of my cousins today.

### **December 24**

Mother wears jeans at home. Here she wears a sari. A sari is a type of dress. It is made from a long piece of cloth. For dinner, my grandmother made dal. Dal is a dish made from lentils, which are small brown beans. It tasted okay.

### **January 2**

I cannot believe we have to go back to Los Angeles. I want to stay here forever! I really like my cousins. We have had so much fun. I do not ever want to leave. Did I mention that I like Indian food now? Macaroni and cheese is okay, but dal is better!

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

**11. What will most likely happen next?**

- Ⓐ Dorit will ask for some mac and cheese.
- Ⓑ Grandmother will fly home with Dorit.
- Ⓒ Dorit will return to Los Angeles.
- Ⓓ Dorit's cousins will convince her to stay in India.

**12. How did Dorit feel toward the end of her visit?**

- Ⓐ She could not wait to get home.
- Ⓑ She missed her friends horribly.
- Ⓒ She could not stand Calcutta anymore.
- Ⓓ She did not want to leave India.

**13. Dorit probably did not write in her diary from December 24 until January 2 because she was \_\_\_\_\_.**

- Ⓐ too busy having fun
- Ⓑ learning to make Indian food
- Ⓒ too depressed to write
- Ⓓ trying to find more paper

**14. How was Calcutta different from Los Angeles?**

- Ⓐ It was clean and quiet.
- Ⓑ It was much more crowded.
- Ⓒ The people were less friendly.
- Ⓓ There was much less traffic.

**15. The passage says, "She hugged me until I felt like a pancake." What does this sentence mean?**

- Ⓐ Grandmother had a round, plain face.
- Ⓑ The pancakes Grandmother made tasted good.
- Ⓒ Grandmother squeezed her really hard.
- Ⓓ Grandmother made her want to eat a pancake.

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

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

## Daniel Pinkwater: Writer and Kid

When Daniel Pinkwater writes for children, he becomes one. He thinks like a child and writes. He does an extraordinary job.

### When did Daniel Pinkwater begin writing?

Daniel says he started writing in school. He wrote funny notes to his friends during class. His notes made them laugh. Of course, Daniel got into trouble.

At school, Daniel learned that writing pays off. He entered a writing contest. He won a free subscription to a magazine.

### What does Daniel write today?

Today, Daniel earns money instead of subscriptions. He writes books that children love to read. Daniel likes his readers, too. He has a Web site called The P-Zone. Children can go online and talk to Daniel. They can ask him anything. He will always reply with an honest answer.

### What is Daniel like at home?

Daniel works at home with his wife and his dogs. One of his dogs is named Lulu. He says that Lulu has a dog named Maxine 2. Pinkwater insists that both dogs can read. He can prove it!

The room where Daniel works is quiet. But the room down the hall is a zoo. That is where his wife illustrates his stories. Inside the room dogs bark, cats meow, and the TV blares.

### Is it hard to write books?

Daniel thinks writing a book is very hard work. One picture book took a year to write. On the other hand, a novel can be written more quickly. He says he can write six novels a year. That makes readers happy. They love Daniel Pinkwater's books!

#### **Pinkwater Facts**

**Born:** November 15, 1941

**Home:** Hudson County, New York

**Popular books:** *The Hoboken Chicken Emergency*

*The Big Orange Splot*

*At the Hotel Larry*

**Where to reach him:** [www.pinkwater.com](http://www.pinkwater.com)



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

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

## Glaciers

Glaciers are large masses of ice, air, water, and rock. They form on parts of Earth where snow does not melt. The point where snow never melts is called the snow line. Above the snow line, the snow freezes hard. It becomes a huge chunk of ice lying on the side of a mountain.

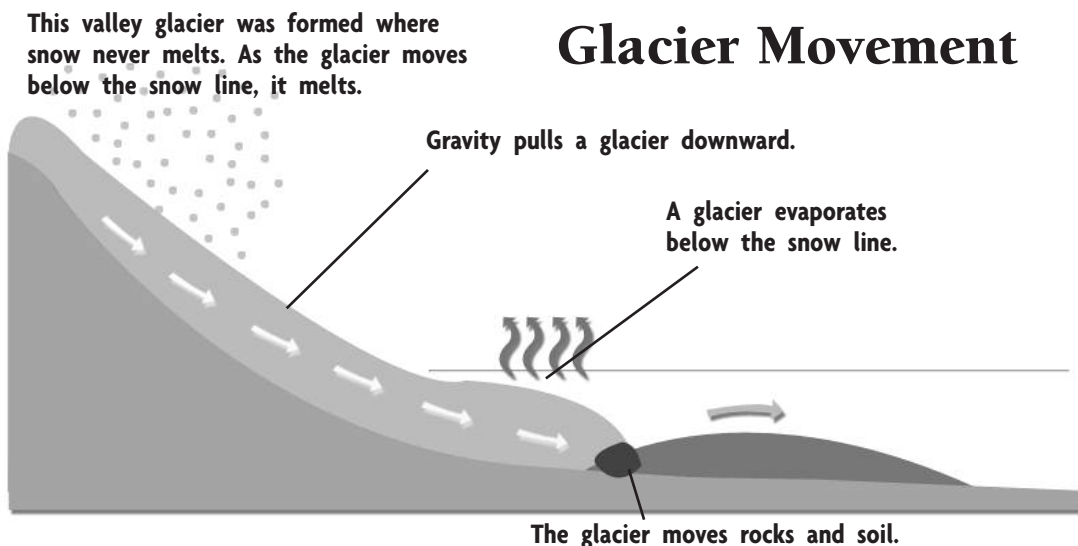
### Kinds of Glaciers

Glaciers can be very large. The Arctic, for example, is an enormous sheet of ice. Glaciers that are smaller can be found in warmer places. On high mountains, the air temperature never rises above freezing. Smaller glaciers can form between the mountains.

### Changing the Earth

Glaciers are sometimes called rivers of ice. This is because they move. Gravity pulls them downward. A glacier may move a few yards or thousands of feet each year.

As a glacier moves, it takes rocks and soil along with it. This movement carves out valleys. It changes the surface of Earth.



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

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

- Ⓐ Glaciers are huge sheets of ice and snow that form in the mountains where ice does not melt.
- Ⓑ Glaciers are large masses of ice that move and cause changes in the surface of the earth.
- Ⓒ Glaciers are sometimes called rivers of ice because they move and change.
- Ⓓ Glaciers formed in some parts of the earth above the snow line, but they never melt.

**22. In what area does a glacier melt?**

- Ⓐ above the snow line
- Ⓑ in a valley
- Ⓒ below the snow line
- Ⓓ on the snow line

**23. Where does the evaporated water go after it leaves the glacier?**

- Ⓐ It stays on the snow line.
- Ⓑ It runs downhill.
- Ⓒ It rises into the air.
- Ⓓ On the snow line.

**24. In what part of the passage can you find the location of the snow line?**

- Ⓐ the first paragraph
- Ⓑ **Kinds of Glaciers**
- Ⓒ **Changing the Earth**
- Ⓓ **Glacier Movement**

**25. The author's main purpose in this passage is to \_\_\_\_\_.**

- Ⓐ give information about glaciers
- Ⓑ compare the Arctic and Antarctic
- Ⓒ tell an entertaining story
- Ⓓ explain how to find glaciers



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

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

## **Campaign Speech: July 15**

by Alonzo Santos

Greetings, friends! I am pleased to announce that I am running for mayor! I need your vote. Let me tell you why.

The mayor now is complacent. He says everything in our city is just fine. He has buried his head in the sand. If he took a good look, he would see that our schools need help. He would see our teachers need more supplies. He would see our classrooms have too many students and too few teachers.

If he took a closer look, he would see that crime is getting worse. Our city is not as safe as it could be!

If our mayor looked around, he would see the potholes. He would notice that our streets are crumbling!

I intend to change all this. We need more police officers now. We need better schools now. And we must fix our roadways now.

Some people say I don't have experience. I say, "They don't know me!" Some people say that our city is fine the way it is. I say, "We need fresh ideas!" Some people say that I can't be elected because I'm only 25 and that's too young. I say, "They don't know you, the voters!"

Our town needs more police officers. We deserve it! Our town needs more teachers. Our children deserve it! Our town needs smooth, paved roads. We deserve it!

Please vote for me on September 2nd. Let's make a fresh start. Let's give ourselves the city we need and want. We deserve it!

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

**26. Based on this speech, you can tell Alonzo Santos thinks that \_\_\_\_\_.**

- Ⓐ the current mayor has not done a good job
- Ⓑ every voter in the city will vote for him
- Ⓒ the people of the city are foolish
- Ⓓ no one under 25 should be elected mayor

**27. Why does Alonzo Santos want to put more police officers on the streets?**

- Ⓐ The schools do not have enough teachers.
- Ⓑ Many police officers recently lost their jobs.
- Ⓒ Crime has increased, and the city is not safe.
- Ⓓ The streets of the city are falling apart.

**28. The passage says, “The mayor now is complacent.”**

**The word complacent means \_\_\_\_\_.**

- Ⓐ unable to change
- Ⓑ pleased with the way things are
- Ⓒ ready to leave
- Ⓓ prepared to meet any challenge

**29. Which words best describe the character of Alonzo Santos?**

- Ⓐ lazy and proud
- Ⓑ ambitious and determined
- Ⓒ smart and greedy
- Ⓓ honest and fair-minded

**30. The speaker’s main purpose in this passage is to \_\_\_\_\_.**

- Ⓐ give information about the current mayor
- Ⓑ compare his city with other cities
- Ⓒ explain how to fix the city’s streets
- Ⓓ persuade people to vote for him

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

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

## An Interview with Aunt Etta

Janelle wanted to make the basketball team. So she interviewed her Aunt Etta. She wanted to get some tips on how to be a good player.

**Janelle:** When did you start playing basketball?

**Aunt Etta:** In 1957, I was knee-high to a grasshopper. There was nothing I wanted to do more than shoot hoops. I practiced every day in the backyard. I joined a team in the fourth grade.

**Janelle:** My mom says you were a star. How did you get so good?

**Aunt Etta:** I practiced. I had nothing but basketball on my brain. One time in sixth grade I was at the beach with my family. The waves left foam on the sand. The wind blew the foam up and down the beach. I pretended that the foam was a basketball. I was trying to guard it. My legs got really strong trying to outrun the foam!

**Janelle:** Do you have any advice on how to play well?

**Aunt Etta:** When you are guarding someone, keep at her like a terrier. Never take your eyes off her waist. Players will try to trick you by faking a move. But if you follow the player's waist, you'll never fall for a fake.

**Janelle:** You played guard?

**Aunt Etta:** Yes, but it was different then. Forty years ago, girls only played half-court. The court had a black line that divided it in half. You had guards and forwards. Forwards played the ball on one side of the court and tried to make points. That was the offense. The guards only played defense. They tried to stop the other side from scoring. Guards and forwards had to stay on their own side of the court.

**Janelle:** Why did they do that?

**Aunt Etta:** People back then thought that girls were too weak to run from one end of the court to the other. At least, that's what I was told.

**Janelle:** Things have changed a lot since then!

**Aunt Etta:** Yes, they have, and aren't you glad!

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

**31. The passage says that Aunt Etta was “knee-high to a grasshopper.”**

**What does this mean?**

- (A) She had legs like a grasshopper. (B) She could jump really high.  
(C) She was a little girl. (D) She liked to catch grasshoppers

**32. The passage says, “Never take your eyes off her waist.” Which of these sentences uses the word waist correctly?**

- (A) Don't waist your time on that. (B) Tie the belt around your waist.  
(C) That movie was a waist of money. (D) All solid waist goes to the dump.

**33. Aunt Etta said, “Keep at her like a terrier.” What did she mean?**

- (A) Don't give up. (B) Stay low to the ground.  
(C) Try to bite her. (D) Bark at the player.

**34. What did Aunt Etta do before she joined a basketball team in fourth grade?**

- (A) She ran after foam on the beach. (B) She played half-court games.  
(C) She fell for a fake. (D) She practiced in her backyard.

**35. The passage says, “People back then thought that girls were too weak to run.” Which word from the passage means the opposite of weak?**

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

**36. Which is the best paraphrase of this sentence?**

**“Players will try to trick you by faking a move. But if you follow the player's waist, you'll never fall for a fake.”**

- (A) Players will try to trick you by moving only their waists.  
(B) Go where the player goes and never fall for a fake.  
(C) If you watch the player's waist, you will not be fooled by a fake.  
(D) Some players fake to go one way and go the other way instead.

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

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

