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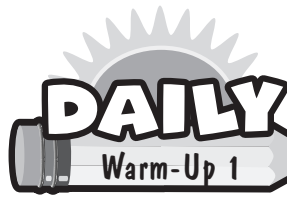
Daily Reading Practice

Grade

5



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Name _____ Date _____

JUNE BUGS

Have you ever seen a metallic green bug buzzing around in the summertime? You were probably looking at a June bug. June bugs get their name because they emerge as adults at the beginning of summer. It takes a year for a June bug to complete its full life cycle.

A June bug is an insect with six legs and is usually about 15 to 22 cm long. It has a dull, metallic-green body with wings. Its underside is light brown or black. The June bug is part of the beetle (coleopteran) family. This beetle can be found all over the United States, but it is prominent in the northeastern states. The beetle loves to feed on ripening fruit. They will gather in clusters and eat ripened apples, peaches, pears, or any other fruit. When the beetle is still a grub, it will feed on decaying matter, grass, and other plants. These grubs will also go underground to eat plants such as sweet potatoes and carrots.

In the past, a fun summer activity for many children was to catch June bugs. Children would tie a string to one of the legs and then let the June bug fly around while holding the string. This provided hours of entertainment for children. Some children still participate in this activity today.

STORY QUESTIONS

1. According to this reading passage, why would someone want to catch a June bug?
 - a. They are trying to keep the June bug from eating their plants.
 - b. The June bug can bring good luck.
 - c. The June bug can provide entertainment.
 - d. The June bug likes to live in captivity.
2. This passage is mostly about . . .
 - a. protecting your lawn and fruit trees from June bugs.
 - b. good extermination practices.
 - c. the anatomy of a June bug.
 - d. general information about June bugs.
3. According to the passage, what do adult June bugs eat?
 - a. They eat seeds and seedlings.
 - b. They eat ripening fruit.
 - c. They feed on the grass.
 - d. They dig underground to eat sweet potatoes and carrots.
4. How did the June bug get its name?
 - a. It is named after the famous first lady June Cleveland.
 - b. It is a cousin to the ladybug.
 - c. It lays its eggs in June.
 - d. It is an adult beetle in the summer months.



Name _____

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THE ARMADILLO

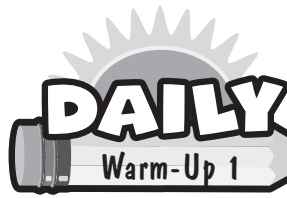
The armadillo is probably one of the most unusual-looking animals. It looks a lot like the dinosaurs that used to walk the Earth. Armadillos can live in many places throughout the United States and other parts of the world, but they are most prominent in the state of Texas.

The armadillo has a very tough shell with bands of very strong tissue. These bands are able to slide over each other, which allows the armadillo to roll up like a ball. This is how the armadillo is able to protect itself. It is like the armadillo is protected by a shield of armor. Most animals are unable to break through this tough skin. An armadillo lives in a burrow that it digs itself. The armadillo has to live in places where the dirt is easy to dig; otherwise, it cannot dig itself a home. They have very strong claws that help them dig.

The armadillo's main diet is insects. They eat ants, termites, beetles, grubs, worms, and other small insects. These animals are also known for their strange behavior. If an armadillo is startled, it will jump into the air. Sometimes it will even jump three feet high! It also makes a squealing sound. Armadillos are interesting animals!

STORY QUESTIONS

- A good title for this reading passage would be . . .
 - "The Armadillo State."
 - "Locating an Armadillo."
 - "The Basics of the Armadillo."
 - "The Squeal of an Armadillo."
- After reading the passage, what can you guess is one similarity between an armadillo and an anteater?
 - They both live in Texas.
 - They both eat ants.
 - They both squeal.
 - They both jump in the air when startled.
- The author wrote this passage to . . .
 - justify keeping armadillos in captivity.
 - inform the reader of how armadillos are mistreated.
 - share general information about armadillos.
 - raise awareness of the shrinking armadillo population.
- If you wanted to find out more about armadillos, you could . . .
 - read a book about how armadillos dig their burrows.
 - watch a television program about insects.
 - meet somebody who lives in Texas.
 - watch a television program about the different types of armadillo.



Name _____

Date _____

ANNE SULLIVAN

Anne Sullivan was born on April 14, 1866, in Feeding Hills, Massachusetts. She was born to Irish immigrant farmers. She had one brother, Jimmie, who was crippled from tuberculosis. Anne's family was extremely poor, and her father was an alcoholic and abusive. When she was five years old, Anne got a serious eye infection that left her almost completely blind. Her mother died two years later, and her father put both of the children in an orphanage. Her brother died shortly after being placed in the orphanage.

When the head of the orphanage came to visit, Anne pleaded and begged him to let her go to school. She was allowed to go to school, and after a few operations, she regained some of her vision and managed to graduate at the top of her class from the Perkins Institute for the Blind.

Anne began some of her most important work when she was called on to tutor a young blind and deaf girl named Helen Keller. Helen was seven years old and very undisciplined. Anne had to teach her obedience before anything else. A breakthrough finally happened, and Anne was able to teach Helen to read words using Braille and the manual alphabet. Anne helped Helen go on to accomplish great things. Both Anne and Helen were invited to make speeches all over the world. Anne's work had a lasting impact on Helen and others, including both blind and sighted people. She continues to be an inspiration.

STORY QUESTIONS

1. What are the author's feelings about Anne Sullivan?
 - a. indifferent
 - b. disapproves
 - c. unsure
 - d. approves
2. Which sentence shows how the author feels about Anne Sullivan?
 - a. She managed to graduate at the top of her class from the Perkins Institute.
 - b. She continues to be an inspiration.
 - c. Despite all of her struggles, Anne worked hard to succeed.
 - d. Anne's family was extremely poor and her father was an alcoholic and abusive.
3. Which sentence is not an example of the Anne's accomplishments?
 - a. Anne began some of her most important work when she was called on to tutor a young blind and deaf girl named Helen Keller.
 - b. Anne had to teach her obedience before anything else.
 - c. Anne helped Helen go on to accomplish great things.
 - d. Her mother died two years later, and her father put both of the children in an orphanage.



Name _____

Date _____

ALBERT EINSTEIN

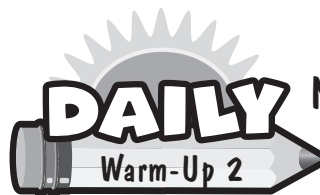
Albert Einstein was born in Ulm, Germany, in 1879. As a young boy, Einstein lived in Munich and Milan. At the age of five, his father showed him a compass and explained how it worked. Albert was intrigued with the idea that something in “space” made the needle work. At this time, Albert’s mother also insisted that he learn to play the violin.

Albert was not considered very bright in school, and some even thought he had dyslexia and other learning problems. Many thought he was very slow. Nonetheless, school would go on to be very important to Albert, and he would go on to become a professor.

He eventually went to school in Switzerland, where he graduated from the Federal Institute of Technology. He then worked in a patent office and on his doctorate degree. He later became a professor of physics. Einstein developed the theory of relativity and received a Nobel Prize in physics in 1921. He became famous throughout the world, which is very unusual for a scientist.

STORY QUESTIONS

1. Why was Albert Einstein so successful in his life?
 - a. People felt sorry for him and took pity on him.
 - b. He did not let what other people thought of him get him down.
 - c. He learned to say no when it was most important.
 - d. He was able to become famous worldwide.
2. What can you learn about Albert Einstein from reading this passage?
 - a. He was curious.
 - b. He was very learning disabled.
 - c. He was denied U.S. citizenship.
 - d. He was placed in an orphanage.
3. Which of the following statements is true, based on information in the passage?
 - a. Albert Einstein flunked out of his school.
 - b. Albert Einstein refused to play the violin.
 - c. Albert Einstein was given the Nobel Prize.
 - d. Young scientists began writing letters to Albert Einstein.
4. Which of the following would make a great title for this passage?
 - a. “The Theory of Relativity”
 - b. “Albert Einstein vs. The Scientific World”
 - c. “Einstein’s Education”
 - d. “A Brief Story of Albert Einstein”



Name _____ Date _____

THANKSGIVING

Each year, on the fourth Thursday in November, many Americans gather around the table with their families to eat a large feast. Do you know why this is so? It is a celebration of Thanksgiving.

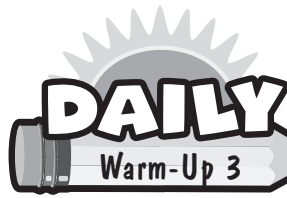
Thanksgiving started back with the Pilgrims. The year was 1621. The Pilgrims had survived a very difficult winter. The next fall they had a great harvest. They were so grateful that they decided to have a feast to celebrate. They invited 91 Native Americans to join them.

The Pilgrims and guests gathered around a large table to eat. There were games, races, and other activities. The celebration lasted three days. We don't know if they really did have turkey, but they did have some kind of bird, as well as venison (meat from deer). They didn't have pumpkin pie because there wasn't enough flour for that. They did have pumpkin that had been boiled and softened. They also had berries, fruit, nuts, and fish.

It wasn't until 1777 that all 13 colonies celebrated Thanksgiving. A lady named Sarah Hale wrote articles in magazines about how important it was to celebrate Thanksgiving. Finally in 1863, President Abraham Lincoln proclaimed Thanksgiving to be celebrated on the fourth Thursday in November. In 1941, Thanksgiving became an official national holiday. Thanksgiving has been celebrated ever since.

STORY QUESTIONS

1. How does the author feel about Thanksgiving?
 - a. disgusted
 - b. amused
 - c. concerned
 - d. can't tell from the passage
2. Which statement explains the purpose of Thanksgiving?
 - a. Thanksgiving has been celebrated ever since.
 - b. They decided to have a feast to celebrate.
 - c. Historians have determined that the guests probably gathered around a large table to eat.
 - d. They invited 91 Native Americans to join in the feast.
3. The third paragraph informs the reader about . . .
 - a. the guests invited to the first Thanksgiving.
 - b. how many years it took for Thanksgiving to become official.
 - c. the discrimination between the Native Americans and the Pilgrims.
 - d. the menu at the first Thanksgiving.



Name _____ Date _____

WAR OF 1812

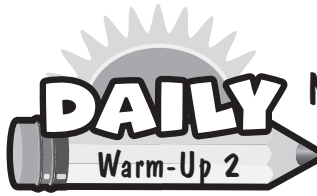
Some people say that the War of 1812 was the second revolutionary war. In a way, it was. This war was a fight between America and Great Britain. They disagreed about shipping and trade on the seas. Fighting took place in both Canada and America. The Americans won the War of 1812.

Thomas Jefferson was president in America at the time. He was trying to keep American goods going to other parts of the world. He didn't, however, want to get America involved in world events. France and Britain were at war at the time. They both thought that America was supplying the other country with goods and weapons.

Both France and Britain searched American ships. They were treated poorly. America was mad at both countries but ended up fighting Britain. The White House and the Capitol were both burned in the war. A treaty was finally signed. As a result of the war, America became known as a powerful player in the world.

STORY QUESTIONS

1. A good title for this reading passage would be . . .
 - a. "Beginnings of the Revolutionary War."
 - b. "Britain's Abuse of Power."
 - c. "United States Attacked."
 - d. "America Caught in the Middle."
2. A similarity between the Revolutionary War and the War of 1812 is . . .
 - a. the fact that they were both started with the same U.S. President.
 - b. that fighting took place between the U.S. and Great Britain.
 - c. that Britain pulled France into the war.
 - d. that they took place when the United States was an old country.
3. In the last paragraph, what does the word *player* mean?
 - a. performer
 - b. actor
 - c. interrogator
 - d. participant
4. Based on the information in the passage, what caused the War of 1812?
 - a. Britain was trying to take over American territory.
 - b. France and Britain decided to fight for American territory.
 - c. America didn't like how their ships were treated at sea.
 - d. France had set up a special arrangement with America.



Name _____

Date _____

GEOLOGY

Geology is the study of the history of Earth. It is thought that Earth is about 4.6 billion years old. It has a very long history. Rocks provide a lot of important information about what happened in the past. Geologists study rocks to determine how they were made.

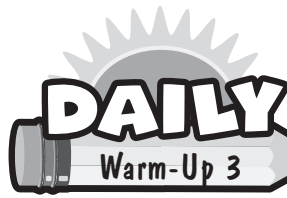
There are a few rocks that are made of just one mineral—such as marble or quartzite—but most rocks are made up of more than one mineral. Most rocks have elements such as silicon, carbon, iron, and oxygen.

The outer layer of the Earth is called the crust. At this point, we are not able to directly study anything below the Earth's crust. We are only able to drill down a few miles. This makes it difficult to study what is going on inside the Earth, but rocks and the ground are constantly being shuffled and pushed around through the years.

One way that rocks are formed and built up is from volcanic activity. Magma lies beneath the Earth's crust and is forced to the surface. Rocks are moved and overturned from earthquakes. All rocks are broken down by a process called weathering. The weather plays a role in erosion and the breakdown of rocks. Water, rain, ice, and wind all contribute to the breaking down of rocks.

STORY QUESTIONS

1. Which statement explains how scientists learn about the history of the Earth?
 - a. All rocks break down by being exposed to the weather.
 - b. Geologists study rocks to determine how they were made.
 - c. All rocks are combinations of one or more minerals.
 - d. One way that rocks are formed and built up is from volcanic activity.
2. The main idea of this passage is . . .
 - a. to inform the reader about what happens when a volcano explodes.
 - b. to inform the reader about the connection between the earth's crust and rocks.
 - c. to inform the reader about how important erosion is to breaking down rocks.
 - d. to share general information about the geology and the study of rocks.
3. Where can you find information about how rocks are formed and broken down?
 - a. second paragraph
 - b. not in the passage
 - c. fourth paragraph
 - d. third paragraph



Name _____ Date _____

STATIC ELECTRICITY

Have you ever seen your hair sticking straight up in the air all by itself? Or how about the last time you dragged your foot across the floor and got a shock? This was probably static electricity. But how does static electricity work?

Everything is made up of atoms. Particles called electrons are part of every atom. These electrons have an electric charge. This charge is negative and is the cause of electricity.

Static electricity isn't really static at all. It involves electrons that move from one place to another. Static electricity is different because it doesn't flow from one place to another in a current like most electricity.

Electrons move from one object to another by vigorous rubbing or brushing. There is an electric field around each object. The field affects objects and produces unlike charges in them. The unlike charges are attracted to each other. Sometimes static electricity makes a popping sound.

STORY QUESTIONS

1. Which of the following statements is true but not found in the reading passage?
 - a. This charge is negative and is the cause of electricity.
 - b. Static electricity is more common in the dry, winter air.
 - c. Sometimes static electricity makes a popping sound.
 - d. Static electricity gets its name because it involves electrons that move from one place to another.
2. Which of the following statements can you infer after reading the passage?
 - a. Static electricity does not last long, but ends quickly.
 - b. Static electricity is very dangerous.
 - c. Scientists still do not know how static electricity works.
 - d. Static electricity only happens to certain people.
3. There is an electric _____ around each object.
 - a. charge
 - b. span
 - c. shortage
 - d. field
4. The purpose of the third paragraph is to . . .
 - a. inform the reader about how static electricity begins.
 - b. inform the reader about how static electricity works.
 - c. inform the reader on how best to prevent static electricity.



Name _____

Date _____

IMPROVING RECESS

At least two or three times a day, students are released from the classroom to go to recess. Recess is meant to be a break and a time to relax the brain and release some energy. But for many students, recess is a stress and a strain. There are many things that can be done to improve recess.

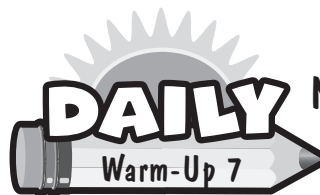
First, the playground itself needs to be improved. There are too many children on the playground at one time. There just isn't enough for all the kids to do. The playground equipment is designed for about 30 children. In actuality, there are more than 100 children playing at one time.

This poses safety concerns at recess. There are too many activities going on (children running and hitting balls) to have the students so close together. There is not enough space to really play the games and activities safely. Children using the playground equipment are at risk of being injured because of such crowding. Children are also prone to fighting and arguing over the equipment, and they struggle to find things to do at recess. It is amazing that more children have not been hurt or seriously injured.

Along with these issues, there is never enough supervision for all of the children. It's impossible for one or two adults to adequately supervise 100 students at recess. Parents need to be more aware of what is taking place at recess so that they can push for improvements and changes.

STORY QUESTIONS

1. What is the main idea of the reading passage?
 - a. Children enjoy free time outside.
 - b. Children watch too much television.
 - c. Children need more supervision.
 - d. There should be changes to the way the playground is set up and supervised.
2. What is meant by the term *prone* as used in this passage?
 - a. condemned
 - b. uncertain
 - c. more likely to
 - d. excited
3. According to the passage, which of the following is a reason that playgrounds are deemed unsafe?
 - a. Children are prone to fighting.
 - b. The playgrounds are not constructed correctly.
 - c. There is not enough cushioning beneath the playground equipment.
 - d. There are too many children playing on the equipment.



Name _____ Date _____

TEACHER SALARIES

In the United States, teachers do not get paid enough. Teacher salaries have continued to be lower than they should be. In a country where education is of great worth, teachers are expected to bear the weight of teaching and educating today's children without being adequately compensated. A comment was made by a middle-school student that a convenience-store clerk makes more money than a teacher does. If the students can see the discrepancies, why can't lawmakers and other adults?

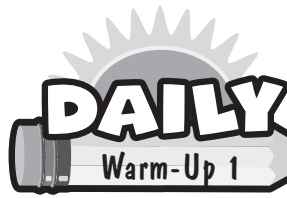
It is very difficult to attract highly qualified teachers because the best individuals have selected better-paying fields. They have chosen fields where they will be rewarded for their hard work and effort. The effects of this are that children today are falling through the cracks when it comes to their education. They are left without the skills they need to survive in today's world. They are reading and writing at low levels, and their math skills continue to decline, as well.

Some critics of raising teacher salaries state that teachers get the whole summer off and that they are paid for the time they spend on the job. This just isn't the case. Most teachers spend their summers planning and preparing for the upcoming year. Many are also attending conferences and training seminars—at their own expense—to improve their teaching abilities.

Having the summer off also puts a strain on the teacher during the school year. Teachers are highly discouraged from using “sick days” because they had all those days off in the summer. This is especially difficult for teachers who have family health issues and other problems that need their attention. Some school districts go as far as pressuring the teachers not to use sick days so that they can save money in their budgets by not using substitutes. This is wrong. Now is the time for teachers to be duly compensated for all of their hard work and effort.

STORY QUESTIONS

- Which of the following best describes the author of this piece?
 - reticent and quiet
 - obnoxious and loud
 - frustrated and demanding
- Which statement below helps support your answer to the previous question?
 - They are left without the skills they need to survive in today's world.
 - This is wrong. Now is the time for teachers to be duly compensated.
 - Teacher salaries have continued to be lower than they should be.
- What is meant by the word *discrepancies* as used in this passage?
 - annoyances
 - differences
 - challenges
 - objectives



Name _____ Date _____

LESSON LEARNED

Once there was young lad. He sold apples and pears at the market each day in the village. He wanted to be the first seller at the market. He knew that the earlier he got to the market, the more he could sell. It drove him crazy that other sellers always beat him. So one day, he decided that he would have to make some changes.

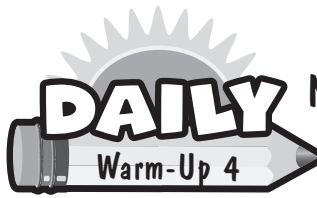
He decided that if he ate his breakfast at night, then he wouldn't have to eat breakfast in the morning. So that night, after he ate dinner, he ate his breakfast. He went to bed stuffed that night, but he knew it was for a good cause.

Morning came and the young lad was surprised to see that there were many people already there. He realized that his plan had failed. That night he decided to get dressed at night so he could save time in the morning. He went to bed with his work clothes on top of his pajamas. But in the morning, sellers were there before him again.

He decided to spend the night at the marketplace. He gathered up his items for sale and carried his bed to town. That night he lay on his bed and watched the night sky. The moon was full and it was hard to sleep. When morning came, the young lad was so tired that he couldn't get up. And so, he slept the day away as the buyers and sellers swirled around him.

STORY QUESTIONS

1. Which of the following events did not happen in the story?
 - a. The young lad spent the night at the marketplace.
 - b. The young lad ate his breakfast at night instead of in the morning.
 - c. The young lad sold his spot to another man at the marketplace.
2. What can you guess about the young lad in this story?
 - a. He took pity on his fellow sellers.
 - b. He is very good with animals.
 - c. He learned his lesson.
3. Which of the following statements is not true?
 - a. The townspeople realized that the young lad needed a reserved spot to sell his goods.
 - b. The marketplace was a busy and hectic place.
 - c. Some of the sellers arrived earlier than the young lad did.



Name _____

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HOUSE GUESTS

There once was a chicken, a duck, and a goose. The three animals were the best of friends. They did everything together.

One morning, Duck awoke in a very good mood. He decided to invite his friends Chicken and Goose over for lunch. He called his friends and extended the invitation. They both accepted. Then Duck began making a delicious lunch. He got fresh grain from the bin and berries from the patch. He was determined to make this a lunch that would not soon be forgotten.

When the clock struck 12, the doorbell rang. Duck quickly ran to the door to greet his guests. He invited Chicken and Goose in with a flourish. Before long, lunch was served, and Duck was pleased with the response. Chicken and Goose loved the food. Each and every bite was delicious. When the meal was finished, all three animals sat down to visit on the back porch.

As time went by, Duck began to yawn. He was tired. He had spent his whole morning making lunch and now he was ready for his nap. He dropped hint after hint, but the two would not leave.

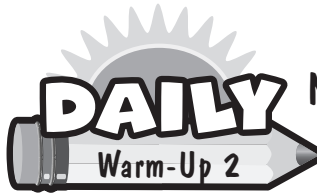
Finally, Duck got up and went inside. He locked the door. He left his guests outside alone. Surprised, Goose and Chicken got up and started for home.

“He sure is a rude host,” commented Chicken.

“He sure is,” said Goose, and they hurried on down the path.

STORY QUESTIONS

1. What does the word *flourish* mean in the story?
 - a. without interest
 - b. separately
 - c. excited gesture
 - d. organized
2. Which paragraph contains Duck’s response to his friends not leaving?
 - a. third paragraph
 - b. second paragraph
 - c. fifth paragraph
 - d. sixth paragraph
3. Which of the following would make a good title for the story?
 - a. “The Impolite Guests”
 - b. “Chicken and Goose”
 - c. “House Visit”
 - d. “Lunch with Tea”
4. What is the moral to the story?
 - a. Do not wear out your welcome.
 - b. Wash your hands before dinner.
 - c. Too many cooks spoil the broth.
 - d. Crime doesn’t pay.



Name _____

Date _____

FIRM IN THE FAITH

Faith had immigrated to America with her family three years ago. She loved adventure, and this had definitely been one. She had grown to love her new home and all its surroundings.

Times were tough for the colonists. They had been waging a war for independence against the British. Faith's father had gone to fight with the great George Washington. Washington was a legend in Faith's family, but especially in her mind. She dreamed of meeting him, but she knew that her chances were slim, for he was a busy man.

The day began with the normal chores and routine. Faith cleaned out the fireplace and got a wood stack for the midday meal. She was picking apples in the orchard when her mother called and asked her to take a letter to town. Faith scurried down the tree and headed towards town with the letter tucked inside her apron.

As she got closer to the town, she could see a commotion. A shot of fear raced down her back. What if it were the British? She could see a crowd gathered, and she pushed her way to the front. There, in the center of the crowd, was a man on a horse. It was none other than General Washington himself. People pushed Faith out of the way, but not before Faith saw him wink in her direction. Faith ran the whole way home to share her unbelievable story. Her heart pounded as she ran up the steps of the house.

STORY QUESTIONS

1. Which of the following sentences does not show when the story takes place?
 - a. Faith had immigrated to America with her family three years ago.
 - b. Times were tough for the colonists.
 - c. She loved adventure, and this had definitely been one.
 - d. They had been waging a war for independence against the British.
2. What is the meaning of the word *slim* as used in the story?
 - a. thin
 - b. small
 - c. timid
 - d. frail
3. Which of the following statements was not mentioned in the story?
 - a. Faith cleaned out the fireplace and got a wood stack for the midday meal.
 - b. Faith rode her horse quickly into town to meet General Washington.
 - c. She was picking apples in the orchard when her mother called . . .
 - d. People pushed Faith out of the way, but not before Faith saw him wink in her direction.



Name _____ Date _____

THE SUBSTITUTE

The students in the one-room schoolhouse had learned long ago that they were in charge. The students were unruly and impossible to manage. They were proud of the fact that they had run all 10 of their intended teachers out of the position so far that year. That was until Mrs. Snyder arrived.

Mrs. Snyder walked up the steps with an air about her. She had arrived at school long before the children got there so that she could get the fire burning in the fireplace. As the students filed into the room, it was warm and toasty.

When it came time to pull the slates out of the wooden box by the board, the boys held their breath, waiting to hear her scream when she saw the mouse. But she didn't scream: she picked it up and threw it out the open window.

Deflated, the kids resigned themselves to completing the lesson. Mrs. Snyder had a way of making things interesting and entertaining. Before they knew it, it was lunchtime.

At the end of the day, Mrs. Snyder thanked the students for their hospitality. She explained that she was the substitute called to teach for just one day. The students looked stunned.

"Mrs. Snyder, you've got to stay," cried Joey. "You're the best teacher I've ever had."

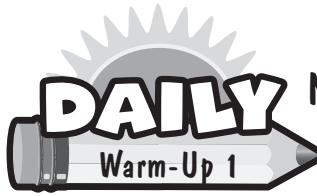
"That's right," added Missy.

"Please stay!" the students chanted.

"Oh, alright! If you insist," said Mrs. Snyder with a twinkle in her eye, and she began unpacking her bag.

STORY QUESTIONS

- Which of the following statements is not true in the story?
 - Mrs. Snyder decides to remain a substitute teacher.
 - Mrs. Snyder made the students get their work done.
 - The students were surprised when Mrs. Snyder said she was a substitute.
 - The students learn to appreciate Mrs. Snyder and pay her respect.
- Which of the following words could be used to describe Mrs. Snyder?
 - angry
 - clever
 - misguided
 - overly excitable
- What is the meaning of the word *resigned* as used in the passage?
 - intuitive and inspired
 - overbearing and rude
 - sadly accepted
 - instrumental in making change



Name _____

Date _____

SKY HIGH

Jeff and Chris breathed heavily as they climbed the mountain. The switchbacks were getting steeper and steeper. The boys had slowed considerably since they had started. Chris could tell that Jeff was losing steam.

“Do you want to sit for a minute?” asked Chris.

“Yeah,” replied Jeff in a hollow voice.

The boys sat down on pine needles and took swigs of water in an attempt to cool off.

“We are at the same point where we quit last time,” commented Jeff.

“That’s right,” said Chris, “so we should keep going to get further up this mountain.”

“I just don’t think I have it in me today,” said Jeff.

“C’mon Jeff, you’ve got to try,” encouraged Chris.

Jeff thought about it and then decided he did want to give it a try. Before he could change his mind, he bolted up the hill. He climbed so fast he almost fell over.

“Dude! Slow down,” called Chris.

“No way. If I stop, I’m never going to make it,” yelled Jeff. He continued his push up the mountain. Chris followed close behind. Each grueling step shot pain throughout their bodies, but they just kept going. Higher and higher they climbed. Before long, they found themselves just below the top of the mountain. Jeff looked back at Chris.

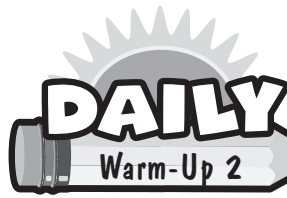
“Are you ready?” asked Jeff.

“More than I’ll ever be,” answered Chris.

The two climbed to the top of the mountain and watched the sun rising. It was a beautiful morning.

STORY QUESTIONS

- Using the context clues, what does the word *hollow* mean?
 - filled
 - perplexed
 - vacant
 - ferocious
- According to the passage, what helped Jeff make it up the mountain?
 - He was in better shape than Chris.
 - He was motivated by a stronger incentive than Chris.
 - He knew his friends were waiting at the top.
 - He didn’t want to fail again.
- What is the main idea of the passage?
 - Being creative and using many resources can help you accomplish a task.
 - If you try hard enough, you can do it.
 - It’s important to knock out your competition.
 - Having a good friend can be helpful at times.



Name _____ Date _____

NOT INVITED

Soon after Sandy got to school, Erica showed up. Sandy noticed Erica shove a bag in her desk. She wondered what it was. Later in the morning, Sandy saw Erica slip something to Jill under the desk. When she saw Erica slip something to Beth at lunch, she couldn't resist.

"What are you doing, Erica? Are you having a party without me?" demanded Sandy.

"Oh, Sandy, it's nothing," said Erica.

"What kind of friend has a party and doesn't invite her best friend?" thought Sandy. She knew her birthday wasn't coming for another six months.

Sandy sat on the bus with another girl and made sure there wasn't room for Erica. Erica sat with someone else, and Sandy noticed that she gave this girl an envelope, too.

"The nerve!" thought Sandy.

That night after dinner, there was a knock on the door. Sandy was surprised to see Jill from next door. She invited Sandy to go with her to Erica's party.

"I'm not going," explained Sandy. "We just aren't friends anymore."

"Oh, you have to go," said Jill, and she took Sandy's arm.

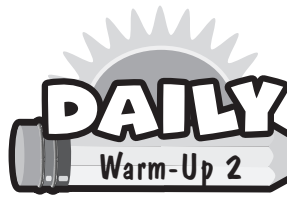
Imagine Sandy's surprise when the door opened at Erica's house and everyone screamed, "Surprise!"

"What? It's not my birthday," said Sandy.

"That's right. This is a half-birthday party. If I did it on your birthday, then it wouldn't be a surprise," said Erica, and she gave Sandy a hug.

STORY QUESTIONS

- Which sentence shows how Sandy felt about Erica?
 - "What kind of friend has a party and doesn't invite her best friend?"
 - "What? It's not my birthday."
 - "I'm not going."
 - "What are you doing, Erica?"
- The first paragraph shares with the reader . . .
 - how to solve the problem.
 - what the problem was.
 - the disagreements between the children.
 - the relationship between the children.
- What is the main idea of the passage?
 - Being creative and using many resources can help you accomplish a task.
 - If you try hard enough, you can do it.
 - It's important to knock out your competition.
 - Don't jump to conclusions.



Name _____ Date _____

THE ENCOUNTER

It was very cold outside, and Jeff was freezing. He had on a bunch of blankets, but he could still see his breath in the air. Jeff and his family had come up the mountain for a weekend of skiing and snowmobiling.

Jeffrey knew the fire needed more fuel. He could hear his dad snoring, so he knew that he was fast asleep. He put on his slippers and coat. Opening the door, he could see the fresh blanket of snow on the ground.

As he turned the corner, he found himself face to face with a bear. Jeff gulped. He froze, pondering what he should do at this moment. The bear looked at the ground and began pawing around. Jeff knew this was his only moment, so he jumped and ran to the front door.

He slammed the door shut. Nothing happened. Jeff crept to the window and peered outside. The bear was still standing there as if nothing had happened.

“What are you doing, Jeff?” asked his mother sleepily.

“Oh, playing hide-and-seek,” explained Jeff.

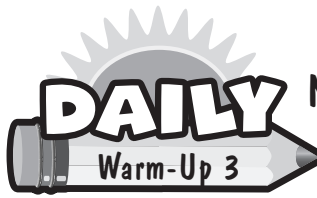
“At this hour?” grumbled his dad. “Why don’t you get some firewood?”

“Oh, I tried,” said Jeff. He jumped on his parents’ bed and said, “We are going to have to get warm the old-fashioned way. I don’t think the bear outside wants to share the firewood.”

“Huh?” asked Jeff’s mother. Jeff just dove deeper in the blankets. He knew there was no way to get them to believe this!

STORY QUESTIONS

1. According to the story, you could determine that Jeff is . . .
 - a. intelligent.
 - b. immature.
 - c. friendly.
 - d. helpful.
2. Which paragraph helps you answer the previous question?
 - a. second paragraph
 - b. first paragraph
 - c. fourth paragraph
 - d. third paragraph
3. Why wouldn’t Jeff’s parents believe him about the bear?
 - a. Bears aren’t found in that part of the forest.
 - b. Jeff told false stories a lot and couldn’t be trusted.
 - c. The bear never really existed.
 - d. It is a rare thing to stand face to face with a bear.



Name _____

Date _____

NEIGHBORLY GHOSTS

Mary Beth had gone to spend the summer with her aunt. Aunt Lyddie had bought a very old house that was haunted. Mary Beth was both excited and nervous at the possibility of sleeping in a haunted house. The first night, Mary Beth saw a figure in the mirror. It was just a glimpse, but she was sure she saw it. Aunt Lyddie saw a ghost in the pantry. Night after night, the sightings continued.

One morning over breakfast, Mary Beth asked, “Aunt Lyddie, are you afraid of the ghosts?”

“Oh, maybe a little bit, but it’s all very exciting to own a haunted house,” she said.

Mary Beth thought about that and then asked, “Why are the ghosts here? What do they want?”

“That’s a very good question,” responded Aunt Lyddie. “I intend to ask the museum curator when he makes a visit later today.”

A few hours later, the museum curator came to the door. He came to examine some old artifacts Aunt Lyddie had found in the basement.

Aunt Lyddie couldn’t wait a minute longer. “Tell us about the ghosts that live in this house.”

“This house?” asked the curator. “This house isn’t haunted. It’s actually the house next door that’s haunted.”

“Oh,” replied Aunt Lyddie as the curator left. Mary Beth was looking out the window. “Oh, look, Aunt Lyddie, I think I see a ghost in the neighbor’s garden.” That raised Aunt Lyddie’s spirits, and off they went to find more ghosts next door.

STORY QUESTIONS

1. What is the meaning of the word *spirits* as used in this passage?
 - a. ghosts
 - b. trances
 - c. feelings
 - d. extraterrestrial beings
2. Which of the following traits best describes Aunt Lyddie?
 - a. punctual
 - b. scared
 - c. shy
 - d. adventurous
3. What is another good title for this story passage?
 - a. “The Vacant House”
 - b. “Haunted Happenings”
 - c. “Mary Beth Learns Her Lesson”
 - d. “The Ghosts Next Door”



Name _____

Date _____

THE WAND

Tina was angry! She had tried to cast a spell at the king's ball but had been denied. "Can you imagine?" she thought, "Me! Just imagine that the most adorable fairy in the countryside is not allowed to cast her spell."

Just the thought of it made Tina's blood boil. Was it truly her fault that her wand had been bent and wouldn't work? King Trenton had grown tired, so when it came time for Tina, she had been dismissed after just five minutes. King Trenton wouldn't wait another second.

"Oh, what am I going to do? The humiliation of it all!" thought Tina.

Tina began trying to straighten her wand, hoping that it would help. She thought smugly to herself that the spell she was planning to cast was "prosperity." No other fairy had remembered to use that one.

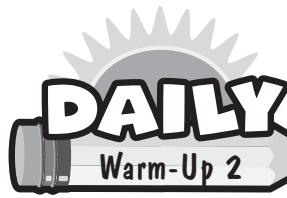
"I bet the King will wish for that in a few years," thought Tina.

She pulled harder on her wand, when all of a sudden it snapped in two. Tina sat staring at what she had done. Did this mean she would never cast a spell again? Did that mean that she wasn't a fairy anymore? Why was she always in a mess?

Tina went straight to the head fairy's house and pounded on the door. She glanced at her watch to see that it was very late in the evening. Was it too late to call on the head fairy now? Tina cringed when she thought of creating another mishap this evening.

STORY QUESTIONS

1. What is the meaning of the spell "*prosperity*" that Tina was trying to cast?
 - a. secrecy
 - b. success
 - c. humor
 - d. peace
2. According to the passage, how did Tina's wand get bent?
 - a. Tina broke it when she was trying to straighten it.
 - b. Someone had sat on Tina's wand.
 - c. Tina's sister bent the wand while she was playing with it.
 - d. You can't tell by reading the passage.
3. The best way to find the answer to the previous question is to . . .
 - a. reread the entire passage.
 - b. skim the entire passage and determine the main idea.
 - c. reread the second paragraph and search for clues.
 - d. use context clues to determine the meaning.



Name _____ Date _____

ALIEN INVASION

Bounce! Bounce! Bounce! Ethan slowly opened one of his eyes. Who was bouncing on his bed? Between the crack of his eyelids, Ethan saw a little green figure jumping on his bed. Ethan closed his eye. There is no way a green figure could be jumping on his bed. Ethan opened both of his eyes this time and saw a green figure smiling at him.

“Onal;xnc,” said the green creature.

Oh, wow! This is going to be a tough one to believe, thought Ethan to himself. He smiled and closed his eyes again. He needed time to think about this. Just then, he heard footsteps coming down the hall. It sounded like his mom.

“Ethan? What are you doing? Settle down in there,” called his mom as she passed.

“Mom, it’s not me!” yelled Ethan.

“Right, Ethan,” answered Mom.

“I knew it,” said Ethan. “Mom, come here!”

“Just a minute!” called Mom.

There was a look of panic on the face of the green creature. It seemed to sense something bad was going to happen. It hopped off the bed and scurried over to the closet door.

A few moments later, Ethan’s mom came through the door.

“Okay, Ethan, let’s hear your story,” said Mom.

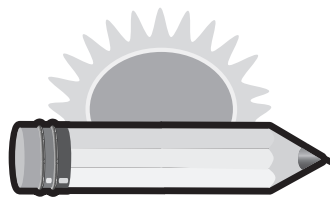
“Alright, here’s my story: I woke up and there was a little green creature, sort of like an alien, sitting right on my bed,” explained Ethan.

“Right,” said Mom.

“You think I’m crazy, but look inside the closet and you will see proof!” said Ethan. Ethan’s mom walked over to the closet and opened the door.

STORY QUESTIONS

- A theme to this story could be . . .
 - “There he goes again.”
 - “Make a wish, and it will come true.”
 - “If there’s a will, there’s a way.”
 - “Seeing is believing.”
- According to the passage, how did Ethan’s mother feel about Ethan’s story?
 - She believed him.
 - She made plans to see if he was right.
 - She grounded Ethan for telling tall tales.
 - none of the above
- The best way to find the answer to the previous question is to . . .
 - try to remember.
 - reread the first paragraph and determine the main idea.
 - reread the entire passage.
 - skim the passage searching for clues about the mother’s reaction.



Answer Key

Nonfiction

Animals

Page 9 June Bugs

1. c
2. d
3. b
4. d

Page 10 The Armadillo

1. c
2. b
3. c
4. d

Page 11 Llamas

1. d
2. a
3. c
4. d

Page 12 Sharks

1. c
2. d
3. a
4. b

Page 13 The Elephant

1. b
2. a
3. c
4. a

Page 14 The Boa Constrictor

1. c
2. d
3. d
4. c

Page 15 Penguins

1. d
2. c
3. d
4. c

Page 16 Zebras

1. c
2. b
3. a

Page 17 The Antelope

1. a
2. b
3. c
4. c

Page 18 The Koala

1. b
2. c
3. c

Page 19 The River Otter

1. c
2. b
3. c
4. a

Page 20 The Cottontail Rabbit

1. a
2. d
3. b

Page 21 The Red Fox

1. d
2. c
3. b
4. c

Page 22 The Crab Spider

1. c
2. d
3. d
4. b

Page 23 Harvest Mice

1. c
2. d
3. d
4. c

Page 24 The Sea Anemone

1. c
2. b
3. d
4. d

Biography

Page 25 Anne Sullivan

1. d
2. b
3. d

Page 26 Albert Einstein

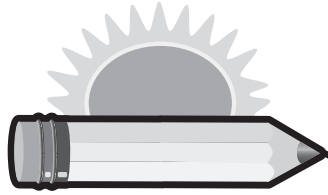
1. b
2. a
3. c
4. d

Page 27 Franklin D. Roosevelt

1. b
2. d
3. a

Page 28 Louisa May Alcott

1. b
2. c
3. b
4. b



Answer Key

Page 29 Louis Braille

1. b
2. c
3. c
4. a

Page 30 Sacagawea

1. b
2. c
3. a
4. c

Page 31 Frank Sinatra

1. c
2. b
3. a
4. c

Page 32 Elizabeth Cady Stanton

1. a
2. b
3. d

Page 33 Daniel Boone

1. d
2. b
3. b
4. c

Page 34 Amelia Earhart

1. b
2. c
3. d
4. c

Page 35 Jackie Robinson

1. d
2. c
3. d
4. b

Page 36 Langston Hughes

1. b
2. c
3. d

Page 37 Anne Frank

1. b
2. d
3. b
4. b

Page 38 Leonardo da Vinci

1. c
2. d
3. b
4. b

Page 39 Robert E. Lee

1. c
2. b
3. d
4. c

Page 40 Wolfgang Amadeus Mozart

1. b
2. b
3. c
4. d

American History

Page 41 Battle of Antietam

1. d
2. b
3. d
4. c

Page 42 Thanksgiving

1. d
2. b
3. d

Page 43 War of 1812

1. d
2. b
3. d
4. c

Page 44 A Time of Reform

1. c
2. b
3. a

Page 45 Changes for Women

1. b
2. b
3. c

Page 46 Moving to the City

1. b
2. d
3. c
4. c

Page 47 Battle for the Alamo

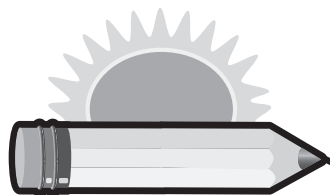
1. d
2. d
3. b

Page 48 The Quakers

1. a
2. c
3. b

Page 49 The Women of Independence

1. d
2. a
3. b
4. b



Answer Key

Page 50 The Iran Hostage Crisis

1. b
2. a
3. d
4. d

Page 51 The Slave Trade

1. c
2. d
3. a
4. a

Page 52 A President Resigns

1. b
2. a
3. d

Page 53 The Korean War

1. d
2. b
3. a

Page 54 The *Lusitania*

1. a
2. d
3. b

Page 55 The Rise of the Common Man

1. c
2. a
3. b
4. c

Page 56 The Panama Canal

1. d
2. d
3. c

Science

Page 57 Saturn

1. a
2. c
3. d
4. b

Page 58 Geology

1. b
2. d
3. c

Page 59 Static Electricity

1. b
2. a
3. d
4. b

Page 60 Volcanoes

1. b
2. c
3. d
4. b

Page 61 The Rain Forest

1. d
2. a
3. d

Page 62 The Polar Regions

1. b
2. b
3. a
4. c

Page 63 The Telescope

1. b
2. c
3. d

Page 64 Waves

1. a
2. d
3. c

Page 65 Fossils

1. b
2. b
3. d
4. c

Page 66 Latitude and Longitude

1. b
2. c
3. a

Page 67 Desert Life

1. b
2. c
3. c
4. c

Page 68 Pluto

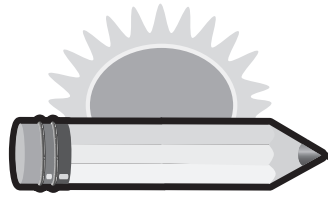
1. d
2. b
3. c
4. c

Page 69 On the Mountain Top

1. d
2. c
3. c

Page 70 Acids and Bases

1. d
2. b
3. a
4. b



Answer Key

Page 71 Cricket Temperature

1. c
2. a
3. d
4. d

Current Events**Page 72 PG-13 Movies**

1. c
2. c
3. d

Page 73 Sixth Grade Education

1. d
2. b
3. a

Page 74 Skateboard Park

1. d
2. a
3. d

Page 75 Fix the Library

1. b
2. a
3. c

Page 76 Improving Recess

1. d
2. c
3. d

Page 77 School Conditions

1. c
2. b
3. a

Page 78 Teacher Salaries

1. c
2. b
3. b

Page 79 Lunch Choices

1. a
2. d
3. c

Page 80 Too Much Fundraising

1. d
2. a
3. d

Page 81 After-School Activities

1. b
2. c
3. c

Page 82 Take the Test

1. d
2. a
3. a

Page 83 School Assemblies

1. a
2. c
3. d

Page 84 Email Messaging

1. d
2. c
3. b

Page 85 Room for Art

1. d
2. b
3. a

Page 86 Female Sports

1. a
2. d
3. a

Fiction**Fairy Tales/Folklore****Page 89 Lesson Learned**

1. c
2. c
3. a

Page 90 Crime Doesn't Pay

1. b
2. Instead of getting something for nothing, the fox ended up paying for his experience. He had to buy the costume, he had to pay for a parking ticket, and he was probably going to get a ticket for his reckless driving. He spent money and received nothing.
3. c

Page 91 The Loud Rabbits

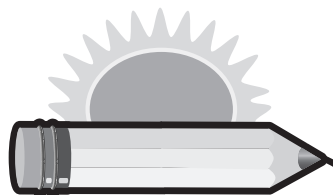
1. a
2. c
3. b

Page 92 House Guests

1. c
2. c
3. a
4. a

Page 93 Lazy Bones

1. a
2. c
3. a



Answer Key

Page 94 Stick Together

- c
- b
- As long as the bulls worked together, they were able to outsmart the lion. As soon as they started fighting and separated, they were not able to fight off the lion. Alone they were helpless; together they were strong.

Page 95 Well Said

- b
- a
- d

Page 96 Peer Pressure

- c
- d
- d

Page 97 The Long Jump

- c
- c
- d

Page 98 Pretty Song

- c
- a
- c
- b

Page 99 The Jealous Wolf

- c
- b
- a

Page 100 The Old Man's Daughters

- d
- d
- c

Page 101 Climbing High

- d
- a
- b

Page 102 Good Fortune

- b
- d
- a

Page 103 Plan B

- b
- d
- c

Page 104 True Love

- c
- b
- The old woman realized that she missed the old man. She didn't realize it when he was gone for a short while; she just noticed the work she had to do. When he was gone for a month, she realized that she wanted the old man back.

Historical Fiction

Page 105 Fire on the Prairie

- d
- a
- c
- a

Page 106 Firm in the Faith

- c
- b
- b

Page 107 Face to Face

- b
- d
- b

Page 108 A Good Book

- Nellie's father did not believe that slaves should be educated or learn to read.
- b
- c

Page 109 A Safe Landing

- a
- c
- b

Page 110 The Christmas Gift

- a
- b
- b

Page 111 The Substitute

- a
- b
- c

Page 112 Herding Cattle

- d
- c
- a

Page 113 Myreel's Moment

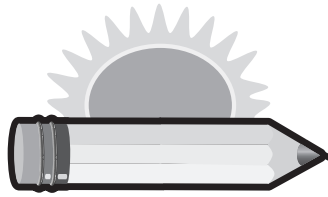
- d
- c
- b

Page 114 Opening Up

- a
- a
- d

Page 115 The Bull Ride

- d
- b
- c



Answer Key

Page 116 First Aid Friendship

1. b
2. c
3. d

Page 117 I Am Japanese

1. a
2. b
3. c

Page 118 Blissful Gratitude

1. d
2. c
3. b

Page 119 Curious Joe

1. a
2. a
3. d

Contemporary Realistic Fiction**Page 120 Sky High**

1. c
2. d
3. b

Page 121 Not Invited

1. a
2. b
3. d

Page 122 Snow Bunny

1. c
2. d
3. b

Page 123 Achoo!

1. a
2. b
3. b

Page 124 Math Whiz

1. d
2. a
3. b

Page 125 Daily News

1. c
2. d
3. d

Page 126 You Live in a Zoo

1. a
2. d
3. a

Page 127 The Dive

1. b
2. b
3. d

Page 128 Girls Just Want to Have Fun

1. b
2. c
3. a

Page 129 Stiff Stranger

1. d
2. d
3. c

Page 130 A Little Motivation

1. d
2. c
3. a

Page 131 The Goldfish Gulp

1. c
2. d
3. b

Page 132 Seth's Courage

1. c
2. b
3. c

Page 133 Dance Fever

1. d
2. c
3. a

Page 134 Teaspoon or Cup?

1. c
2. c
3. d

Page 135 Made in Mexico

1. b
2. c
3. c

Mystery/Suspense/Adventure**Page 136 Washed Ashore**

1. b
2. a
3. d

Page 137 The Encounter

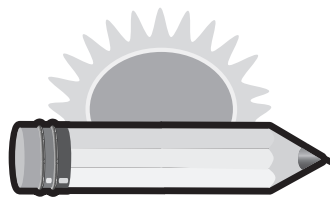
1. d
2. a
3. d

Page 138 Neighborly Ghosts

1. c
2. d
3. d

Page 139 Lost Owner

1. b
2. b
3. b



Answer Key

Page 140 Dinner by Firelight

1. d
2. b
3. c

Page 141 My Shadow

1. b
2. c
3. b

Page 142 The Dog Ate It

1. d
2. c
3. d

Page 143 The Big Buck

1. a
2. b
3. b

Page 144 The Race

1. a
2. d
3. b

Page 145 It's All Downhill

1. b
2. b
3. a

Page 146 The Monster

1. c
2. d
3. c

Page 147 A Stroke

1. c
2. a
3. c

Page 148 Rim to Rim

1. d
2. d
3. a

Page 149 Unexpected Delay

1. d
2. c
3. b

Page 150 Fighting Words

1. c
2. c
3. d

Page 151 The Foothold

1. c
2. d
3. c

Fantasy**Page 152 The Wand**

1. b
2. d
3. c

Page 153 Alien Invasion

1. d
2. d
3. d

Page 154 Ready, Set, Float

1. a
2. b
3. c

Page 155 Double Trouble

1. c
2. b
3. d

Page 156 Realignment

1. a
2. d
3. c

Page 157 Messy Room

1. b
2. c
3. d

Page 158 Just Her Way

1. c
2. d
3. c

Page 159 Kitchen Patrol

1. d
2. d
3. c

Page 160 Computer Language

1. d
2. a
3. b

Page 161 "I Wish" Syndrome

1. d
2. b
3. a

Page 162 Shhh!

1. c
2. a
3. c

Page 163 Bleached

1. c
2. c
3. c

Page 164 The Night Owl

1. a
2. b
3. b

Page 165 No Manners

1. a
2. d
3. c

Page 166 Hold the Pizza

1. a
2. a
3. a