

Reading Article #1 ~ Mistletoe

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.



Photograph of white mistletoe berries

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.

Mistletoe Vocabulary

Infect = to spread disease to another

Nutrient = a nourishing substance in a food

Parasite = an animal or plant that lives on or in another organism and draws sustenance from it

1. The mistletoe plant is evergreen. What does this mean?

- A. It has leaves that remain red throughout the year.
- B. It has leaves that fall off throughout the year.
- C. It has leaves that remain green throughout the year.
- D. It takes water and nutrients away from other plants.

2. Mistletoes live on other plants. The text describes the effects of mistletoes on these plants. What is one of these effects?

- A. They cause the plants to grow stronger.
- B. They cause the plants to grow weaker.
- C. They cause the plants to take in more water and nutrients.
- D. They cause the plants to turn white.

3. Read the following sentences from the text.

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants.

What conclusion about some animals does this information best support?

- A. Some animals can turn into parasites that infect plants.
- B. Some animals can cause other animal species to die off.
- C. Some animals grow weaker when they eat mistletoe berries.
- D. Some animals help mistletoes infect other plants.

4. What is one positive effect mistletoes have on the ecosystems where they grow?

- A. They take water and nutrients away from plants.
- B. They have leaves that remain green throughout the year.
- C. They provide food to some animals.
- D. They have seeds which can grow roots into the barks of trees and shrubs.

5. What is the main idea of this text?

- A. Mistletoes have leaves that stay green throughout the year, white berries, and small, yellow flowers.
- B. Mistletoes become a thick mix of branches and stems as they grow on other plants.
- C. During the holidays, many people hang mistletoes over doorways and kiss under these evergreen plants as a popular Christmas tradition.
- D. Mistletoes are evergreen plants that can cause other plants they live on to become weak by taking nutrients and water from them.

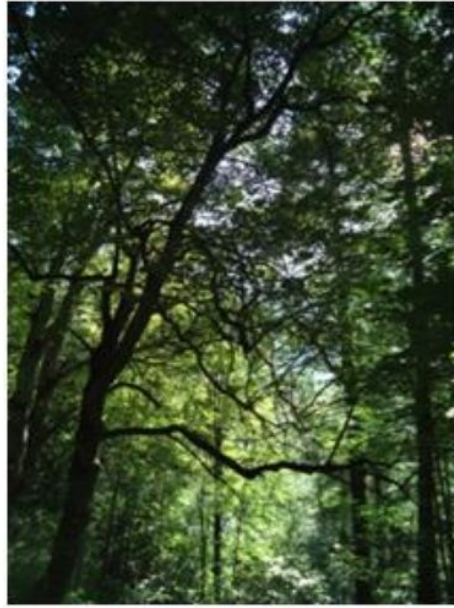
6. Read the following sentences from the text.

"As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a 'witch's broom.'"

Based on the text, why might this mass of branches and stems be called a witch's broom?

- A. because it looks like a witch's broom
- B. because it can help people fly like a witch's broom
- C. because it can be used to clean floors like a witch's broom
- D. because it is popular during Halloween like a witch's broom

Reading Article #2 ~ Happy Trails



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. On the other hand, maybe a good breakfast is exactly what I need.

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

“Get started while it’s hot. Your father’s coming down in a minute. I told him to shave. Don’t want the grizzly bear—I mean, grizzly beard—to send your new bunkmates running for the woods.”

“Okay, okay,” Maria’s dad said with a sneaky smile. “Clean as a whistle. Just like you ordered.”

“*Just* like I ordered?”

“The mustache stays. Admit it, you love it.”

Maria’s mom shrugged.

“I think it’s hip,” Maria said, dipping a bite in some syrup.

“Well, your old man *is* hip,” her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. “In fact, I was the most popular kid at my camp.”

“For the record, it was science camp,” Maria’s mother reminded her, “and his rise to fame was thanks to what was known as The Great Explosion.”

“Accident or genius? The world may never know,” Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

“In all seriousness, Maria, popularity is not important,” her mother said, looking her straight in the eyes. “Finding the people who like you for you—that’s what matters.”

“Your mom speaks the truth, Sugar,” said Maria’s dad, wiping his thick mustache with a napkin. “Just be yourself. You’ll have a blast.”

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

“Cool bracelet,” said the skinny, freckled redhead sitting next to her.

“Thanks. I made it in an embroidery class I took this winter.”

“Whoa! That’s impressive. Can you teach me how?”

“If you teach me how to do a braid just like the one in your hair. I’ve mastered the art of French toast eating, but *definitely* not French braiding.”

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys—age twelve and thirteen like you—think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies—the excited kind.

Comprehension Questions

1. At the beginning of the story, where is Maria about to go?

- A. a sleepover
- B. Camp Kanawa
- C. Aunt Jolie and Uncle Ed's
- D. school

2. How do Maria's feelings about camp change in the story?

- A. At first Maria is nervous, but then she is excited.
- B. At first Maria is excited, but then she is nervous.
- C. At first Maria is excited, but then she is bored.
- D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

- A. Maria decides to eat French toast for breakfast before going to camp.
- B. Maria's parents give her advice about making friends at camp.
- C. Maria and her mom joke with her dad about being hip and cool.
- D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: *Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

- A. Maria is confident that she will make friends.
- B. Maria is not sure if she will like her cabin mates.
- C. Maria is nervous about making friends.
- D. Maria has already made some new friends.

5. What is this story mostly about?

- A. Maria goes to camp for the first time.
- B. Maria really loves to eat French toast.
- C. Maria discovers her love for dragonflies.
- D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as **snowing down**?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

Reading Article #3 ~ Important People



The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the person whom parents call when they want to talk to someone about the school. The principal usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

1. Who are some of the people described in the passage?

- A. lawyers, doctors, and bankers
- B. singers, actors, and dancers
- C. janitors, teachers, and principals

2. What does the passage list?

- A. This passage lists some of the different jobs people have.
- B. This passage lists the mayors of America's five largest cities.
- C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

- A. Principals often work with janitors but do not often work with teachers.
- B. Many janitors want to become teachers, and many teachers want to become principals.
- C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

- A. janitor
- B. principal
- C. mayor

5. What is this passage mainly about?

- A. the responsibilities of janitors and governors
- B. different people and their jobs
- C. how a janitor keeps a school clean

Reading Article #4 ~ Crossing the Finish Line



Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

“I was very nervous,” she said, “but I had my mom there, so that helped.”

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. “I just wanted to be done,” she said. “I was spent, but my mom kept me going. It was already her 15th marathon.”

The word “marathon” comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping—a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances—13 miles, 15 miles, and 20 miles!

“I don’t mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time.”

Running a marathon is a great achievement. “It’s a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line,” Lea explained. “I can’t wait for the next one!”

1. What did Lea Tambellini train for when she was 22?

- A. her first marathon
- B. her first relay race
- C. her first swim meet
- D. her first baseball season

2. What does this text describe?

- A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
- B. This text describes how the marathon known as "The Flying Pig" got its name.
- C. This text describes marathons and the experience of someone who runs them.
- D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?

- A. Runners train for months to get ready for a marathon.
- B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
- C. There is a marathon in Ohio called "The Flying Pig."
- D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?

- A. At first she felt excited, but later she felt nervous.
- B. At first she felt bored, but later she felt scared.
- C. At first she felt scared, but later she felt bored.
- D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?

- A. It takes most people four or five hours to run a marathon.
- B. Running a marathon is hard work, but Lea Tambellini enjoys it.
- C. The hardest part of Lea Tambellini's first marathon was running past a cookie factory.
- D. Lea Tambellini loves running with a group of friends and working toward a goal with them.

Reading Article #5 ~ Learning on the Soccer Field



Gustavo's favorite sport is soccer. When he was only four years old, his older brother taught him how to kick the ball. At first Gustavo was never able to make the ball go where he wanted it to go. Now Gustavo is eight years old, and he has had a lot of practice. Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack! Gustavo calls it his lucky left foot. When Gustavo kicks the soccer ball hard with his left foot, he can make it fly into the goal.

Gustavo lives in Rio de Janeiro, one of the biggest cities in Brazil. Rio de Janeiro is on the beach and has very warm weather. All of Gustavo's friends love to play soccer when they get out of school. Today, there is a new boy at school. His name is Felipe, and he comes from Sao Paulo. Sao Paulo is another city in Brazil and has lots of tall buildings called skyscrapers. After school, the boys invite Felipe to play soccer with them. Felipe says okay but looks very nervous.

As they walk to the soccer field, Gustavo asks Felipe, "What's wrong?" Felipe sighs and says, "I don't know how to play soccer. I tried once and everybody laughed at me."

Gustavo pats Felipe on the shoulder. “That’s alright,” says Gustavo. “I used to be really bad too. You have to keep trying.”

The game starts, and Gustavo moves to the front of the field. He plays the forward position and is always trying to score a goal on the other team. Gustavo feels happy every time he plays soccer and tonight he is playing even better than usual. He steals the ball from the other team and runs with it as fast as he can. Thwack! Gustavo kicks the ball with his lucky left foot and it flies through the sky into the goal. Everybody cheers and Gustavo feels like he is the king of the soccer field.

After the game, Gustavo and Felipe stay on the field to practice. Gustavo shows Felipe how he kicks with his lucky left foot. When Felipe tries to kick the ball, it goes in the wrong direction. Gustavo doesn’t laugh at Felipe. Instead, he looks and sees that Felipe is kicking the wrong part of the ball with his foot. Gustavo shows Felipe where to kick the ball, and already Felipe is a little bit better. The rest of the week Gustavo and Felipe practice on the soccer field after the other boys leave. Felipe also practices kicking the ball before school. The next week Felipe scores his first goal, and Gustavo gives him a big high-five. Now Felipe looks forward to playing soccer every day, and Gustavo has a new friend.

1. What sport do Gustavo and Felipe play?

- A. baseball
- B. basketball
- C. soccer
- D. tennis

2. In this story, an effect is that Felipe gets better at soccer. What is the cause?

- A. Felipe gets laughed at the first time he tries to play soccer.
- B. Felipe practices kicking the soccer ball.
- C. Felipe kicks the soccer ball with the wrong part of his foot.
- D. Gustavo gives Felipe a big high-five.

3. Gustavo is good at soccer.

What evidence from the story supports this conclusion?

- A. After a week of practice, Felipe scores his first goal and Gustavo gives him a big high-five.
- B. During a soccer game, Gustavo steals the ball from the other team and kicks it into the goal.
- C. When Gustavo's older brother taught him how to kick a soccer ball, Gustavo was never able to make it go where he wanted.
- D. Gustavo lives in Rio de Janeiro, a big city in Brazil that has very warm weather.

4. How do Felipe's feelings about playing soccer change in the story?

- A. He goes from feeling nervous to feeling excited.
- B. He goes from feeling excited to feeling nervous.
- C. He goes from feeling kind to feeling angry.
- D. He goes from feeling angry to feeling kind.

5. What is a theme of this story?

- A. Living somewhere with warm weather is a lot of fun.
- B. Playing sports causes children to be mean to each other.
- C. People should choose their friends carefully.
- D. People can get better at something through practice.

6. Read the following sentences: "Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - **thwack!**"

Why does the author write **thwack!** in the sentence above?

- A. to give readers an idea of what the loud sound was
- B. to show readers why Gustavo likes soccer so much
- C. to make readers feel sorry for Gustavo
- D. to help readers understand what going to school in Brazil is like

Reading Article #6 ~ Pluto, The Planet That Wasn't



Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto—but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

1. Pluto used to be considered a planet. Today, what is it considered to be?

- A. It is considered to be a dwarf planet.
- B. It is considered to be a star.
- C. It is considered to be a comet.
- D. It is considered to be an asteroid.

2. How does the text describe Pluto?

- A. Pluto is made up entirely of ice, and it is bigger than Venus.
- B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.
- C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.
- D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

After Eris was discovered, scientists had to make a decision.

Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

- A. The discovery of Eris made scientists rethink the rules for what is counted as a star.
- B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.
- C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.
- D. The discovery of Eris made scientists add more planets to the group of planets.

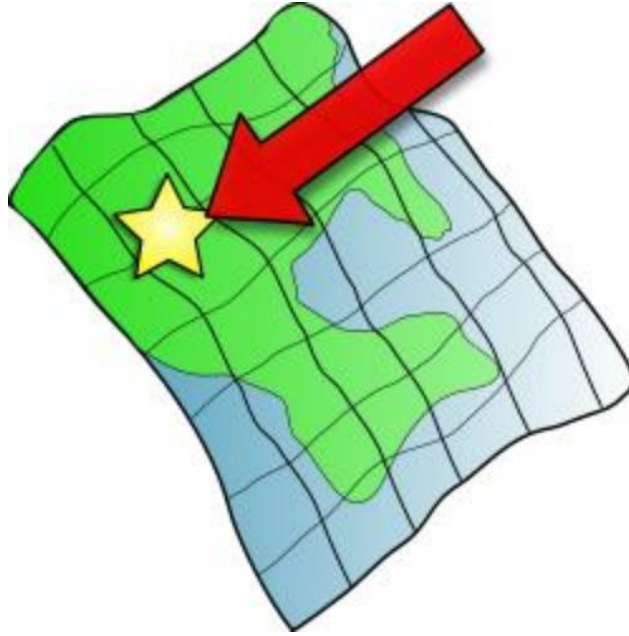
4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

- A. because Pluto and Eris are both space objects
- B. because Pluto and Eris were discovered at the same time
- C. because Pluto and Eris are very different
- D. because Pluto and Eris are very similar

5. What is the main idea of this text?

- A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.
- B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.
- C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.
- D. Scientists come up with rules for what is counted as a planet and what is not.

Reading Article #7 ~ The Treasure Hunt



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a

green crayon and draws the big trees that surround their backyard. “See? There are plenty of places to hide a treasure,” she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. “It’s perfect!” she says, excited.

“Now, we just need to mark the places where we will hide the clues and then the treasure,” Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. “We can hide a clue under here!” she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. “We can also put clues near those spots!” he says.

His mom comes outside and sees them planning the treasure hunt. “Don’t forget to draw the bird fountain on the map,” she says. “You can draw the fountain with a blue crayon so that Jordan will know that it’s filled with water.”

Cameron and Annie run to get the map. “We can also add the rock by the trampoline so that Jordan can find the clue,” Annie says.

“And we should draw the tree by the porch!” Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron’s backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. “It should be a chest full of candy!” Annie says.

“That’s cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!” says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

1. What do Annie and Cameron do for Jordan's birthday?
 - A. buy her a puppy
 - B. throw a surprise party
 - C. take her to a pirate theme park
 - D. create a treasure hunt

2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
 - A. hide the clues
 - B. bury the treasure
 - C. draw a map
 - D. buy the candy

3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
 - A. Cameron and Annie ask their parents for help.
 - B. Cameron and Annie hide ten different clues.
 - C. Cameron and Annie make a map of the backyard.
 - D. Cameron and Annie mark where the clues are hidden on the map.

4. How does Jordan feel about the scavenger hunt her friends prepare?
 - A. happy and excited
 - B. bored and uninterested
 - C. sad and disappointed
 - D. nervous and doubtful

5. What is this passage mostly about?
 - A. pirates and treasure
 - B. mapping a backyard
 - C. planning a treasure hunt
 - D. birthday parties



Reading Article #8 ~ I Want a Phone

“I want a phone!” said Myrna.

“I bet you do,” said her dad.

“No, but, Dad. You don’t understand. I really, really, really want a phone.”

“And I really, really, really want a boat. It’s not going to happen.”

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning—traffic. When he picked her up in the afternoon—traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn’t sure if her dad understood that. She would have to tell him again.

“I. Want. A. Phone.”

“N. O.”

“What if I was stuck in a cave?”

“What?” asked her dad, trying not to laugh.

“What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and—”

“And then you were stuck in the cave.” Myrna nodded the way she did when she won an argument, but her dad wasn’t through fighting. “Is this a momma bear? I hear they’re the fiercest.”

“Yes. It’s a momma bear, and she’s very upset, and she’s going to eat me unless I have a phone to call for help.”

“If it’s a momma bear, then you can use her phone. Everyone knows that moms always carry phones.”

Dad was laughing as he said this. Myrna didn’t think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn’t very hard. Now she was angry.

“If I had a phone, I could play games on it!”

“If I had a boat, I could eat steaks on it. That doesn’t mean I’m getting one.”

“No, but I mean...” Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. “If I could play games, I wouldn’t be so bored when we were in traffic. I wouldn’t bother you!”

“I don’t mind being bothered. I like talking to you.”

“Then I won’t say anything at all!”

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good

1. What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

2. Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

4. Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

5. What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered. It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

- A. had trouble speaking clearly
- B. fell asleep
- C. started to smile
- D. slowly counted to twenty

Reading Article #9 ~ Bug Power



Teamwork

How do some insects work together?

What do termites, ants, and honeybees have in common? They are all social (SOH-shuhl) insects. Social insects live together in large groups called colonies. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites



Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?

- A. Worker ants and worker bees both care for the other insects in their colonies.
- B. Worker ants and worker bees both lay eggs for their colonies.
- C. Worker ants and worker bees both build homes for their colonies.
- D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?

- A. Soldier termites protect the colony.
- B. Social insects always have at least one queen.
- C. Social insects live and work together in colonies.
- D. Ants often live in underground nests.

Reading Article #10 ~ Amy's Halloween Secret



It was almost October 31, and Amy was excited. Halloween was her favorite day of the year. She found it more fun than Christmas, because she got so many more presents, in the form of candy. And she also found it more fun than her birthday, because on Halloween, everyone dressed up and had a party, not just Amy!

Amy was also excited because she had just moved to Brooklyn, in New York City. Her mother had been hired as an English professor at a nearby university, so Amy, her mom, and her dad had packed up their things in St. Louis, Missouri, and moved their lives to the East Coast. Amy had heard a lot of things about New York City and wondered what Halloween in Brooklyn was like. Did the kids dress up and go trick or treating, like they did in St. Louis? Did parents hand out candy, or did they only have healthy treats? What kind of costumes did people wear? Amy was impatient to find out; thank goodness it was already October 29!

On the 31st, Amy rushed home from school, and found her costume laid out on her bed, all ready to wear. Her mom had stayed up late the night before working on it. Now it was ready, and it looked perfect! Amy loved the Winnie the Pooh stories, and this year, she was going to be Tigger, the bouncy, happy tiger. Her mom had found the perfect

orange and black fabric for her costume, which also matched with the orange and black colors of Halloween.

After Amy's mom had painted whiskers on Amy's face, the two of them set off to explore the neighborhood. Amy's mom had cleverly sewn a pouch into the Tigger costume, where Amy could store her candy. They went around her block and then ended up near a park, where a lot of kids were playing in their Halloween costumes. A small house stood at the center of the park. Amy wanted to go closer and investigate. A plaque next to the house said this was the "Old Stone House," built in 1699.

"That's more than three hundred years ago!" Amy said to her mother. "Does anyone live there now?"

"It's Halloween," her mother said. "I think we should knock on the door and find out!"

Amy was a little nervous, so she held onto her mother's hand as they walked up to the door. They knocked. No response. Amy tried again, this time more loudly. She thought she heard voices inside. Children's voices?

Amy tried pushing the door open and was startled when it moved! Why wasn't the house locked? Who was inside it? Still clutching her mother's hand, Amy began exploring. "Hello?" she called out. "Anybody home?"

Silence.

"Trick or treat?" she tried.

Amy and her mother walked all around the house, upstairs and downstairs. It was dark, and there were no light switches. It was hard to make out much detail, but Amy could imagine that a family had lived there three hundred years before. There was clearly no candy to be had, so they decided to leave. Right as Amy was shutting the door, she

swore she saw a little girl, very pale, run past her in the living room. "Come back soon!" the girl whispered to Amy, which gave Amy the chills.

"What's wrong?" her mother asked her.

"Oh, nothing," Amy said. She decided that the ghost girl in the Old Stone House would be her Halloween secret.

1. Which holiday is Amy excited to celebrate?

- A. Halloween
- B. Christmas
- C. Thanksgiving
- D. her birthday

2. What is a main setting in this story?

- A. Amy's mom's university
- B. Amy's school in Brooklyn
- C. St. Louis, Missouri
- D. the Old Stone House

3. Read these sentences from the text.

"Amy was a little nervous, so she held onto her mother's hand as they walked up to the door. They knocked. No response. Amy tried again, this time more loudly. She thought she heard voices inside. Children's voices?"

"Amy tried pushing the door open and was startled when it moved! Why wasn't the house locked? Who was inside it? Still clutching her mother's hand, Amy began exploring. 'Hello?' she called out. 'Anybody home?'"

How did Amy most likely feel when she thought she heard children's voices inside the Old Stone House?

- A. annoyed and angry
- B. cheerful and excited
- C. angry and upset
- D. curious and scared

4. Why do Amy and her mother explore the Old Stone House?

- A. to prove that they are not scared of old buildings
- B. to see whether anyone is there to give Amy Halloween candy
- C. to search for the little ghost girl
- D. to try and learn about the history of the Old Stone House

5. What is a main idea of this text?

- A. A girl dressed up as Tigger for Halloween.
- B. A girl stores all her Halloween candy in her costume.
- C. A girl doesn't want to explore her new neighborhood on Halloween.
- D. A girl decides to explore her new neighborhood on Halloween.

Reading Article #11 ~ Bread Baking Now and Then



Did you know that bread is one of the earliest human inventions? Bread is a food made of flour and water. Other ingredients and shape can vary. Scientists have learned that humans have been eating bread in some form or another for 30,000 years.

Ancient Egyptians ate a lot of bread. In fact, because they had no potatoes or rice, bread was the most important carbohydrate source in the ancient Egyptian's diet.

Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields. Egyptian farmers paid a portion of their grain harvest to the Egyptian treasury.

Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and home-bakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

Egyptians used a grain from emmer wheat for their bread. The grain was ground by hand on a millstone. This process cracked and crushed the grain into coarse flour. The flour

was mixed with water and sometimes a little old dough. It was placed in a pot and baked in a clay oven.

This Egyptian bread was a flatbread. Indian naan and Middle Eastern pita are two examples of flatbreads eaten today. At the end of the ancient Egyptian period, however, around 300 B.C., Egyptian bakers added to their bread an important ingredient: yeast. Yeast is a microscopic fungus. It makes bread rise.

Today bread production is more complicated. Yes, you can still bake your own bread at home with store-bought flour and yeast. You can also buy bread made at small bakeries. But the fluffy bread you see in grocery stores in the United States today is made in large commercial facilities. These commercial facilities, or plants, have business contracts to bake many different bread brands.

Most breads today are made using four basic ingredients: flour, yeast, salt, and water. Farmers across the United States grow wheat in large quantities. Half of the wheat produced is used in the United States. The other half is exported to other countries.

Grain is processed into flour by companies which then sell the flour to commercial bakeries. These bakeries produce the dough and bake the bread, then package it and arrange for its distribution to stores.

1. What have people been doing for 30,000 years?

- A. growing wheat
- B. planting crops
- C. eating bread
- D. using yeast

2. The sequence of bread-baking by the ancient Egyptians is described in the passage. When ancient Egyptians first baked bread, what happened before the flour was mixed with water?

- A. A little bit of old dough was mixed in with the new dough.
- B. The grain was ground by hand on a millstone.
- C. The dough was placed in a pot and baked in a clay oven.
- D. Home bakers baked the bread they would need for the day.

3. Bread was the most important source of carbohydrates for ancient Egyptians because they did not have rice or potatoes. What conclusion does this evidence support?

- A. Ancient Egyptians did not borrow foods from other cultures.
- B. Ancient Egyptians had access to an endless variety of foods.
- C. Ancient Egyptians did not know how to grow rice and potatoes.
- D. Ancient Egyptians had limited dietary resources.

4. What kind of climate did ancient Egypt have?

- A. dry
- B. tropical
- C. wet
- D. cold

5. What is this passage mostly about?

- A. why ancient Egyptians used emmer wheat
- B. different types of flatbreads
- C. the development of bread baking
- D. wheat production in the United States

6. Read the following sentences: "Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to **irrigate** their fields."

What does the word "**irrigate**" mean?

- A. dry something out
- B. supply with water
- C. plant seeds in earth
- D. make rows in the ground

7. Choose the answer that best completes the sentence below.

Most breads today are made from four main ingredients, _____, flour, water, salt, and yeast.

- A. thus
- B. also
- C. ultimately
- D. namely

Reading Article #12 ~ The Big Hike



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long

draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

“Look, Tamara!” her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

“Congratulations, Tamara!” said her mother. “You just finished your first hike!” Tamara smiled. She decided that she liked hiking.

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasp**ed with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasp**ed" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

Reading Article #13 ~ The Hunt



Beeeeep beeeep beeeep. Aidan’s alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

“Happy birthday, Aidan!” his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. “Hold on, they aren’t finished just yet,” she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

“Candles in pancakes?” he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn’t want the wax to melt into his delicious breakfast.

“Thank you!” he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

“Well, even though you have plenty planned for tomorrow, I have a surprise for you today,” his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. “Go get dressed. Your surprise will be waiting for you downstairs when you get back,” he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. “Well, aren’t you excited,” she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. “All right, well, open it up,” he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. “Just like your favorite literary wizard, this spot is marked by a scar.”

“You made me a treasure hunt?!” Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. “Obviously,” he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red, orange, and brown leaves—Aidan’s favorite thing about fall. There it was: the scar in the clue. He searched around the tree’s base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

“Green is this poet’s color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom’s a fan.”

“This is a tough one,” thought Aidan. He knew he was searching for a poet. He didn’t know what green meant, so he started with red. He thought, “Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?” He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother’s nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. “And he’s from Chile, so red, white, and blue!”

Aidan ran through the back door and up to his parents’ room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. “Perfect,” he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

“You’re almost there!” his dad called out from downstairs. Aidan peeled open the clue. “For this last clue, remember when your sister was blue and couldn’t find her favorite Boo.” Aidan started to think about the last part, “her favorite Boo.” He thought, “Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book.” He thought for a while longer. “That’s it!” He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn’t one to be found. Aidan was stumped. At last,

he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

“Surprise!” she yelled with a huge smile on her face.

1. What does Aidan realize when he wakes up?

- A. It's Christmas.
- B. It's his birthday.
- C. It's Halloween.
- D. It's the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan's actions?

- A. Aidan wants to get his surprise.
- B. Aidan wants to go outside to play.
- C. Aidan wants to eat his pancakes.
- D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?

- A. Aidan's mom makes him blueberry pancakes.
- B. Aidan's father surprises him with a scavenger hunt.
- C. Aidan finds three clues on the scavenger hunt.
- D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?

- A. trees
- B. wizards
- C. books
- D. poetry

5. What is this story mostly about?

- A. Aidan goes on a scavenger hunt.
- B. Aidan eats blueberry pancakes.
- C. Aidan learns about Pablo Neruda.
- D. Aidan has a birthday party.

Reading Article #14 ~ History of Halloween



Makayla gently placed her black witch's hat on top of her black curls as she looked at herself in the mirror. Her mom had painted her skin green and outlined her eyes in purple paint. She wore tall, black boots underneath a long, purple dress. It was October 31st, and she was ready for trick-or-treating on Halloween night.

“Makayyyyla!” her mom called out from downstairs.

Makayla's two friends, Colden and Porter, had arrived. Colden stood in the doorway, his costume blowing in the wind. A white sheet hung over his head, and his eyes peered out from two cut-out holes.

Porter decided to dress like his favorite superhero, Batman. A black mask covered his face and a long cape trailed behind him. They carried plastic pumpkin bowls to collect candy later in the evening.

The two boys greeted Makayla with equal levels of excitement. “Hi, Makayla!” Colden said.

“You ready to go trick-or-treating?” Porter asked.

She nodded her head and ran to grab her coat.

“Let’s go, everyone!” her mom called out, and they all marched out the front door.

All around them, children and parents walked from door to door in colorful costumes. Carved Jack-o-lanterns sat in front of houses, candles shimmering inside the orange pumpkins. A breeze blew past Makayla and her friends, making her shiver. The weather had just started to get colder.

Makayla remembered her class earlier that day, when her teacher talked about the origins of Halloween. Mrs. Narula told Makayla and her classmates that the holiday started with an ancient festival called Samhain, 2,000 years ago in Ireland. The word Samhain means “summer’s end” in Gaelic, a language spoken in Ireland and Scotland. Mrs. Narula looked at different documents from the American Folklife Center to find out about Halloween’s history. She found that the festival celebrated the end of summer and the beginning of winter—a time to gather crops to prepare for the colder months.

The Celtic people who celebrated this festival also believed it was the time when all the souls who had died that year traveled to the next world. To keep the dead spirits away, people lit bonfires. For ceremonies, some dressed in animal furs to disguise themselves so that the dead spirits would not be able to recognize them. Mrs. Narula said this is one reason why we might still dress up in costumes today. Later, the festival of Samhain was replaced with All Souls’ Day, a Christian holiday that honored the dead. People celebrated with bonfires and parades. They also dressed up in costumes as saints, angels, and devils.

Porter reached up and pressed the doorbell at the house across the street.

Diiiiing-dong.

A big, green Frankenstein pulled open the door, holding a big bowl of wrapped treats. Makayla and her friends gasped, and then laughed when they realized it was just Mr. Clock dressed up.

“Trick-or-treat!” the three sang with big smiles.

As Mr. Clock sprinkled candy into their baskets, Makayla thought of Mrs. Narula again.

“In the 1800s, many people from Ireland and Scotland came to the United States to start a new life,” the teacher told her students earlier that day. “Even though their ancestors had their own trick-or-treating traditions, they started their own in their new country.”

Mrs. Narula had read an article by Benjamin Radford, a man who researches science and history. He wrote that teenagers in those communities started to play pranks during Halloween celebrations. Adults tried to stop the pranks by giving children candy instead. And the tradition still remains today with children all around the world dressing up for candy!

1. At the beginning of the passage, what is Makayla getting ready to do?

- A. open Christmas presents
- B. go trick-or-treating on Halloween
- C. go on an Easter egg hunt
- D. eat Thanksgiving dinner

2. Throughout the story, Makayla remembers information Mrs. Narula taught in class. What does this information describe?

- A. the history of Halloween
- B. the history of Ireland and Scotland
- C. the way different holidays are researched
- D. the importance of wearing costumes

3. Halloween traditions have changed over time. What evidence from the passage supports this conclusion?

- A. Trick-or-treating began before Irish immigrants came to America.
- B. People dressed up as angels or saints during All Saints' Day.
- C. Samhain celebrated the end of summer and beginning of winter.
- D. Playing pranks was not always a part of Halloween celebrations.

4. Based on the passage, what conclusion can you make about how Halloween has changed?

- A. Halloween has become a more serious holiday.
- B. Halloween is now more focused on preparing for winter.
- C. Halloween has become a more lighthearted holiday.
- D. Halloween is now more focused on bonfire rituals.

5. What is this passage mostly about?

- A. the history of Halloween
 - B. the ancient people who celebrated Samhain
 - C. research at the American Folklife Center
 - D. how the tradition of trick-or-treating began
-

Reading Article #15 ~ Ice Ages



Have you ever heard the phrase “ice age”? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago – when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water

freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight, temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.



CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?

- A. dark ages
- B. ice ages
- C. cold ages
- D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?

- A. The average global temperature is lower during an interglacial period than a glacial one.
- B. The average global temperature is higher during an interglacial period than a glacial one.
- C. Interglacial periods normally last longer than glacial periods.
- D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?

- A. The Earth may enter an ice age when the northern part of the world receives less sunlight.
- B. During glacial periods, ice sheets and glaciers cover more of the Earth.
- C. The Earth has had at least five major ice ages over billions of years.
- D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?

- A. The northern part of the Earth was receiving more sunlight.
- B. The Earth was receiving the same amount of sunlight throughout its different parts.
- C. The southern part of the Earth was receiving no sunlight.
- D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

- A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.
- B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.
- C. During an ice age, glacial periods generally last much longer than interglacial periods.
- D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

- A. get bigger
- B. get smaller
- C. get warmer
- D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, _____ glacial periods and interglacial periods.

- A. namely
- B. on the other hand
- C. for example
- D. meanwhile

Reading Article #16 ~ Conquering Fears and Phobias



Darla jumped when the "ghost" popped out of the bushes. "I can't believe I'm scared!" she thought, heart pounding. "It's Halloween! That's just someone dressed up like a ghost!"

Everyone gets scared sometimes. It's a normal reaction. You need that reaction to survive. When faced with a threat, it's useful to be afraid and get out of the way so that you won't get hurt.

You can also learn fears through experience. Greg, for example, once fell off a ladder. After that, he was afraid to climb a ladder. He finally realized all he had to do was be careful when using one.

As you get older, you may outgrow some fears. Maybe you used to be afraid of the dark or of spiders. Different people are afraid of different things over time.

Fear or Phobia?

Fears can be mild or severe. Mild fear just makes you feel slightly nervous. But intense fear can make you sweat. Your heart may beat faster. You may even have trouble breathing.

Sometimes fear becomes extreme and unreasonable. This is known as a phobia. Phobias are fears that make people feel out of control. Sometimes people with phobias feel sick. Some of them get headaches, high blood pressure, ulcers, skin rashes, nausea, or other medical problems.

Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family. And the tendency to develop some phobias may run in families.

Extreme Fears

Phobias can be about things, activities, or situations. For example, people can have phobias about cats, storms, or heights. These are called specific phobias.

Other people may be afraid of going to parties or being with other people because they think they would feel judged, embarrassed, rejected, or scared of offending people. Such a phobia is known as *social anxiety disorder*, or social phobia. Tess, for instance, would not play with other kids. And she sweated, blushed, and stammered if she had to speak in school.

Still other people have a type of phobia called a *panic disorder*. They suddenly feel very frightened for no reason. They may sweat, tremble, faint, have trouble breathing, or get very sick. Worst of all, they never know when a panic attack will strike.

Phobias often have weird names. Some examples are *arachnophobia* (fear of spiders), *brontophobia* (fear of thunderstorms), *claustrophobia* (fear of enclosed spaces), *myxophobia* (fear of slime), and *arachibutyrophobia* (fear of peanut butter sticking to the roof of your mouth).

Taming the Fear

If a phobia interferes with daily life, it's time to do something about it. Psychologists have several suggestions for dealing with phobias.

- Talk about the phobia with someone you trust.
- Breathe deeply, and try to relax when you think about the thing you fear.
- Try to visualize what you fear to lessen the phobia.
- Try to think positive thoughts. Replace "I'm so scared" with "I'm going to be OK."
- Slowly count to 10. Tell yourself you will be all right when you reach 10.

If these things don't help, see your doctor. He or she may refer you to a psychologist or psychiatrist. These experts can help you learn to overcome a phobia. Sometimes they use a method called *systematic desensitization* (sis-tuh-MAT-ik dee-sens-ih-tuh-ZAY-shun). This involves getting used to something one step at a time. Hannah saw a psychologist about her fear of dogs. The psychologist had her face her fear in stages. First, Hannah relaxed. Then, she imagined she was near a friendly dog. Third, she looked at pictures of dogs. Finally, she went up to a real dog and patted its head.

Another useful technique is *virtual reality exposure*. Carl overcame his fear of flying this way. He sat in a computer-controlled "virtual plane" that never left the ground. He "experienced" takeoffs, landings, and flying in all kinds of weather.

It's important to realize that phobias can be treated. "Most people who seek treatment completely overcome their fears for life," according to the American Psychiatric Association. This is true even if your fears are worse than the usual Halloween jitters.

1. What is a phobia?

- A. a fear that is outgrown over time
- B. an extreme fear that makes a person feel out of control
- C. a fear of the dark or of spiders
- D. a type of fear that involves dogs or airplanes

2. One problem mentioned in the passage is that some people cannot get over their phobias on their own.

What is a solution to this problem?

- A. People can try to turn their phobia into a social anxiety or panic disorder.
- B. People can try new activities or situations that help them forget about their phobia.
- C. People can get help from a psychologist or psychiatrist to overcome a phobia.
- D. People can learn the names of their phobias.

3. Fear is not always a bad thing.

What evidence from the text supports this conclusion?

- A. Different people are afraid of different things over time.
- B. Some people have a fear of dentists, so they avoid going to see dentists.
- C. Sometimes fear becomes extreme and unreasonable. This is known as a phobia.
- D. Fear can be a normal reaction that helps us avoid harm and survive.

4. How can the treatment options for people with phobias be described?

- A. Most treatment options get rid of pain and sickness but not the phobia.
- B. Most treatment options involve getting used to friendly dogs.
- C. There are many different treatment options for people with phobias, and treatments are often effective.
- D. Some treatment options are helpful, but others can actually make phobias worse.

5. What is the main idea of this passage?

- A. Fears are most common during Halloween, but they can also occur at other times.
- B. Fears can sometimes be extreme, but they can also be treated and overcome.
- C. Everyone gets scared, so it shouldn't be embarrassing.
- D. Phobias can be about many things and have severe effects on people's health.

6. Read these sentences from the text.

"Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family."

As used in the passage, what does the word "trauma" mean?

- A. a meeting
- B. a failure
- C. a difficult event
- D. an accident

Reading Article #17 ~ A Little about Ants



There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more. They are different colors, too. They can be red, or brown, or black. Some are very, very small, and some are rather big. Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants. There are different types of ants in the colony, and they each have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. They also gather food and attack other colonies if they need new nesting space. Worker ants take care of babies, look for food, and build ant homes (anthills or mounds). Soldier and worker ants are female. Male ants' only job is to mate with the queen in order to produce eggs, which hatch into baby ants.

Ants are busy little insects. It's easy to see them moving quickly here and there. Sometimes you can see them carrying a small piece of something, or dragging part of a leaf somewhere. Sometimes you even see two ants helping each other carry the same crumb. But where are they going and what are they doing? Ants may seem to be just

running around, but they are actually important parts of their ecosystem, their world under our feet.

One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it. Soil needs space inside it for air and water.

Without air and water in soil, the tiny creatures that live in soil would not survive.

Ants also help bring nutrients to soil. When they bring food particles to their nests, they add nutrients to soil because they don't eat everything they bring. Their leftovers stay in the soil and break down into nutrients for other creatures living in the soil.

1. According to the text, what are social creatures that live in large groups called colonies?

- A. ants
- B. flies
- C. grasshoppers
- D. beetles

2. What does the author describe in the first paragraph?

- A. the importance of ants to their ecosystem
- B. the ways in which ants keep soil healthy
- C. the food that ants bring to their nests
- D. the jobs done by ants in a colony

3. Ants are busy insects. What evidence in the text supports this conclusion?

- A. Ants move quickly from one place to another.
- B. Male ants' only job is to mate with the queen.
- C. Some ants are very, very small, and some are rather big.
- D. Ants can be red, or brown, or black.

4. Read these sentences from the text.

"Ants may seem to be just running around, but they are actually important parts of their ecosystem, their world under our feet.

"One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it."

Based on this information, what can you conclude about where the ecosystem of an ant is?

- A. The ecosystem of an ant is in the ocean.
- B. The ecosystem of an ant is in the air.
- C. The ecosystem of an ant is in the soil.
- D. The ecosystem of an ant is in the desert.

5. What is a main idea of this text?

- A. Ants can be red, brown, or black.
- B. Ants are important parts of their ecosystem.
- C. Soil needs space inside it for air and water.
- D. Sometimes two ants help each other carry the same crumb.

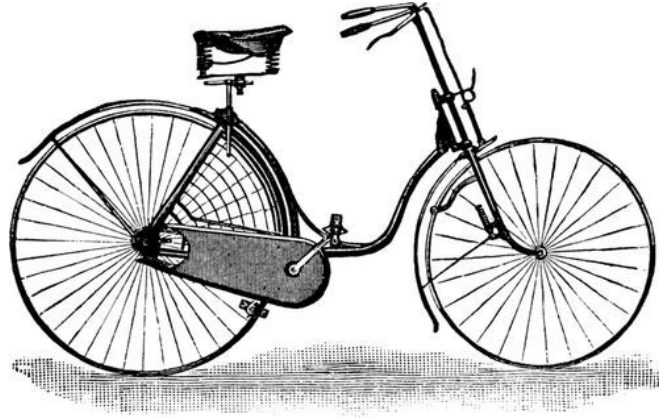
6. Read these sentences from the text.

"Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants."

What does the author probably mean by writing that ants are "social" creatures?

- A. Ants are creatures that help their ecosystem.
- B. Ants are creatures that like to spend time with their friends and family.
- C. Ants are creatures that work hard and carry things.
- D. Ants are creatures that live together in groups.

Reading Article #18 ~ Fixing my Sister's Bike



I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up.

Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. On second glance, it didn't look that secure after all. There were some pieces of rope hanging off.

I shrugged.

“Yes! It’s fine!” I said.

I thought it was the best solution. I had come up with it, after all, so it had to be the best.

“Okay,” he said. “Let’s see how long it stays attached to the bike.”

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

“I think I have a new lesson for you, though,” Dad said. “I want to show you how to conduct an experiment.”

I had come up with a solution to a problem, and now the second step was to test it under different conditions.

I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m.

I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column.

Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again!

Then, she rode underneath a tree. *Uh oh!* I knew what was coming next.

One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, “My reflector!”

I made another checkmark, this time in the column that said BAD.

“Back to the drawing board!” I said.

“Grrr!” said Ariel.

Later that night, my dad and I sat down with my paper to look at the checkmarks.

“Under what conditions did the reflector stay on the bike?” he asked me.

I looked. “Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch.”

“What you have on that sheet of paper is called *scientific data*,” Dad said. “What do you think you can learn from this?”

“I don’t think the rope worked very well,” I said.

“I don’t think so, either,” he said. “But you did have to test it first to be sure.”

“Well, I tested it and now I know.”

“What will hold the reflector on a little bit better?”

“Let’s use glue!” I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I’m not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

“You’re not going to break my reflector again, are you?” my sister asked. She looked a little mad and suspicious.

“Well, I don’t think so,” I told her. “But that’s what this experiment is for. Do you trust me?”

“I guess so,” Ariel said. “But mainly because Dad helped this time!” She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment.

She rode down the sidewalk. The reflector stayed on. So far, so good!

Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.

“Okay, get ready!” I yelled. “It’s time to ride under the tree!”

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bike.

“Yay! It didn’t fall off!” Ariel squealed happily.

I was pretty proud myself. I made a great big checkmark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

“Excellent work, little scientist,” he said. “You recreated the experiment and found the solution to your sister’s bike problem.”

“And I saved us a trip to the bike shop!” I said.

“You sure did,” Ariel said. And then she gave me a great big hug.

1. What keeps falling off Ariel's bicycle?

- A. the front wheel
- B. the back wheel
- C. the reflector
- D. the seat

2. The narrator is the person who is telling the story. In this story, the narrator is Ariel's sibling. How does the narrator finally solve the problem of the reflector falling off Ariel's bike?

- A. by taking Ariel's bike to a repair shop
- B. by tying the reflector on with some rope from a closet
- C. by asking her dad to fix the reflector by himself
- D. by gluing the reflector on with help from her dad

3. Rope does not keep the reflector on the bike as well as glue does.

What evidence from the passage supports this statement?

A. The main character's father helps her glue the reflector onto the bike after the reflector falls off a second time.

B. After the reflector is tied onto the bike with rope, it stays on when Ariel rides down the sidewalk.

C. After the reflector is tied onto the bike with rope, it stays on when Ariel rides over a bump.

D. The reflector falls off after being tied onto the bike, but it does not fall off after being glued on.

4. Why does Ariel give the narrator a hug at the end of the story?

A. Ariel is upset about how long it has taken to fix the bike.

B. Ariel is happy that her sister has fixed the bike.

C. Ariel is excited to take her bike to a repair shop.

D. Ariel is confused because she does not understand how her sister fixed the bike.

5. What is this story mainly about?

A. two sisters who do not get along until their dad makes them be nice to each other

B. a bike that is unsafe to ride because it is falling apart

C. a problem with a bike and what the main character does to solve it

D. a girl whose bike breaks and what happens when she takes it to a repair shop

6. Read the following sentence: "Last week, the red, shiny **reflector** came off my sister's bicycle seat."

What does the word **reflector** mean?

A. a wheel that turns very slowly

B. something that shines when light hits it

C. a type of metal that is worth a lot of money

D. a safety pad that someone riding a bicycle wears

Reading Article #19 ~Yursa Mardini



One of the most inspiring athletes of the 2016 Olympic Games in Rio, Brazil was Yusra Mardini. Mardini grew up in Syria. She swam for this country in many swimming competitions. She was going to swim in the Olympics for Syria, but then she had to flee from her home country in 2015. Syria was in the middle of a war, and it became dangerous for people to live there. She was only seventeen years old at this time.

After Mardini and her sister left Syria, they needed to get to Greece. In order to do that, they had to cross the Aegean Sea by boat. This boat was only supposed to hold six people. However, twenty passengers were on the boat. The engine broke down in the middle of the Aegean Sea, but only three passengers knew how to swim. One of them was Mardini. The three swimmers wanted to keep everyone alive, and they knew what they needed to do. The three girls dragged the boat across the sea for hours. After swimming for more than three hours, they brought the boat to land.

Over the next year, Mardini trained in Berlin, Germany. In 2016, she swam in the Olympics. She was on the Refugee team. While she did not win a medal, she wants to compete in the 2020 Olympics in Tokyo. People around the world think that Yusra Mardini is a hero. When she is not training in the pool, she works as an ambassador for refugees.

1. Why did Yusra Mardini have to leave Syria?

- A. She left because there was a war and it was dangerous.
- B. She left because she wanted to travel the world.
- C. She left because she needed to help steer a boat across the Aegean Sea.
- D. She left to train and compete for Syria in the Olympics.

2. The author describes how Mardini escaped from Syria. What is one thing she had to do to escape?

- A. She had to swim in a competition.
- B. She had to fix the broken engine of a boat.
- C. She had to teach twenty people to swim.
- D. She had to pull a boat with twenty people in it.

3. The text says that the boat's engine broke down. What evidence from the text best explains why this may have happened?

- A. "The three girls dragged the boat across the sea for hours."
- B. "Syria was in the middle of a war, and it became dangerous for people to live there."
- C. "This boat was only supposed to hold six people. However, twenty passengers were on the boat."
- D. "The three swimmers wanted to keep everyone alive, and they know what they needed to do."

4. After the boat's engine broke down, Mardini and two other passengers pulled the boat across the Aegean Sea. How can their actions best be described?

- A. confusing
- B. selfish
- C. soothing
- D. brave

Reading Article #20 ~ Sun Flowers



A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

1. What is a sunflower?

- A. a big, circular, yellow flower
- B. a big, triangular, red flower
- C. a small, circular, blue flower
- D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?

- A. the center of a sunflower
- B. different ways people use sunflowers
- C. animals that love to eat sunflower seeds
- D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

What evidence in the text supports this statement?

- A. "Sunflowers are actually made up of lots and lots of tiny flowers."
- B. "We use sunflowers in different ways. One thing we do with them is look at them!"
- C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."
- D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

"We use sunflowers in different ways. One thing we do with them is look at them!"

Based on the information in this text, why might people look at sunflowers?

- A. because sunflower seeds are filled with protein
- B. because sunflower seeds have a lot of oil in them
- C. because sunflowers need a lot of sun to grow
- D. because sunflowers are bright and pretty

5. What is the main idea of this text?

- A. Sunflowers are actually made up of lots and lots of tiny flowers.
- B. The stems of sunflowers are rough and scratchy.
- C. Sunflowers are pretty flowers that give people and animals food.
- D. Sunflower seeds can be difficult to eat if they are still in their shells.

6. Read this sentence from the text.

"Sunflowers are actually made up of lots and lots of tiny flowers."

Why might the author have used the phrase "lots and lots" here?

- A. to call attention to how bright sunflowers are
- B. to call attention to the amount of flowers that make up sunflowers
- C. to call attention to how small the flowers that make up sunflowers are
- D. to call attention to how much sun sunflowers need to grow

7. Read these sentences from the text.

"Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you!"

What does the word "they" in the last sentence refer to?

- A. people
- B. birds and animals
- C. squirrels and chipmunks
- D. sunflower seeds