Read the story. Then answer the questions that follow.

In the Cam Jansen series of books, author David Adler tells stories of Cam Jansen solving mysteries with her photographic memory. In this adventure, Cam goes with her friends Eric, Diane, and Donna to see their father graduate from college. When they are ready to leave the field where the graduation took place, Grandpa cannot find a very important bag. Cam must put together clues from her memory to figure out where Grandpa’s bag could have gone.

from Cam Jansen and the Graduation Day Mystery
by David A. Adler

Chapter 3

1. Grandpa opened the bag. He took out a small toy train.
2. “Is that the present you got for Dad?” Diane asked. “If he doesn’t want it, I’ll take it!”
3. Grandpa shook his head.
4. “This toy is not mine.”
5. He looked in the bag and said, “None of the things in here are mine.”
6. Eric said, “That train looks like the one Harry had. He sat behind us.”
7. Grandpa looked under his chair. He looked under all the chairs in the row.
8. “Please,” he said. “Help me find my bag. There’s something very valuable in it.”
9. “I know what’s so valuable,” Diane said. “It’s the surprise you have for Dad.”
10. The Sheltons and Cam looked under all the chairs in their row and the ones in the nearby rows, too.
11. “Look what I found,” Diane said. “Lots of programs. When Donna and I get home we can have a pretend graduation. I’ll be the president and make a really long speech.”
12. “And I’ll be a graduate,” Donna said. “I’ll get a pildoma;”
14. “Grandpa,” Diane said. “Maybe you took the bag with you when you went to take Dad’s picture. Maybe the bag is all the way up front.”
Grandpa shook his head and said, “No, I took the camera out of the bag when I walked to the front. Then I put it back.”

“I’m going to look up front,” Mr. Shelton said. “In a big crowd sometimes things get moved.”

Cam and Eric went with him.

The cat followed them.

Grandpa, Mrs. Shelton, and the twins continued to look near their seats.

Cam, Eric, and Mr. Shelton walked through the crowd of people leaving the field.

“Look carefully at what everyone is carrying,” Eric said. “Maybe someone has Grandpa’s bag.”

“Is it just a regular small brown shopping bag?” Mr. Shelton asked.

Cam closed her eyes. She said, “Click!”

Cam bumped into a tall man wearing a black cap and gown.

“Excuse me,” the man said.

She bumped into the cat.

Meow!

Eric took Cam’s hand.

“Yes,” Cam said with her eyes still closed. “I’m looking at the picture I have in my head of Grandpa’s shopping bag, and it’s brown and not very big. It has two small brown rope handles.”

Cam opened her eyes.

“I haven’t seen anyone carrying a bag like that,” Mr. Shelton said.

They looked under rows and rows of chairs near the platform, but they didn’t find the bag.

“Let’s go back,” Mr. Shelton told Cam and Eric. “It’s not here.”
As they walked back to where Eric’s family was sitting, they looked under all the rows of chairs.

When they got back, Mrs. Shelton was still holding Howie. He was sleeping. Grandpa was next to them. On the chair on the other side of Grandpa was the bag with the toys, animal crackers, and apple juice.

“We didn’t find it,” Mr. Shelton told Grandpa.

“This is terrible,” Grandpa said. “The gift I had in there can’t be replaced. And my camera with all my pictures of the graduation is also in there.”

“Is the gift worth lots of money?” Donna asked.

“Yes. And it’s been in the Shelton family for almost one hundred years.”

“I think I know what happened,” Donna said. “I think Harry took Grandpa’s bag.”

“That’s it!” Diane said. “He took Grandpa’s shopping bag by mistake.”

“I think she’s right,” Mr. Shelton told his father.

“Yay!” Diane said. “We did it! Donna and I solved the mystery.”

“You solved one mystery,” Cam said, “but Grandpa Shelton still doesn’t have his bag. Maybe someone found it and gave it to the security people.”

“Now there’s another mystery to solve,” Eric said. “We think Harry took Grandpa’s bag, but where is Harry? We don’t even know his last name. We have to find out who this Harry is and where he is. We have to get Grandpa’s bag back.”

What does the word “valuable” mean in paragraph 8 of the story?

A worth a lot of money
B easily broken
C beautiful
D many years old
2. What does the picture show you about Cam and Grandpa?
   A. They are about to find the bag under the chairs.
   B. Grandpa is not sure what to do, but Cam knows where to look.
   C. Grandpa is hopeful the bag will be found, but Cam is not.
   D. They are worried because they can’t find the bag.

3. Why does Cam shut her eyes in paragraph 23 of the story?
   A. She wants to see how hard it is to walk with her eyes closed.
   B. She is thinking about all the places Grandpa’s bag could be.
   C. She can’t keep her eyes open because she is so tired.
   D. She is trying to remember what Grandpa’s bag looks like.

4. Who tells the story of *Cam Jansen and the Graduation Day Mystery*?
   A. Diane begins it, and Donna finishes it
   B. a storyteller who is not a character
   C. the person who took Grandpa’s bag
   D. Cam, who is trying to find the bag
5. In which scene does Eric explain that there is another mystery to solve?
A. when Donna and Diane figure out that Harry has the bag
B. when Grandpa realizes he cannot find his brown bag
C. when the Sheltons and Cam look under the chairs
D. when Eric, Cam, and Mr. Shelton walk through the crowd

6. Which of the following retells what happens in the story?
A. The Sheltons figure out that Harry took the bag. They look under all the chairs. Cam thinks about what the bag looks like. Then, everyone searches for Harry.
B. Grandpa’s bag is missing. Everyone looks for it, but no one can find it. The characters have to think about where the bag might be. They figure out who took it.
C. Grandpa puts something important in his bag. Everyone looks for the lost bag. They go to find Harry, who took it. Cam remembers what the bag looks like.
D. Everyone searches under the chairs. Grandpa learns his bag is missing. Eric remembers Harry playing with a train. They look for Harry’s train in another bag.
Read the passage. Then answer the questions that follow.

from “The Old Liberty Bell”

by Georgene Faulkner, Child Life

1 Many, many years ago, the colonists in Philadelphia wished to have a big bell in the belfry\(^1\) of their State House. Some of the people remembered the deep voice of “Old Tom.” It was the big bell in the old clock tower of Westminster, in London. They wanted a bell just like the one back home in England. Therefore, a bell was modeled just like “Old Tom.” It was made in London by Thomas Lester in 1752. While on its journey to this country, the new bell was badly damaged. It had to be recast here in America. This was done by the firm Pass & Stowe of Philadelphia in the year 1753. You can see by the words and Roman numerals on the side of the bell. You can also read the words “PROCLAIM LIBERTY\(^2\) THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF.”

2 Those words were a prophecy\(^3\) of what was to take place in that famous Old State House, on that Fourth of July, so long ago.

3 For many months, Washington and his brave soldiers had been fighting for liberty. Congress had been meeting and talking about this plan for freedom from the unjust laws of England. At last five men were appointed to draw up the Declaration of Independence.\(^4\) These men were Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston. Since Thomas Jefferson wrote most of the all-important paper, he has been called “the Father of the Declaration of Independence.”

4 When this committee of five presented the paper to the Continental Congress, it spent a few days making certain changes here and there. Some of the delegates\(^5\) from the different colonies felt that it must not be adopted. Many were the discussions in regard to it. But at last all were agreed. A unanimous\(^6\) vote of the thirteen states was taken.

5 The old bell-ringer was Andrew McNair. He was waiting up on the belfry with his hand on the rope. He stood ready to ring the bell. Down below, his little grandson stood outside in the hall. He was waiting impatiently for the men to give him a signal for the ringing of the bell.

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1 belfry: a room inside a tower
2 liberty: freedom
3 prophecy: a sign of events that will happen in the future
4 Declaration of Independence: the document that explained the United States would no longer be ruled by England
5 delegates: people who represent or speak for a group
6 unanimous: agreed on by all
At last the door was opened. The message was given. The excited little lad raced up the winding stairway, shouting out:

“RING, RING, GRANDPA! RING, RING OUT FOR LIBERTY!”

And the famous bell pealed out the message of liberty to all the eager people that Fourth of July, 1776. Cheer after cheer rose from the dense crowd below as, with laughter and tears and shouting, it heard the glad tidings.

7 What does the author compare in paragraph 1?
   A the Liberty Bell and Old Tom
   B the cities of London and Philadelphia
   C the clockmakers Thomas Lester and Pass & Stowe
   D the Liberty Bell’s words and Roman numerals

8 Which of these events from the passage happened first?
   A The Continental Congress read the Declaration of Independence.
   B A group of five people wrote the Declaration of Independence.
   C The thirteen states approved the Declaration of Independence.
   D People argued about whether to use the Declaration of Independence.

9 What event led to the famous ringing of the Liberty Bell described in this passage?
   A The Declaration of Independence was approved.
   B Washington and his troops returned home.
   C The clock tower that holds the bell was built.
   D People cheered when they heard the bell ringing.
10 How does the author most likely feel about Andrew McNair’s place in history?
A Andrew McNair’s place in history is unimportant.
B Andrew McNair gets too much attention for his place in history.
C Andrew McNair’s place in history should be remembered.
D Andrew McNair gets the right amount of attention for his place in history.

11 Which of these best tells how the paragraphs in this passage are organized?
A The paragraphs describe events before and after the signing of the Declaration of Independence in the order they happened.
B Each paragraph explains an event that happened after the Liberty Bell rang out on July 4, 1776.
C The paragraphs compare and contrast the Liberty Bell in Philadelphia to Old Tom in England.
D Each paragraph gives a reason for why people in America wanted to be free from England and make a new country.
Read the passage. Then answer the questions that follow.

Only in New Zealand

by Donna O’Meara, Faces

1 Imagine for a moment that you are a Maori chief in New Zealand more than 100 years ago. Your name is Chief Tane Tinorau. You and your friend, Fred Mace, who is visiting from England, have decided to explore an underground limestone cave system called Waitomo.

2 A river flows through the caves. You are paddling a narrow boat downstream, and before you is the huge black mouth of the cave. Once you enter, all is dark. The only sound is trickling water. As your eyes adjust to the darkness, you see a million lights reflected in the water. You look up to the ceiling and it looks like all of the stars of the Milky Way are twinkling. You have just discovered one of New Zealand’s most unique insects—the glowworm.

3 The glowworm is the larval or maggot stage of a flying insect and is no bigger than a common housefly. Yet, for the past 100 years, millions of people from all over the world have traveled to the Glowworm Caves at Waitomo in New Zealand to see them.

4 The New Zealand glowworm lives nowhere else on the planet. Its scientific name is *Arachnocampa luminosa*. The insect’s entire life cycle consists of 11 months. First, the flying insect lays clutches of about 35 eggs inside the dark, warm, moist cave ceilings. As the larva, or worm, hatches, it glows to attract food. It attaches itself to the cave ceiling and acts like a fisherman. The glowworm sends down a thread-thin sticky “line.” Other flying insects such as moths are blown into the cave by wind. They are attracted to the glowworm’s greenish-white light. They become snagged in the glowworm’s sticky lines. The glowworm reels them in and eats them. The worms remain in the glow-in-the-dark stage for nine months, during which they grow to be an inch long. Next, their light dims and they grow and develop for two weeks. The adult insect emerges, and the cycle repeats.

1 *larval or maggot*: worm

2 *clutches*: groups
5 You may be wondering how the glowworm glows. The phenomenon is called bioluminescence. Bioluminescence occurs when several natural products act on each other to produce an electrical glow.

6 The cave at Waitomo where millions of glittering lights greeted Chief Tinorau and Mace is now called Glowworm Grotto. If you visit Waitomo, you will experience the glowworms just as they did—in silence from a boat that is pushed with a pole. And, like them, you will look up to see a million twinkling “stars” overhead in the dark.

3 **phenomenon**: something interesting that happens
4 **bioluminescence**: natural chemical glowing

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12 Read this sentence from paragraph 2 of the passage.

> As your eyes adjust to the darkness, you see a million lights reflected in the water.

According to the text, the word “adjust” means to

A attach to the cave ceiling
B glow in the dim light of a cave
C reflect bright colors or lights
D change to fit new conditions

13 Based on the text, at which stage in the picture does the glowworm’s light dim?

A eggs
B glowworm
C pupa
D adult fly
14 Read these two sentences from paragraph 4.

They are attracted to the glowworm’s greenish-white light.

They become snagged in the glowworm’s sticky lines.

Which of the following describes the relationship between these two sentences?

A  The sentences show similarities.

B  The first sentence is the cause of the second.

C  The sentences show differences.

D  The second sentence is the reason for the first.

15 At which stage of its life cycle does the glowworm begin to glow?

A  egg

B  larva

C  pupa

D  adult

16 How long is the glowworm’s entire life cycle?

A  11 months

B  2 weeks

C  9 months

D  100 years

Go On
17. What causes the glowworm to glow?
   A. plants eaten by the glowworm
   B. light reflected from the water
   C. chemicals inside the glowworm
   D. shiny rocks on the cave ceiling

18. What is the **main** point the writer makes about New Zealand glowworms?
   A. They are a lot like most other worms.
   B. They catch food with a sticky thread.
   C. They are an interesting and unusual insect.
   D. They look like stars twinkling in the sky.
The Land of Counterpane

from A Child’s Garden of Verses by Robert Louis Stevenson,
published by Charles Scribner’s Sons, 1885

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.¹

¹ counterpane: a bedspread or quilt
Read these lines from the poem.

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

What do these lines tell you about the speaker?

A  The speaker is very sick and cannot stay awake.
B  The speaker needs to rest but doesn’t feel too bad.
C  The speaker needs someone to help him out of bed.
D  The speaker wishes he could go to school.

Read this line from the poem.

And planted cities all about.

What does the word “planted” mean as it is used in this line?

A  buried in the ground
B  covered with grass
C  set up in a certain way
D  given away as a gift

What does the speaker do to pass the time while sick in bed?

A  He reads about ships.
B  He sleeps all day.
C  He talks to soldiers.
D  He plays with toys.
22. The speaker begins to describe things that are not really happening in which stanza of the poem?
   A. stanza 1
   B. stanza 2
   C. stanza 3
   D. stanza 4

23. What is the main message of the poem?
   A. Anything can be fun when you imagine.
   B. It is never pleasant to be sick in bed.
   C. Having many pillows will make you happy.
   D. Being sick makes you want to be outside.

24. Which best describes the person speaking in the poem?
   A. a person who has traveled all around the world
   B. a person who would rather be outdoors than indoors
   C. a person who is afraid of trying new things
   D. a person who does not mind spending time alone
Build the Perfect Sand Castle

by Greg Mission

The beach isn’t just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can’t be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.
Step 2: Make a Sand Bowl

Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a “bowl” shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers

First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It’s up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

Use a funnel to make a pointy roof.
Use a spray bottle to keep sand wet.
Use egg cartons to make small towers.
Use an ice cube tray to make bricks.
25 According to the passage, a tool that is helpful but not needed to build a sand castle is
A a shovel
B sand
C a funnel
D water

26 What is the main reason to shape the pile of sand like a bowl?
A to give the sand castle a round shape
B to help get the entire pile of sand wet
C to form a wall around the castle
D to make it easier to stack the sand

27 What does the illustration after Step 4 help you understand?
A why the sand pile needs to be shaped like a bowl
B how large the base of the sand castle should be
C where to build the base of the sand castle
D how the sand stays in the shape of the container

28 Which step should you do after you build the towers of your sand castle?
A Use an ice cube tray to make bricks for the walls.
B Pack the sand down with the back of a shovel.
C Use shells or other objects to decorate the walls and roof.
D Turn a bucket of sand upside down on top of the base.
29. According to the Tips and Tricks sidebar, what is one way the funnel can be used?

A. to pour water onto the sand pile
B. to draw an outline in the sand
C. to form a pointed roof on the castle
D. to make round shapes in the sand

30. Which of the following tells how this passage is organized?

A. It compares building sand castles to building real castles.
B. It describes different activities you can do at the beach.
C. It explains what happens when water is added to sand.
D. It gives steps to follow to create your own sand castle.
Read the play. Then answer the questions that follow.

Excerpt from The Secret Garden

from a novel by Frances Hodgson Burnett
adapted by David C. Jones, Plays, The Drama Magazine for Young People

Mary Lennox is a young British girl who has been living in India. She is sent back to England to live with her uncle, Archibald Craven. Mr. Craven lives in a large house in the country. He is busy and pays little attention to Mary. She is left to explore the house and its many gardens on her own.

Characters

MARY LENNOX, a young girl
BEN WEATHERSTAFF, a gardener
DICKON SOWERBY, a young boy

SCENE 2

1 SETTING: The mansion gardens. There are flowerbeds, bushes, etc., around stage. Fence covered with ivy, brambles, etc. is upright.

2 AT RISE: BEN WEATHERSTAFF is working with a hoe. MARY enters.

3 BEN (Looking up): Well, well. You must be Mistress Mary, quite contrary. I’ve heard all about you.

4 MARY: I am not contrary—and who are you?

5 BEN: I’m Ben Weatherstaff, the gardener. I’ve worked for Mr. Craven for many, many years.

6 MARY: Well, I think you’re rude.

7 BEN: Be that as it may, you’d better get used to me. I’m the only one around here—except for Dickon, that is. He spends a lot of time here too.

8 MARY: And where’s this locked garden I’ve heard about?

9 BEN: Why, you’re standing next to it.

10 MARY: But where is the entrance?

1 mansion: a large house
BEN: Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up. It’s been locked up so long.

MARY (Resolutely): Well, I shall find the entrance and go in there to play.

BEN: You won’t be able to go in without the key.

MARY (Surprised): There’s a key? Where is it?

BEN: No one knows. Mr. Craven took the key one day and threw it as far as he could. No one has ever found it.

MARY: I’ll find it. You’ll see.

BEN (Wryly): Well, good luck, Mistress Mary. You’ll need it. (Laughs and exits. After a moment, DICKON enters, carrying crow, fox, and lamb.)

DICKON: Hello. You must be Miss Mary.

MARY: How did you know my name? And who are you?

DICKON: They call me Dickon. And I know about you because my sister, Martha, told me all about you.

MARY: Is it true you speak to animals?

DICKON: Aye. Say hello to my friends. This is Cert, the crow. (Cawing sound is heard.) The fox is Captain, and the lamb, Lady. (Bleating is heard.)

MARY: Those are strange names for animals.

DICKON: It’s what they asked to be called.

MARY (Scoffing): Animals and birds can’t talk.

DICKON: Sure they can. You just have to know how to listen. (Looks offstage) Look! Here comes my friend, Robin. (Robin puppet flies in.)

ROBIN: Hello, Dickon. Who is your friend?

MARY (Astonished): Why, he does talk!

DICKON: See? You just have to want to listen to them. (To ROBIN) What are you up to, Robin?

ROBIN: I’m building my nest. Spring is coming, you know, so I’m busy, busy, busy.

MARY (Delighted): Oh, he’s so cute and funny. Do you think he would be my friend, too? I have no one to play with.

DICKON: Of course. You can find lots of friends here. You’re just sad and lonely now, but you’ll find happiness here, just as you did in India.

MARY (Starting to cry): No. I shall never be happy here. I hate this place. It’s horrible! I want to go back to India. (Runs off)

DICKON: She could really use a friend or two, eh, Robin? (Curtain)
31 Read the following sentence from line 11.

Well, the gate is somewhere under all those wild brambles and ivy that have swallowed it up.

The author uses the word “swallowed” to show that
A the gate is covered with plants and vines
B plants and vines have eaten through the gate
C the gate has been ruined from overuse
D the plants and vines are dangerous

32 Which sentence from the play lets you know that Mr. Craven does not want anyone to go into the locked garden?
A “I’ve worked for Mr. Craven for many, many years.”
B “Well, I shall find the entrance and go in there to play.”
C “You won’t be able to go in without the key.”
D “Mr. Craven took the key one day and threw it as far as he could.”

33 Based on the play, which two words best describe Mary?
A funny and kind
B cruel and unwise
C friendly and loud
D lonely and curious

34 What is the main lesson Dickon wants Mary to learn?
A Animals make the best friends.
B Some people can never be happy.
C Friends are all around you if you listen.
D Looking for lost things is a waste of time.
35 Read this sentence from line 32.
You’re just sad and lonely now, but you’ll find happiness here, just as you did in India.
The word “lonely” has the same root as the word “alone.” What does the word “lonely” mean as it is used in this sentence?
A  having too many friends
B  wishing someone would go away
C  wanting to be with other people
D  needing time to think

36 How does the ending of this scene help the reader understand the other events in the scene?
A  It shows that Dickon does not want to be friends with Mary.
B  It shows that many of Mary’s earlier actions were because she is sad.
C  It shows that Dickon and Ben have always known each other.
D  It shows that Mary could talk to animals when she lived in India.

37 What is Mary’s point of view about Ben when they first meet?
A  She doesn’t believe he belongs there.
B  She is sure they will be friends.
C  She thinks he isn’t polite.
D  She wants to learn more about him.

STOP
Sulka Saves the Savanna
a folktale from India

1 Numskull the Lion ruled the savanna1 with his fierce roar and huge teeth. Unlike other lions, he hunted out of meanness, not just hunger.

2 Numskull picked on the young animals the most. This made all the other animals angry and fearful. Together, the elders decided on a plan. They made Numskull an offer.

3 “Each day,” the elders said, “a few of us will come to you and freely offer ourselves for your dinner.”

4 “Why would I do that?” Numskull roared. “I can eat you anytime I want to.”

5 “Yes, Mighty One, but we can save you from working so hard. You won’t even have to chase us. All we ask is that you let our young ones grow up. When they are big and plump like us, they, too, will freely be your dinner.”

6 Now, Numskull was mean, but he was also lazy. He found the animals’ offer to be acceptable. Each day, he ate a few elders for his evening meal and left the young ones alone.

7 Life went on like that for many months. The children were safe, but little by little the elders disappeared into Numskull’s belly.

8 Finally, it was Sulka’s turn to sacrifice himself. Sulka was scared. He had no desire to be Numskull’s dinner. Still, he had promised. Sulka hopped slowly toward the waiting lion.

9 “This is all you send me? One small, worthless rabbit?” Numskull shouted. “You animals are not honoring your agreement.”

10 “Not so, Great King!” cried Sulka, who was a very clever rabbit. “My four cousins and I were on the way to be your dinner, but a strange lion stopped us. He said he was going to eat us all! We pleaded with him, saying, ‘Don’t eat us, sir. We are already promised as Numskull the Lion’s dinner.’ Then the strange lion said, ‘Who cares about a lion with such a silly name?’ Then he ate my cousins right on the spot!

11 “Then the strange lion pointed at me and said, ‘go tell foolish Numskull that I am the new king. Tell him I will soon come to fight him. Now be off!’

12 “I came straight here to tell you, oh, Mighty Numskull.”

13 Numskull was enraged. “Show me where this fool lives. I will tear him limb from limb!”

1 savanna: a plain, or flat, grass-covered area
Sulka brought Numskull to a deep well. He pointed with a trembling forepaw. “That is where he hides, my king. But be careful. He is fierce!”

Numskull peered over the edge of the well. Far below, another lion stared back up at him. “I am the king!” Numskull roared.

Then, “I am the king!” roared the lion at the bottom of the well.

“How dare you!” Numskull yelled.

“How dare you!” the other lion roared back.

At that, Numskull leaped into the well, ready to battle the strange lion.

But there was no lion. There was only foolish Numskull, angry at his own echo and fighting his reflection.

Splash! Numskull was never heard from again, and life on the savanna was peaceful once more.
How does Sulka trick Numskull to get him into the well? Use two details from the story to support your answer.

Write your answer in complete sentences.

________________________________________________________________________

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How does Numskull most likely feel in the picture? Use one detail from the story and one detail from the picture to support your answer.

Write your answer in complete sentences.

________________________________________________________________________

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Read the article. Then answer the questions that follow.

Exotic Animals Are Not Pets

by Paula Bender

1 Pets can be divided into two groups. There are common pets and there are exotic pets. Common pets are animals like cats, dogs, or hamsters. These animals are found in many households and are familiar pets to most people. Exotic pets are animals like snakes, spiders, or parrots. These animals are uncommon pets. The reason exotic animals are uncommon pets is because exotic animals often don’t make good pets.

Is Keeping Exotic Pets Really Fair?

2 People who own exotic pets most likely want to take good care of them. But homes don’t always have what exotic pets need for a good life. Think about exotic pets like parrots, tarantulas, and lizards. They must adapt to live in cages or special glass boxes. They can’t fly or crawl long distances. This is something they would do in the wild. To many people, this just doesn’t seem fair.

Are Exotic Pets Fun?

3 Owning an exotic pet might seem exciting. But, it will likely not be as much fun as owning a regular pet. For example, a dog can play and go for walks with its owners. It is easy to see when a dog and owner love each other and enjoy spending time together. An exotic pet like a snake might look neat, but it doesn’t do much. A snake just can’t jump up, wag its tail, and give you a big slobbery kiss like a dog can.

Which Pet Looks Like More Fun?

Look at the pictures. Which pet looks like more fun to be around?
Can You Give an Exotic Pet Proper Care?

4 Some people think exotic pets don’t require much time or care. But it can be very hard to give exotic pets what they need to stay healthy. A snake is a good example. The place where an animal lives is called a habitat. A snake’s habitat needs to be kept at just the right temperature for the snake to be healthy and stay alive. The owner must often buy special lights and heaters. Getting the right food for a snake is not easy. If the snake gets sick, it can be tough to find an animal doctor, or veterinarian, who will know how to treat the snake.

What Should You Look For in a Pet?

5 If you want a happy pet that will make you happy, choose a furry friend like a cat or a dog. Exotic animals should be left in the wild where they belong.
What is the writer’s **main** point about exotic animals? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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Planning Page

You may PLAN your writing for question 41 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 71 and 72.
Describe what makes an animal an exotic pet. Tell what kinds of animals people keep as exotic pets. Explain why exotic pets do or do not make good pets. Use details from the article to support your answer.

In your response, be sure to
• describe what makes an animal an exotic pet
• tell what kinds of animals people keep as exotic pets
• explain why exotic pets do or do not make good pets
• use details from the article to support your answer

Write your answer in complete sentences.
Read the article. Then answer the questions that follow.

Sleep and the Brain

by Amanda Eggers

1 Have you ever stayed up way too late at night? How did it make you feel the next morning? Without enough sleep, you probably woke up feeling pretty bad. Maybe you had a hard time focusing at school. Maybe you even fell asleep at your desk!

2 Everyone needs sleep. Our brains must have a time to rest and recover from all the thinking we do during the day. For many years, scientists believed that the brain turned off during sleep. But now, new machines can tell what is happening inside people’s brains—even when they are asleep. These machines can take pictures of the brain. The pictures show the areas of the brain that are active and at rest.

3 What have scientists learned from these machines? To their surprise, they have learned that our brains can be very active during sleep. Scientists now know that our brains go through five different stages of sleep. We don’t go through the stages exactly in order, but they do follow a pattern, or cycle. At some points in the cycle, our brains are resting. But at other times, they are very busy. What exactly does the brain do during sleep?

<table>
<thead>
<tr>
<th>Stage</th>
<th>What Happens</th>
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<tr>
<td>Stage 1</td>
<td>Light sleep. Muscle action slows down.</td>
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<tr>
<td>Stage 2</td>
<td>Breathing and heart rate slow down.</td>
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<tr>
<td>Stage 3</td>
<td>Deep sleep. Brain waves change.</td>
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<tr>
<td>Stage 4</td>
<td>Very deep sleep. Breathing is even and slow.</td>
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<tr>
<td>Stage 5</td>
<td>Rapid Eye Movement (REM). Dreaming begins.</td>
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</tbody>
</table>
As you go through the stages, your body becomes more and more still until it is completely motionless. Your brain becomes more and more still, too—until you begin to dream. Dreaming only happens during Stage 5, also called REM sleep. In this stage, your brain is almost as active as when you are awake. But your body is completely still—all except for your eyes. REM stands for Rapid Eye Movement. During this kind of sleep, your eyes move quickly from side to side, like you are watching a tennis game. The rest of your body is unable to move at all.

But why does the brain go through this cycle? Scientists now know that there are many reasons why sleep is so important. Studies show that people who get more deep sleep do better on tests. They remember things better. They are more likely to stay healthy. One test even showed that people were stronger after they had slept well! Even though scientists have a lot more to learn, they agree on the importance of a good night’s sleep.

What have scientists learned from using machines to study the brain? Use two details from the passage to support your answer.

Write your answer in complete sentences.
What have scientists learned about why it is important to get enough sleep? Use two details from the passage to support your answer.

Write your answers in complete sentences.

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Read the passage. Then answer the questions that follow.

First in Flight
by Carol Eng

1 Even as boys, the brothers Wilbur and Orville Wright were interested in things that fly. When Wilbur was 11 and Orville was 7, their father gave them a flying toy. It was made of cork, bamboo, and paper. Rubber bands made it go. The boys broke the delicate toy. However, the memory of it flying across their living room stayed with them all of their lives. The two wanted to make a flying machine of their own.

2 As adults, the brothers opened a bicycle shop in Dayton, Ohio. There they built and repaired bicycles. It was there that they also decided to build an airplane. Many other people had tried to make a flying machine. Until then, no one had succeeded.

3 To make an airplane, the men had to do three things. First, they had to make wings that could lift a heavy amount of weight off the ground. Second, they had to have a way to power the machine. Third, they had to be able to steer the machine once it was in the air. Steering was the hardest part of the puzzle. No one had even come close to figuring out how to steer a machine in the air.

4 Wilbur watched flying birds. He saw that they steered themselves by twisting their wings. He knew that airplane wings needed to twist, too. The brothers built a glider. A glider is a plane without an engine. Wind lifts a glider into the air like a kite. This glider had wings that could twist up and down like the wings of birds. In 1900, the Wright brothers went to Kitty Hawk, North Carolina, to test their glider. Kitty Hawk had steady winds for gliding. It also had sandy slopes for landing. It was the perfect place. The glider worked. But it couldn’t lift a person off the ground. The glider needed to be bigger.

5 The Wright brothers went home to Dayton. There they built a bigger glider. In 1901, they returned to Kitty Hawk to test it. This new glider could lift a person, but it didn’t steer well. The brothers needed to learn more about wings and wind.

6 Back in Dayton, they built a wind tunnel. A wind tunnel is a long tube with fans that blow air. In the wind tunnel, the brothers tested all kinds of wing shapes. They found one wing shape they liked. They returned to Kitty Hawk to test their newest glider. The new design worked. The brothers made nearly one thousand glides in September and October 1902. Now they just had to give their glider an engine. With an engine, the plane could fly in places that weren’t windy.
7 The Wright brothers learned that there were no engines light enough and powerful enough for their plane. They had to build their own engine, too. By December 1903, they had built their airplane—complete with a 180-pound engine. The brothers headed to Kitty Hawk again.

8 On December 17, a strong wind blew, but the Wright brothers were ready. They got up early, cooked breakfast, and waited for the winds to die down. Finally, the weather calmed. Orville climbed into the plane. The machine crept forward. Soon it lifted up into the air. Twelve seconds later it landed. Orville had flown 120 feet! It wasn’t far, but he had actually flown an airplane. Their machine worked!

9 The brothers made three more flights that day. The longest flight was 852 feet. Then they made improvements to their plane. By 1905, they were flying for 30 minutes at a time.

10 In 1909, Orville and Wilbur opened the Wright Company. The company built airplanes. The next time you see an airplane flying overhead, think of the Wright brothers. They had a wonderful idea, and they solved many problems to make that idea come true.

44 Why was Kitty Hawk a good place to test gliders? Use two details from the passage to support your answer.

Write your answer in complete sentences.
Building a plane that could be steered in the air was the biggest problem the Wright Brothers faced. How did they solve this problem? Use two details from the passage to support your answer.

Write your answer in complete sentences.

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Read the myth. Then answer the questions that follow.

In some parts of the world, the sky stays dark all day and night for many months at a time. These long periods of darkness are followed by long periods of light. The Native Americans in Canada tell this story about how light came to their land in the Northern part of the world.

The Gift of Light

*a retelling of an Inuit myth*

*by Jeanette Cannon*

1. Long ago, the Inuit people of the far North knew only darkness. Their friend, Crow, told them of the South, where he said daylight came every day. At first, they did not believe him. Then they began to imagine what it would be like to live in daylight. They wondered what they could see if there were light.

2. The Inuit chief asked Crow to rescue his people from the dark life they led. At first, Crow said he was too tired. But when he saw how sad his answer made the chief, Crow agreed to make the long trip south.

3. Crow flew for many miles in darkness until he saw a glimmer of light. Daylight was close! He flew as fast as he could. Soon, a brilliant light greeted him. He saw blue sky and fluffy white clouds. Happy, he came to rest on a tree limb.

4. Crow noticed a small girl below. He wanted to follow her, but didn’t want to frighten her. Crow turned himself into a bit of dust and drifted onto her coat. (He had another reason for changing his form, too.)

5. The girl walked to her home in the village. Inside the girl’s home, Crow noticed a box sitting on a table. It was lit up from the inside. “This must be where daylight is kept!” thought Crow.

6. Crow (who was still a bit of dust) whispered in the girl’s ear, “You want to play with the light in the box.” The girl rubbed her ear and repeated Crow’s words to her father. “I want to play with the light in the box,” she said.

7. The girl’s father removed a shining ball of daylight from the box, tied it with a string, and gave it to the girl. She played happily with the ball, watching the bouncing light move around the room. Crow again whispered in the girl’s ear, and so she asked her father if she could take the ball outside.

8. As soon as the girl went outside, Crow changed back into his own form. He swooped down, grabbed the string, and flew away with the shining ball sailing behind him.
9 Later, the Inuit people were awakened by a light in the sky. When they saw it was Crow, they clapped their hands excitedly. Suddenly, Crow, who was very tired from his long journey, dropped the string. The ball broke into pieces on the ground. Daylight was everywhere! Every corner was lit. People could see colors and shapes for the first time. They were delighted!

10 But Crow told the people that the ball was broken. It could not be turned off each night. Instead, it would shine for six whole months. After that, the daylight would have to rest for six months. During that time, it would be dark again. But the people were still happy. Darkness is bearable when it has an end, they thought. Even if the end is six months away.

11 Even today, the Inuit people live in darkness for six months and daylight for six months. And they are thankful to Crow who brought them the gift of daylight.

46 Near the end of the story, the ball of light Crow carried fell and broke. How do the characters in the story feel after this happens? Use two details from the story to support your answer.

Write your answer in complete sentences.
Planning Page

You may PLAN your writing for question 47 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 82 and 83.
In the story, Crow does both kind and unkind things. What does Crow do that is kind? What does Crow do that is unkind? How do Crow’s actions, both kind and unkind, affect the way the story ends? Be sure to use details from the story in your answer.

In your response, be sure to
• tell what Crow does that is kind
• tell what Crow does that is unkind
• explain how Crow’s actions affect the way the story ends
• use details from the story in your answer

Write your answer in complete sentences.
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<th>Book 2 – Reading</th>
<th>Book 2 – Writing</th>
<th>Book 3</th>
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For numbers 38 through 41, write your answers in the book.

38. See page 66.
39. See page 66.
40. See page 69.
41. See page 71.

For numbers 42 through 47, write your answers in the book.

42. See page 74.
43. See page 75.
44. See page 77.
45. See page 78.
46. See page 80.
47. See page 82.