

TIME
FOR KIDS

Practicing for Today's Tests

Level 4

Language
Arts



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Arts

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Today's Next Generation Tests

“To be college and career ready, students must now read across a broad range of high-quality texts from diverse cultures and times in history.”

—Delia E. Racines, Ph.D.

Education is currently undergoing a dramatic shift when it comes to the ways we measure and assess for learning. Educational standards across the nation are designed to provide clear and meaningful goals for our students. These standards serve as a frame of reference for educators, parents, and students and are most critical when decisions must be made about curriculum, textbooks, assessments, and other aspects of instructional programs (Conley 2014). Part of the disconnect with standards in the recent past has been the vast differences and lack of consistency in expectations that became a major concern for the quality of education students were receiving across the country (Conley 2014; Wiley and Wright 2004).

Standards in education in the United States are not a new concept. However, the role of educational standards has recently shifted to not only ensure that all students have access to equitable education no matter where they live, but also to ensure a more consistent national expectation for what all students should know to be successful in a rapidly changing economy and society (Kornhaber, Griffith, and Tyler 2014).

Scales, scores, and assessments are absolutely necessary to ascertain the current status of students. This kind of data is vital for teachers to understand what is missing and what the next steps should be. The real question about assessment isn't whether we should assess but rather what kinds of assessments should be used. Along with the current shift to more consistent and rigorous standards, states now measure student progress with assessments that require higher-order thinking skills necessary for preparation for college and/or careers.

So, what is this new yardstick that is being used? How is it better than yardsticks of the past? And how do we best prepare students to be measured with this yardstick in a way that tells the whole story? The next generation tests intend to provide results that are comparable across all states and will use more performance-based tasks as well as technology-enhanced items. This is very different in comparison to the standardized testing that teachers, students, and parents are used to (National Governors Association Center for Best Practices 2010; Rothman 2013).

The following descriptions serve as explanations of how the three most prominent next-generation tests are different from assessments of the past.

Partnership for Assessment of Readiness for College and Careers (PARCC)

The PARCC assessment is a common set of computer-based, K–12 assessments in English language arts and mathematics. These assessments replace previous state tests in grades 3–

11 used to meet the requirements of the Elementary and Secondary Education Act (PARCC 2013). The most significant difference in the PARCC tests is the use of performance tasks that ask students to apply their knowledge to solve extended problems rather than simply regurgitate answers (Rothman 2013).

PARCC consists of four assessments a year. The two optional assessments include diagnostic assessments (in reading, writing, and mathematics) that may be administered at the beginning of each school year and as mid-year assessments to help predict students' likely end-of-year performances.

The two required summative assessments consist of a performance task and an end-of-year test for each grade. Previously, in English language arts, many states did not assess writing and few assessed critical-thinking skills. The PARCC assessment does both. The performance-based assessment is in English language arts and mathematics and includes asking students to analyze literature as well as narrative writing tasks. Students also take the end-of-year assessments in English language arts and mathematics. The results of the two tests are combined to determine the summative assessment score (PARCC 2013). Lastly, a separate speaking and listening component is required and can be administered anytime during the academic year. The results of the speaking and listening component are not be combined with the other assessments to determine students' summative assessment scores.



Many of today's standardized tests are administered online.

Smarter Balanced Assessment Consortium (SBAC)

The SBAC is also developing summative assessments in English language arts and

mathematics. Their assessments have two major components: performance tasks and an end-of-the-year computer adaptive test. Computer adaptive tests mean that questions are adjusted based on students' previous responses. These two major components are administered during the last 12 weeks of the school year (SBAC 2014). The computer adaptive test feature, which is the biggest difference from the PARCC, is intended to enable administrators and teachers to use results within weeks to more efficiently and quickly identify students' ability levels in an effort to differentiate instruction. The SBAC assessments go beyond multiple-choice tests to include short constructed responses, extended constructed responses, and performance tasks. These allow students to complete in-depth projects that demonstrate both analytical skills and real-world problem solving (SBAC 2014). Performance tasks are online in reading, writing, and mathematics and may also be administered as part of the optional interim assessments throughout the year. Results will be available within weeks after a student completes a performance task.

State of Texas Assessment of Academic Readiness (STAAR®)

The STAAR® replaced the Texas Assessment of Knowledge and Skills (TAKS). It was developed and adopted by the Texas School Board of Education within the Texas Education Agency. This assessment focuses on readiness for college and/or careers with test questions that focus on rigor and critical analysis.

For elementary school and middle school, the tests cover the same subjects and grades as the previous state testing program, the TAKS. The most significant differences between the TAKS and the STAAR® are apparent at the high school level with 12 end-of-course assessments that focus on fewer skills in a deeper manner and replace previous grade-specific tests (Texas Education Agency 2014). The STAAR® assesses the Texas Essential Knowledge and Skills. However, there are a greater number of items with higher cognitive demands. In writing, students are required to write two essays instead of one.

Categories of Questions

In order for students today to be better prepared for college and/or careers, they must be able to read widely and deeply across a range of informational and literary texts (National Governors Association Center for Best Practices 2010). In today's standards, there are often three categories of reading standards. On assessments, these categories are represented by three categories of questions. The questions include new terminology that defines specific skills and understandings that all students must demonstrate. **Note:** See *Appendix B* (pages 100–103) for how these categories are represented in each practice exercise in this book.

Overall, today's college and career readiness reading standards depict the picture of what students should be able to exhibit with increasing proficiency and on a regular basis. To be college and career ready, students must now read across a broad range of high-quality texts from diverse cultures and times in history. The reading standards emphasize the skills necessary to critically read and continuously make connections among ideas and texts. Students also learn to distinguish poor reasoning as well as ambiguities in texts. The following explanation of the terms related to each of the three reading categories will better prepare educators and parents for today's tests.

Key Ideas and Details

This category stresses the importance of understanding specific information in various texts. Overall, students must be able to identify specific details and then gain deeper meaning from what is read. Specifically, this category requires students to be able to do the following things.

Students should be able to ...	To show how they know this, students must ...
read text closely to really understand what it says.	identify specific details from the text.
make conclusions based on what they identify from a text.	say or write specific details to support their conclusions.
determine the main idea or theme from a text and analyze its development.	identify and summarize key supporting details that support the theme or main idea.
figure out how and why individuals, events, or ideas develop and interact over the course of a text.	explain details about how characters and/or the story develop at different times throughout the text from the beginning to

the end.

Craft and Structure

This category stresses the importance of being able to identify patterns of various text structures to more easily synthesize and summarize information. Physical text structures (captions, pictures, diagrams, italicized print, bold print, etc.) are purposely used in texts to organize different types of information. This is true for both fiction and nonfiction texts. Specifically, this category requires students to be able to do the following things.

Students should be able to ...	To show how they know this, students must ...
interpret words and phrases as they are used in technical, connotative, or figurative texts.	explain the purposes of different types of texts and distinguish what kinds of words or phrases are used in each type.
analyze how specific word choices shape meaning or tone.	identify and explain why certain words are used and how different words alter the feelings readers experience from texts.
analyze the parts or structures of a text.	identify the names and purposes of each different structure within a text.
explain the relationships between parts or structures within a text.	explain how sentences, paragraphs, and larger portions of texts relate to one another and the whole text.
figure out how point of view shapes the content and style of a text.	explain how different perspectives could change the meaning of a text.
figure out how purpose changes the content and style of a text.	explain how different purposes could alter the meaning of a text.

Integration of Knowledge and Ideas

This category stresses the importance of being able to understand the main idea of texts and analyze details presented in various formats. Students should then be able to draw conclusions based on the text, interpret the purpose and structure of texts, and apply the meaning across other texts and knowledge. In general, students should compare and contrast texts and ultimately increase comprehensibility of more complex texts. Specifically, this category requires students to be able to do the following things.

	To show how they know this, students
--	---

Students should be able to ...	must ...
evaluate content presented in various formats (e.g., in writing, visually, via media, and numerically).	describe what they understand about the content through various formats.
integrate or put together cross-curricular content that is presented in different formats.	explain how ideas presented in various formats are related to one another.
outline what the argument is in a text.	identify specific claims in a text that include how valid the reasoning is in the argument, how relevant the reasoning is to the argument, and whether there is enough evidence to support the argument.
analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.	identify themes of multiple texts and then describe similarities and differences between the texts.
compare the approaches different authors take.	identify the approaches different authors take and then describe similarities and differences between them.

Making It Meaningful

The section has been included to make this book's test practice more meaningful. The purpose of this section is to provide sample guiding questions framed around a specific practice exercise. This will serve as a meaningful and real-life application of the test practice. Each of the guiding questions serves as a thinking prompt to ensure that the three categories of the reading standards have been considered. The guiding questions may be used with students as a teacher-led think aloud or to individually assess how students are approaching and understanding complex texts. The framework used in this model serves as a template for how to approach other fiction and nonfiction texts. The template supports educators in preparing students for today's tests and helps make meaning of the reading standards to ultimately ensure that the learning becomes more meaningful for all students.

Begin with the Craft and Structure reading standards in mind by asking students these questions:

What type of text is this?

What is the purpose of this type of text?

Identify what text structures are used in this text and why.

What is the relationship among certain vocabulary words?

How do the words shape the tone?

Name: _____ Date: _____

Before He Changed the World

Directions: Read this text and respond to the questions on pages 14–16.

- 1 You know Martin Luther King Jr. as the leader of the civil rights movement in the United States. You may have heard at least part of his famous "I Have a Dream" speech. But before Martin Luther King Jr. was a great leader, he was a little boy. He went to school. He played games and played jokes on people.
- 2 This picture of King's childhood is in a book. It was written by his big sister, Christine King Farris. The book, *My Brother Martin*, shows that Martin Luther King Jr. was in many ways a typical kid.
- 3 Christine and Martin had a little brother named Alfred. They grew up in Atlanta, Georgia. Their father, Martin Luther King Sr., was a minister. Their mother, Alberta, was a musician. The kids liked to play board games and checkers. They also liked to play pranks. Once they fooled their neighbors into thinking their grandmother's fur piece was a wild animal.

A Segregated South

- 4 There was lots of love in the King home. But the world outside was often cruel. Their parents tried to shield the children from the unfair laws that kept black and white people apart. The Kings hardly ever took the kids to the movies. They didn't like how African Americans had to use a separate entrance to the theater. They could only sit in the balcony.
- 5 When they were young, the white children in the neighborhood played with the King children. Then one day, when Martin was 7, the white kids said they could no longer play together. Martin told his mother, "One day I'm going to turn this world upside down!"
- 6 Martin was very smart. He skipped grades 3 and 12. He went to college when he was just 15. By the time he was 25, he was a pastor of a church in Montgomery, Alabama. A year later he became a leader of the Montgomery bus boycott in 1955. African Americans in Montgomery refused to ride the buses as long as they had to sit in the back. It was the first of many protests Martin would lead. Before he was done, he did turn the world upside down.



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Then, with the Key Ideas and Details reading standards in mind, coach students to do the following:

Underline the key details you have noticed so far.

Write a summary sentence with these details as support.

List or create a timeline of important events in the character's story.

Finally, check for understanding with the Integration of Knowledge and Ideas reading standards in mind by asking students to do the following:

Make connections across other content areas.

Explain how varied ideas relate to one another.

When questions refer to specific sentences, guide the students in the following way:

“This question references a specific sentence in the text. Go back and **highlight** or **underline** this sentence. Then, reread the text around that sentence to find the answer the question.”

Before He Changed the World (cont.)

Directions: Fill in the bubble of each correct answer choice.

1. What is the purpose of the last sentence of the article?
 Ⓐ to explain how intelligent Martin was
 Ⓑ to show that Martin made a difference in the lives of many people
 Ⓒ to describe Martin's early life with his family
 Ⓓ to prove that Martin's beliefs were correct
2. What detail from the article helps to support the answer to number 1?
 Ⓐ "The book, *My Brother Martin*, shows that Martin Luther King Jr. was in many ways a typical kid."
 Ⓑ "Once they fooled their neighbors into thinking their grandmother's fur piece was a wild animal."
 Ⓒ "When they were young, the white children in the neighborhood played with the King children."
 Ⓓ "It was the first of many protests Martin would lead."
3. According to Christine King Farris's book, *My Brother Martin*, which statement about King is true?
 Ⓐ Martin was a regular kid.
 Ⓑ Martin was a shy child.
 Ⓒ Martin did things differently than others.
 Ⓓ Martin had few interests as a young boy.

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For all questions, students should do the following:

“Ask yourself what the directions are asking you to do? Do you need to analyze, infer, evaluate, formulate, describe, support, explain, summarize, compare, contrast, predict, fill in, complete, etc.?”

When students are asked vocabulary questions, help them in the following way:

“Find the specific vocabulary word in the text and circle it. Use the other words around it to figure out its meaning using context clues.”

Before He Changed the World (cont.)

Directions: Fill in the bubble of each correct answer choice.

4. As used in paragraph 4, what does the word *shield* mean?
 Ⓐ a piece of metal to protect
 Ⓑ to defend from enemies
 Ⓒ to protect someone or something
 Ⓓ a badge of honor
5. What is this article mainly about?
 Ⓐ Martin's accomplishments as a civil rights leader.
 Ⓑ Martin's famous "I Have a Dream" speech.
 Ⓒ Martin's sister and her book about him.
 Ⓓ Martin's life before he became famous.
6. How does the illustration support the text?
 Ⓐ It shows what life was like in Atlanta, Georgia.
 Ⓑ It shows how people respect Martin.
 Ⓒ It provides a glimpse of Martin as a boy.
 Ⓓ It explains Martin's reasons for his actions.

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Sometimes, students will be asked questions about graphics or captions.

“Illustrations, pictures, graphics, and captions are types of text structures. What is the purpose of the specific text structure in this text?”

When students have to use the text to defend their answers, guide them in the following way:

“Find the specific quoted statement in the text. Underline other specific details that support this statement and your response to the prompt.”

Before He Changed the World (cont.)

Directions: Answer the questions.

7. Why does Martin make the statement, “One day I’m going to turn this world upside down”? Provide evidence from the text in your response.

8. Use the text to complete the timeline with events from Martin Luther King Jr.’s life.

7 years old _____

15 years old _____

25 years old _____

26 years old _____

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If students need to complete graphic organizers, use guiding questions to help them determine how the text can help them respond.

“What is the purpose of a timeline? Find and write details about the character’s life to complete the timeline.”

Testing Tips

Reading
READ more reading tests with students!

How Do I Help Prepare for Today's Tests?

Mathematics
Help students EXPLAIN what they know and CONNECT mathematics to the real world!

Testing Tips (cont.)

Read the Directions		Highlight, underline, or circle the details in the questions. This helps FOCUS on what the question is asking.
Be Slow and Precise		Predict what the answer is BEFORE you read the choices!
Eliminate the Trash!		Read ALL the answer choices. Then "trash" the choices that you know are incorrect.
Plug It In! (Plug it in!)		Once you choose an answer, PLUG IT IN! Make sure your answer makes sense, especially with vocabulary and math.
Be Smart with Charts! Can the Map?		Charts and maps provide information that you can use to answer some questions. Analyze ALL information before answering a question!
Search Global Field (It About It)		If the directions say read... READ the globe starting to signal words in the directions, such as before, interpret, and compare.
If You Struggle, You Might Lose!		Do not be sure questions unanswered. An unanswered question means you are not getting correct answers!
Check It Out!		After you complete the test, go back and check your work!

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To support students in preparing for today’s tests, send home the Testing Tips flyers on pages 105–106. There is one page intended to guide parents in how to prepare their children and a second page to help students understand ways they can be more successful while taking tests.

Name: _____ Date: _____

Before He Changed the World

Directions: Read this text and respond to the questions on pages 14–16.

- 1 You know Martin Luther King Jr. as the leader of the Civil Rights Movement in the United States. You may have heard part of his famous “I Have a Dream” speech. But before Martin Luther King Jr. was a great leader, he was a little boy. He played games and played jokes on people.
- 2 This picture of King’s childhood is in a book. It was written by his big sister, Christine King Farris. The book, *My Brother Martin*, shows that Martin Luther King Jr. was in many ways a typical kid.
- 3 Christine and Martin had a little brother named Alfred. They grew up in Atlanta, Georgia. Their father, Martin Luther King Sr., was a minister. Their mother, Alberta, was a musician. The kids liked to play board games and checkers. They also liked to play pranks. Once they fooled their neighbors into thinking their grandmother’s fur piece was a wild animal.



Chris Soentpiet, from *My Brother Martin*, By Christine King Farris, Simon & Schuster

A Segregated South

- 4 There was lots of love in the King home. But the world outside was often cruel. Their parents tried to shield the children from the unfair laws that kept black and white people apart. The Kings hardly ever took the kids to the movies. They didn't like how African Americans had to use a separate entrance to the theater. They could only sit in the balcony.
- 5 When they were young, the white children in the neighborhood played with the King children. Then one day, when Martin was 7, the white kids said they could no longer play together. Martin told his mother, "One day I'm going to turn this world upside down!"
- 6 Martin was very smart. He skipped grades 3 and 12. He went to college when he was just 15. By the time he was 25, he was a pastor of a church in Montgomery, Alabama. A year later he became a leader of the Montgomery Bus Boycott in 1955. African Americans in Montgomery refused to ride the buses as long as they had to sit in the back. It was the first of many protests Martin would lead. Before he was done, he did turn the world upside down.

Directions: Fill in the bubble of each correct answer choice.

1. What is the purpose of the last sentence of the article?

- A to explain how intelligent Martin was
- B to show that Martin made a difference in the lives of many people
- C to describe Martin's early life with his family
- D to prove that Martin's beliefs were not correct

2. What detail from the article helps to support the answer to number 1?

- E "The book, *My Brother Martin*, shows that Martin Luther King Jr. was in many ways a typical kid."
- F "Once they fooled their neighbors into thinking their grandmother's fur piece was a wild animal."
- G "When they were young, the white children in the neighborhood played with the King children."
- H "It was the first of many protests Martin would lead."

3. According to Christine King Farris's book, *My Brother Martin*, which statement about King is true?

- A Martin was a regular kid.
- B Martin was a shy child.

- C Martin grew up exactly like children today.
- D Martin had few interests as a young boy.

4. As used in paragraph 4, what does the word *shield* mean?

- A a piece of metal to protect
- B to defend from enemies
- C to protect someone or something
- D a badge of honor

5. What is this article mainly about?

- A Martin’s accomplishments as a civil rights leader.
- B Martin’s famous “I Have a Dream” speech.
- C Martin’s sister and her book about him.
- D Martin’s life before he became famous.

6. How does the illustration support the text?

- A It shows what life was like in Atlanta, Georgia.
- B It shows how people respect Martin.
- C It provides a glimpse of Martin as a boy.
- D It explains Martin’s reasons for his actions.

Directions: Answer the questions.

7. Why does Martin make the statement, “One day I’m going to turn this world upside down”? Provide evidence from the text in your response.

8. Use the text to complete the timeline with events from Martin Luther King Jr.’s life.

7 years old

15 years old

25 years old

26 years old

Name: _____ Date: _____

Little Bugs, Big Stink

Directions: Read this text and respond to the questions on pages 18–20.



- 1 The brown marmorated stinkbug deserves its name. When squashed or bothered, this bug gives off a strong odor. It smells like a skunk! Stinkbugs first appeared in the United States about 15 years ago. Now the insect has spread to at least 40 states. Experts say the stinkbug population is still growing.
- 2 Scientists aren't sure why stinkbugs are spreading. Mike Raupp is an entomologist. He is a scientist who studies insects. He works at the University of Maryland. He says there was an especially high number of stinkbugs in 2013. "Nobody really knows why there were so many that year," he told TIME For Kids.
- 3 Stinkbugs don't like the cold. When fall brings cooler weather, they seek warmth. Then the bugs invade people's homes. Fortunately, the insects don't sting, bite, or carry diseases. But when stepped on or sucked into a vacuum cleaner, they give off a bad smell.
- 4 Stinkbugs cause trouble in the environment. They eat fruit and vegetable crops. They have caused millions of dollars in crop losses for American farmers. The United States government is looking for ways to get rid of them. One idea is to make a chemical that attracts the stinkbugs. The chemical would be put into traps.

The insects would enter the traps and not be able to get out.

- 5 Another idea is to use the stinkbug's natural enemies. Scientists are studying a wasp from Asia. They think it might help to control stinkbugs. American farmers hope scientists solve this stinky problem soon!

Directions: Fill in the bubble of each correct answer choice.

1. Which word in the second paragraph can be a synonym for *entomologist*?

- (A) insect
- (B) number
- (C) year
- (D) scientist

2. Based on the clues in the text, what month of the year would you be most likely to find a stinkbug in your house?

- (A) April
- (B) June
- (C) August
- (D) October

3. Why does the author use the word *invade* when describing stinkbugs in the home?

- (A) The stinkbugs are like aliens from another planet.
- (B) The stinkbugs are unwelcome guests.
- (C) The stinkbugs eat food from people's homes.
- (D) The stinkbugs threaten humans' health.

4. Which statement is true?

- (A) America's farmers are not worried about the stinkbugs.
- (B) Stinkbugs sting, bite, and carry diseases.
- (C) Scientists are not sure why the stinkbug population is increasing.
- (D) Stinkbugs are only found in a few states.

5. What detail from the text helps support the answer to number 4?

- (E) "Nobody really knows why there were so many that year."
- (F) "The brown marmorated stinkbug deserves its name."
- (G) "Now the insect has spread to at least 40 states."

H “When squashed or bothered, this bug gives off a strong odor.”

6. What sentence from the text shows the author’s opinion?

A “Stinkbugs cause trouble in the environment.”

B “They eat fruit and vegetable crops.”

C “The United States government is looking for ways to get rid of them.”

D “Scientists are studying a wasp from Asia.”

7. Describe the ways in which the United States government hopes to control the stinkbug population. Include at least two details from the text.

8. Write two quotations from the article that support the idea in the circle.

**U.S. farmers
dislike stinkbugs**

Name: _____ Date: _____

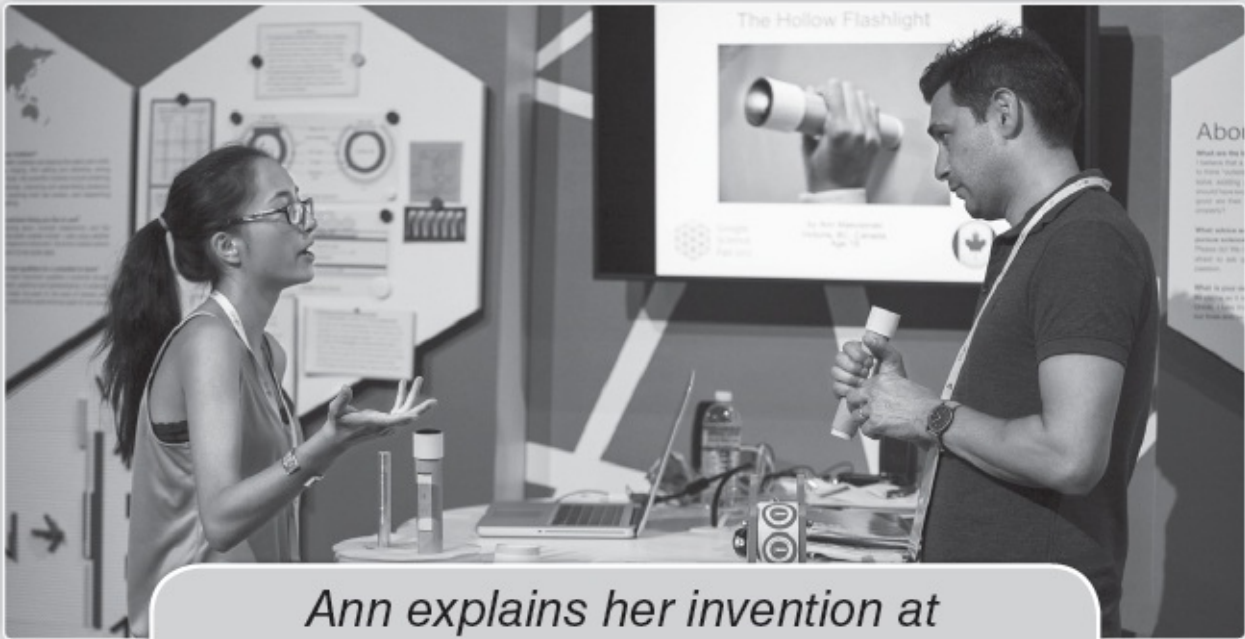
Lighting the Way

Directions: Read this text and respond to the questions on pages 22–24.

- 1 Ann Makosinski is a smart young woman—and she has an award to prove it! The teenager from British Columbia, Canada, invented a flashlight that works without batteries. Ann entered her invention in the 2013 Google Science Fair. It won the top prize for her age group. “This experience was life-changing,” Ann told TIME For Kids. “I feel so inspired.”

A Simple Solution

- 2 Inventors often create things to solve problems. That’s the case with Ann. Her bright idea was sparked by a desire to help friends living in the Philippines. Their families could not afford electricity. This meant that they had no lights to study by at night. The kids had trouble doing their homework. Ann wanted to solve this dilemma. “People radiate so much energy,” Ann says. “Why not capture and use some of it?”
- 3 Here’s how her invention works. The flashlight has a hollow aluminum tube in its center. The flashlight’s handle has tiles on it. The tiles draw heat from your hand and also from the surrounding air. The heat makes energy. It powers the flashlight’s bulbs.
- 4 There is still work to be done on these “hollow flashlights.” Ann would like them to become available to people who live in poor countries. She also wants to put the finishing touches on her flashlight’s design.
- 5 What’s next for Ann? The busy teen is working on another project. It is hands-free headlamps for kids. “So many people face problems with something we take for granted,” Ann says. “I want to provide a solution.”



Ann explains her invention at the Google Science Fair.

Directions: Fill in the bubble of each correct answer choice.

1. What is Ann's reason for creating her flashlight?
 - (A) She is interested in winning a science fair.
 - (B) She knows that her invention could make her a lot of money.
 - (C) She wants to help people in places that lack electricity.
 - (D) She wants to solve a problem she has while reading at night.
2. Which two questions might the man in the photograph ask Ann?
 - (A) What inspired this idea?
 - (B) Where do the batteries go in your flashlight?
 - (C) Can you tell me about the feet lamps you are working on?
 - (D) How does it feel to compete in the science fair?
3. Which sentence from the article helps the reader to understand the meaning of the word *radiate*?
 - (A) "The flashlight's handle has tiles on it."
 - (B) "The tiles draw heat from your hand and also from the surrounding air."
 - (C) "The heat makes energy."
 - (D) "It powers the flashlight's bulbs."
4. Read these sentences from paragraph 1: "This experience was life-changing," Ann

told TIME For Kids. ‘I feel so inspired.’” These sentences help predict why Ann might ...

- A be satisfied with winning the contest.
- B want to take some time off from working.
- C show off her award to her classmates.
- D continue creating inventions.

5. Which details support Ann’s statements from number 4? There is more than one correct choice.

- E She wants to finish the flashlight’s design.
- F She is a very intelligent girl.
- G She hopes her flashlight will help people in poor countries.
- H She is working on a hands-free headlamp for kids.

6. This article is mainly about a young woman who ...

- A hopes to win top prize at the Google Science Fair.
- B wants to create as many inventions as possible.
- C creates a solution to a problem in another part of the world.
- D explains how her flashlight operates without batteries.

Directions: Answer the questions.

7. Number the events from the passage in order.

- _____ Ann enters the flashlight in the 2013 Google Science Fair.
- _____ Poor families do not have enough money to pay for electricity.
- _____ Ann decides to create a flashlight that does not need batteries.
- _____ Students have a difficult time completing their homework.

8. At the end of the article, Ann says, “So many people face problems with something we take for granted. I want to provide a solution.” Explain what you think she means by this statement.

Name: _____ Date: _____

Hoop Dreams

Directions: Read this text and respond to the questions on pages 26–28.

- 1 Dancer R.J. Lopez carries on an American Indian tradition. R.J. loves to perform. The first grader from Arizona is a hoop dancer. He won first place for his age group at the 2013 World Championship Hoop Dance Contest, in Phoenix, Arizona. “My favorite part is showing everybody my cool moves,” he told TIME For Kids. But R.J. doesn’t dance just to show off. He enjoys taking part in an important American Indian tradition.

What Is Hoop Dancing?

- 2 Hoop dancing is a big part of some American Indian cultures. People move to the sound of drums and chants. They use the hoops to make designs and shapes that tell stories.
- 3 R.J.’s winning dance began with five hoops. He picked up more hoops, one at a time. He spun them with his arms and jumped through the hoops. He put the hoops together to make shapes.
- 4 By the end of the dance, R.J. had four hoops on each arm and five hoops on his legs and around his body. People clapped when he held hoops together to look like an eagle’s wings. “Keeping all of them on at the same time is hard,” R.J. said.
- 5 Some people take classes to learn how to dance. Not R.J. He learned by copying his uncles. “We dance as a family,” says R.J.’s mom, Christy. “We do it for fun.”
- 6 R.J.’s dad, Rito, says dance has a serious side, too. “We always teach our children that when they dance, they dance for the elders and for those who are no longer able to dance, to give them strength and joy,” he says. R.J. is doing his part to keep the tradition alive.



Apphia Shirley—Heard Museum

R.J. Lopez dances at a festival in Arizona. He makes shapes with the hoops.

Directions: Fill in the bubble of each correct answer choice.

1. Why does R.J. Lopez perform his dance?

- Ⓐ to show off in front of others
- Ⓑ to win contests and money
- Ⓒ to keep a tradition going
- Ⓓ to set world records

2. The photograph and caption best support what idea from the selection?

- Ⓐ R.J. is practicing to perform in front of others.
- Ⓑ R.J. is putting on a show for an audience.
- Ⓒ R.J. is about to set a world record for his dance.
- Ⓓ R.J. is getting ready to begin his dance for an audience.

3. Read this sentence from paragraph 1: “My favorite part is showing everybody my

cool moves.” What does this tell us about R.J.?

- A He is strong.
- B He is responsible.
- C He is selfish.
- D He is confident.

4. What sentence from the text suggests that R.J. is very talented?

- A “Some people take classes to learn how to dance.”
- B “R.J.’s dad, Rito, says dance has a serious side, too.”
- C “He enjoys taking part in an important American Indian tradition.”
- D “People clapped when he held hoops together to look like an eagle’s wings.”

5. Based on clues from the article, which example would best display R.J.’s hoop talents?

- E spinning two hoops on his arm
- F keeping a hoop in the air for five seconds
- G telling a story about turtles using hoops
- H rotating a hoop around his neck while chanting

6. Why did the author include the last paragraph in the article?

- A to show that the traditions of the family are important
- B to explain how hard R.J. works to improve
- C to prove to the reader that hoop dancing is exciting
- D to encourage others to perform hoop dancing

Directions: Answer the questions.

7. How does R.J. perform his winning dance? Include at least four details from the text in the chart below.

First

Then

Finally

Next

8. What detail do you learn about R.J. from reading the fifth paragraph?

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