

TABLE OF CONTENTS

UNIT I: READING

About Unit I: Reading	2
Unit I: SUMMARY OF READING KEYS	3-4
Summary of TEST TAKING SKILLS (Objective Questions)	5

Information: Social Studies

My Librarian Is a Camel by Margriet Ruurs

Keys to Comprehension: Setting	7
My Librarian is a Camel	8-9
Objective Questions: Critical Thinking	10-12

Information: Science

Spying on Snails by Ilil Arbel

Keys to Comprehension: Context Clues	13
Spying on Snails	14-15
Objective Questions: Critical Thinking	16-18

Fiction: Poetry

Leaving the Library by Audrey B. Baird

Keys to Comprehension: Free Verse	19
Leaving the Library	20
Objective Questions: Critical Thinking	21-22

Information: Science

Amber and the Giant Pumpkin by Jeanie Harris

Keys to Comprehension: Sequence	23
Amber and the Giant Pumpkin	24-25
Objective Questions: Critical Thinking	26-28

Information: Correspondence

A Letter to Lincoln by Grace Bedell

Keys to Comprehension: Opinion Article	29
A Letter to Lincoln	30-31
Objective Questions: Critical Thinking	32-34

Information: Science

Ground That Gives Way: The Quicksand Story by Richard Kirk

Keys to Comprehension: Theme	35
Ground That Gives Way: The Quicksand Story	36-37
Objective Questions: Critical Thinking	38-40



Fiction: Story

A Once-in-a-Lifetime Experience by Sandra Beswetherick

Keys to Comprehension: Problem–Solution	41
A Once-in-a-Lifetime Experience.....	42-43
Objective Questions: Critical Thinking	44-46

Information: Social Studies

Hope and Tears: Ellis Island Voices by Gwennyth Swain

Keys to Comprehension: Point of View	47
Hope and Tears: Ellis Island Voices.....	48-50
Objective Questions: Critical Thinking	51-52

Information: Biography

Sacajawea Leads the Way

Keys to Comprehension: Character	53
Sacajawea Leads the Way.....	54-55
Objective Questions: Critical Thinking	56-58

UNIT II: WRITING

About Unit II: Writing	60
-------------------------------------	----

The Short Constructed-Response Question (Short C-R)

How to Answer the Short C-R Question.....	61
Tips for the Short C-R Question	62

Information: Science

The Ridley Watch	63-64
Short C-R Questions.....	65-66

The Extended Constructed-Response Question (Extended C-R)

How to Answer the Extended C-R Question.....	67
Tip for the Extended C-R Question	68

Fiction: A Korean Tale

The Ungrateful Tiger by Oban.....	69-70
Short C-R Questions	71-72
Prewriting: Graphic Organizer	73
Extended C-R Question / Essay Draft	74-75
Sharpen Your Writing Skills: How to Use Pronouns	76
Revise and Edit Charts for <i>The Ungrateful Tiger</i>	77





Information: Social Studies

Stacey Visits an Offshore Oil Rig	78-79
Short C-R Questions.....	80-81
Prewriting: Graphic Organizer	82
Extended C-R Question / Essay Draft.....	83-84
Sharpen Your Writing Skills: Using Adjectives and Adverbs	85
Revise and Edit Charts for <i>Stacey Visits an Offshore Oil Rig</i>	86

Paired Stories

Working with Paired Stories.....	87
----------------------------------	----

Fiction and Information: Compare and Contrast

Poetry: Different and Differences by Jane Yolen & Heidi E. Y. Stemple	88-89
An Interview: A Talk with Jane Yolen	90-91
Short C-R Questions.....	92-93
Prewriting: Graphic Organizer	94
Extended C-R Question / Essay Draft.....	95-96
Sharpen Your Writing Skills: Using Synonyms	97
Revise and Edit Charts for <i>Different and Differences</i> and <i>A Talk with Jane Yolen</i>	98

Information and Fiction: Compare and Contrast

A Science Article: A Tale of Tails by Charles Fergus.....	99-100
A French Fable: How the Bear Lost Its Tail	101-102
Short C-R Questions.....	103-104
Prewriting: Graphic Organizer	105
Extended C-R Question / Essay Draft.....	106-107
Sharpen Your Writing Skills: Sentence Variety	108
Revise and Edit Charts for <i>A Tale of Tails</i> and <i>How the Bear Lost Its Tail</i>	109

Information: Compare and Contrast

A Science Article: Jane Goodall and Her Work with Chimpanzees by Kevin Carr.....	110-111
A Science Article: Ham the Astrochimp by Richard Hilliard.....	112-113
Short C-R Questions.....	114-115
Prewriting: Graphic Organizer.....	116
Extended C-R Question / Essay Draft.....	117-118
Sharpen Your Writing Skills: Tense	119
Revise and Edit Charts for <i>Jane Goodall</i> and <i>Ham the Astrochimp</i>	120



UNIT III: TEST

About The Test – Part 1: Reading.....122

Fiction: Story

In the Shadow of an Eagle by Sally Gwin 123-125

Objective Questions: Critical Thinking 126-127

Information: Recipe

Special K Bars: An American Treat.....128

Objective Questions: Critical Thinking 129-130

Information: Social Studies

The Boston Tea Party 131-132

Objective Questions: Critical Thinking 133-135

About the Test - Part 2: Writing.....137

Information: Social Studies

Panda: A Guide Horse for Ann by Rosanna Hansen 138-140

Short C-R Questions 141-142

Prewriting: Graphic Organizer 143

Extended C-R Question / Essay Draft 144-145

Fiction and Information: Compare and Contrast

Poetry: The Bat by Theodore Roethke146

A Science Article: Bats: Mysterious Creatures of the Night 147-148

Short C-R Questions 149-150

Prewriting: Graphic Organizer 151

Extended C-R Question / Essay Draft 152-153



Keys to Comprehension

SETTING

The **Setting** of a story or article tells you where and when it happens. It has a big effect on the characters, and the mood of a story.

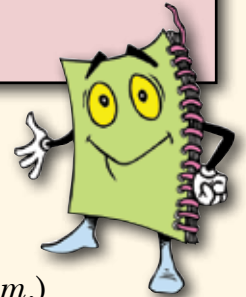
When reading a story, ask yourself:

1. **Where** is this happening? It could be in a real place, or in fantasyland.
(This affects how the characters react to events.)
2. **When** does it take place?
(The time period of the story decides how people talk, dress, and act.)
3. **How** does the setting affect the **mood** of the story or article?
(A story in a haunted house takes on a scary mood. A story at Disneyland gives it a happy mood.)

Read the paragraph below:

Running Deer was scared when he saw the smoke signals. He wanted to hide, but he ran to warn the village. The hot sand burned his feet. The broiling sun beat down, almost blinding him. The enemy warriors with bows and arrows were creeping silently behind the desert rocks.

What does the setting for this paragraph tell us?



The character:

(He is brave. The desert is the setting and it is trying to stop him.)

The time period in which the events happen:

(It happened some time in the past.)

Effect on the mood:

(It adds excitement and suspense.)

As You Read, notice what the setting tells you:

- about the character
- about the time and place
- about the mood

Ask Yourself:

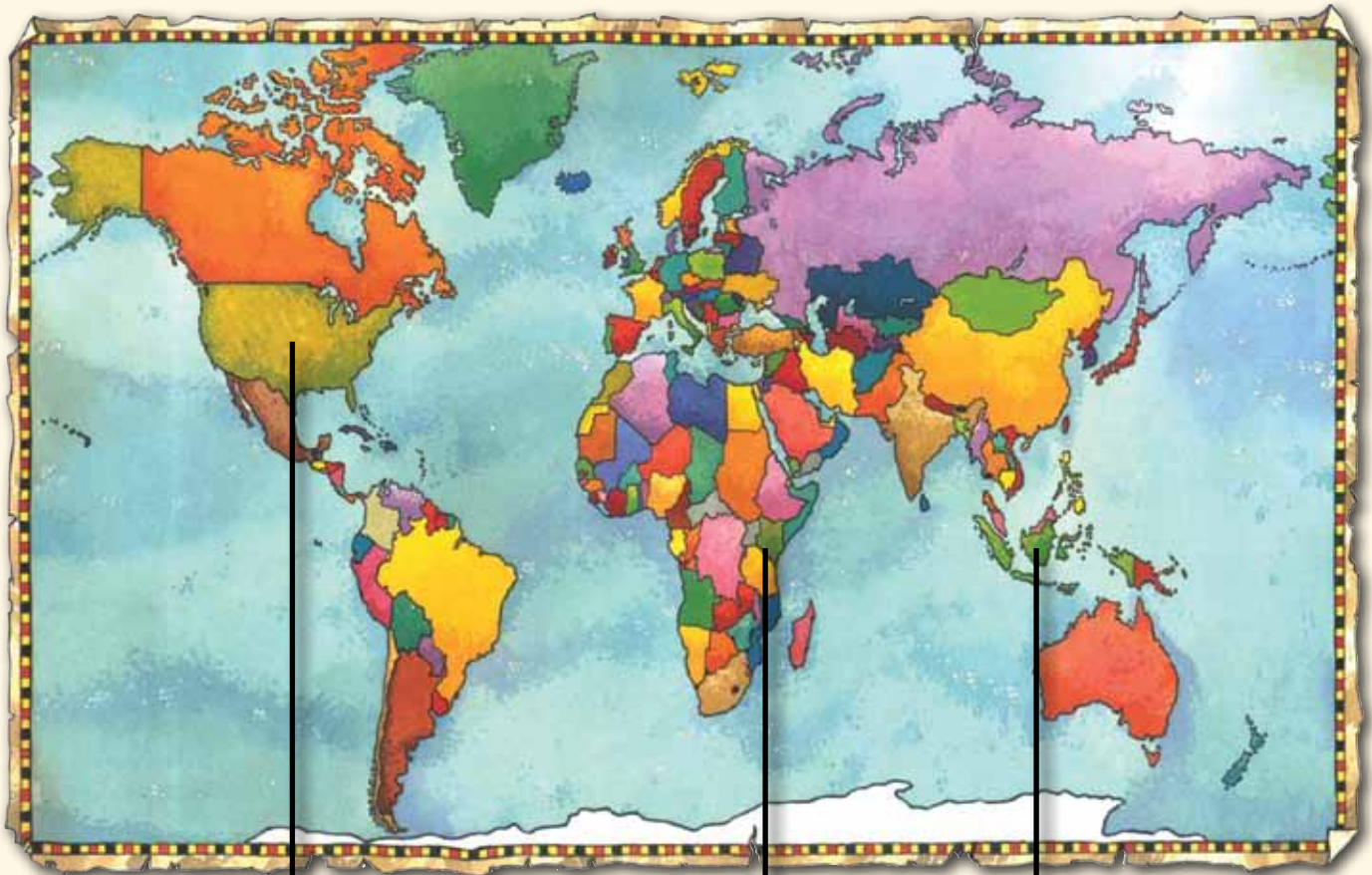
Map: What does this tell me about the settings?

Introduction: Who wrote this introduction? Why?

Headings: Why are the headings necessary? How do they help?

My Librarian Is a Camel

by Margriet Ruurs



United States

Kenya

Indonesia

INTRODUCTION

1

Several years ago, I read a newspaper article about a camel in Kenya. It was used to bring books to young people who lived in remote desert villages. I wondered how else books might be brought to children in other parts of the world. My research turned up all sorts of “mobile libraries”. They are libraries that move on legs, on wheels, and by other means. The librarians and volunteers who bring these books inspired me. I hope they inspire you, too.

The following are two of the “mobile libraries” described in Ms. Ruurs’ book.

INDONESIA

2 Among the many islands of Indonesia, rivers are the main means of transportation. So it is no wonder that some libraries float on rivers.

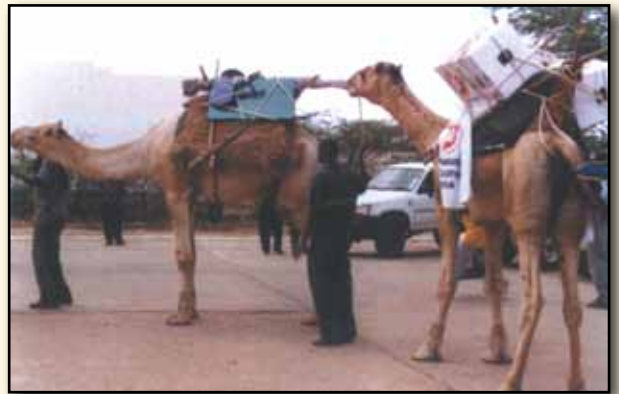
3 The country has seven floating libraries. The Kalimantan Floating Library consists of a wooden boat. It is 8 **meters** long and 3 meters wide. The boat can carry up to five hundred books.

4 When the boat first began bringing books to the villages, it stayed until people finished reading their books. That took too much time. So the librarians decided to leave behind containers filled with books. This allowed them to continue traveling the river, bringing books to other villages. Now the children in the villages along the river come running when the library boat tugs upstream. They are all excited about rummaging through a new box of books to read.

meter = about three feet long

KENYA

5 The roads to Bulla Iftin are impassable because of the desert sand. Even cars with four-wheel drive cannot get through. But young people who live in nomadic villages in the area are hungry for books. So librarians use the most economical means of transportation – camels!



6 Library camels are on the road five days a week. They can carry heavy loads. They need little water in the heat of the desert. One camel may carry as many as five hundred books. The books weigh about four hundred pounds. A driver and a librarian divide the books into two boxes. They saddle them on the camel's back, which is covered with a grass mat for protection. A second camel carries a tent. It serves as the library roof.

7 The students of Bulla Iftin eagerly await the arrival of the camels. When the library caravan finally reaches the village, the children run to watch. The librarian pitches the tent. He displays the books on wooden shelves. The librarian places grass mats on the ground in the shade of an acacia tree. It is a place where children can sit and read. The students can treasure their new books for two weeks. When the library camels return, the children trade their books for the new ones.

Recite:

Describe what makes each of these mobile libraries so unusual.

Tips for Answering the Objective Question

It is important to **look back at the story** for clues to the answers.
It helps to **underline the evidence** for your answer.

Circle the letter next to the correct answer.

- Part A.** What can you tell about the two countries mentioned?
 - They are neighbors.
 - They are on different continents.
 - They both have steep mountains.
 - They are surrounded by water.

- Part B.** I found the evidence by studying:
 - the picture.
 - the map.
 - the Introduction.
 - the section on Indonesia.

- Why did the author decide to study the “mobile libraries”?
 - She had read a newspaper article.
 - She was interested in the kids there.
 - She loved reading.
 - She had seen a TV news report.

- What prevented kids in Indonesia and Kenya from getting books to read?
 - There was no time.
 - They had to work.
 - Travel conditions made it hard.
 - They weren't allowed to.



4. Read this sentence from paragraph 5.

The roads to Bulla Iffin are impassable because of the desert sand.

You can decide that the word “impassable” means:

- a. long and winding.
- b. made of cheap material.
- c. not able to be crossed.
- d. shifting from place to place.

5. From the details in paragraphs 5, 6, and 7, you can tell that the climate of Kenya is:

- a. rainy.
- b. hot.
- c. frigid.
- d. foggy.

6. **Part A.** What makes camels the ideal way to transport the books in one country?

- a. They are unusual, and the kids love them.
- b. They are cheap, and they move fast.
- c. They are strong, and they do well in the desert.
- d. They live in the desert, and they know the way.

6. **Part B.** The paragraph that provides the BEST evidence for this answer is:

- a. the Title.
- b. paragraph 1.
- c. paragraph 5.
- d. paragraph 6.

7. Read this sentence from paragraph 1.

It was used to bring books to young people who lived in remote desert villages.

The word “remote” means about the same as:

- a. large.
- b. faraway.
- c. crowded.
- d. extinct.

8. How is this whole article organized?
- a. It talks about problems, but gives no solutions.
 - b. It tells a story in the order in which it happened.
 - c. It gives you many details, and finally the main idea.
 - d. It starts with an introduction, then gives two examples.



Check:

Did you answer ALL questions? (Remember, do not leave a blank!)