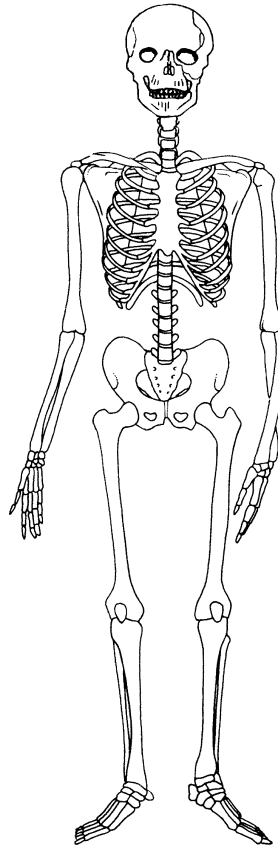


## Bones

- 1 From head to toe  
2 You're a bundle of bones.  
3 Unless, of course, you're a worm,  
4 Or a slug,  
5 Or a germ,  
6 Or a bug who hides in a rug.  
7 You're not shaped like a chicken,  
8 Or a hippo,  
9 Or an ape.  
10 Your skeleton gives you a human shape.  
11 Bones hold you up,  
12 Bones are your frame.  
13 Bones let you stand,  
14 Each bone has a name.  
15 Some bones are round,  
16 And some are little.  
17 Most bones are hard,  
18 But also even brittle.  
19 Some bones are hollow,  
20 All bones can break.  
21 So watch your step,  
22 For goodness' sake!



1 Which line contains two words that rhyme?

- A 3
- B 6
- C 7
- D 10

2 In line 18, the word brittle means —

- F easy to bend
- G soft and white
- H long and strong
- J likely to break

3 Which rhyme scheme is used in lines 19 through 22 of this poem?

- A *abab*
- B *aabb*
- C *abcb*
- D *abca*

4 In this poem, the words “round,” “hollow,” and “little” are words that —

- F describe bones
- G rhyme
- H name bones
- J tell how bones feel

5 You can tell this poem is *not* free verse because it —

- A contains lines that rhyme
- B has both long and short lines
- C is all in one stanza
- D has lines that begin with capital letters

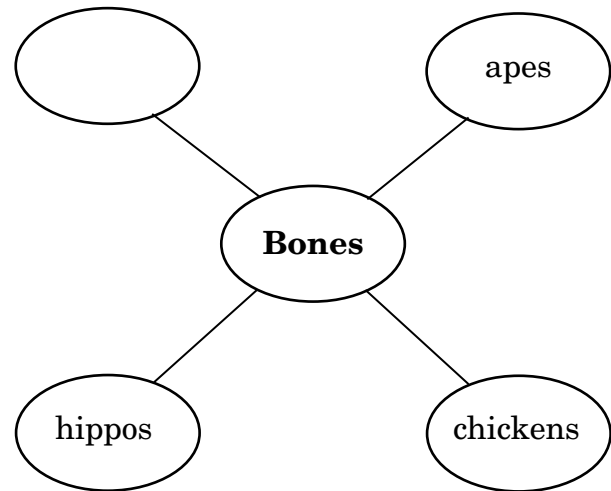
6 This poem both entertains and informs you because it —

- F is humorous but gives factual information
- G persuades you to take care of your bones
- H tells about something that is real
- J is short and easy to read

7 The idea that bones give you a shape can be supported by the fact that they —

- A are round
- B can break
- C have a name
- D are your frame

8 The chart shows an important idea in the poem.



Which word belongs in the empty circle?

- F humans
- G worms
- H slugs
- J germs

9 In which section of the encyclopedia should you look to find information about your bones?

- A B for bundle
- B C for children
- C H for head
- D S for skeleton

## His Truth Is Marching On

Catherine McCafferty

- 1 It was 1965. Dr. Martin Luther King, Jr., had traveled to Selma, Alabama, where black people were not being allowed to vote. Although black people legally could vote, they were often locked out of registration offices or made to take voting tests so hard they were impossible to pass.
- 2 For ten years Dr. King had led the nonviolent battle for civil rights throughout the South. He started a bus boycott in Montgomery, Alabama, to protest the law that forced black people to sit in the backs of buses. And he led nearly 250,000 people in a powerful march on Washington, D.C., for civil rights.
- 3 Now he had come to Selma to ask the people there to march with him for the right to vote. And on a gray January morning he met a small eight-year-old girl named Sheyann Webb.
- 4 “Me and my friend Rachel were playing in front of Brown Church,” explained Sheyann, “and a bunch of cars drove up. Some men got out of the cars, and one asked us, ‘Do you know who that man is?’ and pointed. We said we didn’t know. Then he said, ‘That’s Dr. Martin Luther King, Jr.’”
- 5 Neither Sheyann nor Rachel knew exactly who Dr. King was. “We followed them to the back of the church and one man said, ‘Go on now, we’re about to have a meeting,’” Sheyann remembers. “Then Dr. King immediately turned to him and said, ‘No, let them stay.’”
- 6 When the meeting was over Dr. King asked their names. “Then he said, ‘What do you want?’ and we looked at each other,” Sheyann says. “Then he said, ‘When I ask you what you want, your response should be *freedom*.’ When he left that day he told us, ‘I want to see you when I come back.’”
- 7 Sheyann immediately became involved in the meetings at Brown Church. She and Rachel would sit up front and lead the freedom songs that encouraged people to stand up for their rights. “The song ‘Ain’t Gonna Let Nobody Turn Us ‘Round’ was one of my favorites, because Dr. King always told us that the children had a battle to fight, too,” Sheyann says.
- 8 “I knew my mommy and daddy couldn’t vote because they were black,” Sheyann continues. “But Dr. King opened our eyes even more. He taught me that regardless of color, you had to treat everybody right.”
- 9 The two girls developed a close friendship with Dr. King. “Each time he would come to Brown Church, we would make our way to him,” Sheyann says. “He would talk to us about getting an education. He said we weren’t too poor to do anything we wanted to do.”
- 10 Soon after Dr. King began his work in Selma, a black civil-rights worker named Jimmie Lee Jackson was killed by four white men who opposed voting rights.
- 11 Dr. King immediately planned a march from Selma to Montgomery, Alabama, to protest Jimmie’s death and to meet with Governor George Wallace. On March 7, 1965, Sheyann joined the marchers as they left Selma, but they were stopped at the Edmund Pettus Bridge.
- 12 Police officers on horses, armed with clubs, tear gas, and whips chased the unarmed marchers back into town. “I could hear people’s screams as I ran back across the bridge,” Sheyann says.

- 13 Dr. King wasted no time in organizing a second march, and Sheyann wanted to go. “I was determined to march with Dr. King.”
- 14 The second march was a triumph, and soon after that President Lyndon Johnson signed the Voting Rights Act of 1965, guaranteeing every person the right to register. “Dr. King had a great impact on all the people who followed him,” Sheyann says. “I often took back to my parents what Dr. King always talked about: not being afraid. It took brave soldiers to fight the battle.”
- 15 Just three years later, in 1968, Dr. King was assassinated in Memphis, Tennessee. But the things Sheyann learned from him still affect her today. “Dr. King told us that you have to fight for your rights,” Sheyann says. “You’ve got to keep on keeping on ‘without letting nobody turn you around.’”

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**10 If the author added a sentence at the end of paragraph 5, which of these would fit *best*?**

- F The girls quickly left.
- G The girls quietly found a seat in the church.
- H The man in the church made them leave anyway.
- J The weather was rainy and cold.

**11 Why did the marchers turn back during their first march to Montgomery, Alabama?**

- A The marchers were tired of walking.
- B Dr. King convinced them not to go on.
- C The marchers decided it was not necessary.
- D The police chased them back with weapons.

**12 Which would be an important question to answer in a report about Dr. King?**

- F What was the date of the successful march into Montgomery?
- G What other legislation did President Lyndon Johnson sign while in office?
- H How many people attended Brown Church?
- J Are any groups not allowed to vote today?

**13 Dr. Martin Luther King, Jr. did all of these things in the fight for civil rights *except* —**

- A start a bus boycott in Montgomery
- B lead nearly 250,000 people to our nation’s capital
- C lead a march to protest the killing of Jimmie Lee Jackson
- D try to keep white people from voting

14 Which is the *best* summary of this article?

- F Dr. King and his followers successfully completed a march to Montgomery, Alabama.
- G A young girl learns to fight for her rights as she follows Dr. King's fight for civil rights.
- H A young girl meets Dr. King and continues to go to meetings at Brown Church.
- J Because of the work of Dr. King, President Johnson signs the Voting Rights Act of 1965.

15 In the last paragraph, why did the author put the phrase "without letting nobody turn you around" in quotes?

- A It's an important message from Brown Church.
- B It's a direct quote from Dr. King.
- C It's a phrase similar to the song Sheyann used to sing.
- D It's the title of one of Dr. King's speeches.

16 The author *probably* wrote this article in order to —

- F persuade you to get involved in the civil rights movement
- G show you an important event in history as seen by a young girl
- H teach you about the civil rights movement as seen by Dr. King
- J describe an exciting, but dangerous, event in history

17 Read this sentence from the article.

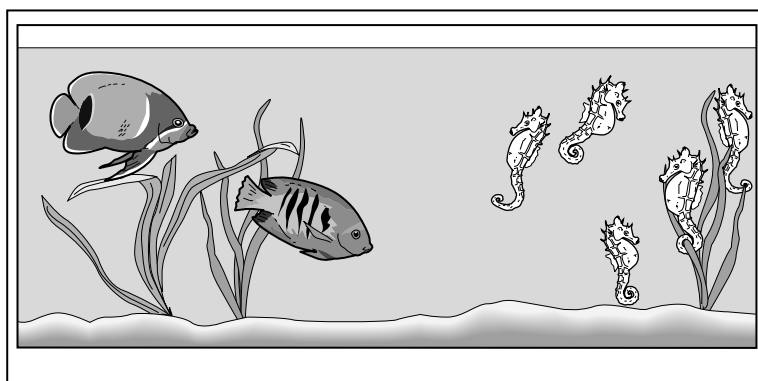
**Police officers on horses, armed with clubs, tear gas, and whips chased the unarmed marchers back into town.**

In which word does un mean the same as it does in unarmed?

- A funny
- B understand
- C unacceptable
- D hundred

## Sea Horses Are Unusual Parents

- 1 Sea horses are a strange-looking kind of fish. They have a horse-shaped head and a curled tail that can grip and hold things. Instead of scales, sea horses are covered by a layer of tough bony plates which act like a suit of armor, protecting them from their enemies.
- 2 Sea horses are unusual in another way. The female sea horses lay the eggs, but unlike other creatures, it's the males that give birth to the young.
- 3 Male sea horses have a fold of skin on their bellies that forms a pocket, much like a kangaroo's pouch, called a brood pouch. During breeding season, the sea horse's pouch swells to receive eggs. A female sea horse lays up to 200 eggs at a time in the pouch. Then she swims off, leaving her male partner to care for the developing eggs and give birth to the young sea horses. The female will return every day to check on her mate and the eggs, but she doesn't stay long nor does she take part in the birth.
- 4 It takes from two to six weeks for the eggs in the male's pouch to develop. During this time the male avoids open water and hides in sea grass. His bulging pouch makes it difficult for him to swim, so the male often uses his tail to grasp a piece of sea grass. Firmly gripping the grass, he will stay perfectly still for hours or even days. The male sea horse will change his color to blend with his surroundings and avoid being seen by predators who will try to eat him or poke holes in his pouch to get the eggs. Sea horses can change from black to purple, to bright yellow, and even to neon orange if necessary.
- 5 The eggs hatch inside the male's pouch. When the babies begin moving around, the male sea horse knows it's time for them to be born. He grabs a sea grass stem with his tail and begins rocking, bending his body back and forth. This causes the opening to enlarge until it is wide enough for the first baby sea horse to shoot out. The father sea horse continues rocking, bending, and stretching his body so that the rest of the babies can be born. Sometimes he has to press his pouch against a rock or some stiff seaweed to force the young out.
- 6 Sea horse babies are born in batches of five or more. Depending on the species, baby sea horses can be a quarter-inch to a half-inch long at birth. Sometimes it takes two days for the father sea horse to give birth to all his young. He is very tired when it's over.
- 7 Soon after giving birth to one brood, the male will approach his mate and show her his empty pouch. This tells her he is ready to receive eggs again. Sea horses like being fathers so much that they will have from 4 to 12 broods of babies during breeding season which lasts at least six months.



18 The author *probably* wrote this article in order to —

- F tell an amusing story about a sea horse
- G persuade people to become scientists
- H describe what sea horses look like
- J explain how sea horses give birth

19 Which fact does the author want you to remember *most*?

- A The male sea horse gives birth to the young.
- B The female sea horse lays up to 200 eggs at a time.
- C Baby sea horses are one-quarter to one-half inch long at birth.
- D The female will return every day to check on the eggs.

20 The author included the first paragraph because it —

- F proves that sea horses are good parents
- G explains why sea horses are important
- H describes the appearance of sea horses
- J gives the author's opinion about sea horses

21 Which question does paragraph 2 answer?

- A What is a kangaroo's pouch called?
- B What part does the female sea horse play in having babies?
- C How much do fully grown horses weigh?
- D How many broods of babies will the male have during breeding season?

22 As it is used in paragraph 4, the word grasp means —

- F take hold of
- G understand
- H show eagerness
- J be able to reach

23 What can the reader tell from the article about giving birth to baby sea horses?

- A It is most dangerous for the female.
- B It happens only once every ten years.
- C It is hard work for the male.
- D It happens only in the deepest part of the ocean.

24 Which would be an important question to answer in a report about the topic of this article?

- F Where can you buy a sea horse to keep as a pet?
- G How long do sea horses live?
- H What are scientists who study sea horses called?
- J Which animals are most like sea horses?

## Dear Felicity, . . . Kindest Regards, Patsy

Monticello  
July 30, 1781

My Dear Friend Felicity,

- 1 At last I am at leisure to write of our adventures since leaving the Governor’s Palace at Williamsburg. I cherish memories of the fun we had playing in the maze there. I wish we could lose the terrible British soldiers in there!
- 2 As you know, we moved inland to Richmond because the British were threatening to attack the Governor’s Palace and the Virginia General Assembly. I had hoped that we would see more of Papa in Richmond, but it was not to be. Being governor meant he had meetings from morn till night with the General Assembly. Always we worried the British would come. A young lieutenant from our own soldiers came often to see that we were safe. Mama, Polly, and I yearned for home.
- 3 Twice we fled from Richmond as the British moved up the James River. Finally, in May, we were able to return to Monticello. Home! When Papa’s term as governor ended in June, we felt sure that life would return to normal. “Now someone else must worry about the British,” Mama said. But how wrong she was!
- 4 Before dawn on June 4th, we were awakened by the sound of thudding hoofbeats. Jack Jouett had ridden through the night to warn us that a troop of British soldiers known as Tarleton’s Raiders were on their way to capture Papa!
- 5 We quickly prepared to flee. Clothing for Polly and myself was thrown into a traveling bag. Polly clutched her dolly, Sarah, and I held fast to my treasure box as Papa hurried us out to a waiting carriage. Mama and I climbed up, and then Papa handed Polly in. “Please come with us,” begged Mama, but Papa said he had to pack his government papers. The British mustn’t be allowed to find them.
- 6 Polly began to cry when the carriage pulled away without Papa. Caring for her took up all my attention for a time. The carriage rocked from side to side, and soon Polly fell asleep. Mama and I talked about what was probably happening back at Monticello. How anxious we would have been if we had known the truth!
- 7 Papa had packed his papers, and then he had watched through his telescope as Tarleton and his band advanced up our mountain. He told us that he became so fascinated with the progress of the British soldiers that he nearly forgot to flee! Two of the servants, Martin and Caesar, were hiding the silver under the trap door in the floor when they heard the British approaching. Martin slammed the trap door shut, and Caesar was trapped there for eighteen hours! He heard the British shouting for Papa. “We want to put silver handcuffs on him,” they yelled. We are so grateful Papa escaped!
- 8 The British soldiers left Monticello when they could not find Papa. Thankfully, they did no damage to our home there. But when they did not find Papa at our house in Elk Hill, the story was not the same. The British soldiers burned barns and crops, stole our animals, and seized our servants.
- 9 Now we are home again, but who knows for how long? Do write and tell me the news of Williamsburg.

Kindest regards,  
Patsy Jefferson



**25 Which question might paragraphs 3 and 4 answer?**

- A Why were the British soldiers called Tarleton's Raiders?
- B How far did Jack Jouett ride?
- C Why did Patsy and her family leave Monticello again?
- D When was Mr. Jefferson elected governor?

**26 When Mama, Patsy, and Polly fled in the carriage, Papa stayed behind because he —**

- F wanted to watch the soldiers through his telescope
- G had to hide the family's silver
- H felt he needed to stay with the family's two servants
- J had to pack some papers to prevent the soldiers from getting them

**27 How would Patsy describe her feelings about the war?**

- A "I am fascinated by all the soldiers."
- B "I am weary of it all."
- C "This fight is no concern of mine."
- D "I truly support the British cause."

**28 What did Patsy think would happen after her father's term as governor ended?**

- F He would be elected to another term.
- G The British would no longer want to capture him.
- H He would become a soldier and fight in the war.
- J The British would invite him to visit England.

**29 The author *probably* wrote this story in order to —**

- A give information about Jefferson's achievements
- B tell an interesting story about a young girl living in the 1770s
- C persuade the readers to read more about the Revolutionary War
- D describe what life was like for Patsy Jefferson during the late 1700s

30 Read this sentence from the story.

Thankfully, they did no damage to our home there.

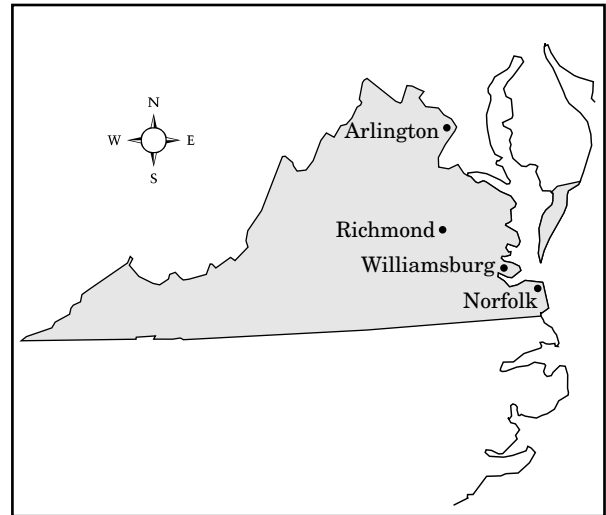
In which word does ly mean the same as it does in thankfully?

- F silly
- G lying
- H quietly
- J bully

31 To find the *most* information about the Revolutionary War, you would look in —

- A a dictionary
- B a thesaurus
- C an atlas
- D an encyclopedia

32 This map shows the state of Virginia, where Patsy and her family lived.



According to Patsy's letter and the map, in which direction did the family travel when they left Williamsburg?

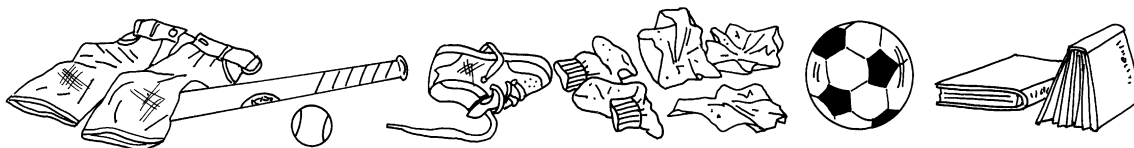
- F Northeast
- G Southwest
- H Northwest
- J Southeast

33 This story would *most* likely be found in a book titled —

- A *Homes of Famous Americans*
- B *In the Children's Own Words*
- C *Historical Sights of Virginia*
- D *Early American Leaders*

## My Brother's Mess

- 1 My brother Tim and I each have our own room. My brother has always been very messy, and I've always been very neat. When I would change into my pajamas, I'd hang my clothes over my chair. Tim would throw his on the floor.
- 2 By Saturday of each week, the floor of Tim's room would be covered with a huge pile of dirty clothes mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework. That's when my mother would come in. She would take one look at his room and say, "Tim, you are not going anywhere until this room is fit for human habitation — no one would want to live here."
- 3 On Saturday afternoons, Tim and I like to play baseball with our friends. Tim always asked me to help him clean so he could get to the park in time for the game, and I'd usually end up helping him. Tim is the best pitcher on our team. If he didn't play, the other team would probably win. Tim would always say thank you, but I'd get a little angry with him. I'd rather be outside on Saturday morning than indoors cleaning his room.
- 4 Two weeks ago my friend Gretchen got a puppy. She invited me over to her house on Saturday morning to see the puppy. I warned Tim to start cleaning early that week, but it didn't help. On Saturday morning, his room was messier than ever. He had been looking for a game at the bottom of his old toy box, and his games and toys were all over the floor. I called Gretchen and said I couldn't come. Gretchen invited me again for the next Saturday.
- 5 On Monday, I made up my mind that I would never again let my brother's disorderly habits interfere with my plans. I went to the supermarket after school and asked for three big cardboard boxes. The grocery manager gave me three boxes that paper towels had come in.
- 6 I took the boxes and a black magic marker to my brother's room. On the first box, I wrote the word "clothes" in huge letters. On the second box I wrote the words "books and games." On the third box I wrote "trash." Then I set them in a row against the wall.
- 7 The boxes took up a lot of space, but not as much space as the mess did. For a couple of days, I looked in on my brother after school. I'd point to any clothes or games on the floor, and say "Throw it in the right box!" He then started to remember to do it on his own.
- 8 When Saturday came, we emptied the clothes from the first box into the laundry hamper. Then we put the books on the bookshelf and the games in the toy box. Finally, we emptied the trash box into the garbage can. Then Tim and I went over and played with Gretchen's puppy until time for the baseball game!



**34 Which words probably describe how the narrator felt towards his brother at the beginning of this story?**

- F Frustrated and angry
- G Scared and nervous
- H Satisfied and proud
- J Confused and overwhelmed

**35 In paragraph 5, the word disorderly means —**

- A organized
- B cruel
- C entertaining
- D sloppy

**36 In paragraph 7, the author uses the word “space” twice. Which of these would help the author find another word to use?**

- F A world atlas
- G A thesaurus
- H An encyclopedia
- J A rhyming dictionary

**37 How did the narrator solve his problem?**

- A He reminded Tim to clean his room.
- B He told his mother, and she made Tim clean his room.
- C He got Gretchen to come over and help.
- D He helped Tim get organized.

**38 If you wanted to know what the narrator wrote on the three boxes, you should —**

- F reread the entire story carefully
- G skim the story
- H read only the first sentence of each paragraph
- J reread the beginning of the story

**39 The author *probably* wrote this story in order to —**

- A tell readers about a personal experience
- B teach readers about baseball
- C convince readers to help their parents
- D describe a frustrating day

40 Which of these could be a subtitle for this story?

- F How to Make Your Mother Happy
- G How to Say Thank You
- H How to Organize a Messy Room
- J How to Play With a Friend's Puppy

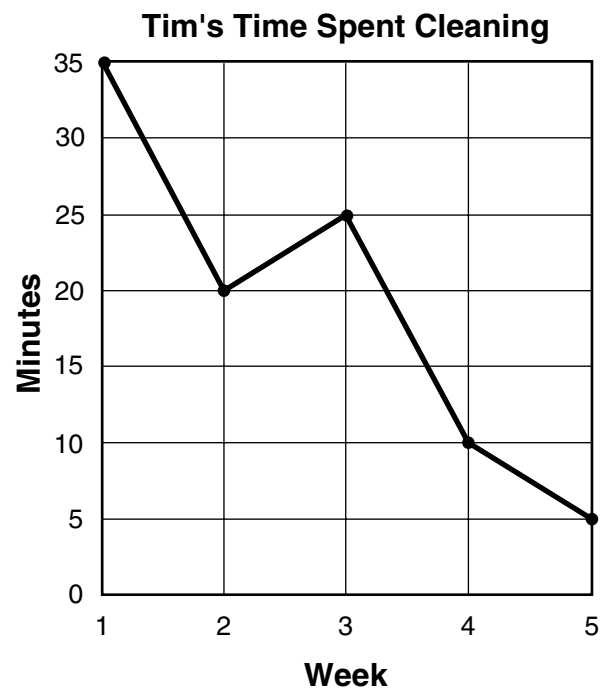
41 Read this sentence from the story.

The grocery manager gave me three boxes that paper towels had come in.

In which word does er mean the same as in manager?

- A consider
- B erase
- C stern
- D giver

42



According to the graph, how many minutes did Tim spend cleaning his room during Week 4?

- F 5
- G 10
- H 15
- J 20



## Answer Key

| <b>Test Sequence</b> | <b>Correct Answer</b> | <b>Reporting Category</b> | <b>Reporting Category Description</b>                        |
|----------------------|-----------------------|---------------------------|--|
| 1                    | B                     | 003                       | Understand elements of literature.                           |
| 2                    | J                     | 001                       | Use word analysis strategies.                                |
| 3                    | C                     | 003                       | Understand elements of literature.                           |
| 4                    | F                     | 003                       | Understand elements of literature.                           |
| 5                    | A                     | 003                       | Understand elements of literature.                           |
| 6                    | F                     | 003                       | Understand elements of literature.                           |
| 7                    | D                     | 002                       | Understand a variety of printed materials/resource materials |
| 8                    | F                     | 002                       | Understand a variety of printed materials/resource materials |
| 9                    | D                     | 002                       | Understand a variety of printed materials/resource materials |
| 10                   | G                     | 002                       | Understand a variety of printed materials/resource materials |
| 11                   | D                     | 002                       | Understand a variety of printed materials/recourse materials |
| 12                   | F                     | 002                       | Understand a variety of printed materials/resource materials |
| 13                   | D                     | 003                       | Understand elements of literature.                           |
| 14                   | G                     | 002                       | Understand a variety of printed materials/resource materials |
| 15                   | C                     | 003                       | Understand elements of literature.                           |
| 16                   | G                     | 003                       | Understand elements of literature.                           |
| 17                   | C                     | 001                       | Use word analysis strategies.                                |
| 18                   | J                     | 003                       | Understand elements of literature.                           |
| 19                   | A                     | 002                       | Understand a variety of printed materials/resource materials |
| 20                   | H                     | 003                       | Understand elements of literature.                           |
| 21                   | B                     | 002                       | Understand a variety of printed materials/resource materials |
| 22                   | F                     | 001                       | Use word analysis strategies.                                |
| 23                   | C                     | 002                       | Understand a variety of printed materials/resource materials |
| 24                   | G                     | 002                       | Understand a variety of printed materials/resource materials |
| 25                   | C                     | 002                       | Understand a variety of printed materials/resource materials |
| 26                   | J                     | 002                       | Understand a variety of printed materials/resource materials |
| 27                   | B                     | 003                       | Understand elements of literature.                           |
| 28                   | G                     | 003                       | Understand elements of literature.                           |
| 29                   | D                     | 003                       | Understand elements of literature.                           |
| 30                   | H                     | 001                       | Use word analysis strategies.                                |
| 31                   | D                     | 002                       | Understand a variety of printed materials/resource materials |
| 32                   | H                     | 002                       | Understand a variety of printed materials/resource materials |
| 33                   | B                     | 002                       | Understand a variety of printed materials/resource materials |
| 34                   | F                     | 003                       | Understand elements of literature.                           |
| 35                   | D                     | 001                       | Use word analysis strategies.                                |
| 36                   | G                     | 002                       | Understand a variety of printed materials/resource materials |
| 37                   | D                     | 003                       | Understand elements of literature.                           |
| 38                   | G                     | 002                       | Understand a variety of printed materials/resource materials |
| 39                   | A                     | 003                       | Understand elements of literature.                           |
| 40                   | H                     | 002                       | Understand a variety of printed materials/resource materials |
| 41                   | D                     | 001                       | Use word analysis strategies.                                |
| 42                   | G                     | 002                       | Understand a variety of printed materials/resource materials |