4th Grade Reading Packet

Directions: Complete at least two Close Reading text/prompt sets each day.

- Try to practice one fiction and one nonfiction text.
- Make sure you are choosing at least one text with a short response prompt.
LeBron James is many things. He is a dad and a husband. He is a famous basketball star, of course. He is also an actor, a restaurant owner, the head of a foundation and the owner of a media company.

Now, one more thing can be added to the list: children's book author.


Books can "teach, inspire and bring people together," the Los Angeles Lakers star said. "That's why these books, and the opportunity to get children and parents reading together, mean so much to me.

Stories Every Kid Can See Themselves In
"Most importantly, we wanted to make sure these stories are ones that every single kid can see themselves in. 'I PROMISE' is powerful in that way," James said. "I can’t wait for people to read it."

"I PROMISE" is based on the LeBron James Family Foundation’s I PROMISE program. The program provides students with the help they need to stay in school.

"I PROMISE" is illustrated by best-selling artist Nina Mata. It encourages children to be the best version of themselves through action. On one page, a child declares, "I promise to use my voice and stand up for what’s right. And when things get tough, to keep up the fight."

Another page reads, "I promise to dream big and love bigger. To be a team player and a winner."

James doesn’t just talk about doing the right thing. He himself is the perfect example.

**Encouraging Students To Be The Best They Can Be**

Suzanne Murphy is the president and publisher of HarperCollins Children’s Books. She praised the good work James does off the court. "The education that he’s providing to the students at the I PROMISE School is remarkable," she said. His new book will encourage students everywhere to be the best they can be.

James has loved reading since he was a kid.

"I used to be like one of the only kids in school who used to read newspapers," James said. "I would read Sports Illustrated all the way through. I would read all the articles. I wouldn’t just look at the photos. And I would rent out books, too, at the library in downtown Akron. I would read basketball encyclopedia books, just trying to learn the history."
Quiz

1. Which sentence from the article helps the reader to understand that LeBron James does much more than play basketball?
   (A) He is also an actor, a restaurant owner, the head of a foundation and the owner of a medical company.
   (B) "Most importantly, we wanted to make sure these stories are ones that every single kid can see themselves in."
   (C) "I PROMISE" is illustrated by best-selling artist Nina Mata.
   (D) Another page reads, "I promise to dream big and love bigger."

2. Read the introduction [paragraphs 1-4].
   Which sentence explains **WHY** LeBron James wanted to publish a children's book?
   (A) Now, one more thing can be added to the list: children's book author.
   (B) James' first children's book, "I PROMISE," will be published on August 11.
   (C) His second book, written for middle-grade students, will be published in the summer of 2021.
   (D) Books can "teach, inspire and bring people together," the Los Angeles Lakers star said.

3. How did LeBron James become involved in the I PROMISE program?
   (A) The program is based in Akron, his hometown.
   (B) The program is part of his LeBron James Family Foundation.
   (C) He heard about the program from one of his Lakers teammates.
   (D) He was in the program when he was a student.

4. WHY is Suzanne Murphy excited about the new "I PROMISE" book?
   (A) It will help teach kids about basketball.
   (B) It will set a good example for kids.
   (C) It will sell a lot of copies.
   (D) It will help the foundation.
Barbie gets more diverse: Mattel unveils dolls with no hair, vitiligo

By USA Today, adapted by NewseLA staff on 02.04.20
Word Count 654
Level 710L

People who have a prosthetic leg or a skin condition now can find a doll that does, too. It is a Barbie doll.

Mattel's Barbie Fashionistas line has new dolls for 2020. They are the company's latest effort to make its dolls reflect more differences among people. They are to look more like the real world.

A doll with a prosthetic limb came out in 2019. The 2020 version will have darker skin. Many people who have lost an arm or leg use prosthetic limbs.

Ken's New Look Is Long Locks

Another new doll has no hair. Even Ken has gotten an updated look. He has long locks instead of short hair.

Lisa McKnight works for Mattel. She said the company wants to show "all the different types of beauty that exist."
Barbie was once criticized by some people. They said the doll showed a narrow idea of what is beautiful.

The brand has made changes over the last five years, however. It has made dolls with different skin tones, hair textures, body sizes and looks. A doll in a wheelchair even has her own ramp.

**Shift Not Just In Toy Businesses**

Barbie's focus on including different kinds of beauty reflects a bigger shift. The shift is affecting more than toy businesses. It is in the worlds of fashion and government as well.

Winnie Harlow is a model who has vitiligo. She has talked about her medical condition. It leads to a loss of skin color. Massachusetts Congressperson Ayanna Pressley said recently that she lost her hair because of the skin condition alopecia.

Many companies have shown people not seen often in ads. Diandra Forrest has albinism. That is a lack of color in the skin and hair that leaves them white. She has been in ads for the makeup company Wet 'n Wild.

**Different Appearances And Abilities**

Mattel is one of several toy companies creating new types of dolls. They reflect people with different appearances and abilities.

Adrienne Appell is a spokesperson for The Toy Association, a trade group. People are asking for the new dolls, she said. She said that dolls were more limited in years past. Now toymakers are "showing what kids are seeing in the real world and representing that in the doll aisle," she said.

American Girl's 2020 "Girl of the Year" doll is named Joss. She is hearing impaired. The line's range of doll accessories includes a wheelchair and diabetes care kit.

Cre8tive Minds is a toy company in New York, New York. It has a collection called "Friends with Diverse Abilities." The collection includes dolls who are visually impaired. Others use a walker or arm braces.

In 2019, over half of all Barbie dolls were diverse. They were like different kinds of people. Some of the ideas for Fashionistas have come from customers.

"Our wheelchair Barbie and our doll with vitiligo" were fan ideas, said McKnight.

**Curvy Black Doll A Top Seller**

Shoppers have welcomed the additions. Barbie's top seller in 2019 was a curvy black doll. Of the 10 top-selling Fashionistas in 2019, seven were diverse. One was the doll that uses a wheelchair.

The new dolls for 2020 will come out in two stages. The new Ken doll and Barbie with vitiligo are on sale now. Then the new doll with a prosthetic leg and the Barbie without hair will start selling
in June.

Having more choices has been good for business. More purchases of diverse dolls have raised Barbie's earnings. The brand reported eight straight times of growth in 2019.

"What we're excited about and proud of is not only is this the right message to send to children," McKnight said, but focusing on diversity is working for business. The brand is doing well, she said.
Quiz

1. Read the section "Curvy Black Doll A Top Seller."
Which selection BEST explains why making more diverse dolls is good for doll companies?
(A) Of the 10 top-selling Fashionistas in 2019, seven were diverse. One was the doll that uses a wheelchair.
(B) The new dolls for 2020 will come out in two stages. The new Ken doll and Barbie with vitiligo are on sale now.
(C) Having more choices has been good for business. More purchase of diverse dolls have raised Barbie's earnings. The brand reported eight straight times of growth in 2019.
(D) "What we're excited about and proud of is not only is this the right message to send to children," McKnight said, but focusing on diversity is working for business.

2. Which selection from the article helps the reader understand that the changes to Barbies reflect wider changes in the world?
(A) Mattel's Barbie Fashionistas line has new dolls for 2020. They are the company's latest effort to make its dolls reflect more differences among people.
(B) The brand has made changes over the last five years, however. It has made dolls with different skin tones, hair textures, body sizes and looks. A doll in a wheelchair even has her own ramp.
(C) Barbie's focus on including different kinds of beauty reflects a bigger shift. The shift is affecting more than toy businesses. It is in the worlds of fashion and government as well.
(D) American Girl's 2020 "Girl of the Year" doll is named Joss. She is hearing impaired. The line's range of doll accessories includes a wheelchair and diabetes care kit.

3. Why does Lisa McKnight feel good about the changes to Barbie dolls?
(A) She has vitiligo, just like one of the new Barbie dolls.
(B) She works for Mattel and thinks they send a good message to kids.
(C) She thought that Mattel should change Barbies a long time ago.
(D) She heard about how many people like the new dolls.

4. What did criticisms about Barbie dolls' lack of diversity cause?
(A) people to buy more Barbie dolls than before
(B) a change in the people who run Mattel
(C) customers to return their Barbie dolls to the store
(D) Mattel to start making more diverse types of Barbies
Florida is known for being warm year-round. However, on January 22, a cold night was expected. Forecasters predicted that temperatures could drop into the 30 and 40 degrees Fahrenheit. It was expected to be the coldest night in two years in Florida.

Freeze warnings were sent out for parts of Florida. Wind chill warnings also were given.

The National Weather Service (NWS) said Miami, Florida, will see "hazardous" cold. Temperatures were expected to be as low as 40 degrees.

The NWS warned residents that iguanas might fall out of trees that night.

"Iguanas are cold-blooded," the NWS office said. Iguanas slow down or stop moving when temperatures drop to 40 degrees. "They may fall from trees, but they are not dead," the NWS said.
Lizards Will Be Fine Once It Warms Up

These lizards are not native to Florida. This means they are an invasive species. An invasive species is a species that is not native to a location but continues to spread. Iguanas are native to Central America, the Caribbean Islands and southern Brazil. Over time, they were likely brought to Florida as pets. Then they escaped or were released. Now, many live in the wild in Florida.

Experts say that most of them are fine after the cold passes. They are able to move again once it warms up. Experts do not recommend keeping them.

With wind chills, temperatures were expected to fall into the 20s and 30s on the morning of January 22. Wind chill refers to how much colder it will be because of the wind.

The weather affected people in the city who do not have homes. Many of them might not have had warm-enough clothing. They might not have had warm shelter from the low temperatures.

The lowest temperatures were predicted for the northern areas of the state.

Cold Temperatures Can Damage Citrus Crops

In Tampa, temperature lows in the mid-30 degrees were possible. Miami was expected to drop into the lower 40 degrees.

Temperatures in Miami have not dipped below 45 degrees since January 4, 2018. Two weeks later, Tampa reached 29 degrees. Temperatures in the city have not fallen below freezing since then.

The forecasted low temperature in Miami was 44 degrees. That was 15 degrees below the average temperature for that date. The NWS warned about the "very cold air and strong winds." It said conditions could "result in frostbite and lead to hypothermia" if safety measures were not taken.

The NWS suggested that if residents needed to go outside, they should wear a hat and gloves.

Temperatures near or below freezing can affect farm crops. Florida grows a lot of citrus. There were concerns that the citrus trees would be hurt. Florida had record cold temperatures in 2010. It caused huge losses in farming.

Temperatures were expected to rise by the following day, January 23.
Quiz

1. How does the information in the section "Cold Temperatures Can Damage Citrus Crops" support the MAIN idea of the article?
   (A) It explains why it is so cold in Florida.
   (B) It tells how cold weather can cause problems.
   (C) It explains when Florida will be warm again.
   (D) It gives the lowest temperatures in Miami.

2. Select the answer choice that summarizes the article.
   (A) Florida is normally warm the entire year. However, it recently had an extremely cold spell that caused wind chill warnings.
   (B) Temperatures in Miami were hazardous for iguanas. Iguanas came to Florida as pets from Central America and Brazil.
   (C) Florida experienced a recent cold spell that caused iguanas to fall from trees. Cold spells can hurt people and damage crops.
   (D) The National Weather Service warned people to be careful in Florida. The low temperature in Tampa was in the mid-30 degrees recently.

3. How do iguanas fall from trees?
   (A) They slow down because of the cold.
   (B) They are trying to stay warm on the ground.
   (C) They are killed by the extreme cold weather.
   (D) They are looking for citrus fruit to eat.

4. Complete the sentence.
   Cold weather in Florida in 2010 caused____.
   (A) iguanas to escape from houses.
   (B) many people to leave the state.
   (C) farmers to harvest their citrus.
   (D) many crops to be damaged.
Someone is gluing cowboy hats to pigeons in Las Vegas

By Smithsonian, adapted by Newsela staff on 01.06.20
Word Count 651
Level 720L

During the week of December 2, 2019, Bobby Lee was on his way to the grocery store. He was in Las Vegas, Nevada. A few pigeons walking around a trash can in a parking lot caught his eye. These weren't ordinary pigeons. The birds were wearing miniature cowboy hats.

One bird wore a red hat and one wore a gray one. Lee posted a video of the birds online. The video got very popular. Now people are trying to figure out who dressed up the little birds.

Lee said that he threw some Doritos out of his car. He was trying to attract the pigeons, but it scared them off. However, Lee's 12-second clip of the prancing birds was enough to excite the Internet. It got tens of thousands of shares and views.

"It got a lot of attention fast," said Lee. He is 26 years old. The next day, people who worked for the news were texting him and trying to buy the video.

Rescue Group Wants To Help The Birds
Mariah Hillman helped start the Las Vegas-area pigeon rescue group called Lofty Hopes. She and her daughter looked for the pigeons soon after seeing the video. They walked around where the birds were seen. They handed out cards to people, asking to be contacted if the pigeons were spotted again.

Glue was used to attach the hats. Hillman worried that the glue might hurt the animals.

Hillman received several videos of bird sightings. She got reports of other hat-wearing pigeons as far away as Reno, Nevada. That is more than 400 miles away. She found a red-hatted pigeon, called Chuck Norris, and a pink-hatted bird called Coolamity Jane. Then she set out traps to catch the birds. The gray-hatted bird from Lee's video and another bird were still on the loose. Hillman was worried about the glue used to stick on the hats.

The one called Chuck Norris "was shaking his head, trying to get the hat off. It's definitely glue," she said. "We either have to molt it off, which will take time, or have it removed. The only thing that wouldn't harm them is oil." Molting is when a bird sheds its feathers.

Hillman said that the best case would be that someone attached the hats using a temporary glue. It would come loose with time. However, the hats have stayed on. So she thinks they used something like superglue.

"They Look Like Happy Pigeons"

Charles Walcott is a scientist at Cornell University in Ithaca, New York. He has studied pigeons for 30 years. He said he thinks the birds will probably be just fine. Walcott said he enjoyed the video and "thought those pigeons with hats were cute."

"I can't see that it is causing any great harm to the pigeons," Walcott said. He pointed out that the hats appear to be very light and whoever attached them took care not to block the birds' sight. "They look like happy pigeons to me. It is hard to know, of course, because they will not talk to us."

The question of who put the hats on the birds is a mystery. Lee said that the Wrangler National Finals Rodeo was recently in town. It might have inspired the cowboy hat idea, he said. A rodeo is an event where people do cowboy tasks like ride wild bulls. The rodeo organizers said that they had nothing to do with dressing the birds. The Las Vegas police said that they do not believe it is the police's concern.

Hillman said that she hopes the mad-hatting will not continue. "Humans basically just need to keep their hands off animals," Hillman said. "It is their life. They have the right to live free from harm."
The question of who put the hats on the birds is a mystery. Lee said that the Wrangler National Finals Rodeo was recently in town. It might have inspired the cowboy hat idea, he said. A rodeo is an event where people do cowboy tasks like ride wild bulls. The rodeo organizers said that they had nothing to do with dressing the birds. The Las Vegas police said that they do not believe it is the police’s concern.

What conclusion can the reader make based on this paragraph?

(A) The Las Vegas police do not care about how pigeons are treated.
(B) A person from the rodeo probably put the hats on the pigeons.
(C) Lee will probably not learn who put the hats on the birds.
(D) Rodeos inspire people who come to watch cowboys.

Which sentence from the article helps the reader to understand that pigeons are sometimes mistreated?

(A) Now people are trying to figure out who dressed up the little birds.
(B) Mariah Hillman helped start the Las Vegas-area pigeon rescue group called Lofty Hopes.
(C) The one called Cluck Norris "was shaking his head, trying to get the hat off."
(D) "Humans basically just need to keep their hands off animals," Hillman said.

Why does Charles Walcott think the hat-wearing pigeons will probably be just fine?

(A) He thinks the video shows that the hats will not stay on for too long.
(B) His group will monitor the pigeons to make sure they are not harmed.
(C) His study of pigeons tells him that the birds do not mind wearing hats.
(D) He thinks the hats are light and positioned so the birds can see.

How did Mariah Hillman get reports of more hat-wearing pigeons?

(A) She asked reporters to do a story and include her contact information.
(B) She passed out cards asking people to contact her if more were spotted.
(C) She and her daughter went to other cities and asked about the pigeons.
(D) She posted information online to contact her if more were spotted.
It's a magical time of year: Girl Scout cookie season. With it comes the forming of fan groups. Are you Team Samoa or a Thin Mint fan? Does peanut butter beat lemon?

To settle such matters, a newspaper called the Washington Post brought in judges. Two are professional pastry chefs, Claudia Barrovecchio and Paola Velez. The other three judges are Girl Scouts. Kimorra Buggs and Ross Donlan are 13 years old, and Mae Maney is 10 years old.

The Post got the eight cookie types being sold in the Washington, D.C.-area and added the regional cookie, Lemonades. The judges tasted the cookies in the newspaper's Food Lab.

Here is how the group rated the cookies, from least favorite to cheer-worthy.

9. Toffee-Tastic

This one got a "nope" from all of the judges. "I don't like it in any regard," Ross said.
The tasters agreed that there weren't enough toffee chunks in these plain cookies. However, when they hit a chunk of the toffee, they did not like the experience. "I thought my tooth had cracked," Kimorra said.

Velez said the cookie stuck to the inside of her throat. She pointed to the first ingredient listed in the cookie: rice flour. She explained that rice flour swells as it absorbs water.

8. Trefolls

This shortbread cookie has the Girl Scouts logo on it. The kids found that there was not enough going on with its flavor. "I think it tastes very plain," Mae said.

Its lingering flavor left a bad taste in some judges' mouths.

"What is that aftertaste?" Kimorra wondered.

The chefs found it to be a snooze, too. Barrovecchio said it was "just boring."

7. Girl Scout S'mores

Kimmera had a suggestion for how to make the Girl Scout s'more cookies taste more like actual s'mores. "They're so good in the microwave," she said. "The marshmallows and the chocolate melt."

"I like how the filling is sweet, but the cookie is not really sweet," Mae said.

Overall, the group found it a bit too sweet. They did not speak very highly of the fake marshmallow, either.

"I was bummed that they didn't actually put marshmallow fluff in there," Velez said. "It was like eating an Oreo but with graham crackers."

6. Lemon-Ups

This new lemon cookie was launched in 2020. It features positive messages written on them such as, "I am a go-getter."

In taste, it made everyone reach for their glasses. "Ugh, can I have more water?" Ross asked.

"This one kind of dries up my whole mouth," Velez said. She thought the cookie might work well in a crust for a lemon tart.

Barrovecchio disliked its "fake lemon" scent.

5. Tagalongs

The chocolate coating on these peanut-butter-topped cookies annoyed the judges.

"It gets messy," Mae said.

"The second I touched it, it started melting in my hand," Ross agreed. Ross also noted the peanut butter doesn't go to the edge of the cookie, making for uneven bites.

Barrovecchio said that is something chefs think about. "How is the customer going to be eating it?
Mae suggested a darker chocolate would be a better choice. Velez disliked the texture.

4. Lemonades

Judges liked the looks of this lemon crisp, which has the image of a citrus slice pressed into the top. "The design is pretty," Ross said.

The citrus flavor missed the mark. "I thought it tasted and smelled like manufactured lemon," Mae said.

3. Do-Si-Dos

The grown-ups seemed to like the salty and sweet taste of the peanut butter sandwich cookie.

"I like that there are actual pieces of peanut in here," Velez said. She said it makes it more crisp.

"I like that it's salty and not too sweet," Barrovecchio said.

Kimorra thought there was just the right amount of filling in the cookie. Ultimately, the younger judges didn't like it so much.

"It's good, but like when all the Thin Mints are gone and all the Samoas are gone, I'll eat this," Ross said.

2. Samoas

This ring-shaped cookie is topped with caramel, chocolate and coconut. There was silence as it was served, a sign of its popularity. However, the coconut divided opinions. Mae loves coconut, but Ross "despises it."

It won high scores from enough tasters to make it the runner-up. However, even among its biggest fans, it seems the Samoa is best enjoyed in moderation. Kimorra suggested eating it in limited amounts. "They're kind of heavy," she said.

1. Thin Mints

As this mint-infused chocolate cookie was passed out to the panel, the table started chanting, "Thin Mint time! Thin Mint time!"

Some tasters preferred this cookie's darker chocolate coating. "I like that it's really chocolatey," Mae said.

Kimorra and Ross liked that it is vegan.

Its crunchy snap was a hit. "It's a good texture," Barrovecchio said. She found the minty flavor more real than the others. "It's kind of refreshing."
Quiz

1. Mae said, "I thought it tasted and smelled like manufactured lemon."
Which answer choice explains what Mae meant?
(A) that the Lemonades taste fake
(B) that the Lemonades are boring
(C) that the Lemonades are the best
(D) that the Lemonades smell good

2. Read the following selection from the section "2. Samoas."

   *Kimorrá suggested eating it in limited amounts. "They're kind of heavy," she said.*

   What does the author mean by "limited"?
   (A) small
   (B) large
   (C) extra
   (D) none

3. How is the grown-ups' point of view different than the younger judges' point of view?
   (A) The grown-ups really liked the Lemon-Ups, but the younger judges did not like them at all.
   (B) The grown-ups thought the Girl Scout S'mores were not tasty, but the younger judges loved them.
   (C) The grown-ups enjoyed the Do-Si-Dos, but the younger judges were not that excited by them.
   (D) The grown-ups had a hard time eating the Toffee-Tastic, but the younger judges liked the texture.

4. With which statement would the panel MOST likely agree?
   (A) Samoas are the plainest Girl Scout cookies.
   (B) Trefoils are the sweetest Girl Scout cookies.
   (C) Tagalongs are the worst Girl Scout cookies.
   (D) Thin Mints are the best Girl Scout cookies.
Cobra Kite
By Mahani Zubaidy Gunnell
2015

Mahani Zubaidy Gunnell has written highlights. In this memoir piece, Gunnell describes watching kite fighting as a young girl. As you read, take notes on what the narrator likes about Cobra Kite.

[1] In parts of rural Malaysia, the string used to fly a kite is coated with ground glass. When a kite is flown, it is inviting others to a kite fight. The fliers usually do not know who owns the other kites. They do know that if they lose the fight, they lose their kites.

Depending on the strength and sharpness of the string, the skill of the flier, and the quality of the kite, one or more kites may be cut off in midair and fall to the ground. When this happens, folks young and old dash pell-mell to claim the fallen kites.

I was throwing paddy to the chickens when I saw the kites: Cobra Kite and Moon Kite. They said Cobra Kite had a cobra's head on it, but you couldn't see it from the ground. No other kite was black and had a tail so long. So when Cobra was up, you would recognize it, no problem.

Moon Kite looked like two half moons, one behind the other. My father said that was a traditional design. When he was a little boy, every house in the village had a moon kite, and after the rice harvest the kites filled the sky.

[5] This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything there was to know about kites. When the wind changed, Moon Kite danced a little, but mostly it stayed quite still in the sky. To me it looked as if Moon Kite's owner had tied it to a pole and watched it while he drank tea.

Since Cobra Kite was zig-zagging up and up, I was surprised Moon Kite didn't leave the sky. Cobra Kite had cut three kites in that week alone.

1. relating to the countryside rather than a town
2. a term meaning "in a confused or disorderly manner"
I stopped feeding the chickens. Sure enough, Cobra was on the attack. You could tell when it flew near the other kite and waited, its tail wriggling as if it were picking energy from the sky and bringing it to the head before it attacked. Then, with a swoop, Cobra lunged toward Moon Kite, but nothing happened.

Cobra struck again. This time both kites dropped and floated.

“Yea, Cobra!” I clapped my hands and danced around the chickens. Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf.

I couldn’t believe my eyes. The king of kites had been beaten. I stood and stared at the sky with my mouth open. Luckily my legs took over. I bounded out of the yard and raced down the field between the row of Chinese shop houses and the village.

Cobra was over the field and falling fast. I ran faster. I prayed that the others would be slow; that whoever had seen the kite fight was far away and would not get to Cobra before I did.

As Cobra dropped, I cut into the village. Right then my trouble started. All I could see were tree-tops, roofs, and sky — no Cobra. Just a flash of its wonderful tail was all I needed.

“Please,” I prayed, “don’t let Cobra get stuck in a tree.”

Next thing I knew I was by the village headman’s poultry yard. His geese honked and hissed. They stretched their necks and shook their heads. Good thing they were in the pen. But their din was nothing compared to the shouts I began to hear. The others were close!

The first shout seemed far, but the ones that followed came from different directions and were very loud. My knees went soft. Why did I even think I could get that kite?

Suddenly, with a crack Cobra nose-dived into the headman’s pen. The gander and the three other geese flapped their wings and honked even louder. I heard someone shout “There!” and I stopped thinking. I lifted the pen’s wire gate and marched straight for Cobra. One of the geese followed me and pinched my calf. I told myself it didn’t hurt.

I grabbed Cobra and looped the bridle line around my arm until it was tight. The glassed string stung and itched. Sweat and dye made green patches on my arms and fingers. I was the happiest girl in the world.

I was surrounded by people as I left the pen.

“What is this? A child’s got the kite,” said a man who was not from our village. “What are you going to do with it? Decorate the house?”

3. birds used for their eggs and meat
4. a male goose
5. the line used to control the movement of something
[20] Everyone laughed. Someone said, "The kite is as big as she is." By then even some who had not been chasing Cobra had arrived because of the noise. A woman said, "Wah, the Cobra's head is well drawn."

"Yes, yes," said another, "done by a master."

"Come, little girl," said a deep voice. "I'll give you two wau kecil, and you give me the Cobra." Later he offered three of those kites.

I held tight. I could make wau kecil kites myself, but not one like Cobra. I could not afford to buy one as big and strong either. Not even for ten wau kecil would I give up my Cobra.

Then I heard the headman's voice. "Enough, enough," he said. "She got it; it is hers. End of story."

[25] The people in the crowd slowly moved away. Some of the village children followed me home. Adil, the headman's grandson, helped hold Cobra's tail. His little sister ran and skipped by my side.

I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the "Cobra Kite"?
   A. Even the most powerful can't go undefeated forever.
   B. Hard work and determination can lead to personal rewards.
   C. While appearance is important, strength and size matter most.
   D. Some things are too beautiful to consider selling.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything" (Paragraph 5)
   B. "Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf." (Paragraph 9)
   C. "What is this? A child's got the kite,' said a man who was not from our village. 'What are you going to do with it? Decorate the house?" (Paragraph 19)
   D. "I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home." (Paragraph 26)

3. How do the movements of Cobra Kite affect Moon Kite?
   A. Cobra Kite moves aggressively, but Moon Kite keeps steady.
   B. Cobra Kite moves fast, so Moon Kite moves fast.
   C. Cobra Kite moves slowly, so Moon Kite moves swiftly.
   D. Cobra Kite moves skillfully, but Moon Kite moves clumsily.

4. What does the author mean when she compares the falling Cobra Kite to a "giant leaf" (Paragraph 9)?
   A. The kite drops quickly.
   B. The kite floats to the ground.
   C. The kite is colorful.
   D. The kite floats away.
5. How do people respond to the narrator being the first one to find the kite? Cite evidence from the text in your response.
A Jelly-Fish
By Marianne Moore
1909

Marianne Moore (1887-1972) was an American poet and editor. Moore was very fond of animals, and much of the imagery in her poetry comes from the natural world. In this poem, a speaker describes a jellyfish. As you read, take notes on the words the speaker uses to describe the jellyfish.

[1] Visible, invisible,
A fluctuating charm,
An amber-colored amethyst
Inhabits it; your arm

[5] Approaches, and
It opens and
It closes;
You have meant
To catch it,

[10] And it shrivels;
You abandon
Your intent—
It opens, and it
Closes and you

[15] Reach for it—
The blue
Surrounding it
Grows cloudy, and
It floats away


1. to rise and fall in an irregular pattern
2. a honey-yellow color
3. a valuable stone, usually colored purple
4. Shrivel (verb): to wrinkle or close in on itself

"Jellyfish 4" by MichaelMcLean is licensed under CC BY-ND 2.0.

"A Jelly-Fish" by Marianne Moore (1909) is in the public domain.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
   A. Jellyfish are beautiful, but should not be touched.
   B. Most creatures in the ocean are dangerous.
   C. Jellyfish are interesting creatures and difficult to touch.
   D. Humans can look at nature, but shouldn't touch.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. “An amber-colored amethyst / Inhabits it” (Lines 3-4)
   B. “your arm / Approaches, and / It opens” (Lines 4-6)
   C. “You abandon / Your intent—” (Lines 11-12)
   D. “Grows cloudy, and / It floats away / From you.” (Lines 18-20)

3. Which statement best describes the setting in “A Jelly-Fish”?
   A. “Visible, invisible, / A fluctuating charm,” (Lines 1-2)
   B. “An amber-colored amethyst / Inhabits it” (Lines 3-4)
   C. “It opens, and it / Closes,” (Lines 13-14)
   D. “The blue / Surrounding it / Grows cloudy,” (Lines 16-18)

4. How do lines 1-3 contribute to the overall structure of the poem?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Jellyfish are just one of the interesting creatures that live in the ocean. What are other creatures that you find interesting in the ocean? Have you seen these creatures in person? Compare seeing one of these creatures in the ocean or an aquarium with reading about them in books or online.

2. In the poem, the speaker tries to reach out to the jellyfish. How do humans normally interact with nature? What does it say about the speaker that they let the jellyfish float away? Describe a time where you saw something beautiful in nature but let it be rather than trying to touch or hold it.
Act Your Age
By Colleen Archer
2015

Colleen Archer has written for Highlights. In this short story, a young girl is told over and over again to act her age. As you read, take notes on what Frances is doing when she is told to act her age.

"Act your age," said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk. She had made sure there was only about a quarter of the milk left. The bubbles weren't going over the sides of the glass. But it seemed that Aunt Augusta was annoyed anyway.

When Frances's mother came back into the room, Frances was quiet.

"Are you OK?" asked her mother.

"Yes," said Frances. But she felt better when Aunt Augusta had finished visiting them and gone home.

At recess the next day, Frances was playing ring-around-the-rosy with her five-year-old sister, Grace, and four of Grace's friends.

Just then Frances's friend Julie came along. "You'd better act your age," said Julie. "What will Sandra and Susan think?"

Reluctantly, Frances said good-bye to Grace. She went with Julie to join their friends Sandra and Susan on the other side of the playground.

The next day was Saturday. Frances wasn't feeling as excited as she usually did about going to Grandma and Grandpa Burton's house for dinner — especially since Aunt Augusta was invited as well. Usually Grandma and Grandpa made Frances laugh, but today Frances wasn't in a laughing mood.

Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched.

1. **Reluctant** (adjective): unwilling to do something
When they sat down to eat, Frances saw that they were having her favorite meal — spaghetti and meatballs and salad, with chocolate pudding for dessert. She began to feel a little better. Then Aunt Augusta started talking about her fights with her next-door neighbor.

"... and yesterday I came home to find his dog burying a bone right in the middle of my flower bed!" she said. "Do you know what I did next?"

No one answered her question, so she answered it herself.

"After the little beast left, I dug up the bone, gift-wrapped it, and put it in that man's mailbox."

"Oh, for heaven's sake, Augusta," said Frances's mom. "You should learn to act your age."

At the thought of proper Aunt Augusta being told to act her age, Frances started to laugh. Then she started to sputter. The more she tried to stop, the more she laughed and sputtered. Finally even Aunt Augusta managed a small smile and murmured, "I guess I should."

Grandma chuckled and said, "You know, that's the first time I've heard Frances laugh all evening. I'm glad she remembers how."

The next afternoon Frances was playing hopscotch with Grace when Julie walked by.

"Hopscotch?" asked Julie. "You still play a baby game like hopscotch?"

"Yes, I do," said Frances firmly.

There didn't seem to be anything left for Julie to say. For a while she watched Frances and Grace hopping and giggling and playing. Then quietly she asked, "May I play, too?"

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
   A. Both children and adults can happily act younger than they truly are.
   B. When you act childish, you’re not allowing yourself to truly grow up.
   C. People will treat you like a baby, if you act like a baby.
   D. Children are more susceptible to acting younger than adults.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Act your age,” said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk.” (Paragraph 1)
   B. “Just then Frances’s friend Julie came along. ‘You’d better act your age,’ said Julie. ‘What will Sandra and Susan think?’” (Paragraph 6)
   C. “Before dinner, Grandma and Grandpa and Frances’s mom and dad played ring-around-the-rosy with Grace. Frances just watched.” (Paragraph 9)
   D. “Finally even Aunt Augusta managed a small smile and murmured, ‘I guess I should.’” (Paragraph 15)

3. What does it mean that Aunt Augusta speaks “sharply” in paragraph 1?
   A. She speaks quickly.
   B. She speaks in a hurtful manner.
   C. She speaks thoughtlessly.
   D. She speaks in a quiet voice.

4. How do paragraphs 12-14 contribute to the story’s theme?
   A. by proving to Frances that her Aunt Augusta isn’t very nice
   B. by revealing to Frances that even adults don’t act their age sometimes
   C. by showing Frances that Aunt Augusta didn’t mean to hurt her feelings
   D. by stressing to Frances the importance of acting your age

5. How does the repeated phrase “act your age” contribute to the story?
Baseball’s Girl Umpire
By Glenna Marra
2017

In this informational text, Glenna Marra tells the story of Amanda Clement, the first woman who was paid to umpire a baseball game. As you read, take notes on how Amanda was treated as a female umpire.

[1] Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn’t wait to join her brother, Hank, and the boys for a game of baseball.

Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she’d be part of the game. Amanda knew all the rules, and the boys could count on her.

Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she’d be making baseball history that day.

As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were impressed with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

Making History

[5] The large crowd watched in disbelief as the 5-foot-10-inch 16-year-old took her position behind the pitcher’s mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.

“Strike!” “Ball!” “Safe!” “Out!” Amanda was calm and confident and made her calls fairly. She was “right on the spot,” watching closely as each play was made.

News of Amanda’s expert umpiring spread. Newspaper reporters said that she “knows her baseball book,” is “the possessor of an eagle eye,” and “is absolutely fair.” Managers began to ask for her first when they needed an umpire.

1. Impressing (verb): to make someone feel respect
2. Disbelief (noun): difficulty accepting something as real
Amanda was popular with the fans, too. She “makes a hit with the crowd when she throws up her right arm and shouts, ‘Stee-rike,’” wrote a reporter. At one game, the spectators weren’t happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.

Amanda became a big attraction. Posters that said “The Only Lady Umpire in the World” drew large crowds to games. She made “an inspiring sight on the baseball diamond.” Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with “UMPS” on the front.

In those early days of baseball, crowds threw bottles at male umpires and shouted insults like “Kill the umpire!” But Amanda usually received polite comments such as “Beg your pardon, Miss Umpire, but wasn’t that one a bit high?” And if a player was unruly, she wasn’t afraid to stand up to him or take action. Once, she threw out six players in a game.

**A Tough Job**

Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn’t take a break and go to the dugout as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring suited Amanda. “It isn’t as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I’m umpiring... You’ve got to have confidence in your ability or you won’t do well at anything.”

Amanda’s career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game. With her earnings, Amanda paid for college, where she studied physical education.

Many years later, other women followed in Amanda’s footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
   A. People usually assumed Amanda’s calls were wrong because of her gender.
   B. Amanda had to work harder than the boys to become an umpire.
   C. Women often make better umpires than men in baseball because their calls are more fair.
   D. Amanda’s success as an umpire challenged people’s views on the role of women in baseball.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her.” (Paragraph 2)
   B. “In those early days of baseball, crowds threw bottles at male umpires and shouted insults like ‘Kill the umpire!’” (Paragraph 10)
   C. “Amanda’s career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game.” (Paragraph 14)
   D. “Today, women are referees in professional soccer, basketball, football, and tennis.” (Paragraph 15)

3. PART A: What is the meaning of “eagle eye” in paragraph 7?
   A. good vision
   B. pretty eyes
   C. limited vision
   D. an angry expression

4. PART B: Which quote from the text best supports the answer to Part A?
   A. “Amanda was calm and confident and made her calls fairly.” (Paragraph 6)
   B. “watching closely as each play was made.” (Paragraph 6)
   C. “Newspaper reporters said that she ‘knows her baseball book’” (Paragraph 7)
   D. “Managers began to ask for her first when they needed an umpire.” (Paragraph 7)
5. How was Amanda treated as an umpire in comparison to male umpires?
Lilu's Bright Diwali

By Anita Nahta Amin, Cricket Media. on 10.28.19

Word Count 1,043

Level MAX

Lilu's house was bustling. It was Diwali, the Indian New Year and Festival of Lights, and her family was throwing a big party.

Lilu wanted to help. But she wasn't sure how. She wondered what her cousins far away in India did. Maybe they just ask, she thought.

So Lilu looked for someone to ask. She found Grandma Nanima sitting on the den floor in a sea of marigold flowers.

Nanima was making garlands to dress the doorways. The garland she was working on draped over her legs and snaked across the floor.

Lilu sat next to her and picked up a marigold. "Can I help?"

Smiling, Nanima took the marigold. "You can keep me company," she said, poking her needle and string through the marigold. She gently slid the flower down the string.
"Why do you always use marigolds? Why not . . ." — Lilu searched her mind— "daisies?"

"Marigolds grow all over India," Nanima answered. "And orange and yellow bring joy and good fortune. They invite Lakshmi, the Goddess of Good Luck. She searches for homes to bless on Diwali." Lilu started to hand Nanima another marigold. But Nanima had already plucked one from the pile. Later, while Nanima checked the garland’s length, a grinding noise came from the kitchen. She and Lilu looked toward it. "I wonder if your mom needs help," Nanima said.

"I’ll check." Lilu went to the kitchen.

Mom was grinding almonds in the blender to make punch.

When she turned it off, Lilu asked, "Can I help?"

Mom smiled. "You can keep me company." She added milk, fizzy water, sugar and spices to the blender. After a whir and a zap-zap, she poured everything into a punch bowl.

Next, she opened some boxes on the counter.

Lilu’s tummy rumbled when she peered inside. Sweet yellow lentil balls! Deep-fried sweet dough balls! Cashew fudge topped with silver foil!

Mom dropped a pinch of each dessert onto a saucer. She set it aside. "One for Lakshmi," she said. Later, Nanima would leave the sweets for the goddess and lead a prayer.

"And one for you." Mom fed Lilu a lentil ball.

As Mom arranged the other sweets on a tray, a rustling noise came from the garage. Lilu and Mom looked toward it. "I wonder if your dad needs help," Mom said.

"I’ll check." Lilu went to the garage.

Dad was digging through a box.

"Can I help?" Lilu asked.

Smiling, Dad glanced up. "You can keep me company. I’m going to set up the fireworks, then light the diyas — when I find them."

Diyas are clay oil lamps. Every Diwali, Dad fills them with oil and a wick and lights them. The lights welcome the Good Luck Goddess into their home.

Dad closed the box and heaved it up onto a shelf. He pulled down another box and started searching it. "Do you know how Diwali started?"
Lilu nodded. "A good prince was banished to a forest. Then he squashed a bad king and got to go home."

Dad nodded. "That night, everyone lit diyas to guide Lord Rama home. Tonight our diyas will honor him, too, and celebrate good defeating evil."

They kept looking but couldn't find the diyas. Dad shook his head. "I'll take a break and work on the firecrackers. Maybe your mom needs help? Or Nanima?"

"I already asked them." Frowning, Lilu went back inside as Dad lugged boxes of firecrackers outside for the night's celebration finale. Nanima had once told her firecrackers scare away evil spirits.

Lilu wandered to her room and poked through her toys. She set her stuffed animals on chairs around the kitchen table. Then she brought some clay over.

"Let's make garlands." Lilu pressed flower shapes out of the clay.
"Would you like a sweet?" Lilu put clay balls in front of each doll.

"It's time for sparklers!" She handed out thin logs of clay. She swirled hers in the air.

Later, the garage door opened. Dad walked in, scratching his head. "Where could the diyas be?"

"Maybe Ma moved them?" Mom said. "Ma!" she called.

Nanima walked in. "Yes?"

"We can't find the diyas," Dad said.

Nanima frowned. Then her eyes grew wide. "Didn't we loan them to the Guptas a while back?" She called them — no answer.

"Maybe we can still buy some."

Dad called the only Indian store in town — sold out.

Diwali without diyas? It was like Christmas without a tree. How would the Good Luck Goddess bless Lilu's family? How would they honor Lord Rama? Diyas guarded the lights that cut the darkness. They brought hope over misfortune.

Lilu stared at her clay flowers, sweets and sparklers. Weren't diyas made out of clay, too? She could make some!

Lilu gathered all her clay. She rolled, pressed, and pinched it into small bowls. She decorated them with green, red and purple beads from her art supplies.

Mom came over to look. "They're perfect!" she said.

"Better than the old ones," Dad agreed.

Nanima nodded. "After they dry, we'll set them out for everyone to see."

But as the diyas dried, they started to crack.

Lilu fought back tears. "We can't pour oil into these. They'll leak!"

"But we can put candles in them. Lots of people do that in America." Dad opened a drawer and lifted out candles and a lighter.

Lilu helped him put a candle in each diya. They set the diyas in the front foyer and windows. Dad lit each one. Flames flickered up out of them, and shadows danced along the walls.

Later that evening, the dancing shadows greeted guests. Everyone admired the diyas.

"Lilu made them," Mom bragged.

"Thanks to Lilu, Lakshmi will surely find us," Nanima said.

Dad raised his cup of punch. "To Lilu. Because of her help, we'll have a happy New Year."

"To Lilu!" everyone repeated.

She grinned.
When the last firecracker fizzled out, Lilu's diyas still lit up the night. And just like those flames dancing freely, she felt like dancing, too. The New Year was off to a bright start.
Quiz

1 Which paragraph from the story shows the main problem of the story?
(A) Lulu’s house was bustling. It was Diwali, the Indian New Year and Festival of Lights, and her family was throwing a big party.
(B) Smiling, Nanima took the marigold. “You can keep me company,” she said, poking her needle and string through the marigold. She gently slid the flower down the string.
(C) Lulu’s tummy rumbled when she peered inside. Sweet yellow lentil balls! Deep-fried sweet dough balls! Cashew fudge topped with silver foil!
(D) Diwali without diya? It was like Christmas without a tree. How would the Good Luck Goddess bless Lulu’s family? How would they honor Lord Rama? Diyas guarded the lights that cut the darkness. They brought hope over misfortune.

2 Which paragraph explains how Lulu solves the problem?
(A) "Why do you always use marigolds? Why not ...” — Lulu searched her mind — "daisies?"
(B) Diyas are clay oil lamps. Every Diwali, Dad fills them with oil and a wick and lights them. The lights welcome the Good Luck Goddess into their home.
(C) Lulu gathered all her clay. She rolled, pressed, and pinched it into small bowls. She decorated them with green, red and purple beads from her art supplies.
(D) Lulu fought back tears. "We can’t pour oil into these. They’ll leak!"

3 How does Dad feel about Lulu making new diyas?
(A) He is sad that the new diyas will not hold oil.
(B) He is proud of how Lulu makes new diyas out of clay.
(C) He is upset that there are no more diyas at the Indian store.
(D) He is worried that Lulu does not know how to make diyas.

4 What lesson does Lulu learn?
(A) People can help their family in their own way.
(B) Cooking food together helps families bond.
(C) People should be careful when making crafts.
(D) Spending time alone can help a person relax.
Cobra Kite
By Mahani Zubaidy Gunnell
2015

Mahani Zubaidy Gunnell has written for Highlights. In this memoir piece, Gunnell describes watching kite fighting as a young girl. As you read, take notes on what the narrator likes about Cobra Kite.

In parts of rural 1 Malaysia, the string used to fly a kite is coated with ground glass. When a kite is flown, it is inviting others to a kite fight. The fliers usually do not know who owns the other kites. They do know that if they lose the fight, they lose their kites.

Depending on the strength and sharpness of the string, the skill of the flier, and the quality of the kite, one or more kites may be cut off in midair and fall to the ground. When this happens, folks young and old dash pell-mell 2 to claim the fallen kites.

I was throwing paddy to the chickens when I saw the kites: Cobra Kite and Moon Kite. They said Cobra Kite had a Cobra's head on it, but you couldn't see it from the ground. No other kite was black and had a tail so long. So when Cobra was up, you would recognize it, no problem.

Moon Kite looked like two half moons, one behind the other. My father said that was a traditional design. When he was a little boy, every house in the village had a moon kite, and after the rice harvest the kites filled the sky.

This moon kite was probably pretty in its own way. Its flier seldom showed any tricks, though some people said he was an old hand and knew everything there was to know about kites. When the wind changed, Moon Kite danced a little, but mostly it stayed quite still in the sky. To me it looked as if Moon Kite's owner had tied it to a pole and watched it while he drank tea.

Since Cobra Kite was zig-zagging up and up, I was surprised Moon Kite didn't leave the sky. Cobra Kite had cut three kites in that week alone.

1. relating to the countryside rather than a town
2. a term meaning "in a confused or disorderly manner"
I stopped feeding the chickens. Sure enough, Cobra was on the attack. You could tell when it flew near the other kite and waited, its tail wriggling as if it were picking energy from the sky and bringing it to the head before it attacked. Then, with a swoop, Cobra lunged toward Moon Kite, but nothing happened.

Cobra struck again. This time both kites dropped and floated.

"Yea, Cobra!" I clapped my hands and danced around the chickens. Then I saw that Moon Kite was soaring straight and steady like a rocket while Cobra was falling down, down, down like a sad, giant leaf.

[10] I couldn't believe my eyes. The king of kites had been beaten. I stood and stared at the sky with my mouth open. Luckily my legs took over. I bounded out of the yard and raced down the field between the row of Chinese shop houses and the village.

Cobra was over the field and falling fast. I ran faster. I prayed that the others would be slow; that whoever had seen the kite fight was far away and would not get to Cobra before I did.

As Cobra dropped, I cut into the village. Right then my trouble started. All I could see were tree-tops, roofs, and sky — no Cobra. Just a flash of its wonderful tail was all I needed.

"Please," I prayed, "don't let Cobra get stuck in a tree."

Next thing I knew I was by the village headman's poultry^{3} yard. His geese honked and hissed. They stretched their necks and shook their heads. Good thing they were in the pen. But their din was nothing compared to the shouts I began to hear. The others were close!

[15] The first shout seemed far, but the ones that followed came from different directions and were very loud. My knees went soft. Why did I even think I could get that kite?

Suddenly, with a crack Cobra nose-dived into the headman's pen. The gander^{4} and the three other geese flapped their wings and honked even louder. I heard someone shout "There!" and I stopped thinking. I lifted the pen's wire gate and marched straight for Cobra. One of the geese followed me and pinched my calf. I told myself it didn't hurt.

I grabbed Cobra and looped the bridle^{5} line around my arm until it was tight. The glassed string stung and itched. Sweat and dye made green patches on my arms and fingers. I was the happiest girl in the world.

I was surrounded by people as I left the pen.

"What is this? A child's got the kite," said a man who was not from our village. "What are you going to do with it? Decorate the house?"

---
3. birds used for their eggs and meat
4. a male goose
5. the line used to control the movement of something
[20] Everyone laughed. Someone said, "The kite is as big as she is." By then even some who had not been chasing Cobra had arrived because of the noise. A woman said, "Wah, the Cobra's head is well drawn."

"Yes, yes," said another, "done by a master."

"Come, little girl," said a deep voice. "I'll give you two wau kecil,6 and you give me the Cobra." Later he offered three of those kites.

I held tight. I could make wau kecil kites myself, but not one like Cobra. I could not afford to buy one as big and strong either. Not even for ten wau kecil would I give up my Cobra.

Then I heard the headman's voice. "Enough, enough," he said. "She got it; it is hers. End of story."

[25] The people in the crowd slowly moved away. Some of the village children followed me home. Adil, the headman's grandson, helped hold Cobra's tail. His little sister ran and skipped by my side.

I took big steps and held Cobra to the side to make walking easier, but inside I was skipping and jumping and dancing all the way home.

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6. moon kites
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the “Cobra Kite”?
   A. Even the most powerful can't go undefeated forever.
   B. Hard work and determination can lead to personal rewards.
   C. While appearance is important, strength and size matter most.
   D. Some things are too beautiful to consider selling.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “This moon kite was probably pretty in its own way. Its flier seldom showed any
   tricks, though some people said he was an old hand and knew everything”
   (Paragraph 5)
   B. “Then I saw that Moon Kite was soaring straight and steady like a rocket while
   Cobra was falling down, down, down like a sad, giant leaf.” (Paragraph 9)
   C. “What is this? A child's got the kite,” said a man who was not from our village.
   “What are you going to do with it? Decorate the house?” (Paragraph 19)
   D. “I took big steps and held Cobra to the side to make walking easier, but inside I
   was skipping and jumping and dancing all the way home.” (Paragraph 26)

3. How do the movements of Cobra Kite affect Moon Kite?
   A. Cobra Kite moves aggressively, but Moon Kite keeps steady.
   B. Cobra Kite moves fast, so Moon Kite moves fast.
   C. Cobra Kite moves slowly, so Moon Kite moves swiftly.
   D. Cobra Kite moves skillfully, but Moon Kite moves clumsily.

4. What does the author mean when she compares the falling Cobra Kite to a “giant leaf”
(Paragraph 9)?
   A. The kite drops quickly.
   B. The kite floats to the ground.
   C. The kite is colorful.
   D. The kite floats away.
5. How do people respond to the narrator being the first one to find the kite? Cite evidence from the text in your response.
**Getting Started**  
By Highlights for Children

*The Everglades is a region in southern Florida filled with all different types of plants and animals. In this Highlights text, the author discusses the effects that humans have had on this environment. As you read, take notes on how humans have helped and hurt the environment.*

[1] Sometimes we only appreciate something when we realize we may lose it. That is the story of the Everglades. A shallow slow-moving river, the Everglades once covered about 18,000 square miles of southern Florida. Until the 1900s, few people lived in the grassy wetlands.¹ Not much was understood about the unique balance of nature that existed there. Plants, creatures, and water had formed a remarkable ecosystem.²

South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated³ the land. It also filled Lake Okeechobee in central Florida. When it rained a lot, the lake overflowed its southern banks. It created sheet flow. Sheet flow is water flowing in a thin layer over the landscape. In this case, the water traveled slowly southward over Florida’s flat limestone shelf to Florida Bay.

By the early 1900s, Florida's pleasant winters attracted more people. Visitors became new permanent residents. They built homes and roads. The conditions looked good for farming, so the newcomers planted large agricultural⁴ crops. But South Florida's cycle of flooding was a problem. To address that, developers attempted to drain the land. They also built structures to control water levels and flow.

Those changes made it easier for more people to live year-round in South Florida. They also disrupted life in the Everglades. The Everglades depends on freshwater regularly replenishing⁵ the land. But the area’s growing human population needed freshwater, too. And large farms consumed⁶ large quantities of freshwater. By the mid-1900s, Lake Okeechobee did not collect enough water to overflow and form sheet flow. Water levels in southern Florida began to shrink. A few new residents saw the Everglades as more than a vast marshland.⁷ They saw that the Everglades was being harmed. Lack of freshwater wasn’t the only problem. As more and more land was developed for people and farms, the Everglades’ historic boundaries shrunk. Loss of habitat and hunting threatened the survival of native species⁸ in the Everglades.

1. a land or areas covered in shallow water
2. a physical environment and the creatures that live in it
3. to thoroughly soak
4. related to farming
5. Replenish (verb): to fill something up again
6. to use up a resource
7. an area of land that is flooded during rainy seasons and remains wet
8. plants or animals that grow or are born in a specific area
In the early 1900s, the federal government had set aside large natural spaces in the West as public parks. Some people hoped that federal recognition might save the Everglades. They fought for it. Everglades National Park was established in 1947. It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity.9

Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing10 the Everglades' future. Some things cannot be reversed. Six million people live in South Florida today. Major agricultural crops such as sugar cane and citrus fruits grow there. Still, a 40-year plan was enacted in 2000 to restore some of the natural flow of freshwater to southern Florida.

Everglades National Park protects 1.5 million acres along the southern tip of Florida. The site appears to be mostly marshy and flat. Yet, that description is deceiving.11 An amazing variety of creatures live there. About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified. About 40 species of mammals and 50 species of reptiles inhabit the park. Nature still rules in the Everglades. It remains a place that seems naturally wild. A place worth understanding, appreciating, and protecting.

9. an environment with many different types of plants and animals
10. 

Jeopardize (verb): to put something or someone at risk
11. Deceive (verb): to cause someone to believe something that is not true
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea or the text?
   A. The damage to the Everglades has been reversed since it was made a national park.
   B. Humans helped improve the land in southern Florida by preventing flooding.
   C. Changes to the weather in southern Florida has damaged the Everglades.
   D. Humans upset the balance in the Everglades and need to continue to protect it.

2. PART B: Which detail from the text best supports the answer to part A?
   A. “South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated the land.” (Paragraph 2)
   B. “It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity.” (Paragraph 5)
   C. “Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing the Everglades’ future. Some things cannot be reversed.” (Paragraph 6)
   D. “About 360 different species of birds have been sighted in the park. Nearly 300 different species of fish have been identified.” (Paragraph 7)

3. How is the text organized?
   A. The author describes how the Everglades developed over time to be the ecosystem it is today.
   B. The author discusses how humans abused the Everglades in the past, and how they continue to abuse the land today.
   C. The author discusses why the Everglades exist, and then how humans have harmed the land and can help protect it.
   D. The author expresses how healthy the Everglades are today, and then describes how damaged they used to be.

4. Which of the following describes the problems the Everglades face today?
   A. Past damage and continued human activity affects the Everglades.
   B. Humans didn't learn their lesson about controlling the water in southern Florida.
   C. Humans hunt many of the species that live in the Everglades today.
   D. Most of the Everglades has been destroyed to make room for homes.
5. What is the connection between the actions of humans and the Everglades?


Jared to the Rescue
By Carole Duncan Buckman
2015

Carole Duncan Buckman has written for Highlights. In this poem, a boy helps a classmate on the first day of second grade. As you read, take notes on the relationship between Jessica and Jared.

On the first morning of second grade, Jared remembered five things he didn’t like about school: Jessica, lining up, arithmetic, spelling, and reading aloud.

Jared wanted to stay home, but his mom sent him anyway. He had to sit next to Jessica.

At reading time, Mrs. Thomas asked Jared to read. Reading aloud always made Jared nervous. As he picked up the book, his hands shook. Words blurred.

“He can’t read,” Jessica said.

“I didn’t call on you, did I?” asked Mrs. Thomas.

“No, but I’ll read.”

Jared made a face. Jared and Jessica went to time-out.

Jessica whispered to him, “When Mom brings my kittens to school, don’t even think about touching them.”

The four kittens arrived in a box covered with a piece of screen. Everyone except Jared held them. Jared practiced spelling. When he sharpened his pencil, he peeked into the tiny box.

“Don’t touch my kittens!” Jessica hissed.

“Dumb kittens,” Jared said.

After show-and-tell, the children took out their arithmetic books.

Then Philip said, “Hey, where are the kittens?” The box was empty.

“Oh no!” Jessica said. “Jared, did you take them?”

1. math, especially addition, subtraction, multiplication and division
[15] Jared shook his head. "They must have pushed up the lid."

"He said they were dumb," Jessica told Mrs. Thomas.

"I didn't mean it." Jared's face turned red.

"Look at the radiator!" Angela said. Tiny gray paws pushed out from under the radiator cover.

"Kitty, kitty," Mrs. Thomas said. The paws disappeared. "If we ignore them, maybe they'll come out. At least the heat isn't on."

[20] Instead of adding and subtracting, Jared watched the radiator. Soon, two paws and a tiny head appeared.

Alex yelled, "Kitten!"

The kitten zipped back out of sight. Jessica cried. Jared gave her a tissue.

A bell rang, and the class lined up and filed out for recess. When Jared passed the empty box, he saw kitten treats. He had an idea. "Mrs. Thomas, may I stay in for recess? I can get the kittens out," he said.

"How, Jared?"

[25] Jared took the treats and crept to the radiator. "Hungry, guys?" he whispered. He sat on the floor and sprinkled the treats beside him. A kitten crept out. Jared waited until it was eating. Then he stroked its soft fur. A paw poked out and another kitten appeared. Jared watched the kittens eat. Then he lifted them into the box.

He sprinkled more treats. He saw two more tiny paws. Soon the other kittens were eating. Jared gently put them in the box. Mrs. Thomas laid a book on the screen so they couldn't escape.

The class came back from recess. "Where were you?" Jessica asked.

"Class, Jared rescued the kittens," Mrs. Thomas announced.

Everyone cheered.


Jared was so pleased that when he read, his hands didn't shake. Words didn't blur.

That day, Jared decided second grade might not be so bad.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes a theme of the story?
   A. Animals have the ability to bring people together.
   B. Enemies can become friends through simple acts of kindness.
   C. School is more fun when you have good friends.
   D. It's important not to judge someone when you first meet them.

2. PART B: Which detail from the story best supports the answer to Part A?
   A. "Jared remembered five things he didn't like about school: Jessica, lining up, arithmetic, spelling, and reading aloud. Jared wanted to stay home, but his mom sent him anyway." (Paragraphs 1-2)
   B. "The four kittens arrived in a box covered with a piece of screen. Everyone except Jared held them." (Paragraph 9)
   D. "Jared was so pleased that when he read, his hands didn't shake. Words didn't blur. 'Jared, that was superb!' said Mrs. Thomas." (Paragraphs 31-32)

3. What does it mean that Jared's face turns red in paragraph 17?
   A. Jared is embarrassed that Jessica tells on him.
   B. Jared feels guilty for saying mean things about the kittens.
   C. Jared is upset that Jessica doesn't believe him.
   D. Jared feels warm from the radiator in the classroom.

4. Why does Jared make a face at Jessica when she says he can't read? (Paragraphs 4-7)?
   A. He is annoyed with Jessica for insulting him.
   B. He is relieved that Jessica offers to read.
   C. He is embarrassed that he doesn't know how to read.
   D. He is trying to make Jessica laugh.

5. How does saving the kittens affect Jared's performance in school?
Kayvan the Brave
By Elizabeth Laird
2009

"Kayvan the Brave" comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer of children's fiction and travel. As you read, take notes on how people form their opinions about Kayvan's skills as a warrior.

A long time ago there was a weaver's apprentice called Kayvan. He was a big lad with broad shoulders and long legs, who knew nothing of the great wide world beyond the weaving shop and the little house he shared with his mother. He sat all day and worked at his loom, and in the evening he went home, ate the supper his mother had cooked and went to bed.

One day, as he worked away, throwing his shuttle to and fro, he caught sight of two mice nibbling at the cloth he was making. He was so startled that the shuttle shot out of his hand, flew through the air and hit both the mice at once, killing them on the spot.

The other apprentices, who liked to tease Kayvan, began to stamp and cheer.

"Wa-hey!" they cried. "Did you see that? What a warrior! What a man!"

And they began to chant:

"Kayvan the brave
with his arrow and bow
killed two lions
with only one blow."

Kayvan, who believed everything he was told, blushed with pleasure and pride.

"You're in the wrong job, my son," one of the apprentices said, winking at the others. "An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here."

"Really? Do you really think so?" Kayvan said.

1. a machine for weaving fabrics
2. a wooden device with two pointed ends, used for weaving
“A hunter! Of course! Yes, yes!” the others chorused, laughing behind their hands.

Their words lit a fire in Kayvan’s heart. He stood up and left the weaving shop, not even stopping to lift his jacket from its hook, and ran straight to the bazaar. There he bought himself a bow and a set of arrows.

The bow was a good one, fine and strong, and the arrows were straight and sharp, but Kayvan frowned. Something was missing. At last he realized what it was.

“I want you to write on this,” he said, handing the bow back to the shopkeeper.

“Write? What?” said the man, surprised.

Kayvan squared his shoulders and said proudly:

“Kayvan the brave

with his arrow and bow

killed two lions

with only one blow.”

The shopkeeper stared at him respectfully.

“Two lions, eh? Yes, sir. At once, sir!”

When the work was done, Kayvan hitched the bow over his shoulder and marched off into the desert to look for game. On and on he went until, tired and thirsty, he saw a stream with a tree bending over it. He stopped and took a long, cool drink.

It was shady and pleasant by the stream.

“Even a great hunter needs to rest now and then,” he told himself, and he hung his bow and arrows in the tree, lay down and fell asleep.

A little while later, a captain of the Shah’s cavalry came trotting by. He stopped to look at Kayvan, then saw the bow and arrows in the tree.

“What’s a strong young fellow like this doing all on his own out here?” he asked himself. “And what’s that written on his bow?” He leaned forward to read the inscription. “Two lions with one blow, eh? Well, well!”

He got off his horse and sat down beside Kayvan, who woke with a start and stared at him. “Now, my boy, who are you?” the captain barked.

3. a market in a Middle Eastern country
4. the former title of rulers in Iran
5. soldiers who fight on horseback
Kayvan opened his eyes and blinked. He couldn’t remember where he was.

“Kayvan the brave

with his arrow and bow...” he began feebly.

“Yes, yes. I’ve read all that. But what are you doing here?” demanded the captain.

“I — I came to hunt,” said Kayvan, sitting up.

“I see. Good shot, I suppose? Range, accuracy, distance and so on and so forth?”

“Oh, yes,” said Kayvan proudly, remembering the mice.

“Excellent!” cried the captain. “You’re just the sort of chap we need in the army. You’d like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?”

“Fight?” said Kayvan, puzzled. “Glory? Is there a war?”

“Unfortunately not, but there’s bound to be one soon,” the captain said, mounting his horse. “Follow me!”

And so Kayvan joined the army and lived comfortably at the Shah’s expense, eating as much as he liked and marching about in his uniform. He never said much, but always looked grand and brave.

“He’s a great champion, you know,” everyone whispered. “Killed three — or was it four? — lions with only one arrow.”

Soon enough, a war broke out, just as the captain had predicted. He came to find Kayvan, cracking his riding whip.

“Here’s your chance to show what you’re made of, my boy. Been champing at the bit,6 I’m sure. There’ll be no holding you now!”

“Eh?” said Kayvan.

“Get yourself off to the stables. The grooms have saddled a horse for you. Then off you go to the battlefield!”

Kayvan had never ridden a horse before. At the stables, he stared in dismay7 at the huge war horse the grooms led out to him.

“I’ll never be able to stay on this thing,” he thought, so he said to the grooms, “Do me a ‘avor, boys. Tie my feet together underneath its belly.”

The grooms hurried to obey.

6. a phrase that means “to be eager or impatient”
7. Dismay (noun): a feeling of alarm or disappointment
"He's got some wonderful trick up his sleeve, you'll see," they whispered.

From far away came the sound of the enemy's trumpets.

The war horse knew what their wild music meant. He loved fighting. He pawed at the ground, flattened his ears and shot out of the stable. Kayvan nearly lost hold of the reins, and had to clutch at the horse's mane.

"Help! Stop!" he shouted, dropping his bow and arrows, but the horse only bolted faster, striking sparks from the stones with his great iron hooves, leaping over streams, bounding over bushes and dodging between trees as the sound of the enemy's drums and trumpets grew louder and louder.

In desperation, Kayvan clutched at a passing branch, expecting the horse to skid to a halt, but the horse was going so fast that the tree was torn up by its roots. On and on they raced, with Kayvan and the tree tangled up together on the horse's back.

The enemy was in sight now. Their lines of spears and helmets glinted in the sun. But Kayvan, the tree and the horse galloped straight towards them, and it was a sight so terrifying that strong men trembled like babies.

"I can't stop! He's run away!" Kayvan was shouting.

The enemy soldiers turned to each other, their faces pale with fear.

"What's that he's saying? Don't stop? Come this way? There's a whole army behind him! There must be! He's calling them to follow him, and if they're all like this great champion, who can tear a tree up by its roots, we haven't got a chance!"

And they turned and fled, every man of them, and the Shah's soldiers raced after them, hassling and harrying them all the way home.

The Shah was so pleased with Kayvan that he presented him with golden dishes and fine robes and jewels and palaces and gardens full of pomegranate trees, and he made him Commander-in-Chief of all his armies.

But Kayvan, who had seen enough of war, never wanted to fight again. He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
   A. A simple misunderstanding can easily get out of hand.  
   B. Misleading someone can have great consequences.   
   C. People are more likely to believe you if you are confident.  
   D. There are always consequences for lying.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “An archer, that's what you should be. Out hunting. In the desert. A talent like yours is wasted here.” (Paragraph 7)  
   B. “You'd like to fight for your Shah and country, eh? Honor and glory, victory or death, and so on?” (Paragraph 28)  
   C. “Kayvan had never ridden a horse before. At the stables, he stared in dismay at the huge war horse the grooms led out to him.” (Paragraph 37)  
   D. “He kept his armies safe at home and for as long as he lived, the whole country enjoyed days of peace and plenty.” (Paragraph 51)

3. How do Kayvan's true skills compare to what others think about his skills?
   A. Kayvan has only ever killed two mice by accident, but others think he is a great warrior.  
   B. Kayvan is a great warrior, but he has been unable to prove himself to others in war.  
   C. Kayvan is a poor warrior, but others believe that he can be trained to improve.  
   D. Kayvan has only ever killed two mice, but others believe he might be a great warrior some day.

4. Reread the quote: “strong men trembled like babies” (Paragraph 45). What does this suggest about the soldiers?
   A. The soldiers are extremely young, and therefore resemble babies.  
   B. The soldiers have never been in a war before and have the experience of babies.  
   C. The soldiers no longer appear as brave warriors because they are so afraid.  
   D. The soldiers are unusually small for grown men.
5. How does paragraph 44 contribute to the development of the story’s plot?


Lewis and Clark: American Explorers
By Barbara Radner
2005

The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.

[1] More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark. Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River. They wanted to find out where it went. They hoped it would take them to the ocean.

They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.
A Native American woman named Sacajawea helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job.

Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was.

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3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native populations, and explaining the environments they traveled through.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the central idea of this article?
   A. Lewis and Clark set out on their journey with hopes of becoming famous.
   B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.
   C. The only goal of Lewis and Clark's journey was to discover the location of the Missouri River and where the river ended.
   D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.

2. PART B: Which phrase from the text best supports the answer to Part A?
   A. "They wanted to find out where it went. They hoped it would take them to the ocean." (Paragraph 1)
   B. "They traveled slowly, each day traveling a short distance because they had to row their boats on the river." (Paragraph 3)
   C. "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter." (Paragraph 4)
   D. "It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people." (Paragraph 7)

3. How does the following phrase contribute to the development of a main idea in the passage: "200 years ago there were no maps of that part of the United States" (Paragraph 1)?
   A. It shows that Lewis and Clark's journey would not have been possible without maps.
   B. It shows that nobody in the entire country knew where the Missouri River ended.
   C. It shows that Lewis and Clark were the first people to live in western America.
   D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.

4. What is the author's main purpose in writing the article?
   A. to show readers that Native Americans were not very involved in making Lewis and Clark's journey successful
   B. to teach readers the importance of Lewis and Clark's difficult journey
   C. to show readers that very little has changed in America over time
   D. to help readers think about how America would be different if Lewis and Clark had not completed their journey
5. How does the author describe the relationship between the American explorers and the Native Americans they met? Cite evidence from the text in your response.
Origami — An Ancient Art
By Kathiann M. Kowalski
2006

Origami is an ancient art of folding paper into creative shapes that started in Japan. In this informational text, Kathiann M. Kowalski describes how origami became a common practice in Japan and around the world. As you read, take notes on how the practice of origami has changed over time.

[1] The Chinese invented paper more than 2,000 years ago. As far as we know, however, it was the Japanese who first made paper into art. Origami, which is a Japanese word meaning "folding paper," is the art of folding paper into beautiful forms.

Legend says that a Chinese Buddhist monk named Don-cho shared this knowledge when he visited Japan's Imperial Palace. Sometime later — no one knows just when — the ancient Japanese began folding paper.

Papemakers used the bark of mulberry trees to make paper; the materials were costly, and the process took time. Because of the way it was made, paper was expensive. So, at first, only the wealthy made origami.

Well-to-do people made origami as part of ceremonies, such as weddings. At noblemen's weddings, for example, origami butterflies adorned the drinking glasses. They represented the bride and groom. Samurai warriors often gave each other gifts decorated with folded paper designs. The designs were good luck symbols. Some people made elegant paper wrappings for their gifts, too. Even today, gifts in Japan often come with origami decorations.

[5] Over time, paper became more common. Folded paper boxes held herbs and other household goods. Origami containers also held flowers and other gifts. Women probably taught the art of paper folding to their daughters.

Eventually, people began folding paper for fun. Two of the oldest origami books date back to 1797. One shows how to make paper cranes. Another has instructions for origami dolls. Today people around the world enjoy origami. Birds, flowers, and other shapes from nature are very popular. Other forms are fun, too.

1. a person who carefully follows the rules of Buddhism, a religion of eastern and central Asia
2. where the Emperor of Japan lives
3. people with money
4. a person who belongs to a group of wealthy and respected people
5. Adorn (verb): to decorate
6. Elegant (adjective): appearing graceful or stylish
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea of the text?
   A. Origami no longer requires the same skills that it did in ancient Japan.
   B. Origami was only available to the wealthy in ancient Japan, but now it can be enjoyed by all.
   C. Origami continues to be an art that only the wealthy can afford in Japan.
   D. Origami is no longer a common art in Japan, but it is popular elsewhere in the world.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Origami, which is a Japanese word meaning ‘folding paper,’ is the art of folding paper into beautiful forms.” (Paragraph 1)
   B. “Papemakers used the bark of mulberry trees to make paper; the materials were costly, and the process took time.” (Paragraph 3)
   C. “Samurai warriors often gave each other gifts decorated with folded paper designs. The designs were good luck symbols.” (Paragraph 4)
   D. “Over time, paper became more common. Folded paper boxes held herbs and other household goods.” (Paragraph 5)

3. Which alternate title describes the central idea of the text?
   B. Origami: The Steps for Creating Paper Art
   C. Paper Folding for the Wealthy
   D. Paper Folding in Japan and China Today

4. How does the text help readers understand the connection between origami and wealth in Japan?
Poetry Means the World to Me
By Tony Medina
2002

Tony Medina is an American poet. In his book Love to Langston, Medina uses poetry to tell the story of Langston Hughes' life using the voice of Hughes, as he imagines it. Hughes was an important and famous African American poet whose work is still celebrated today. In this poem, Tony Medina explores the importance of poetry to Hughes. As you read, take notes on the different ways that poetry helps the speaker in the poem.

[1] Poetry means the world to me
it's how I laugh and sing
how I cry and ask why

Poetry comforts me
[5] when I use jazz or
the blues or the way
regular folks talk —
the language
they use

[10] Words don't always
have to be neat
and polished
like a statue

They should be
[15] used used used
to say what you like
or don't like
what you see
think or feel —

[20] Words to fight against
hate and unnecessary
suffering

Poetry is what I use
to say
[25] I love you

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1. shiny as a result of being rubbed
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of sentence describes the theme of the poem?
   A. Not many people understand the importance of poetry.
   B. Poetry has many important functions to the speaker.
   C. If people wrote and read more poetry, the world would be a better place.
   D. Poetry has become an art that is rarely used today.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. "it's how I laugh and sing / how I cry and ask why" (Lines 2-3)
   B. "the blues or the way / regular folks talk —" (Lines 6-7)
   C. "Words don't always / have to be neat" (Lines 10-11)
   D. "They should be / used used used" (Lines 14-15)

3. Which of the following best describes how the speaker changes the subject in stanza 3-4 (Lines 10-19)?
   A. The speaker turns from talking about poetry to talking about music.
   B. The speaker turns from talking about feeling sad to feeling angry.
   C. The speaker turns from talking about the past to speaking about the present.
   D. The speaker turns from speaking about themselves to speaking in general.

4. How do stanzas 3-4 contribute to the poem (Lines 10-19)?
   A. It shows how most people don't know how to express themselves.
   B. It tries to teach readers the right way to write poetry.
   C. It reveals that poetry often appears perfect.
   D. It stresses how you don't need to have a perfect way to express yourself.

5. What is the effect of repeating "used" in line 15?
Rosa Refuses
By Ruth Spencer Johnson
2008

In December 1955, after Rosa Parks refused to give up her seat on the bus to a white man, black people in Montgomery, Alabama refused to use the bus until the laws were changed and they were treated fairly. In this passage, a young black girl writes to her cousin about the protest. As you read, take notes on how black people avoided using the bus.

In December 1955, Shirley, a fictional 9-year-old black girl in Montgomery, Alabama, might have written these letters to her cousin Elizabeth in Detroit, Michigan...

December 5, 1955
Dear Elizabeth,

Guess what’s happening in Montgomery? We are having a bus boycott! Do you know what that is? It’s when a lot of people refuse to use a service like the city bus as a way of protesting something. Starting today, black people won’t ride the buses anymore because of the unfair way the bus company treats us.

Remember how it is here? The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites. It’s the law. You’re lucky that in Detroit, you can sit anywhere you like on the bus. That must be nice. Here’s why we’re having the boycott: Last week, a black woman here named Rosa Parks was riding the bus. She was on her way home from work. When the bus got full, the driver told her to get up and give a white person her seat. She refused! So the police came and arrested her. They took her to jail! Can you believe it? Mrs. Parks said she was tired of giving in to white people. So now, all 50,000 black people in Montgomery aren’t going to ride the bus at all until things change. The bus company sure is going to lose a lot of money!

We’re all trying to help each other. Most black folks here don’t have cars. The ones that do are driving others to work. Black taxi drivers are charging only a dime (the same as the bus fare) instead of 45 cents for a ride. Thousands of people are walking miles to work, school, and church. The buses are practically empty!

The new minister in town, the Reverend Martin Luther King Jr., is the leader of the boycott. He says that if we protest peacefully with "courage and dignity," we can make great changes for black people. Until then, I’ll keep walking!

1. almost
2. Dignity (adjective): a sense of pride in yourself
Love, Shirley

Over a year later, Shirley writes again.

December 21, 1956
Dear Elizabeth,

[10] You won’t believe what I did today — I rode in the front of the bus!

The boycott is finally over, after 381 days. I never thought it could last this long, because the bus company was losing so much money. But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest³ reason. They made black taxi drivers charge full fare.⁴ They arrested people who were waiting for rides. Hundreds of people lost jobs and went to jail. A lot of white people were really angry, and Reverend King’s house was bombed!

Our black leaders went to court to end segregation⁵ on the buses. The city fought the case all the way to the Supreme Court.⁶ Now the Supreme Court has said that we can sit wherever we want on the buses.

It wasn’t easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we’ve kept up our spirits.⁷ We believe this boycott is just the start of equal rights for our people! Tell Aunt Louise you want to come down and visit me here. We’ll ride the bus up front together!

Love, Shirley

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3. very small
4. the money a passenger has to pay for a ride
5. the separation of people based on their race
6. the most powerful court in the country
7. to stay positive about something
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme about the bus boycott in Montgomery?
   A. Black children were even more responsible for the success of the bus boycott than adults, as they used the bus more than anyone.
   B. Refusing to use the bus wasn't difficult for black people, as they walked together and often shared their cars with each other.
   C. Black people in Montgomery succeeded in ending segregation on buses by working hard and not giving up on their protest.
   D. The bus boycott didn't last very long, as the buses quickly gave into black people's demands for desegregation.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something." (Paragraph 3)
   B. "The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites." (Paragraph 4)
   C. "But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest reason." (Paragraph 11)
   D. "It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits." (Paragraph 13)

3. How does paragraph 4 contribute to the overall structure of the text?
   A. It shows how many black women have been arrested in the past for not giving up their seat on the bus.
   B. It describes how black people are treated unfairly on buses and the reason for the bus boycott.
   C. It provides several examples of how black people are treated unfairly in Montgomery.
   D. It shows how black people are going to work together to avoid using the buses, while still getting around.

4. How does Shirley respond to the bus boycott?
   A. Shirley is angry that a bus boycott is necessary for black people to be treated fairly.
   B. Shirley is hopeful about the bus boycott and willing to do her part to create change.
   C. Shirley complains about having to walk everywhere, since she can't use the bus.
   D. Shirley hesitates to join her friends and family in the bus boycott, as it's going to be a lot of work.
5. How does Shirley feel at the end of her last letter to Elizabeth (Paragraph 13)?
Franklin Gorin purchased a slave, Stephen Bishop, to act as a tour guide for Mammoth Cave in Kentucky. Stephen went on to make many discoveries in the cave and to be a well-known guide. As you read, take notes on how the author describes Stephen.

Stephen's lantern cast shaky shadows on the walls of Mammoth Cave, Kentucky. Hurrying after his guide, he stumbled along the rocky path. He couldn't lose sight of Mr. Miller. He might not find his way back out.

Stephen was a slave owned by Franklin Gorin. Gorin had bought Mammoth Cave to develop it for tourists. Like many people in the 1830s, he didn't worry about preserving the natural wonder. He wanted to make money from it. Since a slave wouldn't need to be paid, Gorin decided to have 17-year-old Stephen trained as a guide.

At Mammoth Cave in Kentucky, Stephen Bishop was known as the "prince of guides."

Facing the Challenge

Stephen knew little about caves, but he was expected to obey his master. Every day he followed his guide, Mr. Miller, over the cave routes. Stephen found he could easily remember the twisting passages and the formations that served as markers. Soon he knew the eight miles of cave routes as well as Mr. Miller.

But guiding meant more than knowing the trails. Stephen had to explain what visitors were seeing. He listened closely to learn facts and stories about the caves.

Soon Stephen began giving tours himself. He pointed out log pipes and wooden vats in the passages. These had been used in the mining of saltpeter to make gunpowder for the War of 1812.

1. Preserve (verb): to keep something in its original state
2. Route (noun): a path to get from one point to another
3. Formation (noun): the structure or arrangement of something
4. a large container
5. to dig into the earth for minerals
6. a naturally occurring substance used in explosives
He took visitors deep underground to Chief City. Here, early tribes had left behind slippers, gourds, and cane sticks. Stephen lit fires to show off the room’s huge size.

In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling. Legend says Stephen learned to read and write by studying them. Soon he added his name to theirs.

**Exploring Mammoth Cave**

Stephen loved the cave. While giving tours, he spotted many leads off the main passages. He itched to explore them, and Gorin let him. More passages meant more cave tours — and more money for Gorin.

Stephen spent hours underground. He climbed up domes and down pits. In the dim light of his tin lamp, he squeezed through narrow tunnels and crawl spaces. He memorized landmarks such as special rocks or sand beds to guide himself back out.

One day, Stephen followed a twisting passage not on the tours. He climbed up a slick wall, over slopes, and down a 30-foot drop. He crawled through an opening partway up the passage wall. There he found a large dome no one had known about. Gorin was thrilled. It was named Gorin’s Dome, and newspapers printed stories of the discovery.

**Beyond Bottomless Pit**

Stephen kept exploring, but one space always stopped him: Bottomless Pit. On tours, he lit scraps of paper and tossed them in. Visitors, watching them drift down, could never see the bottom. The pit gaping as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side.

On October 20, 1838, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit. Imagine inching over a yawning black hole on a crude ladder. “I’m not sure I would have tried it,” admits Chuck DeCroix, an experienced caver who guides visitors today. “They had poor lighting and no knowledge of what was below them. It would take guts to cross.”

Stephen’s courage paid off. He and the visitor found two miles of new passages that day. What beautiful stalactites, stalagmites, and gypsum rosettes they saw! Again Gorin was thrilled. He had a sturdy bridge built across the pit. Guides and visitors explored six more miles of passages that year.

Stephen discovered underground rivers in Mammoth Cave. He saw eyeless fish swimming in them. No one had heard of such creatures. Scientists came from all over the world to study them.

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7. a type of fruit that has a hard shell that is used for decoration and not eating
8. to feel a strong desire to do something
9. Slick (adjective): wet, slippery
10. a road in the countryside
11. basic or simple
12. Courage (noun): the ability to do something that is frightening
13. structures formed by mineral dripping from the ceiling or piling up on the floor
14. a type of crystal
Stephen became famous for his dramatic tours. He gave boat trips on the rivers. He showed off a beautiful place called Snowball Room. Its ceiling was covered with white gypsum rosettes. He used lantern light and torches to make formations sparkle and glow. He sang songs to demonstrate the cave's great sound. He told interesting stories. One visitor called him the "prince of guides."

Stephen drew a new map of Mammoth Cave. Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name.

For 150 years, other people have continued to explore the cave. Today, 365 miles have been surveyed in the Mammoth Cave system. It is the longest cave in the world. Stephen Bishop found more miles of passage than any other guide of his time. His curiosity, determination, and courage helped him discover Mammoth's secrets.

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15. Dramatic (adjective): exciting and impressive
16. to examine and record the details of an area of land
17. Determination (noun): the ability to keep trying something, even if it is difficult
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
   A. The different species and rock formations that Stephen discovered made important contributions to science.
   B. Stephen’s work as a guide in Mammoth Cave was so impressive that he eventually received pay for his work.
   C. Despite only having basic tools, Stephen made more discoveries in Mammoth Cave than any explorer in the years to come.
   D. Stephen was able to make important discoveries in Mammoth Cave because of his brave explorations.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “At Mammoth Cave in Kentucky, Stephen Bishop was known as the ‘prince of guides.’” (Paragraph 3)
   B. “In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling.” (Paragraph 8)
   C. “The pit gaped as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side.” (Paragraph 12)
   D. “On October 20, 18, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit.” (Paragraph 13)

3. PART A: Why was Stephen called the “prince of guides”?
   A. Stephen knew more about caves than anyone.
   B. Stephen discovered jewels in the cave.
   C. Stephen was known to be an amazing guide.
   D. Stephen made a lot of money as a guide.

4. PART B: Which quote from the text best supports the answer to Part A?
   A. “No one had ever dared to cross it. But Stephen wanted to know what was on the other side.” (Paragraph 12)
   B. “What beautiful stalactites, stalagmites, and gypsum rosettes they saw!” (Paragraph 14)
   C. “Stephen became famous for his dramatic tours. He gave boat trips on the rivers.” (Paragraph 16)
   D. “Slaves didn’t usually get credit for their accomplishments, but the map was published in 1845 under Stephen’s name.” (Paragraph 17)
What is the connection between Stephen's status as a slave and the lack of credit he got for his discoveries?
Trail into Darkness
By Brad Robie
2017

Brad Robie has written for Highlights. in this short story, a boy gets lost while snowshoeing with his family. As you read, take notes on how Luke responds to being lost.

[1] A boulder as big as a house. That’s how the guide book described Giant Rock. Dad said it was carried here by a glacier¹ millions of years ago.

I was finally going to see it, on snowshoes, with my three older cousins, my dad, and my uncle Don. I’d been snowshoeing before, and I liked the adventure of trekking² through deep snow alongside wild-animal tracks.

At the parking area, after putting on our snowshoes, we studied the map in the information kiosk. “We start here,” Dad said, “on the red trail. Then we turn left onto the purple loop. That’s where Giant Rock is.”

“Remember to stick together, guys,” Uncle Don said.

[5] The trail ran uphill alongside a stone wall. It was easy to follow because red markers were nailed to the trees and the snow had been packed down by other hikers. At the top of the hill, we turned onto the purple trail, which wound back and forth, traversing³ the hills and gullies.¹⁴ We settled into a rhythm, with Dad and everyone else in front and me in the back, crunch-crunch-crunching through the snow. My cousins were faster than I was, but I managed to keep up.

The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide.⁵ As the trail zigzagged on, my cousin Andrew said what I’d been thinking: “Will we ever reach Giant Rock?”

My cousin Aiden smiled and turned to me. “Luke, do you think your dad invented the idea of Giant Rock just to get us away from the TV for a while?”

I laughed. “You never know.”

1. a slow-moving mass of ice formed over many years
2. Trek (verb): to go on a long journey, usually by foot
3. to travel across or through something
4. a small valley worn away by running water
5. a book for identifying things in nature
Finally, we crested a hill and saw the massive boulder sitting alone in the forest. "It really is as big as a house!" my cousin Josh said, gazing up.

[10] My cousins and I high-fived each other and jogged down the slope until we stood at the base, breathless.

Standing in the boulder's giant shadow, I noticed the sun had dipped even lower.

"Let's head back," Dad said after a few minutes.

Soon we were crunch-crunch-crunching our way home.

I was a little behind the group when I noticed a set of animal tracks I didn't recognize. They were hard to see among the snowshoe prints, so I followed them off the trail for a closer look. There were no claw marks, which meant they didn't belong to a dog or a fox. Instead, they looked like tiny handprints and footprints. *Must be a raccoon*, I thought, matching them to prints in my guide.

[15] I looked up when I suddenly realized how quiet it had gotten. I was totally alone. "Hey!" I shouted. "Where is everyone?"

Nothing. Just the sound of my own breathing and the hammering of a woodpecker echoing in the bare woods. *They couldn't have gone far*, I thought, stepping back onto the trail. *I'll catch up to them if I hurry.*

I came to a junction where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. My mind started to race. Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.

It seemed to grow darker by the second. I had no flashlight. No phone. I began running. What if I couldn't find my way back? I started tearing through the woods in a panic, watching as the sun disappeared behind the trees.

Then I came to a crossroads. Which way should I turn?

[20] *Stop*, I told myself. *Think*. I pictured the map again. To get to Giant Rock we had turned left onto the purple loop. To get back, I needed to do the opposite and turn right onto the red trail.

If this didn't work, I'd do what I had always heard you should do in a situation like this: stay put, and let your group find you.

I heard voices, someone calling. Then I noticed the stone wall, the trail running alongside it. This *had* to be right. I plunged downhill in giant steps.

And then, the best sight ever: the parking lot — and my family! I shouted as I ran toward them.
“Luke? Are you OK?” Dad’s voice was urgent. He shined a flashlight in my direction.

I’d only been lost for minutes, but it had felt like forever. Now all I wanted was a bear hug from Dad and to make tracks for home.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes the theme of the short story?
   A. It’s important to have proper supplies before you go outdoors.
   B. Outdoor activities in the snow are too dangerous for kids.
   C. The beauty of nature can often be distracting.
   D. It’s important to stay calm in an emergency situation.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "I’d been snowshoeing before, and I liked the adventure of trekking through deep snow alongside wild-animal tracks." (Paragraph 2)
   B. "The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide." (Paragraph 6)
   C. "I looked up when I suddenly realized how quiet it had gotten. I was totally alone. 'Hey!' I shouted. 'Where is everyone?'" (Paragraph 15)
   D. "Stop, I told myself. Think. I pictured the map again. To get to Giant Rock we had turned left onto the purple loop." (Paragraph 20)

3. What does it mean when Luke describes his mind as “racing” in paragraph 17?
   A. He is thinking many thoughts very quickly.
   B. He is imagining himself running very fast.
   C. He is smarter than the average person.
   D. He is trying not to think about his situation.

4. How does paragraph 17 contribute to the text?
   A. It suggests that Luke will never go home.
   C. It shows that Luke is in serious trouble.
   D. It stresses how poorly marked the path is.

5. How does Luke react to not being able to find his family?
The Grandad and the Dandelion

By Yannets Levi, The Short Story Project on 09.26.19

Word Count 732
Level MAX

Dandelions listen silently to an old man’s stories. Photo by: iorgulescu Sabina/Getty

It is possible that you have lots of friends, or maybe you have only a friend or two. Your friends could be children, or they could be adults, or maybe your friends are dogs or cats or any other kind of animal. Yes, all of this could certainly be true. But have you ever had a plant as a friend? Have you ever been friends with a flower or a tree? Either way, this is a story about a grandfather who had a very special friend.

Once upon a time, there was an old man who lived alone in a small shack. The old man didn't have children or grandchildren. He didn't have a wife, nor did he have friends. He lived all by himself.

Every day at dusk, when the birds were chirping from their perch in the treetops, as the sun set and the sky grew dark, the old man would sit outside his shack and talk to the dandelion that grew in his garden. What did he say to the dandelion? The old man used to tell the dandelion old tales, so old that no one could remember if they really happened, and the dandelion would listen silently to the old man's stories.

One day, a group of children walked past the shack. They heard the old man talking and telling his stories, but they did not see anyone listening. The children stopped and stared at the old man.
"What is wrong with this old man?" they wondered. "Who is he telling stories to?" They listened closely to the old man's tales. They did not know if the stories were true or not, but they found them to be fascinating. The children remained standing there listening to the stories until the sky turned black and the old man went back into his shack.

The next day, the children returned for more stories. They remained at a distance but paid close attention. After the old man finished telling another old tale, one of the girls called out, "Granddad! Who are you telling your stories to?" "Granddad? Me?" the old man wondered. Up until then he had not noticed the children who stood there listening to his stories, and so their presence came to him as a surprise. "No, I'm not a grandfather. I am just an old man," he said. "I have no children or grandchildren. I have no wife and no friends." "So who are you telling your stories to?" asked one of the children. "I tell them to this dandelion growing down here, right next to me," the old man replied. The children looked and for the first time noticed the small dandelion growing in the old man's garden. How strange, they thought — telling stories to a dandelion. Why?

"He knows how to listen," answered the old man, responding to the children's bewildered gaze.

The next day, when the children came back to the shack, the old man invited them to sit next to him. They sat down and, along with the dandelion, listened to the old tales. And so, day after day, the children returned and listened to Granddad's stories. That is what they called him: Granddad.

One morning, while the children were at school, Granddad went out into his yard and noticed that the dandelion had changed. Its small yellow petals disappeared and in their place were fuzzy white hairs.

"You've aged," said Granddad to the dandelion. "I've aged too."

A gust of wind dispersed the fuzzy white hairs off the dandelion and scattered its seeds in every direction. Granddad looked at the white hairs flying in the air and took a big, deep breath.

The next day, when the children arrived at the shack to hear Granddad's stories, they found neither Granddad nor the dandelion, and so they never went back to the shack again. Little did they know that one day, dozens of new dandelions would blossom from the seeds that the wind scattered.

The children grew up into adults. They left their homes and built new homes here or there. The dandelion was forgotten. The granddad was forgotten, too. Nevertheless, his stories, just like the dandelion's seeds, were scattered along with the children who grew up.

Even today, there are surely children listening to the old tales; so old, no one knows if they ever really happened.

Translated from Hebrew by Annette Appel.
Quiz

1 Read the selection from the story.

_The dandelion was forgotten, the granddad was forgotten too. Nevertheless, his stories, just like the dandelion's seeds, were scattered along with the children who grew up._

What theme of the text does this selection help the reader understand?

(A) People can make an impact even after they are gone.
(B) Stories help children become close to older people.
(C) Dandelions are important because they spread far and wide.
(D) Respect for elders is an important part of life.

2 Select the statement that BEST summarizes the main events in this story.

(A) An old man becomes friends with a dandelion. He tells the dandelion stories because no one else will listen.
(B) An old man teaches a group of children about dandelions. As they grow older, they help spread dandelion seeds.
(C) A group of children listens to an old man's stories. His stories live on through the children long after he is forgotten.
(D) A group of children overhears an old man talking to a dandelion. They eventually return so they can listen to him talk.

3 Complete the sentence. The author's purpose for telling the story is:

(A) to make people learn the importance of an old man
(B) to emphasize the importance of storytelling
(C) to reveal why an old man befriended a dandelion
(D) to explain why the old man talked to the children

4 How does the narrator's point of view influence how the events in the story are described?

(A) It contrasts the children's thoughts with the old man's thoughts.
(B) It describes the stories that the old man tells the children.
(C) It provides a larger context for the story about the old man.
(D) It emphasizes the mystery of the old man's disappearance.
Volunteers find better homes for dogs that were locked up in jail

By Chicago Tribune, adapted by Newsela staff on 11.18.15
Word Count 590
Level 640L

The eight dogs that survived a fire in a hoarder’s house are reunited with the Chicago firefighters from Station 76 and others who helped save them. Josh Feeney/Safe Humane Chicago

Sometimes people hit the animals they own. Some owners do not give their pets enough to eat. Being cruel to an animal is against the law in America. People can be arrested for hurting animals. Many get sent to jail. What happens to the animals they own in the meantime?

For years, the courts and police in Chicago, Illinois, had a problem. They failed to take good care of the animals whose owners were involved in court cases.

Mostly dogs, the animals were abused or neglected. They were taken from their homes when their owners were arrested. The cases moved slowly through the courts. The animals would remain locked up as evidence, sometimes for years. When the cases were finally settled, the dogs were usually put to death.

People Step In To Free The Dogs
Animal rights supporters in Chicago were angry. They thought this was unfair. "The dogs did the time but not the crime" is one of their favorite sayings. They made a plan to save the animals. In 2010, a group called Safe Humane Chicago started the Court Case Dogs program. The program helped to treat the dogs and make them better. It found new homes for them.

The approach was the first of its kind in the United States.

When the program was started, only 2 out of every 10 of the jailed dogs got out alive. Today, 7 out of 10 dogs are saved. So far 760 dogs have gone through the program.

Cynthia Bathurst is in charge of Safe Humane Chicago. "These are the dogs everyone should care about," she says.

Court Case Dogs Star in A New Book

A new book tells the stories of these dogs and the people who are saving their lives. It is called "A Ruff Road Home: The Court Case Dogs of Chicago." Written by Susan Russell, the book has stories of more than 20 dogs that have been abused. It shows them in their new homes, safe and loved.

"Some of the dogs were fought," says Russell, a writer and lawyer in Chicago who helps at animal shelters. "Some of the dogs were dumped in trash cans. Some of the dogs belonged to hoarders. Some were beaten mercilessly. Every one of these dogs had a terrible start."

Her book shows that dogs can be strong. It also shows that people care, she said.

The book took three years to write. Many people gave their time and skills for free. Safe Humane Chicago sells the book on its website. Every cent from the sales of the book goes to Safe Humane Chicago.

Lucky Bruno, DJ and Dolly

At the heart of "Ruff Road" are the stories of the dogs.

There's Bruno, the first dog in the program. Bruno spent more than a year in a kennel after he was rescued from a man who was kicking him down the street. Bruno is now with a loving family.

There is a dog named Dolly. She was locked up in a basement before the Chicago police found her. There's also Derek Jeter - known as DJ. He is a terrier mix who had been abused on videos that were posted on the Internet. He has found a couple to love him, too.

Then there are the people who work in the program. They are helped by many others who work for free. The families who take in the animals are also special.

The dogs are strong, but the people show how it can be done, Russel said.
1. Select the sentence that explains the purpose of the Court Case Dogs program.
   (A) When the program was started, only 2 out of every 10 of the jailed dogs got out alive.
   (B) They are helped by many others who work for free.
   (C) Safe Humane Chicago sells the book on its website.
   (D) The program helped to treat the dogs and make them better.

2. Which sentence from the article explains why animals were locked up in jail?
   (A) Some owners do not give their pets enough to eat.
   (B) Mostly dogs, the animals were abused or neglected.
   (C) When the cases were finally settled, the dogs were usually put to death.
   (D) They were taken from their homes when their owners were arrested.

3. Which sentence from the article is MOST important to include in its summary?
   (A) The animals would remain locked up as evidence, sometimes for years.
   (B) The approach was the first of its kind in the United States.
   (C) The book took three years to write.
   (D) Cynthia Bathurst is in charge of Safe Humane Chicago.

4. What is the MAIN idea of the section “Court Case Dogs Star in A New Book”?
   (A) The book tells sad stories about dogs being beaten.
   (B) The book took many years for the author to write.
   (C) The book was a success and made the program a lot of money.
   (D) The book was written to show how dogs are strong and people care.
Essay Writing Prompt: <Cobra Kite>

**Prompt:** In the text, people aren’t happy that the narrator is the one who found Cobra Kite. Do you think some of this anger has to do with the narrator’s young age? How do people underestimate the capabilities of kids? Have you ever been underestimated because of your age?
Essay Writing Prompt: <A Jelly-Fish>

Prompt: Write a poem about an animal you know a lot about.

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Essay Writing Prompt: <Act your Age>

**Prompt:** Have you ever been told to act your age? How did it make you feel? What were you doing at the time?
Essay Writing Prompt: <Baseball’s Girl Umpire>

Prompt: Amanda was the first woman ever paid to umpire a baseball game. Why do you think women before her didn’t umpire baseball games? How often do you see female sports referees today?
Essay Writing Prompt: <Getting Started>

Prompt: How have Americans’ views and treatment of the environment changed over time? Do you think we’re doing enough to protect the environment for the future? Why or why not? Have you seen humans helping or hurting the environment in your community? If so, describe what you saw.
Essay Writing Prompt: <Jared to the Rescue>

Prompt: How does Jared and Jessica’s friendship prove that friendship can occur between anyone? Describe a time that you initially didn’t get along with someone, but grew to like them.

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Essay Writing Prompt: <Lewis and Clark>

Prompt: Would you have participated in this expedition if you had been alive in the 1800s? Do you think the thrill of discovery would have outweighed the dangers and risks associated with the trip?
Essay Writing Prompt: <Origami>

**Prompt:** Have you ever seen origami before? What shape was the paper folded into? How much practice do you think it takes to make origami?
Essay Writing Prompt: <Poetry Means the World to Me>

Prompt: Write a poem that describes something that is important to you.

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Essay Writing Prompt: <Rosa Refuses>

Prompt: In her letters, Shirley discusses how black people had to help each other during the bus boycott. What different ways did they support each other? Do you think the bus boycott would have been successful if people hadn’t helped each other? Why or why not?
Grade 4

Social Studies

Work Packet
"We are still here": Native Americans fight to be counted in U.S. census

By The Guardian, adapted by Newsela staff on 02.12.20
Word Count 803
Level 870L

The local government in San Juan County, Utah, is run by an elected group. The group is called a commission. The majority of the population in San Juan is Native American. Two tribes live in the county: the Navajo Nation and the Ute Mountain Ute Tribe.

In 2017, the people on San Juan’s commission were mostly white. The county's election maps had been divided unfairly. This led to more white people working in government positions. These boundaries reduced the power of indigenous voters in the area. This is against the law. So, in 2018, the Navajo Nation took San Juan County to court. The tribe won the lawsuit.

Later that year, the county elected a majority indigenous commission for the first time ever. Data from the census helped the Navajo win their case.

An important tool that decides political power is the U.S. census. The census is the official count of all the people who live in the country. The U.S. Constitution says that a census must be done every 10 years. The results of the census determine representation in Congress. They also influence local...
Historically, Native Americans have been undercounted in the census.

**Many Native Americans Are Not Counted**

"It impacts everything," Charlaine Tso said. She is on the Navajo Nation's tribal council. She said it affects education, roads and care for the elderly. It affects funding for everything on the reservation.

Tso is on the Navajo Nation's Complete Count Commission. The group will advise the Census Bureau on the 2020 census. The committee believes a significant number of Navajos were not counted in the 2010 census. As a result, the tribe did not receive as much government money.

This problem does not just affect the Navajo Nation. About 1 in 7 indigenous Americans living on tribal lands were not counted in the last census. Native Americans, more than any other group of people, are most likely to be not counted.

About one-third of indigenous people live in areas that the Census Bureau describes as difficult to conduct a count in. In many states where there are high populations of Native Americans, more than half of the indigenous residents live in areas that are difficult for the census to conduct its count in.

**Lack Of Trust In The Government**

Desi Rodrigues-Lonebear is a member of the Northern Cheyenne tribe. She is a demographer, which is an expert in changing human populations. She advised the Census Bureau for six years. She says another problem is a lack of trust.

"You're trying to convince people, your own relatives even, who for their whole lives wanted nothing else but to be left alone by the feds," Rodrigues-Lonebear said. "And you're coming to them and saying, 'But we really need you to fill out this form. We really need you to count.'"

Many tribal leaders and supporters are worried the undercount could be even worse in 2020. For the first time, the census will be done mostly online. However, more than a third of Native Americans living on tribal land do not have access to the internet. It is the least-connected part of the United States.

Natalie Landreth is a Chickasaw Nation member. She said the census moving online almost "ensures an undercount of Native Americans of historic proportions." Landreth is also a lawyer for the Native American Rights Foundation, or NARF, for short.

**Reduced Funding For Translation Services**

Government money for census translation services into indigenous languages was also reduced. Now the government will only pay for translation into Navajo, according to NARF. Before, the
bureau paid for translation into multiple indigenous languages. Landreth said there are parts of Alaska where three-quarters of the households do not speak English at home.

Jessica Imotichey is a Chickasaw Nation member who works for the U.S. Census Bureau. She said the government agency is working to make sure Native Americans are counted in 2020. "[The census] is about representation, not just politically but also visibility," Imotichey said. "Recognizing Native Americans and Alaskan Natives, that we are still here, that we still remain."

The Navajo Nation's Complete Count Commission has already met with U.S. senators and regional Census Bureau representatives. They discussed the unique challenges of counting Navajo citizens. The tribal government is looking to hire an outreach team this spring, according to Tso. It plans to hire fluent Navajo speakers.

"We have to do everything possible to count every Navajo," Tso said.
1. Read the section "Many Native Americans Are Not Counted."

Select the paragraph from the section that shows WHY many Native Americans are left out of the census.

(A) "It impacts everything," Charlaine Tso said. She is on the Navajo Nation's tribal council. She said it impacts education, roads and care for the elderly. It affects funding for everything on the reservation.

(B) Tso is on the Navajo Nation's Complete Count Commission. The group will advise the Census Bureau on the 2020 census. The committee believes a significant number of Navajos were not counted in the 2010 census. As a result, the tribe did not receive as much government money.

(C) This problem does not just affect the Navajo Nation. About 1 in 7 Native Americans living on tribal lands were not counted in the last census. Native Americans, more than any other group of people, are most likely to be not counted.

(D) About one-third of indigenous people live in areas that the Census Bureau describes as difficult to count in. In many states where there are high populations of Native Americans, more than half of the indigenous residents live in areas that are difficult for the census to count in.

2. Read the following paragraph from the section "Reduced Funding For Translation Services."

The Navajo Nation's Complete Count Commission has already met with U.S. senators and regional Census Bureau representatives. They discussed the unique challenges of counting Navajo citizens. The tribal government is looking to hire an outreach team this spring, according to Tso. It plans to hire fluent Navajo speakers.

Which of the following is an accurate explanation of what this paragraph means?

(A) The Navajo Nation's Complete Count Commission does not trust senators and the Census Bureau.

(B) The Navajo Nation's Complete Count Commission is also helping other tribes to get involved with the census.

(C) The Navajo Nation's Complete Count Commission is working hard to make sure Navajo citizens are counted.

(D) The Navajo Nation's Complete Count Commission is upset that there will not be census translations in Navajo.

3. Read the following statements.

1. Native Americans have traditionally been undercounted in the census.
2. The Census Bureau has hired demographers who are Native Americans to advise them.
3. Many tribal leaders are worried that the 2020 census will be worse for Native Americans.
4. A majority of people living in San Juan County are Native Americans.

Which two statements are MAIN ideas from the article?

(A) 1 and 2

(B) 1 and 3

(C) 2 and 4

(D) 3 and 4
An important tool that decides political power is the U.S. Census. The census is the official count of all the people that live in the country. The U.S. Constitution says that a census must be done every 10 years. The results of the census determine who gets positions in Congress. They also influence local election maps and how much money an area will receive from the government. 

There will be a census this year.

How does this paragraph support the MAIN idea of the article?

(A) It shows how the U.S. census is changing its rules for 2020.

(B) It shows that people are working to get Native Americans counted in the U.S. census.

(C) It explains the effect that the U.S. census has on political power.

(D) It explains why the U.S. census leaves out many Native Americans.
Throughout America’s history, children have enjoyed playing games. In this informational text, Kelsie Ingham discusses the different games that Native American children played. As you read, take notes on what children learned from the games they played.

Just as they are for today’s children, games and sports were an important part of the lives of children growing up before 1492. Native American kids — and adults, too — enjoyed a variety of games and sports. But they weren’t just pastimes: they also taught life lessons and skills. Games and sports were for everyone: men, women, children, and the elderly. Some games were played by one person, and others were team sports that could include an entire village.

Through play, children learned valuable skills. Many children’s games mimicked adult behavior, such as hunting and stalking. Practicing silent footsteps and quiet breathing while sneaking up on someone was fun, and it trained children to be good hunters. (Haven't you had fun sneaking up on a friend or parent?) Wrestling also taught important lessons and built strength and stamina. Good wrestlers have to think, plan, and stay one move ahead of their opponents.

Running games and races were popular. Running was useful for hunting and gathering food and for delivering messages in a hurry. Races were run over short and long distances — up to 25 miles — and often involved obstacles such as trees or rivers. For some races, children had to spin around, then run while dizzy! These runners improved their balance as well as their speed and endurance.

Groups of children played many different sports. Team sports included everyone, regardless of their skill level. Teams played to win, but fair play and sportsmanship were just as important as winning. Many games had judges, but individual players were expected to play fairly. Poor sports and cheaters were punished.

1. an activity that someone does for enjoyment; a hobby
2. **Mimic** (verb): to copy someone
3. to follow someone or something without being seen
4. mental or physical strength that allows you to continue doing something for a long time
5. the ability to do something difficult for a long time
6. fair and respectful behavior while playing a sport
Ball games were popular with some groups, who made balls out of carved bone or wood. Sometimes small pieces of animal skins were stitched together and stuffed to make a ball. Most ball games involved hitting or kicking the ball.

While sportsmanship was important, games were rough and rules were few. Women and girls often played separately from men and boys. A popular team sport for women and girls was shinny. Using sticks that looked a bit like modern hockey sticks, the players tried to move a ball down the field to score a goal. Players had to work as a team to be successful. Shinny also could be rough sometimes.

In many areas, lacrosse was the most popular sport for men and boys. It was played by two opposing teams. The teams could have any number of players — from a few dozen to a few hundred — as long as each team had the same number. Each player had a stick with a scoop-shaped woven basket at one end. Using these basket-sticks, teammates passed a ball down the field and tried to score a goal. Lacrosse was a physically demanding and intense game. The Cherokee called it “little war.” Players were allowed to pull hair, hit each other with their stick, and even wrestle.

Six hundred years ago, kids played tug-of-war and guessing games. They traded with each other and competed for the best prizes. Boys and girls played together and separately, having fun and learning skills they would use when they grew up. Many games we play today — lacrosse, baseball, hockey, and soccer — came from Native American sports. Rough-and-tumble competition, yes. But teamwork and cooperation are an equally important part of the legacy of these first American games.

Today, the Iroquois Lacrosse Association League is comprised of eight teams, all made up of Native players. The Iroquois Nationals team competed in the World Lacrosse Championships held in Australia in 2002. The Iroquois Nationals is the only Native American team sanctioned to compete as a national team. Various Native American nations continue to play forms of lacrosse, sometimes simply called stick ball, during their festivals.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea of the text?
   A. Games today don't teach children the lessons and skills that they once did.
   B. Sports and games were a large part of Native American culture that has since been lost.
   C. The games that Native American children played were fun and important for their development.
   D. The games that Native American children played were dangerous and resulted in injury.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Through play, children learned valuable skills. Many children's games mimicked adult behavior, such as hunting and stalking.” (Paragraph 2)
   B. “While sportsmanship was important, games were rough and rules were few. Women and girls often played separately from men and boys.” (Paragraph 6)
   C. “The Cherokee called it 'little war.' Players were allowed to pull hair, hit each other with their stick, and even wrestle.” (Paragraph 7)
   D. “The Iroquois Nationals is the only Native American team sanctioned to compete as a national team.” (Paragraph 9)

3. How is the information in the text organized?
   A. The author discusses Native American games of the past, and then the important lessons they learned from the games.
   B. The author compares American games played today to Native American games of the past.
   C. The author describes the important skills that Native American children needed and the games that helped teach them.
   D. The author discusses what games provided Native Americans, and then some of the risks of the games.

4. Which statement describes the relationship between adults and children in Native American games?
   A. Adults and children often played games together to strengthen their relationships.
   B. Children were often sent away by adults to play games so that they could work.
   C. Adults, like children, also played games to improve their strength and skill.
   D. Children's play and learning often involved copying adults' actions.
5. How does the author help readers understand the connection between Native American games played in the past and the games children play today?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses how Native Americans learned from the games and sports they played. Do you think play is an important part of education today? If you could, would you like to play more at school? What would you like to play and what would it teach you?

2. In the text, the author discusses how children usually play together. How do you think team sports helped strengthen the communities of Native American tribes? Are you part of a team? How does it make you feel to belong to a team?

3. In the text, the author discusses how games specifically help children learn. Do you think playing games can also be good for adults? Why or why not?

4. In the text, the author describes the different games and sports that Native Americans played. What is a game or sport that you enjoy playing? How do you think playing this game or sport has been good for your mind or body?
Tribe in Virginia uses new federal status to protect its heritage

By Washington Post, adapted by Newsela staff on 02.20.20

Word Count 888
Level 800L

Point of Fork, Virginia, is of great importance to the Monacan Indian Nation. They believe the spot where the James and Rivanna rivers meet was the site of their ancient capital city, Rassawek.

Now two local counties want to build a water pumping station on top of it. Until recently, the Monacans had felt powerless to protect their history. They watched electrical lines, a gas line and a railroad get built through the site in years past.

In 2018, the tribe was one of six that won a long battle for federal recognition. It's using that protection to fight the water station. It will be its first true test as an official tribe.

Their challenge has delayed the project. The James River Water Authority, which serves the counties of Fluvanna and Louisa, says the holdup is harming taxpayers. A commercial center nearby needs more water. Local well water cannot meet the demand.
Justin Curtis is a lawyer for the water authority. He said it's highly important to get a water plant at the site.

It all hinges on the question of what lies beneath centuries of river mud.

**Rassawek's Rich History**

In 1607, Captain John Smith ventured up the James River past modern-day Richmond. He soon met the Monacans. While the Powhatan Nation ruled Virginia's Tidewater region, the Monacans stayed west past the Blue Ridge Mountains.

Smith published a map in 1612 that located five Monacan villages along the James and Rivanna rivers. Their capital — Rassawek — seems to have stood where the waters met. It was a major trading center where hundreds may have lived.

Monacans spoke a different language from the Powhatans. Smith married a Powhatan — Pocahontas. Over time, the English forced Monacans off their land. Today the tribe numbers more than 2,100.

Over time, the site of the two rivers became important to history. A teenage Thomas Jefferson conducted one of his first public acts here. The site also saw military action during the American Revolution.

In 1980, there was construction on the point. Many Indigenous artifacts could be seen on the mounds of dirt. The state briefly called to stop the construction. Archaeologists surveyed what had been exposed.

Then the work continued. The artifacts were bulldozed.

**Preserving Indigenous History Is Important**

Since then, historians have speculated that the artifacts confirm Smith's map and pinpoint the long-lost capital, Rassawek. That would be a significant find.

In a state that prides itself on preserving history, Indigenous heritage has long been ignored. Many tribes were nearly erased in the early part of the 20th century. Many officials then wrongly believed that white people were superior to other races. So they insisted on classifying every Virginian as only either "white" or "colored."

It is important to preserve what Indigenous history is left, said Julie Langan. She's director of the Virginia Department of Historic Resources.

The tribe had known about the water project for several years. The counties bought the land. Then they built a treatment plant and began securing permits from the government so they could begin building the pumping station. However the tribe was not officially involved in this project.

Water authority officials said they kept the tribe informed. But the Monacans said they had no official seat at the table until President Donald Trump signed their federal recognition in January 2018.
Tribe Wants To Fully Protect The Site

After that, "the federal government had to consult the tribe" in reviewing permits, said Marion Werkheiser. She's a lawyer with Cultural Heritage Partners who is helping the tribe.

Soon the tribe learned something: There were other possible sites for the pumping station. The counties just thought this was the cheapest.

At that point, Kenneth Branham said the tribe set out to fully protect the site. Branham is chief of the Monacan Nation.

By the summer of 2019, the Monacans were in consultation with the U.S. Army Corps of Engineers, which is in charge of building government sites. They raised questions about how construction permits would be allowed to the water authorities. They especially focused on building that could disturb historic sites.

Curtis, speaking for the water authority, argues that any spot along the James River is going to turn up historic artifacts. He also said it is uncertain that the site is actually Rassawek.

Project Is On Hold For Now

But the Monacans believe the evidence here is strong. State and national preservation groups had begun to join in opposing the project.

Two months later, Langan dropped big news: She said the project's archaeologist, Carol Tyrer, had invalid academic credentials. In other words, Tyrer was not properly recognized by a college as an archaeologist. There would be no permit until a more suitable archaeologist had done a review.

Meanwhile, the project is on hold. A spokesman for Virginia Governor Ralph Northam said the governor stands by Langan's call for a new archaeologist.

For now, the site remains mostly undisturbed.

"Can you imagine four or five hundred years ago, canoes running up and down the river over here?" Chief Branham says. "People, children — living normal family life ... This is our history. It's part of who we are."
Two months later, Langan dropped big news: She said the project's archaeologist, Carol Tyrer, had invalid academic credentials. In other words, Tyrer was not properly recognized by a college as an archaeologist. There would be no permit until a more suitable archaeologist had done a review.

Which statement summarizes the paragraph?

(A) Carol Tyrer lied about being an archaeologist to help get the water pumping station built.

(B) For people to become archaeologists, they need to attend college and study archaeology.

(C) Construction of the pumping station cannot start until a qualified archaeologist reviews the site.

(D) It is unlikely that the water pumping station will ever be built because more permits are needed.

1. A water pumping station is planned on the site where the Monacan tribe's capital might have once stood.
2. In the 1600s, Captain John Smith met the Monacans while traveling up the James River.
3. Many Native American tribes were erased from Virginia's history because of racism.
4. The Monacans are using their protection as a federally recognized tribe to fight the pumping station.

Which two statements are MAIN ideas from the article?

(A) 1 and 2

(B) 1 and 4

(C) 2 and 3

(D) 3 and 4

How does the section "Rassawek's Rich History" support the Monacans' argument that the water pumping station should not be built?

(A) It provides evidence that their ancient capital might have stood where the pumping station is planned.

(B) It provides evidence that the pumping station would destroy access to cultural artifacts.

(C) It argues that Rassawek is too culturally important to the Monacans to risk covering it up.

(D) It argues that it is not necessary for the water pumping station to be built at the planned location.
Read the following sentences from the article.

1. Now two local counties want to build a water pumping station on top of it.
2. The James River Water Authority, which serves the counties of Fluvanna and Louisa, says the holdup is harming taxpayers.
3. A commercial center nearby needs more water.
4. Water authority officials said they kept the tribe informed.

Which sentence supports the two counties’ point that the water pumping station should be built?

(A) Sentence 1; by showing that the two counties think the pumping station cannot go anywhere else.
(B) Sentence 2; by showing ways that the delay in building the water station is affecting people.
(C) Sentence 3; by showing who would be helped by the new water pumping station.
(D) Sentence 4; by showing that the two counties want to work with the Monacan people.
Vegetables have been an important part of humans' diets for hundreds of years. In this informational text, Barbara Hagen discuss some of the vegetables that were most important to many American Indian diets. As you read, take notes on how American Indians grew and used three primary foods.

How many times have your parents told you to eat your vegetables? Well, things haven't changed much in the last few hundred years. Kids who grew up before 1492 had to eat their vegetables, too. Three of these vegetables were so important that some American Indians called them “our supporters” or “the three sisters.” Corn, beans, and squash were the main foods of many Indian tribes, from the Iroquois in the Northeast to the Navajo in the Southwest.

Why were these three vegetables called the three sisters? Native people, such as the Iroquois who lived in what is now New York State, had a smart way to plant them. Corn was planted first. When the tiny corn shoots poked through the ground, it was time to plant the beans. As the corn grew, the bean vines climbed up the cornstalks. When the bean vines began to climb, it was time to plant the squash between the corn plants. As the squash plants grew, their leaves shaded the ground, keeping weeds out and keeping the soil cool and moist for the beans and corn. By sharing the land, the three sisters helped each other grow.

Corn, also known as maize, was the most important crop for many Native people. It was eaten in many ways, from corn on the cob to cornmeal pancakes sweetened with maple syrup. Beans and squash rounded out the diets of people all over North America. Of course, vegetables were not the only food Indians ate. Depending on where they lived, they might have eaten buffalo meat, deer, rabbit, salmon, and shellfish. Wild berries were a welcome sweet treat.

Children helped their families get their food. Usually, girls worked with their mothers, planting and harvesting crops or gathering wild nuts and berries. And boys worked with their fathers, making and using hunting and fishing tools: bows and arrows, traps, and fish hooks and nets.

For many Native people, the three sisters were considered gifts from the Creator. They were protected by Three Sister Spirits and were meant to be planted, eaten, and celebrated together.

1. flour ground with dried corn
2. Harvest (verb): to gather a crop
3. a god or spiritual force
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main idea of the text?
   A. American Indians didn't get all the nutrients they needed from the three sisters.
   B. While some Native people ate only vegetables, others ate mostly meat and fruit.
   C. Many American Indians used to rely heavily on corn, beans, and squash for their diets.
   D. Without the three sisters, American Indians wouldn't have been able to live off the land.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Corn, beans, and squash were the main foods of many Indian tribes, from the Iroquois in the Northeast to the Navajo in the Southwest.” (Paragraph 1)
   B. “As the squash plants grew, their leaves shaded the ground, keeping weeds out and keeping the soil cool and moist for the beans and corn.” (Paragraph 2)
   C. “Depending on where they lived, they might have eaten buffalo meat, deer, rabbit, salmon, and shellfish.” (Paragraph 3)
   D. “Usually, girls worked with their mothers, planting and harvesting crops or gathering wild nuts and berries.” (Paragraph 4)

3. What alternate title best expresses the main idea of the text?
   A. What American Indians Ate
   B. How American Indians Hunted
   C. American Indians' Favorite Foods
   D. Why You Should Eat Your Vegetables

4. According to the text, where did the idea to refer to the three vegetables as “the three sisters” come from?
   A. The vegetables are from the same vegetable family.
   B. The vegetables have similar physical traits.
   C. The vegetables were usually cared for by women.
   D. The vegetables grow closely together and help each other.
5. How does the text help readers understand the importance of the three sisters to the diets of many Native peoples?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses the three vegetables that American Indians relied on. What is a food that is important to your diet? How does it help your health?

2. In the text, the author explains the resourceful way many American Indians used the land to grow all three important crops together. What are some examples of other things working in partnership in nature? What are some examples of things or people working in partnership in your life?
Branches of Government

Cut out the words and phrases at the bottom of the page. Glue each below the correct branch of government.

Legislative
- Makes Laws
- Approves Laws
- Federal Courts
- Makes Appointments
- President

Executive
- Interprets Laws
- Print Coins and Money
- Declare War
- 9 Justices
- The Senate

Judicial
- Signs or Vetos Laws
- In Charge of Military
- Makes Treaties
- Supreme Court
- House of Representatives
Before America gained independence from Great Britain in the American Revolution, there were thirteen colonies. The colonies often felt that the British treated them unfairly, especially when the British made tea and other goods more expensive. One night in December of 1773, a group of angry colonists dumped tea into the Boston Harbor. As you read, take notes on how the colonies protested British rule.

A strange-looking group of people gathered on a Boston wharf[1] one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot. They were about to push the American Colonies much closer to war with England.

The crowd on the wharf boarded three English ships. Once on board, they began dumping heavy chests of tea into the harbor. They poured so much tea into the water that the tea leaves began piling up and spilling back into the boats. Thousands of pounds of valuable tea were ruined.

This destructive act of defiance[3] is known as the Boston Tea Party. The disguised mob was made up of angry patriots[4]-laborers, merchants, and even a 14-year-old apprentice.[5] Many say that Paul Revere[6] was part of the group.

The tea belonged to an English company. England required the colonists to pay special taxes[7] on the tea. The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it.

The Tea Party was a result of the beliefs of many people in Boston. These patriots protested British actions in the colonies. Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street.

Revere mingled in all these places. He was a frequent visitor to the taverns. He was an active member in the clubs, including the Sons of Liberty. This was a secret society, with special passwords, that organized opposition[8] to England.

1. a structure built on a shore
2. marked with a black substance
3. **Defiance (noun):** bold resistance to someone in charge
4. someone who strongly supports their country
5. a person who is learning about a certain type of work from an employer
6. a man known for alerting colonial troops when the British were coming
7. an extra charge on goods that is paid to the government
8. **Opposition (noun):** strong disagreement
With his many contacts, Revere was widely known in Boston’s patriotic circles. He was also well suited to spread the word about colonial plans to oppose England.

After the Tea Party, England used harsh measures to punish Boston. Tensions between colonists and the mother country worsened. Soon, war was inevitable.

9. **Harsh (adjective):** unpleasant and stern
10. **stress**
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
   A. Colonists had to disguise themselves when they openly protested the British government because it was dangerous.
   B. The colonists’ decision to dump tea into the harbor had little impact on England and didn't get them to change their taxes.
   C. By dumping British tea into the harbor, the colonies declared war on England and started the American Revolution.
   D. Colonists were unhappy with British rule and dumped taxed tea into the harbor as one of their acts of protest.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “A strange-looking group of people gathered on a Boston wharf one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot.” (Paragraph 1)
   B. “The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it.” (Paragraph 4)
   C. “Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street.” (Paragraph 5)
   D. “After the Tea Party, England used harsh measures to punish Boston. Tensions between colonists and the mother country worsened. Soon, war was inevitable.” (Paragraph 8)

3. Which of the following describes how the text is organized?
   A. The author gives details about the Boston Tea Party, and then discusses other forms of protest against the British.
   B. The author discusses the dangers of protesting the British government, and then why colonists decided to protest anyway.
   C. The author describes different ways that the colonists protested the British government, and then focuses on the Boston Tea Party.
   D. The author describes how the British government taxed the colonies, and then provides an explanation for why they had to.

4. What was the cause of the colonists’ resistance to the British rule?
   A. They weren't allowed to sell their own goods.
   B. They didn't receive quality goods from the British.
   C. They were taxed unfairly by the British.
   D. They didn't have any rights under British rule.
5. How does the text help readers understand how the Boston Tea Party caused additional problems between the colonies and England?
Cut out the words and phrases at the bottom of the page. Glue each below the correct branch of government.

**Legislative**
- Makes Laws
- Approves Laws
- Federal Courts
- Makes Appointments
- President

**Executive**
- Interprets Laws
- Print Coins and Money
- Declare War
- 9 Justices
- The Senate

**Judicial**
- Signs or Vetos Laws
- In Charge of Military
- Makes Treaties
- Supreme Court
- House of Representatives
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text the author discusses how the Boston Tea Party caused tension between the colonies and England. Do you think this was an important part of the colonies declaring their independence from England? Why or why not?

2. In the text, the author discusses how the colonists’ decision to dump the tea into the harbor was an act of protest. What are other ways the colonists could have protested the tax? What other forms of protest have you heard of or seen?
How political parties pick their presidential nominees

By Washington Post, adapted by Newsela staff on 03.10.20

In a presidential election year, Tuesdays are very important. The biggest is the first Tuesday in November, or Election Day. On that day, Americans vote for a president, most often from the two major parties, Democrats and Republicans. First, though, voters help the political parties pick their nominees. This is a series of elections that start in February of an election year and continue through June.

Who Can Be Elected President?

There are a few rules mentioned in the Constitution. A person must be at least 35 years old. They must have lived in the U.S. for at least 14 years and be a "natural-born" U.S. person. The term "natural born" is a little unclear. Generally, it means being a U.S. citizen from birth, including people born in other countries who have a parent who is a U.S. citizen.

Who Is Running In 2020?
The two main political parties will each choose one person for president. In the Democratic Party, there are three candidates. The Republican Party has two. There are minor-party candidates and independents, too, but the major parties generally win most elections.

**Who Elects The President?**

When the Constitution was written, generally only white men who owned property could vote. Today, anyone who is a U.S. citizen and is at least 18 years old can vote in the presidential election. Many people do not vote, however. In 2016, a little more than 6 in every 10 possible voters cast ballots, the U.S. government said. That’s a lot lower than countries such as Australia, Sweden and Germany.

**How Do Voters Pick A Candidate?**

Most voters have issues that are important to them. The issues might include health care, education, the economy, immigration, climate change or gun control. The candidates often start running for election months before the vote. They make speeches, buy ads, take part in debates and hold community rallies. They also post their views on these topics on their websites. Journalists study the candidates’ plans and examine their backgrounds to give voters additional information.

**How Does The Voting Process Work?**

There are two types of voting systems and they are called state primaries and caucuses. The primary season typically begins in February of an election year and goes until June. Most states have primaries. In a primary election, voters select one candidate from within their party. They mark their choice on a ballot. A ballot can be a piece of paper or an electronic form. Each state political party makes its own rules for getting on the ballot. As a result, voters in different states may have different choices. Candidates earn delegates to a party’s national convention based on how many votes they get.

In caucuses, voters who are registered with a political party meet in schools or community centers. They talk and sometimes argue, about the candidates. They form groups at these meetings based on which candidate they support. Candidates with a certain percentage of supporters earn delegates. This year, the Iowa Democratic Party allowed voters to caucus online. The online system had problems, though. It delayed the results by weeks.

The results of both of these types of elections decide the nominee for each party. The election in November decides who becomes president.

**When Will The Parties Choose Their Nominees?**

Each party has a big event called a national convention. It is where the party chooses its candidate. State parties send delegates to the national conventions. The delegates stand-in for the voters who took part in primaries and caucuses. They pass along the choices that the voters made in each
state. Democrats will meet for their convention in July. Republicans will meet in late August. The nominees will also announce, if they have not already, who will run with them as vice president.

By late August, many voters will focus on just the two people chosen by the major parties. A choice of two may seem easy. It's an important decision, though.

Even though kids cannot vote, they can still be involved. It is important to learn about the candidates. Also, talk to classmates, teachers and family members. You might get adults thinking that the next generation of voters already has voices that need to be heard.
Quiz

1. Read the section "When Will The Parties Choose Their Nominees?"
Select the detail from the section that shows how the results of state primaries are reported at the national conventions.

(A) Each party has a big event called a national convention. It is where the party chooses its candidate.

(B) The delegates stand-in for the voters who took part in primaries and caucuses. They pass along the choices that the voters made in each state.

(C) The nominees will also announce, if they have not already, who will run with them as vice president.

(D) By late August, many voters will focus on just the two people chosen by the major parties.

2. Read the section "Who Elects The President?"
Which sentence from this section supports the conclusion that many people do not understand the importance of voting?

(A) When the Constitution was written, generally only white men who owned property could vote.

(B) Today, anyone who is a U.S. citizen and is at least 18 years old can vote in the presidential election.

(C) In 2016, a little more than 6 in every 10 possible voters cast ballots, the U.S. government said.

(D) That's a lot lower than countries such as Australia, Sweden and Germany.

3. Read the paragraph from the article.

There are two types of voting systems and they are called state primaries and caucuses. The primary season typically begins in February of an election year and goes until June. Most states have primaries. In a primary election, voters select one candidate from within their party. They mark their choice on a ballot. A ballot can be a piece of paper or an electronic form. Each state political party makes its own rules for getting on the ballot. As a result, voters in different states may have different choices. Candidates earn delegates to a party's national convention based on how many votes they get.

How does this paragraph support the main idea of the article?

(A) by explaining why the primary season lasts so long in an election year

(B) by comparing the purposes of primary voting and national conventions

(C) by describing a voting process that leads to the selection of a nominee

(D) by showing the relationship between party rules and successful candidates
Cut out the bodies of water pictures on the next page. Glue each next to its description.

- a large area of water that is surrounded by land
- an area of water that is mostly surrounded by land
- a major body of water that covers large parts of the earth
- a place where water flows over a cliff
- a thin waterway that allows water to flow into a lake or ocean
- a very small body of water that is surrounded by land
- a channel of water that connects two large areas of water
- an area of wet, soggy land with many pools of water
Land and Water Formations

Match each definition to its land or water formation.

a. an opening in the earth’s crust from which lava flows
   ______ river

b. mound of earth with a rounded top; smaller than a mountain
   ______ bay

c. a thin natural waterway that allows water to flow into a lake or ocean
   ______ island

d. thin strip of land that extends into a body of water
   ______ mountain

e. low land between hills or mountains
   ______ plain

f. a large natural area of water surrounded by land
   ______ lake

g. large, tall rock that extends into the air; taller than a hill
   ______ peninsula

h. a natural area of water that is mostly surrounded by land
   ______ valley

i. a large area of flat land or gently rolling land
   ______ volcano

j. area of land that is completely surrounded by water
   ______ hill

On the picture, color the land and water. Write the letter of each formation on the picture.
Reaching New Heights
On and off the basketball court, Charlie Villanueva inspires kids.

By Marjorie Flintom
2017

Charlie Villanueva is a professional basketball player who last played for the Dallas Mavericks. In this informational text, Marjorie Flintom discusses Villanueva’s success and his challenges growing up with a skin disease that caused him to lose his hair when he was young. As you read, take notes on Villanueva’s attitude about his hair loss.

Crowded by defenders, Charlie Villanueva leaps toward the basket. One hand lifts the ball high, and for a moment he seems to hang in the air. Then he hammers the ball through the rim. Slam dunk! Another two points!

Today, Villanueva’s career may look like a slam dunk. He was a high-school all-American and a national champion at the University of Connecticut. He set Toronto Raptors’ rookie records for single-game points (48) and rebounds (18). He has played for the Detroit Pistons, the Milwaukee Bucks, and the Dallas Mavericks.

But life wasn’t always easy for him. In fact, he says, his success is due to more than his ability to shoot hoops. He owes much of who he is today to a skin disease he has had since childhood — alopecia areata.

Alopecia makes a person’s hair fall out. It’s not contagious, so no one can get it from another person. It’s caused by an error in the immune system that triggers germ-fighting cells to attack the body’s own hair-growing cells. More than six million Americans have it, and most of them are healthy in every other way. They have talents, abilities, and a need to feel accepted. That’s what Villanueva wants the world to know about him and his special group of fans, Charlie’s Angels.

Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs. But something more important happens, too.

1. a player’s first full season in that sport
2. a system in the body that protects it from harmful substances
Sharing His Story

Villanueva shares his painful past. At age 10, he lost patches of hair from his head. It grew back, but then at age 12, all of his hair disappeared. He and his family wondered why. An aunt sent tea recipes, hoping one might cure him. Nothing helped.

The boy from Queens, New York, soon discovered how embarrassing hair loss could be. Other kids called him hurtful names. He began to withdraw, hiding his head under caps and hoods. In middle school, he was suspended for breaking a no-hats rule. A note from his doctor gave him permission to wear hats, but they only drew more negative attention.

Through it all, Villanueva’s mother gave him the support he needed. “She was there for me in good times and bad times. On days when I was hurting and feeling bad, my mother was hurting even more for me.”

Discovering His Talent

Then something incredible happened: Villanueva grew taller. In one summer, he grew seven inches! With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a “freak of nature.” He began spending more time on the basketball court with his older brothers.

As he improved as an athlete, basketball helped him deal with his alopecia. “I learned to flip my frustration and stress into motivation on the court to the point where kids weren’t looking at me as a kid with a condition but as a kid that could play the game of basketball really well.”

The bullying stopped, and his stellar career began. All along the way, he has helped others. Since his rookie year, he has been a spokesperson for the National Alopecia Areata Foundation. He started the Charlie Villanueva Foundation to help families of kids with alopecia and to stop all kinds of bullying. The son of immigrants from the Dominican Republic, Villanueva also works toward ending poverty in that country.

His Message for Kids

Villanueva wants Charlie’s Angels and all kids to feel good about who they are. “We’re all special in our own different ways. Embrace it, and enjoy life positively. I’ve always tried to surround myself with good people and good environments. Believe in yourself, and all dreams are possible.”

He encourages kids to work hard toward their goals and to be there for others. “Basketball is about more than just putting a ball in a hoop,” he says. “It’s about teamwork and discipline. Many didn’t think I’d amount to anything. Thank God they were wrong about me.”

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3. **Withdraw (verb):** to move away from contact or communication with people
4. **Stellar (adjective):** extremely good
5. **a state of being very poor**
6. **Embrace (verb):** to accept or support something
7. **Discipline (noun):** the practice of training to improve strength or self-control
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
   A. Villanueva’s experiences taught him that skills are more important than looks.
   B. It’s important not to care about what other people think or say about you.
   C. People often don’t accept people that they think are different from them.
   D. Villanueva overcame obstacles in his life to become a successful athlete and help others.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs.” (Paragraph 5)
   B. “With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a ‘freak of nature.’” (Paragraph 9)
   C. “I learned to flip my frustration and stress into motivation on the court to the point where kids weren’t looking at me as a kid with a condition but as a kid that could play the game of basketball really well.” (Paragraph 10)
   D. “Basketball is about more than just putting a ball in a hoop,’ he says. ‘It’s about teamwork and discipline.” (Paragraph 13)

3. In paragraph 2, what does the author mean when she describes Villanueva’s career as a "slam dunk"?
   A. His career is extremely successful.
   B. His career relies on his slam dunks.
   C. His career took a lot of work.
   D. His career developed suddenly.

4. Why does Villanueva meet with kids who have alopecia?
   A. He feels bad for kids with the skin disease.
   B. He understands what they’re going through and wants to help.
   C. He wants to help find a cure for alopecia for the kids.
   D. He wants them to develop a love for basketball like he did.
5. How does the text help readers understand the connection between challenges in life and later success?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, Charlie Villanueva is described as a successful basketball player. What do you think contributed to his success? What do you think are important traits for achieving success?

2. In the text, the author describes Charlie Villanueva’s peers teasing him for his hair loss. How did he respond to this? Describe a time when someone teased you and how you responded.

3. When Charlie Villanueva was younger, he had a hard time accepting how he looked. How do you think he got over this? Why is it important to accept the things about you that make you different? Describe something unique about yourself and why it’s important to you.
Most voters have issues that are important to them. The issues might include health care, education, the economy, immigration, climate change or gun control. The candidates often start running for election months before the vote. They make speeches, buy ads, take part in debates and hold community rallies. They also post their views on these topics on their websites. Journalists study the candidates’ plans and examine their backgrounds to give voters additional information.

Which statement summarizes the paragraph?

(A) Journalists help candidates communicate their views to voters so they can decide who to vote for.

(B) Long before Election Day candidates start working to gain voters who share their views on important issues.

(C) Voters usually select one issue that is important to them and find a candidate who shares their views on that issue.

(D) Candidates for president must raise a lot of money from people who share their views so that they can run a long campaign.