

1. What were Jack and Tommy pretending the tree house was?

- A. a submarine
- B. an island
- C. a spaceship
- D. **a pirate ship**

2. What is the main conflict in this story?

- A. **Jack wants Tommy to walk the plank, but Tommy does not want to.**
- B. Jack wants to eat all the cookies, but Tommy wants to share them.
- C. Tommy wants to stop pretending to be pirates, but Jack does not want to.
- D. Tommy wants Jack to let him be Captain, but Jack does not want to.

3. Read these sentences from the text.

So when the Captain ordered his first mate to hand over three chocolate chip cookies, Tommy was supposed to do so without complaint. But chocolate chip cookies were his favorite. He'd suffered through a whole boring bologna sandwich to get to them, and now that he was finished, Jack wanted to take them away. Tommy didn't care who was the captain. He stuffed all three cookies into his mouth and chewed as fast as he could.

Based on this evidence, what conclusion can you draw about how Tommy felt?

- A. Tommy felt a little sad, but thought Captain Jack was being fair.
- B. **Tommy felt annoyed and thought Captain Jack's order was unfair.**
- C. Tommy felt calm, but thought Captain Jack's order was unfair.
- D. Tommy felt neutral and did not mind that Captain Jack wanted the cookies.

4. Tommy is afraid to walk the plank. What evidence from the text best supports this conclusion?

- A. "You walk across the plank toward the water. When you run out of plank, you fall in the water."
- B. "Tommy didn't hesitate. He spun around as fast as he could and kicked his leg into the air."
- C. "[Tommy] could see why Robert Louis Stevenson thought [walking the plank] would be a scary thing."
- D. "A fictional pirate like Long John Silver might make you walk the plank, but a real-life pirate never would."

5. What is the main idea of this story?

- A. While playing pirates, Jack orders Tommy to give him three chocolate chip cookies.
- B. **While pretending they are pirates, Jack orders Tommy to walk the plank, but Tommy finds a way out.**
- C. Jack and Tommy enjoy playing pretend in Jack's tree house.
- D. Although walking the plank is common in movies and TV shows, real pirates would not make someone walk the plank.

6. Read these sentences from the text.

So when the Captain ordered his first mate to hand over three chocolate chip cookies, Tommy was supposed to do so without complaint. But chocolate chip cookies were his favorite. He'd suffered through a whole boring bologna sandwich to get to them, and now that he was finished, Jack wanted to take them away. Tommy didn't care who was the captain. He stuffed all three cookies into his mouth and chewed as fast as he could. And so Captain Jack sentenced him to walk the plank.

'I'm getting tired of waiting, Mister Tommy. Waillllk the plank!'

As used in this context, what does the word "sentence" mean?

- A. a complete unit in language
- B. **to order a punishment**
- C. a kind suggestion
- D. to help or assist

7. Choose the answer that best completes the sentence.

Jack was always the captain _____ this was his tree house.

- A. however
- B. **because**
- C. therefore
- D. although

8. What did Tommy do that caused Captain Jack to sentence him to walk the plank?

Suggested answer: Tommy quickly ate three chocolate chip cookies after Captain Jack had ordered him to hand them over.

9. How does Tommy avoid walking the plank?

Suggested answer: Tommy stages a mutiny - he spins around, kicks Jack's sword into the air, and then grabs it, declaring himself captain.

10. Explain why Tommy decides to become the captain and order Jack to walk the plank. Support your answer with evidence from the text.

Suggested answer: Answers may vary slightly but should resemble the following. Tommy decides to become the captain and order Jack to walk the plank because he is frightened of walking the plank himself. He also is clearly tired of taking Jack's orders, as evidenced by his response to Jack's order to hand over the cookies. Students may further note that Tommy must have been taking Jack's orders for a while, since Jack is always captain. They may suggest that Tommy ordered Jack to walk the plank as revenge for his earlier unfairness.

1. What do marine biologists study?
 - A. plants on land
 - B. **life in the ocean**
 - C. reptiles on land and in water
 - D. plants in forests
2. What effect is climate change having on coral reefs?

- A. **It is harming coral reefs.**
- B. It is helping coral reefs.
- C. It is only hurting some coral reefs.
- D. It is making coral reefs bigger.

3. Read the following sentences from the text.

“Coral reefs also protect the land. They absorb some of the energy from big storms that threaten the coasts. By the time the big storms reach land, they are not as strong. This helps prevent flooding...

When the water gets too dirty or too warm, corals lose their algae and turn white. This is called coral bleaching. Coral bleaching is happening all over the world. When corals bleach, they often die.”

What can you conclude based on this information?

- A. Warmer ocean water could mean less flooding for people living on coastlines.
- B. Dirtier water doesn't change coral reefs, but warmer water can be harmful to them.
- C. **Warmer ocean water could mean more flooding for people living on coastlines.**
- D. Warmer and dirtier ocean water doesn't have an effect on coral reefs.

4. What words would the author probably use to describe coral reef conservationists?
 - A. **as people doing important work for the oceans**
 - B. as people who aren't sure what they're doing
 - C. as people who want to create a different way of creating electricity
 - D. as people who refuse to eat fish or other sea animals

5. What is the main idea of this text?

- A. There are places to see coral reefs all over the world since they grow in many different places, but many of them are undergoing coral bleaching.
- B. Coral reefs are important to people living along coastlines because they absorb some of the energy from big storms that hit land.
- C. Amy Baco-Taylor is a marine biologist who studies coral to better understand rare corals and help them survive.
- D. **Coral reefs are important to ocean life and coastal communities, so conservationists are trying to protect them from climate change.**

1. What did Sequoyah invent?
 - A. **a writing system for the Cherokee language**
 - B. a type of silver jewelry for Cherokee ceremonies
 - C. a new language for the Cherokee to speak
 - D. street signs and billboards in Cherokee and English

2. The effect of Sequoyah's meeting with the village leaders was that they allowed him to teach reading and writing to the people of their village. Before the meeting, almost no one was interested in learning Sequoyah's writing system. What caused the village leaders to change their minds?
 - A. Sequoyah travelled from town to town offering to teach people to read and write.
 - B. **Sequoyah's daughter read the words the leaders said while she was out of the room.**
 - C. Sequoyah created 85 symbols, one for each syllable in the Cherokee language.
 - D. Sequoyah helped his daughter Ayoka learn each symbol in Sequoyah's writing system.

3. At first, Sequoyah had a hard time getting people to use his writing system. What evidence from the passage best supports this conclusion?
 - A. "He traveled from town to town offering to teach anyone who was interested."
 - B. "When she read each word perfectly, the local leaders were convinced that it was possible to write their language."
 - C. **"Sequoyah was disappointed to find that almost nobody wanted to learn to read or write."**
 - D. "They decided to let Sequoyah teach reading and writing to the people of their village."

4. Read the following sentence: "The Cherokee tribe had grown strong and powerful without the use of writing-why did they need it now?"

Whose voice does this statement represent?

- A. English-speaking people
- B. Sequoyah's daughter
- C. Sequoyah
- D. **many of the Cherokee**

5. What is this passage mostly about?

- A. the life of a Cherokee man named Sequoyah
- B. **the invention of the Cherokee writing system**
- C. why the Cherokee did not have a writing system
- D. how Sequoyah taught his daughter to write the Cherokee language

6. Read the following sentences: "Sequoyah set out to create a new writing system for the Cherokee language. At first Sequoyah tried to create a different symbol for every word in the Cherokee language-and there are thousands of words! He soon realized it would be very hard for people to remember so many symbols. Sequoyah came up with a new idea: he would make a picture to represent each syllable."

As used in this sentence, what does the word "symbol" mean?

- A. a type of communication that uses hand gestures
- B. a way of doing something that follows a set of rules
- C. **a shape or picture that is used to represent something**
- D. a sound that is used to represent something

7. Choose the answer that best completes the sentence below.

Sequoyah's friends and family told him that he was crazy to try to invent a Cherokee writing system, _____ he did not let that stop him from trying.

- A. **but**
- B. therefore
- C. obviously
- D. meanwhile

8. What did Sequoyah call "talking leaves"?

Suggested answer: Sequoyah called the pieces of paper that English-speaking people marked to record thoughts and ideas "talking leaves."

9. How did Sequoyah initially try to write the Cherokee language, and why did he abandon this idea?

Suggested answer: Sequoyah initially tried to create a different symbol for every word in the Cherokee language. He abandoned this idea because it would be too difficult for people to remember so many symbols.

10. Perseverance is the quality that allows a person to keep trying to do something even though it is difficult. Explain how Sequoyah showed determination and perseverance while inventing a written language system for the Cherokee language. Support your answer using information from the passage.

Suggested answer: Answers may vary and should be supported by the passage. Students should give valid examples from the passage that show Sequoyah's determination and perseverance. Examples can include:

- Sequoyah did not give up on inventing Cherokee writing even when his family said he was crazy.
- Sequoyah came up with a second writing system when he realized that one symbol per word would be too difficult for people to remember.
- Sequoyah did not give up on teaching people to read and write when they initially turned him down.

1. What is a bee?

- A. an insect that lives near water and eats fish
- B. a red-and-black insect that lives under the ground
- C. **a flying insect that collects nectar and pollen**
- D. a crawling insect with two sets of legs and no wings

2. What does this passage describe?

- A. wings, legs, mouths, and trees
- B. totem poles and winter weather
- C. **different honeybees in a beehive**
- D. poison and measurement

3. Different bees in a hive have different duties.

What evidence from the passage supports this statement?

- A. **Worker bees gather food; the queen bee lays eggs.**
- B. Bee stingers are about 12 millimeters long.
- C. Bees have two sets of wings and three sets of legs.
- D. The honeybee is probably the best known bee species.

4. Which bees are probably the least important bees in a beehive?

- A. worker bees
- B. the queen bee
- C. female bees
- D. **drones**

5. What is this passage mainly about?

- A. **honeybees**
- B. the bodies of bees
- C. different types of insects
- D. antennae and wings

6. Read the following sentences: "There are over 20,000 known bee **species** in the world. The best known is probably the honeybee."

What does the word "**species**" mean in the sentences above?

- A. colors or shades
- B. orders or levels
- C. **kinds or types**
- D. duties or jobs

7. Choose the answer that best completes the sentence below.

There is less food available for the honeybees in the hive during the winter; _____, the drones are kicked out.

- A. never
- B. even though
- C. including
- D. **consequently**

8. What does a bee look like, according to the passage?

Suggested answer: Answers may vary, but students should identify at least one feature described in the passage. Bees are described as usually black-and-yellow insects with fuzzy hair, two sets of wings, three sets of legs, five eyes, two antennae, and a stinger (unless they're a drone).

9. What are the main duties of worker bees?

Suggested answer: The main duties of worker bees are gathering food, building the hive, and keeping the hive clean.

10. Drones are the first bees to be kicked out of a beehive as the winter months approach. Why might this be? Make sure to consider the role of the drone in the beehive. Use evidence from the text to support your answer.

Suggested answer: Answers may vary and should be supported by the text. Students should indicate that other than mating with the queen bee, the drones do not contribute as much to the beehive as the other bees. Thus, they are the least valuable to the well-being of the beehive and the first to be kicked out.

1. What arises at the beginning of the poem and descends at the end?

- A. **the sun**
- B. a bell
- C. a bird
- D. an oak tree

2. What is the setting of this poem?

- A. the nest of a bird
- B. a bush where birds live
- C. **the echoing Green**
- D. the home of Old John

3. Reread the second stanza of the poem:

Old John, with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say,
"Such, such were the joys
When we all--girls and boys--
In our youth-time were seen
On the echoing Green."

What can you infer from this stanza about Old John?

- A. Old John spends most of his time worrying.
- B. **Old John used to play on the echoing Green.**
- C. Old John likes being an old man more than he liked being a boy.
- D. Old John does not get along well with the other old folk.

4. Who or what are "the little ones" in line 21?

- A. young birds
- B. **boys and girls**
- C. mothers
- D. old folk

5. What is the theme of this poem?

- A. the disappointments of old age
- B. the importance of hard work
- C. the power of dreams
- D. **the joy of playing outdoors**

6. What is the effect of using personification in lines 2 and 4?

- A. Personification suggests that nature can be dangerous.
- B. Personification contrasts birds with human beings.
- C. Personification explains the difference between skylarks and thrushes.
- D. **Personification creates a mood of happiness.**

7. Whom does "our" refer to in line 15?

- A. the old folks sitting together under an oak tree
- B. the people who ring merry bells to welcome the spring
- C. **the boys and girls playing on the echoing Green**
- D. the mothers around whose laps many sisters and brothers gather

8. What "shall be seen" on the echoing Green?

Suggested answer: "Sports" or "our sports" shall be seen on the echoing Green.

9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.

Suggested answer: Answers may vary but should be supported by the poem. For example, students may respond that the word "sports" in the poem means outdoor play. In the first stanza, the speaker states that "our sports shall be seen on the echoing Green." In the second stanza, readers learn more about what is happening on the Green —girls and boys are at play.

10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

Suggested answer: Answers may vary, but students should recognize that the echoing Green is an outdoor area in nature, probably a grassy field. Clues include the mention of an "oak" (line 13), various descriptions of children playing on the Green, the effect of sunset on the green (line 30), and the word "Green" itself. The "echoing" quality of the Green probably comes from the sounds of the children playing, the singing birds, and/or the ringing bells.

1. What are the climates of tropical rainforests ideal, or perfect, for?

- A. building roads
- B. raising cattle
- C. extreme sports
- D. **plant growth**

2. One effect of rapid plant growth is the depletion of nutrients in the soil. What is another effect of rapid plant growth?

- A. the depletion of animal life in the lower part of the rainforest
- B. **the creation of a thick layer of leaves in the upper part of the rainforest**
- C. an increase in temperature from 70 degrees Fahrenheit to 85 degrees Fahrenheit
- D. a decrease in rainfall from 80 inches each year to 65 inches each year

3. Read these sentences from the text:

"There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plants if they grow too rapidly."

Based on this evidence, how might a rapidly growing parasitic plant kill its host plant?

- A. **by sucking too many nutrients out of its host plant**
- B. by sucking too few nutrients out of its host plant
- C. by preventing the host plant from taking in food and water from the soil
- D. by trying to help the host plant take in food and water from the soil

4. Read these sentences from the text:

"Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1% to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible."

Based on this information, what can you conclude about the connection between a leaf's size and the amount of sunlight it absorbs?

- A. The smaller a leaf is, the more sunlight it absorbs.
- B. **The larger a leaf is, the more sunlight it absorbs.**
- C. The connection between the size of a leaf and the amount of sunlight it absorbs cannot be predicted.
- D. Large leaves and small leaves absorb about the same amount of sunlight.

5. What is the main idea of this text?

- A. Some plants, such as mosses, lichens, and orchids, have learned to get water and nutrients from the air.
- B. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck out nutrients.
- C. **Plants in tropical rainforests have adapted to their warm and wet conditions by making adjustments in how they grow.**
- D. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth.

6. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems. There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants." Why might the author have capitalized the word "DO"?

- A. to point out a similarity
- B. **to make a contrast**
- C. to summarize a process
- D. to make an argument

7. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants-they get what they need straight from the air with special root systems." How could the last sentence best be broken in two?

A. Although they often live on other plants, they don't take any nutrients from the other plant. As an illustration, they get what they need straight from the air with special root systems.

B. Although they often live on other plants, they don't take any nutrients from the other plant. For example, they get what they need straight from the air with special root systems.

C. Although they often live on other plants, they don't take any nutrients from the other plant. Third, they get what they need straight from the air with special root systems.

D. **Although they often live on other plants, they don't take any nutrients from the other plant. Instead, they get what they need straight from the air with special root systems.**

8. Describe the climate conditions of a tropical rainforest.

Include at least three pieces of information from the text.

Suggested answer: Answers may vary but should include three or more pieces of information from the text. For example: the climate conditions of a tropical rainforest are hot, humid, and wet.

9. Read these sentences from the text:

"Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly."

Explain how the adaptation these plants have made might help them.

Support your answer with evidence from the text.

Suggested answer: Answers should resemble the following. The adaptation might help plants by limiting bacterial and fungal growth. Water in a plant's crevices can lead to bacterial and fungal growth. Smooth bark allows water to run off a plant quickly. Getting rid of water quickly impedes the growth of bacteria and fungi. Such growth can harm plants.

10. Plants in tropical rainforests have adapted to their conditions by making adjustments in how they grow. Support this conclusion with evidence from the text.

Suggested answer: Students should cite at least one adaptation discussed in the text. For example, students may single out the adaptation of developing smooth bark. That adaptation helps plants protect themselves from harmful bacterial and fungal growth. Bacteria and fungi thrive in the hot, humid, and wet conditions of tropical rainforests.

1. What happened to the town of Greensburg in 2007?

- A. It was destroyed by a fire.
- B. **It was destroyed by a tornado.**
- C. It was destroyed by a hurricane.
- D. It was destroyed by an earthquake.

2. What does this article explain?

- A. **how scientists use radar to track storms**
- B. how the town of Greensburg was rebuilt
- C. how the system of tornado watches and warnings developed
- D. how cool, dry air moves from the Arctic to the middle of the United States

3. Read this sentence from the article: "Kansans are used to tornadoes."

What evidence in the article supports this statement?

- A. The tornado that destroyed Greensburg was a mile wide and had winds that were moving faster than 200 miles an hour.
- B. A tornado came through Greensburg and destroyed the town 20 minutes after tornado sirens went off.
- C. **Kansans live in an area of the United States where a lot of tornadoes happen.**
- D. "Tornado Alley" has cool, dry air from the Arctic that mixes with warm, wet air from the Gulf of Mexico.

4. What might be a reason why scientists track tornadoes?

- A. to encourage more people to use radar technology
- B. to warn people against living in "Tornado Alley"
- C. to lower the number of tornadoes that happen every year
- D. **to gather information that is used to warn people that a tornado is approaching**

5. What is the main idea of this article?

A. **Tornadoes are dangerous spinning storms, but storm tracking and a system of watches and warnings can lessen their danger.**

B. "Tornado Alley" is an area in the middle of the United States where cool, dry air mixes with warm, wet air.

C. The tornado that struck Greensburg threw cars and trucks through the air, pulled homes out of the ground, and killed 10 people.

D. Radio waves give scientists information about approaching storms by traveling from a radar unit toward a storm and then returning to the radar unit.

6. Why might the author use headings such as "How do tornadoes form?" and "How do scientists predict dangerous storms?"

A. to make readers think more deeply about the effects of tornadoes

B. to suggest that there is still a lot to be learned about tornadoes

C. to provide information about the pictures included with the article

D. **to help organize the information in the article**

7. Select the word that best completes the sentence.

A tornado warning saved many lives in Greensburg _____ the town itself was destroyed.

A. after

B. **although**

C. because

D. for example

8. What is a tornado?

Suggested answer: A tornado is a swirling, funnel-shaped column of wind.

9. Explain how radar could be used to track a tornado. Support your answer with evidence from the article.

Suggested answer: Responses may vary in detail but should reflect the information found in the “How do scientists predict dangerous storms?” section of the article. Radar can be used to track a tornado by sending out a radio wave from a radar unit. The wave can travel toward the tornado, bounce off any precipitation around it, and then return to the radar unit. The amount of time taken by the wave to return tells scientists how far away the storm is. By continuing to send out radio waves, scientists can track the movement of a tornado.

10. Could using radar to track a tornado help save lives? Explain why or why not, using evidence from the article.

Suggested answer: Responses may vary, but the information in the text implies that radar tracking is crucial to warning people of impending tornadoes. Because radar technology allows scientists to obtain information about the formation and path of tornadoes, that information can be shared with the public. When people know that conditions are right for a tornado to form or that a tornado has been seen, they can go somewhere safe, such as a basement or storm shelter. Such was the situation in Greensburg on the night in 2007 when the tornado hit. People were alerted to the tornado 20 minutes before it arrived. The alert system “saved many lives” because it gave people time to take shelter.

1. Moroccan goats climb the branches of what kind of tree?

- A. baobab tree
- B. palm tree
- C. **argan tree**
- D. oak tree

2. What causes the Moroccan goats to climb the argan tree's branches?

- A. They are trying to see farther so that they can watch for predators approaching.
- B. **They are looking for food because there aren't many food sources in the Sous Valley.**
- C. They want to hide from predators so they try to hide among the tree branches.
- D. They want to get water that is clean so they wait in the tree branches for rain.

3. Read the following sentences from the text.

"These goats cannot digest the nut inside the fruit, however. They either spit out the nut or pass it through their digestive system. Farmers gather these softened nuts and crack them open to get to the seeds. These seeds are roasted, ground, and pressed to produce argan oil."

What can you conclude based on this information?

- A. **Farmers rely on goats for an important part of the argan oil making process.**
- B. Goats are not important to the process of making argan oil.
- C. Argan oil can be made with many different kinds of tree nuts.
- D. Farmers who know how to make argan oil refuse to share it with anyone.

4. How is tourism related to the argan tree being endangered?

- A. Tourism is causing more pollution in the Sous Valley from cars and trains, which is harming the argan trees.
- B. Some tourists want to make their own argan oil, so they try to harvest the argan tree nut themselves, which hurts the tree.
- C. Tourists often want to take pictures in the argan trees, so they are climbing the trees and damaging them.
- D. **Farmers purposefully brought more goats to the area for tourists to look at, but the goats are damaging the trees.**

5. What is the main idea of this text?

- A. **Moroccan goats climb the branches of argan trees for food, which leads to the production of argan oil and some health problems for the trees.**
- B. Argan oil is a consumer good that is used throughout the world for cosmetic purposes, like on people's hair and skin, and for cooking.
- C. Moroccan goats like to eat the argan tree's fruits, which are yellow or brown and which make up 47% to 84% of the goats' diets.
- D. Argan trees are now considered endangered, which is a problem because they provide argan oil and are only found in the Sous Valley in southwestern Morocco.

1. Who invented pickleball?

- A. **some dads in Washington state**
- B. some grandparents in Oregon
- C. some kids in Alabama
- D. some dads in Maryland

2. What does the author describe in the first paragraph of this text?

- A. the story of the most famous pickleball athlete in the world
- B. **the layout of the pickleball court and some rules of the game**
- C. the different approaches to learning how to play pickleball
- D. the way that different pickleball leagues formed

3. Read the following sentences from the text.

"After the first rulebook was published, the USAPA was organized, and pickleball has now spread to all 50 states. Today, the fast-paced, low-impact sport is spreading like wildfire. It has become a popular sport at community centers, retirement communities, YMCA facilities, campgrounds, and middle and high school physical education classes."

What can you conclude based on this information?

- A. The USAPA ruined pickleball for families because it made rules that said that only adults could play the sport.
- B. Some retirement communities have banned pickleball because they think the sport is too dangerous.
- C. Pickleball rulebooks are confusing to read, so many people are making up their own rules to the game.
- D. **As more people learn about pickleball, it is becoming more and more popular with people of all ages.**

4. Read the following sentences from the text.

"Another rule of the game has to do with the underhand serve. A player must serve the ball while holding the paddle below their waist. This rule also shows the inventors' idea that the game is not about power."

How does this information support the idea that dads made this game to play with their families?

- A. Pickleball is hard to play if someone is shorter than five feet tall because of the net.
- B. Adults are usually the best at pickleball because they can hit the ball the hardest.
- C. Pickleball is fun for kids of all ages because it's not about physical strength.
- D. Some sports, like tennis and badminton, are better for younger kids than pickleball.

5. What is the main idea of this text?

- A. It is important to stay active all all stages of life, from very young to very old, for the health of your body and mind.
- B. Pickleball is a fairly new sport that was designed to be fun for people of all ages, and that is gaining popularity.
- C. There is much debate about whether tennis or badminton is a more fun sport to play because they are so similar.
- D. Some people think that the name for pickleball came from the term "pickle boat" from the rowing sport of crew.

1. What art project did Ms. Eng assign to her students in this story?

- A. to make a large sculpture
- B. to sing a new song
- C. to paint a colorful painting
- D. **to make a self-portrait**

2. Where is this story set?

- A. **in a classroom**
- B. in a cafeteria
- C. on the school playground
- D. in a car

3. Read the following sentences from the text.

"How does anyone know how to begin? Marites wondered. She hadn't even picked out which art supplies she was going to use! What colors "represent" me-black for my long black hair or green for my 'Save the Earth' backpack? My stuff comes in all different colors-my jacket is blue, my shoes are red, my sweatshirts are pink and orange. I don't even have a favorite color!"

What can you conclude about how Marites felt, based on this information?

- A. **Marites felt frustrated and confused about how to represent herself in her self-portrait.**
- B. Marites felt surprised and excited when she saw that her classmates were all working together to make art.
- C. Marites knew exactly how she wanted to represent herself.
- D. Marites felt happy and confident with exactly how to represent herself.

4. How did Ms. Eng react when Marites told her that she doesn't know how to start her self-portrait?

- A. She got mad at Marites for wasting time and not starting her piece.
- B. She disagreed with Marites and said that self-portraits are very easy
- C. **She agreed with Marites that self-portraits are very tricky and hard to start.**
- D. She told Marites to just do what all the other students are doing.

5. What is one major theme of this story?

- A. Being happy has to start with a deep understanding of the one main thing that you like more than anything else.
- B. Taking photos is a good way to understand yourself and your view of the world.
- C. **It's interesting to like many different things, and it's ok to not be able to represent yourself simply.**
- D. It's important to get feedback on art so that you can keep making it better, even if you don't like that feedback.

6. Read the following sentences from the text.

"That makes all the sense in the world to me, Marites,' said Ms. Eng, 'and there's nothing wrong with not having one favorite thing. In fact, I bet most people are like that, if you really ask them. And you know what? The fact that you have different 'favorites' is really **intriguing**,' Ms. Eng went on. 'I would love to know more about them.' "

In this part of the text, what does the word intriguing most closely mean?

- A. lucky
- B. **interesting**
- C. sad
- D. annoying

7. Choose the word that best completes this sentence.

Marites doesn't know how to start her self-portrait _____ she likes so many different things.

- A. however
- B. such as
- C. **because**
- D. in conclusion

8. What advice did Ms. Eng give Marites about her self-portrait?

Suggested answer: Ms. Eng tells her to use the self-portrait project to share the many different parts of herself.

9. How did Marites solve the problem of not being able to choose one color or thing to represent herself?

Suggested answer: She decided to draw different versions of herself to represent the different things she likes.

10. What did Marites learn about herself through this art project?

Suggested answer: She learned that it's okay to not have one main idea or thing that represents her, and that it's interesting that she likes so many different things.