

# JCPS NTI Grade 6 Mathematics Packet #2



## Grade 6 Mathematics

### Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

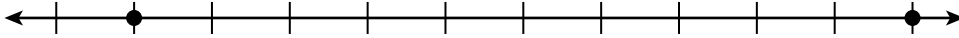
Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 6 Math  
concepts covered in  
this packet!



# Understanding Positive and Negative Numbers

- 1 The points on the number line are opposite numbers. The tick marks represent intervals of 1 unit.



Label 0 at the correct spot on the number line.

Label the point plotted to the right of 0.

Label the point plotted to the left of 0.

- 2 Use this list of numbers to answer the following questions:

$0, 4, -2, \frac{2}{3}, -1.8, 16, 3.2, -\frac{5}{4}$

Which numbers are rational numbers that are not integers?

Of the remaining numbers, which are integers but not whole numbers?

Of the remaining numbers, which are whole numbers?

- 3 Use the following terms to complete the following statements: *integers*, *rational numbers*, and *whole numbers*. Use each term only once.

The counting numbers and zero are \_\_\_\_\_.

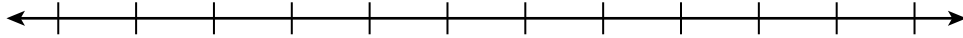
The counting numbers and their opposites, along with zero, are \_\_\_\_\_.

Integers and the decimal equivalents of fractions are \_\_\_\_\_.

# Understanding Positive and Negative Numbers

*continued*

- 4 Plot and label 4,  $-3$ , 1, and their opposites on the number line.



- 5 If several points are graphed on a number line, is the point that is the farthest from 0 always the greatest? Explain.

# Comparing Positive and Negative Numbers

► Write  $<$  or  $>$  to make each comparison true.

1  $7 \bigcirc 10$

2  $7 \bigcirc -10$

3  $-7 \bigcirc -10$

4  $\frac{2}{3} \bigcirc -1\frac{2}{3}$

5  $-50 \bigcirc 0.3$

6  $-12 \bigcirc -35$

7  $-5 \bigcirc 4.5$

8  $\frac{1}{2} \bigcirc -80$

9  $-\frac{1}{4} \bigcirc -1.4$

► Write each set of numbers in order from least to greatest.

10  $5, -2, -1, 4$

11  $3.4, 7, -3.5, -3$

12  $-2.1, -2, -3, 0$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13  $-\frac{3}{4}, -2, -\frac{1}{4}, 2$

14  $5, 0, -6, -0.1$

15  $7.5, -200, -1.5, -8$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16  $\frac{1}{2}, -\frac{1}{2}, -\frac{1}{3}, \frac{1}{3}$

17  $1.2, -2.1, -21, 0.12$

18  $0.1, -0.2, 0.55, -0.31$

\_\_\_\_\_

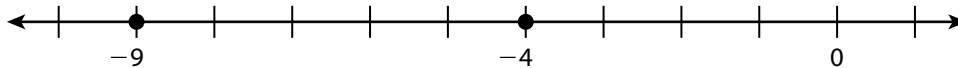
\_\_\_\_\_

\_\_\_\_\_

19 Describe how to determine which of two negative numbers is greater.  
Give an example.

# Understanding Absolute Value

- 1 Answer the questions about this number line.



Which is greater,  $-9$  or  $-4$ ? Explain.

Which is greater,  $|-9|$  or  $|-4|$ ? Explain.

- 2 A football team tries to move the ball forward as many yards as possible on each play, but sometimes they end up behind where they started. The distances, in yards, that a team moves on its first five plays are 2,  $-1$ , 4, 3, and  $-5$ . A positive number indicates moving the ball forward, and a negative number indicates moving the ball backward.

Which number in the list is the greatest?

What is a better question to ask to find out which play went the farthest from where the team started?

The coach considers any play that moves the team more than 4 yards from where they started a "big play." Which play(s) are big plays?

- 3 When does it make sense to compare the absolute values of numbers rather than the numbers themselves?

# Understanding the Four-Quadrant Coordinate Plane

► For problems 1–6, plot and label each point in the coordinate plane. Name the quadrant or axis where the point is located.

1  $A(-3, -2)$

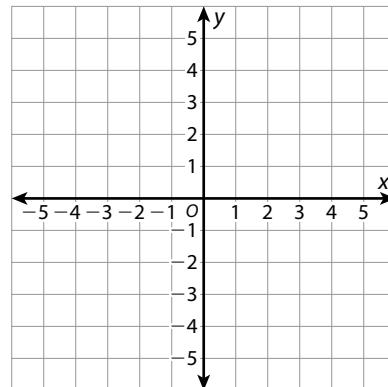
2  $B(4, -4)$

3  $C(2, 3)$

4  $D(-2, 4)$

5  $E(3, -3)$

6  $F(4, 0)$



7 If point  $E$  above is reflected across the  $x$ -axis, what would be the coordinates of the reflection? Explain.

8 Imagine that one of the points given in problems 1–6 has been reflected. The reflection is in Quadrant II. What are the possible coordinates of the reflected point? Explain.

9 Bradley says that if point  $B$  is reflected across the  $y$ -axis and its reflection is then reflected across the  $x$ -axis, the result is point  $D$ . Is Bradley correct? Explain.

# Writing and Interpreting Algebraic Expressions

► Write an algebraic expression for each word phrase or situation.

1 12 more than 8.2 times a number  $n$

---

2 3 less than the quotient of 18 and a number  $m$

---

3 5.6 times the sum of 4 and a number  $p$

---

4 the quotient of 2 and a number  $x$ , times 3

---

5 Five friends split the cost of parking at an amusement park. Each of them also buys a \$30 ticket. Write an algebraic expression that represents the amount of money each friend spends. Identify any variables.

---

6 A movie theater is open  $x$  hours Monday through Thursday and  $y$  hours Friday through Sunday. Write an algebraic expression that represents the number of hours per week the theater is open.

---

► Interpret the meaning of the algebraic expression in each problem.

7 Andrew writes the algebraic expression  $2s + 2.79$  to represent the cost of his lunch. He bought 2 sandwiches and a large drink. Identify any variables, coefficients, and terms in the expression. Tell what each represents.

## Writing and Interpreting Algebraic Expressions *continued*

- 8 A teacher writes the algebraic expression  $24c + 5m + 19.99$  to represent the cost of supplies she purchased for her classroom. She bought 24 packages of colored pencils, 5 packages of markers, and a beanbag chair. Identify any variables, coefficients, and terms in the expression. Tell what each represents.
- 9 Write a situation that could be represented by the algebraic expression  $3s + 2.15$ .



# Evaluating Algebraic Expressions

- Check each answer to see whether the student evaluated the expression correctly. If the answer is incorrect, cross out the answer and write the correct answer.

Algebraic Expressions	Student Answers
1 $5m + 26$ when $m = 3$	<del><math>5(3) + 26 = 15 + 26</math> <math>= 31</math></del> Possible answer: $5(3) + 26 = 15 + 26$ $= 41$
2 $8(x + 2)$ when $x = 6$	$8(6 + 2) = 48 + 2$ $= 50$
3 $7p + 5$ when $p = 12$	$7(12) + 5 = 7(17)$ $= 119$
4 $q + 9p$ when $q = 18$ and $p = 4$	$18 + 9(4) = 18 + 36$ $= 54$
5 $6w - 19 + k$ when $w = 8$ and $k = 2$	$6(2) - 19 + 8 = 12 - 19 + 8$ $= 1$
6 $12x + y$ when $x = 3$ and $y = 52$	$12(3) + 52 = 36 + 52$ $= 88$

- 7 Check your answer to problem 2 by using a different strategy.

# Using Order of Operations with Expressions with Exponents

► Simplify or evaluate each exponential expression using the order of operations. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $(6 + 3)^4$

\_\_\_\_\_

2  $6 + 3^4$

\_\_\_\_\_

3  $2(4^3) - 1$

\_\_\_\_\_

4  $2(4^3 - 1)$

\_\_\_\_\_

5  $5 + 9(1 + 2)^2$

\_\_\_\_\_

6  $5 + 9(1) + 2^2$

\_\_\_\_\_

7  $(18 - 4)^2$

\_\_\_\_\_

8  $18 - 4^2$

\_\_\_\_\_

9  $9 + 2(3^2)$

\_\_\_\_\_

10  $(9 + 2)3^2$

\_\_\_\_\_

11  $12 + x^4 - 6$  when  $x = 8$

\_\_\_\_\_

12  $m^3 + 9n$  when  $m = 4$  and  $n = 5$

\_\_\_\_\_

## Answers

27

196

2

18

126

99

127

86

109

4,102

87

6,561

# Identifying Equivalent Expressions

► Determine whether each pair of expressions is equivalent. Show your work.

1  $2(x - y)$  and  $2x - 2y$

2  $4(x + y)$  and  $4y + 4x$

3  $4p + 3c$  and  $(c + 2p)(2)$

4  $21q - 7p$  and  $(3q - p)(7)$

5  $4(2a - 3v)$  and  $8a + 6v$

6  $8(3x + c) - 1$  and  $8c + 24x - 1$

## Identifying Equivalent Expressions *continued*

7  $3(2x + 11)$  and  $(3x + 15)(2)$

8  $2x + 2x + 2c + 6$  and  $(2x + c + 3)(2)$

9  $3e + 7 - e$  and  $2e + 10 + 2e - 3$

10  $5c + 4c + 2$  and  $5c + 2(2c + 1)$

11 How can you check your answer to problem 8 by choosing values for the variables?

# Writing and Solving One-Variable Equations

► Solve each problem by writing and solving a one-variable equation.

- 1 In the first three innings of a baseball game, the home team scored some runs. In the rest of the game, they scored 5 runs more than the number of runs scored in the first three innings. If the home team scored 9 runs in all, how many runs did they score during the first three innings? How many runs did they score in the remainder of the game? Let  $x$  = the runs scored in the first three innings.
- 2 The punch bowl at Felicia's party is getting low, so she adds 12 cups of punch to the bowl. Two guests serve themselves 1.25 cups and 2 cups of punch. The punch bowl now contains 11.5 cups of punch. How many cups were in the punch bowl before Felicia refilled it? Let  $n$  = number of cups in bowl before Felicia refilled it.
- 3 Vanessa is a caterer. She made several batches of appetizers last weekend for an event. This weekend, Vanessa made 4 times as many batches. She made a total of 25 batches of appetizers for the two weekends. Determine the number of batches Vanessa made last weekend and the number of batches she made this weekend. Let  $b$  = the number of batches of appetizers Vanessa made last weekend.

# Writing and Solving One-Variable Equations

*continued*

- 4 Wanda earned \$350 babysitting over the months of July and August. She earned \$90 more in August than in July. How much did she earn babysitting in July?  
In August?
- 5 Charlene is 8 years older than Aaron. The sum of their ages is 44. What are their ages?
- 6 On Saturday, 45% of the music Brianna listened to was country songs. She listened to 27 country songs on Saturday. How many songs did Brianna listen to on Saturday?

# Writing and Graphing One-Variable Inequalities

## ► Write an inequality to represent each situation.

- 1 A farmer weighs a dozen chicken eggs. The heaviest egg is 56 g.

---

- 2 A light bulb is programmed to turn on when the temperature in a terrarium is 72°F or cooler.

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- 3 Martin is building a sandcastle at the beach. He pours no less than 5 cups of wet sand into each plastic mold.

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- 4 The shortest tree in a park is at least 25.5 ft tall.

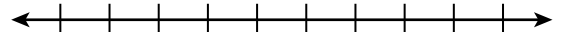
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## ► Graph each inequality.

5  $n \geq -2$



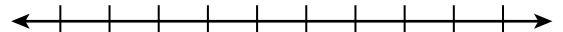
6  $h \leq 5$



7  $t \leq 7.1$



8  $r \geq -\frac{2}{3}$



- 9 What is the difference between the inequality  $x \leq 5$  and the equation  $x = 5$ ?



# Grade 6 Reading

## Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 6  
Reading activities  
included in this packet!





# Lesson 1

## Consistency in Style and Tone



### Introduction

When you write, choose a style and tone that suit your purpose and audience. You might choose a formal style and serious tone for a report. For a personal e-mail, you might choose an informal style and humorous tone. Once you've decided on a style and tone, you need to be consistent.

- The words you choose and your sentence patterns form your **style**.

Formal      :      During meteorological events, animals tend to scatter.

Informal    :      It's raining. Look at that mouse run for cover. It's fast!

- Your tone shows your attitude toward your subject and/or readers. For example, a tone may be serious, playful, humorous, angry, calm, joyful, or sad.

Serious     :      Some animals seek shelter in and under trees or bushes.

Playful     :      Can a lizard use a tree as an umbrella? It sure can!



### Guided Practice

Read the passage. Then rewrite the underlined sentences to match the style and tone of the rest of the passage.

#### Hint

The style and tone of the story are informal and casual. The underlined sentences contain language that is either too poetic or too technical. Replace them with language that matches the story's style and tone.

"Our camping trip is off to a great start," said Dad. We had just begun to unpack. Then crack, sizzle! Lightning flashed through the sky. Thunder made the mountains tremble in fear.

"Run to the car!" yelled Dad. "We'll wait it out there." After an hour, the rain stopped. When we exited the vehicle, we found that our belongings had absorbed a vast amount of moisture!

1

---

---

2

---

---



## Independent Practice

Read the paragraph below. Then answer the questions that follow for numbers 1–4.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

- 1** What revision of sentence 2 best matches the style and tone of sentence 1?
- A** First, it offers children outdoor exercise, such as hiking.
  - B** First, it allows kids to finally get a chance to run around.
  - C** First, it lets children do stuff, like run around outside.
  - D** First, kids get to run around the river and do other outside stuff.

- 2** Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?
- A** sentence 1
  - B** sentence 4
  - C** sentence 5
  - D** sentence 6

- 3** Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?
- A** catching some z's
  - B** falling asleep
  - C** nodding off
  - D** getting some shut-eye

- 4** Which sentence could be added to the paragraph without changing its style or tone?
- A** Nobody gets it!
  - B** We need to stop those pesky builders from taking over!
  - C** They've really got to leave our campground alone.
  - D** We must preserve our local campground!

## Lesson 2

# Using a Dictionary or Glossary



### Introduction

Many words have more than one definition and can serve as more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word or phrase.

- Words in a **dictionary** appear in alphabetical order. Each entry provides the pronunciation, the part of speech, and the meanings of the word. Sample sentences are often included to clarify meaning.

**account** (ə kount') *n.* **1.** a record of events or time period **2.** money in a bank **3.** worth, importance  
**account for** *v.* **1.** to be the main reason for: *Heavy rain accounted for the flooding.* **2.** to explain: *I can't account for the dog's barking.*

When there is more than one meaning, each definition is numbered.

The abbreviations show the part of speech: *n.* stands for *noun* and *v.* stands for *verb*.

**extract** (ik sträkt') *v.* **1.** to pull out **2.** to obtain or get meaning, pleasure, or information from something **extract** (äk' sträkt) *n.* **3.** an excerpt or part of a text **4.** a flavoring

The pronunciation of the word is in parentheses. For some words, the pronunciation depends on the part of speech.

- A **glossary** is similar to a dictionary. It is an alphabetical list of special words that are used in a book. Each entry defines the word as it is used in that book.



### Guided Practice

**Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.**

#### Hint

Identify how a word is used in a sentence before you use the dictionary. If the word is used as a noun, then you should read the definitions given for a noun.

Our museum has an exhibit on Chinese art. The catalog includes extracts from books about the landscape paintings. Many people extract pleasure from viewing these paintings. However, various accounts suggest that these paintings were also used to teach life lessons. If the paintings were used to teach morals, then scholars could account for the wide use of symbols that stand for character traits.



## Independent Practice

For numbers 1–4, use the dictionary entries to answer the questions.

**express** (ɪk sprɛs') v. **1.** to say or state **2.** to communicate ideas or feelings **3.** to squeeze or press something out n. **4.** type of transportation that moves with few or no stops adj. **5.** specific: *I bought these apples for the express purpose of baking a pie.* **6.** stated **7.** moving with few or no stops

**1** What part of speech is express as used in this sentence?

My mother and I took the express train to the museum.

- A** noun
- B** adjective
- C** verb
- D** adverb

**2** Which definition of express best fits this sentence?

One artist painted a gloomy landscape to express the theme of grief and loss.

- A** Definition 2
- B** Definition 3
- C** Definition 5
- D** Definition 6

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number

Correct

4

**reflect** (rɪ flɛkt') v. **1.** to bend back light **2.** to show an image, to mirror **3.** to show clearly or reveal: *The novel reflects the writer's unhappiness.* **4.** to consider seriously: *You need to reflect on your actions.* **5.** to bring negative attention to: *The team's rowdiness reflected on the school.*

**3** Which definition best fits reflect as used in this sentence?

Many landscape paintings reflected the artist's mood.

- A** Definition 1
- B** Definition 3
- C** Definition 4
- D** Definition 5

**4** Which definition best fits the way reflect is used in this sentence?

When you view a Chinese landscape painting, reflect on the artist's message.

- A** Definition 2
- B** Definition 3
- C** Definition 4
- D** Definition 5

## Lesson 3

# Using a Thesaurus



### Introduction

You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

**bitter** *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acrid, unpleasant** Antonyms: *sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** Antonyms: *mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** Antonym: *friendly*

**claim** *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** Antonym: *deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** Antonym: *denial*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words can serve as more than one part of speech.



### Guided Practice

Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.

#### Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

- 1 Which words are synonyms of *claim* as used in the paragraph?

\_\_\_\_\_

- 2 Which word is an antonym of *claim*? \_\_\_\_\_

- 3 Which words are synonyms of *bitter* as used in the paragraph?

\_\_\_\_\_

- 4 Which words are antonyms of *bitter*? \_\_\_\_\_



## Independent Practice

For numbers 1–4, read the sentence. Then use the thesaurus entry to answer the question.

**significant** *adj.* 1. expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** Antonym: *meaningless* 2. having influence: *Thu has a significant job with the Government.* **important** Antonyms: *insignificant, unimportant*

**1** As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

- A** meaningful
- B** unimportant
- C** insignificant
- D** meaningless

**permit** *v.* 1. to allow to do something: *I'll permit you to pick plums.* **allow, authorize** Antonyms: *forbid, prohibit* 2. to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* 3. written permission: *The contractor got a permit to build a home.* **license, permission**

**2** The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

- A** license
- B** allow
- C** forbid
- D** oblige

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number

Correct

4

**powerful** *adj.* 1. physically strong: *The oxen are powerful.* **strong, mighty** Antonyms: *weak, frail* 2. able to influence: *Leaders are powerful people.* **high-ranking, influential** Antonym: *low-ranking*

**3** Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

- A** high-ranking
- B** powerless
- C** weak
- D** frail

**valuable** *adj.* 1. having monetary worth: *Gold is valuable.* **precious** Antonym: *cheap* 2. having use or importance: *A job teaches you valuable skills.* **useful, worthwhile** Antonym: *worthless*

**4** Cocoa beans were so valuable that the Aztecs used the beans as money.

Which is an antonym for valuable as it is used above?

- A** useful
- B** worthwhile
- C** precious
- D** cheap

# Citing Evidence to Make Inferences

Theme: *Passing Wisdom Down Through the Ages*

Have you heard the story of Pinocchio, the wooden boy who came to life? Each time he lies, his nose grows. Later in the story, Pinocchio says he has been to school, and—*zoink!*—his nose grows. Now, the author doesn't say at this particular point in the story that Pinocchio lied. But you can make an **inference**—a conclusion based on what you already know and text evidence—that he did.

Good inferences are supported with textual evidence. You can practice this right now.

**Read the paragraph below. Then use the chart to support an inference about the narrator.**

Abraham Lincoln once said, "Whatever you are, be a good one." Easy for him to say—he was good at *everything*. It's nice advice, I guess. Still . . . you can say that you're going to be good at playing the piano. You can even say that you'll perform beautifully at the big recital. You can say that all you want, and you can still forget the notes to your song halfway through and run off the stage in tears. I wonder what Lincoln would have said about that! He probably wouldn't have felt as miserable as I do right now, at the very least.

**The chart below states an inference about the narrator. Complete the chart by writing one more phrase from the paragraph that directly supports the inference.**

What You Know	+	What the Narrator Says	=	Inference
<p>People sometimes feel bad when embarrassed.</p>		<ul style="list-style-type: none"> <li>• "Still . . . you can say that you're going to be good at playing the piano."</li> <li>•</li> </ul>		<p>The narrator has just had a bad experience performing in a piano recital.</p>

When reading, always support your inferences with textual evidence. An unsupported inference won't make your nose grow an inch, but you won't be on your way to a better understanding of the story, either!



Read the first two paragraphs of an ancient Greek myth.

Genre: Myth

# Athena, Arachne, and the Weaving Contest

by Sofia Lillios

Athena, the goddess of wisdom, was an exceptional weaver. She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude. Athena’s most talented student was a young woman named Arachne.

Each day, Athena and Arachne sold their creations at a country market, and everyone said Arachne’s cloth was incredible. Athena overheard Arachne tell customers she taught herself to weave. Athena cringed as she listened to Arachne’s lies. Then, on one fateful day, Arachne kept bragging to customers that she was the greatest weaver in the world, and that her creations were more beautiful than all the others at the market.

(continued)

**Explore how to answer this question:** “How does Athena feel about Arachne’s bragging? Make an inference about how Athena feels. Support your inference with two details from the text.”

Look for details from the text that hint at how Athena feels about Arachne. One detail is shown in the chart below. Write a second detail next to the second bullet point. Then write down your inference.

What You Know	+	Details from the Text	=	Your Inference
Someone who expects gratitude would likely be upset if she did not receive it.		<ul style="list-style-type: none"> <li>• She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude.”</li> <li>•</li> </ul>		

Use details from the chart to support the inference that Athena is upset about Arachne’s bragging.

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### Close Reading

On page 46, the author says that Athena shares her skills with humans on one condition. **Circle** the phrase stating this condition.

### Hint

The question asks *why* Arachne was turned into a spider, not how.

**Continue reading “Athena, Arachne, and the Weaving Contest.” Use the Close Reading and the Hint to help you answer the question.**

*(continued from page 46)*

An old woman in a cloak smiled and challenged Arachne to a weaving contest, which Arachne gladly accepted. The rules were simple: each would weave one complete tapestry by nightfall, and customers would judge the winner.

Throughout the day, the two sat at looms, weaving furiously. Just before sunset, they finished. Both tapestries were marvelous to behold, but the crowd chose the old woman, for her creation was flawless. “Spin and weave forever without my help, fool,” the old woman suddenly said, and pointing one finger at Arachne, turned her into a spider.

**Circle the correct answer.**

Which sentence best explains why Arachne was turned into a spider?

- A** The old woman had special powers.
- B** Arachne did not show her thanks to Athena.
- C** Athena was disguised as the old woman.
- D** Like Arachne, spiders are good at weaving.



### Show Your Thinking

Look at the answer you chose above. Explain how the details in the story helped you infer why Arachne was turned into a spider.

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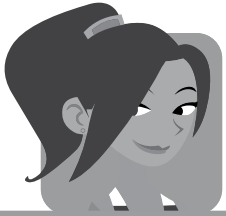


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Read the Native American story. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Native American Legend/Myth



Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

### Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. **Circle** words and phrases that describe the tree.

## The Wisdom of the Willow Tree

by Wilson Mekashone

- 1 Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.
- 2 One day, the sun blazed down and he was hot, thirsty, and desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.
- 3 Young Man said to the tree, "I have failed on my journey. I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."
- 4 The tree then reached down its oldest branch, stroked Young Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."
- 5 Young Man awoke and followed the tree's enormous roots to a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.
- 6 He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.



### Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

### Use the Hints on this page to help you answer the questions.

- 1 A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."
 

Young Man has to develop skills if he wants to become Wise Man. Which sentence from the text best supports this claim?

  - A "He decided to journey far away, seeking wisdom."
  - B "This, he knew, would take much strength and patience."
  - C "I am old and know the value of rest."
  - D "In the distance, he saw a willow tree and crawled to it."
  
- 2 Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?
  - A "Young Man awoke and followed the tree's enormous roots to a burbling stream."
  - B "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."
  - C "I'm thirsty and weary, and I cannot summon the strength to return home."
  - D "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."
  
- 3 Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.

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Read the story. Then answer the questions that follow.

# A Sewing Sensation

by William Rivera

1 Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.

2 Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think it's making a weird noise."

3 Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."

4 Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.

5 "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.

6 In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.

7 "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."

8 Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.

9 Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."

10 After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.



11 Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.

12 The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

**Answer Form**

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

**Number  
Correct** **4**

**1** Juan does not have a lot of experience with sewing. Which sentence from the passage is the **best** evidence of this claim?

- A** "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"
- B** "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."
- C** "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."
- D** "'Many of the best fashion designers are men,' Juan's dad continued."

**2** Juan is very excited about learning to sew. Which of the following sentences from the passage **best** supports this statement?

- A** "Juan felt proud that people wanted to wear his mother's creations on their special days."
- B** "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."
- C** "Juan had a huge smile on his face when he looked over his shoulder at his mom."
- D** "Then he remembered the patience that his mother always showed, and he slowed down."



**3** Which detail **best** supports the idea that Juan’s mother encourages her son’s interests?

- A** She tells him that her sewing machine doesn’t require fixing.
- B** She gives him some pillowcases to sew on his own.
- C** She sends him outside to play ball instead of sewing.
- D** She gives him a notebook for sketching and drawing.

**4** What is one reason Juan chooses to play soccer with his friends instead of continuing to sew?

- A** He knew that he needed to practice if he wanted to improve his soccer skills.
- B** He did not want his friends to think he was rude for keeping them waiting.
- C** He thought that his father would not approve of his interest in sewing.
- D** He was concerned that his friends might make fun of his sewing talent.

**5** Juan seems somewhat embarrassed about his strong interest in sewing. Write a paragraph in which you agree or disagree with that statement. Use at least **two** details from the story to support your answer.

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 **Self Check** *Go back and see what you can check off on the Self Check on page 43.*

Read the story. Then answer the questions that follow.

# Work Smarter, Not Harder

by Trevor Jackson

1 Kari wiped sweat from her forehead and stuck the shovel back into the haystack-sized pile of peppermint snow. It wasn't exactly snow. It was way too warm for it to be frozen water. The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint. More like blended asparagus. But the mountain of powdery mush was definitely white with streaks of red swirling up through it. And Kari had to move it all off the wide green field and onto the dirt track around the field. All under the withering gaze of two suns.

2 It was her third day attempting to move the mush. Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted. She figured that was why each morning the pile was reset, waiting for her to get to work, as if she'd done nothing the day before.

3 Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was. Two weeks? A month? Enough details shared by her uncle Otto matched what she had experienced since she fell down the well in the freezing, snow-filled woods behind her grandparents' house: the feeling of rising and falling at the same time when she first slipped on the well's rock wall, the way she cast two shadows because of the twin suns in the sky, the birdsongs that sounded more like a baby's midnight cries for food. Kari had thought these things were just stories, though, even if Otto always protested that they were true. Now she knew.

4 Kari hadn't been in Parival more than an hour before she'd spotted the big board. It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries. The board read, CHORES FOR KARI. She looked around as if there might be someone to explain. The suns beat down on her neck as she stepped closer to examine the chart. Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished.

5 So far each task had proved to be more complicated than it seemed at first. She had to make choices about how she was going to complete each task. A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy. Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right.

6 Exhausted, Kari stopped shoveling the mush and dropped the shovel on the ground. She stamped her foot and gave a loud groan. She thought again about the tasks she had already completed. Each job was a combination of physical activity and some creative thinking. She had been shoveling for days, but had she applied any original thought to the task?

7 That was it! Kari suddenly remembered a magic trick she had performed at her little brother's birthday party. It had been a sunny day just like this one. Although of course there was only one sun in that sky. Kari's family and friends had all gathered in the backyard around the small patio table. Plates, cups, and plastic forks and spoons rested on top of a white tablecloth. Kari had grabbed the edges, counted to three, and yanked. Everything on top of the tablecloth stayed in one place, but the tablecloth was liberated. Kari's family applauded.

**Go On**

8 The grassy field had felt slippery under her feet while she had worked the last three days. Maybe it wasn't the peppermint snow that had to move, but the field underneath! Kari kicked the shovel aside and ran to the edge of the field. Sure enough, the edge of the field could be lifted. But the tablecloth had been much smaller and lighter than this grassy field. She would just have to try.

9 Kari gave the grass in her hands a shake and watched the pile of peppermint snow. The grass ripple she had shaken grew taller and taller as it moved toward the pile in the center. By the time the wave reached the center, it looked like a giant whale. The whale-shaped hump slid right underneath the pile, carrying it high up into the air. Kari saw her chance and pulled hard on the grass. The entire field came flying at her like it weighed no more than that tablecloth had last summer. She ducked as it flew over her head. Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field. When it touched dirt, the pile vanished.

10 Kari dusted herself off and headed back to the big chores board; she would get home one way or another.

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**6** In the first paragraph of the story, what does it mean that Kari has to work "under the withering gaze of two suns"?

- A** The two suns disapprove of Kari's efforts.
- B** Kari feels judged by unseen persons in Parival.
- C** Kari is very angry at whoever brought her to Parival.
- D** The light from the suns is extremely hot and bright.

**7** Which sentence signals a major shift in the action of the story?

- A** "The suns beat down on her neck as she stepped closer to examine the chart."
- B** "She stamped her foot and gave a loud groan."
- C** "Kari suddenly remembered a magic trick she had performed at her little brother's birthday party."
- D** "Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field."

Go on



**8**

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why does Kari work to carry out the tasks written on the board?

- A** She likes the challenge of creative problem-solving.
- B** She thinks completing them is her only way out of Parival.
- C** She is bored and doesn't have anything else to do.
- D** She is frightened of the red fruit hanging by the board.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A** "It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries."
- B** "A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy."
- C** "Each job was a combination of physical activity and some creative thinking."
- D** "Kari dusted herself off and headed back to the big chores board; she would get home one way or another."

**Go On**

**9** Kari checks to see if the edge of the field can be lifted because she realizes that each previous task she completed required a creative solution. Which of the following sentences from the passage **best** supports this statement?

- A** "She had to make choices about how she was going to complete each task."
- B** "So far each task had proved to be more complicated than it seemed at first."
- C** "She had been shoveling for days, but had she applied any original thought to the task?"
- D** "Kari gave the grass in her hands a shake and watched the pile of peppermint snow."

**10** Which sentence from the story helps to illustrate how little information the narrator shares with the reader?

- A** "The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint."
- B** "Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted."
- C** "Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was."
- D** "Kari had thought these things were just stories, though, even if Otto always protested that they were true."
- E** "She looked around as if there might be someone to explain."
- F** "Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished."
- G** "Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right."

Go on

11

One of the themes of this story is that creative thinking can help you solve problems. The following folktale, "The Crow and the Pitcher," also shares this theme. Read the folktale.

### The Crow and the Pitcher

A crow, weak from thirst, was delighted when he spotted a pitcher up ahead. He flew to it as fast as he could, hoping it would be filled with water. To his great disappointment, the pitcher was more than half empty, and through its narrow mouth, he couldn't reach a drop of the water it contained. He thought and thought about what to do and was about to give up. At last, he had an idea. He gathered a pile of stones and dropped them one at a time into the pitcher until the water rose within his reach.

Compare and contrast how "Work Smarter, Not Harder" and "The Crow and the Pitcher" present the theme stated above. Use details from the stories to support your answer.

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**STOP**

Read the passage. Then answer the questions that follow.

# His Wings and Tail

by Olive Thorne Miller

from *The Children's Book of Birds*, Houghton Mifflin Company, New York, 1901

1 A bird's wing does not look much like our arm and hand, yet the bones show that they are the same. The bird has a shoulder, elbow, and wrist, as we have. He even has fingers, though they are so covered up by feathers that one would never know it. He has not so many fingers as we have, and they are not movable like ours.

2 A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years. It is made of long stiff feathers, which fold down smoothly over one another at his side when he is resting, but can spread in an instant into a broad fan, to beat the air and carry him away.

3 One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks, so small a microscope is needed to see them; and that, together with the edges lapping over each other, makes them almost like one solid surface.

4 Wings are not alike in shape. The wing of a swallow is long and narrow, while that of a hen or grouse is short and round. We can tell by the shape of a wing how a bird flies.



Wing of a Swift

5 A long, narrow, pointed wing shows that the bird has an easy, skimming flight—either he flies great distances, or spends hours at a time on wing.

6 The short round wing shows that a bird has a strong flight for short distances. These wings are found mostly on rather heavy birds, like grouse.



Wing of a Sparrow

7 The longest wings are seen on water birds, such as the petrel and the frigate-bird. The shortest, also, are found among water birds, those who swim more than they fly, as the auks.

8 All the feathers of the wing are named, and it will be well to remember that the long stiff quills are called remiges or “rowers.” These are firmly rooted in the flesh, and are the hardest to pull out. They are the most important to the safety of the bird.

9 Birds have also another use for their wings. They are a strong weapon to defend themselves, or to fight others. A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other.

10 Sometimes wings serve as musical instruments. Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones. Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets.

11 If wings are not used, they slowly get to be smaller and weaker, each generation having them more and more useless, till after a while they are of no use whatever, and the birds cannot fly at all. This has happened, it is supposed, to the ostrich family and to some birds living in the sea.

12 The tail of a bird is formed of an equal number of feathers in pairs, most often twelve. When spread they are the shape of a fan, and when closed they lie over each other with the middle pair on top.

13 The tail feathers are not always of the same length, and that makes a difference in the shape of the end. Sometimes they are even, when the tail is said to be “square.” Sometimes the middle feathers are a little longer than the outside ones, and then it is “rounded” or “pointed.” If the outside feathers are longest, the tail is “forked.”

14 The feathers of the tail are called rectrices, or “rudders,” because they are supposed to be used to steer, or direct the bird’s course in flying. But the tail is used also as a brake to check the speed in alighting.

15 The tail is used more than any other organ to express the emotions. Some birds, like the catbird and thrasher, keep it moving nearly all the time, jerking it this way and that, and tossing it upward.

16 In woodpeckers and swifts the tail feathers are not soft at the end like others, but the stems or shafts project beyond the feathery part, and are stiff like the tail of a sapsucker or sharp like that of the chimney swift. These birds use the tail as a prop to hold them against the tree trunk or chimney wall, and to help them in climbing.

17 Tail feathers are not so strongly rooted as wing feathers, and are easily pulled out. Sometimes, when a man or boy tries to catch a bird by the tail, the bird will escape, leaving the tail in his hand.

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**12** Why does the author include the sentence “A bird’s wing is a wonderful flying-machine, which men have been trying to imitate these many years” (paragraph 2) in the passage?

- A** to describe how birds are different from humans
- B** to illustrate how exciting the study of birds’ wings is
- C** to introduce how different birds fly in different ways
- D** to explain how strong birds’ wing feathers can be

**Go On**

**13** Based on the illustrations and the passage, select **two** sentences that tell how swifts and sparrows are **most likely** different.

- A** Sparrows generally fly shorter distances than swifts do.
- B** Swifts are water birds, whereas sparrows are not.
- C** Sparrows have smooth, easy flights, whereas swifts do not.
- D** Swifts generally flap their wings more than sparrows do.
- E** Sparrows have weak wings, whereas swifts have powerful wings.
- F** Swifts are better able than sparrows to use their wings to glide.

**14** The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why are a bird's tail feathers less strongly rooted than its wing feathers?

- A** A bird uses its wing feathers to fly, while it uses its tail feathers to make sounds.
- B** Even birds that cannot fly need their wing feathers to help them swim.
- C** Losing its tail feathers is less dangerous to a bird than losing its wing feathers.
- D** A bird's wing feathers serve a greater variety of purposes than its tail feathers.

**Part B**

Find **two** sentences in the passage with details that support the correct answer to part A. Write those sentences on the lines below.

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Go on

**15**

The author states that a bird's wing can be used as a weapon of defense. Which of the following details from the passage **best** supports this statement?

- A** "One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks . . ."
- B** "A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other."
- C** "Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones."
- D** "Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets."

**16**

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read the sentences from paragraph 14 of the passage.

The feathers of the tail are called *rectrices*, or "rudders," because they are supposed to be used to steer, or direct the bird's course in flying. But the tail is used also as a brake to check the speed in alighting.

As used in the passage, the word "alighting" most closely means

- A** landing
- B** flying
- C** steering
- D** jerking

**Part B**

Which of the phrases from the passage **best** helps the reader understand the meaning of "alighting"?

- A** "feathers of the tail"
- B** "used to steer"
- C** "direct the bird's course"
- D** "as a brake"

*Stop*

## Unit 2 Interim Assessment

**Read the story. Then answer the questions that follow.**

*In the 1930s, the United States was stuck in a deep economic depression that left millions of people without jobs. In part of the Great Plains, an environmental disaster known as the Dust Bowl added to the hard times. A long drought combined with years of poor farming practices made the land vulnerable to extreme wind erosion. Farmers watched helplessly as the topsoil that had once nourished their crops blew away. In this fictional selection, a boy and his family struggle with the hardships of the Dust Bowl.*

### Dust

*by Charles Grayson*

1 As Edwin rested his cheek against the side of his cow, Nelly, he could hear the wind whistling through the barn walls and see the air begin to darken with dust. Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze. Edwin quickly finished milking the cow and called to his sisters. “Hurry up, girls,” he said, “another black blizzard is coming.”

2 The wind suddenly picked up strength, and before Edwin’s eyes, the farmhouse—only 50 feet away—became nearly invisible. Without hesitation, Edwin grabbed two pieces of heavy twine, tied one around each girl’s waist, and then tied the two girls together. He took Annie’s hand and instructed her to hold tightly to Jewel. Leaning into the blinding wind, Edwin slowly navigated them back to the house.

3 Inside, Ma was relieved to see the children. With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family. Although it was early morning, the dust storm outside made the small farmhouse dark and dismal. Edwin slapped the dirt from his jacket with his hands. He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home.

4 The next morning dawned clear and calm. Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow. The clatter of a rundown automobile heralded the arrival of Edwin’s father, and the boy raced outside.

5 The family gathered around Pa, who hugged each one of them tightly. He had been in Arizona for three weeks picking cotton. This spring the ground was hard and barren, and the constant dust storms made it impossible to cultivate crops. Pa had to find some way to earn money—his children were wearing tattered hand-me-downs, and his small herd of cattle was slowly starving.





6 When Ma asked about the work, Pa said that the wages he earned were far less than what had been promised. Still, he'd brought home enough money to see them through another month. Eventually, the joy of being reunited with his family faded, and the careworn expression returned to Pa's face.

7 After Pa had been home a few days, Edwin overheard his parents having a serious discussion. "I just don't know if I can leave our home," Ma said, a note of grief in her voice. Pa had heard there was work on commercial farms in California, where cotton, oranges, and other crops grew nearly year round.

8 "I know it's not like owning our own farm, but what choice do we have?" Pa pleaded. Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields.

9 Later, Pa asked Edwin to ride the horse into town to purchase provisions. Edwin rode at a slow pace, thinking. He didn't like it when his parents argued, and he didn't like it when his father had to leave home to work. Most of all, Edwin wished there was something he could do to assist his family. At the store, he walked past the half-empty shelves to the back counter and asked Mr. Harburger for beans and flour.

10 As Edwin waited, something bright and orange caught his eye. It was an old advertisement on the shelf in front of him—a photograph of a glistening orange grove with the words "Sunny California" splashed across the top. Edwin had never seen an orange grove before. Studying the picture, Edwin's face brightened. "Take it," Mr. Harburger said with a wink. At home, Edwin tacked the picture up next to his bed. One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time.

11 When autumn arrived, Edwin's parents learned the government was offering to buy starving livestock for slaughter. Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash. After a long discussion, Edwin's parents did the same. Edwin sensed a change was coming.

12 The cow Nelly remained, but Edwin could see that she was becoming desperately thin. The next day, Edwin sold Nelly at the Baileys' farm. The Baileys were doing better than most folks, though Edwin couldn't say why. He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for.

13 Later that evening, Edwin's parents made an important announcement: they would be packing whatever would fit into their old automobile and moving to California. Then Edwin made his own announcement. "Here," he said, handing his father the 16 dollars. "We can buy fuel with this!"



## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5A (A) (B) (C) (D)

5B (A) (B) (C) (D)

Number  
Correct

6

**1** Read this sentence.

Edwin wants to help his family during this difficult time.

Which of the following sentences from the story **best** supports this statement?

- A** "After Pa had been home a few days, Edwin overheard his parents having a serious discussion."
- B** "Later, Pa asked Edwin to ride the horse into town to purchase provisions."
- C** "At home, Edwin tacked the picture up next to his bed."
- D** "The next day, Edwin sold Nelly at the Baileys' farm."

**2** Which statement **best** supports the idea that the Dust Bowl made it difficult for families to survive?

- A** "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."
- B** "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."
- C** "He was weary of the dust, too, but he was smiling inside because tomorrow his father was coming home."
- D** "Edwin swept the house while his mother worked in the yard, rescuing her daffodils from the dust that had drifted against the foundation of the house like gritty snow."

**3** Which statement **best** expresses the theme of this story?

- A** Don't rely on others for help.
- B** You can't make a person change.
- C** Try to find the good in every situation.
- D** Be content with what you have.



- 4** The family in the story demonstrates the idea that people are adaptable, or willing to change when needed. Which sentence from the passage **best** shows this idea?
- A** "Annie and Jewel were giggling as they played in the hayloft above him when one of the girls began to wheeze."
  - B** "Although it was early morning, the dust storm outside made the small farmhouse dark and dismal."
  - C** "Most farmers knew their animals could not survive another winter, so they accepted the offer in exchange for some much-needed cash."
  - D** "He returned home with 16 dollars in his pocket and a little relief knowing that Nelly would be cared for."

- 5** Answer Parts A and B below.

**Part A**

Based on the passage, how do Ma's feelings about moving change over time?

- A** She becomes more and more resistant to the idea of moving.
- B** She grows more comfortable with the idea of moving.
- C** She likes the idea of moving initially, then comes to dislike it.
- D** She becomes more confident that the family should not move.

**Part B**

Which sentence from the passage **best** shows Ma's changing feelings about moving?

- A** "With a sigh, she took the milk from Edwin, eyeing the familiar dust that she would try to skim off before serving the milk to her family."
- B** "'I just don't know if I can leave our home,' Ma said, a note of grief in her voice."
- C** "Afterward, Ma went into the yard and stood for a long time by her beloved lilac bush, staring out at the desolate fields."
- D** "One day, Edwin even caught his mother examining the photograph of the orange grove, smiling for the first time in a long time."



6

What evidence in the story helped you to know that the family would move to California, even before Edwin’s parents made their announcement? Describe how the events in the story support this inference.

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7

Write a summary that includes the conflict in the story and how it is resolved. Use details from the story to support your answer.

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**8** Answer Parts A, B, and C below.

**Part A**

Circle only **one** word that describes Edwin based on evidence from the text. There is more than one correct choice listed below.

thoughtless

resourceful

timid

observant

optimistic

stubborn

**Part B**

Find **one** sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

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**Part C**

Find a **second** sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

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