

GRADE

3




# STUDY GUIDE

*Texas Assessment of Knowledge and Skills*

## Reading



**A Student and Family Guide to Grade 3 Reading**



# **TAKS STUDY GUIDE**

*Texas Assessment of Knowledge and Skills*

**Grade 3**

**Reading**

**A Student and Family Guide**



Dear Student and Parent:

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. TAKS replaces the Texas Assessment of Academic Skills (TAAS) and is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. In addition, the test can provide valuable feedback to students, parents, and schools about student progress from grade to grade.

Students are tested in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7; English language arts in grades 10 and 11; science in grades 5, 8, 10, and 11; and social studies in grades 8, 10, and 11. Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. By developing the academic skills specified in the TEKS, students can build a strong foundation for future success.

The Texas Education Agency has developed this study guide to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guide is designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on the TAKS. Every guide includes explanations, practice questions, detailed answer keys, and student activities. At the end of this study guide is an evaluation form for you to complete and mail back when you have finished the guide. Your comments will help us improve future versions of this guide.

There are a number of resources available for students and families who would like more information about the TAKS testing program. Information booklets are available for every TAKS subject and grade. Brochures are also available that explain the Student Success Initiative promotion requirements and the new graduation requirements for eleventh-grade students. To obtain copies of these resources or to learn more about the testing program, please contact your school or visit the Texas Education Agency website at [www.tea.state.tx.us](http://www.tea.state.tx.us).

Texas is proud of the progress our students have made as they strive to reach their academic goals. We hope the study guides will help foster student learning, growth, and success in all of the TAKS subject areas.

Sincerely,



Lisa Chandler  
Director of Student Assessment  
Texas Education Agency

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# TO THE PARENT

- Introduction
- Helping Your Child

Pages 5–12 are written for you, the parent. The purpose of this section is to provide you with specific information on how to help your child become a better reader.



# READING

## INTRODUCTION

### How Is the Reading Study Guide Organized?

This study guide is organized in four parts. Each part will provide reading opportunities and skills practice for your child. This study guide focuses on applying and understanding reading skills while engaged in the process of reading.

Part one of the reading study guide is called “To the Parent.” This part suggests ways to help your child become a better reader.

Part two, “Parent and Student—Working Together,” provides information and practice for each of the learning objectives that will be tested on the TAKS test. This part is designed as a guide for a parent to use when reading with a child. Some of the reading selections in this reading guide have questions in the margins. Although the selections on the actual TAKS test do not include questions in the margins, questions are included in this guide to help students think about the stories as they read.

Part three, “To the Student—Now It’s Your Turn,” provides students with an opportunity to read and answer questions on their own. Your child should work independently and practice what he or she has learned.

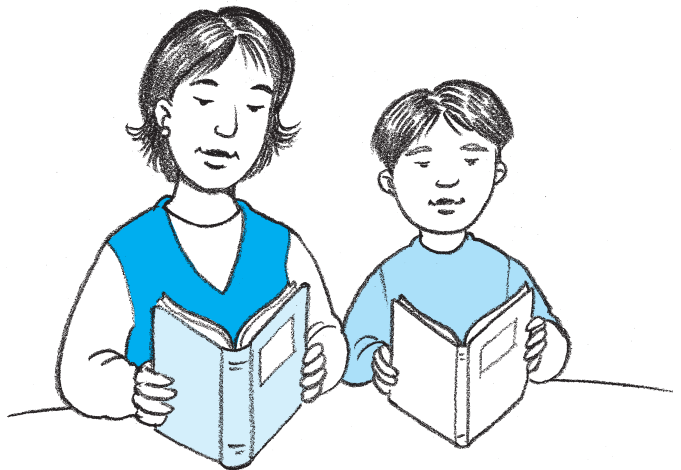
Part four, “Parent and Student—Working Together Again,” includes the answer key for the practice questions found in this guide. The correct and incorrect answers are explained for your child. Reading these explanations is important because your child can learn how to think through each question.

### What Are Objectives?

TAKS assesses each student’s ability by grouping reading skills under four objectives, or goals for learning. The objectives describe what students should know and be able to do in reading. The selections in this study guide provide help and practice with all four learning objectives.

### What Kinds of Selections and Questions Will Be on the Test?

When taking the TAKS test, your child will be asked to answer several multiple-choice questions about each selection that he or she reads. Various types of selections will be used, including stories, articles, and reports. Questions for the TAKS reading test will assess performance on the four reading objectives.







# Helping Your Child

## How to Help—Every Day

**Make sure your child sees *you* reading. You are your child’s first and most influential teacher.**

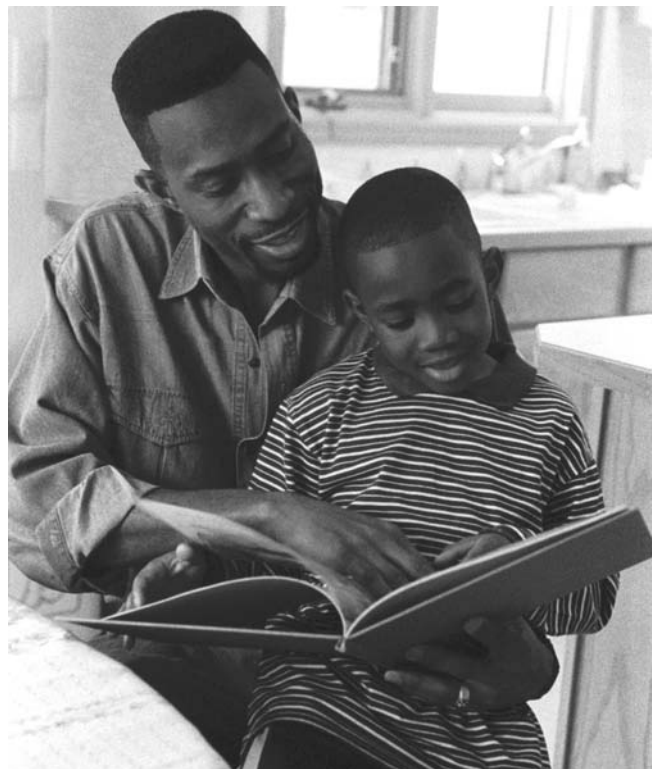
- Share interesting information, a funny story, or a joke you’ve just read.
- Read books, grocery labels, billboards, signs, recipes, comic strips, game directions, cereal boxes, newspapers, magazines, catalogs, mail, and anything else with words printed on it.

**Choose a special time and place to read aloud to your child every day.**

- Try to talk the way the story’s characters would talk. Make sounds and expressions that go along with the story (exciting, scary, or sad, for example). Help your child “hear” the excitement in a book.
- Ask your child questions when you read aloud. Ask questions, such as “Have you ever felt like that?” “What would you have done in a situation like that?” and “What do you think will happen next?”

**Listen to your child read to you for 15–20 minutes every day.**

- Look for and provide easy-to-read books that will be of interest to you and your child. Your child’s teacher should be able to help you in finding books that are challenging but not too difficult for your child to read.
- Encourage your child to read a variety of stories and books, as well as lists, newsletters, signs, and notes from you.
- If your child gets stuck at a difficult part, encourage him or her by saying:
  - “What could you try?”
  - “What do you think it could be?”
  - “What do you know that might help you?”
  - “Let’s read this part together.”



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- If your child doesn't stop to correct a mistake, let him or her finish the sentence or page. Then repeat the sentence and the error, saying:
  - “Does that sound right to you?”
  - “Does that make sense to you?”
  - “Do we say it that way?”
  - “Try reading that again and think about what would make sense.”
- Your child may become discouraged if you have him or her correct every mistake. Choose one or two that you think would be the most helpful to your child's understanding.

**Make sure your child understands what is being read.**

**Before reading,**

- read the title of the book or story to your child and ask, “What does the title make you think the story will be about?”
- have your child look at the cover of the book. If the book includes pictures, have your child look at the pictures. Ask your child to talk about what he or she thinks might be happening in the story based on the pictures.

**During reading,**

- ask your child questions that require more than a yes/no answer:
  - “Have you ever felt like that? When?”
  - “Why do you think that happened?”
  - “How do you think this problem will be solved?”
  - “What do you think will happen next?”
- find a good breaking point in the story and ask your child to retell what he or she has read.

**After reading,**

- have your child retell the story. Encourage your child to use his or her own words to retell the story using the correct order of events.



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- ask questions that help your child relate to the story in a personal way:
  - “Who was your favorite character? Why?”
  - “How is this character like you?”
  - “How is this character different from you?”
  - “How is your life the same as or different from the lives of the characters?”
  - “What would you have done in that situation?”
- ask questions that help your child relate the story to his or her own knowledge and learning:
  - “What did you already know about this subject?”
  - “What new things did you learn about this subject?”
  - “How is this subject similar to something else you have learned?”
  - “What questions do you still have about this subject?”
- extend the reading experience:
  - Ask your child to make up a new ending for the story.
  - Have your child continue the story with a sequel.
  - Look for other books about the same or a related subject.
  - Encourage your child to do an activity that may have been presented in the story.

## How to Help—Using Television and Movies

Many of the questions used to help children understand what they are reading can also be used to help them understand their favorite television show or movie. After all, television shows and movies are stories that have been created by an author to present a message. Make television watching worthwhile by talking with your child about what he or she is watching. The more children practice critical-thinking skills, the easier it will become for them to apply these same skills to reading.

## How to Help—Before the Test

- Look for and focus on what your child is doing right.
- Let your child know that you are proud of his or her efforts and have confidence in what he or she can accomplish.
- Explain how important the test is but do not put undue pressure on your child.
- Make sure your child sleeps well for several nights before the test.
- Have your child eat a good breakfast.
- Make sure your child is dressed appropriately for the weather and classroom climate to avoid discomfort during the test.
- Make sure your child arrives on time on the day of the test to avoid unnecessary stress.

### Important Note

Make reading time enjoyable for both you and your child. Keep it positive and fun.

If at any time you or your child feels frustrated, join in and read the story together, take a break and try it again later, or read the story to your child.

# PARENT AND STUDENT— WORKING TOGETHER

- Your Steps to Success Chart
- What a Careful Reader Does
- “Keto’s New Friend”
- Help with Skills
- “Keto’s New Friend” Again
- “Bluebonnet Bear Helps Class Learn”

The purpose of pages 13–67 is to provide guided practice with the reading skills and strategies tested on the third-grade reading TAKS. Read through each part and practice with the examples.

Your Steps to Success Chart on page 15 will show you and your child the steps to follow in order to gain the most benefit from this study guide.






This section is not meant to be done all at once. Children most often benefit from working in short sessions that take place every day. If at any time you or your child feels frustrated, take a break and try again later.



# Your Steps to Success Chart

\_\_\_\_\_  
*Student's Name*

**Directions:** When you finish working through each of the following steps, put a sticker next to that section on the chart. You will find the stickers at the back of this study guide.

READING		
1	<p style="text-align: center;"><b>Getting Started</b></p> <ul style="list-style-type: none"><li>● Read “What a Careful Reader Does” on page 16.</li><li>● Now read “Keto’s New Friend” on pages 17–19.</li></ul>	
2	<p style="text-align: center;"><b>Help with Skills</b></p> <ul style="list-style-type: none"><li>● Read “Help with Skills” on pages 20–46. You should review the skills and strategies presented here.</li></ul>	
3	<p style="text-align: center;"><b>“Keto’s New Friend” Again</b></p> <ul style="list-style-type: none"><li>● Read “Keto’s New Friend” again on pages 47–50. Answer the questions in the margins of the story as you read.</li><li>● Read “Practice with Reading Skills” on pages 51–60.</li></ul>	
4	<p style="text-align: center;"><b>“Bluebonnet Bear Helps Class Learn”</b></p> <ul style="list-style-type: none"><li>● Read “Bluebonnet Bear Helps Class Learn” on pages 61–63. Answer the questions in the margins of the story as you read.</li><li>● Answer the practice questions on pages 64–67. Check the answers in the answer key on pages 81–82.</li></ul>	
5	<p style="text-align: center;"><b>“Stella the Spelunker”</b></p> <ul style="list-style-type: none"><li>● Read “Stella the Spelunker” on pages 71–74.</li><li>● Answer the practice questions that follow. Check the answers in the answer key on pages 83–84.</li></ul>	



# What a Careful Reader Does

## **BEFORE** reading, a careful reader asks

Why am I reading this story or article?

What does this seem to be about?

Is it about something or someone I already know?

Is it about something new I am learning?

Is it about something I want to learn?

What kind of reading will I do?

Will I read about characters in a story?

Will I read about how to do something?

Will I read to learn interesting facts?



## **DURING** reading, a careful reader asks

Do I understand what I'm reading?

Do I need to slow down?

Can I figure out any words I don't know?

Do I need to look for clues?

Do I need to read some parts again?

How can I connect with what I'm reading?

Is it something I already know?

Is it something new I am learning?

Is it something I want to know more about?



## **AFTER** reading, a careful reader asks

What do I remember about what I read?

Can I use my own words to tell others about it?

Can I name the most important ideas in it?

Can I think of other ways to show that I understand it?

What do I think about what I read?

Did it add to something I already knew?

Did it tell me something new?

Did it make me want to learn more?



## **“Keto’s New Friend”**

Your child should read the following story aloud. If at any time your child becomes frustrated, join in and read the story together.

As you read, you may notice a number next to each paragraph. The paragraphs are numbered just like they will be on the TAKS test to help you when answering questions.

### **Keto’s New Friend**

- 1 Keto sat at his desk, carefully listening to Ms. Watson teach the social studies lesson. He wished she would speak more slowly. He had studied English at his school back in Korea, but it was much harder now. He didn’t have a teacher to help with words he didn’t understand. He had to figure out what many words meant by himself.
- 2 Keto’s family had been in the United States for only two weeks. Keto’s father had a new job working with computers. At first Keto was excited about living in the United States, but now he was homesick. He had been a good student in Korea. But everything seemed like a challenge here. Nothing came easy for him now. He had to work hard in school and pay attention every second. He thought about his friends in Korea. “What are they doing right now?” he wondered. “Probably sleeping,” he thought. He knew it was night in Korea, but it was almost time for lunch here.
- 3 Finally the bell rang for lunch, and Keto slowly gathered up his books. All around him the other students were talking excitedly. They talked even faster than Ms. Watson. It was very difficult for Keto to understand them. Soon the class was in line walking to the cafeteria. Keto went through the line and got his lunch. It was pizza, one of his favorite foods.
- 4 Every day Keto sat by himself. He felt lonely. He missed his friends and was sad all the time. At his old school he always ate quickly so he could play with his friends. But now Keto felt isolated. He ate slowly because he didn’t have anything to do after he finished lunch.

*Continued*

5 He sat down and was just about to take a bite of pizza. Suddenly a tall kid from his class came over and sat across from him. Keto thought the boy’s name was Javier, but he wasn’t sure. He was still having trouble remembering the names of his classmates. “Hey, guess what?” Javier said. “I saw you going into your house yesterday. We both live on Harrison Street. Do you want to come over to my house after school today?”

6 “O.K.,” Keto replied.

7 “Great!” Javier said. “I’ll come over to get you! Don’t worry. I know where you live.” Javier kept talking. He talked so fast sometimes that Keto could understand only a word or two. It didn’t seem to bother Javier, and it didn’t bother Keto either. Even though he didn’t understand all the conversation, it felt good to have someone sitting at the table and talking with him.

8 Keto hurried home after school. He couldn’t wait for his new friend to come over. He hoped that he was not confused about what Javier had said. Finally the doorbell rang. It was Javier, standing there with a big grin on his face. He was holding a basketball. “Hey, want to play a game?” he asked.

9 “O.K.,” Keto said. “But I’m not a very good player.” He had played basketball in Korea but only a few times.

10 “That’s O.K.,” Javier said. “Neither am I. I really play soccer best.”

11 “Come in please,” Keto said. “I have to change my clothes.”

12 Keto went into his bedroom and changed into some more comfortable clothes. When he came out, Javier was looking at the pictures hanging on the wall near the door. “Wow,” he said when he saw Keto. “You know *karate*?”

13 “No,” Keto said. “This is *tae kwon do* (tī kwŏn dō). *Karate* is from Japan. *Tae kwon do* is like *karate*, but it is what we learn in Korea.”

14 “I’ve heard of that,” Javier said. “I saw it at the Olympics. Do you think you could teach me?”

*Continued*

15 “My father is my teacher. I think he could teach you,” Keto said.

16 “That’s awesome!” Javier said.

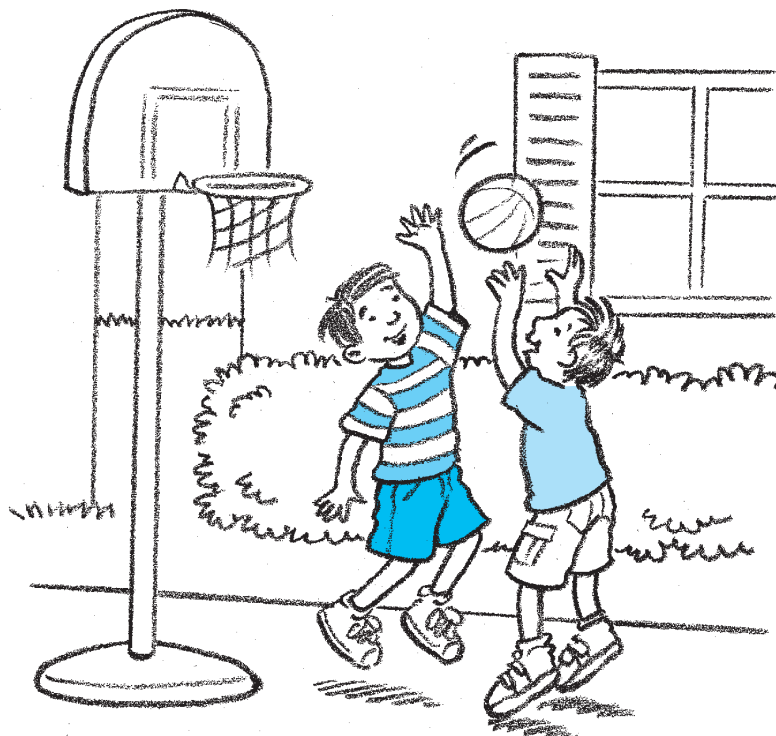
17 “I’m sorry. I do not understand that word,” Keto said shyly.

18 “Oh, that just means ‘really good,’” Javier said. “Don’t worry. When my family first came to the United States, I couldn’t speak English at all. Now everybody says they can’t get me to stop talking!”

19 “You are from another country, too?” asked Keto.

20 “Yes, from Mexico,” Javier said. “Are you ready for some basketball?”

21 They spent the next two hours playing basketball at Javier’s house. At first it was hard for Keto, but Javier helped him learn. Keto couldn’t wait to get home and tell his father about his new friend!



You have completed step 1. Be sure to add a sticker to Your Steps to Success Chart on page 15.

# Help with Skills

You have just read “Keto’s New Friend.” This new section, “Help with Skills” on pages 20–46, presents the learning objectives, or goals, taught to third-grade students in Texas classrooms. These goals identify the skills third-grade students should have and be able to use when reading.

Read through each of the objectives and descriptions of the related skills. Then practice with the examples provided. Some of the examples will be linked to “Keto’s New Friend.”

Remember that this section is not meant to be done all at once. Take a break when you need one.

## **Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.**

### **What is “a basic understanding”?**

A basic understanding of culturally diverse written texts includes being able to do the following:

- Learn new words and their meanings while reading
- Learn parts of words and how they are used to help with meaning
- Recognize that a word may have different meanings in different texts
- Find the main idea of a paragraph or story
- Retell the important events of a story or book
- Find the important details in a paragraph or story
- Summarize a paragraph or story

## Context Clues

Sometimes when you read a story, you will see a word that you do not know. Don't worry. Often you can use the words you *do* know as clues to the meaning of a word you *don't* know. These clues are called context clues.

The clues for a word that is new to you can usually be found somewhere near that word. The clues might not always be in the same sentence, though. Sometimes clues will come before or after the sentence. The clues might even come before or after the paragraph.

### TIP:

- ✓ Look for clues to the meaning of an unknown word.

**Synonyms**—A synonym is a word that means the same thing or almost the same thing as another word. *Big* and *large* are synonyms. So are *fast* and *quick*.

Read the sentences below. Can you find a synonym for the word *construct*?

It takes a long time to construct a bridge. Workers took several years to build the Golden Gate Bridge.

The word *build* is a synonym for *construct*.



**Antonyms**—An antonym is a word that means the opposite of another word. *Hot* and *cold* are antonyms. So are *big* and *little*.

Read the sentence below. Can you find an antonym for the word *tame*?

The lion looked tame, but it was wild.

The word *wild* is an antonym for *tame*.



**Explanations, Definitions, and Descriptions**—Sometimes words explain, define, or describe the meaning of another word.



Read the sentences below. Can you find an explanation for the word *choir*?

Todd was in the choir at his old school. He hopes his new school will also have a group that sings songs together.

The words *a group that sings songs together* explain the meaning of *choir*.

**Examples**—An example is an item that belongs in a group because it is like other things in the group. Oakwood Elementary is an example of an elementary school. A yo-yo is an example of a toy. A shirt is an example of clothing.

Read the sentences below. Can you see the example that helps you know what *author* means?

Tran wants to be an author when he grows up. He wants to write like his favorite author Dr. Seuss.

*Dr. Seuss* is an example of an *author*.

## Try It

Go back to paragraph 4 in “Keto’s New Friend.” Look at the word *isolated*. Think about the story.

Which words in the story are clues that help you understand what *isolated* means?

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Using these words as clues, I can tell that the word *isolated* means \_\_\_\_\_.

Possible clues: Keto sat by himself. He felt lonely. He missed his friends. He was sad all the time. You can tell that the word *isolated* means “to be alone.”

## Prefixes and Suffixes

Knowing the meanings of prefixes and suffixes can help you figure out the meaning of words.

A **prefix** is a letter or group of letters that is added to the beginning of a word to make a new word. Here are some prefixes and their meanings:

*dis-* means “the opposite of”

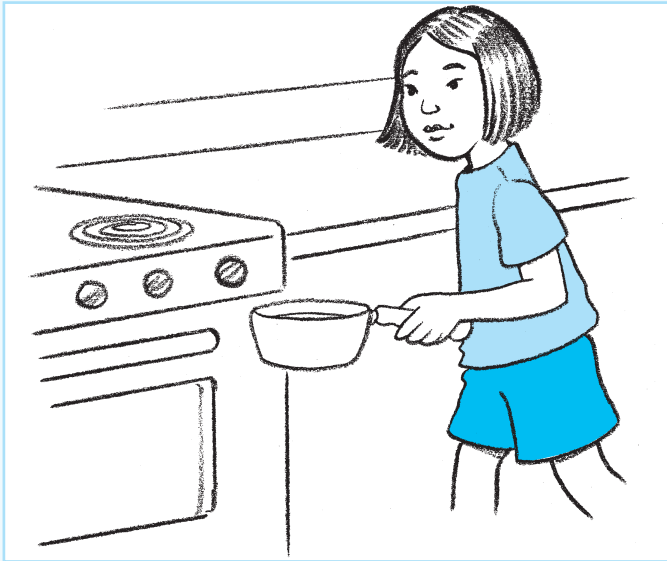
*re-* means “again”

*un-*, *im-*, and *in-* mean “not”

### TIP:

- ✓ Break an unknown word into its parts to help you figure out the meaning of the word.

Can you figure out the meaning of the underlined word in the sentence below? Use what you know about prefixes.



Marta wants to reheat the cold soup.

*re-* (again) + *heat* (to make hot) = to make hot again



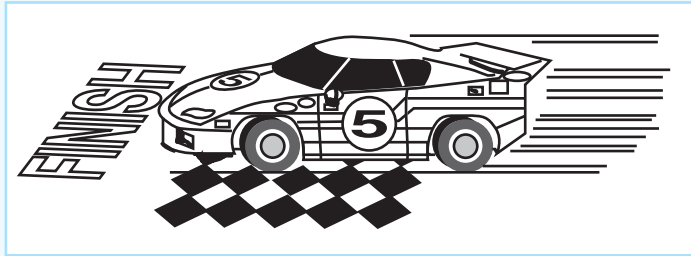
A **suffix** is a letter or group of letters that is added to the end of a word to make a new word. Here are some suffixes and their meanings:

*-able* and *-ible* mean “able to”

*-er* means “one who does or is”

*-ful* means “full of”

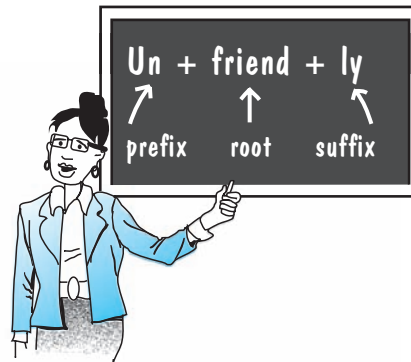
Can you figure out the meaning of the underlined word in the sentence below? Use what you know about suffixes.



The race car has a powerful engine.

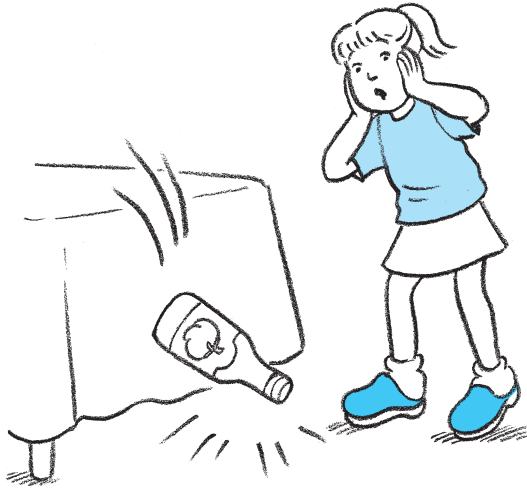
*power* (force) + *-ful* (full of) = full of force

In words with prefixes and suffixes, the main part is called the **root word**.



## Try It

Now use what you know about prefixes and suffixes to figure out the meaning of the underlined word in the sentence below.



This plastic bottle is unbreakable.

The prefix *un-* means \_\_\_\_\_.

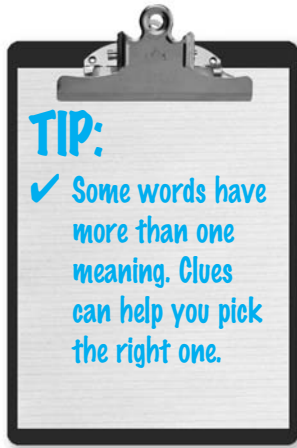
The word *break* means “to divide into pieces.”

The suffix *-able* means \_\_\_\_\_.

So the word *unbreakable* means \_\_\_\_\_.

The prefix *un-* means “not.” The word *break* means “to divide into pieces.” The suffix *-able* means “able to.” So the word *unbreakable* means “not able to be divided into pieces.”

*un-* (not) + *break* (divide into pieces) + *-able* (able to be) = not able to be divided into pieces



## Multiple-Meaning Words

Words have different meanings. It all depends on how the words are used in a sentence. How can you tell a word's correct meaning? Usually there are other words in the sentence to help you out.

Can you figure out what *fall* means in the sentence below?

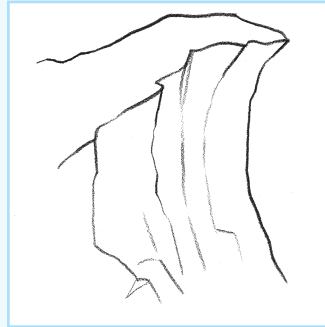
Stay away from the edge, or you might fall.

If you look up the word *fall* in a dictionary, you might see something like this:

**fall** \fɒl\ *verb* **1.** to come or go down **2.** to become lower **3.** to become captured **4.** to happen at a certain time

**fall** \fɒl\ *noun* **1.** the act of falling **2.** the autumn season **3.** a great loss or downfall **4.** a waterfall

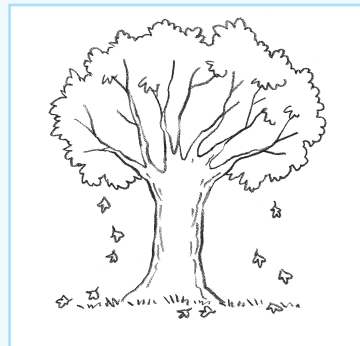
In the sentence the word *edge* helps you know that *fall* means “go down.”



Now look at this sentence:

When fall comes, it is the end of summer fun.

In this sentence the word *summer* helps you know that *fall* means a season.



## Main Idea, Important Details, and Summary

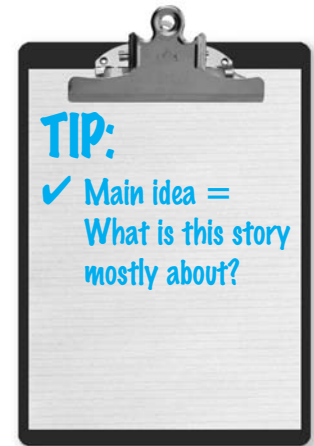
The **main idea** of a story answers the question “What is this story mostly about?”

Sometimes the main idea is stated clearly in a story. That makes the main idea easy to find. When the main idea is not stated, use clues from the story to answer the question “What is this story mostly about?”

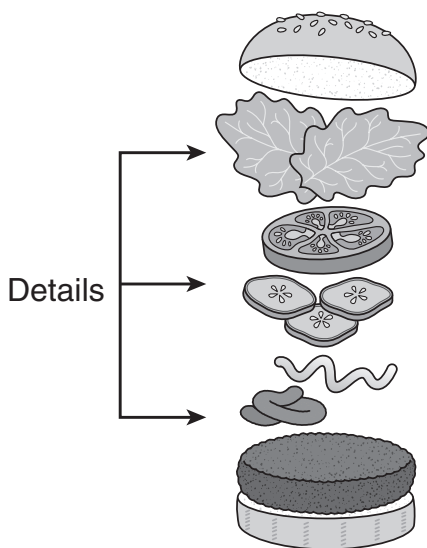
**Important details** in a story work together with the main idea. First you should think about the main idea of a story you read. The main idea is what the story is mostly about. Then you should think about the details. The details tell more about the main idea. Important details usually tell *who*, *what*, *when*, *where*, *why*, and *how*.

Another way to think about important details is to imagine a hamburger. Think of that ordinary hamburger as the main idea. Think of the main idea as the basic parts of the hamburger—the bun and the patty. Now you have just an ordinary hamburger.

You probably like your hamburger with something more on it. Do you like pickles, for instance? Or lettuce, tomatoes, mustard, and ketchup? All these extra things are important details that support the main idea. These extra things can make a hamburger taste better. Likewise, authors add supporting details to make their writing more interesting and fun to read.



### Main Idea: Hamburger



A **summary** briefly restates the main idea and the most important details and shows how they are connected. A good summary tells what the whole story is about.

Read “Emma’s Present.” What is the main idea? What are the important details? How would you summarize this story?

### Emma’s Present

Emma was sitting on the floor in the middle of the living room. She was celebrating her birthday with her parents. In front of her was a large box from Mom and Dad. The box was wrapped in green paper and tied with a yellow ribbon. Emma slowly untied the ribbon. Her mother and father watched with excitement. Emma tore the paper off the box. Then she opened the box and looked inside. She began to smile. She reached into the box and pulled out a new teddy bear. The bear was just like the one she had lost.



#### Main Idea of “Emma’s Present”

A little girl receives a present to replace a lost toy.

#### Important Details of “Emma’s Present”

Who is this story about?	Emma
What is Emma doing?	She is unwrapping a present.
Where is Emma?	She is in her living room.
Why is Emma smiling?	She is happy about her gift.
What is in the box?	A teddy bear is in the box.
Why is the bear important?	It is like the one Emma lost.

#### Summary of “Emma’s Present”

Emma carefully opens a birthday present from her parents. She smiles when she sees that the present is a new teddy bear just like the one she lost.

### Important Note

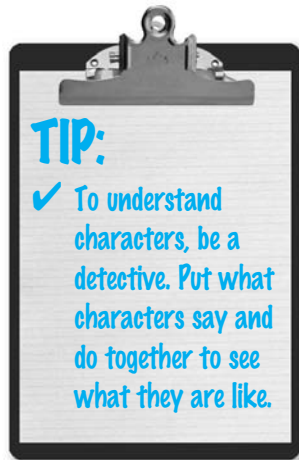
Readers sometimes get confused about main ideas, important details, and summaries, so here’s a simple comparison of all three. Important details answer the questions *who*, *what*, *when*, *where*, *why*, and *how*. The main idea is the most important idea in a story or paragraph that can be stated in one sentence. If you put the main idea and the important details together in your own words, you are creating a summary.

**Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.****What are “literary elements”?**

Literary elements are the basic parts that an author uses to create a story. These parts include the characters, the setting (the time and place of the story), the plot (the events that happen in a story), and the main idea of a story.

Developing an understanding of literary elements includes being able to do the following:

- Think about characters, including their personalities, qualities, and feelings
- Think about relationships between characters
- Think about changes that characters go through, both personally and in their relationships with others or the world around them
- Identify a story’s setting and its effect on the story
- Recognize the story problem(s) or plot



## Analyzing Characters

Characters are the people or animals in stories. You can tell a lot about a character by asking these questions as you read a story:

How does the character feel?

What does the character do?

Why does the character act a certain way in the story?

What does the character say?

How does the character change in the story?



Read the story below. What is Tomas like? How does he feel? How can you tell?

### **Tomas's Report**

"Now it's time to hear from Tomas," said Mrs. Wilcox to the class. Tomas stood up and walked to the front of the classroom. His sweaty hands trembled as he gripped his report. Tomas knew a lot of interesting facts about volcanoes. He had spent every afternoon last week researching volcanoes for his report. He had wanted it to be perfect. But now it was time to read his report. Tomas's heart beat quickly. It felt like a big bass drum. Tomas stood at the front of the room and swallowed hard. He looked at his report. He was about to begin, and he hoped the words would come right out.

What is Tomas like? He is a good student.

How does he feel? He feels nervous when he has to speak in front of others.

How can you tell? His hands are sweaty and trembling. His heart is beating quickly. He wonders whether he will be able to speak.

## Try It

Think back to “Keto’s New Friend.”

How would Keto describe Javier?

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Why would Keto describe Javier this way? What are the things that Javier says and does?

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Keto might describe Javier as friendly and helpful. In the story, Javier sits with Keto at lunch when Keto is all alone. Javier invites Keto over to his house after school. Javier wants to learn more about *tae kwon do* from Keto and Keto’s father. Javier helps Keto learn to play basketball better.





## Setting and Its Importance

The **setting** is the time and place that a story happens. When you read a story, you can ask these questions to figure out the setting:

When do the events in the story happen?

Where do the events in the story happen?

Sometimes knowing the setting of a story can help you understand what happens and why characters act as they do. When you read, look for clues that tell you about the setting.

*At 10 o'clock in the morning, the sky was almost dark.* This sentence tells when something happened.

*The town picnic was at Barton Creek Park.* This sentence tells where something happened.

Think about “Keto’s New Friend.”

Where does Keto first meet Javier? Keto first meets Javier at school. Keto is a new student in Javier’s class.

Why is this setting important in the story? This setting is important because it helps us know Keto’s problem. Remember some of the important details from the story:

The teacher talks too fast.

Keto has to work harder at this school than at his school in Korea.

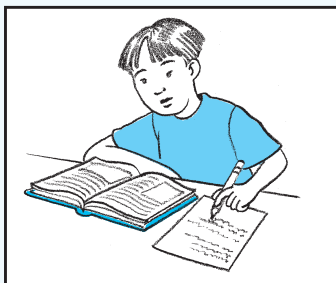
Keto hasn’t made any friends, because he is new at the school.

All of Keto’s problems happen at the school. Keto is lonely because he hasn’t made any friends.

Does the setting change in the story? Yes. The setting changes to Keto’s house when Javier comes over. The setting changes again when the two boys go to Javier’s house to play basketball.

Why are these changes important to the story? How are these settings different from the school setting? Keto feels more comfortable at his house and at Javier’s house.

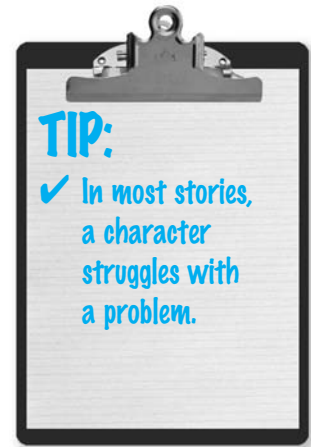
He is making a new friend.



## Story Problem and Plot

Plot is the series of events that happen in a story. These events are usually arranged around a problem that the characters must try to solve. You can often find out the problem in a story by asking “What’s going wrong for the main character?” Sometimes characters can solve problems on their own. Sometimes characters need help from other people to solve a problem.

When you read a story, notice what the characters do and what happens to them. This information might tell you about a problem that a character faces. By the end of the story, the problem might be solved.



Keto misses his friends back in Korea as he eats lunch alone at his new school. Keto’s main problem is that he is lonely.

### Important Note

Objectives 3 and 4 both require students to analyze culturally diverse written texts.

#### What does analyzing a text mean?

Analyzing a text means thinking about how an author organizes information so that you can understand the author's purpose. By analyzing a text, good readers move beyond reading the words on a page and begin to think critically about the information presented. Good readers analyze the text as they read in order to learn more about the world around them.

### Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

#### What are reading strategies, and how do they help students analyze written texts?

Reading strategies are plans for how to think about stories, articles, or books. Good readers use strategies to help gain a deeper understanding of the information they are reading. Strategies help students analyze a text by providing a structure, or framework, for looking at a text in different ways: sometimes as a whole piece, sometimes in its smaller parts, and sometimes in relation to the type and purpose of the text itself or its relationship to other texts. This process allows readers to understand how ideas are connected and why the author presented those ideas in a particular way.

Reading strategies help students:

- Retell the order of important events in stories
- Use story maps, graphs, and charts to organize information from a story or a book
- Recognize different types of texts, such as lists, newsletters, and signs, and understand the functions they serve
- Recognize the unique characteristics of articles, reports, and fiction (made-up) and nonfiction (true) stories

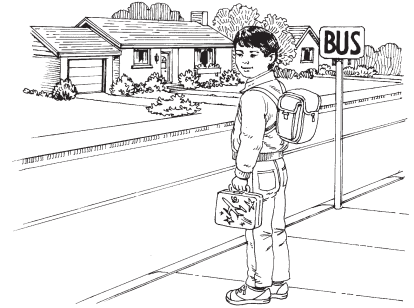
## Retelling the Order of Events

The order in which things happen in a story is important. Writers use a certain order so that a story makes sense. Sometimes the writer uses clue words to help you see the order clearly.

Read the story below. What clues help you understand the order in which things happen in the story?

### Koji's Morning

Koji's alarm clock rang. He jumped out of bed and put on his clothes. Next he ate breakfast. Then he brushed his teeth. After that he got his lunch out of the refrigerator. Then he went outside to wait for the bus. Finally the bus came to take him to school.



In this story, what happens first? Koji's alarm clock rings.

What happens after Koji eats breakfast? He brushes his teeth.

What happens last? The bus comes for Koji.

Clue words, such as *next*, *then*, *after that*, and *finally*, can help you understand the order of events.

## Try It

Now think back to "Keto's New Friend." What happens after Javier goes to Keto's house?

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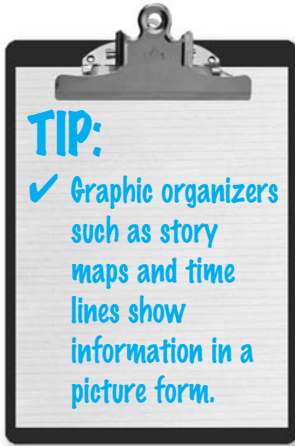
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You might have answered that Keto changes clothes so that he and Javier can play basketball at Javier's house. Or you might have answered that Javier sees pictures of Keto doing *tae kwon do*. These are just two of the important events that happen after Javier goes to Keto's house.



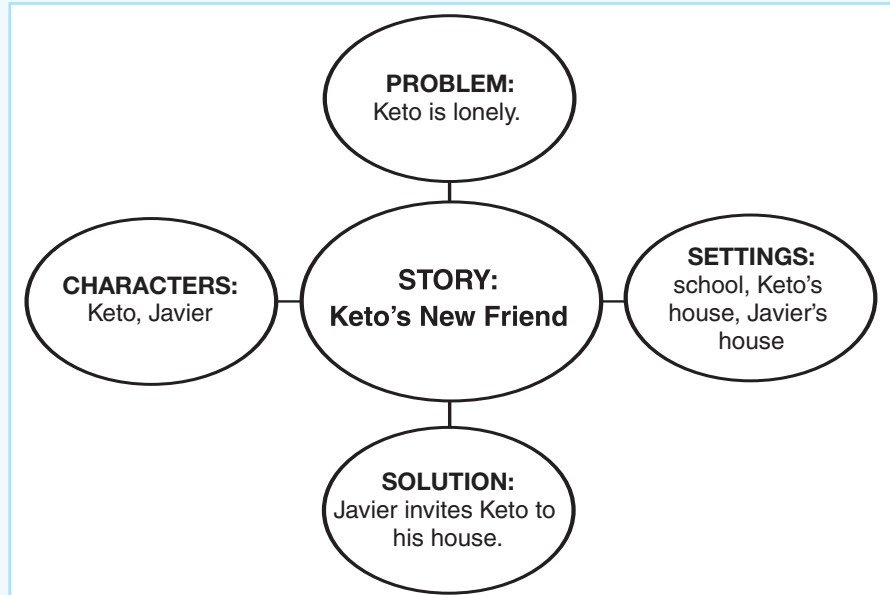


## Representing Information in Different Ways

Have you ever had to ask yourself, “What did I just read?” What you are trying to do is keep track of the information you are getting from the selection. Here are some other ways to keep track of the information you read.

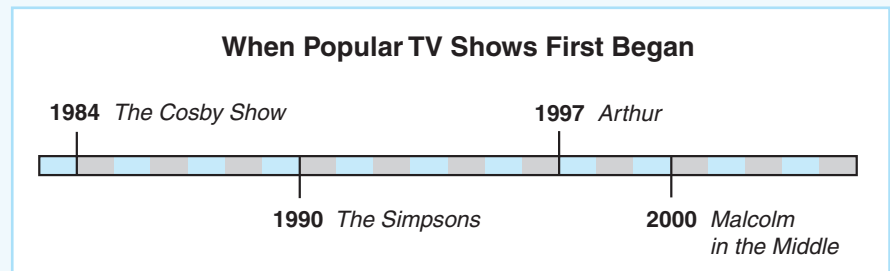
A **story map** or **web** can show important information from a story.

Let’s make a story map of “Keto’s New Friend.”



A **time line** can show the order in which events take place. It can show the amount of time that passes between each event.

Suppose you read about when some television series began. A time line could help you keep track of the information.



## Types and Purposes of Text

Authors write stories for different reasons. Some of these reasons are listed below with an example.

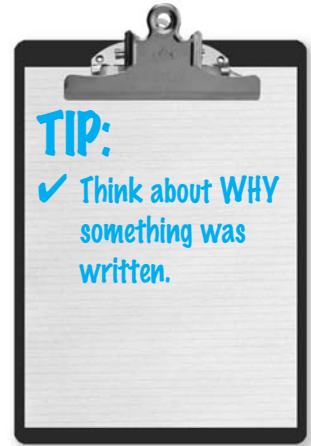
To entertain (a made-up story about birds that can talk)

To inform (an article about how to bird-watch)

To explain (directions for how to make a bird feeder)

To persuade (an advertisement for a new bird feeder)

Of course, some writing has more than one purpose. A story about a boat ride might entertain you as well as teach you about boats. An advertisement might include directions for using the thing being advertised.



Why do you think the author of “Keto’s New Friend” wrote the story? The purpose of this story is to entertain.

Information is not found only in stories. You might also find information in a newsletter, a sign, or a list.

The chart below shows you the purposes of different kinds of writing.

Type of Text	How It Looks/What It Is Like	What It Does
Newsletter	Many headings Short paragraphs Usually about one subject	Gives information about a subject or the activities of a group
Sign	Pictures Words or short phrases	Shows something important May warn of danger Could show rules
List	Single words or short phrases Often uses numbers for listed items	Shows things to be done Can show important events Can be a reminder

Understanding different types of texts can help you become a better reader. You will be able to tell the difference between the types of texts you are reading. This will help you discover the purpose of each text.

**Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.**

**What are critical-thinking skills and how do they help students analyze written text?**

Critical-thinking skills are the ways good readers think about the information they are reading in order to develop a deeper understanding. Good readers understand that reading requires them to relate what they have read to what they already know. Reading in this way is an important tool for thinking and learning in daily life.

Thinking critically about a text includes being able to:

- Decide which ideas are important
- Identify cause-and-effect relationships
- Make reasonable predictions about what might happen next
- Form conclusions based on the information within a selection
- Distinguish between facts and opinions in a selection written to persuade the reader, such as a newspaper editorial or an advertisement
- Support conclusions and interpretations with ideas and sentences from the selection

## Important Ideas

You have learned about finding the main idea in a story. Many stories have other ideas that are also important. Some of these are:

- Ideas that are related to the main idea
- Ideas that help you understand the main idea

Let's look at "Keto's New Friend" again. What are some important ideas from the story?

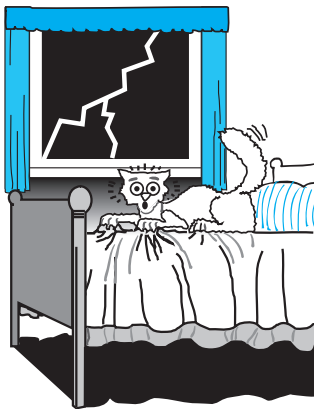
Keto is having trouble understanding some English words.  
 Schoolwork is not as easy for Keto as it was in Korea.  
 Keto misses his friends in Korea.  
 Javier talks to Keto at school and invites Keto to his house.  
 Keto learns that Javier is also from another country.  
 Keto and Javier become friends.

Important ideas help you understand the main idea of a story.

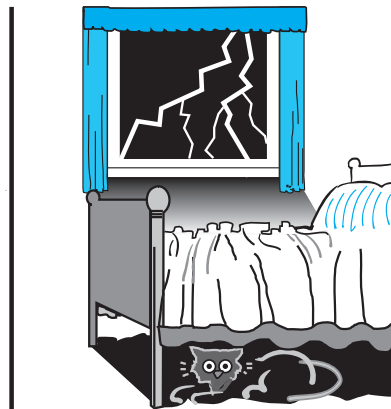
## Cause and Effect

A **cause** tells why something happens. An **effect** is what happens.

Look at the pictures below. The thunderstorm is the **cause**.  
 The cat's hiding under the bed is the **effect**.



**CAUSE**  
(Why something happens)



**EFFECT**  
(What happens)





Read the sentence below. Can you spot the cause and the effect?

When it started raining, the children got out of the pool.

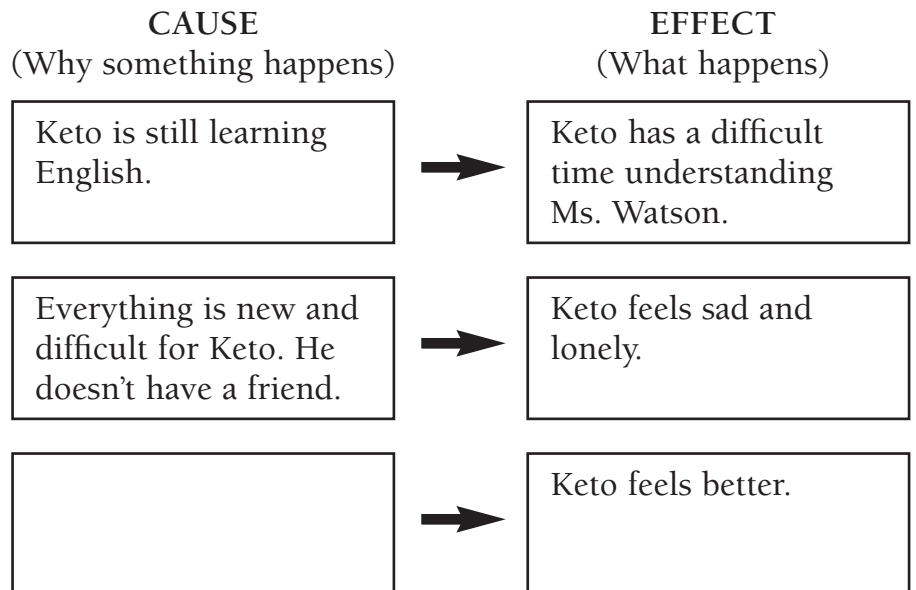


What is the cause? It starts to rain.

What is the effect? The children get out of the pool.

### Try It

The following chart shows some things that happen in “Keto’s New Friend” and why those events happen. Read the chart. Can you find the cause for why “Keto feels better”? Put your answer in the empty box.



Javier invites Keto to his house. Keto makes a friend.

## Predictions

When you make a **prediction** while reading a story, you think about what might happen next. Use information in the story and what you already know from your own experiences to make a prediction.

Look at the picture below. What will probably happen next?



What clues in the picture tell you that the dog will probably eat the ice cream? The boy isn't paying attention. The ice cream is about to fall. The dog is staring at the ice cream.

Making predictions while you read can be fun. You can stop during the story, or even after the story ends, and guess what might happen next.

Clues in the story can help you make predictions. Look for:

- What the characters do
- What the characters say
- What has already happened

What predictions can you make after reading the story below?

### The New Neighbor

Maria looked out her bedroom window. A moving van pulled up to the house next door. Maria watched as the movers began to unload a couch from the van. Soon a car drove into the driveway next door. Maria saw a girl get out of the backseat. The girl seemed to be Maria's age. Maria clapped her hands and ran out her front door.

What is your prediction? Maria will go to meet her new neighbor.

What clues helped you make this prediction? Maria sees a girl her age. Maria claps her hands and runs outside when she sees the girl.





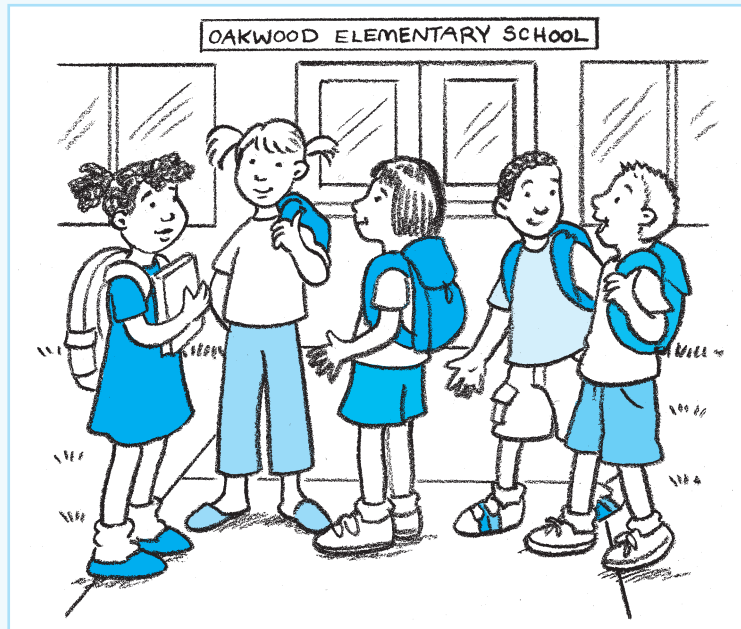
## Drawing Conclusions

Drawing conclusions is what you do when you figure out things even if you don't have all the information. A story may not give you all the information. Sometimes you have to put one part of the story together with another part to figure out what is happening. This is called drawing conclusions.

Read the story below. What conclusion can you draw from the story?

### Oakwood Elementary School

The children waited outside the building. They were talking about what they had done during the summer. When the bell rang, the teachers came outside to meet the students. The children followed the teachers to their new classrooms. The walls were covered with signs and pictures. Soon the walls would also be covered with work done by the eager students.



What conclusion can you draw? It is the first day of school.

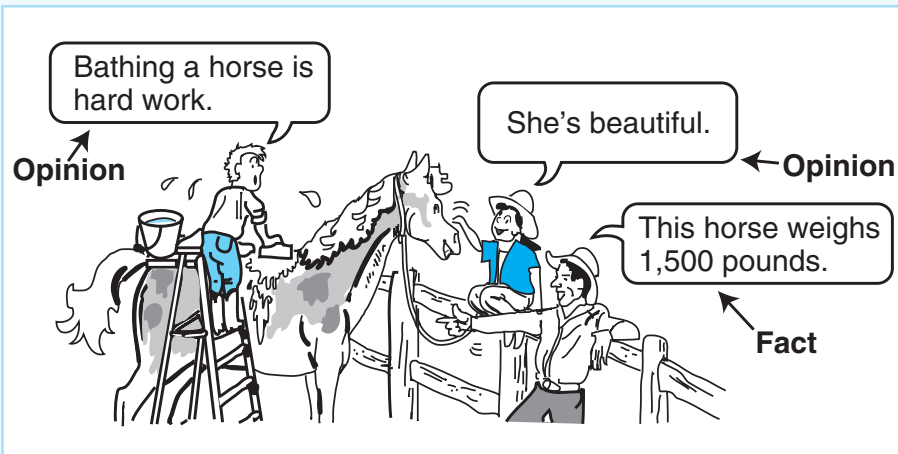
How do you know? The children are talking about their summer. The teachers show the children to new classrooms. The walls do not yet show the children's work.

## Fact and Opinion

A **fact** is a statement that can be proved true.

An **opinion** is a statement that cannot be proved true. An opinion tells what someone thinks, feels, or believes.

The picture below shows one fact and two opinions. People can have different opinions about the same thing.



Certain words help you recognize an opinion. Some of these are *I think* and *I believe*. Other clues to opinions are words such as *best*, *prettiest*, *worst*, and *wonderful*.

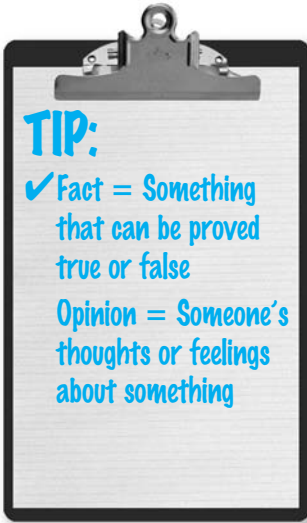
Read the sentences below. Which sentence states a fact? Which states an opinion?

Sentence 1: The high temperature today was 95 degrees.

Sentence 2: The heat today was terrible.

Sentence 1 is a fact. You can prove it by using a thermometer.

Sentence 2 is an opinion. It tells what a person feels or believes.



## Try It

Below are two sentences from a movie poster. Which sentence is a fact, and which sentence is an opinion?

*Tiny Troubles* is a comedy. It is the best film of this year!

The first sentence is \_\_\_\_\_.

I know this because \_\_\_\_\_

\_\_\_\_\_.

The second sentence is \_\_\_\_\_.

I know this because \_\_\_\_\_

\_\_\_\_\_.

The first sentence is a fact. The movie being advertised is a comedy. This is something that can be proved. The movie is not a mystery or a horror movie or a drama.

The second sentence is an opinion. Someone might think that *Tiny Troubles* is the best movie of the year, but you may not agree. It is someone's opinion. An opinion is what someone thinks, feels, or believes.

## Supporting Interpretations and Conclusions

Think about a time when you have said something and someone has asked, “How do you know that?” This person wanted you to *support* what you said.

When you answer a question in class, your teacher might ask you to *support* your answer. Your teacher is asking you to tell how you came to know the answer.

On the TAKS test you will be asked to support answers using sentences from the reading selection. A question might ask you to support a conclusion or prediction about a character or event in the story. You can do this by finding sentences from the selection to support the conclusion or prediction.



Think about “Keto’s New Friend.” In this story you can conclude that Keto has trouble understanding English when people speak to him. Which sentences in the story let you know this?

Look at paragraph 1. The sentence *He wished she would speak more slowly* lets you know that Keto has trouble understanding when his teacher talks. In paragraph 3 the sentences *They talked even faster than Ms. Watson* and *It was very difficult for Keto to understand them* show that Keto has trouble understanding his classmates as well.

## Try It

Can you find another sentence in “Keto’s New Friend” that shows Keto has trouble understanding when someone speaks English?

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You may have chosen any one of the following sentences from “Keto’s New Friend”:

*He talked so fast sometimes that Keto could understand only a word or two. (paragraph 7)*

*He hoped that he was not confused about what Javier had said. (paragraph 8)*

*I’m sorry. I do not understand that word. (paragraph 17)*

All these sentences help you conclude that Keto has trouble understanding when someone speaks English.

Sometimes finding support for an answer is like being a detective. You might have to look in a number of places in the story to find the sentence that is the perfect match to the question.



Fantastic! You have completed step 2. Be sure to add a sticker to Your Steps to Success Chart on page 15.

## “Keto’s New Friend” Again



Now you will read “Keto’s New Friend” for a second time. This time you will see questions written in the margins next to the story. These questions will help guide your thinking as you read and will help you understand the story better.

“Keto’s New Friend” is a narrative. A **narrative** is a story that you might read for fun. When you read a narrative, look for these things:

- **Characters**, such as people or animals
- A **place** where the story happens
- A **time** when the story happens
- A **problem** that a character has
- A **solution**, or end, to the problem

Turn the page and read “Keto’s New Friend.”



## Reading Selection

As you read “Keto’s New Friend,” look for the answers to the questions in the margins next to the story. Try to answer these questions by using what you learned from the “Help with Skills” section.

### Keto’s New Friend

- 1 Keto sat at his desk, carefully listening to Ms. Watson teach the social studies lesson. He wished she would speak more slowly. He had studied English at his school back in Korea, but it was much harder now. He didn’t have a teacher to help with words he didn’t understand. He had to figure out what many words meant by himself.
- 2 Keto’s family had been in the United States for only two weeks. Keto’s father had a new job working with computers. At first Keto was excited about living in the United States, but now he was homesick. He had been a good student in Korea. But everything seemed like a challenge here. Nothing came easy for him now. He had to work hard in school and pay attention every second. He thought about his friends in Korea. “What are they doing right now?” he wondered. “Probably sleeping,” he thought. He knew it was night in Korea, but it was almost time for lunch here.
- 3 Finally the bell rang for lunch, and Keto slowly gathered up his books. All around him the other students were talking excitedly. They talked even faster than Ms. Watson. It was very difficult for Keto to understand them. Soon the class was in line walking to the cafeteria. Keto went through the line and got his lunch. It was pizza, one of his favorite foods.
- 4 Every day Keto sat by himself. He felt lonely. He missed his friends and was sad all the time. At his old school he always ate quickly so he could play with his friends. But now Keto felt isolated. He ate slowly because he didn’t have anything to do after he finished lunch.

(Question 1)

**Why did Keto’s family move to the United States?**

(Question 2)

**How is the word hard used in this paragraph?**

(Question 3)

**What is Keto’s problem in the story?**

*Continued*

5 He sat down and was just about to take a bite of pizza. Suddenly a tall kid from his class came over and sat across from him. Keto thought the boy’s name was Javier, but he wasn’t sure. He was still having trouble remembering the names of his classmates. “Hey, guess what?” Javier said. “I saw you going into your house yesterday. We both live on Harrison Street. Do you want to come over to my house after school today?”

6 “O.K.,” Keto replied.

7 “Great!” Javier said. “I’ll come over to get you! Don’t worry. I know where you live.” Javier kept talking. He talked so fast sometimes that Keto could understand only a word or two. It didn’t seem to bother Javier, and it didn’t bother Keto either. Even though he didn’t understand all the conversation, it felt good to have someone sitting at the table and talking with him.

8 Keto hurried home after school. He couldn’t wait for his new friend to come over. He hoped that he was not confused about what Javier had said. Finally the doorbell rang. It was Javier, standing there with a big grin on his face. He was holding a basketball. “Hey, want to play a game?” he asked.

9 “O.K.,” Keto said. “But I’m not a very good player.” He had played basketball in Korea but only a few times.

10 “That’s O.K.,” Javier said. “Neither am I. I really play soccer best.”

11 “Come in please,” Keto said. “I have to change my clothes.”

12 Keto went into his bedroom and changed into some more comfortable clothes. When he came out, Javier was looking at the pictures hanging on the wall near the door. “Wow,” he said when he saw Keto. “You know *karate*?”

13 “No,” Keto said. “This is *tae kwon do* (tī kwŏn dō). *Karate* is from Japan. *Tae kwon do* is like *karate*, but it is what we learn in Korea.”

14 “I’ve heard of that,” Javier said. “I saw it at the Olympics. Do you think you could teach me?”

(Question 4)

**What does conversation mean?**

(Question 5)

**How does Keto feel about Javier coming to his house?**

(Question 6)

**How are Keto and Javier alike, and how are they different?**

(Question 7)

**What do the pictures on the wall probably show?**

Continued

(Question 8)

**What information tells you that Keto and Javier will probably become good friends?**

(Question 9)

**What do Javier and Keto do after they leave Keto’s house?**

15 “My father is my teacher. I think he could teach you,” Keto said.

16 “That’s awesome!” Javier said.

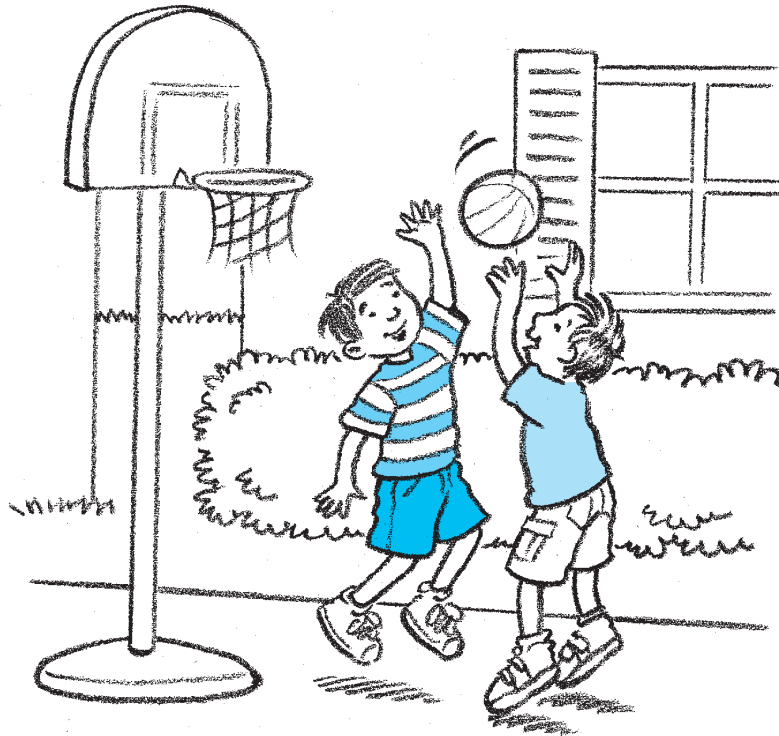
17 “I’m sorry. I do not understand that word,” Keto said shyly.

18 “Oh, that just means ‘really good,’” Javier said. “Don’t worry. When my family first came to the United States, I couldn’t speak English at all. Now everybody says they can’t get me to stop talking!”

19 “You are from another country, too?” asked Keto.

20 “Yes, from Mexico,” Javier said. “Are you ready for some basketball?”

21 They spent the next two hours playing basketball at Javier’s house. At first it was hard for Keto, but Javier helped him learn. Keto couldn’t wait to get home and tell his father about his new friend!



## Practice with Reading Skills

The following questions are similar to the ones you answered as you read “Keto’s New Friend.” Read the questions again and the answer explanations that follow each one.

Did you get the same answers? If not, the explanations will show you how to get to the correct answers.

### Question 1: Why did Keto’s family move to the United States?

Let’s look at paragraph 2 of the story. This paragraph gives the answer to the question “Why did Keto’s family move to the United States?” The second sentence in paragraph 2 says *Keto’s father had a new job working with computers*. This sentence tells you that Keto moved to the United States because his father got a new job here. This information is an important detail in the story.



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Turn to page 27 for more help with finding important details.



**Question 2:** How is the word hard used in this paragraph?

In “Keto’s New Friend,” you were asked to think about how the word *hard* is used in a sentence in paragraph 2: *He had to work hard in school and pay attention every second.*

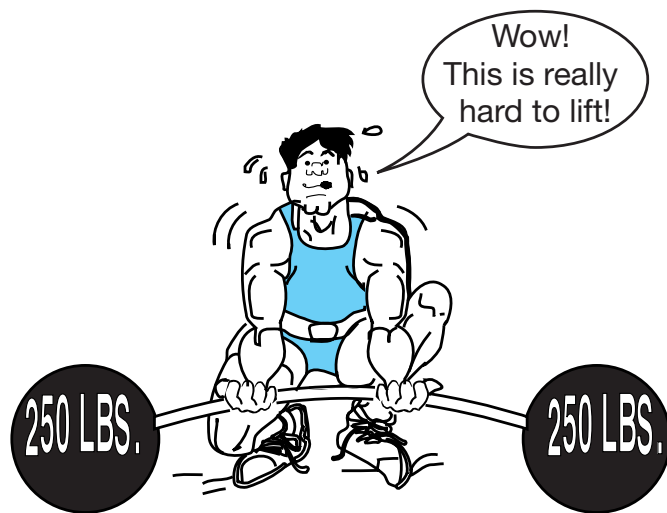
If you looked up the word *hard* in a dictionary, this is what you would find:

**hard** \ˈhɑrd\ *adverb* 1. with much effort 2. with much force or pressure 3. with much pain 4. firmly or securely

Let’s think about the sentence again: *He had to work hard in school and pay attention every second.* There are words in this sentence that will help you know which meaning is being used. These words are *school* and *pay attention every second*. The story tells us that Keto is not finding his new school to be as easy as his school in Korea was. The reason is that understanding English is still difficult for him sometimes.

Now let’s look at the four dictionary meanings of the word *hard*. The first meaning is “with much effort.” This meaning seems to make sense because the story tells us that his new school is difficult for Keto.

The second meaning is “with much force or pressure.” This meaning doesn’t seem to fit. There isn’t anything that is being forced.



It will take a lot of effort for Mr. Strong to lift the weight.

The third meaning is “with much pain.” This meaning doesn’t fit either. His schoolwork is not causing Keto physical pain.

The last definition is “firmly or securely.” This meaning doesn’t make sense in the story either.

So the first definition makes the most sense for how the word *hard* is used in the story. For Keto, school was *hard*; it took much effort.

The first meaning, then, is correct. It’s good to go through all four meanings, though. By seeing that meanings 2, 3, and 4 are wrong, you can make sure that the first meaning is correct.

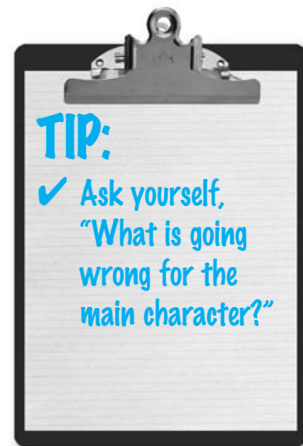
Turn to page 26 for more help with multiple-meaning words.

**Question 3:** What is Keto’s problem in this story?

The information in paragraphs 3 and 4 tell you about Keto’s problem. You already know that he is at a new school. In paragraph 4, you learn more about Keto’s problem at his new school. This paragraph says that Keto sits by himself, misses his friends in Korea, and feels sad. All this information tells you about Keto’s problem. He feels sad that he doesn’t have any friends at his new school.



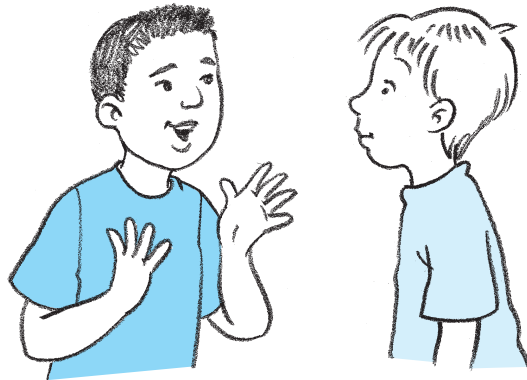
Turn to page 33 for more help with story problem and plot.



**Question 4:** What does conversation mean?

Let’s go back to paragraph 7 of the story and find the word *conversation*. It is underlined for you.

When you read “Keto’s New Friend,” you might not have known what the word *conversation* meant. But paragraph 7 helps you figure it out. Look at the words close to *conversation*. In that same sentence, the story says *it felt good to have someone sitting at the table and talking with him*. The words *talking with him* are a clue to the meaning of *conversation*. Those words help you know that *conversation* means “talking with one person or more.”



Turn to page 21 for more help with context clues.

**TIP:**

✓ How do you know how a character feels? Think about what the character says, does, and thinks.

**Question 5:** How does Keto feel about Javier coming to his house?

You can tell from the information in paragraph 8 that Keto is excited. Look at these two sentences from that paragraph:

*Keto hurried home after school.*

*He couldn’t wait for his new friend to come over.*

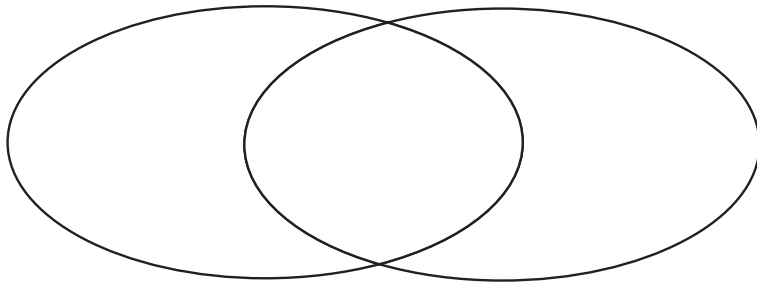
When you read a story, think about what a character says and does. These actions will tell you a lot about the character. It may help to think about how you would feel if you were that character. This will help you figure out what the character is like.

Turn to page 30 for more help with analyzing characters.

**Question 6:** How are Keto and Javier alike, and how are they different?

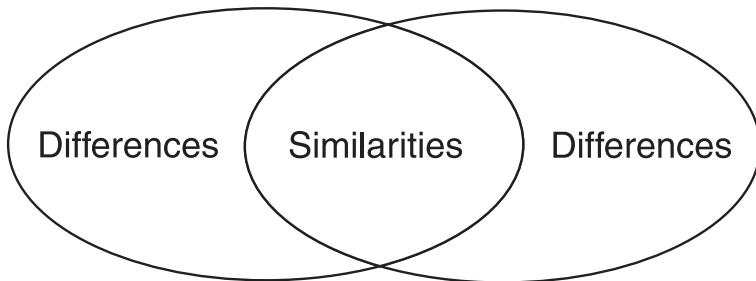
Sometimes it is helpful to use a graphic to keep track of information you read. In “Keto’s New Friend,” you have to think about the characters of Keto and Javier. These two characters are alike in some ways and different in other ways. A graphic can help you think about this.

Look at the diagram below.



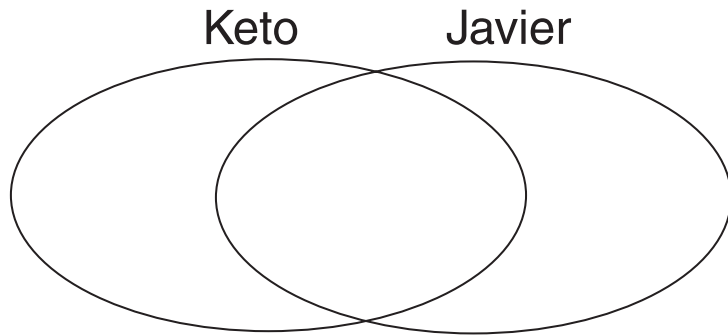
This kind of diagram helps the reader compare two things.

The circle in the middle always shows how the two things you are comparing are alike, or similar. The outside part of each circle always shows how the things you are comparing are different from each other.





Now look at this diagram about Keto and Javier.

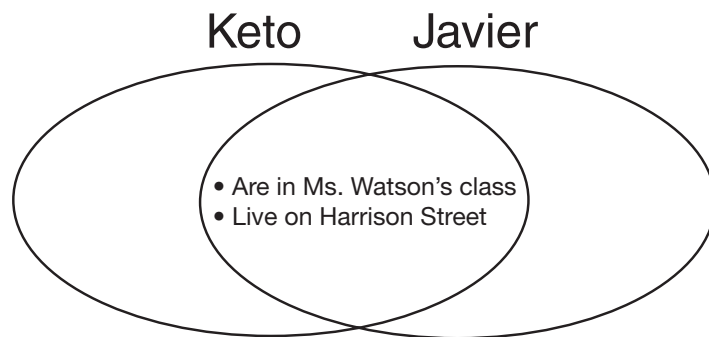


This diagram can be used to show how Keto and Javier are alike and how they are different. Let’s start with how they are alike.

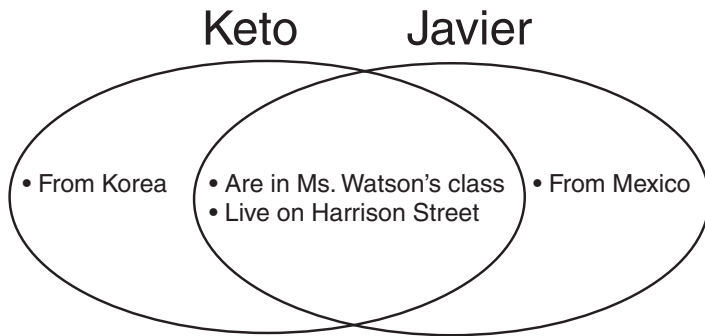
Think about what Keto and Javier have in common and write that information in the center circle.

If you think about where Keto met Javier, you will be able to think about things they have in common. Remember that Javier is in Keto’s class at their school. That means that Javier and Keto are both in Ms. Watson’s class. That piece of information can go in the middle circle because it shows how they are similar.

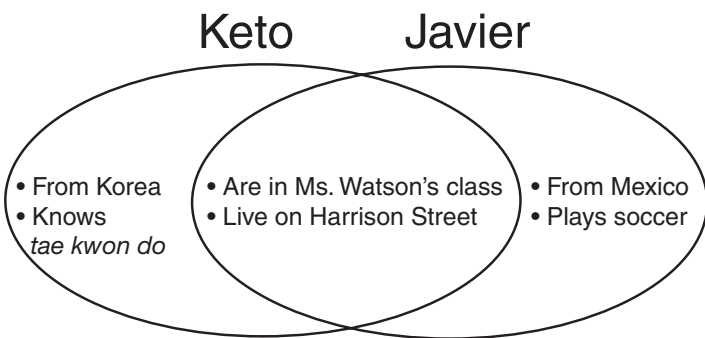
Also, remember that Javier tells Keto that he knows where he lives. In paragraph 5, Javier tells Keto, *I saw you going into your house yesterday. We both live on Harrison Street.* That piece of information tells us something else that Keto and Javier have in common. In the middle circle, let’s put “Live on Harrison Street.” So far, the diagram looks like this:



Now we should think about Keto and Javier’s differences. Remember that one of Keto’s problems is that he does not always understand what the teacher and his classmates are saying. Why? Keto moved to the United States from Korea and is still learning English. Do you remember that Javier also moved to the United States from another country? Javier moved from Mexico. These pieces of information can now be put into the diagram. They show a difference between Keto and Javier.

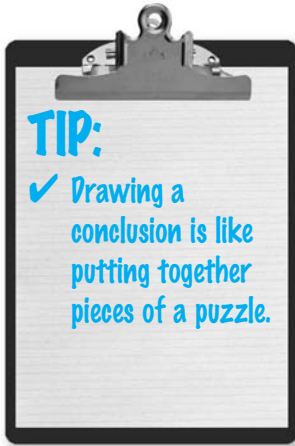


Now think about what Keto and Javier say and do after school. Are the boys different in other ways? Think about what they say about sports. When Javier asks Keto to play basketball, Keto says that he doesn’t play very well. Javier says that it’s O.K. He also says that he is really a better soccer player than a basketball player. So we know that Javier plays soccer. But what does Keto do well? Remember those pictures Javier sees on the wall? In those pictures Keto is doing *tae kwon do*. Javier wants to learn *tae kwon do*. This is another difference that can go into the diagram.



Look at the diagram once again. It shows that you know a lot about Keto and Javier. With this diagram, you can see clearly how they are alike and different.

Turn to page 36 for more help with representing information in different ways.



**Question 7:** What do the pictures on the wall probably show?

In paragraph 12, Javier sees some pictures at Keto’s house. The paragraph doesn’t tell you exactly what Javier sees. What helps you figure out what the pictures show?

Look at what Javier says when Keto comes back into the room. Javier says, *Wow. You know karate?*



What Javier says about the pictures tells you what Javier sees. The pictures probably show Keto doing what Javier thinks is *karate* and later learns is *tae kwon do*.

Turn to page 42 for more help with drawing conclusions.



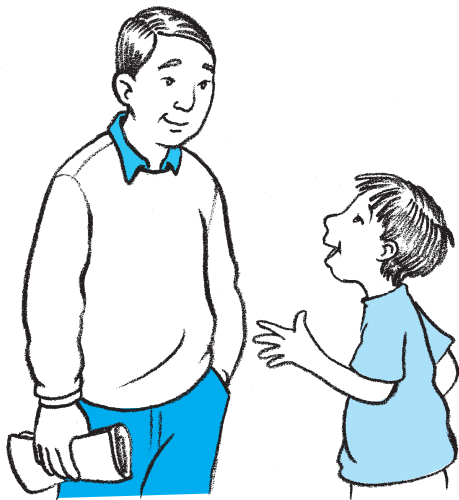
**Question 8:** What information tells you that Keto and Javier will probably become good friends?

Sometimes you can tell what will happen to the characters after the time that the story ends. In “Keto’s New Friend,” you can tell that Keto and Javier will probably become good friends. Think about all the information that tells you that.

One of the ideas is that the boys have something in common. They are both from countries other than the United States. Javier understands how it feels to be in a new place because he came from Mexico. Javier is able to know how Keto must feel.

Another idea is that the boys have things to share with each other. Keto and his father know *tae kwon do*. Javier wants to learn it. And Javier knows how to play basketball well. Javier helps Keto become a better player. Their interests help them become friends quickly.

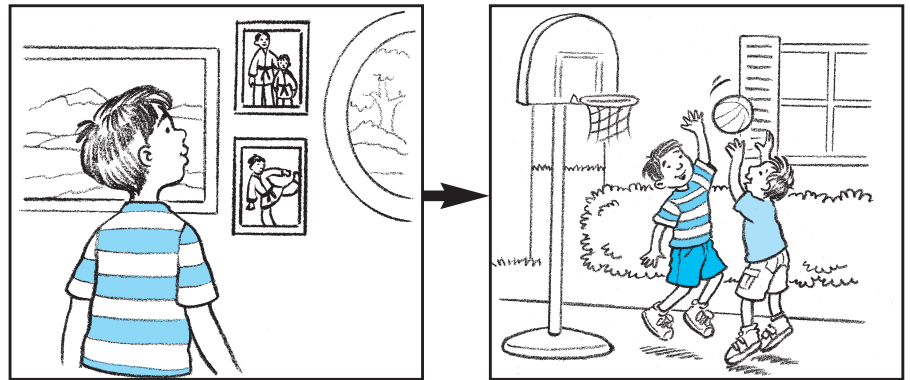
The last sentence of the story also helps you know that Keto and Javier will become good friends. Keto wants to hurry home to tell his father about his new friend.



Turn to page 45 for more help with supporting interpretations and conclusions.

**Question 9:** What do Javier and Keto do after they leave Keto’s house?

To answer this question, it may be helpful to first locate when the boys are at Keto’s house. Since this question asks about what happened **after** that, you will then want to track the events and look for clues that the boys have left Keto’s house. The first clue can be found at the end of paragraph 20 when Javier asks Keto if he’s ready for some basketball. Then in paragraph 21 you learn that *They spent the next two hours playing basketball at Javier’s house.* So, the answer to this question is they play basketball at Javier’s house.



Turn to page 35 for more help with retelling the order of events.

You have finished step 3. Good job! Be sure to add a sticker to Your Steps to Success Chart on page 15.

# “Bluebonnet Bear Helps Class Learn”

Next you will read “Bluebonnet Bear Helps Class Learn.” This is an **informational article**. An informational article is about real people, places, or events. It explains or describes something. It might also tell how to do something.

When you read an informational article, look for these things:

- Facts about the real world
- Information about . . .
  - what something is like
  - how to do something
  - what happened long ago
  - an interesting person or place
- Examples to help readers understand the topic
- New words to learn

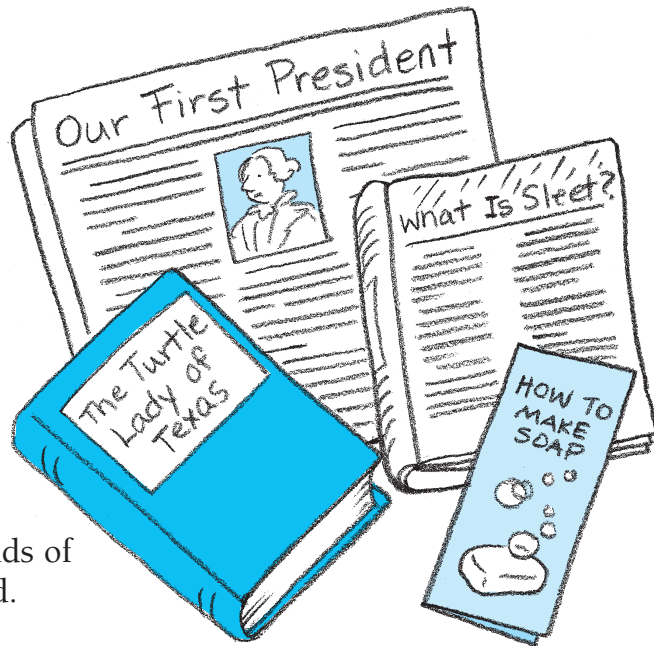


Informational reading will help you learn more about the world around you. You may want to read an informational article more slowly than a narrative. An informational article can give you a lot to think about.

Here are some helpful hints to use when you read informational articles:

- Take notes while you read.
- Try to connect the information with what you already know.
- When you have finished the article, try to retell the important parts. Use your own words.

As you read, you will see questions written next to the article. Try to answer each question as you read. Remember, the actual TAKS test won't have questions in the margins of the selections. However, they are included here to help you understand the kinds of questions you should ask yourself as you read.





## THE EAGLE TIMES

Eastside Elementary School

• Volume 3 • Issue 5 • March 15 •

School News and Everything That's New at School



What is the title of this article?

### Bluebonnet Bear Helps Class Learn

by Tina Montoya,  
Third-Grade Reporter



Bluebonnet Bear and his journal

1 Mrs. Howard's third-grade class knows how to have a good time. Bluebonnet Bear is helping them do this. Bluebonnet is a teddy bear. He lives in Mrs. Howard's classroom. The children take him on class field trips. They even take him on family vacations.

2 "Our class voted on what to call the teddy bear," said Sylvia Ruiz. "We live in Texas, so we named him Bluebonnet Bear after our state flower. We call him Blue for short."

3 Blue was picked to help Mrs. Howard's students learn more about Texas. This year he began to go on trips. "I thought this would be a great way for students to learn about our state," Mrs. Howard said. "Texas is a huge state. We have several big cities and many little towns. There are different kinds of land and weather."

Whenever Blue goes on a trip, he takes his journal with him. The journal is tied with a ribbon. Blue wears it around his neck. The students use it to write notes about the trip. They write about where they go. They note what they see and do.

5 When Blue comes back, the class goes to work. They keep a record of where Blue goes by drawing lines on a map to show his trips. Then they find out how many miles he has traveled. They also have class discussions. When students talk about Blue's trips, they learn about the different places he has been.

6 "I took Blue with me to Houston. My family went to see a baseball game," said Chris Ramos. "I wrote about it in the journal he carries. Then I shared my notes with the class."

4 What does Blue always take with him on his trips?

5

6 What are paragraphs 6, 7, and 8 mainly about?

Why did Mrs. Howard start sending Blue on trips with her students?

What places has Blue visited, and what did he do while he was there?

Which word in paragraph 10 helps you know what the word invitations means?

7 Cody Robbins took the bear a little farther west. “We went to a rodeo in San Antonio,” he said. “I took pictures of Blue. He was sitting on a horse.”

8 Blue has seen many places this year. He went to Corpus Christi and to Big Bend National Park. He has even traveled as far as El Paso.

9 Then Jamal Smith took him to New Mexico when his family went to see Jamal’s aunt. Blue has since left Texas many times.

10 “We had to change to a map of the United States,” Mrs. Howard said. “Blue kept getting invitations to visit other states. He was asked to travel to so many places that the Texas map could no longer keep track of his trips.”

11 There was one trip that Blue could not “bear” to miss. It was a trip with Jamal’s sister Becky. Her high school class went on a trip to Washington, D.C. The class visited the White House. They also saw other famous places in the nation’s capital. Becky filled up nine whole pages in Blue’s journal!

12 Blue has gone to California. He has also gone to Florida and Oklahoma. Once he even rode on a snowmobile in

Washington State. A family took him to a national park there.

“It’s exciting when Blue leaves on a trip,” said Lucy Peña. “But we like it even more when he returns. Then we get to learn about all the new places he’s been.”

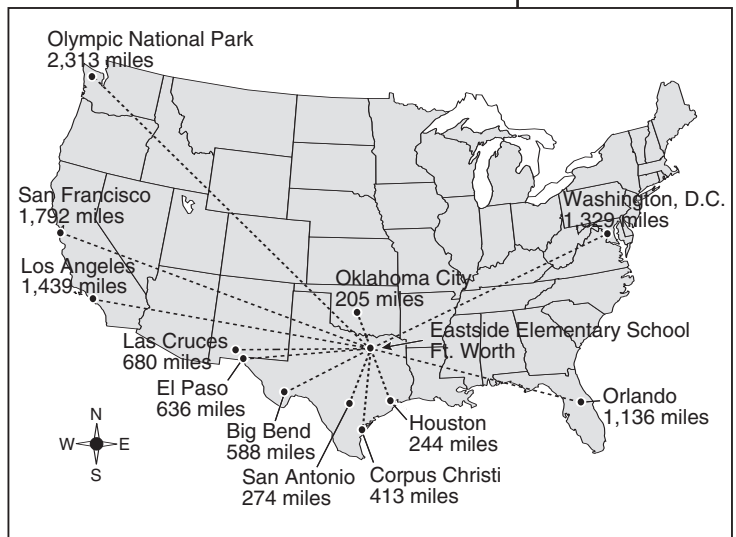
“We are amazed at the number of trips Blue has made. We never thought that he would travel so far,” Mrs. Howard said, laughing. “He always brings back something new for us to learn.”

Mrs. Howard said that this project provides many chances for learning. Students can use their writing and math skills. They practice math by tracking Blue’s trips on the map. They write Blue’s news in their own journals. The class will have even more fun toward the end of the school year. They will make a book that describes all of Blue’s trips. Mrs. Howard hopes to keep using Blue with future classes.

13 Which sentence from the article tells you that the class enjoys Blue?

14

15 What will Mrs. Howard probably do with Blue when the next school year starts?





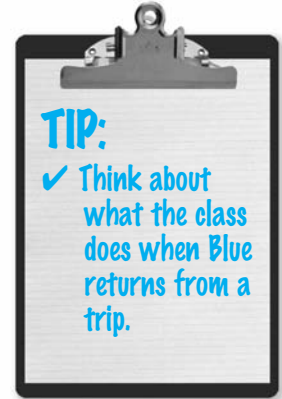
## Practice Questions

These questions are similar to the ones you answered as you read “Bluebonnet Bear Helps Class Learn.” These questions are not in the same order as you saw them while you read. As on the TAKS test, the questions are presented in random order. Each question now has four answer choices. See whether one of the choices matches the answer you thought of as you were reading. If not, think about the four choices again and choose the best one. Mark your answer in the book.

### Question 1

Why did Mrs. Howard start sending Blue on trips with her students?

- A She didn't want her students to be homesick while on trips.
- B She wanted the students to learn about bears.
- C She wanted students to learn to take better care of classroom items.
- D She wanted her students to learn more about their state.



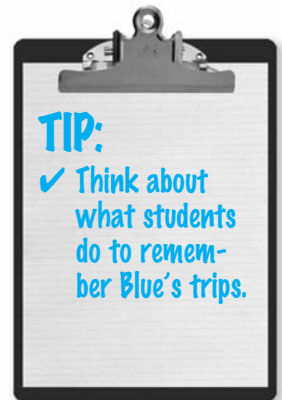
Answer Key: page 81

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### Question 2

What does Blue always take with him on his trips?

- A A map
- B A journal
- C A flower
- D A picture

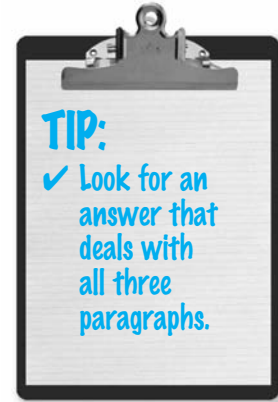


Answer Key: page 81

### Question 3

What are paragraphs 6, 7, and 8 mainly about?

- A Blue went to a rodeo in San Antonio.
- B Blue went to a baseball game in Houston.
- C Blue has visited many places with students.
- D Blue rode a snowmobile in a national park.



Answer Key: page 81

### Question 4

Which word in paragraph 10 helps you know what the word invitations means?

- A *states*
- B *change*
- C *asked*
- D *track*



Answer Key: page 81

### Question 5

Which sentence from the article tells you that the class enjoys Blue?

- A *“We live in Texas, so we named him Bluebonnet Bear after our state flower.”*
- B *“Whenever Blue goes on a trip, he takes his journal with him.”*
- C *“We went to a rodeo in San Antonio,” he said.*
- D *“But we like it even more when he returns.”*



Answer Key: page 82

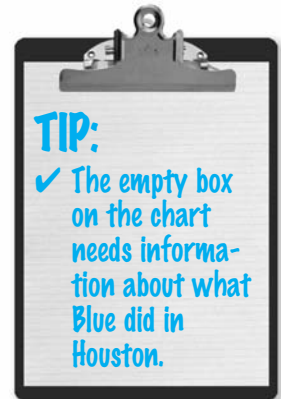
### Question 6

Look at the chart below to answer the following question.


Place	Activity
Houston	
San Antonio	Went to a rodeo
Washington, D.C.	Toured the White House

Which activity belongs in the empty box?

- A Saw Jamal’s aunt
- B Visited Big Bend National Park
- C Rode on a snowmobile
- D Went to a baseball game



**TIP:**  
✓ The empty box on the chart needs information about what Blue did in Houston.

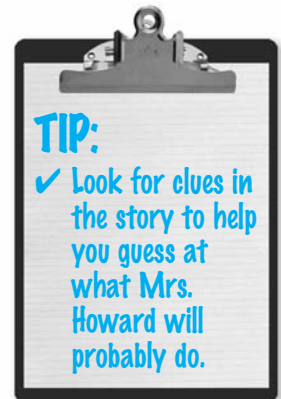
 Answer Key: page 82

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### Question 7

What will Mrs. Howard probably do with Blue when the next school year starts?

- A Give Blue to another teacher to use
- B Send Blue on trips with her new students
- C Give Blue to the school principal
- D Give Blue to the student with the best grades



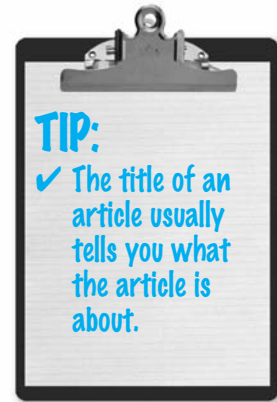
**TIP:**  
✓ Look for clues in the story to help you guess at what Mrs. Howard will probably do.


 Answer Key: page 82

### Question 8

What is the title of this article?

- A Eastside Elementary School
- B Bluebonnet Bear Helps Class Learn
- C Issue 5
- D The Eagle Times



 Answer Key: page 82

### Question 9

A student is writing a summary of the article. Read the first sentence of the summary below.

Summary
Bluebonnet Bear goes on field trips and family vacations.



Which of the following best finishes the summary?

- A The students write about where he goes. Blue has helped the class learn about many places.
- B He has gone to Houston and San Antonio. Once he rode on a snowmobile.
- C Mrs. Howard’s class has a good time with him. Becky took him to Washington, D.C.
- D At first the class used a Texas map to keep track of his trips. Then they changed to a U.S. map.

 Answer Key: page 82

Did you remember to check your answers with the answer key? Well done! You have now completed step 4 in Your Steps to Success Chart! Be sure to add a sticker to the fourth box on page 15.



# TO THE STUDENT—NOW IT'S YOUR TURN

- Read “Stella the Spelunker”

Pages 71–77 are provided for you, the student, to practice what you have learned. You may want to use “What a Careful Reader Does” on page 16 to help you remember what types of questions you should ask yourself as you read.

Take your time as you work through this selection and the questions that follow it.



# “Stella the Spelunker”

Now you will read “Stella the Spelunker.” This selection is a **narrative**. It is a made-up story you read for fun, like “Keto’s New Friend.” But it is also an **informational** selection. It contains facts and tells about something real, just as “Bluebonnet Bear Helps Class Learn” does.

How can a selection be both made up and real? Well, “Stella the Spelunker” is about real things you might see in a cave. But the characters and the things they say are made up.

Mixing narrative and informational stories can make learning about new things fun.



Now read “Stella the Spelunker.” This time, as on an actual TAKS test, questions are not included in the margins of the selection to guide your thinking. Now you will need to ask yourself questions as you read. You may want to use “What a Careful Reader Does” on page 16 to help you remember some good questions to ask as you read.

## Important Note

Sometimes a selection will prepare you for what you are about to read by providing you with additional information. This background information will help you better understand the selection. This important information is located either before or just after the title and will appear in a different type of print than that of the selection. Be sure to always read this important information whenever you see it with a selection. “Stella the Spelunker” includes an example of this type of introduction.



## Stella the Spelunker

*This is a story about the first time Stella goes spelunking, or cave exploring. Her tour guide Marcos explains what Stella will see inside the cave. Stalagmites (stuh LAG mīts) and stalactites (stuh LAK tīts) are rock forms found in caves. They are made from a mineral called calcite (CAL sīt). Read the story to learn what else Stella sees while exploring the cave.*

- 1 “Careful! Low bridge!” Marcos said in a clear voice.
- 2 “Low bridge!” called the next woman as she passed under the low part of the stone ceiling.
- 3 Stella was next in line. Her father was close behind. She wanted to be near him because she was a little afraid in the dark cave. The world under the ground was so unfamiliar to her! It was not like any other place she had ever seen.
- 4 It was Stella’s turn to call out. “Low bridge!” she yelled as she bent over and lowered her head. Stella was a spelunker today. Marcos had explained that a spelunker is a person who explores caves. Marcos was the tour guide through the cave.
- 5 The tour group came to a large open space called a room. Soft lights exposed many beautiful colors in the cave. A pool of water was lit up. The group saw what looked like jewels floating in the pool. The lights made the floating jewels sparkle. Marcos called these jewels calcite rafts.
- 6 Things that looked like stone icicles hung from the ceiling. Because Stella lived in a warm place, she had never seen real icicles before. Her father had told her that when it was very cold, the water flowing off the roof of a house could freeze. More and more water would build up to make an icicle. The icicles in the cave were not made of water. They were made of a mineral called calcite. Many different colors could be seen shining in them.

*Continued*

7 Stella noticed something strange about these cave icicles. Some hung from the ceiling, but others stuck up from the ground. When everyone had gathered together, Marcos spoke in his clear voice. “These are stalactites and stalagmites,” he said. “Does anyone know how to remember the difference between the two?”

8 An older woman raised her hand. “You *might* step on those sticking up from the ground. They’re stalagmites.”

9 “You’re right,” Marcos said. “That will help you remember the difference. Anyone else have an idea?”

10 A boy answered. “Stalactites hang *tight* to the ceiling of the cave. That’s what my teacher told us.” Marcos agreed with the boy.

11 Stella saw a place where a stalactite and a stalagmite had joined at the middle. She raised her hand like in school. Marcos nodded at her. She said, “Look! Those two are stuck together. The one from the top meets the one from the bottom. They join to make a column!”

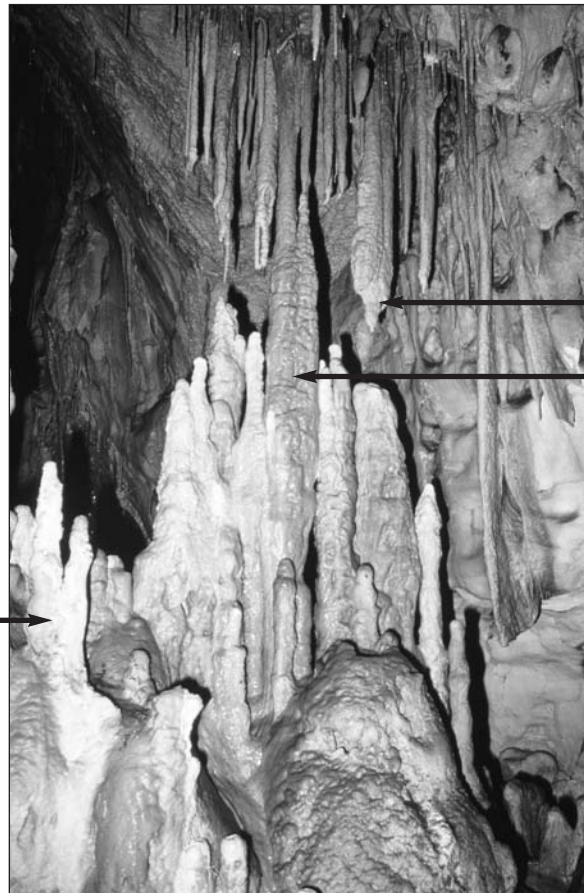
12 “Exactly!” said Marcos. “That’s what it’s called—a column.”

13 As they walked, Marcos told about other rock formations in the cave. Some of these unusual shapes had their own special names. Most were named after what they looked like. A long hollow tube was called a soda straw. “Ribbons” looked like rows of soft hanging ribbons. They saw a “drapery” that looked like a light yellow curtain.

14 Marcos pointed to some rounded shapes of rock that were grouped together. “Which snack do they look like?” he asked. One little girl in the tour group said they looked like grapes. Another tourist, visiting the cave for the first time, said they looked like lemons.

*Continued*

- 15 Just then Stella had an idea. “Popcorn!” she called out.
- 16 “Those are all good answers, but popcorn is the name of this rock form,” said Marcos.
- 17 Stella moved along with the other spelunkers. She was no longer afraid. Stella was filled with wonder. What would she see around the next corner? What else would she learn? She was excited about the surprises to come.



Stalactites hang from the ceilings of caves.

Columns are where stalactites and stalagmites join together.

Stalagmites stick up from the floors of caves.

## Practice Questions

Answer these questions about the story “Stella the Spelunker.” As you do, think about the skills you have learned already in “Keto’s New Friend” and “Bluebonnet Bear Helps Class Learn.”

### Question 10

At the beginning of the story, why do people say “Low bridge”?

- A Because it is a nice song that cave explorers have sung for many years
- B As a warning so that people don’t fall into a hole in the cave’s floor
- C So the people behind them won’t hit their heads on a low part of the cave
- D To tell those coming that there will soon be a bridge crossing over the cave



Answer Key: page 83

### Question 11

At the beginning of the story, why is Stella afraid to be inside the dark cave?

- A Things stick out of the ground and ceiling.
- B She does not like walking on bridges.
- C Her father has gone far ahead of her in the cave.
- D The cave is different from any other place she has seen.



Answer Key: page 83

### Question 12

In paragraph 3, the word unfamiliar means —

- A hard to hear
- B not near
- C mean
- D not known



Answer Key: page 83

### Question 13

What is a spelunker?

- A A kind of cave shape
- B Someone who explores caves
- C A place where caves are found
- D Special shoes worn in caves



Answer Key: page 83

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### Question 14

In paragraph 5, which words help the reader know what exposed means?

- A *floating jewels*
- B *came to*
- C *lit up*
- D *called these*



Answer Key: page 83

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### Question 15

What does Stella see after she learns about stalagmites and stalactites?

- A Calcite rafts
- B A bridge
- C A column
- D Sparkling jewels



Answer Key: page 84

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### Question 16

Paragraphs 13 and 14 tell about —

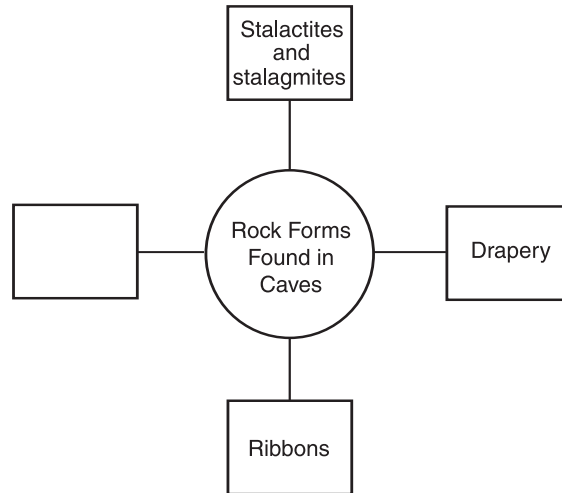
- A different kinds of rock forms in caves
- B how people move around in caves
- C different kinds of snacks people like
- D why people should be careful in caves



Answer Key: page 84

### Question 17

Read the diagram and answer the question below.



Which of the following belongs in the empty box?

- A Pool of water
- B Soda straws
- C Soft lights
- D Tour group

Answer Key: page 84

### Question 18

How do Stella's feelings about the cave change by the end of the story?

- A She is in a hurry to leave.
- B She is still afraid of the dark.
- C She is eager to learn more.
- D She is confused by so much information.

Answer Key: page 84

### Question 19

Which of the following is the best summary of the story?

- A Though Stella is a little scared, she explores a cave. She learns about the different rock forms in the cave.
- B Stella and her father walk through a cave. Then they eat popcorn and have a soda.
- C Stella and Marcos give a tour of a cave. They tell people about the different parts of the cave.
- D Stella becomes a spelunker for a day. She warns people about low ceilings.

Answer Key: page 84

Congratulations! You have completed step 5. Be sure to add a sticker to Your Steps to Success Chart on page 15.



# PARENT AND STUDENT— WORKING TOGETHER AGAIN

- Reading Answer Key

Pages 81–84 provide the answers and explanations for the practice questions asked with “Bluebonnet Bear Helps Class Learn” and “Stella the Spelunker.”

Check your answers. Did you get the same answers? If not, the explanations will tell you what the correct answer is and why it is correct.





## “Bluebonnet Bear Helps Class Learn”

### Question 1 (page 64)

- A Incorrect. The article does not mention Mrs. Howard wanting to stop homesickness.
- B Incorrect. Bluebonnet Bear does not help the children learn about real bears.
- C Incorrect. While it's true that the students had to take good care of Bluebonnet Bear, that was not why he went on trips with the students.
- D **Correct.** Paragraph 3 says that Mrs. Howard thought that using Blue would be a *great way for students to learn about our state*.

If you missed this question, turn to page 42 to read more about drawing conclusions.

### Question 2 (page 64)

- A Incorrect. The article says that the students use the map in the classroom.
- B **Correct.** The first sentence in the fourth paragraph says that Blue takes his journal with him whenever he goes on trips.
- C Incorrect. Bluebonnet Bear was named after a flower, but the article does not say that the bear takes a flower with him on trips.
- D Incorrect. One of the students took photographs of Blue on a trip, but the article does not say that Blue takes photographs with him on trips.

If you missed this question, turn to page 27 to read more about finding details.

### Question 3 (page 65)

- A Incorrect. This answer tells only about going to a rodeo in San Antonio. This information is found in paragraph 7, but this answer doesn't include any information from paragraph 6 or 8.
- B Incorrect. This answer tells only about seeing a baseball game in Houston. This information is found in paragraph 6, but this answer doesn't include any information from paragraph 7 or 8.
- C **Correct.** Paragraphs 6, 7, and 8 tell about different places that Blue has visited. The places he visited are Houston, San Antonio, Corpus Christi, Big Bend National Park, and El Paso.
- D Incorrect. This answer tells about riding a snowmobile in a national park. Paragraphs 6, 7, and 8 do not mention snowmobiling. Paragraph 12 tells about it.

If you missed this question, turn to page 27 to read more about finding the main idea.

### Question 4 (page 65)

- A Incorrect. An invitation does not necessarily ask a person to travel to another state.
- B Incorrect. Mrs. Howard had to change the map because of the invitations, but that information does not really tell what *invitations* means.
- C **Correct.** An invitation is a way to ask a person to go somewhere. The context clue *asked* is in the next sentence of paragraph 10. Bluebonnet Bear was *asked to travel to so many places*. Another context clue in the paragraph is *visit other states*. These clues all help you know that Blue is being asked to go on many trips.
- D Incorrect. The students had to track more trips because of the invitations, but again, that information does not help us figure out what *invitations* means.

If you missed this question, turn to page 21 to read more about using context clues to understand new words.

**Question 5 (page 65)**

- A Incorrect. The sentence tells how Bluebonnet Bear got his name, but it does not show that the class enjoys the teddy bear.
- B Incorrect. The sentence tells about Blue’s journal, but it says nothing about the class enjoying the teddy bear.
- C Incorrect. The sentence tells about going to the rodeo, but it does not show that the class enjoys Blue.
- D **Correct.** The word *like* is a clue that tells you the class enjoys Blue.

If you missed this question, turn to page 45 to read more about supporting conclusions.

**Question 6 (page 66)**

- A Incorrect. Paragraph 9 tells that Blue went to see Jamal’s aunt, but she lives in New Mexico, not Houston.
- B Incorrect. Paragraph 8 mentions Big Bend National Park, but the map shows that the park is a long way from Houston.
- C Incorrect. Paragraph 12 tells that Blue rode a snowmobile in Washington State, but the article does not say he rode one in Houston.
- D **Correct.** Paragraph 6 tells about Blue going to a baseball game in Houston.

If you missed this question, turn to page 36 to read more about representing text in different ways, such as charts.

**Question 7 (page 66)**

- A Incorrect. The article does not give any reason to think that Mrs. Howard might give Blue to another teacher.
- B **Correct.** The information in the last sentence tells the reader that Mrs. Howard wants to use Blue with classes in the future.

- C Incorrect. The school principal is not mentioned in the article, so there is no reason to think that Mrs. Howard might give Blue to the principal.
- D Incorrect. If Mrs. Howard were planning to give Blue to the student with the best grades, it would probably be mentioned in the article.

If you missed this question, turn to page 41 to read more about making predictions.

**Question 8 (page 67)**

- A Incorrect. Eastside Elementary School is the place where the article was published. It is not a title because it does not tell what the article is about.
- B **Correct.** “Bluebonnet Bear Helps Class Learn” is the title of the article. It tells what the article will be about.
- C Incorrect. “Issue 5” tells which issue of the school newspaper the article appears in.
- D Incorrect. The *Eagle Times* is the name of the whole newspaper. It is not the title of the article.

**Question 9 (page 67)**

- A **Correct.** The two sentences in this answer tell what the article is about generally. They include only the most important information, without telling too many details. A good summary should capture the main idea of a piece of writing.
- B Incorrect. These sentences tell very specific details, but they don’t mention important ideas. For instance, they don’t tell how Blue helps the students learn.
- C Incorrect. These sentences mention the detail that Blue is fun, but they don’t tell about him helping the students learn, which is the main idea.
- D Incorrect. These sentences are specific details and do not include the main idea of the article.

If you missed this question, turn to page 27 to read more about summaries.

**“Stella the Spelunker”****Question 10 (page 75)**

- A** Incorrect. The story does not mention that people sing the words.
- B** Incorrect. The part of the story in which people are saying *Low bridge!* does not mention a hole in the cave’s floor.
- C** **Correct.** The story mentions Stella lowering her head when she says, *Low bridge!* The woman is also passing *under the low part of the stone ceiling* when she says it, so it makes sense that the shout is a warning about a low part of the cave.
- D** Incorrect. The story does not tell about the need for a bridge.

If you missed this question, turn to page 45 to read more about supporting conclusions.

**Question 11 (page 75)**

- A** Incorrect. Stella is interested in stalagmites and stalactites. She is not afraid of them.
- B** Incorrect. The bridge in the cave is *the low part of the stone ceiling*, rather than something to walk over.
- C** Incorrect. Paragraph 3 shows that Stella’s father stays near her. Stella is less afraid when she is near him.
- D** **Correct.** Paragraph 3 explains that Stella is afraid because *the world under the ground . . . was not like any other place she had ever seen.*

If you missed this question, turn to page 42 to read more about drawing conclusions.

**Question 12 (page 75)**

- A** Incorrect. This answer does not include the meaning “not” from the prefix *un-*. Also, it does not match the context clues in the paragraph. How could the underground world be hard to hear?
- B** Incorrect. Although B includes the meaning “not” from the prefix *un-*, the *world under the ground* in this selection is near Stella.

- C** Incorrect. This answer does not show the meaning “not” from the prefix *un-*. Like choice A, it does not fit the context clues. The underground world cannot be mean to someone.
- D** **Correct.** The prefix *un-* means “not.” Also, the last sentence in paragraph 3 says that the cave is *not like any other place* Stella has ever seen, which is the same as *not known*.

If you missed this question, turn to page 23 to read more about using parts of words to help improve your vocabulary.

**Question 13 (page 76)**

- A** Incorrect. The title calls Stella a spelunker. Does it make sense to say that Stella is a kind of cave shape?
- B** **Correct.** Marcos explains in paragraph 4 that *a spelunker is a person who explores caves.*
- C** Incorrect. Stella is a person, not a place, so she cannot be a place where caves are found.
- D** Incorrect. Does it make sense to say that Stella is a special shoe?

If you missed this question, turn to page 27 to read more about finding details.

**Question 14 (page 76)**

- A** Incorrect. The floating jewels would be in the cave whether the people could see them or not.
- B** Incorrect. The words *came to* do not help us figure out what *exposed* means.
- C** **Correct.** Exposed means “make possible to see; make visible.” The light makes it possible to see the beautiful colors of the cave. It also lights up the pool of water, making the pool visible.
- D** Incorrect. The words *called these* help us learn that the jewels are called calcite rafts, but they don’t help us figure out what *exposed* means.

If you missed this question, turn to page 21 to read more about using context clues to understand new words.

**Question 15 (page 76)**

- A Incorrect. Stella sees the calcite rafts before she sees the stalactites and stalagmites.
- B Incorrect. Stella sees the bridge before she sees the stalactites and stalagmites.
- C **Correct.** Paragraph 11 shows that Stella sees a column just after seeing the stalactites and stalagmites described in paragraphs 6 through 10.
- D Incorrect. Stella does not see jewels. Instead, she sees calcite rafts that look like jewels in the light. She sees these before she sees the stalactites and stalagmites.

If you missed this question, turn to page 35 to read more about the order of events in a story.

**Question 16 (page 76)**

- A **Correct.** Paragraphs 13 and 14 tell about soda straws, ribbons, drapery, and other shapes. All these are different kinds of rock forms in caves.
- B Incorrect. Paragraphs 1 through 4, not paragraphs 13 and 14, tell about moving around in caves.
- C Incorrect. In paragraph 14, the people are describing shapes of rocks that look like snacks. They are not talking about the snacks themselves.
- D Incorrect. Paragraphs 13 and 14 do not tell about being careful in caves.

If you missed this question, turn to page 27 to read more about finding a story's main idea.

**Question 17 (page 77)**

- A Incorrect. The diagram shows rock forms, and a pool of water is not a rock form.
- B **Correct.** The diagram shows rock forms. Soda straws are the only rock forms among the answer choices.

- C Incorrect. The diagram shows rock forms, and soft lights are not rock forms.
- D Incorrect. The diagram shows rock forms, and a tour group is not a rock form.

If you missed this question, turn to page 36 to read more about using graphic organizers when reading.

**Question 18 (page 77)**

- A Incorrect. Stella becomes excited about the tour, so she must not be in a hurry to leave.
- B Incorrect. The last paragraph says that Stella is no longer afraid.
- C **Correct.** The information in the last paragraph shows that Stella is no longer afraid and is excited about what she will learn next.
- D Incorrect. Nothing in the story shows Stella becoming confused.

If you missed this question, turn to page 30 to read more about analyzing characters.

**Question 19 (page 77)**

- A **Correct.** It tells the most important events and ideas from the story.
- B Incorrect. The first sentence of this choice does describe part of the story—Stella and her father walking through the cave. But the second sentence, *Then they eat popcorn and have a soda*, doesn't happen in this story.
- C Incorrect. In the story, Marcos, not Stella, gives the tour of the cave and explains its different parts. Stella and her father are taking the tour.
- D Incorrect. Both of these sentences tell about things that happen in the story, but there are important ideas that are left out of this summary.

If you missed this question, turn to page 27 to read more about summarizing.

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