

GRADE

7




STUDY GUIDE

Texas Assessment of Knowledge and Skills

Reading



A Student and Family Guide to Grade 7 Reading



TAKS STUDY GUIDE

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Grade 7

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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.

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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READING

INTRODUCTION

What Is This Study Guide?

This is a study guide to help you strengthen the skills tested on the seventh-grade TAKS reading test.



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How Is the Reading Study Guide Organized?

The reading study guide has four parts.

- Part One: “Skills and Strategies” explains the skills and strategies tested on the seventh-grade TAKS test while guiding you through some practice questions.
- Part Two: “Guided Practice” leads you through sample reading selections with practice questions that will give you a chance to practice the skills and strategies you learned in the first part of this guide.
- Part Three: “Independent Practice” provides sample reading selections and questions like those on the TAKS test. These selections and questions give you a chance to see how well you understand the skills and strategies tested on TAKS.
- Part Four: “Answer Key” gives you the

answers to the practice questions in this guide and explains each of the answer choices.

What Is Tested on TAKS?

Careful readers use many different skills to get the most out of what they read. On TAKS, these reading skills and strategies are grouped under four objectives, or goals for learning. You show how well you understand an objective by answering questions related to some of the skills grouped under that objective. The reading selections and questions in this guide provide help and practice with all four reading objectives.

What Does a TAKS Reading Test Look Like?

The reading section of the seventh-grade TAKS test will include several reading selections. These might be short stories, newspaper or magazine articles, or informational essays. After reading a selection, you will be asked to answer some multiple-choice questions about the passage.

Note to Students

As you work through the sections of this study guide, practice your writing skills by writing your answers in the booklet. In the “Skills and Strategies” section, fill in the “Try It” boxes with your best answers. In the “Guided Practice” section, write your answers to the questions in the margins of the reading selections. Practicing your writing skills now will help you understand what you are reading and help you develop a valuable life skill.

Steps to Success

Student's Name

Directions: When you finish working through the information for each of the sections of the study guide, put a check mark next to that section on the chart.

READING		
1	<p style="text-align: center;">Getting Started</p> <ul style="list-style-type: none">● Read “What a Careful Reader Does” on page 9.● Now read “Mayday!” on pages 10–12.	✓
2	<p style="text-align: center;">Help with Skills</p> <ul style="list-style-type: none">● Read “Help with Skills” on pages 13–58. You should review all the skills and strategies presented there.	✓
3	<p style="text-align: center;">“Mayday!” Again</p> <ul style="list-style-type: none">● Read “Mayday!” again on pages 62–64. Answer the questions in the margins of the story as you read.● Read “Practice with Reading Skills” on pages 65–70.	✓
4	<p style="text-align: center;">“The Island Where Crab Is King”</p> <ul style="list-style-type: none">● Read “The Island Where Crab Is King” on pages 72–74. Answer the questions in the margins of the story as you read.● Answer the practice questions on pages 75–78. Check the answers in the answer key on pages 93–94.	✓
5	<p style="text-align: center;">“Patches” and “Crash”</p> <ul style="list-style-type: none">● Read “Patches” and “Crash” on pages 82–85.● Answer the practice questions on pages 86–89. Check the answers in the answer key on pages 95–96.	✓

SKILLS AND STRATEGIES

- What a Careful Reader Does
- “Mayday!”
- Help with Skills

The purpose of pages 9–58 is to provide practice with the reading skills and strategies tested on the seventh-grade TAKS reading test. Read through each part and practice with the examples.

Throughout the skill and strategy explanations in this section, you will find “Try It” boxes with a number of blank lines following the questions. Practice your writing skills by writing your answers to these questions on the blank lines provided.

This section is not meant to be read all at once. You will benefit from working in short sessions that take place every day. If at any time you feel frustrated, take a break, ask for help, and try again later.

What a Careful Reader Does

BEFORE reading, a careful reader sets a purpose for reading. The reader might ask

Why am I reading this selection?

Am I reading for entertainment or for information?

What does the selection 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?

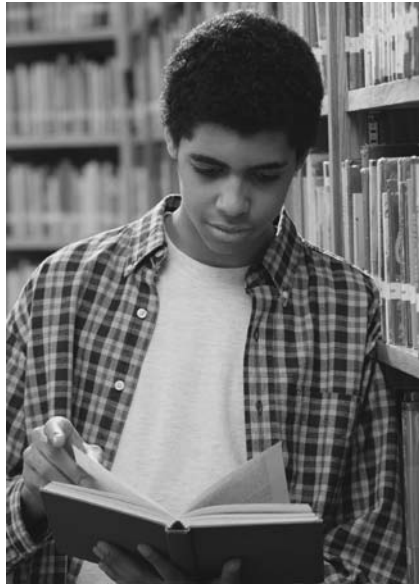
Will I read about characters in a story?

Will I read about how to do something?

Will I read to learn interesting facts?



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WHILE 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 the selection?

Can I name the most important ideas in it?

Can I tell someone what the story was about?

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

What do I think about the selection?

Did it add to something I already knew?

Did it tell me something new?

Did it make me want to learn more?



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“Mayday!”

Read the story below. It will be used throughout the skill and strategy explanations in the “Help with Skills” section that follows. The story is a sample of the type of selection you might find on a TAKS test. As you read, you may notice a number next to each paragraph. The paragraphs are numbered, just like they are on the TAKS test, to help you when answering questions.

Mayday!

- 1 Li-Minh keyed the microphone on the shortwave radio* again. “K5NRL, this is K5ZXY. Come in. Over.” She listened carefully for a reply but caught only static and occasional pieces of other radio conversations. The old radio set squealed and hissed as she checked the frequency setting again. “Alyssa should be at her radio right now,” Li-Minh thought, “unless she’s forgotten again.” She leaned back and sighed. “Maybe there’s some interference,” she muttered, peering out doubtfully through the window screen. The South Texas sky was clear, and it was even a little hot for late December. A gentle breeze rattled the wind chimes, and their tinkling notes blended with the rustling of the leaves on the old mulberry tree behind the house.
- 2 “Oh, well,” Li-Minh mumbled. “I guess she’s busy with her new friends.” Li-Minh and Alyssa were best friends, but Alyssa’s family had recently moved about 50 miles away. “It might as well be a million miles,” Li-Minh thought. It had been her father’s idea that the girls keep in touch by ham radio. Both he and Alyssa’s father had been talking on ham radios since they were kids. Li-Minh’s father had explained that a ham radio was a two-way communication system like the ones used by police and emergency crews. It had sounded so exciting in the beginning. Li-Minh remembered studying with Alyssa for their amateur radio licenses. She frowned as she thought of all the boring rules and emergency procedures that she had had to memorize.
- 3 At first talking on the radio had been fun, but now it seemed tiresome. It just wasn’t the same as talking to someone in person or even on the phone. Li-Minh knew Alyssa’s new number, but long-distance calls were expensive. Li-Minh looked at the bulky radio and sulked. Its big knobs and dials looked like something out of an old

Continued

* Shortwave radios, sometimes called ham radios, are two-way radios used by amateur radio operators to communicate. Sometimes used to call for help or give warnings, shortwave radios operate in a way that is similar to walkie-talkies, but they are able to communicate over long distances.

movie. Compared to the modern phone, the radio seemed like an obsolete piece of junk. The reception wasn't very clear, and she couldn't carry the radio from room to room like she could a cordless phone. In front of Li-Minh, the radio droned on in a steady hum of static. “Why would anyone want to talk on a ham radio, anyway?” she asked, reaching for the power switch.

4 “Mayday! Mayday! Anyone listening, please help!” A voice broke through the static.

5 Li-Minh recognized *Mayday* as the international radio distress call. “Someone must be in trouble!” she thought. She turned up the volume and listened closely. The radio whined and popped, but all Li-Minh could hear was the familiar, dull static. Then, just as she was about to give up, she thought she heard a voice again.

6 Li-Minh radioed nervously, “Mayday, this is K5ZXY. What is your emergency? Over.”

7 A muffled reply crackled over the speaker. The voice was faint and broken up, but Li-Minh thought she heard something about a car accident. “Mayday, if you've been in an accident, please state your location, and I will get help for you,” Li-Minh said. She twisted the dial as her father had shown her, hoping to fine-tune the signal.



8 “We're on Old Canyon Road about five miles north of town. We've slid off the shoulder. My dad and I are hurt. Please hurry!” a girl's voice replied anxiously.

9 “Old Canyon Road?” Li-Minh thought. She had never heard of it.

10 “Please hurry,” the voice crackled over the static again. “Our car is stuck in the snow, and we're freezing.”

11 “Stuck in the snow!” Li-Minh repeated in surprise. “Mayday, what town are you near? Over.” Straining to hear through the garbled static and squealing, Li-Minh thought she heard the name Farmington.

Continued

- 12 Just then her parents walked into the house with a bag of hamburgers from their favorite fast-food restaurant. Li-Minh quickly explained what had been happening.
- 13 “Keep trying to reach her on the radio,” her father said, grabbing the telephone. “I’ll call 911.”
- 14 Meanwhile Li-Minh’s mother turned the television to a national weather channel. “There’s a big snowstorm hitting parts of Colorado and New Mexico,” she said. She grabbed an atlas from the bookshelf and flipped quickly to the index. “There’s a Farmington, Colorado,” she said, flipping back to the map to check the town’s location, “but it’s not in the right area.” She turned back to the index. “There’s also a Farmington, New Mexico,” she called, “and it looks to be right in the middle of the storm.”
- 15 “Try Farmington, New Mexico,” Li-Minh’s father told the operator anxiously. Li-Minh went back to the radio and tried to reestablish contact, but her efforts were futile. She had lost the signal, and nothing she did to get it back was working. She could only listen in frustration to the fuzzy background noise. “Yes, about five miles north. That’s right,” she heard her father say. “They’ve reached Farmington, New Mexico,” he said, covering the phone’s mouthpiece. “It’s snowing heavily right now, and there is an Old Canyon Road nearby,” he added. “Yes,” he said, speaking into the phone again. “Please let us know.” He hung up and sighed. “They’re sending a rescue vehicle out to investigate.”
- 16 Li-Minh and her parents stood still for a minute, wondering what to do next. Li-Minh’s mother suddenly remembered the burgers. They tried to eat, but no one seemed very hungry. Li-Minh picked at her food and fidgeted nervously. She couldn’t get her mind off the voice on the radio. The girl had sounded so desperate.
- 17 Finally the phone rang. Li-Minh followed her father into the living room and watched him pick up the receiver. “That’s great news,” he said a few seconds later. “The rescue workers have found them, and everyone is safe!” he exclaimed. “They’re on their way to a hospital to be checked out as a precaution, and the girl’s injuries appear to be minor.”

You have finished Step 1 in your “Steps to Success.” Be sure to place a check mark in your chart on page 6.

Help with Skills

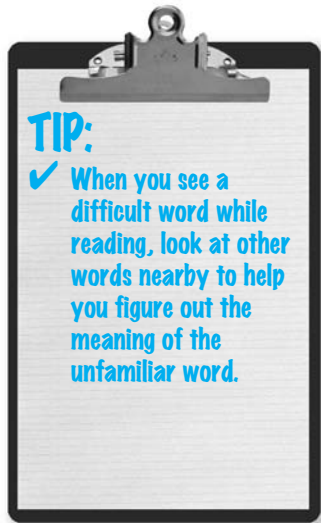
This section is not to be done all at once. Take a break when you need one. Remember that the information presented in “Help with Skills” will refer back to “Mayday!”

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

What is “a basic understanding”?

Having a basic understanding involves being able to do the following:

- Recognize words and their meanings while reading
- Learn the meanings of new words that you come across while reading
- Learn parts of words such as prefixes and suffixes
- Find the main idea of a paragraph, article, or story
- Find the supporting details in a paragraph, article, or story
- Paraphrase and summarize what you have read



Context Clues

Sometimes when you are reading, you may come across a word that you don't know. Often you can use the words you do know as clues to the meaning of the word you don't know. When you do this, you are using **context clues** to help you figure out the meaning of an unfamiliar word.

What are some examples of context clues?

Synonyms—A synonym is a word that means the same or almost the same as another word. *Appreciative* and *grateful* are synonyms, as are *persist* and *continue*.

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

After graduating from high school, John enlisted in the army. His lifelong dream was to join the army, just like his dad.

The word *join* is a synonym for *enlist*.



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Antonyms—An antonym is a word that means the opposite of another word. *Compliment* and *insult* are antonyms, as are *unique* and *common*.

Read the sentences below. Can you find an antonym for the word *hinder*?

Joshua's habit of forgetting his homework might hinder his ability to pass his class. Keeping track of his assignments would help him avoid losing points.

The word *help* is an antonym for *hinder*.

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

Read the sentence below. Can you find an explanation for the word *botanist*?

“My older sister is a botanist,” said Silvia. “She has always wanted to be a scientist who studies all kinds of plant life.”

The words “scientist who studies all kinds of plant life” explain the meaning of *botanist*.



Example—An example is an item that is similar to other items in a group. The Texas Rangers, New York Yankees, and Houston Astros are examples of baseball teams. Earth, Saturn, and Mars are examples of planets.

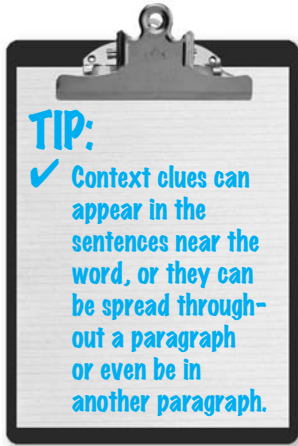
Read the sentence below. Can you find an example that helps you figure out the meaning of the word *azure*?

The little girl’s eyes were azure. To her mother they were the same color as the sky on a clear day.

The words “same color as the sky on a clear day” are an example that helps you know that *azure* is a shade of blue.



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Try It

Look at these sentences from the story “Mayday!” Use what you know about context clues to help you figure out the meaning of the underlined word.

Li-Minh recognized Mayday as the international radio distress call. “Someone must be in trouble!” she thought.

1. What word helps you know what distress means?

2. What does the word *distress* mean?

1. The word *trouble* helps you understand what *distress* means. This word is a synonym for the word *distress*.

2. The word *distress* means “in trouble.”

Multiple-Meaning Words

Since some words have more than one meaning, you have to consider which meaning the author intends. Keep in mind the context in which you read a word. The context will tell you which meaning to choose.

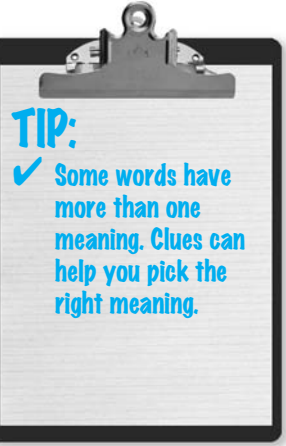
What does the word *straining* mean in the sentence below?

Latisha was too busy straining water out of some pasta to answer the phone when it rang.

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

strain /'strān/ v 1. to filter to remove 2. to squeeze tightly
3. to stretch beyond a proper limit 4. to put forth extreme effort

In this sentence, the words “water out” help you know that *straining* means “filtering to remove.”



Try It

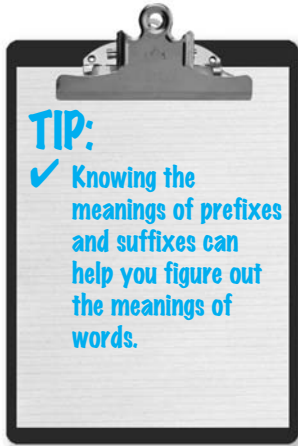
Now look at the sentence below from paragraph 11 on page 11 of “Mayday!”

Straining to hear through the garbled static and squealing, Li-Minh thought she heard the name Farmington.

1. Look back at the dictionary entry for *strain*. What does the word *straining* mean in this sentence?

2. What clues help you know this?

1. The word *straining* in this sentence means “putting forth extreme effort.”
2. You know from the story that Li-Minh has just heard a distress call and has asked the person for her location. This knowledge, combined with the words “hear through the garbled static and squealing,” are clues that help you figure out the meaning of the word *straining*.



Prefixes and Suffixes

Sometimes you can find clues to help you understand the meaning of a new word by breaking the word into its parts. A **prefix** is a word part that can be added to the beginning of a word to make a new word. Here are some prefixes that you might come across as you read:

pre- means “before”

dis- means “not, opposite of”

re- means “again”

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

The crowd stared in disbelief as fireworks exploded in the night sky.

dis- (not, opposite of) + *belief* (the idea that something is real or true) = the idea that something is not real or true

A **suffix** is a word part that is added to the end of a word to change the word’s meaning. Here are some common suffixes that you might recognize as you read:

-ant means “something that performs the function of”

-ize means “to cause to be”

-some means “having the quality of”

Can you figure out the meaning of the underlined word in the sentence below from “Mayday!”? Use what you know about suffixes.

At first talking on the radio had been fun, but now it seemed tiresome.

tire (to exhaust or bore) + *-some* (having the quality of) = having the quality of being exhausting or boring

Try It

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

The nurse cleaned the cut with some disinfectant.

First break the word apart: *dis-* + *infect* + *-ant*

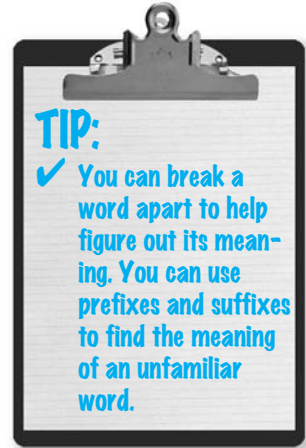
Now complete the following statements to figure out the word's meaning.

1. The prefix *dis-* means _____ .
2. The word *infect* means _____ .
3. The suffix *-ant* means _____ .

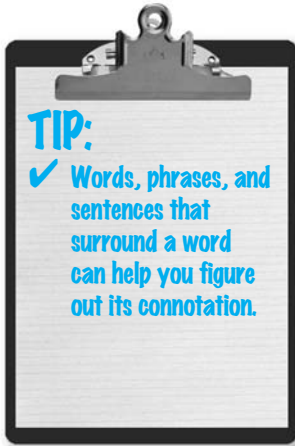
So the word *disinfectant* means _____ .

1. The prefix *dis-* means "not" or "the opposite of."
2. The word *infect* means "contaminate with a disease."
3. The suffix *-ant* means "something that performs the function of."

So the word *disinfectant* means "something that performs the function of protecting from disease." When you put this definition together with what you know about nurses, you can tell that the nurse was cleaning the cut with something to prevent infection.



Once you are familiar with these word parts, you can find the clues in a word by breaking it into its parts.



Denotative and Connotative Meanings

The **denotation** of a word is its dictionary definition.

The **connotation** of a word is the feeling connected with it, in addition to its dictionary meaning.

Words with the same denotation can have very different connotations—for example, *angry* and *irritated*. Both words have similar meanings. But *angry* has a stronger negative feeling connected with it than *irritated* does. Knowing word connotations can help you understand an author's message.

Do you think Li-Minh is *surprised* or *amazed* when the stranded car is found in New Mexico?

Surprised and *amazed* have similar meanings, but *amazed* is associated with a stronger feeling. Certainly Li-Minh must be *surprised* about the location of the stranded car, but she is probably *amazed* that the car is so far away.

Read this paragraph from “Mayday!”

Li-Minh and her parents stood still for a minute, wondering what to do next. Li-Minh's mother suddenly remembered the burgers. They tried to eat, but no one seemed very hungry. Li-Minh picked at her food and fidgeted nervously. She couldn't get her mind off the voice on the radio. The girl had sounded so desperate.

Why do you think the author uses the word *fidgeted* to describe Li-Minh's behavior?

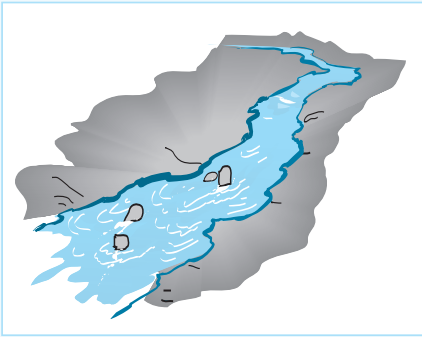
Think about what is happening at this point in the story. As Li-Minh and her parents wait to hear about the girl and her father, they try to eat but are not hungry. Li-Minh thinks of the desperate sound of the girl's voice. Li-Minh feels anxious. So the word *fidgeted* creates a vivid image of Li-Minh's behavior.

Figurative Language

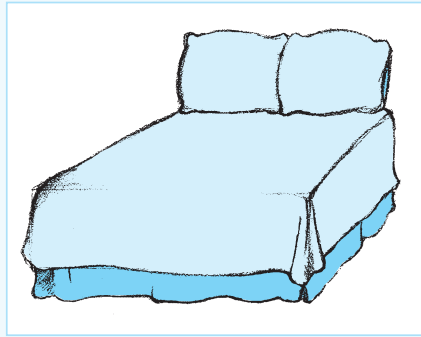
Authors use **figurative language** to help create vivid images in the minds of their readers. Figurative language helps you see ordinary things in an unusual way. When authors compare something common to something extraordinary, their use of words often goes beyond dictionary meanings.

Read the following sentences.

The stream was a ribbon of light.



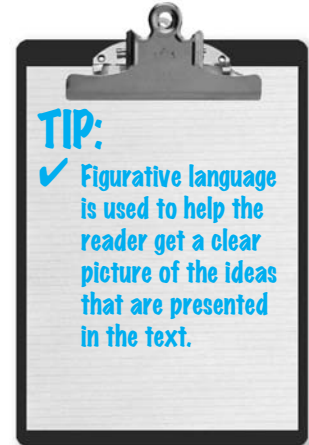
The bed was as soft as a cloud.



Notice how these sentences create vivid images in your mind. By using figurative language, the author gives the reader a clearer picture of the stream and the bed. As a result, you can almost feel the softness of the bed and see the light reflected in the stream.

Authors use figurative language to communicate everyday feelings. Instead of directly stating a particular feeling, a writer might suggest the feeling to create a certain mood.

You know that objects cannot see, think, move, or feel. But sometimes authors describe objects or situations as if they could behave like people. Authors use this type of figurative language to express a certain feeling or get a certain reaction from the reader.



Look at the description below. How does the author create a picture in your mind?

As the sky darkened into evening, the factory stood at attention. Suddenly, the factory's smokestacks began to sputter and belch loudly, spitting angry puffs of smoke. As the noise grew steadily louder, the smokestacks filled the evening sky with a blanket of thick dark-gray smoke. The factory seemed to laugh as it choked the city with its foul-smelling breath.



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You are probably asking yourself, “How can a factory stand at attention?”

Standing at attention is something a person, such as a soldier, does. When a person is at attention, he or she can be described as serious and watchful. By describing the factory in this way, the author is giving the factory human qualities.

Can you find other words or phrases from the passage that make the factory or the smokestacks seem human?

Sputter, *belch*, *spitting*, and *angry* are words that the author uses to create a human image of the factory.

What image is the author trying to create in the reader's mind?

The descriptions of the factory create an image of a place that is harsh and cruel. The author gives the factory and the smokestacks human qualities in order to paint this picture with words.

Main Idea, Supporting Details, and Summary

Main idea—The main idea of a story or paragraph answers the question “What is the story or paragraph mainly about?”

Sometimes the main idea is stated clearly in a paragraph, making it easy to find.

Now return to “Mayday!” and reread paragraph 3 on pages 10–11.

What is the main idea of paragraph 3?

The first sentence of this paragraph is the main idea: “At first talking on the radio had been fun, but now it seemed tiresome.”

How do you know that this is the main idea?

Some of the ideas in the paragraph that support this main idea are the statement that “the radio seemed like an obsolete piece of junk” and Li-Minh’s words at the end of the paragraph, “Why would anyone want to talk on a ham radio, anyway?”

Sometimes the author does not state the main idea directly in a story or paragraph. This means that you have to pay attention to the supporting details in a story or paragraph to figure out the main idea.

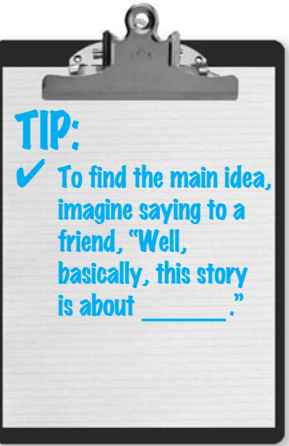
Go back and reread paragraph 1 of “Mayday!” on page 10. Find the main idea.

What is the main idea of paragraph 1?

Li-Minh adjusts her shortwave radio and wonders why she is unable to contact her friend Alyssa.

How do you know this is the main idea?

In the first part of the paragraph, Li-Minh listens carefully for a reply but hears only static. Later in the paragraph Li-Minh thinks Alyssa should be at her radio. This is another detail that helps the reader determine that Li-Minh is wondering why she is unable to contact Alyssa.



Supporting Details—Supporting details explain the main ideas or make them clearer. Some details add depth and interest to a story by appealing to the senses and can bring a story to life for the reader. Details answer the questions *who*, *what*, *when*, *where*, *why*, and *how*.

Another way to think about supporting details is to imagine a bicycle. A bicycle has a frame, a seat, brakes, and two wheels. Think of this bicycle as the main idea.



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Now think of a few “extras” that make the bicycle more appealing—15 speeds, an adjustable seat, a shock absorber, and off-road tires. Think of these extras as supporting details. Just as extras can make a bicycle look and perform better, supporting details can make a story more interesting and fun to read.



Photo courtesy of Cannondale Corp.

TIP:

✓ Careful readers often stop to summarize what they have read.

Summary—A summary is a way to briefly restate the most important ideas and show how they are connected. When you write a summary, it is important to paraphrase, or restate, the author’s ideas in your own words. A good summary usually tells what the whole story is about but focuses only on the important events included in the story.

Read the following story. What is the main idea? What are the supporting details? How would you summarize the story?

Runaway Horse

“I know all about riding horses,” Jim stated confidently. On the first day of summer vacation, Jim and his cousin Gina were excited about riding horses at the ranch owned by Gina’s parents. As Jim put his foot in the stirrup, Sox took a small step, throwing Jim off balance.

Noticing Gina’s frown, Jim said, “Don’t worry. I know all about riding horses. Sox and I will be fine.”

They rode slowly through a wooded area and across a pasture. After reaching the far end of the pasture, Gina said, “Let’s go back. It’s hot out here!”

As they turned the horses toward the barn, Sox bolted. Jim barely hung on to the saddle horn. Sox galloped into the mesquite trees, knocking Jim to the ground. “Jim, are you O.K.?” Gina cried, hurrying to his side.

“I guess I don’t know as much about horses as I thought,” Jim mumbled, standing up and dusting the dirt off his pants.

“Try reining him in next time,” Gina said, laughing.

Main Idea of “Runaway Horse”

After Jim falls off his horse, he realizes he doesn’t know as much about horses as he thought he did.

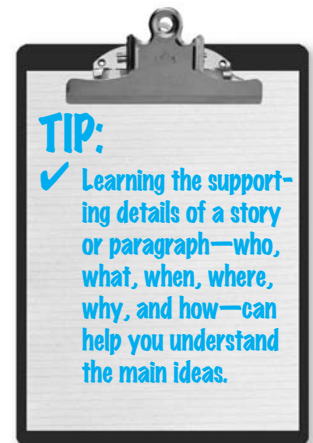
Supporting Details of “Runaway Horse”

Who is the story about?	Gina and Jim
What are the characters doing?	They are riding horses.
When does the story take place?	The story takes place on the first day of summer vacation.
Where does the story take place?	The story takes place at the ranch owned by Gina’s parents.
Why does the horse bolt into the woods?	Jim doesn’t rein him in.
How does the story end?	After Jim falls off the horse, he admits that he doesn’t know that much about horses.

Summary of “Runaway Horse”

Using the details above, you can summarize the story as follows:

Gina and Jim go horseback riding at a ranch. Jim acts as if he knows a lot about horses. When his horse bolts through the trees, Jim is knocked to the ground. After he falls, Jim admits he doesn’t know as much about horses as he claimed to.



Try It

Return to “Mayday!” on pages 10–12. As a review of the story, answer the following questions about the supporting details.

1. Who is the story about? _____

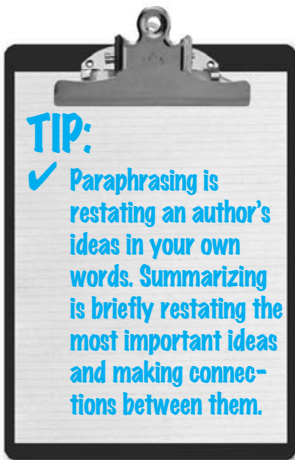
2. Where does the story take place? _____

3. Why does Li-Minh use the ham radio? _____

4. What happens as Li-Minh listens to the ham radio? _____

5. How do Li-Minh and her parents help the person in trouble?

1. The story is about Li-Minh and her parents.
2. The story takes place in Li-Minh’s South Texas home.
3. She is trying to talk to her best friend, who has moved away.
4. She gets a distress call from someone who has been in an accident and is stuck in the snow, but she doesn’t get the person’s exact location.
5. Li-Minh’s mother figures out where the distressed person is located by using the television and an atlas. Then Li-Minh’s father gives the information to rescue workers.



You can use the answers to the above questions as supporting details to write a summary for “Mayday!”:

Using her ham radio, Li-Minh tries unsuccessfully to reach her friend. Instead, she receives an emergency call from a girl who is stranded in the snow with her father. Li-Minh and her parents use the television and an atlas to locate the stranded family a state away. They contact rescue workers and later find out that the girl and her father are safe.

Important Note

Readers can get confused about main ideas, supporting details, and summaries, so here is a comparison of the three. The **main idea** is the most important idea in a paragraph or reading selection. It can be stated in one sentence. The answers to questions such as *who*, *what*, *when*, *where*, *why*, and *how* are **supporting details**. You create a **summary** when you take the main idea and the supporting details and put them together in your own words. It usually takes several sentences to write a good 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 plot, and the conflict in a story.

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

- Analyze characters, including their traits, motivations, conflicts, and points of view
- Analyze characters' relationships
- Analyze changes that characters go through, both personally and in their relationships with others or the world around them
- Recognize plot and identify events or conflicts that affect the plot and problem resolution
- Identify a story's setting and its effect on the story's meaning
- Identify how authors use literary devices such as flashback, foreshadowing, and symbolism to shape the reader's understanding of characters, events, and meaning of the story

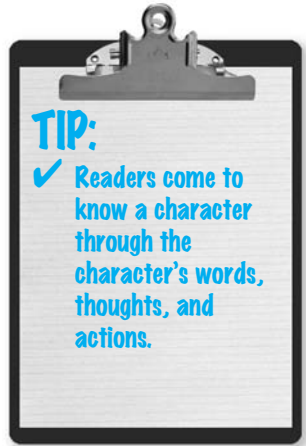
Analyzing Characters

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

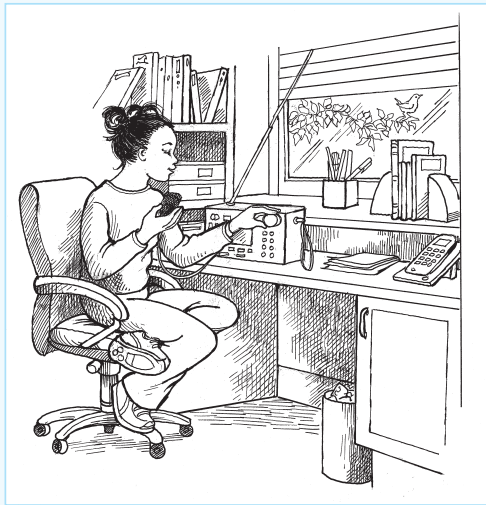
- How does the character feel?
- How do other characters feel about the character?
- What does the character do?
- What does the character say?
- What do other characters say about the character?
- How does the character change in the story?

When you analyze a character, you look for several kinds of clues in the story. An author often provides information about a character's traits, motivations, conflicts, points of view, relationships, and changes.

Traits—How would you describe one of your close friends? Your description would most likely tell about the characteristics that make your friend unique. Like your friend, characters in stories also have certain traits, or qualities, that set them apart from other characters. As a reader, you discover a character's traits as the story unfolds.

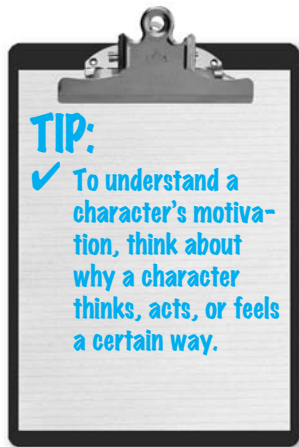


Go back to page 11 and reread paragraphs 5–7 from the story “Mayday!”



Based on the information in these paragraphs, what words could you use to describe Li-Minh?

You might say that she is skillful, concerned, or capable, for example. Information in these paragraphs shows how Li-Minh handles an emergency. She knows enough to recognize the distress call. Although she is nervous, she stays calm and levelheaded, and she uses what her father has taught her. She is persistent and tries to get help for the people in trouble.



Thinking about what a character says and does as you read will tell you a lot about that character. Trying to imagine how you would feel if you were that character may also help you identify character traits.

Motivation—What makes characters in a story behave the way they do? A character's motivation is what makes the character think, feel, or act in a particular way. When you know the reasons for a character's actions, thoughts, or feelings, you understand his or her motivation.

Think back to the story “Mayday!”

What motivated Li-Minh to learn how to use a ham radio? Her best friend was moving away, and she wanted to keep in touch with her.

How do you know?

Paragraph 2 on page 10 states that “it had been her father’s idea that the girls keep in touch by ham radio.” Later in the paragraph, you learn that Li-Minh thought using the ham radio in this way “sounded so exciting in the beginning.” So her motivation was that she wanted to keep in touch with her friend who moved away.

You can see that a character's motivation influences his or her actions. The actions, in turn, reveal the character's traits.

Conflict—A conflict is a struggle between two opposing forces. Sometimes conflict occurs between two or more characters, as in a disagreement between a teen and a parent. Conflict can also occur between a character and an outside force, as when a character must fight to survive a blizzard. Conflict may even occur within a character; for example, a character is torn between doing something that is against the rules and doing what is right.

Go back to page 11 and reread paragraphs 4–11 of “Mayday!”

What conflict does Li-Minh face in the story?

Li-Minh must determine where the emergency call is coming from in time to save the girl and her father.

In most stories, a character's conflict is resolved by the end of the story.

Point of View—A character's point of view is the way the character views the events or circumstances in which he or she is involved. Characters in a story often have different points of view about a situation or another character.

Go back to pages 10–11 and review paragraphs 1–3 of “Mayday!”

What is Li-Minh’s point of view toward her friendship with Alyssa? At the beginning of the story, Alyssa has forgotten to be “at her radio” when Li-Minh calls, so Li-Minh believes that her friendship with Alyssa is changing. From her point of view, the change is not a good one. Li-Minh thinks she is losing a close friend because Alyssa is too “busy with her new friends.” Li-Minh doesn’t want her friendship with Alyssa to change.

As you read, be aware of each character’s point of view toward important issues in the story. If you notice that characters have differing points of view about a situation or another character, you may have discovered the roots of the story’s conflict!

Relationships—Another way to understand a character is to look at the character’s relationships with other characters in the story. Does the character get along with others? Is he or she in conflict with another character? Does the character have a best friend?

Go back to page 12 and reread paragraphs 13–14 from “Mayday!”

What do these paragraphs reveal about Li-Minh’s relationship with her parents?

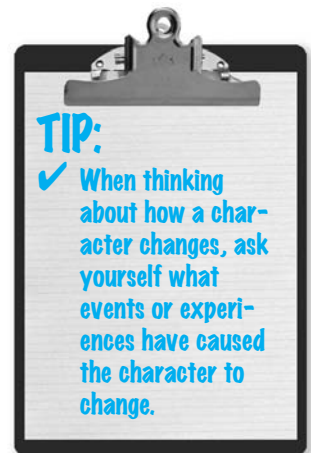
Li-Minh’s father knows how to use the ham radio, but he doesn’t take over. This shows that he trusts her and treats her with respect. Li-Minh’s mother immediately starts helping her and her father solve the problem. This shows that the family can work as a team.

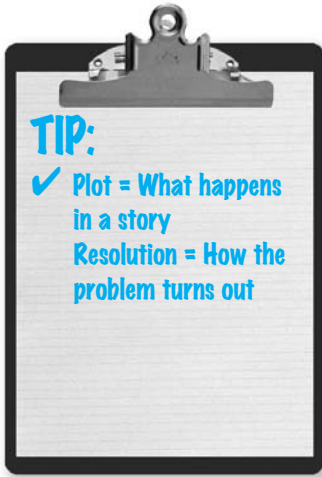
Changes—Just as we are changed by our experiences in real life, characters undergo changes in a story. A character often changes as different events unfold in the story. These changes can affect the outcome of the story.

Go back to pages 10–11 and review paragraphs 3–7 of “Mayday!”

How does Li-Minh change as the events in these paragraphs unfold?

At first Li-Minh is upset and sulking because she has been unable to reach her friend Alyssa on the ham radio. She is able to stop feeling sorry for herself when she is faced with a bigger problem than her own.





Story Plot and Problem Resolution

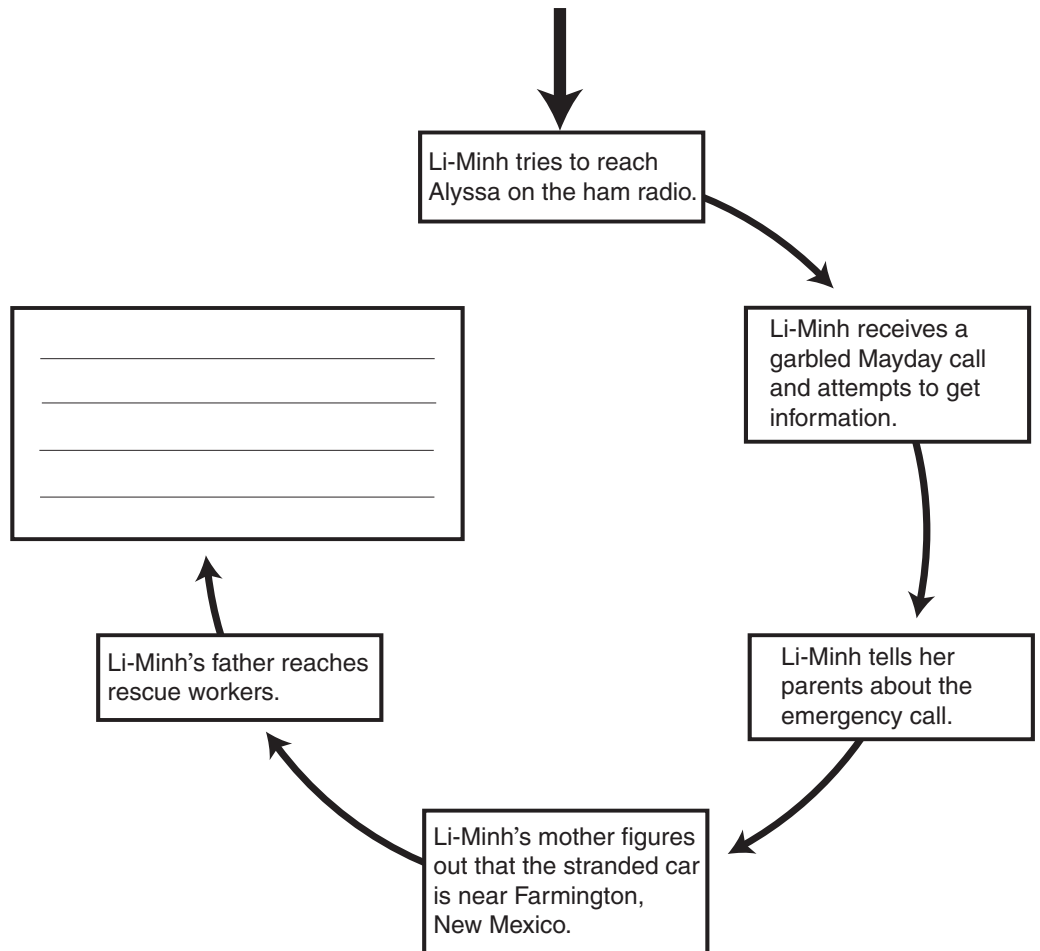
Plot is the sequence of events that make up a story. The story is usually centered around a problem, or conflict.

As one or more characters try to solve the problem, events build to a **climax**, or turning point. Then comes the **resolution**, in which the reader learns how the problem turns out.

To figure out the resolution to the problem, ask yourself, “How does the main character solve his or her problem?”

Try It

Look at the sequence of events in “Mayday!” How is the problem resolved? Put your answer on the blank lines provided.



The rescue workers reach the stranded car in time.

Setting and Its Importance

Setting is the time and place in which the events of a story happen. The setting can be either real or imaginary and can take place in the past, present, or future. In some stories the author is very specific about when and where the events take place. In others the author may tell you either the time or the place that the events occur, but not both.

It was one minute before the tardy bell, and Sofia couldn't find her homework.

This sentence tells when something happens.

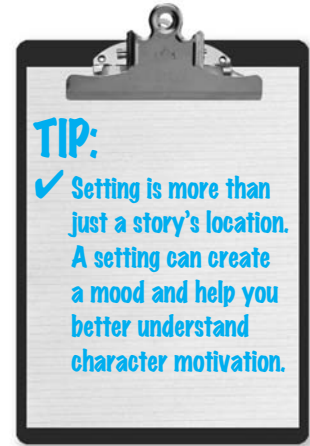
A group of students was gathering to listen to the band play in the auditorium.

This sentence tells where something happens.

Trisha and her friends went to a movie on Saturday at the new mall.

This sentence tells when and where something happens.

Setting can be an important part of the plot. It can also help you understand why characters act as they do. Often setting creates a particular mood or atmosphere in a story. When you read, look for details about the setting.



Try It

Reread paragraph 1 on page 10 of the story “Mayday!” Then answer these questions about setting.

1. Where does the story take place?

2. When does the story take place?

3. Why are time and place important in the story?

1. The story takes place in South Texas.

2. The story takes place in December.

3. Knowing the time and place of the story helps you understand why Li-Minh knows that the stranded girl and the girl’s father are far away. She knows this because there is no snow near where she lives. Paragraph 1 says that “it was even a little hot for late December.”

Literary Devices

Writers bring their stories to life by using special tools called **literary devices**. These tools include flashback, foreshadowing, and symbolism. Literary devices help you understand the characters, events, and meaning of a story.

Flashback—Have you ever watched a movie in which the image on the screen becomes wavy or hazy and the action shifts from the present to the past? This is a technique often used to indicate a flashback. A flashback interrupts the sequence of events in a story to show something that happened before the story’s beginning. The flashback helps the reader understand a character’s present situation.

Not all stories are told in chronological order. As you read, pay attention to when each event in a story actually takes place.



TIP:
 ✓ A flashback takes you to the past to help you understand the events in a story.

Can you find a flashback in this excerpt from a story?

“Go Bears! Go Bears!” yelled Phillip, waving his right arm. Even though his left arm was in a cast and he was sitting on the bench, Phillip was still focused and excited about the game. The Bears were behind; the score was 41–40. With five seconds left, Phillip’s best friend James dribbled down the court. Suddenly a flood of memories overwhelmed Phillip.

It was the first game of the season. As Phillip drove through the lane to score the winning basket, he was fouled. He ended up underneath the two boys who had tried to block his shot. Phillip tried to hold back his tears when he saw the bulging broken bone of his dangling arm. His season was finished.

The cheers of the crowd now brought Phillip back to reality. James had just put up the winning shot. Phillip would have given anything to be playing tonight, but he was glad that James had a chance to shine.

At what point in the story excerpt above does the forward movement in time stop?

The flashback begins when “a flood of memories” overwhelms Phillip. The author wants the reader to know how Phillip broke his arm so that it is clear why he is not playing in the basketball game and why he is so excited about his team’s victory.



Foreshadowing—Another literary device is foreshadowing. In foreshadowing an author gives hints about what might happen later in a story. These clues can be in the form of events in the story. Clues can also come from information from the narrator or a character. Foreshadowing is often used to build suspense or tension in a story.

Read the selection below. Can you find any foreshadowing?

Luis turned his old car onto the gravel road. Dust followed him as he drove across the desert toward the mountains. He usually loved driving down this road at sunset on his way home. But today was different. The road seemed more desolate and even bumpier than usual. He remembered the time he had had a blowout and the car had spun uncontrollably as it crossed the road. He wiped the beads of perspiration from his forehead and gripped the steering wheel with both hands. Having a blowout had been frightening. He hoped it wouldn't happen again.

What part of this excerpt tells you that something bad may happen to Luis?

The lonely road feels bumpier than usual. He remembers when his car spun out of control before and hopes that this won't happen again.

As you read, look for the use of foreshadowing and think about what future event each clue might be suggesting.

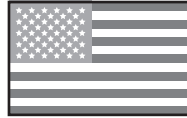
Symbolism—Another device authors use is symbolism. A symbol is something that stands for, or represents, something else. For example, the U.S. flag is a symbol of freedom to Americans. What do these symbols represent to you: a lion? a red heart? an owl? To many people a lion symbolizes courage; a heart, love; an owl, wisdom.



Love



Peace



U.S.A.

Sometimes an author will use a symbol in a story to create a certain feeling in the reader or to make an important point. Authors may use symbols to tell the reader something significant about a character or situation in a story. In a story, a symbol can be a person, an object, or even a situation.

Read these paragraphs.

Lily felt so lonely that she could hardly face the day. As she dragged herself out of bed, she thought of home. Only two more days! Then she would be able to see her mother again. She missed her mother's smile and her hugs, but she especially missed working in the garden with her. They had spent many happy hours there that summer, weeding and planting but mostly chatting.

Lily quickly dressed and went downstairs to greet her aunt and her cousins María and Juan. A huge smile broke across her face when she saw the vase of daisies on the table. She didn't feel quite as lonely as she read the card that was attached to the vase. It read, "Miss you. Mom."

In the excerpt above, the symbol is an object—the vase of flowers.

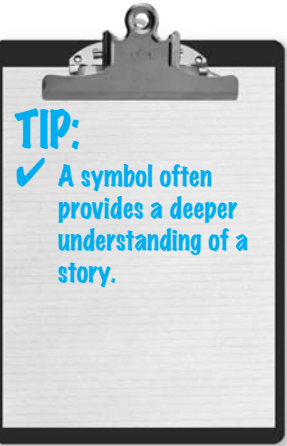
What does it stand for?

It stands for Lily's home.

What feeling does it create?

It creates a feeling of happiness.

Symbols can often give you clues to the theme of a story. As you read, look for any symbols the author may be using to help you understand the selection's theme.



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 recognizing the way an author organizes information in order to understand the author’s purpose. By analyzing a text, careful readers move beyond reading the words on the page and begin to think critically about the information presented.

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

What are “strategies,” and how do they help students analyze a text?

Strategies help readers think about what they are reading by providing a structure, or framework, for different ways of looking at what they are reading. Reading strategies allow readers to understand the different ways authors present ideas and how these ideas are connected throughout a text.

Reading strategies include being able to do the following:

- Locate and recall information using structural clues such as sequential order and cause and effect
- Identify similarities and differences among texts
- Use graphic organizers, such as outlines, to analyze text
- Identify an author’s purpose for writing (to inform, to persuade, to express an idea, to entertain)
- Examine the ways an author’s point of view, or perspective, affects his or her writing

Using a Text's Structure to Locate and Recall Information

Authors put the events of a story in a certain order so that they will make sense. When you read, look for patterns in the way events have been organized and how they relate to one another. You can use patterns of organization, such as cause and effect or chronology, to help you locate information in a selection.

Cause and effect—A cause makes something happen. An effect is what happens as a result. Authors often write stories as a series of causes and effects. Knowing how to recognize these causes and effects helps you better understand an author's message.

As you read stories and articles, you will notice that authors don't always state every cause-and-effect relationship. Instead, you must use clues from a selection to figure out these relationships.

Look closely at the situation below. Can you determine the cause and the effect?

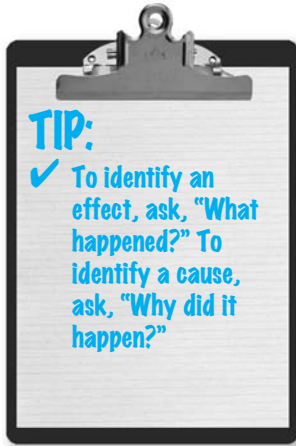
You are on your way to a picnic. When you arrive, it begins to rain, so the picnic is canceled.

Cause: It begins to rain.

Effect: The picnic is canceled.



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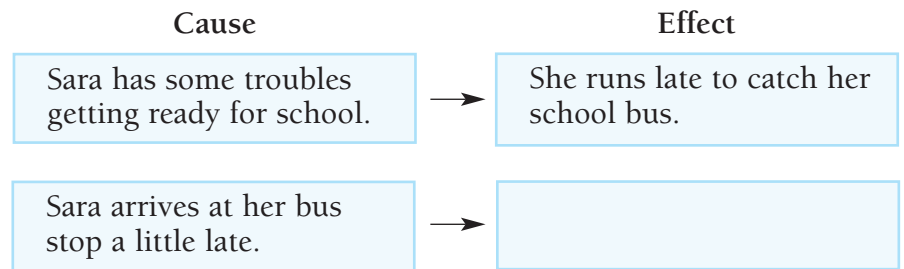


Try It

Read the story below. Can you find the cause-and-effect relationships?

Sara was not having a great Tuesday morning. She woke up at 7:00, ten minutes later than usual. She went to brush her teeth but found that she was out of toothpaste. When it was time to put on her shoes, she could find only one. She reached into the refrigerator to get her lunch, but it wasn't in its usual place. Then she remembered that she hadn't made her sandwich the night before. At 7:45 she hurried out the front door and sprinted to the bus stop. Just as she reached the bus stop, she saw the back of her school bus in the distance as it made its way to school. "Maybe I should have stayed in bed this morning," Sara mumbled to herself, turning to trudge back to the house to tell her mother that she needed a ride to school.

What is the effect of Sara arriving at her bus stop a little late? Write your answer in the blank box.



Sara misses her school bus. She'll have to get a ride from her mother.

Chronological Order—Another way an author can organize events is in **chronological**, or time, order. In the story above, the events are told in the order in which they occur in time. Many authors choose to write stories beginning with the first event that occurs and ending with the last event. Authors often use clue words to help you see the order of events clearly.

Reread paragraphs 4–6 of “Mayday!” on page 11. Pay careful attention to the order of events.

What happens first in this part of the story?
Li-Minh hears a call for help on the ham radio.

What happens after Li-Minh turns up the volume on the radio?
Just as she is about to give up, Li-Minh thinks she can hear the voice again.

What happens next?
Li-Minh radios back, trying to get in touch with the person who sent the emergency call.

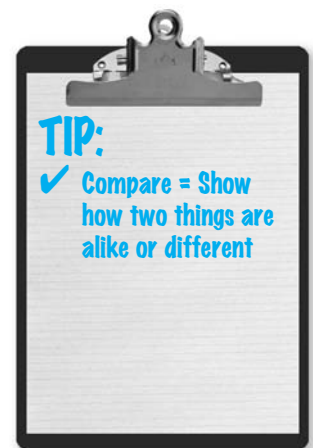
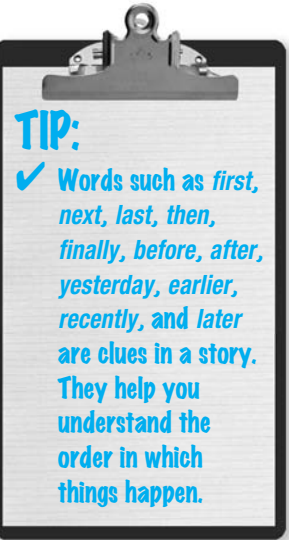
Comparing Two Selections

Have you ever watched a movie or a television show and thought, “Hey, that was kind of like another show I saw”? If you have, then you already know how to compare two stories.

Although not exactly alike, two stories or pieces of writing sometimes can have a lot in common. Here are some ways in which two pieces of writing might be similar and different:

- **Main idea:** Two stories might be about different characters in different settings but still have the importance of trust or some other theme as the main idea.
- **Subject:** You might read a fictional story about a windsurfer, a nonfiction essay about a real windsurfer, an article about the history of windsurfing, or a poem about the thrill of windsurfing. Each of these has the same subject or topic (windsurfing), but each is presented in a different way.
- **Setting:** Stories might be set in the same place and at the same time but be about different characters.
- **Characters:** You might read two stories about the same characters. Or you might read the same story told by two different characters.
- **Plot:** Two stories might have the same plot. Even if the setting and the characters are different, the action is similar in each story.
- **Conflict:** Two stories might have the same basic conflict, such as people struggling against nature.
- **Organization:** Two authors might organize their writing in similar ways, such as in time order or cause and effect.

At times the seventh-grade TAKS test will have two stories that are meant to be read together. These are called paired selections. When reading paired selections, you must be able to recognize how the two stories are similar and different.



Compare the two stories that follow. First take a look at this story:

First Day

Cheyenne took her seat and stared at her desk. Her face and neck became uncomfortably hot as she tried to look as if she belonged. Pairs of eyes were glued to her, watching her every move. Had they never seen anyone from Texas before?

Cheyenne took a deep breath and glanced at the clock—58 minutes until class would end. Then she would have five minutes until the next class, and the staring would start all over again.

Cheyenne regretted all the times she had stared when someone new had entered her class, especially Emil. She remembered how lost and confused he had looked. Cheyenne wished she could turn back the clock and do things differently. Then maybe she wouldn't feel this way. Would she ever get used to Iowa?

Now look at this story:

Moving to Minnesota

Sophie plopped down in her seat and shoved her backpack under her chair. She glanced at the clock and drummed her fingers on her desk. She felt as though this was the beginning of an adventure, and she couldn't wait to get started. As she looked up at the clock a second time, she noticed everyone staring at her. Maybe they had never met a Texan before.

Sophie smiled as she thought about it. Perhaps she would talk with a slow southern drawl.

Sophie thought back to all the new students who had entered her class, especially Devon. She remembered how fascinating he had seemed. And those stories he used to tell! Even if they weren't true, he knew how to liven things up. She would never forget Devon. Now it was her turn to liven things up, if only class would start.

How are these two stories alike?

Both characters have moved from Texas to someplace new. Both stories contain a clock as a symbol and a memory that lets the reader understand how each character views the idea of being a new student.

How are these stories different?

Cheyenne and Sophie view their new surroundings differently. Cheyenne is nervous and full of regret, while Sophie is playful and adventuresome. In "First Day," the clock represents Cheyenne's nervousness and regret. She wishes she could go back in time and undo things. In "Moving to Minnesota," the clock is a symbol for adventure. Sophie is ready to begin an adventure. She wishes she could go back in time only to relive past adventures.

Representing Information in Different Ways

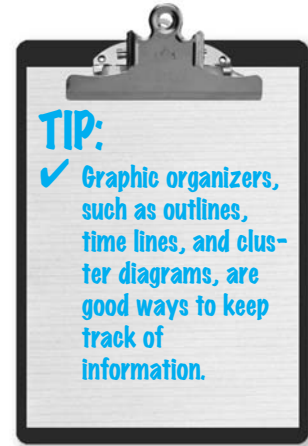
One way to keep track of the information you read is to take notes. Another way is to make graphic organizers such as outlines, Venn diagrams, time lines, and cluster diagrams. Seeing information in a graphic organizer can help you answer questions about what you have read.

- An **outline** is an organized list of main ideas and important details. You can use an outline to show the relationships among ideas in an informational text.

Outlines usually follow the form shown below.

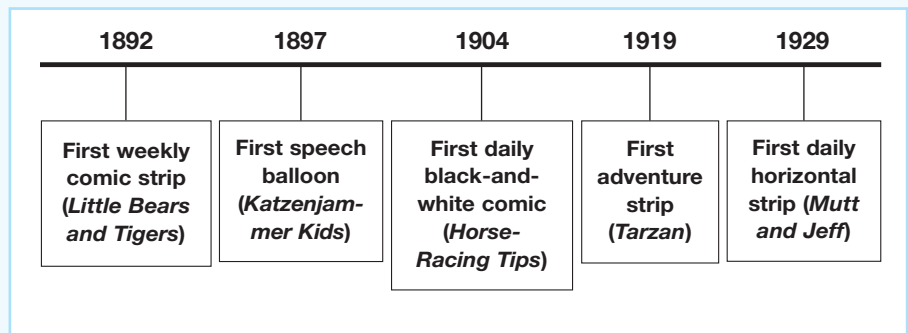
Ham Radios

- I. Radio operators
 - A. Need a license
 1. Must pass a test
 2. Can receive three different types of license
 - B. Can be any age
 - C. Are taught by teachers who are called Elmers
- II. Uses of ham radios
 - A. Can transmit two-way communication
 1. Can talk to people around the world
 2. Can talk to astronauts in space
 - B. Can send Morse code, computer, or voice signals
 - C. Can be used during emergencies



- A **time line** is a type of graph that shows the order in which events take place and the amount of time that passes between each event. Marks on a time line show units of time.

Suppose you read an informational text on the development of the newspaper comic strip. You might show the information on a time line to help keep track of the order of events.



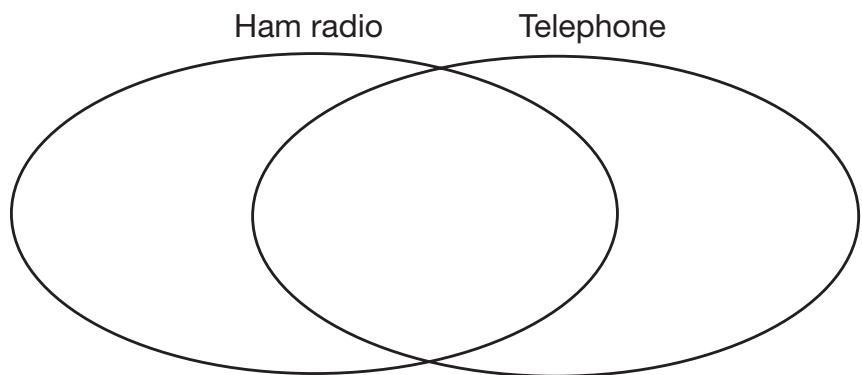
When did the first weekly comic strip begin?

The first weekly comic strip began in 1892.

How many years after the first weekly strip did the first adventure strip appear?

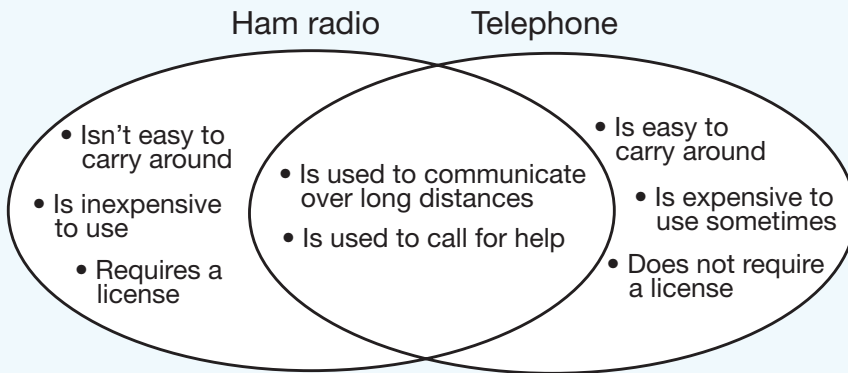
The first adventure strip appeared 27 years after the first weekly strip.

- A **Venn diagram** can show how things are alike and how they differ. It can be used to compare two characters, stories, events, or ideas. Look at the Venn diagram below.



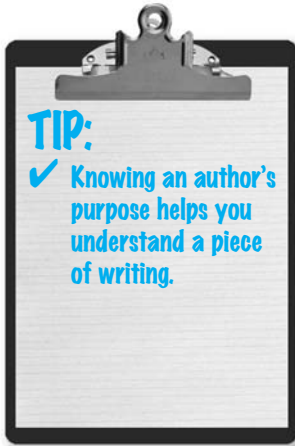
The diagram is made up of two ovals. Each oval represents one of the things being compared. The area where the ovals overlap shows how the two things being compared are similar. The other part of each oval shows how the two things being compared are different from each other.

Think about the story “Mayday!” In the story, Li-Minh compares her ham radio to a telephone. You can make a Venn diagram to organize this information. Read the Venn diagram below and then answer the questions that follow.



According to the story, how are ham radios and telephones alike? Using the diagram, you can look at where the two ovals overlap to find the answer to this question. Ham radios and telephones are both used to communicate over long distances and to call for help.

What is one difference between a ham radio and a telephone? Any of the ideas listed in the two outside parts of the ovals could answer this question. For example, telephones are easy to carry around, but ham radios are not. Telephones can be expensive to use, especially when calling long-distance, but ham radios are not. Ham radios require a special license, but telephones do not.



Purposes of Text

As you read, ask yourself, “Why did the author write this?” Authors write stories and articles for different reasons, or purposes. Some of these reasons are:

To inform—Some types of writing are created to inform readers about topics or events. You read them to find out factual information. Newspapers, encyclopedias, and textbooks are all written to inform. For example, an article about camping in U.S. national parks is meant to inform.

To persuade—If a writer wants to make the reader feel a certain way about something, he or she is trying to influence or persuade. The writer uses powerful words to make the reader feel a certain way. For example, an editorial in favor of lower fees for campsites in national parks is meant to persuade.

To explain—Some pieces of writing are created to give the reader specific instructions or directions—for example, directions on how to set up a tent.

To entertain—Many stories and books are written to entertain readers by telling a good story. For example, a made-up story about a camping adventure is meant to entertain.



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Some writing has more than one purpose. A story about a mountain-climbing adventure might entertain you and teach you about mountain climbing at the same time. An advertisement for a toaster oven might include recipes to try.

Why do you think the author of “Mayday!” wrote the story?
The author’s main purpose seems to be to entertain.

What other purpose does the story serve?

The story contains interesting information about ham radios, so another purpose of the story is to inform the reader.

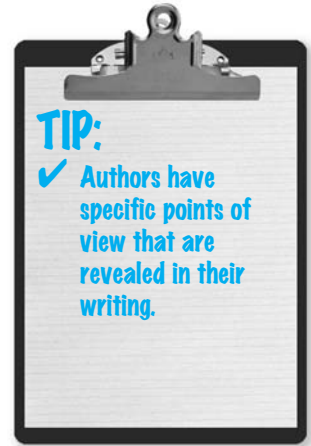
Language and details are clues to an author’s purpose. In “Mayday!” the author presents details in time order and builds suspense about the emergency in the story. These are clues that the author’s purpose is to entertain. When you read the story, you also learn something about ham radios. The author informs you about ham radios so that you can better understand the story.

How an Author's Perspective Affects a Text

An author's **perspective**, or point of view, is the way the author looks at the world. This perspective is a combination of ideas, beliefs, attitudes, and feelings.

Understanding an author's point of view is sometimes easier in a nonfiction selection. The author will often state his or her opinion directly, as in "I have always loved the smell of bread baking in the oven" or "There are far too many advertisements in most magazines."

Authors of fictional, or made-up, stories don't usually state their opinions in their works. Still, you can often guess an author's point of view by looking closely at story elements, such as plot, character, and theme.



Read the paragraphs below. Notice how the two writers differ in their feelings about living in a big city.

Point of View #1

Big cities are for me! I wouldn't ever want to live anywhere else. I go to a big school and have friends from many different backgrounds. For example, my best friend lived in China for the first eight years of his life. I can always find fun things to do in the city. I can go to movies, concerts, and major-league sports events. When I grow up, I know I will want to live in a big city. Just think about all the different kinds of jobs I will be able to choose from!

Point of View #2

I have never liked living in a big city. Big cities have too many cars, too many people, and too many big buildings. It seems like I spend half my life sitting in a car waiting for red lights to turn green. The noise is awful, too. I know it would be different if I lived in the country. I could have a horse, go fishing, and hang out with my friends. I wish we could move to the country.

How would you describe the first writer's point of view about living in a big city?

The writer thinks that living in a big city is great.

How would you describe the second writer's point of view?

The writer thinks that living in a big city is difficult.

Both writers share their feelings about living in a big city, but they have different perspectives—they see living in the city in different ways.

How authors think and feel affects their view of the world and how they write about it.

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

What are “critical-thinking skills”?

Careful readers use critical-thinking skills to gain a deeper understanding of what they read. Critical thinkers make judgments and solve problems by applying the information that they learn to new situations.

Thinking critically about a text includes being able to do the following:

- Understand when deeper meanings are implied rather than directly stated in a selection
- Form conclusions based on the information within a selection
- Make reasonable predictions about what might happen next
- Support conclusions, generalizations, and interpretations with ideas and sentences from the selection
- Distinguish between facts and opinions, especially in selections whose purpose is to persuade the reader about a specific topic, such as newspaper articles and advertisements
- Make connections between the themes and issues presented in texts
- Recognize how an author chooses to organize information
- Assess the ways that style, tone, and mood affect texts

Inference

Authors don't always clearly state every idea in a story or article. When you recognize these unstated ideas, you are making an inference. As you read, you make inferences by drawing conclusions, forming generalizations, or making predictions.

Conclusions—One type of inference is a **conclusion**. Drawing a conclusion is like putting a puzzle together. You piece together information that is specifically stated in the selection with information that is implied or with guesses that you make based on your own experience. In other words, you answer questions such as:

- What is the author suggesting in this selection?
- What does my own experience tell me about this?
- What makes sense based on what I'm reading?

Drawing conclusions helps you better understand the characters and situations in a selection.



TIP:

✓ When you make an inference, look for evidence in the text that will support your educated guess.

Go back to page 12 and reread paragraph 14 of “Mayday!”

Based on the information in the paragraph, what can you conclude about the weather in Farmington, Colorado?

It is not snowing there.

What information did you use to draw this conclusion?

Li-Minh’s mother compares the location of the storm on the television map to the map in the atlas and says that “it’s not in the right area.”

Generalizations—A **generalization** is a judgment. Drawing conclusions and making generalizations depend on being able to put together what you know and what you have read.



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Suppose you read a newspaper article about an increase in the number of Little League teams being formed in cities across the United States. From this information you might make this generalization:

Little League is becoming more popular in the United States.

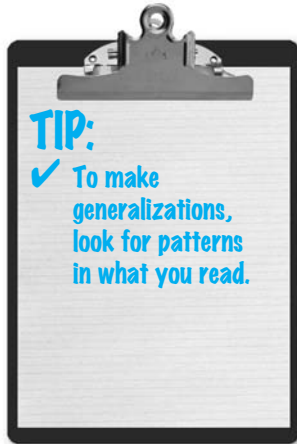
For a generalization to be valid, it must be based on evidence. Generalizations are not guesses. Valid generalizations often use words such as *many*, *often*, and *some*.

Rain falls in *many* southern states in spring.

Generalizations that are not valid often make statements that are too broad. They may use words such as *all*, *always*, *every*, and *never*.

Every student has read *Tom Sawyer*.

Making generalizations will help you connect information that you read with your own experiences.



Try It

Reread paragraphs 2 and 3 of “Mayday!” on pages 10–11.

1. What generalization can you make about using a ham radio?

2. What evidence from the text supports this generalization?

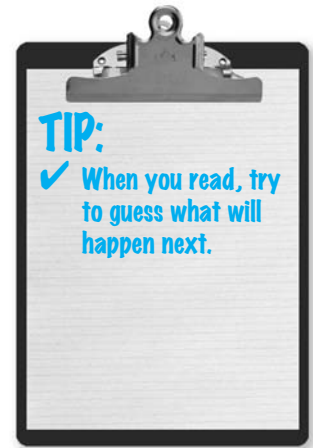
1. Ham radios are not as convenient to use as modern telephones.

2. In paragraph 3, you learn that a ham radio is bulky, its reception is sometimes bad, and it can't be carried from room to room. Using this information and what you know about telephones, you can infer that ham radios are not as convenient to use as phones.

Predictions—When you make a **prediction** in a story, you guess what might happen based on information in the story and your own experience.

To make a prediction, notice the following things as you read:

- Details about character, plot, and setting
- What a character says and does
- Foreshadowing, or hints about what might happen in the future



Read the story below. What prediction can you make?

The Show Must Go On

The curtains were about to open, but the play could not begin without Alisha. She had a starring role. Mrs. Kirkland nervously watched the door. She hoped that at any second it would swing open and Alisha would rush in. Mrs. Kirkland tried to ignore the fact that the play should have started 10 minutes ago, but the rustling and whispering from the other side of the curtain grew louder. The audience was growing restless! “Bring me Alisha’s costume, please,” Mrs. Kirkland said to a stagehand. As she waited, Mrs. Kirkland whispered, “I sure hope that skirt fits me.”

What do you predict Mrs. Kirkland will do?

Mrs. Kirkland will take the place of Alisha in the play.

What clues helped you make this prediction?

Although the play should have begun 10 minutes ago, Alisha hasn’t arrived yet. Mrs. Kirkland tells a stagehand to bring her Alisha’s costume. She whispers to herself that she hopes the costume will fit.

As you read, you may have to change a prediction based on new information in the story.

Supporting Your Interpretation with Text Evidence

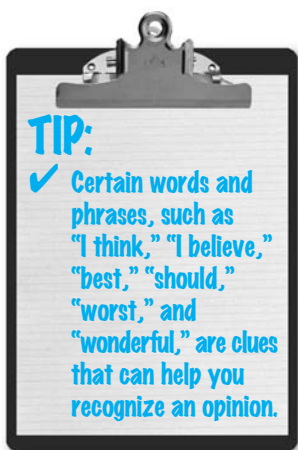
A key ingredient in making an inference is the information an author gives you. This information can be ideas, details, facts, or examples. The author's thoughts and ideas combined with prior knowledge allow a reader to provide powerful **support**, or evidence, for a particular interpretation of a text.

When interpreting a text, you may use the actual words an author has written to support your interpretation. Other times you will paraphrase, or restate in your own words, what the author has written. When you paraphrase, you often think again about your own knowledge and experiences that are connected to what you just read.

Fact and Opinion

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

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



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

Sentence 1: Granite is a rock made from melted material called magma.

Sentence 2: Granite is the best material to use for countertops.

Sentence 1 is a fact. You can prove it by using a reference source about granite.

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

Try It

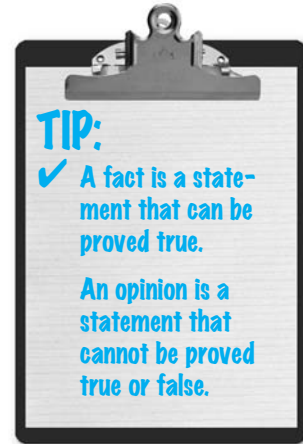
Read the sentences below from a report about ham radios.

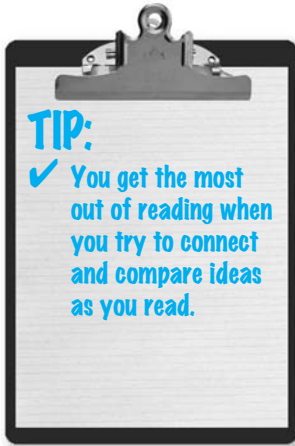
Operating a ham radio is the best hobby around. It doesn't take much to get started with this hobby. The first thing you need to do is get a license. There are three different kinds of licenses, and to get the most basic one, you have to pass only a multiple-choice test. After you've gotten your license, you'll need to pick the radio that best suits your needs.

1. Which underlined sentence is a fact?

2. Which underlined sentence is an opinion?

1. The second underlined sentence is a fact. It can be proved by using a reference source.
2. The first underlined sentence is an opinion. Operating a ham radio might be the "best hobby around" for the person writing this report, but there is no way to prove that this is true for everyone.





Connecting and Comparing Ideas

An important way to make sense of what you read is to think about the ideas in a story or article. This is especially helpful when you read two selections based on the same topic or theme. You might ask yourself these questions as you read:

What can I learn when I connect the main ideas?

How are the ideas alike? How are they different?

Read the following selections about alligators and crocodiles. Think about how you can compare information contained in each selection.



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Alligators

The alligator is found in marshes and swamps in Florida, the Carolinas, and South Texas. This carnivore has a broad, shovel-like snout and is black with yellowish cross bands across its back, which is protected by bony plates. The alligator grows to be about 13 feet in length and weighs about 300 pounds. This reptile must swallow its food whole because its teeth are not made for chewing; sometimes it holds its prey in its jaws until the animal deteriorates enough to be swallowed.

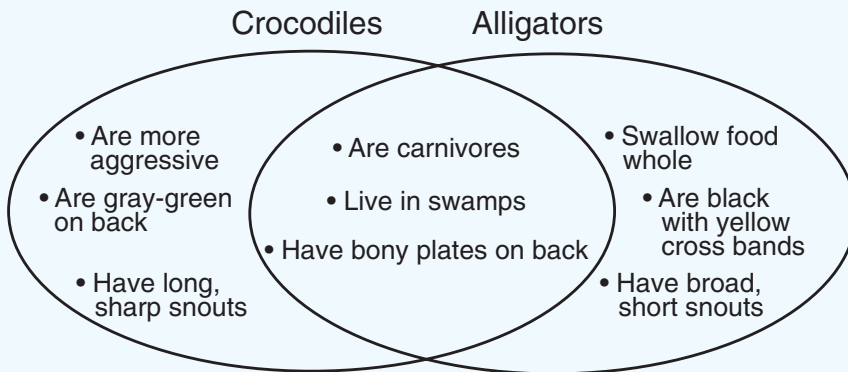


©Craig Lovell/CORBIS

Crocodiles

The long, sharp snout of the crocodile distinguishes it from the alligator. The crocodile is classified as an endangered species throughout its habitat in southern Florida. This cold-blooded carnivore grows to be 10 feet long. Its gray-green back is protected by bony plates, and its underside is pale. The crocodile lives in swamps or along riverbanks and is considered more aggressive than the alligator. Sometimes crocodiles even attack humans.

You might compare the ideas in both selections using a graphic organizer like the Venn diagram below.



Analyzing the Ways Authors Organize Ideas

Authors organize information in different ways. Knowing how a text is organized will help you find the main ideas. For example, if you notice that an author has used a cause-and-effect pattern, you will know to look for more causes and effects as you read.

Here are some of the patterns authors use to arrange and link ideas:

Cause and effect: The author focuses on something that has happened (effect) and tells you why it has happened (cause).

Compare and contrast: The author focuses on how two or more things are alike or different.

Specific-to-general reasoning: The author begins with facts and examples and leads you to a general conclusion based on the facts and examples.

Generalization-to-conclusion reasoning: The author begins with a general statement and provides facts and examples that support it.

Chronological order: The author relates events in the order in which they occur in time.





Read the following selections. Which organizational pattern has each author used?

Accidental Paws

“Oh, my!” Lisa shouted as the container of rice fell from the cabinet. Before she could grab the broom and dustpan, her huge dog Maggie came bounding into the room. When Maggie’s paws hit the grains of rice, she began to slide across the kitchen floor. Unable to regain her footing, she slid right into Lisa. Lisa came tumbling down on top of Maggie, who yelped and gave Lisa a surprised look.

People and Their Pets

Many families in the United States keep pets. Some people have dogs and cats. Others have birds such as parakeets and parrots. Some keep snakes in aquariums, while others keep goldfish in bowls. It might be said that pets are as varied as their owners.

How has the author organized the first selection?

The author organizes it through cause-and-effect relationships.

What clues tell you this?

The rice causes the dog to slide, which causes Lisa to fall down.

How has the author organized the second selection?

The author uses generalization-to-conclusion reasoning.

What clues tell you this?

The first sentence, a generalization, is followed by examples. The last sentence states a conclusion based on these details.

Paying attention to how an author organizes a selection can help you understand the information in it. Often authors will use more than one organizational pattern in their writing.

Style, Tone, and Mood

Suppose you read a story about someone who travels to Japan. Then you read another story about the same subject by a different author. What sets these stories apart? The main difference might be that the authors do not use language in the same way. Another difference might be that one author may tell the story in a humorous way, while the other may tell the story in a serious way. The overall feeling of each story might be different, too.

Style is the way an author uses words, phrases, and sentences. Two authors' styles can be as different as their speaking voices or signatures.

Tone is an author's attitude toward the subject he or she is writing about. The tone of a story can be lighthearted, curious, angry, and so on. The way an author feels about a subject determines the language he or she uses. This language sets the tone.

Mood is the overall feeling of a story. The mood of a story can be peaceful, mysterious, suspenseful, and so on. An author's choice of words and details creates the mood.

Authors select words and phrases in a story to elicit certain feelings in you, their audience. Authors are aware that words have the power to make the hairs on the back of your neck stand up or to make you laugh out loud. Mood is this feeling or atmosphere created by the author's words.

Read the sentence below.

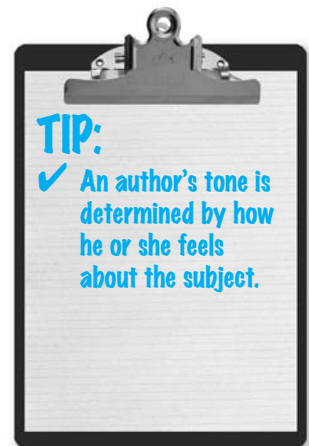
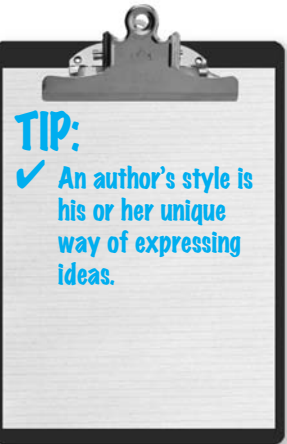
As Steve walked along the dark empty street, he looked nervously over his shoulder.



©Bob Witkowski/CORBIS

How would you describe the mood in this sentence?
The words *frightening*, *suspenseful*, or *eerie* could be used to describe the mood of this sentence.

What words does the author use to create this mood?
The author uses words such as “dark,” “empty,” and “looked nervously.”



Try It

Read the sentence below.

Wearing a huge grin, the child skipped happily across the field toward her friend.



©Larry Williams/CORBIS

1. How would you describe the mood of the sentence?

2. What words does the author use to create this mood?

1. You could say that the mood of this sentence is joyful and happy.
2. The author's choice of words ("huge grin," "skipped happily," and "friend") help create the mood.

Great work! You've finished Step 2 in your "Steps to Success." Be sure to place a check mark in your chart on page 6.

GUIDED PRACTICE

- “Mayday!” Again
- “The Island Where Crab Is King”

The purpose of pages 61–78 is to provide you with reading selections so that you can apply the skills and strategies you learned in the last section. Read each selection carefully, look at the questions in the margins of both stories, and try to answer them as you read.

Although the selections on the actual TAKS test do not include questions in the margins, they are provided here as examples of the types of questions you should ask yourself as you read.

Writing the answers to the questions in the margins of both stories will help guide your thinking and will help you practice a very important life skill.

“Mayday!” Again

Now you will read “Mayday!” for a second time.



©Jack Hollingsworth/CORBIS

“Mayday!” is a **narrative**. It is something you might read for fun, but you might also read it to learn something new.

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 **resolution**, or end to the problem

Mayday!

(Question 1)
What information in paragraph 1 suggests that Li-Minh and Alyssa have agreed to contact each other on the ham radio at a specific time?

1 Li-Minh keyed the microphone on the shortwave radio* again. “K5NRL, this is K5ZXY. Come in. Over.” She listened carefully for a reply but caught only static and occasional pieces of other radio conversations. The old radio set squealed and hissed as she checked the frequency setting again. “Alyssa should be at her radio right now,” Li-Minh thought, “unless she’s forgotten again.” She leaned back and sighed. “Maybe there’s some interference,” she muttered, peering out doubtfully through the window screen. The South Texas sky was clear, and it was even a little hot for late December. A gentle breeze rattled the wind chimes, and their tinkling notes blended with the rustling of the leaves on the old mulberry tree behind the house.

(Question 2)
What is paragraph 2 mainly about?

2 “Oh, well,” Li-Minh mumbled. “I guess she’s busy with her new friends.” Li-Minh and Alyssa were best friends, but Alyssa’s family had recently moved about 50 miles away. “It might as well be a million miles,” Li-Minh thought. It had been her father’s idea that the girls keep in touch by ham radio. Both he and Alyssa’s father had been talking on ham radios since they were kids. Li-Minh’s father had explained that a ham radio was a two-way communication system like the ones used by police and emergency crews. It had sounded so exciting in the beginning. Li-Minh remembered studying with Alyssa for their amateur radio licenses. She frowned as she thought of all the boring rules and emergency procedures that she had had to memorize.

(Question 3)
What information in paragraph 2 suggests that a ham-radio operator is supposed to have an amateur radio license?

3 At first talking on the radio had been fun, but now it seemed tiresome. It just wasn’t the same as talking to someone in person or even on the phone. She knew Alyssa’s new number, but long-distance calls were expensive. Li-Minh looked at the bulky radio and sulked. Its big knobs and dials looked like something out of an old movie. Compared to the modern phone, the radio seemed like an obsolete piece of junk. The reception wasn’t very clear, and Li-Minh couldn’t carry the radio from room to room like she could a cordless phone. In front of Li-Minh, the radio droned on

Continued

(Question 4)
Why has Li-Minh started to lose her enthusiasm for talking on the ham radio?

(Question 5)
What does the word obsolete mean?

* Shortwave radios, sometimes called ham radios, are two-way radios used by amateur radio operators to communicate. Sometimes used to call for help or give warnings, shortwave radios operate in a way that is similar to walkie-talkies, but they are able to communicate over long distances.

in a steady hum of static. “Why would anyone want to talk on a ham radio, anyway?” she asked, reaching for the power switch.

4 “Mayday! Mayday! Anyone listening, please help!” A voice broke through the static.

5 Li-Minh recognized *Mayday* as the international radio distress call. “Someone must be in trouble!” she thought. She turned up the volume and listened closely. The radio whined and popped, but all Li-Minh could hear was the familiar, dull static. Then, just as she was about to give up, she thought she heard a voice again.

6 Li-Minh radioed nervously, “Mayday, this is K5ZXY. What is your emergency? Over.”



7 A muffled reply crackled over the speaker. The voice was faint and broken up, but Li-Minh thought she heard something about a car accident. “Mayday, if you’ve been in an accident, please state your location, and I will get help for you,” Li-Minh said. She twisted the dial as her father had shown her, hoping to fine-tune the signal.

8 “We’re on Old Canyon Road about five miles north of town. We’ve slid off the shoulder. My dad and I are hurt. Please hurry!” a girl’s voice replied anxiously.

9 “Old Canyon Road?” Li-Minh thought. She had never heard of it.

10 “Please hurry,” the voice crackled over the static again. “Our car is stuck in the snow, and we’re freezing.”

11 “Stuck in the snow!” Li-Minh repeated in surprise. “Mayday, what town are you near? Over.” Straining to hear through the

Continued

garbled static and squealing, Li-Minh thought she heard the name Farmington.

12 Just then her parents walked into the house with a bag of hamburgers from their favorite fast-food restaurant. Li-Minh quickly explained what had been happening.

13 “Keep trying to reach her on the radio,” her father said, grabbing the telephone. “I’ll call 911.”

14 Meanwhile Li-Minh’s mother turned the television to a national weather channel. “There’s a big snowstorm hitting parts of Colorado and New Mexico,” she said. She grabbed an atlas from the bookshelf and flipped quickly to the index. “There’s a Farmington, Colorado,” she said, flipping back to the map to check the town’s location, “but it’s not in the right area.” She turned back to the index. “There’s also a Farmington, New Mexico,” she called, “and it looks to be right in the middle of the storm.”

15 “Try Farmington, New Mexico,” Li-Minh’s father told the operator anxiously. Li-Minh went back to the radio and tried to reestablish contact, but her efforts were futile. She had lost the signal, and nothing she did to get it back was working. She could only listen in frustration to the fuzzy background noise. “Yes, about five miles north. That’s right,” she heard her father say. “They’ve reached Farmington, New Mexico,” he said, covering the phone’s mouthpiece. “It’s snowing heavily right now, and there is an Old Canyon Road nearby,” he added. “Yes,” he said, speaking into the phone again. “Please let us know.” He hung up and sighed. “They’re sending a rescue vehicle out to investigate.”

16 Li-Minh and her parents stood still for a minute, wondering what to do next. Li-Minh’s mother suddenly remembered the burgers. They tried to eat, but no one seemed very hungry. Li-Minh picked at her food and fidgeted nervously. She couldn’t get her mind off the voice on the radio. The girl had sounded so desperate.

17 Finally the phone rang. Li-Minh followed her father into the living room and watched him pick up the receiver. “That’s great news,” he said a few seconds later. “The rescue workers have found them, and everyone is safe!” he exclaimed. “They’re on their way to a hospital to be checked out as a precaution, and the girl’s injuries appear to be minor.”

(Question 6)
Why does the author include paragraph 14?

(Question 7)
How is the word contact used?

(Question 8)
How would you describe the mood of paragraphs 13 through 15?

(Question 9)
How would you describe Li-Minh’s attitude toward ham radios at the end of the story?

(Question 10)
What does precaution mean?

(Question 11)
Why would Li-Minh probably have been unable to help the girl and her father if their accident had happened a year earlier?

Practice with Reading Skills

Question 1: What information in paragraph 1 suggests that Li-Minh and Alyssa have agreed to contact each other on the ham radio at a specific time?

Quickly skim paragraph 1. You read in the middle of the paragraph that Li-Minh says, “Alyssa should be at her radio right now.” This detail suggests that Li-Minh expects to reach Alyssa. You probably have had a similar experience in which you told someone that you would phone, only to discover that the person wasn’t home at the prearranged time. Using the information in the story and your own knowledge, you can infer that Li-Minh and Alyssa have agreed to contact each other on the radio at a specific time.



Turn to page 49 for more information about making inferences.

Question 2: What is paragraph 2 mainly about?

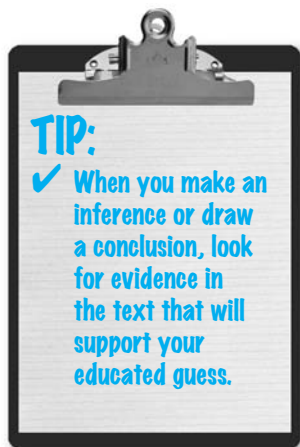
When you review paragraph 2 to find what it is mainly about, you learn that Li-Minh’s best friend Alyssa has moved away. You also learn that Li-Minh’s father suggested that the girls learn to use ham radios to stay in touch. If you put these ideas together, you see that paragraph 2 is mainly about the reason that Li-Minh and Alyssa use ham radios to communicate.

Turn to page 23 for more help with finding main ideas.

TIP:

✓ Remember that the answers to the questions *who*, *what*, *when*, *where*, *why*, and *how* can help you figure out the main idea.

“Mayday!” Again



Question 3: What information in paragraph 2 suggests that a ham-radio operator is supposed to have an amateur radio license?

First review the information in paragraph 2. You read that Alyssa and Li-Minh studied rules and emergency procedures to get an amateur radio license rather than just using the radio without any training. If you combine these details with what you know about taking classes, learning rules, and getting licenses, you can conclude that ham-radio operators are supposed to have an amateur radio license.

Turn to page 49 for more information about making inferences.

Question 4: Why has Li-Minh started to lose her enthusiasm for talking on the ham radio?

This question asks about the motivation behind Li-Minh’s feelings toward the ham radio. At first she thinks that talking on the radio is fun. Then she begins to feel that using a ham radio is “tiresome” because the reception is bad. In addition, she can’t “carry the radio from room to room like she could a cordless phone.” She has lost her enthusiasm for talking on the ham radio because it isn’t convenient to use and she can’t get in touch with her friend Alyssa.

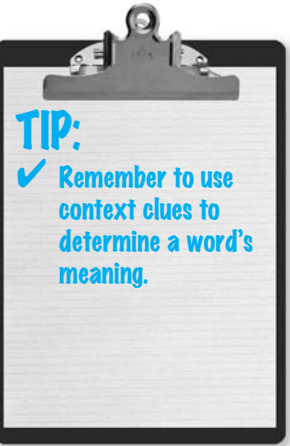
Turn to page 29 for more help with analyzing characters.

Question 5: What does the word obsolete mean?

Let’s go back to paragraph 3 of the story and find the word *obsolete*, which is underlined for you.

When you first read “Mayday!” you might not have known what the word *obsolete* meant. But paragraph 3 helps you figure it out. Look at the words around *obsolete*. In the same sentence, you read the words “compared to the modern phone” and the word “junk.” These are clues to the meaning of *obsolete*. They allow you to make an analogy, or comparison, between newer technology (the phone) and older technology (the ham radio). The comparison suggests that Li-Minh thinks that her ham radio is old and out-of-date, or *obsolete*.

Turn to page 14 for more help with context clues.



Question 6: Why does the author include paragraph 14?

If you read paragraph 14 carefully, you can see that the author includes this paragraph for a purpose—it provides information that shows how the problem of finding the stranded family is resolved. Li-Minh’s mother uses the television and an atlas to locate the crash site.

Turn to page 32 for more help with analyzing plot.



Question 7: How is the word contact used?

If you looked up the word *contact* in a dictionary, this is what you might find.

contact \ˈkän-takt\ *n* **1.** the act of touching **2.** communication **3.** a person serving as a source of information **4.** an electrical part that completes a connection

Look at paragraph 15 to find context clues to help you decide which definition applies. In sentence 2, you read that Li-Minh goes back to the radio. In sentence 3, you read that Li-Minh had lost the signal.

Now let’s look at the four meanings of the word *contact*. Think about which one works best for how the word *contact* is used in the story.

The first meaning, “the act of touching,” doesn’t make sense. Li-Minh is trying to connect with someone in New Mexico.

The second meaning, “communication,” seems to fit because Li-Minh is trying to communicate with someone using a radio—a means of communicating with others.

The third meaning, “a person serving as a source of information,” doesn’t fit with the verb *reestablish*.

The last definition, “an electrical part that completes a connection,” doesn’t make sense. Li-Minh isn’t working with electrical parts or trying to make an electrical connection.

Therefore, the second meaning is correct. It is good to read through all four meanings. By doing so, you are able to see that the first, third, and fourth meanings don’t make sense with the way the word is used in the sentence. This helps you make sure that the second meaning fits with the context of the sentence.

Turn to page 17 for more help with multiple-meaning words.

Question 8: How would you describe the mood of paragraphs 13 through 15?

When you reread these paragraphs, look for details that give you clues about the mood the author is trying to create. For example, in paragraph 13, Li-Minh’s father is described as “grabbing” the phone. In paragraph 14, Li-Minh’s mother flips through the atlas quickly. In paragraph 15, Li-Minh’s father speaks to the operator anxiously, and Li-Minh’s efforts to reestablish contact are futile. All this information works together to make you feel both excitement and tension as Li-Minh’s family works together to get help for the distressed travelers.

Turn to page 57 for more help with recognizing mood.

Question 9: How would you describe Li-Minh’s attitude toward ham radios at the end of the story?

Remember that in paragraph 3, Li-Minh thinks that her ham radio is an inconvenient “piece of junk.” However, you can infer that at the end of the story, she is thankful that she was able to use the ham radio to save people’s lives. Now she might even describe ham radios as useful in an emergency.

Turn to page 29 for more help with analyzing characters.

Question 10: What does precaution mean?

To figure out the meaning of *precaution*, break the word apart: *pre-* + *caution*. Think about the times you have heard or seen the word *caution* used. You might have heard someone tell you to use caution to avoid getting hurt. The word *caution* means “close attention to avoid risk.”

Now look at the prefix. The prefix *pre-* means “before.” You can put together the meanings of the two word parts to figure out that *precaution* means “care or attention taken in advance.”

Turn to page 18 for more help with prefixes and suffixes.

Question 11: Why would Li-Minh probably have been unable to help the girl and her father if their accident had happened a year earlier?

In paragraph 2, you read that Alyssa’s family recently moved away and that Li-Minh and Alyssa studied to earn an amateur radio license. These clues tell you that Li-Minh only recently learned to use the ham radio, so she probably would not have been able to help the girl and her father a year earlier.

Turn to page 39 for more help with using a text’s structure to locate and recall information.



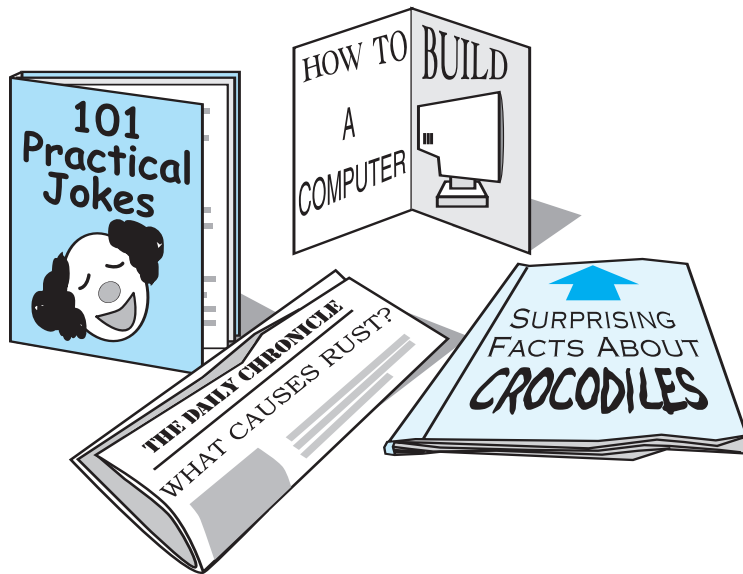
Excellent! You’ve finished Step 3 in your “Steps to Success.” Be sure to place a check mark in your chart on page 6.

“The Island Where Crab Is King”

Now you will read “The Island Where Crab Is King.” 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. Informational writing helps you learn about the world around you.

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

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



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 for when you read an informational article:

- 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 main ideas in your own words.

The County Tribune

Section C1

The Island Where Crab Is King

By Ethan Smythe

As you read, think about how Ethan feels about the place he is describing.

Why is Ethan proud to be a waterman?

What does tranquil mean in paragraph 1?

In what ways does Ethan allow his personal feelings to influence his description of Tangier Island?

1 A hazy fog hovers over a tranquil sea. Across the bay the deep-throated wail of a lonely foghorn floats gently over the calm water. A soft silvery glow lights rows of white-shingled crab houses built on pilings out on the water. It is just after 3:00 A.M. In the pinkish gray preceding the first specks of dawn, fathers and sons raise mesh crab pots from the salty waters of Chesapeake Bay and pour the crabs out into shallow holding tanks. Over and over they haul and empty the pots until the sun creeps above the edge of the Atlantic to reveal the brilliant blue sea and its white frosted surf. The cooing of a mourning dove announces a new day on Tangier—my island home.

2 I follow my father across a humpbacked bridge over a tidal canal, along a road no wider than a sidewalk. There are no cars and no streets here on Tangier Island. Like everyone here, my family gets around on golf carts, motorbikes, and scooters. As my father and I near the white picket fence surrounding our clapboard house, my mother steps onto the porch and calls us to breakfast. It is 7:30 A.M.

3 I am a proud fourth-generation waterman. My great-grandfather first crabbed these waters more than 100 years ago. He worked long and hard, and so do I. My father has taken me out on the water every weekend and summer since I was ten. Over the past three years, I have learned to handle the traps and lines as well as anyone on the island. Sometimes, while I'm pulling up a pot or baiting a trap, I picture my great-grandfather doing the same thing years ago. In those moments, I feel as if I know him.

4 Crabbing is a harsh, relentless job, but it is one of the few occupations on Tangier. Although the island has a couple of grocery stores, a marine filling station, and a few seafood restaurants, most of the island's 800 residents earn their living by trapping crabs. Most islanders who do not work on the bay are employed by the Tangier Combined School.

5 I am one of about 125 students who attend the school. There are only 13 teachers, but they work hard to teach us well and help us succeed. Since the classes are small, we get plenty of individual attention. Many

of our teachers also volunteer to help coach the basketball team or supervise the cheerleading squad. Others help with fashion shows, skits, plays, and other presentations for the public.

6 Each year the school sponsors a Junior-Senior Cruise. It is the biggest event of the year. It will be a few more years before I can participate, but tonight my sister and the other juniors and seniors will take a 90-minute cruise to Salisbury, Maryland, for an evening of dinner and dancing. For some seniors it will be something of a farewell cruise as they embark on a new life away from Tangier Island. While the other students are on the cruise, students in the lower grades will scramble to hide objects all over the island. When the juniors and seniors return, they will take part in an all-night scavenger hunt. There are always great prizes for the winners.

7 Tourists often come to visit my island. They sometimes think Tangier is a strange place. Although the island was first settled more than 300 years ago, it has remained very isolated. Most islanders still speak with the same accents as our ancestors from Cornwall, England. Some people say we sound Shakespearean because we pronounce our words the way they were spoken in the seventeenth and eighteenth centuries.

8 On an island like Tangier, there are very few secrets. Everyone knows you and what you are doing. A large crowd heads for the post office each day when the mail boat arrives from Crisfield, Maryland. Mothers ride scooters with babies in baskets or drive golf carts with children sitting on their laps. Others arrive on bicycles, mopeds, or motorcycles. The front of the post office is soon a swarm of activity. While the mail is sorted, islanders catch up on the latest news and read important notices tacked to the post office door. Perhaps a wedding has been announced, or a new baby has been born. A few islanders will catch a ride on the mail boat’s return trip. Our island is inaccessible by car, so most people take the ferry to the mainland once or twice a month for shopping or entertainment.

9 Today the talk at the post office is all about tonight’s Junior-Senior Cruise. My sister has been looking forward to it for weeks. Later my parents and I will gather at the dock to see her and her friends off. Soon we will be seeing her off to college. I wonder whether she’ll return to Tangier after she graduates. I’ve begun to wonder that about myself lately, too.

10 Although I live on an island that sometimes seems stranded in the past, I feel as modern as any American teenager. My friends and I hang out, drink soft drinks, and

Why isn’t Ethan participating in the cruise to Salisbury, Maryland?

What are the things that happen on the Junior-Senior Cruise?

Why do most islanders speak with the same accent as their ancestors?

What does inaccessible mean in paragraph 8?

What can you tell about the lives of teenagers on Tangier Island?

Why do you think Ethan Smythe wrote this article?

11

listen to CDs. We like pizza, hot dogs, and fries. We read magazines, play video games or air hockey, and talk about our favorite movie stars. We use computers to learn about people all over the world. We have bikes and motor scooters, radios and satellite TV. But we also have beaches and boats, fresh air and open spaces, and on clear mornings the most incredible sunrises you've ever seen.

Still, life on a tiny island is not for everyone. There are no shopping

malls, movie theaters, or video stores. You won't find any amusement parks, skateboard ramps, or fast-food restaurants. But neither will you see any billboards, parking lots, or smog. When two golf carts going in opposite directions happen to meet on one of the narrow one-way paths, both are likely to pull over to let the other pass. This is about as close to a traffic jam as we get on Tangier Island, my island—the island where crab is king.

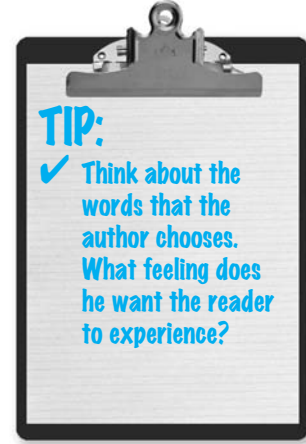
Practice Questions

Here are questions similar to the ones you answered as you read “The Island Where Crab Is King.” 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 and choose the best one.

Question 1

In this article, the author creates a sense of —

- A embarrassment
- B amusement
- C desperation
- D contentment

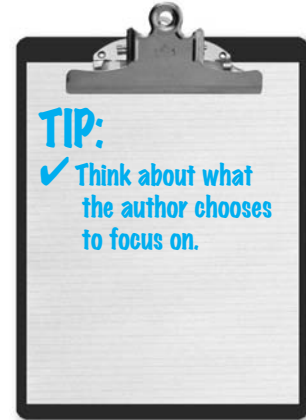


Answer Key: page 93

Question 2

In what way does the author allow his personal feelings to influence his description of Tangier Island?

- A He focuses on the difficult life of the island’s teenagers.
- B He concentrates on the many things islanders must do without.
- C He emphasizes the positive things about life on the island.
- D He discusses the reasons people often leave the island.



Answer Key: page 93

Question 3

What does the word tranquil mean in paragraph 1?

- A Dangerous
- B Peaceful
- C Shallow
- D Powerful

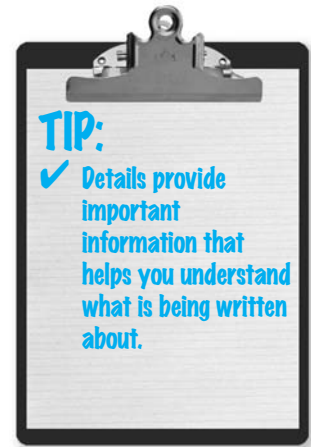


Answer Key: page 93

Question 4

Ethan Smythe is proud to be a waterman because —

- A trapping crabs is a good way to prepare for college
- B he is carrying on a family tradition that dates back more than 100 years
- C most islanders do not have the skill to handle the crab lines and traps
- D he is one of the few people on Tangier Island who still earns his living on the bay




 Answer Key: page 93

Question 5

Why isn't Ethan Smythe participating in the cruise to Salisbury, Maryland?

- A He would rather play video games.
- B He has grown tired of Salisbury.
- C He is supposed to empty the crab pots.
- D He is not old enough.

 Answer Key: page 93

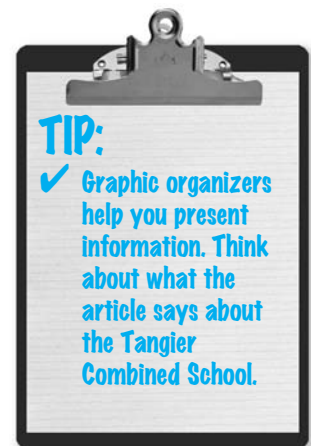
Question 6

Read the following portion of an outline of this article.

- III. Tangier Combined School
 - A. Junior-Senior Cruise
 - 1. 90-minute cruise to Maryland
 - 2. _____
 - 3. All-night scavenger hunt

Which information belongs in the blank?

- A Scooters and golf carts
- B A day of shopping
- C Dinner and dancing
- D Video games and air hockey



 Answer Key: page 94

Question 7

Why do most islanders speak with the same accent as their ancestors?

- A They have had very little contact with people on the mainland through the years.
- B They think that the way most tourists talk sounds strange.
- C They are taught to speak that way at the Tangier Combined School.
- D They like to read books written in the seventeenth and eighteenth centuries.

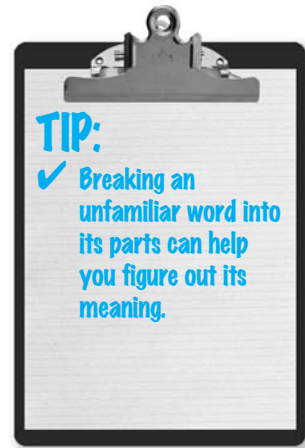


Answer Key: page 94

Question 8

In paragraph 8, the word inaccessible means —

- A not a great distance away
- B too large to be seen
- C not capable of being reached
- D attractive to tourists



Answer Key: page 94

Question 9

From information provided in this article about the lives of teenagers on Tangier Island, the reader can conclude that —

- A some Tangier Island students move away after graduation
- B young people on Tangier Island do not have access to computers
- C students must ride a ferry to school each day
- D the Junior-Senior Cruise takes place every other year

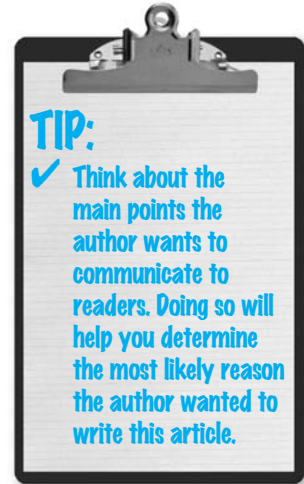


Answer Key: page 94

Question 10

Why do you think Ethan Smythe wrote this article?

- A** To persuade readers that tourists should be kept off Tangier Island
- B** To explain how watermen trap crabs on Tangier Island
- C** To entertain readers with stories about Tangier Island’s early settlers
- D** To describe what it is like to live on a small isolated island



Answer Key: page 94

You have finished Step 4 in your “Steps to Success.” Be sure to place a check mark in your chart on page 6.

INDEPENDENT PRACTICE


- “Patches” and “Crash”

The purpose of pages 81–89 is to provide you with an opportunity to practice what you have learned by reading stories and answering questions similar to those that are on the TAKS test. The two stories, “Patches” and “Crash,” on pages 82–85 are paired selections and should be read together before you answer the questions that follow. Like the selections on the TAKS test, the stories in this section do not have questions in the margins to guide your thinking. You may want to use “What a Careful Reader Does” on page 9 to help you remember what types of questions to ask yourself as you read.

“Patches” and “Crash”

Now you will read two selections, “Patches” and “Crash.” These are paired selections and should be read together before you answer the questions that follow. “Patches” and “Crash” are **narratives**. Remember that a narrative is a story that you might read for fun. As you read both narratives, think about how they work together to provide different information about the same event. From looking at the illustrations below, can you guess what might happen in the narratives?

LOST



Patches
Disappeared the afternoon of
Monday, October 5.
Patches is white with black
spots. He has short hair and
weighs about 30 pounds. He is
very friendly. We miss him!!
Please call Lisa at 555-9043

DOG FOUND
Lovable dog found on
Franklin Boulevard on
Monday, October 5.
He is still a puppy,
white with black spots.
We are sure that he
is missed!
Call Jack at
555-4210

When you read a narrative, look for these things:

- **Characters**, such as people or animals
- **Setting**, or where and when the story takes place
- A **conflict**, or problem, faced by the characters
- A **resolution**, or solution, to the problem

As you read, remember what you have learned so far about being a careful reader. Being a careful reader means asking *who*, *what*, *when*, *where*, *why*, and *how*. It also means using context clues and your experience to figure out the meanings of words that are new to you. And it means determining how the two stories are alike and how they are different.

Ask yourself questions about what is happening in the story. Try to guess what will happen next!

Patches

1 “Patches! Here, boy,” Lisa called, bracing for the impact as she opened the door. At any second the energetic puppy would undoubtedly charge into her like a runaway truck. The playful Dalmatian wasn’t quite a year old, but he was nearly full-grown. When the expected collision didn’t occur, Lisa whistled and called again, but the exuberant dog did not appear.

2 “He’s probably behind the bushes,” Lisa thought. Sometimes Patches liked to lie there in the cool dirt, but he wasn’t there today, nor in his doghouse. Then Lisa saw a hole under the gate. Patches’s collar hung there, caught on a piece of wood, broken at the buckle. “Oh, no!” Lisa cried. “Patches!”

3 “Dad!” she called, running back inside. “Patches is gone!” She felt her eyes fill with tears. Her family lived near a busy street; they had to find Patches quickly.

4 “Get his leash,” her father said, grabbing his keys. “Maybe he hasn’t gotten too far.”

5 Lisa held up the broken collar.

6 “That’s not good news,” he said. Patches’s dog tags dangled from the collar. “That’ll make it hard for people to contact us if they find him.”

7 They searched for hours without finding Patches. “We had better stop for tonight,” Lisa’s father said at last. “Maybe he’s home already. It’s almost time for his supper.”

8 Patches was still gone, however, and Lisa couldn’t stop thinking about him. She picked at her dinner and had a hard time falling asleep. “Good night, Patches,” she whispered. “I hope you’re O.K., wherever you are.”

9 Patches still wasn’t back the next morning, so Lisa and her father spent the day searching the neighborhood again, calling Patches’s name and asking people whether they had seen him. Lisa’s mother used a picture they had taken of Patches and made a flyer to post in places around the area. Lisa’s father even called the newspaper to place a lost-and-found advertisement.

- 10 Lisa just knew something terrible had happened. Before stopping for the day, they went to check the animal shelter. A moment of hope turned into disappointment when it turned out that a Dalmatian the shelter had taken in wasn't Patches.
- 11 Back at home Lisa looked out the window at Patches's doghouse and felt a tear run down her cheek. Would she ever see him again?
- 12 Just then the doorbell rang, but Lisa just stared out the window. Suddenly she heard a familiar bark. "Patches!" she yelled, running to the front room. Patches shot from her father's grip and almost knocked her over.
- 13 A man and a teenage boy were at the door. "He was on Franklin Boulevard," the man said. "We thought he might get hurt, so we picked him up. We didn't know where he belonged."
- 14 "But I saw your flyer at the supermarket," the boy added. Lisa thought he sounded a little sad.
- 15 "Thanks so much," she said, rubbing Patches's neck vigorously. The excited dog barked and wagged his tail. "And you," Lisa said, looking at Patches, "had better ask permission before you go looking for new friends again!"

Crash

- 1 Jack leaned his head back and closed his eyes. It had been a long, hard day washing cars in the hot sun. At least now his baseball team could buy new uniforms. Just as he opened his eyes, something suddenly darted into the road. “Dad, look out!” he shouted.
- 2 His father barely avoided a dog that had run into his lane. The dog barked excitedly, totally oblivious to the danger. Cars in the other lane zoomed past, but the dog stood happily wagging its tail just a few feet away. “Dad, we’ve got to help it,” Jack said, reaching for his seat belt.
- 3 “Wait,” Jack’s father said, turning on the truck’s emergency flashers. “You stay in the truck.” He waited for a break in the traffic before getting out. The friendly dog ran right over and jumped up on him. “Easy, boy,” he said. “Well, we had better get him off this busy street,” he said as he opened the door. The excited dog leapt in easily and bounded onto Jack’s lap.
- 4 “I don’t see a collar. Can we keep him?” Jack asked excitedly.
- 5 “Let’s try to find out who owns him. They’re probably worried.”
- 6 “He’s a Dalmatian,” Jack said. The dog’s coat was sprinkled with characteristic black spots.
- 7 They drove around for over an hour, asking whether anyone knew someone who had lost a dog, but no one did. Finally they took the dog home. “Just for tonight,” Jack’s father warned. “Tomorrow I’m putting a lost-and-found advertisement in the newspaper. We can put up some flyers, too.”
- 8 “What if nobody calls?” Jack asked hopefully.
- 9 “Let’s see what happens,” his father said cautiously. “A pet is a big responsibility.”
- 10 “O.K.,” Jack said. Still, it was hard to curtail his enthusiasm. He was excited and already had a name in mind.
- 11 They spent the next day putting up flyers. Crash, as Jack had started calling the energetic dog, rode with them. “This is the last one,” Jack said finally. “How about that pole?”

- 12 “We’ve put several around here already,” his father said. “Let’s put it in that big supermarket up the road. It’s a long way from where we found him, but many people shop there.”
- 13 Jack’s father and Crash waited while Jack ran inside. A few minutes later he came out carrying a different flyer. “Look!” he said. “Someone is looking for him.”
- 14 A few minutes later a tired-looking man answered the door at the house listed on the flyer that Jack had found. “Have you been looking for this guy?” Jack’s father asked with a grin.
- 15 “Patches, you rascal!” the man said, grabbing hold of the dog. The dog barked excitedly.
- 16 “Patches!” someone called from another room. Suddenly the impulsive dog bolted loose and crashed into a girl just as she came into the room.
- 17 “Tired?” Jack’s father asked a few minutes later on their way home.
- 18 “Not too tired for a trip to the pet store,” Jack replied hopefully.

Practice Questions

Answer these questions about the selections you just read, “Patches” and “Crash.” As you do, think about the skills you have learned already in “Mayday!” and “The Island Where Crab Is King.”

Use “Patches” (pp. 82–83) to answer questions 11–13.

Question 11

From information about animal shelters provided in this story, the reader can infer that —

- A animal shelters are places where injured animals are taken to see a veterinarian
- B most lost animals are eventually found and taken to a nearby animal shelter
- C animal shelters are places where people sometimes take stray animals
- D information about lost animals should be taken to the nearest animal shelter



Answer Key: page 95

Question 12

Which of these is the best summary of this story?

- A Lisa’s dog does not come when she calls him. She thinks he is probably lying behind the bushes, but he isn’t there when she looks. While looking around her backyard, she sees that he has dug a hole and crawled out.
- B After Lisa discovers that her dog is missing, she and her father search for him for the rest of the day and most of the next day but do not find him. That night a man and his son bring the dog home after seeing a flyer that Lisa’s mother put up in a nearby supermarket.
- C Lisa and her father search their neighborhood for Lisa’s lost dog, but nobody has seen him. When it gets late, they decide to quit for the night. Lisa’s father promises to put an advertisement in the lost-and-found section of the newspaper.
- D Lisa and her father go to the animal shelter to see whether their missing dog has been picked up but are disappointed to find out that he hasn’t. Later that night, as she is wondering whether she will ever see the dog again, Lisa hears a familiar bark.




Answer Key: page 95

Question 13

In paragraph 1, the word exuberant means —

- A high-spirited
- B beautiful
- C slow-moving
- D lazy

 Answer Key: page 95




Use “Crash” (pp. 84–85) to answer questions 14–15.

Question 14

In paragraph 3, Jack’s father turns on his truck’s emergency flashers because —

- A he wants to attract the attention of the dog’s owners
- B stopping on the side of the road is dangerous
- C he needs to get the attention of nearby police officers
- D the dog needs to be scared away from the road


 Answer Key: page 95



Question 15

How do Jack and his father figure out where to take the dog they find?

- A Someone tells them about a family that has lost its dog.
- B Jack sees a flyer about the dog posted in the supermarket.
- C They get a call from Lisa’s mother after she sees their flyer.
- D Lisa sees their lost-and-found advertisement in the newspaper.

 Answer Key: page 95

Use “Patches” and “Crash” (pp. 82–85) to answer questions 16–20.

Question 16

Why does Jack sound sad when he and his father return the dog to Lisa?

- A He sees that Lisa doesn’t treat the dog very nicely.
- B It turns out that it is not the right dog after all.
- C Lisa and her father do not offer him a reward.
- D He was hoping that he might get to keep the dog.



Answer Key: page 96

Question 17

One way these selections are similar is that both —

- A explain why animal shelters are necessary
- B describe what Dalmatians look like
- C explain how to make a flyer for a lost pet
- D involve families trying to get a dog back to its home



Answer Key: page 96

Question 18

These two selections tell the same story but have different —

- A characters
- B points of view
- C outcomes
- D time periods



Answer Key: page 96

Question 19

Which sentence from these selections supports the idea that Lisa’s father is exhausted from looking for the dog?

- A *Lisa’s father even called the newspaper to place a lost-and-found advertisement.*
- B *A few minutes later a tired-looking man answered the door at the house listed on the flyer that Jack had found.*
- C *Patches shot from her father’s grip and almost knocked her over.*
- D *“Tired?” Jack’s father asked a few minutes later on their way home.*


 **Answer Key: page 96**

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Question 20

An idea in both selections is —

- A solving problems
- B growing up
- C helping strangers
- D being honest

 **Answer Key: page 96**

Congratulations! You’ve finished the last step in your “Steps to Success.” Be sure to place a check mark in your chart on page 6.

ANSWER KEY

- “The Island Where Crab Is King”
- “Patches” and “Crash”

The reading answer key on pages 93–96 provides the answers and explanations for the practice questions that follow “The Island Where Crab Is King” and the paired selections “Patches” and “Crash.” Check your answers to see whether you got the questions right. Don’t worry if you miss some; the explanations included with each question will help you know how to answer the questions correctly.

Reading Answer Key

“The Island Where Crab Is King”

Question 1 (page 75)

- A Incorrect. There are no clues in the article that the writer feels embarrassed.
- B Incorrect. There are no clues in the article that the writer feels amused. He is giving a serious description of his home.
- C Incorrect. There are no clues in the article that the writer feels desperate. He describes his school and the island itself as a nice place.
- D **Correct.** The article is full of clues that show the writer’s contentment. Words such as “a soft silvery glow,” “the cooing of a mourning dove” (paragraph 1), and “the most incredible sunrises” (paragraph 10) show that the island is peaceful and beautiful. Statements such as “I am a proud fourth-generation waterman” (paragraph 3) and “I feel as modern as any American teenager” (paragraph 10) show that the writer is happy with his life.

If you missed this question, turn to page 57 to read more about style, tone, and mood.

Question 2 (page 75)

- A Incorrect. The writer does say that crabbing is hard work, but he makes the life of the island’s teenagers seem pleasant, not difficult.
- B Incorrect. In paragraph 11, the writer does mention things islanders must do without, but this is not the focus of the article.
- C **Correct.** The article is about the things the writer likes about the island: its beauty, its traditions, and its small size.
- D Incorrect. The article does not really discuss why people move away from the island.

If you missed this question, turn to page 47 to read more about how the author’s perspective affects a text.

Question 3 (page 75)

- A Incorrect. The words “floats gently over the calm water” in the next sentence show that the sea is not dangerous.
- B **Correct.** The words “floats gently over the calm water” in the next sentence are a clue that *tranquil* means “peaceful.”
- C Incorrect. It does not make sense to describe a sea as “shallow.”
- D Incorrect. The words “floats gently over the calm water” in the next sentence show that at the moment the sea is gentle, not powerful.

If you missed this question, turn to page 14 to read more about context clues.

Question 4 (page 76)

- A Incorrect. Nothing in the article suggests that working as a waterman trapping crabs is a good way to prepare for college.
- B **Correct.** Paragraph 3 states that Ethan is proud to be carrying on the work that his great-grandfather used to do.
- C Incorrect. Paragraph 4 says that “most of the island’s 800 residents earn their living by trapping crabs.”
- D Incorrect. Paragraph 4 states that most islanders earn their living either on the bay or at the Tangier Combined School.

If you missed this question, turn to page 49 to read more about drawing conclusions.

Question 5 (page 76)

- A Incorrect. Ethan never says he would rather play video games than go on the cruise.
- B Incorrect. Ethan never says he has grown tired of Salisbury.
- C Incorrect. Paragraph 1 shows that the crab pots are emptied in the morning.
- D **Correct.** In paragraph 6, Ethan says, “It will be a few more years before I can participate.”

If you missed this question, turn to page 49 to read more about making inferences.

Question 6 (page 76)

- A** Incorrect. Scooters and golf carts have nothing to do with the school, the cruise, or the scavenger hunt.
- B** Incorrect. Paragraph 8 does say that people shop on the mainland, but this has nothing to do with the school, the cruise, or the scavenger hunt.
- C** **Correct.** Dinner and dancing occur the same night as the cruise to Maryland and the scavenger hunt.
- D** Incorrect. Video games and air hockey are mentioned in paragraph 10 to show that Ethan and his friends are modern teenagers. However, this has nothing to do with the school, the cruise, or the scavenger hunt.

If you missed this question, turn to page 43 to read more about using graphic organizers to represent information.

Question 7 (page 77)

- A** **Correct.** Paragraph 7 of the article says Tangier has remained very isolated since it was first settled more than 300 years ago.
- B** Incorrect. The article does not say the islanders think tourists sound strange.
- C** Incorrect. Nothing in the article suggests the islanders are taught to speak that way.
- D** Incorrect. Nothing in the article suggests the way the islanders speak comes from reading books.

If you missed this question, turn to page 39 to read more about cause and effect.

Question 8 (page 77)

- A** Incorrect. This choice does not make sense with the rest of the sentence. What would the fact that the island is “not a great distance away” have to do with the fact that people take the ferry to the mainland?
- B** Incorrect. This choice doesn’t include the meaning “not” from the prefix *in-*, and it doesn’t make sense with the rest of the sentence. What would the fact that the island is “too large to be seen” have to do with the fact that people take the ferry to the mainland?
- C** **Correct.** The prefix *in-* means “not,” so *inaccessible* means “not capable of being reached.” The last sentence of paragraph 8 says “people take the ferry to the mainland,” which makes sense if the island is not capable of being reached by car.

- D** Incorrect. This choice does not make sense with the rest of the sentence. What would the fact that the island is “attractive to tourists” have to do with the fact that people take the ferry to the mainland?

If you missed this question, turn to page 18 to read more about prefixes and suffixes.

Question 9 (page 77)

- A** **Correct.** Paragraph 6 says the cruise will be “something of a farewell” for the high school seniors who will “embark on a new life away from Tangier Island.” And in paragraph 9, the writer wonders whether his sister will return to the island after she graduates from college.
- B** Incorrect. Paragraph 10 says students do have access to computers.
- C** Incorrect. Ferries are used to cross water. The school is on the island, so students do not have to cross water to get to it.
- D** Incorrect. Paragraph 6 says the cruise happens every year.

If you missed this question, turn to page 49 to read more about drawing conclusions.

Question 10 (page 78)

- A** Incorrect. The article does not tell how Ethan feels about tourists.
- B** Incorrect. Paragraphs 1 and 3 do talk about how watermen trap crabs, but most of the article is not about trapping crabs.
- C** Incorrect. The article has very little information about Tangier Island’s early settlers.
- D** **Correct.** The article is a description of life on a small island. It describes Ethan’s work as a waterman, his small but good school, how he gets around on the island, and so on.

If you missed this question, turn to page 46 to read more about purposes of texts.

“Patches” and “Crash”**Question 11 (page 86)**

- A** Incorrect. The story does not say there is a veterinarian at the animal shelter.
- B** Incorrect. Patches is lost for most of the story, but he is never taken to an animal shelter.
- C** **Correct.** Paragraph 10 mentions “a Dalmatian the shelter had taken in.” This tells the reader that the shelter takes in stray animals. Also, when Patches is lost without a collar, Lisa and her father go to the shelter to look for him.
- D** Incorrect. Paragraph 10 says that there is a Dalmatian at the shelter. This shows that the purpose of the shelter is to care for animals, not to collect information about them.

If you missed this question, turn to page 49 to read more about drawing conclusions.

Question 12 (page 86)

- A** Incorrect. This answer choice describes things that happen in “Patches,” but these things all happen at the beginning of the story. A summary needs information from the whole story.
- B** **Correct.** This answer choice mentions all the most important events and ideas from the story.
- C** Incorrect. The third sentence does not match what happens in the story. Although Lisa’s father puts an ad in the newspaper, the story never mentions that he promises to do so.
- D** Incorrect. This answer choice describes things that happen in the story, but there are important events that are left out of this summary.

If you missed this question, turn to page 24 to read more about summarizing texts.

Question 13 (page 87)

- A** **Correct.** The words “energetic,” “charge into her like a runaway truck,” and “playful” are all context clues that show that *exuberant* means “high-spirited.”
- B** Incorrect. There are no clues in paragraph 1 that indicate that Patches is beautiful.
- C** Incorrect. The words “energetic,” “charge into her like a runaway truck,” and “playful” show that Patches moves quickly, not slowly.
- D** Incorrect. The words “energetic,” “charge into her

like a runaway truck,” and “playful” show that Patches is the opposite of lazy.

If you missed this question, turn to page 14 to read more about context clues.

Question 14 (page 87)

- A** Incorrect. The story does not say that Jack’s father thinks the dog’s owners are nearby.
- B** **Correct.** Paragraph 2 tells of cars zooming past and suggests that the dog is in danger. Paragraph 3 states that Jack’s father makes Jack stay in the truck. It also tells that Jack’s father waits for a break in traffic before getting out of his truck. The actions of Jack’s father show that he is concerned about being hit by other drivers.
- C** Incorrect. The story does not say that any police officers are nearby.
- D** Incorrect. In paragraph 3, Jack’s father opens the door to the truck so that the dog can jump in. In paragraph 7, he and Jack try to find the dog’s owners. These actions show they want to help the dog get home, not scare it off the road.

If you missed this question, turn to page 39 to read more about recognizing cause and effect.

Question 15 (page 87)

- A** Incorrect. This never happens in the story.
- B** **Correct.** In paragraph 13, Jack comes out of the supermarket carrying a flyer and tells his father that someone is looking for the dog.
- C** Incorrect. This never happens in the story.
- D** Incorrect. This never happens in the story. In paragraph 7, Jack’s father does say he will put a lost-and-found ad in the newspaper, but the story never states whether he does this.

If you missed this question, turn to page 24 to read more about finding supporting details.

Question 16 (page 88)

- A** Incorrect. Neither story ever shows that Lisa does not treat the dog nicely.
- B** Incorrect. Both stories show that Patches and Lisa recognize each other.
- C** Incorrect. It is true that Jack is not offered a reward, but Jack’s actions in “Crash” show that he cares about the dog, not about money.
- D** **Correct.** In paragraph 4 of “Crash,” Jack asks his father whether he can keep the dog. Paragraph 10 of “Crash” says that he has even picked a name for the dog.

If you missed this question, turn to page 41 to read more about comparing two selections.

Question 17 (page 88)

- A** Incorrect. “Patches” mentions animal shelters in paragraph 10, but “Crash” never does.
- B** Incorrect. “Crash” describes Dalmatians in paragraph 6, but “Patches” never does.
- C** Incorrect. Both stories talk about flyers, but neither story explains how to make one.
- D** **Correct.** Both stories are about families trying to get a lost dog back home.

If you missed this question, turn to page 54 to read more about connecting and comparing ideas.

Question 18 (page 88)

- A** Incorrect. Both stories have the same characters: Lisa and her father and Jack and his father.
- B** **Correct.** The events of “Patches” are seen from Lisa’s point of view, and the events of “Crash” are seen from Jack’s point of view.
- C** Incorrect. Both stories have the same outcome: Jack and his father take Patches back to Lisa.
- D** Incorrect. Both stories are set during the same time period: the two days when Patches is missing.

If you missed this question, turn to page 41 to read more about finding differences across texts.

Question 19 (page 89)

- A** Incorrect. This sentence by itself does not show that Lisa’s father is exhausted.
- B** **Correct.** This sentence from “Crash” tells how tired Lisa’s father looks. Paragraph 9 of “Patches” says that Lisa’s father has spent all day looking for Patches.
- C** Incorrect. This sentence is not about Lisa’s father.
- D** Incorrect. This sentence is not about how tired Lisa’s father is.

If you missed this question, turn to page 52 to read more about using a text to support responses.

Question 20 (page 89)

- A** **Correct.** Both selections are about problem solving. Lisa and her father try to solve the problem of finding their lost dog. Jack and his father try to solve the problem of finding a dog’s owners.
- B** Incorrect. Neither story is about growing up.
- C** Incorrect. This idea is found in “Crash” but not in “Patches.”
- D** Incorrect. This idea is found in “Crash” but not in “Patches.”

If you missed this question, turn to page 54 to read more about connecting ideas across texts.

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