

Name: _____

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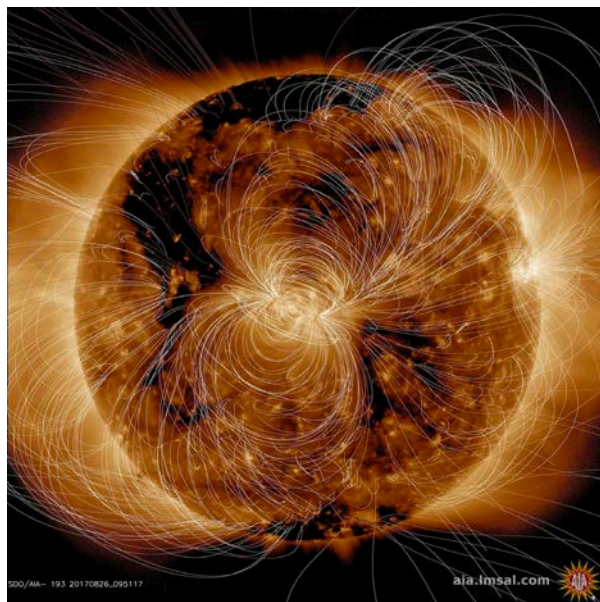
How Computers Help Scientists See the Sun in New Ways

(1) Scientists use many tools to help them understand more about the sun. One of the most important tools is computers. Computers can create pictures of the sun using the information scientists have gathered from space missions.

(2) Sometimes, scientists use computers to help them create a picture of some part of the sun. For example, solar scientists at NASA, who are experts who study the sun, used computers to produce a picture of the magnetic fields on the sun. The energy from these magnetic fields causes explosions. This leads to solar weather, or the changes near Earth caused by the sun's explosions. Solar weather affects the satellites around Earth. These satellites help people gather and share information. Knowing more about how solar weather works can help keep the satellites working well.

(3) Scientists also use computers to help them know other changes that are likely to happen in space. For example, in 2017, many people across the United States were able to see a total solar eclipse. What happens in a total solar eclipse? If the sun, moon, and Earth are lined up, the moon can block the view of the sun from Earth for a couple of minutes. When this happens, people on Earth can see the sun's corona—the bright, glowing gases around the sun.

(4) Using computers, scientists were able to predict what people would see as they viewed the sun's corona during the total eclipse. They shared pictures of the waves



NASA's Solar Dynamics Observatory (SDO) scientists used computers to create a view of the sun's magnetic field. Credit: NASA/GSFC/Solar Dynamics Observatory

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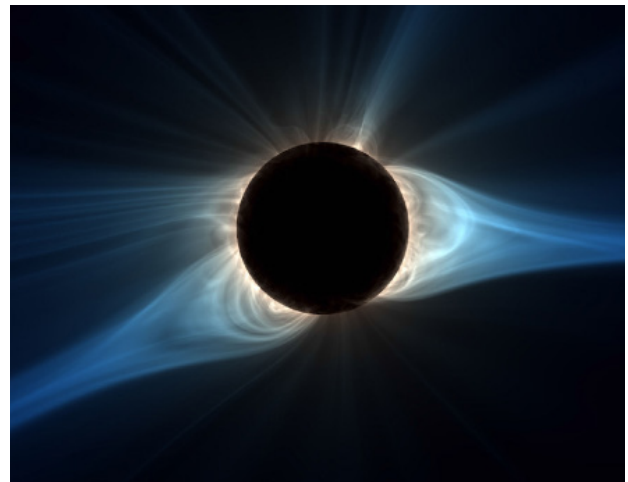
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How Computers Help Scientists See the Sun in New Ways (continued)

of glowing gases that dance around the sun. The gases do not make an even ring around the sun. Instead, these gases go further out in some areas. They look a little like flower petals.

- (5) The computer work was finished about a week before the total eclipse happened. The scientists were nervous. Would the real eclipse match their prediction?
- (6) Scientists compared photographs of the eclipse with the pictures produced by their computer work. They could see where they had been right. They could also see new details. This event gave them a chance to test their work. The scientists could see how well they could create pictures of parts of the sun they cannot usually see.
- (7) In the summer of 2018, NASA sent a spacecraft called the Parker Space Probe to gather new information about the sun. The scientists will connect the information in their computers with the new things they learn from Parker. As Parker sends reports back to scientists on Earth, they will be able to add this information to their computers. This way, scientists can create even more detailed pictures of the sun.



Predictive Science Inc. developed a numerical model that simulated what the corona would look like during the total solar eclipse. The image on the left was created from many photographs taken on the day of the total eclipse. The image on the right is the computer's prediction. Credits: Predictive Science Inc./Miloslav Druckmüller, Peter Aniol, Shadia Habbal/NASA Goddard, Joy Ng

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How Computers Help Scientists See the Sun in New Ways: Questions

1. Refer to the passage, “How Computers Help Scientists See the Sun in New Ways.” Identify one reason computers are useful when studying the sun.
Choose the best answer.

- a. Computers can help produce pictures of the sun.
- b. Computers are relatively easy to use.
- c. Computers create solar weather.
- d. Computers can be sent into space

-
2. Refer to the passage, “How Computers Help Scientists See the Sun in New Ways.” After reading the passage, select two reasons the author gives for why computers are used to study changes in space. *In the boxes, write the letters for the correct sentences.*

Reasons	
□	□

- a. Computers can help scientists see new details.
- b. Computers are used to predict what will happen on the moon.
- c. Computers can help scientists predict what will be visible during a solar eclipse.
- d. Computers help scientists reduce their nervousness.
- e. Computers are used to predict the weather.

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How Computers Help Scientists See the Sun in New Ways: Questions (continued)

3. Refer to the passage, “How Computers Help Scientists See the Sun in New Ways.” What conclusion can be drawn from the photos of the solar eclipse and the model created by a computer? *Choose the best answer.*

- a. The Parker Space Probe was not successful in its attempt to take photos of the sun.
- b. Scientists should find other ways to study the sun besides using computers.
- c. The computer’s prediction of how the solar eclipse would look and how the solar eclipse actually looked are almost exactly the same.
- d. The computer was not successful in predicting what the solar eclipse would look like.

4. Refer to the caption underneath the second set of photos in the passage, “How Computers Help Scientists See the Sun in New Ways.” Use context clues to determine the meaning of “simulated.” *Choose the best answer.*

- a. presented
- b. interpreted
- c. made to look like
- d. created naturally

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The Lighthouse

- (1) Marjane eagerly scanned the posted audition list on the bulletin board outside of the auditorium. Her heart pounded in her chest as she searched for her name—Daniel, Mike, Jo, Daya, Ming, Marjane! She'd finally found it at the bottom of the list, but there was a problem.
- (2) "The lighthouse?" she said, disappointment creeping in. "They cast me as the lighthouse? The lighthouse doesn't even talk!" Marjane stomped away from the board, staring at the floor.
- (3) Still, Marjane showed up for the first rehearsal that Friday after school. Maybe she could convince Mr. Cook to give her a larger role. The auditorium doors echoed as they shut behind her, and Marjane felt hopeful as she joined the cast sitting in a circle onstage.
- (4) Mr. Cook liked to talk with his hands, moving them up and down and all around as he spoke. "Every role is important. All the pieces will fit perfectly into place. Now, here are the scripts."
- (5) When Marjane received hers, she asked, "Mr. Cook, do I really need a script? The lighthouse doesn't talk."
- (6) "Of course you need a script. All of us will be working together to make this play a success."
- (7) She skimmed the pages, looking for all the parts that said LIGHTHOUSE. All the lighthouse did was stand there and turn on or off once per scene, twice if she was lucky.
- (8) Marjane sighed through each rehearsal, standing bored in the far corner of the

Name: _____

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The Lighthouse (continued)

stage until the lighthouse needed to light up, which she signaled by raising her hands when Mr. Cook pointed to her. He tried to make it seem important by making everyone stop and wait until the lighthouse “lit” before continuing with the play, but Marjane knew the show could go on without her.

- (9) Marjane saw no point in practicing at home. She got enough practice raising her hands in school. Without any lines, she didn’t need any cues, and when it was time for dress rehearsal, her “costume” was just a giant cardboard lighthouse that she had to stand inside. How could Mr. Cook call this an important role? A flashlight was taped to a wooden board that stuck out of a hole at the top of the lighthouse—that must’ve been what all the hand raising was for. There was a second hole closer to her eye level where she could see the others move around on stage. She frowned, jealous that they got to be part of the story and she didn’t.
- (10) Opening night arrived, and Marjane couldn’t have been less excited. She didn’t even feel nervous, just annoyed that she had to sit in hiding during the play. She barely paid attention and lost herself in her own thoughts until she became aware of darkness and a sudden, awkward silence. Then, a harsh whisper pierced the silence from backstage.
- (11) “Lighthouse! Lighthouse!” It was Mr. Cook. Marjane jumped and fumbled to reach the flashlight in the dark. She knocked into the sides of the lighthouse a few times before finally finding the button and turning it on. The light shone directly in Ming’s face, who covered her eyes and backed away, then stumbled over her next line.
- (12) Ming had apparently forgotten part of her lines because Daniel stood awkwardly for a few seconds before continuing with his part. It took another few minutes before the play ran smoothly again, and Marjane stood mortified in the lighthouse. Because she came in late, she threw off everyone else’s focus, and the

Name: _____

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The Lighthouse (continued)

whole reason she came in late was because she had busied herself sulking over not having an important part.

(13) But Mr. Cook was right. She did have an important part after all. She was everyone else's cue.

(14) When the curtain closed, Marjane ran up to Mr. Cook backstage. "I'm so sorry! I messed everyone up."

(15) Mr. Cook chuckled. "Oh, opening night never runs smoothly. Hear that outside?"

(16) Marjane nodded. Applause and whistles rang throughout the auditorium.

The Lighthouse: Questions

1. Refer to the passage "The Lighthouse." Identify the clues that help identify the meaning of the word auditorium in paragraphs 1 and 16. Check **all that apply**.

- "audition list"
- "bulletin board"
- "the lighthouse"
- "applause and whistles"
- "every role is important"

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The Lighthouse: Questions (continued)

2. Refer to the passage “The Lighthouse.” Where does most of the story take place? *Choose the **best** answer.*
- a. in Marjane’s thoughts and at school
 - b. in a lighthouse and at Marjane’s house
 - c. at a school and in Mr. Cook’s thoughts
 - d. in a theater and in a lighthouse
-
3. Refer to the passage “The Lighthouse.” How does Marjane feel about her role in the play? *Choose the **best** answer.*
- a. She thinks it is unimportant.
 - b. She thinks it is too much pressure.
 - c. She thinks it is very important.
 - d. She thinks it has too many lines.
-
4. Refer to the passage “The Lighthouse.” What is the theme of the story? *Choose the **best** answer.*
- a. Theater is for everyone.
 - b. Never rely on others.
 - c. It is important to take things seriously.
 - d. Always listen to your teachers.

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Like Winter and Spring

- (1) Kayla sat on the large, chilly window sill and gazed out the window at the gently falling snow. Piles of it blanketed the bare trees and the van parked far down below. On this level of the cabin her family had rented for vacation, she could see far into the woods as the sun set. Tomorrow, they would all go skiing as if everything were normal, but things had changed—or were about to.
- (2) Her parents had told Kayla and her older sister Olivia about the divorce before the vacation. They'd wanted to get the bad news out of the way, but that didn't make much sense to Kayla. Couldn't they have waited until afterward? Even though Kayla knew she and Olivia had nothing to do with it, she still didn't feel the same in her family anymore. Mom would move to a new house with separate bedrooms for Kayla and Olivia, and they would all still see each other often. There would still be vacations and holiday dinners and birthdays. They'd just be . . . different.
- (3) Kayla heard the sound of mugs placed on wood, then turned to see Olivia sit on the window sill next to her. Olivia wore a large, cozy sweater with a smiling snowman on it. "Hey kid," Olivia said, "I brought you some hot chocolate."
- (4) "Thanks," Kayla said and took a warm mug in her hands. She held her face over it and slowly inhaled the sweet steam through her nose.
- (5) "Wait for it to cool down a bit." Olivia studied Kayla almost as if she could read into her mind. "How are you doing?"
- (6) Kayla shrugged. "Okay, I guess."
- (7) "Just okay? I thought this was one of your favorite places in the world."
- (8) "It is, but . . . it's our last vacation as a real family."

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Like Winter and Spring (continued)

- (9) Olivia sighed. “I know what you mean, but we’re still a real family. Just because things are changing doesn’t mean we’re not a family anymore.”
- (10) “I don’t understand. Mom and Dad still get along. Why don’t they just keep living together?”
- (11) “You should talk to them about that, but what they told me is that they just feel like they’re good friends, and they want each other to find love with other people.”
- (12) “It still doesn’t make sense to me.” Kayla blew on her hot chocolate and took a tiny sip. It was hot, but she could drink it carefully.
- (13) “It will one day. I think of it like winter and spring. Right now, we have all this beautiful snow, and we’re inside this warm room in a giant cabin. But in a few months, all the snow will melt, and there’ll be new plants growing everywhere. That’s beautiful, too. But it’s different.”
- (14) Kayla watched the snow for a while. Soon, the street lamps along the pathway to the cabin illuminated as it grew darker. “The seasons are still good even if they change.” She took a long sip of her now perfectly warm hot chocolate.
- (15) “Yeah,” Olivia said. “So our family will be okay, too. Just different.”
- (16) Between the calming scene outside, the soothing hot chocolate, and her sister’s wise words, Kayla started to feel some peace.

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Like Winter and Spring: Questions

1. Refer to the passage “Like Winter and Spring.” What is the meaning of inhaled as it is used in paragraph 4? *Choose the **best** answer.*

- a. breathed in
 - b. drank
 - c. tasted
 - d. looked at
-

2. Refer to the passage “Like Winter and Spring.” What is the meaning of the word soothing as it is used in paragraph 16? *Choose the **best** answer.*

- a. making something hot and tasty
- b. creating peace between two people
- c. making someone feel calmer
- d. making someone feel wiser

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Like Winter and Spring: Questions (continued)

3. Refer to the passage “Like Winter and Spring.” Complete the sentences to explain the setting of the story. *Choose the **best** answer from each box to complete the phrase.*

The reader learns about the setting through (1) .

The setting is important because (2) .

1

- a. narration
- b. dialogue
- c. characters' actions

2

- a. it's a favorite place the girls vacation with their family
- b. it causes conflict between the characters
- c. it solves the problem between the girls' parents

4. Refer to the passage “Like Winter and Spring.” How does Olivia feel about her parents' divorce? *Choose the **best** answer.*

- a. She thinks that it will be cold and dark, like winter.
- b. She does not think their family will be okay.
- c. She is worried and cannot understand it.
- d. She thinks that, like spring, it will be beautiful but different.

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Urban Forests

- (1) When most people imagine forests, they think of large areas covered with trees, far from any city. While this does describe many forests, cities have forests, too. Cities are also called urban areas, so the forests in cities are called urban forests.
- (2) Where are these urban forests? Many urban forests are in city parks. Some cities have nature preserves, which are areas set aside for animals and plants to live and grow, and a nature preserve could have an urban forest. Some urban forests are located along rivers or streams. Other urban forests are located right along streets. When the trees in all these places are counted, there are over 100 million acres of urban forest across the United States.
- (3) Why is it important to know about the urban forests? One reason is that more people in the United States are living in cities. According to the 2010 census, 4 out of 5 Americans live in cities, so cities are the places where most Americans live. The urban forests are the nature areas these people are able to visit most often.
- (4) The urban forests benefit people and cities. How do they help? One way they help is to prevent flooding when there is a lot of rain. When it storms, the water can soak into the ground in the forest instead of flooding streets and buildings. Trees and plants also help keep the air and water clean. They provide shade for people and homes for animals. They add beauty to cities. Urban forests provide a quiet place for people to go.
- (5) Scientists work to take care of these urban forests in several ways. One part of their work is collecting data about urban forests. They count the number and types of trees in different places. They note the location and condition of the trees. Over time, the scientists record changes in the urban forests.
- (6) Another part of the scientists' work is to measure the benefits the urban forests provide. How well do the plants and trees clean the air and water? Scientists take

Name: _____

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Urban Forests (continued)

measurements to find out.

- (7) A third way scientists help is to give information that can help cities plan for the future. The scientists can explain how changes in the urban forest will affect a city. Then, the people in the city can make a plan that helps their city with sustainability, or keeping the good things about a city the same for people in the future.

Forest Service unit	2010 population within 50 miles (thousands)	Forest Service unit	2010 population within 50 miles (thousands)
Cleveland National Forest	18,543	Humboldt-Toiyabe National Forest	3,228
San Bernardino National Forest	18,087	Eldorado National Forest	3,218
Angeles National Forest	17,913	Ozark-St. Francis National Forest	3,104
National Forests and Grasslands in Texas	11,137	White River National Forest	3,046
National Forests in North Carolina	11,022	Mt. Hood National Forest	2,963
Los Padres National Forest	10,086	Tahoe National Forest	2,962
Chattahoochee-Oconee National Forests	9,403	Columbia River Gorge National Scenic Area	2,657
Midewin National Tallgrass Prairie	8,219	Willamette National Forest	2,650
Francis Marion and Sumter National Forests	7,133	Prescott National Forest	2,638
National Forests in Alabama	6,891	Uinta-Wasatch-Cache National Forest	2,616
National Forests in Florida	6,311	Sequoia National Forest	2,588
George Washington and Jefferson National Forest	5,614	Ouachita National Forest	2,347
National Forests in Mississippi	5,387	Monongahela National Forest	2,135
Huron-Manistee National Forest	5,382	White Mountain National Forest	2,122
Mt. Baker-Snoqualmie National Forest	4,881	Sierra National Forest	2,010
Cherokee National Forest	4,642	Plumas National Forest	1,842
Gifford Pinchot National Forest	4,613	Kisatchie National Forest	1,693
Tonto National Forest	4,580	Shawnee National Forest	1,644
Green Mountain and Finger Lakes National Forests	4,530	Cibola National Forest	1,639
Olympic National Forest	4,490	Ashley National Forest	1,583
Pike and San Isabel National Forests	4,205	Chequamegon-Nicolet National Forest	1,396
Okanogan-Wenatchee National Forest	4,083	Coronado National Forest	1,387
Wayne National Forest	3,923	Medicine Bow-Routt National Forest	1,174
Mark Twain National Forest	3,853	Allegheny National Forest	1,275
Arapaho and Roosevelt National Forests	3,849	Manti-La Sal National Forest	1,228
Hoosier National Forest	3,488	Santa Fe National Forest	1,138
Siuslaw National Forest	3,336	Mendocino National Forest	1,135
Stanislaus National Forest	3,287	Lake Tahoe Basin Management Unit	1,108
Daniel Boone National Forest	3,242	Idaho Panhandle National Forest	1,095

Source: U.S. Department of Agriculture, Forest Service, Southwestern Region Geographic Information System analysis.

This chart lists the national forests or grasslands that have more than 1 million people living within 50 miles of them. These are defined as “urban.” Credit: U.S. Department of Agriculture, Forest Service, Southwestern Region Geographic Information System analysis.

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Urban Forests: Questions

1. Refer to the passage, “Urban Forests.” Define an urban forest. *Choose the best answer.*

- a. A city located in a forest
 - b. A forest that is close to a city
 - c. A forest located in a city
 - d. A city that has a park
-

2. Refer to the passage, “Urban Forests.” Using context clues, which word in paragraph 4 has a similar meaning to “before” or “in advance”? *Write the word in the box below.*

3. Refer to the chart in the passage, “Urban Forests.” What conclusion can be drawn from the chart located in the passage? *Choose the best answer.*

- a. There are very few urban forests in the United States.
- b. There are many urban forests in the United States.
- c. Very few people live near urban forests.
- d. The U.S. Department of Agriculture does not track urban forests

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Urban Forests: Questions (continued)

4. Refer to the passage, "Urban Forests." Which statement **best** supports the author's ideas with evidence from the text? *Choose the **best** answer.*
- a. Four out of five Americans live in cities.
 - b. Urban forests can be located near streams or near residential streets.
 - c. Urban forests help improve the environment.
 - d. Scientists study urban forests to identify their benefits.

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Snakes in the Dust

- (1) In 2000, people in Tennessee were building a road. A scientist on the team saw something unusual with the rocks near the new road. The scientist's questions led to the discovery of a very large collection of fossils. Fossils were life forms long ago that have been preserved in some way. Usually, fossils are preserved in rock.
- (2) In some parts of this large field, scientists find layers of fossils going down 100 feet. It will take many years before scientists are able to study all the fossils at this place. Some of the interesting fossils the scientists have started to study are the fossils of snakes.
- (3) Experts think the snake fossils are between 4 million and 7 million years old. Scientists see ways the fossils are like other animals still living in the state. However, scientists have also found many fossils that show some animals that lived in this area long ago no longer live there. Some of these animals live in other parts of the world. Some of the animals are extinct, which means they have died out and can no longer be found living anywhere on Earth. This is the case with some of the snake fossils.
- (4) Many people wonder how scientists can look at a fossil and know what kind of snake it is. Snakes have many bones in their backs. Scientists study the number of bones in the back and the shape of the bones in the head and the back. This tells them what kind of snake the fossil is made from.
- (5) One fossil found in Tennessee is a snake that no longer exists. This type of snake has not been found in fossil form anywhere else in the world. This means it is a new kind, or species, of snake. Scientists are studying this new kind of snake to learn more about how snakes changed over time. The name of this new kind of snake is "Schubert's winged snake." Some of the backbones of this snake are shaped like wings.

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Snakes in the Dust (continued)

- (6) Scientists think Schubert's winged snake lived at a time when the environment was changing a lot. Places that had had lots of forest became grasslands instead. The types of animals living in a place change when the environment changes. In the grasslands, small snakes like Schubert's winged snake could live and grow. Small snakes became more common in this area because of changes in the environment.
- (7) Fossils tell scientists about the world of the past. They provide information about the plants and animals that could be found in a place long ago. Scientists can compare this information to the way the place is now. This helps them ask questions about why things changed.
-

Snakes in the Dust: Questions

1. Refer to the passage "Snakes in the Dust." Match the event with the correct explanation. *In the boxes, write the letter* for the description that matches each event.

The environment has changed.

A new snake was discovered.

Scientists find fossils.

People in Tennessee were building a road.

a. Scientists study bones to tell what kind of snake they are from.

b. The snake was named Schubert's winged snake.

c. A scientist found a fossil.

d. Small snakes become more common.

Name: _____

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Snakes in the Dust: Questions

2. Refer to the passage “Snakes in the Dust.” What reason does the author give to support the idea that scientists think Schubert’s winged snake lived at a time when the environment was changing? *Choose the **best** answer.*

- a. Schubert’s winged snakes live in grasslands.
 - b. Places that had had lots of forest became grasslands instead.
 - c. Small snakes became more common in this area because of changes in the environment.
 - d. The area where Schubert’s winged snake is from was changed by big storms.
-

3. Refer to paragraph 1 of the passage “Snakes in the Dust.” Which text structure **best** describes this paragraph? *Choose the **best** answer.*

- a. comparison
 - b. passage of time
 - c. cause and effect
 - d. problem and solution
-

4. Refer to the passage “Snakes in the Dust.” What is the meaning of the word extinct in paragraph 3? *Choose the **best** answer.*

- a. scientists who find fossils anywhere on Earth
- b. animals who have died at some time in the past
- c. animals who have turned into fossils millions of years ago
- d. animals that can no longer be found living anywhere on Earth

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Sayo's Machine

- (1) Sayo groaned and slammed her computer mouse on her desk. For the billionth time, she had tried fixing the code for the game she had to create for her computer science class, and for the billionth time, the car didn't zoom out from the starting line. In frustration, Sayo stomped away from the computer and through the kitchen. Her mother was reading a magazine at the kitchen table and stopped her. "Sayo, what's wrong? Why are you stomping around the house?"
- (2) Sayo explained her problem, and her mother leaned forward on the table, nodding patiently as Sayo spoke, even though Sayo grew more upset as she talked about the uncooperative code.
- (3) "It'll be okay, dear," Sayo's mother said with a gentle smile. "I have an idea that might help you. Why don't you take a break for a while? Build a machine with me."
- (4) A few minutes later, Sayo watched as her mother pulled two large boxes from shelves in the garage and set them on the floor. The boxes were full of all sorts of knickknacks and thingamabobs. Sayo had no idea how they were supposed to make a machine out of all that stuff. Then, Sayo's mother pulled out a golf ball and a toy soccer goal. "We're going to make a machine that gets this ball into this goal."
- (5) "Why not just flick it in with your finger?"
- (6) "That might be the easiest solution, but not the most fun," Sayo's mother said as she dug out marbles of varying sizes, string, dominoes, toy blocks, and plastic tubes. "When I was your age, I used to build these machines with your grandfather all the time. All of our friends and family would come over and watch them go off. Now, if we put the goal on the floor over here and start the golf ball from the table up here, how can we make sure the ball goes into the goal?"

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Sayo's Machine (continued)

- (7) Sayo thought for a moment. "Put a ramp there, or one of those tubes."
- (8) "Good. Why don't you set that up? Now, let's think about what can push the ball into the tube from the top of the table."
- (9) For the next half hour, Sayo's mother asked questions about what to add to the machine, and Sayo guessed as best she could from the materials in the boxes and all around the garage. Soon, they had filled the garage with a winding path full of ramps, levers, dominoes, strings, and bells.
- (10) Sayo's mother proudly put her hand on her hips. "Well now, let's see how well your machine works."
- (11) Sayo walked to the beginning of the machine and removed the piece of cardboard that kept a golf ball in place. It rolled down the first ramp, zigzagged between wooden blocks, and finally pushed a switch that was supposed to raise a pulley holding a marble, but it didn't work. Sayo frowned. Not only could she not get a computer code right, but she also couldn't figure out something as simple as this machine. "I guess that's it."
- (12) "Let's not give up so soon," Sayo's mother said. "We should take a closer look at the problem." Together, Sayo and her mother examined the pulley. Finally, Sayo noticed it. "This string is too loose." She immediately fixed it and then reset the machine. On the second run, everything went smoothly with balls and blocks dropping to the floor exactly when they were supposed to. Right at the end, however, the golf ball didn't roll down the final pipe.
- (13) "It needs a stronger push," Sayo said and fiddled with that part until she felt she had it right. Then, she and her mother reset the whole machine and tried again. At long last, everything rolled, snapped, and fell into place. Finally, the golf ball made it into the goal. Sayo laughed and cheered.

Name: _____

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Sayo's Machine (continued)

(14) "See, Sayo? You're great at solving problems. If you can figure out this machine, you can fix your code for your assignment."

(15) Sayo's mother was right. She just had to think of multiple different ways to get the results she wanted.

Sayo's Machine: Questions

1. Read this sentence from paragraph 6 of "Sayo's Machine."

That might be the easiest solution, but not the most fun," Sayo's mother said as she dug out marbles of varying sizes, string, dominoes, toy blocks, and plastic tubes.

Now read this thesaurus entry for the word varying.

varying (*adj.*): changeable, different, flexible, uncertain.

Which synonym for varying best matches its use in the passage? *Choose the best answer.*

- a. flexible
- b. changable
- c. different
- d. uncertain

Name: _____

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Sayo's Machine: Questions (continued)

2. Read paragraph 3 of "Sayo's Machine."

"It'll be okay, dear," Sayo's mother said with a gentle smile. "I have an idea that might help you. Why don't you take a break for a while? Build a machine with me."

From this paragraph, how can you determine that this is a work of prose and not drama? *Choose the best answer.*

- a. One character asks a question.
 - b. The dialogue is in quotation marks.
 - c. The statements end with periods.
 - d. The character's actions are described.
-

3. Refer to the passage "Sayo's Machine." Which sentence from the passage **best** describes the theme of the passage? *Choose the best answer.*

- a. "At long last, everything rolled, snapped, and fell into place."
- b. "Not only could she not get a computer code right, but she also couldn't figure out something as simple as this machine."
- c. "On the second run, everything went smoothly with balls and blocks dropping to the floor exactly when they were supposed to."
- d. "She just had to think of multiple different ways to get the results she wanted."

Name: _____

Date: _____



Sayo's Machine: Questions (continued)

4. Refer to the passage "Sayo's Machine." Which sentences from the passage describe the story's characters, setting, and events? *In the boxes, write the letter for the correct sentence from the passage that matches each story element.*

character

setting

events

- a. "For the billionth time, she had tried fixing the code for the game she had to create for her computer science class, and for the billionth time, the car didn't zoom out from the starting line."
- b. "Sayo walked to the beginning of the machine and removed the piece of cardboard that kept a golf ball in place."
- c. "A few minutes later, Sayo watched as her mother pulled two large boxes from shelves in the garage and set them on the floor."

Name: _____

Date: _____



Changing a Life

- (1) Navneet gripped the metal pole in front of her as the bus lurched forward and rolled down the block toward its next stop. She stared absently at the safety information and route maps plastered to the walls, thinking about what she wanted to do once she got home from school. She thankfully had no homework today, which left her afternoon wide open. Anything could happen, and since the bus always took forever to get anywhere, she had plenty of time to think.
- (2) At the next stop, Navneet watched as a woman carrying a baby boarded the bus—or tried to. The woman balanced the baby in one arm while she fished through her purse for change. She looked worried, then searched her pockets.
- (3) “The fare, ma’am?” the bus driver asked in tired voice.
- (4) “I don’t have it,” the woman said with a frown.
- (5) Navneet had some loose change in her backpack, which she pulled out and counted quickly. It was just enough to help the woman. She knew how annoying it was to wait for the bus to come in the first place, but then to not have enough for the bus fare would mean waiting even longer. Navneet trotted up to the front of the bus. “Here, I have some extra coins,” she said and dropped the change into the box.
- (6) “Thank you so much,” the woman said to Navneet as she sat down. “You don’t know how much this means to me.”
- (7) Navneet smiled but didn’t see what the big deal was. It was only a few coins for the bus fare. Everyone forgot their fare once in a while.
- (8) Over the next couple weeks, Navneet barely thought of that moment on the bus. Then, on her ride home from school one day, she saw the same woman board,

Name: _____

Date: _____



Changing a Life (continued)

this time without her baby. The woman immediately recognized her and sat across from her. “You really helped me that day.”

(9) “I did?”

(10) “Yes. You see, I had to drop my daughter off at my sister’s house so I could go to a job interview. I had to be on that bus to get there in time and then go to the interview.”

(11) “The buses here are so slow.”

(12) “They are. And I would’ve missed the job interview completely if you hadn’t helped me.”

(13) “Did you get the job?”

(14) The woman smiled. “I did. Now I can save money for a car so I don’t have to worry about the bus schedule anymore.”

(15) Navneet leaned back in her seat, amazed that such a simple action had changed this woman’s life. It didn’t seem that important at the time, but it clearly meant everything.

Name: _____

Date: _____



Changing a Life: Questions

1. Refer to the passage “Changing a Life.” Read the dictionary entry for *plaster*. Which definition of *plaster* is used in the word plastered in paragraph 1? *Underline one definition from the excerpt below.*

plast-er *verb*

1. to put a bandage on.
2. to completely cover a surface.

noun

3. material used on walls.
4. a bandage

-
2. Refer to the passage “Changing a Life.” Which sentence **best** explains why this passage is a story, and not a play? *Choose the **best** answer.*

- a. It is written in paragraph form.
- b. It describes a setting.
- c. It does not rhyme.
- d. It includes dialogue.

-
3. Refer to the passage “Changing a Life.” What is the theme of this story? *Choose the **best** answer.*

- a. Never depend on the kindness of others.
- b. It’s not always easy to know the right thing to do.
- c. Always have your bus fare.
- d. A little kindness can go a long way.

Name: _____

Date: _____



Changing a Life: Questions (continued)

4. Refer to the passage “Changing a Life.” Which description from the passage **best** shows Navneet’s kindness? *Choose the **best** answer.*
- a. “She stared absently at the safety information and route maps.”
 - b. “Navneet had some loose change in her backpack, which she pulled out and counted quickly.”
 - c. “At the next stop, Navneet watched as a woman carrying a baby boarded the bus.”
 - d. “Over the next couple weeks, Navneet barely thought of that moment on the bus.”