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# The Three Brothers

- (1) Long ago there was a man who had three sons and no fortune except the house he lived in. Now, each son wanted to have the house after his father's death. However, their father was just as fond of one as of the other. He did not know how to treat them all fairly. He might have divided the money between them if he were willing to sell the house. But he did not want to do so because it had belonged to his forefathers.
- (2) At last an idea came into his head, and he said to his sons, "Go out into the world and learn a trade, and when you come home, the one who makes best use of his handicraft shall have the house." The sons were quite content with this plan, and the eldest decided to be a farrier, the second a barber, and the third a fencing master. They fixed a time when they would all meet at home again, and then they set off.
- (3) It so happened that they each found a clever master from whom they learned their business thoroughly. The farrier shod the king's horses and thought, "I shall certainly be the one to have the house."
- (4) The barber shaved only grand gentlemen, so he thought the house would be his. The fencing master took many blows, but he set his teeth, and would not let himself be put out. He thought, "If I am afraid of a blow, I shall never get the house."
- (5) At the appointed time, they all went home to their father. They did not know how to show off their talents, and sat down to discuss the matter. Suddenly a hare came running over the field.
- (6) "Ah!" cried the barber, "she comes just in the nick of time."
- (7) He took up his bowl and his soap and got his lather by the time the hare came quite close. Then he soaped and shaved her as she raced along, without giving

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## The Three Brothers (continued)

her a nick or missing a single hair. His astonished father said, "If the others don't look out, the house will be yours."

- (8) Before long a gentleman came along in his carriage at full gallop. "Now, father, you shall see what I can do," cried the farrier. He ran after the carriage and tore the four shoes off the horse as it galloped along. Then, without stopping a second, he shod him with new ones.
- (9) "You are a fine fellow, indeed," cried his father. "You know your business as well as your brother. I don't know which I shall give the house."
- (10) Then the third son said, "Let me have a chance, too, father."
- (11) As it was beginning to rain, he drew his sword and swirled it round and round his head so that not a drop fell on him. Even when the rain grew heavier, so heavy that it seemed as if it were being poured from the sky out of buckets, he swung the sword faster and faster. He remained as dry as if he had been under a roof.
- (12) His father was amazed and said, "You have done the best; the house is yours."
- (13) Both the other brothers were satisfied with this decision. As they were all so devoted to one another, they lived together in the house and carried on their trades. They made plenty of money since each was an expert in his field.
- (14) They lived happily together to a good old age. When one fell ill and died, the others grieved so much over him that they pined away and soon after departed this life. Then, as they had been so fond of one another, they were all buried in a single grave.

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## The Three Brothers: Questions

1. Refer to the passage, “The Three Brothers.” Which sentence from the passage **best** supports the idea that the father was not wealthy? *Underline one sentence from the excerpt below.*

Long ago there was a man who had three sons and no fortune except the house he lived in. Now, each son wanted to have the house after his father’s death. However, their father was just as fond of one as of the other. He did not know how to treat them all fairly. He might have divided the money between them if he were willing to sell the house. But he did not want to do so because it had belonged to his forefathers.

2. Refer to the passage, “The Three Brothers.” Which detail from the text **best** expresses a theme of the story represented by the three brothers? *Choose the best answer.*

- a. “They did not know how to show off their talents, and sat down to discuss the matter.”
- b. “As they were all so devoted to one another, they lived together in the house and carried on their trades.”
- c. “The sons were quite content with this plan, and the eldest decided to be a farrier, the second a barber, and the third a fencing master.”
- d. “He might have divided the money between them if he were willing to sell the house.”

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## The Three Brothers: Questions (continued)

3. Refer to the passage, “The Three Brothers.” Which words or phrases from the passage have a meaning similar to “surprised” or “in awe of?” *Check **all** that apply.*

☐ astonished (paragraph 7)

☐ fond (paragraph 1)

☐ amazed (paragraph 12)

☐ content (paragraph 2)

☐ devoted (paragraph 13)

- 
4. Refer to the passage, “The Three Brothers.” Which statement **best** explains the structure of the passage? *Choose the best answer.*

- a. The story is one long scene with different characters interacting with one another in one setting.
- b. The scenes are structured so that the author can tell the story of each character separately without the characters interacting.
- c. Each scene leads to the next scene with the events happening in chronological order.
- d. The scenes move from the past to the present, using flashbacks to add details.

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# The Audition

- (1) It was the end of a long school day. The bell rang, and I quickly packed up my belongings. I was anxious to get outside because the sun was shining, and it was the first warm day of spring. As I sprinted down the hall to freedom, a flyer posted on Mr. Browning's bulletin board caught my eye. I'm not sure what drew my attention. Maybe it was the fact that Mr. Browning's bulletin board is usually empty. Maybe it was the fact that the flyer was bright yellow. I'm not sure, but I stopped to look. The flyer advertised auditions for the school play. My heart quickened as I read it, a plan forming in my mind. I quickly pulled out my phone and snapped a picture of the flyer before I headed out the double doors into the sunshine. I walked home, but I didn't really see anything because I was too busy thinking about the audition.
- (2) I've always wanted to be an actor. My head has always been filled with stories that are begging to be told, like butterflies being released. I enjoy writing stories, but acting them out—that is something I have dreamed of since I was a little kid. The school play was my big chance. If I could work up the nerve to audition and was chosen to be in the play, it would be the first step to achieving my life goals.
- (3) I flung open the back door dramatically and called for my mother. She was waiting for me in the kitchen. When I walked in, she handed me my favorite after-school snack: a glass of lemonade and a bowl of pretzels. I was so excited to tell her about the audition the words tumbled from my mouth in a jumble. "Whoa, slow down!" she said. I realized that I wasn't making any sense, so I took a deep breath and started over.
- (4) "Mom! You will never believe it! There is going to be a school play, and they are having auditions, and I really, really, really want to have a part in it!" I sucked in a huge breath as I finished my sentence and waited for her response. I took a big gulp of lemonade.

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## The Audition (continued)

- (5) She knew how much I had hoped to have an opportunity like this. I needed her permission to audition, but I what I really wanted was her encouragement. “That sounds like a lot of fun, Mackenzie!” she said. “Do you have any idea what part you will read for your audition?”
- (6) I spent the next weeks practicing for the audition. My mom and I read lines every night. The closer the audition got, the more nervous I became, but mom was always there to remind me that I was going to do great as long as I remained calm. Finally, the night before the big day, I felt ready. I was going to nail this audition!
- (7) That morning, I woke up early. I was too excited to sleep. I dressed in my favorite flamingo-patterned leggings, a purple shirt, and my light-up sneakers. I wanted my outfit to showcase my personality. When my mom dropped me off at school, she gave me a big hug and told me, “Don’t be nervous! Just be yourself and do your best. You’ve got this, Mackenzie. I know you’ll do great!”
- (8) I barely remember the audition. It passed in a blur. When I stepped on that stage, I felt completely at home, and the lines flowed smoothly. I finished with a big grin on my face. My mom had been right. I’d done a terrific job. Now if Mr. Browning just agreed!
- (9) I had to wait three days for the auditions to end before the parts were posted on Mr. Browning’s bulletin board. I pushed through the crowd to see the list. I scanned it quickly, and I felt my heart drop when I didn’t see my name. I fought



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## The Audition (continued)

back tears, and I turned to leave. But what was happening? Everyone was patting me on the back, squealing, and congratulating me.

(10) Gemma said, “Congratulations, Mackenzie! You got the leading role!”

(11) Stunned, I looked at the list again. My name was in a special section at the very top of the list! Wouldn’t my mom be surprised? I pulled my phone out of my pocket and took a photo of the posting. Then, grinning, I typed in “Mom” and hit send.

## The Audition: Questions

1. Refer to the passage “The Audition.” Which quotes tell us the kind of person Mackenzie is? *Check all that apply.*

☐

“I spent the next weeks practicing for the audition.”

☐

“I dressed in my favorite flamingo-patterned leggings, a purple shirt, and my light-up sneakers.”

☐

“The flyer advertised auditions for the school play.”

☐

“I flung open the back door dramatically and called for my mother.”

☐

“Everyone was patting me on the back, squealing, and congratulating me.”

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## The Audition: Questions (continued)

2. Refer to the passage “The Audition.” In the passage, “The Audition,” select the correct part of a story structure for each numbered paragraph. *Circle the best answer from each box to complete the phrase.*

Paragraph 1 (1)

Paragraph 10 (2)

Paragraph 11 (3)

1

- a. Exposition
- b. Rising action
- c. Resolution
- d. Climax

2

- a. Rising action
- b. Climax
- c. Falling action
- d. Resolution

3

- a. Exposition
- b. Resolution
- c. Rising action
- d. Falling action

3. Refer to the picture in the passage, “The Audition,” then read this excerpt:

I barely remember the audition. It passed in a blur. When I stepped on that stage, I felt completely at home, and the lines flowed smoothly. I finished with a big grin on my face. My mom had been right. I'd done a terrific job. Now if Mr. Browning just agreed!

I had to wait three days for the auditions to end before the parts were posted on Mr. Browning's bulletin board. I pushed through the crowd to see the list.

Which sentences from the story does the picture **most** closely show? *Underline two sentences from the excerpt.*



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## The Audition: Questions (continued)

4. Refer to the passage, “The Audition.” Select the answer that **best** completes the sentence:

▮ The picture helps highlight Mackenzie’s \_\_\_\_\_ .

*Choose the **best** answer to complete the phrase.*

- a. nerves during the audition
- b. happiness after the audition
- c. disappointment before the audition

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# Family Hike

- (1) When I woke up this morning, I had no plans for the day, which is unusual for me. Most days, I have soccer practice, a game, or a performance. Even if I don't have somewhere to be, I need to study or finish a project. Today, however, was different. The whole day stretched out in front of me, full of promise and void of pressure. It took me a moment to adjust to the idea that I had nothing I HAD to do, but when I did, it was an amazing feeling. Relaxing a bit, I rolled over and went back to sleep.
- (2) When I awoke for the second time, my stomach was growling. I threw the covers off my bed, stretched, and made my way downstairs. My mom was in the kitchen. She made cinnamon rolls and bacon this morning. That is one of my favorite breakfasts! I grabbed a roll and a few slices of bacon and paired it with a cold glass of milk. As we sat at the table with my brother, sister, and dad, we talked about our plans for the day. Surprisingly, everyone was free. That almost never happens! After throwing out a couple of ideas, like going to the movies or to the zoo, we decided that we would go on a family hike. It was a beautiful day, and exploring somewhere new sounded interesting.
- (3) It took us a while to get everything and everyone together and ready to go. My dad packed a cooler with drinks, snacks, and sandwiches so we could have a picnic after the hike. My mom packed sunscreen, bug spray, and extra clothes in case we got cold or wet.
- (4) As we set out in our family van, I felt excited and curious. I don't spend a lot of unstructured time outdoors because I am usually running from one activity to another. If I am outside, it is during soccer practice or recess at school. I rarely have time just to play outside. I wasn't sure what this adventure was going to be like.
- (5) When we parked near the trailhead, I saw other families like ours preparing for hikes. They all looked happy and excited. We unloaded the van, applied our sunscreen and bug spray, and we were on our way.

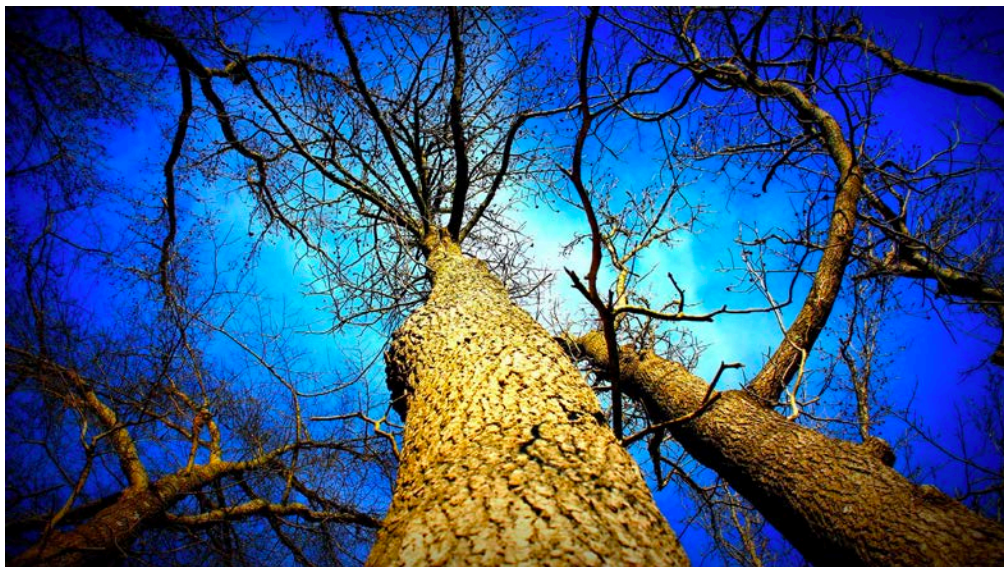
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## Family Hike (continued)

- (6) The hike started out a little bumpy. It was muddier than I expected, and my little brother immediately asked to be carried. If he was already asking to be carried, how long was he really going to hike before he started crying? Fortunately, my dad brought a backpack carrier. Dad scooped up Charlie, put him in the backpack, hoisted him up on his back, and we were on our way again.
- (7) Charlie clapped and cheered as we walked down the trail. I looked up at him to see what made him so happy. He was looking up, so I looked up, too. What I saw was so beautiful that I gasped. The towering trees covered us like a canopy. Sunlight filtered through the branches and created a soft haze. It was one of the most beautiful things I have ever seen. Up ahead the trail curved, and as we walked around the curve, I could hear rushing water. The trail went alongside a large waterfall with a wide pool of water beneath it. Families were playing in the water, and kids were sitting on the rocks around the pool skipping stones. Dogs were wading through the water with their families. Laughter echoed off the rocks. Dad took Charlie out of the backpack, and we made our way down to the pool.
- (8) Over the next few hours, we splashed through the water, skipped rocks, and ate



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## Family Hike (continued)

our picnic near the falls. My mom asked if I was having fun. I took a moment to think before I answered her. I felt at peace and rested, despite having hiked most of the day. I realized I was content. I told her all of this with a sense of wonder in my voice. She smiled at me and hugged me close. We sat there, me leaning into her, and her arms around me, for a long time.

## Family Hike: Questions

1. Refer to the passage, "Family Hike." Choose the detail from paragraph 8 that best supports the inference that the narrator was surprised at the effect of the hike. *Underline one sentence from the excerpt below.*

Over the next few hours, we splashed through the water, skipped rocks, and ate our picnic near the falls. My mom asked if I was having fun. I took a moment to think before I answered her. I felt at peace and rested, despite having hiked most of the day. I realized I was content. I told her all of this with a sense of wonder in my voice. She smiled at me and hugged me close. We sat there, me leaning into her, and her arms around me, for a long time.

2. Refer to the passage, "Family Hike." In paragraph 6 the narrator asks, "If he was already asking to be carried, how long was he really going to hike before he started crying?" What does this sentence show about the narrator's point of view about Charlie? *Choose the best answer.*
  - a. The narrator thinks Charlie is fun to play with.
  - b. The narrator wants to carry Charlie.
  - c. The narrator wants to upset Charlie.
  - d. The narrator thinks Charlie can be a burden.

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## Family Hike: Questions (continued)

3. Refer to the passage, "Family Hike." *Circle the best answer from each box to complete the phrase.*

■ The image shows the scenery described in paragraph (1) .

1	
a.	2
b.	5
c.	7
d.	8

4. Refer to the passage, "Family Hike." How does the image add to the tone of the story? *Choose the best answer.*

- a. It is fierce.
- b. It is peaceful.
- c. It is restless.
- d. It is exciting.

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# What Is a Satellite?

- (1) A satellite is a moon, planet, or machine that orbits a planet or star. For example, Earth is a satellite because it orbits the sun. Likewise, the moon is a satellite because it orbits Earth. Usually, the word satellite refers to a machine that is launched into space and moves around Earth or another body in space.
- (2) Earth and the moon are examples of natural satellites. Thousands of artificial, or human-made, satellites orbit Earth. Some take pictures of the planet that help meteorologists predict weather and track hurricanes. Some take pictures of other planets, the sun, black holes, dark matter, or faraway galaxies. These pictures help scientists better understand the solar system and universe.
- (3) Still other satellites are used mainly for communications, such as beaming TV signals and phone calls around the world. A group of more than 20 satellites make up the Global Positioning System (GPS). If you have a GPS receiver, these satellites can help figure out your exact location.

## Why Are Satellites Important?

- (4) The bird's-eye view that satellites have allows them to see large areas of Earth at one time. This ability means satellites can collect more data more quickly than instruments on the ground.
- (5) Satellites also can see into space better than telescopes at Earth's surface. That's because satellites fly above the clouds, far beyond the dust and molecules in the atmosphere that can block the view from ground level.
- (6) Before satellites, TV signals didn't go very far. TV signals only travel in straight lines. So they would trail off into space instead of following Earth's curve. Sometimes mountains or tall buildings would block them. Phone calls to faraway places were also a problem. Setting up telephone wires over long distances or underwa-

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## What Is a Satellite? (continued)

ter is difficult and costs a lot. With satellites, TV signals and phone calls are sent upward to a satellite. Then, almost instantly, the satellite sends them back down to different locations on Earth.

### What Are the Parts of a Satellite?

- (7) Satellites come in many shapes and sizes. But most have at least two parts in common—an antenna and a power source. The antenna sends and receives information, often to and from Earth. The power source can be a solar panel or battery. Solar panels make power by turning sunlight into electricity.
- (8) Many NASA satellites carry cameras and scientific sensors. Sometimes these instruments point toward Earth to gather information about its land, air, and water. Other times, they face toward space to collect data from the solar system and universe.

### How Do Satellites Orbit Earth?

- (9) Most satellites are launched into space on rockets. A satellite orbits Earth when its speed is balanced by the pull of Earth's gravity. Without this balance, the satellite would fly off in a straight line into space or fall back to Earth. Satellites orbit Earth at different heights, different speeds, and along different paths. The two most common types of orbit are geostationary (jee-oh-STAY-shun-air-ee) and polar.
- (10) A geostationary satellite travels from west to east over the equator. It moves in the same direction and at the same rate Earth is spinning. From Earth, a geostationary satellite looks like it is standing still since it is always above the same location.
- (11) Polar-orbiting satellites travel in a north-south direction from pole to pole. As Earth spins underneath, these satellites can scan the entire globe, one strip at a time.



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## What Is a Satellite? (continued)

### Why Don't Satellites Crash into Each Other?

- (12) Actually, they can. NASA and other U.S. and international organizations keep track of satellites in space. Collisions are rare because when a satellite is launched, it is placed into an orbit designed to avoid other satellites. But orbits can change over time, and the chances of a crash increase as more and more satellites are launched into space.
- (13) In February 2009, two communications satellites—one American and one Russian—collided in space. This is believed to be the first time two human-made satellites collided accidentally.

### What Was the First Satellite in Space?

- (14) Sputnik 1 was the first satellite in space. The Soviet Union launched it in 1957.

### What Is the History of NASA Satellites?

- (15) NASA has launched dozens of satellites into space, starting with the Explorer 1 satellite in 1958. Explorer 1 was America's first human-made satellite. The main instrument aboard was a sensor that measured high-energy particles in space called cosmic rays.
- (16) The first satellite picture of Earth came from NASA's Explorer 6 in 1959. TIROS-1 followed in 1960 with the first TV picture of Earth from space. These pictures did not show much detail. But they did show the potential satellites had to change how people view Earth and space.

### How Does NASA Use Satellites Today?

- (17) NASA satellites help scientists study Earth and space.
- (18) Satellites looking toward Earth provide information about clouds, oceans, land,



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## What Is a Satellite? (continued)

and ice. They also measure gases in the atmosphere, such as ozone and carbon dioxide, and the amount of energy that Earth absorbs and emits. And satellites monitor wildfires, volcanoes, and their smoke.

(19) All this information helps scientists predict weather and climate. The information also helps public health officials track disease and famine. It helps farmers know what crops to plant, and it helps emergency workers respond to natural disasters.

(20) Satellites that face toward space have a variety of jobs. Some watch for dangerous rays coming from the sun. Others explore asteroids and comets, the history of stars, and the origin of planets. Some satellites fly near or orbit other planets. These spacecraft may look for evidence of water on Mars or capture close-up pictures of Saturn's rings.

## What Is a Satellite?: Questions

1. Refer to the passage "What Is a Satellite?" Read each key detail to determine which main idea it **best** supports. *In the boxes, write the letter for the key detail that matches each main idea.*

Satellites can be natural or human-made.

a. The more satellites in space, the greater the chance of a crash.

Satellites orbit the Earth in different ways.

b. Polar-orbiting satellites travel north and south.

U.S. and international organizations must closely monitor satellites in space.

c. The moon and a group of instruments known as the Global Positioning System (GPS) are both examples of satellites.

Satellites help scientists study Earth and space.

d. Satellites can capture images from different planets.

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## What Is a Satellite?: Questions (continued)

2. Read these sentences from paragraph 2 of the passage “What Is a Satellite?”

Thousands of artificial, or human-made, satellites orbit Earth.

Some take pictures of the planet that help meteorologists predict weather and track hurricanes.

Which **best** explains the meaning of meteorologists? Choose the **best** answer.

- a. scientists who study the weather
- b. types of satellites that gather weather data on Earth
- c. engineers who create software to control satellites
- d. computers that track information about different planets

3. Refer to the passage “What Is a Satellite?” Which evidence is used in the passage to support the point that satellites improve life on Earth? Check **all that apply**.

- ☐ TV signals now reach locations on Earth almost instantly.
- ☐ Pictures from satellites of Earth and space are available for all to see.
- ☐ The power source of a satellite can be a solar panel or a battery.
- ☐ Satellites are able to watch for dangerous rays coming from the sun.
- ☐ Since Earth orbits the sun, it is considered a satellite.

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## What Is a Satellite?: Questions (continued)

4. Read this sentence from paragraph 18 of the passage “What Is a Satellite?”

They also measure gases in the atmosphere, such as ozone and carbon dioxide, and the amount of energy that Earth absorbs and emits.

Which **best** explains how the context clues in the sentence help define the word emits? Choose the **best** answer.

- a. The phrase *measure gases* is used in the same ways as *emits*, so *emits* is a synonym for *measures*.
- b. Ozone and carbon dioxide are examples of gases, so *emits* is another word for *gases*.
- c. The word *absorbs* is the cause and *emits* is the effect, so *emits* is what happens to energy after it is absorbed.
- d. The word *absorbs* is the opposite of *emits*, so, since *absorbs* means “takes in,” *emits* means “puts out.”

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# Flag Day

by the Library of Congress

- (1) The first official U.S. flag was flown on June 14, 1777. On May 30, 1916, President Woodrow Wilson announced that June 14 would be a national Flag Day. On Flag Day, many Americans display the red, white, and blue in front of homes and businesses. The day honors the adoption of the Stars and Stripes as the official U.S. flag.
- (2) Do you know the flag's history? According to American legend, in June 1776, George Washington hired Betsy Ross, a Philadelphia seamstress, to create a flag for the new nation. Washington wanted a new flag as the colonies prepared to declare independence.
- (3) On June 14, 1777, John Adams spoke about the flag at a meeting of the Continental Congress in Philadelphia. He said, "Resolved, that the flag of the thirteen United States shall be thirteen stripes, alternate red and white. That the Union be thirteen stars, white on a blue field, representing a new constellation." There have been twenty-seven official versions of the flag so far. Stars have been added to it as states have entered the Union. The current version dates to July 4, 1960, when Hawaii became the 50th state.
- (4) Do you say the Pledge of Allegiance at your school with your hand over your heart? Do you sing "The Star Spangled Banner," the nation's anthem, before a baseball game? Many Americans sing, pledge, and pay respect to "Old Glory." They honor the flag because it is a symbol of the country's freedom. Saluting the flag is a way to celebrate and honor the country.

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# The United States Flag

by the U.S. Department of Veterans Affairs

- (1) The U.S. flag is one of the oldest national standards in the world. General George Washington first raised the Continental Army flag in 1776. The first flag was a red-and-white striped flag with the British Union Jack where today's flag now has stars.
- (2) Several flag designs with 13 stripes were used in 1776 and 1777. This design was used until Congress created an official design on June 14, 1777—now known as Flag Day. The act stated, "That the Flag of the thirteen United States be thirteen stripes, alternate red and white. That the union be thirteen stars, white in a blue field, representing a new constellation." Washington explained it this way: "We take the stars from heaven, the red from our mother country, separating it by white stripes. This shows that we have separated from her, and the white stripes shall [represent freedom.]"

## The First Flag

- (3) No records confirm who designed the first Stars and Stripes. Many historians believe Francis Hopkinson, one of the signers of the Declaration of Independence, probably changed the Continental flag into the design we now have.
- (4) The State Navy Board of Pennsylvania, on May 29, 1777, commissioned Betsy Ross to sew flags for Navy ships. Legend credits Ross with having sewn the first flag to match the design Congress ordered. However, she changed the stars from six points to five to speed her work.
- (5) The flag was first carried in battle at Brandywine, Pennsylvania, in September 1777. It first flew over foreign land in early 1778, at Nassau, Bahama Islands, when Americans captured a British fort.

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## The United States Flag

- (6) After Vermont and Kentucky became states in the 1790s, Congress called for adding two more stars and two more stripes to the group that represented the original 13 colonies. This was the Star-Spangled Banner of which Francis Scott Key wrote in 1814.



### Law Sets Final Form

- (7) As other states entered the Union, it became clear that stripes could not be added forever. In 1818 Congress brought back the 13-stripe flag for the original 13 colonies and added stars for new states.
- (8) The law stated that stripes should be horizontal, alternately red and white, and the union, or canton, should display 20 stars for the states then in the union. But it did not specify what shades of red or blue nor how the stars should be placed. This led to many different flag designs. During the Civil War, gold stars were more common than white and the stars sometimes appeared in a circle.
- (9) The first time the Stars and Stripes flew in a Flag Day celebration was in Hartford, Connecticut, in 1861. It was the first summer of the Civil War. In the late 1800s, schools held Flag Day programs. These programs supported the Americanization of immigrant children. Flag Day events caught on with individual

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## The United States Flag (continued)

communities. As a patriotic custom, the Stars and Stripes still flies in front of schools whenever classes are in session.

- (10) In 1916, the president called for a nationwide observance of Flag Day. But it was not until 1949 that Congress voted for Flag Day to become a permanent holiday. When the 49th and 50th stars were added in 1959 and 1960, the design standards became even more precise. The design calls for seven red and six white stripes, with the red stripes at the top and bottom. The union of navy blue fills the upper left quarter from the top to the lower edge of the fourth red stripe. The stars have one point up and are in nine horizontal rows. The odd-numbered rows have six stars. The even-numbered rows have five stars, centered diagonally between the stars in the longer rows.
- 

## Flag Day and The United States Flag: Questions

Refer to the passages, “Flag Day” and “The United States Flag.” Which description of the relationship between George Washington and the United States flag is included in both passages? *Choose the **best** answer.*

- a. Washington wanted the flag to represent that the colonies were fighting for freedom and independence from Great Britain.
- b. Washington helped design the flag, choosing stripes to represent the colonies and stars to represent the states.
- c. Washington spoke about the importance of the flag at the Continental Congress.
- d. Washington chose Betsy Ross to create the first flag ever flown in the United States.

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## Flag Day and The United States Flag: Questions (continued)

2. Refer to the passages, “Flag Day” and “The United States Flag.” Read each statement about the passages’ authors’ points of view about the first flags of the United States. Does each statement describe the point of view from the author of “Flag Day” or the author of “The United States Flag,” or do both passages’ authors share the same point of view? *Check the box next to each statement for “Flag Day” if the point of view is from “Flag Day,” “The United States Flag” if the point of view is from “The United States Flag,” and Both if the point of view is from both passages.*

	Flag Day	The United States Flag	Both
<i>John Adams stated that the flag “shall be thirteen stripes, alternate red and white.”</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The first official flag design was introduced on June 14, 1777.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Betsy Ross created a flag for the United States in 1776.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The first flag showed the British Union Jack symbol.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## Flag Day and The United States Flag: Questions (continued)

3. Refer to the passages, “Flag Day” and “The United States Flag.” Which **two** details from the passages show that historians cannot prove the entire history of the United States flag? Check **two** answers.

☐

“There have been twenty-seven official versions of the flag so far.”

☐

“On Flag Day, many Americans display the red, white, and blue in front of homes and businesses.”

☐

“According to American legend, in June 1776, George Washington hired Betsy Ross, a Philadelphia seamstress, to create a flag for the new nation.”

☐

“Several flag designs with 13 stripes were used in 1776 and 1777.”

☐

“No records confirm who designed the first Stars and Stripes.”

- 
4. Refer to the passage, “The United States Flag” and the image of the flag. Based on details from the text, which version of the U.S. flag does the image most likely show? Choose the **best** answer.

- a. the first flag raised by General George Washington in 1776
- b. the official design created on June 14, 1777
- c. the flag created after Vermont and Kentucky became states in the 1790s
- d. the design created after the 49th and 50th stars were added in 1960

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# Frank Lloyd Wright, World Architect

by the Library of Congress

- (1) Frank Lloyd Wright was the most original and well-known American architect of the 20th century. His buildings and ideas continue to affect the way offices and homes are designed and organized today. Wright's willingness to seek inspiration from other cultures helped him develop a compelling, unique style.
- (2) During the early decades of the 1900s, other American architects merely imitated European styles. Wright believed good architectural design would make people more aware and respectful of their surroundings and of nature. Wright designed office buildings, houses, neighborhoods, public buildings, churches, and museums. In all, he designed about 800 buildings. Of the 380 that were built, about 280 are still standing.
- (3) Many of Frank Lloyd Wright's most famous buildings are houses. Wright wanted to design homes that could be built using inexpensive materials. In the 1920s, he designed a new system to build affordable homes using concrete blocks. He called these modular parts textile blocks. They were somewhat similar to the idea of Lego blocks. Several of his textile block houses were constructed in the Los Angeles area in the early 1920s. Among these is La Miniatura in Pasadena, California.
- (4) Many of Wright's masterpieces derive their stunning good looks from his belief that architecture must fit into its natural surroundings. Wright felt that individuals—and the buildings they occupy—must exist in harmony with nature. As a Midwesterner, he was familiar with the flatlands of the Great Plains.
- (5) Wright's houses are known for being long, horizontal, and usually one story tall—in other words, fairly flat. They are called prairie houses, after the flat expanses of land between the Mississippi River and the Rocky Mountains. He helped popularize ranch (one-story) homes of all types. The influence of his prairie style of

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## Frank Lloyd Wright, World Architect (continued)

architecture is seen in homes across the country.

- (6) Perhaps Wright's most striking and successful attempt to combine structure and nature is Fallingwater, a home in Mill Run, Pennsylvania. The rectangular sections that make up the house are built over a running stream and waterfall. More than 60 years after the building was completed, it still looks ultramodern.
- (7) By the 1940s Frank Lloyd Wright was world famous. The Museum of Modern Art in New York City devoted an exhibition to his work in 1940. Wright designed a museum called the Guggenheim Museum in New York City to house a collection of abstract art. Construction began in 1956, and the building opened in 1959, shortly after Wright died. Not everyone liked the design. The Guggenheim Museum's design is based on a spiral. There are no separate floor levels; instead floors are connected by a spiral ramp that visitors walk along to view art hung on the curved walls. The curators, people who look after the art in a museum, complained that the walls were unsuitable for displaying art. However, today the building is recognized as a spectacular example of modern architecture. It is one of Wright's masterpieces. Frank Lloyd Wright is rightly considered the brightest light in American architectural history.

Name: \_\_\_\_\_

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## Frank Lloyd Wright, World Architect: Questions

1. Refer to the passage, “Frank Lloyd Wright, World Architect.” Based on the prefix *ultra-*, what is the meaning of “ultramodern” in paragraph 6? *Choose the **best** answer.*

- a. somewhat modern
  - b. formerly modern
  - c. almost modern
  - d. extremely modern
- 

2. Refer to the passage, “Frank Lloyd Wright, World Architect.” To what does the author compare the materials Frank Lloyd Wright used to build affordable houses in the 1920s? *Choose the **best** answer.*

- a. toy blocks
- b. seashell spirals
- c. flat pastures
- d. running streams

Name: \_\_\_\_\_

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## Frank Lloyd Wright, World Architect: Questions (continued)

3. Refer to the passage, “Frank Lloyd Wright, World Architect.” Below are two claims based on the passage. Which piece of evidence supports each claim? *In the boxes, write the letter for the correct label under each statement.*

Frank Lloyd Wright was one of the most influential American architects of the 20th century.



Frank Lloyd Wright believed that a building must fit its natural surroundings.



- a. Wright built houses, museums, churches, and offices during his career.
- b. Wright built his most famous house over a running stream and waterfall.
- c. Wright made the one-story ranch house popular throughout America.
- d. Several of Wright’s textile block houses were built in the Los Angeles area.
- e. Unlike other American architects, Wright did not imitate European styles.
- f. Curators at the Guggenheim Museum complained about hanging art on its walls.

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## Frank Lloyd Wright, World Architect: Questions (continued)

4. Refer to the passage, “Frank Lloyd Wright, World Architect.” According to the passage, “Many of Wright’s masterpieces derive their stunning good looks from his beliefs that architecture must fit into its natural surroundings.” Which of the following ideas support this claim? *Check the box next to each statement for “Yes” if the statement supports this claim or “No” if the statement does not support this claim.*

Yes

No

*Frank Lloyd Wright built affordable homes using concrete blocks.*

☐☐

*“Prairie” houses reflect the flat expanses of land west of the Mississippi River.*

☐☐

*Wright often drew inspiration from foreign cultures when designing his buildings.*

☐☐

*Fallingwater was built over a stream and a waterfall that were part of the landscape.*

☐☐

*The Guggenheim Museum in New York City does not have separate floors.*

☐☐

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# Wind Tunnels Help Research

by NASA (NASA Knows series)

- (1) Wind tunnels are large tubes with air moving inside. The tunnels are used to copy the actions of an object in flight. Researchers use wind tunnels to learn more about how an aircraft will fly. NASA uses wind tunnels to test scale models of aircraft and spacecraft. Some wind tunnels are big enough to hold full-size versions of vehicles. The wind tunnel moves air around an object, making it seem like the object is really flying.
- (2) Most of the time, powerful fans move air through the tube. The object to be tested is fastened inside the tunnel so that it will not move. The object can be a small model of a vehicle. It can be just a piece of a vehicle. It can be a full-size aircraft or spacecraft. It can even be a common object like a tennis ball. The air moving around the still object shows what would happen if the object were moving through the air. How the air moves can be studied in different ways. Smoke or dye may be placed in the air and can be seen as it moves. Threads can be attached to the object to show how the air is moving. Special instruments are often used to measure the force of the air on the object.
- (3) NASA has more wind tunnels than any other group. The agency uses the wind tunnels in many ways. One of the main ways NASA uses wind tunnels is to learn more about airplanes and how things move through the air. One of NASA's jobs is to improve air transportation. Wind tunnels help NASA test ideas for ways to make aircraft better and safer. Engineers can test new materials or shapes for airplane parts. Before flying a new airplane, NASA tests it in a wind tunnel to make sure it flies as it should.
- (4) NASA also works with others that need to use wind tunnels. That way, companies that are building new airplanes can test how the planes will fly. By letting these companies use the wind tunnels, NASA helps make air travel safer. NASA uses

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Wind Tunnels Help Research (continued)

wind tunnels to test spacecraft and rockets, too. These vehicles are made to operate in space. Space has no atmosphere. Spacecraft and rockets have to travel through Earth's atmosphere to get to space. Vehicles that take humans into space also must come back through the atmosphere to Earth.

- (5) Wind tunnels are important in making the new *Ares* rockets and *Orion* spacecraft. *Ares* and *Orion* are new vehicles that will take astronauts into space. NASA engineers tested ideas for the design of *Ares* in wind tunnels to see how well it would fly. Engineers tested several *Orion* models to see what would happen to different designs when the spacecraft came back through the atmosphere.
- (6) Wind tunnels will keep helping make all spacecraft and rockets better. Wind tunnels can even help engineers design spacecraft to work on other worlds. Unlike Earth, Mars has a thin atmosphere. It is important to know what the Martian atmosphere will do to vehicles that land there. Spacecraft designs and parachutes are tested in wind tunnels set up to simulate the Martian atmosphere.
- (7) NASA's wind tunnels are located at NASA centers all around the country. The wind tunnels come in a lot of sizes. Some are only a few inches square, and some are large enough to test a full-size airplane. Some wind tunnels test aircraft at very slow speeds. Others are made to test at hypersonic speeds of more than 4,000 miles per hour!



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## Wind Tunnels Help Research: Questions

1. Refer to the passage, “Wind Tunnels Help Research.” Which definition **best** matches the meaning of simulate as it is used in paragraph 6? *Choose the **best** answer.*

- a. pretend
  - b. duplicate
  - c. destroy
  - d. distort
- 

2. Refer to the passage, “Wind Tunnels Help Research.” Which paragraph **best** explains how objects are tested in wind tunnels? *Choose the **best** answer.*

- a. paragraph 6
  - b. paragraph 5
  - c. paragraph 2
  - d. paragraph 1
- 

3. Refer to the passage, “Wind Tunnels Help Research.” Based on paragraph 3, why does NASA use wind tunnels? *Check **all** that apply.*

- ☐ to learn about how things move through air
- ☐ to model the atmosphere of Mars
- ☐ to test objects made of new materials
- ☐ to make airplanes and spacecraft safer
- ☐ to slow down the winds in a storm

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## Wind Tunnels Help Research: Questions (continued)

4. Refer to the passage, “Wind Tunnels Help Research.” Which definition from the dictionary entry below **best** defines vehicle as it is used in “Wind Tunnels Help Research”? *Underline **one** definition from the excerpt below.*

vehicle (**vee-i-kuh l**) noun

1. a means of transportation
2. a conveyance moving on wheels or tracks
3. a means of transmission
4. a medium of communication
5. a carrier, as of disease
6. a play or script
7. a means of achieving a purpose

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# Excerpt from *Black Beauty*

By Anna Sewell

## CHAPTER XIII: DOLLY AND A REAL GENTLEMAN

- (1) The winter came in early, with a great deal of cold and wet. There was snow, or sleet, or rain, almost every day for weeks, changing only for keen driving winds or sharp frosts. The horses all felt it very much. When it is a dry cold, a couple of good thick rugs will keep the warmth in us; but when it is soaking rain, they soon get wet through and are no good. Some of the drivers had a waterproof cover to throw over, which was a fine thing; but some of the men were so poor that they could not protect either themselves or their horses. Many of them suffered very much that winter. When we horses had worked half the day, we went to our dry stables and could rest, while they had to sit on their boxes. They sometimes stayed out as late as one or two o'clock in the morning, if they had a party to wait for.
- (2) When the streets were slippery with frost or snow, that was the worst of all for us horses; one mile of such traveling with a weight to draw and no firm footing would take more out of us than four on a good road. Every nerve and muscle of our bodies is on the strain to keep our balance. Added to this, the fear of falling is more exhausting than anything else. If the roads are very bad, indeed, our shoes are roughed, but that makes us feel nervous at first.
- (3) One cold windy day, Dolly brought Jerry a basin of something hot, and was standing by him while he ate it. He had scarcely begun, when a gentleman walking toward us very fast held up his umbrella. Jerry touched his hat in return, gave the basin to Dolly, and was taking off my cloth. The gentleman hastened up and cried out, "No, no, finish your soup, my friend; I have not much time to spare, but I can wait until you are done, and set your little girl safely on the pavement."
- (4) So saying, he seated himself in the cab. Jerry thanked him kindly, and came back

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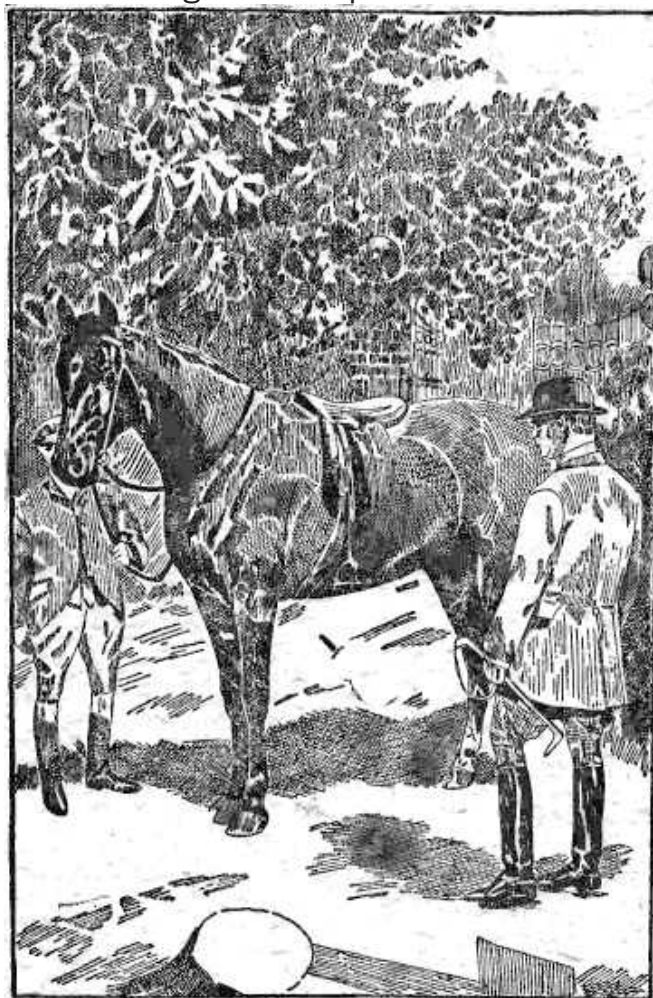


## Excerpt from *Black Beauty* (continued)

to Dolly. "There, Dolly, that's a gentleman! That's a real gentleman, Dolly—he has got time and thought for the comfort of a poor cabman and a little girl."

- (5) Jerry finished his soup, set the child across, and then took his orders to drive to Clapham Rise. Several times after that, the same gentleman took our cab. I think he was very fond of dogs and horses, for whenever we took him to his own door, two or three dogs would come bounding out to greet him. Sometimes he came around and patted me saying in his quiet, pleasant way: "This horse has got a good master, and he deserves it." It was a very rare thing for anyone to notice the horse that had been working for him. I have known ladies to do it now and then, and this gentleman, and one or two others have given me a pat and a kind word. But 99 out of 100 would as soon think of patting the steam engine that drew the train.

- (6) One day, he and another gentleman took our cab; they stopped at a shop in R---- Street, and while his friend went in, he stood at the door. A little ahead of us on the other side of the street a cart with two very fine horses was standing before some wine vaults. The carter was not with them, and I cannot tell how long they had been standing. They seemed to think they had waited long enough and began to move off. Before they had gone many paces, the carter came running out and caught them. He



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## Excerpt from *Black Beauty*(continued)

seemed furious at their having moved, and with whip and rein punished them brutally, even beating them about the head. Our gentleman saw it all, and stepping quickly across the street, said in a decided voice, "If you don't stop that directly, I'll have you arrested for leaving your horses and for brutal conduct."

- (7) The man, who had clearly been drinking, poured forth some abusive language, but he left off knocking the horses about, and taking the reins, got into his cart. In the meantime our friend had quietly taken a notebook from his pocket, and looking at the name and address painted on the cart, he wrote something down.
- (8) "What do you want with that?" growled the carter, as he cracked his whip and was moving on. A nod and a grim smile was the only answer he got.
- (9) On returning to the cab, our friend was joined by his companion, who said laughing, "I should have thought, Wright, you had enough business of your own to look after without troubling yourself about other people's horses and servants."
- (10) Our friend stood still for a moment, and throwing his head a little back, "Do you know why this world is as bad as it is?"
- (11) "No," said the other.
- (12) "Then I'll tell you. It is because people think only about their own business and won't trouble themselves to stand up for the oppressed nor bring the wrongdoer to light. I never see a wicked thing like this without doing what I can, and many a master has thanked me for letting him know how his horses have been used."
- (13) "I wish there were more gentlemen like you, sir," said Jerry, "for they are wanted badly enough in this city."

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## Excerpt from *Black Beauty*: Questions

1. Refer to the passage “Black Beauty.” Which line from the passage **most likely** describes the scene in the illustration? *Choose the **best** answer.*

- a. “One day, he and another gentleman took our cab”
- b. “Some of the drivers had a waterproof cover to throw over”
- c. “He seemed furious at their having moved, and with whip and rein punished them”
- d. “Every nerve and muscle of our bodies is on the strain”

2. Refer to the passage “Black Beauty.” Which of the following details from the passage support the conclusion that the real gentleman is different from the other characters? **Check the box** next to each statement for “Yes” if the detail supports the conclusion and “No” if the detail does not support the conclusion.

	Yes	No
<i>The gentleman approaches quickly with his umbrella.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The gentleman pats the horses.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The gentleman allows Jerry to finish his soup.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The gentleman rides in the cab with his friend.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The gentleman rides in the cab with his friend.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Excerpt from *Black Beauty*: Questions (continued)

3. Read the following lines from paragraph 7 of “Black Beauty.”

In the meantime our friend had quietly taken a notebook from his pocket, and looking at the name and address painted on the cart, he wrote something down.

What is the **most** likely reason the gentleman wrote the name and address on the side of the cart in his notebook? Choose the **best** answer.

- a. He wanted to remember the information.
- b. He wanted to report the driver who had whipped his horses.
- c. He wanted to thank the driver for stopping the horses.
- d. He wanted to get a job driving a carriage.

- 
4. Refer to the passage “Black Beauty.” Which of the following inferences about the narrator’s experience are true based on his description? Select **two** answers.

- ☐ The narrator wishes the gentleman were his master instead of Jerry.
- ☐ The narrator does not have as much trouble walking on snow as other horses.
- ☐ The narrator prefers working in the dry cold over the rain and snow.
- ☐ The narrator is treated well compared to other horses.
- ☐ The narrator is accustomed to working for gentlemen.