

158 words
741 characters

Escape at Bedtime
by Robert Louis Stevenson

- 1 The lights from the parlour and kitchen shone out
- 2 Through the blinds and the windows and bars;
- 3 And high overhead and all moving about,
- 4 There were thousands of millions of stars.
- 5 There ne'er were such thousands of leaves on a tree,
- 6 Nor of people in church or the Park,
- 7 As the crowds of the stars that looked down upon me,
- 8 And that glittered and winked in the dark.

- 9 The Dog, and the Plough, and the Hunter, and all,
- 10 And the star of the sailor, and Mars,
- 11 These shown in the sky, and the pail by the wall
- 12 Would be half full of water and stars.
- 13 They saw me at last, and they chased me with cries,
- 14 And they soon had me packed into bed;
- 15 But the glory kept shining and bright in my eyes,
- 16 And the stars going round in my head.

SOL: 3.5d ES: F1 EK:

Where does this poem most likely take place?

- A In a church during the day
- B At the park at night
- C On a boat during the day
- D **The speaker's house at night**

SOL: 3.7a ES: A EK:

If you wanted to learn about how groups of stars got their names, where would be the BEST place to look?

- F In a dictionary
- G **In an astronomy book**
- H In a book about planets
- J In a book of poems

SOL: 3.5d ES: M

The poem points out the names of all of these groups of stars EXCEPT —

- A the Dog
- B the Hunter
- C **the Bear**
- D the Plough

SOL: 3.3a ES: B EK:

Read this line from the poem.**The lights from the parlour and kitchen shone out****Which word has the same sound as the underlined part of out?**

- F **loud**
- G you
- H show
- J through

SOL: 3.4d ES: D EK:

Another word for glittered as it is used in line 8 is —

- A danced
- B **shone**
- C waved
- D listened

SOL: 3.5g ES: L EK:

Who is the speaker in this poem?

- F a dog
- G a star
- H the sky
- J **a child**

SOL: 3.5h ES: N EK:

Where is the speaker at the end of the poem?

- A **in bed**
- B in the park
- C in church
- D in the kitchen

SOL: 3.5c ES: D2 EK:

What will the speaker MOST LIKELY do next?

- F go to the park
- G eat breakfast
- H **go to sleep**
- J play outside

93 words
372 characters

The Swing
by Robert Louis Stevenson

- 1 How do you like to go up in a swing,
2 Up in the air so blue?
3 Oh, I do think it the pleasantest thing
4 Ever a child can do!
- 5 Up in the air and over the wall,
6 Till I can see so wide,
7 River and trees and cattle and all
8 Over the countryside—
- 9 Till I look down on the garden green,
10 Down on the roof so brown—
11 Up in the air I go flying again,
12 Up in the air and down!

SOL: 3.5e ES: K EK:

The poet's purpose is to —

- A** show what it's like to fly.
B teach the reader about swings.
C **entertain the reader.**
D describe things in the countryside.

SOL: 3.3c ES: G EK:

In line 11, the root word (base word) of flying is —

- F** ying
G ing
H lying
J fly

SOL: 3.4a ES: A1 EK:

How many lines are in each stanza in the poem?

- A** 4
B 3
C 2

D 1

SOL: 3.4a ES: A1 EK:

How many stanzas are in the poem?

- F** 12
G 9
H 6
J 3

SOL: 3.4c ES: C EK:

Why does the author use an exclamation point in line 12?

- A** **because he wants to show strong feeling**
B because he is asking a question
C because he is connecting two sentences
D because the sentence is a quote

SOL: 3.5f ES: D EK:

From the poem the reader can tell that the speaker is —

- F in the city.
- G in the country.**
- H near the seashore.
- J on a mountain.

SOL: 3.5f ES: D4 EK:

The speaker sees all of the following things EXCEPT —

- A a river.
- B a roof.
- C a horse.**
- D a garden.

SOL: 3.5g ES: E2 EK:

You can tell from the poem that the speaker is —

- F scared of being on the swing.
- G sad that she can't really fly.
- H angry that she is on the swing.
- J happy to be swinging in the air.**

57 words
249 characters

The March Wind
(Anonymous)

- 1 I come to work as well as play;
2 I'll tell you what I do;
3 I whistle all the live-long day,
4 "Woo-oo-oo-oo! Woo-oo!"
- 5 I toss the branches up and down
6 And shake them to and fro;
7 I whirl the leaves in flocks of brown,
8 And send them high and low.

SOL: 3.3c ES: C EK:

In line 5, the root word (base word) of branches is —

- A** ranch
B **branch**
C es
D bran

SOL: 3.4a ES: A1 EK:

How many stanzas are in this poem?

- F** 8
G 4
H **2**
J 1

SOL: 3.3a ES: B EK:

Read this line from the poem.

I toss the branches up and down

Which word has the same sound as the underlined part of down?

- A** about
B shown
C moving
D going

SOL: 3.5g ES: E2 EK:

Who is the speaker in this poem?

- F** a child
G a whistle
H a tree
J **the wind**

SOL: 3.4a ES: A1 EK:

How many lines are in each stanza in this poem?

- A** 1
B 2
C **4**
D 8

SOL: 3.4c ES: C EK:

Why does the author use a comma at the end of line 8?

- F** to show it is a question
G to show strong feeling
H **to connect two sentences**
J to show someone talking

SOL: 3.5e ES: K EK:

The poet **PROBABLY** wants people to —

- A** enjoy the poem.
- B** be afraid of wind.
- C** whistle like the wind.
- D** rake the leaves.

SOL: 3.4c ES: D EK:

Read this line from the poem.

And send them high and low.

What is them?

- F** the branches
- G** **the leaves**
- H** the wind
- J** the whistle

368 words
2,097 characters
3.98 grade level

Martha Washington: Heart of the State

- 1 Martha Washington was born on June 2, 1731. She grew up at Chestnut Grove Plantation in Virginia. Martha learned housekeeping, religion, music, and dancing.
- 2 Martha met George Washington after her first husband died. George was a soldier in the French and Indian war. She and George married in 1759. Martha had two children, Jacky and Patsy. They all went to live at Mount Vernon. George and Martha didn't have any children together. But George helped raise Jacky and Patsy.
- 3 George was active in business and government. George bought a lot of land over the years. Martha took care of the plantation and the house. She decorated and furnished the house. George once wrote that he couldn't escape the music of hammers or the smell of paint. Martha was always fixing the house up!
- 4 In 1775, George became head of the American Army. He had to go north to Massachusetts to fight in the Revolutionary War. Martha braved the journey to be with him. Every winter she went where the troops were.
- 5 Martha liked to help the soldiers. She raised money that they used for supplies. Her work became famous. Martha, like George, became a symbol for the country. Children and ships were named after her.
- 6 After the war, the Washington's had many guests. They came from all over the country and the world to meet George. Martha always greeted their guests kindly. Two of Martha's grandchildren, Nelly and Washy, came to live at Mount Vernon. George and Martha loved having children in the house.
- 7 In 1789 George Washington became our country's first President. Martha was warm and friendly as the first lady. People said that George was the "head" of the government, and Martha was the "heart".
- 8 The Washington family returned to Mount Vernon in 1797. Martha was happy to get back to running the house. She also liked entertaining family and friends again. Even more people came from everywhere to see George. Martha and George had 20 great-grandchildren!
- 9 Martha Washington died on May 22, 1802. She was 70 years old. She had done many great things in her life. She loved taking care of her family and house.

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SOL: 3.7a ES: A EK:

If you wanted to see a map of the places the story says the Washington's traveled to, where is the best place to look?

- A a dictionary
- B an encyclopedia
- C **an atlas**
- D a thesaurus

SOL: 3.6g ES: B EK:

You can tell that this story is a biography because it —

- F **tells about events in the life of a real person.**
- G tells about things that happened in the past.
- H is more interesting than other kinds of stories.
- J has animals who talk and think like people.

SOL: 3.3b ES: F EK:

Read this sentence about the story.

Martha ___ always make ___ that the house looked ___ for guests who came to visit.

Which words make the sentence correct?

- A would, shore, great
- B **would, sure, great**
- C wood, shore, grate
- D wood, sure, grate

SOL: 3.3c ES: C EK:

Which word below has the same root word (base word) as used in paragraph 5?

- F mouse
- G paused
- H housed
- J **useful**

SOL: 3.4c ES: C EK:

Read this sentence from the story.

George once wrote that he couldn't escape the music of hammers or the smell of paint.

What is the correct way to write couldn't without the apostrophe?

- A **could not**
- B couldnt
- C couldnot
- D could

SOL: 3.6c ES: G EK:

Where did Martha spend her winters during the Revolutionary War?

- F at Mount Vernon
- G at Chestnut Grove Plantation
- H **wherever her husband and the troops were**
- J on their plantation in Virginia

SOL: 3.6c ES: D EK:

Which of these things is NOT mentioned as something Martha Washington liked to do?

- A** decorating the house
- B** **naming ships**
- C** helping soldiers
- D** entertaining friends

SOL: 3.6f ES: I EK:

What can you conclude from this story about Martha Washington?

- F** She didn't want to live in Virginia.
- G** **She cared a great deal about family and friends.**
- H** She liked to have children and ships named after her.
- J** She didn't like having people around.

326 words
1,669 characters
3.0 grade level

How to Build a Sunflower Fort

Have you ever built a fort in your house with pillows and blankets? Wouldn't it be great to have a fort in your backyard that you didn't have to put away every night? Did you know you can build one out of sunflowers? Giant sunflowers can grow over eight feet tall! To make your fort, you just need a few simple materials and a sunny spot in your backyard.

Materials

Giant sunflower seeds (like Giant Greystripe or Kong Hybrid)
Piece of paper and a pen
Tape measure
String
Stakes
Rake

Instructions

1. The first thing you have to do is choose where you want your fort. The spot should be sunny. Once you have your spot, use the rake to loosen up the soil. Break up large clumps of dirt, and remove weeds, grass, and debris.
2. Use the pen and paper to draw the shape of your fort. It can be a square, a rectangle, a triangle—or any shape you want! Don't forget to leave an entrance.
3. Next, use the tape measure to measure out the shape you drew. Push the stakes into the soil to mark the corners. Then, take the string and connect the stakes. Make sure the shape looks the way you want.
4. Once the shape is set, it's time to start planting! Plant the sunflower seeds along the outside of the strings. You should plant two rows to make the walls nice and thick. Read the seed packet to see how deep and how far apart the seeds should be.
5. Now comes the hard part—the two W's. You have to water and wait. Keep your soil moist. Then sit back, relax, and enjoy your summer. You should see seedlings in about a week. In a few months, your flowers will be nice and tall, and you'll have a great place to hide out! You can even harvest the seeds from your sunflowers to roast and eat!

SOL: 3.3a ES: B EK:
Read this sentence from the story.

Once you have your spot, use the rake to loosen up the soil.

Which word has the same sound as the underlined part of soil?

- A saw
- B **boy**
- C you'll
- D story

SOL: 3.3c ES: B
Read this sentence from the story.

In a few months, your flowers will be nice and tall.

Which word has the same sound as the underlined part of flowers?

- F grow
- G pillows
- H rows
- J **how**

SOL: 3.3b ES: F EK:
Read this sentence about the story.

You can ___ many different shapes ___ make ___ sunflower fort.

Which words make the sentence correct?

- A **choose, to, your**
- B chews, two, you're
- C choose, too, your
- D chews, to, you're

SOL: 3.4a ES: B3 EK:
What should you do right after you choose a spot for your fort?

- F plant the seeds
- G water the soil
- H **rake the soil**
- J harvest the seeds

SOL: 3.4a ES: A2 EK:
All of the following questions can be answered by reading the information under the heading "Instructions" EXCEPT —

- A How long until seedlings appear?
- B **What kind of sunflower seeds are best?**
- C What are the stakes used for?
- D How many rows of seeds should be planted?

SOL: 3.4a ES: B3 EK:
What should you do right after you put the stakes in the soil?

- F **Connect the stakes with string.**
- G Plant the seeds.
- H Rake the soil.
- J Draw a picture of the shape you want.

SOL: 3.4a ES: B EK:
What does the title tell you about this story?

- A **It will have instructions.**
- B It will be about someone's life.
- C It will have talking animals.
- D It will have stanzas and lines.

SOL: 3.4a ES: A2 EK:

What question is answered in the heading “Materials”?

- F** How tall do sunflowers grow?
- G** Where should I make my fort?
- H** How long will they take to grow?
- J** **What do I need to make my fort?**

458 words
2,505 characters
3.33 reading level

Tell Me a Story

- 1 Beverly Cleary was born as Beverly Bunn in 1916. She lived on a farm outside Yamhill, Oregon. As a little girl, she would always ask her mother to tell her stories.
- 2 Her mother started a small library in a room over a bank. Books were sent from the State Library. Her mother was the librarian. Beverly learned to love books in that library.
- 3 Beverly's family moved to Portland when she was six. Portland had a public library with lots of children's books. She had never seen so many books!
- 4 Beverly was excited to start school. But, she was sick for most of the first grade. Her teacher was unkind. Beverly cried when her mother tried to help her with reading. She would ask to stay home from school.
- 5 Her second grade teacher was gentle. Beverly finally learned to read. She didn't enjoy reading. Beverly only read in school.
- 6 One rainy day in third grade, Beverly was bored. She picked up *The Dutch Twins* to look at the pictures. To her surprise, she ended up reading it—and enjoying it! She says that moment changed her life.
- 7 She became a reader. She read as many books as she could. But Beverly became sad. Where were all the books about kids like her? Maybe someday she could write books just like that.
- 8 Beverly went to college in California. She studied to become a librarian. She moved to Yakima, Washington, to be a children's librarian. She met children who also wondered, "Where are the books about kids like me?"
- 9 Then Beverly married Clarence Cleary and moved to California. They bought a house. She found a pile of typing paper in the linen closet. It was a sign that she should write.
- 10 Beverly decided to write the stories she had wanted to read as a kid. Her first book, *Henry Huggins*, was about a boy named Henry and his dog, Ribsy. She wrote more books about Henry and his friends. They were regular neighborhood children. She also wrote about a pest named Ramona Quimby.
- 11 When Beverly's own son was in fourth grade, he lost interest in reading. He said he wanted to read about motorcycles. This made Beverly write *The*

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Mouse and the Motorcycle. It was the first of three books about a brave mouse named Ralph.

- 12** She wrote *Dear Mr. Henshaw* because some readers wanted a book about a boy whose parents got divorced. *Fifteen* was written for some teenage girls who wanted books for their age.
- 13** Beverly Cleary has won many awards for her books. Her characters are normal children who face everyday challenges. Children all over the world enjoy her funny stories about kids like them.

SOL: 3.6g ES: B EK:
What kind of story is this?

- A** biography
B autobiography
C fable
D folktale

SOL: 3.3b ES: F EK:
Read this sentence about the story.

Even though it was hard ___ Beverly to ___ when she was young, she grew up to ___ many books.

Which words make the sentence correct?

- F** for, read, right
G four, reed, right
H for, read, write
J four, reed, write

SOL: 3.4c ES: D3 EK:
Why did Beverly write *Dear Mr. Henshaw*?

- A** because her teacher made her
B because she was bored
C because she wanted her son to read it

D because some readers asked her to

SOL: 3.6c ES: G3 EK:
Which of Beverly Cleary's books had a character named Ralph?

- F** *Fifteen*
G *The Mouse and the Motorcycle*
H *Dear Mr. Henshaw*
J *The Dutch Twins*

SOL: 3.6f ES: D EK:
What book made Beverly love to read?

- A** *Dear Mr. Henshaw*
B *Fifteen*
C *The Dutch Twins*
D *Henry Huggins*

SOL: 3.6c ES: G EK:
What kinds of books did Beverly have a hard time finding as a kid?

- F** books about kids like her
G books about mice
H books with pretty pictures
J books about boys and their dogs

SOL: 3.6d ES: D EK:

What subject was it hard to find books on?

- A children who have twin brothers
- B children who live on farms
- C **regular neighborhood children**
- D children from Oregon

SOL: 3.6c ES: G3 EK:

What was the first book Beverly Cleary wrote?

- F *The Dutch Twins*
- G ***Henry Huggins***
- H *Ramona Quimby*
- J *Fifteen*

453 words
2,411 characters
3.91 grade level

Guide Dogs

- 1 Maybe you have seen dogs with harnesses helping blind people walk around. These are called guide dogs. Guide dogs are trained to help blind people be more independent.

What Makes a Good Guide Dog?

- 2 The combination of selective breeding, conditioning, specialized training, and love makes a successful guide dog. The dog must be healthy, a good size, and easy to take care of. The dog must be smart, willing to work, and confident. The dog cannot be shy or scared in any situation, or be forceful. A good guide dog must be able to adapt to change, show drive, and pay attention.
- 3 The most common kinds of dogs used as guide dogs are Labrador retrievers and German shepherds. Some other dogs that make good guide dogs are Hungarian vizslas, smooth coat collies, golden retrievers, and Australian shepherds.

How Are Guide Dogs Trained?

- 4 Some dogs are bred just to be guide dogs. When they are puppies, they go to foster families. These “puppy raisers” keep the puppies for about a year. They teach the puppies how to behave, sit, lie down, and walk on a leash. They bring them outside and get them at ease around people. They show the puppies love and attention.
- 5 When the dogs are about a year old, they go to guide dog school. Not every dog can make it through guide dog school. Only very special dogs end up as guide dogs.
- 6 Training lasts four to five months. It is very hard, but also fun. At the end of the training, the dogs meet their new masters. Then the new guide dog and its master spend about a month training together. The person has to learn how to control the dog. The dog has to learn to obey the new master. And, they have to learn to work together as a team.

What Does a Guide Dog Need to Know?

- 7 Guide dogs are taught how to get their masters around safely. They have to know how to walk in a straight line, unless something is in the way. They have to guide their masters around obstacles, like holes or branches hanging down. The dogs have to know to stop at curbs, and not turn corners unless they are told.

- 8** The dogs learn commands like Down, Sit, Stay, Come, Stand, and Heel. They have to listen to their owners all the time. They can't get distracted by smells, other animals, or people.
- 9** Seasoned guide dogs learn the usual places their owners go. They even know how to get there. All the owner has to say is "go to the office" or "find the market." The guide dog will follow the whole route!

SOL: 3.4b ES: A EK:

In the story, “**What Makes a Good Guide Dog**” is in bold face because it is—

- A the title.
- B a heading.**
- C a caption.
- D a stanza

SOL: 3.3c ES: C EK:

In paragraph 7, the root word (base word) of hanging is —

- F hang**
- G ing
- H han
- J ging

SOL: 3.4a ES: A EK:

What question can be answered by reading the information under “**How Are Guide Dogs Trained?**”

- A What breeds of dogs make the best guide dogs?
- B What qualities make a good guide dog?
- C How many blind people use guide dogs in the U.S.?
- D How long does training last?**

SOL: 3.6c ES: G EK:

Which breed of dog is **NOT** mentioned as a good guide dog?

- F collies
- G golden retrievers
- H poodles**
- J German shepherds

SOL: 3.6f ES: D EK:

According to the story, guide dogs do **NOT** learn which of these commands?

- A Fetch**
- B Sit
- C Stay
- D Come

SOL: 3.6f ES: I EK:

Which is the best summary of what you have read in this story?

- F Blind people can be independent.
- G Guide dogs have to go through very special training.**
- H Puppy raisers give puppies love and affection.
- J Labrador retrievers make good guide dogs.

SOL: 3.3c ES: B EK:

Read this sentence from the story.

They have to listen to their owners all the time.

Which word has the same sound as the underlined part of owners?

- A flower
- B around
- C people
- D knowing**

SOL: 3.3c ES: G EK:

The root word of families in paragraph 5 is —

- F family**
- G fam
- H lies
- J familie

404 words
2,092 characters
3.87 grade level

I Scream, You Scream...

- 1** Cones, dishes, sundaes, banana splits... most of us scream for ice cream! More than one million gallons of ice cream are sold in the United States every year. Eight percent of all milk ends up in a frozen dairy product!
- 2** But where does all this ice cream come from? It can be made in your kitchen, a local ice cream shop, or in a factory. The basic process of making ice cream is the same.
- 3** First you need ice cream mix. You can buy it already made. Ice cream factories make their own by combining milk, cream, and sugar. The mix is then heated to remove harmful bacteria.
- 4** The next step is adding flavor, like vanilla or chocolate. Factories use vats that hold hundreds of gallons of ice cream. Steel paddles do the mixing. At home, you can use a bowl and a mixer, or a spoon and some elbow grease. Solid chunks, like pieces of fruit, chocolate, or candy, are added later.
- 5** Now, the ice cream mix has to be frozen and whipped at the same time. In a factory, there is a giant tube surrounded by pipes. The pipes contain a chemical that freezes the tube. The mix is pushed through the tube, where it gets cold fast. Inside the tube, a blade turns to whip the mix and add air bubbles. This gives the ice cream its texture and keeps ice crystals out of it. Computers control the process.
- 6** Homemade ice cream shops use a batch freezer for this step. At home, a rock salt and ice mixture can do the freezing. A hand mixer can do the stirring and ice crystal removal.
- 7** The ice cream isn't finished yet. It is frozen, but still soft. This is where the large chunks of candy or other goodies are added. Then it is put into containers or molds with sticks.
- 8** Finally, the ice cream needs to be cooled to a very low temperature, 0°F or below. It needs to be very cold to freeze it quickly and keep the ice crystals from forming. The process is called hardening. The "soft-serve" ice cream you get from machines doesn't go through this.
- 9** Once it's all frozen, it's ready to go to stores to be sold or served to you in the ice cream shops. It's a long journey. But on a hot day, there's nothing cooler!

SOL: 3.4c ES: D1 EK:

Which word in paragraph 4 tells us this step comes after the first step?

- A next
- B step
- C adding
- D like

SOL: 3.6f ES: C EK:

What is this story mostly about?

- F where ice cream is sold
- G why people like ice cream
- H **how ice cream is made**
- J who buys ice cream

SOL: 3.3c ES: E EK:

Read this sentence about the story.

Now that you've learned a about ice cream, go enjoy an ice cream ____.

Which words make the sentence correct?

- A lesson, Sunday
- B **lesson, sundae**
- C lessen, Sunday
- D lessen, sundae

SOL: 3.3c ES: G EK:

What would the word frozen in paragraph 5 be in the present tense?

- F freeze
- G froze
- H frozeed
- J frozed

SOL: 3.4c ES: D EK:

Read this sentence from the story.

But on a hot day, there's nothing cooler!

What does there's refer to?

- A the ice cream factory
- B chunks of candy
- C a freezer
- D **ice cream**

SOL: 3.6c ES: G EK:

Which of these places is NOT mentioned as somewhere that ice cream is made?

- F local ice cream shop
- G your kitchen
- H **school lunchroom**
- J a factory

SOL: 3.6a ES: H EK:

Why did the author write this story?

- A to tell the history of ice cream
- B to show all the different flavors of ice cream
- C **to tell how ice cream is made**
- D to convince you to buy ice cream

SOL: 3.6c ES: G EK:

Where can you find the answer to the question, "When are solid chunks, like fruit and candy added?"

- F in paragraph 4
- G in paragraph 5
- H in paragraph 6
- J **in paragraph 7**

380 words
2,029 characters
3.94 grade level

Fairy Castle

- 1 Colleen Moore always liked fairies and castles. She said, "I knew that up there on the biggest and fluffiest cloud stood a Fairy Castle. One day I would find a magic potion. I would be made small enough to visit my dream castle and see the story-book people who lived in the house I had built for them in my mind."
- 2 Colleen made her own doll houses as a child. The first ones were made out of paper. Then she made ones out of wood. The last one she made was out of aluminum. This doll house became known as the Fairy Castle.
- 3 She started to build the Fairy Castle in 1928. More than 700 people helped build it. In 1935 it was complete. The doll house was 200 individual pieces. They could be taken apart and put in crates to move.
- 4 There are more than 2,000 tiny things inside the doll house. The kitchen has the stove that where the witch locked up Hansel and Gretel. The princess' bedroom has the bed where Sleeping Beauty slept. King Arthur's sword, Excalibur, stands in the prince's bedroom.
- 5 The ceiling in the Great Hall is covered with paintings of fairy tales. The glass windows have pictures of Jack and the Beanstalk and Prince Charming. The Great Hall also has treasures of Fairyland. Here you can find Cinderella's slippers, the Three Bears' chairs, and Jack's golden eggs.
- 6 The doll house has other interesting rooms like a chapel and a library. There is even the cave of Ali Baba and the Forty Thieves. If you say the magic word, then the trap door opens!
- 7 Outside is the magic garden. A weeping willow stands by the pool. It cries real tears. The garden walls show the stories of the Wizard of Oz, Don Quixote, and Aladdin.
- 8 After the doll house was finished, Colleen used it to raise money for children. She went around the country with the doll house. It was displayed in places like Macy's in New York City.
- 9 In 1949, the Fairy Castle moved to its final stop. Since then, it has been in the Museum of Science and Industry in Chicago, Illinois. Every year thousands of people visit and fall under its spell.

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SOL: 3.4c ES: D3 EK:

How do you open the trap door in Ali Baba's cave?

- A knock three times
- B sing a song
- C tell a story
- D **say the magic word**

SOL: 3.4c ES: D1 EK:

What were Colleen's first doll houses made of?

- F wood
- G **paper**
- H aluminum
- J crystal

SOL: 3.4c ES: D EK:

Read this sentence from the story.

Here you can find Cinderella's slippers, the Three Bears' chairs, and Jack's golden eggs.

Where is here?

- A the princess' bedroom
- B the kitchen
- C **the Great Hall**
- D the magic garden

SOL: 3.3c ES: G EK:

If the ending was taken off the word fluffiest in paragraph 1, it would be the word —

- F **fluffy**
- G fiest
- H fluffie
- J est

SOL: 3.6d ES: G3 EK:

If you wanted to visit the Fairy Castle, where would you have to go?

- A Colleen Moore's house
- B Macy's
- C New York City
- D **Chicago**

SOL: 3.6d ES: G3 EK:

When was the Fairy Castle finished?

- F 1928
- G **1935**
- H 1949
- J 2000

SOL: 3.6c ES: G EK:

Which fairy tale is NOT mentioned in the story?

- A Hansel and Gretel
- B Sleeping Beauty
- C **Rapunzel**
- D Jack and the Beanstalk

SOL: 3.7a ES: A EK:

Which website would give the most information about the Fairy Castle?

- F The History of Fairy Tales
- G Wooden Doll Houses
- H Macy's
- J **Museum of Science and Industry**

486 words
2,456 characters
3.0 grade level

The Faire

- 1 "It's time to go, Ella," her mother said as she came in the room. "Your Aunt Iris is expecting us." Ella put the last of her clothes in her suitcase and closed it up.
- 2 "Do I have to go?" Ella sighed. "Can't I stay home? I'm old enough to be alone." Every year, after school was over and before camp began, Ella spent two weeks with Aunt Iris.
- 3 It's not that Ella didn't like spending time with Aunt Iris. Her mother's sister was nice enough. It's just that Aunt Iris always treated Ella like she was a little girl.
- 4 "Honey, you know your father and I have to work," her mother said. "Your Aunt Iris is dying to spend time with you. She always looks forward to your visits."
- 5 Her mother carried her suitcase to the car. They got in and drove to her Aunt's house. When they pulled up to the house, Aunt Iris was standing at the door waving.
- 6 "Ella!" Aunt Iris called to her as she ran to the car. "I'm so glad you are here! We're going to have so much fun!" Ella said goodbye to her mother and went inside with Aunt Iris.
- 7 "Tomorrow we are going to the Faire," Aunt Iris told Ella excitedly. "I left your costume on the bed! I think you're going to love it."
- 8 Ella didn't know what to expect as she walked into the bedroom she would be staying in. Aunt Iris wanted her to wear a costume to a fair? Ella was almost nine years old! She didn't wear costumes to fairs.
- 9 To Ella's surprise, there was a green gown on the bed. It was like something out of a fairy tale. Ella had never seen anything so beautiful. Aunt Iris came in to the room. "Do you like it?" she asked Ella.
- 10 "It's gorgeous!" Ella exclaimed. "It's a dress fit for a princess." Ella picked up the dress and held it to her, smiling.
- 11 "Try it on. I sure hope it fits; I made it just for you." Aunt Iris smiled at her. It fit perfectly, but still Ella was confused.

- 12 “I love it,” Ella said as she twirled around in her dress. “But why do I need to wear a costume to ride the Ferris wheel and play games?”
- 13 Aunt Iris giggled. “It’s not that kind of fair, Ella. We’re going to an Elizabethan Faire, where people dress up like peasants and princesses. They pretend they are in England during the rule of Queen Elizabeth I.”
- 14 Ella had never heard of anything like that before. Still, it sounded like it would be a lot of fun, and she would get to wear her wonderful dress. Ella smiled at Aunt Iris. Ella could be grown up and still play make-believe. Maybe this would be a fun trip after all.

SOL: 3.4c ES: D EK:

Read this sentence from the story.

“It’s time to go, Ella!” her mother said as she came in the room.

Which punctuation mark tells us that someone is saying something?

- A quotation marks
- B comma
- C exclamation point
- D period

SOL: 3.4c ES: D EK:

Read this sentence from the story.

Ella picked up the dress and held it to her, smiling.

Who is her referring to?

- F Aunt Iris
- G Ella’s mother
- H Ella’s father
- J Ella

SOL: 3.5d ES: F1 EK:

Where does this story mostly take place?

- A at Ella’s house
- B at Aunt Iris’ house
- C at the county fair
- D at the Elizabethan Faire

SOL: 3.5g ES: L EK:

How has Ella’s view about spending time with Aunt Iris changed at the end of the story?

- F She is angry about having to spend time with Aunt Iris.
- G She is afraid of spending time with Aunt Iris.
- H She is happy about spending time with Aunt Iris.
- J She is disappointed about spending time with Aunt Iris.

SOL: 3.3c ES: C EK:

In paragraph 9, the root word (base word) of beautiful is —

- A beaut
- B beauty
- C beau
- D be

SOL: 3.5c ES: D3 EK:

What question does paragraph 13 answer?

- F** Why does Ella have to go to Aunt Iris' house?
- G** Why doesn't Ella want to go to Aunt Iris' house?
- H** What kind of costume does Ella have?
- J** **What is an Elizabethan Faire?**

SOL: 3.5c ES: D2 EK:

Based on the end of the story, Ella will probably —

- A** **have fun with Aunt Iris.**
- B** beg her mother to go home.
- C** never go to Aunt Iris' house again.
- D** refuse to wear the costume.

SOL: 3.5e ES: K: EK:

The author wrote this story to —

- F** teach about Elizabethan Faires.
- G** **entertain readers with an interesting story.**
- H** show how to make a beautiful dress.
- J** explain what a Ferris wheel is.

388 words
2,045 characters
3.32 grade level

The Jackal and the Drum
A retelling of a tale from India

- 1 The jackal was starving; he hadn't eaten a thing for days. He searched for days and days, but nothing showed up. "I have to find something soon," he thought to himself, "or I am going to starve to death."
- 2 Sniffing around in vain, he came across a battlefield. Old and broken weapons were all over the place—broken swords, arrows, wheels—but there was no one about. It was quite eerie.
- 3 The jackal was disappointed. "I'm not going to find any food here," he said to himself. Almost faint with hunger he sat under an old banyan tree to take a short nap and fell asleep in seconds.
- 4 He woke up with a start when he heard a strange sound. "Swish-boom. Swish-boom." He was terrified. He had no idea what it was. He'd never heard anything like it, thinking that it could only be a big animal. He made a dash for the shrubs.
- 5 He kept an eye on the battlefield from his hideout for hours; however, nothing showed up. After a while he thought to himself, "What am I running away from? I don't even know. I'm a coward. I should go and see who's making that noise."
- 6 He crept towards the sound. It got louder. "Swish-boom! Swish-boom!" He kept telling himself to be brave as he got closer. Then he kept thinking he should run back to his hiding spot. With all kinds of conflicting thoughts running around in his head, the jackal inched closer to the sound. He stood behind a large rock and peered around.
- 7 The jackal laughed and laughed. A large drum used in the battles lay next to a banyan tree. The roots of the tree were brushing against the drum. Every time they hit the drum the noise was loud. "Swish-boom! Swish-boom!" The jackal laughed again. "How foolish was it to be afraid of an old drum?" he thought.
- 8 Then, the jackal noticed a lot of food lying next to the drum. He couldn't believe his eyes. The food must have also been left behind by the soldiers. After days of searching he finally had managed to find some food.

- 9 “If I hadn’t been courageous, then I would have died of starvation,” the jackal thought to himself as he ate his fill.

SOL: 3.5c ES: D3 EK:

What question does paragraph 7 answer?

- A What does a jackal eat?
- B What is a battlefield?
- C **What is making the “Swish-boom” sound?**
- D Where did the jackal find food?

SOL: 3.5j ES: D6 EK:

What is the jackal’s main problem in the story?

- F He needs to find a place to nap.
- G **He needs to find something to eat.**
- H He needs to find the “Swish-boom” sound.
- J He needs to find the battlefield.

SOL: 3.5f ES: D4 EK:

What does the jackal think is making the “Swish-boom” sound when he first hears it?

- A **a large animal**
- B a soldier
- C a banyan tree
- D a broken sword

SOL: 3.5c ES: C2 EK:

In the future, the jackal will *most* likely —

- F hide whenever he hears a strange sound.
- G **be braver if he hears a strange sound.**

H use the drum to scare other animals.

J find other instruments and make a band.

SOL: 3.5a ES: A3 EK:

This story is mostly about —

- A the life of a jackal.
- B an old battlefield.
- C banyan trees.
- D **finding courage.**

SOL: 3.3c ES: C EK:

Read this sentence from the story.

The jackal was disappointed.

Which word below has the same root word (base word) as disappointed?

- F display
- G hinted
- H **appointment**
- J discovered

SOL: 3.5h ES: N EK:

Which of these events in the story happened first?

- A The jackal fell asleep under a banyan tree.
- B The jackal hid in the shrubs.
- C **The jackal found an old battlefield.**
- D The jackal went to find the “Swish-boom” sound.

SOL: 3.5e ES: K EK:

Why did the author write this story?

- F** to tell a story about finding courage
- G** to teach about jackals in India
- H** to show what it is like to search for food
- J** to describe the life of a soldier

602 words
3,372 characters
3.89 grade level

Martha's Friend

- 1 It was early evening on July 7, 1776. The place was Philadelphia, Pennsylvania. Martha was sitting on her front steps. A tall man came out of the house next door. The man looked tired.
- 2 "Good evening, young lady," the man said and smiled at Martha.
- 3 Martha was watching an ant crawling along the sidewalk. "Hello, sir," Martha replied, lifting her eyes from the sidewalk.
- 4 The tall man wiped his forehead with a handkerchief. Martha noticed that he had red hair just like she did. "You certainly have hot summers in Philadelphia," the man said.
- 5 "Don't you live here, sir?" Martha asked.
- 6 "No," the man answered. "I live in Virginia, far south of here. I am renting rooms in this house."
- 7 "Why did you leave your home?" Martha asked.
- 8 The man smiled. "I had work to do here," he said. "My work will be finished tomorrow."
- 9 "Will you go home then?" Martha asked.
- 10 "Yes," the man answered. "I have a wife and daughter in Virginia. I miss them."
- 11 "I'm ten," Martha said. "How old is your daughter?"
- 12 The man said, "My daughter is three years old. She will turn four in September. She has red hair just like you and I."
- 13 "You'll be home on her birthday," Martha said. "That's nice."
- 14 The man smiled. "That *is* nice, isn't it?" he agreed.
- 15 "Martha," her mother called. "Come in now."
- 16 Martha stood up. The man stood up too. "Thank you, young lady."

- 17 “For what, sir?” Martha asked.
- 18 “Talking to you was like talking to my own daughter. I feel less lonely now,” the man said. “May I ask your name?”
- 19 “My name is Martha.”
- 20 “That’s strange,” the man said. “My daughter’s name is Martha, Martha Jefferson. I am Thomas Jefferson.”
- 21 “Good night, Mr. Jefferson,” Martha said, smiling.
- 22 “Good night, Martha.”
- 23 The next day, the whole town was astir. People everywhere were talking. Americans did not think the king of England was fair. They had written him letters. The king ignored their letters. Now, Americans would no longer obey the king.
- 24 “We Americans have declared our independence,” Martha’s father told a neighbor.
- 25 “When?” the neighbor asked.
- 26 “Our leaders agreed to do it on July 2,” Martha’s father told him. “They signed a paper three blocks from here on July 4. It’s called the Declaration of Independence. The declaration will be read aloud today. Everyone can hear it.”
- 27 A bell rang out. “That’s the signal,” Martha’s mother told her. Martha and her parents walked to the town square. A huge crowd gathered. A speaker read the Declaration of Independence. The people cheered.
- 28 On the way home, a neighbor commented, “Those were wonderful words in the Declaration of Independence. Who wrote them?”
- 29 “A man from Virginia,” Martha’s mother answered. “His name is Thomas Jefferson.” Martha’s eyes widened in surprise. A few minutes later, Martha’s family reached their home. Mr. Jefferson was standing on the steps.
- 30 “My work is finished. I am going home now,” Mr. Jefferson said. “I waited to say goodbye, Martha.” Martha hugged the tall man. Then, she took a blue ribbon from her hair. She handed it to Mr. Jefferson.
- 31 “Please, take this ribbon. It’s a birthday present for your daughter,” she said.

32 Mr. Jefferson smiled. "Thank you, Martha," he replied. Then, he walked away.

33 Martha's parents stared in disbelief. "You know Thomas Jefferson?" her father cried.

34 "Yes," Martha answered. "He's a friend of mine. His daughter has red hair, too."

SOL: 3.5d ES: M EK:

How was July 4, 1776, DIFFERENT from other days?

- A** It was the day Americans began to rule themselves.
- B** It was the day Martha met Thomas Jefferson.
- C** It was the hottest day of the summer.
- D** It was the day the king came to visit.

SOL: 3.5e ES: K EK:

Why did the author write "Martha's Friend?"

- F** to inform readers about people with red hair
- G** to describe Philadelphia in the summer of 1776
- H** to tell a story about Thomas Jefferson and Martha
- J** to persuade the king to let America become independent

SOL: 3.5h ES: N EK:

In this story, which of these events happens LAST?

- A** Martha and her parents walk to the town square.
- B** Martha gives Mr. Jefferson a blue hair ribbon.
- C** Martha meets a tall man with red hair.
- D** Martha tells Mr. Jefferson her name.

SOL: 3.5g ES: D EK:

Thomas Jefferson wrote the Declaration of Independence because —

- F** Americans wanted to be ruled by a king still.
- G** he wanted to be the first president.
- H** he wanted to move to Philadelphia.
- J** Americans didn't want to be ruled by a king anymore.

SOL: 3.5g ES: E EK:

How are Martha and Mr. Jefferson's daughter the SAME?

- A** They are ten years old.
- B** They live in Philadelphia.
- C** They have red hair.
- D** They like to watch ants.

SOL: 3.7a ES: A EK:

If you wanted to find out more about the Declaration of Independence, where would be the BEST place to look?

- F** In a dictionary
- G** In an American history book
- H** in a book about Philadelphia
- J** in a newspaper

SOL: 3.5d ES: F1 EK:

Where does this story take place?

- A** In Philadelphia
- B** In Virginia
- C** In England
- D** In New York

SOL: 3.5f ES: A1

When did the American leaders decide to declare their independence?

- F** July 2, 1776
- G** July 4, 1776
- H** July 7, 1776
- J** July 8, 1776

535 words
2,714 characters
3.33 grade level

How Wisdom Came Into the World

A retelling

- 1 A long, long time ago, Nyame, the sky god, gave Anansi the spider all the wisdom in the world.
- 2 “You are to share this wisdom equally with the rest of the world,” Nyame instructed Anansi.
- 3 Anansi went back to his house. He put all the wisdom into a gourd. “Tomorrow I will share it with everyone. But for today, I will just take a peek.”
- 4 And so Anansi peeked into the gourd and learned something new. Then he hid the gourd and went to bed.
- 5 The next morning, when Anansi awoke, he said, “Tomorrow I will share the wisdom with everyone. Today, I will just take another peek.”
- 6 So Anansi again peeked into the gourd and learned something new. He hid the gourd again and went about his day. As he was out, he thought someone might find the gourd and take all the wisdom for themselves.
- 7 “I cannot let anyone else find the gourd, so I must keep my eye on it always,” Anansi said to himself. He began to carry the gourd with him everywhere he went.
- 8 Every day, Anansi peeked into the gourd. He learned all kinds of wonderful new ideas and skills. And each day he got greedier and more protective of the gourd. People started to ask what was in the gourd. Anansi would avoid the question and hold the gourd close to him as he scurried away.
- 9 Then he decided he would not share the wisdom with anyone. “I want to keep it to myself. I will hide it up in a tall tree where no one can get to it.”
- 10 So Anansi went to the tallest tree he could find. He tied the gourd to his waist so that it hung down at his belly. He began to climb the tree.
- 11 Bump, bump! Climbing was hard because the gourd was hitting his belly. Bump, bump! He tried to climb, but couldn’t get far. Bump, bump! He climbed a little farther.

- 12** Anansi's youngest son walked by and saw his father struggling. "Father," he called. "Why don't you move the gourd so it hangs on your back. Then it won't hit your belly as you climb."
- 13** Anansi thought for a moment. His son was right. Anansi moved the gourd so it hung on his back. He tried to climb again. This time he was able to move much more quickly and easily.
- 14** However, by the time he reached the top of the tree, Anansi was angry. "My baby son, with only common sense, knows more than I do!" he shouted and stomped his feet. "And I have a whole gourd of wisdom!"
- 15** Anansi was so mad that he threw the gourd of wisdom from the top of the tree. It soared through the air and shattered on the ground. Wisdom flew in every direction.
- 16** After that, people would find bits of wisdom and bring them back to their family and friends. And that is why, since then, no one person has all the wisdom in the world. Instead, everyone has little bits of it. We share these little pieces of wisdom with each other.

SOL: 3.3c ES: B EK:
Read this sentence from the story.

Anansi would avoid the question and hold the gourd close to him as he scurried away.

Which word has the same sound as the underlined part of avoid?

- A enjoy
- B gourd
- C moved
- D again

SOL: 3.3c ES: E EK:
Read this sentence about the story.

Anansi ___ no one to go near his gourd. Every night he hid it and every ___ he tied it to him.

Which words make the sentence correct?

- F aloud, mourning
- G allowed, mourning
- H aloud, morning
- J allowed, morning

SOL: 3.3c ES: G EK:
If the ending was taken off the word greedier in paragraph 8, you would have the word —

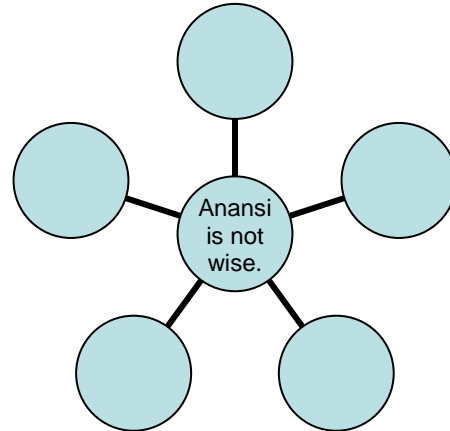
- A reed
- B er
- C greedy
- D greediest

SOL: 3.4b ES: B2 EK:
You can tell that this story is —

- F a **porquoi** tale.
- G an autobiography.

- H a biography.
- J a fable.

SOL: 3.4b ES: A5 EK:
Look at this map below.



Which of these ideas does NOT belong in this map?

- A thinks that others can steal wisdom from him
- B cannot figure out how to climb a tree with a gourd
- C **put all the wisdom in a gourd**
- D thinks he can keep all the wisdom in the world for himself

SOL: 3.5i ES: O EK:
Why does Anansi get so mad?

- F because people kept asking him what was in the gourd
- G **because he thought he had all the wisdom but his son was wiser**
- H because he had to climb such a high tree with a gourd
- J because the gourd of wisdom was too heavy to carry around all day

SOL: 3.5g ES: E1 EK:

Which of these words would NOT describe Anansi?

- A** kind
- B** greedy
- C** selfish
- D** foolish

SOL: 3.4c ES: D6 EK:

Who is Nyame?

- F** Anansi's wife
- G** Anansi's son
- H** **the sun god**
- J** a neighbor

611 words
3,136 characters
3.8 grade level

Two Frogs: A Japanese Folktale
A retelling

- 1 Once upon a time, in Japan, there were two frogs. One frog, big and brown, lived in a clear little stream in the city of Kyoto. The other, small and green, made his home in a ditch near the town of Osaka. Neither frog had ever been far from their home.
- 2 One day, each frog had the same idea to see more of the world. The frog from Kyoto set out for Osaka. The frog from Osaka set out for Kyoto. So they both packed their bags, and went to the road that connected Osaka and Kyoto. They each started on opposite ends of the road.
- 3 The two frogs were happily hopping along, eager to see the new cities. Neither of them knew much about the land. They were quite surprised when they came upon a great mountain halfway between Kyoto and Osaka. They huffed and puffed their way up the mountain. It was not easy for such small animals.
- 4 When they got to the top, the two frogs came face to face. They stared at each other in amazement. Then the frog from Kyoto said, "Brother, what brings you here?"
- 5 "I am heading to the great city of Kyoto," explained the frog from Osaka. "I wish to see the great Mikado's wondrous palace."
- 6 "Well isn't that interesting!" exclaimed the frog from Kyoto. "That is where I make my home. I am on my way to visit Osaka, since I have never seen it."
- 7 "Wow, Osaka is where I live!" said the other frog. "This is indeed a coincidence."
- 8 The sun overhead was growing warmer. The two frogs decided to relax for a little bit. There was no hurry to get moving. They sat in some cool leaves and talked for a bit.
- 9 "The journey is so long," said the Osaka frog. "What a shame we are not taller. Then we could see both towns from the mountaintop and decide if we should bother making the rest of the journey."
- 10 The Kyoto frog thought for a moment and then said, "I have an idea. We could stand on our hind legs and use each other for support. Then we can each look at the town we are heading for."

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- 11** The Osaka frog thought this was a very good idea. They both stood up on their hind legs and held onto each other so they did not fall. The Kyoto frog faced his nose toward the Osaka frog, and the Osaka frog faced his nose toward the Kyoto frog. They stretched as high as they could.
- 12** The frogs had a good view of the countryside. But they were foolish. They didn't realize that their eyes were on the backs of their heads.
- 13** Though their noses pointed to the places they wanted to go, their eyes were looking at the places they came from. The Kyoto frog saw Kyoto, the place he was born. The Osaka frog saw Osaka, the place he lived.
- 14** "Well isn't that something!" exclaimed the Kyoto frog. "Osaka looks just like Kyoto. It would be a waste of time to go any further."
- 15** The Osaka frog nodded in agreement. "You are quite right. The two towns are exactly the same. Now we can both return home and not worry that we have missed anything."
- 16** They said their goodbyes, shaking hands and wishing each other well. Then each turned around and hopped home.
- 17** For the rest of their lives, these two silly animals believed that Osaka and Kyoto, which were as different to look at as two towns could be, were exactly alike.

SOL: 3.5g ES: I EK:

Why does the author say the frogs are foolish?

- A because they want to travel to a new place
- B because they were looking backwards**
- C because frogs are too little to travel that far
- D because they climbed the great mountain

SOL: 3.5g ES: F EK:

Where does this story mostly take place?

- F in Osaka
- G in Kyoto
- H in the Mikado's palace
- J on the mountaintop**

SOL: 3.5e ES: K EK:

Why did the author write this story?

- A to convince readers to visit Osaka and Kyoto
- B to tell readers about the Mikado's palace
- C to teach readers a lesson in thinking about what you see**
- D to persuade readers to get a frog as a pet

SOL: 3.5c ES: D2 EK:

You can tell from the story that in the future the frogs will probably —

- F stay at home.**
- G travel to a new town.
- H write letters to each other.
- J move to the mountain.

SOL: 3.4a ES: B2 EK:

Since the title tells us that this is a folktale, we would expect the story to —

- A tell us about the life of someone.
- B have lines and stanzas.
- C have animals who talk and think like people.**
- D have instructions on how to do something.

SOL: 3.5h ES: N EK:

The boxes show some things that happened in the story.

The frogs reach the top of the mountain.		The frogs each decide to return home.
1	2	3

What belongs in Box 2?

- F The frogs each plan to make a journey.
- G The frogs decide that their home towns look alike.**
- H The frogs are glad to be back home again.
- J The frogs wish to see new places.

SOL: 3.3c ES: B EK:

Read this sentence from the story.

They huffed and puffed their way up the mountain.

Which word has the same sound as the underlined part of mountain?

- A around
- B foolish
- C toward
- D countryside

SOL: 3.4c ES: D EK:

What does the word animals refer to in paragraph 17?

- F the frogs
- G Mikado
- H Kyoto
- J Osaka