



Name _____

Date _____

NOT INVITED

Soon after Sandy got to school, Erica showed up. Sandy noticed Erica shove a bag in her desk. She wondered what it was. Later in the morning, Sandy saw Erica slip something to Jill under the desk. When she saw Erica slip something to Beth at lunch, she couldn't resist.

"What are you doing, Erica? Are you having a party without me?" demanded Sandy.

"Oh, Sandy, it's nothing," said Erica.

"What kind of friend has a party and doesn't invite her best friend?" thought Sandy. She knew her birthday wasn't coming for another six months.

Sandy sat on the bus with another girl and made sure there wasn't room for Erica. Erica sat with someone else, and Sandy noticed that she gave this girl an envelope, too.

"The nerve!" thought Sandy.

That night after dinner, there was a knock on the door. Sandy was surprised to see Jill from next door. She invited Sandy to go with her to Erica's party.

"I'm not going," explained Sandy. "We just aren't friends anymore."

"Oh, you have to go," said Jill, and she took Sandy's arm.

Imagine Sandy's surprise when the door opened at Erica's house and everyone screamed, "Surprise!"

"What? It's not my birthday," said Sandy.

"That's right. This is a half-birthday party. If I did it on your birthday, then it wouldn't be a surprise," said Erica, and she gave Sandy a hug.

STORY QUESTIONS

- Which sentence shows how Sandy felt about Erica?
 - "What kind of friend has a party and doesn't invite her best friend?"
 - "What? It's not my birthday."
 - "I'm not going."
 - "What are you doing, Erica?"
- The first paragraph shares with the reader . . .
 - how to solve the problem.
 - the disagreements between the children.
 - what the problem was.
 - the relationship between the children.
- What is the main idea of the passage?
 - Being creative and using many resources can help you accomplish a task.
 - If you try hard enough, you can do it.
 - It's important to knock out your competition.
 - Don't jump to conclusions.



Name _____

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SNOW BUNNY

Kristi rode up the mountain with a group of friends from school. All of the kids in the car knew how to ski except for Kristi. This was her first trip, and she was nervous.

"You're going to do fine," said Lindsey, Kristi's friend.

The night before, Kristi had read a book about skiing. She learned how to stand, and she learned about the snow plow. She was excited to try, but she was so worried about falling—or even worse, crashing into someone.

Lindsey explained that the bunny hill had a towrope that would pull you up the short hill. Kristi made it to the top of the bunny hill and put her legs into snow-plow position. Kristi gathered speed faster and faster. She could see the line of beginning skiers just below her.

"Help!" she hollered. Lindsey raced down to help Kristi, but it was too late.

Crash! Kristi plowed into the line of skiers and took them down one at a time. No one was seriously hurt, just a little shaken. Kristi was the most shaken of all and kept saying, "I'm so sorry!"

By the time Lindsey caught up, she got the giggles. "Wow, Kristi, I think we need to work on your snow plow."

"Snow plow? I think I had my snow plow down just fine," said Kristi. Lindsey started giggling again.

"What I need is for you to help me with my snow *stop*!" said Kristi.



STORY QUESTIONS

1. Which paragraph explains what Kristi did the night before?
 - a. first paragraph
 - b. last paragraph
 - c. third paragraph
 - d. second paragraph
2. What inferences can you make about how Kristi will ski the second time down?
 - a. She is going to go much faster.
 - b. She is going to forget the bunny hill and go for the regular hills.
 - c. She is going to be yelling and screaming at Lindsey when she does it.
 - d. She is going to go much slower this time.
3. What does Kristi need to learn about skiing?
 - a. She's lucky to have a dad willing to let her try.
 - b. Reading a book about skiing doesn't fully teach you how to ski.
 - c. She needs better friends to help her.
 - d. She needs to give up on the idea.



Name _____

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ACHOO!

"The recipe calls for two tablespoons of pepper," said Dillon.

"Are you sure that's right?" asked Miranda. "That seems like a lot!"

"Yep, it's right. Remember, this isn't just any soup: this is special soup to help mom feel better."

Miranda dumped the two tablespoons of pepper in and stirred the broth. The onions came next, and then the carrots.

Miranda sniffed the soup and began sneezing. "Whew! That's a lot of pepper."

"It's going to be great," assured Dillon.

The soup simmered for 15 minutes. Dillon grabbed a soup bowl and began ladling the soup.

"This is going to be so good for Mom's cold," said Miranda.

Dillon dropped a cloth over his arm and Miranda got out a tray.

"Here we come, Mom," called Dillon.

"Achoo!" said Mom. "What's this?"

"It's homemade soup, just for you. It's going to work better than medicine."

Mom took a big sniff of the soup in her lap and immediately started sneezing. She couldn't stop.

"Taste it, Mom," encouraged Dillon.

"She can't. It has too much pepper!" protested Miranda.

"It's okay," interrupted Mom. "It's clearing my sinuses. I can finally breathe again! How much pepper is in there?"

"Two tablespoons," said Dillon.

"The recipe calls for two TEASPOONS!" shouted Miranda.

"This is the best," said Mom. "Bring that soup back here again! Achoo!"

STORY QUESTIONS

- Which of the following statements is not true?
 - Miranda told Dillon to add two tablespoons of pepper.
 - Mom was a good sport and made her kids feel good about helping her.
 - Miranda was frustrated that Dillon put too much pepper in the soup.
 - Miranda trusted Dillon's instructions at the beginning of the passage.
- What conclusions can be drawn about Miranda and Dillon's mom?

a. She is an emotional person and cries a lot.	c. She will probably never eat soup again.
b. She is supportive and understanding.	d. She tries to take over every situation.
- After reading the passage, which of the following helps you answer the previous question?
 - "How much pepper is in there?"
 - "It's okay," interrupted Mom. "It's clearing my sinuses."
 - Mom took a big sniff of the soup in her lap.
 - She couldn't stop sneezing.



Name _____

Date _____

MATH WHIZ

"I've had it!" screamed Rebecca. "I am so tired of math; I hope I never see it again in my life."

"That sounds pretty dramatic, doesn't it?" asked Dad.

"Dad, I'm serious! I just don't get it."

"It will come but you have to keep working on it. Now, let's look over the last problem," said Dad.

"Ugh! I just can't stand this subject," said Rebecca as her dad perused her work.

"Rebecca, you are doing fine," Dad said calmly. "Now show me how you worked this problem." Rebecca couldn't stand the thought of reviewing her math. She thought her stomach would turn. Her brain always seemed to look at math problems wrong. When she was right, she thought she was wrong. It was a no-win situation.

In fourth grade, Rebecca had been asked to take a math test to see where she was academically. Rebecca would have rather died. She barely made it through the test before she started crying.

"Alright, Dad. I took this number and doubled it. Then I subtracted it by three and got fifty-seven. With that number, I divided it into two," Rebecca said defiantly.

"Well, if you did that . . ." started Dad.

"That's it!" Rebecca threw her math book on the floor and her papers into the air.

"Let me finish. . . ." interrupted Dad. "If you did that, then you got it right!"

Rebecca was speechless. "You've got to be kidding me." Dad shook his head and walked out of the room laughing.

STORY QUESTIONS

- Which statement best describes Rebecca based on the reading passage?
 - Rebecca is lazy and tired most of the time.
 - Rebecca is curious and likes to explore.
 - Rebecca is timid, shy, and introverted.
 - Rebecca is impatient and gets frustrated easily.
- Which sentence explains the problem in this story?
 - Rebecca couldn't stand the thought of reviewing her math.
 - When she was right, she thought she was wrong.
 - Rebecca was speechless.
 - In fourth grade, Rebecca had been asked to take a math test to see where she was academically.
- What does the word *perused* mean as used in the passage?

a. indicated	c. restricted
b. looked over carefully	d. flippantly



Name _____

Date _____

DAILY NEWS

Pat climbed up on his bike and lifted the heavy bag of newspapers over his shoulder. It was another day. He was in his usual spot at 5:00 A.M., delivering newspapers. Pat had been doing the job for two years and recounted his crazy memories of early hours and dogs.

Pat opted to start on the second street to avoid the bulldog on First Street. As Pat pulled up alongside the first house, he threw the paper. It landed directly on the door step. Just then, directly in front of him in the street was Max, the bulldog.

"What?" called Pat, screeching to a halt. "What is he doing here?"

Max began growling, and Pat began thinking of his options. He could just start screaming, but no one would hear him. Pat hopped on the bike again and pedaled as fast as he could. As soon as he passed Max, the dog began chasing him. Pat swerved into an alley and turned to see if Max was following.

Before he knew what happened Pat was sailing through the air. He landed with a slump. He awoke to Max growling at him. He got up, grabbed his crumpled bike, and headed for home.

That morning Mom asked, "How was your route? Did you run into any dogs?"

"No, Mom. I got in a fight with a garbage can."

"What?" questioned Mom.

"Let's just leave it at that. It sounds better that way," said Pat chuckling.

STORY QUESTIONS

- Which of the following statements is true?
 - Pat is just beginning his job with the newspaper.
 - Pat really likes the bulldog on First Street.
 - Pat uses a strategy to avoid Max.
 - Pat runs into a trash can trying to get out of delivering papers.
- What is the meaning of the word *recounted* used in the story?
 - directions
 - ignored
 - exaggerated
 - reviewed
- Which word best describes Pat's reaction to his experience?
 - patient
 - annoyed
 - insistent
 - resilient



Name _____

Date _____

YOU LIVE IN A ZOO

"Kevin?" called Mom. "Did you feed the monkeys yet?"

"Working on it," replied Kevin. Kevin and his family lived in a zoo. It seemed a strange place to live except that Kevin's parents were both zoo keepers and scientists. They had been studying animals for years.

On this particular morning, Kevin was anxious to get his feeding chores done and go skateboarding with his friends. Feeding the animals was a daily responsibility.

"Done!" hollered Kevin. "I'm going to go now, okay?"

"Wait," called Kevin's mom. "I only count six chimpanzees. What happened to Arthur?"

Kevin walked into the cage from the back. He didn't believe his mom. But sure enough, he could only count six chimpanzees. This usually meant that they were hiding in a tree somewhere, but it still caused panic for Mom. Kevin began searching with his mother.

Where could that chimp have gone? Arthur had done this before. He was a curious chimp and was always getting into trouble. Kevin's mom was really panicking this time. They couldn't see or hear Arthur anywhere.

"Kevin, I think he's really gone this time," called Mom.

"No, Mom, he's not," said Kevin calmly.

"How can you tell?" asked Mom.

"Because I can see him in the tree right behind you. He's crouched low so you can't see him," explained Kevin, smiling.

"That rascal!" called Mom.

"He's just playing hide-and-seek, Mom. It's all in a day's work for a chimpanzee!" said Kevin.

STORY QUESTIONS

- What would be a good title for this story?
 - "Lost and Found Chimpanzee"
 - "Family Matters"
 - "Boy Meets Ape"
 - "Process of Learning"
- What can you conclude about Kevin after reading the passage?
 - He is loved and adored by the monkeys.
 - He is a good at math.
 - He is learning to skate board.
 - He is helpful and calm.
- Which sentence helps you answer the previous question?
 - Kevin began searching with his mother.
 - Kevin walked into the cage from the back.
 - Kevin and his family lived in a zoo.
 - Kevin was anxious to get his feeding chores done and go skateboarding with his friends.



Name _____

Date _____

THE DIVE

Jonathan stretched his muscles. Each year, Jonathan and his friends participated in the diving contest at the community pool. Divers from all over the county came to participate.

The competition began with all the divers making an assigned dive. They were given points based on how they pointed their toes, tucked their heads, and on the form of the dive. Jonathan performed his dive and scraped up enough points to move on to the next round.

At this level, the diver could select the dive of his or her choice. Thoughts of the final dive came into Jonathan's mind. All the divers gathered around discussing who was left to compete. Jonathan noticed a poor boy that had on an old swimsuit. Jonathan laughed with his peers about how this boy managed to slip into this level of divers.

The boy was first, and he made his way up to the highest board. He made his dive and then sat down. It was a sloppy dive without much finesse. Jonathan was next. He performed his dive without a hitch.

All the divers were stunned when the poor boy's name was announced. The judge threw up his hands and said, "His dive may not have been the cleanest, but it was the riskiest by far. I gave points for guts and for trying." Jonathan walked away shaking his head, determined to do it differently next year.

STORY QUESTIONS

1. Which of the following statements is true?
 - a. The diver was given special treatment by the judges.
 - b. Not all of the divers in the competition considered all the aspects of selecting their dives.
 - c. Jonathan didn't spend enough time practicing his dive.
 - d. Jonathan was nervous after he saw the boy's dive.
2. What would be a good title for this story?
 - a. "The Divers"
 - b. "The Difficulty of the Dive"
 - c. "Diving Concerns"
 - d. "Process of Elimination"
3. What is another word for *peers* as used in this story?
 - a. instructors
 - b. judges
 - c. relatives
 - d. competitors



Name _____

Date _____

GIRLS JUST WANT TO HAVE FUN

The alarm went off as usual at 6:00 in the morning. Jessica rolled over, turned it off, and let out a groan. She met up with her dancing team, and they loaded the bus.

Jessica's friend Aja plopped down beside her in the seat and put her head on a pillow. "It's so early in the morning!" complained Aja. "I only got, like, an hour of sleep!"

"You'll live," said Jessica. "This is going to be an awesome day. You could've stayed up all night and it would still be awesome!"

As the bus pulled into the stadium, Jessica felt her heart jump. The girls began stretching and preparing for their first dance. When it was time, their team strolled with big smiles onto the stage. The team was hyped and ready to go. Just then, the cue was given and the music started. The girls began the dance they had practiced a hundred times.

All of a sudden, the music stopped. A gasp came from the audience. But the team pretended like nothing happened and kept going. They didn't miss a beat. It was amazing for Jessica to see her teammates in her peripheral vision. When the finale came, the audience jumped to their feet clapping their hands.

It was no surprise that afternoon when their team was awarded the first-place trophy.

As Jessica sat down in the bus for the long ride home, she smiled to herself and thought, "All in a day's work! Girls just want to have fun."

STORY QUESTIONS

1. The main idea of the first paragraph is to . . .
 - a. set the tone of the story.
 - b. introduce some of the characters.
 - c. introduce foreshadowing.
 - d. explain the climax of the story.
2. Another word for *peripheral* is . . .
 - a. blinding.
 - b. formation.
 - c. side.
 - d. secondary.
3. Which sentence explains the problem in this story?
 - a. The music went off during their performance.
 - b. Jessica and Aja had to get up very early in the morning.
 - c. Aja is not a morning person.
 - d. Jessica's team made a mistake in the competition but came back to win.



Name _____

Date _____

STIFF STRANGER

Jenna had been planning a sleepover for as long as she could remember. She had made all the arrangements. She had cleaned up the basement so that there would be plenty of room to spread out and have sleeping bags. She had invited six friends over, ordered pizza, and picked up three scary movies.

By seven o'clock, all the girls had arrived and they had downed the first pizza. Jenna happened to glance up at the window. She screamed when she saw a man standing in the yard. All the girls screamed and asked what was wrong. Jenna pointed to the window, and all the girls screamed when they saw the man.

The girls crept up to the window again to get a good look at him. They needed a plan. Jenna's parents had gone to the store. Jenna went to get a baseball bat from her brother's room. Then Mandy asked, "Are you really going to use that?"

"I don't know, but it makes me feel safer," explained Jenna.

"What do you think he wants?" asked Brooke.

"I don't know, but I'm not going to talk to him," said Jenna.

"He's just standing there not moving at all," commented Mandy.

"Wait a minute," said Samantha. "That's not a man: that's a scarecrow."

"Whew! You're right," replied Jenna. "Let's go watch another show. I want to get scared some more!" Jenna shook her head, smiled, and put the bat back in her brother's room.

STORY QUESTIONS

1. What would be a good title for this story?
 - a. "Lost and Found at Night"
 - b. "Stiff Competition"
 - c. "Scared by a Man"
 - d. "A Real Scare"
2. What can you conclude about Jenna after reading the passage?
 - a. She is loved and adored by her friends.
 - b. She is good at math.
 - c. She is learning self-defense.
 - d. She is easily scared.
3. Which sentence helps you answer the previous question?
 - a. By seven o'clock, all the girls had arrived and they had downed the first pizza.
 - b. Jenna happened to glance up at the window.
 - c. She screamed when she saw a man standing in the yard.
 - d. Jenna shook her head and smiled and put the bat back in her brother's room.