

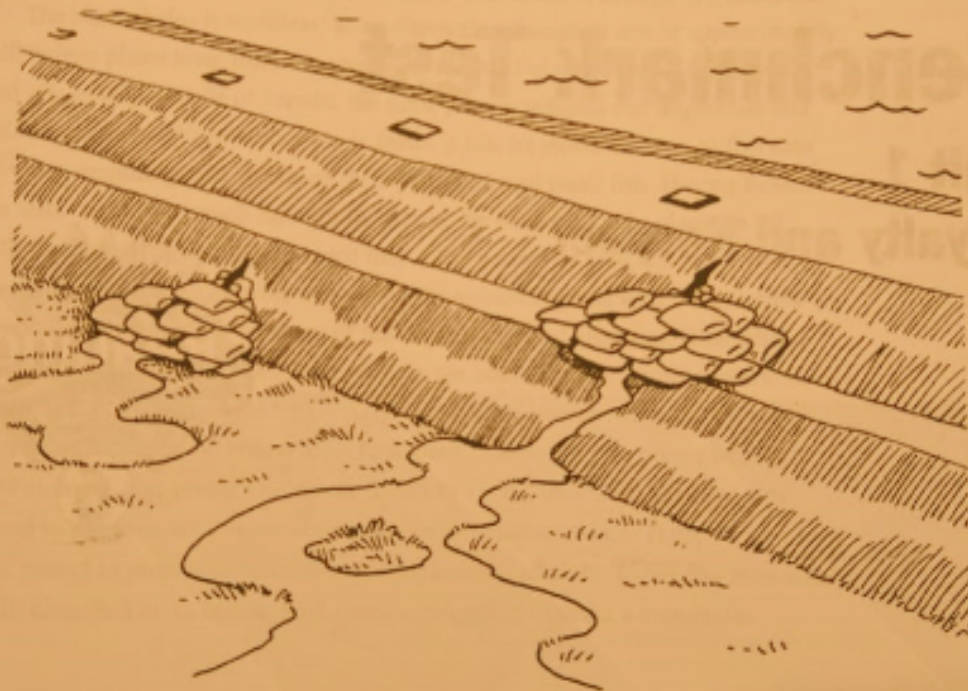
RC # 5

PART 1: COMPREHENSION

Directions

When heavy rains threaten the levees in Marcy's town, Marcy pitches in to help barricade the town against flooding. Read how being part of things affected Marcy. Then do Numbers 1 through 11.

Excitement



Marcy put the last book in its proper place and wheeled the empty cart to the checkout desk. "See you next Saturday, Mrs. Calhoun."

"I hope so, Marcy," the librarian said. "You never know. If it doesn't stop raining, we may be under water by then. They're saying levees are leaking in several places above town."

"My dad says that the levees here at Morganville are the most durable ones along the Mississippi. He's not worried." Marcy turned toward the front door.

"Just cross your fingers that the rain's over," Mrs. Calhoun said.

Going down the steps, Marcy thought, "Maybe I want it to rain more. A lot more. Then there might be some excitement in this pitiful little town. Why can't life in Morganville be more like what happens in books?"

RC # 6

On this gloomy day, Marcy couldn't wait to get curled up in bed with the novel she was reading. She had had to put it down earlier that morning to go do her volunteer shift at the library. She was probably the only twelve-year-old in town whose mom made her do community service work. "At least I don't have to talk to anyone while I'm shelving books," Marcy consoled herself. Given a choice, she always preferred being by herself.

On the walk home, she noticed how quickly the clouds were building up. But as soon as she was on her bed with her book, she forgot about the weather.

Suddenly, her brother threw open her door. Marcy had no idea how much time had passed. "Dad said to come to the high school right now!" David shouted.

"What?" It took a second for Marcy to return from nineteenth-century England to twenty-first-century Morganville. Then she noticed that her brother was soaked.

"The levees are leaking, and everyone in town is in the high school parking lot patching them with sandbags. Everyone is there except you, of course."

"Oh, David, you're just being dramatic." Still, Marcy's heart started pounding.

She threw on a raincoat and ran to the high school. She couldn't believe what she saw there. It seemed as though the entire population of Morganville had assembled. She heard the mayor's voice blaring through a loudspeaker: "There's another leak on the Number Three. We'll need a hundred more sandbags for that levee." The very young and very old were tying strings around the burlap bags that had been filled with sand. Her father and some other men were loading the filled bags into pickup trucks.

Marcy didn't say anything. She just took the shovel her brother handed her and started shoveling sand. She had no idea how many hours went by. She was too busy working like a machine. It was dark when the last of the sand was in bags and all the bags were positioned along the levees.

"Let's go home, kids," her dad said. "We've done all we can."

Walking home, Marcy studied each house as she passed. She couldn't put her finger on why, but somehow Morganville seemed like a different place, a novel place.

1 What did Marcy like best about her volunteer work at the library?

- A No one talked to her at work.
- B She could get out of her house.
- C She might come across an exciting book.
- D Her mother was pleased by her volunteering.

RC # 7

- 2** Before Marcy went to the high school, which statement would her brother, David, most likely have made about her?
- F** It's too bad that she spends so much time alone in her room.
 - G** She's right in thinking that Morganville is a boring place.
 - H** She thinks she's different from everyone else in Morganville.
 - J** It's great that she does volunteer work at the library.
- 3** Marcy lost track of time while she was reading a novel and while she was
- A** running to the high school.
 - B** walking from the library.
 - C** shelving books.
 - D** shoveling sand.
- 4** Which of the following would Marcy most likely have thought during her walk home from the high school?
- F** You can't always judge a book—or a town—by its cover.
 - G** Two wrongs do not make a right—even when they happen in Morganville.
 - H** Slow and steady wins the race—or the levee-patching at Morganville.
 - J** It takes a village—or a town called Morganville—to raise a child.
- 5** Which of the following best supports the idea that Marcy preferred the world of books to the real world?
- A** She wished more exciting things would happen in Morganville.
 - B** If she had a choice, she would choose an activity she could do alone.
 - C** She had had to stop reading her novel earlier that morning to go work at the library.
 - D** It took her a second to return from nineteenth-century England to twenty-first-century Morganville.
- 6** Which of the following characteristics of Morganville was most important to the plot?
- F** It had a small population.
 - G** People could get around without driving cars.
 - H** It was located on the Mississippi River.
 - J** There was a library in the town.

RC # 8

- 7** Which of the following began the rising action of the plot?
- A** David's entrance into Marcy's room
 - B** the cooperation of the townspeople patching the levees
 - C** Marcy's wish that the rain would not stop
 - D** the librarian's doubt that Marcy would be back on Saturday
- 8** Which of the following is a year in which this story could have taken place?
- F** 1893
 - G** 1973
 - H** 1993
 - J** 2003
- 9** Which of the following events was most important to the plot?
- A** Marcy did not notice that clouds were building up.
 - B** Marcy started shoveling sand when her brother gave her a shovel.
 - C** Marcy told her brother that he was being dramatic.
 - D** Marcy did volunteer work at the library on a Saturday.
- 10** By the end of the story, Marcy's feelings had changed most about
- F** David.
 - G** her town.
 - H** reading books.
 - J** doing volunteer work.
- 11** Which of the following is an example of foreshadowing?
- A** David told Marcy that everyone in town was at the high school.
 - B** Marcy told the librarian that she would see her the following Saturday.
 - C** Marcy could not wait to get home and continue reading her novel.
 - D** The librarian said that the levees were leaking above town.

SKILL # 3

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Leaving Time

Mom told me that her family was always late leaving on vacation. That's because they didn't like to get up early. Also, it took a long time to get ready.

Mom said Grandma had too many clothes. She could never decide what to pack.

Grandpa always spotted a chore he forgot to do. Mom usually found him cleaning or fixing something.

Sometimes he couldn't find the map.

My uncle David had hair that wouldn't stay down. He would spend an hour combing it. Then it would pop up again.

Mom could never decide what books to take. So she had to start reading each one.

1. Which was **not** a cause of the family leaving late?
 - A. getting up late
 - B. the weather
 - C. Grandma's packing
 - D. Mom's reading

2. What was the effect of David's hair not staying down?
 - F. He forgot to comb it.
 - G. He had a cowlick.
 - H. His combing made the family late.
 - J. His hair popped up.

3. What might Grandpa do to make the family late?
 - A. go to the park
 - B. comb his hair
 - C. fix the lawn sprinkler
 - D. eat a big breakfast

4. What might have helped the family be on time?
 - F. eat breakfast together
 - G. pack the night before
 - H. check the weather report
 - J. get gas for the car

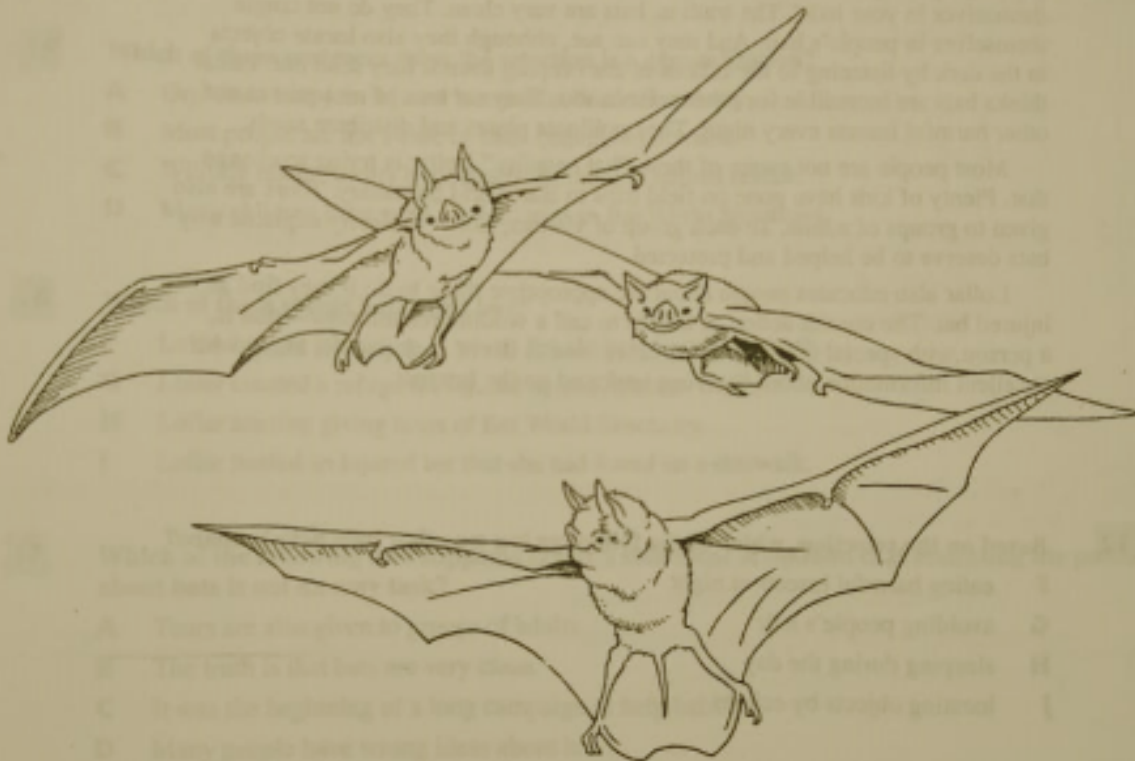
5. In the following sentence, which word gives a clue about why something happened?
David's hair wouldn't stay down, so he took a long time combing it.
 - A. wouldn't
 - B. down
 - C. time
 - D. so

RC # 1

Directions

Learn about one woman's mission to house and rehabilitate bats and to give people a clearer understanding of these harmless and interesting creatures. Then do Numbers 12 through 22.

The Texas Bat Woman



About fourteen years ago, Amanda Lollar of Mineral Wells, Texas, came upon a bat lying on the sidewalk. It was summertime and the Texas weather was sweltering. Her first reaction was to pass by and not look back. But when she saw how helpless the bat looked, she changed her mind and transported it gingerly home in a section of newspaper. After doing some research, she healed the little creature. It was the beginning of a long and fascinating campaign to help bats, both injured and healthy.

A few years after that first bat rescue, Lollar founded Bat World Sanctuary. She adapted her family's furniture store in Mineral Wells into a refuge for injured bats. The building includes two separate habitats, or living areas. One is for smaller bats that eat insects. The other is for larger, fruit-eating bats.

Later, Lollar bought an old, empty building in town. Thousands of bats were living inside. The building became known as Wild Sanctuary. It is now an important stop-over location for migrating bats. It is also a place where about five hundred



RC # 2

female bats annually give birth to their pups. Any hurt or orphaned bats found in the Wild Sanctuary are taken to Bat World Sanctuary. There, they join other injured bats, bats that people have sent or brought to Lollar. She and her helpers nurse these animals back to health. They feed them using an eyelash brush. They set broken wings. They give shots to fight infections. Lollar's goal is to return the bats to the wild as soon as possible. However, the ones that do not fully recover remain there.

The founder of Bat World Sanctuary has another goal: to educate the public. It is not an easy task. Many people have wrong ideas about bats. The average person might say, "They are blind." "They are dirty." "They will deliberately tangle themselves in your hair." The truth is, bats are very clean. They do not tangle in the dark by listening to the echoes of the beeping sounds they send out. Lollar thinks bats are incredible for other reasons too. They eat tons of mosquitoes and other harmful insects every night. They pollinate plants and distribute seeds.

Most people are not aware of these "bat benefits." Lollar is trying to change that. Plenty of kids have gone on field trips to Bat World Sanctuary. Tours are also given to groups of adults. To each group of visitors, Lollar tirelessly explains why bats deserve to be helped and protected.

Lollar also educates people about the appropriate thing to do if they find an injured bat. The correct action to take is to call a wildlife rehabilitator—that is, a person with special training in animal rescue. A list of such people, along with excellent information about bats, can be found on the Internet.

- 12** Based on the selection, which of the following is a way that bats help humans?
- F** eating harmful insects at night
 - G** avoiding people's hair
 - H** sleeping during the day
 - J** locating objects by echoes
- 13** The main reason that Lollar gives tours of Bat World Sanctuary to people is to explain
- A** what to do if they find a bat.
 - B** how bats benefit humans and nature.
 - C** how to heal injured bats.
 - D** what wildlife rehabilitators do.

RC # 3

14 Which of the following expresses only a statement of fact?

- F It was the beginning of a long and fascinating campaign to help bats, both injured and healthy.
- G The founder of Bat World Sanctuary has another goal: to educate the public.
- H Lollar also educates people about the appropriate thing to do if they find an injured bat.
- J A list of such people, along with excellent information about bats, can be found on the Internet.

15 Which of these sentences from the selection is a generalization?

- A Orphaned bats join injured bats in Bat World Sanctuary.
- B Most people are not aware of bats' benefits to humans.
- C Wildlife rehabilitators have special training in animal rescue.
- D Many children have gone on field trips to Bat World Sanctuary.

16 Which of these events happened last?

- F Lollar bought a building in which female bats could give birth.
- G Lollar created a refuge for injured bats in Mineral Wells.
- H Lollar starting giving tours of Bat World Sanctuary.
- J Lollar healed an injured bat that she had found on a sidewalk.

17 Which of the following best supports Lollar's statement of opinion that educating the public about bats is not an easy task?

- A Tours are also given to groups of adults.
- B The truth is that bats are very clean.
- C It was the beginning of a long campaign to help bats.
- D Many people have wrong ideas about bats.

18 Which of these sentences best supports the main idea of the selection?

- F To each group of visitors, Lollar tirelessly explains why bats deserve to be helped and protected.
- G A few years after that first bat rescue, Lollar founded Bat World Sanctuary.
- H Lollar's first reaction was to pass by and not look back.
- J However, the bats that do not fully recover remain there.

RC # 4

- 19** Why did the author most likely include what the “average person might say” about bats?
- A** to make readers want to learn more about bats
 - B** to give readers facts about bats
 - C** to convince more people to tour Bat World Sanctuary
 - D** to illustrate negative attitudes toward bats
- 20** This selection is an example of
- F** a personal essay.
 - G** an autobiography.
 - H** an informational article.
 - J** an interview.
- 21** What was probably the author’s main purpose for writing this selection?
- A** to entertain with surprising details about bats
 - B** to persuade readers to appreciate bats
 - C** to inform readers about one woman’s mission
 - D** to generate sympathy for the condition of bats
- 22** Which of these ideas from the selection best supports Lollar’s statement of opinion that bats are important to protect?
- F** Injured bats are healed at the Bat World Sanctuary.
 - G** Bats pollinate plants and distribute seeds.
 - H** Bats deserve to be helped and protected.
 - J** Some of the larger bats eat fruits.

SKILL # 4

Author's Purpose

- An **author's purpose** is the reason or reasons an author has for writing. Authors often have more than one reason for writing.
- Four common purposes are to inform, to entertain, to express, and to persuade.

Directions: Read the story below.

My sister collects junk. I know that a lot of people do. But her junk is different. She uses it to make art. You might not think that's what it is. But if you spent as much time around it as I do, you would change your mind.

Monica takes the junk and makes scenes

of our everyday life. Our family is sitting at an orange-crate table. Our heads are made of dried noodles inside plastic. There's a crushed milk carton. There's an empty cake box. Monica calls the work, "The Party's Over." You really have to see it sometime!

Directions: Read each statement in the first column. For each statement, tell whether its purpose is to inform, entertain, express feelings, or persuade.

Statement	Author's Purpose
Some of the text is funny.	1.
The author sounds proud of Monica for being creative.	2.
The author tells the reader how to make one kind of "junk" sculpture.	3.
The author writes, "But if you spent as much time around it as I do, you would change your mind."	4.
The author thinks you should see the art sometime.	5.