

Grade 3
Read the passage.

Raven Gives the World Light

Back a long time ago, animals were much like you and me. They talked and lived in houses and did many other things the way we do. At that time, Raven and Seagull lived by the sea in the far North. They were close friends and had houses near each other.

Raven was a clever fellow. He didn't mind lying to other animals or tricking them to get what he wanted. Seagull was quite different. He was as honest as could be and would never try to trick anyone. Perhaps because of his honesty, he never suspected anyone would try to deceive him.

In those days, the world was dark. The only light was from the stars. That was because Seagull owned all the light in the world. He kept it in a box in his house. He only used a little bit from time to time for himself. Light was helpful when he went from place to place.

As you can guess, the other animals wanted light, but Seagull was stingy and wouldn't share. "No. It is mine," he would say. "I want to keep it for myself."

So one day, Raven decided he would trick Seagull into giving him some light. Raven collected thorns and spread them thickly along the path from Seagull's house. Then he returned to Seagull's house and knocked on the door.

"Come quickly," Raven called. "Our canoes are getting caught by the waves. They will get loose and drift away."

Seagull jumped out of bed, where he had been sound asleep. He ran barefoot out the door and down the path. The sharp thorns lodged in his feet, and he screamed in pain. Seagull turned and hobbled back to his house. "Let the canoes float away," he moaned. "My feet are killing me."

Raven muffled a laugh and pretended to pull the canoes up away from the waves. Then he returned to Seagull's house, where Seagull was trying to remove the thorns.

"Here," Raven said. "Let me help. I have done this many times, and I am a very good doctor." Raven picked up a piece of whalebone and began poking at the thorns. Instead of pulling them out, though, he pushed them in more deeply. Seagull howled in pain. "I'm sorry," Raven said. "I can't see in here. It's so dark. Please just let out a little light so I can see what I'm doing."

Seagull had no choice. He unlocked the box containing the light and raised the cover slightly to let just a sliver of light escape.

"That's a little better," Raven said. "I'll try again to get the thorns out."

Once more, Raven set to work, and again he only pushed the thorns deeper.

Seagull yowled loudly and his eyes filled with tears. "You're hurting me!" he screamed.

"Don't complain to me," Raven said. "It's still too dark in here. Why are you so stingy with your light when it's you in such pain?" Then Raven jumped up, pretending to be upset, and in doing so he stumbled against Seagull, who bumped into the box and tipped it over. Light rushed out of the box and spread throughout the world.

Seagull, seeing the light escape, let out the loudest yowl yet. "Look what's happened!" he cried. He tried as hard as he could to collect the light, but it could never be put back into the box.

Raven finished pulling the thorns from Seagull's feet and then walked home. He laughed with glee and looked around at the bright daylight of the world.

Answer the following questions.

1 With which statement would the narrator of the story **most likely** agree?

- A. Raven is honest and fair.
- B. It is unfair of Seagull to keep the light for himself.
- C. Raven should be punished for hurting Seagull.
- D. The other animals do not deserve to have light.

2 Read the sentence below.

Light was helpful when he went from place to place.

When the affix -ful is added to the root word help, what is the meaning of the word?

- A. one who helps
- B. full of help
- C. without help
- D. helping again

- 3 From what point of view is this story told?
- A. It is told in third person from the point of view of someone outside the story.
 - B. It is told in third person from the point of view of another character in the story.
 - C. It is told in first person from the point of view of Seagull.
 - D. It is told in first person from the point of view of Raven.

- 4 Read these sentences from the passage.

Seagull jumped out of bed, where he had been sound asleep. He ran barefoot out the door and down the path. The sharp thorns lodged in his feet, and he screamed in pain.

What does Raven do as a result of this event?

- A. He laughs loudly when he sees Seagull trying to remove the thorns.
- B. He lets the canoes float away and runs to help Raven.
- C. He pretends to remove the thorns but really pushes them in farther.
- D. He uses a piece of whalebone to pull out the thorns.

- 5 This question has two parts. Answer Part A and then answer Part B.

Part A

Which word **best** describes Seagull?

- A. intelligent
- B. selfish
- C. crafty
- D. dishonest

Part B

Which details from the story **best** support your answer in Part A?

Choose **two** answers.

- A. Seagull was honest and would never try to trick anyone.
- B. Seagull was stingy and wouldn't share the light.
- C. Seagull jumped out of bed when Raven woke him up.
- D. Seagull screamed in pain when he stepped on sharp thorns.
- E. Seagull unlocked the box containing the light and let just a little light escape.

Read the passage.

Raven Has a Feast

One summer many, many years ago, Raven played all summer long. It should come as no surprise that Raven enjoyed having a good time and didn't like to work. When Squirrel mentioned that Raven should be putting away food for winter, Raven only laughed. "There's still time for that," he said and flew off to have more fun.

"You'll change your tune when winter arrives," Squirrel called after him. And he was right.

One day, the first flurries of snow drifted from the sky. Soon it was snowing harder, and the earth became covered in its winter blanket. The food that Raven had found so easily all summer was buried.

Feeling hungry, Raven flew over to Squirrel's house. Squirrel had food stashed everywhere. "Squirrel," Raven said, "I'm hungry. Why not share some of your nuts with me?" Squirrel only scolded him. Finally, he shut the door in Raven's face.

Raven flew to the top of a tree and sat thinking. Then he hit upon a plan and flew off to see his cousin Crow.

"Hi, Crow," Raven called out. "I'm looking forward to your feast. Are you going to sing?"

Crow looked puzzled. "I'm not having a feast," he said.

"But you must sing at your feast," Raven said. "You have such a wonderful voice. Everyone wants to hear you."

Crow was flattered by the compliments. In fact, back in those times, Crow did have a nice voice. He started to think maybe he *should* have a feast. "Do you really think I should sing?" he asked.

"Of course," Raven said. "I'll invite everyone to your feast."

Raven visited all the animals. "I'm having a feast," he told each one. "I'm having it at Crow's house, and he will sing for us. Please join me at my feast. I'll have lots of food for everyone."

Then Raven flew back to Crow's home and said, "Prepare all your food, Crow. Everyone is coming, and they are excited to know that you will be singing." Crow got started right away.

On the day of the feast, Raven arrived early and found Crow still cooking. "You finish in the kitchen," Raven said, "and I'll greet the guests as they arrive."

So Raven went to the door. "Welcome to my feast," he said to each guest. "Please eat your fill. It's my great pleasure to have this feast for you."

All the animals sat down at the feast table. When Crow came to join them, Raven spoke up. "Oh please sing for us now, Crow. You cannot sing well on a full stomach." Crow couldn't resist and broke into song. Each time he paused to join the feast, Raven called, "Oh please, one more song. You are in such great voice today." So Crow kept singing, and his voice got tired and hoarse.

When everyone got up from the table to leave, Crow had still not had a bite to eat, and all the food was gone. He was very hungry, and there was no food left in his house. He knew that everyone was grateful, though, and he felt that they would each invite him to a feast. He would not go hungry that winter. But as it turned out, Crow was never invited to any meals. All the animals thought that Raven had given the feast, so they invited him to their meals. Raven did not have to provide for his own winter food for many years.

Poor Crow was left to beg for food from humans and eat the scraps they left. You still see him today hopping about in parks and yards, searching for food and squawking a raspy "Caw! Caw! Caw!"

Answer the following questions.

- 6 Read the following sentences from the passage.

One day, the first flurries of snow drifted from the sky. Soon it was snowing harder, and the earth became covered in its winter blanket. The food that Raven had found so easily all summer was buried.

What is the **best** meaning of the nonliteral language underlined above?

- A. It snowed lightly at first, and then harder.
 - B. Raven could not find food.
 - C. The ground was cold.
 - D. Snow covered the ground.
- 7 Which of these events happened last in the story?
- A. Squirrel refused to give Raven any food.
 - B. Raven thanked Crow for inviting him to a feast.
 - C. Raven was invited to many feasts.
 - D. Raven invited the animals to a feast.

- 8 This question has two parts. Answer Part A and then answer Part B.

Part A

What problem does Raven have in "Raven Has a Feast"?

- A. Raven doesn't know how to cook.
- B. No one will invite Raven to a feast.
- C. Raven doesn't have anything to eat.
- D. Raven cannot sing.

Part B

Which of Raven's actions causes this problem to happen?

- A. Raven lies about having the feast.
- B. Raven refuses to share his food.
- C. Raven does not store food for winter.
- D. Raven makes his voice hoarse by singing too much.

- 9 This question has two parts. Answer Part A and then answer Part B.

Part A

Which statement **best** describes Raven?

- A. He enjoys playing tricks.
- B. He is thoughtful of others.
- C. He is practical.
- D. He doesn't have any friends.

Part B

Which detail from the passage supports your answer to Part A?

- A. It should come as no surprise that Raven enjoyed having a good time and didn't like to work.
- B. When Squirrel mentioned that Raven should be putting away food for winter, Raven only laughed. "There's still time for that," he said . . .
- C. Raven flew to the top of a tree and sat thinking. Then he hit upon a plan and flew off to see his cousin Crow.
- D. "You finish in the kitchen," Raven said, "and I'll greet the guests as they arrive."

10 “Raven Gives the World Light” and “Raven Has a Feast” are Native American folktales that people told to explain how things in nature came to be. Why is Raven important to both stories? How do his actions help to explain how things in nature came to be? Include details from **both** stories to support your answer.

Read the passage.

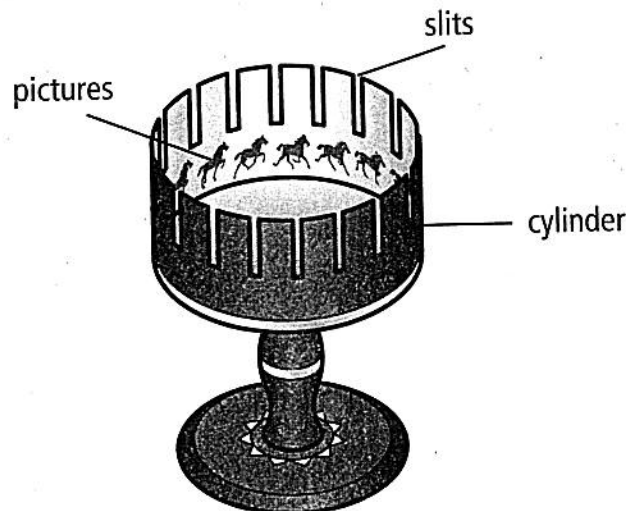
The Zoetrope

Have you ever wondered how movies were invented? Would you believe that a simple toy was an important part of the story? In 1834, a man named William Horner invented an unusual toy. People later called the toy a zoetrope (**zoh-ee-trohp**).

How a Zoetrope Works

A zoetrope looks a lot like a merry-go-round. It is a cylinder that spins. But it does not have animals you can ride. No music plays. The cylinder in a zoetrope is hollow. The outside of the cylinder has slits cut in it, while the inside has many pictures drawn on it. The pictures are not the same. Each picture is a tiny bit different. The pictures are arranged in a certain order.

Take a look at the zoetrope below. You can see that the pictures inside show a horse that is running. When the zoetrope spins, something interesting happens. A person can see the pictures through the slits on the outside. But the narrow slits do not let a person see each picture for very long. Also, the pictures move very quickly. The brain cannot see each picture separately. Instead, the brain blends them into a moving picture. The faster the zoetrope spins, the smoother the pictures move.



This is a zoetrope. Look closely at the pictures. Each horse is slightly different from the one before it. As the cylinder spins, you think you are seeing one horse running.

The Zoetrope Leads to Modern Movies
 Years later, a similar toy was invented. Like the zoetrope, it had pictures and spun around. But this toy had mirrors instead of slits. People saw the pictures reflected in the mirrors.

As time went on, more improvements were made to the toy. People realized it could be attached to a projector. This is a machine that shines light through a magnifying glass. The machine uses the light to project the moving pictures from the toy, similar to the way the sun projects your shadow. Soon, plastic film was invented. It replaced the spinning cylinder. Light passed through the film, and the film moved quickly through the projector. An image was projected onto a screen. Modern movies were born!

Many of today's movies are projected digitally using computers. But some movies still are shown on film that is passed through a projector. The long strip of plastic film is filled with a series of squares. These squares are called frames. Each frame holds one picture. Each picture differs a tiny bit from the picture before it. When the piece of film slides through a movie projector, the pictures flash on the screen very quickly. The pictures move too fast for our eyes to see each frame alone. Instead, our brain blends them into a moving picture, just the way it does with pictures on a zoetrope.

Modern Zoetropes

Zoetropes are not common toys anymore. Most kids do not own one. However, people can still see them in interesting places. Zoetropes are now often created by artists. Some artists make zoetropes that take up entire rooms! You can sometimes see these zoetropes in museums. In cities like New York, you can also see zoetropes on tunnel walls. Instead of a cylinder, the zoetrope is flat. The flat zoetrope also has many slits. Pictures are behind the slits. When a subway train moves past, people inside the train see a very short movie through the slits. It is another way people have fun with zoetropes.

Answer the following questions.

- 1 Reread paragraph 3 of the passage. What is the main idea of this paragraph?
- A. But the narrow slits do not let a person see each picture for very long.
 - B. The faster the zoetrope spins, the smoother the pictures move.
 - C. When the zoetrope spins, something interesting happens.
 - D. Instead, the brain blends them into a moving picture.
- 2 Read these sentences from the passage.

As time went on, more improvements were made to the toy. People realized it could be attached to a projector. This is a machine that shines light through a magnifying glass. The machine uses the light to project the moving pictures from the toy, similar to the way the sun projects your shadow.

What is the meaning of the word project as it is used in the sentence?

- A. complete an assignment
- B. speak loudly
- C. guess
- D. throw outward

- 3 Read the caption from the passage.

This is a zoetrope. Look closely at the pictures. Each horse is slightly different from the one before it. As the cylinder spins, you think you are seeing one horse running.

What is one way the caption helps you understand an idea in the passage?

- A. It tells what kind of information each section contains.
 - B. It explains what the diagram shows.
 - C. It gives information in a visual way.
 - D. It names a part of the diagram.
- 4 Which heading would you look under to find information about how the zoetrope is used today?
- A. How a Zoetrope Works
 - B. Modern Zoetropes
 - C. The Zoetrope Leads to Modern Movies
 - D. How a Zoetrope Is Made

- 5 This question has two parts. Answer Part A and then answer Part B.

Part A

Read this paragraph from the passage.

Years later, a similar toy was invented. Like the zoetrope, it had pictures and spun around. But this toy had mirrors instead of slits. People saw the pictures reflected in the mirrors.

Which choice **best** describes how the sentences in the paragraph are organized?

- A. cause and effect
- B. sequence
- C. compare and contrast
- D. problem and solution

Part B

Which words from the paragraph support your answer to Part A?

- A. years later
- B. like the zoetrope
- C. this toy had mirrors
- D. reflected in the mirrors

Read the passage.

Build Your Own Zoetrope

A zoetrope is a toy that plays a trick on your brain. When you look through a spinning zoetrope, the pictures inside seem to move.

It is easy to build a zoetrope. You can use items you have around your house. However, you will need an adult to help with some steps.

Materials

42-ounce round cardboard oatmeal container	white paper, 16 inches long by 2 inches wide
scissors	colored pencil, white or yellow
ruler	sharpened pencil
black paint	modeling clay
black marker	empty spool of thread

Directions

1. Use the scissors to cut the container in half. Ask an adult to help with this step. Save the bottom of the container. Recycle the other half.
2. Paint the outside and the inside of the container with black paint. Set the container aside to dry.
3. After the paint is dry, use the ruler and colored pencil to mark the top of the container. Make twelve marks around the edge. Space them evenly, like the numbers on a clock.
4. Use the ruler and colored pencil to draw twelve rectangles down the side of the container. Begin each line at the mark you made on the top of the container. Make each rectangle two inches long and about one-eighth inch wide. When you are done, the container should look like the drawing in Figure 1.

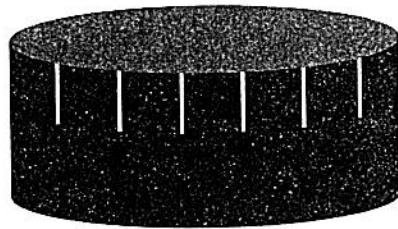


Figure 1

5. Cut out the rectangles you drew. This will make slits. Ask an adult to help with this step.
6. Next, use the pointy end of the pencil to make a hole in the center of the container's base. Push the pencil most of the way through from the inside to the outside. Ask an adult to help with this step.
7. Make sure the eraser end of the pencil is still inside the container.
8. Now, slide the empty spool of thread onto the pointy end of the pencil. Push the spool until it is just below the container. Then, put a lump of clay under the spool to hold it in place.
9. Try spinning the zoetrope. If it wobbles, add some clay to the top of the pencil.
10. Use the ruler to divide the piece of paper into twelve equal boxes. To do this, measure one and three-eighth inches from the end. Draw a line. Measure another one and three-eighth inches. Draw another line. Continue until your paper is marked as shown in Figure 2.

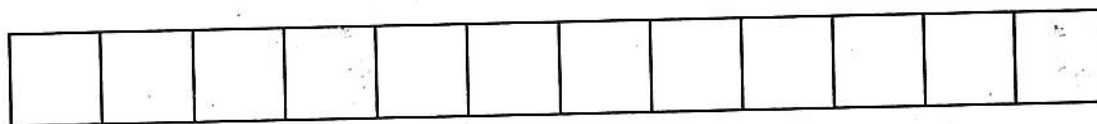


Figure 2

11. Use the black marker to draw a picture in each box. Make the pictures similar. But make sure each has a tiny change. Figure 3 shows an example. Each picture of the sun is slightly different from the one before it.

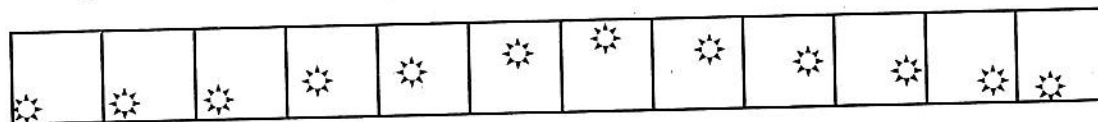


Figure 3

12. Tape your drawing inside the zoetrope. Make sure to line it up so that each picture is across from a slit.
13. Your zoetrope is ready! Spin the zoetrope slowly. Then spin it quickly. How does the movie change? If you used the pictures from Figure 3, you will see the sun rising and setting.
14. You can change the pictures in your zoetrope whenever you like.

Answer the following questions.

- 6 How do the diagrams in "Build Your Own Zoetrope" help you better understand how to make a zoetrope?
- A. They show what a finished zoetrope looks like.
 - B. They describe how to spin a zoetrope.
 - C. They give more information about some steps in the process.
 - D. They tell what you need to make a zoetrope.
- 7 Which of the following steps should you do last to build a zoetrope?
- A. Paint the outside and the inside of the container with black paint.
 - B. Slide the empty spool of thread onto the pencil.
 - C. Make twelve marks around the edge.
 - D. Use a black marker to draw a picture in each box.

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- 8 Which detail could **best** be added to step 5 to make the directions clearer?
- A. You will be able to see the black inside the container.
 - B. Do not do step 6 before this step.
 - C. The slits should not be shaped like circles.
 - D. Remember that each slit should be the same width.

- 9 This question has two parts. Answer Part A and then answer Part B.

Part A

Which sentence describes the author's opinion about building a zoetrope?

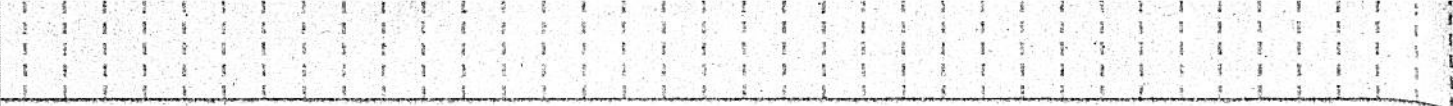
- A. A zoetrope is a toy that plays a trick on your brain.
- B. It is easy to build a zoetrope.
- C. Your zoetrope is ready!
- D. You can change the pictures in your zoetrope whenever you like.

Part B

What sentence from the passage **best** supports the answer in Part A?

- A. When you look through a spinning zoetrope, the pictures inside seem to move.
- B. You can use items you have around your house.
- C. However, you will need an adult to help with some steps.
- D. If you used the pictures from Figure 3, you will see the sun rising and setting.

- 10 Describe **three** ways that the information in the first passage helps you to understand the steps listed in the second passage. Use information from **both** passages to support your answer.



A series of horizontal lines for writing, consisting of 20 evenly spaced lines that span most of the width of the page.

STRAND 3 REVIEW

Read the passage.

excerpted from

Letters to His Children

by Theodore Roosevelt

Theodore Roosevelt was the president of the United States from 1901 to 1909. He was also the father of six children: Alice, Ted, Kermit, Quentin, Archie, and Ethel. Roosevelt's job meant that he was often away from his children. To stay in touch, he wrote them dozens of letters. In 1919, many of the letters were published in a book.

Roosevelt wrote this letter to Quentin during a trip to California. He describes what it was like to be away from home.

Del Monte, California, May 10, 1903

DEAREST QUENTY-QUEE:

I loved your letter. I am very homesick for Mother and for you children; but I have enjoyed this week's travel. I have been among the orange groves, where the trees have oranges growing thick upon them, and there are more flowers than you have ever seen Whenever I see a little boy being brought up by his father or mother to look at the procession as we pass by, I think of you and Archie and feel very homesick. Sometimes little boys ride in the procession on their ponies, just like Archie on Algonquin.

Roosevelt's children sometimes traveled from the White House, too. Roosevelt wrote this letter to Ted, who was away at school. He describes life at the White House.

White House, May 28, 1903

DEAR TED:

Life is lovely here. The country is beautiful, and I do not think that any two people ever got more enjoyment out of the White House than Mother and I. We love the house itself. . . . We love the garden. And we like Washington. We almost always take our breakfast on the south portico. Then we stroll about the garden for fifteen or twenty minutes, looking at the flowers and the fountain and admiring the trees. Then I work until between four and five. If Mother wants to ride, we then spend a couple of hours on horseback.

In this letter to Kermit, Roosevelt talks about winter in the White House.

White House, December 17, 1904

BLESSED KERMIT:

For a week the weather has been cold—down to zero at night and rarely above freezing in the shade at noon. . . . I have been so busy that I have been unable to get away until after dark, but I went in the fur jacket Uncle Will presented to me . . . , and the moonlight on the glittering snow made the rides lovelier than they would have been in the daytime. Sometimes Mother and Ted went with me, and the gallops were delightful. Today it has snowed heavily again, but the snow has been so soft that I did not like to go out, and besides I have been worked up to the limit. There has been skating and sleigh-riding all the week

In this letter, the president updates Quentin on the family's cat, Slippers. He also talks about how much he misses his family when they are away.

White House, April 1, 1906

DARLING QUENTY-QUEE:

Slippers and the kittens are doing finely. I think the kittens will be big enough for you to pet and have some satisfaction out of when you get home The house feels big and lonely and full of echoes with nobody but me in it; and I do not hear any small scamps running up and down the hall just as hard as they can; or hear their voices while I am dressing; or suddenly look out through the windows of the office at the tennis ground and see them racing over it I love you very much.

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Answer the following questions.

- 1 This question has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** states Roosevelt's opinion about living in the White House when his children are not there?

- A. It is fun to play in the snow and on the grounds.
- B. The grounds are beautiful year-round.
- C. It is too quiet.
- D. The kittens provide company.

Part B

Underline **one** detail from the passage that supports your response to Part A.

- 2 This question has two parts. Answer Part A and then answer Part B.

Part A

Read the sentence from the passage. Underline the conjunctions in the sentence.

Today it has snowed heavily again, but the snow has been so soft that I did not like to go out, and besides I have been worked up to the limit.

Part B

Choose one of the conjunctions you identified in Part A. On the lines below, describe how it connects ideas in the sentence.

- 3** This question has three parts. Answer Part A, then answer Part B, and then Part C.

Part A

A student has written the following sentences for a report about Theodore Roosevelt's children. Circle the sentence that would make the best topic sentence. Cross out the sentence that would not belong in the report.

Theodore Roosevelt had six children.

Roosevelt's oldest child, Alice, was born in 1884.

The teddy bear was named after Roosevelt.

Roosevelt enjoyed spending time with his children at the White House.

Roosevelt's youngest son, Quentin, was killed during World War I.

Part B

What additional information might the student include in the report? Choose **all** that apply.

- A.** laws that were passed while Roosevelt was president
- B.** ages of Roosevelt's children when they lived in the White House
- C.** why a national park was named after Theodore Roosevelt
- D.** description of his daughter Alice's wedding at the White House
- E.** names of the Roosevelt children's pets
- F.** information about Roosevelt's early years as president

Part C

Underline **one** detail from the passage that the student might include in the report.

Read the passage.

Growing Up in the White House

Our country's presidents are not the only people who have lived in the White House. Children have lived there, too. The granddaughter of John Adams was the first child to live in the White House. More recently, Barack Obama's daughters, Sasha and Malia, live there.

Being a "first kid" can be fun. But living in the White House with a parent as president can be hard at times, too.

White House Lives

Children in the White House do many of the same things you do. They play games. They have friends spend the night. They have swim parties at the White House pool and play baseball on the lawn. They bowl in the bowling alley and watch movies in the movie theater. Sometimes they even go on trips with their families. George W. Bush's daughters, Barbara and Jenna, went to Africa with their parents.

In other ways, the lives of presidents' children are very different from those of other kids. First kids must have a security person with them at all times to keep them safe. And even though White House children get to go to many events, they may not always want to do so. Some people did not like it when President Jimmy Carter's daughter, Amy, read a book during a fancy dinner. When she wanted to be alone, Amy often went to the tree house built behind the White House.

Just like you, kids in the White House go to school. However, their school experiences can look very different. Abraham Lincoln's son, Tad, had a private tutor come to the White House. John F. Kennedy's daughter, Caroline, went to first grade in the White House, too. Her parents set up a classroom on the third floor for Caroline and ten other children. Amy Carter attended public school. President Bill Clinton's daughter, Chelsea, went to a private school.

Family Pets

The White House has seen its share of first pets. President Barack Obama's family has two dogs, Bo and Sunny. They go for walks and sometimes greet people touring the White House. President Bush's dog, Barney, could be viewed on a webcam on the White House Web site. President Kennedy's family brought two hamsters, a cat, and a bird to the White House. They added ponies and a dog while living there.

Theodore Roosevelt's children brought many pets to the White House. They had cats, dogs, a snake, a raccoon, a bird, and a pony named Algonquin. When Archie Roosevelt was sick one day, his brother, Quentin, snuck the pony into the White House to cheer him up. Algonquin and Quentin rode the elevator up to Archie's room!

Fun at Home

Many presidents' children have used the White House as a giant playground. The Roosevelt children played leapfrog and climbed on the furniture. They crawled through the spaces between the ceilings and floors. They even roller-skated and rode bikes in the White House. They also did quiet things like reading in the White House library.

President Kennedy's son, John, loved to play hide-and-seek. His father even had a secret door made in his desk so John could hide in his office. While playing outside one day, John fell into a fountain on the White House lawn. The fountain was full of mud, and his mother also fell in while trying to help her son. Someone then had to throw a rope to the first lady and her son to get them out of the fountain. Just another everyday adventure at the White House!

Answer the following questions.

- 4** This question has two parts. Answer Part A and then answer Part B.

Part A

Based on the the passage "Growing Up in the White House," which of the following statements is true?

- A. All presidents' children have enjoyed living in the White House.
- B. All presidents' children have had pets in the White House.
- C. Presidents' children need protection to stay safe.
- D. Presidents' children do better in school than other children.

Part B

Underline a detail from the passage that **best** supports your response to Part A.

- 5** This question has two parts. Answer Part A and then answer Part B.

Part A

Tessa is doing additional research for a report on the children of President John F. Kennedy. Circle the two **best** sources for information that relates to her topic.

Research Sources	a biography about John F. Kennedy and his family
	the White House Web site, www.whitehouse.gov
	a blog about a student's visit to the Kennedy library
	a fictional story about the Kennedy children's pony

Part B

Explain why the sources you chose in Part A are the most useful.

- 6** This question has three parts. Answer Part A, then answer Part B, and then Part C.

Part A

Jamal decided to write a story about the Roosevelt children and their pony, Algonquin. The following sentences from Jamal's story contain mistakes. Rewrite each sentence correctly on the lines.

A. One day Quentins brother Archie was sick in bed.

B. I'll bet seeing Algonquin will make Archie feel best, said Quentin.

C. Quentin knowed it would be hard to lead a pony up the staires.

D. He takes the elevater instead.

E. People still laughs at the funny story of a pony in the white house.

Part B

Combine your revisions of sentences C and D from Part A into one sentence. Remember to use a conjunction to link both parts of the sentence. Write the new sentence on the line.

Part C

Underline the verb and circle the adjective in your revision of sentence E. Then rewrite the sentence using a stronger verb and adjective.

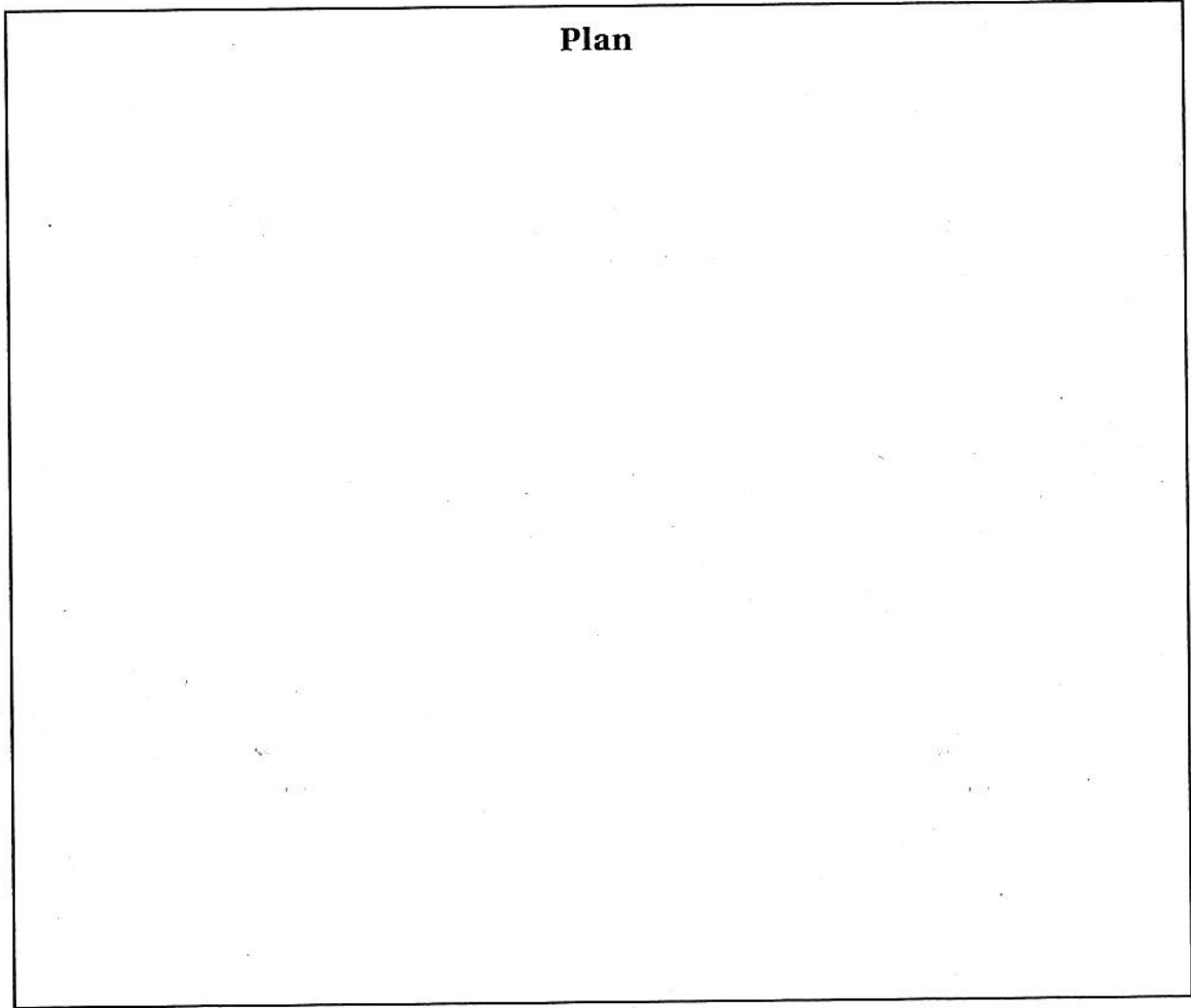
7 In "Letters to His Children" and "Growing Up in the White House," you learned what it might be like to live in the White House with one of your parents serving as the president of the United States. Write an essay that states whether or not you would want to have that experience. Consider the following points:

- What are the positive things about being a first kid? What are the negative things?
- How would living in the White House change your life? Can you think of a personal experience you've had that might be similar?

Remember to use evidence from both passages to support your opinion.

You may plan your essay in the space below. Write your essay on the following pages.

Plan



A blank page from a notebook with horizontal ruling lines. The page is mostly empty, with a few faint smudges. The top edge of the page is slightly curved. The left edge shows the binding of the notebook.