READING
The Rug Weaver

In the 1800s and early 1900s, Navajo women helped earn money for their families by weaving rugs from the wool of the Churro sheep. In this story, set in the 1920s, a Navajo girl visits her grandmother on the reservation to learn about traditional Navajo rug weaving.

1 The air was full of the sounds of crickets. As Susan's father began closing the living room windows for the night, he said, “We'll be leaving early in the morning to visit Grandmother.”

2 Susan missed her grandmother. Susan didn’t see her often because her grandmother lived on the Navajo Indian reservation.

3 On her way to bed, Susan stopped and stared at the rug hanging on the wall. The rug had always been there, but usually she gave it little thought.

4 Tonight, though, Susan looked closely at the rug. She flipped the corner of the rug over and studied the threads. She wondered what they were made of and how they were woven. She couldn’t quite figure out how the rug had been made.
That night Susan dreamed about a flock of sheep grazing on the side of a mountain. Their wool had been clipped short and lay all around them like a blanket of white snow.

At breakfast Susan felt uneasy as she ate her meal. Her father noticed that she was deep in thought. “What’s wrong?” he asked.

“I had a strange dream last night,” Susan explained.

The two of them discussed the dream. Then her father said with a wink, “When we get to the reservation, your grandmother can explain the meaning of the sheep in your dream.”

On the drive to the reservation, Susan’s father talked about the differences between their house and the hogan that her grandmother lived in. Grandmother’s traditional Navajo house had no electric lights or running water. The walls were made of mud and logs, and beneath her feet was a floor made of earth. Although Grandmother had chosen this way of life because it was important to her, Susan was grateful to have lamps and hot and cold running water in her own house.

When Susan and her father arrived, Grandmother was sitting outside, working at a wooden frame. A large basket of yarn was next to her. After hugging her grandmother, Susan walked to the frame and looked at the huge rug on it. One end wasn’t finished and had brightly colored strings hanging from it. On the other end was woven a beautiful sunset.

“Grandmother, I had a dream about sheep, and I think I’m beginning to understand what it means,” Susan said. “Does the wool in your weaving come from sheep?”
Grandmother nodded and began telling Susan about Navajo rug weaving. While she talked, her fingers moved quickly, weaving the yarn.

Grandmother told Susan that the women of the Navajo tribe tended a special breed of sheep called the Churro. When the wool was ready to be cut, the women would shear the wool from the sheep. The wool would be cleaned, combed, and spun into yarn. Then the wool would be dyed shades of green, red, and brown using colors from plants.

Grandmother stopped weaving and pointed to some big tubs of colored water. “I dyed some wool in those tubs just yesterday,” she said. Then she explained that when the wool was dry, the weavers took small strands and wove them into patterns on the wooden frame.

“When this rug is finished, the sunset will be smiling over a purple mountain,” Grandmother said. “It’s a scene I remember from my childhood. I often create rugs to show the beauty of things I’ve seen. My rugs are like pictures that last forever, and
they’re memories I can share with others. My mother taught me to weave, just as her mother taught her.”

16 Susan hugged her grandmother. “You made the rug that hangs over our fireplace, didn’t you?” she asked excitedly.

17 Her grandmother nodded and smiled. “Let me show you how to use your fingers to weave the wool.”

18 Susan listened as her grandmother gave instructions and guided Susan’s small fingers through the yarn. Weaving had looked so easy when her grandmother did it, but Susan’s efforts were awkward and uneven. She realized that it would take her years of practice to be able to make a rug full of beauty and history.
1 What does Susan dream about?
A How wool is dyed
B A flock of sheep
C Her grandmother weaving a rug
D The rug on the wall

2 What is paragraph 9 mainly about?
F What Susan is thankful for at home
G How Susan traveled to the reservation
H Why Susan’s grandmother lives on the reservation
J How Susan’s house differs from her grandmother’s house

3 What does Grandmother do while she tells Susan about weaving?
A Spins small strands of wool into yarn
B Cuts the wool from some of the sheep
C Moves her fingers quickly as she works with the yarn
D Makes dye from colors in plants
4 Read the following notes a student wrote about the story.

Navajo Rug Weaving

1. Navajo women take care of the sheep.
2. The wool is cut from the sheep.
3. ______________________
4. The wool is combed.
5. The wool is spun into yarn.

Which of these belongs on the blank line?

F  The wool is cleaned.
G  The wool is dyed.
H  The wool is woven.
J  The wool is dried.

5 In paragraph 6, the words “deep in thought” mean that Susan —

A  is thinking about traveling
B  is unsure of what her father will think
C  is eager to share what she thinks
D  is thinking a lot about something
6 Which is the best summary of this story?

F Susan has an odd dream the night before she and her father take a trip to see her grandmother. Susan visits with Grandmother and learns more about her weaving. The visit also helps Susan better understand her family history.

G Susan and her father drive to see her grandmother, who lives on the Navajo Indian reservation. Susan learns that her grandmother’s life is quite different from her own life. Susan sees sheep that live on her grandmother’s reservation.

H Susan has a dream before she goes to see her grandmother. She doesn’t understand what the dream means. She talks to her father about it, and he suggests talking to Grandmother when they visit the reservation.

J Susan and her father haven’t seen Grandmother in a long time. They are looking forward to spending time with her. They get up early in the morning to drive to the Navajo Indian reservation to see her.

7 Susan’s father is concerned at breakfast because he —

A knows that Susan had a bad dream

B thinks something is bothering Susan

C wonders whether Susan will be able to go on the trip

D hopes Susan isn’t feeling nervous about leaving home

8 Susan’s grandmother most likely feels —

F proud of her family’s history

G bothered by the visit with her family

H upset about caring for sheep

J eager to move from the reservation
9 Which sentence shows that Susan finds out that learning to weave rugs is not easy?
   A  She flipped the corner of the rug over and studied the threads.
   B  When Susan and her father arrived, Grandmother was sitting outside, working at a wooden frame.
   C  One end wasn’t finished and had brightly colored strings hanging from it.
   D  She realized that it would take her years of practice to be able to make a rug full of beauty and history.

10 Read the following chart based on the story.

<table>
<thead>
<tr>
<th>A Traditional Navajo Hogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has walls made of mud and logs</td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• Doesn’t have electric lights</td>
</tr>
<tr>
<td>• Doesn’t have running water</td>
</tr>
</tbody>
</table>

Which of these belongs on the blank line?
   F  Has windows
   G  Has a floor made of earth
   H  Has a fireplace
   J  Has pictures hanging on the wall

11 The author most likely wrote “The Rug Weaver” to —
   A  persuade readers to find a hobby that is fun and meaningful
   B  provide readers with facts about what reservations are like
   C  encourage children to spend more time learning about their grandparents
   D  tell a story about a custom a grandmother shares with her granddaughter
12 How does Susan feel after watching her grandmother weave?

F She wonders if the rug will look the way her grandmother describes.

G She is sure she can make a rug like the one her grandmother makes.

H She admires the skills her grandmother uses to create the rug.

J She is puzzled by the materials her grandmother uses to make the rug.

13 By the end of the story, the reader can tell that Susan —

A wishes she lived on the reservation

B hopes Grandmother will come to visit her

C often dreams about events on the reservation

D wants to learn to weave rugs like the ones Grandmother weaves
A Texas Safari
by Garlan Andrews

1 Young giraffes rest in a field of soft grass. Nearby, their mothers nibble on leaves from bushes. They keep a careful watch on their young. Antelopes, cheetahs, and rhinoceroses also roam the field. In the distance zebras, gazelles, and wildebeests graze freely.

2 This peaceful scene is not in Africa. It is at the Fossil Rim Wildlife Center in Glen Rose, Texas, located 55 miles southwest of Fort Worth. The wildlife center is home to many animals from other countries. However, it is also home to many animals found in Texas, such as deer, jackrabbits, and armadillos.

3 At Fossil Rim people can drive their cars through the wildlife center. Visitors are instructed to drive slowly as they look for the animals. People can buy special food for the animals. The center offers the food because it wants to make sure the animals eat only healthful foods. However, visitors are warned that friendly giraffes may stick their head through open car windows. The giraffes are looking for the treats acquired by the visitors.

Fossil Rim is not only a place for viewing animals. It is also the site of important work. Scientists study the animals at the center closely. They hope their research will help animals in the wild. They especially want to help endangered animals.
Fossil Rim also offers educational programs. The center encourages teachers to bring their students to learn about the importance of taking care of Earth and its animals. The wildlife center’s goal is to help people find ways to save those species that are in danger of disappearing forever.

Fossil Rim is a great place for people to learn about animals. It is also a great place to see animals live as they would in the wild. Visiting Fossil Rim is like going on an African safari without having to cross the ocean!
“Look at that!” Janet exclaimed, pointing out the car window. “I didn’t realize how tall a giraffe really is!”

Janet’s father stopped the car and leaned over to look out her window. The giraffe was standing in a field of tall grass. “Do you see that animal on the ground?” Dad asked.

“Is that a baby giraffe?” Janet asked. She leaned out the window, trying to get a closer look.

“The baby must be sleeping,” Dad replied. “See how the mother is protecting it?” Dad handed Janet the camera.

When Janet finished taking a picture, her father drove forward slowly. The animals at Fossil Rim Wildlife Center had surprised Janet. She had expected to see only animals native to Texas. She had seen goats, longhorns, and deer before, so she had not been too excited about coming. Now, however, she couldn’t wait to see what animals from other countries would be wandering around.

Suddenly a small herd of zebras ran out in front of the car. “Watch out!” Janet yelled to her father.

He stepped on the brakes. “Now I understand why we were told to drive so slowly,” Dad said. “You can never tell what an animal may do!”

As Janet and her father watched the zebras, one zebra walked toward Janet’s window. Janet grabbed a handful of food from the bag her father held and dropped it out the window. “I hope they don’t try to get into the car,” she said.

Janet was busy watching the zebra when she heard her father gasp. She turned toward him and almost burst out laughing.
Trying to hold her breath, Janet quickly grabbed the camera and snapped a picture. A giraffe’s head was just inches from her father’s face. Her father didn’t move while the giraffe was eating from the bag in his hand.

10 After a few bites the giraffe backed out of the open window and walked away. Janet’s father let out a long sigh and said, “Let’s go down the road and see what else comes to visit us.”

11 Janet giggled as she thought about the surprised look on her father’s face. “Is that another giraffe over there, Dad?” she asked. “Remember, the man at the gate said that they are very friendly!” Then they laughed together.
14  What is this article mainly about?

F  Why scientists want to help some animals that are in danger

G  The kinds of food that animals need to eat to stay healthy

H  A place where people can see animals as they live in the wild

J  Animals that sometimes stick their head through open car windows

15  Why does Fossil Rim offer food to visitors to give the animals?

A  The center wants the animals to be comfortable around people.

B  It helps teach the animals to be friendly.

C  It is how the center makes most of its money.

D  The center wants the animals to eat food that is good for them.
Look at this diagram of information from the article.

Which set best completes the chart?

- **F**
  - ① Animals from Texas
  - ② Animals from Outside Texas

- **G**
  - ① Friendly Animals
  - ② Dangerous Animals

- **H**
  - ① Endangered Animals
  - ② Animals Not Endangered

- **J**
  - ① Wild Animals
  - ② Tame Animals
17 In paragraph 5, the word *species* means —
   A  kinds of animals
   B  good lessons
   C  habits of animals
   D  beautiful sights

18 Scientists at the wildlife center study the animals in order to —
   F  find out why animals sometimes graze freely
   G  teach the animals to eat only foods that are good for them
   H  learn ways to help wild animals like those living at the center
   J  make the center a fun place for people to see unusual animals
Use “A Wild Adventure” (pp. 15–16) to answer questions 19–24.

19 Paragraphs 9 and 10 are mostly about —
   A where Janet’s father plans to go
   B a zebra Janet watches from the car
   C how much food is eaten from the bag
   D an experience Janet’s father has with an animal

20 Janet is surprised by the animals at Fossil Rim because she —
   F expected to see only very small animals there
   G thought all the animals would be from Texas
   H remembered seeing more goats and deer
   J thought the animals would be friendlier

21 The author tells this story by —
   A explaining the good things and the bad things about feeding wild animals
   B describing how the animals are alike and how they are different
   C explaining why people should visit the center on their next vacation
   D describing Janet and her father’s visit to the center as it happens

22 Visitors are instructed to drive very slowly through the wildlife center —
   F to make it easier for the center’s scientists to study the animals
   G to keep animals from looking into the cars
   H to feed all the animals
   J to keep from hitting animals that sometimes run in front of cars

23 How does Janet’s father probably feel when the giraffe first puts its head through the open window?
   A Curious
   B Interested
   C Startled
   D Confused

24 Which sentence from this story shows that Janet is enjoying her visit to the wildlife center?
   F Dad handed Janet the camera.
   G Now, however, she couldn’t wait to see what animals from other countries would be wandering around.
   H “Watch out!” Janet yelled to her father.
   J Janet was busy watching the zebra when she heard her father gasp.
Use “A Texas Safari” and “A Wild Adventure” to answer questions 25–27.

25 One idea in both the article and the story is that of —

A seeing animals as they live in the wild
B studying endangered animals
C the importance of educational programs
D getting your picture taken at a wildlife center

26 The difference between the article and the story is that the story —

F shows where the center is located
G explains the important work done at the center
H gives facts about endangered animals
J describes a personal experience

27 Both the article and the story show that Fossil Rim Wildlife Center is —

A close to several cities on the map
B a good place for fathers to take their daughters
C helping visitors who are hurt by animals
D a great place to see animals from different parts of the world
A Change in Afternoon Plans

by Soon Yang

Lee and his two buddies burst through the door and plopped down in front of the television, ready to play video games. Just then, Lee’s mother appeared from the kitchen. “Boys, I have some bad news,” said Mrs. Wang. “Kim spilled her milk on the video game player. It’s not working now.”

“Oh, man!” the boys moaned together.

“We can’t go to my house because no one’s there,” Kevin said. The boys also knew that going to Mike’s house wasn’t an option. Mike didn’t have a video game player.

“Come have a snack while you think about what to do,” Mrs. Wang called from the kitchen. As Lee and Kevin ate, Mike sank into a chair. He was miserable.

“What are these?” Kevin asked, pointing to some colorful tiles on the table.


“Why haven’t we ever played?” Kevin asked Lee.

“It’s just a silly old Chinese game,” Lee grumbled. “My grandmother makes me play whenever she visits from China.”

“What’s the game called again?” Kevin asked.

“It’s mah-jongg,” Mrs. Wang answered. “It means ‘clattering sparrow’ in Chinese. When you move the tiles to shuffle them, they make a clicking sound like sparrows make.”
Kevin quickly shifted the tiles around, but his awkward shuffle didn’t sound like noise a bird would make. “You shuffle them, Lee, and then let’s play,” Kevin said.

“No,” Lee said firmly. “Mah-jongg is too hard to play.”

Mrs. Wang didn’t like what she was hearing. “Lee, your grandmother gave you this kids’ version so that you could enjoy it with your friends.” She approached the table and looked at Kevin and Mike. “This set is perfect for you boys. It has English letters and numbers to help you understand the Chinese characters.”

“I’m ready. Let’s play,” Kevin said, ignoring Lee’s earlier objection.

“We can’t play,” Lee insisted again. “We need four players.”

Kevin counted aloud as he pointed to the four people in the room. Mrs. Wang smiled, understanding Kevin’s invitation. She told Lee to explain the game to his friends and to call her when they were ready to start.
Being outvoted, Lee settled into his chair and began pointing at certain tiles. “There are three types of tiles,” Lee began, and 10 minutes later he was still explaining how to play.

Feeling discouraged by so many rules, Mike quickly interrupted. “You can count me out of this one,” he said. “I’ve got to go. I just remembered that my dad needs my help today.” Before Lee or Kevin could speak, Mike shot out the door like a rocket.

“Looks like we can’t play after all,” Lee said, relieved.

“Your sister can play,” Kevin said quickly, hoping to change Lee’s mind. “It’s the least she can do for breaking the video game player.”

Lee groaned one last time and then finished teaching Kevin the rules. Mrs. Wang and Kim took their seats. Time passed quickly as the four played several games together.

The next day at school, Kevin and Lee talked on and on during lunch about playing mah-jongg. Mike had to listen to every detail, including how Kevin and Kim were tied after winning two games each.

Interrupting, Mike said, “So let’s play video games at Kevin’s today, all right?”

“Can’t,” Kevin said excitedly. “We’re playing a tiebreaker game. And I’m going to beat Kim!”

“Why do you care about that stupid game?” Mike barked.

“It’s pretty fun, Mike,” Kevin answered, grinning. “Especially when you’re about to win.”

Lee smiled slightly. He didn’t want to admit that he enjoyed playing mah-jongg and was surprised that his friend liked the game so much.
28  During class that afternoon, Mike thought about the conversation from lunch. The three boys spent almost every afternoon together, and Mike didn’t want to be excluded.

29  “Let’s get going,” Mike said after school to Lee and Kevin. “I want to be there to see Kevin crush his competition.”

30  “I thought you said mah-jongg was a stupid game,” Lee said.

31  Mike was quiet for a moment before replying, “Oh, I’ll give it another chance.”

32  The three boys then walked to Lee’s house together, making plans to celebrate Kevin’s victory. For Lee, an old Chinese game now felt new and exciting.
28 What is a problem Lee has at the beginning of the story?

F He isn't interested in playing mah-jongg.

G He worries about what to do when his friends visit.

H He has to play mah-jongg with his grandmother.

J He doesn't like losing at games.

29 In paragraph 18, “like a rocket” means that Mike left —

A while shouting loudly

B after slamming the door

C very quickly

D without complaining

30 How does Mike change in this story?

F Mike wants to play video games at Kevin’s house.

G Mike is jealous that Kevin has won two games.

H Mike is willing to give mah-jongg a try.

J Mike is upset with Kevin after school.

31 The reader can tell that Mrs. Wang —

A is unsure of the meaning of the words mah-jongg

B wants Lee to share a game from his culture with others

C is surprised by what Kim has done

D wants the boys to go to another friend’s house

32 What does the word excluded mean in paragraph 28?

F Left out

G Uncovered

H Disturbed

J Talked about
33 The boys can’t go to Kevin’s house because —

A Lee’s grandmother is planning to visit
B Mrs. Wang’s snacks are ready to eat
C Kevin’s video game player is broken
D Kevin’s parents aren’t home

34 Which detail supports the conclusion that learning to play mah-jongg can be difficult?

F The tiles are similar to a deck of playing cards.
G The tiles make an unusual sound.
H There are many rules to understand.
J The game is played by adults.

35 Read the following sentence from paragraph 8.

“It’s just a silly old Chinese game,” Lee grumbled.

This sentence shows that Lee wants to —

A avoid playing the game with his friends
B convince his friends that the game is fun
C share the history of the game with his friends
D remind his friends that the game was a gift

36 The author organizes the story by —

F describing the tiles and the rules of mah-jongg
G comparing playing video games with playing mah-jongg
H telling about what the boys experience as the events happen
J explaining why Kevin and Mike have different opinions
37 Read this dictionary entry for the word **crush**.

**crush** \krəsh\ *verb*

1. to crowd or push 2. to hug tightly 3. to cause change by using force 4. to win easily

What is the definition of **crush** as used in paragraph 29?

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

38 The reader can tell that Kevin is a curious person because he —

F understands all mah-jongg’s rules  
G insists on learning a new game  
H tells others about his experiences  
J wants to win the tiebreaking game

39 One way that Lee and Mike are alike is that they both —

A know someone living in China  
B have broken video game players  
C realize that they were wrong at first  
D want to beat Kevin at mah-jongg

40 Lee’s grandmother gave him the mah-jongg game so that he could —

F practice explaining the rules of the game  
G play the game with his friends  
H spend time playing the game with his sister  
J study the sounds a sparrow makes

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS ON THE ANSWER DOCUMENT.