



Rising Fifth Graders

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Fry's Seventh 100 Sight Words

601-625

act
Africa
age
already
although
amount
angle
appear
baby
bear
beat
bed
bottom
bright
broken
build
buy
care
case
cat
century
consonant
copy
couldn't
count

626-650

cross
dictionary
died
dress
either
everyone
everything
exactly
factors
fight
fingers
floor
fraction
free
French
gold
hair
hill
hole
hope
ice
instead
iron
jumped
killed

651-675

lake
laughed
lead
let's
lot
melody
metal
method
middle
milk
moment
nation
natural
outside
per
phrase
poor
possible
pounds
pushed
quiet
quite
remain
result
ride

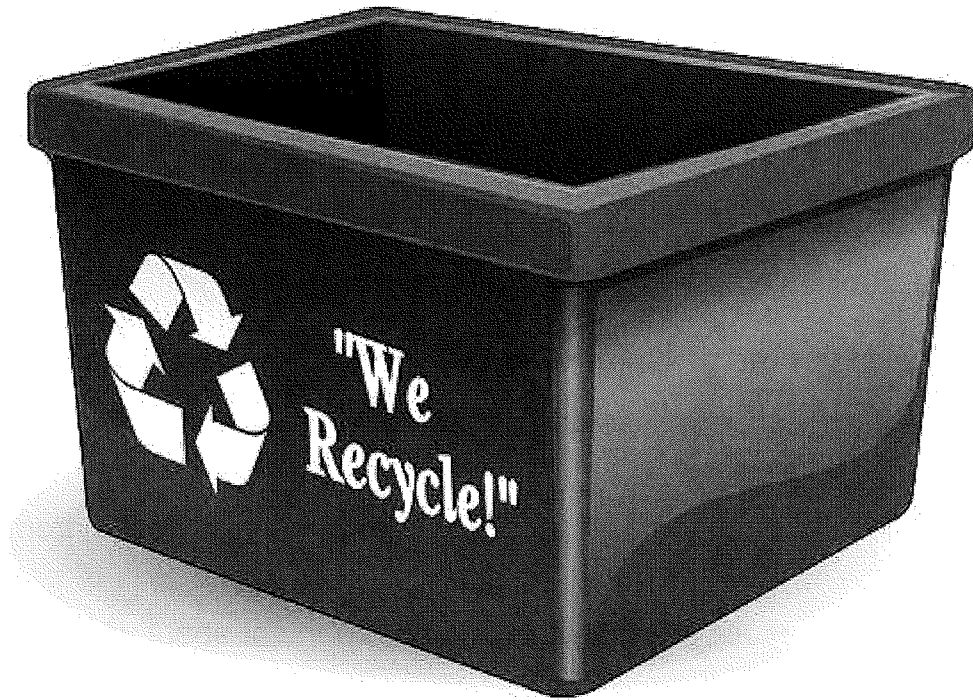
676-700

rolled
sail
scale
section
sleep
smiled
snow
soil
solve
someone
son
speak
speed
spring
stone
surprise
tall
temperature
themselves
tiny
trip
type
village
within
wonder



Recycling & Conservation: Why Recycle?

by ReadWorks



Recycling is a process where something is reused rather than thrown away. Common items that are recycled include aluminum and steel cans, glass, and newspapers. Recycling can be time-consuming and dirty work. For example, recyclable objects have to be sorted from trash. Then the objects have to be cleaned. Afterwards, the objects are turned into materials that can be used by people and companies. Why should people bother to recycle even though it takes a lot of work?

Recycling helps protect the earth. Recycling means less garbage in landfills. These are places where garbage is taken and buried. Recycling also helps conserve the earth's resources. For example, factories use less energy by recycling steel cans than by making new ones. Recycling paper saves trees from being cut down. Trees are used to make paper.

Every time you are about to drop a plastic bottle in the garbage, stop and think. Is it worth harming the earth? Your actions now can help preserve the environment for generations to come. All you have to do is throw that bottle into a recycling bin.

Get in the habit. Be proud of recycling. Encourage others to recycle. You can make a difference!

Name: _____ Date: _____

1. What is recycling?

- A. a process where something is reused
- B. a process where something is thrown away
- C. a process where something is taken and buried
- D. a process where something harms the earth

2. How does the author organize the information in this passage?

- A. The author explains the problems with recycling and suggests different solutions.
- B. The author describes similarities and differences between recycling and throwing things away.
- C. The author lists information about recycling in order of importance, from most to least important.
- D. The author describes recycling and shares an argument about why it's important.

3. Read these sentences.

". . . recyclable objects have to be sorted from trash. Then the objects have to be cleaned."

These sentences can be used to support which conclusion below?

- A. ". . . the objects are turned into materials that can be used by people and companies."
- B. "Recycling can be time-consuming and dirty work."
- C. "Recycling helps protect the earth."
- D. "Be proud of recycling."

4. What can be concluded from this passage?

- A. The author works for a recycling plant.
- B. The author does not believe in recycling.
- C. The author believes that all you have to do to save the environment is throw a bottle in a bin.
- D. The author believes that everyday people can help the earth.

Name: _____ **Date:** _____**1. What is recycling?**

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- B. a process where something is thrown away
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- D. The author believes that everyday people can help the earth.

5. What is the main idea of this passage?

- A. Recycling helps protect the earth and conserve its resources.
- B. Many people avoid recycling because it is too difficult.
- C. People must make decisions what to recycle.
- D. Only certain things can be recycled.

6. At the end of paragraph one, the author asks, "Why should people bother to recycle even though it takes a lot of work?" Why does the author include this question?

- A. to transition the reader to the next paragraph, which answers the question
- B. to question the reader's knowledge about recycling
- C. to summarize the major points in paragraph one
- D. to allow the reader to demonstrate understanding

7. Choose the answer that best completes the sentence below.

Recycling takes work, _____ it is good for the environment.

- A. instead
- B. before
- C. so
- D. but

8. What does the author suggest you do when you are about to throw a plastic bottle in the garbage?

9. What examples does the author provide to show that recycling helps conserve the earth's resources?

10. Read these sentences from the text.

"Get in the habit. Be proud of recycling. Encourage others to recycle."

How can these actions make a difference? Use evidence from the text to support your answer.

9. What examples does the author provide to show that recycling helps conserve the earth's resources?

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"Get in the habit. Be proud of recycling. Encourage others to recycle."

How can these actions make a difference? Use evidence from the text to support your answer.

Take Me Out to the Ball Game

by ReadWorks

Corinne skipped through the parking lot. She couldn't hold back her excitement. Her family was going to the baseball stadium for the first time!

"Corinne, chill out," said her brother, Jake. Jake was only two years older than Corinne, but he thought that gave him the authority to boss her around. Corinne slowed to a walk and waited for her family to catch up.

"I can't help it," she said. "I've never been to a baseball game before."

Corinne had watched countless baseball games on television. Baseball was her favorite sport, and she had been a Chicago Cubs fan as long as she could remember. Corinne thought that the best moment of her life would be when the Cubs finally broke their curse and won the World Series. The team had been losing for decades, but she knew that sooner or later, they had to win.

But tonight her family wasn't going to see the Cubs. They were going to see the Cougars, a new minor league team that had come to their town. Jake wasn't excited about the game. He thought the minor leagues didn't count. "The minor league is for players who aren't good enough for the major league," Jake always said. But Corinne liked the idea that these players weren't famous yet. They were still training and learning, just like her. Maybe she'd see baseball's next big star. Maybe he'd even sign a baseball for her.

"Mom," Corinne said, "Can we wait outside the dugout after the game? I want to get some autographs."

"Sure, we can," said Corinne's mother. "But let's enjoy the game first."

They pulled out their tickets and walked into the stadium. The stadium security guard checked Corinne's mother's purse and waved them through. "Mmmm," Corinne breathed in deeply. The air smelled like a delicious mix of popcorn and soda. Corinne looked at the tickets and saw that they were sitting on the upper level, just past third base. They walked up the concrete stairs and found their seats as the first inning was beginning.

Corinne couldn't decide whether to watch the field itself or the enormous screen behind the outfield. Her eyes darted back and forth between the two. The Cougars were pitching first.

She cheered at the top of her lungs for every strike and booed when anyone on the other team, the Cyclones, got a hit. Even Jake looked like he was having fun, cheering just as loudly as Corinne.

The game was close. The Cougars would score, and then the Cyclones would score. Back and forth, the two teams battled. The Cyclones had a better pitcher, but the Cougars were quicker. Corinne especially liked the shortstop. He was short, like her, and he was really agile. No matter where the ball was, he was there first. He seemed to have a magic ability to predict its path.

"Mom," said Corinne, tugging on her mother's sleeve. "What's the shortstop's name?"

Her mother looked through the program, searching. "Cory Alvarez," she said. "Cory!" thought Corinne. "Just like me."

By the end of the ninth inning, the teams were still tied, and the Cougars were up to bat. "This is it," Corinne said to Jake. "If the Cougars can manage to score just one run, then we'll win!"

"Don't be such a baby," said Jake. "It doesn't really matter. It's just the minor leagues."

Corinne noticed, though, that Jake was leaning forward in his seat and watching the batter with interest. Jake could pretend to be as cool as a cucumber, but inside he was just as excited as Corinne.

The batter turned, and Corinne saw that it was her favorite player, Cory Alvarez. "Come on Cory," she thought, "You can do it!"

Cory walked up to the home plate and tapped the bat on the ground twice. Then he lifted the bat and waited. The pitcher wound up and then threw a ball so fast, Corinne didn't even see it. She heard the crack when the bat hit the ball, though, and saw the ball flying through the air toward third base. The ball sailed past the base, then over the stands and straight toward Corinne's family. Corinne climbed up on her seat and put her hands out. She felt a sting and tumbled backwards as the baseball slammed into her palms. She tumbled out of the chair, and her parents kneeled over her. "Corinne! Corinne! Are you okay?"

Corinne held up the baseball and smiled. "I'm much more than okay," she said.

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Name: _____ Date: _____

1. Which team is Corinne hoping will win this baseball game?

2. Where does this story take place?

3. Corinne is completely enjoying herself at the baseball game. What evidence from the story supports this conclusion?

4. Why is Corinne so very excited about this baseball game?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"Corinne noticed, though, that Jake was leaning forward in his seat and watching the batter with interest. Jake could pretend to be cool as a cucumber, but inside he was just as excited as Corinne."

What does the phrase "cool as a cucumber" mean in this text?

7. What word or phrase best completes the sentence?

Corinne especially likes Cory Alvarez _____ he seems to have the ability to predict where the ball will go and get there first.

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7. What word or phrase best completes the sentence?

Corinne especially likes Cory Alvarez _____ he seems to have the ability to predict where the ball will go and get there first.

8. What happens to the baseball that Cory Alvarez hits?

9. At the end of the story, Corinne says, "I'm much more than okay." What does Corinne mean by this? Use evidence from the text to support your answer.

10. Why might Corinne be feeling "much more than okay" at the end of the story? Use evidence from the text to support your answer.

Pythons Invade the Florida Everglades

by ReadWorks



When Tommy Owen, a tour guide in the Everglades National Park, saw the animal, he immediately went after it. Owen was giving a tour of Florida's famous national park wetlands. He and a group of tourists were floating in a boat through the shallow water that makes up the Everglades. One of the women in the boat he was steering saw a snake in the water. She got Tommy's attention and pointed the snake out to him. When Tommy saw the snake, he acted fast. He reached into the water and grabbed the animal by the head. He got a good grip and didn't let go. Tourists in the boat were worried when the snake wrapped itself around Tommy's arm. After several minutes, he got control of the animal and removed it from the water. The snake was a ten-foot-long Burmese python. It was a snake not native to Florida and, quite simply, it didn't belong there.

* * *

The Florida Everglades teems with life. Situated at the southern end of the state, between Lake Okeechobee and the Gulf Coast, the Everglades is the largest wilderness east of the Mississippi River. Migratory and wading birds tiptoe through marshy grasslands. Orchids and ferns dot the hardwood forests. Alligators lounge in the shallows and on muddy riverbanks. Mangrove leaves rustle in the wind as the brackish water laps at their roots.

All of this life is made possible by the presence of water. The Everglades is a natural region of

subtropical wetlands. Water flows from the Kissimmee River into the wide, shallow Lake Okeechobee. From there the lake drains south, into the Everglades marsh and the Florida flats. The Everglades is sometimes called the "River of Grass" after a book of the same name by author Marjory Stoneman Douglas. The phrase illustrates the fact that the Everglades is basically a very wide and shallow river.

The Florida Everglades once covered 11,000 square miles across the southern end of the state. Wetlands are an important ecosystem. For centuries, however, humans thought of wetlands as unhygienic swamps. Draining the Everglades was suggested in the late 19th century. As soon as Florida became a state in 1845, its legislature asked permission from Congress to drain the Everglades. Canals were dug to remove or redirect the water. Land that dried out was reclaimed for agriculture or building purposes. This reclamation allowed for significant development in south Florida. Sugar farmers moved into the area and prospered. The city of Miami took root.

Approximately 50% of the Everglades was reclaimed for agricultural or urban use. Much of the northern area was polluted with phosphorus. This phosphorus was agricultural runoff from the farms near the Everglades.

Concerned Floridians began advocating for saving the area in the 1930s. Their efforts paid off in 1947 when Congress created the Everglades National Park. Starting in the late 1970s, environmental concerns at both the national and international levels refocused attention on the Everglades. The area was designated as one of the world's most important wetland areas.

Since then efforts have been underway to safeguard the park and return the Everglades to health. Water levels are monitored, as are nutrient levels in both water and soil samples.

Much of the conservation project was designed to reverse-engineer the canal system that was built in the 19th and mid-20th centuries. By the mid-2010s, ecological indicators showed some improvements. For example, the crayfish population was up. Wading and migratory birds improved their nesting habits.

Despite conservation efforts, the Everglades ecosystem began facing another threat in the early 2000s.

* * *

Burmese pythons were breeding in the Everglades, and they reached numbers that designated them as an invasive species. They were classified as an invasive species when

subtropical wetlands. Water flows from the Kissimmee River into the wide, shallow Lake Okeechobee. From there the lake drains south, into the Everglades marsh and the Florida flats. The Everglades is sometimes called the "River of Grass" after a book of the same name by author Marjory Stoneman Douglas. The phrase illustrates the fact that the Everglades is basically a very wide and shallow river.

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Burmese pythons were breeding in the Everglades, and they reached numbers that designated them as an invasive species. They were classified as an invasive species when

their population swelled to a large size.

Pythons are eating machines. They can eat animals of different sizes, from mice to deer. They especially enjoy dining on small mammals and birds. Studies have shown that since the appearance of Burmese pythons in the Everglades, the numbers of small mammals in the area dropped significantly. This population loss was not observed in areas where the Burmese python had not established itself.

The Burmese python is native to tropical and subtropical zones in Southeast Asia. In their native habitat, Burmese pythons are nocturnal carnivores. When they live close to human habitations, Burmese pythons eat rats, mice, and rabbits that are attracted to human dwellings and farms. They can also eat small farm animals like chickens. When they live away from human habitations, Burmese pythons eat birds and small wild mammals. The Burmese python is a solitary animal. It kills by constricting its body around its prey. Python eggs and hatchlings are a food source for other animals. In the wild, Burmese pythons grow to be on average 12 feet long. (Habitat loss and the exotic pet trade in Asia are depleting the Burmese python's numbers in the Asian wild.)

The first Burmese python was found in the Florida Everglades in 1979. It's presumed the animal was originally kept as a pet and then released by its owner. It was removed, but that wasn't the last of Burmese pythons in south Florida. It's thought that numerous Burmese pythons escaped pet stores and cages damaged in Hurricane Andrew in 1992. Since then, the numbers of Burmese pythons grew at a fast rate. The escaped Burmese pythons weren't the only cause of the most recent population increase of Burmese pythons.

In the United States the Burmese python was a popular exotic pet. Docile and beautifully patterned in brown and gold diamond shapes, these snakes could be purchased at pet stores or reptile shows. Owners kept them in cages or tanks and fed them rats or mice. Most people bought Burmese pythons when they were small. Burmese pythons grow very quickly. For many pet owners, the pet Burmese pythons became too big to manage. So they released them into the wild.

When the Burmese python was designated as an invasive species, many agencies and individuals began trying to put a stop to the python invasion. The National Park Service started a program to study these animals in the Florida Everglades. Park Service scientists implanted tracking devices into seventeen large pythons that were later re-released into the wild. They provided scientists with information regarding python behavior.

In January 2013 to February 2013, the Florida Fish and Wildlife Conservation Commission

ran a contest called the 2013 Python Challenge. The Commission issued permits to hunt the snakes within state wildlife-managed areas of the Everglades. Sixty-eight Burmese pythons were captured.

Later in 2013, Jason Leon was driving in a rural area near Florida City when he spotted a Burmese python's head protruding from the brush. The man was a biologist, and he was familiar with pythons. He approached the snake and pulled it out of the bush. The animal was bigger than he expected. After a struggle with the animal, Leon killed it. The Burmese python was 128 pounds and longer than 18 feet. Leon contacted the Florida Fish and Wildlife Conservation Commission, which agreed to pick up and examine the snake. The snake was found to be the largest ever in the state of Florida.

The state later issued a statement:

Jason Leon's nighttime sighting and capture of a Burmese python of more than 18 feet in length is a notable accomplishment that set a Florida record. The Florida Wildlife Commission is grateful to him both for safely removing such a large Burmese python, and for reporting its capture.

Despite these efforts, the population of Burmese pythons continued to grow. The Florida Fish and Wildlife Conservation Commission held another contest in 2016 called the 2016 Python Challenge.

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Name: _____ Date: _____

1. In which place did the Burmese python become an invasive species?
 - A. southwest Asia
 - B. southeast Asia
 - C. the Mojave Desert
 - D. the Florida Everglades

2. Fifty percent of the Everglades was reclaimed for agricultural or urban use. Which of the following is an effect of this agricultural or urban use?
 - A. The Burmese pythons spread throughout the Everglades.
 - B. The crayfish population increased.
 - C. Much of the northern area of the Everglades was polluted with phosphorous.
 - D. Significant developments in surrounding states took place.

3. The decreasing numbers of small mammals in the Everglades was most likely due to the presence of Burmese pythons in the area. Which of the following evidence from the text best supports this conclusion?
 - A. Python eggs and hatchlings are a food source for other animals.
 - B. The Burmese pythons reached numbers that designate them as invasive species in the Everglades.
 - C. The population loss of small mammals was not observed in areas where the python had not established itself.
 - D. The first Burmese python found in Florida was probably kept as a pet and then released by its owner.

4. Based on the information in the passage, what kind of effect did Burmese pythons have on the Everglades?
 - A. They had a mainly positive effect.
 - B. They had both a negative and positive effect.
 - C. They had no effect on the Everglades.
 - D. They had a mainly negative effect.

5. What is this passage mostly about?

- A. how Jason Leon was able to capture and kill a Burmese python
- B. the reclamation of the Florida Everglades for agricultural and urban use
- C. the Florida Everglades and the Burmese pythons that live in them
- D. efforts to decrease the number of Burmese pythons in the Florida Everglades

6. Read the following sentences from the text.

"Since then efforts have been underway to safeguard the park and return the Everglades to health. Water levels are monitored, as are nutrient levels in both water and soil samples.

"Much of the conservation project was designed to reverse-engineer the canal system that was built in the 19th and mid-20th centuries. By the mid-2010s, ecological indicators showed some improvements."

Based on the text, what does "conservation" most nearly mean?

- A. preservation and protection
- B. destruction and damage
- C. elimination or deletion
- D. discovery and exploration

7. Choose the answer that best completes the sentence below.

The Burmese python is native to tropical and subtropical zones in Southeast Asia, _____ it managed to establish itself in the Florida Everglades.

- A. since
- B. so
- C. but
- D. because

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- C. but
- D. because

D. They
C.

8. The reclamation of the Everglades for agricultural and urban use had harmful effects on the Everglades. List at least two of these harmful effects.

9. How did the python invasion of the Everglades affect the other animals that live in the Everglades?

10. Identify the two main threats to the Everglades mentioned in the passage, and describe the efforts to fight these two threats.

The Meadowlands

by ReadWorks



The Meadowlands in New Jersey

When they described the swamp at the end of Schuyler Avenue, the adults in Sarah's life seemed confused. Whenever she asked about it, Sarah's dad would chuckle.

"You'd better stay away from the Meadowlands," her father said.

Sarah's sixth grade teacher, Mr. Morrison, said only parts of the Meadowlands are swamps. He explained to the class that the Meadowlands are precious wetlands, one of the last places near New York City where birds migrating from Florida could stop and rest.

"The Meadowlands once had a lot of garbage dumps, which polluted the water pretty badly," Mr. Morrison said. "But most of the dumps are closed now. And the habitat for wild birds is recovering."

From her yard in the winter, the Meadowlands was as her dad described: brown, dead-looking weeds with Doritos bags lying at the water's edge. By springtime, however, the reeds turned green and flowers grew along the shoreline.

So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? Despite her dad's warnings to stay away, Sarah wanted to see for herself. She went under the porch and dragged out her dad's old fiberglass

canoe. She threw the paddle and an old pink life jacket into the boat and dragged it across the yard, down Schuyler Avenue to the edge of the swamp.

Whatever it was, she saw now, the Meadowlands was big. Sarah always thought of it as the swamp at the end of her street. Now she realized that the wetlands actually stretched to the north and south, and she couldn't see either end. Directly across the water, the skyscrapers of Manhattan seemed to line the opposite shore, even though they were actually twelve miles away.

Sarah could feel the fear in her throat. But she didn't want to drag the canoe back up the hill. She zipped the life vest up to her neck, pushed the boat into the water and jumped in.

Past the reeds, she found herself paddling in a shallow pond surrounded by muddy islands. She saw ducks, swallows, yellow flowers, purple flowers, white egrets. A blue heron, disturbed by the splashes of Sarah's paddle, jumped into the air, uncurled its long wings and flapped away.

"This is all so beautiful!" Sarah thought.

The canoe slowed down, as if caught by invisible hands. Sarah looked down and saw the boat was scraping along the muddy bottom. Clouds of brown mud rose to the surface with every paddle stroke, and inside each cloud little bubbles of gas burst when they hit the surface. It smelled like a combination of old paint and rotting food. Sarah nearly threw up.

Soon she was stuck. She tried paddling backward to free the canoe from the mud, but each stroke released an overwhelming gas smell. She started to cry.

Just then something heavy and dark crashed through the weeds in front of the canoe.

A hand pulled the reeds apart, and out poked the head of Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain, but all she could do was cry.

"Well, it's a good thing you dragged the canoe-you left a trail in the gravel a mile wide," her dad said. "Here, take this rope."

He threw a yellow plastic rope, and after a few tries, Sarah grabbed it. Her dad pulled, and the boat skidded over the mud to shore.

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He threw a yellow plastic rope, and after a few tries, Sarah grabbed it. Her dad pulled, and the boat skidded over the mud to shore.

Sarah worried that her father would be furious. But when he offered his hand to help her out of the boat, he laughed.

"I did the same foolish thing when I was your age," he said. "Did I ever show you the otter den?"

Sarah wiped tears from her cheek and shook her head no.

"Well, c'mon. I'll show you," her dad said. "The swamps can be pretty disgusting, but there's some beautiful stuff in here. You just have to know where to look."

Name: _____ Date: _____

1. The adults in Sarah's life seem confused about what?
 - A. New York City
 - B. garbage dumps
 - C. birds and wildlife
 - D. the Meadowlands

2. Sarah takes her dad's canoe to explore the Meadowlands. What motivates Sarah's actions?
 - A. She wants to know if the Meadowlands are an ugly swamp or a beautiful oasis.
 - B. She wants to prove that her dad is wrong about the danger of the Meadowlands.
 - C. She wants to study the Meadowlands to complete a class project.
 - D. She wants to show her dad that she is brave and adventurous by exploring on her own.

3. There are different, contrasting opinions about the Meadowlands. What evidence from the story best supports this statement?
 - A. Sarah doesn't know what the Meadowlands are really like, so she decides to go and see for herself.
 - B. The Meadowlands used to be polluted by garbage dumps, but now the Meadowlands are recovering.
 - C. Some say the Meadowlands are a dangerous swamp; others say they are a precious habitat for birds.
 - D. Sarah's father warns her not to go to the Meadowlands, but Sarah ignores his warnings and visits them anyway.

4. Based on the story, what can you conclude about the Meadowlands?
 - A. The Meadowlands are dangerous and should be left alone.
 - B. The Meadowlands can be both beautiful and disgusting.
 - C. The Meadowlands are always a beautiful and flowering oasis.
 - D. The Meadowlands are still too polluted for animals to live there.

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5. What is this story mostly about?

- A. Sarah goes to the Meadowlands, and her father gets mad at her.
- B. Sarah discovers that the Meadowlands are dangerous and ugly.
- C. Sarah asks her teacher about the history of the Meadowlands.
- D. Sarah goes to the Meadowlands to learn more about them.

6. Read the following sentences: "Well, the Meadowlands once had a lot of garbage dumps that polluted the water pretty badly. But most of the dumps are closed now. And the habitat for wild birds is **recovering**."

As used in this sentence, what does the word "**recovering**" most nearly mean?

- A. getting better
- B. getting smaller
- C. getting older
- D. getting sick

7. Choose the answer that best completes the sentence below.

Sarah wants to see what the Meadowlands are like, ____ she takes her dad's canoe and paddles into the swamp.

- A. soon
- B. namely
- C. so
- D. but

8. According to Mr. Morrison, why are the Meadowlands precious?

9. Why does Sarah start to cry in the Meadowlands?

10. In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

9. Why does Sarah start to cry in the Meadowlands?

10. In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

Amazing Trees Help Us Breathe

This text is provided courtesy of the National Fish and Wildlife Foundation.



iStock

a live oak tree in South Carolina known as "Angel Oak"

When you look at trees from the ground up, you can identify four parts: the roots, the trunk, the branches, and the leaves. All four parts are vital to the health of the tree. What might be harder to see is just how important trees are to the health of the earth and all of us people! Here are some of the many ways that trees help us all.

The roots of trees help prevent erosion, which makes streams and rivers healthier by keeping soil where it is supposed to be. If topsoil washes into streams and rivers during heavy rains, it can lower oxygen levels in the water and hurt fish. Soil and sediment can form layers in areas that cause other problems, like changing the water depth.

Trees also help us breathe! Tree trunks transport water and nutrients from the roots to the branches, which hold the leaves. Leaves are like tiny chemistry laboratories. They use water from the roots, the sun's energy, and carbon dioxide — one of the gases in the air — in a process called photosynthesis, which creates sugars to feed the tree. While making their own food and absorbing carbon dioxide, trees discard oxygen, which is the gas in the air that animals (including people) breathe. One large tree can provide a day's supply of oxygen for up to four people!

Trees also store carbon dioxide in their fibers, which are found in the roots, trunk, branches, stems, and leaves. Carbon dioxide in the atmosphere helps keep the earth warm through a

process called the greenhouse effect, which traps heat from the sun. Too much carbon dioxide makes the earth heat up too much, causing strong storms and sea-level rise. Since trees absorb carbon dioxide, they can help reduce the greenhouse effect. One mature tree absorbs about 48 pounds of carbon dioxide from the atmosphere each year.

Now that people understand how important trees are, groups are getting together to plant more trees and help forests in other ways. Arborists and forestry specialists study trees, tree diseases, and ways to keep trees healthy. They work with community groups to promote healthy forests.

Some people help support the health of natural forests by removing dead brush to prevent bad wildfires. They may remove smaller trees to open up space that helps other trees grow larger. There are even groups in cities that focus on planting trees to provide shade for recreation, food for wildlife and people, and carbon absorption to help cities cool down in summer months.

You can help the earth and people, too, by planting more amazing trees.

These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

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Name: _____ **Date:** _____

1. What four parts of a tree can you identify by looking at a tree from the ground up?

- A. head, shoulders, legs, and feet
- B. back, side, front, and top
- C. roots, trunk, branches, and leaves
- D. fruit, flowers, vegetables, and bark

2. What effect do trees have on streams and rivers?

- A. They make streams and rivers healthier by keeping soil where it's supposed to be.
- B. They make streams and rivers dirtier when branches break off and fall in.
- C. They make streams and rivers shallower by blocking off the flow of water.
- D. They make streams and rivers less photogenic by blocking sun from the water.

3. Trees play an important role in making sure our atmosphere doesn't get too hot.

What evidence from the passage supports this idea?

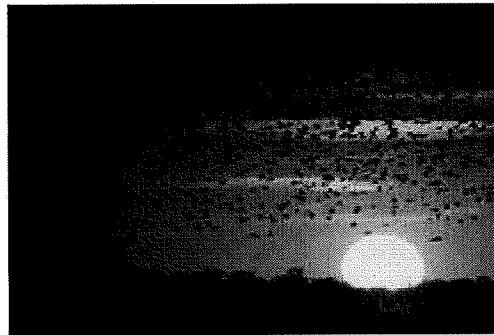
- A. "Arborists and forestry specialists study trees, tree diseases, and ways to keep trees healthy. They work with community groups to promote healthy forests."
- B. "If topsoil washes into streams and rivers during heavy rains, it can lower oxygen levels in the water and hurt fish. Soil and sediment can form layers in areas that cause other problems, like changing the water depth."
- C. "Too much carbon dioxide makes the earth heat up too much, causing strong storms and sea-level rise. Since trees absorb carbon dioxide, they can help reduce the greenhouse effect."
- D. "The roots of trees help prevent erosion, which makes streams and rivers healthier by keeping soil where it is supposed to be."

4. The text says that conservationists are trying to keep forests healthy. Based on the information in the text, how would a healthy forest impact the earth's atmosphere?
- A. By creating more wood to burn, a healthy forest would make the atmosphere smokier.
 - B. By blocking sunlight, a healthy forest would make the atmosphere too cold.
 - C. By absorbing too much carbon dioxide, a healthy forest would make the atmosphere thin.
 - D. By absorbing more carbon dioxide, a healthy forest would help the atmosphere not get too hot.
5. What is the main idea of this text?
- A. Trees are very important for the earth's atmosphere and living things, and many people are working together to make sure that trees are healthy.
 - B. Trees discard oxygen, which is the gas in the air that helps people breathe, and one large tree can provide oxygen for four people for a whole day.
 - C. Photosynthesis is the process by which trees use water from their roots, the energy from the sun, and carbon dioxide to make sugars to feed the tree.
 - D. Trees process carbon dioxide in two ways: by using it to make sugars in photosynthesis, and by storing it in their fibers.

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Sunrise, Sunset...or Not?

by ReadWorks



The sun is a wonderful thing for Earth. It is a star that heats the planet and makes life on Earth possible. In addition, its light shines onto the planet. It is Earth's ultimate source of energy.

Summer days may be longer than winter days, but for most people, the sun seems to do the same thing each day: it appears to come up in the east for the day, and it appears to go down in the west for the night. The sun looks like it rises in the east and sets in the west because of how the earth spins in space. It spins toward the east, or counterclockwise. This means that when most people look at the sky in the morning, the sun will first appear in the east.

The earth takes 24 hours to complete one turn. For most places on Earth, there is a daytime and nighttime every 24 hours. But in some places for many days at a time, the sun might stay up in the sky, or it might not even come up above the horizon.

In some parts of the world, the sun can be up in the sky for months. During part of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. The Arctic Circle is an area at the top of the earth. In Barrow, Alaska, the sun doesn't set for almost three months! This phenomenon is called the midnight sun, when the sun has not set at midnight. Try sleeping through that!

During parts of the fall and winter in Earth's Northern Hemisphere, the Northern Hemisphere is tilted in such a way that the sun doesn't come over the horizon in northern Alaska for a little over two months. Therefore, nights last more than 24 hours. This phenomenon is called the polar night. Although the sun never rises above the horizon during parts of the fall and winter in the Arctic Circle, enough light often shines so that people who live there don't need flashlights to walk around outside.

It may be hard for many people to get through these times of very little or prolonged sunlight. But arctic plants and wildlife have adapted to these seasons of long days and long nights. In the arctic winter, some animals hibernate, and others travel south to where there is more sunlight.

In the arctic summer, there are pools of still water from melted ice, and the 24-hour sunlight warms the Arctic Circle. These conditions are favorable for mosquitoes, which lay their eggs on the surface of water, to thrive. The birds that eat these insects now have plenty of food in the arctic summer. For animals like caribou that mainly eat plants, they can easily find food during the long days of summer.

Most animals, including humans, are used to a period of sunlight and a period of no sunlight every 24 hours. In places where there are months when the sun continuously stays above the horizon or below the horizon, living things have had to adapt to survive.

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Name: _____ Date: _____

1. What is the sun?

- A. a planet that can only be seen from northern Alaska
- B. an asteroid that shines light onto the earth
- C. a star that can only be seen from northern Alaska
- D. a star that shines light onto the earth

2. Midnight sun in northern Alaska is an effect described in the passage. What is its cause?

- A. animals moving south in the winter
- B. getting a sunburn in the winter
- C. the Northern Hemisphere tilting away from the sun
- D. the Northern Hemisphere tilting toward the sun

3. Read the following sentences: "During part of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. . . . During parts of the fall and winter in Earth's Northern Hemisphere, the Northern Hemisphere is tilted in such a way that the sun doesn't come over the horizon in northern Alaska for a little over two months."

What conclusion about the impact of the tilt of the earth does this information support?

- A. The tilt of the earth has no impact on the amount of sunlight different parts of the earth receive.
- B. The tilt of the earth has an impact on how fast the earth moves around the sun.
- C. The tilt of the earth has an impact on the amount of sunlight different parts of the earth receive.
- D. The tilt of the earth has an impact on how fast the Earth rotates on its axis.

4. Based on the text, how does the Northern Hemisphere tilt during the Northern Hemisphere's winter months?
- A. away from the sun
 - B. towards the sun
 - C. away from the moon
 - D. towards the moon
5. What is this passage mostly about?
- A. the town of Barrow, Alaska, and what people there do in the arctic summer
 - B. sunrise, sunset, midnight sun, and polar night
 - C. mosquitoes, caribou, and adult birds
 - D. how living things have adapted to survive the arctic summer and winter
6. Read the following sentences: "During some of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. In Barrow, Alaska, the sun doesn't set for almost three months! This phenomenon is called the midnight sun, when the sun has not set at midnight."

What does the word "**phenomenon**" mean above?

- A. large body of water
- B. event or occurrence
- C. big problem or disaster
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7. Choose the answer that best completes the sentence below.

The midnight sun is when the sun never sets; _____, the polar night is when the sun never rises.

- A. for instance
- B. most importantly
- C. in contrast
- D. in the end

8. How does the Northern Hemisphere of the earth tilt when northern Alaska is experiencing the midnight sun?

9. How does the Northern Hemisphere of the earth tilt when northern Alaska is experiencing the polar night? Use information from the text to support your answer.

10. How does the earth's tilt affect the earth? Use information from the text to support your answer.

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Plot, Order, and Compare Whole Numbers—Skills Practice

Name: _____

Compare and order whole numbers up to 1,000,000.

Form A

Write $>$, $<$, or $=$ to compare the numbers.

1 35,214 96,610

2 95,510 95,834

3 86,680 68,734

4 61,252 69,613

5 116,575 97,601

6 2,837 2,635

7 5,802 5,806

8 154,048 61,062

9 435,971 435,971

10 514,684 59,470

11 296,175 345,311

12 687,690 96,275

Order the numbers from least to greatest.

13 9,346; 8,595; and 9,447

_____, _____, _____

14 90,890; 90,819; and 94,801

_____, _____, _____

15 875,778; 159,592; and 507,472

_____, _____, _____

16 118,400; 77,599; and 168,415

_____, _____, _____

17 693,023; 629,055; and 664,685

_____, _____, _____

18 380,430; 380,685; and 380,412

_____, _____, _____

19 6,356; 7,254; 6,241; and 7,326

_____, _____, _____, _____

20 54,275; 54,926; 55,248; and 53,249

_____, _____, _____, _____

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18 $380,430; 380,685; \text{ and } 380,412$ _____ , _____ , _____

19 $6,356; 7,254; 6,241; \text{ and } 7,326$ _____ , _____ , _____ , _____

20 $54,275; 54,926; 55,248; \text{ and } 53,249$ _____ , _____ , _____ , _____



Round Whole Numbers—Skills Practice

Name: _____

Round to the nearest 10, 100, and 1,000.

Form A

Round each number to the nearest 10.

1 2,957 _____

2 3,842 _____

3 7,733 _____

4 3,115 _____

5 6,742 _____

6 4,646 _____

7 2,331 _____

8 6,274 _____

9 1,978 _____

10 1,695 _____

11 4,189 _____

12 1,112 _____

Round each number to the nearest 100.

13 1,320 _____

14 8,979 _____

15 1,695 _____

16 5,609 _____

17 7,790 _____

18 5,353 _____

19 4,738 _____

20 1,087 _____

21 7,544 _____

22 1,002 _____

23 1,190 _____

24 7,282 _____

Round each number to the nearest 1,000.

25 3,346 _____

26 4,753 _____

27 7,558 _____

28 4,866 _____

29 2,660 _____

30 6,300 _____

31 8,785 _____

32 9,729 _____

33 1,402 _____

34 5,869 _____

35 3,957 _____

36 5,413 _____

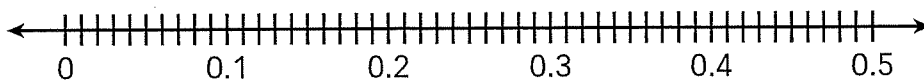
Plot, Order, and Compare Decimals— Skills Practice

Name: _____

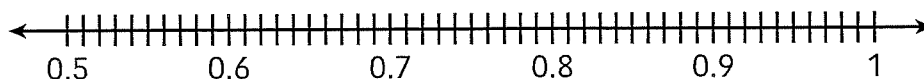
Plot decimals up to hundredths.

Form A

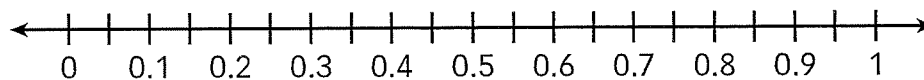
- 1** Plot 0.01, 0.26, and 0.32.



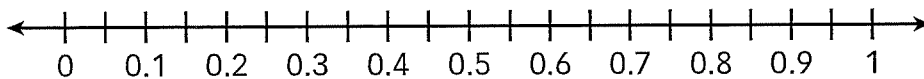
- 2** Plot 0.83, 0.54, and 0.64.



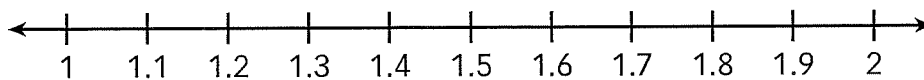
- 3** Plot 0.19, 0.08, and 0.69.



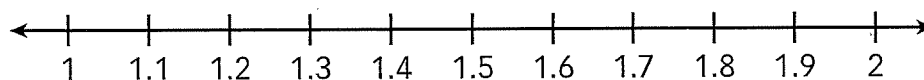
- 4** Plot 0.35, 0.48, and 0.82.



- 5** Plot 1.01, 1.22, and 1.77.



- 6** Plot 1.76, 1.07, and 1.61.



Plot, Order, and Compare Fractions— Skills Practice

Name: _____

Compare and order fractions.

Form A

Write $>$, $<$, or $=$ to compare the numbers.

1 $\frac{1}{2} \bigcirc \frac{3}{4}$

2 $\frac{1}{3} \bigcirc \frac{2}{3}$

3 $\frac{4}{5} \bigcirc \frac{8}{10}$

4 $\frac{6}{10} \bigcirc 1\frac{1}{6}$

5 $\frac{12}{5} \bigcirc \frac{12}{6}$

6 $\frac{9}{12} \bigcirc \frac{3}{5}$

7 $1\frac{7}{10} \bigcirc 2\frac{1}{8}$

8 $4\frac{1}{2} \bigcirc \frac{12}{3}$

9 $2\frac{4}{6} \bigcirc 2\frac{2}{3}$

10 $5\frac{3}{5} \bigcirc 5\frac{3}{12}$

11 $2\frac{4}{5} \bigcirc 2\frac{6}{7}$

12 $3\frac{5}{16} \bigcirc 3\frac{42}{100}$

Order the numbers from least to greatest.

13 $\frac{1}{4}$, $\frac{5}{6}$, and $\frac{1}{2}$ _____, _____, _____

14 $\frac{2}{3}$, $\frac{6}{10}$, and $\frac{4}{5}$ _____, _____, _____

15 $1\frac{3}{12}$, $1\frac{1}{5}$, and $1\frac{3}{4}$ _____, _____, _____

16 $\frac{12}{3}$, $1\frac{4}{5}$, and $\frac{123}{100}$ _____, _____, _____

17 $3\frac{3}{6}$, $3\frac{1}{8}$, $2\frac{6}{7}$, and $3\frac{1}{5}$ _____, _____, _____, _____

18 $\frac{14}{6}$, $\frac{25}{8}$, $\frac{9}{2}$, and $\frac{12}{9}$ _____, _____, _____, _____

Plot, Order, and Compare Fractions— Skills Practice

Name: _____

Compare and order fractions.

Form A

Write $>$, $<$, or $=$ to compare the numbers.

1 $\frac{1}{2} \bigcirc \frac{3}{4}$

2 $\frac{1}{3} \bigcirc \frac{2}{3}$

3 $\frac{4}{5} \bigcirc \frac{8}{10}$

4 $\frac{6}{10} \bigcirc 1\frac{1}{6}$

5 $\frac{12}{5} \bigcirc \frac{12}{6}$

6 $\frac{9}{12} \bigcirc \frac{3}{5}$

7 $1\frac{7}{10} \bigcirc 2\frac{1}{8}$

8 $4\frac{1}{2} \bigcirc \frac{12}{3}$

9 $2\frac{4}{6} \bigcirc 2\frac{2}{3}$

10 $5\frac{3}{5} \bigcirc 5\frac{3}{12}$

11 $2\frac{4}{5} \bigcirc 2\frac{6}{7}$

12 $3\frac{5}{16} \bigcirc 3\frac{42}{100}$

Order the numbers from least to greatest.

13 $\frac{1}{4}, \frac{5}{6},$ and $\frac{1}{2}$

_____, _____, _____

14 $\frac{2}{3}, \frac{6}{10},$ and $\frac{4}{5}$

_____, _____, _____

15 $1\frac{3}{12}, 1\frac{1}{5},$ and $1\frac{3}{4}$

_____, _____, _____

16 $\frac{12}{3}, 1\frac{4}{5},$ and $\frac{123}{100}$

_____, _____, _____

17 $3\frac{3}{6}, 3\frac{1}{8}, 2\frac{6}{7},$ and $3\frac{1}{5}$

_____, _____, _____, _____

18 $\frac{14}{6}, \frac{25}{8}, \frac{9}{2},$ and $\frac{12}{9}$

_____, _____, _____, _____

Fraction Addition—Skills Practice

Name: _____

Add mixed numbers.

Form A

1 $2\frac{1}{3} + \frac{1}{3} =$ _____

2 $2\frac{1}{5} + 1\frac{3}{5} =$ _____

3 $1\frac{1}{2} + 1\frac{1}{2} =$ _____

4 $2\frac{5}{12} + 3\frac{1}{12} =$ _____

5 $3\frac{2}{4} + 2\frac{1}{4} =$ _____

6 $\frac{5}{6} + 4\frac{1}{6} =$ _____

7 $3\frac{20}{100} + 4\frac{5}{100} =$ _____

8 $9\frac{2}{10} + 3\frac{7}{10} =$ _____

9 $2\frac{3}{5} + 4\frac{1}{5} =$ _____

10 $10\frac{3}{8} + 2\frac{3}{8} =$ _____

11 $9\frac{1}{3} + \frac{2}{3} =$ _____

12 $7\frac{10}{100} + \frac{7}{100} =$ _____

13 $5\frac{4}{10} + 1\frac{6}{10} =$ _____

14 $4\frac{2}{5} + 5\frac{4}{5} =$ _____

15 $3\frac{1}{2} + 4\frac{1}{2} =$ _____

16 $3\frac{5}{10} + 5\frac{1}{10} =$ _____

17 $6\frac{3}{4} + 4\frac{2}{4} =$ _____

18 $6\frac{2}{8} + 2\frac{5}{8} =$ _____

19 $\frac{8}{12} + 2\frac{7}{12} =$ _____

20 $3\frac{2}{10} + 4\frac{1}{10} =$ _____

21 $10\frac{1}{5} + 8\frac{3}{5} =$ _____

22 $5\frac{3}{4} + 2\frac{3}{4} =$ _____

23 $7\frac{90}{100} + 7\frac{10}{100} =$ _____

24 $6\frac{2}{3} + 4\frac{2}{3} =$ _____

Fraction Subtraction—Skills Practice

Name: _____

Subtract mixed numbers.

Form A

1 $2\frac{1}{3} - \frac{1}{3} =$ _____

2 $2\frac{3}{5} - 1\frac{1}{5} =$ _____

3 $1\frac{1}{2} - \frac{3}{2} =$ _____

4 $4\frac{5}{12} - 1\frac{3}{12} =$ _____

5 $3\frac{2}{4} - 2\frac{1}{4} =$ _____

6 $4\frac{5}{6} - 3\frac{1}{6} =$ _____

7 $7\frac{15}{100} - 2\frac{5}{100} =$ _____

8 $8\frac{2}{10} - 3\frac{7}{10} =$ _____

9 $4\frac{1}{5} - 2\frac{3}{5} =$ _____

10 $10\frac{3}{8} - 2\frac{3}{8} =$ _____

11 $10\frac{1}{3} - \frac{2}{3} =$ _____

12 $2\frac{10}{100} - \frac{7}{100} =$ _____

13 $5\frac{6}{10} - 1\frac{3}{10} =$ _____

14 $6\frac{2}{5} - 5\frac{4}{5} =$ _____

15 $9\frac{1}{2} - 4\frac{1}{2} =$ _____

16 $7\frac{5}{10} - 5\frac{1}{10} =$ _____

17 $6\frac{3}{4} - 4\frac{2}{4} =$ _____

18 $6\frac{2}{8} - 2\frac{5}{8} =$ _____

19 $2\frac{8}{12} - 2\frac{7}{12} =$ _____

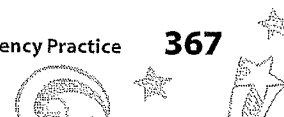
20 $6\frac{2}{10} - 4\frac{7}{10} =$ _____

21 $10\frac{1}{5} - 8\frac{4}{5} =$ _____

22 $5\frac{1}{4} - 2\frac{3}{4} =$ _____

23 $7\frac{90}{100} - 7\frac{10}{100} =$ _____

24 $6\frac{1}{3} - 4\frac{2}{3} =$ _____



Fraction Subtraction—Skills Practice

Name: _____

Subtract mixed numbers.

Form A

1 $2\frac{1}{3} - \frac{1}{3} =$ _____

2 $2\frac{3}{5} - 1\frac{1}{5} =$ _____

3 $1\frac{1}{2} - \frac{3}{2} =$ _____

4 $4\frac{5}{12} - 1\frac{3}{12} =$ _____

5 $3\frac{2}{4} - 2\frac{1}{4} =$ _____

6 $4\frac{5}{6} - 3\frac{1}{6} =$ _____

7 $7\frac{15}{100} - 2\frac{5}{100} =$ _____

8 $8\frac{2}{10} - 3\frac{7}{10} =$ _____

9 $4\frac{1}{5} - 2\frac{3}{5} =$ _____

10 $10\frac{3}{8} - 2\frac{3}{8} =$ _____

11 $10\frac{1}{3} - \frac{2}{3} =$ _____

12 $2\frac{10}{100} - \frac{7}{100} =$ _____

13 $5\frac{6}{10} - 1\frac{3}{10} =$ _____

14 $6\frac{2}{5} - 5\frac{4}{5} =$ _____

15 $9\frac{1}{2} - 4\frac{1}{2} =$ _____

16 $7\frac{5}{10} - 5\frac{1}{10} =$ _____

17 $6\frac{3}{4} - 4\frac{2}{4} =$ _____

18 $6\frac{2}{8} - 2\frac{5}{8} =$ _____

19 $2\frac{8}{12} - 2\frac{7}{12} =$ _____

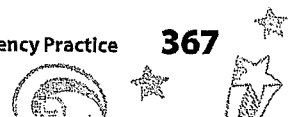
20 $6\frac{2}{10} - 4\frac{7}{10} =$ _____

21 $10\frac{1}{5} - 8\frac{4}{5} =$ _____

22 $5\frac{1}{4} - 2\frac{3}{4} =$ _____

23 $7\frac{90}{100} - 7\frac{10}{100} =$ _____

24 $6\frac{1}{3} - 4\frac{2}{3} =$ _____



Multiplication and Division Facts— Skills Practice

Name: _____

Recall multiplication facts.

Form A

1 5
× 5

2 8
× 3

3 6
× 9

4 2
× 7

5 3
× 6

6 7
× 4

7 9
× 7

8 8
× 6

9 6
× 4

10 3
× 3

11 9
× 8

12 12
× 3

13 4
× 5

14 7
× 11

15 5
× 6

16 9
× 3

17 4
× 4

18 6
× 10

19 9
× 5

20 6
× 7

21 2
× 8

22 0
× 0

23 12
× 9

24 8
× 8

25 6
× 6

26 4
× 8

27 3
× 7

28 10
× 10

29 8
× 5

30 9
× 2

31 11
× 6

32 9
× 9

33 1
× 9

34 7
× 8

35 4
× 12

36 7
× 5

Multiplication and Division Facts— Repeated Reasoning

Name: _____

Find patterns in multiplication and division facts.

Set A

1 $6 \times 3 =$ _____

2 $6 \times 6 =$ _____

3 $12 \times 6 =$ _____

4 $4 \times 2 =$ _____

5 $4 \times 4 =$ _____

6 $8 \times 4 =$ _____

7 $3 \times 5 =$ _____

8 $3 \times 10 =$ _____

9 $6 \times 10 =$ _____

Set B

1 $24 \div 12 =$ _____

2 $24 \div 6 =$ _____

3 $24 \div 3 =$ _____

4 $36 \div 12 =$ _____

5 $36 \div 6 =$ _____

6 $36 \div 3 =$ _____

7 $16 \div 8 =$ _____

8 $16 \div 4 =$ _____

9 $16 \div 2 =$ _____

Describe a pattern you see in one of the sets of problems above.

Multiplication and Division Facts— Repeated Reasoning

Name: _____

Find patterns in multiplication and division facts.

Set A

1 $6 \times 3 =$ _____

2 $6 \times 6 =$ _____

3 $12 \times 6 =$ _____

4 $4 \times 2 =$ _____

5 $4 \times 4 =$ _____

6 $8 \times 4 =$ _____

7 $3 \times 5 =$ _____

8 $3 \times 10 =$ _____

9 $6 \times 10 =$ _____

Set B

1 $24 \div 12 =$ _____

2 $24 \div 6 =$ _____

3 $24 \div 3 =$ _____

4 $36 \div 12 =$ _____

5 $36 \div 6 =$ _____

6 $36 \div 3 =$ _____

7 $16 \div 8 =$ _____

8 $16 \div 4 =$ _____

9 $16 \div 2 =$ _____

Describe a pattern you see in one of the sets of problems above.

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a two-digit number by a one-digit number.

Form A

1 12
 × 2

2 10
 × 3

3 21
 × 4

4 23
 × 1

5 33
 × 2

6 11
 × 8

7 35
 × 4

8 46
 × 5

9 51
 × 3

10 70
 × 5

11 10
 × 9

12 88
 × 4

13 78
 × 5

14 29
 × 6

15 61
 × 6

Multiply two-digit numbers.

Form A

1 21
 × 35

2 18
 × 16

3 24
 × 12

4 32
 × 15

5 12
 × 37

6 11
 × 77

7 54
 × 92

8 64
 × 35

9 75
 × 28

10 43
 × 15

11 42
 × 96

12 40
 × 88

13 57
 × 64

14 96
 × 70

15 61
 × 54



Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a three-digit number by a one-digit number.

Form B

1
$$\begin{array}{r} 100 \\ \times 7 \\ \hline \end{array}$$

2
$$\begin{array}{r} 421 \\ \times 3 \\ \hline \end{array}$$

3
$$\begin{array}{r} 324 \\ \times 1 \\ \hline \end{array}$$

4
$$\begin{array}{r} 202 \\ \times 4 \\ \hline \end{array}$$

5
$$\begin{array}{r} 504 \\ \times 9 \\ \hline \end{array}$$

6
$$\begin{array}{r} 614 \\ \times 5 \\ \hline \end{array}$$

7
$$\begin{array}{r} 945 \\ \times 8 \\ \hline \end{array}$$

8
$$\begin{array}{r} 157 \\ \times 5 \\ \hline \end{array}$$

9
$$\begin{array}{r} 624 \\ \times 8 \\ \hline \end{array}$$

10
$$\begin{array}{r} 457 \\ \times 3 \\ \hline \end{array}$$

11
$$\begin{array}{r} 967 \\ \times 4 \\ \hline \end{array}$$

12
$$\begin{array}{r} 804 \\ \times 6 \\ \hline \end{array}$$

Multiply a three-digit number by a two-digit number.

Form A

1
$$\begin{array}{r} 368 \\ \times 20 \\ \hline \end{array}$$

2
$$\begin{array}{r} 307 \\ \times 59 \\ \hline \end{array}$$

3
$$\begin{array}{r} 221 \\ \times 86 \\ \hline \end{array}$$

4
$$\begin{array}{r} 269 \\ \times 91 \\ \hline \end{array}$$

5
$$\begin{array}{r} 992 \\ \times 85 \\ \hline \end{array}$$

6
$$\begin{array}{r} 527 \\ \times 59 \\ \hline \end{array}$$

7
$$\begin{array}{r} 231 \\ \times 92 \\ \hline \end{array}$$

8
$$\begin{array}{r} 895 \\ \times 81 \\ \hline \end{array}$$

9
$$\begin{array}{r} 224 \\ \times 50 \\ \hline \end{array}$$

10
$$\begin{array}{r} 155 \\ \times 59 \\ \hline \end{array}$$

11
$$\begin{array}{r} 574 \\ \times 86 \\ \hline \end{array}$$

12
$$\begin{array}{r} 654 \\ \times 94 \\ \hline \end{array}$$

13
$$\begin{array}{r} 224 \\ \times 32 \\ \hline \end{array}$$

14
$$\begin{array}{r} 797 \\ \times 55 \\ \hline \end{array}$$

15
$$\begin{array}{r} 147 \\ \times 22 \\ \hline \end{array}$$

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply a three-digit number by a one-digit number.

Form B

1
$$\begin{array}{r} 100 \\ \times 7 \\ \hline \end{array}$$

2
$$\begin{array}{r} 421 \\ \times 3 \\ \hline \end{array}$$

3
$$\begin{array}{r} 324 \\ \times 1 \\ \hline \end{array}$$

4
$$\begin{array}{r} 202 \\ \times 4 \\ \hline \end{array}$$

5
$$\begin{array}{r} 504 \\ \times 9 \\ \hline \end{array}$$

6
$$\begin{array}{r} 614 \\ \times 5 \\ \hline \end{array}$$

7
$$\begin{array}{r} 945 \\ \times 8 \\ \hline \end{array}$$

8
$$\begin{array}{r} 157 \\ \times 5 \\ \hline \end{array}$$

9
$$\begin{array}{r} 624 \\ \times 8 \\ \hline \end{array}$$

10
$$\begin{array}{r} 457 \\ \times 3 \\ \hline \end{array}$$

11
$$\begin{array}{r} 967 \\ \times 4 \\ \hline \end{array}$$

12
$$\begin{array}{r} 804 \\ \times 6 \\ \hline \end{array}$$

Multiply a three-digit number by a two-digit number.

Form A

1
$$\begin{array}{r} 368 \\ \times 20 \\ \hline \end{array}$$

2
$$\begin{array}{r} 307 \\ \times 59 \\ \hline \end{array}$$

3
$$\begin{array}{r} 221 \\ \times 86 \\ \hline \end{array}$$

4
$$\begin{array}{r} 269 \\ \times 91 \\ \hline \end{array}$$

5
$$\begin{array}{r} 992 \\ \times 85 \\ \hline \end{array}$$

6
$$\begin{array}{r} 527 \\ \times 59 \\ \hline \end{array}$$

7
$$\begin{array}{r} 231 \\ \times 92 \\ \hline \end{array}$$

8
$$\begin{array}{r} 895 \\ \times 81 \\ \hline \end{array}$$

9
$$\begin{array}{r} 224 \\ \times 50 \\ \hline \end{array}$$

10
$$\begin{array}{r} 155 \\ \times 59 \\ \hline \end{array}$$

11
$$\begin{array}{r} 574 \\ \times 86 \\ \hline \end{array}$$

12
$$\begin{array}{r} 654 \\ \times 94 \\ \hline \end{array}$$

13
$$\begin{array}{r} 224 \\ \times 32 \\ \hline \end{array}$$

14
$$\begin{array}{r} 797 \\ \times 55 \\ \hline \end{array}$$

15
$$\begin{array}{r} 147 \\ \times 22 \\ \hline \end{array}$$

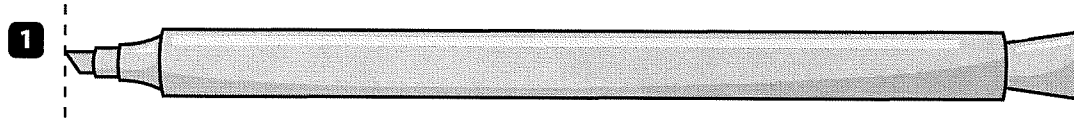
Measure—Skills Practice

Name: _____

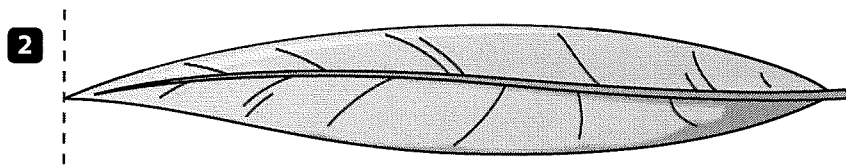
Measure length.

Form A

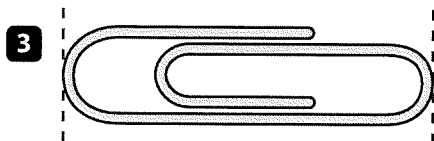
Measure to the nearest eighth inch.



_____ inches

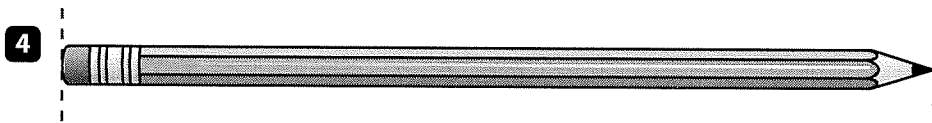


_____ inches

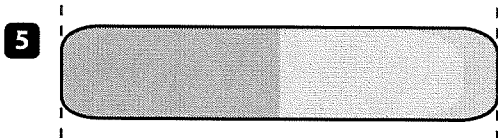


_____ inches

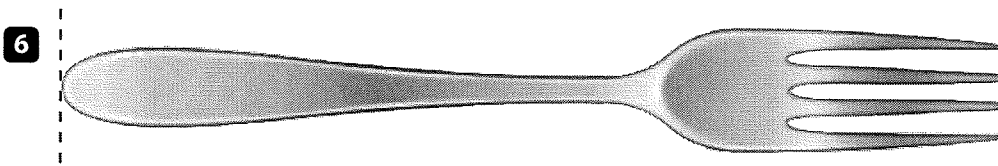
Measure to the nearest centimeter.



_____ centimeters



_____ centimeters



_____ centimeters



Measure—Skills Practice

Name: _____

Measure length.

Form B

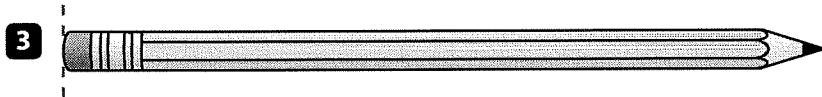
Measure to the nearest eighth inch.



_____ inches

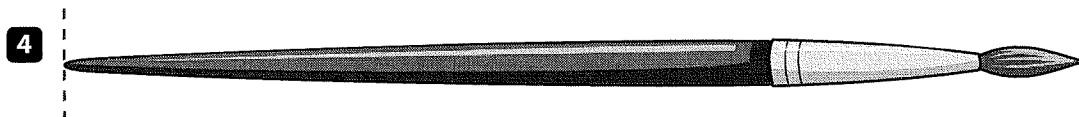


_____ inches

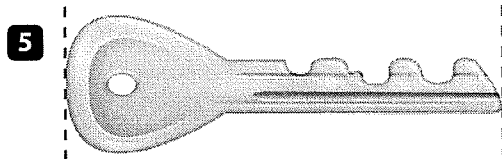


_____ inches

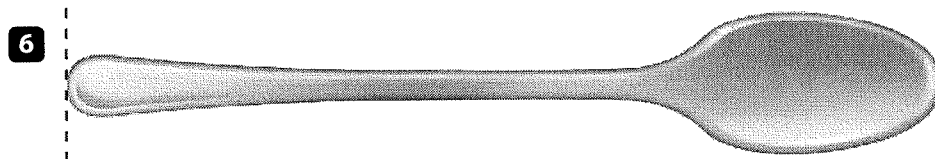
Measure to the nearest centimeter.



_____ centimeters



_____ centimeters



_____ centimeters

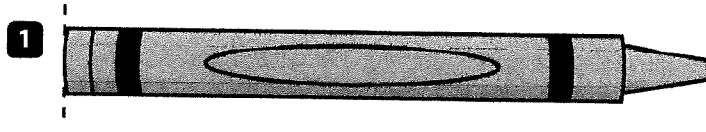
Measure—Skills Practice

Name: _____

Measure length.

Form B

Measure to the nearest eighth inch.



_____ inches



_____ inches

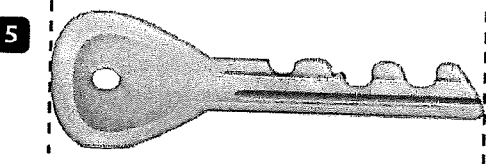


_____ inches

Measure to the nearest centimeter.



_____ centimeters



_____ centimeters



_____ centimeters

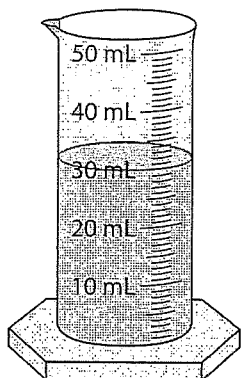
Measure—Skills Practice

Name: _____

Measure liquid volume.

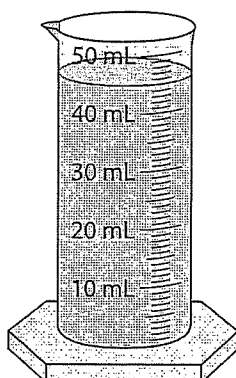
Form A

1



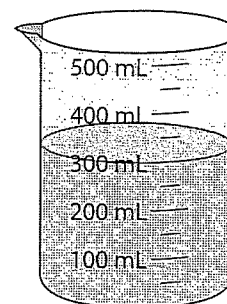
_____ milliliters

2



_____ milliliters

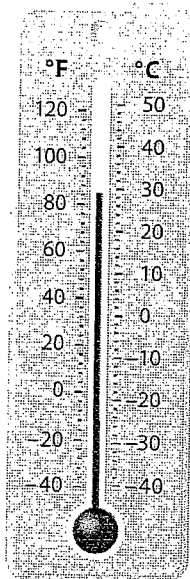
3



_____ milliliters

Measure temperature.

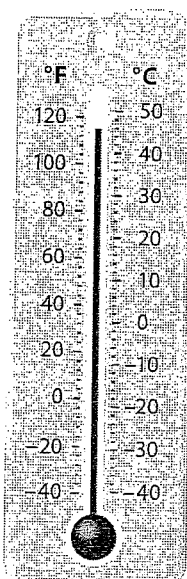
4



_____ °F

_____ °C

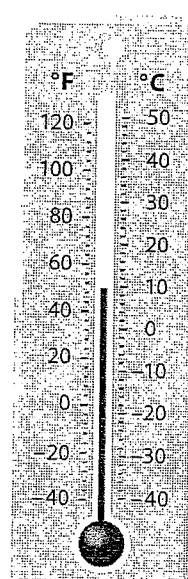
5



_____ °F

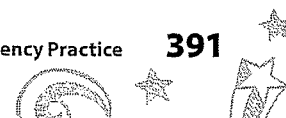
_____ °C

6



_____ °F

_____ °C



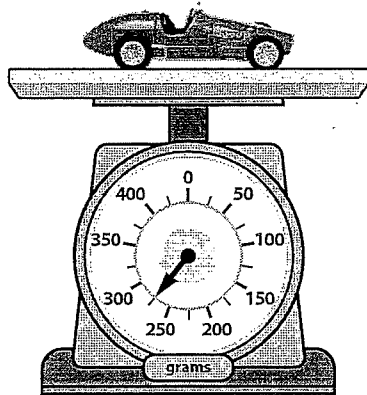
Measure—Skills Practice

Name: _____

Measure weight or mass.

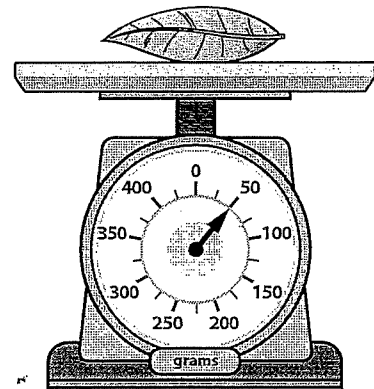
Form A

1



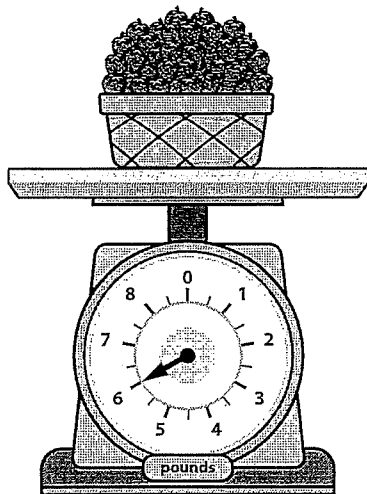
_____ grams

2



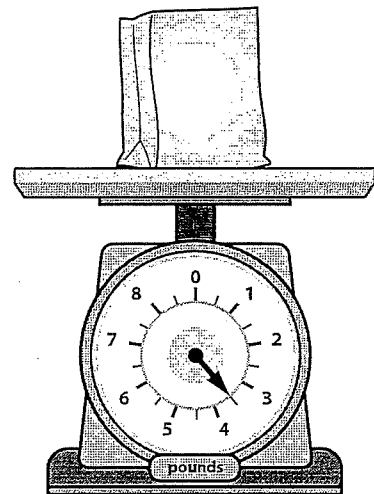
_____ grams

3



_____ pounds

4



_____ pounds

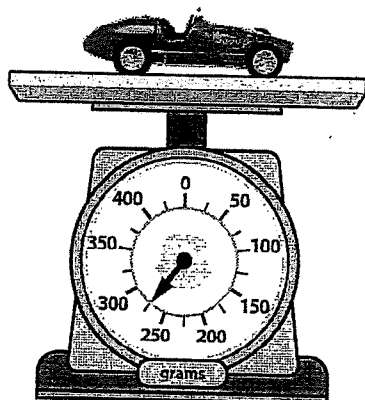
Measure—Skills Practice

Name: _____

Measure weight or mass.

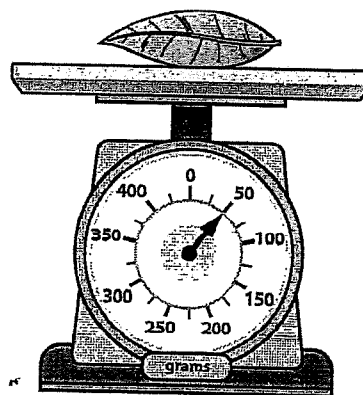
Form A

1



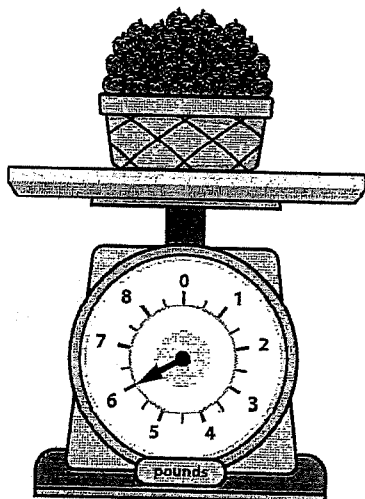
_____ grams

2



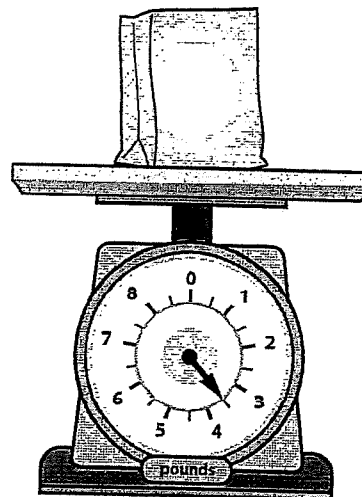
_____ grams

3



_____ pounds

4



_____ pounds

