

BRIDGEPORT PUBLIC SCHOOLS

**READING
CMT PRACTICE
PACKET**

#2

Reading



STUDENT'S NAME: _____

Directions: "Wind" and "Who Has Seen the Wind?" are both poems. Each poet views the wind in different ways. Read the poems. Then answer questions 17-24.

Wind
By Amy Lowell

He shouts in the sails of the ships at sea,
He steals the down from the honeybee,
He makes the forest trees rustle and sing,
He twirls my kite till it breaks its string.

Laughing, dancing, sunny wind,
Whistling, howling, rainy wind,
North, South, East and West,
Each is the wind I like the best.

He calls up the fog and hides the hills,
He whirls the wings of the great windmills,
The weathercocks love him and turn to discover
His whereabouts – but he's gone, the rover!

Laughing, dancing, sunny wind,
Whistling, howling, rainy wind,
North, South, East and West,
Each is the wind I like the best.

The pine trees toss him their cones with glee,
The flowers bend low in courtesy,
Each wave flings up a shower of pearls,
The flag in front of the school unfurls.

Laughing, dancing, sunny wind,
Whistling, howling, rainy wind,
North, South, East and West,
Each is the wind I like the best.

Who Has Seen the Wind?
By Christina Rossetti

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the leaves bow down their heads,
The wind is passing by.

17. From the description in the poem "Wind", you can draw the conclusion that

- the wind is very active.
- the wind is dangerous.
- the trees fall down in the wind.
- the wind breaks the windmills.

19. What was probably the poets' purpose in writing the poems?

- to explain why we sometimes have wind weather
- to give information about where wind come from
- to persuade readers to love the wind
- to describe the wind

21. The wind is also called a *rover*. What is a *rover*?

- a sailor
- a wanderer
- a dancer
- a driver

23. In the poem "Wind ", what does the wind make the forest trees do?

- rustle and sing
- lose their leaves
- hide the hills
- bend low in courtesy

18. In the "Wind ", the poet calls the wind *him*. What human things does the wind do?

- rustle the forest trees
- hide the hills
- laugh and dance
- fling up a shower of pearls

20. How are "Wind" and "Who Has Seen the Wind?" different?

- They both describe the wind.
- They both tell how the wind destroys things.
- One poem has three verses; the other poem has two verses.
- One poem asks questions; the other gives answers.

22. In the poem, "Who Has Seen the Wind?" you can infer (guess) that the speaker

- sees wind as a beautiful part of nature.
- is impressed that such a powerful force cannot be seen.
- wants to dance in the wind.
- likes to watch leaves blowing in the wind.

24. What phrase best tells the theme of the poem "Who Has Seen the Wind?"

- There are powerful forces that cannot be seen.
- Wind is invisible.
- Nature is full of surprises.
- There is strength in standing together.

Drawing Conclusion:

From the description in the poem "Wind", you can draw the conclusion that

- A. the wind is very active.
- B. the wind is dangerous.
- C. the trees fall down in the wind.
- D. the wind breaks the windmill.

List two lines from the poem: "Who Has Seen the Wind?" that support this conclusion: *Even if you can't see it, the wind is there.*

This question is about identifying the author's purpose.

What was probably the poet's purpose in writing the poem?

- a. to explain why we sometimes have windy weather
- b. to give information about where the wind comes from
- c. to persuade readers to love the wind
- d. to describe the wind

TRY IT! The author's purpose is to describe the wind by telling what it does. Choose one of the poems and reread it. Then, list some of the words the author used to describe the wind.

Wind

1. laughing
2. _____
3. _____
4. _____

Reading Comprehension

In the fall Nadia saw fuzzy worms crawling in the grass, in the trees and on the roads. She didn't know what they were. So she asked the librarian about them. The librarian gave her this story to read.

Grandpa Great and The Woolly Bear

1. "What have you got there?" asked Grandpa Great as he approached Carla. They both looked won at Carla's wide-opened hand. Something wiggled. It tickled Carla's hand. Then, it rolled into a small fuzzy little ball.
 2. "I don't know," answered Carla.
 3. "Well, you've seen a teddy bear and a polar bear. Now you are looking at a woolly bear," replied Grandpa Great.
 4. "A woolly bear? It looks more like a hairy caterpillar than a bear to me," said Carla.
 5. Grandpa Great was the perfect name for Carla's grandfather. He was a grandfather, and he was great! The man seemed to have a story for just about everything. Grandpa Great knew how to fix things when they were broken, how to tell if it was going to rain, and the names of many plants and insects. So Carla was not surprised that he knew about woolly bears.
 6. "A woolly bear," continued Grandpa Great, "is an insect that will one day turn into a tiger moth. See how its little body is covered with stiff orange and black hairs? The hairs look like fur. In the fall you can find the woolly bears almost anywhere. When you are
1. A caterpillar is very much like a
 - f. butterfly.
 - g. polar bear.
 - h. leaf.
 - j. a worm
 2. What information in the passage supports the idea that Carla's grandpa was interested in many things?
 - a. He worked in his garden a lot.
 - b. He could tell what the winter was going to be like.
 - c. He had a story for just about everything.
 - d. He could fix things that were broken.
 3. Which of the following could be included in a summary of the story?
 - f. The woolly bear tickled Carla's hand.
 - g. Grandpa Great walked to his garden.
 - h. There are teddy bears, polar bears and woolly bear.
 - j. The woolly bear will turn into a tiger moth.
 4. According to the story, some people believe that the winter will be long and hard when
 - a. the woolly bear's hairs are short.
 - b. there are many woolly bears crawling on the roads.
 - c. the woolly bear's orange middle band is thin.
 - d. there are more tiger moths than usual.

walking, look on driveways, sidewalks and roads.”

7. “Why are they crawling all over the place?” asked Carla.
8. After the woolly bear finished feeding for the season, it crawls along the ground looking for a warm, safe place to spend the winter. It often chooses to curl up under a heavy rock or in a moss-covered log. Then it takes a long nap until winter is over.”
9. “They are like bears, then. They sleep all winter,” Carla announced.
10. “In the spring the insect emerges from its hiding place to feed for a short time. Then it forms a silk covering that protects the insect until it turns into a moth. The adult insect is called a tiger moth because of the markings on its wings. Its wings are yellow with black spots. You have probably seen them at night flying around lights.”
11. “So, why does the woolly bear have those bands?” inquired Carla.
12. “See the orange band in the middle? When I was a boy,” continued Grandpa Great, “my father told me that you could tell what the winter weather would be like by studying the coat of a woolly bear. He said that if the orange band in the middle is thick, then the winter will be short and mild. If the band is thin, it means that winter will be long and cold. Other folks believe that the length of the insect’s hair will tell you what the winter be like.

5. In paragraph 12, the word Personally has to do with a

- f. clever trick.
- g. colorful coat.
- h. terrible mistake.
- j. private opinion.

6 Paragraph 1 contains

- a. an example.
- b. an explanation.
- c. a list.
- d. a question.

7 If the writer added another sentence to the end of the story, which of these would fit BEST?

- f. Woolly bears weren’t as dangerous as she thought.
- g. Carla could tell that Grandpa didn’t like woolly bears.
- h. Carla had learned a lot about woolly bears today.
- j. Grandpa Great sure could make any story funny.

8. Which sentence can be supported with information from the story?

- a. Woolly bears are very hard to find.
- b. Woolly bears have been around for a long time.
- c. Carla’s mother never saw a woolly bear before.
- d. Most woolly bears die during the winter.

Read the directions below. Write your answer in the space provided and on the back of this page if needed.

9. Using information from the story, explain how woolly bears and real bears are similar.

Long hair, long winter. Short hair, short winter. Personally, I don't know if an insect can forecast what the weather will be like, but that's the way the story goes. My own way of thinking is that it doesn't always work."

13. "They sure are squirmy," said Carla with a giggle.
14. "Did you notice that when you picked it up, it curled into a ball?" questioned Grandpa Great.
"Sometimes they curl up so rightly that they roll right off your hand. This is the way the woolly bear protects itself from its enemies."
15. "But I'm not an enemy!" exclaimed Carla.
16. "If you are careful with a woolly bear, you won't hunt it and it won't hurt you. Just be sure to put it back on the ground where you found it," said Grandpa Great as he smiled and walked toward his garden.
17. Carla headed back to her house to put the woolly bear down so it could find a place to spend the winter. Next spring maybe she would see it as a tiger moth.

Read the directions below. Write your answer in the space provided below and on the back of this paper if needed.

10. Using ideas from the story, briefly explain how you can tell that Carla admires her grandfather.



Some penguins spend winters near the South Pole. It is cold there. It is dark. It is also bare. Yet the birds lay their eggs there. They hatch their young there.

The female lays just one egg. She does not stay to care for it. Instead, she 1. She goes to sea. There she will feed. The male stays behind. He takes care of the egg.

The egg is laid right on the ice. There is no 2. The egg cannot stay on the ice for long. It is too cold. The egg would freeze. The male acts quickly. He takes the egg. He sets it on his feet. He covers it with part of his body. His body heat keeps the egg warm.

The male stands with the egg on his feet for 64 days. That is how long the egg takes to hatch. The male cannot go far during that time. He cannot go fast either. 3 is hard. So he does not move much. He just stands on the ice. He does not stand alone. Other males stand with him. They, too, have eggs on their feet. There may be just a few other males. Often, though, the 4 is larger. Hundreds of males may band together.

The males help each other. During a storm they stay together. They press against each other. They keep each other warm. After the storm they move apart. They do not go very far. But they no longer 5 each other.

There is no food on the ice. So the males do not 6. For 64 days all they take in is snow. They get very thin. But they do not die. They will be hungry when the eggs hatch. They will be weak too. Still, they will be 7. They will be able to go to sea to feed.



- 1 a) grows b) leaves
c) shakes d) hears
e) smells

- 2 a) flag b) wind
c) bear d) nest
e) disease

- 3 a) Calling b) Sharing
c) Drinking d) Walking
e) Remembering

- 4 a) hill b) face
c) group d) entrance
e) enemy

- 5 a) fight b) copy
c) wash d) trust
e) touch

- 6 a) eat b) fall
c) lose d) sleep
e) forget

- 7 a) dry b) clean
c) soft d) blind
e) alive



India has many rice farmers. Some raise only rice. Those who live near the sea, though, raise other things too. They raise fish. They raise ducks. And they raise vegetables. These animals and plants are raised in the same fields. But they are raised at different times. Each group prepares the fields for the next.

Rice needs to be covered with water. So the fields are flooded. Banks of earth act as dams. They keep the water in the fields. The rice is then planted. Before it is harvested, the fields are drained. The rice is cut. For a little while, the fields are 8. Then it is time for the next crop.

Seawater is let into the fields. Young fish pour in with the water. The gates that let the water in are then closed. The fish cannot 9. For three months, they live in the flooded fields. They eat the leftover parts of the rice plants. This helps the fish 10. Then the water is let out. Nets are placed in front of the gates. Most of the fish are caught. A farmer may get 700 pounds of fish from just one acre.

Flocks of ducks are brought in next. These 11 will stay for weeks. Pools of water remain in the fields. These still contain fish. The ducks have 12. They eat. They get fat. And they lay eggs. These can be sold by the farmer. The ducks help in another way. Their waste makes the earth rich. The soil is 13.

Vegetables are the final crop of the year. They are planted once the ducks are gone. Then they, too, are harvested. Soon the 14 changes. It is time to plant rice once again.



- 8 a) safe b) dark
c) cool d) empty
e) surrounded
- 9 a) escape b) see
c) share d) rest
e) breathe
- 10 a) jump b) hide
c) follow d) grow
e) hear
- 11 a) clouds b) flies
c) birds d) children
e) workers
- 12 a) light b) food
c) fights d) wounds
e) nests
- 13 a) baked b) scattered
c) carried d) improved
e) tested
- 14 a) season b) price
c) weight d) message
e) owner

A fourth grader named Gloria has written about making a new cereal. She wrote down her ideas for her story first and then organized them. Now she has finished the first draft. Gloria wants to rewrite her story and needs help revising it.

Here is Gloria's rough draft of her story. Read and use it to answer questions 1–10.

A Different Cereal

(1)One day I was getting ready for school. (2)I got some cereal out. (3)And poured it into a bowl. (4)I really was of the same old cereal getting tired. (5)So I decided to try something new.

(6)I found some supplies to make a new cereal. (7)I picked milk, and I picked honey, and I picked sugar, and I picked bread, and I picked chips. (8)First I put bread at the bottom of the bowl. (9)Then I put chips on top of the bread.

(10)Finally I poured milk in my bowl. (11)Next I put sugar and honey on top of the chips.

(12)As I started eating, something strange happened. (13)I began getting smaller and smaller. (14) I was also turning blue. (15)Then I turned pink, brown, orange and purple. (16)I got even smaller. (17)My mom came into the kitchen, and my mom screamed. (18)“What happened to you?” she asked.

(19)I told her about my new cereal. (20) She asked me how I had made it, and I explained it to her. (21)My mom's favorite cereal is hot oatmeal. (22)She said, “Well, you have to get ready for school.” (23)I told her I was too small and looked funny. (24)She said I had to go anyway.

(25)I went to my room and lay down. (26)I closed my eyes I tried to decide what to do. (27)A few hours later, I woke up. (28)I looked in the mirror. (29)I was the normal size and color. (30)I wasn't sure if I'd really made that stuff or if it had all been a dream. (31)I hurried downstairs to fix myself some breakfast. (32)I was happy to pour a bowl of the old, boring cereal. (33)I wasn't going to try a new recipe again.

- 1 Sentence 4 is poorly written. Which one of these is the BEST way to rewrite it?
- a I really was getting of the same old cereal tired.
 - b I was really getting tired of the same old cereal.
 - c Of the same old cereal I really was getting tired.
 - d I really of the same old cereal was getting tired.

- 2 Sentence 7 is poorly written. Which one of these is the BEST way to rewrite it?
- f I picked milk and honey and sugar and bread and chips.
 - g I picked milk, and I picked honey. And sugar, bread, and chips.
 - h I picked milk, honey, sugar, bread and chips.
 - j I picked milk and honey, I also picked sugar, bread and chips.

- 3 The topic sentence of the third paragraph is
- sentence 12.
 - sentence 15.
 - sentence 16.
 - sentence 18.
- 4 Sentence 10 is not in the correct sequence. It should follow
- sentence 6.
 - sentence 7.
 - sentence 8.
 - sentence 11.
- 5 Sentence 17 is poorly written. Which one of these is the BEST way to rewrite it?
- Into the kitchen my mom came, and my mom screamed.
 - My mom, she came into the kitchen, and my mom screamed.
 - My mom came into the kitchen and screamed.
 - My mom screamed when my mom came into the kitchen.
- 6 Which one of these is NOT a sentence?
- Sentence 1
 - Sentence 3
 - Sentence 6
 - Sentence 20
- 7 Which one of these could BEST be added after sentence 23?
- I said that I was sure all the kids would laugh at me.
 - My teacher read a story about a person the size of a pencil.
 - My mom had to work downtown on Saturdays.
 - The new cereal tasted very sweet and crunchy.
- 8 Sentence 26 is poorly written. Which one of these is the CORRECT way to rewrite it?
- Closing my eyes. I tried to decide what to do.
 - I closed my eyes and tried. To decide what to do.
 - I closed my eyes. And tried to decide what to do.
 - I closed my eyes and tried to decide what to do.
- 9 Which one of these sentences does NOT belong?
- Sentence 19
 - Sentence 21
 - Sentence 26
 - Sentence 31
- 10 Gloria wants to change the phrase *that stuff* in sentence 30. Which one of these would BEST help the reader understand what she is talking about?
- that junk
 - something
 - a magic cereal
 - some stuff

Samantha is a fourth grader. Her class has been studying the newspaper and writing reports about interesting articles. Samantha read an article about some children who help to train guide dogs, and she decided to write a report about it. First she made a web to help her organize the ideas she wanted to include in her report. Then she wrote a rough draft. Now she needs help revising her paper.

Here is Samantha's rough draft. Read and use it to answer questions 11–16.

Training Guide Dogs

(1)Some children are helping a school that raises and trains guide dogs. (2)The school gets puppies that will later become the “eyes” of non-sighted persons. (3)The puppies spend their first year living, playing and learning with the children. (4)They are supposed to go everywhere with their young owners. (5)That way the animals become familiar with ordinary noises like vacuum cleaners, fire sirens and automobiles. (6)Of course, some neighborhoods are noisier than others. (7)During the course of the year, the children are expected to teach the dogs a few simple commands. (8)They are also expected to keep the dogs from developing bad habits such as eating from the table and jumping on furniture.

(9)After a year, the dogs go back to the school for the rest of their training at school. (10)Professional trainers teach the animals how to lead people, avoid objects and obey more commands. (11)This training lasts about three weeks. (12)Then it is the trainer's job to try to match the dog's energy level and personality to a person. (13)Who needs a guide dog. (14)To help the guide dog adjust and to help the master adjust, the trainer works with them together, and it's for about four weeks.

(15)When the training is complete, the dogs are sent home with their new masters to begin their new lives. (16)The children are proud. (17)They have helped raise these dogs.

11 Which one of these could BEST be added after sentence 7?

- a Some children are better with their pets than others.
- b Many animals are able to learn commands.
- c These might include *sit*, *down* and *stay*.
- d The dog grows much bigger during the year.

12 Sentence 9 is poorly written. Which one of these is the BEST way to rewrite it?

- f After a year, the dogs go back to the school for the rest of their training.
- g After a year, the dogs go back to the school. For the rest of their training at school.
- h After a year, the dogs go back to the school for the rest of their training, it is at school.
- j After a year, the dogs go back to the school, and it is for the rest of their training at school.

13 Which one of these sentences does NOT belong?

- a Sentence 2
- b Sentence 4
- c Sentence 6
- d Sentence 11

14 Which one of these is NOT a sentence?

- f Sentence 7
- g Sentence 10
- h Sentence 12
- j Sentence 13

15 Sentence 14 is poorly written. Which one of these is the BEST way to rewrite it?

- a To help the guide dog adjust and to help the master adjust. The trainer works with them together, and it's for about four weeks.
- b To help the guide dog and master adjust to each other, the trainer works with them together for about four weeks.
- c To help the guide dog and master adjust, the trainer works with them and it's together, and it's for about four weeks.
- d To help the guide dog adjust and to help the master adjust, the trainer working with them together. And it's for about four weeks.

16 How can Samantha BEST put sentences 16 and 17 together into one sentence without changing their meaning?

- f The children are proud, they have helped raise these dogs.
- g The children are proud to have helped raise these dogs.
- h The children are proud, and the children have helped raise these dogs.
- j The children have helped raise these dogs proud.