

Table of Contents

Part I

Making Inferences	4
Drawing Conclusions	5
Predicting Outcomes	6
Inferring Word Meaning	7
Determining Cause-and-Effect Relationships	8
Inferring Story Elements	9

Part II

Practice Exercises	10
---------------------------------	-----------

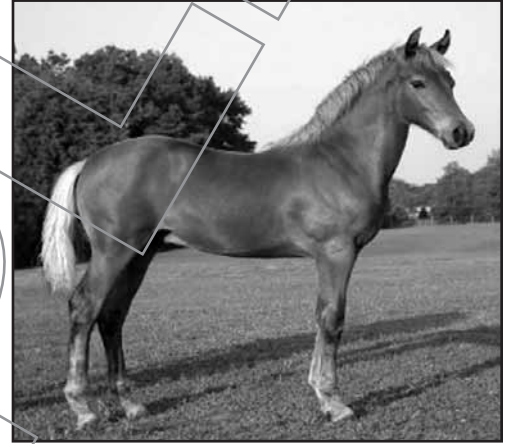
Determining Cause-and-Effect Relationships

Something happens. This is the **effect**. People want to know why it happened. This is the **cause**. Writers will often explain causes and effects using key words, such as *because* and *so*.

Read the article. Then answer the question that follows.

A farmer owed Justin Morgan some money. So he gave Morgan a colt to pay him back. The colt came to be called a Morgan horse because it was different from other horses.

Morgan's horse wasn't very big when it grew up. It could pull a plow as well as any horse, though. Once, it pulled a big log that had three men sitting on it. This horse could also run faster than just about any other horse around. The Morgan horse was the first in a family of horses. The colts were very much like the first Morgan. Soon, Morgan horses were in most parts of the country and were well-liked everywhere.



People liked Morgan horses because they were—

- A very big
- B strong and fast
- C easy to train
- D kind and gentle

Cause-and-Effect Relationships

The article says that Morgan colts were much like the first Morgan horse. You can guess that they were fast and strong because the first Morgan horse was fast and strong. From what you know about the reasons people like horses, you can guess that they would like horses that are fast and strong. Choice B is the correct answer.

3 What word *best* describes the monkey?

- A wise B unwise C mindful D careful

4 What is the meaning of the word *assembly* as used in this story?

- A meeting B bash C trip D outing

5 Why did the fox *most likely* want to trap the monkey?

- A because he wanted to eat the monkey
B because he wanted to sell the monkey
C because he really wanted the fruit
D because he really wanted to be king

Cause-and-Effect Relationships

PAGE 8

No one knows for sure where or when turnips were first grown. It is believed that they got their start a long time ago. Spanish explorers brought turnips to Mexico in the 1500s. In the early 1600s, English settlers planted turnips in Virginia. They didn't need much care or very good soil. And both people and animals could eat them. Since then, turnips have been grown in most parts of the United States.

Turnips belong to the cabbage family. They are a great vegetable because both the leaves and the root can be eaten. Turnips are also rich in vitamins. These vitamins help people have good skin and eyesight, healthy hair, and strong teeth.

1 From the passage, you can tell that—

- A turnips don't have to be cooked
B turnips are grown only in the United States
C the growing of turnips has spread over the years
D most people like to grow and eat turnips

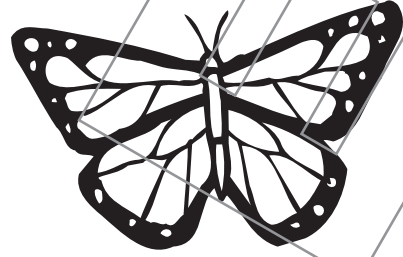
Making Inferences

PAGE 4

Hurt No Living Thing

by Christina Rossetti

Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Not dancing gnat, nor beetle fat,
Not harmless worms that creep.



- 1 The *main* message of this poem is—
 - A all living things have worth
 - B some living things are dirty
 - C all living things are hurt
 - D some living things are pretty
- 2 The poet makes ugly things seem—
 - A more ugly
 - B good to eat
 - C more beautiful
 - D as though they are pests
- 3 The speaker thinks worms are—
 - A scary and frightening
 - B a bother to most people
 - C not out to hurt anyone
 - D not there to be stepped on
- 4 Which *best* describes how the speaker feels about the cricket's chirping?
 - A glad
 - B sad
 - C bothered
 - D bored