

TIPS FOR THE TEACHER

Use this test to assess your students' knowledge of different text structures. You can break it up into pieces or use it as a large unit test.

NOTE:

If you do not teach Description as a text structure, use the SECOND VERSION of the test (page 16). The first version includes ALL 5 text structures.

****Answer Keys are included at the end of the assessment.**

Show what you know! TEXT STRUCTURES

DIRECTIONS: Read each question and pick the best answer.

1. Authors use different text structures to _____.
 - A. give facts about their topic
 - B. organize their ideas
 - C. research their topic
 - D. add visuals to their writing
2. Which text structure would an author use when writing about the life of Jessie Jackson?
 - A. Compare and Contrast
 - B. Chronological/Sequence
 - C. Description
 - D. Problem and Solution
3. Which text structure would an author use when writing about the many factors that started the Civil War?
 - A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Problem and Solution
4. Which text structure would an author use when writing about an endangered species and how we can save it from extinction?
 - A. Cause and Effect
 - B. Compare and Contrast
 - C. Description
 - D. Problem and Solution
5. Which text structure would an author use when informing the reader about mole rats?
 - A. Compare and Contrast
 - B. Chronological/Sequence
 - C. Description
 - D. Problem and Solution
6. Which text structure would an author use when explaining the differences between four types of trees?
 - A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Problem and Solution
7. Which word or phrase is an author most likely to use when writing a cause and effect passage?
 - A. similarly
 - B. for example
 - C. as a result
 - D. finally
8. Which word or phrase is an author most likely to use when writing a compare and contrast passage?
 - A. similarly
 - B. for example
 - C. as a result
 - D. finally

Show what you know! TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

THE DECLARATION OF INDEPENDENCE AND THE CONSTITUTION

The Declaration of Independence and The Constitution are two of the most important documents in American history. There is a misconception that they say the same thing. However, the Declaration of Independence and the Constitution were written for different reasons and did not have the same goal.

The Declaration of Independence was written to formally announce to the world that the thirteen colonies were separating from Britain. It listed all the ways the King of England, King George III, had mistreated the colonies. Congress approved the Declaration of Independence on July 4, 1776.

The Constitution was written 11 years after the Declaration of Independence. The United States of America was a new, independent nation. The Constitution was written to establish how the government of that new, independent nation would work. It listed the goals of the government they were setting up. It provided the structure of the federal government, dividing it into three branches: Legislative, Executive and Judicial. The Constitution was signed on September 17, 1787.

At about 1,300 words, the Declaration of Independence was written on a single piece of parchment paper. The Constitution has about 4,500 words and is four pages long. Both documents were signed in Independence Hall, in Philadelphia, Pennsylvania. Many people assume that the same men signed both documents. However, for various reasons, most of America's Founding Fathers signed one document, but not the other.

The Declaration of Independence has 56 signatures, while the Constitution has 39. Only six men signed both documents: George Clymer, Robert Morris, George Read, Roger Sherman, James Wilson and Benjamin Franklin.



THE DECLARATION OF INDEPENDENCE AND THE CONSTITUTION

9. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Description
 - E. Problem and Solution
10. The author wrote this passage to _____.
- A. show what caused the Declaration of Independence to be written
 - B. show the differences between the Declaration of Independence and the Constitution
 - C. describe the Declaration of Independence and the Constitution
 - D. explain the problem that the Declaration of Independence and the Constitution solved
11. Which detail from the passage best supports the text structure?
- A. The Declaration of Independence and The Constitution are two of the most important documents in American history.
 - B. However, the Declaration of Independence and the Constitution were written for different reasons and did not have the same goal.
 - C. The Constitution was written to establish how the government of that new, independent nation would work.
 - D. The Constitution was signed on September 17, 1787.
12. According to the text, which of the following is true about both document?
- A. Both documents established how the new government would work.
 - B. Both documents were written the same year.
 - C. Both documents were written on a single piece of parchment paper.
 - D. Benjamin Franklin signed both documents.
13. What was the MAIN goal of the Constitution?
- A. The Constitution was written to only explain the three branches of government.
 - B. The Constitution was written to formally announce to the world that the thirteen colonies were separating from Britain.
 - C. The Constitution was written to establish how the new government would work.
 - D. The Constitution listed all the ways the King of England had mistreated the colonies.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

HAWK MOUNTAIN

In 1929, the Pennsylvania Gaming Commission offered hunters \$5 for every goshawk they shot and killed. At the time, birds of prey, like hawks, were viewed as harmful pests. Farmers particularly disliked the goshawk species of hawk because they went after their chickens. Hunters disliked the goshawk because they ate the game birds they liked to hunt, such as quails and pheasants.

The Gaming Commission thought they were solving a problem, but they were really creating another one.

As hawks migrated south in the fall, the birds often stopped on Hawk Mountain - an Appalachian Mountain ridge in eastern Pennsylvania. Hunters came to Hawk Mountain to shoot goshawk so they could collect money. However, they didn't just shoot goshawk. They shot down any and all hawks that flew overhead, hoping to hit at least enough goshawks to earn some decent money. Hawks were killed by the thousands. The entire hawk population was at risk of being destroyed.

A conservationist named Rosalie Edge saw photos of the hawks being massacred. Rosalie didn't view hawks as pests. She recognized the positive contribution hawks make by eating insects and rodents. When a national bird conservation organization failed to take any action to protect the hawks, Rosalie found a way to save the hawks herself.

Rosalie borrowed \$500 from a fellow conservationist to purchase a year lease of Hawk Mountain. Hawk Mountain was now her private property and she made it off-limits to hunters. She hired a married couple to come live at Hawk Mountain and watch over her property. An armed deputy was also hired to patrol on a nearby road.

She opened Hawk Mountain up to visitors. For a small admissions fee, bird enthusiasts could witness the hawk migration from a mountaintop observation platform. Rosalie also asked for small donations. Within a year, Rosalie had raised enough money to purchase Hawk Mountain for \$3,500. Today, the Hawk Mountain Sanctuary continues to be a safe resting spot for migrating hawks.



HAWK MOUNTAIN

14. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Description
 - E. Problem and Solution
15. The author wrote this passage to _____.
- A. show the reasons farmers disliked goshawks
 - B. compare different types of hawks
 - C. explain why the hawk population was being destroyed and how Rosalie Edge saved them
 - D. describe hawks and their habitats
16. Which detail from the passage best supports the text structure?
- A. As hawks migrated south in the fall, the birds often stopped on Hawk Mountain.
 - B. When a national bird conservation organization failed to take any action to protect the hawks, Rosalie found a way to save the hawks herself.
 - C. She opened Hawk Mountain up to visitors.
 - D. An armed deputy was also hired to patrol on a nearby road.
17. Why did the Pennsylvania Gaming Commission offer hunters \$5 for every goshawk they killed?
- A. Hunters needed a way to make extra money.
 - B. Goshawks were viewed as harmful pests.
 - C. Hawks migrated south in the fall and often stopped on Hawk Mountain.
 - D. Farmers needed something to do with their free time.
18. How did Rosalie keep the hawk population from being destroyed?
- A. Rosalie didn't view hawks as pests.
 - B. Rosalie opened a museum to help educate people about hawks.
 - C. Rosalie hired a married couple to come live at Hawk Mountain.
 - D. Rosalie purchased a year lease of Hawk Mountain and made it off-limits to hunters.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

OLYMPIAN JIM THORPE

Jim and his twin brother Charlie were born on May 28, 1887. His family lived on the Sauk and Fox Indian Settlement in Oklahoma. The twins loved being outdoors: running races, jumping creeks, and climbing trees. Their father was a horse rancher. He taught his sons how to catch wild horses and break them into wearing saddles.

At six years old, Jim and his brother were sent to a boarding school for Native Americans 20 miles away from home. In 1897, Charlie died from pneumonia, at age nine. Jim had a hard time adjusting to school without his brother. He began running away from school, all the way back home. His father would drag him back to school, only for Jim to run away again.

In 1898, Jim's father sent Jim to the Haskell school in Lawrence, Kansas, 300 miles away. In 1901, Jim's father was in a hunting accident. Jim snuck aboard a freight train to head home to his injured father. However, the train was traveling in the wrong direction! Jim got off the train and set off towards home on foot. By the time Jim arrived home, his father had healed. Jim's father was not happy that his son had once again run away from school, but this time, Jim did not go back.

In 1904, Jim was recruited by the Carlisle Indian School, in Pennsylvania. Jim agreed to attend. One day, Jim observed the track team practicing high jump. No one could clear the bar, set at five feet, nine inches. Jim asked to give it a try. He easily cleared the bar, breaking the school record, so he joined the track team. He excelled at many sports while at Carlisle, especially as a star football player.

Jim spent the summers of 1910-11 playing minor league baseball, earning \$15/week. The gifted athlete qualified to compete in track events at the 1912 Olympics in Stockholm, Sweden. Jim won the decathlon and the pentathlon, becoming the first Native American to be awarded an Olympic gold medal.



OLYMPIAN JIM THORPE

19. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Description
 - E. Problem and Solution
20. The author wrote this passage to _____.
- A. explain how Jim Thorpe solved the problem of not wanting to go to school
 - B. compare Jim Thorpe to other athletes
 - C. explain what caused Jim Thorpe to win an Olympic gold medal
 - D. tell the life events that led up to Jim Thorpe becoming an Olympian
21. Which detail from the passage best supports the text structure?
- A. The twins loved being outdoors.
 - B. Jim had a hard time adjusting to school without his brother.
 - C. In 1904, Jim was recruited by the Carlisle Indian School, in Pennsylvania.
 - D. He excelled at many sports while at Carlisle, especially as a star football player.
22. According to the text, which event happened in 1912?
- A. Jim and his brother were sent to boarding school for Native Americans.
 - B. Jim was recruited by the Carlisle Indian School.
 - C. Jim's father was in a hunting accident.
 - D. Jim became the first Native American to be awarded an Olympic gold medal.
23. Why did Jim start running away from school?
- A. He wasn't good at school.
 - B. He missed his family.
 - C. He has a hard time adjusting to school without his brother.
 - D. He wanted to become an athlete, and his school didn't have any sports.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

TOOTHPASTE AND ORANGE JUICE: A BITTER COMBINATION

Why does orange juice taste so bad after brushing your teeth? Many assume the bitter flavor is a result of the minty taste of toothpaste mixing with the tart sweetness of the orange juice. However, a toothpaste's minty flavoring is just a minor factor. Find out what really causes a swig of orange juice to taste like a mouthful of "blech!"

Most toothpaste contains an ingredient called sodium lauryl sulfate, or SLS for short. SLS is what makes toothpaste foam up while brushing. In addition to creating suds, SLS also has a weird effect on your taste buds. SLS blocks the taste receptor cells that taste sweet. It also enhances the taste buds' reception of bitterness. Because of SLS, your taste buds don't register the sweetness of orange juice. At the same time, due to SLS, the normally mild bitterness of OJ is amplified into a strongly bitter taste in your mouth.

Any toothpaste with SLS in it will cause orange juice to taste bad, not just toothpastes that taste like mint. For better (not bitter) tasting orange juice, wait an hour after brushing your teeth before drinking the citrusy beverage.



TOOTHPASTE AND ORANGE JUICE: A BITTER COMBINATION

24. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Description
 - E. Problem and Solution
25. The author wrote this passage to _____.
- A. explain why tooth pasta causes orange juice to taste bad
 - B. show the differences between tooth paste and orange juice
 - C. describe how orange juice and tooth paste are made
 - D. explain the solution to keep orange juice from tasting bad
26. Which detail from the passage best supports the text structure?
- A. SLS is what makes toothpaste foam up while brushing.
 - B. Why does orange juice taste so bad after brushing your teeth?
 - C. For better (not bitter) tasting orange juice, wait an hour after brushing your teeth before drinking the citrusy beverage.
 - D. Because of SLS, your taste buds don't register the sweetness of orange juice.
27. According to the text, what is the main cause for orange juice tasting bad after you brush your teeth?
- A. the minty taste of toothpaste mixing with the sweetness of the orange juice
 - B. Sodium lauryl sulfate causes your taste buds not to register the sweetness of the orange juice.
 - C. Mixing fruit with toothpaste will cause a bitter taste.
 - D. You should wait an hour after brushing your teeth before drinking orange juice.
28. Based on the text, what is one way to stop the bitter taste?
- A. Only use tooth paste that is fruity flavored.
 - B. Wash your mouth out with water before drinking orange juice.
 - C. Wait about an hour after brushing your teeth before drinking orange juice.
 - D. Only use tooth paste that has a minty flavor.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

MAGIC MATH

MATERIALS: A calculator or calculator app
A thick paperback book

THE SET-UP

Before you perform the trick in front of a friend, enter their birthday into the calculator. (For example, April 20 would be 420, October 12 would be 1012, February 9 would be 209, etc.) This number will be the final answer at the end of the trick.

Next, hit the addition sign, then enter 0.

Lastly, hit the multiplication sign, then enter 0 again. The calculator screen will show 0. The 0 on the screen makes the calculator appear as if you are starting fresh.

THE TRICK

To start, take out your calculator. Tell your friend that you need their help calculating a magical math problem.

First, ask your friend for the year they were born. Enter their reply into the calculator.

Second, ask them for a 4-digit number. Hit the multiply sign, then enter their answer into the calculator.

Third, ask them to pick a number between 1 and 50. Hit the division sign, then enter their answer into the calculator.

Fourth, ask your friend for a 3-digit number. Hit the multiplication sign, then enter their answer into the calculator.

Fifth, hand your friend the book. Ask them to open it to any page and tell you the page number. Hit the division sign, then enter their answer into the calculator.

Sixth, ask your friend their birthday. After they respond, hit the equals sign.

Finally, show your friend that they have magically calculated their birthday.

(The set-up at the beginning is what makes this trick work, no matter what numbers you enter! Just make sure not to hit "equals" until the end of the trick. And as you are calculating, only do multiplication and division, because addition and subtraction will throw the result off.)

MAGIC MATH

29. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Description
 - E. Problem and Solution
30. The author wrote this passage to _____.
- A. explain how calculators can be used to perform magic tricks
 - B. show the steps you must take to perform the "Magic Math" trick
 - C. explain what causes the "Math Magic" trick to work
 - D. explain why magic tricks can be a problem in schools
31. Which detail from the passage best supports the text structure?
- A. For example, April 20 would be 420.
 - B. The 0 on the screen makes the calculator appear as if you are starting fresh.
 - C. First, ask your friend for the year they were born.
 - D. Addition and subtraction will throw the result off.
32. According to the text, which section of the directions makes this trick work?
- A. Materials
 - B. The Set-Up
 - C. The Trick
 - D. the notes at the bottom
33. Based on the trick, what is the second thing you should ask your friend?
- A. Tell your friend that you need their help calculating a magical math problem.
 - B. Ask your friend for the year they were born.
 - C. Ask them for a 4-digit number.
 - D. Ask them to pick a number between 1 and 50.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

BLACK PANTHER: ROYAL SUPERHERO

Black Panther is a Marvel superhero, appearing in comic books and movies in the Marvel franchise. Black Panther's real name is T'Challa. In addition to being a member of the Avengers (a team of Marvel superheroes), T'Challa is the king of the fictional nation of Wakanda.

Located in eastern Africa, Wakanda is described as the most technologically advanced nation on earth. Wakandan technology is both fueled by and built of a metallic element called vibranium. According to the Marvel Comics storyline, 10,000 years ago, a meteor crashed on Earth, depositing a large amount of vibranium in Wakanda. Vibranium is the strongest material on the planet. Black Panther's suit is made of vibranium. His suit protects Black Panther from injury because vibranium absorbs the energy of anything trying to attack him.

T'Challa is extremely intelligent and a skilled fighter. He also has several superpowers which he acquires from drinking the liquid of a heart-shaped herb that only grows in Wakanda. His superpowers include super speed, super strength, agility, stamina, quick reflexes, ability to heal, and night vision. Black Panther is an inherited title, generally passed down from king to son. However, warriors from other tribes in Wakanda can challenge the Black Panther to combat in an attempt to win the Black Panther title and replace him on the throne.

BLACK PANTHER: ROYAL SUPERHERO

34. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
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35. The author wrote this passage to _____.
- A. show the effects of Black Panther as a Marvel superhero
 - B. compare Black Panther to other Marvel superheroes
 - C. give information about Black Panther, the Marvel superhero
 - D. explain the history of the Black Panther Marvel superhero character
36. According to the text, which of the following is true about the Black Panther?
- A. Black Panther is one of the most popular superheroes of all time.
 - B. Wakanda is located on another planet.
 - C. Black Panther wears a bracelet that protects him from injury.
 - D. T-Challa got many of his superpowers from drinking the liquid of an herb.
37. Which of the following questions would you be able to answer by reading this passage?
- A. Is the Black Panther comic more popular than the Spider-Man comic?
 - B. What superpowers does Black Panther have?
 - C. What caused Marvel to create Black Panther?
 - D. How many people viewed the first Black Panther movie?

STOP

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED]
12. [REDACTED]
13. C
14. E
15. C
16. [REDACTED]
17. [REDACTED]
18. [REDACTED]
19. [REDACTED]

20. [REDACTED]
21. [REDACTED]
22. [REDACTED]
23. [REDACTED]
24. [REDACTED]
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28. [REDACTED]
29. [REDACTED]
30. [REDACTED]
31. [REDACTED]
32. [REDACTED]
33. [REDACTED]
34. [REDACTED]
35. [REDACTED]
36. [REDACTED]
37. [REDACTED]

****2ND VERSION OF TEST**
WITHOUT
DESCRIPTION
TEXT STRUCTURE**

Show what you know! TEXT STRUCTURES

DIRECTIONS: Read each question and pick the best answer.

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 - B. organize their ideas
 - C. research their topic
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4. Which text structure would an author use when writing about an endangered species and how we can save it from extinction?
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5. Which text structure would an author use when telling steps to make chocolate chip cookies?
 - A. Compare and Contrast
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 - C. Cause and Effect
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6. Which text structure would an author use when explaining the differences between four types of trees?
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THE DECLARATION OF INDEPENDENCE AND THE CONSTITUTION

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 - D. The Constitution was signed on September 17, 1787.
12. According to the text, which of the following is true about both document?
- A. Both documents established how the new government would work.
 - B. Both documents were written the same year.
 - C. Both documents were written on a single piece of parchment paper.
 - D. Benjamin Franklin signed both documents.
13. What was the MAIN goal of the Constitution?
- A. The Constitution was written to only explain the three branches of government.
 - B. The Constitution was written to formally announce to the world that the thirteen colonies were separating from Britain.
 - C. The Constitution was written to establish how the new government would work.
 - D. The Constitution listed all the ways the King of England had mistreated the colonies.

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TEXT STRUCTURES

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HAWK MOUNTAIN

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A conservationist named Rosalie Edge saw photos of the hawks being massacred. Rosalie didn't view hawks as pests. She recognized the positive contribution hawks make by eating insects and rodents. When a national bird conservation organization failed to take any action to protect the hawks, Rosalie found a way to save the hawks herself.

Rosalie borrowed \$500 from a fellow conservationist to purchase a year lease of Hawk Mountain. Hawk Mountain was now her private property and she made it off-limits to hunters. She hired a married couple to come live at Hawk Mountain and watch over her property. An armed deputy was also hired to patrol on a nearby road.

She opened Hawk Mountain up to visitors. For a small admissions fee, bird enthusiasts could witness the hawk migration from a mountaintop observation platform. Rosalie also asked for small donations. Within a year, Rosalie had raised enough money to purchase Hawk Mountain for \$3,500. Today, the Hawk Mountain Sanctuary continues to be a safe resting spot for migrating hawks.



HAWK MOUNTAIN

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OLYMPIAN JIM THORPE

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At six years old, Jim and his brother were sent to a boarding school for Native Americans 20 miles away from home. In 1897, Charlie died from pneumonia, at age nine. Jim had a hard time adjusting to school without his brother. He began running away from school, all the way back home. His father would drag him back to school, only for Jim to run away again.

In 1898, Jim's father sent Jim to the Haskell school in Lawrence, Kansas, 300 miles away. In 1901, Jim's father was in a hunting accident. Jim snuck aboard a freight train to head home to his injured father. However, the train was traveling in the wrong direction! Jim got off the train and set off towards home on foot. By the time Jim arrived home, his father had healed. Jim's father was not happy that his son had once again run away from school, but this time, Jim did not go back.

In 1904, Jim was recruited by the Carlisle Indian School, in Pennsylvania. Jim agreed to attend. One day, Jim observed the track team practicing high jump. No one could clear the bar, set at five feet, nine inches. Jim asked to give it a try. He easily cleared the bar, breaking the school record, so he joined the track team. He excelled at many sports while at Carlisle, especially as a star football player.

Jim spent the summers of 1910-11 playing minor league baseball, earning \$15/week. The gifted athlete qualified to compete in track events at the 1912 Olympics in Stockholm, Sweden. Jim won the decathlon and the pentathlon, becoming the first Native American to be awarded an Olympic gold medal.



OLYMPIAN JIM THORPE

19. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Problem and Solution
20. The author wrote this passage to _____.
- A. explain how Jim Thorpe solved the problem of not wanting to go to school
 - B. compare Jim Thorpe to other athletes
 - C. explain what caused Jim Thorpe to win an Olympic gold medal
 - D. tell the life events that led up to Jim Thorpe becoming an Olympian
21. Which detail from the passage best supports the text structure?
- A. The twins loved being outdoors.
 - B. Jim had a hard time adjusting to school without his brother.
 - C. In 1904, Jim was recruited by the Carlisle Indian School, in Pennsylvania.
 - D. He excelled at many sports while at Carlisle, especially as a star football player.
22. According to the text, which event happened in 1912?
- A. Jim and his brother were sent to boarding school for Native Americans.
 - B. Jim was recruited by the Carlisle Indian School.
 - C. Jim's father was in a hunting accident.
 - D. Jim became the first Native American to be awarded an Olympic gold medal.
23. Why did Jim start running away from school?
- A. He wasn't good at school.
 - B. He missed his family.
 - C. He has a hard time adjusting to school without his brother.
 - D. He wanted to become an athlete, and his school didn't have any sports.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

TOOTHPASTE AND ORANGE JUICE: A BITTER COMBINATION

Why does orange juice taste so bad after brushing your teeth? Many assume the bitter flavor is a result of the minty taste of toothpaste mixing with the tart sweetness of the orange juice. However, a toothpaste's minty flavoring is just a minor factor. Find out what really causes a swig of orange juice to taste like a mouthful of "blech!"

Most toothpaste contains an ingredient called sodium lauryl sulfate, or SLS for short. SLS is what makes toothpaste foam up while brushing. In addition to creating suds, SLS also has a weird effect on your taste buds. SLS blocks the taste receptor cells that taste sweet. It also enhances the taste buds' reception of bitterness. Because of SLS, your taste buds don't register the sweetness of orange juice. At the same time, due to SLS, the normally mild bitterness of OJ is amplified into a strongly bitter taste in your mouth.

Any toothpaste with SLS in it will cause orange juice to taste bad, not just toothpastes that taste like mint. For better (not bitter) tasting orange juice, wait an hour after brushing your teeth before drinking the citrusy beverage.



TOOTHPASTE AND ORANGE JUICE: A BITTER COMBINATION

24. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Problem and Solution
25. The author wrote this passage to _____.
- A. explain why tooth pasta causes orange juice to taste bad
 - B. show the differences between tooth paste and orange juice
 - C. describe how orange juice and tooth paste are made
 - D. explain the solution to keep orange juice from tasting bad
26. Which detail from the passage best supports the text structure?
- A. SLS is what makes toothpaste foam up while brushing.
 - B. Why does orange juice taste so bad after brushing your teeth?
 - C. For better (not bitter) tasting orange juice, wait an hour after brushing your teeth before drinking the citrusy beverage.
 - D. Because of SLS, your taste buds don't register the sweetness of orange juice.
27. According to the text, what is the main cause for orange juice tasting bad after you brush your teeth?
- A. the minty taste of toothpaste mixing with the sweetness of the orange juice
 - B. Sodium lauryl sulfate causes your taste buds not to register the sweetness of the orange juice.
 - C. Mixing fruit with toothpaste will cause a bitter taste.
 - D. You should wait an hour after brushing your teeth before drinking orange juice.
28. Based on the text, what is one way to stop the bitter taste?
- A. Only use tooth paste that is fruity flavored.
 - B. Wash your mouth out with water before drinking orange juice.
 - C. Wait about an hour after brushing your teeth before drinking orange juice.
 - D. Only use tooth paste that has a minty flavor.

Show what you know!
TEXT STRUCTURES

DIRECTIONS: Read the passage and answer the questions.

MAGIC MATH

MATERIALS: A calculator or calculator app
A thick paperback book

THE SET-UP

Before you perform the trick in front of a friend, enter their birthday into the calculator. (For example, April 20 would be 420, October 12 would be 1012, February 9 would be 209, etc.) This number will be the final answer at the end of the trick.

Next, hit the addition sign, then enter 0.

Lastly, hit the multiplication sign, then enter 0 again. The calculator screen will show 0. The 0 on the screen makes the calculator appear as if you are starting fresh.

THE TRICK

To start, take out your calculator. Tell your friend that you need their help calculating a magical math problem.

First, ask your friend for the year they were born. Enter their reply into the calculator.

Second, ask them for a 4-digit number. Hit the multiply sign, then enter their answer into the calculator.

Third, ask them to pick a number between 1 and 50. Hit the division sign, then enter their answer into the calculator.

Fourth, ask your friend for a 3-digit number. Hit the multiplication sign, then enter their answer into the calculator.

Fifth, hand your friend the book. Ask them to open it to any page and tell you the page number. Hit the division sign, then enter their answer into the calculator.

Sixth, ask your friend their birthday. After they respond, hit the equals sign.

Finally, show your friend that they have magically calculated their birthday.

(The set-up at the beginning is what makes this trick work, no matter what numbers you enter! Just make sure not to hit "equals" until the end of the trick. And as you are calculating, only do multiplication and division, because addition and subtraction will throw the result off.)

MAGIC MATH

29. Which text structure did the author use?
- A. Cause and Effect
 - B. Compare and Contrast
 - C. Chronological/Sequence
 - D. Problem and Solution
30. The author wrote this passage to _____.
- A. explain how calculators can be used to perform magic tricks
 - B. show the steps you must take to perform the "Magic Math" trick
 - C. explain what causes the "Math Magic" trick to work
 - D. explain why magic tricks can be a problem in schools
31. Which detail from the passage best supports the text structure?
- A. For example, April 20 would be 420.
 - B. The 0 on the screen makes the calculator appear as if you are starting fresh.
 - C. First, ask your friend for the year they were born.
 - D. Addition and subtraction will throw the result off.
32. According to the text, which section of the directions makes this trick work?
- A. Materials
 - B. The Set-Up
 - C. The Trick
 - D. the notes at the bottom
33. Based on the trick, what is the second thing you should ask your friend?
- A. Tell your friend that you need their help calculating a magical math problem.
 - B. Ask your friend for the year they were born.
 - C. Ask them for a 4-digit number.
 - D. Ask them to pick a number between 1 and 50.

1. B
2. B
3. A
4. D
5. C
6. B
7. C
8. A
9. B
10. B
11. B
12. D
13. C
14. D
15. C
16. B
17. B
18. D
19. C
20. D
21. C
22. D
23. C
24. A
25. A
26. D
27. B
28. C
29. C
30. B
31. C
32. B
33. C