

JOURNEY *TO SUCCESS*TM

LEVEL

3

BUILDING BASIC SKILLS IN READING AND WRITING

R E V I E W



New Readers Press®
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Read the article. Answer questions 1 to 4.

How to Be a Good Student

- 1 The secret to being a good student is to do everything that good students do. Start by setting goals. You're taking this class because you want to learn something. Maybe you want to get your high school equivalency degree, get a better job, or learn to manage your money. Goals are a good way to measure your success. Just make sure that your goals are things you can achieve, or do.
- 2 Go to class every day. Students who go to class regularly are usually the most successful. A large part of what you need to learn is presented in class. Class activities, discussions, homework, and tests are all part of the learning process. If you take part in them, you will learn more.
- 3 While you're in class, pay attention. Sit in the front row. You can hear better and see everything on the board. Raise your hand and ask questions if you don't understand something. Listen and take notes during class. You are more likely to remember what you write down. Review your notes after class to be sure they're easy to understand. Later on, when you're studying for a test, you'll be glad you did.
- 4 Finally, try studying with other students. They can help you with work that you're having trouble with. And, you can help them. Helping them helps you. That's because when you explain things to another person, you learn and remember the information better.



Taking notes during class can help you remember what you've learned.

1. According to the article, how does helping other students help you?
 - a. They can become your friends.
 - b. They can take notes for you.
 - c. They can help you learn.
2. Why is it a good idea to take notes?
 - a. You sit in the front row.
 - b. You hear better.
 - c. You remember more.
3. According to the author, when should you reread your notes?
 - a. before class
 - b. during class
 - c. after class
4. What is important about class activities, discussions, homework, and tests?
 - a. They help you learn.
 - b. They're on tests.
 - c. They are for good students.

Read the article. Answer questions 5 to 9.

The Louisiana Purchase

- 1 In 1803, the United States bought a huge area of land from France. The land was called the Louisiana Territory. This land was not just the state of Louisiana. It was all the land between the Mississippi River and the Rocky Mountains. The Louisiana Purchase was important. It doubled the size of the United States. It gave the U.S. control of the Mississippi River and the port city of New Orleans. Farmers needed the river to ship their crops. Within a few years, Americans began to move west into this new area.



The dark gray area on this map shows the land added in the Louisiana Purchase.

- 2 Thomas Jefferson was president during the Louisiana Purchase. At that time, people didn't know much about the western part of North America. Jefferson wanted to know more. He hired Meriwether Lewis and William Clark to explore the new lands.
- 3 Jefferson gave the explorers many instructions for their trip. He wanted them to describe the country in detail. He asked them to draw maps of all the rivers. He told them to write down information about the weather. He also asked them to collect samples of plants and animals. Jefferson also wanted to find out about the American Indians in the West. He asked Lewis and Clark to learn about their clothing, food, languages, and diseases.
- 4 Lewis and Clark began their trip through the Louisiana Territory in 1804. They sailed up the Missouri River. Along the way, they took notes and collected samples of plants, seeds, animal skins, and Indian arts. In the spring of 1805, they shipped these items back to Saint Louis. They even sent some live animals, including birds and a prairie dog. These objects were then sent to President Jefferson. He showed many of them in his home and in a museum.
- 5 The trip took longer than people thought it would. Most people, including President Jefferson, did not think the explorers would return. But Lewis and Clark finally did return in September 1806. Their trip provided a lot of new information about the Louisiana Purchase and the West. They found where the Missouri River went. They showed that North America was wider than most people thought. And they made maps that would help future settlers move into the new territory.

5. Why was the Louisiana Purchase important?
 - a. It was good land that farmers needed for growing crops.
 - b. It showed France that the United States was strong.
 - c. It gave the United States a lot of new land.
6. What was one effect of Lewis and Clark's trip?
 - a. France asked to get the land back.
 - b. Farmers were able to ship their crops.
 - c. Their maps helped new settlers move west.
7. Which sentence from paragraph 3 tells the main idea?
 - a. Jefferson gave the explorers many instructions for their trip.
 - b. He told them to write down information about the weather.
 - c. Jefferson also wanted to find out about the American Indians in the west.
8. Why did Jefferson probably show the objects sent back by the explorers?
 - a. They were objects that were worth a lot of money.
 - b. They were objects that most people had never seen before.
 - c. They were objects that Jefferson was keeping for Lewis and Clark.
9. What is the main idea of the article?
 - a. Thomas Jefferson was interested in learning more about the West, so he helped the United States buy the Louisiana Territory.
 - b. After the United States bought the Louisiana Territory, Lewis and Clark explored it and learned a lot about it.
 - c. Lewis and Clark were explorers who took notes and collected samples of plants and animals on their trip.

Read the article. Answer questions 10 to 14.

Fall Leaves

- 1 Every fall in the United States, the leaves on many trees change from green to red, orange, gold, yellow, purple, or brown. These changes start in the Northeast in late September and move west by early November.
- 2 In spring and summer, sunlight and rain help trees and other plants grow. Their leaves take in carbon dioxide, a gas, from the air. Their roots take in rainwater from the ground. Sunlight turns the carbon dioxide and water into a chemical called chlorophyll. Chlorophyll gives leaves their green color. It helps make the food that plants and trees need to live and grow.
- 3 There is less sunlight during fall and winter when the days are shorter and the weather is colder. Without sunlight, leaves can no longer make chlorophyll and trees can't make food. That's when leaves start to turn orange, gold, or yellow. These colors were always in the leaves, but the green covered the colors up. There is a chemical in some leaves that makes them turn red and purple. That chemical also lets the leaves stay on the tree longer. When leaves run completely out of food, they fall from the trees.
- 4 Since every tree is different and the weather is different every year, the leaves change color at different times every fall. Warm, sunny days and cool nights make for the brightest colors. If the weather is freezing cold, the leaves fall early and the colors will not be as bright.



As the weather cools, the leaves on trees change colors in the fall.

10. Why do leaves change color in fall?
 - a. Trees freeze in the cold weather.
 - b. The leaves stop making food.
 - c. There isn't any more carbon dioxide.
11. What does chlorophyll do?
 - a. It helps plants grow.
 - b. It causes leaves to drop from trees.
 - c. It takes in carbon dioxide.
12. Why do some leaves turn red?
 - a. They get more sun than leaves that turn orange.
 - b. They have a chemical that turns them red.
 - c. They have been burned by the sun.
13. Where in the United States do leaves change color first?
 - a. in the Northeast
 - b. along the West Coast
 - c. in the South
14. How are a tree's leaves different in the fall than in the summer?
 - a. In the fall, the leaves turn green.
 - b. In the fall, a tree has larger leaves.
 - c. In the fall, the leaves do not have chlorophyll.

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Read the excerpt. Answer questions 15 to 20.

Adapted from *Anne of Green Gables*

by L. M. Montgomery

- 1 There was no sign of any train in Bright River, so Matthew Cuthbert went over to the station house. The long platform was almost empty. The only living thing in sight was a girl who was sitting on a pile of wood at the far end.
- 2 The station master was locking up and getting ready to go home for supper. Matthew asked him if the five-thirty train would be there soon.
- 3 “The five-thirty train has come and gone. But there was a passenger dropped off for you—a little girl. She’s sitting out there on the wood.”
- 4 “I’m not expecting a girl,” said Matthew blankly. “It’s a boy I’ve come for. He should be here. Mrs. Spencer was to bring him for me.”
- 5 “Guess there’s some mistake,” he said. “Mrs. Spencer came off the train with that girl and gave her into my care. Said you and your sister were adopting her from an orphan home and that you would come for her. That’s all I know about it.”
- 6 “I don’t understand,” said Matthew helplessly.
- 7 “Well, you’d better question the girl,” said the station master. “I bet she’ll be able to explain—she’s got a tongue of her own, for sure.”
- 8 “I suppose you are Mr. Matthew Cuthbert?” she said in a clear, sweet voice. “I’m very glad to see you. I was beginning to be afraid you weren’t coming for me and I was imagining all the things that might have happened to you. I had made up my mind that if you didn’t come for me I’d go down to that big cherry tree and climb up into it to stay all night. I wouldn’t be a bit afraid, and it would be lovely to sleep in a cherry tree all white with bloom in the moonshine, don’t you think?”
- 9 Matthew could not tell this child with the glowing eyes that there had been a mistake; he would take her home and let his sister do that. She couldn’t be left at Bright River anyhow, no matter what mistake had been made.
- 10 “I’m sorry I was late,” he said shyly. “Come along. Give me your bag.”

- 15.** What is the problem at the train station?
- a.** Matthew was not at the train station when the train arrived.
 - b.** Mrs. Spencer brought a girl instead of a boy.
 - c.** The station master will not tell Matthew where the child is.
- 16.** How does Matthew feel when the station master points out the girl?
- a.** angry
 - b.** afraid
 - c.** surprised
- 17.** When does this part of the story take place?
- a.** early in the morning
 - b.** in the evening
 - c.** late at night
- 18.** Which word best describes the girl?
- a.** friendly
 - b.** shy
 - c.** sad
- 19.** Why does the station master say that the little girl has “a tongue of her own, for sure”?
- a.** The girl sticks her tongue out.
 - b.** The girl likes to talk a lot.
 - c.** The girl wants something to eat.
- 20.** Where does this part of the story take place?
- a.** at a train station
 - b.** at a home for orphans
 - c.** at the Cuthbert home

QUESTION	ANSWER	READING SKILL	TO REVIEW THIS SKILL, SEE THE LESSON ON PAGES:
1	C	Cause and Effect	28–37, 92–103
2	C	Sequence	60–69
3	C	Key Details	8–17
4	A	Key Points	18–27
5	C	Key Points	18–27
6	C	Cause and Effect	28–37, 92–103
7	A	Main Idea and Details	40–49
8	B	Make Inferences	82–91
9	B	Main Idea and Details	40–49
10	B	Summarizing	50–59
11	A	Cause and Effect	28–37, 92–103
12	B	Key Details	8–17
13	A	Sequence	60–69
14	C	Compare and Contrast	72–81
15	B	Plot	124–133
16	C	Character	114–123
17	B	Setting	104–113
18	A	Character	114–123
19	B	Make Inferences	82–91
20	A	Setting	104–113