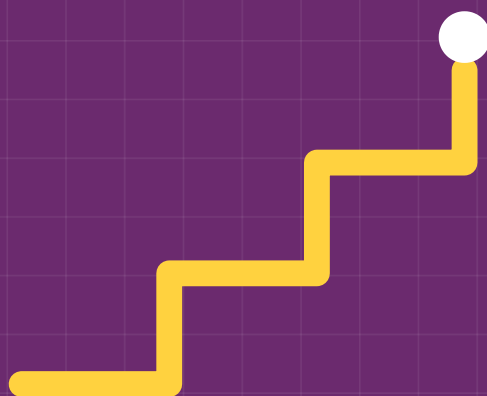




UpOnly Learning



GRADE 6

FREE SAMPLE WORKBOOK

Reading Grade 6

One step at a time. · Ages 11–12 · Free sample: 1 of 8 topics

UO-READ-6

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC

Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

Full terms: uponlylearning.com/legal

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. ① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. ② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. ③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. ④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.



How to use this Reading book in Grade 6

Pace

Plan on 1 to 2 weeks for each of the 8 topics, about 8 to 16 weeks for the book, in 2 to 4 sessions a week.

A typical session

A 40 to 45 minute session runs Quick Check, Learn It, We Do It Together, and a block of You Try questions, with Show What You Know saved for its own day at the end of the topic.

Tips for this book

- For Citing text evidence in a story and Citing evidence in informational text, have your student copy the exact words from the text inside quotation marks.
- Finding the theme of a story and Central idea in informational text both ask for a summary without opinions; practice leaving out phrases like I think and I liked.
- Tracing an argument works well with a short opinion piece; have your student mark each claim and note whether the author gives evidence for it.
- Encourage your student to mark their own work with the answer key and explain any changed answer using the text.

Your sixth grader is learning to read closely and back up ideas with evidence, and your interest in their opinions keeps them curious.

GRADE 6

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Reading: Grade 6

Free Sample Workbook · Ages 11–12 · 1 of 8 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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Citing text evidence in a story

The student will cite specific text evidence to support both what a story says directly and what can be inferred from it.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. What should be placed around a direct quotation?

- A** Quotation marks **B** Parentheses **C** Brackets **D** Commas only

Rain on the Roof

The first drops hit the tin roof like thrown pebbles. Dani lay in the dark, listening. The storm had been predicted for days, and her father had spent the weekend tying down the tarps over the hay.

She slipped out of bed and padded to the window. The yard was a shimmer of silver. Beyond it, the field of young corn bent in the wind, but its green rows held.

In the kitchen, a lamp was already on. Her father sat at the table with a cup of coffee going cold, watching the rain through the window. He did not look surprised to see her.

"Can't sleep?" he asked.

"No."

He pushed the second chair out with his foot. They did not say much after that. They didn't have to. The rain was what the farm had needed for weeks.

2. What was on in the kitchen?

- A** The oven **B** A lamp **C** The stove **D** The radio

3. What can the reader infer about the father?

- A** He was sick. **B** He was angry at Dani.
C He did not care about the farm or its crops and slept through the storm.
D He was awake because he was worried about the storm.

4. A student says the father was surprised to see Dani. What contradicts this?

- A** The coffee was cold. **B** He asked her kindly, 'Can't sleep?' and smiled. **C** He did not look surprised to see her.
D The lamp was on.

Nina and the New Kid

On Monday, a boy named Theo appeared at the back of Mr. Brandt's class with a backpack too big for him. He said nothing all morning. At lunch he sat at the end of a long table, unwrapping a sandwich with great care, as if it might break.

Nina watched him from three seats away. She remembered her first week at this school, when she had eaten alone and counted ceiling tiles. She picked up her tray and walked over.

"Is this seat taken?" she asked.

Theo looked up, startled, and shook his head. For a while, neither of them spoke. Then Nina said, "The pizza on Wednesdays is the only good thing here." Theo laughed, a short, surprised sound, and the end of the table felt less empty.

5. Where did Theo sit at lunch?

- A** At the end of a long table **B** Outside on the school steps by himself **C** Next to Nina at the front
D In the library with a book

The Garden on Pruitt Street

When Mr. Alvarez moved out of the yellow house on Pruitt Street, he left behind one thing: a garden. Nora, who lived next door, had watched him tend it every evening for eleven years, humming as he knelt in the dirt. After the moving truck left, the garden went quiet. Weeds climbed the tomato stakes. The roses drooped.

One Saturday, Nora climbed the fence with a bucket and a pair of her mother's old gloves. She pulled weeds until her knees were brown. She did not hum, because she did not know the tune, but she found herself whistling something that sounded close.

By August, the tomatoes were red and heavy. Nora left a basket on the new neighbors' porch with a note: "Grown here before you came. Please enjoy." She never signed it.

6. What happened to the garden after the truck left?

- A** Weeds grew over it and the roses drooped. **B** It was fenced off and sold to a neighbor. **C** It was cut down.
D It was paved over for parking.

The Lighthouse Keeper's Daughter

Mara was eleven when the storm came. Her father had rowed to the mainland that morning for supplies, and by afternoon the sea had turned the color of slate. Waves broke over the rocks below the lighthouse, and the wind pulled at the shutters.

She climbed the iron stairs to the lamp room, counting each step the way her father always did. At the top, the great lens sat dark. It was not yet dusk, but the storm had made it as black as midnight. Mara struck a match with a trembling hand. The first match went out. So did the second. On the third, she shielded the flame with her body and touched it to the wick.

Light spilled across the water in a long, steady beam. Far out, a small boat turned toward it. Mara watched until the boat reached the shore, and only then did she let her breath go.

7. Which detail best supports the inference that Mara has watched her father do this task?

- A** She counted each step the way her father always did. **B** The great lens sat dark in the lamp room at the top.
C The wind pulled at the shutters. **D** The boat turned toward the light after the storm.

Race Day

The starting gun cracked, and Camila's spikes bit into the track. For the first lap she stayed near the back, letting the faster runners spread out ahead of her. Her coach had said, "Run the third lap, not the first." She had not understood him until now.

On the second lap she started to move. One runner dropped back, then another. The air burned in her chest, but her legs felt strong.

On the final turn, she heard footsteps and a ragged breath behind her. Without looking, she knew it was Elise, the girl who had beaten her all season. The finish line seemed very far away. Camila put her head down and ran as if the track were tilted downhill.

When she crossed the line, she did not know if she had won. She only knew that for the first time, she had run exactly the race she had planned.

8. What does 'ran as if the track were tilted downhill' suggest?

- A** The track really tilted down a steep hill. **B** Camila gave up. **C** Camila ran with great speed and energy.
D Camila fell.

Letter to Grandfather

Dear Grandpa,

The science fair was Friday. I know you asked me to call afterward, but I needed time to think about what to say. My volcano project did not erupt. I mixed the baking soda and vinegar exactly the way we practiced, and nothing happened except a sad little fizz. A boy near the front laughed. My ears went hot, and I wanted to disappear under the table.

Then Ms. Chen leaned in and asked me what I thought had gone wrong. I realized I had used the wrong container, one that was too wide. We started talking about pressure and how the opening matters. By the end, I had a new plan and two pages of notes.

I did not win a ribbon. But I think I learned more than the other students who did.

Love,
Priya

9. Why did Priya wait to call her grandfather?

- A** She was too busy winning a prize at the fair to phone him. **B** She needed time to think about what to say.
C She did not like him. **D** She forgot his number.

The Last Bus

Jonah checked his watch for the fourth time. The last bus to Elm Street left at 9:40, and it was already 9:32. He had spent the evening at the robotics workshop, bent over a tiny circuit board until his back ached. Now he ran, his backpack slamming against his spine, past the closed bakery and the dark laundromat.

The bus was still at the stop, its doors hissing. Jonah slid through them and dropped into a seat, gasping. The driver, a woman with gray braids, glanced in her mirror and said nothing, but she did not pull away until his seat belt clicked.

At his stop, Jonah paused at the door. "Thanks for waiting," he said.

"I wasn't waiting," she said, her eyes on the road. Then, with a faint smile, "The schedule says 9:40. My watch says it's 9:38."

10. A student says the driver forgot the time. Which evidence from the text disproves this?

- A** Her eyes were on the road and she wore gray braids. **B** She says the schedule says 9:40 and her watch says 9:38.
C She did not pull away until his seat belt clicked. **D** She said nothing when Jonah got on the bus at night.

② Learn It

Key words

- **text evidence:** words, phrases or details from the text that support an idea
- **cite:** to point to or quote the exact part of the text you are using
- **inference:** a conclusion you reach by combining text clues with what you already know
- **explicit:** stated directly in the text
- **quotation:** the author's exact words, placed inside quotation marks

Mira had practiced the solo for six weeks, but when Mr. Okafor called her name, her fingers felt like cold spaghetti. She walked to the front of the band room and lifted her trumpet. The first note cracked. Someone in the back row snickered. Mira lowered the trumpet and stared at the music stand as if the notes might rearrange themselves into something easier.

Then she noticed Dev in the percussion section. He was tapping his drumstick against his knee, slowly, steadily, the same tempo they had practiced at lunch every day. He did not look at her. He just kept the beat.

Mira took a breath that went all the way to her shoes. She raised the trumpet again and matched Dev's rhythm. This time the note held. By the last measure, her hands had stopped shaking, and when the room filled with applause, she finally looked up. Dev was already looking at the floor, grinning, pretending he had done nothing at all.

Warm-up

1. Tell your student you left a half-eaten sandwich, an open backpack and muddy shoes by the door. Ask: what can you figure out about what happened?
2. For each guess, ask: what clue tells you that?
3. Point out that they just made an inference and backed it up with evidence.

Good readers are like detectives. They do not just guess. They say what they think, and then they prove it with clues.

Teach

1. Read the passage aloud together.
2. Explain the difference between explicit information (the first note cracked) and an inference (Mira was nervous).
3. Model the sentence frame: I can tell that ____ because the text says ____.
4. Model one example: I can tell that Dev is helping Mira on purpose because the text says he was tapping the same tempo they had practiced at lunch every day.
5. Show how to quote exactly with quotation marks, or paraphrase and point to the paragraph.

A claim without evidence is just an opinion. A claim with evidence is an argument. Today you will learn to make arguments about stories.

Guided practice

1. Have the student underline explicit details in one color and clues for inferences in another.
2. Work through the two examples together.
3. Have the student fill in the sentence frame for problems 1 to 3 out loud before writing.

Show me the words that made you think that.

Worked examples

How does Mira feel when Mr. Okafor first calls her name? Cite evidence.

She feels nervous. The text says her fingers felt like cold spaghetti, which suggests they were weak and shaky with nerves.

Why does Dev look at the floor at the end? Make an inference and cite evidence.

Dev is modest and does not want credit for helping. The text says he was grinning, pretending he had done nothing at all, which shows he is pleased but wants to stay in the background.

Watch for these mistakes

Mistake: Any sentence from the story counts as evidence.

Fix: Evidence must actually connect to the claim. Ask: if someone read only this quotation, would it help convince them? If not, find a better one.

Mistake: An inference is just a guess, so it cannot be wrong.

Fix: An inference must be supported by the text. If no clue backs it up, it is not a valid inference. Have the student find the clue first, then state the inference.

③ We Do It Together: 10 questions

Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.

Race Day

The starting gun cracked, and Camila's spikes bit into the track. For the first lap she stayed near the back, letting the faster runners spread out ahead of her. Her coach had said, "Run the third lap, not the first." She had not understood him until now.

On the second lap she started to move. One runner dropped back, then another. The air burned in her chest, but her legs felt strong.

On the final turn, she heard footsteps and a ragged breath behind her. Without looking, she knew it was Elise, the girl who had beaten her all season. The finish line seemed very far away. Camila put her head down and ran as if the track were tilted downhill.

When she crossed the line, she did not know if she had won. She only knew that for the first time, she had run exactly the race she had planned.

1. What did her coach tell her?

- A** Run the third lap, not the first. **B** Start fast and keep the lead from the gun. **C** Do not look back.
D Stay behind Elise for two laps.

Answer: **A** Run the third lap, not the first.

Why: The coach says to run the third lap, not the first, and Camila understands only in the race.

Market Morning

Before the sun cleared the rooftops, Ibrahim was already setting up the fruit stand. He stacked oranges into a pyramid, wiped each apple with his sleeve, and arranged the last of the figs in a shallow basket. His uncle had owned the stand for thirty years, and this was the first morning Ibrahim ran it alone.

By ten o'clock, the street was crowded. A woman asked for a kilo of tomatoes. A man in a suit wanted three lemons. Ibrahim weighed, bagged and counted change, careful not to rush. His hands, usually quick, shook only a little.

At noon, his uncle appeared at the corner, leaning on his cane. He did not come closer. He only watched for a while, nodded once, and turned back toward home. Ibrahim saw him go, and stood a little taller.

2. What did the woman ask for?

- A** A kilo of tomatoes **B** Three lemons **C** Oranges **D** A basket of ripe figs

Answer: **A** A kilo of tomatoes

Why: The woman asked for tomatoes.

The Garden on Pruitt Street

When Mr. Alvarez moved out of the yellow house on Pruitt Street, he left behind one thing: a garden. Nora, who lived next door, had watched him tend it every evening for eleven years, humming as he knelt in the dirt. After the moving truck left, the garden went quiet. Weeds climbed the tomato stakes. The roses drooped.

One Saturday, Nora climbed the fence with a bucket and a pair of her mother's old gloves. She pulled weeds until her knees were brown. She did not hum, because she did not know the tune, but she found herself whistling something that sounded close.

By August, the tomatoes were red and heavy. Nora left a basket on the new neighbors' porch with a note: "Grown here before you came. Please enjoy." She never signed it.

3. How long had Mr. Alvarez tended the garden?

- A** Three years **B** Eleven years **C** One summer **D** Since August

Answer: **B** Eleven years

Why: The text says Nora watched him for eleven years.

4. Which pair of quotations best shows the garden's decline and recovery?

- A** Mr. Alvarez moved out / the yellow house on Pruitt Street
B humming as he knelt / a basket on the new neighbors' porch **C** Nora climbed the fence / She never signed it
D Weeds climbed the tomato stakes / the tomatoes were red and heavy

Answer: **D** Weeds climbed the tomato stakes / the tomatoes were red and heavy

Why: Weeds climbing the stakes shows neglect, and red, heavy tomatoes show the garden growing back.

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Rain on the Roof

The first drops hit the tin roof like thrown pebbles. Dani lay in the dark, listening. The storm had been predicted for days, and her father had spent the weekend tying down the tarps over the hay.

She slipped out of bed and padded to the window. The yard was a shimmer of silver. Beyond it, the field of young corn bent in the wind, but its green rows held.

In the kitchen, a lamp was already on. Her father sat at the table with a cup of coffee going cold, watching the rain through the window. He did not look surprised to see her.

"Can't sleep?" he asked.

"No."

He pushed the second chair out with his foot. They did not say much after that. They didn't have to. The rain was what the farm had needed for weeks.

5. What had Dani's father done over the weekend?

- A** Planted corn **B** Cut the grass **C** Fixed the roof of the old barn. **D** Tied down tarps over the hay

Answer: **D** Tied down tarps over the hay

Why: Her father spent the weekend tying tarps over the hay, so he expected the storm.

6. Two quotations seem to support a claim. How should a reader choose?

- A** Choose the one with the hardest words **B** Choose the one that most directly shows the claim
C Choose the first **D** Choose the longest

Answer: **B** Choose the one that most directly shows the claim

Why: The best evidence matches the claim most strongly.

7. A character sighs and looks at the floor. Which inference is best?

- A** The character is hungry. **B** The character is cold. **C** The character is sad or disappointed.
D The character is very excited about it.

Answer: **C** The character is sad or disappointed.

Why: Body language gives clues about feelings.

The Violin in the Attic

Dimitri found the case while searching the attic for a box of winter coats. It was black, scratched at the corners, and heavier than he expected. Inside, resting on faded blue velvet, was a violin with a crack along its top edge.

He carried it downstairs. His grandmother stopped stirring the soup. For a long moment she only looked at it.

"That was my brother's," she said at last. "He played it every night in the old country, before we left. I could not bring myself to open the case again."

Dimitri touched a string. A thin, wavering note filled the kitchen. His grandmother closed her eyes. When she opened them, they were wet, but she was smiling.

"Find someone to fix it," she said. "Music should not stay in the attic."

8. Which detail best supports the inference that the grandmother's memories are mixed?

- A** Her eyes were wet, but she was smiling. **B** The velvet was blue.
C The case was scratched at the corners and heavy to carry. **D** The soup was on the stove for hours.

Answer: **A** Her eyes were wet, but she was smiling.

Why: Tears show sadness at the memory, while the smile shows she is also glad the violin may be played.

9. What does the grandmother mean by 'Music should not stay in the attic'?

- A** The violin should be played again. **B** The attic should be cleaned. **C** The violin should be sold.
D Dimitri should practice at home each day.

Answer: **A** The violin should be played again.

Why: She tells Dimitri to find someone to fix it, so the violin should be played again.

The Lighthouse Keeper's Daughter

Mara was eleven when the storm came. Her father had rowed to the mainland that morning for supplies, and by afternoon the sea had turned the color of slate. Waves broke over the rocks below the lighthouse, and the wind pulled at the shutters.

She climbed the iron stairs to the lamp room, counting each step the way her father always did. At the top, the great lens sat dark. It was not yet dusk, but the storm had made it as black as midnight. Mara struck a match with a trembling hand. The first match went out. So did the second. On the third, she shielded the flame with her body and touched it to the wick.

Light spilled across the water in a long, steady beam. Far out, a small boat turned toward it. Mara watched until the boat reached the shore, and only then did she let her breath go.

10. Which quotation best supports the claim that Mara is brave?

- A** Her father had rowed to the mainland. **B** The sea had turned the color of slate. **C** The great lens sat dark.
D Mara struck a match with a trembling hand.

Answer: **D** Mara struck a match with a trembling hand.

Why: She acts despite fear.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. What is text evidence?

- A** Words or details from the text that support an idea **B** A summary of the title
C An opinion about the author's life and work **D** A guess about the ending of the story, made without clues

The Lighthouse Keeper's Daughter

Mara was eleven when the storm came. Her father had rowed to the mainland that morning for supplies, and by afternoon the sea had turned the color of slate. Waves broke over the rocks below the lighthouse, and the wind pulled at the shutters.

She climbed the iron stairs to the lamp room, counting each step the way her father always did. At the top, the great lens sat dark. It was not yet dusk, but the storm had made it as black as midnight. Mara struck a match with a trembling hand. The first match went out. So did the second. On the third, she shielded the flame with her body and touched it to the wick.

Light spilled across the water in a long, steady beam. Far out, a small boat turned toward it. Mara watched until the boat reached the shore, and only then did she let her breath go.

2. What color was the sea in the afternoon?

- A** Slate **B** Pale blue **C** Gold **D** Green

The Violin in the Attic

Dimitri found the case while searching the attic for a box of winter coats. It was black, scratched at the corners, and heavier than he expected. Inside, resting on faded blue velvet, was a violin with a crack along its top edge.

He carried it downstairs. His grandmother stopped stirring the soup. For a long moment she only looked at it.

"That was my brother's," she said at last. "He played it every night in the old country, before we left. I could not bring myself to open the case again."

Dimitri touched a string. A thin, wavering note filled the kitchen. His grandmother closed her eyes. When she opened them, they were wet, but she was smiling.

"Find someone to fix it," she said. "Music should not stay in the attic."

3. Whose violin was it?

- A** His father's **B** His grandmother's brother's **C** His own **D** His teacher's from music class

Rain on the Roof

The first drops hit the tin roof like thrown pebbles. Dani lay in the dark, listening. The storm had been predicted for days, and her father had spent the weekend tying down the tarps over the hay.

She slipped out of bed and padded to the window. The yard was a shimmer of silver. Beyond it, the field of young corn bent in the wind, but its green rows held.

In the kitchen, a lamp was already on. Her father sat at the table with a cup of coffee going cold, watching the rain through the window. He did not look surprised to see her.

"Can't sleep?" he asked.

"No."

He pushed the second chair out with his foot. They did not say much after that. They didn't have to. The rain was what the farm had needed for weeks.

4. What does 'held' in 'its green rows held' suggest about the corn?

- A** The young corn was broken by the strong wind. **B** The wind stopped. **C** The corn was dying.
D The young corn was surviving the storm.

Nina and the New Kid

On Monday, a boy named Theo appeared at the back of Mr. Brandt's class with a backpack too big for him. He said nothing all morning. At lunch he sat at the end of a long table, unwrapping a sandwich with great care, as if it might break.

Nina watched him from three seats away. She remembered her first week at this school, when she had eaten alone and counted ceiling tiles. She picked up her tray and walked over.

"Is this seat taken?" she asked.

Theo looked up, startled, and shook his head. For a while, neither of them spoke. Then Nina said, "The pizza on Wednesdays is the only good thing here." Theo laughed, a short, surprised sound, and the end of the table felt less empty.

5. Which detail best shows Nina has had a similar experience?

- A** She had eaten alone and counted ceiling tiles. **B** She said the pizza was good. **C** She picked up her tray.
D She watched Theo from three seats away at lunch.

6. Which statement is an inference?

- A** Theo is shy. **B** Theo had a backpack too big for him. **C** Nina asked if the seat was taken.
D Theo sat at the end of a table.

Letter to Grandfather

Dear Grandpa,

The science fair was Friday. I know you asked me to call afterward, but I needed time to think about what to say. My volcano project did not erupt. I mixed the baking soda and vinegar exactly the way we practiced, and nothing happened except a sad little fizz. A boy near the front laughed. My ears went hot, and I wanted to disappear under the table.

Then Ms. Chen leaned in and asked me what I thought had gone wrong. I realized I had used the wrong container, one that was too wide. We started talking about pressure and how the opening matters. By the end, I had a new plan and two pages of notes.

I did not win a ribbon. But I think I learned more than the other students who did.

Love,
Priya

7. Which detail supports the inference that Priya was upset at first?

- A** She talked about pressure. **B** She wrote a letter.
C She had two pages of new notes that she read aloud to Ms. Chen. **D** She wanted to disappear under the table.

Race Day

The starting gun cracked, and Camila's spikes bit into the track. For the first lap she stayed near the back, letting the faster runners spread out ahead of her. Her coach had said, "Run the third lap, not the first." She had not understood him until now.

On the second lap she started to move. One runner dropped back, then another. The air burned in her chest, but her legs felt strong.

On the final turn, she heard footsteps and a ragged breath behind her. Without looking, she knew it was Elise, the girl who had beaten her all season. The finish line seemed very far away. Camila put her head down and ran as if the track were tilted downhill.

When she crossed the line, she did not know if she had won. She only knew that for the first time, she had run exactly the race she had planned.

8. What can the reader infer about Elise?

- A** She is slower than Camila in most races and has never beaten her. **B** She is a new runner.
C She is a strong runner who has beaten Camila before. **D** She is Camila's coach.

9. Which statement is supported by the text?

- A** Camila lost the race. **B** Camila ran according to her plan. **C** Camila ignored her coach's advice.
D Camila won the race.

The Garden on Pruitt Street

When Mr. Alvarez moved out of the yellow house on Pruitt Street, he left behind one thing: a garden. Nora, who lived next door, had watched him tend it every evening for eleven years, humming as he knelt in the dirt. After the moving truck left, the garden went quiet. Weeds climbed the tomato stakes. The roses drooped.

One Saturday, Nora climbed the fence with a bucket and a pair of her mother's old gloves. She pulled weeds until her knees were brown. She did not hum, because she did not know the tune, but she found herself whistling something that sounded close.

By August, the tomatoes were red and heavy. Nora left a basket on the new neighbors' porch with a note: "Grown here before you came. Please enjoy." She never signed it.

10. A student claims Nora is lonely. What is the best response?

- A** The text gives no direct clue about loneliness **B** The text says she lives alone **C** The text says she is sad
D The text says she hates the garden and the street

Citing text evidence in a story: Answers and explanations

① Quick Check

- What should be placed around a direct quotation?
A Quotation marks
Quotation marks show that the words inside are exactly the author's.
- Rain on the Roof* · What was on in the kitchen?
B A lamp
A lamp was already on.
- Rain on the Roof* · What can the reader infer about the father?
D He was awake because he was worried about the storm.
He sat with cold coffee watching the rain.
- Rain on the Roof* · A student says the father was surprised to see Dani. What contradicts this?
C He did not look surprised to see her.
The text states he was not surprised.
- Nina and the New Kid* · Where did Theo sit at lunch?
A At the end of a long table
He sat at the end of a long table.
- The Garden on Pruitt Street* · What happened to the garden after the truck left?
A Weeds grew over it and the roses drooped.
After the truck left, weeds climbed the tomato stakes and the roses drooped from neglect.
- The Lighthouse Keeper's Daughter* · Which detail best supports the inference that Mara has watched her father do this task?
A She counted each step the way her father always did.
Counting the steps as her father always did shows she has watched and copied his routine.
- Race Day* · What does 'ran as if the track were tilted downhill' suggest?
C Camila ran with great speed and energy.
The phrase is figurative for a burst of speed.
- Letter to Grandfather* · Why did Priya wait to call her grandfather?
B She needed time to think about what to say.
The first paragraph says she needed time to think about what to say after the project failed.
- The Last Bus* · A student says the driver forgot the time. Which evidence from the text disproves this?
B She says the schedule says 9:40 and her watch says 9:38.
Her words show she knew the time and made a joke of it.

④ You Try

- What is text evidence?
A Words or details from the text that support an idea
Text evidence is a detail or quotation from the text that backs up an answer or idea.

2. *The Lighthouse Keeper's Daughter* · What color was the sea in the afternoon?
A Slate
The text says the sea had turned the color of slate.
3. *The Violin in the Attic* · Whose violin was it?
B His grandmother's brother's
The grandmother says it was her brother's, played every night in the old country.
4. *Rain on the Roof* · What does 'held' in 'its green rows held' suggest about the corn?
D The young corn was surviving the storm.
The rows bent in the wind but did not break, so the young corn was surviving the storm.
5. *Nina and the New Kid* · Which detail best shows Nina has had a similar experience?
A She had eaten alone and counted ceiling tiles.
Counting ceiling tiles while eating alone is her own memory of being new, so she knows how Theo feels.
6. *Nina and the New Kid* · Which statement is an inference?
A Theo is shy.
Shyness is concluded from his behavior.
7. *Letter to Grandfather* · Which detail supports the inference that Priya was upset at first?
D She wanted to disappear under the table.
Wishing to disappear under the table shows how upset and ashamed she felt.
8. *Race Day* · What can the reader infer about Elise?
C She is a strong runner who has beaten Camila before.
The text says Elise had beaten her all season.
9. *Race Day* · Which statement is supported by the text?
B Camila ran according to her plan.
The last sentence says she ran exactly the race she had planned; the result is not stated.
10. *The Garden on Pruitt Street* · A student claims Nora is lonely. What is the best response?
A The text gives no direct clue about loneliness
An inference needs textual support.

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