TEACHER'S GUIDE AND ANNOTATED ANSWERS

Reading to Graduate

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Contents

| Benefits of a Different Approach | 7 |
|---|----|
| What Research Backs up the RTG Approach? | 8 |
| Main Idea: Think as You Read! | 8 |
| Leveled Readings and Assessments | 11 |
| Star Strategies | 12 |
| | |
| SUGGESTIONS FOR TEACHING RTG | 13 |
| Becoming a Proficient Reader | 15 |
| Teaching LEVEL ONE: A Walk in the Park | 15 |
| I'm Thinking | 16 |
| Track Down the Answer | 17 |
| Teaching LEVEL TWO: Barking up the Right Tree | 19 |
| Teaching LEVEL THREE: Dogged Determination | 22 |
| Teaching LEVEL FOUR: Victory! | 25 |
| Answer Sheets | 26 |
| | |

| ANNOTATED ANSWERS | 31 |
|-------------------|----|
|-------------------|----|

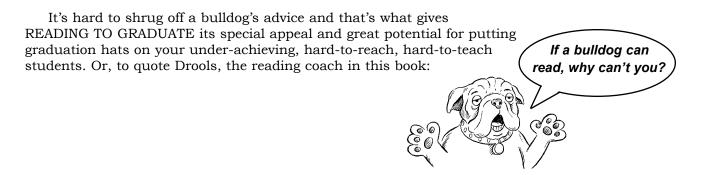
TEACHER'S GUIDE

Benefits of a Different Approach

The statistics are all too familiar:

- Nationally, two out of three high school students are reading below grade level.
- One out of four high school students are reading *far below* grade level.

How can a high school or a middle school successfully upgrade the proficiency levels of thousands of at-risk students? It is, of course, an enormous challenge. Traditional approaches clearly have not worked. What's needed is something refreshingly different: a new approach based upon a reading book that is original, motivating, and practical.

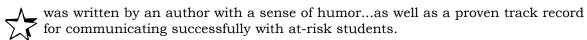


Depending on the school, the "star strategies" in this standards-based text will help a large percentage of a high school's substandard readers move up to the passing level defined by your state. Success is not guaranteed, of course, because, as any teacher knows, stubbornly hard-to-reach students are indeed hard to motivate. Even so, your chances of success with the at-risk population are greatly enhanced, largely because this book is unlike any other. It is different and more likely to succeed because it:

 \bigwedge leads students steadily and systematically from easy readings to more challenging readings

helps readers to THINK as they read, (and both research and classroom experience have repeatedly shown that most students don't understand the connection between reading and thinking).

assesses the required reading benchmarks in a way that ENCOURAGES students, instead of baffling, confusing, and defeating them once again.



All of the above, and more, characterize an unusual approach to intensive reading that will maximize a school's efforts to reduce the dropout rate, boost test scores, and thereby help thousands of at-risk students proudly "walk" on graduation day.

What Research Backs Up the RTG Approach?

Research is wonderful, not for its own sake, but for supporting the good practices that good teachers understand intuitively. All of us know, for example, that students who are anxious and stressed out can not perform as well as those who are calm and reasonably confident of success. Therefore, a textbook stands a better chance of being effective if, through touches of humor and personality, it gives a "low performer" the idea that success at a reading task is <u>not only possible but likely</u>.

Numerous studies by university educators support such a conclusion. The co-authors of READING TO GRADUATE (**RTG** for short) relied as much upon the findings of brain-based research as upon the reading and teaching strategies endorsed by reading experts. The scientific foundation for RTG is a composite of the following three works:

Florida Literacy and Reading Excellence (FLARE): A project of the University of Central Florida. This compilation of best practices is presented in the form of ingeniously conceived bookmarks. Each mini-document summarizes research on different aspects of elementary and secondary reading.

Eric Jensen: *The Learning Brain* (Turning Point Publishing, 1995). By a marvellous coincidence, Mascot Press, publisher of RTG, was founded in the same year as Eric Jensen's new company, Turning Point Publishing. His excellent book summarizes the principal studies in brain-based learning and how they relate to "best practices" in the classroom.

Cris Tovani: *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers.* (Stenhouse Publishers, 2000). The author, a high school teacher, staff developer, and educational consultant, reports her experiences teaching students how to <u>think</u> about the ideas and information on a page. Again and again, she emphasizes the importance of modeling what she is thinking as she and her students together seek meaning in a difficult passage in literature, history, or science. Tovani's practical findings in the field (in other words, in a real classroom with real students) are the basis for many of the Star Strategies in RTG, as well as Drools' column, I'M THINKING.

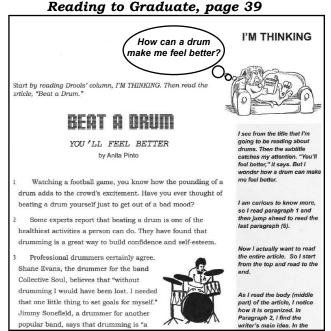
The Main Idea: Think as You Read

The success of RTG as an aid to graduation rests on two instructional features, each of which is based upon both university research and practical, classroom experience.

1. Modeling how to think as you read. Good readers <u>think</u> about what they are reading. How absurdly obvious such a truism seems. And yet, as Cris Tovani and other reading teachers know all too well, teenaged students with average or sub-average skills may read words and sentences mechanically and correctly...but also mindlessly, unthinkingly. They often plod and slog through a passage to the end and understand nothing. (Comprehension level: zero). If this nonthinking habit is one main reason for school failure, then the column created by Drools the bulldog is RTG's main road to success. Look, for example, at the way Drools thinks as he begins to read an article entitled "Beat a Drum: You'll Feel Better."

Visually, what do you and your students instantly notice when looking at page 39?

Because you first react as a person (not as a "teacher" or "student"), you first see the cartoon character and his bubbled question: How can a drum make me feel better? Next, you notice the large heading and smaller subhead: BEAT A DRUM: YOU'LL FEEL BETTER...and perhaps the illustration of the drummer below. Next, you could start reading the article with Drools' question in mind: "How can a drum make me feel better?" Or you could start by reading Drools' bold-faced comments in his highlighted column. In either case, a question is planted in your mind. Like Drools, you start wondering how a drum could make you feel better. Now, instead of reading the words in an article passively (because someone tells you to read them), you start with a question in mind and read the article *actively* so as to satisfy your curiosity.

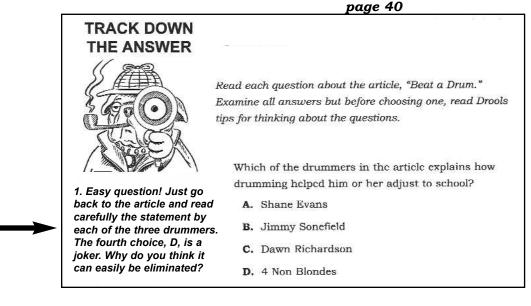


Surprise! The struggling, unhappy reader starts reading something for his/her own purposes. A funny question or comment in a cartoon bubble leads to real thinking. Now, without even realizing it, the resistant reader is becoming a curious reader... and all because of the casual, off-the-cuff ruminations of a bulldog.

To see further how Drools thinks out loud as he reads, scan a few of the pages in LEVEL ONE and note the bubbled questions and comments:

page 41: What made Bobbie so famous? page 44: How could a wolf be any smarter than a bulldog? page 47: A bulldog never quits!

Of course, Drools does not quit thinking when dealing with the multiple-choice questions at the end of a reading passage. Again, he thinks aloud (thereby modeling the thinking process) in his test-taking column, TRACK DOWN THE ANSWER. As an example, read what Drools has to say about one of the questions for the article, "Beat a Drum."



2. Scaffolding (or training wheels) in the early stages. There is a useful but hard-to-apply concept in education called "scaffolding." To mix metaphors, it is like putting training wheels on a bicycle and then removing them when the learner seems ready. Each level, or main unit, of RTG carries out this approach by presenting three series of readings. The first series, Drools Rules, gives the necessary scaffolding. In the second and third series, Drools drops out.

Each main unit of the book follows this three-part structure:

DROOLS BULES

THINK FOR YOURSELF

For the first set of readings, the bulldog mascot models or shows what he thinks about while reading. His column, I'M THINKING, for each reading is followed by TRACK DOWN THE ANSWER for each multiple-choice question.

(Example: see pages 38-49)

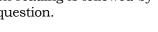
In the second set of readings, support is withdrawn, as Drools takes a nap. Now students must read and think about selected passages on their own. They must try to imitate what Drools does naturally while they read and then track down the answers to multiple-choice questions. There are no more hints or guidance in the margins. While students should work through this section on their own, the teacher should carefully review both the strategies used for each reading, and the thinking behind a student's choice of answer.

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PROVE YOUR PROGRESS
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Each of four levels, or units, concludes with what might be considered a mini-test, or practice test. Drools is still napping and will not reappear until students "prove their progress" by successfully answering, on their own, a certain number of test questions. As students progress from one level to the next, the readings in this section become longer and more challenging. Also, the number of questions increases as do the number of correct answers needed to "pass" to the next level.



(Example: see pages 56-67)



(Example: see pages 50-55)

Leveled Readings and Assessments

The idea of leveled readings is well known and widely used in the elementary grades. Once students reach high school, however, they are expected to read chapters, short stories, and full-length books as if a high level of proficiency were shared by all. Of course, test scores prove otherwise. Leveled reading passages make sense for those at-risk students who have either...

- (a) scored below the 50th percentile in the 8th or 9th grades or...
- (b) failed the State's exit exam and must retake it it in order to graduate.

What's to be done? How can students at a low level of proficiency suddenly cope with the long and often tedious passages of a high school exit exam? *Answer*: they can't and don't. *The RTG solution*: Lead students steadily and progressively from shorter reading passages to longer ones.

Scoring a Touchdown at the Four Levels. In the introduction to each PROVE YOUR PROGRESS, readers are told what they must do to pass a given level and thereby "score a touchdown." Once students reach the practice test at LEVEL FOUR, they are indeed proficient enough to pass the official test administered by the State.

In the table below, notice the ways in which the challenge for each level becomes progressively greater from the beginning LEVEL (1) to the exit LEVEL (4):

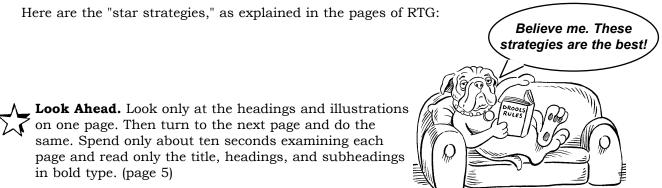
| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--|------------------|------------------|------------------|-------------------|
| Equivalent grade level | 4th | 8th | 9th | 10th |
| Number of passages | 4 | 5 | 5 | 7 |
| Length of a passage | 300-400 words | 400-700 words | 500-900 words | 700-1100 words |
| Font size | large (13-pt.) | small (10-pt.) | small (10 pt.) | small (10 pt.) |
| Ratio of informational to literary passages | 2 inf., 2 lit | 3 inf., 2 lit. | 3 inf., 2 lit. | 5 inf., 2 lit |
| Synthesis of articles and graphic data? | no | yes | yes | yes |
| Number of questions in the test section, "Prove your Progress" | 20 | 24 | 30 | 50 |
| Correct answers neededto "pass" at this proficiency level | 16 (75%) | 17 (70%) | 24 (80%) | 30 (60%) |

Star Strategies

in bold type. (page 5)

The RTG text features ten strategies for improving students' reading and test-taking skills. The list is short because too many strategies can result only in confusion. Each strategy has been proven to be effective both in the research and in the classroom experiences of master teachers. While thinking aloud as he reads a passage, Drools models the use of two or three of the strategies, and then students practice using them in the "Prove Your Progress" passages.

Here are the "star strategies," as explained in the pages of RTG:



Look Back. Stop reading. Start reviewng. Having read the passage, go back to the beginning and study its headings and subheadings one more time. Think as you read: What was the author trying to tell me in this section? (page 12)

Jump to the end. For any passage, (1) read the first paragraph. (2) Skipping over the middle paragraphs, read the last paragraph. (4) Go back to start over at the beginning. Now read all paragraphs in the correct order from first to last. (page 36)

Ask a question. Make yourself curious by posing a question about an article's title and subtitle. (page 36)

Make a mental movie. While reading, make a movie in your mind. Pretend that you are either a movie director or script writer who wants to base a movie on the article or story. (page 37)

Notice the organization. Be aware of the choices an author makes for organizing an article or story. (page 76)

If you get lost, go back. Good readers often fail to understand something, and when they do, they realize it. "Wait a minute!" they say to themselves. "I didn't get that last part. Let me read it one more time." You should do the same. Whenever you read a paragraph that makes no sense to you, go back and reread it. (page 77)

Keep reading. Get past the "vocabulary bumps." in a passage. Whenever you encounter a string of unfamiliar words or unknown place names, pause briefly and then pass right on by. In other words, keep reading. Do not stop. Do not allow yourself to become frustrated. (page 78)

Take a short break. If frustration on a reading test begins to jangle your nerves, look away from the page. Stare at the ceiling and count to ten—or fifteen at most. Then get back to work. (page 78)

Take control. Don't allow a long test to wear down your patience by dragging you along from one reading to the next. Go on the offensive! Come into the test with a plan based upon your own strengths as a reader and thinker. (page 163)

SUGGESTIONS FOR TEACHING RTG

Preview the text

If the "look ahead" strategy works for students, it is the <u>first and foremost</u>—yes, even a <u>mandatory</u>—strategy for teachers to use before assigning anything in RTG. The book is, after all, an original approach to reading in grades 8 to 12, and students should know in advance how the book is going to help them.

Therefore, we at Mascot Press emphatically recommend that teacher-users of RTG introduce the book by leading students through the following step-by-step preview.

- Step 1. Read aloud the illustrated CONTENTS pages in the front of the book (pages iii to iv). Ask a few of the better readers in class to read each annotation under the bold-faced headings and direct everyone else in class to turn to the given page numbers. They should simply look at the page as the "voice-over" describes its purpose.
- Step 2. Have students find the first star strategy, "Look Ahead" on page 5, and point out that you are applying that strategy right here and now as they preview the most important pages in the book.
- Step 3. Where are the other star strategies in the RTG text? Direct students to find them by skimming through the book's pages and jotting down the page number for each strategy.
- Step 4. Have students look ahead to the journey they will be taking from one level to the next. They should "look ahead" once more by silently reading the "Master Plan to Success," pages 17-18.

Introduce Drools

How you introduce a text to a class of students is critical to its success—and to *your* success as a teacher. You must believe, at the outset, that the book is a good one and that it will make a huge difference in your students' effort to pass the reading section of the exit exam.

Show students how the book works by systematically pointing out its features. In other words, start out with the STAR STRATEGY of looking ahead, or previewing, as outlined on TG pages 13-14.

Thumbing through the book's pages, one of your students will surely ask: "Who is this cartoon character, Drools? What's he doing here?" Explain the cartoon character's three functions.

1. First, he makes the book less boring. Point out that boredom could be a reader's worst problem. The book says as much on page 33. Students might be amazed that a text could say this, so have them read the tough-talking blurb on the back cover.

Okay, what's the problem? This book pulls no punches. It tells you up front that reading is NOT a reader's chief problem...

Also, inside the text, have students read pages 33-34 (either aloud or silently) about boredom, the most serious problem of almost every teenaged reader. Drools is not boring and his regular appearance in the pages of RTG should be a welcome change from the "serious stuff."

2. Second, Drools tells readers what's on his mind as he reads. Students at the lower end of the educational spectrum may already have been told to think as they read, because otherwise, they will comprehend nothing. But what does it mean to think as you read? What exactly do you think about? Point out two or three examples of Drools' bubbled comments and questions and explain that his thinking can be a guide to each student's thinking.

3. Third, Drools shows how to analyze a multiple-choice question. As a teacher, you would call this kind of support "scaffolding." But, avoiding the jargon, have students read the bulldog detective's commentary to question 3 on page <u>41</u>. See how Drools (dressed as Sherlock Holmes) thinks his way through each of four choices. Direct students to read the first paragraph of the article "Beat a Drum" and then come back to answer question 3, guided by the mascot's comments in the margin.

Becoming a Proficient Reader (pages 1-29)

If you wish, you could skip these introductory chapters and start with Level One. We recommend, however, that you actively teach both chapters because they:

- **1.** focus students' attention on their goal: to become fully proficient readers and thereby practically ensure their success on the exit exam.
- **2.** show students how to think *metacognitively* (conscious of their own thoughts) by seeing what it is that makes any reading passage relatively easy or hard.
- **3.** introduce and clearly explain the standards and key benchmarks for reading success. (See pages 19-22.)
- **4.** provide you with a simple diagnostic tool: the first and second uses of the feature PROVE YOUR PROGRESS (pages 13-15 and 23-29).

Furthermore, it shouldn't take much instructional time—perhaps just 5 lessons—to achieve all of the above by reading through the introductory unit.

LEVEL ONE: A Walk in the Park (pages 31-67)

How to Overcome Boredom. The introduction to this first and easiest level addresses the problem of boredom and explains three STAR STRATEGIES for dealing with it.

Demonstrate how each strategy works by applying it to one of the Level-One readings. The dog story, "Bobbie Returns," (page 41) is especially effective for this purpose. You could divide the class into three groups, each choosing one of the three suggested strategies. For example:

- **Group A:** Jump to the end: Read the first and last paragraphs, then come back to read the entire story
- **Group B:** Make a mental movie: Think of how a movie could be organized based on information and scenes in the story.
- Group C: Ask questions: Have members of the group brainstorm and jot down questions they might ask after reading paragraphs 1-2, then paragraphs 3-4, then paragraph 5. Did the concluding paragraphs of the story (6-7) answer all their questions? Maybe not, but at least the questions kept them interested.

To complete the activity, a designated spokesperson for each group should tell the others what they did and whether their strategy helped them to think about the reading, thereby alleviating or lessening boredom.

DROOLS RULES (pages 38-49)

Applying the first star strategy, students should begin by **previewing** or looking ahead. Direct them to glance at each of the four readings and ask: Which ones do you think are informational and which are probably literary? Why? To confirm their answers, they should look at the Contents table, (page 38) listing and categorizing the different readings for Level One.

Struggling readers, even in high school, have little patience for concentrating very long on readings and questions. Therefore, assure your students that they will read only one passage at a time, answer the few questions that follow, and then pause for a short break before proceeding to the next passage. Tell them, too, that as they progress through the book, they will gain the strength, skill, and stamina to read longer passages and take fewer breaks. You might use the analogy of a weightlifter building strength and stamina over time.

I'M THINKING

How do I coordinate each reading with Drools' comments in the margins?

There are at least three ways of using Drools' running commentary in I'M THINKING. Consider these options, each of which should work well for you, but experiment to determine what works best for you.

Option 1. Begin with Drools' comments. First have students read the title and then go directly to Drools' question in the bubble and his thoughts and strategies in the gray zone. Once their own thinking is primed by Drools' thoughts, students will be better prepared to read the full article or story.

Option 2. Begin with the reading. Have students practice the "jump to the end" strategy, before reading the passage. After reading, they return to Drools' column to see how he worked his way through the same reading. The benefit here is that students will be comparing their own experience with that of the bulldog.

Option 3. Zigzag or alternate. Two students—one as Drools, the other as the Reader-go back and forth, reading aloud from a corresponding part of each column, white and gray. Everyone else follows along silently. As an example, consider how this option would work for the first article, "Beat a Drum" on page 39.

Student A: (reading the title): "Beat a Drum: You'll feel better.."

Student B: (reading Drools question) "How can a drum make me feel better?"

Student A: Reads the first three paragraphs of the article.

Student B: Reads the first three of Drools' comments in the margins.

Student A: Reads the remaining paragraphs (4-6).

Student B: Reads the remaining comments by Drools.





Teacher: Conclude by going back to any of Drools' comments that connect closely to the teaching of a benchmark or strategy. For example, Drools' fourth comment on page 39 is a terrific springboard for pointing out an author's main idea and supporting details. Drools states:

"As I read the body (middle part) of the article, I notice how it is organized. In Paragraph 2, I find the writer's main idea. In the next three paragraphs (3-5), I find support for the main idea in the comments of different drummers."

Pounce on this comment by having students look for the main idea in Paragraph 2. Ask: What details in the next paragraphs support the main idea?

The thinking required for multiple-choice questions is not the same as the thinking involved in reading a passage. Once again, speaking from the gray zone, Drools demonstrates his question-answering strategies and analytical thinking.

The instructions for TRACK DOWN THE ANSWER tell students to "examine all answers to a question, but before choosing one of them, read Drools' tips for thinking about the question." In short, students should: (1) read the question and answer choices; (2) read Drools' method for eliminating at least two of the choices; (3) select an answer.

NOTE: To conserve and reuse copies of RTG, you might instruct students to write their answers on a separate sheet of paper.

Despite the help and tips provided by Drools, students should <u>not</u> expect to get the correct answer to every question. Question 2, for example, on page 41, is quite challenging because it involves seeking an answer that applies to all four drummers—an answer that can be inferred but is not directly stated.

- At no time should a student feel discouraged or frustrated by learning that his or her choice of answer is incorrect.
- At all times a student should be rewarded with praise and encouragement if he/she can find something in the reading that could justify the choice of answer.



After each passage and set of questions, give students a brief break, encouraging them to stretch their necks, flex their fingers, look around the room, whatever works for you and them. After 2-3 minutes, get back to the task, designating some other student to act as Drools

TRACK DOWN THE ANSWER

How do I use Drools' analysis of answer choices for each question?

THINK FOR YOURSELF (pages 50 -55)

This section forms a bridge between the heavily scaffolded "Drools Rules" and the simulated practice test called "Prove Your Progress." Drools drops out. Now students must rely on their own thinking to read the passages and answer the questions.

Preview. Even so, some scaffolding, (or strong teacher support), will help greatly. Direct students to preview the readings in the section, using their "look ahead"" strategy. How many passages are there? What are they about? Which seem to be literary and which are informational? Point out the boxed guidelines for using the boredom-busting strategies for each reading (left column, page 50).

Give the signal to begin reading, silently, the first passage: "Amelia's Risky Adventure."

Review. After allowing 5-10 minutes for silent reading, remind students to carry out the last instruction in the box: "What have I learned? What was the author trying to tell me?"

Analyze each question and answer choice. Only three questions follow each of the readings in this section. That's good because it allows you to examine each question in detail. Remind students of Drools' method for (a) eliminating at least two choices of answer as clearly wrong, and then (b) making sure a choice of answer is supported by information in the passage.

Refer to the help given in this *Teacher's Guide*, which identifies not only the correct answer but also (a) the benchmark involved and (b) the reasons for eliminating the other three choices.

Repeat. Repeat the above procedures for each of the remaining readings in this section.

PROVE YOUR PROGRESS (pages 56 -67)

As explained in the instructions, page 56, every student's goal is to "score a touchdown" by answering a certain number of questions correctly. For LEVEL 1, the goal is attained if a student correctly answers 15 out of 20 questions, or 75%.

Tell students to look at this concluding part of LEVEL 1 as a test of their progress as readers. They should take it seriously and believe that they will surely carry the ball into the end-zone. Point out that, for this first test in the book—and only for this test—they will be given the benefit of **hints** next to all 20 of the test questions.

Review in class the star strategies featured and practiced in LEVEL 1 for overcoming boredom. Advise students to select just one of these strategies to help them through the test readings. Which boredom-busting strategy is their favorite? Which works the best? The choice will, of course, differ with each student's learning style. (One strategy is better than all three because, especially for struggling readers, it is hard enough to concentrate on reading the words in a passage without attempting too many strategies at once.)

Previewing is mandatory. One strategy is mandatory, however. Students should look ahead, or preview, the test passages and questions. They should certainly read the titles, look at the pictures, read the captions, count the number of readings, and note the number of questions.



While optional, resolving to take a short break after each reading and question-set is highly recommended. Students will no doubt be happy to be reminded of this catch-your-breath method for pacing themselves and getting some welcome relief.

Set aside a certain block of time, perhaps 45 minutes, for students to "prove their progress" on the mini-test.

Answer Sheet. For convenience of scoring, we recommend that you make photocopies of the LEVEL 1 answer sheet in this guide, page 27.

Scoring and analyzing the results. Collecting the Answer Sheets, find the correct answers in the Key (TG page 96) and write them next to the question numbers. You could score the test papers yourself or return them to students for self-checking and scoring. In reviewing the results, you should be able to observe whether one or two readings seemed particularly difficult. Explore with students why they think these particular readings and questions gave the most trouble.

LEVEL TWO: Barking up the Right Tree (pages 69-112)

How to adjust to an author's style. The recommended methods and procedures for LEVEL 1 apply equally to LEVEL 2. Therefore, you can simply recycle what you've already done for the three main features: Drools Rules, Think for Yourself, and Prove Your Progress.

Of course, the introduction to this more challenging level discusses a different problem. Instead of "overcoming boredom," the new focus is entitled: "How to Adjust to an Author's Style."

For struggling readers, this chapter may seem too long to complete in one sitting. Therefore, we suggest you divide it into three parts, or lessons:

- **1.** First lesson: page 71 to the STOP sign on page 73.
- 2. Second lesson: "Author's Choice" through the second STAR STRATEGY, page 77.
- 3. Third lesson: "Using the Star Strategies" to the concluding exercise, page 80.

What are the bold-faced paragraphs? You will notice in this chapter several paragraphs printed in bold type. Each is an excerpt from one of the passages in LEVEL 2. Before students read the excerpt, direct them to look for the full reading as follows:

| | Excerpt | Full passage |
|------------------------|---------|--------------|
| GOAL! | page 72 | page 88 |
| The First Movie Star | page 74 | page 100 |
| A British Ship | page 75 | page 85 |
| The Lesson | page 78 | page 103 |
| Baby Galaxies | page 78 | page 91 |
| Diary of a Young Woman | page 78 | page 82 |
| Lucy the Elephant | page 79 | page 97 |
| | | |

Each excerpt demonstrates the different choices available to an author when organizing an article, story, essay, or poem. When readers understand this fundamental truth about writing, they will begin to notice an author's choice of organization and method for starting, developing and concluding any piece of writing.

Exercise: How much did you notice? The chapter concludes with an exercise that is partly metacognitive because it asks the reader to look at his or her own thinking. Review students' answers to both the first pair of questions and the last pair (13 and 14). Of course, such answers are neither right nor wrong, simply a record of what students experienced and observed while reading. Questions 1-12, on the other hand, can be answered objectively.

DROOLS RULES (pages 81-94)

As students scan the four readings in this section, point out that they have already studied the introductory paragraphs to each of them. Do they remember, for example, reading about the soccer player, Roberto, in the story, GOAL? Remind them to pay particular attention, as they read, to the choices an author makes for presenting information or telling a story.

In Drools' commentary, I'M THINKING, note the following key points and benchmarks for each reading:

Diary of a Young Woman

- Drools defines primary source
- Good example of <u>inference</u> in Paragraph 2: (Who were Holly and Holt?)
- Paragraphs 3, 4: demonstrates strategy of Making a Mental Movie

A British Ship and a German Torpedo

- Note the <u>prediction</u> in Drools' bubbled comment. Ask: What did Drools look at in order to make such a prediction? (Title, subtitle, and picture of a steamship)
- Drools points out the <u>organization</u> and structure of the reading.

GOAL!

- Note Drools' comments on <u>cause-and-effect</u> (Paragraph 3) and the sudden shift in ordering of events (Paragraph 4).
- Paragraphs 5-7. Roberto's reasons for missing soccer illustrate how a writer presents a <u>main idea</u> and follows them with several instances or examples of that idea.

Baby Galaxies

- Strategy: Drools admits that he doesn't understand and yet he is willing to read further in hopes of understanding. He's a "good reader" because he anticipates that this article, unlike the preceding one, is going to be especially challenging.
- <u>Vocabulary</u> (paragraph 2): Point out that an author may sometimes define a word, thinking that some readers may not be familiar with it.

THINK FOR YOURSELF (pages 94-99)

While there are only two readings in this section, a poem and an article, students should be encouraged to take their time with each one. You might provide some scaffolding by directing them to look for the writer's main idea or purpose in the poem, "**The Things That Haven't Been Done Before**." Since the poem is quite short, they might better understand if they read it a second time before answering the questions.

Review student answers to each of the 6 questions about the poem, as if you were Drools giving reasons for rejecting two of the wrong choices. Ask: Of the two remaining choices, which do you think is better?

For the article, **"Lucy the Elephant,"** suggest that the strategy of making a mental movie could work especially well. Remind them that they have already analyzed the organization of the article (page 79).

Review student answers. You could invite one student to be Drools and encourage the others to say whether they agree or disagree with the answer of the student Drools.

PROVE YOUR PROGRESS (pages 100-112)

Remind students of the strategies they have practiced up to this point: (1) preview the section, and (for each reading) jump to the end, (2) ask questions, (3) make a mental movie, (4) notice the author's organization, (5) take a break as needed and then resume work. Advise students NOT to use every strategy but only the two or three that seem to help the most.



For reluctant and struggling readers, answering 24 questions on 4 passages of even modest length may seem daunting. They can do it successfully, of course, knowing how to think as they read in the manner of Drools. Remind them of their readiness to jump to the next level, proving their progress in this mini-test. Administer the test in class, simulating as much as possible the seriousness of the State's official test.

Answer Sheet. For convenience of scoring, we recommend that you make photocopies of the LEVEL 2 answer sheet in this guide, page 28.

Scoring and analyzing the results. Collecting the Answer Sheets, find the correct answers in the Key (TG page 96) and write them next to the question numbers. You could score the test papers yourself or return them to students for self-checking and scoring. In reviewing the results, you should be able to observe whether one or two readings seemed particularly difficult. Explore with students why they think these particular readings and questions gave the most trouble.

LEVEL THREE: Dogged Determination (pages 113-160)

How to avoid frustration. Introduce this next level visually by pointing out the cartoon on page 113 and giving a brief vocabulary lesson. How is the word "dogged" pronounced, and what does it mean? Why did the author choose the word? (to amuse with a pun)

It's especially important at this level to preview the challenge awaiting students at the end of the section. Direct them to scan the longer readings in LEVEL 3's PROVE YOUR PROGRESS. Ask: How many informational readings are there? (3) How many literary readings? (2) How many multiple-choice questions? (30, or 6 more than the LEVEL-2 test)

Ask students whether they have ever experienced frustration when reading something? Have they ever been frustrated and annoyed when they bump into unfamiliar words and phrases? RTG calls such obstacles to understanding, VOCABULARY BUMPS. As an example of the problem, have students turn to page 135 and read the first stanza of Edgar Allan Poe's "The Bells." What words in the poem might be called bumps in the road? (Probably: *crystalline...Runic..tintinabulation...musically wells*)

Two more star strategies. Have students read aloud the two strategies on page 117 for coping with vocabulary bumps and frustration. The first strategy, "Keep Reading," may be contrary to what they have been told in other classes. Again and again, reading teachers may have told them how to determine a word's meaning from its context. It's good advice for a short passage, but for a longer reading passage, it is far more important to move past a "bump" rather than attempt to analyze it. A struggling reader who stops for a word could stop reading altogether. As the text states, frustration is the main enemy to a struggling test-taker.

The next star strategy for dealing with frustration, "Take a Short Break," has already been introduced and practiced in earlier chapters. The strategy is particularly helpful—even crucial— at those times that a test-taker grows weary and becomes impatient with part of a reading that seems to make no sense.

DROOLS RULES (pages 118-135)

As always, before reading, students should practice the strategy of previewing, or looking ahead, at the passages in this section. Ask: Which article will probably describe some event in Florida? Which will be about child laborers? Which will be a horror story? Which <u>two</u> readings are written in the first person? ("Search for the Short Tailed Hawk" and "A New Monster").

In Drools' commentary, I'M THINKING, note the following key points and benchmarks for each reading as well as the strategies for avoiding frustration.

Search for the Short-Tailed Hawk

- Drools finds the <u>author's purpose</u> in paragraph 2.
- Drools encounters certain <u>vocabulary bumps</u> but models the new <u>strategy</u> of easily moving past them.

All Work and No Play

- Notice how Drools asks a question ("What poor kids work all the time?") followed by a second question ("Why? What's wrong?"). He finds his answer in paragraphs 3-4, noting <u>cause-and-effect</u>. Good thinking, Drools!
- This article may well be the most difficult of the four. Drools confesses that he is struggling to understand certain paragraphs (4-7) and shows how he deals with potential frustration.
- The bar graph, "Child Laborers by Age" helps with two benchmarks: (1) interpreting diagrams, graphs, and statistical information and (2) <u>synthesizing</u>.

Frozen Frogs

- For this science article, the strategies of both <u>looking ahead</u> and <u>jumping</u> <u>to the end</u> are particularly helpful.
- Drools does a good job finding and explaining the article's <u>main idea</u> in his comments on paragraph 3.
- Drools adapts well to the increased difficulty of paragraphs 4-5 and calls upon his "dogged determination" to get through the scientific terminology.
- Point out that Drools still remembers his original question and keeps looking for the answer, finally finding it in the last paragraph (7).

A New Monster

- Drools begins by modeling the star strategy of <u>going back and rereading</u> the first critical paragraph. Students should be encouraged to do the same.
- Drools notices a <u>cause-and-effect</u> relationship in paragraphs 3-4.
- <u>Tone</u> is crucial to any monster story, and Drools points out key words that express the story's tone.

THINK FOR YOURSELF (pages 135-142)

Just looking at the two readings in this section, students should immediately see how different they are. One is a lyrical poem of "bells, bells, bells, bells," and the other about school buses is as prosaic and <u>non</u>literary as any article could be. Moving from one to the other is like going from a steam bath into a tub of freezing water. You might point out the contrast before assigning this section, either in class or as homework.

Also, tell students to expect a number of vocabulary bumps and challenging ideas that may well frustrate them unless they put their star strategies into practice. Remind them to (1) Reread a difficult stanza or paragraph once. (2) Move on. (3) Take a short break whenever they feel frustrated.

Since there are only 12 multiple-choice questions, urge students to take their time with each one. Remind them to: (1) analyze each choice in the way Drools would do, and (2) look back to the reading to find support for an answer. **Consider peer teaching**. When reviewing student answers, peer teaching may work better than other methods. Working in pairs or groups of three, students could compare answers to the questions. If there is disagreement, they can discuss whose answer is better supported by information in the reading.

PROVE YOUR PROGRESS (pages 143-160)

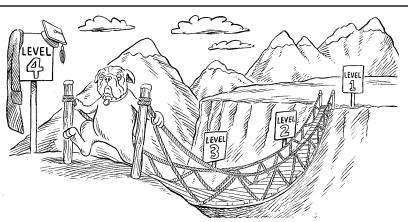
Before your students take this practice test at LEVEL 3, announce that it will challenge everyone to the utmost. It will involve reading 5 long passages and answering 30 questions. To "score a touchdown," students must answer 24 (or 80%) of the 30 questions correctly. Advise them to act as if they were their own bulldog mascot, exercising dogged determination on each page of the test. The message to stress and to post on the bulletin board in big letters: NEVER QUIT!.



Answer Sheet. For convenience of scoring, we recommend that you make photocopies of the LEVEL 3 answer sheet in this guide, page 29.

Simulate test conditions for administering this reading exercise. Pass out the Answer Sheet for Level 3. *Time allowed:* 70 minutes. If necessary, you could divide the test into two parts: 35 minutes for the first three readings, and 35 minutes for the remaining two readings. Encourage students to take every minute available and not to put their pencils down until time is called.

Scoring and analyzing the results. Collecting the Answer Sheets, find the correct answers in the Key (TG page 96) and write them next to the question numbers. You could score the test papers yourself or return them to students for self-checking and scoring. In reviewing the results, you should be able to observe whether one or two readings seemed particularly difficult. Explore with students why they think these particular readings and questions gave the most trouble.



LEVEL FOUR: VICTORY! (pages 161-203)

Use the Drools cartoon on page 161 to remind students of their impressive progress up to this point. They have bridged the gap between the first and third levels of reading difficulty. The final step is to reach for their well-deserved cap and gown after passing the final test at LEVEL 4. Fantastic! It's important to be enthusiastic and congratulatory, thereby boosting student's confidence and sense of achievement.

The only remaining problem is "building stamina" for a long, 50-item test. Have one student read aloud the last of the star strategies, "Take Control!" Why do students think it's a good idea to have a personal game plan for succeeding on the exit exam? Discuss either as a whole class or in pairs.

Next, turning to page 164, direct students to select the strategies they plan to be using to ensure test success. Research shows that giving students' choices greatly enhances motivation and achievement.

As for Choice Number Two, the book advises students to look at the questions for one of the LEVEL 4 readings on tsunamis. They should read questions 26-32 and then go back to the two tsunami articles, simply glancing at them. Ask: Which method works better for you: (a) read a passage first before looking at the questions or (b) scan the questions first and then read?

Tips You <u>Must</u> Follow! No more choices. The tips listed on page 165 are more like rules, which a test-taker ignores at his or her peril. Students could silently read this page and then, books closed, write them down. Each tip, or rule, is worth repeating and explaining.

Practice Test: Prove Your Success. Students should be aware that the Level 4 readings are different in five respects:

- 1. Drools has gone for a walk and will offer no more help.
- **2.** Students will be taking a test at a higher level of difficulty: longer readings, many more questions (50 compared with only 30 at Level 3).
- **3.** Despite the increased number of questions, the percentage needed to pass is substantially lower: only 60% correct instead of the 80% mark at Level 3. Explain that the State wants every student be given a decent chance to graduate.
- **4.** Three of the informational topics—polio, (pages 167-170), the spotted owl (pages 177-179), and tsunamis (pages186-189)—consist of two passages each, not just one.
- **5.** There is an <u>Answer Sheet</u> at the back of the book, page 204, for bubbling in student answers.

Administering the practice test. Simulate test conditions as closely as possible by doing the following: (1) After reviewing the introductory pages to Level 4, collect all RTG books. (2) Pass them back to students on the next day: the "test" day. (3) Having photocopied the book's Answer Sheet, distribute them as handouts. (4) Establish a time limit for taking the test in two parts, questions 1-32 on the first day, questions 33-50 on the second day.

A choice of answer sheet. For this Practice Test, you could choose between two types of answer sheets: (1) the answer sheet on page 204 of the student book, or (2) the answer sheet in this guide, page 30.

ANSWER SHEETS: How to Assess and Score Progress at Each Level

Writing answers directly in the RTG book is a convenience for students but an expense for schools. If replacement costs present a problem, they can be avoided by using the four Answer Sheets on TG pages 27-30.

Teachers using RTG have the permission of the publisher, Mascot Press, Inc., to reproduce the Answer Sheets for the purpose of classroom instruction and assessment. Distribute the photocopied pages as handouts and instruct students to write their answers to the PROVE YOUR PROGRESS questions in the boxes provided. *The blank lines next to the question numbers should be left blank for later scoring.*

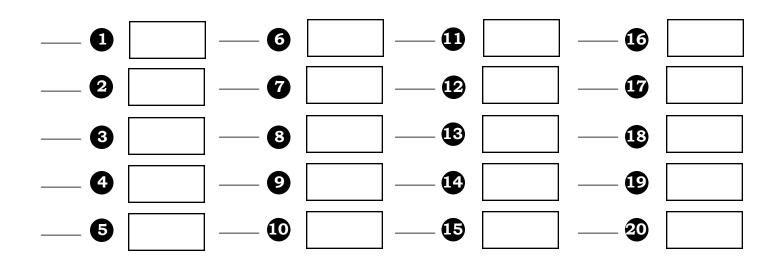
Turning the Answer Sheet into a scoring guide. You can easily change each Answer Sheet into a scoring guide. Follow these steps:

- 1. Keep one of the Answer Sheets for yourself and entitle it: SCORING GUIDE
- **2.** Copy the correct answers for each level on the blank lines. Refer to the lists of answers on TG page 96.
- **3.** On each student's Answer Sheet, check those answers that are correct. Count the check marks and enter the total at the bottom of the page.
- **4.** Add a nice touch. When a student scores a "touchdown," draw a football or goal post next to his or her winning score.



Name _____

For each question enter your answer in the <u>box</u> below. (Do not write on the blank line.)



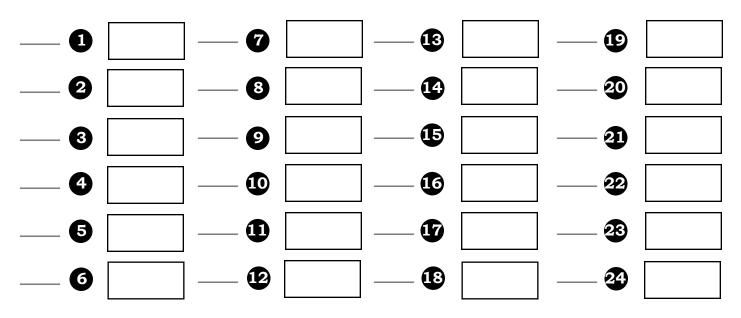
Score: (total correct) _____

"Touchdown" score <u>15</u> (number needed to prove proficiency)



Name _____

For each question enter your answer in the <u>box</u> below. (Do not write on the blank line.)



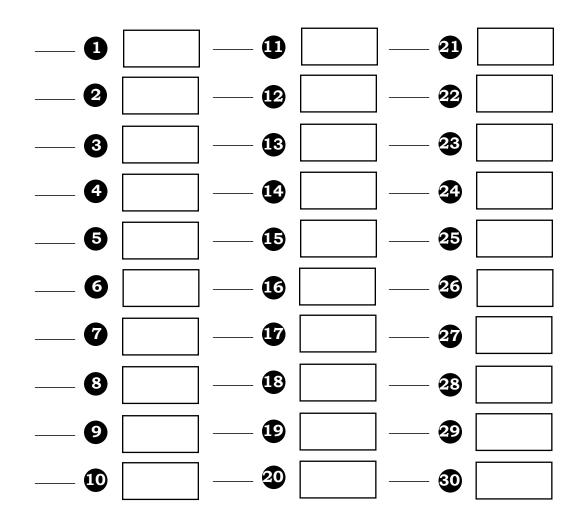
Score: (total correct) _____

"Touchdown" score <u>18</u> (number needed to prove proficiency)



Name _____

For each question enter your answer in the <u>box</u> below. (Do not write on the blank line.)



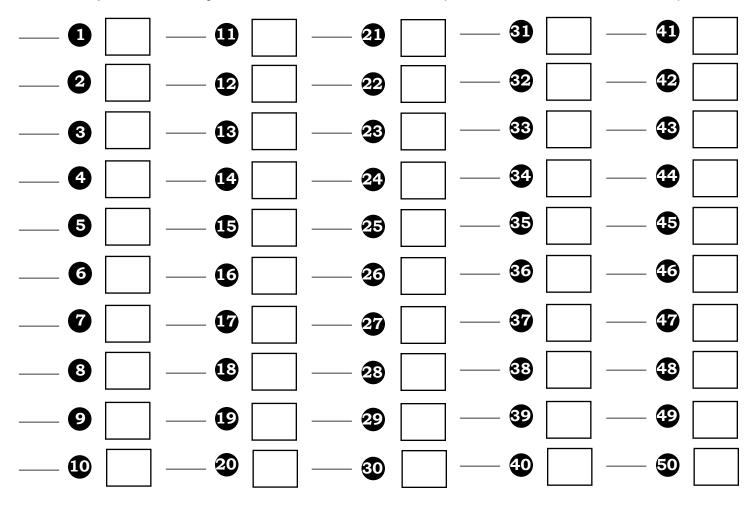
Score: (total correct)

"Touchdown" score 24 (number needed to prove proficiency)



Name _____

For each question enter your answer in the <u>box</u> below. (Do not write on the blank line.)



Score: (total correct) _____

"Touchdown" score <u>30</u> (number needed to prove proficiency)

ANNOTATED ANSWERS

| Becoming a Proficient Reader | 33 |
|------------------------------|----|
| LEVEL 1 | 37 |
| LEVEL 2 | 48 |
| LEVEL 3 | 65 |
| LEVEL 4 | 82 |
| Answer Key | 96 |

BECOMING A PROFICIENT READER

Chapter 1:

Questions, pages 13-15

According to the author, what is the best approach for reading any text?

- **A.** Read only the words in small type.
- **B.** First, study the headings and subheads.
- C. Answer the questions and then read.
- **D.** Read only what interests you.

2 Which of the following is an example of a literary text?

- **F.** a history textbook
- G. a love story
- H. a magazine article
- I. an atlas

Which of the following is an example of an informational text?

- **A.** a traveler's diary
- B. an encyclopedia article
- C. a story by Francis Parkman
- **D.** an autobiography

According to the author, which of the following is the easiest to read?

- **F.** a story with short sentences
- **G.** an article printed in small type
- **H.** a chapter of a textbook
- I. an article in a newspaper

Which passage (or reading) in this chapter is informational?

- A. parts 1 and 2 of "The Buffalo Hunt"
- B. parts 1 and 2 of "The Rings of Saturn"
- C. only Part 1 of "The Buffalo Hunt"
- D. only Part 2 of "The Buffalo Hunt"

1. Answer: B

The first Star Strategy advises the reader to "look ahead" at only the headings and illustrations on each page.

<u>Support:</u> see text page 5

2. Answer: **G** According to the text, works of fiction are always literary. A love story would certainly qualify, along with any other work of fantasy or imagination.

Support: see text pages 10, 12

3. Answer: B Encyclopedias are classified as "informational" in the table entitled "Types of Reading."

Support: see text page 12

4. Answer: F Part 1 of "The Buffalo Hunt," with its short sentences, was designed to be easier to read.

Support: see text page 6

5. Answer: B "The Rings of Saturn" is an informational article. "The Buffalo Hunt" is literary.

Support: see text page 10

6 After reading a chapter, what strategy should a reader use?

- **F.** Go back and read every word of the chapter a second time.
- **G.** Review the main parts of the chapter to remember what has been read.
- **H.** Read the questions before reading anything else.
- I. Look at the cartoons of Drools but try not to laugh.

7 The chapter states:

Though you can read, you are not yet a proficient reader, as measured by your school's reading tests.

What does the word "proficient" mean?

- **A.** confused
- **B.** awkward
- C. skillful
- **D.** intelligent

8 A proficient reader is one who can understand:

- F. both literary and informational texts.
- **G.** only works of fiction.
- **H.** only articles that are two pages long.
- I. only thick books with easy vocabulary.

Chapter 2:

THE FARMER AND THE SNAKE (pp. 24-25)

1 The story ends with this thought: "Injuries may be forgiven but not forgotten." This sentence gives the author's:

- **A.** method of development.
- **B.** primary source.
- C. main idea.
- **D.** information for research.

6. Answer: G

The second Star Strategy advises readers to "look back" over the main points of the chapter after it has been read through once.

Support: text page 12

7. Answer: C The author defines "proficient" for the reader. The word means "highly skilled."

Support: text page 4

8. Answer: F A proficient reader must be able to read just about anything with little difficulty.

Support: text page 4

1. Answer: C This statement is identified as being the "moral" or "main idea" of a fable.

Benchmark: Main Idea

34

2 Which is the best summary of the story's plot?

- **F.** A farmer takes revenge on a snake for killing his son.
- **G.** A snake takes revenge on the farmer by killing his cows.
- **H.** After each takes revenge, the farmer and the snake agree to make peace.
- I. "Injuries may be forgiven but not forgotten."

3 Why did the Snake bite and kill the Farmer's cows?

- A. to take revenge for the loss of its tail
- **B.** to force the Farmer to forgive and forget
- **C.** to satisfy its hunger for milk and meat
- **D.** to show the author's purpose for writing

4 How are the Snake and the Farmer alike?

- F. Both want to kill each other.
- **G.** Both take revenge against each other.
- **H.** Both have a peaceful character.
- I. Both are forgotten.

INNER PLANETS AND OUTER PLANETS (pp. 25-27)

5 Venus is different from other planets because of its:

- A. rusty-colored dust surface.
- B. many oceans.
- **C.** series of rings.
- **D.** atmosphere of dense clouds.

6 Which statement BEST expresses the main idea of the article?

- **F.** Earth is the blue planet because of its great oceans.
- **G.** Jupiter and Saturn are both considered outer planets.
- **H.** The planets are divided into two groups.
- I. Mercury, Venus, and Mars are all similar in size.

2. Answer: H

Choices F and G do not tell the whole story. Choice I presents the story's main idea without summarizing its key plot points.

Benchmark: Plot, Setting, Problems, Conflicts, and Resolutions

3. Answer: A The snake kills the farmer's cows in revenge for the loss of its tail.

Benchmark: Cause-and-Effect

4. Answer: G What the snake and the farmer share in common is their desire to take revenge against each other in the early part of the story.

Benchmark: Comparison and Contrast

5. Answer: D Venus is distinguished from other planets by its atmosphere of dense clouds.

Benchmark: Comparison and Contrast

6. Answer: H

The article's central idea is that there are both inner and outer planets in our solar system. Other answer choices mention only parts of the two-paragraph article.

Benchmark: Main Idea/ Methods of Development **7** The author's purpose for writing this article was to:

- **A.** briefly explain the differences between inner and outer planets.
- **B.** chart the distances between the sun and the planets in our solar system.
- **C.** describe the atmospheric content of the planets.
- **D.** contrast the coldest planets with the hottest.

8 This article could prove useful for a student doing research on:

- **F.** space travel.
- G. famous astronomers.
- H. star constellations.
- I. the solar system.

WATER FOR THE BRAIN (pp. 27-29)

9 What does dehydrated mean?

- **A.** thirsty
- **B.** lacking water
- **C.** full of water
- **D.** tired

Which of the following BEST describes how the article is organized?

- **F.** the main idea is followed by a supporting example
- **G.** a supporting example is followed by the main idea
- **H.** different points are listed in random order
- **I.** different points are listed in chronological order from earliest to latest

1 The author's purpose for writing this article is to:

- **A.** advise people to drink more water each day.
- **B.** criticize recent findings about water consumption.
- **C.** caution against drinking too much water.
- **D.** entertain readers with an amusing story.

7. Answer: A

Most of the article describes the differences between inner and outer planets. Often, an author's purpose for writing is almost the same as the main idea, especially in an informational article.

Benchmark: Author's Purpose

8. Answer: I

Since the article describes the planets of our solar system, the information could prove useful for a research paper on the subject. There is no mention of space travel (choice F), famous astronomers (choice G), or star constellations (choice H).

Benchmark: Information for Research Projects

9. Answer: B

The definition for "dehydrated" (lacking water) is given in the article.

Benchmark: Strategies for Understanding Words

10. Answer: F

The article begins with the main idea and then describes a scientific experiment that illustrates the author's point. The points made are neither random (choice H) nor chronological (choice I).

Benchmark: Methods of Development

11. Answer: A

Readers are advised to drink at least 8 glasses of water a day to improve their health and sharpen their minds. The writer does not criticize recent findings (choice B), nor caution against drinking too much water (choice C). This article is meant to inform rather than amuse (choice D).

Benchmark: Author's Purpose

36

The students in Group A of the experiment differed from those in Group B because they:

- **F.** drank many glasses of water per day.
- **G.** fared poorly on tests and other school work.
- **H.** did not wish to participate in the experiment.
- **I.** were naturally smarter than the other students.

LEVEL 1: A WALK IN THE PARK

BEAT A DRUM (pp. 39-41)

Which of the drummers in the article explains how drumming helped him or her adjust to school?

- **A.** Shane Evans
- **B.** Jimmy Sonefield
- C. Dawn Richardson
- D. 4 Non Blondes

2 With which statement would all three drummers agree?

- **F.** Only a talented musician should beat a drum.
- **G.** Drumming is a healthy activity for anyone.
- **H.** Everyone can learn to become a great drummer.
- **I.** Playing in a marching band is a lot of fun.

3 Why does the writer begin the article by mentioning a football game?

- A. to encourage readers to watch more football
- B. to persuade readers to admire a drummer's skill
- **C.** to compare an exciting sport to exciting music
- **D.** to start the reader thinking about drums

12. Answer: G

The dehydrated students in Group A did not do as well on tests as those in Group B. Support for this information may be found in the second paragraph of the article.

Benchmark: Comparison and Contrast

1. Answer: C

Although both Shane Evans (choice A) and Jimmy Sonefield (choice B) comment on the positive effects of drumming, only Dawn Richardson (choice C) specifically mentions how it helped her adjust to school. Choice D is incorrect because it refers to the entire band, 4 Non Blondes, rather than to an individual musician.

Benchmark: Main Idea and Supporting Details

2. Answer: G

Response G perfectly sums up the main idea of the article. All three musicians agree that drumming is a healthy activity for everyone. They may also agree with choices F and H, but none of them say so directly in the article. Thus, we must discount both answers. As for choice I, only Dawn Richardson ever played in a marching band, as far as we know.

Benchmark: Main Idea and Supporting Details

3. Answer: D

The purpose of the opening paragraph is to draw the reader into the article and introduce the subject of drums. It is not the author's intention to draw parallels between football games and drumming, as choice C implies, even if both may be equally exciting. Nothing in the article promotes football as a sport (choice A) or persuades readers to admire the art of drumming (choice B).

Benchmark: Methods of Development

Bobbie Returns (pp. 41-44)

- 1 What caused Bobbie to become famous?
 - **A.** The Brazier family spent months looking for their lost dog.
 - **B.** Bobbie managed to journey a long distance.
 - **C.** He rode on the top of a car for 2,000 miles.
 - **D.** It is unusual for lost dogs to be found.

1. Answer: B

What makes Bobbie such a unique dog is that he managed to find his owner family by traveling for hundreds of miles all by himself. Choices A and D are both true, but do not help explain why Bobbie's case was so remarkable or why this particular dog became famous. And, although Bobbie did ride on top of the Braziers' car (choice C), his celebrity arose from his solo journey on foot (or on paw).

Benchmark: Cause-and-Effect

2 What is the author's point of view toward Bobbie?

- **F.** admiring
- **G.** critical
- H. disgusted
- I. proud

3 The author writes:

The newspaper stories about Bobbie's odyssey raised all kinds of questions.

What does the word "odyssey" mean?

- **A.** discovery
- B. defeat
- **C.** preparation
- **D.** journey

2. Answer: F

Choices G and H are clearly wrong. There is no reason to believe the author is either critical or disgusted with Bobbie's heroic feat. He is not proud either (choice I), since he did not know Bobbie personally. The best answer is F. Throughout the story, the author shows admiration for a remarkable dog.

Benchmark: Author's Purpose

3. Answer: D

We can easily eliminate all other answer choices. Did Bobbie discover anything (choice A)? No. Was he ever defeated (choice B)? No. What did he prepare himself for (choice C)? Nothing. Did he travel anywhere (choice D)? Yes!

Benchmark: Strategies for Understanding Words

SMART WOLVES (pp. 44-46)

1 How does one wolf communicate its fear to other wolves?

- **A.** Its tail droops between its legs.
- **B.** It uses its amazing sense of smell.
- **C.** It flattens its ears against its head.
- **D.** It snarls and shows its teeth.

2 The author wants to convince readers that wolves are:

- F. crafty.
- **G.** sly.
- **H.** disloyal.
- I. intelligent.

3 In the last paragraph, why does the author compare wolves to human beings?

- **A.** to explain why humans are such good communicators
- **B.** to argue that wolves are just like people
- C. to prove that humans and wolves have much in common
- **D.** to argue that wolves and humans communicate in different ways

YOU MUSTN'T QUIT (pp. 47-49)

1 Which words from the poem have <u>opposite</u> meanings?

- A. road, uphill (first stanza)
- B. twists, turns (second stanza)
- $\boldsymbol{C}.$ slow, blow (second stanza)
- D. near, afar (third stanza)

1. Answer: C

This question specifically asks about how wolves communicate fear. In paragraph 2, the writer explains how wolves flatten their ears when they are afraid. Choice A refers to a wolf's sense of submission, while choice D describes what a wolf does when it is angry. Choice B pertains to a wolf's sense of smell. Only choice C is correct.

Benchmark: Main Idea and Supporting Details

2. Answer: I

The title, "Smart Wolves," says it all. The author uses the article to convey the idea that wolves are intelligent. In his introduction, he rejects the notion that the animal is either crafty or sly (choices F and G). A wolf cannot be disloyal (choice H) if, as the article states, it always follows the leader of its pack.

Benchmark: Main Idea and Supporting Details

3. Answer: D

In the final paragraph, the author suggests that humans and wolves communicate in different ways. Humans may be good communicators (choice A), but wolves may be even better. Choices B and C both state just the opposite.

Benchmark: Author's Purpose

1. Answer: D

A "road" may be "uphill" (choice A) or it may be downhill or flat. "Twists" and "turns" (choice B) have exactly the same meaning, so this is not the correct choice. "Slow" and "blow" (choice C) do not mean the same thing, but neither do they have opposite meanings. Only choice D contains a pair of antonyms: "near" and "afar."

Benchmark: Strategies for Understanding Words Why does the poet compare a "smile to a "sigh"?

F. to show how a smile and a sigh are similar

G. to point out that often in life, it's hard to smile

H. to argue that life is full of troubles

 ${\bf I}_{\boldsymbol{\cdot}}$ to persuade the reader to quit smiling

2. Answer: G

It may be true that life is full of troubles (choice H), but the better answer is G because it says why the author chose to compare a "smile" (good times) with a "sigh" (bad times). Choice F is clearly wrong. Choice I contradicts the poem's optimistic message.

Benchmark: Author's Purpose

3 Which of the following statements presents the poet's main idea?

- **A.** Sometimes things can go wrong.
- **B.** Trudging uphill can make anyone tired.
- **C.** Every one of us has something to learn.
- **D.** When you're feeling down, keep trying.

4 Why does the poet say "Success is failure turned inside out"?

- **F.** to explain why success is better than failure
- **G.** to argue that failure can be turned into success
- **H.** to explain that failure is quite common
- I. to convince readers to avoid failure

3. Answer: D

The title of the poem, "You Mustn't Quit", also expresses its main idea. Thus, choice D is the correct answer. None of the other choices mention the need to persevere in times of trouble, which is the author's message.

Benchmark: Main Idea and Supporting Details

4. Answer: G

The key word here is "turned." Something is being transformed. In this case, the poet wishes to say that failure can be turned into success. He may agree that success is better than failure (choice F), that failure is common (choice H), or that failure should be avoided (choice I), but he also has faith that it can be overcome if we keep trying. Choice G BEST expresses the poet's optimistic point of view.

Benchmark: Author's Purpose

5 What is the author's purpose for writing this poem?

- **A.** to inspire the reader
- **B.** to tell a good story
- **C.** to present information
- **D.** to praise successful people

5. Answer: A

The poet wrote "You Mustn't Quit" in order to inspire readers to never lose hope when times get tough. He has no story to tell (choice B) and no information to present (choice C). He may admire successful people (choice D), but it is not his intent to praise them in this poem.

Benchmark: Author's Purpose

AMELIA'S RISKY ADVENTURE (pp. 50-51)

1 The main reason the author wrote this article was to:

- **A.** praise an adventurous pilot for her courage.
- **B.** describe Amelia Earhart's flight across the ocean.
- **C.** show Earhart's awareness of the dangers ahead.
- **D.** inform readers about the history of airplane travel.

The information in the article could BEST be used for a student research project on:

- F. Amelia Earhart's childhood.
- **G.** the invention of the airplane.
- **H.** Earhart's training as a pilot.
- I. Earhart's attitude toward adventure.

3 Why did Earhart write two notes to her family?

- A. to predict that her adventure would probably fail
- **B.** to say that she had no regrets about her risky decision
- C. to praise her family for their constant support
- **D.** to assure everyone that she would arrive safely

1. Answer: C

The author does not praise Amelia Earhart (choice A), even though we may infer that she admires the aviator's courage. Choice B is not a good answer either because Earhart's flight is not described in detail. The history of airplane travel is not dealt with at all (choice D). So, this leaves only choice C.

Benchmark: Author's Purpose

2. Answer: I

Even if researchers were to look closely at this article, they would not turn up any information about Amelia Earhart's childhood (choice F), the invention of the airplane (choice G), or Earhart's training as a pilot (choice H). The strongest impression conveyed is of Earhart's fearless attitude toward flying (choice I).

Benchmark: Information for Research Projects

3. Answer: B

Paragraph 3 describes the contents of Amelia Earhart's letters to her family. In each one, she lets her loved ones know that, even though it ended badly, her trip was "worthwhile." She does not praise her family (choice C) or assure them that she would arrive safely (choice D), since the letters were to be opened only in the event of her death. While she realizes that her flight could fail, she does not predict that it will (choice A).

Benchmark: Main Idea and Supporting Details

THE WORLD'S HEAVIEST WRESTLERS (pp. 51-52)

4 The main reason the author wrote this article was to:

- F. express the author's enthusiasm for sumo wrestling.
- **G.** inform readers about Japanese religious beliefs.
- **H.** give a brief description of sumo wrestling.
- I. compare American wrestling to Japanese wrestling.

5 Which statement BEST supports the idea that sumo wrestling is like a religious ritual?

- **A.** "Eating and sleeping correctly are as important to the sumo wrestlers as exercising."
- B. "Suddenly, like bulls, the giant wrestlers clash..."
- **C.** "The salt is intended to purify the mat and please the divine spirits."
- **D.** "Training right now in a special gymnasium in Tokyo are many of Japan's heaviest and strongest athletes."

6 The article says that eating is important to sumo wrestlers because they:

- F. want to be fat for religious reasons.
- **G.** are hungry after training so hard.
- H. need to be heavy to wrestle well.
- I. want to please and impress their fans.

FEET, THUMBS, AND HANDS (pp. 53-54)

Why does the author conclude the article by mentioning "billboards, lightbulbs, and basketball hoops?"

- A. to show that feet and inches are still used today
- **B.** to explain how the hand can be used for measuring
- C. to summarize the main points of the article
- **D.** to persuade readers to measure more carefully

4. Answer: H

Although the author may be a fan of sumo wrestling (choice F), he does not express his enthusiasm directly. He likens sumo rituals to religious ceremonies, but this should not be confused as a description of actual Japanese beliefs (choice G). And nowhere is any mention made of American wrestling (choice I). The main reason the author wrote the article was to describe sumo wrestling to those not familiar with the sport (choice H).

Benchmark: Author's Purpose

5. Answer: C

Mention of divine spirits in choice C indicates that this response best answers the question. There are no religious connotations in any of the other three choices.

Benchmark: Main Idea and Supporting Details

6. Answer: H

Why do sumo wrestlers eat so much? Paragraph 2 explains that their enormous body size helps them to wrestle their opponents. Their obesity has nothing to do with religion (choice F), hunger pangs (choice G), or the desire to please their fans (choice I).

Benchmark: Cause-and-Effect

7. Answer: A

The author mentions such modern objects as billboards, light bulbs, and basketball hoops in order to bring the article up to the present day. Feet and inches may have their origins in ancient times, but they are still just as useful in the 21st Century as they ever were. Choice A is the best answer here.

Benchmark: Methods of Development

Level One

8 In the Middle Ages, which object was commonly used to measure the height of a horse?

- **F.** a ruler
- **G.** a hand
- **H.** a toe
- **I.** an inch

9 The purpose of this article is to:

- **A.** explain how different objects are measured today.
- **B.** inform readers about old ways of measuring things.
- **C.** argue that inches should really be called thumbs.
- **D.** persuade people to take history more seriously.

8. Answer: G

This question tests the ability to find information in an article. Paragraph 4 tells us that people commonly used their hands to measure the height of horses.

Benchmark: Main Idea and Supporting Details

9. Answer: B

What we learn from this article is the origins of our current system of measurement. The author focuses primarily on how objects used to be measured in ancient times. Although he briefly mentions modern objects in the last paragraph, he does not explain how they are measured (choice A). He describes how inches used to be called "thumb-inches" in Paragraph 3. but he does not indicate whether he would like the old name to be adopted again today (choice C). And, while he may think history should be taken seriously (choice D), nowhere does he try to persuade the reader to do so.

Benchmark: Author's Purpose

GODFREY GORDON GUSTAVUS GORE (pp. 54-55)



10 One line of the poem says:

His father would beg, his mother implore.

What does the word "implore" mean?

- **F.** clap
- **G.** wish
- H. plead
- I. approve

Why did the poet give the boy such a long name?

- **A.** to add to the poem's fun and humor
- **B.** to make the boy seem stubborn
- **C.** to criticize the boy's manner
- **D.** to suggest the boy was crazy

10. Answer: H

From the context, we can infer that "implore" and "beg" are like terms. Only choice H ("plead") has a similar meaning.

Benchmark: Strategies for Understanding Words

11. Answer: A

Godfrey Gordon Gustavus Gore seems an odd and amusing name: it contributes to the humorous tone of the poem. The boy is stubborn (choice B) and his behavior could be criticized by many (choice C), but that has very little to do with his long, funny name.

Benchmark: Author's Purpose

12 How do the parents solve their problem?

- **F.** They shut the door themselves.
- **G.** They stop complaining about the door.
- **H.** They sail to Singapore on a Shutter.
- **I.** They threaten to send Gustavus away.

PROVE YOUR PROGRESS

WILDLIFE'S WORST ENEMIES (pp. 56-58)

1 The author wants readers of the article to:

- A. understand how the loss of habitat affects wildlife.
- **B.** purchase large homes in the suburbs.
- **C.** trust the government to solve the wildlife problem.
- **D.** blame hunters for killing deer and other animals.

2 Read this sentence:

The natural habitat becomes degraded and sometimes lost altogether.

What does the word "degraded" mean?

- **F.** improved
- **G.** weakened
- **H.** strengthened
- **I.** difficult

3 What is the author's main idea?

- **A.** Animals need native plants in order to survive.
- **B.** Building new houses endangers water birds.
- **C.** Wildlife is threatened by new building projects.
- **D.** The environment is becoming badly polluted.

12. Answer: I

When Godfrey's parents threaten to send their son away to Singapore in Paragraph 4, the child begs for mercy. and agrees to shut the door.

Benchmark: Cause-and-Effect

1. Answer: A

As stated in the first and last paragraphs, the author wants to show how loss of habitat affects wildlife. The author mostly blames the people who build new homes in wooded areas. For that reason, choice B is not correct. Nor does he solely blame hunters for disturbing natural habitats (choice D). There is no information at all about the government's role in solving the wildlife problem (choice C).

Benchmark: Author's Purpose

2. Answer: G

We can infer from this sentence that "degraded" has a negative meaning. Choices F and H are both incorrect, since each suggests that the natural habitat is getting better, rather than worse. Choice I ("difficult") does not make sense when substituted for "degraded."

Benchmark: Strategies for Understanding Words

3. Answer: C

Choice B too specifically focuses on water birds. The author's concern is with wildlife in general. Choice A is a supporting detail of the main idea, while choice D does not work because pollution is never addressed in the article.

Benchmark: Main Idea and Supporting Details

According to the author, people should "make different choices" about their lives because:

F. building new homes threatens plants and animals.

G. herons and other birds are becoming extinct.

H. the hunting of wild animals is cruel and wasteful.

I. most people can't afford to live in the suburbs.

4. Answer: F

The author's principal complaint is that all wildlife is threatened by human habitation in formerly rural areas. He worries for the welfare of many creatures, not just birds (as suggested in choice G). Although hunting may be a problem (choice H), it is mentioned only once in the first paragraph. Choice I, while possibly accurate, is irrelevant to the central issue of the article.

Benchmark: Author's Purpose

The information in this article could best be used for a student research project on:

- **A.** the habits of herons and frogs.
- **B.** ways to protect wildlife.
- **C.** native plants in a garden.
- **D.** housing problems in cities.

PLAYING ON SWISS IGE (pp. 59-61)

6 Why is Peter amused by Barbara's comment?

- **F.** He thinks she is telling a joke.
- **G.** Peter has trouble understanding English.
- H. Barbara has the wrong idea about curling.
- I. Americans always make Peter laugh.

Where did the conversation with Barbara occur?

- A. in a Swiss train
- **B.** on a lake in Lucerne
- C. at Disney World
- **D.** at a curling match

5. Answer: B

The writer devotes several paragraphs to the question of wildlife protection. Although he touches briefly on the habits of herons and frogs (choice A), there is not enough information to be of use to a researcher. Choices C and D are not valid because the writer does not refer to either garden plants or urban housing crises in his article.

Benchmark: Information for Research Projects

6. Answer: H

Barbara's comment is amusing because she confuses the sport of curling with the practice of curling one's hair. Contrary to choice G, Peter understands English perfectly. He realizes that Barbara is genuinely puzzled (which eliminates choice F). We do not know if all Americans make Peter laugh (choice I), since we are only told of his acquaintance with Barbara.

Benchmark: Cause-and-Effect

7. Answer: C

The choice should be obvious. While it is true that Peter is on a train in Switzerland (choice A), he is thinking back to a conversation which occurred a year earlier in Disney World.

Benchmark: Main Idea and Supporting Details

8 How are Peter and Barbara different?

F. Peter understands curling, while Barbara does not.

- **G.** Barbara enjoys sports more than Peter.
- **H.** Barbara is a better student than Peter.
- I. Peter is quiet, while Barbara is talkative.

9 Read this sentence:

Peter aspired to be a skip himself someday.

What does "aspired" mean?

- A. hated
- **B.** rehearsed
- **C.** studied
- **D.** hoped

10 Which statement BEST describes both Peter and Mr. Bruner?

F. Both enjoy taking summer vacations.

- ${\bf G.}$ Both play for the same curling team.
- **H.** Neither has any interest in baseball.
- I. Barbara's remarks annoy both of them.

THE CAMEL'S COMPLAINT (pp. 62-64)

With which statement would the camel agree?

- **A.** Other animals are inferior to camels.
- **B.** Other animals are better off than camels.
- **C.** Everybody envies a camel's easy life.
- **D.** It is better to be a camel than a canary.

12 The purpose of the poem is to:

- **F.** inspire the reader to think differently.
- **G.** amuse the reader with comical ideas.
- **H.** inform the reader about camels.
- $\boldsymbol{I}.$ make camels seem silly and stupid.

8. Answer: F

We know that Barbara does not understand curling. The story does not tell us whether she is athletic (G), studious (H), or talkative (choice I).

Benchmark: Comparison and Contrast

9. Answer: D

We know that Peter wants to be a skip someday. Therefore, choice A is clearly not correct. Choices B and C are possibilities, but "rehearsed" and "studied" are not commonly used for athletic activity. Choice D, "hoped", is the BEST answer.

Benchmark: Strategies for Understanding Words

10. Answer: G

We learn right away that Peter and his father play for the same curling team. Choices F and H do not apply because no details are provided to support either statement. As for choice I, only Peter has actually met Barbara. But her comments amused, rather than annoyed, him.

Benchmark: Comparison and Contrast

11. Answer: B

The title offers a vital clue to this question. This "complaining" camel is unfavorably comparing his lot with that of other animals. Choices A, C, and D are all incorrect because each conveys the idea that there are advantages to being a camel. For some camels, that may be so, but not for this decidedly unhappy one.

Benchmark: Making Inferences

12. Answer: G

This poem's sole purpose is to amuse the reader. It is not a piece of inspiration (F) or encyclopedic information (H). If it wanted to make camels seem stupid (choice I), it has failed. This camel, for all his deficiencies with regard to his fellow creatures, is clever enough to know how to rhyme words extremely well.

Benchmark: Author's Purpose

According to the poem, what can cats do that camels are unable to do?

- A. rest comfortably
- B. walk rapidly
- **C.** eat well
- **D.** sleep in pails

If the poet had written another stanza of this poem, how might it end?

- **F.** Everybody is good to me.
- G. ANYONE does for me!
- **H.** I could live ANYWHERE.
- I. It's sad to be a camel.

According to the poet, what does a camel eat for lunch?

- A. crackers
- **B.** noodles
- **C.** canaries
- **D.** anything

RIDE, SALLY, RIDE (pp. 65-67)

16 What is the author's point of view toward Sally Ride?

- F. critical
- **G.** admiring
- **H.** doubtful
- I. mournful

17 What is the author's purpose for writing the article?

- A. to explain how astronauts are trained by NASA
- B. to inspire readers to be as brave as Sally Ride
- **C.** to describe the mission of the Challenger's crew
- **D.** to tell about Sally Ride's preparation for space travel

13. Answer: A

In Stanza #2, the camel tells the reader: "Cats, you're aware, can repose in a chair." In other words, cats know how to rest comfortably. The animals from Stanza # 1 eat exceedingly well (choice C), but cats are not among them. Only oysters sleep in pails (choice D). As for which creature walks rapidly (choice B), that is anybody's guess.

Benchmark: Main Idea and Supporting Details

14. Answer: G

Notice how the poet ends each stanza in a similar way. He has developed a pattern. The only sentence which exactly mimics the poet's style is choice G.

Benchmark: Making Inferences

15. Answer: D

The first stanza of the poem describes the diet of various creatures. The camel answers the question himself in the very last line: ANYTHING does for me!

Benchmark: Methods of Development

16. Answer: G

Although she does not directly say what she feels about Sally Ride, the author admires the astronaut's accomplishments. Does she ever criticize what she does (F)? No. Does she ever doubt whether Ride will succeed (H)? No. Does she feel sad about Ride's life (choice I)? No.

Benchmark: Author's Purpose

17. Answer: B

The subtitle of the article, "The Training of an Astronaut," reveals the best answer choice. Sally Ride's training is probably similar to that of other astronauts (A), but this article is only about her experiences. We don't learn anything about the mission of the Challenger's crew (C). And, while some readers may feel inspired by Ride's life story, the author did not write this piece for that purpose.

Benchmark: Author's Purpose

18 Which statement supports the idea that astronauts were well trained?

- **F.** "The thing I'll remember most about the flight is that it was fun."
- **G.** "Five crew members were selected to fly the Challenger spacecraft."
- **H.** "She felt the shock of being spun around and around at tremendous speeds."
- **I.** "She yearned to take the ride of a lifetime—an astronaut's ride into space."

19 Which of the following decisions was hard for Sally to make?

- **A.** whether to play tennis or baseball
- **B.** whether to accept a job with NASA
- $\boldsymbol{C}.$ whether to study literature or astronomy
- **D.** whether or not to join the *Challenger* crew

20 Read this sentence:

In high school, she diligently pursued her two greatest interests: playing tennis and studying science.

What does "diligent" mean?

- F. hard-working
- G. lazy
- $\textbf{H.} \ confused$
- I. brave

LEVEL 2: BARKING UP THE RIGHT TREE

How Much Did You Notice? (pp. 79-80)

| 1. | Which TWO passages are written in the first person? | 1. A and C |
|----|--|------------|
| 2. | Which passage begins by challenging you to imagine something? | 2. B |
| 3. | Which passage defines a scientific term? | 3. B |
| 4. | Which passage begins with a close-up look at an event? | 4. D |
| 5. | Which passage hints that there will be a dangerous and unwise adventure? | 5. A |
| 6. | Which passage was written more than one hundred years ago? | 6. C |

18. Answer: H

Of the 4 choices, only statement H refers to Sally Ride's training sessions. Choices F and I tell us about Ride's emotions, but little about the process of becoming an astronaut. Choice G informs us that 5 people were selected to fly into space, but nothing about how they were trained.

Benchmark: Main Idea and Supporting Details

19. Answer: C

Judging from what this article tells us, Sally Ride is usually a decisive person. She had no doubts about either joining NASA (choice B) or participating in the Challenger mission (choice D). As for choice A, tennis, not baseball, was Ride's favorite sport. That leaves only choice C. As the author states in Paragraph 3, Sally Ride "struggled to decide whether to specialize in science or English literature."

Benchmark: Research/ Finding Information

20. Answer: F

From what we know about Sally Ride, she is neither lazy (choice G) nor confused (choice H). Although bravery is one of her characteristics (choice I), it does not make sense when discussing her interests in tennis and high school science. "Hard-working", (choice F), seems to be the most logical response.

Benchmark: Strategies for Understanding Words

Level Two

| 7. Which passage leads to a surprise in the second paragraph? | 7. D |
|---|-------------|
| 8. Which TWO passages were written chiefly to inform the reader? | 8. B and D |
| 9. Which passage is a record of daily events in the author's life? | 9. C |
| 10. Which passage describes a tourist attraction? | 10. D |
| 11. Which TWO passages might be called "literary"? | 11. A and C |
| 12. Which passage introduces a short story? | 12. A |

DIARY OF A YOUNG WOMAN (pp. 82-85)

1 Why did Mollie's husband leave home?

- **A.** He had to inspect gold mines for his company.
- B. His relatives wanted him to visit them in Denver.
- **C.** He preferred to be away from home.
- **D.** Dora had persuaded him to leave.

2 What conclusion about life in Denver in 1861 can BEST be inferred from Mollie's diary?

- **F.** It was quite similar to life in an Eastern city.
- G. Walking long distances was common.
- **H.** Most of the miners succeeded in getting rich.
- I. People lived close to their neighbors.

3 Why did Mollie go to Mrs. Glotfetter's?

A. to care for a 12-year old girl

B. to meet with her husband, Brian

C. to enjoy the company of others

D. to protect herself from Indians

1. Answer: A

The first sentence of Mollie's diary tells us that her husband, Brian, has gone on a business trip for the mining company. Although he will be visiting Sam and Dora in Denver, we do not know whether they are relatives (B) or just friends. While nothing is mentioned about an invitation from Dora (D), it is clear that Brian would rather not leave his wife (C).

Benchmark: Cause and Effect

2. Answer: G

If Brian's 10 mile journey by foot is any indication, walking great distances must have been fairly common for early residents of Denver. Indeed, one of the reasons that life in Denver was different from an Eastern city (F) was that people lived so far apart from one another (1). As for choice H, Mollie mentions that the mines are not doing as well as in some other areas. So, we cannot infer that most miners succeeded in getting rich.

Benchmark: Primary Source

3. Answer: D

In Paragraph 3, Mollie tells us that she went to Mrs. Glotfetter's in order to feel safer from a possible Indian attack. Although Mrs. Glotfetter does have a 12-year-old girl (A) and is one of the few people with whom Mollie can socialize (C), her reason for this visit is the need for safety. Choice B is easily eliminated because Brian is away on business.

Benchmark: Cause-and-Effect

Which detail from the story suggests that Brian respected and loved Mollie?

- **F.** He made a special effort to visit Sam and Dora.
- **G.** He was often at home, helping Mollie with the chores.
- **H.** He walked 10 miles to be with Mollie on their anniversary.
- I. He always remembered to bring Mollie gifts from Denver.

4. Answer: H

Anyone who would walk over 10 miles to be near his sweetheart on a Valentine's Day anniversary must be a very romantic fellow indeed. Mollie herself says as much in the final paragraph. Choices G and I are not correct, because Mollie mentions nothing about her husband helping her with chores or bringing back gifts from Denver. The fact that Brian paid a special visit to Sam and Dora (choice F) says more about his affection for that couple than it does about his feelings for Mollie.

Benchmark: Making Inferences

5. Answer: B

As far as we know, Brian traveled everywhere on foot. There is no mention of horses (choice A), trains (choice C), or river boats (choice D).

Benchmark: Primary Source

6. Answer: I

Were she to get inside a mining bucket, Mollie fears that she might be trapped far beneath the ground. And, as she says, she would much rather be "scalped than buried alive!" Eliminate choices F and H because neither detail is stated in the passage. Choice G is factually true (Mollie has no experience as a miner), but has no bearing on her decision to take shelter from the Indians in a mining bucket.

Benchmark: Cause-and-Effect

A BRITISH SHIP AND A GERMAN TORPEDO (pp. 85-88)

1 The author's purpose for writing this article is to:

- A. summarize the U.S. Government's policies during World War I.
- **B.** make readers sympathize with those killed by a German submarine.
- $\ensuremath{\textbf{C}}\xspace$ condemn Germany for the sinking of a British passenger ship.
- **D.** explain the effect of the *Lusitania* disaster on U.S. actions.

1. Answer: D

The primary purpose of this article is to explain how the *Lusitania* disaster led the United States to enter World War I. Choice A can be eliminated because the author does not stress U.S. policy. Choices B and C imply that the author has a strong point of view. The article, however, is entirely factual.

Benchmark: Author's Purpose

B. walking by himself**C.** on a train with friends

A. on horseback by himself

D. on a riverboat with strangers.

6 Why did Mollie reject the idea of getting into a mining bucket?

F. She was too heavy and could not fit.

5 By what means did Brian probably travel to Gregory?

- **G.** She had no experience as a miner.
- H. Mrs. Glotfetter warned her not to do it.
- I. She feared being buried alive.

2 What event in 1917 caused the United States to declare war?

- **F.** Germany refused to apologize for the sinking of the *Lusitania*.
- **G.** Germany decided to go back to its policy of attacking passenger ships.
- **H.** Most Americans wanted Great Britain to win the war against Germany.

Which of these conclusions is supported by information in

A. In 1914, Germany was the world's most powerful nation.

B. Right after the Lusitania disaster, American troops were

C. President Wilson always wanted the United States to go

D. During most of World War I, U.S. troops did not

I. President Wilson warned that German troops might invade the United States.

2. Answer: G

In paragraph 5, the author informs us that Germany's decision to continue its attacks on passenger ships was a turning point in the conflict. "Now," he writes, "the President and Congress believed they had no choice." The United States would enter the war. We don't know whether Germany refused to apologize beforehand (as stated in choice F) or whether most Americans wanted Great Britain to win (as claimed in choice H). Likewise, nothing is written about a possible invasion of the United States (choice I).

Benchmark: Cause-and-Effect

3. Answer: D

As the article states, World War I began in 1914 and ended in 1918. The Americans did not join the conflict until 1917. This means that they were absent for most of the war's duration. We do not have enough background information to support choice A. Choice C is clearly untrue, as President Wilson tried to keep the United States neutral for as long as possible. As for choice B, a careful reading of the article shows that the sinking of the Lusitania did not immediately propel the United States into war. The great ship went down in 1915, but America waited until 1917 to join the Allies.

Benchmark: Making inferences

The author introduces his subject by:

participate in the fighting.

the article?

to war.

sent to Europe.

- **F.** identifying the nations that originally fought in World War I.
- **G.** explaining why it is wrong for passenger ships to be attacked.
- H. describing a dramatic event that caused World War I.
- **I.** explaining the major differences between two world wars.

4. Answer: F

In the introduction, the author identifies the nations that originally fought in World War I. He doesn't mention anything about the sinking of passenger ships (choice G) or the sinking of the *Lusitania* (choice H) until later in the article. He compares the two world wars in his introduction (choice I), but only to say how destructive they both were. We are not informed about their significant differences.

Benchmark: Methods of Development

5 The article concludes with this sentence:

Perhaps these young men would have lived if only a German torpedo had not sunk the *Lusitania*.

From this sentence, we may infer that the author:

- **A.** regrets the loss of soldiers' lives in the war.
- B. thinks U.S. victory in the war was inevitable.
- **C.** blames President Wilson for sending troops to Europe.
- D. thinks U.S. entry into World War I was unnecessary.

6 How did most British citizens probably react to news of the *Lusitania* disaster?

- **F.** They angrily blamed Germany for the deaths of innocent people.
- **G.** They urged their government to make peace with Germany.
- H. They accused the Lusitania's captain of being careless.
- I. They chiefly felt sorry for the Americans who drowned.

5. Answer: A

It seems most likely that the author regrets the death of so many young soldiers during the war. Does he feel that the U.S. should have stayed out of the war (as stated in choice D) or that President Wilson should not have sent troops to Europe (as stated in choice C)? We really have no way of knowing or even guessing the author's opinions on those issues. Choice B can be readily ignored, as the author does not discuss America's prospects for victory or defeat.

Benchmark: Making Inferences

6. Answer: F

The British people must have blamed Germany for the deaths of so many innocent people. The ship's captain was obviously not at fault (choice H). As the war continued, it seems unlikely that the British would have urged the government to capitulate (choice G). As for choice I, it is not reasonable to assume that they would have felt sorrier for the Americans who perished than they would for their own countrymen.

Benchmark: Making Inferences

GOAL! (pp. 88-91)

1 Roberto's attitude toward soccer can best be described as:

A. peculiar.

- **B.** enthusiastic.
- C. aggressive.
- **D.** disinterested.

1. Answer: B

Roberto's love for the game of soccer is undeniable. He may be an aggressive player at times (choice C), but that is not the attitude which defines his approach to the sport. "Peculiar" (choice A) does not make much sense, while "disinterested" (choice D) is one emotion that Roberto never exhibits.

Benchmark: Main Idea and Supporting Details

What detail in the story supports the idea that Roberto wanted to play soccer, even after his injury?

F. his disappointment at not winning the championship

- G. the regrets he feels watching his teammates play
- H. his decision never to play soccer again
- I. the pain he experienced on the day of his injury

- **3** Roberto would agree MOST strongly with which of the following statements?
 - **A.** An athlete's love of sports gradually fades after high school.
 - **B.** Winning a game means more than anything else in life.
 - **C.** A great soccer player will always want to compete on the field.
 - **D.** It's better to watch soccer than to risk a serious athletic injury.

How are the events in this story organized?
F. chronologically, from the first event to the last event
G. an event, then flashback, then forward to the present
H. as a series of thoughts and reflections about sports

I. randomly, from different points of view

5 What was Roberto's main reason for deciding to coach a kids's team?

- A. to be admired for his soccer skills
- **B.** to improve his chances of getting into college
- **C.** to begin a career as a high school coach
- **D.** to see young athletes develop their skills

2. Answer: G

When Roberto watches his teammates play, he wishes he were on the field with them instead of sitting idly in the stadium. His disappointment at losing the championship (choice F) is nothing compared to his strong desire to be an active player once again. Choices H and I do not make sense and can be easily eliminated.

Benchmark: Main Idea and Supporting Details

3. Answer: C

Choice B might seem like a good response here, but the narrator makes clear that winning a game is not as important as simply being able to compete. He likes to win, of course, but would not feel that it is the ultimate goal in life. Choices A and D express points of view that are entirely opposite of Roberto's approach to soccer.

Benchmark: Making Inferences

4. Answer: F

Roberto begins his story on the day of his injury and takes the reader along chronologically to the present. It is not a flashback (choice G). He offers thoughts and reflections along the way (choice H), but his narrative is filled with details and dramatic incidents. And, unlike choice I, the only point of view expressed is his own. We do not know how anyone else feels but Roberto.

Benchmark: Methods of Development

5. Answer: D

In the concluding paragraph of his story, Roberto tells us how good he feels to think that one of his soccer students might one day become a strong athlete. He would love to be admired for his soccer skills (choice A), but this only occurs when he is playing the game itself, not coaching it to others. Roberto says nothing about going to college (choice B) or beginning a career as a high school coach (choice C).

Benchmark: Cause-and-Effect

- 6 The body, or central part, of the story focuses on:
 - **F.** the causes of Roberto's injury.
 - **G.** memories of the championship match.
 - H. Roberto's reasons for loving soccer.
 - **I.** Roberto's hopes for the future.

6. Answer: H

The causes of Roberto's injury (choice F) during the championship match (choice G) occur at or near the beginning of his story. He tells us about his future hopes (choice I) at the very end. The body of the narrative is devoted to Roberto's reasons for loving soccer (choice H).

Benchmark: Methods of Development

BABY GALAXIES (pp. 91-94)

1 The author wrote this article to explain:

- **A.** why the Milky Way is so enormous.
- **B.** how a satellite discovered baby galaxies.
- C. why scientists think baby galaxies are important.
- **D.** why some galaxies are smaller than others.

2 Compared to the Milky Way, baby galaxies are both:

- F. larger and older
- **G.** larger and smaller
- H. smaller and older
- I. smaller and younger

Why is observing a baby galaxy compared to "seeing a dinosaur walk by"?

- **A.** to give an idea of the size of every galaxy
- **B.** to demonstrate that most galaxies may soon become extinct
- C. to explain how the Milky Way differs from most galaxies
- **D.** to see how an older universe changed and grew

1. Answer: C

The focus of this article is baby galaxies and what scientists hope to learn from them. The writer doesn't explain in great detail why the Milky Way expanded as it did (choice A) or why some galaxies are smaller than others (choice D). It is true that a satellite discovered baby galaxies (B) but this is merely a small detail and not the article's main idea.

Benchmark: Author's Purpose

2. Answer: I

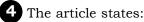
The Milky Way is much older and much larger than baby galaxies. Paragraph 4 tells us that baby galaxies are both smaller and younger than the Milky Way. Eliminate the other choices.

Benchmark: Comparison and Contrast

3. Answer: D

When the astronomer compares baby galaxies to "seeing a dinosaur walk by," he means that it is akin to looking backward in time. The baby galaxies could show scientists how older galaxies, like the Milky Way, evolved. It doesn't necessarily explain how old and young galaxies differ (choice C), but it provides clues to how they grow over time. There is no fear that galaxies will become extinct (choice B). And, while both galaxies and dinosaurs are large (choice A), this is not the reason for the astronomer's analogy.

Benchmark: Making Inferences



The baby galaxies exist in a lonelier universe and may never get the chance to grow up.

Why is the universe called "lonelier"?

- **F.** Stars are moving farther and farther apart.
- G. Baby galaxies are becoming scarce.
- **H.** Older galaxies are becoming larger.
- I. The Milky Way is becoming very dense.

5 Studying baby galaxies may help scientists discover:

- **A.** the location of satellites in space.
- **B.** the origins of the Milky Way.
- **C.** the size and shape of the universe.
- $\boldsymbol{D}.$ better ways to explore our solar system.

6 Scientists think a baby galaxy will eventually become:

- F. smaller.
- G. larger.
- **H.** hotter.
- I. brighter.

THE THINGS THAT HAVEN'T BEEN DONE BEFORE (pp. 94-96)

Which line or lines from the poem give the poet's main idea?

- **A.** the first two lines of Stanza 1
- **B.** the first two lines of Stanza 2
- C. the first line of Stanza 3
- **D.** the last line of Stanza 4

4. Answer: F

The universe is "lonelier" now because the distance between stars is much greater than before. It is not known whether new galaxies are becoming scarce (choice G) or whether older galaxies are becoming larger (choice H), but the "lonely" universe could affect the development of all galaxies. Choice I is inaccurate, since we are told that the Milky Way has become much less dense.

Benchmark: Making Inferences

5. Answer: B

Scientists hope to learn about the origins of the Milky Way through their study of baby galaxies. Such knowledge would seem to have no bearing on determining the location of space satellites (choice A), the size and shape of the universe (choice C), or the ways to explore our solar system (choice D).

Benchmark: Cause-and-Effect

6. Answer: G

As all galaxies expand, it is believed that the younger, "baby" galaxies will also grow larger over time. No other choice here is applicable, as the writer says nothing about either a galaxy's heat (choice H) or its brightness (choice I).

Benchmark: Main Idea and Supporting Details

1. Answer: A

The poet expresses his main idea in the first two lines: "The things that haven't been done before,/ Those are the things to try." None of the other choices convey this theme so directly and succinctly.

Benchmark: Main Idea and Supporting Details

Level Two

2 What is the poet's point of view toward those who "follow the beaten track"?

- **F.** enthusiastic
- **G.** critical
- **H.** positive
- I. fearful

3 The poet would probably MOST admire:

- A. an obedient soldier.
- **B.** a careful editor.
- **C.** a good cook.
- **D.** a daring adventurer.

4 The poet wrote the poem for the purpose of:

- **F.** inspiring the reader to seek a different goal.
- **G.** informing the reader about Columbus's voyage.
- **H.** accusing some people of being too timid.
- I. identifying things that need to be done.

According to the poet, any person who follows the poem's advice advice will probably:

- **A.** have a happy life.
- **B.** expect many troubles.
- **C.** achieve instant fame.
- **D.** avoid criticism.

2. Answer: G

Does the poet approve of those who follow the beaten path? No. He is neither enthusiastic (F) nor positive (H) about their approach to life. "Fearful" (choice I) best captures the attitudes of those whom the poet criticizes.

Benchmark: Author's Purpose

3. Answer: D

Those who love to follow rules are not high up on the poet's list of praise-worthy people. Thus, he would probably not admire an obedient soldier (choice A), nor would he appreciate the dull and dutiful editor (choice B) who drones over the same dry details day after day. He may approve of good cooks (choice C), but only the most inventive ones.

Benchmark: Making Inferences

4. Answer: F

When the poet addresses the reader in the final stanza, he is hoping that we will chart a new and interesting path in our lives. His poem is meant to inspire us to dream, rather than point fingers at those of us who don't (choice H). The poet does not identify what needs to be done (choice I), because thinking of original ideas is left to the reader.

Benchmark: Author's Purpose

5. Answer: B

Choices A and C are tempting answers. But does the poet truly believe that happiness and fame are the automatic results of a life that is lived differently from the majority of people? Possibly. More likely however, is that the individual will be subjected to criticisms and doubts from those who do not see as he/she does. These are the "jeering throngs" of the first stanza and the "doubting crews" of the last. The poet foresees that the adventurer could be "battered and bruised and sore" in following his/her own path. Such a life, however worthwhile, will thus be beset with many troubles.

Benchmark: Making Inferences

6 The tone of the poem is:

- **F.** humorous.
- **G.** gloomy.
- **H.** serious.
- I. carefree.

LUCY THE ELEPHANT (pp. 97-99)

1 How is this article organized?

- A. chronologically, from earliest event to last event
- B. close-up scene followed by earlier and later events
- C. zigzag pattern-past to present back to past
- **D.** general introduction followed by details

2 Why was Lucy moved to a new location in 1970?

- **F.** Tourists were having trouble finding her.
- **G.** Visitors were no longer interested in her.
- **H.** Residents wished to prevent her destruction.
- I. The town wanted to stop traffic.

6. Answer: H

The writer displays no trace of humor (choice F), gloom (choice G) or frivolity (choice I) in the lines of his poem. He is sincere and quite serious about the ideas he wishes to express.

Benchmark: Author's Tone

1. Answer: B

The article begins with a close-up scene of a ship's captain puzzling over a mysterious creature he sees looming on the shore. The writer then discusses events that occurred prior to the opening scene. Although she then moves chronologically toward the present from that point, choice A is incorrect because the article does not always follow such a smooth progression. Choice C is not the best response either because the article does not continually alternate between past and present.

Benchmark: Methods of Development

2. Answer: H

Concerned Margate residents moved Lucy from her old location to prevent the beloved landmark from being torn down. There is no evidence to support the idea that tourists were having trouble finding the elephant (choice F), that visitors were no longer interested in Lucy (choice G), or that the townspeople wanted to stop traffic (choice I) even if that is what actually did happen when the structure was moved.

Benchmark: Cause-and-Effect

3. Answer: C

Although Lucy was once a restaurant (choice A), a campground (choice B), and a big real-estate advertisement (choice D), the question asks for the current use of Lucy as a tourist attraction.

Benchmark: Main Idea and Supporting Details

3 Lucy currently functions as:

- A. a restaurant
- $\boldsymbol{B}\boldsymbol{.}$ a campground
- **C.** a tourist attraction
- **D.** a giant billboard



What detail supports the idea that many New Jerseyans were fond of Lucy?

- **F.** the decision to move the statue in 1970
- **G.** the sea captain's reaction to Lucy in 1881
- H. James Lafferty's original idea for the statue
- **I.** the English family's use of Lucy in 1902

4. Answer: F

The fact that so many people took the time and effort to re-locate an enormous wooden elephant demonstrates just how fond they had all become of her. The sea captain reacted to Lucy with fear (choice G), James Lafferty thought of her primarily as a publicity stunt (choice H), and the English family, while perhaps fond of the elephant, cannot be said to represent the feelings of the entire state of New Jersey (choice I).

Benchmark: Making Inferences

The author compares Lucy's ears to picnic tables so that the reader can:

- **A.** understand Lafferty's motives.
- **B.** imagine the statue's size.
- **C.** sympathize with the townspeople.
- **D.** advertise outdoor furniture.

PROVE YOUR PROGRESS

THE FIRST MOVIE STAR (pp. 100-102)



- 1 How is the article organized?
 - **A.** chronologically, from a past event to a present event
 - **B.** starting in the present and going back to earlier events
 - C. stating the main idea and then supporting details
 - **D.** beginning with details and ending with the main idea

Why did Carl Laemmle decide to make Florence Lawrence into a star?

- **F.** He thought she was the best actress in New York City.
- **G.** He believed performers should be given more credit.
- **H.** He hoped movie stars would attract large crowds.
- I. Florence Lawrence persuaded him to promote her career.

5. Answer: B

By comparing Lucy's ears to picnic tables, the writer wants to illustrate the elephant's enormous size. None of the other choices are supported by information in the article.

Benchmark: Comparison and Contrast

1. Answer: B

The writer starts in the present by mentioning current movie stars, before going back in time nearly 100 years to talk about Florence Lawrence. None of the other answer choices fit the question.

Benchmark: Methods of Development

2. Answer: H

Carl Laemmle hoped that the lure of a famous name would attract larger crowds. There is no evidence in the article to support any of the other answer choices.

Benchmark: Cause-and-Effect

The author would probably agree with which of the following statements?

A. The greatest movie stars will always be remembered.

- **B.** Julia Roberts is more talented than Florence Lawrence.
- **C.** The best way to make money is to produce a movie.
- **D.** Carl Laemmle was a great promoter and businessman.

4 The author's purpose for writing this article is to:

- **F.** create interest in old movies and early actresses.
- **G.** promote the career of Florence Lawrence.
- $\boldsymbol{H}.$ show how famous people are soon forgotten.
- I. explain how a forgotten star influenced the movies.

According to the article, the era of the movie star began because of:

- A. Carl Laemmle's idea in 1910.
- **B.** Florence Lawrence's reputation in 1907.
- C. a streetcar accident in New York City.
- **D.** the popularity of "Little Mary".

3. Answer: D

Based on what we know about Carl Laemmle from this article, we can tell that he was a shrewd businessman. Choice A can be eliminated because the author believes that even the most talented actors are easily forgotten. She may well think that Julia Roberts is a greater actress than Florence Lawrence (choice B), but she never says so in the article. Is making a movie the best way to make money (choice C)? Carl Laemmle might agree, but we cannot determine the author's opinion on that subject.

Benchmark: Making Inferences

4. Answer: I

In the history of the movies, Florence Lawrence played an important role. She was the first movie star ever, and the author focuses on this historical fact. She does point out that famous people are soon forgotten (choice H), but this is not her primary concern. It is also not her objective to make readers avid fans of old movies (choice F), although she would probably be happy if this occurred. As for choice G, there is no need to promote Florence Lawrence's career since the actress has been dead for nearly 60 years.

Benchmark: Author's Purpose

5. Answer: A

When Carl Laemmle decided to give screen credit to Florence Lawrence, he launched the era of the movie star. The actress's streetcar accident stunt (choice C) propelled her to even further fame, but she was already a star at the time. Choice B can be eliminated because it refers to a time when Miss Lawrence was not well known, while choice D pertains to a different actress altogether: Mary Pickford.

Benchmark: Cause-and-Effect

6 This article would be most useful for a research project on:

- F. movie stars of the 1970's.
- **G.** the career of Florence Lawrence.
- H. motion pictures from 1907 to 1910.
- I. the movie industry in the 1920's.

6. Answer: G

The subject of the article is Florence Lawrence and, as such, would be most useful for a researcher looking into her life story and career. The writer gives us some idea about the movie industry prior to 1910 (choice H), but only that actors were not offered screen credit. There is no discussion of Hollywood in the 1920's (choice I), and only a brief mention of 1970's stars at the beginning of the article (choice F).

Benchmark: Information for Research Projects

7. Answer: B

"Reckless" certainly describes Tony's behavior throughout the story. He may also be intelligent (choice D), but this attribute is not emphasized in the story. As for being studious (choice A) or contented (choice C), those traits appear to have been passed along to his younger brother, the narrator.

Benchmark: Comparison and Contrast

8. Answer: H

The boys took a foolish risk which they learned to regret. They should have obeyed their parents in this instance (choice G), but we cannot assume that they should equally heed the advice of all adults. Nor should they think it unwise to ever go near the Dowdall River (choice F). In the summer or spring, it could be a nice place to fish or go swimming. Choice I is irrelevant, since homework does not figure into the story in any way.

Benchmark: Understanding Characters and Plot

9. Answer: A

Surprisingly, it is the narrator who responds faster to the crisis than his older brother, Tony. Choices B and C do not reflect the facts as told in the story. While true that Tony pushes his brother across the ice (choice D), he does so before the ice starts to break-up.

Benchmark: Comparison and Contrast

THE LESSON (pp. 103-105)

Compared to the narrator of this story, Tony is more:

- **A.** studious.
- **B.** reckless.
- **C.** contented.
- $\boldsymbol{D}.$ intelligent

8 What lesson is learned by the two brothers?

- **F.** Never go near the Dowdall River.
- G. Always obey an adult's advice.
- H. Don't take foolish risks just for fun.
- I. Keep out of trouble and work hard.

How does Tony's reaction to the ice break-up differ from the narrator's reaction?

- **A.** Tony is more fearful.
- **B.** The narrator can not move.
- **C.** They are both equally terrified.
- **D.** Tony pushes his brother across the ice.

Level Two

10 The narrator decided to go with Tony to the river because he:

- **F.** needed the exercise.
- G. enjoyed adventure.
- H. was pressured into it.
- I. was tired of studying.

1 The father in the story may best be described as:

- A. stiff and unloving.
- B. generous and soft.
- **C.** proud and disciplined.
- **D.** strict but also loving.

10. Answer: H

Tony threatens his younger brother to join him or else he will divulge embarrassing information to the boys' father. The narrator does not have much choice. He does not need the exercise (choice F), enjoy adventure (choice G), or wish to stop studying (choice I).

Benchmark: Cause-and-Effect

11. Answer: D

We know that the boys' father can be strict because the narrator fears his disapproval. However, we also know that he can be loving, since both parents readily forgive their children at the end of the story. The best choice here is "strict but also loving."

Benchmark: Making Inferences

12. Answer: F

The events in the story took place while both characters were still teenagers. It would be many years later that Tony would marry, and that the narrator would be an uncle. We can therefore eliminate choices G and H. Choice I is not the proper response either, since we do not know the winter month when the events of the story occurred.

Benchmark: Understanding Characters, Plot and Setting

13. Answer: C

Is the author's point of view toward Mr. M anything other than complimentary? The story says that teachers and students alike respected Mr. M. Clearly, the author admires Mr. M, describing him in the first sentence as "the most popular person in the school."

Benchmark: Author's Point of View

2 The dangerous adventure on the river took place:

- **F.** long before the narrator become an adult.
- **G.** long after Tony became an uncle.
- **H.** only a few years ago.
- I. during the month of January.

MR. M (pp. 106-108)

13 What is the author's point of view toward Mr. M?

- A. critical
- **B.** aloof
- **C.** admiring
- \mathbf{D} . scornful

- 14 Which detail in the story BEST supports the idea that Mr. M respected students?
 - F. his treatment of Monica
 - **G.** his reputation among teachers
 - **H.** his memories of being shy
 - **I.** his job as a custodian

14. Answer: F

Mr. M helps Monica at a time when she really needs a friend. From what we know about the custodian, he treats other students with similar respect. His shyness (choice H) helps him understand Monica's particular situation, but might not be as useful in bonding with other pupils. Choice G pertains only to how teachers regard Mr. M, while choice I is irrelevant to how this character interacts with other people.

Benchmark: Main Idea and Supporting Details

15. Answer: A

The first sentence of the story states that Mr. Melman is the most popular person at Mears Junior High School. Examples soon follow that show why this man is so beloved by students. While true that dialogue is used early in the tale (Choice C), the author does not tell us much about Mr. Melman's entire career. Choices B and D can be rejected as there is neither a dramatic event nor a case of student misbehavior at the outset of the story.

Benchmark: Methods of Development

16. Answer: G

As the final paragraph states: "Mr. M understood perfectly that respecting a student as a person often works better than threats or punishments." He doesn't discipline the kids (choice F) or preach to them (choice I). Choice H, while accurate, does not reflect Mr. M's approach as defined in the final paragraph of the story.

Benchmark: Main Idea and Supporting Details

15 How is the story organized?

16 The story concludes with this statement:

approach than Mr. M himself.

F. tough discipline, as needed.

G. equal respect for all.

H. setting a good example.

I. stressing moral values.

Mr. M's "approach" can best be described as:

- **A.** The main idea comes first, followed by specific examples.
- **B.** First comes a dramatic event followed by the author's main idea.
- **C.** A dialogue is followed by the story of Mr. M's career.

Nobody better proved the correctness of this

D. Student misbehavior is contrasted with a prinicpal's actions.





In his talk to a rowdy student, Mr. M mentioned Derek Jeter because he:

- **A.** admired Jeter more than any other ball player.
- **B.** wanted the student to work as hard as Jeter.
- **C.** knew that Jeter practiced "constructive discipline."
- **D.** thought the student would relate to Jeter.

17. Answer: D

In the example from the story, Mr. M refers to Derek Jeter because the errant student, Josh, is a big baseball fan. He is not asking Josh to work as hard as Jeter (choice B), but only to behave with courtesy toward others. We cannot determine whether Mr. Melman admires Derek Jeter above other ball players (Choice A) or whether Jeter himself practices "constructive discipline" in his own life (choice C).

Benchmark: Main Idea and Supporting Details

18 From the story, we can infer that its author:

- F. knows Mr. Melman personally.
- **G.** believes that people should be kind.
- **H.** admires all teachers and principals.
- I. had once been a school custodian.

Winter Weather (pp. 109-112)

- **19** How is this article organized?
 - **A.** Topics are presented one by one in a series.
 - **B.** A central idea is followed by supporting details.
 - **C.** A personal narrative leads up to the main idea.
 - **D.** Events are arranged in an orderly sequence.

20 The diagram supports the conclusion that:

F. snow is more common than sleet.

I. wintry weather can be dangerous.

H. rain drops do NOT turn into snowflakes.

G. freezing rain is a type of snow.

18. Answer: G

Does the author ever refer to Mr. M in such a way to make us believe that he knows him personally (choice F)? No. Choices H and I are both unsubstantiated by details from the story. The best response here is choice G.

Benchmark: Making Inferences

19. Answer: A

The author presents a series of ideas, each highlighted by a sub-head in the body of the article. The events are not arranged chronologically (choice D). There is no overarching main idea supported by smaller details (choice B) nor is personal narrative used to illustrate the concepts (choice C).

Benchmark: Methods of Development

20. Answer: H

The diagram shows how rain turns directly into freezing rain when temperatures are cold enough. It also illustrates how freezing rain is distinct from snow, which discounts choice G. Choices F and I are not relevant to the chart.

Benchmark: Synthesizing Sources of Information

21 The author wrote this article mainly to:

- **A.** point out the negative effects of snow.
- **B.** give information about kinds of winter weather.
- **C.** warn motorists about the dangers of icy weather.

22 Which conclusion is supported by information in this article?

G. Freezing rain causes more accidents than sleet.

H. Snow will not fall in sub-zero temperatures.

D. describe different kinds of snow flakes.

F. Hot weather is better than cold weather.

I. Light snow is denser than heavy snow.

21. Answer: B

The author's purpose here is to explain how snow differs from sleet and rain. Choices A, C, and D are smaller details that serve to illustrate the author's main idea.

Benchmark: Author's Purpose

22. Answer: G

In her concluding paragraph of the article, the author states that freezing rain is far more dangerous than sleet, and is the cause for many traffic accidents. Choices H and I are factually inaccurate. Choice F expresses an opinion that is not necessarily that of the author. Indeed, she points out both the positive and the negative influences of cold weather.

Benchmark: Main Idea and Supporting Details

23. Answer: A

Snow and sleet will only occur when the temperature drops below freezing. While snow is the basis of many winter sports (choice B), sleet is not. Choice C is incorrect, because the author points out that snow does not actually originate in the form of rain drops. As for choice D, nothing in the article suggests that both snow and sleet can produce freezing rain.

Benchmark: Comparison and Contrast

4 This article is most likely to be found in:

- **F.** a dictionary.
- **G.** an instruction manual.

 $\boldsymbol{H}\boldsymbol{.}$ an atlas.

I. an encyclopedia.

24. Answer: I

This is the type of strictly factual article one would find in an encyclopedia entry about snow. Dictionaries contain word definitions (choice F), atlases contain maps (choice H), and instruction manuals tell us how to do things (choice G). All are highly unlikely to ever print an article like this on winter weather.

Benchmark: Information for Research Projects

64

23 In what way are snow and sleet alike?

- **A.** They occur as a result of freezing temperatures.
- **B.** They both are the basis of winter sports.
- **C.** They originate in the form of rain drops.
- **D.** They both produce freezing rain.

LEVEL 3: DOGGED DETERMINATION

SEARCH FOR THE SHORT-TAILED HAWK (pp. 119-122)

1 Biologists need to study the short-tailed hawk in order to:

- **A.** learn more about their mating habits.
- **B.** study their nesting habitats.
- **C.** prove that the birds are not extinct.
- **D.** document how high they can fly.

1. Answer: B

The author explains the reason for his adventure in Paragraph 2: "Biologists need to find out more about the hawks' nesting habitat, which explains why I was now heading into the field." Choices A, C, and D are all useful pieces of information but they are not what motivated the author's search.

Benchmark: Information for Research

Read the following sentence from the article:

There is little known about the short-tailed hawk because of its secretive and elusive nature.

The word "elusive" means that the bird is skillful at:

- **F.** avoiding detection.
- **G.** building nests.
- **H.** hunting down prey.
- I. soaring above trees.

2. Answer: F

From what we can tell from the given sentence, "elusive" and "secretive" share similar meanings. The best choice, therefore, is "avoiding detection." The hawks' ability to build nests (choice G), hunt for food (choice H), or soar above trees (choice I) is all very impressive, but it is not secretive.

Benchmark: Strategies for Understanding Words

3 It can be inferred that the writer of this article:

- **A.** has spent many years looking for the short-tailed hawk.
- **B.** has a home near Lake Okeechobee.
- C. knows how to recognize different varieties of birds.
- **D.** enjoys the sports of hunting and fishing.

3. Answer: C

It is clear that the author knows how to recognize various types of birds. In paragraph 9 alone, he spots turkey vultures, wood storks, swallow-tailed kites, and black vultures. We can tell that he has not spent much time looking for short-tailed hawks, however, (choice A) because he initially thinks the chances of finding any are slim. We know nothing about where he lives (choice B) or whether he enjoys hunting and fishing (choice D).

Benchmark: Making Inferences

How is the article organized?

- **F.** in chronological order
- **G.** as a flashback
- $\boldsymbol{H}.$ in the form of a diary

5 This article could BEST be used for research on:

6 What is the author's purpose in writing this article?

F. to explain how to look for short-tailed hawks

G. to make distinctions between different types of hawks

H. to tell a suspense-filled narrative about bird watching

I. to describe the writer's efforts at finding a rare species

A. bird-watching throughout history.

C. rare birds in southern Florida.

D. endangered species in the South.

B. sightseeing attractions in Palmdale.

I. as a listed series

4. Answer: F

This article begins when Mark Robson asks the author to hunt down the shorttailed hawk. All subsequent events follow in chronological order. If it were a flashback (choice G), the story would have begun sometime during the author's trip and moved backward to the moment when Mark Robson told him to go. It is not a diary (choice H), since there are no dates mentioned...nor is it a listed series (choice I).

Benchmark: Methods of Development

5. Answer: C

How much does the author tell us about the history of bird-watching (choice A), or sightseeing attractions in Palmdale (choice B), or endangered species in the South (choice D)? Not much. But he does provide us with quite a bit of information about at least one rare bird: the short-tailed hawk.

Benchmark: Information for Research Projects

6. Answer: I

What is this article all about? It describes the writer's efforts to locate a rare species of bird. He is not writing to instruct us about how to look for the birds ourselves (choice F), or even to make distinctions between different types of hawks (choice G). He does make some comparisons, but that is not his sole purpose for writing the article. Is any suspense generated (choice H)? If so, it is probably unintentional.

Benchmark: Author's Purpose

ALL WORK AND NO PLAY (pp. 123-126)

1 According to the article, what is the leading cause of child labor?

A. government policy

- **B.** poverty
- C. local tradition
- **D.** bad luck

1. Answer: B

As stated in Paragraph 2, the main cause of child labor is extreme poverty. The other three choices may also contribute to the problem, but the article specifically sites poverty as the primary factor.

Benchmark: Cause-and-Effect

2 Child labor in China is currently decreasing as a result of:

F. better health.

- G. more schools.
- **H.** a stronger economy.
- I. parental attitudes.

2. Answer: H

The author points to China's economic boom in the 1980's as one cause of the decline of child labor in that country. If China also boasts better health (choice F) or more schools (choice G), but there is no mention of these changes in the article. Changing parental attitudes (choice I) could also be a factor, but the author does not address this possibility until later in the article.

Benchmark: Cause-and-Effect

3. Answer: C

Child labor is a significant problem which, according to the author, is complex and difficult to solve. Choice B explains the issue of child labor on a much more simplistic level. Choice A, although true, is only one point that the author of the article mentions briefly. Choice D expresses an opinion that the author would agree with, but the question asks for the main idea, not for the author's point of view.

Benchmark: Main Idea and Supporting Details

4. Answer: G

Does the article summarize the history of child labor (choice A)? No. Choices H and I are both ideas with which the author might agree, but they are not the reason the article was written. Only choice G perfectly expresses the author's purpose for writing.

Benchmark: Author's Purpose

5. Answer: B

The author explains that impoverished, uneducated parents are not likely to send their own children to school. Thus, choices A, C, and D may be eliminated.

Benchmark: Making Inferences

3 Which statement BEST expresses the article's main idea?

- **A.** In the United States, child labor is no longer a serious problem.
- **B.** In some countries, it is customary for parents to send their children to work.
- **C.** Child labor is a complex problem that is not easy to solve.
- **D.** Parents should send their children to school rather than to a factory.

4 The author's purpose for writing this article is to:

- **F.** summarize the history of child labor.
- G. explain the causes and possible cures for child labor.
- **H.** encourage employers to pay children better wages.
- I. persuade governments to abolish child labor.

Which of the following parents is most likely to send his or her children to school?

- **A.** a parent whose father started working at the age of 10
- **B.** a wealthy parent from a city in Europe
- $\boldsymbol{C}_{\boldsymbol{\cdot}}$ a mother whose parents never went to school
- **D.** a father who receives low wages in a poor South American country

Level Three

6 Information in the article is most useful for a research project entitled:

- F. The History of Child Labor in the United States
- **G.** Why Child Labor Continues to Be a Problem
- H. The Importance of an Education
- I. Trends in the Job Market Worldwide

Information in the graph supports the idea that child labor:

- **A.** is increasing rapidly.
- **B.** is decreasing slowly.
- **C.** affects millions of children.
- **D.** chiefly affects Asians.

FROZEN FROGS (pp. 127-130)

1 The wood frog is different from other creatures because it:

- **A.** hibernates during the winter and spring.
- **B.** consumes wood as its only food source.
- **C.** freezes in the winter and thaws in the spring.
- **D.** cannot survive very warm temperatures.

6. Answer: G

The article is about child labor and why it continues to be a problem worldwide. It is not about the history of child labor in the United States (choice F), although it briefly mentions how the practice died out there over time. The author would agree that education helps to reduce child labor, but the article is not chiefly about the merits of an education for the general population (choice H). Likewise, there is little information here about job trends (choice I).

Benchmark: Information for Research Projects

7. Answer: C

The graph supports one fact alone: millions of children work for a living. Does it tell us which part of the world the child laborers come from (choice D)? No. As for whether child labor is increasing (choice A) or decreasing (choice B), the graph provides no data with which to draw any conclusions.

Benchmark: Synthesizing Sources of Information

1. Answer: C

What makes the wood frog unique from other creatures is its ability to freeze during the winter and then thaw in the spring. Hibernation during the cold months (choice A) is common to other animals. No information is provided on the wood frog's diet (choice B) or its ability to withstand very warm temperatures (choice D).

Benchmark: Comparison and Contrast

Which statement BEST expresses the author's main idea?

- F. When human beings freeze, their cells expand.
- **G.** Wood frogs may help scientists prolong human life.
- **H.** Wood frogs secrete unusually high amounts of glucose.
- I. Most creatures cannot survive subzero temperatures.

2. Answer: G

Scientists are interested in studying wood frogs for the clues they might provide on how to prolong human life. This is the central idea of the article. Choices F, H, and I are only supplementary points.

Benchmark: Main Idea and Supporting Details

3 What permits the wood frog to survive in extremely cold weather?

- A. slow metabolic rates
- B. increased intake of oxygen
- $\boldsymbol{C}.$ faster heart beat
- **D.** higher rate of glycation

3. Answer: A

As stated in Paragraph 4, slow metabolic rates allow the wood frog to withstand sub-zero temperatures. Choices B and C are inaccurate, while choice D is downright dangerous—the opposite of the desired process.

Benchmark: Cause-and-Effect

4. Answer: I

The purpose of the experiment with rats was to see whether frozen organs could be safely transplanted. It was already known that rat organs are different from those in wood frogs (choice H) or that glucose acts as a preventative (choice G). Choice F is easily dismissed because rats are not often the subjects of charitable operations.

Benchmark: Cause-and-Effect

5. Answer: D

We know that scientists want to take the wood frogs' unique abilities and re-create them in human beings. They do not want to overcome such abilities (choice A) or reduce them (choice C). Such an ability cannot be emphasized (choice B) where it doesn't already exist. So, "reproduced" (choice D) is the best answer.

Benchmark: Strategies for Understanding Words

6. Answer: G

Medical procedures might sound like a reasonable response (choice F), but there are too many types of operations that do not have anything to do with the one described here. The article says little about freezing weather (choice H) and nothing about the mating habits of frogs (choice I). We do learn something about an animal experiment, however, so this is the best answer.

Benchmark: Information for Research Projects

4 Scientists tried freezing rat livers and hearts to:

- **F.** help cure rats in need of an extra organ.
- **G.** determine whether glucose acts as a preventative.
- **H.** compare the organs of the rat with those of the wood frog.
- I. see if a rat's frozen organs can be safely transplanted.

5 The article asks:

Might the wood frog's unusual ability to freeze and come back to life, be replicated in humans?

What does "replicated" mean?

- A. overcome
- **B.** emphasized
- **C.** reduced
- $\boldsymbol{D}.$ reproduced

This article could be useful in research on which of the following?

- \mathbf{F} . medical procedures
- G. animal experiments
- **H.** freezing weather
- I. mating habits of frogs

A NEW MONSTER (pp. 131-135)

1 Which word BEST describes the tone of this passage?

- A. humorous
- **B.** sinister
- C. melancholy
- **D.** thoughtful

What does the narrator feel about the work he is doing?

- **F.** pride
- **G.** fatigue
- H. guilt
- **I.** curiosity



3 Read the following sentence from the passage:

The thought was odious to me, as I had once aspired to improve living conditions for everyone.

What does "odious" mean?

- **A.** hateful
- **B.** smelly
- **C.** glorious
- **D.** hopeful

Why is the narrator creating a companion for the monster?

- **F.** He worries that the monster will feel lonely.
- **G.** He is curious to see whether he can perform the experiment successfully.
- **H.** He is forced into doing it by the monster.
- **I.** He knows that he will be applauded for his work by other scientists.

1. Answer: B

Set in the gloom of night with a vengeful monster lurking outside the narrator's window, the tone of this passage is guite sinister indeed. Although some readers may feel pity for the creature, the mood is far too tense to be considered melancholy (choice C). There are no traces of humor (choice A) or deep thinking (choice D).

Benchmark: Author's Purpose and Tone

2. Answer: H

The narrator is overcome with guilt about being forced to create yet another wretched creature. His labors may also tire him out (choice G), but he does not tell us so in his narrative. He may have once felt curiosity (choice I) during earlier experiments, but at this point he takes absolutely no pride (choice F) in his work.

Benchmark: Plot, Problems, Conflict

3. Answer: A

Dr. Frankenstein, a man of lofty ambitions, believes he will be remembered with hatred by future generations. That thought is "odious," or "hateful" to him. It is certainly neither glorious (choice C) nor hopeful (choice D). Choice B ("smelly") makes no sense in the context of the sentence.

Benchmark: Strategies for Understanding Words

4. Answer: H

The monster threatens to take revenge if Dr. Frankenstein does not create a companion for him. If he were not forced into conducting this new experiment, the doctor would never have considered it. The three other choices, therefore, are not valid.

Benchmark: Cause-and-Effect

Which word best describes the monster's feelings about the narrator?

- A. love
- **B.** resentment
- C. shame
- **D.** fear

6 Why does the monster compare himself to a snake?

- F. Both are reptiles.
- **G.** Both move quietly across the ground.
- **H.** Both can inflict harm.
- **I.** Both are capable of revenge.



Read the following sentence from the passage:

I would have seized him right there and then, but he eluded me and ran from the house in a flash.

What does "eluded" mean?

- A. tricked
- B. hugged
- **C.** beat
- **D.** escaped

8 The writer ends the passage when she does because:

- **F.** there is no more story to tell.
- **G.** she wants to reassure the reader that the danger has passed.
- **H.** she wants to create a feeling of suspense in the reader.
- I. she wants us to feel sorry for the narrator.

5. Answer: B

The monster resents that Dr. Frankenstein brought him into the world, only to then abandon and shun him. Perhaps he once felt some affection for his creator (A), but that emotion has been supplanted by hatred. The doctor does not make him feel either shameful (C) or fearful (D).

Benchmark: Plot, Problems, Conflict

6. Answer: H

Is the monster also a reptile (F)? No. Can he move quietly across the ground (G)? Perhaps. But, he walks upright on two legs like other human beings. Are snakes capable of revenge (1)? Not likely. Each is capable of harm, however.

Benchmark: Comparison and Contrast

7. Answer: D

The monster eludes Dr. Frankenstein's grip and flees the laboratory. "Eludes" probably means "get away from." The monster also "blames" Dr. Frankenstein (A), but he does so throughout the passage. Since this last sentence describes a sudden action, we can eliminate that particular response. We can also ignore (C), even though the monster may well have wanted to "beat" his creator. If he does so, however, the narrator makes no mention of any injury to himself. Choice B is absurd, because the monster clearly does not wish to hug Dr. Frankenstein. "Escaped" is the best possible response.

Benchmark: Strategies for Understanding Words

8. Answer: H

When this story ends, we are left to wonder what will happen next. Will the monster return and take revenge on Dr. Frankenstein? Not only is there more story yet to be told (F), but subsequent events promise to be full of danger (G). Some readers may feel sorry for the narrator (I) and others will pity the monster. But, our opinions about the lead characters are not affected by where the author has chosen to stop the story.

Benchmark: Methods of Development

THE BELLS (pp. 135-138)

1 The tone of the poem's first stanza may be described as:

- A. gloomy
- **B.** ominous
- **C.** thoughtful
- **D.** joyous

2 Who is overjoyed by the tolling of the iron bells?

- **F.** a married couple
- **G.** children at play
- ${\bf H.}$ demons in the steeple
- I. men and women

Which type of bell suggests a wedding?

- **A.** silver bells
- **B.** golden bells
- **C.** iron bells
- **D.** tolling bells

Which of the following statements BEST expresses the main idea of this poem?

- ${\bf F.}$ Silver bells represent a joyful spirit.
- **G.** Golden bells make people feel hopeful about the future.
- **H.** Different bells affect our emotions in different ways.
- I. The tolling of iron bells has a melancholy sound.

1. Answer: D

The bells of the first stanza ring out with "merriment" and "delight." They are neither gloomy (choice A) nor ominous (choice B). "Thoughtful" (choice C) is a poor word to describe the sound of bells ringing.

Benchmark: Author's Purpose/ Tone

2. Answer: H

As described in Stanza 3, the iron bells foretell of ominous doings and are gleefully rung by demons in the church steeple. We are told they are "neither man nor woman" (choice I) or, for that matter, even human at all (discounting both choices F and G).

Benchmark: Main Idea and Supporting Details

3. Answer: B

Stanza 2 refers to the "mellow wedding bells" as "golden bells." Silver bells (choice A) and iron bells (choice C) have different connotations when they are described at other points in the poem. The golden bells here do not toll (choice D) but rather "ring" and "float" through the air.

Benchmark: Main Idea and Supporting Details

4. Answer: H

Choices F, G, and I are all details that support the main idea: "different bells affect our emotions in different ways."

Benchmark: Main Idea and Supporting Details

5 The word "tintinabulation" probably refers to the sound of:

6 The poet means the turtle-dove to be a symbol of:

- A. clapping
- **B.** jingling
- **C.** clanging
- **D.** weeping

F. death

G. love

H. fun

I. sorrow

5. Answer: B

What sort of sound do the silver bells of the first stanza make when they "tintinnabulate"? They "jingle" and "tinkle." They do not clap (choice A), clang (choice C), or weep (choice D).

Benchmark: Strategies for Understanding Words

6. Answer: G

The turtle dove appears in the stanza devoted to wedded bliss (Stanza 2). As such, we can infer that it is a symbol of love. The other three choices do not apply.

Benchmark: Making Inferences

Bus Stop (pp. 139-142)

1 The purpose of this article is to:

- A. encourage school districts to adopt new standards for regulating school buses.
- **B.** persuade parents to drive their children to and from school.
- **C.** inform children about the risks of getting onto an idling school bus.
- **D.** warn bus drivers to be more careful when dropping off students.

1. Answer: A

The writer lists various ways that schools can reduce the amount of pollution from school buses. The article is addressed to adult readers, not to children (choice C). He does not suggest that parents drive their children to school (choice B). Nor does he say that drivers should be more careful when dropping off students (choice D).

Benchmark: Author's Purpose

Much of the information in the article is organized in the form of:

- **F.** one main idea supported by details.
- **G.** subtitles followed by lists of recommended action.
- **H.** important ideas followed by less important facts.
- **I.** a chronological ordering of events.

2. Answer: G

This article is divided into four sections of recommendations, each with its own clearly marked subhead. The other examples do not describe the article's structure or organization.

Benchmark: Methods of Development

Why does diesel exhaust from buses endanger school children more than adults?

- **A.** Children breathe in more air proportional to their body weight.
- **B.** There are more children than adults in the U.S. population.
- **C.** Adults have developed partial immunity against polluted air.
- **D.** Children are less aware of the risks of standing near a bus.

The article states:

If buses need the engine to run the flashing lights, consider changing the circuit configuration.

From the context, we can infer that "circuit configuration" refers to:

- **F.** electrical wiring.
- **G.** bus exhaust.
- **H.** EPA guidelines.
- I. a fuel pump.

5 According to the article, bus companies should adopt the EPA's new guidelines because the companies will:

- A. help schools achieve higher educational standards.
- **B.** spend less money for the purchase of fuel.
- **C.** pay heavy fines if they do not obey the guidelines.
- **D.** be able to pay their drivers higher salaries.

6 If the government's guidelines are followed, the danger of polluted air from idling buses will probably:

F. increase as millions more children enter the school system.

- G. increase as school buses become older and less efficient.
- **H.** decrease as more new buses are purchased by schools.
- I. decrease as the school population begins to decline.

3. Answer: A

The author states that children are more susceptible to air pollution because they breathe 50 percent more air per pound of body weight than adults. Are we informed that there are more children than adults in the United States today (choice B)? Or, that adults have developed a partial immunity against polluted air (choice C)? No. As for choice D, childrens' awareness of risks is not compared to that of adults.

Benchmark: Cause-and-Effect

4. Answer: F

We can infer that a "circuit configuration" has something to do with "flashing lights," which are electrical in nature. As bus headlights are not associated with exhaust systems (G) or fuel pumps (1), we can narrow the choices down. Choice H does not make much sense.

Benchmark: Making Inferences

5. Answer: B

The author points out that companies will save money on gasoline by reducing the time their buses spend idling in school parking lots. Although many recommendations are suggested by the author, there is no mention of higher educational standards (choice A), heavy fines (choice C), or higher salaries for bus drivers (choice D).

Benchmark: Cause-and-Effect

6. Answer: H

In the final paragraph of the article, we learn that by 2007 newer buses will be 95 percent cleaner than those currently in use. We can assume then that by 2010, the danger of polluted air from idling buses will decrease as more schools buy the new and improved vehicles. The three other choices can readily be dismissed.

Benchmark: Making Inferences

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PROVE YOUR PROGRESS

My Aunt, the Detective (pp. 143-146)

1 Why does the narrator think his aunt would make a great detective?

- A. She is unafraid of danger.
- **B.** She used to be a police officer.
- C. She loves to ask questions.
- **D.** She won't let mysteries go unsolved.



Which statement explains why Aunt Adele can't determine the winning radish?

- ${\bf F.}$ No one understands her.
- **G.** No one knows the contest results.
- H. No one attended the festival.
- I. No one remembers the grand prize winner.

3 The narrator is different from Aunt Adele because he:

- A. speaks Spanish fluently.
- **B.** was not impressed by the radish festival.
- **C.** does not need to know which radish won the grand prize.
- **D.** visits Oaxaca frequently.

4 Read the following sentence from the story:

Despite the scarcity of clues, my aunt could not be dissuaded from her mission.

What does "dissuaded" mean?

- F. encouraged
- G. prevented
- $\boldsymbol{H}. \ persuaded$
- I. helped

1. Answer: D

The narrator thinks his aunt would make a good detective because she won't let any mystery go unsolved. She also loves to ask questions (choice C), but only for the purpose of cracking a case. We do not know if she is in the habit of asking questions when there is no mystery on her mind. We are also unsure about just how brave she is (choice A). Choice B is incorrect because the narrator mentions that his aunt was a professional saleswoman, not a police officer.

Benchmark: Main Idea and Supporting Details

2. Answer: G

Although many people attended the radish festival (H) and most people understand what she is trying to say (F), Aunt Adele still can't determine the winning radish. Why? The choice between G and I is more difficult. It is a stretch to conclude from the evidence that no one at all remembers the winner. Choice G is the BEST supported conclusion because nobody that she spoke to knew the contest results.

Benchmark: Cause-and-Effect

3. Answer: C

In paragraph 6, the narrator explains his point of view. "While I was disappointed," he writes, "I was also resigned to never knowing which radish won the grand prize." From what we learn about him in the story, the other three choices are clearly incorrect.

Benchmark: Comparison and Contrast

4. Answer: G

Aunt Adele is determined to forge ahead. She cannot be "prevented" from continuing her investigation. She needs no further encouragement (F) or persuasion (H). She could use some help (I) but only from those who might have important clues to share with her about the contest results.

Benchmark: Strategies for Understanding Words Which statement BEST expresses the main idea of this story?

A. The winner of the radish festival will never be known.

- B. Determination always pays off.
- **C.** The radish festival is held in Oaxaca every December.
- **D.** My aunt never stops until her curiosity is satisfied.

5. Answer: D

This story is all about one woman's unyielding desire to satisfy her own curiosity. The radish festival is indeed held every December (choice C), but that is merely background information. Determination pays off most of the time (choice B), but not in this particular case. As for the results of the contest, will the winner never be known (choice A)? Perhaps yes, perhaps no. In any case, the contest itself is not the main subject of this story.

Benchmark: Main Idea and Supporting Details

6. Answer: G

When the narrator solicits information from readers who may know the results of the radish contest, we can infer that his aunt is still looking for answers. We cannot assume anything about the three remaining choices.

Benchmark: Making Inferences

THE GREAT MELTDOWN (pp. 147-150)

6 We can infer from the story's conclusion that:

G. Aunt Adele is still looking for answers.

H. Oaxaca no longer holds a radish festival.

F. The mystery will never be solved.

Read the following sentence from the article:

The vast glaciers of Antarctica seem as dense and as impregnable as steel.

I. Many people have supplied information to the publisher.

What does "impregnable" mean?

- A. metallic
- **B.** icy
- **C.** enormous
- **D.** thick

8 Which statement best expresses the main idea of this article?

- **F.** Glaciers are composed primarily of frozen water.
- **G.** Scientists compile data on glaciers by flying overhead in special planes.
- **H.** The melting of Antarctica's glaciers may cause ocean levels to rise.
- I. Scientists have been studying glaciers for over 50 years.

7. Answer: D

Judging from the way this sentence is written, we can infer that "impregnable" and "dense" are synonymous. "Metallic" (choice A) applies to steel, but not to glaciers. "Icy" (choice B) and "enormous (choice C) are good words for glaciers, but not necessarily applicable to steel.

Benchmark: Strategies for Understanding Words

8. Answer: H

Melting glaciers and rising ocean levels are the subjects of this article. Choices F, G, and I are supplementary details.

Benchmark: Main Idea and Supporting Details

2 According to scientists, what is the most probable cause for glacier thinning?

10 Why does the author compare Antarctica with a bottle of soda?

G. Both could explode if certain restraints are removed.

I. Both are adversely affected by extreme heat.

H. Both have physical properties that are of interest to scientists.

- A. shifting of underwater tectonic plates
- **B.** rising temperatures
- C. irradiation by laser beams
- **D.** changes in the Earth's orbit

F. Both thrive in cold temperatures.

9. Answer: B

The author makes the point quite clearly that rising temperatures have contributed to glacier thinning on Antarctica. No mention is made of shifting tectonic plates (choice A), irradiation by laser beams (choice C), or changes in the Earth's orbit (choice D).

Benchmark: Cause-and-Effect

10. Answer: G

Paragraphs 7 and 8 explain how a glacier will break apart if certain restraints are removed. It likens that process to the moment when a cap is twisted off a bottle of soda pop and all the bubbles gush forth. The analogies mentioned in choices F, H, and I are not correct as they are not found in the article.

Benchmark: Comparison and Contrast

1 This article could be useful in research on:

- **A.** the effects of climate change.
- **B.** early exploration of Antarctica.
- **C.** avalanches.
- **D.** geological conditions on the North Pole.

2 Scientists are concerned about glacier thinning because they:

- **F.** think it will cause local habitats to disappear.
- **G.** believe it could cause the oceans to rise.
- H. fear it will cause the planet to become colder.
- I. claim it will alter their previous findings about Antarctica.

11. Answer: A

In paragraph 2, we learn that glaciers can melt when the climate changes by a degree or two. By contrast, no information is conveyed about the early exploration of Antarctica (choice B), avalanches (choice C), or geological conditions on the North Pole (choice D).

Benchmark: Information for Research Projects

12. Answer: G

In Paragraph 5, the author explains that scientists are chiefly concerned about a rise in ocean levels brought on by glacier thinning. As there is little mention of the three other answer choices, all can be eliminated.

Benchmark: Cause-and-Effect

The Case of the Battered Hat (pp. 151-154)

B How did Sherlock Holmes obtain the mysterious hat?

- **A.** He found it lying in the street.
- **B.** A friend gave it to him.
- **C.** He witnessed the owner losing it.
- **D.** A stranger left it on his doorstep.

4 Which word BEST describes Watson's attitude at the beginning of the story?

- F. puzzled
- **G.** frightened
- **H.** suspicious
- I. bored

15 Because the hat is very large, Holmes believes it belongs to:

- **A.** a wealthy man.
- **B.** a generous man.
- C. an intelligent man.
- **D.** a kind man.

16 How are Watson and Holmes different?

- **F.** Holmes sees more in the hat than Watson does.
- **G.** Watson knows more about human behavior.
- **H.** Holmes relies more heavily on Watson's judgment.
- I. Watson does not show any interest in solving mysteries.

13. Answer: B

Sherlock Holmes explains to Watson that a mutual friend of theirs retrieved the hat after witnessing its owner lose it in a street scuffle. No mystery there. Disregard the three other false leads.

Benchmark: Cause-and-Effect

14. Answer: F

Watson admits to being quite perplexed about what to make of the battered hat. At first, he cannot deduce anything from it. However, he has no reason to be either frightened (choice G) or suspicious (choice H) of the object. Far from being bored (choice I), he seems greatly interested in how his detective friend can glean so much information from an article of clothing.

Benchmark: Plot, Character, Setting

15. Answer: C

Because the hat is so large, Sherlock Holmes concludes that the man it belongs to has an equally large head. Large heads contain large brains, in Holmes' view. But large heads can tell us nothing about a person's wealth (choice A), generosity (choice B), or kindness (choice D).

Benchmark: Cause-and-Effect

16. Answer: F

Holmes sees much, much more in the old battered hat than his friend Watson does. He also demonstrates a keener understanding of human behavior (choice G) than Watson. Watson shows some interest in the mystery at hand (choice I), but Holmes does not depend on his friend's judgment (choice H) to solve the riddle.

Benchmark: Comparison and Contrast

7 From the amount of dust on the hat, Holmes infers that the owner:

18 How has Watson's attitude changed by the end of the story?

F. He is more impressed than ever by Holmes's skills.

I. He is more concerned about the safety of the hat's owner.

G. He is more skeptical of Holmes's conclusions.

H. He is more confused about the mysterious hat.

- **A.** is a sloppy dresser.
- **B.** works in a dusty office.
- C. has a wife who no longer loves him.
- **D.** attempts to disguise the hat.

17. Answer: C

Holmes makes the assumption that men's wives are attentive to the way their husbands dress. The fact that this particular hat is dusty means that the owner's wife has ceased to care how her husband looks. She must no longer love him. True or not, this is Holmes's conclusion and therefore the only correct answer.

Benchmark: Cause-and-Effect

18. Answer: F

Watson has a greater appreciation for Holmes's deductive skills by the end of the passage. "My admiration for Holmes increased tenfold," he says. He is no longer skeptical of Holmes's conclusions (choice G) or confused about the hat itself (choice H). And, so far at least, there is no reason for any of us to fear for the safety of the hat's owner (choice I).

Benchmark: Comparison and Contrast

RED LIGHT! (pp. 154-157)

19 What is the author's purpose in writing this article?

- A. to encourage people to drive more carefully
- B. to demonstrate how traffic conditions have changed over time
- C. to describe the possible dangers of driving a car
- **D.** to discuss the benefits and drawbacks of red-light cameras.

20 The red-light camera functions by:

- **F.** snapping a picture of every automobile moving through the intersection.
- **G.** activating a coil whenever the light is red.
- **H.** sensing when a driver begins speeding to pass through an an intersection on time.
- I. swiveling about to monitor every car's movements.

19. Answer: D

The article is about red-light cameras. As none of the other answer choices even mention the device, we can conclude that they are all incorrect.

Benchmark: Author's Purpose

20. Answer: G

Paragraph 3 explains in detail how the red-light camera works. It activates a coil whenever the traffic light turns red. It snaps pictures only of those cars that move through an intersection after the light has changed. Unlike choice F, the camera does not photograph every automobile that passes by at all times of day and night. Choices H and I are not substantiated by any information in the article and can therefore be dismissed.

Benchmark: Cause and Effect

What has been one problem associated with the red-light camera?

- A. an increase in fender-benders
- **B.** a decrease in seat belt use
- C. slower moving traffic
- **D.** reckless driving

21. Answer: A

Fender benders are sited as being the chief drawback to the installation of redlight cameras. One would think that the devices might also have contributed to slower-moving traffic (choice C), but the writer does not make this claim. No mention is made, either, of seat belt usage (choice B) or an increase in reckless driving (choice D).

Benchmark: Main Idea and Supporting Details

22. Answer: H

Will expensive penalties reduce or increase fear in motorists who drive past red-light cameras? The reasonable assumption is that the word "instill" must mean "place" or "create." The other three responses do not make sense in that context and must all be dismissed.

Benchmark: Strategies for Understanding Words

23. Answer: B

In spite of some lingering problems, the red-light camera appears to be reducing traffic accidents. We can infer from this conclusion that more cities will install them in the future. While some motorists may learn how to avoid them (choice C), it will become more difficult to do so as the devices become more widespread. Choice B is the best response here.

Benchmark: Making Inferences

24. Answer: I

Based on what the author writes in the concluding paragraph of the article, we can reasonably infer that he too feels that the red-light cameras are working fairly well. No evidence exists to support the other three answer choices.

Benchmark: Making Inferences

With which statement is the author of this article most likely to agree?

- **F.** There is little benefit to be gained by installing red-light cameras.
- **G.** People should not be punished for running red lights.
- **H.** More cars should operate on electricity in the future.
- I. Despite their drawbacks, red-light cameras appear to be working.

80



22 Read the following sentence from the article:

It is hoped that expensive penalties will instill fear in motorists and make them less likely to speed through a red light.

3 What can be inferred about the use of red-light cameras from

A. Traffic accidents will become more severe.

D. More people will use public transportation.

B. More cities will use them in the future.

C. Motorists will learn how to avoid them.

What does "instill" mean?

- **F.** reduce
- **G.** stall
- H. create

this article?

I. stop

MEXICAN COWBOYS (pp. 158-160)

25 What is a *jaripeo*?

- **A.** a cowboy
- **B.** a bull
- **C.** a rodeo
- **D.** a stunt

26 Why does the writer compare jaripeo to baseball?

- **F.** Both are sports with similar traditions and rules.
- **G.** Both involve very difficult stunts.

A. moves from past to present

returns to the present

D. stays in the present throughout

- **H.** Both are the national pastime of their respective countries.
- **I.** Both are extremely popular with fans.

25. Answer: C Easy guestion. The author defines jaripeo as a rodeo in the second

Benchmark: Strategies for Understanding Words

paragraph of the article.

26. Answer: H

Paragraph 2 tells us that jaripeo is the national pastime of Mexico, just as baseball is in the United States. The only other statement that correctly describes both sports is choice I: "both are extremely popular with fans." But this is not the reason the writer gives for comparing jaripeo with baseball.

Benchmark: Comparison and Contrast

27. Answer: C

The writer begins the article by explaining what a charro is in contemporary Mexico. He then moves backward in time to relate how charros evolved from their days as ranch-hands under Spanish authority. Finally, he writes about how a typical jaripeo looks like today. Choice C is the only response that describes this present/past/present structure.

Benchmark: Methods of Development

28. Answer: G

Charros first gained their roping skills by practicing with lassos on cattle ranches centuries ago. Choices F and I are both accurate but describe events that came later in time. Choice H is entirely inaccurate and should be ignored.

Benchmark: Cause-and-Effect

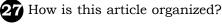
23 The *charros* first acquired their roping skills by:

F. competing against each other in rodeo contests.

B. goes back and forth between present and past

C. begins in the present, moves back to the past, then

- G. practicing with lassos all day on cattle ranches.
- H. learning from their Spanish ancestors.
- **I.** passing down the tradition from one generation to another.





29 At what point in the *jaripeo* does the charro attempt to flip over a wild bull?

A. at the very beginning of the show

30 From this article, it can be inferred that *charros*:

G. are not well known outside Mexico City.

H. enjoy lives of quiet and solitude.

F. are respected and admired throughout Mexico.

I. do not like to call attention to themselves by the way they

- **B.** at the end of the event
- C. during the cala de caballo
- **D.** during the *coleadero*

29. Answer: D

Paragraph 7 describes an event in which the bull is flipped over on its back: the *coleadero*. At the very end of the *jaripeo* (choice B), we learn that the bull is tripped up by the *charro*, but only during the *coleadero* is the attempt made to throw the bull flat on its back.

Benchmark: Main Idea and Supporting Details

30. Answer: F

From what we can tell, the *charros* appear to be almost heroic figures throughout Mexico. Their fame is not limited to Mexico City (choice G), as the author talks about packed stadiums throughout the country. As celebrities, they do not live quietly or in solitude (choice H). Choice I can be eliminated because the writer describes the *charros'* colorful costumes that continually draw attention to the athletes.

Benchmark: Making Inferences

LEVEL 4: VICTORY!

DR. SALK'S VACCINE (pp. 167-172)

During which time period was polio LEAST worrisome?

A. 1945-1955

dress.

- **B.** 1970-1990
- **C.** 1990-2000
- **D.** 2001-present

1. Answer: C

In the final paragraph of the first article, we learn that practically no new cases of polio were reported in the late 1990's and 2000. The second article and accompanying chart, however, inform us that polio has emerged in certain countries during the last couple of years. Choice D, therefore, cannot be the correct answer. Although on the wane, polio was still a worldwide problem between 1970 and 1990 (choice B). And, the disease was at its worst in the years before Dr. Salk developed his vaccine (choice A).

Benchmark: Synthesizing Information

2 Why did Dr. Salk include live viruses in his polio vaccine?

- F. to test his patients' overall health
- G. to give people immunity from the disease
- H. to breed newer, but less serious diseases
- I. to determine whether someone is infected

2. Answer: G

Antibodies fight pathogens when they invade a human body. Dr. Salk needed to include live viruses in his vaccine so that antibodies would then be formed. If he merely wanted to test the resiliency of his patients (choice F), he would probably have increased the amount of virus in his vaccine. That, along with choice H and I, would have been entirely too risky.

Benchmark: Cause-and-Effect

3. Answer: C

Before Dr. Salk developed his polio vaccine, the disease struck thousands of people each year in the United States alone. We can reasonably infer then that polio also affected a very large number of Yemeni citizens (choice B), whose standard of living is much poorer than in America. According to the chart, the new outbreak has infected approximately 90 people in Yemen. This is a far smaller number of people than would previously have been affected. The disease is not caused by American travelers (choice D), and there is no indication that it will spread to the United States (choice A).

Benchmark: Synthesizing Sources of Information

4. Answer: F

The author conjectures that the latest polio outbreak began in Nigeria but was carried by infected people traveling across international borders. While true that health officials are badly in need of the proper medical supplies (choice H), the cause of the outbreak lies elsewhere. It is certainly not because Yemen vaccinated too many children (choice G) or had too much water (choice I).

Benchmark: Cause-and-Effect

5. Answer: B

Dr. Aylward specifically compares the current polio outbreak to a forest fire. The three other choices can readily be dismissed.

Benchmark: Comparison and Contrast

3 Based on the articles and table, it can be inferred that the new polio outbreak:

- A. will spread immediately to the United States.
- B. has never affected Asia or Africa.
- **C.** is less severe than previous outbreaks.
- **D.** was caused by American travelers.

Why has polio emerged again in Yemen?

- **F.** Infected travelers from other countries may have entered Yemen.
- G. Yemen vaccinated too many children.
- H. Doctors do not have the proper medicine.
- I. Yemen has never had enough water.

Near the conclusion of the second article, Dr. Aylward compares the Yemeni polio outbreak with:

A. a flood.

- **B.** a forest fire.
- **C.** an epidemic.
- **D.** a tropical storm.

Level Four

6 The countries most affected by the recent polio outbreak are:

- F. Yemen and India
- G. India and Ethiopia
- H. Yemen and Nigeria
- I. Yemen and Saudi Arabia

The information from the map and table supports the idea that:

- **A.** African countries are more at risk of polio than Asian countries.
- **B.** the polio epidemic is limited to only a few African countries.
- C. the current polio epidemic originated in Yemen.
- **D.** polio victims are scattered across a large area.

THE WEREWOLF NEXT DOOR (pp. 173-176)

8 The author wrote this story in order to:

- **F.** warn readers about werewolves.
- **G.** inform readers about a true event.
- H. correct mistaken notions about werewolves.
- I. make readers feel sorry for the main characters.

9 Mr. Chaney is similar to other werewolves because he:

- **A.** likes to scare people.
- **B.** is friendly and sociable.
- **C.** grows fur on his skin.
- **D.** lives in a bright yellow house.

6. Answer: H

One glance at the bar graph tells us that Nigeria and Yemen have been hardest hit by the latest polio outbreak.

Benchmark: Synthesizing Sources of Information

7. Answer: D

Rather than being limited to a few African countries (choices A and B), polio cases spread from eastern Africa all the way to southeast Asia. Neither the map nor the graph are able to pinpoint where the current epidemic originated (choice C).

Benchmark: Synthesizing Sources of Information

8. Answer: I

Although written about a werewolf, this story is not intended to scare readers (choice F). As a piece of fiction, its purpose is not to inform us about any actual issue or problem (choice G). As for choice H, a fiction writer's intent is seldom to persuade readers to alter their opinions.

Benchmark: Author's Purpose

9. Answer: C

Unlike other werewolves, Mr. Chaney does not like to scare people (choice A). But then again, he does not like to be around people very much either (choice B). He lives in a yellow house (choice D), but does that make him similar to other werewolves? No. The tendency to grow fur, however, is shared by Mr. Chaney and werewolves as a group.

Benchmark: Comparison and Contrast

Which word BEST describes Mrs. Crawford's feelings toward her neighbor at the beginning of the story?

- F. fearful
- **G.** welcoming
- H. angry
- I. sorrowful

10. Answer: F

Mrs. Crawford is initially frightened of her new, mysterious neighbor. She admits that she expected to find an ogre standing on her front porch when Mr. Chaney first paid her a visit. Although she later felt sorry for him (choice I), her first impression was one of fear. Choices G and H can be easily eliminated.

Benchmark: Plot, Setting, Conflicts

11. Answer: B

Mr. Chaney's appearance, especially his piercing blue eyes, instantly remind Mrs. Crawford of her husband. There is no evidence in the story to support the remaining three answer choices.

Benchmark: Cause-and-Effect

12. Answer: I

The photo on Mrs. Crawford's mantelpiece reminds Mr. Chaney of his own honeymoon. While he may like photography (choice F), this particular picture fills him with too much sadness to be merely a passing interest. Likewise, there is no reason to think that either choice G or H is true.

Benchmark: Cause-and-Effect

13. Answer: C

By sitting beside Mr. Chaney and wishing to comfort him, Mrs. Crawford shows that she is sympathetic to the man's plight. Her invitation for him to step inside out of the cold (choice B) would have been extended to anybody who paid her a visit. That was more an act of courtesy than genuine pity. Choices A and D do not answer the question and can be eliminated.

Benchmark: Plot, Conflicts, Resolutions

Mr. Chaney reminds Mrs. Crawford of her husband because of his:

- **A.** shyness.
- **B.** physical appearance.
- **C.** deep voice.
- **D.** clothing

Mr. Chaney stares at the photograph on Mrs. Crawford's mantelpiece because he:

- F. likes old photographs.
- **G.** knows the people in the picture.
- **H.** is trying to figure out when the photo was taken.
- I. is reminded of his honeymoon.

Which sentence BEST supports the idea that Mrs. Crawford feels sorry for Mr. Chaney?

- **A.** Imagine my surprise when the door opened to reveal a handsome young man smiling at me.
- **B.** "You must be freezing out there, Mr. Chaney! Come in, come in."
- **C.** Without quite knowing why, I sat beside him on the couch and took one of his hands in mine.
- **D.** I did not even notice that he wore no coat or sweater in the bitter chill of the winter night.

SAVING THE SPOTTED OWL / DON'T BLAME THE OWLS (pp. 177-181)



14 Read the following sentence from the article:

Life is diminished and the world is irreparably marred by the loss of a single magnificent creature.

What does "marred" mean?

- **F.** purified
- **G.** improved
- H. damaged
- I. corrected

5 Some environmentalists are concerned about the logging industry because they:

- **A.** fear it threatens the spotted owl's habitat.
- **B.** worry that it pollutes the environment.
- $\ensuremath{\textbf{C}}\xspace$ oppose the styrofoam products it creates.
- **D.** believe it underpays its employees.

The author presents two sides of a debate because he wants:

- **F.** to create suspense.
- **G.** the reader to take sides.
- **H.** to convey that there are no easy answers.
- **I.** to support his argument.

14. Answer: H

If life is diminished by the loss of an owl, we can assume that "marred" has a negative connotation. Choices F, G, and I all have positive meanings.

Benchmark: Strategies for Understanding Words

15. Answer: A

The spotted owl and its habitat are the primary concerns of environmentalists in this article. They also worry about the logging industry's effects on the environment (choice B) and the amount of styrofoam products that it creates (choice C), but these are supplemental points. Do we know whether logging industry employees are well-paid or not (choice D)? No.

Benchmark: Main Idea and Supporting Details

16. Answer: H

Advocates for the spotted owl offer very good reasons why it should be protected. Then again, the logging industry's point of view seems fairly reasonable also. Which side is right? The issue is complex and has no easy answers. It would be difficult for readers to take sides (choice G), unless they had already formed an opinion prior to reading the article. The author neither generates suspense (choice F), nor espouses a particular viewpoint (choice I).

Benchmark: Author's Purpose

17. Answer: C

As the article states, "old-growth" forests are highly valued because they generate high-quality wood. Choices A, B, and D are all irrelevant because the author does not write about any of those points.

Benchmark: Cause-and-Effect

According to the article, why do logging companies value "old-growth" forests?

- **A.** Its trees are easily chopped down.
- **B.** The government prohibits them from chopping down younger trees.
- $\boldsymbol{C}.$ They like the high-quality wood that comes from older trees.
- **D.** Its trees prevent weeds from sprouting.

Which statement from the articles is BEST supported by data from the table?

- **F.** Thousands of workers in the Pacific Northwest depend upon the timber industry for employment.
- **G.** Even before the 1980's, timber's importance to the Pacific Northwest was slipping.
- **H.** Loggers point out that species come and go all the time as part of the natural way of the world.
- **I.** Extensive logging over the years has caused vast stretches of forest to disappear.

According to the article, "Don't Blame the Owls," employment in the timber industry is declining because:

- **A.** plastic is replacing paper in the marketplace.
- **B.** environmentalists have stopped companies from logging in old-growth forests.
- **C.** new technology has supplanted many human workers.
- **D.** the economy of the Pacific Northwest is weakening.

They Are Coming? (pp. 182-185)

20 The tone of this poem can best be described as:

- **F.** mournful
- **G.** humorous
- H. angry
- I. excited

21 The author repeats the phrase "they are coming" in order to:

- **A.** remind readers that a parade is about to begin.
- **B.** warn everyone to prepare for a social revolution.
- **C.** create a sense of rhythm and harmony.
- **D.** describe an event that is occurring as the poet is writing.

18. Answer: F

The data in the table supports the idea that thousands of people in the Pacific Northwest work in the timber industry. None of the other statements relate to information in the table.

Benchmark: Synthesizing Sources of Information

19. Answer: C

Employment in the timber industry has declined because mill owners have bought laser-guided saws and other high-tech equipment that eliminates the need for skilled workers. Even though employment in the logging industry is on the decline, we cannot conclude that the economy of the entire Pacific Northwest is weakening (choice D). Nor can we make any assumptions about choices A or B, since the author has not provided any information about either point.

Benchmark: Cause-and-Effect

20. Answer: I

There is a sense of expectation throughout the poem that progress will soon be made in the lives of African-Americans whose ancestors were once slaves. The poet might have good reason to express sadness (F) or anger (H) about past injustices, but neither one of these emotions is the predominant tone of the poem. There is no humor (G) anywhere in the piece.

Benchmark: Author's Purpose/ Tone

21. Answer: C

This poem has the cadence of a march. The poet repeats the phrase "they are coming," in order to establish a particular type of rhythm. She is not warning readers to prepare for a possibly dangerous event (B). Nor is she referring to any kind of actual occurrence (D) such as a parade (A).

Benchmark: Author's Purpose

22 Which statement best explains the title of this poem?

- F. People of many professions are marching in a parade.
- **G.** Days of happiness and good times will soon be here.
- **H.** Former slaves will one day have equal opportunities.

3 Which statement from the poem supports the author's idea that

I. Judges are arriving to punish slaveholders.

22. Answer: H

In the title, who is coming?: the African-American descendants of former slaves. The poet expresses optimism that one day they will all "come" into a more equitable and prominent place in the nation. She is not talking about people of all professions (choice F). And she does not know how long it will take for the "good times" to arrive (choice G). Choice I is not a good response, because the poet says nothing about judges coming to punish slaveholders.

Benchmark: Main Idea and Supporting Details

23. Answer: A

Choices B, C, and D offer no signs of any future trouble. Only choice A hints that African-Americans may not be fully accepted in the years ahead.

Benchmark: Making Inferences

C. Yes, they come, their stepping's steady, And their power is felt already

Though the Nation greets them coldly

there will still be trouble ahead?

A. They are coming, coming boldly

B. They are coming, coming singing Their Thanksgiving hymn is ringing

D. For the clouds are slowly breaking now away, And there comes a brighter dawning

What can you infer about the living conditions of former slaves at the time the poem was written?

- F. Most had already found meaningful employment.
- **G.** Many were still working for very low wages.
- **H.** They traveled everywhere on foot.
- I. Their lives were spent protesting and marching.

25 The author's purpose in writing this poem is to:

- **A.** inspire.
- B. scold.
- C. amuse.
- **D.** shock.

24. Answer: G

The poet mentions that wages are still a "pittance," but that someday these lowpaid workers will enter more lucrative professions. They have not yet found meaningful employment (choice F). As they are working hard, they cannot spend their lives protesting (choice I), even if the poem does convey the sense of people marching. Choice H is somewhat silly and can be easily dismissed.

Benchmark: Making Inferences

25. Answer: A

Even readers who know nothing about slavery will probably feel inspired after reading this poem. The poet wants us to see that progress is possible for even the most oppressed people. There aren't enough details about the horrors of slavery to warrant a feeling of "shock" (D), and there is nothing "scolding" (B) or "amusing" (C) anywhere in the piece.

Benchmark: Author's Purpose

Killing Waves / TSUNAMI WARNING SYSTEMS

(pp. 186-191)



26 Read the following sentence from the article:

News of the disaster seemed both horrifying and completely unprecedented, as if nothing like this had ever happened before.

What does "unprecedented" mean?

- **F.** terrible
- **G.** unusual
- **H.** unlucky
- I. newsworthy

Rim of Fire

Why can't tsunamis be detected in deep water?

- **A.** Their wave heights are too small.
- **B.** They only develop as they approach land.
- **C.** Their speeds are too great.
- **D.** Monitoring devices do not work under water.

23 Which of the following can be inferred about tsunamis?

F. Their destructive force is equal in all coastal areas.

G. They threaten only selected areas along the Pacific

H. They grow in height and force as they approach land.

I. They are caused by tropical storms and hurricanes.

26. Answer: G

"Unprecedented" indicates that something has never happened before. "Unusual" does not quite have the same meaning, but it is close enough to be the correct response. The tsunamis were indeed terrible (choice F), unlucky (choice H), and newsworthy (choice I), but it is their frequency of occurrence that is being discussed here.

Benchmark: Strategies for Understanding Words

27. Answer: A

The author explains that tsunamis cannot be perceived in deep water because their wave heights are too small. Once they approach the shore, however, their wave heights increase rapidly. Tsunamis still exist in deep water (contrary to choice B), but they become more dangerous as they near shore. The proper monitoring devices can detect tsunamis regardless of their speed (choice C) or their depth (choice D).

Benchmark: Cause-and-Effect

28. Answer: H

In "Killing Waves," the author states that tsunamis can be small when in the deep ocean, but can grow in height and force as they approach the shoreline. Their destructive force is not equal in all coastal areas (choice F), since some communities survive tsunamis unscathed while neighboring coastal towns experience massive destruction. They threaten ALL areas along the Pacific Rim of Fire (choice G) and are caused by underwater earthquakes, not tropical storms or hurricanes (choice I).

Benchmark: Making Inferences

29 The Tsunami Warning System makes its predictions by:

A. monitoring underwater earthquake activity.

- **B.** measuring the speed of tsunami waves.
- **C.** relying on eyewitness accounts.
- **D.** observing the ocean from the sky.

29. Answer: A

In "Tsunami Warning Systems," we are informed that predictions are made by monitoring underwater areas for earthquake activity. Scientists do not rely on eyewitness accounts (choice C) or above ground observations of the ocean (choice D). If they were to spend time measuring the speed of tsunami waves (choice A), they wouldn't even need to predict the possibility of such a disaster. It would already be well under way!

Benchmark: Main Idea and Supporting Details

30. Answer: I

The broadest, most general statement is choice I. It is the article's main idea. Choices F, G, and H are smaller details.

Benchmark: Main Idea and Supporting Details

31 The tsunami of 2004 was caused by:

- **A.** the Pacific Ring of Fire.
- **B.** an earthquake in the Pacific Ocean.
- **C.** an earthquake in the Indian Ocean.
- **D.** the failure of the Australian Warning System.

2 Which of the following nations was LEAST affected by the 2004 tsunami?

- **F.** Indonesia
- **G.** Somalia
- H. India
- I. Malaysia

31. Answer: C The 2004 tsunamis were caused by a massive earthquake in the Indian Ocean.

Benchmark: Cause-and-Effect

32. Answer: I

According to the table, Malaysia lost 68 people in the tsunamis of 2004. This is far lower than the death tolls in Indonesia (choice F), Somalia (choice G), or India (choice H).

Benchmark: Synthesizing Sources of Information

- **30** Which statement best expresses the main idea of the article, "Killing Waves"?
 - **F.** The 2004 Asian tsunamis caused many deaths and much destruction.
 - **G.** The PTWC is the operational center of the Pacific.
 - H. Tsunamis often affect many different areas at once.
 - I. Tsunamis are dangerous phenomena that scientists hope to learn more about.

M-PCIV (pp. 192-195)

X-rays are useful because they:

- **A.** directly cure illnesses.
- **B.** help diagnose illnesses.
- **C.** help set broken bones.
- **D.** flood the body with radiation.

34 What can be inferred about the early use of x-rays?

- **F.** Their health risks were not fully understood.
- **G.** They were used solely for medical purposes.
- **H.** Doctors displayed caution in exposing their patients to x-rays.
- I. Scientists immediately recognized their importance.

Why do bones show up more clearly on x-rays than body organs?

- **A.** X-rays are designed to focus only on bone matter.
- **B.** Bones are more clearly visible to the eye.
- **C.** Bone density absorbs radiation and prevents it from exposing x-ray film.
- **D.** Radiation illuminates bones quickly and easily as it passes through them.

36 This article would be useful for students doing research on:

- **F.** early photography.
- **G.** infectious diseases.
- **H.** surgical procedures.
- I. natural and man-made sources of radiation.

33. Answer: B

X-rays help to diagnose illnesses. They also give the body a small dose of radiation (choice D), but that is not a benefit. The other responses are clearly incorrect.

Benchmark: Main Idea and Supporting Details

34. Answer: F

In the early days, x-rays were such a popular novelty that people would have pictures taken of their bones for display inside the home. The fact that doctors showed no restraint in using them for non-medical purposes and that they were such a sensation with the public leads us to eliminate choices G and H. We can also dismiss choice I because some scientists were originally skeptical of the x-ray's importance to medical knowledge.

Benchmark: Making Inferences

35. Answer: C

The article explains that bone density absorbs radiation, which allows bones to show up clearly on x-rays. We can ignore the three remaining choices since they are not mentioned anywhere in the passage.

Benchmark: Main Idea and Supporting Details

36. Answer: I

X-rays are a man-made source of radiation, but the author mentions other, natural sources in this article. Although xrays were once used as a photographic novelty, they do not tell us much about the early days of photography (choice F). Likewise, we are not apt to learn much about infectious diseases (choice G) or surgical procedures (choice H) from reading this particular article.

Benchmark: Information for Research Projects

Which of the following best supports the idea that x-rays are relatively safe to the human body?

- **A.** Chest radiographs can reveal abnormalities of various organs.
- **B.** X-rays are used only when a serious health question arises.
- **C.** Lead aprons effectively shield patients from harm when exposed to x-rays.
- **D.** Nearly 80% of radiation exposure comes from natural sources.

38 Which statement BEST expresses the main idea of this article?

- **F.** Despite some drawbacks, x-rays are an effective medical tool.
- **G.** X-rays account for only 20% of the average person's exposure to radiation.
- **H.** Many improvements have been made in x-ray technology since its invention.
- **I.** Doctors use x-rays to look at bone matter throughout the human body.

Sprouts (pp. 196-199)

39 Sprouts are eaten by many people because they:

- A. come in many flavors and varieties.
- **B.** are low in fat and high in nutritional value.
- **C.** are not known to cause cavities.
- **D.** are a major food crop in the United States.

37. Answer: C

The only response here that concerns how safely x-rays can be used is choice C. Choices A and D do not directly address the question, while choice B would seem to indicate that x-rays could be harmful if used too much.

Benchmark: Making Inferences

38. Answer: F

Choices G, H, and I all express true statements. However, each one is merely a supporting detail of the overall main idea, which is that x-rays are an effective medical tool, despite certain drawbacks.

Benchmark: Main Idea and Supporting Details

39. Answer: B

The article tells us that sprouts are favored for having few calories but many vitamins. The writer does not refer to their different flavors (choice A) or mention anything about how they prevent cavities (choice C). While true that sprouts are a major food crop in the United States (choice D), this does not explain why they are popular with consumers.

Benchmark: Cause-and-Effect

40 From this article, it can be inferred that food-borne illnesses:

- **F.** are caused only by alfalfa sprouts.
- **G.** could be prevented by proper handling procedures.
- **H.** affect only small children and the elderly.
- I. almost always result in death.

40. Answer: G

Food-borne illnesses can result from improper handling procedures, along with other factors cited in the article. They are not caused only by alfalfa sprouts (F), as other foods are mentioned in the article. Choices H and I are also incorrect, as food poisoning affects all people but is not necessarily always fatal.

Benchmark: Making Inferences

41 What is the author's purpose for writing this article?

- **A.** to explain what is being done to ensure the safety of sprouts
- **B.** to argue that the FDA is doing a good job
- C. to discuss the health benefits of eating sprouts
- **D.** to emphasize that sprouts should not be sold in supermarkets

41. Answer: A

This article focuses on health problems associated with sprouts and how to improve their safety. It does not express an opinion about the effectiveness of the FDA (choice B), nor does it ever imply that sprouts should be forever barred from supermarkets (choice D). As for choice C, the writer is more concerned with the dangers of eating sprouts, rather than the health benefits of doing so.

Benchmark: Author's Purpose

42 Which conclusion is supported by information in the article?

- **F.** Only a few people are aware that sprouts may be hazardous.
- **G.** Packages of sprouts are no longer available on store shelves.
- **H.** The FDA warns against eating certain vegetables that present a health risk.
- **I.** People should avoid eating any vegetable that tastes bad.

42. Answer: H

The only statement here that we know to be true is choice H. The FDA does indeed warn against eating any vegetable that presents a health risk. We do not know how many people are aware of the dangers associated with sprouts (choice F). No mention is made of removing sprouts from store shelves (choice G). As for choice I, the author does not say that bad-tasting food is always harmful to eat.

Benchmark: Making Inferences

43 Read the following sentence from the article:

Those with a distaste for the vegetable have a perfect excuse to pass them over in favor of more delectable and, possibly, healthier fare like ice cream and chocolate.

What does "delectable" mean?

A. safe

- B. unpopular
- **C.** nutritious
- **D.** tasty

43. Answer: D

Since "delectable" is being used to describe ice cream and chocolate, we can immediately eliminate choices B ("unpopular") and C ("nutritious"). "Safe" (choice A) could be a logical choice given the context of the sentence. Careful readers, however, will detect that "delectable" and "healthier" probably have different meanings. "Tasty" is the best response here.

Benchmark: Strategies for Understanding Words Which of the following BEST describes how the article is organized?

- F. It begins by describing a specific case of food-poisoning.
- **G.** It describes a problem and suggests ways to deal with it.
- **H.** It gives the history of sprout farming in chronological order.
- **I.** It starts by defining bean sprouts and concludes by defending them.

A Walk Through Paris (pp. 200-203)

45 What word BEST describes the tone of this piece?

- A. critical
- **B.** pessimistic
- **C.** perplexed
- **D.** appreciative

46 From what we know about the narrator, we can infer that:

- **F.** Paris is the first foreign city he has ever visited.
- **G.** French is a language that he speaks well.
- **H.** he enjoys observing people from different countries.
- **I.** his family does not approve of his trip to Europe.

44. Answer: G

Does the article describe a specific case of food poisoning (F)? No. Does it examine the history of sprout farming in any detail (H)? Certainly not. How many varieties of bean sprouts does it define (1)? Other than alfalfa sprouts, a careful reader will find a passing reference to radish sprouts. Clearly, we do not know much about all the different varieties of sprouts that exist. But, does the article mention a problem and discuss ways to prevent it (G)? Yes!

Benchmark: Methods of Development

45. Answer: D

Theodore Dreiser loves just about everything he sees and does in Paris. He appreciates all the fine qualities of French culture and the Parisians' way of life. He is neither critical (A), pessimistic (B), nor perplexed (C).

Benchmark: Author's Purpose/ Tone

46. Answer: H

From what we know about the author, we can tell that he loves to observe the habits of people from different cultures. We cannot infer that Paris is the first foreign city he has ever visited (F), because he seems familiar with both New York and London. And, as he never indicates that he speaks French (G), we cannot assume that he knows the language well. No mention is made of his family in any context (choice I).

Benchmark: Making Inferences

According to the author, how do the French and English differ?

- **A.** The French are more joyous than the English.
- **B.** The French are more serious about money than the English.
- **C.** The English know more about fashion than the French.
- **D.** The English live in a milder climate than the French.

47. Answer: A

According to Dreiser, the French possess a joyous outlook on life that sets them apart from both the English and the Americans. Are the French more serious about money (B)? Not likely, from what we are told about their personalities. No reference is made to either fashion (C) or climate (D), so we can discount both.

Benchmark: Comparison and Contrast

48 The author wrote this essay because he wanted to:

- **F.** keep a detailed record of his time spent in Paris.
- **G.** express his feelings about the city of Paris and its residents.
- **H.** encourage others to visit Paris as soon as possible.
- I. examine the ways that Paris has changed over the years.

48. Answer: G

This passage is devoted to the author's feelings about the city of Paris. It is not a diary, containing a day-by-day account of his visit (choice F). It is not an historical essay either (choice I), since Dreiser makes no reference to Paris as it was in earlier decades and centuries. And, although we can infer that Dreiser would encourage readers to visit Paris (choice H), he does not directly do so at any point in his essay.

Benchmark: Author's Purpose

9 What does the author recommend that a visitor to Paris do first?

- **A.** have an early breakfast inside a nice hotel
- **B.** walk along the Seine River
- C. admire the views at the Tuilieries Gardens
- **D.** sit at an outdoor cafe and watch the people pass by

49. Answer: C

In Paragraph 2, Dreiser writes: "For a great introduction to the city, I would recommend any visitor to come here (the Tuilieries gardens) first." Although he starts his own day with an early breakfast inside a nice hotel (choice A), he recommends that other visitors start theirs with a visit to the Tuilieries. Choices B and D are, therefore, inapplicable.

Benchmark: Main Idea and Supporting Details

50 Which sentence BEST describes the author's point of view?

- **F.** Americans enjoy themselves as much as the French.
- **G.** The French possess an enviably happy outlook on life.
- **H.** American tourists will find Paris to be boring.
- I. Parisians tend to be gloomy on a rainy day.

50. Answer: G

The point is made repeatedly that the French possess a happier outlook on life than most people. The author specifically says that Americans do NOT enjoy themselves as much as the French (choice F) and that Parisians are NOT at all gloomy on rainy days (choice I). And he certainly does not believe that anyone will find Paris to be a boring city (choice H).

Benchmark: Main Idea and Supporting Details

ANSWER KEY: Prove Your Progress (Levels 1 - 4)

To create a Scoring Master, transfer the letters for each level to the student ANSWER SHEETS on TG pages 27-30.



Level 1 (A Walk in the Park)

| 1. | А | 6. | Н | 11. | В | 16. | G |
|----|---|-----|---|-----|---|-----|---|
| 2. | | 7. | С | 12. | G | 17. | В |
| 3. | С | 8. | F | 13. | А | 18. | Η |
| 4. | | 9. | D | 14. | G | 19. | С |
| 5. | В | 10. | G | 15. | D | 20. | F |
| | | | | | | | |

Level 2 (Barking up the Right Tree)

| 1. | В | 9. A | 17. D |
|----|---|--------------|--------------|
| 2. | Η | 10. H | 18. G |
| 3. | D | 11. D | 19. A |
| 4. | Ι | 12. F | 20. H |
| 5. | А | 13. C | 21. B |
| 6. | G | 14. F | 22. G |
| 7. | В | 15. A | 23. A |
| 8. | Η | 16. G | 24. I |
| | | | |

Level 3 (Dogged Determination)

| 1. 2. 3. 4. | - | 11. 12. 13. 14. | G B | 21. 22. 23. 24. | H B |
|----------------------|---|--------------------------|--------|--------------------------|--------|
| 5. | D | 15. | С | 25. | С |
| 6. | G | 16. | F | 26. | Η |
| 7. | D | 17. | С | 27. | С |
| 8. | Η | 18. | F | 28. | G |
| 9. | В | 19. | D | 29. | D |
| 10. | G | 20. | G | 30. | F |

Level 4 (Victory!)



| 1. | С | 11. | В | 21. | С | 31. | С | 41. | А |
|-----|---|-----|---|-----|---|-----|--------------|-----|---|
| 2. | G | 12. | Ι | 22. | Η | 32. | Ι | 42. | Η |
| 3. | С | 13. | С | 23. | А | 33. | В | 43. | D |
| 4. | F | 14. | Η | 24. | G | 34. | \mathbf{F} | 44. | G |
| 5. | В | 15. | А | 25. | А | 35. | С | 45. | D |
| 6. | Η | 16. | Η | 26. | G | 36. | Ι | 46. | Η |
| 7. | D | 17. | С | 27. | А | 37. | С | 47. | А |
| 8. | Ι | 18. | F | 28. | Η | 38. | \mathbf{F} | 48. | G |
| 9. | С | 19. | С | 29. | А | 39. | В | 49. | С |
| 10. | F | 20. | Ι | 30. | Ι | 40. | G | 50. | G |

