

Section 5

Comprehension

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Comprehension

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy found that **text comprehension** can be improved by instruction that helps readers use specific comprehension strategies (NIFL, 2001). Comprehension is the purpose of reading and can be developed by teaching comprehension strategies. According to the 2000 report of the National Reading Panel, the eight types of instruction that appear to be effective and most promising for classroom instruction are

- comprehension monitoring
- cooperative learning
- graphic and semantic organizers
- story structure
- question answering
- question generation
- summarization
- multiple-strategy teaching.

Assessment of Comprehension

The Florida Comprehensive Assessment Test (FCAT) measures a student's ability to comprehend the following items:

- words in context
- main idea and details
- order of events
- author's purpose
- fact and opinion
- cause and effect
- comparison
- story's plot
- information from research.

This section provides teachers with sample comprehension questions related to selected stories found in the five reading series on the Florida Text Book Adoption List. The informal assessments include questions that address at least one of the nine FCAT comprehension categories. Given a **level-appropriate reading passage**, teachers can create similar comprehension questions based on stories read by their students. *Please note that reading comprehension depends upon applying many different kinds of knowledge and skill (i.e., fluent word reading, vocabulary, background knowledge) in a*

coordinated approach. Comprehension can be further developed through teaching comprehension strategies.

**Florida Comprehensive Assessment Test (FCAT)
Sample Test Books and Answer Keys (2001-2002)**

Grade Level	Website
General FCAT Samples	http://www.firn.edu/doe/sas/fcat/fcatit02.htm
FCAT Reading Grade 3	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc3rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc3rik1a.pdf
FCAT Reading Grade 4	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc4rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc4rik1a.pdf
FCAT Reading Grade 5	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc5rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc5rik1a.pdf
FCAT Reading Grade 6	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc6rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc6rik1a.pdf
FCAT Reading Grade 7	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc7rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc7rik1a.pdf
FCAT Reading Grade 8	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc8rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc8rik1a.pdf
FCAT Reading Grade 9	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc9rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc9rik1a.pdf
FCAT Reading Grade 10	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc0rib1a.pdf Answer Key:

Harcourt Reading Trophies, Grade 1

Little Bear and Emily

1. What did Little Bear see **RIGHT AFTER** he saw the green hills?
 - a. a tree
 - b. the sea
 - c. a house
 - d. the river

D LA.A.2.2.1

2. Why did Little Bear want to go home?
 - a. to play with his toys
 - b. to talk with Mother Bear
 - c. to eat lunch with his family
 - d. to bake cookies with Mother Bear

C LA.A.2.2.1

3. Why did Emily ask Little Bear if he could see the river from the top of the tree?
 - a. She wanted to bathe Lucy.
 - b. She needed a drink of water.
 - c. She wanted to climb the tree.
 - d. She knew her family lived there.

D LA.A.2.2.1

4. What is the story about?
 - a. eating lunch
 - b. talking to animals
 - c. playing with a doll
 - d. meeting a new friend

D LA.A.2.2.1

5. When two words are joined together, they make a compound word.
Which of these words from the story is a compound word?
 - a. can't
 - b. treetop
 - c. climbed
 - d. skipping

B LA.A.1.2.3

Read, Think & Explain

6. How can you tell that Little Bear is kind and caring? Use details from the story in your answer.

Sample Score 2 or 4 response: He is polite to the other animals. He takes time to explain why he cannot stop to play or talk. He stops to talk with Emily and then helps her find her way home. When he returns home, he hugs his mother.

L.A.A.2.2.2

Harcourt Reading Trophies, Grade 2

Cool Ali

1. What did Ali draw **RIGHT AFTER** she drew the umbrella?
 - a. a polar bear
 - b. the cool rain
 - c. the North Wind
 - d. polar bear prints

C LA.A.2.2.1

2. When two words are joined together, a compound word is formed. Which of these words from the story is a compound word?
 - a. bowed
 - b. coolest
 - c. sidewalk
 - d. umbrella

C LA.A.1.2.3

3. Which of these **BEST** describes Ali?
 - a. good friend
 - b. helpful artist
 - c. fun to be around
 - d. polite to her neighbors

B LA.A.2.2.1

4. Why are the pictures important to the story?
 - a. They show what Ali is drawing.
 - b. They show how to make rainy weather.
 - c. They show how to draw weather pictures.
 - d. They show what Ali's neighbors look like.

A LA.A.2.2.8

5. Read the sentences from the story.
That was when Ali drew the North Wind. Mr. Boyle's teeth began to chatter.
What does the word *chatter* mean in the second sentence?
 - a. talk fast
 - b. blow away
 - c. click together
 - d. squeal loudly

C LA.A.1.2.3

6. Which of these shows the correct order of events?

- a. Ali draws a polar bear.
Ali draws snow dots and icicles.
Ali draws a beach umbrella.
Ali draws grasses and flowers.
- b. Ali draws a beach umbrella.
Ali draws a polar bear.
Ali draws grasses and flowers.
Ali draws snow dots and icicles.
- c. Ali draws grasses and flowers.
Ali draws a beach umbrella.
Ali draws a polar bear.
Ali draws snow dots and icicles.
- d. Ali draws snow dots and icicles.
Ali draws grasses and flowers.
Ali draws a polar bear.
Ali draws a beach umbrella.

C LA.A.2.2.1

Read, Think & Explain

7. Compare how Ali felt about the rain to how her neighbors felt about the rain. Use details from the story in your answer.

Sample Score 2 or 4 response: Ali was sad because the rain was washing away her drawings. She moaned (cried). Her neighbors were happy to see and feel the rain. Mrs. Frye danced with Mr. Boyle. Babies drank the raindrops, and Ira Baker splashed in the puddles.

LA.A.2.2.7

The Case of Pablo's Nose

1. Which of these did Pablo do **FIRST** to create the new nose for the contest?

- a. mixed his special glue
- b. built a nose in soft wax
- c. checked the texture and color of the stone
- d. ground down a piece of stone from the statue

B LA.A.2.2.1

2. When Pablo saw Desmoana, how did he react?

- a. He asked if she had a blue shirt.
- b. He accused her of stealing the nose.
- c. He asked Encyclopedia to talk to her.
- d. He glanced nervously around the porch.

B LA.A.2.2.1

3. Read this sentence from the story.

“Slam your eyes on this,” she invited, and forthwith did some trick riding.

What does the word *forthwith* mean in the sentence?

- a. later on
- b. soon after
- c. in a while
- d. immediately

D LA.A.1.2.3

4. What was the author's **MAIN** purpose in writing this story?

- a. to persuade readers to use detectives to solve mysteries
- b. to inform readers about the steps to becoming a detective
- c. to entertain the reader with a story about a young detective
- d. to tell a funny story about the loss of Abraham Lincoln's nose

C LA.A.2.2.2

5. How are Desmoana, Martha, and Joan **ALIKE**?

- a. They all have blue shirts.
- b. They all have purple bikes.
- c. They all have gone away for the summer.
- d. They all have entered the New Nose Contest.

B LA.A.2.2.7

6. Which of these best describes Pablo?
- a. sad artist
 - b. rude neighbor
 - c. calm detective
 - d. bragging blockhead
- A LA.A.2.2.1**
7. Why did Desmoana leave her bike behind the water heater?
- a. She was tired of riding the bike.
 - b. She liked roller skating better than biking.
 - c. She was trying to find a place to park the bike.
 - d. She was hiding the bike she used to steal the nose.
- D LA.A.2.2.1**

Read, Think & Explain

8. Explain what influences on the author’s life caused him to write stories about a young detective. Use details and information about the author in your answer.

Sample Score 2 response: When Donald Sobol was young, he liked to read about Sherlock Holmes, and he dreamed of becoming a detective. He thinks Encyclopedia Brown is the boy he wanted to be and does things he wanted to do, but couldn’t find in any books when he was ten.

LA.A.2.2.2

Read, Think & Explain

9. What clues led Encyclopedia Brown to think that Desmoana might be the thief? Use details and information from the story in your answer.

Sample Score 4 response: She had a purple bike and was the only one of the three girls to be home for the summer. Pablo told him that Desmoana was jealous of him for winning a tulip drawing contest. She could have changed her shirt, and she had hidden her bike. When asked her reasons for hiding her bike, she said she hadn’t ridden the bike in a year. When challenged to ride the bike, she performed lots of tricks. The bike was in perfect condition, so Encyclopedia knew she had lied and that she was the thief.

LA.A.2.2.1

Lost

1. Which of these words means the **SAME** as **afraid**?
 - a. brave
 - b. kind
 - c. scared
 - d. smart

C LA.A.1.2.3

2. Where the bear go **RIGHT AFTER** the day in the park?
 - a. the bus
 - b. the forest
 - c. the library
 - d. the elevator

C LA.A.2.2.1

3. How did the bear get lost?
 - a. He walked to the park.
 - b. He fell asleep in a truck.
 - c. He ran away from home.
 - d. He wanted to ride the bus.

B LA.A.2.2.1

4. What scared the bear?
 - a. the boy
 - b. the trees
 - c. the truck
 - d. the buildings

D LA.A.2.2.1

5. What happened when the boy took the bear home?
 - a. The bear was sad.
 - b. The boy was lost.
 - c. The bear was tired.
 - d. The boy was hungry.

B LA.A.2.2.1

6. Where does the bear find a picture that looks like his home?

- a. the bus
- b. the park
- c. the library
- d. the tall building

C LA.A.2.2.1

Read, Think & Explain

7. Describe the park where the boy and the bear played. Use the story and the pictures in your answer.

Sample Score 2 or 4 response: The park is 3 streets from the tall building and has tall trees. There are boats to ride. There are places to eat. There is a playground and a slide. There is a band playing (in the picture on page 63).

LA.A.2.2.1

Chinatown

1. Which word from the story means almost the **SAME** as angry?
 - a. furious
 - b. graceful
 - c. noisy
 - d. quickly

A LA.A.1.2.3

2. How many people live in the apartment?
 - a. 2
 - b. 3
 - c. 4
 - d. 5

C LA.A.2.2.1

3. Where do the boy and his grandmother live?
 - a. in the park
 - b. over the herbal shop
 - c. behind the restaurant
 - d. above the grocery store

D LA.A.2.2.1

4. Where do the boy and his grandmother go **RIGHT AFTER** crossing the street?
 - a. the sunny park
 - b. the kung fu school
 - c. the outdoor market
 - d. the seafood restaurant

A LA.A.2.2.1

5. Read these sentences from the story.
We always stop and say hello to Mr. Wong, the street cobbler. If our shoes need fixing, Mr. Wong can do the job.
What does the word *cobbler* mean in the first sentence?
 - a. pie baker
 - b. stone cutter
 - c. street dancer
 - d. shoe repairman

D LA.A.1.2.3

6. When two words are joined together, they form a compound word. Which of these words is a compound word?

- a. apartment
- b. fixing
- c. roasted
- d. sunlight

D LA.A.1.2.3

7. When winter arrives, what does Grandmother do to stay strong and healthy?

- a. practices tai chi
- b. takes kung fu classes
- c. makes a special soup
- d. buys fresh snapping crabs

C LA.A.2.2.1

8. Why did the grandmother like to buy angry crabs?

- a. They taste better.
- b. They make her strong.
- c. They do not cost much.
- d. They are her favorite food.

A LA.A.2.2.1

Read, Think & Explain

9. Why do you think the boy's favorite holiday is Chinese New Year? Use details from the story in your answer.

Sample Score 4 response: Chinese New Year is a celebration, and the streets are crowded with people. The kids from the kung fu school march in the parade, and the boy knows he will be marching with them next year. He enjoys watching the noisy parade, especially the lion dance. Fireworks follow the lion dance. He wants to wish his grandmother a Happy New Year.

LA.A.2.2.1

Cendrillon

1. Which of these sentences from the story show suggests that Cendrillon's unhappy childhood does not change her personality?
 - a. But her smile lightened my heart.
 - b. What a grand entrance Cendrillon made!
 - c. The work hurts my hands but not my heart.
 - d. And I saw love returned from her sweet brown eyes.

C LA.A.2.2.1

2. What keeps Nannin from using the wand to change her own unhappy childhood?
 - a. She has no love in her life.
 - b. She wants to be a washerwoman.
 - c. She enjoys being a baby nurse.
 - d. She forgets she has the wand.

A LA.A.2.2.1

3. Why does Cendrillon think she will not see Paul again?
 - a. Paul does not know her name.
 - b. Cendrillon is sick with a broken heart.
 - c. Paul's love for her is the result of magic.
 - d. Cendrillon's rudeness at the dance surprises him.

C LA.A.2.2.1

4. What happens RIGHT AFTER Cendrillon and Nannin arrive at Monsieur Thibault's mansion?
 - a. Paul asks Cendrillon to dance.
 - b. Cendrillon stumbles on the stair.
 - c. Cendrillon's family does not recognize her.
 - d. Nannin tells Cendrillon they must leave early.

D LA.A.2.2.1

5. Read this sentence from the story.
When a new daughter, Vitaline, was born, Madame gave a christening party for her rich friends.
What does the word *christening* mean in this sentence?
 - a. fancy
 - b. farewell
 - c. naming
 - d. retirement

C LA.A.1.2.3

6. Why does Cendrillon’s father allow the stepmother to mistreat her?
- He is a sickly, poor creature.
 - He is afraid of the stepmother.
 - He thinks Cendrillon is too lazy.
 - He is too busy with his rich friends.

B LA.A.2.2.1

7. Which of these words from the story is the OPPOSITE of elegant?
- fine
 - handsome
 - proud
 - ragged

D LA.A.2.2.7

8. The author compared Vitaline’s toes to
- lizards.
 - pillows.
 - codfish.
 - sausages.

D LA.A.2.2.2

Read, Think & Explain

9. Explain how Cendrillon and Nannin are SIMILAR. Use details and information from the story in your answer.

Sample Score 4 response: They both lose their mothers when they are very young. They both have unhappy childhoods and have to work very hard to survive. They both are kind and enjoy talking with and helping each other. Cendrillon kisses Nannin and brings her punch at the christening and visits with her every morning at the river; Nannin encourages Cendrillon, helps her with her chores, and uses her wand to send Cendrillon to the ball. She also reunites Cendrillon and Paul.

LA.A.2.2.7

Read, Think & Explain

10. How do you know that Paul is an important man on the island? Use the pictures and information from the story in your answer.

Sample Score 2 or 4 response: Cendrillon says that Paul is like a prince. Cendrillon’s family seems excited about attending the ball at his house. The pictures show a grand house and ballroom, with very elegantly dressed people attending the ball. He can marry anyone he chooses, and the parents on the island want him to marry their daughters. Paul and Cendrillon had a wedding that lasted three days

and was more elaborate than the wedding of the king and queen of France. **LA.A.2.2.8**

Optional Writing Activity:

Ask students to read the original version of *Cinderella* and the story of *Cendrillon*. Provide a writing prompt that asks students (alone; in pairs; or groups) to compare either the similarities or differences between characters: Cinderella and Cendrillon; Nannin and the Fairy Godmother; the stepmothers; or Paul and the Prince. Elements of the story may also be compared: the wands; the ball dresses; or the magic used to provide transportation to the ball.

Sample Expository Writing Prompt:

The characters of Cinderella and Cendrillon lead very similar lives.

Think about some ways that their lives are similar.

Now write to explain how the lives of Cinderella and Cendrillon are similar.

Shrinking Mouse

1. Why do the animals seem to become smaller?
 - a. The animals are far away.
 - b. The animals are shrinking.
 - c. The animals are disappearing.
 - d. The animals are hiding in the tiny wood.

A LA.A.2.2.1

2. Which of these happened **FIRST**?
 - a. Rabbit seems to shrink.
 - b. Owl flies toward the wood.
 - c. Fox follows Owl into the wood.
 - d. Mouse thinks he has disappeared.

B LA.A.2.2.1

3. Which of these means the **SAME** as **shrinking**?
 - a. getting taller
 - b. getting bigger
 - c. getting smaller
 - d. getting stronger

C LA.A.1.2.3

4. How are the animals in the story **ALIKE**?
 - a. They all enjoy flying.
 - b. They all think they are shrinking.
 - c. They all want to move to the tiny wood.
 - d. They all want Owl to fly into the tiny wood.

B LA.A.2.2.1

5. How many animals went toward the tiny wood?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

D LA.A.2.2.1

Read, Think & Explain

6. Why do you think Mouse is not afraid for Owl to go back to the tiny wood?

Sample Score 2 response: (First graders may give one or more of the following reasons. You may want to prompt them to think of two reasons.) Mouse is sure that Owl will be the same size when he returns. All the animals have made the same trip and are still the same size. He knows that the wood where they live also appeared to be small when looking at it from the tiny wood.

LA.A.2.2.1

Swimmy

1. What happens to Swimmy's brothers and sisters?
 - a. They become one giant fish.
 - b. They are swallowed by a big fish.
 - c. They swim away into the dark water.
 - d. They chase the other sea creatures away.

B LA.A.2.2.1

2. What scares the big fish away?
 - a. An eel swims by.
 - b. Swimmy darts toward him.
 - c. He sees a water-moving machine.
 - d. The little fish look like a giant fish.

D LA.A.2.2.1

3. What did the author use to make the pictures of Sammy and the little red fish?
 - a. glass pieces
 - b. water paints
 - c. rubber stamps
 - d. pressed paper pieces

C LA.A.2.2.2

4. Which of these words from the story means the **SAME** as **fast**?
 - a. darting
 - b. fierce
 - c. swaying
 - d. swift

D LA.A.1.2.3

5. **How is Swimmy DIFFERENT from his brothers and sisters?**
 - a. He is red and swims fast.
 - b. He is black and very large.
 - c. He starts a fight with the big fish.
 - d. He becomes friends with the big fish.

A LA.A.2.27

6. What happened **RIGHT AFTER** the tuna fish appeared?

- a. Sammy sees sugar-candy rocks.
- b. He is scared away by the little fish.
- c. He swallows Sammy's brothers and sisters.
- d. Sammy becomes friends with the sea anemones.

C LA.A.2.2.1

7. Read the sentence from the story.

But the sea was full of wonderful creatures, and as he swam from marvel to marvel Swimmy was happy again.

What does the word *marvel* mean in this sentence?

- a. amazing thing
- b. happy thing
- c. little thing
- d. ugly thing

A LA.A.1.2.3

Read, Think & Explain

8. Explain how Sammy changes from the beginning of the story to the end of the story? Use details from the story in your answer.

Sample Score 2 or 4 response: At first, Sammy is happy and feels safe with his brothers and sisters. After his family is swallowed by the big fish, Sammy has to leave his home and swim out into the world. He is scared, lonely, and sad. Then he is excited as he sees some new strange sea creatures. Some little fish become his friends, and he teaches them to protect themselves by appearing to be a giant fish. He seems to be happy again.

LA.E.1.2.3

Read, Think & Explain

9. Describe what you think you would see if you visited Sammy. Use details from the story in your answer.

Sample Score 2 or 4 response: I would see lots of fish swimming in cool water. It would probably be pretty dark in the water, except for the areas the sun was shining on. There would be lots of sea creatures (students may produce a list). Big fish would be trying to eat the little fish. There would be rocks and plants.

LA.A.2.2.1

Scruffy

A Wolf Finds His Place in the Pack

1. How did Scruffy show that he was scared?
 - a. He was careless, and he was unable to hunt.
 - b. He growled at the small pups, and he tackled them.
 - c. His tail and ears perked up, and he walked much taller.
 - d. His ears flattened, and he tucked his tail between his legs.D LA.A.2.2.1

2. Which word from the story means the **SAME** as *timid*?
 - a. shy
 - b. fierce
 - c. scared
 - d. dominantA LA.A.1.2.3

3. Why did Scruffy decide to make his home with his original pack?
 - a. He was the babysitter for the pack.
 - b. He was weak and wanted protection.
 - c. He was strong and wanted to be a leader.
 - d. He was messy and wanted to stay with his parents.B LA.A.2.2.1

4. Which of the Ellesmere Island wolf pack always ate first?
 - a. the alpha cub
 - b. the alpha pair
 - c. the alpha male
 - d. the alpha femaleB LA.A.2.2.1

5. Read this sentence from the story.

Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.

What does the word *cellar* mean?
 - a. loft
 - b. attic
 - c. barnyard
 - d. basementD LA.A.1.2.3

6. When Scruffy tried to get attention and affection from the other adult wolves, what usually happened to him?
- He was chased into the den.
 - He was given a scrap of food.
 - He was beaten up by the wolves.
 - He was made to hunt with the pack.
- C LA.A.2.2.1

7. What was the author’s **MAIN** purpose in writing this story?
- to tell readers about a wolf pack in the Arctic
 - to inform readers about the difficulties of living in the Arctic
 - to entertain readers with a story about scared little Arctic pups
 - to persuade readers to go to the Arctic to take care of the wolves
- A LA.A.2.2.2

8. Read these sentences from the story.
- In each round of this tiring game, one pup would growl, grab the fox by the throat, and shake it. The most dominant pup would eventually steal the tattered “prize” and run around and around, chased by the others.
- What does the word *tattered* mean in the second sentence?
- torn
 - choked
 - valuable
 - treasured
- A LA.E.1.2.2

Read, Think & Explain

9. Name two ways Scruffy’s life changes from the beginning of the story to the end. Use details and information from the story in your answer.

Sample Score 2 response: At the beginning of the story, Scruffy is always last to do everything, and he has no value to the pack. He did not know how to hunt. At the end of the story, Scruffy has earned a valuable place as the pack’s babysitter. He becomes the pup’s leader and teaches the pups to hunt.

LA.E.1.2.3

Read, Think & Explain

10. Explain how you can tell that the author, Jim Brandenburg, is accepted by the wolves. Use details and information from the story in your answer.

Sample Score 4 response: He was allowed to get close enough to the pack to observe and photograph the wolves. He was even allowed to go into their den and photograph the pups. On the day he left, Scruffy followed him all three miles to the airstrip. When he left the Arctic, the wolves gathered around the plane as if to say goodbye.

LA.A.2.2.1

Lost

1. Which of these words means the SAME as afraid?
 - a. brave
 - b. kind
 - c. scared
 - d. smartC LA.A.1.2.3

2. Where the bear go RIGHT AFTER the day in the park?
 - a. the bus
 - b. the forest
 - c. the library
 - d. the elevatorC LA.A.2.2.1

3. How did the bear get lost?
 - a. He walked to the park.
 - b. He fell asleep in a truck.
 - c. He ran away from home.
 - d. He wanted to ride the bus.B LA.A.2.2.1

4. What scared the bear?
 - a. the boy
 - b. the trees
 - c. the truck
 - d. the buildingsD LA.A.2.2.1

5. What happened when the boy took the bear home?
 - a. The bear was sad.
 - b. The boy was lost.
 - c. The bear was tired.
 - d. The boy was hungry.B LA.A.2.2.1

6. Where does the bear find a picture that looks like his home?
 - a. the bus
 - b. the park
 - c. the library
 - d. the tall buildingC LA.A.2.2.1

Read, Think & Explain

7. Describe the park where the boy and the bear played. Use the story and the pictures in your answer.

Sample Score 2 or 4 response: The park is 3 streets from the tall building and has tall trees. There are boats to ride. There are places to eat. There is a playground and a slide. There is a band playing (in the picture on page 63).

LA.A.2.2.1

Birthday Joy

1. What happens **RIGHT AFTER** children in Mexico break the piñata?
 - a. The cake is cut.
 - b. The candle is lit.
 - c. The toys and candy fall out.
 - d. The father lifts the special chair.C LA.A.2.2.1

2. Which word means almost the **SAME** as *happy*?
 - a. joyful
 - b. colorful
 - c. beautiful
 - d. wonderfulA LA.A.1.2.3

3. What is the **MAIN** idea of the story?
 - a. Birthdays are celebrated in different ways all over the world.
 - b. Birthday piñatas are enjoyed by everyone all over the world.
 - c. Birthday crowns are worn by boys and girls all over the world.
 - d. Birthdays are always celebrated the same way all over the world.A LA.A.2.2.1

4. What happens when the father raises the birthday child's chair?
 - a. The friends eat cake.
 - b. The friends sing and dance.
 - c. The child gets a birthday crown.
 - d. The child lights a birthday candle.B LA.A.2.2.1

5. Who chooses the birthday piñata?
 - a. the child
 - b. the father
 - c. the mother
 - d. the friendsA LA.A.2.2.1

Read, Think & Explain

6. Explain how birthday celebrations in Germany are **SIMILAR** to birthday celebrations in Israel. Use details from the story in your answer.
Sample Score 4 response: In Germany, a beautiful birthday candle is lit to point out the child's age. The candle is then burned down to the next number. In Israel, the child wears a beautiful crown. The father raises the child in a special chair to mark each year and point out the child's age. LA.A.2.2.1

Macmillan/McGraw-Hill Reading, Grade 4
The Swimming Hole
from *On the Banks of Plum Creek*

1. How many petals were on each blue flag?
 - a. 1
 - b. 2
 - c. 3
 - d. 4C LA.A.2.2.1

2. What was Pa's special name for Laura?
 - a. little duck
 - b. little ghost
 - c. little half pint
 - d. little good girlC LA.A.2.2.1

3. What happened **RIGHT AFTER** the family left the creek?
 - a. They played with Jack.
 - b. They climbed the tableland.
 - c. They helped Carrie pick flowers.
 - d. They found a badger lying on the path.B LA.A.2.2.1

4. Who encouraged Laura Ingalls Wilder to write books about her life on the prairie?
 - a. Pa
 - b. Ma
 - c. Rose
 - d. MaryC LA.A.2.2.2

5. Read this sentence from the story.
"Pa," Laura said, in a quivery small voice, "I—I—started to go to the swimming hole."
What does the word *quivery* mean in this sentence?
 - a. calm
 - b. quiet
 - c. shaky
 - d. velvetyC LA.A.1.2.3

6. Which one of Laura's books was made into a television show?
 - a. Plum Creek
 - b. The Swimming Hole

- c. Little House on the Prairie
 - d. By the Shores of Silver Lake
- C LA.A.2.2.1

7. Personification means giving lifelike qualities to something that is not human. Which of these sentences from the story contains an example of personification?

- a. Bright dragonflies flew on blurry wings.
- b. His fiddle sang to her sweetly and happily.
- c. The morning glories were withered and that day's blue flags were dead.
- d. First a swirl like smoke came up from it and wavered away in the clear water.

B LA.A.2.2.1

8. Which of these shows the correct order of events?

- a. Pa plays his fiddle in the starlight.
Pa, Mary, and Laura play in the water.
Mary and Laura make necklaces.
Mary practices spelling words in her reading book.
- b. Mary and Laura make necklaces.
Pa, Mary, and Laura play in the water.
Mary practices spelling words in her reading book.
Pa plays his fiddle in the starlight.
- c. Pa, Mary, and Laura play in the water.
Pa plays his fiddle in the starlight.
Mary practices spelling words in her reading book.
Mary and Laura make necklaces.
- d. Mary practices spelling words in her reading book.
Pa, Mary, and Laura play in the water.
Mary and Laura make necklaces.
Pa plays his fiddle in the starlight.

B LA.A.2.2.1

9. Describe what you would see if you visited Laura's home. Use details and information from the story in your answer.

Sample Score 2 response: I would see a prairie filled with high grass, flowers, and animals and a creek with little fish and water bugs. I would see lowlands and tablelands. I would see the family dugout and Pa's fiddle. (Students may provide other options. You might also ask students to describe a child's chores on the prairie.)

LA.A.2.2.1

Read, Think & Explain

10. Describe Pa's punishments for Laura's misbehavior, and explain why only one of those punishments actually helped Laura change her behavior.

Use details and information from the story to support your answer.

Sample Score 4 response: When she went into the deep water, Pa swam under the water and ducked her. He wanted her to realize that there might be danger in the deep water, but she was not afraid and enjoyed being ducked. When she confessed to Pa that she had returned to the creek, he told her that he couldn't trust her and that she would have to stay home and be watched by Ma. This was an effective lesson because he knew she wanted to be trusted, she wanted his approval, she did not like staying home and doing chores, and that she would miss her freedom to play on the prairie and in the spring.

LA.A.2.2.1

SRA/Open Court Reading, Grade 1
Strange Bumps

1. Why was Owl afraid?
 - a. His room was dark.
 - b. His blanket was moving.
 - c. He did not want to be alone.
 - d. He did not want to go to sleep.B LA.A.2.2.1

2. What happened **RIGHT AFTER** the bed came falling down?
 - a. Owl ran down the stairs.
 - b. Owl blew out the candle.
 - c. Owl slept in his chair by the fire.
 - d. Owl pulled the covers off the bed.A LA.A.2.2.1

3. Which word from the story means almost the **SAME** as **blanket**?
 - a. bed
 - b. covers
 - c. bottom
 - d. darknessB LA.A.1.2.3

4. What do you think caused the bumps under Owl's blanket?
 - a. the shape of his feet
 - b. the folds in the blanket
 - c. the bottom end of the bed
 - d. the shadows from the candleA LA.A.2.2.1

5. If Owl went to sleep, what did he think would happen?
 - a. He would get very cold.
 - b. The bumps would move.
 - c. His bed would fall down.
 - d. The bumps would get bigger.D LA.E.2.2.1

6. How was Owl's bed **DIFFERENT** after he took the covers off?
- a. The bumps were gone.
 - b. The bumps grew bigger.
 - c. The bumps grew smaller.
 - d. The bumps moved up and down.
- A LA.A.2.2.2

Read, Think & Explain

7. Tell about some of the ways that Owl tried to make the bumps in his bed go away. Use details from the story in your answer.

Sample Score 4 response: (1) He moved his feet up and down. (2) He pulled the covers off the bed. (3) He jumped on his bed. (4) He slept in his chair downstairs.

LA.A.2.2.1

SRA/Open Court Reading, Grade 2

The Dinosaur Who Lived in my Backyard

1. In the story, what happens when the dinosaur jumps?
 - a. The dinosaur would fall down.
 - b. The neighborhood would shake.
 - c. The leaves would fall off the trees.
 - d. The dinosaur would find his friends.B LA.A.2.2.1

2. Why are the boy and his sister saving all of their lima beans?
 - a. to feed a dinosaur
 - b. to grow more lima beans
 - c. to grow up big and strong
 - d. to hide the beans from their motherA LA.A.2.2.1

3. How many vegetables did the children think the dinosaur ate each day?
 - a. 20 pounds
 - b. 100 pounds
 - c. 200 pounds
 - d. 500 poundsB LA.A.2.2.1

4. The dinosaur egg was as big as a _____.
 - a. football.
 - b. baseball.
 - c. golf ball.
 - d. basketball.D LA.A.2.2.1

5. How did the children think the dinosaur's long neck could be useful?
 - a. He could rescue a lost kite.
 - b. He could fight with his friends.
 - c. He could look into their schoolhouse.
 - d. He could drink water from the sprinkler.A LA.A.2.2.1

6. The author compares the size of the dinosaur's feet to _____.
- a. a car.
 - b. a sandbox.
 - c. a basketball.
 - d. a pick-up truck.
- B LA.A.2.2.2

7. What did the dinosaurs like to play?
- a. circus
 - b. basketball
 - c. flying kites
 - d. hide-and-seek
- A LA.A.2.2.1

Read, Think & Explain

8. Why do the children say that “It would be pretty hard to keep a dinosaur happy”? Use details from the story in your answer.

Sample Score 4 response:

(The student should list at least 4 details.)

- (1) He ate a hundred pounds of vegetables a day.
- (2) He was so heavy that he would shake the neighborhood if he jumped.
- (3) He was big and weighed as much as 20 pickup trucks.
- (4) He had terrible fights with his dinosaur friends.
- (5) He needed a lot of water, and the sprinkler would have to run all the time.
- (6) He ate the leaves off the tops of the trees.

LA.A.2.2.1

SRA/Open Court Reading, Grade 4
Escape from Charlotte's Web

1. How did the horse learn about Wilbur's escape?
 - a. from the cows
 - b. from the sheep
 - c. from the goose
 - d. from the chickens

C LA.A.2.2.1

2. Which animal did the goose tell **FIRST**?
 - a. fox
 - b. cow
 - c. sheep
 - d. horse

B LA.A.2.2.1

3. Why did Wilbur decide to escape from his yard?
 - a. He was tired and hungry.
 - b. He was bored and lonely.
 - c. He wanted to visit with Fern.
 - d. He wanted to find Mr. Zuckerman.

B LA.A.2.2.1

4. What happened **RIGHT AFTER** Mrs. Zuckerman saw Wilbur from the kitchen window?
 - a. Wilbur tried to hide in the woods.
 - b. Wilbur started to dig up the garden.
 - c. Mrs. Zuckerman chased him out of the garden.
 - d. Mrs. Zuckerman shouted for the men to look for him.

D LA.A.2.2.1

5. Read this sentence from the story.
Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.
What does the word *cellar* mean?
 - a. loft
 - b. attic
 - c. barnyard
 - d. basement

D LA.A.1.2.3

6. What happened **RIGHT AFTER** Wilbur escaped from Mr. Zuckerman’s barn?
- The goose talked to him.
 - The goose laughed at him.
 - Wilbur jumped into the air.
 - Wilbur plowed up the ground.
- B LA.A.2.2.1
7. Which of these words from the story is the **OPPOSITE** of racket?
- Noise
 - Quiet
 - Commotion
 - hullabaloo
- B LA.A.2.2.7
8. How did Mr. Zuckerman get Wilbur to go back into the pen?
- He poured food into the trough.
 - He talked softly and kindly to him.
 - He scratched Wilbur’s back with a stick.
 - He asked Wilbur to follow him into the pen.
- A LA.E.1.2.2

Read, Think & Explain

9. The author states that Wilbur lives in the “kind of barn that children like to play in.” Using information from the story, give two details to support the author’s claim.

Sample Score 2 response: (1) The barn might have felt comforting and safe because it had a “peaceful smell” and was warm in the winter and cool in the summer. (2) There were lots of places in the barn to explore and play (students may provide a list). (3) The equipment in the barn would be exciting or interesting for children to learn about and play with (students may provide a list). (4) There were animals in the barn.

LA.A.2.2.2

Read, Think & Explain

10. Use details and information from the story to explain why Wilbur decided that he did not like being free.

Sample Score 4 response: He knew he was in trouble when Mrs. Zuckerman saw him and warned the others that he had escaped. He didn’t like being chased, and he was afraid of being chased into the woods. He thought everyone was after him and was frightened and confused by all the noise. He didn’t like being the center of all this fuss. He was just a baby and missed Fern. He was hungry and smelled the food that Mr. Zuckerman had in his pail.

LA.A.2.2.1

SRA Reading Mastery Plus, Grade 1

Carmen the Cow

1. Which of these words means the **SAME** as **shouted**?
 - a. explained
 - b. said
 - c. told
 - d. yelledD LA.A.1.2.3

2. What happened **RIGHT AFTER** the little girl called for help?
 - a. Carmen mooed.
 - b. The other cows mooed.
 - c. The teacher came to help.
 - d. The children came to help.B LA.A.2.2.1

3. How does Carmen change from the beginning to the end of the story?
 - a. At first she was angry, then she was sad.
 - b. At first she was sad, then she was happy.
 - c. At first she was happy, then she was sad.
 - d. At first she was angry, then she was happy.B LA.A.2.2.7

4. Why did the other cows make fun of Carmen?
 - a. Carmen's moo was too soft.
 - b. Carmen's moo was too loud.
 - c. Carmen liked to play by herself.
 - d. Carmen always played with the children.B LA.A.2.2.1

5. What did the children always do when they heard Carmen's moo?
 - a. They petted Carmen.
 - b. They laughed at Carmen.
 - c. They played with Carmen.
 - d. They ran away from Carmen.D LA.A.2.2.1

6. **How did the little girl thank Carmen for saving her?**
 - a. The little girl kissed Carmen.
 - b. The little girl kissed the other cows.
 - c. The little girl told her teacher about Carmen.
 - d. The little girl told the children about Carmen.A LA.A.2.2.1

Read, Think & Explain

7. Describe how Carmen was treated after she helped save the little girl. Use details from the story in your answer.

Sample Score 2 or 4 response: After Carmen helped save the little girl, the teacher thanked Carmen and told her that her loud moo saved the little girl. The little girl kissed and thanked Carmen. The children wanted to pet her. Carmen was glad that she had a loud moo.

LA.A.2.2.7

SRA Reading Mastery Plus, Grade 2
Sweetie and the Mirror

1. What did Sweetie do **RIGHT AFTER** he showed his mean face to the cat in the mirror?
 - a. He showed his claws.
 - b. He leaped at the other cat.
 - c. He showed his teeth to the cat.
 - d. He slept under the kitchen table.C LA.A.2.2.1

2. How was Sweetie's second visit to the friend's house **DIFFERENT** from his first visit?
 - a. He played in the kitchen.
 - b. He curled up near his owner.
 - c. He explored the rest of the house.
 - d. He stayed under the kitchen table.D LA.A.2.2.7

3. How does Sweetie describe the other cat?
 - a. fat and lazy
 - b. ugly and fast
 - c. mean and strong
 - d. big and unfriendlyB LA.A.2.2.1

4. What made Sweetie mad when he and his owner visited a friend's house?
 - a. He saw another cat.
 - b. He saw a big mirror.
 - c. There was no place to play.
 - d. There was no place to sleep.A LA.A.2.2.1

5. When two words are joined together, they form a compound word. Which of these words is a compound word?
 - a. fastest
 - b. friend's
 - c. kitchen
 - d. somethingD LA.A.1.2.3

6. What happened when Sweetie tried to scare the other cat?
- a. The other cat started to play with Sweetie.
 - b. The other cat did the same things Sweetie did.
 - c. The other cat ran away and hid in another room.
 - d. The other cat curled up under the kitchen table and slept.
- B LA.A.2.2.1

Read, Think & Explain

7. Tell about some of the ways that Sweetie tried to scare the other cat. Use details from the story in your answer.

Sample Score 2 or 4 response:

- (1) He made a mean face.
- (2) He showed his teeth.
- (3) He held up a paw and showed his sharp claws.
- (4) He leaped at the mirror.

LA.A.2.2.1

The Gravity Device

1. What was the author's **MAIN** purpose in writing this story?
 - a. to persuade readers to travel into space
 - b. to explain the effects of gravity in space
 - c. to tell a funny story about a flight attendant
 - d. to inform readers about the Traveler Four spaceshipB LA.A.2.2.2

2. What did the author compare the passengers to as they floated in space?
 - a. blobs of juice
 - b. liquid in a cup
 - c. a cloud of dust
 - d. fish in a fish tankD LA.A.2.2.2

3. What happened **RIGHT AFTER** the spaceship traveled above the earth's outer layer of air?
 - a. The pilot turned the engines off.
 - b. The crew turned the gravity device off.
 - c. The flight attendant talked to the passengers
 - d. The passengers were bumping into each other.A LA.A.2.2.1

4. After the spaceship traveled into space, what did Wendy see when she looked out the window?
 - a. white empty space and no sun
 - b. a blue sky and brightly shining sun
 - c. a black sky and brightly shining sun
 - d. streaks from the spaceship and no sunC LA.A.2.2.1

5. Read this sentence from the story.
They watched it get smaller as the spaceship streaked off into space.
What does the word *streaked* mean in this sentence?
 - a. blazed
 - b. drifted
 - c. floated
 - d. roamedA LA.A.1.2.3

6. What signal was given to the passengers to indicate that the gravity device was turned off?
- a. They heard a buzzing sound.
 - b. They heard the pilot turn the engines off.
 - c. They saw the flight attendant floating in the air.
 - d. They saw the flight attendant sinking slowly to the floor.
- A LA.A.2.2.1

Read, Think & Explain

7. How can you tell that Wendy enjoyed her weightless experience in space?

Use details and information from the story in your answer.

Sample Score 2 response: Before the flight attendant had time to caution the passengers about moving too fast, Wendy had already unfastened her seat belt and pushed out of her seat. She laughed while she watched the other passengers dance and bump into each other. After returning to her seat, she said to Sidney, “That was great.”

LA.A.2.2.1

8. Describe how the flight attendant helped the passengers understand the effects of gravity in space. Use details and information from the story in your answer.

Sample Score 4 response: She explained that the spaceship had a new invention called a gravity device, which made the passengers feel like they are on Earth. She then turned the device off and floated in the air. She demonstrated the effect of gravity on liquids by taking a cover off a cup of orange juice, pulling the cup away from the liquid, and leaving a blob of juice floating in air. She also demonstrated what happened when the floating blob was struck and turned into a cloud of dust. She invited the passengers to remove their seat belts and float in space. Then she turned the gravity device back on to allow the passengers to feel the effects of gravity again like on Earth.

LA.A.2.2.1

Comprehension Resources

Florida Department of Education
<http://www.myfloridaeducation.com>