

Scholastic **READING COMPREHENSION**



 **Scholastic Software**
The Most Trusted Name in Learning®

Level D

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 Scholastic Inc.

New York Toronto London Auckland Sydney

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ISBN: 0-590-98090-4

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GENERAL INTRODUCTION

What's in This Package

Scholastic Reading Comprehension is a computer program that helps students practice and sharpen their reading comprehension skills. This Level D package contains material that is appropriate for students reading at the fourth-grade level. Your students will use the *Scholastic Reading Comprehension Program* disk with the *Scholastic Reading Comprehension Level D Passage* disk included in this package, to read passages and then answer questions about those passages. Passage disks provided by Scholastic contain passages that have been selected from popular books. The passages are listed on the disks in order of difficulty.

NOTE: To use the Passage disk included in this package, students must first load the *Scholastic Reading Comprehension Program* disk into the computer.

This grade-specific package contains the disk labeled *Scholastic Reading Comprehension Passage Disk Level D*. On the Level D Scholastic Passage disk, you will find two passages from each of the following Scholastic books:

1. *I Have a Dream: The Story of Martin Luther King*, by Margaret Davidson
2. *Squanto: Friend of the Pilgrims*, by Clyde Robert Bulla
3. *The Adventures of Spider*, retold by Joyce Cooper Arkhurst
4. *The Secret Soldier*, by Ann McGovern
5. *Charlotte's Web*, by E.B. White
6. *On the Far Side of the Mirror*, by B.B. Hiller and Neil W. Hiller
7. *Peter Pan*, edited by Josette Frank (See Acknowledgements)
8. *Princess*, by Carolyn Lane
9. *The Wright Brothers At Kitty Hawk*, by Donald J. Sobol

Two of the books used for the Level D Passage disk—*Charlotte's Web* and *Peter Pan*—are books of fantasy. One book—*Princess*—is contemporary fiction. Another book—*On the Far Side of the Mirror*—is a science fiction adventure. *The Adventures of Spider* is a folktale. There are also four biographies—*The Secret Soldier*, *Squanto: Friend of the Pilgrims*, *The Wright Brothers At Kitty Hawk*, and *I Have a Dream: The Story of Martin Luther King*.

This general introduction provides information about *Scholastic Reading Comprehension*. It includes a short description of the program and some of the features you can use to tailor the program to meet the specific needs of your students. There are instructions for loading the program into your computer and beginning to read a passage. Following the introduction, you will find nine separate book guides, one for each of the nine books from which the passages on the Passage disk were taken. Each guide includes an overview of the book, and the questions and answer choices for each passage. In addition, an answer key is provided for the question sets for each passage. The answer key lists the correct answer and the focus element represented for each question. For detailed information about *Scholastic Reading Comprehension*, see the User's Handbook that accompanies the Program disk.

ABOUT *SCHOLASTIC READING COMPREHENSION*

In its basic form, *Scholastic Reading Comprehension* follows the standard format of most reading tests—read a passage, then answer a series of multiple-choice questions. The questions for each passage were carefully written to emphasize eight standard focus elements that are taught to students as they master skills of reading comprehension.

The Focus Elements

Following is a brief description of the eight focus elements Scholastic has chosen to use:

Recall Facts Locating facts contained in the text in response to direct questions about the passage.

Main Idea Understanding what a passage is about. Often, the topic of a selection is either stated or implied in a sentence or phrase within the text.

Key Words Searching for words in the text that give the reader specific clues for the meaning of the given selection.

Sequence Understanding the order in which things happen in a given passage.

Meaning Comprehending the implied or direct meaning of a sentence within a passage.

Think/Infer Using information given in the passage to understand relationships, actions, or events that are not directly stated in the text.

Who, What, . . . (Who, What, Where, When, Why and How) Answering questions to determine the identity, location, details, and chronology of the events, or the identity or motives of the people in a given passage, to better understand the complete meaning of the selection.

Conclusions Using implied and direct clues given in the text as well as one's prior knowledge to come to decisions or conclusions about the passage.

Selected by reading experts, these focus elements cover the major skill areas that comprise the complex process we call "reading comprehension." As a result, *Scholastic Reading Comprehension* can provide a very useful assessment of students' performances in all stages of the comprehension process—from literal recall of facts to drawing inferences and predicting outcomes.

Teacher-controlled Options

Scholastic Reading Comprehension features a number of options that enable you to tailor the program to meet the needs of individual students. With the use of these teacher-controlled options, you can use *Reading Comprehension* to teach as well as test comprehension skills.

The teacher-controlled options include:

Passage Review Allowing students to review or reread the passage while answering questions.

Help Mode Allowing students to obtain assistance when answering any question for which help is available. Assistance is given in the form of highlighted portions of the passage in which the students can find the answers to the questions for that passage.

Answer Review Allowing students to review their incorrect answers, the correct answers, and then see the passage again with highlighted sections displayed if they are available.

(See the section, Set Student Options, on page 43 in the Teacher Reference Guide in the User's Handbook for a more detailed description of Passage Review, Help Mode, and Answer Review.)

Record Keeping

To maximize the benefits of working with this program, you can keep records of each student's progress as he or she uses *Reading Comprehension*. (See the Teacher Reference Guide in the User's Handbook for information and instructions on record keeping with *Scholastic Reading Comprehension*.)

GETTING STARTED USING SCHOLASTIC READING COMPREHENSION

Loading the *Scholastic Reading Comprehension* Program Disk

NOTE: To read a passage, you must first load the *Scholastic Reading Comprehension Program* disk into your computer. Then, when the program tells you, insert the *Passage* disk in Drive 1 or 2, depending on your setup.

If your computer is turned off, insert the *Reading Comprehension Program* disk in Drive 1 (label facing up) and turn the computer and the monitor on.

If the computer is already on, insert the *Program* disk in Drive 1 (label facing up) and press the Control key, the Open Apple key, and the Reset button all at the same time.

The disk drive light will go on. In a few seconds, the *Scholastic Reading Comprehension* Title screen will appear. Then the SCHOLASTIC READING COMPREHENSION MAIN MENU will appear.

Changing the Passage Disk Drive Setup

When you are at the MAIN MENU, you can change your *Passage* disk drive setup. Notice that just below the last menu item is the prompt, "Passage Disk Drive: 1." This means the program is set up for a one-drive system. If you are using a two-drive system, press D to change the 1 to a 2. Press D again if you want to change back to 1.

Selecting Menu Items

To select an item from any of the *Reading Comprehension* menus, press any of the Arrow keys to highlight your choice. Then press Return.

Reading a Passage

Follow the steps below to begin reading a passage. For more detailed step-by-step instructions on the use of the *Reading Comprehension Program* disk, see the section of the *User's Handbook* titled *Teacher Guide to the Program Disk*.

1. Select Read Passage from the MAIN MENU.
2. On the next screen you will be asked, "Are you keeping records?"

NOTE: A student can only keep records if you have created a record disk and added the student's name to the student list on that disk. (For more information see *Creating a Record Disk* on page 36 and *Add a Student to List* on page 40 of the *Teacher Reference Guide*.)

3. If you will not be keeping records, press N. A menu will appear containing two items: Read Passage and Change Settings. Select Read Passage. Then go to Step 8 below.

To keep records, you will need a record disk with your name on it. If you have one and you want to keep records, press Y. Then go to Step 4.

4. Take the Program disk out of Drive 1 and insert the record disk. Close the disk drive door. Then press Return.
5. Use the Arrow keys to highlight your name on the list that will appear on the screen. Then press Return.
6. If this is the first time you are keeping records on this record disk, you will be asked to enter the date on the next screen. Go to Step 7.

If you have already used this record disk, the next screen will show your name, the last Passage disk you used, the number of the last passage you read, and the date you read that passage. If you will be using the same Passage disk in this session, note the number of the last passage you read so you can select the next passage. When you press Return, you will be asked to enter the date.

7. Type the date using only numerals. For example, type: **04 26 87**. Then press Return. You will be asked if the date is correct. If you have to change it, press N. If it is correct, press Y.
8. You will be told to insert a Passage disk. Take the *Scholastic Reading Comprehension* Passage Disk Level D out of its protective jacket and put it in the drive. Close the disk drive door and press Return.
9. The disk name and other information about the disk will appear on the next screen. You will be asked: "Is this the Passage Disk that you want to use?" Press Y.
10. When the list of passages appears, use an Arrow key to highlight the passage you want to read. Then press Return.
11. Highlight either Question Set A or Question Set B. Then press Return.
12. Read the passage when it appears on your screen.

To read the entire passage, you will need to move through all the text. To do this, press the Right Arrow key (→) or the Down Arrow key (↓). If you are using an Apple II Plus, you can only use the Right Arrow key.

If you want to return to the beginning of the passage text, press Ctrl-B. (Press the Control key and the B key at the same time.)

Press Return to see the questions when you have finished reading the passage. Follow the prompts to continue using *Reading Comprehension*. (For further instructions see the User's Handbook.)

I HAVE A DREAM: THE STORY OF MARTIN LUTHER KING

By Margaret Davidson

Overview

This book describes the life of Martin Luther King from his childhood to his role as leader of the civil rights movement.

When Martin Luther King was growing up in the South, black people were treated very badly. They were forced to go to separate schools. They were only permitted to ride in the back of buses. In many areas, they did not have the right to vote.

Even when he was young, Martin knew this was not right. When he grew up, he tried to do something about it. He led marches. He made speeches. He forced people to think about what was fair. Martin Luther King was a great teacher, and an important leader in our nation.

Passage #1 - I Have A Dream: I

This passage describes a night Martin never forgot—a night when he felt the negative effects of segregation.

Question Set A

1. The passage says that "a dream began to grow inside him." Martin's dream was to _____.

- A) be famous
- B) do something important to help his people
- C) be a good teacher
- D) be an important preacher

2. Like many black families, Martin's family was quite poor.

- A) true
- B) false

3. Martin was probably chosen to represent his school in a statewide speech contest because he _____.

- A) was loud in class
- B) was a good speaker
- C) was doing well in all his subjects at school
- D) thought he was better than most kids in his school

4. What does it mean that the bus driver "turned ugly"?

- A) Suddenly, he had a face like a monster's.
- B) He turned away from Martin.
- C) He became mean and nasty.
- D) He steered the bus into an ugly, rundown section of town.

5. If Martin had not given up his seat on the bus, what probably would have happened?

- A) Someone would have offered him a seat in another part of the bus.
- B) The bus driver would have decided to leave him alone.
- C) Miss Bradley would have gotten out of the bus and walked home.
- D) The bus driver would have called the police.

Question Set B

1. Which would NOT be an example of "segregation"?

- A) children of different races being sent to different schools
- B) a black person having to sit in the back of a bus
- C) children from different countries playing together
- D) "A" students being separated from "C" students

2. What type of job did Martin's father have?

- A) He was a minister.
- B) He was an English teacher.
- C) He was a bus driver.
- D) He was a policeman.

3. Martin lived a very protected life and never had to deal with prejudice.

- A) true
- B) false

4. What finally made Martin decide to get up from his seat on the bus?

- A) The bus driver called the police.
- B) Miss Bradley was afraid Martin would get hurt.
- C) The driver refused to go on to Atlanta.
- D) Martin did not want Miss Bradley to get hurt.

5. Forcing blacks to give up their seats to whites was "a bad law" because it _____.

- A) meant black people could not sit down on buses
- B) kept black people from working
- C) was unfair to black people
- D) did not allow black children to go to school

Passage #2 - I Have A Dream: II

This passage describes Martin's family life and his acceptance of the Nobel Peace Prize in 1964.

Question Set A

1. Whenever Martin returned home from traveling, the first thing he did was _____.

A) eat some of his favorite foods

B) take the house apart

C) call out, "Where is everyone?"

D) rush to greet his children

2. Martin's family believed he was a great man because he _____.

A) loved to play with them

B) was good at fixing things around the house

C) worked to make the lives of black people better

D) traveled to many interesting places

3. Only people in the United States knew about the work Martin was doing.

A) true

B) false

4. Which words from the passage mean the same as "peaceful"?

A) wage a struggle

B) without violence

C) racial injustice

D) make the headlines

5. When Martin said that Negroes of the United States had helped to create a "more noble civilization," he meant that _____.

- A) eventually the people would be ruled by a king and queen
- B) one day all races would be treated equally
- C) one day blacks would be treated better than people of other races
- D) people would no longer be uncivilized

Question Set B

1. Which of the following means the same as "waged" as it is used in the phrase "a struggle can be waged without violence"?

- A) paid
- B) bet
- C) carried on
- D) pledged

2. How did Martin's wife, Coretta, find out he had won the Nobel Peace Prize?

- A) A reporter told Martin.
- B) A reporter telephoned.
- C) She heard the news on the radio.
- D) The King of Norway contacted her.

3. Why did Martin win the Nobel Peace Prize?

- A) He was a famous Baptist preacher.
- B) He had been a brave soldier in wartime.
- C) He refused to fight in a war.
- D) He fought peacefully to make the lives of black people better.

4. Martin had a poor relationship with his children.

- A) true
- B) false

5. Martin was accepting the Nobel Peace Prize for the "millions of Negroes in the United States who were part of the battle." This means _____.

- A) he was not going to keep the prize
- B) he was going to give medals to millions of black people
- C) the blacks who had helped him deserved to share this prize
- D) millions of black people could not attend the award ceremony

Answer Key

Passage #1 - I Have A Dream: I

Question Set A

Answer	Focus Element
1. B	Main Idea
2. B	Recall Facts
3. B	Think/Infer
4. C	Meaning
5. D	Conclusions

Question Set B

Answer	Focus Element
1. C	Key Words
2. A	Who, What, . . .
3. B	Main Idea
4. D	Sequence
5. C	Think/Infer

Passage #2 - I Have A Dream: II

Question Set A

Answer	Focus Element
1. C	Sequence
2. C	Main Idea
3. B	Think/Infer
4. B	Key Words
5. B	Conclusions

Question Set B

Answer	Focus Element
1. C	Key Words
2. B	Who, What, . . .
3. D	Think/Infer
4. B	Recall Facts
5. C	Meaning

SQUANTO: FRIEND OF THE PILGRIMS

By Clyde Robert Bulla

Overview

Squanto, the Indian, journeys far from his home, and many years full of adventure pass before he returns. This book tells the story of Squanto's friendship with the white men, his voyage to Europe, and his return to his native land after many years. When he returns, his family is gone and his village has disappeared. New people have come to live in his homeland—the Pilgrims.

Passage #3 - Squanto: I

This passage tells how Squanto met the white men.

Question Set A

1. What did Squanto's mother use to cook dinner?

- A) smoke that came through a hole in the roof
- B) fire-sticks
- C) stones over a fire
- D) logs in a fireplace

2. What time of day is it when Squanto first sees the men sitting around the fire?

- A) nearly midnight
- B) nearly morning
- C) late evening
- D) early afternoon

3. You can guess that the fire-stick was a _____.

- A) firecracker
- B) torch
- C) gun
- D) arrow

4. Now that Squanto has met the white men, he will probably _____.

- A) help them sell their fire-sticks
- B) become friends with them
- C) sail away with them on their big ship
- D) yell at them for killing the duck

5. What do you think Squanto's mother meant when she said that white men had "magic"?

- A) White men knew about things unknown to Squanto and his people.
- B) Most white men studied to be magicians.
- C) All white men were very tricky.
- D) White men could make themselves look alike.

Question Set B

1. What is the first thing Squanto sees when he reaches the shore?

- A) a large ship
- B) a small row boat
- C) a group of white men
- D) a campfire

2. What did Squanto do when he heard the loud noise from the black stick?

- A) He gave a cry.
- B) He ran away from the noise.
- C) He ran toward the noise.
- D) He ran away from the noise and covered his ears.

3. Squanto was _____ the white men.

- A) afraid of
- B) angry at
- C) worried about
- D) curious about

4. If you are being "laughed at," this probably means _____.

- A) you told a joke and everyone is laughing
- B) you are good at telling jokes
- C) you are not very good at telling jokes
- D) people are laughing at something you did

5. From this passage, you can guess that Squanto is _____.

- A) an Indian chief
- B) a young white boy
- C) a young Indian boy
- D) a young sailor

Passage #4 - Squanto: II

This passage describes Squanto's attempts to get home to the New World.

Question Set A

1. In this passage, where is Squanto living?

- A) in the woods
- B) in London
- C) in his village
- D) on a ship

2. Going back to the New World meant that Squanto would be able to _____.

- A) spend more time with Charles
- B) help out Mistress Robbins
- C) visit the sights of London
- D) see his mother and father

3. Who is the word "people" referring to in the phrase "He wanted to be with his people"?

- A) Squanto's family and his tribe
- B) a group of people who worked for Squanto
- C) a group of people Squanto owned as slaves
- D) the sailors on Captain Smith's ship

4. Who is Mistress Robbins?

- A) Charles's wife
- B) Charles's sister
- C) Squanto's mother
- D) Charles's mother

5. Squanto was probably a member of the Patuxet tribe.

- A) true
- B) false

Question Set B

1. When Mistress Robbins finds out Squanto wants to go home, she exclaims, "Mercy on us!" Which of the following has a similar meaning?

- A) Finally, he's leaving!
- B) Oh, lucky us!
- C) How unfortunate for us!

2. What did Squanto do after he decided to go back home?

- A) He immediately left for the New World.
- B) He helped Charles with his business.
- C) He waited for years until he found a ship that could take him.
- D) He traveled around Europe and then sailed home.

3. In this passage, Charles was away at sea for many years.

- A) true
- B) false

4. Captain Smith wants to learn about Squanto's people and land because_____.

- A) he is going to make a map of the area
- B) he loves the New World
- C) he wants to explore wooded areas
- D) the king wants him to find out about interesting places

5. The best title for this passage would be _____.

- A) A Trip to London
- B) A Very Strong Wish
- C) Life in the New World
- D) Squanto's Indian Family

Answer Key

Passage #3 - Squanto: I

Question Set A

Answer	Focus Element
1. C	Who, What, . . .
2. B	Recall Facts
3. C	Think/Infer
4. B	Conclusions
5. A	Key Words

Question Set B

Answer	Focus Element
1. A	Sequence
2. A	Recall Facts
3. D	Main Idea
4. D	Meaning
5. C	Think/Infer

Passage #4 - Squanto: II

Question Set A

Answer	Focus Element
1. B	Recall Facts
2. D	Conclusions
3. A	Key Words
4. D	Who, What, . . .
5. A	Think/Infer

Question Set B

Answer	Focus Element
1. C	Meaning
2. C	Sequence
3. B	Recall Facts
4. A	Think/Infer
5. B	Main Idea

THE ADVENTURES OF SPIDER

Retold by Joyce Cooper Arkhurst

Overview

The Adventures of Spider is a collection of six lively folktales, from Liberia and Ghana, about the clever and mischievous Spider, hero of the famous how-and-why stories of West Africa. In this skillful retelling of Spider's adventures, the author captures the flavor and vitality of these delightful African folktales.

West African boys and girls—and grown-ups too!—love to hear stories about Spider. He is a favorite character in the stories of West Africa.

Passage #5 - Spider: I

This passage tells the story of how Spider got a thin waist.

Question Set A

1. Which choice best describes a feast?

- A) a carnival
- B) a trip
- C) a fancy meal
- D) a type of food

2. To be "puzzled" is to _____.

- A) be in the mood to play some games
- B) be in the middle of a test
- C) be confused about a problem that is difficult to solve
- D) be mysterious

3. Spider's son Kwaku went to the feast in the West village.

- A) true
- B) false

4. What is the second thing Spider's son Kuma is supposed to do once he gets to the village?

- A) wait until the food is ready
- B) tie the rope around his waist
- C) give the rope a pull
- D) eat the food

5. If Spider's plan to go to both feasts had worked, he would still be _____.

- A) hungry
- B) fat
- C) thin
- D) puzzled

Question Set B

1. The East village is further away than the West village.

- A) true
- B) false

2. Which feast started first?

- A) the one in the West village
- B) the one in the East village
- C) neither feast started first

3. Why is Spider thought of as "greedy"?

- A) He is so thin.
- B) He overworks his sons.
- C) He uses up so much rope.
- D) He is not satisfied to eat at just one feast.

4. What does Spider mean when he says, "Then I will come and have my fill"?

- A) His stomach will fill out as he stuffs it with food.
- B) He will eat until he is full.
- C) He will fill up the forest with food.

5. A good title for this passage would be _____.

- A) Spider and His Two Sons
- B) The Feast
- C) You Can't Have Everything
- D) The Many Uses of Rope

Passage #6 - Spider: II

This passage tells the story of how the world got wisdom.

Question Set A

1. Who gave Spider wisdom?

- A) Nyame
- B) the Spider God
- C) the Sky God
- D) both A and C

2. Another way to define "wisdom" is _____.

- A) being lucky
- B) having good sense
- C) being as rich as a king
- D) being selfish

3. The roots of the silk-cotton tree were wide enough to hide _____.

- A) an elephant
- B) a tortoise
- C) a hare
- D) a spider

4. After Spider received the wisdom, he ran through the forest, climbed a tree, and put the wisdom in a clay pot.

- A) true
- B) false

5. In this passage, what is the meaning of the sentence, "But this time, his luck was no better than before"?

- A) His luck had run out.
- B) His lucky charm was broken.
- C) He was still having trouble climbing the tree.
- D) He could no longer rely on luck.

Question Set B

1. Why did Spider put wisdom in a clay pot?

- A) He didn't want it to get away.
- B) He wanted to keep it all to himself.
- C) Both A and B are correct.

2. Why do you think Spider wanted all the wisdom in the world for himself?

- A) It was given to him by a god.
- B) He didn't think anyone else deserved it.
- C) He felt that spiders were special.
- D) It would bring him a great deal of power.

3. If Spider chose the silk-cotton tree as the tree in which he would hide the pot of wisdom, he probably thought it was _____.
- A) a fruit-bearing tree
 - B) a flowering tree
 - C) the tallest tree in the world
 - D) a tree with a trunk big enough to climb into
4. What is the meaning of the word "pleased" as it is used in the phrase "Spider was feeling very pleased"?
- A) grateful
 - B) kind
 - C) polite
 - D) happy and satisfied
5. Why wouldn't anyone other than Spider be able to climb the silk-cotton tree?
- A) because there are so many branches sticking out
 - B) because the silvery leaves are so slippery
 - C) because there are no branches near the ground
 - D) because only creatures with eight legs can climb trees

Answer Key

Passage #5 - Spider: I

Question Set A

Answer	Focus Element
1. C	Think/Infer
2. C	Key Words
3. A	Who, What, . . .
4. C	Sequence
5. B	Conclusions

Question Set B

Answer	Focus Element
1. B	Recall Facts
2. C	Sequence
3. D	Key Words
4. B	Meaning
5. C	Main Idea

Passage #6 - Spider: II

Question Set A

Answer	Focus Element
1. D	Who, What, . . .
2. B	Key Words
3. A	Recall Facts
4. B	Sequence
5. C	Meaning

Question Set B

Answer	Focus Element
1. C	Main Idea
2. D	Think/Infer
3. C	Conclusions
4. D	Key Words
5. C	Recall Facts

THE SECRET SOLDIER
The Story of Deborah Sampson
By Ann McGovern

Overview

The Secret Soldier is the story of Deborah Sampson, a young woman who disguised herself as a man and fought bravely in the American Revolutionary War. She fought for her country's independence as well as for her own. Students will enjoy reading this fascinating story of a young woman's courage and determination.

Passage #7 - Secret Soldier: I

This passage tells how Deborah began to plan her adventurous future.

Question Set A

1. As a child Deborah probably _____.
 - A) worked all the time
 - B) traveled to far away places
 - C) read many books
 - D) dreamed of getting married one day and having many children

2. If you have very few "rights" that means _____.
 - A) you are usually wrong
 - B) you do not write many letters
 - C) you are not thinking clearly
 - D) you have very little power or privileges of your own

3. In Deborah Sampson's day, a poor man got a chance to travel by _____.
 - A) taking an airplane
 - B) driving an army jeep
 - C) joining the army
 - D) joining a hiking club

4. Deborah had a plan that had taken over her thoughts. That plan was to become a _____.

- A) teacher
- B) weaver
- C) shepherd
- D) soldier

5. The first thing Deborah had to do before she could become a soldier was _____.

- A) get some men's clothes
- B) speak to an army recruitment officer
- C) finish teaching her classes
- D) speak to her mother

Question Set B

1. Deborah was not a very good teacher.

- A) true
- B) false

2. If Deborah had a child who wanted to take dance lessons, Deborah would have to _____.

- A) buy dance shoes
- B) find a good dance teacher
- C) ask her husband if it was all right
- D) make sure she had enough money to pay for the lessons

3. Deborah went to sleep thinking about becoming a soldier. What does it mean that "her head was filled with the single thought"?

- A) Deborah had a headache.
- B) Deborah was thinking about being single and living alone.
- C) Deborah had a head cold.
- D) Deborah had nothing else on her mind except becoming a soldier.

4. How did Deborah earn the money she kept wrapped in a handkerchief?

- A) by selling school books
- B) by teaching
- C) by selling her sheep
- D) by selling clothes she had woven

5. If Deborah had given advice to the girls in her class, what would she have told them?

- A) Women should not have any rights.
- B) Women should be adventurous.
- C) Women should get married when they are young.
- D) Women should weave clothing for a living.

Passage #8 - Secret Soldier: II

This passage tells how Deborah kept her secret even after she was wounded.

Question Set A

1. What do you think a "scouting party" is in this passage?

- A) a meeting of cub scouts
- B) a party given by a talent scout for new actors
- C) a search or journey to find something
- D) a meeting to discuss newly discovered information

2. How did Deborah get away from the Tories?

- A) She rode away in a horse and carriage.
- B) She rode away on a horse.
- C) A soldier carried her off.
- D) The doctor sent someone to pick her up.

3. What was Deborah's secret?

- A) She had been shot in the leg.
- B) She was a woman.
- C) She was fighting for the Tories.
- D) She had stolen food from the cave.

4. What does the phrase "her heart going like a cannon" mean?

- A) She had a pain in her chest.
- B) Her heart was pounding.
- C) She had been shot in the chest by a cannon.

5. If the doctor had found out that Deborah was a woman, he probably would have

_____.

- A) asked her for a date
- B) refused to treat her wound
- C) had her arrested
- D) reported her to her superior officer

Question Set B

1. Deborah and the other soldiers were not fighting for the British army.

- A) true
- B) false

2. The first injury Deborah discovered was the shot in her leg.

- A) true
- B) false

3. Why do you think the doctor gave Deborah wine to drink?

- A) He thought it would ease her pain and help her to relax.
- B) He wanted to get her drunk.
- C) She asked for a drink.
- D) He was having some wine and hated to drink alone.

4. What did the doctor mean when he said to Deborah, "Your boot says you are lying"?

- A) There was blood all over her boot from her wound.
- B) She had a talking boot.
- C) She never told the truth.
- D) She was lying down to rest her leg.

5. What word would NOT describe Deborah in this passage?

- A) courageous
- B) clever
- C) short-tempered
- D) ill

Answer Key

Passage #7 - Secret Soldier: I

Question Set A

Answer	Focus Element
1. C	Think/Infer
2. D	Key Words
3. C	Recall Facts
4. D	Main Idea
5. A	Sequence

Question Set B

Answer	Focus Element
1. B	Recall Facts
2. C	Conclusions
3. D	Meaning
4. C	Who, What, . . .
5. B	Main Idea

Passage #8 - Secret Soldier: II

Question Set A

Answer	Focus Element
1. C	Key Words
2. B	Who, What, . . .
3. B	Main Idea
4. B	Meaning
5. D	Conclusions

Question Set B

Answer	Focus Element
1. A	Recall Facts
2. B	Sequence
3. A	Think/Infer
4. A	Meaning
5. C	Main Idea

CHARLOTTE'S WEB

By E.B. White

Overview

Charlotte's Web is a fantasy about Wilbur, a pig who was raised as a pet by a girl named Fern. Now, Wilbur is a barn pig. He is lonely and bored. Then he meets Charlotte, the beautiful spider who also lives in the barn.

Charlotte thinks of a way to save Wilbur from a pig's sad fate. Students will enjoy watching Charlotte's clever plan unfold as they read this modern classic.

Passage #9 - Charlotte's Web: I

This passage describes Wilbur's loneliness and his search for a friend.

Question Set A

1. When Templeton, the rat, says something "sourly," it probably means that _____.

- A) he just ate a sour lemon
- B) he is sad about something
- C) he is grumpy or bad tempered
- D) he is sick

2. Templeton was thought of as a "crafty" rat because _____.

- A) he was good at sneaking around
- B) he was good at keeping secrets
- C) he was clever
- D) both A and C

3. Why did Templeton usually sleep during the day?

- A) It was too noisy to sleep at night.
- B) The sunlight hurt his eyes.
- C) The other animals were afraid of him.
- D) He did not want to be seen.

4. What was the final event that convinced Wilbur this was the worst day of his life?

- A) Templeton ate his breakfast.
- B) He had to lay down in manure.
- C) Lurvy forced medicine down his throat.
- D) It started raining harder.

5. Where did the voice of Wilbur's new friend come from?

- A) a tunnel under Wilbur's trough
- B) out in the yard
- C) above Wilbur's head
- D) the farmhouse

Question Set B

1. Where did Templeton, the rat, dig his private tunnel?

- A) in the sheep pen
- B) in the barn
- C) in the orchard
- D) in Wilbur's yard

2. When Templeton started eating Wilbur's breakfast, Wilbur thought this was almost more than he could stand. What does this mean?

- A) This was one more thing to upset him on this rainy morning.
- B) He was tired and had to lay down.
- C) He hated Templeton.

3. What did Wilbur do after he heard the voice in the darkness?

- A) He turned over and went back to sleep.
- B) He became frightened and ran away from the sound of the voice.
- C) He ate his dinner.
- D) He jumped to his feet and tried to see who was speaking.

4. A man named Lurvy owns the farm where Wilbur lives.

- A) true
- B) false

5. What does Wilbur want more than anything else?

- A) breakfast
- B) a friend
- C) to escape
- D) to sleep

Passage #10 - Charlotte's Web: II

This passage tells how Lurvy and Mr. Zuckerman begin to believe Wilbur is an extraordinary pig.

Question Set A

1. What happened right after Lurvy came with the pig's breakfast?

- A) He noticed how beautiful the spider's web was.
- B) He saw "SOME PIG" written in the spider's web.
- C) He noted how big and well-built the spider's web was.
- D) He noted how clear the spider's web was.

2. What do you think the phrase "SOME PIG" means?

- A) The pig is fat.
- B) The pig is difficult to take care of.
- C) The pig is special.
- D) The pig sleeps too much.

3. Once people saw the words "SOME PIG" written in the spider's web they would _____.

- A) be jealous of Wilbur
- B) want to live in the barn
- C) see that Wilbur was an extraordinary pig
- D) be jealous of Charlotte

4. Mr. Zuckerman usually feeds Wilbur.

- A) true
- B) false

5. Where is the spider's web?

- A) hanging from the farmhouse roof
- B) outside the barn
- C) in the doorway of Mrs. Zuckerman's house
- D) in the doorway of the barn cellar

Question Set B

1. Why do you think Lurvy dropped to his knees and said a short prayer when he saw the spider's web?

- A) The web was such an amazing sight.
- B) He prayed every morning at that time.
- C) He thought praying would make the web disappear.

2. Who did Lurvy tell about Charlotte's web?

- A) Mr. Zuckerman
- B) Edith
- C) Mrs. Zuckerman

3. When Mr. Zuckerman walked "solemnly," he was probably feeling _____.

- A) crazy
- B) angry
- C) strange
- D) serious

4. Which word does NOT describe something that is "out of the ordinary"?

- A) unusual
- B) regular
- C) different
- D) remarkable

5. Why was the web so noticeable?

- A) It had just rained.
- B) It was foggy.
- C) There were colorful letters in the web.
- D) There were large letters in the web.

Answer Key

Passage #9 - Charlotte's Web: I

Question Set A

Answer	Focus Element
1. C	Key Words
2. D	Conclusions
3. D	Think/Infer
4. C	Sequence
5. C	Recall Facts

Question Set B

Answer	Focus Element
1. D	Recall Facts
2. A	Meaning
3. D	Sequence
4. B	Who, What, . . .
5. B	Main Idea

Passage #10 - Charlotte's Web: II

Question Set A

Answer	Focus Element
1. A	Sequence
2. C	Meaning
3. C	Main Idea
4. B	Conclusions
5. D	Who, What, . . .

Question Set B

Answer	Focus Element
1. A	Think/Infer
2. A	Who, What, . . .
3. D	Key Words
4. B	Meaning
5. B	Recall Facts

ON THE FAR SIDE OF THE MIRROR

By B.B. Hiller and Neil W. Hiller

Overview

Magic, mystery, and a game are intricately woven into this wonderful adventure story. Two cousins, Ted and Cindy, step through a mirror and back in time to discover the origin of their great grandmother's mysterious locket. Students travel to the other side of the mirror and find out what happens to Ted and Cindy. Also planted in the story are clues to help readers solve a mystery about Halley's Comet.

Passage #11 - On the Far Side: I

This passage tells the puzzling story behind the mysterious locket.

Question Set A

1. When Ted thought to himself, "What a way to kill a guy's vacation!" he was feeling _____.
 - A) happy
 - B) upset
 - C) bored
 - D) sick
2. Ted had never met his cousin Cindy before.
 - A) true
 - B) false
3. What has "puzzled" Ted's family?
 - A) Cindy looks like Great-Granny Morehouse.
 - B) Cindy has a pet monkey.
 - C) The locket picture is of Great-Granny Morehouse as an adult.

4. What type of work do you think the man with the black top hat, flowing cape, boxes, bags, and a cage full of doves does?

- A) He works in a supermarket.
- B) He teaches school.
- C) He performs magic tricks.
- D) He sells clothes.

5. How did Ted recognize his cousin Cindy at the train station?

- A) She had a monkey perched on her shoulder.
- B) She looked like him.
- C) His mother said she would be the third person off the train.

Question Set B

1. How does Ted feel about his cousin's visit?

- A) excited
- B) worried
- C) jealous
- D) both A and B

2. What color is the strange stone on the outside of the locket?

- A) purple
- B) orange
- C) red
- D) green

3. Who departed first from Cindy's train?

- A) a man in a soldier's uniform
- B) a man wearing a black top hat
- C) a monkey named Sherlock
- D) Great-Granny Morehouse

4. Ted felt that the man with the top hat and cape could see "straight through" him. What could this mean?

- A) Ted is invisible.
- B) The man has piercing eyes.
- C) The man wears glasses.
- D) The man has x-ray vision.

5. This story is mainly about _____.

- A) a boy named Ted
- B) a locket with a mysterious photograph inside
- C) a strange stone
- D) a girl named Cindy

Passage #12 - On the Far Side: II

This passage describes a mysterious mirror. What is on the other side of that mirror?

Question Set A

1. When did the magician remove the locket from Cindy's neck?

- A) when she and Ted walked through the mirror
- B) when she and Ted were led to center stage
- C) when she and Ted were sitting in the audience

2. What was the second thing Kohoutek, the magician, did once he had Cindy's locket in his right hand?

- A) He began to mumble some "magic" words.
- B) He inflated a balloon.
- C) He closed his fist over the locket and its chain.
- D) He held his hand to his mouth and blew into it.

3. What does the phrase "the glass presented no resistance" mean?

- A) The mirror did not break when the locket was thrown into it.
- B) The mirror was shiny.
- C) The mirror was broken.

4. Where will Ted and Cindy find the answer to the mystery of the locket?

- A) at Ted's house
- B) in a balloon
- C) through the mirror

5. What is the most interesting thing to all the characters in this passage?

- A) the mirror
- B) the locket
- C) magic
- D) Sherlock, the monkey

Question Set B

1. When Kohoutek, the magician, says something "smoothly," his voice sounds _____.

- A) quiet
- B) honest
- C) kind
- D) self-assured

2. How did Ted know to look for the locket in the magician's left hand instead of his right?

- A) He had studied magic in school.
- B) Kohoutek told him where to look.
- C) Magicians always hide things in their left hands.
- D) Magicians try to distract their audience.

3. When Kohoutek, the magician, threw the locket behind him, where did it go?

- A) in the audience
- B) through the mirror
- C) in Cindy's hands

4. Who went through the mirror first?

- A) Sherlock, the monkey
- B) Cindy
- C) Ted
- D) Kohoutek, the magician

5. After Kohoutek took Cindy's locket, she was most interested in _____.

- A) watching Sherlock imitate the magician
- B) finding Ted
- C) the audience
- D) figuring out what happened to the locket

Answer Key

Passage #11 - On the Far Side: I

Question Set A

Answer	Focus Element
1. B	Meaning
2. A	Recall Facts
3. C	Key Words
4. C	Conclusions
5. A	Who, What, . . .

Question Set B

Answer	Focus Element
1. D	Think/Infer
2. D	Recall Facts
3. A	Sequence
4. B	Meaning
5. B	Main Idea

Passage #12 - On the Far Side: II

Question Set A

Answer	Focus Element
1. B	Recall Facts
2. A	Sequence
3. A	Meaning
4. C	Conclusions
5. B	Main Idea

Question Set B

Answer	Focus Element
1. D	Key Words
2. D	Think/Infer
3. B	Recall Facts
4. C	Who, What, . . .
5. D	Conclusions

PETER PAN

Edited by Josette Frank

Overview

Peter Pan is a beloved classic fantasy about a boy who never wants to grow up. Peter and the Darling children—Wendy, John, and Michael—travel to the Neverland, where they meet the villainous Captain Hook and his pirate band.

Passage #13 - Peter Pan: I

This passage tells why Peter Pan ran away from home and where he now lives.

Question Set A

1. Why did Peter run away from home?
 - A) He hated his parents.
 - B) He did not like living in a house.
 - C) He did not want to grow up to be a man.
 - D) He wanted to live in a garden.

2. Who is Tinker Bell?
 - A) a girl Peter knows
 - B) a fairy
 - C) a type of bell
 - D) a musical instrument

3. Someone "screaming with fury" is _____.
 - A) angry
 - B) nervous
 - C) confused
 - D) loud

4. What made Peter realize he had locked Tinker Bell in a drawer?

- A) She began knocking from inside the drawer.
- B) Wendy told him where Tinker Bell was.
- C) He heard the tinkle of bells.
- D) Tinker Bell began screaming to be let out.

5. What is the Neverland?

- A) an amusement park
- B) a garden
- C) where the lost boys live
- D) a ship

Question Set B

1. What was the first thing Peter did after he ran away from home?

- A) He became captain of the Neverland.
- B) He met Tinker Bell.
- C) He went to Kensington Gardens.
- D) He met the lost boys.

2. Choose the sentence that uses the word "struck" as it is used in: ". . . it struck him that Tinker Bell was keeping very quiet."

- A) The batter struck out.
- B) The clock struck twelve.
- C) The answer to the math question struck her suddenly.
- D) The boxer was struck by a heavy punch.

3. When do fairies die?

- A) when little children are born
- B) when little children stop laughing
- C) when they are locked up in drawers
- D) when little children don't believe in them

4. Tinker Bell says Wendy is an ugly girl because _____.

- A) Wendy is not very pretty
- B) Wendy is mean to Tinker Bell
- C) Tinker Bell hates all girls
- D) Tinker Bell is jealous of Wendy

5. The lost boys live with their nursemaids.

- A) true
- B) false

Passage #14 - Peter Pan: II

This passage tells of Captain Hook and his pirate band.

Question Set A

1. What gives Captain Hook his sinister look?

- A) his long nose
- B) his puffy face
- C) his shifty eyes
- D) his thin face and long curls

2. What does it mean to be "pitted" against someone?

- A) to fall into a hole with someone
- B) to be opposed to someone
- C) to dig a hole with someone
- D) to lean up against someone

3. How did Captain Hook lose his hand?

- A) in a boating accident
- B) a fish bit it off
- C) a crocodile bit it off
- D) Peter Pan cut it off

4. What is the first thing Captain Hook says he wants to do when he finally catches Peter Pan?

- A) challenge him to a duel
- B) make him walk the plank
- C) shake Peter's hand with his iron claw
- D) feed Peter to the crocodile that bit off his hand

5. Most of all, Captain Hook wants to _____.

- A) capture the crocodile that bit off his hand
- B) capture some of the boys
- C) capture Peter Pan
- D) return to his ship

Question Set B

1. Where did Nibs disappear to?

- A) his treehouse
- B) the woods
- C) the pirates' ship
- D) a tree trunk

2. If you are going to confide in someone, this means you probably _____.

- A) distrust that person
- B) dislike that person
- C) trust that person
- D) think that person is smart

3. Ever since Captain Hook's hand was cut off, he has _____.

- A) never gone near water again
- B) wanted to get even with Peter Pan
- C) dreaded all crocodiles
- D) not trusted the other pirates

4. Why does Captain Hook have "a quiver in his voice" when he talks about the crocodile?

- A) He is excited.
- B) He is overjoyed.
- C) He is bored.
- D) He is nervous.

5. What has saved Captain Hook from being eaten by the crocodile?

- A) other pirates guarding the water
- B) the tick of a clock
- C) staying away from water
- D) his sinister looks

Answer Key

Passage #13 - Peter Pan: I

Question Set A

Answer	Focus Element
1. C	Main Idea
2. B	Think/Infer
3. A	Meaning
4. C	Who, What, . . .
5. C	Recall Facts

Question Set B

Answer	Focus Element
1. C	Sequence
2. C	Key Words
3. D	Recall Facts
4. D	Think/Infer
5. B	Conclusions

Passage #14 - Peter Pan: II

Question Set A

Answer	Focus Element
1. D	Recall Facts
2. B	Key Words
3. D	Who, What, . . .
4. C	Sequence
5. C	Main Idea

Question Set B

Answer	Focus Element
1. B	Who, What, . . .
2. C	Think/Infer
3. B	Conclusions
4. D	Meaning
5. B	Recall Facts

PRINCESS

By Carolyn Lane

Overview

Princess, a prize-winning cat, is separated from Mary Ellen, her owner, during a summer storm. It is the end of the summer, time to close the beach house for the season and leave. If Princess can not find her way back in time, she will be abandoned. She will be forced to survive a winter in the wild.

Passage #15 - Princess: I

This passage tells how Princess gets caught outside in a storm. She struggles to get back home.

Question Set A

1. How did Mary Ellen feel about Princess being away from home?
 - A) She was upset.
 - B) She felt faint.
 - C) She was relieved.
 - D) She did not care.

2. What is the meaning of the phrase "it was almost as though the row of beachfront houses had been swallowed up in the storm"?
 - A) The stormy ocean was at high tide and had swallowed up the houses.
 - B) The storm had washed the houses away.
 - C) The pouring rain had affected Princess' sight.
 - D) The storm had caused the sky to darken and Princess couldn't see.

3. If Princess had run to the back porch of her house instead of diving under a scraggly bush, _____.
 - A) Mary Ellen probably would have taken her back to the rainy field
 - B) she probably would have ended up sleeping outside all night
 - C) she probably would have found the toad hiding there
 - D) she probably would have been secure and dry

4. Another word to describe "wretched" would be _____.

- A) lost
- B) dirty
- C) furry
- D) miserable

5. In addition to being wet and having burrs in her hair, Princess was injured and could not move very quickly.

- A) true
- B) false

Question Set B

1. Why couldn't Princess follow Mary Ellen's voice?

- A) Someone was playing drums loudly, drowning it out.
- B) The wind blew it in different directions.
- C) It was dark outside.
- D) She was meowing so loudly.

2. Princess chased the toad after she ate her supper.

- A) true
- B) false

3. Which would NOT be an example of a "pampered life"?

- A) having your meals served to you
- B) having someone make your bed everyday
- C) sleeping outside in the rain
- D) being taken care of when you are sick

4. What made Princess think she was near home?

- A) She saw Mary Ellen.
- B) The wind cleared away the bush that blocked her house from view.
- C) She saw lights shining from a row of houses along the beach.
- D) She recognized the road leading to her house.

5. Princess _____.

- A) ran away
- B) got lost
- C) was given away by Mary Ellen
- D) was stolen

Passage #16 - Princess: II

This passage tells of a cat that appears outside Mary Ellen's door. Is it a wild cat or is it Princess?

Question Set A

1. What was the second thing Mary Ellen noticed about the cat she had discovered that made her certain it was Princess?

- A) her fluffy white fur
- B) her eyes
- C) her tufty ears
- D) her droopy whiskers

2. According to Mary Ellen, how long was Princess separated from her family?

- A) all winter
- B) two weeks
- C) half a year
- D) a whole year

3. Minerva is probably _____.

- A) Mary Ellen's sister
- B) a cat
- C) a school teacher
- D) Mary Ellen's mother

4. Which sentence means the same as: She spent many months "longing for the sight of her family"?

- A) It had been a long time since she had seen her family.
- B) It would not be very long before she would see her family.
- C) She had a strong desire to see her family again.
- D) She had grown long and lean over the winter.

5. Why did Mary Ellen's mother yank her away from Princess?

- A) She had always hated Princess.
- B) She was worried that Princess might hurt Mary Ellen.
- C) She was angry at Mary Ellen for not listening to her.
- D) She was afraid of cats.

Question Set B

1. Why did Princess back away and hiss fiercely at Mary Ellen?

- A) She had turned into a mean, wild cat.
- B) She did not want to go back to live with Mary Ellen.
- C) She did not recognize Mary Ellen.
- D) It was a way of protecting herself from danger.

2. To do something by "second nature" is to _____.

A) do it automatically without thinking

B) come back from a nature hike and then go on a second one

C) do something in a good-natured way

3. What color was Princess in this passage?

A) white

B) grey

C) black

D) yellow

4. If Princess had continued to act unfriendly, Mary Ellen and her mother probably would have _____.

A) decided she was a wild cat and left her alone

B) kept trying to pet her

C) chased her away from the house

D) forced her into the house and given her a bath

5. At the end of the passage, Mary Ellen's mother says, "It's a miracle!" because she is amazed that _____.

A) Princess can sit up on her hind legs

B) Princess did not bite when Mary Ellen got close to her

C) Princess survived through the winter

D) Princess remembered her old tricks

Answer Key

Passage #15 - Princess: I

Question Set A

Answer	Focus Element
1. A	Think/Infer
2. D	Meaning
3. D	Conclusions
4. D	Key Words
5. B	Recall Facts

Question Set B

Answer	Focus Element
1. B	Recall Facts
2. A	Sequence
3. C	Key Words
4. C	Who, What, . . .
5. B	Main Idea

Passage #16 - Princess: II

Question Set A

Answer	Focus Element
1. C	Sequence
2. D	Recall Facts
3. B	Think/Infer
4. C	Key Words
5. B	Conclusions

Question Set B

Answer	Focus Element
1. D	Who, What, . . .
2. A	Meaning
3. B	Recall Facts
4. A	Conclusions
5. C	Main Idea

THE WRIGHT BROTHERS AT KITTY HAWK

By Donald J. Sobol

Overview

The Wright brothers, Orville and Wilbur, were bicycle salesmen from Dayton, Ohio, who shared a common dream: to fly a powered machine. In fact, men all over the world were sharing their dream—making attempts at flying. A trade fair in St. Louis was offering large amounts of money to the first man to reach the sky. The Wright brothers were determined to win.

But nothing seemed to go their way. First the wind was too strong for their glider. Then they ran out of money. And then they found out that no company in the world would build them an engine for such a risky venture. Without any engineering experience, they would have to build the flying machine themselves. On December 17, 1903, although the odds had been against them, Orville and Wilbur Wright were able to do what no man had done before them—and live to tell about it!

Passage #17 - Wright Brothers: I

This passage tells how five men came to see what Orville and Wilbur were up to. One of the men was a newspaperman. Orville and Wilbur were not pleased with the visit.

Question Set A

1. How did people reach the area where Orville and Wilbur had set up their tent?
 - A) by car
 - B) by glider
 - C) by balloon
 - D) by ferry

2. Why were Wilbur and Orville upset that some men were coming to see what they were doing?
 - A) They hated strangers.
 - B) They were afraid the men would steal their ideas.
 - C) They wanted to be the only people who knew how to fly.
 - D) They were afraid the men would delay their work.

3. Orville thought a newspaperman would be troublesome because _____.

- A) he knew the man would ask many questions
- B) he knew the man would want to publicize what they were doing
- C) he was afraid the man would make fun of him for wanting to fly
- D) both A and B

4. According to the text, men first started to fly in gliders.

- A) true
- B) false

5. What were Wilbur and Orville going to use the gasoline for?

- A) to run the motor in their car
- B) to run the motor in their boat
- C) to heat their stove
- D) to run the motor in their glider

Question Set B

1. Wilbur was a selfish man who did not like to share.

- A) true
- B) false

2. If the newspaperman's eyes "grew narrow," he was probably _____.

- A) blinking
- B) squinting
- C) winking
- D) blind

3. According to the newspaperman, how many years had men been flying?

- A) two hundred
- B) fifty
- C) one hundred
- D) seventy-five

4. In the sentence "All men who tried to fly had to pool their discoveries," the word "pool" means these men _____.

- A) also had to be good swimmers
- B) had to be strong enough to pull their gliders
- C) had to work together for one common goal
- D) also had to be good pool players

5. What does a person need to learn first in order to fly?

- A) how to operate a motor
- B) what to do if the motor fails
- C) how to glide
- D) how to fly a balloon

Passage #18 - Wright Brothers: II

This passage describes an important decision Wilbur and Orville were forced to make. Would they have to give up working on their flying machine in order to continue running their bicycle shop?

Question Set A

1. How many years had the Wright brothers been running their bicycle company?

- A) five
- B) ten
- C) four
- D) two

2. Octave Chanute was younger than Wilbur.

- A) true
- B) false

3. The phrase "they came face to face with a simple fact" means Wilbur and Orville _____.

- A) turned around to look at each other
- B) agreed with each other
- C) confronted something they had been avoiding
- D) turned their heads in a particular direction

4. Why did Wilbur and Orville decide to turn all their attention to bicycles?

- A) They were tired of testing flying machines.
- B) They thought bicycle travel was more important than flying.
- C) They did not want to work with Octave Chanute anymore.
- D) They needed to earn money.

5. Wilbur and Orville decided to stop testing their flying machine _____.

- A) after Christmas
- B) before Christmas
- C) after they wrote a letter to Andrew Carnegie
- D) after they wrote a letter to Octave Chanute

Question Set B

1. In the past six months, Wilbur spent most of his time _____.

- A) fixing bicycles
- B) planning for a business career
- C) concentrating on flying
- D) writing letters back and forth to Octave Chanute

2. Orville and Wilbur wanted to create a flying machine because they _____.
- A) were interested in advancing the world's knowledge of flying
 - B) wanted to make a great deal of money
 - C) were hoping to find something to replace their bicycle business
 - D) wanted rich people to give them money
3. If someone "voiced" something, he probably _____.
- A) kept it to himself
 - B) said something out loud
 - C) forgot what he wanted to say
 - D) wrote a letter
4. If Wilbur and Orville had accepted money to help pay for the tests on their flying machine, they probably would have _____.
- A) continued working full time at their bicycle shop
 - B) taken the money and gone on vacation
 - C) devoted most of their time to their flying machine
 - D) used the money to buy Christmas presents
5. If your teacher uses a stopwatch to see how you are spending your time, what does this mean?
- A) Everything you do is being timed.
 - B) Your teacher is watching you all the time.
 - C) Your teacher will stop you when you are finished working.
 - D) Your teacher will give you a stopwatch for working so hard.

Answer Key

Passage #17 - Wright Brother: I

Question Set A

Answer	Focus Element
1. D	Who, What, ...
2. D	Main Idea
3. D	Think/Infer
4. B	Sequence
5. C	Conclusions

Question Set B

Answer	Focus Element
1. B	Think/Infer
2. B	Meaning
3. C	Recall Facts
4. C	Key Words
5. C	Sequence

Passage #18 - Wright Brothers: II

Question Set A

Answer	Focus Element
1. B	Recall Facts
2. B	Think/Infer
3. C	Meaning
4. D	Main Idea
5. B	Sequence

Question Set B

Answer	Focus Element
1. C	Recall Facts
2. A	Think/Infer
3. B	Key Words
4. C	Conclusions
5. A	Meaning

ISBN: 0-590-98087-4