

Read the passage from the fiction book *The Slackers, Out and About*.

Passage from  
***The Slackers, Out and About***

by Debra Rose Herman

- 1 “Then it’s decided!” Mr. Slacker declared. “We’re going to Hawaii!”
- 2 There was a lot to do to prepare for the trip. The Slackers wanted to learn all they could about Hawaii before they set out. So of course they rushed to turn on the television.
- 3 Slug found a police show that took place in Hawaii. Violet took notes. They learned that Hawaii is an island. They learned that people in Hawaii snorkel and watch fish swimming under the water. They also learned that crime does not pay.
- 4 Then Quentin and Violet practiced lying on the beach while Mr. and Mrs. Slacker worked on watching sunsets. “It’s important to be prepared if you really want to enjoy a trip,” Mrs. Slacker noted.

Now read the passage from the nonfiction book *Six Snakes That Share Our World*.

Passage from  
***Six Snakes That Share Our World***

by Susan Blackaby

**Places for Snakes**

- 1 What comes to mind when you think of a snake? Maybe you think of a rattlesnake in the desert. Its body is coiled like a rope. Its head is slowly rocking back and forth. It is flicking its forked tongue. Watch out for its sharp fangs—the rattler is ready to strike!
- 2 A rattlesnake is just one kind of snake. There are hundreds of other kinds. They make their homes in desert, grassland, woodland, and wetland habitats around the world. Snakes need sunshine and heat in order to keep warm.

**How Are All Snakes Alike?**

1. Snakes are cold-blooded.
2. Snakes are shy.
3. Snakes are carnivores.

## Reading Comprehension

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Now answer questions 1 through 5 by filling in the circle next to the best answer. The questions relate to *The Slackers, Out and About* and *Six Snakes That Share Our World*.

1. Read these sentences from paragraph 4 of *The Slackers, Out and About*.

**Then Quentin and Violet practiced lying on the beach while Mr. and Mrs. Slacker worked on watching sunsets. “It’s important to be prepared if you really want to enjoy a trip,” Mrs. Slacker noted.**

What does *prepared* mean in this context?

- A smart
- B ready
- C skillful
- D relaxed
2. Which word has the stress on the second syllable?
- A desert
- B around
- C flicking
- D rattlesnake
3. In the fiction passage, which event happens FIRST?
- A The family sets out on their trip.
- B The Slackers turn on the television.
- C The family decides to go to Hawaii.
- D The adult Slackers practice watching sunsets.
4. Susan Blackaby begins the nonfiction passage with the question, “What comes to mind when you think of a snake?” because she
- A wants the reader to picture a snake.
- B wants to grab the reader’s attention.
- C thinks that the reader has some knowledge of snakes.
- D All of the above

5. Which sentence gives a true statement about one or both of the passages?

- A** Both passages are intended to inform the reader.
- B** Only *The Slackers, Out and About* contains humor.
- C** Only *Six Snakes That Share Our World* mentions animals.
- D** Both passages contain figurative language, or comparisons.

Read the abridged version of the fiction book *Alexandra Smith, Super Sis*. Then answer questions 1 through 6.

Abridged version of  
***Alexandra Smith, Super Sis***

by Joy S. Noyes

1 My brother is Superman. Well, this week he is.

2 My mom says, “Very authentic, Mack. You look like the real thing.” But she doesn’t have to take him to school. The cape isn’t too bad, and I have nothing against the red sneakers. But then he adds bright red underpants over his sweats! I love my little brother. I just don’t want to be seen with him.

3 “I think you look ridiculous!” I shouted after him as he flew off to school. But Mack doesn’t care what other people think. That must be nice.

4 I had to chase after him. I forgot my lunch. I knew people were staring at us as he stomped on ant criminals and leaped off curbs. I pretended not to notice. When I saw some kids, I let Mack go the rest of the way alone.

5 “Hey, dorkbaby. What are you wearing? Diapers?” It was Marvin Kroll. He’s only a third grader, a year older than Mack, but he’s famous in our school. He spends his time thinking up ways to get in trouble.

6 Mack yelled, “KaPow!” as he passed Marvin.

7 “Hey, Allie, isn’t that wacky little kid your brother?” Seth Johnson asked. Seth was the coolest boy in my class.

8 “What kid?” I answered.

9 The next day, Mack raced around the playground as Superman, arms pointing straight out ahead of him. Suddenly I heard a big OOPH! And the next thing I knew, Mack was sprawled face-first in the dirt. Marvin Kroll was standing over him.

10 Seth shrugged. “Kroll tripped that little kid—you know, Superman,” he said.

11 Another kid laughed. “What a weirdo.” Everyone nodded.

12 Mack didn’t get up right away. I didn’t think he was hurt. He was Superman, right? But I was no superhero. It was a teacher, not me, who yelled at Marvin and helped Mack up.



*continued on next page*

13 The next day at breakfast, I said, “How about being Clark Kent? Superman is Clark Kent when he’s dressed like everyone else.”

14 He wrinkled his nose in disgust. “Clark Kent wears a tie!”

15 “But Mack,” I reasoned, “don’t you want to play with your friends?”

16 “Superman has lots of friends,” he said. “They fly around and save people.” Then he added, “We’ll save you if you ever need us.”

17 I felt like such a rat! I had just stood there while the other kids laughed, too embarrassed to help my brother. Not so super.

18 So I made a quick change. I made my hair wild and slathered a lot of makeup on my eyes. I got fat bracelets, the headband, and just the right T-shirt.

19 “Wonder Woman?” Superman greeted me.

20 Off to school we went, to fight for truth and justice. This time I forgot both my lunch and my homework.

21 It was pretty funny to see all the surprised looks on all my friends’ faces. All I had to do was stare hard at Marvin to make him behave.

22 If you leave out the forgotten lunches and the forgotten homework, Mack and I had a pretty super day.

## Reading Comprehension

Now answer questions 1 through 6 by filling in the circle next to the best answer. These questions relate to *Alexandra Smith, Super Sis*.

1. Read the following sentences from paragraph 9.

**Suddenly I heard a big OOPH! And the next thing I knew, Mack was sprawled face-first in the dirt.**

In the second sentence, *sprawled* conveys the idea that

- A Mack is clumsy.
- B Mack is moving quickly.
- C Mack is putting dirt on his face.
- D Mack is lying with his body stretched out.
2. The word *ridiculous* is spoken with extra stress on the
- A first syllable.
- B second syllable.
- C third syllable.
- D fourth syllable.

3. Read these sentences from paragraphs 7 and 8.

**“Hey, Allie, isn’t that wacky little kid your brother?” Seth Johnson asked.  
Seth was the coolest boy in my class.  
“What kid?” I answered.**

Why does Allie say “What kid?”

- A She feels angry at Marvin.
- B She feels embarrassed by Mack.
- C She wants to stick up for her brother.
- D She is confused about who the little kid is.
4. How do you know that Allie feels bad about not helping her brother when he got hurt?
- A She smiles at him.
- B She yells at Marvin for tripping Mack.
- C She suggests that he dress like Clark Kent.
- D She dresses like Wonder Woman the next day.
5. In this passage, what does Allie respect about Mack?
- A He can run very fast.
- B He doesn’t care what others think.
- C He doesn’t cry when he falls down.
- D He knows how to make a good costume.
6. In paragraphs 6, 7, and 8, the author uses dialogue to
- A make the theme clear.
- B give background information.
- C make the setting clear.
- D express the personalities of the characters.

Now read the abridged version of the fiction book *Gramps at School*. Then answer questions 7 through 12.

Abridged version of  
***Gramps at School***

by Barbara Gannett

- 1 Tony's grandfather was a big man. He had a big voice, a huge laugh, and big ideas.
- 2 Tony was used to seeing his grandfather in his auto repair shop. He just couldn't picture Gramps fitting in at school. But Gramps was coming to school on Thursday.
- 3 It was Career Week. On Monday, Sasha's dad talked about making light bulbs, and Gabe's mother talked about gardening. She brought in a plant that eats insects. On Tuesday, Daniel's mom brought in an appendix in a jar and talked about surgery.
- 4 "Maybe you could bring in a spark plug or something," Tony told Gramps. Something small, Tony was thinking.
- 5 "I'll come up with something," Gramps said. "Don't you worry."
- 6 But Tony did worry.
- 7 "I've got some ideas," Gramps said.
- 8 That was the problem. Gramps was full of crazy ideas. What if he brought his tailpipe cooker and passed out biscuits he'd cooked in it on his drive to school? What if he brought his toilet bowl birdbath? Tony would die of embarrassment.
- 9 On Wednesday, Amanda's dad brought in a homemade bowl and gave everyone a lump of clay.
- 10 By Thursday, Tony felt sick. So far, every speaker had come in wearing clean clothes. No one wore a hat in the classroom. No one said *ain't* the way his grandfather did.
- 11 Tony watched the hands of the clock speed toward 2 P.M.
- 12 "What's that noise?" Gabe exclaimed. Kids in Mrs. O's room raced to the window. Tony knew it was Gramps in his old truck.
- 13 Gramps was proud of the truck, and Tony was proud of Gramps for making it. He had put it together himself from old parts. It ran on used cooking oil. Tony went over to tell Daniel and Gabe about it. Then he saw what Gramps had in the truck, and he wanted to sink right into the floor.

*continued on next page*





14 Mrs. O said, “Your grandfather suggested we go out and meet him in the parking lot. He has some things to show us. Why don’t you go and tell your grandfather we’re on our way!”

15 When Tony got to the truck, Gramps was setting up his tailpipe cooker on the bumper.

16 “I ain’t going to cook anything in it today,” Gramps told Tony. “But I thought the kids could see how I rig it up. Maybe you could tell ‘em about the biscuits we make on it.”

17 Tony winced at the word *ain’t*. He thought he could talk to Gramps about school rules. “Gramps, do you remember when you were in school and . . .”

18 But Gramps interrupted him. “I don’t remember much about school,” he said. “See, my pop died when I was twelve. I was the oldest of seven kids. Someone had to take care of the family. I always figured I’d go back.”

19 As his classmates hurried over to Gramps, Tony watched. He heard Daniel ask how many miles per gallon the truck got. He saw Gabe climb up onto the composting toilet and beg Mrs. O to take a picture. He watched Gramps pull out some tools and tinker with Max’s wheelchair.

20 “I’m ten,” Tony thought. “Almost eleven.” He tried to imagine quitting school and going to work to support a family of eight. He thought of all the things Gramps had learned to do on his own.

21 Tony stepped up to the teacher. “I was wondering. Do you think Gramps could come into the classroom now and then and help us with some of our projects?”

22 “I was wondering the same thing,” Mrs. O grinned. “Would he do it?”

23 “I hope so,” Tony replied. “After all, he fits right in.”

## Reading Comprehension

Now answer questions 7 through 12 by filling in the circle next to the best answer. These questions relate to *Gramps at School*.

7. Read the following sentences from paragraph 8.

**What if he brought his toilet bowl birdbath? Tony would die of embarrassment.**

The word *embarrassment* means

- A a heart attack.
- B feeling ashamed.
- C a sense of humor.
- D turning red in the face.



8. What is the suffix in the word *exclaimed*?

- A ex
- B claim
- C imed
- D ed

9. Why is Gramps coming to Tony's school?

- A to fix something at the school
- B to give Tony a ride in his truck
- C to be part of Career Week at school
- D to have a meeting with Tony's teacher

10. Why is Tony worried about Gramps coming to his school?

- A He thinks that Gramps might get hurt.
- B He is afraid that Gramps will lose his temper.
- C He fears that he will get in trouble with the teacher.
- D He is worried what the other kids and his teacher might think of Gramps.

11. At the end of the passage, how does Tony feel about his grandfather?

- A He is afraid of him.
- B He is proud of him.
- C He is worried about him.
- D He is embarrassed by him.

12. Which term names what type of text this is?

- A fable
- B fantasy
- C biography
- D realistic fiction

## Reading Comprehension

Now answer questions 13 through 15. These questions relate to both passages.

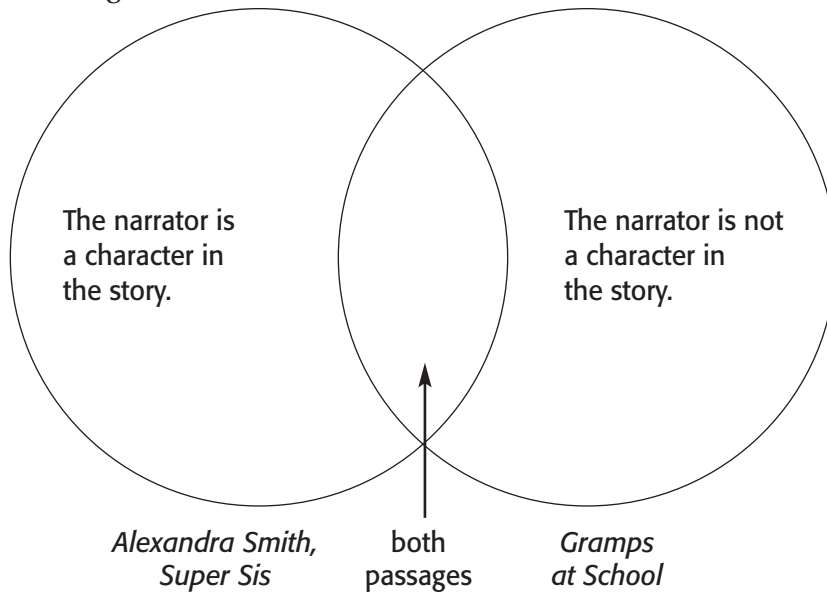
13. How are Allie and Tony similar?

- A They often forget things.
- B They have a younger brother.
- C They feel embarrassed by a family member.
- D They don't worry what others think of them.

14. How do Allie and Tony change during the course of the passages?

- A They learn it's okay to be different.
- B They decide to do better at schoolwork.
- C They learn how to be better friends to classmates.
- D They learn that sometimes it's best to ignore unusual family members.

15. The diagram below shows how the two passages are different and alike. First, read the diagram.

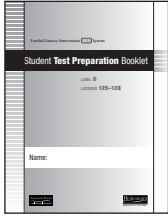


Which sentence belongs in the empty box in the chart?

- A The authors tell the events in time order.
- B The authors arrange information by topic.
- C The authors compare and contrast events.
- D The authors describe the most important events first.

**You Will Need**

- Level 0 Student Test Preparation Booklets
- Think Together Chart 125



Student Test Preparation Booklet, Level 0, Lessons 125–128

## Goals

- Develop understanding of the terms *passage*, *item*, *stem*, *closed stem*, *open stem*, and *option*.
- Understand that test items may relate to one or more passages.
- Identify important words in item stems, including words that are bold, italicized, capitalized, or underlined.
- Notice that some stems include a graphic organizer.
- Determine the important information in a passage.
- Apply thinking to multiple-choice items related to paired passages from familiar texts.
- Practice responding to multiple-choice items related to paired passages from familiar texts.

## Think Together

- If your students learned the terms discussed below at the previous level, help them strengthen their knowledge by reviewing the terms and how they apply to various examples.
- *When you take a test, you will have passages, or texts, to read. Sometimes a passage is called a selection. Sometimes a test will present one passage for you to read. Other times a test may present a pair of passages for you to read.* Have students look at the passage from *The Slackers, Out and About* (fiction) and the passage from *Six Snakes That Share Our World* (nonfiction) in their Student Test Preparation Booklets. *Here is an example of a pair of passages. The directions above each passage tell you that one passage is fiction and the other passage is nonfiction. First, you read both passages, or selections, carefully.*
- *After you read the passages, look at the test items that relate to them.* Have students look at the five items on pages 4–5. Point out that the items are numbered and that each has four options. *These five items are multiple choice. The first part of a multiple-choice item is the stem. A stem is a question or an incomplete sentence.* Have students look at the items related to the two excerpts. *Notice that the stems in items 1, 2, 3, and 5 contain questions. These are called closed stems.* Have students look at item 4. *This stem is an incomplete sentence, which is called an open stem.*
- *You may need to read a pair of passages on a test, but some test items may be about only one of the passages. Some items may be about the other passage. Finally, some items may be about both passages.* Have students look at item 3 on page 4 and recognize that it focuses on one passage only. Then have students look at item 5 and recognize that it is about both passages.
- *The second part of a multiple-choice item is a set of four options, or possible answers. After you read all four, choose the one that answers the question or completes the sentence best.* Have students look at the options in the five items on

pages 4–5. Help them recognize how options answer a question (in closed stems) or complete a sentence (in an open stem). *If you want to try out an option, it can help to change the question to an incomplete sentence.* Place two stems on Think Together Chart 125. *Here is a closed stem: (1) Why does Jason get off his bicycle? Here is the same stem restated as an open stem: (1a) Jason gets off his bicycle because \_\_\_\_\_. Restating closed stems as open stems can help you “hear” the correct option in the blank at the end of the sentence.*

- Explain that there is only one option that is correct for each item. Each of the other three options is incorrect for some reason. *Sometimes an option seems correct at first. Yet when you think more carefully, you realize it is not correct. Sometimes an option seems very unlikely. Sometimes an option is actually the opposite of the correct answer. If you feel sure that any option is incorrect, cross it out in your test booklet.*
- *Certain words appear often in the stems of multiple-choice items. Some of these common words are “question words” such as which, what, how, when, where, and why. Have students look at the five stems on pages 4–5, and help them recognize the question words.*
  - *If an item asks why, the correct option will be a reason for something.*
  - *If an item asks when, the correct option will have to do with time.*
  - *If an item asks where, the correct option will have to do with some place.*
  - *If an item asks how, the correct option will have to do with the way something is done.*
  - *If an item asks what or which, the correct option will have to do with an event, action, idea, or trait.*
- *Some tests use special print to draw attention to words such as most, least, first, last, and not. The special print might be uppercase letters, bold letters, underlining, or italics. Have students note the word first in uppercase letters in item 3 and the word prepared in italics in item 1. If an item uses an author’s exact words from a passage, those words are usually shown in special print, too. Have students note the bold sentence in item 1. You may wish to point out to students that the italics in the options of item 5 are used to show the titles of two books.*
- *Also, tests may use diagrams or charts in some items. Have students look at item 15 on page 12. This item begins with two sentences that help you know what to do. You need to read the diagram. Below the diagram is an item stem. To answer this item, you need to refer to the diagram. [Students close their Student Test Preparation Booklets.]*
- *Now let’s look at an item stem and think together about important words we find there (Think Together Chart 125).*

(2) How does Miss Handanos show that she is angry?
- *First, we’ll look for question words. Then we’ll look for words in special print. Finally, we’ll look for any other important words. Usually these are nouns and verbs that relate to some specific part of the passage. It’s a good idea to underline the important words so you can think about them more easily.*

(3) How does Miss Handanos show that she is angry?

- This item is asking how. The correct option will probably have to do with the way something is done. After underlining the other important words, you have an idea of what the answer might be about—Miss Handanos showing anger. If you don't remember details about that part of the passage, you could look back at the text to find out. Here is another stem.

(4) Why does the principal shake hands with Ella?

- This item is asking why. The other important words give clues that the correct option will be about the principal shaking hands with Ella. If you want to test a possible answer, you can restate the question as an incomplete sentence: (4a) The principal shakes hands with Ella because \_\_\_\_.
- Show the following series of stems, inviting students to identify and underline the important words in the stems. Write or glue each item on Think Together Chart 125. If necessary, help them restate closed stems by starting a response sentence using as many words from the stem as possible. After you read the stem and identify the important words, think about what kind of test item it is.

(5) In paragraph 2, what is the base word in *confusing*?

- This item focuses on word parts. Here is an open stem.

(6) Oliver could BEST be described as \_\_\_\_.

- This item focuses on a personality trait in a character. Here are some more stems for you to read and think about. Have students highlight or underline important words.

(7) How does the author organize the information in paragraph 4?

(8) What is similar about these two nonfiction texts?

(9) The main idea of this passage is \_\_\_\_.

(10) What is the **first** thing that Genna does to help her friend?

(11) The author MOST LIKELY has the purpose of \_\_\_\_.

(12) Which sentence BEST states the connection between the two texts?

## Have a Try

- Have students look at the inside front cover of their Student Test Preparation Booklets to review the steps for multiple-choice items:
  1. Read the stem and all four options.
  2. Find and underline important words in the stem and think what the item is about.
  3. Cross out options that are not correct and think carefully about the other options.
  4. Restate closed stems to check possible answers.
  5. Select one option and check your choice by looking again at the text passage or passages.
  6. Bubble in the correct option.
- Now turn to page 3 in your Student Test Preparation Booklets. The passages are from books you have already read, *The Slackers*, *Out and About* and *Six Snakes That Share Our World*. Read the passages to yourself carefully. When you finish reading, work with your partner to complete the five multiple-choice items.

[Students read the passages independently and complete the 5 multiple-choice items with a partner.]

## Critical Thinking

1. Derive the meaning of a word from context.
2. Identify correct pronunciation and understand syllables.
3. Identify sequence of events.
4. Analyze author's craft.
5. Analyze characteristics of nonfiction and fiction texts.

1. Read these sentences from paragraph 4 of *The Slackers, Out and About*.

**Then Quentin and Violet practiced lying on the beach while Mr. and Mrs. Slacker worked on watching sunsets. "It's important to be prepared if you really want to enjoy a trip," Mrs. Slacker noted.**

What does *prepared* mean in this context?

- A smart  
 B ready  
 C skillful  
 D relaxed

*Thinking Within the Text*

2. Which word has the stress on the second syllable?

- A desert  
 B around  
 C flicking  
 D rattlesnake

*Thinking Within the Text*

3. In the fiction passage, which event happens FIRST?

- A The family sets out on their trip.  
 B The Slackers turn on the television.  
 C The family decides to go to Hawaii.  
 D The adult Slackers practice watching sunsets.

*Thinking Within the Text*

4. Susan Blackaby begins the nonfiction passage with the question, "What comes to mind when you think of a snake?" because she

- A wants the reader to picture a snake.  
 B wants to grab the reader's attention.  
 C thinks that the reader has some knowledge of snakes.  
 D All of the above

*Thinking Beyond the Text*

5. Which sentence gives a true statement about one or both of the passages?

- A Both passages are intended to inform the reader.  
 B Only *The Slackers, Out and About* contains humor.  
 C Only *Six Snakes That Share Our World* mentions animals.  
 D Both passages contain figurative language, or comparisons.

*Thinking About the Text*

- After students have completed the Practice with a partner, discuss any items they found difficult. You may want to select certain items in order to discuss the thinking they require (see list above). For instance, you might help students recognize that item 3 asks them to think about the sequence of plot events in the fiction passage. Item 4 asks them to think about the author's craft in the nonfiction passage, whereas item 5 has them consider possible similarities and differences between the passages.
- Turn to page 6 in your Student Test Preparation Booklets. Earlier you read the books Alexandra Smith, *Super Sis and Gramps at School*. Today you are going to read abridged versions of those books to yourself.
- Then, for each multiple-choice item, read the stem and all four options.
- Find and underline the important words in the stem and use these words to think what the question is about.
- Cross out any options that you know are not correct and think carefully about the other options.

## On Your Own

- Restate closed stems to check how possible answers sound in a sentence.
- Select one option and check your choice by looking back at one or more parts of one passage or both passages.
- Bubble in the correct option.

[Students read the passages independently and complete the 15 multiple-choice items on their own.]

### Critical Thinking

1. Derive the meaning of a word from context.
2. Identify correct pronunciation and understand syllables.
3. Infer character feelings and motives.
4. Infer a character's feelings from actions.
5. Make inferences about characters and identify character traits.
6. Understand author's use of dialogue in a fiction text.
7. Derive the meaning of a word from context.

1. Read the following sentences from paragraph 9.

**Suddenly I heard a big OOPH! And the next thing I knew, Mack was sprawled face-first in the dirt.**

In the second sentence, *sprawled* conveys the idea that

- A Mack is clumsy.
- B Mack is moving quickly.
- C Mack is putting dirt on his face.
- D Mack is lying with his body stretched out.

*Thinking Within the Text*

2. The word *ridiculous* is spoken with extra stress on the

- A first syllable.
- B second syllable.
- C third syllable.
- D fourth syllable.

*Thinking Within the Text*

3. Read these sentences from paragraphs 7 and 8.

**“Hey, Allie, isn’t that wacky little kid your brother?” Seth Johnson asked. Seth was the coolest boy in my class.**

**“What kid?” I answered.**

Why does Allie say “What kid?”

- A She feels angry at Marvin.
- B She feels embarrassed by Mack.
- C She wants to stick up for her brother.
- D She is confused about who the little kid is.

*Thinking Beyond the Text*

4. How do you know that Allie feels bad about not helping her brother when he got hurt?

- A She smiles at him.
- B She yells at Marvin for tripping Mack.
- C She suggests that he dress like Clark Kent.
- D She dresses like Wonder Woman the next day.

*Thinking Beyond the Text*

5. In this passage, what does Allie respect about Mack?

- A He can run very fast.
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- C He doesn't cry when he falls down.
- D He knows how to make a good costume.

*Thinking Beyond the Text*

6. In paragraphs 6, 7, and 8, the author uses dialogue to

- A make the theme clear.
- B give background information.
- C make the setting clear.
- D express the personalities of the characters.

*Thinking About the Text*

7. Read the following sentences from paragraph 8.

**What if he brought his toilet bowl birdbath? Tony would die of embarrassment.**

The word *embarrassment* means

- A a heart attack.
- B feeling ashamed.
- C a sense of humor.
- D turning red in the face.

*Thinking Within the Text*



## Critical Thinking

8. Recognize base words and affixes (suffix).
9. Identify key details in a text.
10. Infer a character's feelings and reasons for them.
11. Recognize character development.
12. Identify the genre of a text.
13. Compare characters across two texts.
14. Recognize character development across two texts.
15. Identify the organizational structure of two fiction texts.

8. What is the suffix in the word *exclaimed*?

- A ex  
 B claim  
 C imed  
 D ed

*Thinking Within the Text*

9. Why is Gramps coming to Tony's school?

- A to fix something at the school  
 B to give Tony a ride in his truck  
 C to be part of Career Week at school  
 D to have a meeting with Tony's teacher

*Thinking Within the Text*

10. Why is Tony worried about Gramps coming to his school?

- A He thinks that Gramps might get hurt.  
 B He is afraid that Gramps will lose his temper.  
 C He fears that he will get in trouble with the teacher.  
 D He is worried what the other kids and his teacher might think of Gramps.

*Thinking Beyond the Text*

11. At the end of the passage, how does Tony feel about his grandfather?

- A He is afraid of him.  
 B He is proud of him.  
 C He is worried about him.  
 D He is embarrassed by him.

*Thinking Beyond the Text*

12. Which term names what type of text this is?

- A fable  
 B fantasy  
 C biography  
 D realistic fiction

*Thinking About the Text*

13. How are Allie and Tony similar?

- A They often forget things.  
 B They have a younger brother.  
 C They feel embarrassed by a family member.  
 D They don't worry what others think of them.

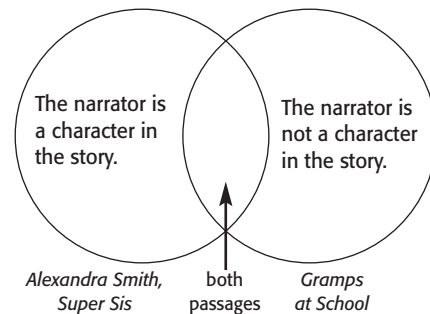
*Thinking Beyond the Texts*

14. How do Allie and Tony change during the course of the passages?

- A They learn it's okay to be different.  
 B They decide to do better at schoolwork.  
 C They learn how to be better friends to classmates.  
 D They learn that sometimes it's best to ignore unusual family members.

*Thinking Beyond the Texts*

15. The diagram below shows how the two passages are different and alike. First, read the diagram.



Which sentence belongs in the empty box in the chart?

- A The authors tell the events in time order.  
 B The authors arrange information by topic.  
 C The authors compare and contrast events.  
 D The authors describe the most important events first.

*Thinking About the Texts*

- After students have completed On Your Own, take time to discuss any items they found difficult. You might select certain items in order to point out important words in the stems and to discuss how those words gave clues to students about the nature of the test item.

## THINK TOGETHER CHART 125

You may wish to print these pages to display the individual stem for the Think Together items.

**(1) Why does Jason get off his bicycle?**

**(1a) Jason gets off his bicycle because \_\_\_\_\_.**

**(2) How does Miss Handanos show that she is angry?**

**(2a) Miss Handanos shows she is angry by \_\_\_\_\_.**

**(3) How does Miss Handanos show that she is angry?**

**(4) Why does the principal shake hands with Ella?**

**(4a) The principal shakes hands with Ella because \_\_\_\_\_.**

**(5) In paragraph 2, what is the base word in *confusing*?**

**(5a) In paragraph 2, the base word in *confusing* is \_\_\_\_\_.**

**(6) Oliver could BEST be described as \_\_\_\_\_.**

**(7) How does the author organize the information in paragraph 4?**

**(7a) The author organizes the information in paragraph 4 by \_\_\_\_\_.**

**(8) What is similar about these two nonfiction texts?**

**(8a) One way these two nonfiction texts are similar is \_\_\_\_\_.**

**(9) The main idea of this passage is \_\_\_\_\_.**

**(10) What is the first thing that Genna does to help her friend?**

**(10a) The first thing that Genna does to help her friend is \_\_\_\_\_.**

**(11) The author MOST LIKELY has the purpose of \_\_\_\_\_.**

**(12) Which sentence BEST states the connection between the two texts?**

**(12a) The sentence that BEST states the connection between the two texts is \_\_\_\_\_.**