

GRADE

2

everyday **Comprehension**

Intervention Activities

Pre- and Post-Assessment

Use the following pre-/post-assessment pages to plan instruction and monitor progress.

DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

All of the assessments in this book may be administered to students individually or in a group. We recommend administering the Pretest and Posttest to all students at the same time. Detailed guidelines for administering and scoring each type of assessment follow.

GUIDELINES FOR USING THE PRETEST

The Pretest is fourteen pages long. Included are seven, one-page reading passages and a set of multiple-choice questions for each passage: twenty-eight items total. These twenty-eight items measure seven “clusters” of strategies and skills (as listed on the Scoring Chart, see Posttest) with four items per cluster. Each cluster has two or three strategies grouped by similarities. For example, “Identify Main Idea and Supporting Details” and “Summarize or Paraphrase Information” are grouped together in one cluster because they involve similar thinking skills (distinguishing essential from inessential information). Each cluster has been labeled with a title that reflects the key thinking skill, such as “Distinguishing Important Information.”

Plan for about 60 minutes to administer the Pretest, but allow more time if needed. Students should be allowed to answer every question. Depending on the students and your situation, you may want to administer the Pretest in two parts in different sittings.

To Administer the Pretest:

1. Make a copy of the test for each student.
2. Instruct students to write their names and the date at the top of each test page.
3. Read the directions on the first page and make sure students understand what to do.
4. Instruct students to read each passage and answer the questions that go with it.
5. For each multiple-choice question, instruct students to choose the best answer and fill in the bubble beside the answer they choose.
6. When students have finished, collect the tests.



To Score the Pretest:

- 1.** Make a copy of the Individual Pretest/Posttest Scoring Chart (see Posttest) for each student.
- 2.** Refer to the Pretest Answer Key. It gives the letter of the correct response to each question.
- 3.** Mark each question correct or incorrect on the test page.
- 4.** To find the total test score, count the number of items answered correctly.
- 5.** To score by cluster, use the Individual Pretest/Posttest Scoring Chart (see Posttest). At the top of the chart, circle the number of each item answered correctly. The item numbers are organized by clusters of tested skills.
- 6.** For each cluster on the scoring chart, add the number of items answered correctly (for example, 3 of 4). Write the number correct in the right-hand column under Pretest Score.

Using the Results:

- 1.** Use the results of the Pretest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested.
- 2.** As explained above, the items in the Pretest measure strategies in particular clusters. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers correctly fewer than 3 of the 4 items in each cluster may need focused instructional attention on those particular strategies.
- 3.** The Individual and Group Pretest/Posttest Scoring Charts provide a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, a small group, or an individual.
- 4.** Store the Pretest/Posttest Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pretest and Posttest scores.



GUIDELINES FOR USING THE POSTTEST

The Posttest has the same number of reading passages and items as the Pretest and should be administered and scored in the same way. The test items on the Posttest measure the same skills as the Pretest in the same order. Thus, the item numbers on the Individual Pretest/Posttest Scoring Chart are the same for both tests.

Use the results of the Posttest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested. Compare the student's scores on the Pretest and Posttest—and on each strategy cluster within the tests—to evaluate the student's progress since the beginning of the year.



Pretest

The Travelers and the Bear	12
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Acting Like a Child	18
Clouds	20
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Rabbit or Hare?	24



Answer Key

- | | |
|-------|-------|
| 1. A | 15. C |
| 2. B | 16. B |
| 3. C | 17. A |
| 4. C | 18. A |
| 5. A | 19. C |
| 6. C | 20. B |
| 7. B | 21. B |
| 8. B | 22. A |
| 9. B | 23. C |
| 10. C | 24. C |
| 11. B | 25. B |
| 12. A | 26. B |
| 13. A | 27. C |
| 14. C | 28. A |

Pretest Answers

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

The Travelers and the Bear

One day long ago, two friends were traveling together. Their path led them into a deep forest. All of a sudden, a big bear rushed at the men. The bear was hungry and looking for a meal.

One of the men ran to a tree. He quickly climbed it and hid in the branches. The bear could not see him.

The other man was not so lucky. The bear was so close he could not get away. But the man knew what to do. He dropped to the ground and pretended to be dead. He did not even breathe. The bear walked around the man. Then he sniffed the man's face and rubbed his nose against the man's ear. At last the bear walked off, certain that the man was dead.

After the bear was safely gone, the first man jumped down from the tree. He hurried to his friend and asked, "What did that bear whisper to you just now?"

"Oh," said the second man. "He told me never to travel with a friend who thinks only of himself when danger is near."





Name _____ Date _____

1. What were the two friends doing in this story?

- Ⓐ traveling through a forest
- Ⓑ looking for food to eat
- Ⓒ resting under a tree

2. Which word best describes the second man?

- Ⓐ strange
- Ⓑ clever
- Ⓒ lazy

3. The story says, “Then the bear walked away, certain that the man was dead.” Which word means the same as certain?

- Ⓐ happy
- Ⓑ worried
- Ⓒ sure

4. Which of these could NOT really happen?

- Ⓐ A bear rushes at two men.
- Ⓑ A man pretends to be dead.
- Ⓒ A bear whispers to a man.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.

Pioneer Children at Work

In pioneer days, many children did not go to school. But these children did not play much either. They had many jobs. They worked hard every day.

Every pioneer family had a garden. The children helped in the garden. They planted seeds and picked the crops.

The family raised animals. Young children fed the chickens and gathered their eggs. Older children milked the cows. They helped cut the sheep's wool.

Some jobs were mostly for girls. They learned to sew and cook. They washed clothes. They made candles and soap.

Boys had many outdoor jobs. They repaired broken fences. They helped build barns. In time, they learned to hunt.

Life was not easy for pioneer children. But they learned many skills. When they grew up, they passed the skills on to their own children.





Name _____ Date _____

5. What is the main idea of this passage?

- Ⓐ Pioneer children worked hard every day.
- Ⓑ Every pioneer family had a garden.
- Ⓒ A pioneer family raised animals.

6. Which job was done mostly by girls?

- Ⓐ building barns
- Ⓑ planting seeds
- Ⓒ washing clothes

7. The passage says, “They repaired broken fences.” What does repaired mean?

- Ⓐ climbed
- Ⓑ fixed
- Ⓒ cleaned

8. The author wrote this passage to —

- Ⓐ Show that hard work can be fun.
- Ⓑ Describe how pioneer children lived.
- Ⓒ Tell a funny story about pioneer children.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

Ready to Ride

The sun was shining, and the air was warm. It was a perfect day for the first bike ride of the year. “How about it, Dad?” asked Jada. “We could ride to the creek and back. All the trees are in bloom. It will be such a pretty ride!”

Dad frowned. “That’s a long uphill ride on the way home. It might be a little too much for us on the first time out.”

“Maybe for you,” Jada teased. “But I’m in great shape.” With that, she ran out to the garage. She wheeled out her bike and strapped on her helmet. Then she began to pedal up and down the long dirt driveway.

Jada came back inside after five minutes. She was huffing and puffing. “Maybe I’m not in such good shape after all!” she began. “I can hardly pedal around the driveway.”

Dad just laughed. “The problem is your bike, not you. Your tires have gone almost flat. It happens every winter.”

Then Dad led Jada back out to the garage. He found his air pump hanging from a wall hook. “This will do the trick,” he said.





Name _____ Date _____

9. What will happen next in the story?

- Ⓐ Dad and Jada will ride their bikes to the creek.
- Ⓑ Dad will pump air into the tires on Jada's bike.
- Ⓒ Dad and Jada will go for a ride in the car.

10. What problem did Jada have in this story?

- Ⓐ Her bike was too small for her.
- Ⓑ She did not like to ride uphill.
- Ⓒ Her bike's tires were flat.

11. What season is it in this story?

- Ⓐ winter
- Ⓑ spring
- Ⓒ summer

12. The author's purpose in this passage is to —

- Ⓐ tell a story about a girl and her father
- Ⓑ make children want to ride bikes
- Ⓒ describe a good place for a bike ride

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 13–16.

Acting Like a Child

You probably don't know Forrest Landis. But you may have seen him a few times. That's because Forrest is a child actor. He acts in movies and on TV.

Forrest was born in 1994. He has red hair and freckles. He has a cute smile. For years, Forrest has worked in front of a camera. He started by acting in TV ads. Then in 2003, he got a part in *Cheaper by the Dozen*. This movie was about a family with 12 children. It was a big hit.

Now Forrest wants to keep acting. He has been a guest star on TV shows. He has made more movies, too. So keep your eyes open for Forrest Landis. You'll probably be seeing a lot more of him.





Name _____ Date _____

13. This passage mostly tells about —

- Ⓐ events in time order
- Ⓑ how two things are alike
- Ⓒ how to make something

14. Which sentence is an opinion?

- Ⓐ Forrest was born in 1994.
- Ⓑ He has red hair and freckles.
- Ⓒ He has a cute smile.

15. What can you tell about Forrest Landis?

- Ⓐ He does not enjoy going to school.
- Ⓑ He thinks movies are a waste of time.
- Ⓒ He likes making TV shows and movies.

16. What does actor mean?

- Ⓐ act again
- Ⓑ someone who acts
- Ⓒ a place for acting

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 17–20.

Clouds

Clouds are fun to watch, but how much do you know about them? Here are some answers to questions you might have about clouds.

What is a cloud?

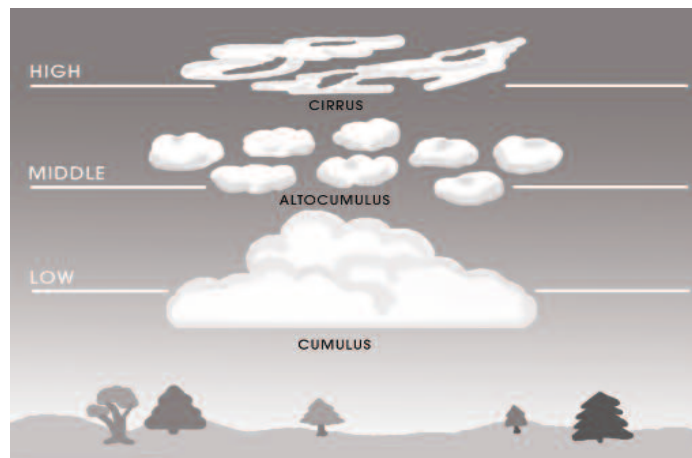
Some clouds look like puffs of cotton. Others look like blankets. But clouds are really made of tiny drops of water. Clouds are so light that they float in the air.

What makes rain fall from clouds?

Sometimes the drops of water join together. The drops get larger and heavier. If they get heavy enough, they can't float anymore. The water drops fall to the ground as rain.

Are all clouds alike?

No, there are many kinds of clouds, and they have different shapes. Some clouds make rain, and some don't. Some form high in the sky, and some are low. The picture below shows the height of some clouds.





Name _____ Date _____

17. Which is the best summary of this passage?

- Ⓐ Clouds are made of water. Sometimes rain falls from clouds. There are many kinds of clouds.
- Ⓑ Clouds make rain. Some clouds float.
- Ⓒ Clouds are fun to watch. They look like cotton puffs. They look like blankets.

18. What part of the passage tells what clouds are made of?

- Ⓐ What is a cloud?
- Ⓑ What makes rain fall from clouds?
- Ⓒ Are all clouds alike?

19. Which word describes the height of the cirrus cloud?

- Ⓐ low
- Ⓑ middle
- Ⓒ high

20. Which of these clouds is in the “middle” of the sky?

- Ⓐ cirrus
- Ⓑ altocumulus
- Ⓒ cumulus

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 21–24.

The Cardinals

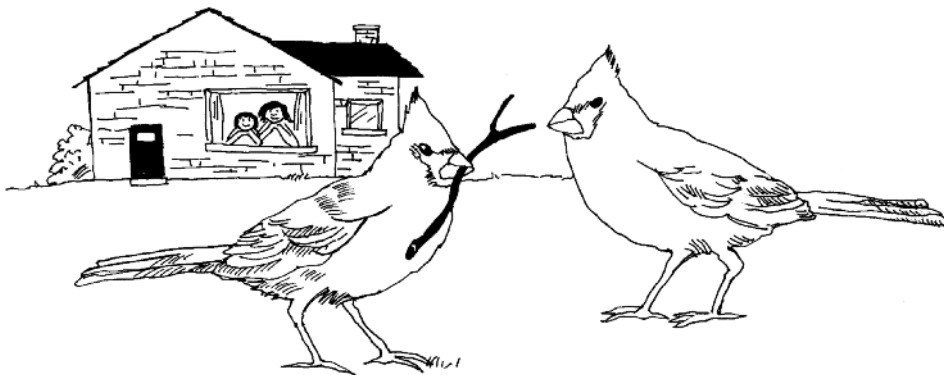
"Come quickly, Ruby," said Mom. "A pair of cardinals is building a nest."

I went to the window where Mom was standing. A bright red bird was hopping across the lawn. It was small and quick. Over and over, the bird picked up small twigs with its beak. It flew off to our lilac bush with each twig, and then it returned to the lawn for another one.

Soon I saw a brown bird doing the same thing. "What kind of bird is that?" I asked.

"That's a cardinal, too," Mom explained. "The male is red, but the female is brown. Her dull color helps keep her safe while she sits on her eggs."

I watched the birds for a long while. They were beautiful, and I wanted them to feel welcome. Mom must have read my mind. "Let's go to the store, Ruby," she said. "We'll buy some sunflower seeds for our bird feeder."





Name _____ Date _____

21. What happened first in this story?

- Ⓐ Ruby looked out the window.
- Ⓑ Mom saw the cardinal.
- Ⓒ Mom and Ruby went to the store.

22. What were the cardinals doing with the twigs?

- Ⓐ adding them to their nest.
- Ⓑ eating them
- Ⓒ hiding them in the bush

23. How is the male cardinal different from the female?

- Ⓐ His body is smaller.
- Ⓑ He spends more time in the nest.
- Ⓒ His color is brighter.

24. Mom and Ruby went to the store to buy —

- Ⓐ a bird feeder
- Ⓑ a book about birds
- Ⓒ some sunflower seeds

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 25–28.

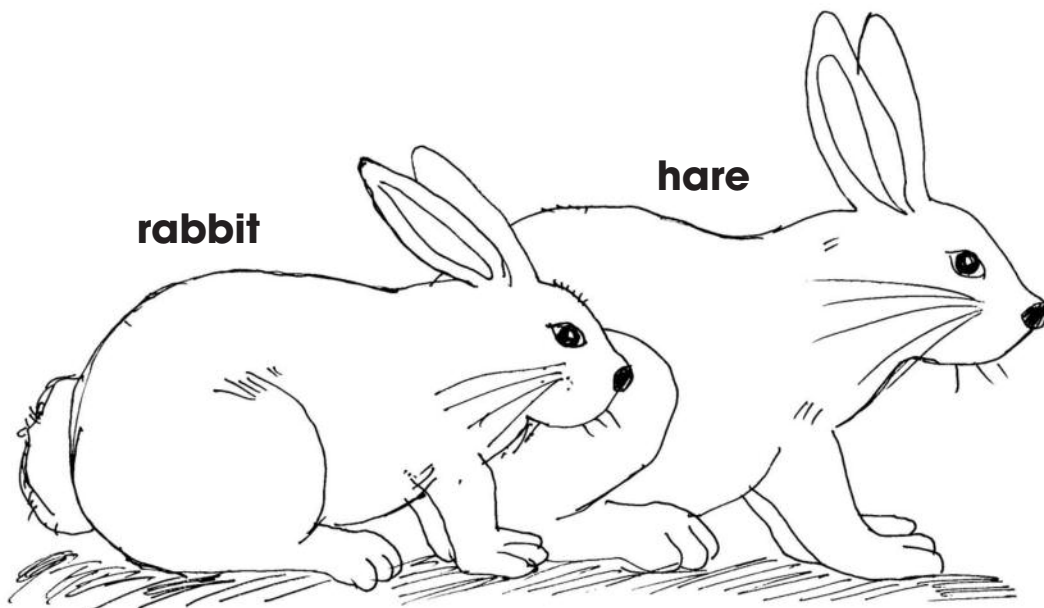
Rabbit or Hare?

Rabbits and hares are much alike. Both rabbits and hares have long ears and little tails. Both have short front legs and strong back legs, and both are very fast. They can hop away from danger at top speed.

Rabbits and hares are pretty animals, but farmers do not like them because they eat many kinds of plants. Farmers work hard to keep them out of their fields.

Rabbits and hares are different, too. Hares are bigger than rabbits, and their ears are longer. Baby hares have fur, and they can see when they are born. But baby rabbits are born blind, and they don't have fur at first.

How do rabbits and hares live? Rabbits make burrows under the ground and live in big groups. Hares make nests on the ground, and they don't live in groups. Hares prefer to live alone.





Name _____ Date _____

25. How are rabbits different from hares?

- Ⓐ Rabbits have short front legs.
- Ⓑ Rabbits are born blind.
- Ⓒ Rabbits have little tails.

26. Which sentence is a fact?

- Ⓐ Rabbits are pretty animals.
- Ⓑ Rabbits and hares eat plants.
- Ⓒ Rabbits make great pets.

27. The passage says, “They can hop away from danger at top speed.” Which sentence has the same meaning?

- Ⓐ Their speed makes them dangerous.
- Ⓑ They can get hurt when they hop fast.
- Ⓒ They can quickly get away from danger.

**28. The passage says, “Hares prefer to live alone.”
What does prefer mean?**

- Ⓐ like
- Ⓑ play
- Ⓒ help



Posttest

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Answer Key

- | | |
|-------|-------|
| 1. B | 15. C |
| 2. C | 16. B |
| 3. A | 17. A |
| 4. B | 18. C |
| 5. C | 19. B |
| 6. B | 20. A |
| 7. C | 21. B |
| 8. A | 22. C |
| 9. A | 23. A |
| 10. C | 24. A |
| 11. A | 25. B |
| 12. B | 26. C |
| 13. A | 27. B |
| 14. C | 28. C |

Posttest Answers

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

The Mule and the Horse

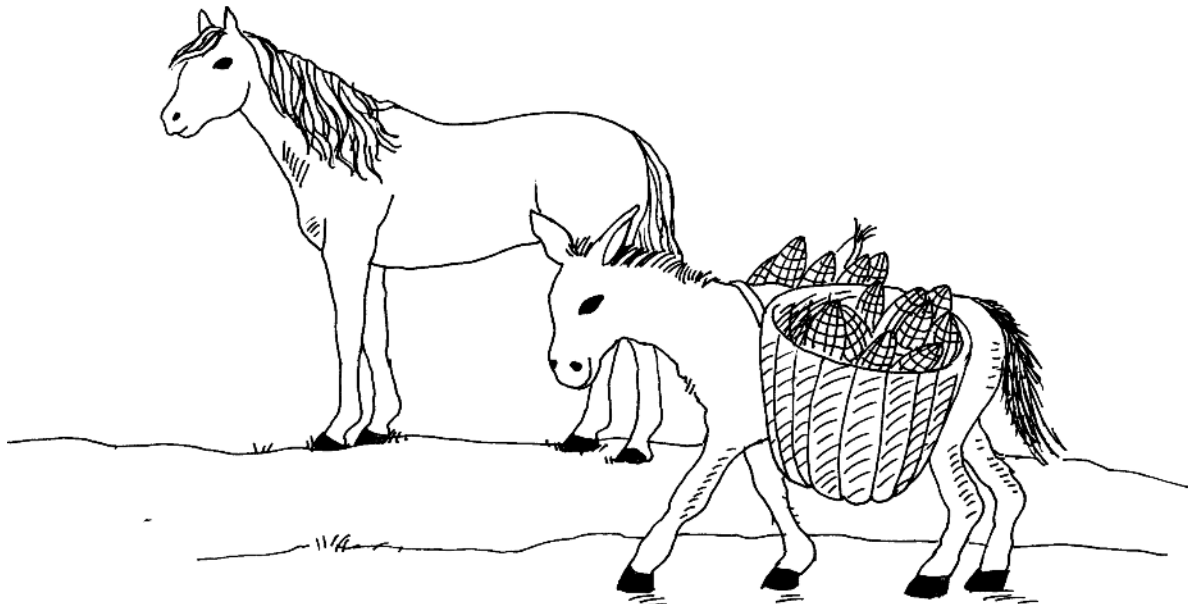
A farmer had a mule and a horse. One day the farmer filled some baskets with corn. He tied some of the baskets to the horse and tied the rest to the mule. Then he led the animals along the road to the market.

Soon they came to a steep hill. The mule went up the hill quickly, but the horse slowed to a stop. "I need help," the horse told the mule. "Please take part of my load."

"No, I won't," said the mule. "My load is heavy enough."

The horse took a few more steps, but then it slipped and fell. With that, the farmer took the baskets from the horse's back. He tied them to the mule and started off again for the market, leaving the horse to rest beside the road.

"What a fool I am," the mule thought. "I would not give the horse a little help, and now I must carry the whole load myself."





Name _____ Date _____

1. Where does this story take place?

- Ⓐ in a cornfield
- Ⓑ on a road
- Ⓒ at a market

2. Which word best describes the mule in this story?

- Ⓐ clever
- Ⓑ weak
- Ⓒ mean

3. In the story, the mule says, “My load is heavy enough.” Which word means the *opposite* of heavy?

- Ⓐ light
- Ⓑ big
- Ⓒ new

4. Which part of this story could NOT really happen?

- Ⓐ A horse and a mule carry baskets of corn.
- Ⓑ The horse asks the mule for help.
- Ⓒ The horse slips and falls.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.

A Walk on the Moon

On July 16, 1969, a spaceship blasted off from Earth. The spaceship was called *Apollo 11*. Three men were on the ship: Neil Armstrong, Buzz Aldrin, and Michael Collins. They were going to the moon.

Four days later, *Apollo 11* was near the moon. Two men left the ship in a small craft and landed on the moon. Neil Armstrong emerged first. Then Buzz Aldrin followed. They walked on the moon. The walk was shown on TV. Children watched at school. It was a big day.

The men picked up moon rocks and took pictures. They left a U.S. flag. Then they returned to *Apollo 11* and headed home.

They got back to Earth four days later. They were heroes. They soon rode in a parade. Everybody wanted to see them.





Name _____ Date _____

5. What is the main idea of this passage?

- Ⓐ The spaceship was called Apollo 11.
- Ⓑ They left a U.S. flag on the moon.
- Ⓒ Three men went to the moon in 1969.

6. What did Armstrong and Aldrin do on the moon?

- Ⓐ They left Apollo 11 in a small craft.
- Ⓑ They picked up rocks and took pictures.
- Ⓒ They rode in a parade.

7. The passage says, “Neil Armstrong emerged first.” What does emerged mean?

- Ⓐ hit hard
- Ⓑ talked
- Ⓒ got out

8. The author wrote this passage to —

- Ⓐ tell about a trip to the moon
- Ⓑ compare the moon and Earth
- Ⓒ tell a funny story about spaceships

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

The Sandwich Switch

Nell could hardly wait for the lunch bell to ring. Her stomach had been growling all morning. When Ms. Jacobs told the students to line up, Nell was first in line. She walked as quickly as she could to the lunchroom.

Nell unzipped her lunch bag and took out the sandwich. As she unwrapped it, she gasped. "Oh, no!" cried Nell. "I've got Carl's lunch!"

"What are you talking about?" asked Nell's friend, Wendy.

"Mom must have switched our sandwiches by mistake this morning," Nell explained. "Carl must have my peanut butter sandwich, because I've got his tuna fish!"

"So what's the big deal?" replied Wendy. "Just eat Carl's sandwich today."

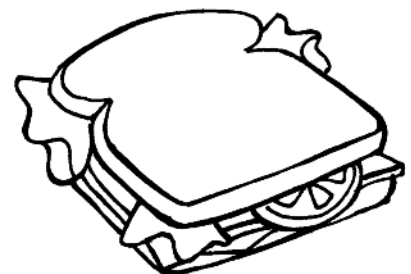
Nell made a face and said, "But I don't like tuna fish! It's too smelly! I never eat it!"

Wendy nodded her head. "You're right about the smell," she said. "But tuna fish actually tastes pretty good. Just take a bite and you'll see."

With one hand, Nell covered her nose. With the other, she raised the sandwich to her mouth and took a bite. She chewed slowly and then swallowed.

Wendy watched Nell closely. "Well, what do you think?" she asked.

Nell smiled and said, "Not too bad at all."





Name _____ Date _____

9. What will happen next in the story?

- Ⓐ Nell will finish the tuna fish sandwich.
- Ⓑ Wendy will eat Nell's sandwich.
- Ⓒ Nell will buy a school lunch.

10. What is the problem in this story?

- Ⓐ Nell's class is late for lunch.
- Ⓑ Wendy plays a trick on Nell.
- Ⓒ Nell brings the wrong lunch to school.

11. Who is Carl in this story?

- Ⓐ Nell's brother
- Ⓑ a boy in Nell's class
- Ⓒ Nell's neighbor

12. The author's purpose in this passage is to —

- Ⓐ tell why tuna fish is good for you
- Ⓑ tell a funny story about Nell
- Ⓒ explain how to make a sandwich



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 13–16.

The Boy Who Loved Snow



Wilson Bentley was born in 1865. He grew up on a farm in Vermont. His mother taught him to read and write. His father taught him to farm.

Vermont has awful winters. They are cold and snowy. But Wilson loved winter. He loved to play in the snow. He loved to look at it, too.

When he was fifteen, Wilson got a gift. It was a microscope. He used it to look at snowflakes. He could not believe his eyes! Each one had six sides, but each one was special. No two snowflakes were alike.

Wilson started drawing snowflakes. He drew 400 flakes in all, but the job was hard. The flakes melted quickly. Wilson was unhappy with the drawings.

Then Wilson bought a special camera. It could take pictures of tiny things. Wilson started taking pictures of snowflakes. He kept taking them for the rest of his life.

In 1931, Wilson Bentley published a book of his pictures. He was very proud of his work. But he died a few weeks later. He was sixty-six years old.



Name _____ Date _____

13. This passage mostly tells about —

- Ⓐ events in time order
- Ⓑ how two things are alike
- Ⓒ how to do something

14. Which sentence is an opinion?

- Ⓐ Wilson Bentley was born in 1865.
- Ⓑ He grew up on a farm in Vermont.
- Ⓒ Vermont has awful winters.

15. What can you tell about Wilson from this passage?

- Ⓐ He liked taking pictures of people.
- Ⓑ He became a great artist.
- Ⓒ He never got tired of snowflakes.

16. The passage says, “Wilson was unhappy with the drawings.” What does unhappy mean?

- Ⓐ make happy
- Ⓑ not happy
- Ⓒ happy again



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 17–20.

Our Solar System

What is the solar system? It is made up of the sun and the planets that move around it. Earth is one of those planets. Let's find out more about the solar system.

The Sun

The sun is a star much like any star in the sky. It is a ball of burning gas. But our sun is special in one way. It is much closer to us than any other star. Many stars are much bigger than the sun. But the sun looks huge because it is so close.

The Planets

There are eight planets in our solar system. All of them move around the sun. But the planets are different in many ways. Some are made mostly of rock. Others are made of gas. Some are very hot, but others are very cold.

Here's another way the planets are different. Some have moons, but some do not. This chart shows how many moons each planet has.

Name of Planet	Number of Moons
Mercury	0
Venus	0
Earth	1
Mars	2
Jupiter	63
Saturn	31
Uranus	27
Neptune	13



Name _____ Date _____

17. Which sentence best tells what the solar system is?

- Ⓐ There are eight planets that move around the sun.
- Ⓑ Some planets move, and some do not.
- Ⓒ The earth and the sun are always moving.

18. Which part of the passage tells how the sun is different from other stars?

- Ⓐ The Planets
- Ⓑ Planets and Their Moons
- Ⓒ The Sun

19. Which planets do not have any moons?

- Ⓐ Jupiter and Mars
- Ⓑ Venus and Mercury
- Ⓒ Saturn and Earth

20. How many moons does Neptune have?

- Ⓐ 13
- Ⓑ 27
- Ⓒ 31

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 21–24.

At the Dentist

Today Ben, Tyler, and I went to the dentist. It was time to get our teeth cleaned. Ben and I have been to the dentist many times. We weren't worried. But this was Tyler's first visit, and he was afraid.

Dr. Huber met us in the waiting room. "Who's first?" he asked.

"NOT ME!" Tyler said loudly.

Mom whispered something to Dr. Huber. He nodded and said, "He'll be fine." Then he added, "We'll go from oldest to youngest. Come along, Ellie."

When Dr. Huber finished cleaning my teeth, he showed me the prize box. I started to take a jump rope, but then I got a great idea. I reached for a toy car instead. I walked out to the waiting room and sat down next to Tyler.

"Boy, that was fun," I said to him. "Dr. Huber cleaned my teeth with bubble gum flavored toothpaste, and then he gave me this toy car for a prize!"

Just then Dr. Huber appeared again. "Okay," he began. "Ellie's finished. Now it's Ben's turn."

That's when Tyler jumped out of his seat and hurried over to Dr. Huber. "Let me go next, please, please!" he said.

Dr. Huber laughed and said, "Sure, Tyler, let's go."





Name _____ Date _____

21. Whose teeth did Dr. Huber clean first?

- Ⓐ Ben's
- Ⓑ Ellie's
- Ⓒ Tyler's

22. Why did Ellie take the toy car?

- Ⓐ It was the best prize in the box.
- Ⓑ She liked playing with toy cars.
- Ⓒ She knew Tyler would like it.

23. How was Tyler different from Ellie?

- Ⓐ He had never been to the dentist before.
- Ⓑ He did not like prizes.
- Ⓒ He liked bubble gum toothpaste.

24. What happened when Tyler saw the toy car?

- Ⓐ He asked Dr. Huber to let him go next.
- Ⓑ He started to get worried.
- Ⓒ He asked to look at the prize box.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 25–28.

Bats

Bats are amazing creatures. Like birds, they have wings and can fly. But in most other ways, bats aren't at all like birds. They don't lay eggs, they don't build nests, and they don't have feathers. Instead, a bat has fur. From up close, a bat resembles a mouse with wings.

So what are bats, exactly? They belong to the animal group called mammals. Mice, squirrels, and dogs are mammals, and so are elephants and humans. Any animal with fur or hair is a mammal. But bats are the only mammals that fly.

Some people are afraid of bats. They think a bat will bite them, but bats are shy. They mostly stay away from people. Bats sleep all day long and come out at night to eat. Their main food is insects. Bats eat many insects that bother people. In this way, bats help us.



Name _____ Date _____

25. How are bats like birds?

- Ⓐ They build nests.
- Ⓑ They can fly.
- Ⓒ They lay eggs.

26. Which sentence is a fact?

- Ⓐ Bats are amazing creatures.
- Ⓑ Bats are scary.
- Ⓒ Bats sleep in the day.

27. Which is the best summary of this passage?

- Ⓐ Bats have fur. Birds have feathers. There are many kinds of mammals.
- Ⓑ Bats are not birds. They are flying mammals. Bats help people by eating insects.
- Ⓒ Bats are like squirrels and dogs. But people are afraid of them. They think bats will bite.

28. The passage says, "From up close, a bat resembles a mouse with wings." What does resembles mean?

- Ⓐ lives near
- Ⓑ needs
- Ⓒ looks like

Individual Pretest/Posttest Scoring Chart

Student Name _____ Date _____

Teacher Name _____ Grade _____

Cluster	Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
1 Literary Elements Analyze Character Analyze Story Elements Distinguish Real from Make-Believe		1, 2, 4, 10	/4	/4
2 Text Structure and Features Analyze Text Structure and Organization Use Graphic Features to Interpret Information Use Text Features to Locate Information		13, 18, 19, 20	/4	/4
3 Relating Ideas Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process		21, 23, 24, 25	/4	/4
4 Inferences and Conclusions Draw Conclusions Make Inferences Make Predictions		9, 11, 15, 22	/4	/4
5 Making Judgments Distinguish Fact from Opinion Evaluate Author's Purpose and Point of View		8, 12, 14, 26	/4	/4
6 Distinguishing Important Information Identify Main Idea and Supporting Details Summarize or Paraphrase Information		5, 6, 17, 27	/4	/4
7 Context Clues and Word Structures Identify Synonyms, Antonyms, and Homonyms Use Context Clues to Determine Word Meaning Use Knowledge of Word Structures to Determine Word Meaning		3, 7, 16, 28	/4	/4
		TOTAL	/28	/28

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
/28	%	/28	%

[illegible]