

Teacher Guide & Answers

Passage Reading Level: Lexile 730

1. **D** a pirate ship
2. **B** Jack wants Tommy to walk the plank, but Tommy does not want to.
3. **C** Tommy felt annoyed and thought Captain Jack's order was unfair.
4. **C** "[Tommy] could see why Robert Louis Stevenson thought [walking the plank] would be a scary thing."
5. **A** While pretending they are pirates, Jack orders Tommy to walk the plank, but Tommy finds a way out.
6. **C** to order a punishment
7. **D** because
8. **Suggested answer:** Tommy quickly ate three chocolate chip cookies after Captain Jack had ordered him to hand them over.
9. **Suggested answer:** Tommy stages a mutiny - he spins around, kicks Jack's sword into the air, and then grabs it, declaring himself captain.
10. **Suggested answer:** Answers may vary slightly but should resemble the following. Tommy decides to become the captain and order Jack to walk the plank because he is frightened of walking the plank himself. He also is clearly tired of taking Jack's orders, as evidenced by his response to Jack's order to hand over the cookies. Students may further note that Tommy must have been taking Jack's orders for a while, since Jack is always captain. They may suggest that Tommy ordered Jack to walk the plank as revenge for his earlier unfairness.

1. Which ingredient makes a chocolate bar taste chocolaty?

- A. sugar
- B. butter
- C. cocoa**
- D. milk

2. The problem explained in the passage is that cocoa farmers worked in poor conditions for very low pay. What was the solution?

- A. Cocoa became a fair trade product, which helped farmers to be paid more.**
- B. Cocoa farmers formed a union to petition their governments for better pay.
- C. Cocoa farmers stopped harvesting cocoa until their wages were raised.
- D. Cocoa farmers got used to the poor working conditions and accepted them.

3. Some cocoa farms use unethical methods to harvest cocoa. What evidence from the passage best supports this conclusion?

- A. "Chocolate farming may sound like a dream job, but unfortunately, the reality of life on a cocoa farm is less than idyllic."
- B. "Cocoa farms are usually located in small villages in remote areas of countries that are still developing a lot of the luxuries taken for granted by people who live in first world countries."
- C. "Some cocoa farms use slave labor, buying and selling people as young as children to work long days in dangerous conditions."**
- D. "The average workday hours an American may be used to do not apply on these farms-workers don't get scheduled breaks or eight-hour shifts."

4. Read the following sentences: "As people involved in the global trade of cocoa began to find out about the slavery, child exploitation, and unsafe conditions on cocoa farms, they started to demand change." Based on this information, what conclusion can you make?

- A. People in the cocoa trade already knew about the use of slavery on cocoa farms.
- B. People did not agree with the use of slavery or child labor on cocoa farms.**
- C. People wanted to change the unsafe conditions on cocoa farms, but didn't care about slavery.
- D. People wanted to end child exploitation on cocoa farms, but not unsafe conditions.

5. What is this passage mostly about?

- A. the development of fair trade cocoa
- B. how chocolate is made from cocoa pods
- C. the process of becoming fair trade certified
- D. slavery and child labor on cocoa farms in Africa

6. Read the following sentences: "A lot goes into a chocolate bar, though, and ultimately, its **origins** trace back further than the grocery store checkout line. Your favorite Halloween candy has roots even deeper than the company that manufactured it."

As used in this sentence, what does the word "**origins**" mean?

- A. a company that makes chocolate
- B. the process of making something
- C. transporting goods between two places
- D. **beginnings, the source of something**

7. Choose the answer that best completes the sentence below.

There is a high demand for chocolate worldwide, _____ many cocoa farmers do not make much money due to greedy middlemen.

- A. so
- B. **yet**
- C. after
- D. namely

8. What does the fair trade movement aim to fix?

The fair trade movement aims to fix poor working conditions on farms, including lots of hard work, no access to medicine, not enough food, and unfair pay.

9. Explain the rules a farm must adhere to in order to be certified as fair trade.

The rules a farm must adhere to are:

1. Farming practices must be earth-friendly and sustainable.
2. Living and work conditions for laborers must be safe and clean. Farms may not use slave labor.
3. Farmers must be paid a fair amount, as designated by the country's minimum wage.

10. Explain how the fair trade movement helps improve the lives of cocoa farmers. Support your answer using information from the passage.

Answers may vary and should be supported by the passage. Students may state that the fair trade movement helps improve the lives of farmers by requiring that living and working conditions be safe and clean. The fair trade movement also helps improve the lives of farmers by ensuring that they are paid a fair amount for their work, as designated by the country's minimum wage. Fair trade products can be sold for a higher price to consumers, so that farmers earn more money, and working conditions improve.

1. What is the schwa?

- A. a symbol that Jerrold Foke wants to add to the English alphabet**
- B. a book that Jerrold Foke is trying to get published
- C. a debate between two groups about language and the alphabet
- D. a new word that someone introduces to a language and tries to spread

2. What does the passage describe?

- A. The passage describes a lecture that Jerrold gave to a college linguistics class.
- B. The passage describes all the letters in the phonetic alphabet and what their sounds are.
- C. The passage describes many different hotels and plazas found in the city of Detroit.
- D. The passage describes the schwa and what someone has done to increase its use.**

3. Jerrold has written and self-published stories using words with the schwa. He has spoken about the schwa in college classes. He has spent days standing in Campus Martius Plaza with a sign reading, "Have you heard about the schwa?"

What can be concluded from this information?

- A. Jerrold is more interested in being a sailor than in being a full-time writer.
- B. Jerrold has done a lot to increase the use of the schwa.**
- C. Jerrold does not care about whether the schwa becomes widely used.
- D. Some people do not think that the schwa should be added to the English alphabet.

4. How can people's attitudes toward making the schwa part of the English alphabet be described?

- A. completely supportive
- B. completely negative
- C. completely excited
- D. mixed**

5. What is this passage mostly about?

- A. how Jerrold Foke got the nickname "Uncle Jerrold"
- B. the short stories written by Jerrold Foke and the novel he is trying to get published
- C. what a man in Detroit has done to spread the use of the schwa**
- D. the importance of improving communication between people

6. Read the following sentences: "He reasoned that if people made new words, they might be able to **communicate** better. If they were able to **communicate** better, they might get along better."

What does the word **communicate** mean above?

- A. give and receive information**
- B. watch over and defend from danger
- C. provide money to someone
- D. lead a healthy life

7. Choose the answer that best completes the sentence below.

Jerrold wants to add a new letter to the English alphabet, _____ not everyone thinks a new letter is necessary.

- A. therefore
- B. but**
- C. so
- D. soon

8. What sound does the schwa represent?

The schwa represents the "uh" sound.

9. What is the "good reason" Jerrold had for wanting to add a new letter to the English alphabet?

The "good reason" is that a new letter might allow people to communicate better.

10. Should the schwa become part of the English alphabet? Explain why or why not, using evidence from the passage.

Answers may vary, as long as they are supported by evidence from the passage. Students may agree with Jerrold that the schwa should be added to the English alphabet because it would allow for the creation of new words and better communication. On the other hand, students may argue against adding the schwa to the English alphabet. They may side with the linguistics professors who believe that the English alphabet already has enough letters, and they may point out that new words can be created without new letters.

1. What is a bee?

- A. an insect that lives near water and eats fish
- B. a red-and-black insect that lives under the ground
- C. a flying insect that collects nectar and pollen**
- D. a crawling insect with two sets of legs and no wings

2. What does this passage describe?

- A. wings, legs, mouths, and trees
- B. totem poles and winter weather
- C. different honeybees in a beehive**
- D. poison and measurement

3. Different bees in a hive have different duties.

What evidence from the passage supports this statement?

- A. Worker bees gather food; the queen bee lays eggs.**
- B. Bee stingers are about 12 millimeters long.
- C. Bees have two sets of wings and three sets of legs.
- D. The honeybee is probably the best known bee species.

4. Which bees are probably the least important bees in a beehive?

- A. worker bees
- B. the queen bee
- C. female bees
- D. drones**

5. What is this passage mainly about?

- A. honeybees**
- B. the bodies of bees
- C. different types of insects
- D. antennae and wings

6. Read the following sentences: "There are over 20,000 known bee **species** in the world. The best known is probably the honeybee."

What does the word "**species**" mean in the sentences above?

- A. colors or shades
- B. orders or levels
- C. kinds or types**
- D. duties or jobs

7. Choose the answer that best completes the sentence below.

There is less food available for the honeybees in the hive during the winter; _____, the drones are kicked out.

- A. never
- B. even though
- C. including
- D. consequently**

8. What does a bee look like, according to the passage?

Answers may vary, but students should identify at least one feature described in the passage. Bees are described as usually black-and-yellow insects with fuzzy hair, two sets of wings, three sets of legs, five eyes, two antennae, and a stinger (unless they're a drone).

9. What are the main duties of worker bees?

The main duties of worker bees are gathering food, building the hive, and keeping the hive clean.

10. Drones are the first bees to be kicked out of a beehive as the winter months approach. Why might this be? Make sure to consider the role of the drone in the beehive. Use evidence from the text to support your answer.

Answers may vary and should be supported by the text. Students should indicate that other than mating with the queen bee, the drones do not contribute as much to the beehive as the other bees. Thus, they are the least valuable to the well-being of the beehive and the first to be kicked out.

1. What arises at the beginning of the poem and descends at the end?

- A. the sun**
- B. a bell
- C. a bird
- D. an oak tree

2. What is the setting of this poem?

- A. the nest of a bird
- B. a bush where birds live
- C. the echoing Green**
- D. the home of Old John

3. Reread the second stanza of the poem:

Old John, with white hair,

Does laugh away care,

Sitting under the oak,

Among the old folk.

They laugh at our play,

And soon they all say,

"Such, such were the joys

When we all--girls and boys--

In our youth-time were seen

On the echoing Green."

What can you infer from this stanza about Old John?

- A. Old John spends most of his time worrying.
- B. Old John used to play on the echoing Green.**
- C. Old John likes being an old man more than he liked being a boy.
- D. Old John does not get along well with the other old folk.

4. Who or what are "the little ones" in line 21?

- A. young birds
- B. boys and girls**
- C. mothers
- D. old folk

5. What is the theme of this poem?

- A. the disappointments of old age
- B. the importance of hard work
- C. the power of dreams
- D. the joy of playing outdoors**

6. What is the effect of using personification in lines 2 and 4?

- A. Personification suggests that nature can be dangerous.
- B. Personification contrasts birds with human beings.
- C. Personification explains the difference between skylarks and thrushes.
- D. Personification creates a mood of happiness.**

7. Whom does "our" refer to in line 15?

- A. the old folks sitting together under an oak tree
- B. the people who ring merry bells to welcome the spring
- C. the boys and girls playing on the echoing Green**
- D. the mothers around whose laps many sisters and brothers gather

8. What "shall be seen" on the echoing Green?

"Sports" or "our sports" shall be seen on the echoing Green.

9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.

Answers may vary but should be supported by the poem. For example, students may respond that the word "sports" in the poem means outdoor play. In the first stanza, the speaker states that "our sports shall be seen on the echoing Green." In the second stanza, readers learn more about what is happening on the Green-girls and boys are at play.

10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

Answers may vary, but students should recognize that the echoing Green is an outdoor area in nature, probably a grassy field. Clues include the mention of an "oak" (line 13), various descriptions of children playing on the Green, the effect of sunset on the green (line 30), and the word "Green" itself. The "echoing" quality of the Green probably comes from the sounds of the children playing, the singing birds, and/or the ringing bells.

1. What are the climates of tropical rainforests ideal, or perfect, for?

- A. building roads
- B. raising cattle
- C. extreme sports
- D. plant growth**

2. One effect of rapid plant growth is the depletion of nutrients in the soil. What is another effect of rapid plant growth?

- A. the depletion of animal life in the lower part of the rainforest
- B. the creation of a thick layer of leaves in the upper part of the rainforest**
- C. an increase in temperature from 70 degrees Fahrenheit to 85 degrees Fahrenheit
- D. a decrease in rainfall from 80 inches each year to 65 inches each year

3. Read these sentences from the text:

"There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plants if they grow too rapidly."

Based on this evidence, how might a rapidly growing parasitic plant kill its host plant?

- A. by sucking too many nutrients out of its host plant**
- B. by sucking too few nutrients out of its host plant
- C. by preventing the host plant from taking in food and water from the soil
- D. by trying to help the host plant take in food and water from the soil

4. Read these sentences from the text:

"Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1% to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible."

Based on this information, what can you conclude about the connection between a leaf's size and the amount of sunlight it absorbs?

- A. The smaller a leaf is, the more sunlight it absorbs.
- B. The larger a leaf is, the more sunlight it absorbs.**
- C. The connection between the size of a leaf and the amount of sunlight it absorbs cannot be predicted.
- D. Large leaves and small leaves absorb about the same amount of sunlight.

5. What is the main idea of this text?

- A. Some plants, such as mosses, lichens, and orchids, have learned to get water and nutrients from the air.
- B. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck out nutrients.
- C. Plants in tropical rainforests have adapted to their warm and wet conditions by making adjustments in how they grow.**
- D. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth.

6. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems.

There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually **DO** take nutrients from their host plants."

Why might the author have capitalized the word "DO"?

- A. to point out a similarity
- B. to make a contrast**
- C. to summarize a process
- D. to make an argument

7. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems."

How could the last sentence best be broken in two?

- A. Although they often live on other plants, they don't take any nutrients from the other plant. As an illustration, they get what they need straight from the air with special root systems.
- B. Although they often live on other plants, they don't take any nutrients from the other plant. For example, they get what they need straight from the air with special root systems.
- C. Although they often live on other plants, they don't take any nutrients from the other plant. Third, they get what they need straight from the air with special root systems.
- D. Although they often live on other plants, they don't take any nutrients from the other plant. Instead, they get what they need straight from the air with special root systems.**

8. Describe the climate conditions of a tropical rainforest.

Include at least three pieces of information from the text.

Answers may vary but should include three or more pieces of information from the text. For example: the climate conditions of a tropical rainforest are hot, humid, and wet.

9. Read these sentences from the text:

"Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly."

Explain how the adaptation these plants have made might help them.

Support your answer with evidence from the text.

Answers should resemble the following. The adaptation might help plants by limiting bacterial and fungal growth. Water in a plant's crevices can lead to bacterial and fungal growth. Smooth bark allows water to run off a plant quickly. Getting rid of water quickly impedes the growth of bacteria and fungi. Such growth can harm plants.

10. Plants in tropical rainforests have adapted to their conditions by making adjustments in how they grow. Support this conclusion with evidence from the text.

Students should cite at least one adaptation discussed in the text. For example, students may single out the adaptation of developing smooth bark. That adaptation helps plants protect themselves from harmful bacterial and fungal growth. Bacteria and fungi thrive in the hot, humid, and wet conditions of tropical rainforests.

Teacher Guide & Answers

Passage Reading Level: Lexile 880

1. What happened to the town of Greensburg in 2007?

- A It was destroyed by a fire.
- B It was destroyed by a tornado.**
- C It was destroyed by a hurricane.
- D It was destroyed by an earthquake.

2. What does this article explain?

- A how scientists use radar to track storms**
- B how the town of Greensburg was rebuilt
- C how the system of tornado watches and warnings developed
- D how cool, dry air moves from the Arctic to the middle of the United States

3. Read this sentence from the article: "Kansans are used to tornadoes."

What evidence in the article supports this statement?

- A The tornado that destroyed Greensburg was a mile wide and had winds that were moving faster than 200 miles an hour.
- B A tornado came through Greensburg and destroyed the town 20 minutes after tornado sirens went off.
- C Kansans live in an area of the United States where a lot of tornadoes happen.**
- D "Tornado Alley" has cool, dry air from the Arctic that mixes with warm, wet air from the Gulf of Mexico.

4. What might be a reason why scientists track tornadoes?

- A to encourage more people to use radar technology
- B to warn people against living in "Tornado Alley"
- C to lower the number of tornadoes that happen every year
- D to gather information that is used to warn people that a tornado is approaching**

5. What is the main idea of this article?

- A Tornadoes are dangerous spinning storms, but storm tracking and a system of watches and warnings can lessen their danger.**
- B "Tornado Alley" is an area in the middle of the United States where cool, dry air mixes with warm, wet air.
- C The tornado that struck Greensburg threw cars and trucks through the air, pulled homes out of the ground, and killed 10 people.
- D Radio waves give scientists information about approaching storms by traveling from a radar unit toward a storm and then returning to the radar unit.

6. Why might the author use headings such as “How do tornadoes form?” and “How do scientists predict dangerous storms?”

- A to make readers think more deeply about the effects of tornadoes
- B to suggest that there is still a lot to be learned about tornadoes
- C to provide information about the pictures included with the article
- D to help organize the information in the article**

7. Select the word that best completes the sentence.

A tornado warning saved many lives in Greensburg _____ the town itself was destroyed.

- A after
- B although**
- C because
- D for example

8. What is a tornado?

Suggested answer: A tornado is a swirling, funnel-shaped column of wind.

9. Explain how radar could be used to track a tornado. Support your answer with evidence from the article.

Suggested answer: Responses may vary in detail but should reflect the information found in the “How do scientists predict dangerous storms?” section of the article. Radar can be used to track a tornado by sending out a radio wave from a radar unit. The wave can travel toward the tornado, bounce off any precipitation around it, and then return to the radar unit. The amount of time taken by the wave to return tells scientists how far away the storm is. By continuing to send out radio waves, scientists can track the movement of a tornado.

10. Could using radar to track a tornado help save lives? Explain why or why not, using evidence from the article.

Suggested answer: Responses may vary, but the information in the text implies that radar tracking is crucial to warning people of impending tornadoes. Because radar technology allows scientists to obtain information about the formation and path of tornadoes, that information can be shared with the public. When people know that conditions are right for a tornado to form or that a tornado has been seen, they can go somewhere safe, such as a basement or storm shelter. Such was the situation in Greensburg on the night in 2007 when the tornado hit. People were alerted to the tornado 20 minutes before it arrived. The alert system “saved many lives” because it gave people time to take shelter.

1. What was the goal of the campaign Mayor White started in 2008?
 - A. to produce more coal, gas, and oil in Houston
 - B. to get people in Houston to drive less
 - C. to reduce pollution in Houston**
 - D. to stop the ships from delivering petroleum to Houston

2. The city of Houston started more community gardens. What has been one effect of these gardens?
 - A. Vegetables are readily available to people that live in the city.**
 - B. Animals are leaving the farms and going to the city gardens.
 - C. More farm land is being used to grow fruits and vegetables.
 - D. More water used on farms that grow fruits and vegetables is wasted.

3. Which of the following sentences provides evidence that the people of Houston took action to make their city a better place?
 - A. People in Houston were coming to understand their impact on the Earth's environment.
 - B. People in Houston, like people all over the United States, need gasoline in order to drive their cars.
 - C. People in Houston were starting to see that the water and food they used were taken out of the Houston-area environment.
 - D. The people of Houston have applied the ideas of energy conservation to other areas, including water use and farming.**

4. What can be concluded about the way the recent mayors of Houston have viewed the issue of pollution?
 - A. Pollution is an issue that should be actively addressed.**
 - B. Pollution is an issue which the people of Houston can do nothing about.
 - C. Pollution is an issue which politicians do not have the resources to address.
 - D. Pollution is an issue which can only be addressed at the state level.

5. What is the passage mostly about?

- A. how the people of Houston are conserving water
- B. how the people of Houston took steps to reduce their impact on the local environment**
- C. how the people of Houston elected Mayors that were focused on reducing pollution
- D. how the people of Houston plan to deal with population growth

6. Read this sentence: "The ships that come to Houston to deliver petroleum **disrupt** local marine environments by producing waste emissions, noise, and pollution."

Which word could best replace the word **disrupt** as it is used in this sentence?

- A. assist
- B. upset**
- C. interfere
- D. reduce

7. Choose the answer that best completes the sentence below.

Energy is good for Houston in that it creates jobs and powers homes and companies; _____, this same energy has a huge impact on the local environment.

- A. particularly
- B. thus
- C. second
- D. however**

8. List at least two things Mayor White did to reduce pollution in Houston.

Answers should include at least two of the following:

He made local factories and oil refineries reduce pollution. He worked to reduce the impact of energy consumption in Houston. He increased the use of solar energy in the city.

9. Houston is sometimes called the "Energy Capital of the World". Mayor Parker wanted Houston to be called the "Energy Conservation Capital of the World."

Explain the meaning of both titles and how they are connected.

Houston is called the "Energy Capital of the World" because so much energy is produced there; there are lots of energy companies in Houston. Mayor Parker wanted Houston to be called the "Energy Conservation Capital of the World" because she wanted her city to make smart choices about how to conserve the energy they needed and how to reduce their environmental impact. This title highlights a transition as conservation became prioritized in the energy goals of the city whereas the previous title highlighted simply the level of energy production the city became known for.

10. Explain Mayor White's role in the efforts to reduce pollution in Houston that started in 2008. What might have happened had he not been elected? Use evidence from the passage to support your answer.

Mayor White started the campaign to reduce pollution in Houston. This brought to people's attention the need to reduce pollution. This initiative made people realize that they could use less and have less of an impact on the environment. Mayor Parker built upon Mayor White's energy conservation work. If Mayor White had not been elected and started the campaign to reduce pollution, the people of Houston might not have invested effort in limiting their environmental impact and the trend of local politicians actively addressing pollution may not have started.

Teacher Guide & Answers

Passage Reading Level: Lexile 950

1. **B** *the wind*
2. **C** *how to safely land his hot air balloon*
3. **A** *Hot air is lighter than cold air.*
4. **A** *a large, open space with no buildings*
5. **D** *a person trying to land a hot air balloon in difficult conditions*
6. **C** *height*
7. **B** *however*
8. **Suggested answer:** *Pulling the cord causes the balloon to sink, or decrease altitude.*
9. **Suggested answer:** *Pulling the cord causes the balloon to drop because it lets hot air out of the balloon. Without as much hot air, the balloon becomes heavier and starts to sink.*
10. **Suggested answer:** *Students could say that it was a good idea, citing the evidence that it was indeed a successful landing, and that he was heading toward the forest where he wouldn't be able to land. Other students could say that if he had waited he might have found a better landing spot, citing evidence that Rodriguez had a lot of propane fuel, which means he could have kept the air in the balloon hot and could have floated for a long time.*

1. Where does Jennifer's family move?

- A. to Boston, Massachusetts
- B. to Narragansett, Rhode Island**
- C. to New York, New York
- D. to Newport, Rhode Island

2. What are important features of the setting in Narragansett?

- A. the sand and water**
- B. the schools and supermarkets
- C. the sunny weather and heat
- D. the shops and restaurants

3. Jennifer feels lonely in her new town and new house.

What information from the story best supports this conclusion?

- A. Her whole family was born and raised in Boston.
- B. She walks the beach every day, picking up shells.
- C. She says to Susan, "I thought I was all alone here!"**
- D. She trades her mother's beauty products for clams.

4. Why doesn't Jennifer give Susan her clothes or dolls for the clams?

- A. because she doesn't think Susan will like her clothes or dolls
- B. because she thinks her mother would get mad at her for giving them away
- C. because they belong to Jennifer, and she doesn't want to give them away**
- D. because she doesn't trust Susan to take good care of her clothes or dolls

5. What is a theme of this story?

- A. It is impossible to make friends without trading gifts.
- B. It is not fair to give away something that is not yours to give.**
- C. Moving to a new place is always an exciting adventure.
- D. Makeup products are more valuable than clams.

6. Read these sentences from the passage.

"She walks along the shore every day for two weeks and only sees grumpy fishermen. They never talk to her or even smile.

One day, she sees a small shadow coming toward her from the other side. It's another girl her age."

Why does the author put the descriptions of these two events next to each other in the passage?

A. to show that Jennifer was very happy to live in a house along the shore, unlike the grumpy fishermen

B. to suggest that Jennifer feels lonely and that the girl she sees could end her loneliness

C. to reveal that one of the grumpy fishermen whom Jennifer sees is actually another girl Jennifer's age

D. to show that Jennifer really wants to have a conversation with the grumpy fishermen, instead of with the other girl

7. Choose the answer that best completes the sentence below.

Jennifer did not want to give away her own belongings. _____, she gave away her mother's beauty products.

A. Previously

B. Instead

C. Currently

D. Similarly

8. Why does Jennifer want to get some clams from Susan?

Jennifer wants to get some clams from Susan because she loves clams, and her mother always cooks red meat. A strong answer may also note that Jennifer is new to town and probably is lonely, and since Susan is a girl her age, Jennifer might want to make the trade in order to form a relationship with Susan.

9. Why does Jennifer's mother punish her for trading away her beauty products?

Jennifer's mother punishes her for trading away her beauty products because they did not belong to Jennifer, so they were not hers to give away. Students may also note that the neighbor had already bought the bag of makeup Jennifer gave away, so the makeup did not even belong to Jennifer's mother anymore.

10. Has Jennifer learned anything about fairness by the end of the story? Use evidence from the text to support your answer.

Student answers may vary, as long as they use evidence from the text. Students may respond that Jennifer has learned something about fairness by the end of the story because she accepts her mother's punishment. She also anticipates her mother's anger at the trade, which indicates that she realizes what she did was wrong. Alternately, students may respond that Jennifer has not learned anything about fairness at the end of the story because she is still determined to continue trading with Susan for clams. She thinks that she will just have to trade "something that doesn't belong to her mother," but that thought does not prove she recognizes that giving away the bag of beauty products was wrong. She could now be planning to trade away something that belongs to her father instead.