

TABLE OF CONTENTS



About SQ3R vi

Unit 1: Reading

Test Taking Skills for Multiple Choice Questions ix

A Personal Narrative: **High in the Mountains of Ecuador** by David Meissner 1

- Previewing the Lesson: SQ3R
- Objective Questions: Critical Thinking

A Science Article: **Finding Polar Bear Dens** by Jack Meyers, Ph.D. 7

- Previewing the Lesson: SQ3R
- Objective Questions: Critical Thinking

A Poem: **Nothing's the End of the World** by Sara Holbrook..... 11

- Previewing the Lesson: SQ3R
- Objective Questions: Interpreting Poetry

A Nonfiction Article: **He Even Kissed a Pig** by Ann Volk..... 15

- Previewing the Lesson: SQ3R
- Objective Questions: Critical Thinking

A Native American Folktale: **The Sioux Who Married the Crow Chief's Daughter**
Adapted by Marie L. McLaughlin..... 21

- Previewing the Lesson: SQ3R
- Objective Questions: Critical Thinking

A How-To Article: **Popping In with Robert Sabuda** by Patricia J. Murphy..... 27

- Previewing the Lesson: SQ3R
- Objective Questions: Critical Thinking

A Poem: **I, Too** by Langston Hughes..... 33

- Previewing the Lesson: SQ3R
- Objective Questions: Interpreting Poetry

Unit 2: Listening

How to Answer Short Response Questions 38

A Biography: **Biddy Mason** by Ruth Pelz..... 39

- Listening Directions: Graphic Organizer
- Objective Questions: Critical Thinking
- Short Response Questions: Short Answer Format

continued

A Legend: Robin Hood Meets Little John	43
Listening Directions: Graphic Organizer	
Objective Questions: Critical Thinking	
Short Response Questions: Short Answer Format	
A Caribbean Folktale: If Yu Follow Trouble, Trouble Follow Yu	47
Listening Directions: Graphic Organizer	
Objective Questions: Critical Thinking	
Short Response Questions: Short Answer Format	
Two Personal Narratives: Baseball Now and Then	51
Listening Directions: Graphic Organizer	
Objective Questions: Critical Thinking	
Short Response Questions: Short Answer Format	
Unit 3: Writing	
Tips for Answering Essay Questions	56
Previewing the Selections: SQ3R	57
A Greek Myth: Prometheus: How the Friend of Man Was Punished	58
Short Response Questions: Short Answer Format	
A Norse Myth: Loki, the Giant	61
Short Response Questions: Short Answer Format	
Prewriting: Graphic Organizer	
Combined Essay: Comparison	
Previewing the Selections: SQ3R	67
A Nonfiction Article: Coyotes and the Farmer by <i>Stephen R. Swinburne</i>	68
Short Response Questions: Short Answer Format	
A Nonfiction Article: Brave Dogs, Gentle Dogs by <i>Cat Urbigit</i>	70
Short Response Questions: Short Answer Format	
Prewriting: Graphic Organizer	
Combined Essay: Defending a Position	
Previewing the Selections: SQ3R	77
A Biography: Ben Franklin: Fit for Life by <i>Trish Early</i>	78
Short Response Questions: Short Answer Format	
A Correspondence: A Letter to His Son	81
Short Response Questions: Short Answer Format	
Prewriting: Graphic Organizer	
Combined Essay: Compare and Contrast	

Unit 4: Editing Practice

(To be used with Units 1 and 2)

Editing Rules	88
High in the Mountains of Ecuador.....	90
Finding Polar Bear Dens.....	91
Nothing’s the End of the World	92
He Even Kissed a Pig.....	93
The Sioux Who Married the Crow Chief’s Daughter	94
Popping In with Robert Sabuda.....	95
I, Too	96
Biddy Mason	97
Robin Hood Meets Little John	98
If Yu Follow Trouble, Trouble Follow Yu	99
Baseball Now and Then.....	100

Unit 5: Test

Part I: Reading

A Social Studies Article: The Witches of Salem by <i>Henrietta Elizabeth Marshall</i>	103
Objective Questions: Critical Thinking	
A Poem: The House with Nobody in It by <i>Joyce Kilmer</i>	107
Objective Questions: Interpreting Poetry	
An Interview: Inspiring the Future: An Interview with Eileen Collins	111
Objective Questions: Critical Thinking	

Part II: Listening

A Personal Narrative: Dan Jansen: In Quest of Gold by <i>Jack Rightmyer</i>	116
Listening Directions: Note Taking	
Objective Questions: Critical Thinking	
Short Response Questions: Short Answer Format	

Part III: Writing

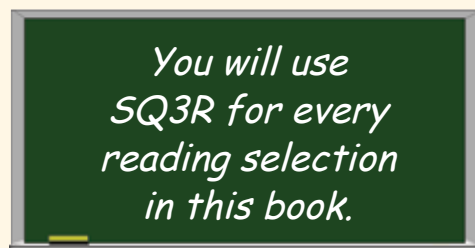
A Science Article: The Silent Spring	121
Short Response Questions: Short Answer Format	
A Poem: Requiem for a River by <i>Kim Williams</i>	124
Short Response Questions: Short Answer Format	
Prewriting: Graphic Organizer	
Combined Essay: Drawing Conclusions	

Part IV: Editing

Editing Passages	130
Graphic Organizers	131
Editor’s Page	133
Guide for Revising and Editing Essays	

About SQ3R ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

SQ3R is the key to comprehension. The more you know about something before you read it, the better you'll understand it. SQ3R is simple, quick, and efficient.



SURVEY

Look through the article quickly.
Read the introductory paragraph.
Then look at all:

- headings and subheadings
- captions
- pictures
- italic or boldface print

QUESTION

Read the author's questions at the end of the selection.
They give clues to the reading content as well.

HINT: Look for the answers when you read the article!



R
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Read the selection slowly. If what you read does not make sense, it means that you might have read something wrong, REREAD.

HINT: Sometimes it may be necessary to read something two or more times to understand it.



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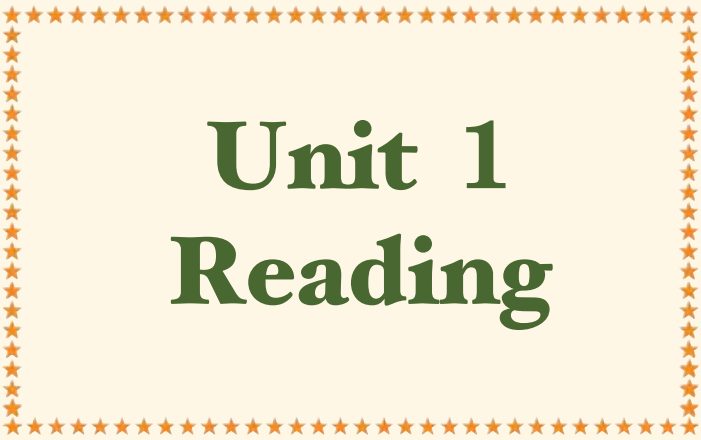
Say what you have read aloud. If you cannot retell it in your own words, it means that you did not understand it. REREAD. It helps to take notes on what you have read.

HINT: Just the act of writing will help you remember the material!



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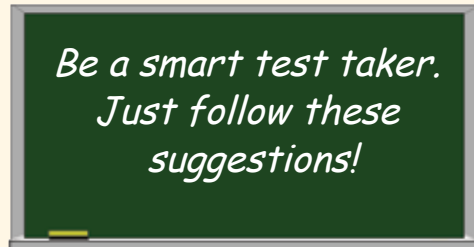
Several days before a test, review your notes. Try to state the information in your own words. Have someone else ask you questions from your notes. In this book at the beginning of each unit, review the techniques for being a smart reader, writer, and test taker.



Unit 1

Reading

Test Taking Skills for Multiple Choice Questions



1. Read **all** answers given. Answer “a” may seem like a good answer at first, but answer “d” may be even better.
2. If you think you know an answer, skim through the choices to find it. Then check all the other choices to be sure.
3. Look back at the story for clues to the answers. It helps to underline the proof for your answer.
4. If you are not sure of an answer, circle the question and skip it for now. When you come to the end, go back. Words in other questions may help you remember.
5. **NEVER LEAVE A BLANK.** It will **almost always** be marked wrong. Take an “educated guess.”
6. An educated guess means that first you cross off all answers you know are wrong. You can usually do this with 2 of the 4 answers. Then you have a 50-50 chance of getting it right. Take a guess.
7. Key words in the questions such as **BEST**, **MOST**, and **MAINLY** are often written in capitals or dark print. Pay special attention to these important words.
8. The words **AFTER** and **BEFORE** tell us that the question deals with the sequence of events. Pay special attention to the order of what happened in the story.
9. Be careful of words such as **BUT**, **NOT**, and **EXCEPT**. They signal a change in the question.
10. The wrong answer choices often have words used in the story. Do not be fooled. Look for the right **IDEA**.

A Personal Narrative

High in the Mountains
of Ecuador

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After surveying this article, I can tell that:

1. The setting for this article is _____.
a. South America b. Africa

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After looking at the questions at the end of the story, I can tell that:

2. The main character is a _____.
a. native b. visitor
3. In Ecuador, David Meissner probably stayed _____.
a. in a hotel b. with a family

R
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D

ANSWER BOX

1. The setting for this article is South America.
2. The main character is a visitor.
3. In Ecuador, David Meissner probably stayed with a family.

Read the article that follows carefully. If what you read does not make sense, reread!

High in the Mountains of Ecuador

by David Meissner



It was late afternoon when I arrived in the village of Angahuana. I had traveled by truck high into these green mountains and then walked along a curvy road. All I carried in my backpack was clothes, water, and a sleeping bag. I didn't know what I would eat or where I would sleep that night, but I did know that I was looking for a farmer named Don Segundo.

Life in the Andes Mountains was very different from life in the United States—and my head hurt from trying to understand it all. I had been excited about working on farming projects in Ecuador after college. But everywhere I went, people stared at me. I didn't look, dress, or speak like anyone else up here.

The stone road led into Angahuana, a small village that curved around houses, a church, and an elementary school.

Behind each house were fields where families grew crops, such as beans, onions, and potatoes.

Meeting Don Segundo

I stopped at a house made of bricks, wood, and dried mud. Hopefully, Don Segundo would be here and assure me that this was where I would sleep for the night. From the road I shouted, "Hola! Hola! Don Segundo?"

A short man in a blue coat appeared from behind the house. His brown eyes sparkled, and his whole face smiled. "You must be David!" he said in Spanish. "You will sleep here tonight. Come to the field; let me show you my mora plants."

For the rest of the afternoon, Don Segundo and I dug in the ground. We also talked about how we would work together for the next



two months. Our biggest project was building greenhouses so that people in Angahuana could grow tomatoes and sell them down in the city.

Before it got dark, Don Segundo and I hiked up a narrow path to put his cows in the corral for the night. On our way down, the cold air was silent except for the sounds of our footsteps.

A Family Dinner

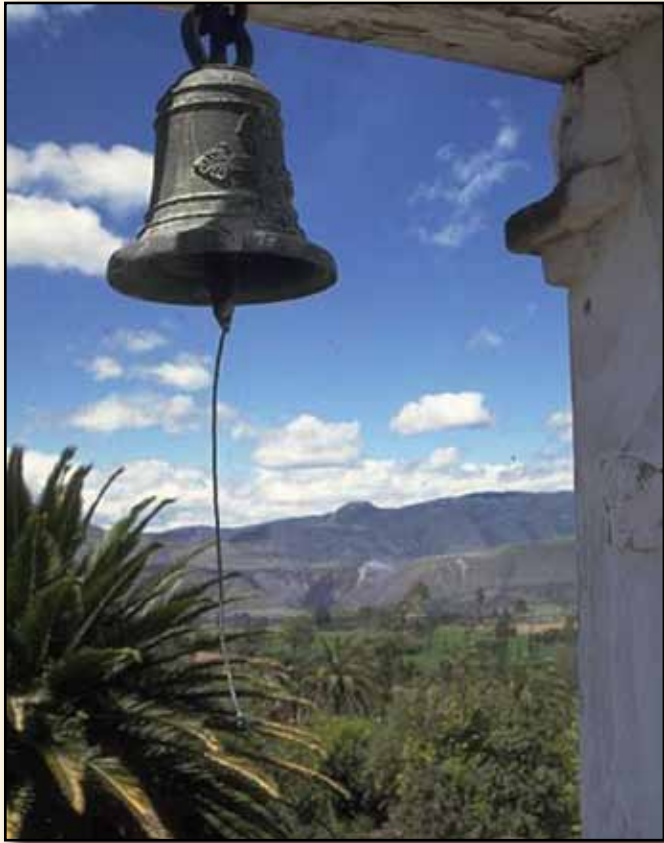
We ate dinner in a dark but cozy kitchen. Don Segundo's wife cooked over an open wood fire. We sat on log benches and ate habas, dipping the tasty beans in salt, sucking out the beans, and tossing the

shells into a bowl. Don Segundo's two daughters were about ten and twelve years old. They cuddled together in a blanket resting their bare feet on the floor, giggling and whispering to each other in Quichua. I could not understand a word of that language. I don't think they had ever seen a person with white skin and green eyes.

Our main dish was warm potato soup with meat. After dinner, everyone seemed more relaxed. The girls stopped speaking in Quichua and asked me questions in Spanish.

I told them about my life in the United States and described the dry Arizona desert. I explained that instead of growing our own food as they do, we buy it from big grocery stores. Then I showed them a picture of my family, my brother, sister, parents, and our pets. The girls thought it was funny that we had four cats, one dog, and a turtle.





Feeling at Home

Even though this land and the people had seemed so strange at first, I began to realize that we had many things in common. This family had been just as nervous as I was about meeting someone from the other side of the Earth. But here we were in their kitchen after dinner—laughing, talking, and telling stories.

When my eyelids began to droop, Don Segundo showed me to a room with a small bed. Soon I heard whispering from the room next door. Kids' eyes were spying on me through a crack in the wall. I waved to the wall, and it seemed to giggle back. Then I said good night, clicked off the lone light bulb, and fell deeply asleep, high in the mountains of Ecuador.

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Recite three facts you learned about the village of Angahuana, Ecuador.

Objective Questions

Circle the letter next to the correct answer.

1. The setting for this story is:
 - a. a prosperous, agricultural village
 - b. a distant mountain community
 - c. a farming village resistant to change
 - d. a poor urban area

2. What was the purpose of David Meissner's trip?
 - a. to learn about another culture
 - b. to tour the Southern hemisphere
 - c. to learn new and different farming methods
 - d. to share his knowledge and skills

3. Upon his arrival in Ecuador, what did David feel was his greatest challenge?
 - a. the language
 - b. traveling on foot
 - c. locating Don Segundo's house
 - d. gaining acceptance

4. Which phrase BEST describes how Don Segundo's daughters felt when they met David Meissner?
 - a. nervous, but bold
 - b. reluctant, but confident
 - c. curious, but unsure
 - d. happy, but inattentive

5. The reader can reasonably conclude that the people of Angahuana were:
 - a. dependent on the cities for many of their goods
 - b. migrant workers who worked on large nearby farms
 - c. used to sharing their homes with strangers
 - d. largely self-sufficient

Continue...

Objective Questions

6. Why were greenhouses important to the people of Angahuana?
 - a. They could provide food for their starving families.
 - b. They would provide them with a cash crop.
 - c. The climate made it difficult to grow crops outdoors.
 - d. They provide protection for animals in the winter.

7. How has the author organized the events of the story?
 - a. gives two sides of an argument
 - b. gives events in order of importance
 - c. presents the causes, then the effect
 - d. tells the story in the order it happened

8. Why did David tell Don Segundo's family about his pets?
 - a. to develop a better relationship
 - b. to prove his wealth
 - c. to pass the time
 - d. to avoid other topics

9. This account is told from the point of view of:
 - a. Don Segundo
 - b. a third person narrator
 - c. the main character
 - d. the people of Angahuana

10. How had David's feelings changed by the end of the evening?
 - a. He was feeling more confident.
 - b. He felt most uneasy around the children.
 - c. He knew he could spend several years there.
 - d. He was more aware of the cultural differences.

For **Editing Practice**, please go to page 90.