

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)

## **Fiction Readers— Early Fluent**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (6 pages)

**Lesson Plan** (11 pages)

**Reader** (13 pages)

To Create a World <sup>in</sup> which  
**Children** Love to Learn!

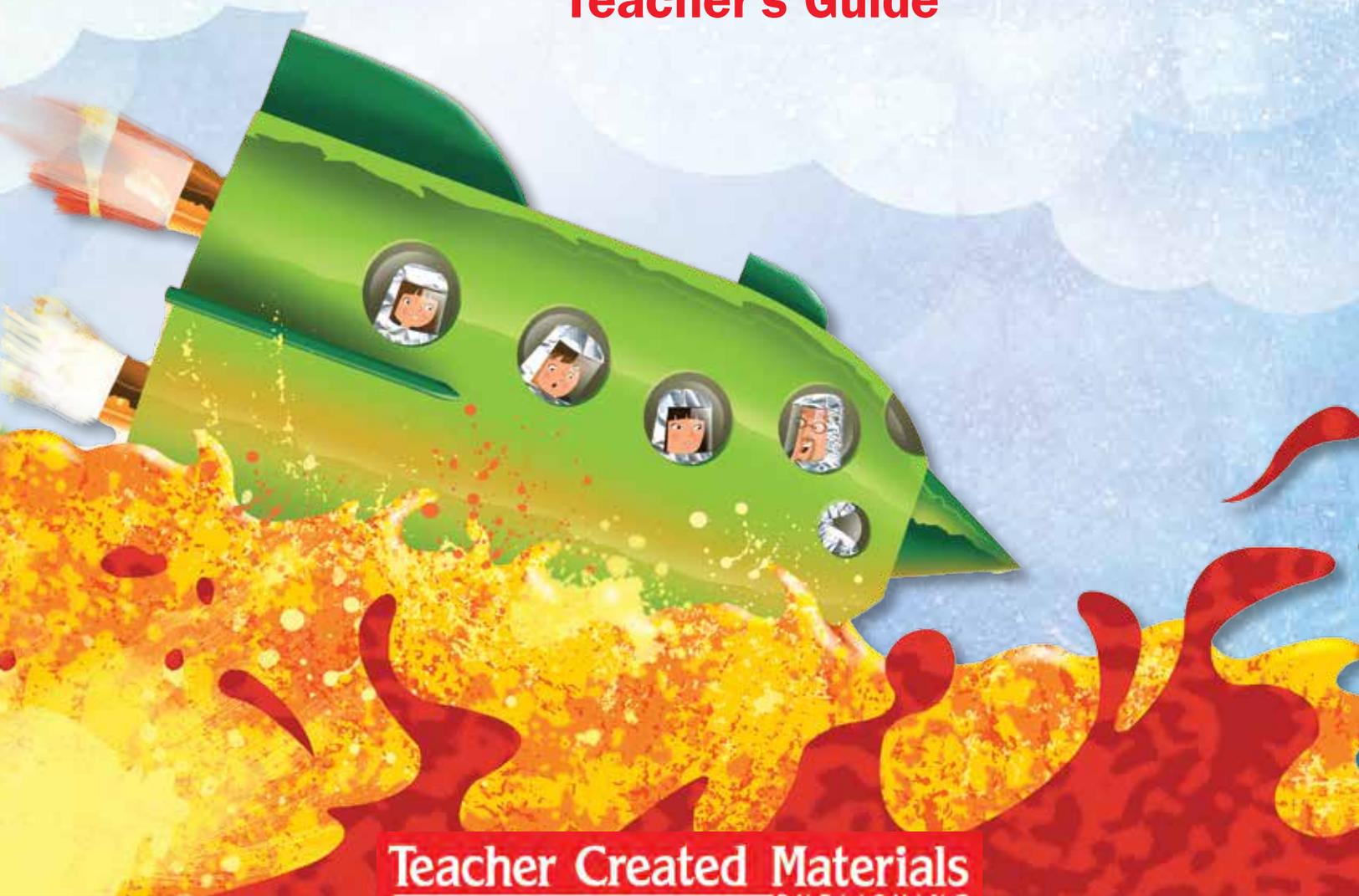
800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

Early  
Fluent

Read! Explore! Imagine!

# Fiction Readers

Teacher's Guide



Teacher Created Materials  
PUBLISHING

# Table of Contents

<b>Program Welcome</b> .....	4	Guided Reading .....	35
<b>Program Scope and Sequence</b> .....	6	Other Blocks of a Balanced-Reading Program .....	36
<b>Research</b>		Pacing Plans.....	37
The Importance of Reading Fiction.....	8	Introduction to Correlations .....	44
Developing Essential Reading Skills .....	9	<b>Lessons</b>	
Key Reading Skills .....	10	Lesson 1: <i>Vroom, Vroom! Poems About     Things with Wheels</i> .....	46
The Power of Storytelling .....	12	Lesson 2: <i>The Treasure Hunt</i> .....	54
The Art of Fiction .....	12	Lesson 3: <i>Barnaby Dell</i> .....	62
The Benefits of Reading Fiction .....	12	Lesson 4: <i>Why Anansi Has Eight Thin Legs:     A Tale from West Africa</i> .....	70
Elements of Fiction .....	13	Lesson 5: <i>The Town Mouse and the     Country Mouse</i> .....	78
Gradual Release of Responsibility as a Model of Instruction .....	14	Lesson 6: <i>Cuckoo, Cuckoo: A Folktale     from Mexico</i> .....	86
The Active Reading Process .....	14	Lesson 7: <i>Journey to the Center     of the Earth</i> .....	94
Benefits of Leveled Reading.....	15	Lesson 8: <i>Where Did the Dinosaurs Go?</i> ..	102
Differentiating by Specific Needs.....	16	Lesson 9: <i>Escape from Pacaya</i> .....	110
Using Quality Assessment to Guide Instruction.....	18	Lesson 10: <i>Boris and Bea</i> .....	118
School and Home Connection .....	19	Lesson 11: <i>The Snake’s Diary     by Little Yellow</i> .....	126
Using Technology in the Classroom .....	19	Lesson 12: <i>Patrick and Paloma</i> .....	134
<b>Best Practices</b>		Lesson 13: <i>Mia’s Chocolate Challenge</i> ....	142
Managing Small Groups .....	20	Lesson 14: <i>The Glass Slippers</i> .....	150
Before-Reading Activities .....	21	Lesson 15: <i>This Is the Tower that     Frank Built</i> .....	158
During-Reading Activities.....	22	<b>References</b> .....	166
After-Reading Activities.....	23	<b>Answer Key</b> .....	168
Making It Memorable.....	24	<b>Template</b> .....	173
<b>How to Use This Product</b>		<b>Indexes</b>	
Kit Components.....	25	<i>Read! Explore! Imagine! Fiction Readers:     Early Fluent Comprehension Skills</i> ...	174
Getting Started.....	26	<i>Read! Explore! Imagine! Fiction Readers:     Early Fluent Cross-curricular     Connections</i> .....	175
Teaching a Lesson .....	27	<b>Contents of the CDs and DVDs</b> .....	176
Using Assessment Options.....	28		
Using Technology Options .....	28		
Using Interactiv-eBooks.....	29		
About the Books.....	33		
Word Counts and Level Correlations.....	34		
Using a Guided-Reading/ Balanced-Literacy Model .....	35		

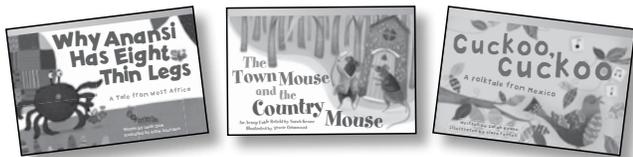
# How to Use This Product

## Kit Components

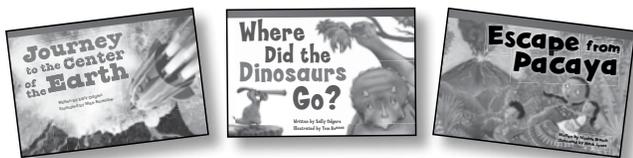
### Trio 1



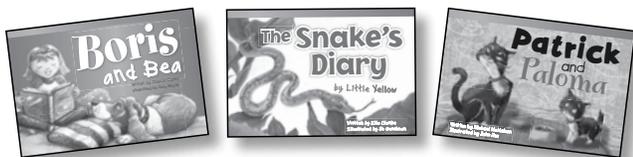
### Trio 2



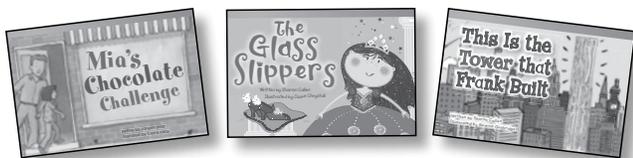
### Trio 3



### Trio 4



### Trio 5



### Teacher's Guide

Easy-to-use, standards-based lesson plans

### Digital Resource CD

- PDFs of books
- teacher resources
- student activity sheets
- supplemental images, audio, and video

### Audio CD

Professional recordings of books and reader's theater scripts

### Assessment Guide

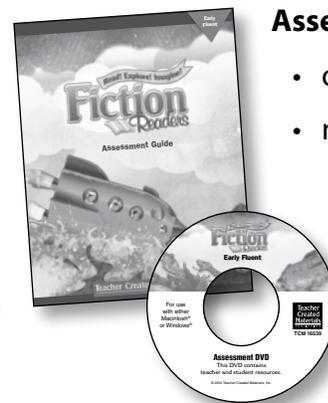
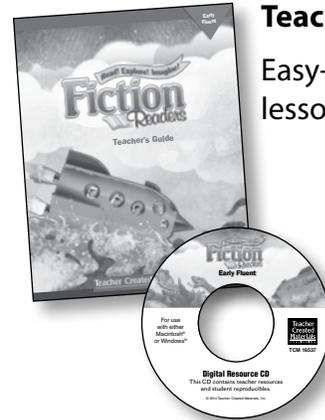
- oral reading records
- multiple-choice tests

### Assessment DVD

- placement test
- assessments in both electronic and printable form

### Interactiv-eBooks Single Classroom License

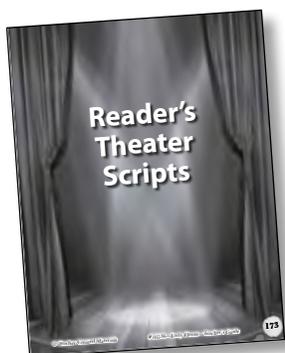
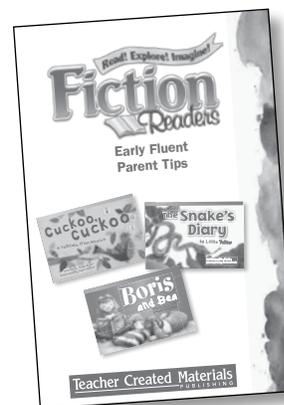
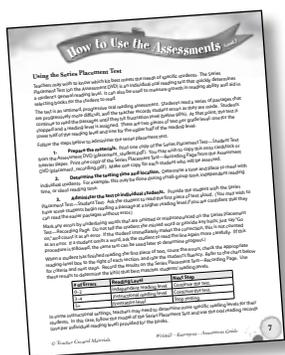
Interactiv-eBooks with embedded audio, response-to-literature prompts, and activities



# How to Use This Product (cont.)

## Getting Started

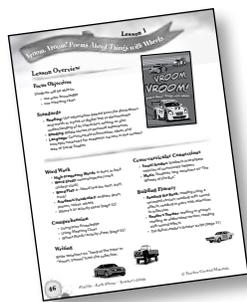
- 1. Use the Series Placement Test.** If desired, use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for the students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.
- 2. Create reading groups.** If desired, assign students to reading groups based on their reading levels or other instructional needs. See page 20 for practical tips for managing small groups. See pages 35–36 for tips on using *Read! Explore! Imagine! Fiction Readers* in a guided-reading/balanced-literacy model.
- 3. Prepare student resources.** As an option, create some student resources, including cards for key words and storage boxes (or rings), and folders to store writing samples. The reader's theater scripts can be bound into a folder so each student has a set of scripts at the end of the instructional period. See page 173 (or the Digital Resource CD) for the cover template.
- 4. Prepare assessment resources.** Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold each student's placement test, oral reading records, multiple-choice tests, activity pages, notes from informal assessments suggested in the lessons, and/or anecdotal records taken during the reading lessons. Keep sticky notes handy for those quick notes that can be inserted into a folder.
- 5. Make a school-and-home connection.** Send the Parent Tips booklet (found on the Digital Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



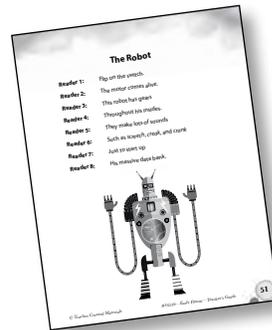
# How to Use This Product (cont.)

## Teaching a Lesson

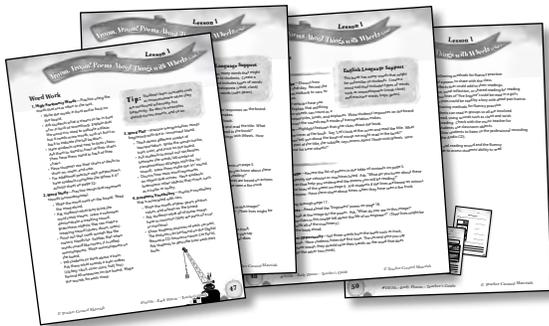
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a reader's theater script, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



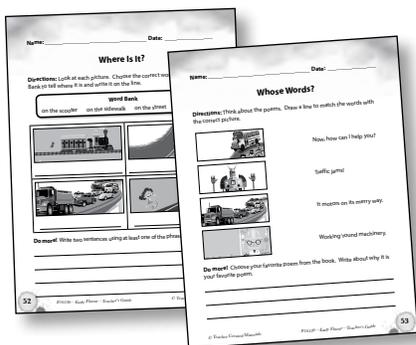
Each **lesson** begins with an overview page that provides standards information and information for planning purposes. Every lesson addresses two reading standards and one language standard.



The **reader's theater script** provides additional fluency practice and an authentic purpose for rereading text.



The **instructional components** include Word Work on high-frequency words, key words used in the story, word play, and academic vocabulary. Comprehension work includes before-, during-, and after-reading instruction. Writing, Cross-curricular Connections, and Building Fluency follow.

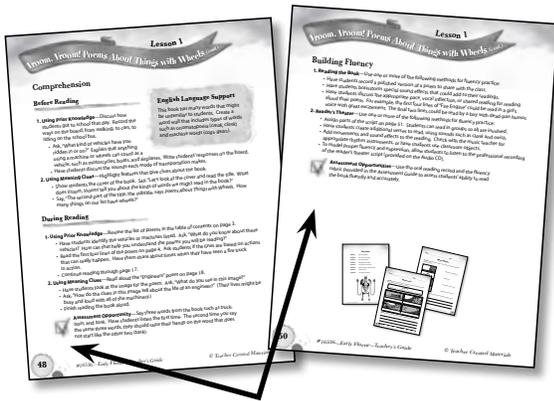


The **student activity sheets** can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-grade-level students or as independent practice for on- or above-grade-level students.

# How to Use This Product (cont.)

## Using Assessment Options

**1. Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Develop anecdotal records as they meet the needs of your classroom.

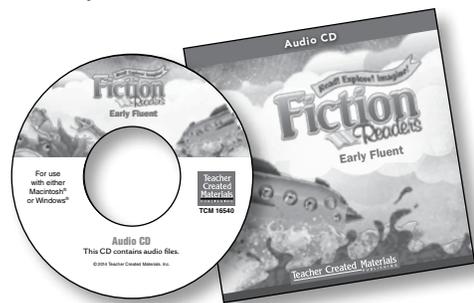


**2. Use formal assessments at the end of each lesson.** The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.

Page	Text	Error		Comprehension	
		e	sc	sc	sc
2	Here is beautiful baby.				
4	I am happy when I am going.				
6	This is my first flying lesson. I am so happy.				
8	This is my second flying lesson. I am so happy.				
10	Now I am a worker. I am so happy.				
12	This is when the King of Bees came. I am so happy.				

## Using Technology Options

**1. Use the Audio CD as a model of fluent reading.** The Audio CD includes professional recordings of the books and reader's theater scripts in this kit. Consider playing the audio tracks of the books to support students as rereading practice for fluency or in a listening center. Play the reader's theater script as a model of presentation.



**2. Use the Interactiv-eBooks to enhance the reading experience.** This kit includes Interactiv-eBooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, record their voices, and complete interactive activities that build comprehension and writing skills. The Interactiv-eBooks can be used in a variety of instructional settings and to support numerous literacy and learning goals.

## Using a Guided-Reading/ Balanced-Literacy Model

*Read! Explore! Imagine! Fiction Readers* is a comprehensive program that can be flexibly implemented in a guided-reading/balanced-literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive Teacher's Guide, with step-by-step lesson plans and student activities, can be easily used in all blocks of a balanced-literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

### Guided Reading

Two key features of *Read! Explore! Imagine! Fiction Readers* allow them to be effectively used within a guided-reading program. First, the books can serve to target specific word-recognition and word-work skills. Second, the high-interest story books make them ideal selections for use with groups who need practice at specific reading levels and with general reading skills. Oral reading records for each book are included so teachers can monitor the progress of students as they increase their reading levels.

### Targeting Leveled Practice and Other Reading Skills

Each book included in *Read! Explore! Imagine! Fiction Readers* has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide (and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 34 indicates the reading levels of the books included within this kit. As students move through the books in the program, they will encounter carefully written stories designed to provide practice with many areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, fluency, and the reading-writing connection. As such, teachers in a guided-reading program will have access to ample material for encouraging reading development across all areas of literacy. Whether the books in the program are being used to address specific word-work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided-reading program.

### Lesson Plan Structure

The *Read! Explore! Imagine! Fiction Readers* lesson plans are set up in the traditional guided-reading structure of before-, during-, and after-reading activities and questions. High-frequency, challenging, and academic words are isolated for pre-instruction. Special attention is given to words that encourage rhyming, alliteration, or general word play.

# How to Use This Product (cont.)

## Guided Reading (cont.)

### Progress Monitoring

As mentioned, oral reading records and comprehension assessments for each book are included so teachers may monitor the growth of their students in oral reading and comprehension and record their reading levels. Teachers will probably not want to administer the oral reading records for each book, but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *Read! Explore! Imagine! Fiction Readers* provides the necessary tools. Further, there are recommended informal assessments in the lesson plans.

## Other Blocks of a Balanced-Reading Program

### Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure students who are not in the small instructional group with which the teacher is currently working are constructively engaged. The lesson plans provide suggestions for connections and writing activities for independent student work. Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word-recognition, word-work, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Many of the activities in *Read! Explore! Imagine! Fiction Readers* are appropriate for whole-class work in a word-work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-play development.

### Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets and the Interactiv-eBooks. Depending on the level of the kit a teacher is using in the classroom, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story. Modifications in the writing assignments are offered for below-, at-, and above-grade-level students.

### Independent Reading

The books from *Read! Explore! Imagine! Fiction Readers* provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections. The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided-reading or balanced-literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and retain what they have learned.

### Vocabulary and Word Study

# Patrick and Paloma

## Lesson 12

### Lesson Overview

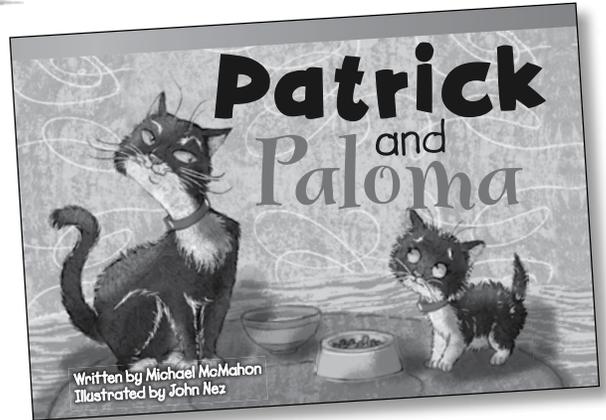
#### Focus Objectives

Students will be able to:

- use meaning clues
- use prior knowledge

#### Standards

- **Reading:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- **Reading:** Use meaning clues to aid comprehension and make predictions about content
- **Language:** Communicate for Social and Instructional purposes within the school setting



#### Word Work

- **High-Frequency Words:** *he, liked*
- **Word Study:** contractions (*it's, wasn't, he'd*)
- **Word Play:** synonyms (*grumbled, grouched, grouched, complained*)
- **Academic Vocabulary:** *cat, cushion, fluffy, milk, nap, owner, pet, scratch*
- *Contraction Match* activity sheet (page 140)

#### Comprehension

- Using Meaning Clues
- Using Prior Knowledge
- *Who Thinks or Says It?* activity sheet (page 141)

#### Writing

Write about likes and dislikes from Patrick's or Paloma's point of view.

#### Cross-curricular Connections

- **Music:** Students listen and respond to "Kitten on the Keys."
- **Drama:** Students pantomime a scene where Paloma charms Patrick.

#### Building Fluency

- **Reading the Book:** reading at random in a circle; reading with special effects; making a recorded reading
- **Reader's Theater:** create a video recording of the script; create additional lines for Patrick and Paloma
- *Patrick and Paloma* reader's theater script (page 139)



### Word Work

**1. High-Frequency Words**—Practice using the words that occur often in the text.

- Write the sentence frame *He liked \_\_\_\_\_* on the board.
- Explain that the word *he* refers to the main character in the story, a cat named Patrick.
- Have students think about what Patrick might like.
- Have students work with partners to answer the sentence frame. Responses may include *He liked milk* or *He liked toys*.

**2. Word Study**—Practice using contractions from the text.

- Write the word *it's* on the board.
- Ask, "What two words make up this contraction?" Write *it is* on the board. Show how the apostrophe takes the place of the letter *i* from *is*.
- Repeat the discussion for *wasn't* (*was not*) and *he'd* (*he had*).
- For additional practice with comprehension, have students complete the *Contraction Match* activity sheet on page 140.

**Tip:** Prepare word cards with contractions on one side and the two words on the other side for students to use as flash cards for practice.

**3. Word Play**—Practice using synonyms from the text.

- Write the following sentence on the board: *Patrick grumbled.*
- Ask, "What does *grumbled* mean?"
- Ask, "What words could be used besides *grumbled* to show that Patrick is not very happy? (*grouched, grouched, complained, growled, muttered*)"

**4. Academic Vocabulary**—Practice using vocabulary associated with cats.

- Write the word *cat* on the board.
- Have students say the word *cat*.
- Ask, "What words do you think of when you hear the word *cat*?" Record students' responses on the board. Responses may include *milk, pet, cushion, scratch, fluffy, and owner*.
- Put students into pairs. Have pairs discuss how each word from the list is associated with cats.



### Comprehension

#### Before Reading

**1. Using Meaning Clues**—Show students the front cover of the book. Read the title.

- Ask, “Who do you think the main characters are in the story? Which one do you think is Patrick?” Confirm that Patrick is the bigger cat.
- Point to Patrick on the cover. Have students observe his expression. Ask, “How does Patrick seem to feel?” Repeat this process with Paloma.
- Have students read the back cover. Ask, “What do you think this story is going to be about?”

**2. Using Prior Knowledge**—Discuss different types of pets with students.

- Ask, “How many of you have a pet?” Give students time to share about their pets. Ask them how it felt when they first got the pet.
- Discuss how hard it might be to adjust to a new member in the family, whether it’s a pet or a new baby brother or sister.

#### English Language Support

Discuss the relationship between owners and pets. Have students think about how owners treat their pets and how pets treat their owners. Have them each draw a picture representing this relationship.

#### During Reading

**1. Using Meaning Clues**—Highlight the features of the text that support the content.

- Have partners read through page 7. Discuss all the good things about Patrick’s perfect life.
- Read page 8. Ask, “What made Patrick suspicious and worried?”
- Study the illustration and text on pages 10 and 11. Ask, “What does Patrick seem to think about Paloma?”
- Have partners read through page 21 and observe the illustrations. Ask, “What kinds of things does Paloma do to upset Patrick? Do you think they were all that bad? Share your thoughts with your partner.”
- Ask, “How was Patrick feeling about her? How do you know?”
- Have students finish reading the story. Ask, “What changed Patrick’s mind about Paloma?”

**2. Rereading**—Discuss how to read Patrick’s role in a grumbling style. Have students practice sounding annoyed. Reread the story with expression. Be sure to remind students that the expression on the last page should be different because Patrick is no longer annoyed.



**Assessment Opportunity**—Write a variety of common contractions on index cards. Have students identify the two words used in the contraction. Contractions may include *I’m, you’re, we’re, they’re, let’s, he’s, she’s, it’s, what’s, that’s, who’s, there’s, and here’s.*

### Comprehension (cont.)

#### After Reading

**1. Using Prior Knowledge**—Have students think about Patrick’s feelings in the story.

- Ask students if they have a younger or an older sibling. Have them share how they feel about their siblings at times.
- Ask, “How does Patrick feel about Paloma at first? How do you think Paloma feels about Patrick at first?”
- Ask, “Do you think Paloma feels bad because of Patrick or do you think she didn’t realize how grumpy he was? Why?”
- For additional practice with comprehension, have students complete the *Who Thinks or Says It?* activity sheet on page 141.

**2. Building Oral Language**—Write the words *cat* and *kitten* on the board.

- Say, “Let’s brainstorm more names for animal adults and babies, such as dog and puppy.” Examples may include *bear and cub*, *cow and calf*, *deer and fawn*, or *duck and duckling*.
- Have students share about a time when they have seen a mother and a baby animal together. Discuss differences between the animals.

#### English Language Support

Discuss how illustrations in a story lead from one to the next. Distribute drawing paper to students and have them fold it in half. On one side, students will draw a scene where Paloma is annoying Patrick. On the other side, they will draw the final scene of the story where Patrick is accepting Paloma.

#### Writing



Use the Interactiv-eBook to practice comprehension and writing.

Tell students to write about likes and dislikes from either Paloma’s or Patrick’s point of view.

- Have below-grade-level students write as Patrick or Paloma and describe what they like.
- Have on-grade-level students write as Patrick or Paloma about what they like and don’t like.
- Have above-grade-level students write about what happens next to Patrick and Paloma from Paloma’s point of view.

#### Cross-curricular Connections



**Music**—Have students listen to “Kitten on the Keys” by Zoz Confrey, provided on the the Digital Resource CD (resource name: Kitten on the Keys Audio). Invite students to create movements to go along with the music.



**Drama**—Work in small groups to pantomime one scene in which Paloma is doing everything she can to charm the grouchy Patrick. Have groups perform their pantomimes in front of the class.

# Patrick and Paloma (cont.)

## Lesson 12

### Building Fluency

**1. Reading the Book**—Use one or more of the following methods for fluency practice:

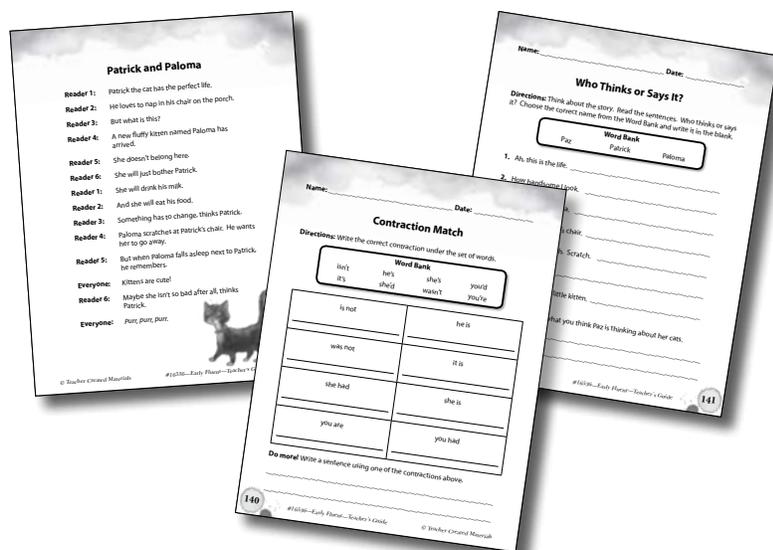
- Have students sit in a circle. Point to individuals at random to read a page of the story. Encourage them to read with expression.
- Have students brainstorm special sound effects to add to their readings, such as the lapping of milk or scratching on the chair.
- Have groups of students record a polished version of the story to share with the class.

**2. Reader's Theater**—Use one or more of the following methods for fluency practice:

- Have students create a video recording of the reading.
- Create additional lines for Patrick and Paloma, such as Paloma thinking to herself, "I don't know what to do to please that Patrick!" Incorporate them into the script.
- To model proper fluency and expression, allow students to listen to the professional recording of the reader's theater script (provided on the Audio CD).



**Assessment Opportunities**—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book fluently and accurately.



## Patrick and Paloma

- Reader 1:** Patrick the cat has the perfect life.
- Reader 2:** He loves to nap in his chair on the porch.
- Reader 3:** But what is this?
- Reader 4:** A new fluffy kitten named Paloma has arrived.
- Reader 5:** She doesn't belong here.
- Reader 6:** She will just bother Patrick.
- Reader 1:** She will drink his milk.
- Reader 2:** And she will eat his food.
- Reader 3:** "Something has to change," thinks Patrick.
- Reader 4:** Paloma scratches at Patrick's chair. He wants her to go away.
- Reader 5:** But when Paloma falls asleep next to Patrick, he remembers.
- Everyone:** Kittens are cute!
- Reader 6:** "Maybe she isn't so bad after all," thinks Patrick.
- Everyone:** *Purr, purr, purr.*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Contraction Match

**Directions:** Write the correct contraction under the set of words.

### Word Bank

isn't

he's

she's

you'd

it's

she'd

wasn't

you're

is not

he is

was not

it is

she had

she is

you are

you had

**Do more!** Write a sentence using one of the contractions above.

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Who Thinks or Says It?

**Directions:** Think about the story. Read the sentences. Who thinks or says it? Choose the correct name from the Word Bank, and write it in the blank.

### Word Bank

Paz

Patrick

Paloma

1. Ah, this is the life. \_\_\_\_\_
2. How handsome I look. \_\_\_\_\_
3. Her name is Paloma. \_\_\_\_\_
4. I'll jump on Patrick's chair. \_\_\_\_\_
5. *Mew. Mew. Scratch. Scratch.* \_\_\_\_\_
6. Go away, Paloma! \_\_\_\_\_
7. She is a rather nice little kitten. \_\_\_\_\_

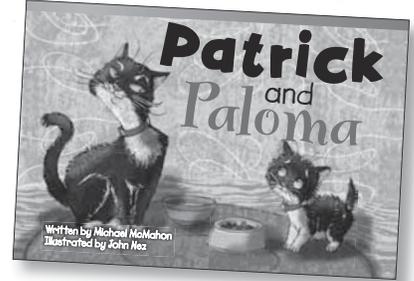
**Do more!** Write a sentence about what you think Paz thinks about her cats.

\_\_\_\_\_  
\_\_\_\_\_

# Patrick and Paloma

## Lesson 12

### Oral Reading Record



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Word Count	Codes				
230	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
2	Patrick curled up on his favorite chair on the porch. He closed his eyes. <i>Ah! This is the life,</i> he said to himself.			M S V	M S V
4	Patrick liked his comfortable life. He liked his chair with its soft cushion. He liked his meals served at the same time every day. He liked his bowl of warm milk every morning.			M S V	M S V
6	One day, his owner Paz gave him a new red collar. It looked snazzy against his shiny black coat. "How handsome I look," Patrick meowed.			M S V	M S V
8	Patrick wondered why he was getting a new collar. It wasn't his birthday. It wasn't Paz's birthday. What was going on?			M S V	M S V
<b>SUBTOTALS</b>					



## Oral Reading Record *(cont.)*

.....

Page	Text	E	SC	Cues Used	
				E	SC
<b>10</b>	Then, out of the corner of his eye, he saw a little black ball of fluff. What was it? Oh, no! A kitten! "Patrick, come and meet your new friend. Her name is Paloma," said Paz.			M S V	M S V
<b>12</b>	Patrick wasn't pleased. He didn't need a friend. He didn't need a silly, fluffy kitten that ran around annoying everyone! And Paloma was very annoying.			M S V	M S V
<b>14</b>	She jumped onto Patrick's favorite chair when he wasn't looking. She drank his milk before he was awake. She even had her evening meal before he did!			M S V	M S V
<b>16</b>	Patrick didn't know what to do. "Look at her running around just because she had her milk before me! And she looks so silly wearing that pink collar," he grumbled. He looked for a place to curl up and hide.			M S V	M S V
<b>Subtotals from previous page</b>					
<b>TOTALS</b>					

**Error Rate:**

**Self-Correction Rate:**

**Accuracy Percentage:**

**Time:**

Multiple-Choice Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

**1** How does Patrick feel about his new collar?

- A He is afraid to wear it.
- B He likes it a lot.
- C He thinks it is too tight.
- D He does not like the color.

**4** What changes Patrick’s mind about Paloma?

- A Paloma saves Patrick’s life.
- B Paz tells Patrick to be nice to Paloma.
- C Paloma curls up next to Patrick.
- D Patrick saves Paloma’s life.

**2** Patrick lives \_\_\_\_\_ life.

- A an outdoor
- B a very busy
- C an exciting
- D an easy

**5** What do you think *snazzy* means?

- A *stylish*
- B *ugly*
- C *large*
- D *loud*

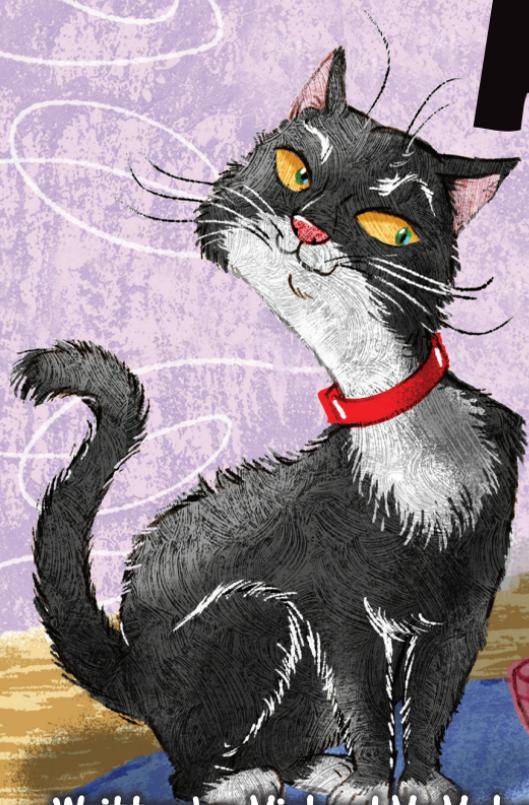
**3** Why doesn’t Patrick like Paloma at first?

- A She does things that annoy him.
- B She is too small for him.
- C She is always getting lost.
- D She gets him into trouble.

**6** What do you think will happen next?

- A Paz will get many more cats.
- B Paloma will run away from home.
- C Patrick will get very angry at Paloma.
- D Patrick and Paloma will be friends.

# Patrick and Paloma



Written by Michael McMahon  
Illustrated by John Nez



Patrick curled up on his favorite chair on the porch. He closed his eyes. *Ah! This is the life,* he said to himself.





Patrick liked his comfortable life. He liked his chair with its soft cushion. He liked his meals served at the same time every day. He liked his bowl of warm milk every morning.





One day, his owner Paz gave him a new red collar. It looked snazzy against his shiny black coat. "How handsome I look," Patrick meowed.





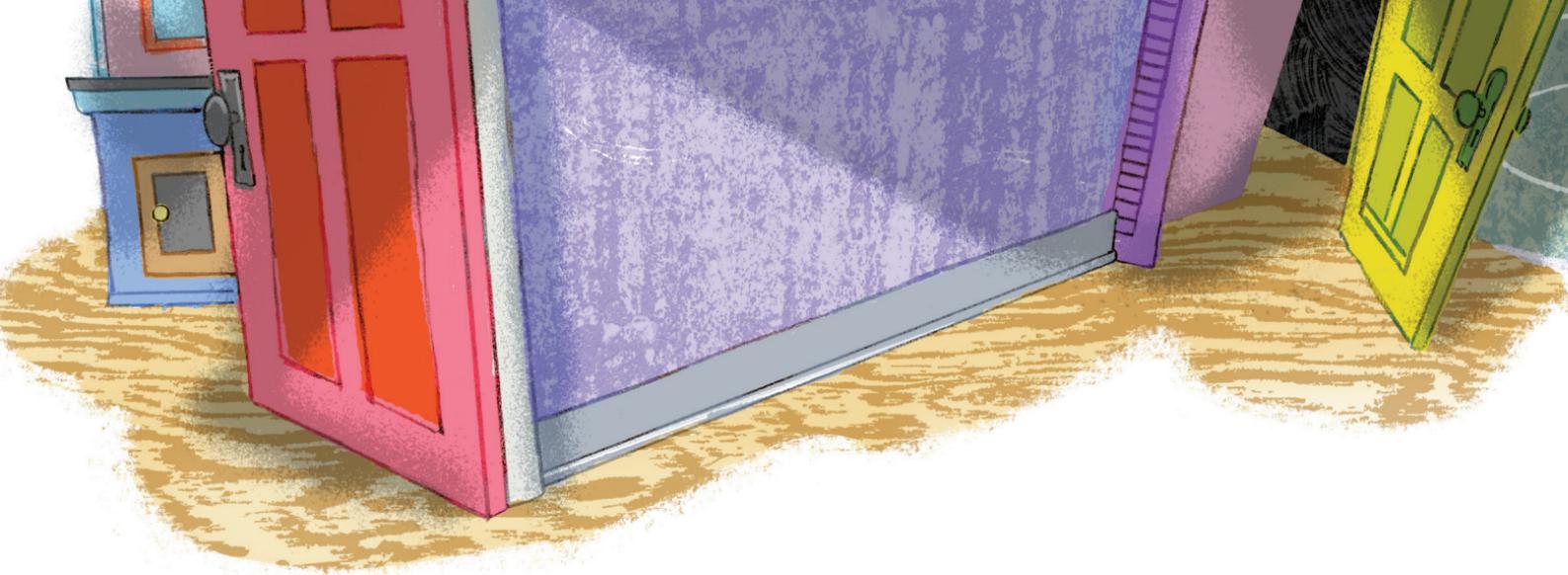
Patrick wondered why he was getting a new collar. It wasn't his birthday. It wasn't Paz's birthday. What was going on?



Then, out of the corner of his eye, he saw a little black ball of fluff. What was it? Oh, no! A kitten!

“Patrick, come and meet your new friend.  
10 Her name is Paloma,” said Paz.





Patrick wasn't pleased. He didn't need a friend. He didn't need a silly, fluffy kitten that ran around annoying everyone! And Paloma was *very* annoying.





She jumped onto Patrick's favorite chair when he wasn't looking. She drank his milk before he was awake. She even had her evening meal before he did!



Patrick didn't know what to do. "Look at her running around just because she had her milk before me! And she looks so silly wearing that pink collar," he grumbled. He looked for a place to curl up and hide.





When Paloma went into the garden, Patrick thought, *Ah! It's so much better when she's not here. Now I can think about what I am going to do. Things cannot remain as they are!* Then, he settled into his cushion and started to think.



*What if I meowed loudly at her?* he thought. But he had done that already. She hadn't noticed.

*Maybe I could demand to be fed in the middle of the day.* Then, he remembered that Paloma was always fed in the middle of the day. "Oh! Life has become so difficult," he sighed.





One day, Paloma started to scratch at his chair. “Mew. Mew. Mew.” she cried very softly, as she jumped up onto his cushion.

“Go away, Paloma!” grumbled Patrick, as he turned away. But Paloma curled up next to him and went to sleep. “Purr. Purr. Purr,” she said.





“Mmm...maybe she is not as bad as I thought,” said Patrick as he tried to smile. “She is a rather nice little kitten. Purr. Purr. Purr.”