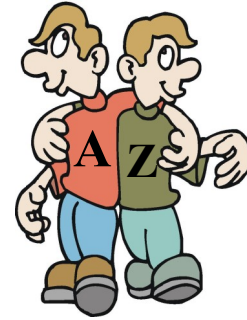


PASSAGE #1

Name _____ Date _____

BEFORE Reading Prediction: Look at the illustration. What do you think this passage will be about?

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Title? _____
(Be thinking of one.)

1 Adam and Zeke were twins, you see,
2 Oh, how different the two could be!
3 When Zeke was good, Adam was bad,
4 If one felt gloom, the other felt glad.

5 No one at school could tell them apart,
6 Until the bell rang, and class would start.
7 Zeke was the mild boy, so quiet and meek,
8 Loud Adam was bold, not afraid to speak.

9 Each boy had a way of raising his hand,
10 Zeke always sat, but Adam would stand.
11 Zeke shyly and calmly would raise his right,
12 But Adam's left waved like a bird in flight.

13 When offered a snack, Zeke politely took just one,
14 But Adam grabbed greedily until there was none.
15 Zeke loved to read and thought geography was fun,
16 While Adam was the first to have his math work done.

17 Classmates said it was the same at recess,
18 If Adam hollered, "No," then Zeke squealed, "Yes."
19 Although they looked exactly the same,
20 One boy was a wild thing, the other quite tame.

21 Zeke liked sharing, friends loved him for that,
22 Adam shared nothing, and his teasing began spats.
23 One boy wrote neatly, the other—such a mess!
24 Zeke needed to be sure, but Adam liked to guess.

25 Their names began with A and Z,
26 But, what if both had begun with a D?
27 Their parents wondered about it a lot,
28 Would they have been different, or not?

DURING Reading Prediction:

After reading Stanzas 1-4, revise your prediction if you need to change it.

Give two details from these stanzas that support your prediction.

1 _____

2 _____

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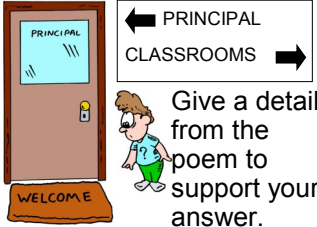

AFTER Reading:

Confirm or Dismiss Prediction

Explain: _____

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SELECTED and SHORT RESPONSE # 1

<p>R O W 1</p>	<p>1. Which of the following best explains the author's purpose?</p> <p>a. to persuade parents to use the same letter to name their children b. to entertain readers c. to teach a lesson on synonyms d. to explain why children behave differently</p>	<p>2. You would most likely find this reading selection in a book titled—</p> <p>a. <u>Fairy Tales</u> b. <u>Wonders of the Forest</u> c. <u>Book of Narrative Poetry</u> d. <u>Problem Children</u></p>	<p>3. What is the main idea of Passage 1?</p> <p>a. Brothers often argue. b. The brothers look alike, but behave differently. c. Opposites attract. d. The brothers' parents are confused.</p>	<p>4. The following are in the same group as Passage 1 because they all have the same theme.</p> <p>“North Pole, South Pole” “Sink or Swim” “Red Light, Green Light”</p> <p>Which of the following is the best title for Passage 1 and identifies the theme?</p> <p>a. “Twins” b. “Adam and Zeke” c. “Opposites” d. “Alike, Not Alike”</p>
<p>R O W 2</p>	<p>1. How many stanzas (verses) are there in this poem?</p> <p>_____</p> <p>How many lines are there?</p> <p>_____</p>	<p>2. What letter is most likely on this twin's shirt? _____</p>  <p>_____</p> <p>_____</p>	<p>3. Which question is answered in the fourth stanza?</p> <p>a. Who loved to read? b. Which boy waved his hand to answer questions? c. Did Adam like to share? d. Who liked to tease?</p>	<p>4. Find two words in the fourth stanza that have the same suffix. Write them in the text box. Underline the suffix. What does it mean?</p> <div data-bbox="1198 814 1513 1060" style="border: 1px solid gray; height: 117px; width: 194px;"></div>
<p>R O W 3</p>	<p>1. How were Adam and Zeke alike?</p> <p>a. They both loved math. b. They answered questions in the same way. c. They looked the same. d. They treated their friends the same way.</p> <p>Which line(s) of the poem support your answer? _____</p>	<p>2. Behaviors change, but characteristics usually do not. Use words from the poem to finish the outline.</p> <p>I. Adam</p> <p>A. Characteristics</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>3. Complete the outline. Use antonyms in the poem for words you used under Roman Numeral I Adam.</p> <p>II. Zeke</p> <p>A. Characteristics</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>4. Which word in line 7 is the same or almost the same as MEEK?</p> <p>_____</p> <p>Which word phrase in line 8 helps the reader to understand the meaning of BOLD?</p> <p>_____</p>
<p>R O W 4</p>	<p>1. Which definition tells how the word SPATS is used in line 22?</p> <p>_____</p> <p>spat - ¹a young oyster ²a part of footwear that covers the instep and ankle ³a brief quarrel or angry outburst ⁴a sound like rain falling in large drops</p>	<p>2. What word in line 15 has the Greek root that means TO WRITE?</p> <p>_____</p> <p>List three other words you know with this same root.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Which boy would more likely share his snack?</p> <p>_____</p> <p>Which line supports your answer?</p> <p>Line _____</p> 	<p>4. In the text box, write a question a reader might ask using details from line 23.</p> <div data-bbox="1198 1680 1513 1963" style="border: 1px solid gray; height: 135px; width: 194px;"></div>
	<p>VA SOL 4.4c; CCSS.LS.4.4c</p>	<p>VA SOL 4.4b; CCSS.LS.4.4b</p>	<p>VA SOL 4.5h; CCSS.RL.4.1</p>	<p>VA SOL 4.5d; CCSS.RL.4.1</p>

Name _____ Date _____

CONSTRUCTED RESPONSE # 1

1. This poem tells about Adam and Zeke. Fill in the blanks to complete the summary.

Adam and Zeke are _____ and look _____. However, Adam is _____, _____, and _____, while Zeke is _____, _____, and _____. Their parents wonder if they are so different because _____

VA SOL 4.5c-CF; CCSS.RL.4.2

2. Which twin are you most like, Adam or Zeke? _____ Explain how you are like him. Use at least three details from the poem to support your answer.

VA SOL 4.5d-CF; CCSS.RL.4.3

3. Explain how the poem might be different if the author had named the twins Dan and Don.

VA SOL 4.5b; CCSS.RL.4.1