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Common Core State Standards Correlation

Each passage and question in *Critical Thinking: Test-taking Practice for Reading (Grade 6)* meets one or more of the following Common Core State Standards® Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about these standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

Reading: Literature	Page Correlations
Key Ideas and Details	
ELA.RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	34-39, 54-57, 58-62, 78-82
ELA.RL. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	34-39, 54-57, 58-62, 78-82
ELA.RL. 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	26-29, 54-57, 58-62
Craft and Structure	
ELA.RL. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	26-29, 34-39, 54-57, 78-82
ELA.RL. 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	34-39, 58-62, 78-82
ELA.RL. 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	26-29, 34-39, 54-57
Range of Reading and Level of Text Complexity	
ELA.RL. 6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all passages
Reading: Informational Text	
Key Ideas and Details	
ELA.RI. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	18-21, 22-25, 30-33, 40-44, 45-49, 50-53, 63-66, 67-70, 71-73, 74-77
ELA.RI. 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	18-21, 22-25, 45-49, 63-66, 67-70, 71-73, 74-77
ELA.RI. 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	40-44, 45-49, 63-66, 71-73, 74-77

Common Core State Standards Correlation (cont.)

Reading: Informational Text <small>(cont.)</small>	Page Correlations
Craft and Structure	
ELA.RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	18-21, 22-25, 45-49, 63-66, 67-70, 71-73, 74-77
ELA.RI. 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	18-21, 30-33, 40-44
ELA.RI. 6.6 Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.	50-53, 67-70
Integration of Knowledge and Ideas	
ELA.RI. 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	50-53
Range of Reading and Level of Text Complexity	
ELA.RI. 6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all passages
Language	
Knowledge of Language	
ELA.L. 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	all passages
Vocabulary Acquisition and Use	
ELA.L. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	18-21, 63-66
ELA.L. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	18-21, 26-29, 45-49, 54-57, 58-62
ELA.L. 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	26-29, 54-57

Explicit and Implicit Questions

Reading-comprehension tests primarily ask two types of overarching questions. These questions are either *explicit* or *implicit*.

Explicit Questions

Explicit questions are questions for which there is a literal, easy-to-find answer. These kinds of questions are also called “right there” questions because students can find the answer stated overtly right there in the text.

- Explicit questions often begin with the words *who*, *what*, *when*, or *where*.
- Explicit questions fall under the Bloom’s Taxonomy category of *Remembering* (also known as *Knowledge*), requiring students to simply recall or locate information.
- Explicit questions are often the easiest reading-comprehension questions for students to answer.



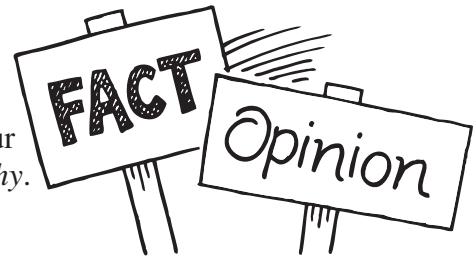
Remember, to answer an explicit question, look for the answer written *right there* in the text. Locate it and point right to it!

Implicit Questions

Implicit questions are questions that require the reader to *read between the lines* to identify information that is often not stated literally but is implied by the text.

- Implicit questions require students to draw conclusions and to make deductions and predictions.
- Implicit questions frequently require that students make text-to-self and text-to-world connections.
- Implicit questions fall under the Bloom’s Taxonomy category of *Analyzing and Evaluating*, which requires students to make judgments, compare and contrast, and distinguish between facts and opinions.
- Implicit questions are often extremely challenging for students to answer.

To answer an implicit question, use clues from the story plus your own experience. Implicit questions often begin with the word *why*.



Making Inferences and Drawing Conclusions

Drawing a conclusion based on implied information in a text is a skill that requires practice. In order to draw a reasonable conclusion and answer an inferential question, the reader must identify the unstated or implied information in a text, and then combine it with his or her own experiences and knowledge of the world (prior knowledge).

Use the “Boy in the Pond” activity on pages 7–9 to help students discriminate between implicit and explicit questions.

Test B

Name: _____

Directions: Read the passage called “Galileo: Father of Modern Science.” Then answer questions 11–20.

Galileo: Father of Modern Science

Galileo Galilei was a superstar of the Renaissance. The Renaissance was a time when people rediscovered the world of the ancient Greeks and Romans. They prized those great thinkers of the past. This time period is also called the *Age of Enlightenment*. It is called this because so many great scientists and inventors lived and worked during that time. Galileo is one of those people. He was born in Florence, Italy, in 1564. Florence was the ground zero of the Renaissance. In fact, the Renaissance was born in Florence. So, Galileo arrived in the right place at the right time!

Who was Galileo and why was he so important?

Young Galileo

When Galileo was young he thought about being a priest. The church was the center of life for most people in the 16th century. Like many people of his time, his faith was important to him. But Galileo’s father wanted his son to go to the University of Pisa. He wanted him to study medicine. Just like today, becoming a doctor was a good way to earn a living. Once Galileo arrived at school he became interested in math. He never became a doctor. In 1588, at the age of 24, he became a teacher at an important school in Pisa.

Look at how the passage is organized.

Galileo taught in Pisa for about four years. Then his father died. This meant that Galileo had to take care of his younger brother. Galileo moved to the city of Padua. He took a job as a math teacher. Even though events beyond his control brought Galileo to Padua, he did some of his most important work there.

The Telescope

Before the time of Galileo, the only way astronomers could view the sky was with the naked eye. There was a kind of basic telescope, but it was not very good. In 1608, Galileo built a telescope that was much better for viewing the night sky. The first telescope he made magnified objects by three times. The next one he made was more powerful. It made objects look thirty times larger.

The new telescope changed everything. A few short years after it was made, Galileo used it to discover four of the moons of Jupiter. He named the moons Io, Europa, Ganymede, and Callisto. Today, they are called the Galilean moons, because Galileo was the first one to see them!

Test B

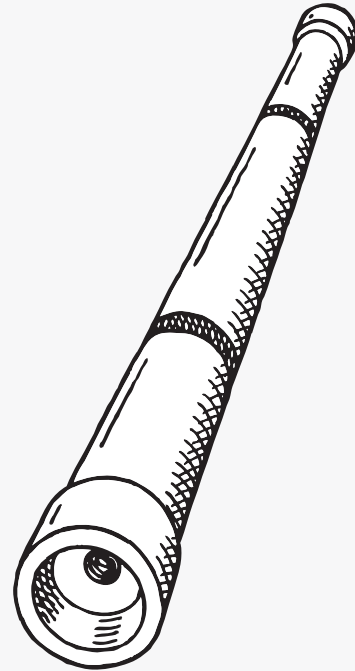
Name: _____

Galileo: Father of Modern Science *(cont.)*

The Telescope *(cont.)*

People were amazed at his discovery. Many didn't believe it! At that time, people thought that all of the objects in the sky orbited Earth. But there was Galileo with his spyglass proving that there are objects in the sky that orbit planets!

Galileo was the first to see some other features of our solar system that were not known at the time. He saw Saturn and Neptune. At first he thought that the rings around Saturn were hundreds of tiny planets. Galileo also saw that the planet Venus goes through phases like our moon. This helped to prove a theory about how our solar system works. For a long time, people thought that Earth was at the center of the solar system. But Galileo's observation helped to show that the body in the center of the solar system is the sun. He wrote a book about this that would land him in some trouble with the church.



Controversy

The idea that the sun was at the center of the solar system was not what the church taught. The church believed that Earth was at the center of the universe. Galileo was faithful and loyal to the church, but he was also a scientist. He had looked up into the sky with his telescope, and he saw things that proved that this teaching was not correct. But the church was very powerful, and the leaders had Galileo arrested. He was given a trial to defend his position about what was at the center of the solar system, but he lost. He was convicted of a crime called *heresy*. He was placed under house arrest for the remainder of his life.

.....
• What did Galileo do that
• angered the church?
•
.....

This has happened often in the history of ideas. Sometimes, religious belief and science conflict with each other. There was a time when people believed that Earth was flat. They thought that if you sailed too far, you would fall off the edge. In the 17th century, many people were burned at the stake because they were thought to have practiced witchcraft. Sometimes it is hard for people to accept new scientific evidence. It takes time. This is what happened to Galileo. He defended a scientific theory that today no one would argue with. But in his day, it was controversial. For this reason, Galileo is said to have been ahead of his time.

Test B

Name: _____

Galileo: Father of Modern Science *(cont.)*

Legacy

The church allowed Galileo to live under house arrest. That meant that he lived in his home. He was able to write and do research as long as he stayed away from the topic that caused the initial problem. During this time, Galileo wrote several important works about physics that had a big impact on future scientists.

Galileo made a huge contribution to both astronomy and physics. He is hailed as the Father of Modern Science and is one of the most important scientific thinkers of all time. He died in 1642 at the age of 77.

Questions 11–20: Select the best answer.

11. What era most likely came right before the Renaissance?

- A. The Age of Reason
- B. The Industrial Age
- C. The Dark Ages
- D. The Royal Age

Think about other terms for the Renaissance.

Type of Question: _____

12. Why does the author refer to Florence as the *ground zero* of the Renaissance?

- A. Because there was a terrorist attack there.
- B. Because Florence is where the Renaissance began.
- C. Because Florence was in the center of the Italian peninsula.
- D. Because so many great scientists were born there.

Implicit questions usually begin with *why*.

13. What is the difference between the first and second types of telescopes that Galileo built?

- A. The first telescope didn't work, the second one did.
- B. The second one was much more powerful than the first.
- C. The first one was more powerful than the second.
- D. The first one magnified objects by 30 times.

Use the subtitles to help you find this information.

Type of Question: _____

Test B

Name: _____

Galileo: Father of Modern Science *(cont.)*

14. What is a *spyglass*?

- A. another word for telescope
- B. something you watch people through
- C. the nickname of Galileo's first telescope
- D. the type of material that the telescope was made from

Review the context in which this word is used.

15. What is Europa?

- A. a moon of Jupiter
- B. a continent in the Western Hemisphere
- C. a large sunspot
- D. the name of the university where Galileo taught

Point Right To It!

Type of Question: _____

16. Why was the discovery of the phases of Venus important?

- A. It proved that Earth was not the only planet in the solar system.
- B. It proved that there were planets closer to the sun than Earth.
- C. It proved how accurate Galileo's telescope was.
- D. It helped prove that the sun was the center of our solar system.

Think about the Galileo controversy.

17. What did the church believe at the time of Galileo?

- A. The sun was at the center of the solar system.
- B. The moon was at the center of the solar system.
- C. Earth was at the center of the solar system.
- D. The sun orbited the moon.

Go back to review the paragraphs where this topic is discussed.