

# Common Core Aligned Comprehension Assessment

**Thank You, Mr. Falker**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**

Use what you know about *Thank You, Mr. Falker* to answer each of the following questions.

**1. Who is the story really about?**

- ☐ A The story is about a little girl who grows up to be a teacher.
- ☐ B It is about a teacher who is new to the girl's school.
- ☐ C It is about the author, Patricia Polacco, when she was a little girl.
- ☐ D It is about a girl who has trouble in art class.

**2. What lesson does the little girl learn about herself?**

- ☐ A She learned that she could read—she just needed good teachers and lots of practice!
- ☐ B She learned she was only good at art.
- ☐ C She learned that honey makes her happy.
- ☐ D She figured out that she would never learn to read or do math.

**3. How does Mr. Falker change Trisha's life?**

- ☐ A With his help, she is able to go on to 6<sup>th</sup> grade.
- ☐ B He moved the bullies into other classes so they would not bother her.
- ☐ C He tells her she should just focus on drawing, and she is relieved.
- ☐ D He believes in her, helps her, and opens a whole new world of reading for her.

**4. What line did the author repeat at the beginning and at the end to show how far Trisha had come?**

- ☐ A She repeats the idea of books and knowledge being like honey and bees.
- ☐ B She repeats how much she does not like school.
- ☐ C She says thank you to Mr. Falker.
- ☐ D She repeats all the horrible things the bullies said to her.

CCSS Assessment

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



**5. What is Trisha's problem that makes it hard for her to read and work with numbers?** (RL.2.5)

- ☐ A She didn't try hard enough.
- ☒ B The numbers and letters looked wiggly, fuzzy, and out of order.
- ☐ C She needed glasses.
- ☐ D She is just better at art.

**6. What was important to know about Mr. Falker's point of view when it came to his students?** (RL.2.6)

- ☐ A He dressed in the neatest clothes.
- ☐ B He thought he could teach Trisha to read all by himself.
- ☒ C He treated his students fairly, saw their talents, and didn't accept bullying.
- ☐ D He thinks teaching is boring.

**7. What can we learn about Trisha's feelings from the illustrations of recess?** (RL.2.7)

- ☐ A She ignores mean kids and has fun playing with her friends.
- ☐ B She is very angry and finds ways to bully people at recess.
- ☐ C She is happiest at recess time because she doesn't have to read.
- ☒ D She is very hurt by the words the bullies use to make fun of her.

**8. How was "kindergarten Trisha" different than "first-grade Trisha"?** (RL.2.9)

- ☒ A She was happy in kindergarten, but started to feel "different" in first grade.
- ☐ B She was bored in kindergarten.
- ☐ C She was so happy to learn to read in first grade.
- ☐ D All she did was draw in first grade.

**9. Based on what you've read, why did Trisha become an author of children's books?** (RL.2.10)

- ☐ A She wanted to be famous.
- ☐ B She couldn't decide on another job.
- ☒ C She could use reading, writing, and drawing to help children not feel so "different."
- ☐ D She just wanted to draw.

Answer Key

