

Applied Practice
in

Freak the Mighty

TAKS Reading

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RESOURCE GUIDE

APPLIED PRACTICE
Resource Guide
Freak the Mighty
TAKS Reading Version

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A NOTE FOR TEACHERS

We hope you will find this Applied Practice booklet helpful as you work to prepare your students for the Texas Assessment of Knowledge and Skills test. As your students read the literary works covered in your curriculum, they will have the opportunity to practice and to develop those skills assessed on the TAKS reading tests.

Applied Practice booklets do not purport to duplicate the TAKS exactly. However, questions are modeled on those typically encountered on the TAKS. Students using these materials will become familiar and comfortable with the format, question types, and terminology of the TAKS.

A writing prompt linked to the work is provided at the end of each of the six reading practices and at the end of the practice test. Essays should be scored on a scale of 1 to 4 using the holistic scoring rubric established by the Student Assessment Division of the Texas Education Agency.

All questions are correlated with the TAKS objectives, and the TAKS skill(s) addressed by each question is identified in the answer key.

The practices contained in this book are not designed to be used as tests of whether or not a student has read the work. The multiple-choice questions are rather designed to help train students in close reading analysis and in revising and editing skills.

Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

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Practice 1

Read the passage from Chapter 4 of *Freak the Mighty* that begins at the beginning of the chapter and ends “shuttle has a robot arm” (pages 15-18). The paragraph numbers and first words of each paragraph are listed below.

- 1 “Freak’s not in my room”
- 2 ““I eat upstairs””
- 3 “Freak works himself”
- 4 “I go, ‘Huh?’”
- 5 “Freak grins and pushes”
- 6 ““I know,” I say.””
- 7 “Freak is shaking”
- 8 “I shrug.”
- 9 “He goes, ‘My mom’s’”
- 10 ““So he was the king,””
- 11 “Freak nods, he’s really”
- 12 ““Arthur’s magical sword is””
- 13 “I think so, but I”
- 14 “Because Freak really”
- 15 “I go, ‘Huh?’”
- 16 “I go, ‘I thought’”
- 17 “Boy does that make his”
- 18 “Finally he gets control”

Practice 1

Use the passage from Chapter 4 of *Freak the Mighty* that begins at the beginning of the chapter and ends “shuttle has a robot arm” (pages 15-18) to answer questions 1-10.

1. In paragraph 6, why does the narrator pretend to understand what Freak is talking about?
 - A He wants Freak to finish talking and go back home.
 - B He does not want to talk about his family with Freak.
 - C He can somehow figure out what Freak means to say to him.
 - D He wants to be polite to Freak even though he talks strangely.
2. Which of these is NOT a name that Freak has for his mother?
 - F Fair Gwen
 - G Fair Gwennie
 - H Fair Gwen of Air
 - J Fair Guinevere
3. What is paragraph 14 mainly about?
 - A how strong kings are like robots
 - B how knights were chosen by kings
 - C how robotic devices help man
 - D how knights in armor are like robots
4. In paragraph 9, the writer uses the words *the sword slipped out like it was stuck in butter* to emphasize—
 - F that giant stones can be surprisingly soft
 - G the great strength of the wimpy boy
 - H the incredibleness of the situation
 - J the frustration of the “big tough dudes”
5. The mood of paragraph 11 is—
 - A serious
 - B exciting
 - C peaceful
 - D suspenseful
6. When Freak tells the story of King Arthur, he—
 - F jumps around and waves his arms with enthusiasm
 - G confuses his friend with very long and descriptive words
 - H acts like he’s really seeing the story unfold in front of him
 - J has trouble breathing and begins wheezing quite loudly

Knights and King Arthur

1 The time of the fictional King Arthur represents the golden age of Chivalry, the time when courtly manners were considered as important as the knight's battle skills: using his trusty sword and horsemanship. While there is no conclusive evidence that the King Arthur of legend was a real person, stories about him abound. Although details vary from legend to legend, there are some constants—most notably the Knights of the Round Table. These men began their careers as traditional knights and then came into Arthur's service, an honor requiring not only great strength but also above-average character.

2 Knights were professional soldiers who trained for years to be strong physically, mentally, and spiritually. During the Middle Ages, horsing, training, and armoring oneself was incredibly costly. Hence, most knights were from wealthy land-owning families. They usually began training around age six. Boys went to live in special households where they were supervised by experienced knights. These young men, known as squires, learned to wrestle, fight using weapons, and handle horses. They also had to learn to read and write in other languages. For example, an Englishman might have to learn to read and write in French and Latin. Squires were also required to attend church each week and to study poetry and music.

3 After many years of practice, the squire was dubbed a knight and promised to serve a lord or king. Most knights saw their prime fighting years between the ages of sixteen and twenty. This is much younger than Hollywood would have us imagine; movies set in medieval times often depict men over thirty as active knights. Battle action required protective clothing, a helmet, a weapon, a shield, and a horse. In the thirteenth and fourteenth centuries, the first chain mail armor was hand woven into rings and worn over thick fabric padding. By the fifteenth century, chain mail was replaced by full suits of plated armor, and knights no longer used large wooden shields. Knights traveled around defending their kingdoms until they were defeated. Then, they often pledged allegiance to their new leader.

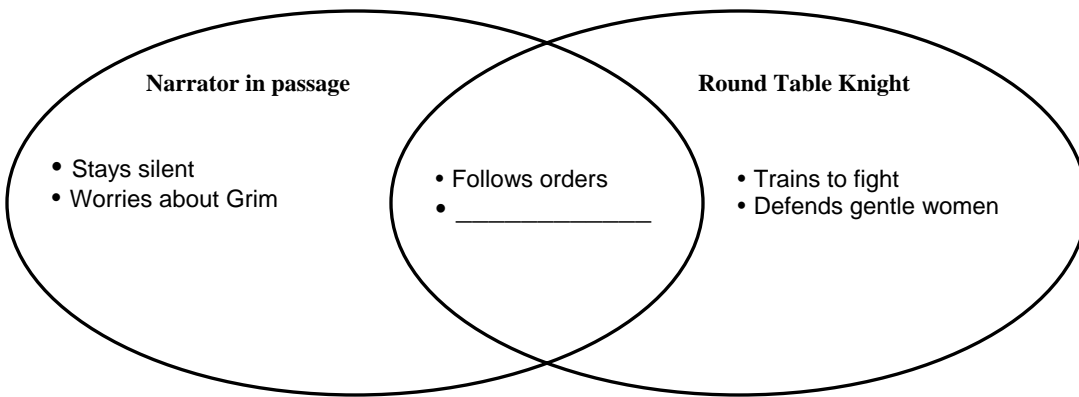
4 According to legend, a man called to be one of King Arthur's Round Table knights had to be more than strong and brave; he had to take an oath and follow special rules. In general, the knights were men of courage who were expected to behave with honor, courtesy, dignity, and nobility. They were to protect ladies, fight for their king, and undertake dangerous quests. In fact, King Arthur's knights were given a charge, or list of duties to follow. Here are some of those rules:

- Never commit murder or be disloyal.
- If one asks you for mercy, you must show him mercy.
- Always provide assistance and fight for ladies and gentle women.

**Use the passage from *Freak the Mighty* and “Knights and King Arthur”
to answer questions 11 and 12.**

11. Which conclusion about knights is supported by information from both selections?
- A Not just any knight could work for King Arthur.
 - B A terrible enemy could defeat a great knight.
 - C Knights did not need love or friendship.
 - D Knights needed special equipment for battle

12. Read this diagram of information from the selections.



Which detail belongs on the blank line?

- F Protects the weak
- G Fights off enemies
- H Goes on quests
- J Is tall and strong