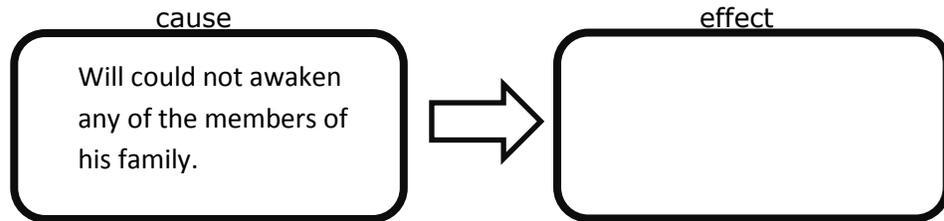


Comprehension for Part One: The Finding Chapter 2 • Midwinter Day •

- RL.3** 1. The first thing that happened in Chapter 2 was _____.
- a) John Smith put horseshoes on the black stallion
 - b) beckoning music awakened Will
 - c) Will ate bread
 - d) Will took a walk through the snowy countryside

- RL.1** 2. Will woke early before his family on his birthday. He looked outside the window where he saw only _____, not the assortment of roofs or lawns and fields that were his usual view.
- a) a forest of massive trees
 - b) a thick, swirling fog
 - c) a white, glaring light
 - d) blackness

RL.1



3. Which statement completes the diagram?
- a) Will ran get the doctor.
 - b) Will went to the Dawsons' Farm for help.
 - c) Will went back to bed.
 - d) Will went outside to explore.
- RL.2** 4. As Will was leaving his home, he didn't look back because _____.
- a) he wanted to catch the Walker before he disappeared
 - b) he heard the music in front of him pulling him onward
 - c) he did not want his brothers to stop him from going out into this unknown world
 - d) he knew that when he looked, he would find that the house was gone
- RL.3** 5. Read the following excerpt from Chapter 2.
- He was crystal-clear awake, in a Midwinter Day that had been waiting for him to wake into it since the day he had been born, and, he somehow knew, for centuries before that. Tomorrow will be beyond imagining. . . .
- Which sequencing technique is used in this passage?
- a) chronology order
 - b) logical order
 - c) flashback
 - d) foreshadowing
- RL.3** 6. Will walked through the forest until he heard a hammering sound. He followed the sound to _____.
- a) a tinker pushing his cart of wares
 - b) a smith putting horseshoes on a tall, black stallion
 - c) a carpenter nailing boards over the window of a hut
 - d) a village with people milling about
- RL.4** 7. Read the following passage from Chapter 2.

Will crossed the road through the snow, his hands thrust deep into his pockets. He did not look at the tall cloaked figure facing him. Instead he stared **resolutely** at the other man, bent again now over the anvil, and realized that he knew him; it was one of the men from Dawsons' Farm. John Smith, Old George's son.

The word **resolutely** most probably means _____ .

a) hesitantly	c) determinedly
b) uncertainly	d) shyly

RL.3 8. As the Black Rider tried to grab Will's arm to swing him up onto the black stallion, _____.

- a) Will turned and ran deep inside the forge
- b) Will stumbled backwards and fell
- c) Will leaped up behind the Black Rider agile as a cat
- d) the smith pulled Will out of the Black Rider's reach

RL.3 9. John Smith gave Will the following warning as he continued on his journey.

- a) Their power can work no harm on the road through Hunter's Combe.
- b) The cross-quartered circle holds magical powers that will guide you to your destination.
- c) Find the Walker. He has valuable information that will help you with your quest.
- d) Stay away from the dark figures. Their powers will only bring you harm.

RL.3 10. As Will left the blacksmith, he noticed that _____.

- a) all four of the white mare's shoes were replicas of the cross-quartered circle that he wore on his own belt
- b) the forge seemed to be disappearing into a foggy mist
- c) the village returned to normal with people going about their normal routines
- d) Martha and Joe were whispering to each other in voices too quiet for Will to make out the words

RL.2 11. Read the following passage from Chapter 2.

At the mention of the rooks the old man had flinched closer to the hut, his eyes flickering nervously up at the treetops; but now he looked at Will in sharper suspicion than before. "You can't be the one!" he said.

Which sequencing technique is used in this passage?

- a) chronology order
- b) logical order
- c) foreshadowing
- d) flashback

RL.1 12. One can conclude that all of the following EXCEPT _____ about the iron circle Will was given to wear on his belt.

- a) the iron turns intensely cold when the Black Rider comes near
- b) the Black Rider will try to take the iron circle away from Will
- c) the cross-quartered circle is a special design meant for Will
- d) there are other irons like Will's that will protect him

RL.1 13. Read the following passages from Chapter 2.

In the first shining moment he saw the whole strange-familiar world, glistening white; the roofs of the outbuildings mounded into square towers of snow, and beyond them all the fields and hedges buried, merged into one great flat expanse, unbroken white to the horizon's brim. Will drew in a long, happy breath, silently rejoicing. Then, very faintly, he heard the music again, the same phrase. He swung round vainly searching for it in the air, as if he might see it somewhere like a flickering light. "Where are you?" It had gone again. And when he looked back through the window, he saw that his own world had gone with it.

To humour him, Will reached up and wound the fingers of both hands in the long coarse hair of the white horse's mane, low on the neck. In the same instant, he felt giddy; his head hummed like a spinning-top, and behind the sound he heard quite plainly, but very far off, the haunting, bell-like phrase of music that he had heard before waking that morning. He cried out. His arms jerked strangely; the world spun; and the music was gone. His mind was still groping desperately to recover it when he realized that he was closer to the snow-thick branches of the trees than he had been before, sitting high on the white mare's broad back.

Based on these passages one can conclude that when Will hears the music _____.

- a) the Black Rider is calling Will
- b) Will is able to move more quickly than normal
- c) magic is taking place
- d) something evil is about to happen

RL.2 14. Susan Cooper titles Chapter 2 *Midwinter Day*. Another title for this chapter could be _____.

- a) A Ride Through Chiltern Hills
- b) The White Mare
- c) Escaping the Black Rider
- d) The Village of Huntercombe



RL.3 List at least five events that happened in Chapter 2 in the order that they happened. Tell which event had the most impact on Will and explain why.

1	
2	
3	
4	
5	

RL.2 Compare and contrast the black stallion to the white mare. List the characteristics of each by citing examples from the text to illustrate their significance in the story. Use the Venn Diagram to organize your thoughts before writing.

Black Stallion

Both

White Mare

Comprehension for Chapter 2 • Midwinter Day •

- | | | | |
|--------|--------|---------|---------|
| 1. (b) | 5. (d) | 9. (a) | 13. (c) |
| 2. (a) | 6. (b) | 10. (a) | 14. (c) |
| 3. (d) | 7. (c) | 11. (c) | |
| 4. (d) | 8. (d) | 12. (b) | |

**Passages from Chapter 2
Describing the Black Rider**

Meaning

The midnight stallion reared, and the cloaked Rider was almost thrown. He shouted in fury, then recovered himself, and sat looking down in a cold contemplation that was more terrible than rage.	evil-look that was worse than showing anger
. . . he grew and grew, looming against the white world. . .	threatening scary
. . .while his stallion neighed triumphantly, rearing up, its forefeet lashing the air so that Will could only press himself helpless against the wall. . .	menacing figure to be feared dangerous
Horse and rider towered over him like a dark cloud, blotting out both snow and sun.	ominous foreboding
Will saw swooping towards them a darker shape even than the giant clouds: the Rider, towering, immense, his eyes two points of blue-white fire.	large form advancing frightening eyes

Black Stallion	Both	White Mare
<p>a tall black horse, a beautiful gleaming animal; horse so splendidly midnight in colour, with no white markings anywhere.</p> <p>. . .the hooves of his great horse made only a muffled whisper in the snow.</p> <p>The midnight stallion reared, and the cloaked Rider was almost thrown.</p> <p>. . .stallion neighed triumphantly, rearing up, its forefeet lashing the air so that Will could only press himself helpless against the wall.</p>	reverse images	<p>A white mare, without rider or harness, trotted into the clearing towards them: a reverse image of the Rider's midnight-black stallion, tall and splendid and without marking of any kind.</p> <p>"She's beautiful," Will said, and the mare nuzzled again gently at his neck.</p> <p>. . . sitting high on the white mare's broad back. He looked down at the smith and laughed aloud in delight.</p> <p>All four of the white mare's shoes were replicas of the cross-quartered circle that he wore on his own belt.</p>



You can purchase the full unit for *The Dark is Rising* at

<http://www.teacherspayteachers.com/Product/The-Dark-is-Rising-Book-Unit-387933>

The Dark is Rising is an exceptional contemporary fantasy on the Common Core Standards Grades 6-8 Exemplars List. This 400 page unit is fully aligned to the Common Core Standards. The unit is divided into thirteen lessons. Each lesson is based on one of the thirteen chapters of *The Dark of Rising*. Each skill lesson follows this routine:

- Hook
- Essential Question
- Literature or Language Standards (Based on the Common Core Standards)
- Lesson Vocabulary
- Interactive Graphic Organizer (The organizer introduces the vocabulary, definitions, and/or rules needed to complete the lesson.)
- A Series of Hands-on Activities building on the steps of Bloom's Revised Taxonomy

Part One Skill Lessons – Comprehending Literature

- o Sequence Techniques
- o Inference/ Drawing Conclusions/ Predictions
- o Genres
- o Figurative Language

Part Two Skill Lessons – Vocabulary Basics

- o Connotation and Denotation
- o Multiple Meaning Words
- o Analogies
- o Affixes

Part Three Skill Lessons – Story Elements

- o Character/Setting/Mood
- o Point of View
- o Plot
- o Conflict
- o Theme
- o Story Map

Following each skill lesson two words are introduced for the upcoming chapter. A printable practice sheet is available to help introduce and practice the words.

For each chapter a multiple choice test aligned to Common Core with higher level questions such as cause/effect, sequencing, context clues, main idea, plot development, summary, drawing conclusions, inference, predicting, theme, understanding vocabulary, interpreting literary devices, etc. is included. Each comprehension quiz also contains three constructive response questions. These questions have graphic organizers to help students plan a response. These questions also require students to verify answers with the text.

Unit vocabulary and skill tests are provided.

You will receive a username and password to a website which contains these quizzes in an interactive format. The password protected site will also contain display materials to aid in teaching this unit.