BOOKS 1–6

Challenger Placement Tool

Purpose

The *Challenger Placement Tool* is designed to help you place students in the appropriate book in the *Challenger* series. This tool is intended to be used together with other information you have learned about the student to determine the appropriate book in which the student should start. Appropriate placement is that level at which students will be challenged but not frustrated.

Description

The *Challenger Placement Tool* contains three separate sections: Instructions, Student Booklet, and Scoring Booklet. After you print this Placement Tool, separate the three sections. The Student Booklet is the only section you will give to students.

The *Challenger Placement Tool* is designed to be given to each student individually. It typically takes 20–30 minutes to administer. The tool is divided into two parts.

PART 1: WORD LISTS

Part 1 consists of six lists of words. These lists correspond to the first six *Challenger* books. Each list has twenty words taken from the corresponding *Challenger* book. These lists give you an idea of the size of the student's sight vocabulary as well as some indication of the student's word attack skills.

PART 2: READING COMPREHENSION SELECTIONS

Part 2 consists of six reading passages, with five comprehension questions that relate to each passage. There is one reading passage taken from an early lesson in each of the first six *Challenger* books. The comprehension questions are typical of those asked in the lessons.

Administering the Tool

The placement tool should be administered in an informal setting, with you and the student seated across from each other at a table. This will allow you to mark the Scoring Booklet without disturbing the student.

Begin by explaining that the purpose of the tool is to place the student in the most appropriate book in the *Challenger* series.

Say: First, you will be reading aloud some lists of words. Then, you will read one or more reading passages. After you have read a passage, I will ask you some questions about what you have read.

Ask if the student has any questions before you begin.

ADMINISTERING PART 1: WORD LISTS

Have the student begin reading aloud the first word list. In the Scoring Booklet, mark with a plus sign (+) every word the student reads correctly. Mark with a minus sign (–) any word the student does not read correctly. Write incorrect responses next to the words in the Scoring Booklet. Make allowances for differences in dialect or accent. Do not count as an error any word that the student corrects without help from you. If the student misses four words or fewer, have him go on to the next word list.

Determining When to Stop

Continue administering the word lists until the student misses five words in a given list. At that point, discontinue Part 1 and begin Part 2.

ADMINISTERING PART 2: READING COMPREHENSION

All students should begin with the first reading selection unless your other information about a student's ability clearly suggests that he start at a higher level. Students should read the selections aloud so that you can assess word recognition skills in context.

Have the students turn to Selection 1 in the Student Booklet. Read aloud the introduction to Selection 1, which is in the Scoring Booklet.

Say: Read this passage aloud. When you have finished reading, I'll ask you some questions about what you have read.

Word Recognition Errors

As the student reads, underline the important words that he misreads and cross out important words that he skips. An important word is one that will change the meaning of the sentence or interfere with comprehension if it is misread or omitted. Count the important misread

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and omitted words in the reading selection. Do not count the same word more than once. Write the number of word recognition errors on the line provided at the bottom of the Scoring Booklet.

Comprehension Questions

When the student has finished reading the selection aloud, give him the option of reading it again silently before you begin to ask the questions listed in the Scoring Booklet. Allow the student to retain his copy of the reading passage and refer to it if necessary while you ask the questions. Otherwise it is difficult to determine whether a student is answering incorrectly because he cannot remember an answer or because he did not understand what he read. The answers given in the Scoring Booklet are typical examples of acceptable answers. You should accept any response that shows you that the student has understood what he has read.

Determining When to Stop

Discontinue Part 2 when the student misses either more than the maximum number of important words allowed for that selection or two or more comprehension questions.

Determining Placement

Students who have reasonable sight word vocabularies and basic decoding skills but whose general knowledge is weak and/or who have trouble interpreting what they read may do significantly better on Part 1 than on Part 2. When this occurs, use the results on Part 2 to determine placement in the *Challenger* series. This will help to ensure that the student has the appropriate reasoning and comprehension skills to be successful.

In general, you should begin a student in the book that corresponds to the level at which you stopped testing. It is recommended, however, that students begin the *Challenger* series in an odd-numbered book. The odd-numbered books introduce phonics, reasoning skills, and a good deal of new vocabulary, whereas the even-numbered books reinforce those phonics and reasoning skills and review the vocabulary introduced. In addition, most students find that the fiction selections in the odd-numbered books are easier to comprehend than the informational readings in the even-numbered books. Therefore, if you stop testing at either level 2, 4, or 6, you should begin the student in *Challenger* 1, 3, or 5, unless the student clearly resists reading fiction selections and prefers to read nonfiction.

Carefully monitor student performance in the first few lessons. If the student is having considerable difficulty and exhibits frustration, consider placing the student in a lower level. Your knowledge of a student's reading abilities should always be taken into account in placing the student.

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List 1	List 2	List 3
1. fire	**1.** stamp	**1.** carpenter
2. sleep	**2.** drink	**2.** exercise
3. people	**3.** dollar	**3.** machine
4. climb	**4.** chicken	**4.** feather
5. fish	**5.** own	**5.** gentleman
6. don't	**6.** stove	**6.** disturb
7. think	**7.** rubber	**7.** drawn
8. clock	**8.** guides	**8.** charge
9. milk	**9.** corner	**9.** chose
10. strange	**10.** remember	**10.** neighborhood
11. light	**11.** either	**11.** forgotten
12. birthday	**12.** away	**12.** clothing
13. true	**13.** meant	**13.** whether
14. school	**14.** mouth	**14.** flashlight
15. door	**15.** guard	**15.** bound
16. ground	**16.** breath	**16.** cautious
17. looked	**17.** country	**17.** pitcher
18. cousin	**18.** early	**18.** ought
19. another	**19.** certain	**19.** weight
20. out	**20.** written	**20.** shelter

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List 4

1. dozen
2. island
3. amount
4. delicious
5. escape
6. inch
7. muscle
8. strength
9. tongue
10. conditions
11. foolish
12. nostril
13. faultless
14. restaurant
15. accident
16. atmosphere
17. overheard
18. detail
19. downward
20. moonlight

List 5

1. envelope
2. review
3. applause
4. thoughtfulness
5. rooster
6. brittle
7. troublesome
8. splendidly
9. hound
10. argument
11. physician
12. occasion
13. private
14. electric
15. justice
16. musical
17. selection
18. photograph
19. hymn
20. version

List 6

1. nutritious
2. particular
3. sausage
4. concentrate
5. chapter
6. desperate
7. accommodation
8. disobedience
9. nephew
10. negative
11. weapon
12. liberty
13. couple
14. knowledge
15. instrument
16. circumstance
17. classify
18. remarkable
19. imagine
20. influence

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Selection 1

Kate lived with her aunt. Her aunt's name was Louise. Kate wanted to bake a cake for Eddie, but she didn't know how to bake. Aunt Louise said she would help Kate, but Kate refused her help. She would bake this cake without help!

At last, it was time to take the cake out of the oven. The cake looked like a joke. She ate a bite. It was bad! She fed the cake to the cat. The cat hated the cake also.

Kate was very sad. She was also mad at herself for refusing Aunt Louise's help. She dug a hole behind her home and put the cake in it. She hoped that Aunt Louise didn't see her.

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Selection 2

Have you ever heard a very important person called a *bigwig?* This term dates back to at least 4000 BC. At that time, both men and women in Egypt shaved their heads and wore wigs. The bigger the wig was, the more important the person was.

One of the reasons that wigs were worn in Egypt was so people could keep their heads clean and free from lice. The wigs were made of many things such as wool, animal hair, and even gold. People used beeswax to make the wigs stick to their heads.

It was not just the people in Egypt who liked to wear wigs. In 1624, when the king of France began to lose his hair at a very early age, he got everybody to wear wigs. Under Queen Anne of England, who ruled from 1702 to 1714, wigs grew to their biggest shapes. They covered people's backs and hung down over their chests.

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Selection 3

Steven Carpenter had been driving a van for five years. He liked his job very much, but sometimes the long hours of driving made him feel tense.

Every Thursday night, Steven dropped by his older sister's house for dinner. His sister's name was Ruth. During one of these weekly visits, Ruth watched her brother gaze out the living-room window as she rinsed the dirty dinner dishes.

"You're not going to mope around all night again, are you?" asked Ruth.

"Sorry," answered Steven. "I had to drive two hundred and seventy miles over badly paved roads today. I'm so tensed up that I really feel rotten. Maybe I'll go home and try to get a good night's sleep."

"You know, Steve," said Ruth, "you really owe it to yourself to do something besides working all the time. You're still young, but you're already getting into a rut. You should go out more, do things, meet some new people."

Steven wisely kept his mouth shut. There was no point in trying to stop Ruth once she made up her mind to give him advice.

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Selection 4

All life on Earth depends on the sun for heat and light. Life on Earth also depends on the sun for food because all living things—both plants and animals—are part of a process called a food chain. This food chain starts with green plants which make food with the help of sunlight. Since all animals eat either plants or other animals that eat plants, you can see why the sun is so important.

Many people who lived a long time ago understood how important the sun was, and they worshipped it as a god. They would offer prayers and gifts to their sun god so that he would be pleased and always shine his light upon them.

The sun is a star. Even though it is about ninety-three million miles away from us, the sun is closer to Earth than any other star. This is why it looks so big and bright. There are stars that are 1,000 times larger than the sun, but they are so much farther away that they seem tiny.

By studying other stars, people have made guesses about how long the sun will keep shining. At some time, the center of the sun will shrink and become hotter. The sun will then become a huge, red star, and the heat on Earth will get so high that life will not be able to exist. But don't worry. The people who study the sun tell us that this won't happen for at least another five billion years.

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Selection 5

No question about it, Tango looked good. The policeman's uniform might have been made by the best tailor in Paris. His little eyes looked brighter under the cap; they almost looked intelligent.

"Stop staring at yourself and wipe that dumb grin off your face," the Boss said, "and listen. This is so easy a half-wit could do it, so maybe if you try hard, you can too. All you do is walk up and down the street. Easy and slow, like a real cop on his beat. Then if anybody hears us working in the house, they won't start asking questions. Keep walking until we come out, then hang around a few minutes covering us. That's all there is to it. Now, you understand?"

"Sure," Tango said, his eyes straying to the mirror.

"Then get going!" the Boss snapped.

Tango was a little edgy walking to the street the Boss and the Eel had picked out, but nothing happened. The house where the job was to be pulled was in the middle of the block. Tango had rarely seen a street such as this one because he worked in the shabby quarters of Paris—a little purse-snatching, a little shoplifting; he even panhandled.

He strolled down the sidewalk, turned at the corner, and came back. While he was turning at the other corner, he saw the police officer. Such a sight would normally send him off as fast as his feet would move. He stared in fear; his palms were sweating. Then, with the officer a few feet from him, he raised his arm and saluted.

The officer calmly returned the salute and passed by.

Tango stood peering after him. He felt strange and thankful. "Say!" he said to himself. "Say, you see that? I salute him, and he salutes right back. I guess I look good to him," he told himself. "I guess he don't see many cops looking so good."

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Selection 6

In 1828, John Quincy Adams lost his job. He had been president of the United States for four years, and now he had been defeated in the 1828 election by Andrew Jackson. Losing the election greatly depressed John Quincy Adams who could not adjust to this painful defeat. He shut himself off from the world in his Quincy, Massachusetts, home and wrote, "I have no real reason for wishing to live when every thought I have about the future makes death desirable." Bitterly, Adams complained, "My whole life has been a series of disappointments. I can scarcely remember a single instance of success in anything that I ever undertook."

Then, in 1830, a group of devoted friends convinced Adams to run for Congress. Adams felt as if he had been born a new man. He was sixty-three years old, a retired president, and the son of the second president of the United States. Never before and never since has a former president of the United States run for Congress.

Adams won his election and entered Congress. There he would serve for the next eighteen years—until the end of his life. Instead of the peace and quiet sought by George Washington and other ex-presidents, John Quincy Adams would carve out a brand-new career for himself. Though he had carefully avoided the slavery issue during his White House years, Adams now plunged into it with all his heart, drawing much anger and debate around his head. No other former president would experience such abuse. Newspapers even branded him the "Mad Man from Massachusetts."

John Quincy Adams became a one-man symbol of the struggle against slavery. Day after day, with surprising energy, he held the floor of Congress, his shrill voice slashing away at his enemies. Slowly but surely, his efforts began to win the praise of others who were also devoted to ending slavery in the United States.

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BOOKS 1–6

Challenger Placement Tool

Student's Name _____ Date _____

List 1	List 2	List 3
_____ 1. fire	_____ 1. stamp	_____ 1. carpenter
_____ 2. sleep	_____ 2. drink	_____ 2. exercise
_____ 3. people	_____ 3. dollar	_____ 3. machine
_____ 4. climb	_____ 4. chicken	_____ 4. feather
_____ 5. fish	_____ 5. own	_____ 5. gentleman
_____ 6. don't	_____ 6. stove	_____ 6. disturb
_____ 7. think	_____ 7. rubber	_____ 7. drawn
_____ 8. clock	_____ 8. guides	_____ 8. charge
_____ 9. milk	_____ 9. corner	_____ 9. chose
_____ 10. strange	_____ 10. remember	_____ 10. neighborhood
_____ 11. light	_____ 11. either	_____ 11. forgotten
_____ 12. birthday	_____ 12. away	_____ 12. clothing
_____ 13. true	_____ 13. meant	_____ 13. whether
_____ 14. school	_____ 14. mouth	_____ 14. flashlight
_____ 15. door	_____ 15. guard	_____ 15. bound
_____ 16. ground	_____ 16. breath	_____ 16. cautious
_____ 17. looked	_____ 17. country	_____ 17. pitcher
_____ 18. cousin	_____ 18. early	_____ 18. ought
_____ 19. another	_____ 19. certain	_____ 19. weight
_____ 20. out	_____ 20. written	_____ 20. shelter
Total Missed _____	**Total Missed** _____	**Total Missed** _____

Stop testing when a student misses 5 or more words on a single list.

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List 4	List 5	List 6
_____ 1. dozen	_____ 1. envelope	_____ 1. nutritious
_____ 2. island	_____ 2. review	_____ 2. particular
_____ 3. amount	_____ 3. applause	_____ 3. sausage
_____ 4. delicious	_____ 4. thoughtfulness	_____ 4. concentrate
_____ 5. escape	_____ 5. rooster	_____ 5. chapter
_____ 6. inch	_____ 6. brittle	_____ 6. desperate
_____ 7. muscle	_____ 7. troublesome	_____ 7. accommodation
_____ 8. strength	_____ 8. splendidly	_____ 8. disobedience
_____ 9. tongue	_____ 9. hound	_____ 9. nephew
_____ 10. conditions	_____ 10. argument	_____ 10. negative
_____ 11. foolish	_____ 11. physician	_____ 11. weapon
_____ 12. nostril	_____ 12. occasion	_____ 12. liberty
_____ 13. faultless	_____ 13. private	_____ 13. couple
_____ 14. restaurant	_____ 14. electric	_____ 14. knowledge
_____ 15. accident	_____ 15. justice	_____ 15. instrument
_____ 16. atmosphere	_____ 16. musical	_____ 16. circumstance
_____ 17. overheard	_____ 17. selection	_____ 17. classify
_____ 18. detail	_____ 18. photograph	_____ 18. remarkable
_____ 19. downward	_____ 19. hymn	_____ 19. imagine
_____ 20. moonlight	_____ 20. version	_____ 20. influence
Total Missed _____	**Total Missed** _____	**Total Missed** _____

Stop testing when a student misses 5 or more words on a single list.

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Selection 1 (from Challenger 1)

INTRODUCTION

This story is about a young woman named Kate who wants to bake a cake. Read the story to see what happens.

SELECTION

Kate lived with her aunt. Her aunt's name was Louise. Kate wanted to bake a cake for Eddie, but she didn't know how to bake. Aunt Louise said she would help Kate, but Kate refused her help. She would bake this cake without help!

At last, it was time to take the cake out of the oven. The cake looked like a joke. She ate a bite. It was bad! She fed the cake to the cat. The cat hated the cake also.

Kate was very sad. She was also mad at herself for refusing Aunt Louise's help. She dug a hole behind her home and put the cake in it. She hoped that Aunt Louise didn't see her.

COMPREHENSION QUESTIONS

1. Who did Kate live with? *(Aunt Louise, her aunt)*
2. How did the cake taste to Kate? *(bad, awful)*
3. Who else did Kate feed the cake to? *(the cat)*
4. What did Kate finally do with the cake? *(She buried it. She dug a hole and put the cake in it.)*
5. Why do you think Kate wanted to bake the cake by herself? *(Accept any reasonable response: Kate wanted to prove to herself and/or to Aunt Louise that she could do it alone. Kate wanted to impress Eddie.)*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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Selection 2 (from Challenger 2)

INTRODUCTION

This reading is about wigs. Read it to find out some things you may not know about wigs.

SELECTION

Have you ever heard a very important person called a *bigwig?* This term dates back to at least 4000 BC. At that time, both men and women in Egypt shaved their heads and wore wigs. The bigger the wig was, the more important the person was.

One of the reasons that wigs were worn in Egypt was so people could keep their heads clean and free from lice. The wigs were made of many things such as wool, animal hair, and even gold. People used beeswax to make the wigs stick to their heads.

It was not just the people in Egypt who liked to wear wigs. In 1624, when the king of France began to lose his hair at a very early age, he got everybody to wear wigs. Under Queen Anne of England, who ruled from 1702 to 1714, wigs grew to their biggest shapes. They covered people's backs and hung down over their chests.

COMPREHENSION QUESTIONS

1. What does it mean to call a person a bigwig? *(The person is important.)*
2. Name two things the people in Egypt used to make wigs. *(Any two: wool, animal hair, gold)*
3. What did the people in Egypt use to make their wigs stick to their heads? *(beeswax)*
4. Why do you think the king of France got everybody to wear wigs? *(Accept any reasonable response: He was losing his hair. He was embarrassed. He didn't want to be the only bald person around.)*
5. In which country did people wear the biggest wigs? *(England)*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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Selection 3 (from Challenger 3)

INTRODUCTION

This selection is from a story in which Steven's sister gives him some advice. Read the selection to find out more about Steven and his sister.

SELECTION

Steven Carpenter had been driving a van for five years. He liked his job very much, but sometimes the long hours of driving made him feel tense.

Every Thursday night, Steven dropped by his older sister's house for dinner. His sister's name was Ruth. During one of these weekly visits, Ruth watched her brother gaze out the living-room window as she rinsed the dirty dinner dishes.

"You're not going to mope around all night again, are you?" asked Ruth.

"Sorry," answered Steven. "I had to drive two hundred and seventy miles over badly paved roads today. I'm so tensed up that I really feel rotten. Maybe I'll go home and try to get a good night's sleep."

"You know, Steve," said Ruth, "you really owe it to yourself to do something besides working all the time. You're still young, but you're already getting into a rut. You should go out more, do things, meet some new people."

Steven wisely kept his mouth shut. There was no point in trying to stop Ruth once she made up her mind to give him advice.

COMPREHENSION QUESTIONS

1. What does Steven Carpenter do for a living? *(He drives a van or truck.)*
2. How does Steven feel at the end of a hard day? *(tense, tired, rotten)*
3. What advice does Ruth give Steven? *(to get out of his rut, to go out more, to do things, to meet new people)*
4. How does Steven react to Ruth's advice? *(He keeps his mouth shut.)*
5. Do you think Ruth has given Steven advice before? Why or why not? *(Yes, because the last sentence indicates that she gives him advice quite often.)*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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Selection 4 (from Challenger 4)

INTRODUCTION

Without the sun there would be no life on Earth. Read the following selection to learn some things about the sun.

SELECTION

All life on Earth depends on the sun for heat and light. Life on Earth also depends on the sun for food because all living things—both plants and animals—are part of a process called a food chain. This food chain starts with green plants which make food with the help of sunlight. Since all animals eat either plants or other animals that eat plants, you can see why the sun is so important.

Many people who lived a long time ago understood how important the sun was, and they worshipped it as a god. They would offer prayers and gifts to their sun god so that he would be pleased and always shine his light upon them.

The sun is a star. Even though it is about ninety-three million miles away from us, the sun is closer to Earth than any other star. This is why it looks so big and bright. There are stars that are 1,000 times larger than the sun, but they are so much farther away that they seem tiny.

By studying other stars, people have made guesses about how long the sun will keep shining. At some time, the center of the sun will shrink and become hotter. The sun will then become a huge, red star, and the heat on Earth will get so high that life will not be able to exist. But don't worry. The people who study the sun tell us that this won't happen for at least another five billion years.

COMPREHENSION QUESTIONS

1. Name two things that the sun supplies to living things? *(Any two: heat, light, food)*
2. Why did people long ago worship the sun as a god? *(Accept any reasonable response: They realized how important the sun was. People realized they needed light and heat from the sun to live.)*
3. Why does the sun look larger than the other stars? *(because it is closer to Earth)*
4. What do scientists think will happen to the sun after five billion years? *(Accept either of the following: It will shrink and become hotter. It will become a huge, red star.)*
5. Why would studying the stars help people to understand the sun better? *(because the sun is a star)*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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Selection 5 (from Challenger 5)

INTRODUCTION

In this story, a small-time crook named Tango dresses up in a policeman's uniform. Read the story to see what happens.

SELECTION

No question about it, Tango looked good. The policeman's uniform might have been made by the best tailor in Paris. His little eyes looked brighter under the cap; they almost looked intelligent.

"Stop staring at yourself and wipe that dumb grin off your face," the Boss said, "and listen. This is so easy a half-wit could do it, so maybe if you try hard, you can too. All you do is walk up and down the street. Easy and slow, like a real cop on his beat. Then if anybody hears us working in the house, they won't start asking questions. Keep walking until we come out, then hang around a few minutes covering us. That's all there is to it. Now, you understand?"

"Sure," Tango said, his eyes straying to the mirror.

"Then get going!" the Boss snapped.

Tango was a little edgy walking to the street the Boss and the Eel had picked out, but nothing happened. The house where the job was to be pulled was in the middle of the block. Tango had rarely seen a street such as this one because he worked in the shabby quarters of Paris—a little purse-snatching, a little shoplifting; he even panhandled.

He strolled down the sidewalk, turned at the corner, and came back. While he was turning at the other corner, he saw the police officer. Such a sight would normally send him off as fast as his feet would move. He stared in fear; his palms were sweating. Then, with the officer a few feet from him, he raised his arm and saluted.

The officer calmly returned the salute and passed by.

Tango stood peering after him. He felt strange and thankful. "Say!" he said to himself. "Say, you see that? I salute him, and he salutes right back. I guess I look good to him," he told himself. "I guess he don't see many cops looking so good."

COMPREHENSION QUESTIONS

1. What in the story tells you that Tango isn't very intelligent? *(Accept any one of the following: "His little eyes . . . almost looked intelligent," "wipe that dumb grin off your face," "I guess he don't see many cops looking so good.")*
2. What do you think the Boss was going to do in the house? *(rob or burglarize it)*
3. Why did the Boss have Tango walk in front of the house wearing a policeman's uniform? *(Accept any reasonable response: So that if people heard the Boss robbing the house they wouldn't ask questions; so people would think everything was okay.)*
4. How did Tango feel when he first saw the police officer? *(afraid, nervous)*
5. Why do you think Tango felt thankful when the police officer saluted him? *(Accept any reasonable response: The officer thought Tango was a real policeman. The officer didn't recognize him as a crook.)*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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Selection 6 (from Challenger 6)

INTRODUCTION

John Quincy Adams was the sixth president of the United States. Read this selection to find out what he did after completing his term as president.

SELECTION

In 1828, John Quincy Adams lost his job. He had been president of the United States for four years, and now he had been defeated in the 1828 election by Andrew Jackson. Losing the election greatly depressed John Quincy Adams who could not adjust to this painful defeat. He shut himself off from the world in his Quincy, Massachusetts, home and wrote, "I have no real reason for wishing to live when every thought I have about the future makes death desirable." Bitterly, Adams complained, "My whole life has been a series of disappointments. I can scarcely remember a single instance of success in anything that I ever undertook."

Then, in 1830, a group of devoted friends convinced Adams to run for Congress. Adams felt as if he had been born a new man. He was sixty-three years old, a retired president, and the son of the second president of the United States. Never before and never since has a former president of the United States run for Congress.

Adams won his election and entered Congress. There he would serve for the next eighteen years—until the end of his life. Instead of the peace and quiet sought by George Washington and other ex-presidents, John Quincy Adams would carve out a brand-new career for himself. Though he had carefully avoided the slavery issue during his White House years, Adams now plunged into it with all his heart, drawing much anger and debate around his head. No other former president would experience such abuse. Newspapers even branded him the "Mad Man from Massachusetts."

John Quincy Adams became a one-man symbol of the struggle against slavery. Day after day, with surprising energy, he held the floor of Congress, his shrill voice slashing away at his enemies. Slowly but surely, his efforts began to win the praise of others who were also devoted to ending slavery in the United States.

COMPREHENSION QUESTIONS

1. What job was John Quincy Adams running for in 1828? *(President of the United States)*
2. Did John Quincy Adams think he had been a successful president? How do you know? *(No. He wrote, "I can scarcely remember a single instance of success in anything I ever undertook.")*
3. What relative of John Quincy Adams's was also president? *(his father)*
4. What did John Quincy Adams fight against as a congressman? *(slavery)*
5. How did people react to John Quincy Adams's struggle against slavery? *(with anger, with much abuse, they called him "mad")*

Total Word Recognition Errors _____ **Total Comprehension Errors _____**

Stop testing if student makes 7 or more word recognition errors or 2 or more comprehension errors.

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