

Name _____ Date _____

1. Which detail from the story supports the idea that Q and U are a great team?
 - Ⓐ They like to play together.
 - Ⓑ They go on vacation together.
 - Ⓒ They stick together in an earthquake.
2. Which activity do Q and U do first?
 - Ⓐ squeal at the queen
 - Ⓑ quack at the quails
 - Ⓒ quilt in the square
3. Why did the author write *Best Friends Q and U*?
 - Ⓐ to inform readers about every word that can be spelled with *qu*
 - Ⓑ to persuade readers to be kind to their best friend
 - Ⓒ to entertain and inform readers about how the letters Q and U work together in many words
4. Who are the main characters in this story?
 - Ⓐ Q and U
 - Ⓑ the queen and people on the bus
 - Ⓒ the squid and the quails
5. On a very bright and sunny day, Q and U might need to _____.
 - Ⓐ squeeze
 - Ⓑ squint
 - Ⓒ squish
6. **Extended Response:** Have students list two details from the story that support the idea that Q and U are best friends.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

Best Friends Q and U

Main Comprehension Skill: Author's Purpose

1. Ⓒ *Main Idea and Details*
2. Ⓑ *Sequence Events*
3. Ⓒ *Author's Purpose*
4. Ⓐ *Story Elements*
5. Ⓑ *Vocabulary*
6. Answers should include specific examples from the story that show Q and U enjoying the same activities, helping one another, or sticking together.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.