Contents

Introduction ................................................................. 5
Answer Key and Standards Correlation Chart .................. 7

Independent Leveled Practice Reading Selections .......... 11

Lesson 1 Reading Myths
  Level 1 How Night Came ........................................... 12
  Level 2 How Night Came ........................................... 15
  Level 3 How Night Came ........................................... 18
Standards: RL.4.2, RL.4.9, RL.4.10

Lesson 2 Reading Short Stories
  Level 1 A Helping Hoof ............................................. 21
  Level 2 A Helping Hoof ............................................. 24
  Level 3 A Helping Hoof ............................................. 27
Standards: RL.4.1, RL.4.3, RL.4.6, RL.4.10

Lesson 4 Reading Historical Nonfiction
  Level 1 A Meeting of Minds ...................................... 30
  Level 2 A Meeting of Minds ...................................... 33
  Level 3 A Meeting of Minds ...................................... 36
Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.10
Lesson 6  Reading Drama

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
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<td>39</td>
</tr>
<tr>
<td>2</td>
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<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Taking Action</td>
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</tr>
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</table>

Standards: RL.4.2, RL.4.5, RL.4.10

Lesson 7  Reading Poetry

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
<td>What Is Pink?</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Brown and Furry</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Some One</td>
<td>52</td>
</tr>
</tbody>
</table>

Standards: RL.4.4, RL.4.5, RL.4.10

Lesson 9  Reading Technical Texts

<table>
<thead>
<tr>
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<td>Don’t Make Light of This!</td>
<td>54</td>
</tr>
<tr>
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</tr>
<tr>
<td>3</td>
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Standards: RL.4.3, RL.4.5, RL.4.7, RL.4.10

Lesson 11 Reading Scientific Nonfiction

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<td>3</td>
<td>Your Brain</td>
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</table>

Standards: RL.4.2, RL.4.3, RL.4.8, RL.4.10, L.4.6
Independent Leveled Practice Reading Selections

Welcome to the Common Core Coach, English Language Arts, Independent Leveled Practice Resource Book, First Edition. The purpose of this component is to provide students with the opportunity for independent reading practice. It allows students to apply the skills they have learned in a particular reading lesson to a short, topically related selection.

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection that is the third step of the research-proven, three-step “gradual release model.” The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)

Assigning Independent Leveled Practice Reading Selections

Use your knowledge of each student’s reading level to determine which version of a passage to assign. Reproducibles for each level are provided in the pages that follow. The difficulty level of each passage is indicated by the shading of the three cubes in the margin.
## Answer Key and Standards Correlation Chart

The following answer key shows both the correct answers for every question in the comprehension check and the standards each question covers. Except in the poetry lesson, where a different poem is used for each level, the questions are the same for each leveled passage within a lesson.

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct Answer</th>
<th>Common Core State Standard</th>
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<tbody>
<tr>
<td><strong>How Night Came</strong></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>C</td>
<td>RL.4.2</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>RL.4.2</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>There was no night on Earth. The daughter of the Great Sea Snake went to live on Earth but missed the darkness. Her husband traveled back to the sea to get some darkness for her. When he brought it back, she felt better. She was glad to see day again.</em></td>
<td>RL.4.2</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The Great Sea Snake’s daughter is used to living deep in the ocean, where it is dark. When she comes to live on Earth, she misses the night. She has no time to rest her eyes. On the other hand, her husband, a human, does not know what night is.</em></td>
<td>RL.4.9</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>The rooster crows just as the sun rises to alert the other animals that day is coming.</em></td>
<td>RL.4.9</td>
</tr>
<tr>
<td><strong>A Helping Hoof</strong></td>
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<td></td>
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<tr>
<td>1</td>
<td>C</td>
<td>RL.4.1</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>RL.4.6</td>
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<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The story takes place at Grandma’s new home in Brownsville.</em></td>
<td>RL.4.3</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>Grandma is very happy about Amigo. He helps her to do things on her own.</em></td>
<td>RL.4.3</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>Ana’s family wants her to be surprised about Grandma’s new companion.</em></td>
<td>RL.4.1</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
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<td><strong>A Meeting of Minds</strong></td>
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<td>A</td>
<td>RI.4.3</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>RI.4.2</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: Together they found ways to protect wilderness areas. Muir founded an organization and wrote books. Roosevelt helped to pass laws and to increase the number of national forests.</td>
<td>RI.4.1</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: The sentence “Roosevelt later said, “John Muir talked even better than he wrote.”” was taken from a primary source. A firsthand account is written by someone who was there at the time of an event.</td>
<td>RI.4.6</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: Muir started the Sierra Club, an organization whose mission is to protect the wilderness. He also wrote several books about protecting the wilderness.</td>
<td>RI.4.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Taking Action</strong></td>
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<tr>
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<tr>
<td>2</td>
<td>B</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: Some kids come up with a plan to help deal with litter in their community. They plan and host a picnic to teach people about trash cans and recycling.</td>
<td>RL.4.2</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: She is bringing the cup to her owner, Dion, to throw it away. Dion has trained her to collect litter.</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: As prose, the passage might have more details about the setting and include the thoughts of the characters.</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
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<td><strong>What Is Pink? (Level 1)</strong></td>
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<td>1</td>
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<tr>
<td>2</td>
<td>B</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker uses nature to describe different colors; for example, yellow is the color of a rich, ripe, mellow pear.</em></td>
<td>RL.4.4</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The poem is written in short rhyming lines instead of sentences and paragraphs.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>The poet asks questions and then gives answers.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td></td>
<td><strong>Brown and Furry (Level 2)</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker describes the process of a caterpillar choosing a perfect spot to spin a cocoon and transform into a butterfly.</em></td>
<td>RL.4.4</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The poem is written in lines, stanzas, and verses instead of sentences and paragraphs.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>The poet hopes that the caterpillar is safe and doesn’t want a toad or bird to harm it.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td></td>
<td><strong>Some One (Level 3)</strong></td>
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<tr>
<td>1</td>
<td>A</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>RL.4.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker describes the different sounds that nature makes at night: the beetle, the screech-owl, the cricket, and the dewdrops.</em></td>
<td>RL.4.4</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The poem is written in short rhyming lines instead of sentences and paragraphs.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>The mood is happy and playful. The rhyme and repetition of words such as sure and at all make it a playful poem to read.</em></td>
<td>RL.4.5</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
<td>Common Core State Standard</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>1</td>
<td>D</td>
<td>RI.4.3</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>RI.4.3</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: The author uses cause-and-effect. The author explains how incandescent lightbulbs work.</td>
<td>RI.4.5</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: The chart shows the differences between incandescent lights and some of the new lightbulb inventions.</td>
<td>RI.4.7</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: Compact fluorescent lightbulbs are better for the environment because they give off less gas that harms the air. They also last longer and lower electricity bills.</td>
<td>RI.4.3</td>
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<table>
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<td>2</td>
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<td>L.4.6</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: The author shows the different ways the brain affects the body when watching an event like a baseball game.</td>
<td>RI.4.8</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: An axon is a long, thin part of a cell. Electric signals travel through axons. Then they send out chemical messages to parts of the body.</td>
<td>RI.4.3</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: The hypothalamus is important because it regulates your body temperature. When you get too hot, it tells your body to sweat; and when you're too cold, you shiver.</td>
<td>RI.4.3</td>
</tr>
</tbody>
</table>
Read the passage. Then answer the questions that follow.

adapted from
How Night Came
by Elsie Spicer Eells

1 Years ago, when the world was just made, there was no night. It was day all the time. No one had ever heard of sunrise or sunset. People had not seen starlight or moonbeams. There were no night birds, night beasts, or night flowers.

2 In those days, the Great Sea Snake lived in the deep ocean. His daughter married a human. She went to live on Earth, in the land of daylight. Soon her eyes grew tired of the bright sunlight. Her beauty faded. Her husband watched her with sad eyes. But he did not know what to do to help her.

3 “I wish night would come,” she moaned. “Here it is always day. In my father’s kingdom, there are many shadows. I long for some darkness!”

4 “Tell me what night is. I will get you some,” her husband said.

5 “Night,” she said, “is the name of the heavy shadows that darken the ocean. I love the sunlight of your earth land. But I grow very tired of it. I wish we could have darkness to rest our eyes part of the time.”

6 Her husband traveled to the kingdom of the Great Sea Snake to get some darkness. The Great Sea Snake gave him a bag full. He warned him not to open it until he got home.

7 Meanwhile, the daughter of the Great Sea Snake was waiting for her husband to return. She shaded her tired eyes with her hand and watched the horizon, hoping he would hurry back. At last he did, and he opened the bag from a distance.
“Night comes at last!” she cried as she saw the clouds moving toward her. Then she closed her eyes and went to sleep under a palm tree.

When she awoke, she felt better. She was once again the happy princess who had left her father’s kingdom. She was now ready to see the day again. She looked at a bright star shining above. “Star, you shall be called the sun. You shall announce the beginning of day. You shall be queen of the sky at this hour.”

Then she called all the birds about her and said to them, “Birds, I want you to sing your sweetest songs at this hour.” To a rooster she said, “You will be the watchman of the night. Your voice shall warn the others that the dawn comes.”

To this very day in Brazil, night comes quickly. All the night beasts and night birds and night insects give a sunset chorus in the jungles at nightfall.

But in the morning, the rooster announces dawn’s approach to the waiting birds. The birds sing their sweetest songs at that hour. The morning star rules the sky as queen of the dawn.
Comprehension Check

1. Which sentence BEST states the theme of the passage?
   A. The sea is a powerful force.
   B. Going on adventures is fun.
   C. Creatures need night in order to rest.
   D. Amazing creatures live in the ocean.

2. What detail should NOT be included in a summary of the passage?
   A. The daughter of the Great Sea Snake shades her eyes.
   B. The Great Sea Snake’s daughter is glad to see day again.
   C. The Great Sea Snake gives the human darkness to carry back to Earth.
   D. The daughter of the Great Sea Snake wakes up feeling much better.

3. What is a good summary of the passage? Write your summary below.

4. How are the Great Sea Snake’s daughter and her husband different in this passage?

5. What purpose does the Great Sea Snake’s daughter give to the rooster?
Read the passage. Then answer the questions that follow.

adapted from
How Night Came
by Elsie Spicer Eells

1 Years ago, when the world was just made, there was no night. It was
day all the time. No one had ever heard of sunrise or sunset, nor had they
seen starlight or moonbeams. There were no night birds, night beasts, or
night flowers.

2 In those days, the Great Sea Snake lived in the deep ocean. His
daughter married a human and went to live on Earth, in the land of
daylight. Soon her eyes grew tired of the bright sunlight and her beauty
faded. Her husband watched her with sad eyes. But he did not know
what to do to help her.

3 “I wish night would come,” she moaned. “Here it is always day,
and I long for some darkness! In my father’s kingdom, there are many
shadows.”

4 “Tell me what night is so I can get you some,” her husband said.

5 “Night,” she said, “is the name of the heavy shadows that darken the
ocean. I love the sunlight of your earth land. But I grow very tired of it. I
wish we could have darkness to rest our eyes part of the time.”

6 Her husband traveled to the kingdom of the Great Sea Snake to get
some darkness. The Great Sea Snake gave him a bag full. He warned him
not to open it until he got home.

7 Meanwhile, the daughter of the Great Sea Snake was waiting for her
husband to return. She shaded her tired eyes with her hand and watched
the horizon, hoping he would hurry back. When he finally returned, he
opened the bag from a distance.
“Night comes at last!” she cried as she saw the dark clouds moving toward her. Then she closed her eyes and went to sleep under a palm tree.

When she awoke, she felt better. She was once again the happy princess who had left her father’s kingdom. She was now ready to see the day again. She looked at a bright star shining above. “Star, you shall be called the sun. You shall announce the beginning of day. You shall be queen of the sky at this hour.”

Then she called all the birds about her and said to them, “Birds, I want you to sing your sweetest songs at this hour.” To a rooster standing nearby she said, “You will be the watchman of the night, and your voice shall warn the others that the dawn comes.”

To this very day in Brazil, night comes quickly. All the night beasts and night birds and night insects give a sunset chorus in the jungles at nightfall.

But in the morning, the rooster announces dawn’s approach to the waiting birds. The birds sing their sweetest songs at that hour. The morning star rules the sky as queen of the dawn.
Comprehension Check

1. Which sentence BEST states the theme of the passage?
   A. The sea is a powerful force.
   B. Going on adventures is fun.
   C. Creatures need night in order to rest.
   D. Amazing creatures live in the ocean.

2. What detail should NOT be included in a summary of the passage?
   A. The daughter of the Great Sea Snake shades her eyes.
   B. The Great Sea Snake’s daughter is glad to see day again.
   C. The Great Sea Snake gives the human darkness to carry back to Earth.
   D. The daughter of the Great Sea Snake wakes up feeling much better.

3. What is a good summary of the passage? Write your summary below.

4. How are the Great Sea Snake’s daughter and her husband different in this passage?

5. What purpose does the Great Sea Snake’s daughter give to the rooster?
Independent Practice
Lesson 1: Reading Myths

Read the passage. Then answer the questions that follow.

adapted from

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by Elsie Spicer Eells

1 Years ago, when the world was just made, there was no night. It was
day all the time. No one had ever heard of sunrise or sunset, nor had they
seen starlight or moonbeams. There were no night birds, night beasts, or
night flowers.

2 In those days, the Great Sea Snake lived in the deep ocean. His
daughter married a human and went to live on Earth, in the land of
daylight. Soon her eyes grew tired of the bright sunlight and her beauty
faded. Her husband watched her with sad eyes. But he did not know
what to do to help her.

3 “I wish night would come,” she moaned. “Here it is always day, and I
long for some darkness! In my father’s kingdom, there are many shadows.”

4 “Tell me what night is so I can get you some,” her husband said.

5 “Night,” she said, “is the name of the heavy shadows that darken the
ocean. I love the sunlight of your earth land, but I grow very tired of it.
I wish we could have darkness to rest our eyes part of the time.”

6 Her husband traveled to the kingdom of the Great Sea Snake to get
some darkness. The Great Sea Snake gave him a bag full, but he warned
him not to open it until he was near home.

7 Meanwhile, the daughter of the Great Sea Snake was waiting for her
husband to return. She shaded her tired eyes with her hand and watched
the horizon, hoping he would hurry back. When he finally approached,
he opened the bag from a distance.
“Night comes at last!” she cried as she saw the dark clouds moving toward her. Then she closed her eyes and fell into a peaceful sleep under a palm tree.

When she awoke, she felt refreshed. Once again she was the happy princess who had left her father’s kingdom. She was now ready to see the day again. She looked at a bright star shining above and cried, “Star, you shall be called the sun. You shall announce the beginning of day. You shall be queen of the sky at this hour.”

Then she called all the birds about her and said to them, “Birds, I want you to sing your sweetest songs at this hour.” To a rooster standing nearby she said, “You will be the watchman of the night, and your voice shall warn the others that the dawn comes.”

To this very day in Brazil, night comes quickly. All the night beasts and night birds and night insects give a sunset chorus in the jungles at nightfall.

But in the morning, the rooster announces dawn’s approach to the waiting birds. The birds sing their sweetest songs at that hour while the morning star rules the sky as queen of the dawn.
Comprehension Check

1. Which sentence BEST states the theme of the passage?
   A. The sea is a powerful force.
   B. Going on adventures is fun.
   C. Creatures need night in order to rest.
   D. Amazing creatures live in the ocean.

2. What detail should NOT be included in a summary of the passage?
   A. The daughter of the Great Sea Snake shades her eyes.
   B. The Great Sea Snake’s daughter is glad to see day again.
   C. The Great Sea Snake gives the human darkness to carry back to Earth.
   D. The daughter of the Great Sea Snake wakes up feeling much better.

3. What is a good summary of the passage? Write your summary below.

   __________________________________________________________

   __________________________________________________________

4. How are the Great Sea Snake’s daughter and her husband different in this passage?

   __________________________________________________________

   __________________________________________________________

5. What purpose does the Great Sea Snake’s daughter give to the rooster?

   __________________________________________________________

   __________________________________________________________
Read the passage. Then answer the questions that follow.

A Helping Hoof

1  “I have exciting news!” said Grandma when her granddaughter Ana answered the phone. “I have moved to a new location. I am in the town of Brownsville now. Will you be able to visit me?”

2  Ana was surprised because Grandma had been blind for more than fifteen years. She had always lived with Aunt Inez and Uncle Sid. They helped her with things that were hard to do without sight. They drove her anywhere she needed to go. They helped her with her grocery shopping. Sometimes they cooked for her.

3  Ana couldn’t imagine Grandma living alone.

4  Ana was puzzled. “Do you live alone now?” she asked.

5  “No, I don’t live alone,” Grandma answered sweetly. “I have a companion who helps me in lots of different ways.”

6  Ana asked more questions about the companion. But Grandma wouldn’t give her any more details. “You will just have to meet him when you visit,” she told Ana.

7  Ana wondered who she would meet at Grandma’s house. She questioned her parents. But they both said, “You’ll have to wait and see. It’s a pretty amazing surprise.”

8  Ana’s dad drove her to the airport on the day she left for Brownsville. He waved good-bye from the window as Ana’s plane departed. The plane left the ground and disappeared into the clouds. The trip was much shorter than Ana expected. Soon, she arrived in Brownsville. Her grandmother’s next-door neighbor Ms. Watson was waiting. She drove Ana to Grandma’s home. On the way, Ana asked her more questions. But Ms. Watson would not tell her anything about the mystery companion.
Grandma greeted Ana at the door. They wrapped their arms around each other tightly. After they hugged, Ana stepped inside and gasped. “Grandma, there’s a horse in your living room!”

“Meet Amigo,” Grandma said, grinning. “He’s a miniature horse.”

Ana had never seen such a small horse. Amigo stood two feet high. “He’s also my companion and helper,” Grandma added. “He has been trained to be my eyes. His good vision allows me to ride on buses and shop. He helps me be independent. I can go and do whatever I like.”

Inside the house, Amigo wore sneakers so he didn’t slip on smooth floors. But outside, his hoofs were bare. Ana laughed as she watched Amigo kick up dirt and grass while he galloped across the yard. He enjoyed playing outdoors.

Ana watched Amigo and her grandmother the whole week she was there. She saw what a good team they were. When Ana left, she put her arms around the horse’s neck. “Thank you for being a good companion,” she told him. Then she stood up and patted him on his head.

“Yes,” smiled Grandma. “Amigo is always ready to give me a helping hoof.”
**Comprehension Check**

1. Which detail from the passage shows that Ana is surprised by Grandma's helper?
   
   A. Amigo kicks dirt outside in the yard.
   
   B. Ana goes to visit Grandma.
   
   C. Ana gasps when she sees the small horse.
   
   D. Ana’s grandmother smiles.

2. From whose point of view is this story told?
   
   A. Ana’s
   
   B. Grandma’s
   
   C. the horse’s
   
   D. a narrator’s outside the story

3. Describe the setting for most of this passage.

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4. Explain how Grandma feels about her new companion, Amigo.

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5. Why does no one tell Ana the details about Grandma’s companion?

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Independent Practice
Lesson 2: Reading Short Stories

Read the passage. Then answer the questions that follow.

A Helping Hoof

1. “I have exciting news!” said Grandma when her granddaughter Ana answered the phone. “I have moved to a new location. I am in the town of Brownsville now, and I want you to visit me.”

2. Ana was surprised because Grandma had been blind for more than fifteen years. She had always lived with Aunt Inez and Uncle Sid. They helped her with things that were hard to do without sight. They drove her anywhere she needed to go. They helped her with her grocery shopping. Sometimes they cooked for her.

3. Ana couldn’t imagine Grandma living alone.

4. Ana was puzzled. “Do you live alone now?” she asked.

5. “No, I don’t live alone,” Grandma answered sweetly. “I have a companion who keeps me company and helps me.”

6. Ana asked more questions about the companion. But Grandma wouldn’t give her any more details. “You will just have to meet him when you visit,” she told Ana.

7. Ana wondered who she would meet at Grandma's house. She questioned her parents. But they both said, “You’ll have to wait and see. It’s a pretty amazing surprise.”

8. On the day Ana left for Brownsville, her dad drove her to the airport. He waved good-bye from the window as Ana’s plane departed. The plane left the ground and disappeared into the clouds. The trip was much shorter than Ana expected. Soon, she arrived in Brownsville, where her grandmother’s neighbor Ms. Watson was waiting. Ms. Watson drove Ana to Grandma’s home. Even she wouldn’t tell Ana anything about the mystery companion.
Grandma greeted Ana at the door, and they wrapped their arms around each other tightly. After they hugged, Ana stepped inside and gasped. “Grandma, there’s a horse in your living room!”

“Meet Amigo,” Grandma said, grinning. “He’s a miniature horse.”

Ana had never seen such a small horse. Amigo stood two feet high. “He’s also my companion and helper,” Grandma added. “He has been trained to be my eyes. His excellent vision allows me to ride on buses, shop, and do things on my own. He helps me be independent. I can go and do whatever I like.”

Inside the house, Amigo wore sneakers so he didn’t slip on smooth floors. But outside, his hoofs were bare. Ana laughed as she watched Amigo kick up dirt and grass while he galloped across the yard. He enjoyed playing outdoors.

Throughout her stay, Ana watched Amigo and her grandmother. She saw what a good team they were. When Ana left, she put her arms around the horse’s neck. “Thank you for being a good companion,” she told him.

“Yes,” smiled Grandma. “Amigo is always ready to give me a helping hoof.”
**Comprehension Check**

1. Which detail from the passage shows that Ana is surprised by Grandma’s helper?
   - A. Amigo kicks dirt outside in the yard.
   - B. Ana goes to visit Grandma.
   - C. Ana gasps when she sees the small horse.
   - D. Ana’s grandmother smiles.

2. From whose point of view is this story told?
   - A. Ana’s
   - B. Grandma’s
   - C. the horse’s
   - D. a narrator’s outside the story

3. Describe the setting for most of this passage.

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4. Explain how Grandma feels about her new companion, Amigo.

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5. Why does no one tell Ana the details about Grandma’s companion?

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Read the passage. Then answer the questions that follow.

**A Helping Hoof**

1. “I have exciting news!” said Grandma when her granddaughter Ana answered the phone. “I have moved to a new location to live on my own. I am in the town of Brownsville now, and I want you to visit me.”

2. Ana was surprised because Grandma had been blind for more than fifteen years. She had always lived with Aunt Inez and Uncle Sid. They helped her with things that were hard to do without sight. They drove her anywhere she needed to go. They helped her with her grocery shopping, and they often cooked for her.

3. Ana couldn’t imagine Grandma living alone.

4. Ana was puzzled. “Do you live alone now?” she asked in a baffled voice.

5. “No, I don’t live alone,” Grandma answered sweetly. “I have a companion who keeps me company and helps me.”

6. Ana asked more questions about the companion, but Grandma wouldn’t give her any more details. “You will just have to meet him when you visit,” she told Ana.

7. Ana wondered who she would meet at Grandma’s house. She questioned her parents, but they both said, “You’ll have to wait and see. It’s a pretty amazing surprise.”

8. On the day Ana left for Brownsville, her dad drove her to the airport. He waved good-bye from the window as Ana’s plane departed. The plane left the ground and disappeared into the clouds. The trip was much shorter than Ana expected. Soon, she arrived in Brownsville, where her grandmother’s neighbor Ms. Watson was waiting. Ms. Watson drove Ana to Grandma’s home, but she wouldn’t tell Ana anything about the mystery companion.
Grandma greeted Ana at the door, and they embraced with their arms wrapped tightly around each other. After they hugged, Ana stepped inside and gasped. “Grandma, there’s a horse in your living room!”

“Meet Amigo,” Grandma said, grinning. “He’s a miniature horse.”

Ana had never seen such a small horse. Amigo stood two feet high. “He’s also my companion and helper,” Grandma added. “He has been trained to be my eyes. His excellent vision allows me to ride on buses, shop, and do things on my own. He helps me be independent. I can go and do whatever I like.”

Inside the house, Amigo wore sneakers so he didn’t slip on smooth floors, but outside, his hoofs were bare. Ana laughed as she watched Amigo kick up dirt and grass while he galloped across the yard. He enjoyed playing outdoors.

Throughout her stay, Ana watched Amigo and her grandmother. She saw what a good team they were. When Ana left, she put her arms around the horse’s neck. “Thank you for being a good companion,” she told him.

“Yes,” smiled Grandma. “Amigo is always ready to give me a helping hoof.”
**Comprehension Check**

1. Which detail from the passage shows that Ana is surprised by Grandma’s helper?
   - A. Amigo kicks dirt outside in the yard.
   - B. Ana goes to visit Grandma.
   - C. Ana gasps when she sees the small horse.
   - D. Ana’s grandmother smiles.

2. From whose point of view is this story told?
   - A. Ana’s
   - B. Grandma’s
   - C. the horse’s
   - D. a narrator’s outside the story

3. Describe the setting for most of this passage.

   ___________________________________________________________

   ___________________________________________________________

4. Explain how Grandma feels about her new companion, Amigo.

   ___________________________________________________________

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   ___________________________________________________________

5. Why does no one tell Ana the details about Grandma’s companion?

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Read the passage. Then answer the questions that follow.

**A Meeting of Minds**

1. In the spring of 1903, two great men met for the first time. One was Theodore Roosevelt, the president of the United States. The other was John Muir, an explorer, naturalist, and writer. Together the two men changed the United States forever.

2. John Muir moved to the United States from Scotland when he was eleven years old. His family lived on a farm in Wisconsin. Farm life led to Muir’s great love of nature. In the spring of 1869, Muir decided to travel through California. This trip was a very important time in his life. Muir explored a mountain range in eastern California. The state was to become his home for the rest of his life.

3. John Muir loved nature. He also studied it. He founded an organization called the Sierra (see-EHR-uh) Club. The organization works to protect wilderness areas. Muir also wrote books with the same goal in mind. Muir became known in the United States and around the world as “the voice of the wilderness.”

4. As a young man, Theodore Roosevelt was always full of energy. He loved to read. He also enjoyed almost any outdoor activity. As a boy, he had shown an early interest in nature. But Roosevelt had not been a strong child. He was often sick. When he was about twelve years old, two boys bullied him. Roosevelt was upset. He wanted to be strong enough to defend himself. His father built a gym in their family home to help him. The future president built up his strength by exercising.
Roosevelt became president in 1901. The new president was interested in making changes. He wanted to make things better for Americans. He thought it was important to save the country’s forests. Roosevelt explained these ideas in his first message to Congress.

Roosevelt wanted Muir to guide him through parts of California. Muir was excited to talk to the president. He wanted to share his ideas about the wilderness. When the two men met, Muir guided Roosevelt into the wilderness of California. They traveled on horseback during the day. They camped under the trees at night. The two men explored the area for four days. One night they slept through a storm. In the morning their blankets were covered with four inches of snow!

Muir talked to Roosevelt about many of his ideas. Roosevelt later said, “John Muir talked even better than he wrote.” Muir explained that he thought the federal government should control some of the wilderness areas of California. He believed this would help to protect those areas.

The president agreed to help. He kept his word. During his time as president, Roosevelt increased national forests from 43 million acres to more than 150 million acres.
Comprehension Check

1. What caused Roosevelt to start exercising as a boy?
   A. He wanted to build up his strength so he could stick up for himself.
   B. He wanted to be able to hike through all of the protected forests.
   C. He wanted to become a boxer.
   D. He wanted to keep up with Muir in the woods.

2. John Muir wrote books in order to
   A. make a lot of money.
   B. help protect wilderness areas.
   C. meet President Roosevelt.
   D. get a job in Congress.

3. How did Roosevelt and Muir work together to change the United States?

4. Which sentence from the passage is taken from a firsthand account? How do you know?

5. Why was Muir known as “the voice of the wilderness”?
Read the passage. Then answer the questions that follow.

**A Meeting of Minds**

1. In the spring of 1903, two great men met for the first time. One was Theodore Roosevelt, president of the United States. The other was John Muir, an explorer, naturalist, and writer. What they did, together and on their own, changed the United States forever.

2. John Muir moved to the United States from Scotland when he was eleven years old. His family settled on a farm in Wisconsin. Farm life led to Muir’s great love of nature. In the spring of 1869, Muir decided to travel through California. It turned out to be a turning point in his life. Muir explored a mountain range in eastern California. The state was to become his lifelong home.

3. John Muir loved nature. He also studied it. In 1892, he founded the Sierra (see-EHR-uh) Club. The organization still works to protect wilderness areas. He also wrote books with the same goal in mind. Muir became known in the United States and around the world as “the voice of the wilderness.”

4. As a young man, Theodore Roosevelt was always full of energy. He loved to read. He also enjoyed almost any outdoor activity. As a boy, he had shown an early interest in nature. But Roosevelt had not been a strong child, and he was often sick. When he was about twelve years old, two boys bullied him. Roosevelt was upset that he was not strong enough to fight back. His father built a gym right in their family home to help him. The future president built up his strength by exercising.
Roosevelt became president in 1901. The new president was interested in reform, or change. He wanted to make things better for Americans. One change he supported was conserving, or saving, the country’s forests. In his first message to Congress, Roosevelt made it clear that this was very important to him.

When the two men met, Muir guided Roosevelt into the wilderness of California. They traveled on horseback during the day. They camped under the trees at night. The two men explored the area for four days. One night they slept through a storm. When they woke up, their blankets were covered with four inches of snow!

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**A Meeting of Minds**

1. In the spring of 1903, two great men met for the first time. One was Theodore Roosevelt, president of the United States. The other was John Muir, an explorer, naturalist, and writer. What they did, together and on their own, changed the United States forever.

2. John Muir moved to the United States from Scotland when he was eleven years old. Life on a Wisconsin farm led to Muir’s great love of nature. In the spring of 1869, Muir decided to travel through California. It turned out to be a turning point in his life. Muir explored the Sierra (see-EHR-uh) Nevada, a mountain range in eastern California. The state was to become his lifelong home.

3. John Muir did not just love nature, he studied it. In 1892, he founded the Sierra Club, which works to protect wilderness areas. He also wrote a number of books with the same goal in mind. By speaking and writing, Muir was able to “speak” for the wilderness and wildlife, giving them their own “voice.” He became known in the United States and around the world as “the voice of the wilderness.”

4. As a young man, Theodore Roosevelt was always full of energy. He loved to read, and he enjoyed almost any outdoor activity. As a boy, he had shown an early interest in nature. But Roosevelt had not been a strong child, and he was often sick. When he was about twelve years old, he was bullied by two other boys. Roosevelt was upset that he was not strong enough to fight back. To help him, his father built a gym right in their family home. The future president built up his strength by exercising in the gym.
Roosevelt became president in 1901. As president, Roosevelt was interested in reform, or change. He wanted to make things better for Americans. One reform he supported was conserving, or saving, the country’s forests. In his first message to Congress, Roosevelt made it clear that the preservation of forests was very important to him.

When the two men met, Muir guided Roosevelt into the wilderness of California. They went on horseback during the day to camp under the trees at night. The two men explored the area for four days. One night they slept through a storm and woke up to find their blankets covered with four inches of snow!

Muir talked to Roosevelt about many of his ideas. Roosevelt later said, “John Muir talked even better than he wrote.” Muir explained that he thought the federal government should control some of the wilderness areas of California. He believed this would help to protect those areas.

The president agreed to help, and he kept his word. In fact, during his time as president, Roosevelt increased national forests from 43 million acres to more than 150 million acres.
Comprehension Check

1. What caused Roosevelt to start exercising as a boy?
   A. He wanted to build up his strength so he could stick up for himself.
   B. He wanted to be able to hike through all of the protected forests.
   C. He wanted to become a boxer.
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5. Why was Muir known as “the voice of the wilderness”?

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Taking Action

CHARACTERS

Kim
Blake
Dion
Dusty

Scene 1

SCENE: Friday afternoon. KIM, BLAKE, and DION are talking on DION’s porch.

1 Kim: (pointing at BLAKE’s shoe and chuckling) A food wrapper is stuck on your shoe.

Blake: (looking surprised) Oh dear, I guess I’ve been walking around like that all day.

Dion: Last week, I put my backpack on a chair and got gum on it. Litter is everywhere.

Blake: Let’s do something about it. We can start a program to clean up this town.

5 Kim: Great idea! How can we get people in Bagtown excited about cleaning up trash?

Blake: (with excitement) Let’s have a Litter-Free Picnic in the park.

Kim: And everyone who comes has to agree to toss trash and recycling in cans.

(Just then DUSTY, DION’s dog, returns from a long walk. She jumps onto the porch.)

Dion: (pointing at the dog) Poor Dusty! A food label is stuck on her paw! It seems like we better get to work on this program right away. Want to meet on Saturday to plan the picnic?
Scene 2

SCENE: Saturday morning. KIM, BLAKE, and DION are talking on DION’s porch.

10 Dion: (laughing and pointing to his shoes) I checked my shoes very carefully! And I also checked Dusty’s paws! (seriously) Our picnic will get people used to throwing away trash.

Kim: We should have our picnic two weeks from today. That will give us enough time to put up posters all over town. I bet we can get everyone to come!

Blake: I can design the posters to get people’s attention.

(DUSTY wags her tail.)

Kim: I’ll get permission from the town to decorate the trash cans and recycling bins in the park. That way people can easily find them. Of course, I’ll use paper that I can reuse. We don’t want our picnic to make more litter.

15 Dion: I’ll make stickers as a prize for the people who come.

Scene 3

SCENE: Picnic day. Much of the town has gathered in the park. The picnic is almost over, and the kids are watching people put on their stickers.

Blake: Dion, you did a great job on the stickers! People love the saying: “I’m on the team that keeps Bagtown clean!” They’re so excited about keeping litter off the streets.

Kim: (surprised and pointing at DUSTY) Do you see your crazy dog! Dusty is running toward us with a paper cup in her mouth.

Dion: (taking the cup) Good girl! (smiling at his friends) I taught her that. I think she deserves a sticker for helping us. This time we’ll attach it to her collar, not her paw.
**Comprehension Check**

1. Why do the kids decide to have a picnic?
   - A. to celebrate with the people in the town
   - B. to educate the town about cleaning up litter
   - C. to force the town to clean up the park
   - D. to encourage pet owners to teach their dogs to pick up trash

2. Which of the following lines is a stage direction?
   - A. Taking Action
   - B. *pointing at BLAKE’s shoe and chuckling*
   - C. I’ve been walking around like that all day.
   - D. Scene 2

3. Write a 1–2 sentence summary of this drama.

4. Why does the dog, Dusty, have a paper cup in her mouth at the end of the drama?

5. How might this passage differ if it were written as a story instead of a drama?


Read the drama. Then answer the questions that follow.

Taking Action

CHARACTERS
Kim
Blake
Dion
Dusty

Scene 1

SCENE: Friday afternoon. KIM, BLAKE, and DION are talking on DION’s porch.

1 Kim: (pointing at BLAKE’s shoe and chuckling) A food wrapper is stuck on your shoe.
Blake: (looking surprised) Oh dear, I suppose I’ve been walking around like that all day.
Dion: Last week, I put my backpack on a chair and got gum on it. Litter is showing up everywhere I look.
Blake: Let’s do something about it. We can start a program to clean up this town.

5 Kim: Great idea! How can we get people in Bagtown excited about cleaning up trash?
Blake: (with excitement) Let’s have a Litter-Free Picnic in the park.
Kim: Yes, and everyone who comes has to agree to toss trash and recycling in cans.
(Just then DUSTY, DION’s dog, returns from a long walk. She jumps onto the porch.)
Dion: (pointing at the dog) Poor Dusty has a food label stuck on her paw! It seems like we better get to work on this program right away. Shall we meet on Saturday to plan the picnic?
Scene 2

SCENE: Saturday morning. KIM, BLAKE, and DION are talking on DION’s porch.

Dion: (laughing and pointing to his shoes) I checked my shoes very carefully this morning! And I also checked Dusty’s paws! (seriously) I certainly hope our picnic will get people used to throwing away trash.

Kim: We should have our picnic two weeks from today. That will give us enough time to put up posters all over town. With enough encouragement, I bet we can get everyone to come!

Blake: I can design the posters to get people’s attention.

(DUSTY wags her tail.)

Kim: I’ll get permission from the town to decorate the trash cans and recycling bins in the park so people can find them easily. I’ll use paper that I can reuse because we don’t want our picnic to make more litter.

Dion: I’ll make stickers as a prize for the people who come.

Scene 3

SCENE: Picnic day. Much of the town has gathered in the park. The picnic is almost over, and the kids are watching people put on their stickers.

Blake: Dion, you did a great job on the stickers! People love the saying: “I’m on the team that keeps Bagtown clean!” They’re so excited about keeping litter off the streets.

Kim: (surprised and pointing at DUSTY) Do you see your crazy dog? Dusty is running toward us with a paper cup in her mouth.

Dion: (taking the cup and smiling at his friends) I taught her that little trick. I think she deserves a sticker for helping us. This time we’ll attach it to her collar, not her paw.
Comprehension Check

1. Why do the kids decide to have a picnic?
   A. to celebrate with the people in the town
   B. to educate the town about cleaning up litter
   C. to force the town to clean up the park
   D. to encourage pet owners to teach their dogs to pick up trash

2. Which of the following lines is a stage direction?
   A. Taking Action
   B. pointing at BLAKE’s shoe and chuckling
   C. I’ve been walking around like that all day.
   D. Scene 2

3. Write a 1–2 sentence summary of this drama.

4. Why does the dog Dusty have a paper cup in her mouth at the end of the drama?

5. How might this passage differ if it were written as a story instead of a drama?

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   __________________________________________

   __________________________________________
Independent Practice
Lesson 6: Reading Drama

Read the drama. Then answer the questions that follow.

Taking Action

CHARACTERS

Kim
Blake
Dion
Dusty

Scene 1

SCENE: Friday afternoon. KIM, BLAKE, and DION are talking on
DION’s porch.

1  Kim: (pointing at BLAKE’s shoe and chuckling) Do you see that a food
wrapper is stuck on your brand-new shoe, Blake?

Blake: (looking surprised) Oh dear, I suppose I’ve been walking around
like that all day.

Dion: Last week, I put my backpack on a chair and got gum on it. Have
you noticed that litter is showing up everywhere you look?

Blake: Maybe we should do something about it. We could start a
program to make people aware of the problem and help clean up this
town.

5  Kim: But how can we get people in Bagtown excited about cleaning
up trash?

Blake: (with excitement) We could host a Litter-Free Picnic in the park!

Kim: Yes, and everyone who attends has to agree to toss trash and
recycling in cans.

(Just then DUSTY, DION’s dog, returns from a long walk. She jumps onto
the porch.)

Dion: (pointing at the dog) Poor Dusty has a food label stuck on her paw!
This situation is getting really frustrating! We better get to work on the
program right away. Shall we meet on Saturday to plan the picnic?
Scene 2

SCENE: Saturday morning. KIM, BLAKE, and DION are talking on DION’s porch.

Dion: (laughing and pointing to his shoes) I checked my shoes very carefully this morning, and I also checked Dusty’s paws! I certainly hope our picnic will get people used to recycling or throwing away trash. I’m not sure how much more Dusty can endure.

Kim: We should have our picnic two weeks from today. That will give us enough time to put up posters all over town. With enough encouragement, I bet we can get everyone to attend!

Blake: To get people’s attention, I can design some flashy posters.

(DUSTY wags her tail.)

Kim: I’ll get permission from the town to decorate the trash cans and recycling bins in the park so people will be able to find them easily. I’ll use paper that I can reuse because we don’t want our picnic to make more litter.

Dion: I’ll make stickers as a prize for the people who come.

Scene 3

SCENE: Picnic day. Much of the town has gathered in the park. The picnic is almost over, and the kids are watching people put on their stickers.

Blake: Dion, you did an amazing job on the sticker design! Have you noticed how popular they are? People love the saying: “I’m on the team that keeps Bagtown clean!” They’re so excited about keeping litter off the streets.

Kim: (surprised and pointing at DUSTY) Do you see your crazy dog? Dusty is running toward us with a paper cup in her mouth.

Dion: (taking the cup and smiling at his friends) I taught her that little trick. I think she deserves a sticker for helping us, but this time we’ll attach it to her collar, not her paw.
Comprehension Check

1. Why do the kids decide to have a picnic?
   A. to celebrate with the people in the town
   B. to educate the town about cleaning up litter
   C. to force the town to clean up the park
   D. to encourage pet owners to teach their dogs to pick up trash

2. Which of the following lines is a stage direction?
   A. Taking Action
   B. pointing at BLAKE’s shoe and chuckling
   C. I’ve been walking around like that all day.
   D. Scene 2

3. Write a 1–2 sentence summary of this drama.

4. Why does the dog Dusty have a paper cup in her mouth at the end of the drama?

5. How might this passage differ if it were written as a story instead of a drama?
Independent Practice
Lesson 7: Reading Poetry

Read the poem. Then answer the questions that follow.

What Is Pink?
by Christina Rossetti

What is pink? a rose is pink
By the fountain’s brink.¹
What is red? a poppy’s red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro’
What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.
What is violet? clouds are violet
In the summer twilight.
What is orange? why, an orange,
Just an orange!

1. the edge
Comprehension Check

1. How many stanzas does the poem have?
   A. 1
   B. 2
   C. 3
   D. 4

2. Which words from the poem rhyme?
   A. pink, rose
   B. white, light
   C. blue, clouds
   D. ripe, mellow

3. How does the speaker describe colors in the poem?


4. Describe at least one way this poem is different from prose.


5. Describe how this poem is organized.


Independent Practice
Lesson 7: Reading Poetry

Read the poem. Then answer the questions that follow.

Brown and Furry
by Christina Rossetti

Brown and furry
Caterpillar in a hurry
Take your walk
To the shady leaf, or stalk,
5 Of what not.

Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
10 To live again a butterfly.
Comprehension Check

1. How many stanzas does the poem have?
   A. 1
   B. 2
   C. 3
   D. 4

2. Which words from the poem rhyme?
   A. brown, furry
   B. hurry, walk
   C. spot, you
   D. die, butterfly

3. What does the speaker describe in the poem?

   ________________________________________________________________

   ________________________________________________________________

4. Describe at least one way this poem is different from prose.

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

5. Why does the poet hope that a toad does not see the caterpillar or that a bird of prey passes by it?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Read the poem. Then answer the questions that follow.

**Some One**

*by Walter de la Mare*

Some one came knocking  
At my wee, small door;  
Some one came knocking,  
I’m sure - sure - sure;  

I listened, I opened,  
I looked to left and right,  
But naught there was a-stirring  
In the still dark night;  
Only the busy beetle  
Tap-tapping in the wall,  
Only from the forest  
The screech-owl’s call,  
Only the cricket whistling  
While the dewdrops fall,  

So I know not who came knocking,  
At all, at all, at all.
**Comprehension Check**

1. How many stanzas does the poem have?
   - A. 1
   - B. 2
   - C. 3
   - D. 4

2. Which words from the poem rhyme?
   - A. knocking, door
   - B. beetle, wall
   - C. right, night
   - D. forest, knocking

3. What does the speaker describe in the poem?

4. Describe at least one way this poem is different from prose.

5. What is the overall mood of this poem? How can you tell?
Read the passage. Then answer the questions that follow.

**Don’t Make Light of This!**

1 In 2001, one special lightbulb celebrated its 100th anniversary. Television camera crews and news reporters came to the party. Three live bands played. The crowd ate lots of good food. Some guests came dressed like it was 1901. Very old fire trucks were on display. The five hundred partygoers crowded around Fire Station #6. They sang “Happy Birthday to You.” Through it all, the guest of honor hung from the firehouse ceiling, glowing.

2 The birthday party was for a lightbulb that hangs in Livermore, California. It has stayed lit almost all the time since 1901.

3 Where did this bulb come from? In 1901, few people outside of big cities had electric lights. Gaslight and lamplight were used. Dennis Bernal owned the power company in Livermore. He donated “the bulb” to the Livermore Fire Department. They used it as a night-light. “The bulb’s” dull, orange glow gave the firefighters enough light to find their equipment at night without tripping over it.

4 Most incandescent lightbulbs last for about 750–1,000 hours. That's about a month of straight use. “The bulb” had stayed lit for over a hundred years.

5 “The bulb” was not made in any special way. Why had it lasted for so long?

6 It helps to understand how incandescent lightbulbs work. When you switch on a light, electricity flows through a pathway in the bulb. The bulb contains a part called a filament. A filament is a thin, strong wire curled up like a spring. Electricity moves through that curled wire. Particles of electricity bump against one another and against the wire. This bumping is called friction. Friction produces light and heat. The light works until the filament breaks. Turning a light on and off also wears out the filament.
“The bulb” is quite dim. It is only three watts. That’s the brightness of three candles. The incandescent bulbs used in lamps today are usually 60, 75, or even 100 watts.

New lightbulbs have been invented. They make it possible for people to save money. They also use less electricity. Halogen bulbs run about 2,000–3,000 hours. Compact fluorescent lightbulbs (CFL) last between 11,250–15,000 hours. The LED lightbulb has a life of 60,000 hours. It uses very little electricity. These newer lightbulbs are better for the environment. They give off less gas that harms the air. CFLs use 75 percent less electricity than regular bulbs. They also last eight to ten times longer. This lowers electricity bills.

“The bulb” still fascinates people. It reminds people of a time before electricity was a part of daily life. Will it ever stop working? Most likely. But who knows?

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Comprehension Check

1. What happened in 2001?
   A. The incandescent lightbulb was invented.
   B. Dennis Bernal donated the bulb to the Livermore Fire Department.
   C. The first lightbulb finally burned out.
   D. The 100th anniversary of the lightbulb was celebrated.

2. Which of the following causes the filament in a lightbulb to wear out?
   A. using low watts
   B. leaving the light on
   C. turning the light on and off
   D. sending electricity through the circuit

3. How does the author organize paragraph 6? Explain your answer.

4. How does the information in the chart help you to better understand the passage?

5. Describe the benefits of using a compact fluorescent lightbulb.
Read the passage. Then answer the questions that follow.

**Don’t Make Light of This!**

1. In 2001, one special lightbulb celebrated its 100th anniversary. Television camera crews and news reporters were on the scene. Three live bands played. The crowd feasted on barbecue. Some guests came dressed in costume, as if it were 1901. Antique fire trucks were on display. Then the five hundred partygoers crowded around Fire Station #6 and sang “Happy Birthday to You.” Through it all, the guest of honor hung from the firehouse ceiling, glowing.

2. The birthday party was for a lightbulb that hangs in Livermore, California. It has stayed lit almost all the time since 1901.

3. Where did this bulb come from? In 1901, few people outside of big cities had electric lights. Gaslight and lamplight were used. Dennis Bernal, who owned the power company in Livermore, donated “the bulb” to the Livermore Fire Department as a kind of night-light. “The bulb’s” dull, orangey glow gave enough light to let the firefighters find their equipment at night without tripping over it.

4. Most incandescent lightbulbs last for about 750–1,000 hours. That’s about a month of straight use. However, “the bulb” had stayed lit for over a hundred years. It had survived the San Francisco earthquake, the invention of new lightbulbs, and eighteen presidents.

5. “The bulb” was not made in any special way. Why had “the bulb” lasted for so long?

6. To find out, it helps to understand how incandescent lightbulbs work. When you switch on a light, electricity flows through a circuit in the bulb. The bulb contains a part called a filament. A filament is a thin, strong wire curled up like a spring. Electricity moves through that curled wire. Particles of electricity bump against one another and against the wire. This bumping is called friction. Friction produces light and heat. The light works until the filament breaks. Turning a light on and off also wears out the filament.
Compared to today’s lightbulbs, “the bulb” is quite dim. It is only three watts. That’s the brightness of three candles. The incandescent bulbs used in lamps today are usually 60, 75, or even 100 watts.

New lightbulbs have been invented. They make it possible for people to save money and use less electricity. Halogen bulbs last twice as long as incandescent bulbs. They run about 2,000–3,000 hours. Compact fluorescent lightbulbs (CFL) last between 11,250–15,000 hours. The LED lightbulb has a life of 60,000 hours. It uses very little electricity. Lightbulbs like CFLs are better for the environment. They give off less gas that harms the air. They also use 75 percent less electricity and last eight to ten times longer than regular bulbs. This lowers electricity bills.

“The bulb” still fascinates people. It reminds people of a time before electricity was a part of daily life. Will it ever stop working? Most likely. But who knows?

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1. What happened in 2001?
   A. The incandescent lightbulb was invented.
   B. Dennis Bernal donated the bulb to the Livermore Fire Department.
   C. The first lightbulb finally burned out.
   D. The 100th anniversary of the lightbulb was celebrated.

2. Which of the following causes the filament in a lightbulb to wear out?
   A. using low watts
   B. leaving the light on
   C. turning the light on and off
   D. sending electricity through the circuit

3. How does the author organize paragraph 6? Explain your answer.

4. How does the information in the chart help you to better understand the passage?

5. Describe the benefits of using a compact fluorescent lightbulb.
Independent Practice
Lesson 9: Reading Technical Texts

Read the passage. Then answer the questions that follow.

Don’t Make Light of This!

In 2001, one special lightbulb celebrated its 100th anniversary at a real party. Television camera crews and news reporters were on the scene. Three live bands played. The crowd feasted on barbecue. Some guests came dressed in costume, as if it were 1901. Antique fire trucks were on display. Then the partygoers—five hundred of them—crowded around Fire Station #6 and belted out a rousing chorus of “Happy Birthday to You.” Through it all, the guest of honor dangled from the firehouse ceiling, glowing, as usual.

The birthday party was for a lightbulb that hangs in Livermore, California. It has stayed lit—except for a few brief outages—since 1901.

Where did this bulb come from? In 1901, few people outside of big cities had electric lights. Gaslight and lamplight were commonly used. Dennis Bernal, who owned the power company in Livermore, donated “the bulb” to the Livermore Fire Department as a kind of night-light. “The bulb’s” dull, orangey glow gave enough light to let the firefighters find their equipment at night without tripping over it.

Most incandescent lightbulbs last for about 750–1,000 hours. That’s about a month of straight use. However, “the bulb” had stayed lit for over a hundred years. It had survived the San Francisco earthquake, the invention of new lightbulbs, and eighteen presidents.

“The bulb” was not made in any special way. Why had “the bulb” lasted for so long?

To find out, it helps to understand how incandescent lightbulbs work. When you switch on a light, electricity flows through a circuit in the bulb. The bulb contains a part called a filament—a thin, strong wire curled up like a spring. Electricity moves through that curled wire. Particles of electricity bump against one another and against the wire. This bumping is called friction. Friction produces light and heat. The light works until the filament breaks. Turning a light on and off also wears out the filament.
Compared to today’s lightbulbs, “the bulb” is quite dim—only three watts. That’s the brightness of three candles. The incandescent bulbs used in lamps today are usually 60, 75, or even 100 watts.

New lightbulb inventions have made it possible for people to save money and use less electricity. Halogen bulbs last twice as long as incandescent bulbs. They run about 2,000–3,000 hours. Compact fluorescent lightbulbs (CFL) last between 11,250–15,000 hours. The LED lightbulb has a life of 60,000 hours and also uses very little electricity. Lightbulbs like CFLs are better for the environment. They give off less carbon dioxide, a gas that harms the atmosphere. They also lower electricity bills because they use 75 percent less electricity and last eight to ten times longer than regular bulbs.

“The bulb” still fascinates people. It acts as a reminder of a time before electricity was a common part of daily life. Will it ever stop working? Most likely. But who knows? In another hundred years, a whole new group of people may be singing “Happy Birthday” to a light that just won’t quit!

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1. What happened in 2001?
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3. How does the author organize paragraph 6? Explain your answer.

4. How does the information in the chart help you to better understand the passage?

5. Describe the benefits of using a compact fluorescent lightbulb.
Read the passage. Then answer the questions that follow.

**Your Brain**

1. Your brain has about one hundred billion cells. Each cell can send messages to other cells. The human brain is much more complicated than the most powerful computers.

2. Most brain cells are nerve cells called neurons. A neuron is like a switch. It can be turned off or on. When it’s off, it’s resting. When it’s on, it’s active. It sends out an electric signal. The signal travels quickly down a long, thin part of the cell called an axon.

3. Some axons are very long. In these axons, the electric signal travels at speeds up to 240 miles per hour. When the electric signal gets to the end, the tip of the axon sends out a chemical signal. The chemical causes the next cell to become active. Then the signal continues its journey. As the signal moves from cell to cell, it can travel to any part of your body. This is how your brain sends messages that control everything your body does.

4. Your brain has five very important parts. The cerebrum controls your thinking. When you answer a math problem, you are using your cerebrum. The cerebrum also moves your muscles. When you jump, you are using your cerebrum.

5. The cerebellum is the part of the brain that helps you keep your balance. Without it, you would fall over. It also helps you control how your muscles work together.

6. Your brain stem connects your brain to your spinal cord. This keeps you breathing and pumping blood. The brain stem also controls muscles you don’t even think about. For example, your brain stem tells the muscles in your heart to keep pumping.
The pituitary gland controls your body’s growth. It helps to keep the right amount of sugar, water, and energy in your body.

The hypothalamus controls the body’s temperature. You can be in danger if you get too hot or too cold. Most human bodies stay at a temperature of 98.6 degrees Fahrenheit. If you get too warm, your body starts to sweat. If you get too cold, you begin to shiver. These are ways the brain works to fix your temperature.

Think of your brain as a band. It has various parts. The parts don’t all do the same thing. They can work alone and together. A tuba player, for example, blows air through a horn. A drummer beats a drum with a stick. Different musicians can play at different times. They can also play together. Some of your neurons control your breathing and heartbeat. Others control your muscles. Your brain works that way, too. Imagine watching a baseball game. Your favorite player hits a home run. Your heartbeat increases. You jump up from your seat to cheer. You scream with excitement. Your leg muscles move as you jump up and down and wave your arms. Your vocal chords move, too. Soon, the play is over. Your team has scored a point. The next player is up to bat. You sit down to watch the rest of the game. Your heartbeat and breathing slow down. They return to normal. But your brain is ready for the next big play.
**Comprehension Check**

1. What is the main idea of this passage?
   - A. A neuron is like a switch.
   - B. Some neurons control muscles.
   - C. The human brain is very complicated.
   - D. Watching baseball makes the brain active.

2. What does your cerebrum do?
   - A. controls your thinking
   - B. controls how your muscles work
   - C. keeps your blood pumping
   - D. keeps you breathing

3. Why does the author give the example of the baseball game in paragraph 9?

4. What role does the axon play in your brain? Explain your answer.

5. Why is your hypothalamus an important part of your brain?
Read the passage. Then answer the questions that follow.

**Your Brain**

Your brain has about one hundred billion cells. Each cell can send messages to other cells. Imagine if the world had one hundred billion people all with cell phones texting each other. That’s how busy a brain can be. The human brain is much more complicated than even the most powerful computers.

Most brain cells are nerve cells called neurons. A neuron is like a switch that can be turned off or on. When it’s off, it’s resting. When it’s on, it’s active. It sends out an electric signal that travels rapidly down a long, thin part of the cell called an axon.

Most axons are short, but others are very lengthy. In these long axons, the electric signal travels very fast, at speeds up to 240 miles per hour. When the electric signal gets to the end of its trip, the tip of the axon sends out a chemical signal. The chemical causes the next cell to become active. Then the signal continues its journey. As the signal moves from cell to cell, it can travel to any part of your body. This is how your brain sends messages that control everything your body does.

Your brain has five very important parts. The cerebrum controls your thinking. For example, when you answer a math problem, you are using your cerebrum. The cerebrum also moves the muscles that you can control. When you jump up and down, you are using your cerebrum.

The cerebellum is the part of the brain that helps you keep your balance. It also helps you control how your muscles work together.

Your brain stem connects your brain to your spinal cord. This connection keeps you breathing, digesting, and pumping blood. The brain stem also controls muscles that you don’t even think about. For example, your brain stem tells the muscles in your heart to keep pumping.
The pituitary gland controls your body’s growth. It helps to regulate sugar, water, and energy in your body.

The hypothalamus controls the body’s inner temperature. Your body can be in danger if you get too hot or too cold. Most human bodies stay at a temperature of 98.6 degrees Fahrenheit. If you get warmer than that, the hypothalamus tells your body to sweat. If you get much colder, you begin to shiver. These are ways the brain works to get your temperature back on track.

Think of your brain as a band with various parts. The parts don’t all do the same thing. They can work alone and together. A tuba player, for example, blows air through a horn. A drummer beats a drum with a stick. Different musicians can play individually. They can also play together. Some of your neurons control your breathing and heartbeat. Others control your muscles. Your brain works that way, too. Imagine watching a baseball game. Your favorite player hits a home run. Your heartbeat increases. You jump up from your seat to cheer. You scream with excitement. Your leg muscles shrink and expand as you jump up and down and wave your arms. Your vocal chords shrink and expand, too. Soon, the play is over. Your team has scored a point, and the next player is up to bat. You sit down to watch the rest of the game. Your heartbeat and breathing slow down. They return to normal. But your brain and its neurons are ready for the next big play.
Comprehension Check

1. What is the main idea of this passage?
   A. A neuron is like a switch.
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3. Why does the author give the example of the baseball game in paragraph 9?

   ___________________________________________________________
   ___________________________________________________________

4. What role does the axon play in your brain? Explain your answer.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

5. Why is your hypothalamus an important part of your brain?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Independent Practice
Lesson 11: Reading Scientific Nonfiction

Read the passage. Then answer the questions that follow.

Your Brain

1. Did you know that your brain is the most complicated part of your body? Your brain has about one hundred billion cells, and each cell can send messages to other cells. Imagine if the world had one hundred billion people all with cell phones texting each other. That’s how busy a brain can be. The human brain is much more complicated than even the most powerful computers.

2. Most brain cells are nerve cells called neurons. A neuron is like a switch that can be turned off or on. When it’s off, it’s resting; when it’s on, it’s active. It sends out an electric signal that travels rapidly down a long, thin part of the cell called an axon. Then the signal moves to another neuron.

3. Most axons are short, but others are very lengthy. The longest axons in your body are about three feet long. In these long axons, the electric signal travels very fast, at speeds up to 240 miles per hour. When the electric signal gets to the end of its trip, the tip of the axon sends out a chemical signal. The chemical causes the next cell to become active, and the signal continues its journey. As the signal moves from cell to cell, it can travel to any part of your body. This is how your brain sends messages that control everything your body does.

4. Your brain has many different parts, including five very important ones. The cerebrum controls your thinking as well as the muscles that you can control. For example, when you jump up and down, you are using your cerebrum. You are also using your cerebrum when you answer a difficult math problem.

5. The cerebellum is the part of the brain that keeps you from falling over. It is a balancing device. It also helps you control how your muscles work together.

6. Your brain stem is very small, but it connects your brain to your spinal cord. This connection is necessary to keep you breathing, digesting, and pumping blood. The brain stem also controls muscles that you don’t even think about. For example, your brain stem tells the muscles in your heart to keep pumping.
The pituitary gland controls your body’s growth by releasing hormones. It helps to regulate sugar, water, and energy in your body.

Finally, the hypothalamus controls the body’s inner temperature. If you get too hot or too cold, your body can be in serious danger. Most human bodies maintain a temperature of 98.6 degrees Fahrenheit. If you get warmer than that, the hypothalamus tells your body to sweat. If you get much colder, you begin to shiver. These are ways the hypothalamus tries to get your temperature back on track.

Think of your brain as a band with various parts that perform different functions. They can work alone and together. A tuba player, for example, blows air through a horn. A drummer beats a drum with a stick. Different musicians can play individually or together. Some of your neurons control your breathing and heartbeat. Others control your muscles. To think about how your brain works, imagine watching a baseball game on TV with a friend. Suddenly, your favorite player hits a home run. Your heartbeat increases. You and your friend jump up from your seats to cheer. You scream with excitement. Your leg muscles shrink and expand as you jump up and down and wave your arms. Your vocal chords shrink and expand, too. Soon, the play is over. Your team has scored a point, and the next player is up to bat. You sit down to watch the rest of the game. Your heartbeat and breathing slow down. They return to normal. But your brain and its neurons are ready for the next big play.
Comprehension Check

1. What is the main idea of this passage?
   A. A neuron is like a switch.
   B. Some neurons control muscles.
   C. The human brain is very complicated.
   D. Watching baseball makes the brain active.

2. What does your cerebrum do?
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3. Why does the author give the example of the baseball game in paragraph 9?

4. What role does the axon play in your brain? Explain your answer.

5. Why is your hypothalamus an important part of your brain?