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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 each 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.

Level 1: [Shading] Level 2: [Shading] Level 3: [Shading]
# Answer Key and Standards Correlation Chart

The following answer key shows both the correct answer for every question in the practice reading and the standards each question covers. Except where indicated, the practice 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The Famous Merkel</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>B</td>
<td>RL.5.6</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>RL.5.9</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>Instead of the famous painting, Merkel finds a portrait of himself.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>He has stolen paintings or committed crimes in the past. People have been looking for him for a long time.</em></td>
<td>RL.5.1</td>
</tr>
<tr>
<td></td>
<td><strong>Bright Mistakes</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>C</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>RL.5.3</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>RL.5.1</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>Jack is not sure about going through with the plan to rob a bank. He is worried about getting caught. Milly wants to do it. She calls Jack a coward for hesitating.</em></td>
<td>RL.5.3</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>Milly is the leader of the group. She tells Jack and Dale that robbing a bank will make them real criminals to persuade them to do it. She is the one who comes up with the plan and the disguises.</em></td>
<td>RL.5.1</td>
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<tr>
<td>Number</td>
<td>Correct Answer</td>
<td>Common Core State Standard</td>
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<tr>
<td><strong>Machu Picchu</strong></td>
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<tr>
<td>1</td>
<td>B</td>
<td>RI.5.1</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>RI.5.2</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>RI.5.2</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>Before the Spanish conquered Peru, Machu Picchu was a large Inca city with a palace, gardens, and a temple. After the Spanish came, the city was abandoned and was soon overgrown by the jungle.</em></td>
<td>RI.5.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>A map would show the mountainous area where Machu Picchu is located. A user would be able to see how the roads connected cities in the mountains without going into the valleys.</em></td>
<td>RI.5.7</td>
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<tr>
<td><strong>Tropical Storms</strong></td>
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<tr>
<td>1</td>
<td>D</td>
<td>RI.5.4</td>
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<tr>
<td>2</td>
<td>A</td>
<td>RI.5.4</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>RI.5.7</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>A category 4 hurricane causes a lot of damage. It can destroy houses and small buildings and change the way the beach looks. A category 4 hurricane is much more serious than a category 1 hurricane, with much faster wind speeds.</em></td>
<td>RI.5.5</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>People may board up their windows. Then they leave town.</em></td>
<td>RI.5.5</td>
</tr>
<tr>
<td><strong>The Fly (Level 1)</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>D</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>A fly and a person are alike.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The author compares the life of a human to the life of a fly. He names all the things that both he and a fly do; for example, dance, drink, and sing.</em></td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>Humans are like other living creatures.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
<td>Common Core State Standard</td>
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<td><strong>Petals (Level 2)</strong></td>
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<td>1</td>
<td>B</td>
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<td>2</td>
<td>B</td>
<td>RL.5.4</td>
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<tr>
<td>3</td>
<td>B</td>
<td>RL.5.4</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The author compares life to a stream of water into which we toss the petals of our hopes and joy.</em></td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>Our life experiences pass us by, but we still have our memories of them.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td><strong>I Hear America Singing (Level 3)</strong></td>
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<td>1</td>
<td>A</td>
<td>RL.5.5</td>
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<tr>
<td>2</td>
<td>D</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>3</td>
<td>Answers will vary. Sample answer: <em>The speaker hears mechanics, a carpenter, a mason, a boatman, and a deckhand “singing” as they do their work.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The speaker is referring to the different “songs” or voices that he hears from all different kinds of people.</em></td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>All people have something significant to say, regardless of who they are or what they do.</em></td>
<td>RL.5.2</td>
</tr>
<tr>
<td><strong>An Actor (Level 1)</strong></td>
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<td>1</td>
<td>A</td>
<td>RL.5.5</td>
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<td>2</td>
<td>C</td>
<td>RL.5.6</td>
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<tr>
<td>3</td>
<td>B</td>
<td>RL.5.7</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: <em>The author uses the simile to compare an actor’s fist to a twisted snake. This gives the reader the sense that the actor is ready to strike.</em></td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: <em>The illustration shows a twisted snake, which is described in the last three lines of the poem.</em></td>
<td>RL.5.7</td>
</tr>
<tr>
<td>Number</td>
<td>Correct Answer</td>
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<td><strong>Toyonobu. Exile’s Return (Level 2)</strong></td>
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<td>1</td>
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<tr>
<td>3</td>
<td>B</td>
<td>RL.5.7</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: The author uses the simile to compare the pauses in the speaker’s song to the sound of long flags flapping in the breeze. This helps the reader to “hear” the sound.</td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: The illustration shows a crane flying above a temple. This relates to the first and last lines of the poem, which mention cranes.</td>
<td>RL.5.7</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>A Woman Standing by a Gate with an Umbrella (Level 3)</strong></td>
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<td>1</td>
<td>A</td>
<td>RL.5.5</td>
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<td>2</td>
<td>A</td>
<td>RL.5.6</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>RL.5.5</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: The author uses the imagery to paint a picture of late summer when the autumn-blooming flowers are scattered near the fence.</td>
<td>RL.5.4</td>
</tr>
<tr>
<td>5</td>
<td>The illustration shows a woman standing by a fence with an umbrella next to chrysanthemums. This relates to both the title and line 2 of the poem.</td>
<td>RL.5.7</td>
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<tr>
<td><strong>The Record Holders</strong></td>
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<tr>
<td>1</td>
<td>A</td>
<td>RI.5.4</td>
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<tr>
<td>2</td>
<td>C</td>
<td>RI.5.5</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>RI.5.3</td>
</tr>
<tr>
<td>4</td>
<td>Answers will vary. Sample answer: The scallop grows new eyes each year, which makes it difficult to count the number of eyes a scallop has.</td>
<td>RI.5.3</td>
</tr>
<tr>
<td>5</td>
<td>Answers will vary. Sample answer: The author wanted to give the reader information—trivia—about some of the “slowest, biggest, and smallest creatures in the animal world.”</td>
<td>RI.5.10</td>
</tr>
</tbody>
</table>
Independent Leveled Practice
Reading Selections
Read the passage. Then answer the questions that follow.

The Famous Merkel

1. High in the Himalaya mountains, the wind blows and the snow piles high. Guards march back and forth in front of the remote mountain lodge. Above their heads, a small figure is crouching on the roof. Dressed in black, the famous Frederick Merkel waits. He peers into the skylight.

2. Inside the main hall of the lodge, a group of men argue. One points to the wall and shouts, and another pushes his hand aside and motions toward the front door. As they quarrel, Merkel sees his chance. They are too distracted to notice him. Merkel draws out a small knife. With quick movements, he slices an opening in the skylight. Then he lowers himself onto one of the rafters of the huge room beneath. Heat rises from the roaring fire in the fireplace below. Merkel watches from his position on the rafter. But he knows he must be patient. Until the hall is empty, he must stay where he is.

3. Eventually the arguing stops. The men leave the main hall and wander off to bedrooms throughout the lodge. The voices grow dim, and Merkel lowers himself to the ground using a small rope from a canvas pack on his back. Then he draws out a small flashlight from the pack. He clicks the light on. Covering it with his hand to control the beam, he shines it in front of him. He creeps to the center of the large hall. He slowly shines it around the room, finding door after door. Finally, the beam falls on a door with a small red x on it.

4. Merkel begins to tiptoe across the hall. He stumbles on a bump in the floor. Suddenly there’s a loud crash as he knocks a valuable vase off a table. Swiftly Merkel dashes the rest of the way across the hall. He uses a lock pick to open the door of the marked room. He sneaks inside and shuts the door. The loud voices of the men flood the room outside again. They are arguing noisily, blaming each other for the accident. But none of the men opens the door to the room.
Merkel takes a moment to calm down. Then he glances around the room. He sees a purple sheet hanging over a canvas. Merkel sighs happily. “Finally I have found the painting I have been looking for my entire career,” he thinks. He pulls the sheet off.

What he finds shocks him. Instead of the famous painting, he is staring at a portrait of himself. Merkel’s body begins to shake as he hears the door to the room thrown open with a bang.

“This is the end, Merkel, you are under arrest,” says one of the guards from the doorway. “We’ve been waiting to catch you for ten years, and now we’ve finally got you.”
Comprehension Check

1. This passage is written from which point of view?
   A. first person
   B. third-person limited
   C. third-person omniscient
   D. first and third person

2. What is the resolution in this passage?
   A. Several men argue about a broken vase.
   B. Merkel finds the painting.
   C. The weather is windy and snowy.
   D. The thief Merkel is caught.

3. What type of passage is this?
   A. poetry
   B. drama
   C. fiction
   D. fairy tale

4. What is a detail from the passage that supports the theme that “sometimes when you think you have won, you have lost.”

5. Based on the passage, what can you infer about Merkel's past?
Read the passage. Then answer the questions that follow.

The Famous Merkel

1 High in the Himalaya mountains, the wind blows and the snow piles high. Guards march back and forth in front of the remote mountain lodge. Above their heads, a small figure is crouching on the roof. Dressed in black, the famous Frederick Merkel peers into the skylight and waits.

2 Inside the main hall of the lodge, a group of men argue. One red-faced man points to the wall and shouts, and another pushes his hand aside and motions toward the front door. As they quarrel, Merkel sees his chance. They are too distracted to notice him. Merkel draws out a small knife. With quick movements, he slices an opening in the skylight and lowers himself onto one of the rafters of the huge room beneath. Heat rises from the roaring fire in the fireplace below. Merkel watches from his position on the rafter. But he knows he must be patient. Until the hall is empty, he must stay on his perch.

3 Eventually the arguing stops. The men below begin to leave the main hall and wander off to bedrooms throughout the lodge. As the voices grow dim in the distance, Merkel lowers himself to the ground using a small rope from a canvas pack on his back. Then he draws out a small flashlight from the pack. He clicks the light on. Covering it with his hand to control the beam, he shines it in front of him. He creeps to the center of the large hall. He slowly shines it around the room, finding door after door. Finally, the beam falls on a door with a small red x on it.

4 Merkel begins to tiptoe across the hall. He stumbles on a bump in the floor. Suddenly there’s a loud crash as he knocks a valuable vase off a table. Swiftly Merkel dashes the rest of the way across the hall. He uses a lock pick to open the door of the marked room. He sneaks inside and shuts the door just as the loud voices of the men flood the room outside. They are again arguing noisily, blaming each other, and then the cat, for the accident. But none of the men opens the door to the room.
Merkel takes a moment to calm his breathing. Then he glances around the room. Far in a corner, a purple sheet hangs over a canvas. Merkel sighs happily and thinks, “Finally I have found the painting I have been looking for my entire career.” He pulls the sheet off, but what he finds shocks him. Instead of the famous painting, he is staring at a portrait of himself. Merkel’s body begins to shake as he hears the door to the room thrown open with a bang.

“This is the end, Merkel, you are under arrest,” says one of the guards from the doorway. “We’ve been waiting to catch you for ten years, and now we’ve finally got you.”
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3 Eventually the arguing ceases, and the men below begin to leave the main hall and wander off to various bedrooms throughout the lodge. As the voices grow dim in the distance, Merkel lowers himself to the ground using a small rope from a canvas pack on his back. Then he draws out a small flashlight from the pack. He clicks the light on. Covering it with his hand to control the beam, he shines it in front of him as he creeps to the center of the large hall. He slowly shines it around the room, finding door after door. Finally, the beam falls on a door with a small red x on it.

4 Merkel begins to tiptoe across the hall. He stumbles on a bump in the floor. Suddenly there’s a loud crash as he knocks a valuable vase off a table. Swiftly Merkel dashes the rest of the way across the hall and uses a lock pick to open the door of the marked room. He sneaks inside and shuts the door just as the loud voices of the men flood the room outside. They are again arguing noisily, blaming each other, and then the cat, for the accident. But none of the men opens the door to the room.
Merkel takes a moment to calm his breathing. Then he glances around the room and sees, in a far corner, a purple sheet hanging over a canvas. Merkel sighs happily and thinks, “Finally I have found the painting I have been looking for my entire career.” He pulls the sheet off, but what he finds shocks him. Instead of the famous painting, he is staring at a portrait of himself. Merkel’s whole body begins to tremble as he hears the door to the room thrown open with a bang.

“This is the end, Merkel, you are under arrest,” says one of the guards from the doorway. “We’ve been waiting to catch you for ten years, and now we’ve finally captured you.”
Comprehension Check

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   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Independent Practice
Lesson 2: Reading Drama

Read the scenes. Then answer the questions that follow.

Bright Mistakes

CHARACTERS
Jack
Milly
Dale

Scene 1
SCENE: A dark basement. Three people sit on the floor.

1 Jack: I don’t know if this is such a brilliant proposal you’ve cooked up, Milly.

Milly: (shaking her head) You are always such a coward, Jack. We need the money. Besides, robbing a bank will make us real criminals.

Jack: But a bank has security guards. We could get caught.

Milly: Don’t worry about the guards. I have a plan. You’re going to pretend to trip and fall. Then Dale and I will get the money.

5 Jack: The bank is in my neighborhood. What if they recognize me?

Dale: Milly has that all figured out. Don’t you, Milly? Show him the scheme you have for our disguises.

(MILLY stands up and hands everyone a brightly colored cap. One has large stripes in purple and green. One is orange with a big pom-pom on top. The third hat is red with a graphic of a cartoon character on it.)

Jack: (grabbing the orange hat, smiling and nodding his head) I love this crazy hat! I am beginning to see the robbery unfold. We’ll be rich, and nobody will know who we are!

Dale: Let’s proceed with our plan tomorrow morning.
Scene 2
SCENE: The county jail. The three robbers are sitting on a bench.
DALE and JACK look furious. Their hats are all on the floor in the middle of the cell.

Milly: I’m really sorry, you guys, but I suppose I didn’t think through all the details in my plan!

Dale: Obviously you should have thought a little harder before getting us these! (He kicks his hat in disgust.)

Jack: (gritting his teeth) I don’t know which is more upsetting, that we botched our plan or that I was captured wearing an orange hat with this ridiculous pom-pom on top!
Comprehension Check

1. Scene 2 takes place
   A. in a basement.
   B. outside a grocery store.
   C. in a jail cell.
   D. at a bank.

2. What do Jack and Dale have in common at the end of the drama?
   A. They are both angry at Milly.
   B. They both want to rob a bank.
   C. They are both happy with Milly.
   D. They both apologize to the security guards.

3. Why does Milly want Jack to pretend to trip and fall?
   A. to make everyone laugh
   B. to distract the security guards
   C. to keep Jack busy while she and Dale get the money
   D. so Jack will get caught

4. How are Jack and Milly different from each other at the beginning of Scene 1?

5. What can you infer about Milly based on the drama? What details support your inference?
Independent Practice
Lesson 2: Reading Drama

Read the scenes. Then answer the questions that follow.

Bright Mistakes

CHARACTERS
Jack
Milly
Dale

Scene 1
SCENE: A dimly lit basement. A woman and two men dressed in black sit on the floor.

1 Jack: I don’t know if this is such a brilliant proposal you’ve cooked up, Milly.

Milly: (shaking her head) You are always such a coward, Jack. We need the money, and robbing a bank will make us real criminal masterminds.

Jack: But a bank has security guards and cameras. I can’t afford to get caught. There’s already a warrant out for my arrest from the time I stole all the change from a vending machine in front of the grocery store.

Milly: Don’t worry about the guards—I have a brilliant plan. Jack, you’re going to pretend to trip and fall when you walk through the door. Then Dale and I will go in back and get the money.

5 Jack: I live right down the street from the bank. They’ll probably recognize me when I walk in the door.

Dale: Milly has that all figured out, Jack, so I don’t think you should be so critical. Show him the scheme you have for each of our disguises, Milly.

(MILLY stands up and hands everyone a brightly colored cap. One has large stripes in purple and green. One is orange with a big pom-pom on top. The third hat is red with a graphic of a cartoon character on it.)
**Jack:** (grabbing the orange hat, smiling and nodding his head) Maybe you’re right—nobody will recognize me in this crazy hat! I am beginning to see the robbery unfold before my very eyes. We’ll be rich, and nobody will know who we are! Perhaps a local journalist will write a newspaper story about the robbery.

**Dale:** Let’s proceed with our plan tomorrow morning after breakfast. We need to get an early start because there will be fewer people at the bank first thing in the morning.

---

**Scene 2**

*SCENE: The county jail. The three robbers are sitting on a bench.*

**Dale and Jack** look furious. Their hats are all on the floor in the middle of the cell.

10 **Milly:** I apologize, guys, but I suppose I didn’t think through all the details in my plan!

**Dale:** Obviously you should have thought a little harder before getting us these! (*He kicks his hat in disgust.*)

**Jack:** (gritting his teeth) I don’t know which is more upsetting, that we botched our plan or that I was captured wearing an orange hat with this ridiculous pom-pom on top!
Comprehension Check

1. Scene 2 takes place
   A. in a basement.
   B. outside a grocery store.
   C. in a jail cell.
   D. at a bank.

2. What do Jack and Dale have in common at the end of the drama?
   A. They are both angry at Milly.
   B. They both want to rob a bank.
   C. They are both happy with Milly.
   D. They both apologize to the security guards.

3. Why does Milly want Jack to pretend to trip and fall?
   A. to make everyone laugh
   B. to distract the security guards
   C. to keep Jack busy while she and Dale get the money
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4. How are Jack and Milly different from each other at the beginning of Scene 1?

   __________________________________________________________

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Independent Practice
Lesson 2: Reading Drama

Read the scenes. Then answer the questions that follow.

Bright Mistakes

CHARACTERS
Jack
Milly
Dale

Scene 1
SCENE: A dimly lit basement. A woman and two men dressed in black sit on the floor with looks of concentration on their faces.

1 Jack: I don’t know if this is such a brilliant proposal you’ve cooked up, Milly.

Milly: (shaking her head) You are always such a coward, Jack. We need the money, right? Also, don’t forget, robbing a bank will be our highest criminal achievement.

Jack: But a bank has security guards and cameras. I can’t afford to get caught, and I definitely don’t want to go to jail. There’s already a warrant out for my arrest from the time I stole all the change from a vending machine in front of the grocery store. I should probably keep a low profile.

Milly: Don’t worry about getting caught—I have an ingenious plan. Jack, you’re going to pretend to trip and fall in front of the guards when you walk through the door, then Dale and I will go in back and retrieve the money.

5 Jack: I live right down the street from the bank. They’ll probably recognize my face immediately.

Dale: Milly has that all figured out, Jack, so I don’t think you should be so critical. Show him the clever scheme you have for each of our disguises, Milly.
(MILLY stands up and hands everyone a brightly colored cap. One has large stripes in purple and green. One is orange with a big pom-pom on top. The third hat is red with a graphic of a cartoon character on it.)

**Jack:** (grabbing the orange hat, smiling and nodding his head) Maybe you’re right—nobody will recognize me in this crazy hat! I am beginning to see the robbery unfold before my very eyes. We’ll be rich, and nobody will know who we are! Perhaps a local journalist will write a newspaper story about the robbery.

**Dale:** Let’s proceed with our plan tomorrow morning after breakfast. We need to get an early start because there will be fewer people at the bank to worry about first thing in the morning.

### Scene 2

**SCENE:** The county jail. The three robbers are sitting on a bench. **DALE** and **JACK** look furious. Their hats are all on the floor in the middle of the cell.

**Milly:** I apologize, guys. This is all my fault. I suppose I didn’t think through all the details in my plan, especially the disguises. The way the guards laughed at us was so humiliating. They weren’t scared at all.

**Dale:** Obviously you should have thought a little harder before getting us these! *(He kicks his hat in disgust.)* We looked like circus clowns, not robbers!

**Jack:** (gritting his teeth) I don’t know which is more upsetting, that we botched our plan or that I was captured wearing an orange hat with this ridiculous pom-pom on top! A journalist will certainly write a newspaper story about us, but not the kind I wanted!
Comprehension Check

1. Scene 2 takes place
   A. in a basement.
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2. What do Jack and Dale have in common at the end of the drama?
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Independent Practice
Lesson 4: Reading Historical Nonfiction

Read the passage. Then answer the questions that follow.

Machu Picchu

1 In the summer of 1911, Hiram Bingham was hiking through the mountains of Peru. Someone who lived nearby led him to the ruins of a city called Machu Picchu. “The lost city of the Incas” had been rediscovered.

2 Bingham was not the first one to discover the city. Local people and even some American missionaries had visited the site earlier. But Bingham was the first to make the city famous. Bingham was a professor at Yale University. He was not trained as an archaeologist. He simply had the spirit of adventure.

3 A few years earlier, he’d been touring South America. He visited some Inca cities. It occurred to him that there might be other cities. What he found in 1911 astonished the world. In 1913, National Geographic magazine devoted an entire issue to Machu Picchu.

4 The city that Bingham found sits high in the mountains near the jungle. The site is difficult to reach from the valley. The Incas built their roads up in the mountains. All their cities are up high as well. The people could easily move from place to place without going into the valley.

5 Machu Picchu was abandoned after the Spanish conquered Peru in the sixteenth century. The city and all roads leading to it became overgrown with jungle plants.

6 Bingham hacked his way up the mountainside. When he arrived, he had to uncover what remained of the walls of the buildings. As he removed the plants, he realized just how large the city was. He found huge buildings that may have been part of a palace for an Inca king. He found many small buildings that were probably houses for the servants. The mountainside was covered with terraces. These were stairlike gardening areas. The Incas had to plant their food crops in this way because they lived in the mountains. There were no flat areas to make gardens. They ate familiar crops such as corn and potatoes.
Bingham also guessed that some buildings were temples for the Inca religion. A large stone with carved flat surfaces sits in a courtyard. Bingham and other scholars believed it was used for ritual sacrifices. But even today we don’t know exactly why the city was built in the first place.

Bingham returned to Machu Picchu in 1912 and 1915 to do more exploring. He brought thousands of items back to a museum at Yale. Recently, these items were returned to a museum in Peru.

Today the city has been partially restored. This gives us an idea of how the city would have looked more than five hundred years ago. Luckily, the early Spanish explorers never found the city when they entered that area, because they usually destroyed the cities they conquered. Machu Picchu was not touched. Fortunately, it was forgotten and thus saved for us to study and enjoy today.
Comprehension Check

1. Based on the passage, you can infer that the author
   A. lives near Machu Picchu.
   B. admires Machu Picchu.
   C. knew Hiram Bingham.
   D. is an archaeologist.

2. What is this passage MOSTLY about?
   A. South America
   B. Hiram Bingham
   C. terraces
   D. Machu Picchu

3. According to the passage, when did Hiram Bingham rediscover Machu Picchu?
   A. 1911
   B. 1913
   C. 1915
   D. five hundred years ago

4. Compare and contrast Machu Picchu before and after the Spanish conquered Peru.

   ______________________________________

   ______________________________________

5. How might a map be useful in learning more about Machu Picchu?

   ______________________________________

   ______________________________________

   ______________________________________
Independent Practice
Lesson 4: Reading Historical Nonfiction

Read the passage. Then answer the questions that follow.

Machu Picchu

1 In the summer of 1911, Hiram Bingham was hiking through the mountains of Peru. Someone who lived nearby led him to the ruins of a city called Machu Picchu. “The lost city of the Incas” had been rediscovered.

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3 A few years earlier, he’d been touring South America, where he visited some Inca cities. It occurred to him that there might be other cities. What he found in 1911 astonished the world. In 1913, National Geographic magazine devoted an entire issue to Machu Picchu.

4 The city that Bingham found sits high in the mountains near the jungle. Access to the site is difficult from the valley. The Incas actually built their roads up in the mountains. All their cities are up high as well. It was easy for people to move from place to place without going into the valley.

5 After the Spanish conquered Peru in the sixteenth century, the city was abandoned. The city and all roads leading to it became overgrown with jungle plants.

6 Bingham hacked his way up the mountainside. When he arrived, he had to uncover what remained of the walls of the buildings. As he removed the plants, he realized just how large the city was. He found large buildings that may have been part of a palace for an Inca king. He found many small buildings that were probably houses for the servants. Spilling down the mountain were terraces, or stairlike gardening areas. The Incas, living as they did in the mountains, carved terraces in order to plant food crops. They ate familiar crops such as corn and potatoes.
Bingham also guessed that some buildings were temples for the Inca religion. A large stone with carved flat surfaces sits in a courtyard. Bingham and other scholars believed it was used for ritual sacrifices. But even today we don’t know exactly why the city was built in the first place.

Bingham returned to Machu Picchu in 1912 and 1915 to do more exploring. He brought thousands of items back to a museum at Yale. Recently, these items were returned to a museum in Peru.

Today the city has been partially restored. This gives us an idea of how the city would have looked more than five hundred years ago. Machu Picchu is popular with tourists and highly valued by historians and archaeologists. Luckily, the early Spanish explorers never found the city when they entered that area, because they usually destroyed the cities they conquered. Machu Picchu was not touched. Fortunately, it was forgotten and thus saved for us to study and enjoy today.
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Read the passage. Then answer the questions that follow.

**Machu Picchu**

1. In the summer of 1911, the “lost city of the Incas,” Machu Picchu, was rediscovered by Hiram Bingham, who was hiking through the mountains of Peru. Someone who lived nearby had led him to the ruins of the city.

2. Bingham was not the first one to discover the city. Local people and even some American missionaries had visited the site earlier. But Bingham, a professor at Yale University, was the first to make the city famous. Although he was not trained as an archaeologist, he had a spirit of adventure.

3. A few years earlier, Bingham had been touring South America, where he visited some Inca cities. It occurred to him that there might be other cities. What he found in 1911 astonished the world. In 1913, *National Geographic* magazine devoted an entire issue to the wonders that were Machu Picchu.

4. The city that Bingham found sits high in the mountains near the jungle. Access to the site is difficult from the valley. The Incas actually built their roads high up in the mountains. Their cities are up high as well, so it was easy for people to move from place to place without ever going down into the valley.

5. After the Spanish conquered Peru in the sixteenth century, the city was abandoned; all the buildings and roads leading to it became overgrown with jungle plants.

6. Bingham hacked his way up the mountainside. When he arrived, he had to uncover what remained of the walls of the buildings. As he removed the plants, he realized just how enormous the city was. He found large buildings that may have been part of a palace for an Inca king. He also found many small buildings that were probably houses for the servants. Spilling down the mountain were terraces, stairlike gardening areas where the Incas planted food crops such as corn and potatoes.
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Read the passage. Then answer the questions that follow.

**Tropical Storms**

1. Tropical storms are large weather systems that begin out in the ocean near the equator. They feed off the energy in warm water. When it is summer north of the equator, the storm will travel north. When it is summer south of the equator, the storm will travel south.

2. All storms have thick clouds, heavy rain, and strong winds. They can be dangerous if they strike land. Storms are in put into different categories.

3. The weakest type of storm is a tropical depression. This is a large system of thunderstorms with winds up to 38 mph. A depression does not have the spiral shape found in larger storms. These storms are called depressions because they are low-pressure systems. All storms begin this way.

4. In a tropical storm, the winds are between 38 and 73 mph. The clouds form into a spiral shape. A storm with wind speeds around 70 mph can damage buildings and cause heavy flooding. The storm causes the ocean level to rise, which is called a storm surge.

5. A storm with wind speeds above 73 mph is called a hurricane. Hurricanes have the spiral shape of tropical storms. They also contain an “eye.” The eye is a calm, sunny spot right in the middle.

6. Hurricanes are divided into five categories. These categories are based on wind speed. A category 1 hurricane has wind speeds of 74–95 mph. At this speed the greatest danger is from coastal flooding. Falling trees can also damage homes and cars. Power lines can be blown down. Some people might be without electricity. But most buildings are strong enough to handle the wind.
A category 2 hurricane has wind speeds of 96–110 mph. Some roofing material might blow off. Windows will break if they are not protected. Flooding along the coast is worse. Heavy rains can cause flooding farther inland.

When the winds reach 111–130 mph, the storm is considered a category 3. People start to take the storm very seriously. The ocean can be twelve feet higher than normal. The police will ask people to leave areas close to the ocean. Many people nail plywood over their windows. Then they leave town. Serious damage can occur in smaller, weaker buildings. Mobile homes can be completely destroyed.

In a category 4 hurricane, winds reach 131–155 mph. These storms cause a lot of damage. Office buildings will have many windows blown out. Whole roofs can be ripped off. Many houses and other small buildings will be completely destroyed. When the storm is over, the beach might look totally different.

Any hurricane with wind speed over 155 mph is category 5. The damage here can be disastrous. These fierce storms have faster winds and are much larger. People may need to leave an entire region. Hundreds of miles of shoreline can be damaged. Flooding may occur from rains hundreds of miles inland. Towns may lose power, water, sewers, roads, bridges, and many other things that make life function. Even after the storm is over, people may not be able to come back for weeks or months.
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<td>155+ mph</td>
<td>Disastrous damage; entire region evacuated; loss of services</td>
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Comprehension Check

1. Which phrase from the passage helps you figure out the meaning of depression?
   A. “without electricity”
   B. “spiral shape”
   C. “near the equator”
   D. “low-pressure systems”

2. In paragraph 5, the word eye means
   A. a calm spot in the middle of a hurricane.
   B. a body part that allows you to see.
   C. damage done by a hurricane.
   D. a spot south of the equator.

3. What speed is the wind in a category 2 hurricane?
   A. 38–73 mph
   B. 74–95 mph
   C. 96–110 mph
   D. 111–130 mph

4. What is the effect of a category 4 hurricane? How does it compare to a category 1 hurricane?

5. According to the passage, what happens AFTER the police warn people to leave town in a category 3 storm?
Independent Practice
Lesson 6: Reading Technical Texts

Read the passage. Then answer the questions that follow.

Tropical Storms

1. Tropical storms are large weather systems that begin out in the ocean near the equator. They feed off the energy in warm water. When it is summer north of the equator, the storm will travel north. When it is summer south of the equator, the storm will travel south.

2. All storms feature thick clouds, heavy rain, and strong winds. They can be dangerous if they strike land. Storms are in put into different categories.

3. The weakest type of storm is a tropical depression. This is a large system of thunderstorms with sustained winds up to 38 mph. But a depression does not have the spiral shape found in larger storms. These storms are called depressions because they are low-pressure systems. Low air pressure creates a chance for high winds. All storms begin this way.

4. When the winds are between 38 mph and 73 mph, the system is called a tropical storm. At this point the clouds will form into a spiral shape when viewed from above. A storm with wind speeds around 70 mph can damage buildings and cause heavy flooding. The storm causes the ocean level to rise, which is called a storm surge.

5. A storm with sustained wind speeds above 73 mph is called a hurricane in North America. In other parts of the world, these storms are known as typhoons or cyclones. Hurricanes have the spiral shape of tropical storms. They also contain an “eye.” The eye is a calm, sunny spot right in the middle.

6. Hurricanes are divided into five categories. These categories are determined by wind speed. A category 1 hurricane has wind speeds of 74–95 mph. At this speed the greatest danger is from coastal flooding. Falling trees can also damage homes and cars. Power lines can be blown down. Some people might be without electricity. But most buildings are strong enough to handle the wind.
A category 2 hurricane has wind speeds of 96–110 mph. Some roofing material might blow off. Windows will break if they are not protected. Flooding along the coast is more severe. Heavy rains can cause flooding farther inland.

When the winds reach 111–130 mph, the storm is considered a category 3 hurricane. At this level, people start to take the storm very seriously. The ocean can be twelve feet higher than normal. The police will ask people to leave areas close to the ocean. Many people leave town after nailing plywood over their windows. Serious structural damage can occur in smaller, weaker buildings. Mobile homes can be completely destroyed.

With winds reaching 131–155 mph, a category 4 hurricane can cause extensive damage. Glass walls on office buildings will be severely damaged. Whole roofs can be ripped off. Many houses and other small buildings will be completely destroyed. Beaches can suffer major erosion. When the storm is over, the beach might look totally different.

Any hurricane with wind speed over 155 mph is considered category 5. The damage here can be catastrophic. Often these fierce storms have faster winds and are much larger. An entire region may need to be evacuated. Hundreds of miles of shoreline can be damaged. Flooding may occur from rains hundreds of miles inland. Towns may lose power, water, sewers, roads, bridges and many other things that make life function. Even after the storm is over, people may not be able to come back for weeks or months.
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Comprehension Check

1. Which phrase from the passage helps you figure out the meaning of *depression*?
   A. “without electricity”
   B. “spiral shape”
   C. “near the equator”
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2. In paragraph 5, the word *eye* means
   A. a calm spot in the middle of a hurricane.
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Read the passage. Then answer the questions that follow.

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3. The weakest type of storm is a tropical depression. This is a large system of thunderstorms with sustained winds up to 38 mph. But a depression does not have the spiral shape found in larger storms. These storms are called “depressions” because they are low-pressure systems. Low air pressure creates a chance for high winds to develop. All storms begin this way.

4. When the winds increase beyond 38 mph and up to 73 mph, the system is labeled a tropical storm. At this point the clouds will form into a spiral shape when viewed from above. A storm with wind speeds around 70 mph can damage buildings and cause heavy flooding. The storm causes the ocean level to rise, which is called a storm surge.

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<tr>
<td>Category 1 hurricane</td>
<td>74–95 mph</td>
<td>Coastal flooding; falling trees; power lines down</td>
</tr>
<tr>
<td>Category 2 hurricane</td>
<td>96–110 mph</td>
<td>Roofing material blows off; unprotected windows break; coastal and inland flooding</td>
</tr>
<tr>
<td>Category 3 hurricane</td>
<td>111–130 mph</td>
<td>Ocean can be twelve feet higher than normal; people leave areas close to ocean; serious damage to smaller, weaker buildings</td>
</tr>
<tr>
<td>Category 4 hurricane</td>
<td>131–155 mph</td>
<td>Major damage; office windows and roofs destroyed; small buildings destroyed; changes to beach</td>
</tr>
<tr>
<td>Category 5 hurricane</td>
<td>155+ mph</td>
<td>Disastrous damage; entire region evacuated; loss of services</td>
</tr>
</tbody>
</table>
Comprehension Check

1. Which phrase from the passage helps you figure out the meaning of *depression*?
   
   A. “without electricity”
   B. “spiral shape”
   C. “near the equator”
   D. “low-pressure systems”

2. In paragraph 5, the word *eye* means
   
   A. a calm spot in the middle of a hurricane.
   B. a body part that allows you to see.
   C. damage done from a hurricane.
   D. a spot south of the equator.

3. What speed is the wind in a category 2 hurricane?
   
   A. 38–73 mph
   B. 74–95 mph
   C. 96–110 mph
   D. 111–130 mph

4. What is the effect of a category 4 hurricane? How does it compare to a category 1 hurricane?

5. According to the passage, what happens AFTER the police warn people to leave town in a category 3 storm?
Read the poem. Then answer the questions that follow.

**The Fly**  
*by William Blake*

Little fly,  
Thy summer's play  
My thoughtless hand  
Has brushed away.

5 Am not I  
A fly like thee?  
Or art not thou  
A man like me?

For I dance  
And drink and sing,  
Till some blind hand  
Shall brush my wing.

If thought is life  
And strength and breath,  
15 And the want  
Of thought is death,

Then am I  
A happy fly,  
If I live,  
Or if I die.
Comprehension Check

1. How many stanzas does the poem have?
   A. 1
   B. 2
   C. 4
   D. 5

2. Which lines in stanza 1 rhyme?
   A. 1 and 2
   B. 1 and 3
   C. 2 and 3
   D. 2 and 4

3. Summarize stanza 2.

   ________________________________________________________________

   ________________________________________________________________

4. How does the author use metaphor in this poem?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

5. What is a theme of the poem?

   ________________________________________________________________

   ________________________________________________________________

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

**Petals**

*by Amy Lowell*

Life is a stream
On which we strew\(^1\)
Petal by petal the flower of our heart;
The end lost in dream,
5 They float past our view,
   We only watch their glad, early start.

Freighted\(^2\) with hope,
Crimsoned with joy,
We scatter the leaves of our opening rose;
10 Their widening scope,
   Their distant employ\(^3\),
   We never shall know. And the stream as it flows
Sweeps them away,
   Each one is gone
15 Ever beyond into infinite ways.
   We alone stay
   While years hurry on,
   The flower fared forth, though its fragrance still stays.

---

1 *strew*: to scatter or sprinkle
2 *freighted*: loaded
3 *employ*: use; service
Comprehension Check

1. How many stanzas does the poem have?
   A. 1
   B. 2
   C. 4
   D. 5

2. What does “the flower of our heart” mean in this poem?
   A. our friends
   B. our dreams
   C. our possessions
   D. our hobbies

3. Which lines in stanza 1 rhyme?
   A. 1 and 3
   B. 1 and 4
   C. 2 and 3
   D. 2 and 4

4. How does the author use a metaphor in this poem?

5. What is a theme of the poem?
Read the poem. Then answer the questions that follow.

**I Hear America Singing**

*by Walt Whitman*

I hear America singing, the varied carols I hear;
Those of mechanics—each one singing his, as it should be, blithe and strong;
The carpenter singing his, as he measures his plank or beam,
The mason singing his, as he makes ready for work, or leaves off work;
The boatman singing what belongs to him in his boat—the deckhand singing on the steamboat deck;
The shoemaker singing as he sits on his bench—the hatter singing as he stands;
The wood-cutter’s song—the ploughboy’s, on his way in the morning, or at the noon intermission, or at sundown;
The delicious singing of the mother—or of the young wife at work—or of the girl sewing or washing—Each singing what belongs to her, and to none else;
The day what belongs to the day—At night, the party of young fellows, robust, friendly,
Singing, with open mouths, their strong melodious songs.

1 blithe: happy
Comprehension Check

1. How many stanzas does the poem have?
   A. 1
   B. 2
   C. 4
   D. 5

2. Which word is repeated throughout the poem?
   A. America
   B. strong
   C. mother
   D. singing


   ______________________________________________________

   ______________________________________________________

4. What does the speaker mean by the phrase “the varied carols I hear”?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

5. What is a theme of the poem?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
Independent Practice
Lesson 9: Reading Literature in Graphic Form

Read the passage. Then answer the questions that follow.

An Actor
by John Gould Fletcher

He plots for he is angry,
He sneers for he is bold.

He clinches his fist
Like a twisted snake;
5 Coiling itself, preparing to raise its head,
Above the long grasses of the plain.
**Comprehension Check**

1. This passage is an example of
   A. poetry.
   B. drama.
   C. fiction.
   D. nonfiction.

2. This passage is written from which point of view?
   A. first person
   B. second person
   C. third person
   D. first and third person

3. Look at the blades of grass in the illustration. Which line from the passage does this detail support?
   A. “He clinches his fist”
   B. “Above the long grasses of the plain”
   C. “He plots for he is angry”
   D. “He sneers for he is bold”

4. Why does the author use the phrase “like a twisted snake”?

   __________________________________________
   __________________________________________
   __________________________________________

5. How does the illustration relate to the text?

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

**Toyonobu. Exile’s Return**  
*by John Gould Fletcher*

The cranes have come back to the temple,  
The winds are flapping the flags about,  
Through a flute of reeds  
I will blow a song.

Let my song sigh as the breeze through the cryptomerias¹,  
And pause like long flags flapping,  
And dart and flutter aloft, like a wind-bewildered crane.

¹ *cryptomerias*: a type of tree common to Japan
Comprehension Check

1. This passage is an example of
   A. poetry.
   B. drama.
   C. fiction.
   D. nonfiction.

2. This passage is written from which point of view?
   A. first person
   B. second person
   C. third person
   D. first and third person

3. Look at the flags in the illustration. Which line from the passage does this detail support?
   A. “The cranes have come back to the temple”
   B. “The winds are flapping the flags about”
   C. “Through a flute of reeds”
   D. “I will blow a song”

4. Why does the author use the phrase “like long flags flapping”?

5. How does the illustration relate to the text?
Read the passage. Then answer the questions that follow.

A Woman Standing by a Gate with an Umbrella
by John Gould Fletcher

Late summer changes to autumn:
Chrysanthemums¹ are scattered
Behind the palings².

Gold and vermilion³

The afternoon.

I wait here dreaming of vermilion sunsets:
In my heart is a half fear of the chill autumn rain.

¹ chrysanthemums: type of flower that blooms in autumn
² palings: fence
³ vermilion: bright red
Comprehension Check

1. This passage is an example of
   A. poetry.
   B. drama.
   C. fiction.
   D. nonfiction.

2. This passage is written from which point of view?
   A. first person
   B. second person
   C. third person
   D. first and third person

3. Look at the sun’s position in the illustration. Which line from the passage does this detail support?
   A. “Late summer changes to autumn”
   B. “Chrysanthemums are scattered”
   C. “The afternoon”
   D. “Behind the palings”

4. Why does the author use the phrase “Chrysanthemums are scattered / Behind the palings”?

5. How does the illustration relate to the text?
Read the passage. Then answer the questions that follow.

**The Record Holders**

1. Have you ever wondered which animal has the longest tongue or which has the most eyes? Here is some fun trivia about the slowest, biggest, and smallest creatures in the animal world. There are many animals that move so slowly that most humans wouldn’t have the patience to time them. For example, it would take a garden snail thirteen days to travel one mile! The sloth is the slowest mammal. This strange animal is about the size of a small dog. It would take a sloth forty-two days to travel a mile.

2. Is it any surprise to learn that giraffes have the longest necks? The giraffe’s neck is about six feet long. That’s about the height of an adult man. The giraffe’s neck helps it feed on leaves that other mammals cannot reach. Its legs are also very long. When a giraffe wants to drink from a stream, it has to spread its legs to bend down and reach the water.

3. The saltwater crocodile is the largest living crocodile on Earth. It is not uncommon for one to grow to twenty-three feet long and weigh 2,200 pounds. These huge creatures eat meat of any kind. They will eat anything from wild boars to sharks to water buffaloes. They live in Asia and Australia. The Australians playfully call them “salties.”

4. Many people think of mammals as very large creatures. For example, the horse and the hippo are large. But some mammals are so small that they can fit on a human hand. One of the smallest mammals is the dwarf bat. It weighs less than one ounce. Savi’s pygmy shrew is another tiny mammal. It is only about two inches long!
Most animals have only two eyes. But there are some that have many more. One animal that is famous for having many eyes is the spider. It has eight eyes. The scallop is a small sea creature. Scallops are popular dishes on seafood menus. The scallop has two rows of bright blue eyes. Each year a scallop grows new eyes. This makes it extremely difficult to count them.

When you stick out your tongue, it probably doesn’t reach very far. Unlike you, the anteater has a tongue that is about two feet long. That is about the length of a cat. The anteater uses its strong claws to rip open an anthill. Then it puts in its long tongue. The ants stick to its tongue. Ants are a good meal for the anteater. The giraffe also has a long tongue—about twenty inches long. The giraffe’s tongue is black and blue.

Now it’s your turn. Do research to find fun animal facts of your own!
Comprehension Check

1. According to the passage, what are “salties”?
   A. saltwater crocodiles
   B. wild boars
   C. sharks
   D. water buffaloes

2. How does a giraffe manage to drink with such long legs?
   A. It does not drink water.
   B. It lies down to drink water.
   C. It spreads its legs to bend down.
   D. It gets its water from tree leaves.

3. The ants in an anthill stick to an anteater’s tongue because
   A. the anteater’s tongue is covered with sugar.
   B. the anteater has strong claws.
   C. the ants think that the tongue is another ant.
   D. the tongue is long enough to reach inside the anthill.

4. Why is it difficult to know how many eyes a scallop has?

5. Why did the author write this passage?
Read the passage. Then answer the questions that follow.

**The Record Holders**

1. Have you ever wondered which animal has the longest tongue or which has the most eyes? Here is some fun trivia about the slowest, biggest, and smallest creatures in the animal world. There are many animals that move so slowly that most humans wouldn’t even have the patience to time them. For example, it would take a garden snail thirteen days to travel one mile! The sloth is the slowest mammal. This strange animal is about the size of a small dog. It would take a sloth forty-two days to travel a mile.

2. Is it any surprise to learn that giraffes have the longest necks? The giraffe’s neck is about six feet long, close to the height of an adult man. The giraffe’s neck helps it feed on leaves that other mammals cannot reach. Its legs are so long that when a giraffe wants to drink from a stream, it has to spread its legs to bend down and reach it.

3. The saltwater crocodile is the largest living crocodile on Earth. It is not uncommon for one to grow to twenty-three feet long and weigh 2,200 pounds. These huge creatures are carnivores. They will eat anything—from wild boars to sharks to water buffaloes. They live in Asia and Australia. The Australians playfully call them “salties.”

4. When people think about mammals, they often picture large creatures. The horse and the hippo are large. But some mammals are so small that they can fit on a human hand. One of the smallest mammals is the dwarf bat, which weighs less than one ounce. Savi’s pygmy shrew is another tiny mammal. It is only about two inches long!
Most animals have only two eyes. But there are some that have many more. One animal that is famous for having many eyes is the spider. It has eight eyes. The scallop is a small sea creature. The scallop has two rows of bright blue eyes. Each year a scallop grows new eyes. This makes it extremely difficult to count them. Scallops are popular dishes on seafood menus. But you can’t see their eyes if you order them from the menu.

When you stick out your tongue, it probably doesn’t reach very far. Unlike you, the anteater has a tongue that is about two feet long, which is about the length of a cat. The anteater uses its strong claws to rip open an anthill. Then it puts in its long tongue. The ants stick to its tongue. Ants are a good meal for the anteater. The giraffe also has a long tongue—about twenty inches long. The giraffe’s tongue is black and blue.

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   ________________________________________________________________
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   ________________________________________________________________
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**The Record Holders**

1. **Have you ever wondered which animal has the longest tongue or which has the most eyes?** Here is some fun trivia about the slowest, biggest, and smallest creatures in the animal world. There are many animals that move so slowly that most humans wouldn’t even have the patience to time them. For example, it would take a garden snail thirteen days to travel one mile! The sloth, a very strange animal about the size of a dog, is the world’s slowest mammal. It would take a sloth forty-two days to travel a mile.

2. **Is it any surprise to learn that giraffes have the longest necks?** The giraffe’s neck is about six feet long, which is close to the height of an adult human male. The giraffe’s neck aids it in feeding on leaves that other mammals are unable to reach. Its legs are so long that when a giraffe wants to drink from a stream, it has to spread its legs to bend down and reach it.

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4. **When people think about mammals, they often picture large creatures such as the horse, the hippo, and the elephant.** But some mammals are so small that they can fit on a human hand. One of the smallest mammals is the dwarf bat, which weighs less than one ounce. Savi’s pygmy shrew is another tiny mammal; it is only about two inches long!
Most animals have only two eyes, but there are some that have many more. One animal that is famous for having many eyes is the spider, which has eight eyes. The scallop is a small sea creature that has two rows of bright blue eyes. Because a scallop grows new eyes each year, it is extremely difficult to count its many eyes. Scallops are popular dishes on seafood menus, but you won’t be able to see their eyes if you order them from the menu.

When you stick out your tongue, it probably doesn’t reach very far. Unlike you, the anteater has a tongue that is about two feet long, which is about the length of a full-grown cat. The anteater uses its strong claws to rip open an anthill. Then it puts in its long tongue, and the ants stick to the tacky surface. Ants are high in protein, so they make a substantial meal for these anteaters. The giraffe also has a long tongue, which measures about twenty inches long and is colored black and blue.

Now it’s your turn. Do research to find fun animal facts of your own!
Comprehension Check

1. According to the passage, what are “salties”?
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