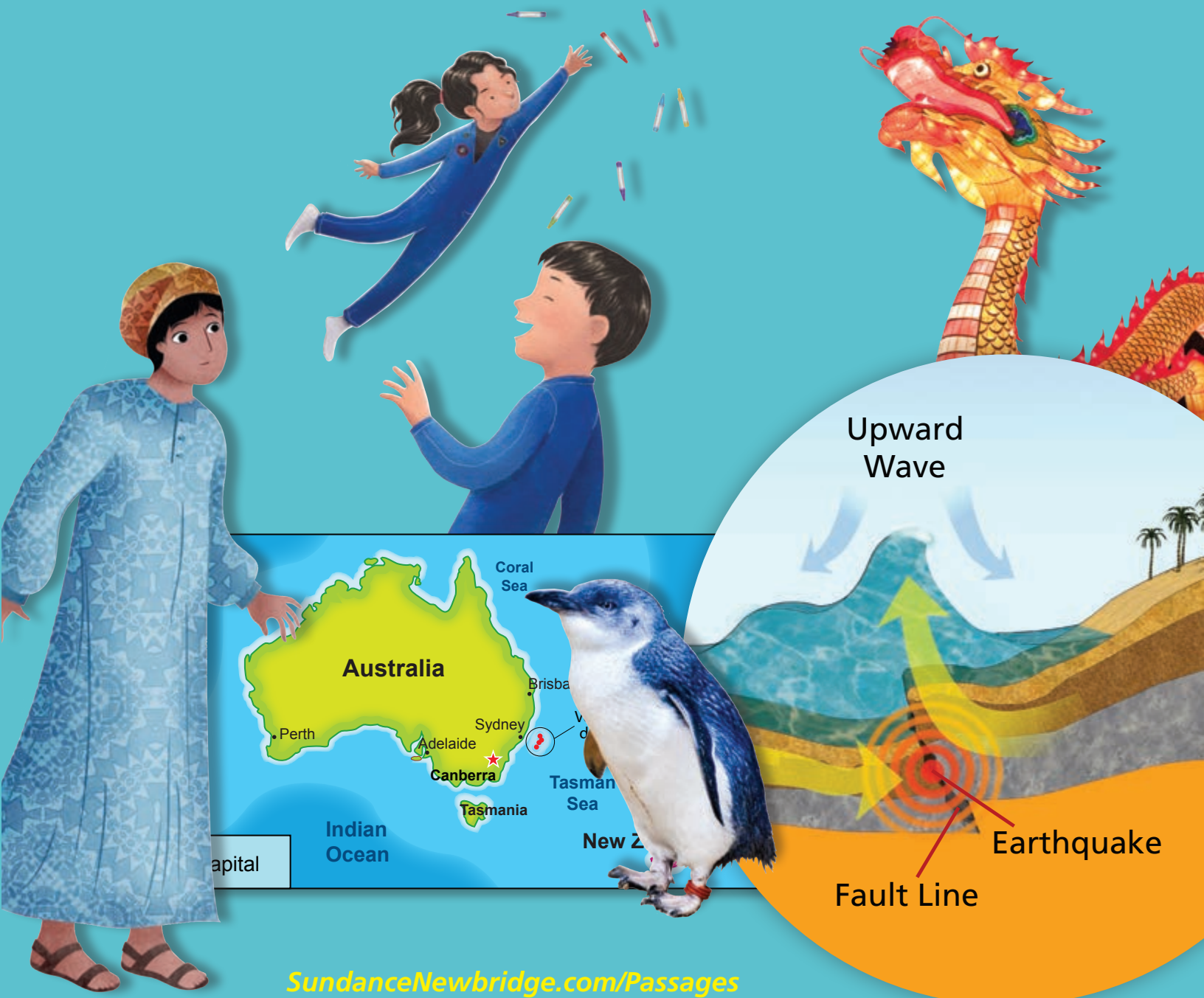


Passages to Comprehension

Teacher Guide & BLM Sampler

A Standards-Based Assessment and Practice Kit
Grades 2-5



Passages to Comprehension

Contents

Overview	2
Sample Lesson Plans and Blackline Masters.....	11
<hr/>	
Read Closely: “The Wall Falls Down”	
A Lesson Plan and Blackline Master from Grade 4	12
<hr/>	
Determine Key Concepts: “A Player to Remember”	
A Lesson Plan and Blackline Master from Grade 2	16
<hr/>	
Analyze Text Elements: “Electricity from the Sun”	
A Lesson Plan and Blackline Master from Grade 3	20
<hr/>	
Interpret Word Choice: “My Shadow” and “My Bed is a Boat”	
A Lesson Plan and Blackline Master from Grade 3	24
<hr/>	
Assess Point of View & Purpose: “Thrill Seekers”	
A Lesson Plan and Blackline Master from Grade 5	28
<hr/>	
Sample Graphic Organizers	33
Grade 2 Sample Main Topic Chart/Determine Key Concepts Graphic Organizer.....	34
Grade 4 Sample Questions Chart/Read Closely Graphic Organizer.....	35
<hr/>	
Sample Test Blackline Master	36
Grade 3 Nonfiction Posttest “Elephant Families” Blackline Master	37

Overview

The **Sundance Newbridge Passages to Comprehension** program provides students in Grades 2-5 with high-interest Passages, Standards-Based Assessment, and Practice in Reading Comprehension for increased success in the classroom and on state tests.

Each Grade-Level Kit contains:

- **Fiction/Nonfiction Write-On/Wipe-Off Passages**, each written to teach a specific Reading Standard, with 25 markers
- **Multiple-Choice and Short-Answer Questions** for every Leveled Passage
- **Pretest Cards** for determining students' competency; **Posttest Cards** for monitoring students' progress
- **Teacher Guide** containing individual Lesson Plans for every Leveled Passage

The easy-to-use, adaptable materials enable teachers to use this program to meet the needs of their diverse classrooms. The program materials may be used as re-teaching or test practice tools in guided reading settings within the Language Arts block.

Benefits of Using the Sundance Newbridge Passages to Comprehension Kits

- **FOCUS** on key Reading Standards that are central to national and state ELA requirements.
- **RETEACH** Reading Standards and comprehension skills with Passages and Text-Dependent Questions.
- **PREPARE** students for standardized tests with Multiple-Choice and Short-Answer Questions.
- **USE** the laminated Passage cards that cover a variety of text types and Guided Reading Levels to teach specific standards, and promote analytical and close reading practice.
- **ENCOURAGE** students to interact with a Passage by marking up the card, recording their ideas, and identifying text evidence. Each paragraph is numbered to make instruction easy to follow.
- **SUPPORT** students' ability to extract evidence from a text with time-saving Multiple-Choice and Short-Answer Questions, and skill-specific Graphic Organizers.
- **MONITOR** students' progress with Pretest and Posttest cards.
- **DIFFERENTIATE** instruction with easy-to-follow individual Lesson Plans that contain Answer Keys and tips for working with ELL students.

Standards and Skills

- **The five key standards** covered in this Kit have been selected from the Common Core State Standards for English Language Arts and state-specific ELA Standards.
- **These standards** are essential to students’ reading comprehension and are linked to the short passages that comprise this Kit.
- **With mastery of these standards**, students will gain the foundation they need to analyze longer texts that the additional Common Core and state-specific ELA Standards require.

Each focus skill in this Kit supports its related standard and targets the key concepts of that standard for the grade level. Some skills pertain either to literary or informational texts while others can be applied to both.

Standard	Grade/Fiction Skill	Grade/Nonfiction Skill
Read Closely CCSS Anchor Standard 1		
Read Closely and use text evidence to understand the literal meaning of the text; draw inferences.	G2–3: Ask & Answer Questions G4–5: Identify & Use Text Evidence	G2–3: Ask & Answer Questions G4–5: Identify & Use Text Evidence
Determine Key Concepts CCSS Anchor Standard 2		
Identify Key Concepts in a text—either central ideas or themes; Summarize Main Ideas and Supporting Details.	G2–3: Recount Stories & Identify Morals G4–5: Determine Theme & Summarize	G2: Identify Topics G3: Identify Main Ideas G4: Identify Main Idea & Summarize G5: Identify Main Ideas & Summarize
Analyze Text Elements CCSS Anchor Standard 3		
Analyze the development and interactions of text elements, including characters or people, events, and ideas.	G2–3: Describe Characters G4: Describe Story Elements G5: Compare Story Elements	G2–3: Describe Text Connections G4–5: Explain Text Connections
Interpret Word Choice CCSS Anchor Standard 4		
Analyze the words an author chooses and recognize how they affect the text.	G2–5: Define Vocabulary	G2–5: Define Vocabulary
Assess Point of View & Purpose CCSS Anchor Standard 6		
Develop an understanding of point of view and purpose in texts and consider the way these impact a story or an informational article.	G2: Distinguish Points of View G3: Distinguish Points of View G4: Compare Points of View G5: Analyze Points of View	G2: Identify Purpose G3: Distinguish Points of View G4: Compare Points of View G5: Analyze Points of View

Benefits of Using Passages

▶ Short and Complex

Students need to read short, complex texts to meet today’s rigorous standards requirements. The authors of the “Publishers’ Criteria for the Common Core State Standards” describe the need for:

- Materials aligned to the Common Core that are “compact, short, self-contained texts.” (Coleman & Pimentel, 4)
- Texts that are short enough that “students can read and re-read deliberately and slowly to probe and ponder.” (Coleman & Pimentel, 4)
- Complex texts “to develop the mature language skills and conceptual knowledge they need for success.” (Coleman & Pimentel, 3)

Each grade-level Passage can be taught in one guided reading session, using systematic support, which allows for a predictable and consistent instruction pattern and an effective use of class time.

▶ Written to Teach a Specific Standard or Skill

Each Passage has been written to teach a skill with multiple opportunities to model, practice, and apply it. The skills can later be applied to any text of any length.

▶ Provide a Variety of Levels, Genres, and Topics

The Passages are carefully leveled, with a Lexile measure and a Guided Reading Level, which help to efficiently organize guided reading groups and offer just-the-right level for every student.

The Passages cover a range of literary genres and informational text types that expose students to a variety of reading contexts and allow them to build comprehension within those contexts.

▶ Laminated Passage Cards to Write On and Wipe Off

The laminated Passage cards enable students to interact with a text, demonstrate their reading comprehension, and practice applying a skill through marking up the text and writing notes in the margins.

Share these symbols to mark up the Passages with students.

Symbol Key

- ★ Important Ideas
- Important Words
- ? Question about the Text
- ! Interesting or Surprising Idea
- E Text-Based Evidence

Use PDFs of the Passage cards during your guided reading instruction to display passages on the whiteboard as students follow along.

Benefits of Using Skill-Specific and Text-Based Questions

► Evidence-Based Responses

To meet today's standards, students must explain their responses to a text using evidence from the text. The Common Core State Standards "call for students to answer questions that depend on their having read the texts with care." (Key Shifts)

The Passage cards with accompanying blackline masters (BLMs) offer practice in extracting evidence from a text with graphic organizers, multiple-choice items, and short-answer questions.

► Opportunities to Demonstrate Understanding

Answering questions that are aligned to Reading Standards help students to uncover the layers of meaning in a text, leading to students' deep comprehension.

- **Key Ideas and Details:** Students determine important ideas and details in the passage, paraphrase or summarize the text, and analyze the connections between ideas.
- **Craft and Structure:** Students interpret word choice and analyze its effects. They also answer questions about an author's purpose for writing and different points of view in a text.

► Mimic Standardized Tests

The skill-specific questions on the BLMs mirror the formats and types of questions that students encounter on the standardized tests. For instance:

- **Pretests** and **Posttests** with two-part questions that require students to identify text evidence that supports the analysis of a text.

- **Graphic Organizers** that mimic the Graphic Organizers on some standardized tests.
- **Multiple-Choice Items** that require students to select the best answer. Answer choices are often quotations from the passage.
- **Short-Answer Questions** that involve crafting a written response of two or more sentences.

► More Skill-Focused Questions for Teachers

In addition to the BLM questions, the scripted questions in each Lesson Plan are standard/skill-focused. These questions provide:

- **Before Reading** supports for building background knowledge, making predictions, and understanding key vocabulary.
- **During** and **After Reading** prompts to apply each comprehension skill.

Pretests and Posttests with questions for every skill enable teachers to monitor students' progress.

- ◆ **Leveled Tests** include Fiction and Nonfiction passages, at two reading levels per grade, so that students are able to demonstrate their proficiency as their reading level improves.
- ◆ **Pretests** help teachers efficiently organize guided reading groups.
- ◆ **Posttests** help teachers check students' mastery of the skills.

Use PDFs of the Blackline Masters during your guided reading instruction to display questions on the whiteboard as students follow along.

How to Use Passages in the Classroom

▶ Small Group Guided Reading Settings

When the **Passages to Comprehension Kits** are used in small group guided reading settings, they can be used for reteaching or test practice.

- The skills are taught through leveled Passages that have been written to meet each standard/skill, and through assessment items that match the question types students encounter on standardized tests.
- The assessment Pretests and Posttests highlight students' misconceptions so teachers can determine which standards and skills each student needs to focus on.
- Using the Kit materials, teachers can present each target standard/skill separately so that students are able to establish their understanding of that particular skill before they move on to another skill or before they take a test in which all the skills are assessed.

▶ Instruction Strategies

- **Differentiate instruction.** Vary teacher-led, whole-class instruction with other formats, especially when a skill proves difficult. Allow students to work in small groups or pairs before assessing them individually. (Gillyard)
- **Build background knowledge.** Define the skill for students and discuss its meaning. Use the passage-specific Lesson Plan to introduce or review the skill in detail.
- **Pair students of different abilities.** Have a student who has grasped a skill work with a student who is having difficulty. For example, pair students of different reading abilities to work on on- or above-level passages.
- **Use graphic organizers.** Graphic organizers for every skill are included in the Blackline Masters Book. Display a copy of a graphic organizer and model for students how to implement the skill.
- **Assess understanding.** Use the Pretests and Posttests to check students' understanding, assess their mastery of the skills, determine areas in need of improvement, and teach additional skills. You may choose to assign Passages at different reading levels for additional assessment and progress monitoring.

Sources:

Coleman, D. & Pimentel, S. (2012). Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12. Retrieved from www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

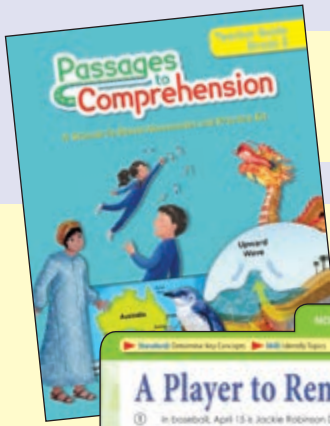
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Implementing Passages to Comprehension



MODEL

Demonstrate how to mark up the text.

PRACTICE

First Read. Depending on students' level, this read may be done independently or as a teacher-led reading. Use the Build Background section of the Lesson Plan for pre-reading support and skill introduction.

Second Read. This read may be done by partners or independently. Encourage students to mark the card with their notes as they read. They may take notes related to the target standard. Encourage them to underline important points, circle key terms, and write questions and notes in the margins.

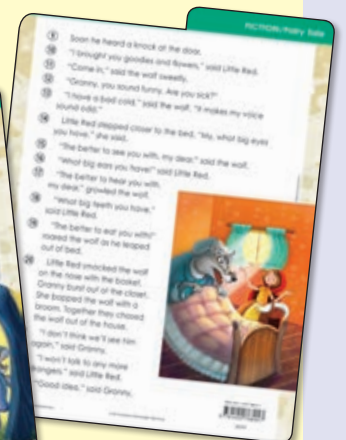
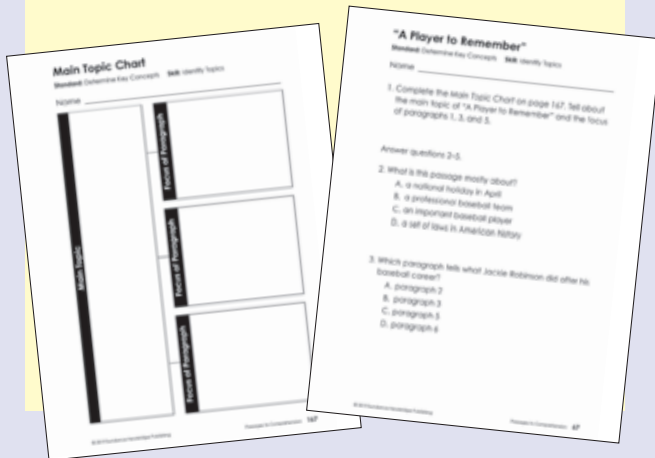
Discuss. Guide a discussion of the passage with students. Use the prompts and support in the Lesson Plan to guide the application of the standard and skill to the text at hand.

APPLY

Assign the passage's accompanying blackline master, including the graphic organizer activity, to students as partner or independent work. You may wish to have students complete this assignment while you work with other guided reading groups.

ASSESS

Use the Pretests and Posttests to monitor students' progress. Adjust the guided reading groups as needed when individuals are ready to move to the next reading level.



Grade 2 Passages Overview: Standards, Text Types, and Levels

Standard: Read Closely **Skill:** Ask & Answer Questions

Passage Title	Text Type/Genre	GRL	Lexile
"Anthony's Adventure"	Realistic Fiction	K	450L
"The Boston Tea Party"	Informational Text/Social Studies	M	520L
"Coral Reefs"	Informational Text/Science	K	450L
"Gateway to America"	Informational Text/Social Studies	M	540L
"The Girl in the Forest"	Fantasy	L	480L
"The Tallest Cactus"	Informational Text/Science	L	510L
"Tortoise and Baboon"	Fable	L	470L
"Tree Frog and Sloth"	Animal Story	K	450L
"Yeh-Shen: A Cinderella Story"	Folktale	M	530L

Standard: Determine Key Concepts **Skill:** Recount Stories & Identify Morals (F)/Identify Topics (NF)

Passage Title	Text Type/Genre	GRL	Lexile
"Chicken Little"	Fable	L	490L
"The Fox and the Goat"	Fable	K	420L
"How Coyote Stole Fire"	Folktale	M	530L
"A Player to Remember"	Informational Text/Social Studies	M	550L
"Quackling and Friends"	Folktale	K	440L
"Tortoise Goes to a Feast in the Sky"	Folktale	L	490L
"Seeds on the Move"	Informational Text/Science	L	490L
"What Is El Niño?"	Informational Text/Science	M	530L
"Women in Medicine"	Informational Text/Social Studies	K	480L

Standard: Analyze Text Elements **Skill:** Describe Characters (F)/Describe Text Connections (NF)

Passage Title	Text Type/Genre	GRL	Lexile
"The First American Woman in Space"	Informational Text/Social Studies	K	440L
"The Future in My Mailbox"	Science Fiction	K	460L
"A Golden Lake"	Informational Text/Science	L	510L
"The Hungry Man"	Historical Fiction	L	490L
"Milk: From Farm to Table"	Informational Text/Social Studies	M	540L
"The Ugly Sweater"	Realistic Fiction	M	530L
"What's My Talent?"	Realistic Fiction	K	450L
"What's That Smell?"	Informational Text/Science	M	560L
"The Winner's Y"	Realistic Fiction	L	490L

▶ **Standard:** Interpret Word Choice ▶ **Skill:** Define Vocabulary

Passage Title	Text Type/Genre	GRL	Lexile
"Color" and "Bitter for Sweet"	Poetry	L	NP
"Home on the Range"	Song	K	NP
"A Long Hike"	Informational Text/Science	K	450L
"Our Government"	Informational Text/Social Studies	M	550L
"The Three Little Pigs"	Folktale	M	550L
"Water, Water Everywhere"	Informational Text/Science	L	490L

▶ **Standard:** Assess Point of View & Purpose ▶ **Skill:** Distinguish Points of View (F)/Identify Purpose (NF)

Passage Title	Text Type/Genre	GRL	Lexile
"Armadillo's Song"	Fable	M	520L
"A Day at the Beach"	Realistic Fiction	K	440L
"How Has Technology Changed Childhood?"	Informational Text/Social Studies	M	550L
"The Hunt for Truffles"	Informational Text/Social Studies	K	460L
"Goldie and the Three Bears"	Fairy Tale	L	480L
"Ocean Partners"	Informational Text/Science	L	470L

SKILLS Gradually Increase in Difficulty to Meet the STANDARDS for Each Grade

The grade-specific skills in each kit support their related standard and target the key concepts of that standard for the grade level. The skills gradually increase in cognitive difficulty as the grades progress to meet the standard requirements.



Grade 2
 39 Passages/BLMs
 21 Fiction/18 Nonfiction
 8 Test Passages/BLMs
 GRLs K–M
 LEX 420L–560L



Grade 3
 39 Passages/BLMs
 21 Fiction/18 Nonfiction
 8 Test Passages/BLMs
 GRLs N–P
 LEX 570L–700L



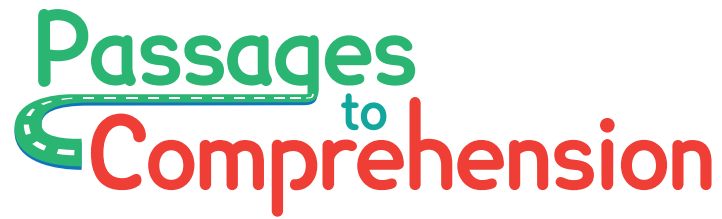
Grade 4
 45 Passages/BLMs
 24 Fiction/21 Nonfiction
 8 Test Passages/BLMs
 GRLs Q–S
 LEX 720L–850L



Grade 5
 43 Passages/BLMs
 22 Fiction/21 Nonfiction
 8 Test Passages/BLMs
 GRLs T–V
 LEX 870–990L

SundanceNewbridge.com/Passages

GRL = Guided Reading Level LEX = Lexile® measure



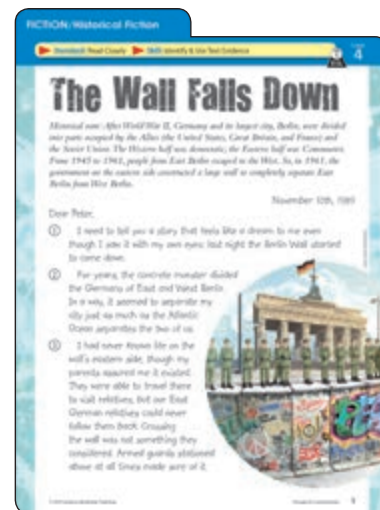
Sample
Lesson Plans
&
Blackline Masters

“The Wall Falls Down”

► **Standard:** Read Closely ► **Skill:** Identify & Use Text Evidence

CCSS RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Fiction/Historical Fiction	GRL 5
Word Count: 440	LEX 810L



1 BEFORE READING

Build Background (2–5 minutes)

Ask students to share what they know about historical fiction. Say: *Historical fiction stories take place in the past. Parts of the stories are based on real people and events.* Ask volunteers to give examples of historical fiction they have read.

Distribute the card “The Wall Falls Down” and preview the passage with students. Read aloud the title. Then discuss the information in the historical note.

2 DURING READING

Read Closely (5–10 minutes)

Have students read the passage in small groups, pairs, or independently. Read aloud the passage with students who need additional support. Model for students how to write on the passage card to take notes as they read.

Discuss the standard, read closely. Explain that students should pause during reading to check that they understand what they read. To clarify information in the text, they can:

- Stop and ask themselves questions.
- Reread the text to look for the answers to their questions.
- Retell in their own words what they have read so far.

3 AFTER READING

Identify & Use Text Evidence

(10–15 minutes)

Use the following support during the first or subsequent readings of the passage to help students practice the target skill, identify and use text evidence. Review that when you use text evidence, you use specific information from the text, including details and examples.

Paragraphs 1–3

Read paragraph 1. Model for students how to identify text evidence. Say: *I wonder what the Berlin Wall was like. The narrator describes the Berlin Wall as a “concrete monster.” He says, “it seemed to separate my city just as much as the Atlantic Ocean separates the two of us.” These comparisons help me understand more about the wall. I’ll circle those details.*

Paragraph 4

Ask students to underline events and circle details.

ASK: *What were the events that led to the guards giving up?* Ask students to number the events on their card.

Paragraphs 5–7

As students continue to underline events and circle details, ask them how the picture helps support the ideas in the text. Have them write notes on their card.

ASK: *What can you infer about what the rest of the world thought about the wall coming down?*

(Possible response: The rest of the world thought it was important. The text says the event was shown on TV. I know important events are shown on TV.) Have students underline the text evidence that supports their answer.

Practice and Quick Check

(10–15 minutes)

YOU WILL NEED:



Copies of the “The Wall Falls Down” blackline master (BLM Book pages 19–20)



Copies of the *Questions Chart* graphic organizer (BLM Book page 185)

OPTIONAL:

Have students correct their own work using the Student Answer Key (BLM Book pages 21–22).



Graphic Organizer

1. Direct attention to the *Questions Chart*. Invite volunteers to share an example of an answer to the question “Who?” about a familiar story.

Then read aloud the directions to item 1 on the blackline master. Point out that students will use the passage to write answers to each question. Have students complete the graphic organizer independently or in pairs. If students need additional support, review the meaning of each question word. Then guide them to reread the passage with each question in mind.

ELL Strategies

- Point out the word *immediately* in paragraph 4. Tell students that some adverbs are formed when the suffix *-ly* is added to an adjective. Ask them to identify the adjective form. (*immediate*) Then talk about the meanings of *immediate* and *immediately*. Repeat with other words from the passage, such as *joyfully* and *finally*.
- Have students take turns asking questions about the story, such as “Who is writing the letter?” “Peter’s cousin Alexander is writing the letter.”



Multiple-Choice and Short-Answer Questions

Ask students to answer items 2–6 on the blackline master. Provide the following support for each question as needed.

2. Model for students how to determine the answer to this question. Say: *I’ll read each answer choice and think about whether it supports the idea that the events feel like a dream to Alexander.*

3. Review that an inference is an idea that is not stated directly in the passage. Ask students to eliminate choices that the details in the passage do not support.

4. Review how to form questions using question words. Guide students to use one of the five *W* words to begin their question.

5. Reread paragraph 3. Have students underline the reason why East Germans never crossed the Berlin Wall. Remind students to use this evidence in their response.

6. Discuss that this question asks students to explain details in the story based on factual information about the events. Ask students to review what happens in paragraph 4 after the broadcast was made.

ANSWER KEY

1. Possible responses: Who?: Alexander is writing a letter to his cousin Peter.
What?: Alexander is telling Peter about his experience the night before. He witnessed the announcement that the Berlin Wall would be coming down and what happened after that.
Where?: Alexander is in West Berlin. Peter lives in New York.
When?: November 10th, 1989
Why?: Alexander is excited that the Berlin Wall is coming down, and that East and West Berlin will finally be reunited.
How? People began to swing at the Berlin Wall with hammers. They broke chunks off it.
2. C
3. A
4. Possible response: What words does Alexander use to describe the Berlin Wall? Answer: He uses the words “concrete monster” and says that the wall “divided the Germans of East and West Berlin.”
5. Possible response: Alexander’s East German relatives never crossed the wall because armed guards guarded the wall to prevent people from crossing.
6. Possible response: The announcement affected the events because people on the eastern side of the wall immediately stormed the wall to try to cross. The officials were not ready and were overwhelmed by them. They tried to spray water on them but gave up. People grabbed the hoses and tried to climb them. To prevent a stampede, the officials opened the gates. Then, people on both sides began to hammer at the wall.

“The Wall Falls Down”

Standard: Read Closely **Skill:** Identify & Use Text Evidence

Name _____

1. Complete the *Questions Chart* on page 185. Use evidence from the passage to answer each question.



Answer questions 2–6.

2. Which information from the passage BEST shows why the events of the previous night feel like a dream to Alexander?
 - A. The government constructed a large wall to separate East Berlin from West Berlin.
 - B. A government official made an announcement that people could cross the border immediately.
 - C. The Berlin War had been up for 28 years, and Alexander had never seen the other side of the wall.
 - D. People on the eastern side of the Berlin Wall grabbed water hoses and used them to climb to the top of the wall.

3. Based on the information in his letter, what can you infer about Alexander?
 - A. He is excited to see the Berlin Wall come down.
 - B. He has never been to the United States of America.
 - C. He is disappointed to see the Berlin Wall come down.
 - D. He is related to people who fought during World War II.

4. What is one question you can ask about Alexander?
Use evidence from the passage to answer the question.

5. Why did Alexander's East German relatives never cross the Berlin Wall? Use evidence from the passage to support your answer.

6. The announcement that people could cross the wall immediately was made by mistake. How did that mistake affect the events of November 9th that Alexander tells about?

“A Player to Remember”

▶ **Standard:** Determine Key Concepts ▶ **Skill:** Identify Topics

CCSS RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Nonfiction/Social Studies	GRL M
Word Count: 338	LEX 550L



1 BEFORE READING

Build Background (2–5 minutes)

Ask students to share what they know about baseball. Say: *In this passage, you will read about a famous baseball player.*

Distribute the card “A Player to Remember” and preview the passage with students. Read aloud the title, “A Player to Remember.” Point out the photos and captions. Have students ask questions they have about the text before they read. They may record these questions on the card.

2 DURING READING

Determine Key Concepts (5–10 minutes)

Have students read the passage in small groups, pairs, or independently. Read aloud the passage with students who need additional support. Model for students how to write on the passage card to take notes as they read.

Discuss the standard, determine key concepts. Explain that students should identify what the text is mostly about. As they read, they should pause to think about the most important information they have read about so far. They can ask themselves:

- What is the topic of the passage?
- What is the main idea of each paragraph? A main idea is the most important idea. Usually it is stated in the first or last sentence of a paragraph.

Guide students to understand that when they determine key concepts they identify the details in the text that are the most important.

3 AFTER READING

Identify Topics (10–15 minutes)

Use the following support during the first or subsequent readings of the passage to help students practice the target skill, identify topics. Discuss that identifying the topic, or focus, of a text as well as the paragraphs within a text will help students better understand what they read.

Paragraphs 1–3

Read paragraph 1. Model how to identify its topic. Say: *I read details about the number Jackie Robinson wore and when he played his first Major League game. So, the topic of this paragraph is Jackie Robinson. I'll write that in the margin.* Then have students read paragraphs 2 and 3 and write their topics in the margin.

Paragraphs 4–5

Point out that these paragraphs give key events in Robinson's life. Say: *Paragraph 4 tells that Robinson's accomplishments affected equal rights for all people. I'll put a star next to that important information.* Ask students to circle details that tell the key events that made a difference.

Paragraphs 6–7

Ask students to tell the focus of paragraph 6. (how Robinson opened the door for others and inspired people) Have them write this idea in the margin. Then read paragraph 7.

ASK: *What do you think is the topic of this entire text?* (Possible response: why Robinson was an important baseball player) Have students record their answer on their card.

Practice and Quick Check

(10–15 minutes)

YOU WILL NEED:



Copies of the “A Player to Remember” blackline master (BLM Book pages 67–68)



Copies of the *Main Topic Chart* graphic organizer (BLM Book page 167)

OPTIONAL:

Have students correct their own work using the Student Answer Key (BLM Book pages 69–70).



Graphic Organizer

1. Direct attention to the *Main Topic Chart*. Review that the main topic is what the entire passage is about, and the focus of a paragraph is its main idea. Invite volunteers to share the main topic of a text they have recently read.

Then read aloud the directions to item 1 on the blackline master. Point out that students will use the passage to write the main topic of the passage and the focus of paragraphs 1, 3, and 5. Have students complete the graphic organizer independently or in pairs. If students need additional support, guide them to reread each paragraph and tell in their own words what it is mostly about.

ELL Strategies

- Point out the word *player* in the title. Explain that the word ending *-er* suggests “a person who” and can be added to verbs to make nouns. Help students give other examples, such as *teacher* and *singer*.
- Have student pairs take turns rereading each paragraph and identifying its focus in their own words. Encourage them to write their ideas on their card.



Multiple-Choice and Short-Answer Questions

Ask students to answer items 2–5 on the blackline master. Provide the following support for each question as needed.

2. **Discuss the question with students.** Point out that it is asking for the topic of the entire text. Help students eliminate answer choices that do not make sense.
3. **Guide students to skim the text for dates.** They may use these dates and their notes on their card to help them locate the paragraph about what Robinson did after his baseball career.
4. **Have students reread paragraph 4.** Review that the focus of a paragraph is what the paragraph is mostly about. As needed, model identifying the focus of the paragraph in your own words.
5. **Support students in scanning the text to find the paragraph about Robinson’s career.** After students write their response, remind them to reread the question and their answer to make sure they have given the most important information about Robinson’s career.

ANSWER KEY

1. Possible responses: Main Topic: Jackie Robinson, a famous African-American baseball player
Focus of Paragraph 1: Every year on April 15, baseball players across the country wear the number 42. They celebrate Jackie Robinson Day in honor of a great player who changed the sport of baseball.
Focus of Paragraph 3: In the 1940s, African Americans were often treated unfairly. Some laws made them stay apart from white people.
Focus of Paragraph 5: Robinson was the first African American to play on a Major League Baseball team in the 20th century. He faced challenges, but he still played very well. He earned several awards.
2. C
3. D
4. Possible response: Paragraph 4 tells about how an event in Robinson’s life affected him. He was told to move to the back of a bus just because he was black. This event made him want to fight for equal rights for all people.
5. Possible response: Paragraph 5 focuses on Robinson’s career as a baseball player. He was the first African American to play for a Major League team in the 20th century. He was named Rookie of the Year in 1947. Then he was named MVP in 1949. He also helped the Dodgers win the World Series one year.

“A Player to Remember”

Standard: Determine Key Concepts **Skill:** Identify Topics

Name _____

1. Complete the *Main Topic Chart* on page 167. Tell about the main topic of “A Player to Remember” and the focus of paragraphs 1, 3, and 5.

Answer questions 2–5.

2. What is this passage mostly about?
 - A. a national holiday in April
 - B. a professional baseball team
 - C. an important baseball player
 - D. a set of laws in American history

3. Which paragraph tells what Jackie Robinson did after his baseball career?
 - A. paragraph 2
 - B. paragraph 3
 - C. paragraph 5
 - D. paragraph 6

4. What is the focus of paragraph 4? Explain.

5. Which paragraph focuses on Jackie Robinson's career as a baseball player? Use information from that paragraph to tell about his career.

“Electricity from the Sun”

▶ **Standard:** Analyze Text Elements ▶ **Skill:** Describe Text Connections

CCSS RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Nonfiction/Social Studies

GRL P

Word Count: 348

LEX 700L



1 BEFORE READING

Build Background (2–5 minutes)

Ask students to share what they know about energy from the sun. Invite volunteers to share what they know about why the sun’s energy is important to plants, animals, and people.

Distribute the card “Electricity from the Sun” and preview the passage with students. Read aloud the title and point out the photos and captions. Have students use these text features to predict what they will read about.

2 DURING READING

Analyze Text Elements (5–10 minutes)

Have students read the passage in small groups, pairs, or independently. Read aloud the passage with students who need additional support. Model for students how to write on the passage card to take notes as they read.

Discuss the standard, analyze text elements. Explain that during and after reading students should think about the ideas or events in a text and the way they relate to each other. To better understand the text, they can:

- Underline important ideas and circle key details.
- Draw arrows to show connections between ideas.
- Number events in order.
- Write notes and questions in the margin.

3 AFTER READING

Describe Text Connections (10–15 minutes)

Use the following support to help students practice the target skill, explain text connections. Discuss that text connections include the ways that ideas or events are related to each other, such as causes and effects, time order, or similarities and differences.

Paragraph 1

Review that a cause is why something happens and an effect is what happens. Model identifying a cause-and-effect relationship. Say: *I read that people learned how to use mirrors to focus sunlight and give off heat.* Ask students to circle the effect, “give off heat” and draw an arrow to the cause, “use mirrors to focus sunlight.”

Paragraphs 2–5

Ask students to write notes on their card about connections between ideas.

ASK: *What is the difference between a solar panel and a solar array?* (Possible response: A solar array is many solar panels put together. A solar array can make more electricity than one solar panel can.)

Paragraphs 6–8

Ask students to continue to write notes on their card.

ASK: *What is one example of a cause and its effect that you read?* (Possible response: Effect: Towns have installed solar panels on electrical poles. Cause: During power outages, people with solar power may still have electricity.)

Practice and Quick Check

(10–15 minutes)

YOU WILL NEED:



Copies of the “Electricity from the Sun” blackline master (BLM Book pages 103–104)



Copies of the *Multiple Effects Chart* graphic organizer (BLM Book page 176)

OPTIONAL:

Have students correct their own work using the Student Answer Key (BLM Book pages 105–106).



Graphic Organizer

1. Direct attention to the *Multiple Effects Chart*. Review the meanings of *cause* and *effect*. Invite volunteers to give an example of a cause and an effect.

Then read aloud the directions to item 1 on the blackline master. Point out that students will use the passage to tell about the effects of using solar panels. Have students complete the graphic organizer independently or in pairs. If students need additional support, guide them to reread the passage and ask themselves what happens when people use solar panels to help them identify effects.



Multiple-Choice and Short-Answer Questions

Ask students to answer items 2–5 on the blackline master. Provide the following support for each question as needed.

2. **Point out that the word *why* helps students know the question is asking them to identify a cause.** Help students eliminate choices that do not give a reason for why solar panels can help people save money.

3. **Ask students to reread each paragraph listed in the answer choices.** Guide them to find the one that tells about other types of energy.

4. **Review the headings with students.** Support them in using the headings to help them find details in the passage to use in their response.

5. **Direct students’ attention to the heading “What Are the Benefits of Solar Energy?” Ask them to circle details that state a benefit.** Remind them to use these details in their answer.

ELL Strategies

- Review that many words in English have more than one meaning. Read aloud paragraph 1 and point out the multiple-meaning word *turn*. Guide students to use the context to determine the word’s meaning. (“change”) Repeat with other multiple-meaning words from the passage, such as *draw* (paragraph 7).
- Have student pairs take turns telling about how solar panels help people. Encourage them to use because statements: *Solar panels help people because ____.*

ANSWER KEY

1. Possible responses: Cause: using solar panels
Effect: Solar panels can create electricity for homes and businesses.
Effect: People can save money on the cost of electricity.
Effect: The air stays cleaner because solar energy does not pollute the air.
Effect: People may still have electricity even when there is a power outage.
2. B
3. D
4. Possible response: A solar cell is small and can create a little bit of power. A solar panel is made up of many solar cells. A solar panel can make more power than a solar cell. A solar array is made up of many solar panels together. A solar array can make even more power.
5. Possible response: 1) Solar energy is better for the environment because it does not pollute the air. 2) Solar energy is reliable. Solar panels work even on cloudy days. 3) Extra solar energy can be stored to be used later. During storms and power outages, houses with solar panels may still have electricity.

“Electricity from the Sun”

Standard: Analyze Text Elements **Skill:** Describe Text Connections

Name: _____

1. Complete the *Multiple Effects Chart* on page 176 to tell about the effects of using solar panels.

Answer questions 2–5.

2. Which detail from the passage BEST shows why people might save money if they have solar panels on their house?

- A. “One device people use to produce solar power is a solar panel.”
- B. Solar panels “might even produce all the electric power a family needs.”
- C. “Solar power plants put together many solar arrays.”
- D. “Solar energy is also reliable.”

3. In which paragraph does the author contrast solar energy with other types of energy?

- A. paragraph 2
- B. paragraph 3
- C. paragraph 5
- D. paragraph 6

4. What is the relationship between solar cells, solar panels, and solar arrays? Use details from the passage to support your answer.

5. What are THREE benefits of using solar energy? Use details from the passage to support your answer.

“My Shadow” and “My Bed is a Boat”

by Robert Louis Stevenson

▶ **Standard:** Interpret Word Choice ▶ **Skill:** Define Vocabulary

CCSS RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Fiction/Poetry

Word Count: 291

GRL P

LEX NP



1 BEFORE READING

Build Background (2–5 minutes)

Ask students to share what they know about poetry. Display a familiar poem and discuss its key features with students, such as lines, stanzas, and rhyme patterns.

Distribute the card “My Shadow” and “My Bed is a Boat” and preview the poems with students. Read aloud the poem titles and discuss the illustrations. Ask students to use the picture on the front of the card to predict what the poem is about.

2 DURING READING

Interpret Word Choice (5–10 minutes)

Have students read the poems in small groups, pairs, or independently. Read aloud each poem with students who need additional support. Model for students how to write on the card to take notes as they read.

Discuss the standard, interpret word choice. Explain that as students read and reread a text, they should think about the words and phrases an author chose to use. To better understand these word choices and the text, students can:

- Reread the text and look for context clues that help them understand a word’s meaning.
- Use strategies, such as identifying root words or affixes, to help them figure out the word’s meaning.
- Ask themselves whether the word is being used in a literal or figurative way, using a dictionary or thesaurus for support.
- Consider how the author’s word choice affects the overall text, including its meaning or tone.

3 AFTER READING

Define Vocabulary (10–15 minutes)

Use the following support during the first or subsequent readings of the poems to help students practice the target skill, define vocabulary. Explain that, in fiction, authors often use words in a figurative way, or a way that is different from the word’s actual meaning. This nonliteral language adds imagery to help readers picture the story. Introduce examples of figurative language, such as simile (a comparison of two unlike things using *like* or *as*).

“My Shadow” Lines 1–8

Model how to interpret figurative language to form a picture in your mind. Say: *When I read line 1, I think “goes in and out with me” describes how the shadow follows the speaker everywhere.* Ask students to underline details that help them picture the shadow.

“My Shadow” Lines 9–16

Have students continue to underline details that help them picture the shadow. Discuss the meaning of “make a fool of me” in line 10.

ASK: How does the shadow embarrass the speaker?

(Possible response: The shadow always stays close to the speaker, like a coward.)

“My Bed is a Boat” Lines 1–4

Read aloud the poem. Ask students to put a star next to the simile in line 1. Discuss the comparison.

Say: *When I look up embark in the dictionary, I find out that it means “to get on a boat.” In this poem, the boat is a bed, so embark has a nonliteral meaning. The speaker is describing getting into bed at night.* Have students circle other examples nonliteral language in the poem, such as “sail away” (line 7) and “my vessel” (line 16). Help them interpret the language’s meaning.

Practice and Quick Check

(10–15 minutes)

YOU WILL NEED:



Copies of the “My Shadow” and “My Bed is a Boat” blackline master (BLM Book pages 119–120)



Copies of the *Related Words Cluster Diagram* graphic organizer (BLM Book page 179)

OPTIONAL:

Have students correct their own work using the Student Answer Key (BLM Book pages 121–122).



Graphic Organizer

1. Direct attention to the *Related Words Cluster Diagram*. Review that authors sometimes use words in a nonliteral way, or a way that is different from the literal meanings of individual words.

Then read aloud the directions to item 1 on the blackline master. Point out that students will write about the simile “my bed is like a little boat” and words related to its meaning. Have students complete the graphic organizer independently or in pairs. If students need additional support, guide them to identify what two unlike things are being compared in the phrase. Then help them reread the poem to find words related to the phrase’s meaning.



Multiple-Choice and Short-Answer Questions

Ask students to answer items 2–5 on the blackline master. Provide the following support for each question as needed.

2. Guide students to read each answer choice. Have them restate the meaning of each line from the poem in their own words to help them identify the correct answer.

3. Review that synonyms are words that have similar meanings. Have students reread the last stanza to help them see how the word *steer* is used.

4. Ask students to reread the poem. Help them circle language that describes the way the appearance of the shadow changes.

5. Point out the phrase “sailor’s coat” in line 3. Have students picture the speaker getting ready for bed to help them figure out what the “sailor’s coat” might be.

ELL Strategies

- ELL students may have particular difficulty with poetry. Help them read the poems and use a dictionary to understand the descriptions. Encourage them to write the word meanings on their card.
- Have student pairs take turns identifying describing words (adjectives) in the poems and using them in their own sentences.

ANSWER KEY

1. Possible responses: Phrase: My bed is a little boat
Meaning: The speaker’s bed is like a boat. When he gets on board to sleep, he can sail away to dream. He wakes up and his bed is still in his room.
Related Words: bedroom, dark, sleep, pajamas, dreaming, good night
2. C
3. D
4. Possible response: The speaker says his shadow sometimes “shoots up” tall and other times “goes so little that there’s none of him at all.” He also says that the shadow stays “close behind” him.
5. Possible response: If the speaker’s bed is like a boat, then the speaker is like a sailor when he goes to bed to sleep. His “sailor’s coat” is what he wears to sleep, so “sailor’s coat” means his pajamas.

“My Shadow” and “My Bed is a Boat” by Robert Louis Stevenson

Standard: Interpret Word Choice **Skill:** Define Vocabulary

Name: _____

1. Complete the *Related Words Cluster Diagram* on page 179. Explain the meaning of the phrase “my bed is like a little boat” and name words related to the phrase’s meaning.



Answer questions 2–5.

2. Which line from “My Shadow” tells about a time of day when the speaker does not see his shadow?
 - A. “He is very, very like me from the heels up to the head”
 - B. “For he sometimes shoots up taller like a rubber ball”
 - C. “And he sometimes goes so little that there’s none of him at all.”
 - D. “He stays so close behind me, he’s a coward you can see”

3. Which word is a synonym for *steer* as it is used in line 13 of “My Bed is a Boat”?
 - A. ox
 - B. toy
 - C. sleep
 - D. navigate

4. In “My Shadow,” how does the speaker’s shadow change?
Use details from the poem to support your answer.

5. In “My Bed is a Boat,” if the speaker’s bed is like a boat, what do you think his “sailor’s coat” really is? Explain.

“Thrill Seekers”

Pair this passage with “The Science of Roller Coasters” (pp. 108–109)

▶ **Standard:** Assess Point of View & Purpose ▶ **Skill:** Analyze Points of View

CCSS RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Nonfiction/Science

Word Count: 515

GRL V

LEX 990L



1 BEFORE READING

Build Background (2–5 minutes)

Introduce vocabulary from the passage to students, including *inherent*, *plummets*, and *instinct*. Invite volunteers to use each word in their own sentences.

Distribute the card “Thrill Seekers” and preview the passage with students. Read aloud the title. Then point out the photos and captions. Have students use these text features to ask a question they have before reading.

2 DURING READING

Assess Point of View & Purpose (5–10 minutes)

Have students read the passage in small groups, pairs, or independently. Read aloud the passage with students who need additional support. Model for students how to write on the passage card to take notes as they read.

Discuss the standard, assess point of view and purpose. Explain that students should think about the author’s point of view, or opinion, about the topic and the author’s purpose, or reason for writing. To identify the point of view and purpose of a text, they can:

- Identify the key details and most important information that the author includes.
- Ask themselves: *What words does the author use to tell about the topic? What is the author’s opinion about the topic?*
- Consider why the author wrote the text. An author’s purpose for writing may include to inform, to entertain, or to persuade readers of an opinion.

3 AFTER READING

Analyze Points of View (10–15 minutes)

Use the following support during the first or subsequent readings of the passage to help students practice the target skill, analyze points of view. Discuss that students will read two passages with different points of view. Students will focus on how the point of view in each passage impacts the information in it. They will also consider how the points of view of the passages are alike and different.

Paragraphs 1–4

Discuss the author’s point of view. Say: *In paragraph 1, the author addresses readers with the word you. This informal tone helps the author grab my interest. In paragraphs 2 and 3, the author gives facts about why roller coasters excite some people. So, the author is informing readers about this topic.* Have students write notes on their card about the point of view.

Paragraph 5

Ask students to underline facts about adrenaline. Then direct attention to the photo and caption.

ASK: *How does the caption help the author explain about the topic?* (Possible response: The caption helps explain the difference between people’s screams during a roller coaster ride.)

Paragraphs 6–9

Support students as they continue to underline facts and write notes that relate to the author’s point of view. Ask them to circle evidence that helps them understand the way genes affect people’s reactions to roller coasters.

Practice and Quick Check

(10–15 minutes)

YOU WILL NEED:



Copies of the “Thrill Seekers” blackline master (BLM Book pages 171–172)



Copies of the *Compare and Contrast Chart* graphic organizer (BLM Book page 196)

Be sure students have read “The Science of Roller Coasters” before working on the blackline masters for each passage.

OPTIONAL:

Have students correct their own work using the Student Answer Key (BLM Book pages 173–174).



Graphic Organizer

1. Direct attention to the *Compare and Contrast Chart*. Review that to compare means is tell how things are the same and to contrast means to tell how things are different.

Then read aloud the directions to item 1 on the blackline master. Point out that students will write about how the points of view are alike and different. Have students complete the graphic organizer independently or in pairs. If students need additional support, guide them to use their notes on their card to help them compare and contrast the points of view.

ELL Strategies

- Point out the phrase “screaming your head off” in paragraph 1. Help students understand that this phrase means a person is yelling loudly. Have students use this phrase in their own sentences.
- Have student pairs take turns identifying the author’s point of view using the sentence frame: *The author’s point of view is _____.*



Multiple-Choice and Short-Answer Questions

Ask students to answer items 2–6 on the blackline master. Provide the following support for each question as needed.

2–3. Review the points of view of each passage. Guide students to use what they know about the points of view to select the correct answer to each question.

4. Guide students to circle evidence in each passage about the first big hill. Remind them to use this evidence in their response.

5. Review the headings in “The Science of Roller Coasters.” Support students in using the headings to help them find information related to the laws of physics.

6. Discuss the meaning of *principles*. Ask partners to talk about the question before students write a response.

ANSWER KEY

1. Possible responses: Alike: Both give facts about roller coasters and the experience of riding them.
Different: “Thrill Seekers” explains why some people enjoy riding a roller coaster and others do not. In “The Science of Roller Coasters,” the author explains the physics of how roller coasters work.
2. C
3. D
4. Possible response: “Thrill Seekers” says that the first hill adds to riders’ excitement because the anticipation of the big drop makes riders’ hearts beat faster. This relates to why people enjoy roller coasters. “The Science of Roller Coasters” says the first hill is called “the lift hill.” A chain pulls the ride car up the hill and gravity pulls it down. These ideas relate to the physics of how a roller coaster works.
5. Possible response: The author means that extreme rides test, or push the limits of, the laws of physics. Extreme rides use special mechanisms to launch ride cars and make them go very fast. Looping coasters test the laws of physics because they are designed so that forces keep riders in their seats even when the coaster is upside down.
6. Possible response: Both authors use science to support ideas related to the experience of riding a roller coaster. The author of “Thrill Seekers” explains how adrenaline and genes can affect how riders feel. The author of “The Science of Roller Coasters” uses physics to explain how coasters work, including how forces affect the ride cars’ movement.

“Thrill Seekers”

Pair with “The Science of Roller Coasters”

Standard: Assess Point of View & Purpose **Skill:** Analyze Points of View

Name _____

1. Complete the *Compare and Contrast Chart* on page 112. Explain how the points of view of “Thrill Seekers” and “The Science of Roller Coasters” are alike and different.

Answer questions 2–6.

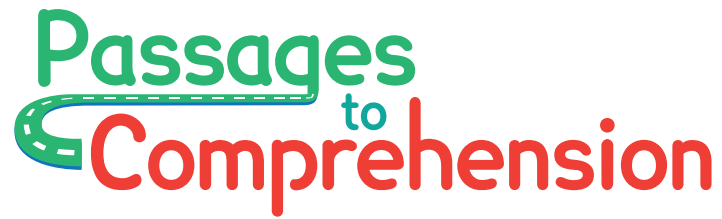
2. Which question about roller coasters does the author of “Thrill Seekers” seek to answer?
 - A. How does gravity affect a roller coaster’s movement?
 - B. Why do some people feel sick after riding a roller coaster?
 - C. What factors lead some people to really love riding roller coasters?
 - D. How have roller coasters changed since the first coaster opened in 1884?

3. Which statement from “The Science of Roller Coasters” BEST supports the information given in “Thrill Seekers”?
 - A. “Yes, the two coasters were vastly different, in regards to design, structure, and intensity.”
 - B. “With roller coasters, gravity is part of the reason why the rides are able to move at fast speeds without any engine present.”
 - C. “Kinetic energy keeps the ride cars ‘coasting’ along the track.”
 - D. “All of these forces acting on riders are partly what make roller coasters so fun.”

4. Describe the information “Thrill Seekers” and “The Science of Roller Coasters” include about the first big hill of a roller coaster. How does the point of view of each passage affect the information provided? Use evidence from each passage to support your answer.

5. The author of “Thrill Seekers” says that people who enjoy roller coasters want to ride the latest extreme rides that “test the laws of physics.” What does the author mean by this? Use information from “The Science of Roller Coasters” to help you explain your answer.

6. Compare and contrast how the authors of “Thrill Seekers” and “The Science of Roller Coasters” each use scientific principles to explain ideas related to roller coasters.



Sample Graphic Organizers

Main Topic Chart

Standard: Determine Key Concepts **Skill:** Identify Topics

Name _____

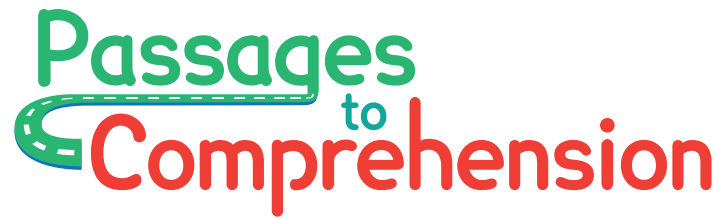
Main Topic	Focus of Paragraph
	Focus of Paragraph
	Focus of Paragraph

Questions Chart

Standard: Read Closely **Skill:** Identify & Use Text Evidence

Name _____

Title
Who?
What?
Where?
When?
Why?
How?



Sample Test Blackline Master

“Elephant Families”

Nonfiction Posttest: GRL O

Name _____

1. Complete the *Main Idea and Details Web* on page 168. Tell about the main idea and details of “Elephant Families.”

Answer questions 2–10.

2. What is this passage mostly about?
 - A. where elephants live
 - B. why elephants never forget things
 - C. how elephants behave within their family groups
 - D. what elephants do to communicate with one another

3. Which question can you answer using information from the passage?
 - A. How much does an elephant weigh?
 - B. About how many elephants live in a herd?
 - C. In what ways do elephants take care of one another?
 - D. What type of noise do elephants make when they greet one another?

4. Which statement from the passage gives the author's opinion?
 - A. “Female elephants, or cows, travel in groups.”
 - B. “A calf might wrap its trunk around an adult's tail.”
 - C. “Elephants don't have many predators.”
 - D. “A thundering herd approaching is a terrifying sight.”

5. What is the meaning of the word *confirm* as it is used in paragraph 8?
- A. “to recognize sadness”
 - B. “to prove something is true”
 - C. “to approve a legal document”
 - D. “to admit someone into a club or group”
6. The author wants to add more details to the passage. Which detail would BEST support the main idea of the passage?
- A. An elephant may use its trunk to spray water on itself.
 - B. When a calf is in trouble, herd members will surround it to protect it.
 - C. Elephants spend part of the time they are sleeping in a standing position.
 - D. Some people in Africa take in young elephants that have lost their mothers.
7. With which point of view would the author of this passage MOST LIKELY agree?
- A. Elephants are fascinating animals.
 - B. It is safer for elephants to live alone than to live in groups.
 - C. Female elephants are more intelligent than male elephants.
 - D. Elephants should not turn on a hungry lion that is just looking for a meal.

8. This question has two parts. Answer Part A and then answer Part B.

Part A

What do scientists think about the noises elephants make?

- A. Elephants use specific noises to communicate with their herd members.
- B. Elephants only use a rumbling noise to alert one another of danger.
- C. The louder the noise, the more upset the elephant is.
- D. Elephants cannot tell each other's sounds apart.

Part B

Which information from the passage BEST supports the answer to Part A?

- A. "Many scientists think that elephants exhibit human-like behaviors."
- B. "Elephants seem to bond with one another. They become close like human friends do."
- C. "Generally, when elephants show the behaviors described, they communicate while doing so."
- D. "For example, a calf will use a certain rumble to seek comfort. The same elephant may then use a different type of rumble to alert the herd to danger."

9. What does “elephants exhibit human-like behaviors” mean?
Name three examples to support the meaning.

10. How do allomothers help young elephants survive? Use details
from the passage to support your answer.

Passages to Comprehension

A Standards-Based Assessment and Practice Kit

