

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Red – 1	Recount	Nugget and Clucky	✓	✓							✓			✓	✓
Red – 2	Fantasy	Merrick, the Mud Monster	✓	✓								✓			✓
Red – 3	Description	Sssss	✓	✓			✓			✓					✓
Red – 4	Fairy tale	Eeek! Dragon!		✓		✓		✓		✓					✓
Red – 5	Folktale	Why the Zebra Has Stripes	✓	✓	✓	✓					✓				✓
Red – 6	Fantasy	Birthday Wish	✓	✓		✓						✓		✓	✓
Red – 7	Report	Batty Bats	✓	✓	✓									✓	✓
Red – 8	Mystery	The Mystery of the Missing Objects	✓	✓	✓		✓				✓				✓
Red – 9	Recount	Go Blue!	✓	✓				✓		✓				✓	✓
Red – 10	Horror	The Monster Under My Bed	✓		✓	✓						✓		✓	✓

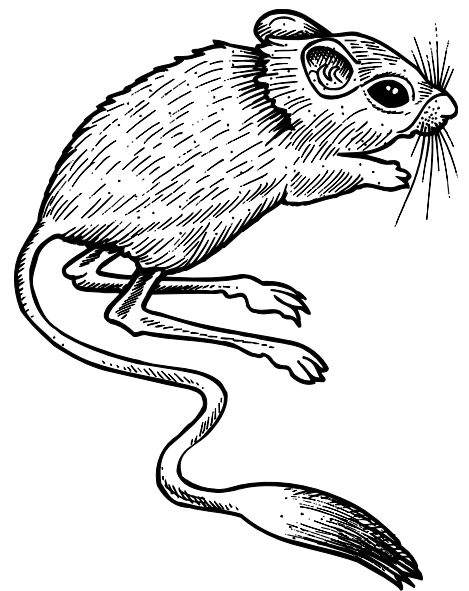
Name _____

When we read, we often decide what we think might be true based on information in the text. This is called *making inferences*.

Activity: Read the passage below and complete pages 110–112.

Jumping Jerboa

1. Jerboas are small rodents with long tails.
2. Jerboas look a bit like mice or tiny kangaroos. They have a long, tufted tail and short front legs. Jerboas use their tail for balance and to help them sit. They usually have large eyes and ears so they can see and hear other animals coming. Some jerboas have five toes on their back legs and some have three. Jerboas usually have long, soft, brown fur.
3. Jerboas move by using their long back legs to jump great distances—sometimes as far as 10 feet in one jump! They do this to escape animals that try to catch and eat them. It also helps them to travel long distances quickly.
4. Jerboas live in deserts and dry areas of Africa and Asia. They are nocturnal animals and find shelter in dens or burrows during the day. Jerboas build both temporary and permanent burrows. Permanent burrows are sealed and camouflaged with many entrances. They have a nesting room and food storage rooms.
5. Jerboas like to eat plants, seeds, or insects they can find in the desert. They do not need to drink water as they get all the moisture they need from the food they eat.
6. Female jerboas usually give birth twice a year. Each litter can have anywhere from two to six baby jerboas.
7. Jerboas are very interesting animals.



Name _____

Follow the steps below to learn how to determine what is most likely to be true.

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by details from the text.
- Consider all answers before deciding.

Step 1: Read the question.

Why do jerboas need to have large ears and eyes?

- (a) to see the sun come up
- (b) to hear the wind
- (c) to hear and see other jerboas so they can communicate
- (d) to hear and see other animals who may want to eat them

Step 2: The question asks about ears and eyes. Find and read any information that talks about jerboas needing to see and hear. Then think!

Step 3: Choose the best answer by thinking about each choice carefully.

- (a) This answer only talks about seeing something. It would be nice to see the sun come up in the desert, but it doesn't tell why jerboas need large ears and eyes. This is not the best answer.
- (b) This answer only talks about hearing the wind. It does not talk about eyes seeing at all. This is probably not the best answer.
- (c) This answer does talk about both seeing and hearing. It may be good to communicate with other jerboas. This may be a good answer, but remember to read all of them as there may be a better answer.
- (d) This answer talks about seeing and hearing. It also talks about a way to help jerboas survive in the desert. This is probably the best answer.

Name _____

Use the strategies you learned to practice making inferences. Use the clues in the “Think!” boxes to help you.

1. What would be the best reason for why jerboas need to be able to travel long distances quickly across the desert?
 - (a) to hunt for food
 - (b) to practice jumping
 - (c) to see everything in the desert
 - (d) because they live a long way away from their family

Think!

Read paragraph 3 to find how animals survive in deserts.

2. What do jerboas most likely use their short front legs for?
 - (a) jumping
 - (b) hiding
 - (c) grabbing and holding things
 - (d) brushing their fur

Think!

Read about their back legs in paragraph 3 and what they eat in paragraph 5. Then decide!

3. How are jerboas able to jump so far with each leap?
 - (a) They have springs on their feet.
 - (b) Their long tail gives them a boost.
 - (c) They have very long back legs.
 - (d) They like jumping.

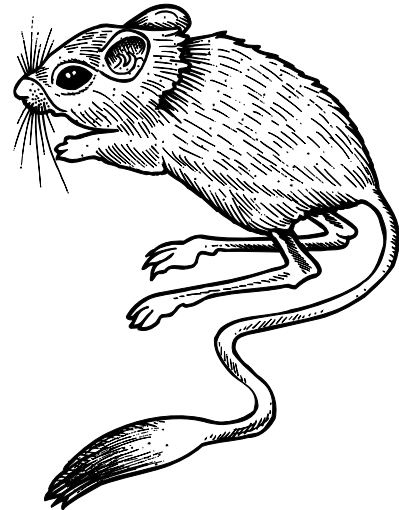
Think!

Read paragraph 3.

Name _____

Use the strategies you have been practicing to help you make inferences.

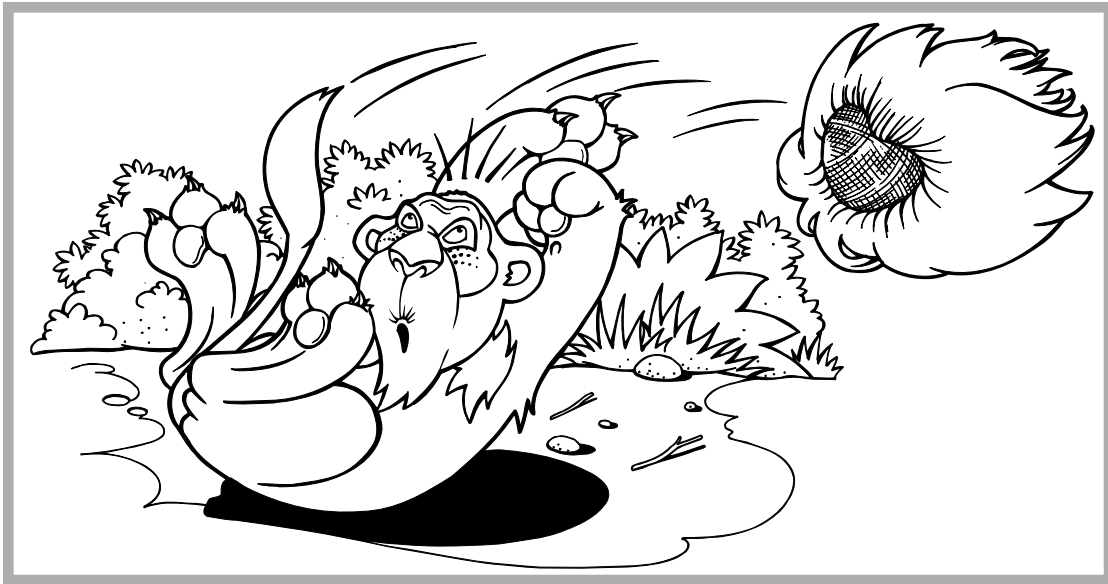
1. Why do jerboas eat plants, seeds, and insects?
 - (a) They are the only foods available during the day.
 - (b) They are lazy animals that do not want to hunt.
 - (c) They only eat crunchy foods.
 - (d) Plants, seeds, and insects can be found in the desert.
2. How often do female jerboas need to use the nesting room?
 - (a) every day
 - (b) twice a year
 - (c) once a year
 - (d) never
3. Why don't jerboas need to live near water?
 - (a) They don't like swimming.
 - (b) They don't like water.
 - (c) They don't like wet places.
 - (d) They don't need to drink water.
4. Jerboas consume food in the food storage rooms:
 - (a) when there isn't enough food around.
 - (b) whenever they eat.
 - (c) when it's too windy.
 - (d) when they feel tired.



Name _____

Activity: Read the story below and complete page 114.

THE LION WHO LOST HIS WIG



1. Once upon a time, an old lion lost his mane. The proud lion wore a wig to cover his bare head.
2. One windy day, the lion was walking through the jungle when he saw a pretty, young tiger coming towards him.
3. He wanted to make her think that he was a nice, friendly lion, so he smiled politely and bowed down low.
4. Just at that moment, a big gust of wind blew past and swept his wig from his head and into a nearby tree.
5. He stood there looking and feeling very silly. His bald head shined in the sunlight like a golf ball.
6. Although he knew he looked silly, the old lion looked at the tiger and smiled shyly.
7. "It isn't a surprise that someone else's hair wouldn't stay on my head. I couldn't even keep my own hair!" he laughed.
8. The moral of this story is that a strong person should be able to laugh at himself or herself.

Name _____

Use the strategies you learned and practiced in *Jumping Jerboa* to help you practice inferring.

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by details from the text.
- Consider all answers before deciding.

1. What would be the best reason why the old lion wore a wig?

- (a) He thought he looked silly with a bald head.
- (b) He wanted to have really long hair.
- (c) He wanted to look young.
- (d) He wanted a place for fleas to live.

Think!

Read how he felt when he first lost his wig in paragraph 5.

2. What did the old lion probably use to keep the wig on his head?

- (a) honey
- (b) glue
- (c) nothing because it blew away
- (d) pins

3. The old lion finally laughed at himself when he lost his wig. He joked with the tiger.

Write one or two sentences to describe what this tells about the old lion.

Name _____

Activity: Read the story below, and use pages 116–118 to show how well you can draw conclusions, summarize, and make inferences.

How Red Bird Got His Color

1. Raccoon liked to tease Wolf. Wolf would get angry and chase him through the woods.
2. One day, Wolf chased Raccoon to a river. Instead of swimming across, Raccoon hid by a nearby tree.
3. Wolf came to the river and saw Raccoon's reflection in the water. He jumped in to find him. He looked and looked until he became so tired that he nearly drowned. Finally, he climbed out and fell asleep on the riverbank. While Wolf slept, Raccoon crept down and covered Wolf's eyes with thick mud. Then, he scurried away, laughing to himself. When Wolf finally woke up, he thought he was blind.
4. He cried out, "Help! Someone, please help me! I can't see! I can't open my eyes!"
5. Soon, his cries were heard by a little bird. "I'm just a plain, little bird," he said, "but I will help if I can!"
6. "If you help," said Wolf, "I will take you to a magic rock that oozes red paint and make your feathers red."
7. Bird pecked at the dried mud until Wolf could open his eyes again.
8. "Thank you," said Wolf. "Now I will keep my promise and make your feathers red."
9. Together they went through the woods to the magic rock. Wolf pulled a branch from a tree with his jaws and chewed the end until it was soft like a paintbrush. He dipped it into the red paint and painted Bird's feathers red.
10. The happy bird flew away to show his family how beautiful his once dull feathers now looked.



Name _____

Remember:

- Decide what it is you are making conclusions about.
- Look in the text to find the facts and details. Underline them.
- Make decisions about what they mean.
- Check all the answers before deciding.

1. Which words best tell what Raccoon was like?

- (a) mean and cunning
- (b) nice and happy
- (c) caring and friendly
- (d) sad and lonely

2. Which words best tell what Wolf was like?

- (a) young and healthy
- (b) calm
- (c) clever
- (d) easily fooled

3. Which word best tells what Bird was like?

- (a) scared
- (b) cowardly
- (c) helpful
- (d) nasty

4. How do you know that Wolf was annoyed with Raccoon?



Name _____

Remember:

- Make sure you understand the question. Underline the keywords.
- Look for information in the text. Decide what is important and how it is connected.
- Leave out any information you don't need.
- Check all the answers before deciding.

1. Choose the answer that best summarizes the information given in paragraph 9.

- (a) Wolf became blind.
- (b) Raccoon liked to tease Wolf.
- (c) Wolf changed the color of Bird's feathers.
- (d) Bird loved his new feathers.

2. Paragraph 3 gives information to tell:

- (a) how Bird helped Wolf.
- (b) how Wolf helped Bird.
- (c) how Raccoon hid in the tree.
- (d) how Wolf became blind.



3. Fill in the missing words to summarize the steps Wolf took to change the color of Bird's feathers.

First, Wolf got a _____. Then, he _____
_____. Finally, he used it to _____
_____.

Name _____

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by details from the text.
- Check all the answers before deciding.

1. Most likely, what color did Bird used to be?
(a) brightly colored (b) brown
(c) striped (d) spotty
2. Why did Raccoon most likely run away, laughing to himself?
(a) He had to get home in time for dinner.
(b) He was pleased with the trick he had played on Wolf.
(c) He was a happy animal.
(d) He thought Bird looked silly with dull feathers.
3. What part of his body would Wolf probably have used to hold the "paintbrush"?
(a) his eyes (b) his nose (c) his ears (d) his mouth
4. Write a sentence to tell why Wolf thought that Bird would like to have red feathers.

THE LOCH NESS MONSTER



- 1 Loch Ness is a big lake in Scotland. It is very deep. It has more fresh water than all of the lakes in England and Wales put together. Many people think there is a monster in Loch Ness. This monster is called the Loch Ness Monster, or “Nessie” for short.
- 2 In 1934, a doctor took a picture he said was of a monster he had seen in Loch Ness. Since then, many more people have said they have seen a monster in the lake. Some of them have photos they say are of this monster.
- 3 Many people think that these pictures are not real. They think that Nessie is a hoax. Others think that people are really seeing bubbles or waves in the water, not a monster. Some have tried to search for Nessie with boats, radar, and cameras. None of these searches have found a monster.
- 4 No one knows for sure if there is a Loch Ness monster. What do you think?

Questions

1. The word **hoax** in Paragraph 3 means:

- (a) a photo that was taken long ago.
- (b) a trick to make people think something is real.
- (c) a sea monster.

2. Loch Ness is a lake that is very:

- (a) shallow.
- (b) dark.
- (c) deep.

3. Paragraph 1 is mainly about:

- (a) the Loch Ness Monster.
- (b) pictures of the monster.
- (c) Loch Ness.

4. If there was a monster in the lake, what might it eat?

- (a) fish
- (b) hamburgers
- (c) seaweed

5. The author wrote this to:

- (a) make people believe in Nessie.
- (b) give information about a possible monster in Loch Ness.
- (c) tell readers that the Loch Ness monster is a hoax.

6. In Paragraph 3, **they** refers to:

- (a) pictures.
- (b) many people.
- (c) monsters.



SOMETHING EXTRA

- ★ Draw what you think Nessie might look like.
- ★ Write what you would do if you saw the Loch Ness Monster.

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Black – 1	Fairy tale	The Princess and the Pea	✓	✓	✓		✓				✓	✓		✓	✓
Black – 2	Recount	Fire! Fire!	✓	✓				✓	✓		✓				✓
Black – 3	Folktale	Why Is the Sky So High?	✓	✓		✓					✓	✓		✓	
Black – 4	Explanation	Hiccup! Hiccup! Hiccup!	✓	✓	✓					✓			✓		✓
Black – 5	Exposition	Down With Electronic Games!	✓		✓				✓	✓	✓				✓
Black – 6	Report	Fishy Senses	✓	✓	✓						✓				✓
Black – 7	Description	Living With the Dinosaurs	✓	✓	✓								✓		✓
Black – 8	Procedure	Wriggling Raisins Trick	✓	✓	✓	✓					✓				✓
Black – 9	Report	Sun Bears	✓	✓					✓		✓				✓
Black – 10	Description	IT'S NOT FOR SALE!	✓	✓	✓		✓								✓

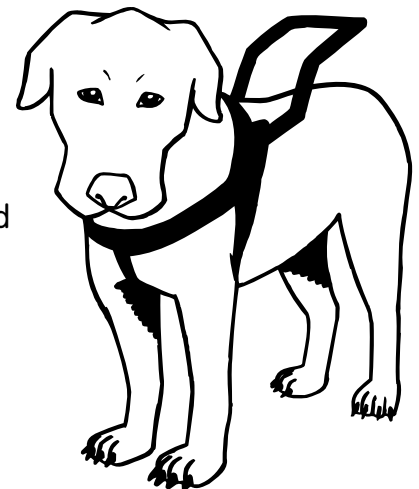
Name _____

When you draw conclusions, you are making a decision or judgment after considering all the information. We draw conclusions about what we read by finding facts and details in the text, taking it all into consideration, and then making judgments about it.

Activity: Read the passage below and complete pages 98–100.

Guide Dogs

1. Do you know how a dog is chosen and trained to be a guide dog?
2. A guide dog is trained to help blind or visually impaired people get around at home and in public. It is allowed to go with its owner into shops, restaurants, hotels, buses, trains, planes—in fact, anywhere its owner wants to go.
3. Labrador retrievers are most commonly used as guide dogs. Other breeds include golden retrievers and German shepherds. Many of these breeds have the qualities needed to be a guide dog. These include intelligence, obedience, friendliness, willingness to learn, ability to concentrate for a long time, calmness, and a good memory.
4. When a puppy that is thought to be suitable to be trained as a guide dog is ready to leave its mother, it is given to a volunteer puppy raiser. This person, or family, will have been carefully chosen by a guide dog school. The puppy raiser will keep the dog and teach it the basics of being a guide dog before it is ready to be properly trained.
5. Puppy raisers teach the dog how to sit, lie down, stay, and walk correctly on a leash. They train the puppy using lots of praise and never give food rewards. This is so it can work around food and not be distracted from its job. They make sure the puppy is given all kinds of experiences. These include feeling comfortable in noisy, crowded places; hearing sudden, loud noises; being in bad weather outdoors; being near traffic; going around objects; and not being distracted by other animals.
6. At about 18 months, a suitable dog leaves the puppy raiser and learns more difficult skills from a special trainer for three or four months. It learns to walk just ahead and to the left of the trainer and how to stop at curbs, cross the road, handle itself safely around traffic, stop at stairs, go around objects, spot possible dangers, and most of all, not to be distracted. It is important that people in the street do not come up and pet a guide dog in its working harness.
7. Finally, it is ready to learn to work with its new visually impaired master. This takes about a month. A guide dog seems to have a hard job, but it loves its work and only wants love and affection as a reward.



Name _____

Follow the steps below to learn how to draw conclusions.

- Conclusions are decisions you make after careful consideration of facts and details in the text.
- Find out what you are making conclusions about.
- Look in the text to find the facts and details. Underline them.
- Make decisions about what they mean.
- Check all answers before choosing one.

1. Why are some dogs trained to be guide dogs?
 - (a) Guide dogs make good pets.
 - (b) Guide dogs can go on trains.
 - (c) Guide dogs love their work.
 - (d) Guide dogs help blind or visually impaired people.
2. Choose the best answer. Think about each choice carefully.
 - (a) Guide dogs might make good pets, but it doesn't explain why they are trained. This is not the right answer.
 - (b) The text says guide dogs are allowed on trains, but it doesn't explain why they are trained. This is not the right answer.
 - (c) The text says guide dogs love their work, but it doesn't explain why they are trained. This is not the right answer.
 - (d) The text says a guide dog is trained for this reason. This is the right answer.

1. Why does a puppy raiser need to be carefully chosen?
 - (a) Puppy raisers are paid a lot of money.
 - (b) Puppy raisers need to be people who like dogs.
 - (c) Puppy raisers need to be the kind of people who will teach a young dog important things.
 - (d) Puppy raisers give the puppy different experiences.
2. Choose the best answer. Think about each choice carefully.
 - (a) The text says puppy raisers are volunteers, which means they do their job for free. This is not the right answer.
 - (b) Puppy raisers would have to like dogs, but this does not explain why they are carefully chosen. This is not the right answer.
 - (c) The text says that puppy raisers keep the dog and teach it the basics of being a good guide dog. It is very important that they do this. This seems to be the best answer so far. Remember, you must check all the answers.
 - (d) The text says that puppy raisers give the puppy all kinds of experiences, but it doesn't explain why they are carefully chosen. This is not the right answer.

Name _____

Use the strategies you learned to practice drawing conclusions. Use the clues in the “Think!” boxes to help you.

1. You can conclude that guide dogs would be allowed in taxis because:
 - (a) the text says they are allowed on trains.
 - (b) they like riding in taxis.
 - (c) the text says a guide dog can go anywhere its owner wants to go.
 - (d) they are properly trained and would behave in a taxi.

2. Which word would **not** describe a guide dog?
 - (a) nervous
 - (b) intelligent
 - (c) obedient
 - (d) patient

3. Which tells you that you would most likely see a Labrador retriever as someone’s guide dog?
 - (a) People like Labrador retrievers.
 - (b) They are friendly and intelligent.
 - (c) Labrador retrievers like stopping at curbs.
 - (d) They are the most commonly used guide dog.

4. You can conclude that a guide dog would not be frightened if it heard thunder because . . .

Think!

You will need to read paragraph 2 to find the answer.

Think!

You will need to read paragraph 3 and think about what each word means in the last sentence to find the answer.

Think!

Read paragraph 3 to find the answer.

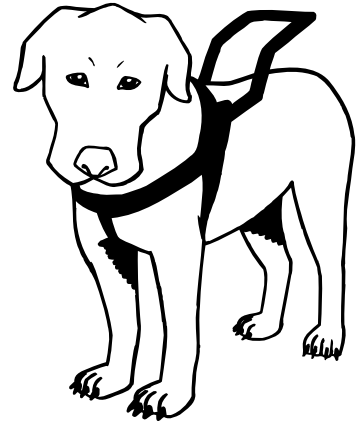
Think!

You will need to read paragraph 5 and think about all the things a guide dog must get used to.

Name _____

Use the strategies you have been practicing to help you draw conclusions.

1. If a dog is chosen to go to a special trainer to learn more and become a guide dog, you could conclude that:
 - (a) it was a friendly dog.
 - (b) it wasn't easily distracted by noise, crowds, or other animals.
 - (c) the puppy raiser loved it.
 - (d) the puppy raiser had trouble training it.
2. What can you conclude to be the reason a guide dog is not given food as a training reward?
 - (a) Guide dogs prefer to find their own food.
 - (b) Guide dogs only like praise as a reward.
 - (c) Food is too expensive to give as a reward.
 - (d) If food is given as a reward, the guide dog might forget about the job.
3. About how long does a guide dog take to be fully trained?
 - (a) two years
 - (b) one year
 - (c) eighteen months
 - (d) four months
4. Explain how you chose your answer to question 3.



Name _____

Activity: Read the letter below and complete page 102.

Ban Cats!

Dear Mr. Mayor,

1. Many people are concerned about cats roaming around outside, especially at night. I think that cats should be banned from being outside and kept inside at night.
2. It's bad enough that cats are free to roam around freely during the day. They simply jump up and over the fence and begin to poke their noses into someone else's backyard without even being invited. People don't do that, and dogs have to be kept in their own backyard. Why should cats be able to do this?
3. The problem is worse at night. During the day, you can usually see what a cat is up to and shoo it away. At night, it is dark and you are in bed, hopefully asleep. A cat can come into your yard and dig to do its "business" in your garden. Then, you get up in the morning and have to clean it up.
4. Cats save their fighting with other cats until night—or they seem to. You can be sound asleep having a pleasant dream, when it is interrupted by a terrible wailing noise followed by high-pitched screeches. It's the neighborhood cats that are allowed out at night having a meeting to see who can wake up the most neighbors! They choose other people's roofs and walls to do this on—not their own! And it goes on ALL night.
5. When it begins to get light, cats that are out at night are able to do something that really upsets me—stalk innocent birds! You wake up to hear birds making their morning singsong in the trees, and cats are creeping up on them to catch them. Although some owners put bells on their cats, they don't always warn a bird the cat is nearby.
6. It really is time that cat owners are forced to keep their cats inside at night. Don't you agree?



Sincerely,
Mark

Name _____

Use the strategies you learned and practiced in *Guide Dogs* to help you practice drawing conclusions.

Remember:

- Conclusions are decisions you make about the meaning of facts and details in the text.
- Find what you are drawing conclusions about.
- Look in the text to find the facts and details. Underline them.
- Make decisions about what they mean.
- Check all answers before deciding.

1. What do you think the writer wants to happen?
 - (a) cats to be banned
 - (b) cats to be kept inside at night
 - (c) people to be banned from owning cats
 - (d) people to be made to put bells on their cats

Think!

Read paragraph 6.

2. Explain the main reason the writer sometimes gets woken up at night.

3. What cat behavior bothers the writer the most?

- | | |
|-----------------------------|---|
| (a) Cats fighting at night. | (b) Cats going to the bathroom in the garden. |
| (c) Cats preying on birds. | (d) Cats not wearing bells. |

4. Do you think the writer:

- (a) hates cats, or
- (b) just wants them banned from being outside at night?

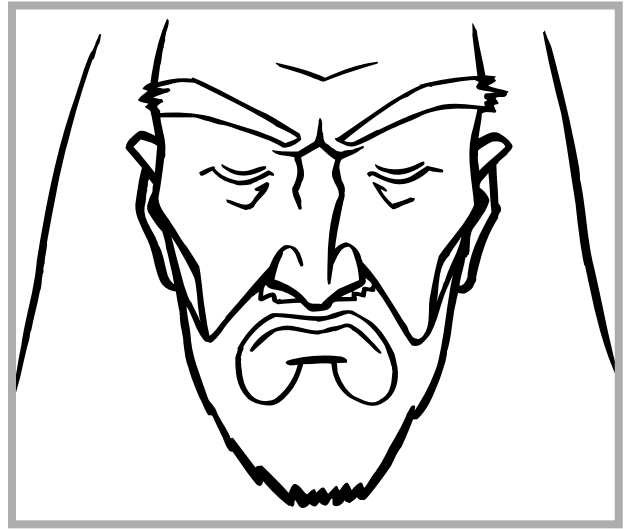
Explain why you chose your answer.

Name _____

Activity: Read the story below, and use pages 116–118 to show how well you can draw conclusions, summarize, and make inferences.

The Lost City of Atlantis

1. Long ago, there was an island called Atlantis. It was in the middle of the Atlantic Ocean.
2. Atlantis was ruled by King Atlas, the oldest son of Poseidon, god of the sea. It was a beautiful island, with mountains, lakes, forests, animals, waterfalls, rivers, and green fields. The capital city was built on top of a hill surrounded by rings of water. The rings were joined by tunnels so ships could sail through from the ocean. Many people worked on the harbor docks, loading and unloading cargo. In the very center of the hill, a huge temple was built to the god of the sea. Inside, it had a gold statue of Poseidon driving six winged horses. The temple was made from the most precious metals.
3. In the green fields not far from the city lived the farmers, who grew delicious fruits, vegetables, and some herbs and nuts for the people of Atlantis. In the mountains looking over these fields and the ocean, people lived in magnificent palaces. Atlantis also had a great army of thousands of men. The city was built behind a huge stone wall.
4. For a long time, the people of Atlantis led simple lives and were good, kind people. But gradually, they became greedier and greedier and wanted power over everything. Zeus, the god of sky and thunder, saw this and became angry. He gathered all the gods, and together they created great explosions that violently shook the island. Atlantis collapsed into the ocean and was never seen again.
5. The legend of Atlantis is one of the oldest in the world. Most people think that Atlantis never existed. Those who do believe it existed wonder what really caused its destruction. Some people still search under the sea to see if they can find the lost city.



Name _____

Remember:

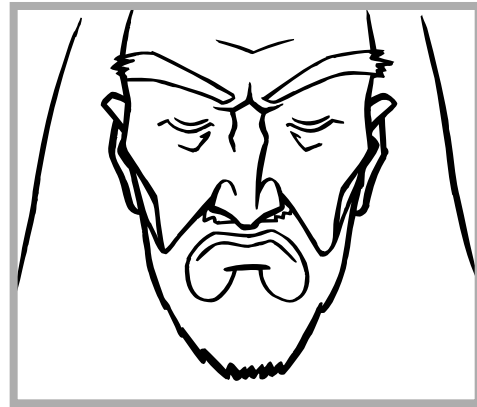
- What is it you are drawing conclusions about?
- Look in the text to find the facts and details. Underline them.
- Make decisions about what they mean.
- Check all answers before deciding.

1. You can conclude that Atlantis got its name because:

- (a) the ruler, King Atlas, liked the name.
- (b) it was named after the ocean.
- (c) Poseidon chose the name.
- (d) Zeus chose the name.

2. Why did Zeus conclude that Atlantis should be destroyed?

- (a) There wasn't enough food there.
- (b) The people were unhappy.
- (c) He was angry with the people.
- (d) He was a grumpy god.



3. Would you conclude that Atlantis was a safe place to live?

Yes ☐ No ☐

Explain why you chose this answer.

4. What can you tell about the diet of the people of Atlantis?

Name _____

Remember:

- Make sure you understand the question. Underline the keywords.
- Look for information in the text. Decide what is important and how it is connected.
- Leave out any information you don't need.
- Check all the answers before making a decision.

1. Which sentence best summarizes what people did in Atlantis?
 - (a) They lived in a beautiful place with mountains, lakes, rivers, and green fields.
 - (b) They built a huge temple in the center of the hill.
 - (c) They enjoyed a simple life on a very beautiful island.
 - (d) They had a great time.
2. Which sentence best summarizes how Atlantis was protected?
 - (a) Atlantis had a huge army to protect it.
 - (b) The people of Atlantis protected their property because they were rich.
 - (c) The gods Zeus and Poseidon protected Atlantis.
 - (d) Atlantis had a huge wall surrounding it and a great army to protect it.
3. Write a sentence to describe Poseidon's temple. Include the most important information.

4. Write a short summary about why Atlantis was destroyed.

Name _____

Remember:

- The answers are not usually in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by details from the text.
- Consider all possible answers before making a decision.

1. Zeus and the other gods created great explosions that violently shook the island and made it collapse and sink into the ocean. What could those explosions most likely have been?
 - (a) a very loud thunderstorm
 - (b) waves crashing
 - (c) a tornado
 - (d) a volcano erupting

2. Why do you think Poseidon's temple was built of the most precious metals that could be found?

3. Do you think the people of Atlantis were good builders? Explain why you think this.

Yes ☐ No ☐

4. What kind of people do you think lived in the mountains? Give a reason for your answer.

Rich ☐ Poor ☐



Elephant and Monkey

- 1 One day, an elephant was lumbering slowly through the jungle when she heard a faint cry. She looked around and saw a very small monkey up to the top of his legs in some mud. The poor animal was terrified.
- 2 The elephant watched the monkey struggling to get out and realized that with every move he made, he was sinking deeper into the mud. It was now up to his middle.
- 3 By the time the elephant got to the edge of the pool, the mud had reached the monkey's armpits. She reached over with her trunk and grabbed him. It took all of her strength to pull him out of the sticky mud.
- 4 Very gently the elephant carried the muddy monkey to the river so he could scrub himself clean. He thanked her and told her that one day he hoped he could do something to help her. She just looked down at the tiny monkey and laughed and laughed.
- 5 A few weeks later, the monkey noticed an elephant lying down beside the river. When the curious monkey went to take a closer look, he saw that it was the elephant who had rescued him. He raced up to her.
- 6 She had hurt her leg and couldn't get up. For days she'd been stuck there with only river water to drink, and she was weak with hunger. The monkey wanted to help, but what could a tiny monkey do?
- 7 He scampered up a tree and was gone in a flash. A few minutes later he was back again, followed by about twenty friends. They all ran about collecting leaves and berries, which they fed to the elephant. They fed her for days until she was strong enough to get up and walk. The moral of this fable is: *One good turn deserves another.*

Questions

1. The monkey was sinking deeper into the mud because he:
(a) *stayed still.*
(b) *couldn't swim.*
(c) *kept moving.*
2. The person who wrote this fable wanted to:
(a) *explain how something works.*
(b) *teach people something.*
(c) *make people laugh.*
3. The main idea in Paragraph 7 is:
(a) *the monkeys saved the elephant.*
(b) *a monkey ran up a tree.*
(c) *the little monkey had lots of friends.*
4. Which happened last?
(a) *The elephant took the monkey to the river.*
(b) *The monkey was pulled out.*
(c) *The monkey thanked the elephant.*
5. The word **lumbering** in Paragraph 1 means:
(a) *moving heavily.* (b) *running.* (c) *leaning.*
6. The animal rescue stories are similar because both animals:
(a) *were the same size.* (b) *were hungry.* (c) *couldn't get away.*
7. The elephant couldn't stand up so she was unable to:
(a) *drink.* (b) *eat.* (c) *call for help.*
8. The word **it** in Paragraph 2 is used instead of:
(a) *the elephant.*
(b) *the mud.*
(c) *the monkey.*



Something Extra

- ★ Draw a picture of the monkey stuck in the mud.
- ★ Read the fable **The Lion and the Mouse**, and talk about how the fables are similar and different.

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Scarlet – 1	Explanation	Playing Hopscotch	✓	✓	✓							✓		✓	✓
Scarlet – 2	Explanation	Jump! Jump! Jump!	✓	✓	✓			✓						✓	✓
Scarlet – 3	Jokes	Fairytale Funnies	✓	✓	✓	✓					✓	✓			✓
Scarlet – 4	Recount	The Not So Abominable Snowman	✓	✓		✓			✓		✓	✓			✓
Scarlet – 5	Fairy tale	The Bremen Town Musicians	✓	✓	✓		✓				✓	✓			
Scarlet – 6	Fable	The Badger and the Magic Fan	✓	✓	✓	✓			✓	✓	✓				✓
Scarlet – 7	Fable	The Man, His Son and the Donkey	✓	✓	✓	✓					✓	✓			✓
Scarlet – 8	Narrative	Rumble's Freedom	✓	✓	✓				✓	✓	✓	✓			✓
Scarlet – 9	Explanation	What's In a Name?	✓	✓	✓						✓		✓		✓
Scarlet – 10	Narrative	Happy Harry, Sour Sally	✓	✓		✓	✓	✓	✓		✓				

Name _____

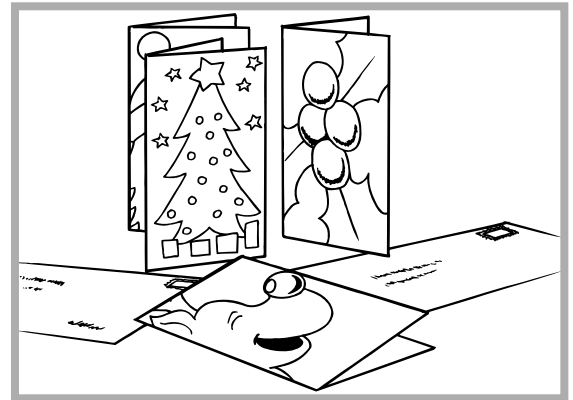
When we read, we should try to think like the writer to figure out how and what he or she feels and believes about the subject (point of view) and why he or she wrote the text (purpose).

Activity: Read the story below and complete pages 136–138.

Christmas Cards

1. I love receiving Christmas cards. I love buying or making them and then writing in them, putting on the stamps, and popping them into the mailbox one at a time. I am so excited when I find the very first Christmas card in our mailbox. I try to guess who could have sent it before I open it, read it, and put it up where everyone can see it. Christmas cards are wonderful.

2. Some people complain that cards are too expensive. They say they cost too much to buy and that the money spent on stamps is wasted when an email is free. But some people, like my grandparents, don't have a computer. Anyway, a computer message is so dull and boring. I think Christmas cards are worth the cost. I don't buy expensive ones, and I usually make most of my cards. Even the post office understands how important Christmas cards are because it offers special Christmas stamps every year, and they are just gorgeous.



3. Other people are concerned about the time it takes to write individual cards when you can very quickly email the same message to all your friends and family. I think cards should be made or bought specially for each person and that the messages in them should be meant just for that person, too. The time that cards take to be delivered also worries some people, but I can't see that it is a problem; you just have to get started earlier. Anyway, I think you should make time for people you care about.
4. Christmas cards are beautiful. They are so colorful and come in so many different shapes and sizes. I love the traditional ones, especially those with snow scenes and those that come from other countries. Some of them are so unique and interesting. They make me realize that Christmas is celebrated in many faraway places and in various ways. I have so much fun figuring out different ways of displaying them.
5. Christmas is a time for giving and sharing with all people, especially the ones who are important to us. There are lots of people I only hear from at Christmastime when they send me a card and tell me what's been happening in their lives. Often they include a photo, and I enjoy seeing their smiling faces again. Some of my friends make Christmas cards using a family photo. I think this is a really great idea.
6. I can't imagine Christmas without cards because for me . . . they are one of the great joys of this special time. There is no way in the world that the cost or the time involved will stop me from sharing them with the people I care about.

Name _____

Follow the steps below to learn how to identify the writer's point of view and his or her probable purpose for writing the text.

- Writers don't always just tell you what they think or believe or why they have written the text. Sometimes, you have to try to think like they do and come to this conclusion based on what you have read.
- In the text, there are details and information related to the question for you to find, underline, and use in making your choices.
- Always consider all possible answers before making a decision.

1. The writer believes that:

- (a) emails are better than Christmas cards because they save time.
- (b) emails are more personal than Christmas cards.
- (c) everyone should send emails at Christmastime.
- (d) Christmas cards are worth the extra time.

2. Choose the best answer. Think about each choice carefully.

- (a) It is true that in paragraph 3 the writer does say that emails are quicker than cards, but not that they are better, so this is not a good answer.
- (b) The writer says that cards are more personal because you need to make or buy them and write an individual message inside. This is not a good answer.
- (c) The writer says that emails are not as good as cards. He or she wouldn't want people to send them. This is not the correct answer.
- (d) The writer says Christmas cards take longer and that people should make time to do them. This is the best answer.

1. The writer likely wrote the text because he or she:

- (a) hates computers.
- (b) is worried that people are going to stop sending Christmas cards.
- (c) likes Christmas cards.
- (d) likes the "good old days."

2. Choose the best answer. Think about each choice carefully.

- (a) The writer doesn't say she hates computers, just that cards are better than emails. This is not the right answer.
- (b) The writer likes Christmas cards and wants people to send them; he or she could be worried that people will stop sending them. This is a possible reason for writing the text. This is a very good answer, but you must consider all of them.
- (c) It is true, the writer does like Christmas cards, but this doesn't fully explain his or her reason for writing the text. This is not the best answer.
- (d) There is nothing in the text about "the good old days." This is not the best answer.

Name _____

Use the strategies you learned to practice identifying what the writer believes about the subject and why he or she wrote the text. Use the clues in the “Think!” boxes to help you.

1. List some of the things the writer enjoys about receiving Christmas cards.

Think!

Read all of the text and underline any information about receiving cards before starting your list.

2. Which of these is **not** what the writer believes?

- (a) Christmas cards are worth the time and the money they cost.
- (b) Christmas cards are very attractive.
- (c) Christmas stamps cost too much.
- (d) Christmas cards from other countries are interesting.

Think!

There are keywords in each sentence that will help you to find the details you need in the text.

3. Explain how the writer thinks Christmas cards help people to keep in touch.

Think!

Read paragraph 5 carefully.

4. Explain your own point of view about Christmas cards.

Think!

How do you agree and disagree with the writer?

Name _____

Use the strategies you have been practicing to help you identify the writer's point of view.

1. What does the writer think people should do to make sure their cards arrive on time?

- | | |
|----------------------------|-----------------------------------|
| (a) start earlier | (b) buy, not make all their cards |
| (c) not send so many cards | (d) send emails instead |

2. Which sentence would the writer most likely disagree with?

- (a) Christmas is a time for friends and family.
- (b) It's great to hear news about people who are important to us.
- (c) The best thing about Christmas is the vacations.
- (d) Christmas is a happy time.

3. (a) Think of four words you could use to describe the writer.

_____	_____
_____	_____

(b) Explain why you think this (your point of view).

4. The writer described emails as "dull and boring."

(a) Do you agree? ☐ Yes ☐ No

(b) Explain your point of view.

5. The writer's purpose in writing the text was to persuade people to keep sending cards. How well do you think he or she achieved this purpose?

- | | |
|---------------|-------------------|
| (a) very well | (b) somewhat well |
| (c) not well | (d) not at all |

Name _____

Activity: Read the poem below and complete page 140.

1. Fridays—
They should be
Our allowance days.
2. Payment
For working
From Monday to Sunday.
3. My sis
Gets paid always.
She buys things—she saves!
4. But for me
There's another story.
I'm the poorest of all!
5. If I don't
Hang my clothes up,
My money is less.
6. If I'm late
Home for dinner,
It goes down—how did you guess?
7. If my manners
Are not perfect,
Or I'm not acting fair,
8. My money
Goes down 'til
My pockets are bare!
9. Daily I wish—
And some days I pray—
That one Friday will be
My allowance day!

Allowance Day



Name _____

Use the strategies you learned and practiced in *Christmas Cards* to help you identify the writer's point of view and purpose.

Remember:

- Writers don't always just tell you what they think or believe or why they have written the text. Sometimes you have to try to think like they do and form a conclusion based on what you've read.
- In the text, there are details and information related to the question for you to find and use in making your choices. (These could be underlined.)
- Always consider all possible answers before making a decision.

1. What does the writer most likely think about his sister?
 - (a) She doesn't deserve to get allowance.
 - (b) She doesn't have to do jobs.
 - (c) She gets allowance, and he doesn't.
 - (d) She should work harder.

2. What would be the best reason the writer wrote this poem?
 - (a) He wanted to make people laugh.
 - (b) He wants people to sympathize with him.
 - (c) He is happy.
 - (d) He wants people to dislike his sister.

3. What would the writer have to do to get allowance on Fridays?
 - (a) Be more organized and polite.
 - (b) Help his sister.
 - (c) Think of more jobs he could do.
 - (d) Be happy.

4. Explain why the writer's parents don't give him allowance.

5. Explain your point of view about kids getting allowance.

Think!

Read the part about his sister, then think carefully about each answer.

Name _____

Activity: Read the letter below, and use pages 142–144 to show how well you can identify cause and effect, fact or opinion, and point of view and purpose.

LETTER FROM SHANE

Dear Mom and Dad,

1. This school camp I've been looking forward to for months is a disaster.
2. I am cold, wet, hungry, and miserable; you have to come down and get me right away. If you don't, it will be too late. By the time camp ends next Friday, I will probably have caught the flu and be dead or at least be really sick and stuck in the local hospital. So please come and rescue me now.
3. This place is such a long way from home, and we seemed to have traveled all day to get here. The bus trip started okay, but we weren't allowed to have food on the bus. By the time we finally stopped for lunch, we were weak with hunger. Mr. Jeans had organized sandwiches, fruit, and bottled water. Miss Weston found the potato chips and chocolate bars we'd hidden in our pockets and took them away. Was that really necessary?
4. When we arrived at camp, they said we had to put up our tents before lunch. Taj, Simon, and I wandered off and found some big rocks and threw them into the lake. They said lunch was ready. We were starving, but they wouldn't let us eat because our tent wasn't up yet. We were really mad, so we decided to go and look around the lake. There are some flat rocks near the edge, and we ran and jumped on them. They were slippery, and we ended up in the water. Boy, was it cold!
5. On the way back it started to rain. All our gear was wet. They hadn't even put it away in their tents for us. Then, Mr. Jeans made us put up our tent by ourselves out in the rain. The tent was all wet and hard to handle. How mean was that? Everyone stayed in the dry, warm, comfortable hall playing fun games while we were outside, dripping wet, trying to sort out the tent. How unfair was that?
6. When we had finished and put our soggy, muddy gear away inside our tent, Mr. Jeans said we could take a shower. Just because we left the showers running and flooded the place while we took turns to skate across the slippery floor, he said we had to stay in our tent until morning. Then, he said that if we were very good, he might remember to bring us something to eat later. I think this is called torture; it's against the law, isn't it?
7. So, Mom and Dad, I'm sitting in this cold, wet tent feeling hungry and miserable, writing in the dark with only a small flashlight. It is all so unfair. I can't understand why they keep picking on me. Please, please come and rescue me before these unfair people treat me worse.



Love,
Shane

Name _____

Remember:

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to identify the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to the keywords in the question.
- Check all possible answers before making a decision.

1. What does Shane think will happen if his parents don't come and get him?

- (a) He will be happy. (b) He will be very sick or even dead.
(c) His teachers will be angry with him. (d) His friends will all hate him.

2. Why did Shane and his friends fall into the lake?

- (a) They didn't look where they were going. (b) They wanted to have a swim.
(c) They got pushed in. (d) They slipped on slippery rocks.

3. Explain why the three boys had difficulty putting up their tent.

4. List some of the effects caused by the boys not putting up their tent when they first arrived.

5. What caused Shane's teachers to punish him?

- (a) They didn't like him. (b) He didn't do as he was told.
(c) He wanted to go home. (d) He was a bully.

6. What caused Miss Weston to take the potato chips and chocolate bars?

Name _____

Remember:

- A fact can be checked and proven to be correct.
- An opinion is what someone *believes* to be true, but it can't be proven.
- Always check all possible answers before making a decision.

1. Which sentence states an opinion?

- (a) It started to rain.
- (b) Mr. Jeans was mean to us.
- (c) There are some flat rocks near the edge of the lake.
- (d) We put our gear in the tent.

2. Which sentence is a fact?

- (a) They threw rocks into the lake.
- (b) This place is a long way from home.
- (c) The tent was hard to handle.
- (d) The camp is a disaster.

3. Which sentence is **not** an opinion?

- (a) If you don't come, it will be too late.
- (b) The bus trip started okay.
- (c) It is all so unfair.
- (d) Mr. Jeans said we could take a shower.

4. (a) Is this sentence from the text a fact or an opinion?

We ended up in the water.

(b) Explain why you think this.

5. Write one fact and one opinion from this sentence from the text.

By the time we finally stopped for lunch, we were weak with hunger.

Fact:

Opinion:

Name _____

Remember:

- Writers don't always tell you what they believe. You may have to form a conclusion based on what you've read.
- There are details and information you can find, underline, and use to help you choose the correct answer.
- Always consider all possible answers before making a decision.

1. What is the main reason why Shane wrote this letter?

- (a) He was unhappy. (b) He didn't want to stay at camp.
(c) He wanted his parents to come get him. (d) He thought everyone was picking on him.

2. Which sentence would Shane most likely disagree with?

- (a) Teachers are mean. (b) Camping is no fun.
(c) School camps should be banned. (d) It is important to be responsible and to look after your own things.

3. Shane's teachers probably think that he:

- (a) is a responsible student. (b) needs to be more responsible.
(c) is a bad person. (d) should go home.

4. (a) Think of four words to describe Shane.

- _____ • _____
• _____ • _____

(b) Explain why you think this (your point of view).

5. (a) Do you think Shane believes other people should look after him?

☐ Yes ☐ No

(b) Explain why you think this.

How Foo Fighters Became UFOs

1. The sky is full of interesting things and events. Over time, humans have learned more about the sky and the universe and have been able to recognize and understand more of the things they see in the sky. Sometimes though, even today, people see things in the sky they don't recognize; things they can't identify. We call these things "*unidentified flying objects*," or UFOs for short.
2. Unidentified flying objects have been seen in the sky since ancient times. It was during World War II that the real interest in UFOs began. Airplane pilots reported seeing things in the sky they couldn't explain. At first, they called these mysterious things "foo fighters." Then in 1947, one pilot, Kenneth Arnold, reported seeing nine flat, saucer- or disc-shaped objects flying very fast in a line. Some newspapers printed his report, calling the objects "flying saucers." After the story was in the newspapers, hundreds of people around the world started reporting flying saucers. Many people believed what they were seeing were alien spaceships.
3. A few years later, a man named Edward J. Ruppelt did a study of flying saucers and other flying things people couldn't identify. He found the objects reported in the sky weren't always shaped like saucers and thought it would be better to call them "*unidentified flying objects*," or UFOs. These words are now used to name anything seen in the sky that cannot be identified.



4. What are UFOs? Some believe that people who think they see UFOs are really seeing normal things in the sky, like birds, searchlights, weather balloons, or kites. There are also many natural events in the sky that can cause different colored flashes of light. When they are studied, many UFO sightings turn out to be these things. But some UFOs cannot be explained. Some people think they could be alien spaceships, time machines from the future, or maybe even top-secret military aircraft. What do you think?

1. If you can *identify* something, then you know:

- (a) *what it is.*
- (b) *how it works.*
- (c) *nothing about it.*

2. More UFOs were probably reported during World War II because:

- (a) *there were lots of planes in the skies.*
- (b) *people were scared.*
- (c) *aliens were coming to Earth to watch the war.*

3. Which paragraph explains what UFOs could be?

- (a) *Paragraph 1*
- (b) *Paragraph 2*
- (c) *Paragraph 4*

4. A UFO is the name given to something in the sky that:

- (a) *can't be identified.*
- (b) *is an alien ship.*
- (c) *looks like a saucer.*

5. More people started reporting UFOs:

- (a) *before the war.*
- (b) *after Arnold's report.*
- (c) *at night.*

6. Who thought it would be better to call flying saucers UFOs?

- (a) *newspaper reporters*
- (b) *Kenneth Arnold*
- (c) *Edward J. Ruppelt*

7. It is an opinion, not a fact, that UFOs are:

- (a) *often reported.*
- (b) *alien spacecraft.*
- (c) *seen in the sky.*

8. You can conclude that not all UFOs:

- (a) *can be explained.*
- (b) *cannot be explained.*
- (c) *are real.*

9. In the future, UFOs will probably:

- (a) *still puzzle people.*
- (b) *never be reported.*
- (c) *never be seen.*

10. In Paragraph 3, the word *He* means:

- (a) *Ruppelt.*
- (b) *Arnold.*
- (c) *a man.*

Something Extra

- ★ Draw your idea of what an alien spaceship might look like.
- ★ Write what you would do if you saw a UFO.

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Lilac – 1	Poetry	Who Took It?	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
Lilac – 2	Fairy tale	The Singing, Ringing Tree	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Lilac – 3	Poetry	Grandma's Socks	✓	✓		✓	✓				✓	✓			✓
Lilac – 4	Science fiction	Not the Usual Bus	✓	✓	✓	✓	✓		✓		✓	✓			✓
Lilac – 5	Legend	The Rock In the Road	✓	✓	✓	✓	✓			✓					✓
Lilac – 6	Myth	How Water Came to the Plains	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
Lilac – 7	Explanation	No Sweat?	✓	✓	✓		✓			✓	✓	✓	✓		✓
Lilac – 8	Explanation	Time Travel	✓	✓	✓				✓		✓	✓		✓	✓
Lilac – 9	Science fiction	The Picture in the Hallway	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
Lilac – 10	Fairy tale	Twiguntus, Cowbelliantus, and Perchnosius	✓	✓	✓	✓	✓			✓	✓	✓	✓		

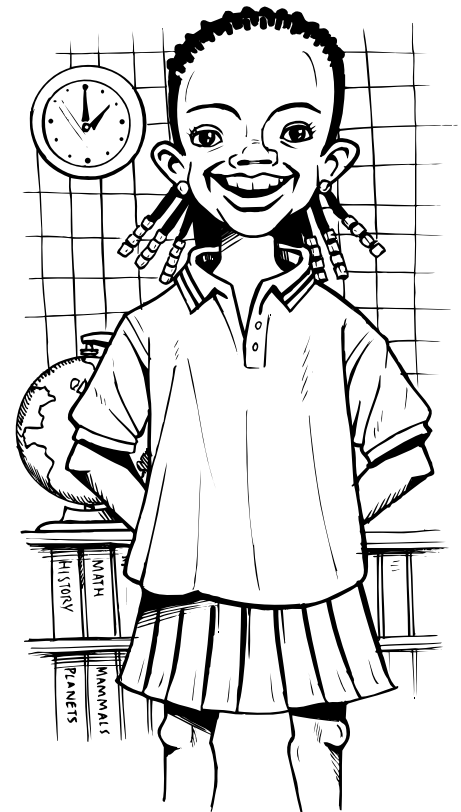
Name _____

Summarizing is giving the main ideas or facts without using many words. We need to link the important ideas and decide which are the main points.

Activity: Read the story below and complete pages 104–106.

Speech Exams

1. Each year, everyone in my speech and drama class has to do a speech exam. We have to read aloud from a book, recite a poem from memory, deliver a speech, and also talk to the examiner about our selections. Some people really dislike doing speech exams and think they are a waste of time, but I think they are great and very important.
2. First of all, speech exams help you to develop your confidence in speaking to a group. The exam is done in front of the whole class—which makes quite a large audience! You are expected to use effective eye contact to communicate with the whole group. The first exam you do may be quite nerve-wracking, but the more you do them, the better you get at controlling your nerves. You can also learn a lot about public speaking by watching other students—thinking about what their strong points are and what they did or didn't do to make their presentation entertaining.
3. Speech exams also provide an opportunity for you to get feedback from an experienced person—other than your teacher, of course! The examiners are usually actors or professional public speakers, so they know what they are looking for. About a week after the exam, each student gets a report with a grade and comments on each section. I have always found the comments very useful, and I try to learn from them.
4. I also think that speech exams will be helpful in my future. Mom and Dad say that excellent spoken communication is essential in job interviews, and what better way to show that you can speak well than by showing a potential employer your speech reports?
5. Preparing for speech exams, while challenging, is also lots of fun! You are allowed to choose your own topics and texts, which means that you can choose things you feel strongly about or really enjoy. When the day comes for the exam, although I feel nervous, I feel very proud of all the work I have put in and like the fact that I can share that with an audience. When everything goes well, there is nothing like the exciting feeling of performing—it is such a buzz! If you are well-prepared, it also shows in your report. I feel that I have always passed my exams because I have been so well-prepared and tried hard.
6. I think everyone should try to do at least one speech exam while they are at school—I promise that you won't regret it. Even though it requires a lot of hard work, holding that report with "Pass" written on it is a great feeling and makes it all worth it!



Name _____

Follow the steps below to learn how to identify the main points and summarize text.

- Make sure you understand the question and underline the keywords.
- Look for information in the text, and decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all the possible answers before making a decision.

1. Which sentence best summarizes how speech exams can help to develop someone's confidence?
 - (a) They allow you to get feedback from an examiner.
 - (b) You have to recite a poem from memory.
 - (c) They are easy to prepare for.
 - (d) You have to control your nerves to be able to speak in front of a large audience.

2. Choose the best answer. Think about each choice carefully.
 - (a) Receiving feedback from an examiner would not necessarily help you to develop confidence, especially if the feedback was negative. This is not a good answer.
 - (b) The writer states that you do have to recite a poem from memory, but does not say that this helps you to develop confidence. This is not the best answer.
 - (c) The writer says that preparing for speech exams is challenging, so this cannot be the correct answer.
 - (d) In the second paragraph, the writer gives reasons why speech exams can help you to develop confidence and discusses how you need to control your nerves to speak in front of a large audience. This is the best answer.

1. Which sentence would you leave out of a summary of reasons why the writer likes to do speech exams?
 - (a) She enjoys the buzz of performing.
 - (b) She feels proud of all the work she has put in.
 - (c) She enjoys meeting the examiners.
 - (d) She enjoys receiving her reports.

2. Choose the best answer. Think about each choice carefully.
 - (a) The writer says that she likes the buzz of performing, so this would need to be included in the summary.
 - (b) The writer says that she feels very proud of her hard work on the day of the exam, so this would also need to be included in the summary.
 - (c) The writer doesn't say anything about enjoying meeting the examiners. She only says that they are professionals and that their comments are useful. This is probably the best answer.
 - (d) The writer says at the end of the text that holding the speech report is a great feeling, so this should also be included in the summary.

Name _____

Use the strategies you learned to practice summarizing. Use the clues in the “Think!” boxes to help you.

1. Which description best summarizes the sort of people who could be speech examiners?
 - (a) people who have done speech exams before
 - (b) people who have acted or spoken professionally in front of an audience
 - (c) professional actors
 - (d) professional public speakers

Think!

Look in paragraph 3 to find the description of speech examiners, and consider how all the possibilities are best summarized.

2. Write a sentence that summarizes the writer’s reasons for why doing speech exams might be useful for the future.

Think!

You will find the main points for this summary in paragraph 4.

3. Which group of words best summarizes how the writer feels on the day of a speech exam?
 - (a) scared, nervous, unprepared
 - (b) proud, unwell, shy
 - (c) excited, happy, energetic
 - (d) nervous, proud, excited

Think!

Read paragraph 5 carefully to help you decide which group of words covers all the feelings of the writer on the day of an exam.

4. How could the writer’s overall attitude to speech exams be summarized?

Think!

The overall tone of the text should tell you the writer’s attitude, but also look carefully at paragraphs 1 and 6 for clues.

5. Write a sentence to summarize your opinion about doing speech exams.

Name _____

Use the strategies you have been practicing to help you summarize text.

1. Which phrase best summarizes what a speech examiner does?
 - (a) conducts speech exams
 - (b) writes speech reports
 - (c) conducts speech exams and writes a report for each student
 - (d) decides if students pass or fail their speech exams

2. Which sentence would you leave out of a summary of reasons why speech exams might be nerve-wracking?
 - (a) You have to decide on what topics and texts you will perform.
 - (b) You have to recite a poem from memory.
 - (c) You have to speak in front of an audience.
 - (d) You have to speak in front of a speech examiner.

3. Summarize what a student is expected to do on the day of his/her speech exam.

4. Write a summary of the main reasons why the writer thinks speech exams are worthwhile.

Name _____

Activity: Read the passage below and complete page 108.

Clowning Around

1. Clowns have been around since ancient times and have appeared in different forms in most cultures. One type of early clown was known as a “jester.” There are records of jesters performing in the courts of ancient Egypt and China, as well as in European courts in the Middle Ages. Jesters had a special privilege—they were the only people who had the freedom to make jokes about politics or other sensitive topics. Jesters in the Middle Ages wore bright costumes and could dance, juggle, and perform acrobatics.
2. The first circus clown appeared in the late 1700s in England. His name was Philip Astley, and he was also the creator of what is considered to be the first circus. Astley’s clown character was called Billy Buttons. The act involved Billy trying to ride a horse. The Billy Buttons routine soon caught on and became a familiar act in other circuses. But it was British pantomime actor Joseph Grimaldi who really made clowns popular. Often called the father of modern clowning, Grimaldi used colorful makeup over a white painted face. Interestingly, Grimaldi never appeared in a circus—he was strictly a theatrical performer.
3. Today, there are three major types of clowns in a circus. These are “auguste,” “whiteface,” and “tramp” or “hobo” clowns. Auguste is a German word meaning “fool.” Auguste clowns wear baggy costumes and bright makeup. They do not usually have a white makeup base—their skin is bare and only their eyes and mouth are highlighted. The character of an auguste clown is usually that of a clumsy joker or troublemaker. He or she is often given instructions by a whiteface clown but pretends to have trouble following them.
4. Whiteface clowns traditionally use white makeup to cover their faces and necks, and then paint red or black features over the top. Their costumes are colorful, and they often wear a ruffled collar and pointed hat. Their character is often bossy and confident, and sometimes has an elegant manner.
5. The tramp and hobo clowns were developed in North America. Tramp clowns are generally sad characters, whereas hobo clowns are happy. Both characters are “down on their luck” and are supposed to be traveling around looking for work. They wear tattered and torn clothing and have makeup similar to that of the auguste clown.
6. Whichever type of clown a performer chooses to portray, he or she is expected to uphold a range of customs and traditions. For example, every clown’s makeup should be unique, and he/she must not copy that of another clown. Also, many superstitions are associated with clowning, including avoiding the use of blue face paint because it means bad luck.



Name _____

Use the strategies you learned and practiced in *Speech Exams* to help you summarize information.

Remember:

- Make sure you understand the question and underline the keywords.
- Look for information in the text, decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all possible answers before making a decision.

1. Which sentence best summarizes how Philip Astley contributed to the development of circus clowns?

- (a) His clown character, Billy Buttons, tried to ride a horse.
- (b) He created the first circus and his character Billy Buttons was the first circus clown act.
- (c) He made clowns popular in other circuses.
- (d) He created the first circus in the 1700s.

Think!

Read about Astley, and decide how his contributions could best be summarized.

2. Based on the passage, which sentence would best be left out of a summary of what jesters did?

- (a) They juggled.
- (b) They danced and performed acrobatics.
- (c) They told jokes.
- (d) They played tricks.

3. Write a summary of the differences between auguste and whiteface clowns.

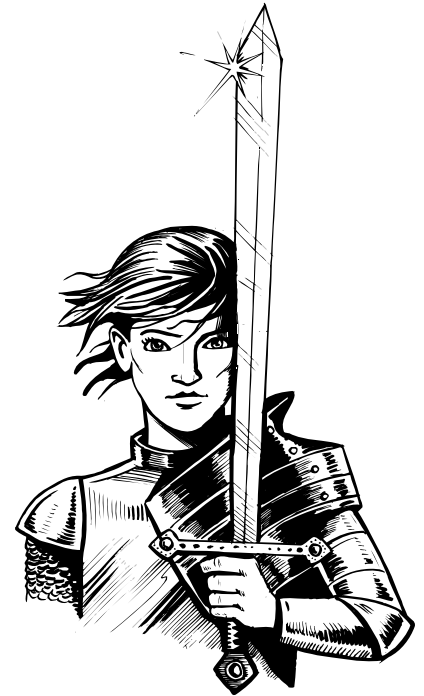
4. Summarize all the traditions that a tramp clown would be expected to follow.

Name _____

Activity: Read the passage below, and use pages 116–118 to show how well you can draw conclusions, summarize, and make inferences.

Joan of Arc

1. In 1412, a peasant girl named Jeanne ("Joan" in English) was born to Catholic parents in a small village in France. At the time of Joan's birth, a war was taking place between two factions of the French royal family—the Armagnacs and the Burgundians. In 1415, this unrest allowed the English, who had long been at war with France, to invade. With the help of the Burgundians, they defeated the Armagnacs, and by 1429, they occupied Paris and much of northern France. The King of England even began to claim that he should be the ruler of France.
2. As a child, Joan was deeply religious. Around the age of 12, she told people that she could hear the voices of saints giving her messages from God. The saints told her that she had been chosen to free her country from the English and help Charles VII, the son of the French king, to be crowned as the ruler of France in the city of Reims. This had not been able to take place because Reims was located in the English-occupied part of France.
3. At the age of 16, Joan traveled to the town of Valcoeurs to ask the captain of the French army to allow her to speak to Charles VII. At first, the captain laughed and refused, but eventually he allowed her to go, dressed as a man. Joan spoke to Charles and convinced him that she should lead an army against the English, as she believed he was the rightful king of France. At first, the male soldiers were reluctant to take orders from her, but soon they agreed. In fact, many men actually volunteered to join the army and fight for her.
4. Joan's first task was to ride with the army to the town of Orleans to fight the English. Legend has it that she was unarmed and carried only a banner. The French, led by Joan, won the battle and continued fighting the English in other parts of northern France. The battles left thousands of English casualties but only a few losses for the French. In 1429, the triumphant French army reached Reims, and Charles was crowned king with Joan by his side.
5. Joan continued to fight, but in 1430, she was captured by the Burgundians, who sold her to the English. She was imprisoned then tried and found guilty of witchcraft and heresy (having beliefs that were in conflict with the Catholic faith). In 1431, she was burned at the stake in the town of Rouen, although some legends claim that another person died in her place. In 1455, Joan's family requested a new trial, and this time, Joan was found to be innocent.
6. The war between France and England raged on until 1453, when England was eventually driven out of France. In 1920, Joan was declared to be a saint by the Catholic church.



Name _____

Remember:

- Make sure you understand what it is you are drawing conclusions about.
- Look in the text to find the facts and details and underline them.
- Make decisions about what they mean.
- Always check all possible answers before making a decision.

1. Charles needed to be crowned in the city of Reims. What can you conclude from this?

- (a) Reims was located in the English-occupied area of France.
- (b) French queens and kings were usually crowned in Reims.
- (c) He liked Reims.
- (d) Joan thought this is where he should be crowned.

2. Why can you conclude that Joan's family members were concerned for her reputation?

3. You can conclude that Joan's first trial was not run properly because:

- (a) the trial was over quickly.
- (b) she was imprisoned.
- (c) her family didn't believe she was guilty.
- (d) she was found innocent at a second trial after her death.

4. What sort of person do you think Joan of Arc was? Explain how you reached this conclusion.

Name _____

Remember:

- Make sure you understand the question and underline the keywords.
- Look for information in the text, decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all the possible answers before making a decision.

1. Which sentence best summarizes the events that happened after Joan's death?
 - (a) Her family requested a new trial for her.
 - (b) People felt sorry for her.
 - (c) She was found innocent in a new trial and was declared a saint by the Catholic church.
 - (d) The war between England and France began.

2. Write a summary of reasons why Joan of Arc wanted Charles VII crowned as the king of France.

3. Write a brief summary of Joan of Arc's life from the age of 16 until her death.

4. Which sentence best summarizes Joan's childhood?
 - (a) She was a peasant child who was deeply religious.
 - (b) She liked going to church.
 - (c) She was born to Catholic parents.
 - (d) She lived in a French village.

Name _____

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. What would be the best reason for why Joan of Arc was put on trial the first time?
(a) She was a girl.
(b) The king requested it.
(c) She had told stories about receiving messages from God.
(d) The English wanted to punish her for leading an army against them.
2. Most likely, why might the men have volunteered to join Joan of Arc's army?
(a) They loved France.
(b) She was a convincing speaker and a strong personality.
(c) They were impressed that a teenage girl was leading an army.
(d) They wanted to travel.
3. The King of England began to claim he should be the ruler of France around 1429. Why do you think he claimed this?

4. What is the best reason why the captain of the French army made Joan dress as a man before she was allowed to speak to Charles VII?

5. Circle the year that would have been the most peaceful to live in France.

1453
1415
1429

Why do you think this?

Dragonrider

1. Ryan had wanted to be a dragonrider since he'd first seen a magnificent, red dragon flying over his village when he was just a two-year-old. Back then, he hadn't known how hard it was to become one of these legendary riders. Now, as he entered his second year of a ten-year training, he knew exactly how hard it was.
2. Each trainee rider was assigned to work for one rider and dragon. Trainees woke early and worked hard until dusk. Ryan had been assigned to Florian, a fearsome gold rider with a bad-tempered gold dragon named Nightfire. It was hard working for Florian, a malicious man who enjoyed using his whip to control trainees and dragons.
3. Ryan dragged the bucket of small animals he'd caught yesterday to Nightfire's pen. Nightfire had a big appetite, which meant Ryan had to catch a lot of animals . . . and clean up huge piles of steaming waste. Ryan didn't mind. Despite Nightfire's temper, Ryan respected the majestic dragon and treated it with kindness.
4. "Greetings, Nightfire," said Ryan as he entered the pen. Instead of tipping the meat on the floor like other trainees, Ryan threw each piece for Nightfire to catch. Nightfire seemed to enjoy this game as it snapped the meat in its strong jaws. Ryan chatted away as he started cleaning the pen, hoping Nightfire wouldn't send any fireballs his way.
5. He was still chatting when Florian burst into the pen, scowling.
6. "Why isn't Nightfire saddled?" he yelled, whip in his hand. "I told you I was flying today! It seems my whip needs to teach you yet another lesson!" Florian raised his whip to strike Ryan.
7. A burst of fire shot across the pen. Florian screamed as the fireball disintegrated his whip and burned his hand. Nightfire roared and shot another fireball towards Florian, who ran from the pen. He knew what this meant. Nightfire had chosen a new master.
8. Nightfire lowered its head in front of Ryan and snorted softly. Ryan touched the golden head, then climbed up onto the strong neck. As Nightfire leaped into the air, Ryan realized that kindness and respect were far more powerful than cruelty.



1. Which word in Paragraph 2 means *enjoys hurting others*?
(a) *bad-tempered* (b) *malicious* (c) *fearsome*
2. In Paragraph 3, it refers to:
(a) *waste.* (b) *his temper.* (c) *Nightfire.*
3. Which word in Paragraph 7 tells us Florian's whip crumbled into tiny bits?
(a) *fireball* (b) *disintegrated* (c) *shot*
4. The "**huge piles of steaming waste**" would be made of Nightfire's:
(a) *leftovers.* (b) *droppings.* (c) *fresh meat.*
5. Nightfire shot a fireball at Florian _____ he whipped Ryan.
(a) *before* (b) *after* (c) *just as*
6. Which paragraph describes the way Florian treats people and animals?
(a) *Paragraph 6*
(b) *Paragraph 2*
(c) *Paragraph 3*
7. Becoming a dragonrider is:
(a) *popular.*
(b) *hard work.*
(c) *great fun.*
8. You can conclude that Nightfire attacked Florian to protect Ryan because:
(a) *Ryan was going to be a gold rider.*
(b) *Nightfire liked kind and respectful Ryan more than cruel Florian.*
(c) *Florian ran away.*
9. Ryan and Nightfire both:
(a) *wore gold.*
(b) *disliked Florian.*
(c) *liked flying.*
10. What is the moral of the story?
(a) *Kindness is more powerful than cruelty.*
(b) *Nasty people get burned.*
(c) *The best way to control dragons is to be happy.*



Something Extra

- ★ Draw your favorite scene from the story.
- ★ Write what happened during Ryan's first flight with Nightfire.

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Aquamarine – 1	Supernatural	The Tennis Ball	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓
Aquamarine – 2	Procedure	Slipping, Sliding, and Spinning	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Aquamarine – 3	Diary	January 5, 2072	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Aquamarine – 4	Legend	The Mermaid of Zennor	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓
Aquamarine – 5	Supernatural	Why Rory was Late	✓	✓	✓			✓	✓	✓	✓	✓		✓	
Aquamarine – 6	Legend	Legend of a Bear Lover	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Aquamarine – 7	Myth	Sedna and the Birdman	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Aquamarine – 8	Supernatural	My Extraordinary Best Friend	✓	✓		✓	✓	✓	✓		✓	✓			
Aquamarine – 9	Description	The Ugly House	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Aquamarine – 10	Narrative	Messages	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

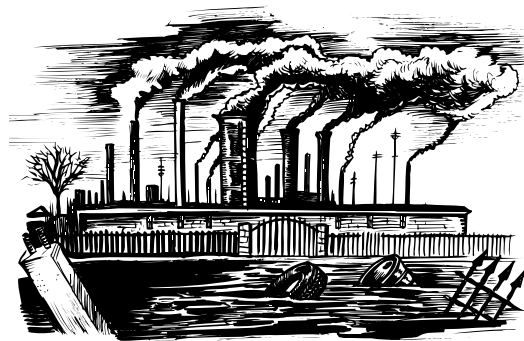
Name _____

Cause and effect is a phrase we use when one thing (a cause) makes something else happen (an effect). If you want to understand what you read, you must be able to determine the cause(s) and the effect(s) that happen in the text.

Activity: Read the passage below and complete pages 124–126.

Global Warming

1. Global warming is a serious issue that affects every single person on the planet. It may not sound like much, but Earth's surface temperature has increased by an average of 1.5°F over the past century. Scientists debate the exact cause of global warming—some suggest it is because of human activity, and others say it is a natural occurrence.
2. Earth is surrounded by atmosphere. This atmosphere is made up of different layers and helps to keep Earth at the right temperature by letting in heat from the sun and allowing excess heat to escape. One of the layers, called the ozone layer, is made up of greenhouse gases and is like a blanket for Earth, keeping the atmosphere at a comfortable 60°F. However, when humans make extra greenhouse gases by burning fossil fuels (coal and gas), cutting down forests and rainforests, and increasing the amount of methane produced, the "blanket" becomes too thick and keeps too much of the heat in Earth's atmosphere. The job of the ozone layer is to protect Earth from harmful UVB (middle wave ultraviolet light) rays from the sun. Once damaged, this layer can no longer do its job, and the harmful rays also contribute to the heating up of Earth.
3. It has been estimated that by the year 2100, the surface temperature of Earth could be around 2°F to 11°F warmer than it is today. This warming could in fact be responsible for an increase in sea levels as the water becomes warmer and expands and glaciers and sea ice melt. This would mean that coastal cities would more than likely find themselves in deep water! Some animals and plants could become extinct due to warmer temperatures, loss of habitat, and scarce availability of food. Cooler environments could become warmer and deserts even warmer. Lakes and rivers would dry up due to the higher temperatures and rates of evaporation. There may be less rainfall, causing more droughts, making crops difficult to grow, and leading to a shortage of food. Less rainfall also means less water for drinking and bathing. It is also predicted that severe storms could become more frequent as temperatures rise.
4. The United Nations (UN) is a worldwide association of governments working together to make sure everyone in the world is kept safe and treated with respect. Part of keeping everyone safe is also making sure global warming doesn't get out of hand. In 1997, the UN met in Kyoto, Japan, to talk about global warming. The Kyoto Agreement was devised to try to ensure the amount of gases produced by industry is reduced. The agreement came into force in February 2005. It is believed that we can reduce the amount of greenhouse gases by changing the way we produce power.
5. Scientists are looking into "greenpower" energy sources. Such sources would reduce the amount of greenhouse gases being pumped out into the atmosphere. Greenpower alternatives include wave power—but scientists worry this could cause too much noise in the environment and harm the animals and wind power—but some people complain the large wind turbines are an eyesore. Other alternatives include water and solar power as well as using the gas produced from rotting trash.
6. We can help with simple measures incorporated into our everyday living. We can recycle and reuse, use vegetable scraps in a compost heap, use less water, reduce electricity use, carpool or ride a bike, and buy products that have minimal packaging. Every little bit that we can do adds up and helps our environment.
7. By finding a solution to global warming, we can make Earth a wonderful place for many generations to come!



Name _____

Follow the steps below to learn how you can identify cause and effect.

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to identify the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to the keywords.
- Always check all possible answers before making a decision.

1. What causes lakes and rivers to dry up? (paragraph 3)
- (a) too much snow and rainfall
 - (b) too many animals drinking the water
 - (c) severe storms suck up all the water
 - (d) higher temperatures and evaporation rates

2. Choose the best answer. Think about each choice carefully.
- (a) Snow and rainfall would actually help to fill the lakes and rivers, so this would not be the right answer.
 - (b) Could you imagine how many animals would have to drink from a lake or river to cause it to become empty? Way too many, so this would not be a good answer.
 - (c) Yes, the text said there would be severe storms, but these would more than likely cause water to be added to lakes and rivers. This is not the best answer.
 - (d) The text talks about higher temperatures and rates of evaporation working to dry up rivers and lakes. This would be the best answer.

1. What is the effect of damaging the ozone layer?
- (a) Our blankets make us too hot at night.
 - (b) UVB rays contribute to the heating of Earth.
 - (c) Greenhouse gases increase.
 - (d) Fossil fuels would cause more damage.

2. Choose the best answer. Think about each choice carefully.
- (a) The blankets on our beds would have no effect on the environment, so this would not be the right answer.
 - (b) The text says if the ozone layer is damaged, the effect is that it cannot protect Earth from UVB rays, which contribute to its heating. This is a good answer, but be sure to check all answers.
 - (c) The increase in greenhouse gases causes the problem with the ozone layer, not the other way around. This is not the right answer.
 - (d) Burning fossil fuels causes greenhouse gases to increase. This doesn't explain the effect of damaging the ozone layer. This is not the right answer.

Name _____

Use the strategies you learned to practice identifying cause and effect. Use the clues in the “Think!” boxes to help you.

1. What is a possible effect of using wave power?
 - (a) Surfers wouldn’t be able to surf the waves because of the generators.
 - (b) People think it would be too much of an eyesore.
 - (c) The animals would no longer be able to swim in the sea.
 - (d) Scientists worry it would generate too much noise and harm the animals.

Think!

Some answers are downright silly. Read paragraph 5 and look for the keywords **wave power**.

2. If you walk or ride a bike to school rather than getting someone to drive you, how are you helping the environment?
 - (a) I would be getting regular exercise.
 - (b) I would be helping to reduce fossil fuels being burned and reducing the amount of greenhouse gases.
 - (c) I would be able to help save money on gas.
 - (d) I would get a chance to spend time in the fresh air.

Think!

All the answers are true, but the question relates specifically to the environment.

3. If countries follow the Kyoto Agreement, what will be the possible outcome?

Think!

What is the **Kyoto Agreement** all about? Read paragraph 4.

4. What do scientists debate is the exact cause of global warming?

Think!

Look for the keywords **debate**, **exact cause**, and **global warming** in paragraph 1. Then read on to find the answer.

5. What does the writer think the effect of finding a solution to global warming will be?

Think!

Find keywords in paragraph 7.

Name _____

Use the strategies you have been practicing to help you identify cause and effect.

1. What would cause coastal cities to flood?

- (a) too much rainfall
- (b) people leaving their faucets running
- (c) all the extra storms that would be happening because of global warming
- (d) higher temperatures causing the water to expand and sea ice to melt

2. What would be the effects of more droughts for farmers?

- (a) There would be less water to bathe in and drink.
- (b) Crops would be difficult to grow, causing a food shortage.
- (c) We would have water restrictions and wouldn't be able to water our lawns.
- (d) Cooler environments would become warmer.

3. Explain some possible effects of global warming.

4. Explain what would happen if more people tried to do their part for the environment.

5. What is the cause of some people complaining about wind power?

- (a) They think it costs too much money.
- (b) They think the wind turbines are too tall.
- (c) They think the wind turbines spoil the scenery.
- (d) They think the wind turbines make it windier.

Name _____

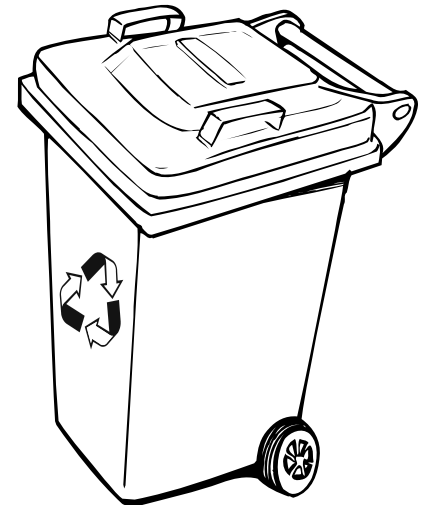
Activity: Read the letter below and complete page 128.

Letter to the Principal

October 24

Dear Principal Wood,

The student council would like to put forward a proposal to make our school “environmentally aware.” We believe this would benefit all students in our school as well as the local environment. We have calculated that our school produces about 30 tons of trash each year—that’s a lot! We think the school should work together in the following ways:



1. **Recycling**

By supplying each classroom with two different-colored bins, students can easily sort recyclable trash. This would reduce the amount of trash the city would need to collect.

General school trash can be recycled by labeling our wheeled bins as *glass*, *plastic*, *aluminium*, and *paper* and moving them into a central area.

Some paper could be made into new paper by the third-grade and fifth-grade students as a joint project. The newly made paper could be used by art students to make holiday or birthday cards to sell as a fundraiser for the school.

2. **Worm farm**

We can set up a school worm farm between buildings. The fifth-grade and the sixth-grade students could work together to maintain it. We could use some of the food scraps, cardboard, paper, and bark to further reduce our waste. The castings from the worm farm could be used by the school gardener to improve the soil.

3. **Compost**

We could have a special bin for food scraps, which can be made into compost. By placing the bin near the lunch area during recess and lunch, students can empty their food scraps into it. Any clippings from the garden could also be added to make the compost, which can then be used to improve the soil and make the plants healthier.

4. **The no-packaging lunch box**

We also think it would be a good idea to encourage students to reduce the amount of packaging they bring to school in their lunch boxes. We could have a class competition to calculate which class had the least amount of packaging in their lunch boxes, and they could win a class prize.

5. **Waste officers**

To make things run smoothly, we think it would be a good idea to have a “waste officer” in each class. It would be that person’s job to make sure electricity isn’t wasted and recycling is happening in his or her class. This could reduce the electricity costs for our school.

We hope you take the time to think about our ideas. It would mean spending some money on new resources to begin with, but it would be money well spent, and our environment would certainly benefit.

Kind regards,

The Student Council

Name _____

Use the strategies you learned and practiced in *Global Warming* to help you identify cause and effect.

Remember:

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to determine the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to the keywords.
- Always check all possible answers before making a decision.

1. What would be the effect of the no-packaging lunch box idea?
 - (a) Children would eat healthier foods.
 - (b) Classes would win a special award.
 - (c) There would be a reduction in the amount of trash brought to school.
 - (d) There would be more trash to recycle.

Think!

Think about how it would help the environment.

2. What would cause the school garden soil to improve?
 - (a) watering the garden longer
 - (b) adding worm castings and compost to the garden
 - (c) adding clippings to the garden
 - (d) keeping the garden free of trash

3. Explain the possible effects of creating compost.

4. (a) What effect does the student council want to achieve by writing this letter?

- (b) Do you agree with the student council? ☐ Yes ☐ No

- (c) Describe the effect this letter had on you.

Name _____

Activity: Read the passage below, and use pages 142–144 to show how well you can identify cause and effect, fact or opinion, and point of view and purpose.

Tropical Rainforests

1. Tropical rainforests are found in warm climates with heavy rainfall, sometimes as much as 2.5 cm each day. They are found in Australia, Asia, Central and South America, and Africa, in the belt that lies between the Tropic of Capricorn and the Tropic of Cancer. Tropical rainforests would have to be the most beautiful biome on the planet.
2. Tropical rainforests are home to more than half of the world's plant and animal species, including many endangered species. They are the most biologically diverse biomes on the planet. The stunning plants and remarkable animals that live in the rainforest have evolved over millions of years and have developed ways of working together to benefit and help each other. This is known as a *symbiotic relationship*.
3. Many different species of animals call the tropical rainforest, with its unique climate and habitat, home. The climate helps to provide plenty of food for the animals living there; the habitat is actually many different types of habitats within one. The canopy and the forest floor are very different and attract diverse types of animals, providing plenty of opportunity for various species to thrive.
4. The plants that have evolved and adapted to the rainforest environment are amazing—they are responsible for producing 40 percent of Earth's oxygen and stabilizing the climate on the planet. The plants absorb carbon dioxide, and therefore help to reduce the amount of this gas in the atmosphere. Through transpiration, the rainforests also contribute to the balance of the water cycle. They are responsible for adding water to the atmosphere, which then falls back to Earth as rainfall—without this process, more drought would occur. One-quarter of all medicines that we use to save lives and improve our health come from rainforest plants. The contribution made by rainforest plants to food and medicine cannot be matched by the plants in any other biome on the planet.
5. Only a few thousand years ago, tropical rainforests covered about 12 percent of Earth's land surface. Today, tropical rainforests cover only 2 percent of Earth's land surface. Around 80,000 acres of rainforest disappear each day, while another 80,000 acres are degraded beyond use by land clearing. The extremely destructive practice of logging is clearing rainforests. Timber is a highly sought-after commodity used in the building of homes and furniture as well as for firewood. Farmers clear the land for agriculture to grow crops or raise cattle, while large areas of rainforests are also cleared to make way for roads and major highways to improve accessibility to remote areas.
6. The problem with all this rainforest destruction is that less rainforest areas means more problems for Earth. When the tropical rainforests are destroyed, fewer trees convert carbon dioxide into oxygen. That means there is a build-up of carbon dioxide in the atmosphere, which contributes to global warming. Fewer trees means less transpiration, which means less rainfall, which contributes to the serious issue of drought. This impacts the entire planet by altering climatic conditions around the world. Fewer trees also means fewer roots holding the soil together. As a result, erosion increases and makes the land useless. The soil sometimes ends up in the river system, altering water levels and impacting the habitat of water life. Fewer tropical rainforests often means the extinction of plants and animals. In many instances, animals need to find new homes and are unable to survive in their new surroundings when having to compete for food and a home with unfamiliar species.
7. It is imperative for the survival of our planet to find a way to stop the destruction of such large areas of our most beautiful and hard-working biome on the planet—the tropical rainforest.



Name _____

Remember:

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to identify the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to the keywords.
- Check all possible answers before making a decision.

1. What happens to the tropical rainforest when land is cleared for agriculture or to raise cattle?
 - (a) The rainforest plants grow even bigger.
 - (b) The rainforest animals stay behind to live with the cattle.
 - (c) The rainforest is destroyed, which leads to problems for the planet.
 - (d) Erosion occurs, which helps the farmers when planting crops.
2. Without rainforest plants, we would have:
 - (a) more oxygen in the atmosphere.
 - (b) to find alternative medicines to help us when we are sick.
 - (c) less drought and more rain.
 - (d) plenty of open spaces for rainforest animals to live.

3. What effect do rainforests have on the water cycle?

4. What is the cause of rainforests having diverse types of animals?

5. Large areas of rainforests are cleared to make way for roads and highways. What effect does this have on humans?

6. What is the cause of some animals being unable to survive in new surroundings when their rainforest home is destroyed?

Name _____

Remember:

- A fact can be checked and proven to be correct.
- An opinion is what someone *believes* to be true, but it can't be proven.
- Always check all possible answers before making a decision.

1. Which sentence states an opinion?

- (a) Through transpiration, the rainforests also contribute to the balance of the water cycle.
- (b) This impacts the entire planet by altering climatic conditions around the world.
- (c) As a result, erosion increases and makes the land useless.
- (d) Tropical rainforests would have to be the most beautiful biome on the planet.

2. Which sentence is a fact?

- (a) Tropical rainforests would have to be the most beautiful biome on the planet.
- (b) It is the most biologically diverse biome on the planet.
- (c) The plants in the rainforest are stunning.
- (d) The animals in the rainforest are remarkable.

3. Which sentence is **not** an opinion?

- (a) Tropical rainforests are beautiful.
- (b) Animals and plants in a tropical rainforest have a symbiotic relationship.
- (c) The plants in a tropical rainforest are stunning.
- (d) The rainforest biome is the most precious biome on the planet.

4. Read this sentence from the text.

The contribution made by rainforest plants to food and medicine cannot be matched by the plants in any other biome on the planet.

This sentence is . . . ☐ a fact. ☐ an opinion.

Explain why you think this.

5. Write one fact and one opinion from this sentence from the text.

The plants that have evolved and adapted to the rainforest environment are amazing—they are responsible for producing 40 percent of Earth's oxygen and stabilizing the climate on the planet.

Fact: _____

Opinion: _____

Name _____

Remember:

- Writers don't always tell you what they believe—you may have to form a conclusion based on what you've read.
- There are details and information you can find, underline, and use to help you to do this.
- Always consider all possible answers before making a decision.

1. Most likely, why did the author write this report?
 - (a) The writer wants people to keep destroying tropical rainforests.
 - (b) The writer is a farmer and wants to explain why it is important to clear the land.
 - (c) The writer wants to inform people of the importance of tropical rainforests to our planet.
 - (d) The writer wants people to visit a tropical rainforest.
2. Which sentence would the author probably disagree with?
 - (a) Rainforests help to balance the climatic conditions on our planet.
 - (b) It is important to reduce global warming.
 - (c) It is important that industry keeps logging to make the economy strong.
 - (d) Rainforest plants are important for our survival.
3. The author would probably like to see:
 - (a) the animals in the rainforests moved to the zoo for protection.
 - (b) the tropical rainforests be saved.
 - (c) the tropical rainforest plants grown in nurseries and sold to the public.
 - (d) global warming increase.
4. (a) Think of four words to describe a tropical rainforest.
I think a tropical rainforest is . . .
- (b) Explain.
5. (a) Do you think the author has a great appreciation for tropical rainforests?

☐ Yes
 ☐ No
- (b) Explain why you think this.

THE GHOST OF MOUNT FUJI

1. Long ago in a bleak region of Japan, there lived a gigantic woodsman named Visu. He shared his abode with his spouse and offspring.
2. One day, an ancient priest visited Visu and chastised him for not praying. Visu justified his actions by remarking how extremely busy he was with his dependents, leaving him little time to pray. His reply made the priest very angry, so he described vividly Visu's rebirth as a toad, mouse, or insect and the horrors to be endured for eternity. This dire prediction frightened Visu so badly, he resolved to pray more diligently.
3. Visu prayed ceaselessly day and night, forsaking all other activities. Soon the meager rice crops withered, and the family began to starve. Finally, his wife, who had never before uttered an unkind word, reprimanded him bitterly for his laziness. She pleaded for him to work instead of constantly mumbling in prayer. At first Visu was taken aback by his wife's comment, then he replied, "Wife, the gods must come first! Do not address me in such a disrespectful manner! From now on, I want nothing at all to do with you!" He grabbed his ax, abandoned his family, and ascended foggy Mount Fuji.
4. Visu found a secluded place but was soon interrupted by the movement of a fox who sped by and disappeared into the bushes. "What a lucky omen this is!" thought Visu, and he pursued the fox as it navigated its way through the woods.
5. He was about to abandon the chase when he entered a clearing where two women were reclined near a brook while playing Go*. Visu was so captivated by the sight that he sat down nearby to watch. The gentle sounds of the babbling brook, the click of the game pieces as they were moved around the board, the unhurried movements of the women's hands, and their lustrous, black hair mesmerized Visu; time passed without notice.
6. His concentration was shattered abruptly when one of the players made an incorrect move. "Wrong move, beautiful lady!" he cried out. Instantaneously, the women transformed into foxes and fled the clearing. Visu tried to pursue them, but his limbs were stiff and his long, snowy beard tangled around his feet. His ax crumbled into sawdust. Laboriously, he made his way home only to find it had disappeared. "Where is my home?" he queried an old woman. "I left home in the afternoon, and this evening, it is gone."
7. "You must be insane!" she replied. "Visu vanished three centuries ago! His wife and descendants are buried. If you are Visu, as you claim, you deserve to be punished eternally by the gods for neglecting your family!"
8. "I am a pitiful creature indeed to have prayed constantly while my family starved," wailed Visu sorrowfully. "Heed my last words: 'If you pray, you must work, too!'"
9. With that parting remark, a repentant Visu retreated to the mountain, where his ghostly spirit still haunts Mount Fuji each night as the moon rises.

* Go is an ancient board game for two players consisting of playing pieces called stones and a grid of 19 x 19 lines. The object is to control as large a portion of the board as possible. One game may take minutes or many days.

Questions

1. The word *chastised* in Paragraph 2 can be replaced with:
- (a) scolded.
 - (b) chased.
 - (c) challenged.
2. From the information in Paragraph 2, we can conclude that according to Visu's religion, he believed in:
- (a) yoga.
 - (b) reincarnation.
 - (c) fasting.
3. Which paragraph relates the event which changed Visu from a hard-working woodsman to a man who did not work at all?
- (a) Paragraph 3
 - (b) Paragraph 1
 - (c) Paragraph 2
4. What was Visu's initial reaction after his wife reprimanded him? He was:
- (a) stunned.
 - (b) expecting it.
 - (c) indifferent.
5. The main difference between Visu and his wife was that she focused on survival in the present life, but Visu:
- (a) only cared about working on the farm.
 - (b) was concerned about what would happen after death.
 - (c) only cared about stockpiling supplies for the future.
6. Which statement is an opinion, not a fact?
- (a) Visu is a Japanese woodsman.
 - (b) Visu is a father.
 - (c) Visu is lazy.
7. The two women playing Go were most likely:
- (a) ghost/spirits.
 - (b) people.
 - (c) unusual animals.
8. The plural personal pronoun *them* in Paragraph 6 refers to:
- (a) the women.
 - (b) the foxes.
 - (c) Visu's limbs.
9. After Visu's concentration was disrupted, he realized that:
- (a) much time had passed while watching the game.
 - (b) one of the women had finally won the game.
 - (c) he was at Mount Fuji.
10. We can conclude that Visu's wife found some way to help herself and her children survive because Visu:
- (a) discovered he had descendants who had already been buried.
 - (b) talked to his great-, great-, great-, great-, great-grandchildren.
 - (c) read the dates of the deaths of his wife and children on their graves.
11. What caused Visu to not notice how much time had passed?
- (a) the mesmerizing movements of the women and his surroundings
 - (b) He was asleep for three hundred years.
 - (c) He forgot to wind his watch.
12. We can predict that the old woman will probably:
- (a) heed Visu's advice.
 - (b) ignore Visu.
 - (c) think Visu is insane.
13. The moral of this folktale can best be summarized by the statement that a godly person should:
- (a) do nothing except pray.
 - (b) pray and work hard.
 - (c) look after his or her family before anything else.
14. The writer's purpose for retelling this folktale is to relate:
- (a) interesting facts about Mount Fuji.
 - (b) an unusual tale.
 - (c) how to pray diligently.

SOMETHING EXTRA

- ★ Locate Mount Fuji on a map of Japan.

Table of Contents

Introduction	3
About This Program	4
How This Program Meets Today's Needs	5
How to Use the Cards and Resource Book	7
<i>About the Resource Book—Introducing the Reading Cards—Introducing the Answer Cards—Using the Reading Cards—Determining Student Placement—Monitoring and Recording Progress—Lexile and Guided Reading Levels Chart—About the Reading Card Questions—Using Comprehension Strategies With the Cards (Scope and Sequence Chart)—Student Response Sheet—Student Tracking Chart—Teacher Tracking Chart—Genre Definitions—Comprehension Strategies (Summary and Suggestions)</i>	
Reading Cards Answer Key	31
Comprehension Strategies Lessons	35
Table of Contents	36
Introduction	37
About the Units and Lessons	38
Unit 1 Notes and Lessons	41
Unit 2 Notes and Lessons	67
Unit 3 Notes and Lessons	93
Unit 4 Notes and Lessons	119

How This Program Meets Today's Needs

Moving Toward Close Reading

The Partnership of Assessment of Readiness for College and Careers (PARCC) defines close reading as “uncovering layers of meaning that lead to deep comprehension.” The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet this need.

Among the ideas that support PARCC and move students toward deeper understanding of text are the following: analyzing meaning; paying more attention to the text, main ideas, and supporting details; discovering the meanings of specific words and sentences as they relate to the content; generating ideas about the text, and reflecting more on the contents and the intent of the reading. The reading cards and questions, as well as the comprehension strategies units provided in this program, help students meet these demands.

Using Short Texts

With today's emphasis on reading more demanding text and the inclusion of close reading to improve comprehension, it has been suggested that approaching close reading by using short texts can be helpful—especially when dealing with a wide range of reading levels among students. By using short texts and targeting a specific set of reading strategies, students are more able to acquire the tools they need to practice close reading. The reading cards provided in *Nonfiction and Fiction Comprehension Connections* provide short texts using a wide variety of themes and topics.

Reading a Variety of Genres

The Common Core State Standards emphasize the use of a variety of genres, as well as both informational and literary reading content. The standards also encourage the use of traditional literature, such as folktales, myths, legends, and fables. They suggest introducing students to short stories, poetry, plays, biographies, personal narratives, and articles as a way of approaching close reading. In order to meet this need, a variety of genres have been included in the *Nonfiction and Fiction Comprehension Connections* kits. Among them are the following categories:

- | | | |
|------------------------|---------------|--------------------|
| -narratives | -biographies | -procedure |
| -poems | -fables | -adventure stories |
| -discussions | -recounts | -folktales |
| -science fiction texts | -reviews | -expositions |
| -myths | -fairy tales | -humorous stories |
| -informational charts | -reports | -descriptions |
| -mysteries | -explanations | |
| -legends | -fantasy | |

How to Use the Cards and Resource Book

Using Comprehension Strategies With the Cards

A total of 12 comprehension strategies are addressed in each of the kits. By introducing students to these strategies and providing practice using them, students learn to apply the strategies as they work through the reading cards. The lessons for all 12 strategies are included in this book (see pages 35–144). Teachers can choose a plan for including these practice lessons in a way that best suits the needs of their students.

Below, and on pages 18–19, is a Scope and Sequence Chart that connects each reading card to the specific comprehension strategies upon which the card focuses. The chart includes the card number and color, the genre, the card title, and columns for each of the 12 strategies presented in this book.

For teaching purposes, the Scope and Sequence Chart is ideal for noting which cards address a specific strategy. For example, if students are having difficulty with a particular strategy, the teacher can reinforce it using the lesson pages for that strategy. It is also possible to choose one or more cards from the chart that address the strategy and use them as examples in a whole-class lesson. (An easy way to accomplish this is to use the cards from the PDF files on a whiteboard. For smaller groups, choose copies from the kit or reproduce and distribute copies from the CD.)

SCOPE AND SEQUENCE CHART— Cards and Strategies Correlations

Card Color and Number	Genre	Title	Understanding Words	Finding Information	Identifying the Main Idea	Sequencing	Finding Similarities and Differences	Predicting	Drawing Conclusions	Summarizing	Inferring	Cause and Effect	Fact or Opinion	Point of View and Purpose	Pronoun/Noun Agreement
Burgundy – 1	Fantasy	Isadora's Secret	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓
Burgundy – 2	Supernatural	Sleepless Sleepover	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Burgundy – 3	Narrative	Secret Sense	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
Burgundy – 4	Folktale	A Tale of Two Brothers	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
Burgundy – 5	Humour	Rudy Mentary's Math Problems	✓	✓					✓	✓	✓	✓		✓	✓
Burgundy – 6	Myth	The Armadillo That Longed to Sing	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Burgundy – 7	Recount	My "Good Luck, Bad Luck" Gran	✓	✓		✓		✓	✓		✓		✓	✓	✓
Burgundy – 8	Poetry	The Mysterious Animal	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Burgundy – 9	Fable	True to Nature	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
Burgundy – 10	Folktale	The Mirror of Matsuyama	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓

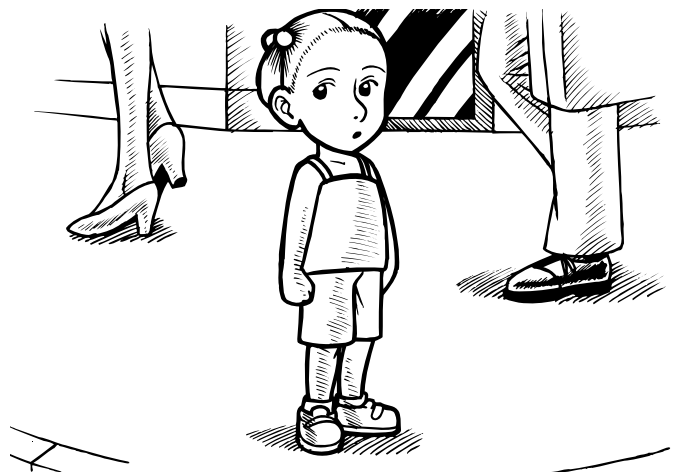
Name _____

As we read, it is important to think about what is happening and to predict what we think may happen next.

Activity: Read the story below and complete pages 84–86.

Lost!

1. "Now wait right here and look after Megan. We'll only be a few minutes."
2. Flynn watched his mom and dad disappear into the souvenir shop. He sighed. He was getting really sick of walking around cities on this vacation. Why couldn't they spend an afternoon hanging out at the hotel just watching free inhouse movies? That would be much more fun than looking at boring historical sites and museums. He glanced at his brother, who was happily taking photographs of a fountain. Aaron loved history, just like their parents.
3. Megan was grasping Flynn's hand tightly. "Horsie!" she called out, pointing to a horse and carriage trotting down the street.
4. "Yeah, big deal." Megan was only three, but she was so annoying, always chattering away—often to animals and complete strangers, much to his mom's horror.
5. "Horsie!" Suddenly, Megan wrenched her hand away and took off down the street after the carriage. In an instant, she'd disappeared around the corner.
6. "Megan!" Flynn yelled. He tapped Aaron on the shoulder. "Help me get her!" He took off with Aaron hot on his heels.
7. "Not again," he heard Aaron mutter behind him. Flynn wasn't sure if he was referring to Megan taking off or him neglecting to look after her properly. He didn't have time to think too much as he darted through a group of people and rounded the corner.
8. There was no sign of Megan.
9. "Where is she?" Flynn could feel familiar panic rising. A million plans flashed through his mind. Should they go back and find their parents? Should he and Aaron split up and hunt down different streets? Should they...?
10. "Flynn." Aaron's sensible voice brought him to his senses. "Here's what we'll do. She could only have gone in two directions—either farther along this street or down the alleyway. I'll take the alleyway. I'll meet you back here in five minutes."
11. Flynn nodded. He looked at his watch and then ran off down the street, dodging the crowd. The street came to a dead end after about 100 yards. He turned back. A sick feeling hit him. What if someone had kidnapped her?
12. "Flynn!" He squinted ahead and saw Aaron waving at him. Megan was by his side, grinning.
13. Flynn jogged up to them. He felt sudden anger boil up inside him, and he screamed at her. "Megan! Don't you dare run off like that again!"
14. Her face turned red, and she started to bawl. She clung to Aaron, and he picked her up and cuddled her. He shook his head and rolled his eyes at Flynn and walked past him around the corner back to their parents. They were standing outside the souvenir shop with worried looks on their faces.
15. Flynn just knew he'd be in trouble again.



Name _____

Follow the steps below to learn how to make a prediction about what may happen next.

- The answers are not found in the text, but there is information for you to use and think about.
- You need to find information related to the question. (This could be underlined.)
- Think hard! What is the writer suggesting might happen?
- Always consider all possible answers before making a decision.

1. Which of these things are Flynn's parents most likely to say to him when they first find out that Megan ran away?
 - (a) "Are you having a good day?"
 - (b) "Isn't Megan naughty?"
 - (c) "I'm sure you feel bad about Megan running away."
 - (d) "Flynn! Why weren't you watching Megan?"
2. Choose the best answer. Think about each choice carefully.
 - (a) Flynn's parents are unlikely to make such a casual comment after finding out that their daughter had run away. This is not a good answer.
 - (b) Flynn's parents will probably think that Flynn is at least partly to blame for Megan running away, so they are unlikely to say such a thing.
 - (c) Flynn's parents will probably want Flynn to explain how Megan got away. They would not likely empathize with how he is feeling. This is not the answer.
 - (d) Flynn's parents would want an explanation for Megan's disappearance. They are feeling worried, so they will probably speak sharply to Flynn. This is the best answer.

1. Which of these things would Megan most likely do if she saw a dog and its owner?
 - (a) hide behind her mother
 - (b) watch the dog
 - (c) run over and talk to them
 - (d) scream in terror
2. Choose the best answer. Think about each choice carefully.
 - (a) The text suggests that Megan is confident for a three-year-old, and she likes animals. This is not a good answer.
 - (b) Megan obviously likes animals, so she might just watch the dog. However, when she saw the horse, she ran up to it. This is not a likely answer.
 - (c) When Megan saw the horse, she ran over to it. The text also says that she likes to chatter to animals and people. This is a good answer.
 - (d) Megan was not frightened to run up to a horse—a much larger animal than a dog. The text also says she likes chattering to animals. This is not a likely answer.

Name _____

Use the strategies you learned to help you predict what will happen. Use the clues in the “Think!” boxes to help you.

1. Which of these things is most likely to happen the day after the story finishes?

- (a) The family would do whatever Megan wanted to do.
- (b) The family would spend an afternoon at the hotel watching movies.
- (c) The family would visit a historical site or museum.
- (d) The family would look at horses.

Think!

Consider what most members of the family are enjoying on this vacation.

2. How might Megan behave towards Flynn for the rest of the day?

- (a) She would want him to cuddle with her.
- (b) She would stay away from him.
- (c) She would tease him to get a reaction out of him.
- (d) She would want him to look after her again.

Think!

Read about how Megan reacted when Flynn screamed at her.

3. What would Flynn most likely say and do if his parents were to ask him to look after Megan again?

Think!

Read about how Flynn reacted to Megan running away.

4. If Megan were to see the horse again, what do you think would happen?

Think!

Consider Megan's personality and what she did the first time she saw the horse.

Name _____

Use the strategies you have been practicing to help you make predictions about what may happen.

1. Most likely, what would have happened if Aaron hadn't been nearby when Megan ran away?
 - (a) Megan would have ran back to their parents.
 - (b) Flynn would have checked the alleyway.
 - (c) Megan would have found Flynn.
 - (d) Flynn would have panicked.
2. Explain how you think both Aaron and Flynn would react to their parents suggesting they go on a walking tour of the historical parts of the city that afternoon.

3. Which of these things would most likely have happened if the boys hadn't found Megan within five minutes?
 - (a) Aaron would have come up with another plan.
 - (b) They would have checked the alleyway and the street again.
 - (c) Flynn would have told Aaron to go away.
 - (d) Megan would have found her way back to the souvenir shop.
4. Explain what you think Aaron will do once the boys reach their parents and what Flynn's reaction might be.

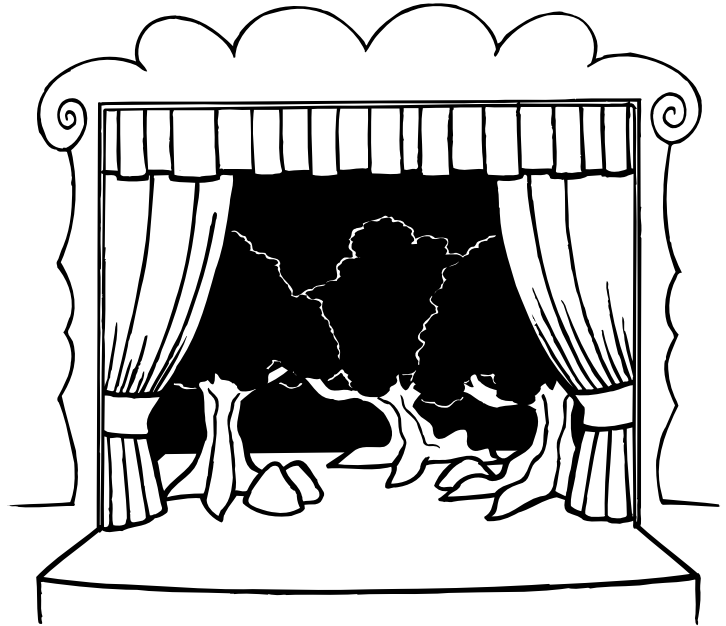
Name _____

Activity: Read the diary entry below and complete page 88.

Moonlight Forest

Dear Diary,

1. It's almost here! Tomorrow is the opening night of "Moonlight Forest." Even though I have acted in so many of our community theater group's plays before, this is the first time I have had the lead role.
2. I usually feel quite confident about acting, but this time I am really nervous. When I get nervous, my mind tends to go blank. I am so worried that I will forget all of my lines. Mrs. Sinclair, the acting coach, says that is ridiculous. She says that I have only ever forgotten one line at a rehearsal—and that didn't matter because I covered it so well! I suppose she's right—I've taken acting classes for so many years that I can make things up on the spot. But I still worry about it!
3. The other thing I worry about is the costumes. I haven't even tried mine on yet! Mr. Johns, who is in charge of costumes and props, has been sick for the last two days and hasn't been able to get to the theater. My costume is supposed to be a fairy dress. I am hoping for a long, floaty dress in a pale color, but the last time I hinted about that to Mr. Johns, he wrinkled up his nose and said that he had a "much better idea" for my costume. He then talked loudly to the other cast members about how much he liked tutus and bright colors. My stomach dropped to my knees. I hope he was joking.
4. The thing I worry about least is the other actors. Most of them are very experienced, and I know they'll help me out if something goes wrong on stage. Mr. Johns, who apart from doing props and costumes, is also playing a goblin. He sometimes makes up lines as he goes along as a joke, but I overheard Mrs. Sinclair warning him not to do that this time. The only person I worry about in the cast is Jeremy. He's six years old, and he's playing an elf. He is super-confident and giggles all the time when he's on stage, so he misses some of his lines. I think he got the part because he's Mrs. Sinclair's nephew. She won't yell at him, so the rest of us have to. But he doesn't listen to anyone. He just jumps around until it's his turn to go on stage. Often, he's so busy jumping that he misses his cue and barges on stage at the wrong time.
5. I think the set and the music are some of the best things about our play. We are having a string quartet coming in to play for us. They are excellent. One of them is my cello teacher! They played the music for our production last year, and they sold a lot of their CDs to the audience members afterwards.
6. The set has been made by the senior art class at the local high school, and I think it's perfect. Everyone who has seen it stops and stares in amazement. How they used chicken wire, paper, and paint to make such a realistic and spooky-looking forest, I really don't know. I am terrible at arts and crafts.
7. I had better go to the dress rehearsal now. Wish me luck!



—Ella

Name _____

Use the strategies you learned and practiced in *Lost!* to help you make predictions.

Remember:

- You need to find and underline the information related to each question.
- The answer is not in the text, but there is information you can use and think about.
- The writer will suggest, rather than tell, what is likely to happen.
- Check all possible answers before making a decision.

1. If Ella were to participate in the theater group's next production, what would she be least likely to do?

- (a) act
- (b) help make the set design
- (c) help with the music
- (d) help Mrs. Sinclair

Think!

Read Ella's comments on each of these things to find out which one she dislikes or is the least talented at.

2. Which of these things is most likely to happen if Ella goes blank on stage?

- (a) She will run offstage.
- (b) The other cast members will laugh at her.
- (c) She will make up lines on the spot.
- (d) She will laugh about it.

3. What kind of costume do you think Ella will end up wearing? Give reasons for your answer.

4. If something were to go wrong on the opening night of the play, which of these things is it most likely to be?

- (a) The musicians will forget their music.
- (b) Ella's costume won't fit her.
- (c) Mr. Johns will refuse to go on stage.
- (d) The audience will laugh at the set.

5. Do you think Jeremy will completely spoil the play on opening night? Explain why/why not.

Name _____

Activity: Read the story below, and use pages 90–92 to show how well you can sequence, find similarities and differences, and predict.

Terrible Twins' Tale to Hit Big Screen

1. American director Brock Coleson announced in an interview yesterday that he is going to make a movie based on the true story of Belinda and Isabel Kidd.
2. Born in 1970 in a small town in New Zealand, Belinda and Isabel were labeled as “geniuses” by their teachers. Belinda had a particular interest in and talent for art, while Isabel concentrated on mathematics and history. Isabel then went on to study art history and archaeology at a university, while Belinda did courses in makeup artistry and painting, excelling at both. She was also able to sell many of her paintings. According to their few friends, both girls were described as “shy” and “the sort of girls who kept to themselves.” The twins were not identical, and apart from their red hair, they did not even look like sisters.
3. After Isabel finished her college degree, the girls decided to go to Europe, using the money they had saved from their part-time jobs in fast food and Belinda’s earnings from selling her artwork. The trip was supposed to last six weeks. But it was not to be. A few weeks into their vacation, much to their family and friends’ surprise, the Kidds were appearing in European newspapers. The twins claimed that while vacationing in France, they had found two paintings by famous artists that had never been seen before. The art world was amazed and curious. The paintings were inspected by a renowned art expert and declared to be genuine. Promptly, they were sold for millions of dollars at auction. The girls then seemed to disappear. Over the next six months, their parents back in New Zealand received occasional letters from Isabel saying that she and Belinda were well and happy and continuing with their travels. They had rejected the offer of interviews from the media, as they both “didn’t want to be famous,” she said.
4. But the truth was about to come out. The paintings were examined again by another art expert, and to the new owner’s horror, they were found to be clever fakes. Investigation by police revealed that the first art expert had been in on the twins’ hoax. In return for declaring the paintings to be real, the twins had promised him half the money they made. But they had vanished too quickly, and he had never been able to claim his money. He said that he had met only Belinda in person when she had turned up at his London office and explained their plan. He said he didn’t have a clue where the twins were now.
5. Police are still hunting for the twins to this day. Family and friends claim they have had no contact with them.
6. In the meantime, Coleson has great plans for his movie. “The movie will be based on some of the events in the Kidds’ lives,” he said in the interview. “Other events will be fictionalized to make the story more exciting. One interesting fact that I will take into account is that I believe the twins’ parents received a letter just a few weeks ago that seemed to be in Isabel’s handwriting. It said that she and Belinda were sorry for what they had done and were planning to make amends for their crime. However, the parents have denied the letter exists.” Coleson would not say who the target audience for his movie is but said he was hoping to attract a “younger” audience.



Name _____

Remember:

- Make sure you know which events you need to sequence, then find and underline them.
- Determine how they are related. Look for time-marker words.
- Check all possible answers before making a decision.

1. What did Isabel and Belinda do after Isabel finished her degree?
 - (a) They saved up their money.
 - (b) They went to a small town in New Zealand.
 - (c) They went to Europe.
 - (d) They sold some of Belinda's paintings.
2. In order, list three things that happened in between the two events below.
 - The two paintings were inspected by the first art expert and declared to be genuine.
 - _____
 - _____
 - _____
 - The paintings were inspected by the second art expert.
3. What happened a few weeks into Isabel and Belinda's vacation?
 - (a) The police began hunting for them.
 - (b) They went to France.
 - (c) They were labeled as "geniuses."
 - (d) They appeared in European newspapers.
4. Write the numbers 1 to 4 to place these events in the order in which they happened in "real life."

<input type="checkbox"/>	Coleson announced he was going to make a movie based on the Kidds' lives.
<input type="checkbox"/>	Isabel wrote that she and Belinda didn't want to be famous.
<input type="checkbox"/>	The paintings were found to be clever fakes.
<input type="checkbox"/>	Belinda did a course in makeup artistry.

Name _____

Remember:

- Make sure you understand the question and underline the keywords.
- Use a chart or Venn diagram if you need to.
- Check all possible answers before making a decision.

1. Which of these two things did the twins have in common?

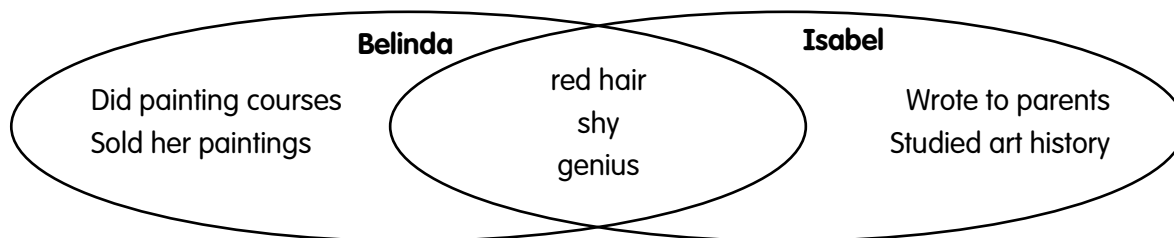
- (a) excellent at painting and red-haired
- (b) interested in mathematics and excellent at painting
- (c) red-haired and shy
- (d) shy and interested in mathematics

2. Isabel and Belinda are different because:

- (a) only Belinda did a course in art history.
- (b) only Isabel kept to herself at school.
- (c) only Belinda met the first art expert.
- (d) only Isabel is being hunted by the police.

3. Explain the difference between the first and second art experts.

4. Use the Venn diagram to help you to answer the questions below.



- (a) Who was shy and sold her paintings? _____
- (b) Who studied art history and had red hair? _____
- (c) Who was a genius and shy? _____
- (d) Who had red hair and did a painting course? _____

Name _____

Remember:

- You need to find and underline the information related to each question.
- The answer is not in the text, but there is information you can use and think about.
- The writer will suggest, rather than tell, what is likely to happen.
- Check all possible answers before making a decision.

1. If the first art expert were to find the twins, which of these things would he be most likely to do?

- (a) turn them into the police
- (b) tell them about the movie
- (c) pay them money
- (d) plan another art hoax with them

2. Do you think the twins will try another art hoax? Explain why/why not.

3. Write how you think Belinda and Isabel would react to the news of the movie being made. Give reasons.

4. Most likely, which of these scenes would Coleson most want in his movie?

- (a) Belinda and Isabel eating lunch
- (b) the police chasing and very nearly catching the twins
- (c) Belinda selling her paintings
- (d) the twins working in their classroom at school

A TALE OF TWO BROTHERS

1. *During the 17th and 18th centuries, the Cheyenne people of North America had an unusual custom. Whenever they were about to cross a river, even when pursued by a mortal enemy, they would stop and toss food into the water. A tale involving two brothers, passed down by storytellers from one generation to the next, may hold the key to this peculiar tradition.*
2. Two brothers, traveling across the Great Plains of America with little water and no food to speak of, became completely lost. With grassy plains in every direction, they walked for a whole day uncertain of where they were heading. By early evening, when both were ravenous, they stumbled upon a giant, green egg with red spots sitting on the grass directly in their path.
3. "What an unbelievably lucky find!" exclaimed the younger brother, who quickly started gathering sticks to build a fire to cook the egg.
4. The older brother was hesitant. "You do not think it strange, brother, that this very unusual-looking egg, larger than any egg I've ever seen, appears at our feet just as our stomachs are crying out to be fed?"
5. The younger brother dismissed him, suggesting that perhaps a giant turtle had laid the egg. Soon he cracked it open and was digging out the contents with a spoon.
6. "There is plenty here. Have some!" the younger brother offered.
7. The older brother grimaced at the sight of the rubbery, green yolk and the white with a pinkish sheen to it and refused to even try it.
8. As the younger brother continued to devour the egg, he started to feel nauseous and was beginning to regret his decision. However, with his older sibling watching, he kept gobbling it down.
9. The following morning, the older brother noticed a green tinge to his younger sibling's skin and little red spots starting to appear all over him. As they continued their trek, the younger brother exclaimed, "I'm sssssso thirsty I could drink a lake and still need more!" His arms, which had been swinging as he walked, were now hanging limply by his sides as if glued to him. By lunchtime his skin was a brilliant green, and the red spots were far more prominent.
10. As the sun disappeared below the horizon, they came upon a river. The younger man dove straight in, ducking and diving and shrieking with delight. The older brother was so weak and weary by this time, he rested his head on a rock and fell asleep.
11. The next morning, the older brother woke to the sound of singing and discovered a pile of freshly caught fish at his feet. In the river was his brother, who was no longer in human form but was a giant serpent with bright-green scaly skin and red spots. He had a snake-like face and an enormous forked tail, with which he was piercing fish and flinging them onto the bank.
12. "Look at all the fish I have caught for you, my dear brother," he hissed. "But, I don't only want to eat fish for the rest of my daysssss, so bring me some other food every day, too."
13. From that day on, the Cheyenne people threw food into rivers before they crossed them to appease the appetite of the serpent and to be granted safe passage across.

1. Which word in Paragraph 2 means ***extremely hungry***?

- (a) *uncertain*
- (b) *ravenous*
- (c) *hesitant*

2. It is suggested that the egg was laid by which animal?

- (a) *a turtle*
- (b) *a fish*
- (c) *a snake*

3. The day after eating the egg, the younger brother's:

- (a) *hair had turned red.*
- (b) *skin had turned red.*
- (c) *skin had turned green.*

4. Which word best describes the appearance of the egg?

- (a) *ordinary*
- (b) *strange*
- (c) *dazzling*

5. What did the younger brother do immediately after discovering the egg?

- (a) *ate it with a spoon*
- (b) *built a fire*
- (c) *turned into a serpent*

6. The older brother differs from his younger sibling because he is more:

- (a) *cautious.*
- (b) *courageous.*
- (c) *considerate.*

7. The younger brother probably continued eating the egg even though he was starting to feel unwell because he:

- (a) *didn't want to admit to his older brother that he should have listened to him.*
- (b) *was so hungry he wanted to eat every last morsel of egg.*
- (c) *didn't want to leave any leftover egg for his brother to eat.*

8. The younger brother's speech changed in Paragraph 9 because:

- (a) *his tongue was swollen from the heat.*
- (b) *he was so hungry.*
- (c) *he was turning into a serpent.*

9. You can conclude the elder brother was ***weak and weary*** because he was:

- (a) *tired and hungry.*
- (b) *upset about his brother.*
- (c) *feeling nauseous.*

10. After the younger brother's transformation into a serpent, his sibling probably:

- (a) *had lots to eat.*
- (b) *found his way home.*
- (c) *became a serpent too.*

11. Which statement is a fact, not an opinion?

- (a) *Giant serpents like living in rivers across North America.*
- (b) *The Cheyenne lived in North America in the 17th and 18th centuries.*
- (c) *A more varied diet is good for giant serpents.*

12. Which statement best summarizes the message of ***A Tale of Two Brothers***?

- (a) *Be wary of things you are unsure of, and listen to your elders.*
- (b) *If lost on the Great Plains of America, green eggs will help you find your way.*
- (c) *Count your blessings.*

SOMETHING EXTRA

- ★ Rewrite "A Tale of Two Brothers" as a play, and perform it with a partner.
- ★ Think about a custom that you are familiar with. Research to see how that custom started.