

Note: 149 words per minute (WPM) is proficient for 5th grade! Don't try to "speed-read" way faster than that; instead, focus on reading with expression by pausing at periods and commas, grouping words into phrases, stressing key words, and reading dialogue like an actor.

Warm Up: Fluency Practice Week 1 Day 1 (Day 1)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

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 part in the play was to be the explorer who discovered the land 86
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 they were hard to remember. But after practicing every day after 142
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 at all. He also worked on speaking loudly and clearly. He needed to 167
 make sure everyone could hear him. 173

On the day of the play, Jim was nervous. He was afraid that 186
 when he was standing in front of the school he would forget his lines! 200
 But when Jim got on stage, it was not so bad. He could see his mom 216
 and dad in the front row. Suddenly, he was not nervous anymore. 228
 He remembered all his lines and did a great job. Everyone clapped 240
 for him, and his parents were so proud. 248

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Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

American women seek more than \$66 million in damages from U.S. Soccer

Players on the U.S. women's national soccer team are demanding equal pay. They are asking for \$66 million as part of their gender discrimination lawsuit against the U.S. Soccer Federation. It is called USSF for short.

Papers for the case were filed in U.S. District Court in Los Angeles, California, on February 20. A trial is set for May 5.

The U.S. men's and women's teams each have their own union. The union tries to negotiate better pay and playing conditions from the USSF. The USSF is the group that hires and pays the players. The players' pay was shared publicly for the first time.

Gist:

Unequal Compensation Between Men And Women

Players on the women's national team sued the soccer federation last March. They say the soccer federation is discriminating based on gender. This can be seen when comparing the unequal compensation between the men's and women's teams.

The collective bargaining agreements showed a wide gap in bonuses. It also highlighted the different pay structures between the two teams.

"Women's national team players are paid differently because they specifically asked for and negotiated a completely different contract than the men's national team," U.S. Soccer said in a statement. U.S. soccer said the women rejected a "similar pay-to-play agreement during the past negotiations." Pay-to-play involves getting paid for each game you play. The other option is getting paid a certain amount, no matter how many games you play.

The women's team contract "provides significant additional benefits that the men's national team does not have," the statement continued. These included "guaranteed annual salaries, medical and dental insurance, paid child-care assistance, paid pregnancy and parental leave."

Gist:

Disagreement With Federation's Statements

Molly Levinson is a spokeswoman for the women's team. She disagreed with the federation's statements.

"In the most recent CBA negotiation, USSF repeatedly said that equal pay was not an option regardless of pay structure," Levinson said. For every match played, "the women players were offered less pay than their male counterparts. This is the very definition of gender discrimination, and of course the players rejected it," Levinson added.

The lawsuit has drawn worldwide attention. The U.S. women's team won the World Cup final last summer in France. Fans in the crowd there chanted "Equal Pay! Equal Pay!"

Gist:

Men's Team Backs Up Women's Team

Earlier this month, the players union for the men's national team urged the federation to increase pay for the women's team.

Also among the documents filed February 20 were many pre-trial depositions. A deposition is when someone gives testimony for a case outside of court. Star women's team player Megan Rapinoe was interviewed on January 16. She mentioned Russell Sawyer, an outside lawyer for the USSF. According to Rapinoe, he said in June 2016 that "market realities" show that "women do not deserve to be paid equally to the men." In other words, he believes there is less demand for women's soccer.

USSF President Carlos Cordeiro was asked during a January 29 deposition about a statement he made when campaigning. He mentioned that "our female players have not been treated equally." Cordeiro also said the women suffered from a "lack of opportunity."

"Women's soccer outside of the United States doesn't have the same degree of respect," he added.

Former USSF President Sunil Gulati spoke during a December 17 deposition. He discussed the differences between men's and women's soccer, saying there is an "absolute difference" between the "speed" and "strength" of the two games.

The U.S. men's team failed to make it to the 2018 World Cup. They played 16 qualifying games for the World Cup. A man on the roster still earned \$179,375 from the U.S. Soccer Federation.

However, a player on the U.S. women's team received \$52,500 for being on the roster for the five World Cup qualifiers last year. She also got \$147,500 for her time at the World Cup. That included a \$37,500 roster bonus and \$110,000 for winning the title in France. That totals \$200,000 for winning the World Cup.

The USSF keeps 16 to 21 women's players under contract in each year of the current labor deal, which runs through 2021. It pays each a \$100,000 salary.

Women can go on maternity leave, meaning they stop playing to care for a child, for up to one year. At that time they receive 75 percent of their salary. They may also receive a \$50 daily payment for child care during training and play. The USSF also pays for health, dental and vision insurance for the women.

The men last qualified for the World Cup in 2014. Their player pool got a \$2 million payment then. Each player earned \$55,000 for making the roster and \$5,500 per match. The player pool earned \$175,000 per point for the early "group" phase of the tourney. Points are awarded when a team wins or ties. In total, the players earned \$700,000. Plus they got \$3.6 million for reaching the round of 16.

The USSF in its filing pointed out it received \$9 million from FIFA for the men reaching the second round of the 2014 World Cup. FIFA is the governing body of international soccer. However, USSF got \$2 million for the women winning in 2015. It earned \$4 million for their victory in 2019.

Gist:

1. Read the section "Disagreement With Federation's Statements." Which selection from the section supports the conclusion that many people support the women's lawsuit?
 - a. Molly Levinson is a spokeswoman for the women's team. She disagreed with the federation's statements.
 - b. "In the most recent CBA negotiation, USSF repeatedly said that equal pay was not an option regardless of pay structure," Levinson said.
 - c. For every match played, "the women players were offered less pay than their male counterparts."
 - d. The U.S. women's team won the World Cup final last summer in France. Fans in the crowd there chanted "Equal Pay! Equal Pay!"
2. Read the paragraph from the section "Men's Team Backs Up Women's Team." The USSF in its filing pointed out it received \$9 million from FIFA for the men reaching the second round of the 2014 World Cup. FIFA is the governing body of international soccer. However, USSF got \$2 million for the women winning in 2015. It earned \$4 million for their victory in 2019. Which of the following is the MOST accurate explanation of what this paragraph means?
 - a. The USSF received less money to pay the women's team even though they won more than the men's team.
 - b. The USSF plans to share some of the money it received for the men's team with the women's team.
 - c. The USSF had to pay FIFA for the rounds of the men's tournament that the team failed to play in.
 - d. The USSF gets strict instructions from FIFA about what it can do with the money it receives for players.

3. Read the selection from the section "Unequal Compensation Between Men And Women." "Women's national team players are paid differently because they specifically asked for and negotiated a completely different contract than the men's national team," U.S. Soccer said in a statement. How is Molly Levinson MOST likely to respond to this statement?
 - a. Levinson would agree because the women asked for different things when they negotiated.
 - b. Levinson would agree because both men and women were given a pay-to-play agreement.
 - c. Levinson would disagree because the women were never given an option to receive equal pay.
 - d. Levinson would disagree because both men and women were unable to negotiate contracts.
 4. Who has the following point of view? The women's team should be paid less because they are less athletic than the men.
 - a. Megan Rapinoe
 - b. Carlos Cordeiro
 - c. Russell Sawyer
 - d. Sunil Gulati

Choose a problem (and solutions) described in the text. Explain what the problem is and why it matters, using examples, facts, and details from the text. If possible, describe any solutions proposed in the text.

Warm Up: Fluency Practice Week 1 Day 2 (Day 2)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Jim and Tom

| | |
|--|-----|
| Jim's class was putting on a play. Some kids would be actors, | 12 |
| some would be dancers, and everyone would sing. Jim was excited | 23 |
| and so was his friend Tom. Jim and Tom volunteered to act in the | 37 |
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| for him, and his parents were so proud. | 248 |

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Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Excerpt from “The Growin’ of Paul Bunyan”

by William J. Brooke

1 Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.

2 Starin' out at the orange sun, Johnny asks, "Are they all gone?" Paul looks back over his shoulder an' allows as how they are. Paul waits for Johnny to say somethin' else, but he just keeps starin', so Paul says, "It took you six days to plant 'em an' it took me only three days to chop 'em down. Pretty good, huh?"

3 Johnny looks up an' smiles sadly. "It's always easier to chop somethin' down than to make it grow." Then he goes back to starin'.

4 Now that rankles Paul. When he beats somebody fair an' square, he expects that someone to admit it like a man. "What's so hard about growin' a tree anyway?" he grumps. "You just stick it in the ground an' the seed does all the work."

5 Johnny reaches way down in the bottom o' his bag an' holds out a seed. "It's the last one," he says. "All the rest o' my dreams is so much kindlin' wood, so why don't you take this an' see if it's so easy to make it grow."

6 Paul hems an' haws, but he sees as how he has to make good on his word. So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail. He pats the soil around it real nice, like he seen Johnny do. Then he sits down to wait as the sun sets.

7 "I'm not as fast as you at this," Paul says, "but you've had more practice. An' I'm sure my tree will be just as good as any o' yours."

8 "Not if it dies o' thirst," says Johnny's voice out o' the dark.

9 Paul hasn't thought about that. So when the moon comes up, he heads back to a stream he passed about two hunnert miles back. But he don't have nothin' to carry water in, so he scoops up a double handful an' runs as fast as he can with the water slippin' betwixt his fingers. When he gets back, he's got about two drops left.

10 "Guess I'll have to get more water," he says, a mite winded.

11 "Don't matter," says Johnny's voice, "if the rabbits get the seed."

12 An' there in the moonlight, Paul sees all the little cottontails hoppin' around an' scratchin' at the ground. Not wishin' to hurt any of 'em, he picks 'em up, one at a time, an' moves 'em away, but they keep hoppin' back. So, seein' as how he still needs water, he grabs 'em all up an' runs back to the stream, sets the rabbits down, grabs up the water, runs back, flicks two more drops on the spot, pushes away the new batch o' rabbits movin' in, an' tries to catch his breath.

13 "Just a little more water an' a few less rabbits an' it'll be fine," Paul says between gasps.

14 Out o' the dark comes Johnny's voice. "Don't matter, if the frost gets it."

15 Paul feels the cold ground an' he feels the moisture freezin' on his hands. So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed. Time passes and the rabbits gather round to enjoy the warmth an' scratch their soft little backs up against those big calloused hands. As the night wears on, Paul falls into a sleep, but his hands never stop cuppin' that little bit o' life.

16 Sometime long after moonset, the voice o' Johnny Appleseed comes driftin' soft out o' the dark an' says, "Nothin's enough if you don't care enough."

17 Paul wakes up with the sun. He sets up an' stretches an' for a minute he can't remember where he is. Then he looks down an' he gives a whoop. 'Cause he sees a little tiny bit o' green pokin' up through the grains o' dirt. "Hey, Johnny," he yells, "look at this!" But Johnny Appleseed is gone, slipped away in the night. Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now.

1. Which words from the story **best show** Johnny's disappointment with Paul?

- A. "Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days." (paragraph 1)
- B. "Starin' out at the orange sun, Johnny asks, 'Are they all gone?'" (paragraph 2)
- C. "Paul waits for Johnny to say somethin' else, but he just keeps starin'." (paragraph 2)
- D. "Johnny reaches way down in the bottom o' his bag an' holds out a seed." (paragraph 5)

2. Which detail would be **most** important to include in a summary of the story?

- A. "When he beats somebody fair an' square, he expects that someone to admit it like a man." (paragraph 4)
- B. "'All the rest o' my dreams is so much kindlin' wood, so why don't you take this an' see if it's so easy to make it grow.'" (paragraph 5)
- C. "Don't matter," says Johnny's voice, "if the rabbits get the seed." (paragraph 11)

D. “Time passes and the rabbits gather round to enjoy the warmth an’ scratch their soft little backs up against those big calloused hands.” (paragraph 15)

3. At the beginning of the story, how is Johnny’s view of his trees different from Paul’s view of them?

- A. Johnny views his trees as food for the rabbits while Paul views them as useful in his work.
- B. Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.
- C. Johnny views his trees as needing his protection while Paul views them as needing too much care.
- D. Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

4. What does the use of the word “rankles” in paragraph 4 suggest about Paul?

- A. He wants to comfort Johnny.
- B. He is amused by Johnny’s words.
- C. He is annoyed by Johnny’s reaction.
- D. He feels surprised by Johnny’s response.

5. Read this sentence from paragraph 15 from the story.

As the night wears on, Paul falls into a sleep, but his hands never stop cuppin' that little bit o' life.

What does the author’s use of the phrase “never stop cuppin’ that little bit o’ life” indicate?

- A. Paul does not care about the tree.
- B. The color and shape of Paul’s plant.
- C. Paul’s tree will never get very large.
- D. Paul finds the plant special or precious.

6. What is the **most** important way that paragraphs 9, 12, and 15 develop the story?

- A. They include a series of events that challenge the characters.
- B. They provide details that explain the importance of the setting to the characters.

- C. They identify the source of the conflict between the characters.
 - D. They describe the process by which one of the characters learns a lesson.
7. Why is the title “The Growin’ of Paul Bunyan” important to the story? Use **two** details from the story to support your response.
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Warm Up: Fluency Practice Week 1 Day 3 (Day 3)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

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Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Nike's Vaporfly shoes changed running, track world sifts through the fallout

Running shoe companies are always looking to make better shoes. Nike is a sports equipment giant. The company has always relied on new technology. In 1971, Nike co-founder Bill Bowerman created a sole by pouring rubbery material into a waffle maker. The sole is the bottom part of a shoe.

In January 2016, Kenyan marathoner Eliud Kipchoge tested a new shoe. It would come to be known as the Nike Zoom Vaporfly Elite. The Vaporfly series, and the Alphafly series it began, broke records. They also sparked heated arguments.

Gist:

First To Run A Marathon In Less Than 2 Hours

Kipchoge wore a test model of Nike's Air Zoom Alphafly Next% to run a marathon. He became the first person to run a marathon in less than 2 hours. A marathon is 26.2 miles. Nike calls Kipchoge "the essence of progress." His shoes, wrote South African sports scientist Ross Tucker, "disrupted the meaning of running."

Many sports face questions about fairness and new technology. Distance running was slow to realize it faced the same problems. For many years, shoes were treated as clothing instead of sports equipment.

"If you wanted to put everybody on the same starting line, you can require people to run with their bare feet," said Damiano Zanotto. He runs a wearable robotics systems lab. "Which doesn't make any sense. There is not negative or bad technology. There is a need for regulation, and clear regulation."

World Athletics is the governing body for competitive running. It used to be known as IAAF. The organization recently released new rules to control the effects of new technology. Critics, including the heads of rival shoe companies, said the rules came too late.

"I do think as a governing body, they need to start thinking about the shoe as the piece of equipment," said Shawn Hoy. He is a vice president at the shoe company Saucony. "It's no different than a golfer's clubs or a tennis player's racket."

The Vaporfly updates old ideas. It places a springy plate in the midsole, which Fila had done in the early 2000s. The shoe uses a new foam Nike calls ZoomX, an update of an Adidas material. Nike also made the sole extra thick. Plenty of companies had done the same.

Gist:

New Shoes Changing The Sport

The new Nike shoes, though, are changing the sport. Research showed the shoes improved the way runners use energy by an average of 4 percent. That is a really big change. Runners who used them could break records. Runners who didn't could not keep up.

Even if everyone had the Vaporfly, it might still create unfair advantages. Tucker pointed to studies showing that some runners respond to the shoes' technology more effectively. Those who respond well will have a huge advantage over those who do not. Runners who do not respond as well to the shoe could be cut at an early age from competitive running.

Danny Orr works at New Balance, another shoe company. He said Nike could have been clearer as it developed the Vaporfly. However, he agreed it was World Athletics' responsibility to create rules for companies to work within.

Orr said that early on, people saw incredible results with the Vaporfly. World Athletics could have acted. "The fact that they didn't since 2016 is what's put us in the position today," Orr said.

Gist:

Rules Are Insufficient

On January 31, World Athletics announced new rules on shoes. Shoes worn in competition must be "readily available" for four months. They also cannot be test models. Distance running shoe soles cannot be thicker than 40 millimeters. The shoes also cannot use more than one plate in the sole of the shoe.

Sebastian Coe is president of World Athletics. He explained in a statement that the organization does not control the sports shoes market. However, it must protect top races.

Experts viewed the changes as insufficient. Zanotto said there are reliable ways to test how much energy a shoe can store. Rules should be based on those, he said, and not simple measurements.

Shoe companies were also upset by the new rules on test models. Hoy said there was no clear definition of "readily available." Orr complained that no one asked for their ideas. He said New Balance had planned to release some shoes after the 2020 Tokyo Olympics. Now it must rush them to stores by April to make sure its athletes can use them.

It may be a matter of time before the next great new shoe stirs up arguments. Fans care about how shoes affect competitions. Competition, though, is driven by shoe businesses looking for the next great idea.

"I don't believe the gap between what Nike has created in this space vs. what we are capable of creating is significant," Hoy said. He hopes that one of his company's shoes might become the subject of the same conversation. "That's what keeps you moving forward."

Gist:

- 1) Read the section "New Shoes Changing The Sport." Which selection from the section supports the conclusion that not all runners benefit equally from the Vaporfly's technology?
 - a) Research showed the shoes improved the way runners use energy by an average of 4 percent.
 - b) Tucker pointed to studies showing that some runners respond to the shoes' technology more effectively.
 - c) He said Nike could have been clearer as it developed the Vaporfly.
 - d) Orr said that early on, people saw incredible results with the Vaporfly.
- 2) Read the section "Rules Are Insufficient." Select the paragraph from the section that shows the regulations World Athletics recently put on competition running shoes.
 - a) On January 31, World Athletics announced new rules on shoes. Shoes worn in competition must be "readily available" for four months. They also cannot be test models. Distance running shoe soles cannot be thicker than 40 millimeters. The shoes also cannot use more than one plate in the sole of the shoe.
 - b) Experts viewed the changes as insufficient. Zanotto said there are reliable ways to test how much energy a shoe can store. Rules should be based on those, he said, and not simple measurements.
 - c) Shoe companies were also upset by the new rules on test models. Hoy said there was no clear definition of "readily available." Orr complained that no one asked for their ideas. He said New Balance had planned to release some shoes after the 2020 Tokyo Olympics. Now it must rush them to stores by April to make sure its athletes can use them.
 - d) It may be a matter of time before the next great new shoe stirs up arguments. Fans care about how shoes affect competitions. Competition, though, is driven by shoe businesses looking for the next great idea.
- 3) Read the section "First To Run A Marathon In Less Than 2 Hours." Which sentence from the section shows the author's point of view about the running world's response to new shoe technology?
 - a) His shoes, wrote South African sports scientist Ross Tucker, "disrupted the meaning of running."
 - b) Distance running was slow to realize it faced the same problems.
 - c) "It's no different than a golfer's clubs or a tennis player's racket."
 - d) The shoe uses a new foam Nike calls ZoomX, an update of an Adidas material.
- 4) Who has the following point of view? *World Athletics should have placed restrictions on shoe technology in 2016, when the Vaporfly first produced major improvements in performance.*
 - a) Ross Tucker
 - b) Eliud Kipchoge
 - c) Sebastian Coe
 - d) Danny Orr

Write a paragraph that explains the central idea of the text. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 1 Day 4 (Day 4)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Jenny, Suzy, and Bean

| | |
|---|--|
| One day Jenny's class adopted a rabbit as the class pet. All the students loved watching the rabbit eat and play. Jenny asked her mom if she could get a rabbit too, but her mom said no. Their apartment was too small and rabbit cages are too big. Besides, rabbits need lots of room to move around. A rabbit could not move much in their apartment. | 12 23 38 49 62 66 |
| Jenny was disappointed, but she learned a hamster would work instead. Hamsters are like mice, but their tails are shorter, and they can store food in pouches in their cheeks. Her friend Suzy got a hamster for her birthday. It was so small, the cage fit into Suzy's room. The hamster also had a plastic ball. The ball allowed it to run around on the floor. It would not get lost, and it could get exercise. | 75 87 101 114 128 142 |
| Jenny thought the hamster was even cuter than a rabbit. She asked her mom if they could get a hamster instead of the rabbit. Her mom said yes, and Jenny was very happy. She understood that it would be her responsibility. At the pet store, she picked out a gray hamster. It fit in the palm of her hand. She named her pet Bean because he looked like one. | 153 166 178 192 206 211 |
| Jenny set up Bean's cage and gave him food and water. She played with him every day, and he loved running in his ball all around the house. Jenny was very glad to have a new pet. | 223 236 248 |

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Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

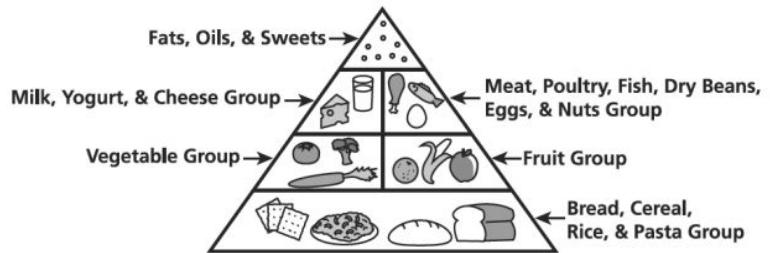
Excerpt from *Trading Places*

by Claudia Mills

- 1 Todd was lying on the family room floor doing math homework, when he heard his mother, back from her shift at the Crafts Cottage. She was later than usual, so she must have stopped on the way home to get groceries. Todd hoped so. Groceries were one of life's good things.
- 2 Math homework was another. Todd knew other kids thought it was strange to like having math homework, but he did. He loved questions that had answers, problems that had solutions, twenty of them, all on one page. He loved looking at a neat page of calculations and knowing that he had them all one hundred percent right.
- 3 His mother came into the family room and clicked off the TV. Todd looked at Amy, so lost in her book that she didn't seem to register their mother's presence in the room. But their father, dozing on the couch with the remote in his hand, came awake with a guilty startle.
- 4 "David. Todd. Amy." Quiet voices could sound so much more menacing than shouting ones. "I need you to come into the kitchen. Now."
- 5 Amy put her book down then, and the three of them straggled into the kitchen. If they had had tails like Wiggy, the tails would have been tucked between their legs.
- 6 "Look at this place," Todd's mother said.
- 7 It was bad: newspapers in an untidy heap on the table, dirty dishes everywhere, an empty milk carton standing on the counter next to spilled cereal left over from breakfast, and two sacks of groceries his mom had just carried in from the car.
- 8 "I want this cleaned up. I want these groceries put away. I want a decent meal with every part of the food pyramid represented on the table in sixty minutes. Call me when it's ready. I'm going to be upstairs soaking in a hot tub."
- 9 Then she was gone.
- 10 Once his first spasm of remorse had passed, Todd actually felt relieved. It was so much better to be doing something rather than nothing, to be solving a problem rather than pretending it didn't exist. He opened the dishwasher and started

loading dirty dishes into it, as Amy and their father took the groceries out of the paper sacks and put them on the pantry shelves and in the fridge.

- 11 "How does the food pyramid work?" their father broke the silence to ask.



- 12 "You're supposed to eat a lot of grains and cereals," Todd explained. They had studied the food pyramid at school last year. "They're on the bottom of the pyramid, the wide part. And hardly any fats and sugars. They're the little point at the top. And eat lots of vegetables and fruits. And some protein, too."

- 13 "I don't think she really cares if we have the whole pyramid," Amy said. "Just so it looks sort of balanced. I mean, not just popcorn and apples."

- 14 "Maybe we should look in a cookbook," their father suggested.

- 15 There was a whole bookcase full of cookbooks against one kitchen wall. It was hard to know where to begin. Some of them were as thick as dictionaries; others had obviously unhelpful titles such as *Fifty Christmas Cookies from One Basic Dough* or *Easy Entertaining*.

- 16 "Here's one," Todd said. He pulled out *Thirty-Minute Meals*.

- 17 Their father glanced at the clock on the microwave. "Can you find one that says *Fifteen-Minute Meals*?"

- 18 Todd checked the shelves again. "Nope. The only other one that tells the minutes is the *Sixty-Minute Gourmet*."

- 19 "Okay, thirty minutes it is."

- 20 "Let's make something with chicken," Amy said. "I just put away a lot of chicken."

- 21 "How about curried chicken breasts with rice?" Todd asked. It looked good in the picture. "Do we have any rice?"

- 22 "Right here!" their father answered.

- 23 "What about fruits and vegetables?" Amy reminded them.

- 24 "We'll have broccoli on the side," their father said.

- 25 "Dairy products?" Todd thought the pyramid had dairy products on it somewhere.
- 26 "You kids can drink milk. And look, there's some cream in the sauce. Do we have any cream?"
- 27 Amy checked the fridge. "We have half-and-half. That's sort of like cream."
- 28 The meal took more than thirty minutes to make. It turned out that the thirty minutes started *after* you had chosen the recipe, located the ingredients, and done whatever preliminary chopping you had to do, which for curried chicken breasts was a lot. Still, forty five minutes later, their father sent Amy upstairs to summon their mother for dinner.
- 29 When she came into the kitchen, she stared in apparent disbelief. "You even fixed broccoli," she whispered.
1. Why does Todd and Amy's father refuse to look at the *Sixty-Minute Gourmet* cookbook?
 - A. He thinks that they do not have the skills to make the recipes.
 - B. He knows the family does not have the right ingredients.
 - C. He knows that the recipes will take too long to make.
 - D. He thinks that the mother will dislike the meal.
 2. The narrator's description of the conversation in paragraphs 11 through 13 shows that
 - A. the family has different ideas about a balanced diet.
 - B. Amy knows which foods her mother likes best.
 - C. Todd has experience with cooking
 - D. the father relies on his children's knowledge.
 3. What does the word "straggled" in paragraph 5 suggest about Todd, Amy, and their father?
 - A. They are trying to keep the mother from seeing the kitchen.
 - B. They are determined to finish the work in the kitchen.
 - C. They are trying to keep close together in the kitchen.
 - D. They are not excited about going to the kitchen.
 4. How does paragraph 28 relate to paragraph 8?
 - A. Paragraph 28 provides further details about the problem.
 - B. Paragraph 28 shows the result of the mother's instructions.
 - C. Paragraph 28 presents a summary of the tasks that are introduced.

- D. Paragraph 28 explains how the meal is unlike the mother's request.
5. The illustration **best** supports the information provided in which paragraph?
- A. paragraph 12
 - B. paragraph 13
 - C. paragraph 24
 - D. paragraph 27
6. What theme is supported by events in the story? Use **two** details from the passage to support your answer.

7. What do details in paragraphs 1 through 5 suggest about Amy and Todd? Use **two** details from the passage to support your answer.

Warm Up: Fluency Practice Week 1 Day 5 (Day 5)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Jenny, Suzy, and Bean

| | |
|--|--|
| One day Jenny's class adopted a rabbit as the class pet. All the students loved watching the rabbit eat and play. Jenny asked her mom if she could get a rabbit too, but her mom said no. Their apartment was too small and rabbit cages are too big. Besides, rabbits need lots of room to move around. A rabbit could not move much in their apartment. | 12 23 38 49 62 66 |
| Jenny was disappointed, but she learned a hamster would work instead. Hamsters are like mice, but their tails are shorter, and they can store food in pouches in their cheeks. Her friend Suzy got a hamster for her birthday. It was so small, the cage fit into Suzy's room. The hamster also had a plastic ball. The ball allowed it to run around on the floor. It would not get lost, and it could get exercise. | 75 87 101 114 128 142 |
| Jenny thought the hamster was even cuter than a rabbit. She asked her mom if they could get a hamster instead of the rabbit. Her mom said yes, and Jenny was very happy. She understood that it would be her responsibility. At the pet store, she picked out a gray hamster. It fit in the palm of her hand. She named her pet Bean because he looked like one. | 153 166 178 192 206 211 |
| Jenny set up Bean's cage and gave him food and water. She played with him every day, and he loved running in his ball all around the house. Jenny was very glad to have a new pet. | 223 236 248 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

What we don't learn about the Black Panther Party — but should

The Black Panther Party began in Oakland, California, in 1966. Its history holds important lessons for people today fighting racism and police violence. Yet textbooks either twist or minimize the Black Panthers.

The first issue of the Black Panther newspaper asked, "WHY WAS DENZIL DOWELL KILLED?" Denzil Dowell was an African-American man killed by California police in 1967. Police claimed it happened during a burglary attempt. One of the first major campaigns of the Black Panthers was to try to get Dowell's family justice. Today, unarmed African-American men and women are killed by the police. Their stories are similar to Dowell's. He was harassed by police before his killing, and his killer was freed. Some reports say that Dowell's hands were raised when he was killed. These all eerily echo the police killings that led to the Black Lives Matter movement.

The Black Panthers did their own investigation into Dowell's death. They helped mothers in the community organize against abuse at the local school. They also organized armed street rallies, where hundreds joined the party. Textbooks, however, are almost always silent about this. Over time, the Panthers grew. They fought across the nation to give the poor access to decent housing, health care, education and much more.

This is nowhere to be found in the textbooks either. Yet it is what won the Black Panthers widespread support. By 1970, a poll found that black people said the Panthers was the organization "most likely" to make the black liberation struggle more effective. Two-thirds admired the party. This support was remarkable, since the Panthers were attacked by the white press and police. FBI Director J. Edgar Hoover claimed that the Panthers were "the greatest threat to the internal security of the country."

Gist:

BLACK PANTHER PARTY 10-POINT PROGRAM

1. We want freedom. We want power to determine the destiny of our black community.
2. We want full employment for our people.
3. We want an end to the robbery by the white man of our black community.
4. We want decent housing, fit for shelter of human beings.
5. We want education for our people that exposes the true nature of this decadent American society. We want education that teaches us our true history and our role in the present day society.
6. We want all black men to be exempt from military service.
7. We want an immediate end to police brutality and murder of black people.
8. We want freedom for all black men held in federal, state, county and city prisons and jails.
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the constitution of the United States.
10. We want land, bread, housing, education, clothing, justice and peace, and as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.

The Black Panther Party platform, better known as the Ten Point Program, arose from the Black Panthers' assessment of the social and economic conditions in their community.

The Textbook Version Of The BPP

A few of the major textbooks don't even mention the Black Panthers. Most mention it in only a sentence or two. But even they do not give much information and twist their ideas.

Textbooks often say the Panthers were violent and anti-white. For example, "History Alive! The United States" says that the black power groups were aggressive and violent. It claims the Black Panthers rejected whites and wanted to build a separate black nation.

In reality, the Panthers believed in using violence only in self-defense. The textbook also tries to separate the Panthers from "nonviolent" civil rights groups. The Panthers didn't begin out of thin air, however. They grew from their relationships with other civil rights organizations.

"History Alive!" also claims the Panthers were anti-white. It ignores that they worked together with other ethnic groups. In Chicago, a Black Panther leader began the Rainbow Coalition. It included the Young Lords and the Young Patriots. The Young Lords was a Puerto Rican civil and human rights organization. The Young Patriots was a group of poor Southern white migrants. The Black Panthers helped the Young Lords and the Patriots set up their own community service programs.

Some textbooks also do not mention that the Black Panther Party was socialist. Holt McDougal's "The Americans," says the Black Panthers was started "to fight police brutality in the ghetto." In fact, the Panthers had larger goals. Capitalism made some people rich and others poor. The Panthers understood that black people were almost always part of the poor. This was because of the legacy of slavery and racism in the United States. The Panthers wanted a revolution that would replace capitalism with socialism. They wanted to redistribute wealth from the rich to the poor.

The Panthers understood that black people could not change the system on their own. They had to work together with other groups.

Gist:

The FBI's Plan To Destroy The BPP

Several textbooks also blame the Panthers for the end of the civil rights movement. They ignore or downplay the role of the FBI. One of these textbooks is "The Americans." It says that support for the civil rights movement declined because some whites were frightened by the Black Panthers. Textbooks do not say, though, that another reason for the decline in support for the civil rights movement was the FBI.

Ward Churchill is the author of the book "Agents of Repression." He says that the FBI viciously tried to destroy the Panthers.

The FBI worked with dozens of local police departments around the country to destroy the Panthers. Some Panthers were killed and many others imprisoned. The FBI sent undercover agents to join the Black Panthers and divide them. The FBI planted fake news in the media about them. The Panthers lost support as a result.

History textbooks do not say much about the Black Panthers in history. What they do say isn't true. There are only a few materials for teachers and students who want to teach students about the history of the Black Panther Party.

Gist:

- 1) Read the following summary of the article's main ideas. Most of the stories about how the Black Panthers tried to help make society better are not covered in textbooks. The books fail to include information that is accurate or thorough. Which answer choice would complete the summary?
 - a) The Black Panthers had wide public support before the FBI began working with police and newspapers to destroy them.
 - b) Several textbooks also blame the Black Panthers for the loss of white support for the civil rights movement.
 - c) The Black Panther Party was socialist and believed that capitalism caused people to steal and compete for money.
 - d) Some people see similarities between the goals of the Black Panther Party and the Black Lives Matter movement.
- 2) Which sentence from the article supports a main idea of the article?
 - a) Today, unarmed African-American men and women are killed by the police.
 - b) Holt McDougal's "The Americans" says the Black Panthers was started "to fight police brutality in the ghetto."
 - c) The Panthers understood that black people could not change the system on their own.
 - d) There are only a few materials for teachers who want to teach students about the history of the Black Panther Party.
- 3) Read the article's introduction [paragraphs 1-4]. Which sentence shows the author's point of view about the Black Panther Party?
 - a) Its history holds important lessons for people today fighting racism and police violence.
 - b) One of the first major campaigns of the Black Panthers was to try to get Dowell's family justice.
 - c) The Black Panthers did their own investigation into Dowell's death.
 - d) Yet it is what won the Black Panthers widespread support.
- 4) What do the author of this article and the authors of the textbooks that are cited AGREE on?
 - a) whether the Black Panthers were violent and anti-white
 - b) whether the Black Panthers had larger social goals
 - c) whether the FBI viewed the Black Panthers as a threat
 - d) whether the FBI was behind declining support for civil rights

Write a paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 2 Day 1 (Day 6)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Molly and Sara

| | |
|---|---|
| Molly wanted to go to her friend Sara's birthday party. They had celebrated birthdays together since they were very little, and they did not want to stop now. But this year there might be a problem. Molly's family was going on vacation the week of Sara's party. This meant that she could not go to the party. The girls were very disappointed that the birthday tradition would end. | 11 21 35 46 60 68 |
| But Molly was not going to give up yet. She asked her mom if they could change the week of their trip, but her mom said no. She asked her dad if she could stay with her grandma. Her father told her that he would miss her too much. They were visiting relatives and they needed her to be there. Molly tried to tell him that Sara was like her sister. He still said that she could not miss the vacation. | 82 96 109 122 137 149 |
| Molly had another idea. She asked Sara's parents to let Sara come on the trip with her and her family. This time, it was Sara who said no. She wanted to have her party like it was every summer. Molly came home from her friend's and went to her bedroom. She did not want anything to eat. Her parents saw how upset she was. | 160 175 188 200 213 |
| The next day, all of the parents got together to talk. They made a plan to help the two friends. That night, Molly and Sara were playing at Molly's house, and her mom called them to come downstairs. They came down to find Sara's mom holding a birthday cake. Molly's father was holding some birthday presents. Some friends of the girls started to arrive at the house. Their parents had planned a surprise early birthday party! | 226 239 250 261 270 283 289 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

The Unfortunate Fireflies

by Clara Dillingham Pierson

1. SEVERAL very large families of Fireflies lived in the marsh and were admired by their friends who were awake at night. The older Fireflies told the younger ones to get all the sleep they could during the daytime so they could flutter and frisk all night. Most listened, but two young Fireflies, who cared more about seeing the world than minding their elders, used to run away while the rest were dreaming. Each thought herself very important, and was sure that if the others missed her they wouldn't sleep a wink all day.
2. One night they planned to go by daylight to the farthest corner of the marsh. They went to bed when the rest did and pretended to fall asleep. Once the older Fireflies were dreaming, they prepared to leave. "Are you ready?" one firefly whispered.
3. "Yes," answered the friend, who happened to be the smaller of the two.
4. When well away from their sleeping relatives, they lifted their wing-covers, spread their wings, and flew.
5. "Oh, wouldn't they make a fuss if they knew!" exclaimed the Larger Firefly.
6. "They think we need to be told every single thing," said the Smaller Firefly.
7. Just then a Flycatcher darted toward them and they had to hide. He had come so near that they could look down his throat as he flew along with his beak open. The Fireflies were so petrified that their feelers shook.
8. "I wish that bird would mind his own business," grumbled the Larger Firefly.
9. "That's just what he was doing," said a voice beside them, as a Garter Snake drew himself through the grass. Then their feelers shook again, for they knew that snakes do not breakfast on grass and berries.
10. "Did you ever see such luck?" said the Smaller Firefly. "If it isn't birds it is snakes."
11. "Perfectly dreadful!" answered the other. "I never knew the marsh to be so full of horrid people."
12. Then, they noticed a plant growing near. It had a flower of green and dark red which was unlike any other blossom they had ever seen. Each leaf was stiff and hollow and

grew right out of the ground instead of coming from a stalk. They looked like sharp spears poking up from the ground, but the top of each leaf looked soft as fresh rain.

13. "I'm going to crawl into one of them," said the Larger Firefly. She balanced herself on the top of a fresh green leaf.
14. "I'm going into this one," said the other Firefly, as she alighted on the edge of a brown-tipped leaf. "It looks nice and dark inside." Each dropped quickly into her own leaf.
15. Then there was a queer sputtering, choking voice in the fresh green leaf and exactly the same in the brown-tipped one. After that a weak little voice in the green leaf said, "I fell into water."
16. Another weak voice from the brown-tipped one replied, "So did I."
17. On the inside of each leaf were many stiff hairs, all pointing downward. Now that they wanted to get out, these same hairs stuck into their eyes and pushed against their legs and made them exceedingly uncomfortable.
18. After a while they gave up trying to get out until they should be rested. It was after sunset when they tried the last time, and the light that shone from their bellies brightened the little green rooms where they were. They went at it carefully. Slowly, one foot at a time, they managed to climb out of the doorway at the top. As they came out, they heard the squeaky voice of a young Mouse say, "Oh, where did those bright things come from?"
19. They also heard his mother answer, "Those are only a couple of foolish Fireflies who have been in the leaves of the pitcher-plant all day."
20. They flew toward home. "I'm dreadfully tired," said one, "but I suppose we shall have to dance in the air with the rest or they will make a fuss."
21. "Yes," said the other. "It spoils everything if we are not there."
22. As they came near the middle of the marsh they were surprised to see hundreds of tiny lights as their friends and relatives frolicked to and fro in the dusk. "Well," said the Larger Firefly, "They did not wait for us!"
23. "Humph!" clamored the Smaller Firefly. "If they can't be more polite than that, I won't play."
24. So two very tired and cross young Fireflies sat on a last year's cat-tail and sulked. "We were not even missed!" they bellowed.

25. They were much wiser after that, for they had learned that two young Fireflies were not so wonderfully important after all. And that if they chose to do things not meant for young Fireflies should do, they would suffer the consequences while other Fireflies would go on eating and dancing and living their own lives. To be happy, they must keep the Firefly laws.

1. In paragraph 7, why do the two young Fireflies hide from the Flycatcher?

- A. The Flycatcher wants to eat the two young Fireflies.
- B. The two young Fireflies have never seen a Flycatcher before and do not know what it is.
- C. The two young Fireflies worry that the Flycatcher will tell the older Fireflies that they have flown off alone.
- D. The Flycatcher was not watching where it was going and almost hit the two young Fireflies.

2. Why do the two young Fireflies have a difficult time climbing out of the plant in paragraphs 17 and 18?

- A. The plant's leaves have hairs that make the plant very slippery and difficult to climb.
- B. There are many hairs on the inside of the plant, which irritate the two young Fireflies.
- C. The plant releases a smelly gas that makes the two young Fireflies feel too confused to climb.
- D. Their bellies do not glow during they day, so the two young Fireflies cannot see where they are going.

3. Which sentence **best** describes the author's message?

- A. Fireflies should never go out during the daytime.
- B. Even popular people are not as special as they think.
- C. Disobeying the rules can lead one to miss out on joyful moments.
- D. Trying to impress others by breaking the rules will cause one harm.

4. Read this sentence from paragraph 24 of the story.

So two very tired and cross young Fireflies sat on a last year's cat-tail and sulked.

What does the word "sulked" suggest?

- A. The two young Fireflies are bad-tempered and annoyed.
- B. The two young Fireflies are no longer angry and frustrated.

- C. The two young Fireflies feel guilty for having gone exploring alone during the day.
 - D. The two young Fireflies are trying to convince the others to pay attention to them.
5. Read the lines from the passage.

Each leaf was stiff and hollow and grew right out of the ground instead of coming from a stalk. They looked like sharp spears poking up from the ground, but the top of each leaf looked soft as fresh rain.

What effect does the author create by using the phrases sharp spears poking up from the ground and the top of each leaf looked soft as fresh rain?

- A. The author suggests that it has recently rained and the ground is wet.
 - B. The author suggests that the plants are both attractive and dangerous.
 - C. The author shows that different parts of the plant have a different feel or texture.
 - D. The author shows that the two Young Fireflies find the plants to be frightening.
6. Explain why the two young Fireflies complain about the older Fireflies. Use **two** details from the passage to support your answer.
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7. How do paragraphs 9 and 17 affect the plot of the story? Use **two** details from the story to support your response.

Warm Up: Fluency Practice Week 2 Day 2 (Day 7)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Molly and Sara

| | |
|---|---|
| Molly wanted to go to her friend Sara's birthday party. They had celebrated birthdays together since they were very little, and they did not want to stop now. But this year there might be a problem. Molly's family was going on vacation the week of Sara's party. This meant that she could not go to the party. The girls were very disappointed that the birthday tradition would end. | 11 21 35 46 60 68 |
| But Molly was not going to give up yet. She asked her mom if they could change the week of their trip, but her mom said no. She asked her dad if she could stay with her grandma. Her father told her that he would miss her too much. They were visiting relatives and they needed her to be there. Molly tried to tell him that Sara was like her sister. He still said that she could not miss the vacation. | 82 96 109 122 137 149 |
| Molly had another idea. She asked Sara's parents to let Sara come on the trip with her and her family. This time, it was Sara who said no. She wanted to have her party like it was every summer. | 160 175 188 |
| Molly came home from her friend's and went to her bedroom. She did not want anything to eat. Her parents saw how upset she was. | 200 213 |
| The next day, all of the parents got together to talk. They made a plan to help the two friends. That night, Molly and Sara were playing at Molly's house, and her mom called them to come downstairs. They came down to find Sara's mom holding a birthday cake. Molly's father was holding some birthday presents. Some friends of the girls started to arrive at the house. Their parents had planned a surprise early birthday party! | 226 239 250 261 270 283 289 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Feathered friends: Study shows "selfless" parrots helping peers

Scientists found that African grey parrots help others complete tasks. It was the first study to show that birds display such "selfless" behavior. They do this without seeing an immediate benefit to themselves, the scientists said.

Other friendly behaviors have been seen in birds. However, the study team said helping peers to reach a goal has only previously been shown, apart from people, in orangutans and bonobos. Orangutans and bonobos are types of apes.

Professor Désirée Brucks helped to write the study paper from Max Planck Institute for Ornithology in Germany. She said it was an obvious choice to do an experiment with parrots.

Parrots, crows and ravens are known as the smartest birds, she said. "They have been tested in many studies on problem-solving or word learning."

Gist:

Unselfish Behavior Does Not Extend To All Birds

However, the unselfish behavior does not extend to all birds. It is not even seen among all parrots. A previous study showed that ravens do not help their peers with tasks. The new research shows blue-headed macaws are also rather selfish.

The team said their findings suggest the helpful behavior cropped up several times over the course of evolution. Evolution is an idea, or theory, about the way that types of life have developed over the years.

Similar pressures on birds could lead to similar behaviors, said Brucks.

Brucks and other scientists wrote about their study for the journal Current Biology. They tested two parrot types. A task involved the birds passing a metal ring through a hole to a neighboring bird of the same type. This ring could then be passed by the second bird to a human through another hole. The human would give a piece of nut for it.

Eight African grey parrots and six blue-headed macaws were in the experiments. They had been trained to give the rings for food when a person held out their hand.

The team found African grey parrots passed rings to their neighbors when a human held out their hand. This allowed the second bird to drop a ring through the hole. The second bird got a treat.

When the roles of the birds were switched, the same behavior was seen. The more rings a bird had given, the more they received in return.

However, the team said the birds did not know at the start that their favor would be returned. That suggests it is a selfless act.

Gist:

Parrots Did Not Pass Rings For Fun

Far fewer rings were passed between birds when there was no human signal and no hole to pass the ring. This suggests the parrots did not pass rings for fun. The parrots also passed fewer rings when there was no neighbor.

The experiments were repeated with blue-headed macaws. They rarely passed rings to a neighbor.

The message, the team said, is that the African grey parrots were helping peers with a task. They added that the behavior is more complex than sharing food. It involves understanding the needs of another bird to reach a goal.

The team said African grey parrots form huge flocks at night. Then they split into smaller groups during the day to look for food. Brucks said that being helpful might help the birds gain a good standing with others. That could make it more likely they would team up on tasks.

By contrast, blue-headed macaws might value other things. They live in smaller, more stable flocks. They might have more defined leaders and less emphasis on sharing. In another task, the team found these birds were less eager than African grey parrots to share food.

Gist:

Sharing Behavior And Feeding Might Be Related

Manon Schweinfurth is an expert in animal behavior from the University of St. Andrews in Scotland. She was not involved in the study. However, she has an idea about some birds helping others. It might come from the fact that they feed their young, she said.

Handing things over to members of the same species is one of the things they do, she said.

Gist:

- 1) Read the section "Parrots Did Not Pass Rings For Fun." Select the paragraph from the section that shows why scientists think African grey parrots might help each other complete tasks.
 - a) Far fewer rings were passed between birds when there was no human signal and no hole to pass the ring. This suggests the parrots did not pass rings for fun. The parrots also passed fewer rings when there was no neighbor.
 - b) The message, the team said, is that the African grey parrots were helping peers with a task. They added that the behavior is more complex than sharing food. It involves understanding the needs of another bird to reach a goal.
 - c) The team said African grey parrots form huge flocks at night. Then they split into smaller groups during the day to look for food. Brucks said that being helpful might help the birds gain a good standing with others. That could make it more likely they would team up on tasks.
 - d) By contrast, blue-headed macaws might value other things. They live in smaller, more stable flocks. They might have more defined leaders and less emphasis on sharing. In another task, the team found these birds were less eager than African grey parrots to share food.
- 2) Read the section "Unselfish Behavior Does Not Extend To All Birds." Which selection from this section supports the conclusion that African grey parrots behave selflessly?
 - a) However, the unselfish behavior does not extend to all birds. It is not even seen among all parrots. A previous study showed that ravens do not help their peers with tasks.
 - b) The team said their findings suggest the helpful behavior cropped up several times over the course of evolution. Evolution is an idea, or theory, about the way that types of life have developed over the years.
 - c) Eight African grey parrots and six blue-headed macaws were in the experiments. They had been trained to give the rings for food when a person held out their hand.
 - d) The team found African grey parrots passed rings to their neighbors when a human held out their hand. This allowed the second bird to drop a ring through the hole. The second bird got a treat.
- 3) Which sentence from the article supports the main idea of the article?
 - a) Parrots, crows and ravens are known as the smartest birds, she said.
 - b) Similar pressures on birds could lead to similar behaviors, said Brucks.
 - c) However, the team said the birds did not know at the start that their favor would be returned.
 - d) However, she has an idea about some birds helping others.
- 4) Read the summary of the main ideas of the article below. Scientists have discovered that African grey parrots help others of their same species to complete tasks that have no direct benefit to themselves. They believe the behavior might originate in the way that African grey parrots team up to find food. Which answer choice would complete the summary?
 - a) African grey parrots are the first non-mammals discovered to exhibit such behavior.
 - b) African grey parrots are much more helpful to each other than other kinds of birds, such as ravens.
 - c) The experiment showed that blue-headed macaws are much less likely to help other blue-headed macaws.
 - d) The experiment involved one bird passing a ring to a second bird, who could then trade it for a treat.

Write a paragraph that explains the central idea of the text. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 2 Day 3 (Day 8)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Molly and Sara

Molly wanted to go to her friend Sara's birthday party. They had celebrated birthdays together since they were very little, and they did not want to stop now. But this year there might be a problem. Molly's family was going on vacation the week of Sara's party. This meant that she could not go to the party. The girls were very disappointed that the birthday tradition would end. 11
 But Molly was not going to give up yet. She asked her mom if they could change the week of their trip, but her mom said no. She asked her dad if she could stay with her grandma. Her father told her that he would miss her too much. They were visiting relatives and they needed her to be there. Molly tried to tell him that Sara was like her sister. He still said that she could not miss the vacation. 21
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Molly had another idea. She asked Sara's parents to let Sara come on the trip with her and her family. This time, it was Sara who said no. She wanted to have her party like it was every summer. Molly came home from her friend's and went to her bedroom. She did not want anything to eat. Her parents saw how upset she was.

The next day, all of the parents got together to talk. They made a plan to help the two friends. That night, Molly and Sara were playing at Molly's house, and her mom called them to come downstairs. They came down to find Sara's mom holding a birthday cake. Molly's father was holding some birthday presents. Some friends of the girls started to arrive at the house. Their parents had planned a surprise early birthday party!

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Seven-year-old Juan lives in San Pablo, Guatemala, with his grandmother. Many children in the region do not attend school, but Juan has started first grade.

Excerpt from *The Most Beautiful Place in the World*

by Ann Cameron

- 1 When I'd been in school two months, Dona Irene sent me home with a note to my grandmother. I showed it to her after supper, and she got my aunt Tina to read it to her, even though I told her I could read it myself.
- 2 "No, Juan," my grandmother said. "It's about you, so you're not the one to read it."
- 3 The note said that, with my grandmother's permission, the teachers wanted to move me into the second grade. Dona Irene said that they had never had a student who had learned to read like I did, by myself, before ever starting school. She said that it would be a tragedy if such a good student had to leave school, and that if my grandmother ever could not keep me in school, the teachers would help to keep me there.
- 4 When Aunt Tina stopped reading, she looked at me as if she had never really seen me before, and was looking to see what was so special about me, and still couldn't see it, and gave up.
- 5 "Well, congratulations!" she said.
- 6 And I thought my grandmother would congratulate me too. But she didn't, she started to cry, and threw her arms around me.
- 7 She said, "When I was seven, the teachers went from house to house, looking for children to enroll in school, but when they got to my house, my parents hid me in the woodshed. I watched between cracks in the boards, and listened. They told the teachers that they didn't have any school-age children, not one. They did it because they were afraid if I went to school, I wouldn't learn to work. They did it for my good, and I didn't say anything or complain, but I always knew it was a mistake."
- 8 She dried her eyes, and she told me she would help me study even all the way to university in the capital. As long as she lived she would help me, she said, if I did my best.
- 9 And she looked at me as if I were a man already, and said that maybe by studying I could find out why some people were rich, and some were poor, and some countries were rich, and some were poor, because she had thought about it a lot, but she could never figure it out.
- 10 And I felt very proud, but also scared, because just more or less by accident I had taught myself to read, but that didn't mean I was so smart.

11 I said to my grandmother, "I might not always do everything special."

12 "You don't have to do everything special," my grandmother said. "Just your best. That's all."

13 I was proud, but I wasn't so sure I wanted to do my best all the time. I thought it could get pretty inconvenient. If people started expecting a lot of me, I would have to do more and more.

14 "You ask more from me than Dona Irene and all the teachers," I said. "They don't expect so much."

15 My grandmother glared at me. "They don't love you the way I do either," she said.

16 Then she said, "Come on, let's go for a walk."

17 She put on her best shawl, and she and I went down the street together, and she walked the way she always walks, taller and straighter than anybody else. And I walked with my arm around her.

18 We walked all the way to the Tourist Office. Then we stopped a minute and looked at the photo of San Pablo with all the houses of our town, pink and turquoise and pale green, and behind them the blue lake and volcanoes and the high, rocky cliffs.

19 My grandmother looked at the writing under the picture. She touched it with her hand.

20 "What does it say?" she asked.

21 I read it to her. "The Most Beautiful Place in the World."

22 My grandmother looked surprised.

23 I started to wonder if San Pablo really was the most beautiful place in the world. I wasn't sure my grandmother had ever been anyplace else, but I still thought she'd know.

24 "Grandma," I said, "is it?"

25 "Is it what?" she said.

26 "Is San Pablo the most beautiful place in the world?"

27 My grandmother made a little face.

28 "The most beautiful place in the world," she said, "is anyplace."

29 "Anyplace?" I repeated.

30 "Anyplace you can hold your head up. Anyplace you can be proud of who you are."

31 "Yes," I said.

32 But I thought, where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world.

1. What does the dialogue in paragraphs 20-26 **most likely** suggest about Juan?
 - A. He takes his grandmother's opinion very seriously.
 - B. He does not trust his grandmother's judgment.
 - C. He is scared of traveling and seeing new places.
 - D. He thinks San Pablo is ugly and boring.

2. Which detail would be **most** important to include in a summary of the story?
- A. “They did it for my good, and I didn't say anything or complain, but I always knew it was a mistake.” (paragraph 7)
 - B. “Then she said, ‘Come on, let's go for a walk.’” (paragraph 16)
 - C. “Then we stopped a minute and looked at the photo of San Pablo with all the houses of our town, pink and turquoise and pale green, and behind them the blue lake and volcanoes and the high, rocky cliffs.” (paragraph 18)
 - D. “My grandmother looked surprised.” (paragraph 22)
3. Which sentence **best** expresses a theme of the story?
- A. Working hard is just as important as spending time with family.
 - B. Those who truly love you see and expect the best in you.
 - C. Family is more important than friends are.
 - D. Teaching yourself to do things is the best way to learn.
4. In paragraph 3, What does the word “tragedy” suggest?
- A. A thrilling event
 - B. A strange event
 - C. A very sad event
 - D. An interesting event
5. Read this phrase from paragraph 9.
- She looked at me as if I were a man already...
- What does this phrase suggest about Juan's grandmother?
- A. She thinks that Juan is very mature for his age.
 - B. She thinks Juan is very tall for his age.
 - C. She is proud of Juan and impressed by his accomplishment.
 - D. She expects Juan to take care of her and the rest of her family.
6. How do paragraphs 14-17 fit into the structure of the story?
- A. They show Juan and his grandmother do not know one another very well.
 - B. They show that Juan's grandmother is very protective of him.
 - C. They show how Juan is learning to trust his grandmother.
 - D. They show that Juan and his grandmother have a close and loving relationship.

7. In “Excerpt from *The Most Beautiful Place in the World*,” why does Juan’s grandmother react differently than Aunt Tina to the note from Juan’s school? Use **two** details from the story to support your response.

Warm Up: Fluency Practice Week 2 Day 4 (Day 9)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Josh and Greg

| | |
|--|-----|
| Josh wanted to see the moon through his brand new telescope. He heard that it was going to turn red on Saturday night. | 10 |
| He was excited to learn that the moon would change color. He asked his teacher what that meant. She said that the moon was going to have an eclipse. The earth would be between the sun and the moon. This would change how the moon's color looked to us. | 35 |
| Josh's friend Greg did not believe him. He said it was impossible for the moon to change color. Josh wanted to prove it to him, so Josh asked his mom to take them to the beach. She said she was busy on the night of the eclipse. The two boys asked Greg's parents, and his mom said yes. She wanted to see the moon turn red, too. | 47 |
| Saturday the boys and Greg's mom drove out to the beach. They set up chairs and the small telescope and ate a picnic dinner of sandwiches and juice. While they ate, the boys learned about different clusters of stars. Greg's mom told them about the different shapes these clusters make. She told them how people used to tell stories about stars. The boys thought stars were fun to learn about. | 60 |
| They looked at stars while waiting for the eclipse to start. Soon Greg said he did not think the moon would even change color. Josh was worried, but then it happened. During the eclipse the moon turned red. All of them were excited to see the moon change color. | 72 |
| | 83 |
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| | 174 |
| | 185 |
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| | 209 |
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Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

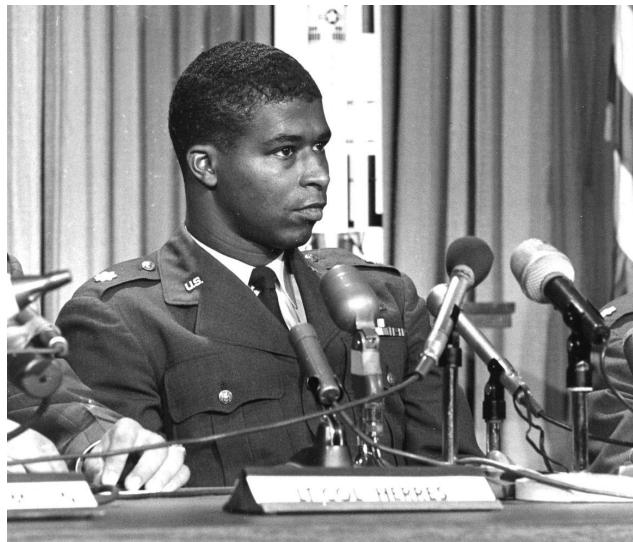
"Black in Space" looks at final frontier of civil rights

When he was 9 years old, Ronald Erwin McNair walked into a library in South Carolina wanting to check out a book about math. It was 1959 and McNair hoped to become an astronaut. However, a librarian said she would call the police if he didn't leave. McNair was black. Black Americans faced a lot of discrimination at this time.

Years later, McNair was selected to become the second African American to travel to space. This academic act of resistance inspired a generation. He overcame segregation, poverty and discrimination. Tragically, McNair died in the 1986 Space Shuttle Challenger explosion. The shuttle exploded soon after liftoff, killing its seven crew members.

Gist:

New Documentary Tells Story Of Black Astronauts



McNair's story and those of other black astronauts are in a new documentary movie. The film looks at the push for rights for black people and getting black astronauts into space. This happened at a time with Jim Crow laws, danger, discrimination and the Cold War. Jim Crow laws were laws that for many years prohibited African Americans from going to certain areas or places such as schools, restaurants and libraries. These laws were racist and were meant to cause harm to African Americans. The Cold War included tensions between the United States and the former Soviet Union, as well as their allies.

"Black in Space: Breaking the Color Barrier" aired February 24 on the Smithsonian Channel. The film examines the race to get black astronauts into the heavens while fighting for human rights on Earth. It shows how the astronauts overcame racial hurdles and angry commanders to get close to the stars.

"They really are the first of the first," filmmaker Laurens Grant said.

Gist:

Cutting-Edge Science And Engineering

Navigating the race problems of their time was not all these hopeful space travelers had to do. They also had to study cutting-edge science and engineering to compete with others, Grant said.

It didn't always end happily.

The road to get black astronauts into space in the United States began under President John. F. Kennedy. His brother, Attorney General Robert Kennedy, pressured a U.S. Air Force program to make sure its astronaut project had a person of color.

Air Force Captain Ed Dwight was selected for a training program and became a public hero. However, NASA did not select him for the astronaut program.

Another Air Force officer, Robert Henry Lawrence Jr., was chosen. The Air Force selected Lawrence as the first African American astronaut, and he may have made it to the moon. Unfortunately, he died after his plane crashed in 1967 at Edwards Air Force Base, California.

No African Americans would make it to the moon.

Gist:

Black Star Trek Character Got Closest To Moon

A fictional character, Star Trek's Lieutenant Uhura, played by Nichelle Nichols in the 1960s television series, got the closest to the moon. Nichols later appeared in ads to get black scientists and pilots to work for NASA. The space agency announcements had an effect.

Frederick Gregory, now 79 years old, saw these ads.

"She was inside my TV one morning. She pointed at me and said, 'I want you to apply for the NASA program,'" Gregory said. "She was talking to me."

An Air Force pilot, he would become the first African-American space shuttle pilot.

The film shows how the former Soviet Union beat the United States. The country sent into space Cuban cosmonaut Arnaldo Tamayo Méndez. He was the first Latin American and first person of African ancestry to reach space. After his mission, he became a Cold War hero for Cuba. His work was largely ignored.

Gist:

First African-American Astronaut

Guion Bluford became the first African-American astronaut. The aerospace engineer made it to space in 1983 as a member of the crew of the Orbiter Challenger. His trip came nearly 20 years after Kennedy tried to get a black man in space.

Gregory said he is proud of his role in breaking barriers and contributing to space exploration. However, he's now concerned about what comes next.

He said he recalls looking down at Earth while floating in space.

"Your concept of neighbor changes significantly," Gregory said. "I began saying, 'Hey, this is a world, and we are all part of it.' When you go to space, you don't see boundaries on the ground. You wonder, why do these people dislike each other? Your concept of what your home is changes."

Gist:

1. Read the section "Cutting-Edge Science and Engineering." Which sentence from this section supports the conclusion that black Americans had to overcome more than just racial barriers to be accepted to the NASA space program?
 - a. They also had to study cutting-edge science and engineering to compete with others, Grant said.
 - b. The road to get black astronauts into space in the United States began under President John. F. Kennedy.
 - c. His brother, Attorney General Robert Kennedy, pressured a U.S. Air Force program to make sure its astronaut project had a person of color.
 - d. Air Force Captain Ed Dwight was selected for a training program and became a public hero.

2. Read the paragraph below from the section "Cutting-Edge Science And Engineering."

Years later, McNair was selected to become the second African American to travel to space. This academic act of resistance inspired a generation. He overcame segregation, poverty and discrimination. Tragically, McNair died in the 1986 Space Shuttle Challenger explosion. The shuttle exploded soon after liftoff, killing its seven crew members.

Which detail from this paragraph supports the conclusion that being an astronaut can be dangerous?

- a. Years later, McNair was selected to become the second African American to travel to space.
- b. This academic act of resistance inspired a generation.
- c. He overcame segregation, poverty and discrimination.
- d. The shuttle exploded soon after liftoff, killing its seven crew members.

3. According to the section “First African American Astronaut,” how did space travel affect Guion Bluford?
 - a. It allowed him to view the world and how people treat others differently.
 - b. It encouraged him to return home and treat others more kindly.
 - c. It inspired him to help more black Americans become astronauts.
 - d. It gave him hope for the future of the world and its people.
 4. What is the relationship between the NASA space program and Star Trek?
 - a. An actress from Star Trek appeared in TV ads that encouraged black scientists and pilots to work for NASA.
 - b. Star Trek encouraged many young children to apply for NASA so they could also be on TV.
 - c. An actress from Star Trek appeared on the show specifically to show that black Americans were capable of working at NASA.
 - d. Star Trek inspired the names of several missions completed by the astronauts at NASA.

Write a paragraph that explains the central idea of the text. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 2 Day 5 (Day 10)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Josh and Greg

| | |
|--|-----|
| Josh wanted to see the moon through his brand new telescope. He heard that it was going to turn red on Saturday night. | 10 |
| He was excited to learn that the moon would change color. He asked his teacher what that meant. She said that the moon was going to have an eclipse. The earth would be between the sun and the moon. This would change how the moon's color looked to us. | 35 |
| Josh's friend Greg did not believe him. He said it was impossible for the moon to change color. Josh wanted to prove it to him, so Josh asked his mom to take them to the beach. She said she was busy on the night of the eclipse. The two boys asked Greg's parents, and his mom said yes. She wanted to see the moon turn red, too. | 47 |
| Saturday the boys and Greg's mom drove out to the beach. They set up chairs and the small telescope and ate a picnic dinner of sandwiches and juice. While they ate, the boys learned about different clusters of stars. Greg's mom told them about the different shapes these clusters make. She told them how people used to tell stories about stars. The boys thought stars were fun to learn about. | 60 |
| They looked at stars while waiting for the eclipse to start. Soon Greg said he did not think the moon would even change color. Josh was worried, but then it happened. During the eclipse the moon turned red. All of them were excited to see the moon change color. | 72 |
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Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)



Cesca lives in Venice, Italy, in the 1800s. Instead of streets crowded with horses and wagons, she grows up in a world of waterways filled with gondolas, which take people to their destinations.

'Cesca's Reward

by Clara Ingram Judson

- 1 When 'Cesca was a tiny baby her father had had a poor, old gondola which he used for carrying folks to and from the fish market. But he never liked that. Always he dreamed of owning a beautiful black gondola with brass railings and black velvet cushions so he could get passengers to ride up and down on the Grand Canal. Fortunately he did more than dream; he worked hard and saved his money, so that about the time 'Cesca was big enough to help about the tiny house, he had saved enough money to buy the new gondola.

- 2 Such a day as that was! 'Cesca could never forget it! Why, she had been almost afraid to step into the gondola, it was so fine. And as for touching the brasses—she never even thought of such a thing. But before very long, 'Cesca's little brother was born and her mother had much work to do. So 'Cesca was taught how to polish the brasses. Very bright and shining she kept them, too, even though it did make her arm ache with tiredness sometimes.

- 3 While 'Cesca was still smiling at the sunshine and her dreams, her father was putting on his fresh coat and telling her mother good-by.
- 4 "Want to ride with me today, 'Cesca?" he asked smilingly, as he came toward her.
- 5 Such a question! Who wouldn't want to ride on a day like that?
- 6 "Then you may sit in the big seat now, daughter mine," he said kindly. "When we arrive at the Grand Central Railway Station, you may curl up in a little ball and sit by my feet. Such a good girl should have a ride this fine day." 'Cesca needed no urging. She slipped along the center of the gondola until she came to the cushioned seat, and there she sat, feeling very grand, and pretending she was a great lady sight-seeing.
- 7 A toss of the rope that held the gondola to the piling, a wave to the mother standing in the doorway, one quick, skillful push with the long pole, and they were off! Through the tiny canal that was their own street, into a dark, narrow passage between great buildings, around a corner where her father shouted, "Yo, ho!" to warn any gondolier coming from the other way, and, long before 'Cesca wanted the ride to be over, they turned into the Grand Canal.
- 8 'Cesca caught her breath; it looked so beautiful. As far as she could see, brightly colored buildings gleamed in the sunshine, and gondolas covered the water. Here and there a steamboat chugged along. There were not many, for the swish of the water, as the steamboat went up the canal, was not good for the foundations of the buildings. The gondoliers hated the steamboats, but 'Cesca rather liked them; she liked to rock in the swell the steamboat left behind.
- 9 Along the canal her father poled till they reached the station, and there they waited by the piling. It was about time for the morning train, and maybe he would get a good passenger.
- 10 'Cesca curled up in the bottom of the boat and eyed the people as they came from the station. Surely some one would wish to ride; would see how beautiful her father's gondola was, and how bright and clean were the brasses! And some one did. Out from the station came two Americans with—how 'Cesca's brown eyes did open wide—a little girl just about as big as 'Cesca!
- 11 "Oh, let's take this boat!" exclaimed the little girl gaily. "See how clean and shining it is, father? And see? There's a little girl in it about as big as me."
- 12 Of course 'Cesca couldn't understand just what was said. But she couldn't help understanding the smile of the little American girl, as 'Cesca's father

helped her into the gondola.

13 That was a wonderful day. All day long they rode up and down the Grand Canal just as 'Cesca loved to; they glided in and out of many a tiny canal at the side, and they feasted on fruits shared with 'Cesca. Finally when evening came, the kind passengers were left at their hotel. 'Cesca could hardly wait to get home and tell her mother all about it.

14 "And tell her this," added her father when 'Cesca stopped the story, and began eating a bowl of steaming cornmeal mush her mother set before her, "tell her that they took our gondola because it was so clean and shining. It's a good little helper I have, Francesca."

15 And 'Cesca's little face flushed with joy.

1. What does the narrator's description in paragraph 1 **most likely** suggest about 'Cesca's family?
 - A. They are not rich people.
 - B. They are new to Venice.
 - C. They love to help others.
 - D. They have a good sense of humor.
2. What is the **most** important lesson that 'Cesca learns in the story?
 - A. It is our duty to work for our family.
 - B. Hard work does not go unnoticed.
 - C. Special experiences stay in our memories for a lifetime.
 - D. People from different countries can have a lot in common.
3. Which information helps the reader understand the meaning of "gaily" in paragraph 11?
 - A. The American girl is on vacation.
 - B. The American girl is looking for something she has lost.
 - C. The American girl is talking about things that have to do with water.
 - D. The American girl is talking about reasons she is excited to ride in the gondola.

4. Read 'Cesca's father's words in paragraph 6.

"When we arrive at the Grand Central Railway Station, you may curl up in a little ball and sit by my feet. Such a good girl should have a ride this fine day."

When 'Cesca's father say 'Cesca should "curl up in a little ball and sit by my feet," he suggests

- A. 'Cesca should not be distracting or get in the way.
- B. 'Cesca should try to look small and cute for the passengers.
- C. 'Cesca should clean the gondola so the passengers can see her.
- D. 'Cesca should not stand up in the moving gondola because she might fall out.

5. How do paragraphs 1 and 2 prepare the reader for the rest of the story?

- A. They introduce the characters and the story's main problem.
- B. They introduce the characters and the values that they hold.
- C. They introduce the characters and the ways they are different from one another.
- D. They introduce the characters and describe what Venice, Italy looks and feels like.

6. How do both 'Cesca and the American girl feel about the gondola? Use **two** details from the story to support your response.

7. How does 'Cesca's father feel about his daughter? Use **two** details from the story to support your response.

Warm Up: Fluency Practice Week 3 Day 1 (Day 11)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Robert

Every summer day an ice-cream truck passed through Robert's neighborhood. It played songs and had pictures of different types of ice cream on the sides. Robert wanted the biggest chocolate fudge bar. Every time he asked his dad for one, his dad said no. He said Robert could do chores to earn money. If Robert did chores, his dad would pay him a dollar. Robert would earn one dollar per chore.

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First, his dad asked him to help wash the dishes. He showed Robert the sponge to use and how to dry. Robert stood next to his dad at the sink and scrubbed the dirty dishes. Sometimes they were very dirty, but he did not complain. He worked hard and did all that his dad told him. When he was finished, he had one dollar. He was halfway to getting the treat he wanted.

84

98

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124

138

145

Next, Robert helped his dad mow the lawn. He mowed while his dad trimmed the bushes. This was very hard work indeed, since it was hot and the lawn mower was heavy. He pushed it with all of his strength. He mowed the whole lawn, and was proud of himself. It was a hard task, and he was very tired. But he was glad to get his second dollar.

156

169

184

196

212

214

The next day the ice cream truck arrived right on time. Robert heard the music and quickly ran outside with his two dollars. He got his fudge bar, and no ice cream tasted sweeter!

226

239

248

Total Words Read: _____ - **# of Errors:** _____ = **WRC/min:** _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Vaccines are like giving your body's defenses a cheat sheet

A needle's sting in the arm or leg is nobody's favorite thing. However, the vaccines within those shots are significant. They are some of the most important medical inventions in the history of science.

There can be misunderstandings about what vaccines are and how they work. The Washington Post newspaper reached out to Susan Nasif on the topic. Nasif is an expert in the study of viruses. She is also an artist who specializes in creating comics that tackle difficult subjects in science.

"When I was 8 years old, I remember watching a cartoon that explained the immune system to children," Nasif said. She talked to the Post by email.

She enjoyed the science cartoon she saw as a child. "I loved it, and I decided then to draw and create my own comics."

Gist:



Susan Nasif, an expert on viruses and an artist, helps educate kids about vaccines with comics. In this one, she tells a story about poliovirus, which paralyzed thousands of people before a vaccine was developed. Polio cases nearly disappeared until some people avoided the vaccine. Image: Susan Nasif

Immune System



The immune system is the body's natural protection against viruses, bacteria and other nasty stuff, Nasif said. Viruses are especially good at developing disguises that help them hide from the immune system. This is why we need vaccines. They help our bodies see through the disguise.

Most vaccines contain a weakened or dead version of the virus they are meant to protect against. Some vaccines carry only the proteins found on the virus's surface. In both cases, after these substances are injected into the body, your immune system grabs them up. Then it learns how to identify them. It works kind of like a cheat sheet that helps you prepare for a big test.

Gist:

Protecting Against A Virus

Then, when the body comes into contact with the real thing, a live virus, it knows what to do. The body now knows how to protect against the virus. It can set to work gobbling up the viruses before they can do too much damage.

You may be wondering why you still have to get shots for something such as polio. Polio is a virus that can make it hard for a person to move. It can be deadly. You might not know anyone who has gotten it. This is called "herd immunity" which is explained below.

"Vaccines act as a firewall that prevents the spread of diseases to others," Nasif said.

Gist:

Vaccines Make People Resistant To Disease

When enough people develop resistance to a disease by getting a vaccine, the chance that a virus can infect someone drops. Its chances to keep spreading can drop to near zero. This is "herd immunity."

Polio was infecting 350,000 people a year in 1988. Herd immunity reduced the spread of the disease. Just 33 cases were reported worldwide in 2018. The protection continues only if people continue to give their bodies a cheat code to beat polio through vaccines.

Gist:

Coronavirus

Many people are concerned about a new virus coming from China. They fear it could become a big problem for people around the world. This virus is called coronavirus. Nasif said that scientists are working hard to create a vaccine for this coronavirus. The virus causes a disease called covid-19. Nasif said that it takes time to produce a vaccine that will be safe to use in people.

For now, she said the best thing you can do to protect yourself is to wash your hands often. That helps to protect against this or any other viruses, bacteria and other things that cause diseases. She also suggested avoiding being close to people who are coughing or sneezing.

Nasif also suggests eating healthy food and getting plenty of sleep at night. Those are two ways you can give your immune system a helping hand.

Gist:

- 1) Read the section "Vaccines Make People Resistant To Disease." Select the sentence from the section that shows herd immunity has worked to stop diseases.
 - a) Its chances to keep spreading can drop to near zero.
 - b) Polio was infecting 350,000 people a year in 1988.
 - c) Just 33 cases were reported worldwide in 2018.
 - d) The protection continues only if people continue to give their bodies a cheat code to beat polio through vaccines.
- 2) Read the section "Immune System." Which sentence from the section shows why vaccines are necessary?
 - a) The immune system is the body's natural protection against viruses, bacteria and other nasty stuff, Nasif said.
 - b) Viruses are especially good at developing disguises that help them hide from the immune system.
 - c) Most vaccines contain a weakened or dead version of the virus they are meant to protect against.
 - d) Some vaccines carry only the proteins found on the virus's surface.
- 3) Read the introduction [paragraphs 1-4]. Which sentence shows Nasif's point of view about science cartoons?
 - a) They are some of the most important medical inventions in the history of science.
 - b) She is also an artist who specializes in creating comics that tackle difficult subjects in science.
 - c) "When I was 8 years old, I remember watching a cartoon that explained the immune system to children," Nasif said.
 - d) "I loved it, and I decided then to draw and create my own comics."
- 4) What do Nasif and the author AGREE on in the article?
 - a) Comics are a good way for people to learn about vaccines.
 - b) Vaccines are an important way for people to keep safe from diseases.
 - c) Most people misunderstand why people should get vaccines.
 - d) Washing your hands is a good replacement for getting vaccines.

Write a paragraph that explains the central idea of the text. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 3 Day 2 (Day 12)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Robert

Every summer day an ice-cream truck passed through Robert's neighborhood. It played songs and had pictures of different types of ice cream on the sides. Robert wanted the biggest chocolate fudge bar. Every time he asked his dad for one, his dad said no. He said Robert could do chores to earn money. If Robert did chores, his dad would pay him a dollar. Robert would earn one dollar per chore.

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First, his dad asked him to help wash the dishes. He showed Robert the sponge to use and how to dry. Robert stood next to his dad at the sink and scrubbed the dirty dishes. Sometimes they were very dirty, but he did not complain. He worked hard and did all that his dad told him. When he was finished, he had one dollar. He was halfway to getting the treat he wanted.

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Next, Robert helped his dad mow the lawn. He mowed while his dad trimmed the bushes. This was very hard work indeed, since it was hot and the lawn mower was heavy. He pushed it with all of his strength. He mowed the whole lawn, and was proud of himself. It was a hard task, and he was very tired. But he was glad to get his second dollar.

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The next day the ice cream truck arrived right on time. Robert heard the music and quickly ran outside with his two dollars. He got his fudge bar, and no ice cream tasted sweeter!

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Total Words Read: _____ - **# of Errors:** _____ = **WRC/min:** _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

James Watt and the Teakettle

by James Baldwin

- 1 A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.
- 2 "Grandma," he presently asked, "what makes the fire burn?"
- 3 This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.
- 4 Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.
- 5 "Grandma, what is in the teakettle?" he asked.
- 6 "Water, my child—nothing but water."
- 7 "But I know there is something else. There is something in there that lifts the lid and makes it rattle."
- 8 The grandmother laughed. "Oh, that is only steam," she said. "You can see it coming out of the spout and puffing up under the lid."
- 9 "But you said there was nothing but water in the kettle. How did the steam get under the lid?"
- 10 "Why, my dear, it comes out of the hot water. The hot water makes it." The grandmother was beginning to feel puzzled.
- 11 The lad lifted the lid and peeped inside again. He could see nothing but the bubbling water. The steam was not visible until after it was fairly out of the kettle.
- 12 "How odd!" he said. "The steam must be very strong to lift the heavy iron lid. Grandma, how much water did you put into the kettle?"
- 13 "About a quart, Jamie."
- 14 "Well, if the steam from so little water is so strong, why would not the steam from a great deal of water be a great deal stronger? Why couldn't it be made to lift a much greater weight? Why couldn't it be made to turn wheels?"
- 15 The grandmother made no reply. These questions of Jamie's were more puzzling than profitable, she thought. She went about her work silently, and Jamie sat still in his place and studied the teakettle.

- 16 How to understand the power that is in steam, and how to make it do other things than rattle the lids of teakettles—that was the problem which James Watt, the inquisitive Scottish boy, set himself to solve. Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney. The idea grew with him as he grew into manhood, and by long study he began to reason upon it to some purpose.
- 17 "There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant. But how can this be done? That is the question."
- 18 He tried one experiment after another. He failed again and again, but from each failure he learned something new. Men laughed at him. "How ridiculous," they said, "to think that steam can be made to run machinery!"
- 19 But James Watt persevered, and in the end was able to give to the world the first successful form of the steam engine. Thus, from the study of so simple a thing as a common teakettle, the most useful of all modern inventions was finally produced.
1. Which words from the story **best** show how James Watt formed new ideas for what steam might do to help humans?
 - A. "'There is a wonderful power in steam,' he said to himself." (paragraph 17)
 - B. "'There was never a giant who had so much strength.'" (paragraph 17)
 - C. "'It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave.'" (paragraph 17)
 - D. "For thousands of years men have been working alongside of this power..." (paragraph 17)
 2. Which paragraph **best** expresses a theme of the story?
 - A. Paragraph 10
 - B. Paragraph 15
 - C. Paragraph 16
 - D. Paragraph 19

3. Which detail would be **most** important to include in a summary of the story?
- A. ““Grandma,” he presently asked, “what makes the fire burn?”” (paragraph 2)
 - B. ““The lad lifted the lid and peeped inside again. He could see nothing but the bubbling water.”” (paragraph 11)
 - C. “The grandmother made no reply. These questions of Jamie’s were more puzzling than profitable, she thought.” (paragraph 15)
 - D. “He tried one experiment after another. He failed again and again, but from each failure he learned something new.” (paragraph 18)
4. Which detail **best** shows how James enjoyed learning new things?
- A. “Indeed, he was always wondering and always wanting to know.” (paragraph 1)
 - B. “The lad lifted the lid and peeped inside again.” (paragraph 11)
 - C. “Jamie sat still in his place.” (paragraph 15)
 - D. “He failed again and again.” (paragraph 18)
5. In paragraph 4, what does the word “furious” suggest about the steam?
- A. The steam came out very fast.
 - B. The steam made James angry.
 - C. The steam caused James to yell.
 - D. The steam created a lot of excitement.
6. In paragraph 17, the narrator tells James’s thoughts in order to show
- A. how confused James is by the power of steam.
 - B. how James is convinced that steam has the power to change the world.
 - C. how James did not understand how steam works because he did not study carefully enough.
 - D. how James is frustrated that he cannot learn more about steam.

7. Why are paragraphs 2-9 important to the story? Use **two** details from the passage to support your answer.

Warm Up: Fluency Practice Week 3 Day 3 (Day 13)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Robert

Every summer day an ice-cream truck passed through Robert's neighborhood. It played songs and had pictures of different types of ice cream on the sides. Robert wanted the biggest chocolate fudge bar. Every time he asked his dad for one, his dad said no. He said Robert could do chores to earn money. If Robert did chores, his dad would pay him a dollar. Robert would earn one dollar per chore.

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The next day the ice cream truck arrived right on time. Robert heard the music and quickly ran outside with his two dollars. He got his fudge bar, and no ice cream tasted sweeter!

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Total Words Read: _____ - **# of Errors:** _____ = **WRC/min:** _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Tribe in Virginia uses new federal status to protect its heritage

Point of Fork, Virginia, is of great importance to the Monacan Indian Nation. They believe the spot where the James and Rivanna rivers meet was the site of their ancient capital city, Rassawek.

Now two local counties want to build a water pumping station on top of it. Until recently, the Monacans had felt powerless to protect their history. They watched electrical lines, a gas line and a railroad get built through the site in years past.

In 2018, the tribe was one of six that won a long battle for federal recognition. It's using that protection to fight the water station. It will be its first true test as an official tribe.

Their challenge has delayed the project. The James River Water Authority, which serves the counties of Fluvanna and Louisa, says the holdup is harming taxpayers. A commercial center nearby needs more water. Local well water cannot meet the demand.

Justin Curtis is a lawyer for the water authority. He said it's highly important to get a water plant at the site.

It all hinges on the question of what lies beneath centuries of river mud.

Gist:

Rassawek's Rich History

In 1607, Captain John Smith ventured up the James River past modern-day Richmond. He soon met the Monacans. While the Powhatan Nation ruled Virginia's Tidewater region, the Monacans stayed west past the Blue Ridge Mountains.

Smith published a map in 1612 that located five Monacan villages along the James and Rivanna rivers. Their capital — Rassawek — seems to have stood where the waters met. It was a major trading center where hundreds may have lived.



Attorney Greg Werkheiser holds illustrations of what the Monacan Indian town of Rassawek might have looked like.
Photo by Julia Rendleman/Washington Post

Monacans spoke a different language from the Powhatans. Smith married a Powhatan — Pocahontas. Over time, the English forced Monacans off their land. Today the tribe numbers more than 2,100.

Over time, the site of the two rivers became important to history. A teenage Thomas Jefferson conducted one of his first public acts here. The site also saw military action during the American Revolution.

In 1980, there was construction on the point. Many Indigenous artifacts could be seen on the mounds of dirt. The state briefly called to stop the construction. Archaeologists surveyed what had been exposed.

Then the work continued. The artifacts were bulldozed.

Gist:

Preserving Indigenous History Is Important

Since then, historians have speculated that the artifacts confirm Smith's map and pinpoint the long-lost capital, Rassawek. That would be a significant find.

In a state that prides itself on preserving history, Indigenous heritage has long been ignored. Many tribes were nearly erased in the early part of the 20th century. Many officials then wrongly believed that white people were superior to other races. So they insisted on classifying every Virginian as only either "white" or "colored."

It is important to preserve what Indigenous history is left, said Julie Langan. She's director of the Virginia Department of Historic Resources.

The tribe had known about the water project for several years. The counties bought the land. Then they built a treatment plant and began securing permits from the government so they could begin building the pumping station. However the tribe was not officially involved in this project.

Water authority officials said they kept the tribe informed. But the Monacans said they had no official seat at the table until President Donald Trump signed their federal recognition in January 2018.

Gist:

Tribe Wants To Fully Protect The Site

After that, "the federal government had to consult the tribe" in reviewing permits, said Marion Werkheiser. She's a lawyer with Cultural Heritage Partners who is helping the tribe.

Soon the tribe learned something: There were other possible sites for the pumping station. The counties just thought this was the cheapest.

At that point, Kenneth Branham said the tribe set out to fully protect the site. Branham is chief of the Monacan Nation.

By the summer of 2019, the Monacans were in consultation with the U.S. Army Corps of Engineers, which is in charge of building government sites. They raised questions about how construction permits would be allowed to the water authorities. They especially focused on building that could disturb historic sites.

Curtis, speaking for the water authority, argues that any spot along the James River is going to turn up historic artifacts. He also said it is uncertain that the site is actually Rassawek.

Gist:

Project Is On Hold For Now

But the Monacans believe the evidence here is strong. State and national preservation groups had begun to join in opposing the project.

Two months later, Langan dropped big news: She said the project's archaeologist, Carol Tyrer, had invalid academic credentials. In other words, Tyrer was not properly recognized by a college as an archaeologist. There would be no permit until a more suitable archaeologist had done a review.

Meanwhile, the project is on hold. A spokesman for Virginia Governor Ralph Northam said the governor stands by Langan's call for a new archaeologist.

For now, the site remains mostly undisturbed.

"Can you imagine four or five hundred years ago, canoes running up and down the river over here?" Chief Branham says. "People, children — living normal family life ... This is our history. It's part of who we are."

Gist:

- 1) Read the following paragraph from the section "Project Is On Hold For Now."

Two months later, Langan dropped big news: She said the project's archaeologist, Carol Tyrer, had invalid academic credentials. In other words, Tyrer was not properly recognized by a college as an archaeologist. There would be no permit until a more suitable archaeologist had done a review.

Which statement summarizes the paragraph?

- a) Carol Tyrer lied about being an archaeologist to help get the water pumping station built.
 - b) For people to become archaeologists, they need to attend college and study archaeology.
 - c) Construction of the pumping station cannot start until a qualified archaeologist reviews the site.
 - d) It is unlikely that the water pumping station will ever be built because more permits are needed.
- 2) Read the following statements. Circle the **two** that best show MAIN ideas from the article.
 - a) A water pumping station is planned on the site where the Monacan tribe's capital might have once stood.
 - b) In the 1600s, Captain John Smith met the Monacans while traveling up the James River.
 - c) Many Native American tribes were erased from Virginia's history because of racism.
 - d) The Monacans are using their protection as a federally recognized tribe to fight the pumping station.
 - 3) How does the section "Rassawek's Rich History" support the Monacans' argument that the water pumping station should not be built?
 - a) It provides evidence that their ancient capital might have stood where the pumping station is planned.
 - b) It provides evidence that the pumping station would destroy access to cultural artifacts.
 - c) It argues that Rassawek is too culturally important to the Monacans to risk covering it up.
 - d) It argues that it is not necessary for the water pumping station to be built at the planned location.

4) Read the following sentences from the article.

1. Now two local counties want to build a water pumping station on top of it.
 2. The James River Water Authority, which serves the counties of Fluvanna and Louisa, says the holdup is harming taxpayers.
 3. A commercial center nearby needs more water.
 4. Water authority officials said they kept the tribe informed.

Which sentence supports the two counties' point that the water pumping station should be built?

- a) Sentence 1; by showing that the two counties think the pumping station cannot go anywhere else.
 - b) Sentence 2; by showing ways that the delay in building the water station is affecting people.
 - c) Sentence 3; by showing who would be helped by the new water pumping station.
 - d) Sentence 4; by showing that the two counties want to work with the Monacan people

How can you infer the author feels about the tribe? Support your position with evidence from the text.

Warm Up: Fluency Practice Week 3 Day 4 (Day 14)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Alex and Deb

| | |
|--|---|
| Alex did not want to take swimming lessons. He was afraid of getting water in his nose. But his mom wanted him to, so he went to the swimming pool and signed up. At the first lesson, he climbed into the pool and waited. The swimming teacher, Deb, was already there and said hello. She could tell he was worried and said lessons would help. | 12 27 40 50 63 65 |
| Deb started by telling everyone to get their head wet. Alex could go underwater without getting water in his nose. He pinched his nose shut with his fingers, closed his eyes tightly, and went underwater. Coming up, Alex took a deep breath. He had not gotten any water in his nose! | 76 87 99 110 116 |
| Next, Deb wanted everyone in the class to practice kicking. Alex took the kickboard from her and held tightly. The kickboard floated and kept his arms and head above water while he kicked quickly and splashed. He did not get any water in his face. He sped across the pool to the other side. Deb told him he did well, and that he was fast! | 126 137 149 163 178 181 |
| Deb showed Alex's class how to blow bubbles. She put her face in the water and breathed out. Alex tried to blow bubbles in the water, too, but breathed in water and started choking. Deb told him to try humming into the water. Alex hummed, and slowly slid his nose into the water. Bubbles came out of his nose, but no water came in. Alex came up and smiled because he was not afraid anymore! | 192 205 217 230 243 255 256 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the play below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

The Necklace

A Twisted Tale of Greed, Glamour, and Tragedy

Characters:

The Narrator

Madame Matilda Loisel: a young woman

Maid Marie-Claire

Monsieur Loisel: Matilda's husband

Madame Forestier

Madame Ambassador

Ambassador

Jeweler

Scene 1

1 Narrator: Oh, hello there. We are in Paris. The year is 1875. And this is the home of Madame Matilda, a young lady as charming as she is dissatisfied. Here she comes now.

Matilda: Marie-Claire, do try to straighten up before my husband gets home. Everything looks so shabby!

Maid: But, Madame, you have such a beautiful home.

Matilda: Nothing but faded wallpaper and dilapidated furniture. How it tortures me to live here!

5 Narrator: As I was saying, Matilda is charming. She also has rich tastes. Ah, here comes Monsieur Loisel. Madame wishes he were royalty or a wealthy man. He is neither, but tonight, he does have a gift.

Loisel: Dear Matilda, have I got a surprise for you!

Matilda: What's this?

Loisel: An invitation to the Ambassador's Ball. I went to a great deal of trouble to get it.

Matilda: What would I want with this? What do you think I own that I can wear to such a fancy affair?

10 Loisel: Why, how about that dress you wear to the theater? It's pretty enough!

Matilda: The dress I wear to the theater?! Are you mad?

Loisel: Please don't cry, Matilda. What's wrong?

Matilda: Nothing. Only I can't go. Give the invitation to someone whose wife is better dressed than I.

Loisel: Don't be sad. How much would a new gown cost?

15 Matilda: Well, I don't know exactly. I should think 400 francs ought to do it.

Loisel: Very well. I will give you 400 francs. Do try to get a dress you'll be happy with.

Narrator: Poor Loisel. He looks a little pale.

Scene 2

Narrator: Monsieur Loisel has emptied his savings account and worked overtime just so Matilda can buy a new dress.

Maid: Oh my, Madame, you look simply beautiful.

20 Loisel: Stunning, my dear. Ravishing!

Matilda (crying): Something's not right. Oh, no. Oh, no! What am I to do?

Loisel: What is it, Matilda?

Matilda: I haven't any jewelry. I shall look so poor! How embarrassing it would be to appear so shabby amidst such opulent women. No, I can't go.

Loisel: Call on your friend, Madame Forestier! She will certainly lend you some jewels.

25 Matilda: That's true! I hadn't thought of that. We must go at once!

Scene 3

Matilda (to herself): I do hope Madame Forestier takes pity on me.

Forestier: Matilda, how nice to see you! What brings you?

Matilda: It seems I've been invited to the Ambassador's Ball. Loisel has gone out of his way to get me an invitation and buy me a dress.

Forestier: The Ambassador's Ball! You must be thrilled.

30 Matilda: Yes...and no. I'm ashamed to say I haven't any jewelry. My husband means well, but after all, he is not rich. May I borrow some from you?

Forestier: Why, of course! Here's my case.

Matilda: *Oh la la!* However will I choose? There are so many wonderful pieces!

Forestier: Just trinkets, my dear. Choose whatever you wish.

Narrator: Matilda and a case full of jewels? This could take a while, so allow me to advance the story. It seems nothing in the case will satisfy Matilda's tastes--until she discovers the necklace. Her heart skips a beat. Her hands tremble.

35 Matilda: Would you lend me this diamond necklace? Only this?

Forestier: Certainly! Now go enjoy the ball.

Scene 4

Narrator: Matilda arrives at the ball.

Madame Ambassador: And who is this elegant young lady?

Loisel: Ambassador, Madame Ambassador, I'd like you to meet my wife.

40 Madame Ambassador: What a radiant smile you have! Come, darling, let me show you around.

Ambassador: That's a lovely lady you have there, young man.

Narrator: Matilda spends much of the evening in a cloud of happiness. It is four in the morning before Loisel can convince her to leave.

Scene 5

Loisel (*at home*): I thought we'd never get home. I'm so tired!

Matilda: Oh, but it was worth it. Do you know I waltzed with the Ambassador?

45 Loisel: I'm glad you enjoyed yourself, but I still have to report to work this morning.

Narrator: That's when Matilda looks into the mirror.

Matilda: The necklace...it's gone!

Loisel: What? Did you have it when we left the ball?

Matilda: Yes, I felt it around my neck as we came out.

50 Narrator: Loisel searches the streets. He goes to the police and to the cab offices.

Matilda: Darling, I'm so glad you're home! Tell me you found it!

Loisel (*sadly*): Tell your friend you are having the clasp repaired. That will give us time to find a replacement.

Scene 6

Narrator: After a great deal of searching, they finally find a necklace just like it.

Loisel: Excuse me, sir. May we have a look at that diamond necklace?

55 Jeweler: Very well, but if you must know, it is exceptionally expensive. I sell to a very exclusive clientele.

Matilda: It's nearly identical. We must have it!

Narrator: Loisel swallows hard and braves the question.

Loisel: How much is it?

Jeweler: Thirty-six thousand francs.

60 Narrator: They can't begin to afford thirty-six thousand francs. So they borrow the money and then spend 10 years paying it back. They have to fire the maid. They move to a truly shabby one-room apartment. Loisel gets a second job at night. Matilda takes in work as a washerwoman.

They go on like this for 10 years. What else can they do? Not long after making the final payment on their debt, Matilda bumps into Madame Forestier on the street.

Matilda: Madame Forestier, good morning.

Forestier: Do I know you?

Matilda: It's me, Matilda Loisel.

Forestier: My poor Matilda! How you've changed.

65 Narrator: It is true. Ten years of hardship and exhausting work has made Matilda look tired and run-down.

Matilda: I've had some toilsome times, and all because of you.

Forestier: Because of me? Whatever do you mean?

Matilda: Do you recall the diamond necklace you lent me? Well, I lost it.

Forestier: But you returned it to me.

70 Matilda: I returned another exactly like it. It has taken us 10 years to pay for it. You can understand how hard it's been for us to live in poverty for so long, but it is finally finished. And I am decently satisfied with myself and my life.

Forestier: You bought a diamond necklace to replace mine?

Matilda: Yes. They were exactly alike.

Forestier: Oh, my poor Matilda. Had you only come to me and told me the truth!

My diamonds were fake. They weren't worth but 500 francs!

Narrator: Boy, that is a hard lesson. A lesson for us all.

1. Which words from the play **best** show that Matilda cares about what others think of her?
 - A. Maid: But, Madame, you have such a beautiful home. (Line 3)
 - B. Narrator: Monsieur Loisel has emptied his savings account and worked overtime just so Matilda can buy a new dress (Line 18)
 - C. Matilda: I haven't any jewelry. I shall look so poor! How embarrassing it would be to appear so shabby amidst such opulent women. No, I can't go. (Line 23)
 - D. Matilda: I've had some toilsome times, and all because of you. (Line 66)
2. How are Matilda and Loisel able to afford the diamond necklace?
 - A. They pay for it with their life savings.
 - B. They borrow the money from Matilda's parents.
 - C. They take out a loan and devote 10 years to paying it back.
 - D. They sell their belongings and move to England.
3. Which information helps the reader understand the word "dilapidated" in line 4?
 - A. Narrator: The year is 1875. And this is the home of Madame Matilda, a young lady as charming as she is dissatisfied. (Line 1)
 - B. Matilda: Everything looks so shabby! (Line 2)
 - C. Maid: But, Madame, you have such a beautiful home. (Line 3)
 - D. Narrator: Madame wishes he were royalty or a wealthy man. (Line 5)
4. In line 57, what does the narrator mean when he says Loisel "braves the question"?
 - A. Loisel is nervous to hear how expensive the necklace will be.
 - B. Loisel is pleased that he and Matilda will resolve the problem.
 - C. Loisel feels confident that he and Matilda can afford the necklace.
 - D. Loisel still loves Matilda very much, even though she lost the necklace.
5. How do lines 1, 2, and 3 fit into the structure of the play?
 - A. They describe an object that will appear again later on in the play.
 - B. They introduce the main character and a key feature of her personality.
 - C. They suggest a conflict between the main character and the narrator.
 - D. They describe background information about the main character's life.

6. Determine a theme of the passage. Explain the theme using key details from the passage to support your answer.

7. What does Scene 2 show about Matilda and Monsieur Loisel's relationship? Use **two** details from the scene to support your response.

Warm Up: Fluency Practice Week 3 Day 5 (Day 15)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Alex and Deb

| | |
|--|---|
| Alex did not want to take swimming lessons. He was afraid of getting water in his nose. But his mom wanted him to, so he went to the swimming pool and signed up. At the first lesson, he climbed into the pool and waited. The swimming teacher, Deb, was already there and said hello. She could tell he was worried and said lessons would help. | 12 27 40 50 63 65 |
| Deb started by telling everyone to get their head wet. Alex could go underwater without getting water in his nose. He pinched his nose shut with his fingers, closed his eyes tightly, and went underwater. Coming up, Alex took a deep breath. He had not gotten any water in his nose! | 76 87 99 110 116 |
| Next, Deb wanted everyone in the class to practice kicking. Alex took the kickboard from her and held tightly. The kickboard floated and kept his arms and head above water while he kicked quickly and splashed. He did not get any water in his face. He sped across the pool to the other side. Deb told him he did well, and that he was fast! | 126 137 149 163 178 181 |
| Deb showed Alex's class how to blow bubbles. She put her face in the water and breathed out. Alex tried to blow bubbles in the water, too, but breathed in water and started choking. Deb told him to try humming into the water. Alex hummed, and slowly slid his nose into the water. Bubbles came out of his nose, but no water came in. Alex came up and smiled because he was not afraid anymore! | 192 205 217 230 243 255 256 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Teens are using TikTok to talk about difficult issues

On TikTok, David Geipel sees videos of people speaking about their mental health problems.

There have been many of these videos on the social media program recently.

TikTok is known for videos such as dances or just kids goofing off. However, the platform also gives teenagers a place to talk about their struggles.

His goal for 2020, Geipel said, is to share more about his mental health. He struggled after injuries stopped him from playing sports.

Geipel is 18 years old. A student from Bethlehem, Pennsylvania, he mostly posts videos to remind people that they matter. Strangers have told him what his message meant to them. He has 213,000 followers.

"The most upsetting thing is how broken everyone is," said Geipel. Yet "the cool thing is everybody is open about it."

Gist:

Teens Have Made TikTok Popular

Teenagers have made TikTok popular. It allows users to share short videos, often to songs or sound from other people.

TikTok has become a platform where people can talk about anxiety and depression. Others talk about getting out of harmful relationships. When people are depressed they find it hard to feel happiness or joy.

When users search "depression" or "suicide" on TikTok, tips on getting help appear. Suicide is when a person ends his or her own life.

Experts say that often mental illness is what leads to suicide. Mental illnesses are serious conditions that are different than feeling sad. Feeling sad or lonely sometimes is normal. It is usually related to what is happening in your life. Mental illness, on the other hand, refers to disorders that affect someone's mood, thoughts and behavior. Anxiety and depression are examples of mental illnesses.

Most mental illnesses can be treated by doctors.

Gist:

Getting Through Hard Times Together

"Young people are willing to have conversations" that older people have not had, said Jessa Lingel, a professor at the University of Pennsylvania. "You have a generation that has completely let go of that. It's kind of like, 'How can we all get through this together?'"

David Geipel's father saw his son getting frustrated after his injuries. He learned his son was turning to TikTok to find a new interest, making his own videos.

He told his son that his dreams got shattered with injuries. "You had to dig deep down inside to find a new you," he told him.

Experts say people have often turned to online communities to find support. However, they say younger people are different.

"They've always grown up with social support being found online as well as off," Lingel said. "The thing we really see" with young people is their sense that sharing could help someone else, she said.

Gist:

Opening Up To People Their Own Age

In the early 2000s, people started posting about their lives on Facebook. While older people use Facebook to find groups, younger people have turned to TikTok. Lingel said teenagers have found the online space, away from parents and grandparents, to open up to people their own age.

Samira Rajabi works in technology at the University of Colorado Boulder. She said that people can make sense of difficult experiences by having a way to communicate what they feel they can't share anywhere else.

Humor is important, said Rajabi. It's a way for someone who has gone through something traumatic to make sense of the world again, she said.

Jaynay Johnson is a therapist who works with teens in Pennsylvania. She likes that TikTok allows teenagers to express themselves. However, she said parents should be aware of what their kids are doing on the program and talk to them about it.

"When you have teenagers talking about real life issues," she said, "they often don't know the answer to getting help."

As for Geipel, one of his most popular videos is simple. He talks about things teenagers have to look forward to in life. He wanted to remind them there is a future worth living for, no matter how tough their world seems.

Gist:

- 1) Read the section "Getting Through Hard Times Together." Select the selection from this section that shows young people today are more open to talking about their problems publicly than past generations.
 - a) "Young people are willing to have conversations" that older people have not had, said Jessa Lingel, a professor at the University of Pennsylvania.
 - b) David Geipel's father saw his son getting frustrated after his injuries. He learned his son was turning to TikTok to find a new interest, making his own videos.
 - c) He told his son that his dreams got shattered with injuries. "You had to dig deep down inside to find a new you," he told him.
 - d) Experts say people have often turned to online communities to find support. However, they say younger people are different.
- 2) Read the section "Opening Up To People Their Own Age." Which selection from this section supports the conclusion that TikTok provides a comfortable place for young people to share their thoughts and experiences?
 - a) Lingel said teenagers have found the online space, away from parents and grandparents, to open up to people their own age.
 - b) Humor is important, said Rajabi. It's a way for someone who has gone through something traumatic to make sense of the world again, she said.
 - c) "When you have teenagers talking about real life issues," she said, "they often don't know the answer to getting help."
 - d) He talks about things teenagers have to look forward to in life. He wanted to remind them there is a future worth living for, no matter how tough their world seems.
- 3) What is the relationship between teens and TikTok?
 - a) TikTok is a place where teens can share funny or serious videos and give each other support.
 - b) Teens use TikTok to find doctors who might be able to help them with the problems they are facing.
 - c) TikTok is a platform for teens to communicate with the adults in their lives in a safe, secure way.
 - d) Teens use TikTok to improve their mental health by gaining followers and getting likes.
- 4) What effect did TikTok have on David Geipel?
 - a) It gave him a way to talk to his father about the problems he was facing in school.
 - b) It helped him to find a new interest after an injury prevented him from continuing to play sports.
 - c) It gave him an outlet to share humorous stories to help others through traumatic experiences.
 - d) It helped him understand how his concussions might have affected his mental health.

How is your experience similar to or different from the one described in the text? Support your response with at least two relevant details from the text.

Warm Up: Fluency Practice Week 4 Day 1 (Day 16)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Pat and Samantha

| | |
|---|--|
| Pat was ten and was the youngest child in her home. Every once in a while she felt ignored because she had three older brothers and two older sisters. Her parents said she was too young to help with work. Of course, this made her very angry. Pat wanted to show that she could be trusted to help. | 12 24 37 50 58 |
| Everyone in the family helped in her father's pet store. She wanted to help work in the store like everyone else. She asked her father to let her have a chance too and her dad agreed to let Pat help. He said she could wash some of the puppies. He told her not to let them run away. Delighted, she ran to the back of the store. She grabbed a box of several puppies, soap, and water. | 69 82 97 111 125 135 |
| As she prepared the bath, her friend Samantha called her. Samantha wanted Pat to come to her house and see some new clothes her mother had bought. Pat forgot about the puppies waiting for their baths. She ran off to see Samantha's new clothes. | 145 157 167 179 |
| Pat returned to find the box empty and the puppies gone. Just then, she heard her dad calling for her and she ran crying to him. She really had wanted to show that she could help, but she had failed and felt foolish. To her relief, the puppies were all asleep under a chair! Her father understood that it was a mistake. He said when she got older he might let her help again. | 191 205 218 230 243 253 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

How the Camel Got His Hump

by Rudyard Kipling

- 1 In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and when anybody spoke to him he said "Humph!" Just "Humph!" and no more.
- 2 Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us."
- 3 "Humph!" said the Camel; and the Horse went away and told the Man.
- 4 Presently the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."
- 5 "Humph!" said the Camel; and the Dog went away and told the Man.
- 6 Presently the Ox came to him, with the yoke on his neck and said, "Camel, O Camel, come and plough like the rest of us."
- 7 "Humph!" said the Camel; and the Ox went away and told the Man.
- 8 At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "Three, O Three, I'm very sorry for you (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it."
- 9 Presently there came along the **Djinn** in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic) . . .
- 10 "Djinn of All Deserts," said the Horse, "is it right for any one to be idle, with the world so new-and-all?"

- 11 "Certainly not," said the Djinn.
- 12 "Well," said the Horse, "there's a thing in the middle of your Howling Desert with a long neck and long legs, and he hasn't done a stroke of work since Monday morning."
- 13 "Whew!" said the Djinn, whistling, "that's my Camel, for all the gold in Arabia! What does he say about it?"
- 14 "He says 'Humph!'" said the Dog and the Ox.
- 15 "Very good," said the Djinn. "I'll humph him if you will kindly wait a minute."
- 16 The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel looking at his own reflection in a pool of water.
- 17 "My long and bubbling friend," said the Djinn, "what's this I hear of your doing no work, with the world so new-and-all?"
- 18 "Humph!" said the Camel.

- 19 The Djinn sat down, with his chin in his hand, and began to think a Great Magic. "You've given the Three extra work ever since Monday morning," said the Djinn; and he went on thinking Magics, with his chin in his hand.
- 20 "Humph!" said the Camel.
- 21 "I shouldn't say that again if I were you," said the Djinn. "Bubbles, I want you to work."
- 22 And the Camel said "Humph!" again; but no sooner had he said it than he saw his back puffing up into a great big hump.
- 23 "Do you see that?" said the Djinn. "That's your very own hump that you've brought upon your very own self by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work."
- 24 "How can I," said the Camel, "with this hump on my back?"
- 25 "That's made a-purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating, because you can live on your hump. Come out of the Desert and go to the Three, and behave."
- 26 And the Camel, hump and all, went away to join the Three. And from that day to this the Camel always wears a hump (we call it "hump" now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world.

GLOSSARY

Djinn: a legendary spirit who can assume human or animal form

1 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A:

What is the meaning of the word idle in paragraph 10?

- A. lazy
- B. asleep
- C. quiet
- D. lonely

Part B:

Which detail of the story provides context to the meaning of the word idle?

- A. The camel works less than the other animals.
- B. The camel spends his time by himself.
- C. The camel has very little to say.
- D. The camel lives in the middle of the desert.

2 Read this sentence from paragraph 12.

"Well," said the Horse, "there's a thing in the middle of your Howling Desert with a long neck and long legs, and he hasn't done a stroke of work since Monday morning."

What does the word stroke mean as it is used in the sentence?

- A. an illness
- B. an act
- C. a touch
- D. a swing

3 Read the sentences from paragraph 13 of the text.

"Whew!" said the Djinn, whistling, "that's my Camel, for all the gold in Arabia! What does he say about it?"

What does the Djinn mean when he says for all the gold in Arabia?

- A. He thinks animals are valuable.
- B. He is absolutely sure of his claim.
- C. He wishes he were a wealthy man.
- D. He knows where the gold mines are.

4 Read paragraph 19 of the text.

The Djinn sat down, with his chin in his hand, and began to think a Great Magic. "You've given the Three extra work ever since Monday morning," said the Djinn; and he went on thinking Magics, with his chin in his hand.

What does the narrator suggest about the Djinn when he describes him putting his chin in his hand?

- A. He is full of concern.
- B. He is in some pain.
- C. He is feeling bored.
- D. He is very confused.

- 5) How can you infer the Djinn feels about the Camel? Support your inference with **two** details from the text.

7 Which statement **BEST** summarizes the text?

- A. The Camel is the most clever animal in the desert. He tricks the Man into thinking he cannot work so everyone leaves him alone.
- B. The animals of the desert do not like the Camel because he does not work. They convince a Djinn to give the Camel a hump.
- C. The animals of the desert must all contribute to the work. When the Camel does not help, he is punished with a large hump on his back.
- D. The Camel has a large hump on his back. Because of the hump, he finds it difficult to keep up with the work he must do.

8 Which statement **BEST** describes the theme of the text?

- A. Everyone should be patient with others.
- B. Teamwork is important for all.
- C. Wisdom comes from growing older.
- D. Sneaky animals sometimes succeed.

Warm Up: Fluency Practice Week 4 Day 2 (Day 17)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Pat and Samantha

| | |
|---|--|
| Pat was ten and was the youngest child in her home. Every once in a while she felt ignored because she had three older brothers and two older sisters. Her parents said she was too young to help with work. Of course, this made her very angry. Pat wanted to show that she could be trusted to help. | 12 24 37 50 58 |
| Everyone in the family helped in her father's pet store. She wanted to help work in the store like everyone else. She asked her father to let her have a chance too and her dad agreed to let Pat help. He said she could wash some of the puppies. He told her not to let them run away. Delighted, she ran to the back of the store. She grabbed a box of several puppies, soap, and water. | 69 82 97 111 125 135 |
| As she prepared the bath, her friend Samantha called her. Samantha wanted Pat to come to her house and see some new clothes her mother had bought. Pat forgot about the puppies waiting for their baths. She ran off to see Samantha's new clothes. | 145 157 167 179 |
| Pat returned to find the box empty and the puppies gone. Just then, she heard her dad calling for her and she ran crying to him. She really had wanted to show that she could help, but she had failed and felt foolish. To her relief, the puppies were all asleep under a chair! Her father understood that it was a mistake. He said when she got older he might let her help again. | 191 205 218 230 243 253 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Why are dreams wacky? Maybe to help us learn and cope

Dreams are strange. Most of them seem to contain a mixture of familiar faces or places and a total mess of brain confetti. One minute you are flying through the halls of your school. The next, you are riding a roller coaster full of monkeys.

REM Sleep

Dreams happen most often when we are deep in a kind of sleep known as rapid eye movement, or REM, for short. So why do our brains produce these nightly visions? Are dreams good for anything?

"There are a lot of theories," said Alice Robb. She is a science writer and wrote a book about why people dream. "One thing that's happening with dreams is that we're working through anxieties. We're sort of going over and rehearsing things that we're stressed about," she said.

Got a big test coming up? A trip to the dentist? Get in a fight with a friend? Do not be surprised if your dreams start to echo those ideas, but in strange, dreamy ways.

The idea is that once "you've experienced it, you're less afraid of the reality," said Robb. Real life is often less scary than what happens in your dreams.

Gist:

Help With Learning

Another idea is that your brain uses dreams to help with learning. They also help create memories.

"So your brain is sort of tightening the connections that you've made recently. It's sorting through memories and figuring out what's going to go into your long-term memory, what's not important and we're going to get rid of," said Robb.

Scientists also found that REM sleep increases when we spend time studying something really difficult. For example, REM increases when we are learning a new language.

Robb also said that kids are especially good dreamers.

"Children actually sometimes spend more of the night dreaming," Robb said. She added that children "often have a more intense relationship with their dreams than adults."

Gist:

Dream Journal

Adults also train themselves to ignore and forget their dreams, said Robb. However, you can reverse that trend by simply paying more attention. Try keeping a dream journal, for example. Logging your dreams will help you remember all the wacky things that fly through your brain while you are sleeping. The dream journal can also help you notice patterns that may relate to your life.

"If you want to understand what those dreams mean to you, you have to pay attention to your own patterns," said Robb.

Perhaps flying through the school represents your longing for summer break. Maybe the argument with your friend is your brain's way of preparing you to settle your differences. And what does the roller coaster ride full of monkeys mean? Well, that is for you to figure out.

Gist:

- 1) Read the section "REM Sleep." Select the paragraph from the section that shows how dreams help us deal with anxiety.
 - a) Dreams happen most often when we are deep in a kind of sleep known as rapid eye movement, or REM, for short. So why do our brains produce these nightly visions? Are dreams good for anything?
 - b) "There are a lot of theories," said Alice Robb. She is a science writer and wrote a book about why people dream. "One thing that's happening with dreams is that we're working through anxieties. We're sort of going over and rehearsing things that we're stressed about," she said.
 - c) Got a big test coming up? A trip to the dentist? Get in a fight with a friend? Do not be surprised if your dreams start to echo those ideas, but in strange, dreamy ways.
 - d) The idea is that once "you've experienced it, you're less afraid of the reality," said Robb. Real-life is often less scary than what happens in your dreams.
- 2) Read the paragraph below from the section "Help With Learning." "Children actually sometimes spend more of the night dreaming," Robb said. She added that children "often have a more intense relationship with their dreams than adults." Which of the following is an accurate explanation of what this paragraph means?
 - a) Children dream more often than adults, and remember and respond to their dreams more than adults.
 - b) Children don't dream as much as adults, but when they do, the dreams are more vivid and real.
 - c) Children dream more than adults, but their dreams are less important to them than adults' dreams are.
 - d) Children dream less than adults, and their dreams are usually less important and meaningful to them.

3) Read the following statements.

1. Dreams often combine things from real life with the odd and unusual.
 2. Dreaming helps reduce stress and make sense of conflicts in our lives.
 3. Dreams help us learn and make new memories.
 4. It can be difficult to remember your dreams, but a dream journal can help.

Which two statements are main ideas from the article?

- a) 1 and 2
 - b) 1 and 4
 - c) 2 and 3
 - d) 3 and 4

4) Select the answer that summarizes the article.

- a) Although dreams might seem like nonsense, they play an important role in dealing with anxiety and creating memories, so it's worth thinking about what your dreams might mean.
 - b) Dreams are one of the most important ways that our brains help us make new memories, so it's important to get a lot of sleep while you're in school.
 - c) Dreams respond to events that are happening in our lives, so you should keep a dream journal to understand what you might be anxious or thinking about.
 - d) Dreaming about something before it happens can help reduce stress, which means that children are less stressed than adults because they dream more.

Write a paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Warm Up: Fluency Practice Week 4 Day 3 (Day 18)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Pat and Samantha

| | |
|---|--|
| Pat was ten and was the youngest child in her home. Every once in a while she felt ignored because she had three older brothers and two older sisters. Her parents said she was too young to help with work. Of course, this made her very angry. Pat wanted to show that she could be trusted to help. | 12 24 37 50 58 |
| Everyone in the family helped in her father's pet store. She wanted to help work in the store like everyone else. She asked her father to let her have a chance too and her dad agreed to let Pat help. He said she could wash some of the puppies. He told her not to let them run away. Delighted, she ran to the back of the store. She grabbed a box of several puppies, soap, and water. | 69 82 97 111 125 135 |
| As she prepared the bath, her friend Samantha called her. Samantha wanted Pat to come to her house and see some new clothes her mother had bought. Pat forgot about the puppies waiting for their baths. She ran off to see Samantha's new clothes. | 145 157 167 179 |
| Pat returned to find the box empty and the puppies gone. Just then, she heard her dad calling for her and she ran crying to him. She really had wanted to show that she could help, but she had failed and felt foolish. To her relief, the puppies were all asleep under a chair! Her father understood that it was a mistake. He said when she got older he might let her help again. | 191 205 218 230 243 253 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

For Love of the Play



- 1 As he followed the horse-drawn wagon through the cornfield on a crisp autumn Saturday in 1924, Joshua Havel took deep breaths. "My teacher says we're going to put on a play, Pa, and we have practice after school," he finally said. Joshua smiled as he picked an ear of corn and removed its crackly, brown husk with his metal husking hook. Oh, the excitement of being in a play—costumes and a real live audience! But would his father understand? "Can I try out for it, Pa?" he asked, tossing the husked ear into the wagon.
- 2 His father turned around, cornstalks snapping as he walked. "Son, you know the harvest is a busy time," he answered firmly, with a bit of a frown. Mr. Havel grasped another ear of corn. "Besides, what's so good about a play? Leave that to the town kids."
- 3 Joshua husked three ears before responding, picking his words as carefully as the corn. Finally he said brightly, "You and Ma will be right proud of me, acting with the town kids. I'll do a good job!"
- 4 "I'm sure you'd do just fine," said Mr. Havel, "but you need to milk Bossy and chop wood after school."
- 5 Joshua thought hard as he hurled the husked ears into the wagon. Finally he hit upon an idea. When the wagon was full, Joshua suggested, "Pa, Eliza Chisman offered good money for Bossy. If you sell the cow, we can buy milk from the Renstads, and I'd have time to be in the play and chop wood before dark."
- 6 Mr. Havel regarded his son carefully as he drove the horses to the corncrib. "So you're set on that play, son? Tell you what—if you'll bring milk from the Renstads' after practice, I'll sell the cow."
- 7 Joshua's bones ached at the thought of carrying his book satchel *and* a pail of milk home. But it would be worth it to be on stage before a live audience! "I'll bring home the milk," Joshua promised. His father clapped him on the back, and together they began unloading the wagon.

Debating One on One

- 1 "You should drink calcium shakes," Carlita advised her best friend, Letricia, as she dribbled a basketball up her driveway. "They'll make your bones strong."
- 2 "Not a good idea," Letricia retorted. "If you want to have strong bones, you need to get your calcium from food."
- 3 Carlita's older brother, Pablo, stepped out of the house. "Are you two arguing again?" he asked good-naturedly. "You should try out for the debate team when you get to middle school in the fall."
- 4 "We *should* try out for debate," Carlita told Letricia, as she aimed the ball toward the hoop above her garage.
- 5 The ball went through the hoop, but Letricia reached it first. "We can't be on the debate team," she said, dribbling across the pavement. "It probably holds its practices after school, and we'll have to be at basketball practice."
- 6 "Maybe we could convince the other debaters to hold practices before school," Carlita said as she jogged beside Letricia, trying to get control of the ball.
- 7 "Why would they come to school so early just so we can go to basketball practice?" Letricia asked, keeping the ball just outside of Carlita's range.
- 8 "They might help us out if we go the extra mile for *them*," Carlita suggested as she managed to tap the ball. "We could take them to our away games and to our parties afterwards."
- 9 "If we're on the debate team, we'll have to do more than attend practices," Letricia said, moving the ball out of Carlita's reach again. "We'll have to find all the facts about all kinds of issues."
- 10 "We're already on the Internet every day," said Carlita. "We can just look up what we need instead of reading every story that looks interesting."
- 11 "We'll also have to practice arguing both sides of every issue," Letricia reminded Carlita. "How are we going to practice basketball if we're spending all our free time debating?"
- 12 "Have we ever practiced basketball without debating?" asked Carlita.
- 13 "Okay, you win *this* debate," Letricia said with a big smile. She tossed the ball toward the hoop over Carlita's garage.

9 Read this sentence from paragraph 3 of "For Love of the Play."

Joshua husked three ears before responding, picking his words as carefully as the corn.

What does picking his words as carefully as the corn mean in this sentence?

- A. speaking in soft, gentle tones
- B. choosing words that hide the truth
- C. thinking before he speaks
- D. using words that only his father would know

10 Which sentence from "For Love of the Play" BEST supports the idea that Joshua exercises his body and his mind?

- A. Joshua smiled as he picked an ear of corn and removed its crackly brown husk with his metal husking hook.
- B. Joshua thought hard as he hurled the husked ears into the wagon.
- C. When the wagon was full, Joshua suggested, "Pa, Eliza Chisman offered good money for Bossy."
- D. "I'll bring home the milk," Joshua promised.

11) In "For Love of the Play," how are the two characters' points of view different? Support your response with at least two details from the text.

12 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A:

Which sentence **BEST** states the theme of “For Love of the Play”?

- A. It is important to balance work with fun.
- B. It takes steady work to complete difficult tasks.
- C. It is important to try new activities.
- D. It takes extra work to make dreams come true.

Part B:

Which sentence from “For Love of the Play” **BEST** supports the theme?

- A. “My teacher says we’re going to put on a play, Pa, and we have practice after school,” he finally said.
- B. Oh, the excitement of being in a play—costumes and a real live audience!
- C. “If you sell the cow, we can buy milk from the Renstads, and I’d have time to be in the play and chop wood before dark.”
- D. But it would be worth it to be on stage before a live audience!

14 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A:

How will the girls in “Debating One on One” need to change their habits if they are on the debate team?

- A. They will need to spend less time getting ready for school in the morning.
- B. They will need to start reading the newspaper every day.
- C. They will need to stop arguing while they are practicing basketball.
- D. They will need to use the Internet with a purpose in mind.

13 How are the two main characters in “Debating One on One” alike or different? Select **TWO** that apply.

- A. Carlita and Letricia like to use their minds.
- B. Letricia and Carlita take part in many sports.
- C. Carlita and Letricia eagerly welcome new experiences.
- D. Letricia makes plans, and Carlita finds ways to carry them out.
- E. Letricia recognizes problems, and Carlita figures out solutions.

Part B:

Which line from “Debating One on One” **MOST** supports the correct answer?

- A. “Maybe we could convince the other debaters to hold practices before school.”
- B. “If we’re on the debate team, we’ll have to do more than attend practices.”
- C. “We can just look up what we need instead of reading every story that looks interesting.”
- D. “We’ll also have to practice arguing both sides of every issue.”

- 15** Compare and contrast how “For Love of the Play” and “Debating One on One” show students finding ways to handle the demands of various activities. Support your answer with details and examples from both texts.

Warm Up: Fluency Practice Week 4 Day 4 (Day 19)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Jill and Lane

| | |
|--|---|
| One day, Jill learned that her class would get pen pals. A pen pal, her teacher said, is a person who lives far away. You and the pen pal write letters back and forth. Her class would be writing letters to students in another state. Jill would be writing to a girl named Lane. Jill had never written to a pen pal before. She really wanted her first letter to be good. | 13 27 39 52 65 72 |
| Jill thought about what Lane might want to know. She realized that because Lane lived far away, she might not know what Jill's state was like. Jill described the many hills and trees where she lived. She explained that her town was next to a national park. Jill and her father went to the park and took pictures. | 83 95 108 122 130 |
| Since Lane did not know her, Jill told her about herself. She explained that she had two sisters and one brother, and that her parents were dentists. She wrote about how she loved to play basketball and softball. She asked Lane what she liked to do for fun. She also asked Lane if she had brothers and sisters. When she finished writing, the letter was way too long. Jill copied the most important parts into a new letter. | 142 154 165 178 190 202 208 |
| After she finished the letter, Jill put it in an envelope. She also included one of the photographs from the national park, as well as her most recent school picture. On the back of the envelope, Jill drew flowers and stars. She was happy with the letter she wrote. Now she was ready to get a letter from Lane! | 221 233 245 257 267 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the text below, writing the gist at the end of each section. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

House passes bill to restore key parts of Voting Rights Act

WASHINGTON, D.C. — The House of Representatives approved a bill on December 6, 2019. The bill would bring back important parts of the Voting Rights Act of 1965. The law reduced barriers black people faced when voting.

Before, the Voting Rights Act demanded that local and state governments in 15 states get approval from the federal government to change their voting processes. This was called "pre-clearance." Most of those states are in the South. In the United States, the federal government is in charge of the nation. State and local governments have certain powers, but depending on the law, the federal government can overrule them.

In 2013, the Supreme Court ruled to end "pre-clearance." Pre-clearance allowed the federal government to decide which states needed approval to change their election processes.

New Bill Would Change Voting Rights Act

The new bill would change the Voting Rights Act. It would allow the federal government to make new rules about which states need pre-clearance. Those states would need the federal government to approve any changes to their election processes.

Democrats and Republicans are the two main political groups in Congress. The majority of representatives in the House are Democrats. Democrats supported the bill. Republican Representative Brian Fitzpatrick of Pennsylvania was the only Republican who voted for the bill. The bill must now be approved in the Senate. It is unlikely to move forward, however. The majority of senators are currently Republicans.

Democratic Representative John Lewis of Georgia announced the results to the House. Lewis is an icon of the civil rights movement.

Gist:

Preventing Voter Suppression In The South

Many lawmakers support the bill. They say it would help prevent voter suppression in the South and other areas. Voter suppression is any attempt to prevent a person or a group of people from voting. People might try to do this to influence the result of an election. It is against the law to do this.

The new law would apply to places with a recent history of voter suppression, especially in the South. Those places would need approval from the federal government to change their voting processes.

In 2018, many Georgia voters had difficulty voting. They faced strict requirements when registering to vote. There was also confusion at the places where people vote. Georgia has a history of voter suppression. There were also voting problems in Florida. Supporters of the law say the 2018 election is proof that the new law is necessary. The federal government needs to continue overseeing elections in places with a history of discrimination.

Democratic Representative Terri Sewell of Alabama is the main supporter of the bill.

"No right is more precious to our citizenship than the right of all Americans to be able to vote," Sewell said. "When Americans are not able to cast their ballots, their votes are silenced." She said that elected officials should be worried if there is any American who wants to vote but is unable to.

The White House does not support the bill. The president's office said that many decisions about voting practices are made by states and local governments. The new bill would give the federal government too much power. The president also added that Congress has not explained why these new laws are necessary. In the past, the Supreme Court has ruled on similar laws. The president says the Court previously decided it was unconstitutional for Congress to put restrictions on states.

Sewell said the 2013 Supreme Court ruling in *Shelby v. Holder* has negatively affected minority voters throughout the South. Many of these laws were passed in states that support Republicans. Lawmakers said the laws were intended to keep elections fair. Sewell disagrees.

Gist:

Barriers To Voting Throughout U.S. History

The real purpose of the laws was to prevent members of certain groups from voting, Sewell says. People of color have faced barriers to voting throughout U.S. history and even now. These groups include black people and Native Americans. Sewell says the new bill would make sure everyone has the right to vote. She believes Republicans and Democrats should be trying to make voting easier for everyone.

Republican Representative Rodney Davis of Illinois agrees with Sewell. He believes every American who can vote should be able to vote. Davis said the Voting Rights Act does enough right now in preventing voter discrimination. He does not think it needs to be changed. Davis does not support Sewell's bill. He believes the new bill would take power away from state governments and give too much power to the federal government.

Democrats approved four bills about voting rights or election security in 2019. Davis said that all of these laws try to involve the federal government in more elections. Davis believes Sewell's bill is no different.

Gist:

1. Read the section "New Bill Would Change Voting Rights Act." Which sentence from the section shows why pre-clearance is unlikely to be added to the Voting Rights Act?
 - a. Democrats and Republicans are the two main political groups in Congress.
 - b. The majority of representatives in the House are Democrats.
 - c. Democrats supported the bill.
 - d. The majority of senators are currently Republicans.
2. Read the following paragraph from the introduction [paragraph 1-3].

Before, the Voting Rights Act demanded that local and state governments in 15 states get approval from the federal government to change their voting processes. This was called "preclearance." Most of those states are in the South. In the United States, the federal government is in charge of the nation. State and local governments have certain powers, but depending on the law, the federal government can overrule them.

Which of the following is an accurate explanation of what this paragraph means?

- a. At one time, the federal government required certain states to get approval for changes in their elections.
 - b. The Voting Rights Act ensured that all Americans have equal access to election places.
 - c. The federal government has ultimate authority over states, so they can determine how elections are run.
 - d. Pre-clearance laws require that Southern states turn over their voting processes to the federal government.
3. Read the following paragraph from the section "Preventing Voter Suppression In The South."

Many lawmakers support the bill. They say it would help prevent voter suppression in the South and other areas. Voter suppression is any attempt to prevent a person or a group of people from voting. People might try to do this to influence the result of an election. It is against the law to do this.

How does this paragraph support the MAIN idea of the article?

- a. by comparing voter suppression in the past and present
 - b. by describing the effect of pre-clearance on elections
 - c. by explaining why lawmakers approved the bill
 - d. by showing how voter suppression affects elections
4. Read the following statements. Circle the **two** statements that give MAIN ideas from the article:
 1. The new bill would change the Voting Rights Act.
 2. The majority of representatives in the House are Democrats.
 3. The White House does not support the bill.
 4. Democrats approved four bills about voting rights or election security in 2019.

Choose a problem (and solutions) described in the text. Explain what the problem is and why it matters, using examples, facts, and details from the text. If possible, describe any solutions proposed in the text.

Warm Up: Fluency Practice Week 4 Day 5 (Day 20)

- Read the passage and find words that you don't know. Circle these words and use a dictionary or Google to look up what they mean
- Read the passage out loud two more times. If you can, time yourself (or have someone in your family time you) and see how quickly you can read it! Write down how many words you read in one minute

Jill and Lane

| | |
|--|---|
| One day, Jill learned that her class would get pen pals. A pen pal, her teacher said, is a person who lives far away. You and the pen pal write letters back and forth. Her class would be writing letters to students in another state. Jill would be writing to a girl named Lane. Jill had never written to a pen pal before. She really wanted her first letter to be good. | 13 27 39 52 65 72 |
| Jill thought about what Lane might want to know. She realized that because Lane lived far away, she might not know what Jill's state was like. Jill described the many hills and trees where she lived. She explained that her town was next to a national park. Jill and her father went to the park and took pictures. | 83 95 108 122 130 |
| Since Lane did not know her, Jill told her about herself. She explained that she had two sisters and one brother, and that her parents were dentists. She wrote about how she loved to play basketball and softball. She asked Lane what she liked to do for fun. She also asked Lane if she had brothers and sisters. When she finished writing, the letter was way too long. Jill copied the most important parts into a new letter. | 142 154 165 178 190 202 208 |
| After she finished the letter, Jill put it in an envelope. She also included one of the photographs from the national park, as well as her most recent school picture. On the back of the envelope, Jill drew flowers and stars. She was happy with the letter she wrote. Now she was ready to get a letter from Lane! | 221 233 245 257 267 |

Total Words Read: _____ - # of Errors: _____ = WRC/min: _____

Directions: Read the story below. Then, answer the questions that follow, underlining and labeling your evidence in the text. (For example, write #1 next to the evidence that supports your answer to question #1.)

Read the text and answer the questions.



Nasbah's Rescue

by Catherine Grace Jones

Nasbah raced ahead and peered over the rim of the canyon. The cool water of the wash¹ sparkled in the midday sun. The green grass danced in the gentle breeze, and Nasbah could see her grandparents' hogan² and the sheep corral near the wash.

Nasbah smiled. Every year, when it was time for Grandfather to move the sheep down from their winter grazing site on the mesa, he always waited until a Saturday so that his grandchildren could help. This year, Nasbah was old enough to help, too. This year, she could work beside her older brothers.

As the flock approached, the sheep bells rang. Grandfather's three sheepdogs ran beside the sheep, turning back stragglers.

Nasbah ran past Grandfather and her brothers to the back of the flock. She'd told her mother she wanted to make sure the lambs made it down the steep trail to the bottom of the canyon.

"Just make sure my lamb makes it safely," her mother had said, tousling Nasbah's hair lovingly.

As the sheep slowly picked their way down the trail, Nasbah heard Grandfather singing in Navajo. She loved to hear him sing the old songs, especially the ones about nature. Sometimes when she was at school in Chinle, she was afraid she'd forget the beauty of this canyon and the wash below.

Ahead, Nasbah heard frantic bleating as one of the sheep lost its footing on the rocks and fell. All the sheep made a terrible noise for a few moments until they recovered from their surprise. Nasbah scurried down to free one lamb's front hoof from a crack in the rocky trail.

When the flock reached low ground, Nasbah helped drive the sheep into the corral. She lingered to watch them as Grandfather and her brothers walked to the hogan for some of Grandmother's tasty fry bread. It was hard to keep track of the squirming, shaggy bodies, but Nasbah counted the lambs. One, two, three, and there were the twins, six, seven, eight, nine, ten—only ten? There had been eleven lambs when they'd started out up on the mesa.

Nasbah counted again but could find only ten. She looked over toward the hogan, but everyone was already inside. She thought quickly, then decided it wouldn't take her long to search for the lamb. She could come back for help if she needed it.

Nasbah raced back to the rocky trail. She retraced her steps but saw no sign of the missing lamb.

She listened carefully, the way Grandfather had taught her. She heard the insects and the birds. Far away she could hear the cry of a hawk.

But then she heard another faint sound—the bleating of a lamb! Nasbah scrambled up the trail toward the sound. She looked down into a crevasse in the rocks and saw the missing lamb standing at the bottom. He could not get out.

Carefully, Nasbah lowered herself into the crevasse. Although the rock faces were almost smooth, they were close enough that she could brace her back against one side and her feet against the other, then shinny down. The lamb didn't seem to have any broken bones, but he was scraped from sliding down the rock, and he was scared. Nasbah took off her jacket and wrapped it under the lamb's belly. Then she zipped it closed over his back so that he wouldn't slip out. She tied the sleeves of the jacket around her neck to keep her hands free. Slowly, she pulled him up.

"You'll be all right, little lamb," she kept saying to him. His sweet lamb smell tickled her nose, and she could feel the frantic beating of his heart against her chest.

Little by little, Nasbah inched her way back up the crevasse. She almost lost her balance one time, but she tightened her legs and used her hands to push up. When she reached the top of the big rocks, Nasbah pulled herself and the lamb back up to the trail. She sat for a minute to rest and to soothe the lamb.

"We're almost home now," she whispered to him.

Then Nasbah picked her way down the rocky trail. Just as she reached the bottom, she saw her parents, grandparents, and brothers all heading toward her.

"What happened?" they called.

Mother reached her first and nodded when she saw Nasbah with the lamb.

"My lamb has rescued a lost lamb," she said proudly.

¹wash: a shallow creek

²hogan: a Navajo dwelling usually made of logs and mud with a door traditionally facing east

Read the sentence from the text.

The green grass danced in the gentle breeze, and Nasbah could see her grandparents' hogan and the sheep corral near the wash.

How does the author's use of the phrase green grass danced help the reader understand Nasbah's feelings about her grandparents' land?

- (A) The phrase suggests that Nasbah worries about the land.
- (B) The phrase suggests that Nasbah considers the land lonely.
- (C) The phrase suggests that Nasbah is frightened of the land.
- (D) The phrase suggests that Nasbah feels joyful about the land.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of these inferences about Nasbah is **best** supported by the text?

- (A) She takes her job seriously.
- (B) She wants to please her mother.
- (C) She wants to have a lamb as a pet.
- (D) She hopes to get home as soon as possible.

Part B

Which sentence from the text **best** supports your answer in part A?

- (A) It was hard to keep track of the squirming, shaggy bodies, but Nasbah counted the lambs.
- (B) "You'll be all right, little lamb," she kept saying to him.
- (C) "We're almost home now," she whispered to him.
- (D) Mother reached her first and nodded when she saw Nasbah with the lamb.

Read the sentence from the text.

Nasbah scurried down to free one lamb's front hoof from a crack in the rocky trail.

What does the use of the word scurried suggest? Select **two** choices.

- Nasbah steps carefully.
- Nasbah moves quickly.
- Nasbah loses her footing.
- Nasbah crawls on her knees.
- Nasbah wants to get to the lamb.

Read this summary of the passage and the directions that follow.

Nasbah helps her family move sheep down a hill to their summer grazing area. She is particularly concerned with making sure all of the lambs make it down the trail. Nasbah goes back up the trail and finds the missing lamb in a crevasse. She lowers herself down and brings the lamb back up to the trail.

A key event is missing from the summary. Click the sentence of text that includes the missing event.

Ahead, Nasbah heard frantic bleating as one of the sheep lost its footing on the rocks and fell.

When the flock reached low ground, Nasbah helped drive the sheep into the corral.

Nasbah counted again but could find only ten.

She listened carefully, the way Grandfather had taught her.

Nasbah took off her jacket and wrapped it under the lamb's belly.

Select the **three** sentences from the text that **best** support the idea that Nasbah had been looking forward to helping her grandfather with the sheep.

- Nasbah could see her grandparents' hogan and the sheep corral near the wash.
 - This year, Nasbah was old enough to help, too.
 - This year, she could work beside her older brothers.
 - As the flock approached, the sheep bells rang.
 - Nasbah ran past Grandfather and her brothers to the back of the flock.
 - She'd told her mother she wanted to make sure the lambs made it down the steep trail to the bottom of the canyon.

What is the theme of the text? Use details from the text to support your answer.