Comprehension Passages

Analyzing

Out of this World LITERACY

LEXILE

2 DIGITAL FORMATS!

ANALYZING Name:

READ: To analyze means to think really carefully about something. Read the passage and think deeply about the text. Answer th

New

As long as I could remember, I wanted an iguana. My parents seemed to I would ask for a pet iguana. I even put it on my holiday shopping list, but t

This year for my birthday I decided to ask for a puppy instead. If I could a cute and cuddly puppy. I wasn't going to hold my breath because I was ab

As my birthday approached, I wondered what kind of puppy my parents lap when I was reading a book, or maybe I wanted a big dog that could retri way. I just wanted a new pet that I could love and take care of as my own.

"Good morning, sweetie. Happy birthday!" Mom said as she woke me u my covers and ran down to the kitchen where my stepdad sat with a large b

"What could be inside?" I thought to myself. As I lifted the lid, a smile s back at me. "Do you wish it was a puppy instead?" Mom asked.

"No, this iguana is perfect," I replied.

RESPOND: Answer the following questions after reading. *dra*

1a. What word best describes the mood in the story?
a. gloomy
b. chaotic
c. impatient
d. stressful

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Each year for my birthday, I would ask for a pet iguana."
b. "I wasn't going to hold my breath."
c. "They hadn't jumped on the idea yet."
d. "Your presents are waiting."

2a. What is t problem story?
a. She wants a pet.
b. She wants cake.
c. She wants a birthday party.
d. She wants a sibling.

a. "I wondered what kind of puppy my parents would get."
b. "I just wanted a new pet."
c. "What could be inside?"
d. "As I lifted the lid, a smile spread across my face."

a. She ate birthday cake.
b. She had a party.
c. She saw a new puppy.
d. She saw a new iguana.

WRITE: What is your favorite part of the story? Use evidence from the text to support your thinking. *Type here:*

CHALLENGE: Use the codes to identify evidence of events in the text.

blue Problem | red Solution | green How the narrator felt before she opened the present

CHALLENGE: Drag and reshape the rectangles over words or phrases that match each color in the text.

Note: not every rectangle will be used

Analyzing

Name: _____ **Date:** _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge.

Helping Mom

I felt my body melt into the cozy chair in front of the television when I sat down. Since 9:00 this morning, I had been helping my mom with her chores around the house. She had been busy working late every night this week at work, and she didn't have the chance to do any of the duties she normally did throughout the week. My mom didn't need to be the only one in the house that did these chores. I knew how to do a few things, so I decided to help.

While I sat relaxing, I thought about all the trips up and down the stairs carrying loads of laundry I had made. The mountains of clothes on the laundry room floor was enormous. I had stared at the mound of dirty laundry and sorted it into the appropriate loads. My brothers had uniforms from soccer, and I had my denim jeans that needed to be washed. I had tossed the towels from all our showers into one pile. Mom was especially appreciative that I folded all the items when they were clean.

Between loads of laundry, I dusted all the furniture in each room of our house. My mom's favorite coffee table shined when the sun hit it.

I took a deep breath and began to wonder how my mom keeps up with all this work in addition to her own job. It made me feel good inside to help.

"Are you ready for a break?" Mom shouted to me. She didn't know I was already relaxing.



Write About It: What is your favorite part of the story? Use evidence from the text to support your thinking.

Challenge: Use the codes to identify evidence that helps you analyze.

blue Problem | red Solution | green Why the Narrator helped with ch

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Multiple Choice:

Answer the following questions after reading.

1a. What word best describes the mood in the story?
- cheerful
- energetic
- gloomy
- helpful

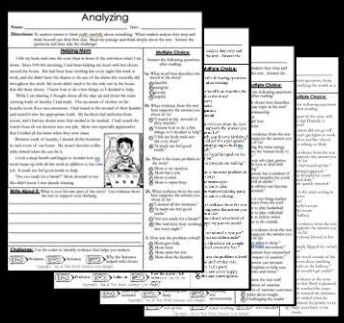
1b. What evidence from the text best supports the answer you chose in 1a?
- "I stared at the mound of dirty laundry."
- "I knew how to do a few things, so I decided to help."
- "I felt my body melt into the cozy chair."
- "It made me feel good inside."

2a. What is the main problem in the story?
- Mom is on vacation.
- Mom has a job.
- Mom is tired.
- Mom is super

2b. What ev best

Drag each yellow rectangle over the correct answer.

4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on analyzing.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on analyzing.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on analyzing.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







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I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Helping Mom
(Level T)

New Pet
(Level M)

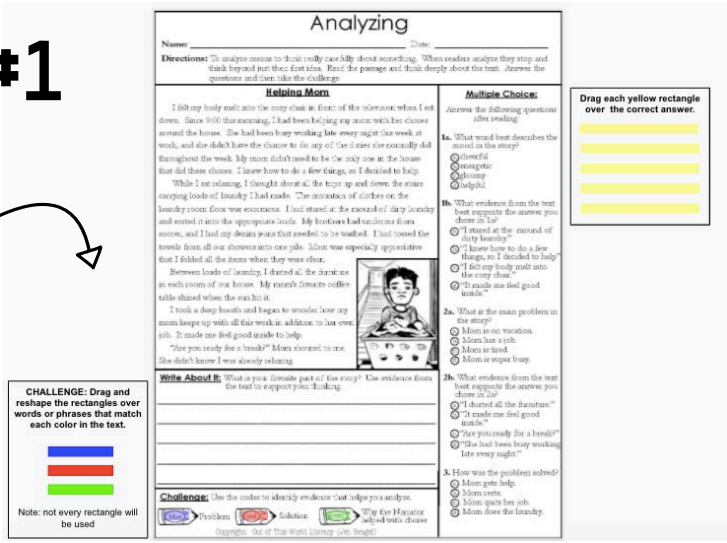
Exercise: What are the Benefits?
(Level U)

Yo-yo
(Level Y)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Helping Mom
(Level T)

New Pet
(Level M)

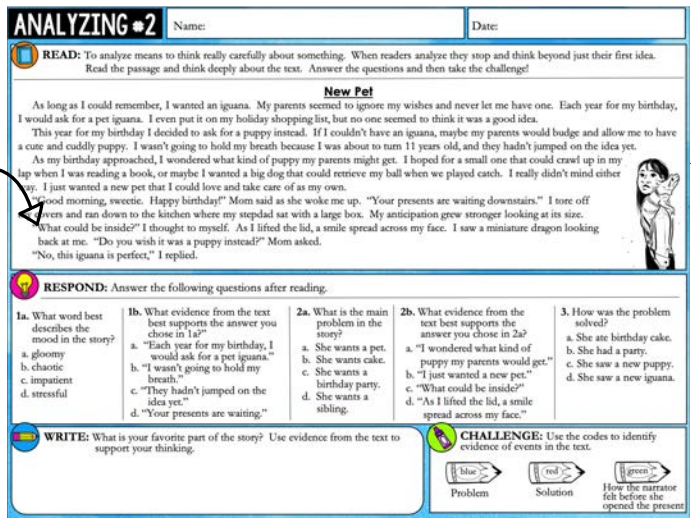
Exercise: What are the Benefits?
(Level U)

Yo-yo
(Level Y)

ANSWER KEYS

DIGITAL VERSION #2

VERTICAL PAGES



ANALYZING #2 Name: Date:

READ: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

New Pet

As long as I could remember, I wanted an iguana. My parents seemed to ignore my wishes and never let me have one. Each year for my birthday, I would ask for a pet iguana. I even put it on my holiday shopping list, but no one seemed to think it was a good idea.

This year for my birthday I decided to ask for a puppy instead. If I couldn't have an iguana, maybe my parents would budge and allow me to have a cute and cuddly puppy. I wasn't going to hold my breath because I was about to turn 11 years old, and they hadn't jumped on the idea yet.

As my birthday approached, I wondered what kind of puppy my parents might get. I hoped for a small one that could crawl up in my lap when I was reading a book, or maybe I wanted a big dog that could retrieve my ball when we played catch. I really didn't mind either way. I just wanted a new pet that I could love and take care of as my own.

"Good morning, sweetie. Happy birthday!" Mom said as she woke me up. "Your presents are waiting downstairs." I tore off the covers and ran down to the kitchen where my stepdad sat with a large box. My anticipation grew stronger looking at its size. What could be inside?" I thought to myself. As I lifted the lid, a smile spread across my face. I saw a miniature dragon looking back at me. "Do you wish it was a puppy instead?" Mom asked.

"No, this iguana is perfect," I replied.

RESPOND: Answer the following questions after reading.

1a. What word best describes the mood in the story?
a. gloomy
b. chaotic
c. impatient
d. stressful

1b. What evidence from the text best supports the answer you chose in 1a?"
a. "Each year for my birthday, I would ask for a pet iguana."
b. "I wasn't going to hold my breath."
c. "They hadn't jumped on the idea yet."
d. "Your presents are waiting."

2a. What is the main problem in the story?
a. She wants a pet.
b. She wants cake.
c. She wants a birthday party.
d. She wants a sibling.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "I wondered what kind of puppy my parents would get."
b. "I just wanted a new pet."
c. "What could be inside?"
d. "As I lifted the lid, a smile spread across my face."

3. How was the problem solved?
a. She ate birthday cake.
b. She had a party.
c. She saw a new puppy.
d. She saw a new iguana.

WRITE: What is your favorite part of the story? Use evidence from the text to support your thinking.

CHALLENGE: Use the codes to identify evidence of events in the text.

blue — Problem
red — Solution
green — How the narrator felt before she opened the present

Analyzing

Name: _____ Date: _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

Helping Mom

I felt my body melt into the cozy chair in front of the television when I sat down. Since 9:00 this morning, I had been helping my mom with her chores around the house. She had been busy working late every night this week at work, and she didn't have the chance to do any of the duties she normally did throughout the week. My mom didn't need to be the only one in the house that did these chores. I knew how to do a few things, so I decided to help.

While I sat relaxing, I thought about all the trips up and down the stairs carrying loads of laundry I had made. The mountain of clothes on the laundry room floor was enormous. I had stared at the mound of dirty laundry and sorted it into the appropriate loads. My brothers had uniforms from soccer, and I had my denim jeans that needed to be washed. I had tossed the towels from all our showers into one pile. Mom was especially appreciative that I folded all the items when they were clean.

Between loads of laundry, I dusted all the furniture in each room of our house. My mom's favorite coffee table shined when the sun hit it.

I took a deep breath and began to wonder how my mom keeps up with all this work in addition to her own job. It made me feel good inside to help.

"Are you ready for a break?" Mom shouted to me. She didn't know I was already relaxing.



Write About It: What is your favorite part of the story? Use evidence from the text to support your thinking.

_____

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence that helps you analyze.

blue → Problem red → Solution green → Why the Narrator helped with chores

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Multiple Choice:

Answer the following questions after reading:

1a. What word best describes the mood in the story?

(a.) cheerful
(b.) energetic
(c.) gloomy
(d.) helpful

1b. What evidence from the text best supports the answer you chose in 1a?

(a.) "I stared at the mound of dirty laundry."
(b.) "I knew how to do a few things, so I decided to help"
(c.) "I felt my body melt into the cozy chair."
(d.) "It made me feel good inside."

2a. What is the main problem in the story?

(a.) Mom is on vacation.
(b.) Mom has a job.
(c.) Mom is tired.
(d.) Mom is super busy.

2b. What evidence from the text best supports the answer you chose in 2a?

(a.) "I dusted all the furniture."
(b.) "It made me feel good inside."
(c.) "Are you ready for a break?"
(d.) "She had been busy working late every night."

3. How was the problem solved?

(a.) Mom gets help.
(b.) Mom rests.
(c.) Mom quits her job.
(d.) Mom does the laundry.

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

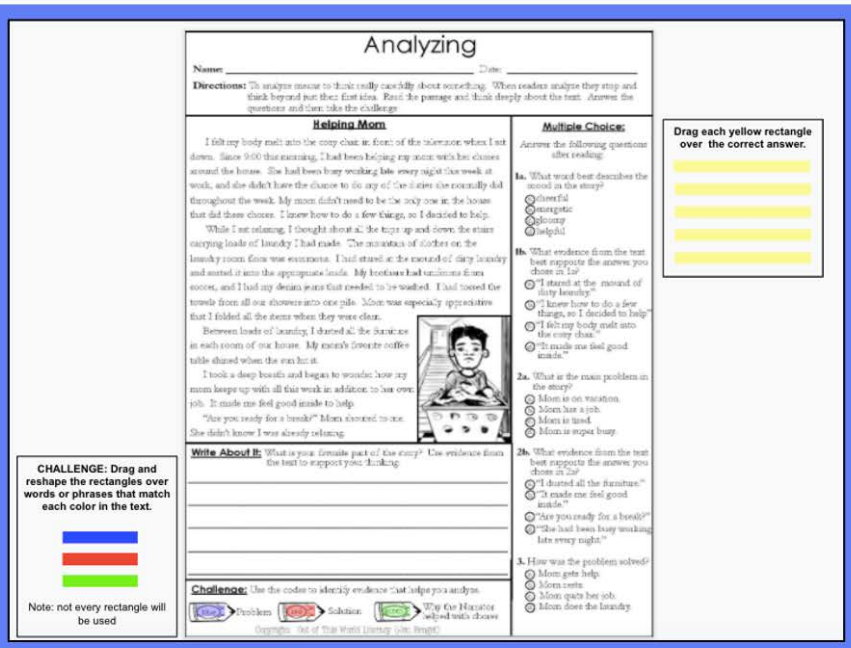
CUSTOM ILLUSTRATION

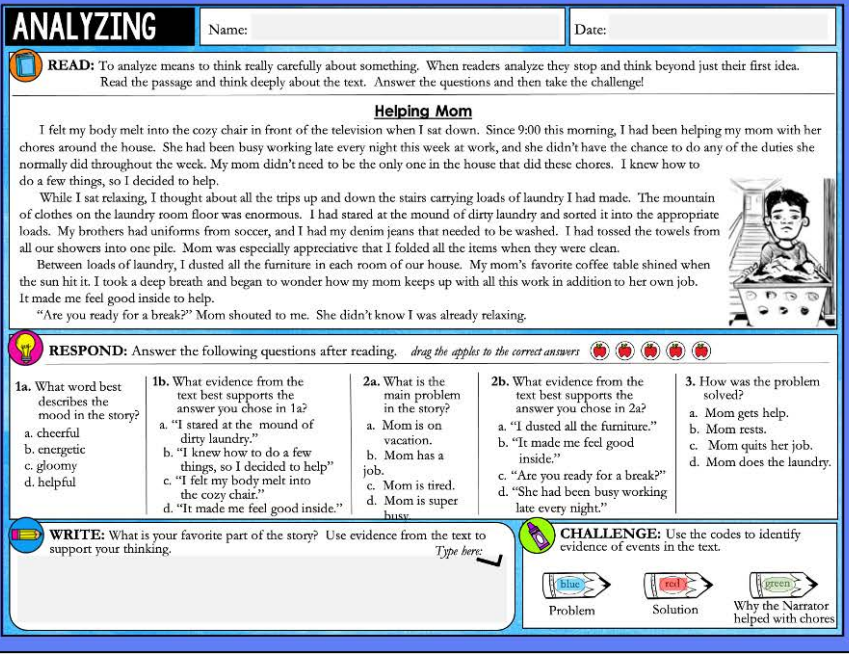
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Helping Mom (Level T)	**New Pet** (Level M)
Exercise: What are the Benefits? (Level U)	**Yo-yo** (Level Y)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Helping Mom (Level T)	**New Pet** (Level M)
Exercise: What are the Benefits? (Level U)	**Yo-yo** (Level Y)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Helping Mom	261	Fiction	Analyzing	800L	T	5
New Pet	274	Fiction	Analyzing	550L	M	3.0
Exercise: What Are the Benefits?	218	NF	Analyzing	830L	U	5.3
Yo-yo	229	NF	Analyzing	950L	Y	6.7

LEXILE®

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Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Helping Mom	261	Fiction	Analyzing	800L	T	5
New Pet	274	Fiction	Analyzing	550L	M	3.0
Exercise: What Are the Benefits?	218	NF	Analyzing	830L	U	5.3
Yo-yo	229	NF	Analyzing	950L	Y	6.7

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Helping Mom	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 2: New Pet	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 3: Exercise: What Are the Benefits?	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 4: Yo-yo	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Helping Mom	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 2: New Pet	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 3: Exercise: What Are the Benefits?	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 4: Yo-yo	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Helping Mom	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 2: New Pet	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 3: Exercise: What Are the Benefits?	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 4: Yo-yo	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Helping Mom	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 2: New Pet	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 3: Exercise: What Are the Benefits?	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 4: Yo-yo	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Helping Mom	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 2: New Pet	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 3: Exercise: What Are the Benefits?	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Passage 4: Yo-yo	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5b Generate questions about text before, during, and after reading to deepen understanding and gain information.

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ANALYZING

Name:

Date:

READ: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

Helping Mom

I felt my body melt into the cozy chair in front of the television when I sat down. Since 9:00 this morning, I had been helping my mom with her chores around the house. She had been working late every night this week at work, and she didn't have the chance to do any of the duties she normally did throughout the week. My mom didn't need to be the only one in the house that did these chores. I knew how to do a few things, so I decided to help.

While I sat relaxing, I thought about the trips up and down the stairs carrying loads of laundry I had made. The mountain of clothes on the laundry room floor was enormous. I had stared at the mound of dirty laundry and sorted it into the appropriate loads. My brothers had uniforms from soccer, and I had my denim jeans that needed to be washed. I had tossed the towels from all our showers into one pile. Mom was especially appreciative that I folded all the items when they were clean.

Between loads of laundry, I dusted all the furniture in each room of our house. My mom's favorite coffee table shined when the sun hit it. I took a deep breath and began to think about how my mom keeps up with all this work in addition to her own job. It made me feel good inside to help.

"Are you ready for a break?" Mom shouted to me. She didn't know I was already relaxing.



RESPOND: Answer the following questions after reading.

1a. What word best describes the mood in the story?
- a. cheerful
- b. energetic
- c. gloomy
- d. helpful

1b. What evidence from the text best supports the answer you chose in 1a?
- a. "I stared at the mound of dirty laundry."
- b. "I knew how to do a few things, so I decided to help."
- c. "I felt my body melt into the cozy chair."
- d. "It made me feel good inside."

2a. What is the main problem in the story?
- a. Mom is on vacation.
- b. Mom has a job.
- c. Mom is tired.
- d. Mom is super busy.

2b. What evidence from the text best supports the answer you chose in 2a?
- a. "I dusted all the furniture."
- b. "It made me feel good inside."
- c. "Are you ready for a break?"
- d. "She had been busy working late every night."

3. How was the problem solved?
- a. Mom gets help.
- b. Mom rests.
- c. Mom quits her job.
- d. Mom does the laundry.

WRITE: What is your favorite part of the story? Use evidence from the text to support your thinking.

CHALLENGE: Use the codes to identify evidence of events in the text.

blue — Problem

red — Solution

green — Why the Narrator helped with chores

Sample (digital version that can also be printed)

Analyzing

Name: Answer Key Date: _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

Helping Mom

I felt my body melt into the cozy chair in front of the television when I sat down. Since 9:00 this morning, I had been helping my mom with her chores around the house. She had been busy working late every night this week at work, and she didn't have the chance to do any of the duties she normally did throughout the week. My mom didn't need to be the only one in the house that did these chores. I knew how to do a few things, so I decided to help.

While I sat relaxing, I thought about all the trips up and down the stairs carrying loads of laundry I had made. The mountain of clothes on the laundry room floor was enormous. I had stared at the mound of dirty laundry and sorted it into the appropriate loads. My brothers had uniforms from soccer, and I had my denim jeans that needed to be washed. I had tossed the towels from all our showers into one pile. Mom was especially appreciative that I folded all the items when they were clean.



Between loads of laundry, I dusted all the furniture in each room of our house. My mom's favorite coffee table shined when the sun hit it.

I took a deep breath and began to wonder how my mom keeps up with all this work in addition to her own job. It made me feel good inside to help.

"Are you ready for a break?" Mom shouted to me. She didn't know I was already relaxing.

Write About It: What is your favorite part of the story? Use evidence from the text to support your thinking.

Answer should include:

1. Favorite part of the text.
2. Something from the text that explains why this is a favorite part.

Challenge: Use the codes to identify evidence that helps you analyze.

blue → Problem red → Solution green → Why the Narrator helped with chores

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Multiple Choice:

Answer the following questions after reading:

1a. What word best describes the mood in the story?

(a) cheerful
(b) energetic
(c) gloomy
(d) helpful

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "I stared at the mound of dirty laundry."
(b) "I knew how to do a few things, so I decided to help"
(c) "I felt my body melt into the cozy chair."
(d) "It made me feel good inside."

2a. What is the main problem in the story?

(a) Mom is on vacation.
(b) Mom has a job.
(c) Mom is tired.
(d) Mom is super busy.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "I dusted all the furniture."
(b) "It made me feel good inside."
(c) "Are you ready for a break?"
(d) "She had been busy working late every night."

3. How was the problem solved?

(a) Mom gets help.
(b) Mom rests.
(c) Mom quits her job.
(d) Mom does the laundry.

Analyzing

Name: Answer Key Date: _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

New Pet

As long as I could remember, I wanted an iguana. My parents seemed to ignore my wishes and never let me have one. Each year for my birthday, I would ask for a pet iguana. I even put it on my holiday shopping list, but no one seemed to think it was a good idea.

This year for my birthday I decided to ask for a puppy instead. If I couldn't have an iguana, maybe my parents would budge and allow me to have a cute and cuddly puppy. I wasn't going to hold my breath because I was about to turn 11 years old, and they hadn't jumped on the idea yet.

As my birthday approached, I wondered what kind of puppy my parents might get. I hoped for a small one that could crawl up in my lap when I was reading a book, or maybe I wanted a big dog that could retrieve my ball when we played catch. I really didn't mind either way. I just wanted a new pet that I could love and take care of as my own.

"Good morning, sweetie. Happy birthday!" Mom said as she woke me up. "Your presents are waiting downstairs."

I tore off my covers and ran down to the kitchen where my stepdad sat with a large box. My anticipation grew stronger looking at its size.

"What could be inside?" I thought to myself.

As I lifted the lid, a smile spread across my face. I saw a miniature dragon looking back at me.

"Do you wish it was a puppy instead?" Mom asked.

"No, this iguana is perfect," I replied.



Write About It: What is your favorite part of the story? Use evidence from the text to support your thinking.

Answer should include:

1. Favorite part of the text.
2. Something from the text that explains why this is a favorite part.

Challenge: Use the codes to identify evidence that helps you analyze.

blue → Problem

red → Solution

green → How the narrator felt before she opened the present

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Multiple Choice:

Answer the following questions after reading:

1a. What word best describes the mood in the story?

(a) gloomy
(b) chaotic
(c) impatient
(d) stressful

1b. What evidence from the text best supports the answer you chose in 1a?"

(a.) "Each year for my birthday, I would ask for a pet iguana."
(b.) "I wasn't going to hold my breath."
(c.) "They hadn't jumped on the idea yet."
(d.) "Your presents are waiting."

2a. What is the main problem in the story?

(a.) She wants a pet.
(b.) She wants cake.
(c.) She wants a birthday party.
(d.) She wants a sibling.

2b. What evidence from the text best supports the answer you chose in 2a?

(a.) "I wondered what kind of puppy my parents would get."
(b.) "I just wanted a new pet."
(c.) "What could be inside?"
(d.) "As I lifted the lid, a smile spread across my face."

3. How was the problem solved?

(a.) She ate birthday cake.
(b.) She had a party.
(c.) She saw a new puppy.
(d.) She saw a new iguana.

Analyzing

Name: Answer Key Date: _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

Exercise: What Are the Benefits?

Exercise is one of the leading ways to lose or maintain weight. There are more benefits to exercise than losing weight. Exercise actually has a number of positive benefits for youth as well as adults.

Managing stress by exercise is becoming a popular strategy. Instead of worrying about things, toss on tennis shoes and go for a walk. Just 30 minutes of exercise can increase the endorphins (chemicals in the brain) to help ease worries and stress. Hop on a scooter. Ride a bike. Spend time outside.

Developing sportsmanship is another positive benefit of exercise. Those who play games, like basketball or volleyball, learn how to deal with losing a game or match. This helps both adults and youth develop a life skill that is incredibly important.

Exercise can make people tired. Whether it is a light jog or a tennis match, the athlete can become exhausted. Burning energy helps with sleep. Those who are struggling to sleep at night may want to add some movement into their routine. Using the extra energy causes the human body to relax when it is time to sleep.

Scientists have researched the impact of exercise on the daily lives of many individuals. Not only does it assist in managing weight, it also lowers stress, helps with sleep, and helps build sportsmanship.



Write About It: What is your favorite part of the text? Use evidence from the text to support your thinking.

Answer Should include:

1. Favorite part of the text.
2. Something from the text that explains why this is a favorite part.

Multiple Choice:

Answer the following questions after reading:

1a. Which choice best describes the main topic in the text?

- (a.) sportsmanship
- (b.) stress
- (c.) weight loss
- (●) exercise

1b. What evidence from the text best supports the answer you chose in 1a?

- (a.) "Using the extra energy causes the human body to relax."
- (b.) "Those who play games learn how to deal with losing."
- (●) "Exercise has a number of positive benefits for youth as well as adults."
- (d.) "The athlete can become exhausted."

2a. What is one thing readers can learn from the text?

- (a.) how to play basketball
- (b.) how to play volleyball
- (●) how to relieve stress
- (d.) what to do outside

2b. What evidence from the text best supports the answer you chose in 2a?

- (a.) "This aides in sleep."
- (b.) "Add some movement."
- (c.) "Scientists have researched the impact of exercise."
- (●) "Exercise can increase endorphins to help ease worries and stress."

3. How does the text end?

- (a.) Opinion of exercise
- (●) Facts of exercise outcomes
- (c.) Jokes about weight
- (d.) Challenging the reader

Challenge: Use the codes to identify evidence that helps you analyze.



Main topic sentence



Exercising and sleep



Exercising and sportsmanship

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Analyzing

Name: Answer Key Date: _____

Directions: To analyze means to think really carefully about something. When readers analyze they stop and think beyond just their first idea. Read the passage and think deeply about the text. Answer the questions and then take the challenge!

Yo-yo

Found all over the world, yo-yos are toys that have stood the test of time. They once were a toy given at a coming of age party in ancient Greece. They have been found in drawings in temples from Egypt to China. This popular toy has become a fun way for youth to show off tricks.

Yo-yo tricks take time, skill, and patience to master. Tricks can range from beginner to expert. A few beginner tricks that can be learned quickly are Gravity Pull, Forward Pass, and Around the World. Beginners to yo-yo tricks would need to learn basic movements that can be combined with more technical moves in order to create a trick.

After a beginner has mastered some classic yo-yo tricks, he or she can work to tackle more advanced tricks. The Gyroscopic Flop and The Spirit Bomb are expert level tricks. These tricks use more difficult hand movements and rotate the yo-yo in many directions.

Fans of yo-yos have formed clubs and teams that meet regularly and practice these tricks. Tricks are Performed for one another in an effort to amaze each other. Some yo-yo clubs even allow members to teach original tricks to its other members.

Yo-yos have been around for a very long time. They have a long history of entertaining and engaging. Can you learn a new yo-yo trick to amaze your friends?



Write About It: What is your favorite part of the text? Use evidence from the text to support your thinking.

Answer should include:

1. Favorite part of the text.
2. Something from the text that explains why this is a favorite part.

Challenge: Use the codes to identify evidence that helps you analyze.

- blue — Main Topic Sentence
- red — Beginner Tricks
- green — History of Yo-yos

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Multiple Choice:

Answer the following questions after reading:

1a. Which choice best describes the main topic in the text?

(a) toys
(b) yo-yo tricks
(c) clubs
(d) trick designs

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "Yo-yo tricks take time, skill, and patience to master."
(b) "Beginners to yo-yo tricks would need to learn basic movements."
(c) "Yo-yos are toys that have stood the test of time."
(d) "These tricks use more difficult hand movements."

2a. What is one thing readers can learn from the text?

(a) How to do tricks
(b) What a yo-yo looks like
(c) Names of yo-yo tricks
(d) Materials used to make Yo-yos

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "The Gyroscopic Flop and The Spirit Bomb are expert level tricks."
(b) "This popular toy has become a fun way for youth to show off tricks."
(c) "Yo-yos have been around for a very long time."
(d) "Tricks are performed for one another."

3. How does the text end?

(a) Fact about yo-yos
(b) Opinion about yo-yos
(c) Challenge for the reader
(d) Joke about yo-yos