Comprehension Passages

Out of this World LITERACY

LEXILE

Background Knowledge

2 DIGITAL FORMATS!

BACKGROUND KNOWLEDGE #1 | Name: | Date:

READ: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

If Swings Could Speak

On one seemingly normal day, I had finished my homework, and the after-school teacher said I could go outside. So, I ran to the swings and grabbed the cold metal chains. For just a second, the swing chains seemed to get warm, like they were squeezing my hands. I quickly let go! So weird! I gingerly sat down on the plastic seat, careful not to touch the metal. I sat still. Hmm, nothing strange happened. I pumped my legs and grabbed the chains again.

"Do you want to go higher?"

Who said that? I looked around. No one was there.

"Did you hear me? It's rude not to answer!"

With that, the seat under me jiggled as if wanting a reply. I jumped off the seat and tumbled into the wood chips. What was happening?!

"Well, if you don't WANT to swing, I can't make you," came the voice. "But it's awfully rude not to answer."

I gulped, amazed. Then I glared at the swing. "Well, maybe if you had warned me you were alive, I wouldn't have been scared out of my wits!" I said. I got myself up and wiped the wood chips off of my pants. I climbed back on the swing. "Yes, higher, please. Thank you."

"All right then. But not too high! We wouldn't want you to fall off, now would we?" the swing said.

I shook my head. What a very strange day!



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What do you know about the word **gingerly**?
a. carefully
b. excitedly
c. quickly
d. tiredly

1b. What evidence from the text best supports the answer you chose in 1a?
a. "pumped my legs"
b. "ran to the swings"
c. "weird…careful…. sat still"
d. "For just a second"

2a. Which best describes the meaning of the phrase "scared out of my wits"?
a. So scared you can't breathe
b. So scared you act differently than usual
c. So scared you can't think
d. So scared you freeze up

2b. What evidence from the text best supports the answer you chose in 2a?
a. "tumbled into the wood chips"
b. "climbed back on the swing"
c. "I looked around"
d. "With that, the seat under me jiggled"

3. What background knowledge helps you understand the main idea?
a. after-school care
b. different languages
c. swings
d. science of force and motion

WRITE: What is the main idea of the text? Share some background knowledge you used to help support your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence in the text.
**** drag the colors to words that match in the text.*

blue — Main Idea
red — Character's Feelings
green — Setting

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 background Knowledge.
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 background Knowledge.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on background Knowledge
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!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

If Swings Could Speak
(Level L)

Money, Pumpkins, and Chili Dogs
(Level M)

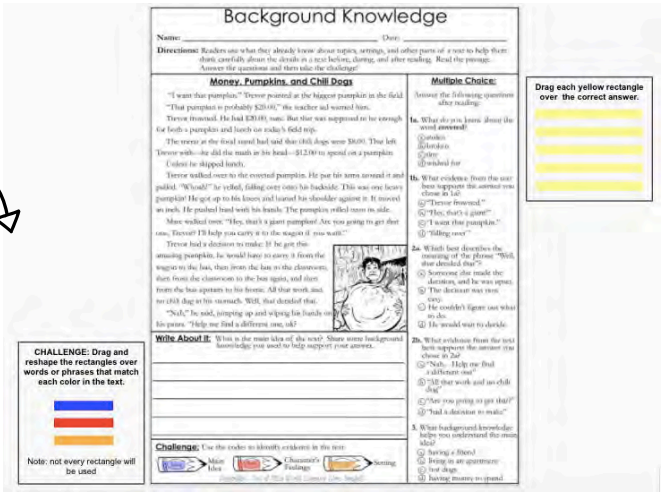
Dr. Livingstone, I Presume?
(Level T)

My Argentine Christmas
(Level P)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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(Level L)

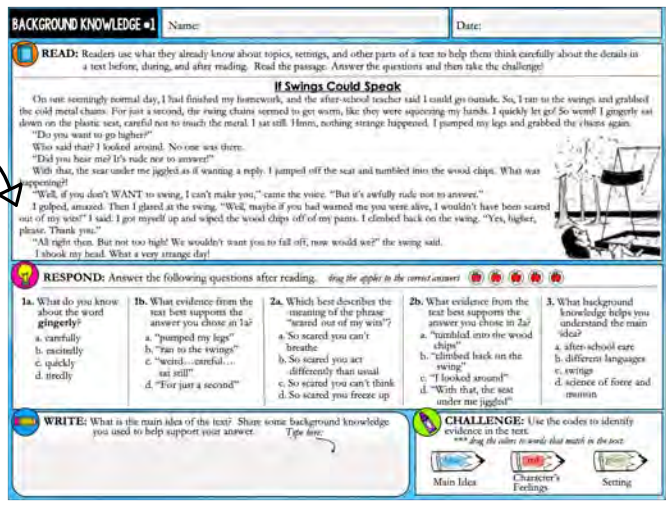
Money, Pumpkins, and Chili Dogs
(Level M)

Dr. Livingstone, I Presume?
(Level T)

My Argentine Christmas
(Level P)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



BACKGROUND KNOWLEDGE •1 Name: Date:

READ: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

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"Did you hear me? It's rude not to answer!"

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"Well, if you don't WANT to swing, I can't make you," came the voice. "But it's awfully rude not to answer."

I gulped, amazed. Then I glared at the swing. "Well, maybe if you had warned me you were alive, I wouldn't have been scared out of my wits!" I said. I got myself up and wiped the wood chips off of my pants. I climbed back on the swing. "Yes, higher, please. Thank you."

"All right then. But not too high! We wouldn't want you to fall off, now would we?" the swing said.

I shook my head. What a very strange day!

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

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a. carefully
b. excitedly
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1b. What evidence from the text best supports the answer you chose in 1a?
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2a. Which best describes the meaning of the phrase "scared out of my wits"?
a. So scared you can't breathe
b. So scared you act differently than usual
c. So scared you can't think
d. So scared you freeze up

2b. What evidence from the text best supports the answer you chose in 2a?
a. "tumbled into the wood chips"
b. "climbed back on the swing"
c. "I looked around"
d. "With that, the seat under me jiggled"

3. What background knowledge helps you understand the main idea?
a. after-school care
b. different languages
c. swings
d. science of force and motion

WRITE: What is the main idea of the text? Share some background knowledge you used to help support your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence in the text.
*** drag the colors to words that match in the text.

Main Idea | Character's Feelings | Setting

Background Knowledge

Name: _____ Date: _____

Directions: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

My Argentine Christmas

It was my first time away from home for Christmas. I was staying in a small town called *Veintiocho de Noviembre* in Argentina in South America with my grandma. Argentina is in the southern hemisphere. The seasons are switched from how they are in North America. December 25th is during the summer!

On Christmas Day, my new friends took me to *el campo*. *El campo* was a big grassy valley between two hills with some trees and a creek running through it. We were going to have a Christmas barbecue! They brought over huge limbs from fallen trees to build up a bonfire. Then they roasted two lambs, or *corderos,* on spikes over the fire. That was new for me! People sat around on fallen branches or in the grass. My Argentine friend Sara and some of the other girls splashed around in the creek. Later, some people played *futbol*, or soccer, in the field. It was a nice, sunny day.

I sat down by myself. I put in my earbuds and turned on my Christmas playlist. The songs were about snow, building snowmen, and dreaming of a white Christmas. There was definitely no thought of snow here! It was hot. I was wearing short sleeves. We were barbecuing outside! Although it never snowed at home in California, I still missed my American traditions and was homesick for my family.



Even though it was kind of sad, I'm glad I experienced that odd, summer Christmas in Argentina.

Write About It: What is the main idea of the text? Share some background knowledge you used to help support your answer.

Challenge: Use the codes to identify evidence in the text.

blue → Main Idea | red → Facts in the Text | orange → Opinions in the Text

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Multiple Choice:

Answer the following questions after reading:

1a. What do you know about the word **limb**?

ⓐ a baby sheep
ⓑ green fruit
ⓒ large branch
ⓓ arm or leg of a person

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

ⓐ "from fallen trees"
ⓑ "put in my earbuds"
ⓒ "going to have a…barbecue"
ⓓ "wearing short sleeves"

2a. Which best describes the meaning of the phrase "the seasons are switched"?

ⓐ They have different names.
ⓑ When it's winter here, it's summer there.
ⓒ People celebrate differently.
ⓓ Christmas is in November.

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

ⓐ "away from home for Christmas"
ⓑ "[illegible] called Veintiocho de Noviembre"
ⓒ "songs…about snow"
ⓓ "December 25 is during the summer there" "summer Christmas"

3. What background knowledge helps you understand the main idea? Pick two.

ⓐ Seasons
ⓑ Different languages
ⓒ Sports
ⓓ Christmas

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

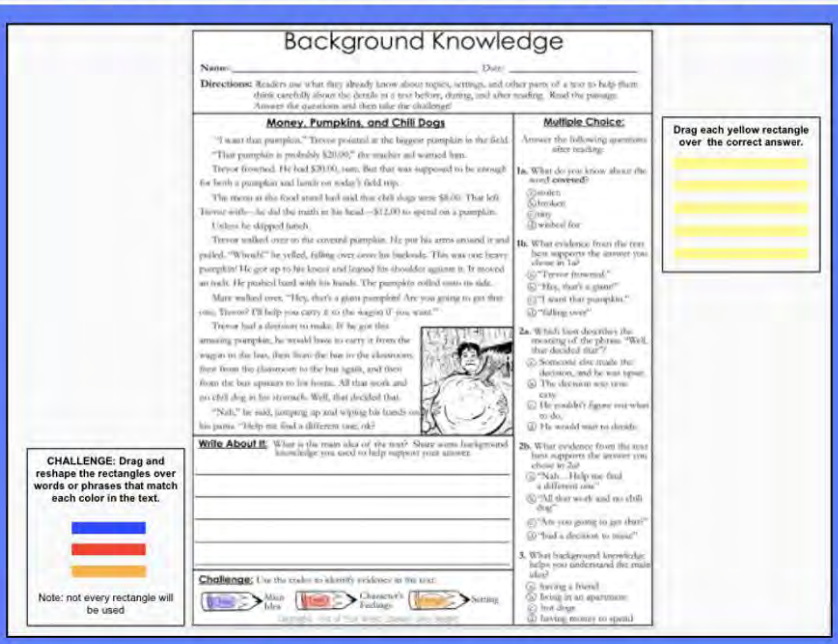
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

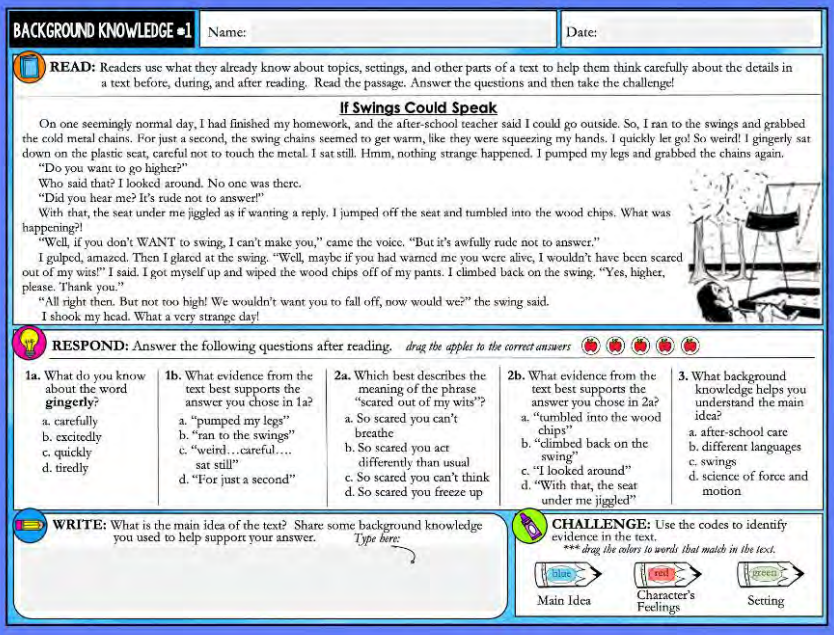
IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



HORIZONTAL VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

If Swings Could Speak (Level L)	Money, Pumpkins, and Chili Dogs (Level M)
Dr. Livingstone, I Presume? (Level T)	My Argentine Christmas (Level P)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



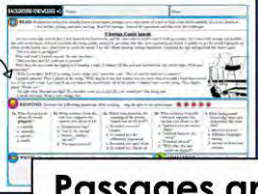
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Dr. Livingstone, I Presume? (Level T)	My Argentine Christmas (Level P)

ANSWER KEYS

DIGITAL VERSION #2
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
If Swings Could Speak	240	Fiction	Background Knowledge	530L	L	2.9
Money, Pumpkins, and Chili Dogs	244	Fiction	Background Knowledge	540L	M	3.0
Dr. Livingstone, I Presume?	242	NF	Background Knowledge	800L	T	5
My Argentine Christmas	247	NF	Background Knowledge	680L	P	3.9

LEXILE

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My Argentine Christmas	247	NF	Background Knowledge	680L	P	3.9

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: If Swings Could Speak	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.	2.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 2: Money, Pumpkins, and Chili Dogs	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.	2.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 3: Dr. Livingstone, I presume?	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.	2.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 4: My Argentine Christmas	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.	2.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: If Swings Could Speak	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.	3.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 2: Money, Pumpkins, and Chili Dogs	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.	3.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
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Passage 4: My Argentine Christmas	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.	3.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: If Swings Could Speak	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.	4.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 2: Money, Pumpkins, and Chili Dogs	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.	4.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 3: Dr. Livingstone, I presume?	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.	4.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 4: My Argentine Christmas	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.	4.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: If Swings Could Speak	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).	5.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 2: Money, Pumpkins, and Chili Dogs	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).	5.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 3: Dr. Livingstone, I presume?	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.	5.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 4: My Argentine Christmas	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.	5.6I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: If Swings Could Speak	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.	6.5I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 2: Money, Pumpkins, and Chili Dogs	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.	6.5I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
Passage 3: Dr. Livingstone, I presume?	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.	6.5I Monitor comprehension and make adjustments such as re-reading using background knowledge, checking for visual cues and asking questions when understanding breaks down.
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READ: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

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"Do you want to go higher?"

Who said that? I looked around. No one was there.

"Did you hear me? It's rude not to answer!"

With that, the seat under me jiggled as if wanting a reply. I bounced off the seat and tumbled into the wood chips. What was happening?!

"Well, if you don't WANT to swing, I can't make you," [illegible] but it's awfully rude not to answer."

I gulped, amazed. Then I glared at the swing. "Well, maybe if you had warned me you were alive, I wouldn't have been scared out of my wits!" I said. I got myself up and wiped the wood chips off of my pants. I climbed back on the swing. "Yes, higher, please. Thank you."

"All right then. But not too high! We wouldn't want you to fall. Now would we?" the swing said.

I shook my head. What a very strange day!



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- d. tiredly

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- a. "pumped my legs"
- b. "ran to the swings"
- c. "weird…careful…. sat still"
- d. "For just a second"

2a. [illegible] describes the [illegible] phrase "scared out of my wits"?
- a. So scared you [illegible] breathe
- b. So sc[illegible]ct d[illegible]ntly th[illegible]usual
- c. S[illegible]'t think
- d. So scared you [illegible]up

2b. What evidence from the text best supports the answer you chose in 2a?
- a. "tumbled into the wood chips"
- b. "climbed back on the swing"
- c. "I looked around"
- d. "With that, the seat under me jiggled"

3. What background knowledge helps you understand the main idea?
- a. after-school care
- b. different languages
- c. swings
- d. science of force and motion

WRITE: What is the main idea of the text? Share some background knowledge you used to help support your answer.

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

blue — Main Idea

red — Character's Feelings

green — Setting

SAMPLE

Background Knowledge

Name: Answer Key **Date:** _____

Directions: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

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"All right then. But not too high! We wouldn't want you to fall off, now would we?" the swing said.

I shook my head. What a very strange day!

Write About It: What is the main idea of the text? Share some background knowledge you used to help support your answer.

The main idea is about a swing that can talk and swings kids as high as they want to go. I know about swings and that they can go really high and sometimes it's dangerous.

Challenge: Use the codes to identify evidence in the text.

blue → Main Idea red → Character's Feelings orange → Setting

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Multiple Choice:

Answer the following questions after reading:

1a. What do you know about the word **gingerly**?

- (a) carefully
- (b) excitedly
- (c) quickly
- (d) tiredly

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

- (a) "pumped my legs"
- (b) "ran to the swings"
- (c) "weird…careful….sat still"
- (d) "For just a second"

2a. Which best describes the meaning of the phrase "scared out of my wits"?

- (a) So scared you can't breathe
- (b) So scared you act differently than usual
- (c) So scared you can't think
- (d) So scared you freeze up

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

- (a) "tumbled into the wood chips"
- (b) "climbed back on the swing"
- (c) "I looked around"
- (d) "With that, the seat under me jiggled"

3. What background knowledge helps you understand the main idea?

- (a) after-school care
- (b) different languages
- (c) swings
- (d) science of force and motion

Background Knowledge

Name: Answer Key **Date:** _____

Directions: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

Money, Pumpkins, and Chili Dogs

"I want that pumpkin." Trevor pointed at the biggest pumpkin in the field.

"That pumpkin is probably $20.00," the teacher aid warned him.

Trevor frowned. He had $20.00, sure. But that was supposed to be enough for both a pumpkin and lunch on today's field trip.

The menu at the food stand had said that chili dogs were $8.00. That left Trevor with—he did the math in his head—$12.00 to spend on a pumpkin.

Unless he skipped lunch.

Trevor walked over to the coveted pumpkin. He put his arms around it and pulled. "Whoah!" he yelled, falling over onto his backside. This was one heavy pumpkin! He got up to his knees and leaned his shoulder against it. It moved an inch. He pushed hard with his hands. The pumpkin rolled onto its side.

Marc walked over. "Hey, that's a giant pumpkin! Are you going to get that one, Trevor? I'll help you carry it to the wagon if you want."

Trevor had a decision to make. If he got this amazing pumpkin, he would have to carry it from the wagon to the bus, then from the bus to the classroom, then from the classroom to the bus again, and then from the bus upstairs to his home. All that work and no chili dog in his stomach. Well, that decided that.



"Nah," he said, jumping up and wiping his hands on his pants. "Help me find a different one, ok?

Write About It: What is the main idea of the text? Share some background knowledge you used to help support your answer.

The main idea is that Trevor really wanted the big pumpkin, but he'd have to spend all his money. He wouldn't be able to buy lunch. I know that Trevor should not spend all his money on one thing and then go hungry.

Challenge: Use the codes to identify evidence in the text.

blue — Main Idea; red — Character's Feelings; orange — Setting

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Multiple Choice:

Answer the following questions after reading:

1a. What do you know about the word **coveted**?

(a) stolen
(b) broken
(c) tiny
(d) wished for

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

(a) "Trevor frowned."
(b) "Hey, that's a giant!"
(c) "I want that pumpkin."
(d) "falling over"

2a. Which best describes the meaning of the phrase "Well, that decided that"?

(a) Someone else made the decision, and he was upset.
(b) The decision was now easy.
(c) He couldn't figure out what to do.
(d) He would wait to decide.

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

(a) "Nah…Help me find a different one"
(b) "All that work and no chili dog"
(c) "Are you going to get that?"
(d) "had a decision to make"

3. What background knowledge helps you understand the main idea?

(a) having a friend
(b) living in an apartment
(c) hot dogs
(d) having money to spend

Background Knowledge

Name: Answer Key Date: _____

Directions: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

Dr. Livingstone, I Presume?

It was fall 1871. The search party had finally found the man they were looking for. The missing Dr. David Livingstone was camped near Lake Tanganyika in Africa. Lake Tanganyika is the longest and second deepest freshwater lake in the world. It is a popular place to catch fancy fish for aquariums. In 1871, however, the search party was not interested in the 350 different kinds of fish living in the lake. They were here to find someone who hadn't been heard from for several months. At last, they had found him.

Dr. David Livingstone was a missionary, medical doctor, and explorer. Although he was from Scotland, he had arrived in Africa right before his 28th birthday and lived there most of his life. He had traveled farther north and farther west in Africa than any other European. He had received a medal for "discovering" Lake Ngami. He had named Victoria Falls after her majesty the queen. He had survived a lion attack and fought against African slavery. Now, although he was sick, he was searching for where the Nile River began.

Henry Stanley, a writer for the *New York Herald* and part of the search party, approached the famous man.

"Dr. Livingstone, I presume?" he asked.

Yes, he was Dr. Livingstone. Stanley stayed with him for several months and asked him to return to Europe. Dr. Livingstone chose to stay. About a year later, Dr. David Livingstone died in Zambia, Africa.



Write About It: What is the main idea of the text? Share some background knowledge you used to help support your answer.

The main idea is about trying to find Dr. Livingstone. He was missing in Africa. I've been lost in a store. I know there were people worried and looking for me, like people were worried about Dr. Livingstone.

Challenge: Use the codes to identify evidence in the text.

blue — Main Idea

red — Facts in the Text

orange — Opinions in the Text

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Multiple Choice:

Answer the following questions after reading:

1a. What do you know about the word **presume**?

(a) start or continue
(b) beg for help
(c) guess or assume
(d) shout or yell

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

(a) "Yes, he was Dr. Livingstone"
(b) "traveled farther north"
(c) "survived a lion attack"
(d) "Stanley stayed with him"

2a. Which best describes the meaning of the phrase "hadn't been heard from"?

(a) He had lost his voice.
(b) No one had seen him or gotten a letter from him.
(c) He wasn't famous anymore.
(d) No one else cared what happened to him.

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

(a) "survived a lion attack"
(b) "search party…missing… found him"
(c) "received a medal"
(d) "fought against…slavery"

3. What background knowledge helps you understand the main idea?

(a) What a search party is
(b) What lions eat
(c) How to read a calendar
(d) Kinds of medals

Background Knowledge

Name: Answer Key Date: _____

Directions: Readers use what they already know about topics, settings, and other parts of a text to help them think carefully about the details in a text before, during, and after reading. Read the passage. Answer the questions and then take the challenge!

My Argentine Christmas

It was my first time away from home for Christmas. I was staying in a small town called *Veintiocho de Noviembre* in Argentina in South America with my grandma. Argentina is in the southern hemisphere. The seasons are switched from how they are in North America. December 25th is during the summer!

On Christmas Day, my new friends took me to *el campo*. *El campo* was a big grassy valley between two hills with some trees and a creek running through it. We were going to have a Christmas barbecue! They brought over huge limbs from fallen trees to build up a bonfire. Then they roasted two lambs, or *corderos*, on spikes over the fire. That was new for me! People sat around on fallen branches or in the grass. My Argentine friend Sara and some of the other girls splashed around in the creek. Later, some people played *futbol*, or soccer, in the field. It was a nice, sunny day.

I sat down by myself. I put in my earbuds and turned on my Christmas playlist. The songs were about snow, building snowmen, and dreaming of a white Christmas. There was definitely no thought of snow here! It was hot. I was wearing short sleeves. We were barbecuing outside! Although it never snowed at home in California, I still missed my American traditions and was homesick for my family.



Even though it was kind of sad, I'm glad I experienced that odd, summer Christmas in Argentina.

Write About It: What is the main idea of the text? Share some background knowledge you used to help support your answer.

The main idea is about Spending Christmas in Argentina with grandma. It's Summertime during Christmas. I know that it's Summertime during Christmas in Australia. I've seen pictures of hot places.

Challenge: Use the codes to identify evidence in the text.

blue Main Idea | red Facts in the Text | orange Opinions in the Text

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Multiple Choice:

Answer the following questions after reading:

1a. What do you know about the word **limb**?

(a) a baby sheep
(b) green fruit
(c) large branch
(d) arm or leg of a person

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

(a) "from fallen trees"
(b) "put in my earbuds"
(c) "going to have a…barbecue"
(d) "wearing short sleeves"

2a. Which best describes the meaning of the phrase "the seasons are switched"?

(a) They have different names.
(b) When it's winter here, it's summer there.
(c) People celebrate differently.
(d) Christmas is in November.

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

(a) "away from home for Christmas"
(b) "town called Veintiocho de Noviembre"
(c) "songs…about snow"
(d) "December 25 is during the summer there" "summer Christmas"

3. What background knowledge helps you understand the main idea? Pick two.

(a) Seasons
(b) Different languages
(c) Sports
(d) Christmas