Comprehension Passages COMPARING

Out of this World LITERACY

LEXILE

2 DIGITAL FORMATS!

COMPARING #1 Name: Date:

READ: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Tell the Truth

Emory knew her mother would be furious with her for misbehaving at school. She knew the rules, and her mom expected her to abide by them. Emory also knew if she told her mom about getting in trouble at school that she would not be able to go to the movies with Brooklyn. Therefore, Emory decided if she left out a few details, she could tell her mom what happened and not get in trouble.

Emory concocted a fictitious story on the bus ride home. Instead of telling her mom that she stole the candy from the teacher's reward, she would tell a fake story…one that was believable. Emory recalled the events that she would tell her mom. She could tell Her all about the review game the class was playing, for that was true. It was a friendly competition, but Emory's team lost. Mom would believe that. Emory wouldn't tell her mom that she stayed after the class left for P.E. Emory could not confess that she went behind the teacher's desk. She could not tell Mom that she snatched a yummy piece of taffy and stuffed it in her pocket. She definitely would not tell her mother that her teacher returned to the classroom and caught her red-handed.



Emory reviewed her fake story as she walked up the driveway. Mom sat on the porch waiting for her. "Your teacher called," Mom said. Emory's shoulders slumped. She had to tell the truth.

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

1a. Which character in the story is dishonest?
a. Mom
b. Emory
c. the teacher
d. Brooklyn

1b. What evidence from the passage best supports your answer to 1a?
a. "She had to tell the truth."
b. "She knew the rules."
c. "Emory concocted a fictitious story on the bus ride home."
d. "Emory's shoulders slumped."

2a. Which title might most compare to the text?
a. Lyle the Lying Lion
b. Henry's Freedom Box
c. The Giving Tree
d. A Day Too Early

2b. What evidence from the text best supports your answer to 2a?
a. "She had to tell the truth."
b. "One that was believable."
c. "Emory reviewed her fake story."
d. "Your teacher called."

3. Which of the following situations most compares to the main problem in the text?
a. A friend lies to another.
b. A girl has her feelings hurt.
c. A boy breaks his leg.
d. Mom finds her missing keys.

WRITE: What text have you read that most compares to this text? Include evidence from both texts to support your answer. *Type here:*

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

blue — Emory's Mistake
red — Why Emory wanted to lie
green — What Emory planned to tell her mom

Comparing

Name: Date:

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Center Stage

Andrew had practiced his lines for weeks, and opening day was now staring him right in the face. He had the lead role in the school musical production. Today was the day he would stand on stage in costume and sing his heart out. He was nervous.

"Andrew, it's almost curtain time. Are you ready?" Courtney asked. She was playing a role opposite of Andrew.

"I think so," Andrew replied. His voice stammered, indicating he was nervous. He felt his hands beginning to become clammy.

"Curtain goes up in 2 minutes," Courtney stated. "You will be fantastic. I know you will be just fine once you hit the stage."

"I hope," Andrew muttered under his breath. He watched Courtney head to the stage to take her place. She began the musical in the middle of the

Multiple Choice:

Answer the following questions after reading.

1a. Which character in the story is afraid of being on stage?
(a) Courtney
(b) Mom
(c) stage manager
(d) Andrew

1b. What evidence from the passage best supports your answer to 1a?
(a) "His voice stammered indicating he was nervous."
(b) "Andrew had practiced his lines for weeks."
(c) "You will be fantastic."
(d) "Places, everyone."

2a. Which title might most compare to the text?
(a) I Am Enough
(b) The Giving Tree
(c) Leo the Lion
(d) Beautiful Oops

2b. What evidence from the best supports your answer to 2a?

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

Tell the Truth
(Level S)

Center Stage
(Level L)

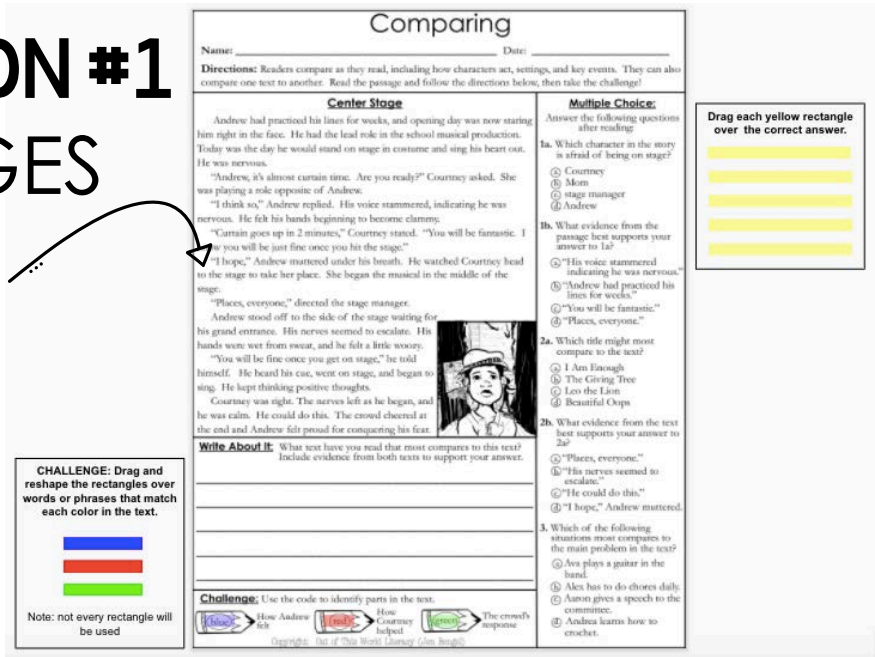
The Globies
(Level Z)

UFO's
(Level Y)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Tell the Truth
(Level S)

Center Stage
(Level L)

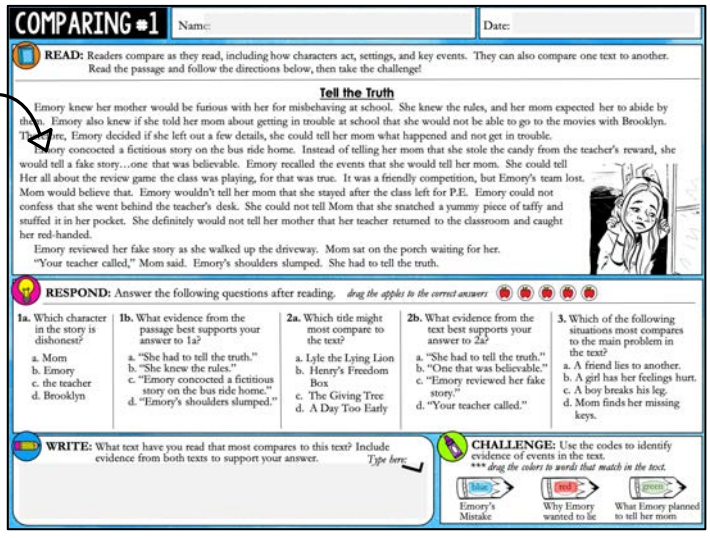
The Globies
(Level Z)

UFO's
(Level Y)

ANSWER KEYS

DIGITAL VERSION #2

VERTICAL PAGES



COMPARING #1 Name: Date:

READ: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Tell the Truth

Emory knew her mother would be furious with her for misbehaving at school. She knew the rules, and her mom expected her to abide by them. Emory also knew if she told her mom about getting in trouble at school that she would not be able to go to the movies with Brooklyn. Therefore, Emory decided if she left out a few details, she could tell her mom what happened and not get in trouble.

Emory concocted a fictitious story on the bus ride home. Instead of telling her mom that she stole the candy from the teacher's reward, she would tell a fake story…one that was believable. Emory recalled the events that she would tell her mom. She could tell Her all about the review game the class was playing, for that was true. It was a friendly competition, but Emory's team lost. Mom would believe that. Emory wouldn't tell her mom that she stayed after the class left for P.E. Emory could not confess that she went behind the teacher's desk. She could not tell Mom that she snatched a yummy piece of taffy and stuffed it in her pocket. She definitely would not tell her mother that her teacher returned to the classroom and caught her red-handed.

Emory reviewed her fake story as she walked up the driveway. Mom sat on the porch waiting for her.

"Your teacher called," Mom said. Emory's shoulders slumped. She had to tell the truth.

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

1a. Which character in the story is dishonest?
a. Mom
b. Emory
c. the teacher
d. Brooklyn

1b. What evidence from the passage best supports your answer to 1a?
a. "She had to tell the truth."
b. "She knew the rules."
c. "Emory concocted a fictitious story on the bus ride home."
d. "Emory's shoulders slumped."

2a. Which title might most compare to the text?
a. Lyle the Lying Lion
b. Henry's Freedom Box
c. The Giving Tree
d. A Day Too Early

2b. What evidence from the text best supports your answer to 2a?
a. "She had to tell the truth."
b. "One that was believable."
c. "Emory reviewed her fake story."
d. "Your teacher called."

3. Which of the following situations most compares to the main problem in the text?
a. A friend lies to another.
b. A girl has her feelings hurt.
c. A boy breaks his leg.
d. Mom finds her missing keys.

WRITE: What text have you read that most compares to this text? Include evidence from both texts to support your answer. *Type here:*

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

blue: Emory's Mistake
red: Why Emory wanted to lie
green: What Emory planned to tell her mom

Comparing

Name: _____ Date: _____

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

The Globies

Fast passes, trick shots, and amazing stunts are the defining features of the Harlem Globetrotters. The team has been around since Abe Saperstein brought them together in Hinckley, Illinois to play on January 7, 1927. The team quickly rose to fame and won the World Basketball Championship.

Since then the Harlem Globetrotters have entertained fans in over 120 countries. They amaze crowds and dazzle fans with tricks that no other team can match. They introduced the 4-point shot, which was 7 feet past the 3-point line on the basketball court.

Several big names in the NBA have also been spotted with a Globetrotters' jersey. Nathaniel Clifton and Wilt Chamberlain are two recognizable names on the roster. Nearly 750 names make up the past and present list of basketball players that have donned the Harlem thatGlobetrotters' uniform.

In addition to the high stakes stunts and shots, the Harlem Globetrotters have donated a large portion of their proceeds to charities. They embark on many philanthropic endeavors as an organization.



The Harlem Globetrotters are well respected and widely known for their cool basketball stunts. They are excellent role models for the youth in our world.

Write About It: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

_____

_____

_____

_____

_____

Challenge: Use the code to identify parts in the text.

(blue) Topic Sentence (red) When the team began (green) Who was on the team

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Multiple Choice:

Answer the following questions after reading:

1a. Which detail in the text is most important?
- (a.) They make fast passes.
- (b.) They are famous.
- (c.) They have amazing stunts.
- (d.) Wilt Chamberlain is a former player.

1b. What evidence from the passage best supports your answer to 1a?
- (a.) "Fast passes, trick shots, and amazing stunts are the defining features…"
- (b.) "Nearly 750 names make up the past and present list of basketball players."
- (c.) "They embark on many philanthropic endeavors."
- (d.) "They are excellent role models."

2a. Which detail tells readers about the team's history?
- (a.) Abe Saperstein founded the team.
- (b.) Abe Saperstein was from Illinois.
- (c.) Wilt Chamberlain played in the NBA.
- (d.) The team still performs today.

2b. What evidence from the text best supports your answer to 2a?
- (a.) "…have entertained fans in 120 countries."
- (b.) "…and widely known for their cool basketball stunts."
- (c.) "…Abe Saperstein brought the team together."
- (d.) "They embark on many philanthropic endeavors."

3. Which of the following text titles most compares to the the title of this text?
- (a.) Basketball Dreams
- (b.) NBA Legend
- (c.) Dreamers.
- (d.) Legendary Teams

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

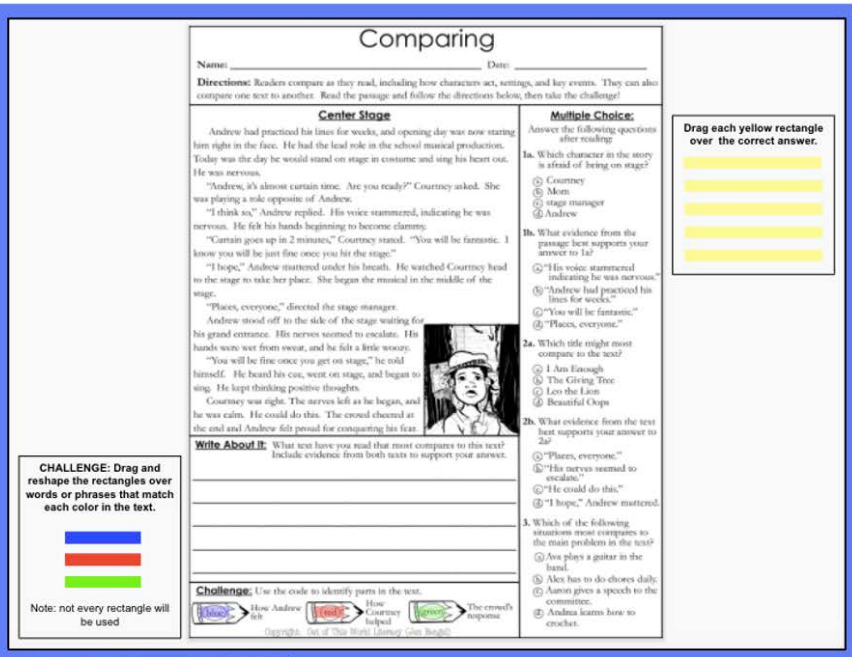
CUSTOM ILLUSTRATION

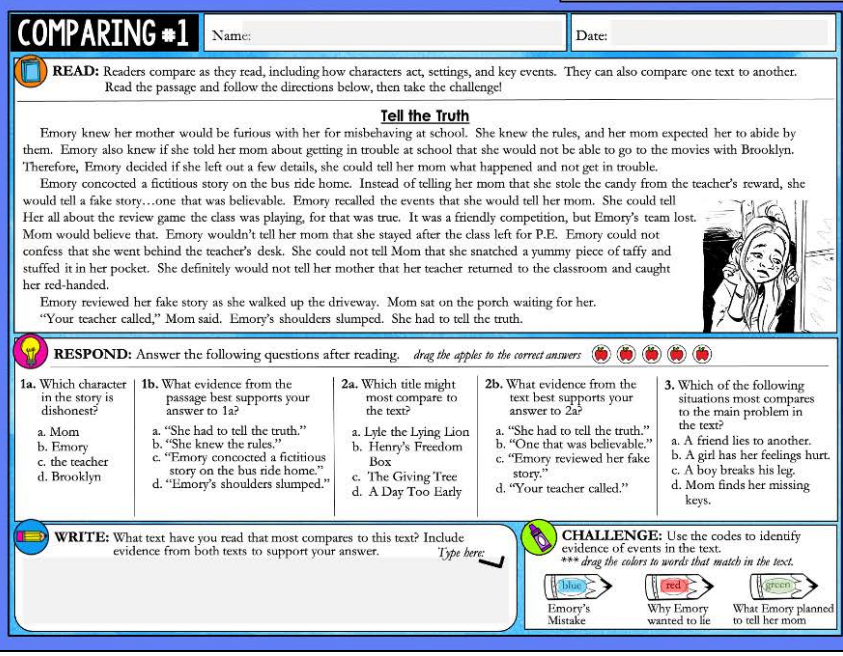
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

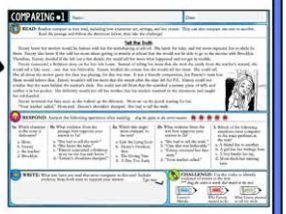
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- Tell the Truth (Level S)
- Center Stage (Level L)
- The Globies (Level Z)
- UFO's (Level Y)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



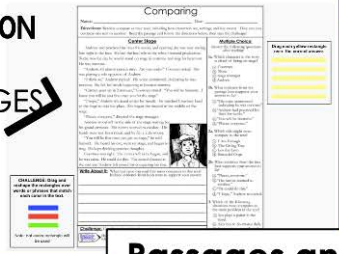
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ANSWER KEYS

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
Tell the Truth	244	Fiction	Comparing	790L	S	4.8
Center Stage	233	Fiction	Comparing	510L	L	2.8
The Globies	193	NF	Comparing	1060L	Z	8.6
UFOs	241	NF	Comparing	960L	Y	6.8

LEXILE®

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Passages and Reading Levels

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UFOs	241	NF	Comparing	960L	Y	6.8

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Tell the Truth	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: Center Stage	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: The Globies	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: UFOs	CCCCSS.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: Tell the Truth	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: Center Stage	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: The Globies	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: UFOs	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: Tell the Truth	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: Center Stage	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: The Globies	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: UFOs	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: Tell the Truth	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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 2: Center Stage	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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 3: The Globies	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: UFOs	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: Tell the Truth	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: Center Stage	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: The Globies	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: UFOs	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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COMPARING #2

Name:

Date:

READ: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Center Stage

Andrew had practiced his lines for weeks, and opening day was now staring him right in the face. He had the lead role in the school musical production. Today was the day he would stand on stage in costume and sing his part out. He was nervous.

"Andrew, it's almost curtain time. Are you ready?" Courtney asked. She was playing a role opposite of Andrew.

"I think so," Andrew replied. His voice stammered, indicating he was nervous. He felt his hands beginning to become clammy.

"Curtain goes up in 2 minutes," Courtney said. "You will be fantastic. I know you will be just fine once you hit the stage."

"I hope," Andrew muttered under his breath. He watched Courtney head to the stage to take her place. She began the musical in the middle of the stage.

"Places, everyone," directed the stage manager.

Andrew stood off to the side of the stage waiting for his grand entrance. His nerves seemed to escalate. His hands were wet from sweat, and he felt a little woozy.

"You will be fine once you get on stage," he heard. He heard his cue, went on stage, and began to sing. He kept thinking positive thoughts. Courtney was right. The nerves left as he began, and he was calm. He could do this. The crowd cheered at the end and Andrew felt proud for conquering his fear.



RESPOND: Answer the following questions after reading.

1a. Which character in the story is afraid of being on stage?

a. Courtney
b. Mom
c. stage manager
d. Andrew

1b. What evidence from the passage best supports your answer to 1a?

a. "His voice stammered, indicating he was nervous."
b. "Andrew had practiced his lines for weeks."
c. "You will be fantastic."
d. "Places, everyone."

2a. Which title might most compare to the text?

a. I Am Enough
b. The Giving Tree
c. Leo the Lion
d. Beautiful Oops

2b. What evidence from the text best supports your answer to 2a?

a. "Places, everyone."
b. "His nerves seemed to escalate."
c. "He could do this."
d. "I hope," Andrew muttered.

3. Which of the following situations most compares to the main problem in the text?

a. Ava plays a guitar in the band.
b. Alex has to do chores daily.
c. Aaron gives a speech to the committee.
d. Andrea learns how to crochet.

WRITE: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

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

blue — How Andrew felt

red — How Courtney helped

green — The crowd's response

Sample (digital version that can also be printed)

Comparing

Name: Answer key Date: _____

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Tell the Truth

Emory knew her mother would be furious with her for misbehaving at school. She knew the rules, and her mom expected her to abide by them. Emory also knew if she told her mom about getting in trouble at school that she would not be able to go to the movies with Brooklyn. Therefore, Emory decided if she left out a few details, she could tell her mom what happened and not get in trouble.

Emory concocted a fictitious story on the bus ride home. Instead of telling her mom that she stole the candy from the teacher's reward, she would tell a fake story...one that was believable. Emory recalled the events that she would tell her mom. She could tell her all about the review game the class was playing, for that was true. It was a friendly competition, but Emory's team lost. Mom would believe that. Emory wouldn't tell her mom that she stayed after the class left for P.E. Emory could not confess that she went behind the teacher's desk. She could not tell Mom that she snatched a yummy piece of taffy and stuffed it in her pocket. She definitely would not tell her mother that her teacher returned to the classroom and caught her red-handed.



Emory reviewed her fake story as she walked up the driveway. Mom sat on the porch waiting for her.

"Your teacher called," Mom said. Emory's shoulders slumped. She had to tell the truth.

Write About It: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

Answer should include:

1. Title of another text read
2. Evidence from both texts that explains how they are alike.

Challenge: Use the code to identify parts in the text.

- blue: Emory's Mistake
- red: Why Emory wanted to lie
- green: What Emory planned to tell her mom

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Multiple Choice:

Answer the following questions after reading:

1a. Which character in the story is dishonest?

(a) Mom
(b) Emory
(c) the teacher
(d) Brooklyn

1b. What evidence from the passage best supports your answer to 1a?

(a) "She had to tell the truth."
(b) "She knew the rules."
(c) "Emory concocted a fictitious story on the bus ride home."
(d) "Emory's shoulders slumped."

2a. Which title might most compare to the text?

(a) Lyle the Lying Lion
(b) Henry's Freedom Box
(c) The Giving Tree
(d) A Day Too Early

2b. What evidence from the text best supports your answer to 2a?

(a) "She had to tell the truth."
(b) "One that was believable."
(c) "Emory reviewed her fake story."
(d) "Your teacher called."

3. Which of the following situations most compares to the main problem in the text?

(a) A friend lies to another.
(b) A girl has her feelings hurt.
(c) A boy breaks his leg.
(d) Mom finds her missing keys.

Comparing

Name: Answer Key Date: _____

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

Center Stage

Andrew had practiced his lines for weeks, and opening day was now staring him right in the face. He had the lead role in the school musical production. Today was the day he would stand on stage in costume and sing his heart out. He was nervous.

"Andrew, it's almost curtain time. Are you ready?" Courtney asked. She was playing a role opposite of Andrew.

"I think so," Andrew replied. His voice stammered, indicating he was nervous. He felt his hands beginning to become clammy.

"Curtain goes up in 2 minutes," Courtney stated. "You will be fantastic. I know you will be just fine once you hit the stage."

"I hope," Andrew muttered under his breath. He watched Courtney head to the stage to take her place. She began the musical in the middle of the stage.

"Places, everyone," directed the stage manager.

Andrew stood off to the side of the stage waiting for his grand entrance. His nerves seemed to escalate. His hands were wet from sweat, and he felt a little woozy.



"You will be fine once you get on stage," he told himself. He heard his cue, went on stage, and began to sing. He kept thinking positive thoughts.

Courtney was right. The nerves left as he began, and he was calm. He could do this. The crowd cheered at the end and Andrew felt proud for conquering his fear.

Write About It: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

Answer should include:

1. Title of another text.
2. Evidence from both texts that explains how they are alike.

Challenge: Use the code to identify parts in the text.

- blue — How Andrew felt
- red — How Courtney helped
- green — The crowd's response

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Multiple Choice:

Answer the following questions after reading:

1a. Which character in the story is afraid of being on stage?

(a) Courtney
(b) Mom
(c) stage manager
(d) Andrew

1b. What evidence from the passage best supports your answer to 1a?

(a) "His voice stammered indicating he was nervous."
(b) "Andrew had practiced his lines for weeks."
(c) "You will be fantastic."
(d) "Places, everyone."

2a. Which title might most compare to the text?

(a) I Am Enough
(b) The Giving Tree
(c) Leo the Lion
(d) Beautiful Oops

2b. What evidence from the text best supports your answer to 2a?

(a) "Places, everyone."
(b) "His nerves seemed to escalate."
(c) "He could do this."
(d) "I hope," Andrew muttered.

3. Which of the following situations most compares to the main problem in the text?

(a) Ava plays a guitar in the band.
(b) Alex has to do chores daily.
(c) Aaron gives a speech to the committee.
(d) Andrea learns how to crochet.

Comparing

Name: Answer Key Date: _____

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

The Globies

Fast passes, trick shots, and amazing stunts are the defining features of the Harlem Globetrotters. The team has been around since Abe Saperstein brought them together in Hinckley, Illinois to play on January 7, 1927. The team quickly rose to fame and won the World Basketball Championship.

Since then the Harlem Globetrotters have entertained fans in over 120 countries. They amaze crowds and dazzle fans with tricks that no other team can match. They introduced the 4-point shot, which was 7 feet past the 3-point line on the basketball court.

Several big names in the NBA have also been spotted with a Globetrotters' jersey. Nathaniel Clifton and Wilt Chamberlain are two recognizable names on the roster. Nearly 750 names make up the past and present list of basketball players that have donned the Harlem Globetrotters' uniform.

In addition to the high stakes stunts and shots, the Harlem Globetrotters have donated a large portion of their proceeds to charities. They embark on many philanthropic endeavors as an organization.



The Harlem Globetrotters are well respected and widely known for their cool basketball stunts. They are excellent role models for the youth in our world.

Write About It: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

Answer should include:

1. Title of another text.
2. evidence from both texts that explains how they are alike.

Challenge: Use the code to identify parts in the text.

blue: Topic Sentence — red: When the team began — green: Who was on the team

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Multiple Choice:

Answer the following questions after reading:

1a. Which detail in the text is most important?

(a) They make fast passes.
(b) They are famous.
(c) They have amazing stunts.
(d) Wilt Chamberlain is a former player.

1b. What evidence from the passage best supports your answer to 1a?

(a) "Fast passes, trick shots, and amazing stunts are the defining features…"
(b) "Nearly 750 names make up the past and present list of basketball players."
(c) "They embark on many philanthropic endeavors."
(d) "They are excellent role models."

2a. Which detail tells readers about the team's history?

(a) Abe Saperstein founded the team.
(b) Abe Saperstein was from Illinois.
(c) Wilt Chamberlain played in the NBA.
(d) The team still performs today.

2b. What evidence from the text best supports your answer to 2a?

(a) "…have entertained fans in over 120 countries."
(b) "…and widely known for their cool basketball stunts."
(c) "…Abe Saperstein brought the team together."
(d) "They embark on many philanthropic endeavors."

3. Which of the following text titles most compares to the the title of this text?

(a) Basketball Dreams
(b) NBA Legend
(c) Dreamers.
(d) Legendary Teams

Comparing

Name: Answer Key Date: _____

Directions: Readers compare as they read, including how characters act, settings, and key events. They can also compare one text to another. Read the passage and follow the directions below, then take the challenge!

UFOs

Flying saucers, aliens, Martians, and random lights in the sky. What do all of these things have in common? They are all unexplained by scientists and citizens on Earth. UFOs, also known as unidentified flying objects, have captivated the attention of the world for a number of years.

In 1947, Kenneth Arnold was flying his small plane near Mount Rainer. He claims to have seen nine circular, flying objects during his flight. This incident became one of the most famous UFO sightings in history. Because of his detailed description of the objects he saw, the term flying saucer was born. To this day, no one has been able to identify with certainty what Arnold saw in the sky on that day.

The U.S. military has been investigating sightings for years. The Air Force documented thousands of unexplained flying objects from the 1950s through the 1960s. Most of the UFOs during this time period have been blamed on rockets and space research programs from other countries in the world.

Others are not as easily convinced that aliens in flying saucers are circling our planet. Some scientists conclude that weather conditions and lights from our planet cause unexplained reactions. Others say the UFO sightings are simply optical illusions.

At the current time, there is no real answer for the UFOs seen across the world. Therefore, UFOS will certainly continue to be a topic of conversation until scientists and citizens can solve this mystery.



Write About It: What text have you read that most compares to this text? Include evidence from both texts to support your answer.

Answer should include:

1. Title of another text.

2. Evidence from both texts that explains how they are alike.

Challenge: Use the code to identify parts in the text.

blue — Topic Sentence

red — What the Air Force did

green — How the term 'flying saucer' began

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Multiple Choice:

Answer the following questions after reading:

1a. Which detail in the text is most important?

- (a) UFOs attract attention.
- (b) UFOs are mysterious.
- (c) UFOs may be rockets.
- (d) UFOs may be weather related.

1b. What evidence from the passage best supports your answer to 1a?

- (a) "What do all of these have in common?"
- (b) "…have been blamed on rockets and space research."
- (c) "…have captivated the attention of the world for a number of years."
- (d) "Others are not easily convinced."

2a. Which detail in the text tells readers UFOs are mysterious?

- (a) Arnold saw flying saucers.
- (b) Air Force saw flying objects.
- (c) Weather can be blamed.
- (d) UFOs are unexplained.

2b. What evidence from the text best supports your answer to 2a?

- (a) "There is no real answer for UFOs."
- (b) "UFOs…have been blamed on rockets and space research programs."
- (c) "The term flying saucer was born."
- (d) "UFOs will certainly continue to be a topic of conversation."

3. Which of the following text titles most compares to the the title of this text?

- (a) I'm Moving
- (b) What is That in the Sky?
- (c) The Red Balloon
- (d) The Trick Soccer Team