Comprehension Passages

Out of this World LITERACY

LEXILE

DRAWING CONCLUSIONS

2 DIGITAL FORMATS!

DRAWING CONCLUSIONS #1 Name: Date:

READ: The words in a text give readers lots of information. They can also think of the words in a text as clues that help them make statements and draw conclusions about a text. Read the passage and follow the directions below, then take the challenge!

A Message for a Meal

"Boy!" A man wearing a powdered wig and leaning on a cane waved at me from across the cobblestone street. "Come here!" he barked.

My stomach growled. Unless I was mistaken, this was my chance for a hot meal. I hurried over. "Yes, sir. Is there something you need, sir?"

He held out a slip of paper and frowned. "Take this to Samuel Adams. You'll find him at the Green Dragon. Do you know where that is?"

I blew on my cold hands. "Aye, sir." The Green Dragon was where the Patriots met, the ones who talked about independence. Did the message have to do with those ships in Boston Harbor? People said crates of tea was on those ships, but no true patriot would buy it on account of Britain's bullying.

"You aren't to give it to anyone else, do you understand?" the man asked.

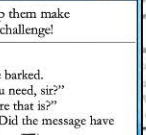
"I'm to give it to Samuel Adams at the Green Dragon, and no one else," I nodded. "I understand, sir. Will you be wanting a reply?"

The man shook his head and handed me the paper. I looked down and kicked at a stone, bruising the toe that peeked through the hole in my shoe.

"Well?" he demanded. "What are you waiting for?"

I cleared my throat. "I'm a Patriot, sir, but a worker is worthy of his wages, sir, as the Good Book says, sir."

The man laughed. "A businessman, eh? Well, all right." He tossed me a coin. Yes! I'd have a hot meal tonight!





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

1a. What is true about the boy?
a. He is bored.
b. He is hungry.
c. He is busy.
d. He is friends with the man.

1b. What evidence from the passage best supports your answer to 1a?
a. "took it and looked away"
b. "hurried over"
c. "waved at me"
d. "stomach growled" "chance for a hot meal"

2a. What is true about the message?
a. It might help the Patriots.
b. It is an invitation to a ship.
c. It is to the man's family.
d. It is secretly a crate of tea.

2b. What evidence from the passage best supports your answer to 1a?
a. "have a hot meal tonight"
b. "have to do with…ships"
c. "to Samuel Adams…at the Green Dragon…where the Patriots met"
d. "held out a slip of paper

3. What conclusion would readers most likely draw about the man?
a. He cannot take the message himself.
b. He is trying to not be seen.
c. It's not really a message; the man just wants to help the boy.
d. He doesn't trust the boy.

WRITE: What conclusion can you draw about why the boy agreed to help the man? Use evidence from the text to support your conclusion. *Type here:*

CHALLENGE: Use the code to identify details that help draw conclusions.
**** drag the colors to words that match in the text.*

blue	red	green
What the boy really wanted	Clues that tell readers the boy is poor	How the story ends

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

A Message for a Meal
(Level M)

Sleepover Choices
(Level L)

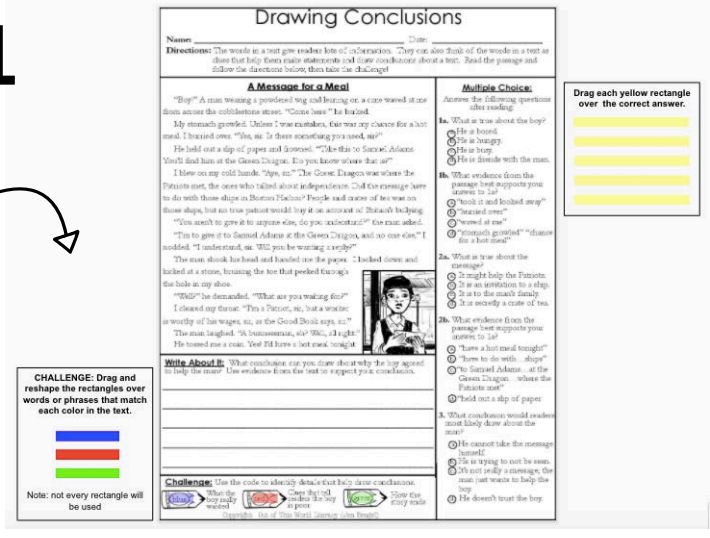
Henry "Box" Brown
(Level M)

The New York City Subway
(Level V)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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A Message for a Meal
(Level M)

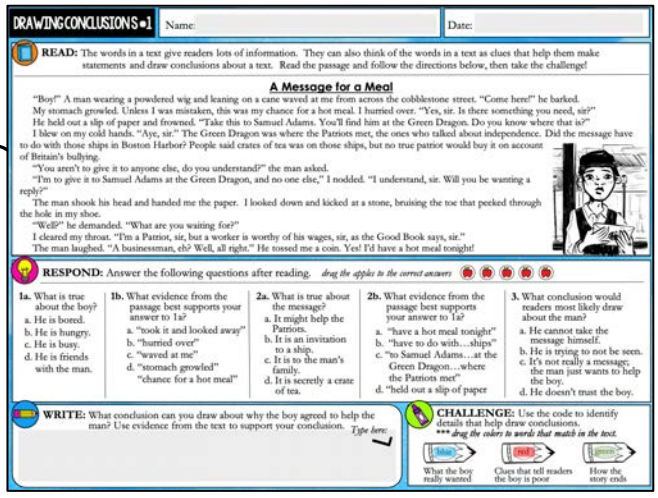
Sleepover Choices
(Level L)

Henry "Box" Brown
(Level M)

The New York City Subway
(Level V)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



DRAWING CONCLUSIONS • 1 Name: Date:

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A Message for a Meal

"Boy!" A man wearing a powdered wig and leaning on a cane waved at me from across the cobblestone street. "Come here!" he barked. My stomach growled. Unless I was mistaken, this was my chance for a hot meal. I hurried over. "Yes, sir. Is there something you need, sir?" He held out a slip of paper and frowned. "Take this to Samuel Adams. You'll find him at the Green Dragon. Do you know where that is?" I blew on my cold hands. "Aye, sir." The Green Dragon was where the Patriots met, the ones who talked about independence. Did the message have to do with those ships in Boston Harbor? People said crates of tea was on those ships, but no true patriot would buy it on account of Britain's bullying.

"You aren't to give it to anyone else, do you understand?" the man asked.

"I'm to give it to Samuel Adams at the Green Dragon, and no one else," I nodded. "I understand, sir. Will you be wanting a reply?"

The man shook his head and handed me the paper. I looked down and kicked at a stone, bruising the toe that peeked through the hole in my shoe.

"Well?" he demanded. "What are you waiting for?"

I cleared my throat. "I'm a Patriot, sir, but a worker is worthy of his wages, sir, as the Good Book says, sir."

The man laughed. "A businessman, eh? Well, all right." He tossed me a coin. Yes! I'd have a hot meal tonight!

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

1a. What is true about the boy?
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1b. What evidence from the passage best supports your answer to 1a?
a. "took it and looked away"
b. "hurried over"
c. "waved at me"
d. "stomach growled" "chance for a hot meal"

2a. What is true about the message?
a. It might help the Patriots.
b. It is an invitation to a ship.
c. It is to the man's family.
d. It is secretly a crate of tea.

2b. What evidence from the passage best supports your answer to 1a?
a. "have a hot meal tonight"
b. "have to do with…ships"
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3. What conclusion would readers most likely draw about the man?
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WRITE: What conclusion can you draw about why the boy agreed to help the man? Use evidence from the text to support your conclusion. Type here:

CHALLENGE: Use the code to identify details that help draw conclusions.
*** drag the colors to words that match in the text.

What the boy really wanted | Clues that tell readers the boy is poor | How the story ends

Drawing Conclusions

Name: _____ Date: _____

Directions: The words in a text give readers lots of information. They can also think of the words in a text as clues that help them make statements and draw conclusions about a text. Read the passage and follow the directions below, then take the challenge!

The New York City Subway

Imagine digging a tunnel underground big enough to send a train speeding below the sidewalks. The New York City subway system began in the year 1900. A subway is a passenger train that runs on tracks and takes people from place to place in big cities.

To build a subway system takes a lot of time, money, and effort. Back in 1900 workers had to dig, chop, and blast their way through the underground of New York City. There were many problems. The workers had to change their plans because they would run into water and sewer lines. They would also get stopped by natural bedrock that was impossible to dig through.

The first subway line opened to the public on October 27, 1904. Over 150,000 people rode that subway line on the first day! People were overjoyed to have a new way to get around the city. The line ran 9 miles long, from the bottom of New York City (NYC) to 145th street in Harlem. There were a total of 28 stops along the way, including stops in Times Square and the Grand Central Terminal.



Back then, it cost people a nickel to ride. Today, it costs $2.75 for one ride. There are 27 subway routes and a total of 472 stops. On an average day, over 4 million people use the NYC subway.

The hard work of digging through the city over 100 years ago makes life easier for millions of people today.

Write About It: What conclusion can you draw about the subway in NYC? Use evidence from the text to support your conclusion.

_____

_____

_____

_____

_____

Challenge: Use the code to identify details that help draw conclusions.

blue → Problems building the subway

red → Facts about the first line

green → The subway today

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Multiple Choice:

Answer the following questions after reading:

1a. Which best describes the construction work to build the New York City subway?

ⓐ fast.
ⓑ problem free.
ⓒ full of many changes.
ⓓ requiring little effort.

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

ⓐ "had to change their plans"
ⓑ "workers had to dig"
ⓒ "began in the year 1900"
ⓓ "The underground of New York City"

2a. How did most people feel when the subway first opened?

ⓐ They were scared to ride.
ⓑ No one wanted to ride.
ⓒ They thought it was too expensive.
ⓓ Many were very excited.

2b. What evidence from the passage best supports your answer to 1a?

ⓐ "There were a total of 28 stops"
ⓑ "People were overjoyed"
ⓒ "It costs $2.75 for one ride"
ⓓ "The line ran 9 miles long"

3. What conclusion would readers most likely draw about the NYC subway system?

ⓐ It was quick to build.
ⓑ It is not popular with tourists.
ⓒ It is a great way to get around the city.
ⓓ Most do not use the subway.

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

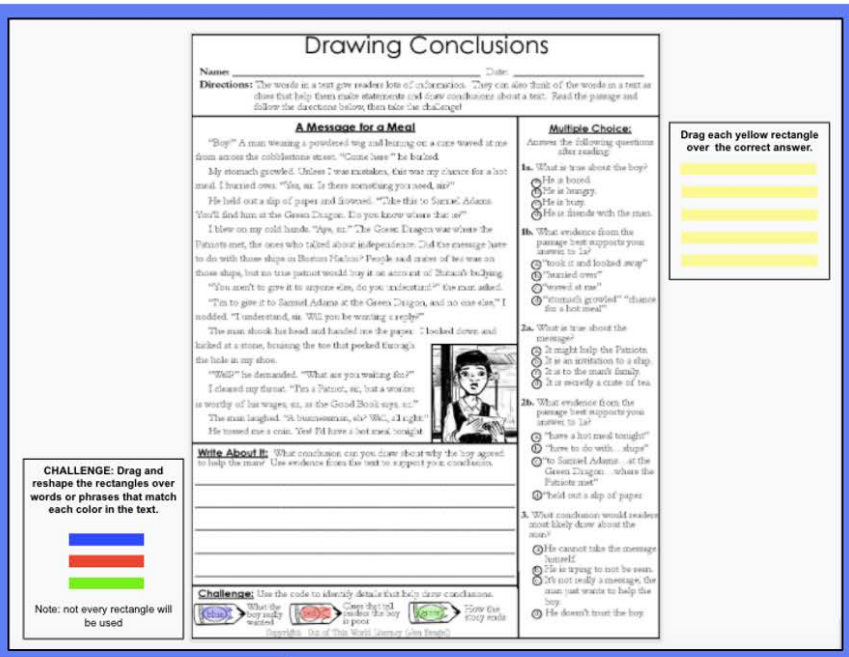
CUSTOM ILLUSTRATION

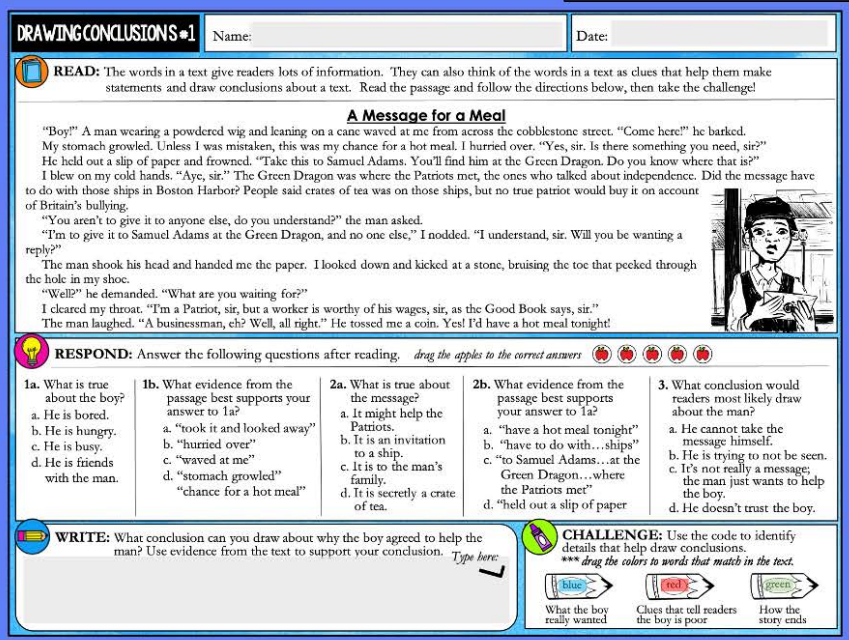
WRITTEN RESPONSE

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!

- A Message for a Meal (Level M)
- Sleepover Choices (Level L)
- Henry "Box" Brown (Level M)
- The New York City Subway (Level V)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



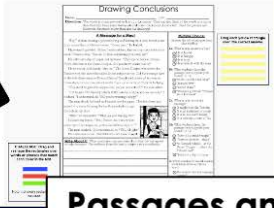
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- Sleepover Choices (Level L)
- Henry "Box" Brown (Level M)
- The New York City Subway (Level V)

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
A Message for a Meal	253	Fiction	Drawing Conclusions	580L	M	3.2
Sleepover Choices	244	Fiction	Drawing Conclusions	520L	L	2.8
Henry "Box" Brown	260	NF	Drawing Conclusions	580L	M	3.2
The New York City Subway	246	NF	Drawing Conclusions	870L	V	5.8

LEXILE®

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: A Message for a Meal	CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.6h Synthesize information to create new understanding.
Passage 2: Sleepover Choices	CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.6h Synthesize information to create new understanding.
Passage 3: Henry "Box" Brown	CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.6h Synthesize information to create new understanding.
Passage 4: The New York City Subway	CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.6h Synthesize information to create new understanding.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: A Message for a Meal	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.6h Synthesize information to create new understanding.
Passage 2: Sleepover Choices	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.6h Synthesize information to create new understanding.
Passage 3: Henry "Box" Brown	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.6h Synthesize information to create new understanding.
Passage 4: The New York City Subway	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.6h Synthesize information to create new understanding.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: A Message for a Meal	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.6h Synthesize information to create new understanding.
Passage 2: Sleepover Choices	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.6h Synthesize information to create new understanding.
Passage 3: Henry "Box" Brown	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.6h Synthesize information to create new understanding.
Passage 4: The New York City Subway	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.6h Synthesize information to create new understanding.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: A Message for a Meal	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).	5.6h Synthesize information to create new understanding.
Passage 2: Sleepover Choices	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).	5.6h Synthesize information to create new understanding.
Passage 3: Henry "Box" Brown	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).	5.6h Synthesize information to create new understanding.
Passage 4: The New York City Subway	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).	5.6h Synthesize information to create new understanding.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: A Message for a Meal	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5h Synthesize information to create new understanding.
Passage 2: Sleepover Choices	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5h Synthesize information to create new understanding.
Passage 3: Henry "Box" Brown	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5h Synthesize information to create new understanding.
Passage 4: The New York City Subway	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.5h Synthesize information to create new understanding.

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DRAWING CONCLUSIONS #1

Name:

Date:

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My stomach growled. Unless I was mistaken, this was my chance for a hot meal. I hurried over. "Yes, sir. Is there something you need, sir?"

He held out a slip of paper and frowned. "This is to Samuel Adams. You will find him at the Green Dragon. Do you know where that is?"

I blew on my cold hands. "Aye, sir." The Green Dragon was where the Patriots met, the ones who talked about independence. Did the message have to do with those ships in Boston Harbor? People said crates of tea was on those ships, but no true patriot would buy it on account of Britain's bullying.



"You aren't to give it to anyone else, do you understand?" the man asked.

"I'm to give it to Samuel Adams at the Green Dragon, and no one else," I nodded. "I understand, sir. Will you be wanting a reply?"

The man shook his head and handed me the paper. He looked down and kicked a stone, bruising the toe that peeked through the hole in my shoe.

"Well?" he demanded. "What are you waiting for?"

I cleared my throat. "I'm a Patriot, sir, but a worker is worthy of his wages, sir, as the Good Book says, sir."

The man laughed. "A businessman, eh? Well, well." He tossed me a coin. "You will have a hot meal tonight!

RESPOND: Answer the following questions after reading.

1a. What is true about the boy?

a. He is bored.
b. He is hungry.
c. He is busy.
d. He is friends with the man.

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

a. "took it and looked"
b. "hurried over"
c. "waved at me"
d. "stomach growled" "chance for a hot meal"

2a. What is true about the message?

a. It might help the Patriots.
b. It is an invitation to a ship.
c. It is to the man's family.
d. It is secretly about tea.

2b. What evidence from the passage best supports your answer to 1a?

a. "have a hot meal tonight"
b. "have to do with…ships"
c. "to Samuel Adams…at the Green Dragon…where the Patriots met"
d. "held out a slip of paper

3. What conclusion would readers most likely draw about the man?

a. He cannot take the message himself.
b. He is trying to not be seen.
c. It's not really a message; the man just wants to help the boy.
d. He doesn't trust the boy.

WRITE: What conclusion can you draw about why the boy agreed to help the man? Use evidence from the text to support your conclusion.

CHALLENGE: Use the code to identify details that help draw conclusions.

blue	red	green
What the boy really wanted	Clues that tell readers the boy is poor	How the story ends

Sample
(digital version that can also be printed)

Drawing Conclusions

Name: Answer Key Date: _____

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I cleared my throat. "I'm a Patriot, sir, but a worker is worthy of his wages, sir, as the Good Book says, sir."

The man laughed. "A businessman, eh? Well, all right." He tossed me a coin. Yes! I'd have a hot meal tonight!

Write About It: What conclusion can you draw about why the boy agreed to help the man? Use evidence from the text to support your conclusion.

Answer should include:

1. A conclusion about the boy's action.
2. Something from the text that supports the conclusion.

Challenge: Use the code to identify details that help draw conclusions.

- blue — What the boy really wanted
- red — Clues that tell readers the boy is poor
- green — How the story ends

Multiple Choice:

Answer the following questions after reading:

1a. What is true about the boy?

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(c) He is busy.
(d) He is friends with the man.

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

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(b) "hurried over"
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(d) "stomach growled" "chance for a hot meal"

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Name: Answer Key Date: _____

Directions: The words in a text give readers lots of information. They can also think of the words in a text as clues that help them make statements and draw conclusions about a text. Read the passage and follow the directions below, then take the challenge!

Sleepover Choices

"Who wants some whipped cream?" Deeba waved two cans in the air.

Lydia shrieked in excitement. This was the best sleepover ever! Deeba's parents had gone upstairs, and the group of girls could do whatever they wanted. They had just eaten a whole pizza while playing their favorite songs really loud and taking turns dancing in the middle of the living room floor.

"Hey, I know!" Deeba said while Lydia grabbed a whipped cream can. "Let's watch a movie next! I know the perfect one!"

Lydia loved movies! Deeba turned on the TV and flipped through the options. Finally she pushed play. Lydia shook the can and read the name of the movie. It was one her mom had seen and told her wasn't appropriate for kids. Lydia squirted whipped cream into her mouth, but her mind was racing. She knew she shouldn't watch the movie. But she was at a sleepover, and everyone else wanted to watch it! She didn't want to look weird.

All the girls sat down except for K'tasha. K'tasha grabbed a pillow and said, "I don't really want to watch this movie. I think I'll go into the other room and sleep or something."



Lydia saw her chance. She grabbed a pillow too. "I'll join you!" she said, smiling at K'tasha.

As they walked into the other room, Lydia wondered what she would have done if K'tasha hadn't said anything. Oh well, now they could have their own fun!

Write About It: What conclusion can you draw about Lydia? Use evidence from the text to support your conclusion.

Answer should include:

1. A conclusion about Lydia.
2. Something from the text that supports the conclusion.

Multiple Choice:

Answer the following questions after reading:

1a. What is true about Lydia?

(a) She doesn't like to have fun.
(b) She misses her mom.
(c) She wants to fit in with her friends.
(d) She's doesn't like the girls.

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

(a) "Let's watch a movie next!"
(b) "I don't really want to"
(c) "Lydia shrieked"
(d) "She didn't want to look weird."

2a. What is true about the sleepover?

(a) Everyone is sleepy.
(b) No one is having fun.
(c) No one is there to tell them what to do.
(d) Someone gets sick.

2b. What evidence from the passage best supports your answer to 1a?

(a) "parents had gone" "girls could do whatever they wanted"
(b) "I'll go…and sleep"
(c) "eaten a whole pizza"
(d) "have their own fun"

3. What conclusion would readers most likely draw about K'tasha?

(a) She's probably sleepy.
(b) She's not afraid to be different.
(c) She's bossy.
(d) She wants to fit in.

Challenge: Use the code to identify details that help draw conclusions.

blue — What Lydia wonders at the end
red — Problem in the story
green — Solution in the story

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Drawing Conclusions

Name: Answer Key Date: _____

Directions: The words in a text give readers lots of information. They can also think of the words in a text as clues that help them make statements and draw conclusions about a text. Read the passage and follow the directions below, then take the challenge!

Henry "Box" Brown

Henry Brown was born into a family that was enslaved. He grew up enslaved and endured many difficult days. When his wife and children were sold to a new master in a different state, Henry decided he had to escape from being enslaved. He was determined! He would find freedom! But how?

Henry asked a carpenter to make him a box. It was three feet and one inch long, two feet and six inches deep, and two feet wide. He drilled three holes in it. Henry was going to mail himself to a northern state where he could be free!

Early one morning in March 1849, Henry stepped into the wooden box. It was just big enough for him to sit. He carried a bag of water for drinking and to splash his face if he felt sick. He had a tool to drill holes if he needed air.

His friends closed the lid on top of him and nailed it shut. Henry "Box" Brown was going to travel from Virginia to Pennsylvania, by wagon and by steamboat, sitting inside that box!

During his journey someone tipped his box upside down! For almost an hour and a half, Henry hung upside down. The blood rushed to his head. Then he heard someone say they were tired and wanted to sit. Henry's box was thrown on its side so the person could sit. Phew!

After 27 hours, Henry arrived safely! Many new friends greeted him. Henry felt like he had risen from a grave, and he sang a song of thanksgiving!



Write About It: What conclusion can you draw about Henry? Use evidence from the text to support your conclusion.

Answer should include:

1. A conclusion about Henry.

2. Something from the text that supports the conclusion.

Challenge: Use the code to identify details that help draw conclusions.

blue — Words that describe Henry

red — Facts about the box

green — Facts about the trip

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Multiple Choice:

Answer the following questions after reading:

1a. What is true about Henry?

(a) He was a very short man.
(b) He had a very large family.
(c) He wanted his freedom no matter what.
(d) He wasn't smart.

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

(a) "thought…he would die"
(b) "three feet and one inch"
(c) "born into a family that was enslaved"
(d) "going to mail himself …where he could be free"

2a. What is true about Henry's response when he arrived?

(a) He was thankful for his freedom
(b) He felt lost.
(c) He regretted his choice.
(d) He wanted to change his name

2b. What evidence from the passage best supports your answer to 1a?

(a) "Many new friends"
(b) "wanted to sit for a bit"
(c) "he had risen from a grave and he sang a song of thanksgiving"
(d) "terrible thing happened!"

3. What conclusion would readers most likely draw about the escape?

(a) It did not work
(b) It was daring
(c) It was a popular escape
(d) It was not worth the risk

Drawing Conclusions

Name: Answer Key Date: _____

Directions: The words in a text give readers lots of information. They can also think of the words in a text as clues that help them make statements and draw conclusions about a text. Read the passage and follow the directions below, then take the challenge!

The New York City Subway

Imagine digging a tunnel underground big enough to send a train speeding below the sidewalks. The New York City subway system began in the year 1900. A subway is a passenger train that runs on tracks and takes people from place to place in big cities.

To build a subway system takes a lot of time, money, and effort. Back in 1900 workers had to dig, chop, and blast their way through the underground of New York City. There were many problems. The workers had to change their plans because they would run into water and sewer lines. They would also get stopped by natural bedrock that was impossible to dig through.

The first subway line opened to the public on October 27, 1904. Over 150,000 people rode that subway line on the first day! People were overjoyed to have a new way to get around the city. The line ran 9 miles long, from the bottom of New York City (NYC) to 145th street in Harlem. There were a total of 28 stops along the way, including stops in Times Square and the Grand Central Terminal.



Back then, it cost people a nickel to ride. Today, it costs $2.75 for one ride. There are 27 subway routes and a total of 472 stops. On an average day, over 4 million people use the NYC subway.

The hard work of digging through the city over 100 years ago makes life easier for millions of people today.

Write About It: What conclusion can you draw about the subway in NYC? Use evidence from the text to support your conclusion.

Answer should include:

1. A conclusion about the NYC subway.
2. Something from the text that supports the conclusion.

Challenge: Use the code to identify details that help draw conclusions.

- blue → Problems building the subway
- red → Facts about the first line
- green → The subway today

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes the construction work to build the New York City subway?

(a) fast.
(b) problem free.
(c) full of many changes.
(d) requiring little effort.

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

(a) "had to change their plans"
(b) "workers had to dig"
(c) "began in the year 1900"
(d) "The underground of New York City"

2a. How did most people feel when the subway first opened?

(a) They were scared to ride.
(b) No one wanted to ride.
(c) They thought it was too expensive.
(d) Many were very excited.

2b. What evidence from the passage best supports your answer to 1a?

(a) "There were a total of 28 stops"
(b) "People were overjoyed"
(c) "It costs $2.75 for one ride"
(d) "The line ran 9 miles long"

3. What conclusion would readers most likely draw about the NYC subway system?

(a) It was quick to build.
(b) It is not popular with tourists.
(c) It is a great way to get around the city.
(d) Most do not use the subway.

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