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 finding evidence.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (Vertical and Horizontal)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on finding evidence.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on finding evidence.
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!







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
Power Outage	201	Fiction	Evidence	540L	M	3.0
Stained	225	Fiction	Evidence	540L	M	3.0
Checkers	216	NF	Evidence	900L	W	6
Pizza, Pizza, Pizza	232	NF	Evidence	1000L	Z	7.4

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Evidence

Name: _____ Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

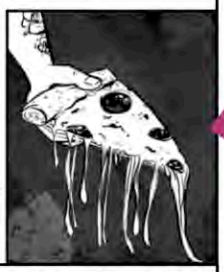
Pizza, Pizza, Pizza

Whether the topping is cheese, pepperoni, or anchovies, pizza remains on the list of favorites for people all over the world. How did the flatbread pizza rise to fame?

Pizza originated in Naples, Greece. The coastal city was filled with workers and tradesmen. They needed quick meals, so pizza first became a staple in the area. The finger food was frowned upon by many upper class folks until the King Umberto I and Queen Margherita of France visited the area. They sampled the pizzas from the vendors and fell in love with the cuisine. According to stories past through generations, Queen Margherita enjoyed pizza with tomatoes, cheese, and green basil. Ironically this type of pizza is named for the Queen.

As immigrants from Greece moved to the United States during the Industrial Revolution to find work, pizza was introduced to citizens in the country. Pizza remains a thriving food in the restaurant business in the United States.

Today, pizza parlors are found in every city in the United States. They serve a variety of toppings as well as styles. Large cities, like Chicago, boast about deep dish pizzas, and New York City brags about its large slices that can be folded to eat.



Whether it's cheese or loaded with toppings, pizza is a food that doesn't disappoint anyone. It has taken on many changes, but it still is a favorite food item.

Write About It: What do you think the author wants readers to learn? Use evidence from the text to support your thinking.

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

- blue: Where pizza originated
- red: Why pizza was invented
- green: How pizza came to America

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Multiple Choice:

Answer the following questions after reading:

1a. What is the author's main purpose for writing this text?
- (a) Tell a story about pizza.
- (b) Give information about pizza.
- (c) Persuade the reader to eat pizza.
- (d) Explain how to make pizza.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "Pizza was introduced to citizens."
- (b) "They sampled pizza from vendors."
- (c) "They needed quick meals."
- (d) "How did the flatbread rise to fame?"

2a. What will readers learn from reading this text?
- (a) Origin of Greece
- (b) Origin of United States
- (c) Origin of royalty
- (d) Origin of pizza

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "Pizza doesn't disappoint."
- (b) "Pizza parlors are found in every city."
- (c) "Pizza remains a thriving food."
- (d) "Pizza first became a staple in the area."

3. What evidence in the text tells readers that the author likes pizza?
- (a) "The finger food was frowned upon."
- (b) "They serve a variety of toppings."
- (c) "Pizza doesn't disappoint anyone."
- (d) "Pizza became a staple in the area."

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

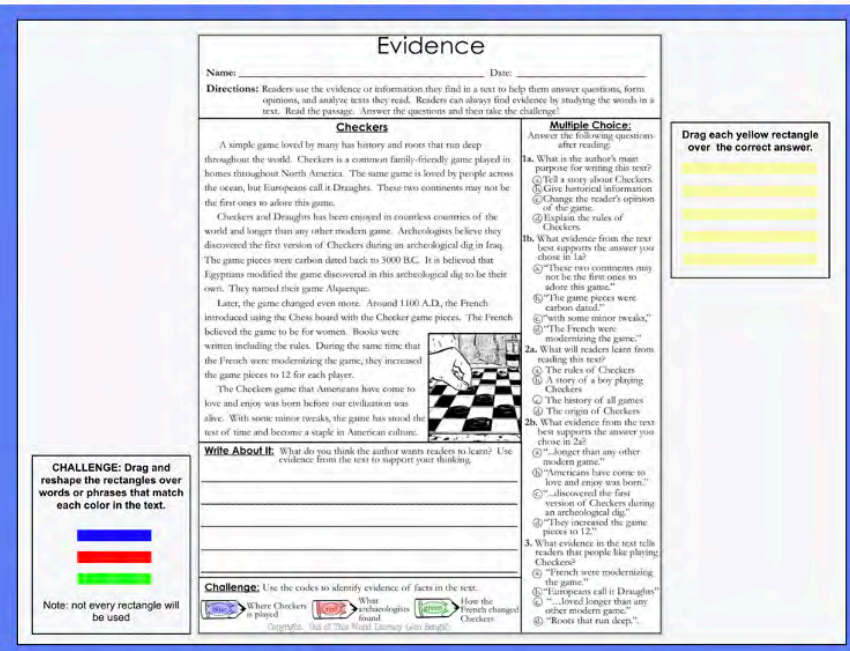
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



Evidence

Name: _____ Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Checkers

A simple game loved by many has history and roots that run deep throughout the world. Checkers is a common family-friendly game played in homes throughout North America. The same game is loved by people across the ocean, but Europeans call it Draughts. These two continents may not be the first ones to adore this game.

Checkers and Draughts has been enjoyed in countless countries of the world and longer than any other modern game. Archeologists believe they discovered the first version of Checkers during an archeological dig in Iraq. The game pieces were carbon dated back to 3000 B.C. It is believed that Egyptians modified the game discovered in this archeological dig to be their own. They named their game Alquerque.

Later, the game changed even more. Around 1100 A.D., the French introduced using the Chess board with the Checker game pieces. The French believed the game to be for women. Books were written including the rules. During the same time that the French were modernizing the game, they increased the game pieces to 12 for each player.

The Checkers game that Americans have come to love and enjoy was born before our civilization was alive. With some minor tweaks, the game has stood the test of time and become a staple in American culture.

Write About It: What do you think the author wants readers to learn? Use evidence from the text to support your thinking.

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

blue Where Checkers is played | red What archeologists found | green How the French changed Checkers

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Multiple Choice:

Answer the following questions after reading.

1a. What is the author's main purpose for writing this text?
Ⓐ Tell a story about Checkers.
Ⓑ Give historical information
Ⓒ Change the reader's opinion of the game.
Ⓓ Explain the rules of Checkers.

1b. What evidence from the text best supports the answer you chose in 1a?
Ⓐ "These two continents may not be the first ones to adore this game."
Ⓑ "The game pieces were carbon dated."
Ⓒ "with some minor tweaks,"
Ⓓ "The French were modernizing the game."

2a. What will readers learn from reading this text?
Ⓐ The rules of Checkers
Ⓑ A story of a boy playing Checkers
Ⓒ The history of all games
Ⓓ The origin of Checkers

2b. What evidence from the text best supports the answer you chose in 2a?
Ⓐ "...longer than any other modern game."
Ⓑ "Americans have come to love and enjoy was born."
Ⓒ "...discovered the first version of Checkers during an archeological dig."
Ⓓ "They increased the game pieces to 12."

3. What evidence in the text tells readers that people like playing Checkers?
Ⓐ "French were modernizing the game."
Ⓑ "Europeans call it Draughts"
Ⓒ "...loved longer than any other modern game."
Ⓓ "Roots that run deep.".

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

Note: not every rectangle will be used

Drag each yellow rectangle over the correct answer.

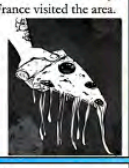
EVIDENCE #4 Name: Date:

READ: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Pizza, Pizza, Pizza

Whether the topping is cheese, pepperoni, or anchovies, pizza remains on the list of favorites for people all over the world. How did the flatbread pizza rise to fame?

Pizza originated in Naples, Greece. The coastal city was filled with workers and tradesmen. They needed quick meals, so pizza first became a staple in the area. The finger food was frowned upon by many upper class folks until the King Umberto I and Queen Margherita of France visited the area. They sampled the pizzas from the vendors and fell in love with the cuisine. According to stories past through generations, Queen Margherita enjoyed pizza with tomatoes, cheese, and green basil. Ironically this type of pizza is named for the Queen.



As immigrants from Greece moved to the United States during the Industrial Revolution to find work, pizza was introduced to citizens in the country. Pizza remains a thriving food in the restaurant business in the United States.

Today, pizza parlors are found in every city in the United States. They serve a variety of toppings as well as styles. Large cities, like Chicago, boast about deep dish pizzas, and New York City brags about its large slices that can be folded to eat.

Whether it's cheese or loaded with toppings, pizza is a food that doesn't disappoint anyone. It has taken on many changes, but it still is a favorite food item.

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

1a. What is the author's main purpose for writing this text?
a. Tell a story about pizza.
b. Give information about pizza.
c. Persuade the reader to eat pizza.
d. Explain how to make pizza.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Pizza was introduced to citizens."
b. "They sampled pizza from vendors."
c. "They needed quick meals."
d. "How did the flatbread rise to fame?"

2a. What will readers learn from reading?
a. Origin of Greece
b. Origin of United States
c. Origin of royalty
d. Origin of pizza

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Pizza doesn't disappoint."
b. "Pizza parlors are found in every city."
c. "Pizza remains a thriving food."
d. "Pizza first became a staple in the area."

3. What evidence in the text tells readers that the author likes pizza?
a. "The finger food was frowned upon."
b. "They serve a variety of toppings."
c. "Pizza doesn't disappoint anyone."
d. "Pizza became a staple in the area.

WRITE: What do you think the author wants readers to learn? Use evidence from the text to support your thinking.

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 Where pizza originated | red Why pizza was invented | green How pizza came to America

HORIZONTAL VERSION

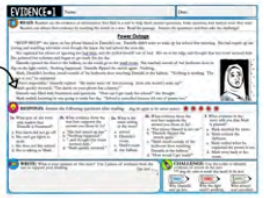
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Power Outage (Level M)	**Stained** (Level M)
Checkers (Level W)	**Pizza, Pizza, Pizza** (Level Z)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



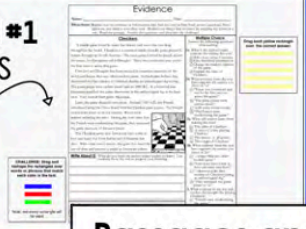
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Power Outage (Level M)	**Stained** (Level M)
Checkers (Level W)	**Pizza, Pizza, Pizza** (Level Z)

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

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Pizza, Pizza, Pizza	232	NF	Evidence	1000L	Z	7.4

LEXILE®

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Power Outage
(Level M)

Stained
(Level M)

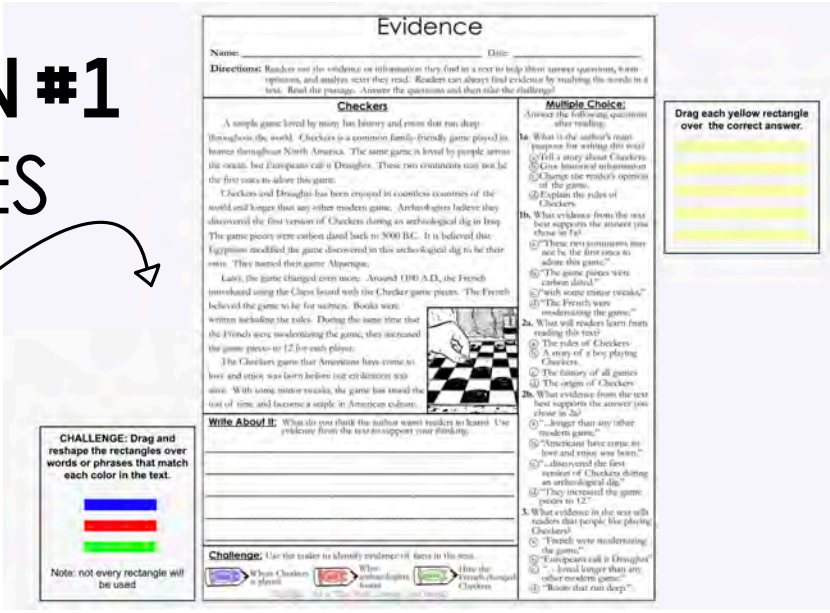
Checkers
(Level W)

Pizza, Pizza, Pizza
(Level Z)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Power Outage
(Level M)

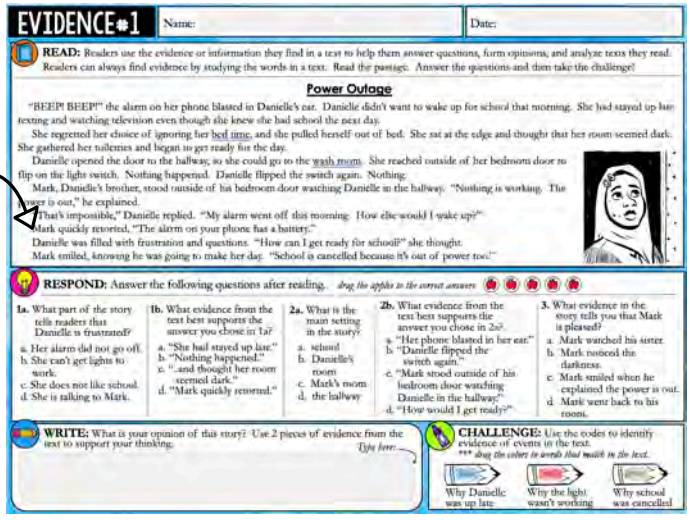
Stained
(Level M)

Checkers
(Level W)

Pizza, Pizza, Pizza
(Level Z)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



EVIDENCE #1 Name: Date:

READ: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Power Outage

"BEEP! BEEP!" the alarm on her phone blasted in Danielle's ear. Danielle didn't want to wake up for school that morning. She had stayed up late texting and watching television even though she knew she had school the next day.

She regretted her choice of ignoring her bed time, and she pulled herself out of bed. She sat at the edge and thought that her room seemed dark. She gathered her toiletries and began to get ready for the day.

Danielle opened the door to the hallway, so she could go to the wash room. She reached outside of her bedroom door to flip on the light switch. Nothing happened. Danielle flipped the switch again. Nothing.

Mark, Danielle's brother, stood outside of his bedroom door watching Danielle in the hallway. "Nothing is working. The power is out," he explained.

"That's impossible," Danielle replied. "My alarm went off this morning. How else would I wake up?"

Mark quickly retorted, "The alarm on your phone has a battery."

Danielle was filled with frustration and questions. "How can I get ready for school?" she thought.

Mark smiled, knowing he was going to make her day. "School is cancelled because it's out of power too!"

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

1a. What part of the story tells readers that Danielle is frustrated?
a. Her alarm did not go off.
b. She can't get lights to work.
c. She does not like school.
d. She is talking to Mark.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "She had stayed up late."
b. "Nothing happened."
c. "...and thought her room seemed dark."
d. "Mark quickly retorted."

2a. What is the main setting in the story?
a. school
b. Danielle's room
c. Mark's room
d. the hallway

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Her phone blasted in her ear."
b. "Danielle flipped the switch again."
c. "Mark stood outside of his bedroom door watching Danielle in the hallway."
d. "How would I get ready?"

3. What evidence in the story tells you that Mark is pleased?
a. Mark watched his sister.
b. Mark noticed the darkness.
c. Mark smiled when he explained the power is out.
d. Mark went back to his room.

WRITE: What is your opinion of this story? Use 2 pieces of evidence from the text to support your thinking.
Type here:

CHALLENGE: Use the codes to identify evidence of events in the text.
*** drag the colors to words that match in the text. ***
Why Danielle was up late | Why the light wasn't working | Why school was cancelled

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Power Outage	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.	2.6f Make inferences and use evidence to support understanding.
Passage 2: Stained	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.	2.6f Make inferences and use evidence to support understanding.
Passage 3: Checkers	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.	2.6f Make inferences and use evidence to support understanding.
Passage 4: Pizza, Pizza, Pizza	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.	2.6f Make inferences and use evidence to support understanding.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Power Outage	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.	3.6f Make inferences and use evidence to support understanding.
Passage 2: Stained	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.	3.6f Make inferences and use evidence to support understanding.
Passage 3: Checkers	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.	3.6f Make inferences and use evidence to support understanding.
Passage 4: Pizza, Pizza, Pizza	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.	3.6f Make inferences and use evidence to support understanding.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Power Outage	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.	4.6f Make inferences and use evidence to support understanding.
Passage 2: Stained	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.	4.6f Make inferences and use evidence to support understanding.
Passage 3: Checkers	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.	4.6f Make inferences and use evidence to support understanding.
Passage 4: Pizza, Pizza, Pizza	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.	4.6f Make inferences and use evidence to support understanding.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Power Outage	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).	5.6f Make inferences and use evidence to support understanding.
Passage 2: Stained	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).	5.6f Make inferences and use evidence to support understanding.
Passage 3: Checkers	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.	5.6f Make inferences and use evidence to support understanding.
Passage 4: Pizza, Pizza, Pizza	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.	5.6f Make inferences and use evidence to support understanding.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Power Outage	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.	6.5f Make inferences and use evidence to support understanding.
Passage 2: Stained	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.	6.5f Make inferences and use evidence to support understanding.
Passage 3: Checkers	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.	6.5f Make inferences and use evidence to support understanding.
Passage 4: Pizza, Pizza, Pizza	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.	6.5f Make inferences and use evidence to support understanding.

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EVIDENCE#1

Name:

Date:

READ: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Power Outage

"BEEP! BEEP!" the alarm on her phone blasted in Danielle's ear. Danielle didn't want to wake up for school that morning. She had stayed up late texting and watching television even though she knew she had school the next day.

She regretted her choice of ignoring her alarm, and she pulled herself out of bed. She sat at the edge and thought that her room seemed dark. She gathered her toiletries and began to get ready for the day.

Danielle opened the door to the hallway and would go to the washroom. She reached outside of her bedroom door to flip on the light switch. Nothing happened. Danielle flipped the switch again. Nothing.



Mark, Danielle's brother, stood outside his bedroom door watching Danielle in the hallway. "Nothing is working. The power is out," he explained.

"That's impossible," Danielle replied. "My alarm went off this morning. How else would I wake up?"

Mark quickly retorted, "The alarm on your battery."

Danielle was filled with frustration and questions. "How can I get ready for school?" she thought.

Mark smiled, knowing he was going to make her day. "School is cancelled because it's out of power too."

RESPOND: Answer the following questions after reading.

1a. What part of the story tells readers that Danielle is frustrated?

a. Her alarm did not go off.
b. She can't get lights to work.
c. She does not like school.
d. She is talking to Mark.

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

a. "She had stayed up late."
b. "Nothing happened."
c. "..and thought her room seemed dark."
d. "Mark quickly retorted."

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

a. school
b. Danielle's room
c. Mark's room
d. the hallway

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

a. "Her phone blasted in her ear."
b. "Danielle flipped the switch again."
c. "Mark stood outside of his bedroom door watching Danielle in the hallway."
d. "How would I get ready?"

3. What evidence in the story tells you that Mark is pleased?

a. Mark watched his sister.
b. Mark noticed the darkness.
c. Mark smiled when he explained the power is out.
d. Mark went back to his room.

WRITE: What is your opinion of this story? Use 2 pieces of evidence from the text to support your thinking.

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

blue — Why Danielle was up late

red — Why the light wasn't working

green — Why school was cancelled

Sample (digital version that can also be printed)

Evidence

Name: Answer Key Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Power Outage

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Mark smiled, knowing he was going to make her day. "School is cancelled because it's out of power too."

Write About It: What is your opinion of this story? Use 2 pieces of evidence from the text to support your thinking.

Answer Should Include:

1. An opinion about the text.
2. Evidence from the text.

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

blue — Why Danielle was up late

red — Why the light wasn't working

green — Why school was cancelled

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Multiple Choice:

Answer the following questions after reading:

1a. What part of the story tells readers that Danielle is frustrated?

(a) Her alarm did not go off.
(b) She can't get lights to work.
(c) She does not like school.
(d) She is talking to Mark.

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

(a) "She had stayed up late."
(b) "Nothing happened."
(c) "..and thought her room seemed dark."
(d) "Mark quickly retorted."

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

(a) school
(b) Danielle's room
(c) Mark's room
(d) the hallway

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

(a) "Her phone blasted in her ear."
(b) "Danielle flipped the switch again."
(c) "Mark stood outside of his bedroom door watching Danielle in the hallway."
(d) "How would I get ready?"

3. What evidence in the story tells you that Mark is pleased?

(a) Mark watched his sister.
(b) Mark noticed the darkness.
(c) Mark smiled when he explained the power is out
(d) Mark went back to his room.

Evidence

Name: Answer Key Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Stained

Tara sprinted from her room to the kitchen where her mother was making dinner. She carried her favorite white sweater and shoved it in the direction of her mother when she spoke.

"Look! The red spot is not going away!" Tara spoke quickly and frantically.

"Let me take a look at it," Mom said taking the sweater from her daughter. "What is this red stain?"

"I guess, someone dropped a red sucker into my bag while I was in P.E." Tara's voice stammered and her eyes teared as she told her mother about the stain. "How am I ever going to get that to wash out?"

"Come with me," Mom stated calmly as she lead Tara to the laundry room. "Keep in mind that this is clothing. There are worse things than a stain."

"This is not just any sweater, Mom. I love this sweater," Tara defended.

Mom showed Tara how to treat the fabric with a stain fighting cleanser. She tossed the sweater into the wash machine.



"Now we wait," Mom announced.

"What if the sweater is ruined? That is my favorite sweater!" Tara whined to her mother.

After a long wait, the buzzer on the wash sounded. Mom beamed with happiness when she saw it and called to Tara, "It's glowing, bright white again!"

Tara raced to the laundry room and hugged Mom.

Write About It: What is your opinion of this story? Use 2 pieces of evidence from the text to support your thinking.

Answer should include:

1. An opinion about the text.

2. Evidence from the text.

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

blue — Why Tara was frantic

red — What the red stain was from

green — How the stain was removed

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Multiple Choice:

Answer the following questions after reading:

1a. How did Mom behave in the story?

(a) She was angry with Tara.
(b) She was wildly running.
(c) She was completely relaxed.
(d) She was annoyed with Tara.

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

(a) "Tara whined to her mother."
(b) "Tara raced to the laundry room and hugged Mom."
(c) "…her eyes teared as she told her mother about the stain."
(d) "…Mom stated calmly."

2a. What is the mood at the beginning of the story?

(a) tiresome
(b) suspenseful
(c) worrisome
(d) pleasant

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

(a) "The red spot is not going away!"
(b) "Someone dropped a red sucker into my bag."
(c) "She tossed the sweater in the wash machine."
(d) "It's glowing, bright white again!"

3. What evidence in the story tells you that Tara is thankful?

(a) "Tara whined to her mother."
(b) "It's glowing, bright white again!"
(c) "Tara hugged Mom."
(d) "I love this sweater."

Evidence

Name: Answer Key Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Checkers

A simple game loved by many has history and roots that run deep throughout the world. Checkers is a common family-friendly game played in homes throughout North America. The same game is loved by people across the ocean, but Europeans call it Draughts. These two continents may not be the first ones to adore this game.

Checkers and Draughts has been enjoyed in countless countries of the world and longer than any other modern game. Archeologists believe they discovered the first version of Checkers during an archeological dig in Iraq. The game pieces were carbon dated back to 3000 B.C. It is believed that Egyptians modified the game discovered in this archeological dig to be their own. They named their game Alquerque.

Later, the game changed even more. Around 1100 A.D. the French introduced using the Chess board with the Checker game pieces. The French believed the game to be for women. Books were written including the rules. During the same time that the French were modernizing the game, they increased the game pieces to 12 for each player.



The Checkers game that Americans have come to love and enjoy was born before our civilization was alive. With some minor tweaks, the game has stood the test of time and become a staple in American culture.

Write About It: What do you think the author wants readers to learn? Use evidence from the text to support your thinking.

Answer Should Include:

1. An opinion about the text.
2. Evidence from the text.

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

- blue: Where Checkers is played
- red: What archaeologists found
- green: How the French changed Checkers

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Multiple Choice:

Answer the following questions after reading:

1a. What is the author's main purpose for writing this text?
- (a) Tell a story about Checkers.
- (b) Give historical information
- (c) Change the reader's opinion of the game.
- (d) Explain the rules of Checkers.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "These two continents may not be the first ones to adore this game."
- (b) "The game pieces were carbon dated."
- (c) "with some minor tweaks,"
- (d) "The French were modernizing the game."

2a. What will readers learn from reading this text?
- (a) The rules of Checkers
- (b) A story of a boy playing Checkers
- (c) The history of all games
- (d) The origin of Checkers

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "...longer than any other modern game."
- (b) "Americans have come to love and enjoy was born."
- (c) "...discovered the first version of Checkers during an archeological dig."
- (d) "They increased the game pieces to 12."

3. What evidence in the text tells readers that people like playing Checkers?
- (a) "French were modernizing the game."
- (b) "Europeans call it Draughts"
- (c) "...loved longer than any other modern game."
- (d) "Roots that run deep.".

Evidence

Name: Answer Key Date: _____

Directions: Readers use the evidence or information they find in a text to help them answer questions, form opinions, and analyze texts they read. Readers can always find evidence by studying the words in a text. Read the passage. Answer the questions and then take the challenge!

Pizza, Pizza, Pizza

Whether the topping is cheese, pepperoni, or anchovies, pizza remains on the list of favorites for people all over the world. How did the flatbread pizza rise to fame?

Pizza originated in Naples, Greece. The coastal city was filled with workers and tradesmen. They needed quick meals, so pizza first became a staple in the area. The finger food was frowned upon by many upper class folks until the King Umberto I and Queen Margherita of France visited the area. They sampled the pizzas from the vendors and fell in love with the cuisine. According to stories past through generations, Queen Margherita enjoyed pizza with tomatoes, cheese, and green basil. Ironically this type of pizza is named for the Queen.

As immigrants from Greece moved to the United States during the Industrial Revolution to find work, pizza was introduced to citizens in the country. Pizza remains a thriving food in the restaurant business in the United States.

Today, pizza parlors are found in every city in the United States. They serve a variety of toppings as well as styles. Large cities, like Chicago, boast about deep dish pizzas, and New York City brags about its large slices that can be folded to eat.



Whether it's cheese or loaded with toppings, pizza is a food that doesn't disappoint anyone. It has taken on many changes, but it still is a favorite food item.

Write About It: What do you think the author wants readers to learn? Use evidence from the text to support your thinking.

Answer Should Include:

1. An opinion about the text.

2. Evidence from the text.

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

blue — Where pizza originated

red — Why pizza was invented

green — How pizza came to America

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Multiple Choice:

Answer the following questions after reading:

1a. What is the author's main purpose for writing this text?

(a) Tell a story about pizza.
(b) Give information about pizza.
(c) Persuade the reader to eat pizza.
(d) Explain how to make pizza.

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

(a) "Pizza was introduced to citizens."
(b) "They sampled pizza from vendors."
(c) "They needed quick meals."
(d) "How did the flatbread rise to fame?"

2a. What will readers learn from reading this text?

(a) Origin of Greece
(b) Origin of United States
(c) Origin of royalty
(d) Origin of pizza

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

(a) "Pizza doesn't disappoint."
(b) "Pizza parlors are found in every city."
(c) "Pizza remains a thriving food."
(d) "Pizza first became a staple in the area."

3. What evidence in the text tells readers that the author likes pizza?

(a) "The finger food was frowned upon."
(b) "They serve a variety of toppings."
(c) "Pizza doesn't disappoint anyone."
(d) "Pizza became a staple in the area."