Comprehension Passages

Out of this World LITERACY

LEXILE

Judging

2 DIGITAL FORMATS!

JUDGING #1 Name: Date:

READ: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

Poke! Poke! Poke!

Heehaw! Stop poking me! What do I look like? A pin cushion? Heehaw!

A couple days ago, in the middle of the night, the humans entered my shed and woke me up out of a solid sleep. While my heavy eyelashes tried to open, in went a harness bit between my teeth. Didn't they know I need my beauty sleep? I yawned, but it came out more as an "oomph!" as they threw heavy bags over my sides. Then they piled up more stuff on top. When all was said and done, I looked like a pile of luggage with furry legs hanging down underneath. Thus is the life of Morty the Pack Mule, i.e. me.

Since that unhappy awakening, I've been trekking along a narrow path on a snow-covered mountain, carrying the humans' load. I might not be a race horse, but I'm the best pack mule in these parts. But is that enough for these two-footers? No! Go faster, they say. Hurry up, they say. Poke! Poke! Poke!

Heehaw! My yelp echoes off the mountain. The humans try to shush me so I don't cause an avalanche. Pah! The only danger right now is what will happen if this wise guy keeps—OW! He poked me again!

No one tells me how to do my job! Time to tell him who's boss. I'll just give him a little tap with my back left hoof. Kick! Look! He's tumbling backwards on to his backside! Heehaw! Even the other humans are laughing. That's what happens when you mess with a mule. Now no more poking me, you pesky two-footer!

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

1a. How did Morty behave in the story?
a. He refuses to hike.
b. He stands up for himself.
c. He is sweet and kind.
d. He is brave.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "a little tap with my back left hoof. Kick!"
b. "narrow path on a snow-covered mountain"
c. "that unhappy awakening"
d. "My yelp echoes"

2a. What judgment does Morty have about the human?
a. sleepy
b. happy
c. rude
d. angry

2b. What evidence from the text best supports the answer you chose in 2a?
a. "more as an 'oomph!'"
b. "wise guy" "you pesky two-footer!"
c. "best pack mule"
d. "other humans are laughing"

3. How would most readers feel about being kicked by a mule?
a. They'd feel itchy all over.
b. They'd be excited!
c. They'd laugh so hard.
d. They wouldn't like it.

WRITE: What judgment did you make about Morty the Mule? Use evidence from the text to support your thinking. *Type here:*

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

blue — What happened at night
red — What Morty thought of himself
green — What Morty did to the human

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 making judgments.
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 judging.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on judging.
5. As a homework review.
6. Practice for taking standardized texts.

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



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







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Poke! Poke! Poke!
(Level M)

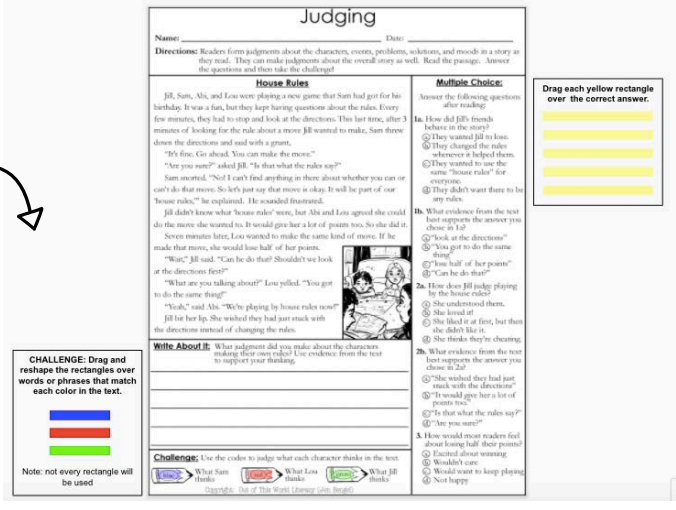
House Rules
(Level P)

Walking on Thin Ice
(Level M)

The Louisiana Purchase
(Level U)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



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Poke! Poke! Poke!
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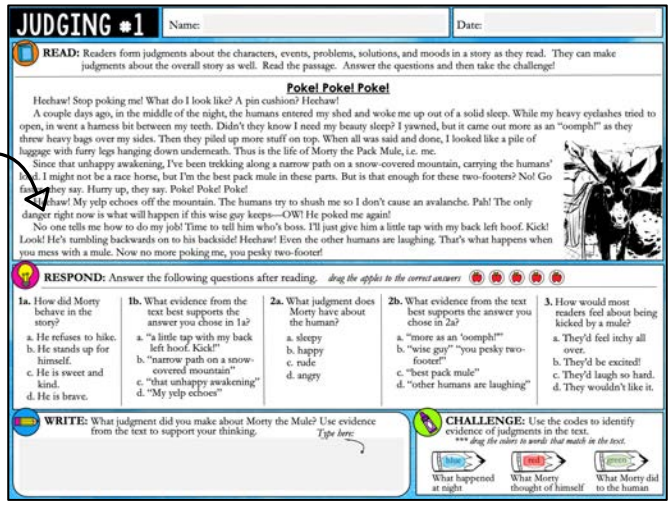
ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



JUDGING #1 Name: Date:

READ: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

Poke! Poke! Poke!

Heehaw! Stop poking me! What do I look like? A pin cushion? Heehaw!

A couple days ago, in the middle of the night, the humans entered my shed and woke me up out of a solid sleep. While my heavy eyelashes tried to open, in went a harness bit between my teeth. Didn't they know I need my beauty sleep? I yawned, but it came out more as an "oomph!" as they threw heavy bags over my sides. Then they piled up more stuff on top. When all was said and done, I looked like a pile of luggage with furry legs hanging down underneath. Thus is the life of Morty the Pack Mule, i.e. me.

Since that unhappy awakening, I've been trekking along a narrow path on a snow-covered mountain, carrying the humans' loads. I might not be a race horse, but I'm the best pack mule in these parts. But is that enough for these two-footers? No! Go faster, they say. Hurry up, they say. Poke! Poke! Poke!

Heehaw! My yelp echoes off the mountain. The humans try to shush me so I don't cause an avalanche. Pah! The only danger right now is what will happen if this wise guy keeps—OW! He poked me again!

No one tells me how to do my job! Time to tell him who's boss. I'll just give him a little tap with my back left hoof. Kick! Look! He's tumbling backwards on to his backside! Heehaw! Even the other humans are laughing. That's what happens when you mess with a mule. Now no more poking me, you pesky two-footer!

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

1a. How did Morty behave in the story?
a. He refuses to hike.
b. He stands up for himself.
c. He is sweet and kind.
d. He is brave.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "a little tap with my back left hoof. Kick!"
b. "narrow path on a snow-covered mountain"
c. "that unhappy awakening"
d. "My yelp echoes"

2a. What judgment does Morty have about the human?
a. sleepy
b. happy
c. rude
d. angry

2b. What evidence from the text best supports the answer you chose in 2a?
a. "more as an 'oomph!'"
b. "wise guy" "you pesky two-footer!"
c. "best pack mule"
d. "other humans are laughing"

3. How would most readers feel about being kicked by a mule?
a. They'd feel itchy all over.
b. They'd be excited!
c. They'd laugh so hard.
d. They wouldn't like it.

WRITE: What judgment did you make about Morty the Mule? Use evidence from the text to support your thinking. *Type here:*

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

blue: What happened at night
red: What Morty thought of himself
green: What Morty did to the human

Judging

Name: _____ Date: _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

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Multiple Choice:

Answer the following questions after reading:

1a. How did Morty behave in the story?

ⓐ He refuses to hike.
ⓑ He stands up for himself.
ⓒ He is sweet and kind.
ⓓ He is brave.

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

ⓐ "a little tap with my back left hoof. Kick!"
ⓑ "narrow path on a snow-covered mountain"
ⓒ "that unhappy awakening"
ⓓ "My yelp echoes"

2a. What judgment does Morty have about the human?

ⓐ sleepy
ⓑ happy
ⓒ rude
ⓓ angry

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

ⓐ "more as an 'oomph!'"
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ⓒ "best pack mule"
ⓓ "other humans are laughing"

3. How would most readers feel about being kicked by a mule?

ⓐ They'd feel itchy all over.
ⓑ They'd be excited!
ⓒ They'd laugh so hard.
ⓓ They wouldn't like it.

Write About It: What judgment did you make about Morty the Mule? Use evidence from the text to support your thinking.

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

- blue → What happened at night
- red → What Morty thought of himself
- green → What Morty did to the human

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PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

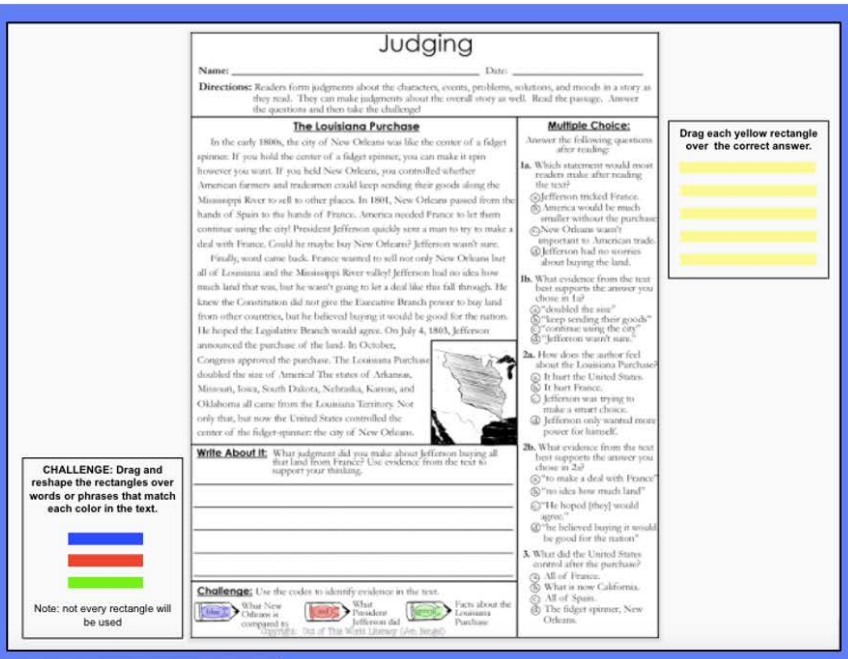
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



Judging

Name: _____ Date: _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

The Louisiana Purchase

In the early 1800s, the city of New Orleans was like the center of a fidget spinner. If you hold the center of a fidget spinner, you can make it spin however you want. If you held New Orleans, you controlled whether American farmers and tradesmen could keep sending their goods along the Mississippi River to sell to other places. In 1801, New Orleans passed from the hands of Spain to the hands of France. America needed France to let them continue using the city! President Jefferson quickly sent a man to try to make a deal with France. Could he maybe buy New Orleans? Jefferson wasn't sure.

Finally, word came back. France wanted to sell not only New Orleans but all of Louisiana and the Mississippi River valley! Jefferson had no idea how much land that was, but he wasn't going to let a deal like this fall through. He knew the Constitution did not give the Executive Branch power to buy land from other countries, but he believed buying it would be good for the nation. He hoped the Legislative Branch would agree. On July 4, 1803, Jefferson announced the purchase of the land. In October, Congress approved the purchase. The Louisiana Purchase doubled the size of America! The states of Arkansas, Missouri, Iowa, South Dakota, Nebraska, Kansas, and Oklahoma all came from the Louisiana Territory. Not only that, but now the United States controlled the center of the fidget-spinner: the city of New Orleans.

Write About It: What judgment did you make about Jefferson buying all that land from France? Use evidence from the text to support your thinking.

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

blue: What New Orleans is compared to | red: What President Jefferson did | green: Facts about the Louisiana Purchase

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Multiple Choice:

Answer the following questions after reading.

1a. Which statement would most readers make after reading the text?
- Jefferson tricked France.
- America would be much smaller without the purchase.
- New Orleans wasn't important to American trade.
- Jefferson had no worries about buying the land.

1b. What evidence from the text best supports the answer you chose in 1a?
- "doubled the size"
- "keep sending their goods"
- "continue using the city"
- "Jefferson wasn't sure."

2a. How does the author feel about the Louisiana Purchase?
- It hurt the United States.
- It hurt France.
- Jefferson was trying to make a smart choice.
- Jefferson only wanted more power for himself.

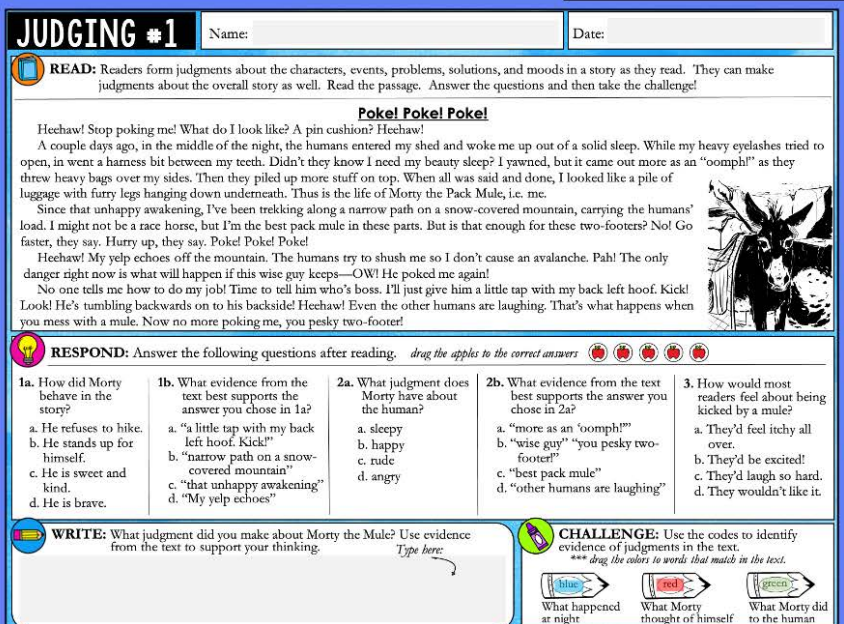
2b. What evidence from the text best supports the answer you chose in 2a?
- "to make a deal with France"
- "no idea how much land"
- "He hoped [they] would agree."
- "he believed buying it would be good for the nation"

3. What did the United States control after the purchase?
- All of France.
- What is now California.
- All of Spain.
- The fidget spinner, New Orleans.

Drag each yellow rectangle over the correct answer.

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

Note: not every rectangle will be used



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- c. rude
- d. angry

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HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

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Poke! Poke! Poke! (Level M)	House Rules (Level P)
Walking on Thin Ice (Level M)	The Louisiana Purchase (Level U)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Poke! Poke! Poke! (Level M)	House Rules (Level P)
Walking on Thin Ice (Level M)	The Louisiana Purchase (Level U)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

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

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Poke! Poke! Poke!	269	Fiction	Judging	550L	M	3.0
House Rules	240	Fiction	Judging	660L	P	3.8
Walking on Thin Ice	274	NF	Judging	560L	M	3.1
The Louisiana Purchase	247	NF	Judging	840L	U	5.5

LEXILE®

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Walking on Thin Ice	274	NF	Judging	560L	M	3.1
The Louisiana Purchase	247	NF	Judging	840L	U	5.5

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Poke! Poke! Poke!	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.	2.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: House Rules	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.	2.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Walking on Thin Ice	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.	2.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 4: The Louisiana Purchase	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.	2.6e Make connections to personal experiences, ideas in other texts, and society.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Poke! Poke! Poke!	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.	3.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: House Rules	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.	3.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Walking on Thin Ice	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.	3.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 4: The Louisiana Purchase	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.	3.6e Make connections to personal experiences, ideas in other texts, and society.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Poke! Poke! Poke!	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.	4.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: House Rules	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.	4.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Walking on Thin Ice	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.	4.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 4: The Louisiana Purchase	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.	4.6e Make connections to personal experiences, ideas in other texts, and society.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Poke! Poke! Poke!	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).	5.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: House Rules	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).	5.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Walking on Thin Ice	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.	5.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 4: The Louisiana Purchase	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.	5.6e Make connections to personal experiences, ideas in other texts, and society.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Poke! Poke! Poke!	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.	6.5e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: House Rules	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.	6.5e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Walking on Thin Ice	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.	6.5e Make connections to personal experiences, ideas in other texts, and society.
Passage 4: The Louisiana Purchase	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.	6.5e Make connections to personal experiences, ideas in other texts, and society.

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JUDGING #1

Name:

Date:

READ: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

Poke! Poke! Poke!

Heehaw! Stop poking me! What do I look like? A p[illegible]cu[illegible]on? Heehaw!

A couple days ago, in the middle of the night, [illegible] entered my shed and woke me up out of a solid sleep. While my heavy eyelashes tried to open, in went a harness bit between my teeth. Didn't they know I need my beauty sleep? I yawned, but it came out more as an "oomph!" as they threw heavy bags over my sides. Then they piled up m[illegible]n top. When all was said and done, I looked like a pile of luggage with furry legs hanging down undern[illegible]s is the life of Morty the Pack Mule, i.e. me.



Since that unhappy awakening, I've been trekking alo[illegible]arrow path on a snow-covered mountain, carrying the humans' load. I might not be a race horse, but I'm the best pa[illegible]ule [illegible]ese parts. But is that enough for these two-footers? No! Go faster, they say. Hurry up, they say. Poke! Poke! Pok[illegible]

Heehaw! My yelp echoes off the mountain. The h[illegible]ans try [illegible] shush me so I don't cause an avalanche. Pah! The only danger right now is what will happen if this wise guy [illegible] poked me again!

No one tells me how to do my job! Time to tell him who's boss. I'll just give him a little tap with my back left hoof. Kick! Look! He's tumbling backwards on to his backside! Heeha[illegible] [illegible]he other humans are laughing. That's what happens when you mess with a mule. Now no more poking me, you p[illegible] two-footer!

RESPOND: Answer the following questions a[illegible].

1a. How did Morty behave in the story?

a. He refuses to hike.
b. He stands up for himself.
c. He is sweet and kind.
d. He is brave.

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

a. "a little tap with my back left hoof. Kick!"
b. "narrow path on a snow-covered mountain"
c. "that unhappy awakening"
d. "My yelp echoes"

2a. What judgment does Mor[illegible]have about [illegible]man?

a. sleepy
c. rud[illegible]
d. angr[illegible]

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

a. "more as an 'oomph!'"
b. "wise guy" "you pesky two-footer!"
c. "best pack mule"
d. "other humans are laughing"

3. How would most readers feel about being kicked by a mule?

a. They'd feel itchy all over.
b. They'd be excited!
c. They'd laugh so hard.
d. They wouldn't like it.

WRITE: What judgment did you make about Morty the M[illegible] evidence from the text to support your thinking.

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

blue — What happened at night

red — What Morty thought of himself

green — What Morty did to the human

Sample

Judging

Name: Answer Key Date: _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

Poke! Poke! Poke!

Heehaw! Stop poking me! What do I look like? A pin cushion? Heehaw!

A couple days ago, in the middle of the night, the humans entered my shed and woke me up out of a solid sleep. While my heavy eyelashes tried to open, in went a harness bit between my teeth. Didn't they know I need my beauty sleep? I yawned, but it came out more as an "oomph!" as they threw heavy bags over my sides. Then they piled up more stuff on top. When all was said and done, I looked like a pile of luggage with furry legs hanging down underneath. Thus is the life of Morty the Pack Mule, i.e. me.

Since that unhappy awakening, I've been trekking along a narrow path on a snow-covered mountain, carrying the humans' load. I might not be a race horse, but I'm the best pack mule in these parts. But is that enough for these two-footers? No! Go faster, they say. Hurry up, they say. Poke! Poke! Poke!

Heehaw! My yelp echoes off the mountain. The humans try to shush me so I don't cause an avalanche. Pah! The only danger right now is what will happen if this wise guy keeps—OW! He poked me again!



No one tells me how to do my job! Time to tell him who's boss. I'll just give him a little tap with my back left hoof. Kick! Look! He's tumbling backwards on to his backside! Heehaw! Even the other humans are laughing. That's what happens when you mess with a mule. Now no more poking me, you pesky two-footer!

Write About It: What judgment did you make about Morty the Mule? Use evidence from the text to support your thinking.

Answer Should Include:

1. A judgment about Morty that makes sense with the story.

2. Evidence from the text that supports the judgment.

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

- blue — What happened at night
- red — What Morty thought of himself
- green — What Morty did to the human

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Multiple Choice:

Answer the following questions after reading:

1a. How did Morty behave in the story?

(a) He refuses to hike.
(b) He stands up for himself.
(c) He is sweet and kind.
(d) He is brave.

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

(a) "a little tap with my back left hoof. Kick!"
(b) "narrow path on a snow-covered mountain"
(c) "that unhappy awakening"
(d) "My yelp echoes"

2a. What judgment does Morty have about the human?

(a) sleepy
(b) happy
(c) rude
(d) angry

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

(a) "more as an 'oomph!'"
(b) "wise guy" "you pesky two-footer!"
(c) "best pack mule"
(d) "other humans are laughing"

3. How would most readers feel about being kicked by a mule?

(a) They'd feel itchy all over.
(b) They'd be excited!
(c) They'd laugh so hard.
(d) They wouldn't like it.

Judging

Name: Answer Key Date: _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

House Rules

Jill, Sam, Abi, and Lou were playing a new game that Sam had got for his birthday. It was a fun, but they kept having questions about the rules. Every few minutes, they had to stop and look at the directions. This last time, after 3 minutes of looking for the rule about a move Jill wanted to make, Sam threw down the directions and said with a grunt,

"It's fine. Go ahead. You can make the move."

"Are you sure?" asked Jill. "Is that what the rules say?"

Sam snorted. "No! I can't find anything in there about whether you can or can't do that move. So let's just say that move is okay. It will be part of our 'house rules,'" he explained. He sounded frustrated.

Jill didn't know what 'house rules' were, but Abi and Lou agreed she could do the move she wanted to. It would give her a lot of points too. So she did it.

Seven minutes later, Lou wanted to make the same kind of move. If he made that move, she would lose half of her points.



"Wait," Jill said. "Can he do that? Shouldn't we look at the directions first?"

"What are you talking about?" Lou yelled. "You got to do the same thing!"

"Yeah," said Abi. "We're playing by house rules now!"

Jill bit her lip. She wished they had just stuck with the directions instead of changing the rules.

Write About It: What judgment did you make about the characters making their own rules? Use evidence from the text to support your thinking.

Answer Should Include:

1. A judgment about characters making their own rules that makes sense in the story.
2. Evidence from the text that supports the judgment.

Challenge: Use the codes to judge what each character thinks in the text.

blue — What Sam thinks

red — What Lou thinks

green — What Jill thinks

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Multiple Choice:

Answer the following questions after reading:

1a. How did Jill's friends behave in the story?

- (a) They wanted Jill to lose.
- (b) They changed the rules whenever it helped them.
- (c) They wanted to use the same "house rules" for everyone.
- (d) They didn't want there to be any rules.

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

- (a) "look at the directions"
- (d) "You got to do the same thing"
- (c) "lose half of her points"
- (d) "Can he do that?"

2a. How does Jill judge playing by the house rules?

- (a) She understood them.
- (b) She loved it!
- (d) She liked it at first, but then she didn't like it.
- (d) She thinks they're cheating.

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

- (d) "She wished they had just stuck with the directions"
- (b) "It would give her a lot of points too."
- (c) "Is that what the rules say?"
- (d) "Are you sure?"

3. How would most readers feel about losing half their points?

- (a) Excited about winning
- (b) Wouldn't care
- (c) Would want to keep playing
- (d) Not happy

Judging

Name: Answer Key **Date:** _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

Walking on Thin Ice

I had never seen a frozen lake before.

It was December in Denver, Colorado. I had never lived in a place where it got so cold! The lake next door had actually frozen! As my friends and I hurried to the lake, a sign greeted us: DANGER KEEP OFF ICE. My friends walked right past it. They stepped off the grassy earth and onto the frozen water. In some places, the ice was slushy, but in other places it seemed solid. Some of the braver ones walked all the way to the middle of the lake. I wrestled within myself. Never in my life had I had the chance to walk on a frozen lake, and I really, really wanted to try it! Maybe the sign wasn't actually a law but more like a warning. The others didn't care about the sign. They probably knew what they were doing.

I carefully put one foot on the ice and looked down. A stick poked out of the frozen water. I put my other foot on the ice. I was doing it! I was standing on water! I took a few steps, then a few more. If the ice broke through, it was still shallow enough to be safe, I thought. After enjoying the new experience for awhile, I went back to the shore.



As I headed home, a policeman passed me. He was going to the lake to get the kids off the dangerous ice. Only a few minutes ago, I had been one of the kids the policeman was after. Even though it had been fun, I felt so guilty for disobeying the sign!

Write About It: What judgment did you make about the author not obeying the sign? Use evidence from the text to support your thinking.

Answer Should Include:

1. A judgment about the author not obeying the sign that makes sense with the text.

2. Evidence from the text that supports the judgment.

Challenge: Use the codes to judge what each character thinks in the text.

- blue: How the narrator feels at the end
- red: What the narrator wrestled with
- green: What the friends think of the warning sign

Multiple Choice:

Answer the following questions after reading:

1a. Which statement would most readers make after reading the text?

- (a) The sign was just a warning.
- (b) The author has good friends!
- (c) The author doesn't care about rules or the law.
- (d) The sign was meant to be obeyed.

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

- (a) "others didn't care"
- (b) "policeman…was going…to get the kids off"
- (c) "really, really wanted to try"
- (d) "I carefully put one foot"

2a. How does the author feel about her time on the lake?

- (a) No regrets!
- (b) Enjoyed it but feels bad
- (c) It was horrible!
- (d) Wants to do it again

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

- (a) "probably knew what they were doing"
- (b) "I was doing it!"
- (c) "Even though it had been fun, I felt so guilty"
- (d) "I went back to shore"

3. How would most readers feel about being caught by the police?

- (a) scared
- (b) excited
- (c) crazy
- (d) funny

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Judging

Name: Answer Key Date: _____

Directions: Readers form judgments about the characters, events, problems, solutions, and moods in a story as they read. They can make judgments about the overall story as well. Read the passage. Answer the questions and then take the challenge!

The Louisiana Purchase

In the early 1800s, the city of New Orleans was like the center of a fidget spinner. If you hold the center of a fidget spinner, you can make it spin however you want. If you held New Orleans, you controlled whether American farmers and tradesmen could keep sending their goods along the Mississippi River to sell to other places. In 1801, New Orleans passed from the hands of Spain to the hands of France. America needed France to let them continue using the city! President Jefferson quickly sent a man to try to make a deal with France. Could he maybe buy New Orleans? Jefferson wasn't sure.

Finally, word came back. France wanted to sell not only New Orleans but all of Louisiana and the Mississippi River valley! Jefferson had no idea how much land that was, but he wasn't going to let a deal like this fall through. He knew the Constitution did not give the Executive Branch power to buy land from other countries, but he believed buying it would be good for the nation. He hoped the Legislative Branch would agree. On July 4, 1803, Jefferson announced the purchase of the land. In October, Congress approved the purchase. The Louisiana Purchase doubled the size of America! The states of Arkansas, Missouri, Iowa, South Dakota, Nebraska, Kansas, and Oklahoma all came from the Louisiana Territory. Not only that, but now the United States controlled the center of the fidget spinner: the city of New Orleans.



Write About It: What judgment did you make about Jefferson buying all that land from France? Use evidence from the text to support your thinking.

Answer Should Include:

1. A judgment about buying the land that makes sense with the text.

2. Evidence from the text that supports the judgment.

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

- blue — What New Orleans is compared to
- red — What President Jefferson did
- green — Facts about the Louisiana Purchase

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Multiple Choice:

Answer the following questions after reading:

1a. Which statement would most readers make after reading the text?

(a) Jefferson tricked France.
(b) America would be much smaller without the purchase
(c) New Orleans wasn't important to American trade.
(d) Jefferson had no worries about buying the land.

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

(a) "doubled the size"
(b) "keep sending their goods"
(c) "continue using the city"
(d) "Jefferson wasn't sure."

2a. How does the author feel about the Louisiana Purchase?

(a) It hurt the United States.
(b) It hurt France.
(c) Jefferson was trying to make a smart choice.
(d) Jefferson only wanted more power for himself.

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

(a) "to make a deal with France"
(b) "no idea how much land"
(c) "He hoped [they] would agree."
(d) "he believed buying it would be good for the nation"

3. What did the United States control after the purchase?

(a) All of France.
(b) What is now California.
(c) All of Spain.
(d) The fidget spinner, New Orleans.