Comprehension Passages

Out of this World LITERACY

LEXILE

Making Connections

2 DIGITAL FORMATS!

MAKING CONNECTIONS #1 | Name: | Date:

READ: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

The Trash Test

Oscar and Maurice couldn't wait for the weekend. They had made plans long before the weekend even appeared to have a "Bro Down" and play video games and eat junk food all weekend. Maurice just had to make it through Mr. Mitako's math test on fractions and they would be home free.

The two could not have been more excited. They had it planned for weeks. Maurice was going to go home with Oscar, they were going to immediately change into their play clothes, and then park themselves in front of the TV to play the latest battle video game. This was going to be a great weekend!

Maurice finished his test. He knew had made a good grade. Mr. Mitako just had to grade it and hand it back. The wait began.

How much longer was it going to take? Finally, Mr. Mitako was done. He started handing back the quizzes. He got to Maurice and paused. "You finished in a record amount of time. How do you think you did?"

Maurice hesitated. "Ummm, I think good."

Mr. Mitako handed him his test. Maurice was shocked. How did he make only a 64?! Maurice knew there was no way he would be able to go to Oscar's house for the bro down. He had to do something.

Without thinking, Maurice took his test, wadded it up and threw it in the trash. There was no way that he would miss the bro down now!



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

1a. Which description below is the best description for Maurice?
- a. excited
- b. joyful
- c. tired
- d. triumphant

1b. What evidence from the passage best supports your answer to 1a?
- a. "How much longer was the quiz going to take?"
- b. "Maurice finished his test."
- c. "…couldn't wait for the weekend."
- d. "He got to Maurice and paused."

2a. How are Maurice and Oscar the same?
- a. They are in the same family
- b. They like to eat junk food
- c. They are both funny
- d. They like video games

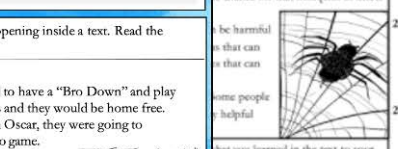
2b. What evidence from the passage best supports your answer to 2a?
- a. "Maurice took his test"
- b. "They had it planned for weeks?"
- c. "Threw it in the trash can"
- d. "play the latest battle video game"

3. How are Oscar and Maurice different?
- a. Oscar likes music
- b. Maurice took a test and Oscar didn't.
- c. Maurice is older
- d. Oscar doesn't like school

WRITE: What personal connections can you make with this story? Use evidence from the text to support your answer. *Type here:*

CHALLENGE: Use the code to identify parts of the the text to make connections.
**** drag the colors to words that match in the text.*

blue — Setting | red — Problem | green — Solution



Making Connections

Name: _____ Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

Spiders

Spiders help us. Many people don't realize that spiders are very helpful creatures. There are many things that spiders do to help humans.

First, spiders control insect populations. Spiders eat insects such as moths, beetles, and mosquitos. Too many insects would be harmful to an ecosystem. Insects can eat plants that play an important role within an ecosystem. If there are too many insects, plant life could decrease and that would be harmful to the animals that rely on them for food. Spiders eat insects and keep their population in check so that they don't over populate and ruin the plants!

Spiders can actually help prevent the spread of diseases. Some insects carry diseases that can be harmful to humans. Mosquitoes are an example of an insect that is harmful to humans.

Multiple Choice:

Answer the following questions after reading:

1a. What is the main topic from this text?
- a. Spiders are scary
- b. Spiders are poisonous
- c. Spiders are helpful
- d. Spiders are small

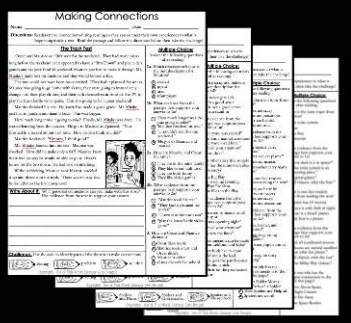
1b. What evidence from the passage best supports your answer to 1a?
- a. "Some insects carry diseases"
- b. "Insects can eat plants."
- c. "Spiders eat insects."
- d. "Cockroaches carry many germs."

2a. What is one fact readers learn from reading the text?
- a. Spiders are harmful.
- b. Spiders eat insects.
- c. Spiders are scary.
- d. Spiders are poisonous.

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

Drag each yellow rectangle over the correct answer.

4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on making connections.
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 making connections.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on making connections.
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!

The Trash Test
(Level M)

The Stand-In
(Level L)

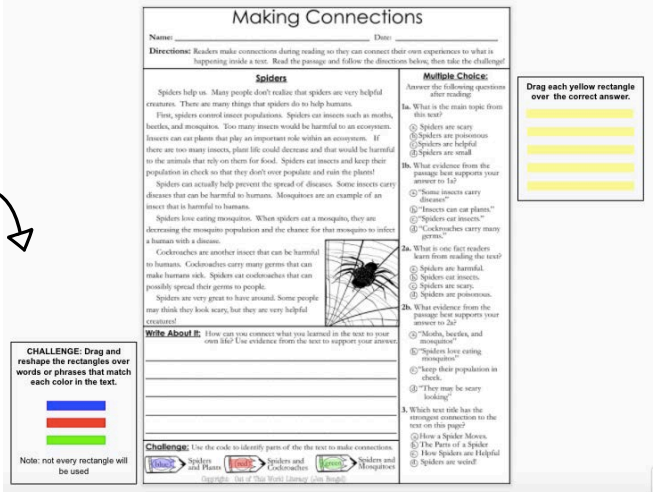
Spiders
(Level U)

Our Solar System
(Level U)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Trash Test
(Level M)

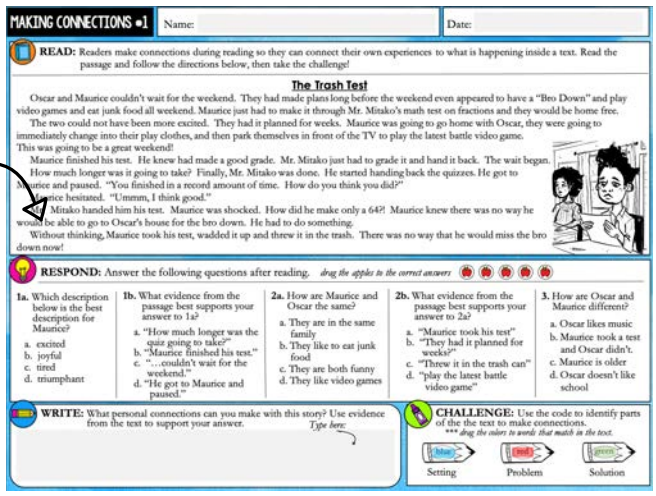
The Stand-In
(Level L)

Spiders
(Level U)

Our Solar System
(Level U)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



MAKING CONNECTIONS •1 Name: Date:

READ: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

The Trash Test

Oscar and Maurice couldn't wait for the weekend. They had made plans long before the weekend even appeared to have a "Bro Down" and play video games and eat junk food all weekend. Maurice just had to make it through Mr. Mitako's math test on fractions and they would be home free. The two could not have been more excited. They had it planned for weeks. Maurice was going to go home with Oscar, they were going to immediately change into their play clothes, and then park themselves in front of the TV to play the latest battle video game. This was going to be a great weekend!

Maurice finished his test. He knew had made a good grade. Mr. Mitako just had to grade it and hand it back. The wait began. How much longer was it going to take? Finally, Mr. Mitako was done. He started handing back the quizzes. He got to Maurice and paused. "You finished in a record amount of time. How do you think you did?"

Maurice hesitated. "Ummm, I think good."

Mr. Mitako handed him his test. Maurice was shocked. How did he make only a 64?! Maurice knew there was no way he would be able to go to Oscar's house for the bro down. He had to do something.

Without thinking, Maurice took his test, wadded it up and threw it in the trash. There was no way that he would miss the bro down now!

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

1a. Which description below is the best description for Maurice?
a. excited
b. joyful
c. tired
d. triumphant

1b. What evidence from the passage best supports your answer to 1a?
a. "How much longer was the quiz going to take?"
b. "Maurice finished his test."
c. "…couldn't wait for the weekend."
d. "He got to Maurice and paused."

2a. How are Maurice and Oscar the same?
a. They are in the same family
b. They like to eat junk food
c. They are both funny
d. They like video games

2b. What evidence from the passage best supports your answer to 2a?
a. "Maurice took his test"
b. "They had it planned for weeks!"
c. "Threw it in the trash can"
d. "play the latest battle video game"

3. How are Oscar and Maurice different?
a. Oscar likes music
b. Maurice took a test and Oscar didn't.
c. Maurice is older
d. Oscar doesn't like school

WRITE: What personal connections can you make with this story? Use evidence from the text to support your answer. *Type here:*

CHALLENGE: Use the code to identify parts of the the text to make connections. **** drag the colors to words that match in the text.*

blue — Setting
[illegible] — Problem
green — Solution

Making Connections

Name: _____ Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

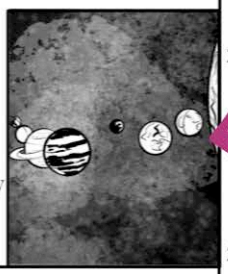
Our Solar System

Have you ever imagined just what space is like? What do the planets actually look like? Actually how dark is it in space? How far does space go? There are so many questions that have yet to be answered!

Our solar system is an amazing place. There are stars, planets, dwarf planets, and many other interesting and remarkable objects! Our Sun, a star, and the eight planets, along with dwarf planets, asteroids, and comets all make up our solar system.

All objects in the solar system orbit the Sun. Each planet takes a different amount of time to orbit the Sun. The planets closer to to the Sun orbit faster than those farther away from the Sun. It takes Mercury only 188 days to orbit the Sun, while it takes Neptune 165 years to make the same orbit!

Our solar system is located within the Milky Way Galaxy. The Milky Way is a spiral galaxy that has four arms and our solar system is located in one of the four arms. It is amazing to know that beyond our solar system, there are more planets than there are stars in the night sky!



Our solar system has 181 moons. Moons are natural satellites that orbit a planet. Jupiter has the moons with 63 confirmed moons, while Earth has only one. Our solar system is an amazing place with so much mystery!

Write About It: How can you connect what you learned in the text to your own life? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

Challenge: Use the code to identify parts of the the text to make connections.

- blue → What makes up our solar system
- red → Orbiting the Sun
- green → Facts about moons

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What is the main topic from this text?

ⓐ Our solar system
ⓑ Stars
ⓒ The Sun
ⓓ Asteroids

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

ⓐ "How dark is it in space?"
ⓑ "Our solar system is an amazing place."
ⓒ "a spiral galaxy"
ⓓ "All objects orbit the Sun."

2a. What is one fact readers learn from reading the text?

ⓐ Jupiter has 63 moons.
ⓑ Space is only dark at night.
ⓒ Pluto is a dwarf planet.
ⓓ The Sun is a planet.

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

ⓐ With 63 confirmed moons
ⓑ "Moons are natural satellites that orbit the planet."
ⓒ "All objects orbit the sun"
ⓓ "The Milky Way Galaxy".

3. Which text title has the strongest connection to the text on this page?

ⓐ Facts About Space.
ⓑ A Sight Unseen
ⓒ Far Far Away
ⓓ The Space Rocket

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

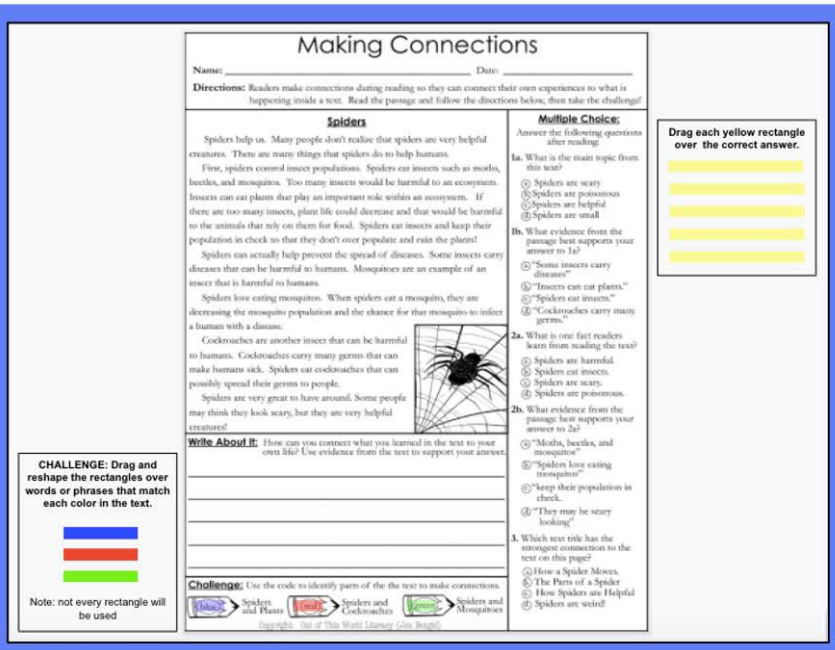
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



Making Connections

Name: _____ Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

Spiders

Spiders help us. Many people don't realize that spiders are very helpful creatures. There are many things that spiders do to help humans.

First, spiders control insect populations. Spiders eat insects such as moths, beetles, and mosquitos. Too many insects would be harmful to an ecosystem. Insects can eat plants that play an important role within an ecosystem. If there are too many insects, plant life could decrease and that would be harmful to the animals that rely on them for food. Spiders eat insects and keep their population in check so that they don't over populate and ruin the plants!

Spiders can actually help prevent the spread of diseases. Some insects carry diseases that can be harmful to humans. Mosquitoes are an example of an insect that is harmful to humans.

Spiders love eating mosquitos. When spiders eat a mosquito, they are decreasing the mosquito population and the chance for that mosquito to infect a human with a disease.

Cockroaches are another insect that can be harmful to humans. Cockroaches carry many germs that can make humans sick. Spiders eat cockroaches that can possibly spread their germs to people.

Spiders are very great to have around. Some people may think they look scary, but they are very helpful creatures!

Write About It: How can you connect what you learned in the text to your own life? Use evidence from the text to support your answer.

Challenge: Use the code to identify parts of the the text to make connections.

blue: Spiders and Plants | red: Spiders and Cockroaches | green: Spiders and Mosquitoes

Copyright - Out of This World Literacy (Gen Burgh)

Multiple Choice:

Answer the following questions after reading.

1a. What is the main topic from this text?
- (a) Spiders are scary
- (b) Spiders are poisonous
- (c) Spiders are helpful
- (d) Spiders are small

1b. What evidence from the passage best supports your answer to 1a?
- (a) "Some insects carry diseases"
- (b) "Insects can eat plants."
- (c) "Spiders eat insects."
- (d) "Cockroaches carry many germs."

2a. What is one fact readers learn from reading the text?
- (a) Spiders are harmful.
- (b) Spiders eat insects.
- (c) Spiders are scary.
- (d) Spiders are poisonous.

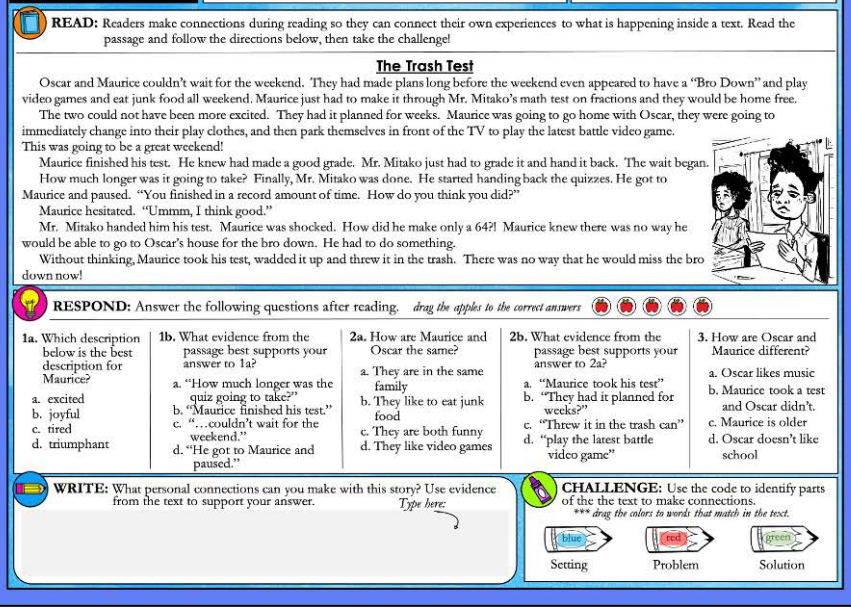
2b. What evidence from the passage best supports your answer to 2a?
- (a) "Moths, beetles, and mosquitos"
- (b) "Spiders love eating mosquitos"
- (c) "keep their population in check."
- (d) "They may be scary looking"

3. Which text title has the strongest connection to the text on this page?
- (a) How a Spider Moves.
- (b) The Parts of a Spider
- (c) How Spiders are Helpful
- (d) Spiders are weird!

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.



MAKING CONNECTIONS #1 | Name: | Date:

READ: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

The Trash Test

Oscar and Maurice couldn't wait for the weekend. They had made plans long before the weekend even appeared to have a "Bro Down" and play video games and eat junk food all weekend. Maurice just had to make it through Mr. Mitako's math test on fractions and they would be home free.

The two could not have been more excited. They had it planned for weeks. Maurice was going to go home with Oscar, they were going to immediately change into their play clothes, and then park themselves in front of the TV to play the latest battle video game. This was going to be a great weekend!

Maurice finished his test. He knew had made a good grade. Mr. Mitako just had to grade it and hand it back. The wait began.

How much longer was it going to take? Finally, Mr. Mitako was done. He started handing back the quizzes. He got to Maurice and paused. "You finished in a record amount of time. How do you think you did?"

Maurice hesitated. "Ummm, I think good."

Mr. Mitako handed him his test. Maurice was shocked. How did he make only a 64?! Maurice knew there was no way he would be able to go to Oscar's house for the bro down. He had to do something.

Without thinking, Maurice took his test, wadded it up and threw it in the trash. There was no way that he would miss the bro down now!

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

1a. Which description below is the best description for Maurice?
a. excited
b. joyful
c. tired
d. triumphant

1b. What evidence from the passage best supports your answer to 1a?
a. "How much longer was the quiz going to take?"
b. "Maurice finished his test."
c. "…couldn't wait for the weekend."
d. "He got to Maurice and paused."

2a. How are Maurice and Oscar the same?
a. They are in the same family
b. They like to eat junk food
c. They are both funny
d. They like video games

2b. What evidence from the passage best supports your answer to 2a?
a. "Maurice took his test"
b. "They had it planned for weeks?"
c. "Threw it in the trash can"
d. "play the latest battle video game"

3. How are Oscar and Maurice different?
a. Oscar likes music
b. Maurice took a test and Oscar didn't.
c. Maurice is older
d. Oscar doesn't like school

WRITE: What personal connections can you make with this story? Use evidence from the text to support your answer. *Type here:*

CHALLENGE: Use the code to identify parts of the the text to make connections.
**** drag the colors to words that match in the text.*

blue: Setting | red: Problem | green: Solution

HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Trash Test (Level M)	**The Stand-In** (Level L)
Spiders (Level U)	**Our Solar System** (Level U)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

The Trash Test (Level M)	**The Stand-In** (Level L)
Spiders (Level U)	**Our Solar System** (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
The Trash Test	245	Fiction	Making Connections	580L	M	3.2
The Stand-In	232	Fiction	Making Connections	510L	L	2.8
Spiders	210	NF	Making Connections	820L	U	5.2
Our Solar System	230	NF	Making Connections	820L	U	5.2

LEXILE®

Copyright: Out of This World Literacy (Jen Bengel)

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
The Trash Test	245	Fiction	Making Connections	580L	M	3.2
The Stand-In	232	Fiction	Making Connections	510L	L	2.8
Spiders	210	NF	Making Connections	820L	U	5.2
Our Solar System	230	NF	Making Connections	820L	U	5.2

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: The Trash Test	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: The Stand-In	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: Spiders	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: Our Solar System	CCCCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6e Make connections to personal experiences, ideas in other texts, and society.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: The Trash Test	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: The Stand-In	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: Spiders	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: Our Solar System	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.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: The Trash Test	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: The Stand-In	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: Spiders	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: Our Solar System	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: The Trash Test	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 2: The Stand-In	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6e Make connections to personal experiences, ideas in other texts, and society.
Passage 3: Spiders	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: Our Solar System	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.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: The Trash Test	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: The Stand-In	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: Spiders	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: Our Solar System	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.

Copyright: Out of This World Literacy (Jen Bengel)

MAKING CONNECTIONS #1

Name:

Date:

READ: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions bel… then take the challenge!

The Trash Test

Oscar and Maurice couldn't wait for the week… They h… made plans long before the weekend even appeared to have a "Bro Down" and play video games and eat junk food all weekend. Maurice… to make it through Mr. Mitako's math test on fractions and they would be home free.

The two could not have been more excited. They had it planned for weeks. Maurice was going to go home with Oscar, they were going to immediately change into their play clothes, and then… themselves in front of the TV to play the latest battle video game. This was going to be a great weekend!



Maurice finished his test. He knew had made a good… Mr. Mitako just had to grade it and hand it back. The wait began.

How much longer was it going to take? Finally, M… is done. He started handing back the quizzes. He got to Maurice and paused. "You finished in a record amo… of time. …ow do you think you did?"

Maurice hesitated. "Ummm, I think good."

Mr. Mitako handed him his test. Maurice was sho… make only a 64?! Maurice knew there was no way he would be able to go to Oscar's house for the bro down. He had to do something.

Without thinking, Maurice took his test, wadded it up … in the trash. There was no way that he would miss the bro down now!

RESPOND: Answer the following questions a… .

1a. Which description below is the best description for Maurice?

a. excited
b. joyful
c. tired
d. triumphant

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

a. "How much longer was the quiz going to take?"
b. "Maurice finished his test."
c. "…couldn't wait for the weekend."
d. "He got to Maurice and paused."

2a. How are Maurice and O… the same?

a. They are in the same fami…
b. …ike to eat junk foo…
c. They… both funny
d. Th… ke video games

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

a. "Maurice took his test"
b. "They had it planned for weeks?"
c. "Threw it in the trash can"
d. "play the latest battle video game"

3. How are Oscar and Maurice different?

a. Oscar likes music
b. Maurice took a test and Oscar didn't.
c. Maurice is older
d. Oscar doesn't like school

WRITE: What personal connections can you make with th… Use evidence from the text to support your answer.

CHALLENGE: Use the code to identify parts of the the text to make connections.

blue — Setting

red — Problem

green — Solution

Sample

Making Connections

Name: Answer Key Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

The Trash Test

Oscar and Maurice couldn't wait for the weekend. They had made plans long before the weekend even appeared to have a "Bro Down" and play video games and eat junk food all weekend. Maurice just had to make it through Mr. Mitako's math test on fractions and they would be home free.

The two could not have been more excited. They had it planned for weeks. Maurice was going to go home with Oscar, they were going to immediately change into their play clothes, and then park themselves in front of the TV to play the latest battle video game. This was going to be a great weekend!

Maurice finished his test. He knew had made a good grade. Mr. Mitako just had to grade it and hand it back. The wait began.

How much longer was it going to take? Finally, Mr. Mitako was done. He started handing back the quizzes. He got to Maurice and paused. "You finished in a record amount of time. How do you think you did?"

Maurice hesitated. "Ummm, I think good."

Mr. Mitako handed him his test. Maurice was shocked. How did he make only a 64?! Maurice knew there was no way he would be able to go to Oscar's house for the bro down. He had to do something.



Without thinking, Maurice took his test, wadded it up and threw it in the trash. There was no way that he would miss the bro down now.

Write About It: What personal connections can you make with this story? Use evidence from the text to support your answer.

Answer Should Include:

1. Apart from the text.
2. How it's connected to reader's life.

Challenge: Use the code to identify parts of the the text to make connections.

blue Setting red problem green solution

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. Which description below is the best description for Maurice?

- (a) excited
- (b) joyful
- (c) tired
- (d) triumphant

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

- (a) "How much longer was the quiz going to take?"
- (b) "Maurice finished his test."
- (c) "...couldn't wait for the weekend."
- (d) "He got to Maurice and paused."

2a. How are Maurice and Oscar the same?

- (a) They are in the same family
- (b) They like to eat junk food
- (c) They are both funny
- (d) They like video games

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

- (a) "Maurice took his test"
- (b) "They had it planned for weeks?"
- (c) "Threw it in the trash can"
- (d) "play the latest battle video game"

3. How are Oscar and Maurice different?

- (a) Oscar likes music
- (b) Maurice took a test and Oscar didn't.
- (c) Maurice is older
- (d) Oscar doesn't like school

Making Connections

Name: Answer Key Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

The Stand-In

The play was the biggest production at New Lake Elementary School. Everyone was excited to have a part in the play. From production to being on the stage, everyone enjoyed a part in the production of *A Christmas Carol*.

Production began early. The stage setup was immaculate. Every prop and scene was hand painted and made with such detail. The students worked on their lines. This was going to be an amazing performance.

LeMond got the part of Scrooge. Everyone told LeMond that there was no one better to play the part. LeMond had gotten the lead in most of the plays. He was a natural actor and everyone loved him.

It was opening night. The students had worked so hard and practiced for so long. Everyone was in their places. Everyone except LeMond. Where was LeMond? Why was he not at dress rehearsal?

"Boys and Girls. I need your attention," Ms. McNeely shared. "LeMond has the flu and won't be able to attend the performance this evening. We need someone to fill his spot, or I am afraid we are going to have to cancel this performance."



The students didn't move. They weren't sure what do to. No one knew the lines like LeMond.

"I can do it," Lyle said shyly. "I have watched the practice every night behind the curtain. I know the lines. I can do it for sure."

Write About It: What personal connections can you make with this story? Use evidence from the text to support your answer.

Answer Should Include:

1. Apart from the text.
2. How it's connected to reader's life.

Challenge: Use the code to identify parts of the the text to make connections.

blue Setting red problem green solution

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. Which description below is the best description for LeMond?

(a) He never gets sick
(b) He is a good actor
(c) He is not a good actor
(d) He is a stand-in

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

(a) "Everyone was excited"
(b) "He was a natural actor and everyone loved him."
(c) "I need your attention"
(d) "I can do it"

2a. What other story title sounds like it has the same main idea as this story?

(a) The Big Play.
(b) An Exciting Evening
(c) A Play Problem.
(d) The Kids in the Play.

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

(a) "We need someone to fill his spot.
(b) "It was opening night"
(c) "I need your attention"
(d) "I know the lines"

3. What connection can be made between LeMond and Kyle?

(a) They both like to draw
(b) LeMond is the lead.
(c) Kyle gets the part because LeMond is sick.
(d) Kyle is on the production team

Making Connections

Name: Answer Key Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

Spiders

Spiders help us. Many people don't realize that spiders are very helpful creatures. There are many things that spiders do to help humans.

First, spiders control insect populations. Spiders eat insects such as moths, beetles, and mosquitos. Too many insects would be harmful to an ecosystem. Insects can eat plants that play an important role within an ecosystem. If there are too many insects, plant life could decrease and that would be harmful to the animals that rely on them for food. Spiders eat insects and keep their population in check so that they don't over populate and ruin the plants!

Spiders can actually help prevent the spread of diseases. Some insects carry diseases that can be harmful to humans. Mosquitoes are an example of an insect that is harmful to humans.

Spiders love eating mosquitos. When spiders eat a mosquito, they are decreasing the mosquito population and the chance for that mosquito to infect a human with a disease.

Cockroaches are another insect that can be harmful to humans. Cockroaches carry many germs that can make humans sick. Spiders eat cockroaches that can possibly spread their germs to people.



Spiders are very great to have around. Some people may think they look scary, but they are very helpful creatures!

Write About It: How can you connect what you learned in the text to your own life? Use evidence from the text to support your answer.

Answer Should Include:

1. Apart from the text.

2. How it's connected to reader's life.

Challenge: Use the code to identify parts of the the text to make connections.

- blue — Spiders and Plants
- red — Spiders and Cockroaches
- green — Spiders and Mosquitoes

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What is the main topic from this text?

(a.) Spiders are scary
(b.) Spiders are poisonous
(c.) Spiders are helpful
(d.) Spiders are small

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

(a.) "Some insects carry diseases"
(b.) "Insects can eat plants."
(c.) "Spiders eat insects."
(d.) "Cockroaches carry many germs."

2a. What is one fact readers learn from reading the text?

(a.) Spiders are harmful.
(b.) Spiders eat insects.
(c.) Spiders are scary.
(d.) Spiders are poisonous.

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

(a.) "Moths, beetles, and mosquitos"
(b.) "Spiders love eating mosquitos"
(c.) "keep their population in check.
(d.) "They may be scary looking"

3. Which text title has the strongest connection to the text on this page?

(a.) How a Spider Moves.
(b.) The Parts of a Spider
(c.) How Spiders are Helpful
(d.) Spiders are weird!

Making Connections

Name: Answer Key Date: _____

Directions: Readers make connections during reading so they can connect their own experiences to what is happening inside a text. Read the passage and follow the directions below, then take the challenge!

Our Solar System

Have you ever imagined just what space is like? What do the planets actually look like? Actually how dark is it in space? How far does space go? There are so many questions that have yet to be answered!

Our solar system is an amazing place. There are stars, planets, dwarf planets, and many other interesting and remarkable objects! Our Sun, a star, and the eight planets, along with dwarf planets, asteroids, and comets all make up our solar system.

All objects in the solar system orbit the Sun. Each planet takes a different amount of time to orbit the Sun. The planets closer to to the Sun orbit faster than those farther away from the Sun. It takes Mercury only 188 days to orbit the Sun, while it takes Neptune 165 years to make the same orbit!

Our solar system is located within the Milky Way Galaxy. The Milky Way is a spiral galaxy that has four arms and our solar system is located in one of the four arms. It is amazing to know that beyond our solar system, there are more planets than there are stars in the night sky!



Our solar system has 181 moons. Moons are natural satellites that orbit a planet. Jupiter has the most with 63 confirmed moons, while Earth has only one. Our solar system is an amazing place with so much mystery!

Write About It: How can you connect what you learned in the text to your own life? Use evidence from the text to support your answer.

Answer Should Include:

1. A part from the text.
2. How it's connected to reader's life

Challenge: Use the code to identify parts of the the text to make connections.

blue — What makes up our solar system

red — Orbiting the Sun

green — Facts about moons

Copyright: Out of This World Literacy (Jen Bengel)

Multiple Choice:

Answer the following questions after reading:

1a. What is the main topic from this text?

- (a) Our solar system
- (b) Stars
- (c) The Sun
- (d) Asteroids

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

- (a) "How dark is it in space?"
- (b) "Our solar system is an amazing place."
- (c) "a spiral galaxy"
- (d) "All objects orbit the Sun."

2a. What is one fact readers learn from reading the text?

- (a) Jupiter has 63 moons.
- (b) Space is only dark at night.
- (c) Pluto is a dwarf planet.
- (d) The Sun is a planet.

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

- (a) With 63 confirmed moons
- (b) "Moons are natural satellites that orbit the planet."
- (c) "All objects orbit the sun"
- (d) "The Milky Way Galaxy".

3. Which text title has the strongest connection to the text on this page?

- (a) Facts About Space.
- (b) A Sight Unseen
- (c) Far Far Away
- (d) The Space Rocket