Comprehension Passages

Out of this World LITERACY

LEXILE

Visualizing

2 DIGITAL FORMATS!

VISUALIZING #1 Name: Date:

READ: To visualize means to form an image or picture in your mind. Readers often picture what they are reading. It helps them to remember the information, make connections, and form opinions as they read. Read the passage. Answer the questions and then take the challenge!

Snow Day

Lizzie and her sister Mae ran down into the kitchen one morning and pressed their faces against the cool glass window. When they looked outside it looked like a popcorn machine had exploded. There were little soft hills of white everywhere.

Lizzie looked at her sister and at the same time they shouted, "Snow day!" Just then their mother came inside covered in wet snow. She saw how happy her daughters were. The girls began talking at the same time and asked their mother if they had to go to school. Mom smiled and told them the schools were closed today. That was all the girls needed to hear and they ran upstairs.

The girls began putting on layers and layers of clothes ending with snow pants, jackets, scarves, hats and mittens. They ran outside and dove into the snow as if it was a swimming pool. The girls were giggling and having fun when their friend Simon stopped over with his sled. The girls and Simon decided they needed to find the steepest hill they could to sled down.

They made their way over to the park. They looked around and saw the hill, which seemed to glow like an angel's halo. They climbed to the top and all got on the sled. "Hold on tight!" Simon shouted. Down, down they went. It was magical and the wind was whooshing all around them. When they got to the bottom they fell off laughing. It was the best snow day ever!



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

1a. Which character is a good friend?
a. Mae
b. Lizzie
c. Mom
d. Simon

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Mom said no school."
b. "Simon and the girls decided to find a hill they could sled down."
c. "Down down they went."
d. "It was magical."

2a. Which description best describes the girls getting excited?
a. They ran inside.
b. They looked out the window.
c. They went to the park.
d. They had to go to school.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "The girls took a nap."
b. "They pressed their noses against the glass window."
c. "The girls ran outside and dove into the snow."
d. "Mom came inside."

3. What is another word for visualize?
a. Hear
b. See
c. Retell
d. Summarize

WRITE: Describe what you imagine the hill looks like. Use evidence from the text to help explain what you visualize. *Type here:*

CHALLENGE: Use the codes to identify evidence that helps you visualize.
**** drag the colors to words that match in the text.*

blue — What the girls wore
red — How the hill was described
green — Description of outside

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

Snow Day
(Level L)

The Journey
(Level O)

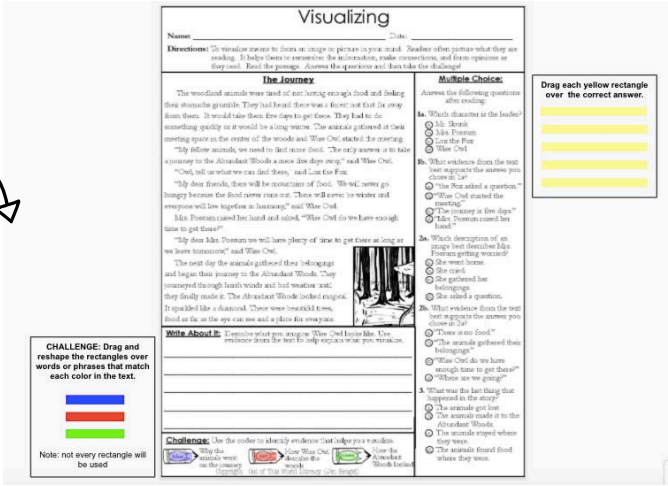
Sacagawea
(Level U)

Tsunami
(Level S)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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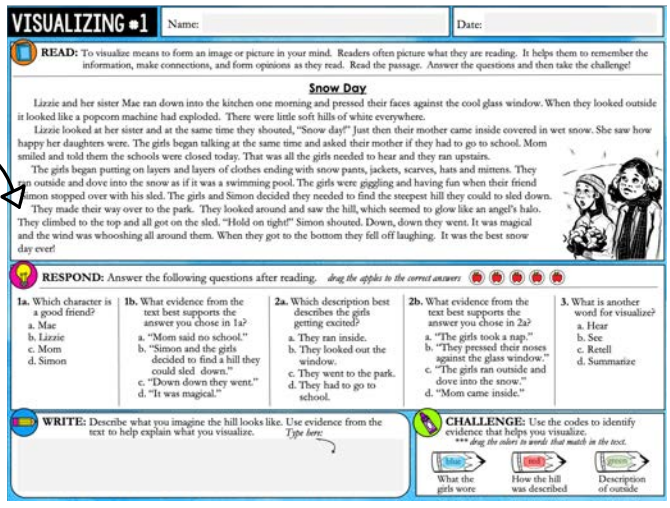
ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



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What the girls wore | How the hill was described | Description of outside

Visualizing

Name: _____ Date: _____

Directions: To visualize means to form an image or picture in your mind. Readers often picture what they are reading. It helps them to remember the information, make connections, and form opinions as they read. Read the passage. Answer the questions and then take the challenge!

Sacagawea

Sacagawea was a young woman and a Shoshone Native American. She grew up near the Rocky Mountains. She went on a journey that would become historical. Sacagawea was very knowledgeable and spoke different languages. Because of her knowledge of the land and language, she was asked to be part of an expedition with Lewis and Clark, who were two explorers. Lewis and Clark were hired by President Thomas Jefferson. They would be journeying from the northern plains through the Rocky Mountains, to the Pacific Ocean and back. Their mission was to create a map of what they explored. Sacagawea would help them explore and translate the map.

Sacagawea was able to help Lewis and Clark purchase much needed horses from the Shoshone people. She also was able to help identify roots, berries, and plants that were either edible or used as medicine. She helped guide the explorers and their crew through treacherous terrain, new trails and flowing rivers. The journey was not an easy one. Without Sacagawea, Lewis and Clark would not have discovered as much as they did. The group had survived illnesses, flash floods, cold and hot temperatures, food shortages and mosquito swarms.

Sacagawea was very brave. She was a very important part of the Lewis and Clark expedition. The journey was successful because of her bravery. Everyone made it back to the northern plains with new knowledge of the land.



Write About It: What image is in your mind when you think of Sacagawea? Use evidence from the text to help explain what you visualize.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence that helps you visualize.

- blue → How Sacagawea helped
- red → Who hired Lewis and Clark
- green → What the group survived

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Multiple Choice:

Answer the following questions after reading:

1a. Where did Sacagawea live?

(a) By the Atlantic Ocean.
(b) Near a river
(c) By the Pacific Ocean.
(d) Near the Rocky Mountains.

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

(a) "She grew up near the Rocky Mountains."
(b) "Sacagawea was able to help."
(c) "She went on a journey."
(d) "Sacagawea was very knowledgeable"

2a. Which description best describes the expedition?

(a) Fast and smooth.
(b) Guided by horses.
(c) Complicated and rough.
(d) All flat and grassy lands.

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

(a) "navigated them through treacherous terrain, new trails and flowing rivers"
(b) "She got them horses."
(c) "She could tell which plants could be eaten."
(d) "She was a translator."

3. Which image best shows the main idea of the text?

(a) Sacagawea got horses for the team
(b) Sacagawea was a translator
(c) Sacagawea grew up by the Rocky Mountains
(d) Sacagawea was familiar with the area they were exploring

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

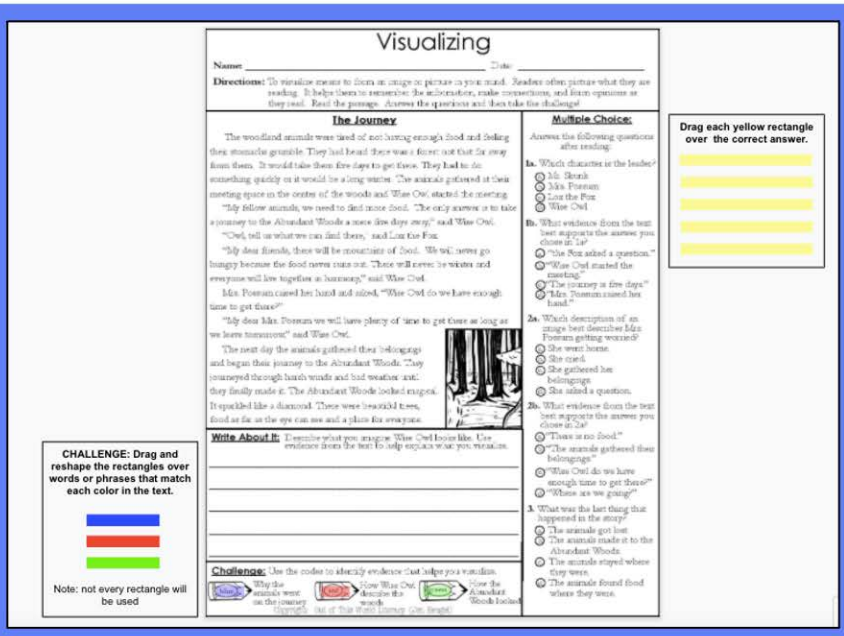
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

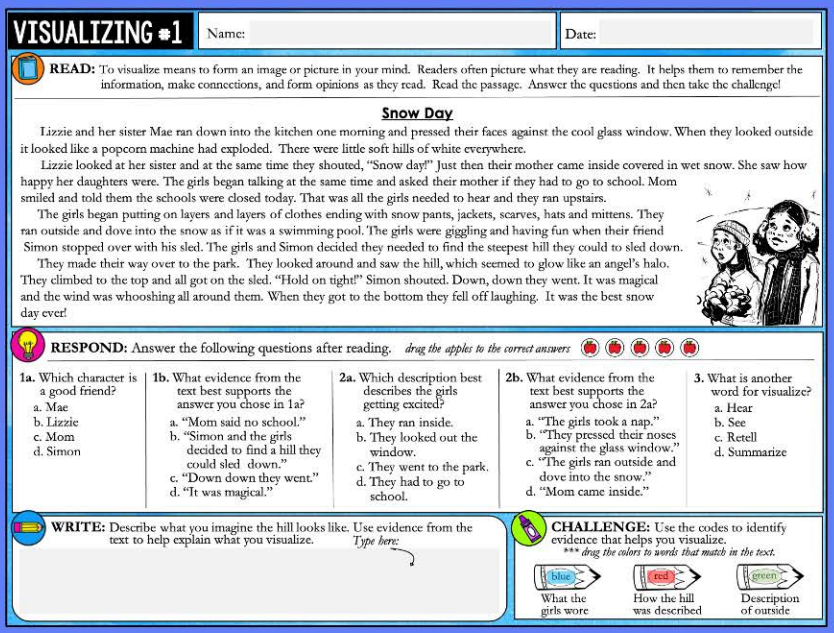
IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



HORIZONTAL VERSION



GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!

Snow Day (Level L)	**The Journey** (Level O)
Sacagawea (Level U)	**Tsunami** (Level S)

ANSWER KEYS

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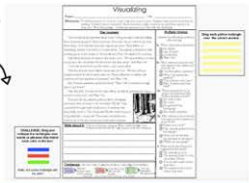

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Sacagawea (Level U)	**Tsunami** (Level S)

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
Snow Day	251	Fiction	Visualizing	500L	L	2.7
The Journey	240	Fiction	Visualizing	630L	O	3.5
Sacagawea	233	NF	Visualizing	820L	U	5.2
Tsunami	244	NF	Visualizing	790L	S	4.8

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Snow Day	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.	2.6d Create mental images to deepen understanding.
Passage 2: The Journey	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.	2.6d Create mental images to deepen understanding.
Passage 3: Sacagawea	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.	2.6d Create mental images to deepen understanding.
Passage 4: Tsunami	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.	2.6d Create mental images to deepen understanding.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Snow Day	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.	3.6d Create mental images to deepen understanding.
Passage 2: The Journey	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.	3.6d Create mental images to deepen understanding.
Passage 3: Sacagawea	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.	3.6d Create mental images to deepen understanding.
Passage 4: Tsunami	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.	3.6d Create mental images to deepen understanding.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Snow Day	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.	4.6d Create mental images to deepen understanding.
Passage 2: The Journey	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.	4.6d Create mental images to deepen understanding.
Passage 3: Sacagawea	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.	4.6d Create mental images to deepen understanding.
Passage 4: Tsunami	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.	4.6d Create mental images to deepen understanding.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Snow Day	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).	5.6d Create mental images to deepen understanding.
Passage 2: The Journey	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).	5.6d Create mental images to deepen understanding.
Passage 3: Sacagawea	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.	5.6d Create mental images to deepen understanding.
Passage 4: Tsunami	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.	5.6d Create mental images to deepen understanding.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Snow Day	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.	6.5d Create mental images to deepen understanding.
Passage 2: The Journey	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.	6.5d Create mental images to deepen understanding.
Passage 3: Sacagawea	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.	6.5d Create mental images to deepen understanding.
Passage 4: Tsunami	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.	6.5d Create mental images to deepen understanding.

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VISUALIZING #1

Name:

Date:

READ: To visualize means to form an image [illegible] pictu[illegible]n you [illegible]ind. Readers often picture what they are reading. It helps them to remember the information, make connections, and f[illegible] op[illegible]ns [illegible] read. Read the passage. Answer the questions and then take the challenge!

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Lizzie and her sister Mae ran down into the kitchen one morning [illegible]d pressed their faces against the cool glass window. When they looked outside it looked like a popcorn machine had exploded. There were little soft [illegible]ls of white everywhere.

Lizzie looked at her sister and at the same time the[illegible] day!" Just then their mother came inside covered in wet snow. She saw how happy her daughters were. The girls began talking at th[illegible] time and asked their mother if they had to go to school. Mom smiled and told them the schools were closed today. That was all the girls needed to hear and they ran upstairs.

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- c. "Down down they went."
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2[illegible] [illegible]n best [illegible] girls getting excited?
- a. They ran in[illegible]
- b. They l[illegible]out the wi[illegible]
- c. [illegible] went [illegible]he park.
- d. [illegible] school.

2b. What evidence from the text best supports the answer you chose in 2a?
- a. "The girls took a nap."
- b. "They pressed their noses against the glass window."
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3. What is another word for visualize?
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blue	red	green
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SAMPLE

Visualizing

Name: Answer Key Date: _____

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Write About It: Describe what you imagine the hill looks like. Use evidence from the text to help explain what you visualize.

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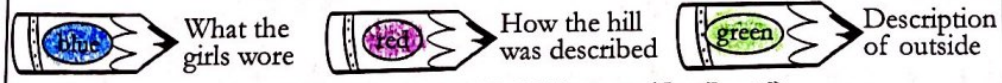
Challenge: Use the codes to identify evidence that helps you visualize.



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(d) Simon

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2a. Which description best describes the girls getting excited?

(a) They ran inside.
(b) They looked out the window.
(c) They went to the park.
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(a) "The girls took a nap."
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3. What is another word for visualize?

(a) Hear
(b) See
(c) Retell
(d) Summarize

Visualizing

Name: Answer Key Date: _____

Directions: To visualize means to form an image or picture in your mind. Readers often picture what they are reading. It helps them to remember the information, make connections, and form opinions as they read. Read the passage. Answer the questions and then take the challenge!

The Journey

The woodland animals were tired of not having enough food and feeling their stomachs grumble. They had heard there was a forest not that far away from them. It would take them five days to get there. They had to do something quickly or it would be a long winter. The animals gathered at their meeting space in the center of the woods and Wise Owl started the meeting.

"My fellow animals, we need to find more food. The only answer is to take a journey to the Abundant Woods a mere five days away," said Wise Owl.

"Owl, tell us what we can find there," said Lox the Fox.

"My dear friends, there will be mountains of food. We will never go hungry because the food never runs out. There will never be winter and everyone will live together in harmony," said Wise Owl.

Mrs. Possum raised her hand and asked, "Wise Owl do we have enough time to get there?"

"My dear Mrs. Possum we will have plenty of time to get there as long as we leave tomorrow," said Wise Owl.



The next day the animals gathered their belongings and began their journey to the Abundant Woods. They journeyed through harsh winds and bad weather until they finally made it. The Abundant Woods looked magical. It sparkled like a diamond. There were beautiful trees, food as far as the eye can see and a place for everyone.

Write About It: Describe what you imagine Wise Owl looks like. Use evidence from the text to help explain what you visualize.

Answer should include:

1. A description of what the reader pictures about Wise Owl.

2. Something from the text that explains the description.

Challenge: Use the codes to identify evidence that helps you visualize.

- blue: Why the animals went on the journey
- red: How Wise Owl describe the woods
- green: How the Abundant Woods looked

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Multiple Choice:

Answer the following questions after reading:

1a. Which character is the leader?
- (a) Mr. Skunk
- (b) Mrs. Possum
- (c) Lox the Fox
- (d) Wise Owl

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "the Fox asked a question."
- (b) "Wise Owl started the meeting."
- (c) "The journey is five days."
- (d) "Mrs. Possum raised her hand."

2a. Which description of an image best describes Mrs. Possum getting worried?
- (a) She went home.
- (b) She cried.
- (c) She gathered her belongings.
- (d) She asked a question.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "There is no food."
- (b) "The animals gathered their belongings."
- (c) "Wise Owl do we have enough time to get there?"
- (d) "Where are we going?"

3. What was the last thing that happened in the story?
- (a) The animals got lost
- (b) The animals made it to the Abundant Woods.
- (c) The animals stayed where they were.
- (d) The animals found food where they were.

Visualizing

Name: Answer Key Date: _____

Directions: To visualize means to form an image or picture in your mind. Readers often picture what they are reading. It helps them to remember the information, make connections, and form opinions as they read. Read the passage. Answer the questions and then take the challenge!

Sacagawea

Sacagawea was a young woman and a Shoshone Native American. She grew up near the Rocky Mountains. She went on a journey that would become historical. Sacagawea was very knowledgeable and spoke different languages. Because of her knowledge of the land and language, she was asked to be part of an expedition with Lewis and Clark, who were two explorers. Lewis and Clark were hired by President Thomas Jefferson. They would be journeying from the northern plains through the Rocky Mountains, to the Pacific Ocean and back. Their mission was to create a map of what they explored. Sacagawea would help them explore and translate the map.

Sacagawea was able to help Lewis and Clark purchase much needed horses from the Shoshone people. She also was able to help identify roots, berries, and plants that were either edible or used as medicine. She helped guide the explorers and then crew through treacherous terrain, new trails and flowing rivers. The journey was not an easy one. Without Sacagawea, Lewis and Clark would not have discovered as much as they did. The group had survived illnesses, flash floods, cold and hot temperatures, food shortages and mosquito swarms.



Sacagawea was very brave. She was a very important part of the Lewis and Clark expedition. The journey was successful because of her bravery. Everyone made it back to the northern plains with new knowledge of the land.

Write About It: What image is in your mind when you think of Sacagawea? Use evidence from the text to help explain what you visualize.

Answer Should include:

1. A description of what the reader pictures about Sacagawea.

2. Something from the text that explains the description.

Challenge: Use the codes to identify evidence that helps you visualize.

blue: How Sacagawea helped

red: Who hired Lewis and Clark

green: What the group survived

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Multiple Choice:

Answer the following questions after reading:

1a. Where did Sacagawea live?

- (a) By the Atlantic Ocean.
- (b) Near a river
- (c) By the Pacific Ocean.
- (d) Near the Rocky Mountains.

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

- (a) "She grew up near the Rocky Mountains."
- (b) "Sacagawea was able to help."
- (c) "She went on a journey."
- (d) "Sacagawea was very knowledgeable"

2a. Which description best describes the expedition?

- (a) Fast and smooth.
- (b) Guided by horses.
- (c) Complicated and rough.
- (d) All flat and grassy lands.

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

- (a) "navigated them through treacherous terrain, new trails and flowing rivers."
- (b) "She got them horses."
- (c) "She could tell which plants could be eaten."
- (d) "She was a translator."

3. Which image best shows the main idea of the text?

- (a) Sacagawea got horses for the team
- (b) Sacagawea was a translator
- (c) Sacagawea grew up by the Rocky Mountains
- (d) Sacagawea was familiar with the area they were exploring

Visualizing

Name: Answer Key Date: _____

Directions: To visualize means to form an image or picture in your mind. Readers often picture what they are reading. It helps them to remember the information, make connections, and form opinions as they read. Read the passage. Answer the questions and then take the challenge!

Tsunami

Crashing waves are a normal sight at a beach. Sometimes the waves are big. And very rarely there can be 100 foot waves moving at 500 miles per hour. The name of waves this big is a tsunami.

What is a tsunami? A tsunami is caused by a series of underwater earthquakes or volcanoes erupting. These eruptions launch the high rolling waves. Most tsunami's occur in a place called the "Pacific Ocean's Ring of Fire." This area has a lot of underwater earthquakes and volcanic eruptions. It is known as an active area.

The dangerous and destructive part of a tsunami is when it reaches land. Most people seem to think a tsunami is just one major wave. Tsunamis are multiple waves. There are usually a series of huge waves moving faster and faster as they get closer to land and they clear anything in their path. This is known as a wave train.

People who live in a tsunami area know the best way to stay safe is to get to higher ground. The higher the better. The other way to help is to have an early warning system. Scientists want to make sure that people know what the early signs of a tsunami are. People who live in these areas are asked to have an evacuation route in mind as well as an emergency kit. If you plan to visit these areas, be aware of the weather and pay attention to warnings.



Write About It: What image is in your mind when you think of tsunamis? Use evidence from the text to help explain what you visualize.

Answer Should include:

1. A description of what the reader pictures about tsunamis.

2. Something from the text that explains the description.

Challenge: Use the codes to identify evidence that helps you visualize.

blue — Description of a tsunami

red — Cause of a tsunami

green — How to stay safe

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Multiple Choice:

Answer the following questions after reading:

1a. Where do most Tsunami's happen?

(a) Near North America
(b) Near the Pacific Ocean.
(c) Near Africa.
(d) Near Atlantic Ocean.

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

(a) "Tsunami's occur near Pacific Ocean Ring of Fire."
(b) "Higher the better."
(c) "100 foot waves."
(d) "A wave he train."

2a. Which description best describes a tsunami?

(a) One giant wave.
(b) A hurricane.
(c) Many large waves.
(d) 2 big waves.

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

(a) "This is known as a wave train."
(b) "The higher the better."
(c) "tsunami if just one major wave."
(d) "Crashing waves are a normal sight at the beach."

3. What should people do when a tsunami warning is issued?

(a) tsunami moves toward land
(b) pay attention to warnings
(c) move to higher ground
(d) underwater earthquakes and volcanoes