Hello There!

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

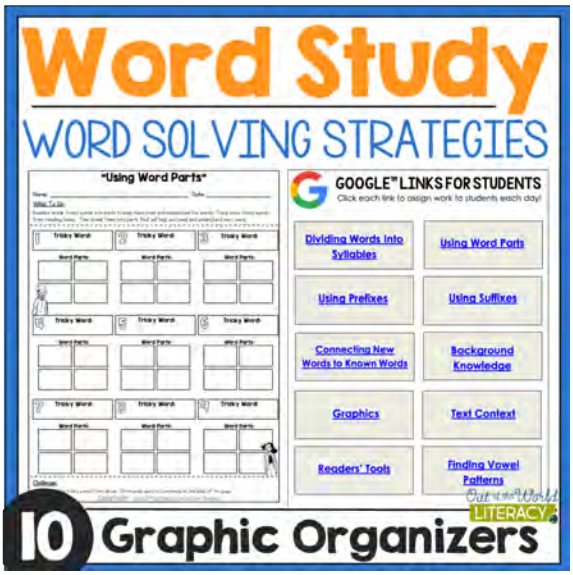
What Is Included:

1. 12 passages focused on using synthesizing to understand the meaning of new words in text.
2. Google Drive digital version

Ideas to Use this Resource:

1. As a mentor text during a whole group lesson on synthesizing.
2. In a small guided reading or word study strategy group.
3. In a comprehension center.
4. As independent practice after a lesson on inferring word meanings.
5. As a homework review.
6. Practice for taking standardized texts.
7. At-home practice with digital version.

CLICK THE IMAGES BELOW to grab some FREE Word Work!





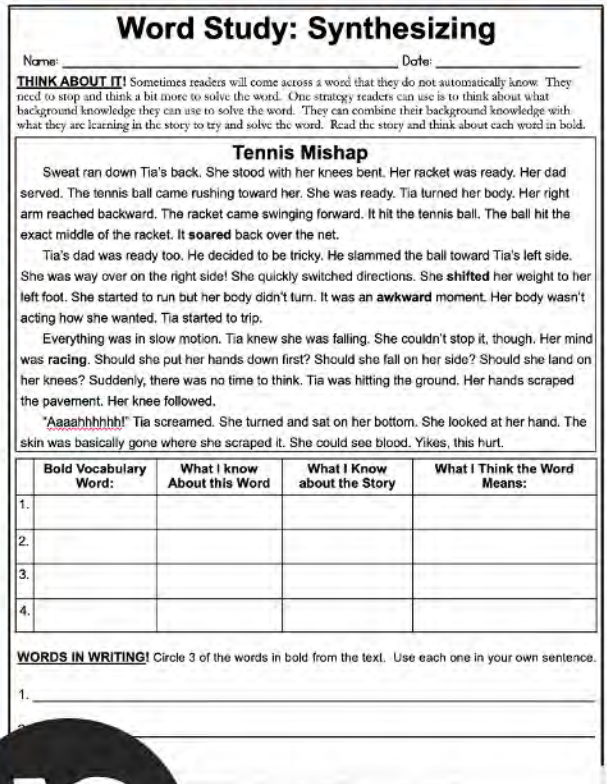
Thank you so much to these amazing artists, whose work is found in this resource!





WORD STUDY

SYNTHESIZING



Word Study: Synthesizing

Name: _____ Date: _____

THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the story to try and solve the word. Read the story and think about each word in bold.

Tennis Mishap

Sweat ran down Tia's back. She stood with her knees bent. Her racket was ready. Her dad served. The tennis ball came rushing toward her. She was ready. Tia turned her body. Her right arm reached backward. The racket came swinging forward. It hit the tennis ball. The ball hit the exact middle of the racket. It **soared** back over the net.

Tia's dad was ready too. He decided to be tricky. He slammed the ball toward Tia's left side. She was way over on the right side! She quickly switched directions. She **shifted** her weight to her left foot. She started to run but her body didn't turn. It was an **awkward** moment. Her body wasn't acting how she wanted. Tia started to trip.

Everything was in slow motion. Tia knew she was falling. She couldn't stop it, though. Her mind was **racing**. Should she put her hands down first? Should she fall on her side? Should she land on her knees? Suddenly, there was no time to think. Tia was hitting the ground. Her hands scraped the pavement. Her knee followed.

"Aaaahhhhhh!" Tia screamed. She turned and sat on her bottom. She looked at her hand. The skin was basically gone where she scraped it. She could see blood. Yikes, this hurt.

	Bold Vocabulary Word:	What I know About this Word	What I Know about the Story	What I Think the Word Means:
1.				
2.				
3.				
4.				

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____

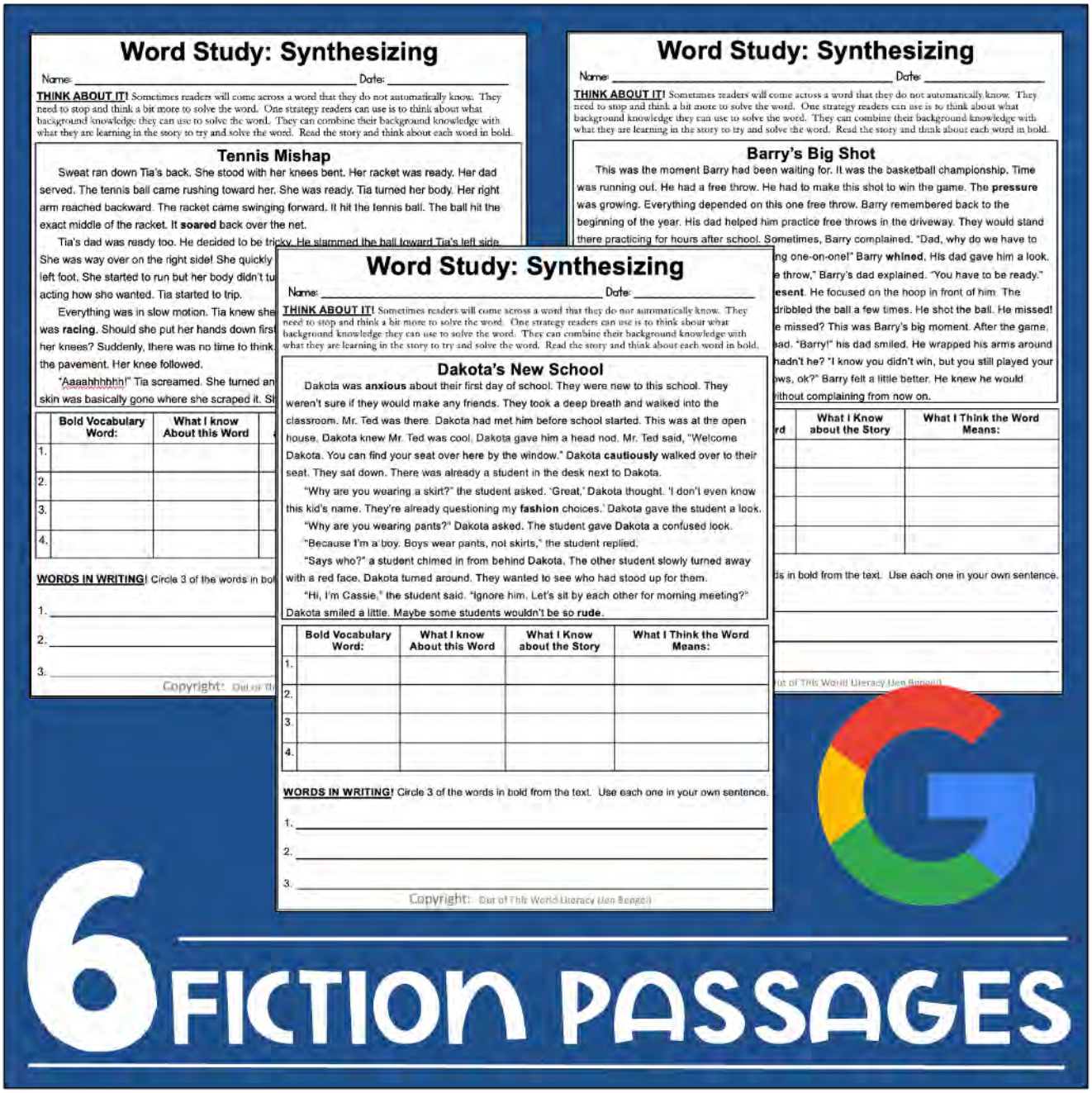
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Tennis Mishap (F)	Dolphins (NF)
Dakota's New School (F)	Octopuses (NF)
Barry's Big Shot (F)	Sharks (NF)
Writing with Spaces (F)	Hermit Crabs (NF)
To Drum or Not to Drum (F)	Anna Murray Douglas (NF)
Stephanie and Mateo (F)	Frederick Douglas (NF)

Out of this World LITERACY

12 READING PASSAGES


Word Study: Synthesizing
Name: Date:
THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the story to try and solve the word. Read the story and think about each word in bold.
Tennis Mishap
Sweat ran down Tia's back. She stood with her knees bent. Her racket was ready. Her dad served. The tennis ball came rushing toward her. She was ready. Tia turned her body. Her right arm reached backward. The racket came swinging forward. It hit the tennis ball. The ball hit the exact middle of the racket. It soared back over the net.
Tia's dad was ready too. He decided to be tricky. He slammed the ball toward Tia's left side.
Word Study: Synthesizing
Name: Date:
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Barry's Big Shot
This was the moment Barry had been waiting for. It was the basketball championship. Time was running out. He had a free throw. He had to make this shot to win the game. The pressure was growing. Everything depended on this one free throw. Barry remembered back to the beginning of the year. His dad helped him practice free throws in the driveway. They would stand there practicing for hours after school. Sometimes, Barry complained. "Dad, why do we have to
Word Study: Synthesizing
Name: Date:
THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the story to try and solve the word. Read the story and think about each word in bold.
Dakota's New School
Dakota was anxious about their first day of school. They were new to this school. They weren't sure if they would make any friends. They took a deep breath and walked into the classroom. Mr. Ted was there. Dakota had met him before school started. This was at the open house. Dakota knew Mr. Ted was cool. Dakota gave him a head nod. Mr. Ted said, "Welcome Dakota. You can find your seat over here by the window." Dakota cautiously walked over to their seat. They sat down. There was already a student in the desk next to Dakota.
"Why are you wearing a skirt?" the student asked. 'Great,' Dakota thought. 'I don't even know this kid's name. They're already questioning my fashion choices.' Dakota gave the student a look.
"Why are you wearing pants?" Dakota asked. The student gave Dakota a confused look.
"Because I'm a boy. Boys wear pants, not skirts," the student replied.
"Says who?" a student chimed in from behind Dakota. The other student slowly turned away with a red face. Dakota turned around. They wanted to see who had stood up for them.
"Hi, I'm Cassie," the student said. "Ignore him. Let's sit by each other for morning meeting?" Dakota smiled a little. Maybe some students wouldn't be so rude.
Bold Vocabulary Word:
What I know About this Word
What I Know about the Story
What I Think the Word Means:
1.
2.
3.
4.
WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.
1.
2.
3.
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6 FICTION PASSAGES

Word Study: Synthesizing

Name: _____ Date: _____

THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the text to try and solve the word. Read the text and think about each word in bold.

Sharks

Millions of years ago, dinosaurs **ruled** the earth. One hundred million years before that, sharks lived in the ocean. Sharks are old! Some kinds of sharks are no longer around. But there are still many kinds of sharks in the ocean today.

Sharks are fish. They use gills to breathe under water. They do not have bones. They have something called cartilage. Humans have cartilage too! It is in human noses and ears. It is tough, but **bendy**. A shark's skin is made of many tiny scales. These scales are sharp. Shark teeth are sharp too. They can bite through a boat! Sharks [illegible] keeping their teeth in order. If a tooth breaks or [illegible] place. It's weird, though. Sharks don't even chew [illegible] sharks eat really big animals. They eat seals and [illegible] weeks. Some people are afraid of sharks. They [illegible] people. People are more likely to be killed by an [illegible]

Some sharks are very small. The smallest s[illegible] inches long. The largest shark is the whale shar[illegible]

	Bold Vocabulary Word:	What I know About this Word
1.		
2.		
3.		
4.		

WORDS IN WRITING! Circle 3 of the words in bo[illegible]

1. _____
2. _____
3. _____

Copyright: Out of T[illegible]

Word Study: Synthesizing

Name: _____ Date: _____

THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the text to try and solve the word. Read the text and think about each word in bold.

Octopuses

Look at the word "octopus". There are three letters at the beginning—oct. This part of the word means "eight". Octopuses have eight legs. (See how they got their name?) Their legs are called tentacles. Octopuses live in the ocean. They are incredible sea creatures. They have round heads and large, bulging eyes. Their tentacles have suction cups on them. These help the octopus catch their food. Octopuses can also change color to **blend** in with their surroundings. This makes them **sneaky** animals!

[illegible] floor. They are way deep down in the ocean. They move [illegible] crabs, shrimps, and lobsters to eat. An octopus moves [illegible] blast water out of their bodies. This moves them in the [illegible] nds some food, it will attack from above. The octopus [illegible] suction cups attach to the prey, such as a crab. The [illegible] mouth of the octopus.

[illegible] and whales will eat octopuses. If an octopus feels danger is [illegible] in the water. This confuses their enemy.

[illegible] ord	What I Know about the Text	What I Think the Word Means:

[illegible] ords in bold from the text. Use each one in your own sentence.

_____

_____

_____

Out of This World Literacy (Jen Benge)

Word Study: Synthesizing

Name: _____ Date: _____

THINK ABOUT IT! Sometimes readers will come across a word that they do not automatically know. They need to stop and think a bit more to solve the word. One strategy readers can use is to think about what background knowledge they can use to solve the word. They can combine their background knowledge with what they are learning in the text to try and solve the word. Read the text and think about each word in bold.

Hermit Crabs

Most crabs have a shell. Hermit crabs do not have their own shell. They have to find one to live in. Their home is their shell. When they **outgrow** their shell, they have to move out. Hermit crabs have to move a lot. They must search for a new shell—a new home. This can be tricky to do. They might find a shell, but it doesn't fit. There might not be any shells near them. There might be another crab who wants the same shell. The two hermit crabs might have to **compete** for the shell!

Sometimes, hermit crabs work together to change shells. Here's what happens. A hermit crab needs a new shell. It finds one, but the shell is too big. The crab crawls back into its old shell and waits. It might wait for hours! Another hermit crab comes along. This crab tries out the new shell too, but the shell is also too big. The crab gets in line. This happens over and over again. The crabs wait in line from smallest to largest. Finally, a large hermit crab comes along. The large crab fits in the new shell! Now the largest crab in line can take his old shell. Every crab in the line moves over to the next shell in line. That's **incredible** teamwork!

The hermit crab crawls into its new shell **backward.** Their back legs have hooks. These back legs hold the crab inside its shell. The hermit crab has four more legs for walking and two claws.

	Bold Vocabulary Word:	What I know About this Word	What I Know about the Text	What I Think the Word Means:
1.				
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3.				
4.				

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____
2. _____
3. _____

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6 NONFICTION PASSAGES

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Tennis Mishap (F)	Dolphins (NF)
Dakota's New School (F)	Octopuses (NF)
Barry's Big Shot (F)	Sharks (NF)
Writing with Spaces (F)	Hermit Crabs (NF)
To Drum or Not to Drum (F)	Anna Murray Douglas (NF)
Stephanie and Mateo (F)	Frederick Douglas (NF)

GOOGLE VERSION!

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Tennis Mishap (F)	Dolphins (NF)
Dakota's New School (F)	Octopuses (NF)
Barry's Big Shot (F)	Sharks (NF)
Writing with Spaces (F)	Hermit Crabs (NF)
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12 Word Study Texts Included:

Below is a list of titles included in this set of word study skills texts

Passage Title	Genre	Word Study Skills Covered
Tennis Mishap	Fiction	• Synthesizing
Dakota's New School	Fiction	• Synthesizing
Barry's Big Shot	Fiction	• Synthesizing
Writing with Spaces	Fiction	• Synthesizing
To Drum or Not to Drum	Fiction	• Synthesizing
Stephanie & Mateo	Fiction	• Synthesizing
Dolphins	NF	• Synthesizing
Octopuses	NF	• Synthesizing
Sharks	NF	• Synthesizing
Hermit Crabs	NF	• Synthesizing
Anna Murray Douglass	NF	• Synthesizing
Frederick Douglass	NF	• Synthesizing

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Tennis Mishap	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 2: Dakota's New School	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 3: Barry's Big Shot	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 4: Writing with Spaces	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 5: To Drum or Not to Drum	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 6: Stephanie & Mateo	CCSS.ELA-LITERACY.L.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.	2.6H Synthesize information to create new understanding.
Passage 7: Dolphins	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.
Passage 8: Octopuses	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.
Passage 9: Sharks	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.
Passage 10: Hermit Crabs	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.
Passage 11: Anna Murray Douglass	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.
Passage 12: Frederick Douglass	CCSS.ELA-LITERACY.I.2.10 By the end of the 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.	2.6H Synthesize information to create new understanding.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Tennis Mishap	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 2: Dakota's New School	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 3: Barry's Big Shot	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 4: Writing with Spaces	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 5: To Drum or Not to Drum	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 6: Stephanie & Mateo	CCSS.ELA-LITERACY.L.3.10 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.	3.6H Synthesize information to create new understanding.
Passage 7: Dolphins	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.
Passage 8: Octopuses	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.
Passage 9: Sharks	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.
Passage 10: Hermit Crabs	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.
Passage 11: Anna Murray Douglass	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.
Passage 12: Frederick Douglass	CCSS.ELA-LITERACY.I.3.10 By the end of the 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.	3.6H Synthesize information to create new understanding.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Tennis Mishap	CCSS.ELA-LITERACY.L.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6H Synthesize information to create new understanding.
Passage 2: Dakota's New School	CCSS.ELA-LITERACY.L.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6H Synthesize information to create new understanding.
Passage 3: Barry's Big Shot	CCSS.ELA-LITERACY.L.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6H Synthesize information to create new understanding.
Passage 4: Writing with Spaces	CCSS.ELA-LITERACY.L.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6H Synthesize information to create new understanding.
Passage 5: To Drum or Not to Drum	CCSS.ELA-LITERACY.L.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6H Synthesize information to create new understanding.
Passage 6: Stephanie & Mateo	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 7: Dolphins	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 8: Octopuses	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 9: Sharks	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 10: Hermit Crabs	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 11: Anna Murray Douglass	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.
Passage 12: Frederick Douglass	CCSS.ELA-LITERACY.I.4.10 By the end of the 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.	4.6H Synthesize information to create new understanding.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Tennis Mishap	CCSS.ELA-LITERACY.L.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.6H Synthesize information to create new understanding.
Passage 2: Dakota's New School	CCSS.ELA-LITERACY.L.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.6H Synthesize information to create new understanding.
Passage 3: Barry's Big Shot	CCSS.ELA-LITERACY.L.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.6H Synthesize information to create new understanding.
Passage 4: Writing with Spaces	CCSS.ELA-LITERACY.L.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.6H Synthesize information to create new understanding.
Passage 5: To Drum or Not to Drum	CCSS.ELA-LITERACY.L.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.6H Synthesize information to create new understanding.
Passage 6: Stephanie & Mateo	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 7: Dolphins	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 8: Octopuses	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 9: Sharks	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 10: Hermit Crabs	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 11: Anna Murray Douglass	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.
Passage 12: Frederick Douglass	CCSS.ELA-LITERACY.I.5.10 By the end of the 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.	5.6H Synthesize information to create new understanding.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Tennis Mishap	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 2: Dakota's New School	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 3: Barry's Big Shot	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 4: Writing with Spaces	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 5: To Drum or Not to Drum	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 6: Stephanie & Mateo	CCSS.ELA-LITERACY.L.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.	6.5H Synthesize information to create new understanding.
Passage 7: Dolphins	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.
Passage 8: Octopuses	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.
Passage 9: Sharks	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.
Passage 10: Hermit Crabs	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.
Passage 11: Anna Murray Douglass	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.
Passage 12: Frederick Douglass	CCSS.ELA-LITERACY.I.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.	6.5H Synthesize information to create new understanding.

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