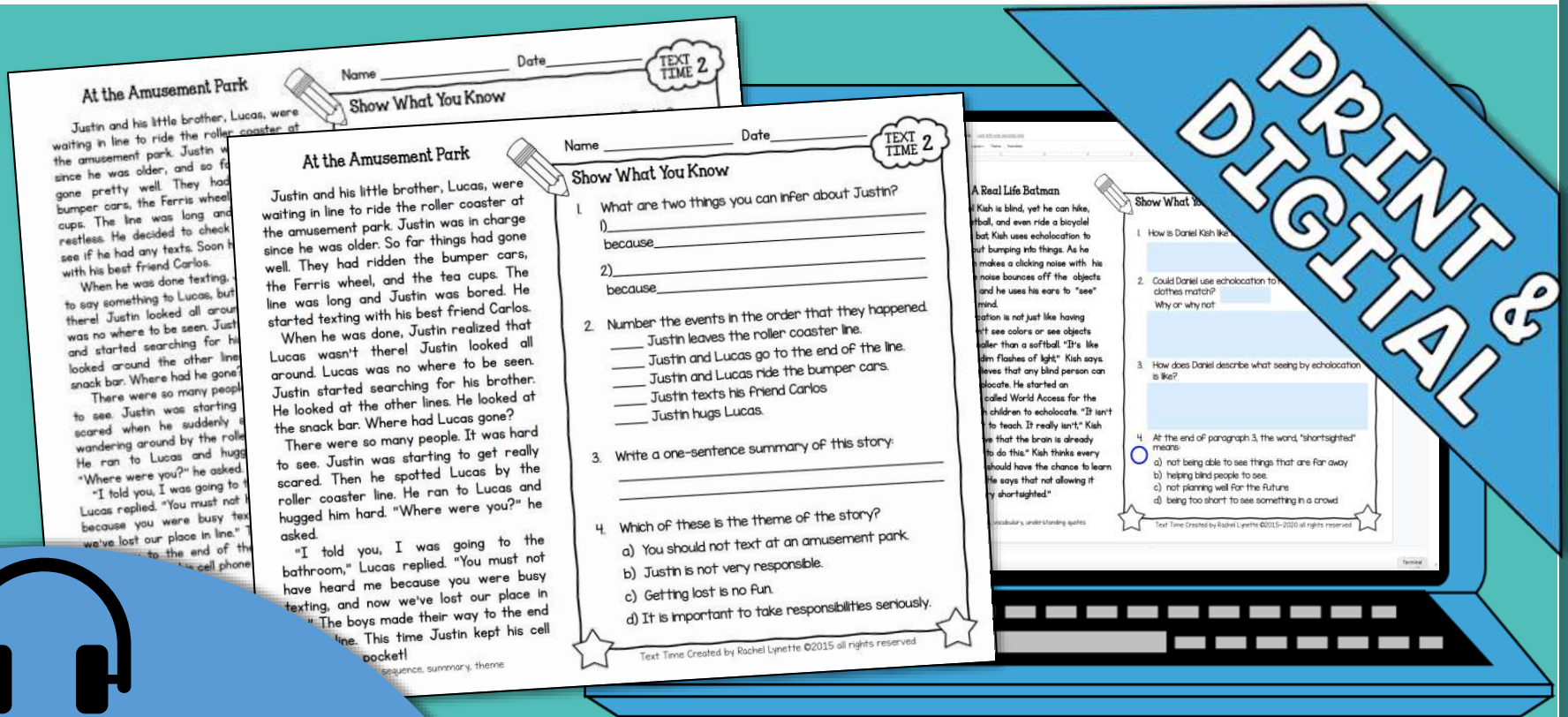


CLOSE READING

60 Best-Selling DUAL-LEVEL PASSAGES



WITH
AUDIO
SUPPORT

TEXT
DEPENDENT
QUESTIONS



TEXT TIME!

At the Amusement Park

Justin and his little brother, Lucas, were waiting in line to ride the roller coaster at the amusement park. Justin was in charge since he was older. So far things had gone well. They had ridden the bumper cars, the Ferris wheel, and the tea cups. The line was long and Justin was bored. He started texting with his best friend Carlos.

When he was done, Justin realized that Lucas wasn't there! Justin looked all around. Lucas was no where to be seen. Justin started searching for his brother. He looked at the other lines. He looked at the snack bar. Where had Lucas gone?

There were so many people. It was hard to see. Justin was starting to get really scared. Then he spotted Lucas by the roller coaster line. He ran to Lucas and hugged him hard. "Where were you?" he asked.

"I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting." Justin said, "I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we're both late for the roller coaster!" Justin said, "I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we're both late for the roller coaster!"

LEVEL 1

Skills: inference, sequence, summary.

At the Amusement Park

Justin and his little brother, Lucas, were waiting in line to ride the roller coaster at the amusement park. Justin was in charge since he was older, and so far things had gone pretty well. They had ridden the bumper cars, the Ferris wheel, and the tea cups. The line was long and Justin was restless. He decided to check his phone to see if he had any texts. Soon he was texting with his best friend Carlos.

When he was done texting, Justin started to say something to Lucas, but Lucas wasn't there! Justin looked all around, but Lucas was no where to be seen. Justin left the line and started searching for his brother. He looked around the other lines and at the snack bar. Where had he gone?

There were so many people! It was hard to see. Justin was starting to get really scared when he suddenly spotted Lucas wandering around by the roller coaster line. He ran to Lucas and hugged him hard. "Where were you?" he asked.

"I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we're both late for the roller coaster!" Justin said, "I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we're both late for the roller coaster!"

LEVEL 2

Skills: inference, sequence, summary, theme.

Date _____

TEXT TIME 2

Name _____

Show What You Know

1. What are two things Justin and Lucas did at the amusement park?

1) _____

because _____

2) _____

because _____

2. Number the events in order from first to last.

_____ Justin leaves the line.

_____ Justin and Lucas go to the snack bar.

_____ Justin and Lucas ride the roller coaster.

_____ Justin texts his friend Carlos.

_____ Justin hugs Lucas.

3. Write a short story about Justin and Lucas.



**OPTIONAL
AUDIO
SUPPORT**

60

DUAL-LEVEL PASSAGES

AUDIO SUPPORT

2. Could Daniel use echolocation to make sure that his clothes match?

_____ Why or why not? _____

3. How does Daniel describe what seeing by echolocation is like?

4. At the end of paragraph 3, the word, "shortsighted" means:

- a) not being able to see things that are far away
- b) helping blind people to see.
- c) not planning well for the future
- d) being too short to see something in a crowd

SCAN THE
QR CODE
FOR
AUDIO
SUPPORT!



well. They had the Ferris wheel, and the tea cups. The line was long and Justin was bored. He started texting with his best friend Carlos.

When he was done, Justin realized that Lucas wasn't there! Justin looked all around. Lucas was no where to be seen. Justin started searching for his brother. He looked at the other lines. He looked at the snack bar. Where had Lucas gone?

There were so many people. It was hard to see. Justin was starting to get really scared. Then he spotted Lucas by the roller coaster line. He ran to Lucas and hugged him hard. "Where were you?" he asked.

"I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we've lost our place in line." The boys made their way to the end of the line. This time Justin kept his phone in his pocket!

◆ L: inference, sequence, summary, theme

2) _____
because _____

2. Number the e
_____ Justin
_____ Justin
_____ Justin
_____ Justin
_____ Justin

3. Write a one-

4. Which of the
a) You should
b) Justin is
c) Getting
d) It is imp

**MOST
COMMON CORE
STANDARDS
ADDRESSED.**

At the Amusement Park

Justin and his little brother, Lucas, were waiting in line to ride the roller coaster at the amusement park. Justin was in charge since he was older, and so far things had gone pretty well. They had ridden the bumper cars, the Ferris wheel, and the tea cups. The line was long and Justin was restless. He decided to check his phone to see if he had any texts. Soon he was texting with his best friend Carlos.

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There were so many people! It was hard to see. Justin was starting to get really scared when he suddenly spotted Lucas wandering around by the roller coaster line. He ran to Lucas and hugged him hard. "Where were you?" he asked.

"I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we've lost our place in line." The boys made their way to the end of the line and this time Justin kept his cell phone in his pocket!

◆◆ L: inference, sequence, summary, theme

Name _____ Date _____

TEXT TIME 2

Show What You Know

1. What are two things you can infer about Justin?
1) _____
because _____
2) _____
because _____
2. Number the events in the order that they happened.
____ Justin leaves the roller coaster line.
____ Justin and Lucas go to the end of the line.
____ Justin and Lucas ride the bumper cars.
____ Justin texts his friend Carlos.
____ Justin hugs Lucas.
3. Write a one-sentence summary of this story:

4. Which of these is the theme of the story?
a) You should not text at an amusement park.
b) Justin is not very responsible.
c) Getting lost is no fun.
d) It is important to take responsibilities seriously.

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At the Amusement Park

Justin and his little brother, Lucas, were waiting in line to ride the roller coaster at the amusement park. Justin was in charge since he was older. So far things had gone well. They had ridden the bumper cars, the Ferris wheel, and the tea cups. The line was long and Justin was bored. He started texting with his best friend Carlos.

When he was done, Justin realized that Lucas wasn't there! Justin looked all around. Lucas was no where to be seen. Justin started searching for his brother. He looked at the other lines. He looked at the snack bar. Where had Lucas gone?

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"I told you, I was going to the bathroom," Lucas replied. "You must not have heard me because you were busy texting, and now we've lost our place in line." The boys made their way to the end of the line. This time Justin kept his cell phone in his pocket!

◆ L: inference, sequence, summary, theme

Name _____ Date _____

TEXT TIME 2

Show What You Know

1. What are two things you can infer about Justin?
1) _____
because _____
2) _____
because _____
2. Number the events in the order that they happened.
____ Justin leaves the roller coaster line.
____ Justin and Lucas go to the end of the line.
____ Justin and Lucas ride the bumper cars.
____ Justin texts his friend Carlos.
____ Justin hugs Lucas.
3. Write a one-sentence summary of this story:

4. Which of these is the theme of the story?
a) You should not text at an amusement park.
b) Justin is not very responsible.
c) Getting lost is no fun.
d) It is important to take responsibilities seriously.

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Regardless
of the
reading
level, the
questions
are the
same!

A Real Life Batman

Daniel Kish is blind, yet he can hike, play basketball, and even ride a bicycle! Just like a bat, Kish uses echolocation to move without bumping into things. As he moves, Kish makes a clicking noise with his tongue. The noise bounces off the objects around him and he uses his ears to "see" them in his mind.

Echolocation is not just like having sight. He can't see colors or see objects that are smaller than a softball. "It's like seeing with dim flashes of light," Kish says.

Kish believes that any blind person can learn to echolocate. He started an organization called *World Access for the Blind* to teach children to echolocate. "It isn't that difficult to teach. It really isn't," Kish says. "I believe that the brain is already partly wired to do this." Kish thinks every blind person should have the chance to learn echolocation. He says that not allowing it would be, "very shortsighted."

♦ IT: inference, vocabulary, understanding quotes

Show What You Know

1. How is Daniel Kish like a real life batman?

2. Could Daniel use echolocation to make sure that his clothes match?
_____ Why or why not? _____

3. How does Daniel describe what seeing by echolocation is like?

4. At the end of paragraph 3, the word, "shortsighted" means:
a) not being able to see things that are far away
b) helping blind people to see.
c) not planning well for the future
d) being too short to see something in a crowd

A Real Life Batman

Name _____ Date _____

Show What You Know

1. How is Daniel Kish like a real life batman?

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_____ Why or why not? _____

How does Daniel describe what seeing by echolocation is like?

At the end of paragraph 3, the word, "shortsighted" means:
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c) not planning well for the future
d) being too short to see something in a crowd

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Codes or Without Them!

ENGAGING!

Author Louis Sachar

Even though fictional stories are made up, they are often inspired by real life people and experiences. According to children's author Louis Sachar, his first book, *Sideways Stories from Wayside School*, was based on students he met at Hillside Elementary in Berkeley, California.

Sachar was attending school at the University of California when he heard about an opportunity to earn college credits by working as an aid at a local elementary school. Sachar soon discovered that he loved working with children. He not only helped out in the classroom, but he also supervised lunch recess. "It became my favorite college class and a life changing experience," said Sachar.

Sachar graduated in 1976 and decided to write a children's book using his experience at Hillside. "All the kids at Wayside School were based on kids I knew at Hillside," Sachar said. It took Sachar nine months to write the book, which was published in 1978. A few years later, Sachar met an elementary school counselor named Carla who eventually married. The compassionate school counselor wrote the book (1987), *There's a Boy in the Girls' Bathroom*, was based on

Name _____

Date _____

TEXT 11

Show What You Know

1. What genre is this?

- a) mystery
- c) biography

2. What is the main idea?

Give two details from the text.

1) _____

2) _____

3. Why does Sachar write about Hillside Elementary as a "wayside" school?

4. Write a question about the text.

Text Time

High Interest Topics

Two Reading Levels

Same Text Dependent Questions for Both Levels

Written by a Professional Children's Author!

Half of the passages are
NON-FICTION.

[illegible]

A third of the passages are
FICTITIONAL.

[illegible]

Kilmer Report

What was Kilmer's attitude in the poem "The Fish"? The speaker is a fisherman who has been fishing for a long time and has caught many fish. He is looking at a large, old fish and is thinking about how long it has been alive. He is also thinking about how the fish has been treated by the other fish in the pond. The speaker is a fisherman who has been fishing for a long time and has caught many fish. He is looking at a large, old fish and is thinking about how long it has been alive. He is also thinking about how the fish has been treated by the other fish in the pond.

What was Kilmer's attitude in the poem "The Fish"? The speaker is a fisherman who has been fishing for a long time and has caught many fish. He is looking at a large, old fish and is thinking about how long it has been alive. He is also thinking about how the fish has been treated by the other fish in the pond.

Show what, say how

What	How
1. What does the fish possess?	<ul style="list-style-type: none"> old bones old scales old memory
2. What did happen to the fisherman?	<ul style="list-style-type: none"> He was caught by the fisherman.
3. What did the fisherman do to the fish?	<ul style="list-style-type: none"> He caught the fish. He was looking at the fish.

[illegible][illegible]

POETRY

The rest are poems!

Victory
Maya Angelou

Show What You Know PSS 6

1. What is this poem about?
How do you know?

2. Why do you think the poet repeats the word "feeling" three times in the second stanza?

3. Explain the first three lines of the last stanza in your own words.

4. From which point of view is this poem told? Is it first person, second person, or third person? How do you know?

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A Day's Work
Robert Frost

Show What You Know PSS 12

1. Why does the narrator say that she is "tired"?

2. What two types of figurative language are used in the second line of the second stanza?

3. What is the mood of the poem?

4. What are some of the words and phrases the poet uses to convey this mood?

5. Would the poem have been different if it were told in a different voice?

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Little Girl-Two Little Girls
Sonia Sanchez

Show What You Know PSS 18

1. Why does the narrator say that she is "tired"?

2. What is the figurative language of the first three stanzas?

3. Why do you think the poet used so many adjectives and adverbs?

4. What are three things you can infer about the narrator?

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Brother and Sister
Langston Hughes

Show What You Know PSS 24

1. Why does the narrator say that he is "tired"?

2. What is the main conflict of the poem?

3. Why does the narrator say that he is "tired"?

4. What are three things you can infer about the narrator?

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Which one?
William S. Burroughs

Show What You Know PSS 30

1. What is the poem about?

2. Explain what you think the poet means by each of these lines of poetry.

3. What is the theme of the poem?

4. Why do you think the poet used so many adjectives and adverbs?

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Stopping by Woods on a Snowy Evening
Robert Frost

Show What You Know PSS 36

1. What are the elements of the poem?

2. Why does the narrator say that he is "tired"?

3. What are three things you can infer about the narrator?

4. What are some of the words and phrases the poet uses to convey this mood?

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Chicago
Carl Sandburg

Show What You Know PSS 42

1. What is the poem about?

2. What are three things you can infer about the narrator?

3. What are some of the words and phrases the poet uses to convey this mood?

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The Wind
Edgar Allan Poe

Show What You Know PSS 48

1. What is the poem about?

2. What are three things you can infer about the narrator?

3. What are some of the words and phrases the poet uses to convey this mood?

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The Green So Little Her to Do
Emily Dickinson

Show What You Know PSS 54

1. What is the poem about?

2. Why do you think the poet used so many adjectives and adverbs?

3. What is the theme of the poem?

4. Why do you think the poet used so many adjectives and adverbs?

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The Fisherman
Robert Frost

Show What You Know PSS 60

1. What is the poem about?

2. Why does the narrator say that he is "tired"?

3. What are three things you can infer about the narrator?

4. What are some of the words and phrases the poet uses to convey this mood?

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NOTE:
Poems are not leveled.

PAIRED PASSAGES

The Pony Express

Today people use email to send messages across the country, but there was no email 200 years ago or even airplanes and trucks to deliver letters. Back then, letters and packages were carried in covered wagons or stage coaches, or sometimes by ship. It took weeks or even months for mail to travel from one end of the country to the other. That changed on April 3, 1860 with the founding of the Pony Express.

The Pony Express consisted of 184 stations positioned about ten miles (16 km) apart along the route from St. Joseph, Missouri to Sacramento, California. Riders rode at a gallop from one station to another. At each station, the rider would trade his tired horse for a fresh one. A new rider would take over every 75 miles (121 km) or so.

Using this relay system, letters were carried the entire 1,966 miles (3,100 km) in about ten days. The riders travelled both ways on the route; across the Great Plains and over both the Rocky Mountains and the Sierra Nevada mountain range.

The Pony Express lasted for just 18 months. By October 1861, telegraph wires spanned the country. The much faster telegraph made the Pony Express obsolete. However, during its short, yet important life, the Pony Express carried over 34,700 pieces of mail.

♦♦ IT: reading for detail, summary, inference, context

My Brother the Rider

"Sure wish I was goin' with you," I said as I watched my brother James put the last of his clothes into his bag.

"I know, Will, but don't you worry, two years isn't all that long, then we'll both be Pony Express riders. Just don't grow too much. You gotta be light to ride - not more than 125 pounds. Gotta be fast on the horse."

I looked down at my long legs. Unlike James, I still had the body of a boy, but I was growing bigger near everyday, it seemed. I was near as tall as James already and he being two years older than me. "You know I'm fast," I replied. "Can't help the growin' part."

"Well it's just as well, perhaps. I know you want to ride, Will, but it's dangerous, more so than I let on to Pa and Ma. A few months back I got caught in a bizzard. Didn't think I'd make it through the night. I was near frozen when I finally made it to the station. Nearly lost three fingers to frostbite." James curled the fingers of his right hand into a fist, as if to remind himself that his fingers were still there. "There's other folks on the trail too, and they aren't always friendly. I've seen more than I care to remember."

"Well, I'm not scared!" I said defiantly.

"No little brother, I reckon you ain't," James replied. "And I hope you never have cause to be."

♦♦ L: point of view, reading for detail, inference, genre

Show What You Know

1. Write the correct number from the choices.

- The year the Pony Express was founded.
- The distance of the route.
- The number of stations.
- The number of riders.

2. Summarize the second paragraph.

3. Why was the Pony Express coach or covered wagon?

4. What does the word "defiantly" mean?

- too expensive
- very helpful

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Show What You Know

1. From which Point of view was this passage written?

- first person
- second person
- third person

Who is the narrator?

2. What are two reasons being a rider is dangerous?

-
-

3. Why does James change his mind about wanting Will to become a rider for the Pony Express?

4. From what genre is this passage?

- mystery
- historical fiction
- biography
- contemporary fiction

How do you know?

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Includes 5 sets of
paired passages!

GRAPHIC ORGANIZERS

The image displays three overlapping worksheets designed for comparing two passages. The top-left worksheet, titled "Comparing Two Passages - Chart", includes fields for Name and Date, and a table with questions about the author's purpose, point of view, and a summary. The middle worksheet, titled "Comparing Two Passages - Graphic Organizer", features a flowchart with boxes for "Title 1", "The Same", and "Different", with arrows indicating the flow of comparison. The bottom-right worksheet, titled "Comparing Two Passages - Written Response", contains seven numbered questions for a written response, including "Which two passages did you read?", "Summarize the first passage", "Summarize the second passage", "How are the passages similar?", "How are the passages different?", "Which passage was the most informative?", and "Which passage was the most interesting?". Each worksheet includes a star icon and a copyright notice: "Text Time Created by Rachel Lynette ©2005 all rights reserved" and the website "www.rachel-lynette.com".

Comparing Two Passages - Chart

Name _____ Date _____

Passage 1

Passage 2

Write the titles of the two passages in the boxes to the right. Then fill in the chart.

What is the author's purpose? ☐ persuade ☐ inform

From what point of view is the passage written? ☐ first person ☐ third person

Write a summary for each of the passages.

1. _____

2. _____

3. _____

What are three important things you learned or important parts of each passage?

1. _____

2. _____

3. _____

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Comparing Two Passages - Graphic Organizer

Name _____

Title 1 _____

Title 2 _____

The Same

Different

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Comparing Two Passages - Written Response

Name _____ Date _____

1. Which two passages did you read? _____ and _____

2. Summarize the first passage: _____

3. Summarize the second passage: _____

4. How are the passages similar? _____

5. How are the passages different? _____

6. Which passage was the most informative? Why? _____

7. Which passage was the most interesting? Why? _____

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Perfect for the
PAIRED PASSAGES!

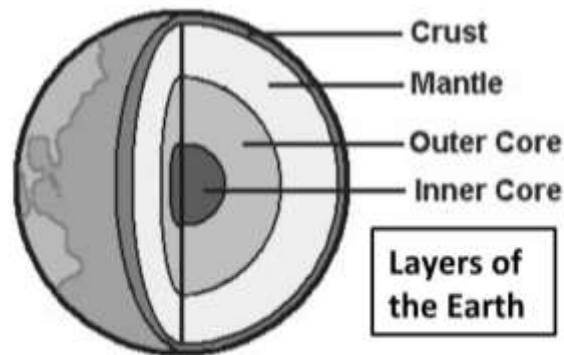
**ALL
WRITTEN BY
A PUBLISHED
AUTHOR!**

Rachel Lynette is a published author of over 120 nonfiction books for children on a variety of subjects.

(2,204 °C) at the bottom.

The outer core is even hotter than the mantle reaching temperatures of up to 9,000° F (4,982° C). This layer is made from liquid iron and nickel.

The inner core is at the center of the Earth. Like the outer core, the inner core is also very hot and composed of metal, but at this level, it is so compact that the metal is solid. The inner core is 4,000 miles (6,437 km) from the surface of the Earth.



♦♦ IT: details, text structure, interpreting an illustration

2. Which text structure was used in the passage?

- a) cause and effect b) problem and solution
c) compare and contrast d) sequence

Use evidence from the text to support your answer.

3. In what 2 ways are the outer core and inner core the same?

4. How does the diagram support the information in the text?

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between the pages.

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Preview



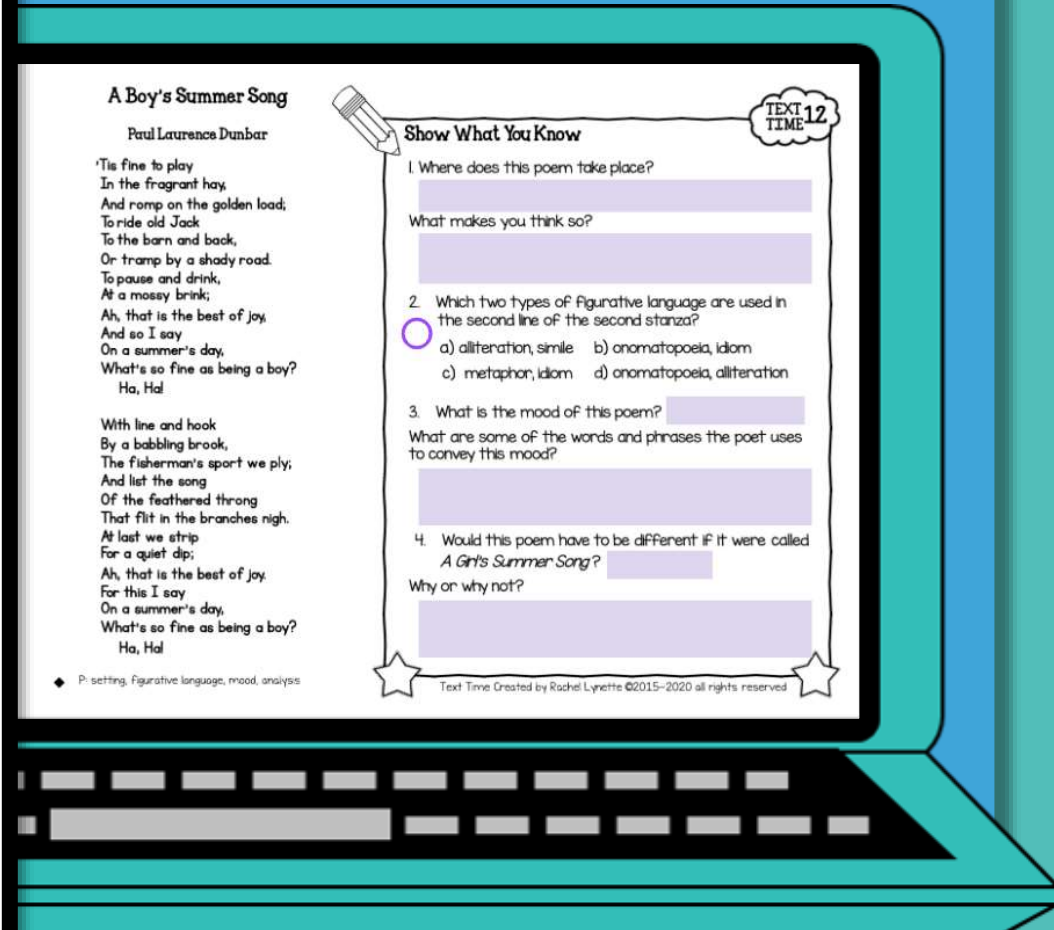
Multiple Choice
& Short
Answer



Optional Audio
Support!



Color-Coded
by Passage
Type



GOOGLE
SLIDES

PAPER-
LESER-



A Real Life Batman

Daniel Kish is blind, yet he can hike, play basketball, and even ride a bicycle! Just like a bat, Kish uses echolocation to move without bumping into things. As he moves, Kish makes a clicking noise with his tongue. The noise bounces off the objects around him and he uses his ears to "see" them in his mind.

Echolocation is not just like having sight. He can't see colors or see objects that are smaller than a softball. "It's like seeing with dim flashes of light," Kish says.

Kish believes that any blind person can learn to echolocate. He started an organization called World Access for the Blind to teach children to echolocate. "It isn't that difficult to teach. It really isn't," Kish says. "I believe that the brain is already partly wired to do this." Kish thinks every blind person should have the chance to learn echolocation. He says that not allowing it would be, "very shortsighted."

IT: inference, vocabulary, understanding quotes

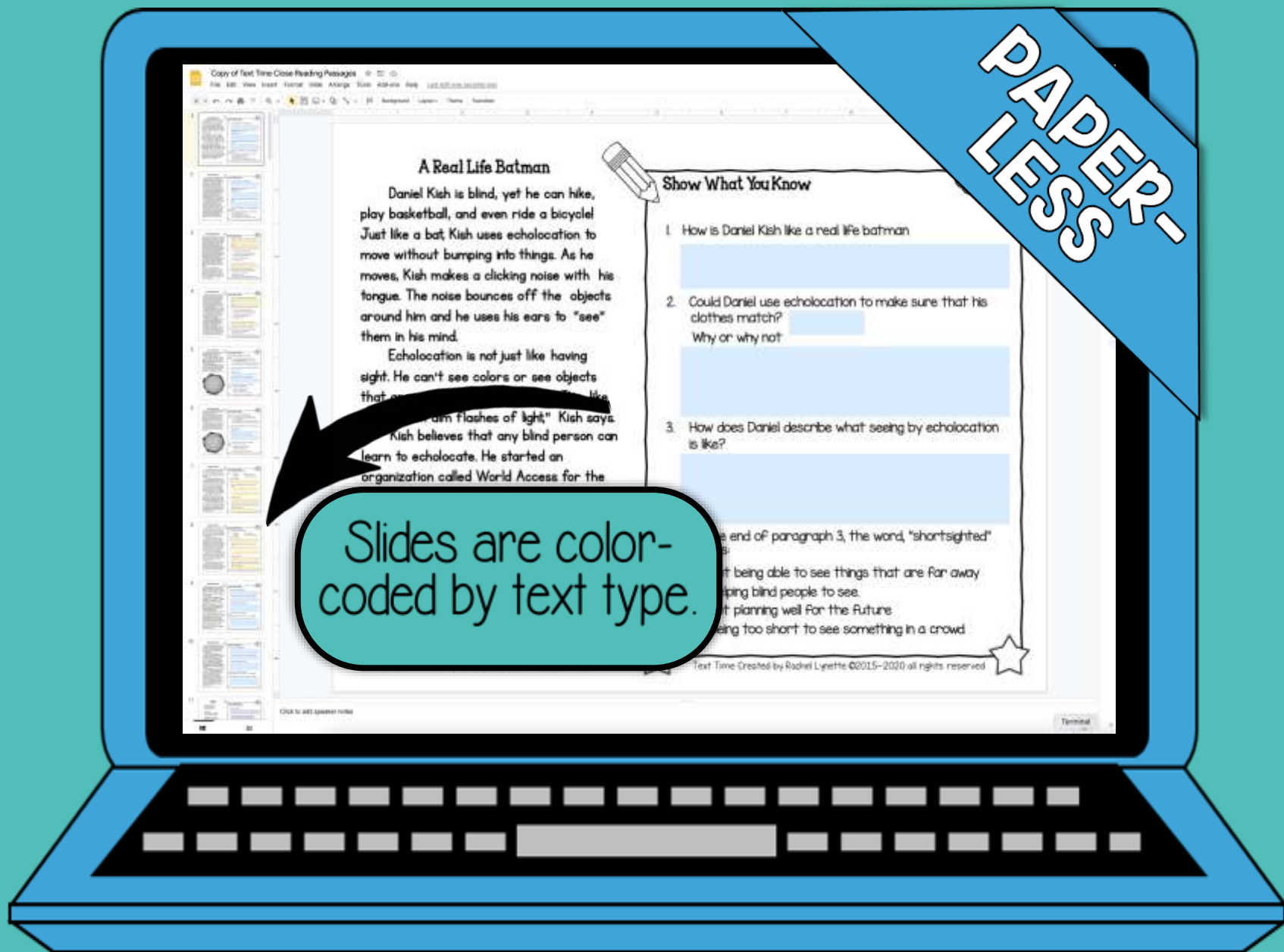


Show What You Know

1. How is Daniel Kish like a real life batman?
2. Could Daniel use echolocation to make sure that his clothes match?
Why or why not?
3. How does Daniel describe what seeing by echolocation is like?
4. At the end of paragraph 3, the word, "shortsighted" means:
☒ a) not being able to see things that are far away
☐ b) helping blind people to see.
☐ c) not planning well for the future.
☐ d) being too short to see something in a crowd

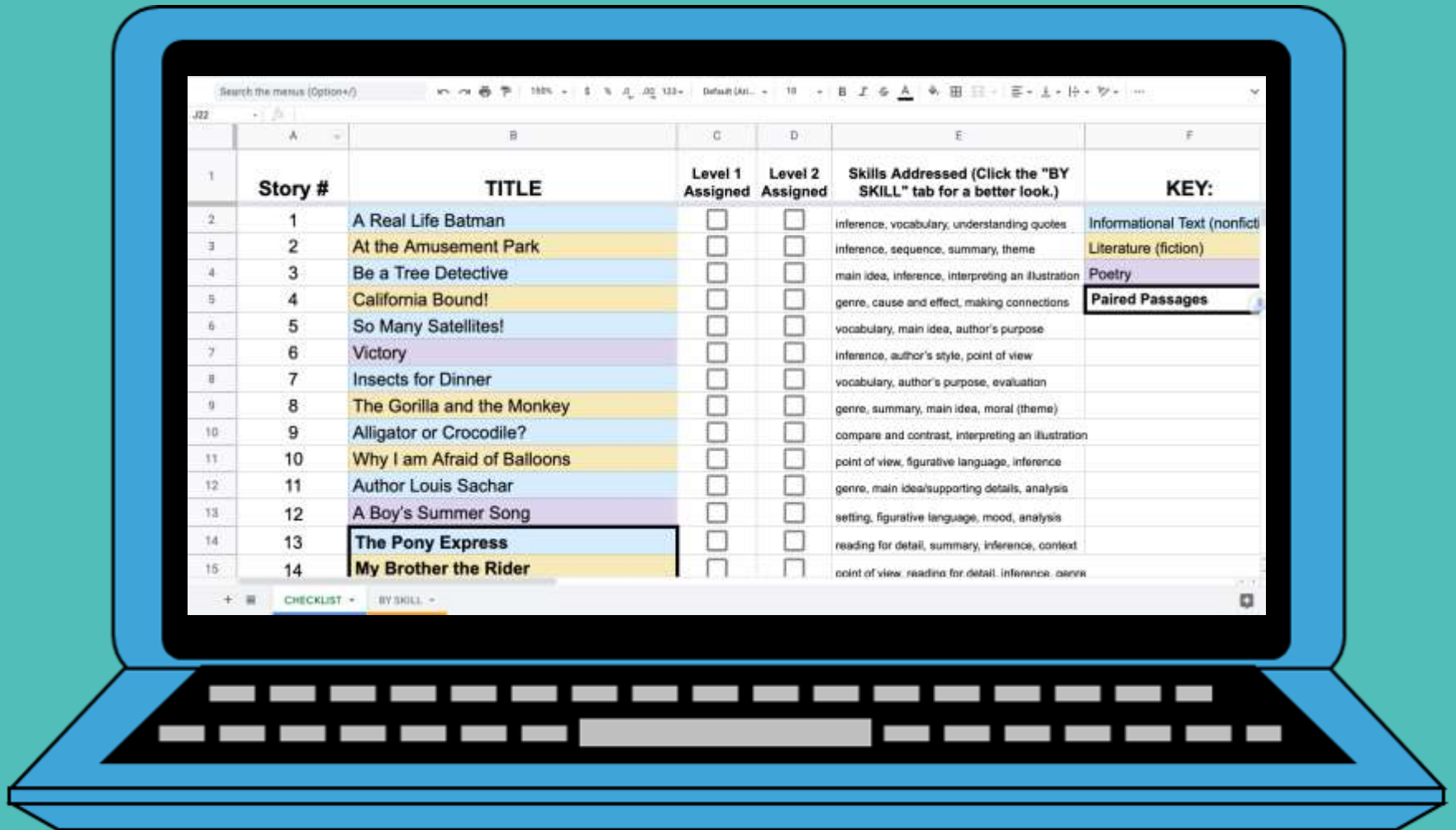
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Optional
Audio Support!



Great for GOOGLE
CLASSROOM!

DIGITAL TRACKER



Check off passages as they have been assigned!

**CHOOSE A
PASSAGE BY
SKILL!**

[illegible]

DIGITAL DESIGN

The Early Life of Benjamin Franklin

Benjamin Franklin was born in Boston on January 17, 1706. When he was twelve years old, Ben became an apprentice to his older brother, James. James was a printer. Ben signed a contract to work for James for nine years. When Ben was 15 years old, his brother started a newspaper. Ben wanted to write for the paper, but his brother would not let him. Ben secretly started writing letters to the paper. He pretended to be a widow named Silence Dogood. James did not know the letters were written by his brother. He published them in the paper.

The letters were full of strong opinions. Readers loved them! People talked about them and wondered who Silence Dogood was.

After 14 letters had been printed, Ben told his father what he had been doing. His father yelled at him and beat him. His brother was angry too. Ben had more problems with James. When he was 17, he ran away to Philadelphia. In Philadelphia he found another job as a printer's apprentice.

IT: genre, context clues, fact and opinion

Show What You Know

TEXT TIME 41

1. What genre is this passage?

☐ a) mystery b) historical fiction
c) biography d) science fiction

How do you know?

2. What does the word "apprentice" mean?

☐ a) teacher b) slave
c) friend d) helper

3. How did Ben trick his brother?

4. Read each statement. Write F (For Fact) or O (For opinion) in each blank.

a) Benjamin Franklin was born in Boston.
b) Ben was an apprentice for his older brother.
c) Ben was a clever boy.
d) James was mean to his brother.
e) Ben ran away when he was 17 years old.

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TEXT TIME 12

How

take place?

so?

of figurative language are used in the second stanza?

b) onomatopoeia, idiom
d) onomatopoeia, alliteration

of this poem?

words and phrases the poet uses

have to be different if it were called Song?

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- ★ Full Sized Slide for Each Text Time Passage
- ★ Text Boxes are Color Coded According to type of Passage
- ★ Move the Circle to Select Multiple Choice Answers
- ★ Type in the Shaded Boxes
- ★ Perfect for Distance Learning and the Paperless Classroom

GREAT FOR DIFFERENTIATION!

Text Time Answer Keys 1-6 (some answers will vary)

A Real Life Batman	TT 1	At the Amusement Park	TT 2	Be a Tree Detective
<ol style="list-style-type: none"> 1. Daniel uses echolocation to get around, just like a bat does. 2. No, because the text states that Daniel cannot see colors. 3. He describes it as seeing with dim flashes of light. 4. c – not planning well for the future. 		<ol style="list-style-type: none"> 1. 1) Justin is not very responsible because he lost track of his brother. 2) Justin is probably a teenager because he is in charge of his brother and he has a texting phone. 2. 3, 5, 1, 2, 4 3. Justin lost his little brother at the amusement park, but then he found him again. 4. d – It is important to take responsibilities seriously. 		<ol style="list-style-type: none"> 1. b. 2. No, because you of the trunk under down. 3. A tree will have bad year and it sunlight and w 4. b – between 3

California Bound!

1. c - Historical fiction because it is about a girl on a wagon train and travel that way to California were cars and trains.

2. 1) The rain made the river swell, dangerous to cross.

Pa is worried they will not reach the mountains by late fall.

House on the Prairie - called her parents

So Many Satellites

TT 4

TT 5

TT 6

TT 7

TT 8

TT 9

TT 10

TT 11

TT 12

TT 13

TT 14

TT 15

TT 16

TT 17

TT 18

TT 19

TT 20

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TT 90

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TT 92

TT 93

TT 94

TT 95

TT 96

TT 97

TT 98

TT 99

TT 100

Comparing Two Passages - Chart

Name _____

Passage 1	Passage 2
Write the titles of the two passages in the boxes to the right. Then fill in the chart.	
What is the author's purpose?	<input type="checkbox"/> persuade <input type="checkbox"/> inform <input type="checkbox"/> entertain <input type="checkbox"/> persuade
From what point of view is the passage written?	<input type="checkbox"/> first person <input type="checkbox"/> second person <input type="checkbox"/> first person

Comparing Two Passages - Chart

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Write the titles of the two passages in the boxes to the right. Then fill in the chart.			
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From what point of view is the passage written?	<input type="checkbox"/> first person <input type="checkbox"/> second person	<input type="checkbox"/> first person <input type="checkbox"/> second person	
Write a summary for each of the passages.			
	1	1	
	2	2	
	3	3	

are three
ant things you
important
each passage?

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Mark it Up!

Number each paragraph

Underline main Ideas

Important details

Unfamiliar words

Parts you understand

parts you find confusing

pts you find
interesting or surprising

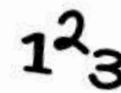
text:

summarises.

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reserv



 Preview

Click "Preview"
to learn more!

Student Materials

**TESTED IN
OVER 20,000
CLASSROOMS!**

OVER 4,000



5 STAR RATINGS

Here's What Teachers are Saying!

“

I teach a combined third and fourth grade and this close reading resource is the best that I have ever seen! I have already put in TEXT TIME for Tuesday and Thursday Reading Workshop warm-up! I love the two reading levels! I love the organization--skill listed on bottom, variety of skills, numbers on each activity, great table of contents, and answer key! Thank you for sharing your talent! It is simply amazing!



”

Here's What Teachers are Saying!

“

LOVE these for tutoring our young kiddos after a long day's work. They are short and sweet, yet engaging for my students. The questions are perfect and they really get my students thinking. Rather than answering all surface type questions, it makes them think deeper and further, all while still staying engaged and not feeling discouraged. Thank you!



”

Here's What Teachers are Saying!

“

This resource has been amazing for distance learning! I've used the paper copies in class, but the digital copies are so helpful! I simply upload the text times I want to google classroom and assign each kid a copy. Thank you for making this so simple (& meaningful)!



”

Some of the Titles!

A Quarterback Who Gives Back

If you are a football fan then you know

Name _____ Date _____

TEXT
TIME 17

Animal Bedtimes

Name _____ Date _____

TEXT
TIME 33

Amazing Anacondas

Name _____ Date _____

TEXT
TIME 37

Hurricanes

Hurricanes (sometimes called cyclones or

Name _____ Date _____

TEXT
TIME 45

A Real Life Batman

Name _____ Date _____

TEXT
TIME 1

Ice Cream in a Baggie

Name _____ Date _____

TEXT
TIME 57

Why I am Afraid of Balloons

Some people are scared of spiders or

Name _____ Date _____

TEXT
TIME 10

A New Life on Mars

Name _____ Date _____

TEXT
TIME 20

Hamster Adventures

Alex was so excited! He had been chosen to

Name _____ Date _____

TEXT
TIME 26

Super Cheese Man to the Rescue!

Name _____ Date _____

TEXT
TIME 50

Insects for Dinner

Imagine eating a plateful of crickets for dinner with chocolate-covered ants for dessert. It might not sound too appetizing to you, but around 2 billion people worldwide eat insects regularly as a part of their diet. Eating insects is called entomophagy and there are many good reasons to do it.

First off, insects are really good for you! They are packed with protein, fiber, vitamins

Name _____ Date _____

TEXT
TIME 7

Show What You Know

1. What is entomophagy?

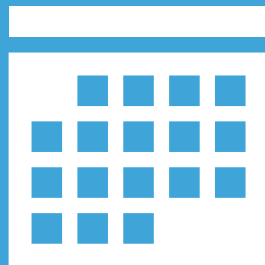
2. Give three reasons why raising insects is better than raising livestock.

1) _____

TEACHING IDEAS:

If you would like consistent practice all year long, use two Text Time pages per week, perhaps on Tuesdays and Thursdays.

Another option is to use them three times a week, possibly Monday, Wednesday, and Friday, which will get you through most of the school year. A third possibility is to go ala carte, selecting passages for their subjects or the skills addressed as needed.



TEACHING IDEAS:

Depending on the age and abilities of your students, you may need to work through the first few together. As skills improve, students should be able to complete the questions independently. Another option is to allow students to work in partners. You may also want to use sticky-notes for annotating.



TEACHING IDEAS:

Because the skills addressed go much deeper than simple comprehension, and are more aligned with close reading, students may need to read the passage more than once. You may want to model that practice.



TEACHING IDEAS:

Students will benefit more if there is time to discuss the questions and answers. Because answers will sometimes vary, this is an excellent opportunity for students to justify their responses. This will also help struggling students as the skills repeat throughout the resource.



TEACHING IDEAS:

These passages could be used for bell work, at a center or station, as part of a reading packet, with a small group, as homework, as enrichment for younger, highly capable students, as remediation for struggling students, or as test prep.



BUNDLES!

SAVE MONEY!

This resource is
available in money-saving
bundles! Be sure and
check them out!