

**3rd Grade Reading FCAT 2.0 Crunch Packet!**  
**(8 Weeks)**



**Region II**

**Mr. Jose Dotres, Region Superintendent**

**Miami-Dade County Public School**

## **SUBJECT: FCAT CRUNCH TIME READING PROCEDURES**

New procedures for reading instruction will begin the week of February 7, 2011, and will follow this routine throughout the weeks leading up to the FCAT exam.

Your schedule is will be as follows:

### **90 minute Language Arts Block:**

50 minutes devoted to *Houghton Mifflin/Crunch Time Passages*; whole group instruction.

40 minutes devoted to small instruction **based on specific benchmarks as diagnosed from test data.**

**Weekly schedule will follow a '3, 2' model: 3 days of Houghton Mifflin, 2 days of working on the Crunch Packets.**

## **3<sup>rd</sup> Grade Reading Crunch Packet Time Procedure:**

### **DAY 1**

Whole group 50 minutes

- Students read each passage and answer the questions on their own, as a mock test (*you may use their score as a reading grade*).
- As students work on the passages, the teacher walks around noting positive test taking behaviors (*for example: underlining, referring to the text, staying alert*).
- After students have completed test, teachers collect work. Teachers are encouraged to share the positive behaviors that were observed.

Differentiated small group instruction 40 minutes

NOTE TO TEACHERS: BEFORE USING THE PASSAGE FOR INSTRUCTION:

1. Read the passage.
2. Decide how to develop background knowledge.
3. Select key vocabulary (*Tier 2 words*)
4. Select key words from the questions to alert students of tested benchmarks.
5. Instruct from the articles/stories daily, using the Instructional Procedure or Multiple Choice Procedure

**DAY 2:**

30 minutes Crunch Time. It will take approximately two days to instruct a passage in depth. Please use the following procedure to instruct the passages deeply to your students.

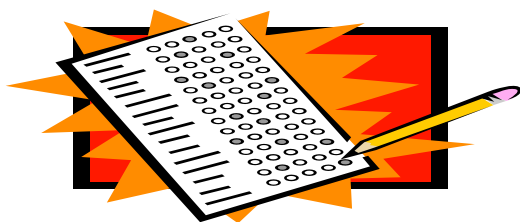
Instructional Procedure: Engage students with the text by using the following:

1. Activate/build background knowledge.
2. Determine what type of text (*informational, literary, or poetry*)
3. Make quick oral predictions.
4. Set a purpose for rereading the text.
5. Read the text, using the “Think Aloud” process by stopping frequently to: Clarify (*words and/or ideas*), visualize, infer, summarize, and question.
6. Quickly review oral predictions.
7. Ask students: “What would be another good title for this passage?”
8. Go over EACH question using the **Multiple Choice or Short/Extended Response Procedure** (*as explained below*):

**Multiple Choice Procedure-**

1. Cover the answer choices and read the question aloud.
2. Discuss what the question is asking by finding key words and identifying the benchmark.
3. Go back to the text with students to find possible answers and support.
4. ORALLY discuss the answer: students should have an answer in their head.
5. Discuss the steps the students took to get to the answer.
6. Uncover the answer choices.
7. Review each distracter and discuss why some don’t address the question completely.
8. Find the best answer and discuss why it *IS* the best answer.

***\*Some passages have fewer questions. To create more questions the FCAT Task Cards are an excellent resource and correlated with the new benchmarks.\****



## **Instructional Procedures for Special Education (SPED) and English Language Learners (ELL)**

The teacher will:

- build background knowledge by helping students identify and relate to key ideas and concepts to be learned.
- assist students with identifying text features and analyzing the text structures of the passage.
- read aloud the passage modeling explicitly think-aloud procedures while discussing and explaining ideas and concepts.
- model for students how to use active reading strategies (i.e. marginal note taking, underlining key vocabulary and details, summarizing and paraphrasing).
- use graphic and semantic organizers to help students clarify details and concepts from the passage.
- analyze questions with students discussing what is necessary to fulfill the requirements of the task:
  - Identify tested benchmark(s)
  - Focus on key vocabulary
  - Discuss what the question is asking
  - Completely review all multiple choice items
  - Eliminate distractors
- review the passage with the students to support their answers. (Students will underline details relevant to the question.)
- examine and confirm students' understanding of the main idea, relevant facts and details from the text through higher order questioning strategies.

Week	Date	Content Focus	Title of Passage
1	Feb. 7 – Feb. 11	Analyze Words in Text Literary Terminology Vocabulary	<b>A Special Touch</b>
2	Feb. 14 – Feb. 17  (4 day week)	Similarities and Differences	<b>Anansi &amp; Turtle-An African Folktale and Little Bony Sea Horse</b>
		Author's Purpose Analyze Words in Text Plot and Conflict Resolution Cause/Effect Similarities and Differences	<b>Anansi &amp; Turtle</b>
3	Feb. 22 – Feb. 25  (4 day week)	Main Idea/Essential Message Comparison & Contrast Multiple Representations of Information Similarities and Differences Cause/Effect	<b>Back in Time</b>
4	<b>FCAT WRITES: February 28– March 4</b>	Author's Purpose Comparison & Contrast Plot and Conflict Resolution Similarities and Differences Cause/Effect	<b>Doc Annie McGrew</b>

5	Mar. 7-11	Main Idea/Essential Message Vocabulary Multiple Representations of Information	<b>Elephants: The Big Eater</b>
<b>Spring Break—March 14-18</b>			
6	Mar. 21 – Mar. 25	Vocabulary Main Idea/Essential Message Comparison & Contrast Author’s Purpose Multiple Representations of Information Cause/Effect	<b>Fruit Pizza</b>
		Plot and Conflict Resolution Cause & Effect	<b>Johnny Cake</b>
7	Mar. 28 – Apr. 1	Vocabulary Comparison & Contrast Similarities and Differences	<b>Lewis Has a Trumpet</b>
8	Apr. 5– Apr. 8 (4 Day Week)	Similarities and Difference	<b>The Pumpkin and the Tall Tree &amp; The Legend of Red Bird</b>
		Analyze Words in Text Vocabulary Comparison & Contrast Main Idea/Essential Message Literary Terminology Effects of Language Author’s Purpose	<b>The Library</b>

**FCAT 2.0: READING, MATH & SCIENCE—APRIL 11-22**

WEEK 1

Name \_\_\_\_\_

Date \_\_\_\_\_

**A Special Touch**

“Mom, Henry is cracking the eggshells,” yelled Gina from the back porch.

Mother walked through the living room. She gazed at the brightly colored paper flowers that speckled the rug like a rainbow. Gina had left them there when she made them earlier. When Mother reached the back door her eyes widened. Her mouth dropped open. The porch, the children, and the chairs were covered with tiny bits of colorful paper called confetti and eggshells called cascarones that were broken into pieces.

“I know breaking cascarones on your heads is fun. Next time let’s wait until the guests are here,” Mother said with a smile.

Mother walked back into the house. Gina and Henry looked at each other and smiled. They were glad Mother was not upset about the mess. The children worked together to hang the paper flowers. Soon they were all in place.

As guests began to arrive, Henry noticed the floor. It was still covered with confetti from the broken cascarones. He stared at the floor for a minute and smiled.

“I think all the tiny paper bits add a special touch,” Henry said, hoping Gina would agree.

“I agree,” Mother said. She was standing at the back door with Tia Margaret and Abuela Rita.

“Me, too,” said their grandmother, Rita. “What’s a fiesta without cascarones and confetti?” Everyone laughed and came out on the porch to enjoy the fiesta.

\_\_\_\_\_ **1 What is one problem in the story?**

- A The confetti adds a special touch to the fiesta.
- B Mother is unhappy with the mess on the floor.
- C Mother wants to make paper flowers with the children.
- D The floor is covered with confetti before the guests arrive.

\_\_\_\_\_ **2 Read the sentences.**

When Mother reached the back door, her eyes widened. Her mouth dropped open.

**Which sentence shows a similar reaction by another character?**

- F He stared at the floor for a minute and smiled.
- G The children worked together to hang the paper flowers.
- H Everyone laughed and came out on the porch to enjoy the fiesta.
- J She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.

\_\_\_\_\_ **3 Which statement from the passage contains a simile?**

- A She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.
- B Everyone laughed and came out on the porch to enjoy the fiesta.
- C It was still covered with confetti from the broken cascarones.
- D He stared at the floor for a minute and smiled.

\_\_\_\_\_ **4 Read the sentence.**

She gazed at the brightly colored paper flowers that speckled the rug like a rainbow.

**What does the word speckled mean?**

- F covered
- G folded
- H moved
- J widened

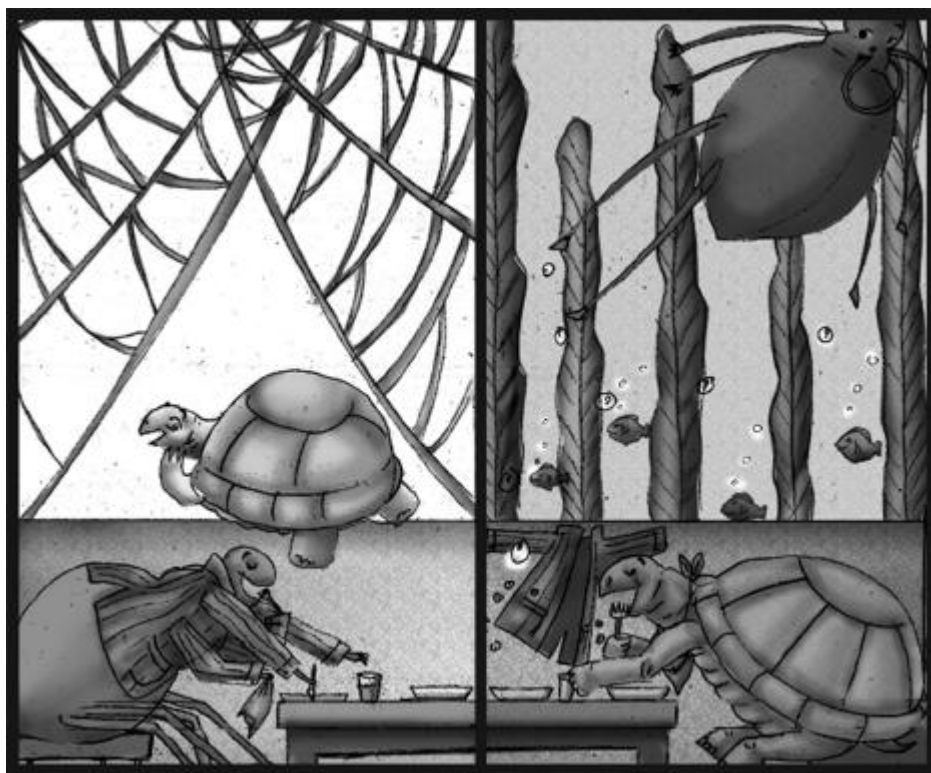


WEEK 2

Name \_\_\_\_\_

Date \_\_\_\_\_

**Anansi & Turtle**  
**An African Folktale**  
by Leslie Kimmelman



One evening, tired, dusty Turtle knocked on spider Anansi's door. Anansi invited him for dinner, just to be polite. But when Turtle reached for the bowl of tasty food, Anansi said cleverly, "Turtle, don't you know it is bad manners to eat without first washing up?"

So, hungry Turtle slowly walked back to the river to wash. By the time he returned, greedy Anansi had finished all the food.

A month later, Anansi visited Turtle. "Come down," Turtle invited from his dinner table at the river's bottom. But Anansi was too light to sink under the water. He had to put pebbles in his jacket pockets to get to Turtle's table.

Just as Anansi reached for some delicious food, Turtle said cleverly, “Don’t you know it is bad manners to wear a jacket at the table?” Of course, as soon as Anansi’s jacket was off, he floated up. He could only look on sadly as Turtle ate all the dinner himself.

### Little Bony Sea Horse



Little bony sea horse,  
Hiding in the sea,  
Won't you show your colors,  
And come out and play with me?

Little bony sea horse,  
Swimming all around,  
Slipping through the meadow,  
Won't you please calm down?

Little bony sea horse,  
Searching for some food,  
Sucking through your snout,  
Please don't be so rude!

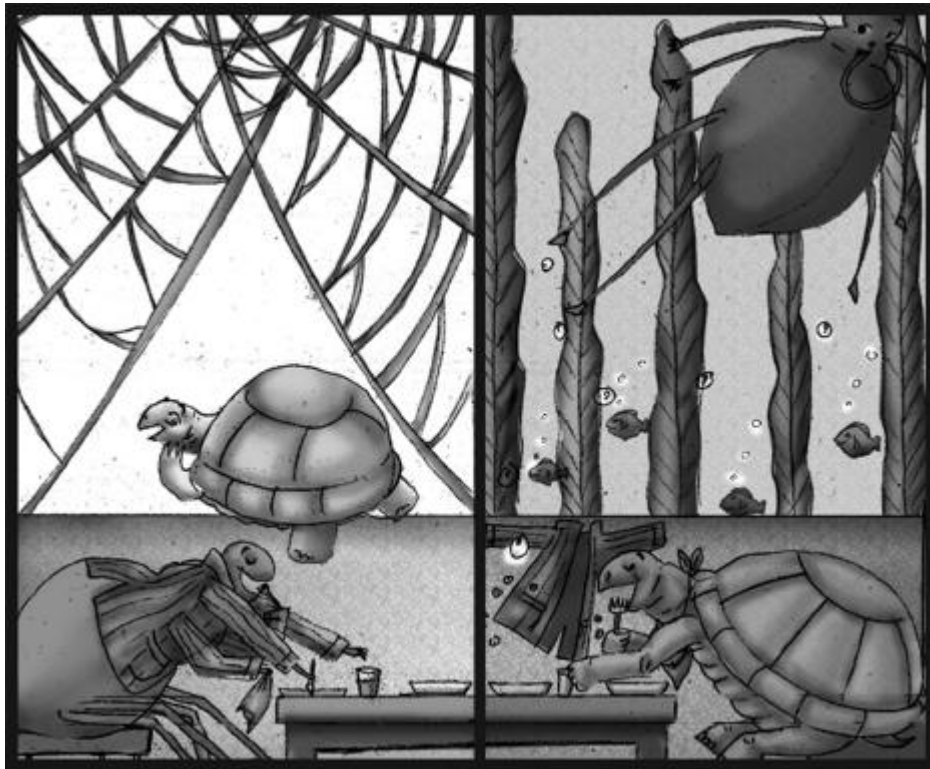
Little bony sea horse,  
Flapping fins and tail,  
Why aren't you stopping?  
Why are you so pale?

Little bony sea horse,  
 Why did you swim away?  
 No one's here but me,  
 And a little blue stingray!

1 How are the settings of “Anansi & Turtle” and “Little Bony Sea Horse” similar?

- A They both take place at the dinner table.
- B They both take place on the sandy shore.
- C They both take place in or near the water.
- D They both take place in or by the meadow.

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“Anansi & Turtle” from *Sesame Street Magazine*, September 2003. Copyright © 2003 Sesame Workshop. All rights reserved. Used by permission of Sesame Workshop.

\_\_\_\_\_ **1 At the end of the story, Turtle tricks Anansi by**

- A visiting him late one evening.
- B asking him to wash for dinner.
- C helping him find some pebbles.
- D telling him to remove his jacket.

\_\_\_\_\_ **2 Anansi puts pebbles in his pockets so that he can**

- F sink in the river.
- G start a collection.
- H give them to Turtle.
- J hide them from Turtle.

\_\_\_\_\_ **3 What lesson does Anansi learn in the end?**

- A Do not cheat others.
- B Jackets are bad luck.
- C Always clean your mess.
- D Do not invite others to dinner.

\_\_\_\_\_ **4 With which statement would the author MOST LIKELY agree?**

- F Anansi got what he deserved.
- G Anansi tried to be a good friend.
- H Turtle should have worn a jacket.
- J Turtle was rude to forget to wash.

\_\_\_\_\_ **5 What does Anansi do to show he is greedy?**

- A He eats all the food.
- B He cooks a big dinner.
- C He goes to Turtle’s house.
- D He invites Turtle to his home.

\_\_\_\_\_ **6 Anansi and Turtle are ALIKE because they**

- F move slowly.
- G live in the river.
- H fool one another.
- J lack good manners.

\_\_\_\_\_ **7 Which word describes BOTH Anansi and Turtle?**

- A clever
- B curious
- C kind
- D lonely

\_\_\_\_\_ **8 Which is the BEST summary of the story?**

- F Anansi and Turtle invited each other for dinner and tricked each other so only one was able to eat.
- G Turtle and Anansi invited each other for dinner and tricked each other so they could both eat.
- H Anansi invited Turtle to dinner, but then Turtle tricked Anansi and ate by himself.
- J Turtle invited Anansi to dinner, but then Anansi tricked Turtle and ate by himself.

\_\_\_\_\_ **9 How is the setting DIFFERENT from the beginning of the story to the end of the story?**

- A The beginning of the story takes place at Anansi's house, and the end of the story takes place at Turtle's house.
- B The beginning of the story takes place at Turtle's house, and the end of the story takes place at Anansi's house.
- C The beginning of the story takes place at the table, and the end of the story takes place in the river.
- D The beginning of the story takes place at the river, and the end of the story takes place at the table.

WEEK 3

Name \_\_\_\_\_

Date \_\_\_\_\_

**Back in Time**

*Do you think you wake up too early in the morning? If you said yes, you might just change your mind after reading about Albert, a boy who lived in Colonial times.*

My name is Albert. I live in Plymouth, Massachusetts. My sisters, brothers, and I wake up at 5:30 every morning. Before going to school, we do a lot of work. We must feed the chickens, milk the cows, and gather vegetables like crisp turnips, carrots, and peas. Sometimes we sweep the floor or get eggs from the chickens. After that, we eat breakfast and begin our long walk to school.

Our school has only one classroom. It does not bother me that my younger brothers and sisters are in my class. Miss Harlow, our teacher, starts the day by counting the students. Then, we begin our lessons. Our lessons are written on hornbooks which look like flat, wooden paddles. We read them over and over. After school, we return home to work on the farm. My sisters pluck feathers to fill quilts. They spin wool, churn butter, and help our mother prepare the meal. My brothers and I cut wood, carve tools, and make baskets. Someday I will be a cooper like my father, who makes barrels and buckets from wood and iron. On days when we have extra time, we play marbles or stick and ball. When the sun begins to set, Mother lights the candles we made ourselves. Bedtime comes and we sleep until a new day arrives.

#### Timeline of Albert's Day

The children wake up early and do chores.  
 The children eat breakfast and then walk to school.  
 The children spend the day at school.

The children return home and do more chores.  
The children and their parents go to bed.

\_\_\_\_\_ **1 Based on the story, what can the reader tell about school during the Colonial period?**

- A School days long ago were shorter than they are now.
- B Students older than Albert attended a different school.
- C Albert and the other students did not use regular books in their school.
- D Albert and the younger students did not have the same teachers at school.

\_\_\_\_\_ **2 How does Albert spend his time BEFORE school and AFTER school?**

- F playing games
- G studying lessons
- H working on the farm
- J making wooden barrels

\_\_\_\_\_ **3 What part of Albert's day is shown in the picture?**

- A after sunset
- B after school
- C before school
- D before bedtime

\_\_\_\_\_ **4 How is Albert's work at home DIFFERENT from his sisters' work at home?**

- F His sisters light the candles, while Albert carves tools.
- G His sisters run outside and play, while Albert plays with marbles.
- H His sisters spin wool and churn butter, while Albert cuts wood and makes baskets.
- J His sisters weave baskets and cut wood, while Albert feeds the chickens and milks the cows.

\_\_\_\_\_ **5 According to the passage, why will Albert be a cooper someday?**

- A because his father is a cooper
- B because he is studying this trade in school
- C because his brothers are learning this trade
- D because he is making candles like a cooper

\_\_\_\_\_ **6 Based on the title and picture, the reader can tell that the passage is about**

- F what chickens eat.
- G where chickens live.
- H how farm life was long ago.
- J who has to care for the animals.

\_\_\_\_\_ **7 Which could be added to the timeline?**

- A** The mother lights the candles before school.
- B** The father ends the day by feeding the chickens.
- C** The teacher ends the day by counting the students.
- D** The children play marbles or stick and ball after school.



WEEK 4

Name\_\_\_\_\_

Date\_\_\_\_\_

**Doc Annie McGrew**

Here's what I think of Doc Annie McGrew,  
the animal doctor who works at the zoo.  
Doc Annie works hard from morning 'til night,  
so the monkeys and zebras keep feeling all right.  
Doc Annie is great, I'll tell you quite straight,  
and the way that she speaks is really first-rate.  
She always is friendly and wears a big smile,  
She only gets serious once in a while.  
Doc Annie has fun. I could tell right away  
when I heard her talk to the penguins one day.  
She's terribly smart, and no one is kinder.  
When I visit the zoo, I'm eager to find her.  
Doc Annie is always ready to greet  
the children who scramble to sit at her feet  
Listening and watching, they sit in a ring  
while she tells about helping animals, her favorite thing.  
Doc Annie McGrew has sparkles in her eyes  
as she talks about things that crawl, swim, and fly.  
Do you see why I like her? Do you know what I see?  
I see someone I'd very much like to be!

\_\_\_\_\_ **1 Why did the author MOST LIKELY write this poem?**

- A to discuss different types of jobs at the zoo
- B to share a story about things that crawl, swim, and fly
- C to show how Doc Annie McGrew talks to the penguins
- D to explain why the narrator wants to be like Doc Annie McGrew

\_\_\_\_\_ **2 In the poem, how is Doc Annie DIFFERENT from other people?**

- F No one is kinder than she is.
- G No one is smarter than she is.
- H No one is more fun than she is.
- J No one is friendlier than she is.

\_\_\_\_\_ **3 How does the narrator in the poem “Doc Annie McGrew” feel at the zoo?**

- A excited
- B serious
- C surprised
- D tired

\_\_\_\_\_ **4 In the poem, how are Doc Annie McGrew and the visiting children at the zoo ALIKE?**

- F All of them enjoy swimming.
- G All of them enjoy the animals.
- H All of them enjoy being outside.
- J All of them enjoy getting up early.

\_\_\_\_\_ **5 In the poem, what happens because Doc Annie McGrew works hard?**

- A The penguins are learning to listen.
- B The children are visiting every day.
- C The animals can crawl, swim, and fly.
- D The monkeys and zebras keep feeling all right.

\_\_\_\_\_ **6 Which word would the narrator in “Doc Annie McGrew” MOST LIKELY use to describe Doc Annie?**

- F caring
- G fast
- H lonely
- J quiet

\_\_\_\_\_ **7 What would the narrator in “Doc Annie McGrew” MOST LIKELY do FIRST at the zoo?**

- A go see the zebras
- B visit the monkeys
- C look at the penguins
- D find the animal doctor

\_\_\_\_\_ **8 The narrator of this poem would MOST LIKELY agree that**

- F being kind is the way to get a good job.
- G animals are easy to treat and work with.
- H zoos are the only place to work and enjoy yourself.
- J people who love their work make others want the same job.

\_\_\_\_\_ **9 Which idea from “Doc Annie McGrew” is a FACT?**

- A Doc Annie is great . . .
- B . . . no one is kinder . . .
- C She always is friendly . . .
- D . . . she tells about helping animals . . .

\_\_\_\_\_ **10 There is enough information in “Doc Annie McGrew” to tell that Doc Annie**

- F loves her job.
- G is new at the zoo.
- H has many children.
- J loves the zebras the most.

\_\_\_\_\_ **11 Based on the poem, the narrator MOST LIKELY thinks that**

- A being a zoo doctor is fun.
- B a zoo doctor must act serious.
- C a zoo doctor must enjoy stories.
- D zoo doctors earn a lot of money.

\_\_\_\_\_ **12 Read the line.**

Doc Annie McGrew has sparkles in her eyes

**The author MOST LIKELY uses the words sparkles in her eyes to show that the doctor is**

- F excited.
- G pretty.
- H tired.
- J young.

\_\_\_\_\_ **13 Read these lines.**

Doc Annie is always ready to greet  
the children who scramble to sit at her feet.

**The author uses the word scramble to help show that the children are**

- A** eager.
- B** polite.
- C** puzzled.
- D** scared.

**WEEK 5**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Elephants: The Big Eaters**

Elephants are the largest land animals in the world. People all over the world admire elephants for their size and strength. There are two main kinds of elephants—African and Asian. African elephants have larger ears and longer tusks than Asian elephants. African elephants are also bigger and taller. An adult male African elephant can weigh as much as 15,000 pounds. An adult male Asian elephant weighs “only” about 10,000 pounds. It would take about 200 fourth graders to add up to 10,000 pounds!

Because they are so big, elephants eat a lot of food. The bigger the elephants are, the more food they need to eat to stay healthy. Adult male African elephants eat between 400 and 600 pounds of food each day. That is about the same weight as 1,600 to 2,400 hamburgers!

Did you know elephants do not eat meat? They are plant-eaters. They enjoy eating about 80 different kinds of plants. Which plants they eat depends on what is growing nearby. Elephants eat just about all the parts of trees and shrubs. They eat leaves, twigs, branches, bark, fruit, nuts, and roots. Elephants also like to eat different types of grasses.

Elephants have three main tools for eating. They have their trunk, their teeth, and their tusks. The elephant’s trunk looks like a very long nose. Together, the elephant’s nose and upper lip make up its trunk. The elephant’s trunk acts like a hand. It picks up leaves and twigs and puts them into the elephant’s mouth. The trunk can be used like an arm. It breaks off tree branches. The trunk also acts like a hose. It sucks up water and squirts it into the elephant’s mouth.

Even though it is a very large animal, an elephant has only four teeth inside its mouth. All four teeth are called molars. They have rough edges to help the elephant chew hard plant parts like twigs and branches. Each molar weighs more than 10 pounds and can be 10 inches long. One set of molars is in the front of the elephant's mouth. These two teeth are used the most. Slowly they get smaller and smaller from so much chewing. Once they have worn down, they break into pieces and fall out. Then the back two molars move forward to be used. When that happens a new pair of molars grows in at the back of the elephant's mouth. The pair is then ready to move forward when needed. This happens six times during an elephant's life.

Can you believe an elephant's tusks are really a special kind of tooth growing out of its mouth? Elephant tusks are the largest and heaviest teeth of any living mammal. Tusks are made of a beautiful creamy white material called ivory. Tusks grow about seven inches a year. The tusks of an older elephant may be as long as eight feet. Tusks help elephants eat because they can dig out the roots of plants and shrubs. Tusks are also used to tear bark off the tree trunks and branches. Elephants even use their tusks to dig holes to find water below the ground.

During the daytime and at night, most elephants in the world are busy eating. For this reason, finding enough food and water can be difficult for elephants. Even a small herd of elephants soon will eat most of the grasses, shrubs, and trees growing in one area. The herd then has to travel to a new place to find plants to eat. A herd of elephants may migrate more than 3,000 miles in one year. Every day they need to find lots of food.

Weight of Elephant	Amount of Food Eaten per Day
5,000 pounds	200 – 300 pounds
6,500 pounds	260 – 390 pounds
7,500 pounds	300 – 450 pounds
8,500 pounds	340 – 510 pounds
9,000 pounds	360 – 540 pounds

\_\_\_\_\_ 1 What is “Elephants: The Big Eaters” MAINLY about?

- A what elephants eat
- B when elephants eat
- C how elephants find food
- D how much elephants weigh

\_\_\_\_\_ 2 Read the sentence.

During the daytime and at night, most elephants in the world are busy eating.

The word busy means “active.” Changing busy to *busiest* means

- F not active.
- G less active.
- H most active.
- J make active.

\_\_\_\_\_ **3 Read the sentence.**

African elephants are also bigger and taller.

**What does the suffix *-er* mean in bigger and taller?**

- A have less
- B have with
- C more than
- D fewer than

\_\_\_\_\_ **4 Based on the article, which sentence BEST describes the elephants' eating habits?**

- F Elephants eat during the day but not at night.
- G Elephants need to eat a large amount of food every day.
- H Elephants do not get enough to eat from trees and plants.
- J Elephants have to share their food with other large animals.

\_\_\_\_\_ **5 The picture BEST supports the idea that elephants**

- A eat peanuts.
- B eat at night.
- C eat branches of trees.
- D eat large amounts of food.

\_\_\_\_\_ **6 Based on the chart, if an elephant eats 250 pounds of food in one day, it is MOST LIKELY that the elephant weighs**

- F 5,000 pounds.
- G 6,500 pounds.
- H 8,500 pounds.
- J 9,000 pounds.

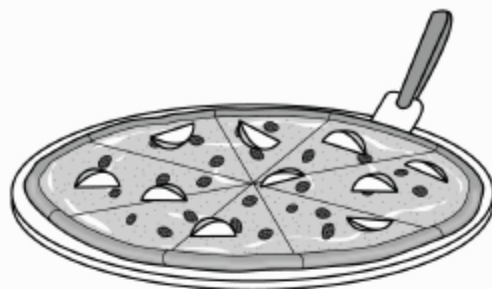
\_\_\_\_\_ **7 Which pair of words from “Elephants: The Big Eaters” are OPPOSITE in meaning?**

- A lot, large
- B day, night
- C weight, pounds
- D eating, growing

WEEK 6

Name \_\_\_\_\_

Date \_\_\_\_\_

**Fruit Pizza**

**Here is a different kind of pizza.  
Follow these directions to make a fruit pizza for dessert!**

**You Will Need:****Equipment**

- 1 baking sheet (9 inches × 12 inches)
- 1 rolling pin
- 1 mixing cup

**Ingredients**

- 1 round, ready-made pie crust
- 1 can of applesauce
- 2 apples, peeled and sliced thin
- 1 small box of raisins
- 1 tablespoon sugar
- 1/2 teaspoon cinnamon

**What to Do:**

1. Have an adult preheat oven to 350°.
2. Use the rolling pin to roll the unbaked pie crust flat. Roll the crust until it is large enough to cover the baking sheet. The crust will be very thin, but it will be crispy after it bakes.
3. Spread a thin layer of applesauce over the crust.
4. Place apple slices on top of the applesauce. Lay them flat.
5. Scatter raisins over the applesauce. You can add other sweet toppings to your pizza. Chocolate chips, peaches, pears, and bananas are all good choices.
6. Mix the sugar and cinnamon in a mixing cup. Sprinkle the mixture on top of the pizza.
7. Have an adult bake the pizza in an oven at 350 degrees for 15 minutes.
8. The adult should remove the pizza from the oven. The pizza will be too hot to eat right away. Let the pizza cool for another 15 minutes.
9. Cut the pizza into slices and enjoy a warm, delicious, fruity pizza pie!



\_\_\_\_\_ **1 Read the sentence.**

Use the rolling pin to roll the unbaked pie crust flat.

**What does the prefix *un-* in the word unbaked mean?**

- A before
- B half
- C not
- D without

\_\_\_\_\_ **2 What should you do AFTER you mix the cinnamon and sugar in a mixing cup?**

- F Sprinkle the mixture on top of the pizza.
- G Let the pizza cool for another 15 minutes.
- H Place apple slices on top of the applesauce.
- J Spread a thin layer of applesauce over the crust.

\_\_\_\_\_ **3 What should you do FIRST in order to make a fruit pizza?**

- A Roll the unbaked pie crust flat.
- B Have an adult preheat the oven.
- C Scatter the raisins over the applesauce.
- D Mix the cinnamon and sugar in a mixing cup.

\_\_\_\_\_ **4 Why did the author MOST LIKELY write “Fruit Pizza”?**

- F to tell readers to eat fruit pizza
- G to ask readers to make fruit pizza
- H to teach readers how to make fruit pizza
- J to show readers that fruit pizza can be healthy

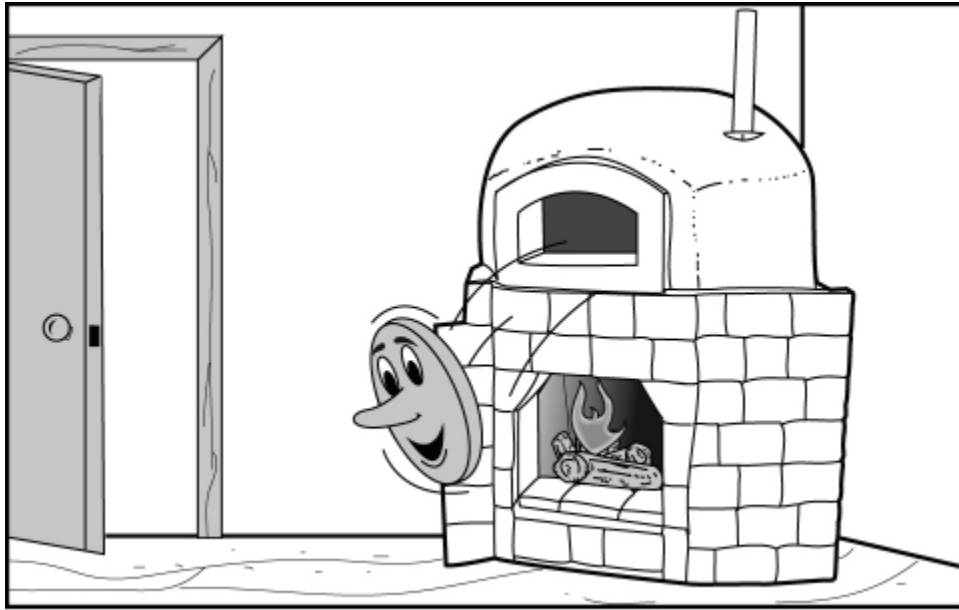
\_\_\_\_\_ **5 How do you know that the pizza in the picture has been baked and is ready to be served?**

- A It has raisins on it.
- B It has apple slices on it.
- C It has been cut into slices.
- D It has been put on a baking sheet.

\_\_\_\_\_ **6 Why will the pizza crust MOST LIKELY be crispy after it is baked?**

- F because of the baking sheet
- G because of the scattered raisins
- H because of the temperature of the oven
- J because of the spreading of the applesauce

### Johnny Cake (an English tale)



The Johnny Cake jumped out of an open oven door.

Once there lived a farmer and his wife in the country. The wife said to the farmer, “I’m going to put a johnny cake in the oven to bake. Help me to remember it so it will not burn.”

However, the farmer and his wife began working in their garden and forgot the johnny cake in the oven. Soon a rumble shook the oven, popping open the oven door. The johnny cake leaped out and rolled toward the open door of the house.

The farmer and his wife were startled to see their johnny cake heading out of the door and ran after him. Unfortunately, the johnny cake was too fast for the farmer and his wife. They sat on the ground to catch their breath.

The johnny cake ran into the woods. Soon he happened upon a fox that was lying quietly under the shade of a tree. Without rising, the fox called out to the johnny cake, “Well, hey there. Where are you going?”

“I’ve outrun the farmer and his wife. Surely I can outrun you too.”

“Your voice is as soft as a whisper. Come closer so I may hear you,” said the fox as he tilted his head toward the johnny cake.

The johnny cake stopped running and moved closer to the fox. “I said I’ve outrun the farmer and his wife. Surely I can outrun you too!”

“Oh, now you are as clear as a bell,” smirked the fox and with one swoop of his head, he snapped the johnny cake between his teeth. This marked the end of the johnny cake’s chase.

\_\_\_\_\_ **1 How does the johnny cake escape?**

- A The johnny cake leaps off the table.
- B The johnny cake jumps out of the oven.
- C The johnny cake rides on the back of a fox.
- D The johnny cake runs before the farmer eats him.

\_\_\_\_\_ **2 How is the fox able to eat the johnny cake?**

- F The johnny cake cannot outrun the fox.
- G The johnny cake does not notice the fox.
- H The johnny cake is curious about the fox.
- J The johnny cake is outsmarted by the fox.

\_\_\_\_\_ **3 Which event in “Johnny Cake” allows the fox to snap up the johnny cake?**

- A The johnny cake meets the fox.
- B The johnny cake runs into the woods.
- C The johnny cake leaps out of the oven.
- D The johnny cake moves closer to the fox.

\_\_\_\_\_ **4 How is the johnny cake able to get away from the farmer and his wife?**

- F He can run faster than they can.
- G They do not see him head out the door.
- H They are too surprised to run after him.
- J He runs behind a tree so that they cannot see him.

WEEK 7

Name \_\_\_\_\_

Date \_\_\_\_\_

**Lewis Has a Trumpet**  
by Karla Kuskin

A trumpet  
A trumpet  
Lewis has a trumpet  
A bright one that's yellow  
A loud proud horn.  
He blows it in the evening  
When the moon is newly rising  
He blows it when it's raining  
In the cold and misty morn  
It honks and it whistles  
It roars like a lion  
It rumbles like a lion  
With a wheezy huffing hum  
His parents say it's awful  
Oh really simply awful  
But Lewis says he loves it  
It's such a handsome trumpet  
And when he's through with trumpets  
He's going to buy a drum.

\_\_\_\_\_ **1 Read the lines.**

His parents say it's awful  
Oh really simply awful

**Which word means the OPPOSITE of awful?**

- A careful
- B quiet
- C shiny
- D wonderful

\_\_\_\_\_ **2 Read these lines.**

A bright one that's yellow / It's such a handsome trumpet

**The two lines are ALIKE because they both tell about**

- F the cost of the trumpet.
- G the size of the trumpet.
- H the way the trumpet looks.
- J the sound the trumpet makes.

\_\_\_\_\_ **3 Read the lines.**

Lewis has a trumpet  
A bright one that's yellow

**In which sentence is the word bright used in the SAME way?**

- A Tina had a bright idea about the trip.
- B I found a bright coin on the sidewalk.
- C It is fun to swim when the day is bright.
- D Our teacher enjoys our bright smiling faces.

\_\_\_\_\_ **4 In the poem, the sounds the trumpet makes are compared to the sounds of**

- F a wild beast.
- G a young child.
- H a beating drum.
- J a noisy rainstorm.

\_\_\_\_\_ **5 How will Lewis's house sound DIFFERENT when he is finished with his trumpet?**

- A The house will hum like a song.
- B The house will beat with drums.
- C The house will be nice and quiet.
- D The house will honk and whistle.

\_\_\_\_\_ **6 Why do Lewis's parents say the trumpet is awful?**

- F It makes such noise.
- G It is bright and yellow.
- H Lewis fails to care for it.
- J Lewis plays it too much.

**WEEK 8**

Name \_\_\_\_\_

Date \_\_\_\_\_

**The Pumpkin and the Tall Tree**

Pumpkins make the earth beautiful and colorful during autumn.

Once upon a time in the summer, a pumpkin vine began to grow next to a very tall tree on a pumpkin farm. The vine kept growing and twisting until it reached the top of the tree's trunk.

One day, one lone pumpkin said proudly, "My vines are as tall as you, and it only took me six weeks to grow them. It took you 30 years to grow that tall!"

The tall tree answered the pumpkin, "Yes, your vines did grow in a short time. Just as we grow at different speeds, we have different purposes. I grew slowly, but now I stand tall like a tower and watch over the land. I've seen the squirrels gather acorns during the fall. I've seen the birds fly south for the winter. I've seen the green buds sprout in the spring and the young children play during the summer."

The tall tree continued, "You are here to make the earth colorful and beautiful during autumn. As soon as the fall winds blow, you will be finished growing, and people will come to see you and take your picture. If you are very big and bright, someone might even take you home."

The pumpkin became excited and turned toward the sun to soak up the sunshine. Many weeks later, the wind picked up. Leaves from the tall tree began to drift to the ground. The pumpkin's vines began to dry up and the pumpkin was left in a pile of leaves.

The pumpkin turned to the tall tree and asked, “Is it autumn? What do I do?”

The tall tree answered, “Do nothing, my neighbor. Soon the people will come.”

The pumpkin waited. Soon, visitors came to the farm to see all the pumpkins. Many of the people had cameras. They took pictures of the pumpkins, and many of them took pictures of the pumpkin next to the tall tree. Small children sat next to the pumpkin and hugged it.

One quiet evening, the tall tree spoke. “You are a wonderful pumpkin. You will not be my neighbor much longer.”

“I will miss you,” the pumpkin said, “but I will be happy to leave the farm and see another place too.”

One cool morning, when there was a chill in the air, a young boy picked up the pumpkin and held it close. As the boy walked away from the tall tree, the pumpkin looked back at his friend. The tall tree slowly waved good-bye with its bare branches.

**The Legend of the Red Bird**  
**A Cherokee Tale Retold**  
 by Bonnie Highsmith Taylor



In the First Times, everything had life. Wind, fog, rain, shadows—even sunbeams.

One Sun Child, as sunbeams were called, loved going into the forests where the Cherokee children played.

Sometimes Father Sun would say to this Sun Child, “Today you shall spread your rays across the prairie.” Or, “This is a good day for you to go into the deep canyon where the great river runs.”

But Sun Child would beg, “Oh, please, Father, let me go to the forest. It is so dark there. The children need my light.”

Father Sun would always give in.

Nearly every day in the springtime Sun Child warmed the young flowers that bloomed in the woods. He wakened the ladybugs from their winter sleep. He listened to the laughter of the children.

In the summer Sun Child danced with the butterflies. He sparkled on the ripples of small streams where the children cooled their feet. He was happiest in the summer, for he could come to the forest every day.

In the autumn Sun Child raced with the red and gold leaves as they made their way, twirling and fluttering, to the ground. He warmed the children’s chilly fingers and noses in the cool mornings.

But when winter came, Sun Child was sad, for only once in a while could he go to the forest and watch the children play.

Father Sun tried to explain. “You must be patient. The Fog Children, the Wind Children, and the Snow Children must have their turns.”

“But in the winter the flowers do not bloom,” cried Sun Child. “All the birds leave and go to the warm south. The forest is dark and gloomy. The children need me to brighten the cold winter days.” He sighed. “I wish I could stay in the forest always.”

“You shall have your wish, my child,” said Father Sun.

Suddenly the Sun Child found himself in the forest. But what was this? He was covered with feathers—beautiful red feathers! They glistened on his wings and rose in a handsome crest on his head. He was a bird!

Now he could stay in the forest always. When the other birds flew south for the winter, he would stay behind to brighten the forest. And no one would ever know that this red bird, the cardinal, was once a sunbeam.

“Legend of the Red Bird” retold by Bonnie Highsmith Taylor from *Highlights*, December 1989, Copyright © 1989 by Highlights for Children, Inc., Columbus, OH. Used by permission.

**1 How are the settings of “The Pumpkin and the Tall Tree” and “The Legend of the Red Bird” similar?**

- A Both take place outside during the autumn.
- B Both take place outside during the summer.
- C Both take place outside during cool mornings.
- D Both take place outside during several seasons.



Name \_\_\_\_\_

Date \_\_\_\_\_

**The Library**  
by Barbara A. Huff



It looks like any building  
When you pass it on the street,  
Made of stone and glass and marble,  
Made of iron and concrete.  
But once inside you can ride  
A camel or a train,  
Visit Rome, Siam, or Nome,  
Feel a hurricane,  
Meet a king, learn to sing,  
How to bake a pie,  
Go to sea, plant a tree,  
Find how airplanes fly,  
Train a horse, and of course  
Have all the dogs you'd like,  
See the moon, a sandy dune,  
Or catch a whopping pike.\*  
Everything that books can bring  
You'll find inside those walls.  
A world is there for you to share  
When adventure calls.  
You cannot tell its magic  
By the way the building looks,  
But there's wonderment within it,  
The wonderment of books.

\***pike:** a type of fish

“The Library” by Barbara A. Huff, from *Favorite Poems of Old and New*, copyright © 1957 by Barbara A. Huff. Reprinted by permission of the author.

**Read the line.**

Or catch a whopping pike.\*

\_\_\_\_\_ **1. The word “pike” is marked with an asterisk [\*] because it is**

- A a nonsense word.
- B an unfamiliar word.
- C an unfamiliar place.
- D a subtitle in the poem.

\_\_\_\_\_ **2. The first four lines of the poem are MAINLY about**

- F what the library looks like.
- G where the library is located.
- H why the library was created.
- J how the books in the library are arranged.

\_\_\_\_\_ **3. Read the line.**

But there’s wonderment within it,

**What is the base word of wonderment?**

- A derm
- B ment
- C won
- D wonder

\_\_\_\_\_ **4. The poem is MAINLY about**

- F making new friends at the library.
- G learning how new libraries are built.
- H understanding how to find books in the library.
- J getting new experiences from books in the library.

\_\_\_\_\_ **5. Which lines from the poem are an example of fantasy?**

- A** It looks like any building  
When you pass it on the street,
- B** Made of stone and glass and marble,  
Made of iron and concrete.
- C** But once inside you can ride  
A camel or a train,
- D** Everything that books can bring  
You'll find inside those walls.

\_\_\_\_\_ **6. Which pair of words rhyme?**

- F** sing, share
- G** calls, looks
- H** street, concrete
- J** adventure, airplanes

\_\_\_\_\_ **7. Which line is an example of alliteration?**

- A** When adventure calls.
- B** Find how airplanes fly,
- C** Meet a king, learn to sing,
- D** But there's wonderment within it,

\_\_\_\_\_ **8. Read the lines.**

It looks like any building / When you pass it on the street . . .  
You cannot tell its magic / By the way the building looks,

**Why did the poet include these lines?**

- F** to explain the differences in the building
- G** to explain the similarities in the building
- H** to explain the magic in the library books
- J** to explain the magic within the library walls

### Answer Key: Week 1

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>A Special Touch</b>	1	Category 1: Reading Application	LA.3-5.1.6.9- Analyze Words in Text	Moderate	D
	2	Category 1: Vocabulary	LA.3-5.1.6.9- Analyze Words in Text	High	F
	3	Category 3: Reading Application	LA.3-5.2.1.7- Figurative Language	Moderate	A
	4	Category 1: Vocabulary	LA.3-5.1.6.8- Synonyms	Moderate	F

### Answer Key: Week 2

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Anansi &amp; Turtle and Little Bony Sea Horse</b>	1	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	C
	1	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	D
<b>Anansi &amp; Turtle</b>	2	Category 2: Reading Application	LA.3-5.1.7.4-Cause & Effect	Moderate	F
	3	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	A
	4	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	F
					A

	5	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	
	6	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	H
	7	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	A
	8	Category 1: Vocabulary	LA.3-5.1.6.9-Analyze Words in Text	Moderate	F
	9	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	A

### Answer Key: Week 3

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Back in Time</b>	1	Category 2: Reading Application	LA.3-5.1.7.3-Main Idea	Moderate	C
	2	Category 2: Reading Application	LA.3-5.1.7.7-Compare & Contrast	Moderate	H
	3	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	Moderate	C
	4	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	H
	5	Category 2: Reading Application	LA.3-5.1.7.4-Cause & Effect	Moderate	A
	6	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	High	H

	7	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	Moderate	D
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### Answer Key: Week 4

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Doc Annie McGrew</b>	1	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	D
	2	Category 2: Reading Application	LA.3-5.1.7.7-Compare & Contrast	Moderate	F
	3	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	A
	4	Category 2: Reading Application	LA.3-5.1.7.7- Similarities/Differences	Moderate	G
	5	Category 2: Reading Application	LA.3-5.1.7.4-Cause & Effect	Moderate	D
	6	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	F
	7	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	D
	8	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	J
	9	Category 2: Reading Application	LA.3-5.1.7.3-Main Idea	Moderate	D
	10	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	F
	11	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	A

	12	Category 2: Reading Application	LA.3-5.1.7.5-Text Structure/Organizational Patterns	Moderate	F
	13	Category 2: Reading Application	LA.3-5.1.7.5-Text Structure/Organizational Patterns	Moderate	A

### Answer Key: Week 5

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Elephants- The Big Eaters</b>	1	Category 2: Reading Application	LA.3-5.1.7.3-Main Idea	Moderate	A
	2	Category 1: Vocabulary	LA.3-5.1.6.7-Affixes	Moderate	H
	3	Category 1: Vocabulary	LA.3-5.1.6.7-Affixes	Moderate	C
	4	Category 2: Reading Application	LA.3-5.1.7.3-Main Idea	Moderate	G
	5	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	Low	C
	6	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	Moderate	F
	7	Category 1: Vocabulary	LA.3-5.1.6.8- Antonyms	Low	B

### Answer Key: Week 6

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Fruit Pizza</b>	1	Category 1: Vocabulary	LA.3-5.1.6.7- Affixes	Moderate	C
	2	Category 2: Reading Application	LA.3-5.1.7.3- Main Idea	Low	F
	3	Category 2: Reading Application	LA.3-5.1.7.3- Main Idea	Moderate	B
	4	Category 2: Reading Application	LA.3-5.1.7.2- Author's Purpose	Moderate	H
	5	Category 4: Informational Text/Research Process	LA.3-5.6.1.1- Locate, Interpret, Organize Information	High	C
<b>Johnny Cakes</b>	6	Category 2: Reading Application	LA.3-5.1.7.4- Cause & Effect	High	H
	1	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Low	B
	2	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Moderate	J
	3	Category 3: Literary Analysis- Fiction/Nonfiction	LA.3-5.2.1.2- Problem/Resolution	Low	D
	4	Category 2: Reading Application	LA.3-5.1.7.4-Cause & Effect	Low	F



### Answer Key: Week 7

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>Lewis Has a Trumpet</b>	1	Category 1: Vocabulary	LA.3-5.1.6.8-Antonyms	Moderate	D
	2	Category 2: Reading Application	LA.3-5.1.7.7-Compare & Contrast	Moderate	H
	3	Category 1: Vocabulary	LA.3-5.1.6.8-Synonyms	Moderate	B
	4	Category 2: Reading Application	LA.3-5.1.7.7-Compare & Contrast	Moderate	F
	5	Category 2: Reading Application	LA.3-5.1.7.7-Similarities/Differences	Moderate	B
	6	Category 2: Reading Application	LA.3-5.1.7.4-Cause & Effect	Moderate	F

### Answer Key: Week 8

Passage Title	Question #	Reporting Category	Next Generation Sunshine State Standards	Webb's Complexity Level	Correct Answer
<b>The Pumpkin and the Tall Tree &amp; The Legend of the Red Bird</b>	1	Category 2: Reading Application	LA.3-5.1.7.7-Similarities/Differences	Moderate	D
<b>The Library</b>	1	Category 4: Informational Text/Research Process	LA.3-5.6.1.1-Locate, Interpret, Organize Information	Moderate	B
	2	Category 1: Vocabulary	LA.3-5.1.6.9-Analyze Words in Text	Low	F

	3	Category 1: Vocabulary	LA.3-5.1.6.7-Base Words	Moderate	D
	4	Category 2: Reading Application	LA.3-5.1.7.3-Main Idea	Moderate	J
	5	Category 3: Reading Application	LA.3-5.2.1.7-Figurative Language	Moderate	C
	6	Category 1: Vocabulary	LA.3-5.1.6.9-Analyze Words in Text	Moderate	H
	7	Category 3: Reading Application	LA.3-5.2.1.7-Figurative Language	Moderate	D
	8	Category 2: Reading Application	LA.3-5.1.7.2-Author's Purpose	Moderate	F