

# Table of Contents

<b>Introduction</b>	3
<b>Meeting Standards</b>	6
<b>Answer Sheets</b>	7
<b>Paired Passages</b>	
<b>Unit 1</b> <i>Nonfiction:</i> Crab Hazards	8
<i>Fiction:</i> When Sandals Are Not Fine	9
<b>Unit 2</b> <i>Nonfiction:</i> The Most Daring Move	12
<i>Fiction:</i> What It Takes to Win	13
<b>Unit 3</b> <i>Nonfiction:</i> A Tribe for the Gullible	16
<i>Fiction:</i> Sale for the Gullible	17
<b>Unit 4</b> <i>Nonfiction:</i> Carpet Tacks and a Goat	20
<i>Fiction:</i> A Fictitious Blog	21
<b>Unit 5</b> <i>Nonfiction:</i> When a Hair Is Big	24
<i>Fiction:</i> Out of the Dark Ages	25
<b>Unit 6</b> <i>Nonfiction:</i> A Lifesaving Fire	28
<i>Fiction:</i> French Fire Words	29
<b>Unit 7</b> <i>Nonfiction:</i> The Longest Name	32
<i>Fiction:</i> A Folktale from Thailand	33
<b>Unit 8</b> <i>Nonfiction:</i> Why Spider-Man Isn't Mosquito-Man	36
<i>Fiction:</i> With Great Power	37
<b>Unit 9</b> <i>Nonfiction:</i> On the Most Dangerous Lighthouse	40
<i>Fiction:</i> What Madeline Found Good	41
<b>Unit 10</b> <i>Nonfiction:</i> Fascinating Body Facts	44
<i>Fiction:</i> Body Math	45
<b>Unit 11</b> <i>Nonfiction:</i> Hero in the Storm	48
<i>Fiction:</i> An End to the Story	49
<b>Unit 12</b> <i>Nonfiction:</i> Scorpion Scientist	52
<i>Fiction:</i> Scorpion Charlatan	53
<b>Unit 13</b> <i>Nonfiction:</i> Why the Doctor Shocked	56
<i>Fiction:</i> An Even Trade for Style	57
<b>Unit 14</b> <i>Nonfiction:</i> Who Dialed 911?	60
<i>Fiction:</i> Overlooked Heroes	61
<b>Unit 15</b> <i>Nonfiction:</i> Missing for 28 Years	64
<i>Fiction:</i> Jungle Friend	65
<b>Unit 16</b> <i>Nonfiction:</i> State Quarters	68
<i>Fiction:</i> State Quarter Trivia Quiz	69
<b>Unit 17</b> <i>Nonfiction:</i> Jumping from the Stratosphere	72
<i>Fiction:</i> Jolon's Hero	73
<b>Unit 18</b> <i>Nonfiction:</i> How a Flavor Reached the United States	76
<i>Fiction:</i> All Things Vanilla	77

<b>Unit 19</b>	<i>Nonfiction: A Conundrum on the Nazca Plain</i> . . . . .	80
	<i>Fiction: A Rules Conundrum</i> . . . . .	81
<b>Unit 20</b>	<i>Nonfiction: A Lifetime of Names</i> . . . . .	84
	<i>Fiction: Why the Doctor Didn't Vote</i> . . . . .	85
<b>Unit 21</b>	<i>Nonfiction: Masters of Understatement</i> . . . . .	88
	<i>Fiction: How It Went</i> . . . . .	89
<b>Unit 22</b>	<i>Nonfiction: The Misnamed Predator</i> . . . . .	92
	<i>Fiction: Letter from an Exchange Student</i> . . . . .	93
<b>Unit 23</b>	<i>Nonfiction: When No Whistle Blew</i> . . . . .	96
	<i>Fiction: Marathon Training Journal</i> . . . . .	97
<b>Unit 24</b>	<i>Nonfiction: Flying Blood</i> . . . . .	100
	<i>Fiction: Scoop of the Century!</i> . . . . .	101
<b>Unit 25</b>	<i>Nonfiction: Tsunami Survivor</i> . . . . .	104
	<i>Fiction: Hamaguchi's Sacrifice</i> . . . . .	105
	<b>Bibliography</b> . . . . .	108
	<b>Answer Key</b> . . . . .	110

# Introduction

*It was Buddy, an 18 month old German shepherd, who had contacted 911.*

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*Pennsylvania was besieged by a rodent epidemic so large that they had to import cats!*

If a student read either one of these statements out of context, the student might have a difficult time knowing which statement is fiction and which one is nonfiction. In addition, the student would have no idea how the two statements could be tied together or used to support an argument or idea.

If, on the other hand, the student read these statements in context and understood how they fit into an entire passage, the student would be able to answer with confidence that, as strange as it may seem, a man who suffered from massive seizures had trained his assistance dog to press programmed telephone buttons until a 911 operator came on line and responded. The student would then be able to compare, contrast, or tie this fact to a fictitious passage where one character uses historical facts to prove that domesticated cats are overlooked American heroes. (Both passages deal with helpful domestic animals.)

# An Even Trade for Style

With exasperation, Katrina said, “I wish I had a magic wand. I’d wave it over my head so my hair would look desirable, fashionable, and stylish. I’ve spent uncomfortable hours highlighting and curling, and all for something that will last only a day.”

Odessa, Katrina’s friend and schoolmate, said, “There’s a history connection between wands and hair.”

As Han-Ling, another of Katrina’s friend’s, carefully tied up her hair, she asked, “How can there be a historical connection between wands and hair?”

Odessa explained, “During the latter part of the 1700s, French women styled their hair in high, towering headdresses that took hours to style and cost a lot but lasted for weeks.”

“Sounds like an even trade,” Katrina commented while continuing to primp.

“Not so fast,” answered Odessa. “To keep one’s hair from harm, one had to duck under doorways and sleep sitting up. Did you know that during that time, carriages had to be made with higher roofs?”

Laughing, Han-Ling queried, “But where do the wands come in?”

“Oh,” Odessa explained, “the headdresses were constructed with wire frames, cotton padding, and switches of horsehair. They were coated with sticky cream, powdered with starch, and decorated with jewels and feathers. Vermin, including lice, bugs, and sometimes even mice, would take up residence in the women’s hair. The women carried wands so they could slide the wands into their hair and scratch their heads without disturbing their headdresses.”



As Katrina and Han-Ling burst out with cries of repulsion and disgust, they put down their brushes, barrettes, and curling and straightening irons and made their way to the door.

“Careful,” warned Odessa. “We don’t want to jostle each other or go too fast. With our platform shoes and high heels it would be all too easy to fall and break an ankle.”

# Show What You Know *(cont.)*

6. Write down three things Walker felt about women's fashions and why.

- a. \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_

7. Write down in order who spoke in the story "An Even Trade for Style."

1.	2.	3.	4.
8.	7.	6.	5.

Write three or four sentences that tell what each story is about.

8. "Why the Doctor Shocked"

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. "An Even Trade for Style"

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. On a separate piece of paper, write one or two paragraphs about fashion where you do the following:

- ❖ describe something you like or don't like (think of types of clothing, hair styles, brand names, piercings, tattoos, etc.)
- ❖ explain if this style is practical or unsafe.