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Introduction

Jet was a border collie. Jet worked at an airport. He worked ninety minutes every morning. He worked ninety minutes every evening. His work helped save the airport a lot of money. It helped save lives.

* * * * *

How can the investigator know if the fire was set on purpose? How can he tell if the fire was an act of arson? The fire investigator calls me! My name is Toby. I am a dog.

If a student read either one of these statements out of context, the student might have difficulty knowing which statement was fiction and which one was nonfiction. In addition, the student would have no idea how the two statements could be tied together.

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, Jet was trained to clear runways of large and/or migrating birds that most often wander onto the runway in the early morning or evening. The student would then be able to compare, contrast, or tie this fact to the passage about Toby, a fictional dog who describes the work of real dogs that have been trained to detect chemicals most often used in cases of arson. (Both passages deal with unusual occupations of working dogs.)

Many state tests now contain assessment sections that contain paired passages. After reading two passages, students are expected to differentiate between fiction and nonfiction passages. They are expected to see how the two are connected and understand the underlying connection, as well as how they are dissimilar. They are asked to demonstrate their understanding of the passages by answering multiple-choice questions as well as providing written responses.

This multileveled task draws on many different aspects of the reading and writing process. The *Paired Passages: Comprehension & Critical Thinking Skills* kit was created to provide practice with this type of exercise and assessment, including:

- ❖ Exercises that build reading comprehension
- ❖ Exercises that develop the skills needed to break down and analyze story elements
- ❖ Exercises that provide practice in keeping sequence and details from two sources separate
- ❖ Exercises that provide practice in proper letter formation, spacing, and spelling
- ❖ Practice with multiple-choice questions
- ❖ Practice with written-response questions on individual passage themes
- ❖ Practice with written-response questions that utilize information from two contrasting passages

Using the *Paired Passages Kit*

The Kit Contains:

The Passages

There are 25 units in *Paired Passages: Comprehension & Critical Thinking Skills*. Each individual unit contains two high-interest passages. The first passage is nonfiction. The second is fiction. Each passage is written at grade level with appropriate vocabulary and sentence structure. The passages are tied together with a common theme. Unit subjects run the gamut from lipless animals to the most famous ride in history.

The units may be done sequentially, but they do not have to be. A teacher may choose to go out of order or pick specific units at different times because of class interest or individual student's needs. Units may be done as a class or assigned as individual work.

The passages can be found on the cards, in the guide, or in the enhanced e-book. They can be used with small groups for guided reading, pair-share activities, at centers, or independently by students. The option of reproducing the passages for each student gives teachers other opportunities, such as assigning meaningful homework activities for students.

The Multiple-Choice Questions

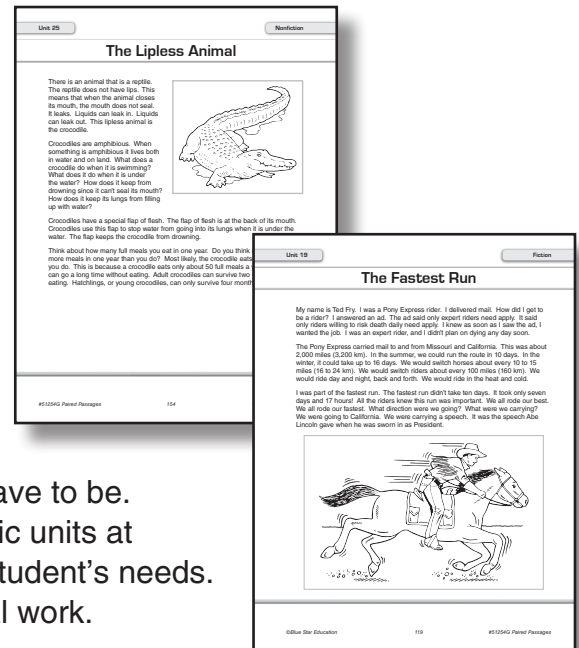
For each set of passages, there are multiple-choice questions. These are found directly following each set of passages. The answers are conveniently located after each set of questions.

The first question focuses on the nonfiction passage. The second question focuses on the fiction passage. Answer choices for these questions come only from the passage the question stems refer to.

The third multiple-choice question asks what both passages have in common.

The fourth question requires the student to differentiate between the passages and understand what topic is covered in each one, as the answer choices are drawn from both passages.

Students can answer multiple-choice questions on the page by filling in the circle of the correct answer. Students can also answer multiple-choice questions by filling in the answer sheet located on page 9 of this book. Using this answer sheet provides practice responding in a standardized-test format.



Using the *Paired Passages Kit* (cont.)

Written Responses

A page requiring written responses is part of each unit. The first two written responses vary depending on the unit. They may require sequencing of events by filling in boxes, making lists, or even drawing a picture. Each response deals with only one of the passages. They are written to provide students with a foundation of sorting and organizing information. They provide an exercise in referring back to and keeping two different pieces of literary prose separate in the reader's mind.

The last three written responses require higher-level responses. First, the students are asked to write a brief summary of each passage with complete sentences. Lastly, they are asked to respond to a question that requires thinking about or using information from both passages to answer.

A teacher's expectations of what is a satisfactory response on these last questions may change over the year, or it may vary depending on the level of the student. For example, at the beginning of the year or with some students, a teacher may accept phonetic spelling and lack of punctuation. As specific topics are covered in class and students become more mature, a teacher may begin to check spelling, capitalization, ending punctuation, etc. Enough variation allows that all students, even those struggling in grade-level writing skills or those with advanced writing skills, can participate.

The Teacher's Resource Book

This guide provides:

1. copies of all the stories and questions.
2. correlations to Common Core State Standards.
3. practice answer sheets.
4. individual answer keys for each set of passages.

Use this guide to make copies of the questions for students. The questions can help assess students' understanding of what they are reading. The enhanced e-book version of this guide can be used on an interactive whiteboard with an entire class, on individual computers, or to make copies directly from a computer.

Meeting Standards

Each passage and question in *Paired Passages: Comprehension & Critical Thinking Skills* meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.

Literature Standards	Passage Title	Pages
Key Ideas and Details		
Standard 1: RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	all passages	
Standard 2: RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	all passages	
Craft and Structure		
Standard 4: RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	all passages	
Integration of Knowledge and Ideas		
Standard 9: RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	The Seven Sisters—a Kiowa Story	89–93
	The Trojan Horse	95–99
	A Folk Tale from Zaire	125–129
	Aesop’s Fable of the Miser	143–147
	Ian and the King Who Cheated	149–153
	Small Deer and the Crocodiles	155–159
Range of Reading and Complexity of Text		
Standard 10: RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all passages	
Informational Text Standards	Passage Title	Pages
Key Ideas and Details		
Standard 1: RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	all passages	

Meeting Standards (cont.)

Informational Text Standards <i>(cont.)</i>	Passage Title	Pages
Key Ideas and Details		
Standard 2: RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	all passages	
Standard 3: RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	A Baseball Great What the Cheese Told A Famous Mistake The Walking City The Bats That Walk Waist-High Overalls The Truth About the Ink How We Know It Is Right A Special Kind of Ladder A Kind of Signaling Trapped! The Start of Piggy Banks Why the Forger Turned Himself In The Lipless Animal	16–21 22–27 28–33 52–57 64–69 76–81 94–99 112–117 124–129 130–135 136–141 142–147 148–153 154–159
Craft and Structure		
Standard 4: RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	all passages	
Standard 5: RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Jet’s Job	10–15
Integration of Knowledge and Ideas		
Standard 8: RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	all passages	
Range of Reading and Level of Text Complexity		
Standard 10: RI.4.10. By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all passages	

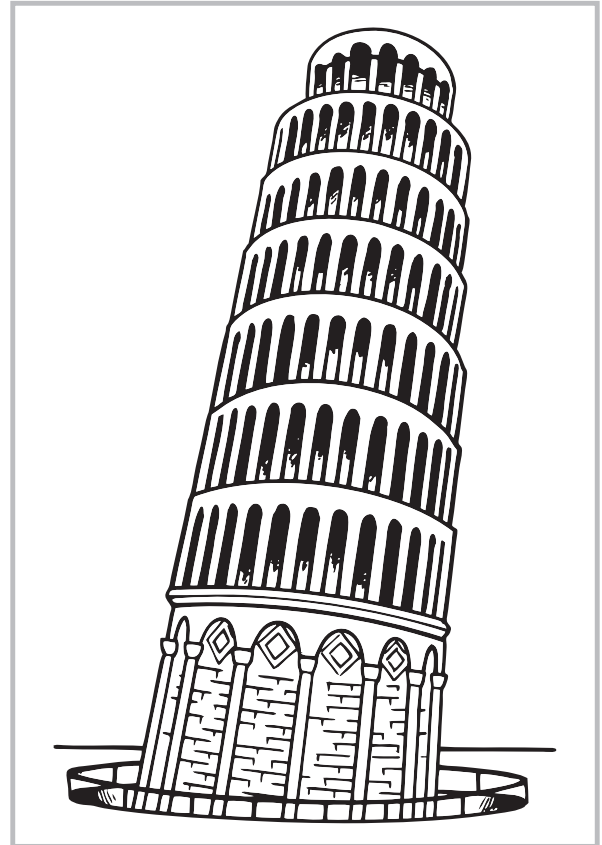
A Famous Mistake

It is world famous. People flock to it. They come in part because of its beauty. Mostly they come because of a mistake. What do people flock to? What is the mistake?

The Leaning Tower of Pisa is in Italy. It is an elegant tower made of white marble. It has floors of alternating arches and columns. It is 193 feet (58 m) tall. It also looks as if it is about to fall over. This is because it leans. It does not lean a little. It leans a lot! It has a 17-foot (5-m) lean!

The tower leans because of a mistake. The mistake occurred at the time of construction. Construction on the tower began over 800 years ago. It began in 1173. The mistake was in the tower's foundation. The foundation is the part at the bottom. It is the base. It supports the top of the building.

Workers dug ten feet (3 m) down for the tower's foundation. They dug up buckets of moist, mucky clay. Knowing the ground was soft, they spread some gravel. They thought that would be enough to support the soft soil. They were wrong! As the tower was built up, it became heavier. One side began to sink into the soft ground more than the other, causing it to lean.



The Sinking City

June 16

Dear Travel Journal,

Today I went to a city that is sinking. The bottom stories of many buildings are flooded. They are filled with water. So what do people do? They live in the upper stories! Where am I? I am in Venice, Italy.

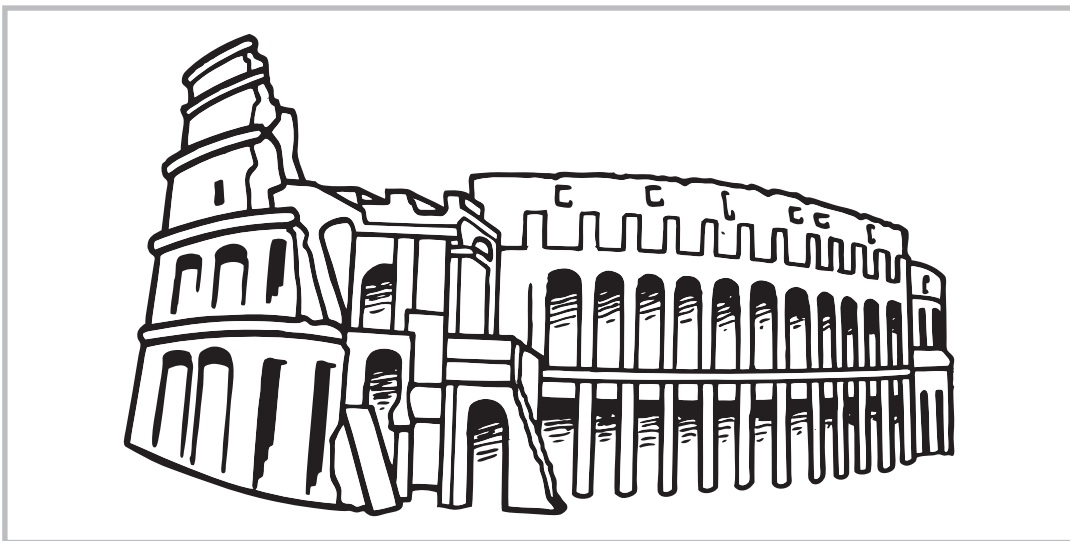
Venice is over 1,500 years old. It was built on 118 tiny islets. Islets are very small islands. People cut thousands of tree trunks. They drove the tree trunks into the seafloor. They built their houses on the tree trunks. Venice is a city of canals. It has over 400 bridges. People use boats to get around. There aren't any cars.

June 18

Dear Travel Journal,

Eyeglasses for people with poor vision were invented in Italy. Where were they first used? Venice! When were they first used? 1270. I'm glad I have my glasses because you would not believe what there is to see where I am now. Where am I? I am in the capital of Italy. I am in Rome.

I visited the Colosseum. The Colosseum is old. It is over 1,900 years old! It is huge. 50,000 people could sit in it! The people would watch fights. The fights were between people and animals. Gladiators, or soldiers, would fight to the death. They did not have a choice. I'm glad I'm a tourist, not a gladiator!



Show What You Know [cont.]

6. List five facts about the Tower of Pisa.

1. _____
2. _____
3. _____
4. _____
5. _____

7. Fill in the boxes with information about the journal entries.

	Journal Entry 1	Journal Entry 2
Date		
City name		
Capital? (yes/no)		
What saw or visited		

Write two or more sentences that tell what each story is about.

8. "A Famous Mistake" _____

9. "The Sinking City" _____

10. Write a journal entry. In your entry, describe a trip to a city, place, or building that you have seen or would like to see. Your journal entry can be one long entry (about a paragraph) or two shorter ones.
