



Evan-Moor  
EMC 3458

Daily

GRADE  
8

# Reading Comprehension

Correlated to State and  
Common Core State Standards

- 150 fiction and nonfiction passages
- 30 weekly units include:  
–teacher lesson plan  
–5 reproducible student pages
- Direct instruction of reading strategies & skills
- Perfect for test prep
- Supports any reading program

WEEK  
10

## Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

### Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

DAY  
1

Remind students of the **Character and Setting** skill. Say: In fiction, the characters are the people or animals in the story. The setting is where and when the story takes place. Tell students they are going to read a story about a character's silly cat. Say: Think about how the cat's actions affect the family members. Then remind students of the **Visualization** strategy (Week 3). Say: Look for detail words in the passage that describe how things look, sound, or feel. This will help you make an accurate visualization. Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together. Invite volunteers to share their sketches with the group.

Name: \_\_\_\_\_

### Character and Setting

WEEK 10  
DAY 1

#### READ THE PASSAGE

As you read the passage, think about how the setting affects the characters.

### Mr. Chops's 15 Minutes of Fame

I swear it was an accident—not one moment of Mr. Chops's video debut was staged. I was washing the dishes after dinner, and Mom ran to get the video camera, claiming it was a rare event. Normally, we don't film ourselves doing everyday events. So there I was, doing my chore like a good son, when our cat, Mr. Chops, decided to leap onto the counter. Unfortunately for him, it was wet and soapy. He went sliding haphazardly along the countertop and right into the sink.

If you've never seen a cat fly, you should check out the video we posted on the Internet. We called it "Mr. Chops Takes a Bath." In it, his little furry face runs through every emotion, from shock and fear to embarrassment. At the end, he's shaking off suds and actually winks at the camera. We all thought the video was hysterical, so we posted it to share with our family and friends. They told their friends, and word started to spread fast. People put Mr. Chops on their favorites lists, and in less than a week, my formerly boring cat had more than one million fans. My brother and I jumped on the opportunity and started selling Mr. Chops merchandise that we created with snapshots from the video: T-shirts, mugs, mouse pads, and several other goodies. The pet bath towels with his soggy face on them sold especially well.

Things got really exciting when the local morning news show interviewed my mom and me. We were going to be super famous! But the next week, someone posted a video of a skateboarding penguin named Snappy. Now Snappy has his own television show, and no one except us remembers Mr. Chops. At least he knows we still love his little furry face.

#### SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. What do the mother's actions tell you about her?

A She does not know how to use the Internet.

3. Because the narrator sells Mr. Chops merchandise, you can conclude that he

A is careless with money

M

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W

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F



**READ THE PASSAGE**

Read the passage carefully. Look for clues to meanings of words you do not understand.

**The First Ocean Crossings in the Air**

Between 1935 and 1941, an airline named Pan Am offered travelers a flying experience like no other. Instead of flying in narrow, crowded airplanes that you see at airports today, travelers back then boarded voluminous “flying boats” that were more like hotels than airplanes. For those who could afford it, a Pan Am flight across the Atlantic Ocean or the Pacific Ocean was its own unforgettable journey.

**Covering New Ground**

Pan Am’s transcontinental airplanes were named Clippers after sailing ships of the 1800s. Clippers were some of the most advanced aircraft built at that time and the first to cross oceans. Two obstacles had previously prevented long-distance air travel: limited fuel capacity and lack of places to land for refueling. A Clipper, designed to land on both land and water, could “hop” across the ocean, filling up its fuel tanks at major islands. Clipper pilots had navigation skills similar to those of ship captains, and the crew was trained for landing and moving in water. It took just under a week to cross the Pacific, still much faster than three weeks by ship.

**Flying Luxury Liners**

Unlike planes today, which have many rows of small, cramped seats, Clippers were designed for comfort. The largest Clipper held a maximum of 36 overnight passengers who slept in berths. There were also passenger dressing rooms, lounges with couches, and dining halls where men in black coats and white gloves served meals prepared by famous chefs. A typical 1939 menu featured fruit cocktail, cream of tomato soup, chicken in wine sauce, scalloped potatoes, and pie. All of this comfort and service did not come cheap, however. A typical ticket in 1939 cost around \$700, which is over \$8,000 in today’s dollars.

**STRATEGY PRACTICE**

List one or two words you found confusing and describe how you figured out their meanings.

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**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- What is the passage mostly about?
  - the cost of flying during the 1930s
  - how Pan Am airplanes could land on water
  - why Clippers were unique and special
  - how people travel in luxury today
- How long did it take a Clipper airplane to cross the Pacific?
  - one day
  - two days
  - almost a week
  - three weeks
- What feature of the Clipper allowed it to be flown across the ocean?
  - It could land on water or on land.
  - It was named after a sailing ship.
  - It had a lounge and a dining hall.
  - It was designed for comfort.
- What was one effect of the Clipper having fewer seats than modern planes have?
  - It increased the fuel capacity.
  - It allowed time for bigger meals.
  - It made air travel faster than it is now.
  - It allowed room to sleep and move around.

**READ THE PASSAGE** Pay attention to how the characters in the passage respond to the events.

### Invasion of the Squids

Antonia was so excited! She had wanted to go to the beach ever since she arrived in San Diego, and now—finally—it was time to swim in the Pacific Ocean. Antonia sprinted down the long staircase to the sandy beach and raced to the waves, tossing her flip-flops aside as she ran into the water. It felt wonderful, and she swam confidently in the salty water. Antonia flipped over onto her back and looked up into the blue sky. Around her, surfers and swimmers were enjoying the ocean just as much as she was.

Suddenly, a woman near Antonia screamed. In an instant, the people around her started to shout and swim quickly toward the beach. Shocked, Antonia looked around. As she tread water in place, fear gripped her. Were there sharks nearby?

But before Antonia was able to panic, she looked into the water and saw not sharks but large squids—dozens and dozens of them. Antonia reached out and a tentacle brushed her hand, almost as if the squid were shaking hands with her. As the squids circled Antonia with their beady eyes gazing up at her, she noticed that everyone else had left the water.

Antonia swam back to land and listened to people's horrified accounts of their encounters with the squids. "One tried to pull me under!" a man exclaimed, and a girl cried, "I had three wrap their tentacles around my ankle! I don't know how I survived!" The lifeguard explained, "These are Humboldt squids. They're probably not dangerous, but you should keep your distance." As Antonia curled up in her towel on the warm sand, she remembered the feeling of shaking hands with the squid, and she smiled to herself.

**STRATEGY PRACTICE** Which part of the passage was the most confusing for you? How did you figure it out?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- What is the first paragraph mostly about?  
 (A) Antonia's encounter with the squids  
 (B) Antonia's excitement at the beach  
 (C) people's terror at encountering the squids  
 (D) the dangers of swimming in the ocean
- What will the lifeguard most likely do if the squids return?  
 (A) close the beach to swimmers  
 (B) warn swimmers to leave them alone  
 (C) teach people how to handle them safely  
 (D) tell people about different kinds of squids
- If the squids return another day, swimmers will most likely \_\_\_\_\_.  
 (A) ask the lifeguard about them  
 (B) ignore the squids  
 (C) catch the squids to take home  
 (D) swim to shore quickly
- If Antonia encounters squids the next time she swims in the Pacific Ocean, she will probably observe them calmly. Why?  
 (A) Antonia is an expert on squids.  
 (B) Antonia cares more about having fun than being safe.  
 (C) The lifeguard said it is safe to swim with them.  
 (D) Her previous experience with squids was pleasant.

**READ THE PASSAGE**

Underline or make notes about parts of the passage you do not understand.

**The Plight of the Polar Bears**

Images of polar bear cubs struggling to stay on rafts of ice are often used by groups that want to promote conservation and stop the deterioration of natural habitats. However, part of the solution lies with the polar bears themselves.

Polar bears are highly specialized. This means they have adapted to survive in a specific region and eat specific food. Polar bears live above the Arctic Circle and eat fish and arctic mammals such as seals. Their bodies are different from those of other types of bears. Polar bears feature webbed feet for swimming, thicker fur and more body fat for living and swimming in icy conditions, and light-colored fur to help them blend into their environment. As a result, polar bears do not do well when they are in a non-arctic region. They cannot run as well as other bears, they can become too hot and tire easily, and they have a hard time hunting animals that are not in the snow or ice.

Unfortunately for polar bears, climate change is reducing the size of the areas where they can live. This means the bears will eventually have to leave the arctic regions and travel farther south. However, because they are so specialized, it is unlikely that polar bears will be able to thrive as they once did.

Other creatures, such as crocodiles or cockroaches, are not nearly as specialized. They live on almost every continent and in a wide variety of climates. In fact, crocodiles are one of the most adaptable animals on the planet and have survived for millions of years. When animals specialize, they often do better than less-specialized species in the same place, but if the climate or other conditions change, the specialized animals are usually the first to die off.

If polar bears are going to survive the next 100 years, they will have to adapt. Many scientists believe that polar bears may eventually cross paths with brown bears and black bears. Whether these animals fight it out or fall in love to create new generations of hybrid bears remains to be seen. No matter how it happens, many hope that polar bears will live far into the future—in many different places.

**STRATEGY PRACTICE**

Compare your notes to a partner's notes. Discuss how they are alike or different.

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- What is the passage mostly about?
  - how polar bear habitats became threatened
  - how specialization hurts polar bears
  - how humans cause habitat loss
  - how animals adapt to climate change
- Which of these is an effect of polar bear specialization?
  - Polar bears thrive in new habitats.
  - Polar bears are not in danger of dying off.
  - Polar bears hunt well in arctic areas.
  - Polar bears fight other bears for food.
- What will likely happen to polar bears if they are not able to adapt to climate change in the Arctic?
  - They will become extinct.
  - They will act more like brown and black bears.
  - They will find a colder place to live.
  - They will thrive south of the Arctic Circle.
- Which detail about polar bears best explains why they are comfortable in water?
  - the color of their fur
  - their tendency to easily overheat
  - their large amount of body fat
  - their ability to travel on ice rafts

**READ THE PASSAGE**

Read slowly. Pause after each paragraph to think about what you have learned.

**The Lobster Wars**

Lobster fishing is a tough job, and lobster fishers are a tough group of people. Their work can be backbreaking and even dangerous. Fishers face unexpected changes in prices and profits. They brave all kinds of horrible weather to set and pull up their lobster traps. But an added danger comes when some lobster fishers violate the strict laws or informal local rules about how many traps each fisher can set and where they can be placed. In Maine in 2009, a combination of low lobster prices and high prices for fuel and bait created an explosive situation that nearly ended in tragedy.

Lobster fishers all along the southern Maine coast were feeling the pinch of hard times. As a result, many began using fishing practices that were dishonest or unfair. Some lobster fishers cut the trap lines of other fishers, and two lobster boats were intentionally sunk in Owls Head Harbor. Then, in the most dramatic and dangerous moment of the situation, a dispute on Matinicus Island over where two men could fish for lobster ended in violence when one man shot and wounded the other. This event brought the "Lobster Wars" to national attention. In no time at all, the nation was paying close attention to how Maine lobster fishers were treating one another.

Most lobster fishers agreed that the solution to the rising problems was to formalize the local rules and to limit the number of traps even further. This may seem strange, but areas with fewer traps actually produce more lobsters because the lobsters are not overfished. Overfishing would reduce the reproduction rate, which would lower the lobster population. Having plenty of lobsters to catch means less conflict for fishers. Today, fishing for lobsters in Maine is still a tricky business, but it is not nearly as dangerous as it once was.

**STRATEGY PRACTICE**

How did pausing briefly after each paragraph help you to better understand the passage?

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**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

1. What caused problems for lobster fishers in 2009?  
 (A) the lack of profits in lobster fishing  
 (B) the dangers of lobster fishing  
 (C) the excitement of lobster fishing  
 (D) the steps involved in lobster fishing
2. Which of these could start another problem for lobster fishers in the future?  
 (A) higher lobster prices  
 (B) stormy weather in the Atlantic  
 (C) increased attention on lobster fishers  
 (D) new bacteria that threaten the lobster population
3. How does a limit on traps decrease the conflict for fishers?  
 (A) It prevents overfishing.  
 (B) It makes fishers follow local rules.  
 (C) It makes lobster fishing more affordable.  
 (D) It prevents boats from sinking.
4. How did the Maine lobster fishers eventually solve their problem?  
 (A) They stopped fishing for lobsters.  
 (B) They cut all of the trap lines.  
 (C) They clarified local lobster-fishing rules.  
 (D) They asked the media for attention.

**READ THE PASSAGE** When you have finished reading the passage, read it again.

### Cowboy Poetry

Cowboy poetry got its start as an oral tradition after the Civil War. Many cowboys were great readers and had a lot of time on their hands during trail rides. They would take traditional poetry forms, such as ballads and sonnets, and create their own poems. Cowboys would recite the poems around campfires during the long evenings to entertain themselves.

Some cowboy poems are short and lyrical, while others are long narrative tales. Cowboy poems include cowboy jargon, such as *lariats*, *chaps*, and *buckaroos*. Themes in cowboy poetry include cowboy adventures, life on the range, working on ranches, the landscape of the American West, and humorous stories that poke fun at modern technology or behavior.

While cowboy poetry is not as popular today as it was 100 years ago, there are still writers penning cowboy poems, as well as festivals or “roundups” where poets and storytellers celebrate the traditions and best-known works of cowboy poets. Over a dozen festivals occur across the country; during National Poetry Month in April each year, one week is dedicated to cowboy poetry. Many people across the United States work to make sure this unique art form does not disappear.

Even if cowboy poetry is declining in popularity, its influence on other art forms is easy to see. Country music, for example, started with songs that were very similar to cowboy poems and were set to music—usually with guitars. If you listen to songs recorded in the early 1900s, you can hear the same themes and ideas that exist in cowboy poems today.

**STRATEGY PRACTICE** How did rereading help you better understand the passage?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- The original cowboy poets based their poetry style on \_\_\_\_\_.  
(A) country music songs  
(B) traditional poetry  
(C) experiences from city life  
(D) art and music festivals
- From the passage, you can predict that in the future, \_\_\_\_\_.  
(A) cowboy poetry will become as popular as it once was  
(B) more people will choose to become cowboys  
(C) National Poetry Month will exclude cowboy poetry  
(D) people will continue to write and appreciate cowboy poetry
- Which of these was a typical topic of historical cowboy poetry?  
(A) poetry festivals  
(B) benefits of technology  
(C) the Civil War  
(D) the western landscape
- Cowboy poetry is most likely still being written today because \_\_\_\_\_.  
(A) there are still many working cowboys in the United States  
(B) country musicians need cowboy poems in order to write songs  
(C) many people are working hard to promote cowboy poetry  
(D) poets want to show off their lyrical skills

## Make Connections

*This strategy helps students put what they are reading into context by helping them see the connections between the text and themselves, the world around them, and other things they have read or seen.*

**DAY  
1**

Introduce the *Make Connections* strategy to students. Explain: **When you read a nonfiction passage, you can make a broad connection to the subject. As you read, think about people or places outside of your family, city, or country. Concentrate on the “bigger picture” of the world as a whole.** Have students read the instructions at the top of the page and the passage. When students have finished reading, have them complete the strategy practice activity. Have volunteers share their responses with the group. Guide students to see how these are text-to-world connections. Then direct students to complete the skill practice activity. Review the answers together.

**DAY  
2**

Remind students of the *Make Connections* strategy. Tell students they are going to read about a man who helped invent criminal investigation techniques. Say: **A criminalist is an expert in collecting and analyzing evidence from a crime scene. Think about what you already know about crime scene detection. Use that prior knowledge along with what you read to make a connection to the passage.** When students have finished reading, direct them to complete the strategy practice activity. Ask volunteers to share their responses, and have students discuss how they answered the question based on their own background knowledge. Then direct students to complete the skill practice activity. Review the answers together.

**DAY  
3**

Remind students of the *Make Connections* strategy. Say: **When you read biographical information, you can make a personal connection to it by “putting yourself in the other person’s shoes.” Think about how you would feel if the events had happened in your life. Relate what you read to personal experiences you have had.** Have students read the passage. Then direct students to complete the strategy practice activity, and invite volunteers to share their responses. Finally, direct students to complete the skill practice activity. Review the answers together.

**DAY  
4**

Remind students of the *Make Connections* strategy. Say: **Good readers connect what they read to other stories, books, articles, movies, or songs. You are going to read a folk tale. As you read, think about other folk tales you have read before. Ask yourself: *How are folk tales similar?*** Have students read the passage and complete the strategy practice activity. Ask students to share their answers, and make a list of their responses on the board. As a group, discuss how the stories, movies, and experiences are similar to the passage. Then direct students to complete the skill practice activity. Review the answers together.

**DAY  
5**

Remind students of the *Make Connections* strategy. Tell students they are going to read about a Chinese protester who became famous throughout the world for standing in front of an armored tank. Say: **This man was incredibly brave. As you read, think about moments when you have been brave, too. Making a personal connection will help you to better understand the text.** Have students read the passage. Direct them to complete the strategy practice activity and discuss their answers with a partner. Then have students complete the skill practice activity independently. Review the answers together.



**READ THE PASSAGE** Think about what life was like for Susan La Flesche Picotte.

### A Servant to Her People

Susan La Flesche Picotte was born in 1865 on the Omaha Reservation in Nebraska. Her father, Iron Eye, was the leader of the Omaha tribe. He was proud of his heritage, but he also wanted his family to succeed in the modern world. One day, when his daughter was six, Iron Eye asked, "Do you always want to be called simply 'that Indian,' or do you want to go to school and be somebody in the world?" La Flesche Picotte took her father's words to heart.

A hint of her future came to La Flesche Picotte a few years later. One night, she went to help care for a woman on the reservation who was very ill. That night, the woman's condition worsened, and the family called for the government doctor assigned to the reservation. In spite of several repeated requests for his attention, he never showed up. La Flesche Picotte realized that doctors who were not Native Americans did not care for her people the way they should.

La Flesche Picotte left the reservation to receive an education in the eastern United States. It was an opportunity not many Native American youth had, and she took advantage of it. When La Flesche Picotte graduated at the top of her class from the Woman's Medical College of Pennsylvania in 1889, she became the first Native American female medical doctor.

La Flesche Picotte did not forget her family and friends back on the Omaha Reservation. She returned to care for her people and teach them basic health and hygiene, traveling the long distances to her patients' homes in a horse-drawn wagon. In 1913, La Flesche Picotte fulfilled her lifelong dream of opening a hospital on the reservation. Only two years later, however, she became a patient of that very hospital. She had suffered from a bone disease all of her adult life. Two operations that doctors hoped would cure her failed, and she died in 1915.

**STRATEGY PRACTICE** Why are people like Susan La Flesche Picotte important to the world?  

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which best describes Susan La Flesche Picotte?  
 A selfish and unemotional  
 B dedicated but unskilled  
 C compassionate and successful  
 D ambitious but reserved
- Iron Eye can best be described as \_\_\_\_\_.  
 A encouraging  
 B demanding  
 C uncertain  
 D wealthy
- Which of these is a theme of the passage?  
 A Native Americans do get many opportunities.  
 B Women make better doctors than men.  
 C Children should always listen to their parents.  
 D Giving back can be very rewarding.
- What feature of the setting best explains why the government doctor did not help the ill woman?  
 A They lived in Nebraska.  
 B It was the late 1800s.  
 C It was nighttime.  
 D People traveled in wagons.

**READ THE PASSAGE** Think about how Eugène François Vidocq changed throughout his lifetime.

### The World's First Criminalist

Inside a dirty French prison in 1798, a prisoner named Eugène François Vidocq was planning another escape. He had stolen a sailor's uniform and was waiting for a chance to sneak past the guards and disappear into the busy streets of town. As soon as he saw the opportunity, Vidocq put his plan into action. He remained at large for four days until he was tracked down and arrested again. Vidocq was taken back to prison, and the authorities thought they had finally locked him up for good. But Vidocq escaped again—this time dressed as a nun from the prison hospital. He remained on the run for four years.

Vidocq was born in Arras, France, in 1775. His father was a wealthy baker who gave his children a good education, but Vidocq turned to a life of crime to support himself. Despite often being arrested and imprisoned for his wrongdoings, Vidocq was an extremely clever criminal. By the time he was 23 years old, Vidocq had escaped nearly a dozen times from the locations where he was held. Needless to say, the authorities were frustrated with and baffled by this master criminal.

By the early 1800s, Vidocq himself was growing tired of his actions. A life of crime and being on the run had taken its toll on his mind and body. To try something new, Vidocq volunteered to be a spy in prisons. He had an excellent memory, took extensive notes, and was skilled in using disguises to avoid being recognized by others. Over the next 50 years, Vidocq invented criminal investigating methods that are still used by police today, such as making impressions of footprints or tracks left by vehicles, studying bullets left at crime scenes and matching them to guns, and finding different ways to track and watch suspects. Despite his questionable beginnings, Vidocq is known today as one of the greatest criminal investigators of all time.

**STRATEGY PRACTICE** How has your community benefited from Vidocq's work?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- As a young man, Eugène François Vidocq could best be described as \_\_\_\_\_.
  - carefree and lucky
  - intelligent and generous
  - ignored and troubled
  - lazy and cunning
- Which feature of the setting best explains why Vidocq's contributions were so valuable?
  - early nineteenth century
  - France
  - Arras
  - hospital
- Which of the following best describes Vidocq in his later life?
  - a criminal who was reformed
  - a good man who turned bad
  - an intelligent man with no morals
  - a scientist with an interest in crime
- What did law enforcement probably focus on prior to the nineteenth century?
  - building large prisons
  - gathering evidence
  - rehabilitating criminals
  - tracking down known criminals

**READ THE PASSAGE** As you read, think about how Betty Brown must have felt throughout her lifetime.

### The Mysterious Notebook

On a July afternoon in 1937, 15-year-old Betty Brown was playing with her father's shortwave radio at home in Florida. She was searching for her favorite songs so she could copy the lyrics down in a notebook. While daydreaming, Brown casually turned the dial on the radio until she heard something that made her pause. It was a voice that sounded familiar. Back in those days, news clips were played at movie theaters. Brown recognized the voice from one of the news clips she had seen.

"I heard Amelia Earhart in a panicked voice, a heartbreaking voice," Brown recalled in a 2007 interview. "She was saying, 'This is Amelia Earhart Putnam, please help me. Please hear me.'"

Brown quickly began writing down what she heard—snatches of desperate conversations between the woman she believed was Earhart and an unknown man. Later, she decided that the man must have been Earhart's navigator, Fred Noonan. As the signal faded in and out, Brown never left the radio. She scribbled away as Earhart and Noonan struggled for control of the radio. Earhart tried to prevent Noonan from leaving the plane after they had apparently crash-landed. All the while, Earhart repeated strings of numbers and mentioned rising water. After about three hours, Earhart and Noonan were seemingly forced to abandon the plane as it filled with water, and the distress calls stopped.

Brown and her father both tried to give her notes to the United States Coast Guard, but they were told the situation was under control. The search for Earhart was abandoned after an extensive effort was made, and Brown eventually stopped trying to tell people what she heard. But she kept her notebook. In 2000, people from an organization researching Earhart's disappearance asked to see it. The researchers were convinced that Brown's notes were authentic. If the researchers are right, the notes are a priceless, yet sorrowful, record of the tragic fate of an American hero.

**STRATEGY PRACTICE** When has someone not believed you? How did that experience make you feel?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Why did Betty Brown most likely keep her notebook for so long?
  - She felt Amelia Earhart would someday be found.
  - She hoped that it was worth some money.
  - She wanted to write a song about Amelia Earhart.
  - She believed it contained valuable information.
- Which word best describes Brown?
  - silly
  - determined
  - unorganized
  - confused
- Brown most likely stayed by the radio for so long because she \_\_\_\_\_.
  - was waiting for her music to come back on
  - enjoyed recording people's conversations
  - wanted to gather more information about Earhart's situation
  - wanted to take notes for a book about Earhart
- From the Coast Guard's reaction to Brown, you can infer that the Coast Guard \_\_\_\_\_.
  - did not want to look for Earhart
  - did not believe Brown heard Earhart
  - wanted Brown to help them find Earhart
  - already knew where Earhart was located

**READ THE FOLK TALE**

As you read, look for themes or ideas that remind you of another folk tale.

**The Farmer, His Sweetheart, and the Snow Eater**

It was a year when the snow was so deep in the valleys of the mountains that the tops of tall pine trees appeared to be short shrubs. Farmer Planahead's sweetheart had begged him for a winter wedding, and Farmer Planahead was well prepared to make her wishes come true.

Farmer Planahead spent many weeks digging a tunnel through the snow down to the door of his barn. On the day before his wedding, he hitched his two finest horses to his sleigh and glided up and out of the barn easy as could be. Off he rode, bells a-jingling, to fetch his bride, who lived a day's journey eastward.

Farmer Planahead sped along, past the church steeple that barely poked out from the snow, until he left his village far behind. He covered many miles, enjoying the soft whoosh of the sleigh on the snow, until suddenly, an eerie moan broke the silence. Puffs of air like warm, whispered words tickled the back of his neck. The chinook—the hot wind the Native Americans called “snow eater”—was upon him.

The dutiful farmer shook the reins. “Giddyap, horses!” he cried. But the wind was too fast. Behind him, the trees grew taller by the minute as the chinook's warm breath sucked away the snow. Faster than anything the farmer had ever seen, the snowy trail turned to dirt, and his sleigh jolted to a stop. Stranded far from any village, Farmer Planahead could do nothing but wait until the snow fell again.

Many days later, when snow had fallen and he could move the sleigh, the tired but happy farmer arrived at his bride's house to sweep her off her feet, but it was not to be. “My daughter despaired when you didn't arrive,” her father said, “and now she's gone and married Farmer Waitandsee. He took her away in his carriage after the snow disappeared.” Farmer Planahead returned home, sadder but wiser. Next time he would choose a lass who wanted a summer wedding.

**STRATEGY PRACTICE**

Describe a story, movie, or experience that the folk tale reminds you of.

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**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- What obstacle did Farmer Planahead overcome?
  - his bride changing her mind
  - a change in the weather
  - a competing suitor
  - having to travel in snow
- Which of these is a theme of the folk tale?
  - Animals can help you in many ways.
  - Unexpected things can happen at any time.
  - Nature is a person's best friend.
  - True love happens only in summer.
- What lesson can you learn from the folk tale?
  - Do not marry someone who lives too far away.
  - Beware of your neighbors.
  - Plan for many different circumstances.
  - Keep your promises at all costs.
- Which word best describes the bride?
  - impatient
  - romantic
  - loyal
  - lucky

**READ THE PASSAGE** Think about how the Tank Man has affected the world.

### The Tank Man

The morning of June 5, 1989, dawned to ruin and desolation in Beijing's Tiananmen Square. For several weeks, citizens had been staging pro-democracy demonstrations in China's capital. On the nights of June 3 and 4, the authoritarian government struck back. Heavily-armed troops and tanks attacked the demonstrators, killing and wounding them by the thousands. Now, the army was back in control. Passing discouraged demonstrators, a line of tanks rumbled down Changan Avenue toward the square.

As Western journalists snapped photos from the balconies of a nearby hotel, a solitary man stepped into the street and planted himself firmly before the leading tank. Dressed in a crisp, white shirt and black pants and carrying plastic shopping bags, he was like any person out doing ordinary errands. As the tank approached, he shook his bags in fury and frustration. The tank tried to swerve around him, but the man skipped to the side, blocking its way. The tank swerved left, and the man skipped left. Onlookers held their breath, sure the man would be shot or crushed. Astonishingly, the tank stopped and its motor was turned off. The man climbed up onto the tank and pounded on the hatch. After exchanging a few words with the gunner, he climbed down and continued to stand his ground before the tank.

After a moment, four men hurried from the sidewalk and spirited the lone protester away into history—and mystery. The brave man, whose name has never been discovered, has become known around the world simply as the Tank Man. He has never stepped forward. Some believe he was executed along with many others who protested during that time. Others believe he lives a quiet life somewhere in China or Taiwan. Whatever the Tank Man's fate, the photos of his calm but defiant stand against the machinery of oppression have become some of the most famous and powerful images of the twentieth century.

**STRATEGY PRACTICE** Tell about a time when you took a stand for something you strongly believed in.

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which word best describes the mood in Tiananmen Square?
  - celebratory
  - uneventful
  - curious
  - tense
- Which of the following best describes why the images of the Tank Man are so powerful?
  - They show that one person can stop a tank.
  - They were seen by many people.
  - They represent courage and conviction.
  - They were taken by Western journalists.
- The Tank Man's appearance suggests that he \_\_\_\_\_.
  - planned his stand against the tank carefully
  - was part of an organized protest group
  - made his protest spontaneously
  - was trying to find a violent way to protest
- Why do some people feel that the Tank Man was executed?
  - Many other protesters were executed.
  - He was immediately taken away by police.
  - His name was never revealed.
  - There were many pictures taken of him.

## WEEK

# 3

## Visualization

*Visualization allows readers to form mental images of what they are reading about. By visualizing, good readers can better remember the main ideas or events in a passage. Good readers use sensory words from the text to help them visualize and adjust their mental images as they read.*

### DAY 1

Introduce the *Visualization* strategy to students. Explain: **You can make a visualization as you read to help you better understand what an area or person looks like. When you visualize, think about the author’s descriptions. Close your eyes, and put the details together to make a mental picture.** Have students read the passage. Direct them to complete the strategy practice activity on a separate sheet of paper and compare their sketches with a partner. Then have students complete the skill practice activity. Review the answers together.

### DAY 2

Remind students of the *Visualization* strategy. Read aloud the directions and the title of the column. Model the strategy: **You can choose which parts of a passage to visualize. This passage is an advice column that contains a question and a response. I do not need to visualize Gemma to understand her question. I will instead focus on what I can visualize from Dr. Frankenvolt’s reply. I will make a mental picture of the experiment Dr. Frankenvolt suggests.** When students have finished reading the column, direct them to complete the strategy practice activity. Then have students complete the skill practice activity, and review the answers together.

### DAY 3

Remind students of the *Visualization* strategy. Tell students they are going to read about a classic historical design called a “heraldic achievement.” Say: **This author has included an illustration to help readers understand what these designs look like. Since the illustration is included, think about visualizing a different element of the passage. For example, think about what someone would have looked like carrying the shield and wearing the helmet shown as they went into battle.** When students have finished reading the passage, have them complete the strategy practice activity on a separate sheet of paper. Invite volunteers to display and explain their heraldic designs. Then have students complete the skill practice activity. Review the answers together.

### DAY 4

Remind students of the *Visualization* strategy. Say: **Some authors put information into graphic organizers to help readers better understand similarities and differences between two or more subjects. Point to the chart. Say: This author has organized information about diseases into a chart. Which section do you think will help you best visualize people who have contracted the diseases? (symptoms)** Have students read the instructions at the top of the page and the chart. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

### DAY 5

Remind students of the *Visualization* strategy. Say: **This author has included an illustration to go along with the directions for how to make a solar oven. The illustration shows you what the oven looks like when complete, but you will need to visualize the instructions on your own.** Remind students to try to use other senses as they create mental images. Say: **Think about how things smell, feel, and look.** When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

**READ THE PASSAGE** As you read the passage, visualize what a statue of Bes might look like.

### A Humorous Protector

In ancient Egyptian mythology, Bes was a god who protected people, especially women and children. People placed statues of Bes in their homes. Bes's image also adorned jewelry, masks, furniture, knives, and other household items. They believed he would fight off evil spirits, watch over children, and help women in labor.

Typically, Egyptians made pictures or statues of gods in profile, meaning the god always looked to the left or right side. But pictures and statues of Bes always show him in portrait, or from the front. Some images of Bes show him in armor, ready to fight. The armor symbolizes his readiness to protect people from evil.

Another unusual thing about Bes is that he is often shown with his tongue sticking out. Whereas stories of most other Egyptian gods portrayed them as having serious personalities, Bes was thought of as the defender of everything good, who also had a good sense of humor. He stayed near newborn children to protect and entertain them. When a baby smiled or laughed for no reason, parents assumed Bes was making funny faces.

Although it has been thousands of years since Bes's height of popularity, he has had a lasting impact on the world. For example, the island of Ibiza, located in the Mediterranean Sea near Spain, was originally named after this interesting Egyptian character.

**STRATEGY PRACTICE** On a separate sheet of paper, sketch a statue of Bes, using details from the passage. Compare your sketch with a partner's.**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- The passage is mostly about \_\_\_\_\_.
  - an island with an Egyptian name
  - the characteristics of Egyptian myths
  - the traits of one Egyptian god
  - why Egyptians believed in gods
- How is Bes usually shown?
  - as an evil spirit
  - from the front
  - fighting others
  - looking very serious
- What is an example of humorous behavior?
  - wearing armor
  - adorning masks
  - protecting women and children
  - making faces at babies
- The title of the passage refers to \_\_\_\_\_.
  - Bes
  - Ibiza
  - an ancient Egyptian
  - Egyptian armor

**READ THE COLUMN** Look for words or phrases that will help you make a mental picture.

### Dr. Frankenvolt, Mad Scientist

*Dear Dr. Frankenvolt,*

I am not doing so well in science class this year. I need a really great science project in order to get a decent grade in the class. Do you have any ideas? Or maybe you can give me a mind-control ray for my teacher? That would work, too!

—*Gemma in Georgia*

*Dear Gemma,*

Believe me, if I had a mind-control ray, you would be addressing me as King Frankenvolt! However, I do have a good idea for your science project. How about a secret substance that acts like both a liquid and a solid? After you make it, try doing different things to it, such as squeezing it slowly and then quickly, placing it near a strong source of sound waves, such as a loud speaker, or pouring it slowly or quickly into other containers.

Perhaps you can give some to your teacher for his or her birthday.

—*King, I mean Dr., Frankenvolt*

#### Frankenvolt Mystery Goo

- 6 oz. of cornstarch\*
- 4 oz. of water
- a few drops of food coloring (optional)

Mix the ingredients together, stirring thoroughly for 10 minutes.

\*Add up to 2 oz. of cornstarch for thicker goo.

**STRATEGY PRACTICE** How can visualizing help someone better follow a list of directions?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What is the advice column mostly about?
  - (A) how to make a science project
  - (B) how to study better for science class
  - (C) how to think of science projects
  - (D) how to control your teacher
2. What information can you learn from the asterisk?
  - (A) the best type of cornstarch to use
  - (B) what to do with the cornstarch
  - (C) how to make the goo thicker
  - (D) the best way to store the goo
3. Which of these helps you determine that this column is an advice column?
  - (A) the column title
  - (B) the text in boldface type
  - (C) the text in italic type
  - (D) the bulleted list
4. What is unique about Dr. Frankenvolt's secret substance?
  - (A) It fits into any container.
  - (B) It gets harder if you add more liquid.
  - (C) It can be used to repair sound equipment.
  - (D) It reacts differently according to how it is handled.



**READ THE PASSAGE** Read the passage and study the image closely.

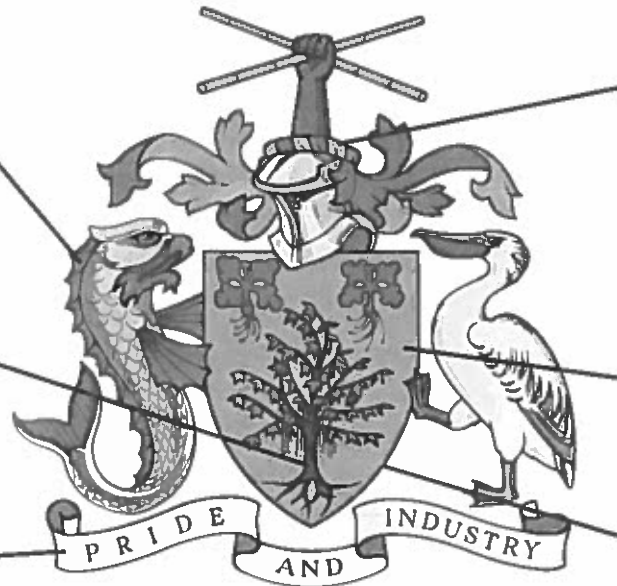
### Heraldic Design

In Europe during the Middle Ages, lords and kings fought one another often. In order to tell who was who on the battlefield, a knight wore an insignia, or design, on a coat over his armor to identify himself. This insignia, called *arms*, was later embellished with additional elements representing the family. The resulting design is called the *heraldic achievement*. Here is a guide to its main components.

**Supporters** were animals, plants, or people next to the shield, representing guardians or business interests.

**Ordinaries and charges** were the pictures and symbols on the field of the shield that were important to the knight.

The **motto** was a saying or phrase, often in Latin or French, associated with a knight's family.



The **helmet and crest** appeared above the shield. The helmet shape followed current fashion, while the crest was a decoration. Common crest themes were wings, fan shapes, and animal heads.

The **field** was the solid-color paint, metal, or fur that covered the shield.

The **shield's** shape depended on the time period and the shield's function.

**STRATEGY PRACTICE** On a separate sheet of paper, draw your own heraldic design. Choose symbols and colors that are meaningful to you. Then explain your choices to a partner.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- The motto on the heraldic achievement shown indicates the valuing of \_\_\_\_\_.
  - family honor
  - hard work
  - big factories
  - ocean animals
- What part of the heraldic achievement shown indicates that fishing is important?
  - the shield's shape
  - the ordinaries and charges
  - the supporters
  - the crest
- Where is the helmet found on a heraldic achievement?
  - just above the motto
  - in the middle of the field
  - just below the crest
  - surrounding the shield
- Some of the words are in boldface to \_\_\_\_\_.
  - indicate a link to more information
  - define another term in the sentence
  - emphasize important details
  - indicate the component being described

**READ THE CHART** Think about what these symptoms look or feel like.

### Insect- and Arachnid-Borne Diseases

The following chart lists some diseases that can be passed on to humans from insects (such as mosquitoes and flies) and arachnids (such as ticks and spiders).\*

Disease	Carrier	Type of Germ	Symptoms	Severity
malaria	mosquito	parasite	fever, chills, body aches, nausea, vomiting, diarrhea	very high in young, old, and weak
Lyme disease	tick	bacterium	rash; fever; headache; body aches; fatigue; damage to heart, nerves, and joints	very low
Chagas disease	kissing bug	parasite	swelling; fever; body aches; headache; rash; nausea; vomiting; damage to the heart, esophagus, brain lining, and colon	low to moderate
dengue fever	mosquito	virus	fever, pain behind eyes, body aches, rash, bleeding	low, but can be severe for children
yellow fever	mosquito	virus	fever, chills, back and body aches, headache, nausea, bleeding, black vomit, low blood pressure, heart failure, coma, seizures	low to moderate
sleeping sickness	tsetse fly	parasite	fever, headache, body aches, irritability, fatigue, swollen lymph nodes, rash, confusion, personality changes	very high if untreated

\*Source: Centers for Disease Control and Prevention

**STRATEGY PRACTICE** Visualize and describe how a person with one of these diseases might appear.

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which of these carries the most diseases?
  - kissing bug
  - tsetse fly
  - tick
  - mosquito
- Which symptoms are common to all of the diseases?
  - fever and body aches
  - rash and body aches
  - body aches and headache
  - fever and rash
- Which chart column would help doctors diagnose patients?
  - Disease
  - Carrier
  - Symptoms
  - Severity
- How can you find out where the information in the chart comes from?
  - read the title
  - read the footnote
  - look in the Disease column
  - look in the Carrier column

**READ THE PASSAGE** Think about the steps needed to build a solar oven.

### Making an Oven from a Windshield Shade

You have no doubt seen them in people's cars—the large silver shades behind the windshield, reflecting the sun's rays away from the car to keep the car's interior cool. You can use those same devices to make food hot. Here's how!

What you will need:

- a reflective accordion-folded windshield shade
- duct tape
- a plastic bucket
- a cooking rack
- a black pan (preferably iron)
- an oven bag (large enough to hold the pan)



*Campers love this simple, effective oven design.*

Lay the windshield shade flat on the ground. Fold the sides together so that the bottom right and left corners touch and overlap slightly. The shape will resemble a funnel or a bowl. Place tape along the bottom edge to keep the oven's shape. Place the windshield shade oven on top of the bucket. Set the cooking rack on top of the oven, making sure it is stable. Place the food you want to cook in the pan, and then place the pan in the cooking bag and seal it. Put the pan on top of the rack. Position the oven so that as much sunlight as possible is shining on the pan. Turn the oven periodically as the sun changes position in the sky. On a clear, calm day, your oven may reach temperatures of up to 350°F. The long, slow cooking process is perfect for making soup, cooking beans, or anything else you might do with a crock pot or slow cooker.

**STRATEGY PRACTICE** Which instruction was easiest for you to visualize? Why?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. Who would most likely benefit from making a windshield shade oven?
  - (A) a taxi driver
  - (B) a restaurant chef
  - (C) a camper
  - (D) a cooking student
2. What does the silver windshield shade do?
  - (A) It reflects the sun's energy into the pot.
  - (B) It takes the heat out of the car.
  - (C) It transfers the light from the windshield to the food.
  - (D) It redirects the power from a regular oven.
3. Which of these is clarified in the diagram?
  - (A) the purpose of the oven
  - (B) the position of the folded shade and the bucket
  - (C) the maximum temperature of the oven
  - (D) the position of the oven in the sun
4. Where can you find out everything you need to make this oven?
  - (A) the title
  - (B) the diagram
  - (C) the caption
  - (D) the bulleted text

## WEEK

# 4

## Organization

*By looking at how a passage or selection is organized, students can better understand the author's intent, as well as predict what information is likely to appear later in the text. Texts are often organized sequentially, around main ideas and details, according to causes and effects, or by comparison and contrast.*

### DAY 1

Introduce the *Organization* strategy to students. Explain: **Authors can organize nonfiction information by listing problems and solutions, causes and effects, or main ideas and details. They can also compare similarities and differences or tell a story in sequence.** Tell students they are going to read about an infamous fire in a New York clothing factory. Say: **As you read, think about the sequence and the causes and effects of this tragic event. Pay attention to how the author has organized the important details about the fire and its aftermath.** When students have finished reading the passage, direct them to complete the strategy and skill practice activities. Review the answers together.

### DAY 2

Remind students of the *Organization* strategy. Tell students they are going to read a passage about the effects of birth order on personality. Remind students of the various ways a passage can be organized (by cause and effect, problem and solution, compare and contrast, main idea and details, or sequence). Say: **Good readers use the organization of a passage to help figure out what the author wants you to know. Pay attention to the focus of each paragraph.** Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

### DAY 3

Remind students of the *Organization* strategy. Say: **The author of this passage has divided information about the Puppies Behind Bars program into sections that have their own headings. As you read, think about the main points under each heading.** Have students read the passage independently. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

### DAY 4

Remind students of the *Organization* strategy. Explain: **Some authors write about historical events by using chronological order. What should you look for to track the chronological order in a passage? (dates, time-order words)** Remind students that some authors use general time periods instead of exact days or years. Say: **Even if an author does not list specific dates, you can still use general time periods to keep track of the order of events.** Have students read the passage. When students have finished reading, direct them to complete the strategy practice activity on a separate sheet of paper. Have volunteers share their timelines with the class. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 5

Remind students of the *Organization* strategy. Say: **You are going to read a fiction story that is organized by problem and solution. Look for the problem at the beginning of the passage. Look for the solution toward the end.** Have students read the passage independently. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

**READ THE PASSAGE**

Look for the causes and effects of a fire at a clothing factory.

**The Factory Fire**

New York factories in the early 1900s were busy and dangerous places to work. Most factories were housed in brick buildings that were overly hot in the summer and extremely cold in the winter. Workers at the time often toiled for more than 12 hours each day, receiving few breaks and no overtime pay. The floors were crowded with people and equipment, and the doors were often locked to prevent employees from leaving early. In fact, most factory owners and managers mistreated those who asked for changes—or outright fired them. The people in charge believed that they did not owe anything more than a paycheck to their workers.

Everything changed when a fire erupted at the Triangle shirtwaist factory in 1911. During that tragic event, about a quarter of the workers (mostly young immigrant women) lost their lives. The factory workers, located on the ninth floor of the building, could not get the door open. The fire escape led only to flames below. The fire truck ladders were not long enough, nor were the water hoses. Fire nets were inadequate.

After the fire, people marched and protested in order to change conditions in factories. Many large protests took place in New York. Eventually, politicians took up the cause, and legislators passed workplace laws regulating child labor and the number of workers allowed on a floor. They also called for sprinkler systems to be placed in all factories. The rights of workers were now important and valuable.

Today, working in a factory is still a demanding, difficult, and often dangerous job. The victims of the Triangle shirtwaist factory did not die in vain, however. Because of their experience, the workplace was forever changed for the better.

**STRATEGY PRACTICE**

How did the author organize the information about the Triangle shirtwaist factory fire?

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**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- Which best explains the cause of the Triangle shirtwaist factory fire?
  - the involvement of politicians
  - the quality of the clothing
  - the inexperience of the workers
  - the lack of worker safety at the factory
- Because of the Triangle shirtwaist factory fire, \_\_\_\_\_ .
  - more laws were enacted to protect workers
  - employers were given more control
  - factories closed in New York
  - fewer sprinkler systems were sold
- Which of the following occurred before the fire?
  - People marched to change working conditions.
  - Doors were locked to keep workers in.
  - Sprinkler systems were installed in factories.
  - Politicians reformed labor laws.
- Why did people most likely protest after the fire?
  - The women who died were wealthy.
  - Factories were the best places to work.
  - The tragedy could have been avoided.
  - Shirtwaists were hard to find after the fire.

**READ THE PASSAGE** Think about how the author presents the information in the passage.

### Birth Order and Personality

Are you the oldest, middle, or youngest child in your family? According to some researchers, your place in the family may have a big influence on your personality. For example, oldest children are thought to be better leaders and are usually perfectionists. According to some studies, oldest children also tend to earn more than their younger brothers and sisters. Youngest children, on the other hand, are thought to be more rebellious and open-minded. Reportedly, youngest children are often drawn to more creative fields than their other siblings are. Middle children, according to these scientists, tend to be mediators who settle disputes between family members. Middle children often carry this skill outside the family, making them valuable employees or co-workers.

While certain generalizations are often made about birth order and personality, some scientists believe that birth order's relationship to personality has been exaggerated. Psychologist Judith Rich Harris, for instance, claims that the effects of birth order on personality are apparent when you look at the way brothers and sisters interact with each other. However, she believes that people behave very differently when outside the family unit. Harris claims that birth order's effect on the personality diminishes in outside situations, such as school and workplace settings. She believes that much of the research on birth order has been poorly designed and does not take into account the participants' socioeconomic status, the IQ scores of the participants' parents, or the size of their families. Harris claims that in large, well-designed studies that do take these factors into account, the birth-order effect disappears.

**STRATEGY PRACTICE** How does the organization of the passage help you understand the author's main points?**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- According to the birth-order effect, being the youngest child causes someone to be \_\_\_\_\_.
  - a natural mediator
  - a strong leader
  - more rebellious
  - wealthier
- The passage suggests that middle children who solve family disagreements are likely to \_\_\_\_\_.
  - become more creative workers
  - choose professions involving mediation
  - agree with previous research studies
  - act differently outside the family unit
- Judith Rich Harris claims that people behave differently in family and non-family settings. What evidence does she give?
  - statistics about people in different careers
  - examples of siblings interacting
  - quotes from noted psychologists
  - mention of studies that reject the birth-order effect
- Harris disagrees with some birth-order studies because she believes \_\_\_\_\_.
  - people act differently in front of scientists
  - the results do not reflect her personality
  - you cannot generalize about personality
  - the research studies are unreliable

**READ THE PASSAGE** As you read, think about the main points the author is trying to make.

### Puppies Behind Bars

For soldiers returning from wars in the Middle East with post-traumatic stress disorder (PTSD), life can be very difficult. PTSD leaves men and women more than just depressed and anxious; loud noises can set off flashbacks to violent or threatening situations. Many soldiers with PTSD isolate themselves because they feel unsafe or misunderstood. The Puppies Behind Bars organization can help make a difference.

#### A Meaningful Beginning

Founded in 1997, Puppies Behind Bars began as an organization that teaches prison inmates to train service dogs for the blind. Inmates work with the dogs every day from the time they are puppies until they are adult dogs at 18 months. The dogs learn up to 80 individual commands, including how to phone 9-1-1.

#### A Worthy Mission

In 2006, Puppies Behind Bars started a new program called Dog Tags: Service Dogs for Those Who've Served Us. Dogs trained through this program help veterans who have PTSD or other disabling physical or emotional wounds. The dogs provide companionship and remind veterans to take needed medications. They alert their owners to other people's arrival and provide physical affection, which helps to reduce flashbacks. When necessary, dogs also wake veterans from terrifying nightmares.

#### A New Start for All

The prison inmates involved in the program often speak about having a new purpose in their lives, happy that the dogs they have trained help others lead better, safer lives. One veteran who received a Dog Tags dog thanked his dog's inmate trainer in person. He said his dog is his "rock" and listed all the things he can now do again. Overwhelmed and moved, the inmate spoke of the patient, responsible person he has become. For veterans and prison inmates alike, the program is changing the world for the better.

**STRATEGY PRACTICE** How do the headings help you understand the passage?

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- How does the author support the claim that Puppies Behind Bars is a valuable organization?
  - with an example of people who were helped
  - by describing symptoms of PTSD
  - by stating how the dogs are trained
  - with a list of key dates of the organization
- The Puppies Behind Bars program was founded to \_\_\_\_\_.
  - rescue sick dogs
  - use inmates to help the blind
  - get prisoners out of jail
  - give veterans companionship
- A common result of PTSD is \_\_\_\_\_.
  - physical disability
  - fearlessness
  - companionship
  - living in isolation
- What effect does raising the dogs have on the inmates?
  - They feel they are being punished.
  - They feel proud to have helped others.
  - They want to become soldiers.
  - They want to become professional dog trainers.

**READ THE PASSAGE** As you read, think about the sequence of events in William Powell's life.

### A Golf Course for Everyone

During World War II, William Powell served in Europe as a soldier in the United States Army. Golf was Powell's hobby, and he played at some of the most popular courses in Scotland. However, upon his return home, Powell was discouraged to find that he was not allowed to play golf at local courses because he was an African American. Powell took a unique approach to solving his problem: He built his own golf course.

Beginning in 1946, Powell moved rocks and spread grass seeds to build a golf course in Canton, Ohio. He convinced two African American doctors to invest in the course and continued to build it for the next year and a half. Powell did all of this without the help of a golf course designer, and he did it while working nights as a security guard. In 1948, the Clearview Golf Course opened, and business is still flourishing today.

In 1967, Powell's daughter, Renee, became a professional golfer on the Ladies' Professional Golf Association (LPGA) tour and now serves as Head Professional at her father's golf course. As of 2001, the Clearview Golf Course is one of 15 golf courses listed on the National Register of Historic Places. It is the only course owned, built, and run by African Americans.

In 2009, the Professional Golf Association of America (PGA) honored William Powell with a Distinguished Service Award. Powell, then 92 years old, accepted the award graciously: "I have had so many special things happen to me, I believe, because golf sees no color."

**STRATEGY PRACTICE** On a separate sheet of paper, create a timeline that shows the important events in William Powell's life that are described in the passage.**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which event happened after the Clearview Golf Course was added to the National Register of Historic Places?
  - Powell discovered he could not play at local golf courses in Ohio.
  - Powell opened the Clearview Golf Course.
  - Powell served in World War II.
  - Powell received an award from the PGA.
- Powell was not allowed to play at U.S. golf courses in the 1940s because of his \_\_\_\_\_.
  - military status
  - race
  - wealth
  - job as a security guard
- When did Powell start building Clearview Golf Course?
  - during World War II
  - before he played in Scotland
  - after his daughter became a professional golfer
  - after two doctors helped with the financing
- The Clearview Golf Course deserves its place on the National Register of Historic Places because it was the first golf course \_\_\_\_\_.
  - built by an African American
  - outside of Scotland
  - built without a designer
  - with a female head professional



**READ THE PASSAGE** Look for the problem and the solution in the passage.**Jamie's Video Game Problem**

By mid-August, after a long summer during which she felt she had barely heard a word from her son, Mrs. O'Malley had had enough. "Jamie," she said, "you need to stop spending all of your time playing video games. I'm taking the player away."

Fourteen-year-old Jamie begged his mother not to do it. "I'll work hard in school, Mom," he said. "Video games just help me relax, and they're more fun than television."

Mrs. O'Malley would not yield. "You don't seem relaxed at all while you're playing those games! You seem obsessed. Try life without the obsession." It was true that Jamie usually jumped and shouted while he was playing games, but he still didn't agree with his mother. He also didn't know how to spend his time. The school year didn't start for another week, and there was no one he could call.

On the first day of school, Jamie took the bus with another kid from his neighborhood. Jamie usually had a handheld game for the bus ride, but his mother had taken that, too. To pass the time, Jamie started talking to his neighbor, Eduardo. They found out that they had the same homeroom teacher, and that they both wanted to play on the school's basketball team. Every day, the two boys talked, and they often met after school to play basketball with some of Eduardo's friends. When it came time to try out for the team, both Eduardo and Jamie made the cut. Once, when he caught himself laughing with his friends, he thought, "Hmm, maybe Mom was right." He smiled and felt thankful, but he kept that thought to himself.

**STRATEGY PRACTICE** How can recognizing the organization, such as problem and solution, help a reader better understand a story?**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What happened before Jamie's mother took away his video games?
  - (A) Jamie ignored his mother.
  - (B) Jamie talked to Eduardo.
  - (C) Jamie went back to school.
  - (D) Jamie tried out for basketball.
2. Jamie spent a lot of time playing video games because \_\_\_\_\_.
  - (A) his mother took away his player
  - (B) Jamie was lazy in school
  - (C) Jamie had no friends to call
  - (D) video games are relaxing
3. What happened after Jamie went back to school?
  - (A) His mother barely heard a word out of him.
  - (B) His mother took away his video games.
  - (C) He started playing basketball.
  - (D) He wondered how to pass the time.
4. What evidence shows that Mrs. O'Malley was right?
  - (A) Jamie promised to work hard in school.
  - (B) Jamie was enjoying his new friends.
  - (C) Jamie had the same homeroom teacher as Eduardo.
  - (D) Jamie kept his thoughts to himself.

