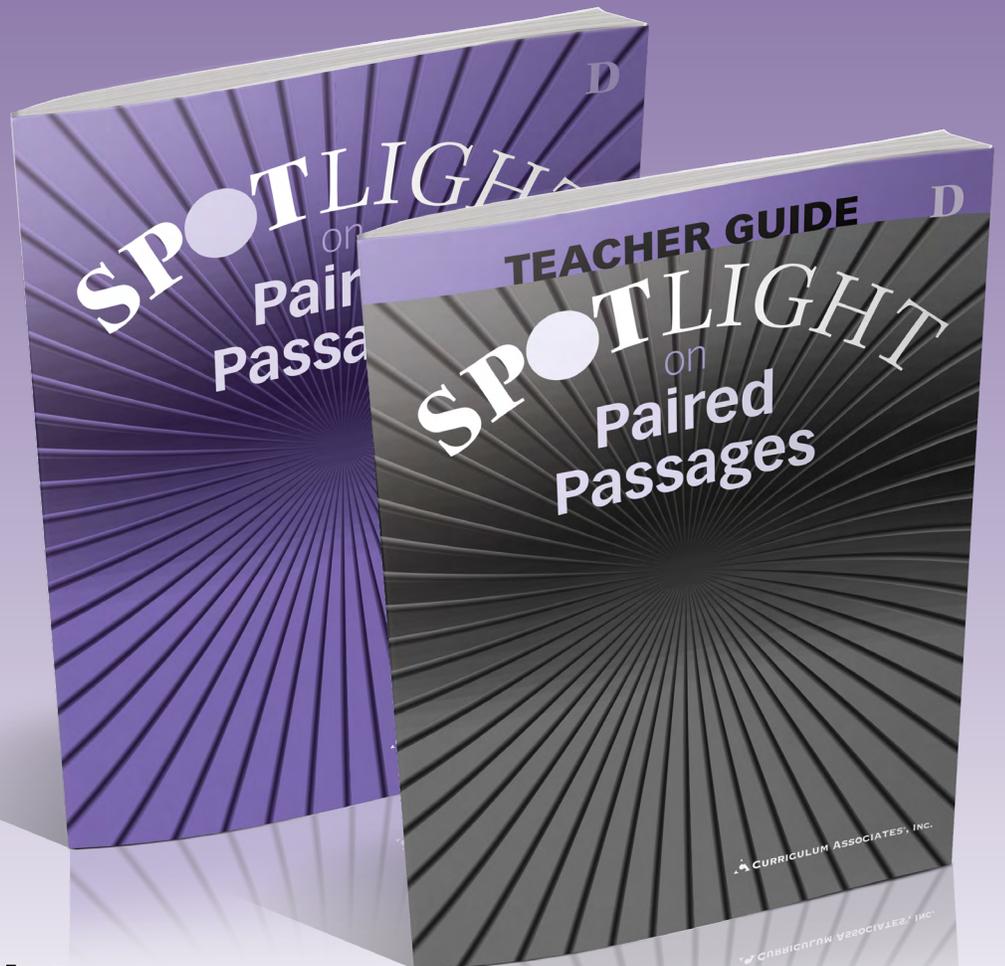


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SPOTLIGHT

Student Book and Teacher Guide:
Lesson Sample
Paired Passages



Curriculum Associates®

D

SPOTLIGHT

on

Paired Passages

To the Student

In this book, you will read passages and answer questions about the passages. Each lesson has two passages, which are paired. This means that the passages have something in common. They tell about the same topic. You will answer questions about the individual passages. Then you will answer questions about both passages together.

You will answer four different kinds of questions. The first kind of question asks you to choose an answer. The second kind asks you to fill in a graphic organizer. The third kind asks you to write a short answer. The fourth kind asks you to write a long answer.

Answering these kinds of questions about individual and paired passages will help you understand what you read. You will become a better reader. And you will enjoy what you read even more.

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Lesson 1

In this lesson, you will read paired passages. You will answer questions about each passage. Then you will answer questions about both passages together.

Read this retelling of a Norwegian folktale. Then answer the questions about the folktale.

Tatterhood



My Notes

- 1 There was once a queen who gave birth to twin princesses. The younger twin was named Grace. She was calm, gracious, and beautiful. She always did as she was told. Never for a moment was a strand of her golden hair out of place. But the slightly older twin was noisy, messy, and stubborn. She rode about on a goat, waving a wooden spoon. Her face was streaked with soot. Because her cloak and hood were always torn and covered with mud, she was called Tatterhood.
- 2 Despite their differences, the sisters loved each other dearly. Each would do anything to make the other happy. When the girls were nearly grown, Tatterhood decided that they should see the world. Their father provided a fine sailing ship and crew, but Tatterhood insisted that she would sail the vessel by herself. Knowing that it was useless to argue with his daughter, the king dismissed the crew. The two girls sailed off.
- 3 After many adventures, they sailed into a lovely harbor. On the top of a nearby hill stood a magnificent castle. Grace thought they should call on the royal family, but Tatterhood said, "Let them come to us." Soon, the king sent messengers to invite them to the castle. Tatterhood said no.

4 The king had two sons. The older prince became curious about the visitors. The next day he went to the ship. Right away, he fell in love with the beautiful Grace and asked her to marry him. Though she had also fallen in love with the prince, she said no. She said that she would not marry until Tatterhood did. She said that she would never leave Tatterhood without a companion. The prince persuaded the two sisters to come to a feast at the castle. He convinced his younger brother to escort Tatterhood.

5 The next day, the two princes rode their fine horses to the ship, bringing two more horses for the princesses. The sisters were waiting. Grace was dressed in a fine velvet gown. Tatterhood was dressed in her usual rags. She refused a horse and insisted on riding her goat, waving her wooden spoon about.

6 The younger prince was speechless for several minutes as he rode his horse beside Tatterhood on the goat. Finally, he sputtered, "Why do you ride on a goat instead of a horse?"

7 Tatterhood replied, "Since you asked, I can ride on a fine horse if I choose." Immediately, the goat turned into a prancing horse.

8 The prince gazed at her in wonder. "Why do you hide your head under that ragged hood?" he next inquired.

9 "Is it ragged?" she replied. "I can change that if I want." Immediately, the hood was replaced with a small gold crown.

10 Again the prince stared, this time in admiration. However, he was still curious. "Why do you wave a wooden spoon about?" he questioned.

11 "Is it a spoon?" she said, and immediately the spoon became a golden wand. "I suppose you want to know why I wear ragged clothes?" she asked.

12 The prince replied, "I can see that you wear them because you want to and you will change them when you choose." Just then Tatterhood's rags were replaced with a lovely velvet gown.

13 As they approached the castle, Tatterhood spoke again, "And do you wish to see my face beneath the streaks of soot?"

14 The prince replied, "That too will be as you wish." As they rode through the castle gate, Tatterhood touched the wand to her face and the soot disappeared. But, dear reader, we shall never know whether her face was lovely or plain, because neither the prince nor Tatterhood cared in the least.

1. Which of these events from the story could not happen in real life?

- Ⓐ a girl riding on a goat and waving a spoon
- Ⓑ two sisters sailing around the world
- Ⓒ a goat turning into a horse
- Ⓓ a king letting his daughter do what she wanted

3. Why does the older prince ask his brother to escort Tatterhood to the feast?

- Ⓐ because his father and mother tell him to
- Ⓑ because he thinks his brother will admire Tatterhood
- Ⓒ because he does not like his brother
- Ⓓ because Grace will not leave Tatterhood alone

2. Read this sentence from paragraph 4 of "Tatterhood."

He convinced his younger brother to escort Tatterhood.

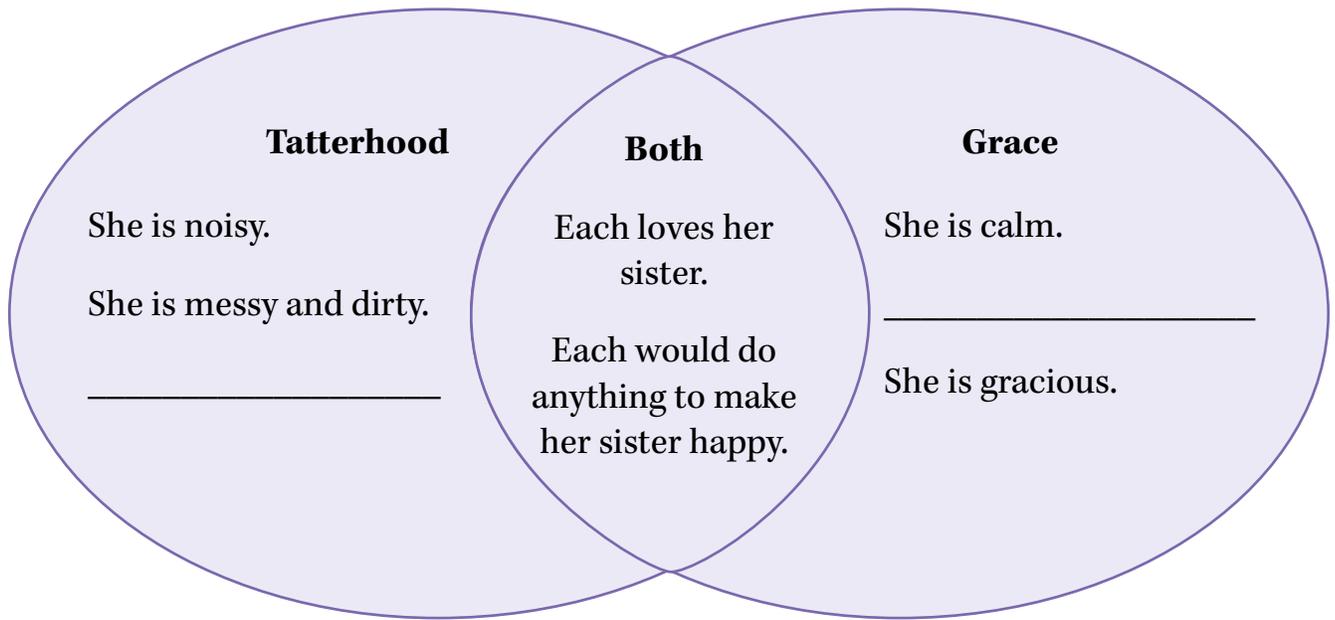
What does the word *escort* mean in the sentence?

- Ⓐ "leave alone"
- Ⓑ "be a companion to"
- Ⓒ "give a horse to"
- Ⓓ "ask questions of"

4. If the story continued, what would probably happen next?

- Ⓐ Tatterhood would sail off in the ship alone.
- Ⓑ Grace would refuse to marry the older prince.
- Ⓒ The younger prince would ask Tatterhood to marry him.
- Ⓓ The king would forbid his sons to marry the sisters.

5. Complete the diagram to tell about Tatterhood and Grace.



6. How does the younger brother's opinion of Tatterhood change as the story progresses? Give details from the story to support your answer.

Two Sisters

1 Ellie clapped her hands in delight. She had just opened an invitation to a party. Everyone was talking about Lauren Simpson's end-of-the-school-year pool party. Since Ellie and her twin, Nellie, were new in town, she had not dared hope they would be invited. She flipped through the mail, looking for Nellie's invitation but found nothing. Maybe Nellie had already taken it.

2 Just then, Nellie dashed into the kitchen. Nellie never walked. She dashed, raced, darted, or galloped. She didn't talk either. She shouted, roared, or bellowed. Her hair stood out in all directions from her head, and her clothes were torn and dirty. In contrast, Ellie was quiet and calm at all times. She brushed her hair until it shone each morning, and her clothes were always neat and clean. But the biggest contrast between the twins was that Nellie always said exactly what she thought. It was as if her brain had speed dial to her mouth. Ellie, on the other hand, usually said what she thought others would like to hear. In spite of their differences, the sisters were fond of each other.

3 "Did you get an invitation to Lauren's party?" Ellie asked.

4 "Why should I have gotten an invitation?" replied Nellie. "Lauren doesn't even know I exist."

5 Ellie's heart sank. She would never go to a party without Nellie. That would be too hurtful, though Nellie would not criticize her if she did. The next day, Lauren asked Ellie if she had received the invitation. Ellie answered, in the politest way she could manage, that she wouldn't be coming since her sister was not invited. Lauren looked guilty and stammered, "Oh, her invitation must have been lost in the mail. Of course she's invited."

6 The day of the party, it rained. The pool party would have to be moved indoors. Ellie dressed in her newest outfit, and Nellie wore her usual ragged shorts and stained T-shirt. When they arrived at Lauren's house, they found many of their classmates sitting in Lauren's living room looking bored. Lauren was trying desperately to get a conversation started.

7 Ellie sat on the edge of a chair, trying to think of something to say. Nellie sprawled on the sofa next to Lauren, who eyed her suspiciously, half expecting a mouse to crawl out of her pocket. With a sudden movement, Nellie thrust her hand into her pocket. Lauren gasped, as if her worst fears were about to be realized. But rather than a mouse, Nellie pulled out a deck of cards.

8 “Pick a card,” she bellowed at Lauren, and Lauren did. For the next half-hour, Nellie showed everyone how to do several card tricks. Then she taught them to make a coin disappear. When the others had mastered that trick, she shouted, “Hey, what’s to eat? I’m hungry.” Lauren ushered them into the dining room, where the table was covered with tasty snacks. The guests devoured the food, spilling salsa on their good clothes and letting crumbs fall to the floor. All the while, everyone clustered around Nellie. “Can you teach us more tricks?” “What else do you like to do for fun?” “How do you get your hair like that?”



9 Nellie laughed as she answered their questions. Perhaps she would find a group of friends in this new town, like the ones she had had to leave behind. Ellie beamed too. She loved seeing her sister at the center of an admiring crowd. With that thought, Ellie plunged a chip into the salsa and brought it up to her mouth, leaving a trail of salsa winding down her best shirt. Noticing, she shrugged. “I guess there are worse things than a stained shirt,” she thought.

7. Read this sentence from “Two Sisters.”

It was as if her brain had speed dial to her mouth.

What do the words *as if her brain had speed dial to her mouth* say about Nellie?

- Ⓐ She likes to talk on the telephone a lot.
- Ⓑ She speaks as soon as a thought comes into her head.
- Ⓒ She always lets others speak first.
- Ⓓ She always says what others want to hear.

8. Which words from the story best show how Ellie feels about Nellie?

- Ⓐ “In contrast, Ellie was quiet and calm at all times.”
- Ⓑ “Ellie clapped her hands in delight.”
- Ⓒ “Ellie sat on the edge of a chair, trying to think of something to say.”
- Ⓓ “She would never go to a party without Nellie.”

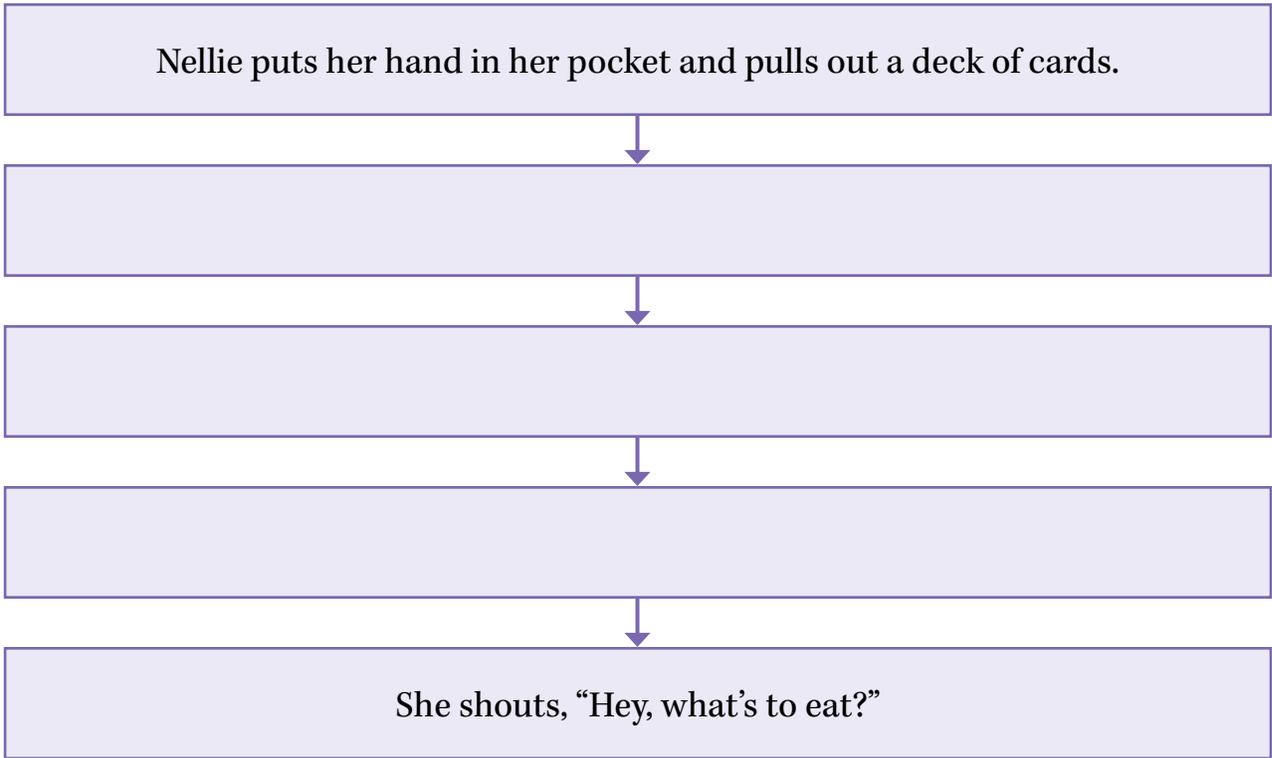
9. In the fifth paragraph, Lauren probably looks guilty because

- Ⓐ she did not really send Nellie an invitation to the party.
- Ⓑ she is hoping that Ellie will come to the party.
- Ⓒ she mailed the invitations out so late.
- Ⓓ she has been saying unkind things about Nellie.

10. Which is the best summary of the story?

- Ⓐ Two sisters are new in town. They don’t know anyone, but they hope to be invited to a party.
- Ⓑ Nellie is loud and messy and very different from her twin, Ellie. But loud and messy Nellie turns a dull party into a fun event.
- Ⓒ Ellie and Nellie are twin sisters. They are very different, and they struggle to get along.
- Ⓓ A girl who is having a party invites one sister but not the other. Neither sister goes to the party.

11. Complete the chart to show what Nellie does at the party.



**12. How did Lauren probably feel about Nellie before the party?
How will Lauren probably feel about Nellie after the party?
Use details from the story to support your answer.**

Now answer questions about both stories. Use “Tatterhood” (pages 12–13) and “Two Sisters” (pages 16–17) to answer questions 13–19.

13. What is one way that Tatterhood and Nellie are alike?

- Ⓐ Both are noisy and messy.
- Ⓑ Both fall in love with a prince.
- Ⓒ Both want to go to a party and are not invited.
- Ⓓ Both change how they look.

15. Grace refuses the prince’s proposal and Ellie refuses Lauren’s invitation because neither of them

- Ⓐ wants to do what she has been asked to do.
- Ⓑ has the right clothes.
- Ⓒ wants to do something that her sister wouldn’t be doing.
- Ⓓ has her parents’ permission.

14. “Two Sisters” is a realistic story because it tells about events that could happen. “Tatterhood” is a folktale because

- Ⓐ two of the characters are princesses.
- Ⓑ it has animals as characters.
- Ⓒ some of the events could never happen.
- Ⓓ two sisters go on a long journey.

16. Which of these sayings is most closely connected to both stories?

- Ⓐ “Two heads are better than one.”
- Ⓑ “Where there’s a will, there’s a way.”
- Ⓒ “Look before you leap.”
- Ⓓ “Don’t judge a book by its cover.”

17. Complete the chart to compare and contrast the two sisters in both stories.

	The Two Sisters in Both Stories
Appearance	They are different in that one is messy, but the other is neat.
Behavior	They are different in that
Feelings About Each Other	They are alike in that

18. Each story has a turning point when other characters begin to see one of the sisters differently. What is the turning point in each story? How does it affect the ending of the story?

19. Think about Grace in “Tatterhood” and Ellie in “Two Sisters.”

Each tries to protect her sister’s feelings. How does Grace try to protect Tatterhood’s feelings? How does Ellie try to protect Nellie’s feelings? Do you think Tatterhood needs her sister’s protection? Do you think Nellie needs her sister’s protection? Use details from both passages to support your answer.

In your answer be sure to include

- **how Grace tries to protect Tatterhood’s feelings**
- **how Ellie tries to protect Nellie’s feelings**
- **your opinion about whether Tatterhood needs to be protected**
- **your opinion about whether Nellie needs to be protected**

You may plan your writing for question 19 here if you wish, but do not write your final answer on this page. Write your final answer on page 23.

TEACHER GUIDE

D

SPOTLIGHT
on
**Paired
Passages**

Acknowledgments

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For the Teacher

What is the **SPOTLIGHT** series?

The *SPOTLIGHT* series is a targeted-practice series that currently consists of three strands: ***SPOTLIGHT on Paired Passages***, ***SPOTLIGHT on Revising and Editing***, and ***SPOTLIGHT on Responding to Writing Prompts***. Each strand in the *SPOTLIGHT* series covers eight levels, A–H, and targets a specific format found on many state tests.

What is **SPOTLIGHT on Paired Passages**?

SPOTLIGHT on Paired Passages is the first strand in the *SPOTLIGHT* series and consists of Books A–H, grades 1–8. ***SPOTLIGHT on Paired Passages*** is a targeted-practice reading series that focuses on answering comprehension questions about reading passages. Each lesson has a pair of reading passages with a similar topic (various genres), along with nineteen comprehension questions. There are questions related to each individual passage and to both passages together. There are four types of comprehension questions in each lesson: selected-response (multiple-choice) questions, short-response graphic-organizer questions, short-response writing questions, and extended-response writing questions.

What is in each student book?

Each ***SPOTLIGHT on Paired Passages*** student book contains these features: a Learn About (Modeled Instruction), a Preview (Guided Practice), four Lessons (Independent Practice), and an Answer Form. See the section **How should I use *SPOTLIGHT on Paired Passages* in the classroom?** on page 6 in this teacher guide for suggestions about using each feature. A description of each feature follows.

Learn About (Modeled Instruction)

The Learn About is a two-page spread that consists of two short passages (one fiction and one nonfiction). The passages are paired; they have a shared topic. The Learn About introduces students to the concept of paired passages. Students read each passage and think about what each passage is about. Then they think about what *both* passages are about, the shared topic.

At the end of the Learn About, a simple graphic organizer visually depicts the relationship of the two passages, showing the titles of the two passages and the topic that they share. Students are then told that test questions sometimes ask about individual passages and sometimes ask about paired passages. This leads to the questions in the Preview feature, which follows.

My Notes in the Learn About provides sample notes that students might take while reading the passages. These kinds of notes will help students remember important information and answer questions about the passages.

Preview (Guided Practice)

The Preview consists of four two-page spreads (eight pages total). The Preview contains ten comprehension questions related to the two passages on the Learn About spread. Students answer the questions and then read why the answers are correct.

The comprehension questions are on pages 4, 6, 8, and 10. The answers or sample answers along with explanations of why the answers are correct are on pages 5, 7, 9, and 11.

The Preview guides students through answering the types of questions that occur throughout the book. The questions ask about each individual passage and about the paired passages together. The questions are geared to overall reading comprehension and utilize a variety of reading strategies. The four spreads in the Preview are as follows:

Pages 4 and 5 of the Preview: Questions 1–3:

These questions ask about the first reading passage in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 6 and 7 of the Preview: Questions 4–6: These questions ask about the second reading passage in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 8 and 9 of the Preview: Questions 7–9: These questions ask about both reading passages (the paired passages) in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 10 and 11 of the Preview: Question 10: This question asks about both reading passages (the paired passages) in the Learn About. The question is an extended-response writing question, and it is followed by a sample answer and an explanation of why the answer is correct.

The questions in the Preview exemplify all four types of comprehension questions that will be asked in Lessons 1–4.

Four Lessons (Independent Practice)

There are four independent lessons in each student book. Each twelve-page lesson consists of two two-page reading passages (paired passages) and nineteen comprehension questions, as follows:

- The first reading passage is followed by six questions about that individual passage—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, and one short-response writing question.
- The second reading passage is followed by six questions about that individual passage—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, and one short-response writing question.
- The two reading passages and their related questions are followed by seven questions about both reading passages together—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, one short-response writing question, and one extended-response writing question.

In each lesson, students read the passages, take notes, answer questions about the individual passages, and then answer questions about the paired passages.

Reading Passages: The reading passages in each book fall within the range of the reading level of the book (within the 3.0–3.9 range for Book C, for example) and represent a variety of genres. The passages in each lesson are as follows:

Lesson 1: two fiction passages, shared topic, different forms (science fiction and historical fiction, for example)

Lesson 2: two nonfiction passages, shared topic, different forms (biography and informational article, for example)

Lesson 3: one fiction passage and one nonfiction passage, shared topic, different forms (realistic fiction and journal entry, for example)

Lesson 4: two fiction passages, shared topic, same form (two myths, for example)

Research Summary

The following is a summary of the research upon which the series *SPOTLIGHT on Paired Passages* is based. The full research report for this title may be downloaded from the Research Internet page at <http://www.CAinc.com/research>.

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What Is the Benefit of Targeted Practice?

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What Are the Research-based Strategies and Features in *SPOTLIGHT on Paired Passages*?

Summary

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Introduction

SPOTLIGHT on Paired Passages is a targeted practice reading series that is based on the types of reading found in many state standards and on state tests. Demonstrating comprehension of paired passages is a skill that is founded on higher-order thinking and critical reading strategies. Current research literature supports the use of targeted practice on paired passages as well as the strategies and features *SPOTLIGHT on Paired Passages* employs to provide maximum learning.

What Is the Benefit of Targeted Practice?

Targeted practice provides students with intensive practice of specific skills and strategies taught in various curriculum areas. Targeted practice of skills and strategies has received increased attention as a means to help students who are struggling in general education classes. One such approach that has received considerable attention from professional education organizations and researchers (Batsche & Curtis, 2007; Cassidy & Cassidy, 2007; Horowitz, 2005; International Reading Association, 2007; National Center for Learning Disabilities, 2007) is the Response to Intervention process. This process strives for early identification

of struggling students and for providing them with increasing intensive instruction so that they may have every opportunity to master a specific learning goal before being moved to special education. This process involves close monitoring, benchmarking, and assessing to monitor a student's progress.

There are typically three tiers in the Response-to-Intervention process. In Tier I, a teacher works with the whole class and integrates supplemental instructions when needed. Then, through careful progress monitoring, the teacher identifies students who are struggling with a skill or strategy. These struggling students enter Tier II intervention where small-group instruction using research-based instructional strategies is implemented. Once more, progress monitoring occurs, and if a student has not yet mastered a skill or strategy, he or she enters Tier III intervention. Tier III intervention uses individualized, intense instruction. At this intensive and comprehensive intervention level, eligibility for special education is considered.

SPOTLIGHT on Paired Passages provides targeted practice for the types of reading required by state standards. This series may be used as a support to the implementation of the Response-to-Intervention process. Depending on a teacher's preference, this series may be appropriate to use in each of the intervention tiers. Students may work as a whole class, in small groups, or individually to receive targeted practice. Progress monitoring is made easier by use of the two student assessments and the teacher assessment. "Children who read well below grade level have little chance of academic success without effective, targeted interventions that are incorporated into all of their core curricula classes." (Biancarosa, 2005, p. 20)

Why Provide Targeted Practice on Paired Passages?

Paired passages are two reading passages that share a common topic. They may also share characters, organizational structures, or implied ideas. This type of reading is often called upon in content-area classrooms, in middle-school classrooms, and on state and national standardized tests. The Reading Framework for the

2009 NAEP reading assessment (National Assessment Governing Board, 2005) has been redesigned to include comprehension questions that reflect the type of reading that students must master when reading paired passages, multiple texts, or across genres.

A common task for readers at all grades is integrating information across a set of texts. It is often the case that readers have multiple questions for which they need or want answers. A single text may answer some questions incompletely. Or a single text might contain answers for only a portion of the questions a reader has. The solution is to use other texts to find the additional information. In consulting multiple texts, readers must engage in all the processes to read individual texts, but they must also engage in other processes to compare those texts on multiple dimensions and decide on the accuracy, bias, and credibility of the multiple texts. These skills need to be assessed to see how well students can read and comprehend texts that contain different information, reach different conclusions about the same material, or have different levels of credibility (National Assessment Governing Board, 2005, p. 12).

In each setting, students are asked to show that they understand the relationships between the two passages. Making text-to-text connections is one way in which students see the relationships between two passages. ***SPOTLIGHT on Paired Passages*** provides targeted practice for struggling readers to develop sophisticated and deep reading skills.

Adolescent Literacy

Students often face many transitional problems when they enter middle-school (Cassidy & Cassidy, 2007). In contrast to the elementary classroom, where students are taught multiple subjects with one teacher, students in the middle-school classroom are faced with multiple teachers and segregated classrooms for each subject. With these challenges, these older students face another challenge: “There is a crisis in American middle and high schools: one in four adolescents cannot read well enough to identify the main idea in a passage or understand informational text. This keeps them from succeeding in challenging high school coursework and from graduating from high school prepared for the option of postsecondary education” (Kamil, 2003, p. 29).

SPOTLIGHT on Paired Passages provides a scaffolded reading program that moves students from reading and comprehending single reading passages to reading and

comprehending paired passages. Practicing this type of reading will aid students to develop deeper reading and comprehension in more demanding settings.

Text-to-text Connections

Making text-to-text connections is a primary way in which students see the relationships between two passages. This higher-order thinking strategy enables students to deepen their understanding of the texts (Harvey & Goudvis, 2000; Livingston & Kurkjian, 2004; Vacca & Vacca, 2005). Text-to-text connections are built from a student’s prior knowledge about a content area, topic, theme, or genre. This type of connection builds a student’s ability to comprehend text. “When readers have an abundance of background knowledge about a specific content area, they understand more completely the new information they read. Additionally, when readers have a general understanding of the nature of text and literature itself, they comprehend more completely” (Harvey & Goudvis, 2000, p. 21).

SPOTLIGHT on Paired Passages makes maximum use of text-to-text connections in each of the four pairs of passages. Questions stimulate students to make connections between features, such as content, themes, and literary elements.

Do Standards Play a Role in ***SPOTLIGHT on Paired Passages***?

Phrases such as “aligning to the standards,” “testable standards,” and “standards-based instruction” are all signals of the national movement toward rigorous and meaningful standards. Stimulated by the No Child Left Behind law, schools must prove that their assessment system is aligned to curriculum content standards (Olsen, 2007). Attaining annual yearly progress by means of state standardized tests is also a weighted issue for schools in terms of what is being taught in each classroom. Targeted practice of curriculum standards is an effective way to boost students’ achievement levels.

SPOTLIGHT on Paired Passages is aligned with the types of reading found on curriculum standards, and on national and state assessments. Students are asked to prove comprehension by answering questions on single passages and then on paired passages. Additionally, the types of questions (selected-response, constructed-response, and extended-response) elicit the types of responses students are expected to generate.