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# SPOTLIGHT

**Student Book and Teacher Guide:**  
**Lesson Sample**  
*Paired Passages*



**Curriculum Associates®**

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# 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, and 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, and 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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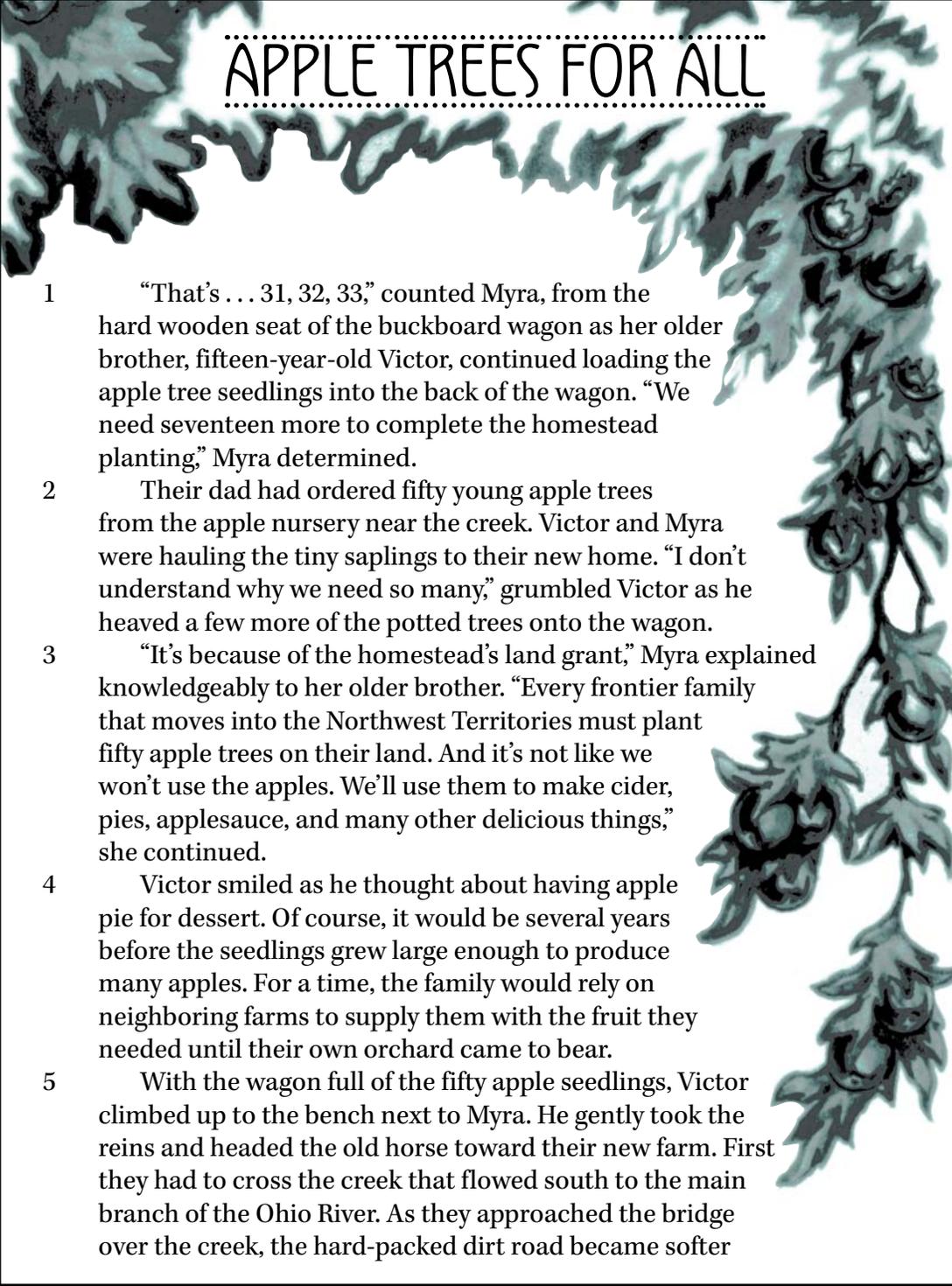
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# Lesson 3

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

Read this story about the helpful stranger that Myra and Victor meet on their way to plant apple trees. Then answer questions about the passage.



## APPLE TREES FOR ALL

My Notes

- 1 “That’s . . . 31, 32, 33,” counted Myra, from the hard wooden seat of the buckboard wagon as her older brother, fifteen-year-old Victor, continued loading the apple tree seedlings into the back of the wagon. “We need seventeen more to complete the homestead planting,” Myra determined.
- 2 Their dad had ordered fifty young apple trees from the apple nursery near the creek. Victor and Myra were hauling the tiny saplings to their new home. “I don’t understand why we need so many,” grumbled Victor as he heaved a few more of the potted trees onto the wagon.
- 3 “It’s because of the homestead’s land grant,” Myra explained knowledgeably to her older brother. “Every frontier family that moves into the Northwest Territories must plant fifty apple trees on their land. And it’s not like we won’t use the apples. We’ll use them to make cider, pies, applesauce, and many other delicious things,” she continued.
- 4 Victor smiled as he thought about having apple pie for dessert. Of course, it would be several years before the seedlings grew large enough to produce many apples. For a time, the family would rely on neighboring farms to supply them with the fruit they needed until their own orchard came to bear.
- 5 With the wagon full of the fifty apple seedlings, Victor climbed up to the bench next to Myra. He gently took the reins and headed the old horse toward their new farm. First they had to cross the creek that flowed south to the main branch of the Ohio River. As they approached the bridge over the creek, the hard-packed dirt road became softer

and muddier. Just as the horse stepped onto the bridge planking, one of the back wheels sank up to its axle in thick, dark mud. Victor jumped down and tried to push the wagon from behind, but even with his help, the horse was unable to pull the wagon from the thickening mud.

6 Just then, a man with a moustache and a long, scruffy beard popped up from the creek access below the bridge. “I’m always available with a helping hand,” he cheerfully chirped as he scrambled up the muddy bank. Myra gratefully accepted his help, and Victor was relieved to have another shoulder to help push the wagon.

7 Myra held the reins and encouraged the horse forward while Victor and the helpful stranger lifted and pushed from behind. After a bit of a struggle, the wheel slowly rolled forward with the sound of a sucking smack as the mud released it. When the horse and wagon were safely on the wooden bridge, Victor climbed back to the front seat to take the reins from Myra. Ever polite, Myra said, “We haven’t yet thanked the kind man for helping us out of trouble.”

8 As the two looked down to thank the stranger, they sighted a curious watercraft emerging from under the bridge. It looked like a double dugout canoe—two boats linked together across the center gunwales, or sides of the boat. The man who had helped them was in a canoe on one side of the craft, carefully guiding the boat into the current. The canoe on the other side of the craft was piled high with little brown nut-like objects. Victor and Myra realized that the canoe was carrying a huge pile of apple seeds.

9 “We wanted to thank you for your generous help,” called Victor as the craft drifted out with the current.

10 “And where are you going with all those apple seeds?” Myra curiously questioned the scruffy-looking man.

11 “I’m very happy to help all the new young people who are settling in the Ohio Valley,” replied the man jovially. “Right now, I’m taking these apple seeds to start another new nursery a ways down the river valley. I’m fairly certain that soon there will be settlers making their way to homesteads further west, and I’ll be ready with apple seedlings for all those folks,” he explained. His unusual craft started moving swiftly through the ruddy brown creek waters.

12 “Hey, what’s your name?” shouted the brother and sister at exactly the same moment.

13 “Folks around here just call me Johnny Appleseed,” answered the man, “on account of all the apple seeds I carry and deliver.” With that, he slapped on his head the strangest looking hat that either Victor or Myra had ever seen, and started making his way down the creek.



**1. Which part of "Apple Trees for All" defines this story as historical fiction?**

- Ⓐ Myra and Victor are hauling apple saplings home.
- Ⓑ Myra and Victor are part of a frontier family.
- Ⓒ Myra and Victor's family make cider from apples.
- Ⓓ Myra and Victor's family live on a farm.

**3. In paragraph 2, which of these is the intended meaning of the word *nursery*?**

- Ⓐ "a room in a house where children play"
- Ⓑ "a place where plants are grown for sale"
- Ⓒ "a school for very young children"
- Ⓓ "a place where children are cared for"

**2. Why wasn't the horse able to get the wagon out of the mud?**

- Ⓐ The force of the horse pulling the wagon was greater than the force of the mud on the wheel.
- Ⓑ The force of the mud pulling on the wheel was greater than the force of the horse pulling on the wagon.
- Ⓒ The force of Victor pushing the wagon was greater than the force of the horse pulling the wagon.
- Ⓓ The force of Victor and the stranger was less than the force of the horse pulling the wagon.

**4. Which of these events will most likely happen next?**

- Ⓐ Myra and Victor will help Johnny Appleseed plant apple seeds.
- Ⓑ Johnny Appleseed will help Myra and Victor plant their saplings.
- Ⓒ Johnny Appleseed will decide not to start a new nursery.
- Ⓓ Johnny Appleseed will continue to help families on the frontier.

**5. Complete the chart to show the sequence of events in “Apple Trees for All.”**

Myra and Victor pick up the apple saplings from the nursery and head home.



The stranger, Johnny Appleseed, sails down the creek in his canoe to bring apple seeds to start another nursery.

**6. Why did the author most likely choose the title “Apple Trees for All” for this story? Use details from the story to support your answer.**

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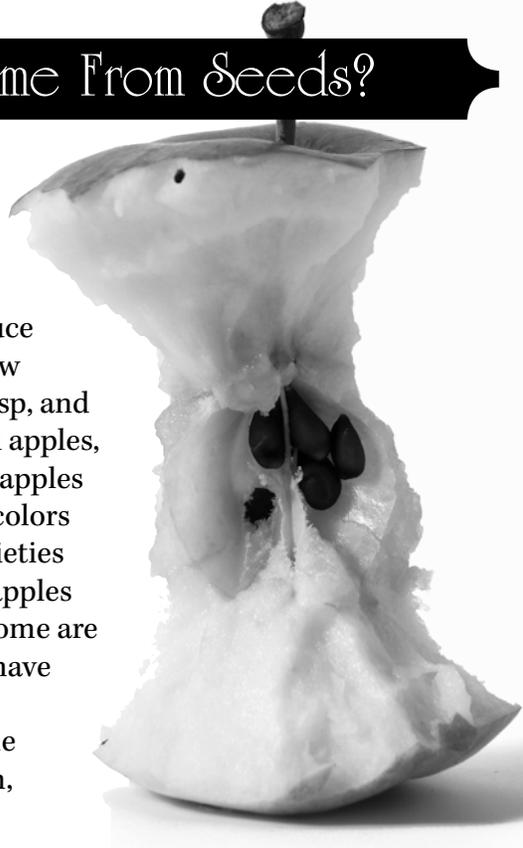
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## Apples Don't Come From Seeds?

- 1 It is autumn, and all the apple trees have been harvested, and their fruits have been shipped to market. Just look in a supermarket produce section, and you're sure to see row upon row of brightly colored, crisp, and scrumptious apples. A riot of red apples, green apples, yellow apples, and apples of every possible blend of those colors are visible proof of the many varieties of apples available today. Some apples are large, and others are small; some are completely round, while others have straight sides. Some varieties of apples taste very sweet, and some are quite tart and sour. McIntosh, Jonathan, Granny Smith, Red Delicious, and Golden Delicious are just a few of the apple varieties that you might choose to eat. With so many varieties available, there's bound to be a type of apple that appeals to each taste preference.
- 2 Have you ever eaten an apple that was so delicious that you ate it all the way down to the seeds in the core? Many stories have been written about apples growing from apple seeds, but most of today's eating apples are from trees that were not grown from seeds. That's because apple trees don't grow "true" from their seeds. Inside each apple, there are approximately five to ten seeds. If you planted any five of those seeds, you would get five different kinds of apples, most of which you would not be able to eat.
- 3 So just what is an apple seed? Cut an apple in half along an imagined equator. Inside, you will see the starburst shape of the five seed pockets radiating out from the center. The seeds themselves look like little polished, mahogany-colored nuts. Each seed has the genetic information for a totally different apple tree. That's why planting those seeds produces trees with different qualities; however, only about one in 80,000 of those trees will produce desirable, edible fruit. Johnny Appleseed may have been planting apple seeds, but the early settlers were most likely making a lot of cider from the resulting trees. Many of those trees would have grown apples that were too sour for eating.



4 So where do all those different apples in the supermarket come from? They come from trees that were started and grown using a process called grafting. The process of grafting starts with a farmer choosing a healthy tree that produces the kind of apples desired. The farmer cuts from the tree a stem that has a bud on it and then splices, or attaches, the stem onto the healthy rootstock of an apple tree that produces less desirable apples. The new rootstock will form the roots of the new tree. The new tree that grows from the stem and bud of the desirable tree is a graft. It has all the characteristics of the desirable apple tree, and it uses the roots but doesn't develop the characteristics of the undesirable root tree. By grafting, farmers can continue to grow the best eating apples. If farmers just planted the seeds, many different and possibly unknown varieties of trees would grow.



5 Only grafting results in the lovely, sweet, eating apples found in today's supermarkets. In fact, the Red Delicious apple you might have eaten for lunch originally came from just one tree accidentally grown in someone's orchard long ago. Every Red Delicious apple since that time came from a graft of that one tree. In the past, most of the new varieties of eating apples came from lucky random finds in a farmer's orchard. In today's technological world, most new varieties come from genetic planning and experimental grafting.

6 Red, green, yellow, hard, soft, sweet, or tart—apples are undoubtedly a favorite fruit. It used to be that apples that ripened in the fall were saved for later, by bottling as cider or as vinegar. However, with today's refrigeration techniques, apples can be eaten fresh all year long. Colorful displays of apples are available at supermarkets throughout the year. There's nothing like the taste of fresh fruit and the crisp bite of a chilled apple, any day of the year.



7. Read this excerpt from the article.

"Just look in a supermarket produce section, and you're sure to see row upon row of brightly colored, crisp, and scrumptious apples."

This excerpt is an example of

- Ⓐ a fact.
- Ⓑ an opinion.
- Ⓒ a comparison.
- Ⓓ a cause.

9. In paragraph 3, what is the meaning of the word *edible*?

- Ⓐ "having seeds"
- Ⓑ "round"
- Ⓒ "able to be eaten"
- Ⓓ "able to be picked"

8. If you need background information for an article on apples, which of these would be the best resource to use?

- Ⓐ a dictionary entry for *apple*
- Ⓑ the book, *Grafting Plants*
- Ⓒ an encyclopedia article on apples
- Ⓓ a biography of Johnny Appleseed

10. What does an apple farmer do next after cutting a stem and bud for grafting?

- Ⓐ plants the apple seeds in the ground
- Ⓑ attaches the rootstock to the tree
- Ⓒ chooses a healthy tree with good apples
- Ⓓ splices the stem onto a chosen rootstock

**11. Complete the chart to create subheadings for these four sections of the article.**

Sections	Subheadings
Paragraph 1	Varieties of Apples
Paragraphs 2 and 3	
Paragraphs 4 and 5	
Paragraph 6	

**12. What does the author mean when she writes that apple trees don't grow "true" from seeds? Explain why this happens. Use details from the article to support your answer.**

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Now answer questions about both passages. Use “Apple Trees for All” (pages 36–37) and “Apples Don’t Come From Seeds?” (pages 40–41) to answer questions 13–19.

**13. Both passages are about**

- Ⓐ growing apple trees.
- Ⓑ varieties of apples.
- Ⓒ apples long ago.
- Ⓓ apple cider.

**15. Based on both passages, which of these conclusions is most reasonable?**

- Ⓐ Johnny Appleseed was probably a real person.
- Ⓑ Johnny Appleseed never existed.
- Ⓒ Johnny Appleseed knew about the process of grafting.
- Ⓓ Apple trees grow only in the northwest.

**14. What do both passages say about apple seeds?**

- Ⓐ Apple seeds come in many colors.
- Ⓑ An apple has five to ten seeds in its center.
- Ⓒ Apple seeds look like brown nuts.
- Ⓓ Apple trees don’t grow true from seeds.

**16. Both passages contain information that indicates that Johnny Appleseed**

- Ⓐ helped strangers.
- Ⓑ had a double canoe.
- Ⓒ wore a funny hat.
- Ⓓ planted apple seeds.

**17. Use what you know about features of fiction and features of nonfiction, as well as author’s purpose, to tell how the two passages are different.**

“Apple Trees for All”	“Apples Don’t Come From Seeds?”
1. This passage is historical fiction.	1.
2. This passage has characters, a setting, and	2. This passage presents
3. This passage is meant to	3.

**18. Based on what you know about American history, was Johnny Appleseed’s plan for setting up apple tree nurseries at various spots along the Ohio River valley a good plan? Use details from both passages to support your answer.**

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**19. Johnny Appleseed planted seeds to grow the apple trees he sold in his nursery. Write a letter to Johnny Appleseed explaining why planting seeds might not be the best way to produce new trees and why he might want to try grafting instead. Use details from both passages to support your answer.**

**In your answer be sure to include**

- **why trees grown from apple seeds are not the best**
- **what grafting is and how it is done**
- **at least one benefit of grafting**

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 47.



**TEACHER GUIDE**

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## 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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- Introduction
- What Is the Benefit of Targeted Practice?
- Why Provide Targeted Practice on Paired Passages?
- Do Standards Play a Role in *SPOTLIGHT on Paired Passages*?
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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.