Nonfiction • Fiction
PAIRED PASSAGES
Comprehension & Critical Thinking Skills
Why Pair Fiction and Nonfiction Text?

Pairing fiction and nonfiction reading passages gives students the opportunity to investigate strong contrasts and similarities between different texts, as well as read varied perspectives on a given subject. The reading cards and teacher’s guide provided in this program are designed to help students analyze and compare elements of fiction and nonfiction texts that are related by theme.

Pairing fiction and nonfiction texts is an excellent way to implement thematic teaching and bridge the gap between the two genres in order to get students to foray into texts they wouldn’t normally choose to read. The passages compliment each other by digging even deeper into the given topic. This approach supports close reading, a key focus of the common core standards. Students learn valuable background information about a subject as well as experience the thrill of reading an adventurous story. A distinct advantage of pairing fiction and nonfiction texts is that it helps struggling readers become more engaged, offers them the opportunity to learn common vocabulary, and gives them the tools to differentiate between factual information versus story elements.

About Paired Passages: Linking Fact to Fiction

Passage Examples

After it took doctors two weeks to remove more than 200 wooden splinters from Boyd’s body, he became known as “Slivers.”

“My aunt and uncle just bought some new hogs, and I’ll ride on the back of one of them.”

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

If, on the other hand, the student read these statements in context and understood their significance to the text, the student would be able to understand with confidence that, as strange as it may seem, one motorcycle racer did indeed need over 200 wooden splinters removed from his body because racing tracks were once constructed out of unsanded boards. The student would then be able to compare, contrast, and connect this fact to a fictional passage where the derivation of the nickname “hogs” for motorcycles comes up when two students are discussing how they will get home from school.
Paired Passages: Linking Fact to Fiction was written to help students develop and practice the skills it takes to compare and contrast fiction and nonfiction passages. If asked, “Is it true that a man was called ‘Slivers’ because he needed over 200 wooden splinters removed from his body?” students will know how to find and use information from two given passages to answer the question. They will be able to record their reasoned response in written form as well.

The reading passages and activities in these kits focus on the following reading and writing skills:
- reading comprehension and critical thinking
- breaking down story elements and analyzing text
- keeping sequence and details from two sources separate
- identifying and using proper letter formation, spacing, and spelling
- responding to a variety of multiple-choice question types to assess comprehension
- answering written-response questions on individual-passage themes
- providing written responses to questions that utilize information from two contrasting passages

Assessment

The assessment sections of many state tests now contain paired passages. After reading two passages, students are expected to differentiate between fiction and nonfiction passages. They are expected to see how the two are connected and understand the underlying connection, as well as how they are dissimilar.

Students are expected to demonstrate their understanding of the passages by answering multiple-choice questions, as well as providing written responses. This is a multileveled task that draws on many different aspects of the reading and writing processes and meets standards requirements. Paired Passages: Linking Fact to Fiction was written to provide practice with this type of assessment in mind.

Meeting Standards

Each passage and question in the Teacher Resource book meets one or more of the Common Core State Standards. A correlations chart is provided in the guide. Correlations to the Common Core State Standards can also be found online at www.teachercreated.com/standards/.

The Stories

There are 25 units in Paired Passages: Linking Fact to Fiction. Each individual unit contains two high-interest passages. The first passage is nonfiction, and the second is fiction. Each passage is written at grade level and contains appropriate vocabulary and sentence structure. The passages are tied together by a common theme.

Unit subjects run the gamut from men with sky-blue noses and fingers to a city where firefighters rarely put out fires. The units may be done sequentially, but they do not have to be. A teacher may choose to go out of order or pick specific units at different times because of class interest or individual students’ needs. Units may be done as a class, or they may be assigned as individual work.
About Paired Passages: Linking Fact to Fiction (cont.)

The Multiple-Choice Questions

A page of multiple-choice questions follows each pair of passages. The first question focuses on the nonfiction passage, and the second question focuses on the fiction passage. Answer choices for both of these questions come only from the passage to which the question stem is referring.

The third multiple-choice question asks what both passages have in common. The fourth and fifth questions require the student to differentiate between the passages and understand what topic is covered in each one, as the answer choices are drawn from both passages. A few of these questions will require students to combine the information from both passages to infer or extrapolate the answer.

Students can answer multiple-choice questions on the page by filling in the circle of the correct answer. Students can also answer multiple-choice questions by filling in the answer sheet located on page 7. Using this page provides practice responding in a standardized-test format.

The Written Responses

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

The final three written responses require higher-level responses. First, one is asked to write out the main theme of each passage with at least three complete sentences. Lastly, one is asked to write a paragraph (on a separate piece of paper) in response to a question that requires thinking about or using information from both passages to answer.

A teacher's expectations of what is a satisfactory response on these last questions may change over the year, or it may vary depending on the level of the student. For example, at the beginning of the year or with some students, a teacher may accept phonetic spelling and the lack of some kinds of punctuation. As specific topics are covered in class and students' abilities change, a teacher may begin to check spelling, punctuation, grammar, and sentence construction more rigorously and require longer and more detailed responses. Enough variation allows that all students, even those deficient in grade-level writing skills or those with advanced writing skills, can participate.
## Table of Contents

### Introduction

### Meeting Standards

### Answer Sheet

### Paired Passages

#### Unit 1
- **Nonfiction:** The Rescue Dog .......................... 10
- **Fiction:** Why I Don't Like Chocolate Cake ............. 11
- **Show What You Know (Questions and Answers)** ........ 12-15

#### Unit 2
- **Nonfiction:** A Swimming Founding Father ............ 16
- **Fiction:** Lina and the Sea Snakes ...................... 17
- **Show What You Know (Questions and Answers)** ........ 18-21

#### Unit 3
- **Nonfiction:** A Useful Hat ............................ 22
- **Fiction:** How Ty's Horse Got Water ................... 23
- **Show What You Know (Questions and Answers)** ........ 24-27

#### Unit 4
- **Nonfiction:** A String of Holes ........................ 28
- **Fiction:** Up in the Air ................................. 29
- **Show What You Know (Questions and Answers)** ........ 30-33

#### Unit 5
- **Nonfiction:** Why George Slept on the Floor ........... 34
- **Fiction:** A Camping Journal .......................... 35
- **Show What You Know (Questions and Answers)** ........ 36-39

#### Unit 6
- **Nonfiction:** Not Potato Chips! ......................... 40
- **Fiction:** Joe and the Dolly ............................ 41
- **Show What You Know (Questions and Answers)** ........ 42-45

#### Unit 7
- **Nonfiction:** A True Story About a Smart Crow ........ 46
- **Fiction:** When the Lion was in Trouble ............... 47
- **Show What You Know (Questions and Answers)** ........ 48-51

#### Unit 8
- **Nonfiction:** Why a Gull is Utah’s Bird ............... 52
- **Fiction:** The Cloud on the Ground ..................... 53
- **Show What You Know (Questions and Answers)** ........ 54-57

#### Unit 9
- **Nonfiction:** The World’s First Ice-Cream Cone ....... 58
- **Fiction:** Invisible Ink ................................. 59
- **Show What You Know (Questions and Answers)** ........ 60-63

#### Unit 10
- **Nonfiction:** Grizzlies and the White House .......... 64
- **Fiction:** What Meg Had to Do .......................... 65
- **Show What You Know (Questions and Answers)** ........ 66-69

#### Unit 11
- **Nonfiction:** A Stinky Flower ........................ 70
- **Fiction:** The Flower Amy Would Not Get ............. 71
- **Show What You Know (Questions and Answers)** ........ 72-75

#### Unit 12
- **Nonfiction:** Walking First ........................... 76
- **Fiction:** The Tortoise and the Hare .................... 77
- **Show What You Know (Questions and Answers)** ........ 78-81
# Table of Contents (cont.)

**Unit 13**  
Nonfiction: A Strange but True Story .......................................................... 82  
Fiction: A Story that Can’t be True ............................................................... 83  
Show What You Know (Questions and Answers) ........................................... 84-87  

**Unit 14**  
Nonfiction: Paper Money ................................................................................. 88  
Fiction: Why the Money Was Not Real ........................................................... 89  
Show What You Know (Questions and Answers) ........................................... 90-93  

**Unit 15**  
Nonfiction: When A.J. Knew ........................................................................... 94  
Fiction: Slow Down, Earl! ................................................................................. 95  
Show What You Know (Questions and Answers) ........................................... 96-99  

**Unit 16**  
Nonfiction: The Milky Way ............................................................................ 100  
Fiction: Seeing More in the Dark ................................................................... 101  
Show What You Know (Questions and Answers) ........................................... 102-105  

**Unit 17**  
Nonfiction: The Lost Base .............................................................................. 106  
Fiction: Where to Find Rock from Outer Space ............................................ 107  
Show What You Know (Questions and Answers) ........................................... 108-111  

**Unit 18**  
Nonfiction: Desert Roots .............................................................................. 112  
Fiction: The Mystery Plant ............................................................................. 113  
Show What You Know (Questions and Answers) ........................................... 114-117  

**Unit 19**  
Nonfiction: How Animals Cross the Road .................................................... 118  
Fiction: The Bridge That Was the Wrong Color .......................................... 119  
Show What You Know (Questions and Answers) ........................................... 120-123  

**Unit 20**  
Nonfiction: A True Story About Al Ringling ................................................. 124  
Fiction: Part of the Family Act ....................................................................... 125  
Show What You Know (Questions and Answers) ........................................... 126-129  

**Unit 21**  
Nonfiction: The Pyramids ............................................................................. 130  
Fiction: A Visit to Egypt ................................................................................. 131  
Show What You Know (Questions and Answers) ........................................... 132-135  

**Unit 22**  
Nonfiction: A Special Kind of Joke ................................................................. 136  
Fiction: Riddle Day .......................................................................................... 137  
Show What You Know (Questions and Answers) ........................................... 138-141  

**Unit 23**  
Nonfiction: The Smallest Birds in the World ............................................... 142  
Fiction: How Hungry Was Bea? ..................................................................... 143  
Show What You Know (Questions and Answers) ........................................... 144-147  

**Unit 24**  
Nonfiction: The Crocodile’s Babysitter ......................................................... 148  
Fiction: The Cat that Hissed and Scratched .................................................. 149  
Show What You Know (Questions and Answers) ........................................... 150-153  

**Unit 25**  
Nonfiction: Honest Abe .................................................................................. 154  
Fiction: The Money Trade .............................................................................. 155  
Show What You Know (Questions and Answers) ........................................... 156-159

**Notes** ........................................................................................................... 160
How did paper money start? Paper money started long ago. It was first used in China. Before, people only had coins. The coins were heavy. They were hard to carry. What if a person bought a lot of things? The person would need a lot of coins. All the coins were hard to carry. Paper money was better. Paper money was not heavy. It was light. It was easier to carry.

Paper is easy to tear. Paper falls apart. That is why money today is made on special paper. The special paper is cotton. It is more like cloth. It is hard to tear. It does not easily fall apart.

Paper money has a special thread. The thread is plastic. Why is a plastic thread put in money? The thread changes color. It looks red. It looks green. It changes under the light. A photocopied thread doesn't change color. It doesn't look red or green. It looks black. The thread makes it so people can tell when the money is not real. They can tell when it has been copied.
Yori was digging. He was looking for treasure. “I know there is buried treasure here,” said Yori. “I will keep digging. I will not stop. I will find it.”

All of a sudden, Yori’s shovel hit something! Yori’s shovel had hit a gray box. The gray box looked old. It had a lid. Yori opened the lid. He found some money. The money was paper. It looked very old. Yori read the words on the money. The words said, “The United States of America.” A date was on the money. Yori read the date. The date said, “1676.”

Yori ran to his sister. He showed her the money. Yori’s sister read the words on the money. She read the date. She said, “Yori, I am sorry. The money is not real. It is not old. How do I know? I read the words. I read the date. The date is wrong. The date can’t be right. The date says ‘1676’. When did the United States become a country? It was not in 1676. It was later. It was in 1776!”
Show What You Know

Answer the questions based on “Paper Money” and “Why the Money was Not Real.” You may look back at what you have read if you need to.

1. What is not true about the special paper used for money?
   A. It is heavy.
   B. It is cotton.
   C. It is hard to tear.
   D. It is more like cloth.

2. Yori’s sister knew that Yori had not found real money because
   A. the money was very old.
   B. paper money was not used in 1676.
   C. the money did not have a special thread.
   D. the United States was not a country in 1676.

3. What do both stories have in common?
   A. They both have a part about finding money.
   B. They both have a part about carrying money.
   C. They both have a part about money that is not real.
   D. They both have a part about money that is photocopied.

4. What color does the plastic thread look when it is photocopied?
   A. red
   B. gray
   C. black
   D. green

5. The money Yori found might have been real if
   A. it was not paper.
   B. it had not been buried.
   C. it had a plastic thread.
   D. it had a date later than 1776.
Answer the questions based on “Paper Money” and “Why the Money was Not Real.” You may look back at what you have read if you need to.

1. What is not true about the special paper used for money?
   - A. It is heavy.
   - B. It is cotton.
   - C. It is hard to tear.
   - D. It is more like cloth.

2. Yori’s sister knew that Yori had not found real money because
   - A. the money was very old.
   - B. paper money was not used in 1676.
   - C. the money did not have a special thread.
   - D. the United States was not a country in 1676.

3. What do both stories have in common?
   - A. They both have a part about finding money.
   - B. They both have a part about carrying money.
   - C. They both have a part about money that is not real.
   - D. They both have a part about money that is photocopied.

4. What color does the plastic thread look when it is photocopied?
   - A. red
   - B. gray
   - C. black
   - D. green

5. The money Yori found might have been real if
   - A. it was not paper.
   - B. it had not been buried.
   - C. it had a plastic thread.
   - D. it had a date later than 1776.
Show What You Know

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. List the difference between coins and paper money.

<table>
<thead>
<tr>
<th>coins</th>
<th>paper money</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Write how you think Yori felt when he found the money. _____________________________

after he showed the money to his sister. _____________________________

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

“Paper Money” ______________________________________________________

______________________________________________________________________

“Why the Money was Not Real” _________________________________________

______________________________________________________________________

10. Think about how you pay for things. Would it be easier to pay with coins or with paper money? Why?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
6. Practice your handwriting. Pick a word from one of the stories to write on the line below.


7. List the difference between coins and paper money.

<table>
<thead>
<tr>
<th>coins</th>
<th>paper money</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy, hard to carry, won't tear, no thread</td>
<td>light, easy to carry, cotton paper, hard to tear, thread in</td>
</tr>
</tbody>
</table>

8. Write how you think Yori felt when he found the money.  _________________ happy, glad, excited

after he showed the money to his sister.  _________________ sad

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

“Paper Money” _________________ Accept well-supported answers

“Why the Money was Not Real” _________________ Accept well-supported answers

10. Think about how you pay for things. Would it be easier to pay with coins or with paper money? Why?

______________________________

______________________________
# Table of Contents

**Introduction** ........................................................................................................... 4

**Meeting Standards** .................................................................................................. 7

**Answer Sheets** .......................................................................................................... 9

**Paired Passages**

**Unit 1**  
*Nonfiction:* The Last Man ......................................................................................... 10  
*Fiction:* A Pace Too Slow ......................................................................................... 11  
Show What You Know *(Questions & Answers)* ........................................................... 12–15

**Unit 2**  
*Nonfiction:* Flying Poison ......................................................................................... 16  
*Fiction:* The Bitter Bird .............................................................................................. 17  
Show What You Know *(Questions & Answers)* ........................................................... 18–21

**Unit 3**  
*Nonfiction:* A Genuine Hoax ...................................................................................... 22  
*Fiction:* The Counterfeit Painting .............................................................................. 23  
Show What You Know *(Questions & Answers)* ........................................................... 24–27

**Unit 4**  
*Nonfiction:* To the Pole ............................................................................................ 28  
*Fiction:* From Where We’re Going ............................................................................. 29  
Show What You Know *(Questions & Answers)* ........................................................... 30–33

**Unit 5**  
*Nonfiction:* A Short History of the Match ................................................................. 34  
*Fiction:* A Native-American Fire Tale ......................................................................... 35  
Show What You Know *(Questions & Answers)* ........................................................... 36–39

**Unit 6**  
*Nonfiction:* The Road with Two-Humped Camels .................................................... 40  
*Fiction:* Worth Its Weight in Gold .............................................................................. 41  
Show What You Know *(Questions & Answers)* ........................................................... 42–45

**Unit 7**  
*Nonfiction:* The Escape Artist .................................................................................. 46  
*Fiction:* The Charlatan ............................................................................................... 47  
Show What You Know *(Questions & Answers)* ........................................................... 48–51

**Unit 8**  
*Nonfiction:* No Singing Birds and Dogs. ................................................................... 52  
*Fiction:* Unusual Canine Occupations ....................................................................... 53  
Show What You Know *(Questions & Answers)* ........................................................... 54–57

**Unit 9**  
*Nonfiction:* Canada’s Peculiar Trees ......................................................................... 58  
*Fiction:* Canada Trivia ............................................................................................... 59  
Show What You Know *(Questions & Answers)* ........................................................... 60–63

**Unit 10**  
*Nonfiction:* One-Handed Rescue ............................................................................... 64  
*Fiction:* When the Goal Is Survival ............................................................................ 65  
Show What You Know *(Questions & Answers)* ........................................................... 66–69

**Unit 11**  
*Nonfiction:* New Communication Forms .................................................................... 70  
*Fiction:* Succor ............................................................................................................ 71  
Show What You Know *(Questions & Answers)* ........................................................... 72–75

**Unit 12**  
*Nonfiction:* The Disliked Hat ..................................................................................... 76  
*Fiction:* Her Own Personal Style ............................................................................... 77  
Show What You Know *(Questions & Answers)* ........................................................... 78–81
<table>
<thead>
<tr>
<th>Unit</th>
<th>Nonfiction:</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>A Different Type of Bank</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Fiction: The Vehicle of Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>84–87</td>
</tr>
<tr>
<td>14</td>
<td>Two Early Motorcycle Racers</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Fiction: Hog Ride</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>90–93</td>
</tr>
<tr>
<td>15</td>
<td>A Social Mob</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Fiction: Babysitting Like a Meerkat</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>96–99</td>
</tr>
<tr>
<td>16</td>
<td>A New Type of Swimsuit</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Fiction: Breaking the World Record</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>102–105</td>
</tr>
<tr>
<td>17</td>
<td>The World's Largest Flat</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Fiction: Letter from La Paz</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>108–111</td>
</tr>
<tr>
<td>18</td>
<td>A Historic Handshake</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>Fiction: Conundrums</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>114–117</td>
</tr>
<tr>
<td>19</td>
<td>Found, but Position Secret</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Fiction: The Avian Beast</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>120–123</td>
</tr>
<tr>
<td>20</td>
<td>A Problem that Makes People Angry</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Fiction: Conundrums</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>126–129</td>
</tr>
<tr>
<td>21</td>
<td>A Historic Handshake</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>Fiction: Chunnel Journal</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>132–135</td>
</tr>
<tr>
<td>22</td>
<td>The Man Who Preserved Blood</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Fiction: One, Two, or Three</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>138–141</td>
</tr>
<tr>
<td>23</td>
<td>What Stopped Columbus</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Fiction: The Only Reptile with a Shell</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>144–147</td>
</tr>
<tr>
<td>24</td>
<td>Where Voting Is the Law</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Fiction: The Scam</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>150–153</td>
</tr>
<tr>
<td>25</td>
<td>The Blue Men</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>Fiction: My Dream Career</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Show What You Know (Questions &amp; Answers)</td>
<td>156–159</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>
A group of meerkats is called a mob. Meerkats, despite their name, are not cats. Instead, they belong in the mongoose family. Thin, sleek animals, a meerkat's body measures about 1 foot (30 cm) long. A meerkat’s tail is almost as long as its body, and it is used to help the meerkat stand upright on its long, hind legs.

A meerkat’s habitat is that of the hot, dry savannas and deserts of Southern Africa. Meerkats have physical adaptations that help them survive in their harsh surroundings. For example, their long, thin bodies help them lose heat quickly, and the dark rings around their eyes act as sunglasses and help protect them from the bright glare of the sun.

A meerkat’s social behavior is also well adapted to its environment. For example, temperatures can drop drastically at night, but a meerkat stays warm by sleeping huddled in an underground burrow with other mob members. Group living also allows meerkats to take turns at sentry duty. Standing upright, sentries can watch for danger. When an enemy such as an eagle, snake, or jackal is spotted, the sentry uses certain calls that tell the others what to do.

Meerkats help each other raise their pups, or young. Scientists call this “cooperative breeding behavior.” Nursing mothers must forage for food five to eight hours per day. Despite her long absence, the pups are never left alone. Other meerkats cooperate by taking turns as babysitters, keeping the pups warm and protecting them from enemies. Babysitting duty can be very tiring. A babysitter may lose two percent of its body weight before the mother returns.
“Your references all checked out. Emergency numbers are by the telephone. Brittany and Anthony are inside.”

Spencer nodded, surprised that Mrs. McCarthy had met him outside on the walk leading up to the front door of her house. Usually when Spencer was babysitting a new family for the first time, the parents waited inside and introduced him to the children. When Spencer entered the house, he began to get an inkling of why Mrs. McCarthy might have been in such a rush to leave. His two charges were in full battle, hurling insults, pillows, and stuffed animals at each other.

Spencer didn't say a word. He walked over to the window and stood in such a way that he could see the two squabbling children, as well as outside. After a few minutes, Anthony demanded, “What type of babysitter are you? You're supposed to make us behave!”

“Yeah,” Brittany taunted. “There’s something wrong with you.”

“Like a meerkat, I’m keeping an eye out for predators,” Spencer replied.

“What are you talking about?” asked Anthony. “What's a meerkat?”

As Spencer began to answer, describing meerkat physical and social characteristics, he casually moved over to the couch and sat down. Brittany and Anthony sat down next to him, listening wide-eyed as Spencer regaled the two children with stories about life in a meerkat mob.

When Mrs. McCarthy came home, she was shocked to see the children playing cooperatively. She rewarded Spencer with a huge tip on top of his hourly fee. Walking home, Spencer thought, “I’m tired, but I got paid and didn’t lose two percent of my body weight! There are advantages to being human!”
Show What You Know

The following are questions based on the passages “A Social Mob” and “Babysitting Like a Meerkat.” If needed, you may look back at the passages to answer the questions.

1. What information is not given in the story “A Social Mob”?
   A what meerkats eat
   B where meerkats live
   C how meerkats behave
   D what meerkats look like

2. When Brittany and Anthony were playing cooperatively,
   A they did not get along.
   B they were not squabbling.
   C they did not have an inkling.
   D they were taunting each other.

3. What do both stories have in common?
   A predators
   B babysitting
   C desert and savannah habitats
   D cooperative breeding behavior

4. How might Spencer differ from a meerkat babysitter?
   A He was paid.
   B He kept the children safe.
   C He lost 2% of his body weight.
   D He kept the children from getting chilled.

5. When Spencer looked out the window, he was behaving like a
   A pup.
   B mob.
   C sentry.
   D predator.
The following are questions based on the passages “A Social Mob” and “Babysitting Like a Meerkat.” If needed, you may look back at the passages to answer the questions.

1. What information is not given in the story “A Social Mob”?
   - A what meerkats eat
   - B where meerkats live
   - C how meerkats behave
   - D what meerkats look like

2. When Brittany and Anthony were playing cooperatively,
   - A they did not get along.
   - B they were not squabbling.
   - C they did not have an inkling.
   - D they were taunting each other.

3. What do both stories have in common?
   - A predators
   - B babysitting
   - C desert and savannah habitats
   - D cooperative breeding behavior

4. How might Spencer differ from a meerkat babysitter?
   - A He was paid.
   - B He kept the children safe.
   - C He lost 2% of his body weight.
   - D He kept the children from getting chilled.

5. When Spencer looked out the window, he was behaving like a
   - A pup.
   - B mob.
   - C sentry.
   - D predator.
Show What You Know

6. Fill in the boxes with some physical and social meerkat characteristics. Tell how the characteristic helps a meerkat survive.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

7. Fill in the boxes to show the story elements for “Babysitting Like a Meerkat.”

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Action/Problem</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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

8. “A Social Mob”

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. “Babysitting Like a Meerkat”

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. Compare and contrast the way meerkats and humans take care of their young. Use the phrase “cooperative breeding behavior” in your answer. Your answer should be one or two paragraphs long. (Use a separate piece of paper.)
6. Fill in the boxes with some physical and social meerkat characteristics. Tell how the characteristic helps a meerkat survive.

**Physical**
- long, thin body so lose heat quickly, dark rings around eyes to protect from sun’s glare

**Social**
- sleep together to stay warm at night; sentry and babysitting duties to watch for danger and protect pups

7. Fill in the boxes to show the story elements for “Babysitting Like a Meerkat.”

**Setting**
- outside and inside McCarthy house

**Characters**
- Mrs. McCarthy, Spencer, Anthony, Brittany

**Action/Problem**
- babysitting two squabbling children

**Outcome**
- calms children and rewarded with tip

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

8. “A Social Mob”

Accept well-supported answers of three or more sentences in length.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. “Babysitting Like a Meerkat”

Accept well-supported answers of three or more sentences in length.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. Compare and contrast the way meerkats and humans take care of their young.
    Use the phrase “cooperative breeding behavior” in your answer. Your answer should be one or two paragraphs long. (Use a separate piece of paper.)
Nonfiction•Fiction
Paired Passages
Grades 1–8 and High School Intervention

Pairs of reading passages help students develop and practice the skills they need to compare and contrast fiction and nonfiction.

Assessment questions are provided in both multiple-choice and open-ended formats.

Each grade level kit includes:
25 Units of Paired Passages on a total of 300 cards
- Each passage has 1 nonfiction and 1 fiction version for a total of 50 reading passages.
- 6 copies of all 50 passages are provided.

Teacher Resource Book with reproducible assessments and an answer key
Enhanced eBook on CD allows the pages in the Teacher Resource Book to be projected onto ANY interactive whiteboard. Notes can be added; questions can be answered; and files can be attached.

Common Core Correlations on CD

Nonfiction Passage

Aesop was a storyteller. He lived a long time ago in Greece. All of Aesop's stories had a moral. A moral is a lesson. One of Aesop's stories was about a crow. The story went like this:

A crow was very thirsty. The crow was a little bit of water in the pitcher. The crow came upon a pitcher. There was a little bit of water in the pitcher. The crow put his beak into the pitcher's mouth, but he could not drink the water. The water level was too low. The crow tried to reach the water again and again. He could not. The water level was too low. Then the crow thought of something. The crow found a tiny pitcher. He placed the tiny pitcher over the crock. One by one he dropped the pebbles into the pitcher. Slowly, slowly, the level of the water rose. Finally, the water level was high enough for the crow to drink.

What is the moral of this fable? The moral is "little by little does the trick."

Fiction Passage

No one had ever done it. Many people had tried. Everyone had failed. Bertrand Piccard had tried to sail around the world in a hot air balloon without stopping. No one had ever done it. Many people had tried. Everyone had failed. Bertrand Piccard had tried to sail around the world in a hot air balloon without stopping.

A balloon soared into the air. The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed. The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed.

The balloon went in high. Piccard and his partner went down. Piccard and his partner went down. The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed.

The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed.

The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed.

The balloon went so high that ice formed on it. Capsule. The capsule was sealed, or closed.

Piccard and his partner flew without stopping. After 19 days, 21 hours, and 55 minutes, they landed. They had not failed. They had gone around the world.

They had not failed. They had gone around the world.

Now Piccard was trying for a third time. He had failed. He knew as he was at sea. Still, Piccard would not stop. On March 1, 1999, Piccard and his partner flew off. Their balloon was filled with hydrogen. Piccard and his partner flew off. Their balloon was filled with hydrogen.

After 19 days, 21 hours, and 55 minutes, they landed. They had not failed. They had gone around the world.

“Around the World in a Balloon” 76 ©Teacher Created Resources, Inc.

Questions

1. What was the problem? The water level was too low.
2. What did Piccard do? He knocked off the ice.
3. Why couldn't the water come out? The water level was too low.
4. What finally made the water come out? The water level was high enough for the crow to drink.
5. What is the moral of this fable? The moral is "little by little does the trick."

Sample Units from Grade 3

Aesop's Fable of the Thirsty Crow

Aesop was a storyteller. He lived a long time ago in Greece. All of Aesop's stories had a moral. A moral is a lesson. One of Aesop's stories was about a crow. The story went like this:

A crow was very thirsty. The crow was a little bit of water in the pitcher. The crow put his beak into the pitcher's mouth, but he could not drink the water. The water level was too low. The crow tried to reach the water again and again. He could not. The water level was too low. Then the crow thought of something. The crow found a tiny pitcher. He placed the tiny pitcher over the crock. One by one he dropped the pebbles into the pitcher. Slowly, slowly, the level of the water rose. Finally, the water level was high enough for the crow to drink.

What is the moral of this fable? The moral is "little by little does the trick."

Unit 15

Questions

1. What was the problem? The water level was too low.
2. What did Piccard do? He knocked off the ice.
3. Why couldn't the water come out? The water level was too low.
4. What finally made the water come out? The water level was high enough for the crow to drink.
5. What is the moral of this fable? The moral is "little by little does the trick."

Sample Units from Grade 3

Aesop's Fable of the Thirsty Crow

Aesop was a storyteller. He lived a long time ago in Greece. All of Aesop's stories had a moral. A moral is a lesson. One of Aesop's stories was about a crow. The story went like this:

A crow was very thirsty. The crow was a little bit of water in the pitcher. The crow put his beak into the pitcher's mouth, but he could not drink the water. The water level was too low. The crow tried to reach the water again and again. He could not. The water level was too low. Then the crow thought of something. The crow found a tiny pitcher. He placed the tiny pitcher over the crock. One by one he dropped the pebbles into the pitcher. Slowly, slowly, the level of the water rose. Finally, the water level was high enough for the crow to drink.

What is the moral of this fable? The moral is "little by little does the trick."

Sample Units from Grade 3

Aesop's Fable of the Thirsty Crow

Aesop was a storyteller. He lived a long time ago in Greece. All of Aesop's stories had a moral. A moral is a lesson. One of Aesop's stories was about a crow. The story went like this:

A crow was very thirsty. The crow was a little bit of water in the pitcher. The crow put his beak into the pitcher's mouth, but he could not drink the water. The water level was too low. The crow tried to reach the water again and again. He could not. The water level was too low. Then the crow thought of something. The crow found a tiny pitcher. He placed the tiny pitcher over the crock. One by one he dropped the pebbles into the pitcher. Slowly, slowly, the level of the water rose. Finally, the water level was high enough for the crow to drink.

What is the moral of this fable? The moral is "little by little does the trick."
A group of meerkats is called a mob. Meerkats, despite their name, are not cats. Instead, they belong in the mongoose family. Thin, sleek animals, a meerkat’s body measures about 1 foot (30 cm) long. A meerkat’s tail is almost as long as its body, and it is used to help the meerkat stand upright on its long, hind legs.

A meerkat’s habitat is that of the hot, dry savannas and deserts of Southern Africa. Meerkats have physical adaptations that help them survive in their harsh surroundings. For example, their long, thin bodies help them lose heat quickly, and the dark rings around their eyes act as sunglasses and help protect them from the bright glare of the sun.

A meerkat’s social behavior is also well adapted to its environment. For example, temperatures can drop drastically at night, but a meerkat stays warm by sleeping huddled in an underground burrow with other mob members. Group living also allows meerkats to take turns at sentry duty. Standing upright, sentries can watch for danger. When an enemy such as an eagle, snake, or jackal is spotted, the sentry uses certain calls that tell the others what to do.

Meerkats help each other raise their pups, or young. Scientists call this “cooperative breeding behavior.” Nursing mothers must forage for food five to eight hours per day. Despite her long absence, the pups are never left alone. Other meerkats cooperate by taking turns as babysitters, keeping the pups warm and protecting them from enemies. Babysitting duty can be very tiring. A babysitter may lose two percent of its body weight before the mother returns.

“Your references all checked out. Emergency numbers are by the telephone. Brittany and Anthony are inside.”

Spencer nodded, surprised that Mrs. McCarthy had met him outside on the walk leading up to the front door of her house. Usually when Spencer was babysitting a new family for the first time, the parents waited inside and introduced him to the children. When Spencer entered the house, he began to get an inkling of why Mrs. McCarthy might have been in such a rush to leave. His two charges were in full battle, hurling insults, pillows, and stuffed animals at each other.

Spencer didn’t say a word. He walked over to the window and stood in such a way that he could see the two squabbling children, as well as outside. After a few minutes, Anthony demanded, “What type of babysitter are you? You’re supposed to make us behave!”

“Heh,” Brittany taunted. “There’s something wrong with you.”

“Like a meerkat, I’m keeping an eye out for predators,” Spencer replied.

“What are you talking about?” asked Anthony. “What’s a meerkat?”

As Spencer began to answer, describing meerkat physical and social characteristics, he casually moved over to the couch and sat down. Brittany and Anthony sat down next to him, listening wide-eyed as Spencer regaled the two children with stories about life in a meerkat mob.

When Mrs. McCarthy came home, she was shocked to see the children playing cooperatively. She rewarded Spencer with a huge tip on top of his hourly fee.

Walking home, Spencer thought, “I’m tired, but I got paid and didn’t lose two percent of my body weight! There are advantages to being human!”