

READING COMPREHENSION



Reading Comprehension
Answer the following questions using the text evidence indicated.

1. How does paragraph 1 show the impact of Dadaism on Surrealism?

- a. It explained the impact of Dadaism on Surrealism.
- b. It showed how Dadaism influenced Surrealism.
- c. It argued that Dadaism was the foundation of Surrealism.
- d. It provided evidence that Dadaism was a precursor to Surrealism.

2. As used in paragraph 2, the word "unconventional" means:

- a. odd
- b. the same
- c. a new way of doing things
- d. a different way of doing things

3. In your opinion, what is the most convincing evidence of Dali's influence on Surrealism?



In 1941, America's first surrealist art museum was founded in New York City. It was called the Museum of Modern Art. Dali's work was one of the first to be shown there.

people what was the evidence? The first being inside...

gre are in w 1 li

1060L

Salvador Dali

1. Salvador Dali was a famous surrealist painter in the early 20th century. Surrealism is an artistic movement that began in the 1920s. It aimed at expressing imaginative dreams and visions far from rational thought. Surrealist artists sought to explore the unconscious mind. Therefore, Dali's paintings incorporated unexpected, sometimes nonsensical images. His goal was to show people that there was more to the human mind than simple realism. Dali was famous for his long mustache, but he impressed the world with his creativity, unique style, and thought-provoking imagery.



Salvador Dali with an ocelot

2. Salvador Dali was born in Figueres, Spain in 1904. At an early age, he began to show some of the eccentricities and emotional outbursts that would later make him famous. He had a difficult relationship with his parents due to his unusual personality. While his mother was affectionate and indulgent towards Salvador's passions and outbursts, his father was extremely strict and often acted cruelly towards his son.

3. Even so, both parents recognized the artistic talent within their young son as he would spend hours drawing detailed pictures. They built Dali a small art studio next to their summer house on the coast of Spain, and they sent him to art school when he was twelve.

4. While attending art school, Dali was not a serious student. However, his art continued to improve. He revealed in the fact that he stood out from his peers, and he grew long hair and intentionally wore the strangest clothes he could find. After his first year of art school, Dali discovered a love for painting. In 1919, the young artist opened his first public exhibition in Figueres, Spain. Two years later, Dali experienced tragedy when his mother died of breast cancer. The two had been close, and he relied on her for emotional support. After her death, issues between him and his father grew deeper, and their relationship would remain this way for the rest of his life.

5. In 1922, Dali moved to Madrid to attend the arts academy, Academia de San Fernando. Living in the student housing on campus expressed his flair for the unusual more than ever before. He grew more and more famous for his strange and dramatic coats and stockings. His love for the strange and unusual...



READING COMPREHENSION

6th grade

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ABOUT LEXILE LEVELS



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The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Literary Nonfiction

Literary nonfiction is a genre of writing that uses techniques that you would normally find in novels or poetry to tell a **true story**. Therefore, literary nonfiction pieces should include one or more of the following: *characters, setting, conflict, theme, and plot*.

Types of literary nonfiction include *biographies, autobiographies, memoirs, diaries, travel writing, nature writing, food writing, and personal essays*.

Take a look at the following passages about arctic foxes. The first is written in a non-fiction style. The second is written in a literary non-fiction style.

Nonfiction Passage

*The arctic fox's scientific name is *Vulpes lagopus*. It is a mammal and omnivore. Its average life span in the wild is 3 to 6 years. It is a hardy animal that can survive Arctic temperatures as low as -58 degrees Fahrenheit in treeless lands. It has furry soles, short ears, and a short muzzle. These are important adaptations to the chilly climate. Arctic foxes live in burrows, and in a blizzard, they may tunnel into the snow to create shelter. Arctic foxes have a unique white and sometimes blue-gray coats that camouflage them in the winter. It allows the animal to blend into the tundra's snow and ice. In the summer, the coat turns brown or gray.*



Literary Nonfiction Passage

The fox, who stood just over two feet tall, peered into the dark, arctic tundra. Its short ears stood erect, helping take in its surroundings. It was finally winter, and the fox's coat had made its complete transformation to light, tawny brown to a shimmering arctic white that allowed the animal to creep unnoticed throughout the barren landscape. The fox was sitting, panting, waiting to find a polar bear to stalk. Hopefully, the bear would lead the fox to some leftover scraps from its own kill, as winter prey was scarce on the ground during wintertime. If the fox was unable to find a polar bear's scraps or its own rodent, bird, or fish to kill, it would have to find some kind of vegetable to satiate his appetite.

What are two similarities and two differences between the above nonfiction and literary nonfiction passages?

- | Similarity | Difference |
|--|--|
| 1. <u>Information about arctic fox's appearance</u> | 1. <u>Technical description v. character description</u> |
| 2. <u>Information about arctic fox's environment</u> | 2. <u>Fox is looking for food in 2nd passage</u> |

A New Genre



car horn blared outside. Alaina snapped her head up to see the
 no longer pouring in through the living room windows. The
 sun had been replaced with the dim, yellow glow of
 under her eyes were tired--she had been squinting trying to
 music in the dark. Alaina had been working on this piece for the
 attempting to master its tricky rhythm and memorize the
 of her hands. She had loved the piano for many years,
 with it had been growing lately. Her teacher continued to
 physical pieces week after week, and Alaina was dying to give a new
 Alaina decided to take a hard-earned break. She stood up from the
 opened the door, and took a few steps onto the cool grass. Once
 her neighbor's radio playing, causing sounds of blari
 a singing saxophone, and trilling piano keys to
 friend Joseph lived there, and he had always been
 to see if Joseph was home, so she walked
 op, and rapped on the thick, wooden door
 Alaina inside, quickly gushing, "Oh
 us for dinner. We're about to sit do

Date:

N.

Two hours and a lot of excitement later, Matthew was home with
his new pet, a fennec fox. Matthew had done a lot of research about
fennec foxes before he was able to bring Finch home. He had to make sure
that his home would be safe enough for a fox, and that Finch would be happy
living there. When Matthew was doing his research, he was surprised to find
out that fennec foxes can use a litter box, like cats do.

Reading Comprehension
Answer the following questions in the color indicated.

1. How does paragraph 1 describe the author's purpose for writing the text evidence in the

- a. It explains the impact of the movement.
- b. It shows the impact of the movement.
- c. It analyzes the impact of the movement.
- d. It provides evidence of the impact of the movement.

2. As used in paragraph 1, the word "unconventional" means

- a. odd
- b. the same
- c. a
- d. a

3. In your opinion, what is the most convincing evidence of the impact of the movement?

130L



In 1941, America was the surrealist art movement they began to work Dalí's art depicting three an easel, a f

1060L

Reading Comprehension Name: _____ Date: _____

Salvador Dalí

1. Salvador Dalí was a famous surrealist painter in the early 20th century. Surrealism is an artistic movement that began in the 1920s. It aimed at expressing imaginative dreams and visions far from rational thought. Surrealist artists sought to explore the unconscious mind. Therefore, Dalí's paintings incorporated unexpected, sometimes nonsensical images. His goal was to show people that there was more to the human mind than simple realism. Dalí was famous for his long mustache, but he impressed the world with his creativity, unique style, and thought-provoking imagery.



Salvador Dalí with an ocelot

2. Salvador Dalí was born in Figueres, Spain in 1904. At an early age, he began to show some of the eccentricities and emotional outbursts that would later make him famous. He had a difficult relationship with his parents due to his unusual personality. While his mother was affectionate and indulgent towards Salvador's passions and outbursts, his father was extremely strict and often acted cruelly towards his son.

3. Even so, both parents recognized the artistic talent within their young son as he would spend hours drawing detailed pictures. They built Dalí a small art studio next to their summer house on the coast of Spain, and they sent him to art school when he was twelve.

4. While attending art school, Dalí was not a serious student. However, his art continued to improve. He reveled in the fact that he stood out from his peers, and he grew long hair and intentionally wore the strangest clothes he could find. After his first year of art school, Dalí discovered a love for painting. In 1919, the young artist opened his first public exhibition in Figueres, Spain. Two years later, Dalí experienced tragedy when his mother died of breast cancer. The two had been close, and he relied on her for emotional support. After her death, issues between him and his father grew deeper, and their relationship would remain this way for the rest of his life.

5. In 1922, Dalí moved to Madrid to attend the arts academy, Academia de San Fernando. Living in the student housing on campus, he expressed his flair for the unusual more than ever before. He grew long hair and wore dramatic coats and stockings. His love for the strange and unusual

Alexander Hamilton

1. Before the musical *Hamilton* debuted, founding father Alexander Hamilton was best known for his deadly duel with rival Aaron Burr. No, Hamilton was never one to turn down a fight -- in fact, he was involved in nearly a dozen duels in his lifetime, including one with future President James Monroe.
2. Alexander Hamilton was born out of wedlock to European parents on January 11, 1757. He grew up in the British West Indies, a small group of Caribbean islands near Florida's coast. His childhood was marred by tragedy: first his father abandoned him and his mother. His mother soon died of a severe illness, and her estranged husband seized her estate from the orphaned Hamilton brothers. The boys lived with a cousin for a while until their cousin's suicide forced the brothers to separate, leaving 13-year-old Hamilton to fend for himself.
3. He quickly found a job at an import-export firm while he grew into an avid reader and developed an interest in writing. He would write for fun in his free time, and in 1772 he wrote a vivid account of a recent hurricane that found its way in the local newspaper. The self-taught teenager astounded locals, and town leaders saw so much potential in him that they raised enough money to send him on a ship to the mainland, where he would attend King's College in New York City. Meanwhile, America was on the verge of entering the Revolutionary War.
4. King's College shut down due to British troop occupation before Hamilton could graduate, so he decided to join the military. Seeing the army as the best way to advance, he quickly moved through the ranks and became General George Washington's chief staff aide.



Alexander Hamilton, 1806
John Trumbull / Public domain

5. This position was disappointing to Hamilton, as he very much desired to be in the middle of the battlefield. He persistently requested to be put in charge of troops on the battlefield, causing Washington to relent and give Hamilton a few battalions in the Battle of Yorktown. This battle would secure America's victory in the Revolutionary War.
6. Following the war, Hamilton briefly served on the Congress of the Confederation where he grew frustrated that Congress had so little power to solve problems or collect taxes. This initial irritation about the ineffectiveness of government foreshadowed a struggle that he would fight for the rest of his career. In 1786, he spearheaded a campaign to create a new Congress and draft a new governing document.

- 7.** Although Hamilton was a headstrong debater known for arguing tirelessly for his ideas regardless of the consequences, he was chosen to serve on the new Constitutional Congress. He tirelessly lobbied for a powerful national government. Although Hamilton wasn't enamored with parts of the Constitution, he agreed to support it. Hamilton, along with John Jay and James Madison, anonymously published 85 essays defending the new Constitution to the general public. They are now known as *The Federalist Papers*.
- 8.** When General George Washington became President, he appointed Hamilton to be Secretary of the Treasury Department. His role was to design the structure and function of the Treasury. He retired from this role in 1794.
- 9.** Aaron Burr and Hamilton maintained a long-standing mutual dislike and distrust for one another. This disdain came to a head when Thomas Jefferson and Burr tied in an election, and Hamilton broke the tie to secure Jefferson's position as President. When Burr ran for Governor of New York in 1804, Hamilton again spoke out against Burr, calling him an untrustworthy, dangerous man.
- 10.** Burr eventually challenged Hamilton to a gun duel. They faced each other on July 11, 1804. Hamilton aimed his gun at the sky at the last second, while Burr's bullet hit Hamilton in the ribs. The wound was fatal, and Hamilton died the next day.

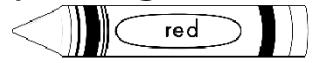


Signing of the Constitution

Reading Comprehension

Answer the following questions. Underline the text evidence in the color indicated.

1. What was the author's main purpose in writing this passage?



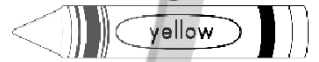
- a. To inform the reader about the life of Alexander Hamilton.
- b. To persuade the reader that the Constitutional Convention was a failure.
- c. To discuss the unique difficulties faced by orphans.
- d. To encourage the reader not to become involved in gun duels.

2. Using your understanding of context clues, what is the best definition of the word "estranged?"



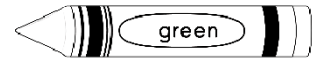
- a. Very strange or unusual
- b. To act with ill intent
- c. Highly intelligent
- d. No longer close to someone

3. In your own words, summarize Alexander's rise to becoming George Washington's chief staff aide.



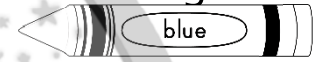
Reading Comprehension

4. How does paragraph 1 prepare readers for the rest of the account?



- a. It keeps the reader guessing as to how Hamilton's life turned into a famous musical.
- b. It introduces the idea that Hamilton was someone who would always fight for what he believed in.
- c. It informs readers about the nature of Hamilton's various duels.
- d. It hints that Hamilton will not be the topic of the text.

5. Identify three supporting details from the passage that support the author's claim that "Hamilton was never one to turn down a fight."



Handwriting practice lines for the answer to question 5. The lines are horizontal and span the width of the page. A large, faint watermark reading "Mad Core" is visible in the background.

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