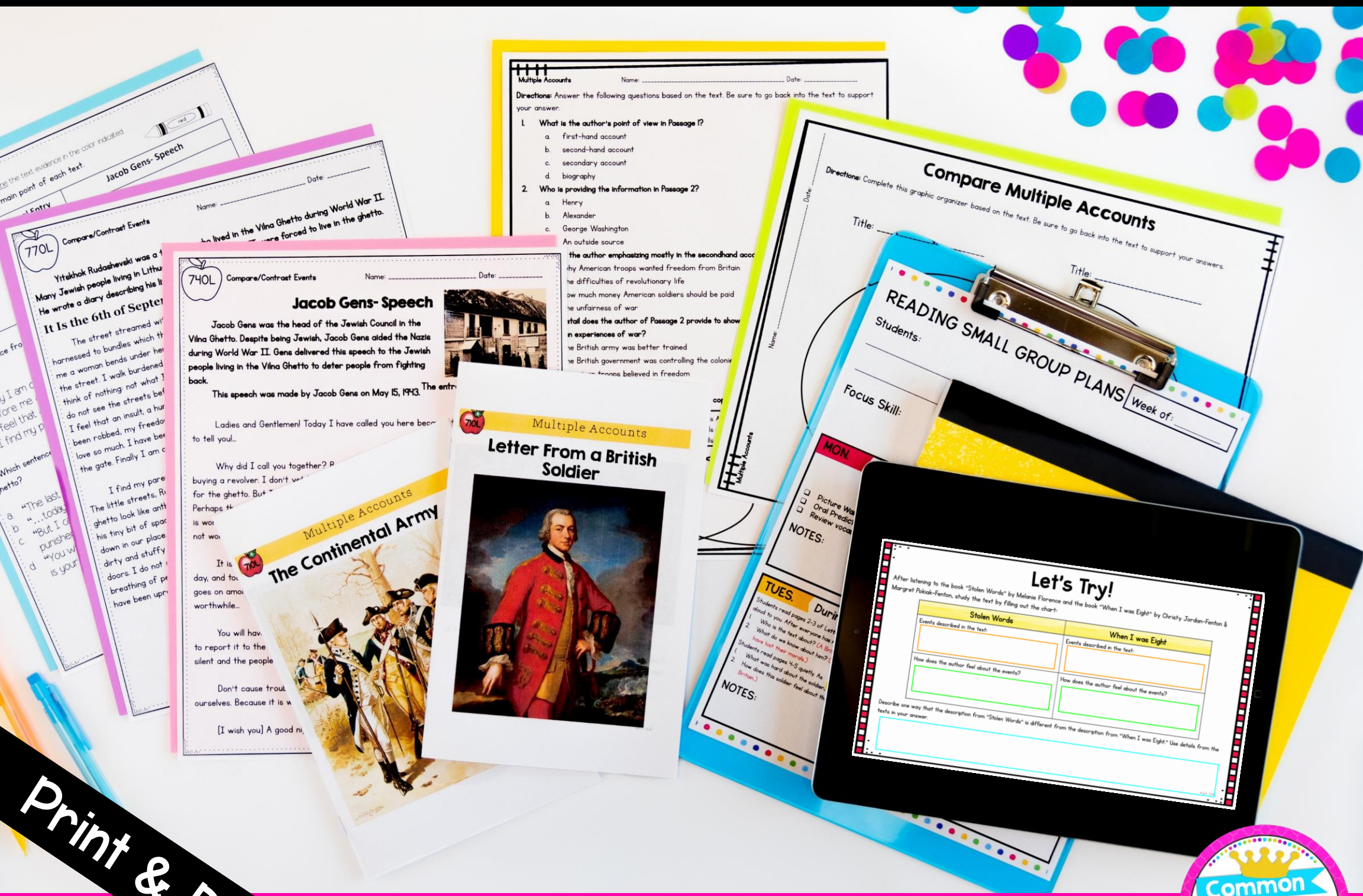
COMPARE MULTIPLE ACCOUNTS

~ Skill Pack ~



Print & Digital

5th Grade

LEXILE

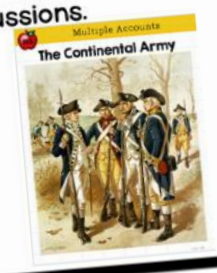
Common CORE Kingdom

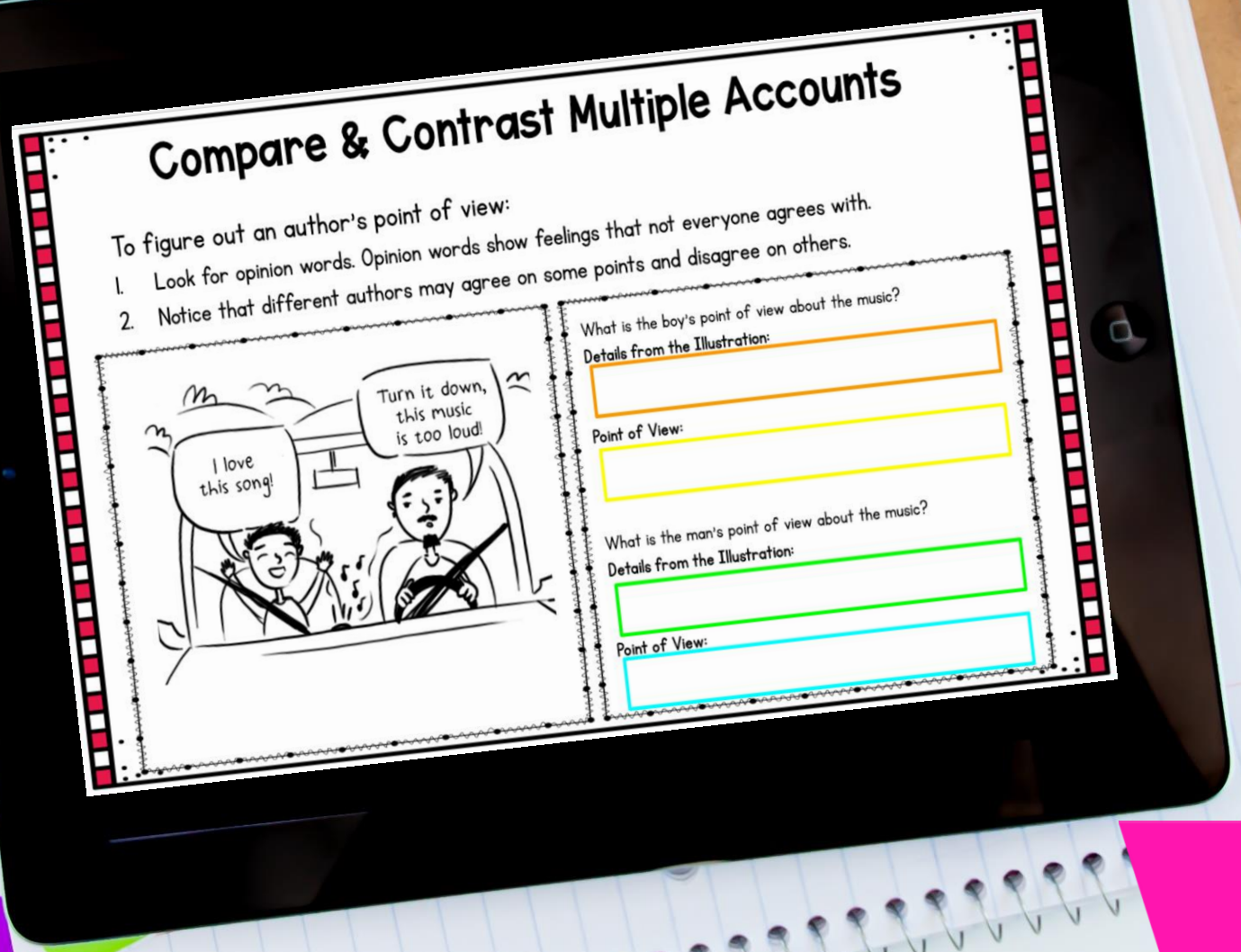
LESSON PLANS

5th Grade

COMPREHENSION SKILL: Compare and Contrast
Multiple Accounts

Week 1

	LESSON	PRACTICE	GUIDED READING	CENTERS
MONDAY	• Introduce multiple accounts by watching the video. 	Guided Practice Whole Class • Describe the accounts in the book 	"Letter from a British Soldier" and "The Continental Army" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Compare Accounts
TUESDAY	Guided Practice Whole Class • Work together to compare and contrast the accounts. 	Independent Reading • Choice text to practice comparing multiple accounts.	Read "Letter from a British Soldier" leveled guided readers. Complete "During Reading" discussions. 	
WEDNESDAY	Guided Practice Whole Class • Work together to compare and contrast the accounts. 	Independent Reading • Choice text to practice comparing multiple accounts.	Read "The Continental Army" leveled guided readers. Complete "During Reading" discussions. 	
			Reread the texts "Letter from	



5th Grade

Compare & Contrast Accounts

DIGITAL Mini lessons

Common CORE Kingdom

Multiple Accounts
Watch the video about how figuring out the author's viewpoint can help you when you read.
When learning about a topic or event we should study
Multiple Accounts.
This helps us see the bigger picture.

Let's Listen!
Listen to the book "Stolen Words" by Melanie Florence and the book "When I was Eight" by Christy Jordan-Fenton & Margret Pokiak-Fenton
WHEN I WAS EIGHT
Christy Jordan-Fenton
& Margaret Pokiak-Fenton
Art by Gabrielle Grimard

Let's Try!

After listening to the book "Stolen Words" by Melanie Florence and the book "When I was Eight" by Christy Jordan-Fenton & Margret Pokiak-Fenton, study the text by filling out the chart:

Stolen Words	When I was Eight
Events described in the text:	Events described in the text:
How does the author feel about the events?	How does the author feel about the events?

Describe one way that the description from "Stolen Words" is different from the description from "When I was Eight." Use details from the texts in your answer.

Compare & Contrast Multiple Accounts
This photo is of Sadie Pfeifer in 1908. Sadie, along with other children, were child workers. They worked long days in unfair and unsafe conditions.
How might Sadie's account of her circumstances be different than the factory owner?
How might the photographer who took this photo feel about child labor?

GUIDED READERS

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4th Grade

Common CORE Kingdom

multiple accounts

Compare/Contrast Events

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

1. Fill out the chart to show the main point of each text.

Yitskhok Rudashevski's Diary Entry	Jacob Gens- Speech

2. Which sentence fro
the ghetto?

a "Finally I am
b "Before me
c "I feel that
d "I find my p

3. Which sentenc
ghetto?

a "The last
b "...today
c "But I c
punishe
d "You w
is your

770L Compare/Contrast Events

Name: _____ Date: _____

Yitskhok Rudashevski was a
Many Jewish people living in Lithu
He wrote a diary describing his li

It Is the 6th of Septe

The street streamed wi
harnessed to bundles which th
me a woman bends under he
the street. I walk burdened
think of nothing: not what
do not see the streets bet
I feel that an insult, a hur
been robbed, my freedo
love so much. I have be
the gate. Finally I am

I find my pare
The little streets, R
ghetto look like anth
his tiny bit of spac
down in our place
dirty and stuffy
doors I do not
breathing of p
have been upr

740L Compare/Contrast Events Name: _____ Date: _____

Jacob Gens- Speech

Jacob Gens was the head of the Jewish Council in the Vilna Ghetto. Despite being Jewish, Jacob Gens aided the Nazis during World War II. Gens delivered this speech to the Jewish people living in the Vilna Ghetto to deter people from fighting back.

This speech was made by Jacob Gens on May 15, 1943. The entr

Ladies and Gentlemen! Today I have called you here bec
to tell you!..

Why did I call you together? P
buying a revolver. I don't wa
for the ghetto. But
Perhaps th
is wor
not wo

It is
day, and to
goes on amo
worthwhile..

You will hav
to report it to the
silent and the people

Don't cause trou
ourselves. Because it is w

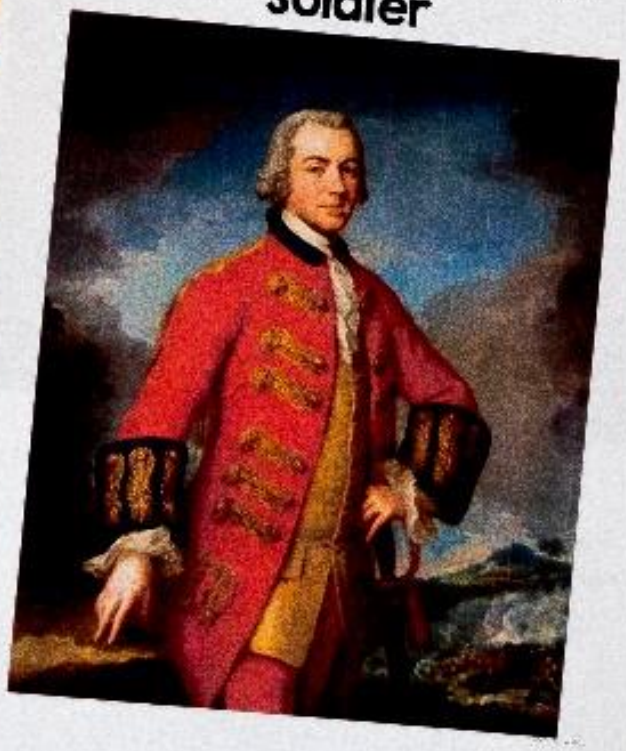
[I wish you] A good n

Directions: Answer the following questions based
your answer.

1. What is the author's point of view in Pas
   a. first-hand account
   b. second-hand account
   c. secondary account
   d. biography
2. Who is providing the information in Passa
   a. Henry
   b. Alexander
   c. George Washington
   An outside source
   the author emphasizing mostly i
   hy American troops wanted free
   he difficulties of revolutionary lif
   ow much money American soldier
   he unfairness of war
   tail does the author of Passage
   n experiences of war?
   he British army was better train
   he British government was contr
   troops believed in freed

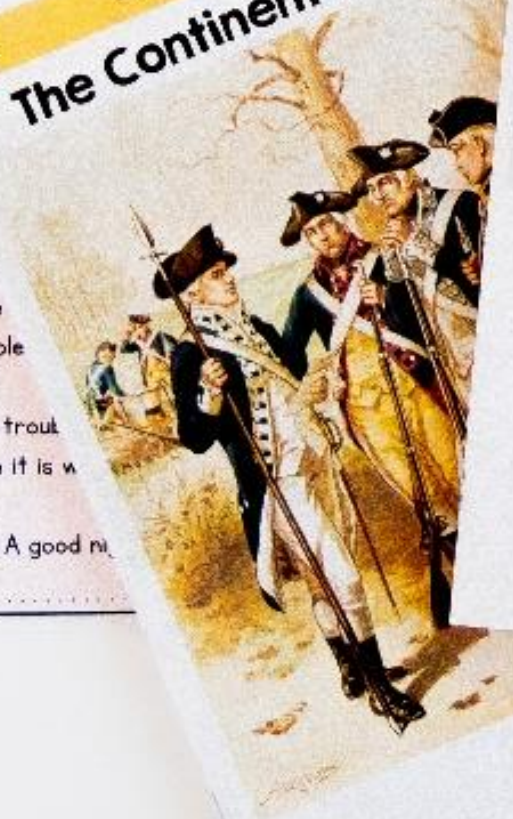
710L Multiple Accounts

Letter From a British Soldier



710L Multiple Accounts

The Continental Army



Name: _____ Date: _____

nswer the following questions based on the text. Be sure to go back into the text to support

is the author's point of view in Passage 1?

- first-hand account
- second-hand account
- secondary account
- biography

s providing the information in Passage 2?

- Henry
- Alexander
- George Washington
- An outside source

the author emphasizing mostly in the secondhand acco

- hy American troops wanted freedom from Britain
- he difficulties of revolutionary life
- ow much money American soldiers should be paid
- he unfairness of war

tail does the author of Passage 2 provide to show n experiences of war?

- he British army was better trained
- he British government was controlling the colonie
- troops believed in freedom

iple Accounts

om a British ldier

Name: Date:

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Compare Multiple Accounts

Title: _____

Title: _____

READING SMALL GROUP PLANS

Students:

Focus Skill:

Week of:

Multiple Accounts

MON.

- Picture Wa
- Oral Predict
- Review voca

NOTES:

TUES.

Durir

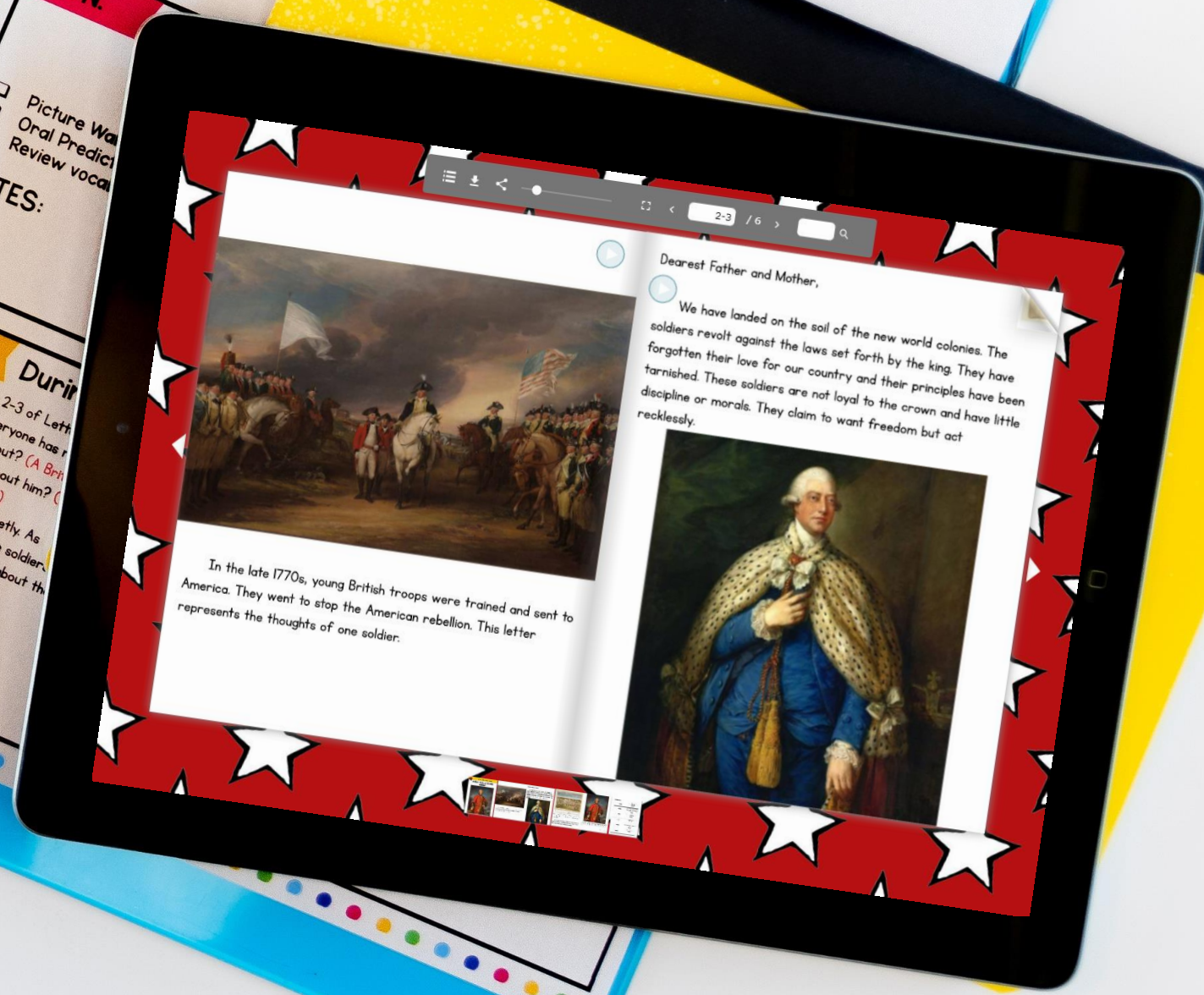
Students read pages 2-3 of Lett aloud to you. After everyone has r

1. Who is the text about?
2. What do we know about him? (A Bri have lost their morals.)

Students read pages 4-5 quietly. As

1. What was hard about the soldier
2. How does this soldier feel about th Britain.)

NOTES:



Compare Multiple

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text

Date: _____

Title: _____

Tit

Multiple Accounts

Name: _____

Directions: Answer the following questions based on the text.
your answer.

1. What is the author's point of view in Passage 1?
   a. first-hand account
   b. second-hand account
   c. secondary account
   d. biography
2. Who is providing the information in Passage 2?
   a. Henry
   b. Alexander
   c. George Washington
   d. An outside source
3. What is the author emphasizing mostly in the sec
   a. why American troops wanted freedom fro
   b. the difficulties of revolutionary life
   c. how much money American soldiers should
   d. the unfairness of war
4. What detail does the author of Passage 2 provide
   American experiences of war?
   a. the British army was better trained
   b. the British government was controlling the
   c. American troops believed in freedom
   d. American troops needed better uniforms
5. Compare and contrast Passage 1 and Passage 2 t

First-person point of view	
Third-person point of view	
Tells British perspective	

Multiple Accounts

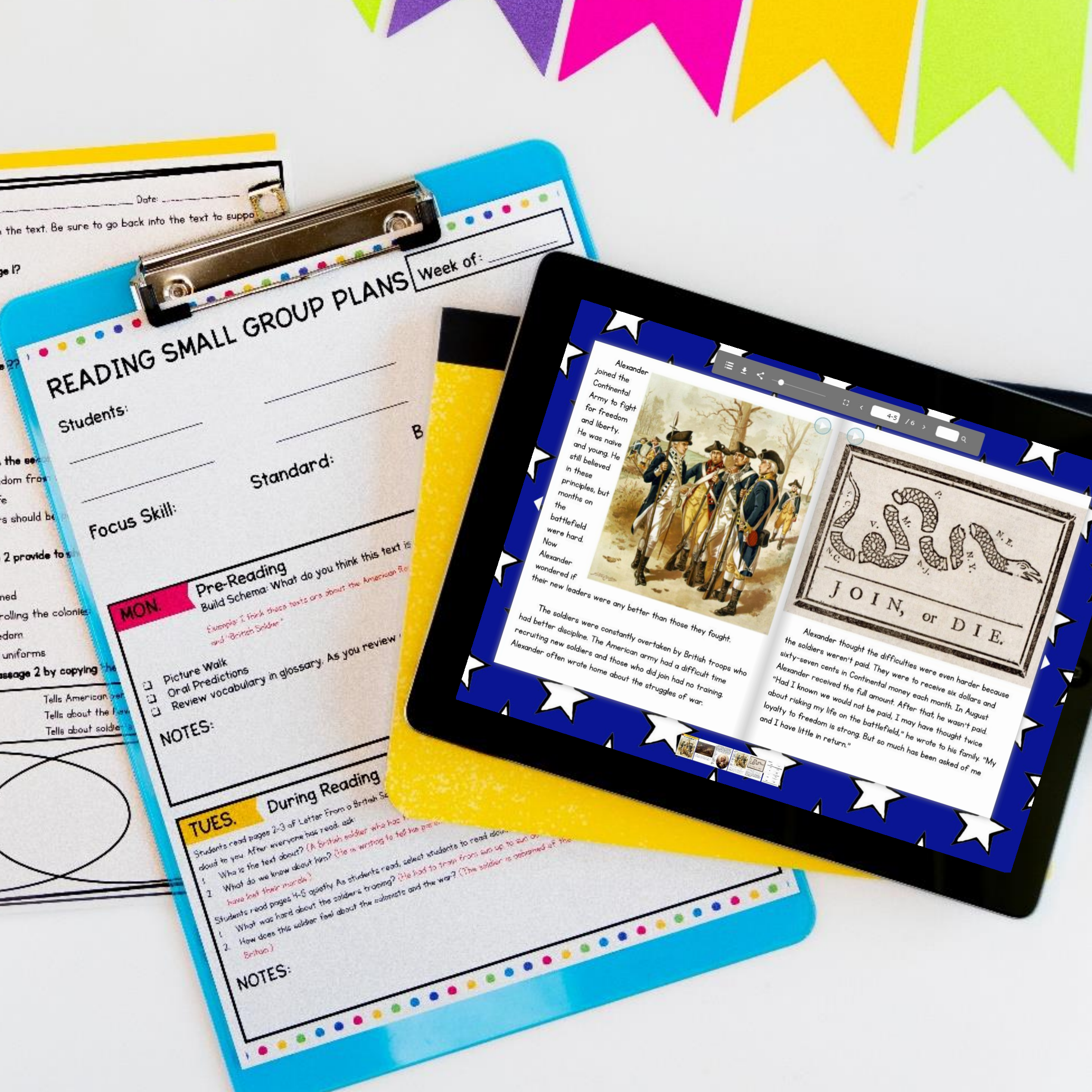
Letter From a British Soldier

710L

Multiple Accounts

The Continental Army

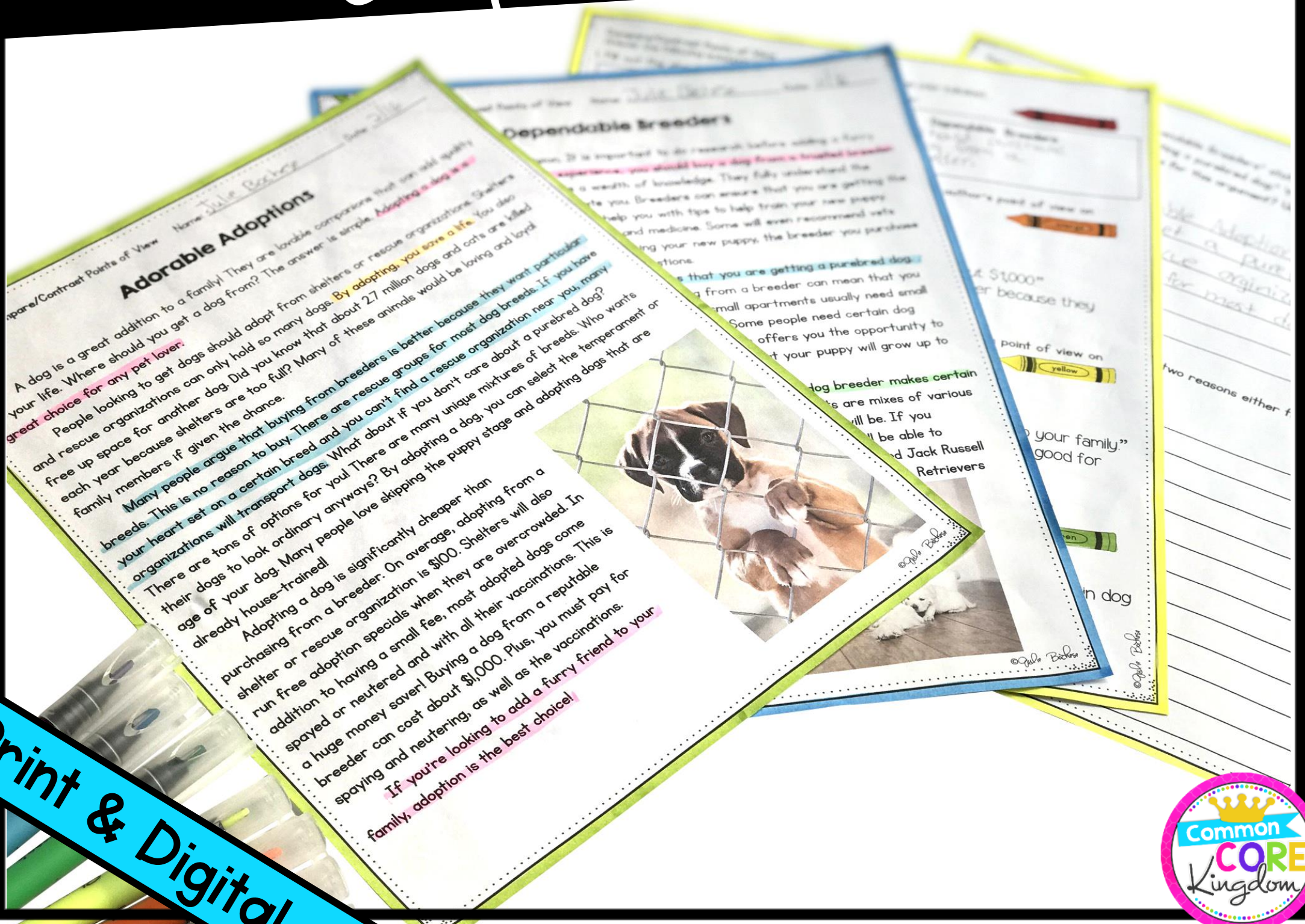
710L


READING SMALL GROUP PLANS
Week of:
Students:
Standard:
Focus Skill:
MON.
Pre-Reading
Build Schema: What do you think this text is
Picture Walk
Oral Predictions
Review vocabulary in glossary. As you review
NOTES:
TUES.
During Reading
NOTES:
Alexander joined the Continental Army to fight for freedom and liberty. He was naïve and young. He still believed in these principles, but months on the battlefield were hard. Now Alexander wondered if their new leaders were any better than those they fought.
The soldiers were constantly overtaken by British troops who had better discipline. The American army had a difficult time recruiting new soldiers and those who did join had no training. Alexander often wrote home about the struggles of war.
JOIN, or DIE.
Alexander thought the difficulties were even harder because the soldiers weren't paid. They were to receive six dollars and sixty-seven cents in Continental money each month. In August Alexander received the full amount. After that, he wasn't paid. "Had I known we would not be paid, I may have thought twice about risking my life on the battlefield," he wrote to his family. "My loyalty to freedom is strong. But so much has been asked of me and I have little in return."

NONFICTION | 5TH GRADE | RI.5.6

COMPARE & CONTRAST topics

LEXILE



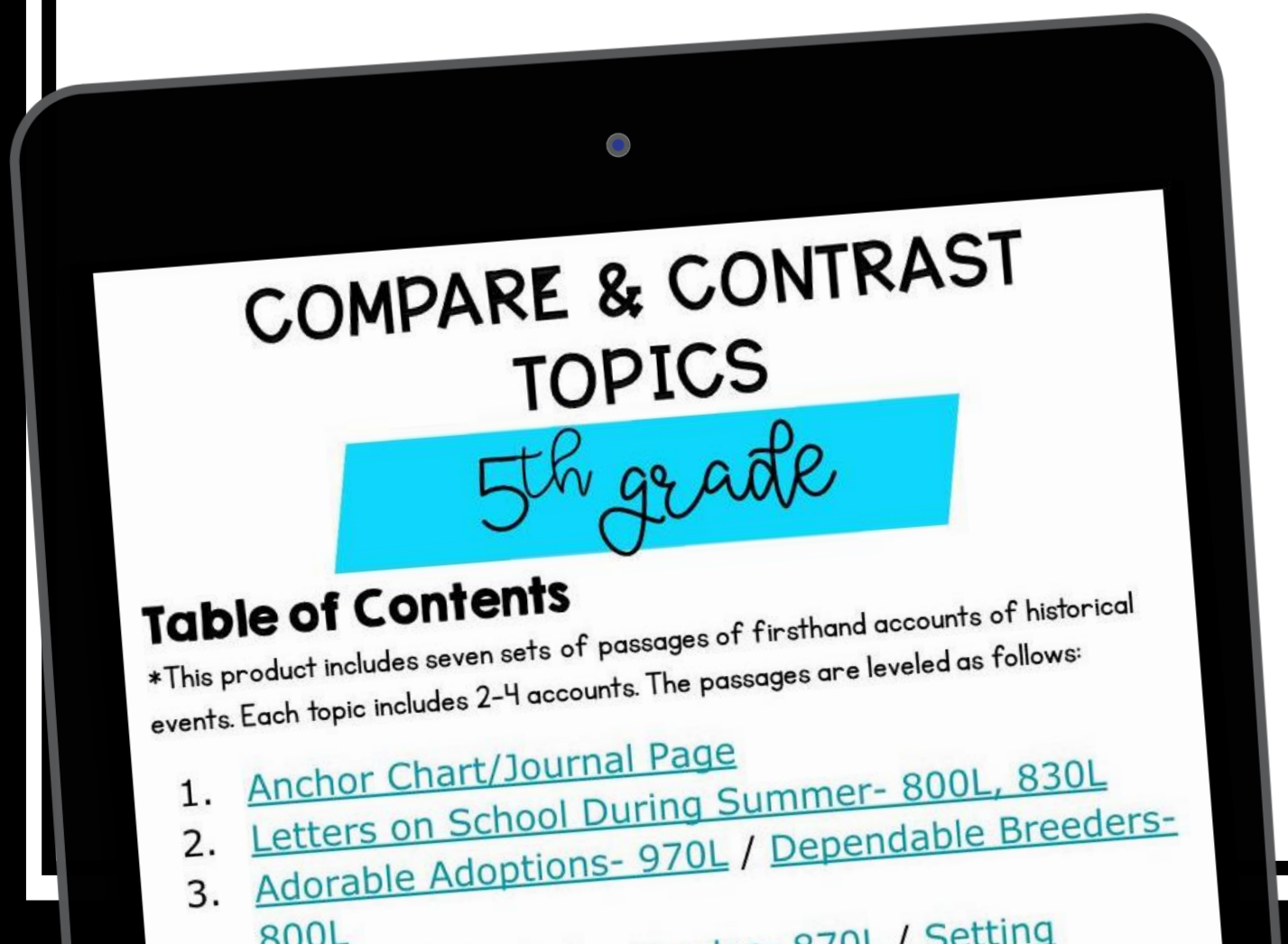
Print & Digital

Common CORE Kingdom

WHAT'S INCLUDED?

ELEVEN 5th Grade DIGITAL and PRINTABLE PDF nonfiction passages & TWO assessments!

- Aligned with 5th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension



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LEXILE®

NONFICTION PASSAGES

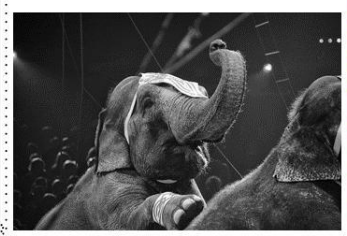
940L **Compare/Contrast Points of View** Name: _____ Date: _____

Animals in the Circus

There are many great things about having animals perform in circuses, both for the animals and the people. Lions, tigers, and elephants are some common types of animals you might see perform in a circus. There is proof showing that these animals can live longer in the circus than in the wild, as long as circuses follow the rules and treat the animals well. Just like zoo animals, circus animals live stress-free lives. Life in the wild is much harder. Plus, circuses help with animal conservation, which is good for all animals. They educate the public about wild animals and breed those animals in captivity. In many ways, circuses help and care about animals.

Rules and regulations exist to make sure that circuses take care of the performing animals. For example, animals need to see vets when they are sick and get fed proper food. It is against the law for a circus to break these rules. If they do break the rules and treat animals poorly, the circus can get in trouble. The circus could lose customers, money, or their reputation. As long as circuses follow the rules, animals are happy and healthy. They get plenty to eat, see vets when they're sick, and live much better lives than they would in the wild.

A circus is not that different from a zoo. Both places give people the chance to see wild animals up close and learn about how they behave. By teaching people how amazing these animals are, circuses are actually helping raise awareness for wildlife conservation. As animals' habitats shrink in the wild because of deforestation and overpopulation, breeding programs in captivity help keep some species from going extinct. Circuses participate in breeding programs, so they play an important role in conservation. In this way, they help keep species alive.



There is no reason that animals shouldn't live long, comfortable lives in a circus. Rules exist to make sure that circuses treat their performing animals well, or they face consequences. If animals can live good lives in captivity in a zoo, they can do so in a circus, too. Circuses can help educate people about wild animals and help protect those animals. Circus life can be a very happy one for animals.

©Julie Bachler

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Compare/Contrast Points of View
Answer the following questions. Underline the text evidence in the color indicated. red

1. Fill out the chart to show the main point of each article

Animals in Circuses	The Mistreatment of Animals in Circuses
Students type their answers right in the text box.	

2. Which sentence from "Animals in Circuses" best shows the author's point of view on including animals in circuses? orange

a. "A circus is not that different from a zoo."
b. "Rules and regulations exist to make sure that circuses take care of the performing animals."
c. "Lions, tigers, and elephants are some common types of animals you might see perform in a circus."
d. "There are many great things about having animals perform in circuses, both for the animals and the people."

3. Which sentence from "The Mistreatment of Animals in Circuses" best shows the author's point of view on including animals in circuses? yellow

a. "Circus performing is not in the animals' best interest."
b. "None of this means that circuses are automatically bad."
c. "These animals behave differently than normal animals would."
d. "There are many other reasons to go to a circus like human acrobats, magic tricks, and performing clowns."

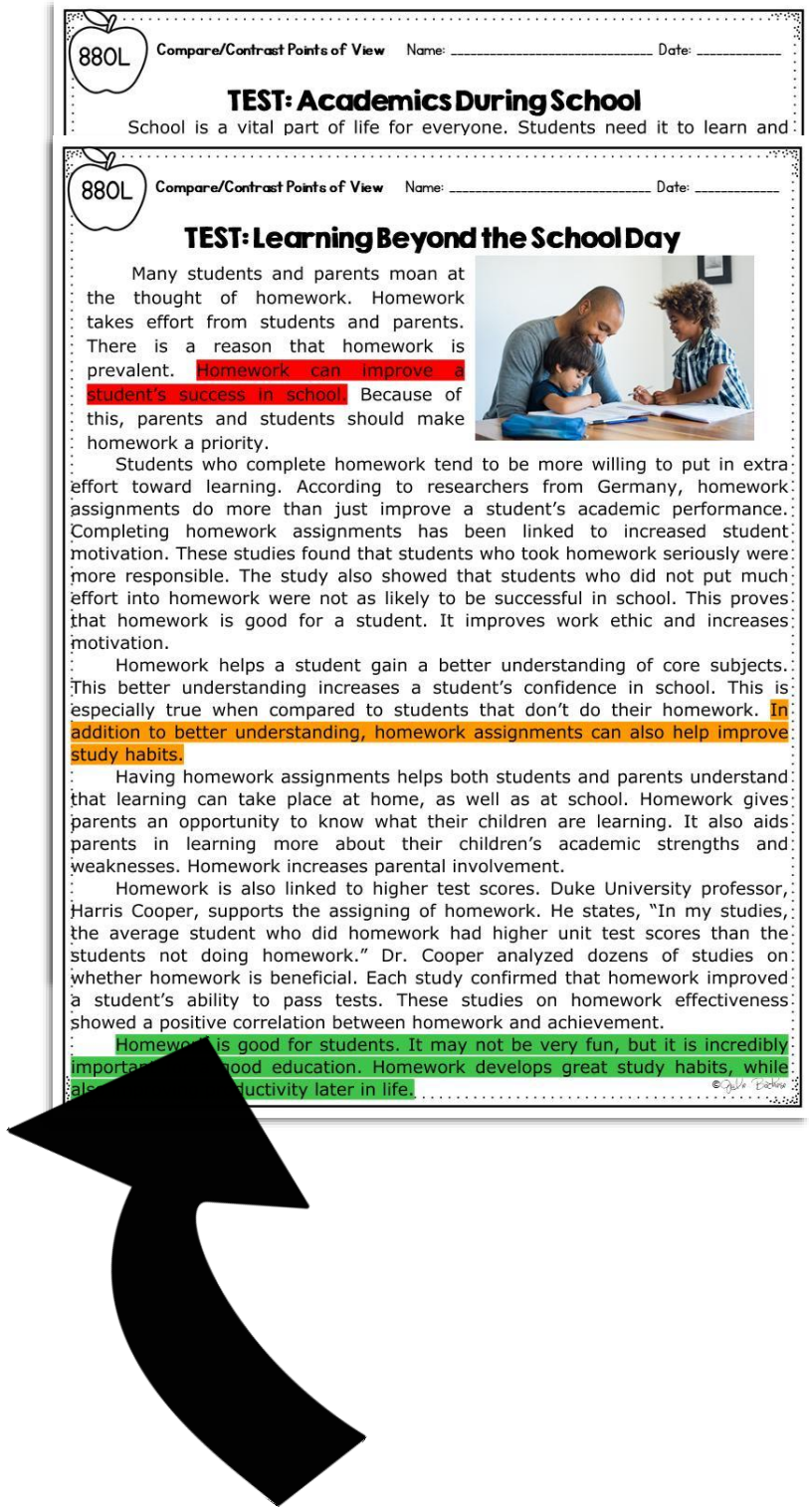
4. Which idea would the author of "Animals in Circuses" most likely agree with? green

a. People should not have wild animals as pets.
b. There is no good reason for people to go to a circus.
c. People should not visit amusement parks, such as Sea World, with animals.
d. People visiting circuses learn about circus animals and are more apt to support animal causes.

©Julie Bachler

After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS



880L Compare/Contrast Points of View Name: _____ Date: _____

TEST: Academics During School

School is a vital part of life for everyone. Students need it to learn and

880L Compare/Contrast Points of View Name: _____ Date: _____

TEST: Learning Beyond the School Day

Many students and parents moan at the thought of homework. Homework takes effort from students and parents. There is a reason that homework is prevalent. Homework can improve a student's success in school. Because of this, parents and students should make homework a priority.

Students who complete homework tend to be more willing to put in extra effort toward learning. According to researchers from Germany, homework assignments do more than just improve a student's academic performance. Completing homework assignments has been linked to increased student motivation. These studies found that students who took homework seriously were more responsible. The study also showed that students who did not put much effort into homework were not as likely to be successful in school. This proves that homework is good for a student. It improves work ethic and increases motivation.

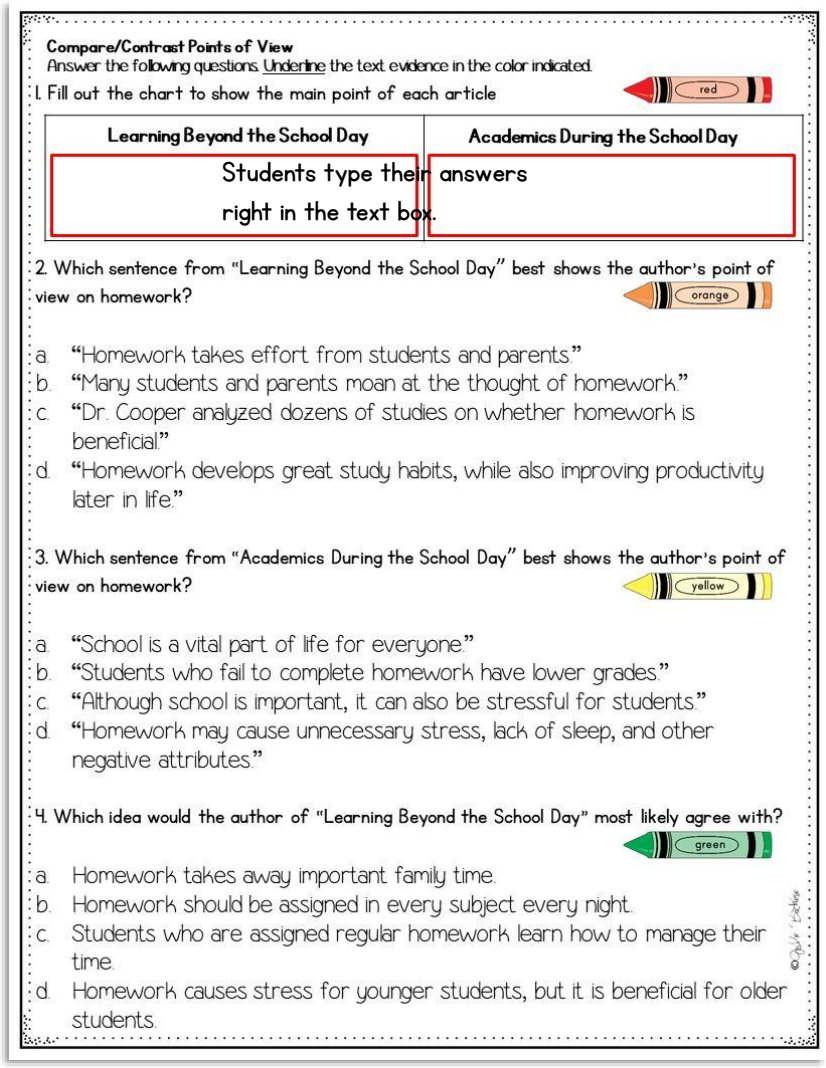
Homework helps a student gain a better understanding of core subjects. This better understanding increases a student's confidence in school. This is especially true when compared to students that don't do their homework. In addition to better understanding, homework assignments can also help improve study habits.

Having homework assignments helps both students and parents understand that learning can take place at home, as well as at school. Homework gives parents an opportunity to know what their children are learning. It also aids parents in learning more about their children's academic strengths and weaknesses. Homework increases parental involvement.

Homework is also linked to higher test scores. Duke University professor, Harris Cooper, supports the assigning of homework. He states, "In my studies, the average student who did homework had higher unit test scores than the students not doing homework." Dr. Cooper analyzed dozens of studies on whether homework is beneficial. Each study confirmed that homework improved a student's ability to pass tests. These studies on homework effectiveness showed a positive correlation between homework and achievement.

Homewo[illegible] is good for students. It may not be very fun, but it is incredibly importa[illegible]ood education. Homework develops great study habits, while als[illegible]ductivity later in life.

Color coded highlighting can also be done on the assessments!



Compare/Contrast Points of View

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

1. Fill out the chart to show the main point of each article (red)

Learning Beyond the School Day	Academics During the School Day
Students type their answers right in the text box.	

2. Which sentence from "Learning Beyond the School Day" best shows the author's point of view on homework? (orange)

a. "Homework takes effort from students and parents."
b. "Many students and parents moan at the thought of homework."
c. "Dr. Cooper analyzed dozens of studies on whether homework is beneficial."
d. "Homework develops great study habits, while also improving productivity later in life."

3. Which sentence from "Academics During the School Day" best shows the author's point of view on homework? (yellow)

a. "School is a vital part of life for everyone."
b. "Students who fail to complete homework have lower grades."
c. "Although school is important, it can also be stressful for students."
d. "Homework may cause unnecessary stress, lack of sleep, and other negative attributes."

4. Which idea would the author of "Learning Beyond the School Day" most likely agree with? (green)

a. Homework takes away important family time.
b. Homework should be assigned in every subject every night.
c. Students who are assigned regular homework learn how to manage their time.
d. Homework causes stress for younger students, but it is beneficial for older students.

This resource also includes TWO tests with different Lexile Levels for student assessment.

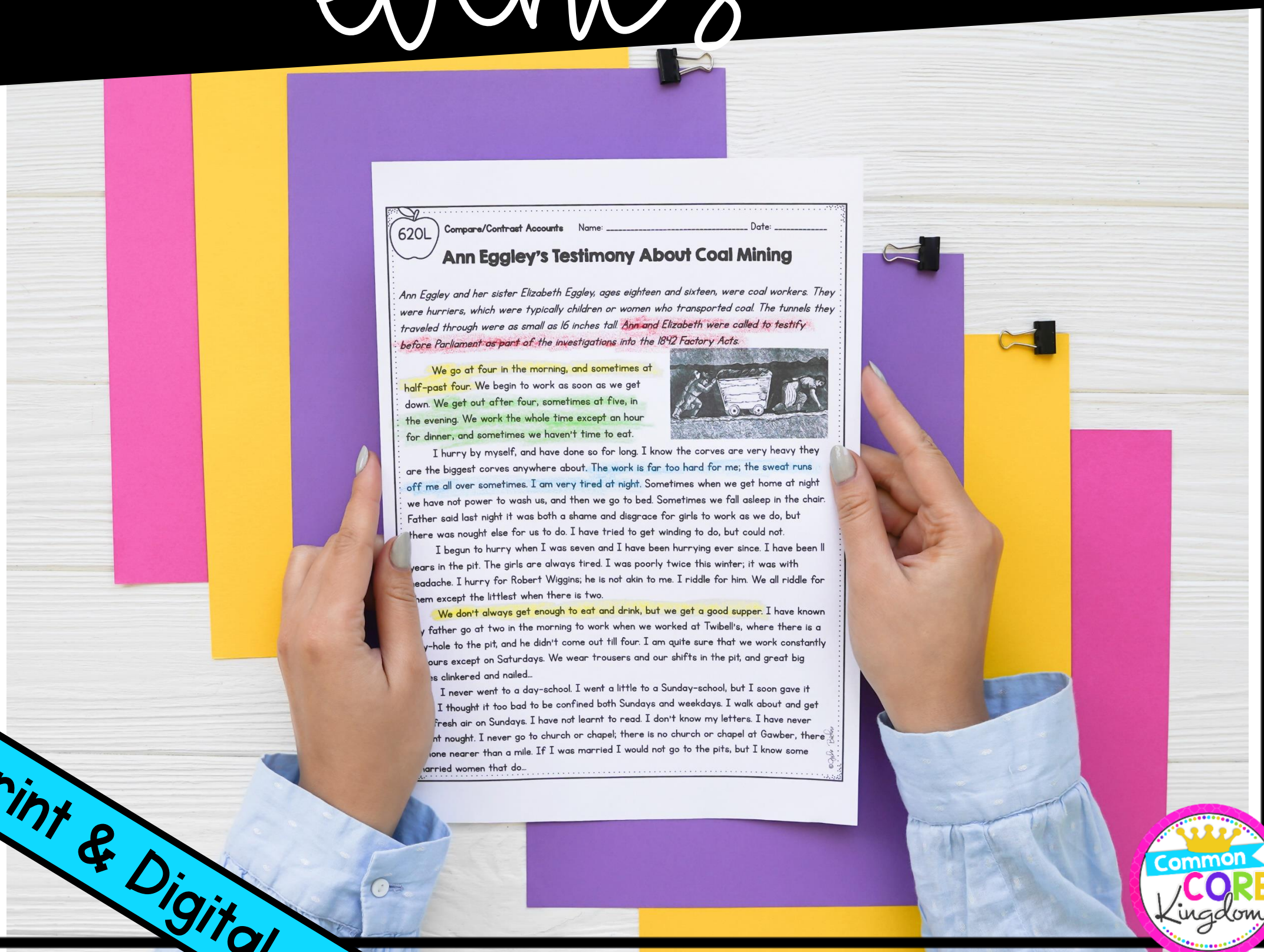
NONFICTION

5TH GRADE

RI.5.6

COMPARE & CONTRAST events

LEXILE



Print & Digital

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WHAT'S INCLUDED?

FOURTEEN 5th Grade DIGITAL and PRINTABLE PDF nonfiction passages & TWO assessments!

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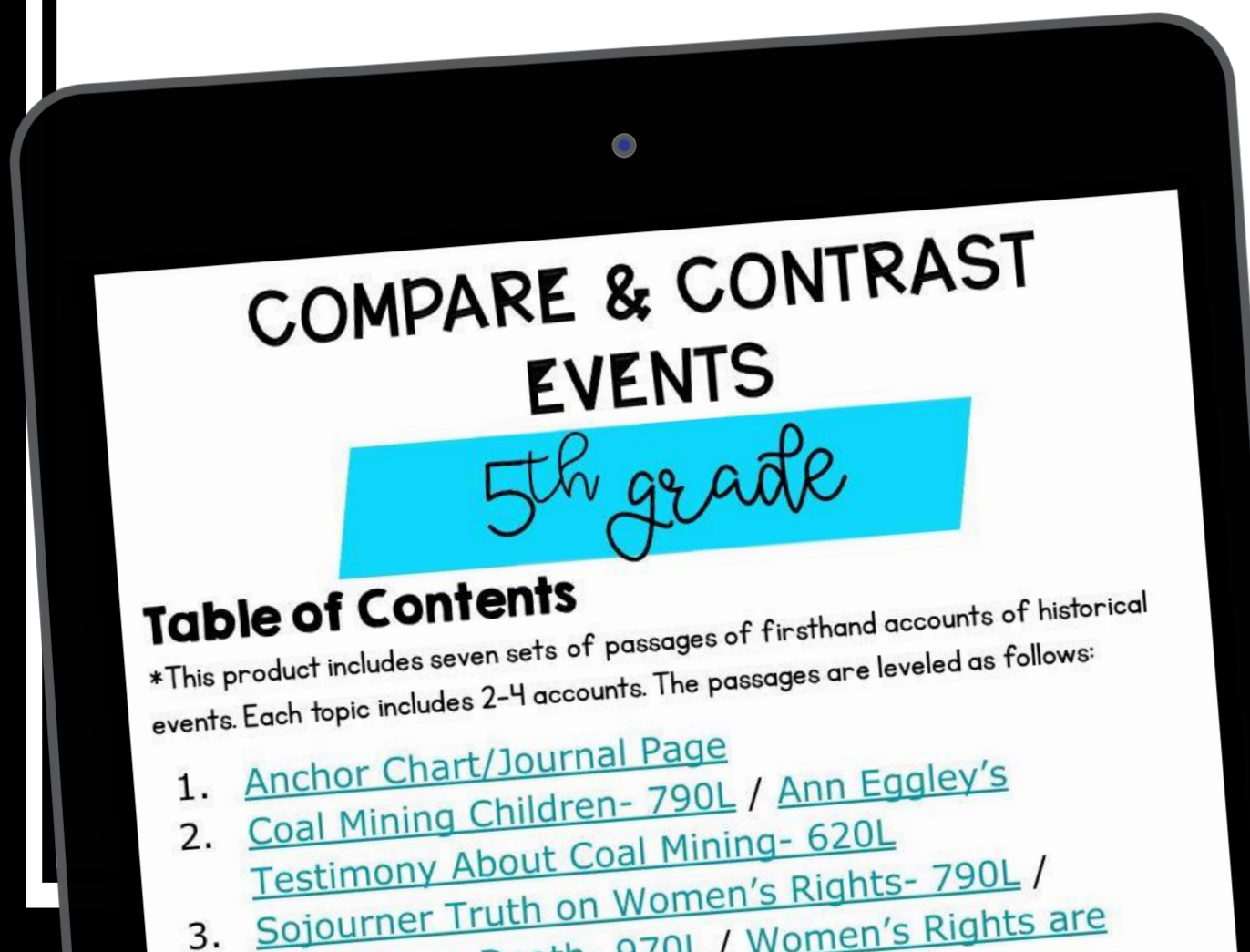
- Students can highlight the text for easy comprehension



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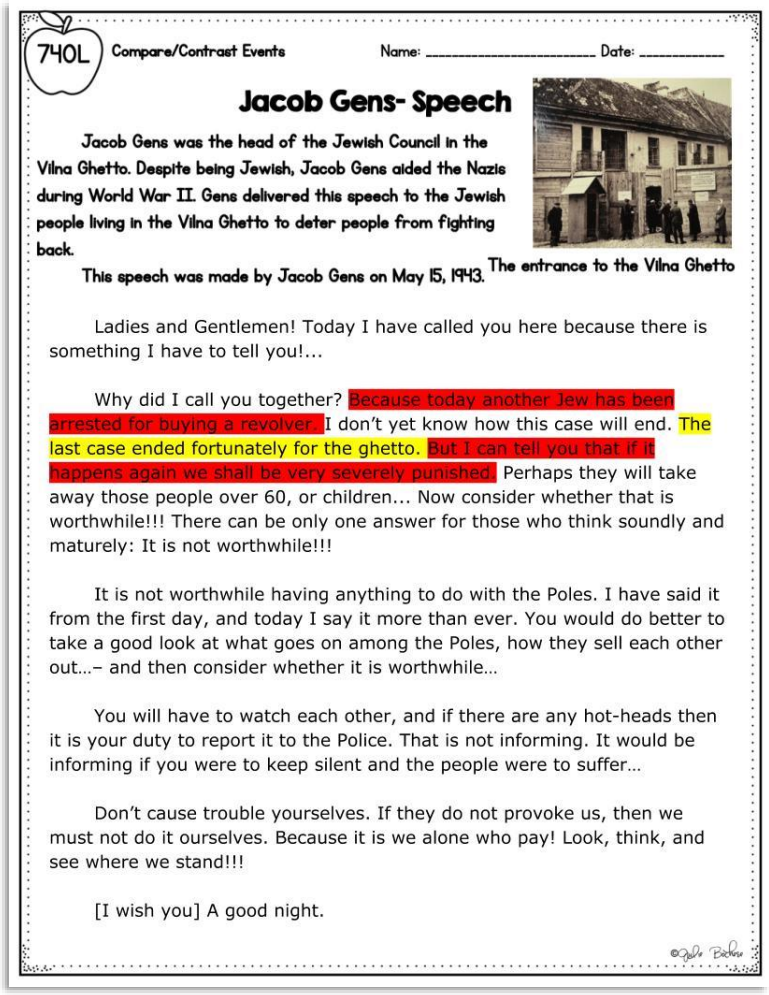
LEXILE®

NONFICTION PASSAGES



740L Compare/Contrast Events Name: _____ Date: _____

Jacob Gens- Speech

Jacob Gens was the head of the Jewish Council in the Vilna Ghetto. Despite being Jewish, Jacob Gens aided the Nazis during World War II. Gens delivered this speech to the Jewish people living in the Vilna Ghetto to deter people from fighting back.

This speech was made by Jacob Gens on May 15, 1943.

The entrance to the Vilna Ghetto

Ladies and Gentlemen! Today I have called you here because there is something I have to tell you!...

Why did I call you together? Because today another Jew has been arrested for buying a revolver. I don't yet know how this case will end. The last case ended fortunately for the ghetto. But I can tell you that if it happens again we shall be very severely punished. Perhaps they will take away those people over 60, or children... Now consider whether that is worthwhile!!! There can be only one answer for those who think soundly and maturely: It is not worthwhile!!!

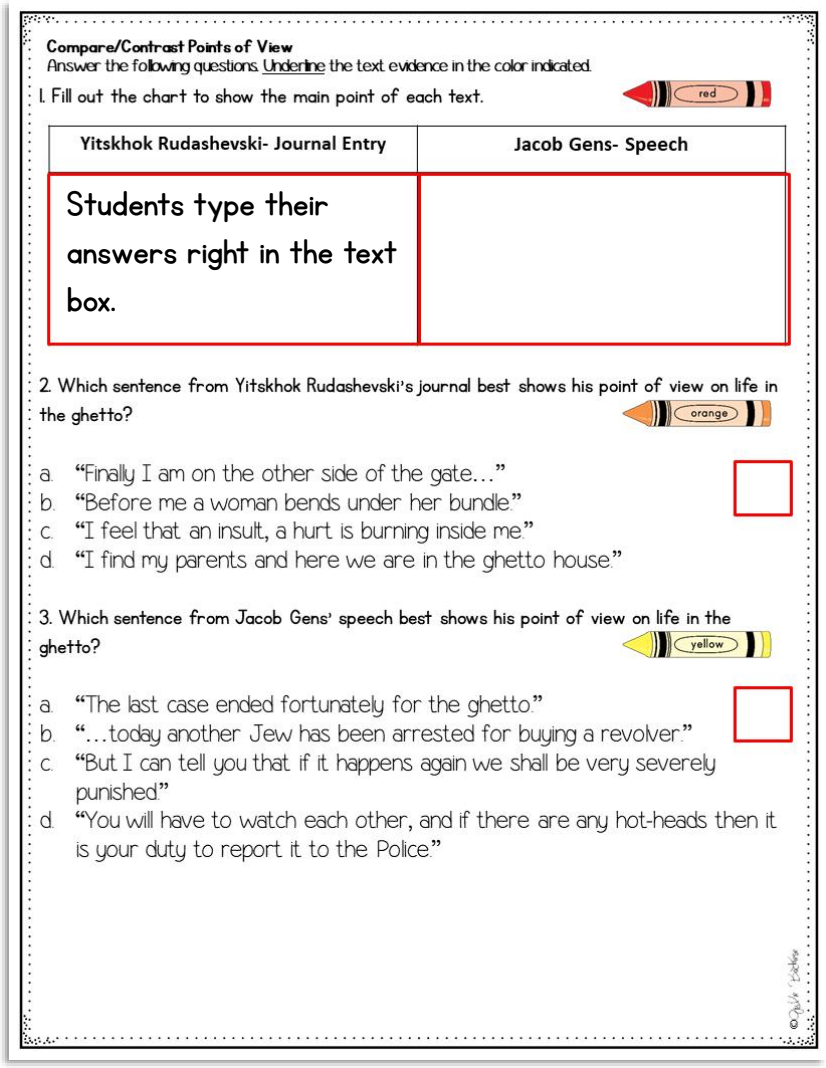
It is not worthwhile having anything to do with the Poles. I have said it from the first day, and today I say it more than ever. You would do better to take a good look at what goes on among the Poles, how they sell each other out...– and then consider whether it is worthwhile...

You will have to watch each other, and if there are any hot-heads then it is your duty to report it to the Police. That is not informing. It would be informing if you were to keep silent and the people were to suffer...

Don't cause trouble yourselves. If they do not provoke us, then we must not do it ourselves. Because it is we alone who pay! Look, think, and see where we stand!!!

[I wish you] A good night.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Compare/Contrast Points of View

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

1. Fill out the chart to show the main point of each text. red

Yitskhok Rudashevski- Journal Entry	Jacob Gens- Speech
Students type their answers right in the text box.	

2. Which sentence from Yitskhok Rudashevski's journal best shows his point of view on life in the ghetto? orange

a. "Finally I am on the other side of the gate..."
b. "Before me a woman bends under her bundle."
c. "I feel that an insult, a hurt is burning inside me."
d. "I find my parents and here we are in the ghetto house."

3. Which sentence from Jacob Gens' speech best shows his point of view on life in the ghetto? yellow

a. "The last case ended fortunately for the ghetto."
b. "...today another Jew has been arrested for buying a revolver."
c. "But I can tell you that if it happens again we shall be very severely punished."
d. "You will have to watch each other, and if there are any hot-heads then it is your duty to report it to the Police."

After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS

820L Compare/Contrast Events Name: _____ Date: _____

Anne's Letter to Sophia Hopkins

970L Compare/Contrast Events Name: _____ Date: _____

Helen Keller was an author and activist. She was the first deaf-blind person to earn a college degree. Helen was seven years old when Anne Sullivan came to teach her. The following passages are accounts of Helen and Anne from their early lessons together.

TEST: Excerpt from *The Story of My Life*
By Helen Keller

The most important day I remember in all my life is when my teacher, Anne Mansfield Sullivan, came to me... It was the third of March, 1887, three months before I was seven years old.

In the afternoon I stood on the porch, expectant... I did not know what the future held for me. Anger and bitterness had preyed upon me for weeks...

I felt approaching footsteps. I stretched out my hand to who I thought was my mother. Someone took it. I was caught up and held close in the arms of Anne. She had come to reveal all things to me, and to love me.

The morning after my teacher came she led me into her room and gave me a doll...I played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to copy it. I finally made the letters correctly. I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed. I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell many words... But my teacher had been with me several weeks before I understood that everything has a

Helen Keller, her doll, and Anne Sullivan

Color coded highlighting can also be done on the assessments!

Compare/Contrast Points of View
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each passage. (red)

Helen Keller	Anne Sullivan
Students type their answers right in the text box.	

2. Which words or phrases from "The Story of My Life" best shows Helen's point of view on Anne Sullivan when she first came? (orange)

a. "It was the third of March, 1887, three months before I was seven years old."
b. "As we returned to the house every object which I touched seemed to quiver with life."
c. "I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed."
d. "Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me."

3. Why is Helen's account of the day she understood language different from Anne's account in her letter? (Choose all that apply.) (yellow)

a. Helen was seven years old, while Anne was a grown woman.
b. Helen's autobiography is mostly fiction, while Anne's letter is based on facts.
c. Helen was upset about not being able to speak, while Anne was upset that Helen didn't listen to her.
d. Helen's autobiography is written years after the event occurred. Anne wrote about the event shortly after it happened.

This resource also includes TWO tests with different Lexile Levels for student assessment.

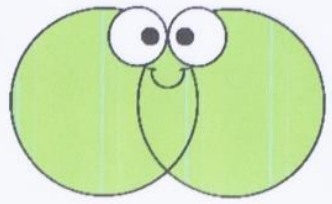
COMPARE ACCOUNTS

task cards

5th GRADE

Compare & Contrast

Firsthand & Secondhand Accounts



1. Compare Firsthand and Secondhand Accounts
2. Compare Firsthand and Secondhand Accounts
3. Compare Firsthand and Secondhand Accounts
4. Compare Firsthand and Secondhand Accounts
5. Compare Firsthand and Secondhand Accounts
6. Compare Firsthand and Secondhand Accounts
7. Compare Firsthand and Secondhand Accounts
8. Compare Firsthand and Secondhand Accounts
9. Compare Firsthand and Secondhand Accounts
10. Compare Firsthand and Secondhand Accounts
11. Compare Firsthand and Secondhand Accounts
12. Compare Firsthand and Secondhand Accounts

Mr. President

13. Compare Firsthand and Secondhand Accounts
14. Compare Firsthand and Secondhand Accounts
15. Compare Firsthand and Secondhand Accounts
16. Compare Firsthand and Secondhand Accounts

"At approximately 10:20 a.m., the flag was hoisted on a steel pipe above the island. The sight of the small American flag flying from atop Mount Suribachi thrilled men all over the island. And for the first time during WWII, an American flag was flying above what was considered traditional Japanese territory. This symbol of victory sent a wave of strength to the battle-weary fighting men below and struck a further mental blow against the island's defenders." -Corporal Charles W. Lindberg

Despite the large numbers of Japanese troops in the immediate vicinity, Schrier's patrol made it to the rim of the crater of Mount Suribachi at about 10:15 a.m. having come under little or no enemy fire. The Japanese were being bombarded at the time. Corporal Charles W. Lindberg was the last surviving member of the team that raised the first flag on the crest of Mount Suribachi in Iwo Jima.

How are the firsthand and secondhand accounts similar?

a. Both accounts are fictional.
b. Both accounts describe the first raising of the American flag on Mount Suribachi.
c. Both accounts are told by Corporal Charles W. Lindberg.
d. Both accounts explain what happened in the Battle of Iwo Jima.

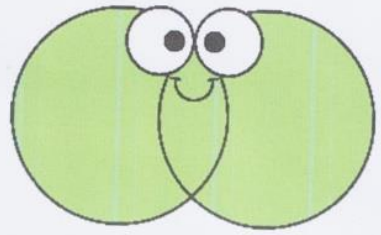
17. Compare Firsthand and Secondhand Accounts
18. Compare Firsthand and Secondhand Accounts
19. Compare Firsthand and Secondhand Accounts
20. Compare Firsthand and Secondhand Accounts
21. Compare Firsthand and Secondhand Accounts
22. Compare Firsthand and Secondhand Accounts
23. Compare Firsthand and Secondhand Accounts
24. Compare Firsthand and Secondhand Accounts
25. Compare Firsthand and Secondhand Accounts
26. Compare Firsthand and Secondhand Accounts
27. Compare Firsthand and Secondhand Accounts
28. Compare Firsthand and Secondhand Accounts
29. Compare Firsthand and Secondhand Accounts
30. Compare Firsthand and Secondhand Accounts

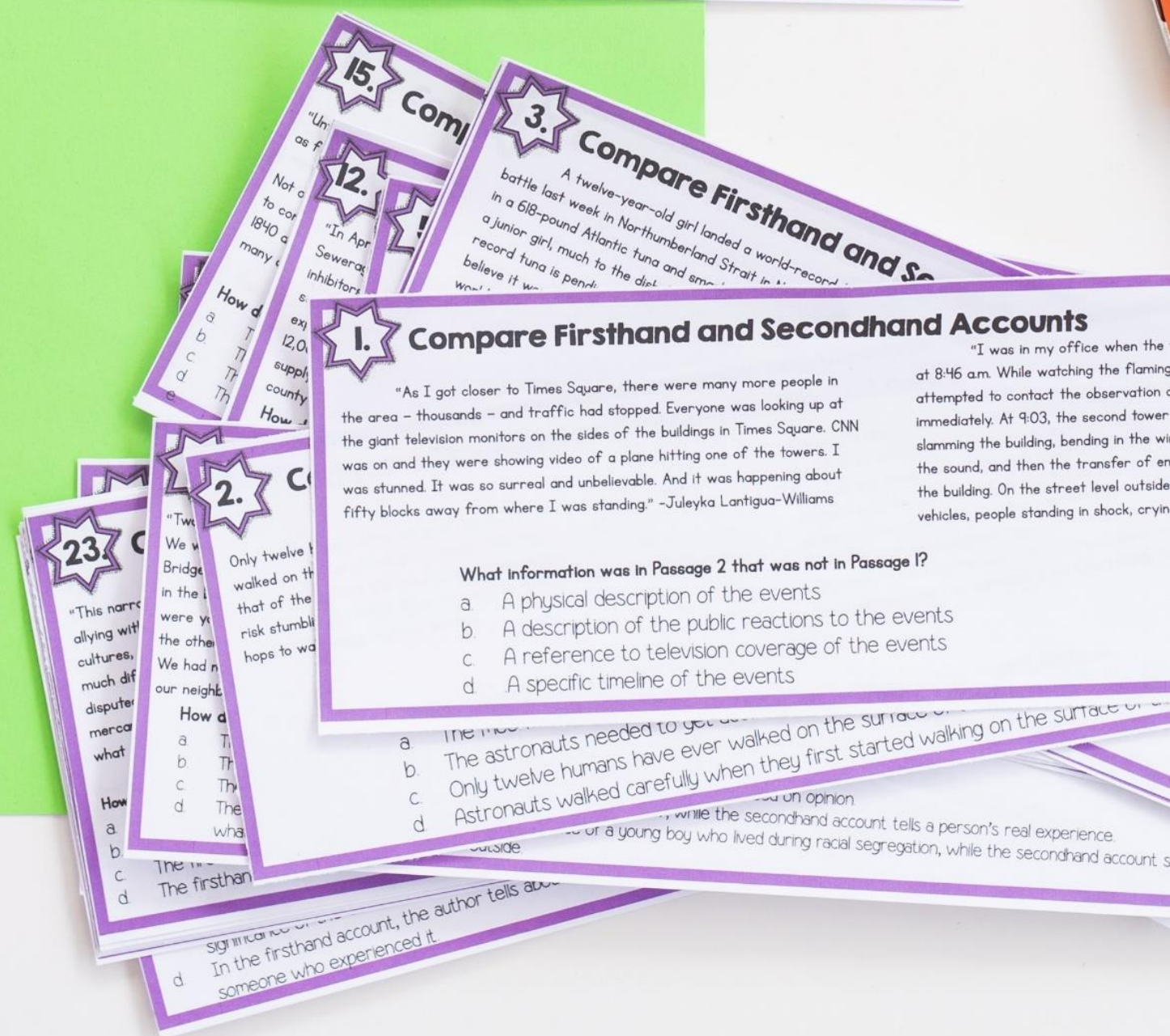
Compare Two Texts Challenge

1. Underline a fact or idea that is similar i
   article.
2. Circle a fact or idea that is different in
   article.

Compare & Contrast

Firsthand & Secondhand Accounts





COMPARE FIRSTHAND & SECONDHAND ACCOUNTS

Digital Task Cards

30 Cards
Includes an audio reading of each passage.

Common CORE Kingdom

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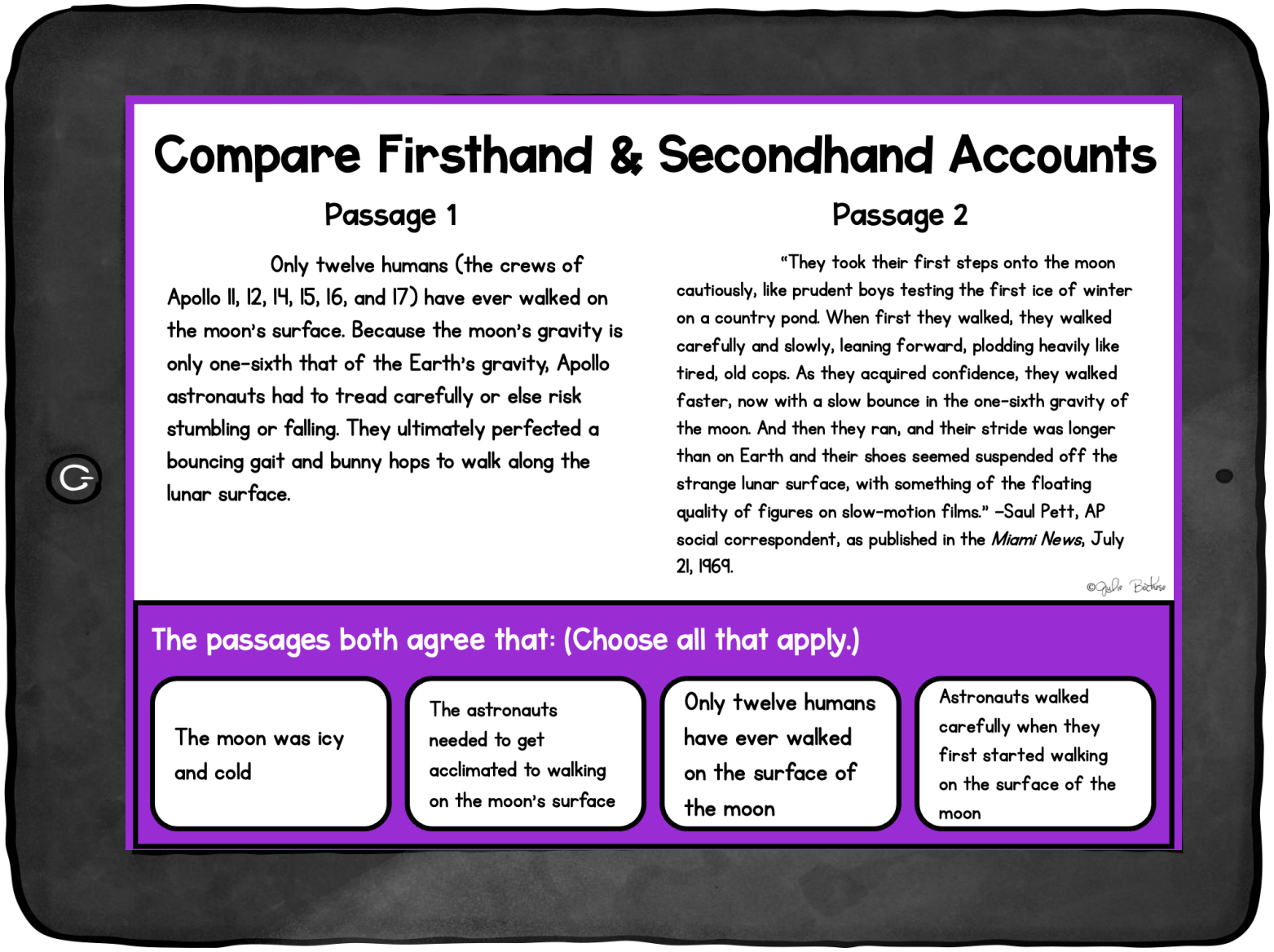
Boom Cards

COMPARE FIRSTHAND & SECONDHAND BOOM CARDS



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COMPARE FIRSTHAND & SECONDHAND BOOM CARDS

Compare Firsthand & Secondhand Accounts

Passage 1

A twelve-year-old girl landed a world-record tuna after a two-hour battle last week in Northumberland Strait in Nova Scotia. Jenna Gavin reeled in a 618-pound Atlantic tuna and smashed the previous world-record tuna for a junior girl, much to the disbelief of the boys at her school. Gavin's world-record tuna is pending approval by the IGFA, though there is little reason to believe it won't confirm the record. The current (and soon-to-be previous) world record for junior girls (ages eleven to sixteen) was 431 pounds by Andrea George in Sausset, France, in August 2002.

Passage 2

"When I was sitting in the [fighting] chair, I was extremely nervous. I was scared for when he bit. It was so amazing to feel his every move and to be able to get to feel him pulling with all his strength against you. I mean, it did hurt, yes it did, but it felt so cool. I was really shocked to see how big he was. Like, he was so big. Like, I mean, he didn't weigh that much, but he was really big." –Jenna Gavin

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What information was in Passage 1 that was not in Passage 2? (Choose all that apply.)

- The weight of the fish
- Information about the fish breaking a record
- Information about how difficult it was to reel in the fish
- A description about how it felt to reel in the fish