

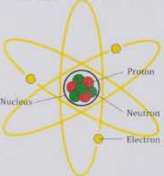
READING EXIT TICKETS

Nonfiction

Interpret Information

Name: _____ Date: _____

A diagram of an atom



What are the Parts of an Atom?

All matter is made of atoms. Atoms have a nucleus at their center, and particles known as protons and neutrons are found in the nucleus. Electrons are particles that orbit the nucleus. Protons have positive charges, neutrons have no charge, and electrons are negatively charged. The number and arrangement of these particles determine the properties of the element to which the atom belongs.


1. What did you learn about atoms from the diagram?
 - a. About the types of atoms
 - b. About the functions of the parts of an atom
 - c. About the parts of an atom and how they are arranged
 - d. About the charges associated with atom particles
2. What does the diagram do for readers that the text does not?
 - a. It tells viewers that electrons move.
 - b. It gives a visual picture of an atom's parts.
 - c. It shows how to spell the names of the parts.
 - d. It shows the charges of each atom particle.
3. What understanding did you receive from both the text and the diagram?
 - a. The nucleus is at the center of an atom.
 - b. Electrons have negative charges.
 - c. The number and arrangement of particles changes.
 - d. Protons are positively charged.

Nonfiction

Interpret Information

Name: _____ Date: _____

The *Mona Lisa* was painted by Italian artist Leonardo da Vinci during the 15th century. Historians are not sure who the woman is, but many believe she is Lisa del Giocondo, wife of a rich silk merchant in Italy. This painting is famous because of its realistic depiction of a human and for that mysterious smile on the woman's face. It has also been suggested that there are hidden messages and symbols within the painting. The *Mona Lisa* is on display at the Louvre in France and is considered the most valuable painting in the world.



The *Mona Lisa*
by Leonardo da Vinci

1. What understanding did you develop by reading the text?
 - a. Why *The Mona Lisa* is famous
 - b. What type of paint was used
 - c. How much the painting is worth
 - d. Why Da Vinci painted *The Mona Lisa*
2. What advantage does seeing the actual painting give readers? Choose all that apply.
 - a. Readers can see Da Vinci's style of painting.
 - b. Readers can visualize what the painting looks like.
 - c. Readers can learn that Da Vinci was Italian.
 - d. Readers can see the mysterious smile on *The Mona Lisa* for themselves.
3. What information do both the text and the painting give readers? Choose all that apply.
 - a. The title of the painting
 - b. The name of the painter
 - c. The woman in the painting has a mysterious smile
 - d. Where the painting is on display

EXIT TICKETS

STANDARDS ALIGNMENT

6th grade

Literature

Common Core Standard	Skill	Passage #1	Passage #2	Passage #3	Passage #4
RL.6.1	Supporting Details	Mishap Monday	Hard Goodbye	A Well-Trained Pup	Zippering Along
RL.6.2	Theme	The Chase	Bradi's Bravery	Secrets	The Visit
RL.6.3	Plot Progression and Character Changes	Ad Anxiety	No More Canines	Great Aunt Sally	Wolf Woes
RL.6.4	Words & Phrases	The Abyss	Comic Con Crowd	A Published Poet	Breathe
RL.6.5	Literature Structure	Vacation Time	Noisy Nigel	Just a Bee	Traitorous Skates
RL.6.6	Point of View	Wild Child	Forced Farewell	Nighttime Escape	Running out of Time
RL.6.7	Multimedia Elements	The Emperor's New Clothes (excerpt)	Black Beauty (excerpt)	Little Women (excerpt)	My Shadow
RL.6.9	Compare & Contrast Genres	Awaiting/ C U Soon	Victory/ Girl Power	My Summer in the Bayou/ In the Bayou	Underestimated Threat/ In Protest

Informational

Common Core Standard	Skill	Passage #1	Passage #2	Passage #3	Passage #4
RI.6.1	Using Details	Yayoi Kusama	Ancient Rome	Microwave It!	The Orchid Mantis
RI.6.2	Main Idea & Details	Hockey Stick Curve	George Crum	The Civil War	Do Animals Dream?
RI.6.3	Using Details to Explain	Ciphers	War of the Worlds	Stagecoach Mary	The Digestive System
RI.6.4	Words & Phrases	The Science of Trampolines	The Remote Control	Solar Flares	The Striped Pyjama Squid
RI.6.5	Analyze Text Structure	Poorna Malavath	Two Art Forms	Hurricane Katrina	Plant Fungus
RI.6.6	Point of View	Read This!	Pack Your Bags	Robin Hood	The Wild West
RI.6.7	Interpret Information	Parts of an Atom	Average Rainfall	The Mona Lisa	The Thirteen Colonies
RI.6.8	Reasons Support Points	Student Choice	Self-checkout	Animal Testing	Nature Time
RI.6.9	Compare & Contrast	Chocolate Chip Cookies	Social Media	Piracy	The Holocaust

HOW TO USE EXIT TICKETS

I love using exit tickets for assessment because they are:

- short and quick to have students complete
- easy to grade and give you valuable data

I like to use exit tickets toward the end of the teaching unit for each standard. Toward the end of the unit, give each student one exit ticket, and allow him or her to read and answer the corresponding questions. Collect the exit tickets, assess, and use the data to determine if your students need reteaching, more practice, or are ready for a larger assessment and the next unit.

There are four exit tickets for each skill. This gives you the opportunity to assess four times if you address a standard more than once.

If you have a more advanced class, you can give the exit ticket as a pre-assessment, as well. This can help you determine if students need explicit instruction in a particular skill or not. If the majority of your students do not need explicit instruction, you can teach those who do using small groups.



Fiction Compare & Contrast

Name: _____ Date: _____

Awaiting

October 23, 1849

My Dearest Cousin,

I have been waiting these long months for your arrival, counting down the days until we are once again in each other's company. I knew when my family moved west that I would miss your daily presence, but I was not prepared for how much my heart would ache without you. There are other young adults my age here to be sure, however, they do not know me like you do. They do not laugh easily, nor do they find delight in the simplicity of the games you and I played to entertain ourselves. They are somber and serious and do not bring me any pleasure. The moment you set foot on Californian soil, find me for I have the grandest of embraces set aside for you, and we shall commence our new adventures together at once. Safe journey!

All my love,
Rebecca

C U Soon

R when u coming? miss u. u my fave cousin
THURS, 8:30 PM

C b there in 2 days
THURS, 8:31 PM

R can't wait!!!
THURS, 8:31 PM

C we r gonna have so much fun!!!
THURS, 8:32 PM

R 🙄🙄🙄
THURS, 8:32 PM

C plans?
THURS, 8:33 PM

R dance party o' joy
movie marathon
snack-a-mania
epic beauty makeover!!!
THURS, 8:34 PM

C 🙄🙄🙄
THURS, 8:34 PM

R c u soon
THURS, 8:35 PM

C 👍
THURS, 8:35 PM

1. What are the text forms of each passage?

- a. diary entry and text message thread
- b. letter and text message thread
- c. letter and graphic novel
- d. diary entry and graphic novel

2. What is the theme of both passages?

- a. Competition
- b. Forgiveness
- c. Reunion
- d. Bravery

3. How are the two passages different?

- a. There are no emotions in "C U Soon," while "Awaiting" has emotions.
- b. Their forms suggest different time periods - one is historical, one is present.
- c. "Awaiting" is between family, while "C U Soon" is between friends.
- d. "Awaiting" gets a response from the receiver, while "C U Soon" does not.

Fiction Supporting Details

Benjamin stretched out his legs before the race started. If he won this meet, he would set a new record for the most consecutive wins for his school's track team. He'd spent so much time training this year so he could give his best to the team. They were counting on him to help them shine - maybe even get themselves on the local news tonight - and he didn't want to let them down.

"Runners, take your positions," the announcer said.

Benjamin jogged over to his spot, his gaze focused on the track ahead of him. He found his older sister in the stands, and she gave him a huge smile and two thumbs up.

As soon as the buzzer sounded, Benjamin took off, zipping along the track as if he was a racecar. When he crossed the finished line before any of his opponents, the home audience cheered loud enough for astronauts in space to hear them.

Name: _____

1. What about the

- a. He
- b. He
- c. He's
- d. He li

2. How doe

- a. She ch
- b. She ap
- c. She ha
- d. She give

3. Why doe

- a. To sugges
- b. To sugges
- c. To sugges
- d. To sugges



Reasons Support Points

Spending time in nature can improve your health.

A 2019 study found that 120 minutes of outdoor time each week is associated with better health and well-being.

Going outside has been shown to reduce stress levels, helping people feel more relaxed and balanced. Connecting to nature on a regular basis improves mood, confidence, and self-esteem which all affect your mental health.

Physical health is also impacted by spending time outdoors. Another study from 2021 showed that 30 minutes of outdoor time could lower blood pressure by almost 10%. Being surrounded by fresh air also keeps the respiratory system healthier. Exposing yourself to more sunlight has been shown to improve the quality of sleep people get at night. Better sleep equals better overall body functioning. Activities such as hiking outdoors help build strength and stamina as well.

If you want to feel better, both mentally and physically, try going outside more.

Name: _____ Date: _____

1. What is the author's argument in this text?

- a. Nature can have harmful effects.
- b. The outdoors can cure many diseases.
- c. Spending time outside exposes you to sunlight.
- d. Being outside is good for your health.

2. How is the author's position supported?

- a. Ways to spend time in nature are discussed.
- b. Physical health conditions are shared.
- c. Evidence pointing to the mental and physical benefits of nature is given.
- d. Quotes from nature experts are included.

3. How could this text be improved?

- a. The dangers of nature could be discussed.
- b. Interviews with health professionals about nature benefits could be included.
- c. A list of nature TV shows could be given.
- d. Ways to play with your pets outside could be suggested.



Main Idea & Details

One of the most important things to consider when buying a new hockey stick is the type of shots you make. The strengths all affect which stick curve you choose.

There are several types of curves. The toe curve has more of a curve near the base of the blade and is mostly used by defensemen to improve power and accuracy. Toe curves have the least curve at the tip of the blade, are preferred by forwards, and have their curve in the middle of the blade. Toe curves are good for stickhandlers, passers, and accuracy. Toe curves affect three main areas: toe curve, blade curve, and toe curve.

Stick curve affects three main areas: toe curve, blade curve, and toe curve. Toe curve helps generate puck spin which improves stability and accuracy. Puck control makes it easier to grab the puck. Blade curve increases shot power as well, sending the puck off with greater speed and distance. Finding the right stick curve can make all the difference in your performance on the ice.



Using Details to Explain

The human body has many different systems that work together to keep you alive. One of these systems is the digestive system, which breaks down food into smaller pieces our bodies can use for energy and nutrients.

Food first enters the mouth where teeth grind the food and saliva mixes with it to make it easier to swallow. The food then travels into the esophagus, which is a long tube connecting the mouth and the stomach. Acids and enzymes mix with food in the stomach to break it down even more. The stomach acts like a blender, churning food until it becomes a thick, pulpy liquid called chyme.

The small intestine receives the chyme, and tiny, finger-like structures called villi absorb nutrients from the food into the bloodstream to be used by the body. Waste products then move to the large intestine and eventually pass from the body.

The digestive system allows us to process food, get the nutrients we need, and rid our bodies of waste.

3. How do nutrients get into the body?
- a. By eating
 - b. By drinking
 - c. By digesting
 - d. By telling

Fiction

Plot Progression & Character Changes

"Spending the weekend with Great Aunt Sally is going to be mind-numbing," Carmen whined to his mother.

"Well, I promised we'd visit, and you could use a vacation from all your electronics," Mom said.

"Why can't my electronics embark on this trip too?" Carmen actually felt a little panicked now. How was he supposed to survive without his tablet and his phone?

"Great Aunt Sally's cabin is in the remote woods with no internet or cell towers." Mom said it as if this wasn't a monumental problem.

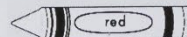
Carmen stewed in the backseat of his mother's car for the entire ride to the official Middle of Nowhere. When he got out of the car at Great Aunt Sally's cabin, however, he was in awe at the magnitude of the place. It was enormous with a heated pool, an outdoor basketball court, and a garage full of ATVs.

"Hope you're ready for an active weekend," Great Aunt Sally said. Carmen was more than ready.

Name: _____ Date: _____

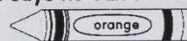
1. What is Carmen's problem?

- a. He is afraid of the remote woods.
- b. He has too much to do this weekend.
- c. He's addicted to electronics.
- d. He doesn't want to visit Great Aunt Sally.



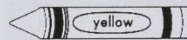
2. What happens after Carmen's mom says he can't bring his electronics?

- a. Carmen packs the electronics anyway.
- b. Carmen worries he won't survive without them.
- c. Carmen is looking forward to the trip.
- d. Carmen figures out a way to stay home.



3. What changes Carmen's mind about the trip?

- a. Seeing the beauty of the woods.
- b. His mom surprising him with new electronics.
- c. Seeing all the cool stuff Great Aunt Sally has.
- d. The long drive to the middle of nowhere.



Fiction



Supporting Details

Name: _____ Date: _____

Rayna stomped into her bedroom and slammed the door shut. Today had been a positively horrendous day. It had commenced normally with her waking up, getting ready for school, and inhaling breakfast.

When she'd gotten on the school bus, however, her good vibes fizzled. Brian Hastings juttled his foot out into the aisle as she'd strutted by, and Rayna had collapsed right into Michael Yung's lap. Her cheeks had felt as if someone had set fire to them as she'd gazed into Michael's astonished, yet gorgeous, golden-brown eyes.

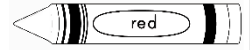
"Apologies." She'd struggled to her feet, but she couldn't look at Michael for the rest of the day.

During algebra class, she'd calculated the wrong answer all three times the teacher called on her. At lunch, pizza sauce glopped onto her white shirt. After school, she was totally off-key at chorus practice.

Rayna burrowed her face into her pillow. "What else can go wrong today?"

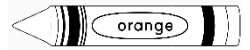
1. How do you know Rayna is in a bad mood?

- a. She woke up for school.
- b. She stomped into her bedroom.
- c. She ate breakfast.
- d. She struggled to her feet.



2. What does the author mean when describing Rayna's cheeks as feeling "as if someone had set fire to them?"

- a. Rayna is too warm.
- b. Rayna is overjoyed.
- c. Rayna is embarrassed.
- d. Rayna is clumsy.



3. What can you conclude about Rayna's hopes for the rest of her day?

- a. She expects more mishaps today.
- b. She expects things to improve.
- c. She expects Michael to text her.
- d. She expects to eat dinner later.



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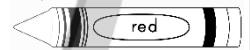
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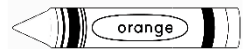
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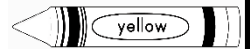
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Fiction Theme

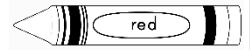
Name: _____ Date: _____

Allyn bolted through the forest, a purse full of gold coins clutched to his chest and the king's guards in pursuit. If he was captured, the punishment for stealing was to lose a hand. For the amount he'd pilfered from the king, he'd probably lose *both* hands. That wouldn't do, so he pushed his legs harder, dodging low branches and leaping over fallen trees. Just when he suspected his heart would burst from the demands of running at such speeds, he pressed on. Finally, the top of the old maple tree came into view.

He climbed a hill, leaving the king's guards in their heavy armor struggling to ascend as quickly. Allyn darted behind the old maple, found the secret hatch under the leaves, threw it open, and dropped into the underground bunker he and his mates had made to conceal them.

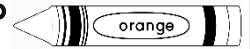
"Success!" Allyn held up the bag in victory, the coins jingling like a celebratory tune. "This will go a long way to helping the poor of the kingdom."

1. What crime has Allyn committed?



- Stealing gold coins from the king
- Running through the woods
- Cutting down an old maple tree
- Making a hideaway in the forest

2. What motivates Allyn to run faster?



- He wants to stay in shape.
- He doesn't want to lose his hands.
- He wants to be faster than the guards.
- He wants to be rich with gold coins.

3. Which word conveys the central theme of this story?



- Selfishness
- Forgiveness
- Determination
- Punishment



Fiction Theme

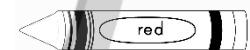
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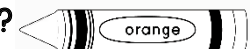
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Plot Progression & Character Changes

Name: _____ Date: _____

"Absolutely no more canines in my life!" Trent swiped at the tears flooding his eyes. What was the purpose of getting attached to a furry companion if it didn't survive long enough? He wasn't going to subject himself to that brand of torturous heartache again.

Two months later, Trent walked home from his friend's house, and a scraggly mutt trotted over to him. "Beat it," Trent said, but the pup shadowed him all the way home instead, and it camped on the front lawn when Trent went inside the house.

"What's with the dog outside?" his mom inquired.

Trent shrugged as if he wasn't interested, but he'd been observing the dog from the window. It had scruffy fur, intelligent eyes, and a tail that constantly wagged. Trent may have smiled a few times when the pup chased some monarch butterflies in his mom's garden.

Maybe he could investigate if the dog belonged to anyone. Perhaps the dog was in need of a home.

1. Why is Trent upset at the beginning? 

- a. He's been attacked by a dog.
- b. He's heartbroken over losing his dog.
- c. His parents are forcing him to get a dog.
- d. He thinks dogs are terrible pets.

2. What happens when Trent walks home? 

- a. He steals a dog at the park.
- b. He gets lost in the neighborhood.
- c. A stray mutt follows him home.
- d. A mean dog scares him with its barking.

3. What does the sentence "Perhaps the dog was in need of a home" tell you about Trent? 

- a. He wanted to give the dog to his friend.
- b. He's ready for another dog in his life.
- c. He's not done grieving for his first dog.
- d. He never wants any pets again.



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Words & Phrases

Name: _____ Date: _____

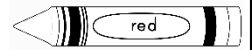
The full moon made long shadows of the trees on the snowy landscape below. Their branches were dark hands, clawing at anything that dared to skitter along in the darkness. A lone owl hooted from its perch.

When Edgar came upon the tiny cottage by the frozen lake, he'd breathed a sigh of relief. He'd been wandering in the forest for hours, having strayed from the trail and not able to locate it again. He'd gone in circles, passing the same boulders and getting no closer to an exit. Perhaps someone in the cottage could assist.

Edgar knocked on the door, but it creaked open at his touch, cobwebs animated by some mysterious breeze. "Hello?" His voice echoed, but no other sounds reached his ears. He stepped across the threshold, expecting his boots to meet a floor of some kind. Instead, that first step sent Edgar plummeting into an abyss. Down, down, down he fell, blackness surrounding him on all sides.

"Finally, a snack," something grumbled from the inky depths.

1. What does the word *abyss* mean?



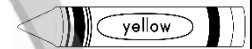
- a. a body of water
- b. a seemingly bottomless pit
- c. a dark cave
- d. a steep cliff

2. What word is a synonym for *plummeting*?



- a. falling
- b. climbing
- c. screaming
- d. flying

3. What mood did the author create with the word choice in the first paragraph?



- a. hopeful
- b. haunting
- c. peaceful
- d. disappointed



Words & Phrases

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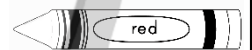
The full moon made long shadows of the trees on the snowy landscape below. Their branches were dark hands, clawing at anything that dared to skitter along in the darkness. A lone owl hooted from its perch.

When Edgar came upon the tiny cottage by the frozen lake, he'd breathed a sigh of relief. He'd been wandering in the forest for hours, having strayed from the trail and not able to locate it again. He'd gone in circles, passing the same boulders and getting no closer to an exit. Perhaps someone in the cottage could assist.

Edgar knocked on the door, but it creaked open at his touch, cobwebs animated by some mysterious breeze. "Hello?" His voice echoed, but no other sounds reached his ears. He stepped across the threshold, expecting his boots to meet a floor of some kind. Instead, that first step sent Edgar plummeting into an abyss. Down, down, down he fell, blackness surrounding him on all sides.

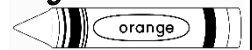
"Finally, a snack," something grumbled from the inky depths.

1. What does the word *abyss* mean?



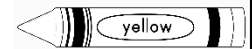
- a. a body of water
- b. a seemingly bottomless pit
- c. a dark cave
- d. a steep cliff

2. What word is a synonym for *plummeting*?



- a. falling
- b. climbing
- c. screaming
- d. flying

3. What mood did the author create with the word choice in the first paragraph?



- a. hopeful
- b. haunting
- c. peaceful
- d. disappointed



Literature Structure

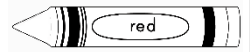
Name: _____ Date: _____

Miranda stepped onto the beach, warm sand instantly sliding between her bare toes. She'd been looking forward to this Hawaiian vacation for a year, and all the details she'd planned, the money she'd saved, and the months she'd waited had been totally worth it.

She found a free spot on the beach and set down her belongings. Once she had her blanket spread out, her umbrella opened wide, and her beach chair in position, she settled in for an afternoon of sunshine and relaxation. Her fingers found her book in her tote bag, and Miranda tugged it out, flipping to where her bookmark was wedged between the pages.

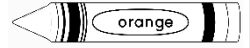
A gentle, salty breeze tousled her hair and kept her cool, though the temperatures were hot. Miranda lost herself in the story she read and in the lullaby of the ocean dancing with the shore as waves rolled onto the sand. She hadn't realized how much she needed a vacation until she arrived at this tropical paradise. One week wasn't going to be nearly enough time here.

1. What is the setting of this story?



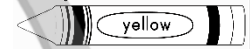
- a. a Caribbean island
- b. a mountain ski resort
- c. a Hawaiian beach
- d. a freshwater lake

2. Which phrase helps to develop the setting of this story?



- a. "the details she'd planned"
- b. "waves rolled onto the sand"
- c. "lost herself in the story"
- d. "flipping to where her bookmark was"

3. How do Miranda's actions further develop the setting?



- a. She looks forward to this vacation.
- b. She sets up her blanket, umbrella, and chair.
- c. She reads her book.
- d. She wants more than a week in Hawaii.



Literature Structure

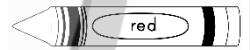
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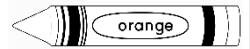
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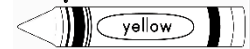
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Point of View

Name: _____ Date: _____

I stood on the shores of my homeland, watching the huge birds swim closer. They were not like any birds I had seen before, though. They listed to the side when the wind blew, and their brown undersides creaked and moaned when the waves beat against them.

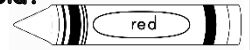
These creatures stopped before hitting the shore, tethers dropping into the ocean to keep them from wandering. Small canoes spit from the sides of the massive birds, and the white wings disappeared. Only then did I realize they were not birds but large, wind-driven canoes, bigger than anything my people had ever built.

Humans who did not look like me approached. Their skin was fair, and hair covered their jaws. Their bodies had two arms and legs as I did, but their flesh was covered by colored hides that could not have come from any animal I have ever hunted on my people's island.

I raised a hand in greeting only to have something heavy clamped painfully around my wrists. A jangling vine connected my bindings, and I was taken from my home. I never saw my island - or my people - again.

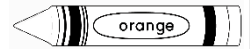
1. In what point of view is this story told?

- a. first person
- b. second person
- c. third person
- d. third person limited



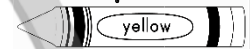
2. Who is the narrator of this story?

- a. a sea beast
- b. an explorer
- c. a native boy
- d. a huge bird



3. How does the author develop the narrator's point of view?

- a. By having him have a nightmare
- b. By having him describe what he sees coming
- c. By having him run for help
- d. By having him fight off his attackers



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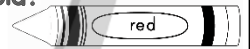
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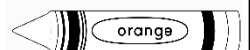
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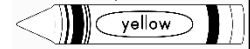
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Multimedia Elements

From *The Emperor's New Clothes* by Hans Christian Andersen

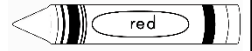
Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase, except for the opportunities then afforded him for displaying his new clothes. He had a different suit for each hour of the day; and as of any other king or emperor, one is accustomed to say, "he is sitting in council," it was always said of him, "The Emperor is sitting in his wardrobe."

Now listen to *The Emperor's New Clothes*.



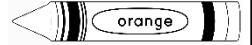
Name: _____ Date: _____

1. What formats of *The Emperor's New Clothes* are provided?



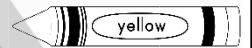
- a. A text passage and a movie clip
- b. A text passage and an audio recording
- c. An audio recording and a movie clip
- d. An audio recording and a dramatic play

2. How are the two formats the same? Choose all that apply.



- a. They are both fairytales.
- b. They both have the same main character.
- c. They both include the beginning of the same story.
- d. They both are science fiction.

3. How would you compare listening to this story to reading it?



- a. Listening brings the story to life with the narrator's voice.
- b. Listening doesn't provide any emotions.
- c. Listening to the story is harder than reading it.
- d. Listening to the story doesn't allow the reader to visualize.



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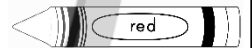
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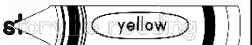
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Compare & Contrast

Name: _____ Date: _____

Awaiting

October 23, 1849

My Dearest Cousin,

I have been waiting these long months for your arrival, counting down the days until we are once again in each other's company. I knew when my family moved west that I would miss your daily presence, but I was not prepared for how much my heart would ache without you. There are other young adults my age here to be sure, however, they do not know me like you do. They do not laugh easily, nor do they find delight in the simplicity of the games you and I played to entertain ourselves. They are somber and serious and do not bring me any pleasure. The moment you set foot on Californian soil, find me, for I have the grandest of embraces set aside for you, and we shall commence our new adventures together at once. Safe journey!

*All my love,
Rebecca*

C U Soon

R when u coming? miss u. u my fave cousin
THURS, 8:30 PM

C b there in 2 days
THURS, 8:31 PM

R can't wait!!!
THURS, 8:31 PM

C we r gonna have so much fun!!!
THURS, 8:32 PM

R 🤔🤔🤔
THURS, 8:32 PM

C plans?
THURS, 8:33 PM

R dance party o' joy
movie marathon
snack-a-mania
epic beauty makeovers!!!
THURS, 8:34 PM

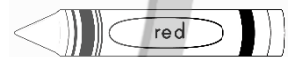
C 😄😄😄
THURS, 8:34 PM

R c u soon
THURS, 8:35 PM

C 👍
THURS, 8:35 PM

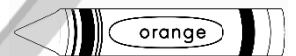
1. What are the text forms of each passage?

- diary entry and text message thread
- letter and text message thread
- letter and graphic novel
- diary entry and graphic novel



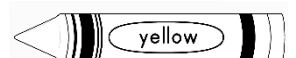
2. What is the theme of both passages?

- Competition
- Forgiveness
- Reunion
- Bravery



3. How are the two passages different?

- There are no emotions in "C U Soon," while "Awaiting" has emotions.
- Their forms suggest different time periods - one is historical, one is present day.
- "Awaiting" is between family, while "C U Soon" is between friends.
- "Awaiting" gets a response from the receiver, while "C U Soon" doesn't.



Nonfiction



Using Details

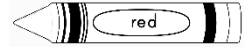
Yayoi Kusama is a Japanese contemporary artist. She was born in 1929 in Matsumoto, Japan. She loved art even as a child, though her parents didn't want her to be an artist. Kusama didn't give up, however, and she convinced her parents to let her go to art school.

Her work is largely inspired by a hallucination she had as a child. She was in a flower field, and the flower heads looked like dots that stretched out in all directions. She felt as if she was disappearing into this field of dots. This experience she had is why most of her work includes dots and she is known as "the princess of polka dots." Her art also often includes bold colors, patterns, and designs that seem to be endless.

Kusama's artwork comes in many forms. She's done paintings, sculptures, live-action performances, and full-room experiences where visitors are completely surrounded by her art. She's received numerous awards for her creativity and has inspired the work of many other contemporary artists.

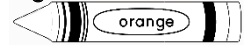
Name: _____ Date: _____

1. According to the passage, why does Kusama's work include so many dots?



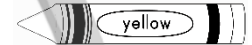
- a. Dots hold important symbolism in Japan.
- b. She found dots to be soothing and peaceful.
- c. She had a hallucination in a flower field as a child.
- d. Polka dots were a fashion trend when she started painting.

2. What is the author's purpose for writing this text?



- a. To persuade readers
- b. To entertain readers
- c. To shock readers
- d. To inform readers

3. What can you infer after reading this text?



- a. Japan has many famous artists.
- b. Yayoi Kusama is an important figure in the art world.
- c. Art galleries were not interested in work with dots.
- d. Kusama's parents didn't want her to be an artist.



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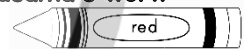
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Her work is largely inspired by a hallucination she had as a child. She was in a flower field, and the flower heads looked like dots that stretched out in all directions. She felt as if she was disappearing into this field of dots. This experience she had is why most of her work includes dots and she is known as "the princess of polka dots." Her art also often includes bold colors, patterns, and designs that seem to be endless.

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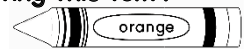
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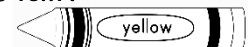
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Main Idea & Details

George Crum, originally known as George Speck, is often credited with the invention of the potato chip. He was born in 1824 in New York and later became a chef.

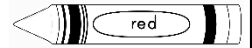
As the story goes, Crum worked at Moon's Lake House, a resort on Saratoga Lake in 1853. A wealthy vacationer was said to have complained about receiving soggy potatoes with his meal. Crum decided to retaliate by slicing a potato as thinly as he could, frying the slices to a crisp, and serving them to this guest. The guest loved these potatoes, and the potato chip was created.

This story has been challenged throughout history, however, with Crum's sister, Kate, saying *she* was the one who sliced the potatoes. Another version said she accidentally dropped a slice in the fryer, and when fishing it out, she realized she'd invented something new. There is also some evidence that cookbooks in the U.S. and Britain already had recipes similar to Crum's chips.

Whether Crum was the original inventor or not, it is clear that he did much to promote potato chips. He was key in making them the beloved snack they are today.

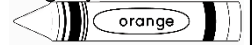
Name: _____ Date: _____

1. Which detail in Paragraph 2 best contributes to chips catching on as a snack?



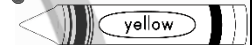
- a. They were a way for Crum to retaliate.
- b. They were fried.
- c. The wealthy guest loved the thinly-sliced potatoes.
- d. They were served at a resort.

2. What is the author's main point in Paragraph 3?



- a. Crum didn't like potatoes.
- b. Crum's claim of inventing potato chips has been challenged.
- c. Crum's sister also worked at Moon's Lake House.
- d. Potato chips would not have been invented without Crum.

3. Which statement has no personal judgment in it?



- a. Crum was an ingenious chef.
- b. Crum is credited with inventing the potato chip.
- c. Crum invented the best snack in the world.
- d. Crum shouldn't serve soggy potatoes to customers.



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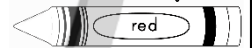
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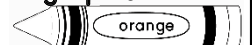
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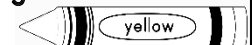
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Using Details to Explain

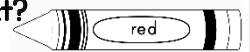
Name: _____ Date: _____

Ciphers are secret codes used to keep messages private. They are like puzzles, but only the people who know the key to the code can solve them. All ciphers have two main parts. The first part is the message, which includes the information the sender wants to keep secret. The second part is the code, which is the way the message is hidden.

Pretend you want to send a secret message to your best friend. You don't want anyone else to be able to understand it, so you use a cipher. A simple cipher is to replace letters with numbers instead. You and your friend know the key to the code - that each number corresponds to a letter of the alphabet. To anyone who sees the message, it just looks like random numbers. To your friend who has the key, however, the message is easily figured out, and the hidden message is revealed.

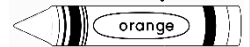
Ciphers have been used throughout history by spies and military leaders to send secret messages. Such codes have also been used for security and privacy purposes in more modern technology.

1. How are ciphers introduced in this text?



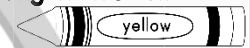
- a. They are compared to puzzles.
- b. They are described as having a sender and receiver.
- c. They are used by military leaders.
- d. They are modern technology.

2. What example does the author use to show how ciphers work?



- a. The author talks about a historical spy.
- b. The author provides a military example.
- c. The author explains a simple letter-number code.
- d. The author includes a picture of a cipher.

3. How does the author build understanding in this text about ciphers?



- a. By giving multiple examples of types of ciphers
- b. By defining what a cipher is, giving an example, then discussing its uses
- c. By having readers guess what a cipher is
- d. By showing a cipher used by an actual spy



Using Details to Explain

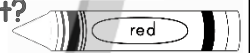
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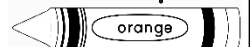
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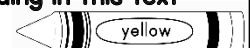
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Words & Phrases

Back in the day, people had to walk over to their TV sets and manually change the channel using knobs on the television. It wasn't super convenient, but there were only a handful of channels, unlike today. Fortunately, we now have the remote control.

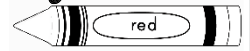
Remote controls work by sending signals to the television using either **infrared light** or **radio waves**. Infrared remotes use pulses of invisible light to tell the TV which command to do. Radio frequency remotes, however, send their messages on specific radio frequencies using a small antenna inside the remote. Typically, radio frequency remotes have a farther **range** than infrared remotes.

The signals sent to the TV from the remote can make it perform a variety of **functions**. For example, the television can be turned on and off, the channel can be changed, and the volume can be adjusted using a remote.

Thanks to remotes, we can now be better couch potatoes and relax more while watching our favorite shows.

Name: _____ Date: _____

1. Which word or phrase could replace **range** in Paragraph 2?



- a. ability
- b. power
- c. reach
- d. proximity

2. What is meant by the phrase **couch potato**?



- a. Potatoes that are grown indoors
- b. Someone who likes to eat potatoes on the couch
- c. Couches that are shaped like potatoes
- d. Someone who spends a great deal of time watching television on the couch

3. What is a synonym for **functions**?



- a. conveniences
- b. misuses
- c. problems
- d. actions



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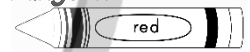
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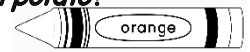
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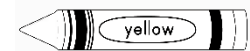
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Analyze Text Structure

Name: _____ Date: _____

Hurricane Katrina is among the greatest natural disasters to hit the United States. It destroyed coastal areas of Alabama, Louisiana, and Mississippi.

August 23, 2005: Hurricane Katrina forms as a Category 1 hurricane over the Bahamas.

August 25, 2005: As it makes landfall in Florida, Katrina strengthens to a Category 3 hurricane.

August 29, 2005: Katrina hits New Orleans, breaching levees and causing massive flooding to the city.

August 30, 2005: Thousands of people are evacuated from New Orleans, many of whom will be stranded for days without basic necessities.

September 2005: Aid arrives in the area, but it is slow and not nearly enough. Lawsuits arise about the lack of adequate response to this disaster.

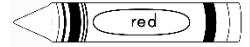
October 2005: FEMA and other agencies begin the process of rebuilding damaged areas.

November 2005: Programs are launched to help homeowners affected by Hurricane Katrina.

Present: The region has rebuilt, but challenges remain.

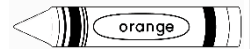
1. What text structure does the author use in this text?

- a. Chronological order
- b. Description
- c. Problem and solution
- d. Compare and contrast



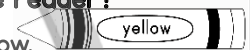
2. How is this text developed?

- a. It compares Katrina to other hurricanes.
- b. It describes all the details of the hurricane hitting New Orleans.
- c. It gives information on the buildup, the hurricane hitting land, and the aftermath.
- d. It discusses what causes hurricanes to form.



3. How do the text features assist the reader?

- a. Bolded dates make it easy to follow.
- b. Photos and captions show the destruction.
- c. A map shows the location of the hurricane.
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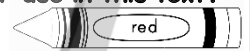
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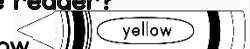
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Point of View

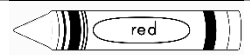
Name: _____ Date: _____

The legend of Robin Hood is one of the most loved stories in history. As most tales tell it, Robin Hood was an English outlaw. He lived during the reign of King Richard the Lionheart in the late 12th century. He was first a nobleman, but after being away from England for a time and then accused of a crime by the Sheriff of Nottingham, Robin Hood retreated to Sherwood Forest. He assembled a band of other outlaws. Together, they robbed from the rich and gave to the poor.

Historians, however, are not sure that Robin Hood was an actual person. It's entirely possible that he is a completely fictional character meant to be a symbol of resistance against oppression and injustice. He could be nothing more than a folk hero, entertaining the masses with his skills with a bow and arrow and his countless ways of driving the Sheriff of Nottingham mad.

Whether Robin Hood is a real person or a mere character in a story, he and his band of "merry men" continue to be talked about and represented in countless retellings in books, TV shows, movies, plays, and poems.

1. What is the author's purpose?



- a. To compare Robin Hood to historical figures.
- b. To entertain readers with tales of Robin Hood.
- c. To persuade readers to believe Robin Hood was heroic.
- d. To inform readers about Robin Hood.

2. What is the author's point of view?



- a. The author believes Robin Hood was a real person.
- b. The author believes Robin Hood is a well-loved story.
- c. The author believes Robin Hood was a hero.
- d. The author believes Robin Hood was just a character.

3. How is this text developed?



- a. Robin is introduced, then proof of his existence is supplied.
- b. Robin is introduced, then the question of whether or not he's real is discussed.
- c. Robin is compared to other heroes of the 12th century.
- d. Robin's specific acts of charity are described.



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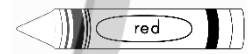
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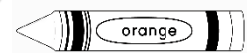
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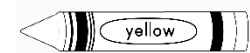
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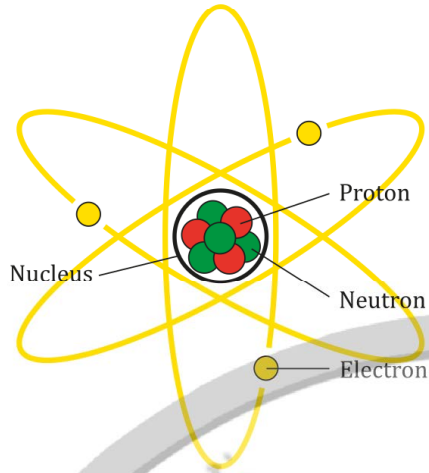
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Interpret Information

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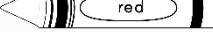
A diagram of an atom



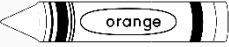
What are the Parts of an Atom?

All matter is made of atoms. Atoms have a nucleus at their center, and particles known as protons and neutrons are found in the nucleus. Electrons are particles that orbit the nucleus. Protons have positive charges, neutrons have no charge, and electrons are negatively charged. The number and arrangement of these particles determine the properties of the element to which the atom belongs.

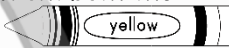
1. What did you learn about atoms from the diagram?

- a. About the types of atoms 
- b. About the functions of the parts of an atom
- c. About the parts of an atom and how they are arranged
- d. About the charges associated with atom particles

2. What does the diagram do for readers that the text does not?

- a. It tells viewers that electrons move. 
- b. It gives a visual picture of an atom's parts.
- c. It shows how to spell the names of the parts.
- d. It shows the charges of each atom particle.

3. What understanding did you receive from both the text and the diagram?

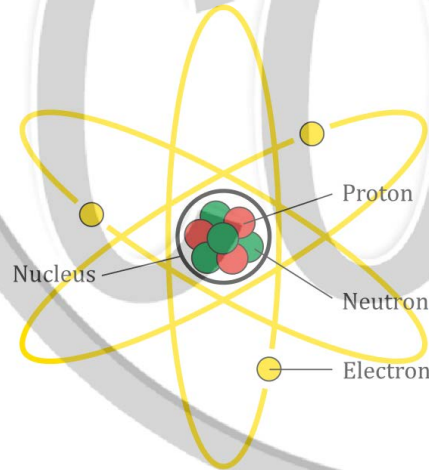
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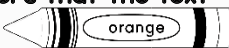
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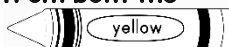
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Reasons Support Points

Name: _____

Date: _____

Many businesses are now using self-checkouts for customers to pay for goods and services. While these innovations can lower costs for the businesses, speed up checkout rates, and create contactless options, they aren't a good business choice.

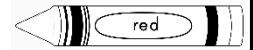
First, self-checkouts can be difficult for some shoppers to use. Unfamiliar technology causes frustration. Many self-checkout systems are not user-friendly, which results in people actually taking longer to check out. Often a worker has to help the shopper.

Second, good customer service is what keeps people coming back to a business. With impersonal technology, the human-to-human connection is lost because machines don't make customers feel valuable.

Lastly, self-checkouts increase the risk of theft. The technology is easily tricked by switching barcodes and placing items into bags without scanning them. Businesses lose money this way.

The best option for businesses is to keep human workers at the checkouts.

1. What is the author's argument?



- a. Self-checkout is not a good business choice.
- b. Self-checkout should be used everywhere.
- c. Self-checkout is easy to use.
- d. Self-checkout helps businesses grow.

2. How does the text support the claim?



- a. The text quotes manufacturers of self-checkouts.
- b. The text shares self-checkout success data.
- c. The text discusses three disadvantages.
- d. The text provides interviews with shoppers.

3. How does the author end the argument?



- a. With reasons to try self-checkouts
- b. With the amount of money businesses could lose with self-checkouts
- c. With a warning about losing customers
- d. With the suggestion to keep human workers at the checkouts



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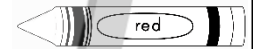
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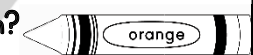
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Compare & Contrast

Name: _____ Date: _____

Pirate Heroes

Pirates were most successful from the 1660s to the 1730s. They were often considered heroes for embarking on their high-seas adventures.

Many brave pirates were willing to go out into unknown waters, just in the hope they would find riches. They traveled long distances for extended periods of time, surviving on little food and battling sudden changes in weather out on the open ocean.

Pirate crews were often very democratic as well, allowing members to have a say in what happened on their journeys. These crew members also shared responsibilities on ships, working together to make the missions a success.

Kings and queens also saw the value in piracy. Many of them paid pirates to sail for them so their countries could get ahead in the race to discover and claim new lands.

While pirates were often portrayed as the bad guys, they were not without their positive influences as well.

Nothing But Trouble

Pirates sailed the seas from the 1660s to the 1730s. They were criminals who used the ocean as their personal treasure chest.

Pirates were essentially burglars. They hunted down other ships carrying valuables, boarded them, terrorized the crews, and stole the goods for their own use. They often killed captains and crew members on these ships, having no respect for human life.

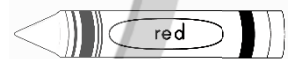
Smuggling illegal goods and getting involved in the slave trade were also acts pirates committed. They were always looking for ways to get richer, not caring who they hurt along the way or which rules they broke.

Pirates also drank too much, had tempers and foul manners, and treated women poorly. Their appetites for destruction and power made them something to be feared during the Age of Exploration.

These nasty men were often caught or died in battle all for the chance at fame and fortune.

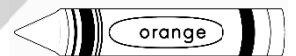
1. What is the main topic of both texts?

- a. Exploration
- b. Piracy
- c. High-seas adventures
- d. Treasure



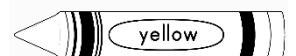
2. What is similar in both texts?

- a. Both discuss the positive qualities of pirates.
- b. Both discuss the negative qualities of pirates.
- c. Both discuss where the pirates sailed on their missions.
- d. Both discuss the actions of pirates from the 1660s to the 1730s.



3. What is the main difference between the two texts?

- a. In the first, pirates are seen as heroes, while in the second, they are criminals.
- b. In the first, pirates are only working for themselves, while in the second, they are hired.
- c. In the first, pirates are brutal, while in the second, they are democratic.
- d. In the first, pirates hunted down other ships, while in the second, they died in battle.



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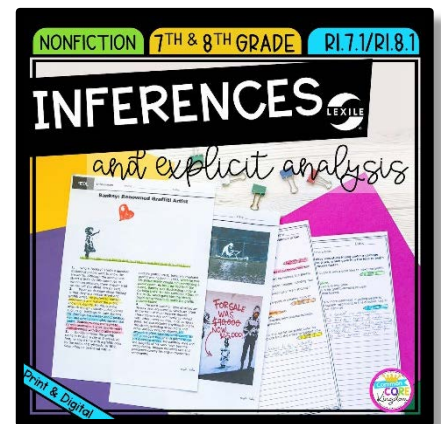
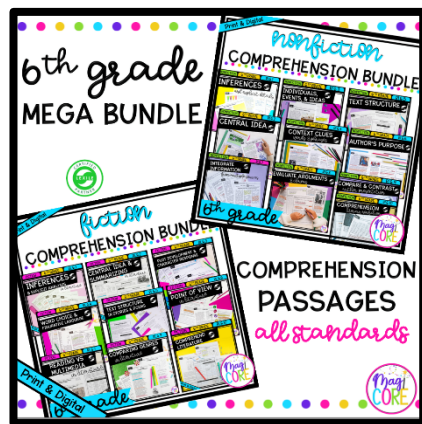
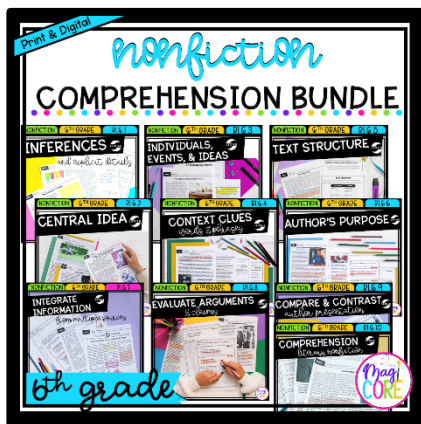


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