

JULY

Differentiated Passages

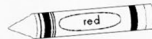


TIMELINE

Create a timeline of events in the history of pies.

July Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.



1. What were the primary ingredients in the first known pies?
 - a. fruit and sweet fillings
 - b. meat and savory spices
 - c. fruit and vegetables
 - d. fruit and cheese

2. How did the development of sugar play a role in the rise of pies?
 - a. It allowed for more variety and flavors.
 - b. It allowed the fruits to be preserved longer in the pies.
 - c. It allowed people to make sweet pies without other ingredients.
 - d. It allowed people to combine sweet and savory pie fillings.

3. Describe a "phyllo pastry." Why do you think the Greeks used it?

4. How did the creation of pies lead to a method of food preservation?

5. Describe how pies evolved over time. What was the most significant evolution?



790L

July Passages

Name: _____ Date: _____

The History of Pies

Pies are beloved dishes. They have been enjoyed by people for centuries. Pies are a staple of many cultures and cuisines. They can be sweet or savory. Sometimes they are filled with fruit, meat, or vegetables. Pie-making has a rich history. This history spans thousands of years. It has been influenced by various civilizations and cultures.

The origin of pies can be traced back to ancient civilizations like the Greeks and Romans. The Greeks were known for their use of phyllo pastry. This pastry has a thin and flaky dough that is used to make pies and other pastries. The Romans also made pies. They were typically filled with meats and vegetables rather than sweet fruits.

In medieval times, pies became more popular in Europe. This was especially true in England. They were often served at banquets and feasts. They were filled with various meats and spices. Pies were also a popular way to preserve meat. The filling could be kept fresh for longer periods when encased in pastry.



Aussie Meat Pie

During the 16th century, sweet pies became more popular. Fruits like apples, cherries, and berries were commonly used as fillings. The development of sugar also played a significant role in the rise of sweet pies. Sugar allowed for more variety in flavors and fillings.

Pie-making became more accessible to the general public during the 18th century. Pastry chefs started publishing their recipes in cookbooks. The Industrial Revolution had a significant impact on the production of pies. Mass-produced pastry allowed for more efficient pie-making.

In America, pies were a staple of colonial cuisine. Pumpkin pie was a popular pie during the fall harvest season. As American settlers moved westward, they brought pie-making traditions with them. Pies became a part of regional cuisine across the country.

4th & 5th Grade



JULY PASSAGES

4th & 5th grade

Table of Contents

*This product includes 6 differentiated leveled passages in the 4th-5th Grade Text Complexity Band (the range for 4th-5th grade is 740-1010). Each passage is available on two levels and comes with general comprehension questions, a skill-based activity, and a reading response activity.

1. Fourth of July - *Focus on main idea* (810L, 1000L)
2. How to Make Popsicles - *Focus on sequence* (780L, 910L)
3. The History of Pies - *Focus on timeline* (790L, 1000L)
4. Sign More, Please - *Focus on structure* (Drama)
5. Meadow Lake Summer Camp - *Focus on character analysis* (750L, 930L)
6. Sweet Release - *Focus on sensory details* (Poem)



ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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

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

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

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



Fourth of July

The 4th of July is also known as Independence Day. It is a federal holiday in the United States. The holiday commemorates the adoption of the Declaration of Independence on July 4, 1776. This historic document declared the thirteen American colonies independent from British rule. It established the United States of America. Since then, the 4th of July has been celebrated annually in various ways, evolving into the holiday we know today.

In the early years of the United States, the 4th of July was celebrated with public readings of the Declaration of Independence. There were often parades and fireworks displays. These celebrations were mostly local. At the time, not everyone participated. It wasn't until 1870 that the 4th of July became a federal holiday. This was thanks to a bill signed into law by President Ulysses S. Grant.

As the country grew and changed, so did the way the 4th of July was celebrated. In the late 19th and early 20th centuries, the holiday became an opportunity for patriotic speeches and political rallies. It was also a time for families to gather. Americans frequently enjoy picnics and outdoor activities.

During World War II, the 4th of July took on a new meaning. It became a way for Americans to show their support for the troops and the war effort. Many patriotic songs were written during this time. The flag became a symbol of national pride.

In the 1960s and 1970s, the 4th of July became a time for protest and dissent. Some Americans saw the holiday as a reminder of the country's past injustices. They used it as a platform to speak out against war, racism, and other social issues.

Today, the 4th of July is celebrated in a variety of ways. Parades and fireworks displays are still popular. Many Americans still have picnics and barbecues. Most cities also host concerts and other events to mark the holiday. Some people still use the holiday as an opportunity to express dissent. Most Americans see it as a time to come together and celebrate their shared history and values.



Celebratory fireworks for the 4th of July

In conclusion, the 4th of July has evolved over time. It has evolved to reflect the changing values and priorities of the United States. It began as a local celebration of independence. It has since transformed into a national holiday. The holiday has grown to become a time for Americans to come together and celebrate their shared history and values.

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In conclusion, the 4th of July has evolved over time to reflect the changing values and priorities of the United States. From its origins as a local celebration of independence to a national holiday, the 4th of July has become a time for Americans to come together and celebrate their shared history and values.

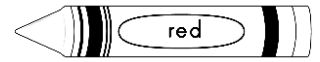


Celebratory fireworks for the 4th of July

July Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What does the Fourth of July commemorate?



- a. The beginning of women's rights.
- b. The victory of a major war.
- c. The ending of inequalities
- d. The adoption and signing of the Declaration of Independence.

2. When did the Fourth of July become a federal holiday?

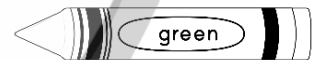


- a. 1776
- b. 1870
- c. The 1960s
- d. The 1970s

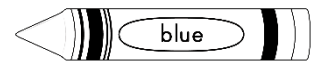
3. Describe how the Fourth of July was celebrated differently in the 1960s and 1970s as opposed to the WWII era. Use evidence from the text to support your answer.



4. List three ways Americans choose to celebrate the Fourth of July.



5. Compare how people celebrate the Fourth of July today to past time periods. Use evidence from the text to support your answer.



INFORMATIONAL TEXT

Analyze the key facts and details in the passage to help you discover the main idea.

Topic:

Fact #1

Fact #2

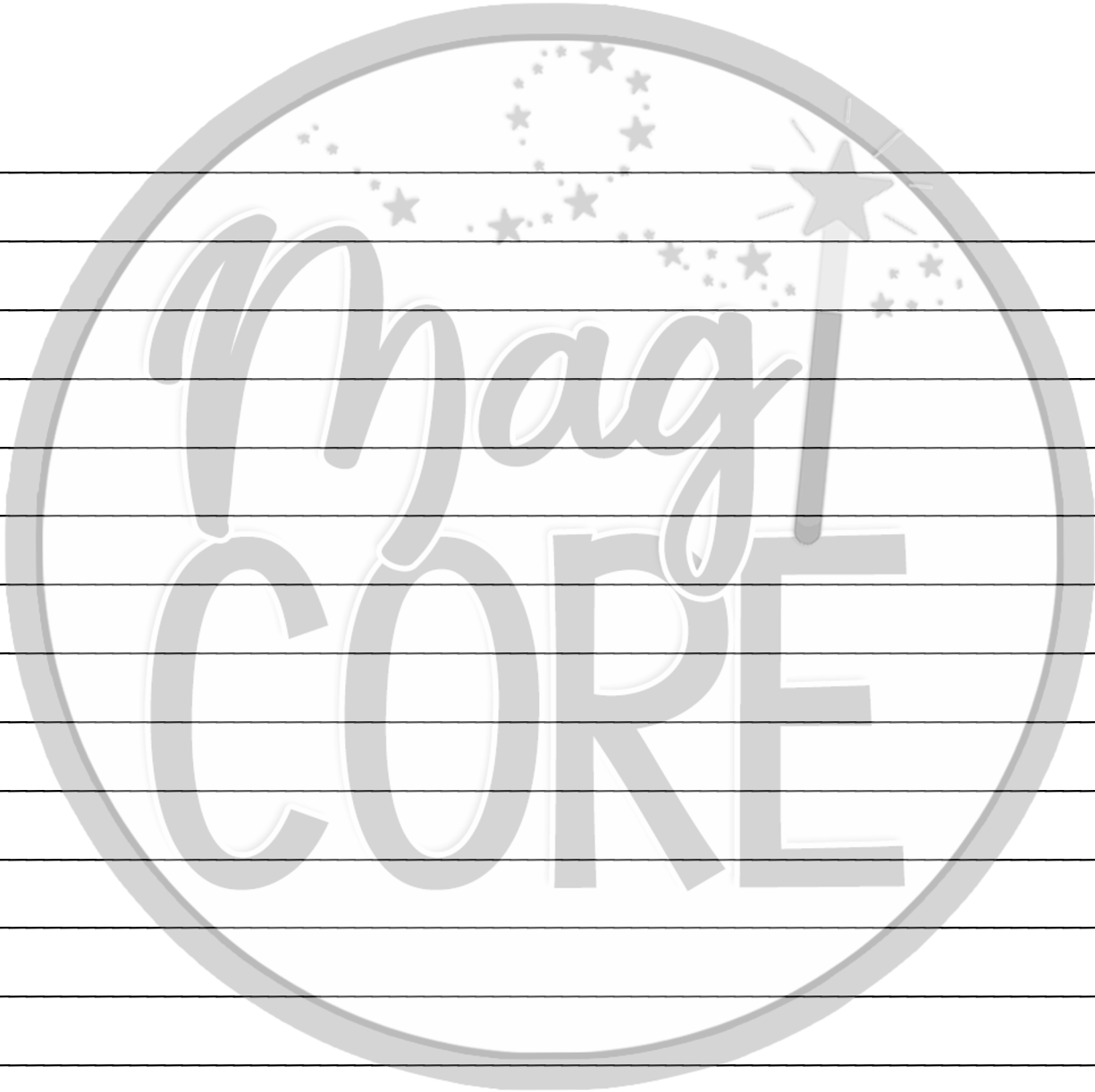
Fact #3

Main idea:



FOURTH OF JULY RESPONSE

As you read in the passage, the Fourth of July is a national holiday celebrated differently all over America each year. How do you think the demonstrations during the 1960s and 1970s on the Fourth of July have influenced America today?



A series of horizontal lines for writing, spanning the width of the page and partially overlaid by the watermark.

Sign Here, Please

Cast: Narrator, Lucy, Jack, Will, Thomas Jefferson, Benjamin Franklin, John Hancock, colony delegates

ACT ONE:

Scene 1:

Setting: Independence Hall, Philadelphia, Pennsylvania, July 4, 1776

Narrator: After weeks of writing, Thomas Jefferson finally finished the Declaration of Independence. Delegates from the thirteen colonies gathered to hear what this important document includes.

Thomas Jefferson: *(holds a parchment and stands at a table in front of the delegates)*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

Colony delegates: Here, here!

(When Jefferson is done reading the Declaration of Independence, John Hancock stands to speak to the delegates.)

John Hancock: Thank you, Thomas. *(nods to Jefferson)* Gentlemen, this is our Declaration of Independence. We have explained our purpose. We have listed our grievances against King George III and Great Britain. We have stated outright that these colonies wish to be free and independent states. We can no longer tolerate the unjust actions Britain has made us suffer through. It is time for us to be our own nation.

Colony delegates: *(cheer and clap each other on the back)*



July Passages

Scene 2:

Setting: Independence Hall, Philadelphia, Pennsylvania, August 2, 1776

Narrator: Three children, Lucy, Jack, and Will, cannot resist seeing what is happening in Independence Hall. They had missed their chance when the colony delegates had gathered in July. Today is a new opportunity.

Lucy: *(tries to get a window open at the back of Independence Hall as she stands on Jack's back to reach)* Stop wiggling, Jack, or I shall fall.

Jack: *(on all fours acting like a step stool for Lucy)* Well, stop grinding your heels into my spine, and maybe I could stay still better.

Will: *(sighs)* You two are always arguing. Hurry up and get the window open or whatever they are doing in there will be over and done before we get a peek.

Lucy: *(grunts as she forces the window open)* Got it!

(With a slight push off Jack's back, Lucy climbs through the window. She drops into the building. After a moment, she reappears and looks down at the boys.)

Lucy: *(whispers)* This room is clear. It is safe to come in.

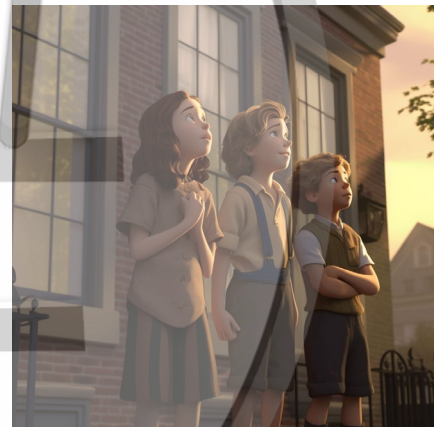
Jack: Step on my back, Will, and Lucy will pull you up. Then you two can figure out how to get me in.

(Will does as Jack suggested and climbs into the building with Lucy.)

Lucy: Use me like a rope and dangle me out while supporting my legs. Then I shall grab onto Jack. You can pull us both in.

Narrator: Lucy's plan works wonderfully, even if Jack complained that Lucy was holding his hands too tightly, and Lucy complained that Will was holding her legs too loosely. All three of them creep to the hall where they can hear voices.

Hancock: All that is left to do, gentlemen, is sign what our good man Jefferson has written to make our declaration official.



July Passages

(The voices of the colony delegates can be heard. The children tiptoe closer so they can peer into the room.)

Jack: *(whispers)* They are really doing it! They are going to sign the Declaration of Independence today!

(Hancock is the first to lean over the document and dip the quill in ink. He scrawls his name in big, bold script in the center of the page below the text. He holds it up to show the other delegates. This allows the children to get a sneak peek.)

Lucy: *(whispers)* Why did he sign in such large handwriting?

Jack: *(giggles)* Probably so King George can see it without his spectacles. *(Lucy and Will join in with the quiet giggles.)*

Narrator: One by one, the colony delegates take their turn with the quill, adding their names to the bottom of the Declaration of Independence.

Ben Franklin: *(steps up to the table and picks up the quill, twirling it a bit before signing)* Well, gentlemen, we must, indeed, all hang together, or most assuredly we shall all hang separately. *(bends over the document and scribbles his name)*

Lucy: What does that mean?

Will: It means if these delegates do not stand together in their beliefs about the colonies being free and independent states, and if we do not win against the British and gain our independence, they shall all be guilty of treason. They will be hung as punishment.

Jack: *(swallows loudly and tugs on the collar of his shirt around his neck)* That does not sound like a good time.

Lucy: *(leads the boys back outside)* We will win against the British. I can feel it in my heart. We are all going to be citizens of our own country, boys!

Narrator: The three children excitedly run off from Independence Hall. They cheer over their hopes for better days ahead.

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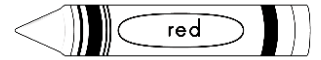
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July Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the role of the narrator?

- a. to play everyone's part
- b. to set the scene and inform the audience of events
- c. to read each role of each character
- d. the author of the poem

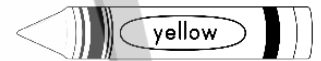


2. According to the narrator, who wrote the Declaration of Independence?

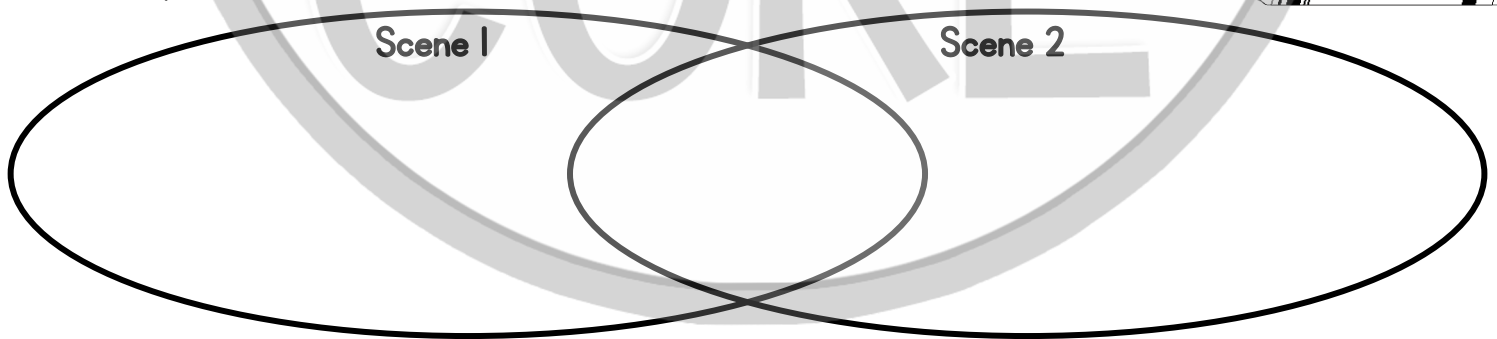
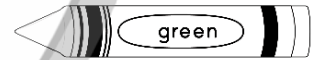
- a. Benjamin Franklin
- b. Thomas Jefferson
- c. John Hancock
- d. George Washington



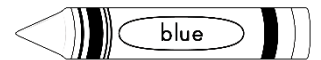
3. Describe the events happening in Scene 2.

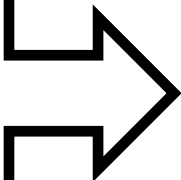


4. Compare and contrast Scene 1 and Scene 2.



5. What is the author's purpose for writing this drama?



Purpose? 

STRUCTURE

TITLE OF THE PLAY

CHARACTERS

-
-
-
-

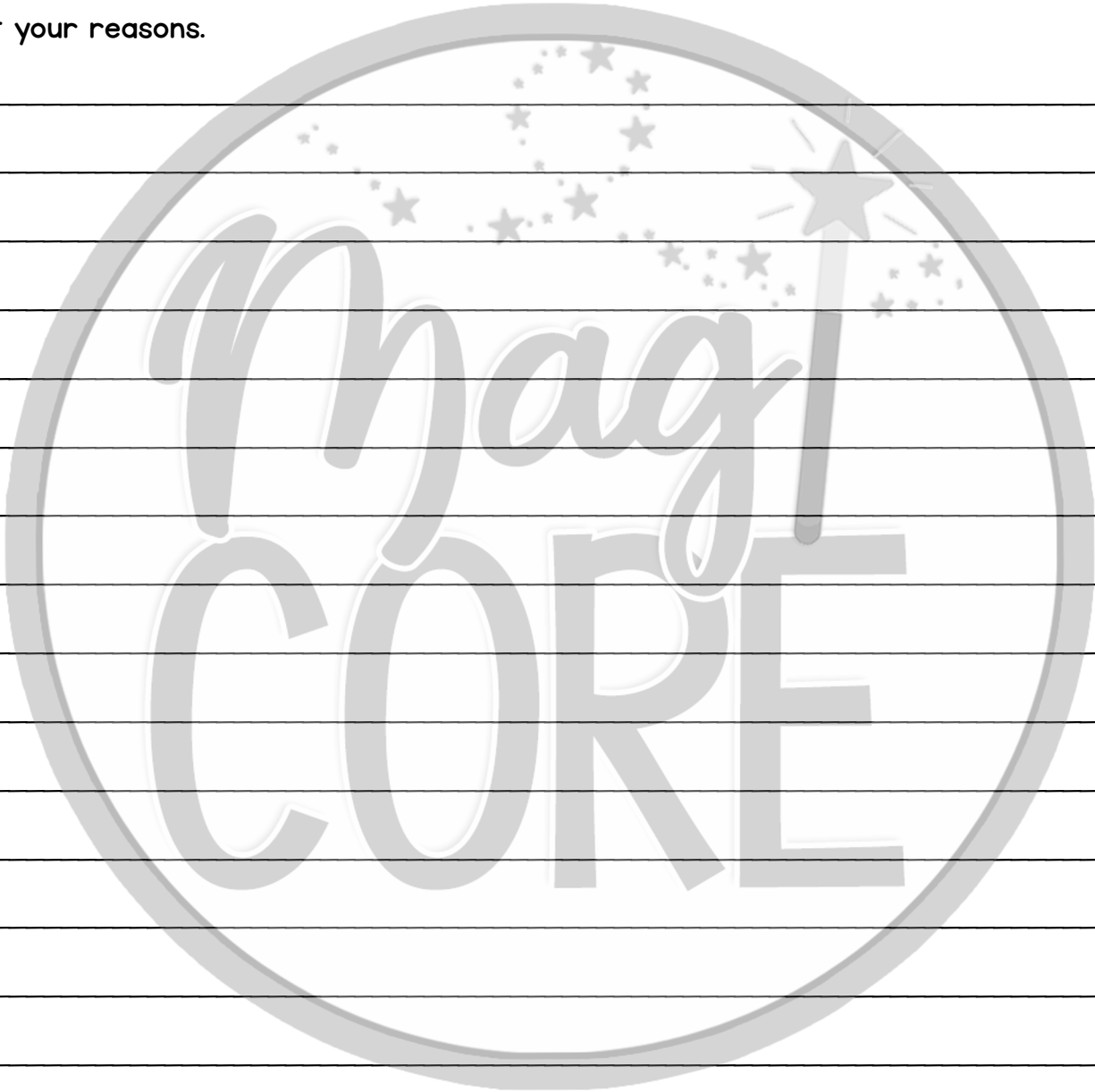
SETTING

PLOT

-
-
-
-
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SIGN HERE, PLEASE RESPONSE

According to the text, the signing of the Declaration of Independence was an exciting event in history. Write a response giving 2-3 reasons why signing the Declaration of Independence was important and the impact it still has on America today. Use evidence from the text to support your reasons.



Meadow Lake Summer Camp

I sat in the backseat of my mother's car, watching the city scenery whiz by the window. We were heading to the woods to some summer nature camp. Mom said leaving the city for a week would be good for me. She said kids needed time outside in nature. She said I needed to make friends that were into other things besides comic books.

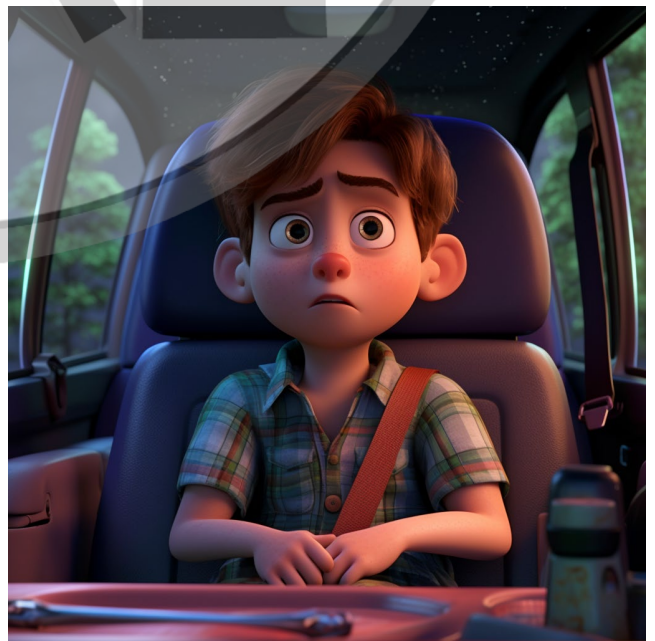
This all sounded horrible. I loved our apartment in the city where everything was right within walking distance. I could visit the library, Mr. Mariani's deli, and all of my friends' apartments without having to go very far. And I went outside all the time. Sure, the city's version of outside was full of sidewalks, buildings, and taxis. I occasionally saw some pigeons. That counted, didn't it? As far as getting away from people who loved comic books, I didn't see what was so wrong with that interest. I wasn't going to suddenly *stop* liking comic books if I met a bunch of kids who liked making crafts out of sticks and rocks or were super into swimming.

Swimming. I shuddered in my seat. The website Mom had shown me in her mini-presentation of *Why Aidan Should Go to Summer Camp* included photos of kids having swimming races. They were also playing volleyball in a lake. Colorful canoes were beached on a sandy shore, just waiting for people to take them out onto the water.

Well, those canoes would be waiting a long time for me. I wasn't going near them or the lake or anyone who wanted me to slap a ball around while surrounded by water. Nope. Not happening.

After about two hours of driving, Mom pulled the SUV onto a gravel parking area. A carved wooden sign announced that we'd arrived at Meadow Lake Summer Camp.

Yippee.



I didn't get out of the SUV right away. Maybe if I wished hard enough the back seat would just absorb me. Better yet, perhaps a superhero from one of my comic books would come to rescue me. Then the two of us could go off together to fight the bad guys. I smiled, but Mom wrenched open the back passenger door. She ruined my little fantasy.

"C'mon, Aidan. Let's get you all checked in." Why was her voice so upbeat? Was she really that excited to be rid of me for a week?

Reluctantly, I slithered out of the SUV and shouldered the backpack my mother passed to me. She toted my small suitcase and made a beeline for a picnic table. A girl in a neon-green Meadow Lake Summer Camp T-shirt sat waiting with a laptop.

"Hi! Welcome to Meadow Lake Summer Camp!" The girl was as upbeat as Mom. "What's your name?" Her fingers hovered over the keyboard of the laptop.

When I didn't respond, Mom gave me a sharp elbow.

"Aidan Willows."

"Nice to meet you, Aidan Willows!" The girl's smile was sunshine bright. I pulled my baseball hat down farther to shade my eyes against it. "I'm Callie." She typed on the laptop for a few moments then handed me a neon-green T-shirt like hers. "Okay, you're all checked in." She put her hands on her hips and angled her head at me. "I'll bet you like comic books, don't you, Aidan?"



My ears couldn't believe what they'd just heard. "Yeah, they're my favorite."

Callie nodded. "I thought so." She pointed to a tall, skinny man who had a circle of boys my age around him. "Well, you're in luck because this year Meadow Lake Summer Camp decided to make this week's program all about superheroes! That guy over there is Trent Burston."

July Passages

As soon as she said the name, I let out a little squeal while Mom groaned. “Trent Burston as in Trent Burston who writes and illustrates the *Shadow Caves* comic book series?”

“Yes, that’s the Trent Burston I mean,” Callie said with a laugh. “He’s agreed to spend the week with us. He’s going to teach our campers all about writing, illustrating, and superheroing.”

I couldn’t wait to meet Trent Burston. I’d read every single one of his books more than once. I immediately slipped the camp T-shirt over my other shirt. I took a step toward my hero who made superheroes.

“I thought Aidan would get the chance to expand his interests here,” my mother said, grabbing onto my arm to keep me from leaving. The magnetic pull toward Trent Burston almost made me break free of her grip.

“Oh, he will,” I barely heard Callie say. “We’ll be mixing our usual camp activities like hiking and canoeing with the comic book stuff. Mr. Burston is even going to show the campers how to find inspiration for comic book heroes in nature! It’s going to be so much fun.”

“Yeah, Mom. So much fun.” I pulled my suitcase from her hand and nudged her toward the parking area. “I’ll see you in a week.” I assumed she’d leave, but I didn’t look back. Trent Burston and a whole crew of boys who also loved comic books were waiting for me.

I had a feeling Meadow Lake Summer Camp was going to be my new favorite place.

Meadow Lake Summer Camp

I sat in the backseat of my mother's car, watching the busy city scenery whiz by the window. We were heading to the woods to some summer nature camp. Mom said leaving the city for a week would be good for me. She said kids needed time outside in nature. She said I needed to make friends that were into other things besides comic books.

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After about two hours of driving, Mom pulled the SUV onto a gravel parking area. A carved wooden sign announced that we'd arrived at Meadow Lake Summer Camp.

Yippee.



I didn't get out of the SUV right away. Maybe if I wished hard enough the back seat would just absorb me. Better yet, perhaps a superhero from one of my beloved comic books would come to rescue me, and the two of us could go off together to fight the bad guys. I smiled, but Mom wrenched open the back passenger door, ruining my little fantasy.

"C'mon, Aidan. Let's get you all checked in." Why was her voice so upbeat? Was she really that excited to be rid of me for a week?

Reluctantly, I slithered out of the SUV and shouldered the backpack my mother passed to me. She toted my small suitcase and made a beeline for a picnic table where a girl in a neon-green Meadow Lake Summer Camp T-shirt sat with a laptop.

"Hi! Welcome to Meadow Lake Summer Camp!" The girl was as upbeat as Mom. "What's your name?" Her fingers hovered over the keyboard of the laptop.

When I didn't respond, Mom gave me a sharp elbow to the ribs.

"Aidan Willows."

"Nice to meet you, Aidan Willows!" The girl's smile was sunshine bright, and I pulled my baseball hat down farther to shade my eyes against it. "I'm Callie, a camp counselor here at Meadow Lake Summer Camp." She typed on the laptop for a few moments then handed me a neon-green T-shirt like hers. "Okay, you're all checked in." She put her hands on her hips and angled her head, squinting blue eyes at me. "I'll bet you like comic books, don't you, Aidan?"



My ears couldn't believe what they'd just heard. "Yeah, they're my favorite."

Callie nodded. "I thought so." She pointed to a tall, skinny man who had a circle of boys my age bouncing around him. "Well, you're in luck because this year Meadow Lake Summer Camp decided to make this week's program all about superheroes, and that guy over there is Trent Burston!"

July Passages

As soon as she said the name, I let out a little squeal while Mom groaned. “Trent Burston as in Trent Burston who writes and illustrates the *Shadow Caves* comic book series?”

“Yes, that’s the Trent Burston I mean,” Callie said with a laugh. “He’s agreed to spend the week with us and teach our campers all about writing, illustrating, and superheroing.”

I couldn’t wait to meet Trent Burston. I’d read every single one of his books more than once. I immediately slipped the camp T-shirt over my other shirt and took a step toward my hero who made superheroes.

“I thought Aidan would get the chance to expand his interests here,” my mother said, grabbing onto my arm to keep me from leaving. The magnetic pull toward Trent Burston almost made me break free of her grip.

“Oh, he will,” I barely heard Callie say. “We’ll be mixing our traditional camp activities like hiking and canoeing with the comic book stuff. Mr. Burston is even going to show the campers how to find inspiration for comic book heroes in nature! It’s going to be so much fun.”

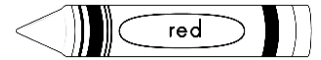
“Yeah, Mom. So much fun.” I pulled my suitcase from her hand and nudged her toward the parking area. “I’ll see you in a week.” I assumed she’d leave, but I didn’t look back because Trent Burston and a whole crew of boys who also loved comic books were waiting for me.

I had a feeling Meadow Lake Summer Camp was going to be my new favorite place.

July Comprehension Questions

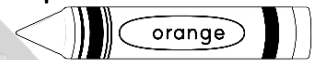
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What describes Aidan's feelings at the beginning of the story?



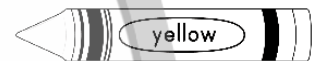
- a. upset and sad
- b. nervous and dreadful
- c. excited and antsy
- d. annoyed and hesitant

2. What was causing Aidan's reluctance about going to Meadow Lake Summer Camp?

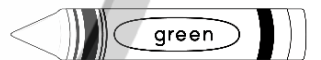


- a. He didn't like the thought of the outside activities there.
- b. He was afraid he wouldn't be able to make his weekly visits to the library.
- c. He was afraid his mom would discard all of his comic books while he was away.
- d. He was worried that he wouldn't make any new friends.

3. Describe the significance of the character Trent Burston.



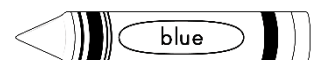
4. How did Aidan's feelings change from the beginning of the story to the end?



How did Aidan feel at the beginning?

How did his feelings evolve?

5. What moral can the reader learn from this story? Use evidence from the text to support your response.



CHARACTER MAP

Analyze the character Aidan from the story using this organizer.

Character feelings

Character thoughts



Aidan

Character actions

Character opinions

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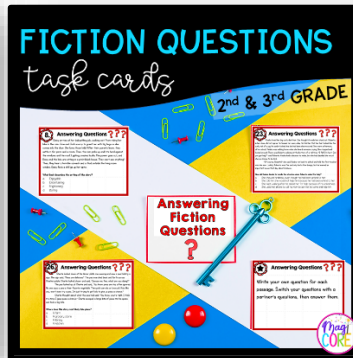


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