

970L

### Compare & Contrast Historical Fiction & Account

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### An Unexpected Swim

It was enthralling to be among the very first passengers aboard the greatest ship ever built, the *Titanic*.

While I stared at the ceiling of our room, wondering what New York would be like when I got there, I fell asleep to the steady lullaby, and I dreamed of a life in the city.

Then, something happened. I stepped into the hallway, a few other passengers were peering into the doorway. I followed them, and I saw a man in a white coat and a woman in a blue dress. They were talking to each other, and I saw the man nod his head. I stepped back into my room, and I closed the door. I was alone again.

I crossed from the deck to the cabin, but nothing looked familiar. I'd resigned myself to a cold and return to my room, but the word *iceberg* rang in my ears. I gripped the rail and my head turning to see a man in a white coat and a woman in a blue dress. They were talking to each other, and I saw the man nod his head. I stepped back into my room, and I closed the door. I was alone again.

I stepped away from the door, but a port had me wavering. I grabbed the rail for support, and I saw a man in a white coat and a woman in a blue dress. They were talking to each other, and I saw the man nod his head. I stepped back into my room, and I closed the door. I was alone again.

"She's listing!"

My mind put a question mark in my head. "What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

"What's going on?"

Historical Account

### Compare & Contrast Historical Fiction & Account

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Chapter XV. Jack Thayer's Own Story of the Wreck (of the *Titanic*)

One of the calmest of the passengers was: young Jack Thayer, the seventeen-year-old son of Mr. and Mrs. John B. Thayer. When his mother was put into the life-boat he kissed her and told her to be brave, saying that he and his father would be all right. He and Mr. Thayer stood on the deck as the small boat in which Mrs. Thayer was a passenger made off from the side of the *Titanic* over the smooth sea.



Sinking of the *Titanic*

The boy's own account of his experience as told to one of his relatives is one of the most remarkable of all the wonderful ones that have come out of this tremendous catastrophe:

"Father was in bed, and mother and myself were about to get into bed. There was no great shock, I was on my feet at the time and I do not remember any one throwing anyone down. I put on an overcoat and rushed to the deck. I saw nothing there. I then went forward to see if there were any signs of ice. The only ice I saw was on the water. I could not see very far ahead, having just come out of a brightly lighted room.

"I then went down to our room and my father and mother came down with me, to the starboard side of A deck. We did not see any ice there. Father thought he saw small pieces of ice floating around, but I did not see any myself. There was no big berg. We walked down to the side, and the ship had then a fair list to port. We stayed on the side for about five minutes. The list seemed very slow, and we in

Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What main theme do both passages convey?

- a. loss
- b. friendship
- c. survival
- d. forgiveness

Part B: Which set of quotes from the passages best illustrates the theme?

- a. "Father was in bed, and mother and myself were about to get into bed. There was no great shock, I was on my feet at the time and I do not remember any one throwing anyone down. I put on an overcoat and rushed to the deck. I saw nothing there. I then went forward to see if there were any signs of ice. The only ice I saw was on the water. I could not see very far ahead, having just come out of a brightly lighted room."
- b. "Father and I said good-bye to my mother. She said, 'Don't want to leave!' Abigail cried, 'Catch them, and lost sight of them as I got jostled about in the life-boat. ...we were all taken aboard the *Carpathia*, finally came into view."
- c. "They went down to B deck and a man in a white coat and a woman in a blue dress. They were talking to each other, and I saw the man nod his head."
- d. "...we were all taken aboard the *Carpathia*, finally came into view."

5. What did the author of the historical account do to create a personalized and engaging story?

In the historical-fiction passage, the author introduces a fictional character around his experiences during the sinking of the Titanic to create a personalized and engaging story.

Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

1. What historical event is portrayed in both passages?

- a. the building of the *Carpathia*
- b. the sinking of the *Titanic*
- c. the immigration to America
- d. the ice storm of 1912

2. What details do the main characters in both passages share? Choose all that apply.

- a. Both main characters are boys.
- b. Both main characters are traveling with their families.
- c. Both main characters have sisters.
- d. Both main characters save someone in need.

3. Discuss **TWO** similarities between the passages.

Evacuation and Separation:

Both passages describe the chaotic evacuation and the separation of family members during the sinking of the *Titanic*. In text 1, Jack Thayer gets separated from his parents during the evacuation, and in text 2, Thomas gets separated from his mother and sister as they try to board a life boat.

Survival and Rescue:

Both passages depict the survivor's experiences in the cold waters of the Atlantic Ocean and their eventual rescue by another ship.



# WHAT'S INSIDE?

## COMPARE & CONTRAST HISTORICAL FICTION & ACCOUNTS

*7<sup>th</sup> grade*

### Table of Contents

\*This product includes 7 sets (14 passages total) of Lexile® leveled stories in the 7<sup>th</sup> Grade Common Core Text Complexity Band. Each set compares and contrasts a Historical Account and Historical Fiction.

1. Compare & Contrast Historical Fiction & Accounts Anchor Chart
2. Compare & Contrast Historical Fiction & Accounts Practice Work
3. Jack Thayer's Own Story of the Wreck (Account)/An Unexpected Swim (970L)
4. How New Orleans Drowned (Account)/This House Will Hold (980L)
5. U.S. Woman First to Fly Across the Sea (Account)/Reach for the Skies (990L)
6. Lieutenant Ruth Erickson Oral History of the Pearl Harbor Attack (Account)/Coffee at Albert's (1020L)
7. Deepwater Horizon Survivor Describes Horrors of the Blast and Escape from Rig (Account)/Escape From the Inferno (1010L)
8. U.S. Shocks Soviets in Ice Hockey, 4-3 (Account)/Gold Medal Dreams (1160L)
9. Test
  - Nurse and Spy in the Union Army (Account)/Sisters in Battle (1040L)



**PRINTABLE** PDFs covering the 7<sup>th</sup> grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

## Printable Slides Included



# 7 PAIRED ACCOUNTS & PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Dive into literary texts including realistic, historical, and fantasy.

Historical Account Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Lieutenant Ruth Erickson, NC, USN Oral History of the Pearl Harbor Attack, 7 December 1941**

1160L Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Gold Medal Dreams**

1020L Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Coffee at Albert's**

Historical Account Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_

**How New Orleans Drowned Vanity Fair, June 2006**

Historical Account Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_

**U.S. Woman First to Fly Across the Sky Amelia Earhart's Plane Lands Off the Coast of WA**

990L Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Reach for the Skies**

980L Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

**This House Will Hold**

# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

stared at the ceiling of our room, wondering what New York

the very first passengers aboard the

when

rew

and

ethi

to

er

Historical Account

Compare & Contrast Historical Fiction & Account

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Chapter XV. Jack Thayer's Own Story Wreck (of the Titanic)

One of the passengers was Mrs. John B. Thayer. He and Thayer was a smooth sea.

The boy is one of the from the tren

"Father here was no s enough t eck on the ee if I cou I could d room.

then with me father any r the or a he all c

Compare & Contrast Historical Fiction & Account

4. This question has two parts. First, answer Part A: What main theme do both passages share?

- a. loss
- b. friendship
- c. survival
- d. forgiveness

Part B: Which set of quotes from the passage

- a. "Father was in bed, and mother and own eyes grew heavy, closing as the lullaby..."
- b. "Father and I said good-bye to mother don't want to leave!" Abigail cried as they went down to B deck and a crew catch them, and lost sight of them"
- c. "They went down to B deck and a crew members as I got jostled about in the quarters of an hour later we were picked up by the Carpathia, finally came into view"
- d. "...we were all taken aboard the alternate quarters of an hour later we were picked up by the Carpathia, finally came into view"

5. What did the author of the historical fiction do to create a personalized and e


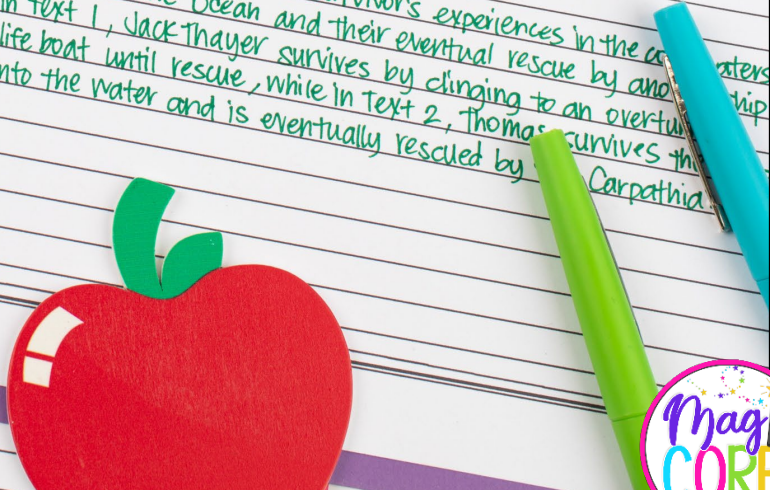



Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

1. What historical event is portrayed in both passages?
  - a. the building of the Carpathia
  - b. the sinking of the Titanic
  - c. the immigration to America
  - d. the ice storm of 1912
2. What details do the main characters in both passages share? Choose all that apply.
  - a. Both main characters are boys.
  - b. Both main characters are traveling with their families.
  - c. Both main characters have sisters.
  - d. Both main characters save someone in need.
3. Discuss **TWO** similarities between the passages.

Evacuation and Separation:  
Both passages describe the chaotic evacuation and the separation of family members during the sinking of the Titanic. In text 1, Jack Thayer gets separated from his parents during the evacuation, and in text 2, Thomas gets separated from his mother and sister as they try to board a life boat.

Survival and Rescue:  
Both passages depict the survivor's experiences in the cold waters of the Atlantic Ocean and their eventual rescue by another ship. In text 1, Jack Thayer survives by clinging to an overturned life boat until rescue, while in text 2, Thomas survives the shipwreck by clinging to the railing of the Carpathia.



# ANCHOR CHART

- Anchor chart breaking down how to compare & contrast accounts with historical fiction
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

The anchor chart is a collection of overlapping worksheets and notes. The top sheet is titled "Compare & Contrast Historical Fiction & Account" and includes a practice passage titled "The Hours Before 'I Have a Dream'" and "To Be Free". The passage describes the Washington Monument and the March on Washington. Below the passage is a graphic organizer with a Venn diagram. The Venn diagram has two overlapping circles: "Historical Fiction" on the left and "Historical Account" on the right. The intersection contains handwritten notes: "Both texts revolve around the March on Washington for Jobs and Freedom." and "Both texts describe the gathering, the atmosphere, and the events leading up to the March." The "Historical Fiction" circle contains a definition: "Definition: imaginative narratives that are based on historical events but not entirely factual" and examples: "Examples: novels, short stories, plays, films". The "Historical Account" circle contains a definition: "Definition: narratives and records about actual events from the past" and examples: "Examples: newspaper articles, textbooks, non-fiction books, primary sources, documentaries". The purpose for both is: "Purpose: to inform and educate about people, events, and time periods in history".

**Compare & Contrast Historical Fiction & Account**  
Let's Try! Read the passages "The Hours Before 'I Have a Dream'" and "To Be Free" below, then answer the questions on the graphic organizer.

**The Hours Before "I Have a Dream"**  
How to Washington the day before the march and, early the next day, walked from Pennsylvania Avenue past the side entrance of the Washington Monument toward the lawn of the Washington Monument, where the march was gathering. It was eight o'clock—three and a half hours before the march was scheduled to move from the Washington Monument to the Lincoln Memorial—and dozens of people were already gathered. The march was scheduled to move from the Washington Monument to the Lincoln Memorial.

**To Be Free**  
The Washington Monument rose up from the ground, pointing to the sky. That was what today was about. Freedom. My father held my hand tightly as we navigated our way toward the lawn of the Washington Monument. At eight o'clock in the morning, we were three hours early for the march planned for today. They called it the March on Washington for Jobs and Freedom, and my father said this was an event we could not want to miss. "I want freedom," he'd said yesterday. "I want to see our desires come true."

**Compare & Contrast Historical Fiction & Account**  
Readers compare and contrast historical fiction and historical accounts to understand how authors of fiction use or alter history.

**Historical Fiction**  
Definition: imaginative narratives that are based on historical events but not entirely factual  
Examples: novels, short stories, plays, films  
Purpose: to entertain, explore themes, spark emotions, challenge historical perspectives

**Historical Account**  
Definition: narratives and records about actual events from the past  
Examples: newspaper articles, textbooks, non-fiction books, primary sources, documentaries  
Purpose: to inform and educate about people, events, and time periods in history

**Reasons for Alterations**

**Compare & Contrast the Texts**  
Fill in the graphic organizer to compare and contrast historical fiction and historical accounts to understand how authors of fiction use or alter history.

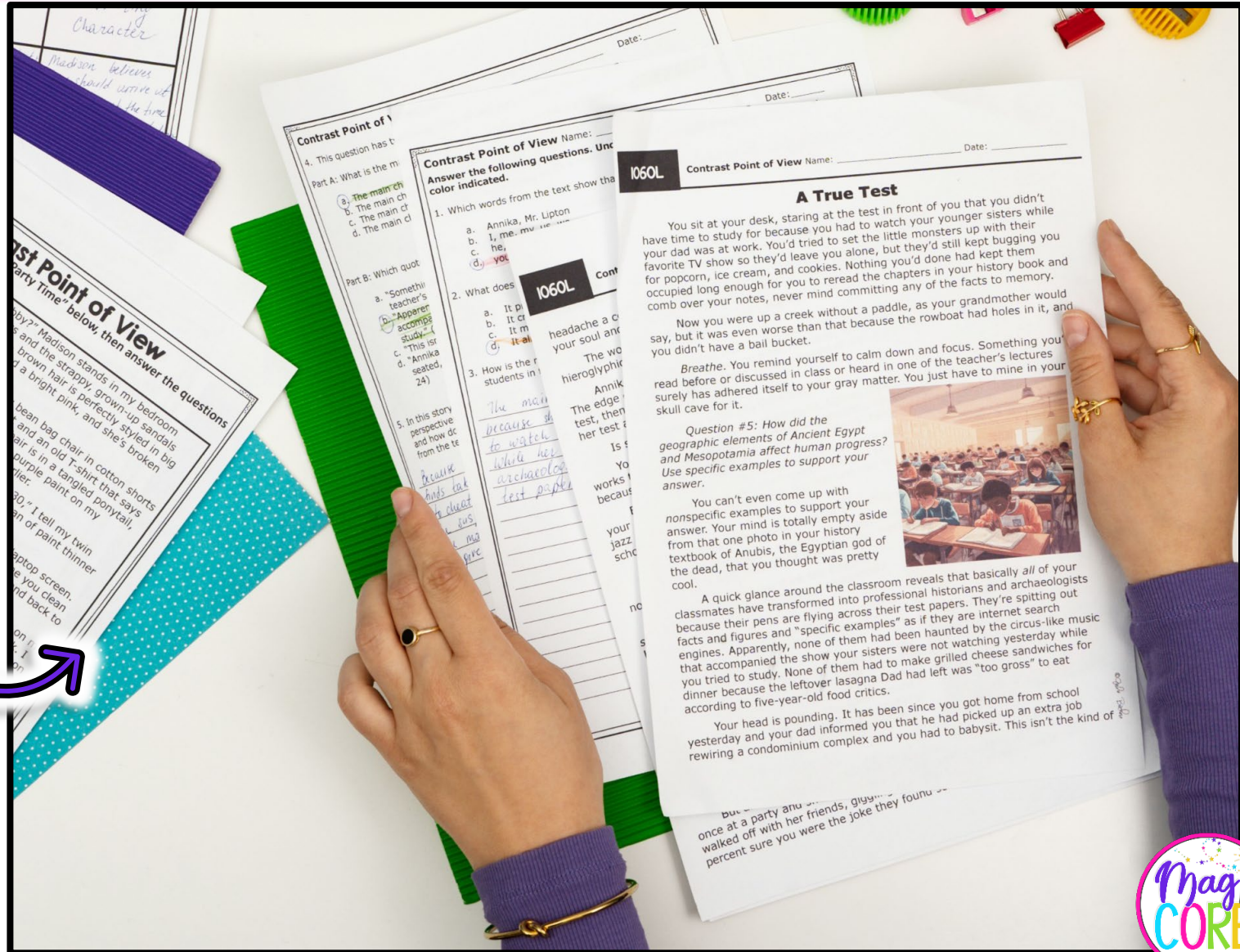
**Topic:** What historical event is described in both texts?  
Both texts describe the March on Washington for Jobs and Freedom, which took place on August 28, 1963.

**Both texts revolve around the March on Washington for Jobs and Freedom.**  
**Both texts describe the gathering, the atmosphere, and the events leading up to the March.**

**Text 1 is a historical account written by Calvin Trillin, providing a first hand observation report of the events on the day of the march.**

# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

The collage displays several educational resources:

- Worksheets:** Multiple "Compare & Contrast Historical Fiction & Account" worksheets with fields for Name and Date. One worksheet is titled "Gold Medal Dreams" and another "U.S. Woman First to Fly Across the Sea Amelia Earhart's Plane Lands Off the Coast of Wales".
- Reading Passages:** Passages such as "Coffee at Albert's", "U.S. Shocks Soviets in Ice" (from the Washington Post, Feb. 22, 1960), and "Gold Medal Dreams".
- Graphic Organizer:** A central graphic organizer titled "Compare & Contrast Historical Fiction & Account". It includes a Venn diagram comparing "Historical Fiction" and "Historical Account".
  - Historical Fiction:** Text 2 is a historical fiction piece that offers a fictionalized perspective of the same event, told through the eyes of a character named Elijah and his father.
  - Historical Account:** Text 1 is a historical account written by Calvin Trillin, providing a first hand observation report of the events on the day of the march.
  - Both:** Both texts revolve around the March on Washington for Jobs and Freedom. They describe the gathering of people, the atmosphere, and the events leading up to the March.
- Other Tools:** A "Compare & Contrast the Texts" section with a Venn diagram, and a "Compare & Contrast Historical Fiction & Account" section with definitions and examples for Historical Fiction, Historical Account, and Reasons for Alterations.



# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

**CERTIFIED LEXILE PARTNER**

## ABOUT LEXILE LEVELS


MagCore 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 that students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

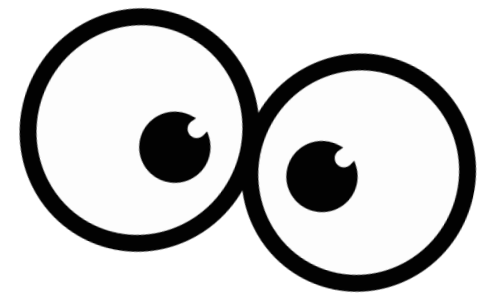
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.





# TAKE A PEEK



**Historical Account** Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How New Orleans Drowned Vanity Fair, June 2006

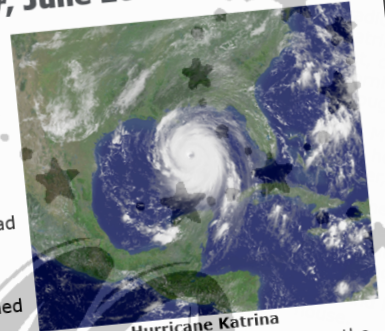
As Katrina approached, the most respected broadcasting voice in Louisiana was that of radio announcer Garland Robinette, of WWL, 870 on the AM dial. Nobody knew why he had such a clear, deep, comforting lilt, but he did.

As he headed over to the fifth-floor studio of WWL, Robinette, 62, had a flashback. "I got goose bumps," he said, reminded of how animals in the jungles of Southeast Asia when he'd served in the Vietnam War had seemed to instinctively disappear before a fire. "It was Vietnam all over again. I looked up. There were no green parrots in the palm trees in front of the street, not a stray cat." That evening, Robinette settled in front of the microphone and didn't mince words: "I know the powers that be say not to panic. I'm telling you: Panic, worry, run. The birds are gone. Get out of town! Now! Don't stay! Leave! Save yourself while you can. Go ... go ... go."

MONDAY. The eye of Katrina, a strong Category 3 hurricane with sustained winds of 125 m.p.h., struck the shore at 6:10 a.m. It hit just to the south of the hamlet of Buras, about 63 miles southeast of New Orleans. Virtually all of the fishing village's 1,146 households were flattened. Livestock and wildlife drowned en masse; the residents, fortunately, had fled.

Robinette took listeners' phone calls. Desperate pleas were coming in from Tremé and Chalmette, Slidell and Metairie. A woman screamed, "We have a two-year-old—I think we're going to drown." All the while, the radio station's high-rise building shook like a struck tuning fork. Then the studio's plate-glass window blew outward. An airstream, like that of a jet engine, almost sucked Robinette through the opening. Everything around him—papers, books, furniture, tapes—went flying into the morning sky. Even so, Robinette kept on broadcasting, shifting his operations to the closet. He told his listeners that, while wind damage would be extensive, Katrina seemed to be sidestepping the city, aiming its fury farther east.

Holed up in N.O.P.D. headquarters on nearby South Broad Street was Warren Riley, then the deputy chief of police. His dispatchers were



Hurricane Katrina

**Compare & Contrast Historical Fiction & Account** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## This House Will Hold

"You're listening to WWL-870 AM radio on this August 29<sup>th</sup>, 2005," the host said, "and it's about to get wild out there, folks, with Hurricane Katrina on the way. If you've been told to evacuate your area and haven't done it. I didn't see any animals outside on my way into the station this morning, not even a stray cat. The animals know what's about to whip up here, and they're not taking any chances, so neither should you," Michael glanced at his grandfather, hoping the man had heard what the host had said. Unfortunately, Gramps' eyes were closed as he sat in his newspaper crumpled in his lap.

Neighbors on either side of the house Michael and Gramps lived in had urged Gramps to evacuate, just as the radio host had done. Gramps, however, was a stubborn man, and if he didn't want to do it, he didn't.

Gramps didn't want to leave their house with my own two hands. Gramps had said while the neighbors on their street were full of belongings and the danger zone. "She said and the rain just fine."

Gramps' grandfather built the house. He'd even helped Gramps chop on occasion. The house was solid, but especially against a storm. It had to have as much wood to window, watching the leaves on the trees rustling vigorously. When it was clear that the storm was coming, Michael went into the wood shed to board up the windows. He'd already taken in the rain the day before and had at least convinced Gramps to put the house back into the house, the rain had started,



Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. Underline or highlight the text evidence in the passages.

1. What is the topic for both passages?

2. How are the events in both passages similar?

3. How are the events in both passages different?

4. How do you think the author kept the same as the actual historical account?

5. How do you think the author changed the actual historical account?

6. How do you think the author's changes affect the reader's understanding of the events?

**Contrast Historical Fiction & Account** Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How are the events in both passages similar?

2. How are the events in both passages different?

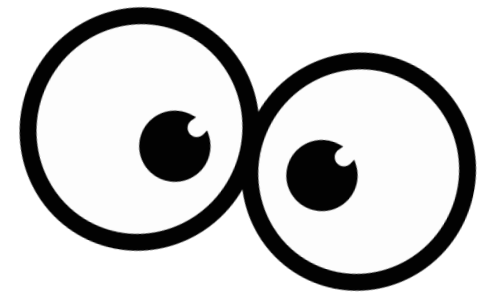
3. How do you think the author kept the same as the actual historical account?

4. How do you think the author changed the actual historical account?

5. How do you think the author's changes affect the reader's understanding of the events?



# AND ANOTHER PEEK



990L


Historical Account

Compare & Contrast Historical Fiction & Account

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## U.S. Woman First to Fly Across the Sea

### Amelia Earhart's Plane Lands Off the Coast of Wales



The transatlantic monoplane *Friendship* with Amelia Earhart, first woman to make a transatlantic flight, as co-pilot, landed safely in Burry Inlet, Bristol channel, at 12:45 p.m. today after a flight of 2000 miles from Trepassey Bay, N.F. The plane left Newfoundland at 9:51 a.m., Sunday.

Shortage of gasoline caused the *Friendship's* landing 135 miles from Southampton, its destination. Arrangements were made at once to obtain gasoline, and it was planned to continue to Southampton late today if the weather was favorable. Wilmer Stultz, who with Lou Gordon, mechanic, completed the crew of the *Friendship*, told the *United Press* that after he and his companions had been taken to Burryport, off which the plane landed, that he had been flying blind for eight hours before the landing.

### Lose Bearings

"We failed entirely to see Ireland," Stultz, the chief pilot, said. "We did not know where we were when we landed."

"We thought we were in the vicinity of Lands End, but did not know our location definitely until a motorboat came out from Burryport to meet us."

"Aside from that we had no real trouble! Everybody aboard was all right when the *Friendship* landed, although we all are very tired. The weather during the entire flight was cloudy. At 4:30 a.m. today, we lost our bearings and came down to within 400 feet."

"We tried to drop messages to a liner, *The America*, to get our bearings."

The *Friendship* completed its flight in 20 hours and 54 minutes, averaging almost exactly 100 miles an hour. Favorable winds thus increased its normal cruising speed by 10 miles an hour. The plane left Boston 15 days ago for Trepassey Bay and had been held there until 9:51 a.m. Sunday by a discouraging series of misfortunes.

### Small Fuel Supply

It left Trepassey with only 570 gallons of fuel—barely enough under

990L

Historical Account

Compare & Contrast Historical Fiction & Account

Name: \_\_\_\_\_ Date: \_\_\_\_\_


## Reach for the Skies

plane one day." That was what I told my best friend, swinging on the tire swing his father had tied up to the backyard.

ung upside down from the tire and let it twirl him as I regarded him. "Says who?"

girls are supposed to be the mummies and he led himself upright, then hopped off the

ad a baby brother who cried all the time, to me at all, and cleaning and cooking



me to look after my thinking about a dumb reason! I on the




and a fear of

ys climbed higher than

ough to learn how to fly a

Historical Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

Underline or highlight the text evidence in the



What place?

son is pivotal to both passages?

the historical events depicted in both passages the same?

© Julie Parker

Compare & Contrast Historical Fiction & Account Name: \_\_\_\_\_ Date: \_\_\_\_\_

question has two parts. First, answer Part A. Then, answer Part B.


What main theme is presented in "Reach for the Skies?"

termination

venge

vice

lfie



actual historical figures influence the theme you chose for Part A?

indbergh showed Lizzie that only men could be pilots.

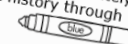
hart inspired Lizzie to reach for the skies.

illustrated what sacrifices have to be made to fly.

eye represents a failure to meet one's goals.

istorical fiction author use the main character of Lizzie to accurately

of the time period? What do readers learn about history through



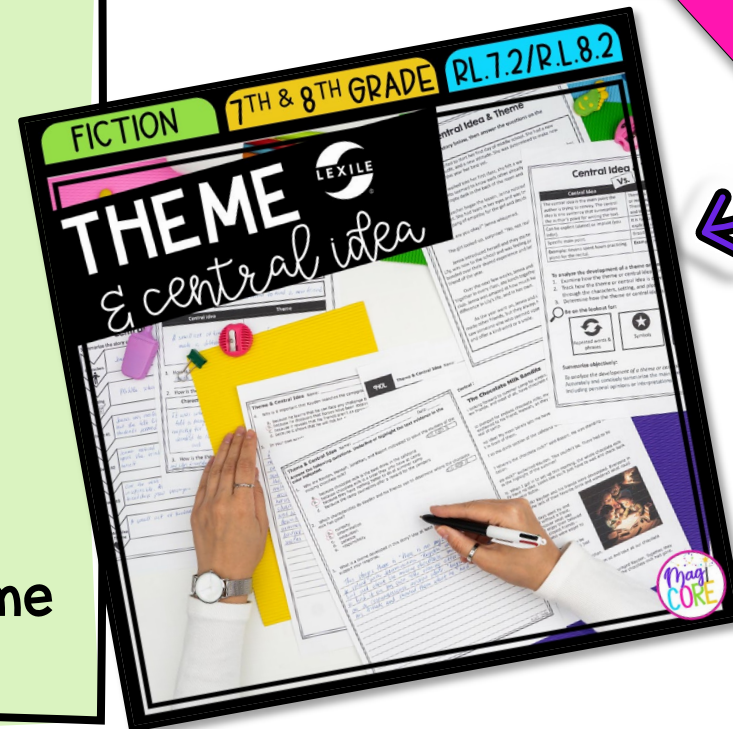
© Julie Parker



# UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit  
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text



Love this unit but  
want to more  
literary practice?  
Try the **THEME &  
CENTRAL IDEA** unit!

