

Valentine's Day CLOSE READING

GRADES 4-8

DIFFERENTIATED

- 4 Leveled Reading Passages (3 fiction and 1 non-fiction)
- Leveled Text-Dependent Questions for All Passages

Table of Contents

Getting Started

Introduction	4-5
Resource Overview	6-9
Steps for Close Reading	10
Annotations for Close Reading	11

Passage 1 (Non-Fiction)

The Bittersweet History of Chocolate (Level ■)	12-13
The Bittersweet History of Chocolate (Level ▲)	14-15
The Bittersweet History of Chocolate (Level ●)	16-17
Response Page: Key Ideas and Details (Level A)	18
Response Page: Key Ideas and Details (Level B)	19
Response Page: Craft and Structure (Level A)	20
Response Page: Craft and Structure (Level B)	21
Response Page: Integration of Knowledge and Ideas (Level A)	22
Response Page: Integration of Knowledge and Ideas (Level B)	23
Response Page Answer Keys	24-29

Passage 2 (Non-Fiction)

A True American Love Story: John and Abigail Adams (Level ■)	30-31
A True American Love Story: John and Abigail Adams (Level ▲)	32-33
A True American Love Story: John and Abigail Adams (Level ●)	34-35
Response Page: Key Ideas and Details (Level A)	36
Response Page: Key Ideas and Details (Level B)	37
Response Page: Craft and Structure (Level A)	38
Response Page: Craft and Structure (Level B)	39
Response Page: Integration of Knowledge and Ideas (Level A)	40
Response Page: Integration of Knowledge and Ideas (Level B)	41
Response Page Answer Keys	42-47

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Table of Contents

Passage 3 (Non-Fiction)

Valentine's Day: How Did It All Begin? (Level ■)	48
Valentine's Day: How Did It All Begin? (Level ▲)	49
Valentine's Day: How Did It All Begin? (Level ●)	50
Response Page: Key Ideas and Details (Level A)	51
Response Page: Key Ideas and Details (Level B)	52
Response Page: Craft and Structure (Level A)	53
Response Page: Craft and Structure (Level B)	54
Response Page: Integration of Knowledge and Ideas (Level A)	55
Response Page: Integration of Knowledge and Ideas (Level B)	56
Response Page Answer Keys	57-63

Passage 4 (Fiction)

The Myth of Cupid and Psyche (Level ■)	64-71
The Myth of Cupid and Psyche (Level ▲)	71-77
The Myth of Cupid and Psyche (Level ●)	78-83
Response Page: Key Ideas and Details (Level A)	84
Response Page: Key Ideas and Details (Level B)	85
Response Page: Craft and Structure (Level A)	86
Response Page: Craft and Structure (Level B)	87
Response Page: Integration of Knowledge and Ideas (Level A)	88
Response Page: Integration of Knowledge and Ideas (Level B)	89
Response Page Answer Keys	90-95

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Introduction

This close reading resource is designed to be used with students in grades 4-8 and provides many options for differentiation. The resource includes 4 different reading passages (3 fiction and 1 non-fiction). Each passage is written at 3 different reading levels (approximate grades 4-5, 6-7, and 7-8).

There are also 3 different Reading Response Sheets with text-dependent questions for each passage. Each of the 3 Reading Response Sheets are based on a specific Common Core Reading Domain: **Key Ideas and Details**, **Craft and Structure**, and **Integrating Knowledge and Ideas**. These Reading Response Sheets are also differentiated! I have created two levels (A and B): Level A is based on the Common Core Standards for grades 4-5, and Level B is based on the Common Core Standards for grades 6-8.

Leveled Passages

- The Bittersweet History of Chocolate (Grades 4-5)
- The Bittersweet History of Chocolate (Grades 6-7)
- The Bittersweet History of Chocolate (Grades 7-8)
- A True American Love Story: John and Abigail Adams (Grades 4-5)
- A True American Love Story: John and Abigail Adams (Grades 6-7)
- A True American Love Story: John and Abigail Adams (Grades 7-8)
- Valentine's Day: How Did It All Begin? (Grades 4-5)
- Valentine's Day: How Did It All Begin? (Grades 6-7)
- Valentine's Day: How Did It All Begin? (Grades 7-8)
- The Myth of Cupid and Psyche {Fiction} (Grade 5)
- The Myth of Cupid and Psyche {Fiction} (Grade 6-7)
- The Myth of Cupid and Psyche {Fiction} (Grade 8)

Text-Dependent Questions:

- Response Page: Key Ideas and Details (Level A)
- Response Page: Key Ideas and Details (Level B)
- Response Page: Craft and Structure (Level A)
- Response Page: Craft and Structure (Level B)
- Response Page: Integrating Knowledge and Ideas (Level A)
- Response Page: Integrating Knowledge and Ideas (Level B)

(Answer keys are provided for all of the above pages.)

Student Resources:

- Steps for Close Reading
- Annotations for Close Reading

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Introduction

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Student Resources

Steps for Close Reading

ONE 1 FIRST READING: KEY IDEAS AND DETAILS
Read the text to yourself, focusing on the key ideas and details. Annotate the text using the "Annotations for Close Reading" page.

TWO 2 RESPOND: KEY IDEAS AND DETAILS
Revisit the text to answer the questions on the "Key Ideas and Details" page. Make sure you support your answers with evidence from the text.

THREE 3 THINK-PAIR-SHARE
Discuss your responses on the "Key Ideas and Details" page with a partner.

FOUR 4 SECOND READING: CRAFT AND STRUCTURE
Reread the text to yourself, focusing on the craft and structure of the text. How does the author organize the text? How is vocabulary used in the text? What is the author's point of view or purpose? Annotate the text using the "Annotations for Close Reading" page.

FIVE 5 RESPOND: CRAFT AND STRUCTURE
Revisit the text to answer the questions on the "Craft and Structure" page. Make sure you support your answers with evidence from the text.

SIX 6 THINK-PAIR-SHARE
Discuss your responses on the "Craft and Structure" page with a partner.

SEVEN 7 THIRD READING: INTEGRATION OF KNOWLEDGE AND IDEAS
Reread the text to yourself, focusing on the integration of knowledge and id
What is claim is the author making in the text? How does the author support
his/her claim? How does the text connect to another piece of literature? Do
you have a personal experience that relates to something from the text?
Annotate the text using the "Annotations for Close Reading" page.

EIGHT 8 RESPOND: INTEGRATION OF KNOWLEDGE AND IDEAS
Revisit the text to answer the questions on the "Integration of Knowledge an
Ideas" page. Make sure you support your answers with evidence from the t

NINE 9 THINK-PAIR-SHARE
Discuss your responses on the "Integration of Knowledge and Ideas" page w
a partner.

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Annotations for Close Reading

- ★ Something important
- ___ Key words or details
- ✓ I understand
- ? I don't understand
- ⬭ Unfamiliar word
- ! I am surprised
- ∞ I made a connection

Preview

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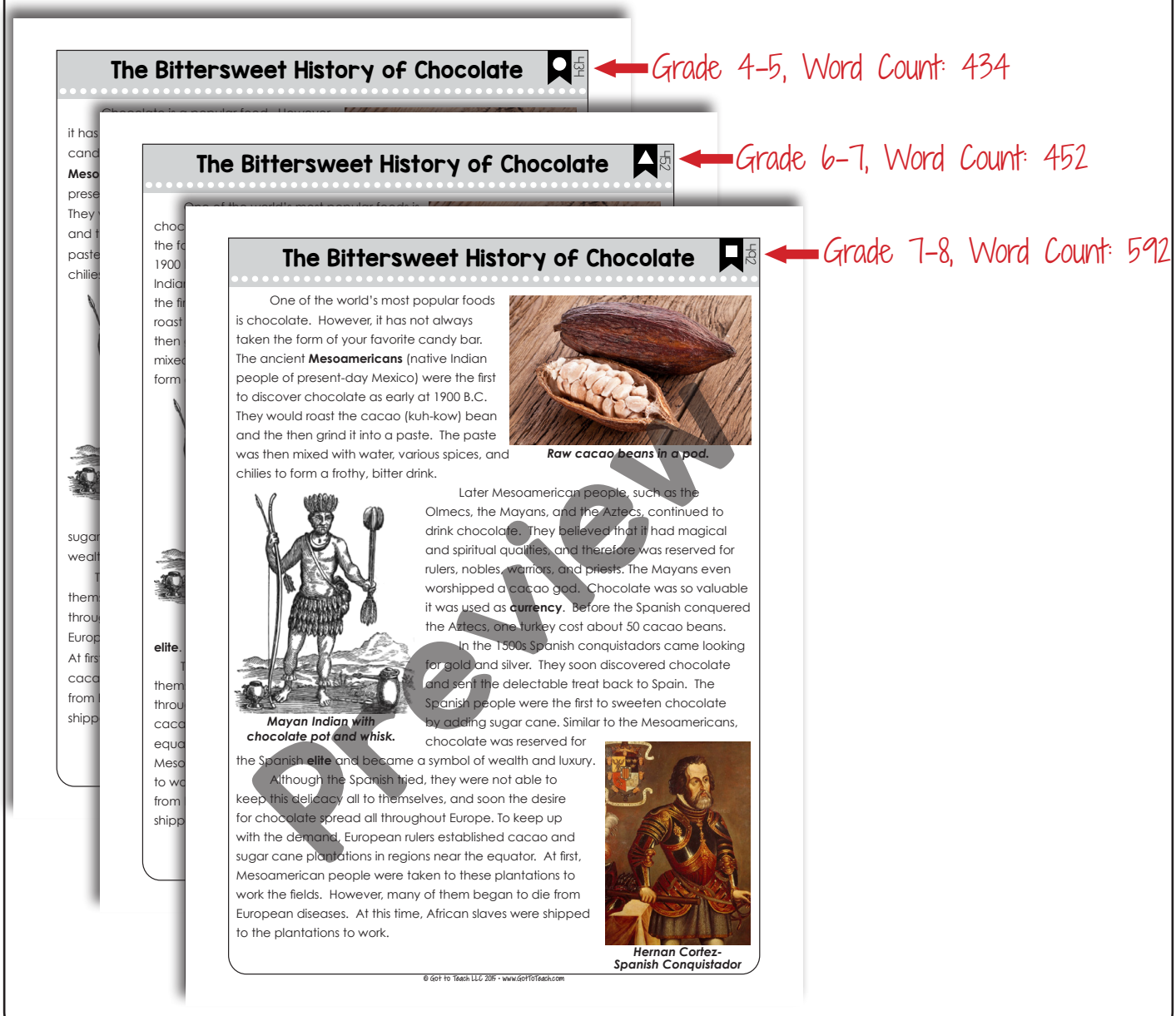
Leveled Passages

Each passage is written at three different reading levels. The reading levels are indicated with a shape, rather than a grade level; this is done to be sensitive to students who might be working below grade-level. The word count for each passage is located to the right of the grade level shape.

Approximate Reading Levels:

GRADES 4-5 GRADES 6-7 GRADES 7-8





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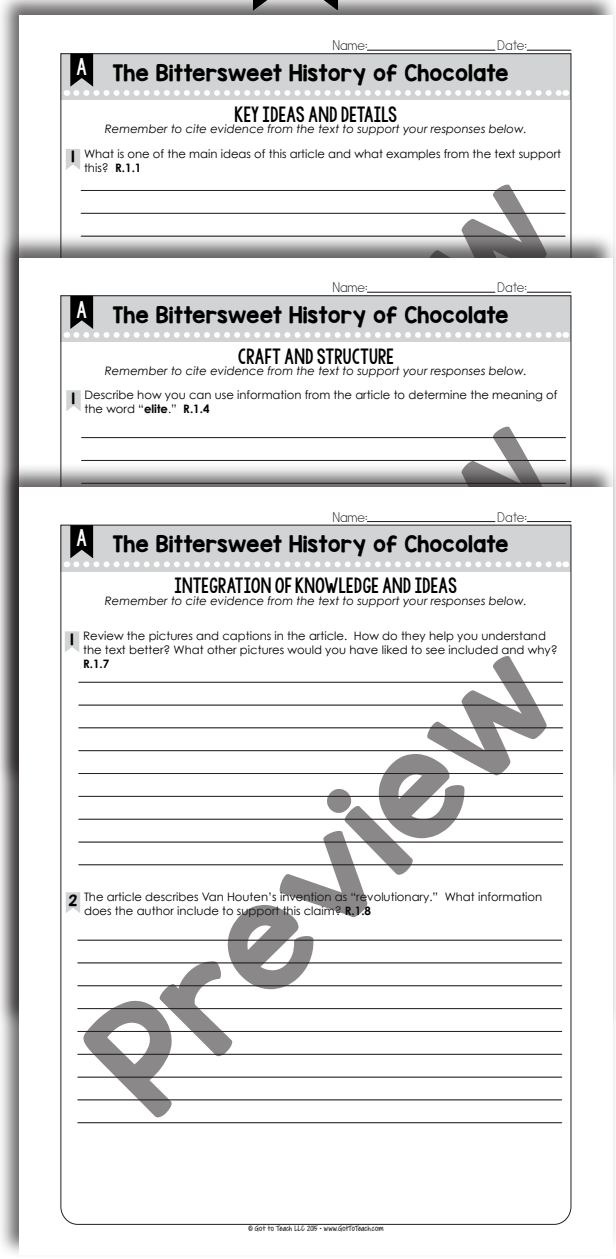
Leveled Response Pages

Each passage has 3 Common Core Reading Response Pages, one for each domain: **Key Ideas and Details**, **Craft and Structure**, and **Integrating Knowledge and Ideas.**

There are also 2 different levels of these Reading Response Pages. **Level A** was written based on the Common Core Standards for **grades 4-5**, and **Level B** was written based on the Common Core Standards for **grades 6-8**.

GRADES 4-5

LEVEL A


Name:_____ Date:_____

A The Bittersweet History of Chocolate

KEY IDEAS AND DETAILS

Remember to cite evidence from the text to support your responses below.

1 What is one of the main ideas of this article and what examples from the text support this? **R.1.1**

Name:_____ Date:_____

A The Bittersweet History of Chocolate

CRAFT AND STRUCTURE

Remember to cite evidence from the text to support your responses below.

1 Describe how you can use information from the article to determine the meaning of the word "**elite**." **R.1.4**

Name:_____ Date:_____

A The Bittersweet History of Chocolate

INTEGRATION OF KNOWLEDGE AND IDEAS

Remember to cite evidence from the text to support your responses below.

1 Review the pictures and captions in the article. How do they help you understand the text better? What other pictures would you have liked to see included and why? **R.1.7**

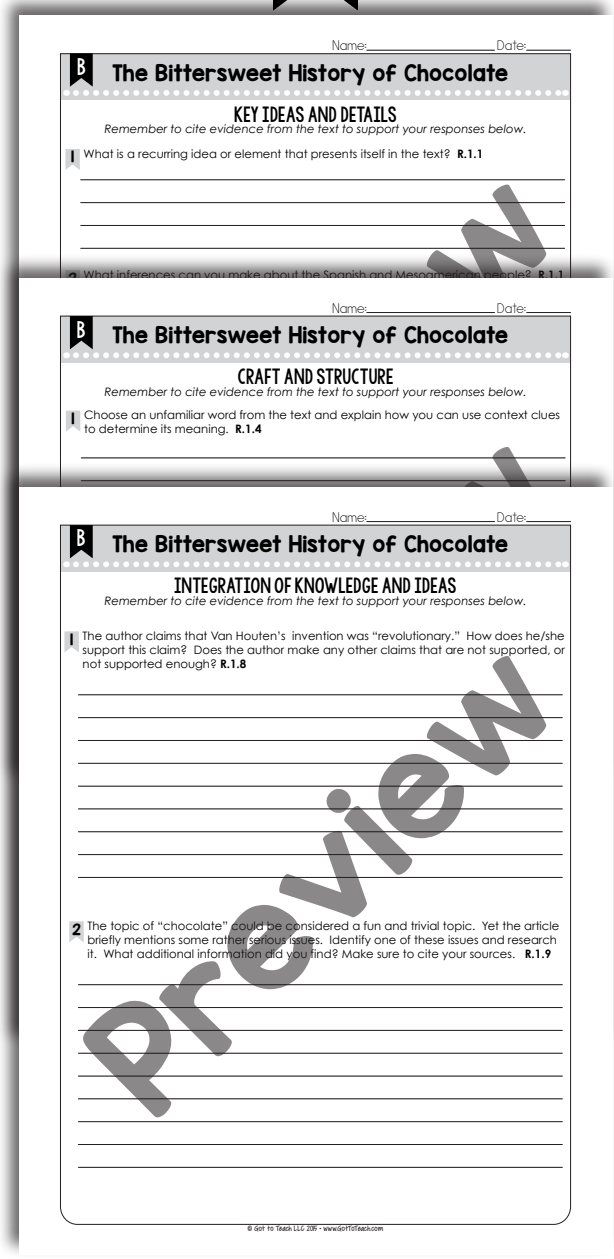
2 The article describes Van Houten's invention as "revolutionary." What information does the author include to support this claim? **R.1.8**

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Preview

GRADES 6-8

LEVEL B


Name:_____ Date:_____

B The Bittersweet History of Chocolate

KEY IDEAS AND DETAILS

Remember to cite evidence from the text to support your responses below.

1 What is a recurring idea or element that presents itself in the text? **R.1.1**

Name:_____ Date:_____

B The Bittersweet History of Chocolate

CRAFT AND STRUCTURE

Remember to cite evidence from the text to support your responses below.

1 Choose an unfamiliar word from the text and explain how you can use context clues to determine its meaning. **R.1.4**

Name:_____ Date:_____

B The Bittersweet History of Chocolate

INTEGRATION OF KNOWLEDGE AND IDEAS

Remember to cite evidence from the text to support your responses below.

1 The author claims that Van Houten's invention was "revolutionary." How does he/she support this claim? Does the author make any other claims that are not supported, or not supported enough? **R.1.8**

2 The topic of "chocolate" could be considered a fun and trivial topic. Yet the article briefly mentions some rather serious issues. Identify one of these issues and research it. What additional information did you find? Make sure to cite your sources. **R.1.9**

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Preview

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Answer Keys

Name:_____ Date:_____

A The Bittersweet History of Chocolate

KEY IDEAS AND DETAILS

Remember to cite evidence from the text to support your responses below.

1. What is one of the main ideas of this article and what examples from the text support this? **R.1.1**

One main idea is that chocolate has always been very popular. The Mesoamerican people used it as money and only allowed rulers, nobles, warriors, and priests to drink it. The Spanish sent it back to Spain and eventually started plantations to grow more $75 Billion a year is spent on chocolate!

2. What inferences can you make about the Mesoamerican people? **R.1.1**

I can infer that they were very traditional and had very specific customs. I inferred this because they had priests and worshiped a cacao god. I can also infer that they probably didn't like the Spanish. I can infer this because: they were "conquered" by them, the Spanish made them work on plantations, and the Spanish spread diseases that killed many of them.

3. Summarize the text in exactly four sentences. **R.1.2**

The Mesoamericans were the first to discover chocolate and they reserved it only for the elite people of their society. The Spanish discovered it when they came to Mesoamerica and they sent it back to Spain. It became popular in Europe among the elite, as well. Two new inventions in the 1800s made it much more affordable and started a chocolate "boom."

4. Describe the relationship between the Aztecs and the Spanish Conquistadors. **R.1.3**

It must not have been a very good relationship. The Spanish came looking for silver and gold and ended up taking their chocolate too. The Spanish "conquered" them, forcing them to work on plantations. The Spanish also spread diseases that killed many of the Aztecs.

5. Describe how the cocoa press worked and why it was helpful for making chocolate. **R.1.3**

The cocoa press could squeeze all of the cocoa butter out of the beans, leaving just the solid part of the cocoa bean. The leftover solids could then be ground down into a powder. The

Name: Possible Answers Date:_____

A The Bittersweet History of Chocolate

CRAFT AND STRUCTURE

Remember to cite evidence from the text to support your responses below.

1. Describe how you can use information from the article to determine the meaning of the word "**elite**." **R.1.4**

"Elite" means the upper-class or wealthy people in a society. The text says, "...chocolate was reserved for the Spanish elite and became a symbol of wealth and luxury." Th text also says that "chocolate remained a nectar of the elite until a revolutionary invention..."

2. Describe how you can use information from the article to determine the meaning of the word "**revolutionary**." **R.1.4**

"Revolutionary" means very new and causing major changes. The text uses this word to describe Van Houten's invention, which was new and caused major changes. It made chocolate solid when it had always been a drink. It also made chocolate more affordable so that it was not just for the elite. Chocolate was never the same again, so it was "revolutionary."

3. Describe how the overall text is organized. How is it similar to or different than other texts you have read (e.g. science textbook, novel, etc.)? **R.1.5**

The text is organized in chronological order, starting with 1900 B.C. and ending with the present. The article is made up of paragraphs that each cover a major historical event or era related to chocolate. There are also pictures in the text that relate to the topics that are being presented.

4. The article includes information about Spanish conquistadors. Compare and contrast this information with what your social studies textbook says about Spanish conquistadors. **R.1.6**

Both the article and the textbook include Spanish conquista... gold. The textbook doesn't mention cacao, t... about the conquistadors and h...

Name:_____ Date:_____

B The Bittersweet History of Chocolate

KEY IDEAS AND DETAILS

Remember to cite evidence from the text to support your responses below.

1. What is a recurring idea or element that presents itself in the text? **R.1.1**

One element that repeats in the article is that for most of its history, chocolate was only for the very elite people in society. The Mesoamericans only allowed warriors, nobles, rulers, and priests to drink it. For the Spanish, it was a "symbol of wealth and luxury." It was not until the 1800s that it became accessible to everyone else.

2. What inferences can you make about the Spanish and Mesoamerican people? **R.1.1**

It seems like the Spanish of this era were really just looking out for their own interests. They took the Aztecs' silver, gold, and cacao. They also made them work on plantations. The Mesoamerican people must have been angry about the Spanish conquistadors, not only did they take their silver, gold, and cacao, they also spread deadly diseases.

3. Summarize the text in exactly four sentences. **R.1.2**

The Mesoamericans were the first to discover chocolate and they reserved it only for the elite people of their society. The Spanish discovered it when they came to Mesoamerica and they sent it back to Spain. It became popular in Europe among the elite as well. Two new inventions in the 1800s made it much more affordable and started a chocolate "boom."

4. Describe the relationships that the Spanish had with other people. **R.1.3**

Based on information from this article, it seems that the Spanish might have had some pretty tense relationships with others. They "conquered" the Aztecs, owned slaves, and tried to keep chocolate a secret from the European neighbors.

5. Describe how the cocoa press worked and why it was so "revolutionary". **R.1.3**

The cocoa press could squeeze all of the cocoa butter out of the beans, leaving just the solid part of the cocoa bean. The leftover solids could then be ground down into a powder. It was revolutionary because it changed the form of chocolate to solid (it had always been a drink) and it made it more affordable so it was no longer just for the elite.

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Name:_____ Date:_____

B The Bittersweet History of Chocolate

CRAFT AND STRUCTURE

Remember to cite evidence from the text to support your responses below.

1. Choose an unfamiliar word from the text and explain how you can use context clues to determine its meaning. **R.1.4**

"abate" means to lessen or decrease. The text says, "Soon companies...began factory assembly lines, producing chocolate at a staggering rate that has yet to abate." This sentence is in the paragraph that describes the chocolate "boom." The paragraph also concludes with how $75 billion is spent on chocolate a year, which also means production has yet to "abate."

2. Reread the first two sentences of the article. Describe how they prepare the reader (you) for reading the rest of the article. **R.1.5**

These two sentences tell me two things: 1. this article will likely talk about how popular chocolate is, and 2. chocolate has changed throughout time.

3. Describe how the overall text is organized. How is it similar to or different than other texts you have read (e.g. science textbook, novel, etc.)? **R.1.5**

The text is organized in chronological order, starting with 1900 B.C. and ending with the present. The article is made up of paragraphs that each cover a major historical event or era related to chocolate. The article's organization is very similar to a social studies textbook. However, it does not contain subheadings that are common in social studies or science texts.

4. What is the author's purpose for writing this article? Does the author's reveal his/her point of view or opinion in the text? **R.1.6**

One purpose is to inform. The author includes factual information about chocolate, like the extracting cocoa butter from beans. Historical information is also included, like cultural values of the Mesoamericans and the Spanish. The author's point of view seems neutral. He/she does mention plantations and slavery, so perhaps that is an attempt to present the Spanish conquistadors in a negative way.

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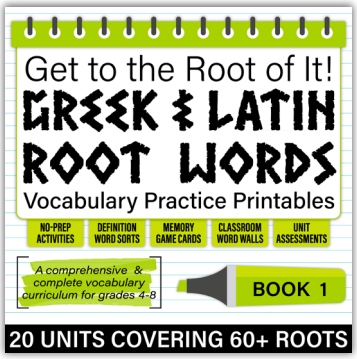
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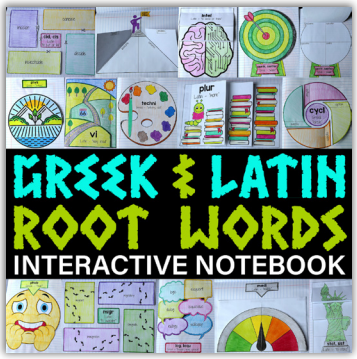
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VOCABULARY RESOURCES

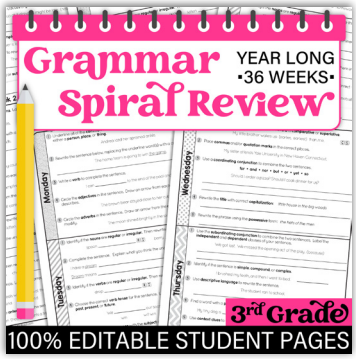


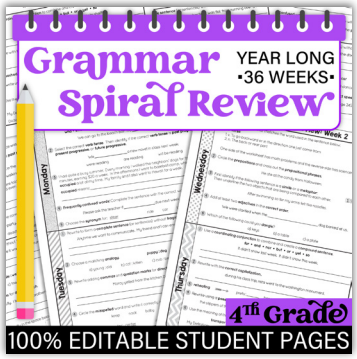


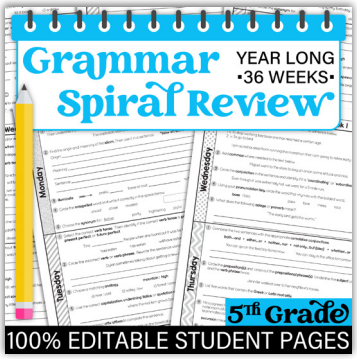


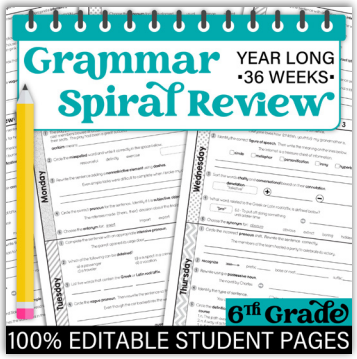


DAILY LANGUAGE REVIEWS (GRADES 3-8)

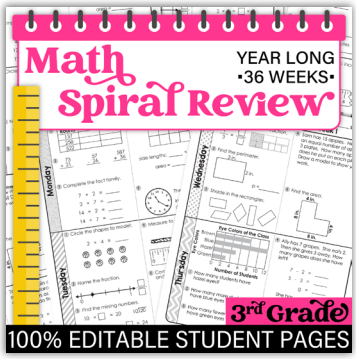


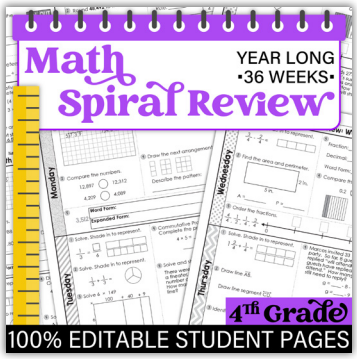


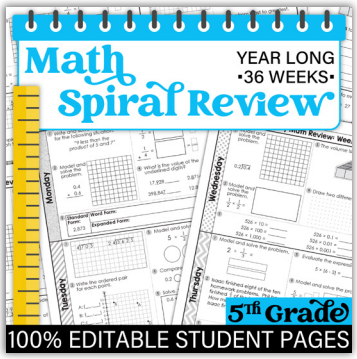


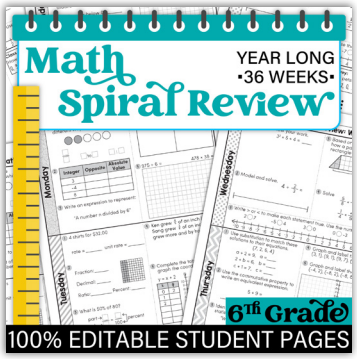


DAILY MATH REVIEWS (GRADES 3-6)









MATH SKETCH NOTES

