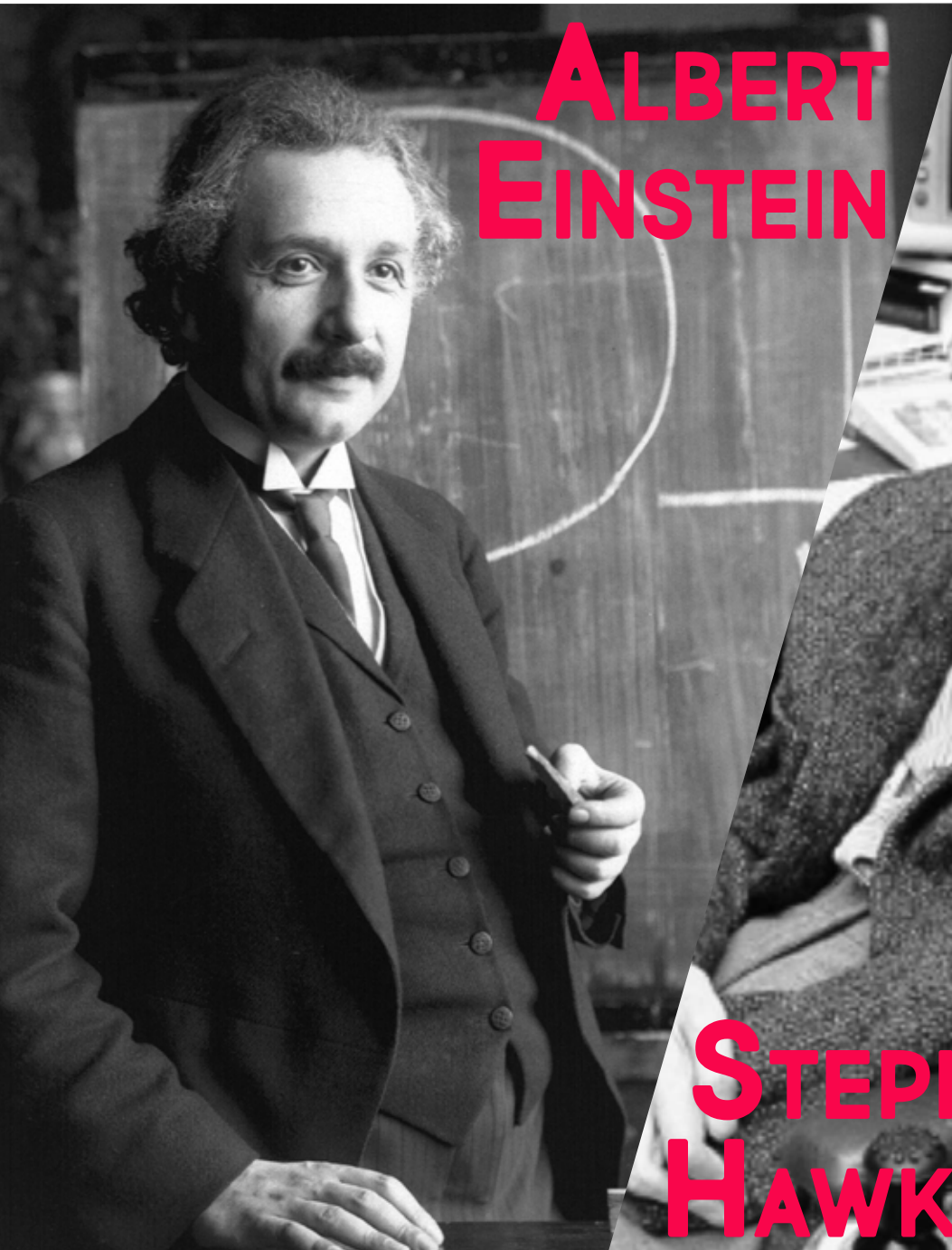


CLOSE READING • TEXT-DEPENDENT QUESTIONS



**ALBERT
EINSTEIN**



**STEPHEN
HAWKING**

FLUENCY PRACTICE • DIFFERENTIATED LEVELS

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RESOURCE OVERVIEW

This close reading and fluency resource is designed to be used with students in grades 4-8 and provides many options for differentiation. The resource includes 2 different reading nonfiction passages. 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.

In addition to the leveled passages and Reading Response Sheets, this resource also included a fluency component. Each of the leveled close reading passages have been formatted into fluency passages that can be used with your students who struggle with reading expression and word recognition. These passages afford your students the valuable practice of repeated readings and progress monitoring.

Student Resources:

- Steps for Close Reading
- Annotations for Close Reading

Leveled Passages

- Albert Einstein (Grades 4-5)
- Albert Einstein (Grades 6-7)
- Albert Einstein (Grades 7-8)
- Stephen Hawking (Grades 4-5)
- Stephen Hawking (Grades 6-7)
- Stephen Hawking (Grades 7-8)

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.)

Fluency Passages:

- Albert Einstein (Grades 4-5)
- Albert Einstein (Grades 6-7)
- Albert Einstein (Grades 7-8)
- Stephen Hawking (Grades 4-5)
- Stephen Hawking (Grades 6-7)
- Stephen Hawking (Grades 7-8)

RESOURCE OVERVIEW

Dear Teacher,

Thank you so much for purchasing this resource that I worked very hard on. I hope it makes your challenging job as a teacher just a little bit easier. If you are interested in sharing this resource with you colleagues, please take advantage of my multiple license pricing; every additional classroom license is 50% off!

Questions or comments? Please email me at GotToTeach@icloud.com

Thank you for your purchase,

Melissa Tallman

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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 ideas. What is the claim the author is making in the text? How does the author support his/her claim? How does the text connect to another piece of literature or to your own life? 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 and Ideas" page. Make sure you support your answers with evidence from the text.
- NINE**
9 **THINK-PAIR-SHARE**
Discuss your responses on the "Integration of Knowledge and Ideas" page with 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

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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

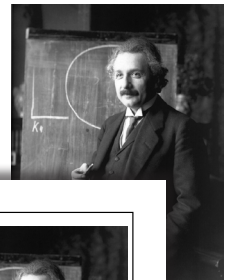


Grade 4-5 →

ALBERT EINSTEIN

unorthodox- different from what is usually done or accepted
postulates- statements that are accepted as being true and that are used as the basis of a theory or argument

He never limited his thinking and work to the common methods of the "experts". Because of his **unorthodox** methods, he was rejected by the scientific community. Many fellow scientists

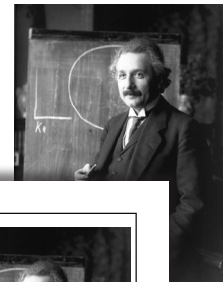


Grade 6-7 →

ALBERT EINSTEIN

unorthodox- different from what is usually done or accepted
postulates- statements that are accepted as being true and that are used as the basis of a theory or argument

was uncommon, and even discouraged, in the field. He refused to limit his thinking and work to the common ideas and methods of the "experts". Because of his **unorthodox** methods,



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Grade 7-8 →

ALBERT EINSTEIN

unorthodox- different from what is usually done or accepted
postulates- statements that are accepted as being true and that are used as the basis of a theory or argument
colleague- a person who works with you in a particular field of study
tenacity- the quality of being very determined

The term genius is used to describe a person who displays great intellectual ability as well as creative productivity. However, not all genius is recognized immediately. In fact, some of the brightest individuals were not considered geniuses until after years of having their ideas rejected. One of these individuals was Albert Einstein.

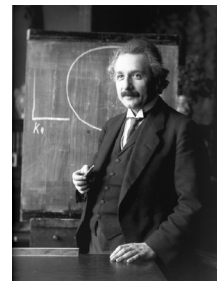
While growing up, Einstein was slow to learn to speak and he struggled in school. Although he had an inquisitive nature about the world and was mathematically inclined, he didn't quite fit in to the school setting. Einstein once said "Education is what remains after one has forgotten what one has learned in school." He didn't like to attend class or take exams, and he became unpopular with his teachers.

Einstein viewed science with a creativity that was uncommon, and even discouraged, in the field. He refused to limit his thinking and work to the conventional ideas and methods of the "experts". Because of his **unorthodox** methods, he faced rejection from the scientific community.

Many fellow scientists disregarded his theories because they were not supported by previously accepted **postulates**.

Einstein published a revolutionary paper on the photoelectric effect in 1905. Up until this time, mainstream science considered light to be a continuous electromagnetic wave. Einstein challenged this notion and explained that light is actually comprised of distinct particles. Sixteen years later, he won the Nobel Prize in Physics for this paper.

That same year, Einstein also shocked the scientific community with his theory of relativity, which determined that time, weight, and mass are not constant. He often explained relativity by saying,



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lleged
ade
on the

This
are
ying,
it

ANSWER KEYS

Name: Possible Answers Date: _____

A

ALBERT EINSTEIN

KEY IDEAS AND DETAILS

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

- 1 The author writes that "not all genius is recognized immediately." How does this apply to Einstein?
The author says he was not like to speak up and says he was

Name: Possible Answers Date: _____

A

ALBERT EINSTEIN

CRAFT AND STRUCTURE

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

- 2 In what way does Einstein not like to be called a genius?
When Einstein was in school and different with the other students that follow

- 1 Describe the word "genius".
The article says science believes that share a common

- 3 What is one of the main ideas of the article?
Main Idea: It is in school and different with the other students that follow

- 2 In the last paragraph, root and the c
dis- = apart
The word dis-
"sent away"

- 4 How did Einstein's theory of relativity not align with the other scientists?
Early on, other scientists and studies not align with

- 3 How is the evidence in the text?
The text is Einstein's e
then talks a
Next the a
paragraph d
music and s

- 5 How did Einstein influence the world's first atomic bomb?
He influenced atomic bomb world's first

- 4 How does Einstein's theory of relativity support the claim that "time is relative"?
R1.1.6
Einstein's a
This support
go to class
longer." This

Name: Possible Answers Date: _____

A

ALBERT EINSTEIN

INTEGRATION OF KNOWLEDGE AND IDEAS

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

- 1 Explain what is happening in the diagram on the second page of the article. Does the diagram help you understand the article better? **RI.1.7**

The diagram is showing a solar eclipse, which is when the sun's light is blocked on Earth by the moon. The light of the star is actually bending around the sun, instead of traveling in a straight line. It is bending because of the gravitational pull from the sun. This bending allows someone on Earth to see the light from the star during a solar eclipse even though the star is behind the sun. The perceived location of the star is what people see on Earth, but it is not actually where the star is. The diagram really helped me understand the text in paragraph 6, by providing me with a visual of the star's light. It also helped me understand the theory of relativity a bit more and how the light of the star was not constant and was effected by the gravitational pull of the sun.

- 2 In the last paragraph, the author states that Einstein led to "...some of the most important scientific discoveries in history." How does he/she support this claim? **RI.1.8**

In The article outlines two major discoveries of Einstein. It first covers the photoelectric effect, where he discovered that light is actually made of particles. Before this, everyone believed that light was one continuous electromagnetic wave. He won the Nobel Peace Prize for this discovery.

He also discovered the theory of relativity, "...which determined that time, weight, and mass are not constant". This discovery "shocked the scientific community".

FLUENCY PASSAGES

Each leveled passage is formatted for fluency practice!

THE GREAT DEPRESSION

Imagine a time in America when a dozen eggs cost less than \$0.30, and filling your gas tank cost around \$0.75. Your dream home on a farm was only \$4,200. These are the actual expenses during the 1930s. Yet even with such low prices, this era saw more hungry and homeless people ever in the nation's history. Millions of people were unemployed and the fortunate few who did work earned around \$2-3 a day. This period in American History is known as the Great Depression, and it was the worst economic disaster the country had ever seen.

Several factors led to the terrible collapse that caused The Great Depression. The previous years, known as the "Roaring Twenties", were a time of amazing economic growth. The stock market was booming and many Americans were hoping to get rich by investing money into rapidly rising stocks. Initially, all of the investors profited; however, this success was based on a flawed banking system. Banks and brokers lent money to almost anyone for stock market speculation. Everyone was confident that stock prices would only continue to rise. Some people even stole money to invest, assuming they would easily repay the "loan" when the stock values increased.

In 1929 signs of trouble appeared, and it became clear that this massive economic growth couldn't continue. Consumer spending decreased, the nation's unemployment rate rose, and many stocks were restructured. The stock market dipped significantly, yet most people denied any possible problems and remained positive about their money. Some bankers and brokers even tried to control the market in order to make stocks appear profitable to investors. Their efforts were pointless, and on October 29, 1929, the day that is now known as "Black Tuesday", the market crashed as people rushed to the banks to pull their money out of the stocks and out of the banks. America was sent into downward spiral that would take ten years to recover from.

The stock market crash caused an almost instant change in America. The crash financially destroyed so many people that even those who never invested in stocks were affected. Banks and businesses closed, and millions lost their jobs. Many wealthy people of the 1920s lived in poverty during the 1930s. Citizens looked to the government for help. However, even the government was strained and overwhelmed by the disaster.

In 1932, America elected Franklin Delano Roosevelt for president. He promised to heal the economy with The New Deal, which was several programs designed to end hunger and unemployment. While many of The New Deal policies were successful, the Great Depression continued until the beginning of World War II. During this time, war-related industry and manufacturing increased, and Americans united to help win the war.

Date: words read: _____
errors: _____
cold score: _____

Date: words read: _____
errors: _____
hot score: _____

THE GREAT DEPRESSION

Fluency: Teacher's Notes

Student's Name: Student's Name (Sample)

Date: 10/20/21 words read: 145
errors: 5
cold score: 140

Date: 10/20/21 words read: 149
errors: 2
hot score: 147

OBSERVATIONS

TRACKING

- ☒ Finger Pointing
- ☐ Line by Line (index card)
- ☒ No Tracking

VOICE

- ☐ Strong Accent (EL)
- ☐ Monotone
- ☐ Expressive
- ☐ Speech Concern
- ☐ Loud/Quiet

PACING

- ☐ Sounding Out
- ☐ Word Calling
- ☐ Chunks
- ☒ Attends to Punctuation

Teacher Notes:

Imagine a time in America when a dozen eggs cost less than \$0.30, and filling your gas tank cost around \$0.75. Your dream home on a farm was only \$4,200. These are the actual expenses during the 1930s. Yet even with such low prices, this era saw more hungry and homeless people ever in the nation's history. Millions of people were unemployed and the fortunate few who did work earned around \$2-3 a day. This period in American History is known as the Great Depression, and it was the worst economic disaster the country had ever seen.

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GRADE	%TILE	FALL WMP	WINTER WMP	SPRING WMP	GRADE	%TILE	FALL WMP	WINTER WMP	SPRING WMP
3	90	128	146	162	6	90	177	195	202
	75	29	120	137		75	153	167	177
	50	21	72	107		50	127	140	150
	25	44	62	78		25	98	111	122
	10	21	36	48		10	68	82	93
4	90	145	166	180	7	90	180	192	204
	75	34	139	152		75	154	165	177
	50	24	87	123		50	128	139	150
	25	45	61	72		25	102	109	120
	10	25	36	48		10	79	88	98
5	90	164	182	194	8	90	185	199	204
	75	39	136	150		75	161	173	177
	50	25	85	109		50	133	144	151
	25	45	61	72		25	106	115	124
	10	25	36	48		10	77	84	92

FLUENCY SYMBOLS AND NOTATIONS

READING BEHAVIOR	MARKING CONVENTION	EXAMPLE
Substitution (one error unless self-corrected. Record one error regardless of number of incorrect attempts)	Write each attempted word above the actual word.	She realized it was...
Omission (one error)	Draw a line the word.	The hard worker...
Insertion (one error)	Use an ^ at point of insertion with inserted word above it.	The bear followed...
Repetition of one word (no error)	R - one repetition R2 - two repetitions R3 - three repetitions	She realized it was...
Repetition of phrase (no error)	Use an R with a line and arrow indicating the phrase that was repeated.	Many people saw it...
Self-correction (no error)	Write SC after the error to indicate error was corrected.	Several factions formed...
Intervention- student confused and unwilling to try again (one error)	Write TA if you need to prompt student to "try again". Use brackets around the text the student needed help with.	It is an impossible feat...
Intervention- unable to read a word (one error)	Write T above the word if you need to tell the child the word after 5-10 seconds.	It is an impossible feat...

FLUENCY PROGRESS CHART

Name: Student's Name (Sample)

Passage	1	2	3	4	5	6	7	8	9	10	11	12
Date	10/20/21	10/20/21	10/20/21									

VIDEO COMPANIONS

The following videos can be shown to your students after reading the two passages. These videos will be used to answer responding questions that cover the following standards.

CCSS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

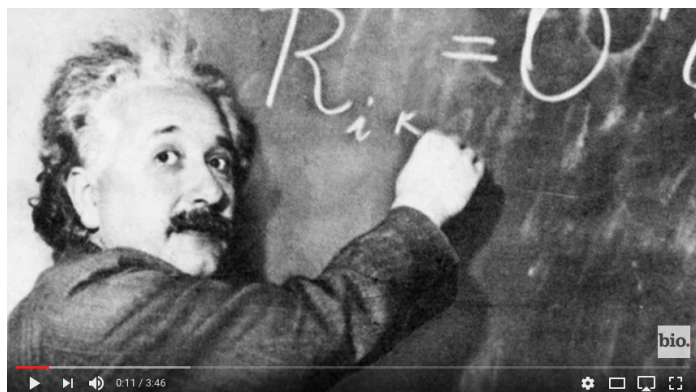
CCSS.ELA-LITERACY.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

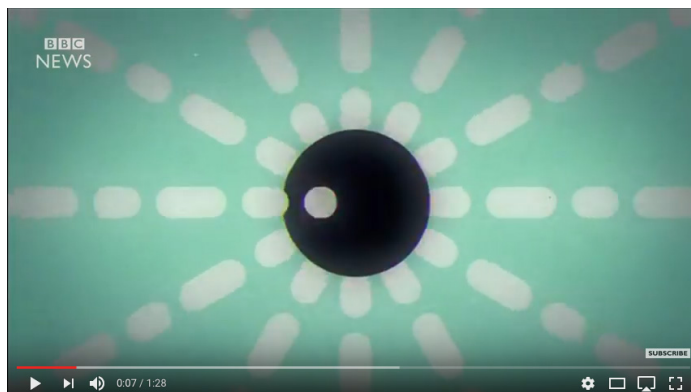
CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**ALBERT EINSTEIN:
MINI BIOGRAPHY**
<http://bit.ly/2jlkj1v>

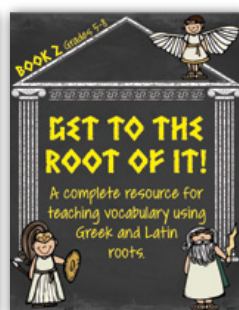
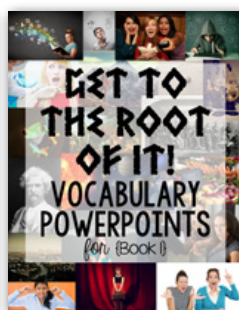
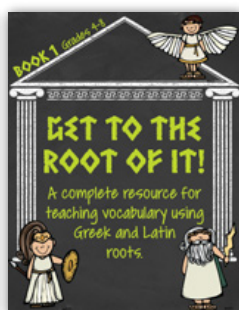
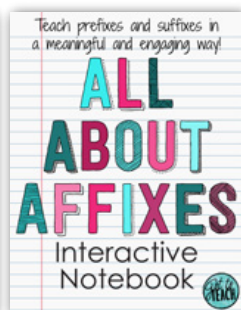
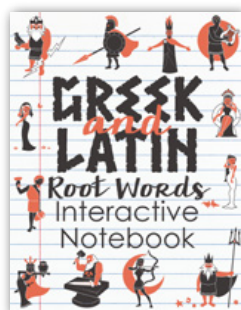


**STEPHEN HAWKING
EXPLAINS BLACK
HOLES IN 90 SECONDS**
<http://bit.ly/2id5PqP>

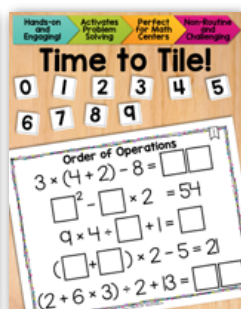




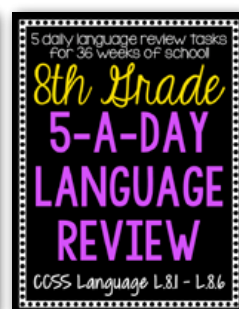
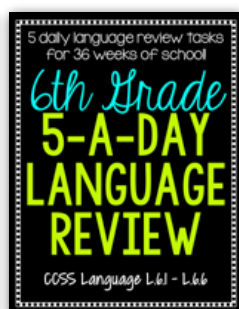
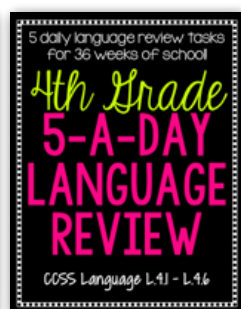
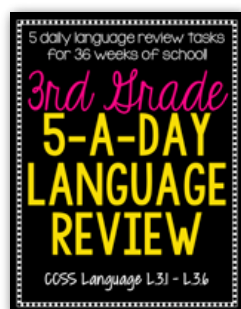
VOCABULARY RESOURCES:



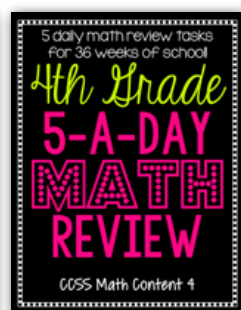
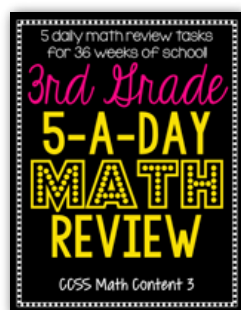
HANDS-ON MATH TILES:



DAILY LANGUAGE REVIEWS (GRADES 3-8):



DAILY MATH REVIEWS (GRADES 3-6):



SIGN UP FOR MY NEWSLETTER:

