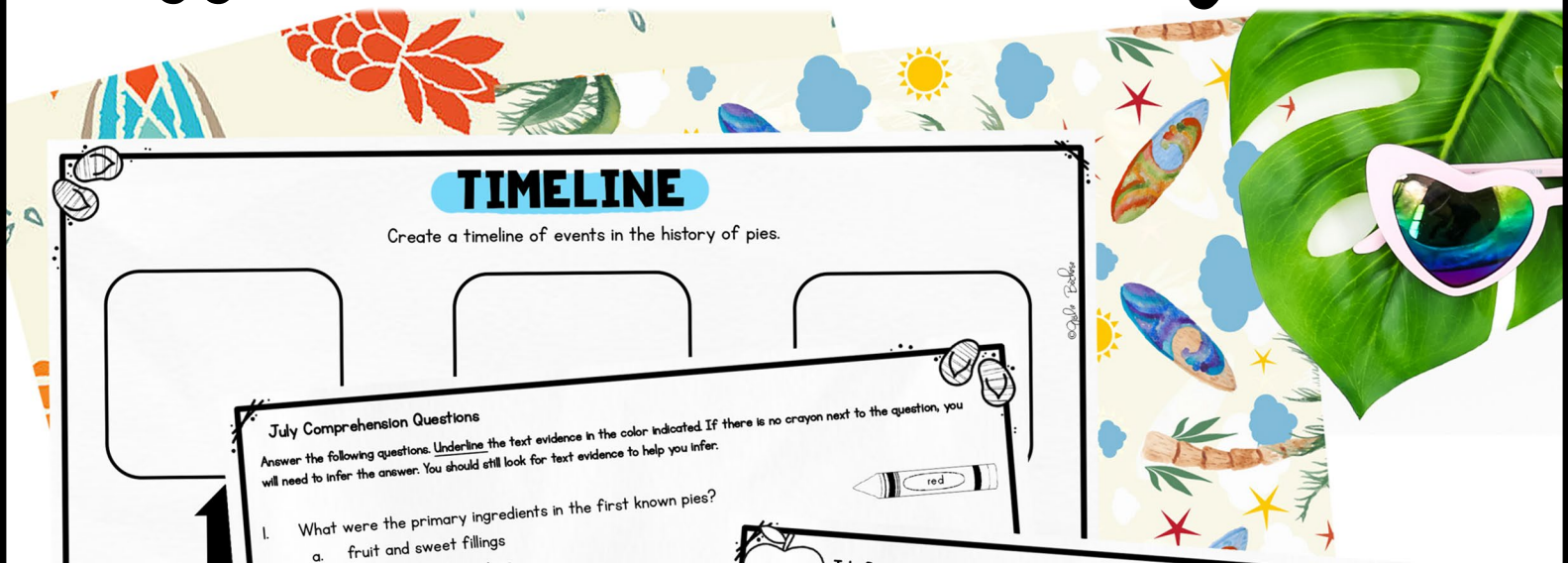
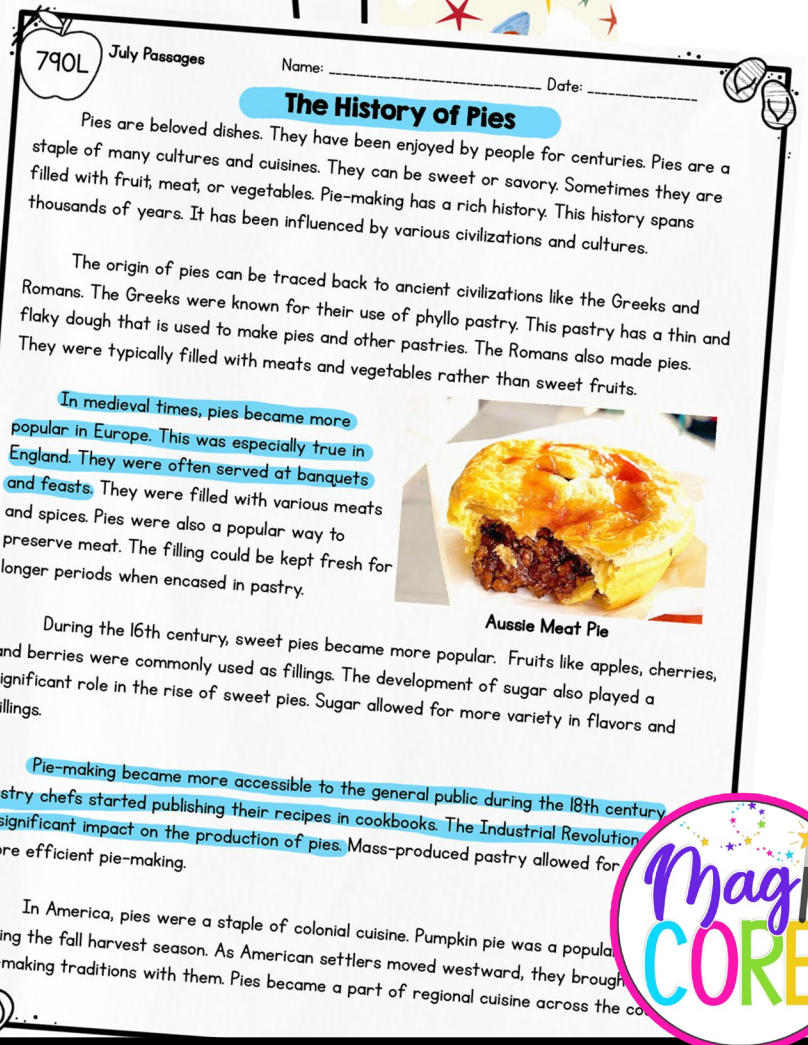
JULY

Differentiated Passages

LEXILE®





4th & 5th Grade

Mag CORE

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."

810L

July Passages

Name: _____ Date: _____

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.



Celebratory fireworks for the 4th of July

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.

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.

©Julie Bochese

Fourth of July

The 4th of July is also known as Independence Day. It is a federal holiday in the United States that commemorates the adoption of the Declaration of Independence on July 4, 1776. This historic document declared the thirteen American colonies independent from British rule and 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, 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 and 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 and used it as a platform to speak out against war, racism, and other social issues.



Celebratory fireworks for the 4th of July

Today, the 4th of July is celebrated in a variety of ways. Parades and fireworks displays are still popular, as are picnics and barbecues. Many 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.

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.

©Julie Bacha

July Comprehension Questions

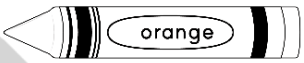
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

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?

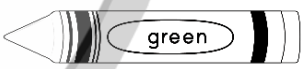


   a. 1776
   b. 1870
   c. The 1960s
   d. The 1970s

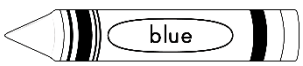
3. Describe how the Fourth of July was celebrated differently in the 1960s and 1970s as opposed to the WWII era. Use evidence from the text to support your answer.



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.



©Julie Bochese

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:

©Julie Backus

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?

©Julie Bachosa

Sign Here, Please

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

ACT ONE:

Scene I:

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)*

©Julia Bochoso

July Passages

Scene 2:

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

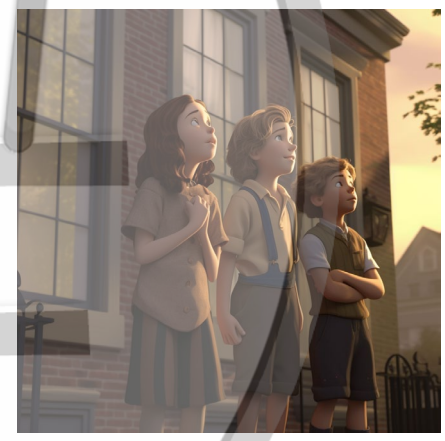
Narrator: Three children, Lucy, Jack, and Will, cannot resist seeing what is happening in Independence Hall. They had missed their chance when the colony delegates had gathered in July. Today is a new opportunity.

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.

©Julie Bochorse

(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.

©Julie Bochorsa

Sign Here, Please

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

ACT ONE:

Scene I:

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, as president of the Continental Congress, stands to address the gathered delegates.)

John Hancock: Thank you, Thomas. *(nods to Jefferson)* Gentlemen, this is our Declaration of Independence. We have explained our purpose, listed our grievances against King George III and Great Britain, and 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)*

©Julia Bochoso

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, but 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 and drops into the building. After a moment, she reappears and looks down at the boys.)

Lucy: *(whispers)* This room is clear, so 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, and 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.

©Julia Bochoso

(The voices of the colony delegates can be heard as 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, allowing 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 and 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, and we are all going to be citizens of our own country, boys!

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

©Julie Bochorso

July Comprehension Questions

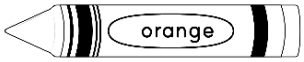
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the role of the narrator?



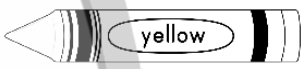
   a. to play everyone's part
   b. to set the scene and inform the audience of events
   c. to read each role of each character
   d. the author of the poem

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

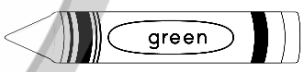


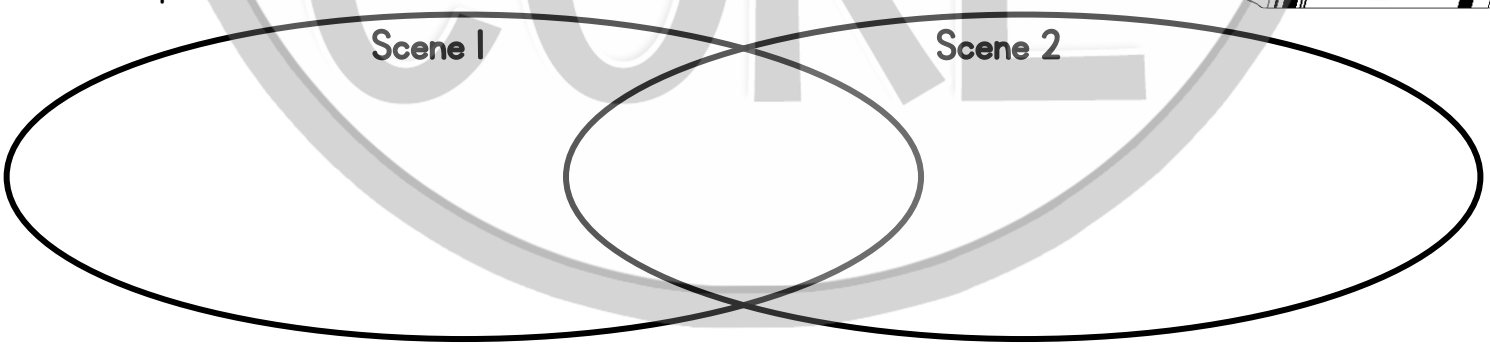
   a. Benjamin Franklin
   b. Thomas Jefferson
   c. John Hancock
   d. George Washington

3. Describe the events happening in Scene 2.

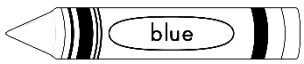


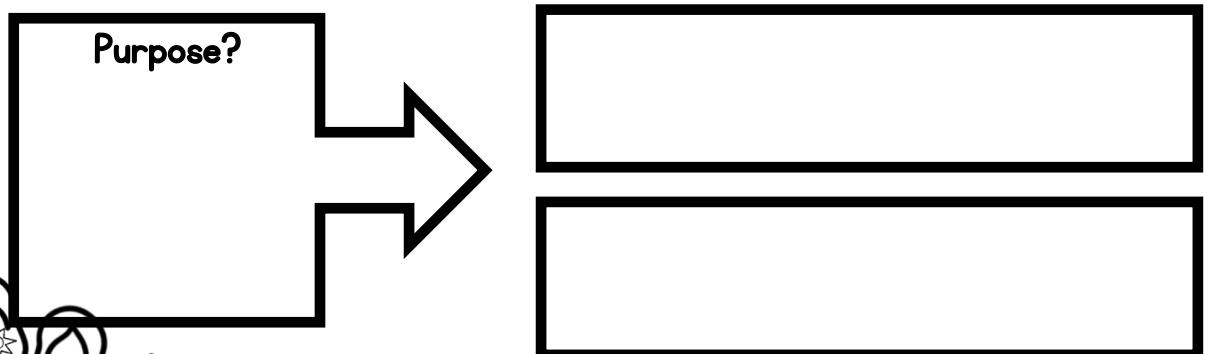
4. Compare and contrast Scene 1 and Scene 2.





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





©Julie Bochorse

STRUCTURE

TITLE OF THE PLAY

CHARACTERS

SETTING

PLOT

©Julia Barbosa

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.

©Julie Bachosa

750L

July Passages

Name: _____ Date: _____

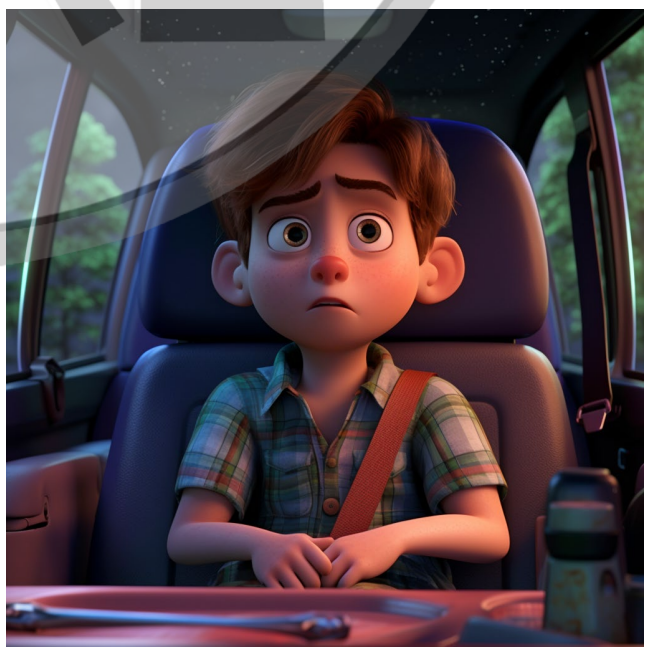
Meadow Lake Summer Camp

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.

©Julie Bocharo

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."

©Julie Bocharo

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.

©Julie Bocharo

930L

July Passages

Name: _____ Date: _____

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.

This all sounded absolutely horrible. I loved our small apartment in the city where everything was right within walking distance. I could visit the library, Mr. Mariani's Italian 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, but I occasionally saw some pigeons, and 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 particular interest. I wasn't going to suddenly *stop* liking comic books if I met a bunch of kids who enjoyed making crafts out of sticks and rocks or were super into swimming.

Swimming. I shuddered in my seat just thinking about that activity. 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 and playing volleyball in a lake. There were also pictures of colorful canoes 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 because 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.

©Julie Bocharo

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!"

©Julie Bochorse

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.

©Julie Bocharo

July Comprehension Questions

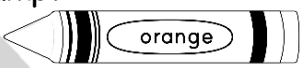
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

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



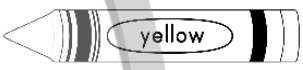
   a. upset and sad
   b. nervous and dreadful
   c. excited and antsy
   d. annoyed and hesitant

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

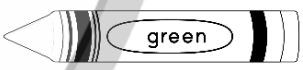


   a. He didn't like the thought of the outside activities there.
   b. He was afraid he wouldn't be able to make his weekly visits to the library.
   c. He was afraid his mom would discard all of his comic books while he was away.
   d. He was worried that he wouldn't make any new friends.

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.



©Julie Bochorse

CHARACTER MAP

Analyze the character Aidan from the story using this organizer.

Character feelings

Character thoughts



Aidan

Character actions

Character opinions

©Julia Barbosa

MEADOW LAKE SUMMER CAMP RESPONSE

In "Meadow Lake Summer Camp," Aidan initially dreaded going to camp but changed his mind once he got there. Write a story describing the events that would have happened if Trent Burston would not have been at summer camp. How would Aidan's experience have been different? Use evidence from the text to support your response.

©Julie Bachosa

Terms of Use

How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go

- Use this resource personally or with your own children.
- Use this resource in your own classroom with your students.
- Provide this resource to your students to use at your instruction.
- Print and/or copy for use in your own classroom.
- Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
- Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
- Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:

https://magicorelearning.com/

https://www.teacherspayteachers.com/Store/Magicore



Not O.K.

- Share with others to use personally.
- Share with others to use in another classroom.
- Print or copy any page(s) and distribute them to other teachers or other classrooms.
- Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom., including but not limited to personal, classroom, or district websites that are accessible to the general public.
- Use this resource commercially (e.g. Outschool).
- Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

© Copyright 2023. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at https://magicorelearning.com/terms-of-use.

Let's Connect!

www.magicorelearning.com

https://www.teacherspayteachers.com/Store/Magicore

https://www.facebook.com/Magicorelearning/

https://www.instagram.com/magicorelearning

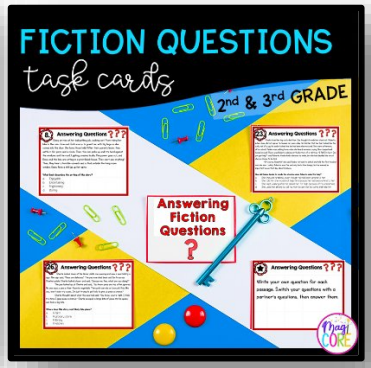
https://www.pinterest.com/magicorelearning/

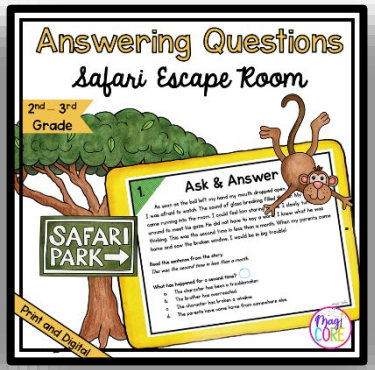
Julie@magicorelearning.com

Looking for more?









CREDITS

https://upload.wikimedia.org/wikipedia/commons/b/b7/Fruit_ice_lollies_%288588758339%29.jpg

https://upload.wikimedia.org/wikipedia/commons/b/bb/Aussie_meat_pie_%28cropped%29.jpg