

PAIRED PASSAGES

GRADE

4



Nonfiction

Fiction

Nonfiction

A frog begins life as a tiny egg in the water. It floats in a jelly-like cluster of hundreds of other eggs. Within a few days, the eggs hatch. Now, tiny tadpoles swim for their lives! A pond is home to many different kinds of animals.

A frog changes a lot during its life cycle.

Nonfiction

Fiction

Fiction

Old Frog nodded. "We are each left with a reminder. Now, every frog begins life in a pond with a small, gray tail. As soon as we hatch, we must use those tails to swim away from hungry creatures. Gradually, our tails disappear and we grow legs."

- Presents high-interest passages across content areas
- Offers comprehension questions for close reading practice
- Reinforces higher-order thinking
- Includes extension activities for critical thinking



PAIRED PASSAGES

Grade 4

Credits

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Introduction

As students sharpen their reading comprehension skills, they become better readers. Improving these skills has never been more important as teachers struggle to meet the rigorous college- and career-ready expectations of today's educational standards.

This book offers pairings of high-interest fiction and nonfiction passages that will appeal to even the most reluctant readers. The passages have grade-level readability. Follow-up pages promote specific questioning based on evidence from the passages.

Throughout the book, students are encouraged to practice close reading, focusing on details to make inferences from each passage separately and then as a set. The text-dependent questions and activities that follow the passages encourage students to synthesize the information they have read, leading to deeper comprehension.

How to Use This Book

Three types of pairings divide this book: fiction with nonfiction, nonfiction with nonfiction, and fiction with fiction. The book is broken down further into 22 sets of paired passages that are combined with follow-up questions and activities. Each reading passage is labeled Fiction or Nonfiction.

The passages in this book may be used in any order but should be completed as four-page sets so that students read the passages in the correct pairs. The pairs of passages have been carefully chosen and each pair has topics or elements in common.

Two pages of questions and activities follow each pair of passages to support student comprehension. The questions and activities are based on evidence that students can find in the texts. No further research is required. Students will answer a set of questions that enable comprehension of each of the two passages. The questions range in format and include true/false, multiple choice, and short answer. The final questions or activities ask students to compare and contrast details or elements from the two passages.

Assessment Rubric

Use this rubric as a guide for assessing students' work. It can also be offered to students to help them check their work or as a tool to show your scoring.

4	<p>_____ Independently reads and comprehends grade-level texts</p> <p>_____ Easily compares and contrasts authors' purposes</p> <p>_____ Uses higher-order thinking skills to link common themes or ideas</p> <p>_____ References both passages when comparing and contrasting</p> <p>_____ Uses vivid dialogue where appropriate</p> <p>_____ Skillfully summarizes reading based on textual evidence</p>
3	<p>_____ Needs little support for comprehension of grade-level texts</p> <p>_____ Notes some comparisons of authors' purposes</p> <p>_____ Infers broad common themes or ideas</p> <p>_____ Connects key ideas and general themes of both passages</p> <p>_____ Uses textual evidence to summarize reading with some support</p>
2	<p>_____ Needs some support for comprehension of grade-level texts</p> <p>_____ Understands overt similarities in authors' purposes</p> <p>_____ Links stated or obvious common themes or ideas</p> <p>_____ Compares and contrasts both passages with support</p> <p>_____ Summarizes reading based on textual evidence with difficulty</p>
1	<p>_____ Reads and comprehends grade-level text with assistance</p> <p>_____ Cannot compare or contrast authors' purposes</p> <p>_____ Has difficulty linking common themes or ideas</p> <p>_____ Cannot connect the information from both passages</p> <p>_____ Is unable to use textual evidence to summarize reading</p>

Old Frog's Tail

Adapted from "Why Grandfather Frog Has No Tail" by Thornton W. Burgess

One day, Old Frog sat near the pond in a patch of brown cattails. "Gaaaarumph!" he croaked. A bright peacock strolled over and stood near the lumpy brown frog, spreading his feathers and letting the brilliant colors catch the sunlight.

"Have you ever seen a more dazzling sight?" Peacock boasted.

"I once had a tail that was every bit as beautiful," Old Frog said. "In fact, all frogs had bright, sweeping tails. We sat by the pond and swished our tails this way and that. I boasted that my tail was lovelier than any frog's tail in the land!"

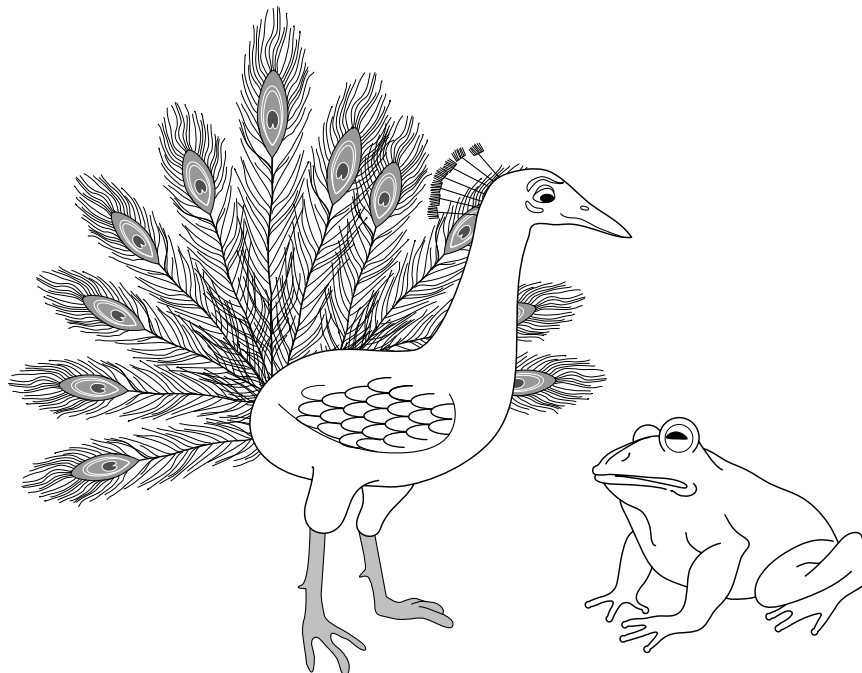
Peacock was astounded! Did this lumpy frog once have a tail as fine-looking as his own? "Where is your tail now?" the curious bird asked.

"I boasted too often," Old Frog lamented. "Mother Nature felt that our colorful tails had caused frogs to become lazy and vain. Over time, our tails grew smaller until they finally disappeared."

"That's terrible!" Peacock exclaimed.

Old Frog nodded. "We are each left with a reminder. Now, every frog begins life in a pond with a small gray tail. As soon as we hatch, we must use those tails to swim away from hungry creatures. Gradually, our tails disappear, and we grow legs. Finally, we crawl onto the pond bank. As we sit by the pond and see our reflections, we think about the tails we lost."

Peacock looked at the water, admiring the splendor of his colorful tail. But, this time he did not say a word.



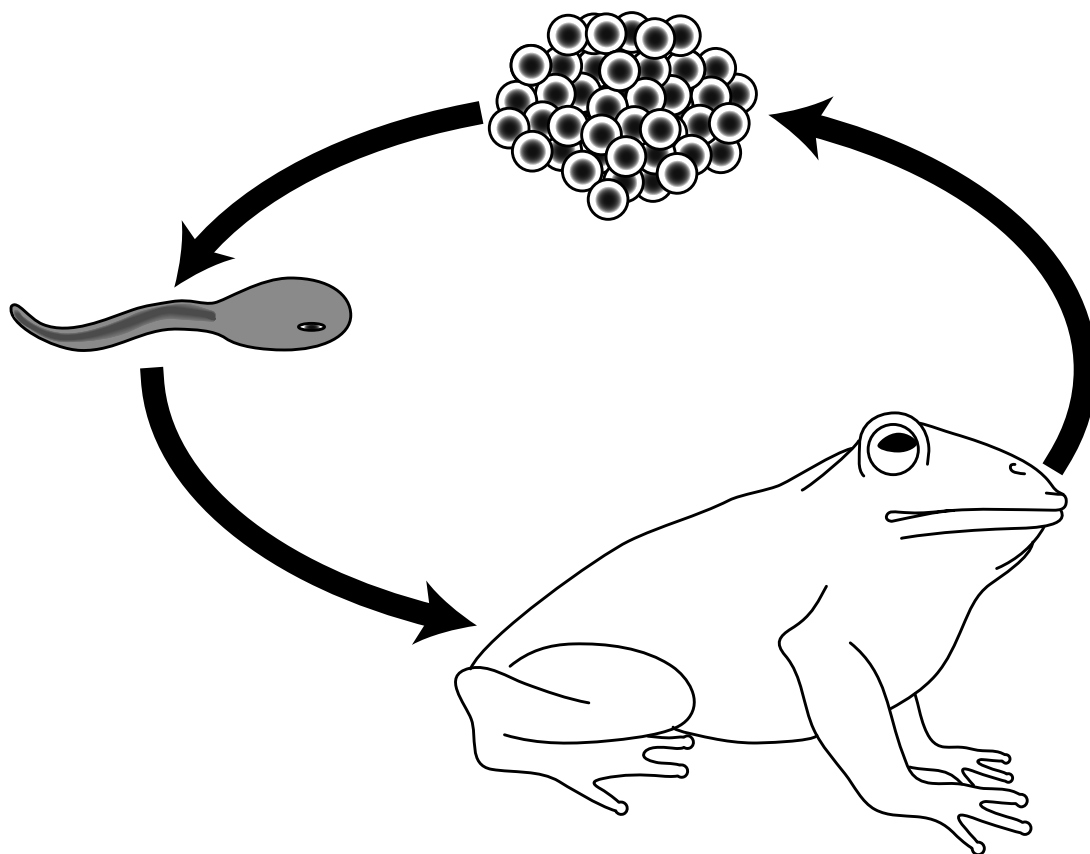
Tadpole to Frog

A frog sits on the sunny bank of a pond. This frog's life has seen many changes. This frog has faced many dangers too. Let's look at a frog's journey from tadpole to frog.

A frog begins life as a tiny egg in the water. It floats in a jelly-like cluster of hundreds of other eggs. Within a few days, the eggs hatch. Now, tiny tadpoles swim for their lives! A pond is home to many different kinds of animals that love to eat the tadpoles. Out of the hundreds of tadpoles that hatch, only a few survive to adulthood.

If a tadpole is able to escape its predators long enough, it begins to change. This change is called **metamorphosis**. It is an important step in the life cycle of a frog. It begins when tiny little legs begin to grow along either side of the tadpole. The tadpole's head begins to change too, showing some features of the frog that it will become. While this is taking place, the tadpole's tail becomes smaller and smaller. Finally, its tail disappears.

Changes are taking place inside the tadpole too. As its gills begin to disappear, the tadpole develops lungs that will allow it to breathe once it leaves the water as a frog. When the metamorphosis is complete, the frog climbs out of the water and onto land. There it will stay until it is time to lay eggs. Then, the cycle will begin again.



Name _____

Answer the questions.

1. What was the author's purpose in writing "Old Frog's Tail"?
 - A. to explain the life cycle of a frog
 - B. to compare a frog to a peacock
 - C. to teach a lesson about boasting
 - D. to show ways that frogs have changed over time

2. According to "Old Frog's Tail," why did Mother Nature take away the tails of frogs?
 - A. The frogs needed a reminder of what they once had.
 - B. The frogs were becoming lazy and vain.
 - C. The peacocks' tails were more beautiful.
 - D. The frogs had forgotten how to swim.

3. What is the main idea of "Tadpole to Frog"?
 - A. A frog lays hundreds of eggs in the water.
 - B. A frog changes as part of its life cycle.
 - C. Lungs help frogs breathe out of the water.
 - D. It is fun to watch a tadpole change into a frog.

4. According to "Tadpole to Frog," what danger do tadpoles face?
 - A. eggs that hatch too early
 - B. changes to the tadpoles' tails
 - C. gills that disappear
 - D. predators that eat tadpoles

5. What is the moral, or lesson, of "Old Frog's Tail"?

6. What does the word **metamorphosis** mean as it is used in "Tadpole to Frog"?

Name _____

7. Complete the chart to tell how Old Frog changed in “Old Frog’s Tail.” Then, tell what you learned in “Tadpole to Frog” about the way all frogs change.

	At first, . . .	Then, . . .	Finally, . . .
How Old Frog changed			
How all frogs change			

8. What do the two passages have in common?

9. How are the two passages different?