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"The Power of Stink" It’s vs. Its:
1. its
2. It’s
3. It’s
4. its
5. it’s
6. It’s
7. its
8. it’s
9. It’s
10. it’s

"Can You Trust the News?" Quiz
(Higher Level):
1. B (central idea, R.2)
2. A (text evidence, R.1)
3. A (key detail, R.1; cause and effect, R.3)
4. C (author’s purpose, R.6)
5. C (key detail, R.1)
6. D (central idea, R.2)

Answers will vary for questions 7 and 8 but should be similar to:
7. Fake news stories can harm the people they’re written about. People aren’t sure what news stories to trust. People might form opinions and make decisions based on lies. (cause and effect, R.3)
8. Remember that not everything online is true. Get news from respected newspapers and websites. (problem and solution, R.3)

"Can You Trust the News?" Vocabulary Review:
1. publish
2. shocking
3. presidential candidate
4. terrorists
5. crisis

Answers will vary for questions 6-10 but should be similar to:
6. crisis . . . a big storm
7. presidential candidate . . . Professor Dumbledore
8. publish . . . the end of summer
9. Terrorists . . . talking things over with people
10. shocking . . . throw a fit

"Can You Trust the News?" Quiz
(Lower Level):
1. B (central idea, R.2)
2. A (text evidence, R.1)
3. D (central idea, R.2)
4. C (detail, R.1)

"Can You Trust the News?" Summarizing (Higher Level):
Answers will vary. Accept all reasonable answers.

"Can You Trust the News?" Summarizing (Lower Level):
Answers will vary. Accept all reasonable answers.
“Can You Trust the News?” Pause and Think:
Answers will vary but should be similar to:
1. If a fake news story says a negative thing about someone, some might believe the lie. They might treat that person as if the story were true.
2. Almost anyone can write and publish a story online.
3. Fake-news writers often create shocking headlines because they know people are likely to click on or share those stories.
4. Some fake news stories seem real because they come with photos or real-sounding facts.

“Can You Trust the News?” Text Features
Answers will vary but should be similar to:
1. The article presents the problem of fake news stories.
2. They are all unbelievable stories. They are all shown on digital devices, rather than in a newspaper or a magazine.
3. People might make up stories and pretend they’re real to entertain their friends, to be creative, or to sell something.
4. Some fake news stories seem real because they come with photos or real-sounding facts.

“Wave of Terror” Quiz (Higher Level):
1. C (cause and effect, R.3)
2. B (main idea, R.2)
3. B (cause and effect, R.3)
4. A, D (details, R.1)
5. B (key detail, R.1)
6. D (text features, R.7)

Answers will vary for questions 7 and 8 but should be similar to:
7. The students knew about tsunamis because Kamaishi had been destroyed by tsunamis before, and the students studied them in detail at school. (cause and effect, R.3)
8. Tsunamis can destroy property and kill people. They can be predicted based on earthquake activity, but their damage is unstoppable. (summarizing, R.2)

“Wave of Terror” Quiz (Lower Level):
1. C (key detail, R.1)
2. A (text evidence, R.1)
3. B (cause and effect, R.3)
4. D (detail, R.1)
5. B (key detail, R.1)
6. D (text features, R.7)

Answers will vary for questions 7 and 8 but should be similar to:
7. The teens took charge and decided they needed to run fast to a high spot. They led their teachers and helped children make it to a safe place. (text evidence, R.1)
8. The tsunami would come soon after the earthquake. The big earthquake meant a big tsunami. The teens had little time to waste. (inference, R.1)
"Wave of Terror" Vocabulary Review:
1. obliterated
2. hesitate
3. debris
4. gaping
5. evacuate

Answers will vary for questions 6-10 but should be similar to:
6. evacuate . . . the big storm hits
7. obliterated . . . homework
8. gaping . . . had escaped
9. hesitate . . . sing in a concert
10. debris . . . the ship had sunk

"Wave of Terror" Central Idea and Supporting Details (Higher Level):
1. Answered in the activity.

2. The teens urged their teachers to join them in running uphill right away. Location: “No Time to Wait”
3. The elementary school teachers decided to leave the school building because they saw the teens running and thought the teens might have the right idea. Location: “No Time to Wait”
4. The teachers said the students’ quick actions saved many lives. Location: “Hope and Strength”

"Wave of Terror" Pause and Think:
Answers will vary but should be similar to:
1. A violent earthquake roared to life below the floor of the Pacific Ocean.
2. This quake lasted nearly six minutes, while most earthquakes last only a few seconds.
3. During a tsunami drill, students were told to gather outside school and wait for teachers to take attendance. Then they would evacuate to a parking lot in the hills nearby.
4. When the group reached the parking lot, they just kept going.
5. Aki, Kana, and Fumiya were luckier than others because their families survived, while other families did not.
6. People felt inspired by the students of Kamaishi East because their quick actions saved many lives.

"Wave of Terror" Central Idea and Supporting Details (Lower Level):
1. Answered in the activity.

2. The teens urged their teachers to join them in running uphill right away. Location: “No Time to Wait”
3. The elementary school teachers decided to leave the school building because they saw the teens running and thought the teens might have the right idea. Location: “No Time to Wait”
4. The teachers said the students’ quick actions saved many lives. Location: “Hope and Strength”

"Wave of Terror" Text Features:
Answers will vary but should be similar to:
1. The photo shows a giant wave crashing onto land. A crushed minivan and another vehicle are partly submerged in water. The water is black and seems to be moving with great force.
2. The wave probably caused a lot of fear and destruction.
3. The article is most likely in chronological order. It will probably explain what happened before, during, and after the wave hit.
4. The woman is sitting barefoot, clutching her legs. She’s surrounded by rubble. In the hazy background, you can see homes that have been destroyed. The haze might be smoke or dust from the rubble. You can infer that something terrible has happened. The woman may have lost her home or her family.

5. The people of Kamaishi gather together to pray.

“Max Beat Cancer. Now He’s Helping Other Sick Kids” Quiz (Higher Level):
1. A (detail, R.1)
2. D (detail, R.1; cause and effect, R.3)
3. B (cause and effect, R.3)
4. D (detail, R.1)
5. C (detail, R.1; problem and solution, R.3)
6. D (text evidence, R.1)

*Answers will vary for questions 7 and 8 but should be similar to:*

7. Max has a sister named Sammi. (text features, R.7)
8. Max is a happy and positive person. This might be because he was able to beat something as terrible as cancer. (inference, R.1)

“Max Beat Cancer. Now He’s Helping Other Sick Kids” Quiz (Lower Level):
1. A, D (details, R.1)
2. A (key detail, R.1)
3. B (detail, R.1)
4. D (cause and effect, R.3)
5. B (text features, R.7)
6. D (cause and effect, R.3)

*Answers will vary for questions 7 and 8 but should be similar to:*

7. The counselors wear bandannas or hats to make campers feel better about their bald heads. Counselors do quiet activities with campers who are feeling tired. (detail, R.1; problem and solution, R.3)
8. Max probably feels connected to the campers because he understands how they feel. He had cancer when he was young, and Sunrise Day Camp helped him then. (inference, R.1)

“Max Beat Cancer. Now He’s Helping Other Sick Kids” Vocabulary Review:
1. diagnosis
2. isolation
3. immune system
4. impact
5. siblings

*Answers will vary for questions 6-10 but should be similar to:*

6. immune system . . . get sick
7. impact . . . became a professional guitarist
8. isolation . . . see my friends
9. siblings . . . sneak into my room and touch my stuff
10. diagnosis . . . Frank had only a bad cold

“Max Beat Cancer. Now He’s Helping Other Sick Kids” Sequence of Events (Higher Level):
1. Answered in the activity.

*Answers will vary but should be similar to:*

2. . . . Max went to the hospital to receive treatment, including chemotherapy.
3. . . . Max couldn’t see his friends and felt lonely.
4. . . . going to Sunrise Day Camp for children with cancer and their siblings.
5. . . . Max became a counselor at Sunrise Day Camp.
“Max Beat Cancer. Now He’s Helping Other Sick Kids” Sequence of Events (Lower Level):

1. Answered in the activity.

Answers will vary but should be similar to:

2. . . . Max went to the hospital to receive treatment, including chemotherapy.

3. . . . Max couldn’t see his friends and felt lonely.

4. . . . going to Sunrise Day Camp for children with cancer and their siblings.

5. . . . Max became a counselor at Sunrise Day Camp.

“Max Beat Cancer. Now He’s Helping Other Sick Kids” Text Features:

Answers will vary but should be similar to:

1. Students may say they’ll learn how Max beat cancer and what he’s doing to help other sick kids.

2. Max is tossing a football in one photo and playing basketball in the other. The photos were likely chosen to show that Max is healthy and active.

3. Students may wonder why Max was bald or why he had a smiley face drawn on his head.

4. Max probably means that he understands the campers’ experiences dealing with cancer because he went through something similar when he was younger.

“Is This Volcano Cursed?” Quiz:

1. D (key detail, R.1)

2. C (cause and effect, R.3)

3. A (vocabulary, R.4)

4. A (detail, R.1)

5. B (cause and effect, R.3)

6. A (cause and effect, R.3)

Answers will vary for questions 7 and 8 but should be similar to:

7. People believe in the curse because they have heard stories about bad luck happening to people who steal the rocks. (drawing conclusions, R.1)

8. Volcanic rock is part of what makes Hawaii what it is. If too many rocks are removed, the landscape will change and the environment will be affected. (drawing conclusions, R.1)

“Is This Volcano Cursed?” Paragraph Writing:

Answers will vary. Accept all reasonable answers.

“Is This Volcano Cursed?” Quiz (Higher Level):

1. C (vocabulary, R.4)

2. B (character’s motivation, R.3)

3. A (character’s motivation, R.3)

4. C (inference, R.1)

5. D (text evidence, R.1)

6. D (inference, R.1)

Answers will vary for questions 7 and 8 but should be similar to:

7. Odysseus tells Polyphemus that his name is Nobody to trick the Cyclops into saying that “Nobody is trying to kill me!” This way, the other Cyclopes won’t come to help Polyphemus when he’s been blinded. Also, Odysseus escapes the cave without being detected by holding on to the belly of Polyphemus’s sheep. (text evidence, R.1)

8. Odysseus is a hero with a clever plan. He helped most of his men escape from Polyphemus. (character, R.3)
"The Monster in the Cave" Quiz (Lower Level):
1. B (character, R.3)
2. B (character's motivation, R.3)
3. C (detail, R.1)
4. A (problem and solution, R.3)
5. C (inference, R.1)
6. D (text evidence, R.1)

Answers will vary for questions 7 and 8 but should be similar to:
7. Odysseus gives Polyphemus wine so he'll fall asleep. Then he and his men can poke out Polyphemus's eye. (character's motivation, R.3)
8. Odysseus is a hero with a clever plan. He helped most of his men escape from Polyphemus. (character, R.3)

"The Monster in the Cave" Vocabulary Review:
1. weary
2. mercy
3. hideous
4. hoist
5. furious

Answers will vary for questions 6-10 but should be similar to:
6. weary . . . take a nap
7. hoist . . . leave for vacation
8. mercy . . . doing a few of his chores for him
9. hideous . . . wear it
10. furious . . . spilled ketchup all over her new dress

"The Monster in the Cave" Character Traits (Lower Level):
1. Odysseus is curious. I know this because he wants to visit the Cyclopes to learn more about them.
2. Odysseus is a know-it-all. I know this because he's so sure that Polyphemus will treat him and his men as welcome guests.
3. Odysseus is also brave. I know this because he is not afraid to visit the island of the Cyclopes.
4. Odysseus is also clever. I know this because he figures out a way to escape from Polyphemus.

"The Monster in the Cave" Character Traits (Higher Level):
Answers will vary but should be similar to:
1. Odysseus is curious. I know this because he wants to visit the Cyclopes to learn more about them.
2. Odysseus is a know-it-all. I know this because he's so sure that Polyphemus will treat him and his men as welcome guests.
3. Odysseus is also brave. I know this because he is not afraid to visit the island of the Cyclopes.
4. Odysseus is also clever. I know this because he figures out a way to escape from Polyphemus.

"The Monster in the Cave" Text Features:
Answers will vary but should be similar to:
1. It comes from the Greek tale The Odyssey.
2. The play has a prologue and eight scenes.
3. It says that he is a hero of the Trojan War.
4. Sample descriptive words include scary, disgusting, angry, strong, huge, hairy, and muscular.
5. According to the myth, it's where the monster lives.
"The History of Television" and "New Ways to Watch!" Quiz (Higher Level):
1. B (detail, R.1)
2. C (detail, R.1)
3. A (detail, R.1)
4. A (inference, R.1)
5. D (synthesizing, R.9)
6. A (text evidence, R.1)

Answers will vary for questions 7 and 8 but should be similar to:
7. Ella’s family members watch programs alone, each on their own device. The Ross family watched shows together. (compare and contrast, R.9)
8. Television has changed America for the worse, because it has divided us by taste and kept kids from playing outside more. (evaluating text, R.3)

"The History of Television" and "New Ways to Watch!" Quiz (Lower Level):
1. D (detail, R.1)
2. A (vocabulary, R.4)
3. C (cause and effect, R.3)
4. D (detail, R.1)
5. B, C (details, R.1)
6. C (detail, R.1)

Answers will vary for questions 7 and 8 but should be similar to:
7. People began to read less, and children didn’t play outdoors as much. (cause and effect, R.3)
8. In the past, people watched shows with their families. Today, they often watch shows by themselves. (compare and contrast, R.9)

"The History of Television" and "New Ways to Watch!" Vocabulary Review:
1. rural
2. technology
3. assassination
4. news anchor
5. dedicated
6. culture

Answers will vary for questions 7-12 but should be similar to:
7. dedicated . . . doll collecting
8. technology . . . phone
9. news anchor . . . more and more areas had flooded
10. assassination . . . in a theater
11. rural . . . chickens
12. culture . . . dances

"The History of Television" and "New Ways to Watch!" Compare and Contrast:
1. The History of Television: The early days of TV. New Ways to Watch!: New developments in TV. Both
2. The History of Television: A girl and her family gathering together for the delivery of their first television. New Ways to Watch!: A girl and her family watching different shows in different rooms on different devices. Different
4. The History of Television: TV Sets. New Ways to Watch!: TV sets, computers, and phones. Both
5. The History of Television: TV tends to bring people together; they all enjoy the same shows. Families watch TV together. New Ways to Watch!: TV tends to divide people; they enjoy different shows and watch them separately. Different
“The History of Television” and “New Ways to Watch!” Text Features:
Answers will vary but should be similar to:
1. Students may wonder what the early days of TV were like, how TV brought people together, or how watching shows on different devices might affect us as a country.
2. Answers will vary. Information is given in chronological order.
3. On page 27, a family is watching a show together. They sit near one another, touching and smiling. On page 29, the people are viewing shows on separate devices. They don’t appear to be interacting.

“Should the Cafeteria Have Assigned Seats?” Quiz:
1. B (inference, R.1)
2. A (text evidence, R.1)
3. D (detail, R.1)
4. D (cause and effect, R.3)
5. B (detail, R.1)
6. D (inference, R.1)
Answers will vary for questions 7 and 8 but should be similar to:
7. With assigned seating, every kid has a place to sit, whether they belong to a group or not. (evaluating an argument, R.8)
8. Lunch is a free period, and students should be able to decide who to spend it with. (evaluating an argument, R.8)

“5 Great Reasons to Sing!” Text Features:
Answers will vary but should be similar to:
1. Fun; Friendship; Health; Strength
2. Both photos show someone singing.
3. An image of muscles. It is used to illustrate that you use more than 20 muscles when you sing.
4. 42.6 million Americans sing as part of a chorus.
5. Singing is great. Everyone should sing because it helps your body become stronger and healthier. It's also fun and helps you connect to other people.

“Should the Cafeteria Have Assigned Seats?” Argument Essay (Higher Level):
Answers will vary. Accept all reasonable answers.

“Should the Cafeteria Have Assigned Seats?” Argument Paragraph (Lower Level):
Answers will vary. Accept all reasonable answers.

“5 Great Reasons to Sing!”

Vocabulary Journal
What’s the Central Idea?
Same and Different
Find the Causes and Effects
Five W’s Chart
Problem Solvers