

Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.

Level	Activity	# of pages
Core5 L13	Passage Comprehension 2	8
Total		8



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

achieve (verb) To achieve is to succeed at doing something.

- 2 **Reread the drama on the next page, “A New Record!”** Dramas, or plays, are stories that are performed by actors.
- 3 Dramas have a cast of characters—people or animals in the play. Go back to the drama, and **circle the cast of characters.**
- 4 The words that actors read aloud in a drama are called lines. In Scene 2, Annie speaks twice; she has two lines. **Put a checkmark (✓) in the margin next to each one of Annie’s lines in Scene 2.**
- 5 What did Annie achieve? **Explain Annie’s achievement** below.

Annie’s achievement	
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- 6 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud. **Underline the stage directions that describe Annie in Scene 2.**
- 7 In your own words, **describe how Annie feels in Scene 2** below.

Annie’s feelings	
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- 8 **Ian and Omar read about people who achieved amazing goals. How is Annie’s achievement similar? How is it different?** Use your notes and specific examples from the drama to support your answer. Write on another page.

★ **Read the drama aloud with two partners. Remember that the stage directions are not read aloud.**

**1A New Record!****Cast of Characters**

ANNIE, a 6-year-old girl IAN, Annie's older brother OMAR, Ian's friend

Scene 1

[ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]

IAN. Omar, look! This guy set a record for smashing concrete blocks with his hand!

OMAR. [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?

IAN. They rowed that boat all the way across the Atlantic Ocean.

OMAR. [Reading] They broke a speed record doing it!

ANNIE. What's a record?

IAN. That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.

OMAR. That crowd broke a record for the world's largest snowball fight! Sounds fun.

[Curtain.]

Scene 2

[15 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

ANNIE. [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

IAN. Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

ANNIE. [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

OMAR. [Shrugging] Well, she DID break her own record.

IAN. [To ANNIE] You're the champ!

[ANNIE stands tall and pumps her fists over her head. Curtain.]





- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

survive (verb) To survive is to stay alive.

- 2 **Reread the informational text on the next page, “What Happened to the Giant Kangaroo?”** Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 2. **Go back to the text, and put a star (★) in the margin next to the main idea.**
- 4 **Write the main idea** below.

main idea	
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- 5 A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. **Put a checkmark (✓) in the margin next to each cause.**
- 6 In your own words, **explain the two possible causes** below.



- 7 **How might both possible causes be true?** Use your notes and key details from the text to support your answer. Write on another page.

★ **Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.**



What Happened to the Giant Kangaroo?

- 1 Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But **scientists have offered two theories about what killed off the giant kangaroos:**
- 2 • Climate change made them extinct. Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- 3 • Humans made them extinct. Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.
- 4 In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

GLOSSARY

extinct (adjective) Extinct means no longer living or existing.

droughts (noun, plural) A drought is a long period without rain.

crops (noun, plural) Crops are plants that are grown for food.

theories (noun, plural) A theory is an idea based on facts that might explain something.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

moral (noun) The moral of a story is the lesson it teaches about life.

- 2 **Reread the fable on the next page**, “The Donkey and the Salt.” Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and **circle the two characters**.
- 4 The major events in the fable are underlined. **Put a checkmark (✓) in the margin next to each major event**.
- 5 In your own words, **describe each major event** below.

major event 1	
major event 2	
major event 3	

- 6 Fables also have a lesson about life called a moral. **Put a star (★) next to the moral** of the fable.
- 7 **Write the moral** in your own words.

moral	
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- 8 **How do the characters and events show the moral of the fable?** Use your notes and evidence from the fable to support your answer. Write on another page.

★ **Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.**



The Donkey and the Salt

- 1 Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.
- 2 They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.
- 3 The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.
- 4 The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.
- 5 The moral is *The same trick will not work if it is played too many times.*

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

rule (noun) A rule tells people what they can, or cannot, do.

- 2 **Reread the informational text**, “Fair Bike Rules.” This informational text gives facts and the author’s point of view about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 The main idea of this text—the author’s point of view—is stated in Paragraph 1. Go back to the text, and **put a star (★) in the margin next to the main idea**.
- 4 **Write the main idea**—the author’s point of view—below.

main idea	
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- 5 Authors give reasons to support a point of view. Three reasons are underlined in the text. **Put a checkmark (✓) in the margin next to each reason**.
- 6 **Write the reasons the author gives to support the point of view**.

reason 1	
reason 2	
reason 3	

- 7 The author gives important information in a bulleted list. **Put a box around the list** in the text.
- 8 **In your own words, describe the information in this list.**

- 9 **What is your point of view on banning bikes from sidewalks?** Look back at your notes, and give reasons to support your point of view. Write on another page.

★ **Does your classroom have rules? Choose one rule, and state your point of view about this rule—orally or in writing. Be sure to give reasons to support your point of view.**



Fair Bike Rules

- 1 The city council here in Karlinsburg is going to vote on a new rule: No bicycles on sidewalks. This rule is unfair to youngsters in this community.
- 2 First of all, riding bikes in the street is too dangerous for children. Car drivers may not see a bike in time to stop. The door of a parked car may suddenly open. Bicyclists are injured as a result.
- 3 The sidewalk is safer than the street. Some people have complained about bicyclists on sidewalks. They say that speeding bikes have knocked down pedestrians who cannot get out of the way. But instead of banning bikes on sidewalks, how about making a few simple rules for safe riding?
 - Slow down.
 - Politely ask pedestrians if you can pass them.
 - Walk the bike if the sidewalk is crowded.
 - Stop at every driveway and cross street.
- 4 Sidewalk rules like these can give everyone a safe way to get around. When a Karlinsburg youngster learns to ride a bike, these rules can be part of the training. Please let council members know that they should vote for safe riding on sidewalks, not for banning bicycles.

GLOSSARY

banning (verb) To ban something is to make it against the rules.

community (noun) A community is a group of people who have something in common and support each other.

council (noun) A council is a group that makes rules for a community.

pedestrians (noun, plural) A pedestrian is someone walking.