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## **Tab 3: Answer Key**

The *5 W's Fiction & Nonfiction Stories* were designed to help students improve reading comprehension skills. By reading the short, humorous stories and answering the accompanying *who, what, when, where, and why* questions, students will learn to apply comprehension strategies so that they can understand and retain the information they read.

The stories were written with reluctant readers in mind. They are 110-145 words and are written at a 2.0-4.5 reading level\*, as determined by the Flesch-Kincaid Readability Scale.

The *Fiction* stories in Tab 1 are based on familiar childhood fairy tales and use humor. The stories use clever language to give the stories' events a more contemporary feel.

The *Nonfiction* stories in Tab 2 are based on real news stories about animals. The stories include factual information about animals to give the story an authentic newspaper feel.

The accompanying illustrations draw students further into the stories and add another humorous element. Struggling and/or reluctant readers in third grade through high school will find the stories amusing and fun to read.

Five questions follow each story. They are based on the Five Ws – *who, what, when, where, and why*. The questions require students to find facts and locate information. By answering the questions, students will gain valuable comprehension skills. To further reinforce reading and vocabulary comprehension each story also includes a cloze reading activity.

The *Nonfiction* stories in Tab 2 are followed by five additional questions. These questions require students to identify the main idea, expand vocabulary, and determine whether a statement is a fact or an opinion.

The last question titled "Find Out More!" requires students to use an encyclopedia or other reference source to do additional research on the topic to build and present knowledge through investigation of different aspects of the topic. Depending on students' skill level, you may also ask that they cite their source, use multiples sources, or write a full report on the topic.

**Reader's Theater**

Choose a story with dialog. Assign one student to be the narrator, and choose one student for each of the other roles. Have the students read the story aloud. Encourage them to be creative with their roles, using actions and adopting a voice suitable to their characters.

**Compare/Contrast**

Have students pick a story they like and research the original fairy tale. Ask them to compare the original to the 5 W's version. Utilizing a Venn Diagram with this activity may be helpful. Or take two nonfiction stories and compare/contrast the animals. For instance, students could compare the helpful animals in the stories "Bomb Squad Rats" and "Sea Lion Soldiers".

**Listening**

Read a story to a small group of students. Then ask the questions that follow. You might also read the questions first and tell students to be listening for the answers as you read the story to them.

**Timed Reading**

Ask a student to read a story aloud. Record the time it takes the student to complete the reading as well as the number of errors made. Have the student read the same story at a later time. Record the improvement he or she makes.

**Record Keeping**

Make a chart for each student. Keep track of stories read and questions successfully answered.

**Writing**

Have students write their own fictional news story based on a popular fairy tale. Or have students find an interesting newspaper article, and have them write a story from information in the article. Challenge students to include who, what where, when, and why in their stories. You can also use the "Find out More!" questions that follow the nonfiction stories to spur research topics to investigate and write about.

## COMMON CORE STANDARDS

**CC.3.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**CC.3.L.4.a** Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.

**CC.4.L.4.a** Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

**CC.3.R.F.4** Fluency: Read with sufficient accuracy and fluency to support comprehension.

**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.

**CC.3.R.F.4.a** Fluency: Read grade-level text with purpose and understanding.

**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.

**CC.3.R.F.4.b** Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.3.R.F.4.c** Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.2.R.I.1** Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.3.R.I.1** Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CC.2.R.I.2** Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**CC.3.R.I.2** Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

**CC.2.R.I.6** Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**CC.3.R.I.8** Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**CC.2.R.I.10** Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CC.3.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**CC.2.R.L.1** Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.3.R.L.1** Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CC.2.R.L.2** Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**CC.3.R.L.2** Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CC.2.R.L.3** Key Ideas and Details: Describe how characters in a story respond to major events and challenges.

**CC.3.R.L.3** Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CC.2.R.L.9** Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**CC.2.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CC.3.R.L.10** Range of Reading and Complexity of Text: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**CC.3.W.7** Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.

**CC.4.W.7** Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

## READING LEVELS

STORY TITLE	READING LEVEL	WORD COUNT
Bo Peep Finds Sheep .....	3.9	132
Jack's Socks Catch Fire .....	3.2	130
Georgy Porgy Escapes Again .....	2.4	117
Blind Mice Caught .....	2.5	156
Miss Muffet Gets Over Fear .....	3.1	168
Humpty Dumpty Sues Wall Builders .....	2.4	137
Jack Changes Name .....	3.2	130
Traveling Show Hits Town .....	3.4	127
Wee Willie Winkie Falls Down Stairs .....	3.6	136
Ugly Duckling Puts on Fashion Show .....	4.2	119
London Bridge to be Repaired .....	2.7	120
Hansel and Gretel Put on Show .....	3.2	118
Pig Missing.....	2.6	129
Snow White Seeks Counseling.....	3.2	134
Red Riding Hood Starts Shelter .....	3.0	125
Not All Beans Magical .....	2.1	135
Thumbelina Rushed to Hospital .....	4.3	128
Bluebeard Gets Makeover.....	3.7	108
Slow and Steady.....	3.5	133
Boy Changes Ways.....	2.0	126
Aladdin Hosts Fund-raiser.....	3.7	130
No More Meat Pies for King.....	2.5	139
Sleeping Beauty Takes to Bed .....	3.7	133
New Bully Box.....	3.7	126
Fox Sore Loser at Soccer Game.....	2.1	138
Sly Fox in Town Again .....	3.8	131
Goldilocks' Mom on Strike .....	3.3	132
Too Many Geese .....	3.4	127
Shoemaker Helps Others .....	3.5	136
Wolf Comes to Rescue.....	3.8	141
Beauty and the Beast Give Lecture.....	3.2	131
Little Mermaid's Sister Wins Race for Mayor .....	3.9	133
Peace Parade .....	4.2	128
Gruffs Take Over Bridge .....	3.2	129
Old Mother Hubbard Declared Coupon Queen .....	3.3	130
Homeowners Tired of Shoe .....	3.2	132
Jack Frost Arrested.....	3.1	134
Home Makeover for Rapunzel .....	2.8	127
Pinocchio Makes Decision.....	3.3	141
Mowgli Fights to Adopt Bears.....	2.8	136
Baby Hippo Finds a Friend.....	3.8	114
Beluga Whale Saves the Day.....	4.0	131
Birds Talk with Their Feathers .....	4.4	124
Cat Burglars on the Prowl .....	3.4	131
Catfish Trying Out for the NBA? .....	4.1	138
Cats Guard Art Museum.....	3.6	113
A Boy's Best Friend.....	3.9	128
Four-Legged Golf Caddies .....	3.5	131
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Jogger Rescues Ducklings .....	4.5	118
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Sea Lion Soldiers.....	3.8	133
Squirrels Have a Secret Weapon .....	4.4	133
Tallest Man Saves Dolphins.....	4.5	128
Unlikely Friends.....	4.0	133

# 5 W's Daily News

Vol. 1

Story 1

## Bo Peep Finds Sheep



Little Bo Peep is very happy. She found her sheep today. The only problem is that they were all missing their tails.

Bo Peep was asleep yesterday afternoon when her sheep wandered away. When she woke up, she searched for hours. She finally found them this afternoon. They were a mile away in another meadow.

The sheep led Bo Peep back to the meadow to find their tails. She found the tails hanging in a tree!

Bo Peep spent the rest of the day trying to put the tails back on her sheep. She said it never would have happened if she hadn't fallen asleep in the meadow. If you have any information as to how the tails got in the tree, please contact Little Boy Blue at the police station.

1. Who should you contact at the police station?

---

2. What was missing on the sheep when Bo Peep found them?

---

3. When did Bo Peep find the sheep?

---

4. Where were the sheeps' tails?

---

5. Why did the sheep lead Bo Peep back to the meadow?

---

Complete the story using the words from the word list below.

**found****mile****said****trying****have****problem****tails****yesterday**

## Bo Peep Finds Sheep

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Bo Peep was asleep \_\_\_\_\_ afternoon when her sheep wandered away. When she woke up, she searched for hours. She finally found them this afternoon. They were a \_\_\_\_\_ away in another meadow.

The sheep led Bo Peep back to the meadow to find their tails. She found the \_\_\_\_\_ hanging in a tree!

Bo Peep spent the rest of the day \_\_\_\_\_ to put the tails back on her sheep. She \_\_\_\_\_ it never would have happened if she hadn't fallen asleep in the meadow.

If you \_\_\_\_\_ any information as to how the tails got in the tree, please contact Little Boy Blue at the police station.

# 5 W's Daily News

Vol. 1

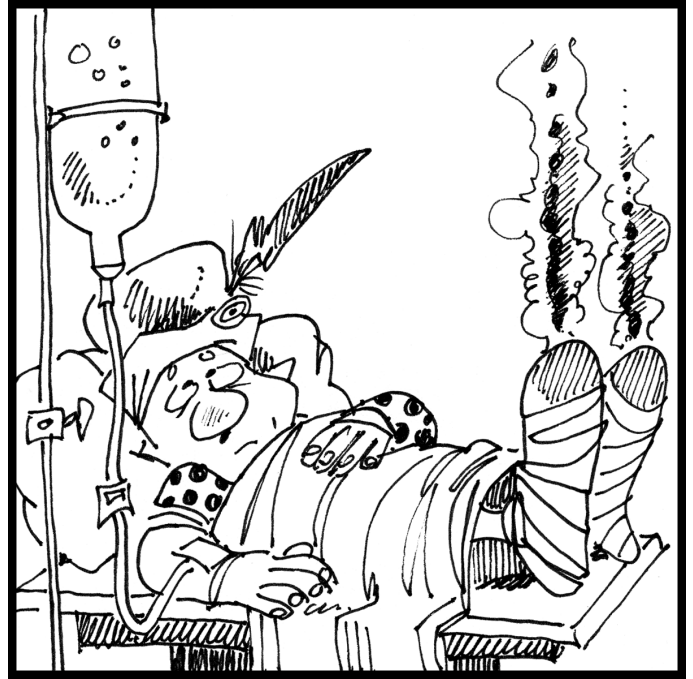
Story 2

## Jack's Socks Catch Fire

Jack Quick caught fire this morning. Three firemen arrived at the scene at 8:00 a.m. Jack had already dropped and rolled when they arrived. They put him on a stretcher and took him to the hospital.

According to his sister, there were overturned candlesticks in Jack's bedroom. "I heard a loud thumping noise," she said. "It sounded like he was jumping over the candlesticks."

"He is OK now," Jack's mother said outside the Fix 'Em Up Hospital. "The doctor is taking good care of him in there," she said, pointing to the hospital. "He was training for the nimble contest. You know, the one in the forest this winter? But his feet have nasty burns on them now. He won't be able to compete in the contest."



1. Who was outside the hospital?  
\_\_\_\_\_
2. What was Jack doing?  
\_\_\_\_\_
3. When did the firemen arrive at the scene?  
\_\_\_\_\_
4. Where was Jack taken after he was burned?  
\_\_\_\_\_
5. Why won't Jack be able to compete in the contest?  
\_\_\_\_\_



Complete the story using the words from the word list below.

candlesticks

dropped

He

over

contest

fire

hospital

sister

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