

Reading Comprehension

READ • ANSWER • CONNECT

NAME _____
DATE _____

Directions: Read the passage carefully, then work through each part. Look back at the text whenever you need to!

THE PASSAGE

When the town built its first library in 1902, books arrived by horse-drawn wagon — forty crates of them, soaked by rain on the last hill. Volunteers dried each book page by page beside the bakery's ovens.

That first winter, the library stayed open late on Fridays so mill workers could read after their shifts. A century later, the same building lends laptops and hosts coding clubs — but the Friday late hours have never changed.

Did you know? Some early libraries had strict borrowing rules — including limits on how many books a person could take home.

Part A • Multiple Choice

1. Why did the library stay open late on Fridays?

- ☐ A. To dry wet books
- ☐ B. So mill workers could read after shifts
- ☐ C. To host coding clubs
- ☐ D. Because the bakery was open

2. What does the word "lends" most likely mean as used in paragraph 2?

- ☐ A. sells
- ☐ B. repairs
- ☐ C. lets people borrow
- ☐ D. hides

Part B • Short Answer

1. What are two details from the passage that support the main idea?

2. Describe how the books were saved, in your own words.

Part C • Vocabulary in Context

Use clues from the passage to write the meaning of each word.

Word from Passage	What I Think It Means
volunteers	
lends	
century	

Part D • Make a Connection

Text-to-Self: Does this passage remind you of something from your own life, or something you have seen, heard, or read before?

Reading Comprehension

Four parts cover the comprehension toolkit at this band: literal recall, main-idea support, context-clue vocabulary, and the personal connection that makes a passage stick. The fun-fact callout keeps curiosity in the loop.

Quick Start

LEARNING TARGET

Students answer literal and inferential questions, infer word meaning from context, and connect a text to their own experience, looking back at the passage for evidence.

TIME
25–35 min

GROUPING
Independent, optional partner check

MATERIALS
Printed sheet, pencil

Guiding questions: Where in the text shows that? What clue tells you what the word means? How does this connect to something you know?

Facilitation Sequence

- 1

Launch
Read the passage aloud once. Set the habit: every answer should be findable in the text. Name what a strong short answer looks like (a detail, in their words).
- 2

Student work
Students work independently, looking back at the passage. Watch for answers from memory; prompt "show me where."
- 3

Consolidate & discuss
Compare two supporting details and two context-clue guesses. Surface the strategy, not just the answer.
- 4

Wrap-up
Share a few text-to-self connections. Collect sheets; note who answered from memory vs. evidence.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Part A, Q1 – Friday late hours	B – so mill workers could read after shifts. Right answers from memory still earn "show me where."
Part A, Q2 – "lends"	C – lets people borrow. Push for the nearby clue (laptops, library).
Part B – supporting details	Any two textual details (wagon/rain/drying books; Friday hours for mill workers). Part B wants their own words.
Part C – vocabulary	volunteers = people who help for free; lends = lets people borrow; century = 100 years. Require the clue that pointed there.

Part D – connection	Any genuine, specific text-to-self link. No wrong answers; coach specificity.
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Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Copy text word-for-word where own words are asked	Unsure how to paraphrase, or playing it safe.	Quote OR paraphrase by design: Part C wants the quote; Part B wants their words. Model one paraphrase.
Define vocabulary from prior knowledge, not context	Skipping the look-back habit.	Require the clue: "which nearby words told you?"
Answer from memory without checking	Confidence outrunning evidence.	"Show me where" — make returning to the text the routine.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Invite connections from any home, culture, or community. A library can mean many things; honour varied lived experiences in Part D.	Sharing a personal connection takes some risk. Keep Part D shareable but never required; allow private responses.	Offer a predictable structure and a private-response option. Some "text-to-self" links may be sensitive; let students choose what to share.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Read the passage aloud; chunk it; highlight where each answer lives; sentence frames ("One detail is ____").	Add a "best evidence" justification, a second context-clue word, or a written main-idea sentence.	The function is explain and infer. Pair fr