



Attainment's

Passages **TO Reading**



TO

Reading

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Passages to Reading

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Introduction

What Is *Passages to Reading*?

Passages to Reading is a book of graded reading passages. They are provided for reading practice. They can be used to help you get better at reading fluently—which means reading faster and with more accuracy. Or they can be used to help you improve your reading comprehension—your understanding of what you have read.

Each passage provides informational text, much like academic texts read at school. The passages are organized into three grade levels. Each level is more difficult because the reading level increases. Each passage in a level is also more challenging. Even though you are in the same level, the number of words, phrases, and multisyllabic words changes as you advance through the level. See the Readability Chart on p. 197 to see how the difficulty changes. As you practice reading, you will get better at reading fluently and reading with understanding.

How to Use *Passages to Reading*

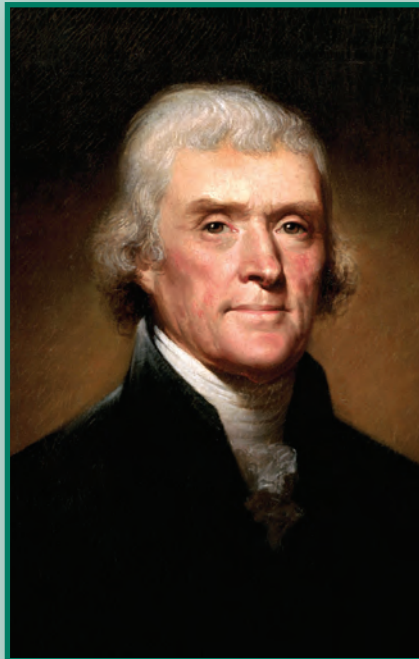
There are 30 passages in each level—90 passages altogether. Start reading at Level I. If the passages seem too easy, move to Level II.

If you need help reading challenging words, use *Passages to Reading* with the software program Developing Reading Fluency (Attainment Company, 2014). Developing Reading Fluency shows you how to break multisyllabic words into parts that are easier to read. Developing Reading Fluency also shows you how to break sentences into phrases making reading easier. These strategies will help you whenever you are reading text.

Following each passage is a set of comprehension questions. Try to answer the questions without looking back at the passage. The answers are provided in the Answer Key on p. 200 so you can check your accuracy.

You can keep track of your progress using the form on p. 202. Your teacher can also measure how well you are doing. Just read a passage while your teacher measures how long it takes you to read it aloud and also counts how many reading challenges you had while reading. You can also keep track of your challenging words, if you would like, using the Challenging Words Log on p. 205.

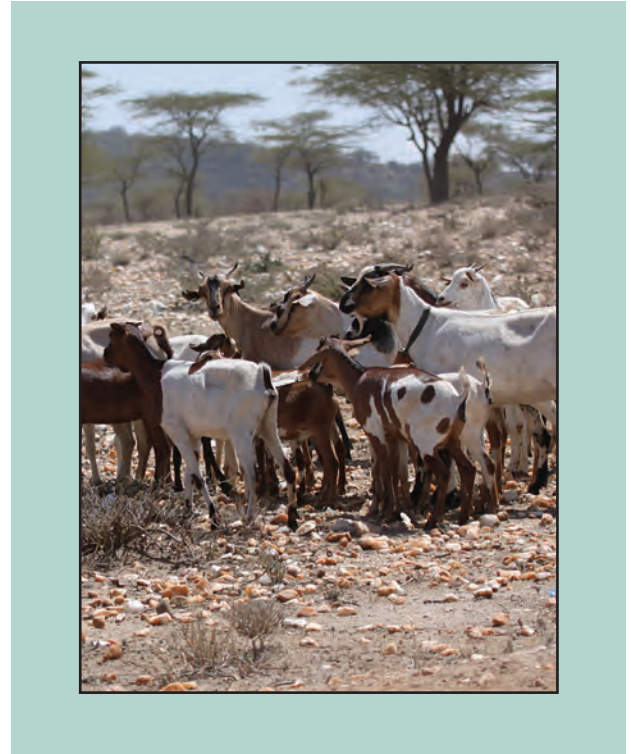
LEVEL I



1 An Important Job

Wilson lived in a small village in Kenya, in the eastern part of Africa. Even though he was only a ten year old boy, he was an important member of his family. His family raised cows and goats. He was given the job of watching the goats. Wilson's family did not have many other possessions. They drank the milk from the goats and cows, and sold them when they needed money. If the cattle died, they knew that their family might not survive.

Wilson was proud that his father trusted him with the goats. It was a dangerous job because lions roamed around and attacked the herds. Wilson had to be ready to face a lion, if necessary. His father taught him to be brave so that he could protect the goats and his family. He had a spear that was taller than he was. Wilson was very skilled at throwing the spear.



One day he was sitting on a rock, watching the goats, and he heard something in the bushes. A lion was moving slowly toward one of the goats. Wilson knew that he had to be brave. He thought about what he had learned from his father. He sat quietly, waiting for the right moment. He knew that if he did the wrong thing, the lion would kill him. Wilson lifted his spear and moved quietly toward the lion. When the lion saw him he looked him in the eye. They both froze. Wilson remembered all that his father had told him about being brave. He knew that he could throw his spear and kill the lion. Suddenly the lion turned away and disappeared over the rocks. Wilson stood strong and watched. After the danger passed he took a deep breath. He felt the sun on his face and put down his spear. Wilson knew that he could take care of the people in his family and his tribe.

An Important Job

- 1** Wilson lived _____.
 - a. in North America
 - b. in Africa
 - c. in a tent
 - d. in a large city
- 2** Wilson's family _____.
 - a. had many possessions
 - b. owned many homes
 - c. owned cows and goats
 - d. grew corn to eat
- 3** Wilson's family relied on him to _____.
 - a. take care of their home
 - b. take care of the goats
 - c. protect them from other tribes
 - d. sell the goats
- 4** Wilson's father taught him all of the following, except _____.
 - a. how to use a spear
 - b. how to wait quietly
 - c. how to be brave
 - d. how to use a gun
- 5** Wilson was able to protect his family by _____.
 - a. being brave
 - b. killing the lion
 - c. using his weapons
 - d. fighting against other tribes



Think About It!

Have you ever had to be brave? What does it mean to be brave?

2 An American Songwriter

Israel Baline had a difficult childhood. His family had to leave Russia when he was very young. They had been discriminated against because they were Jewish. They decided to immigrate to America. When Israel and his family came to New York City, they arrived at Ellis Island. Israel's life was not easy. His family was poor. When he was young, he worked very hard delivering newspapers to help his family.

When Israel grew up, he decided to do what he liked best. He was a singer. He changed his name to Irving Berlin. He sang in small cafés in New York. Then, he became very popular. Irving not only sang, he also wrote songs. His music was played all over the

world. His songs were so admired that he was invited to visit the President of the U.S. He also created musical plays. They were performed on Broadway, where New York's most famous theaters are located. Irving became wealthy, but he was never greedy. He composed "God Bless America," a very well known song. He donated the money he earned from it to the Girl Scouts and Boy Scouts. Another song he wrote is "White Christmas." You may have heard it playing in December. These songs helped Americans during World War II. They gave people hope for victory.

Irving deeply loved America. He also loved New York City. He lived and worked there his whole life. It was a long life, too. He lived to be 101 years old! We can be proud of Irving. His life shows how important it is to work hard and do what you do best.



An American Songwriter

- 1** Irving's life shows all of these except _____.
 - a. people should do what they like best
 - b. immigrants are never successful in America
 - c. America can be a good place for people to succeed
 - d. it is important to work hard
- 2** Ellis Island is _____.
 - a. a place where immigrants arrive
 - b. a place where people play music
 - c. a place with many theaters
 - d. a city in Russia
- 3** Another good title for this passage would be _____.
 - a. Ellis Island
 - b. Changing Your Name Can Make You Rich!
 - c. Irving Berlin: An American Success Story
 - d. Poor People in New York
- 4** Why did Irving Berlin's family come to the United States?
 - a. They wanted to see Ellis Island.
 - b. Irving wanted to become an actor.
 - c. They were being discriminated against in Russia.
 - d. They were looking for an adventure.
- 5** Irving's music was _____.
 - a. popular only in America
 - b. only popular after he died
 - c. helpful for Americans during World War II
 - d. written for the President



Think About It!

There are many famous songwriters/singers who came to the United States from other countries. Think about the musicians you like and where they are from.

3 Tulips

One thousand pounds of cheese for one flower! That may sound like an unfair trade, but it happened once. Tulips were first grown in Holland in the 1600s. Many rich people enjoyed planting them in their gardens. They were willing to pay a lot of money for the tulip bulbs, which looked like small onions. Traders drove up the prices. They began to buy up the tulips to sell them later for more money. Other people enjoyed collecting rare types of tulips. Soon, tulip bulbs were worth thousands of silver coins. People sold everything they had to buy them. The prices went up so quickly that people thought they would be able to get rich by selling the tulips later.



Tulips became popular very quickly, but not everyone knew what they were. One sailor returned home from a long voyage. He did not know about the tulips. He visited a rich gentleman who collected rare tulips. The rich man had an expensive tulip bulb on his table. He went out of the room and left the sailor alone. The sailor thought that the bulb was an onion. He sliced it and placed it on his sandwich. Then he ate it! The owner was furious when he found out that his expensive flower was eaten for lunch!

The craze for the new flowers soon ended. Traders realized that they were just flowers. The prices came down quickly. Many people lost a lot of money. All they had left were cheap tulip bulbs. Today, people all over the world value tulips, but if you ate one for lunch, no one would become angry.

Tulips

- 1** Tulips cost a lot of money because _____.
 - a. they were from Holland
 - b. they were the only flowers available
 - c. they were also used as food
 - d. wealthy people were willing to pay high prices for them
- 2** Tulips became popular _____.
 - a. when sailors came home with them
 - b. very quickly
 - c. after a long time
 - d. when they were traded for cheese
- 3** What did the sailor do with the tulip bulb?
 - a. He planted it.
 - b. He threw it away.
 - c. He ate it.
 - d. He stole it from the owner.
- 4** What did not happen at the end of the tulip craze?
 - a. Tulip bulbs became cheaper.
 - b. Some people lost money.
 - c. Tulip bulbs became a popular food.
 - d. People realized that tulips were just ordinary flowers.
- 5** The main idea of this passage is _____.
 - a. ask before eating a flower
 - b. tulips are the most rare flowers in the world
 - c. take care of your flowers
 - d. the money value of things can change



Think About It!

How many bulb plants can you name? How many of them are edible?

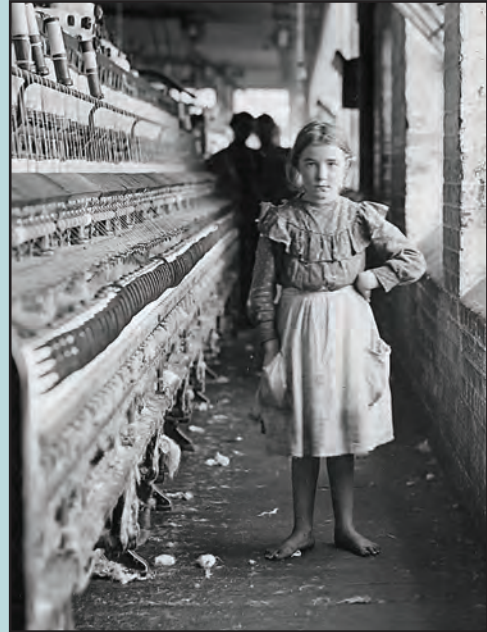
LEVEL II



1 Jenny's Day

Twelve-year-old Jenny woke up very early. She dressed, had a hearty breakfast, and rushed outside. As she walked, she met some of her friends. They quickly marched together in the chilly morning. Instead of heading toward school, they went to the cotton mill. Inside the mill, it was still cool, but Jenny knew that soon the machines would increase the temperature. Jenny and her friends chatted briefly. They would not be able to talk later because of the roar of the equipment. For the next eleven hours, Jenny worked with the spinning machines. Her small hands and slender fingers were perfect for the job, but the work was very hard and dangerous. If she was not careful, her hands could get caught in the machinery. Some children had lost a hand that way. Jenny was careful, but she hated the searing heat inside the mill. The boss would not even allow them to open the windows. He did give them permission to take short breaks outside. There, she and the other workers could play for a little while. While they played, they coughed because of the dust they had breathed inside the mill.

Jenny felt that she had to work. For every day she worked, she earned twenty-five cents. Some other children received smaller amounts of money, but she was an excellent worker, so she got higher wages. Later, when Jenny grew up, she continued to work in the mill, but she did not want her children to work there. New laws were passed in the U.S., and children were expected to go to school. Jenny felt fortunate to see that her own children could have happier childhoods and could learn instead of working in the dangerous mill. Her own hard work and the new laws had made that possible.



Jenny's Day

- 1 The passage mainly tells how _____.
 - a. a boy lost a hand in the spinning machine
 - b. many children had to work in the past
 - c. children were able to earn a lot of money at the mill
 - d. children used to escape from the mill
- 2 Jenny and her friends could not talk because _____.
 - a. their boss did not allow it
 - b. they had to concentrate
 - c. there was a law against talking while working
 - d. the machines made too much noise
- 3 The children coughed because of the _____.
 - a. loud machines
 - b. long work days
 - c. dust they breathed
 - d. bosses who were angry
- 4 What word best describes working in the mill?
 - a. peaceful
 - b. enjoyable
 - c. easy
 - d. dangerous
- 5 Jenny did all of these except _____.
 - a. went to school
 - b. worked long hours
 - c. earned higher wages than others
 - d. woke up early



Think About It!

How do you feel about children working to help their families make ends meet?
What countries still allow child labor?

2 Peter Becomes Great

When Prince Peter became the ruler of Russia in the 1600s, he realized that his country had fallen behind others. Countries to the west had increased their knowledge and technology. They had advanced, but Russia had not. Peter decided that he had to push his nation forward. To do this, he knew that he would have to change himself first. So Peter took a trip through Europe. People there thought he was very strange. Even though he was a monarch, he did not behave like one. Instead of going to parties, Peter spent his time learning. For example, he enjoyed spending time at the docks learning how to build ships.



When he returned home, Peter made reforms to change Russia. He ordered people to dress like Europeans and told the men to shave off their beards. He also updated the calendar and began to improve education, government, and the military. Russia did not have a good seaport, so he decided to conquer one. Peter decided to go to war with Sweden. He was almost defeated, but he recovered from his early losses and won. Peter proved that his country had become strong. On the land he conquered, Peter built a new capital and port. He named it St. Petersburg.

St. Petersburg was built on a swamp. It was often dark and cold. Peter and others wanted the city to be a good place to live, so they made it beautiful. They drained the swamps and created canals. Many of the buildings were painted with pastel colors and decorated with gold paint. True to his beliefs, Peter made sure there were schools and museums in the city. This way, people could learn and be able to continue Peter's mission. For all his hard work, he became known as "Peter the Great."

Peter Becomes Great

- 1 Peter's main idea was that _____.
 - a. he should fight wars
 - b. colorful buildings were better
 - c. his country had to change
 - d. beards should be shaved off
- 2 During his trip, Peter spent much time _____.
 - a. learning
 - b. going to parties
 - c. spending time alone
 - d. meeting kings
- 3 Peter wanted to conquer _____.
 - a. the world
 - b. a seaport
 - c. Europe
 - d. all of Sweden
- 4 After St. Petersburg was built, Peter probably _____.
 - a. decided to conquer another country
 - b. stopped trying to change Russia
 - c. felt pride in his accomplishment
 - d. gave the city back to Sweden
- 5 All are true of Peter except that _____.
 - a. he made improvements in Russia
 - b. he built a new capital
 - c. he ordered people to dress like Europeans
 - d. he lived in Europe his whole life



Think About It!

What does it mean to reform something? Name a few things you have reformed or seen reformed.

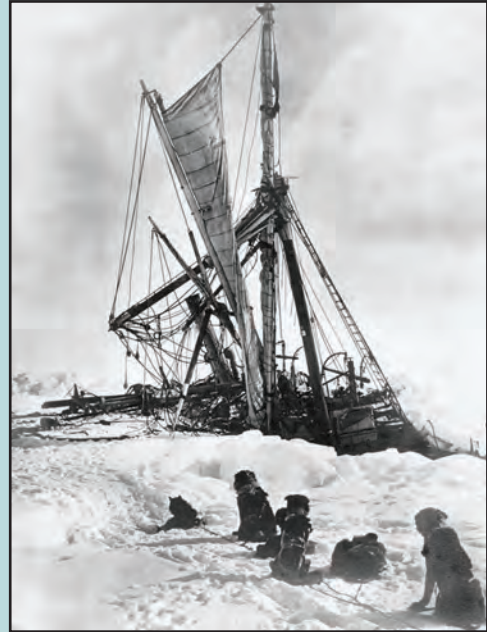
3 Trapped in the Ice

The English explorer, Ernest Shackleton, was looking for brave men. He promised them nothing but cold weather, low pay, and high honor for doing dangerous work. His plan was to cross the icy continent of Antarctica. The South Pole had already been explored, but no one had actually crossed the frosty length of that land. Ernest wanted to be the first to do it. With the support of wealthy donors, Ernest was able to get a ship and a crew. The ship was named the Endurance.

The Endurance ran into trouble as it got close to Antarctica. It started to travel very slowly because ice was getting in the way. One day, strong winds picked up. The winds made the ice press tightly against the ship.

Soon, the ship was stuck. At first, Ernest thought the ship would be able to get loose. He and his men waited for months hoping for some of the ice to melt. Sadly, the ice pressed so much on the ship that it was crushed and sank. Ernest and his men survived, but were left stuck on the ice with no hope of rescue. All they had were some supplies and small lifeboats.

Eventually, the men used the lifeboats to make it to a nearby island. It was deserted. Ernest made a brave decision. He and a few men decided to travel over 800 miles in their lifeboat to the inhabited island of South Georgia to get help. During this journey, a giant wave filled their little boat with water. They had to bail the water out as fast as they could to keep their boat afloat. After weeks of travel, the crew made it to South Georgia. Later, ships were sent to rescue the rest of the men stuck on the deserted island. Even though Ernest Shackleton did not accomplish his mission, he is remembered for his bravery and for keeping his men alive during a very difficult journey.



Trapped in the Ice

- 1** The passage is mainly about _____.
 - a. life in Antarctica
 - b. a brave explorer
 - c. exploring an island
 - d. weather changes in the South Pole
- 2** Ernest Shackleton wanted to _____.
 - a. be the first to the South Pole
 - b. travel across the South Pole in a lifeboat
 - c. be the first to cross Antarctica
 - d. explore South Georgia
- 3** The Endurance _____.
 - a. was crushed by the ice
 - b. was able to return home
 - c. was used to travel to a deserted island
 - d. was used to get to South Georgia
- 4** When the sailors finally reached South Georgia, they probably felt _____.
 - a. confused
 - b. angry
 - c. guilty
 - d. relieved
- 5** Ernest Shackleton was not _____.
 - a. the only one who survived the journey
 - b. an English explorer
 - c. willing to take risks
 - d. able to raise money for the trip



Think About It!

What do you think life was like for Shackleton's men? Would you be willing to be an explorer of new places like outer space or the moon? Why or why not?

Kon-Tiki

- 1 The passage tells about _____.
 - a. how South America was first settled
 - b. a dangerous voyage
 - c. how to pack for a long voyage
 - d. how to survive in Norway
- 2 Thor wanted to show _____.
 - a. how people from long ago traveled
 - b. how people could fish
 - c. how to live a long life
 - d. how to sail a tall ship
- 3 Thor sailed _____.
 - a. a short distance to an island
 - b. to North America
 - c. to the South Pacific
 - d. to the South Pole
- 4 What word would you use to describe the trip on the Kon-Tiki?
 - a. easy
 - b. quick
 - c. adventurous
 - d. unsuccessful
- 5 All are true about the Kon-Tiki except that _____.
 - a. it was made of fiberglass
 - b. it was damaged on the trip
 - c. it was packed with food and water
 - d. some people thought it would sink



Think About It!

What do you think life was like for Thor and the sailors when they sailed the Kon-Tiki? What might have been their fears? What might have been their joys? Would you ever go on such an adventure?

1 The Jains

Many religions share the belief that the world was created long ago. Some also have the belief that one day the world will end. One faith that arose in India has a different belief. The religion is called Jainism. One of its principal ideas is that the world has always existed and that it will never end.

Other principles of this religion are also interesting. One of its main ideas is that people and animals have souls. Jains believe that you should never harm any living being, including any animal. As a result, Jains do not eat meat. They are also very cautious in their daily lives because they do not want to harm a person or animal by mistake. Jain monks are very careful. They walk slowly to make sure that they do not step on an insect by accident. They choose careers that do not involve any kind of violence. For example, a Jain would not be a soldier or a farmer. Many Jains choose to be merchants instead.

The Jain religion originally spread because of its belief in equality. Because Jains believe that anyone with a soul is equal to another, it does not matter to them if you are powerful, wealthy, or poor. All people should be treated with respect. Jains believe that people's behavior will make them better or worse off in the future. This leads Jains to respect and take care of others. Today, most Jains live in India. There are two million people who are members of this faith. Some of the Jain beliefs are also shared by people who are not Jains. Many people now believe that animals should be protected. They also think that all people should be treated equally. It is incredible that the Jains began to live by these beliefs thousands of years ago.



The Jains

- 1 The passage is mainly about _____.
 - a. living in India
 - b. a religion from India
 - c. protecting animals
 - d. monks from around the world
- 2 Jains believe all of these except _____.
 - a. people are all equal
 - b. animals have souls
 - c. people should not harm insects
 - d. people should become warriors
- 3 The Jain religion originally spread because Jains _____.
 - a. were excellent warriors
 - b. thought they were the only ones with souls
 - c. treated all people with equal respect
 - d. helped people become farmers
- 4 Jainism _____.
 - a. is no longer a religion
 - b. started in India
 - c. is now against the law
 - d. requires that people become monks
- 5 A Jain could probably not become _____.
 - a. an architect
 - b. a teacher
 - c. a painter
 - d. a butcher



Think About It!

How are the Jains like vegetarians? How are they different? How do you feel about eating meat?

2 Ancient Writing

Imagine a time when there was no writing. For many thousands of years, people did not write things down. Instead, they memorized stories and important information. Writing was first discovered in Iraq more than 5,000 years ago. It developed when people began to grow their food instead of relying on hunting and gathering. They needed a way to document how much grain they had, so writing was a useful way to keep track of food supplies. Writing was also used to record past events and write about the gods.

In ancient Egypt, writing was highly valued. Writers were so special that their job had the title of “scribe.” Boys could become scribes by apprenticing themselves to older scribes. Apprentices began to learn writing when they were 12 years old. It was not easy to learn this craft since ancient Egyptians wrote using hieroglyphics. Their system of writing used pictures instead of letters. At first, young scribes wrote on pieces of clay. When they got better, they were allowed to write on papyrus, which was paper made from river reed plants. Despite the difficulty, many boys wanted to become scribes. It was seen as an important job. Scribes did not have to be soldiers or participate in growing food. Instead, they wrote important documents.

Writing was even more special for the ancient Egyptians than it is for us. Egyptians believed that writing had a kind of magic. There was even a god and a goddess of writing. The people of Egypt believed that scribes could heal disease just by writing down a prayer for someone to be cured. Imagine if people thought that you could do magic by writing! In a way, you can, because when you write, you create stories and share your imagination with others.



Ancient Writing

- 1** The passage mainly tells about _____.
 - a. early writing
 - b. how to grow food
 - c. how to turn papyrus into paper
 - d. the god and goddess of writing
- 2** Writing started when people began to _____.
 - a. hunt
 - b. gather their food
 - c. pray to gods
 - d. grow their own food
- 3** Hieroglyphics _____.
 - a. are a secret code
 - b. are picture writing
 - c. are easy to learn
 - d. are magic symbols
- 4** All are true about scribes except that _____.
 - a. they were also soldiers
 - b. they wrote important documents
 - c. boys became apprentices when they were 12 years old
 - d. many boys wanted to become scribes
- 5** Writing was highly valued in ancient Egypt because _____.
 - a. people paid a lot of money to buy books
 - b. all writing was done on clay
 - c. very few people knew how to write
 - d. people could only write about the gods

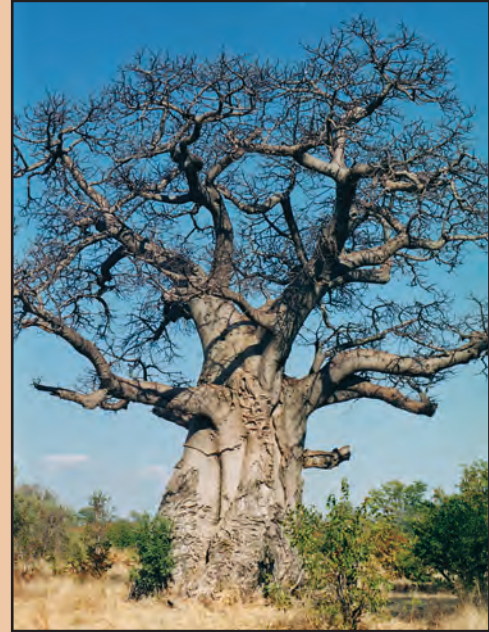


Think About It!

Egyptians wrote using hieroglyphics. What are other forms of writing?
How would your life be different if you had never learned to write?

3 The Giant Baobab

One of the most incredible trees in the world is known as the baobab. It is native to several parts of the world, including South Africa and Australia. Sometimes, it is hard to tell what the name of a tree is because they tend to look like each other. This is not a problem with the baobab. Its appearance is quite distinct, so no one can mistake it for another tree. The baobab is extremely wide at the base, so people often take shelter under it. One Australian baobab was so large that people were able to turn part of the tree into a small room. Prisoners were kept inside the tree room as a resting place when they were transported to the city. The tree itself was so strong and wide that it could hold a large group of people. The tree is now estimated to be 1,500 years old, and despite being used as a holding chamber, it is still thriving.



The baobabs are also called monkey bread trees. They have edible fruits and leaves. The tree's fruit is very delicious and is a tasty treat that is eaten in many African countries. The fruits have also been found to be very healthy. They are full of vitamins and minerals. People make porridge and flavor soft drinks from the fruit. The leaves are used by some people to make a nutritious soup. Since the tree grows in dry environments, it has to store water. The tree soaks in water during wet seasons. During dry spells, it is able to use the water it has stored away. Some baobabs can store thousands of gallons of water. Of course, the baobabs also provide the people of sunny South Africa with some shade during hot African days.

The Giant Baobab

- 1 The passage is mainly about _____.
 - a. monkey bread
 - b. vitamins and minerals
 - c. South African people
 - d. an interesting tree
- 2 In the passage, the Australian baobab was _____.
 - a. cut down and made into a prison
 - b. used to get water for prisoners
 - c. used as a resting place for prisoners
 - d. cut down to make food for prisoners
- 3 The baobab fruit is _____.
 - a. tasty and healthy
 - b. tasty but unhealthy
 - c. not edible for people
 - d. poisonous for some animals
- 4 All are true about the baobab except that it _____.
 - a. grows in South Africa and Australia
 - b. cannot survive in dry weather
 - c. is a very wide tree
 - d. can have a long life
- 5 In South Africa, baobabs _____.
 - a. can provide shade during hot days
 - b. look like all other trees
 - c. are cut down to make bread
 - d. are only used by monkeys



Think About It!

What is another tree that is so large that people can walk into it? How is it similar to the Baobab and how is it different?

4 Royal Purple Silk

At one time there were restrictions on what color of clothing people were allowed to wear. In the Byzantine Empire, only the royal family was allowed to wear purple garments made of silk. At that time, purple was the symbol of royalty. No one else was allowed to wear clothes of this color. The purple dye itself was not easy to get. In ancient times, clothes were dyed purple using a liquid found in a type of sea snail. These snails had to be fished out of the Mediterranean Sea. After they were caught, purple dye was extracted from them and sold to royalty at high prices.

The silk material itself was very expensive in the Byzantine Empire. The silk had to be transported all the way from China since no one else knew how to produce it. The Chinese were willing to sell silk cloth to anyone. However, they were not willing to tell the secret of how to make it. The Byzantine Emperor decided, however, that he wanted to produce his own purple silk. He already had the snails to make the purple dye, but did not know how to make the fabric. The Byzantines had good spies, so the emperor decided to use them to learn the Chinese secret. He sent two monks on a covert mission to China. During their voyage, they were able to learn the secrets of Chinese silk production. When they left China, they looked like they were carrying only their walking sticks. No one bothered them as they left. The sticks were hollow, though, and in them they carried the secret of silk production—worms! Strangely, the rich purple silks worn proudly by the emperors turned out to be the product of lowly snails and worms.



The Heroes of Marathon

- 1** This passage is mainly about _____.
 - a. Greek warriors
 - b. a Greek battle
 - c. the history of the marathon race
 - d. the history of Greece
- 2** The modern marathon race was based on _____.
 - a. a Greek god
 - b. the 26-mile run of a Greek messenger
 - c. an ancient Persian foot race
 - d. a place on Mount Olympia
- 3** All are true about marathons today except _____.
 - a. they are run in cities all over the world
 - b. both men and women run marathons
 - c. only men are allowed to run in marathons
 - d. they are part of the Olympic Games
- 4** Another good title for this passage might be _____.
 - a. Running Barefoot
 - b. Women in the Olympics
 - c. Ancient Greek Messengers
 - d. How the Marathon Came to Be
- 5** The messenger who ran from Marathon to Athens _____.
 - a. was a Persian woman
 - b. died after delivering his message
 - c. became a Greek captain
 - d. ran in the first modern marathon



Think About It!

If you decided to run a marathon, what would be some of the benefits to you? What might be the downside of running a marathon? Why do you think people like to run marathons?

APPENDIX



Readability Chart

Level I			
Level I	Passage Title	Flesch-Kincaid	Lexile Measure
1	An Important Job	4.0	660
2	An American Songwriter	4.3	500
3	Tulips	4.3	680L
4	Spirit of St. Louis	4.3	730
5	Corn: A Sacred Food	4.4	750
6	A Life for Freedom	4.6	630
7	First Shots	4.6	780
8	Louisiana Pirates	4.7	480
9	Penn's Woods	4.7	620
10	California's Largest Lake	4.7	620
11	The First U.S. Government	4.7	660
12	The Cherokee Nation	4.7	690L
13	Route 66	4.8	540
14	Illinois Pyramids	4.8	570L
15	Triangular Trade	4.8	620
16	The Hidden President	4.8	650
17	The U.S. Constitution	4.8	660L
18	Texas Longhorn	4.8	670
19	Fighting for Independence	4.9	420
20	Thomas Jefferson	4.9	470
21	Burbank's Potatoes	4.9	540
22	America's First Kindergarten	4.9	480
23	London Bridge	4.9	500
24	A Powerful Voice	4.9	500
25	Flying Florida	4.9	570
26	Georgia	4.9	620L
27	The Fight for Canada	4.9	620
28	The Starving Time	4.9	630
29	Buying Alaska	4.9	630
30	Ironclads	4.9	690

Progress Chart

Name _____

Level I				
Date	Passage Title	Reading Level	Pretest Notes	Posttest Notes
	1. An Important Job	4.0		
	2. An American Songwriter	4.3		
	3. Tulips	4.3		
	4. Spirit of St. Louis	4.3		
	5. Corn: A Sacred Food	4.4		
	6. A Life for Freedom	4.6		
	7. First Shots	4.6		
	8. Louisiana Pirates	4.7		
	9. Penn's Woods	4.7		
	10. California's Largest Lake	4.7		
	11. The First U.S. Government	4.7		
	12. The Cherokee Nation	4.7		
	13. Route 66	4.8		
	14. Illinois Pyramids	4.8		
	15. Triangular Trade	4.8		
	16. The Hidden President	4.8		
	17. The U.S. Constitution	4.8		
	18. Texas Longhorn	4.8		
	19. Fighting for Independence	4.9		
	20. Thomas Jefferson	4.9		
	21. Burbank's Potatoes	4.9		
	22. America's First Kindergarten	4.9		
	23. London Bridge	4.9		
	24. A Powerful Voice	4.9		
	25. Flying Florida	4.9		
	26. Georgia	4.9		
	27. The Fight for Canada	4.9		
	28. The Starving Time	4.9		
	29. Buying Alaska	4.9		
	30. Ironclads	4.9		

Name _____

Directions: Keep track of words you find challenging. Check a word off and add a date when you have mastered reading it.

[illegible]