

Directions: We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.
3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning.

Students don’t need to finish an entire passage in one sitting. Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.
- Recordings of the text can be used to provide additional opportunities to hear expert reading.
- Support students in chunking the text into smaller portions.

Support for English Language Learners

- Having a text read aloud by a fluent reader prior to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

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Grandpa's Story: A Comb, Penknife And Handkerchief
By: NPR Staff

Vocabulary:

- trustees – people who are trusted to manage money or property

Notes:

Grandpa's Story: A Comb, Penknife And Handkerchief

1 Jack Bruschetti was born in 1999, the same year his
2 grandfather, Leonard Carpenter, died from Alzheimer's
3 disease.
4 But 13-year-old Jack wanted to know more about his
5 grandfather, who worked as a tire builder for BFGoodrich in
6 Akron, Ohio, where he also raised his family.
7 "It was very important for him to be in control at all
8 times," Jack's mom, Lynne Bruschetti, said to him during a
9 visit to Story Corps in Atlanta. "We lived in the city, and we
10 had very tiny yards, and he didn't use a lawnmower. He
11 used clippers because he wanted every blade of grass to be
12 exactly the same height¹. We could play in the driveway, on
13 the sidewalk, in the middle of the street, but we were not
14 allowed in that showplace yard of his."

Notes:

¹ Underlined text = juicy sentence

15 Lynne said her father — who was 86 when he died —
16 always kept a comb, handkerchief and penknife in his
17 pockets.

18 "And the handkerchief was always clean and pressed,
19 And he would use a handkerchief not to blow his nose but
20 To clean. If there was like a mark on the side of our house,
21 He would wipe it," she recounted. "And when I was a
22 teenager, I was starting to lose respect for your grandpa
23 Leonard."

24 Lynne said she resented her father for "always wanting to
25 keep the house perfect and always being in control, and I
26 was starting to realize that he wasn't that educated."

27 Carpenter became president of the board of trustees of
28 Park United Methodist Church and served as president for a
29 few years. When the trustees met, he would take apples.

30 "First he would pull out his handkerchief and he would
31 wipe the apples and make them shiny," said Lynne, who is
32 51. "And then he would pull out his penknife. And he'd
33 always cut so that there was just one long apple peel. And
34 as they're arguing, he would slice the apple, put it on
35 the penknife, and hold it out to each member of the
36 trustees. And every meeting, they would eat apples
37 together.

38 "And they started getting trust back. And so he had that
39 ability," she continued. "He didn't have a lot of money. He

Notes:

40

41 didn't have a lot of education. But he had that
42 handkerchief, and he had that penknife in the trustee
43 meetings. "And people did start to get along. He was an
44 important part of that."

Grandpa's Story: A Comb, Penknife And Handkerchief
By: NPR Staff

Checking for Understanding

1. Why did Lynne's dad always keep a comb, penknife and handkerchief in his pocket?

2. What do the following details tell you about Lynne's dad:
 - a. "He used clippers because he wanted every blade of grass to be exactly the same height."
 - b. "If there was like a mark on the side of our house, he would wipe it."

Two Brothers Remember Lives Spent With Liberty
By: NPR Staff

Vocabulary:

- childhoods – a time early in a person's life
- commuted – traveled back and forth
- maintenance – keeping a thing or place in good condition
- liberty – having the right to act or speak freely; the power to choose what you want to do

Notes:

Two Brothers Remember Lives Spent With Liberty

1 Brothers Paul and James Bizzaro, both in their 80s, spent
2 their childhoods living in a house right behind the Statue of
3 Liberty. Their family moved to the same small island in New
4 York Harbor as Lady Liberty 75 years ago this summer, not
5 long after their father, also James, became a guard at the
6 statue.
8 When the Bizzaros moved to what's now called Liberty
9 Island in 1937, Paul was 8 and James was 6.
10 "Half of the island was for the visitors. The half that we
11 lived in, we had that whole half to us," says James.
12 "But we were allowed to do whatever we wanted, so we
13 used to go up to the torch," Paul remembers.

Notes:

14 "And if you shook enough, the whole arm would shake,"
15 James says.

16 The boys shook it once when their mother was walking
17 up. "She never went up again," Paul says.

18 "We used to go on the ferry to go to school, and I
19 remember Sister Alphonsus Marie — she was tough, like a
20 truck driver," James says. "She was mean. But she was
21 always talking about the island, so I invited her to come to
22 the statue, and we climbed the head, and she says, 'Oh!'
23 She says, 'This is the closest I'm going to get to heaven.'

24 But she never treated me any better or any different."

25 In 1944, the family moved back to Brooklyn, where they
26 had lived before moving to the island, though their father
27 still commuted to the statue.

28 "And the way a person knows every corner of his house,
29 he knew every corner of that Statue of Liberty,"² says James.
30 Their father retired in 1971 after 36 years there. He had
31 been a guard for about a year, then began working in
32 maintenance, and eventually became the maintenance
33 supervisor.

34 "When he retired, it took 11 men to replace him. He was
35 the man that kept the statue lit. The lights, they never went
36 out when he worked," Paul says.

² Underlined text = juicy sentence

Two Brothers Remember Lives Spent With Liberty
By: NPR Staff

Checking for Understanding

1. What is the main idea of this text? Provide evidence from the text to support your answer.

2. How do Paul and James feel about living behind the Statue of Liberty? Provide evidence from the text to support your answer.

From Poor Beginnings To A Wealth Of Knowledge
By: NPR Staff

Vocabulary:

- unheralded – not recognized for their work
- sociology – the study of people or groups of people
- legacy – the record of important things about you that is left after you're gone
- domestic – connected to home
- emphasis – pay special attention
- outlook – how you see something
- welfare – support from the government for poor people to help pay for things they need
- founding – the start of something

Notes:

From Poor Beginnings To A Wealth Of Knowledge

1 Herman Blake grew up with his mother and six siblings
2 just outside New York City. It was the early 1940s and the
3 family was poor. This shaped their outlook on life.
4 "When I was growing up the great emphasis was on
5 being able to get a job because we were on welfare, and it
6 was so humiliating,"³ Herman tells his brother Sidney, who

³ Underlined text = juicy sentence

Notes:

7 is an Episcopal deacon, during a visit to StoryCorps in New
8 York.

9 One of the Blake brothers, Henry, who wanted the family
10 to stop depending on welfare, decided to drop out of
11 school so he could help take care of their mother.

12 "So when he got 16, he stopped going to school. And I'll
13 never forget the day the truant officer came and Henry sat
14 there and looked at him and said, 'I am not returning to
15 school.' He was standing up in support of Mama," the 79-
16 year-old Herman says.

17 But, there was a church member, Lillian Tinsley, who did
18 domestic work. She had no family of her own, but she loved
19 the young people.

20 "She liked to take the kids and feed them. And, as I
21 remember, she couldn't cook," Herman says to his 73-year-
22 old brother. "And we used to despair about her cooking.

23 And Mama said, 'You eat what she puts in front of you.'

24 Ms. Tinsley would get on the bus down on Fifth Avenue
25 to go clean houses all day, but she knew the value of an
26 education.

27 "And she came to my mother, and she said, 'You send
28 that boy back to school. And from my own limited income,
29 I will give you what he could have made.'

30 Ms. Tinsley sent Henry to junior college in Alabama.

31 "Henry's experience there excited my next oldest

Notes:

32 brother and myself. And, of my mother's seven children, all
33 of us completed high school. Six of us completed college
34 degrees. And two of us got doctorates," Herman says.
35 "So I consider that the legacy of an unheralded domestic
36 worker named Lillian Tinsley.

37 "And I can never forget her."

Herman Blake received his doctorate from the University of California, Berkeley, went on to become a professor of Sociology at UC Santa Cruz in 1966 and founding provost of Oakes College from 1972 to 1984. He'll be honored at UCSC this weekend.

From Poor Beginnings To A Wealth Of Knowledge
By: NPR Staff

Checking for Understanding

1. According to Herman, what is the legacy of Lillian Tinsley?
2. How would you describe Lillian Tinsley?

Mother To Daughter: 'That's When I Knew I Was Adopted'
By: NPR Staff

Vocabulary:

- albums – books with blank pages that can be used to collect pictures, letters, or memories
- services – supports that help people when they need something
- beginnings – where and how you started life
- recent – something that happened a short time ago.

Notes:

Mother To Daughter: 'That's When I Knew I Was Adopted'

1 Diane Tells His Name, 61, grew up never knowing she
2 was adopted.
3 "When did you first feel like you were different?" Bonnie
4 Buchanan, 23, asks her mother during a recent visit to a
5 Story Corps booth.
6 "Probably elementary school," she replies. "I had a
7 younger sister, and I really didn't like doing the same
8 things that she would do."
9 Instead of tea parties and dolls, Tells His Name spent
10 her time outdoors, peering at the clouds and stars.
11 "And my sister was blond, tall and thin like my mother,
12 and I was round and brown," she says with a laugh.

Notes:

13 She remembers flipping through family albums,

14 searching for her face in the old photographs and never
15 finding it.
16 "Eventually when I was 37-years-old, I happened to see a
17 picture of my mom in October of 1951, and it shocked me
18 because I was born in November of 1951, and my mother
19 was not pregnant," Tells His Name says. "That's when I
20 knew I was adopted."

21 "How did you feel?" Buchanan asks.

22 "It was very satisfying to know that I wasn't crazy," Tells
23 His Name says. "I didn't blame them, I wasn't angry with
24 them. In 1951, you just didn't talk about those things."

25 She discovered her Native American roots on her
26 original birth certificate, which also pointed to her birth
27 mother's name and her first home, the Pine Ridge Indian
28 Reservation.

29 To get in touch with her beginnings, she returned to
30 South Dakota, received her Indian name and took what she
31 calls a "crash course on how to be Indian."⁴ After that
32 experience, she and her husband contacted Indian Family
33 Services to adopt a child from her Lakota tribe.

34 "And, finally, they faxed us a picture of a little Indian
35 child, and she was drinking chocolate syrup out of a
36 Hershey's bottle. And our son said, 'That's her! That's the

Notes:

37 one we need to adopt.' And it was you," Tells His Name

⁴ Underlined text = juicy sentence

38 says to Buchanan, who chuckles in response.
39 After researching Buchanan's family tree, Tells His Name
40 discovered they are cousins.
41 "I thought that was just — that was amazing," Tells His
42 Name says. "I'm glad you're my baby." "I know. I'm glad you
43 adopted me," Buchanan replies.
44 "I am too," Tells His Name says. "It's like our whole
45 family was just planned out so that it would be best for all
46 of us."

Mother To Daughter: 'That's When I Knew I Was Adopted'
By: NPR Staff

Checking for Understanding

1. How would you define the word, “peering,” in the following sentence: “Instead of tea parties and dolls, Tells His Name spent her time outdoors, peering at the clouds and stars.
2. How did Diane Tells His Name know she was adopted?
3. How are Diane Tells His Name and Bonnie Buchanan related?

At 16, Making A Trek To Make The '63 March On Washington
By: NPR Staff

Vocabulary:

- trekked – to go on a long trip by walking
- dissuade – to get someone not to do something
- jurisdiction – an area that someone controls

Notes:

At 16, Making A Trek To Make The '63 March On Washington

1 Lawrence Cumberbatch was only 16 when he trekked, on
2 foot, from New York City to Washington, D.C., to join the
3 March on Washington for Jobs and Freedom. Lawrence, now
4 66, was the youngest person on the march with the Brooklyn
5 branch of the Congress of Racial Equality.
6 His parents thought two weeks on the open road would
7 be too dangerous for a teenager and made their best effort
8 to dissuade him, Lawrence tells his son, Simeon, 39, at
9 StoryCorps in New York.⁵
10 "There's always someone in most families that
11 everybody looks to as the authority. And in my case it was
12 my mother's brother, Lloyd," Lawrence says. "So they did
13 the usual, 'Go and see Uncle Lloyd. He wants to talk to you.'

Notes:

⁵ Underlined text = juicy sentence

14 They were so sure [that] 'Well, he'll fix this,' "he says,
15 laughing.

16 But the conversation didn't go quite as Lawrence's
17 parents envisioned. "I discussed it with him, and he says,
18 'You know, you've thought this out, this makes sense.' So,
19 he told my parents ... " "I think the boy is OK, so he'll be
20 safe." And that was it. They followed his advice."

21 Between Aug. 15 and Aug. 27, 1963, Lawrence and the
22 other members of Brooklyn CORE walked from sunup to
23 sunset each day, he says. "Our diet was eating out of the
24 Coke machines in the gas stations — cheese, crackers with
25 peanut butter — for the whole 13 days, that's all we ate."

26 The authorities wouldn't allow the group onto the
27 turnpike, Lawrence says, so they walked on U.S. Route 1
28 instead. And upon reaching Delaware, Lawrence recalls,
29 "they would not let us stop for any purpose. ... They
30 literally put a patrol car behind us and one in front, and
31 they marched us 30 miles until we were out of their
32 jurisdiction."

33 When they arrived in Washington, the group marched to
34 the demonstration on the National Mall. They were led to
35 the platform, Lawrence says, "and we were right behind
36 King. It was overwhelming.

37 "People said, 'Well, what did you think about the
38 speech?' I says, 'Nobody who was on that podium was

Notes:

39

thinking about the speech,' "Lawrence tells Simeon. "It was
40 just so mind-blowing to look at this sea of people. You'll
41 never see this again."

42 "This was definitely a defining moment," Simeon tells his
43 dad. "I remember when I saw clips of Martin Luther King's
44 speech at Washington, my mother said, 'Your father's right
45 behind him.' It's a proud history, and you — you're a hero
46 of mine."

47 "Thank you, Sim," Lawrence says. "I am very proud of
48 that."

At 16, Making A Trek To Make The '63 March On Washington
By: NPR Staff

Checking for Understanding

1. What role did Uncle Lloyd play in his family? How do you know this?
2. What is the relationship between Simeon and Lawrence? How do you know this?
3. What was the theme of this story? Use evidence from the text to support your answer.

Weird, or Just Different?
By Derek Sivers

Vocabulary:

- downbeat – the note in music that is played with the greatest force or accent
- accurate – without any mistakes; correct

Weird, or just different?

1 So, imagine you're standing on a street anywhere in
2 America and a Japanese man comes up to you and says,
3 "Excuse me, what is the name of this block?" And you say,
4 "I'm sorry, well, this is Oak Street, that's Elm Street. This is
5 26th, that's 27th." He says, "OK, but what is the name of
6 that block?" You say, "Well, blocks don't have names.
7 Streets have names; blocks are just the unnamed spaces in
8 between streets." He leaves, a little confused and
9 disappointed.

10 So, now imagine you're standing on a street, anywhere
11 in Japan, you turn to a person next to you and say,
12 "Excuse me, what is the name of this street?" They say,
13 "Oh, well that's Block 17 and this is Block 16." And you say,
14 "OK, but what is the name of this street?"
15 And they say, "Well, streets don't have names. Blocks
16 have names. Just look at Google Maps here. There's Block

Notes:

Notes:

17 14, 15, 16, 17, 18, 19. All of these blocks have names, and
18 the streets are just the unnamed spaces in between the
19 blocks.

20 And you say then, "OK, then how do you know your
21 home address?"

22 He said, "Well, easy, this is District Eight. There's Block
23 17, house number one." You say, "OK, but walking around
24 the neighborhood, I noticed that the house numbers don't
25 go in order."

26 He says, "Of course they do. They go in the order in
27 which they were built. The first house ever built on a block
28 is house number two. Third is house number three. It's
29 easy. It's obvious."

30 So, I love that sometimes we need to go to the opposite
31 side of the world to realize assumptions we didn't even
32 know we had, and realize that the opposite of them may
33 also be true.⁶

34 So, for example, there are doctors in China who believe
35 that it's their job to keep you healthy. So, any month you
36 are healthy you pay them, and when you're sick you don't
37 have to pay them because they failed at their job. They get
38 rich when you're healthy, not sick.

39 In most music, we think of the "one" as the downbeat,
40 the beginning of the musical phrase: one, two, three, four.

Notes:

⁶ Underlined text = juicy sentence

41 But in West African music, the "one" is thought of as the
42 end of the phrase, like the period at the end of a sentence.
43 So, you can hear it not just in the phrasing, but the way
44 they count off their music: two, three, four, one.

45 And this map is also accurate.

46 There's a saying that whatever true thing you can say
47 about India, the opposite is also true. So, let's never forget,
48 whether at TED, or anywhere else, that whatever brilliant
49 ideas you have or hear, that the opposite may also be true.

50 Domo arigato gozaimashita.

Weird, or Just Different?
By Derek Sivers

Checking for Understanding

1. What did the author mean when he said: "sometimes we need to go to the opposite side of the world to realize assumptions we didn't even know we had, and realize that the opposite of them may also be true"?
2. Identify three details from the story that support Derek Sivers' main idea.
3. Compare and Contrast the way the Japanese and U.S. identify their addresses.

Try Something New for 30 Days
By Matt Cutts

Vocabulary:

Notes:

- philosopher – a person who studies ideas
- Kilimanjaro – the tallest mountain in Africa
- adventurous – someone who wants new and exciting activities
- dwelling – where you live
- memorable – something that is easy to remember

Try something new for 30 days

1 A few years ago, I felt like I was stuck in a rut, so I decided
2 to follow in the footsteps of the great American
3 philosopher, Morgan Spurlock, and try something new for 30
4 days. The idea is actually pretty simple. Think about
5 something you've always wanted to add to your life and try
6 it for the next 30 days. It turns out, 30 days is just about
7 the right amount of time to add a new habit or subtract a
8 habit -- like watching the news -- from your life.
9 There's a few things I learned while doing these 30-day
10 challenges. The first was, instead of the months flying by,
11 forgotten, the time was much more memorable. This was
12 part of a challenge I did to take a picture every day for a

Notes:

13

month. And I remember exactly where I was and what I was
14 doing that day. I also noticed that as I started to do more
15 and harder 30-day challenges, my self-confidence grew. I
16 went from desk-dwelling computer nerd to the kind of guy
17 who bikes to work -- for fun. Even last year, I ended up
18 hiking up Mt. Kilimanjaro, the highest mountain in Africa. I
19 would never have been that adventurous before I started
20 my 30-day challenges.

21 I also figured out that if you really want something badly
22 enough, you can do anything for 30 days. Have you ever
23 wanted to write a novel? Every November, tens of
24 thousands of people try to write their own 50,000-word
25 novel from scratch in 30 days. It turns out, all you have to
26 do is write 1,667 words a day for a month. So I did. By the
27 way, the secret is not to go to sleep until you've written
28 your words for the day. You might be sleep-deprived, but
29 you'll finish your novel. Now is my book the next great
30 American novel? No. I wrote it in a month. It's awful. But for
31 the rest of my life, if I meet John Hodgman at a TED party, I
32 don't have to say, "I'm a computer scientist." No, no, if I
33 want to, I can say, "I'm a novelist."

34 So here's one last thing I'd like to mention. I learned that
35 when I made small, sustainable changes, things I could
36 keep doing, they were more likely to stick.⁷ There's nothing

Notes:

⁷ Underlined text = juicy sentence

37 wrong with big, crazy challenges. In fact, they're a ton of
38 fun. But they're less likely to stick. When I gave up sugar for
39 30 days, day 31 looked like this.

40 So here's my question to you: What are you waiting for? I
41 guarantee you the next 30 days are going to pass whether
42 you like it or not, so why not think about something you
43 have always wanted to try and give it a shot for the next 30
44 days.

45 Thanks.

Try Something New for 30 Days
By Matt Cutts

Checking for Understanding

1. Why did Matt Cutts suggest we should “try something new for 30 days”?
2. What are two examples of new things that Matt tried for 30 days?
3. What did Matt Cutts mean when he said, “I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick.”

Photos From a Storm Chaser
By: Camille Seaman

Vocabulary:

Notes:

- witnessing – to see something happen
- movement – the way storms travel in the wind
- capable – able to do that thing well
- producing – to make something
- exploration – to look at something carefully to learn more about it
- perspire – to sweat
- ominous – a sign something bad is going to happen
- tactile – being able to touch or feel something

Photos from a storm chaser

1 Everything is interconnected. As a Shinnecock Indian, I
2 was raised to know this. We are a small fishing tribe
3 situated on the southeastern tip of Long Island near the town
4 of Southampton in New York.
5 When I was a little girl, my grandfather took me to sit
6 outside in the sun on a hot summer day. There were no
7 clouds in the sky. And after a while I began to perspire.
8 And he pointed up to the sky, and he said, "Look, do you
9 see that? That's part of you up there. That's your water that

Notes:

10 helps to make the cloud that becomes the rain that feeds
11 the plants that feeds the animals."
12 In my continued exploration of subjects in nature that
13 have the ability to illustrate the interconnection of all life, I
14 started storm chasing in 2008 after my daughter said,
15 "Mom, you should do that."
16 And so three days later, driving very fast, I found myself
17 stalking a single type of giant cloud called the super cell,
18 capable of producing grapefruit-size hail and spectacular
19 tornadoes, although only two percent actually do.⁸ These
20 clouds can grow so big, up to 50 miles wide and reach up
21 to 65,000 feet into the atmosphere. They can grow so big,
22 blocking all daylight, making it very dark and ominous
23 standing under them.
24 Storm chasing is a very tactile experience. There's a
25 warm, moist wind blowing at your back and the smell of
26 the earth, the wheat, the grass, the charged particles. And
27 then there are the colors in the clouds of hail forming, the
28 greens and the turquoise blues. I've learned to respect the
29 lightning. My hair used to be straight.
30 I'm just kidding.
31 What really excites me about these storms is their
32 movement, the way they swirl and spin and undulate, with
33 their lava lamp-like mammatus clouds. They become lovely

⁸ Underlined text = juicy sentence

Notes:

34 monsters.
35 When I'm photographing them, I cannot help but
36 remember my grandfather's lesson. As I stand under them,
37 I see not just a cloud, but understand that what I have the
38 privilege to witness is the same forces, the same process in
39 a small-scale version that helped to create our galaxy, our
40 solar system, our sun and even this very planet.
41 All my relations.
42 Thank you.

Photos From a Storm Chaser
By: Camille Seaman

Checking for Understanding

1. What did you learn about the giant cloud called the Super Cell?
2. According to the author, what are some ways that “everything is interconnected”?
3. How is storm chasing a “tactile experience”?

Finding Planets Around Other Stars
By: Lucianne Walkowicz

Vocabulary:

Notes:

- searches – looks for something
- decades – ten-year-long periods
- perspective – a way of thinking about something that gives a better understanding
- potential – something that can be true in the future
- suss – to understand; grasp

Finding planets around other stars

1 Planetary systems outside our own are like distant cities
2 whose lights we can see twinkling, but whose streets we
3 can't walk. By studying those twinkling lights though, we can
4 learn about how stars and planets interact to form their own
5 ecosystem and make habitats that are amenable to life. In
6 this image of the Tokyo skyline, I've hidden data from the
7 newest planet-hunting space telescope on the block, the
8 Kepler Mission. Can you see it? There we go. This is just a
9 tiny part of the sky the Kepler stares at, where it searches
10 for planets by measuring the light from over 150,000 stars,
11 all at once, every half hour, and very precisely. And what
12 we're looking for is the tiny dimming of light that is caused

Notes:

13 by a planet passing in front of one of these stars and
14 blocking some of that starlight from getting to us. In just
15 over two years of operations, we've found over 1,200
16 potential new planetary systems around other stars. To
17 give you some perspective, in the previous two decades of
18 searching, we had only known about 400 prior to Kepler.

19 When we see these little dips in the light, we can
20 determine a number of things. For one thing, we can
21 determine that there's a planet there, but also how big that
22 planet is and how far it is away from its parent star. That
23 distance is really important because it tells us how much
24 light the planet receives overall. And that distance and
25 knowing that amount of light is important because it's a
26 little like you or I sitting around a campfire: You want to be
27 close enough to the campfire so that you're warm, but not
28 so close that you're too toasty and you get burned.

29 However, there's more to know about your parent star
30 than just how much light you receive overall. And I'll tell
31 you why. This is our star. This is our Sun. It's shown here in
32 visible light. That's the light that you can see with your own
33 human eyes. You'll notice that it looks pretty much like the
34 iconic yellow ball -- that Sun that we all draw when we're
35 children. But you'll notice something else, and that's that
36 the face of the Sun has freckles. These freckles are called
37 sunspots, and they are just one of the manifestations of the

Notes:

Sun's magnetic field. They also cause the light from the star
39 to vary. And we can measure this very, very precisely with
40 Kepler and trace their effects.

41 However, these are just the tip of the iceberg. If we had
42 UV eyes or X-ray eyes, we would really see the dynamic and
43 dramatic effects of our Sun's magnetic activity -- the kind of
44 thing that happens on other stars as well. Just think, even
45 when it's cloudy outside, these kinds of events are
46 happening in the sky above you all the time. So when we
47 want to learn whether a planet is habitable, whether it
48 might be amenable to life, we want to know not only how
49 much total light it receives and how warm it is, but we want
50 to know about its space weather -- this high-energy
51 radiation, the UV and the X-rays that are created by its star
52 and that bathe it in this bath of high-energy radiation.

53 And so, we can't really look at planets around other
54 stars in the same kind of detail that we can look at planets
55 in our own solar system. I'm showing here Venus, Earth and
56 Mars --three planets in our own solar system that are
57 roughly the same size, but only one of which is really a
58 good place to live. But what we can do in the meantime is
59 measure the light from our stars and learn about this
60 relationship between the planets and their parent stars to
61 suss out clues about which planets might be good places to
62 look for life in the universe.

Notes:

63

Kepler won't find a planet around every single star it
64 looks at. But really, every measurement it makes is
65 precious, because it's teaching us about the relationship
66 between stars and planets, and how it's really the starlight
67 that sets the stage for the formation of life in the universe.⁹
68 While it's Kepler the telescope, the instrument that stares,
69 it's we, life, who are searching.

70 Thank you.

Finding Planets Around Other Stars
By: Lucianne Walkowicz

Checking for Understanding

1. What is the Kepler Mission? How has it impacted astronomy (the study of stars)?
2. What can scientists learn from studying the “tiny dimming of light that is caused by a planet passing in front of one of these stars”?
3. What does the word “suss out” mean in the following sentence:
“But what we can do in the meantime is measure the light from our stars and learn about this relationship between the planets and their parent stars to suss out clues about which planets might be good places to look for life in the universe.”

Could a Saturn Moon Harbor Life?
By: Carolyn Porco

Vocabulary:

Notes:

- intervening – the thing in between two other things
- circumstance – how things are
- onset – the beginning of something
- cyanide – a chemical
- sustain – to give what is needed to stay alive
- erupting – bursting through

Could a Saturn moon harbor life?

1 Two years ago here at TED I reported that we had
2 discovered at Saturn, with the Cassini Spacecraft, an
3 anomalously warm and geologically active region at the
4 southern tip of the small Saturnine moon Enceladus, seen
5 here. This region seen here for the first time in the Cassini
6 image taken in 2005. This is the South Polar Region, with
7 the famous tiger-stripe fractures crossing the South Pole.
8 And seen just recently in late 2008, here is that region
9 again, now half in darkness because the southern
10 hemisphere is experiencing the onset of August and
11 eventually winter.

12 And I also reported that we'd made this mind-blowing

Notes:

13 discovery -- this once-in-a-lifetime discovery of towering
14 towering jets erupting from those fractures at the south
15 pole, consisting of tiny water ice crystals accompanied by
16 water vapor and simple organic compounds like carbon
17 dioxide and methane. And at that time two years ago I
18 mentioned that we were speculating that these jets might
19 in fact be geysers, and erupting from pockets or chambers
20 of liquid water underneath the surface, but we weren't
21 really sure. However, the implications of those results -- of
22 a possible environment within this moon that could
23 support prebiotic chemistry, and perhaps life itself -- were
24 so exciting that, in the intervening two years, we have
25 focused more on Enceladus.

26 We've flown the Cassini Spacecraft by this moon now
27 several times, flying closer and deeper into these jets, into
28 the denser regions of these jets, so that now we have come
29 away with some very precise compositional measurements.
30 And we have found that the organic compounds coming
31 from this moon are in fact more complex than we
32 previously reported. While they're not amino acids, we're
33 now finding things like propane and benzene, hydrogen
34 cyanide, and formaldehyde. And the tiny water crystals here
35 now look for all the world like they are frozen droplets of
36 salty water, which is a discovery that suggests that not only
37 do the jets come from pockets of liquid water, but that that

Notes:

38 liquid water is in contact with rock. And that is a
39 circumstance that could supply the chemical energy and
40 the chemical compounds needed to sustain life.

41 So we are very encouraged by these results. And we are
42 much more confident now than we were two years ago that
43 we might indeed have on this moon, under the south pole,
44 an environment or a zone that is hospitable to living
45 organisms.¹⁰ Whether or not there are living organisms
46 there, of course, is an entirely different matter. And that
47 will have to await the arrival, back at Enceladus, of the
48 space crafts, hopefully sometime in the near future,
49 specifically equipped to address that particular question.
50 But in the meantime I invite you to imagine the day when
51 we might journey to the Saturnine system, and visit the
52 Enceladus interplanetary geyser park, just because we can.

53 Thank you.

Could a Saturn Moon Harbor Life?
By: Carolyn Porco

Checking for Understanding

1. What “mind-blowing discovery” was made on the Saturnine moon Enceladus?
2. How was this discovery made?
3. What makes this a “mind-blowing discovery”?

Winter Dusk
By: R. K. Munkittrick

Vocabulary:

- prospect – a view, how things look
- gale – a strong wind

Notes:

Winter Dusk

1 The prospect is bare and white,
2 And the air is crisp and chill;
3 While the ebon wings of night
4 Are spread on the distant hill.

5 The roar of the stormy sea
6 Seem the dirges shrill and sharp
7 That winter plays on the tree -
8 His wild Æolian harp.¹¹

9 In the pool that darkly creeps
10 In ripples before the gale,
11 A star like a lily sleeps
12 And wiggles its silver tail.

¹¹ Underlined text = juicy sentence

Winter Dusk
By: R. K. Munkittrick

Checking for Understanding

1. What setting is the author describing? Support your answer with words or phrases from the poem.
2. Identify an example of personification in this poem. Explain what is being personified and how it is being personified.

The Mystic Meaning
By: Clark Ashton Smith

Vocabulary:

- amid – in the middle of something
- vain – to try with no success
- tidings – news that make people feel glad
- lurk – hiding nearby in a creepy way

Notes:

The Mystic Meaning

- 1 Alas! That we are deaf and blind
- 2 To meanings all about us hid!
- 3 What secrets lurk the woods amid?
- 4 What prophecies are on the wind?

- 5 What tidings do the billows bring?
- 6 And cry in vain upon the strand?
- 7 If we might only understand
- 8 The brooklet's cryptic murmuring!¹²

- 9 The tongues of earth and air are strange.
- 10 And yet (who knows?) one little word
- 11 Learned from the language of the bird
- 12 Might make us lords of Fate and Change!

¹² Underlined text = juicy sentence

The Mystic Meaning
By: Clark Ashton Smith

Checking for Understanding

1. Where does the author think you should look for "The Mystic Meaning"?

2. What message is the author trying to express in this poem?

Shake, Mulleary And Go-Ethe
By: Henry Cuyler Bunner

Vocabulary:

- dramatist – someone who writes plays
- refrain – to stop yourself from doing something
- busts – a statue that begins at the head and stops in the upper chest
- haughty – in a rude way

Notes:

Shake, Mulleary And Go-Ethe

- 1 I have a bookcase, which is what
- 2 Many much better men have not.
- 3 There are no books inside, for books,
- 4 I am afraid, might spoil its looks.
- 5 But I've three busts, all second-hand,
- 6 Upon the top. You understand
- 7 I could not put them underneath - Shake, Mulleary and
- 8 Go-ethe.

- 9 Shake was a dramatist of note;
- 10 He lived by writing things to quote,
- 11 He long ago put on his shroud:
- 12 Some of his works are rather loud.

Notes:

13 His bald-spot's dusty, I suppose.
14 I know there's dust upon his nose.
15 I'll have to give each nose a sheath - Shake, Mulleary and
16 Goethe.

17 Mulleary's line was quite the same;
18 He has more hair, but far less fame.
19 I would not from that fame retrench -
20 But he is foreign, being French.
21 Yet high his haughty head he heaves,
22 The only one done up in leaves,
23 They're rather limited on wreath - Shake, Mulleary and
24 Goethe.

25 Goethe wrote in the German tongue:
26 He must have learned it very young.
27 His nose is quite a butt for scoff,
28 Although an inch of it is off.
29 He did quite nicely for the Dutch;
30 But here he doesn't count for much.
31 They all are off their native heath - Shake, Mulleary and
32 Goethe.

33 They sit there, on their chests, as bland
34 As if they were not second-hand.

Notes:

35

I do not know of what they think,
36 Nor why they never frown or wink,

37 But why from smiling they refrain
38 I think I clearly can explain:
39 They none of them could show much teeth - Shake,
40 Mulleary and Goethe.

Shake, Mulleary And Go-Ethe
By: Henry Cuyler Bunner

Checking for Understanding

1. How does the author use repetition in this poem?
2. What do you notice about the structure of this poem?
3. What are the similarities and differences of each stanza?

I Saw A Ship A-Sailing
By: Mother Goose

Vocabulary:

Notes:

- laden – carrying a heavy load
- hold – the hollow lower part of a ship where things are stored

I Saw A Ship A-Sailing

- 1 I saw a ship a-sailing,
- 2 A-sailing on the sea;
- 3 And, oh! it was all laden
- 4 With pretty things for thee!

- 5 There were candies in the cabin,
- 6 And apples in the hold;
- 7 The sails were made of silk,
- 8 And the masts were made of gold.¹³

- 9 The four-and-twenty sailors
- 10 That stood between the decks,
- 11 Were four-and-twenty white mice,
- 12 With chains about their necks.

¹³ Underlined text = juicy sentence

Notes:

- 13 The captain was a duck,
- 14 With a packet on his back;
- 15 And when the ship began to move,
- 16 The captain cried, “Quack, quack!”

I Saw A Ship A-Sailing
By: Mother Goose

Checking for Understanding

1. What is the mood of this poem? Please find examples in the text which illustrate the mood.
2. What do you notice about the rhythm of this poem?
3. How does the author use rhyme in this poem?

Time for Everything
By: Alden Arthur Knipe

Vocabulary:

- None in this poem

Notes:

Time for Everything

- 1 There's a time to run and a time to walk;
- 2 There's a time for silence, a time for talk;
- 3 There's a time for work and a time for play;
- 4 There's a time for sleep at the close of day.
- 5 There's a time for everything you do,
- 6 For children and for grown-ups, too.
- 7 A time to stand up and a time to sit,—
- 8 But see that the time and actions fit.¹⁴

¹⁴ Underlined text = juicy sentence

Time for Everything
By: Alden Arthur Knipe

Checking for Understanding

1. How did the author use rhyme and repetition in this poem?
2. What did the author mean by the phrase, "But see that the time and actions fit"?

Old Ironsides
By: Oliver Wendell Holmes, Sr.

Vocabulary:

- ensign – a flag that shows where the ship is from
- meteor – a piece of rock from outer space that can fall to earth
- vanquished – beaten in a battle or war
- victor – the winner in a battle or game
- hulk – something large

Notes:

Old Ironsides

- 1 Aye tear her tattered ensign down
- 2 long has it waved on high,
- 3 And many an eye has danced to see
- 4 That banner in the sky;
- 5 Beneath it rung the battle shout,
- 6 And burst the cannon's roar;--
- 7 The meteor of the ocean air
- 8 Shall sweep the clouds no more.¹⁵
- 9 Her deck, once red with heroes' blood,
- 10 Where knelt the vanquished foe,

Notes:

¹⁵ Underlined text = juicy sentence

- 11 When winds were hurrying o'er the flood,
- 12 And waves were white below,
- 13 No more shall feel the victor's tread,
- 14 Or know the conquered knee;--
- 15 The harpies of the shore shall pluck
- 16 The eagle of the sea!
- 17 Oh, better that her shattered hulk
- 18 Should sink beneath the wave;
- 19 Her thunders shook the mighty deep,
- 20 And there should be her grave;
- 21 Nail to the mast her holy flag,
- 22 Set every threadbare sail,
- 23 And give her to the god of storms,
- 24 The lightning and the gale!

Old Ironsides
By: Oliver Wendell Holmes, Sr.

Checking for Understanding

1. What do you think this poem is describing?
2. How does the author use rhythm and rhyme in this poem?

The Butterfly
By: Jane and Ann Taylor

Vocabulary:

- idle – not being used; not active
- rove – to move from place to place

Notes:

The Butterfly

- 1 The Butterfly, an idle thing,
- 2 Nor honey makes, nor yet can sing,
- 3 As do the bee and bird;
- 4 Nor does it, like the prudent ant,
- 5 Lay up the grain for times of want,
- 6 A wise and cautious hoard.

- 7 My youth is but a summer's day:
- 8 Then like the bee and ant I'll lay
- 9 A store of learning by;
- 10 And though from flower to flower I rove,
- 11 My stock of wisdom I'll improve
- 12 Nor be a butterfly.

The Butterfly
By: Jane and Ann Taylor

Checking for Understanding

1. How does the author compare the butterfly to the bee, bird and ant?

2. How does the author feel about the butterfly?

Jabberwocky
By: Lewis Carroll

Vocabulary:

- sought – looked for

Notes:

Jabberwocky

- 1 Twas brillig, and the slithy toves
- 2 Did gyre and gimble in the wabe;
- 3 All mimsy were the borogoves,
- 4 And the mome raths outgrabe.

- 5 "Beware the Jabberwock, my son!
- 6 The jaws that bite, the claws that catch!
- 7 Beware the Jubjub bird, and shun
- 8 The frumious Bandersnatch!"

- 9 He took his vorpal sword in hand:
- 10 Long time the manxome foe he sought --
- 11 So rested he by the Tumtum tree.
- 12 And stood awhile in thought.

- 13 And as in uffish thought he stood,
- 14 The Jabberwock, with eyes of flame,

Notes:

- 15 Came wiffling through the tulgey wood,
- 16 And burbled as it came!

- 17 One, two! One, two! And through and through
- 18 The vorpal blade went snicker-snack!
- 19 He left it dead, and with its head
- 20 He went galumphing back.

- 21 "And hast thou slain the Jabberwock?
- 22 Come to my arms, my beamish boy!
- 23 frabjous day! Callooh! Callay!"
- 24 He chortled in his joy.

- 25 'Twas brillig, and the slithy toves
- 26 Did gyre and gimble in the wabe;
- 27 All mimsy were the borogoves,
- 28 And the mome raths outgrabe.

Jabberwocky
By Lewis Carroll

Checking for Understanding

1. How does the author's use of nonsense words impact the reader's understanding of the text?
2. How would you describe the mood of the text? Use evidence from the text to support your answer.

The Hares and the Frogs
By: Aesop

Vocabulary:

Notes:

- continual – not stopping or ending
- persecuted – to treat someone in a cruel or mean way
- scuttled – to run away
- state – a way of living

The Hares and the Frogs

1 The Hares were so persecuted by the other beasts, they
2 did not know where to go. As soon as they saw a single
3 animal approach them, off they used to run. One day they
4 saw a troop of wild Horses stampeding about, and in quite
5 a panic all the Hares scuttled off to a lake hard by,
6 determined to drown themselves rather than live in such a
7 continual state of fear.¹⁶ But just as they got near the bank
8 of the lake, a troop of Frogs, frightened in their turn by the
9 approach of the Hares scuttled off, and jumped into the
10 water. "Truly," said one of the Hares, "things are not so
11 bad as they seem:
12 "There is always someone worse off than yourself."

¹⁶ Underlined text = juicy sentence

The Hares and the Frogs
By Aesop

Checking for Understanding

1. What does the word, "persecuted", mean in this passage? Use information from the text to support your answer.
2. How would you describe the hares in this story?
3. What does the moral of the story mean? How else could you word it?