

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
 - Close Reading Steps
 - Annotate/Mark the Text
- 3 Informational Texts:
 - Types of Galaxies
 - Objects in Solar System
 - Inner and Outer Planets
- 30 Multiple Choice Questions – 10 questions for each text
- 7 Graphic Organizers
- Answer Key

Objects in the Solar System

Comets

Comets are frozen objects leftover from the creation of the solar system. These objects are made up of gases, rock, and dust. To The Sun, The Sun's heat causes them to warm up and the Comets fly across the solar system, trailing a long tail. Eventually, they eventually reach the outer solar system and fade away. There are 3,000 comets currently exist.

Meteors

Meteors are small, burning objects that enter Earth's atmosphere and streak across the sky. They are often called shooting stars. Most meteors burn up before they reach the ground.

Moons

Moons are natural objects that orbit planets. They are made of rock and metal. Some moons have their own atmospheres and even liquid water. The Earth has one moon, and there are many other moons in our solar system.

Close Reading Steps

- 1 Read the text
- 2 Annotate the text
- 3 Read the text again
- 4 Define unknown words
- 5 Read the text again
- 6 Respond to reading

Objects in the Solar System

Our solar system is filled with a variety of objects that we can and cannot see. From the Sun, the planets, moons, and objects that make an impact, such as asteroids, comets, and meteoroids, there are many things surrounding our world that we can learn more about.

The Sun

The Sun is the largest object in our solar system. Without the Sun, our Solar System would not be able to function. The Sun keeps all planets and other objects in the solar system in orbit. Parts of the Sun can reach up to 27 million° F. The Sun is scorching!

Planets

Our Solar System contains eight planets with different types of climates and terrains. Mercury, Venus, Earth, and Mars are inner planets that are positioned closest to The Sun. At the same time, Jupiter, Saturn, Uranus, and Neptune are outer planets that are positioned farther from The Sun.

Dwarf Planets

Dwarf planets also exist in the solar system. Unlike the eight major planets, dwarf planets are smaller and have been discovered much more recently. For example, Pluto is considered a dwarf planet.

Asteroids

Asteroids, also known as minor planets, are small, rocky objects that orbit The Sun. They are found in the asteroid belt between Mars and Jupiter.

Non-Fiction Passage

Objects in the Solar System

Name: _____

6. What does the word discoveries mean?
 - a. things that were found
 - b. things that were seen
 - c. things that were lost
 - d. things that were saved
7. What is the main idea of paragraph 1?
 - a. we can see many things in the sky
 - b. asteroids, comets, and meteoroids
 - c. there are many things in our universe
 - d. there are planets, moons, and other objects
8. Which of the following is NOT an object in the solar system?
 - a. dwarf planets
 - b. grass
 - c. comets
 - d. moons
9. What is the logical difference between planets and dwarf planets?
 - a. both are planets
 - b. planets are larger than dwarf planets
 - c. planets are closer to the Sun than dwarf planets
 - d. planets have more moons than dwarf planets

Objects in the Solar System

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word soar.
 - a. they move quickly and burn
 - b. fly by looking like shooting stars
 - c. which are known as meteors
 - d. after its trip through the atmosphere, it hits the ground
2. What evidence does the author use to explain why Pluto is now considered a dwarf planet?
 - a. they realized that Pluto was actually much smaller
 - b. in recent years [it] was changed to a dwarf planet instead
 - c. they used better telescopes
 - d. [it] was considered the ninth planet for many years
3. Where in the text does the author show evidence to support the claim that the Sun is hot?
 - a. Paragraph 2
 - b. Paragraph 3
 - c. Paragraph 4
 - d. Paragraph 5
4. What is this text mainly about?
 - a. the dwarf planets that are in the solar system
 - b. the Sun and planets
 - c. the many different objects that scientists have discovered in our solar system
 - d. the many moons in the solar system
5. Which of the following details is most important to the topic of why comets explode?
 - a. they eventually reach the outer solar system and fade out of sight

10 Multiple
Choice
Questions

Inner and Outer Planets

Earth

Earth
Earth is where we live! It's the only planet in the solar system that has the perfect conditions for humans to exist. Neither too hot nor too cold.

Mars

Mars
Unlike Mercury and Venus, Mars maintains a freezing temperature, although parts of Mars, where the poles are, can freeze. Mars is nicknamed the Red Planet because all of the planet look red.

Outer Planets

Outer Planets
Outer planets are positioned farther away from the Sun than the inner planets. They are also known as gas giants.

Annotate the Text



Number the paragraphs



Underline important statements



Circle unknown words



**Question?
Confusing?**

Interesting!

Inner and Outer Planets

You may have heard of planets before. In fact, we live on one! The name of the planet we inhabit is Earth. Earth is one of eight planets that exist in our solar system. These planets are large objects that revolve around the Sun. They also reflect the Sun's light. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune are the planets. These planets have several differences in appearance and location. Some are known as inner planets, and others are known as outer planets.

Inner Planets

Inner planets are the planets that are closest to the Sun. The inner planets are Mercury, Venus, Earth, and Mars. These planets are all similar to Earth. When it comes to the appearance of these planets, they are mostly made up of rock and are dense. None of them have rings as Saturn, an outer planet, does. The inner planets are much smaller than the outer planets and have shorter orbits around the Sun and spin much more slowly than the outer planets do.

Mercury

Mercury, the smallest planet in our solar system, is positioned closest to the Sun. Mercury's surface has holes where asteroids and meteors have crashed. It also has two spots called hot poles. In these areas, the temperature can reach 800°F. At night, the planet waits to see what the Sun will do next.

Venus

Passage

Non-Fiction

Passage

Inner and Outer Planets

Name: _____

6. What does the word nickname mean?
 - a. a name someone is called other than their real name
 - b. a person named Nick
 - c. a short name
 - d. a name someone likes better than their real name
7. What is the main idea of paragraph 1?
 - a. planets revolve around the Sun
 - b. some planets are inner planets, and other
 - c. there are eight planets with many differ
 - d. Earth is the planet we live on
8. Which of the following planets is NOT an outer plan
 - a. Neptune
 - b. Saturn
 - c. Jupiter
 - d. Mars
9. What is the logical connection between the inne
 - a. Inner planets are closer to the Sun

10 Multiple Choice Questions

Inner and Outer Planets

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word uninhabitable.
 - a. by humans
 - b. big temperature range
 - c. humans could not live there
 - d. extreme heat or cold
2. What evidence does the author use to support the idea that it is freezing on Mars?
 - a. it stays cold year-round
 - b. [it can] form ice caps
 - c. the planet looks red
 - d. Mars is nicknamed the Red Planet
3. Where in the text does the author show evidence to support the claim that people cannot live on Venus?
 - a. Paragraph 2
 - b. Paragraph 3
 - c. Paragraph 4
 - d. Paragraph 5
4. What is the main idea of paragraph 4?
 - a. Mercury is the smallest planet
 - b. Mercury's wide range of temperatures causes it to be unlivable
 - c. Mercury has two spots called hot poles
 - d. Mercury is the closest planet to the Sun
5. Which of the following details is most important to the topic of why Earth is perfect for humans?
 - a. [it] is where we live
 - b. it's the only planet in the solar system
 - c. [it] has the perfect conditions
 - d. [it's] neither too hot nor too cold

Galaxies

Another type of spiral galaxies also exists; they are known as barred spirals. Barred spirals are similar, except that they have a bar of stars running through the middle of the bulge. The arms are made of young, shining stars and gas. These young stars give off a lot of light and lose some of their shine. Scientists believe that as stars get older, spiral galaxies turn into elliptical galaxies. The most commonly known spiral galaxy is the Milky Way. What is it? It is a barred spiral galaxy. It has a bar of stars in the center. It is about 100,000 years old and is about 100,000 light years across. It is part of the solar system.

Annotate the Text

-
- 1 Number the paragraphs
 - 2 Underline important statements
 - 3 Circle unknown words
 - 4 Question? Confusing?
 - 5 Interesting!

Galaxies

Consider the sky above you; when you've looked up, what have you seen there? Likely stars, clouds, the Sun, and the moon, but did you know that other things exist or live in the sky? We use the term galaxy to represent the areas of stars, gas, dust, and black matter that exist up there. Galaxies are held together by gravity, and more than 100 million different types exist. Wow, that's a lot! We can't see galaxies with our eyes, but we could if we were to use a telescope. Astronomers are scientists who study the galaxies and all other things in the sky and have helped us learn the information we know today.

Types of Galaxies

Even with 100 million types existing, three main ones are best known. The three major types of galaxies are elliptical, spiral, and irregular galaxies.

Elliptical Galaxies

Elliptical Galaxies
Making up one-third of the galaxies in the universe, elliptical galaxies are one of the most common. Elliptical galaxies can come in different sizes, usually circular or long. Elliptical galaxies contain less gas and dust than other galaxies and generally contain older stars. The largest type of elliptical galaxy is a giant

Non-Fiction

Spiral Ga

Passage

Non-Fiction

Passage

Galaxies

Name: _____

6. What does the word astronomers mean?
- people who enjoy looking at the stars through a telescope
 - scientists who only study galaxies
 - scientists who study galaxies, planets, stars, and the solar system
 - people who teach about

7. What is the main idea of paragraph 6?
- more than 100 million distant galaxies exist
 - we have seen the Sun, stars, and planets
 - astronomers study galaxies
 - galaxies are the areas

8. Which of the following galaxies do you think is the most common?
- spirals
 - ellipticals
 - irregular spirals
 - The Milky Way

Galaxies

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word exist.
- things
 - live
 - in the sky
 - galaxy
2. What evidence does the author use to support the idea that elliptical galaxies are the main type of galaxies in the sky?
- the largest type of elliptical galaxy is a giant elliptical
 - dwarf ellipticals are common galaxies that often produce many stars
 - elliptical galaxies can come in different sizes
 - making up one-third of the galaxies in the universe, elliptical galaxies are one of the most common
3. Where in the text does the author show evidence to support the claim that the Milky Way is the most famous type of spiral galaxy?
- Paragraph 2
 - Paragraph 3
 - Paragraph 4
 - Paragraph 5
4. What is the main idea of paragraph 6?
- irregular galaxies have some of the brightest stars
 - irregular galaxies can contain bars like barred spirals
 - irregular galaxies are shapeless galaxies that are neither spiral nor circular in shape
 - irregular galaxies are like a splatter of paint
5. Which of the following details is most important to the topic of what a light-year is?
- light-years are the distance light travels in one year
 - the largest type of elliptical galaxy is a giant elliptical, which is 300,000

10 Multiple Choice Questions

Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
 - Version with "Mark the text"
 - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

Teacher Tips & Suggestions

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Arthropods

Name: _____

Unknown Word

Context Clue

Word Meaning

Name: _____

What I Know

What I Want to Know

What I Learned

Name: _____

Topic

Author's Purpose

Key Vocabulary

Most Important Thing

I Wonder...

Important Facts

Illustration

Graphic
Organizers

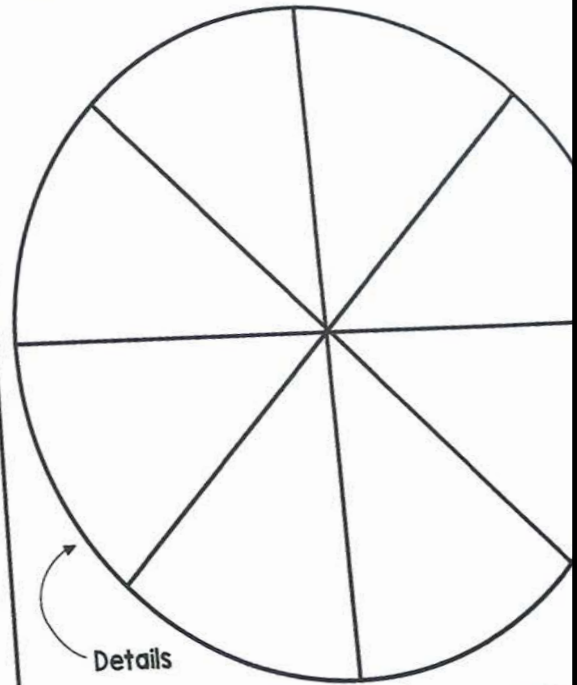
Ideas for Use

- Science or ELA Stations
- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

Unknown Word	Context Clue

Name: _____

Central Idea



Details

Name: _____

Main Ideas

- 1
- 2
- 3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: _____

Main Idea

Detail

Detail

Graphic Organizers

Purchase now to
connect science
and literacy
in your
classroom!