

The Five W's

READING LEVEL GRADE 1

REM 487F

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INTRODUCTION

The Five W's is a series of books designed to improve the reading comprehension of older students whose reading skills are below grade level. The series is also ideal for challenging the abilities of elementary students functioning at or above grade level. The high-interest articles in all five books are suitable for a wide range of ages and deal with an array of topics.

The factual articles are presented in an appealing “newspaper” format, complete with datelines and pictures. For each article, students are required to respond to comprehension questions based on the “Five W's” — **who, what, when, where, and why**. In addition to building comprehension, the stories may serve as springboards for a history or geography lesson.

The stories range from reading level 1.0 to 1.9. The Flesch-Kincaid Readability scale was used to ensure that all stories are at the desired reading level.

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A NOTE ABOUT READABILITY SCORES

Readability scales are useful as long as one realizes their limitations. Results are approximate guidelines only, with a minimum margin of error of (+ or -) 1.5 grade levels. In other words, a story measured at a second grade readability level could easily be suitable for both first and third graders. Another limitation is that two different readability scales can be applied to the same sample, yet yield widely varied results. In spite of the inexact nature of readability scales, we at Remedia use them because they measure word and sentence length, both valid predictors of readability. They also help us provide vocabulary-controlled materials in order to meet the special education needs of many of our valued clients. At the same time, we realize that these scales are not designed to measure every other factor affecting readability, such as sentence structure or appeal to the reader. We are also aware of the variance in standards and expectations set for each grade level. What is first grade material in one school may be second grade material in another. At Remedia we strive to take all these factors into consideration as we develop and revise materials. We leave the rest in your capable hands. Regarding readability, you—and your students—will be the final judge.



THE DAILY NEWS

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The Five W's - 1

Amundsen Reaches South Pole

(OSLO, NORWAY, December 14, 1911)

Today a man from Norway reached the South Pole. His name is Roald Amundsen. He was trying to get there before a man from England did. The other man's name is Robert Scott.

Scott has tried to reach the South Pole before. That was in 1902. That time, Scott had to turn back. The weather was very bad. His men were hungry. They were also sick.

Now Scott is trying again. He is still on the trail. No one knows if he will make it. Amundsen left a note in a tent for Scott. It tells Scott that Amundsen has been at the South Pole.

Amundsen is the first man to reach the South Pole. He and his men used dogsleds to get there. They traveled about 15 miles a day. The weather was very cold. It was far below zero. It took Amundsen and his men a lot of strength to finish their trip.



1. **Who** was the first man to reach the South Pole? _____
2. **What** did Roald Amundsen and his men use to get to the South Pole?

3. **When** did Robert Scott first try to reach the South Pole? _____
4. **Where** was Amundsen from? _____
5. **Why** did it take the men a lot of strength to finish their trip? _____



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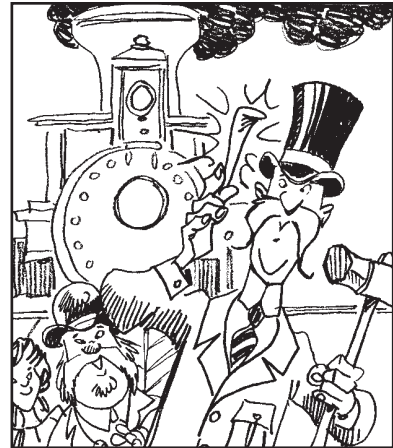
Railroad Joins East and West

(PROMONTORY SUMMIT, UTAH, May 10, 1869)

Railroad leaders drove a golden spike into a new train track today. The track is part of the first cross-country railway. It joins two railroads. They are the Union Pacific and the Central Pacific.

Congress has talked about this train track since 1852. Work on the track began in 1863. The Union Pacific began in Omaha. The Central Pacific started in Sacramento. They both laid a lot of track. They got free land from the U.S. to do this. Both wanted more land. They laid more track. They laid too much track. They passed each other. Then they had to choose a new place to meet. They chose Utah.

Now people can travel across the country by rail. They won't have to go by wagon. This is good. Wagons are slow. They are unsafe. The train will be faster. It will be safer. More people will come out West now. They have a better way to travel.



1. **Who** drove the golden spike into the new train track? _____
2. **What** two railroads did the track join? _____

3. **When** did work on the track begin? _____
4. **Where** did the two railroads meet? _____
5. **Why** did the two railroads build more track? _____



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The Five W's - 1

U.S. Team Wins the Gold

(NEW YORK, February 24, 1980) — The U.S. hockey team won the gold today. It was playing at the Olympics in New York. It beat Finland. The score was 4-2.

The U.S. team's real test was two days ago. That was when it beat Russia. Before that, Russia was the best hockey team in the world. It had won in every Olympics since 1964. Many thought it would win again. The U.S. team surprised it. The U.S. won 4-3.



The U.S. team played to win. It trained hard. Its coach prepared it well. It had many skating sessions. It learned to pass the puck like the Russians. The U.S. team kept its own checking style, though. This was hard for the Russian team to get used to. It was not used to being bumped so hard. The U.S. team played a very good game. All these things helped it win.

People are calling the U.S. team "The Miracle on Ice." America is proud of its team!

1. **Who** did the U.S. beat to win the gold in the 1980 Olympics? _____
2. **What** did the U.S. team learn to do? _____

3. **When** was the U.S. team's real test? _____
4. **Where** were the 1980 Olympics held? _____
5. **Why** did many people think the Russian team would win the Olympics again?
