



WORLD OF LITERACY

Red Level

READING COMPREHENSION BOOK

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Isn't being reading exciting?

Your growing reading skills allow you to explore and appreciate all kinds of topics and ideas. You are able and eager to learn about things you may never have thought about or heard of before. For example, how are marshmallows made? How do robots work? Who invented the Super Soaker? And what on earth is a suicide ant? You'll find all these topics and many more waiting for you in the *World of Literacy*.

These lessons were written specifically for children your age. In addition to reading about a wide variety of topics, you will be able to comprehend them. Comprehension means the ability to understand information, add it to the knowledge you already have, and store it away for future use. As you make your way through this book, you will constantly be adding more and more facts and information to what you have previously learned. Things you may have wondered about before will become clearer to you. You will become more aware of things around you that you might not have noticed before. So pack your bags, and get ready for an exciting trip through the *World of Literacy*.

You're sure to have a wonderful time!



How to Use World of Literacy



About the Curriculum

World of Literacy has a two-fold purpose:

1. *World of Literacy* is first and foremost a reading comprehension curriculum. The lessons presented in this curriculum are vehicles for students to gain vital literacy skills that will be well-suited to the reading that will be required of them every day.
2. This curriculum is intended to fill in the gaps in students' knowledge of the world around them. Over the years in school, students learn subjects like chemistry, global history, and economics, but when do they learn about Alaska? Pasta? Ancient shipwrecks? *World of Literacy* plays a vital role in educating students about miscellaneous topics that are not covered in standard curricula but are both educational and interesting.

It's also important to note that *World of Literacy* is a sequential curriculum with 10 levels, targeting Grades 3-12. Although each level can stand on its own, students will gain the most by progressing through all the levels. Each level builds on the one before, with each grade's question sections reinforcing previously learned skills while challenging students just a little bit more.

Lessons

World of Literacy is comprised of 60 lessons, each of which contains:

- Colored images with captions
- Footnotes with vocabulary definitions
- Word box(es) with bonus related content





How to Use World of Literacy

Accompanying Questions:

Literacy skills are gained through practice. The more one practices reading, the better one gets at deciphering unfamiliar phrases and interpreting the main idea of a passage. However, to ensure that students hone their literacy skills in a structured way, these lessons are best paired with the set of five questions found at the end of each lesson. Carefully constructed by English Language Arts (ELA) experts, these questions are based on Common Core standards and mimic the types of questions that would be found on standardized tests. Questions are also designed with all levels of Bloom's Taxonomy in mind to build critical thinking skills. For more details regarding the question categories and associated skills, see the table below, titled "At a Glance—ELA Questions."

Vocabulary

World of Literacy also includes a vocabulary curriculum. With an average of seven vocabulary words per lesson, this book contains over 400 vocabulary words embedded in the readings. These words are bolded and defined in a footnote at the bottom of the page. Each lesson contains a targeted vocabulary question. In addition, teachers can expand the vocabulary curriculum by incorporating these vocabulary words into their own classroom activities.

Additions to the Teacher Edition

- **Summary** – an overview of the lesson's key points
- **Learning Objectives** – educational goals related to the lesson content
- **Teacher's Notes** – ideas for classroom activities and discussions to make each lesson more engaging and interactive
- **Words to Know** – a list of the vocabulary terms and definitions that are found in the lesson
- **Check-In Questions** – questions to test comprehension of the content and promote classroom discussion

Supplemental USB

The USB contains links to supplemental online resources that can be used to complement the lessons. It also contains writing prompts and a vocabulary review for every lesson.

At a Glance–ELA Questions (Red Level)



	Check-In Questions	Activity Questions	Written Response Questions
Number of questions per lesson	2	4	1
Location	Teacher edition only – presented as footnotes throughout the lesson	Both student and teacher editions – presented at the end of the lesson	Both student and teacher editions – presented at the end of the lesson
Type of response	Verbal	Correct answer marked	Written
Functions	1) Comprehension of the content 2) Promotion of a classroom discussion	1) Comprehension of vocabulary words 2) Identification of key ideas and details 3) Integration of knowledge and ideas 4) Recall of information presented in the lesson	1) Identification of key ideas and details 2) Analysis of the craft and structure of the lesson 3) Integration of knowledge and ideas 4) General interpretive skills
Types of questions	<ul style="list-style-type: none"> - Main idea - Purpose - Reason - What would you have done? - If it didn't happen - What would you do? 	<ul style="list-style-type: none"> - Meaning of sentence - Vocabulary word - Finding source from lesson - Summarizing - True or false - Sequence of events - Describe something - Author's purpose 	<ul style="list-style-type: none"> - Main idea - Conclusion - Development of a topic - Match content to purpose - Support for claim - Compare and contrast - Cause and effect - Change and continuity - Form an opinion
Levels of Bloom's Taxonomy	<ul style="list-style-type: none"> - Remember - Understand - Evaluate - Create 	<ul style="list-style-type: none"> - Remember - Understand 	<ul style="list-style-type: none"> - Understand - Apply - Analyze - Evaluate - Create



Micronations: Countries That Are as Tiny as They Are Funny

Summary

- Micronations are very small nations not recognized by most other countries.
- People have declared sovereign micronations for various reasons.
- Micronations may have their own money, stamps, passports, flags, and more.

Learning Objectives

- Students will learn about micronations.
- Students will be able to name some of the ways that micronations try to seem legitimate.

Words to Know

declare – announce

property – piece of land

government – system that runs a country

citizens – people who live in a country

national anthem – song of a country

passport – papers that let someone go into a country

teenager – person between 13 and 19 years old

Teacher's Notes

- A.** Check In Question: If you were to start a micronation, what laws would you make?
Sample Answer: If I were starting a micronation, I would make sure that houses were cheap so everyone could buy a house.
- B** Check In Question: What is the main idea of this lesson?
Answer: The main idea of this lesson is that a micronation is a very small country that has a name, flag, and laws. It is not recognized by other countries as real.

Micronations: Countries That Are as Tiny as They Are Funny



Sealand is a micronation in the middle of the ocean.

Have you ever pretended to be a king or queen? Believe it or not, some adults have done so, too. They did not like living under the rule of other people. So they called themselves rulers of their own tiny countries. Some of these countries are as small as a single building!

Starting a Micronation

Micronation means a tiny country. Micronations are much smaller than all other countries. They are not considered real countries by the rest of the world. That's

because they are often started on land that already belongs to another country. And there are not enough people living there to be considered a real nation.

Anyone who wants can start a micronation. The “ruler” chooses a place that they claim belongs to them. This place is often a small piece of land or an island. Then, they **declare**¹ that space as a new country. They often don't even buy the **property**².



*The flags of some micronations
Credit: Arthur Brum, Wikimedia*

- 1 **declare** – announce
- 2 **property** – piece of land

The Needs of a Micronation

The ruler then chooses a name for their new country. It can't be the same name as any other country. The ruler sets up a **government**³ because every nation needs its own laws. Some people started a micronation because they wanted their own rules. They did not like the rules of the country they lived in.

A micronation also needs **citizens**⁴, but micronations usually have very few citizens. Some only have one citizen—the ruler. Some micronations get people to become citizens. People might want to join if they like the new country's laws. People can read about the laws in newspapers or on the computer. They can decide if they want to join.

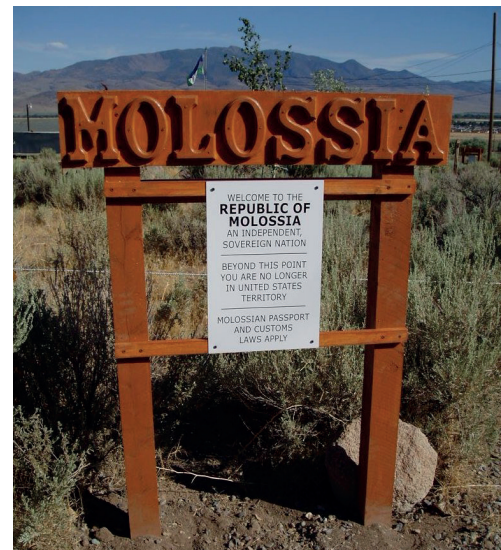
A micronation also needs a flag. Because every country in the world has one. Do you know what the United States flag looks like? The ruler designs a flag for the new country.

Many countries have national symbols such as animals. In the United States, the symbol is the eagle. Countries also have a song, called the national **anthem**.⁵ A micronation should have these. It may have national holidays. Some micronations even have their own money, stamps, and **passports**.⁶ **A**

The Republic of Molossia

The Republic of Molossia was created by two friends named James and Kevin. James and Kevin were just **teenagers**⁷ when they decided to make their own country. At first, they called it the Grand Republic of Vuldstein. But they later changed the name to Molossia.

Today, the nation is located in Dayton, Nevada. Kevin lives there with his family, and he is the president. Visitors must pay money to get in.



The welcome sign at the Republic of Molossia

Credit: Kevin Baugh, Wikimedia

- 3 **government** – system that runs a country
- 4 **citizens** – people who live in a country
- 5 **national anthem** – song of a country
- 6 **passport** – papers that let someone go into a country
- 7 **teenager** – person between 13 and 19 years old

The president dresses in a costume and shows visitors around. He stamps the passports of visitors. But you can't become a citizen of Molossia. Only the president's family can be citizens, which is why there are only 36 citizens there.

Around the World

There are other unusual micronations. Sealand is a micronation in the middle of the ocean. It is on a small tower floating near England, and only one person lives there. The Conch Republic is a silly nation created in the city of Key West, Florida. They call themselves a "state of mind." That means they are only pretending to be their own country and they know that it isn't real.

There are many micronations around the world. Some are very serious and do not want to follow the laws of other countries. Others are just having fun. They make up silly titles to give to family members and friends, and they show visitors around their land. B



Beautiful beachfront in the Conch Republic



Questions

1. Circle the vocabulary word that best fits the sentence.

When people travel to another country, they must have a (citizen/passport).

2. Mark each statement as T (true) or F (false).

T Micronations have flags.

F Micronations own their own land.

F To start a micronation, you need at least 50 citizens.

T The Republic of Molossia was started by teenagers.

3. What was an effect of Molossia not accepting new citizens?

A. Many passports were stamped there.

☒ B. Very few people live there.

C. They were kicked out of their land.

D. All of the above

4. Which of the following sentences from the lesson supports the idea that people like to live in a country with good laws?

A. The ruler sets up a government because every nation needs its own laws.

☒ B. People might want to join if they like the new country's laws.

C. Some micronations only have one citizen—the ruler.

5. If you created your own micronation, what would you call it? What would be your national animal and national holiday?

Sample Answer: I would call my nation the Royal Nation of Macaroni. The national

animal would be the peacock, and the national holiday would be the first day of

Chanuka.