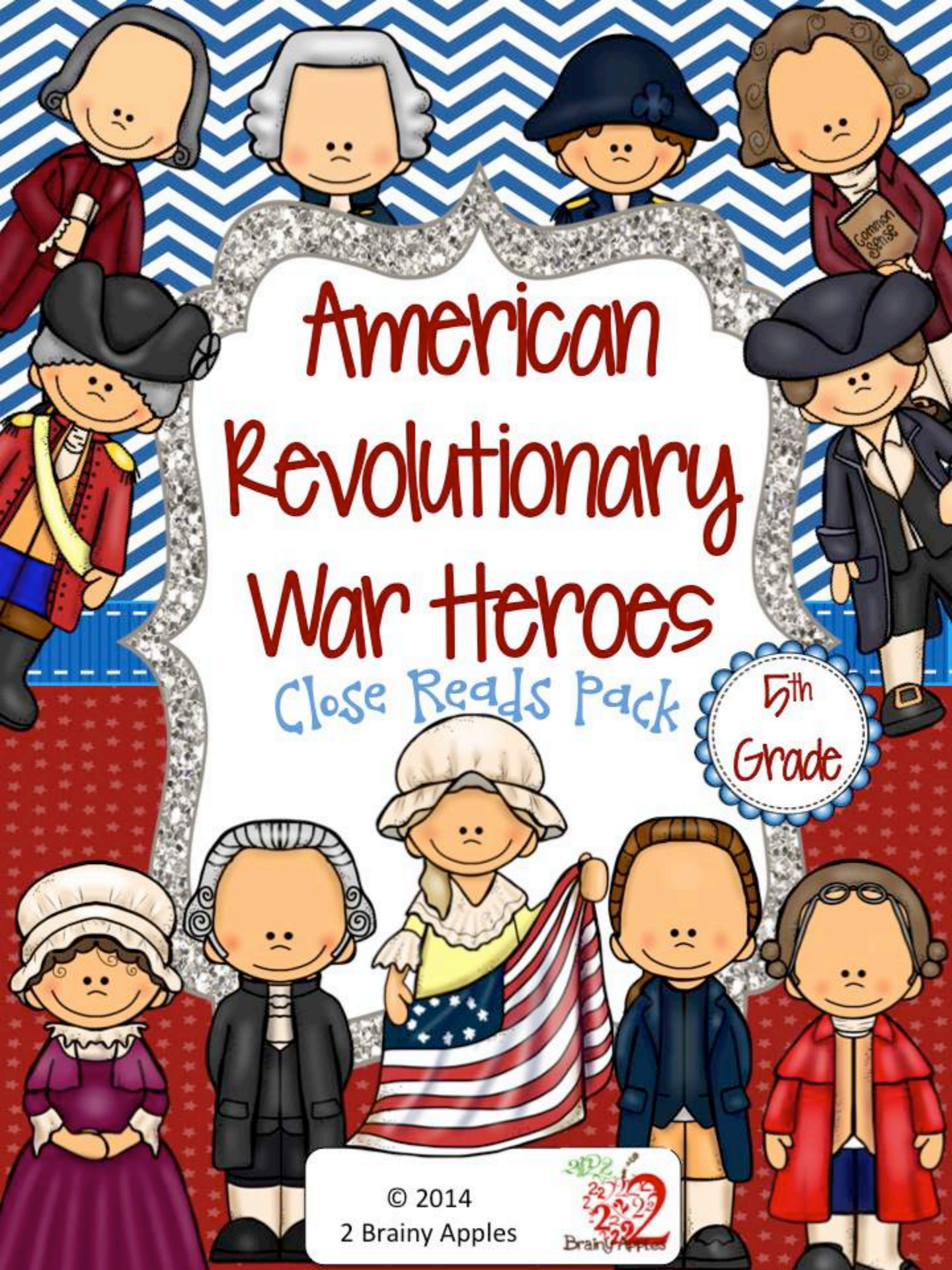
American
Revolutionary
War Heroes
Close Reads Pack
5th
Grade
Common Sense
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Credits

The 3AM Teacher www.the3amteacher.blogspot.com

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Table of Contents

How To Use This Resource page 4

American Revolutionary War Heroes

Abigail Adams: 1000L, F&P X pages 5-10
Sam Adams: 970L, F&P W pages 11-16
Ethan Allen: 1010L, F&P X pages 17-22
Nathan Hale: 950L, F&P W pages 23-28
John Hancock: 940L, F&P V pages 29-34
Patrick Henry: 1010L, F&P X pages 35-40
Francis Marion: 1060L, F&P X pages 41-46
Thomas Paine: 910L, F&P U pages 47-52
Betsy Ross: 950L, F&P W pages 53-58
Paul Revere: 920L, F&P U pages 59-64
George Washington: 870L, F&P T pages 65-70

Answer Keys pages 71-92

Recording Chart pages 93

Standards Included pages 94

**Added July 2014
Puzzles with Answer Keys pages 95-108
Culminating Project pages 109-111

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How To Use This Resource

This resources includes informational texts about 11 American Revolutionary War Heroes. The approximate Lexile and Fountas & Pinnell levels of the texts are in the 5th grade band. There are two copies of each text: one copy has lines for students to write on to record the main ideas of each paragraph and/or the evidence for their Close Read answers, and one copy without the lines.

For each of the 11 informational texts, there are 2 pages of Close Read questions that are aligned with the 5th grade Informational CCSS. The first set of Close Read questions focuses on a specific 5th grade Informational CCSS for targeted practice. The second page of Close Read questions serves as a spiral review of multiple 5th grade Informational CCSS.

I included two copies of each Close Read questions page: one copy with the questions labeled with the CCSS, and one copy without the CCSS labeled. I wanted to provide an option without the CCSS because if you are giving this pack to students on another grade level, you may not want the CCSS listed on the page.

To record student progress, I have included a class chart you can use to record student names and their Close Read comprehension score.

I have included a chart with the 5th grade CCSS and which text's Close Read questions address them. This way you can see which CCSS you want to focus on and choose the corresponding text(s). You can choose as many or as few texts as you need for your students' needs.

I encourage my students to read with pencil in hand, annotating the text while reading. Then, when answering the comprehension questions, I have my students return to the text to find the evidence of their answers. I have my students highlight the evidence, color-coding to match the question, when the evidence is written in the text. For example, the evidence for question 1 would be highlighted in red, the evidence for question 2 would be highlighted in orange, etc. Before each question I have placed a color for students to use to highlight the evidence. This way you can easily find the evidence that correlates to the questions. For evidence that is not explicitly written in the text, I have my students use the space to the right of the text to write inferences using the clues in the text.

****I will be creating a graphic organizers pack that will include 1 graphic organizer per standard. You will be able to purchase this graphic organizer pack separately. Students can use these to organize their thoughts and deepen their understanding of the text. You will be able to use it with all of my Informational Close Read Packs as well as any text you select.**

****If you need texts that fall in the 4th grade band, check out my *American Revolutionary War Heroes: Close Reads Pack for 4th Grade*.**

****If you like this resource, I will be creating more Close Read Packs that are science and social studies themed. If there is a specific theme you would like, please feel free to send me requests at hleblanc@2brainyapples.com and I will put it on my to-do list ☺****

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Each person has everything shown on this page!

You get 11 passages and 22 pages of Close Read questions + answer keys!

Informational text labeled with Lexile and Fountas & Pinnell levels.

One page of spiral review Close Read questions and answer key.

One page of focused Close Read questions and answer key.

Want a free sampler? Click here for the pages about Abigail Adams!

Name _____ Level: 1000L FAP: X

Abigail Adams: A Quiet Leader

Main Ideas/Evidence

Abigail Adams was born on November 11, 1744, in Weymouth, Massachusetts. She was married to John Adams. John became the 2nd president of the United States in 1792. John [illegible] Patriots [illegible] for independence during the American Revolution (1775-1783).

Abigail supported the Patriots through her many actions. While John was away from home [illegible] Abigail [illegible] the Massachusetts Colony Council [illegible] to determine whether they were Patriots or loyal to the British crown. She was asked by her husband to influence those women loyal to the crown to take sides with the Patriots. Abigail was close to many of the battle [illegible] Boston [illegible] of the war. The war came very close to [illegible] harbor and denied shipments of supplies to the Patriots. When the British began firing cannons [illegible] destruction. Since [illegible] the form of food, [illegible] her home and allowed them to train in her yard.

The Continental army finally fought off the British ships and the harbor opened back up. The Patriots began receiving [illegible] supplies. However, they were disheartened to find that the muskets [illegible] gunpowder or bullets. The muskets were useless. Abigail, knowing the army could not continue their fight for independence without useable weapons, collected all the silver and steel she could find. She then melted it down to make bullets for the army. Even though the army was still missing gunpowder and they could not fire their muskets, this loyal act by Abigail inspired them to steal gunpowder and cannons from a nearby British base.

Abigail also began fighting for women's rights. Her husband was a member of the group that wrote the Declaration of Independence. The Declaration of Independence announced the United States' freedom from Britain, and it included laws that would govern the country. In her most famous letter to her husband, Abigail asked John to "remember the ladies, and be more generous and favorable to them than your ancestors." Unfortunately, John did not take Abigail's advice. The Declaration of Independence did not include laws to give women more power or equality. This correspondence between Abigail and her husband is one of

Name _____ Date _____ Level: 1000L FAP: X Score _____

Abigail Adams: A Quiet Leader

Answer the following questions, referring to the text as the basis for your responses.

1. Describe three ways Abigail offered [illegible] directly from the text.

pink RI.5.1

2. Determine the main idea of the [illegible] support the main idea.

blue RI.5.2

3. How did Abi[illegible] inspire the Continen[illegible] response.

yellow RI.5.3

4. What does the word *correspondence* determine the meaning.

orange RI.5.4

5. The author stated that "Abigail wo[illegible] the author use to support this point?

green RI.5.8

Name _____ Date _____ Level: 1000L FAP: X Score _____

Abigail Adams: A Quiet Leader

Answer the following questions, referring to the text as the basis for your responses.

1. Describe three ways Abigail offered [illegible] directly from the text. She [illegible] the Revolutionary War. Quote [illegible] says Abigail [illegible] her support for [illegible] She [illegible] other [illegible] whether they were Patriots or loyal to the British crown. She [illegible] those women [illegible] the crown to take sides with the Patriots. She offered aid in the form of food, [illegible] her home and allowed [illegible] soldiers in her home and allowed them to train in her yard. She [illegible] all the silver and steel she could find and melted it down to make bullets for the army.

pink RI.5.1

2. Determine the main idea of the [illegible] support the main idea. Main idea: Abigail also supported women's rights.

blue RI.5.2

Key details: Abigail [illegible] husband to include laws in the Declaration of Independence that would give women more [illegible] power. She told her husband to "remember the ladies, and be more generous and favorable to [illegible] ancestors."

3. How did Abigail inspire the Continental army to continue fighting? Provide evidence f[illegible] response. When the harbor opened back up, the army received shipments of muskets [illegible] gunpowder. The soldiers were disheartened. Abigail gathered all the silver and steel in [illegible] down to make bullets for the army. This action inspired the army to attack a British b[illegible] so they could use their muskets.

yellow RI.5.3

4. What does the word *correspondence* mean? Include the context clues from the text [illegible] determine the meaning. *Correspondence* means a way to communicate with someone th[illegible] wrote a famous letter to her husband asking him to include women's rights. She led by [illegible] husband.

orange RI.5.4

5. The author stated that "Abigail was a quiet leader during the Revolutionary War." W[illegible] the author use to support this point? Cite evidence (proof) for each reason from the [illegible]

Reason: She wrote letters to voice her opinion.
Proof: She sent letters to her husband asking for him to remember women's rights wh[illegible] Declaration of Independence.
Reason: She helped the army when they were being attacked.
Proof: She offered care, food, clothing. She allowed soldiers to hide in her home and t[illegible]
Reason: She inspired the army to attack a British base and steal gunpowder.
Proof: She melted down all the silver and steel at her house to make bullets for them [illegible] to steal the gunpowder.

green RI.5.8

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Name _____ Date _____ Level: 1000L FAP: X Score _____

Focus Standard RI.5.2

Abigail Adams: A Quiet Leader

* A main idea is what an entire text or [illegible]
* Key details are the most important fa[illegible]
* Sometimes the main idea is not stated [illegible] may not be directly stated at all. In this [illegible]

Read the second paragraph. What is the ma[illegible] Find two key details that support the main i[illegible]

Main Idea: _____

Key Detail: Abigail attempted to influence those women loyal to Britain to side with the Patriots.

Read the third paragraph. The main idea is [illegible] highlighter. Use the key details to determine

Main Idea: _____

Key Detail #1

Key Detail #2

Key Detail #3

Determine the main idea of the entire

Name _____ Date _____ Level: 1000L FAP: X Score _____

Focus Skill: Main Idea & Key Details

Abigail Adams: A Quiet Leader

* A main idea is what an entire text or individual paragraphs are mostly about.
* Key details are the most important [illegible] in a text. Key details tell more about and support the main idea. [illegible] stated [illegible] anywhere in the text, or it [illegible] directly stated at all. In this case, you must [illegible] key details to determine the main idea.

Read the second paragraph. What is the [illegible] main idea using a pink highlighter. Find [illegible] support the [illegible] highlighter.

Main Idea: Abigail supported the Patriots through her actions.

Key Detail #1	Key Detail #2	Key Detail #3
Abigail attempted to influence those women loyal to Britain to side with the Patriots.	She questioned other women to determine whether they were Patriots or loyal to the British crown.	She offered aid in the form of food, clothing, and care to the Continental army, and she hid soldiers in her home and allowed them to train in her yard.

Read the third paragraph. The main idea is not directly stated. Find three key details and highlight them using a green highlighter. Use the key details to determine the main idea.

Main Idea: Abigail inspired the Continental army to continue to fight.

Key Detail #1	Key Detail #2	Key Detail #3
When the harbor opened back up, the army received shipments of muskets but not any bullets or gunpowder so they were disheartened.	Abigail gathered all the silver and steel in her home and melted it down to make bullets for the army.	This action inspired the army to attack a British base to steal gunpowder so they could use their muskets.

Determine the main idea of the entire text. Identify and explain how 4 key details support that main idea.
Main Idea: Abigail was a quiet leader during the Revolutionary War leading by her actions and letters.
Key Details: She questioned women to determine if they were loyal to the crown, and, if they were, she tried to convince them to join the Patriots. She offered aid in the form of food, clothing, and care to the Continental army, and she hid soldiers in her home and allowed them to train in her yard. Abigail gathered all the silver and steel in her home and melted it down to make bullets for the army, and this act inspired the army to continue fighting. Abigail wrote letters to her husband asking him to remember women's rights while writing the Declaration of Independence.

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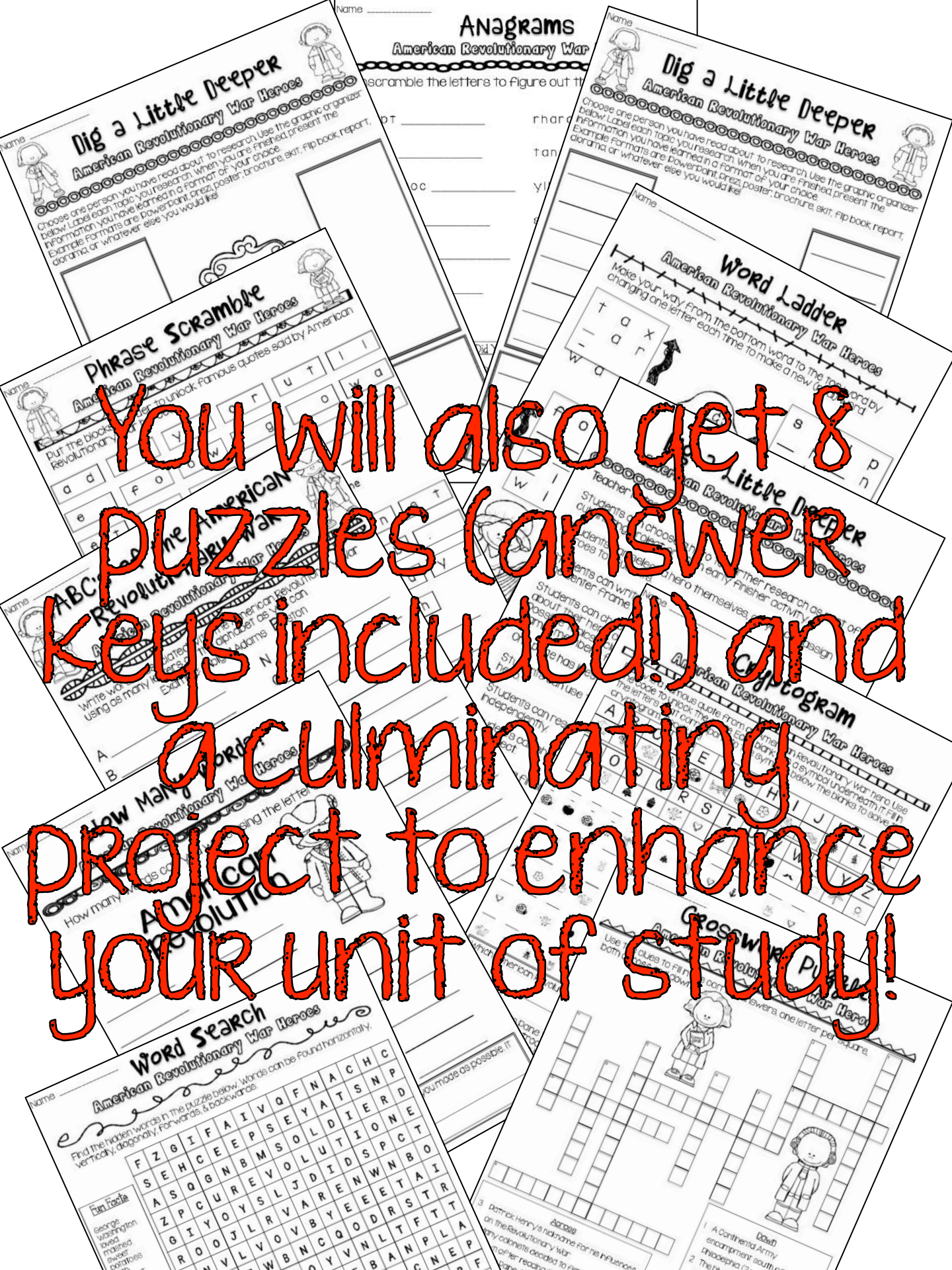
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Phrase Scramble
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Anagrams
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You will also get 8 puzzles (answer keys included!) and a culminating project to enhance your unit of study!