

READING COMPREHENSION

GRADE 5

READ AND DISCOVER

Directions: Read "The Pony Express" and answer the questions.

1. What was the primary purpose of the Pony Express?
 A delivering gold to California
 B providing horses for cowboys
 C cutting travel time for mail delivery
 D building stagecoaches
2. In which year did the Pony Express start its mail service?
 A 1830
 B 1840
 C 1850
 D 1870
3. How long did the Pony Express take to deliver mail from Missouri to California?

THE PONY EXPRESS

Today, there are many ways to quickly send messages halfway across the world, whether it's a text, email, or even video chat. It is very easy for us to talk to people far away. That was not always the case. Long ago, people relied on the postal service to communicate with others.

In 1850, it took about 25 days to send a letter from one side of the United States to California. In those days, California was quickly growing. Thousands of people moved to California in hopes of finding gold. The problem was that because they moved so far away, it was hard to communicate with family and friends they had left behind on the other side of the country. It took a very long time to deliver messages, newspapers, and mail.

In 1850, three businessmen, William H. Russell, Alexander Majors, and William G. Waddell, made a solution. Together, they started the Pony Express. The Pony Express was a mail service that started in Joseph, Missouri. It stretched for 1,900 miles to Sacramento, California. They wanted to cut the travel time in half, so they wanted to be able to get a letter from Missouri to California in only 10 days. Many people thought this was impossible.

The three men knew that having riders instead of stagecoaches would be much faster and easier. They hired 120 riders and bought 400 horses. They also built 154 stations. Riders had to be under 125 pounds so that the horses didn't have to carry a heavy load. The riders were only allowed to take a gun for protection, some food, and their mochila.

The mochila (Spanish for backpack) was a pouch that carried the letters. Each pouch could hold up to 20 pounds of mail. There was a station every ten miles along the 1,900-mile route. The riders would ride a horse of full speed from one station to the next. They would then switch to a fresh horse and ride the next leg. They would ride both day and night.

Even though it worked well, the Pony Express only lasted for 19 months. Part of the reason was that it was very expensive to send a letter through the Pony Express. At first, the price was \$5 per 1/2 ounce. That would be about \$130 in today's money. The price was lowered, but a lot of people still couldn't afford it. The invention of the telegraph also caused the Pony Express to end. The telegraph allowed instant communication across the country. The Pony Express couldn't compete with that. On October 26, 1861, the Pony Express closed. This was just two days after the announcement of the transcontinental telegraph.

The Pony Express was an amazing service. It may seem very old-fashioned to us. When you think about it, though, it should make us much more thankful for the quick ways that we can communicate with people all over the world today.



Shelly Rees

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Learning Directory ,1972

Selected References for Teaching English as a Second Language

Daniel D. Holt,1986 180 Days of Reading Comprehension, Grade 4 Scholastic Zone,2019-07-31 Reading Comprehension Workbook Grade 4 Give students the targeted skill building practice they need with these standards based books Reading Comprehension intended for grade 4 students The workbook contains more 100 fiction and non fiction texts each followed by some exercises designed to reinforce literary skills including reading comprehension vocabulary spelling and writing

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Pupil's Workbook of Directed Study to

Accompany An Introduction to Americanj Civilization Harold Ordway Rugg,James Edgar Mendenhall,1929

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Workbook of Directed Study Harold Ordway Rugg,James Edgar Mendenhall,1930

Reading Comprehension Instruction

Katherine Maria,1990 Teaching Reading Comprehension Processes Judith Westphal Irwin,1991 M CREATED

Annotated Bibliography of Adult Reading Studies Lloyd S. Standlee,1961 This report documents and briefly summarizes information concerning the teaching of advanced reading skills to adults The search of professional literature mostly psychological and educational journals yielded 400 references that were published during the 10 year period 1950 to 1960 Of these 384 were located and abstracted Almost without exception adults in reading improvement programs were reported to have achieved considerable increases in reading speed typically 100 per cent or more with some gain in

comprehension About 70 per cent of the reading speed gain was retained when subjects were tested six months to two years after training It is concluded that the Navy could increase the reading speed of its personnel significantly conceivably by as much as 100 per cent or more with the establishment of a reading improvement program Author *Outline Maps - The U. S.* McDonald Publishing Company,1998 Gifted & Talented Questions & Answers Susan Amerikaner,Bailey Kennedy,Kathie Sweeney,2000 Gift Talented RM Workbooks develop children s natural talents and gifts with curricular activities that enhance critical and creative thinking skills This series answers intriguing questions on a wide variety of topics including animals the human body science nature space history and more Each question also features a series of six challenging follow up questions that help children develop important thinking skills such as recall inference deduction creative problem solving flexibility and elaboration Appealing illustrations throughout each book engage young readers and provide additional information and visual clues Suggested answers to the follow up questions are included at the back of each book *The Achievement Test Desk Reference* Dawn P. Flanagan,2006-06-30 An up to date resource with the latest achievement tests theories and evidence based findings The Second Edition of this critically acclaimed reference features the most up to date versions of assessment instruments to measure individual achievement and learning disabilities The authors pragmatic approach offers practitioners an innovative systematic assessment framework that applies Cattell Horn Carroll CHC cognitive theory and blends cognitive testing and Response to Intervention RTI methods into one seamless process for diagnosing learning disabilities Replete with case studies checklists and worksheets this reference assists practitioners in choosing appropriate tests organizing comprehensive assessments and interpreting results using a cross battery approach Part One focuses on the evaluation and identification of learning disabilities particularly from the perspective of IDEA 2004 Current cognitive theory research assessment methods and interpretive techniques are all set forth and reviewed Part Two is the Desk Reference section It features descriptions and reviews of the psychometric theoretical and qualitative features of more than 50 achievement tests published between 1995 and 2006 Separate chapters are devoted to comprehensive tests of academic achievement and brief screening tests of academic achievement as well as separate chapters for tests of reading math written language oral language and phonological processing Part Three provides a comprehensive step by step explanation of evaluating suspected learning disabilities according to IDEA 2004 guidelines using the principles and procedures described in the previous two parts This reference concludes with fifteen appendices providing practitioners with a host of useful information and tools including reproducible worksheets conversion tables and learning disability resources Grounded in CHC theory and a cross battery approach to assessment this is an essential resource for school psychologists and other practitioners who need to assess learning disabilities **Let's Look It Up** Patricia K. Waelder,1977-06 *Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed* National Information Center for Special Education Materials,1978 *Books and Pamphlets, Including Serials and Contributions to Periodicals*

Library of Congress. Copyright Office,1964-07 **Recording for the Blind & Dyslexic, ... Catalog of Books** ,1996
Foundations for success United States. Army. Junior ROTC.,2005

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would be a useful resource once you are further on in the topic it also mentions simple ions find it here

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web this lab explores the structure of atoms and elements as well as simple ionic bonds students use colored beads and the
periodic table to model and identify different elements students also assemble a periodic table of secret agents and try to
identify the missing agent based on trends and patterns

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web chapter 2 atomic structure and chemical bonding materials molecules atoms atoms protons p neutrons n electrons e
protons and neutrons are made of quarks quantitative measurements need units metric or s i systeme international or mks
meter kilogram second units

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web basic properties atomic number the single most important characteristic of an atom is its atomic number usually
denoted by the letter z which is defined as the number of units of positive charge protons in the nucleus for example if an
atom has a z of 6 it is carbon while a z of 92 corresponds to uranium a neutral atom has an equal

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web sep 19 2018 updated on september 19 2018 atoms are one of the first topics covered in a chemistry course because
they are the fundamental building block of matter atoms bond to each other to form pure elements compounds and alloys
these substances exchange atoms with each other to form new products through chemical reactions key

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web atomic basics name part a atomic structure 1 draw five protons in the nucleus of the atom label them with their charge 2
draw six neutrons in the nucleus of the atom 3 draw two electrons in

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web practice sheet 2 we are looking for a wide range of data based on the information that is provided to you about an

element or ion atomic structure quiz you will give 3 pieces of data and are asked to complete this here chart for us

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web the atomic number tells you the number of of an n one atom of an element it also tells you the number of in a neutral atom of that element the atomic number gives the identity of an element as well as ts location on the periodic table no two different elements will have the give the symbol and number of protons in one atom of atomic number