

Grade 5 -- Informational

World Records

Have you flown a kite in a park? Did you wonder how many kites could be flown at the same time? Perhaps you have built a snowperson in your yard. Did you wonder about the biggest snowperson ever built? Many people ask questions such as these. For more than fifty years, *Guinness World Records* has provided the answers.

An Unanswered Question

The idea for a book of world records started in 1951 with an unanswered question. Sir Hugh Beaver was the managing director of the Guinness Company in Ireland. He was talking with friends about birds. Sir Hugh said he thought the plover might be the fastest bird in Europe. Some of the other men disagreed. Finally they decided to look up the answer. They were disappointed to find that no one could answer the question. They could not find any books that contained information about the fastest birds.

Sir Hugh decided that a book of records was needed. The book could tell people interesting facts about many different topics. It could answer questions, and it would be very interesting to read. It could even help settle arguments!

Finding the Facts

A book of world records seemed like a good idea, but how could facts be gathered? How could information be proved? A man who worked for Sir Hugh suggested a way to gather information. This man knew two brothers who collected facts about all kinds of things. These brothers were twins named Norris and Ross McWhirter. The brothers found correct answers to questions such as, "What is the deepest lake?"

The Guinness Company hired the brothers to gather facts for a book of world records. The McWhirters were accurate fact checkers. They often traveled long distances to prove that information was correct. By 1955, they had collected enough information to publish a book.

A Popular Reference

The first book was titled *Guinness Book of World Records*. It became an instant success. More than 50,000 copies were sold the first year. Since that time, the book has continued to grow in popularity. It has sold more than 120 million copies in 37 languages. A new edition of the book is published every year. Today, the official title is *Guinness World Records*.

The book lists records in the natural world. It answers questions about the highest mountain, largest desert, and deepest canyon. It also lists records of human accomplishments. It is divided into topics. These include science, art, and sports.

Setting and Breaking Records

Many people think records are made to be broken. *Guinness World Records* must be updated every year. This is because new records are set, and old records are broken. On Guinness World Records Day each year, people are encouraged to break a record.

If you want to try to set or break a record, you must propose the idea to *Guinness World Records*. If your idea is accepted, you will receive rules to follow. More than 60,000 ideas are considered each year. More than 2,000 new records are set.

The record for most kites in the air at the same time is 6,198. It was set in 2010. The record for the largest snowperson is just over 122 feet tall. It was set in 2008. These records may already have been broken. They show that people have many interests. They also show that people like to compete!

- 1) What is the author's purpose in writing this passage? (LA 5.1.6.a)
 - a) to inform about world records
 - b) to entertain with examples of world records
 - c) to persuade the reader to submit world records
 - d) to explain the steps in recording world records

- 2) "The book lists records in the **natural** world." Which part of speech is **natural**? (LA 5.1.5.a)
 - a) noun
 - b) verb
 - c) adverb
 - d) adjective

- 3) According to the passage, who had the idea for a book of world records? (LA 5.1.6.k)
 - a) Sir Hugh Beaver
 - b) Norris McWhirter
 - c) Ross McWhirter
 - d) The Guinness Company

- 4) Why must *Guinness World Records* be updated every year? (LA 5.1.6.k)
 - a) The title has been changed.
 - b) New records are set each year.
 - c) Interesting questions are asked.
 - d) The books have grown in popularity.

- 5) Under which subheading will the reader find out how many total copies of *Guinness World Records* have been sold? (LA 5.1.6.g)
 - a) An Unanswered Question
 - b) Finding the Facts
 - c) A Popular Reference
 - d) Setting and Breaking Records

- 6) Under which subheading will the reader find out the names of the two men who were the fact checkers? (LA 5.1.6.g)
 - a) An Unanswered Question
 - b) Finding the Facts
 - c) A Popular Reference
 - d) Setting and Breaking Records

- 7) What does the word **propose** mean in paragraph 9? (LA 5.1.5.c)
 - a) ask a question
 - b) present an idea
 - c) accept an answer
 - d) make an agreement

8) In paragraph 5, what does **accurate** mean? (LA 5.1.5.c)

- a) to gather facts
- b) proven correct
- c) fact checkers
- d) world records

9) Which statement about *Guinness World Records* is a fact? (LA 5.1.6.f)

- a) Guinness World Records books were first published in 1955.
- b) Guinness World Records books are the best reference books.
- c) Guinness World Records books are divided into fascinating topics.
- d) Guinness World Records books show that people set amazing records.

C4L Reading - Item Writing Tally Sheet

Grade 5- Informational

Passage Name: World Records

Gr5 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 5.1.5.a <i>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)</i>	1, 2	1			1
LA 5.1.5.c <i>Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures</i>	2				2
LA 5.1.5.d <i>Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)</i>	1, 2				
Gr5 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 5.1.6.a <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text</i>	3			1	1
LA 5.1.6.d <i>Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
LA 5.1.6.e <i>Summarize and analyze the main idea from informational text using supporting details</i>	2				
LA 5.1.6.f <i>Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2		1		1
LA 5.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2	2			2

<p>LA 5.1.6.h <i>Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</i></p>	2				
<p>LA 5.1.6.k <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3	2			2