



# Unit 1

Activity Book

Grade 5

## Personal Narratives

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ISBN 978-1-68161-254-6

Illustrations by Dan Baxter

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Printed in the USA  
05 LSCOW 2020

# Unit 1

# Personal Narratives

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Define *Personal Narrative*

Definition of *Personal Narrative*:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal Narrative Characteristics:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_





NAME: \_\_\_\_\_

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## Think-Pair-Share on Definition of Personal Narratives

This is a three-part activity called *Think-Pair-Share*.

**Think:** During the first part of the activity, each of you will take a few minutes to individually think and brainstorm about an idea or question.

**Pair:** Next, you will discuss your thoughts with a partner and listen to what your partner thought about the same topic. Maybe your thoughts will develop based on what your classmate has to say; maybe the two of you will reach a new conclusion together.

**Share:** Finally, you or your partner will have a chance to share your thoughts with the whole class.

Match the number your teacher assigned you with one of the 5 Types of Writing listed below. Then copy the type of writing in the space in the left hand column and use the chart to *think* about whether it is a personal narrative. Look at the example for guidance.

### Five Types of Writing

- 1. Interview
- 2. Diary entry
- 3. Science-fiction story
- 4. Biography
- 5. Movie Script



Genre	True?	First Person?	Author involved in events described?
Personal Narrative	Yes	Yes	Yes
Newspaper Article	Yes, because newspaper articles report on facts.	No, because reporters don't usually write in the first-person.	Maybe, because sometimes a reporter is involved in the events he or she writes about.

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### Memorable Experiences

1. Think of two first-time experiences and the reasons they were memorable.  
An example is provided.

First Time Experience	Reasons It Was Memorable
<i>The first time I ate a jalapeño pepper.</i>	<i>It was so spicy, I couldn't talk. I had to drink three glasses of water. After that, my big brother was afraid to try one.</i>

[illegible]

NAME: \_\_\_\_\_

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## Paragraph Examples

### Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

### Personal Narrative Model Paragraph

#### My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back set for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.



DATE: \_\_\_\_\_

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

ACTIVITY PAGE

### Partner Reading Guidelines

Within each pair, one student should be Partner A and the other should be Partner B.

Each partner should read the first page of the assigned reading on his or her own, either silently or in a whisper.

Then Partner A should read the first page aloud while Partner B follows along. If a sentence continues onto a new page, the reader should continue until the end of the sentence.

After Partner A has read a page, both partners should read the next page on their own, either silently or in a whisper. Then Partner B should read the page aloud. Repeat this procedure, switching back and forth between partners.

Think of yourselves as true partners who are working together on reading aloud. If your partner is having a little bit of trouble with a tough word or phrase, feel free to offer assistance.



NAME: \_\_\_\_\_

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## Practicing “Think as You Read”

### Think as you read to improve understanding!

As you read personal narratives, think about the following:

- pictures you are forming in your mind (mental images)
- predictions about what might happen next
- passages you like a lot
- passages you find confusing
- repeating ideas or themes
- context clues that help you understand new words and phrases

On the next page is a passage from today’s reading. **Think as you read** the passage to come up with at least three “Think as You Read” ideas or questions. Underlining and writing notes in the margin may help.

Then copy the quote from the text that gave you the idea, describe the idea, and circle the category (or categories) it falls into.

**Passage from "The First San Giving Day"**

“*Esperá* a minute,” she said, and darted to her bedroom. She returned with that week’s Liberty Mart flyer: “*Mira*, look—this will help, *mi’jo*.” It was a special flyer with pictures like the ones on my dittos and lots of Thanksgiving Day items on sale, including turkeys and something called Stuffing-in-a-Box, which immediately caught my attention. Could it be true? Could Thanksgiving dinner be as easy to make as instant mashed potatoes and macaroni and cheese? With the flyer as my guide, I made a list and Abuela calculated the cost to the penny: \$27.35 plus tax; she gave me \$30 and off I went on my bike to Liberty Mart, hoping Thanksgiving would be as easy and tasty as Spray-Cheese from a can—my favorite!

The store was more crowded than I had ever seen it before. I roamed around for a while looking for stuffing, but it wasn’t listed on any of the signs above the aisles. I noticed a lady wearing culottes and a fancy pendant necklace just like Mrs. Brady from *The Brady Bunch*—surely she was American, I thought; surely she would know all about making a Thanksgiving meal.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2  
CONTINUED

ACTIVITY PAGE

Think as You Read: Ideas

Example:

Quote from the text: “darted to her bedroom.”

Idea: The word *darted* helps me form a strong picture in my mind (a mental image) of Abuela rushing to her room because she is eager to help her grandson.

Idea category:

Mental image                      Prediction                      Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage                      Idea that repeats                      Context clue

1. Quote from the text: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Idea: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Idea category:

Mental image                      Prediction                      Word/Phrase/Sentence I like  
Confusing Word/Phrase/Passage                      Idea that repeats                      Context clue

2. Quote from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea category:

- |                               |                   |                             |
|-------------------------------|-------------------|-----------------------------|
| Mental image                  | Prediction        | Word/Phrase/Sentence I like |
| Confusing Word/Phrase/Passage | Idea that repeats | Context clue                |

3. Quote from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea category:

- |                               |                   |                             |
|-------------------------------|-------------------|-----------------------------|
| Mental image                  | Prediction        | Word/Phrase/Sentence I like |
| Confusing Word/Phrase/Passage | Idea that repeats | Context clue                |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2  
CONTINUED

ACTIVITY PAGE

4. Quote from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea category:

Mental image	Prediction	Word/Phrase/Sentence I like
Confusing Word/Phrase/Passage	Idea that repeats	Context clue





NAME: \_\_\_\_\_

2.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

Strong Verbs

Verbs that describe action in a specific and descriptive way are strong. Strong verbs give the reader a clear picture of the action.

1. Write two or more strong verbs that you might use instead of the verb provided.

Verb	Strong Verbs	Verb	Strong Verbs
Walk		Look at	
Talk		Run	
Fight		Move	

2. Rewrite the following sentences using a strong verb. Some possible answers to number 1 have been provided as examples, but there are no right or wrong answers. Just try your best to think of verbs that will create a clear and specific image of the action being described.

Example:

I thought about life with no homework and free chocolate.

Possible answers:

*I imagined life with no homework and free chocolate.*

*I dreamed about life with no homework and free chocolate.*

*I fantasized about life with no homework and free chocolate.*

A. Gwen laughed at her uncle’s silly jokes.

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B. The family talked about current events over breakfast.

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C. Dr. Holzman looked at my rash thoughtfully.

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D. The champion horse ran around the track to win the race.

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E. My rude sister took the popcorn from my hand without even asking.

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NAME: \_\_\_\_\_

2.4

ACTIVITY PAGE

DATE: \_\_\_\_\_

Strong Adjectives

Write several strong adjectives to describe each of the prompts below. Item one has been completed as an example.

Example: a cave

Adjectives:

- A. gloomy
- B. damp
- C. dark
- D. stony

1. the hottest day of summer

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

2. waiting for the bus on the first day of school

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

3. **rotten food**

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

4. **the palace of the Queen of Raccoons**

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

5. **the beach**

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.4  
CONTINUED

ACTIVITY PAGE

6. **the desert**

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

7. **caught in the rain**

Adjectives:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Think-Pair-Share

Use the three sentences below to complete your teacher’s instructions.

- 1. (A) The bride danced with her father.  
(B) The moonlight danced on the ocean.
- 2. (A) The coach yelled angrily at the kids who disrupted practice.  
(B) The cars honked angrily at the man who stood in the middle of the road.
- 3. (A) The pilot flies above the clouds to avoid storms.  
(B) Time flies whenever I get together with my best friend.

Think about the difference between the way the words you underlined are used in the (A) sentences and the (B) sentences. Looking at what the (A) subjects have in common and what the (B) subjects have in common may give you an idea.

THINK

- 1. What is the difference between how the underlined words are used in (A) and (B) sentences? For example, in 1(A) does the word *danced* describe an actual dance? How about in 1(B)?

2. What is the difference between the (A) subjects (the bride, the coach, and the pilot) and the (B) subjects (the moonlight, the cars, and time)?

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**PAIR**

*When your teacher instructs, discuss your thoughts with the partner you are assigned. Make sure you both have a chance to speak. Maybe your thoughts will change based on what your classmate has to say, or maybe they will stay the same. The two of you may reach a new conclusion together. Record your thoughts below.*

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NAME: \_\_\_\_\_

3.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

Personification

1. Copy the definition of personification below.

Personification: \_\_\_\_\_  
\_\_\_\_\_

2. The sentences that follow all contain examples of personification. For each one, identify the nonhuman thing and the human quality used to describe it. Then rewrite the sentence in your own words *without* using personification.

Example:  
The sun smiled down on the ball field.  
Nonhuman thing: the sun  
Human quality or action: smiling  
Rewrite: The sun shone brightly on the ball field.

- A. Before electricity, the village went to sleep at sundown.

Nonhuman thing: \_\_\_\_\_  
Human quality or action: \_\_\_\_\_  
Rewrite: \_\_\_\_\_

- B. The stubborn lawn mower refused to start.

Nonhuman thing: \_\_\_\_\_  
Human quality or action: \_\_\_\_\_  
Rewrite: \_\_\_\_\_

C. My cat is a snob when it comes to cat food.

Nonhuman thing: \_\_\_\_\_

Human quality or action: \_\_\_\_\_

Rewrite: \_\_\_\_\_

D. The chocolate cake in the fridge was calling my name.

Nonhuman thing: \_\_\_\_\_

Human quality or action: \_\_\_\_\_

Rewrite: \_\_\_\_\_

3. What human qualities could you use to describe the following nonhuman things?  
There are no right or wrong answers. Use your imagination.

Nonhuman Thing	Human Qualities
The wind	<i>moaning, whispering, makes a mess</i>
Waves on the shore	
Lightning	
An electric fan	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. Rewrite the following sentences using personification.

A. The thunder was very loud.

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B. The bee flew from flower to flower.

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C. When I read my favorite book, I imagine I’m in another place and time.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Personification in "The First Real San Giving Day"

Look at pages 11–12 of the Reader to find an example of personification in the text. Then answer the questions below.

- 1. Copy a quote from the text that contains an example of personification.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. What nonhuman thing is being personified?

\_\_\_\_\_

- 3. What human qualities are used to describe the thing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Showing, Not Telling (Actions)

1. Copy the definition of *showing* from the board.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. List at least two details that would help show the following actions.

A. Cara couldn’t find anything to watch on TV.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Marco hurried to the bus stop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Aliyah ate a huge forkful of spaghetti.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

3.5

ACTIVITY PAGE

DATE: \_\_\_\_\_

My “Moment” Narrative

Choose one of the prompts below, then fill out the organizer by describing “showing” details that were part of the moment. After your teacher has checked your organizer, review the paragraph about a paragraph on Activity Page 1.3, and begin writing your narrative. An example of a completed organizer is below.

- 1. Take a look at your “first time” narrative on Activity Page 1.2 (Part B). Choose a moment from the narrative and show it in detail.
- 2. Choose a moment connected to your family and a holiday and show it in detail. The moment might have taken place in the days leading up to the holiday, on the holiday itself, or after the holiday was over.

Example:

My Moment: the turkey falling from Abuela’s hands	Description of Details
1st “showing” detail	Abuela dropped the turkey just as she was answering Mama.
2nd “showing” detail	The turkey slid across the kitchen floor.
3rd “showing” detail	It bounced down the stairs into the sunroom.
4th “showing” detail	It lay there, enjoying the sunlight and mocking Blanco.

<b>My Moment:</b>	<b>Description of Details</b>
1st “showing” detail	
2nd “showing” detail	
3rd “showing” detail	
4th “showing” detail	





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 5 Simple Rules for Writing Dialogue

- 1. Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

- 2. When the tag (the name of the speaker and the speaking verb) follows the quote, it ends in a period. When the tag precedes the quote, it ends in a comma.

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

- 3. The punctuation that ends a quote is written inside the quotation marks.

Example:

“May I have a taste?” Bella asked.

Bella demanded, “Give me a taste!”

- 4. When the tag follows a quote, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

“Give me a taste,” Bella said.



5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Bella jealously stared at Jeremy’s ice cream. She had not had ice cream in weeks.

“Give me a taste,” she said.

“I paid for this. Go buy your own,” Jeremy answered.

“Pleeease,” Bella begged. Jeremy did not answer for a few seconds. He looked back and forth between his ice cream cone and Bella.

“Fine,” Jeremy conceded, handing Bella the cone. “You can have one lick, but that’s it.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Dialogue Telephone Game

Your teacher will give each group member a dialogue starter page that describes two characters and a line of dialogue. Read the characters and first line of dialogue to yourself, then write the second character’s response, following the five simple rules. When your teacher tells you, pass your page to the right and add a line of dialogue to the page you receive. Keep passing the pages at your teacher’s signal until everyone in your group has written a line of dialogue on each starter page.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Dialogue Reading and Questions

*Below is the dialogue from the passage projected on the board. In groups of three, choose parts and read through the dialogue twice. Then, in your group, answer the questions that follow.*

ABUELA

*Qué grande. Qué lindo.*

MAMÁ

What’s all this for?

BLANCO

We’re gonna have a real *San Giving* this year, Mamá. Abuela’s going to make a turkey and yams and everything.

MAMÁ

¿Cómo? Turkey? Noboy knows how to make that. Especially not your Abuela. She can’t even cook Cuban food too good.

ABUELA

You just sit down and relax—like you always do. Don’t worry. Riqui is helping me—and he knows what he’s doing.

MAMÁ

*Bueno.* I don’t know, you better cook something else too—some *carne puerco*, just in case.

ABUELA

*Sí, sí, sí—whatever.*

*Dialogue is a great way of creating a clear picture, with sound, of what is happening in a narrative. Answer the questions below about details Blanco shows through dialogue. There is not necessarily a right or wrong answer to these questions.*

**Example:** What details does Blanco show through the following line of dialogue?

ABUELA

*Qué grande. Qué lindo.*

**Answer:** He shows that Abuela is impressed with the turkey and looks forward to cooking it for Thanksgiving.

1. What detail(s) does Blanco show through the following line of dialogue?

BLANCO

We're gonna have a real *San Giving* this year, Mamá. Abuela's going to make a turkey and yams and everything.

---

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---

---

2. Describe the relationship between Mamá and Abuela based on the dialogue.

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---

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.3  
CONTINUED

ACTIVITY PAGE

3. What does the line, “You just sit down and relax—like you always do” tell us about what Abuela thinks of Mamá?

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---

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4. What does the dialogue show about the conflict between American culture and Cuban culture in Blanco’s home?

---

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NAME: \_\_\_\_\_

4.4

ACTIVITY PAGE

DATE: \_\_\_\_\_

Close Reading

Reread the following paragraph from today’s excerpt and underline the lines of dialogue (the words in quotes). Then answer the questions on the next page.

~~~~~

And so the moment of truth was at hand, or rather, at mouth, as everyone began eating. Not even a minute later Mamá asked, “What’s this with *canela y merengue* on top? So sweet. Are you sure this isn’t dessert?” Abuela instantly responded to her spurn: “They are *yames*, just like yuca but orange and sweet—that’s all. Just eat.” “Ay, *Dios mío*—orange yuca! What about blue beans?” Mamá laughed, and the rest of the family joined in. “They are not like yuca. They are like *boniato*. It’s what they ate on the first Thanksgiving,” I explained. “Really... they had march-mellows that long ago?” Mamá quipped. She saw my face crumple. “What else do you know about *San Giving*, *mi’jo*?” she asked me, changing her tone and taking an interest. I went on for a few minutes, telling the tale of the Pilgrims and Indians in Spanish so that everyone could understand. But soon the conversation changed to tía Mirta’s black beans. “You make the best *frijoles* in all Miami,” Papá complimented her, and everyone agreed as they poured ladlefuls of black beans over their mashed potatoes like it was gravy. Nothing like the dittos.

~~~~~



- 1. Find a line of dialogue that helps show what the relationship between Mamá and Abuela is like. Copy the quote and then explain how it describes the relationship.

Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the quote show about the relationship? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. Find a line of dialogue that helps show what the relationship between Mamá and Blanco is like. Copy the quote and then explain how it describes the relationship.

Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the quote show about the relationship? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.5

ACTIVITY PAGE

### Writing Narrative With Dialogue

*Choose one of the prompts below. First use the graphic organizer on the next page to choose your topic and help you remember some of the things that were said. Then write your narrative.*

- 1. Write about a time, outside of school, when you taught something to somebody or someone taught you something. Think carefully about what you said to each other so that you can include dialogue in your narrative.
- 2. Write about a conversation you wish had been longer or shorter.
- 3. Write about a conversation you had with a friend about sports, books, or movies.

*Because you will begin a new paragraph when the speaker changes, your narrative may be more than one paragraph long. You may still follow the “Paragraph About a Paragraph” guidelines by including a topic sentence, several detail sentences, and a concluding sentence.*

Topic:			
Who was there?	Line of dialogue	Line of dialogue	Line of dialogue
Name:			
Name:			
Name:			

*Below is a list of speaking verbs that you might use instead of said.*

- shouted
- uttered
- sang
- whispered
- mumbled
- suggested
- announced
- whined
- reported
- asked
- barked
- declared
- pleaded
- purred
- replied

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4.5**  
CONTINUED

## ACTIVITY PAGE

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Think-Pair-Share

*Independently, read your assigned section of “The First Real San Giving Day” to find a quote from the text that shows the theme of the conflict of cultures. Copy the quote and explain how it relates to the theme. When your teacher tells you, you and your partner should share your quotes and explanations with one another.*

Example:

Quote: “Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.”

Explanation: After learning about Thanksgiving in school, Blanco realizes that his family does not celebrate Thanksgiving in the traditional American way. He hopes to convince them to do so, instead of celebrating in a Cuban-American way.

1. Quote 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Quote 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Think as You Read

Think as you read to improve understanding!

As you read personal narratives, think about the following:

- pictures you are forming in your mind (mental images)
- predictions about what might happen next
- passages you like a lot
- passages you find confusing
- repeating ideas or themes
- context clues that help you understand new words and phrases

Read the final excerpt from “The First Real San Giving Day,” using the Think as You Read strategy. Write at least two Think as You Read observations in the margin.



### Excerpt from "The First Real San Giving Day"

After dessert, Abuelo made three rounds of Cuban coffee. He turned on the stereo system and put in *Hoy cómo ayer*, his favorite eight-track tape with eight billion songs from *their days* in Cuba. The crescendo began and Minervino took his butter knife and tapped out a matching beat on his soda can. Before you could say Happy San Giving, there was a conga line twenty Cubans long circling the domino players around the Florida sunroom.

When the conga finished, the line broke up into couples dancing while I sat sulking on the sofa. *You can't teach old Cubans new tricks*, I thought, watching the shuffle of their feet. There seemed to be no order to their steps, no discernible pattern to the chaos of their swaying hips and jutting shoulders. And yet there was something absolutely perfect and complete, even beautiful, about them, dancing as easily as they could talk, walk, breathe...

As I began picking up the rhythm, Abuela dashed into the room twirling a dishcloth above her head and demanding "*Silencio! Silencio, por favor!*" Papa turned down the music and the crowd froze waiting for her next words. "Tío Rigoberto just called—he said he heard from Ramoncito that my sister Ileana got out—with the whole *familia!*" she announced, her voice cracking as she wiped her eyes with the dishcloth and continued: "They're in España waiting to get *las visas*. In a month *más o menos*, they will be here! *Que emoción!*" She didn't need to explain much more. It was a journey they all knew—had all taken just a few years before. A journey I didn't know, having arrived in America when I was only forty-five days old. But over the years I had heard the stories

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2  
CONTINUED

ACTIVITY PAGE

they always told in low voices and with teary eyes, reliving the plane lifting above the streets, the palm trees, the rooftops of their homes and country they might never see again, flying to some part of the world they'd never seen before. One suitcase, packed mostly with photographs and keepsakes. No more than a few dollars in their pocket; and a whole lot of *esperanza*. That's what the Pilgrims must have felt like, more or less, I imagined. They had left England in search of a new life too, full of hope and courage, a scary journey ahead of them. Maybe my family didn't know anything about turkey or yams or pumpkin pie, but they were a lot more like the Pilgrims than I had realized.

The next morning Abuela made toaster treats and *café con leche* but didn't eat, complaining she had had stomach cramps all night long. She said Abuelo was still in bed, nauseated. Mamá admitted she threw up before going to sleep, but thought it was that strange Stuffing-in-a-Box. I had diarrhea, I confessed, as did Papá. Caco claimed he was fine. None of us knew what to make of our upset stomachs until *tía* Esmeralda called. She told Abuela she had been throwing up all night and was only then beginning to feel like herself again. She blamed it on those strange *yames*. Then *tío* Regino called and said he'd had to take a dose of his mother's *elixir paregórico*, which cured anything and everything; he blamed it on the flan, thinking he remembered it tasting a little sour. The phone rang all day long with relatives complaining about their ailments and offering explanations. Some, like *tía* Mirta, blamed the cranberry jelly; others blamed the black beans or the yuca that was too garlicky. And some, like me, dared to blame it on the pork. But surprisingly, no one—not even Abuela—blamed the turkey.



NAME: \_\_\_\_\_

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Interview as the Author

*You are going to be interviewed as pre- or post-Thanksgiving Richard Blanco. Read the two passages and then prepare for your interview by answering the questions the interviewer has provided you in advance.*

Passage 1

November came around, and my teacher, Mrs. Echevarría, handed out some ditto sheets to color for Thanksgiving. The pilgrims’ tall hats I colored black, the buckles on their shoes, gold; the cornucopias of squash and pumpkins, all kinds of oranges and yellows; the huge turkey, an amber-brown (a turkey, not a pork roast like my family always had for Thanksgiving.) As we colored, Mrs. Echevarría narrated the story of the first Thanksgiving, enthusiastically acting it out as if she had been there: “ . . . Then the chief of the Indians told Pilgrim John, *We make big feast for you*, and Pilgrim John said, *Yes, let us give thanks for our new friends and for this new land where we are free.*” My teacher seemed to understand Thanksgiving like a true American, even though she was Cuban also. *Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.*

Passage 2

~~~~~

It was a journey they all knew—had all taken just a few years before. A journey I didn’t know, having arrived in America when I was only forty-five days old. But over the years I had heard the stories they always told in low voices and with teary eyes, reliving the plane lifting above the streets, the palm trees, the rooftops of their homes and country they might never see again, flying to some part of the world they’d never seen before. One suitcase, packed mostly with photographs and keepsakes. No more than a few dollars in their pocket; and a whole lot of *esperanza*. That’s what the Pilgrims must have felt like, more or less, I imagined. They had left England in search of a new life too, full of hope and courage, a scary journey ahead of them. Maybe my family didn’t know anything about turkey or yams or pumpkin pie, but they were a lot more like the Pilgrims than I had realized...

~~~~~

Interview Questions for Pre-Thanksgiving Richard Blanco

- 1. What do you mean by the phrase “true American”?  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_
  
- 2. What is the most important part of Thanksgiving?  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

NAME: \_\_\_\_\_

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5.3  
CONTINUED

ACTIVITY PAGE

3. What is the most important part of the story of the Pilgrims?

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Interview Questions for Post-Thanksgiving Richard Blanco

1. What is the most important part of Thanksgiving?

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2. What is the most important part of the story of the Pilgrims?

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3. Have you changed your mind about who is included in the phrase “true Americans”?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Name Research

Ask your family about your name, including any questions you are curious about. Some suggestions: Who named you? How was your name chosen? Were you named after anyone? Was your name chosen before or after you were born? Does your name mean anything in English or another language?

Notes: \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## How the Family Got Their Names

*In the first part of her narrative, the author describes how members of her family got their English names. Complete the following questions by listing their English and Chinese names and how they were chosen.*

### FATHER

1. Chinese name: \_\_\_\_\_

2. English name: \_\_\_\_\_

### BROTHER

3. English name: \_\_\_\_\_

4. Why did the author's parents choose an "N" name? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Why Norbert? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Supporting quote from text: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**AUTHOR**

7. English name: \_\_\_\_\_
8. Why did the author's parents choose a "J" name? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Why Jennifer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Supporting quote from text: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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What Does Jennifer Want?

Use the passage displayed in the projection to complete the chart below. Be sure to copy a quote from the text to support your answer. There is not a single correct answer to these questions.

What does Jennifer want?	How does she try to get it?	What stands in her way?
Answer:	Answer:	Answer:
Quote from the text:	Quote from the text:	Quote from the text:



NAME: \_\_\_\_\_

6.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Jigsaw Guidelines

1. In a jigsaw activity, you will be a member of two different groups. First you will work in an expert group to become an expert in one topic that is part of a larger subject. After you and your group-mates become a team of experts, you will each teach your topic to a second group, known as a jigsaw group. As part of your jigsaw group, you will also learn from an expert from each expert group.
2. Make sure all members of your expert group have a common understanding of your topic knowledge and are ready to teach it to other students.
3. Once you and your group-mates are all experts, the class will break up into jigsaw groups. Every jigsaw group will contain at least one member from each expert group.
4. The experts in each jigsaw group will then take turns teaching their topic to the other members of their group.
5. By the end of the jigsaw process, every student will have an understanding of the broad subject by studying and teaching his or her category and by learning about the other categories from experts.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Analyze Your Image

*Begin to analyze the image you have been assigned by answering the first three questions below. After you have spent some time thinking and writing about your image, you will join your expert group to discuss your analysis. Working with your expert group, answer questions 4–6 to help plan your teaching.*

Independent Work

- 1. Find a quote from the text that your image illustrates or connects to.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. Explain the connection between the quote and your image.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. What does your image add to the text that is not conveyed by words alone?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Expert Group Work**

4. Write one or two introductory sentences explaining how your image connects to the text.

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5. Write one or two sentences explaining how your image enhances the text.

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6. Provide an example of a similar image that students might add to their own name narrative.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Notes on the Experts' Lessons

Write down at least one important idea about each of the images.

1. The Jennifer and Norbert Graphs

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2. The Jennifer and Norbert Souvenir Pictures

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3. The Birth Certificate

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4. The Middle School Photograph

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5. The Chinese Characters

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Name Narrative Image

Answer the questions below. Your answers will help you decide on an image to accompany your name narrative.

1. Place a check mark next to all of the statements that apply to you.

☐ I own an article of clothing with my name written on it.

☐ I know of a store or other business that uses my name.

☐ A celebrity whom I admire shares my name.

☐ A celebrity whom I don't admire shares my name.

☐ I can represent my name visually other than in writing.

☐ I can think of a fictional character who shares my name.

☐ I have a photograph of the person I was named after.

☐ There is a particular object I think of as connected to my name.

☐ There is a particular place I think of as connected to my name.
2. List three images that would make your name narrative more interesting to read.

A. one that you might find on the Internet

\_\_\_\_\_

B. one that you might find at home (for example, a family photograph, an important document or a picture of an object in your home)

\_\_\_\_\_

C. one that you would create (for example, a drawing or collage)

\_\_\_\_\_

**Note:** Just like some of Jennifer Lou’s images, yours can include a language other than English.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Jennifer Lou—Her Point of View

Point of view in personal narratives: the author's opinions or feelings about the subject.

- 1. Take a few minutes to read Passage 1 and Passage 2 independently. Then read them aloud with a partner, each of you reading one of the passages.
- 2. Answer questions 1–3 independently.
- 3. Pair up again with your partner to compare answers.
- 4. Finish reading "Hello, My Name Is" and then answer questions 4–6.

Passage 1

I took matters into my own hands. When I started seventh grade at Sage Park Middle School, I enrolled as Jennifer Elizabeth Lou. I picked Elizabeth because it was the whitest name I could think of. And, my God, I wanted to be white because in Windsor, Connecticut, where less than 1 percent of the population was Chinese, white, to me, meant belonging.

- 1. A. At the start of seventh grade, what was Jennifer’s point of view about being Chinese? Copy a quote from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. How did Jennifer’s point of view about being Chinese connect to her point of view about not having a middle name? Copy a quote from the text to support your answer.

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**Passage 2**

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By ninth grade, I was ready to shed my inner white Elizabeth, mainly because I thought the initials JEL looked stupid. I returned to plain Jennifer Lou, and I started to like that I didn’t have a middle name. I liked that I was the only one in the family whose Chinese name wasn’t their English middle name. I was two separate entities.

~~~~~

2. What was Jennifer’s point of view about not having a middle name in ninth grade? Compare or contrast this with her point of view in seventh grade.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3. Do you think Jennifer still wanted to be white in ninth grade? Copy a quote from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Passage 3

... I came to a realization. There was no point in trying to be something I wasn't (white) or something others wanted me to be (the fair one.) I started making mass changes in my life . . . . I started feeling free to be myself . . . and I began to love my names for what they are, for what they aren't, and for the betweenness that they capture. Because I finally learned to love the uniqueness that is me.

4. What is Jennifer's point of view about her names in Passage 3? Copy a quote from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What do you think *betweenness* means in Passage 3?

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6. How do the words *two separate entities* (Passage 2) and *betweenness* (Passage 3) show different points of view?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Writing with a Point of View

Point of view *in personal narratives: the narrator’s opinions or feelings about the subject.*

*Write one or two first-person sentences describing the following events from the point of view that matches your letter. Because the events are fictional, your sentences will not be personal narratives, but they will give you practice writing with a clear point of view. After writing about each event, share your sentences with your group.*

- 1. The retiring coach of the Pigeons and his replacement watched as their team was crushed by the Panthers in the basketball finals.

A. Pigeons player:

\_\_\_\_\_

\_\_\_\_\_

B. Panthers player:

\_\_\_\_\_

\_\_\_\_\_

C. Retiring Pigeons coach:

\_\_\_\_\_

\_\_\_\_\_

D. New Pigeons coach:

\_\_\_\_\_

\_\_\_\_\_

2. Because of the snowstorm, the school bus didn't arrive at school until eleven a.m.

A. Matt, who forgot to study for his nine a.m. test:

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B. Bus driver:

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C. Teacher with 10 students on the bus:

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D. Monique, who was to receive an award at a ten a.m. assembly:

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NAME: \_\_\_\_\_

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7.2  
CONTINUED

ACTIVITY PAGE

3. Because the kitchen was flooded, the cafeteria served baloney sandwiches for the third day in a row.

A. Baloney lover:

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B. Baloney hater:

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C. Cafeteria worker:

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D. School principal:

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4. The night 15-year-old Kristin babysat for 9-year-old Carlos was her first time ever babysitting.

A. Babysitter:

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B. Kid:

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C. Parent:

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D. Babysitter’s mother:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2  
CONTINUED

ACTIVITY PAGE

5. The museum exhibit of a toddler’s finger painting attracted huge crowds.

A. Head of the museum:

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B. Museum guard:

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C. Art critic:

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D. Toddler’s mother:

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6. When the banana truck lost control, five thousand bananas spilled onto the road.

A. Truck driver:

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B. Owner of the bananas:

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C. Monkey at the scene of the accident:

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D. Manager of roadside stand that sells bananas:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Name Narrative Part 2

*Yesterday you began writing your name narrative on Activity Page 6.6. Today you will continue and complete the narrative. If you wish, write in response to one of the prompts below. You may also write on your own topic or continue with the topic you began writing about yesterday. Turn back to 6.6 to continue writing.*

Prompts for day two of Name Narratives

- 1. If you could change your name for a week, what would you change it to and why?  
Write to convince your friends to call you by this new name.
- 2. Who named you and how was your name chosen?
- 3. If you were named after someone, write about your connection to that person.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Finding Evidence

*Follow as your teacher models finding evidence from the text to support Rosa Parks’s point of view about segregation.*

*Then read the excerpt below with a partner, pausing to underline evidence of the injustice of segregation. When you have finished reading the excerpt, copy your underlined quotes into the first column. In the second column, list the evidence of injustice found in the quotes.*

**Rosa Parks: My Story**

Some of the older boys at school were very good at running sports and playing ball. They were also the ones who were responsible for wood at the school. The larger boys would go out and cut the wood and bring it in. Sometimes a parent would load a wagon up with some wood and bring it to the school, and the boys would unload the wagon and bring the wood inside.

They didn’t have to do this at the white school. The town or county took care of heating at the white school. I remember that when I was very young they built a new school for the white children not very far from where we lived, and of course we had to pass by it. It was a nice brick building, and it still stands there today. I found out later that it was built with public money, including taxes paid by both whites and blacks. Black people had to build and heat their own schools without the help of the town or county or state.

Another difference between our school and the white school was that we went for only five months while they went for nine months. Many of the black children were needed by their families to plow and plant in the spring and harvest in the fall. Their families were sharecroppers, like my grandparents’ neighbors. Sharecroppers worked land owned by plantation owners, and they got to keep a portion of the crop they grew. The rest they had to give to the owner of the plantation. So they needed their children to help. At the time I started school, we went only from late fall to early spring.

I was aware of the big difference between blacks and whites by the time I started school. I had heard my grandfather’s stories about how badly he was treated by the white overseer when he was a boy. My mother told me stories the old people had told her about slavery times. I remember she told me that the slaves had to fool the white people into thinking that they were happy. The white people would get angry if the slaves acted unhappy. They would also treat the slaves better if they thought the slaves liked white people.

When white people died, their slaves would have to pretend to be very sorry. The slaves would spit on their fingers and use it to wet their cheeks like it was tears. They'd do this right in front of the little slave children, and then the children would do the same thing in the presence of the grieving white people.

I was glad that I did not live in slavery times. But I knew that conditions of life for my family and me were in some ways not much better than during slavery.

I realized that we went to a different school than the white children and that the school we went to was not as good as theirs. Ours didn’t have any glass windows, but instead we had little wooden shutters. Their windows had glass panes.

Some of the white children rode a bus to school. There were no school buses for black children. I remember when we walked to school, sometimes the bus carrying the white children would come by and the white children would throw trash out the windows at us. After a while when we would see the white school bus coming, we would just get off the road and walk in the fields a little bit distant from the road. We didn’t have any of what they call “civil rights” back then, so there was no way to protest and nobody to protest to. It was just a matter of survival—like getting off the road—so we could exist day to day.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Evidence of the Injustice of Segregation	
Quote from the text	Evidence of injustice of segregation
<i>"I was about six when I started school. Sylvester started a year later, when he was around five. We went to the one-teacher black school in Pine Level in a little frame schoolhouse." p.32</i>  <i>"We had first grade to sixth grade and there were about fifty to sixty children in the one room." p.32</i>	<i>School for African Americans was very crowded.</i>  <i>Only one teacher for 50–60 students.</i>  <i>All ages studied together.</i>



Evidence of the Injustice of Segregation	
Quote from the text	Evidence of injustice of segregation

NAME: \_\_\_\_\_

8.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Write Narrative With Evidence

*Choose a topic from one of the prompts below. Complete at least two rows of the organizer, then write a personal narrative about your topic.*

### Best or Worst Place

1. What’s the best place you have ever visited and why? Write to convince a friend to go there. Make sure to bring evidence from your visit to support your point of view about the place.
2. What’s the worst place you have ever visited and why? Write to convince a friend not to go there. Make sure to bring evidence from your visit to support your point of view about the place.

### Best Gift Given or Worst Gift Received

3. What’s the best gift you have ever given and why? Describe the gift and your experience giving it. Make sure to bring evidence to support your point of view about the gift.
4. What’s the worst gift you’ve ever received and why? Describe the gift and your experience receiving it. Make sure to bring evidence to support your point of view about the gift.

<b>Topic:</b>	
<b>Evidence</b>	<b>Personal Experience</b>
1.	
2.	
3.	
4.	





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Tone

tone, n. the attitude or mood of an author or character

Some Examples of Tones

positive: joyful, hopeful, compassionate

negative: angry, sorrowful, cruel

neutral (neither positive nor negative): calm, scientific, factual

Answer the multiple-choice questions about the tone of the “Museum of Giant Rocks” passages, and then find and write evidence from the passages that support your answer.

- 1. The tone of passage 1 is:
  - A. optimistic
  - B. wishful
  - C. scientific
  - D. passionate

Write a sentence or phrase from passage 1 that supports your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The tone of passage 2 is:
- A. sarcastic
  - B. serious
  - C. respectful
  - D. optimistic

Write a sentence or phrase from passage 2 that supports your answer.

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3. The tone of passage 3 is:
- A. scientific
  - B. outraged
  - C. cruel
  - D. nervous

Write a sentence or phrase from passage 3 that supports your answer.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Group Tone Writing

*As a group, choose an event at school and write a first-person paragraph about it in your assigned tone. Your paragraph does not have to be a true account of the event, so it may not meet all the requirements of a personal narrative.*

*Only the writer needs to write the entire paragraph, but each member of the group should contribute at least one sentence and write that sentence at the bottom of this page.*

The sentence I contributed: \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Think as You Read

Read the rest of *Step by Step* from the paragraph beginning "Later after I had eaten my lunch" (Reader p. 48–50) to the end of the narrative. As you read, write down at least two Think as You Read ideas. In describing each idea, include a word or phrase from the text. Review the Think as You Read poster for a reminder of some of the kinds of things you might think and write about.

Think as You Read Ideas

1.
2.
3.
4.



NAME: \_\_\_\_\_

**9.4**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Identifying Tone

A. Choose the tone that most closely matches the passage.

1. “I was glad that I did not live in slavery times. But I knew that conditions of life for my family and me were in some ways not much better than during slavery.” (Rosa Parks)
  - A. content
  - B. cruel
  - C. scientific
  - D. unhappy
2. “The train trip and helping those guys out were very positive experiences, ones that convinced me that I’d made the right decision. I could survive away from home. I knew I could survive in the big city.” (Bertie Bowman)
  - A. confident
  - B. hopeless
  - C. calm
  - D. nervous
3. “I remember that when I was very young they built a new school for the white children... I found out later that it was built with public money, including taxes paid by both whites and African Americans. African Americans had to build and heat their own schools without the help of the town or county or state.” (Rosa Parks)
  - A. nervous
  - B. disapproving
  - C. optimistic
  - D. confused

4. “I knew I would like it here, with its opportunities. I knew I could do a lot of growing up here and mature into quite a man.” (Bertie Bowman)

- A. optimistic
- B. hopeless
- C. silly
- D. timid

B. Below are two paragraphs, the first from Rosa Parks’s *My Story* and the second from Bertie Bowman’s *Step by Step*. Read the paragraphs, thinking about the tone of each. Underline words or phrases that you think help show the tone. Then answer the questions.

**From *My Story*:**

It was up to the bus drivers, if they chose, to adjust the seating in the middle sixteen seats. They carried guns and had what they called police power to rearrange the seating and enforce all the other rules of segregation on the buses. Some bus drivers were meaner than others. Not all of them were hateful, but segregation itself is vicious, and to my mind there was no way you could make segregation decent or nice or acceptable.

**From *Step by Step*:**

Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen cleaning off the tables, and they rewarded me by giving me a free dinner. I took the dinner back to my seat in the segregated car where all the colored passengers ate food that they had brought with them. In that time, we could not go on the train without taking our own food and drink, because we could not buy any in the dining car. That was only for white people... The train trip and helping those guys out were very positive experiences, ones that convinced me that I’d made the right decision.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. What mode of transportation is described in *My Story*? How about in *Step by Step*?

\_\_\_\_\_

2. What is similar about the two situations being described?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How would you describe the tone of each paragraph? Looking at the underlined words might give you some ideas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Story Order

*Your teacher will give each group five slips of paper with five parts of a story. Work as a group to arrange the story parts in the correct order. Then copy the five parts of your story below.*

Part 1:

Part 2:

Part 3:

Part 4:

Part 5:





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A Time That I was Surprised: Think-Plan-Share

*This activity will help you plan your Surprise Narrative.*

**Think:** *Individually brainstorm two ideas for a surprise narrative.*

**Plan:** *Answer the planning questions to help you choose which surprise to write about. Then outline a logical sequence of events for your narrative.*

**Share:** *Your teacher will have some of you share your sequence of events with the class.*

THINK—Brainstorming Questions

Surprise Number One

1. Who or what surprised you?

\_\_\_\_\_

2. Why was it a surprise?

A. What you expected:

\_\_\_\_\_

\_\_\_\_\_

B. What was unexpected:

\_\_\_\_\_

\_\_\_\_\_

3. Where and when was the surprise?

\_\_\_\_\_

\_\_\_\_\_

4. Did you act surprised? If so, how?

---

---

5. Did any conversations (dialogue) take place before, during, and after the surprise?  
Who spoke? What was said?

A. Before:

---

---

---

B. During:

---

---

---

C. After:

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Surprise Number Two

1. Who or what surprised you?

\_\_\_\_\_

\_\_\_\_\_

2. Why was it a surprise?

A. What you expected:

\_\_\_\_\_

\_\_\_\_\_

B. What was unexpected:

\_\_\_\_\_

\_\_\_\_\_

3. Where and when was the surprise?

\_\_\_\_\_

\_\_\_\_\_

4. Did you act surprised? If so, how?

\_\_\_\_\_

\_\_\_\_\_

5. Did any conversations (dialogue) take place before, during, and after the surprise?  
Who spoke? What was said?

A. Before:

---

---

---

B. During:

---

---

---

C. After:

---

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PLAN—Planning Questions**

*Use your “Think” ideas from part A to help you plan.*

1. Which surprise has more action to show?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
2. Which surprise can you describe using strong verbs and adjectives?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
3. Which surprise involves more of the five senses (seeing, hearing, smelling, touching, and tasting)? Which senses?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
4. The surprise I will write about is:  
  
\_\_\_\_\_

*Using full sentences, describe at least four events, in the order they happened, that were part of the surprise. Think about what happened before, during, and after the surprise. Think about how you felt inside and how you reacted outside. Think about specific moments you can describe in detail.*

**Event Sequence**

1.
2.
3.
4.
5.
6.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Simile and Metaphor Practice

A simile is a comparison of two different things using the words *like* or *as*.

A metaphor is a comparison that does not use the words *like* or *as*.

*Copy the sentences from the board in the correct space:*

A. The sentence containing a simile is:

\_\_\_\_\_

B. The sentence containing a metaphor is:

\_\_\_\_\_

*For items 1–5, indicate whether the sentence contains a simile or metaphor. For items 6–7, write a simile and a metaphor.*

1. Staying inside all day was like being in prison.

simile                  metaphor

2. Life is a stage, and we are all actors.

simile                  metaphor

3. Sid was a cheetah in the 100-yard dash.

simile                  metaphor

4. Annabelle’s room looked like it was hit by a hurricane.

simile                  metaphor



5. The snow was a blanket covering the yard.

simile                      metaphor

6. Write a simile comparing a lion’s roar to another sound.

\_\_\_\_\_

7. Write a metaphor describing someone in your family as an animal at mealtime.

\_\_\_\_\_

8. Underline the metaphor in the following paragraph from *Step by Step*.

~~~~~

That train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes. I wasn’t going to get to Washington until around eight o’clock that night, and I told the porter that I would be glad to work if he needed anyone to help him.

~~~~~

9. Underline the simile in the following passage from *Step by Step*.

~~~~~

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire. As I gathered my stuff, the porter asked me again if I wanted the train job.

~~~~~

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Musical Metaphors and Similes

Describe the music your teacher plays by using a simile or metaphor.

Examples:

Simile: The music was as soothing as a gurgling brook.

Metaphor: Every note was an elephant trumpeting in my ear.

1.
2.
3.
4.
5.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### My Story by Rosa Parks: Details

*As a group, reread aloud the six paragraphs from "You're Under Arrest", starting with, "The next stop was the Empire Theatre," on Reader page 40 and ending with, "I never thought hard of them at all and never even bothered to criticize them," on Reader page 43. Take turns reading.*

*Afterwards, in your group, use the chart that follows to make a list of details Rosa Parks includes in the paragraphs from "You're Under Arrest."*

Detail Rosa Parks Included	Quote from Text	Infer Why the Detail Was Included
1.		
2.		
3.		

Detail Rosa Parks Included	Quote from Text	Infer Why the Detail Was Included
4.		
5.		
6.		
7.		
8.		

NAME: \_\_\_\_\_

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Reading Questions

Answer the questions that follow. These questions require reading the text very carefully to make inferences about details and language in the text.

Questions 1 and 2 are based on the passage below.

I thought back to the time when I used to sit up all night and didn’t sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon.

1. Rosa Parks does not tell the reader why her grandfather stayed up all night. Can you infer the reason?
2. Why do you think Rosa Parks thought about this memory of her grandfather at this moment? (Clue: Read the paragraph on page 42 that begins, “As I sat there, I tried not to think about what happened.”)
3. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?

4. Rosa Parks writes that she never criticized the black passengers in her row who did give up their seats. Why do you think she includes this detail in *My Story*?

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5. This is how Rosa Parks describes conversation among passengers who remained on the bus: “What conversation there was, was in low tones, no one was talking out loud.”

A. What kinds of conversations do you associate with “low tones”?

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B. What can you infer about Rosa Parks’s situation from this description of the conversation?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Close Reading Report

*Choose a detail that interests you from the list on the board and prepare a brief presentation on why you think Rosa Parks included it in her narrative. To prepare for your presentation, answer the following questions in full sentences:*

1. What detail most interests you?

\_\_\_\_\_

\_\_\_\_\_

2. The detail appears in the text in the following sentence or passage:

\_\_\_\_\_

\_\_\_\_\_

3. Try to infer why Rosa Parks included this detail.

\_\_\_\_\_

\_\_\_\_\_

4. Explain why you made this inference.

\_\_\_\_\_

\_\_\_\_\_

5. Describe the image that the detail creates in your mind.

\_\_\_\_\_

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Presentation Checklist

- ☐ Choose a detail from the board
- ☐ Accurately quote the text in presentation
- ☐ Offer an interpretation of what the detail shows the reader and why
- ☐ Speak loudly and clearly
- ☐ Speak with expression



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Surprise Narrative

Look back at Activity Page 10.2, where you brainstormed, selected a topic, and outlined events for your Surprise Narrative.

Start writing below. Remember you will have two days to work on this narrative, so you may want to focus your writing as suggested below. These are just suggestions.

- Day 1: Introductory sentence; describe the time and place; describe who was involved; describe who was involved and what your were expecting before you were surprised.
- Day 2: Describe the moment of surprise and how you reacted.

- Day 1: Describe the first two events or moments in your sequence on 10.2.
- Day 2: Describe the rest of the events or moments in your sequence on 10.2.

Surprise Narrative

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.5**  
CONTINUED

## ACTIVITY PAGE

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.5**  
CONTINUED

## ACTIVITY PAGE

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Writing Sensory Descriptions

1. Use an adjective and a noun to describe at least two sights you saw.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

2. Use an adjective and a noun to describe at least two sounds you heard.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

3. Use an adjective and a noun to describe at least two objects you touched.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

4. Use an adjective and a noun to describe at least two scents you smelled.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

5. Use an adjective and a noun to describe at least two foods you tasted.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Paragraph: The Worst Meal You Ever Experienced

### Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

*Write a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After writing the paragraph, underline the sensory details you included.*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Definitions from Context Clues

Follow the steps below to infer the meaning of the word *dormant* in the following passage by using context clues.

And it rekindled a boyhood dream that had gone dormant over the years. That dream was to grow up to be an astronaut.

- Look up the definition of *rekindled* in the glossary and copy it below.  
  
\_\_\_\_\_  
  
\_\_\_\_\_
- Reread the passage above.
- For a dream to be rekindled, it must first go through a period when it is \_\_\_\_\_.  
  
A. active and then inactive  
B. unimportant and then important  
C. written down  
D. kept private and then shared
- The text states that the dream was rekindled after a period of being dormant. Based on context clues, a reasonable inference of the meaning of *dormant* is  
  
\_\_\_\_\_  
  
\_\_\_\_\_.

*In the following passage, the author uses the phrases **buttoned up** and **buttoned it up** to mean something other than “fastened with buttons,” as with a coat. Read the passage and follow the steps to infer the meaning of **buttoned it up** and **buttoned up** by using context clues.*

---

And there was no way really to replace this unit or to repair the instrument, because when they launched this thing, and they got it ready for space flight, **they really buttoned it up**. They didn’t want anybody to screw with this thing. **It was buttoned up** with an access panel that blocked the power supply that had failed. This access panel had 117 small screws with washers, and just to play it safe, they put glue on the screw threads so they would never come apart. You know, it could withstand a space launch, and there was no way we could get in to fix this thing.

---

5. Which two reasons does the author give for the instrument being “buttoned up”?
- A. to keep anyone from messing with it
  - B. to keep it warm
  - C. to keep it from harm during a space launch
6. Was the author’s job easier or harder because the instrument was “buttoned up”? Why?
- \_\_\_\_\_
- \_\_\_\_\_
7. Based on these context clues, a reasonable inference for the meaning of “buttoned up” is
- \_\_\_\_\_
- \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Excerpt from "A View of the Earth"

In 1984 I was a senior in college, and I went to see the movie *The Right Stuff*. And a couple of things really struck me in that movie. The first was the view out the window of John Glenn’s spaceship—the view of the Earth, how beautiful it was on the big screen. I wanted to see that view. And secondly, the camaraderie between the original seven astronauts depicted in that movie— how they were good friends, how they stuck up for each other, how they would never let each other down. I wanted to be part of an organization like that.

And it rekindled a boyhood dream that had gone dormant over the years . That dream was to grow up to be an astronaut. And I just could not ignore this dream. I had to pursue it. So I decided I wanted to go to graduate school, and I was lucky enough to get accepted to MIT.

While I was at MIT, I started applying to NASA to become an astronaut. I filled out my application, and I received a letter that said they weren’t quite interested. So I waited a couple years, and I sent in another application. They sent me back pretty much the same letter. So I applied a third time, and this time I got an interview, so they got to know who I was. And then they told me no.

So I applied a fourth time. And on April 22, 1996, I knew the call was coming, good or bad. I picked up the phone, and it was Dave Leestma, the head of flight crew operations at the Johnson Space Center in Houston.



He said, “Hey, Mike. This is Dave Leestma. How you doing this morning?”

And I said, “I really don’t know, Dave. You’re gonna have to tell me.”

And he said, “Well, I think you’re gonna be pretty good after this phone call, ’cause we wanna make you an astronaut.”

Thirteen years after that, it’s May 17, 2009, and I’m on space shuttle Atlantis, about to go out and do a spacewalk on the Hubble Space Telescope. And our task that day was to repair an instrument that had failed . This instrument was used by scientists to detect the atmospheres of far-off planets. Planets in other solar systems could be analyzed using this spectrograph to see if we might find a planet that was Earth-like, or a planet that could support life. And just when they got good at doing this, the power supply on this instrument failed. It blew. So the instrument could no longer be used.

And there was no way really to replace this unit or to repair the instrument, because when they launched this thing, and they got it ready for space flight, they really buttoned it up. They didn’t want anybody to screw with this thing. It was buttoned up with an access panel that blocked the power supply that had failed. This access panel had 117 small screws with washers, and just to play it safe, they put glue on the screw threads so they would never come apart. You know, it could withstand a space launch, and there was no way we could get in to fix this thing.

But we really wanted the Hubble’s capability back, so we started working. And for five years, we designed a spacewalk. We designed over one hundred new space tools to be used—at great taxpayers’ expense, millions of dollars, thousands of people worked on this. And my buddy

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Mike Good (who we call Bueno)—he and I were gonna go out to do this spacewalk. I was gonna be the guy actually doing the repair.

And inside was Drew Feustel, one of my best friends. He was gonna read me the checklist. And we had practiced for years and years for this. They built us our own practice instrument and gave us our own set of tools so we could practice in our office, in our free time, during lunch, after work, on the weekends. We became like one mind . He would say it, I would do it. We had our own language. And now was the day to go out and do this task.

The thing I was most worried about when leaving the airlock that day was my path to get to the telescope , because it was along the side of the space shuttle. And if you look over the edge of the shuttle , it's like looking over a cliff, with 350 miles to go down to the planet. And there are no good handrails.

When we're spacewalking, we like to grab on to things with our space gloves and be nice and steady. But I got to this one area along the side of the shuttle, and there was nothing good to grab. I had to grab a wire or a hose or a knob or a screw. And I'm kind of a big goon. And when there's no gravity, you can get a lot of momentum built up, and I could go spinning off into space. I knew I had a safety tether that would probably hold, but I also had a heart that I wasn't so sure about. I knew they would get me back, I just wasn't sure what they would get back on the end of the tether when they reeled me in. So I was really concerned about this. I took my time, and I got through the treacherous path and out to the telescope.

The first thing I had to do was to remove a handrail from the telescope that was blocking the access panel. There were two screws on the top, and they came off easily. And there was one screw on the bottom right and that came out easily. The fourth screw is not moving. My tool is moving, but the screw is not. I look close and it's stripped . And I realize that that handrail's not coming off, which means I can't get to the access panel with these 117 screws that I've been worrying about for five years, which means I can't get to the power supply that failed, which means we're not gonna be able to fix this instrument today, which means all these smart scientists can't find life on other planets.

And I'm to blame for this.

And I could see what they would be saying in the science books of the future. This was gonna be my legacy. My children and my grandchildren would read in their classrooms: *We would know if there was life on other planets... but Gabby and Daniel's dad...* My children would suffer from this.

*Gabby and Daniel's dad broke the Hubble Space Telescope, and we'll never know.*

NAME: \_\_\_\_\_

13.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### The Author’s Point of View

*Independently reread “A View of the Earth” from the beginning through “...and we’ll never know” (Reader pages 51–55). As you read, (a) find two sentences or passages that show the author’s point of view about your assigned topic and copy the passages; (b) underline whether the passage shows a positive, negative, or neutral feeling about the topic; and (c) explain how it shows the author’s point of view. Two examples are provided.*

*After completing the activity page, compare your answers with your assigned partner’s. If your partner selected a passage different from your own, complete the “pair” section of the activity page.*

Example:

Topic: The view of the earth from space

- A. Passage: “The first was the view out of the window of John Glenn’s spaceship—the view of the Earth, how beautiful it was on the big screen. I wanted to see that view.”
- B. The passage shows a positive/negative/neutral point of view.
- C. The author’s description of the view as beautiful and his expression of a strong desire to see Earth from space show his positive point of view. Also, the view rekindles the author’s childhood dream of becoming an astronaut.

Example:

Topic: Repairing the instrument

- A. Passage: “Thirteen years after that, it’s May 17, 2009, and I’m on space shuttle *Atlantis*, about to go out and do a spacewalk on the Hubble Space Telescope. And our task that day was to repair an instrument that had failed.”
- B. The passage shows a positive/negative/neutral point of view.
- C. In the passage, the author states the time and place and mission, but does not state an opinion about whether the mission will succeed.

**THINK**

Topic:

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1. A. Passage:

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B. The passage shows a positive/negative/neutral point of view.

C. Explain how the passage shows the point of view.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2. A. Passage:

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B. The passage shows a positive/negative/neutral point of view.

C. Explain how the passage shows the point of view.

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**PAIR**

- 1. If your partner selected a different passage from the two you selected, copy your partner’s passage below:

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- 2. In what way does your partner’s passage show the author’s point of view?

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NAME: \_\_\_\_\_

13.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Compare Points of View

Choose one of the pairs of passages below and answer the questions at the end of the Activity Page.

#### PAIR ONE

A. And a couple of things really struck me in that movie. The first was the view out of the window of John Glenn’s spaceship—the view of the Earth, how beautiful it was on the big screen. I wanted to see that view.

B. And then I actually looked at the Earth; I looked at our planet, and I thought, *There are billions of people down there, but there’s no way I’m gonna get a house call on this one. No one can help me . . .* I felt this deep loneliness . . . I felt . . . detached from the Earth. I felt that I was by myself, and everything that I knew and loved and that made me feel comfortable was far away. And then it started getting dark and cold.

#### PAIR TWO

A. And secondly, the camaraderie between the original seven astronauts depicted in that movie—how they were good friends, how they stuck up for each other, how they would never let each other down. I wanted to be part of an organization like that.

B. I looked at my buddy Bueno, next to me in his space suit, and he was there to assist in the repair but could not take over my role. He had his own responsibilities, and I was the one trained to do the now broken part of the repair. It was my job to fix this thing. I turned and looked into the cabin where my five crew mates were, and I realized nobody in there had a space suit on. They couldn’t come out here and help me.



**PAIR THREE**

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A. But we really wanted the Hubble’s capability back, so we started working. And for five years, we designed a spacewalk. We designed over one hundred new space tools to be used—at great taxpayers’ expense, millions of dollars, thousands of people worked on this. And my buddy Mike Good (who we call Bueno)—he and I were gonna go out to do this spacewalk. I was gonna be the guy actually doing the repair.

---

B. My tool is moving, but the screw is not. I look close and it’s stripped. And I realize that that handrail is not coming off, which means I can’t get to the access panel with these 117 screws that I’ve been worrying about for five years, which means I can’t get to the power supply that failed, which means we’re not gonna be able to fix this instrument today, which means all these smart scientists can’t find life on other planets. And I’m to blame for this . . . . And I could see what they would be saying in the science books of the future. This was gonna be my legacy. My children and grandchildren would read in their classrooms: *We would know if there was life on other planets . . . but. . . Gabby and Daniel’s dad broke the Hubble Space Telescope, and we’ll never know.*

---

**PAIR FOUR**

---

A. And inside was Drew Feustel, one of my best friends. He was gonna read me the checklist. And we had practiced for years and years for this. They built us our own practice instrument and gave us our own set of tools so we could practice in our office, in our free time, during lunch, after work, on the weekends. We became like one mind. He would say it, I would do it. We had our own language. And now was the day to go out and do this task.

---

B. At that point I was very close to the front of the orbiter, right by the cabin window, and I knew that my best pal was in there trying to help me out. And I could not even stand to think of looking at him, because I felt so bad about the way this day was going, with all the work he and I had put in.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2  
CONTINUED

ACTIVITY PAGE

1. What subject is described in both passages?

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2. What is the difference between the author’s point of view about the subject in the first passage and his point of view in the second?

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3. How is this difference reflected in the author’s language? Your answer should include at least one quotation from each passage.

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[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**13.3**  
CONTINUED

## ACTIVITY PAGE

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Showing (Not Telling) Emotions

Below are simple sentences that tell the reader how characters feel. Several of your classmates will act out these scenarios. Based on their performances, write down as many details as you can that describe the situation through showing rather than telling.

Example:

On meeting her favorite actor, Nita was very nervous, even though the actor was very friendly.

Showing details:

- A. Nita is not making eye contact.
- B. Nita is looking down.
- C. Nita is speaking quietly.
- D. The movie star is signing an autograph.
- E. The movie star asked Nita about her family.

1. **Sitting on the bus, Alejandro was very sad that school was over. Danny, sitting next to him, was thrilled to start summer vacation.**

Showing details:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_



2. **Felicia loved her dog, Chumley. Chumley was excited about her new bone.**

Showing details:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

3. **Carla was proud of her mother for getting accepted to medical school. Her mother was worried about all the work it would take to graduate.**

Showing details:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

NAME: \_\_\_\_\_

14.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Emotion Guessing Game

*Write the name of each group mate next to his or her matching number. As your group mates acts out their emotions, describe their behavior or speech in the spaces below. Then guess the emotion and object.*

1. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

2. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

3. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

4. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2  
CONTINUED

ACTIVITY PAGE

5. Name: \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Emotion: \_\_\_\_\_

Object: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Tracking the Author’s View of the Earth

A. In the first column, quote the four times the author describes a view of the Earth from space, using the page number. Then for each quote, answer the questions in columns 2–3.

View of the Earth: Quote from the text	What emotion is the author feeling?	How did the Earth look to the author?
1.		
2.		
3.		
4.		

B. In the paragraphs below, the author describes Earth as beautiful, but he also states that he no longer saw the planet as a safe haven. Do you think this description is positive or negative or both? Explain your answer.

~~~~~

And I thought to myself, *This is the view that I imagined in that movie theater all those years ago.* And as I looked at the Earth, I also noticed that I could turn my head, and I could see the moon and the stars and the Milky Way galaxy. I could see our universe. And I could turn back, and I could see our beautiful planet.

And that moment changed my relationship with the Earth. Because for me the Earth had always been a kind of a safe haven, you know, where I could go to work or be in my home or take my kids to school. But I realized it really wasn't that. It really is its own spaceship. And I had always been a space traveler. All of us here today, even tonight, we're on this spaceship Earth, amongst all the chaos of the universe, whipping around the sun and around the Milky Way galaxy.

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NAME: \_\_\_\_\_

15.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Some Strategies for Writing Great Personal Narratives

1. Showing, not telling through:
  - strong adjectives and verbs
  - dialogue
  - detailed moments and action
  - describing emotions through behavior
  - sensory descriptions using all five senses
2. Personification
3. A strong point of view supported by evidence
4. A logical sequence of events
5. A specific tone
6. Similes and metaphors





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Mental Image Analysis

Pick a passage:

Review the personal narratives you read over the course of the unit. Select a passage from one of the narratives that uses one of the strategies listed on Activity Page 15.1 to create a strong mental image for the reader.

Then:

- A. Copy the passage.
- B. Identify the strategy the author uses.
- C. Describe the mental image the passage creates.

A. The passage:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. The strategy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. The mental image:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Enhance the Descriptions

1. The girl ate lunch.

Substitute words:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

Rewrite the telling sentence below as two or three showing sentences that include the details listed:

2. Dr. Lerner spilled her coffee.

- *Where was Dr. Lerner when she spilled her coffee?*
- *Where was the coffee when Dr. Lerner spilled it?*
- *Where did the coffee spill?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Telephone Game: Showing, Not Telling

- 1. Write a description consisting of two telling sentences. At your teacher’s signal, pass your activity book to your right.
- 2. Write a first revision the telling sentences you receive by turning a word or phrase into a showing detail. Repeat until your original sentences come back to you. An example is below.

Example:

**Telling sentences:** Katarina searched for her equipment. She did not want to be late for practice.

**First revision:** Katarina searched for her shinguards. She did not want to be late for practice.

**Second revision:** Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She did not want to be late for practice.

**Third revision:** Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She knew the new soccer coach would be mad if she were late for practice again.

**Fourth revision:** “Mom, can you help me?” Katarina called downstairs as she pulled a huge pile of junk from under her bed looking for her shinguards. She knew the coach would be mad if she were late for practice again.

1. Telling sentences:

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First revision:

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Second revision:

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---

Third revision:

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---

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Fourth revision:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2. Telling sentences:

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First revision:

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Second revision:

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Third revision:

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Fourth revision:

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NAME: \_\_\_\_\_

PP.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### One Boy's Experience

*On April 18, 1906 at 5:12 in the morning an earthquake struck northern California. The quake itself was devastating, killing hundreds of people, but the worst was yet to come. As a result of the earthquake, dozens of gas lines ruptured in San Francisco, causing over thirty fires that killed thousands more and left hundreds of thousands homeless. In an attempt to keep the fire from spreading from one building to the next, fire fighters and the military blew up hundreds of city blocks with dynamite. Within a few days, the disaster destroyed over 80 percent of San Francisco, then the ninth largest city in the country.*

*In July of 1906, Lloyd Head, a boy who survived the earthquake, published the following personal narrative in the newsletter of his Boys Club.*

~~~~~

#### One Boy's Experience by Lloyd Head

It was between five and half-past five Wednesday morning the **tremblor** came: backwards, forwards, sideways it shook, making things dance on the **bureau** as if they were alive, while the dishes in the **pantry** and the china closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to the side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was, all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken **crockery** and **bric-a-brac** and eaten

some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further downtown and rumors were spread around that the **Cliff House** had fallen into the water and that certain cities along the coast were under water.

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By this time it was gaining **headway** and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady stream from the district near the fire. Some carried all they had saved in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something **trudged** on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt, mother and grandmother who had come over to stay with us and had brought ample **provisions** for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PP.1**  
CONTINUED

ACTIVITY PAGE

it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

We went home and for two or three days after the fire we had not much to do but get provisions, cook (now out in the street for there were no more fires allowed in back yards), sleep and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps: such names as Camp Thankful, Camp Grateful, etc.

~~~~~

**Core Vocabulary for “One Boy’s Experience” by Lloyd Head**

- 1. **tremblor, n.** earthquake
- 2. **bureau, n.** chest of drawers
- 3. **pantry, n.** a room or closet for storing food
- 4. **crockery, n.** dishes
- 5. **bric a brac, n.** small decorative items
- 6. **Cliff House, n.** a San Francisco restaurant perched on a cliff overlooking the Pacific Ocean
- 7. **headway, n.** progress; momentum
- 8. **trudged, v.** walked wearily
- 9. **provisions, n.** supplies



NAME: \_\_\_\_\_

PP.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

Reading Questions

Read “One Boy’s Experience” by Lloyd Head and answer the questions below.

- 1. Look for an example of personification in the first paragraph and answer the following questions.

A. Copy a quote from the text that demonstrates personification:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. What non-human thing is personified?

\_\_\_\_\_

C. What human quality or action does the author use to describe the thing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. Head writes that “when we looked away down town to see where the City Hall was you could see right through it.” What do you think he means? Why was he able to see through City Hall?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why did people rush out of their homes and into the middle of the street at every “slight earthquake” and “slight shock”?

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4. Head writes that refugees from the fire transported “all they had saved in little carts or wagons which had before been only playthings.” Why do you think he includes this detail? What does it show about the situation in San Francisco?

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5. Write a personal narrative describing a time you and your friends or family worked together in the face of a difficult situation.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PP.2**  
CONTINUED

## ACTIVITY PAGE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.









NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PP.3**  
CONTINUED

ACTIVITY PAGE

2. For each group that presents, guess whose narrative is not truthful.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.4

ACTIVITY PAGE

# Switcheroo on Point of View

Who’s narrative are you rewriting?

\_\_\_\_\_

Whose point of view are you writing from?

\_\_\_\_\_

Switcheroo Narrative:

\_\_\_\_\_

\_\_\_\_\_

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NAME: \_\_\_\_\_

A.1

ASSESSMENT

DATE: \_\_\_\_\_

### Beginning-of-Year Assessment—Reading Comprehension

*You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

#### Passage 1: “Mercury and the Woodman,” by Aesop

- ~~~~~
- 1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.
  - 2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and straightway the kind Mercury dived into the pool. When he came up again he held a wonderful golden axe.
  - 3 “Is this your axe?” Mercury asked the Woodman.
  - 4 “No,” answered the honest Woodman, “that is not my axe.”
  - 5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.
  - 6 Mercury dived down for the third time, and when he came up again he had the very axe that had been lost.
  - 7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman’s honesty.

- 8     “I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”
- 9     The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.
- 10    And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.
- 11    *Honesty is the best policy.*
-

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Questions 1–5 pertain to Passage 1: “Mercury and the Woodman,” by Aesop

1. Explain why the axe slipped and flew out of the Woodman’s hands into the pool.

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?

- A. He didn’t finish cutting down the tree he had started cutting down.
- B. He didn’t want to tell Mercury what had happened.
- C. He wanted the golden axe.
- D. He didn’t know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

| The Woodman showed honesty by: |
|--------------------------------|
|                                |
|                                |

**Part B:** What could the Woodman have done that didn't show honesty?

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- 4. What good fortune did the other Woodmen in the village hope to easily win?
  - A. getting a golden axe and a silver axe in addition to their own
  - B. losing their own axes in the pool in the forest
  - C. returning the next day to find their hidden axes
  - D. showing honesty to Mercury when he asked what the trouble was
  
- 5. The moral of the story is “Honesty is the best policy.” Explain what this moral means, using evidence from the text.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

**Passage 2: “Benjamin Banneker”**

- 1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn't it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.
- 2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family's farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin's schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.
- 3 Banneker was in his early 20s when he built his famous clock. But that accomplishment didn't satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

- 4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.
  - 5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, DC, would look in the years to come.
  - 6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.
  - 7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the US Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.
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DATE: \_\_\_\_\_

Questions 6–9 pertain to Passage 2: “Benjamin Banneker”

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker’s abilities were outstanding.

- A. unpaid
- B. excellent
- C. poor
- D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled “Part A: What Benjamin Banneker built or made”.

| Part A: What Benjamin Banneker built or made | Part B: Why he built or made this |
|----------------------------------------------|-----------------------------------|
|                                              |                                   |
|                                              |                                   |
|                                              |                                   |
|                                              |                                   |

**Part B:** Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled “Part B: Why he built or made this”.



8. In paragraph 6, the author notes the following:

Jefferson reacted favorably to the almanac and responded to Banneker’s comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker’s comments politely.

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9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker’s talents and requested that Banneker be made part of a group that was planning the design for the nation’s capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation’s capital.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

**Passage 3: “The Circulatory System”**

- 1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.
- 2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.
- 3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.
- 4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey’s work changed the way doctors thought of the heart and blood vessels.

- 5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.
  - 6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.
  - 7 What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.
  - 8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Questions 10–15 pertain to Passage 3: “The Circulatory System”

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A:** List the important jobs blood has in the body in the following chart.

| Important Jobs Blood Has in the Body |
|--------------------------------------|
|                                      |
|                                      |
|                                      |
|                                      |
|                                      |
|                                      |
|                                      |

**Part B:** Using information from the chart, give at least two reasons why blood is important to the body.

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12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
- B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
- C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
- D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

- A. heart → lungs → heart → veins → capillaries → arteries → heart
- B. heart → lungs → heart → arteries → capillaries → veins → heart
- C. lungs → veins → heart → capillaries → veins → heart → lungs
- D. lungs → arteries → heart → capillaries → veins → heart → lungs

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*The following question has two parts. Answer Part A and then answer Part B.*

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

|        | How Blood Is Used in the Body | Where Blood Starts before Going through the Body |
|--------|-------------------------------|--------------------------------------------------|
| Galen  |                               |                                                  |
| Harvey |                               |                                                  |

**Part B:** Using information from the chart and information from the text, explain how Harvey’s work changed the way doctors thought about the heart and blood vessels.

[illegible]

*To receive a point for a two-part question (i.e., 3, 7, 11, and 14) students must correctly answer both parts of the question.*

NAME: \_\_\_\_\_

A.2

ASSESSMENT

DATE: \_\_\_\_\_

## Grade 5 Beginning-of-Year Assessment Summary

### Reading Comprehension Assessment

| Score Required to Meet Benchmark of 80% | Student Score |
|-----------------------------------------|---------------|
| 12/15                                   | _____/15      |

### Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

### Other Notes:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |



Fluency Assessment Scoring Sheet

|       |             |                                           |
|-------|-------------|-------------------------------------------|
|       | <div></div> | <b>Words Read in One Minute</b>           |
| —     | <div></div> | <b>Uncorrected Mistakes in One Minute</b> |
| <hr/> |             |                                           |
|       | <div></div> | <b>W.C.P.M</b>                            |

| Percentile                                   | Fall W.C.P.M. |
|----------------------------------------------|---------------|
| 90                                           | 166           |
| 75                                           | 139           |
| 50                                           | 110           |
| 25                                           | 85            |
| 10                                           | 61            |
| Comprehension Questions Total Correct ____/4 |               |

Recommended placement (check one)

- ☐ CKLA Grade 5
- ☐ An earlier point of instruction in the CKLA grade-level materials

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A.3

ASSESSMENT

Word Reading in Isolation Assessment Scoring Sheet

|   | a                                                                  | b                                                         | c                                                      | d                                                           | e                                                     |
|---|--------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|
| 1 | steady<br>/sted*ee/<br>closed * open                               | asphalt<br>/as*fawlt/<br>closed * digraph                 | oxygen<br>/ox*ij*en/<br>closed * closed *<br>closed    | dovetail<br>/duv*tael/<br>digraph * digraph                 | birthplace<br>/berth*plaes/<br>r-controlled * digraph |
| 2 | bravo<br>/brov*oe/<br>closed * open                                | washtub<br>/wosh*tub/<br>closed * closed                  | consume<br>/kun*soom/<br>closed * digraph              | delight<br>/de*liet/<br>ə * digraph                         | council<br>/koun*səl/<br>digraph * ə                  |
| 3 | accuse<br>/ə*kuez/<br>ə * digraph                                  | riddle<br>/rid*əl/<br>closed * -le                        | trolley<br>/trol*ee/<br>closed * open                  | scoreboard<br>/skor*bord/<br>r-controlled *<br>r-controlled | cruise<br>/krooz/<br>r-controlled                     |
| 4 | marvelous<br>/mar*vel*us/<br>r-cont. * ə * digraph                 | betrayal<br>/be*trae*əl/<br>ə * digraph * ə               | freighter<br>/fraet*er/<br>digraph * r-controlled      | floored<br>/flord/<br>r-controlled                          | guarantee<br>/gaer*ən*tee/<br>r-cont. * closed * open |
| 5 | blizzard<br>/bliz*erd/<br>closed * r-controlled                    | prairie<br>/praer*ee/<br>r-controlled * open              | concrete<br>/kon*kreet/<br>closed * digraph            | crescent<br>/kres*ent/<br>closed * closed                   | bowful<br>/boel*fəl/<br>digraph * ə                   |
| 6 | breakwater<br>/braek*wot*er/<br>digraph * closed *<br>r-controlled | peachy<br>/peech*ee/<br>digraph * open                    | spiffier<br>/spif*ee*er/<br>closed * open *<br>r-cont. | gherkin<br>/ger*kin/<br>r-controlled * closed               | qualify<br>/quol*if*ie/<br>closed * closed * open     |
| 7 | yearning<br>/yern*ing/<br>r-controlled * closed                    | exercise<br>/ex*er*siez/<br>closed * r-cont. *<br>digraph | loathe<br>/loeth/<br>r-controlled                      | ivory<br>/ie*vree/<br>open * open                           | disprove<br>/dis*proov/<br>closed * digraph           |

Word Reading in Isolation Assessment Scoring Sheet

|    | a                                                         | b                                                 | c                                                        | d                                              | e                                                     |
|----|-----------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|------------------------------------------------|-------------------------------------------------------|
| 8  | audit<br>/aw*dit/<br>digraph * closed                     | baboon<br>/bab*oon/<br>closed * digraph           | continue<br>/kun*tin*ue/<br>closed * closed *<br>open    | taught<br>/tawt/                               | overdue<br>/oe*ver*do/<br>open * r-cont. *<br>digraph |
| 9  | chasm<br>/kaz*em/<br>closed * closed                      | human<br>/hue*mən/<br>open * closed               | pulled<br>/poold/                                        | warning<br>/worn*ing/<br>r-controlled * closed | worthless<br>/werth*les/<br>r-controlled * closed     |
| 10 | scowl<br>/skoul/                                          | avoidance<br>/ə*void*əns/<br>ə * digraph * closed | paperboy<br>/pae*per*boi/<br>open * r-cont. *<br>digraph | courses<br>/kors*ez/<br>r-controlled * closed  | woodchuck<br>/wood*chuk/<br>digraph * closed          |
| 11 | switch<br>/swich/                                         | crumb<br>/krum/                                   | whopper<br>/wop*er/<br>closed * r-controlled             | sprinkle<br>/spring*kəl/<br>closed * -le       | knitting<br>/nit*ing/<br>closed * closed              |
| 12 | calculate<br>/kal*kue*laet/<br>closed * open *<br>digraph | mustache<br>/mus*tash/<br>closed * closed         | partridge<br>/par*trij/<br>r-controlled * closed         | singe<br>/sinj/                                | assign<br>/ə*sien/<br>ə * digraph                     |
| 13 | wriggle<br>/rig*əl/<br>closed * -le                       | bizarre<br>/biz*ar/<br>closed * r-controlled      | recommit<br>/ree*kum*it/<br>open * closed *<br>closed    | youthful<br>/yooth*fəl/<br>digraph * ə         | mistletoe<br>/mis*əl*toe/<br>closed * -le * open      |

NAME: \_\_\_\_\_

A.4

ASSESSMENT

DATE: \_\_\_\_\_

Beginning-of-Year Fluency Assessment

Recording Copy

Paul Bunyan

|                                                                                               |     |
|-----------------------------------------------------------------------------------------------|-----|
| Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents     | 19  |
| had to use a covered wagon for his cradle.                                                    | 28  |
| As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels        | 44  |
| of porridge a day, and his parents had to milk four dozen cows every morning and              | 60  |
| evening just to keep his baby bottle filled.                                                  | 68  |
| Paul was so big it caused some problems in the little town in Maine where he grew up.         | 86  |
| When he sneezed, he blew the birds from Maine to California. When he snored, the              | 101 |
| neighbors ran out of their houses hollering, “Earthquake! Earthquake!”                        | 110 |
| After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built   | 127 |
| a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few | 149 |
| nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created  | 166 |
| gigantic waves that knocked down houses along the coast.                                      | 175 |
| Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan.     | 190 |
| The only sensible thing to do was to move out West. So the Bunyan family moved to             | 207 |
| Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks.      | 220 |
| Americans were moving west and “building the country.” They had to cut down a lot of          | 236 |
| trees to make their homes, not to mention their schools, churches, boats, and furniture.      | 250 |

Word Count: 250



NAME: \_\_\_\_\_

A.5

ASSESSMENT

DATE: \_\_\_\_\_

## Beginning-of-Year Grammar Assessment

*Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

*The following question has two parts. Answer Part A and then answer Part B.*

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

Strong storms caused extensive damage to the new bank.

Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

**Part B:** Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: \_\_\_\_\_

Verb the adverb describes: \_\_\_\_\_

3. Write a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

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---

*The following question has two parts. Answer Part A and then answer Part B.*

4. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

**Part B:** Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A.5  
CONTINUED

ASSESSMENT

Fragment: *the new family on our street*

Corrected Sentence:

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---

6. Correct the following run-on sentences by breaking each into two sentences.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

---

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Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

---

---

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---

7. Which type of sentence is the following?

Why did colonists boycott British tea?

- A. declarative
- B. imperative
- C. interrogative
- D. exclamatory

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A.5  
CONTINUED

ASSESSMENT

*The following question has two parts. Answer Part A and then answer Part B.*

8. **Part A:** Which of the following is a declarative sentence?
- A. Did you finish your history project over the weekend?
  - B. I finished my history project over the weekend.
  - C. I finished my history project over the weekend!
  - D. You have to finish your history project over the weekend.

**Part B:** Write the letter of the answer choice in Part A that is an example of an imperative sentence.

\_\_\_\_\_

9. Write an exclamatory sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Which of the following sentences shows the correct way to use commas to separate items in a series?
- A. Kendra put her homework, math book, and lunch in her backpack.
  - B. Kendra put her homework math book and lunch in her backpack.
  - C. Kendra put her homework, math book and lunch in her backpack.
  - D. Kendra put her homework math book, and lunch in her backpack.
11. Add a comma to show the correct way to use it when writing a date.

July 4 1776

12. Which of the following shows the correct use of a comma in an address?
- A. Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville, NC 28301
  - B. Marcus Wilhelm  
1326, Bellevue Lane  
Fayetteville NC 28301
  - C. Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville NC, 28301
  - D. Marcus Wilhelm  
1326 Bellevue, Lane  
Fayetteville NC 28301

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.5**  
CONTINUED

ASSESSMENT

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?
- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
  - B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
  - C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
  - D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.
- A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"
  - B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"
  - C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"
  - D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

*The following question has two parts. Answer Part A and then answer Part B.*

15. **Part A:** Circle the words in the following list that are adjectives.
- the
  - ball
  - green
  - category
  - darkness
  - huge

**Part B:** Put the adjectives you circled in Part A in the correct order to describe the following noun.

\_\_\_\_\_ bug

16. Which of the following sentences contains an adverb that describes the verb?
- A. Rabbits hop quietly in the meadow.
  - B. We hung our towels outside so the warm breeze would dry them.
  - C. The strong winds shook the tent at the campsite.
  - D. Water rushes over the edge of the tall waterfall.

*The following question has two parts. Answer Part A and then answer Part B.*

17. **Part A:** Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

We were first in line for tickets to the new movie.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

**Part B:** Write a new subject or a new verb to agree with the following changes to the previous sentence.

New Sentence: \_\_\_\_\_ is first in line for tickets to the new movie.

New Sentence: I \_\_\_\_\_ first in line for tickets to the new movie.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.5**  
CONTINUED

ASSESSMENT

18. Write the correct form of the verb to agree with the subject and complete the sentence.

Verb: *choose*

Maria \_\_\_\_\_ nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

You \_\_\_\_\_ check your coat pockets to see if the missing key is in one of them.

- A. should
- B. are
- C. have
- D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

Linking Verb: \_\_\_\_\_

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

*The following question has two parts. Answer Part A and then answer Part B.*

22. **Part A:** Circle the conjunction in the following sentence.

Scientists can't give much warning before an earthquake but they can give more warning for a tsunami.

**Part B:** Add a comma to the correct place in the above sentence related to the conjunction you circled.

*The following question has two parts. Answer Part A and then answer Part B.*

23. **Part A:** Circle the two prepositions in the following sentence.

General Washington fooled British troops by sending fake messages about attacking New York.

**Part B:** Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A.5  
CONTINUED

ASSESSMENT

24. Read the sentence and answer the question that follows.

Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.

- past progressive
- present progressive
- future progressive

25. Write a sentence using the following information.

Verb: *reading*  
Verb tense: *past progressive*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 25 points*  
*To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.*





NAME: \_\_\_\_\_

A.6

ASSESSMENT

DATE: \_\_\_\_\_

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
- A. The item is not rare.
- B. The item is not usual.
- C. The item is well-known.
- D. The item is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

3. Which of the following words correctly completes the sentence below?

The tour guide \_\_\_\_\_ my brother with reading the map for the group during the hike.

- A. disabled
- B. disliked
- C. endangered
- D. entrusted

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.
- A. My grandfather is the head of our family.
  - B. The king is the leader of the country.
  - C. The archbishop is the most important leader in the Church.
  - D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at doing what?
- A. writing his or her signature
  - B. the art of beautiful handwriting
  - C. the art of making pictures to provide information
  - D. telling the story of his or her life

*The following question has two parts. Answer Part A and then answer Part B.*

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?
- New Word: \_\_\_\_\_
- Part B:** What is the part of speech of the root word *taste* and the new word from Part A?
- Part of Speech of *taste*: \_\_\_\_\_
- Part of Speech of new word: \_\_\_\_\_
7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
- A. easily
  - B. speedily
  - C. temporarily
  - D. daily

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.6**  
CONTINUED

ASSESSMENT

8. If you *interrupt* someone while he or she studies, what are you doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export
- B. unable and disable
- C. erupt and rupture
- D. monarchy and hierarchy

*The following question has two parts. Answer Part A and then answer Part B.*

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got \_\_\_\_\_ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
- B. *non-*
- C. *im-*
- D. *in-*

**Part B:** Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

11. Complete the following sentence:

If my homework is *incomplete*, that means it is \_\_\_\_\_

---

---

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
- B. able to bend
- C. able to be carried around
- D. able to be seen

13. Which of the following items is *edible*?

- A. paint
- B. folder
- C. poison ivy
- D. broccoli

*The following question has two parts. Answer Part A and then answer Part B.*

14. **Part A:** Which of the following roots means “life?”

- A. rupt
- B. bio
- C. graph
- D. loc

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

A.6  
CONTINUED

ASSESSMENT

**Part B:** Choose the word with the root that means “life” and write a sentence using the word.

- A. disrupt
- B. biography
- C. autograph
- D. relocate

Sentence:

15. Which of the following demonstrates the meaning of the word *purposeful*?
- A. having the TV on in the background while you finish math homework
  - B. working hard to finish a science project so you can go to a friend’s house the next day
  - C. asking your dad if you can ride your bike to the park
  - D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* \_\_\_\_\_ possibilities for who to choose as the topic of the biography project.

|    |     |      |       |       |       |
|----|-----|------|-------|-------|-------|
| -y | -ly | -ful | -less | -able | -ible |
|----|-----|------|-------|-------|-------|

17. Complete the following sentence:

My *disappointment* showed when \_\_\_\_\_  
\_\_\_\_\_.

18. If you need to *rearrange* things in your closet, what do you need to do?

- A. look at things beforehand
- B. look at things again
- C. organize things beforehand
- D. organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Which of the following words with the root *loc* means “the place where something happens?”

- A. locale
- B. locate
- C. allocate
- D. dislocate

*Beginning-of-Year Morphology Assessment total \_\_\_\_\_ of 20 points*  
*To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.*

# Core Knowledge Language Arts

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Amplify.



# Core Knowledge Language Arts

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**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.





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ISBN 9781681612546

