



# Unit 1

Activity Book

Grade 4

## Personal Narratives

Grade 4

Unit 1

---

# **Personal Narratives**

---

## **Activity Book**

**This file is provided exclusively for use by students and teachers for whom the corresponding materials have been purchased or licensed from Amplify. Any other distribution or reproduction of these materials is forbidden without written permission from Amplify.**

ISBN 978-1-68161-235-5

Illustrations by Dan Baxter

Excerpt from EXTRAORDINARY, ORDINARY PEOPLE: A MEMOIR OF FAMILY by Condoleezza Rice, copyright © 2010 by Condoleezza Rice. Used by permission of Crown Archetype, an imprint of the Crown Publishing Group, a division of Random House LLC. All rights reserved. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House LLC for permission.

Copyright 2006 Esmeralda Santiago. WHEN I WAS PUERTO RICAN. Reprinted by permission of Da Capo Press, a member of the Perseus Books Group.

From A GIRL FROM YAMHILL by Beverly Cleary. Copyright © 1988 by Beverly Cleary. Used by permission of HarperCollins Publishers.

From SMALL STEPS: THE YEAR I GOT POLIO by Peg Kehret, © 1996 by Peg Kehret. Reprinted by permission of Albert Whitman & Company.

"A Good Lie" by Laurel Snyder from BREAKFAST ON MARS AND 37 OTHER DELECTABLE ESSAYS © 2013 by Brad Wolfe. Reprinted by permission of Roaring Brook Press. All Rights Reserved.

Unless otherwise noted, all other content:  
© 2017 Amplify Education, Inc. and its licensors  
**[www.amplify.com](http://www.amplify.com)**

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owner. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# 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.



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

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

## A Memory Paragraph

*In this activity you will write a paragraph describing a school memory. It could be exciting, funny, scary, or surprising, but it must be true.*

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

---

---

---

---

---

---

2. What makes a good 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.

3. Write a paragraph that includes:

A. Topic Sentence: Start with a sentence introducing the memory.

B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.

C. Concluding Sentence: End your paragraph by explaining why the memory is important.

*Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.*

**1.1**  
CONTINUED

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

## A Memory Paragraph

[illegible]



[illegible]

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

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

## Defining *Personal Narratives*

Write the definition of *Personal Narrative* in the space below.

### Word Bank

first    nonfiction    involved

A piece of \_\_\_\_\_ writing told in the \_\_\_\_\_ person by someone who  
was \_\_\_\_\_ in the events being described.

List three things that make an essay a personal narrative:

### Word Bank

narrator    first    involved    nonfiction

1. It must be \_\_\_\_\_ / true.
2. It must be in \_\_\_\_\_ person.
3. It must be about an event that \_\_\_\_\_ the \_\_\_\_\_.



## Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six words, narrators must be very careful to pick words that do a lot of work.

*Read the first two memories and discuss them with your class and teacher.*

*Then read the remaining memories. List all the details you can figure out or infer from the six words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.*

1. Snow angels, loving family, hot chocolate.

The narrator ( **is** / **is not** ) having fun on a ( **summer** / **winter** ) day.

---

2. Snow falling, teeth chattering, keep warm.

The narrator is very ( **cold** / **warm** ) and ( **is** / **is not** ) having fun on a winter day.

---

3. Swallowed tooth. Morning, dollar on stomach.

The narrator lost a ( **dollar** / **tooth** ) and got money from the

---

( **tooth fairy** / **Easter Bunny** ).

---

4. High swings. Chain slacks. Bloodied knees.

The narrator ( **got** / **fell** ) off the swings.

---

5. Wheels spin. Pedals slip. Hello gravel.

The narrator ( **got** / **fell** ) off a ( **motorcycle** / **bike** ).

---

---

6. Each year, more pie. Happy holiday.

The narrator ( **likes** / **does not like** ) to eat pie on the holidays.

---

---

7. Moon, lake, camp friends sharing secrets.

The narrator is ( **hiking** / **camping** ) with friends.

---

---

8. Award ceremony. Winter boots. Shame. Shame.

The narrator is ( **proud** / **embarrassed** ) about wearing boots to an awards  
ceremony.

---

---

9. My dog. Tunneling through snow mountains.

The dog ( **does** / **does not** ) like playing in the snow.

---

---

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

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

## Writing Six-Word Memories

*Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:*

---

---

---

---

---

*Now choose the six words from that list that can make a six-word memory that makes sense.*

Six-word memory:

---

---

1. What facts, events, and details did you include from your longer paragraph?

---

---

---

---

2. Why did you choose to include these facts, events, and details?

---

---

---

---

3. What did you leave out? Why did you choose to leave it out?

---

---

---

---

4. What do you think a reader will be able to infer from your six-word memory?

---

---

---

---

## “A Good Lie” Questions

*Discuss questions 1-3 with your teacher and class. Write down the class's answers below. Afterwards, finish reading “A Good Lie” and answer questions 4 and 5.*

1. What is the narrator's main point in the first paragraph of “A Good Lie”? You may use your own words to describe the main point, or you may locate the topic sentence in the paragraph that describes the main idea.

Lying ( **is** / **is not** ) a bad idea most of the time.

---

---

---

2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the main idea.

A. "I peed in the bed too."

---

B. "I think it was a gift."

---

C. "Most lies are sneaky and selfish."

---

3. Based on the first paragraph, and particularly that the narrator says, “some lies are gifts,” what do you think the rest of the essay's main point will be?

Sometimes lying ( **is** / **is not** ) a good idea.

---

Not all lies are ( **good** / **bad** ).

---

---



4. Now that you have read the whole essay, what do you think is the main point of “A Good Lie”?

**A.** Some lies are good.

---

**B.** Some lies are illegal.

---

**C.** Good friends are liars.

---

5. What words, phrases, or examples from the text helped you answer question 4? Remember, these phrases and examples are the evidence that supports the main idea.

**A.** "...your parents have grounded you or yelled at you...if you've lied in the past."

---

**B.** By lying, Lily protects the author from being embarrassed.

---

**C.** "I peed myself too!"

---

## Character Traits in “A Good Lie”

*In the left-hand column of the chart below, list four character traits that describe Lily. They may be traits listed by the class, or new traits that you have identified, but they must be supported by evidence in the text.*

*In the right hand column record that evidence.*

### Character Traits

smart   leader   dishonest   kind

**Match the trait to the evidence.**

Character Trait	Evidence from Text
	Lily pretends to wet the bed too, to make her friend feel less embarrassed.
	When she laughs, the other girls laugh too.
	She tells everyone she wet the bed even though she didn't.
	Lily figures out that if she doesn't act like it's a big deal, no one else will too.



## Rules for Group Discussion

- One student speaks at a time.
- Allow everyone a chance to share their opinions.
- Be respectful of others' opinions.
- Stay on task.

*Take turns sharing a story about a time when someone else was a good friend to you, including what happened and how you felt. While one group member talks, the other group members should record character traits the friend showed and a description of how the speaker felt.*

*The first two lines have been filled out as an example, as if the narrator of "A Good Lie" had told her story to your group.*

*Repeat until each group member has had a chance to share a story.*

Trait	Evidence	Makes Friends Feel
<i>brave</i>	<i>Tells other girls she wet the bed.</i>	<i>safe</i>
<i>funny</i>	<i>Laughs and makes a silly face.</i>	<i>happy</i>

Trait	Evidence	Makes Friends Feel

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

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

## **“A Good Friend” Paragraph**

### **What makes a great friend?**

You have selected the most important character trait in a good friend. Now write a paragraph explaining why you chose it. Provide a real-life example of friends showing this trait. Explain how having a friend with this trait makes you feel and why you think it is the most important trait.

Remember the sections of a good paragraph from Activity Page 1.1. Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a good friend.
2. Supporting sentences that describe examples of friends showing this trait.
3. A concluding sentence summing up why you think it is the most important character trait for a good friend.



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

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

## 2.4

ACTIVITY PAGE

## “A Good Friend” Paragraph

[illegible]



[illegible]





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

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

Brainstorming

*Condoleezza Rice’s birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.*

*Begin by brainstorming experiences you might write about. List them in the chart below.*

Person	Change



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

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

## Writing about Cause and Effect

*Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).*

Begin by jotting down some notes to help organize your writing:

---

---

---

Cause (what the first person did):

---

---

---

Effect (how the second person changed):

---

---

---

What happened:

---

---

---

[illegible]

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

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

## Predicting Effect

*When you write using cause and effect structure, your reader may be able to predict the effect, as the cause is explained.*

*Try this with your paragraphs. Read the part of your paragraph that describes “cause” to your partner, but do not read the part that describes “effect.”*

*After you both have read, try to predict your partner’s ending by answering the following questions about your partner’s paragraph and listing your evidence.*

1. I believe \_\_\_\_\_ will change by:

---

---

---

---

2. The evidence in the paragraph for this is:

---

---

---

---

*After answering the questions, share your last sentence with your partner. Did they predict the effect you wrote about? Did they predict another effect that is also true?*





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

4.1

ACTIVITY PAGE

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

## Identify and Draw the Action

### Verbs/Actions

1. Record the actions from “How to Eat a Guava.”
- pushes    imagined    selected  
stands    smelled

\_\_\_\_\_ a guava

\_\_\_\_\_ the guava

\_\_\_\_\_ the inside of the guava

\_\_\_\_\_ the cart away

\_\_\_\_\_ in front of the guavas

\_\_\_\_\_

2. Follow the instructions below to draw the narrative as a comic strip.

two

- A. Write ~~four~~ sentences describing the action in the narrative. Look at the first paragraph and the last two paragraphs of the narrative in your Reader as a reminder of the action.

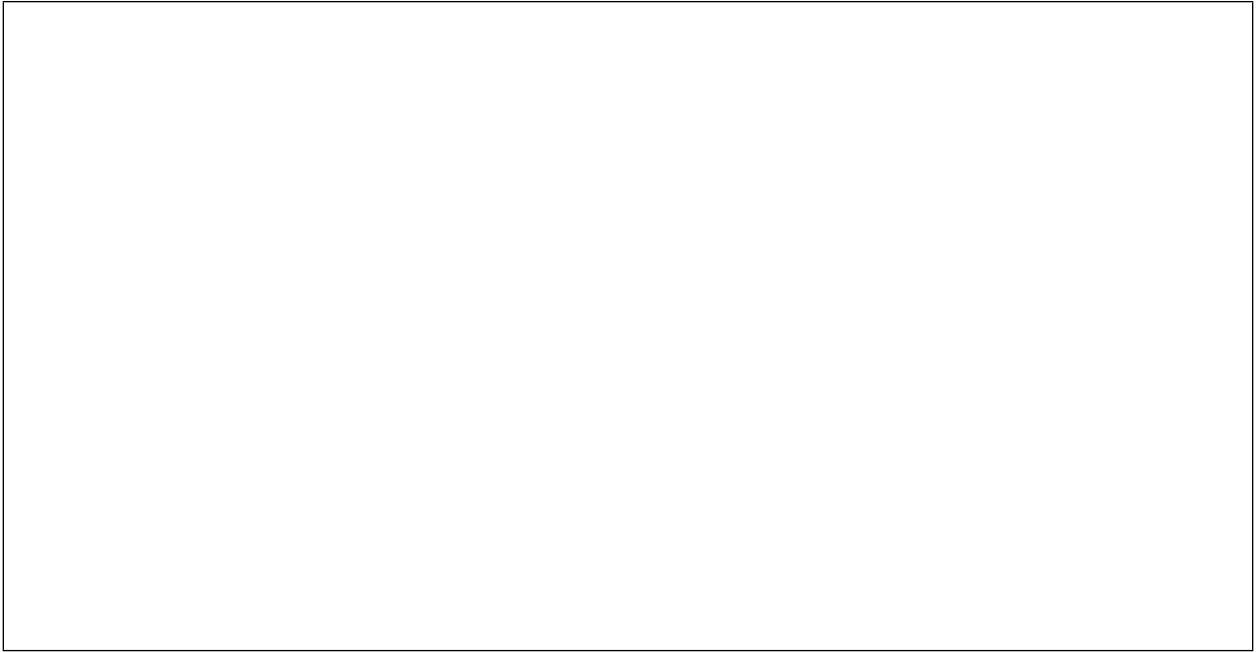
The author \_\_\_\_\_ a/the \_\_\_\_\_.

The author \_\_\_\_\_ a/the \_\_\_\_\_.

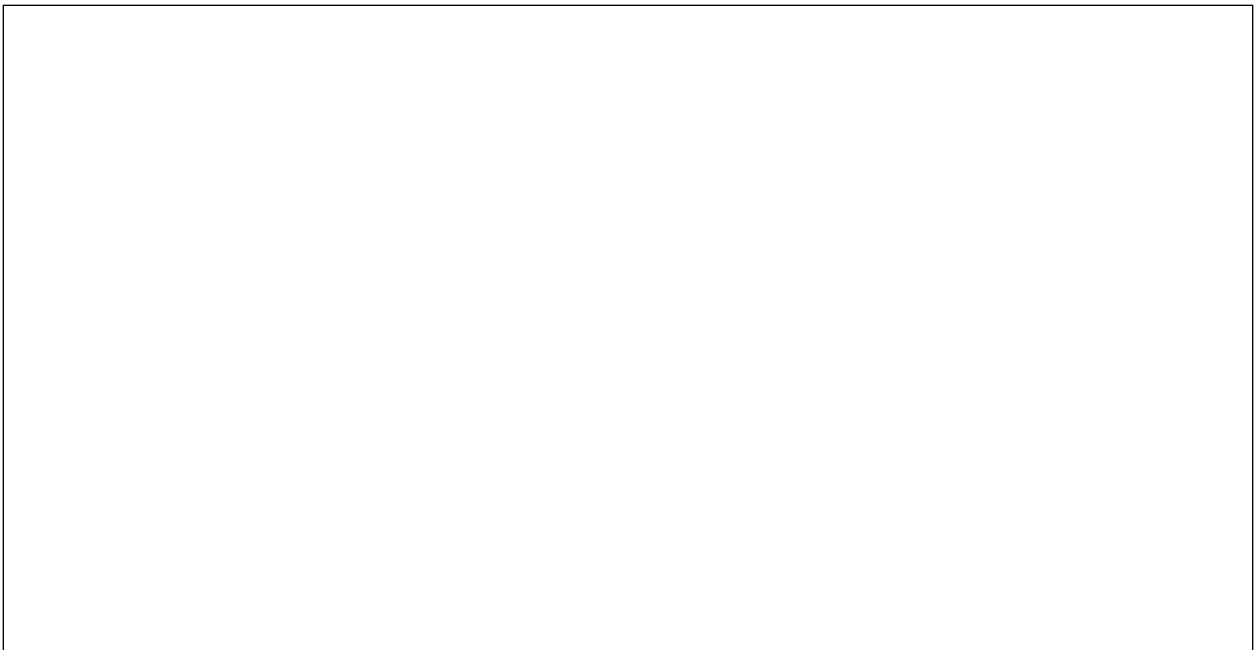
\_\_\_\_\_

\_\_\_\_\_

B. Draw an illustration for each sentence. Remember that in your cartoon you can also draw or write what characters are thinking.



Caption: \_\_\_\_\_



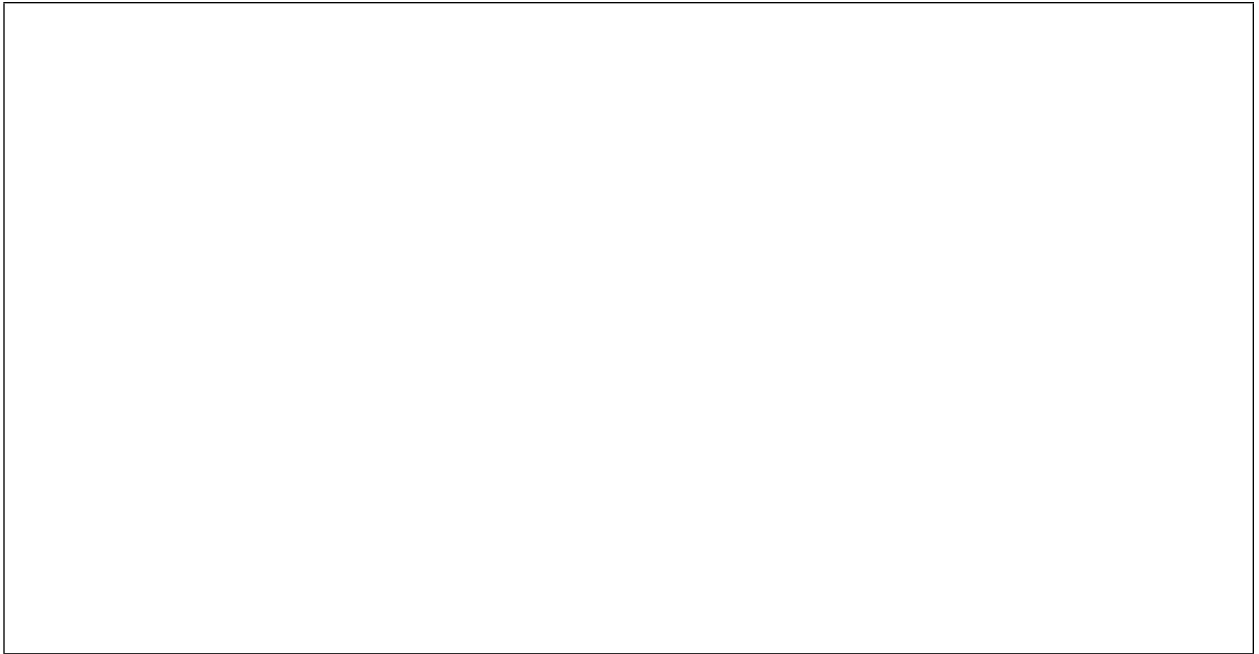
Caption: \_\_\_\_\_

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

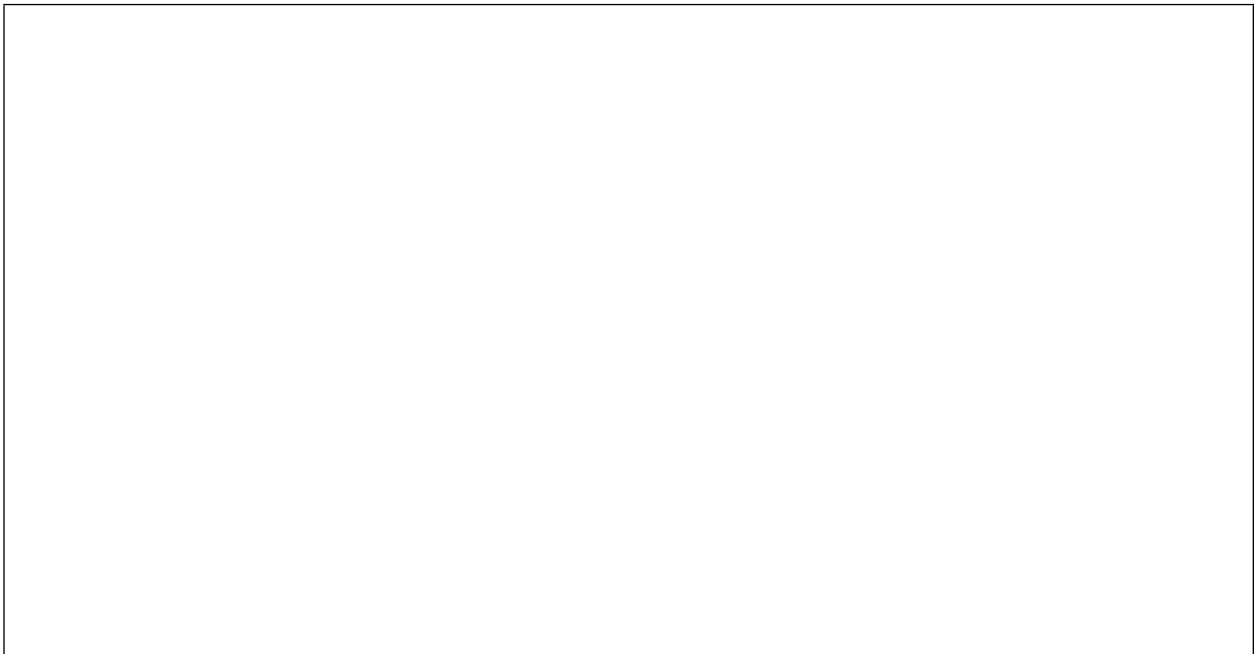
DATE: \_\_\_\_\_

**4.1**  
CONTINUED

ACTIVITY PAGE



Caption: \_\_\_\_\_



Caption: \_\_\_\_\_



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

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

## Sensory Details

*Find the sensory details in the first four paragraphs of “How to Eat a Guava” and write them in the “Sensory Details” column. Some examples have been provided.*

Sense	Sensory Details
Sight	<i>size of a tennis ball</i>  dark _____ Pg. 12  pale _____ Pg. 12  _____ tinge Pg. 12
Touch	<i>prickly</i>  b_____ Pg. 12  f_____ Pg. 12 & 13
Taste	<i>sweet</i>  j_____ Pg. 13
Smell	



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

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

## Writing with Sensory Details

*In the next lesson you will write personal narratives about a memorable eating experience involving a particular food. Today you will brainstorm possible topics and the foods that go along with them. Then you will warm up by using sensory details to describe the food.*

1. Start by brainstorming ideas for topics for the essay you will write in the next lesson. Your ideas may include some of the topics of the class or they may be new ideas. Make sure each topic involves a specific food.

A. Topic:

---

---

---

---

---

Food: \_\_\_\_\_

B. Topic:

---

---

---

---

---

Food: \_\_\_\_\_



C. Topic:

---

---

---

---

---

Food: \_\_\_\_\_

D. Topic:

---

---

---

---

---

Food: \_\_\_\_\_

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

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

2. *Choose sensory details that describe one of the foods you listed. For sound, you might describe the noise the food makes while it cooks (for example, hot dogs on a grill sizzle; soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch).*

Try to come up with more than one detail for some of the senses. For example, in describing what a food looks like, you might describe its size, shape, and color.

Sense	Sensory Details
Sight	
Sound	
Taste	
Smell	
Touch	



## Reading Comprehension

Answer the following questions about “How To Eat a Guava.” Refer back to the text and include evidence for your answer.

1. List two settings where “How To Eat a Guava” takes place.

A. Los Angelas and Texas

---

B. New York and the Shop & Save

---

2. What does the guava in the first paragraph remind the author of?

A. Puerto Rico and the guavas she ate as a child.

---

B. Shopping for fruit in the grocery store with her mom.

---

3. The author writes, “It smells faintly of late summer afternoons and hopscotch under the mango tree.” What does “it” refer to?

A. Her childhood.

---

B. The guava

---

### Word Bank

4. Restate the quote in question 3 in your own words. child hop-scotch guava

The smell of the \_\_\_\_\_ reminds be of playing \_\_\_\_\_ in the

---

summer when I was a \_\_\_\_\_ in Puerto Rico.

---

### Word Bank

5. Summarize “How To Eat a Guava” in one sentence. childhood guavas remind Puerto Rico

The narrator sees \_\_\_\_\_ at the Shop & Save and they \_\_\_\_\_

---

her of her \_\_\_\_\_ in \_\_\_\_\_.

---



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

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

## Food Narrative Events

- A. Choose one of the topics from your brainstorming on Activity Page 4.3. Then list the events that make up the food experience. These events can include what you or others thought, said, and did.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

B. Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?

---

---

---

---

---

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

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

- C. In this section you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to write down the details of your partner’s experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	I would like to know more about



D. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner’s feedback here:

Details my listening partner liked	My listening partner wants to know more about

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

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

Planning

*Revise and organize your list of events from Activity Page 5.2. Use the sensory details on Activity Page 4.3 to help you with the details column.*

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	
3.	
4.	
5.	

Event	Details (what did you see, hear, smell, touch, and taste?)
6.	
7.	
8.	
9.	
10.	

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

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

## New Vocabulary

1. My group's vocabulary word:

**pores**

Part of speech:

noun

Definition:

small openings

2. Based on your classmates' presentations, guess which of today's glossary words their group is presenting.

### GROUP

Word: **scored**

Part of speech: verb

Definition: cut a line on the surface, often in preparation of cutting through

Sentence from the text:

## GROUP

Word: **forget-me-nots**

Part of speech: noun

Definition: small blue flowers

Sentence from the text: \_\_\_\_\_

## GROUP

Word: **plow**

Part of speech: verb

Definition: break up earth in preparation for planting

Sentence from the text: \_\_\_\_\_

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

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

**6.1**  
CONTINUED

ACTIVITY PAGE

## GROUP

Word: plunge

Part of speech: verb

Definition: jump or dive energetically

\_\_\_\_\_

Sentence from the text: \_\_\_\_\_

\_\_\_\_\_

## GROUP

Word: striding

Part of speech: verb

Definition: walking with long steps

\_\_\_\_\_

Sentence from the text: \_\_\_\_\_

\_\_\_\_\_

## GROUP

Word: chuckled

Part of speech: verb

Definition: laughed quietly

\_\_\_\_\_

Sentence from the text: \_\_\_\_\_

\_\_\_\_\_

## GROUP

Word: lugged

Part of speech: verb

Definition: carried heavy thing with great effort

\_\_\_\_\_

Sentence from the text: \_\_\_\_\_

\_\_\_\_\_

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

**6.2**

ACTIVITY PAGE

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

## Character Traits

*As a group, reread the excerpt from A Girl from Yamhill and complete the following exercises.*

**Circle the character trait or evidence.**

Character	Character Traits or Description	Support from the Text
Father	Hateful  Loving  Bored  Cheerful	He laughs when she tries to walk around the world.  He carries her home  He teaches her about the world being round
Mother	Patient	She gets mad about Beverly's muddy shoes.  or  She does not get mad about Beverly's muddy shoes
Narrator/Beverly	Loving  Shy  Curious  Adventurous	She tries to walk around the world.



In this excerpt from *A Girl from Yamhill*, the narrator tries to walk around the world. If that is an effect, what is the cause? In other words, what made her decide to walk around the world?

**A.** Her father used an orange to tell her about the world being round.

---

**B.** She wanted to pick the forget-me-nots.

---

**C.** She wanted to run away from home.

---

## Dialogue Punctuation: Five Easy Rules

1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

Example:

“It is,” said Father.

Father said, “It is.”

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

Example:

“It is,” said Father.

Father said, “It is.”

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

Example:

“Just where do you think you’re going?” Father demanded.

Father demanded, “Just where do you think you’re going?”

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

Example:

Correct: “It is,” said Father.

Incorrect: “It is.” said father.

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

**Example:**

Viola jealously stared at Ollie's pudding. She had not had pudding in weeks.

"Give me a taste," she said.

"I paid for this. Go buy your own," Ollie answered.

"Pleeease," Viola begged. Ollie did not answer for a few seconds. He looked back and forth between his pudding and Viola.

"Fine," Ollie gave in, handing Viola the pudding. "You can have one bite, but that's it."

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

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

## Punctuating Dialogue

### Practice Punctuation

*Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.*

1. I understand you are very upset said the mayor

\_\_\_\_\_

I understand you are very upset said the mayor

2. Wait for me Emma called

\_\_\_\_\_

Wait for me Emma called

3. Geraldine opened the door and asked May I come in

\_\_\_\_\_

Geraldine opened the door and asked May I come in

4. Please stop staring at me said Pierre

\_\_\_\_\_

Please stop staring at me said Pierre



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

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

## Speech and Dialogue

*Including speech and dialogue in a personal narrative is a great way to show character traits.*

*Write two lines of speech that relate to your food memory:*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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

## Food Narrative

*Look back at Activity Page 5.3 where you outlined the events of the food experience you will write about. Choose one of the events as the main event and then follow the outline below.*

### Paragraph 1

1. Topic sentence to introduce the memory
2. Events and supporting details leading up to the main event

### Paragraph 2

1. Main event
2. Final events and supporting details
3. Concluding sentence explaining why you remember this experience

---

---

---

---

---

---

---

---

---

---



[illegible]

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

ACTIVITY PAGE

[illegible]

[illegible]

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

7.1

ACTIVITY PAGE

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

## “Introduction to Polio”

*Read the questions below and then keep them in mind as you read “Introduction to Polio,” which you’ll find on this activity page after the questions. After reading the entire article, answer the questions.*

1. What is polio?

Polio is a ( **virus / illness** ) caused by a ( **virus / illness** ).

---

---

2. What are the symptoms of polio?

**Circle the symptoms of polio...**

fever   coughing   earache   sore throat   muscle weakness   hunger   runny nose

headache   nausea   bleeding   muscle paralysis

3. What is the most important year in the history of polio? Why do you think it is the most important?

### Word Bank

Franklin D. Roosevelt   vaccine   elected   Dr. Salk

---

---

In 1954 the \_\_\_\_\_ was tested widely.

In 1921, \_\_\_\_\_ got Polio.

In 1934, a polio victim was \_\_\_\_\_ President of the United States.

In 1953, \_\_\_\_\_'s vaccine was ready.

4. How did communities try to prevent polio epidemics before the vaccine was developed?

**Word Bank**

gloves   indoors   swimming pools   public

Communities tried to prevent polio by closing \_\_\_\_\_, keeping children out of \_\_\_\_\_ places, keeping children \_\_\_\_\_, and making children wear \_\_\_\_\_.

5. Why did Dr. Salk and Dr. Sabin share their research?

A. To get rich.

B. To get the vaccine out fast and cheap.

C. To get attention

6. Are you at risk for polio?

( **Yes / No** ), because Polio ( **has / has not** ) been eliminated in the United States.

---

### ***Introduction to Polio***

Polio is a serious and contagious illness caused by a virus. The polio virus spreads through contact with feces or less commonly, being coughed or sneezed on. Most people infected with the virus have no symptoms. For others it results in flu-like symptoms such as fever, sore throat, nausea, headache, and tiredness. But when the polio virus affects the brain and spinal cord it is very serious and can cause severe symptoms, including muscle weakness and paralysis, which may be temporary or permanent. While polio can infect anyone, it mostly affects children.

Stories and drawings from as early as the year 1500 BCE suggest that people have gotten sick with polio for a long time. In 1789 British physician Michael Underwood published the first description of polio in medical literature, and in 1840 a German doctor named it: “infantile paralysis.”

Polio epidemics increased in the late 1800s, and polio epidemics occurred regularly in the United States throughout the first half of the 20th century. Because polio is so contagious, these epidemics were very frightening, and communities treated the threat very seriously. Swimming pools closed, and children were not allowed in other public gathering places, such as movie theaters. In the summer, when polio epidemics were most likely to occur, some parents kept their children indoors or made them wear gloves.

One of the most famous polio patients was Franklin Delano Roosevelt. In 1921, when he was 39 years old and already an important politician, he developed polio. Although he recovered, and worked hard on rehabilitation, his legs were permanently paralyzed. Even so, he was elected president in 1932 and led the United States through the Great Depression and much of World War II. During his presidency he created the National Foundation for Infantile Paralysis, later called the March of Dimes, which raised money to help polio patients and to research a vaccine or cure for polio.

The March of Dimes funded research by two main scientists. Dr. Jonas Salk and Dr. Albert Sabin were both working on inventing vaccines, but using different approaches. Dr. Salk's vaccine was ready first in 1953. He was so sure of his vaccine that he started by testing it on himself and his family. Some of his lab workers also chose to have it tested on themselves. The results were promising. No one got sick, and everyone developed polio antibodies.

In 1954 Dr. Salk and his researchers vaccinated almost two million healthy school children. A year later the results were in: the vaccine worked! Over the next two years polio rates in the United States fell over 80%. Soon after, in 1959, Dr. Albert Sabin's version of the vaccine was also proven safe and effective.

Both Dr. Salk and Dr. Sabin chose to make the details of their research and how to manufacture their vaccines public. If they had chosen to keep it secret, they might have made a lot of money selling their vaccines, but they decided it was important to share so that the vaccines could be produced and distributed as quickly and inexpensively as possible.

Today, thanks to vaccination, polio has been eliminated in the Western hemisphere, which includes the United States, Mexico, Canada, Europe and South and Central America. While polio is still present in a few countries, including Pakistan, Afghanistan, and Nigeria, programs dedicated to vaccination are working hard to wipe out polio worldwide.

---

## “The Diagnosis” Timeline

*As you read Small Steps, record events on the timeline below. If there is a clue in the text about when it takes place, record that word as well.*

*Some time-related information may cover the entire story. If so, write it in the space above the timeline.*

*We have marked space on the timeline indicating where chapters begin and end. The chapters are also structured in chronological order.*

### The Diagnosis (Part 1)

- sore throat and headache, “two days earlier”
- in chorus, distracted by twitching muscle, “before lunch”
- began to vomit (midnight)

**Draw a line to match the event to WHEN it took place.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• _____</li> <li>• <b>Event</b> _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> | <ul style="list-style-type: none"> <li>_____</li> <li><b>When</b> _____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |
|--|---|



## The Diagnosis (Part 2)

- | Draw a line to match the event to WHEN it took place. |                    |
|---|--------------------|
| Event   | When               |
| Dr. Wright came back                                  | later that morning |
| Got a polio diagnosis                                 | before breakfast   |
| Got to Sheltering Arms and fell asleep                | woke up            |
| Paralyzed   | go to hospital     |
|   |                    |
|   |                    |
|   |                    |

# An Oxygen Tent and a Chocolate Milkshake

- 
- This image shows a blank sheet of white paper with horizontal ruling lines. There are eight evenly spaced horizontal lines across the page. Each line begins with a small black dot on the left margin, serving as a guide for writing. The lines extend across the entire width of the page.

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

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

**Star Patient Surprises Everyone (Part 1)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Star Patient Surprises Everyone (Part 2)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Great **X**ccordion Concert

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Good-bye, **X**ever; Hello, Sticks

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

**7.2**  
CONTINUED

ACTIVITY PAGE

## Back **X** School

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Transition Words

*Transition words and phrases are words and phrases you use in writing to connect one idea to the next.*

*In a personal narrative, the ideas that are connected might be events or moments. For example, in *Small Steps* phrases like “two days earlier” and “three days later” are transition phrases that help the story move smoothly from event to event.*

*Sometimes transition words or phrases relate to time (for example, the next day, afterwards).*

1. Reread the following paragraph from “A Good Lie” and underline what you think are the transitional words and phrases. Look for words that create a sequence, or connect the ideas in a sentence to the previous sentence.

~~~~~

“It was a great party! **Because it was almost Halloween,** we told ghost stories in the dark, with flashlights. We ate candy and popcorn **as we watched a spooky movie.** **At last,** **we fell asleep.** **Then, in the middle of the night** I woke up, paralyzed with shame and fear. Horror of horrors—I had wet the bed!”

~~~~~

## 2. Transition Word Bank

### **Transition Words and Phrases Related to Time**

first / at first/ in the first place

---

to begin with

---

secondly, thirdly

---

eventually

---

next

---

then

---

finally

---

in the end

---

at last

---

earlier/ later

---

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

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

**Transition Words and Phrases Not Related to Time**  
and

such as

for example

but

however

since

as long as

so

therefore





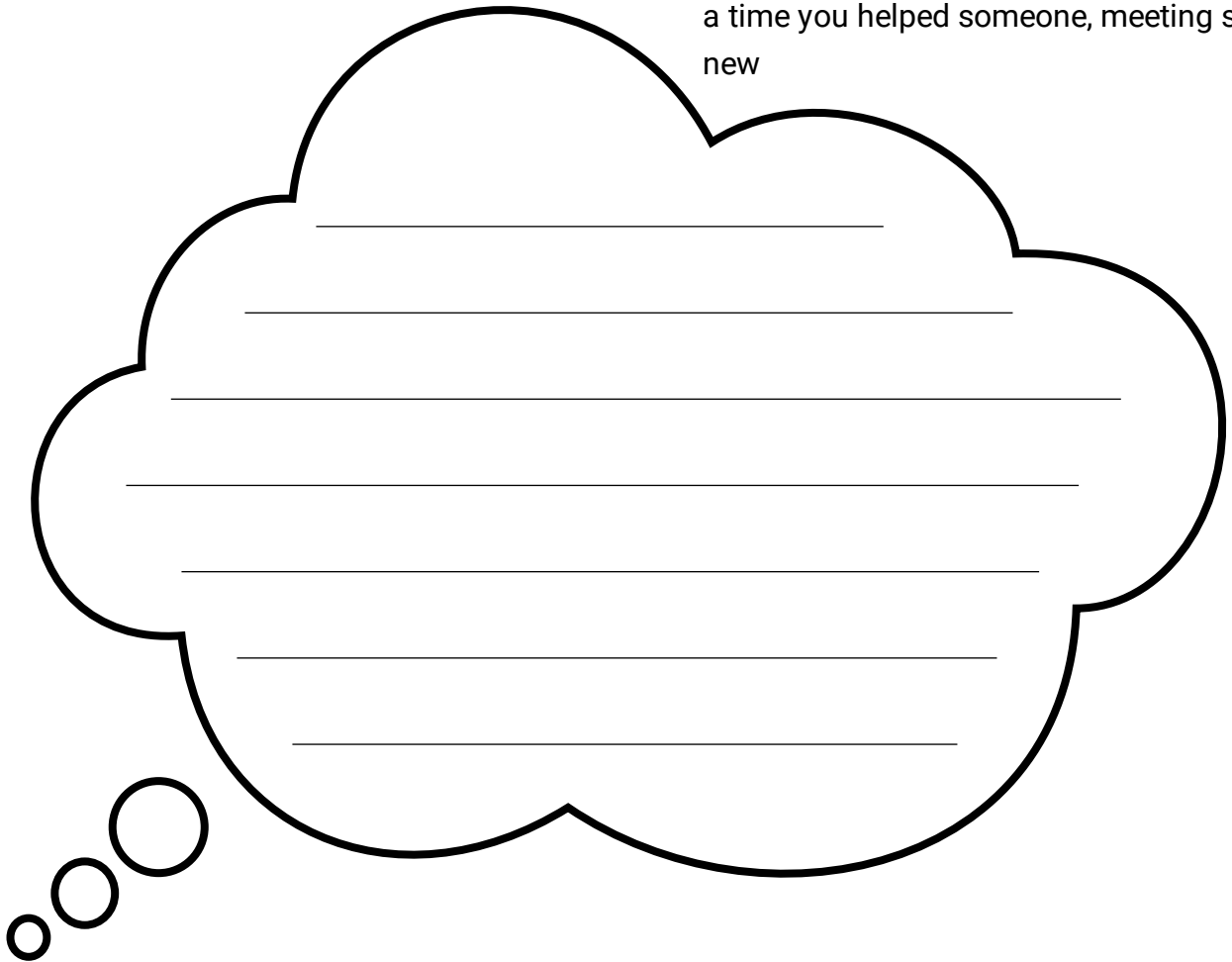
NAME: \_\_\_\_\_

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

## Brainstorm Narrative Topics

*Brainstorm three possible memories to write about for your personal narrative, and some of the events and details you would include. Remember that it must be a true story that happened to you.*

**Ideas:** vacations, field trips, a special holiday,  
a time you helped someone, meeting someone  
new



Which memory is the most interesting to you? Which includes the most details? Circle the one you will write about.



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

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

7.5

ACTIVITY PAGE

## Transition Words in List of Events

1. As a class, list the events of “A Good Lie” using complete sentences and transition words.

**“A Good Lie” (the whole essay)**

**Word Bank**

Finally   Next   To begin with   However   Then   Eventually

A. \_\_\_\_\_, I was at Lily's slumber party.

\_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_, Lily and I went to bed on the pullout couch.

\_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_, I woke up horrified because I wet the bed.

\_\_\_\_\_

\_\_\_\_\_

D. \_\_\_\_\_, I felt better when Lily told me she also wet the bed, even though I

\_\_\_\_\_ thought she was lying.

\_\_\_\_\_

## Word Bank

Finally   Next   To begin with   However   Then   Eventually

E. \_\_\_\_\_ Lily's parents changed the sheets.

---

---

F. \_\_\_\_\_, Lily told everyone she had wet the bed with a laugh and no one  
\_\_\_\_\_ thought it was a big deal.

---

---

2. Now make a list of events for the memory you chose on Activity Page 7.4. Describe each event in one complete sentence and use a transitional word in each sentence. You will have time in future classes to add more sentences and details to describe your event. Try to include at least five events, but feel free to write as many as you can.

A. First,

---

---

---

B. Then,

---

---

---

C. Next,

---

---

---

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

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

**7.5**  
CONTINUED

ACTIVITY PAGE

D. After that, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Finally, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

G. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

H. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

8.1

ACTIVITY PAGE

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

## Vocabulary Practice

Word bank:

limp	woozy	spinal tap	diagnosis
contaminate	glisten	isolation	

Choose the best word from the word bank above to fill in the blanks. Use the glossary and find the way the words are used in “The Diagnosis” if you need help. **Circle the correct word.**

1. The shiny glaze made the cake limp glisten at the candlelight dinner.
2. Because she was afraid of heights, going to the top of the Ferris wheel made her lightheaded and woozy diagnosis.
3. The nurse passed the doctor the equipment to perform the contaminate spinal tap.
4. Without a isolation diagnosis, it was difficult for the doctor to know what treatment to recommend.
5. The farmer had to put the sick pig in isolation woozy because she was afraid it might contaminate the rest of the animals.
6. Without water, the cut flowers quickly grew limp contaminate and droopy.





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

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

## Feelings and Emotions in “The Diagnosis”

In a personal narrative, the narrator’s feelings are important details that make the narrative more interesting and informative.

Reread part 1 and part 2 of “The Diagnosis” aloud with your partner, switching off each paragraph. Pay particular attention to how the narrator describes the way she feels.

In the left-hand column of the chart on the next page, list the narrator’s feelings. At least one of these should be physical, and one emotional. Remember: “my head hurt” is physical. “I felt frightened” is emotional.

List your supporting evidence in the right-hand column. Supporting evidence may be a quote from the text or a description of what is happening in the text in your own words. If you use exact words from the text (for example, “*I was distracted*”), remember to put them in quotation marks.

<b>Narrator's feeling</b>	<b>Evidence</b>
<p>Impatient</p> <p>Pg. 20</p>	
<p>Weak</p> <p>Pg. 22 &amp; 23</p>	
<p>Disappointed</p> <p>Pg. 23</p>	
<p>Wobbly</p>	
<p><b>Excited</b> or <b>Tired</b></p>	<p>"felt as if I had not slept in days"</p> <p>"fell asleep right away"</p> <p>Pg. 23</p>
<p><b>Peaceful</b> or <b>Scared</b></p>	<p>cried</p> <p>did not want to go to the hospital</p> <p>Pg. 25</p>

## Firsthand and Secondhand Accounts

1. Reread “Introduction to Polio” on Activity Page 7.1 and “The Diagnosis” from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first columns.

Fact about Polio	Support and details in “Introduction to Polio”	Support and details in “The Diagnosis”
One symptom of polio is flu-like symptoms.	<p>"For others it results in _____ symptoms</p> <p>such as fever, sore throat,</p> <p>headache, and tiredness</p> <p>Activity Pg. 65</p>	<p>"two days earlier I'd gotten a _____ and</p> <p>h_____"</p> <p>Diagnosis Pg. 23</p>
Polio can cause muscle weakness and paralysis.	<p>"when the _____ virus</p> <p>affects the brain and spinal cord</p> <p>it can cause severe symptoms,</p> <p>including muscle weakness</p> <p>and _____Activity Pg. 65</p>	<p>"When I woke up, I was _____."</p> <p>Diagnosis Pg. 26</p>
Polio is highly contagious, so people with polio must be kept away from those they might infect.	<p>"Because polio is so _____</p> <p>communities treated the threat very seriously.</p> <p>Pools were_____.</p> <p>Children were _____</p> <p>from public places.</p> <p>Activity Pg. 66</p>	<p>Peg was sent into the _____ ward.</p> <p>Her parents stood _____</p> <p>and waved through the window.</p> <p>Diagnosis Pg. 26</p>

2. What is different about the way the firsthand account and the secondhand account support the main ideas?

The \_\_\_\_\_ account includes details about \_\_\_\_\_ person's  
experience. It has s\_\_\_\_\_ examples, including \_\_\_\_\_. The  
\_\_\_\_\_ account has m\_\_\_\_\_ examples. It is more straightforward  
and broad.

**Word Bank**

secondhand   firsthand   many   one   very   feelings

## Narrative Details

*Remember that your personal narratives are firsthand accounts.*

*One of the benefits of firsthand accounts are the interesting and colorful personal and emotional details you can provide. Today you will work on organizing those details for your personal narrative essay.*

### Word Bank

felt sounds quote looks tastes smells feels

- List some types of descriptive details.

The five senses:

A \_\_\_\_\_ of what someone said/ dialogue

what something \_\_\_\_\_ like

How someone \_\_\_\_\_ physically or  
emotionally

what something \_\_\_\_\_ like

what something \_\_\_\_\_ like

what something \_\_\_\_\_ like

what something \_\_\_\_\_ like

- On Activity Page 7.5, you listed the events of your narrative in chronological order. Today you will add the details that support those events.

First fill in the top row with the events you listed on Activity Page 7.5. You may revise or combine some events if you wish.

Then work column by column listing the details you could add to each event. You do not need to fill in every box in every column. For each event, choose the details and supporting evidence that will best help the reader understand what the event was like and why it was important.

<b>Event</b>			
<b>Major characters and the trait(s) displayed</b>			
<b>Physical actions not already listed in the event</b>			
<b>Important objects and details about them</b>			
<b>Other sensory or descriptive details</b>			
<b>Narrator's feelings</b>			
<b>Dialogue or quotes</b>			

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

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

<b>Event</b>			
<b>Major characters and the trait(s) displayed</b>			
<b>Physical actions not already listed in the event</b>			
<b>Important objects and details about them</b>			
<b>Other sensory or descriptive details</b>			
<b>Narrator's feelings</b>			
<b>Dialogue or quotes</b>			



<b>Event</b>			
<b>Major characters and the trait(s) displayed</b>			
<b>Physical actions not already listed in the event</b>			
<b>Important objects and details about them</b>			
<b>Other sensory or descriptive details</b>			
<b>Narrator's feelings</b>			
<b>Dialogue or quotes</b>			





## Sharing Narratives

*In this activity you will prepare to write your personal narrative by telling your personal narrative story to your partner. Use the planning chart you completed on Activity Page 8.4 as guidance to tell the story. You do not need to use the exact words or all of the details you included in the chart, but you should follow the basic events in order.*

*After you tell your story, you will have the chance to ask your partner questions about what they heard, and your partner will have the chance to ask you questions about your narrative.*

1. Begin by deciding who will be the first speaker and who will be the first listener. The speaker should choose two questions from Question Bank A to ask the listener after telling their narrative. If you are the speaker, circle the questions.

**Question Bank A**—to ask your partner about your essay:

- A. What events were confusing or unclear?
- B. What words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. What character did you want to know more about?

2. Next the speaker should tell their narrative and ask the questions they chose.

3. The listener should answer the questions and the speaker should write down the listener's answers below.

Listener's Answer to Question 1:

---

---

---

Listener's Answer to Question 2:

---

---

---

4. The listener should now choose two questions from Question Bank B, to ask the speaker about their narrative. If you are the listener, fill in the blanks of the chosen questions and then circle them.

**Question Bank B**—to ask about your partner's narrative:

A. Could you explain \_\_\_\_\_?

B. What happened before/after \_\_\_\_\_?

C. What did \_\_\_\_\_ say/do when \_\_\_\_\_ happened?

D. What did you think/feel when \_\_\_\_\_ happened?

E. What did \_\_\_\_\_ look like?

F. What did \_\_\_\_\_ sound like?

G. What did \_\_\_\_\_ feel like?

H. What did \_\_\_\_\_ smell/taste like?

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

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

5. The listener should now ask their two questions. The speaker should answer out loud and then write down the answers below.

Speaker's Answer to Question 1:

---

---

Speaker's Answer to Question 2:

---

---

6. Repeat 1–5 with the roles reversed.



## Writing an Introduction

*In your introduction you should set up the situation and provide any other information your readers will need, such as who certain characters are (if it won't be explained later in the narrative), anything important that happened before the story took place, and where the story begins. You may also include the first event and supporting details from your planning chart on Activity Page 8.4.*

*As you write, think about drawing your reader into your story—what details or facts about the situation will make your reader want to read more?*

### 1. Planning Your Introduction

A. Where and when does the narrative take place?

---

---

---

B. Who was there?

---

---

---

C. What were you thinking and feeling?

---

---

---



2. Write your introduction in the space that follows.

[illegible]

## Introduction to Similes and Metaphors

**simile, n.** a literary device that compares things using *like* or *as*

**metaphor, n.** a literary device that compares things like a simile, but without using *like* or *as*

*Now that you've practiced explaining similes and metaphors, work on some yourself. Complete the chart below. For items 2–4, explain the similes and metaphors.*

*For items 5-9, fill in the blanks to complete the similes and metaphors and explain your choices. For items 10-11, complete the comparison in the middle column, then write the simile or metaphor. Row 1 has been completed as an example.*

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
1. the laundry piles were a mountain around my bed	laundry and a mountain	the laundry piles were tall, like mountains
2. the kitten's fur was like velvet	fur and _____	the fur is ( scratchy / soft ) like velvet
3. the chocolate and peanut butter were a party in my mouth	chocolate and _____	eating chocolate and peanut butter is ( fun / boring )
4. "my blue skirt popped up and down as if jumping beans lived in my leg" (from <i>Small Steps</i> , Ch. 1)	the skirt popping and _____	her skirt was ( still / bouncing )

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
5. the <b>rocket</b> is fast as ____ _____ (the speed of light, The Flash, a tornado)	the rocket and _____	the rocket is ( kind of / super )  fast
6. the <b>process</b> is slow as _____ _____ (a turtle, a snail, syrup)	the process and _____	the process is ( kind of / super )  slow
7. the <b>cheese</b> is hot as____ _____ _____ (lava, the sun, coffee)	the cheese and _____	the cheese is ( kind of / super )  hot
8. the <b>snow</b> is cold as ____ _____ (the freezer, ice cream, popsicles)	the snow and _____	the snow is so ( cold / hot ) it is like _____
9. the <b>concert</b> is as crowded as _____ _____ (a store on Black Friday, a can of sardines)	the concert crowd and _____	the concert is very ( busy / empty )
10. the <b>cheese</b> on top of pizza and_____ _____ (a breath of air to the body a cherry on top of a sundae)	the cheese and _____	the cheese on top ( does / does not )  complete the pizza
11. the <b>cafeteria</b> at lunch time and _____ _____ (a zoo, monkeys, a tank of sharks)	the cafeteria and _____	the cafeteria during lunch time is  ( calm / crazy )

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

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

## Similes and Metaphors in *Small Steps*

*Answer the following questions about a simile and metaphor in Small Steps.*

1. A. Identify a simile in the reading.

"my legs were **like** \_\_\_\_\_

Pg. 36

- B. What is being compared?

her legs and \_\_\_\_\_

- C. Explain the simile.

her legs were ( **wobbly** / **stiff** )

2. A. Identify a metaphor in the reading.

"It was Christmas and my \_\_\_\_\_ and the 4th of \_\_\_\_\_ all at the same  
time." Pg. 33

- B. What is being compared?

moving her \_\_\_\_\_ and holidays

- C. Explain the metaphor.

Moving her hand after being paralyzed was very ( **scary** / **exciting** ).

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

**10.3**

ACTIVITY PAGE

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

### *Small Steps Reading Questions*

1. What is the main event of the first half of “Star Patient Surprises Everyone (Part 1)”?
- A.** Peg wakes up.  
**B.** Peg moves her hand  
**C.** Peg learns a joke.

2. How do the characters react to this event?
- A.** Scared  
Everyone is very... **B.** Upset  
**C.** Excited

3. What are some of the details that help you imagine the main event and understand the reactions to it? Include the quote, the kind of detail it is, and what it tells you.

detail: "I wiggled my fingers jubilantly."

kind of detail: **Physical Action** or **Quote**

tells me: Peg moves her hand is ( **excited** / **frightened** ).

detail: "This is terrific!"

kind of detail: **Physical Action** or **Quote**

tells me: Dr. Beavis is ( **terrified** / **happy** ).

detail: "Hooray!" shrieked Tommy."

kind of detail: **Physical Action** or **Quote**

tells me: Tommy is ( **nervous** / **happy** ) for Peg.



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

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

## Writing Similes and Metaphors

*Look at your planning chart on Activity Page 8.4. Choose a few actions or objects to describe using similes and metaphors, and write them below. You may write multiple similes or metaphors to describe one object or moment if you choose.*

### Similes and Metaphors

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



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



[illegible]

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

ACTIVITY PAGE

[illegible]

[illegible]

## Diving into Textual Detail

### Part 1: Cause and Effect

*In Small Steps author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.*

1. Think back to the beginning of *Small Steps*. What did Peg care about most at the beginning of chapter 1?

A. The pep rally.

B. Her hand.

C. How she looked.

2. How has Peg changed since the beginning of *Small Steps*?

Peg now cares ( **more** / **less** ) about her hospital friend than her school friends.

She ( **still** / **no longer** ) worries about things like clothes and basketball.

3. What makes Peg realize that this change has taken place?

She gets a ( **phone call** / **letter** ) from her friends about their concerns.

4. What is the cause of this change in Peg?

A. Peg has been so sick all she cares about is waking again.

B. Peg did not enjoy reading the letter from her friends.

C. Peg wants to join the basketball team.

5. What is the effect Peg describes at the end of “Star Patient Surprises Everyone”?

Peg feels ( **close to** / **distant from** ) her her friends and their worries.

---

Pg. 39

6. Who does Peg feel closest to in this passage, and why does she feel that way?

Peg is closest to ( **Tommy** / **her doctor** ) because he ( **does** / **does not** ) understand

---

what it is like to have polio.

Pg. 40

## Part 2: Descriptive Words

*The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.*

1. After Peg received the mailbag, what happened to the letters?

The letters...    **A. Bounced**    out of the mailbag.  
                         **B. Flew**  
                         **C. Tumbled**

---

Pg. 39

2. Peg says that in one letter, a “girl complained that her new haircut was too short.” What does the word **complained** reveal about the girl’s feelings?

It shows that the girl ( **did** / **did not** ) like her haircut.

---

3. In the next-to-last paragraph, Peg lists things she misses. Which thing does she describe most descriptively? Give a reason for your choice.

Peg describes missing	<b>A. Her room</b>	the most descriptively because	<b>A. She describes her walls.</b>
	<b>B. Rollerskating</b>		<b>B. She talks about going fast.</b>
	<b>C. Eating Fudge</b>		<b>C. She describes licking the pan.</b>

---

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

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

## Writing with Cause and Effect

*Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details.*

*So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.*

### Writing Prep

1. The cause I will write about today is:

---

---

2. The effect of that cause is:

---

---



*If you finish with time remaining, read over your work and list two ideas for how you might improve it.*

[illegible]

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

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

## Vital Verbs

*one*

**Part 1:** Write ~~two~~ *one* new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.

### Word Bank

moaned   whispered   tossed   chucked   gazed  
stared   sprinted   gobbled   skipped   nibbled

1. I **walked** from school to grandmother's house.

I \_\_\_\_\_ from school to grandmother's house.

---

---

2. I **threw** the ball.

I \_\_\_\_\_ the ball.

---

---

3. He **ate** the cake.

He \_\_\_\_\_ the cake.

---

---

4. "I've got practice today," she **said**.

"I've got practice today," she \_\_\_\_\_.

---

---

### Word Bank

moaned   whispered   tossed   chucked   gazed  
stared   sprinted   gobbled   skipped   nibbled

5. The children **looked** at the dancers on the stage.

The children \_\_\_\_\_ at the dancers on the stage.

---

---

---

*If you finish with time remaining, write each sentence in one more new way. Your teacher will tell you when it is time to move on to Part 2.*

**Part 2:** Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below, and then rewrite it using a more vital verb.

Old sentence:

---

---

---

New sentence:

---

---

---

*If you finish with time remaining, repeat the exercise with another sentence.*

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

12.1

ACTIVITY PAGE

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

## All About Accordions

When you write a personal narrative, you cannot assume that your readers have had the same experiences as you. In fact, sometimes the most interesting stories to read were written by people who have had very different experiences from those of their readers.

Good writers often describe their experiences so well that readers can understand and visualize what is happening even if they have not experienced something like it themselves.

*Reread the passage on Reader pages 41-42 in which Peg describes learning to play the accordion. In the space that follows, write down all the textual details you can find that relate to the accordion or how to play it. See how many you can find.*

Accordions must be \_\_\_\_\_ in and out.

Accordions are played with the \_\_\_\_\_ and \_\_\_\_\_

The accordion "was \_\_\_\_\_ and \_\_\_\_\_."

The accordion made Peg's "arms \_\_\_\_\_."

Accordions produce \_\_\_\_\_.

Accordions have \_\_\_\_\_.

Accordions have \_\_\_\_\_.

It takes \_\_\_\_\_ hands to play an accordion

Accordions have \_\_\_\_\_ straps.

Accordions can make \_\_\_\_\_ and \_\_\_\_\_ squeaky sounds if you don't know how to play them.

Accordions have a \_\_\_\_\_ that air gets pushed through.



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

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

## Identifying Good Details

*Remember that good writers use many different kinds of detail to help readers understand and visualize the events described in the text. Use this activity to record some of the details Kehret uses in her work.*

**Part 1:** *You have already noted some of the text's details about accordions. Use the chart below to record **at least two** different kinds of details that describe something other than the accordion.*

### “The Great Accordion Concert”

Type of Detail	Detail
What something looks like	He grew _____ in the face.  Pg. 43
What something feels like	Pushing it in and out made my arms _____.  Pg. 41
What something sounds like	We snickered and _____.  Pg. 44
A physical action	Our _____ dropped.  Pg. 44
A quote/dialogue of what someone said	I want to put in my _____.  Pg. 44

**Part 2:** Use the chart below to identify different kinds of good details in "Good-bye, Silver; Hello, Sticks." Record as many as you can find.

**"Good-bye, Silver; Hello, Sticks"**

All found on page 46.

Type of Detail	Detail
What something looks like	
What something feels like	I blinked back tears, feeling _____.
What something sounds like	I _____ as I patted Silver's side for the last time. A _____ of brakes.
What something smells or tastes like	
A physical action	I _____ back tears.
A quote/ dialogue of what someone said	"You gave me a lot of good _____.

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

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

## Detail Drill

Now that you have practiced identifying good, varied details, use that skill to improve your own personal narrative writing.

Follow these steps to add to or improve your details.

1. Begin by rereading your narrative. As you read, underline each event from your personal narrative planner (Activity Page 8.4) in a different color.
2. Read your draft a second time. This time, use the same colors to circle the details describing each event.
3. Use the text you underlined and circled to complete the following chart. Don't worry about empty boxes. You will work on those in the next part of this activity.



Type of Detail	Event 1:	Event 2:	Event 3:	Event 4:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said— dialogue				

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

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

4. Brainstorm a few more details and add them to the chart.

Event 7:						
Event 6:						
Event 5:						
Type of Detail	what something looks like	what something feels like	what something sounds like	what something smells or tastes like	a physical action	a quote of what someone said— dialogue

5. If there are any types of details you have not included in your writing so far, try to add one of that type to the chart.
6. Select at least one of those new details to include in your narrative and place a star next to the line of your narrative where you will insert the detail. Write your new detail in a full sentence below.

---

---

---

## Concluding Thoughts

*Because the Small Steps conclusion comes at the end of a long piece of writing, it is several paragraphs long and includes several events, but it is still a final thought about the topic or main idea of the text.*

*Answer the following questions to think more closely about the conclusion of Small Steps. You may consult your Reader as you work.*

1. What is the main plot of *Small Steps*? Describe what happens in one sentence.

A. The narrator makes a new friend.

B. The narrator is diagnosed with and recovers from polio.

C. The narrator's parents didn't want her to go to the pep rally.

2. Describe the plot of “Back to School” in one sentence.

When Peg goes back to school, she realizes that while school is the ( **same / different** )

she has ( **changed / stayed the same** ).

3. How has Peg grown “stronger” from her time away? **Pick one or write your own.**

Peg ( **fell behind / kept up** ) with her class while also having to recover from polio. (pg. 50)

Peg's \_\_\_\_\_ voice improved by using her stomach muscles instead of her

diaphragm. (pg. 50)

4. Why do you think Kehret chooses to end her book with her first day back to school?
- By ending the story where it began, Kehret can show us how she
- ( **changed** / **stayed the same** ).

5. Now complete the chart below.

Main Idea in <i>Small Steps</i>	Support in the Conclusion
Polio has many unexpected consequences.	<p>She became a _____. The town rooted for her.</p> <p>Pg. 50</p>
<p>Polio made her physically</p> <p>( <b>weaker</b> / <b>stronger</b> ) but it made her personally</p> <p>( <b>weaker</b> / <b>stronger</b> ).</p>	<p>"I was stronger than when I left."</p> <p>Pg. 50</p>

## Wrapping It Up

*As you know from our discussion, because the Small Steps conclusion covers a longer piece of writing, it is several paragraphs long and includes several events.*

*Your conclusion will include only one or two events and will be one paragraph long. If you feel it should be longer, or include more events, discuss these changes with your teacher before you write.*

*A conclusion helps the reader pull the whole story together.*

**Part 1:** Prepare to write your conclusion by answering the following questions.

1. What events occurred at the end of your personal narrative experience?

---

---

---

2. Why do you still remember this experience?

---

---

---

3. What was the most important thing about this experience?

---

---

---

4. How did you change over the course of your personal narrative?

---

---

---

5. What was the same at the beginning and at the end of your personal narrative?

---

---

---

6. What was different at the beginning and at the end of your personal narrative?

---

---

---

7. How does the experience continue to impact you today?

---

---

---

8. What did you learn, or do you think others can learn, from your experience?

---

---

---

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

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

**13.2**  
CONTINUED

ACTIVITY PAGE

9. Now think about what ideas you want to leave with your readers. Look at the answers you wrote above. Choose one or two and use them to begin your conclusion.

---

---

---

**Part 2:** Write your conclusion in the space that follows.

[illegible]



[illegible]

## Interviewing Peg Kehret

*Pretend that you are Peg Kehret and that you are being interviewed about your book on a morning talk show.*

*Think about each of the following questions. Knowing what you know about Kehret from her narrative, prepare to answer the questions from her perspective.*

*When authors go on talk shows, they are often asked to read aloud from their books. For each of your answers, choose a quote from *Small Steps* to support it. That quote can come from any part of the narrative.*

**Pick an answer and then select a quotation to support the answer you chose.**

1. Why did you decide to write a book about your experience with polio?

Answer: **A.** To encourage people going through difficult times.

**B.** To teach people about polio.

Quotation: **A.** "I was stronger than when I left."

**B.** "Polio is a highly contagious disease."

2. How did the experience change you?

Answer: A. I no longer worried about the little stuff.

B. It made me personally stronger.

Quotation: A. "I was stronger than when I left."

B. "The other kids were upset about such unimportant things."

**X** What is the most important message for readers to take away from your book?

Answer: \_\_\_\_\_

Quotation: \_\_\_\_\_

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

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

**X** Can you name one thing you learned from your experience?

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Quotation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## What's in a Name?

*As you have discussed with your class, titles play an important role in helping readers know what a work might be about or getting readers interested in the work.*

*Here are some more guidelines for good titles.*

### Title Tips

Good titles are:

- short enough to fit on one line.
- descriptive without giving away the whole plot of the work.
- related to the text.
- capitalized properly.

*Answer the questions below to think more about good titles and how you might draft a good title for your personal narrative.*

1. What did Peg Kehret title her personal narrative?

**A. The Diagnosis**

---

**B. Small Steps: The Year I Got Polio**

---

2. How did this title relate to her book's subject?

Her recovery was a mixture of many ( **small** / **big** ) steps.

---

3. In one sentence, write a summary of your personal narrative.
-

4. What are the most important images or ideas in your narrative?

---

---

5. What is one thing about your narrative that might make readers interested in reading it?

---

---

6. Review your answers to questions 3–5, then write four different title ideas on the lines that follow.

A. 

---

B. 

---

C. 

---

D. 

---

## A Vision for Revision

*In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details.*

**Part 1:** *Each partner will take a turn being the reader and the listener.*

*Before you begin, choose two of the revision questions below to ask your partner about your own writing. Circle the questions you choose.*

### Revision Question Bank

- A. Which events were confusing, or unclear?
- B. Which words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. Which character did you want to know more about?

*Choose who will be the reader and who will be the listener first, and complete your part of the activity page. Then switch and complete the other part.*



# Part 2

## When You Are the Reader

- 1. Read the introduction to your narrative. Ask your partner what they think the main topic or idea of your narrative will be, based on what you read. Ask why they think that. Write your partner's answers here:

---

---

- 2. Ask your partner if there is anything in the introduction they wish to know more about. Write your answer here:

---

---

- 3. Read the next two paragraphs of your narrative aloud. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. Ask your partner the two questions you circled in the Revision Question Bank. Write your partner's answers here:

---

---

---

---

- 4. Read your conclusion aloud. Ask your partner if your narrative leaves any questions unanswered. Write your partner's answer here:

---

---

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

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

5. Finally, share your four ideas for a title and ask your partner to recommend one of them. Write your partner's recommendation here:

\_\_\_\_\_

### **When You Are the Listener**

1. Listen to the introduction and think about what main event is being introduced. Answer your partner's questions thoughtfully.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Listen to the next two paragraphs. Remember that these paragraphs are the support; they incorporate events and details to develop the main topic. As you listen, make note of anything you would like to know more about, or that you find confusing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Listen to the conclusion. Answer your partner's question thoughtfully.
4. Listen to the reader's ideas for a title. Make a recommendation on which title the reader should choose, and give a reason for your choice.

*Switch roles and repeat Part 2.*

**Part 3:** *After You Have Been Both the Reader and Listener*

Based on your partner’s feedback, make a list of three things you might work on in your revision.

These revisions could be something that you will add, remove, or revise. Be specific about the kind of changes you plan to make.

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

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

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

## Revision Checklist

*As a final step in revision, it's important to review your work one last time. Follow these steps to complete your revision process.*

*Read your entire personal narrative to yourself, including revisions you made last class after peer review. While reading, if you notice any place that needs further revision, draw a star next to that place.*

*After you have read your narrative, use the following Revision Checklist to ensure that your work is as polished as possible. Go through the questions in the checklist below and answer them for your personal narrative.*

*If you feel you successfully accomplished an item, include an example from your narrative in the "I did well!" column. If there is something you could improve, make a note in the "Making it better!" column.*

	I did well!	Making it better!
<b>Introduction</b>		
Does your introduction set up the situation?		
Does it make you want to read more?		

	I did well!	Making it better!
<b>Supporting Events</b>		
Did you show, rather than tell (character traits or narrator feelings)?		
Did you use sensory details?		
Did you use dialogue?		
Did you use specific language, including interesting verbs, similes and metaphors?		
<b>Conclusion</b>		
Does your conclusion pull your story together? Does it relate to the writing that comes before it?		
Does it include a final thought?		
Any other things you noticed?		

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

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

*Use the chart to plan your revisions. Write the sentences or details you will add or change in each section below.*

Introduction:

---

---

---

---

---

---

---

---

Events:

---

---

---

---

---

---

---

---

Conclusion:

---

---

---

---

---

---

---

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

15.2

ACTIVITY PAGE

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

## Author Interviews

*Now that you've completed your personal narratives, it's your turn to participate in author interviews!*

1. Work together with your class to determine three interview questions. Write the questions your class selects in the spaces below.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

2. Take a few moments to review your personal narrative. Then write down answers to the class questions you recorded above.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



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

3. When your teacher pairs you with a partner, you will each take turns acting as the talk show host and the author.

When it is your turn to play the talk show host, ask the author to read their personal narrative aloud. After listening to the narrative, ask the questions your class developed.

When it is your turn to be the author, read your narrative aloud to the talk show host. Then answer the questions they ask you.

4. Write your partner's answers to the questions in the space below.

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

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

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

## *Stickeen: The Story of a Dog*

*John Muir (1838–1914) was a naturalist and early environmentalist, who argued for preserving vast areas of American wilderness. He was one of the first European-Americans to explore Alaska, and it was during one of these excursions that he met Stickeen, the dog about whom he wrote this personal narrative.*

*During Muir's lifetime, many people referred to Native Americans as Indians. Although today some people consider the term "Indians" disrespectful to Native Americans, Muir does not mean disrespect when he uses the term. Because his narrative is a true first-person account written in a different time, he uses the language of the time.*

---

### ***Stickeen by John Muir***

In the summer of 1880 I set out from Fort Wrangel in a canoe to continue the exploration of the icy region of southeastern Alaska, begun in the fall of 1879. After the necessary **provisions**, blankets, etc., had been collected and stowed away, and my Indian crew were in their places ready to start, while a crowd of their relatives and friends on the wharf were bidding them good-bye and good-luck, my companion, the Rev. S.H. Young, for whom we were waiting, at last came aboard, followed by a little black dog, that immediately made himself at home by curling up in a hollow among the baggage. I like dogs, but this one seemed so small and worthless that I objected to his going, and asked the **missionary** why he was taking him.

"Such a little helpless creature will only be in the way," I said; "you had better pass him up to the Indian boys on the wharf, to be taken home to play with the children. This trip is not likely to be good for toy-dogs. The poor silly thing will be in rain and snow for weeks or months, and will require care like a baby."

But his master assured me that he would be no trouble at all; that he was a perfect wonder of a dog, could endure cold and hunger like a bear, swim like a seal, and was **wondrous** wise and cunning, etc., making out a list of **virtues** to show he might be the most interesting member of the party.

Nobody could hope to unravel the lines of his ancestry. In all the wonderfully mixed and varied dog-tribe I never saw any creature very much like him, though in some of his sly, soft, gliding motions and gestures he brought the fox to mind. He was short-legged and bunchy-bodied, and his hair, though smooth, was long and silky and slightly waved, so that when the wind was at his back it ruffled, making him look shaggy. At first sight his only noticeable feature was his fine tail, which was about as airy and shady as a squirrel's, and was carried curling forward almost to his nose. On closer inspection you might notice his thin sensitive ears, and sharp eyes with cunning tan-spots above them. Mr. Young told me that when the little fellow was a pup about the size of a woodrat he was presented to his wife by an Irish **prospector** at Sitka, and that on his arrival at Fort Wrangel he was adopted with enthusiasm by the Stickeen Indians as a sort of new good-luck totem, was named "Stickeen" for the tribe, and became a universal favorite; petted, protected, and admired wherever he went, and regarded as a mysterious fountain of wisdom.

On our trip he soon proved himself a queer character—odd, concealed, independent, keeping invincibly quiet, and doing many little puzzling things that piqued my curiosity. As we sailed week after week through the long **intricate** channels and inlets among the innumerable islands and mountains of the coast, he spent most of the dull days in **sluggish** ease, motionless, and apparently as unobserving as if in deep sleep. But I discovered that somehow he always knew what was going on. When the Indians were about to hunt for dinner, or when anything along the shore was exciting our attention, he would rest his chin on the edge of the canoe and calmly look out like a dreamy-eyed tourist. And when he heard us talking about making a landing, he immediately **roused** himself to see what sort of a place we were coming to, and made ready to jump overboard and swim ashore as soon as the canoe neared the beach. Then, with a **vigorous** shake to get rid of the brine in his hair, he ran into the woods to hunt small game.

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

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

But though always the first out of the canoe, he was always the last to get into it. When we were ready to start he could never be found, and refused to come to our call. We soon found out, however, that though we could not see him at such times, he saw us, and from the cover of the briers and huckleberry bushes in the **fringe** of the woods was watching the canoe with **wary** eye. For as soon as we were fairly off he came trotting down the beach, plunged into the surf, and swam after us, knowing well that we would cease rowing and take him in. When the **contrary** little **vagabond** came alongside, he was lifted by the neck, held at arm's length a moment to drip, and dropped aboard. We tried to cure him of this trick by **compelling** him to swim a long way, as if we had a mind to abandon him; but this did no good: the longer the swim the better he seemed to like it.

Though capable of great **idleness**, he never failed to be ready for all sorts of adventures and excursions. One pitch-dark rainy night we landed about ten o'clock at the mouth of a salmon stream when the water was **phosphorescent**. The salmon were running, and the myriad fins of the onrushing multitude were churning all the stream into a silvery glow, wonderfully beautiful and impressive in the **ebon** darkness. To get a good view of the show I set out with one of the Indians and sailed up through the midst of it to the foot of a rapid about half a mile from camp, where the swift current dashing over rocks made the **luminous** glow most glorious. Happening to look back down the stream, while the Indian was catching a few of the struggling fish, I saw a long spreading fan of light like the tail of a comet, which we thought must be made by some big strange animal that was pursuing us. On it came with its magnificent train, until we imagined we could see the monster's head and eyes; but it was only Stickeen, who, finding I had left the camp, came swimming after me to see what was up.

When we camped early, the best hunter of the crew usually went to the woods for a deer, and Stickeen was sure to be at his heels, provided I had not gone out. For, strange to say, he always followed me, forsaking the hunter and even his master to share my wanderings. The days that were too stormy for sailing I spent in the woods, or on the adjacent mountains, wherever my studies called me; and Stickeen always insisted on going with me, however wild the weather, gliding like a fox through dripping huckleberry bushes and thorny tangles of panax and rubus, scarce stirring their rain-laden leaves; wading and wallowing through snow, swimming icy streams, skipping over logs and rocks and the crevasses of glaciers with the patience and **endurance** of a determined **mountaineer**, never tiring or getting discouraged. Once he followed me over a glacier the surface of which was so crusty and rough that it cut his feet until every step was marked with blood; but he trotted on with Indian fortitude until I noticed his red track, and, taking pity on him, made him a set of moccasins out of a handkerchief. However great his troubles he never asked help or made any complaint, as if, like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having.

---

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

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

**Core Vocabulary for *Stickeen* by John Muir**

1. **provisions, n.** supplies
2. **missionary, n.** a person trying to spread a particular religion
3. **wondrous, adv.** extremely
4. **virtues, n.** good qualities
5. **prospector, n.** a person searching for a valuable metal or mineral
6. **intricate, adj.** complicated
7. **sluggish, adj.** lazy
8. **roused, v.** became alert
9. **vigorous, adj.** energetic
10. **fringe, n.** edge
11. **wary, adj.** watchful
12. **contrary, adj.** difficult; stubborn
13. **vagabond, n.** wanderer
14. **compelling, v.** forcing
15. **idleness, n.** laziness
16. **phosphorescent, adj.** giving off or reflecting light
17. **ebon, adj.** black
18. **luminous, adj.** illuminated
19. **endurance, n.** the ability to last a long time
20. **mountaineer, n.** mountain climber



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

**PP.2**

ACTIVITY PAGE

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

## Questions and Writing on *Stickeen* by John Muir

1. What was John Muir's first impression of Stickeen?

---

---

---

2. Find a quote from the text to support your answer to question 1.

---

---

---

---

---

---

---

3. Quote two examples of similes in the third paragraph.

---

---



4. Do these similes confirm John Muir's first expression of Stickeen? Why or why not?

---

---

---

---

5. How did Stickeen get his name?

---

---

6. Why was Stickeen always the last to board the canoe after exploring an island?

---

---

7. Identify at least two similes in the last paragraph of the narrative.

---

---

---

---

---

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

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

8. In many ways, Muir describes Stickeen as though the dog were human. What character traits would you assign to Stickeen? In the first column below, list at least three character traits you would assign to Stickeen. In the second column, support the trait with a quote from the text.

Character Trait	Evidence from the Text

9. Write about a real animal (not a cartoon or fictional animal) you have known or observed that seems to have human qualities. Be sure your narrative includes the character traits the animal seems to have and the actions that make you assign those traits to the animal.

Consider writing about:

- your pet
- a friend or family member's pet
- an animal you observed at a zoo or circus
- an animal you observed in nature
- an animal you observed on a nature show on television

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

ACTIVITY PAGE

[illegible]

[illegible]

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

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

**PP.2**  
CONTINUED

ACTIVITY PAGE

10. At the end of Muir's narrative, he compares Stickeen to a philosopher who had learned that "without hard work and suffering there could be no pleasure worth having." Do you agree that no pleasure is worth having without hard work and suffering? Write a personal narrative explaining why or why not. Include a personal experience that backs up your opinion.

[illegible]

[illegible]

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

# PP.3

ACTIVITY PAGE

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

## Spot the Fake

1. Write a narrative in response to the prompt your teacher gives you.

This image shows a single page 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.



[illegible]

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

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

2. After each group presents their narratives, guess which of your classmates wrote the fake.

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

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

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

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

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

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



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

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

## Personality Transplant

*Answer the following questions and then rewrite your partner's narrative, giving one of the characters a very different personality. This new personality might change the events and ending of the narrative.*

1. Whose narrative are you rewriting?

\_\_\_\_\_

2. Which character are you changing?

\_\_\_\_\_

3. What were the character's original traits and how are you changing them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[illegible]

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

ACTIVITY PAGE

Core Knowledge Language Arts | Grade 4



ACTIVITY PAGE

## Revision

*In this exercise, you will revise one of your personal narratives from this unit. Write your revised narrative in the space below.*

[illegible]



[illegible]

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

ACTIVITY PAGE

[illegible]

[illegible]

## Beginning-of-Year Reading Comprehension Assessment

*Today you will read three selections from the CKLA Grade 3 Ecology unit. The first selection is called “The Cat,” the second selection is called “The Wolf, the Elk, and the Aspen Tree,” and the third selection is called “Invasive Species.” After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

### Passage 1: “The Cat”

- 
- 1 Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.
  - 2 This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large, white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.
  - 3 “I would let you stay,” said Franz, “but I can’t, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!”
  - 4 “Oh,” said the hunter, “I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom.”
  - 5 “Very well,” said Franz. “You may stay, at your own risk, but I must get the house ready for the trolls. If I don’t, they will be furious.”

- 6 Franz worked diligently to get his house ready for the trolls. He chopped wood and built a fire. He set the table with his best dishes and loaded them with porridge, assorted fruit, smoked fish, and delicious sausages. When he was done, he left the hunter and the bear in the house and went to stay with a friend.
- 7 At sunset, the trolls arrived. They stormed into the house and began a raucous celebration. They ate and drank, sang songs, and made a terrible mess.
- 8 One of the trolls caught a glimpse of the bear. It was lying under the stove, with only an ear sticking out.
- 9 “Look!” the troll said, “Franz has a cat!”
- 10 The troll cut off a bit of sausage and tossed it on the floor. Then, he kicked the bear in the ear and shouted, “Wake up, kitty! Get the sausage!”
- 11 The bear rose up on its hind legs, ripping the stove away from the floor. The stove was launched across the room. The bear, in a great fury, roared ferociously. The trolls were terrified. They screamed and ran for their lives.
- 12 Franz returned home the next day. He cleaned up the horrific mess the trolls had made, repaired the stove, and lived another year in his house. When the dreaded evening arrived once again the next year, he expected the trolls to come again. He went out into the yard to cut wood for them.
- 13 After a few minutes, he heard a voice calling, “Franz! Franz!”
- 14 Franz squinted into the woods but saw nothing but trees.
- 15 Then, he heard the voice again say, “Franz! Franz!”
- 16 “Yes?” Franz said. “What is it?”
- 17 “Have you still got that huge, ferocious cat?” the voice asked.
- 18 Franz thought for a minute. Then, he replied.

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

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

- 19 “Yes,” Franz said. “I still have the cat. It is lying under the stove, and, earlier this year, it had seven kittens. Now, all of the kittens have grown up. They are bigger and fiercer than their mother!”
- 20 “Egad!” said the voice. “Then, you will never see us again!”
- 21 Franz heard a rustling of feet in the woods. Then, there was silence.
- 22 After that, Franz went on with his life and the trolls never bothered him again.
- 

*Questions 1–8 pertain to Passage 1: “The Cat”*

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

1. **Part A:** In paragraph 17, what is the meaning of the word *ferocious*?
- A. hungry
  - B. dangerous
  - C. enormous
  - D. furry

**Part B:** Which phrase from the text best helps the reader determine the meaning of *ferocious*?

- A. It was lying under the stove
- B. The trolls were terrified.
- C. Then, he heard the voice again say, “Franz! Franz!”
- D. Then, he kicked the bear in the ear

2. Based on information from the text, which statement best expresses how the characters Franz and the hunter feel about trolls?
- A. Franz is afraid of trolls and the hunter is afraid of trolls.
  - B. The hunter is afraid of trolls, but Franz is not afraid of trolls.
  - C. The hunter is not afraid of trolls and Franz is not afraid of trolls.
  - D. Franz is afraid of trolls, but the hunter is not afraid of trolls.
3. In what two ways do paragraphs 12–19 of the text contribute to the development of the plot?
- A. These paragraphs show how Franz remained afraid of the trolls.
  - B. These paragraphs show how the trolls forgot the way to Franz’s house.
  - C. These paragraphs show how the hunter was kind to Franz.
  - D. These paragraphs show Franz was clever.
  - E. These paragraphs show the trolls were clever.
  - F. These paragraphs show the bear was clever.
4. Using the numbers 1–5, sequence the following events (as they occurred in the selection).
- \_\_\_\_\_ Franz told the voices in the forest that his cat had seven kittens.
  - \_\_\_\_\_ On the exact same night each year, trolls drove Franz from his house and took over the place.
  - \_\_\_\_\_ A troll threw a piece of sausage to the bear lying under the stove.
  - \_\_\_\_\_ A hunter asked if he could stay at Franz’s house on his way to take the bear he had captured to the king of Denmark.
  - \_\_\_\_\_ The bear roared ferociously and scared the trolls away.

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

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

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

5. **Part A:** In paragraph 7, what is the meaning of the word *raucous*?

- A. soft and peaceful
- B. friendly
- C. loud and disorderly
- D. unfriendly

**Part B:** Which phrase from the text best helps the reader determine the meaning of *raucous*?

- A. At sunset, the trolls arrived
- B. sang songs, and made a terrible mess
- C. they ate and drank
- D. into the house



6. The text describes how Franz reacted to the trolls before and after the hunter's visit. Compare these events in Box 2 below by choosing details from the text that show how Franz reacted to the trolls. Write the letter of the details from Box 1 in Box 2 to show how Franz reacted.

<b>Box 1</b>
<b>Details from the story</b>
A. He told the trolls he still had the cat.
B. He asked if he could spend the night.
C. He chopped wood and built a fire.
D. He tossed some sausage on the floor.
E. He set the table with his best dishes.
F. He told the trolls all of the kittens had grown up.

<b>Box 2</b>		
<b>Event</b>	<b>Detail 1 showing Franz's reaction</b>	<b>Detail 2 showing Franz's reaction</b>
How Franz reacted to the trolls before the hunter's stay.		
How Franz reacted to the trolls after the hunter's stay.		

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

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

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

7. **Part A:** Which statement best describes a main theme of the story?

- A. Trolls are kind.
- B. Cats are ferocious.
- C. Using your wits can make for a happy ending.
- D. People from Denmark are clever.

**Part B:** Which character from the story acts as the best example of this theme?

- A. the hunter
  - B. Franz
  - C. a troll
  - D. the bear
8. What are two details from the story that show the trolls thought the bear was a cat.
- A. The trolls screamed and ran for their lives.
  - B. Franz squinted into the woods but saw nothing but trees.
  - C. The trolls drove poor Franz from his house and took over the place.
  - D. The troll shouted, “Wake up, kitty!”
  - E. The troll asked, “Have you still got that huge, ferocious cat?”
  - F. Franz went on with his life and the trolls never bothered him again.

## Passage 2: “The Wolf, the Elk, and the Aspen Tree”

---

- 1 The wolf is the villain in some of the greatest stories ever told.
- 2 Who chased the three little pigs and blew down their houses? It was the wolf, of course!
- 3 Who pestered Little Red Riding Hood and her grandmother? The wolf!
- 4 These are fiction stories, but they tell us a lot about how real people felt about wolves in the old days. For many years, people were scared of wolves. They worried that wolves might attack their farm animals. They also worried that wolves might attack them or their children.
- 5 People hated wolves. They disliked them so much that they paid people to hunt them. In England, King William I paid hunters per wolf pelt. The rulers of Russia, the tsars, paid hunters for an adult wolf and half of the adult wolf amount for a wolf cub. The kings of Sweden viewed wolf hunting as a civic duty. They expected every able-bodied man to help out with wolf hunts.
- 6 The European settlers who came to America brought this way of thinking with them. They hunted wolves to protect themselves and their livestock. The development of guns helped them. It allowed them to kill more wolves than ever before. By 1920, wolves had been wiped out in most parts of the United States. At the time, almost everyone thought this was a good thing. Most people did not see any reason to keep wolves around. “Good riddance!” they said.
- 7 In the past few years, a lot of people have changed their mind about wolves. Scientists who studied Yellowstone National Park were some of the first to change. They noticed that certain kinds of trees were starting to die out in the park. One of the trees they were worried about was the aspen tree. There were lots of old-growth aspen trees in Yellowstone, meaning there were lots of aspen trees that had been there a long time. But there were very few young aspens.

- 8 Scientists investigated this. They found that elk were a big part of the problem. Elk like the taste of aspen seedlings and there were lots of elk in the park. In the old days, packs of wolves preyed on the elk. The wolves kept the herds of elk from getting too big. But the wolves had been wiped out. There were no predators left who hunted for elk. A pack of elk could spend all day eating aspen seedlings. They did not have to worry about predators.
- 9 The scientists had an idea. They thought they might be able to help the aspen trees by bringing in wolves. This idea was very controversial. Many farmers and ranchers objected. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock. They thought bringing wolves back was a bad idea.
- 10 It took many years to convince people that it might be a good idea to bring wolves to Yellowstone. Wolves were finally re-introduced there in 1995.
- 11 Several years later the scientists went back to the park to see if their plan was working. They found evidence that it was. Many of the wolves they had brought in survived. The wolves had formed packs and begun hunting. They were also having pups. There were still lots of elk in the park, but the elk were starting to get nervous. They could no longer spend all day nibbling aspen saplings, without a care in the world. They had to be a bit more careful. Some aspen trees had survived. They had grown large enough that elk could no longer eat them.
- 12 “This is really exciting!” said one of the researchers. “It’s great news for Yellowstone. The level of recovery we are seeing is very encouraging.”
- 13 So here is one story in which the wolf is not the villain!
- 14 There are some lessons for human beings in this story. One lesson is that we need to be careful when we make decisions about the value of a species. In the past, we decided that some animals are just plain bad. We decided that the planet would be better without these animals. In the past few decades we have come to understand that it is dangerous to think that way. All of the animals and plants in an ecosystem are interdependent. That means they all depend on each other. They are connected in ways we may not notice at first. When we get rid of one animal, we may put other animals or plants at risk. We may remove an animal’s food source or we may remove its main predator, as happened in Yellowstone. Every ecosystem has its own balance. If we remove one species, we may throw the whole system out of balance.

Questions 9–14 pertain to Passage 2: “The Wolf, the Elk, and the Aspen Tree”

9. What does the information in paragraph 4 help the reader understand about wolves?
- A. Fiction stories about wolves are not true.
  - B. Scientists view wolves as a threat to people and livestock.
  - C. People were afraid of wolves in the old days, which is why they were the villain in some fiction stories.
  - D. Children do not like wolves.
10. In paragraph 1, the author states, “The wolf is the villain in some of the greatest stories ever told.” Circle the two paragraphs that support the idea that the wolf is the villain in some of the greatest stories ever told.

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

11. **Part A:** According to the text, what did farmers think about the idea to bring wolves back to Yellowstone?
- A. The farmers thought they might be able to help the aspen trees.
  - B. The farmers were not afraid of the wolves.
  - C. The farmers did not want to bring wolves back to Yellowstone.
  - D. The farmers were also scientists.

**Part B:** Which detail from the text best supports the answer to Part A?

- A. The scientists had an idea.
- B. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock.
- C. It’s great news for Yellowstone.
- D. Many of the wolves they had brought in survived.

12. Based on information in the text, how did scientists think bringing wolves to Yellowstone National Park would help the aspen trees?
- A. Elk eat aspen trees, aspen trees die. Wolves eat aspen trees, more aspen trees survive.
  - B. Wolves eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
  - C. Elk eat wolves, wolves die. Wolves eat aspen trees, more aspen trees survive.
  - D. Elk eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
13. Based on information in the text, how might you illustrate the food chain found in Yellowstone National Park?
- A. Aspen tree eats elk. Elk eats wolf.
  - B. Elk eats aspen tree. Aspen tree eats wolf.
  - C. Wolf eats aspen tree. Aspen tree eats elk.
  - D. Wolf eats elk. Elk eats aspen tree.

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

14. **Part A:** Which sentence best states the main idea of “The Wolf, the Elk, and the Aspen Tree?”
- A. Our planet would be better without wolves.
  - B. People should not be afraid of wolves.
  - C. Wolves eat elk and elk eat Aspen trees.
  - D. The animals and plants in an ecosystem are interdependent.

**Part B:** Which detail from the article best supports the answer to Part A?

- A. “If we remove one species, we may throw the whole system out of balance.”
- B. “There are some lessons for human beings in this story.”
- C. “We decided that the planet would be better without these animals.”
- D. “In the past, we decided that some animals are just plain bad.”

### Passage 3: “Invasive Species”

---

- 1 In today’s world, people are on the move. Salesmen jet from one city to another. Tourists visit foreign countries. Immigrants leave their homes and settle in new lands.
- 2 But did you know that animals are also on the move? Sometimes people bring exotic animals back from their trips. Sometimes, they buy exotic animals in pet shops. Other times, the animals travel by themselves. They may sneak into crates that are shipped from one country to another or they may find their way onto ships that cross the oceans.
- 3 This animal travel has caused some problems. Sometimes animals end up in a new place that is just right for them. The land is just right for them. The climate is perfect. There is lots of food. This is a good thing for them. But it may be a bad thing for other animals in the ecosystem. The newly arrived animals may settle in and have babies. They may disrupt the ecosystem by eating up or crowding out the native animals. When this happens, we say the ecosystem has a problem with “invasive species.” The ecosystem is being invaded by outsiders.
- 4 There are invasive species in many parts of the United States. In Florida, the invasive species that people are most worried about these days is the Burmese python. Burmese pythons are snakes that are native to Asia and not native to Florida. They are big snakes. An average Burmese python is twelve feet long.
- 5 Burmese pythons like to live near water, but they can also slither up into trees. These snakes are carnivores. They eat small mammals like rats and mice. They also eat birds. The Burmese python is a constrictor. It bites its victim and holds it. Then, it wraps itself around the victim and squeezes it to death. Once the victim is dead, the snake swallows it whole.

- 6 So how did these Burmese pythons make their way to Florida? Some people like to keep snakes as pets. For a long time, you could buy a Burmese python for about twenty dollars. You could feed it mice and watch it grow. There was only one problem: the snake might eventually get too big for its cage. Experts think some pet owners set their snakes free when they got too big. Some pythons may also have escaped when a hurricane hit Florida in 1996.
- 7 In any case, thousands of Burmese pythons now make their home in the swamps of southern Florida. This part of Florida is warm, wet, and full of small mammals. At least, it used to be full of small mammals. A 2011 study found that lots of small mammals in these areas are in trouble. The pythons are gobbling up raccoons, rabbits, and opossums. They are even eating larger animals, including deer, bobcats, and alligators!
- 8 Experts are worried. They are afraid that the pythons may wipe out some of the endangered species that live in the area. A new law has made it illegal for pet shops in the United States to sell Burmese pythons. Another law has allowed hunters to hunt pythons. Officials are hoping these laws will help keep the python problem under control.
- 9 In the Midwest, people are worried about Asian carp. Asian carp are fish that are native to Asia. Some of them were brought to the United States in the 1970s. They got loose in the Mississippi River. Now, they are spreading like wildfire. The carp are not just in the Mississippi River. They have also been found in other rivers that feed into the Mississippi. People are worried that they may get into the Great Lakes.
- 10 Asian carp are big eaters. They gobble up food that other fish need. The carp get so big that other fish can't eat them. So, the arrival of Asian carp is bad news for other fish.
- 11 Asian carp are dangerous in another way, too. They are amazing jumpers. An Asian carp can jump eight to ten feet in the air.
- 12 Asian carp tend to be scared by boats. If you drive a motorboat past them, they may start to jump out of the water. You may see hundreds of flying fish. You may even be hit with a fish. A number of people have been injured by these jumping fish.



- 13 Invasive species, like the Burmese python and Asian carp, can harm environments they invade. Animals and plants suffer and some of the damage caused by these invasive species may be permanent.
- 

*Questions 15–19 pertain to Passage 3: “Invasive Species”*

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

15. **Part A:** In the title, what does the word *invasive* mean?

- A. tame
- B. intended as a pet in the home
- C. not living or growing naturally in a certain area
- D. not found in nature

**Part B:** Which two phrases from paragraph 3 best help the reader understand the meaning of *invasive*?

- A. “invaded by outsiders”
- B. “lots of food”
- C. “the land is just right for them”
- D. “the newly arrived animals”
- E. “a good thing”
- F. “the climate is perfect”

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

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

**A.1**  
CONTINUED

ASSESSMENT

16. The author states that animals are on the move. Choose two details from the text that support this statement.
- A. Some people bring exotic animals back from trips.
  - B. People are on the move.
  - C. Some animals sneak into crates or onto ships that end up in new lands.
  - D. Tourists visit foreign countries.
  - E. Immigrants leave their homes and settle in new lands.
  - F. Salesmen jet from one city to another.
17. In paragraph 5 of the text, which two phrases help the reader understand what the word *carnivore* means?
- A. Burmese pythons like to live near water
  - B. they eat small mammals like rats and mice
  - C. swallows it
  - D. squeezes it
  - E. they also eat birds
  - F. they can also slither up into trees
18. What does the information in paragraph 3 help the reader understand about invasive species?
- A. An invasive species might find a new environment to be a good thing, but the invasive species could be a bad thing for the ecosystem.
  - B. An invasive species cannot find food in a new environment that is just right for them.
  - C. An invasive species cannot find land in a new environment that is just right for them.
  - D. Newly arrived animals live in a perfect climate.

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

19. **Part A:** What do you think was the author’s purpose for writing “Invasive Species”?

- A. to provide information on the habitat of pythons
- B. to entertain with a story about animals
- C. to provide information about how much Asian carp eat
- D. to inform about how invasive species can be harmful

**Part B:** Which detail from the article best supports the answer to Part A?

- A. Asian carp are big eaters.
- B. You may see hundreds of flying fish.
- C. Invasive species, like the Burmese python and Asian carp, can harm environments they invade.
- D. Burmese pythons like to live near water, but they can also slither up into trees.

*Beginning-of-Year Reading Comprehension total \_\_\_\_\_ of 19 points*

*To receive a point for a two-part question (i.e., 1, 5, 7, 11, 14, 15, 19) students must correctly answer both parts of the question.*

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

**A.2**

ASSESSMENT

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

## Grade 4 Beginning-of-Year Assessment Summary

### Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
15/19	_____/19

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

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

W.C.P.M.	National Percentiles for Fall, Grade 4
145	90th
119	75th
94	50th
68	25th
45	10th
Comprehension Total _____ / 5	

Recommended placement (Check one)

- ☐ CKLA Grade 4
- ☐ An earlier point of instruction in the CKLA grade level materials

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

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

**A.3**

ASSESSMENT

**Word Reading in Isolation Assessment Scoring Sheet**

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

# Word Reading in Isolation Assessment Scoring Sheet

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

**Beginning-of-Year Fluency Assessment Recording Copy****The Elephant and the Ape**

“Look at me!” cried Tusk the elephant. “See how big and strong I am!”	14
“Look at me!” cried his friend Nim the ape. “See how quick and clever I am!”	30
“It is better to be big and strong than quick and clever!” said Tusk.	44
“Not so,” answered Nim. “It is better to be quick and clever than big and strong.”	60
So the two friends began to argue.	67
“Let’s not argue,” said Nim. “Let’s go to Sage and ask him to settle the matter.”	83
“Agreed!” said Tusk and off they ran.	90
Sage was a wise old owl who lived in the darkest corner of an old tower.	106
Sage listened to what Tusk and Nim had to say.	116
“I see,” he said. “There is a way to settle this. You must do just as I say. Then, I shall tell you which is better.”	137 142
“Agreed!” said Tusk.	145
“Agreed!” said Nim.	148
“Cross the river,” said Sage, “and pick me some of the mangoes that grow on the great tree.”	164 166
Tusk and Nim set off on their mission.	174
Soon, they came to the river, which was very wide and deep. Nim was afraid.	189



“I can’t cross that river!” he cried. “Let’s go back.” 199

Tusk laughed. “Didn’t I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river.” 218  
230

Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river. 247  
250

Soon, they came to the mango tree. It was so tall that Tusk could not reach the mangoes, even with his long trunk. He tried to knock the tree over but could not do it. 267  
285

“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.” 303  
306

Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong? It is an easy thing for me to climb this tree.” 324  
335

Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them crossed the river as before. 350  
363

When they came again to Sage’s tower, Tusk said, “Here are your mangoes. Now tell us which is better—to be big and strong or to be quick and clever?” 379  
393

Sage answered, “I should think you would know that yourself. You crossed the river, and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best.” 407  
425  
438

“That is true,” answered Tusk. 443

“Indeed it is,” said Nim. 448

Then, away they went, and from that day on, they were better friends than ever before. 464

---

**Word Count:** 464

## Beginning-of-Year Grammar Assessment

*Read the following paragraph carefully and then answer questions 1–4.*

~~~~~

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

~~~~~

1. Which of the following is the topic sentence of the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!
  
2. Which of the following is the concluding sentence of the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!
  
3. Which of the following is an irrelevant sentence in the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!

4. Which of the following would be the best title for the paragraph?
- A. Tulips are Beautiful
  - B. Summer Fun
  - C. Summer, Fall, Winter, and Spring
  - D. Dolphins Swim in the Surf
5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:
- \_\_\_\_\_ Mix the eggs with a splash of milk and a dash of salt and pepper.
  - \_\_\_\_\_ Get the eggs out of the refrigerator.
  - \_\_\_\_\_ Enjoy your warm scrambled eggs with toast and jam!
  - \_\_\_\_\_ Cook the eggs over a low heat so they don't burn.

*Read the following sentences carefully and then answer questions 6–9.*

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

6. Choose the answer with words that are nouns.
- A. played, gym, early
  - B. game, seats, seconds
  - C. game, excited, gets
  - D. thrilled, gym, final

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

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

7. Choose the answer with words that are verbs.
- A. thrilled, arrived, stayed
  - B. excited, early, best
  - C. thrilled, greatly, final
  - D. excited, gym, get
8. Choose the answer with words that are adjectives.
- A. thrilled, large, best
  - B. game, early, final
  - C. large, best, climactic
  - D. all, large, until
9. Choose the answer with words that are adverbs.
- A. excited, early, climactic
  - B. Elementary, early, stayed
  - C. greatly, enthusiastically, early
  - D. Scottsville, best, final
10. Draw a vertical line to separate the subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

11. Which sentence uses the conjunction *but* correctly?
- A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
  - B. The child's picture was painted green, purple, but yellow.
  - C. Bob likes to read nonfiction, but Bill would rather read fiction.
  - D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

12. Choose the sentence that uses the conjunction *because* correctly.
- A. Because we left the picnic early the thunderstorm drenched everyone's lunch.
  - B. Mom is baking a three-layer birthday cake because Dad turns 30 years old today.
  - C. Because we spelled all of our spelling words correctly we practiced the words carefully.
  - D. We blew out all the candles in the room because it got very dark.
13. Which sentence uses the conjunction *so* correctly?
- A. My sister knocked over her glass of milk so she helped clean it up.
  - B. We watched television inside so the storm came up suddenly.
  - C. My friend was very excited so he won the game.
  - D. We arrived at the movie on time so we left the house early.
14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

---

---

15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

---

---

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

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

16. Circle the letter of the sentence that uses the past tense of the verb correctly.

- A. Reggie eats more ice cream than all of his brothers.
- B. The threatening clouds will scare away the children.
- C. My trip to the ocean last weekend calmed and renewed my spirit.
- D. The department store is having a half-price sale.

17. Write the correct verb on the blank.

The fussy baby will \_\_\_\_\_ lots of attention from her grandparents.  
(have, has)

18. Choose the sentence that uses the linking words *for example* correctly.

- A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
- B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
- C. The shopper finds wonderful bargains at the store, for example.
- D. Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

19. You can use the linking words *for example* to do all of the following except:

- A. To add adjectives to a sentence, making it more interesting.
- B. To add adverbs to a sentence, making it more interesting.
- C. To add a list of things to a sentence, making it more interesting.
- D. To signal a conclusion to a paragraph.

20. Which sentence uses the linking words *in the same way* correctly?
- A. We live on a farm in the country. In the same way, you live in downtown New York City.
  - B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
  - C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
  - D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.
21. The words *in conclusion* signal \_\_\_\_\_.
- A. two things are the same.
  - B. a summary is coming up next.
  - C. two things are different.
  - D. a cause and effect are coming up next.
22. Choose the sentence that uses the words *in contrast* correctly.
- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
  - B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.
  - C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
  - D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.
23. Write the correct singular possessive noun on the blank.

We are all invited to \_\_\_\_\_ for a party.  
(the house of our teacher)

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

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

**A.5**  
CONTINUED

ASSESSMENT

24. Which sentence uses the apostrophe correctly?
- A. The freshly baked cookies' were delicious.
  - B. The cookie frosting's was gooey and yummy.
  - C. Chocolate chip and peanut butter cookie's are my favorite!
  - D. Can you see all of the cookies' burned edges?
25. Choose the sentence that is correctly punctuated.
- A. Lions, tigers, and bears are coming this way!
  - B. The lions roars could be heard all over the zoo.
  - C. The stripes on the tigers fur are orange and yellow.
  - D. Do you see the bears claws scratching the tree?
26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow \_\_\_\_\_ banks?  
(its, it's)

*Write the correct form of the comparative or superlative adjective or adverb in the blank.*

27. The apple slices on your plate are cut in \_\_\_\_\_ slices than the apple slices on my plate.  
thin
28. The paintings in that museum are the \_\_\_\_\_ I've ever seen!  
unusual
29. Our grandmother lives \_\_\_\_\_ to the mall than we do.  
close
30. Our class recited multiplication tables \_\_\_\_\_ than the other class.  
correctly

*Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 30 points*





## Beginning-of-Year Morphology Assessment

1. Which of the following words has the prefix *un-*, meaning “not,” as in the word *unsafe*?
  - A. understand
  - B. unable
  - C. uncle
  - D. under
2. If someone is giving *nonverbal* signals, how are they giving signals?
  - A. using written words
  - B. not using any words
  - C. using spoken words loudly
  - D. using spoken words quietly
3. If you want to *rewrite* something, what do you want to do?
  - A. write it above
  - B. write it below
  - C. write it again
  - D. write it big
4. Which of the following words correctly fits in the sentence below?

The recipe said to \_\_\_\_\_ the oven to 350° while prepping the food for baking.

- A. preheat
- B. preschool
- C. preview
- D. preselect

5. Choose the phrase that is an example of what the word *disobey* means.
- A. unplugging the printer from the computer
  - B. saying no thank you to a vegetable you don't like
  - C. sharing your toys with a younger sibling
  - D. not cleaning your room after your mom says you have to
6. When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?
- A. noun
  - B. verb
  - C. adjective
  - D. adverb
7. Which of the following words have suffixes that both mean “a person who”?
- A. *dirty* and *coastal*
  - B. *farmer* and *actor*
  - C. *dangerous* and *decorative*
  - D. *stylish* and *loneliness*
8. What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: \_\_\_\_\_

Part of Speech of *counselor*: \_\_\_\_\_

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

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

9. An *artist* is a person who \_\_\_\_\_.  
A. erases art  
B. makes or creates art  
C. is full of art  
D. lacks art
10. If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?  
A. a cosmetician  
B. a politician  
C. a pediatrician  
D. a musician
11. Circle the word that has the suffix *-y*, which means “full of or covered with,” correctly added to a root word?

rusty	sorry	happy	story
-------	-------	-------	-------

12. Which of the following choices is a *nutritional* food choice?  
A. potato chips  
B. ice cream  
C. a lollipop  
D. asparagus
13. What word means “full of danger”?  
A. dangerly  
B. nondanger  
C. dangerous  
D. dangerless

*Choose the correct word to complete each sentence.*

14. She \_\_\_\_\_ presented the results of her study and kept the audience interested and entertained.
- A. humorous
  - B. humorly
  - C. humorously
  - D. humory
15. I enjoy drawing \_\_\_\_\_.
- A. creativer
  - B. creativous
  - C. creativish
  - D. creatively
16. The \_\_\_\_\_ cut on my hand hurt even more when Mom started to clean it.
- A. painful
  - B. careless
  - C. hopeful
  - D. fearless

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

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

17. Which of the following words correctly fits in the sentence below?

I gave my mother a \_\_\_\_\_ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

18. Complete this sentence:

My brother acted in a *selfish* way when he

\_\_\_\_\_

19. Which of the following might cause *loneliness* to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a book club.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is

\_\_\_\_\_

\_\_\_\_\_

21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?
- A. noun
  - B. verb
  - C. adjective
  - D. adverb
22. Which of the following words with the prefix *pro-* means “to move forward”?
- A. proceed
  - B. project
  - C. proposal
  - D. provide
23. If you need an *antidote*, what might have happened?
- A. You might have eaten a salad for lunch.
  - B. You might have cut your finger on a thorn from a rosebush.
  - C. You might have fallen asleep on the couch.
  - D. You might have been bitten by a poisonous snake.
24. How many wheels does a *unicycle* have?
- \_\_\_\_\_
25. My father is *bilingual* so that means he can speak \_\_\_\_\_ languages.
26. Rachel’s favorite author just published a *trilogy*, which is a series of \_\_\_\_\_ books.

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

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

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would \_\_\_\_\_ on such a hot day.

- A. overeat
  - B. underestimate
  - C. overheat
  - D. underline
29. When adding the prefix *mid-* to the noun *field*, you create *midfield*. What does the word *midfield* mean?
- A. the center of the field
  - B. the left side of the field
  - C. the right side of the field
  - D. the top of the field



30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?
- A. an overpowered camera
  - B. an underwater camera
  - C. an underpowered camera
  - D. an overfish camera

*Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 30 points*

# Core Knowledge Language Arts

## Amplify

### Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

#### Chief Product Officer

Alexandra Walsh

#### Chief Academic Officer

Susan Lambert

#### Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial  
Genya Devoe, Executive Director  
Patricia Erno, Associate Director  
Maria Oralia Martinez, Associate Director  
Baria Jennings, EdD, Senior Content Developer  
Sean McBride, Content and Instructional Specialist  
Arysteja Szymanski, Content and Instructional Specialist  
Mabel Zardus, Content and Instructional Specialist  
Christina Cox, Managing Editor

#### Design and Production

Tory Novikova, Senior Director, Product Design  
Erin O'Donnell, Director, Product Design  
Julie Kim, Senior Product Design Manager  
Ian Horst, Product Design Manager  
Max Reinhardsen, Product Design Manager  
Tara Pajouhesh, Senior Visual Designer

#### Product and Project Management

Nishi Ludwig, Vice President, Humanities  
Amber Ely, Director, Product  
Katherine Bazley, Associate Product Manager  
Leslie Johnson, Director, Commercial Operations  
Millie Triana, Operations Specialist  
Melissa Cherian, Executive Director, Strategic Projects  
Catherine Alexander, Associate Director, Project Management  
Stephanie Melinger, Senior Project Manager  
Zara Chaudhury, Project Manager  
Patricia Beam Portney, Project Coordinator  
Tamara Morris, Project Coordinator

#### Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

# Core Knowledge Language Arts

## Core Knowledge Foundation

### Series Editor-in-Chief

E. D. Hirsch Jr.

### President

Linda Bevilacqua

### Editorial Staff

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

### Design and Graphics Staff

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack

### Consulting Project Management Services

ScribeConcepts.com

### Additional Consulting Services

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

### 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.

### Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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.

