5th Grade ELA

Week 1

Focus:

- Exploring Literary Text
- Word Study
  - Determine the Meaning of Words Derived from Latin, Greek, or Other Linguistic Roots and Affixes
  - Using Context to Determine the Meaning of Words
  - Use a Dictionary, Glossary, or Thesaurus to Determine the Meaning, Syllabication, and Pronunciation of Unknown Words

Directions:

- Complete each day’s work.
- Read for 30 minutes each day.
- Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
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<th>1 question or prediction</th>
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<td>3/23/2020</td>
<td>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
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Determine the Meaning of Grade Level Words Derived From Roots and Affixes

Read the passage before answering the questions below.

1. In paragraph 1, the word impair means to
   A claim.  
   B damage.  
   C solve.  
   D transfer.

2. What does the word resume mean in paragraph 3?
   F To bring back to mind  
   G To be in touch with  
   H To continue  
   J To invite

“I do not want to impair the company’s opportunities to grow,” said Mr. Johnson. “I also don’t want to destroy anymore of the bear’s home. Stop digging for now.”

“What should we do, Mr. Johnson?” asked one of the workers at the site.

“Let’s check out the other two areas to see if they might be better. If we find one, we can resume the project at the new spot,” replied Mr. Johnson. “We should be idle for only a couple of days before the work starts again. That will give the company a chance to catch up and move forward again.”
Use Context to Determine or Clarify the Meaning of Unfamiliar or Multiple Meaning Words

Read the passage before answering the questions below.

1. The girl crouched low in the shadows. She focused her eyes on the calm waters of an oval pond. Thick bushes surrounded the jagged bank of the pond, hiding her vigil. She was prepared to wait all day.

2. The early morning turned into the bright light of a hot and steamy afternoon. Light bounced off several large rocks perched at the edge of the pond. Every so often, the smooth water would ripple as a group of turtles rose to the surface. Their bumpy shells shimmered like diamonds in the sun as they floated on the water. A few swam to a log half under the water and crawled up. A particularly spry turtle hauled himself to the far edge of the log and stopped to bask in the quiet air. The heat of the sun quickly dried his shell and lulled him to sleep.

1. What does the word focused mean in paragraph 1?
   A. To demand
   B. To be able to do
   C. Keep attention on
   D. Try to understand

2. In paragraph 2, the word bask means
   to
   F. crawl.
   G. hide.
   H. tremble.
   J. warm.
1. Read the definitions below for the word commit.

commit (kə mit') verb 1. to deliver 2. to put away 3. to do 4. to promise

Which definition best fits the way commit is used in paragraph 3?

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

2. Read the word choices for acknowledge.

acknowledge - 1. confess 2. respond 3. thank 4. agree

Which word choice can be used instead of acknowledged in paragraph 4?

F Choice 1  
G Choice 2  
H Choice 3  
J Choice 4
Use a Dictionary, a Glossary, or a Thesaurus to Determine the Meanings, Syllabication, Pronunciations, Alternate Word Choices, and Parts of Speech of Words

Read the selection below before answering the questions below.

1. “I’m going to get in shape for the big race if it’s the last thing I do. That is the absolute truth and all there is to it,” panted Mary as she struggled up the steep hill in the park. “The way I feel right now, it just may be. I wish my friends could see me now. They will be so full of envy when I finally get in shape. I hope I do not collapse right here on the hill. That would hurt.”

2. Lifting her head, Mary searched the top of the hill for the next station on the edge of the track. She spotted a narrow metal bench resting at an angle between two poles. Mary staggered to a stop and sat down hard on the end of the bench. She studied a small sign on the pole in front of her and swung her legs around. A little bar stuck up from the top end of the bench. Mary slipped her feet and ankles under the bar and lay back with her head down toward the ground. Slowly and with great effort, she began to sit up and attempt to touch the tips of her shoes with her outstretched fingers. With a lot of grunting and moaning, she succeeded. Careful not to bang her head on the metal bench, Mary lay back down and started on the next sit-up.

3. After nine more similar repetitions, Mary lay back and took a rest. Breathing heavy and with sweat dripping off of her arms and legs, she rolled off the bench. She pulled herself upright, took a deep breath, and plowed on down the other side of the hill to the next station. She passed another runner going the other way. They smiled and gave a little wave while allowing plenty of room for the other to get by.

4. “I wonder what the record is for finishing this trail,” Mary said out loud. “I bet I’m not even close, yet.”

1. Read the definitions below for the word collapse.

| collapse (ko laps’) verb | 1. to fail in health | 2. to fall down | 3. to fold together | 4. to break |

Which definition best fits the way collapse is used in paragraph 1?

A Definition 1  
B Definition 2  
C Definition 3  
D Definition 4

2. Read the thesaurus entry for absolute.

| absolute – adj. 1. thorough  
2. perfect 3. complete 4. controlling |

Which word choice can be used instead of absolute in paragraph 1?

F Thorough  
G Perfect  
H Complete  
J Controlling
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows them.

1. Marcus knew he was late. The case felt suddenly heavy in his hand. Pushing the door to the band room open, he rushed inside. All eyes turned to watch Marcus fumble with the latches on his case and take out the dented trumpet. The quick rap of a short wooden baton on the edge of a conductor’s stand brought these same eyes back to focus on the tall man standing completely still at the front of the room.

2. “Marcus, play with us a few minutes to warm up. I want to hear you play your part,” said Mr. Rather, the director of the band.

3. “Yes, sir,” replied Marcus. He wiggled his fingers on the three valves at the midsection of the trumpet and blew air through the horn. After a moment or two, Marcus was in tune and ready for Mr. Rather to listen to him play.

4. “I want you to remember, Marcus,” said Mr. Rather with neither a smile nor a frown, “that I will accept nothing but your best, as always.”

5. “Yes, Mr. Rather,” answered Marcus.

6. Marcus took a deep breath and started from the beginning of the music as the other members of the band listened quietly.

1. The audience clapped politely as the members of the band walked in and sat down. The leader tapped her baton on the stand in front of her, stopping the applause. Holding the attention of each person in the auditorium, the conductor slowly waved the baton to begin the concert.

2. As the band played through the music, the conductor kept time with the baton, pointed to different students to encourage them to do their best playing, and smiled when she thought everything went well. The band responded to her every movement. She moved gracefully around her small elevated platform as she directed the members of the band. It was clear to the viewing audience that the band drew inspiration to do their best from her directing. All eyes stayed glued to the director as she led the players from one piece to the next. At the end of each piece, the listeners stood and clapped for a long couple of minutes.

1. A theme present in both selections is

   A  for the players to do their best.
   B  how important it is to be on time.
   C  what an audience likes to hear from a band.
   D  playing well has its own rewards.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows them.

King Fahid

1. Samir watched the king’s soldiers march down the narrow street past his lowly stone home. The dark interior of the single room hid him from their searching eyes. From past experience, Samir knew the king would pass by in a moment, flanked on all sides by strong armed guards. The king believed his power came from his strength. He knew his subjects would be afraid of any kind of battle. King Fahid would move along the cobblestones up to his castle. Surrounded by high stone walls, the castle afforded the king the protection he constantly sought. Cruel and stubborn, the king had barely escaped many attempts to end his reign. Each time, the young king had grown more distant from his subjects.

2. Times were hard for the small kingdom. Crops were poor, businesses were struggling, and yet the king ruled that taxes be raised every year in an effort to improve and strengthen his army. Many residents, including Samir, grumbled at each pay period because of the ever increasing amount of income they were required to give over to the king.

3. The king, along with his scheming advisors, had convinced the people that a strong army would help keep them safe from powerful neighbors to the north and east. As these neighbors turned out to have no interest in the small country, the king changed his arguments to keeping the army well trained and equipped to fight off any attempts to defeat him at home.

4. Samir dared to move closer to the open window to catch a glimpse of the king as he rode by the stone hut. Flickers of light bounced off the walls along the street as the king’s caravan drew near. Samir peered around the corner just in time to see the king point straight at him and say something to...

King Al-ben

1. The young prince looked out over the long line of people that waited to speak with his father, the king. The prince leaned over to an old, white haired man on his left and whispered, “Wise Man Nehemiah, why do they come to stand in the hot sun for hours at a time?”

2. Taking the prince’s shoulders in each hand, the wise man looked deep into his eyes and replied, “Young Prince Jamin, you will one day serve this country as king. Your father learned from his father that along with the great wealth and power of being king comes tremendous responsibility to the people. If you treat them with respect and honor, they will do the same. He listens to them, hears their concerns, listens to his wise men, and makes his rulings with a fair and impartial heart. The people know this and gladly abide with whatever he decides. Even neighboring countries send their wise men here to watch and learn from your father. They know that even though our army is small with few numbers of soldiers and the knowledge that battle is frightening, many more people would rally around your father at a moment’s notice in case any of them decided to take up arms against our country.”
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

2. What is one difference between the themes in these two passages?

   F  “King Fahid” shows the need for maintaining an army, while “King Al-ben” does not.
   G  “King Al-ben” presents the need to rule with respect, while “King Fahid” does not.
   H  “Kind Fahid” illustrates the importance of sharing advice from others, while “Kind Al-ben” does not.
   J  “King Al-ben” ignores the fear of battle, while “King Fahid” does not.
Week 1, Day 2
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows them.

The Basket

1. “Pass the ball to me!” shouted Denise. “I’m wide open!”
2. “Here comes the ball!” answered Stephanie. “Take the shot!”
3. “Yeah, Denise!” yelled Kathryn. “Shoot up!”
4. “Keep the other team away!” hollered the coach, clapping her hands together and smiling. “Way to go team!”
5. “You can make it!” said Sheila. “I know you can!”
6. Stephanie bounced the ball straight to Denise between two players from the other team. Grabbing the ball and dribbling it with one hand, she took three steps and fired off a shot that arched perfectly through the net just as the buzzer sounded. The game was over. Stephanie’s team had pulled out a victory in the last couple of seconds. Fans in the packed stands stood and cheered as the players mobbed Stephanie, Denise, and their coach. The noise was deafening as the crowd realized that the team had won their first city championship ever.

The Final Game

1. Most of the bleachers were empty as the game wound down to its final few minutes. They had only been half full when the game had started. A few fans clapped now and then when someone on the floor took a shot or made an attempt to pass the ball. Down by twenty-five points, the home team appeared to only be going through the motions just to get the game over with. Silent players wiped sweat away from their eyes and hobbled down the court with little effort given to trying to keep the visiting team from scoring. The margin grew. With only a few seconds left, the lead was up to thirty-two points.
2. The coach called one last time out. Trying to rally her players, she smiled, waved her arms, pointed to her clipboard, and patted the players on their backs. Each of the players on the home team seemed to have given up. No one said a word to each other. They just sat on the floor at the sideline and took in drinks of water. As the buzzer sounded marking the end of the timeout, they wearily struggled to their feet. The ball was thrown in, a feeble shot was made that did not even make it to the rim, and the players walked quietly over to the other team to shake hands. Having congratulated the visiting team as winners, the home team took the long walk into the locker room.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

1. Which of these is a theme found in both passages?

   A. Players need to encourage each other to do well.
   B. Coaches can help players to do well.
   C. Support the team no matter what.
   D. The game is important to everyone.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows them.

1. “Mom, do you think we will get any tomatoes out of our garden this year?” asked Angie as she turned over a shovel full of dirt.

2. “I sure do hope so,” replied Mom. “My mouth is already watering for those delicious home grown vegetables we manage to grow every year.”

3. “Remember last year,” said Angie. “The tomatoes we got all had bites taken out of them by some little creature that got into our backyard.”

4. “Oh, that’s right,” said Mom. “There were only a couple of good tomatoes the whole summer. We could not figure out how to stop whatever it was. Our garden was not very big, but it sure attracted the attention of that little animal.”

5. “Maybe, if we put little wire fences around each of the tomato plants, that will keep them safe, and we will have a better bunch of tomatoes this year,” suggested Angie.

6. “That sounds like a good idea,” said Mom. “I know just where to get some extra wire. Your grandfather told me just last week about a bundle of wire fencing that he received in a shipment. The customer changed his mind. I’m sure your grandfather will sell it to us at cost.”

7. “Now, let’s get back to work turning over and smoothing out this soil,” said Angie. “We should be ready to plant in a couple of hours.”

1. The tractor made short work of plowing up the soil in the field north of the house. Long deep rows of freshly turned dirt covered the five acres of the field. Pausing only to change attachments, the farmer headed back out to the field to cover the ground again and again. Seeds for tomatoes, beans, and lettuce were planted in different parts of the field in one short afternoon.

2. Pulling into the barn after the last pass through the field, Thomas ran up to the cab of the tractor and hollered up at his dad, “Did it all go okay?”

3. “It sure did,” Dad replied. “The steering was a little wobbly up near the road. I think the plow might need sharpening just a bit. Everything else was smooth.”

4. “The weatherman said the rain should roll in here tomorrow about noon,” said Thomas. “It looks like there is going to be a steady rain all next week.”

5. “That is just what we need to get our crop off to a good start,” said Dad. “Last year’s crop of tomatoes suffered quite a bit during that long stretch with little rain. Maybe this year we will have better tomatoes and make money at the market.”

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Compare and Contrast the Themes or Moral Lessons of Works of Fiction

2. A common theme found in both selections is the

   F opportunity to help someone else do well.
   G willingness to try something new to make things better.
   H desire to grow a better plant than the previous year.
   J urge to improve the plants so they will bring in more money.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the questions that follow them.

**Cook Nicholas**

1. “Dad, I’m going to need a bigger pan,” said Nicholas. “I have to fix supper for all of our family, and it’s not going to fit in this pan. Where do you keep it?”

2. Dad walked into the kitchen with the mail and sat down at the table. “The last time I used the big pan I cleaned it and put it on the bottom shelf next to the refrigerator. But your mother may have put it on the top shelf,” said Dad.

3. “Here it is on the bottom shelf, like you said,” answered Nicholas. “Do you think I can get five hamburger patties in here?”

4. “Sure,” said Dad. “What else are you going to fix?”

5. “I thought I’d make a nice salad with dressing, some chips with a nice little cheese dip, tea to drink, lettuce, tomatoes, pickles, and onions for the hamburgers, and a wonderful strawberry pound cake with whipped cream topping for dessert. How does that all sound for my very first meal ever?”

6. “Sounds really good to me,” said Mom as she rounded the corner into the kitchen. “Do you need any help?”

7. “No, Mom, I have it all covered,” replied Nicholas. “Everything is all ready to go except for the tea and salad. I’ll make those here in a minute as I cook the hamburger patties and set the table. Supper should be ready in about twenty minutes, and I am hoping you are all pleased with the results. I want to cook more for you in the future.”

**Chef Michael**

1. Chef Michael tapped a shiny spoon against one of his iron skillets and waited for everyone to quiet down.

2. “We have the honor tonight of preparing and serving the first meal in the newest restaurant of this fair city. As the head chef, I will rely on all of you to help me prepare delicious and healthy dishes for all of the wonderful customers that will come to our restaurant. Each one of you has years of experience, as I do, in preparing food for others to enjoy. I hope that each one of us will do the best job possible and help make the dining experience here at Michael’s one that is pleasant enough to bring people back in the future. Thank you. Let’s get to work.”

3. As soon as Chef Michael finished talking, his staff got busy. The restaurant was set to open in less then eight hours, and they had many dishes to prepare. Workers helped each other make a wide assortment of meat cuts, vegetable dishes, breads, pastries, and desserts.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

3. What is one difference between these two selections?

A. “Cook Nicholas” is about preparing a meal, while “Chef Michael” is about eating food.
B. “Cook Nicholas” is about helping out the family, while “Chef Michael” is about helping customers.
C. “Cook Nicholas” is about sharing the work, while “Chef Michael” is about working alone.
D. “Cook Nicholas” is about pleasing people, while “Chef Michael” is about making great food.

4. Both selections express the importance of

F. wanting to be the best person for the job.
G. taking care of things so they are ready for next time.
H. asking for help in trying to serve people.
J. preparing something well so people will want more.
Week 1, Day 3
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1 “How did it go today at the tryout?” asked Brent.

2 “I’m not sure,” replied Diana. “I did my best, but Mr. Marks didn’t smile or frown. Mrs. Gray just looked at me and blinked a couple of times before she said thank you.”

3 “When will you know?” asked Brent.

4 “The list will be put on the wall outside Mrs. Gray’s room tomorrow at noon,” said Diana. “I sure do hope I’m on that list. I’ve been practicing ever since summer vacation. But the tryout was hard. I just don’t know if what I performed was good enough to get the part.”

5 “What if you don’t get the part?” asked Brent. “I know you will, Diana. I have seen you perform. You are good. I’m curious to know what you will do.”

6 “I really like plays and performing, so I’ll do something with the play,” said Diana. “If I am unable to be an actor in the play, I will help work on the sets and scenery. I’ve worked on other sets and scenery for other plays before. The work on those will start tomorrow. It’s all hard work, but it is exciting to be entertaining people.”

7 “Whatever happens, Diana, I’m behind you,” said Brent.

8 “Thanks, Brent,” said Diana. “I can hardly wait.”

1 “Hey, Samuel, I did my best last night at the play tryouts,” said Amy as she sat down next to him at lunch. “I know that I was the best one there for the part. When they put up the list later today, my name is going to be at the top of the list for the lead part. I just walked in and did it with no practice.”

2 “Yes, you are that good,” said Samuel. “But even if you don’t get the part, I am behind you no matter what. By the way, was Mary there? How did she do?”

3 “Yes, Mary tried out, and she was good,” said Amy, “She was trying out for a different part. No one else came even close to me.”

4 “Do they need anyone to help with the scenery or lighting?” asked Samuel. “I think I would like to get involved in the play behind the scenes.”

5 “Yes, they do need help in those areas,” said Amy. “Ms. Albert told me after the tryouts. I hung around and watched the other people try out for parts. I also got to see some of the scenery and sets for the play. I haven’t ever worked on the scenery before, but I would like to. I really enjoy everything about plays. It is fun to be a part of something that amuses people and helps them feel good.”

6 “Well, I will go talk to Ms. Albert after my math class and see if there is something I can do to help,” said Samuel.

7 “By then, I will have found out for sure that the lead part is mine,” said Amy. “I can’t wait. See you later.”
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

1. What is one theme found in both selections?

   A  It is important to do your best.
   B  It is necessary to practice to get better.
   C  It is important to believe in your friends.
   D  It is necessary to get everyone to work together.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

Walk-A-Thon a Success

The Alston Elementary School Walk-A-Thon was a huge success. More than five hundred students walked more than five miles around the track behind the school last Saturday morning to help raise funds for the school library. Students from kindergarten through the fifth grade joined together to support the year long book drive.

The walk-a-thon began at 8:00 a.m. on Saturday morning. Prior to the start of the walk, parents, students, teachers, and other volunteers prepared a hearty breakfast of fruit, juices, and healthy grain cereals. Many of those who came to enjoy the breakfast participated in the walk.

Mr. David White, principal of the school, waved the school flag at precisely 8:00 a.m. and set the walkers in motion. He joined in to walk the five miles around the school’s dirt and cinder track. The crowd of walkers gradually thinned out into a continuous line that stretched all around the long oval track.

Volunteers staffed tables holding cool bottles of water at various places around the track. Those who completed the five mile walk were treated to juices and a light snack to help replace any liquids they may have lost during the walk.

The hundreds of walk-a-thon participants helped raise more than five thousand dollars. The money will be used to purchase additional books for the school library.

This is the first year for the walk-a-thon. It began as a class project in one of the fifth grade classrooms but quickly spread into a school wide event. Plans are underway to make it an annual school event.

“I am so pleased that more than five hundred students came to our first walk-a-thon today,” said Principal White. “The weather was perfect. Our students love to read. We will be able to add even more books to our library. We have so few right now, but that is about to change. The boys and girls will have many more opportunities to expand their learning and enjoy the pleasures of reading. Thank you to all who came today or who helped in other ways to make our first walk-a-thon a great success.”
Lance is Eager

1 Lance tossed his shoes and jacket into the back seat of the car. He piled two lawn chairs into the trunk along with a basket full of breakfast fruit, cereal, and two kinds of juice. Climbing into the open seat in the back of the car, Lance waited. After a couple of silent minutes, he rolled down the window and yelled out.

2 “Please hurry, Mom and Dad! I don’t want to be late!”

3 Lance’s dad poked his head around the corner. With a slow yawn, he said, “Lance, the walk-a-thon starts at 8:00 a.m. The breakfast is at 7:15 a.m. It takes us about ten minutes to get to the school and it is only 6:00 a.m. Do you really think we will be late?”

4 “Sorry, Dad,” said Lance. “I just don’t want to miss it.”

5 “We won’t,” said Dad. “I can promise you that. But give your mom and me a chance to wake up and get ready. We will be able to leave here in about thirty minutes. That will get us at school in plenty of time to help set up.”

6 “Okay, Dad,” replied Lance. “Dad, do you think we will raise enough money for books today?”

7 Lance’s father scratched his head and smiled. “The students at your school love to read. The parents all back the kids and so do the teachers. They will all be there today. Some will help with the breakfast, and others will help during the walk-a-thon by handing out water and snacks. With that kind of attitude and belief in reading, I don’t see how we can miss.”

2. Both of these selections describe the

- F desire to help others.
- G need for good readers.
- H opportunities to make money.
- J chances for making new friends.
Name __________________________________ Date __________________

Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

Cathy and Veronica are at two separate summer camps. Each writes in a diary every day. Read what each says about a day at camp. Cathy writes first and then Veronica.

Dear Diary,

1 Today was fantastic! We got to go out on the lake in a canoe and learn how to paddle, steer, and control it. Each of us had a camp counselor sit in the back of our canoe and show us what to do. Later this week, we get to go out on the river and paddle from High Point to the bridge. There are even a couple of small rapids that we get to pass through on the river. It is going to be so much fun!

2 We checked out the canoe to make sure all of the equipment we needed was on board. First, each of us put on our life jacket, including the counselors. Then, we looked for two paddles, a coiled rope, a first aid kit, water bottles, an extra life jacket, and one extra paddle. Next, we sat in our canoe by the bank while our counselor showed how to sit and paddle properly. I couldn’t wait to get going.

3 Pushing the canoe off into the calm lake was easy. We set off across the lake. Our counselor told us to go around the island in the middle. She showed us how to go from side to side with our paddles and keep the canoe gliding through the water in a somewhat straight line. When we got to the island, we circled around behind it and returned to the shore. Everything went well. Tomorrow, we get to try it out on the river. I can hardly wait!

Dear Diary,

1 Today, we had to get in a canoe and paddle across the lake. I am so afraid of the water. I thought maybe coming to camp would help me get used to the water and not be so afraid, but that has not yet happened. Maybe tomorrow. I am willing to keep trying.

2 The camp counselors took us into the dining hall and showed us all how to check to make sure the canoe equipment was all ready and in the canoe. They showed us the paddles, life jackets, first aid kit, extra paddles, and a tool kit. They showed us how to sit in the canoe, hold the paddle the right way to get the best push off of the water, and how not to stand up. They won’t ever have to worry about me standing up in a canoe. I’m a bit nervous about getting into the canoe on the lake, but I want to make an attempt. It might even be fun.

3 Tomorrow, we will get into a canoe down at the lake. It looked like rain today, so they decided to wait until tomorrow. There will be two campers in each canoe. A camper will be at each end with a counselor in the middle making sure we do everything correctly. Oh boy, I can’t wait.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

3. Both selections express the idea of

   A  getting excited about the future.
   B  knowing how to be safe.
   C  finding time to be with friends.
   D  working together to help others.
Week 1, Day 4
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1 Taking aim at the target, Laura took a deep breath and let the arrow fly. The string from the ancient bow stung her fingers as the feathers at the back end of the arrow slipped past, guiding the thin wooden shaft toward the red and white bull’s-eye target. Laura watched the arrow dig itself deep into the center red circle of the target. The white tipped feathers wavered back and forth for just a moment as the arrow came to rest thirty yards from Laura.

2 Immediately, a voice announced, “Bull’s-eye. Ten points for Laura West.”

3 A thin smile crossed Laura’s lips and quickly faded away. Was it a fluke, or had she finally found her touch again? The next five shots would tell the tale.

4 Pulling another arrow from her quiver, Laura silently and calmly took her time as she readied for her next shot. Seeming to sense just the right moment, Laura released another arrow. She shot again. Bull’s-eye! Repeating the same routine four more times produced identical results: four bull’s-eyes!

5 After the last shot, Laura dropped her arms, put down her bow, and took a seat on one of the chairs set up to the side. No matter the outcome of the contest, Laura knew it was over for her. She had done this for a long time, and it was time to let others take over. She had done her best. She felt relieved. Coaching sounded pretty good to her. Laura knew she would also do her best as a coach.

6 Glancing over at a young archer, Laura fought to remember her name. She thought it was Julie…Julie Graves. Laura knew Julie was the best new archer at the meet. She looked confident, agile, graceful, and dead-on-accurate. In fact, Laura thought, Julie reminded her of herself when she had first started out. Laura thought Julie looked pretty sure of herself. Her face was firm, and her chin was set. She will do well.

1 Julie marveled at the veteran archer standing in the shooter’s box. Every movement was smooth, efficient, and calculated. Nothing was wasted.

2 “She will shoot in these meets for years to come,” Julie said to a girl next to her. “This is my first contest. I am going to do my best. How does she do it?”

3 The girl next to Julie replied, “She had been the best for twenty years. Then, she just seemed to have lost something. She couldn’t quite make the bull’s-eyes when she needed to. Top finishes turned into fifth and sixth place finishes. Laura keeps coming and entering the meets but hasn’t won for a long time. She just shot six straight bull’s-eyes. She is the sure winner today.”

4 Julie looked over at Laura who sat slumped in a chair off to the side. “I hope I can do as well,” said Julie.

5 “Julie Howell, shooter up!” boomed the loud speaker. Julie walked into the shooter’s box. Pulling an arrow from her quiver and putting it to her brand new bow, Julie peered at the target some distance away. She stood still, her feet planted, and her arms ready. Setting her face and pulling down her chin, Julie was prepared for the shot. Once released, the arrow flew straight and true. A bulls-eye!
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

4. Both selections express the importance of

F getting prepared for the worst.
G thinking of the best way out of a problem.
H being willing to serve others.
J wanting to do one’s best.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1 “Let’s go on the runaway roller coaster ride,” said Ellie. “It has two loops and a really steep drop. I
hear the sound effects are incredible.”

2 “Okay,” said Judy. “We’ll head over to the hundred foot parachute drop and then the wild rapids.”

3 “I wonder what Bonnie and Karla are doing right now here at the park?” asked Ellie. “They said they
wanted to take it easy. They wanted to do what they liked. Well, so do we.”

4 “After we went with them on the train, the long hot canoe ride across the lake, and the Ferris wheel,
they didn’t want to go up high anymore,” said Judy. “The canoe ride sure was pretty, though. The canoes
glided so smoothly across the water.”

5 “They sure did,” agreed Ellie. “It was hot, but I thought it was pretty, too.”

6 The two girls waited in line for the roller coaster and told each other stories of other roller coasters
they had ridden on in the past. After about twenty minutes, they found themselves strapped into the first two
seats of the first car. It rolled out of the station and through deep curves, hills and valleys, the two loops, and
the final drop. Ellie and Judy laughed and hollered the whole way. They liked it so much that they ran over
to the end of the line as soon as the roller coaster braked to a quick stop back at the station.

7 Ellie and Judy bounded down the ramp after the second ride and immediately headed to the parachute
drop. Ten minutes of waiting only served to wet their appetites for the thrill of the drop. When it was their
turn, they got strapped into padded seats and jerked straight up. One hundred feet into the air, they came to
an abrupt stop. As they waited, the two girls yelled and screamed as loud as they could. Without warning,
they dropped like a rock. The girls’ stomachs felt as if they were floating above their heads. The freefall
continued for several seconds before the ride quickly slowed and brought the girls safely to a stop just a few
feet above the ground. Nearly out of breath, Ellie and Judy climbed out of the harnesses that held them in the
ride and walked away, ready to float down the wild rapids. First, they stopped to get a bite to eat.

1 “That Ferris wheel ride was way too high,” said Bonnie. “What do you think, Karla?”

2 “Yes, it was,” agreed Karla, “although you could see a long way.”

3 “And the long canoe ride across the lake?” asked Bonnie. “The view was pretty, but the ride was
awfully bumpy and hot. I’m glad we decided not to go with Judy and Ellie on the other rides. They would
have been too rowdy. The only fun one with them was the train. I want to do things that are fun for us.”

4 “Yes, the canoe ride was hot and long. How about we get a drink and go see a show instead?” asked
Bonnie. “I saw a sign that said one was about to start on the outdoor stage in about five minutes.”

5 The girls went to the show at the park and sang along with every song. They clapped and hollered
when the songs were over. Afterward, they moved on to the gift shop and the snack bar.

6 “Let’s go see the horses at the stable,” said Karla. “I think the trainers run them through their routine
every couple of hours before the big show at night. We can get up close to the fence and see real well.”

7 “Sounds good to me,” said Bonnie.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

1. What is one theme found in both selections?

   A  Do what you like to do.
   B  Be careful and relax.
   C  Keep cool in hot weather.
   D  Make sure to take time to eat.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1. The runners wormed their way up the hill. As they reached the top, each one looked out over the vast valley that spread out between two tall mountains. After a brief hesitation to take it all in, each runner resumed plodding toward the finish line. Most looked bone tired. Heads hung, arms moved listlessly back and forth, and feet barely made it off of the ground. The race was straight and long. The day was hot.

2. Crystal reached the crest and looked down. Head held high, arms pumping, and legs stretched out, she felt relaxed and in control. She had been running well since the start of the race, her fifth of the season. Long strides ate up the gravel road like bites from a sandwich. Checking behind, Crystal saw the line of runners bobbing up and down all the way down to the bottom of the hill. She had passed many of them on her way up. Turning her head back forward, Crystal set her sights on the lead group of runners. They huddled together about a hundred yards up ahead.

3. Now was the time when the months of getting up early every morning, running mile after mile, and spending hours at the gym would pay off. Inhaling and exhaling in a smooth rhythm, Crystal forged ahead. The distance between her and the first place runners decreased steadily. Crystal felt confident and comfortable. The usual aches and pains were absent. Feeling as if she could run forever like a new engine right out of the factory, Crystal poured on a bit more speed. The gravel road flew by under her feet. Cheering onlookers and spectators gathered along the side of the race course added fuel to her fire.

4. “Here I come,” said Crystal as she pulled even with the lead group. Heads hanging low and taking short strides, the runners were tired. No one took up Crystal’s challenge, and she passed them as if they were standing still. She could see the finish line up ahead.

5. Flush with the excitement of knowing that she was going to win the race, Crystal allowed herself to smile. The training had paid off and had all been worth it. The smile grew wider and turned into a grin as Crystal flashed across the finish line.
2. One difference in the themes found in these selections is

F The first passage tells of finishing what you start, while the second passage tells about quitting when you are unable to finish.

G The first passage tells of the importance of training, while the second passage tells of jumping into something without thinking.

H The first passage explains what to do to get into shape, while the second passage tells what to do to come in first place.

J The first passage describes how it feels to be a winner, while the second passage describes what it feels like to be a loser.
Week 1, Day 5
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1. Jay grabbed a cart and whistled his way through the open door into the grocery store. Slipping out his list, Jay went right to work gathering what he needed for the next week. He had been in this store more times than he could count and knew every inch of each aisle. Once, he had walked down several aisles with his eyes closed and was still able to stop exactly in front of the items he wanted.

2. Jay always made a list ahead of time of the food and cleaning supplies he needed. He never ventured from this list. Jay was hungry, but he knew that it would not matter. Jay knew he would be okay because he would stick to his list. He would be in and out in no time.

3. “Hello, Jay,” said a man wearing a green apron and placing bunches of bananas neatly on a shelf. “Here for your weekly shopping, I see.”


7. Wheeling his cart up and down the aisles, Jay piled things into the basket. As always, he was careful to keep the heavy canned goods and boxes away from the produce and items that bruised easily. He did not want to get home and have smashed bread or broken eggs.

8. A small clipboard held Jay’s list. Every time he picked something from a shelf, he checked it off of the list. His food pantry was far from empty, but Jay always wanted to keep it stocked. He had written the things he wanted in the order he would travel through the store. Jay was in and out of the store in no time at all. He always paid with a check. He could keep track of spending better this way than if he paid with cash. Jay went back home to enjoy the rest of his weekend.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

1  Michael pulled into the lot and looked for a space to park. He found one quite a distance from the front door. The store looked crowded. He had just moved to this town and did not know any of the stores. This one was close to his house, so he decided to try it.

2  Michael had been so busy at work and trying to unpack at home that he had not made a list of what he needed. He usually didn’t anyway. He had skipped lunch at work and was hungry. Michael knew that shopping on an empty stomach was not a good thing, but he had no choice. The pantry at home was bare, and he had to get back to work for a meeting.

3  Starting with the first aisle, Michael tried to think of what he needed as he scanned the shelves. After a while, everything seemed to blur together. This was going to take a while.

4  “Next time, I’m going to have a list,” muttered Michael, realizing this store was not laid out at all like the one he had been used to in his old town.

5  Running short on time, Michael tried to run through what he thought he could use at home. Knowing he was probably forgetting what he needed most, Michael piled the items in the bottom of his cart. Cans of soup rested on top of a carton of eggs, and boxes pushed up against a loaf of bread. Several times he had to stop and ask where something was. He couldn’t find it. The workers were polite and helpful.

6  Michael always paid with a check, but he had not had time to go to his new bank and get some made up. He sadly paid with cash, hoping he had enough. He did.

7  Finally, with little time to spare before having to return to work for his meeting, Michael packed the bags of groceries into his car and headed home. He quickly put the cold items into his refrigerator and then returned to work, vowing never to go through that rush again.

3. What is one difference between the lessons found in these selections?

   A  The first passage tells of not shopping while hungry, while the second passage tells about quitting when you are unable to finish.

   B  The first passage tells of taking your time while shopping, while the second passage tells of just buying what you need.

   C  The first passage tells to go shopping when it is not crowded, while the second passage tells how to find what you need in a crowded store.

   D  The first passage tells of the benefits of planning ahead, while the second passage tells of the results of poor planning.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

Read the next two selections. Then answer the question that follows.

1 “If you don’t have my royal farm in tiptop shape by the end of the month, I will toss you in the dungeon and throw away the key,” ranted King Cyrus. “I have given you two years to get my farm in order, and I have nothing to show for it except a few tomatoes, a pile of dirty potatoes, and corn even the pigs won’t eat. Where is the great amount of food you promised? I have nothing to sell to the neighboring countries for a handsome profit. Use all of the lands to grow as much as you can. You have until the end of the month, Fabian!”

2 Fabian shook in his boots. The end of the month was a short twenty-eight days away. What could he do? He had managed to squirrel away a small fortune by skimming off of what the king had given him to run the farm. That would do him no good if he was rotting away in the king’s dungeon. Now, he had to make good on his promises of the past two years. He had promised the king a bountiful harvest of all kinds of fruit and vegetables. The fields sat half planted, and weeds threatened to take over what few plants were actually trying to grow.

3 The crooked farm manager tossed and turned all night and for the next three weeks worth of nights in search of an answer. He hired extra workers to tend the fields. Scouring the countryside, he brought in carts weighed down with pots full of water. Wagon after wagon rolled through the fields unloading fully grown plants that the farm manager had bought from nearby villages. All of these purchases were made with the money that he had taken from the king.

4 The end of the month drew near. The fields were weed free and full of healthy plants. Busy workers watered, clipped, pruned, and dug up and down the rows all across the fields. Without any planning, the shady farm manager had pulled it off, or so he thought. He had used all of the money he had taken from the king, but the farm looked great.

5 The last day of the month dawned with the king knocking on the door of the farm manager’s home. The door opened, and the king’s soldiers hauled the man off to the dungeon.

6 “But, Your Majesty,” pleaded Fabian. “I did what you asked!”

7 “You did it with money stolen out of my treasury,” said the king.

8 The farm manager lived out his days in the king’s dungeon. The king had thrown away the key.
Compare and Contrast the Themes or Moral Lessons of Works of Fiction

1. “I will give you one year to prove your worth to me and my kingdom,” said Queen Ruth. “If, at the end of the year, you have brought forth fruits and vegetables to feed the people, you will remain head of my farm. If not, you will be thrown into the dungeon.”

2. “Fair enough, Your Majesty,” answered Gustaf. “I will make you proud of your fields, pastures, and meadows. They will produce great amounts of food. There will be more than enough to feed the kingdom. You will have plenty to give to the poor surrounding countries.”

3. The very next day, Gustaf set to work. He researched every part of the queen’s farm lands. After one month of exhaustive study, Gustaf made a plan. For some areas, he brought in more dirt. For others, he took dirt away. Canals to carry water were built in several fields. With the queen’s permission and money, workers were hired to prepare the ground and plant the crops. Other workers were added to maintain a constant watch over the fields. The brown fields surrounding the queen’s castle and village turned a rich sea of green.

4. Days turned into weeks and weeks into months. The farm thrived under Gustaf’s management. The queen looked out over her lands from atop a high tower in her castle and was pleased. She knew the people of her kingdom would not go hungry this year.

5. “You have done well, Gustaf,” said the queen on the final day of the one year she had given Gustaf to prove his worth. “The people of the kingdom are in your debt. They will have plenty of food. We even have plenty to share with other countries. Please continue to use all of the lands to grow as much as you can to feed even more.”


7. “You shall remain head of my farm,” said the queen. “Have no fear of the dungeon. I have thrown away the key.”

4. What is one difference between the lessons of these two selections?

   F The first passage shows how to be a good ruler, while the second passage shows how to be a good follower.
   G The first passage shows how to get the best out of people, while the second passage shows that everyone does something wrong at one time or another.
   H The first passage tells of using someone else’s belongings, while the second passage tells of taking care of someone else’s belongings.
   J The first passage tells that it is important to do your best, while the second passage tells how to get help from others.