

5th Grade ELA

Week 2

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.

Name: _____

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?

Week 2, Day 1

Determine the Meaning of Grade Level Words Derived From Roots and Affixes

Read the selection below before answering the questions below.

1 “As you look out of your windows, you will notice the bountiful harvest that the farmers of this area are able to produce. Modern farming methods allow the farmers around Hutton to grow a lot of food. Most of it is shipped to other parts of the state,” said the tour guide as she spoke to a group of possible home buyers riding in a crowded van.

2 One of the passengers raised his hand and asked, “How many people live in Hutton?”

3 “That’s another part of the attractiveness of this area,” answered the guide. “Almost 25,000 people live in Hutton. It is big enough to have all the conveniences yet still have a small town atmosphere. People are drawn here because of the cool weather. Others like the closeness to the ocean. We hope you find something that interests you enough to move here.”

1. In paragraph 1, the word bountiful means

- A generous.
- B expensive.
- C pretty.
- D simple.

2. What does attractiveness mean in paragraph 3?

- F The ability to draw attention
- G The power to change things
- H The talent to entertain others
- J The skill to improve things

Read the selection below before answering the questions below.

1 “You can be so disagreeable,” Alyssa said to her brother, Manuel, as she stormed out of the room. “When you are ready to talk this over and not argue about it, I will be in my room.”

2 “Okay,” replied Manuel, closing the door behind his sister. Sitting down on his bed, Manuel thought about the situation he had gotten himself into. Under a pretense, he had gotten Alyssa to stick up for him, but he had failed to come to her aid when she needed help. Then, to make matters worse, he had tried to lie even more and argue his way out. The more he thought about it, the more he came to realize that he had not acted properly and honestly. Manuel knew he needed to apologize to his sister.

3 With a deep sigh, Manuel stood up and walked to Alyssa’s room. Her door was closed. He stopped, took a breath, and knocked.

4 “Alyssa, I’m ready to talk,” Manuel said through the door.

3. What does the word disagreeable mean in paragraph 1?

- A Not serious
- B Not patient
- C Not certain
- D Not pleasant

4. In paragraph 2, what does the word pretense mean?

- F A quarrel
- G An untrue claim
- H An unusual idea
- J A condition

Use Context to Determine or Clarify the Meaning of Unfamiliar or Multiple Meaning Words

Read the selection below before answering the questions below.

1 A single shapeless cloud rolls in from the east. Gusts of wind tear at the tall grasses that rise from the dry and dusty plains. Blazing heat bears down from the afternoon sun. Once again, the chances for rain seem bleak and far away.

2 Sudden movement under a stand of small trees catches the attention of a lone hunter waiting patiently for any sign of food. A rabbit scurries away from the trees and heads out across the flat plains toward a brief patch of ground that rises quickly before dying away. The hunter gives chase and, for a short distance, runs like a cheetah after a gazelle. The startled rabbit slows, and the hunter closes the gap between the two.

1. Which meaning best fits the way bleak is used in paragraph 1?

- A Bare
- B Not hopeful
- C Rough
- D Sad

2. In paragraph 2, the word brief means

- F firm.
- G tough.
- H short.
- J wet.

Read the selection below before answering the questions below.

1 Jason took his new puppy for a vigorous walk every morning. Puddles eagerly waited at the front door for Jason to get his leash and grab a quick breakfast. As the sun rose over the budding trees, Jason led Puddles on his daily trek through the park. At the end of each walk, the two were usually panting, covered in sweat, and ready for a nap. Jason was determined to get himself and Puddles in good physical shape.

2 At first, Jason thought he might try to shirk his responsibility to take care of himself and Puddles. It was hard work, and Jason liked things to be easy. He knew that in the long run, it was all for the best. He needed to be out there every day and not miss even one.

3. What does the word vigorous mean in paragraph 1?

- A Playful
- B Cautious
- C Regular
- D Brisk

4. In paragraph 2, the word shirk means

- F avoid.
- G trade.
- H figure.
- J pretend.

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 Wild animals have a tough life. They must always be on the hunt for food. They struggle to stay away from their enemies. The daily task of tackling the care of their young ones keeps them forever busy.

2 Some animals hide to keep themselves and their families safe. A safe place is used to eat, sleep, and raise a family. It makes life just a bit easier.

3 Almost anywhere can be a hiding place for an animal. Many animals find hiding places right in the ground. A hole may already be there, perhaps once dug by an earlier animal. An animal may dig its own safe place in the ground. Others find or build a safe hiding place somewhere off of the ground. Tall cactuses, trees, or cliff walls can serve as hiding places. Holes often signal a spot that an animal may be using as a hiding place.

4 Some animals use their hiding place during the span of a whole year. Other animals use their hiding place just at certain times. Very hot or very cold temperatures drive these animals to find a place out of the weather. They will remain in their hiding place only as long as the cold or hot is present. Once the weather turns milder, they leave the hiding place.

5 Hiding places can be used for more than just providing safety. Some animals use it to help catch food. Since they are hiding, these animals do not like to venture out. Instead, they rely on unsuspecting animals that happen to pass by. The hunter animal waits in its hiding place. When an animal comes too close, the hunter leaps out and grabs it.

6 Animals may live alone, share their hiding place with one other animal, or live together in groups. They help keep each other safe and may even help with finding food.

7 Animals need to feel safe. They look for hiding places to keep themselves and their families protected from the dangers around them.

3. Read the definitions below for the word tackle.

tackle (tak' əl) *verb* 1. to do 2. to grab *noun* 1. equipment 2. a group of ropes and pulleys

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

- A Definition 1 - verb
- B Definition 2 - verb
- C Definition 1 - noun
- D Definition 2 - noun

4. Read the thesaurus entry for span.

span - *noun* 1. distance 2. time
verb 1. measure 2. extend

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

- F Choice 1 - noun
- G Choice 2 - noun
- H Choice 3 - verb
- J Choice 4 - verb

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 Carole stood up. Her back ached, and she had an acute pain in her hands. She tried to discount the pain, but she had to pay attention to it. She rubbed dirt stained hands together to generate some warmth and remove the pain. The sun was only a sliver in the western sky, and the air had turned a bit chilly. A slight breeze comforted the bare branches of the trees that bordered her backyard. Carole had planted each one of them many years before. In the spring and summer, they afforded much welcomed shade. Now, they stood as silent guardians of the yard and garden.

2 “Well, a few more minutes out here and we’ll head on inside,” Carole spoke softly to a gray haired terrier that sat in the dirt at her side. The dog craned his neck and looked at Carole.

3 “Woof!” was his reply.

4 Carole walked to the other end of her expansive garden. Piles of pulled weeds dotted the edges of the long rows of dirt. Pulling on a pair of worn leather gloves that belonged to her mother, Carole stooped down and began yanking out small tufts of weeds. Nimble fingers, quick, even though covered with the gloves, worked their magic pulling out the weeds while leaving the desired plant safely behind. Years of caring for her gardens seemed to guide her fingers around the small seedlings in search of the pesky weeds. Always careful, Carole removed only the unwanted plants by the roots and then smoothed down the dirt to keep the young garden plants snug in the ground.

1. Read the definitions below for the word acute.

acute (ə kyōōt') *adj.* **1.** very good
2. smart **3.** pointed **4.** a lot

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

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

2. Read the definitions below for the word discount.

discount (dis' kount) *noun* **1.** a lowering of the price *verb* **1.** to lessen **2.** to sell at a lower price
3. to ignore

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

- F Definition 1 - noun
- G Definition 1 - verb
- H Definition 2 - verb
- J Definition 3 - verb

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the passage below before answering the questions below.

1 “If you will just let me fix one meal for you, I will show you how good of a cook I am,” Andrea pleaded with Mr. Adams.

2 Mr. Adams shook his head. “I’m sorry, Andrea,” he said. “You are too valuable a waitress. The customers love you. You give them great service. Many of them come here because of you. They could eat at half a dozen restaurants just on this block alone. They choose to eat here mainly because of how you treat them, wait on them, and talk with them. You make them feel special. That is worth way more to me than any cooking you could do.”

3 “No disrespect to Manuel, Mr. Adams,” said Andrea. “I think he is a great cook. I know he is, but Manuel works seven days a week here. He could use a break for at least one day off. Even he agrees to that. He told me so earlier today. Please give me a chance, Mr. Adams.”

1. Andrea wants to convince Mr. Adams to

- A give new dishes a try.
- B give Manuel a chance to work.
- C let her prepare a meal in the restaurant.
- D let her tell customers how well she can cook.

2. The incident in paragraph 2 is important to the selection because it

- F describes what kind of food is served at the restaurant.
- G shows the reader where the restaurant is found.
- H tells the reader how Andrea brings in customers.
- J explains how difficult a time Mr. Adams has with workers.

Name _____ Date _____

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the selection below before answering the questions below.

1 The sky grew dark quickly. Before Naomi realized what was happening, the wind kicked up, heavy gray clouds rolled in, and bolts of lightning streaked across the sky. Thunder rapidly followed the bright flashes. Rain began to fall in thick sheets. Hailstones the size of marbles pelted her body. The storm had come out of nowhere and was growing stronger. Naomi was caught out in the open on her way home without the proper wet weather gear.

2 Naomi needed to find a place to get away from the fury of the storm. As water streamed down her face, she looked for something to give her shelter. The land was sparsely dotted with spindly trees. Several long fences crisscrossed the flat, open spaces. A lone wooden lean-to stood up against one of the fences. As Naomi watched, a bolt of lightning struck the shed and tore it apart.

1. The author's description of the weather in paragraph 1 helps the reader understand

- A why Naomi is out by herself.
- B how lightning can harm trees.
- C how dangerous it is for Naomi.
- D why the area is good for hiking.

2. What does Naomi need?

- F She needs a new shed.
- G She needs to find her way home.
- H She needs new rain gear.
- J She needs a place to escape from the storm.

Week 2, Day 2

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the passage before answering the questions below.

1 Clarksville sat nestled in a small valley between two tall mountains. The town was high enough in the mountain range to receive many feet of snow during the long winter. The deep snows closed the roads leading to the town for about five months each year. Nothing traveled in or out. The people of Clarksville were quite content with this arrangement. Everything they needed was brought in and stored or made in the town.

2 Jeremy Burns was the town's blacksmith. He had been born and raised in Clarksville. Jeremy knew everyone in the town. Better yet, he knew all of the horses and mules that called Clarksville home.

3 For almost forty years, Jeremy had served as the town's only blacksmith. Every four-footed animal for miles around that carried people or goods wore shoes made by Jeremy. There wasn't a doorknob, hinge, plate, spike, or anything else made of metal in Clarksville that he had not made or repaired. The metal that he did fix was not originally from his shop. Blacksmith Jeremy's work fit perfectly, was sturdy, lasted much longer than needed, and had no equal.

3. Paragraph 1 is important because it helps the reader understand

- A the town in which Mr. Burns lives.
- B all the things Mr. Burns makes.
- C the animals that live in the area.
- D why the people keep horses and mules.

4. Why is paragraph 3 important to the selection?

- F It explains where the snow comes from.
- G It tells of the skill of the blacksmith.
- H It explains why horses and mules wear shoes.
- J It tells why the blacksmith likes the town.

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the selection below before answering the questions below.

1 The sports teams of two neighboring towns, Blythe and Cornwall, were constantly at odds with each other. As luck would have it, the schools sat just across a road from each other, both at the edge of their town. This sometimes caused friends to play against each other.

2 The two schools were usually evenly matched. The teams had fierce contests with each other in all of the sports that they played. Neither school could get the upper hand for very long. If a team lost one game, it often won the next.

3 One day late in January, the two schools were scheduled to play a basketball game. Both teams happened to be very good this year. The winner of the game would go on to the playoffs. Neither of the schools had ever had a team that played as well before.

4 Thick snow began falling just before dawn. As the day progressed, the snow grew heavier quickly. Almost a foot had fallen by noon, an amount unheard of around these parts.

5 As both towns were about to close their schools, the roof of the school gymnasium in Blythe caved in. Luckily, no one was injured. It happened between classes and students were in the locker room changing clothes.

6 Without hesitation, the teachers and students from the Cornwall school rushed over to help. They were on the scene just moments after the accident. There was no mention of the game that was to have been played so furiously in just a few hours. The only words spoken were of the safety of the people at the damaged school.

1. Why is it important that the Cornwall school is located near the Blythe school?

- A The Cornwall school is close enough to give help after the accident.
- B The teams from the two schools play each other in many sports.
- C The schools are on opposite sides of the same road that runs between the two towns.
- D The students at the Cornwall school are friends with students from the Blythe school.

2. Why is it important to know that it is snowing on the day of the big game?

- F It makes the reader feel sorry for the two teams.
- G It tells the reader where the two teams are playing each other.
- H It explains to the reader why the gym roof falls down.
- J It shows the reader why the two teams are playing each other.

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the selection below before answering the questions below.

1 Rosa gave the rope a quick tug. It pulled tight and held. Looking up, she reached for a new hand hold. Her fingers carefully felt for a crack or any break in the face of the cliff. Finding a narrow opening several feet above her head, Rosa put the fingers of her right hand as far into the opening as she could. She pulled up while pushing with the top of her right boot. Suddenly, her foot slipped. She released her hold of the rock and started to fall. Rosa tried to push away from the cliff. After dropping for several seconds, the rope pulled tight and stopped her fall.

2 While she twirled around at the end of the rope, Rosa took stock of her situation. She was hanging about two hundred feet above the canyon floor. No one else was around. The sun would be up for two more hours. Her legs and arms were tired from climbing for three constant hours. Rosa realized she had no choice but to continue up the side of the cliff. With a little more than fifty feet to go, she had to find a way up and home.

3. What does Rosa need once she starts climbing?

- A** Rosa needs to get a better rope.
- B** Rosa has to find a way up the cliff.
- C** Rosa has to take care of her fingers.
- D** Rosa needs to find someone to help her get home.

4. The incident in paragraph 1 is important to the selection because it

- F** tells about how Rosa climbs.
- G** explains how Rosa feels.
- H** shows why Rosa is climbing.
- J** describes who Rosa is.

Describe Incidents That Advance the Story or Novel, Explaining How Each Incident Gives Rise to or Foreshadows Future Events

Read the passage below before answering the questions below.

1 It had been a difficult summer for T. J. His best friend had moved away. The town’s swimming pool had closed down. T. J.’s mother and father both had lost their jobs. Several part time jobs between the two parents helped keep the family going with money. To help, T. J. managed to find a job of his own. He delivered newspapers every day, early in the morning. It was hard, but he wanted to help.

2 Each day, T. J. got up before the sun and rode his bicycle three miles to get his newspapers. He would fold, wrap, and bundle the papers to get them ready for delivery. T. J. would pile them into three separate bags, put the heavy bags over his shoulders, and ride five more miles to serve his customers.

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| <p>1. Why is it important to know that T. J.’s parents both lost their jobs?</p> <p>A It makes T. J.’s job easier.</p> <p>B It tells the reason the pool was closed.</p> <p>C It explains why T. J. delivers newspapers.</p> <p>D It shows why T. J.’s friend had to move away.</p> | <p>2. The incident in paragraph 2 is important because it helps the reader understand</p> <p>F the town T. J. lives in.</p> <p>G why most towns have newspapers.</p> <p>H how tough T. J.’s job is.</p> <p>J that newspapers can be heavy.</p> |
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Read the passage below before answering the questions below.

1 Harriet and Joe couldn’t believe their eyes. There were rows and rows of games at the circus just waiting for them to play. The two friends walked up to a dart game. With three quick tosses, Harriet popped three balloons and received a beautiful stuffed animal toy. Joe tossed three baseballs at a stack of milk bottles, knocking them all down. He picked out a big teddy bear. Both were hungry, so they grabbed two lunches with drinks. Laughing and giggling, the two couldn’t wait to find more games to play.

2 As the friends looked over the remaining games, the wind began to blow from the west. In just a few minutes heavy drops of rain started to pound the booths. Game operators scurried to close their booths and protect the contents. Several sharp gusts of wind knocked a basketball throw and bowling booth completely over. Harriet and Joe rushed to find safe shelter from the storm.

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| <p>3. The author’s description of the booth area of the circus helps the reader understand</p> <p>A why the circus is in town.</p> <p>B how the circus runs its booths.</p> <p>C why Harriet and Joe are playing the games.</p> <p>D how Harriet and Joe feel about the games.</p> | <p>4. What do Harriet and Joe want to do after they finished their lunch?</p> <p>F They want to stay after the storm.</p> <p>G They do not want to get wet in the storm.</p> <p>H They do not know which game to play next.</p> <p>J They need more money to play the games.</p> |
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Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts

Read the passage before answering the questions below.

- 1 “Mom,” moaned Clarice, “what if I don’t make the team? There are only a couple of spots open and, a bunch of people are trying out.”
- 2 “You will do fine, Clarice,” soothed Mom. “You have been working and practicing hard for two months. Your father played the game for many years, and he’s helped you every step of the way. Coach Tom would be hard pressed to find anyone else as good as you for the position.”
- 3 “Tryouts are in three days,” said Clarice. “If I can get Dad to work with me for a couple of hours today and tomorrow, I just might be ready.”
- 4 “Just make sure you don’t let your school work start to slide, Clarice,” warned Mom. “If you are not able to get your work finished, no matter how good you are on the team, your father and I will ask that you quit.”

1. What conflict does Clarice experience about making the team?
- A The tryouts are in three days.
 - B Her school work might suffer.
 - C There are only a few spots open.
 - D She has had trouble with her training.

2. What is Clarice’s mom concerned about?
- F Clarice will not make the team.
 - G Clarice’s school work will not get done.
 - H Clarice has not been practicing enough.
 - J Clarice’s dad will not get to work with Clarice.

Week 2, Day 3

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts

Read the selection below before answering the questions below.

1 “I hope the costume they have picked out for the part fits me,” said Jason to his friend Bill. The two boys were sitting on Billy’s front porch. “I guess they could sew it up if it doesn’t. They had better spell my name right in the program.”

2 “Aren’t you forgetting something?” asked Billy.

3 “What?” replied Jason.

4 “Like you haven’t even tried out for the part yet, and you’re already worried about the costume fitting you,” said Billy.

5 “Oh, that,” said Jason. “No problem. I’m a shoe in. With my talent and looks, I haven’t a worry.”

6 “I hope I get my part,” said Billy. “We both learned the parts easily, but I feel stiff and wooden when we practice. Maybe we should practice some more.”

7 Just then a car drove into the driveway and stopped. Billy’s dad climbed out of the driver’s side, smiled at the two boys, and gave a deep bow.

8 “What’s up, young actors?” asked Billy’s dad, in his best English accent. “Tryouts tomorrow?”

9 “Yes, Dad,” said Billy.

10 “You know, I was a pretty good talking celery stalk in my first grade school play, “Food Is Our Friend”, many years ago. I’ve got a few minutes before I have to head over to choir practice. I could dust off my acting shoes and help you guys out.”

11 “Thanks, Mr. Little,” said Jason, “but we’re really serious about making the cast. I’m fine, but Billy isn’t too sure about his part.”

1. What conflict do the characters experience in the selection?

- A** Billy is more confident than Jason.
- B** Jason must struggle to learn his lines.
- C** Billy is more popular than Jason.
- D** Jason expects to get a part in the play.

2. Why does Jason turn down Mr. Little’s offer to help?

- F** Mr. Little is only an average actor.
- G** Jason thinks Mr. Little is playing around too much.
- H** Jason decides he can help Billy all on his own.
- J** Mr. Little is in too much of a hurry to get anything done.

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts**Read the selection below before answering the questions below.**

1 David peered through the binoculars at four men on the other side of the field. The wind was blowing something fierce out of the north and kicking up dust. At times, it was so thick that he could not see all four of the men. They were carrying boxes from a large pickup truck into a small shed. One of the men leaned up against the bed of the truck, while the other three worked. Every once in a while, the man would point out something in the back of the truck and walk over to the shed. The other three would haul more boxes into the shed.

2 At one point, David thought the men might be having an argument. The three men carrying the boxes just dropped them and started waving their arms all around, stomping their feet, and pointing toward where David stood. The man leaning on the truck began to do the same thing and also point in David's direction. David got worried they might have seen him, so he ducked down behind some trees and waited. When he looked back at the men through the binoculars a few minutes later, the same man was leaning on the truck again, while the other three tramped back and forth between the truck and the shed.

3 After a few more minutes, the three men stopped and sat to rest. The other man pulled out a small notebook from his pocket and began to write something. As soon as he finished, the men all climbed into the truck, and it disappeared behind a line of trees.

3. Why does David most likely know which man is the leader?

- A He sees the man pointing toward David's hiding place.
- B He notices the man not carrying any boxes.
- C He sees the man walk to the shed.
- D He notices the man not sitting down to rest.

4. Why does David go behind some trees?

- F He wants to get a closer look at the men.
- G He wants to get out of the wind.
- H He wants to move out of the men's sight.
- J He wants to head back toward his home.

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts

Read the selection below before answering the questions below.

1 Donitha did not like science class. The things that she studied were hard and difficult to understand. She dreaded going to class. She was afraid the teacher would call on her to answer a question. Donitha worked long hours just to barely get by.

2 One day, there was a different teacher at the front of the room when Donitha walked into science class. The new teacher explained that the other teacher would not be back for the rest of the year. She had been called away on some unexpected family business. Donitha frowned at the news. She would have to get used to a different teacher in a subject that she did not like.

3 From the first day, the new teacher, Ms. Wilson, seemed to make science different for Donitha. Ms. Wilson sang silly songs about science. She had the class do lots of experiments and projects. She brought in movies and television programs that made the science topics come alive for Donitha. The class went outside and took little trips to a nearby stream that flowed into a pond. Computers were used in class to help teach some of the science lessons.

4 Donitha began to enjoy coming to science class. Her work improved and so did her grades. She answered questions in class on her own and even volunteered to come in after school a couple of days a week to help Ms. Wilson get things ready for the next day's lessons. Donitha felt good about how she was doing in science class.

1. How does Donitha change from the beginning of the story to the end?

- A** Donitha begins to enjoy science.
- B** Donitha begins to worry about her science class.
- C** Donitha starts to attend class more often.
- D** Donitha starts to work hard on her studies.

2. How does Donitha feel when she first finds out there is a different science teacher?

- F** Surprised that the other teacher left
- G** Proud of herself for enjoying science
- H** Frightened of all of the work she will have to do
- J** Disappointed that she will have to learn about a new teacher

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts

Read the passage below before answering the questions below.

1 Fat white flakes floated gently down to the frozen ground. Sandra watched silently from her classroom window. The heavy snow reminded her of growing up on the flat plains around her home town. Storms would rage, fierce and long, piling snow against fences, walls, trees, and houses. She had grown up and moved to a warm sunny town in the southern part of the country. After getting her teaching degree, Sandra had found a job in a state out east with mild winters. Every so often, Mother Nature would throw a curve and bitterly cold weather with heavy snows would show up.

2 This was the first time since moving here that Sandra had seen any snow. Childhood memories crashed down over her and took her back to an earlier time. She remembered early morning romps through fields of freshly fallen snow and full days of sledding down shallow hills. Countless snow figures took hours to construct and adorn with old worn out hats, scarves, and pipes discovered at the bottom of someone’s closet. Horse drawn sleigh rides filled the evenings after a daytime snow. Marshmallow toasting fires at night warmed the heart as well as the body. Tears formed in her eyes and a few trickled down her cheeks. With all of the hustle and bustle of her adult life, Sandra had forgotten the pure joy of her childhood.

3 “Mrs. Jacobs, I have a question about my math homework,” said Jake, bringing Sandra back to the present. “I can’t seem to figure out problem two.”

4 With one last look out of the window and a definite smile on her lips, Sandra turned to Jake. “Ah, yes, problem two. Did you check the chart on page forty-five of your math book?” she asked.

3. Why is Sandra quiet when she looks out the window of her classroom?

- A** She is bored waiting on her class to get busy.
- B** She is remembering a time from a while back.
- C** She wants to be outside playing in the snow.
- D** She wants a chance to get away from the class.

4. What conflict does Sandra experience as she looks out of the window?

- F** She wants to move to another state.
- G** She longs for the happy days of her youth.
- H** She knows her life is going to stay busy.
- J** She wants to help her students to do their best.

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts**Read the selection below before answering the questions below.**

1 After struggling to open the stuck door to her locker, Pat noticed a piece of folded paper inside of one of her books. Pulling the book down from its spot, she wondered if she had placed the paper there as a bookmark. Pat slipped the paper out of its resting place in the book and opened it.

2 *Hi! I hope you are having a nice day. I am thinking about you. Your secret admirer.*

3 Pat glanced quickly around the hallway. No one seemed to be paying any attention to her. Pat grabbed her other books and closed the door to the locker. Putting it on auto-pilot, she shuffled into the hall and headed to her next class all the while wondering who would have put a note in her book.

4 Once Pat made it to class, she forgot about the note until standing in line at lunch waiting to grab one of the cartons of milk that sat in a cooler. She spotted a piece of paper on one of the cartons. "Pat Green" in bold red letters had been written on the front. Pat pulled off the note. Inside was written:

5 *Hello again. I do so hope you enjoy your lunch. Your secret admirer.*

6 This is getting pretty interesting thought Pat. She looked around and searched the cafeteria, but no one seemed interested in her. Pat moved on and found a place to sit. Wishing she had made a better lunch, Pat tried to sort out the two notes.

7 Pat thought and ate. Who had access to her history book and knew she would need milk for lunch today? The only one she could come up with was her brother's new friend, Robert. He had walked with them to school today, so he had an opportunity to put the note in her book. He also knew she needed milk because he was there when she had asked her brother for some milk money.

8 Finishing her lunch, Pat headed off to find her brother and Robert. She looked in all of the places she thought they could be but did not find them. She did find another note taped to her locker. It was from her secret admirer. Pat walked the halls with quicker and quicker steps. Where were Robert and her brother? Lunch time was almost over. She needed to get to class because of a test today.

9 "Where are you?" Pat grunted as she sat down for her first class after lunch. "I have to know."

1. How does Pat know who is giving her notes?

- A She asks her brother who he thinks it is.
- B She sees the person giving her a note in her book.
- C The person is the only one who had a chance to give Pat a note.
- D The person is the only one she told about needing milk for lunch.

2. Why does Pat become frustrated as she goes to class after lunch?

- F She is too nervous about having a test.
- G She does not know who is giving her secret messages.
- H She is having a difficult time getting the door to her locker open.
- J She does not like what she has brought from home for lunch.

Explain the Roles and Functions of Characters in Various Plots, Including Their Relationships and Conflicts**Read the selection below before answering the questions below.**

1 Natasha opened the window in her bedroom and waited. Distant chirping of birds could be heard, but Natasha listened for only one. After about half an hour, which Natasha passed by writing in her journal of all the things she thought about because of the wonderful chirping, a soft melody drifted through the window. Natasha dropped her pencil and rushed over to catch a glimpse of the bird that sang so sweetly. She leaned out of the window and soaked up the beautiful notes coming from the tiny bird. Never had she heard such melodies.

2 Every day, Natasha woke up in anticipation of hearing the beautiful songs. She would hum the tunes during the rest of her day as she worked sewing clothes for the king's army. It did not pay much, but it was steady work. Natasha's king would change uniforms every six months or so. This kept Natasha quite busy making the new uniforms for the king's small army.

3 One morning Natasha heard a loud explosion nearby. She lived close to the king's castle and explosions were common place occurrences. This one seemed closer to her house than usual. She wondered about this for a moment but dismissed it and started to sew yet another set of new uniforms.

4 The next day, Natasha opened her bedroom window and waited for the bird to appear. Hours passed and there was no bird. Natasha feared the worst. A passing merchant on his way to the next village from the castle stopped and asked Natasha if she would be so kind as to allow him to get a cool drink from her well. As he rested, he told her of an accident the day before during one of the king's training exercises for his army. No soldiers were hurt, but a large group of trees full of sweetly singing birds had been destroyed in an explosion. Natasha gasped at the news. She knew why her tree had remained silent.

5 The next morning, Natasha kept her window closed and stayed in bed. She no longer wrote in her journal. Natasha no longer hummed the beautiful melodies she had heard from the tiny bird. The only reminder she kept was a small framed drawing of the bird she had made the first time it had lifted its voice outside of her window.

3. After the explosion, why does Natasha most likely decide to no longer write in her journal?

- A She is worried that someone may find her writings.
- B She is afraid that she will get too far behind in her sewing.
- C She does not feel the way she did when she started writing.
- D She cannot remember what she wanted to write because too much time has passed.

4. Why does Natasha gasp when she listens to the merchant?

- F She is afraid the tiny bird is hurt.
- G She is afraid that there will be more explosions.
- H She is worried that the soldiers will come for her.
- J She is worried that she will have more work to do.

Week 2, Day 4

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the passage before answering the question below.

Always Working

Twitching tail, twitching nose,

Hazelnut between its toes.

Eyes dart to, Eyes dart fro,

This little guy has far to go.

5 For he must find his daily bread,

A place to keep it, a cozy bed.

Store it up till one mile high,

This pile could make it to the sky.

When all is done and the fall is gone,

10 Curl up tight and sleep till the dawn.

Of nice spring breezes, crisp warm air,

Wake up, Squirrel! And eat your lair.

Then run and romp in the rushing rain,

Before you do it all again.

1. Read this line from the poem.

Then run and romp in the rushing rain,

The author uses these words to

- A tell what the squirrel wants from his home.
- B describe what the squirrel does in the spring.
- C explain why the squirrel sleeps till spring.
- D show where the squirrel gets its food.

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the passage before answering the question below.

A Daily Ride

We went for our daily bus ride,

The children all noisy inside.

The bus drivers grumpy,

The seats are so lumpy.

5 It's not just a real pleasant ride,

Chug! Chug! Chug!

The sputter and stink of exhaust,

Backpacks and books that get lost.

My jacket is missing,

10 My mom will be dissing,

And telling me how much it cost.

2. The author uses the words “Chug! Chug! Chug!” in the poem to describe the

- F** sound of the bus.
- G** noise of the children.
- H** sound of the mom talking
- J** noise of the bus driver.

Name _____ Date _____

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the passage before answering the question below.

A Colorful Canvas

Leaves

Rustic, cool, beautiful

Whirling, swirling, twirling

A canvas of colors all mixed together

Fall

1. Read these words from the poem.

Whirling, swirling, twirling

The author uses these words to help the reader understand

- A** where the leaves move.
- B** why the leaves move.
- C** how the leaves move.
- D** when the leaves move.

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the selection before answering the question below.

A Brand New Year

The schoolyard swing swings to and fro,
The playground filled with childhood friends.

4 The friends we make here never go,
 So sad that childhood ends.

8 The school year starts with new supplies,
 The desks arranged in nifty rows.
 The summer's over, how time flies,
 Then test the things we should know.

12 The weather turns from hot to cool,
 The summer's finally done.
 Football games for the big sports fool,
 Excited that our team has won.

16 The hallway is all fresh and bright,
 The schoolyard's grand and so much fun.
 It was all such a wonderful sight,
 You blink and then the year is done.

2. Within each stanza of this poem, which words rhyme?

- F** The words at the end of each line
- G** Every other word at the end of each line
- H** The first and last words
- J** The words at the end of the second and third lines

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the selection before answering the question below.

Coverings

So many coverings for our toes,
Some have buckles some have bows.
Hiking boots are so much fun,
Sneakers let us run, run, run.
5 Snow ski boots are very nice,
They slip and slide when we're on ice.
Waders to catch jumping trout,
A great big fish to brag about.
Army boots with a glossy shine,
10 Marching ranks in a straight, straight line
The things we put upon our feet,
Some are strange, but all are neat.

4. How do the words rhyme in this poem?

- F** All of the words at the end of lines rhyme.
- G** The words rhyme at the end of every two lines in a row.
- H** The words rhyme at the end of every other line.
- J** The words rhyme at the end of every fourth line.

Analyze How Poets Use Sound Effects to Reinforce Meaning in Poems

Read the passage before answering the question below.

A Night Flight

The night is crisp and cold.
The stars blink and wink in the sky.
3 A sudden sound pierces the stillness.
A question?
A call?
6 Who? Who?
Yellow eyes see all.
Head turns like a merry-go-round.
9 The feathers spread wide to catch the icy wind.
The beating of wings matches my heart.
Whump, whump, whump.
12 Then gliding like leaves to the ground,
A swooping owl to catch its prey,
Makes a breathtaking picture against the snow so bright.

1. Which words in the poem does the poet use to help the reader understand the sound of the owl's beating wings?

- A *Who! Who?*
- B *Merry-go-round*
- C *Whump, whump, whump.*
- D *Breathtaking*

Week 2, Day 5

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

Read the passage before answering the questions below.

An Early Job

1 **Characters:** Dad, Todd, Man with clipboard, Narrator

Scene 1

2 **Stage Set:** The backdrop shows a bedroom to the left, a car in the middle, and a newspaper loading center to the right.

3 *[The play begins with Todd in bed and Dad standing by the door to the bedroom.]*

4 **Dad:** I'll see you in the morning.

5 **Todd:** Goodnight, Dad.

6 **Narrator:** He can hardly wait. Tomorrow is the first day of summer vacation. Todd is going to help with his father's paper route. He is actually going to get to spend time with his father. His dad had started working the early morning route many months back when money was tight. Todd's father still works his regular day job. The paper route brings in extra money to help pay day-to-day bills. With school out for the summer, Todd feels he should help. Dad had said yes when Todd asked, although Mom was a bit worried. Dad made sure to reassure her that Todd would be a big help and that he would be fine.

Scene 2

7 *[It is the next morning and Todd's father is waking Todd in Todd's bedroom.]*

8 **Narrator:** Todd feels a nudge on his leg. He opens his eyes and notices that the room is dark. The curtains to his window are open, but no sunlight pours through the glass.

9 **Dad:** *[whispering]* Time to get up, Todd. It's quarter to four. You have fifteen minutes to clean up and get dressed before we leave. You can eat breakfast in the car.

10 **Todd:** *[stretching and rubbing his eyes]* Okay, Dad.

11 **Narrator:** Dad returns to Todd's bedroom as Todd finishes the laces on his second shoe. In his hands Dad carries a bag filled with breakfast tacos made the night before, two steaming cups of hot chocolate, a couple of jackets, and another sack holding

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

several bottles of water. Dad hands out the breakfast food and drives away from their house.

12 **Dad:** Here we go.

Scene 3

13 *[Todd and his father are in the car.]*

14 **Narrator:** Dad tells Todd what all is going to happen. He is going to drive to a central location to pick up the newspapers. He will show Todd how to fold the papers and put them in bundles ready to go to the customers. Each folded newspaper will be slipped into a plastic bag if it is raining or threatening to rain. There are also times when an extra section has to be added to the main part of the day's edition. It is usually a bunch of ads. Once the papers are ready, Dad says they will need to be loaded into the car and taken off for delivery.

15 The newspaper loading center is just far enough away for Dad and Todd to finish their breakfast. As Dad drives into the lot of the center, a newspaper truck is pulling out. Large stacks of papers are piled high in the center. Groups of people are already hauling papers to lone spots and beginning to fold and arrange them into bundles.

Scene 4

16 *[Todd and his father are at the newspaper center.]*

17 **Narrator:** Pulling into an open space, Dad turns off the car.

18 *[Dad reaches into the back seat. He grabs a small zippered bag and motions for Todd to get out with him. Dad heads for an empty corner of the loading center and drops the bag there. Motioning for Todd to follow, Dad walks over to a man holding a clipboard. The man shakes Dad's hand, while Dad introduces him to Todd. The man grins, holds up his thumb, and welcomes Todd to the newspaper family.]*

19 **Man with Clipboard:** Hello, Jamal.

20 **Dad:** Good morning, Steve. I'd like you to meet my son, Todd.

21 **Man with Clipboard:** Hi, Todd. It is nice to meet you. It is good of you to get up early to help your father.

22 **Todd:** I want to spend time with my dad this summer.

23 **Dad:** Well, let's get started.

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

24 *[Dad moves to the stacks of papers and takes hold of two packs of newspapers tied with twine. He motions for Todd to grab a pack and join him. Dad puts the two packs on the concrete floor and opens his bag. He brings out a knife, a pouch of thick rubber bands, and two towels. Dad hands Todd a towel.]*

25 **Dad:** Trust me and fold this a couple of times to kneel on. It will keep your knees from getting sore. *[He cut the twine on one of the packs and shows Todd how to fold the newspapers.]*

26 **Todd:** Just let me at them. *[He kneels on the towel.]*

1. How does Scene 4 differ from Scene 1?

- A Scene 4 takes place at Todd's house.
- B Scene 4 includes less stage directions.
- C Scene 4 contains less action.
- D Scene 4 presents a different character.

2. Which sentence best summarizes Scene 1?

- F Todd's father needs to get a second job so the family can have enough money.
- G Todd cannot wait to spend time with his father working on a paper route and help him earn extra money.
- H Todd's mother is worried about his working on an early morning paper route during the summer.
- J Todd is looking forward to enjoying his summer vacation away from school.

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

Read the passage before answering the questions below.

Working

1 **Characters:** George, Prince Malcolm

2 **Stage Set:** The backdrop shows a four-poster bed in the middle of a large bedroom. Lace curtains hang in front of a big window. A bathroom sits off to the side with an enclosed shower.

Scene 1

3 *[Prince Malcolm is in bed with the covers pulled up to his chin. George stands next to the window.]*

4 **George:** *[whispering as he pulls back a set of lace curtains covering the window]* Your Majesty, it's time to get up.

5 *[Sunlight streams into the room. George walks from the window to the bed.]*

6 **Prince Malcolm:** *[snorting, sneezing, and sniffing]* What? What is it, George?

7 **George:** Today is the one day of the year, Sire, that your father, King Alfred, says you are to go out into the kingdom and trade places with one of your subjects. Someone gets to be a prince, and you get to see what it is like to be a peasant for twelve hours. Last year you were a pig slopper."

8 **Prince Malcolm:** *[The prince's eyes pop open wide, and he sits straight up in the bed.]* Oh! *[gasps]* What was that awful thing I had to do called again, George? I was so tired after that.

9 **George:** Work, Your Majesty. It's called work.

10 **Prince Malcolm:** *[frowning]* Oh, yeah. Let's see if we can avoid that this year.

11 **George:** That's the whole idea behind your father wanting you to switch places if only for part of the day. You would have a small understanding of what the life of a regular member of the kingdom is like. It is his hope that you will take these experiences and use them to be a better ruler when you inherit the kingdom.

Scene 2

12 *[Prince Malcolm slowly climbs down from the bed, slips his feet into a pair of fur lined house shoes, wraps a silk robe around his body, and shuffles off to the royal bathroom to clean up. He climbs into the shower and pulls on the water release rope. A*

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

steady stream of hot water pours out of the faucet onto his head. The prince grabs a bar of soap and lathers up, singing way out of tune at the top of his lungs.]

13 **Prince Malcolm:** [*singing*] I am the prince, make no mistake about it. Let me say it loud, hey, let me shout it. I am the prince. Let it sail, let it ring. I am the prince, 'cause my dad is the king.

14 **Prince Malcolm:** [*poking his head out from behind the shower curtain*] George, my friends think I sing great. How does it sound to you?

15 **George:** [*stands tall and straight, swallows hard*] Sire, I can correctly say that I have never heard anything like it before in my life.

16 **Prince Malcolm:** [*grinning*] Thank you. I thought so myself.

Scene 3

17 [*The prince quickly finishes his shower, cleans up, and puts on the clothes George has laid out for him.*]

18 **Prince Malcolm:** What are these rags, George, that I am having to put on for today?

19 **George:** Today, Sire, you are going to work, I mean, toil in the fields as a farmer.

20 **Prince Malcolm:** I'm going to toil in the fields? Is that good, George?

21 **George:** [*smiling*] Yes, Your Majesty, it will be good for you.

22 **Prince Malcolm:** Oh, well, as long as it isn't work. I hope I am home in time for dinner.

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

1. Read these lines from Scene 1 of the play.

7 **George:** Today is the one day of the year, Sire, that your father, King Alfred, says you are to go out into the kingdom and trade places with one of your subjects. Someone gets to be a prince, and you get to see what it is like to be a peasant for twelve hours. Last year you were a pig slopper.”

8 **Prince Malcolm:** [*The prince’s eyes pop open wide and he sits straight up in the bed.*] Oh! [*gasps*] What was that awful thing I had to do called again, George? I was so tired after that.

9 **George:** Work, Your Majesty. It’s called work.

What do these lines represent?

- A The ways Prince Malcolm gets ready each day.
- B The different purposes George has for working for the prince.
- C The reason Prince Malcolm is to go out into the kingdom.
- D The excuses the king gives for not working with the prince.

2. What can the reader conclude from the last line of the play?

- F Prince Malcolm likes to spend time with his father the king.
- G Prince Malcolm is eager to go out into the kingdom.
- H Prince Malcolm does not have any friends.
- J Prince Malcolm does not understand what he is going to do.

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

Read the passage before answering the questions below.

Help

Characters - Amelia, Rose, five girl runners, race starter, race judge, Amelia's mother

Scene 1

1 **Stage Set** - The middle part of the stage has a track setting with runners running around a track at a track meet.

2 [*The play begins in the middle of the stage with Amelia behind the other five runners.*]

3 [*Amelia is running behind the rest of the runners. Her arms are pumping. Her legs are pushing all the way down the track. Amelia comes in last. She hangs her head. The other runners clap and smile. Amelia goes to stand next to Rose.*]

4 **Amelia:** I sure wish I would not always end up in last place.

5 **Rose:** Come over to my house tomorrow after school. I'm going to get you running faster.

Scene 2

6 **Stage Set** - The middle part of the stage has a backyard setting. There is a starting and finish line marked on the stage.

7 [*Amelia and Rose stand at center stage.*]

8 **Rose:** You will go faster if you are able to get a quicker start and lift your knees higher. Let's get you to run with this timer. It will see how long it takes you to go from start to finish.

9 [*Amelia runs across the stage, while Rose times her with the stop watch.*]

10 **Amelia:** I am doing great! I am really running faster!

Make Inferences and Draw Conclusions About the Structure and Elements of Drama

Scene 3

11 **Stage Set** - A starting line is at the middle of the stage.

12 [*The play continues with Amelia and five other runners at the starting line.*]

13 **Race starter:** On your mark! Get set! Go!

14 [*The runners run around the stage. Amelia is in the middle of the group of runners. She is smiling.*]

Scene 4

15 **Stage Set** - The stage is empty except for a set of steps in the center.

16 [*The play continues with the race judge entering the stage from the right. The judge steps up to the top step and gets ready to address the audience.*]

17 **Race judge:** I am proud to announce the winner of the race: Amelia Garza.

18 [*Amelia runs onto the center of the stage. The race judge puts a medal around Amelia's neck. Amelia smiles and waves at the audience. Amelia's mother gives her a hug.*]

3. Which of these events resolves Amelia's conflict in the play?

- A Amelia runs in a race at a track meet.
- B Amelia stands next to Rose.
- C Rose shows Amelia how to run faster.
- D Rose uses a stop watch with Amelia.

4. How does Scene 4 differ from Scene 2?

- F Scene 4 takes place in Rose's backyard.
- G Scene 4 presents different characters.
- H Scene 4 includes less stage directions.
- J Scene 4 presents several solutions to Amelia's problem.