



Grade 5

Unit 1 | Activity Book

Personal Narratives: Let Me Tell You a Story

Editable

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Unit 1

Personal Narratives:
Let Me Tell You a Story

Editable Activity Book

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Unit 1

Personal Narratives: Let Me Tell You a Story

Activity Book

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

NAME: _____

DATE: _____

Define *Personal Narrative*

Definition of *Personal Narrative*:

Personal Narrative Characteristics:

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

Think-Pair-Share on Definition of Personal Narratives

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

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

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

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

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

Five Types of Writing

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

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

NAME: _____

DATE: _____

Memorable Experiences

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

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

NAME: _____

DATE: _____

Paragraph Examples

Paragraph About a Paragraph

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

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

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

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

Personal Narrative Model Paragraph

My First Camping Trip

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

NAME: _____

DATE: _____

Partner Reading Guidelines

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

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

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

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

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

NAME: _____

DATE: _____

Practicing “Think as You Read”

Think as You Read to improve understanding!

As you read personal narratives, think about the following:

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

Reread the passage you read with a partner earlier. **Think as you read** the passage to come up with at least three “Think as You Read” ideas or questions. Underlining and typing notes in the margin may help.

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

NAME: _____

DATE: _____

Think as You Read: Ideas

Example:

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

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

Idea category: Mental image, Word/Phrase/Sentence I like

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

1. Quote from the text: _____

Idea: _____

Idea category: _____

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

2. Quote from the text: _____

Idea: _____

Idea category: _____

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

3. Quote from the text: _____

Idea: _____

Idea category: _____

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

NAME: _____

DATE: _____

2.2
CONTINUED

ACTIVITY PAGE

4. Quote from the text: _____

Idea: _____

Idea category: _____

Mental image

Prediction

Word/Phrase/Sentence I like

Confusing Word/Phrase/Passage

Idea that repeats

Context clue

NAME: _____

DATE: _____

Strong Verbs

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

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

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

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

Example:

I thought about life with no homework and free chocolate.

Possible answers:

I imagined life with no homework and free chocolate.

I dreamed about life with no homework and free chocolate.

I fantasized about life with no homework and free chocolate.

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

B. The family talked about current events over breakfast.

C. Dr. Holzman looked at my rash thoughtfully.

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

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

NAME: _____

DATE: _____

Strong Adjectives

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

Example: a cave

Adjectives:

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

1. **the hottest day of summer**

Adjectives:

- A. _____
- B. _____
- C. _____
- D. _____

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

Adjectives:

- A. _____
- B. _____
- C. _____
- D. _____

3. **rotten food**

Adjectives:

A. _____

B. _____

C. _____

D. _____

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

Adjectives:

A. _____

B. _____

C. _____

D. _____

5. **the beach**

Adjectives:

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

6. **the desert**

Adjectives:

A. _____

B. _____

C. _____

D. _____

7. **caught in the rain**

Adjectives:

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

Think-Pair-Share

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

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

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

THINK

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

NAME: _____

DATE: _____

Personification

1. Type the definition of personification below.

Personification: _____

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

Example:

The sun smiled down on the ball field.

Nonhuman thing: the sun

Human quality or action: smiling

Rewrite: The sun shone brightly on the ball field.

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

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

- B. The stubborn lawn mower refused to start.

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

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

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

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

Nonhuman thing: _____

Human quality or action: _____

Rewrite: _____

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

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

NAME: _____

DATE: _____

4. Type the following sentences using personification.

A. The thunder was very loud.

B. The bee flew from flower to flower.

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

NAME: _____

DATE: _____

Personification in "The First Real San Giving Day"

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

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

2. What nonhuman thing is being personified?

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

NAME: _____

DATE: _____

Showing, Not Telling (Actions)

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

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

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

B. Marco hurried to the bus stop.

C. Aliyah ate a huge forkful of spaghetti.

NAME: _____

DATE: _____

My “Moment” Narrative

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

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

Example:

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

My Moment:	Description of Details
1st "showing" detail	
2nd "showing" detail	
3rd "showing" detail	
4th "showing" detail	

NAME: _____

DATE: _____

5 Simple Rules for Writing Dialogue

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

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

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

Example:

“Give me a taste,” Bella said.

Bella said, “Give me a taste.”

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

Example:

“May I have a taste?” Bella asked.

Bella demanded, “Give me a taste!”

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

Example:

“Give me a taste,” Bella said.

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

Example:

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

"Give me a taste," she said.

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

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

"Fine," Jeremy conceded, handing Bella the cone. "You can have one lick, but that's it."

NAME: _____

DATE: _____

Dialogue Telephone Game

Your teacher will give each group member a dialogue starter page that describes two characters and a line of dialogue. Read the characters and first line of dialogue to yourself, then type the second character's response, following the five simple rules. When you are done, send your page to the next group member in sequence and ask him to add a line of dialogue to the page he/she receives. Keep sending the pages until everyone in your group has typed a line of dialogue on each starter page.

NAME: _____

DATE: _____

Dialogue Reading and Questions

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

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

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

ABUELA

Qué grande. Qué lindo.

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

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

BLANCO

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

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

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

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

NAME: _____

DATE: _____

Close Reading

Reread today's excerpt and write down the lines of dialogue (the words in quotes). Then answer the questions below.

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

Quote: _____

What does the quote show about the relationship? _____

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

Quote: _____

What does the quote show about the relationship? _____

NAME: _____

DATE: _____

Writing Narrative With Dialogue

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

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

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

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

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

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

NAME: _____

DATE: _____

Think-Pair-Share

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

Example:

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

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

1. Quote 1: _____

Explanation: _____

2. Quote 2: _____

Explanation: _____

NAME: _____

DATE: _____

Think as You Read

Think as you read to improve understanding!

As you read personal narratives, think about the following:

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

Read the final excerpt from “The First Real San Giving Day,” using the Think as You Read strategy. Type at least two Think as You Read observations on the next pages.

NAME: _____

DATE: _____

Interview as the Author

You are going to be interviewed as pre- or post-Thanksgiving Richard Blanco. Prepare for your interview by answering the questions the interviewer has provided you in advance.

Interview Questions for Pre-Thanksgiving Richard Blanco

1. What do you mean by the phrase “true American”?

2. What is the most important part of Thanksgiving?

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

NAME: _____

DATE: _____

Interview Questions for Post-Thanksgiving Richard Blanco

1. What is the most important part of Thanksgiving?

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

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

NAME: _____

DATE: _____

How the Family Got Their Names

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

FATHER

1. Chinese name: _____

2. English name: _____

BROTHER

3. English name: _____

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

5. Why Norbert? _____

6. Supporting quote from text: _____

AUTHOR

7. English name: _____

8. Why did the author's parents choose a "J" name? _____

9. Why Jennifer? _____

10. Supporting quote from text: _____

NAME: _____

DATE: _____

What Does Jennifer Want?

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

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

NAME: _____

DATE: _____

Jigsaw Guidelines

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

NAME: _____

DATE: _____

Analyze Your Image

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

Independent Work

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

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

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

Expert Group Work

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

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

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

NAME: _____

DATE: _____

Notes on the Experts' Lessons

Type at least one important idea about each of the images.

1. The Jennifer and Norbert Graphs

2. The Jennifer and Norbert Souvenir Pictures

3. The Birth Certificate

4. The Middle School Photograph

5. The Chinese Characters

NAME: _____

DATE: _____

Name Narrative Image

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

1. Click on the check boxes next to all of the statements that apply to you.

- I own an article of clothing with my name written on it.
- I know of a store or other business that uses my name.
- A celebrity whom I admire shares my name.
- A celebrity whom I don't admire shares my name.
- I can represent my name visually other than in writing.
- I can think of a fictional character who shares my name.
- I have a photograph of the person I was named after.
- There is a particular object I think of as connected to my name.
- There is a particular place I think of as connected to my name.

2. List three images that would make your name narrative more interesting to read.

A. one that you might find on the Internet

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

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

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

NAME: _____

DATE: _____

Jennifer Lou—Her Point of View

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

- 1. Answer questions 1–3 independently.
- 2. Pair up again with your partner to compare answers.
- 3. Finish reading "Hello, My Name Is" and then answer questions 4–6.

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

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

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

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

4. What is Jennifer’s point of view about her names at this point in the text? Type a quote from the text to support your answer.

5. What do you think *betweenness* means?

6. How do the words *two separate entities* and *betweenness* show different points of view?

NAME: _____

DATE: _____

Writing with a Point of View

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

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

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

A. Pigeons player:

B. Panthers player:

C. Retiring Pigeons coach:

D. New Pigeons coach:

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

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

B. Bus driver:

C. Teacher with 10 students on the bus:

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

NAME: _____

DATE: _____

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

A. Baloney lover:

B. Baloney hater:

C. Cafeteria worker:

D. School principal:

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

A. Babysitter:

B. Kid:

C. Parent:

D. Babysitter's mother:

NAME: _____

DATE: _____

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

A. Head of the museum:

B. Museum guard:

C. Art critic:

D. Toddler's mother:

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

A. Truck driver:

B. Owner of the bananas:

C. Monkey at the scene of the accident:

D. Manager of roadside stand that sells bananas:

NAME: _____

DATE: _____

Name Narrative Part 2

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

Prompts for day two of Name Narratives

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

NAME: _____

DATE: _____

Finding Evidence

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

Then read the excerpt with a partner, pausing to mark evidence of the injustice of segregation, into the first column. In the second column, list the evidence of injustice found in the quotes.

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

Evidence of the Injustice of Segregation

Quote from the text	Evidence of injustice of segregation

NAME: _____

DATE: _____

Write Narrative With Evidence

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

Best or Worst Place

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

Best Gift Given or Worst Gift Received

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

Topic:	
Evidence	Personal Experience
1.	
2.	
3.	
4.	

NAME: _____

DATE: _____

Tone

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

Some Examples of Tones

positive: joyful, hopeful, compassionate

negative: angry, sorrowful, cruel

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

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

1. The tone of passage 1 is:

A. optimistic

B. wishful

C. scientific

D. passionate

Answer _____

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

2. The tone of passage 2 is:

- A. sarcastic
- B. serious
- C. respectful
- D. optimistic

Answer _____

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

3. The tone of passage 3 is:

- A. scientific
- B. outraged
- C. cruel
- D. nervous

Answer _____

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

NAME: _____

DATE: _____

Think as You Read

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

Think as You Read Ideas

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

Identifying Tone

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

1. “... I knew that conditions of life for my family and me were in some ways not much better than during slavery.” (Rosa Parks)

- A. content
- B. cruel
- C. scientific
- D. unhappy

Answer _____

2. “The train trip and helping those guys out were very positive experiences, ones that convinced me that I’d made the right decision. I could survive away from home. I knew I could survive in the big city.” (Bertie Bowman)

- A. confident
- B. hopeless
- C. calm
- D. nervous

Answer _____

3. “[The new white school] was built with public money, including taxes paid by both whites and African Americans. African Americans had to build and heat their own schools without the help of the town or county or state.” (Rosa Parks)

- A. nervous
- B. disapproving
- C. optimistic
- D. confused

Answer _____

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

A. optimistic

B. hopeless

C. silly

D. timid

Answer _____

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

From *My Story*:

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

From *Step by Step*:

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

NAME: _____

DATE: _____

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

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

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

NAME: _____

DATE: _____

Story Order

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

Part 1:

Part 2:

Part 3:

Part 4:

Part 5:

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

This activity will help you plan your Surprise Narrative.

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

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

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

THINK—Brainstorming Questions

Surprise Number One

1. Who or what surprised you?

2. Why was it a surprise?

A. What you expected:

B. What was unexpected:

3. Where and when was the surprise?

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

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

A. Before:

B. During:

C. After:

NAME: _____

DATE: _____

Surprise Number Two

1. Who or what surprised you?

2. Why was it a surprise?

A. What you expected:

B. What was unexpected:

3. Where and when was the surprise?

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

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

A. Before:

B. During:

C. After:

NAME: _____

DATE: _____

PLAN—Planning Questions

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

1. Which surprise has more action to show?

2. Which surprise can you describe using strong verbs and adjectives?

3. Which surprise involves more of the five senses (seeing, hearing, smelling, touching, and tasting)? Which senses?

4. The surprise I will write about is:

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

Event Sequence

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

NAME: _____

DATE: _____

Simile and Metaphor Practice

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

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

Copy the sentences from the board in the correct space:

A. The sentence containing a simile is:

B. The sentence containing a metaphor is:

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

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

simile metaphor

Answer _____

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

simile metaphor

Answer _____

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

simile metaphor

Answer _____

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

simile metaphor

Answer _____

5. The snow was a blanket covering the yard.

simile metaphor

Answer _____

6. Type a simile comparing a lion's roar to another sound.

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

8. Type a vertical line before and after the metaphor in the following paragraph from *Step by Step*.

~~~~~

That train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes.

~~~~~

9. Type a vertical line before and after the simile in the following passage from *Step by Step*.

~~~~~

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire.

~~~~~

NAME: _____

DATE: _____

Musical Metaphors and Similes

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

Examples:

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

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

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

My Story by Rosa Parks: Details

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

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

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

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

NAME: _____

DATE: _____

Reading Questions

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

Questions 1 and 2 are based on the passage below.

~~~~~

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

~~~~~

1. Rosa Parks does not tell the reader why her grandfather stayed up all night. Can you infer the reason?

2. Why do you think Rosa Parks thought about this memory of her grandfather at this moment?

3. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?

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

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

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

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

NAME: _____

DATE: _____

Close Reading Report

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

1. What detail most interests you?

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

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

4. Explain why you made this inference.

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

NAME: _____

DATE: _____

Presentation Checklist

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

NAME: _____

DATE: _____

Writing Sensory Descriptions

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

A. _____

B. _____

C. _____

D. _____

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

A. _____

B. _____

C. _____

D. _____

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

A. _____

B. _____

C. _____

D. _____

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

A. _____

B. _____

C. _____

D. _____

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

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

Paragraph: The Worst Meal You Ever Experienced

Paragraph About a Paragraph

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

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

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

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

Type a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After completing the paragraph, type the sensory details you included.

NAME: _____

DATE: _____

Definitions from Context Clues

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

~~~~~

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

~~~~~

1. Look up the definition of *rekindled* in the glossary and type it below.

2. Reread the passage above.
3. For a dream to be rekindled, it must first go through a period when it is _____.

- A. active and then inactive
- B. unimportant and then important
- C. written down
- D. kept private and then shared

4. The text states that the dream was rekindled after a period of being dormant. Based on context clues, a reasonable inference of the meaning of *dormant* is

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

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

5. Which two reasons does the author give for the instrument being “buttoned up”?
- A. to keep anyone from messing with it
 - B. to keep it warm
 - C. to keep it from harm during a space launch

Answer _____

6. Was the author's job easier or harder because the instrument was this way? Why?

7. Based on these context clues, a reasonable inference for the meaning of “buttoned up” is

_____.

NAME: _____

13.1

ACTIVITY PAGE

DATE: _____

The Author's Point of View

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

After completing the activity page, compare your answers with your assigned partner's.

Example:

Topic: The view of the earth from space

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

THINK

Topic:

1. A. Passage:

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

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

NAME: _____

DATE: _____

2. A. Passage:

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

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

PAIR

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

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

Compare Points of View

Read the pair of passages below and answer the questions at the end of the Activity Page.

~~~~~

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

~~~~~

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

- ~~~~~
1. What subject is described in both passages?

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

NAME: _____

DATE: _____

Showing (Not Telling) Emotions

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

Example:

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

Showing details:

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

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

Showing details:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

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

Showing details:

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

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

Showing details:

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

NAME: _____

DATE: _____

Emotion Guessing Game

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

1. Name: _____

A. _____

B. _____

C. _____

D. _____

E. _____

Emotion: _____

Object: _____

2. Name: _____

A. _____

B. _____

C. _____

D. _____

E. _____

Emotion: _____

Object: _____

3. Name: _____

A. _____

B. _____

C. _____

D. _____

E. _____

Emotion: _____

Object: _____

4. Name: _____

A. _____

B. _____

C. _____

D. _____

E. _____

Emotion: _____

Object: _____

NAME: _____

DATE: _____

5. Name: _____

A. _____

B. _____

C. _____

D. _____

E. _____

Emotion: _____

Object: _____

NAME: _____

DATE: _____

Tracking the Author's View of the Earth

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

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

NAME: _____

15.1

ACTIVITY PAGE

DATE: _____

Some Strategies for Writing Great Personal Narratives

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

NAME: _____

DATE: _____

Mental Image Analysis

Pick a passage:

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

Then:

A. Type the passage.

B. Identify the strategy the author uses.

C. Describe the mental image the passage creates.

A. The passage:

B. The strategy:

C. The mental image:

NAME: _____

DATE: _____

Enhance the Descriptions

1. The girl ate lunch.

Substitute words:

A. _____

B. _____

C. _____

D. _____

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

2. Dr. Lerner spilled her coffee.

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

NAME: _____

DATE: _____

Telephone Game: Showing, Not Telling

1. Type a description consisting of two telling sentences. At your teacher's signal, send your page to a classmate.
2. Type a first revision the telling sentences you receive by turning a word or phrase into a showing detail. Repeat until your original sentences come back to you. An example is below.

Example:

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

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

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

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

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

1. Telling sentences:

First revision:

Second revision:

Third revision:

Fourth revision:

NAME: _____

DATE: _____

2. Telling sentences:

First revision:

Second revision:

Third revision:

Fourth revision:

Beginning-of-Year Assessment—Reading Comprehension

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

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

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

8 “I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”

9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11 *Honesty is the best policy.*

NAME: _____

DATE: _____

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

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

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

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

Answer _____

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

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

The Woodman showed honesty by:

Passage 2: “Benjamin Banneker”

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

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

NAME: _____

DATE: _____

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

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

Benjamin Banneker’s abilities were outstanding.

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

Answer _____

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

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

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

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

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

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

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

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

Passage 3: “The Circulatory System”

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

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

NAME: _____

DATE: _____

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

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

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

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

Answer _____

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

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

Important Jobs Blood Has in the Body

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

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?
- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
 - B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
 - C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
 - D. Arteries carry blood away from the heart; veins carry blood back to the heart.

Answer _____

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?
- A. heart → lungs → heart → veins → capillaries → arteries → heart
 - B. heart → lungs → heart → arteries → capillaries → veins → heart
 - C. lungs → veins → heart → capillaries → veins → heart → lungs
 - D. lungs → arteries → heart → capillaries → veins → heart → lungs

Answer _____

NAME: _____

A.2

ASSESSMENT

DATE: _____

Grade 5 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

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

Word Reading in Isolation Assessment (if administered)

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

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Notes:

Fluency Assessment Scoring Sheet

	<input type="text"/>	Words Read in One Minute
—	<input type="text"/>	Uncorrected Mistakes in One Minute
<hr/>		
	<input type="text"/>	W.C.P.M

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

Recommended placement (check one)

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

NAME: _____

DATE: _____

Word Reading in Isolation Assessment Scoring Sheet

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

Word Reading in Isolation Assessment Scoring Sheet

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

NAME: _____

DATE: _____

Beginning-of-Year Fluency Assessment

Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle. 19
28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled. 44
60
68

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!” 86
101
110

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast. 127
149
166
175

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture. 190
207
220
236
250

Word Count: 250

NAME: _____

A.5

ASSESSMENT

DATE: _____

Beginning-of-Year Grammar Assessment

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

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

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

Strong storms caused extensive damage to the new bank.

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

Part B: Identify each adjective and the noun it describes and type them on the line given below each sentence.

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

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

Adverb: _____

Verb the adverb describes: _____

3. **Type** a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

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

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

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

The Bayeaux Tapestry tells the story of the Norman Conquest.
--

Part B: Type the entire subject and the entire predicate in each sentence on the lines provided.

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

Fragment: *missed soccer practice*

Corrected Sentence:

NAME: _____

DATE: _____

Fragment: *the new family on our street*

Corrected Sentence:

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

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

Corrected Sentences:

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

Corrected Sentences:

7. Which type of sentence is the following?

Why did colonists boycott British tea?

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

Answer _____

NAME: _____

DATE: _____

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

8. **Part A:** Which of the following is a declarative sentence?

A. Did you finish your history project over the weekend?

B. I finished my history project over the weekend.

C. I finished my history project over the weekend!

D. You have to finish your history project over the weekend.

Answer _____

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

9. Type an exclamatory sentence.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

Answer _____

11. Add a comma to show the correct way to use it when writing a date.

July 4 1776

12. Which of the following shows the correct use of a comma in an address?

- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

Answer: _____

NAME: _____

DATE: _____

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?
- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
 - B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
 - C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
 - D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

Answer _____

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.
- A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"
 - B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"
 - C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"
 - D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

Answer _____

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

15. **Part A:** Identify the words in the following list that are adjectives and type them in the box.

the

ball

green

category

darkness

huge

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

_____ bug

16. Which of the following sentences contains an adverb that describes the verb?

- A. Rabbits hop quietly in the meadow.
- B. We hung our towels outside so the warm breeze would dry them.
- C. The strong winds shook the tent at the campsite.
- D. Water rushes over the edge of the tall waterfall.

Answer _____

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

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

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

Subject: _____

Verb: _____

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

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

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

NAME: _____

DATE: _____

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

Verb: *choose*

Maria _____ nonfiction books each time she goes to the library.

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

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

A. should

B. are

C. have

D. would

20. Identify the linking verb in the following sentence.

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

Linking Verb: _____

21. Identify the relative pronoun that references what the sentence about and type it on the line that follows the sentence.

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

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

22. **Part A:** Identify the conjunction in the following sentence and type it on the line provided.

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

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

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

23. **Part A:** Identify the two prepositions in the following sentence and type them on the line provided.

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

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

Prepositional phrases:

NAME: _____

DATE: _____

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

Tectonic plates are slowly colliding.

What verb tense does this sentence show? Type the correct answer on the line provided.

past progressive

present progressive

future progressive

25. Type a sentence using the following information.

Verb: *reading*

Verb tense: *past progressive*

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

NAME: _____

DATE: _____

Beginning-of-Year Morphology Assessment

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

1. If you come across something that is *uncommon*, what does that mean?

- A. The item is not rare.
- B. The item is not usual.
- C. The item is well-known.
- D. The item is easy to find.

Answer _____

2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

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

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

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

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.
- A. My grandfather is the head of our family.
 - B. The king is the leader of the country.
 - C. The archbishop is the most important leader in the Church.
 - D. My mother is the head of our family.

Answer _____

5. Someone who is skilled in *calligraphy* is skilled at doing what?
- A. writing his or her signature
 - B. the art of beautiful handwriting
 - C. the art of making pictures to provide information
 - D. telling the story of his or her life

Answer _____

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

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?

New Word: _____

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: _____

Part of Speech of new word: _____

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
- A. easily
 - B. speedily
 - C. temporarily
 - D. daily

Answer _____

NAME: _____

DATE: _____

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

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

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

Answer _____

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

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

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

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

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

New Word: _____

Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is _____

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
- B. able to bend
- C. able to be carried around
- D. able to be seen

Answer _____

13. Which of the following items is *edible*?

- A. paint
- B. folder
- C. poison ivy
- D. broccoli

Answer _____

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

14. **Part A:** Which of the following roots means “life?”

- A. rupt
- B. bio
- C. graph
- D. loc

Answer _____

NAME: _____

DATE: _____

Part B: Choose the word with the root that means “life” and type a sentence using the word.

- A. disrupt
- B. biography
- C. autograph
- D. relocate

Answer _____

Sentence:

15. Which of the following demonstrates the meaning of the word *purposeful*?
- A. having the TV on in the background while you finish math homework
 - B. working hard to finish a science project so you can go to a friend’s house the next day
 - C. asking your dad if you can ride your bike to the park
 - D. throwing your backpack on the floor by the door

Answer _____

16. Type the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

-y	-ly	-ful	-less	-able	-ible
----	-----	------	-------	-------	-------

17. Complete the following sentence:

My *disappointment* showed when _____

18. If you need to *rearrange* things in your closet, what do you need to do?

- A. look at things beforehand
- B. look at things again
- C. organize things beforehand
- D. organize things again

Answer _____

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

20. Which of the following words with the root *loc* means “the place where something happens?”

- A. locale
- B. locate
- C. allocate
- D. dislocate

Answer _____

Beginning-of-Year Morphology Assessment total _____ of 20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

NAME: _____

PP.1

ACTIVITY PAGE

DATE: _____

One Boy's Experience

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

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

One Boy's Experience by Lloyd Head

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

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

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

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

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

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

NAME: _____

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

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

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

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

NAME: _____

DATE: _____

Reading Questions

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

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

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

B. What non-human thing is personified?

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

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

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

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

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

NAME: _____

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2. For each group that presents, guess whose narrative is fake.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

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