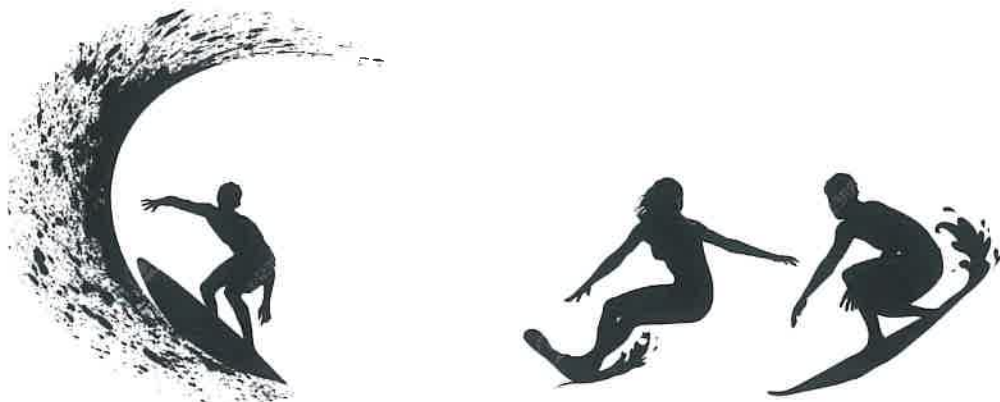




# Grade 5

## My ELD Summer Learning Packet





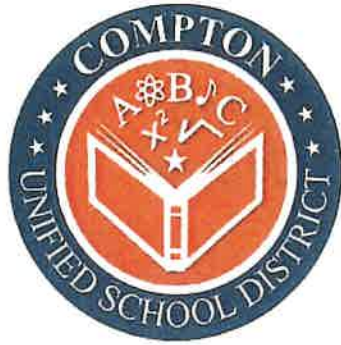
# Grade 5 ELD Summer Learning Packet

## TABLE OF CONTENTS

Introduction		Page
Welcome Letter		
Reading Log		
Subject	Lesson	Page
English Language Development (ELD)	<u>Week 1</u> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Phonics: Words with Final /əl/ and /ən/</li> <li>● Comprehension and Fluency</li> <li>● Genre/Literary Element</li> <li>● Writing Traits</li> <li>● Write to Sources</li> </ul>	
	<u>Week 2</u> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Word Study: Prefixes</li> <li>● Comprehension and Fluency</li> <li>● Genre/Literary Element</li> <li>● Writing Traits</li> <li>● Write to Sources</li> </ul>	
	<u>Week 3</u> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Word Study: Homographs</li> <li>● Comprehension and Fluency</li> <li>● Genre: Text Feature</li> <li>● Writing Traits</li> <li>● Write to Sources</li> </ul>	
	<u>Week 4</u> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Word Study: Words with /chər/ and /zhər/</li> <li>● Comprehension and Fluency</li> <li>● Genre/Text Feature</li> <li>● Writing Traits</li> <li>● Write to Sources</li> </ul>	
	<u>Week 5</u> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Word Study: Suffixes -ance, -ence</li> <li>● Comprehension</li> <li>● Genre: Literary Elements</li> <li>● Literary Elements: Stanza and Meter</li> </ul>	

	<ul style="list-style-type: none"> <li>● Writing Traits</li> <li>● Write to Sources</li> </ul>	
	<u>Week 6</u> <ul style="list-style-type: none"> <li>● Read "Paul Bunyan". Then, answer the questions.</li> <li>● Read "The Trouble with Twins". Then, answer the questions.</li> <li>● Read "A Renewable Resource". Then, answer the questions.</li> <li>● Read "Harriet Tubman". Then, answer the questions.</li> <li>● Read "The Poem". Then, answer the questions.</li> </ul>	
<b>Appendixes</b>		<b>Page</b>
<b>Certificate of Completion</b>		
<b>Answer Key</b>		

<b>Recommended Online Usage</b>	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



## COMPTON UNIFIED SCHOOL DISTRICT

Support Learning  
at Home



### MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

### EDUCATIONAL SERVICES

PHONE:  
(310) 639-3165

WEBSITE:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



## DISTRITO ESCOLAR UNIFICADO DE COMPTON



### MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos vera todos en agosto.

### SERVICIOS EDUCATIVOS

TELÉFONO:  
(310) 639-3165

SITIO WEB:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!















































































































¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT



# Summer Reading Log

NUMBER	TITLE	RATING
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    

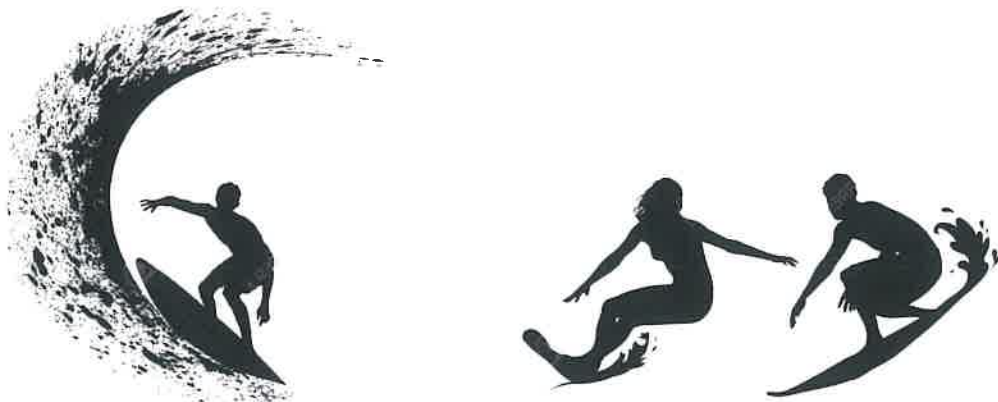






# Grade 5


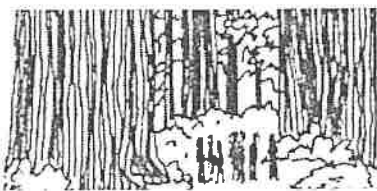

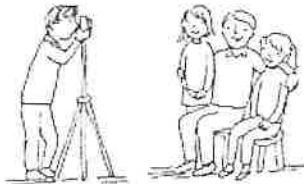
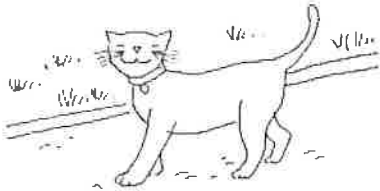
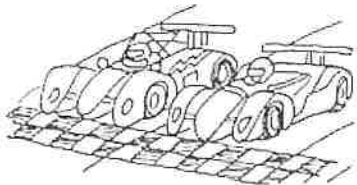
# ELD Learning Packet





Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
deeds	One of his good <u>deeds</u> is recycling newspapers.	
impress	The giant redwoods usually <u>impress</u> visitors.	
wring	She had to <u>wring</u> the water out of the towel.	
posed	The family <u>posed</u> for a photograph.	
sauntered	The cat was not in a hurry, so it <u>sauntered</u> down the street.	
commenced	The race <u>commenced</u> when the cars crossed the starting line.	

Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name \_\_\_\_\_

When you read a word you do not know, you may be able to find a synonym or an antonym of the word that will help you understand it.

**Synonyms:** There was only one steed that ever **threw** Pecos Bill. Now, no cowhand likes to say, or confess, that his mount **tossed** him off.

**Antonyms:** Bill himself would tell you that he was the first, or **original**, cowboy and all the others were just **copies**.

**Read each passage. Use context clues to figure out the meaning of each word in bold. Circle the letter of the best definition.**

- Now, no cowhand likes to say, or **confess**, that his mount tossed him off. Still, even Bill would probably admit to this particular fall.
  - whisper
  - admit
  - deny
- To Bill, their accounts had the sound of **lies** about them. He didn't want to accuse anyone of not telling the truth, so he kept this feeling to himself.
  - not the truth
  - calmness
  - stories
- Bill saw a big, black tornado rapidly **approaching** the herd of cattle. ... Bill said, "There's a twister coming our way."
  - going away from
  - flying away
  - moving closer to
- He pressed his knees into his steed, **gripped** the rope in one hand, and held on to his hat with the other.
  - relaxed
  - held tightly
  - held loosely

Name \_\_\_\_\_

Many words of two or more syllables end with an unaccented syllable with the /əl/ or /ən/ sound. The final /əl/ and /ən/ sounds have a number of spellings.

- /əl/: el as in *rebel*, al as in *final*, le as in *able*
- /ən/: en as in *glisten*, in as in *raisin*, an as in *human*, ain as in *fountain*

A. Read the words in each row. Circle the words that have the final /əl/ sound you hear in *signal*. The first one has been done for you.

- |                     |               |        |
|---------------------|---------------|--------|
| 1. <u>practical</u> | <u>simple</u> | story  |
| 2. pretzel          | false         | barrel |
| 3. pasted           | nickel        | fable  |
| 4. global           | fasten        | marvel |

B. Read the words in each row. Circle the words that have the final /ən/ sound you hear in *slogan*. The first one has been done for you.

- |                 |               |          |
|-----------------|---------------|----------|
| 5. <u>urban</u> | <u>woolen</u> | nickel   |
| 6. ankle        | soften        | listen   |
| 7. frighten     | captain       | chisel   |
| 8. token        | angle         | mountain |

Name \_\_\_\_\_

Read the passage. Use the visualizing strategy to help you picture what you are reading.

### Pecos Bill's Wild Ride

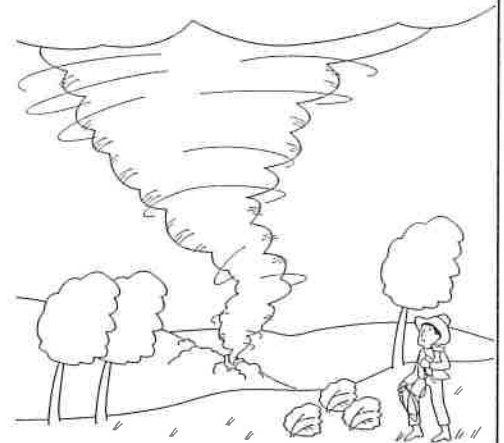
14 Pecos Bill was a cowboy. You could even say that Pecos Bill was *the*  
14 cowboy. No one threw a lasso faster or rode a bronco longer than Bill. Bill  
29 himself would tell you that he was the first, or original, cowboy and all the  
44 others were just copies.

48 There was only one steed that ever threw Pecos Bill. Now, no cowhand  
61 likes to say, or confess, that his mount tossed him off. Still, even Bill  
75 would probably admit to this particular fall.

82 It happened on the day Pecos Bill invented the rodeo.

92 Bill was riding the trail with a group of cowherds. They were telling  
105 stories about their wild rides. To Bill, their accounts had the sound of lies  
119 about them. He didn't want to accuse anyone of not telling the truth, so he  
134 kept this feeling to himself.

139 That's when the weather changed. It  
145 became windy, and the sky turned an  
152 unusual shade of yellow. Bill saw a big,  
160 black tornado rapidly approaching the  
165 herd of cattle. There was an odd sound  
173 like a mixture of a freight train's rumble  
181 and a bear's growl. The noise got louder  
189 as the storm neared. Bill said, "There's  
196 a twister coming our way. You boys  
203 round up the herd." Then, he rode off in  
212 the direction of the roaring storm.





Name \_\_\_\_\_

Next, Bill took the rope off his saddle and made it into a lasso. Soon he had the lasso revolving, or moving in circles, above his head. As the lasso spun, Bill added more rope. Then the loop was almost as big as a Texas watermelon. Bill started guiding the loop higher. When it was as high as a mountaintop, Bill dropped the noose right over the neck of the twister.

With a shout, Bill jumped off his horse and on top of the tornado. Immediately, the whirlwind started rearing and bucking. It left the trail and took off across the plains at a fast gallop. In its mad dash, it pulled up trees, mowed down prairie grasses, and dug a channel across the dry ground. Later, water flowed down that channel, and people named it the Pecos River in Bill's honor.



Somehow, Bill stayed on the tornado. He pressed his knees into his steed, gripped the rope in one hand, and held on to his hat with the other. They left Texas, crossed New Mexico, and entered Arizona. The whole time, the storm bucked and roared.

Finally, Bill sensed the storm was losing energy and he relaxed a little. That was his mistake. The storm suddenly started spinning so fast that its tail cut a deep canyon in the rocks. (Now, folks call this the Grand Canyon.) With a final burst of strength, the storm threw him off. Bill flew over the Mojave Desert and landed in California. He hit the ground so hard, he made a huge hole. Bill said to himself, "If anyone else took a fall like that, they would be dead." (That's probably why today, people call his landing place Death Valley.)

And that's how Pecos Bill created the rodeo.

Name \_\_\_\_\_

**A. Reread the passage and circle the letter of the best answer to each question.**

1. Who is the narrator of the story?
  - a. Pecos Bill
  - b. an outsider
  - c. the tornado
  
2. How does the reader know what the narrator thinks about Pecos Bill?
  - a. by what the narrator says about him
  - b. by what other characters say about him
  - c. by what Pecos Bill says about himself
  
3. What point of view does the author use in the text?
  - a. first-person point of view
  - b. second-person point of view
  - c. third-person point of view

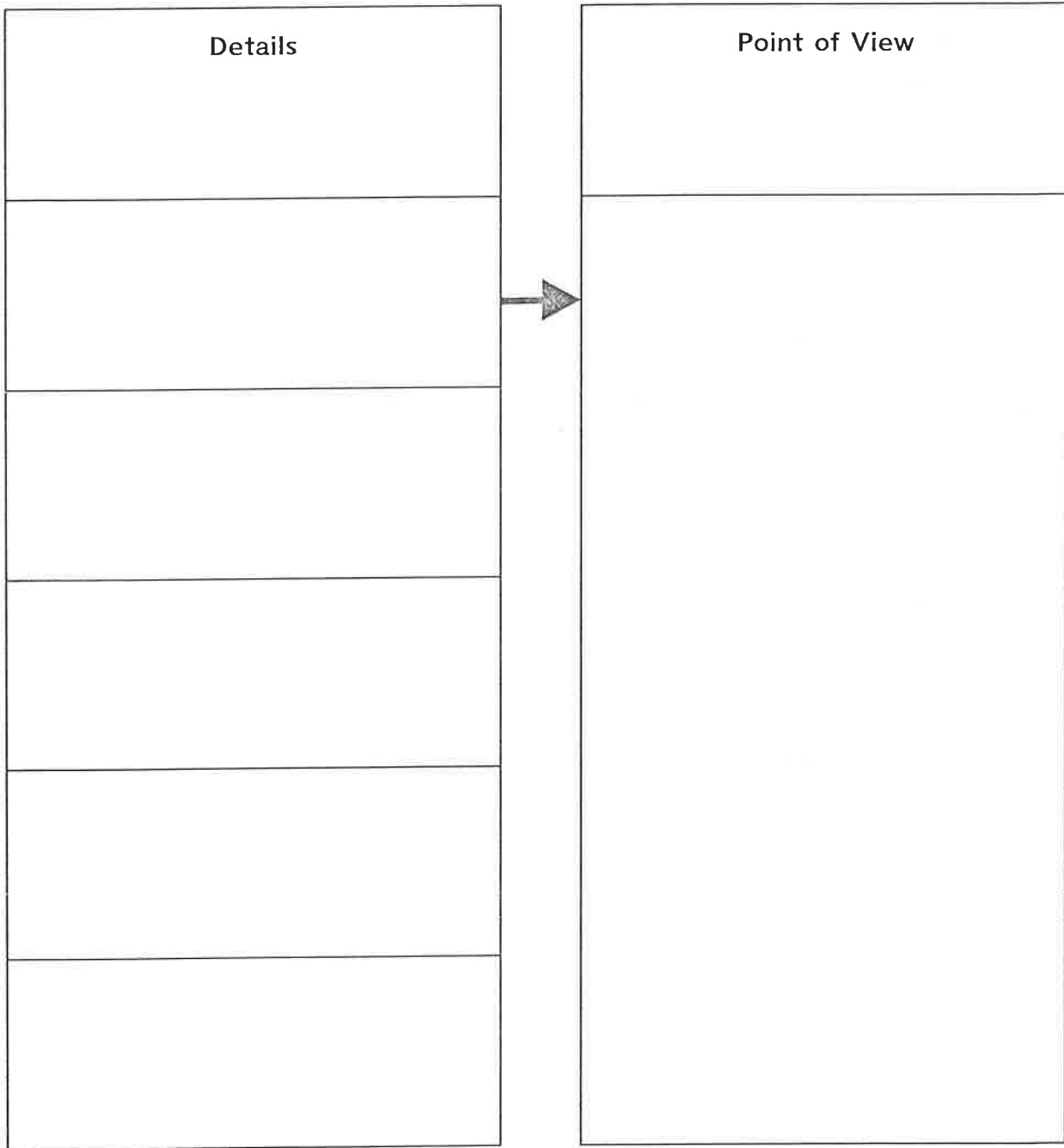
**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	=	Number of Errors	=	Words Correct Score
First Read		=		=	
Second Read		=		=	

Name \_\_\_\_\_

Read the selection. Complete the point of view graphic organizer.

Details	Point of View



Name \_\_\_\_\_

**Stormie and the Octopus**

Old Stormalong was sailing over the deep ocean. The anchor on the ship was knocked loose. It dropped to the bottom of the ocean. It caught on something and the ship stopped suddenly. Stormie the Brave dove in to get the anchor. Soon he popped up and told his men to pull in the anchor. "A big old octopus was holding the anchor. I had to arm wrestle him for it, and then I tied his arms in knots."

Answer the questions about the text.

1. In a tall tale, a character's strength is often exaggerated. How do you know this text is a tall tale?

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2. Write one example in the text of something that probably could not happen.

---

---

3. What did Stormie have to do to save his ship?

---

---

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about how you can enhance the style and tone to suit the text's purpose.

**Draft Model**

Haley, a soccer player, collected used soccer jerseys and sent them to Guatemalan children. Her efforts helped create a global soccer team.

1. What details would help clarify the author's purpose for writing?
2. What details would make the text more engaging?
3. What details would convey the author's attitude toward Haley? How else can you strengthen the tone?

B. Now revise the draft by adding details to strengthen the text's style and tone.

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Name \_\_\_\_\_

Karim wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Write a narrative comparing the heroic characters, Davy Crockett and Buzzard. Use details from Davy Crockett Saves the World and "How Grandmother Spider Stole the Sun" in your writing.*

Davy Crockett and Buzzard are both heroes with extraordinary talents. Without them, Earth would not be the same.

In *Davy Crockett Saves the World*, Halley's Comet threatened Earth's existence. Yikes! The President of the United States needed someone to stop this crazy comet, and he knew Davy was his man. Faster than a jet plane and stronger than a hundred men, Halley's Comet stood no chance. Davy knew what he must do to defeat the comet. He climbed Eagle Eye Peak with one goal in mind—bring down this boiling ball of flying fire. Of course, Davy defeated the comet with his mighty strength and launched it back into space. Afterward, he was honored with a huge parade.

Buzzard also proved his heroism. With Grandmother Spider's help, he saved the day. After Grandmother stole the Sun, she needed an animal to place it at the top of the sky. All of the animals agreed Buzzard was the best choice because he could fly the highest. Despite the danger, Buzzard did not hesitate. He put the Sun on his head and flew up into the sky. Ignoring the intense heat that burned off all of his feathers, Buzzard would not quit. He is the reason the Sun sits at the top of the sky and lights all of Earth. Like Davy, the heroic Buzzard was also honored for his deeds.

Reread the passage. Follow the directions below.







1. Circle the interjection that shows Karim wrote with an informal voice.
2. Draw a box around two words that indicate comparison.
3. Underline one example of hyperbole that Karim uses.
4. Write the pronoun and antecedent found in this sentence in the model:  
*Davy knew what he must do to defeat the comet.*

---



Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
perplexed	The artist was <u>perplexed</u> when the fruit she was painting disappeared.	
astounded	The elephant <u>astounded</u> the crowd with its tricks.	
precise	The menu gave a <u>precise</u> description of each item.	
inquisitive	The family was <u>inquisitive</u> about how the machine was used.	
suspicious	The policeman was <u>suspicious</u> about what caused the accident.	
concealed	The pirate <u>concealed</u> his treasure in an old cabin.	

Name \_\_\_\_\_

An **adage** is an old saying that describes a common experience. A **proverb** is a short saying that states a piece of folk wisdom. If you come across an adage or a proverb you do not understand, you can often use surrounding words and sentences to find clues to its meaning.

Look at this example of an **adage**. The underlined words give a clue to what *look before you leap* means.

MOM: Hold on a moment, Mandy. You should **look before you leap**. We need to consider Tad's evidence first.

Read each passage below. Then circle the letter of the adage or proverb that matches the meaning of the words in bold.

1. TAD: Well, we all know that **saving money is as good as earning it**. But lately I've observed that our piggy bank has been losing weight.
  - a. left no acorn unturned
  - b. there are two sides to every coin
  - c. a penny saved is a penny earned
  
2. TAD: Well, I guess **everything turned out fine**, then.
  - a. look before you leap
  - b. all's well that ends well
  - c. the acorn doesn't fall far from the tree
  
3. MOM: Tad, they say that **silly people can't save money**. If that's true, a smart boy like you will always have money!
  - a. a fool and his money are soon parted
  - b. left no stone unturned
  - c. there are two sides to every penny saved

Name \_\_\_\_\_

- A *prefix* is a group of letters added to the beginning of a word that changes the word's meaning.

**un** "not" or "opposite"

**re** "again"

**dis** "not"

**mis** "wrongly"

**sub** "under"

**over** "too much"

**non** "not"

**in, im, ir, il** "not"

**in, im** "within" or "into"

- Sometimes these letter clusters are not prefixes and do not change the meaning of a word. Some examples are in the words *unit*, *missile*, *substitute*, and *image*.

Read the words in the box below. Then write each word next to its correct meaning. The first one has been done for you.

refreeze

overact

submerge

misguide

dishonest

unimportant

refreeze

impossible

1. not important unimportant
2. act too much \_\_\_\_\_
3. not honest \_\_\_\_\_
4. freeze again \_\_\_\_\_
5. not possible \_\_\_\_\_
6. guide wrongly \_\_\_\_\_
7. put under water \_\_\_\_\_
8. not honest \_\_\_\_\_

Name \_\_\_\_\_

Read the passage. Use the visualizing strategy to check your understanding.

### A Penny Saved

13           SETTING: A family living room in the evening. MOM and DAD sit on  
27 a couch while children REX and MANDY sit on the floor. TAD faces them  
43 with graphs and charts on an easel behind him. A pink piggy bank sits on a  
50 table in the center of the stage.

61           TAD: You're probably puzzled by this family meeting. [points to the  
72 bank] It seems that someone is stealing from our vacation fund!

83           MOM [smiling]: And what evidence leads you to be so suspicious?

91           TAD: Well, we all know that a penny  
99 saved is a penny earned. But lately I've  
106 observed that our piggy bank has been  
118 losing weight.

126           REX: It doesn't look thinner to me.

133           TAD: [points at easel] This chart  
141 clearly shows the lost weight.

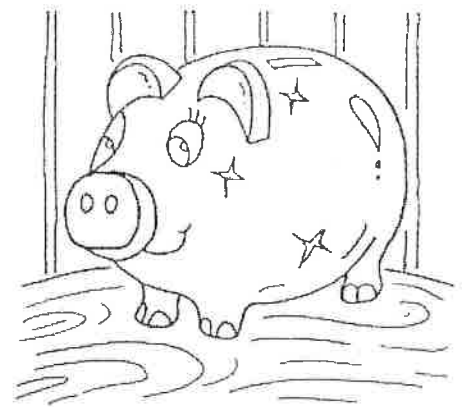
150           MOM [to DAD]: Did you help him  
158 make those charts on your computer?

166           DAD [to MOM]: He likes numbers  
174 and charts as much as I do. The acorn  
182 doesn't fall far from the tree.

190           MANDY: So you think that one of us has been taking money?

198           TAD: That is a precise summary of my investigation.

206           MOM: Well, you're a great detective, so I'm sure you left no stone  
214 unturned. What other evidence do you have?



The family's piggy bank was mysteriously losing weight.

Name \_\_\_\_\_

TAD: Well, after a previous incident [looks at REX], we put security tape across the bank's stopper. I cleverly marked the tape one day. The very next day, that tape had been replaced!

MANDY: Rex, how did you know where Mom keeps the tape?

REX: Why are you blaming me? I didn't do it.

MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

DAD: I'm sure there's a reasonable explanation.

MOM [stands up]: There is another explanation. After all, there are two sides to every coin. Tad, I'm your so-called "thief."

TAD [astounded]: You? But you and Dad have lots of money!

MOM: Well, sometimes we don't have as much money on hand as we need. And I didn't really "take" anything. Let me ask you this: What do I give you every morning on your way to school?

REX [proudly]: Three quarters each for snacks!

MOM: Tad, shake the piggy bank.

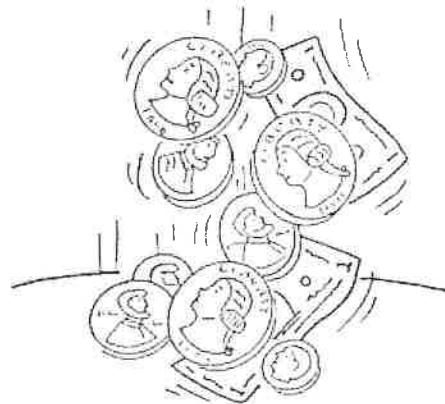
[He does.] What do you hear?

TAD: Not as much change, that's for sure. [shaking again] Maybe some rustling sounds, like paper.

MOM: Like dollar bills, perhaps? I have been taking out coins and replacing them with bills. That's why the bank is lighter.

TAD: Well, I guess all's well that ends well, then.

MOM: Tad, they say that a fool and his money are soon parted. If that's true, a smart boy like you will always have money!



Name \_\_\_\_\_

A. Reread the passage and answer the questions.

1. Which speaker, or character with lines, begins the family meeting?

\_\_\_\_\_

2. At the start of the play, what is Tad's point of view?

\_\_\_\_\_

3. Which speaker explains why the piggy bank has lost weight?

\_\_\_\_\_

4. At the end, what point of view does Mom have about Tad?

\_\_\_\_\_

\_\_\_\_\_

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.


	Words Read	=	Number of Errors	=	Words Correct Score
First Read		=		=	
Second Read		=		=	



Name \_\_\_\_\_

Read the selection. Complete the point of view graphic organizer.

Details	Point of View



Name \_\_\_\_\_

**A Surprise in the Attic****Scene One**

(Setting: A family's attic. RON and JOHN, 10-year-old twins, are ransacking boxes.)

**RON:** We'll never get our costumes for the play ready on time!

**JOHN:** We'll figure out something.

**RON** (finds a sheet of paper): Look! Someone left a telegram buried in this trunk. (He reads it.) It's dated April 10, 1912. It says, "I will not be there. I have missed Titanic's noon launch."

**JOHN:** An ancestor of ours missed getting on board the ship Titanic? I wonder who?

Answer the questions about the text.

1. A play is something that people act out. How do you know that this is a play?

\_\_\_\_\_

2. A setting is where a story takes place. What is the setting of the story? How does the setting fit the story?

\_\_\_\_\_

\_\_\_\_\_

3. What might cause John to think his ancestor sent the telegram?

\_\_\_\_\_

\_\_\_\_\_

4. What is the mystery at the end of the text?

\_\_\_\_\_

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to develop the characters.

**Draft Model**

Rion told Zach to open it.  
 "I'm not touching it," responded Zach.  
 "Okay. I'll do it. Move over," said Rion.

1. What details can you add to make the characters more real? What details would help readers visualize the characters?
2. How can you adjust the dialogue to help it reveal what the characters are like?
3. What other details would help to show the characters' personalities? What details would show why they respond to each other as they do?

B. Now revise the draft by adding details to better develop the characters of Rion and Zach.

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Name \_\_\_\_\_

Reggie wrote the scene below using text evidence from *A Window into History* and "A Second Chance for Chip" to respond to the prompt: *Write a scene between Jacob and Caleb. Have Jacob tell Caleb about his friend's dog, Chip.*

**Caleb:** Hey Jacob, what's up? I think I just saw that dog Chip that belongs to a friend of yours. He was getting chased through our backyard by a cat! It's not every day I see a big, muscular, black German shepherd being chased by a fluffy, little, orange cat.

**Jacob:** Yep. That sounds about right for Chip. You'd think he'd be a good guard dog, but he's actually scared of his own shadow. Any sudden sound Chip hears makes him dive straight under the nearest bed.

**Caleb:** I hope you're kidding. As big as that dog is, he shouldn't be afraid of anything.

**Jacob:** Nope, I'm totally serious. Every time I go to my buddy's house and ring his doorbell, I hear Chip let out a yelp. Then I hear *pitter patter pitter patter* as he runs to hide somewhere.

**Caleb:** That poor dog. He looks so nice, too.

**Jacob:** Oh, he's definitely a friendly dog. He'll come right up and start licking your face after he gets to know you. Chip's as courageous as a ham sandwich though.

**Caleb:** Well, as for myself, I'd take a friendly dog over an angry watchdog any day.




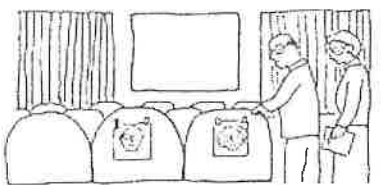

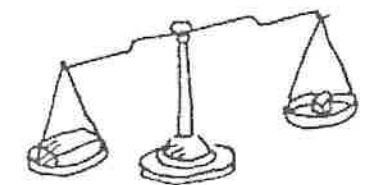
Reread the passage. Follow the directions below.

1. Circle the sentence that has the *most* descriptive details.
2. Draw a box around the simile Reggie used in his writing.
3. Underline the reflexive pronoun in this passage.
4. Write an example of informal dialogue Reggie uses in his scene.

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Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
anticipation	The boy awaited the new movie with <u>anticipation</u> .	
entitled	With only one item, he was <u>entitled</u> to use the express lane.	
neutral	The judge remained <u>neutral</u> as the two sides talked.	
reserved	The singer's parents sat in the <u>reserved</u> seats.	
sought	The girl <u>sought</u> her cat, so she followed the tracks.	
unequal	A scale can show the <u>unequal</u> weights of two objects.	

Name \_\_\_\_\_

**Prefixes** and **suffixes** are word parts that change the meaning of a word when they are added to that word. Look at these meanings of some prefixes and suffixes.

**Prefix**

(added to the beginning of a word)

*un-* = "not"*dis-* = "opposite"*trans-* = "change"**Suffix**

(added to the end of a word)

*-ity* = "state or condition"*-er /-or* = "a person who"*-ation* = "condition or action"

Look at the word in **bold** in each sentence. Using the information in the box above, note how prefixes or suffixes affect the meaning of the word. Then circle the letter of the correct meaning of the word.

- People attacked the women, but the **protestors** refused to leave.
  - people who protest
  - not protesting
  - acts of protesting
- Her family believed in women's **equality**.
  - not equal
  - equal treatment
  - in an equal way
- Her stay in England **transformed** Paul.
  - formed in a new way
  - formed in the same way
  - formed again
- Alice Paul learned in England that **confrontation** was the best way to bring attention to the question of women's suffrage.
  - people who confront
  - an act of confronting
  - the study of confronting

Name \_\_\_\_\_

Homographs are words that are spelled the same way but that have different meanings. They may also be different parts of speech. Some two-syllable homographs have different pronunciations because different syllables are accented.

- minute (noun meaning “60 seconds”)—I’ll be there in a *minute*.
- minute (adjective meaning “small”)—I ate a *minute* amount.

Look at how the underlined word is used in each sentence. Circle the choice that shows the correct part of speech and pronunciation. Use a dictionary to help you. The first one has been done for you.

- This test will produce good results.  
noun: produce      verb: produce
- Dad got fresh produce at the store.  
noun: produce      verb: produce
- We will record the game to watch later.  
noun: record      verb: record
- I kept a record of my spending.  
noun: record      verb: record
- The object in the sky was a balloon.  
noun: object      verb: object
- My sister will object to sharing her room.  
noun: object      verb: object

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to recognize and remember what you learned.

## A Warrior for Women's Rights

6 In January 1917, a group of  
 11 women marched silently in front  
 17 of the White House. Each carried  
 24 a sign asking for the right to  
 29 vote. These women stood outside  
 34 the White House almost every  
 39 day for eighteen months. People  
 44 attacked the women, but the  
 49 protestors refused to leave. They  
 54 followed a brave young woman  
 named Alice Paul.



Women protested in front of the White House for their right to vote.

Library of Congress Prints and Photographs  
 Division ILC-USZ62-31799

### 57 Becoming a Suffragette

60 Alice Paul was born in 1885 in New Jersey. Her family believed in  
 73 women's equality. Her mother worked for women's suffrage, or the right  
 84 to vote. Sometimes, she brought young Alice to her suffrage meetings.

95 After she finished college, Paul went to England. Her stay in England  
 107 transformed Paul. She met Emmeline and Christabel Pankhurst, leaders of  
 117 the women's suffrage movement in England. The Pankhursts taught Paul a  
 128 new way to fight for equality.

134 American suffragists wrote letters and met privately with government  
 143 leaders. English suffragists believed in public actions. They held parades.  
 153 They formed picket lines. They went on hunger strikes. Alice Paul  
 164 returned home with a fighting spirit.



Name \_\_\_\_\_

### Taking to the Streets

Alice Paul learned in England that confrontation was the best way to bring attention to the question of women's suffrage.

Her first act in the American suffrage movement was to plan a parade in Washington, D.C. She held the parade the day before President Woodrow Wilson took office. On March 3, 1913, thousands of women marched down Pennsylvania Avenue carrying signs demanding the right to vote. The marchers were attacked. The police did very little to help them. Despite the attacks, Paul got what she wanted: attention for her cause.



Alice Paul (1885–1977)

Library of Congress Prints and Photographs  
Division [LC-USZ62-31799]

Four years later, women still could not vote. Paul planned White House protests. Instead of protecting the protestors, the police arrested them. Each day, a few more women were arrested. At first, the women were let go quickly. As their protest continued, however, their jail sentences grew longer.

In October 1917, police arrested Alice Paul for leading the protests. She and the other suffragists were mistreated in jail. Newspapers printed stories about the women's treatment. The stories earned public sympathy, or concern, for the women.

In 1918, President Wilson finally sent Congress a constitutional amendment, or addition, that would give women the right to vote. In 1920, that amendment—the 19th—became law.

### A Tireless Crusader

Alice Paul continued to fight for women's rights. In 1921 she wrote the Equal Rights Amendment, which sought to protect women against discrimination, or unfair treatment. She fought for its passage until her death in 1977.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Look at the end of the first paragraph. What two words does the author use to describe Alice Paul?

\_\_\_\_\_

2. Which of those two words shows a position, or judgment, about Alice Paul?

\_\_\_\_\_

3. Is the author's point of view, or attitude, toward Alice Paul positive or negative?

\_\_\_\_\_

4. According to the author, what kind of person was Alice Paul? Circle the letter of the best answer.

- a. Alice Paul was a warrior and crusader.
- b. Alice Paul was shy and preferred to work in private.
- c. Alice Paul was not an effective leader.

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Comprehension: Author's Point of View Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the author's point of view graphic organizer.

Details	Author's Point of View

Name \_\_\_\_\_

## A Rolling Movement

Ed Roberts became paralyzed from polio when he was 14 years old. He sought admission to college in his twenties. At first he was told this would be problematic, but Ed protested and gained acceptance. He started a group called "The Rolling Quads" with other physically challenged students to improve their daily experiences. Ed later helped create similar groups around the world. Some people call him the "father of the independent living movement."



Digital Vision

In the United States there are laws and acts that protect the rights of all students.

Answer the questions about the text.

1. A biography tells about a real person's life. What tells you that this is a biography?

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2. What text feature appears underneath the photograph?

---

3. Where in the text do you find the main words from the title? Why do you think the author used this title?

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4. What do the photo and the caption tell you?

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Name \_\_\_\_\_

Brandon wrote the paragraphs below using text evidence from two sources to answer the question: *How do the text structures in Rosa and "Our Voices, Our Votes" help you understand information about the struggle for equal rights?*

Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event.

At the beginning of *Rosa*, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa's daily routine quickly took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person. Later that night, in peaceful protest, people decided not to ride Montgomery's buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal.

"Our Voices, Our Votes" details the long journey women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They'd won a hard-fought battle.


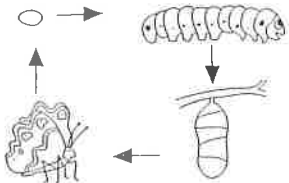


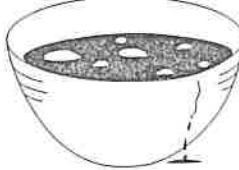
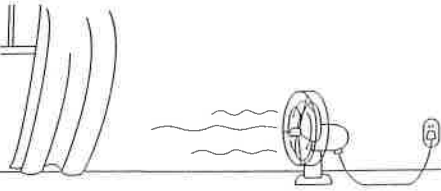
In conclusion, the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.

Reread the passage. Follow the directions below.

1. Circle the transition that links the summary to the rest of the text.
2. Draw a box around the text evidence that Brandon used to show the first event in *Rosa* that led to other events.
3. Underline the text evidence that shows the final outcome of the Montgomery protests.
4. Write the pronoun-contraction included in this text.

Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
affect	His lack of sleep will <u>affect</u> what he learns in class.	
cycle	The life <u>cycle</u> of a butterfly has several stages.	
absorb	Towels can <u>absorb</u> water and other <u>liquids</u> .	
glaciers	<u>Glaciers</u> can be found high in the mountains.	
seeps	The soup <u>seeps</u> through a crack in the bowl.	
circulates	A fan <u>circulates</u> cool air through the house.	

Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name \_\_\_\_\_

Look at this example of **context clues** in a paragraph. The underlined words restate and provide the definition of the word *evaporates*.

As the sun heats ocean water, some of the liquid evaporates. In other words, it changes into a gas, or vapor.

Read each passage below. Use context clues to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for the word.

1. People use larger amounts of water to meet their needs. This **influences**, or affects, the demand for fresh water.
  - a. meets
  - b. affects
  - c. provides
  
2. The water **cycle** moves and changes Earth's water in a circular pattern.
  - a. series of events
  - b. natural resources
  - c. change
  
3. Water is stored for a long time in large ice masses called **glaciers** and in polar ice. Summer weather usually does not affect these kinds of ice.
  - a. summer weather
  - b. polar summer
  - c. ice masses
  
4. Some of the water that falls to Earth is **absorbed**, or soaked up, by the ground. Some water stays in the soil's top layers and feeds plant life.
  - a. joined with
  - b. covered by
  - c. soaked up



Name \_\_\_\_\_

When a multisyllabic word ends with the syllable *sure* or *zure*, the syllable has the /zhər/ sound, as in *treasure* and *seizure*.

When a multisyllabic word ends with the syllable *ture*, the syllable has the /chər/ sound, as in *creature*.

A. Read the words in each row. Circle the word that has the /zhər/ sound in the final syllable. The first one has been done for you.

- |                |          |         |
|----------------|----------|---------|
| 1. present     | through  | measure |
| 2. exposure    | content  | survive |
| 3. interesting | seizure  | ruler   |
| 4. pleasure    | reverse  | surface |
| 5. produce     | research | leisure |

B. Read the words in each row. Circle the word that has the /chər/ sound in the final syllable. The first one has been done for you.

- |             |          |         |
|-------------|----------|---------|
| 6. nature   | contest  | master  |
| 7. desert   | moisture | trust   |
| 8. first    | aware    | picture |
| 9. pasture  | discover | under   |
| 10. contest | simple   | gesture |

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to help you understand what you read.

## The Wonders of Water

### Water as a Natural Resource

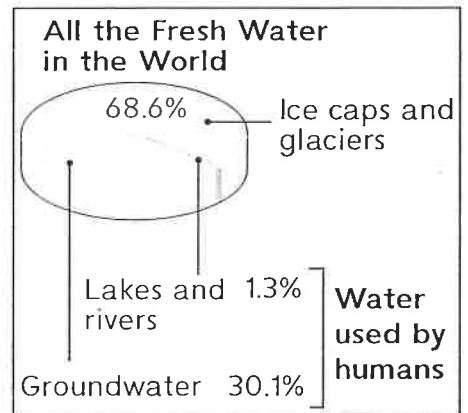
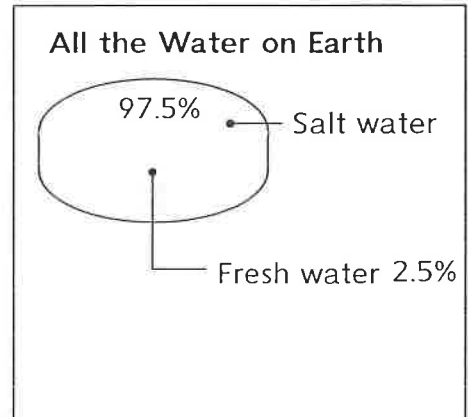
5 Water is a natural resource that  
 11 makes life on Earth possible. Nothing  
 17 can live without it. Many people around  
 24 the world are running low on water.  
 31 People use larger amounts of water to  
 38 meet their needs. This influences, or  
 44 affects, the demand for fresh water.  
 50 Waste from human activity can pollute,  
 56 or poison, the water in rivers, lakes,  
 63 and seas. This lowers water supplies  
 69 even more.

71 Seventy percent of Earth's surface  
 76 is covered by oceans. Seas hold about  
 83 97 percent of Earth's water. However,  
 89 salty ocean water is not that useful.  
 96 People need fresh water. Fortunately,  
 101 something exists that makes ocean  
 106 water fresh. It's called the water cycle.

### The Water Cycle

116 The water cycle moves and changes Earth's water in a circular pattern.  
 128 It helps provide people with fresh water.

135 The sun provides energy to the water cycle. As the sun heats ocean  
 148 water, some of the liquid evaporates. In other words, it changes into a gas,  
 162 or vapor. Wind carries the vapor high into the air, where much of it cools  
 177 and forms clouds.



People cannot use most of Earth's water.

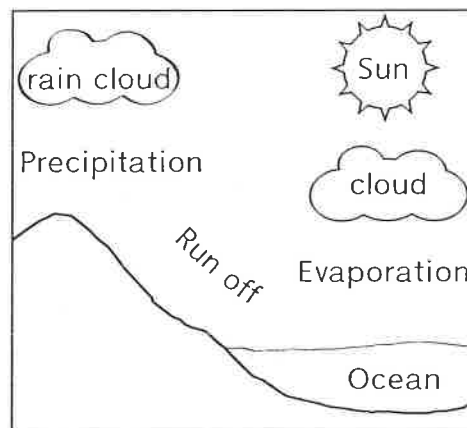
Name \_\_\_\_\_

Some of Earth's water is stored outside the water cycle. This affects how much useful water is available. For example, water freezes in cold weather and can't take part in the water cycle. In warmer weather, the melting ice returns water to the cycle.

Water is stored for a long time in large ice floes called glaciers and in polar ice. Summer weather usually does not affect these kinds of ice. Lately, though, they have been melting and growing smaller.

### Water Above and Below

As water vapor in the air cools, it condenses. In other words, it becomes liquid water and forms tiny drops. These drops join with bits of dust, salt, and smoke to form clouds. Wind holds clouds up in the air and circulates, or moves, them from place to place. Sometimes a cloud has too much water. Then the water falls to Earth. There, it may flow in streams and rivers back to the ocean. Along the way, it provides people with fresh water.



The water cycle provides water that people use as a resource.

Some of the water that falls to Earth is absorbed, or soaked up, by the ground. Some water stays in the soil's top layers and feeds plant life. In turn, plants give off water vapor.

Gravity pulls some of the water down to form bodies of water deep in the ground. Water may stay here a long time. Some may seep, or leak, into other bodies of water. People can drill wells to bring the water back to the surface.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In the first paragraph, the author tells about a problem with Earth's supply of water. Which words or phrases describe this problem? Circle the letter of the correct answer.
  - a. Water is a natural resource.
  - b. Water . . . makes life on Earth possible.
  - c. Many people around the world are running low on water.
  
2. Which word or phrase in the second paragraph shows the author's position about the water supply problem? Circle the letter of the correct answer.
  - a. fortunately
  - b. not useful
  - c. covered by oceans
  
3. Think about the author's use of words and details throughout the passage. What is the author's point of view about water supplies? Circle the letter of the correct answer.
  - a. We must take immediate action to protect Earth's water supplies.
  - b. We will never run out of water.
  - c. Earth's water cycle helps to provide us with fresh water.


**B. Work with a partner. Read the passage aloud. Pay attention to accuracy and expression. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Comprehension: Author's Point of View Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the author's point of view graphic organizer.

Details	Author's Point of View
	

Name \_\_\_\_\_

## Renewing the Future

The weather has gotten warmer for the Jemez Pueblo tribe of New Mexico. Summers are hotter and rainfall has decreased. Tribal members recognize the value of natural resources. They want to help future generations without harming the environment. The tribe plans to build the first large-scale solar energy plant on tribal lands. They will sell the electricity to outside customers. The income will provide services. For example, the tribe will improve its existing drinking water system.

### New Mexico August Temperatures

Dates	1900-1939	1940-1979	1980-2010
Range	68.5-74.4	68.8-73.5	69-76.5
Average	71.3	71.5	71.8

Answer the questions about the text.

1. How can you tell that this is expository, or informational, text?

---

2. What is the text's heading? Why is the heading important?

---

3. What is another text feature in this text?

---

4. What information do you learn from the chart?

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Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add transitions to connect ideas.

**Draft Model**

Water is necessary for life. Plants and animals need water to survive.  
People should conserve water.

1. What transitions can you add to help show the relationship between the ideas in the first and second sentences?
2. How does the idea in the last sentence relate to the other ideas? What transition could be added to express this relationship?
3. What other details can you add to help develop the ideas?

B. Now revise the draft by adding transition words to connect ideas.

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Name \_\_\_\_\_

Natalie wrote the paragraphs below using text evidence from *One Well* and “The Dirt on Dirt” to answer the question: *In your opinion, what is the best way to care for Earth’s water supply? Use text evidence to support your answer.*

According to the author of *One Well*, 69 percent of the freshwater we use is used by farms to grow crops and raise livestock. According to the author of “The Dirt on Dirt,” pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet’s water is to think carefully about the food we eat and how we produce it.

For example, according to *One Well*, drinking a glass of water instead of a glass of milk would actually save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences.

In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful pesticides, people can help protect Earth’s precious water supply.


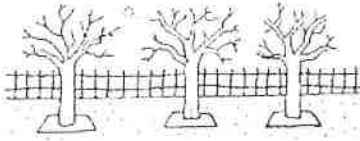


Reread the passage. Follow the directions below.

1. Circle the phrase that Natalie uses to transition to a new idea.
  2. Draw a box around each possessive pronoun used in this text.
  3. Underline the text evidence from the second paragraph that *best* supports Natalie’s opinion.
  4. Write the text evidence Natalie used from “The Dirt on Dirt” to support her opinion.
-



Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
plumes	The peacock displayed its colorful <u>plumes</u> .	
barren	The winter landscape is <u>barren</u> .	
meaningful	They had a <u>meaningful</u> talk about the importance of safety.	
expression	Her paintings are an <u>expression</u> of how she feels.	

Name \_\_\_\_\_

A **simile** compares things using the word *like* or *as*: "I stand in his shadow, silent as a stone."

A **metaphor** compares things without using the word *like* or *as*: "That shed's a squat gray mushroom."

Read each passage below. Underline the thing that is being compared to the word in bold. Then circle the letter of the best meaning of the simile or metaphor.

1. My grandpa is a **mountain**, / Brooding, looming, tall.
  - a. covered with snow
  - b. tall and quiet
  - c. huge
  
2. The old man's hands are **vises**.
  - a. like clamps
  - b. like sharks
  - c. like voices
  
3. My words explode like **fireworks**.
  - a. quietly
  - b. carefully
  - c. loudly
  
4. Anticipating anger, / my mouth shuts like a **trap**.
  - a. tightly
  - b. like a hole
  - c. secretly

Name \_\_\_\_\_

The suffixes *-ance* and *-ence* can mean “an action or act” or “the state of.” When either of these suffixes is added to a base word or root, the resulting word is a noun.

*attend + ance = attendance*: the act of attending

*depend + ence = dependence*: the state of being dependent

Read the words in the box. Sort the words according to the suffix. Then underline the suffix in each word. The first one has been done for you.

entrance	balance	evidence	resistance
presence	disturbance	residence	confidence
importance	attendance	absence	difference

*-ance*

entrance

*-ence*

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

Name \_\_\_\_\_

Read the passage. As you read, check your understanding by asking yourself what theme or message the author wants to convey.

### Grandpa's Shed

My grandpa is a mountain,  
5       Brooding, looming, tall.  
8 I stand in his shadow, silent as a stone.  
17 Rattling rusty paint cans,  
21       He gestures toward the shed. I gape.  
28 That shed's a squat gray mushroom,  
34       Needing more than paint to fix.

40 The old man's hands are vises,  
46       Prying open paint cans lightning fast.  
52 Astonished, awed, I gasp aloud,  
57 "Red, yellow, green—and PURPLE!"  
62 My words explode like fireworks.  
67       Anticipating anger,  
69       my mouth shuts like a trap.

75 Grandpa merely dips his brush,  
80       Paints a horse and hound.  
85 "The horse I harnessed as a boy,  
92       Dog was mine too."

96 Impulse strikes—a flash of fire.  
102       I seize a brush,  
106       Soon swishing, swirling pictures.  
110 With each stroke, a story,  
115       My words painting pictures.  
119 We share that shed like one vast canvas,  
127       His strokes to mine, my words to his.  
135       We step back, gazing at stories told.

Name \_\_\_\_\_

A. Reread the passage and answer the questions.

1. What are two important, or key, details in the first stanza of the poem?

\_\_\_\_\_

\_\_\_\_\_

2. What clues do these details give you about the speaker’s thoughts or feelings?

\_\_\_\_\_

\_\_\_\_\_

3. What is the theme, or message, of the poem?

\_\_\_\_\_

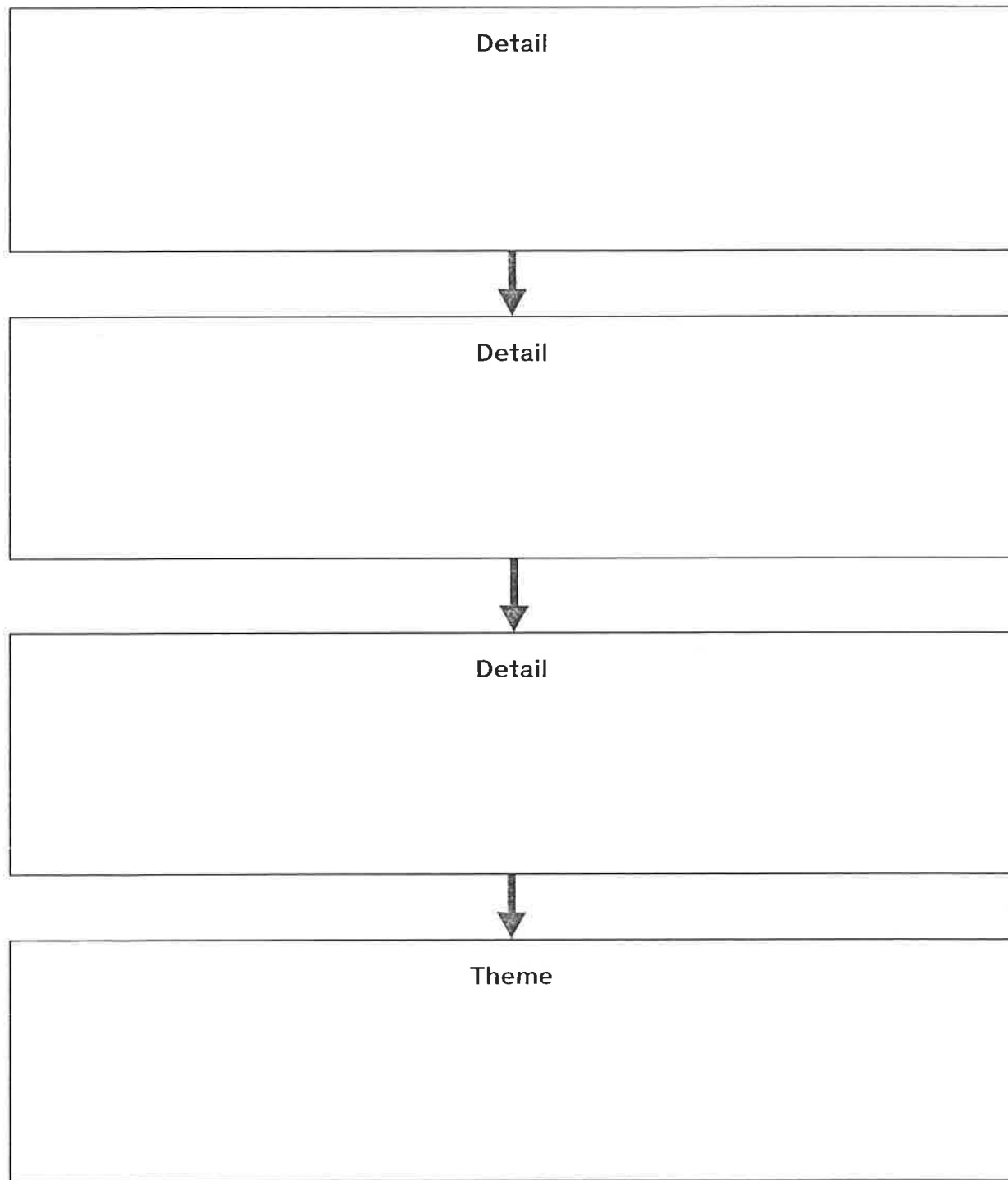
\_\_\_\_\_

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.



Name \_\_\_\_\_

## Climbing a Hill

Hiking is like a roller coaster.  
It's not just one long climb  
and then the ride is over.

The dizzying drop after that first  
climb sets in motion a wild journey—  
bends, curves, smaller hills  
that take me by surprise.

I don't want the ride—the climb—  
to ever end. All too soon, the coaster  
car glides to a stop, like loping down  
that last stretch of steep hill.

A sense of accomplishment  
dares me to climb again.



Answer the questions about the text.

1. How do you know this text is free verse?

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2. How are the lines in the poem placed on the page?

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3. What other literary element does the poem use?

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4. What feelings does the speaker express?

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Name \_\_\_\_\_

**Meter, or rhythm,** is a repeating pattern of stressed and unstressed syllables.

Example: *My words explode like fireworks.*

**Stanzas** are groups of lines in a poem that express a key idea.

Example: Grandpa merely dips his brush,  
Paints a horse and hound.  
"The horse I harnessed as a boy,  
Dog was mine too."

Read the lines of the free verse poem below. Then answer the questions.

### Grandpa's Shed

My grandpa is a mountain,  
Brooding, looming, tall.  
I stand in his shadow, silent as a stone.  
Rattling rusty paint cans,  
He gestures toward the shed. I gape.  
That shed's a squat gray mushroom,  
Needing more than paint to fix.

1. How many lines are in this stanza, or group of lines, of the poem?

\_\_\_\_\_

2. How is the first line of the poem an example of rhythm, or meter?

\_\_\_\_\_

\_\_\_\_\_

3. What other line in the poem has the same rhythm?

\_\_\_\_\_





Name \_\_\_\_\_

Esther wrote the poem below and studied the language in “Words Free as Confetti,” “Dreams,” and “A Story of How a Wall Stands” to respond to the prompt: *Write a free-verse poem about a favorite activity that you do in your spare time.*

Saturday afternoon, my favorite time is here.  
Soon there will be tasty happiness.  
Just Mom and I baking  
Chewy, chunky, chocolate chip cookies!

We mix and stir and pour.  
We laugh and stir some more.  
Putting drops of dough on the sheet,  
The oven’s ready, can’t miss a beat.

The kitchen is warm and cozy,  
Cookies, gooey and sweet.  
We keep checking every minute,  
What a terrific tasty treat!

Reread the passage. Follow the directions below.

1. **Circle** the sensory language Esther used to describe the poem’s setting.
  2. **Draw a box** around the stanza that has no set patterns in it.
  3. **Underline** one example of alliteration that Esther included.
  4. **Write** two of the homophones found in the first stanza of Esther’s poem.
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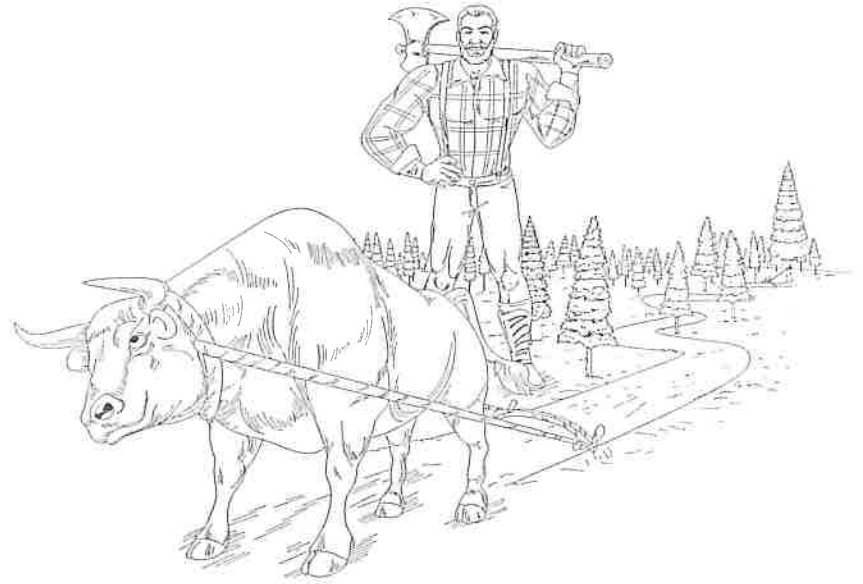
## Tall Tale

Have you heard the story about the greatest lumberjack who ever lived? Long ago, Paul Bunyan was born in Maine. As a baby, Paul was so enormous that whenever he sneezed, he caused an earthquake. The townspeople grew tired of cleaning up the **mess** after each earthquake. They gave Paul's parents several **warnings** before forcing the family to move to the woods.

Paul impressed everyone with his strength. He could lift boulders with his **bare** hands. Paul was also extremely fast. Some folks say that when he switched off the light at night, he could jump into his bed before the room got dark!

One day, Paul discovered a baby ox in the woods. The ox had blue fur. Paul brought the animal home and named him Babe. Babe grew big and strong.

Paul worked as a lumberjack, clearing entire forests with one swing of his giant ax. Babe was his helper. One day, Paul was working along a curvy road. Paul had the great idea to straighten the road so folks' travels would be easier. Paul tied one end of



the road to a large tree and the other end of the road to Babe. Babe pulled and pulled until the road became straight as an arrow! Can you imagine that?

Paul and Babe headed west. In Arizona, Paul dragged his ax along the ground and formed the Grand Canyon. Paul and Babe sauntered all over America, leaving huge footprints that became lakes when they filled with rainwater.

There are many stories about the deeds of Paul Bunyan and Babe. Some folks say they were last seen in Alaska, pushing glaciers across the frozen land.

Read the text. Use Graphic Organizer 127 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Paul and his parents moved to the woods.

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2. Describe something unbelievable that Babe the ox did.

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3. Explain why tall tales have exaggerations. Use an example from the story to explain.

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**Write** Work with a partner. Discuss your notes about "Paul Bunyan." Then write your answer to the Essential Question.

What kinds of stories do we tell about Paul Bunyan? Why do we tell them?

Explain what makes the stories about Paul Bunyan interesting. Then explain why we tell these types of stories.

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## Essential Question

Why do people with disabilities sometimes struggle to fit in?

Read and think.

Use Graphic Organizer 75 to take notes while you read.

### Realistic Fiction

“Hi, Evan,” said the girl in the blue shirt, joining Evan on the bench in the **lobby**.

“What’s wrong?”

“Nothing,” mumbled Evan.

“Can’t you guess, Sara?” said the girl in the red shirt, taking a seat on the other side of Evan. “Evan is frustrated because he can’t tell us apart!” Evan was grateful Leslie had said her twin sister’s name because now he knew Sara was wearing the blue shirt and Leslie was wearing the red shirt.

“Sorry!” Evan admitted, “I try so hard, but I can’t figure it out!”

“We have many differences—you just haven’t looked close enough,” said Leslie.

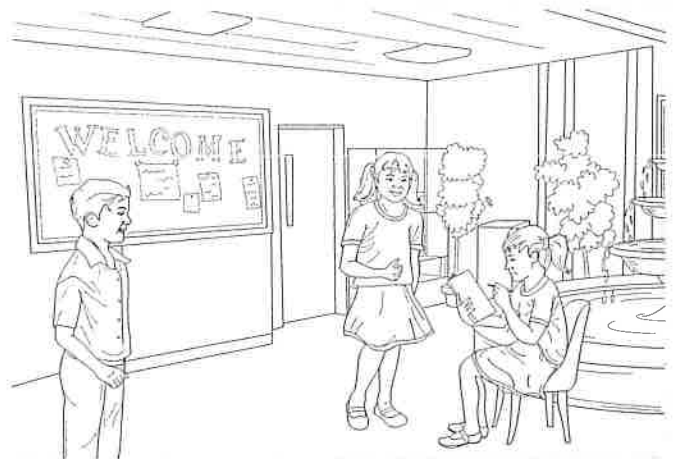
“There is one simple way to tell us apart, but you’ll never guess it!” Sara said, grinning.

Evan was astounded to hear that anybody could see differences because, to Evan, the girls looked exactly the same. Leslie and Sara had worn name tags at the beginning of the school year, but they stopped wearing them once the teacher learned their names. Evan wondered if they might reconsider wearing

name tags. Or better yet, maybe Evan could convince Sara to wear a blue shirt every day. Evan was about to beg for a hint when Leslie passed him a note. Evan unfolded the note carefully so it wouldn’t rip. Then he read it to himself:

*A hint for you! Sara is right-handed, and I’m left-handed.*

Evan glanced up to see Sara tossing a penny into the **fountain** with her right hand. Leslie was doodling in her notebook, holding the pencil with her left hand. Evan was overjoyed as he realized that he finally had a precise way to tell the twins apart!



## Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 75 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe how Evan feels at the beginning of the story. Explain why he feels this way.

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2. Explain how Leslie's note helps Evan.

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3. Explain why Evan is overjoyed at the end of the story.

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**Write Work with a partner.** Discuss your notes about "The Trouble with Twins." Then write your answer to the Essential Question.

**What did Evan discover when he took a second, closer look at the twins?**

Explain what Evan learns about the twins. How does Evan change during the story?

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## Essential Question

Why are natural resources valuable?

Use Graphic Organizer 145 to take notes while you read.

# Renewable Resources

## Expository Text

### What Are Biomass and Biofuels?

Biomass is any organic material that comes from living plants and animals, such as tree branches and animal waste. Biomass that is used to **provide** energy is called biofuel.

Tree branches become biofuel when people burn them for energy. For example, when campers burn tree branches, the branches provide heat and light energy. Corn crops, manure, and scrap lumber are other biofuels.



Using garbage to make biofuel will save space in landfills.

### Why Are Biofuels Important?

Biofuels are just one type of fuel. Fossil fuels, such as coal and gas, are another form. Fossil fuels form in the ground from dead animals or plants over millions of years. Most of our energy today comes from fossil fuels. There is a **limited** supply of fossil fuels. Therefore, it is a necessity to conserve them before they run out.

Biofuels are a less limited **source** of energy. Biofuels can also be created in a shorter period of time. There is less of a chance for us to run out of them. For this reason, people should rely more on biofuels than on fossil fuels. However, we need to be careful about how we use them because using crops as biofuels takes away from our food supplies.

### How Are Biofuels Used?

Garbage is another example of biomass and biofuel. Trash can be burned at special factories to make steam. Then the steam is used to make electricity or to heat buildings.

Using garbage as a biofuel saves space in landfills, which affects the environment in positive ways because it makes more land available for trees and animals.

## Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 145 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe the two types of fuels and why they are important.

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2. Describe how the two types of fuels are different.

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3. Explain the author's view point about biofuels.

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**Write Work** with a partner. Discuss your notes about "A Renewable Resource." Then write your answer to the Essential Question.

Why are biofuels valuable? How is it a good alternative to fossil fuels?

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## Essential Question

How did Harriet Tubman help enslaved people find freedom?

Use the graphic organizer to take notes while you read.

Use Graphic Organizer 58 to take notes while you read.

### Biography

Although Harriet Tubman's life was filled with injustice and hardship, she risked her life to help others. She worked as a conductor for the Underground Railroad, a group of people who helped enslaved people find freedom. Her **courage** continues to **inspire** many people.

Harriet Tubman was born in Maryland around 1820. Her name at birth was Araminta Ross. Harriet was born into slavery and was forced to work starting around age six. When Harriet was 12, a slaveholder threw a heavy weight at her head. From then on, she suffered from severe headaches.

Harriet wanted to be free, so in 1849, she fled to the North. During the day she sought shelter and hid. At night she walked. Along the way, people assisted her by hiding her in barns and secret rooms. Harriet was traveling on the Underground Railroad.

When Harriet arrived in Pennsylvania, she found freedom. However, she could not enjoy it because her family was still enslaved in the South. So, she returned to Maryland to guide them to Pennsylvania. Her trips to the South continued. Harriet learned many different roads to the North. She was also careful to know exactly where and when to stop on her trips. Working on the Underground Railroad was against the law, but Harriet **dared** to defy the law and

continued her dangerous missions. By 1860, she had made 19 rescue trips and had saved more than 300 people.

During the Civil War, Harriet worked for the Union army as a cook, a nurse, and as a spy. After the war, she was active in women's rights because she believed women were entitled to vote. Harriet died in 1913.

### Life of Harriet Tubman

- 1820** — Araminta Ross is born
- 1844** — Araminta, now Harriet, marries John Tubman
- 1849** — Harriet escapes slavery
- 1850** — Harriet returns to Maryland on her first rescue mission
- 1851-1860** — Harriet continues her rescues
- 1861** — Harriet joins the Union army
- 1863** — Harriet spies for the Union army and leads raids to free enslaved people
- 1865** — Civil War ends
- 1913** — Harriet Tubman dies

After Harriet Tubman escaped slavery in 1849, she helped many people find freedom.

## Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 58 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe some of the hardships Harriet Tubman faced.

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2. Explain how Harriet was able to escape to the North.

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3. Describe how Harriet Tubman risked her life to help others.

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**Write** Work with a partner. Discuss your notes about “Harriet Tubman.” Then write your answer to the Essential Question.

**What did Harriet Tubman do to bring about a positive change?**

Explain what Harriet Tubman wanted to accomplish. How did she achieve her goal?

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Essential Question  
How do you assess something that is important to you?

Use Graphic Organizer 80 to take notes while you read.

## The Poem

### Realistic Fiction

It was the first day of school, and all of the students were waiting outside of Mr. Krosnick's classroom. Miguel, Kai, Louis, and Mena discussed how excited they were to be in English class together. Suddenly the ringing bell interrupted their conversation and the students went inside.

Mr. Krosnick informed the class that their first assignment was to write an expressive poem about what they had done during the summer. He said that the poem had to be meaningful and have at least three stanzas.

Mr. Krosnick instructed the students to work in groups of four. Miguel, Kai, Louis, and Mena had spent much of their time together during the summer, so they decided to form a group. The first step of their assignment was to choose a topic for the poem.

"We should write about the **forbidding** snake we saw on our hike. We can describe how it slithered out from a **veil** of fallen leaves," said Kai.

The friends argued over which topic they should choose. The poem was supposed to be an expression of their summer experiences. They agreed to include all of their ideas in one poem.

"I think we should include a simile. We can compare our summer experiences to something beautiful," Louis said.

"Summer is like the colorful plumes of a parrot," Mena suggested.

"That sounds amazing! We could also include a metaphor," Kai said.

"Summer is a swim in a pond, refreshing and carefree," added Miguel.

The group still had to decide what kind of poem to write for their assignment. Should the poem rhyme, or should it be free verse? After a vote, the friends discovered that everyone wanted the poem to rhyme!



Read the text. Use Graphic Organizer 80 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe the assignment Mr. Krosnick gives the class.

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2. Explain the decisions the friends need to make before writing their poem.

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3. Describe how the friends make these decisions.

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**Write** Work with a partner. Discuss your notes about "The Poem." Then write your answer to the Essential Question.

**How do you express something that is important to you?**

Explain why the friends have different ideas about writing their poem. Then tell how they decide to express their summer experiences.

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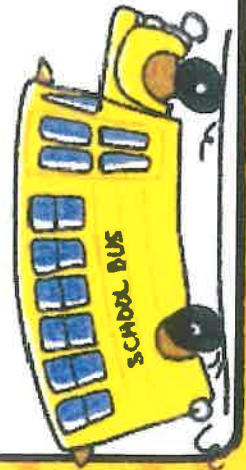
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Summer Learning Packet

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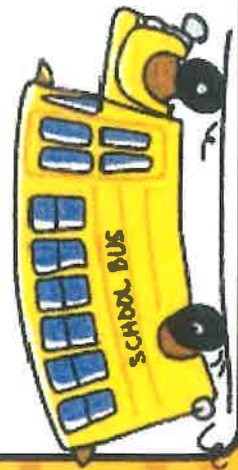
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# Grade 5

## My ELD Summer Learning Packet Answer Key





# Grade 5 ELD Summer Learning Packet

## ANSWER KEY

Subject	Lesson
<p>English Language Development (ELD)</p>	<p><b>Week 1</b></p> <p><b>Vocabulary: Open Response</b></p> <p><b>Vocabulary Strategy: Synonyms and Antonyms</b></p> <p style="text-align: center;">Vocabulary Strategy: Synonyms and Antonyms</p> <p>Name _____</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>When you read a word you do not know, you may be able to find a synonym or an antonym of the word that will help you understand it.</p> <p><b>Synonyms:</b> There was only one steed that ever threw Pecos Bill. Now, no cowhand likes to say, or confess, that his mount <b>tossed</b> him off.</p> <p><b>Antonyms:</b> Bill himself would tell you that he was the <b>first</b>, or <b>original</b>, cowboy and all the others were just <b>copies</b>.</p> </div> <p>Read each passage. Use context clues to figure out the meaning of each word in bold. Circle the letter of the best definition.</p> <ol style="list-style-type: none"> <li>Now, no cowhand likes to say, or <b>confess</b>, that his mount <b>tossed</b> him off. Still, even Bill would probably admit to this particular fall.             <ol style="list-style-type: none"> <li>whisper</li> <li><b>admit</b></li> <li>deny</li> </ol> </li> <li>To Bill, their accounts had the sound of <b>lies</b> about them. He didn't want to accuse anyone of not telling the truth, so he kept this feeling to himself.             <ol style="list-style-type: none"> <li><b>not the truth</b></li> <li>calmness</li> <li>stories</li> </ol> </li> <li>Bill saw a big, black tornado rapidly <b>approaching</b> the herd of cattle. Bill said, "There's a twister coming our way!"             <ol style="list-style-type: none"> <li>going away from</li> <li>flying away</li> <li><b>moving closer to</b></li> </ol> </li> <li>He pressed his knees into his steed, <b>gripped</b> the rope in one hand, and held on to his hat with the other.             <ol style="list-style-type: none"> <li>relaxed</li> <li><b>held tightly</b></li> <li>held loosely</li> </ol> </li> </ol> <p><b>Phonics: Words with Final /əl/ and /ən/</b></p> <p style="text-align: center;">Phonics: Words with Final /əl/ and /ən/</p> <p>Name _____</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Many words of two or more syllables end with an unaccented syllable with the /əl/ or /ən/ sound. The final /əl/ and /ən/ sounds have a number of spellings.</p> <ul style="list-style-type: none"> <li>/əl/: el as in <i>rebel</i>, al as in <i>final</i>, le as in <i>able</i></li> <li>/ən/: en as in <i>glisten</i>, in as in <i>raisin</i>, an as in <i>human</i>, ain as in <i>fountain</i></li> </ul> </div> <p><b>A. Read the words in each row. Circle the words that have the final /əl/ sound you hear in <i>signal</i>. The first one has been done for you.</b></p> <ol style="list-style-type: none"> <li><b>practical</b>      simple      story</li> <li><b>pretzel</b>      false      barrel</li> <li>pasted      <b>nickel</b>      fable</li> <li><b>global</b>      fasten      <b>marvel</b></li> </ol> <p><b>B. Read the words in each row. Circle the words that have the final /ən/ sound you hear in <i>slogan</i>. The first one has been done for you.</b></p> <ol style="list-style-type: none"> <li><b>urban</b>      <b>woolen</b>      nickel</li> <li>ankle      <b>soften</b>      <b>listen</b></li> <li><b>frighter</b>      <b>captain</b>      chisel</li> <li><b>token</b>      angle      <b>mountain</b></li> </ol>

**Comprehension and Fluency: Read "Pecos Bill's Wild Ride".**

**Comprehension: Point of View and Fluency**

Comprehension: Point of View and Fluency

Name \_\_\_\_\_

A. Reread the passage and circle the letter of the best answer to each question.

1. Who is the narrator of the story?  
a. Pecos Bill      **b.** an outsider      c. the tornado
2. How does the reader know what the narrator thinks about Pecos Bill?  
**a.** by what the narrator says about him  
b. by what other characters say about him  
c. by what Pecos Bill says about himself
3. What point of view does the author use in the text?  
a. first-person point of view  
b. second-person point of view  
**c.** third-person point of view

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

**Comprehension: Point of View Graphic Organizer: Open response**

**Genre/Literary Element**

Genre/Literary Element

Name \_\_\_\_\_

**Stormie and the Octopus**

Old Stormalong was sailing over the deep ocean. The anchor on the ship was knocked loose. It dropped to the bottom of the ocean. It caught on something and the ship stopped suddenly. Stormie the Brave dove in to get the anchor. Soon he popped up and told his men to pull in the anchor. "A big old octopus was holding the anchor, I had to arm wrestle him for it, and then I tied his arms in knots."

Answer the questions about the text.

1. In a tall tale, a character's strength is often exaggerated. How do you know this text is a tall tale?  
**Stormie has the strength to fight an octopus.**
2. Write one example in the text of something that probably could not happen.  
**Accept any example of exaggeration, such as arm wrestling with an octopus or tying the octopus's arms in knots.**
3. What did Stormie have to do to save his ship?  
**He had to wrestle an octopus for the anchor.**

## Writing Traits: Voice

Writing Traits: Voice

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about how you can enhance the style and tone to suit the text's purpose.

### Draft Model

Haley, a soccer player, collected used soccer jerseys and sent them to Guatemalan children. Her efforts helped create a global soccer team.

1. What details would help clarify the author's purpose for writing?
2. What details would make the text more engaging?
3. What details would convey the author's attitude toward Haley? How else can you strengthen the tone?

B. Now revise the draft by adding details to strengthen the text's style and tone.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (*jerseys, children*) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

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## Write to Sources

Write to Sources

Name \_\_\_\_\_

Karim wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Write a narrative comparing the heroic characters, Davy Crockett and Buzzard. Use details from Davy Crockett Saves the World and "How Grandmother Spider Stole the Sun" in your writing.*

Davy Crockett and Buzzard are **both** heroes with extraordinary talents. Without them, Earth would not be the same.

In *Davy Crockett Saves the World*, Halley's Comet threatened Earth's existence. **Yikes!** The President of the United States needed someone to stop this crazy comet, and he knew Davy was his man. **Faster than a jet plane and stronger than a hundred men**, Halley's Comet stood no chance. Davy knew what he must do to defeat the comet. He climbed Eagle Eye Peak with one goal in mind—bring down this boiling ball of flying fire. Of course, Davy defeated the comet with his mighty strength and **launched it back into space**. Afterward, he was honored with a huge parade.

Buzzard **also** proved his heroism. With Grandmother Spider's help, he saved the day. After Grandmother stole the Sun, she needed an animal to place it at the top of the sky. All of the animals agreed Buzzard was the best choice because he could fly the highest. Despite the danger, Buzzard did not hesitate. He put the Sun on his head and flew up into the sky. Ignoring the intense heat that burned off all of his feathers, Buzzard would not quit. He is the reason the Sun sits at the top of the sky and lights all of Earth. **Like** Davy, the heroic Buzzard was also honored for his deeds.

Reread the passage. Follow the directions below.

1. Circle the interjection that shows Karim wrote with an informal voice.
2. Draw a box around two words that indicate comparison.
3. Underline one example of hyperbole that Karim uses.
4. Write the pronoun and antecedent found in this sentence in the model:

*Davy knew what he must do to defeat the comet.*

pronoun: **he**; antecedent: **Davy**

## Week 2

### Vocabulary: Open Response

#### Vocabulary Strategy: Adages and Proverbs

Vocabulary Strategy: Adages and Proverbs

Name \_\_\_\_\_

An **adage** is an old saying that describes a common experience. A **proverb** is a short saying that states a piece of folk wisdom. If you come across an adage or a proverb you do not understand, you can often use surrounding words and sentences to find clues to its meaning.

Look at this example of an **adage**. The underlined words give a clue to what *look before you leap* means.

MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

Read each passage below. Then circle the letter of the adage or proverb that matches the meaning of the words in bold.

- TAD: Well, we all know that saving money is as good as earning it. But lately I've observed that our piggy bank has been losing weight.
  - left no acorn unturned
  - there are two sides to every coin
  - a penny saved is a penny earned
- TAD: Well, I guess **everything** turned out fine, then.
  - look before you leap
  - all's well that ends well
  - the acorn doesn't fall far from the tree
- MOM: Tad, they say that **silly people** can't save money. If that's true, a smart boy like you will always have money!
  - a fool and his money are soon parted
  - left no stone unturned
  - there are two sides to every penny saved

#### Word Study: Prefixes

Word Study: Prefixes

Name \_\_\_\_\_

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning.

un "not" or "opposite"	re "again"	dis "not"
mis "wrongly"	sub "under"	over "too much"
non "not"	in, im, ir, il "not"	in, im "within" or "into"

Sometimes these letter clusters are not prefixes and do not change the meaning of a word. Some examples are in the words *unit*, *missile*, *substitute*, and *image*.

Read the words in the box below. Then write each word next to its correct meaning. The first one has been done for you.

refreeze	overact	submerge	misguide
dishonest	unimportant	refreeze	impossible

- not important unimportant
- act too much overact
- not honest dishonest
- freeze again refreeze
- not possible impossible
- guide wrongly misguide
- put under water submerge
- not honest dishonest

**Comprehension:and Fluency: Read "A Penny Saved".**

**Comprehension: Point of View and Fluency**

Comprehension: Point of View and Fluency

Name \_\_\_\_\_

A. Reread the passage and answer the questions.

1. Which speaker, or character with lines, begins the family meeting?

Tad

2. At the start of the play, what is Tad's point of view?

He thinks someone has been stealing money.

3. Which speaker explains why the piggy bank has lost weight?

Mom

4. At the end, what point of view does Mom have about Tad?

Tad is very smart and will always have money.

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	*	Words Correct Score
First Read		-		*	
Second Read		-		*	

**Comprehension: Point of View Graphic Organizer--Open Response**

**Genre/Visual Elements**

Genre/Literary Element

Name \_\_\_\_\_

**A Surprise in the Attic**

Scene One

(Setting: A family's attic, RON and JOHN, 10-year-old twins, are ransacking boxes.)

RON: We'll never get our costumes for the play ready on time!

JOHN: We'll figure out something.

RON (finds a sheet of paper): Look! Someone left a telegram buried in this trunk. (He reads it.) It's dated April 10, 1912. It says, "I will not be there. I have missed Titanic's noon launch."

JOHN: An ancestor of ours missed getting on board the ship Titanic? I wonder who?

Answer the questions about the text.

1. A play is something that people act out. How do you know that this is a play?

There is dialogue and there are stage directions. It says Scene One.

2. A setting is where a story takes place. What is the setting of the story? How does the setting fit the story?

an attic; possible response: that is where a trunk with old objects might be found

3. What might cause John to think his ancestor sent the telegram?

Possible response: They found it in their attic and so it probably belongs to their family.

4. What is the mystery at the end of the text?

The mystery is which ancestor missed the Titanic.



## Writing Traits: Ideas

Writing Traits: Ideas

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to develop the characters.

### Draft Model

Rion told Zach to open it.  
"I'm not touching it," responded Zach.  
"Okay. I'll do it. Move over," said Rion.

1. What details can you add to make the characters more real? What details would help readers visualize the characters?
2. How can you adjust the dialogue to help it reveal what the characters are like?
3. What other details would help to show the characters' personalities? What details would show why they respond to each other as they do?

B. Now revise the draft by adding details to better develop the characters of Rion and Zach.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

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## Write to Sources

Write to Sources

Name \_\_\_\_\_

Reggie wrote the scene below using text evidence from *A Window into History* and "A Second Chance for Chip" to respond to the prompt: Write a scene between Jacob and Caleb. Have Jacob tell Caleb about his friend's dog, Chip.

Caleb: Hey Jacob, what's up? I think I just saw that dog Chip that belongs to a friend of yours. He was getting chased through our backyard by a cat. It's not every day I see a big, muscular, black German shepherd being chased by a fluffy, little, orange cat.

Jacob: Yep. That sounds about right for Chip. You'd think he'd be a good guard dog, but he's actually scared of his own shadow. Any sudden sound Chip hears makes him dive straight under the nearest bed.

Caleb: I hope you're kidding. As big as that dog is, he shouldn't be afraid of anything.

Jacob: Nope, I'm totally serious. Every time I go to my buddy's house and ring his doorbell, I hear Chip let out a yelp. Then I hear *pitter patter pitter patter* as he runs to hide somewhere.

Caleb: That poor dog. He looks so nice, too.

Jacob: Oh, he's definitely a friendly dog. He'll come right up and start licking your face after he gets to know you. Chip's as courageous as a ham sandwich though.

Caleb: Well, as for myself, I'd take a friendly dog over an angry watchdog any day.

Reread the passage. Follow the directions below.

1. Circle the sentence that has the *most* descriptive details.
2. Draw a box around the simile Reggie used in his writing.
3. Underline the reflexive pronoun in this passage.
4. Write an example of informal dialogue Reggie uses in his scene.

Answers may vary. Sample answer: Hey Jacob, what's up?



### Week 3

#### Vocabulary: Open Response

#### Vocabulary Strategy: Prefixes and Suffixes

##### Vocabulary Strategy: Prefixes and Suffixes

Name \_\_\_\_\_

Prefixes and suffixes are word parts that change the meaning of a word when they are added to that word. Look at these meanings of some prefixes and suffixes.

Prefix	Suffix
(added to the beginning of a word)	(added to the end of a word)
<i>un-</i> = "not"	<i>-ity</i> = "state or condition"
<i>dis-</i> = "opposite"	<i>-er /-or</i> = "a person who"
<i>trans-</i> = "change"	<i>-ation</i> = "condition or action"

Look at the word in bold in each sentence. Using the information in the box above, note how prefixes or suffixes affect the meaning of the word. Then circle the letter of the correct meaning of the word.

- People attacked the women, but the **protestors** refused to leave.  
 a. people who protest    b. not protesting    c. acts of protesting
- Her family believed in women's equality.  
a. not equal     b. equal treatment    c. in an equal way
- Her stay in England **transformed** Paul.  
 a. formed in a new way    b. formed in the same way    c. formed again
- Alice Paul learned in England that **confrontation** was the best way to bring attention to the question of women's suffrage.  
a. people who confront     b. an act of confronting    c. the study of confronting

#### Word Study: Homographs

##### Word Study: Homographs

Name \_\_\_\_\_

Homographs are words that are spelled the same way but that have different meanings. They may also be different parts of speech. Some two-syllable homographs have different pronunciations because different syllables are accented.

- minute (noun meaning "60 seconds")—I'll be there in a *minute*.
- minute (adjective meaning "small")—I ate a *minute* amount.

Look at how the underlined word is used in each sentence. Circle the choice that shows the correct part of speech and pronunciation. Use a dictionary to help you. The first one has been done for you.

- This test will produce good results.  
noun: produce     verb: produce
- Dad got fresh produce at the store.  
 noun: produce    verb: produce
- We will record the game to watch later.  
noun: record     verb: record
- I kept a record of my spending.  
 noun: record    verb: record
- The object in the sky was a balloon.  
 noun: object    verb: object
- My sister will object to sharing her room.  
noun: object     verb: object

## Comprehension and Fluency: Read "a Warrior for Women Rights"

### Comprehension: author's Point of View and Fluency

Comprehension: Author's Point of View and Fluency

Name \_\_\_\_\_

A. Reread the passage and answer the questions.  
Possible responses provided.

1. Look at the end of the first paragraph. What two words does the author use to describe Alice Paul?

brave, young

2. Which of those two words shows a position, or judgment, about Alice Paul?

brave

3. Is the author's point of view, or attitude, toward Alice Paul positive or negative?

positive

4. According to the author, what kind of person was Alice Paul? Circle the letter of the best answer.

a. Alice Paul was a warrior and crusader.

b. Alice Paul was shy and preferred to work in private.

c. Alice Paul was not an effective leader.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

## Comprehension: Author's Point of View Graphic Organizer-Open Response

### Genre/Text Feature

Genre/Text Feature

Name \_\_\_\_\_

#### A Rolling Movement

Ed Roberts became paralyzed from polio when he was 14 years old. He sought admission to college in his twenties. At first he was told this would be problematic, but Ed protested and gained acceptance. He started a group called "The Rolling Quads" with other physically challenged students to improve their daily experiences. Ed later helped create similar groups around the world. Some people call him the "father of the independent living movement."



In the United States there are laws and acts that protect the rights of all students.

Answer the questions about the text.

1. A biography tells about a real person's life. What tells you that this is a biography?

It gives facts about Ed Roberts and the things he has done.

2. What text feature appears underneath the photograph?

a caption

3. Where in the text do you find the main words from the title? Why do you think the author used this title?

The word "rolling" is in "The Rolling Quads" and "movement" is in the last sentence. Possible response: Ed started the independent living movement.

4. What do the photo and the caption tell you?

Possible response: There are laws in our country that protect the rights of all students.

## Writing Traits: Organization

Writing Traits: Organization

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about logical order.

### Draft Model

The students went to the park. They made sandwiches before they came. They had learned about the many homeless people in the area. They saw it in the newspaper that morning.

1. How could ideas be reordered to make the text easier to follow?
2. What time-order words could be added to clarify the order of events?
3. What other details could be added or changed to make the organization of the text more logical?

B. Now revise the draft by reordering ideas to make the organization more logical.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words (park, sandwiches) or write in their native language. Intermediate/Expanding: May write short simple sentences using the present tense and high frequency vocabulary.

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## Write to Sources

Write to Sources

Name \_\_\_\_\_

Brandon wrote the paragraphs below using text evidence from two sources to answer the question: *How do the text structures in Rosa and "Our Voices, Our Votes" help you understand information about the struggle for equal rights?*

Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event.

At the beginning of *Rosa*, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa's daily routine quickly **took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person.** Later that night, in peaceful protest, people decided not to ride Montgomery's buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal.

"Our Voices, Our Votes" details the long journey women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They'd won a hard-fought battle.

**In conclusion,** the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.

Reread the passage. Follow the directions below.

1. Circle the transition that links the summary to the rest of the text.
2. Draw a box around the text evidence that Brandon used to show the first event in *Rosa* that led to other events.
3. Underline the text evidence that shows the final outcome of the Montgomery protests.
4. Write the pronoun-contraction included in this text.

They'd

## Week 4

### Vocabulary: Open Response

### Vocabulary Strategy: Context Clues

#### Vocabulary Strategy: Context Clues

Name \_\_\_\_\_

Look at this example of **context clues** in a **paragraph**. The underlined words restate and provide the definition of the word *evaporates*.

As the sun heats ocean water, some of the liquid evaporates. In other words, it changes into a gas, or vapor.

Read each passage below. Use context clues to help you figure out the meaning of each word in bold. Then circle the letter of the best definition for the word.

1. People use larger amounts of water to meet their needs. This influences, or affects, the demand for fresh water.  
a. meets                      **b. affects**                      c. provides
2. The water cycle moves and changes Earth's water in a circular pattern.  
**a. series of events**                      b. natural resources                      c. change
3. Water is stored for a long time in large ice masses called **glaciers** and in polar ice. Summer weather usually does not affect these kinds of ice.  
a. summer weather                      b. polar summer                      **c. ice masses**
4. Some of the water that falls to Earth is **absorbed**, or soaked up, by the ground. Some water stays in the soil's top layers and feeds plant life.  
a. joined with                      b. covered by                      **c. soaked up**

### Word Study: Words with /char/ and /zhar/

#### Word Study: Words with /char/ and /zhar/

Name \_\_\_\_\_

When a multisyllabic word ends with the syllable *sure* or *zure*, the syllable has the /zhar/ sound, as in *treasure* and *seizure*.

When a multisyllabic word ends with the syllable *ture*, the syllable has the /char/ sound, as in *creature*.

A. Read the words in each row. Circle the word that has the /zhar/ sound in the final syllable. The first one has been done for you.

- |                    |                |                |
|--------------------|----------------|----------------|
| 1. present         | through        | <b>measure</b> |
| 2. <b>exposure</b> | content        | survive        |
| 3. interesting     | <b>seizure</b> | ruler          |
| 4. <b>pleasure</b> | reverse        | surface        |
| 5. produce         | research       | <b>leisure</b> |

B. Read the words in each row. Circle the word that has the /char/ sound in the final syllable. The first one has been done for you.

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 6. <b>nature</b>  | contest         | master         |
| 7. desert         | <b>moisture</b> | trust          |
| 8. first          | aware           | <b>picture</b> |
| 9. <b>pasture</b> | discover        | under          |
| 10. contest       | simple          | <b>gesture</b> |

## Comprehension and Fluency: Read "The Wonders of Water"

### Comprehension: author's Point of View and Fluency

#### Comprehension: Author's Point of View and Fluency

Name \_\_\_\_\_

#### A. Reread the passage and answer the questions.

- In the first paragraph, the author tells about a problem with Earth's supply of water. Which words or phrases describe this problem? Circle the letter of the correct answer.
  - Water is a natural resource.
  - Water ... makes life on Earth possible.
  - Many people around the world are running low on water.
- Which word or phrase in the second paragraph shows the author's position about the water supply problem? Circle the letter of the correct answer.
  - fortunately
  - not useful
  - covered by oceans
- Think about the author's use of words and details throughout the passage. What is the author's point of view about water supplies? Circle the letter of the correct answer.
  - We must take immediate action to protect Earth's water supplies.
  - We will never run out of water.
  - Earth's water cycle helps to provide us with fresh water.

#### B. Work with a partner. Read the passage aloud. Pay attention to accuracy and expression. Stop after one minute. Fill out the chart.

	Words Read	=	Number of Errors	=	Words Correct Score
First Read		=		=	
Second Read		=		=	

### Comprehension: Author's Point of View Graphic Organizer--Open Response

#### Genre/Text Feature

#### Genre/Text Feature

Name \_\_\_\_\_

#### Renewing the Future

The weather has gotten warmer for the Jemez Pueblo tribe of New Mexico. Summers are hotter and rainfall has decreased. Tribal members recognize the value of natural resources. They want to help future generations without harming the environment. The tribe plans to build the first large-scale solar energy plant on tribal lands. They will sell the electricity to outside customers. The income will provide services. For example, the tribe will improve its existing drinking water system.

#### New Mexico August Temperatures

Dates	1900-1939	1940-1979	1980-2010
Range	68.5-74.4	68.8-73.5	69-76.5
Average	71.3	71.5	71.8

#### Answer the questions about the text.

- How can you tell that this is expository, or informational, text?  
It gives facts about a real place and an actual problem.
- What is the text's heading? Why is the heading important?  
Renewing the Future; It tells what the text will be about.
- What is another text feature in this text?  
a chart with a title
- What information do you learn from the chart?  
The chart shows how the temperatures in New Mexico increased over time.

## Writing Traits: Word Choice

Writing Traits: Word Choice

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add transitions to connect ideas.

### Draft Model

Water is necessary for life. Plants and animals need water to survive.  
People should conserve water.

1. What transitions can you add to help show the relationship between the ideas in the first and second sentences?
2. How does the idea in the last sentence relate to the other ideas? What transition could be added to express this relationship?
3. What other details can you add to help develop the ideas?

B. Now revise the draft by adding transition words to connect ideas.

Answers will vary but should contain transitions to help connect ideas.

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## Write to Sources

Write to Sources

Name \_\_\_\_\_

Natalie wrote the paragraphs below using text evidence from *One Well* and "The Dirt on Dirt" to answer the question: *In your opinion, what is the best way to care for Earth's water supply? Use text evidence to support your answer.*

According to the author of *One Well*, 69 percent of the freshwater we use is used by farms to grow crops and raise livestock. According to the author of "The Dirt on Dirt," pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet's water is to think carefully about the food we eat and how we produce it.

For example, according to *One Well*, drinking a glass of water instead of a glass of milk would actually save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences.

In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful pesticides, people can help protect Earth's precious water supply.

Reread the passage. Follow the directions below.

1. Circle the phrase that Natalie uses to transition to a new idea.
2. Draw a box around each possessive pronoun used in this text.
3. Underline the text evidence from the second paragraph that best supports Natalie's opinion.
4. Write the text evidence Natalie used from "The Dirt on Dirt" to support her opinion.

Pesticides can pollute groundwater.

Week 5

**Vocabulary: Open Response**

**Vocabulary Strategy: simile and Metaphor**

Vocabulary Strategy: *Simile and Metaphor*

Name \_\_\_\_\_

A **simile** compares things using the word *like* or *as*: "I stand in his shadow, silent as a stone."

A **metaphor** compares things without using the word *like* or *as*: "That shed's a squat gray mushroom."

Read each passage below. **Underline the thing that is being compared to the word in bold.** Then circle the letter of the best meaning of the simile or metaphor.

1. My **grandpa** is a mountain, / Brooding, looming, tall.  
a. covered with snow      **b. tall and quiet**      c. huge
2. The old man's **hands** are vises.  
**a. like clamps**      b. like sharks      c. like voices
3. My **words** explode like fireworks.  
a. quietly      b. carefully      **c. loudly**
4. Anticipating anger, / my **mouth** shuts like a trap.  
**a. tightly**      b. like a hole      c. secretly

**Word Study: Suffixes -ance, -ence**

Word Study: *Suffixes -ance, -ence*

Name \_\_\_\_\_

The suffixes *-ance* and *-ence* can mean "an action or act" or "the state of." When either of these suffixes is added to a base word or root, the resulting word is a noun.

*attend* + *ance* = *attendance*: the act of attending

*depend* + *ence* = *dependence*: the state of being dependent

Read the words in the box. Sort the words according to the suffix. Then underline the suffix in each word. The first one has been done for you.

entrance	balance	evidence	resistance
presence	disturbance	residence	confidence
importance	attendance	absence	difference

<i>-ance</i>	<i>-ence</i>
<u>entrance</u>	<u>absence</u>
<u>importance</u>	<u>evidence</u>
<u>balance</u>	<u>confidence</u>
<u>attendance</u>	<u>residence</u>
<u>disturbance</u>	<u>presence</u>
<u>resistance</u>	<u>difference</u>

## Comprehension and Fluency: Read "Grandpa's Shed"

### Comprehension: Theme and Fluency

Comprehension: Theme and Fluency

Name \_\_\_\_\_

A. Reread the passage and answer the questions.

Possible responses provided.

1. What are two important, or key, details in the first stanza of the poem?

grandpa is like a mountain; the speaker is silent

2. What clues do these details give you about the speaker's thoughts or feelings?

The speaker feels a little bit in awe of the grandpa.

3. What is the theme, or message, of the poem?

You can connect with someone by working or creating together.

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	-	Words Correct Score
First Read		-		-	
Second Read		-		-	

### Comprehension: Theme Graphic Organizer--Open Response

#### Genre/Literary Elements

Genre/Literary Elements

Name \_\_\_\_\_

#### Climbing a Hill

Hiking is like a roller coaster.  
It's not just one long climb  
and then the ride is over.

The dizzying drop after that first  
climb sets in motion a wild journey--  
bends, curves, smaller hills  
that take me by surprise.

I don't want the ride--the climb--  
to ever end. All too soon, the coaster  
car glides to a stop, like loping down  
that last stretch of steep hill.

A sense of accomplishment  
dares me to climb again.



Answer the questions about the text.

1. How do you know this text is free verse?

It does not have rhyme or a regular meter. The lines are not all the same length.

2. How are the lines in the poem placed on the page?

The lines are put into short stanzas, or groups.

3. What other literary element does the poem use?

Possible responses: It uses a simile to compare hiking to riding on a roller coaster (whole poem). It also uses alliteration such as dizzying drop (line 4).

4. What feelings does the speaker express?

Possible response: The speaker expresses joy, surprise, excitement, and accomplishment.



## Literary Elements: Stanza and Meter

Literary Elements: Stanza and Meter

Name \_\_\_\_\_

**Meter, or rhythm,** is a repeating pattern of stressed and unstressed syllables.

Example: *My words explode like fireworks.*

**Stanzas** are groups of lines in a poem that express a key idea.

Example: Grandpa merely dips his brush,  
Paints a horse and hound,  
"The horse I harnessed as a boy,  
Dog was mine too."

Read the lines of the free verse poem below. Then answer the questions.

### Grandpa's Shed

My grandpa is a mountain,  
Brooding, looming, tall.  
I stand in his shadow, silent as a stone.  
Rattling rusty paint cans,  
He gestures toward the shed. I gape.  
That shed's a squat gray mushroom,  
Needing more than paint to fix.

1. How many lines are in this stanza, or group of lines, of the poem?

seven

2. How is the first line of the poem an example of rhythm, or meter?

The stressed syllables create a regular beat, or pattern.

3. What other line in the poem has the same rhythm?

Line 6: That shed's a squat gray mushroom

## Writing Traits: Word Choice

Writing Traits: Word Choice

Name \_\_\_\_\_

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add sensory language to make the writing more interesting.

### Draft Model

The word *imagine* is the best.  
I like the way it looks.  
It sounds nicer than the rest.

1. Which words could you use to create a clearer image of the word *imagine*?
2. Which words can you add to explain why the sound of the word is pleasing?
3. What other sensory details would help readers share the writer's experience?

B. Now revise the draft by rewriting sentences to include sensory details and to describe an experience or subject for the reader.

Answers will vary depending on language ability: Beginning/Emerging students may draw and label relevant words or write in their native language. Intermediate/Expanding students may write short simple sentences using the present tense and high frequency vocabulary.

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## Write to Sources

Write to Sources

Name \_\_\_\_\_

Esther wrote the poem below and studied the language in “Words Free as Confetti,” “Dreams,” and “A Story of How a Wall Stands” to respond to the prompt: *Write a free-verse poem about a favorite activity that you do in your spare time.*

Saturday afternoon, my favorite time is here,  
Soon there will be tasty happiness.  
Just Mom and I baking  
Chewy, chunky, chocolate chip cookies!

We mix and stir and pour.  
We laugh and stir some more.  
Putting drops of dough on the sheet,  
The oven's ready, can't miss a beat.

The kitchen is warm and cozy.  
Cookies, gooey and sweet.  
We keep checking every minute.  
What a terrific tasty treat!

Reread the passage. Follow the directions below.

1. Circle the sensory language Esther used to describe the poem's setting.
2. Draw a box around the stanza that has no set patterns in it.
3. Underline one example of alliteration that Esther included.
4. Write two of the homophones found in the first stanza of Esther's poem.

Possible answers: time, here, there, I

## Week 6

Read “Paul Bunyan”. Complete the activities.

### Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 127 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Paul and his parents moved to the woods.

When Paul was a baby, his sneezes caused earthquakes. The townspeople didn't like cleaning up the mess these earthquakes caused. The townspeople forced Paul's family to move to the woods.

2. Describe something unbelievable that Babe the ox did.

Babe used his great strength to pull a curvy road into a straight road.

3. Explain why tall tales have exaggerations. Use an example from the story to explain.

Tall tales have exaggerations to make the story interesting and fun. For example, it is fun to learn about Paul creating the Grand Canyon with his ax.

Write Work with a partner. Discuss your notes about “Paul Bunyan.” Then write your answer to the Essential Question.

What kinds of stories do we tell about Paul Bunyan? Why do we tell them?

Explain what makes the stories about Paul Bunyan interesting. Then explain why we tell these types of stories.

Paul Bunyan stories are interesting because they contain humor and exaggerated characters and events. We tell these stories because it is fun to read about characters who have incredible adventures like those of Paul and Babe.

**Read "The Trouble With Twins". Complete the activities.**

**Respond to the Text**

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 75 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe how Evan feels at the beginning of the story. Explain why he feels this way.

At the beginning of the story, Evan feels frustrated. He feels bad because he can't tell his twin friends, Leslie and Sara, apart.

2. Explain how Leslie's note helps Evan.

Leslie's note gives Evan a way to tell the twins apart. In her note, Leslie tells Evan that she is left-handed and Sara is right-handed.

3. Explain why Evan is overjoyed at the end of the story.

Evan is overjoyed because he has found a way to always tell the girls apart. He finds that he can tell the girls apart by looking at which hands they use to do things.

**Write Work with a partner. Discuss your notes about "The Trouble with Twins." Then write your answer to the Essential Question.**

**What did Evan discover when he took a second, closer look at the twins? Explain what Evan learns about the twins. How does Evan change during the story?**  
At first, Evan is frustrated because he can't tell the twins apart. Evan cannot see any differences between the girls. At the end of the story, Evan learns how to tell them apart. Leslie is left-handed and Sara is right-handed. Evan is overjoyed because he now has a way to tell the girls apart. He can look at which hand they use to do things.

**Read "A Renewable Resource". Complete the activities.**

**Respond to the Text**

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 145 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe the two types of fuels and why they are important.

Biofuels come from crops and material from living things and animal. Fossil fuels come from dead animals and plants from millions of years ago. They are important because they provide energy.

2. Describe how the two types of fuels are different.

It takes millions of years to make fossil fuel, so people can run out of it. In contrast, biofuel takes much less time to make, so it is less likely to run out of it.

3. Explain the author's view point about biofuels.

The author's view point is that it is better to use biofuels than fossil fuels because it takes less time to make. However, we have to be careful because using crops for fuel means there is less crop for people to eat.

**Write Work with a partner. Discuss your notes about "A Renewable Resource." Then write your answer to the Essential Question.**

**Why are biofuels valuable? How is it a good alternative to fossil fuels?**  
Biofuels are valuable because they provide us with energy. Biofuels are a good alternative to fossil fuels because it take less time to make biofuel, so it is more difficult to run out of it.

## Read "Harriet Tubman". Then, Complete the activities

### Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 58 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe some of the hardships Harriet Tubman faced.

Harriet was born into slavery and worked at a young age. After a slaveholder threw a heavy weight at her head, she suffered from terrible headaches.

2. Explain how Harriet was able to escape to the North.

Harriet escaped by traveling on the Underground Railroad. She hid during the day and walked at night. People helped her by hiding her in barns and secret rooms.

3. Describe how Harriet Tubman risked her life to help others.

Harriet Tubman worked as a conductor on the Underground Railroad. Harriet broke the law and faced danger by guiding enslaved people along the route north.

**Write Work with a partner. Discuss your notes about "Harriet Tubman." Then write your answer to the Essential Question.**

**What did Harriet Tubman do to bring about a positive change?**

**Explain what Harriet Tubman wanted to accomplish. How did she achieve her goal?**

Harriet Tubman wanted to help enslaved people gain freedom. She risked her life working as a conductor on the Underground Railroad. She faced danger as she led hundreds of enslaved people along the route to freedom in the North. Harriet also supported the Union army during the Civil War by working as a cook, a nurse, and a spy. Later in life, Harriet fought for women's right to vote.

## Read "The Poem". Then, Complete the activities.

### Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 80 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Describe the assignment Mr. Krosnick gives the class.

Mr. Krosnick wants the students to write an expressive poem. The students are supposed to write about what they did over the summer.

2. Explain the decisions the friends need to make before writing their poem.

The friends need to decide the topic of the poem, how to express their ideas, and what kind of poem to write.

3. Describe how the friends make these decisions.

They agree to use all of their ideas. Then, they make suggestions on how they might express these ideas. Finally, they vote on which kind of poem they wanted to write.

**Write Work with a partner. Discuss your notes about "The Poem." Then write your answer to the Essential Question.**

**How do you express something that is important to you?**

**Explain why the friends have different ideas about writing their poem. Then tell how they decide to express their summer experiences.**

The friends have different ideas about the poem because each person had a different experience. They decide to use a simile and metaphor to show that summer is a fun time. These devices help show that summer is full of color. It is a time to be carefree.