

Read the following information about the origin of the word expresses.

from the Latin *exprimere* meaning “to squeeze out”

1. This information helps the reader know that the word expresses means –

- A. to tell
- B. to listen
- C. to think
- D. to act

2. He expressed concern that the pencil wouldn't last the whole month.

What does the word last mean in this sentence?

- A. the final pencil in a group
- B. make it to the end of the month
- C. a new pencil

“I think I will keep this marker for myself,” thought the student. Just then, everyone else turned their marker in.

3. Read the dictionary entry for the word keep.

Keep \ˈkēp\ *verb*

- 1. to take care of
- 2. to save
- 3. to be in control

- A. Definition 1
- B. Definition 2
- C. Definition 3

Read the following paragraph.

"Aww!" Rose giggled, as Jappa licked her nose. "You're the cutest puppy ever!" Jappa wagged his tail rapidly and snuggled close to Rose.

1. What can the reader tell about Rose?
 - A. She believes dog slobber is gross.
 - B. She prefers to spend time with dogs rather than cats.
 - C. She values her time with Jappa.
2. Who is the narrator of this story?
 - A. Rose
 - B. Jappa
 - C. An outside observer

Read this paragraph.

Rose's brother, Sanjay, walked in and said, "Rose, I can't believe you let that dog lick you! Smells like feet!"

3. What can the reader tell about Sanjay?
 - A. he is confused about Rose's interactions with Jappa.
 - B. he is disgusted when Jappa licks Rose.
 - C. he believes dogs have smelly feet.
4. How would you summarize these two paragraphs?

Many diseases have cures and preventions. With the right medical care, we can live without diseases. Unfortunately, most rare diseases have no cure, so living with a rare disease is a lifelong adventure.

1. Which detail supports the idea that people living with rare diseases experience challenges?

- A. Many diseases have cures.
- B. Medical care can help us live without diseases.
- C. Living with a rare disease is a lifelong adventure.

2. Which statement is an accurate comparison?

- A. Rare diseases usually do not have cures, but many common diseases have cures.
- B. Cures help all rare diseases go away, but prevention doesn't work.
- C. Rare diseases present challenges.

3. How did the author organize this paragraph?

- A. listing different types of diseases and cures
- B. explaining ways to prevent diseases
- C. showing a difference between diseases and rare diseases
- D. naming a disease and providing causes

4. What was this paragraph mostly about?

When the wind blows,
When the street turns,
3 When there are bumps or hills,
My heart pounds, my face sweats.

"I know that I must, but I'm scared,"
6 I whisper, as I'm learning to ride.

1. What can the reader conclude from the action in the first stanza?
 - A. The poet is excited
 - B. The poet is frightened
 - C. The poet enjoys getting exercise
 - D. All the roads where the poet lives are bumpy

2. What activity is this poem about?

3. The second stanza contains only two lines because the poet wants to show that-

- A. this is an important interaction
 - B. the setting has changed
 - C. the poem contains self-dialogue

4. The poem is mostly about –

- A. being generous
 - B. having courage to learn new things
 - C. going on an adventure
 - D. creating sense of togetherness

Friday Week 1 – Vocabulary Development

1. My hair was messed up like I just rolled out of bed. Everyone laughed because it looked ridiculous.

The word ridiculous means-

- A. as soon as it is visible
- B. outrageous or outlandish
- C. cutting edge or fashionable
- D. long and curly

2. The sky had a blue shimmer as the sun shined in the afternoon.

The word shimmer means –

- A. atmosphere or air
- B. dismal or gloomy
- C. gleam or sparkle

The teacher will call out at the end of recess, "Let's go!"

3. Read the dictionary entry for the word call.

call \ˈkól\ *verb*

- 1. to try to telephone someone
- 2. to speak loudly or shout
- 3. to visit someone
- 4. to give a name

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

A playwright will include a narrator to help move the story along. A narrator makes it a cinch to quickly tell events in a story.

1. In this paragraph, what does the word narrator mean?

- A. a plot twist that is not predictable
- B. a character who creates events
- C. a role in a play that helps tell a story
- D. the rising action

2. In this paragraph, what does the word cinch mean?

- A. frustrated
- B. anxious
- C. patient
- D. easy

“What made you want to help the hurt puppy?” Sofia’s mom asked.

“I thought it was the right thing to do,” replied Sofia.

3. Read the dictionary entry for the word right.

Right \rahyt\ *noun*

- 1. legal ownership
- 2. truth or justice
- 3. moral principle

- A. Definition 1
- B. Definition 2
- C. Definition 3

"Jappa come back!" Rose yelled with desperation. Jappa sprinted through the gate and turned down the sidewalk. Like lightning, he bolted out of sight!

1. Rose's actions suggest that she –
 - A. is concerned about Jappa
 - B. is careless when doing her chores around the house
 - C. is too fast to catch
2. Rose's main conflict is –
 - A. her new puppy that she doesn't know how to groom
 - B. when Jappa didn't listen to Rose, and he escaped
 - C. not being able to run down the sidewalk
 - D. when she was in trouble with her mom

3. Who is the narrator of this story?

- A. Jappa
- B. Rose
- C. An outside observer

4. The simile is used in this paragraph to suggest –

- A. Jappa will never return home.
- B. Rose was concerned about the thunderstorm.
- C. Jappa was in trouble, so he ran.
- D. Jappa was too quick to catch.

Katy Baker is an extraordinary individual who was born with one lung. Having only one lung makes it difficult to do physical exercise. But that doesn't stop Katy.

Scimitar Syndrome

Katy loves physical activity – she is a trampoline enthusiast! Her missing lung doesn't stop her from doing the activities she loves, but it does make it hard for her to breathe. When someone is missing a lung, it is called Scimitar Syndrome.

Katy's Solution

Katy is showing others how to do what they love, even when facing extreme difficulties. In 2016, when she was only 19 years old, she create a short movie about her disease. The movie shows how an illness doesn't have to hold you back from doing what you love.

1. This paragraph is mainly about –

2. The author organizes the information in this text by –

- A. explaining how illnesses cause difficulties.
- B. listing the reasons for creating a short movie.
- C. comparing one illness to another.
- D. describing two ideas related to a topic.

Everyone is watching
Perform, perform.

I step onto the stage
light beams like the sun

5 music begins,
my feet move
as if driven by another.

1. The action in the second stanza helps the reader conclude –

- A. the narrator is a dancer
- B. the narrator is moving in the sunlight
- C. the narrator thinks the music is too fast
- D. the narrator is not in control of the car

2. What message best fits this poem?

- A. Exploring a new hobby can be fun.
- B. It is sometimes difficult to wait.
- C. Learning can take courage.
- D. Performing can be exciting.

3. How do you know this poem is a free verse?

4. What evidence supports the conclusion that the narrator enjoys being onstage?

1. Each student can use a different method for studying. Some studying techniques will help a student remember information that was initially learned months ago.

The word method means-

- A. reviewing
- B. pupil
- C. materials
- D. way to do something

2. Which words from the paragraph help the reader know the meaning of initially?

- A. *each student can use*
- B. *help a student learn*
- C. *months ago*

Last night we played a tough softball game, but dinner was good afterwards.

3. Read the dictionary entry for the word last.

last *verb*

- 1. to endure a challenge
- 2. the final in a series
- 3. the one before

- A. Definition 1
- B. Definition 2
- C. Definition 3

Read the following information about the origin of the word simile.

from the Latin *similis*, meaning “similar”

1. This information helps the reader know that the word simile means –

- A. making a connection
- B. making a contrast
- C. feeling the same as someone else
- D. a word that means the same

2. His embarrassment turned his face red like a bullseye.

The word embarrassment refers to –

- A. a feeling of sadness or anger
- B. a feeling of public humiliation
- C. an act of cheating

3. Read the text below.

We wore yellow hats to the baseball game, but the home team is blue and red! We looked ridiculous like a bunch of banana heads!

The simile in this text showed –

- A. the color of the hats didn't match the home team.
- B. the baseball game was ridiculous.
- C. the author's opinion of the home team's colors.
- D. how similes can add rhyme to a paragraph.

Read the following paragraph.

"Mom! Help!" Rose yelled as she ran inside. Rose's mom looked up, and suddenly the phone rang. Rose's mom held up her hand to Rose, then answered the phone.

1. What can the reader tell about Rose's mom?
 - A. She doesn't want to help Rose.
 - B. She is dissatisfied by Rose's behavior.
 - C. She remains calm even when problems arise.
2. The reader can conclude –
 - A. Rose believes the phone call will help her.
 - B. Rose's mom doesn't care about Jappa.
 - C. Rose has confidence in her mom's ability to help.

Read the following sentence.

"Well, Rose, that was an interesting phone call. I think you can calm down now," Rose's mom assured.

3. In this last sentence, the reader learns –
 - A. Rose's mom wants to comfort Rose
 - B. Rose wants to assure her mom
 - C. The phone call was bad news
4. It is likely that Rose's mom will –
 - A. be curious about the phone call
 - B. be unsure how to handle Rose
 - C. have something to share with Rose

A rare disease is one that affects only a small percent of the entire population. It may be called “rare”, but thousands of humans have rare diseases. Even more are impacted by rare diseases. Often, families and friends join together to help someone who has a rare disease.

1. Look at the diagram below.

Cause:

Effect: family & friends work together.

What completes the diagram?

2. Which detail from the paragraph suggests that many people have rare diseases?

3. The reader can infer that people who live with rare diseases –

4. The author organizes the information by –

- A. describing the impact of rare diseases
- B. describing examples of rare diseases
- C. giving facts to support an opinion

MR. CAM: If everyone builds a bridge that holds my dictionary, you will win a field trip to the museum!

DESHAWN: Wow! I love building!

CALITA: I've never built anything before.

SYBIL: My bridge will be the tallest!

JUAN: How are we going to do this? What will we build with? Is this going to be in class?

NARRATOR: As soon as the class became quiet, Mr. Cam brought out a box of supplies and began to explain the guidelines. Mr. Cam was pleased with the students' interest in the project.

1. Mr. Cam presents a challenge to -
 - A. teach students about a museum
 - B. persuade students to study more
 - C. to motivate students to write more in their journals
 - D. provide an exciting way for students to be creative
2. How does Juan feel about this project?
3. Who is Mr. Cam?
4. Why does the playwright include a narrator in this play?

1. Jared's kidney disease is so uncommon that he had to go to a different state to find a doctor.

The word uncommon means-

- A. very easy or simple
- B. not easy or simple
- C. very rare
- D. not very rare

2. Jared's family needed to raise money to help pay the doctors. Mom suggested, "Let's sell some items on Ebay!"

The word suggested means to –

- A. talk about a problem
- B. give directions on how to do something
- C. offer an idea

The girls scouts wanted to raise awareness about their cookies, so they passed out flyers.

3. Read the dictionary entry for the word raise.

raise \ˈrāz\ *verb*

- 1. to lift upward
- 2. to stand up
- 3. to collect
- 4. to bring to notice

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

Today, you will read two stories titled “Jonas” and “The Leaving Morning.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled “Jonas” by Alice K. Boatwright. Then answer Questions 1 through 3.

Jonas: Based on a True Story
By Alice K. Boatwright

① Jonas was once a great hunting dog. He could run all day and never get tired. He could swim across streams and jump over fences. He could find anything, just using his nose.

② Dad has a medal Jonas won, and on the bureau there is a picture of Jonas in a frame. He looks shiny and handsome. It was taken before I was born.

③ Now Jonas is 15. In dog years, that 105—older even than Granddaddy. Jonas hunts for slippers and dust balls now, not rabbits.

④ When I come home from school, I can see Jonas looking out the window, watching for me. He's hoping we'll go for a walk. Usually we go around the block so he can see what the other dogs have been up to all day.

⑤ Jonas likes to play with me. When I throw a ball, he can always find it. If Dad throws the ball for him, he runs after it, but he often brings back a rock or an old bone instead.

⑥ Once Jonas and I went hunting in the tall grass behind the house. We were going to catch something big, but Jonas saw a crow and disappeared after it into the woods.

⑦ I ran and called to him to come back, but he couldn't hear me. Finally I sat down to wait. It took him a long time to find me again.

⑧ We were both glad to get home for supper.

⑨ Sometimes Jonas forgets that he's been fed. He stands over his bowl looking patient and sad. I sneak him a dog bone so he won't think he's hungry.

⑩ At night Jonas sleeps on the floor by my bed. Some nights he has dreams and barks in his sleep. I think he's remembering all the adventures we've had. When I have a dream that wakes me up, I like to reach down and feel him there by my bed.

⑪ One morning I got up and stepped in a puddle. Mom said Jonas had had an accident in the night. I didn't know that could happen to a dog when he was old. He was very embarrassed. I did my best to comfort him—I know how it feels to have an accident.

⑫ Some days we go to the beach, and Jonas forgets all about being old. He runs and jumps and finds horrible things to eat. We have so much fun that Dad has to tell us it's time to go home, or else we would never stop.

⑬ Other days Jonas hardly gets up from his chair. I see Dad looking at him and he know he's thinking how much he'll miss him.

⑭ When Jonas dies, Dad says we will bury him in the backyard. We will make a sign to show where he is. Sometimes I think about what a beautiful sign we'll make. But mostly I hope it won't happen soon. We all want Jonas to live forever.

⑮ Dad says the friends you've loved are always with you. That's how I know I'll always have Jonas. I won't ever forget him.

1. Part A

What does **accident** mean as it is used in Paragraph 11 of "Jonas?"

- a. He crashed into something
- b. He went to the bathroom while he was sleeping
- c. He got lost while chasing a crow
- d. He brought back the wrong thing when playing catch

Part B

Which statement **best** supports the answer to Part A?

- a. "...he often brings back a rock or an old bone instead."
- b. "...Jonas saw a crow and disappeared after it into the woods."
- c. "One morning I got up and stepped in a puddle...He was very embarrassed."
- d. "When I throw a ball, he can always find it. If Dad throws the ball for him, he runs after it..."

2. Part A

Jonas' actions make the narrator afraid. What is the narrator afraid of?

- a. Jonas won't be able to play catch.
- b. Jonas will die one day.
- c. Jonas will keep forgetting that he's been fed, and he'll always be hungry.
- d. Jonas will eat slippers by accident.

Part B

Which detail from “Jonas” supports the answer to Part A?

- a. “When Jonas dies, Dad says we will bury him in the backyard...But mostly I hope it won’t happen soon.”
- b. “Jonas hunts for slippers and dust balls now, not rabbits.”
- c. “If Dad throws the ball for him, he runs after it, but he often brings back a rock or an old bone instead.”
- d. “Sometimes Jonas forgets that he’s been fed. He stands over his bowl looking patient and sad.”

3. Part A

Read this sentence from Paragraph 4 of the story.

Usually we go around the block so he can see what the other dogs have been up to all day.

This sentence shows Jonas is sad. Why is he sad?

- a. He doesn’t like going for walks.
- b. He doesn’t like the other dogs.
- c. He doesn’t like the block they live on.
- d. He is reminded of all the things the other dogs do that he can’t do anymore.

Part B

Which detail from the story **best** supports the answer to Part A?

- a. “He could run all day and not get tired.”
- b. “...disappeared into the woods...”
- c. “Jonas hunts for slippers and dust balls now, not rabbits.”
- d. “He’s hoping we’ll go for a walk.”

Read the story titled “The Leaving Morning” by Angela Johnson. Then answer questions 4 through 6.

The Leaving Morning

by Angela Johnson

① THE LEAVING happened on a soupy, misty morning,
when you could hear the street sweeper.
Sssshhhshsh...

② We pressed our faces against the hall window
And left cold lips on the pane.

③ It was the leaving morning.
Boxes of clothes,
toys,
dishes,
and pictures of us everywhere.

④ The leaving had been long because we'd packed
days before and said good-bye
to everyone we knew...

⑤ Our friends...

⑥ The grocer...

⑦ Everybody in our building...

⑧ And the cousins, especially the cousins.

⑨ We said good-bye to the cousins all day long.

⑩ Mama said the people in a truck would move us
and take care of everything we loved,
on the leaving morning.

⑪ We woke up early and had hot cocoa from the deli
across the street.
I made more lips on the deli window
and watched for the movers on the leaving morning.

We sat on the steps and
watched the movers.

⑫ They had blue moving clothes on
and made bumping noises on the stairs.
There were lots of whistles
and "Watch out, kids."

⑬ Got me a moving hat and a kiss on the head
from Miss Mattie, upstairs.

⑭ And on the leaving morning she told me
to watch myself in the new place when I crossed
the street, and think of her.

⑮ I sat between my mama and daddy,
holding their hands.
My daddy said in a little while we'd be someplace
we'd love.

⑯ So I left lips on the front window of our apartment,
and said good-bye to our old place,
on the leaving morning.

4. Part A

What is the central message of the story?

- a. It's hard to say goodbye to a place you love.
- b. The love in the neighborhood and the family makes moving easier.
- c. The narrator owned a lot of stuff that had to be moved.
- d. Drinking hot cocoa can make you feel better on a sad day.

Part B

Which statement **best** supports the answer to Part A?

- a. "...Boxes of clothes, toys, dishes, and pictures of us everywhere."
- b. "We woke up early and had hot cocoa from the deli."
- c. "I sat between my mama and daddy, holding their hands. My daddy said in a little while we'd be someplace we'd love."
- d. "...we'd packed days before and said good-bye to everyone we knew...our friends...the grocer...everybody in our building...and the cousins, especially the cousins."

5. Part A

At three points in the story, the narrator says she **left lips**. Why did she do that?

- a. She was artistic.
- b. She was kissing the special places goodbye.
- c. It was cold.
- d. Miss Mattie kissed her.

Part B

Which statement **best** supports the answer to Part A?

- a. "...on a soupy, misty morning..."
- b. "Got me a moving hat and a kiss on the head from Miss Mattie..."
- c. "...I left lips on the front window of our apartment and said good-bye to our old place..."
- d. "...I made more lips on the deli window and watched for the movers on the leaving morning."

6. Part A

The leaving morning was actually just the last part of moving away. How did that affect the act of moving?

- a. It made it easier, because they could say good-bye to everyone.
- b. It made it better, because they had time to move their belongings.
- c. It made it easier, because they had time to drink cocoa and leave lips.
- d. It made it better, because Miss Mattie gave the narrator a hat.

Part B

Which statement **best** supports the answer to Part A?

- a. "...on the leaving morning she told me to watch myself in the new place when I crossed the street..."
- b. "...the people in a truck would move us and take care of everything we loved."
- c. "The leaving had been long, because we'd packed days before and said good-bye to everyone we knew..."
- d. "We woke up early and had hot cocoa from the deli across the street."

Refer to “The Leaving Morning.” Then answer Question 7.

7. This story tells us about the day that the narrator moved out of her neighborhood.

Write the narrator's journal entry about this leaving morning. Include information about the events of the morning and how the character might have responded to the events as you write the journal entry.

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Refer to the stories “Jonas” and “The Leaving Morning.” Then answer Question 8.

8. The narrators in both “Jonas” and “The Leaving Morning” have to deal with loss.

Write an essay that explains what good things the narrators in each story are losing and why they are so special. Use details from the stories to explain how the narrators will deal with these losses. Use what you learned about the characters to support your essay.

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