

ANSWER KEY

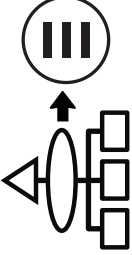
Comprehension
Level 7: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

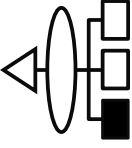
Use these cards independently or with a partner to review the instructional terms introduced online.

summary




a short statement of the most important ideas

supporting ideas



facts, reasons, and other details that explain a main idea

text features



elements in informational text such as headings and captions

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LITERACY

Lexia Skill Builders

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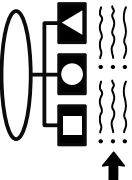
Comprehension
Level 7: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

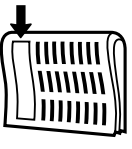
Use these cards independently or with a partner to review the instructional terms introduced online.

details



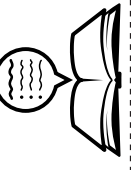
pieces of information that describe or support

heading



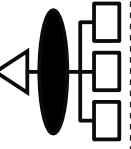
words at the top of the text that give the subject or topic

informational text



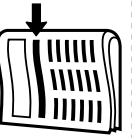
writing that gives facts about a subject or topic

main idea



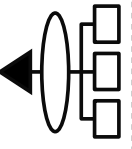
the subject and what the text says about the subject

subheading



words that label shorter parts of the text

subject



the topic, or who or what a text is mostly about

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continued on next page

page 1

ANSWER KEY

Name: _____

Comprehension
Level 7: Informational Text & Summary

SKILL FOCUS

B. Read the terms below. Then, use these terms to fill in the missing labels and to answer the questions below. You can review the Vocabulary Cards, if needed.

details
heading
main idea
subheading
subject
supporting ideas

1. Which text feature can help you identify the subject?
h_e_a_d_i_n_g

2. Which text feature can help you identify a supporting idea?
s_u_b_h_e_a_d_i_n_g

3. What are pieces of information that describe or support?
d_e_t_a_i_l_s

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Name: _____

Comprehension
Level 7: Informational Text & Summary

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

Set 1

details
informational text
text
main idea
subject
supporting idea

1. informational text writing that gives facts about a subject or topic

2. subject the topic, or who or what a text is mostly about

3. main idea the subject and what the text says about the subject

4. supporting idea facts, reasons, and other details that explain a main idea

5. details pieces of information that describe or support

Set 2

heading
subheading
summary
text features

1. text features elements in informational text such as headings and captions

2. summary a short statement of the most important ideas

3. heading words at the top of the text that give the subject or topic

4. subheading words that label shorter parts of text

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ANSWER KEY

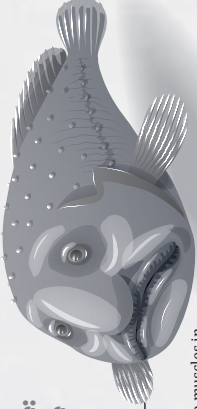
Name: _____

Comprehension
Level 7: Informational Text & Summary

INFORMATIONAL TEXT

AMAZING ANIMALS | ANNUAL COLLECTORS' EDITION

★ THE BLOBFISH



Is it ugly? Is it cute? One thing is for sure: the blobfish is unlike any other animal on the planet.

Body A blobfish has no skeleton and no muscles in its jelly-like body. Blobfish are usually pink.

Food Blobfish eat small crabs. A blobfish does not hunt. It opens its mouth and waits for dinner to drift in.

Habitat Blobfish live on the ocean floor near Australia. They may live in other areas where the ocean floor is too deep to explore.

blobfish

Blobfish are unlike any other animal on the planet.

has a jelly-like body

lives on the ocean floor near Australia

eats small crabs

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Name: _____

Comprehension
Level 7: Informational Text & Summary

SKILL APPLICATION

A. Read the informational text *The Blobfish* on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

- Draw a star next to the heading.
- Make a mark (✓) next to each subheading.
- Highlight or underline a detail that describes how a blobfish eats.
- Review the information below the article on the next page. Then, draw a line to match each term on left with the text on the right.

subject

eats small crabs

main idea

has a jelly-like body

supporting idea

blobfish

supporting idea

Blobfish are unlike any other animal on the planet.

supporting idea

lives on the ocean floor near Australia

5. Write or give an oral summary of *The Blobfish*.

Blobfish are different from other animals. They live near Australia on the ocean floor. The blobfish has a body that is like jelly. The blobfish eats small crabs.

Work with a partner to search online for more information about blobfish. Add details, photos, or diagrams to the informational text.

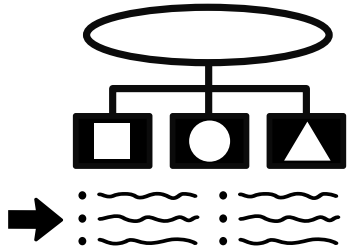
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INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

details



pieces of information that describe
or support

heading



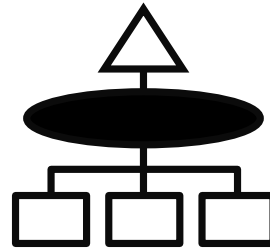
words at the top of the text that give the
subject or topic

informational text



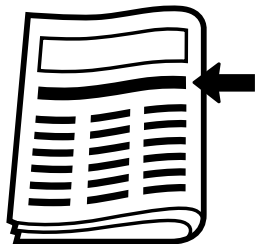
writing that gives facts about a
subject or topic

main idea



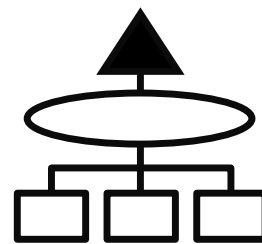
the subject and what the text says
about the subject

subheading



words that label shorter parts of the text

subject

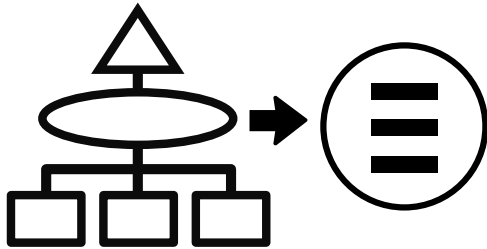


the topic, or who or what a text
is mostly about

continued on next page

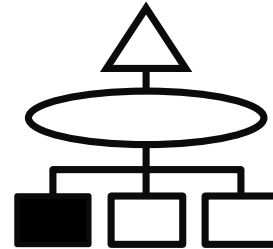
INSTRUCTIONAL VOCABULARY CARDS

summary



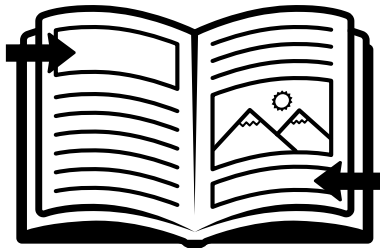
a short statement of the most important ideas

supporting ideas



facts, reasons, and other details that explain a main idea

text features



elements in informational text such as headings and captions

Name: _____

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

Set 1

details informational text main idea subject supporting idea

1. _____ writing that gives facts about a subject or topic

2. _____ the topic, or who or what a text is mostly about

3. _____ the subject and what the text says about the subject

4. _____ facts, reasons, and other details that explain a main idea

5. _____ pieces of information that describe or support

Set 2

heading subheading summary text features

1. _____ elements in informational text such as headings and captions

2. _____ a short statement of the most important ideas

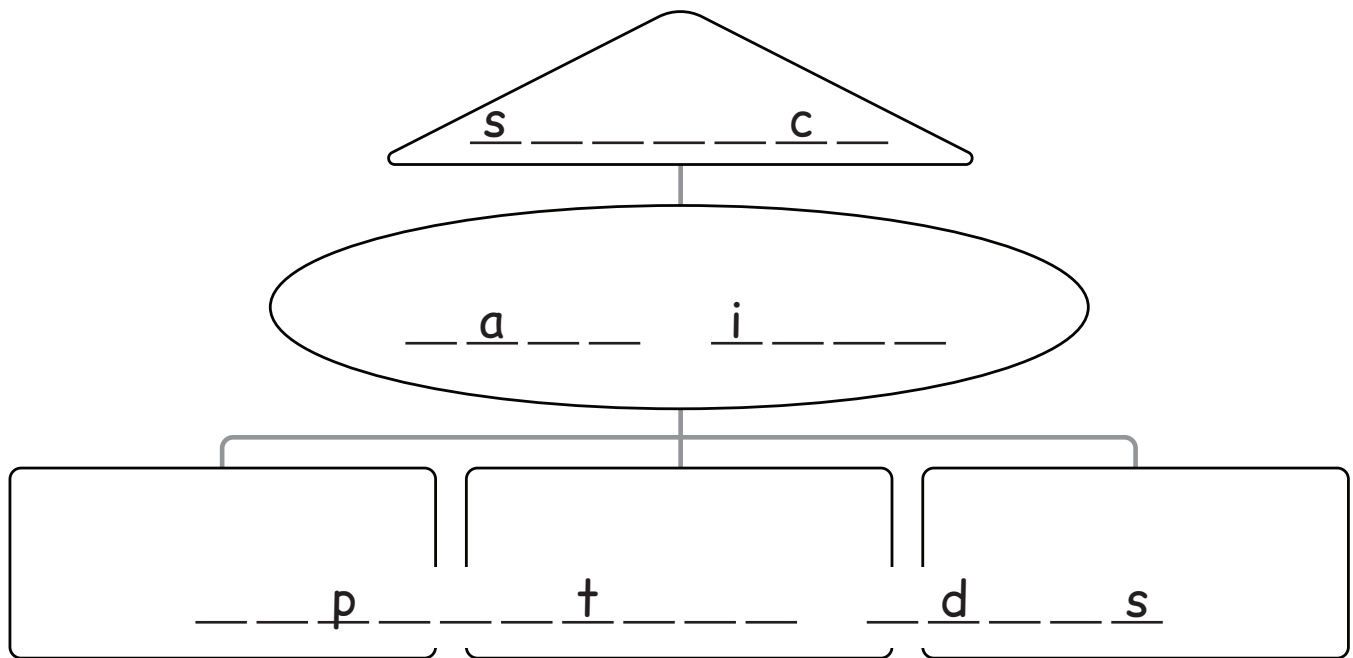
3. _____ words at the top of the text that give the subject or topic

4. _____ words that label shorter parts of text

SKILL FOCUS

B. Read the terms below. Then, use these terms to fill in the missing labels and to answer the questions below. You can review the Vocabulary Cards, if needed.

details heading main idea subheading subject supporting ideas



1. Which text feature can help you identify the subject?
_ h _ _ _ _ n _ _

2. Which text feature can help you identify a supporting idea?
_ _ u _ _ _ _ _ d _ _ _ _

3. What are pieces of information that describe or support?
_ _ e t _ _ _ _ _

Name: _____

SKILL APPLICATION

A. Read the informational text *The Blobfish* on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

1. Draw a star next to the heading.
2. Make a mark (✓) next to each subheading.
3. Highlight or underline a detail that describes how a blobfish eats.
4. Review the information below the article on the next page. Then, draw a line to match each term on left with the text on the right.

subject

eats small crabs

main idea

has a jelly-like body

supporting idea

blobfish

supporting idea

Blobfish are unlike any other animal on the planet.

supporting idea

lives on the ocean floor near Australia

5. Write or give an oral summary of *The Blobfish*.

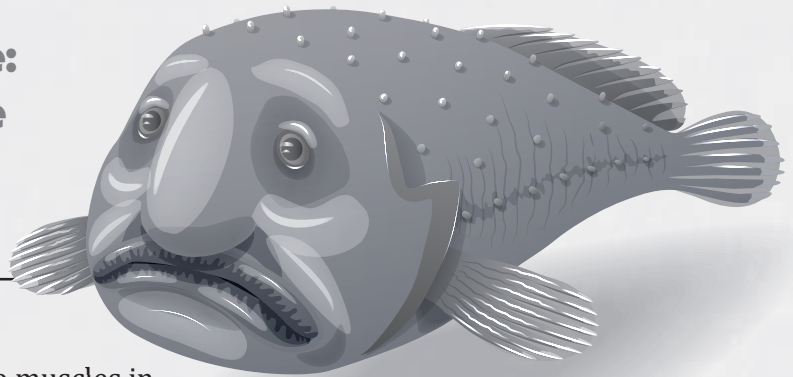
Work with a partner to search online for more information about blobfish. Add details, photos, or diagrams to the informational text.

INFORMATIONAL TEXT

AMAZING ANIMALS | ANNUAL COLLECTORS' EDITION

THE BLOBFISH

**Is it ugly? Is it cute?
One thing is for sure:
the blobfish is unlike
any other animal on
the planet.**



Body

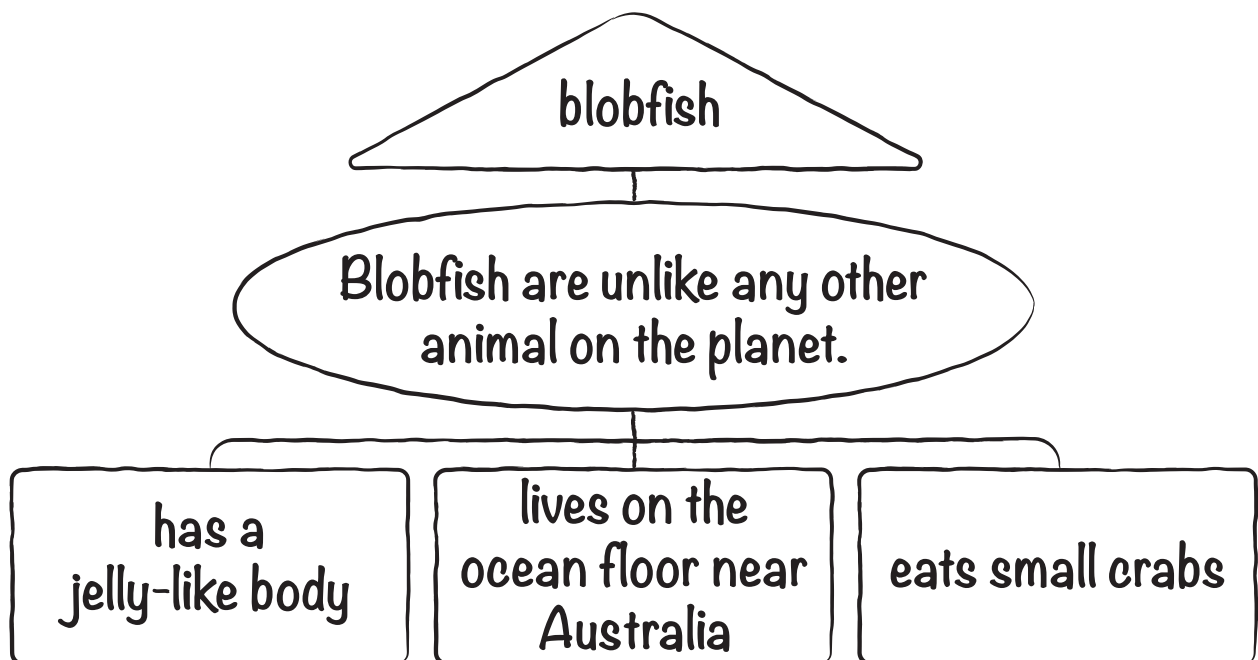
A blobfish has no skeleton and no muscles in its jelly-like body. Blobfish are usually pink.

Habitat

Blobfish live on the ocean floor near Australia. They may live in other areas where the ocean floor is too deep to explore.

Food

Blobfish eat small crabs. A blobfish does not hunt. It opens its mouth and waits for dinner to drift in.



ANSWER KEY

Grammar
Level 2

Name: _____

B. Put each noun in the correct list. Remember, the name of specific people, places, and things is called a proper noun and always begins with a capital letter.

home	Boston	globe	Ebony
kilt	Neptune	Alan	rock
students	June	umbrella	London

Common Nouns	Proper Nouns
home	Boston
kilt	Neptune
students	June
globe	Alan
umbrella	Ebony
rock	London

Underline the proper nouns below, and rewrite them with capital letters.

state	<u>mateo</u>	_____	Mateo
<u>alexis</u>	camp	_____	Alexis
<u>kenya</u>	football	_____	Kenya
mall	<u>lakeshia</u>	_____	Lakeshia
game	<u>atlantic ocean</u>	_____	Atlantic Ocean
<u>hong kong</u>	friend	_____	Hong Kong
home	<u>taj mahal</u>	_____	Taj Mahal
<u>poland</u>	building	_____	Poland

★ Think of people you know and places you have been. On the back, write a list of 10 proper nouns, and remember to use a capital letter. Student answers will vary.

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page 2

Grammar
Level 2

Name: _____

A. Put nouns and verbs into the correct list. Remember that a noun names a person, place, thing or idea. A verb shows action or state of being.

swims	man	vet	chomps
cricket	sings	thinks	runs
frog	bobcat	claps	pig

Nouns	Verbs
cricket	swims
frog	sings
man	thinks
bobcat	claps
vet	chats
pig	runs

Use one noun and one verb from the list above to write a complete sentence. You can start the sentence with an article—a, an, or the. Student answers will vary. Examples are provided below.

1. The man claps. _____
2. The cricket sings. _____
3. A vet thinks. _____
4. A bobcat runs. _____
5. A pig chomps. _____
6. The frog swims. _____

Choose three singular nouns from above, and rewrite them as plural nouns. Examples: _____

crickets _____ frogs _____ men _____

★ On the back, write two sentences. In the first, use the word *swings* as a noun. In the other, use *swings* as a verb. Student answers will vary. Examples: The *swings* are red. The girl *swings* high.

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page 1

ANSWER KEY

Grammar
Level 2

Name: _____

D. Underline the complete subject. Pick the subject pronoun that matches the complete subject. Rewrite the sentence with the new subject pronoun.

we	he	they
it	they	she

- Cleo and Hector picked up nine boxes.
They picked up nine boxes.
- Jabari and I ate carrots for snack.
We ate carrots for snack.
- Justin went home after dance class.
He went home after dance class.
- The rabbit drank at the pond.
It drank at the pond.
- Megan shot the ball into the basket.
She shot the ball into the basket.
- The boys went swimming as soon as class ended.
They went swimming as soon as class ended.

Underline the complete subject (antecedent) in the first sentence that has been replaced by the underlined pronoun in the second sentence.

- My brother, sister, and I love that comic. We think it is funny.
- Chickens eat strange things. They eat rocks to crush food.
- Sloane and I want to see the game. Hope you can come with us!
- Kan is in the live show. Let's go watch him.

★ On the back, write three sentences that use I, you, and she as subject pronouns. Student answers will vary.

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Grammar
Level 2

Name: _____

C. In each sentence, circle the noun in bold type that needs to show ownership. Rewrite the noun with an apostrophe s (') in the space provided.

- The **girl** red cape waved down her back. _____ girl's
- Haruto won the race with his **friend** help. _____ friend's
- I think the **rat** just stole the **man** muffin. _____ man's
- A **dog** yelp can wake a napping infant. _____ dog's
- The **student** desk was full of broken pencils. _____ student's
- She used her **mother** cash to watch the film. _____ mother's

Unscramble these words to form complete sentences that make sense. Remember to use correct punctuation and capital letters.

- dog * ate * wallet * owner's * The * its
The dog ate its owner's wallet.
- fell * She * rabbit's * into * hole * the
She fell into the rabbit's hole. OR She fell into the rabbit's hole!
- dented * Chan's * Tabitha * trumpet
Tabitha dented Chan's trumpet.
- was * velvet * The * of * made * robe * queen's
The queen's robe was made of velvet.
- student's * backpack * filled * They * the
They filled the student's backpack.
- vet * cast * the * dog's * made * The
The vet made the dog's cast.

★ On the back, rewrite sentences 7, 8, 11, and 12 using proper nouns for the subjects. Student answers will vary. Example: #7: Berkeley ate it's owner's wallet.

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ANSWER KEY

Grammar
Level 2

Name: _____

F. An object pronoun comes after the verb and tells who or what. In the first column, put these object pronouns in alphabetical order. In the second column, write each object pronoun that can replace more than one person or thing. In the third column, write each object pronoun that can replace just one person or thing.

me	you	him	us	them	her	it
her	_____	_____	us	_____	_____	me
him	_____	_____	them	_____	_____	him
it	_____	_____	you	_____	_____	her
me	_____	_____	_____	_____	_____	it
them	_____	_____	_____	_____	_____	you
us	_____	_____	_____	_____	_____	_____
you	_____	_____	_____	_____	_____	_____

Draw a line to the object pronoun that can replace the underlined noun(s).

- Amaya handed the prize to the girl. them
- David ate kimchi made by Cho's uncle. it
- He made costumes for Lin, Alex, and Tom. her
- The teacher wants Ravi, Dom, and me to help. him
- Call to find out if you left the flute at home. us

Underline the direct object in the first sentence. Then, circle the object pronoun in the second sentence.

- Miguel gave me the money. I put it in my pocket.
- The teacher graded exams. The student handed them back.
- Jackson had a picnic for the class. It was delicious.

★ On the back, write three questions that use object pronouns. Student answers will vary. Example: *Did Jabari see it?*

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Grammar
Level 2

Name: _____

E. A preposition shows the relationship between one noun or pronoun to another noun or pronoun in the sentence. Sort the following nouns, pronouns, and prepositions.

yours	around	it	pond	before	ours
bodega	mice	across	mine	snake	into
over	we	pencil	below	nurse	his

Nouns	Pronouns	Prepositions
bodega	yours	over
mice	we	around
pencil	it	across
pond	mine	below
snake	ours	before
nurse	his	into

Circle all of the prepositional phrases you find in the paragraph below. Hint: There are 8.

Arjun will take trumpet lessons after tennis today. He will go behind the campus and across the path to get to his teacher's studio. Arjun hopes that he can blast tunes into the trumpet. Arjun jumps over the gate and can hear sticks tapping on a drum. "I bet Ximena will jam today, too!" thinks Arjun as he grins and jogs up the steps.

- When will Arjun take lessons? after tennis
- Where will Arjun go? behind the campus, across the path, to his teacher's studio
- Where will he blast tunes? into the trumpet
- Where does Arjun jump? over the gate

★ On the back, write three questions and answers about Jim's day using other prepositional phrases from the paragraph above. Student answers will vary.

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ANSWER KEY

Grammar
Level 2

Name: _____

I. A preposition begins a phrase that answers where or when. Complete each sentence with the preposition that makes sense.

- The dentist put the napkin below her chin. (between, after, below)
- Did the egg hatch in the basket? (across, in, toward)
- We can discuss your grades before lunch. (before, along, under)
- The strong magnets dragged the clips all around the table. (at, around, by)

Read each prepositional phrase in the first list, and circle the preposition. Think about the meaning. Then, write the letter of the matching meaning in the space provided.

Phrase	Meaning
D. <u>5</u> (in) no time	A. not related to the topic
A. <u>6</u> (beside) the point	B. on one side of a clash
B. <u>7</u> (on) the one hand	C. at a constant pace with no rest
E. <u>8</u> (at) a loss	D. fast
C. <u>9</u> (around) the clock	E. not knowing what to do

Complete each sentence by adding a prepositional phrase that tells where. Student answers will vary. Examples are provided below.

- Ibrahim lobbed the ball _____ over the plate
- Some orange cats rested _____ on the sill
- The bobcat drank _____ from the lake
- The snake spotted a frog _____ in the grass
- Many athletes jogged _____ around the track

★ On the back, write different prepositional phrases for sentences 10 to 14 that tell where. Student answers will vary. Example: Many athletes jogged at sunset.

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Grammar
Level 2

Name: _____

G. Find and circle six possessive pronouns from the paragraph below.

Our pets have skills that will stun everyone. My dog can tap dance and bark at the same time. His rabbit drums like a boss, and their kitten can catch flies. The best trick of all is the cat who can hang onto the side of a swinging gate with one leg. Do you think our pets are just as talented as yours?

Read each sentence, and choose a possessive pronoun from the word box to replace the underlined words. Write the possessive pronoun in the space provided.

yours	her	mine	their	our
theirs	ours	your	his	my

- The woman's car was black with a red stripe. Her
- Kwasida and Jean gave Kwasida and Jean's gifts. their
- That backpack is Seth's. his
- The key is yours and mine. ours

H. Write a subject, object, or possessive pronoun above the underlined nouns. Then, rewrite the sentence using the new pronouns.

- She Maria * swam with Nasim, and * Maria and Nasim * fed the duck * the duck's snack.
She swam with Nasim, and they fed the duck its snack.
- You and I * must use the tickets * the actors * gave to * you and me.
We must use the tickets they gave to us.
- That is * the singers' * new song, but * my brother * does not like * their song.
That is their new song, but he does not like it.

★ On the back, write sentences using the pronouns theirs, ours, and me. Student answers will vary.

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ANSWER KEY

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K. Adjectives describe nouns. They answer what kind, how many, or which one. Write the adjective that matches the information given and best completes the sentence.

brave	talented	unselfish
-------	----------	-----------

- Grace is helping Jon climb to the top. Grace is a brave friend.
- Grace can sing and dance. Grace is a talented friend.
- Grace will always share her books. Grace is an unselfish friend.

diligent	kind	curious
----------	------	---------

- Josh frequently offers to help. Josh is a kind student.
- Josh asks a lot of questions. Josh is a curious student.
- Josh worked hard on his project. Josh is a diligent student.

Combine each set of sentences into one sentence. Include all three adjectives in the same order as they appear.

- The bus was big. The bus was green. The bus was fast.
The big green bus was fast.
- They are fast athletes. They are strong athletes. They are healthy athletes.
They are fast, strong, healthy athletes.
- The sky was black. The sky was dim. The sky was dismal.
The black dim sky was dismal.
- Texas is a big state. Texas is a hot state. Texas is a sunny state.
Texas is a big, hot, sunny state.
- Jayla's drink was icy. Mike's drink was cold. Jayla's drink was refreshing.
Jayla's icy cold drink was refreshing.
- Her backpack was new. Her backpack was orange. Her backpack was useful.
Her new orange backpack was useful.

Circle the sentence numbers that have more than two items in a series. Check your sentences for correct comma use. In the examples above, sentence numbers 8 and 10 would be circled.

★ On the back, write a sentence about a dog using the adjectives spotted, wet, and content. Student answers will vary. Example: *The spotted wet dog was content.*

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Name: _____ Grammar Level 2

J. Decide if the words in bold type are possessive nouns or possessive pronouns. Make corrections to possessive nouns when needed. Remember, possessive nouns need apostrophes, but possessive pronouns do not.

Noun Phrase	Possessive Noun	Possessive Pronoun	Correction
Aunt Leila's tools	✓		Aunt Leila's
his, mine, and yours		✓	
the crabs claw	✓		crab's
Boston's skyline	✓		Boston's
it's theirs		✓	

Edit the following sentences by adding capital letters, apostrophes, punctuation, and commas in a series when needed.

- Scotland's landscape is full of pine ash and aspen trees.
- Did the woman's car have a sunroof?
- Alex jumped up and ran into the hall.
- Many attics hold dusty boxes and strange smells.
- I asked you to gather your socks and shoes and put them inside the basket.
- Kaylee's pastimes included rockets, space, and stars.
- Nina does not like clams, crabs or fish of any kind.
- You think this watch is yours, but it belongs to James.
- What did the ox do by the fence?
- Hudson was excited when he saw his friend at the game.

Circle the prepositional phrases in sentences 3, 5, 9, and 10.

★ On the back, list three foods and three games. Write two different sentences about them using commas in a series. Student answers will vary.

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ANSWER KEY

Name: _____ Grammar Level 2

N. First, follow the *Before You Read* steps. Then read the passage aloud, keeping the *As You Read* tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Food From Plants

Time:	Errors:	Self-Corrections:	WCPM:	Accuracy:
-------	---------	-------------------	-------	-----------

Human beings depend on plants for food. We eat the leaves of some plants, such as lettuce and kale. We eat the roots of other plants, including carrots and turnips. When we eat potatoes, we're eating plant stems that grow underground. When we eat broccoli, we're eating flower buds. We eat the fruits of apple, orange, and cherry trees. Farmers grow certain kinds of plants to gather the seeds made by the plant. The seeds are called grains. Corn, rice, and wheat are examples of grains. Flour is made from grains. The flour is used to make bread, noodles, and breakfast cereal. Different parts of plants feed people all over the world.

13
26
36
46
58
70
83
97
107
112

Lexia
LITERACY
POWERUP
Lexia Skill Builders

page 12

Name: _____ Grammar Level 2

L. A predicate nominative comes after a verb of being and renames the subject. It answers what or who. Underline the predicate nominative and answer the question.

- Mustangs are horses. What are mustangs? horses
- A cactus is a plant. What is a cactus? a plant
- My home is a farm. What is my home? a farm
- That woman is the boss. Who is that woman? the boss
- Elsa was the winner. Who was Elsa? the winner
- Calvin is my sibling. Who is Calvin? my sibling

M. Answer the questions about these sentences.

Alaska is the biggest and coldest state in the country.

- What is the proper noun in the sentence? Alaska
- What is the predicate? is
- What is the predicate nominative? state
- What are the adjectives? biggest, coldest
- What is the prepositional phrase? in the country

Antarctica is home to most of the world's fresh water.

- Is the *s* used correctly in this sentence? YES NO
If yes, explain your answer: The word *world's* is a possessive noun.
- Is there a pronoun in this sentence? YES NO
If yes, explain your answer: _____
- Is there a predicate nominative in this sentence? YES NO
If yes, explain your answer: Home is a predicate nominative; it renames the subject.

★ On the back, make a chart of 10 adjectives and nouns describing people and places you know. Student answers will vary.

Lexia
LITERACY
POWERUP
Lexia Skill Builders

page 11

ANSWER KEY

Name: _____

O. Check your understanding by answering the questions in the space provided.

1. What is one example of a plant root that people eat?

Carrots (or turnips) are a plant root that people eat.

2. What are grains?

Grains are seeds that farmers gather from the crops they grow.

3. According to the text, what can flour be used to make?

Flour can be used to make bread, noodles, and cereal.

INSTRUCTIONAL VOCABULARY CARDS

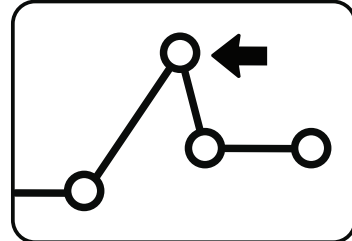
Use these cards independently or with a partner to review the instructional terms introduced online.

character



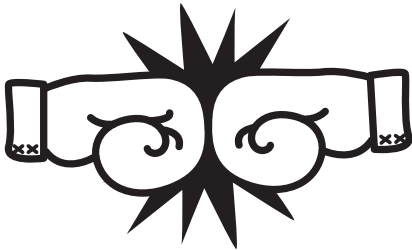
a person, animal, or other being in a story

climax



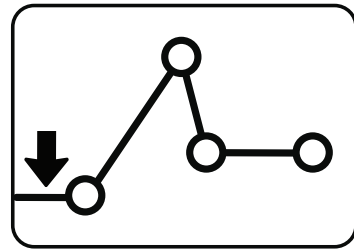
the most intense part of a story

conflict



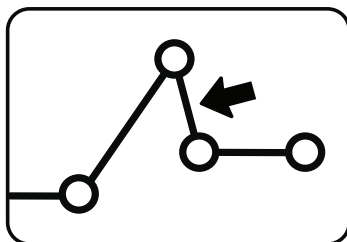
a character's struggle or problem

exposition



the introduction of the setting, characters, and conflict

falling action



events after the climax and before the ending

narrative

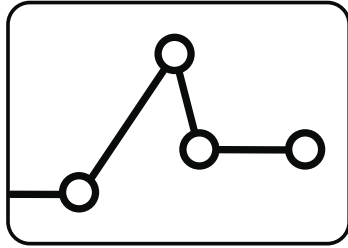


a story

continued on next page

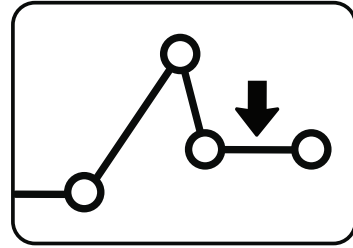
INSTRUCTIONAL VOCABULARY CARDS

plot



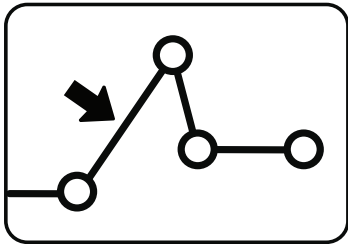
the events in a story

resolution



the final part of a story where the problem is worked out

rising action



events that develop the main conflict of a story

setting



the time and place of events in a story

Name: _____

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2.
You can review the Vocabulary Cards, if needed.

Set 1

character

conflict

narrative

plot

setting

1. _____ a story

2. _____ the events in a story

3. _____ the time and place of events in a story

4. _____ a person, animal, or other being in a story

5. _____ a character's struggle or problem

Set 2

climax

exposition

falling action

resolution

rising action

1. _____ the introduction to the setting, characters, and conflict

2. _____ events that develop the main conflict of a story

3. _____ the most intense part of a story

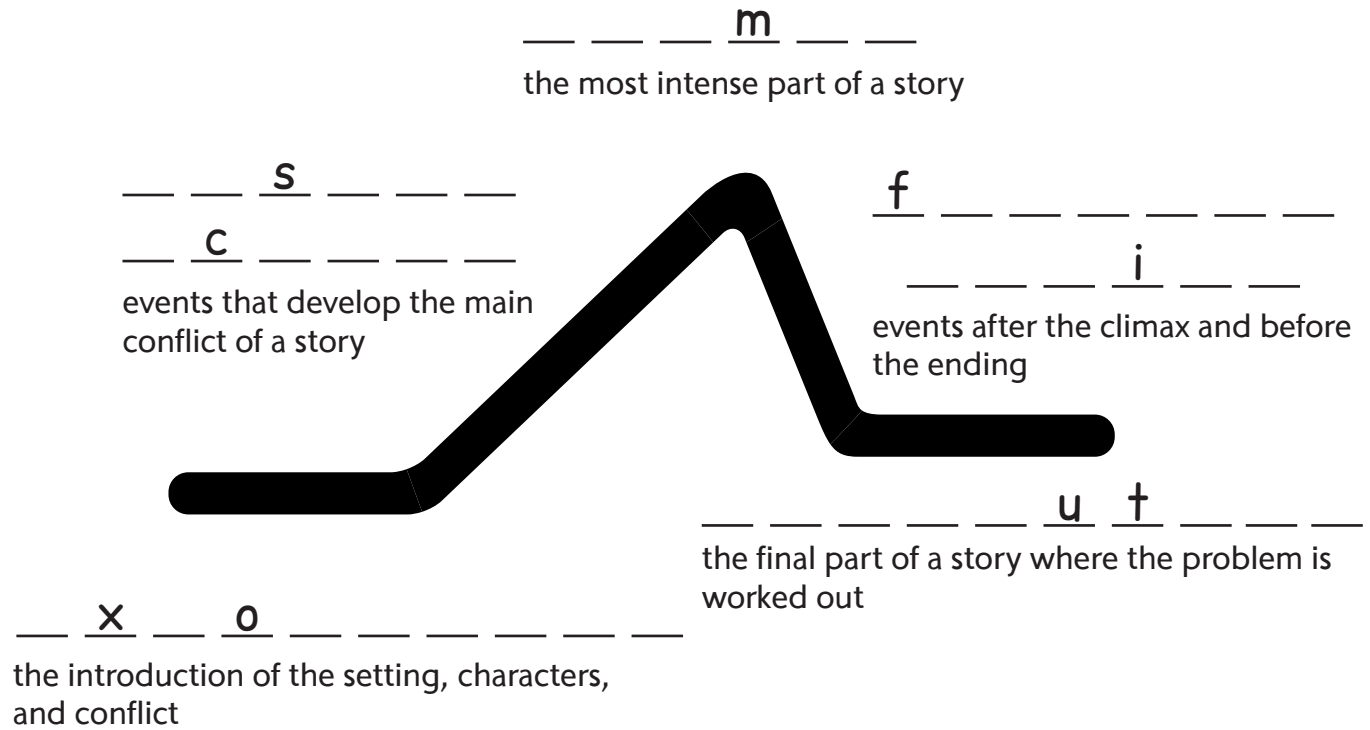
4. _____ events after the climax and before the ending

5. _____ the final part of a story where the problem is worked out

SKILL FOCUS

B. Use the terms below to label the parts of the Plot Structure Map. You can review the Vocabulary Cards, if needed.

climax exposition falling action resolution rising action



C. Read each sentence. Circle True or False.

1. A narrative is the time and place of events in a story.	True / False
2. The events in a story are called the plot .	True / False
3. A character is a person, animal, or other being in a story.	True / False
4. The setting is the ending of a story.	True / False
5. A character's struggle, or problem, is the conflict .	True / False

Name: _____

SKILL APPLICATION

A. Read the narrative *Not So Happily Ever After* on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

1. Highlight or underline the setting, or time and place of events in the story.
2. Circle the name of the main character.
3. Draw a box around the main conflict, or problem, in the story.
4. Review the parts of the Plot Structure Map below the story. Then, draw a line to match each sentence in the story to the term that best describes it.

Soon, every chore was done!

exposition

So, she texted her friends and asked for help.

rising action

Then, Cinderella washed up and got dressed for the party.

climax

Long ago in a small village, Cinderella wanted to go to a party, but she had too many chores.

falling action

In the end, she was too tired from all those chores and just stayed home.

resolution

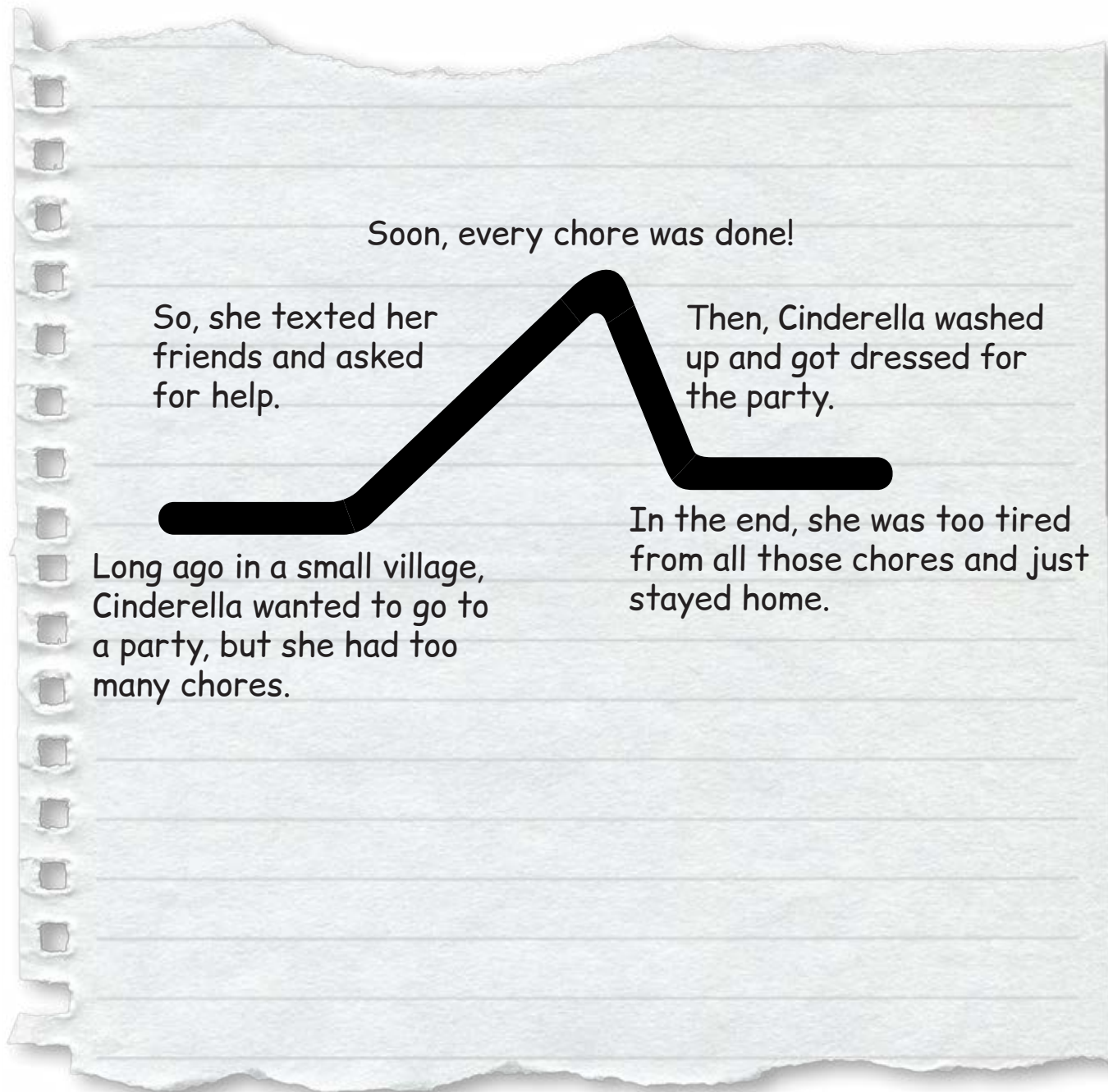
5. Create a comic strip of *Not So Happily Ever After*. Draw one square panel for each part of the plot: exposition, rising action, climax, falling action, and resolution.

★ Work with a partner to create your own version of a fairytale. Use the Plot Structure Map to tell each part of the story.

TEXT AND PLOT STRUCTURE MAP

Not So Happily Ever After

Long ago in a small village, Cinderella wanted to go to a party, but she had too many chores. So, she texted her friends and asked for help. Soon, every chore was done! Then, Cinderella washed up and got dressed for the party. In the end, she was too tired from all those chores and just stayed home.



ANSWER KEY

Name: _____

Comprehension
Level 7: Drama

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

act	dialogue	drama	monologue	setting	stage directions
-----	----------	-------	-----------	---------	------------------

1. drama a play, often acted out on a stage
2. act a major section in a play, like a chapter in a book
3. stage directions instructions in a play that are not spoken by characters
4. setting the time and place of events in a story
5. monologue a long speech by one character in a play
6. dialogue a conversation between two or more characters

B. Read each sentence. Circle True or False.

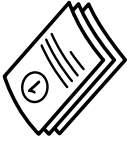
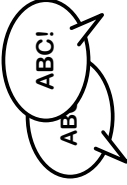
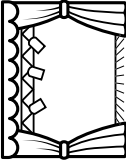
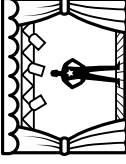


1. Stage directions are long speeches by one character in a play.	True / <u>False</u>
2. A major section of a play is called an act.	<u>True</u> / False
3. Two characters in a play are having a conversation; this is a dialogue.	<u>True</u> / False
4. A monologue is the time and place of events in a story.	True / <u>False</u>
5. A drama might include acts, stage directions, dialogue, and monologue.	<u>True</u> / False

Name: _____

Comprehension
Level 7: Drama

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>act</p>  <p>a major section in a play, like a chapter in a book</p>	<p>dialogue</p>  <p>a conversation between two or more characters</p>
<p>drama</p>  <p>a play, often acted out on a stage</p>	<p>monologue</p>  <p>a long speech by one character in a play</p>
<p>setting</p>  <p>the time and place of events in a story</p>	<p>stage directions</p>  <p>instructions in a play that are not spoken by characters</p>

ANSWER KEY

Name: _____

Comprehension
Level 7: Drama

TEXT

The Smartest Student in the World

Cast of Characters

PETEY. The smartest student in the world
TEACHER 1 An algebra teacher
TEACHER 2 A social studies teacher
TEACHER 3 A science teacher

ACT 1

[A middle school classroom, one morning in September]

PETEY. [Running into the classroom] Good morning, Teacher! Uh oh... [He trips over a chair. Papers and books spill out of his backpack onto the floor.]

TEACHER 1. Hello, Petey. You're just in time to answer a question. A man from Texas drove toward New York at 210 miles per hour, and a man from New York drove toward Texas at 175 miles per hour. Where did they meet?

PETEY. In prison!

ACT 2

[Later the same day, in a social studies classroom]

TEACHER 2. Let's review our lesson from yesterday. Who can tell me where the Declaration of Independence was signed? [He looks around the class and finally calls on PETEY, who is waving his hand in the air.]

PETEY. At the bottom!

ACT 3

[Later the same day, in a science classroom]

PETEY. [Looking worried] Teacher, can I ask you a question? Would you give me a consequence for something I didn't do?

TEACHER 3. Of course not.

PETEY. That's good because I didn't do my homework.

Name: _____

Comprehension
Level 7: Drama

SKILL APPLICATION

A. Read the drama *The Smartest Student in the World* on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

- Draw a box around the section of the drama that lists the characters.
- Circle the names of the two characters who have a dialogue in Act 1.
- Highlight or underline the stage directions that describe the setting in Act 2.
- Match each example below from the drama to the term that best describes it

PETEY. Teacher, can I ask you a question? Would you give me a consequence me for something I didn't do?

TEACHER. Of course not.

PETEY. That's good because I didn't do my homework.

ACT 2

Petey

act

character

dialogue

[He looks around the class and finally calls on PETEY, who is waving his hand in the air.]

stage directions

5. Use the stage directions at the beginning of Act 1 to help you form a picture in your mind. Then, illustrate this part of the drama on the back of the page.

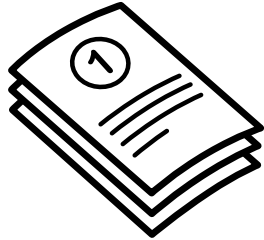
Student answers will vary but should include elements of a middle school classroom.

★ Work with a partner to act out the drama *The Smartest Student in the World*. Use the stage directions to guide you in designing the set and reading your lines.

INSTRUCTIONAL VOCABULARY CARDS

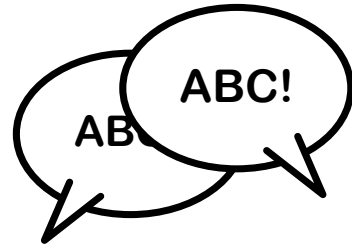
Use these cards independently or with a partner to review the instructional terms introduced online.

act



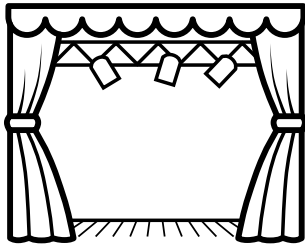
a major section in a play,
like a chapter in a book

dialogue



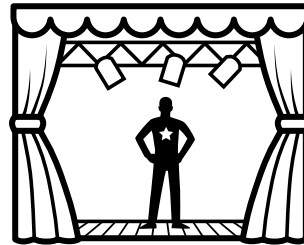
a conversation between two or
more characters

drama



a play, often acted out on a stage

monologue



a long speech by one character in a play

setting



the time and place of events in a story

stage directions



instructions in a play that are not spoken
by characters

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

act dialogue drama monologue setting stage directions

- | | |
|----------|----------------------------------------------------------|
| 1. _____ | a play, often acted out on a stage |
| 2. _____ | a major section in a play, like a chapter in a book |
| 3. _____ | instructions in a play that are not spoken by characters |
| 4. _____ | the time and place of events in a story |
| 5. _____ | a long speech by one character in a play |
| 6. _____ | a conversation between two or more characters |

B. Read each sentence. Circle True or False.

- | | |
|------------------------------------------------------------------------------------|--------------|
| 1. Stage directions are long speeches by one character in a play. | True / False |
| 2. A major section of a play is called an act . | True / False |
| 3. Two characters in a play are having a conversation; this is a dialogue . | True / False |
| 4. A monologue is the time and place of events in a story. | True / False |
| 5. A drama might include acts, stage directions, dialogue, and monologue. | True / False |

Name: _____

SKILL APPLICATION

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PETEY. Teacher, can I ask you a question? Would you give me a consequence me for something I didn't do?

TEACHER. Of course not.

PETEY. That's good because I didn't do my homework.

act

ACT 2

character

Petey

dialogue

[He looks around the class and finally calls on PETEY, who is waving his hand in the air.]

stage directions

5. Use the stage directions at the beginning of Act 1 to help you form a picture in your mind. Then, illustrate this part of the drama on the back of the page.

★ **Work with a partner to act out the drama *The Smartest Student in the World*. Use the stage directions to guide you in designing the set and reading your lines.**

TEXT

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PETEY. In prison!

ACT 2

[Later the same day, in a social studies classroom]

TEACHER 2. Let's review our lesson from yesterday. Who can tell me where the Declaration of Independence was signed? *[He looks around the class and finally calls on PETEY, who is waving his hand in the air.]*

PETEY. At the bottom!

ACT 3

[Later the same day, in a science classroom]

PETEY. *[Looking worried]* Teacher, can I ask you a question? Would you give me a consequence for something I didn't do?

TEACHER 3. Of course not.

PETEY. That's good because I didn't do my homework.

ANSWER KEY

Comprehension
Level 7: Biography

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

autobiography biography legacy main idea subject timeline

1. biography a true story of a person's life written by another person
2. autobiography a true story that a person writes about his or her own life
3. subject the topic, or who or what a text is mostly about
4. main idea the subject and what the text says about the subject
5. timeline a list of events along a line to show when they happened
6. legacy the lasting impact that a person has made on others

B. Draw a line from each term to the matching description below.

PERSON

LIFE

LEGACY

personal qualities that describe the subject

major events and dates in the subject's life

the impact the subject has made on others

Lexia
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LITERACY

page 2

Comprehension
Level 7: Biography

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

autobiography

a true story that a person writes about his or her own life

biography

a true story of a person's life written by another person

legacy

the lasting impact that a person has made on others

main idea

the subject and what the text says about the subject

subject

the topic, or who or what a text is mostly about

timeline

a list of events along a line to show when they happened

Lexia
POWERUP
LITERACY

page 1

ANSWER KEY

Comprehension
Level 7: Biography

Name: _____

SKILL APPLICATION

A. Read the timeline of events in the life of American racecar driver Dale Earnhardt on the next page. Then, complete the activities below. The first three ask you to write directly on the timeline.

1. Circle the year Dale Earnhardt was born.
2. Highlight or underline information about the major event that occurred in 1980.
3. Draw a box around the year Dale Earnhardt won the Daytona 500.
4. Dale Earnhardt competed in the Daytona 500 for 19 years before he won. Based on this fact, think of one or two words to describe the kind of person he was.
determined, persistent
5. Dale Earnhardt's death led to increased safety rules and gear for all racecar drivers. This lasting impact on others is part of his legacy.
6. Use the timeline to write or give an oral summary of Dale Earnhardt's life. Use the back of the page, if needed.
Dale Earnhardt was born in 1951 in North Carolina. His son was born in 1974. In 1980, he won the first of 7 Winston Cup Series championships. He entered the North Carolina Sports Hall of Fame in 1994. In 1998, he won the Daytona 500. Dale Earnhardt died in 1991 in the last lap of the Daytona 500.

★ Work with a partner to search for images of Dale Earnhardt online. Use these to create a timeline with photographs and dates of major events in his life.

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LITERACY

page 3

Comprehension
Level 7: Biography

Name: _____

TIMELINE

Timeline of Events in the Life of American Racecar Driver Dale Earnhardt

1951	born in North Carolina
1974	son is born
1980	wins first of 7 Winston Cup Series championships
1994	enters the North Carolina Sports Hall of Fame
1998	wins the Daytona 500
2001	dies in the last lap of the Daytona 500

Lexia
POWERUP
LITERACY

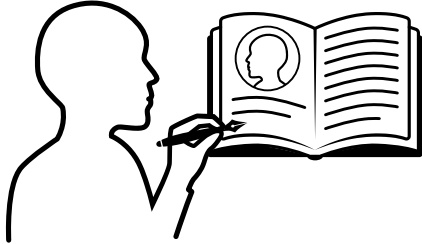
Lexia
POWERUP
LITERACY

page 4

INSTRUCTIONAL VOCABULARY CARDS

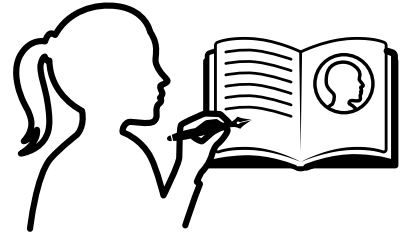
Use these cards independently or with a partner to review the instructional terms introduced online.

autobiography



a true story that a person writes about his or her own life

biography



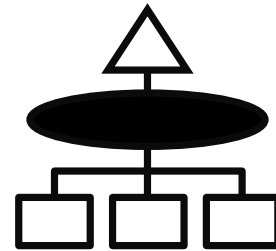
a true story of a person's life written by another person

legacy



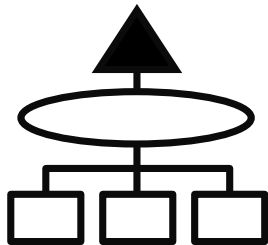
the lasting impact that a person has made on others

main idea



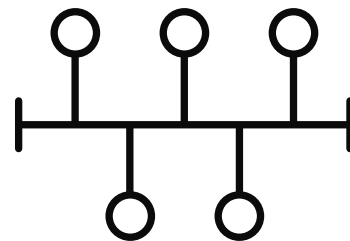
the subject and what the text says about the subject

subject



the topic, or who or what a text is mostly about

timeline



a list of events along a line to show when they happened

Name: _____

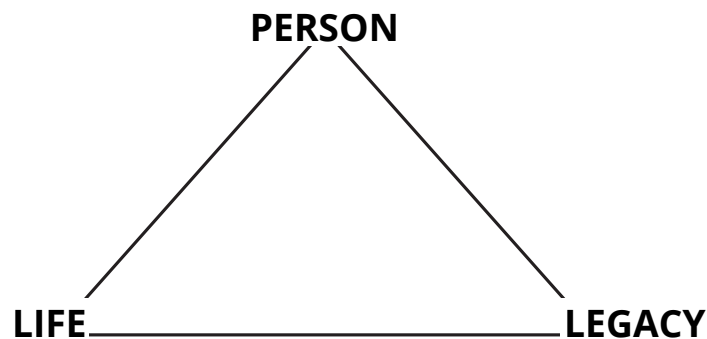
SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

autobiography biography legacy main idea subject timeline

- | | |
|----------|-------------------------------------------------------------|
| 1. _____ | a true story of a person's life written by another person |
| 2. _____ | a true story that a person writes about his or her own life |
| 3. _____ | the topic, or who or what a text is mostly about |
| 4. _____ | the subject and what the text says about the subject |
| 5. _____ | a list of events along a line to show when they happened |
| 6. _____ | the lasting impact that a person has made on others |

B. Draw a line from each term to the matching description below.



personal qualities that describe the subject

major events and dates in the subject's life

the impact the subject has made on others

Name: _____

SKILL APPLICATION

A. Read the timeline of events in the life of American racecar driver Dale Earnhardt on the next page. Then, complete the activities below. The first three ask you to write directly on the timeline.

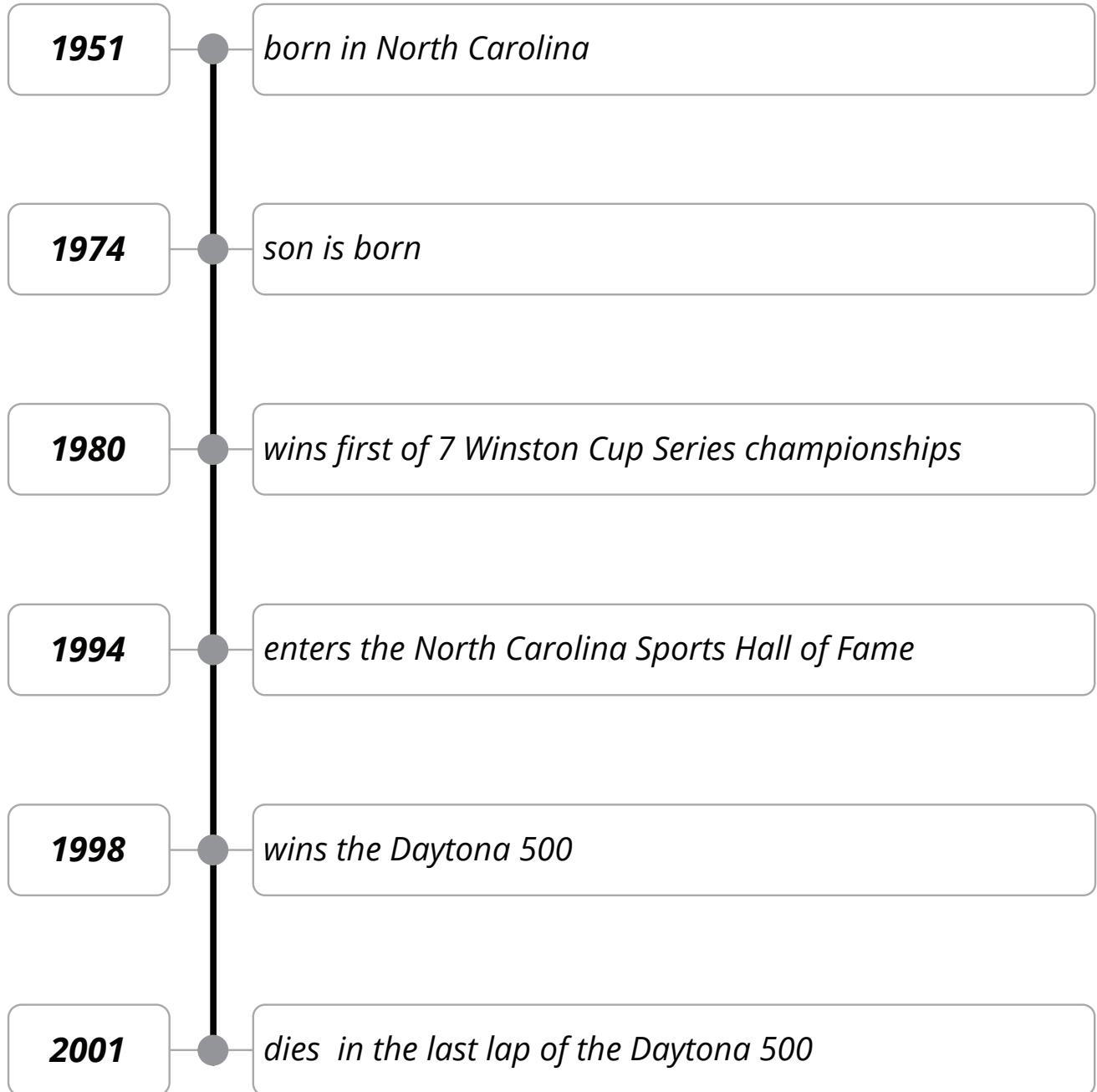
1. Circle the year Dale Earnhardt was born.
2. Highlight or underline information about the major event that occurred in 1980.
3. Draw a box around the year Dale Earnhardt won the Daytona 500.
4. Dale Earnhardt competed in the Daytona 500 for 19 years before he won. Based on this fact, think of one or two words to describe the kind of person he was.

5. Dale Earnhardt's death led to increased safety rules and gear for all racecar drivers. This lasting impact on others is part of his _____.
6. Use the timeline to write or give an oral summary of Dale Earnhardt's life. Use the back of the page, if needed.

★ Work with a partner to search for images of Dale Earnhardt online. Use these to create a timeline with photographs and dates of major events in his life.

TIMELINE

Timeline of Events in the Life of American Racecar Driver Dale Earnhardt



ANSWER KEY

Comprehension
Level 8: Compare and Contrast

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

compare contrast compare and contrast transition word

1. transition words words that connect ideas in a text
2. compare to tell how things are alike
3. compare and contrast to find ways in which things are alike and different
4. contrast to tell how things are different

B. Read each sentence. Draw a line to match it with the correct term. Hint: The underlined words give clues.

1. The author lists similarities between two animals. **contrast**
2. A text tells how two places are alike and different. **transition words**
3. An author explains differences between a book and a film. **compare and contrast**
4. Words such as although and however are used to connect ideas. **compare**

C. Read the terms in the box. Then, use these terms to complete the sentences.

Set 1

COMPARE
(alike)

like both similar in the same way

1. Surfing is s i m i l e s i m i l a r e to skateboarding in many ways.
2. B o t h are sports that can be done for competition or just for fun.
3. L i k e surfing, skateboarding involves standing on a moving board.
4. A skateboarder needs to have good balance in t h e same w a y that a surfer does.

continued on next page

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Lexia Skill Builders

page 2


Comprehension
Level 8: Compare and Contrast

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

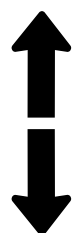
Use these cards independently or with a partner to review the instructional terms introduced online.

compare



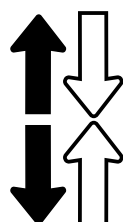
to tell how things are alike

contrast



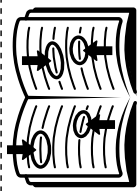
to tell how things are different

compare and contrast



to find ways in which things are alike and different

transition words



words that connect ideas in a text

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 1

ANSWER KEY

Comprehension
Level 8: Compare and Contrast

Name: _____

SKILL APPLICATION

A. Read the informational text *Bats and Birds*. Then, complete the activities below. These ask you to write directly on the text.

1. Circle the 4 transition words or phrases that compare birds and bats. (One word is used twice.)
Hint: Refer to the Transition Words and Phrases box above the text.

2. Draw a box around the 5 transition words or phrases that contrast birds with bats. Hint: Refer to the Transition Words and Phrases box above the text.

3. Highlight or underline 2 similarities and 2 differences between birds and bats.

Transition Words and Phrases in <i>Bats and Birds</i>	
Compare	Contrast
both like similar	but difference on the other hand unlike

compare and contrast bats and birds

Bats and Birds
Have you ever wondered what makes bats and birds alike and different?

Bats and birds (both) have wings. They get from place to place in a (similar) way - by flying. (Both) are also very helpful because they spread seeds. This is really important for helping new plants grow. (Like) many birds, some bats carry seeds far away from where they ate them. The seeds are spread in their droppings as they fly! (Yes, yucky but important.)

Bats and birds both fly, (but) their wings are not the same. Bats have wings that can bend into many shapes, (while) birds have wings that are more stiff. (Unlike) birds, bats can land on a branch upside down in mid-flight! Another interesting (difference) between bats and birds is how they find food. Birds hunt during the day using their strong sight. Bats, (on the other hand) hunt at night using their hearing. They make a sound map of what is around them. Bats can even find their food in complete darkness!

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page 4

Comprehension
Level 8: Compare and Contrast

Name: _____

Set 2

CONTRAST
(different)

but even though however on the other hand

1. Surfing and skateboarding have important differences. E y e n t h o u d h both use boards, surfboards are longer than skateboards.

2. Also, a skateboarder rides on land, b u t a surfer rides on water.

3. Surfing uses waves. Skateboarding, o n the o t h e r h a n d, uses wheels.

4. Both skateboarders and surfers do tricks with their boards. H o w e r, some tricks can only be done on waves by surfers.

D. Read each sentence. Decide whether the sentence shows comparison or contrast. Circle your answer. The first one has been done for you.

1. Dolphins and whales are both mammals.	comparison	contrast
2. Foxes live in small groups, but wolves live in larger packs.	comparison	contrast
3. Like owls, bats sleep during the day.	comparison	contrast
4. Lions hunt in groups, while tigers hunt alone.	comparison	contrast
5. Unlike the great white shark's pointed head, the hammerhead shark's head is flat and T-shaped.	comparison	contrast
6. Similar to seals, sea lions have flippers.	comparison	contrast

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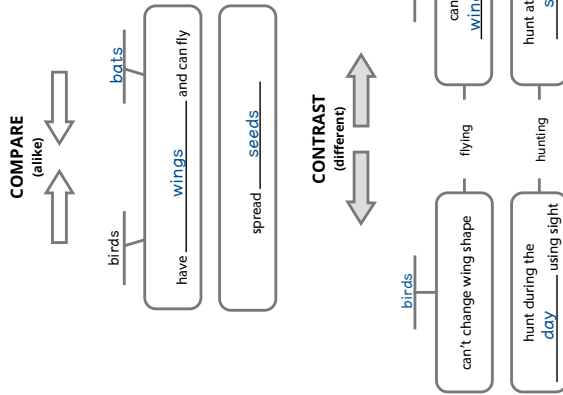
page 3

ANSWER KEY

Name: _____

SKILL APPLICATION

B. Complete the missing parts below using facts from the text.



C. Use your notes above to write or give an oral summary of the text. Use the back of this page, if needed. Student answer will vary. An example is provided.

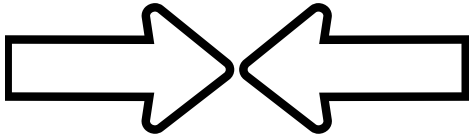
Bats and birds have similarities and differences. Both bats and birds are animals that can fly. They also both spread seeds, which helps new plants and trees grow. The wings of birds and bats are different. When they fly, birds can't change the shape of their wings the way that bats can. Also, birds and bats hunt differently. Birds hunt during the day using their sight, while bats hunt at night using sound.

★ Work with a partner to search online for 1 more similarity and 2 more differences between birds and bats that could be added to the informational text.

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

compare



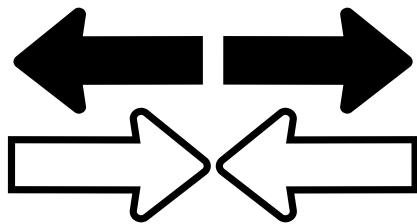
to tell how things are alike

contrast



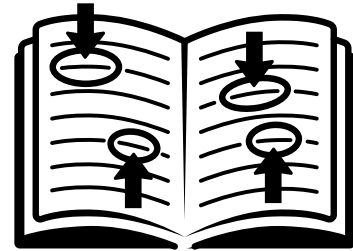
to tell how things are different

compare and contrast



to find ways in which things are
alike and different

transition words



words that connect ideas in a text

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

compare contrast compare and contrast transition word

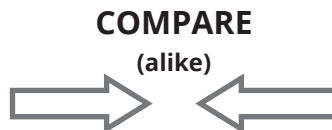
1. _____ words that connect ideas in a text
2. _____ to tell how things are alike
3. _____ to find ways in which things are alike and different
4. _____ to tell how things are different

B. Read each sentence. Draw a line to match it with the correct term. Hint: The underlined words give clues.

- | | |
|----------------------------------------------------------------------------------------|----------------------|
| 1. The author lists <u>similarities</u> between two animals. | contrast |
| 2. A text tells how two places are <u>alike and different</u> . | transition words |
| 3. An author explains <u>differences</u> between a book and a film. | compare and contrast |
| 4. Words such as <i>although</i> and <i>however</i> are used to <u>connect ideas</u> . | compare |

C. Read the terms in the box. Then, use these terms to complete the sentences.

Set 1



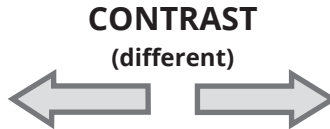
like both similar in the same way

1. Surfing is s _ _ m _ _ l _ _ r _ _ to skateboarding in many ways.
2. B _ _ _ _ are sports that can be done for competition or just for fun.
3. L _ _ _ _ surfing, skateboarding involves standing on a moving board.
4. A skateboarder needs to have good balance in _ _ _ _ same _ _ _ _ that a surfer does.

continued on next page

Name: _____

Set 2



but even though however on the other hand

1. Surfing and skateboarding have important differences. E _____ n t _____ h both use boards, surfboards are longer than skateboards.
2. Also, a skateboarder rides on land, b _____ a surfer rides on water.
3. Surfing uses waves. Skateboarding, o _____ the _____ h _____, uses wheels.
4. Both skateboarders and surfers do tricks with their boards. H _____ wev _____, some tricks can only be done on waves by surfers.

D. Read each sentence. Decide whether the sentence shows *comparison* or *contrast*. Circle your answer. The first one has been done for you.

1. Dolphins and whales are <u>both</u> mammals.	comparison	contrast
2. Foxes live in small groups, <u>but</u> wolves live in larger packs.	comparison	contrast
3. <u>Like</u> owls, bats sleep during the day.	comparison	contrast
4. Lions hunt in groups, <u>while</u> tigers hunt alone.	comparison	contrast
5. Unlike the great white shark's pointed head, the hammerhead shark's head is flat and T-shaped.	comparison	contrast
6. <u>Similar to</u> seals, sea lions have flippers.	comparison	contrast

SKILL APPLICATION

A. Read the informational text *Bats and Birds*. Then, complete the activities below. These ask you to write directly on the text.

1. Circle the 4 transition words or phrases that *compare* birds and bats. (One word is used twice.)

Hint: Refer to the Transition Words and Phrases box above the text.

2. Draw a box around the 5 transition words or phrases that *contrast* birds with bats. Hint: Refer to the Transition Words and Phrases box above the text.

3. Highlight or underline 2 *similarities* and 2 *differences* between birds and bats.

Transition Words and Phrases in *Bats and Birds*

Compare	Contrast
both like similar	but difference on the other hand unlike

compare and contrast bats and birds



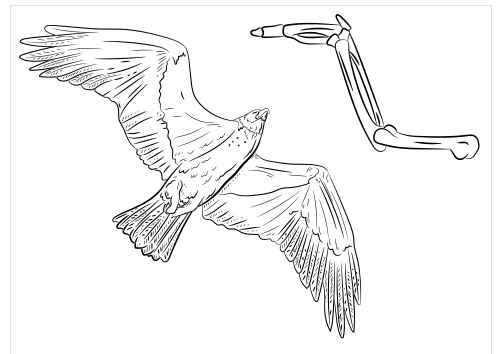
search

Bats and Birds

Have you ever wondered what makes bats and birds alike and different?

Bats and birds both have wings. They get from place to place in a similar way - by flying. Both are also very helpful because they spread seeds. This is really important for helping new plants grow. Like many birds, some bats carry seeds far away from where they ate them. The seeds are spread in their droppings as they fly! (Yes, yucky but important.)

Bats and birds both fly, but their wings are not the same. Bats have wings that can bend into many shapes, while birds have wings that are more stiff. Unlike birds, bats can land on a branch upside down in mid-flight! Another interesting difference between bats and birds is how they find food. Birds hunt during the day using their strong sight. Bats, on the other hand, hunt at night using their hearing. They make a sound map of what is around them. Bats can even find their food in complete darkness!



(a) Bird wing



(b) Bat wing

Name: _____

SKILL APPLICATION

B. Complete the missing parts below using facts from the text.

COMPARE

(alike)



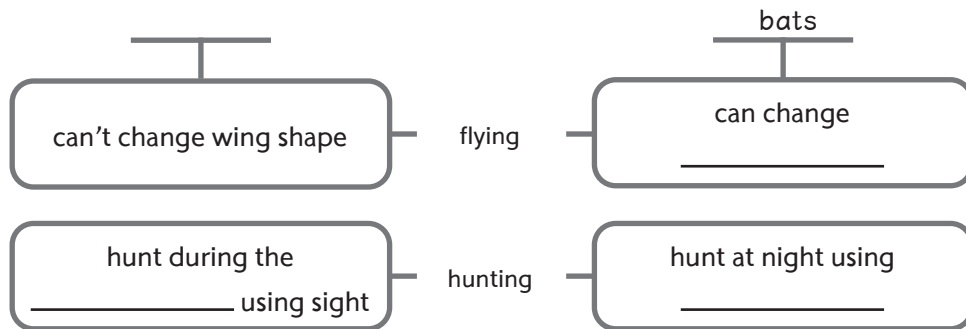
birds

_____ have _____ and can fly

_____ spread _____

CONTRAST

(different)



C. Use your notes above to write or give an oral summary of the text. Use the back of this page, if needed.

★ Work with a partner to search online for 1 more similarity and 2 more differences between birds and bats that could be added to the informational text.

ANSWER KEY

Comprehension
Level 8: Cause and Effect

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

cause	effect	cause and effect	transition words	subject
-------	--------	------------------	------------------	---------

1. cause and effect the reason why an event happens and the result of that event
2. subject what the text is mostly about
3. effect the result of what happens
4. transition words words that connect ideas in a text
5. cause the reason why an event happens

B. Review the information below and use it to answer the questions below. Circle your answer. The first one has been done for you.

CAUSE (reason)
Why does the event happen?

so, therefore, consequently, as a result

because

EFFECT (result)
What happens because of the event?

1. Transition words help signal the reader and separate (causes and effects / subjects).
2. Find the (cause / effect) by asking, why did the event happen?
3. The cause is the (reason / result).
4. Find the (cause / effect) by asking, what happens because of the event?
5. One example of a cause and effect transition word is (so / both).
6. The effect is the (reason / result).

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page 2


Comprehension
Level 8: Cause and Effect

Name: _____

INSTRUCTIONAL VOCABULARY CARDS


Use these cards independently or with a partner to review the instructional terms introduced online.

cause and effect




the reason why an event happens and the result of that event

cause



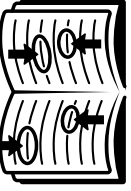
the reason why an event happens

effect



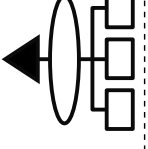
the result of what happens

transition words



words that connect ideas in a text

subject



what the text is mostly about

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page 1

ANSWER KEY


Comprehension
Level 8: Cause and Effect

Name: _____

TEXT

Read the informational text **What Happened to the Giant Kangaroos?** Then, complete the activities on the next page.

What Happened to the Giant Kangaroos?



There were once giant kangaroos in Australia. How did they die off? Some people think that they died off as a result of changes in the weather. Others believe they died off because people hunted them and planted crops where they lived. Consequently, there were fewer giant kangaroos and they had less and less to eat.

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page 4

Comprehension
Level 8: Cause and Effect

Name: _____

SKILL FOCUS

C. Read each sentence. Then, fill in the effects using choices from the box.

She scored the winning goal.	He won a prize.	He broke his toe.
She got a bad grade.	I missed the bus.	

CAUSES	EFFECTS
Dev tripped on a rock.	He broke his toe.
Tali didn't study for the big test.	She got a bad grade.
I overslept.	I missed the bus.
Emeka hit the hockey puck into the net before the buzzer rang.	She scored the winning goal.
Minh bought a raffle ticket.	He won a prize.

D. Fill in the missing part of each sentence using a word from the box.

jacket homework closed won raining

- It was cold outside. As a result, he needed to wear a _____ jacket.
- Because there was a snowstorm, school was _____ closed.
- It was _____ raining _____ outside, so I packed an umbrella.
- I forgot my _____ homework _____. Therefore, I had to hand it in late.
- She crossed the finish line first. Consequently, she _____ won _____ the race.

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page 3

ANSWER KEY

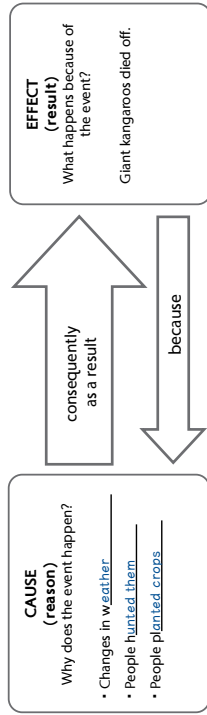
Name: _____

Comprehension
Level 8: Cause and Effect

SKILL APPLICATION

- A. Complete the activities below by writing directly on the text.
- Circle the 3 transition words.
 - Underline the 2 sentences that give the reasons why people think the giant kangaroos died off.

B. Think about what the text says about the reasons the kangaroos died off. Then complete the chart below. Each one has been started for you.



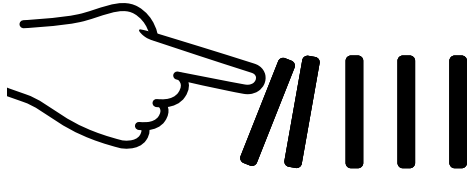
★ Work with a partner to create cause and effect sentences for the subject weather. You could choose to add illustrations to your sentences. You can use transition words from the box below. (Example: The storm brought strong winds. As a result, many tree branches broke.)

Transition Words		
as a consequence	for this reason	so
as a result	if...then	thanks to
because	on account of	therefore
consequently	outcome	this led to
due to	since	thus

INSTRUCTIONAL VOCABULARY CARDS

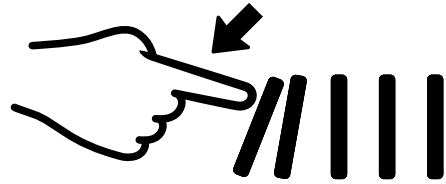
Use these cards independently or with a partner to review the instructional terms introduced online.

cause and effect



the reason why an event happens
and the result of that event

cause



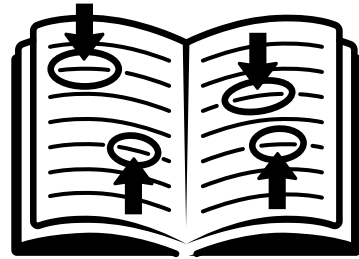
the reason why an event happens

effect



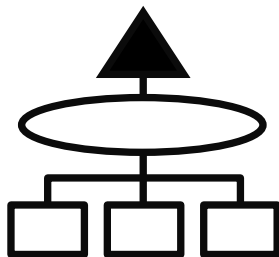
the result of what happens

transition words



words that connect ideas in a text

subject



what the text is mostly about

Name: _____

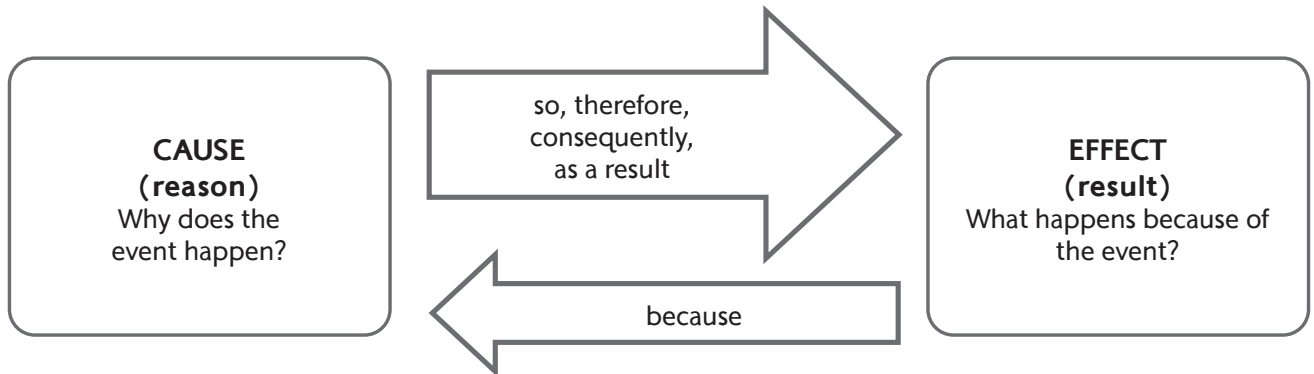
SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

cause effect cause and effect transition words subject

- _____ the reason why an event happens and the result of that event
- _____ what the text is mostly about
- _____ the result of what happens
- _____ words that connect ideas in a text
- _____ the reason why an event happens

B. Review the information below and use it to answer the questions below. Circle your answer. The first one has been done for you.



- Transition words help signal the reader and separate (causes and effects / subjects).
- Find the (cause / effect) by asking, why did the event happen?
- The cause is the (reason / result).
- Find the (cause / effect) by asking, what happens because of the event?
- One example of a cause and effect transition word is (so / both).
- The effect is the (reason / result).

Name: _____

SKILL FOCUS

C. Read each sentence. Then, fill in the effects using choices from the box.

She scored the winning goal. He won a prize. He broke his toe.
She got a bad grade. I missed the bus.

CAUSES		EFFECTS
Dev tripped on a rock.		
Talli didn't study for the big test.		
I overslept.		
Emeka hit the hockey puck into the net before the buzzer rang.		
Minh bought a raffle ticket.		

D. Fill in the missing part of each sentence using a word from the box.

jacket homework closed won raining

1. It was cold outside. As a result, he needed to wear a _____ jacket _____.
2. Because there was a snowstorm, school was _____.
3. It was _____ outside, so I packed an umbrella.
4. I forgot my _____. Therefore, I had to hand it in late.
5. She crossed the finish line first. Consequently, she _____ the race.

Name: _____

TEXT

Read the informational text *What Happened to the Giant Kangaroos?* Then, complete the activities on the next page.

What Happened to the Giant Kangaroos?



There were once giant kangaroos in Australia. How did they die off? Some people think that they died off as a result of changes in the weather. Others believe they died off because people hunted them and planted crops where they lived. Consequently, there were fewer giant kangaroos and they had less and less to eat.

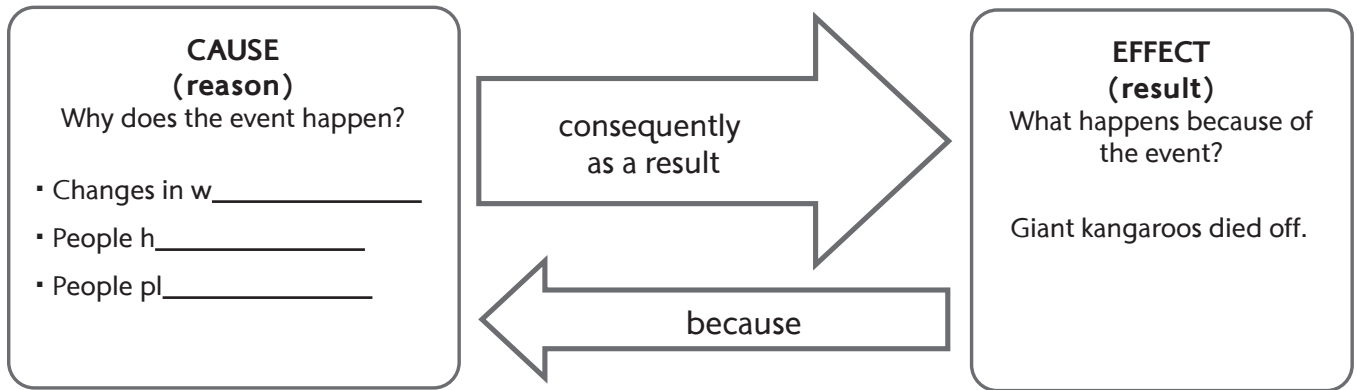
Name: _____

SKILL APPLICATION

A. Complete the activities below by writing directly on the text.

1. Circle the 3 transition words.
2. Underline the 2 sentences that give the reasons why people think the giant kangaroos died off.

B. Think about what the text says about the reasons the kangaroos died off. Then complete the chart below. Each one has been started for you.



★ **Work with a partner to create cause and effect sentences for the subject *weather*. You could choose to add illustrations to your sentences. You can use transition words from the box below. (Example: *The storm brought strong winds. As a result, many tree branches broke.*)**

Transition Words		
as a consequence	for this reason	so
as a result	if...then	thanks to
because	on account of	therefore
consequently	outcome	this led to
due to	since	thus

ANSWER KEY

Comprehension
Level 8: Making Inferences

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

background knowledge drama evidence inference main character setting

1. main character the most important person, animal, or other being in a story
2. inference an educated guess based on text evidence and what you know
3. evidence details from the text that support an author's or reader's choice
4. drama a play, often acted out on a stage
5. setting the time and place of events in a story
6. background knowledge what the reader already knows about the topic of a text

B. Draw a line from each example of text evidence to the background knowledge that can help to make an inference. Ask yourself, *What is going on here?* Then, draw a line from the background knowledge to the inference that follows.

Evidence	Background Knowledge	Inference
A child dressed as a princess is ringing your doorbell.	Dogs growl as a warning to stay away.	Your friend got good grades on his report card.
A dog is growling at you.	People smile when they are happy.	It is Halloween.
Your friend smiles when he receives his report card.	Children wear costumes and ring doorbells on Halloween.	You should stay away from the dog.

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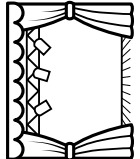




page 2

Comprehension
Level 8: Making Inferences

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>background knowledge</p>  <p>what the reader already knows about the topic of a text</p>	<p>drama</p>  <p>a play, often acted out on a stage</p>
<p>evidence</p>  <p>details from the text that support an author's or reader's ideas</p>	<p>inference</p>  <p>an educated guess based on text evidence and what you know</p>
<p>main character</p>  <p>the most important person, animal, or other being in a story</p>	<p>setting</p>  <p>the time and place of events in a story</p>

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page 1

ANSWER KEY

Comprehension
Level 8: Making Inferences

Name: _____

SKILL APPLICATION

A. Read *Message in a Bottle* on the last page. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. In paragraph 1, highlight or underline what Alex and his mother see from the deck. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“... a hungry seagull stealing food from someone’s beach bag, just then a crab ran across the sand, and the seagull chased after it.”

My background knowledge tells me

A seagull, a beach bag, a crab, and sand can be found at the beach.

So I can infer

The setting of this story is _____ a beach _____.

2. In paragraph 2, highlight or underline what is written on the note in the bottle. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“A fisherman had written his name and address on a piece of paper and put it in the bottle ten years ago.”

My background knowledge tells me

A name and address can be used to get in touch with a person.

So I can infer

The man who found the bottle used the name and address to _____ get in touch with the fisherman _____.

continued on next page

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page 4

Comprehension
Level 8: Making Inferences

Name: _____

SKILL FOCUS

C. Read the terms in the box and think about their meaning. Then, use the clues to complete the crossword puzzle.

evidence background knowledge drama inference main character setting

Across

1. a play, often acted out on a stage

5. the time and place of events in a story

6. details from the text that support an author’s or reader’s ideas

Down

2. the most important person, animal, or other being in a story

3. what the reader already knows about the topic of a text

4. an educated guess based on text evidence and what you know

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page 3

ANSWER KEY

Comprehension
Level 8: Making Inferences

Name: _____

TEXT

Message in a Bottle

- 1 Alex grabbed the newspaper and ran outside. His mother was on the deck of the house they were renting for a week. She was laughing at a hungry seagull stealing food from someone's beach bag, just then a crab ran across the sand, and the seagull chased after it.
- 2 "Look at this," Alex said. He showed his mother the news story he had been reading. A man had found a bottle on the beach. There was a note in the bottle. A fisherman had written his name and address on a piece of paper and put it in the bottle 10 years ago. He was not surprised to hear from the man who found the bottle.
- 3 For the rest of the week, Alex couldn't stop talking about finding a bottle with a message in it. He went for long walks on the beach. But instead of looking at the water, he looked down. One day, he saw something sticking out of the sand in the distance. Excited, he ran to get it. He was disappointed when he saw that it was just a shiny shell.
- 4 On the last day of their stay, Alex's mother asked him to join her for a walk along the beach. As he always did, Alex kept his eyes down. He saw a bottle sticking out of the sand! There was a piece of paper inside. The message said: "Alex: I hope you always find what you're looking for."

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page 6

Comprehension
Level 8: Making Inferences

Name: _____

3. In paragraph 3, highlight or underline how Alex reacts when he sees something sticking out of the sand. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"Excited, he ran to get it. He was disappointed when he saw that it was just a shiny shell."

My background knowledge tells me

A shiny shell might look like a bottle from a distance.

So I can infer

Alex is excited, and then disappointed, because he wanted _____ to find a bottle with a message _____.

4. In paragraph 4, highlight or underline what the note in Alex's bottle says. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"The message said: 'Alex: I hope you always find what you're looking for.'"

My background knowledge tells me

- The note must have been written by a person who knows Alex.
- Parents try to make their children's wishes come true.

So I can infer

The note Alex found was written by _____ his mother _____.

5. How do you think Alex feels about the bottle he finds? Explain your answer orally or in writing. Use the back of the page, if needed. *Student answers will vary.*

★ Work with a partner to create a comic strip that shows the events in Message in a Bottle. Be sure to illustrate the inferences you made above.

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page 5

INSTRUCTIONAL VOCABULARY CARDS

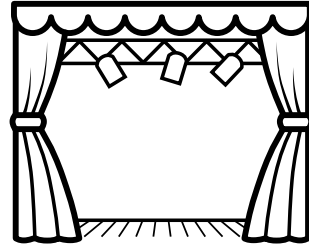
Use these cards independently or with a partner to review the instructional terms introduced online.

background knowledge



what the reader already knows about the topic of a text

drama



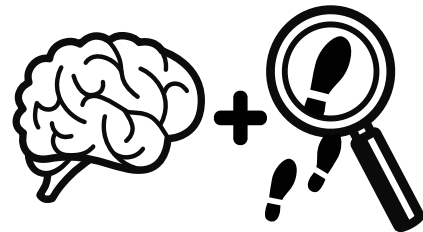
a play, often acted out on a stage

evidence



details from the text that support an author's or reader's ideas

inference



an educated guess based on text evidence and what you know

main character



the most important person, animal, or other being in a story

setting



the time and place of events in a story

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

background knowledge drama evidence inference main character setting

1. _____ the most important person, animal, or other being in a story
2. _____ an educated guess based on text evidence and what you know
3. _____ details from the text that support an author's or reader's choice
4. _____ a play, often acted out on a stage
5. _____ the time and place of events in a story
6. _____ what the reader already knows about the topic of a text

B. Draw a line from each example of text evidence to the background knowledge that can help to make an inference. Ask yourself, *What is going on here?* Then, draw a line from the background knowledge to the inference that follows.

Evidence

A child dressed as a princess is ringing your doorbell.

A dog is growling at you.

Your friend smiles when he receives his report card.

Background Knowledge

Dogs growl as a warning to stay away.

People smile when they are happy.

Children wear costumes and ring doorbells on Halloween.

Inference

Your friend got good grades on his report card.

It is Halloween.

You should stay away from the dog.

SKILL FOCUS

C. Read the terms in the box and think about their meaning. Then, use the clues to complete the crossword puzzle.

evidence background knowledge drama inference main character setting

- Across**
- 1. a play, often acted out on a stage
 - 5. the time and place of events in a story
 - 6. details from the text that support an author's or reader's ideas
- Down**
- 2. the most important person, animal, or other being in a story
 - 3. what the reader already knows about the topic of a text
 - 4. an educated guess based on text evidence and what you know

Name: _____

SKILL APPLICATION

A. Read *Message in a Bottle* on the last page. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. In paragraph 1, highlight or underline what Alex and his mother see from the deck. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“... a hungry seagull stealing food from someone’s beach bag. Just then a crab ran across the sand, and the seagull chased after it.”

My background knowledge tells me

A seagull, a beach bag, a crab, and sand can be found at the beach.

So I can infer

The setting of this story is _____.

2. In paragraph 2, highlight or underline what is written on the note in the bottle. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“A fisherman had written his name and address on a piece of paper and put it in the bottle ten years ago.”

My background knowledge tells me

A name and address can be used to get in touch with a person.

So I can infer

The man who found the bottle used the name and address to
_____.

continued on next page

Name: _____

3. In paragraph 3, highlight or underline how Alex reacts when he sees something sticking out of the sand. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“Excited, he ran to get it. He was disappointed when he saw that it was just a shiny shell.”

My background knowledge tells me

A shiny shell might look like a bottle from a distance.

So I can infer

Alex is excited, and then disappointed, because he wanted _____.

4. In paragraph 4, highlight or underline what the note in Alex’s bottle says. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“The message said: ‘Alex: I hope you always find what you’re looking for.’”

My background knowledge tells me

- The note must have been written by a person who knows Alex.
- Parents try to make their children’s wishes come true.

So I can infer

The note Alex found was written by _____.

5. How do you think Alex feels about the bottle he finds? Explain your answer orally or in writing. Use the back of the page, if needed.

- ★ **Work with a partner to create a comic strip that shows the events in Message in a Bottle. Be sure to illustrate the inferences you made above.**

TEXT

Message in a Bottle

- 1** Alex grabbed the newspaper and ran outside. His mother was on the deck of the house they were renting for a week. She was laughing at a hungry seagull stealing food from someone's beach bag. Just then a crab ran across the sand, and the seagull chased after it.
- 2** "Look at this," Alex said. He showed his mother the news story he had been reading. A man had found a bottle on the beach. There was a note in the bottle. A fisherman had written his name and address on a piece of paper and put it in the bottle 10 years ago. He was not surprised to hear from the man who found the bottle.
- 3** For the rest of the week, Alex couldn't stop talking about finding a bottle with a message in it. He went for long walks on the beach. But instead of looking at the water, he looked down. One day, he saw something sticking out of the sand in the distance. Excited, he ran to get it. He was disappointed when he saw that it was just a shiny shell.
- 4** On the last day of their stay, Alex's mother asked him to join her for a walk along the beach. As he always did, Alex kept his eyes down. He saw a bottle sticking out of the sand! There was a piece of paper inside. The message said: "Alex: I hope you always find what you're looking for."

ANSWER KEY

Comprehension
Level 8: Characterization

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

characterisation	character traits	setting	narrative
------------------	------------------	---------	-----------

- _____ narrative _____ a story
- _____ characterisation _____ how the author creates and describes a character
- _____ setting _____ the time and place of events in a story
- _____ character traits _____ personality traits based on what someone does, thinks, or says

B. Complete the crossword by filling in the term that fits each clue.

characterisation	character traits	setting	narrative
------------------	------------------	---------	-----------

ACROSS

2. personality traits based on what someone does, thinks, or says
c h a r a c t e r t r a i t s

3. a story
n a r r a t i v e

4. the time and place of events in a story
s e t t i n g

DOWN

1. how the author creates and describes a character
c h a r a c t e r i s a t i o n

Level 8
POWERUP
LITERACY

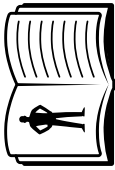



page 2

Comprehension
Level 8: Characterization

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>characterisation</p>  <p>how the author creates and describes a character</p>	<p>character traits</p>  <p>personality traits based on what someone does, thinks, or says</p>
<p>narrative</p>  <p>a story</p>	<p>setting</p>  <p>the time and place of events in a story</p>

Level 8
POWERUP
LITERACY

page 1


ANSWER KEY

Comprehension
Level 8: Characterisation

Name: _____

TEXT

Read the text.



At school, Devin is what you might call a class clown. You can always hear him in the hallway asking, "Did you hear the joke about the...?" He thinks that laughing is the best medicine. Recently, Devin started an after-school comedy club.

Lexia
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LITERACY

page 4

Comprehension
Level 8: Characterisation

Name: _____

SKILL FOCUS

C. Read each word. Circle the words that are an example of a character trait that an author could use to directly describe a character. HINT: There are 6 character traits.

rain shy basketball travel

cheerful rude bossy art caring

D. Sometimes, authors do not directly describe a character using character traits. Instead, an author may give clues. Use the words in the box to figure out the types of clues an author may give.

thinks does characterisation says

The author will give clues about what a character ...

d_o_e_s

t_h_i_n_k_s

s_a_y_s

Clues that describe what a character does, thinks, and says are examples of c_h_a_r_a_c_t_e_r_i_z_a_t_i_o_n.

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LITERACY

page 3

ANSWER KEY

Name: _____

SKILL APPLICATION

A. Draw a line to match each sentence about Devin to the characterization clue that best describes it.

Devin	Clues
You can always hear him in the hallway asking, "Did you hear the joke about the ...?"	does
Recently, Devin started an after-school comedy club.	thinks
He thinks that laughing is the best medicine.	says

B. Based on what Devin does, thinks, and says, circle the 3 character traits that would best describe him.

talkative	rude	mean
funny	outgoing	serious

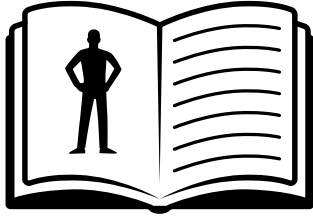
★ Think about your favourite character from a book, TV show, or film. Then, make a list of 3 character traits that describe this character.

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

characterisation



how the author creates and describes a character

character traits



personality traits based on what someone does, thinks, or says

narrative



a story

setting



the time and place of events in a story

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

characterisation character traits setting narrative

1. _____ a story

2. _____ how the author creates and describes a character

3. _____ the time and place of events in a story

4. _____ personality traits based on what someone does, thinks, or says

B. Complete the crossword by filling in the term that fits each clue.

characterisation character traits setting narrative

ACROSS

2. personality traits based on what someone does, thinks, or says

3. a story

4. the time and place of events in a story

DOWN

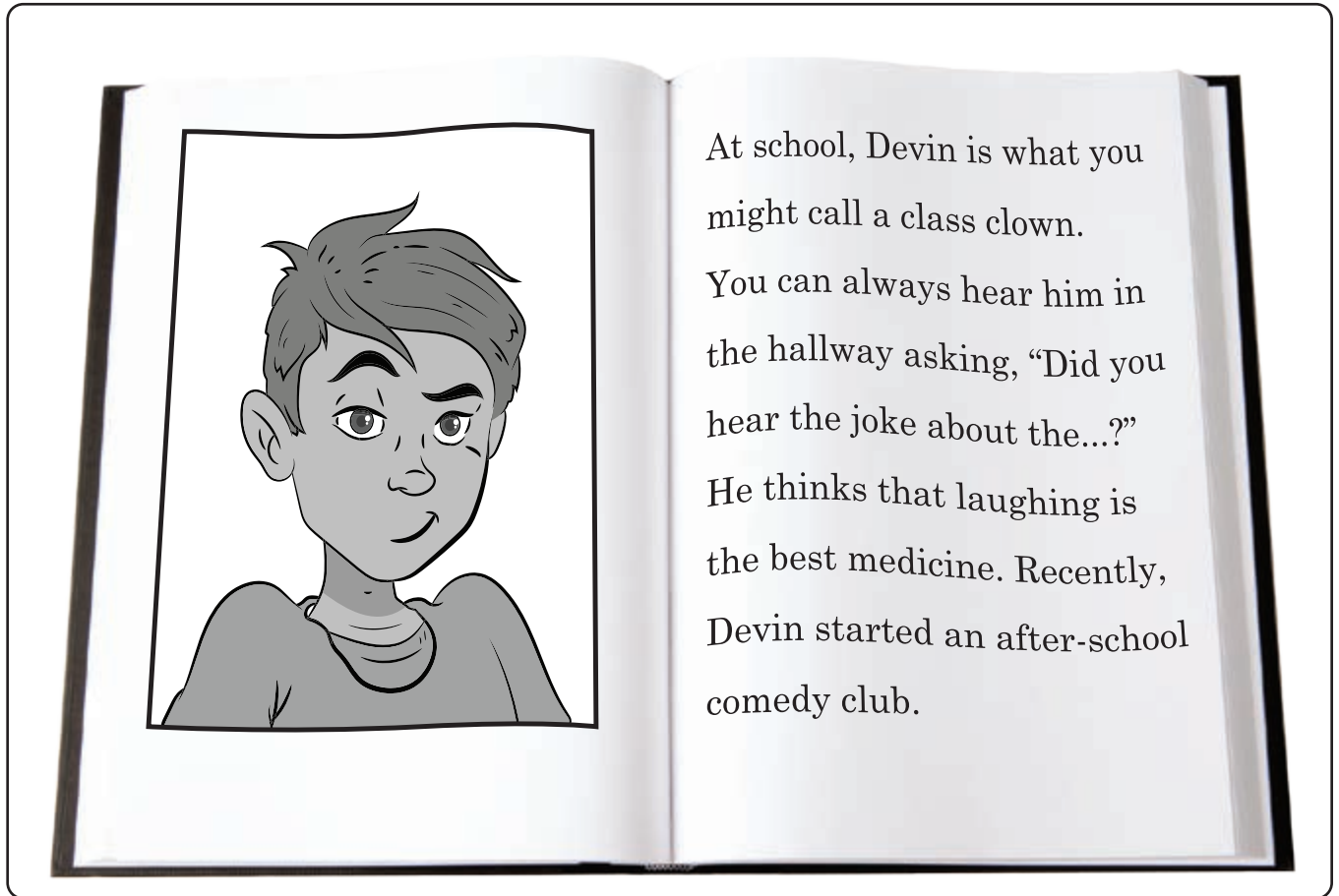
1. how the author creates and describes a character

The crossword puzzle grid consists of a central vertical column of 10 squares. A horizontal row of 15 squares intersects this column at the 5th square from the top. A horizontal row of 8 squares intersects the vertical column at the 7th square from the top. A horizontal row of 6 squares intersects the vertical column at the 9th square from the top. The starting squares for the clues are: 1 (top square), 2 (leftmost square of the 15-square row), 3 (leftmost square of the 8-square row), and 4 (leftmost square of the 6-square row).

Name: _____

TEXT

Read the text.



SKILL APPLICATION

A. Draw a line to match each sentence about Devin to the characterisation clue that best describes it.

Devin

You can always hear him in the hallway asking, "Did you hear the joke about the ...?"

Recently, Devin started an after-school comedy club.

He thinks that laughing is the best medicine.

Clues

does

thinks

says

B. Based on what Devin does, thinks, and says, circle the 3 character traits that would best describe him.

talkative

rude

mean

funny

outgoing

serious

★ Think about your favourite character from a book, TV show, or film. Then, make a list of 3 character traits that describe this character.

ANSWER KEY

Name: _____

Comprehension
Level 9: Theme

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

author's craft character conflict theme dialogue

- _____ a conversation between two or more characters
- _____ the central message or big idea in a story or poem
- _____ methods used by authors to make their writing more powerful
- _____ a person, animal, or other being in a story
- _____ a character's struggle or problem

B. Fill in the missing information below using choices from the box.

Author's Craft What is the struggle? Characters

3 Elements of Theme

What is the struggle? How are the characters described? Why is the text written this way?

Conflict Author's Craft Characters

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page 2

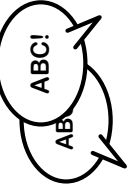
Name: _____


Comprehension
Level 9: Theme


INSTRUCTIONAL VOCABULARY CARDS


Use these cards independently or with a partner to review the instructional terms introduced online.

author's craft  methods used by authors to make their writing more powerful

dialogue  a conversation between two or more characters

author's craft  methods used by authors to make their writing more powerful

conflict  a character's struggle or problem

theme  the central message or big idea in a story or poem

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page 1

ANSWER KEY

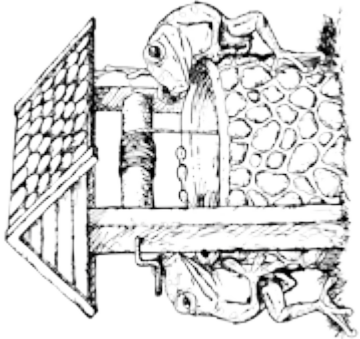
Comprehension
Level 9: Theme

Name: _____

TEXT

Read the fable **The Frogs and the Well**. Then, complete the activities on the next page.

THE FROGS and the WELL



Two frogs lived together in a little pond. One hot summer, the pond dried up. The frogs left it to look for another place to live. Frogs like damp places, if they can get to them. Soon, the frogs came to a deep well. One of them looked down into it. He quickly said to the other frog, "This looks like a nice wet place to live. Let's jump in and settle here!" But the other, wiser frog replied, "Nor so fast, my friend. What if this well dried up like the pond? How would we get out again?"

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page 4

Comprehension
Level 9: Theme

Name: _____

SKILL FOCUS

C. Use the words in the box to complete the sentences. Write your answers on the lines.

idea	theme	text	conflict
------	-------	------	----------

The h i d e a is the central message or big i d e a of a story or poem. Many stories have more than one theme. Theme is not directly told to readers. Readers need to use evidence from the t e x t and their background knowledge. Thinking about the c e n t r e a s e s t characters, and author's craft helps readers find a theme

D. Remember, theme is the central message or big idea in a story or poem. Read the sentences. Some are themes and some are not. Circle the themes. (Hint: The first one has been done for you. There are 3 left to find.)

- Big idea
- Complete sentence
- Doesn't include specific details

Problems can be solved with teamwork.	Change is scary.
The runner won the race.	People aren't always who they seem to be.
A friend feels left out of a game.	A dog finds a bone in the grass.
Trust is needed for friendship.	Students study for a test.

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page 3

ANSWER KEY

Name: _____

Comprehension
Level 9: Theme

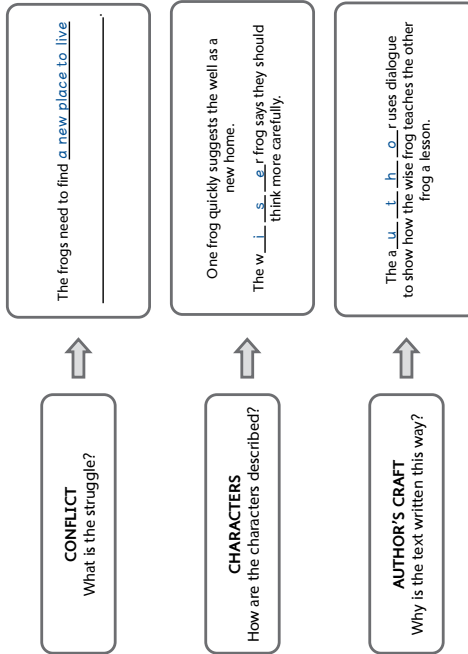
SKILL APPLICATION

A. Now, complete the steps listed below by writing directly on the text.

1. Circle the main characters.
2. Underline the sentence that shows the problem the frogs have.

B. Fill in the missing information below. Go back to the text, if needed.

3 Elements of Theme



C. Circle the theme (central message) of the fable.

Don't waste time.

Think before you act.

Working hard pays off.

★ On your own or with a partner, talk about times one or both of these themes have come up in real life:

- 1) Selfishness can be hurtful.
- 2) Winning isn't everything.

INSTRUCTIONAL VOCABULARY CARDS

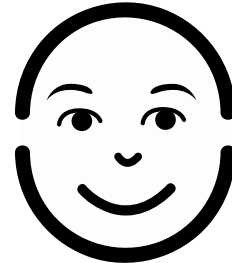
Use these cards independently or with a partner to review the instructional terms introduced online.

author's craft



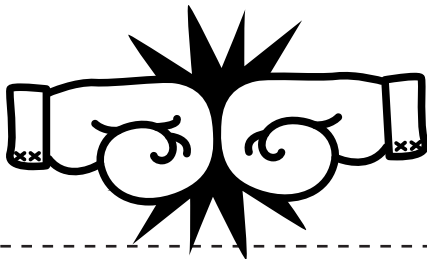
methods used by authors to make their writing more powerful

character



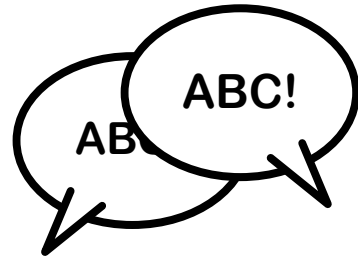
a person, animal, or other being in a story

conflict



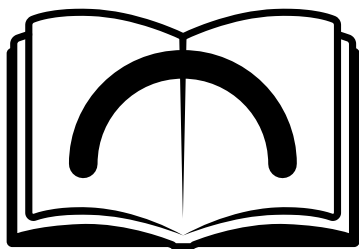
a character's struggle or problem

dialogue



a conversation between two or more characters

theme



the central message or big idea in a story or poem

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

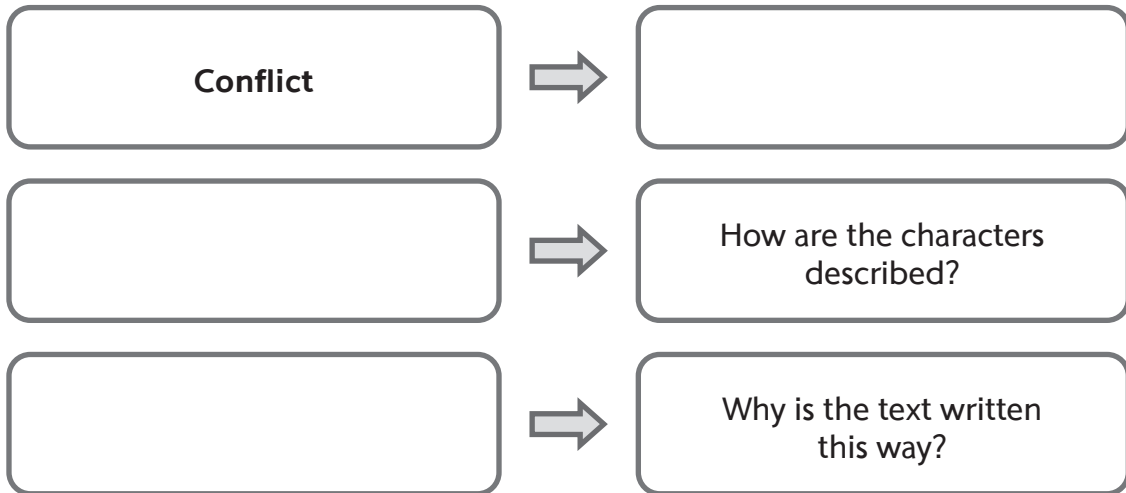
author's craft character conflict theme dialogue

1. _____ a conversation between two or more characters
2. _____ the central message or big idea in a story or poem
3. _____ methods used by authors to make their writing more powerful
4. _____ a person, animal, or other being in a story
5. _____ a character's struggle or problem

B. Fill in the missing information below using choices from the box.

Author's Craft What is the struggle? Characters

3 Elements of Theme



Name: _____

SKILL FOCUS

C. Use the words in the box to complete the sentences. Write your answers on the lines.

idea theme text conflict

The _____ is the central message or big idea _____ of a story or poem. Many stories have more than one theme. Theme is not directly told to readers. Readers need to use evidence from the text _____ and their background knowledge. Thinking about the context _____, characters, and author's craft helps readers find a theme

D. Remember, theme is the central message or big idea in a story or poem. Read the sentences. Some are themes and some are not. Circle the themes. (Hint: The first one has been done for you. There are 3 left to find.)

- Big idea
- Complete sentence
- Doesn't include specific details

Problems can be solved with teamwork.	Change is scary.
The runner won the race.	People aren't always who they seem to be.
A friend feels left out of a game.	A dog finds a bone in the grass.
Trust is needed for friendship.	Students study for a test.

TEXT

Read the fable *The Frogs and the Well*. Then, complete the activities on the next page.

THE FROGS and the WELL



Two frogs lived together in a little pond. One hot summer, the pond dried up. The frogs left it to look for another place to live. Frogs like damp places, if they can get to them. Soon, the frogs came to a deep well. One of them looked down into it. He quickly said to the other frog, "This looks like a nice wet place to live. Let's jump in and settle here!" But the other, wiser frog replied, "Not so fast, my friend. What if this well dried up like the pond? How would we get out again?"

Name: _____

SKILL APPLICATION

A. Now, complete the steps listed below by writing directly on the text.

1. Circle the main characters.
2. Underline the sentence that shows the problem the frogs have.

B. Fill in the missing information below. Go back to the text, if needed.

3 Elements of Theme

<p>CONFLICT What is the struggle?</p>	➔	<p>The frogs need to find _____ _____.</p>
<p>CHARACTERS How are the characters described?</p>	➔	<p>One frog quickly suggests the well as a new home. The w_____r frog says they should think more carefully.</p>
<p>AUTHOR'S CRAFT Why is the text written this way?</p>	➔	<p>The a_____r uses dialogue to show how the wise frog teaches the other frog a lesson.</p>

C. Circle the *theme* (central message) of the fable.

Don't waste time.

Think before you act.

Working hard pays off.

★ On your own or with a partner, talk about times one or both of these themes have come up in real life:

- 1) *Selfishness can be hurtful.*
- 2) *Winning isn't everything.*

ANSWER KEY

Comprehension
Level 9: Sensory Language

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

context clues	imagery	protagonist	sensory language	setting	
1. <u>sensory language</u>	words that describe how things look, sound, smell, taste, or feel	2. <u>protagonist</u>	the main character in a story	3. <u>setting</u>	the time and place of events in a story
4. <u>context clues</u>	hints about the meaning of a word	5. <u>imagery</u>	the use of words to create a picture in the reader's mind		

B. Read each sentence. Circle True or False.

1. A close reading of a story can help you understand it.	<input checked="" type="radio"/> True	<input type="radio"/> False
2. Imagery is to tell how things are different.	<input type="radio"/> True	<input checked="" type="radio"/> False
3. Sensory language is reading more than once to deepen understanding.	<input type="radio"/> True	<input checked="" type="radio"/> False
4. An author can contrast two settings.	<input checked="" type="radio"/> True	<input type="radio"/> False
5. The narrator is the voice that tells the story.	<input checked="" type="radio"/> True	<input type="radio"/> False

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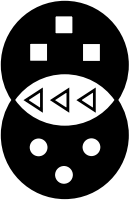




page 2

Comprehension
Level 9: Sensory Language

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

close reading  reading more than once to deepen understanding	contrast  to tell how things are different
imagery  the use of words to create a picture in the reader's mind	narrator  the voice that tells a story
sensory language  words that describe how things look, sound, smell, taste, or feel	setting  the time and place of events in a story

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page 1

ANSWER KEY

Comprehension
Level 9: Sensory Language

Name: _____

SKILL APPLICATION

D. Read "You'll Love It on the Next Page." Then, complete the activities below. The first three ask you to write directly on the text you just read.

- Highlight or underline the sensory language used to describe the setting in paragraph 2. Circle three senses the language engages.

<u>sight</u>	<u>hearing</u>	smell	taste
<u>touch</u>			
- Highlight or underline the sensory language used to describe the narrator in paragraph 3. Circle three senses the language engages.

<u>sight</u>	hearing	<u>smell</u>	taste
			<u>touch</u>
- Highlight or underline the sensory language used to describe the ski lodge in paragraph 4. Circle three senses the language engages.

<u>sight</u>	<u>hearing</u>	smell	taste
			<u>touch</u>
- Write a word or phrase from the text that engages each sense below. Student answers will vary.

sight	_____
hearing	_____
smell	_____
taste	_____
touch	_____

5. Based on the narrator's use of sensory language, do you think she enjoyed skiing? Explain orally or in writing using evidence from the text to support your answer. Use the back of the page, if needed. Student answers will vary but should include evidence from the text.

★ Work with a partner to create a poster advertising a ski lodge like the one described in "You'll Love It." Include sensory language (from the text or your imagination) that describes sights, sounds, smells, tastes, and how things feel.

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LITERACY

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page 4

Comprehension
Level 9: Sensory Language

Name: _____

SKILL FOCUS

C. Read the sentences below. Then, match each basic sentence on the left with one on the right that uses sensory language to describe the same subject. Write the letter of the matching sentence in the space provided.

<u>G</u> 1. He is hot.	A. Drums pounded and trumpets blasted.
<u>A</u> 2. The band was loud.	B. Her feet were a blue blur as she ran around the track.
<u>E</u> 3. Dinner was good.	C. The final buzzer blared as the ball swished into the net.
<u>B</u> 4. She runs fast.	D. My heart was thumping when I heard the door creak open.
<u>H</u> 5. I am sad.	E. The buttery garlic bread and spicy pasta sauce were perfect.
<u>F</u> 6. There is traffic.	F. Honking horns and shouting drivers fill the street.
<u>C</u> 7. The game ended.	G. Sweat drips down his sunburned face.
<u>D</u> 8. I was scared.	H. Big, wet tears roll slowly down my cheeks.

Reread the descriptive sentences above. Highlight or underline at least one example of sensory language in each.

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LITERACY

Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

TEXT

You'll Love It

- 1 "You'll love it," my cousin said as he stepped into his skis with a smooth click.
- 2 I wasn't so sure. Balls of ice formed on my eyelashes as I tried to look around. Everything was white. White roads. White rooftops. White trees. An icy wind blew past my ears. It was a bitter cold day on a snow-covered mountain in Vermont.
- 3 As I tried to attach my own skis, I lost my balance. *Whoomp!* Sitting in the chilly, wet snow, I couldn't believe I had fallen already. By the end of the day, my nose was red. My lips were blue. I smelled like wet socks. My hands and feet hurt. I dragged my frozen body into the lodge.
- 4 Inside, my cousin and I found a comfortable spot next to a warm fire. Music played in the next room. Other skiers were laughing and talking. I looked around the room. There was a big TV on the wall. Worn wooden tables. A view of the mountain. No wonder people love skiing.

INSTRUCTIONAL VOCABULARY CARDS

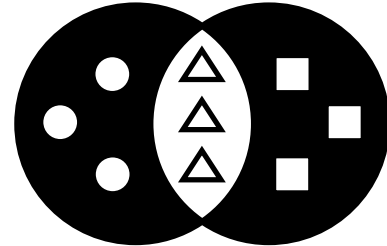
Use these cards independently or with a partner to review the instructional terms introduced online.

close reading



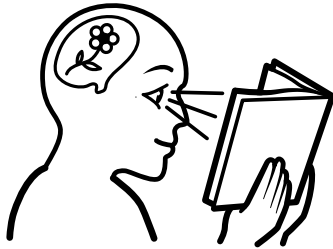
reading more than once to
deepen understanding

contrast



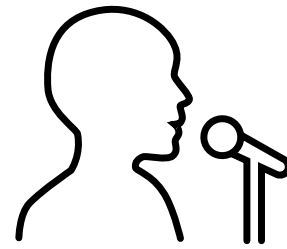
to tell how things are different

imagery



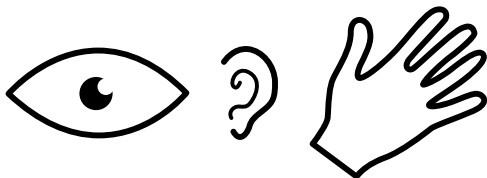
the use of words to create a picture
in the reader's mind

narrator



the voice that tells a story

sensory language



words that describe how things look,
sound, smell, taste, or feel

setting



the time and place of events in a story

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

context clues imagery protagonist sensory language setting

1. _____	words that describe how things look, sound, smell, taste, or feel
2. _____	the main character in a story
3. _____	the time and place of events in a story
4. _____	hints about the meaning of a word
5. _____	the use of words to create a picture in the reader's mind

B. Read each sentence. Circle *True* or *False*.

1. A close reading of a story can help you understand it.	True / False
2. Imagery is to tell how things are different.	True / False
3. Sensory language is reading more than once to deepen understanding.	True / False
4. An author can contrast two settings.	True / False
5. The narrator is the voice that tells the story.	True / False

Name: _____

SKILL FOCUS

C. Read the sentences below. Then, match each basic sentence on the left with one on the right that uses sensory language to describe the same subject. Write the letter of the matching sentence in the space provided.

___ 1. He is hot.	A. Drums pounded and trumpets blasted.
___ 2. The band was loud.	B. Her feet were a blue blur as she ran around the track.
___ 3. Dinner was good.	C. The final buzzer blared as the ball swished into the net.
___ 4. She runs fast.	D. My heart was thumping when I heard the door creak open.
___ 5. I am sad.	E. The buttery garlic bread and spicy pasta sauce were perfect.
___ 6. There is traffic.	F. Honking horns and shouting drivers fill the street.
___ 7. The game ended.	G. Sweat drips down his sunburned face.
___ 8. I was scared.	H. Big, wet tears roll slowly down my cheeks.

Reread the descriptive sentences above. Highlight or underline at least one example of sensory language in each.

Name: _____

SKILL APPLICATION

D. Read You'll Love It on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

1. Highlight or underline the sensory language used to describe the setting in paragraph 2. Circle three senses the language engages.

sight hearing smell taste touch

2. Highlight or underline the sensory language used to describe the narrator in paragraph 3. Circle three senses the language engages.

sight hearing smell taste touch

3. Highlight or underline the sensory language used to describe the ski lodge in paragraph 4. Circle three senses the language engages.

sight hearing smell taste touch

4. Write a word or phrase from the text that engages each sense below.

sight _____
hearing _____
smell _____
taste _____
touch _____

5. Based on the narrator's use of sensory language, do you think she enjoyed skiing? Explain orally or in writing using evidence from the text to support your answer. Use the back of the page, if needed.

★ **Work with a partner to create a poster advertising a ski lodge like the one described in You'll Love It. Include sensory language (from the text or your imagination) that describes sights, sounds, smells, tastes, and how things feel.**

Name: _____

TEXT

You'll Love It

- 1 "You'll love it," my cousin said as he stepped into his skis with a smooth click.
- 2 I wasn't so sure. Balls of ice formed on my eyelashes as I tried to look around. Everything was white. White roads. White rooftops. White trees. An icy wind blew past my ears. It was a bitter cold day on a snow-covered mountain in Vermont.
- 3 As I tried to attach my own skis, I lost my balance. *Whoomp!* Sitting in the chilly, wet snow, I couldn't believe I had fallen already. By the end of the day, my nose was red. My lips were blue. I smelled like wet socks. My hands and feet hurt. I dragged my frozen body into the lodge.
- 4 Inside, my cousin and I found a comfortable spot next to a warm fire. Music played in the next room. Other skiers were laughing and talking. I looked around the room. There was a big TV on the wall. Worn wooden tables. A view of the mountain. No wonder people love skiing.

ANSWER KEY

Name: _____

Comprehension
Level 9: Figurative Language

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

poem	stanza	figurative language	line	poet
------	--------	---------------------	------	------

- _____ line _____ one row of words in a poem
- _____ poem _____ text that often uses figurative language, rhythm, and rhyme
- _____ stanza _____ a group of lines in a poem
- _____ figurative language _____ words used creatively that don't mean what they usually mean
- _____ poet _____ a person who writes poems

B. Use the clues to fill out the crossword puzzle with the vocabulary terms from Part A.

ACROSS

- Words used creatively to make an image in the reader's mind (HINT: two words)

DOWN

- A group of lines in a poem
- An author of a poem
- A row of words in a poem

Name: _____

Comprehension
Level 9: Figurative Language

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>figurative language</p> <p>words used creatively that don't mean what they usually mean</p>	<p>line</p> <p>one row of words in a poem</p>
<p>poem</p> <p>text that often uses figurative language, rhythm, and rhyme</p>	<p>poet</p> <p>a person who writes poems</p>
<p>stanza</p> <p>a group of lines in a poem</p>	

ANSWER KEY

Name: _____

Comprehension
Level 9: Figurative Language

TEXT

Read the poem and then complete the activities on the next page.

Who Has Seen the Wind?
by Christina Rossetti (1830-1894)

Who has seen the wind? 1
Neither I nor you: 2
But when the leaves hang trembling 3
The wind is passing through. 4
Who has seen the wind? 5
Neither you nor I: 6
But when the trees bow down their heads 7
The wind is passing by. 8

Name: _____

Comprehension
Level 9: Figurative Language

SKILL FOCUS

C. Read each sentence pair. Circle the one that uses figurative language.

1. The garden had a lot of weeds.	The garden was a jungle of weeds.
2. The boat was a rocking chair.	The boat moved up and down.
3. The classroom was noisy.	The classroom was a circus.
4. I had a lot of homework.	My homework was piled as high as a mountain.
5. Car horns honked like angry geese.	Car horns were noisy.
6. I'm as tired as a broken-down car.	I am very tired.

D. Select a word from the box to finish the sentences. Each one uses figurative language to help readers make pictures in their minds.

blanket	lion	mice	ball	bricks	gift
---------	------	------	------	--------	------

1. The boy was as hungry as a _____ lion _____.
2. The sun was a round, golden _____ ball _____ in the sky.
3. The snow covered the field like a soft, white _____ blanket _____.
4. We tiptoed through the house like quiet _____ mice _____.
5. The box hit the floor like a ton of _____ bricks _____.
6. The breeze on the hot day was a _____ gift _____.

ANSWER KEY

Name: _____

Comprehension
Level 9: Figurative Language

SKILL APPLICATION

A. The first 4 questions ask you to write directly on the text of the poem.

1. Circle the name of the poet.
2. Draw a box around each stanza.
3. Number the lines in the poem.
4. The author uses figurative language to describe how we know the wind is there. Underline the 2 lines in which the author is using figurative language. (HINT: Look for places where the author uses human qualities to describe the leaves and trees.)
5. Fill in the action words that the author uses in the poem to show that the wind is blowing: Leaves hang _____ <u>trembling</u> _____ Trees _____ <u>bow</u> _____ down their heads.

B. Create your own figurative language to describe the movement of wind. For each one, write a sentence that makes a comparison using phrases from the chart below. Students answers will vary.

Type of Wind	Compared to	Sentence
noisy wind	howling wolves	The noisy wind sounded like a pack of howling wolves.
gentle breeze	soft silk	The gentle breeze felt like soft silk.
soft wind	whisper	The soft wind blew by like a whisper.
icy blast of wind	hitting a brick wall	The icy blast of wind hit us like a brick wall.

★ Work independently or with a partner to write 3 new sentences that use figurative language. You could think of comparisons to leaves (For example: The autumn leaves were as orange as fire.), trees (For example: The thick trees lined the field like a fence), or a topic of your choice.

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

figurative language



words used creatively that don't mean what they usually mean

line



one row of words in a poem

poem



text that often uses figurative language, rhythm, and rhyme

poet



a person who writes poems

stanza



a group of lines in a poem

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

poem

stanza

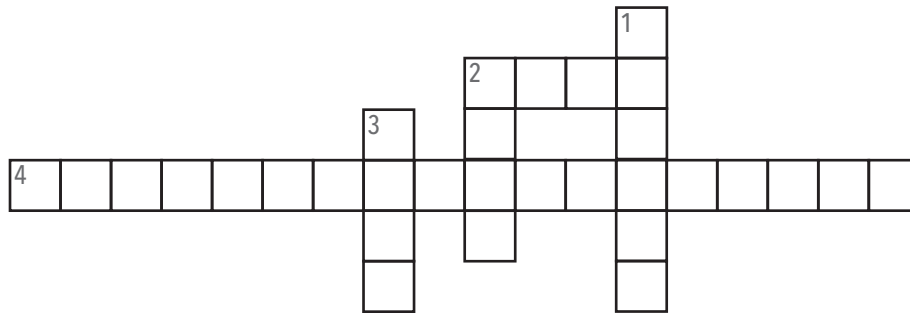
figurative language

line

poet

1. _____ one row of words in a poem
2. _____ text that often uses figurative language, rhythm, and rhyme
3. _____ a group of lines in a poem
4. _____ words used creatively that don't mean what they usually mean
5. _____ a person who writes poems

B. Use the clues to fill out the crossword puzzle with the vocabulary terms from Part A.



ACROSS

2. An author of a poem
4. Words used creatively to make an image in the reader's mind (HINT: two words)

DOWN

1. A group of lines in a poem
2. Text that often uses figurative language, rhythm, and rhyme
3. A row of words in a poem

SKILL FOCUS

C. Read each sentence pair. Circle the one that uses figurative language.

1.	The garden had a lot of weeds.	The garden was a jungle of weeds.
2.	The boat was a rocking chair.	The boat moved up and down.
3.	The classroom was noisy.	The classroom was a circus.
4.	I had a lot of homework.	My homework was piled as high as a mountain.
5.	Car horns honked like angry geese.	Car horns were noisy.
6.	I'm as tired as a broken-down car.	I am very tired.

D. Select a word from the box to finish the sentences. Each one uses figurative language to help readers make pictures in their minds.

blanket

lion

mice

ball

bricks

gift

- The boy was as hungry as a _____ lion _____.
- The sun was a round, golden _____ in the sky.
- The snow covered the field like a soft, white _____.
- We tiptoed through the house like quiet _____.
- The box hit the floor like a ton of _____.
- The breeze on the hot day was a _____.

Name: _____

TEXT

Read the poem and then complete the activities on the next page.

Who Has Seen the Wind?

by Christina Rossetti (1830-1894)

Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling

The wind is passing through.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads

The wind is passing by.

Name: _____

SKILL APPLICATION

A. The first 4 questions ask you to write directly on the text of the poem.

1. Circle the name of the poet.

2. Draw a box around each stanza.

3. Number the lines in the poem.

4. The author uses figurative language to describe how we know the wind is there. Underline the 2 lines in which the author is using figurative language. (HINT: Look for places where the author uses human qualities to describe the leaves and trees.)

5. Fill in the action words that the author uses in the poem to show that the wind is blowing:

Leaves hang _____.

Trees _____ down their heads.

B. Create your own figurative language to describe the movement of wind. For each one, write a sentence that makes a comparison using phrases from the chart below.

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★ **Work independently or with a partner to write 3 new sentences that use figurative language. You could think of comparisons to leaves (For example: The autumn leaves were as orange as fire.), trees (For example: The thick trees lined the field like a fence.), or a topic of your choice.**

ANSWER KEY

Comprehension
Level 9: Tone & Mood

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

tone mood

mood the reader's feelings created by the text
tone the author's attitude toward the subject

B. Read the words in the box. Then, use each of the words to fill in the blanks in the image below.

mood attitude feelings author

Author

TONE
attitude
toward the
subject

Mood
feelings
created by
the text

Reader

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page 2

Comprehension
Level 9: Tone & Mood

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

tone

the author's attitude toward the subject

mood

the reader's feelings created by the text

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page 1

ANSWER KEY

Comprehension
Level 9: Tone & Mood

Name: _____

TEXT

Read the restaurant review below. Then, complete the activities on the next page.


RESTAURANT REVIEW

VOL. 18

Mama Lito's Cafe

This past Saturday I ate—or rather survived—dinner at Mama Lito's Cafe. The food and service were awful in fact, I am still shaking in anger.

The stale dinner rolls had green spots. My steak smelled of rotting meat. Even dessert was a disaster. I couldn't take one bite of my cake after noticing a huge dead fly in the frosting!



My gross bread from Mama Lito's Cafe.

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page 4

Comprehension
Level 9: Tone & Mood

Name: _____

SKILL FOCUS

C. Words can represent positive or negative feelings. Read each word and decide if it is positive (+) or negative (-). Circle your answers.

calm	<input checked="" type="radio"/> +	-
fearful	+	<input checked="" type="radio"/> -
lonely	+	<input checked="" type="radio"/> -
hopeful	<input checked="" type="radio"/> +	-
angry	+	<input checked="" type="radio"/> -

D. Read the statements below and decide if the overall feeling is positive (+) or negative (-). Write + or - in the space provided.

1. After finishing the story, the reader felt sad. -
2. Ugh. I can't believe how much homework I have! -
3. Every single bite of those nachos made me just a little happier. +
4. It was cold, wet, and windy. It was a terrible day for a hike. -
5. The kitten placed its furry head on Sara's lap and began to purr. +
6. I began to shake in fear. I could hardly breathe when I heard a sound at the window. -

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page 3

ANSWER KEY

Name: _____

SKILL APPLICATION

A. Answer the following questions about the author's tone.

1. The author's tone is (angry) happy).
2. Circle the 3 phrases that the author uses to show his attitude toward **Mama Lito's Cafe**.

"or rather survived" "This past Saturday" "were awful!"
"food and service" "shaking in anger"

B. Answer the following questions about the mood.

1. The author creates a (disgusted) hopeful) mood in the reader.
2. Circle the 4 phrases that the author uses to create this mood in his readers.

"a dead fly in the frosting!" "bite of my cake" "had green spots"
"smelled of rotting meat." "The dinner rolls" "a disaster."

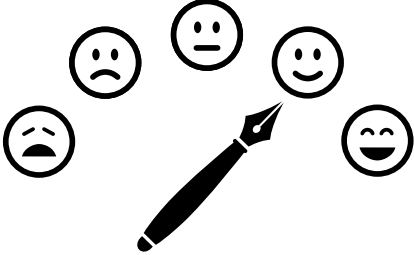
★ Think about a popular TV show. Describe the tone it usually has. Then, describe the type of mood it might create in the audience.

Name: _____

INSTRUCTIONAL VOCABULARY CARDS


Use these cards independently or with a partner to review the instructional terms introduced online.

tone



the author's attitude toward the subject

mood



the reader's feelings created by the text

Name: _____

SKILL FOCUS

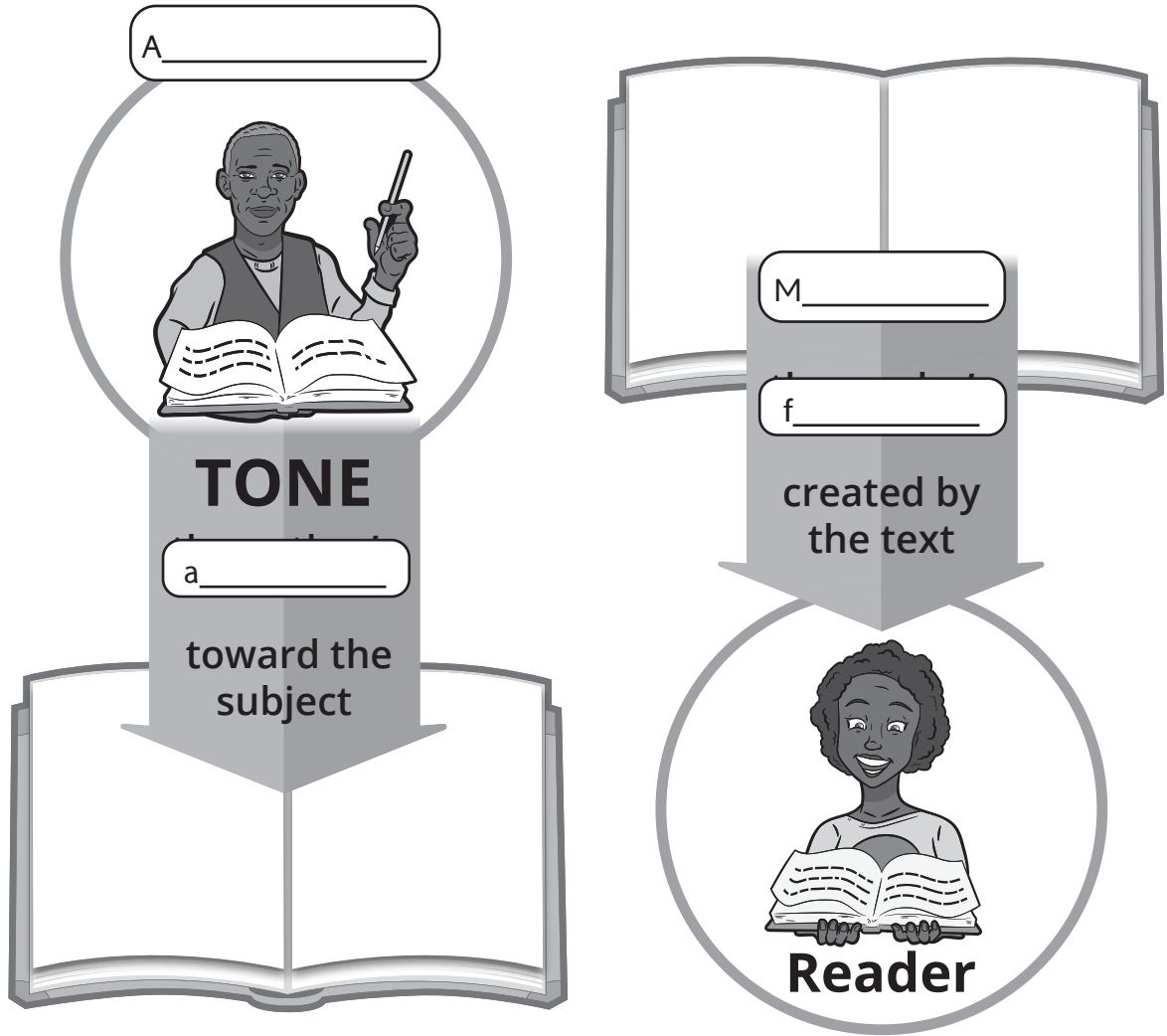
A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

tone	mood
------	------

_____ the reader's feelings created by the text
 _____ the author's attitude toward the subject

B. Read the words in the box. Then, use each of the words to fill in the blanks in the image below.

mood	attitude	feelings	author
------	----------	----------	--------



SKILL FOCUS

C. Words can represent positive or negative feelings. Read each word and decide if it is positive (+) or negative (-). Circle your answers.

calm	+	-
fearful	+	-
lonely	+	-
hopeful	+	-
angry	+	-

D. Read the statements below and decide if the overall feeling is positive (+) or negative (-). Write + or - in the space provided.

- _____ 1. After finishing the story, the reader felt sad.
- _____ 2. Ugh. I can't believe how much homework I have!
- _____ 3. Every single bite of those nachos made me just a little happier.
- _____ 4. It was cold, wet, and windy. It was a terrible day for a hike.
- _____ 5. The kitten placed its furry head on Sara's lap and began to purr.
- _____ 6. I began to shake in fear. I could hardly breathe when I heard a sound at the window.

TEXT

Read the restaurant review below. Then, complete the activities on the next page.

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Mama Lito's Cafe

This past Saturday I ate—or *rather survived*—dinner at Mama Lito's Cafe. The food and service were awful! In fact, I am still shaking in anger.

The stale dinner rolls had green spots. My steak smelled of rotting meat. Even dessert was a disaster. I couldn't take one bite of my cake after noticing a huge dead fly in the frosting!



My gross bread from Mama Lito's Cafe.

SKILL APPLICATION

A. Answer the following questions about the author's tone.

1. The author's tone is (**angry / happy**).
2. Circle the 3 phrases that the author uses to show his attitude toward **Mama Lito's Cafe**.

*"or rather survived"**"This past Saturday"**"food and service"**"shaking in anger"**"were awful!"***B. Answer the following questions about the mood.**

1. The author creates a (**disgusted / hopeful**) mood in the reader.
2. Circle the 4 phrases that the author uses to create this mood in his readers.

*"a dead fly in the frosting!"**"bite of my cake"**"had green spots"**"smelled of rotting meat."**"The dinner rolls"**"a disaster."*

★ Think about a popular TV show. Describe the tone it usually has. Then, describe the type of mood it might create in the audience.

ANSWER KEY

Comprehension
Level 10: Conflict

Name: _____

SKILL FOCUS



A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

conflict	external conflict	internal conflict
internal conflict	a struggle that exists in a character's mind	
conflict	a character's struggle or problem	
external conflict	a character's struggle with an outside force	

B. Read the words in the box below. Then, use each of the words to fill in the blanks in the image below.

conflict	external conflict	internal conflict
----------	-------------------	-------------------

c o n f l i c t

i n t e r n a l

e x t e r n a l

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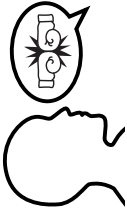

page 2

Comprehension
Level 10: Conflict

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>conflict</p>  <p>a character's struggle or problem</p>	<p>external conflict</p>  <p>a character's struggle with an outside force</p>
<p>internal conflict</p>  <p>a struggle that exists in a character's mind</p>	

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page 1




ANSWER KEY

Comprehension
Level 10: Conflict

Name: _____

SKILL FOCUS

D. Read each example. Draw a line to match it with the correct type of external conflict or with Not an Example of Conflict.

Type of External Conflict	Examples
 Person vs. Society	Chloe got caught in a thunderstorm.
 Person vs. Person	Samuel ate dinner.
 Person vs. Nature	Dion got into a fistfight with his brother.
Not an Example of Conflict	Charlotte was protesting a new government law.

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page 4

Comprehension
Level 10: Conflict

Name: _____

SKILL FOCUS

C. Read each example. Draw a line to match it with internal conflict or with Not an Example of Conflict. There are two examples of each.

Internal Conflict	Examples
 Person vs. Self	Mateo did well on a science exam.
Not an Example of Conflict	Josie is deciding if she should help a friend or go to a concert.
	Shawn ordered 3 tacos.
	Jayden must make a hard choice.

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LITERACY

Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

Comprehension
Level 10: Conflict

TEXT & SKILL APPLICATION

A. Read each text in the word bubbles below. Then, use the words in the box to fill in the blanks.

HINT: Each word should be used at least once.

external person internal self nature external

Nancy gripped her steering wheel tightly and drove slowly. The snowstorm had made the roads icy and dangerous.

person nature

This is an external conflict.

Guido loves drama and wants to audition for the school play. However, he is very afraid of getting in front of an audience.

person self

This is an internal conflict.

It might have been the longest plane ride in Flynn's life. He was forced to sit next to the chattiest person in the world!

person person

This is an external conflict.

★ Work independently or with a partner to list 3 external and 2 internal conflicts that you have faced.

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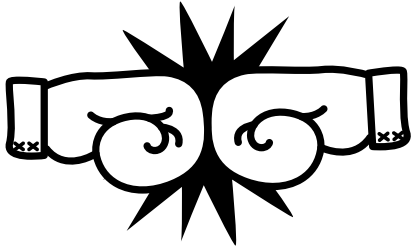
page 5

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

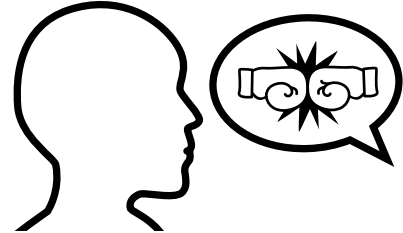
Use these cards independently or with a partner to review the instructional terms introduced online.

conflict



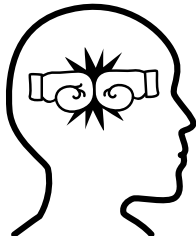
a character's struggle or problem

external conflict



a character's struggle with an outside force

internal conflict



a struggle that exists in a character's mind

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

conflict external conflict internal conflict

_____ a struggle that exists in a character's mind

_____ a character's struggle or problem

_____ a character's struggle with an outside force

B. Read the words in the box below. Then, use each of the words to fill in the blanks in the image below.

conflict external conflict internal conflict

c _ _ n _ _ _ i _ _ t



_ _ n _ _ e _ _ n _ _ l



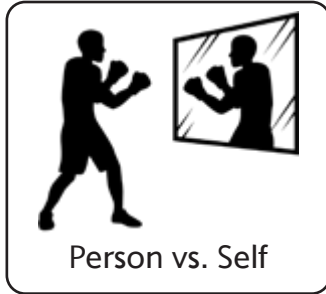
e _ _ _ e _ _ _ a _ _

Name: _____

SKILL FOCUS

C. Read each example. Draw a line to match it with internal conflict or with Not an Example of Conflict. There are two examples of each.

Internal Conflict



Examples

Mateo did well on a science exam.

Josie is deciding if she should help a friend or go to a concert.

Shawn ordered 3 tacos.

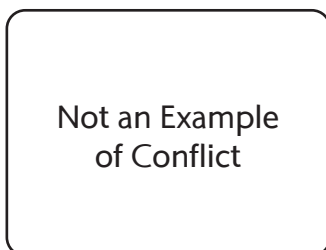
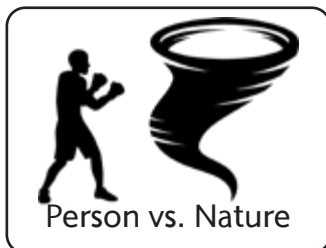
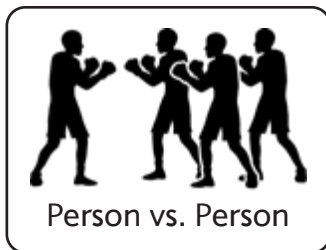
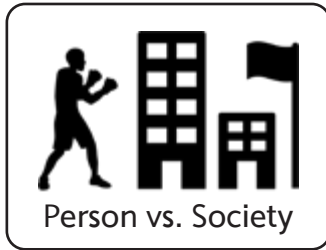
Jayden must make a hard choice.

Not an Example of Conflict

SKILL FOCUS

D. Read each example. Draw a line to match it with the correct type of external conflict or with Not an Example of Conflict.

Type of External Conflict



Examples

Chloe got caught in a thunderstorm.

Samuel ate dinner.

Dion got into a fistfight with his brother.

Charlotte was protesting a new government law.

Name: _____

TEXT & SKILL APPLICATION

A. Read each text in the word bubbles below. Then, use the words in the box to fill in the blanks.

HINT: Each word should be used at least once.

external

person

internal

self

nature

external

Nancy gripped her steering wheel tightly and drove slowly. The snowstorm had made the roads icy and dangerous.

person



This is an _____ conflict.

Guido loves drama and wants to audition for the school play. However, he is very afraid of getting in front of an audience.

person



This is an _____ conflict.

It might have been the longest plane ride in Flynn's life. He was forced to sit next to the chattiest person in the world!

person



This is an _____ conflict.

★ Work independently or with a partner to list 3 external and 2 internal conflicts that you have faced.

ANSWER KEY

Comprehension
Level 10: Irony

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

climax exposition falling action irony resolution rising action

1. resolution the final part of a story where the problem is worked out
2. rising action events that develop the main conflict of a story
3. irony something that is the opposite of what is expected
4. exposition the introduction of the setting, characters, and conflict
5. climax the most intense part of a story
6. falling action events after the climax and before the ending

B. Read the terms in the box. Then, label the parts of a narrative structure.

climax exposition falling action resolution rising action

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LITERACY

Lexia Skill Builders

page 2

Comprehension
Level 10: Irony

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

exposition

the introduction of the setting, characters, and conflict

rising action

events that develop the main conflict of a story

climax

the most intense part of a story

falling action

events after the climax and before the ending

resolution

the final part of a story where the problem is worked out

irony

something that is the opposite of what is expected

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page 1

ANSWER KEY

Comprehension
Level 10: Irony

Name: _____

TEXT

Read the text. Then, complete the activities on the next page.

In the Kingdom of Lore, there lived a handsome prince. There was also an ogre, known as Tilda the Terrible. One day, hoping to spread sadness throughout the kingdom, Tilda the Terrible kidnapped the prince! However, it didn't take Tilda long to learn that the prince was a spoiled, rude, chatty boy with an awful singing voice. (And he never seemed to stop singing!) Tilda the Terrible immediately brought the prince back to his castle. Alas, it was too late. The people in the town, not wanting the prince back either, had shut their gates.

Tilda the Terrible was forced to live not so happily ever after with the spoiled, rude, chatty singing prince.

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page 4

Comprehension
Level 10: Irony

Name: _____

SKILL FOCUS

C. Match the following parts of a narrative to the examples given. The first one is done for you. Then, answer the question that follows.

Sid Smiley is the town dentist.	resolution
One morning he woke up with a terrible pain in his mouth.	falling action
It turned out that he had not one cavity! Not two cavities! But three cavities!	climax
He went straight to see his own dentist, Gabby Gums, who told him to stop eating so much sugar.	rising action
Sid Smiley learned his lesson and never got another cavity again.	exposition

This story is ironic because a reader would expect Sid Smiley, a dentist, to _____

- have a mouth full of cavities.
- take good care of his teeth.
- have a toothache.

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 3

Example	Is this an example of irony?
1. A fire station catches fire.	Yes No
2. A weather reporter brought an umbrella so she would not get caught in the rain.	Yes No
3. Frank's #1 Pest Control office was closed due to a mouse problem.	Yes No

ANSWER KEY

Name: _____

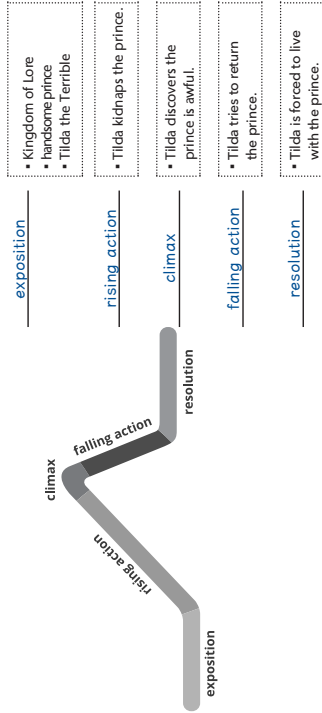
Comprehension
Level 10: Irony

SKILL APPLICATION

A. Complete the following activities. Questions 1 and 2 ask you to write directly on the text.

1. Circle the **setting** in this story.
2. Underline the 2 **characters**.
3. Use the terms in the box to fill in the missing information below.

resolution rising action climax exposition falling action



4. Read the statements below. Then, place a mark (✓) next to the **expected** ending of the story.

- _____ The prince will become a wonderful singer.
- _____ Tilda the Terrible will turn out to be a kind person.
- The Kingdom of Lore will be happy to have the prince returned.

5. Circle the **unexpected**, or **ironic**, end of the story.

No one wants the prince back.

Tilda and the prince become friends.

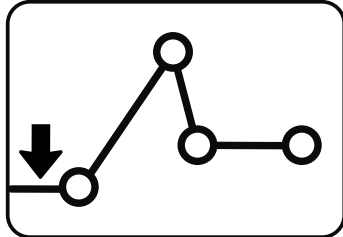
6. The **author's purpose** is to (inform, entertain).

★ Work independently or with a partner to see how many ironic situations you can think of. Examples in this Skill Builder include a dentist with bad teeth or a fire station that catches on fire. See if you can think of 3 of your own.

INSTRUCTIONAL VOCABULARY CARDS

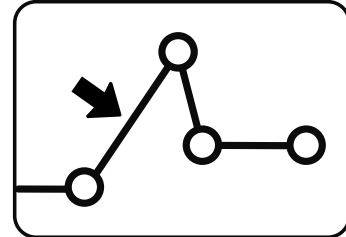
Use these cards independently or with a partner to review the instructional terms introduced online.

exposition



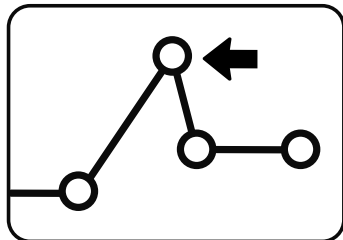
the introduction of the setting, characters, and conflict

rising action



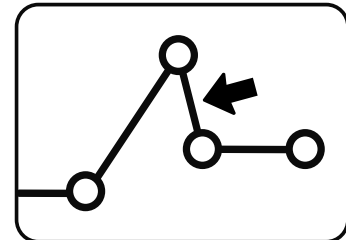
events that develop the main conflict of a story

climax



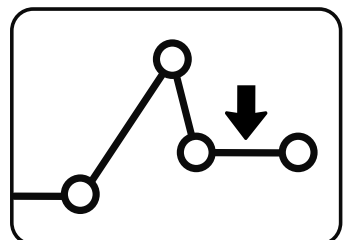
the most intense part of a story

falling action



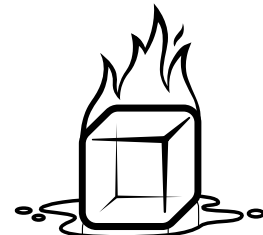
events after the climax and before the ending

resolution



the final part of a story where the problem is worked out

irony



something that is the opposite of what is expected

SKILL FOCUS

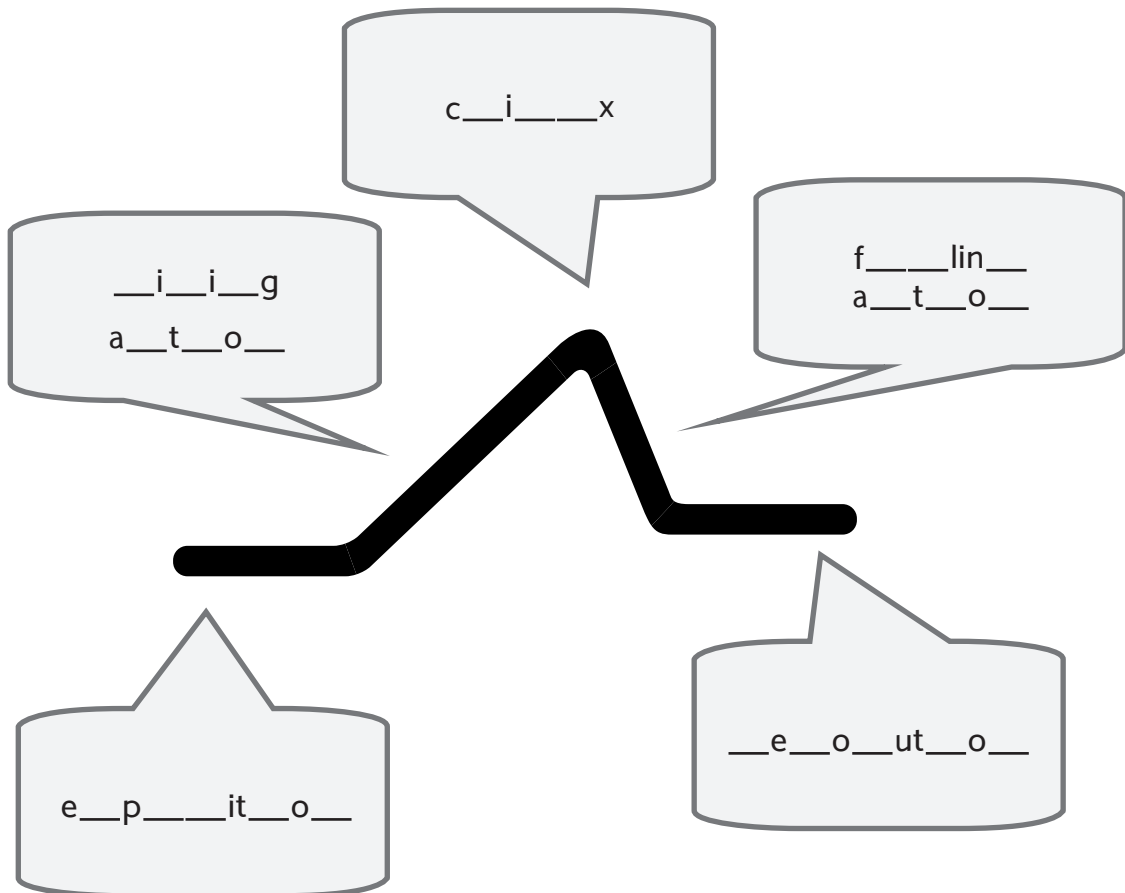
A. Read the terms in the box. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

climax exposition falling action irony resolution rising action

1. _____ the final part of a story where the problem is worked out
2. _____ events that develop the main conflict of a story
3. _____ something that is the opposite of what is expected
4. _____ the introduction of the setting, characters, and conflict
5. _____ the most intense part of a story
6. _____ events after the climax and before the ending

B. Read the terms in the box. Then, label the parts of a narrative structure.

climax exposition falling action resolution rising action



Name: _____

SKILL FOCUS

C. Match the following parts of a narrative to the examples given. The first one is done for you. Then, answer the question that follows.

Sid Smiley is the town dentist.	resolution
One morning he woke up with a terrible pain in his mouth.	falling action
It turned out that he had not one cavity! Not two cavities! But three cavities!	climax
He went straight to see his own dentist, Gabby Gums, who told him to stop eating so much sugar.	rising action
Sid Smiley learned his lesson and never got another cavity again.	exposition
<p>This story is ironic because a reader would expect Sid Smiley, a dentist, to _____</p> <ul style="list-style-type: none"> a. have a mouth full of cavities. b. take good care of his teeth. c. have a toothache. 	

Example	Is this an example of irony?	
1. A fire station catches fire.	Yes	No
2. A weather reporter brought an umbrella so she would not get caught in the rain.	Yes	No
3. Frank's #1 Pest Control office was closed due to a mouse problem.	Yes	No

Name: _____

TEXT

Read the text. Then, complete the activities on the next page.

In the Kingdom of Lore, there lived a handsome prince. There was also an ogre, known as Tilda the Terrible. One day, hoping to spread sadness throughout the kingdom, Tilda the Terrible kidnapped the prince! However, it didn't take Tilda long to learn that the prince was a spoiled, rude, chatty boy with an awful singing voice. (And he never seemed to stop singing!) Tilda the Terrible immediately brought the prince back to his castle. Alas, it was too late. The people in the town, not wanting the prince back either, had shut their gates.

Tilda the Terrible was forced to live not so happily ever after with the spoiled, rude, chatty singing prince.

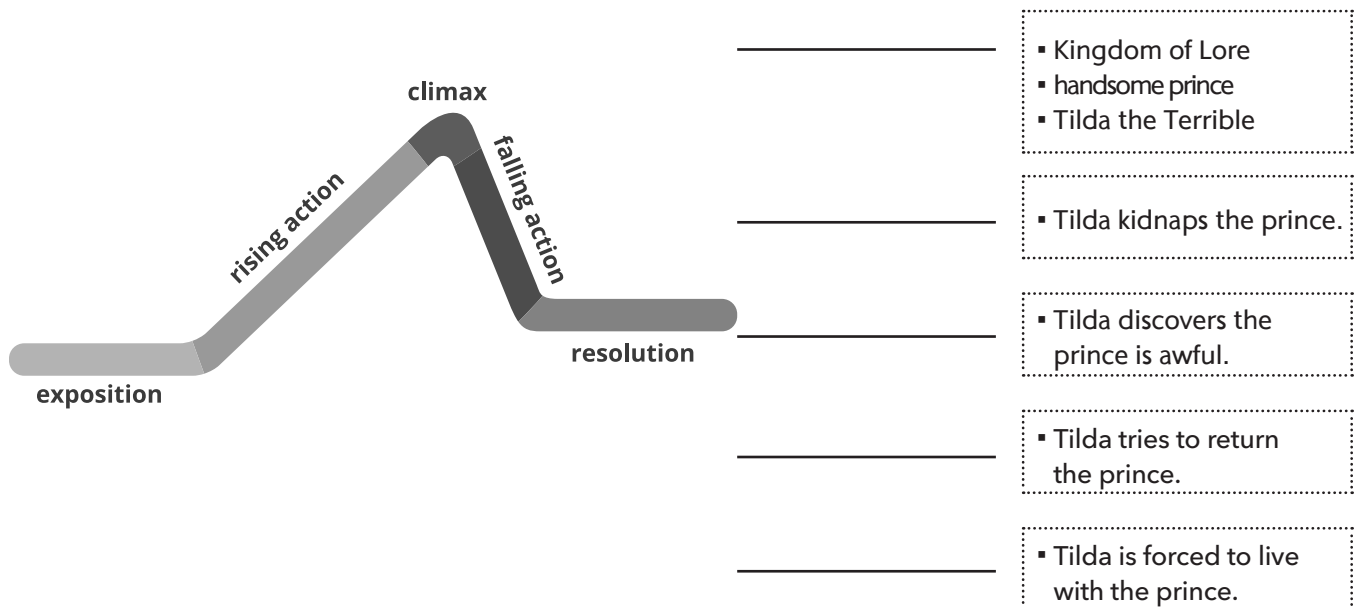
Name: _____

SKILL APPLICATION

A. Complete the following activities. Questions 1 and 2 ask you to write directly on the text.

1. Circle the **setting** in this story.
2. Underline the 2 **characters**.
3. Use the terms in the box to fill in the missing information below.

resolution
rising action
climax
exposition
falling action



4. Read the statements below. Then, place a mark (✓) next to the **expected** ending of the story.

- _____ The prince will become a wonderful singer.
- _____ Tilda the Terrible will turn out to be a kind person.
- _____ The Kingdom of Lore will be happy to have the prince returned.

5. Circle the **unexpected**, or *ironic*, end of the story.

No one wants the prince back.

Tilda and the prince become friends.

6. The **author's purpose** is to (inform, entertain).

★ **Work independently or with a partner to see how many ironic situations you can think of. Examples in this Skill Builder include a dentist with bad teeth or a fire station that catches on fire. See if you can think of 3 of your own.**

ANSWER KEY

Comprehension
Level 10: Persuasive Techniques

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

call to action
rhetorical question
repetition

persuasive techniques
inclusive language

1. rhetorical question a question asked that does not need to be answered
2. repetition repeated use of words or ideas to make a point
3. persuasive techniques methods used to get people to think or act a certain way
4. call to action an instruction given to the audience to do something
5. inclusive language words that make an audience feel involved and included

B. Match the persuasive techniques with the examples below. Write the letter on the line.
HINT: Important words are underlined.

A. repetition

B. call to action

C. inclusive language

D. rhetorical question

A 1. A writer repeats words or phrases.

C 2. Use of this makes the audience feel more connected.

B 3. A speaker tells the audience to do something.

D 4. A writer asks a question that doesn't need to be answered.

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page 2

Comprehension
Level 10: Persuasive Techniques

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

call to action

an instruction given to the audience to do something

inclusive language

we
us
friends

words that make an audience feel involved and included

persuasive techniques

methods used to get people to think or act a certain way

repetition

repeated use of words or ideas to make a point

rhetorical question

a question asked that does not need to be answered

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page 1

ANSWER KEY

Comprehension
Level 10: Persuasive Techniques

Name: _____

TEXT

Read the ad for the new app **Get It Together!** Then, complete the activities on the next page.



Are you tired of being late in the morning? Do you struggle to find your things? Do you often miss the bus or have to deal with angry parents asking why you aren't ready for school on time?

We struggled with all of those things, too! That's why we created **Get It Together!** Join us in putting an end to lists that just don't work! We can all make our lives much easier.

Get It Together! reminds you of what you need, when you need it! It's simple! Take a picture of what you need to remember. Tell your phone when you need to remember it. The app will do the rest!

Don't worry. **Don't** struggle. **Don't** wait. Try our new app today and get your life together!

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page 4

Comprehension
Level 10: Persuasive Techniques

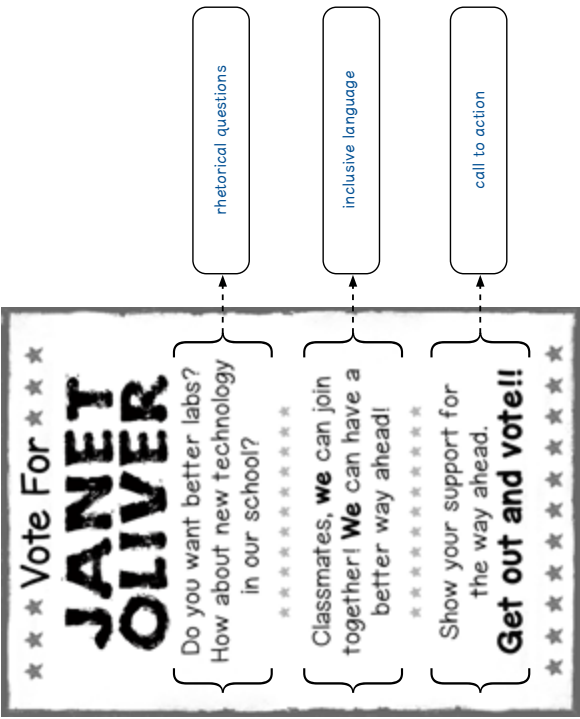
Name: _____

SKILL FOCUS

C. Circle the transition word that makes sense in the sentences below.

1. A (rhetorical question) call to action) is asked to get the audience thinking about the author's point of view.
2. (Repetition / Inclusive language) helps the audience feel like they belong.
3. Repetition, inclusive language, call to action, and rhetorical questions are examples of (persuasive techniques, sensory language).
4. (Repetition / Inclusive language) helps a writer make a point by using the same words more than once.

D. Fill in the boxes with the persuasive techniques that Janet Oliver is using in her poster.



call to action rhetorical questions rhetorical questions

call to action rhetorical questions inclusive language

call to action rhetorical questions call to action

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page 3

ANSWER KEY

Name: _____

SKILL APPLICATION

A. Answer the questions below. Questions 2, 3, and 4 ask you to write directly on the text.

1. Who is the audience? children / parents / teachers
2. Underline the sentence in the text that gives the reader a clue about the audience.
3. Circle the paragraph that uses rhetorical questions.
4. Underline the repeated words in last paragraph.
5. Circle the 2 examples of inclusive language that are used in the text.
me we I us
6. In the last paragraph, the author writes, "Try our new app today and get your life together!" This is an example of (repetition / call to action / rhetorical question).
7. The author uses persuasive language in his ad for this new app. What is he hoping the ad will get the reader to do? Student answers will vary. An example is provided.
The author is hoping his language will make the reader want to _____ try the new app.

★ Work independently or with a partner to write your own ad for a new type of food, game, object, or app. Try to include all of the persuasive techniques you have reviewed (repetition, rhetorical question, inclusive language, and call to action).

INSTRUCTIONAL VOCABULARY CARDS

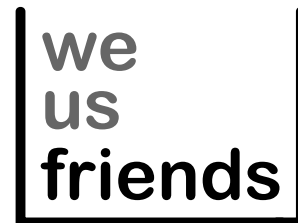
Use these cards independently or with a partner to review the instructional terms introduced online.

call to action



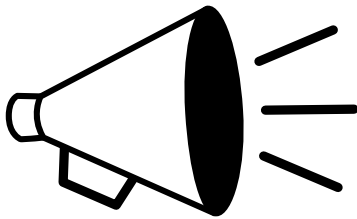
an instruction given to the audience to do something

inclusive language



words that make an audience feel involved and included

persuasive techniques



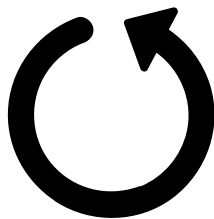
methods used to get people to think or act a certain way

repetition



repeated use of words or ideas to make a point

rhetorical question



a question asked that does not need to be answered

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

call to action rhetorical question repetition
persuasive techniques inclusive language

1. _____ a question asked that does not need to be answered
2. _____ repeated use of words or ideas to make a point
3. _____ methods used to get people to think or act a certain way
4. _____ an instruction given to the audience to do something
5. _____ words that make an audience feel involved and included

B. Match the persuasive techniques with the examples below. Write the letter on the line.

HINT: Important words are underlined.

A. repetition B. call to action C. inclusive language D. rhetorical question

- ____ 1. A writer repeats words or phrases.
- ____ 2. Use of this makes the audience feel more connected.
- ____ 3. A speaker tells the audience to do something.
- ____ 4. A writer asks a question that doesn't need to be answered.

Name: _____

SKILL FOCUS

C. Circle the transition word that makes sense in the sentences below.

1. A (rhetorical question / call to action) is asked to get the audience thinking about the author's point of view.
2. (Repetition / Inclusive language) helps the audience feel like they belong.
3. Repetition, inclusive language, call to action, and rhetorical questions are examples of (persuasive techniques / sensory language).
4. (Repetition / inclusive language) helps a writer make a point by using the same words more than once.

D. Fill in the boxes with the persuasive techniques that Janet Oliver is using in her poster.

call to action

rhetorical questions

inclusive language

★ ★ ★ Vote For ★ ★ ★

JANET OLIVER

{ Do you want better labs?
How about new technology
in our school? }

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

{ Classmates, **we** can join
together! **We** can have a
better way ahead! }

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

{ Show your support for
the way ahead.
Get out and vote!! }

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

TEXT

Read the ad for the new app **Get It Together!** Then, complete the activities on the next page.



Are you tired of being late in the morning? Do you struggle to find your things? Do you often miss the bus or have to deal with angry parents asking why you aren't ready for school on time?

We struggled with all of those things, too! That's why we created **Get It Together!** Join us in putting an end to lists that just don't work! We can all make our lives much easier.

Get It Together! reminds you of what you need, when you need it! It's simple! Take a picture of what you need to remember. Tell your phone when you need to remember it. The app will do the rest!

Don't worry. Don't struggle. Don't wait. Try our new app today and get your life together!

Name: _____

SKILL APPLICATION

A. Answer the questions below. Questions 2, 3, and 4 ask you to write directly on the text.

1. Who is the audience? **children / parents / teachers**
2. Underline the sentence in the text that gives the reader a clue about the audience.
3. Circle the paragraph that uses rhetorical questions.
4. Underline the repeated words in last paragraph.
5. Circle the 2 examples of inclusive language that are used in the text.
me we I us
6. In the last paragraph, the author writes, "Try our new app today and get your life together!" This is an example of (**repetition / call to action / rhetorical question**).
7. The author uses persuasive language in his ad for this new app. What is he hoping the ad will get the reader to do?

The author is hoping his language will make the reader want to _____

★ Work independently or with a partner to write your own ad for a new type of food, game, object, or app. Try to include all of the persuasive techniques you have reviewed (repetition, rhetorical question, inclusive language, and call to action).

ANSWER KEY

Comprehension
Level 10: Argument

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

claim	reason	evidence	argument
1. _____	_____ examples, facts, and expert quotes that support the reason	_____ writing that supports a claim with reasons and evidence	_____ why the author makes the claim
2. _____	_____ the main point of an author's argument	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

B. Read each sentence. Circle True or False.

1. An argument tells a story.	True / False
2. A claim is the main point of an author's argument.	True / False
3. Authors use reasons to show why they are making a claim.	True / False
4. Examples, facts, and expert quotes are types of evidence .	True / False

C. Circle the correct answer to complete each sentence.

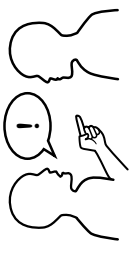



- Authors write arguments to convince readers to (**agree** / disagree) with their viewpoint.
- A claim is a (**specific detail** / **main point**) of an author's argument.
- Reasons and (**evidence** / **claims**) support claims.
- An argument is (**weak** / **strong**) if it is missing a claim.

Comprehension
Level 10: Argument

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>argument</p>  <p>writing that supports a claim with reasons and evidence</p>	<p>claim</p>  <p>the main point of an author's argument</p>
<p>evidence</p>  <p>examples, facts, and expert quotes that support the reason</p>	<p>reason</p>  <p>why the author makes the claim</p>

ANSWER KEY

Comprehension
Level 10: Argument

Name: _____

TEXT

Read the argument **Adopt an Adult Dog**. Then, complete the activities.

Adopt an Adult Dog

Do you want a pet dog? Help one of the many dogs in need by adopting an older dog from an animal shelter. An adult dog can be a better choice than a puppy since they are easier to plan for. You'll know how big the dog will be. You'll be able to tell how shy, friendly, or active it is. Also, an adult dog is easier to care for. Many older dogs in shelters are already trained. This means they come when called and you'll have fewer accidents in the house! Last, there are so many dogs in shelters that need homes! The American Society for the Prevention of Cruelty to Animals (ASPCA) works to protect pets. The ASPCA says that more than 3 million dogs are placed in shelters every year. Adopt an adult dog. Give it freedom and a family to love.



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page 4


Comprehension
Level 10: Argument

Name: _____

SKILL FOCUS

D. Use the terms and definitions in Part A to complete the missing parts of the organizer.

ARGUMENT



Claim _____: the main point of an author's argument

Reason _____: why the author makes the claim

EVIDENCE: examples, **facts** _____, and expert **quotes** _____ that support the reason

E. Read each sentence. Decide whether the sentence could be used as a **claim**, **reason**, or **evidence** in an argument. Circle your answer.

Set 1

1. Dogs are much better pets than cats.	evidence / claim
2. One reason is that dogs can help keep people active.	reason / claim
3. For example, you can take a dog on a walk, run, or hike. These are not things people bring cats outside to do.	evidence / reason

Set 2

1. Cats are far better pets than dogs.	evidence / claim
2. Cats cost less to own.	reason / claim
3. Cats don't need as many things like toys, crates, and classes. They also eat much less food than dogs do.	evidence / reason

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page 3

ANSWER KEY

Comprehension
Level 10: Argument

Name: _____

SKILL APPLICATION

3. What is the author's third reason for adopting an adult dog?
There are many dogs in need of homes.

4. Why do you think the author included this fact?
The ASPCA says that more than 3 million dogs are placed in shelters every year.
The author included this fact as evidence to support the reason that dogs should be adopted because so many in shelters need homes.

5. Why do you think the author included the 2 sentences at the end of the text? Circle your answer below.
Adopt an adult dog. Give it freedom and a family to love.

a. To add a new piece of evidence to the argument
 b. To conclude and remind the reader of the claim
c. To ask the reader a question

★ Write a short argument about why students should or should not be allowed to chew gum in class. Include 1 claim, 2 reasons, and 2 pieces of evidence for each reason. Use an approved search engine to find strong evidence for your argument.

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LITERACY **POWERUP** LITERACY SKILL BUILDERS

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Comprehension
Level 10: Argument

Name: _____

SKILL APPLICATION

A. Complete the missing parts of the organizer using the text.

<p>ARGUMENT</p>	
<p>CLAIM: You should <u>adopt an adult dog from a shelter</u>.</p>	
<p>REASON: Adult dogs are easier to <u>plan</u> for.</p>	<p>REASON: Adult dogs are easier to <u>care</u> for.</p>
<p>EVIDENCE: You'll know how <u>big</u> the dog will be.</p> <p>You'll be able to tell how shy, friendly, or <u>active</u> the dog is.</p>	<p>EVIDENCE: Many dogs in shelters are already <u>trained</u>.</p> <p>According to the ASPCA, more than <u>3</u> million dogs are put in shelters each year.</p>

B. Answer the questions using information from the text and the graphic organizer.

1. Circle the correct answer. The author's purpose is to convince the reader to

a. adopt a puppy from a shelter.
b. adopt an adult dog from a shelter.

2. According to the text, why is it easier to get an adult dog? Circle the 2 correct answers from the choices below.

a. You'll know what the dog's favorite toys are.
b. Adult dogs are easier to care for.
c. You'll have an easier time planning for the dog.
 d. Adult dogs are more playful.

continued on next page

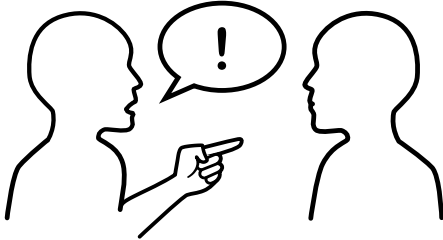
Lexia
LITERACY **POWERUP** LITERACY SKILL BUILDERS

page 5

INSTRUCTIONAL VOCABULARY CARDS

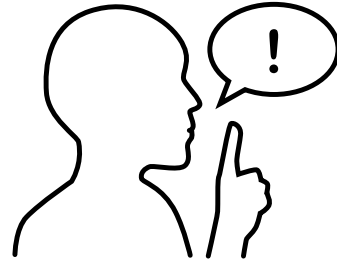
Use these cards independently or with a partner to review the instructional terms introduced online.

argument



writing that supports a claim
with reasons and evidence

claim



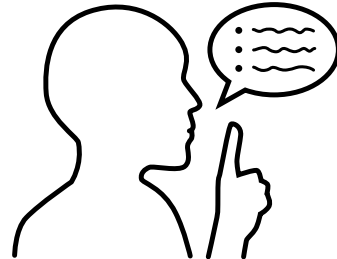
the main point of an author's argument

evidence



examples, facts, and expert
quotes that support the reason

reason



why the author makes the claim

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

claim	reason	evidence	argument
-------	--------	----------	----------

- _____ examples, facts, and expert quotes that support the reason
- _____ writing that supports a claim with reasons and evidence
- _____ why the author makes the claim
- _____ the main point of an author's argument

B. Read each sentence. Circle *True* or *False*.

1. An argument tells a story.	True / False
2. A claim is the main point of an author's argument.	True / False
3. Authors use reasons to show why they are making a claim.	True / False
4. Examples, facts, and expert quotes are types of evidence.	True / False

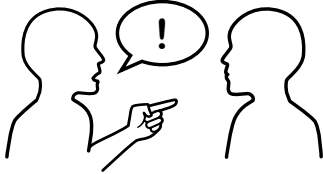
C. Circle the correct answer to complete each sentence.

- Authors write arguments to convince readers to (**agree / disagree**) with their viewpoint.
- A claim is a (**specific detail / main point**) of an author's argument.
- Reasons and (**evidence / claims**) support claims.
- An argument is (**weak / strong**) if it is missing a claim.

Name: _____

SKILL FOCUS

D. Use the terms and definitions in Part A to complete the missing parts of the organiser.

ARGUMENT 	
C _____:	the main point of an author's argument
R _____:	why the author makes the claim
EVIDENCE: examples, f _____,	and expert q _____ that support the reason

E. Read each sentence. Decide whether the sentence could be used as a *claim*, *reason*, or *evidence* in an argument. Circle your answer.

Set 1

1. Dogs are much better pets than cats.	evidence / claim
2. One reason is that dogs can help keep people active.	reason / claim
3. For example, you can take a dog on a walk, run, or hike. These are not things people bring cats outside to do.	evidence / reason

Set 2

1. Cats are far better pets than dogs.	evidence / claim
2. Cats cost less to own.	reason / claim
3. Cats don't need as many things like toys, crates, and classes. They also eat much less food than dogs do.	evidence / reason

Name: _____

TEXT

Read the argument *Adopt an Adult Dog*. Then, complete the activities.

Adopt an Adult Dog


Do you want a pet dog? Help one of the many dogs in need by adopting an older dog from an animal rescue centre. An adult dog can be a better choice than a puppy since they are easier to plan for. You'll know how big the dog will be. You'll be able to tell how shy, friendly, or active it is. Also, an adult dog is easier to care for. Many older dogs in rescue centres are already trained. This means they come when called and you'll have fewer accidents in the house! Last, there are so many dogs in rescue centres that need homes! The Royal Society for the Prevention of Cruelty to Animals (RSPCA) works to protect pets. The RSPCA says that more than 130,000 dogs are placed in rescue centres every year. Adopt an adult dog. Give it freedom and a family to love.



Name: _____

SKILL APPLICATION

A. Complete the missing parts of the organiser using the text.

ARGUMENT 		
CLAIM: You should _____ .		
REASON: Adult dogs are easier to _____ for.	REASON: Adult dogs are easier to _____ for.	REASON: There are many dogs in rescue centres that need _____ .
EVIDENCE: You'll know how _____ the dog will be. You'll be able to tell how shy, friendly, or _____ the dog is.	EVIDENCE: Many dogs in rescue centres are already _____ .	EVIDENCE: According to the RSPCA, more than _____ dogs are put in rescue centres each year.

B. Answer the questions using information from the text and organizer.

- Circle the correct answer. The author's purpose is to convince the reader to
 - adopt a puppy from a rescue centre.
 - adopt an adult dog from a rescue centre.
- According to the text, why is it easier to get an adult dog? Circle the 2 correct answers from the choices below.
 - You'll know what the dog's favourite toys are.
 - Adult dogs are easier to care for.
 - You'll have an easier time planning for the dog.
 - Adult dogs are more playful.

continued on next page

Name: _____

SKILL APPLICATION

3. What is the author's third reason for adopting an adult dog?

4. Why do you think the author included this fact?

The ASPCA says that more than 3 million dogs are placed in shelters every year.

5. Why do you think the author included the 2 sentences at the end of the text? Circle your answer below.

Adopt an adult dog. Give it freedom and a family to love.

- a. To add a new piece of evidence to the argument
- b. To conclude and remind the reader of the claim
- c. To ask the reader a question

★ Write a short argument about why students should or should not be allowed to chew gum in class. Include 1 claim, 2 reasons, and 2 pieces of evidence for each reason. Use an approved search engine to find strong evidence for your argument.

ANSWER KEY

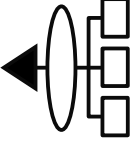
Comprehension
Level 11: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

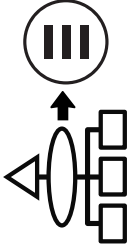
Use these cards independently or with a partner to review the instructional terms introduced online.

subject



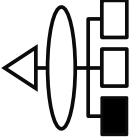
the topic, or who or what a text is mostly about

summary



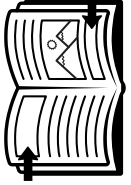
a short statement of the most important ideas

supporting ideas



facts, reasons, and other details that explain a main idea

text features



elements in informational text such as headings and captions

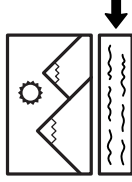
Comprehension
Level 11: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

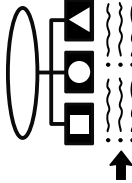
Use these cards independently or with a partner to review the instructional terms introduced online.

caption



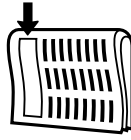
words about a picture

details



pieces of information that describe or support

heading



words at the top of the text that give the subject or topic

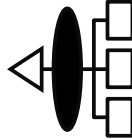
italics

dog

→ *dog*

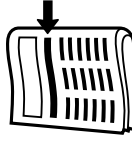
letters in *slanted* type

main idea



the subject and what the text says about the subject

subheading



words that label shorter parts of the text

ANSWER KEY

Name: _____

Comprehension
Level 11: Informational Text & Summary

SKILL FOCUS

B. Read the terms below. Then, use these terms to fill in the missing labels below.

details main idea subject supporting ideas

C. Read the terms below. Then, use these terms to answer the questions.

caption heading italics subheading

1. Which text feature can help you identify the subject? heading

2. Which text feature can help you identify a supporting idea? subheading

3. Which text feature describes a picture? caption

4. Which text feature is a type style that calls attention to details? italics

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 4

Name: _____

Comprehension
Level 11: Informational Text & Summary

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

Set 1

details main idea subject summary supporting idea

1. details _____ pieces of information that describe or support

2. supporting idea _____ facts, reasons, and other details that explain a main idea

3. main idea _____ the subject and what the text says about the subject

4. subject _____ the topic, or who or what a text is mostly about

5. summary _____ a short statement of the most important ideas

Set 2

caption heading italics subheading text features

1. caption _____ words about a picture

2. subheading _____ words that label shorter parts of the text

3. text features _____ elements of informational text such as headings and captions

4. heading _____ words at the top of the text that give the subject or topic

5. italics _____ words in *slanted* type

Lexia
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LITERACY

Lexia Skill Builders


page 3

ANSWER KEY

Comprehension
Level 11: Informational Text & Summary

Name: _____

TEXT



COCKROACHES

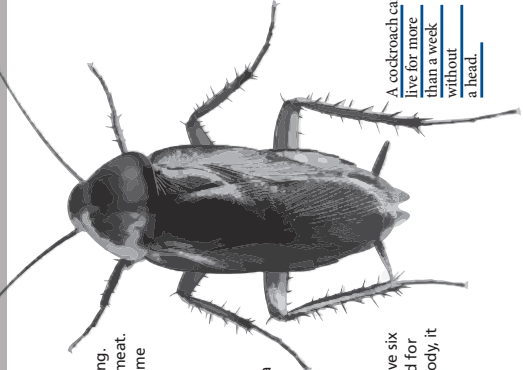
Are Here to Stay

Cockroaches lived with the dinosaurs. They sailed with the Vikings. They flew aboard the space shuttle. And they are still here today. Cockroaches are hard to get rid of for many reasons.

✓FOOD
Cockroaches can eat almost anything. Most cockroaches like sweets and meat. They will also eat hair or books. Some cockroaches will even eat soap.

✓BODY
Cockroaches are protected by an exoskeleton. This hard shell covers a cockroach's three main body parts: head, thorax, and abdomen.

✓SPEED
Cockroaches run very fast. They have six legs, but just the back legs are used for running. If a cockroach had your body, it could run 200 miles per hour!



A cockroach can live for more than a week without a head.

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LITERACY Lexia Skill Builders

page 6

Comprehension
Level 11: Informational Text & Summary

Name: _____

SKILL APPLICATION

A. Read the informational text *Cockroaches Are Here to Stay* on the next page. Then, complete the activities below. The first four ask you to write directly on the text you just read.

- Draw a star next to the heading, and make a mark (✓) next to each subheading.
- Circle the words in italics that name the parts of a cockroach's body.
- Highlight or underline the caption below the photograph of a cockroach.
- Read the information from the article recorded in the boxes. Then, use this information to complete the missing information below.

hard exoskeleton

run very fast

- head
- thorax
- abdomen

cockroaches

eat anything

cockroaches

Cockroaches are hard to get rid of for many reasons.

eat anything

hard exoskeleton

run very fast

- sweets and meat
- hair and books
- soap

- head
- thorax
- abdomen


- six legs
- uses back legs
- same as a human running 200 mph

- Use the information you just added above to write or give an oral summary of the text.

★ Design a wanted poster for a cockroach. Include key ideas and details from the text to highlight the unique features of these insects.

WANTED

Cockroach



There are several reasons why cockroaches are difficult to remove. First, cockroaches can eat anything. Second, cockroaches have an exoskeleton to protect themselves. Lastly, cockroaches can run very fast.

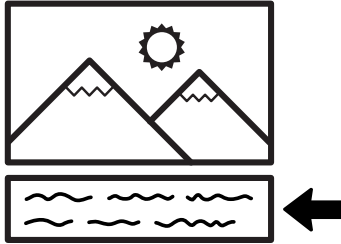
Lexia
POWERUP
LITERACY Lexia Skill Builders

page 5

INSTRUCTIONAL VOCABULARY CARDS

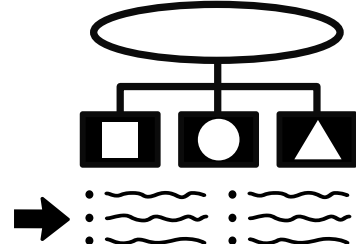
Use these cards independently or with a partner to review the instructional terms introduced online.

caption

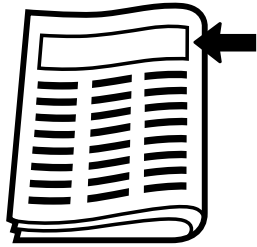


words about a picture

details

pieces of information that describe
or support

heading

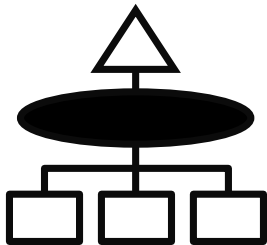
words at the top of the text that give
the subject or topic

italics

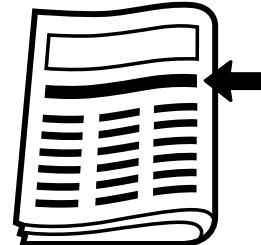
dog
→ *dog*

letters in *slanted* type

main idea

the subject and what the text says
about the subject

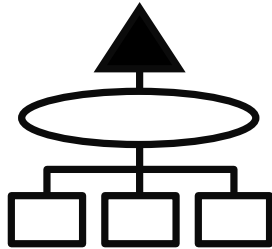
subheading



words that label shorter parts of the text

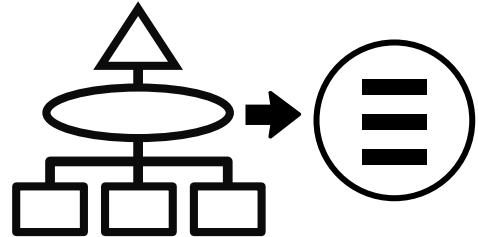
INSTRUCTIONAL VOCABULARY CARDS

subject



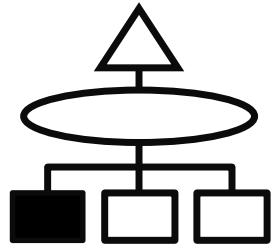
the topic, or who or what a text is mostly about

summary



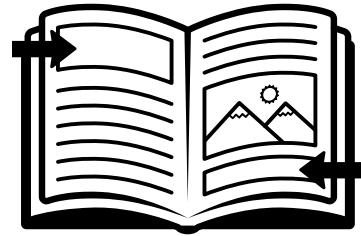
a short statement of the most important ideas

supporting ideas



facts, reasons, and other details that explain a main idea

text features



elements in informational text such as headings and captions

Name: _____

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

Set 1

details main idea subject summary supporting idea

1. _____ pieces of information that describe or support
2. _____ facts, reasons, and other details that explain a main idea
3. _____ the subject and what the text says about the subject
4. _____ the topic, or who or what a text is mostly about
5. _____ a short statement of the most important ideas

Set 2

caption heading italics subheading text features

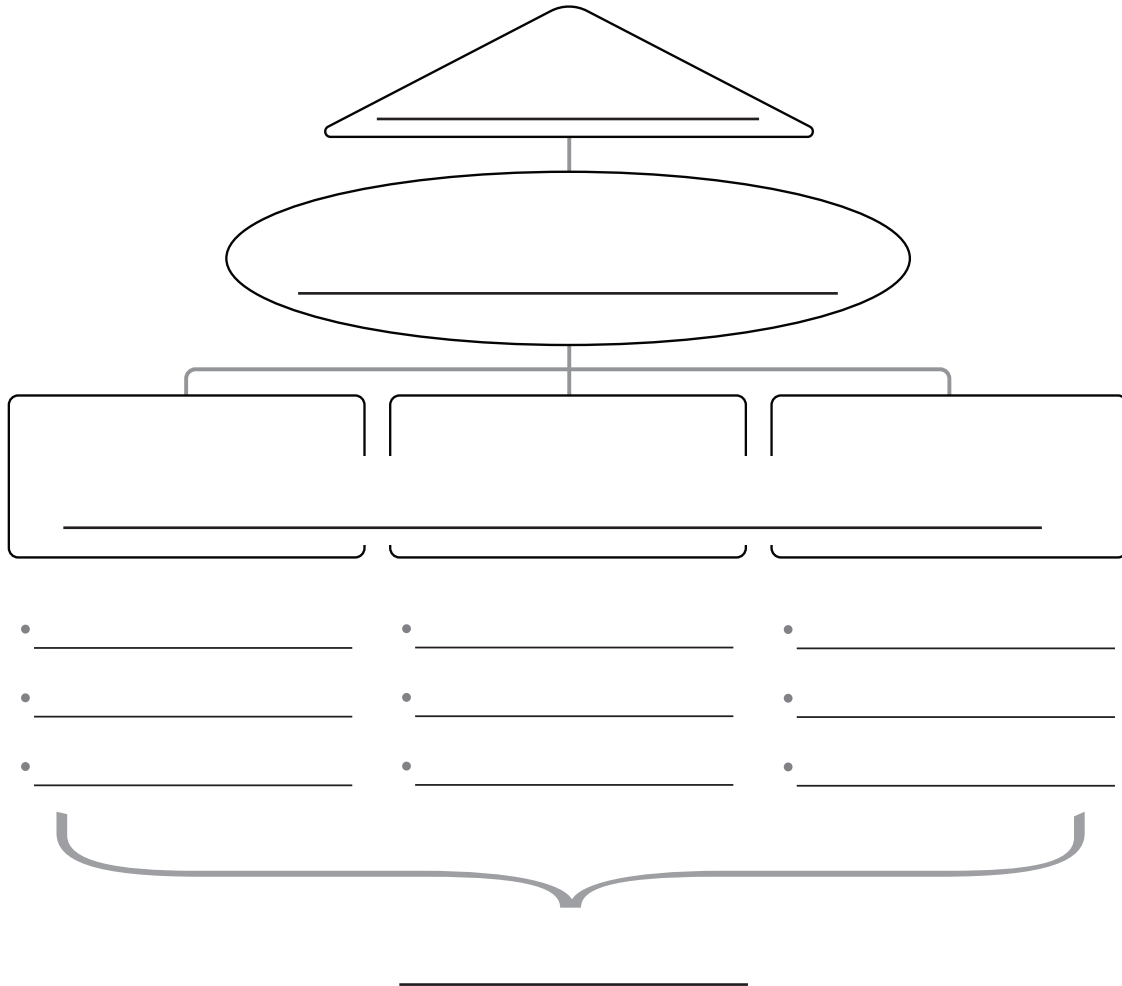
1. _____ words about a picture
2. _____ words that label shorter parts of the text
3. _____ elements of informational text such as headings and captions
4. _____ words at the top of the text that give the subject or topic
5. _____ words in *slanted* type

Name: _____

SKILL FOCUS

B. Read the terms below. Then, use these terms to fill in the missing labels below.

details	main idea	subject	supporting ideas
---------	-----------	---------	------------------



C. Read the terms below. Then, use these terms to answer the questions.

caption	heading	italics	subheading
---------	---------	---------	------------

1. Which text feature can help you identify the subject? _____

2. Which text feature can help you identify a supporting idea? _____

3. Which text feature describes a picture? _____

4. Which text feature is a type style that calls attention to details? _____

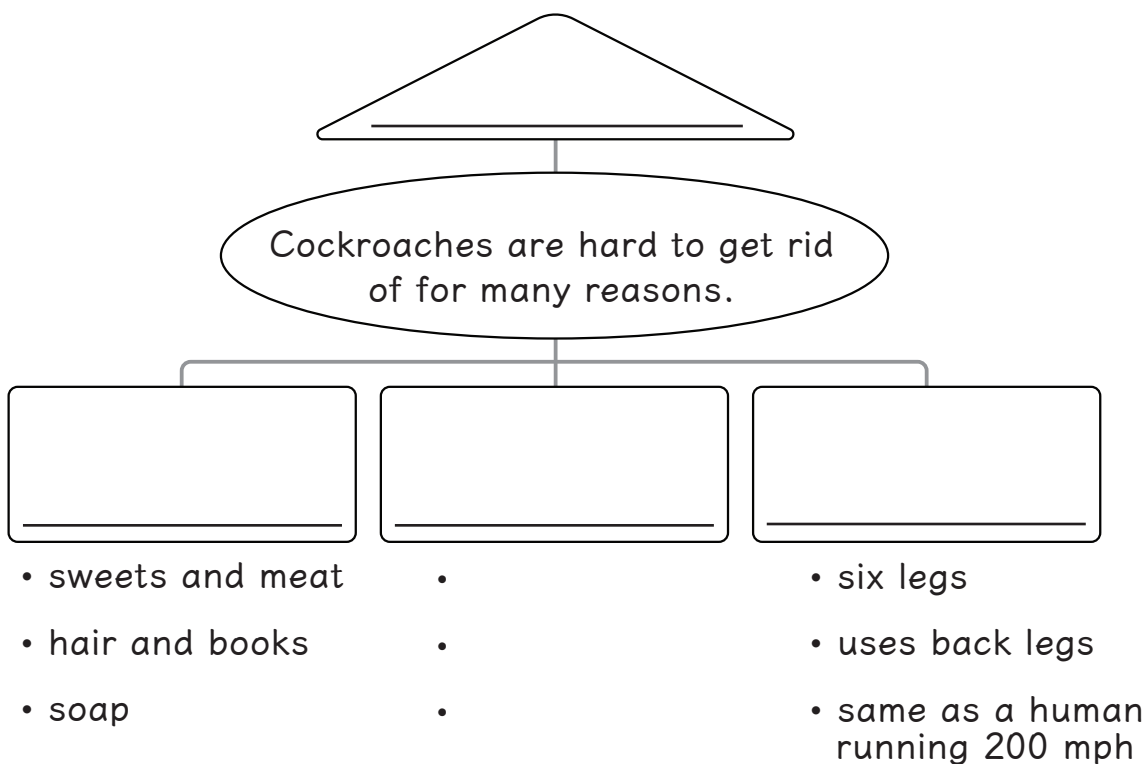
Name: _____

SKILL APPLICATION

A. Read the informational text *Cockroaches Are Here to Stay* on the next page. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. Draw a star next to the heading, and make a mark (✓) next to each subheading.
2. Circle the words in italics that name the parts of a cockroach's body.
3. Highlight or underline the caption below the photograph of a cockroach.
4. Read the information from the article recorded in the boxes. Then, use this information to complete the missing information below.

hard exoskeleton	run very fast	<ul style="list-style-type: none"> ▪ head ▪ thorax ▪ abdomen
cockroaches	eat anything	



5. Use the information you just added above to write or give an oral summary of the text.

★ **Design a wanted poster for a cockroach. Include key ideas and details from the text to highlight the unique features of these insects.**



TEXT



COCKROACHES

Are Here to Stay

Cockroaches lived with the dinosaurs. They sailed with the Vikings. They flew aboard the space shuttle. And they are still here today. Cockroaches are hard to get rid of for many reasons.

FOOD

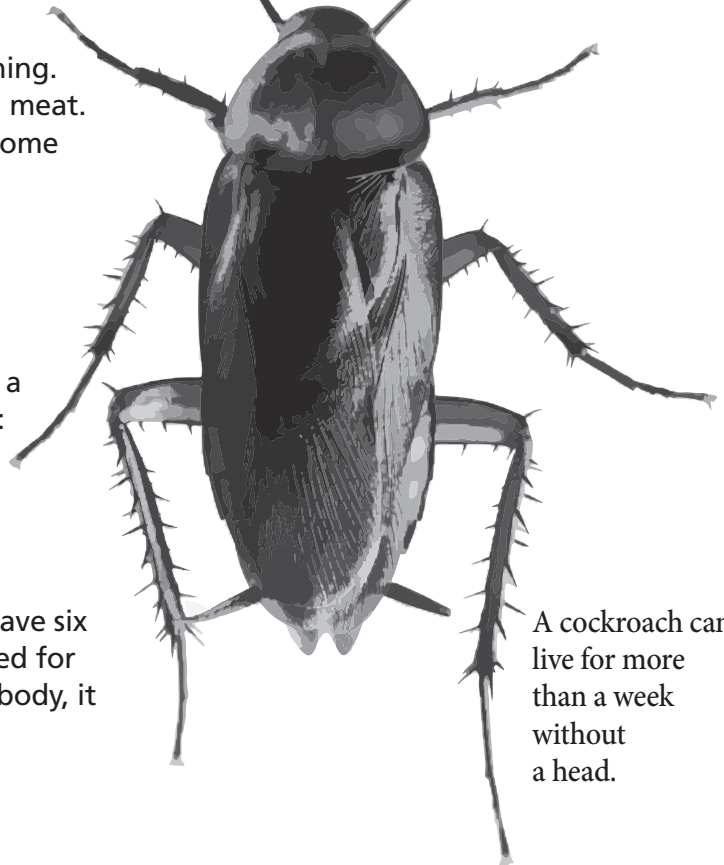
Cockroaches can eat almost anything. Most cockroaches like sweets and meat. They will also eat hair or books. Some cockroaches will even eat soap.

BODY

Cockroaches are protected by an exoskeleton. This hard shell covers a cockroach's three main body parts: *head, thorax, and abdomen.*

SPEED

Cockroaches run very fast. They have six legs, but just the back legs are used for running. If a cockroach had your body, it could run 200 miles per hour!



A cockroach can live for more than a week without a head.

ANSWER KEY

Comprehension
Level 11: Making Inferences

Name: _____

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

background knowledge	evidence	inference	main character	narrator	setting
----------------------	----------	-----------	----------------	----------	---------

- _____ **background knowledge** _____ what the reader already knows about the topic of a text
- _____ **setting** _____ the time and place of events in a story
- _____ **evidence** _____ details from the text that support an author's or reader's choice
- _____ **narrator** _____ the voice that tells a story
- _____ **inference** _____ an educated guess based on text evidence and what you know
- _____ **main character** _____ the most important person, animal, or other being in a story

B. Read each sentence. Circle True or False.

1. You can use what you read plus what you know to make an inference .	True / False
2. The setting is the voice that tells a narrative .	True / False
3. The narrator can be the main character in a story.	True / False
4. The time and place of events in a story is called background knowledge .	True / False
5. Evidence from the text can include details about the setting .	True / False

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page 2

Comprehension
Level 11: Making Inferences

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>background knowledge</p>  <p>what the reader already knows about the topic of a text</p>	<p>evidence</p>  <p>details from the text that support an author's or reader's ideas</p>
<p>inference</p>  <p>an educated guess based on text evidence and what you know</p>	<p>main character</p>  <p>the most important person, animal, or other being in a story</p>
<p>narrator</p>  <p>the voice that tells a story</p>	<p>setting</p>  <p>the time and place of events in a story</p>

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LITERACY

page 1

ANSWER KEY

Name: _____

Comprehension
Level 11: Making Inferences

SKILL APPLICATION

A. Read the narrative, Who's in Charge Here? on page 6. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. In paragraph 1, highlight or underline the description of the setting of this story. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"The night sky was dark, but the traffic on Route 41 was heavy.... the spacecraft settled on a grassy hill overlooking the road."

My background knowledge tells me

- It is dark at night on Earth.
- There are roads and grass on Earth.

So I can infer

This story takes place on Earth, at night.

2. In paragraph 3, highlight or underline what the Pilot says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"Those creatures travel on a system of black pathways that cover the surface of their planet."

My background knowledge tells me

- Roads look like black paths.
- Cars travel on roads.

So I can infer

The "creatures" that the Pilot describes are really cars.

continued on next page

POWERUP LITERACY
Lexia Skill Builders

page 4

Name: _____

Comprehension
Level 11: Making Inferences

SKILL FOCUS

C. Draw a line to connect each example of evidence to the related background knowledge. Ask yourself, What is going on? Then, draw a line from the background knowledge to the inference that follows. Repeat with the examples in Set B.

Set A

Victor describes his lunch as green and fuzzy.	Dogs wag their tails when they are happy.	Sam is going out in cold weather.
A dog wags its tail when it sees Amira.	People wear gloves, hats, and jackets when it's cold out.	Victor's lunch is not fresh.
Sam puts on gloves, a hat, and a warm jacket.	Fresh food is not green and fuzzy.	The dog is happy to see Amira.

Set B

Max shouts, "Get out of my room!"	People cry when they get bad news.	Anu is making lemonade.
Anu buys a dozen lemons and a bag of sugar.	People shout when they are angry.	Erica didn't get good grades on her report card.
Erica cries when she sees her report card.	Lemonade is made from sugar and lemons.	Max is angry.

POWERUP LITERACY
Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

Comprehension
Level 11: Making Inferences

TEXT

Who's in Charge Here?

- 1 The sky was dark, but the traffic on Route 41 was heavy. With a gentle bounce, the spacecraft landed on a grassy hill overlooking the road. The two astronauts, a Pilot and her Officer, stayed inside. Their mission was to report to Central Command about the life forms on this planet. The main question: Who's in charge here?
- 2 The Pilot and the Officer began looking through a scope and recording data.
- 3 "Those creatures travel on a system of black pathways that cover their planet. They must be smart," said the Pilot. "They are moving fast. They must be strong, too."
- 4 The Officer added, "There are so many of them! Their bodies are different lengths and seem to be made of metal. Each one has four circular feet. And glowing eyes!" He added those details to the data.
- 5 "Look! Some have stopped to eat," said the Officer.
- 6 "Yes," said the Pilot. "Smaller creatures are feeding them through straws. Those small ones move slowly and look weak. Then, she said, "I think we've completed our mission. These larger creatures must be in charge on this planet."
- 7 The craft lifted off almost silently, with a single burst of light. Then, it zipped through the clouds and into space.
- 8 Back on the ground, one filling station attendant turned to another. "Did you just see a flash in the sky? It was right above the sign for Route 41."
- 9 But the other attendant had been refueling a car and hadn't noticed.

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POWERUP
LITERACY

Lexia Skill Builders

page 6

Name: _____

Comprehension
Level 11: Making Inferences

3. In paragraph 4, highlight or underline what the Officer says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me
"Each one has four circular feet. And glowing eyes!"

My background knowledge tells me

- Cars have wheels and headlights.
- Wheels are circular, and headlights glow at night.

So I can infer
The "feet" that the Officer describes are really _____ wheels _____, and the "eyes" are really _____ headlights _____.

4. In paragraph 6, highlight or underline what the Pilot says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me
"Smaller creatures are feeding them through straws. Those small ones move slowly and look weak."

My background knowledge tells me

- People stop at filling stations to refuel their cars.
- Fuel is pumped through a hose that could look like a drinking straw.

So I can infer
The ones that "move slowly and look weak" are really _____ people _____.

5. Do you think the Pilot and the Officer are correct about who is in charge on Earth? Explain your answer orally or in writing. Use the back of the page, if needed.

★ **Work with a partner to think of other events on Earth that could lead someone from another planet to an incorrect conclusion.** Student answers will vary but should reflect an understanding of the flawed inferences made by the Pilot and the Officer.

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LITERACY

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page 5

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

background knowledge



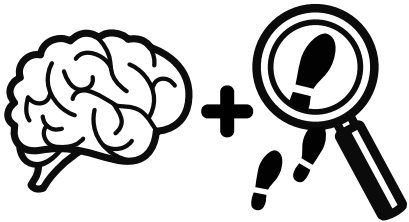
what the reader already knows about the topic of a text

evidence



details from the text that support an author's or reader's ideas

inference



an educated guess based on text evidence and what you know

main character



the most important person, animal, or other being in a story

narrator



the voice that tells a story

setting



the time and place of events in a story

Name: _____

SKILL FOCUS

A. Read the terms in Set 1. Then, write each term next to its definition. Repeat this activity with the terms in Set 2. You can review the Vocabulary Cards, if needed.

background knowledge evidence inference main character narrator setting

- | | |
|----------|-------------------------------------------------------------------|
| 1. _____ | what the reader already knows about the topic of a text |
| 2. _____ | the time and place of events in a story |
| 3. _____ | details from the text that support an author's or reader's choice |
| 4. _____ | the voice that tells a story |
| 5. _____ | an educated guess based on text evidence and what you know |
| 6. _____ | the most important person, animal, or other being in a story |

B. Read each sentence. Circle *True* or *False*.

1. You can use what you read plus what you know to make an inference .	True / False
2. The setting is the voice that tells a narrative .	True / False
3. The narrator can be the main character in a story.	True / False
4. The time and place of events in a story is called background knowledge .	True / False
5. Evidence from the text can include details about the setting .	True / False

Name: _____

SKILL FOCUS

C. Draw a line to connect each example of evidence to the related background knowledge. Ask yourself, *What is going on?* Then, draw a line from the background knowledge to the inference that follows. Repeat with the examples in Set B.

Set A

Evidence

Victor describes his lunch as green and fuzzy.

A dog wags its tail when it sees Amira.

Sam puts on gloves, a hat, and a warm jacket.

Background Knowledge

Dogs wag their tails when they are happy.

People wear gloves, hats, and jackets when it's cold out.

Fresh food is not green and fuzzy.

Inference

Sam is going out in cold weather.

Victor's lunch is not fresh.

The dog is happy to see Amira.

Set B

Evidence

Max shouts, "Get out of my room!"

Anu buys a dozen lemons and a bag of sugar.

Erica cries when she sees her report card.

Background Knowledge

People cry when they get bad news.

People shout when they are angry.

Lemonade is made from sugar and lemons.

Inference

Anu is making lemonade.

Erica didn't get good grades on her report card.

Max is angry.

Name: _____

SKILL APPLICATION

A. Read the narrative *Who's in Charge Here?* on page 6. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. In paragraph 1, highlight or underline the description of the setting of this story. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"The night sky was dark, but the traffic on Route 41 was heavy.... the spacecraft settled on a grassy hill overlooking the road."

My background knowledge tells me

- *It is dark at night on Earth.*
- *There are roads and grass on Earth.*

So I can infer

This story takes place on _____.

2. In paragraph 3, highlight or underline what the Pilot says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"Those creatures travel on a system of black pathways that cover the surface of their planet."

My background knowledge tells me

- *Roads look like black paths.*
- *Cars travel on roads.*

So I can infer

The "creatures" that the Pilot describes are really _____.

continued on next page

Name: _____

3. In paragraph 4, highlight or underline what the Officer says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"Each one has four circular feet. And glowing eyes!"

My background knowledge tells me

- *Cars have wheels and headlights.*
- *Wheels are circular, and headlights glow at night.*

So I can infer

*The "feet" that the Officer describes are really _____,
and the "eyes" are really _____.*

4. In paragraph 6, highlight or underline what the Pilot says about the creatures. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

"Smaller creatures are feeding them through straws. Those small ones move slowly and look weak."

My background knowledge tells me

- *People stop at filling stations to refuel their cars.*
- *Fuel is pumped through a hose that could look like a drinking straw.*

So I can infer

The ones that "move slowly and look weak" are really _____.

5. Do you think the Pilot and the Officer are correct about who is in charge on Earth? Explain your answer orally or in writing. Use the back of the page, if needed.

★ **Work with a partner to think of other events on Earth that could lead someone from another planet to an incorrect conclusion.**

Name: _____

TEXT

Who's in Charge Here?

- 1 The sky was dark, but the traffic on Route 41 was heavy. With a gentle bounce, the spacecraft landed on a grassy hill overlooking the road. The two astronauts, a Pilot and her Officer, stayed inside. Their mission was to report to Central Command about the life forms on this planet. The main question: Who's in charge here?
- 2 The Pilot and the Officer began looking through a scope and recording data.
- 3 "Those creatures travel on a system of black pathways that cover their planet. They must be smart," said the Pilot. "They are moving fast. They must be strong, too."
- 4 The Officer added, "There are so many of them! Their bodies are different lengths and seem to be made of metal. Each one has four circular feet. And glowing eyes!" He added those details to the data.
- 5 "Look! Some have stopped to eat," said the Officer.
- 6 "Yes," said the Pilot. "Smaller creatures are feeding them through straws. Those small ones move slowly and look weak. Then, she said, "I think we've completed our mission. These larger creatures must be in charge on this planet."
- 7 The craft lifted off almost silently, with a single burst of light. Then, it zipped through the clouds and into space.
- 8 Back on the ground, one filling station attendant turned to another. "Did you just see a flash in the sky? It was right above the sign for Route 41."
- 9 But the other attendant had been refueling a car and hadn't noticed.

ANSWER KEY

Comprehension
Level 11: Sensory Language

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

context clues	imagery	protagonist	sensory language	setting
---------------	---------	-------------	------------------	---------

1. sensory language words that describe how things look, sound, smell, taste, or feel
2. protagonist the main character in a story
3. setting the time and place of events in a story
4. context clues hints about the meaning of a word
5. imagery the use of words to create a picture in the reader's mind

B. Read each sentence. Circle True or False.

1. Sensory language can be used to describe the setting.	True / False
2. The protagonist is the time and place of events in a story.	True / False
3. You can use context clues to figure out the meaning of an unfamiliar word.	True / False
4. Words like bitter, soggy, and flat are examples of sensory language.	True / False
5. The main character in a story is the imagery.	True / False

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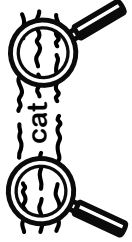




page 2

Comprehension
Level 11: Sensory Language

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>context clues</p>  <p>hints about the meaning of a word</p>	<p>imagery</p>  <p>the use of words to create a picture in the reader's mind</p>
<p>protagonist</p>  <p>the main character in a story</p>	<p>sensory language</p>  <p>words that describe how things look, sound, smell, taste, or feel</p>
<p>setting</p>  <p>the time and place of events in a story</p>	

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page 1

ANSWER KEY

Comprehension
Level 11: Sensory Language

Name: _____

SKILL APPLICATION

E. Read Sensory Overload on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

- Highlight or underline the sensory language used to describe the ride in paragraph 2. Circle three senses the language engages.

sight	hearing	taste
smell	smell	touch
- Highlight or underline the sensory language used to describe the food in paragraph 3. Circle three senses the language engages.

sight	hearing	taste
smell	smell	touch
- Highlight or underline the sensory language used to describe the game booths in paragraph 4. Circle three senses the language engages.

sight	hearing	taste
smell	smell	touch

4. Write a word or phrase from the text that engages each sense below. Student answers will vary but should reflect an understanding of which sense is engaged by each example of sensory language.

sight	_____
hearing	_____
smell	_____
taste	_____
touch	_____

5. Based on the narrator's use of sensory language, do you think he enjoyed his trip to the amusement park? Explain orally or in writing using evidence from the text to support your answer. Use the back of the page, if needed. Student answers will vary, but explanations should include examples of sensory language from the text.

★ Work with a partner to create a poster advertising an amusement park like the one described in Sensory Overload. Include sensory language (from the text or your imagination) that describes sights, sounds, smells, tastes, and how things feel.

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page 4

Comprehension
Level 11: Sensory Language

Name: _____

SKILL FOCUS

C. Read the sentences below. Then, match each basic sentence on the left with one on the right that uses sensory language to describe the same subject. Write the letter of the matching sentence in the space provide.

<u>G</u> 1. He baked cookies.	A. Black smog covered the sun, and I could not see anything.
<u>D</u> 2. My dog is dirty.	B. Her skin is hot, her face is pale, and her eyes are watery.
<u>J</u> 3. His room is a mess.	C. The foul smell of rotting cabbage filled the room.
<u>H</u> 4. Our trip was nice.	D. Buster is muddy and has leaves and pinecones in his fur.
<u>A</u> 5. It was dark.	E. Every aisle was packed with rushing shoppers.
<u>E</u> 6. The shop was busy.	F. The blisters on my feet made every step painful.
<u>C</u> 7. It smells bad.	G. The smell of butter and chocolate filled the warm kitchen.
<u>I</u> 8. I like popcorn.	H. The warm breeze, cool ocean, and soft sand were perfect.
<u>B</u> 9. She is ill.	I. I love every crunchy, salty, buttery bite.
<u>F</u> 10. I went hiking.	J. Piles of sweaty clothes and crumbs cover the floor.

D. Reread the descriptive sentences above. Highlight or underline at least one example of sensory language in each.

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page 3

ANSWER KEY

Name: _____

TEXT

Sensory Overload

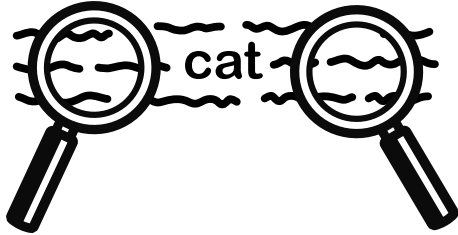
- 1 I could hear the music of the Tilt-a-Whirl from the entry gate. We followed the smells of ice cream and popcorn to the park entrance. There, we waited in a long, hot line to buy tickets. Finally, we were in.
- 2 First up, the Tower of Doom. We climbed onto the hot plastic seats in the car. The metal buckles clicked shut. The long, slow ride up to the top of the tower began. I listened to the steady clackety-clack of our car on the tracks. From so high up, the rest of the park looked like a toy set. Suddenly, I felt my stomach fly up into my chest. We were falling. The wind rushed past my ears with a "Whoosh!" Then, we were back on the ground. Time for the next ride.
- 3 Soon enough, we were hungry. Ah, the food... Greasy fried dough with snow white powdered sugar. Sticky caramel apples. Hot dogs covered with mustard and spicy relish. Ice-cold lemonade so sour it would make your mouth pucker. We settled on juicy hamburgers with spicy fries and thick, smooth chocolate milkshakes. My stomach felt like it would burst. Definitely time to play some games.
- 4 We stopped at every booth. Huge stuffed animals hung on the walls. Water pistols hissed and balloons popped. People shouted and bells rang. Babies cried and rubber balls bounced. The hot sun beat down, making me squint just to see past the ring toss to the next game. Whatever it was, we were ready.

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

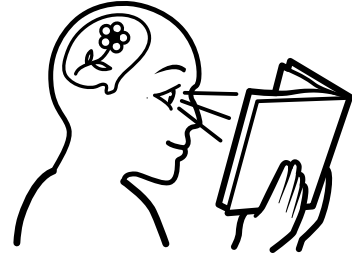
Use these cards independently or with a partner to review the instructional terms introduced online.

context clues



hints about the meaning of a word

imagery



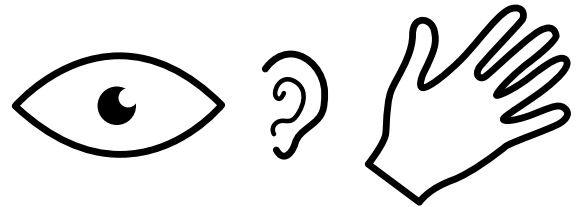
the use of words to create a picture
in the reader's mind

protagonist



the main character in a story

sensory language



words that describe how things look,
sound, smell, taste, or feel

setting



the time and place of events in a story

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

context clues imagery protagonist sensory language setting

1. _____ words that describe how things look, sound, smell, taste, or feel

2. _____ the main character in a story

3. _____ the time and place of events in a story

4. _____ hints about the meaning of a word

5. _____ the use of words to create a picture in the reader's mind

B. Read each sentence. Circle *True* or *False*.

1. Sensory language can be used to describe the setting .	True / False
2. The protagonist is the time and place of events in a story.	True / False
3. You can use context clues to figure out the meaning of an unfamiliar word.	True / False
4. Words like <i>bitter</i> , <i>soggy</i> , and <i>flat</i> are examples of sensory language .	True / False
5. The main character in a story is the imagery .	True / False

Name: _____

SKILL FOCUS

C. Read the sentences below. Then, match each basic sentence on the left with one on the right that uses sensory language to describe the same subject. Write the letter of the matching sentence in the space provide.

___ 1. He baked cookies.	A. Black smog covered the sun, and I could not see anything.
___ 2. My dog is dirty.	B. Her skin is hot, her face is pale, and her eyes are watery.
___ 3. His room is a mess.	C. The foul smell of rotting cabbage filled the room.
___ 4. Our trip was nice.	D. Buster is muddy and has leaves and pinecones in his fur.
___ 5. It was dark.	E. Every aisle was packed with rushing shoppers.
___ 6. The shop was busy.	F. The blisters on my feet made every step painful.
___ 7. It smells bad.	G. The smell of butter and chocolate filled the warm kitchen.
___ 8. I like popcorn.	H. The warm breeze, cool ocean, and soft sand were perfect.
___ 9. She is ill.	I. I love every crunchy, salty, buttery bite.
___ 10. I went hiking.	J. Piles of sweaty clothes and crumbs cover the floor.

D. Reread the descriptive sentences above. Highlight or underline at least one example of sensory language in each.

Name: _____

SKILL APPLICATION

E. Read *Sensory Overload* on the next page. Then, complete the activities below. The first three ask you to write directly on the text you just read.

1. Highlight or underline the sensory language used to describe the ride in paragraph 2. Circle three senses the language engages.

sight hearing smell taste touch

2. Highlight or underline the sensory language used to describe the food in paragraph 3. Circle three senses the language engages.

sight hearing smell taste touch

3. Highlight or underline the sensory language used to describe the game booths in paragraph 4. Circle three senses the language engages.

sight hearing smell taste touch

4. Write a word or phrase from the text that engages each sense below.

sight _____

hearing _____

smell _____

taste _____

touch _____

5. Based on the narrator's use of sensory language, do you think he enjoyed his trip to the amusement park? Explain orally or in writing using evidence from the text to support your answer. Use the back of the page, if needed.

★ **Work with a partner to create a poster advertising an amusement park like the one described in *Sensory Overload*. Include sensory language (from the text or your imagination) that describes sights, sounds, smells, tastes, and how things feel.**

TEXT

Sensory Overload

- 1 I could hear the music of the Tilt-a-Whirl from the entry gate. We followed the smells of ice cream and popcorn to the park entrance. There, we waited in a long, hot line to buy tickets. Finally, we were in.
- 2 First up, the Tower of Doom. We climbed onto the hot plastic seats in the car. The metal buckles clicked shut. The long, slow ride up to the top of the tower began. I listened to the steady clackety-clack of our car on the tracks. From so high up, the rest of the park looked like a toy set. Suddenly, I felt my stomach fly up into my chest. We were falling. The wind rushed past my ears with a “Whoosh!” Then, we were back on the ground. Time for the next ride.
- 3 Soon enough, we were hungry. Ah, the food... Greasy fried dough with snow white powdered sugar. Sticky caramel apples. Hot dogs covered with mustard and spicy relish. Ice-cold lemonade so sour it would make your mouth pucker. We settled on juicy hamburgers with spicy fries and thick, smooth chocolate milkshakes. My stomach felt like it would burst. Definitely time to play some games.
- 4 We stopped at every booth. Huge stuffed animals hung on the walls. Water pistols hissed and balloons popped. People shouted and bells rang. Babies cried and rubber balls bounced. The hot sun beat down, making me squint just to see past the ring toss to the next game. Whatever it was, we were ready.

ANSWER KEY

Comprehension
Level 11: Biography

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

autobiography biography legacy main idea subject timeline

- _____ **timeline** _____ a list of events along a line to show when they happened
- _____ **main idea** _____ the subject and what the text says about the subject
- _____ **subject** _____ the topic, or who or what a text is mostly about
- _____ **biography** _____ a true story of a person's life written by another person
- _____ **legacy** _____ the lasting impact that a person has made on others
- _____ **autobiography** _____ a true story that a person writes about his or her own life

B. Draw a line from each term to the matching description below.

PERSON

LIFE

LEGACY

personal qualities that describe the subject

the impact the subject has made on others

major events and dates in the subject's life

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page 2

Comprehension
Level 11: Biography

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

autobiography

a true story that a person writes about his or her own life

biography

a true story of a person's life written by another person

legacy

the lasting impact that a person has made on others

main idea

the subject and what the text says about the subject

subject

the topic, or who or what a text is mostly about

timeline

a list of events along a line to show when they happened

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page 1

ANSWER KEY

Comprehension
Level 11: Biography

Name: _____

SKILL APPLICATION

A. Read the text and timeline of events in the life of Milton Hershey on the next page. Then, complete the activities below. The first three ask you to write directly on the text and the timeline.

- In paragraph 1, circle the year Milton Hershey was born. Then, circle this date on the timeline.
- Highlight or underline information in the text about the major event that occurred in 1894. Then, highlight or underline information about this event on the timeline.
- Draw a box around the word *legacy* in paragraph 5. List three ways Milton Hershey made a lasting impact on the world.
 - the Hershey Museum
 - the Hershey Medical Center
 - the Milton Hershey School
- Milton Hershey donated most of his money to support the students of the Milton Hershey School and to build a hospital in his town. Based on this fact, think of one or two words to describe the kind of person he was.

Milton Hershey was generous and compassionate.
- Use the timeline to write or give an oral summary of Milton Hershey's life. Use the back of the page, if necessary. Milton Hershey was born in Pennsylvania in 1857. In 1872, he went to work for the owner of a chocolate shop. He opened the Hershey Chocolate Company in 1894 and started selling candy bars for 5¢ each in 1900. Hershey opened a school for orphans in 1909. He died in 1945 in Pennsylvania.

★ Work with a partner to search for images of Milton Hershey online. Use these to create a timeline with photographs and dates of major events in his life.

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page 4

Comprehension
Level 11: Biography

Name: _____

SKILL FOCUS

C. Read the terms below and think about their meaning. Then, use the clues to complete the crossword puzzle.

legacy	subject	timeline	main idea	autobiography	biography
--------	---------	----------	-----------	---------------	-----------

ACROSS

- a true story that a person writes about his or her own life
- the subject and what the text says about the subject
- the lasting impact that a person has made on others

DOWN

- the topic, or who or what a text is mostly about
- a true story of a person's life written by another person
- a list of events along a line to show when they happened

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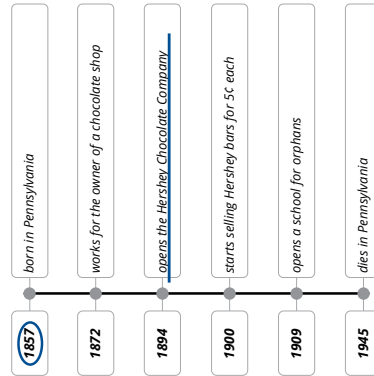
page 3

Name: _____

TEXT

- 1 Milton Hershey was born in **1857** in Pennsylvania. Milton was never a good student. He dropped out of school when he was just ten years old. In 1872, at age 15, he began working for the owner of a chocolate shop.
- 2 After learning how to make chocolate, Milton opened a shop of his own. His first store in Philadelphia was not a success. His second store in New York also failed. Finally, Milton learned from his mistakes. He opened the Hershey Chocolate Company in 1894, at the age of 37.
- 3 Milton bought farmland and cows to be sure he would always have a supply of fresh milk to make chocolate. In 1900, he sold the first Hershey bars for five cents each. The company added different kinds of sweets over time. It grew to be the world's largest chocolate maker.
- 4 Milton and his wife Kitty were not able to have children. So, in 1909, they decided to open a school for orphans. After Kitty died, Milton set up a fund to provide money for the school and its students.
- 5 Milton died in 1945. His **legacy** includes much more than chocolate. He built the town of Hershey, Pennsylvania, around his company and its workers. The town is also home to Hershey Museum and Hershey Medical Center. The Milton Hershey School now provides a free education for over 2,000 students. There is even an amusement park named after the famous chocolate maker!

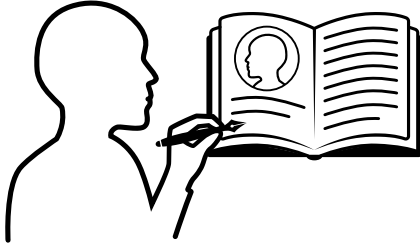
Timeline of Events in the Life of Milton Hersey



INSTRUCTIONAL VOCABULARY CARDS

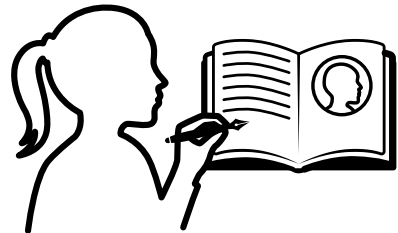
Use these cards independently or with a partner to review the instructional terms introduced online.

autobiography



a true story that a person writes about his or her own life

biography



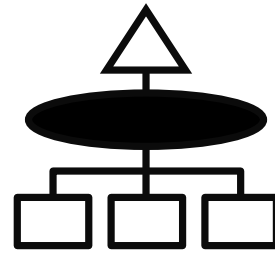
a true story of a person's life written by another person

legacy



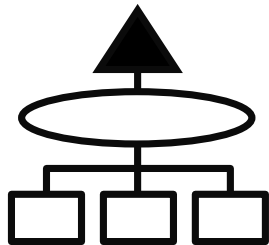
the lasting impact that a person has made on others

main idea



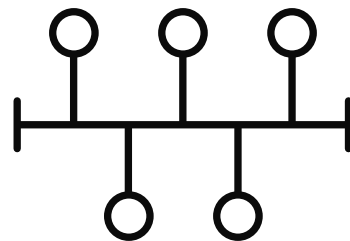
the subject and what the text says about the subject

subject



the topic, or who or what a text is mostly about

timeline



a list of events along a line to show when they happened

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

autobiography biography legacy main idea subject timeline

1. _____ a list of events along a line to show when they happened

2. _____ the subject and what the text says about the subject

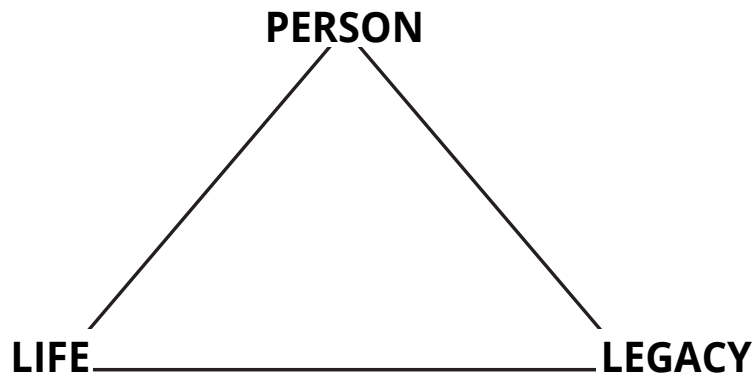
3. _____ the topic, or who or what a text is mostly about

4. _____ a true story of a person's life written by another person

5. _____ the lasting impact that a person has made on others

6. _____ a true story that a person writes about his or her own life

B. Draw a line from each term to the matching description below.



major events and dates in
the subject's life

the impact the subject
has made on others

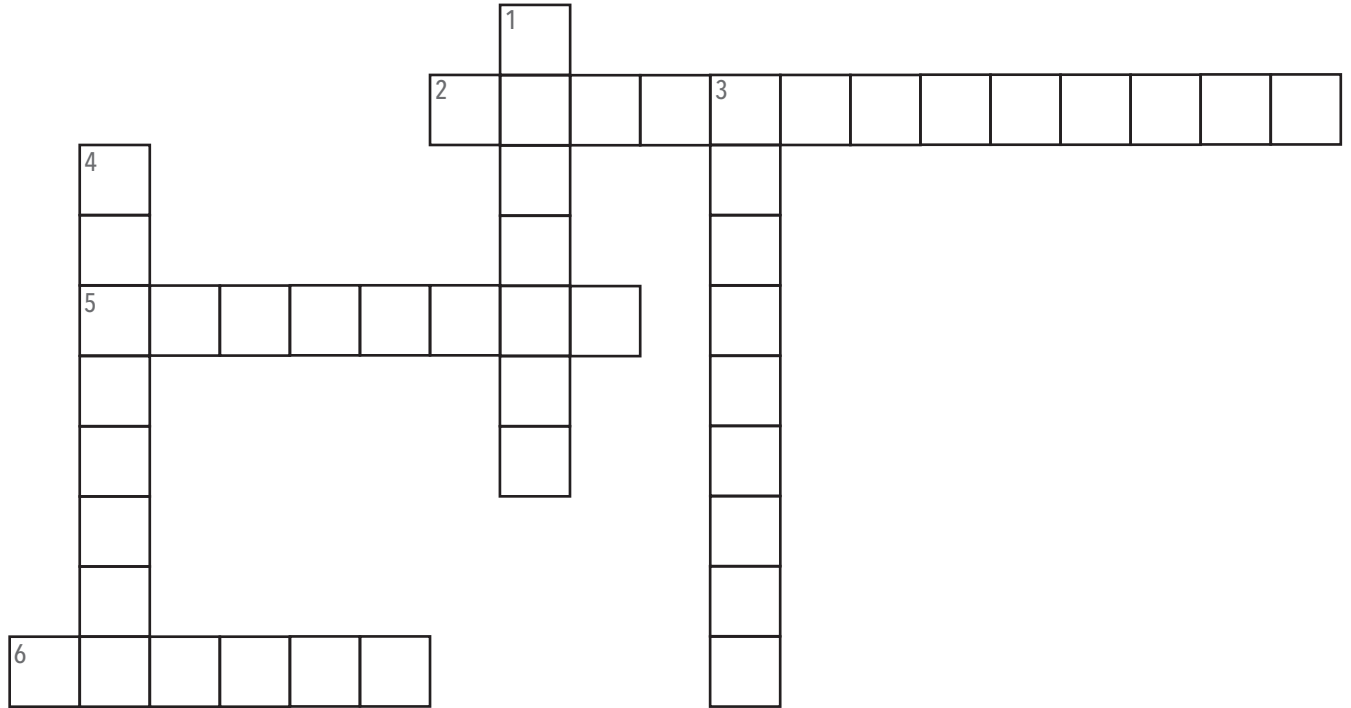
personal qualities that
describe the subject

Name: _____

SKILL FOCUS

C. Read the terms below and think about their meaning. Then, use the clues to complete the crossword puzzle.

legacy subject timeline main idea autobiography biography



ACROSS

- 2. a true story that a person writes about his or her own life
- 5. the subject and what the text says about the subject
- 6. the lasting impact that a person has made on others

DOWN

- 1. the topic, or who or what a text is mostly about
- 3. a true story of a person's life written by another person
- 4. a list of events along a line to show when they happened

Name: _____

SKILL APPLICATION

A. Read the text and timeline of events in the life of Milton Hershey on the next page. Then, complete the activities below. The first three ask you to write directly on the text and the timeline.

1. In paragraph 1, circle the year Milton Hershey was born. Then, circle this date on the timeline.
2. Highlight or underline information in the text about the major event that occurred in 1894. Then, highlight or underline information about this event on the timeline.
3. Draw a box around the word *legacy* in paragraph 5. List three ways Milton Hershey made a lasting impact on the world.

- _____
- _____
- _____

4. Milton Hershey donated most of his money to support the students of the Milton Hershey School and to build a hospital in his town. Based on this fact, think of one or two words to describe the kind of person he was.

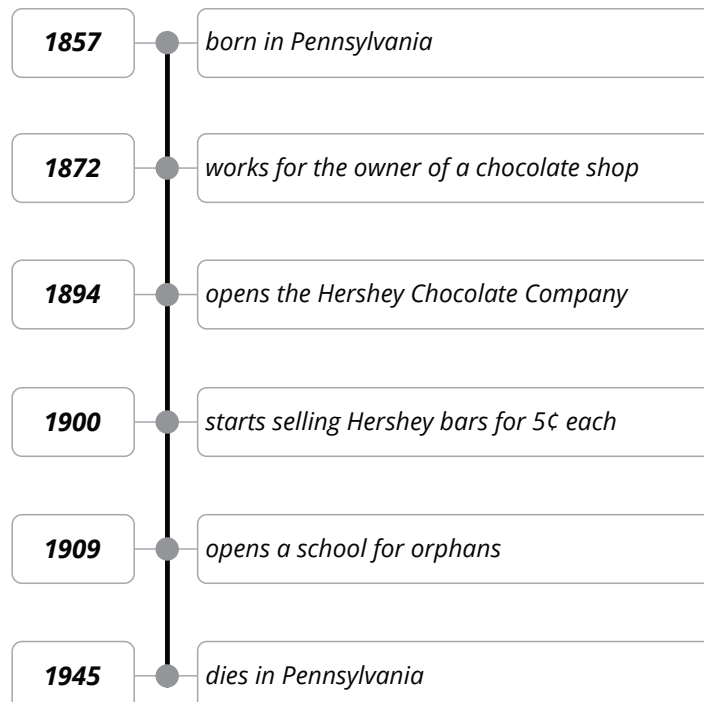
5. Use the timeline to write or give an oral summary of Milton Hershey's life. Use the back of the page, if necessary.

- ★ Work with a partner to search for images of Milton Hershey online. Use these to create a timeline with photographs and dates of major events in his life.

TEXT

- 1 Milton Hershey was born in 1857, in Pennsylvania. Milton was never a good student. He dropped out of school when he was just ten years old. In 1872, at age 15, he began working for the owner of a chocolate shop.
- 2 After learning how to make chocolate, Milton opened a shop of his own. His first store in Philadelphia was not a success. His second store in New York also failed. Finally, Milton learned from his mistakes. He opened the Hershey Chocolate Company in 1894, at the age of 37.
- 3 Milton bought farmland and cows to be sure he would always have a supply of fresh milk to make chocolate. In 1900, he sold the first Hershey bars for five cents each. The company added different kinds of sweets over time. It grew to be the world's largest chocolate maker.
- 4 Milton and his wife Kitty were not able to have children. So, in 1909, they decided to open a school for orphans. After Kitty died, Milton set up a fund to provide money for the school and its students.
- 5 Milton died in 1945. His legacy includes much more than chocolate. He built the town of Hershey, Pennsylvania, around his company and its workers. The town is also home to Hershey Museum and Hershey Medical Center. The Milton Hershey School now provides a free education for over 2,000 students. There is even an amusement park named after the famous chocolate maker!

Timeline of Events in the Life of Milton Hersey



ANSWER KEY

Name: _____

Comprehension
Level 12: Figurative Language

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

figurative language imagery metaphor simile informational text

1. _____ words used creatively that don't mean what they usually mean
2. _____ a comparison of two unlike things using *like* or *as*
3. _____ writing that gives facts about a subject or topic
4. _____ a comparison of two unlike things not using *like* or *as*
5. _____ the use of words to create a picture in the reader's mind

B. Read the statements below. Circle the ones that give reasons why authors might use figurative language. Hint: There are 3 correct answers.

To help readers imagine what they are trying to say

To make their writing more interesting

To give evidence about an informational topic

To increase the reader's understanding of the text

Lexia
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page 2


Name: _____

Comprehension
Level 12: Figurative Language

INSTRUCTIONAL VOCABULARY CARDS


Use these cards independently or with a partner to review the instructional terms introduced online.

simile




a comparison of two unlike things using *like* or *as*

metaphor




a comparison of two unlike things not using *like* or *as*

figurative language



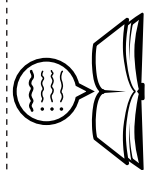
words used creatively that don't mean what they usually mean

imagery



the use of words to create a picture in the reader's mind

informational text



writing that gives facts about a subject or topic

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POWERUP
LITERACY Lexia Skill Builders

page 1

ANSWER KEY

Comprehension
Level 12: Figurative Language

Name: _____

SKILL FOCUS

E. Use the word banks to complete the similes and metaphors below.

Set 1: Similes with as

mouse cherry pie tightrope walker rock

1. As careful as a _____ tightrope walker .
 2. As quiet as a _____ mouse .
 3. As sweet as _____ cherry pie .
 4. As solid as a _____ rock .

Set 2: Similes with like

squirrels gathering acorns fish volcano bird

1. She just picks at her food and leaves most of it on the plate. She eats like a _____ bird .
 2. He stayed in the pool all day. He swam like a _____ fish .
 3. When Dad saw the mess, he was ready to explode like a _____ volcano .
 4. They rushed around gathering up the supplies for the party like _____ squirrels gathering acorns .

Set 3: Metaphors

dancers freezer pillows night owl

1. We needed to keep our coats on inside when the heater broke. The house was a _____ freezer .
 2. Brad stayed up late into the night to finish his project, but he didn't mind. He is a _____ night owl .
 3. The snowflakes twirled and floated in the gentle breeze. They were graceful _____ dancers in the air.
 4. The puffy, white clouds were _____ pillows in the sky.

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POWERUP
LITERACY

Lexia Skill Builders

page 4

Comprehension
Level 12: Figurative Language

Name: _____

SKILL FOCUS

C. The sentences in the first column give a *literal* meaning. They use words that mean exactly what they say. Draw a line to a sentence in the second column that uses *figurative* language to express the same idea.

The grass was wet with morning dew.	He raced like lightning across the room.
The cafeteria was noisy and crowded today.	Dew dripped like teardrops from each blade of grass.
Time goes by quickly when you're having fun!	Time flies when you're having fun!
He ran quickly across the room.	The cafeteria was a circus today.

D. Read each expression and decide if it is an example of a simile or a metaphor. Circle your answer and underline the simile or metaphor in the sentence. The first one is done for you.

1. The hockey player skated over <u>ice</u> as smooth as glass.	<u>simile</u>	metaphor
2. The clouds were as puffy as big, comfortable pillows.	<u>simile</u>	metaphor
3. The <u>pepper</u> was fire in my mouth.	simile	<u>metaphor</u>
4. The fog hung like a thick blanket over the town.	<u>simile</u>	metaphor
5. I shrunk away ashamed. <u>His stare</u> was ice.	simile	<u>metaphor</u>
6. His footsteps pounded the pavement like a stampeding elephant.	<u>simile</u>	metaphor

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POWERUP
LITERACY

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page 3


Comprehension
Level 12: Figurative Language

Name: _____

SKILL APPLICATION

A. Read *What Is Brazil's Carnival?*, a text from an internet search. Then, answer the questions below.

WHAT IS BRAZIL'S CARNIVAL?



The Festival of Carnival in Brazil is a popular outdoor celebration with parades, dancing, and singing that occurs before the Christian period of Lent each year. At a Carnival celebration, you will see many people dressed in fancy costumes with feathers, shiny sequins, and bright fringe. People travel from all over the world to take part in the Carnival in the Brazilian city of Rio de Janeiro. People celebrate in the street with parades, music, food, dancing, and singing. Samba is very popular during Carnival. It is a type of Brazilian music and dance style. Many people participate in samba competitions in groups called samba schools. The competitions are so big in Rio that there is a whole stadium dedicated to them called the Sambadrome! Each year, more than 2 million people celebrate in the streets of Rio.

1. Circle the correct answer: This is an example of (narrative (informational)) text.

2. The author's purpose in writing this text is to inform the reader about the Festival of Carnival in Brazil.

3. Find 3 interesting facts about Brazil's Carnival from the text. List them below.
 Student answers will vary. Examples are provided.

- It occurs before the Christian period of Lent each year.
- Samba, a Brazilian music and dance style, is popular during Carnival.
- More than 2 million people celebrate Carnival in Rio each year.

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LITERACY

Lexia Skill Builders


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Comprehension
Level 12: Figurative Language

Name: _____

SKILL APPLICATION

B. Now read *Carnival*, an article from a travel magazine. Then, complete the activities on page 7.



CARNIVAL!

Welcome to Rio de Janeiro, Brazil!

Welcome to our annual festival of Carnival! King Momo is already wearing his costume and crown that glitters as brightly as the sun. He has been handed the key to the city. He will lead five days of parades, music, dance, and joy! Come dance with us and share in the fun! Samba is a type of dance that Brazil has given to the world. When you dance in Rio, you are a gem in the crown of our beautiful city. Our city streets are rivers of exciting sights, sounds, and movement. Each samba school brings together several thousand musicians and dancers. They parade in costumes as bright as rainbows. Feather headdresses rest upon painted faces and sequins glitter like hundreds of tiny stars. Decorated floats inspire awe. Onlookers crowd the streets like schools of fish and move to the loud, lively beats. The main avenue is an exploding volcano of sights and noise!

But the parading samba schools are not the only attraction. Parading musicians and dancers join together in street parties called blocos. We Brazilians are as warm as the sun and as welcoming as a wide smile. We share our joy of life during Carnival. Come enjoy the biggest party in the world! ➔

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ANSWER KEY

Comprehension
Level 12: Figurative Language

Name: _____

SKILL APPLICATION

D. Think about the way the authors use language in each of the texts to answer the following questions.

1. Which text uses imagery to create a picture in the reader's mind?
Carnival!

2. Which text would be best to convince someone to travel to Brazil for Carnival? Give at least 2 reasons in your answer. Student answers will vary. An example is provided.
Carnival would be best to use to convince someone to travel to Brazil for Carnival. It uses interesting descriptions of the sights and sounds, which might make someone want to see for themselves what it would be like to be there. It gives many examples of the fun, exciting things a traveler could do at the Carnival celebration, such as see the amazing costumes and floats in the parades, see the samba school competitions in the Sambadrome, and dance to a type of music they may not have heard before.

★ Work with a partner to rewrite 3 similes and 2 metaphors from *Carnival!* to create new imagery for the reader. For example, "...crown that glitters as brightly as the sun" could be changed to "...crown that sparkles like a diamond."

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Comprehension
Level 12: Figurative Language

Name: _____

SKILL APPLICATION

C. Complete the activities below.

1. Circle the 6 similes and underline the 3 metaphors in *Carnival!*

2. Complete the following sentences that show how the author uses figurative language to create imagery and engage the reader. The first one has been done for you.

A. The dancer is compared to a gem in the crown of the city.

B. Costumes are compared to rainbows.

C. Glittering sequins are compared to hundreds of tiny stars.

D. The main avenue is compared to an exploding volcano.

E. Onlookers that crowd the street are compared to schools of fish.

F. The welcoming nature of the Brazilians is compared to a wide smile.

3. How did the author make Carnival sound like an exciting event to attend? Explain.
Student answers will vary. An example is provided.
The author used figurative language to make the event sound exciting. The similes and metaphors the author used help the reader imagine what it would be like to go to Carnival and describe the sights and sounds in an interesting way. For example, when the author compares the avenue to an exploding volcano, the reader can picture how exciting and fun the parades would be.

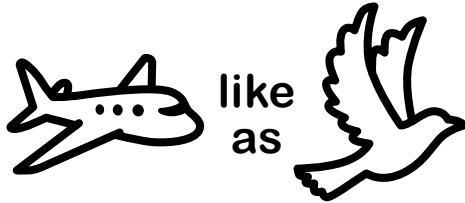
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page 7

INSTRUCTIONAL VOCABULARY CARDS

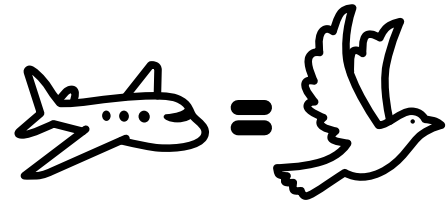
Use these cards independently or with a partner to review the instructional terms introduced online.

simile



a comparison of two unlike things
using *like* or *as*

metaphor



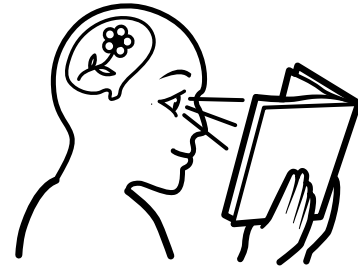
a comparison of two unlike things
not using *like* or *as*

figurative language



words used creatively that don't mean
what they usually mean

imagery



the use of words to create a picture
in the reader's mind

informational text



writing that gives facts about a
subject or topic

Name: _____

SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

figurative language imagery metaphor simile informational text

1. _____ words used creatively that don't mean what they usually mean
2. _____ a comparison of two unlike things using *like* or *as*
3. _____ writing that gives facts about a subject or topic
4. _____ a comparison of two unlike things not using *like* or *as*
5. _____ the use of words to create a picture in the reader's mind

B. Read the statements below. Circle the ones that give reasons why authors might use figurative language. Hint: There are 3 correct answers.

To help readers imagine what they are trying to say

To make their writing more interesting

To give evidence about an informational topic

To increase the reader's understanding of the text

SKILL FOCUS

C. The sentences in the first column give a *literal* meaning. They use words that mean exactly what they say. Draw a line to a sentence in the second column that uses *figurative language* to express the same idea.

The grass was wet with morning dew.	He raced like lightning across the room.
The cafeteria was noisy and crowded today.	Dew dripped like teardrops from each blade of grass.
Time goes by quickly when you're having fun!	Time flies when you're having fun!
He ran quickly across the room.	The cafeteria was a circus today.

D. Read each expression and decide if it is an example of a simile or a metaphor. Circle your answer and underline the simile or metaphor in the sentence. The first one is done for you.

1. The hockey player skated over <u>ice as smooth as glass</u> .	<u>simile</u>	metaphor
2. The clouds were as puffy as big, comfortable pillows.	simile	metaphor
3. The pepper was fire in my mouth.	simile	metaphor
4. The fog hung like a thick blanket over the town.	simile	metaphor
5. I shrunk away ashamed. His stare was ice.	simile	metaphor
6. His footsteps pounded the pavement like a stampeding elephant.	simile	metaphor

SKILL FOCUS**E. Use the word banks to complete the similes and metaphors below.****Set 1: Similes with as**

mouse

cherry pie

tightrope walker

rock

1. As careful as a _____.
2. As quiet as a _____.
3. As sweet as _____.
4. As solid as a _____.

Set 2: Similes with like

squirrels gathering acorns

fish

volcano

bird

1. She just picks at her food and leaves most of it on the plate. She eats like a _____.
2. He stayed in the pool all day. He swam like a _____!
3. When Dad saw the mess, he was ready to explode like a _____!
4. They rushed around gathering up the supplies for the party like _____.

Set 3: Metaphors

dancers

freezer

pillows

night owl

1. We needed to keep our coats on inside when the heater broke. The house was a _____.
2. Brad stayed up late into the night to finish his project, but he didn't mind. He is a _____.
3. The snowflakes twirled and floated in the gentle breeze. They were graceful _____ in the air.
4. The puffy, white clouds were _____ in the sky.

Name: _____

SKILL APPLICATION

A. Read *What Is Brazil's Carnival?*, a text from an internet search. Then, answer the questions below.

Q
WHAT IS BRAZIL'S CARNIVAL?

search



The Festival of Carnival in Brazil is a popular outdoor celebration with parades, dancing, and singing that occurs before the Christian period of Lent each year. At a Carnival celebration, you will see many people dressed in fancy costumes with feathers, shiny sequins, and bright fringe. People travel from all over the world to take part in the Carnival in the Brazilian city of Rio de Janeiro. People celebrate in the street with parades, music, food, dancing, and singing. Samba is very popular during Carnival. It is a type of Brazilian music and dance style. Many people participate in samba competitions in groups called samba schools. The competitions are so big in Rio that there is a whole stadium dedicated to them called the Sambadrome! Each year, more than 2 million people celebrate in the streets of Rio.

1. Circle the correct answer: This is an example of (narrative / informational) text.

2. The author's purpose in writing this text is to _____

3. Find 3 interesting facts about Brazil's Carnival from the text. List them below.

- _____
- _____
- _____

SKILL APPLICATION

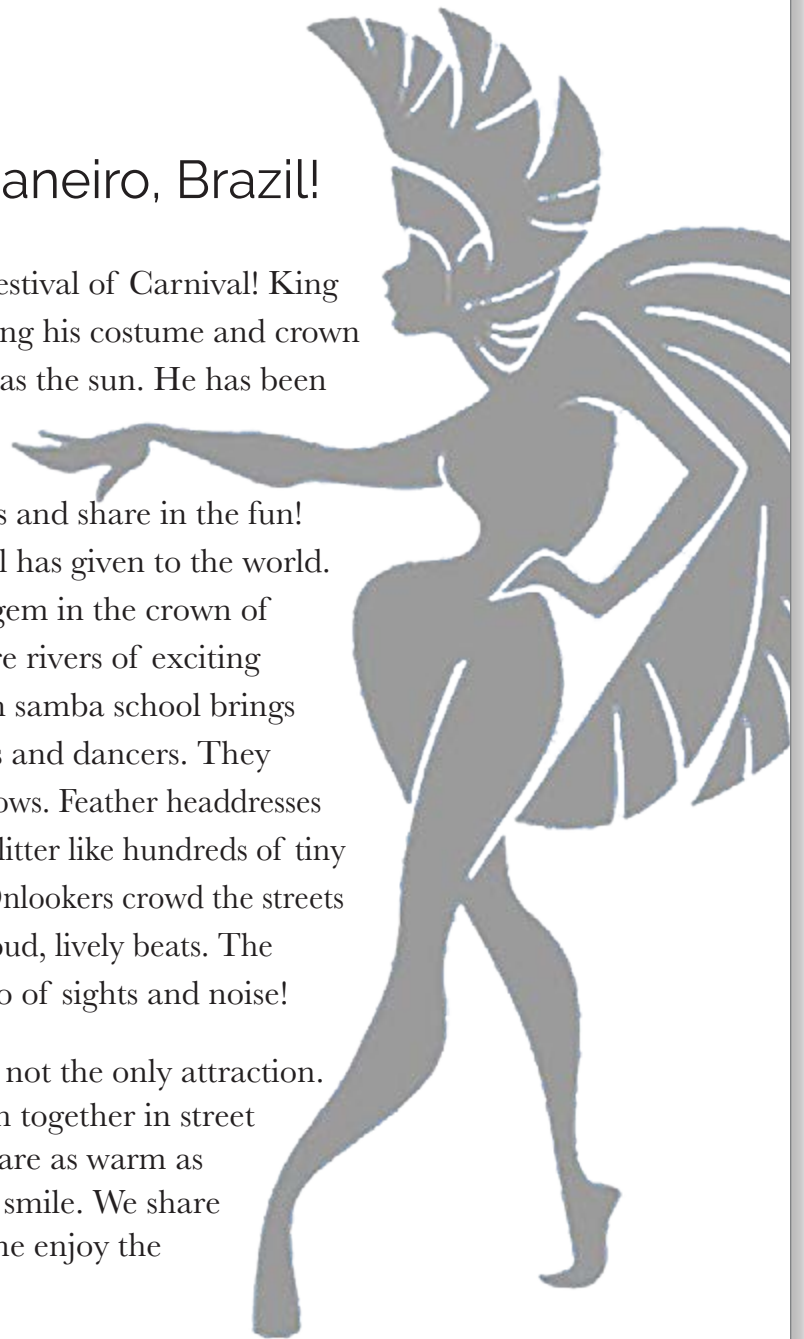
B. Now read *Carnival!*, an article from a travel magazine. Then, complete the activities on page 7.

CARNIVAL!

Welcome to Rio de Janeiro, Brazil!

Welcome to our annual festival of Carnival! King Momo is already wearing his costume and crown that glitters as brightly as the sun. He has been handed the key to the city. He will lead five days of parades, music, dance, and joy! Come dance with us and share in the fun! Samba is a type of dance that Brazil has given to the world. When you dance in Rio, you are a gem in the crown of our beautiful city. Our city streets are rivers of exciting sights, sounds, and movement. Each samba school brings together several thousand musicians and dancers. They parade in costumes as bright as rainbows. Feather headdresses rest upon painted faces and sequins glitter like hundreds of tiny stars. Decorated floats inspire awe. Onlookers crowd the streets like schools of fish and move to the loud, lively beats. The main avenue is an exploding volcano of sights and noise!

But the parading samba schools are not the only attraction. Parading musicians and dancers join together in street parties called blocos. We Brazilians are as warm as the sun and as welcoming as a wide smile. We share our joy of life during Carnival. Come enjoy the biggest party in the world! ✈



Name: _____

SKILL APPLICATION

C. Complete the activities below.

1. Circle the 6 similes and underline the 3 metaphors in *Carnival!*
2. Complete the following sentences that show how the author uses figurative language to create imagery and engage the reader. The first one has been done for you.
 - A. The dancer is compared to _____ a gem in the crown of the city _____ .
 - B. _____ are compared to rainbows.
 - C. Glittering sequins are compared to _____ .
 - D. The _____ is compared to an exploding volcano.
 - E. Onlookers that crowd the street are compared to _____ .
 - F. The welcoming nature of the Brazilians is compared to _____ .

3. How did the author make Carnival sound like an exciting event to attend? Explain.

Name: _____

SKILL APPLICATION

D. Think about the way the authors use language in each of the texts to answer the following questions.

1. Which text uses imagery to create a picture in the reader’s mind?

What Is Brazil’s Carnival? *Carnival!*

2. Which text would be best to convince someone to travel to Brazil for Carnival? Give at least 2 reasons in your answer.

★ Work with a partner to rewrite 3 similes and 2 metaphors from *Carnival!* to create new imagery for the reader. For example, “...crown that glitters as brightly as the sun” could be changed to “...crown that sparkles like a diamond.”

ANSWER KEY

Comprehension
Level 12: Theme

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

author's craft	character	conflict	infer	setting	theme
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____

1. _____ the central message or big idea in a story or poem
2. _____ author's craft methods used by authors to make their writing more powerful
3. _____ setting the time and place of events in a text
4. _____ character a person, animal, or other being in a story
5. _____ conflict a character's struggle or problem
6. _____ infer to reach a conclusion by using evidence from the text and background knowledge

B. Read the sentences below. Then, decide if they are true or false and circle your answer. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one has been done for you.

1. A character's struggle or problem is the theme conflict.	True / <u>False</u>
2. A setting character is a person, animal, or being in a story.	True / <u>False</u>
3. To reach a conclusion by using evidence and background knowledge is to infer .	<u>True</u> / False
4. The central message or big idea in a story is the theme .	<u>True</u> / False
5. The conflict setting is the time and place of events in a text.	True / <u>False</u>
6. Author's craft refers to methods that make writing more powerful.	<u>True</u> / False

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page 2

Comprehension
Level 12: Theme

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

author's craft  methods used by authors to make their writing more powerful	character  a person, animal, or other being in a story
conflict  a character's struggle or problem	infer  to reach a conclusion by using evidence from the text and background knowledge
setting  the time and place of events in a text	theme  the central message or big idea in a story or poem

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page 1

ANSWER KEY

Comprehension
Level 12: Theme

Name: _____

SKILL APPLICATION

A. Read the following paragraphs. Then, answer the questions. Some questions are done for you.

Jason's crush on Kim had been going on for years. He silky black hair and emerald eyes had put a spell on him. He finally got up the courage to talk to her. When he greeted her kindly, she curried her upper lip and cruelly said, "Back off. I'm way out of your league."

1. **CONFLICT:** What is the struggle?
Jason has liked Kim for years but hasn't had the courage to talk to her.

2. **CHARACTERS:** How are the characters described?
Although Kim is beautiful, Jason learns that she is not very nice.

3. **AUTHOR'S CRAFT:** Why is the text written this way?
a. Circle the positive and negative words the author uses to describe Kim.
b. Then, underline the dialogue that reveals more of Kim's personality.

4. **THEME:** Circle the central message or big idea.
Freedom is worth fighting for. Beauty is only skin deep. Money can't buy happiness.

Gina fell in love with volleyball the minute she watched her cousin serve an ace at a game. She had never played, so she searched the Internet. She studied the rules and watched as many games as she could. She borrowed a ball from her cousin and hit serves against her garage door for hours. Tryouts came for the school team. No one thought someone so short could ever make the team. When her turn came, she served 12 aces in a row.

1. **CONFLICT:** What is the struggle?
Gina wanted to play volleyball, but she never played and was very short.

2. **CHARACTERS:** How are the characters described?
Gina has spent a lot of time and effort learning and playing volleyball.

3. **AUTHOR'S CRAFT:** Why is the text written this way?
a. Do you think Gina made the team? Circle: yes or no
b. Now, underline the text that helped you infer your answer.

4. **THEME:** Circle the central message or big idea.
Hard work pays off. Cheaters never win. Everyone makes mistakes

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page 4

Comprehension
Level 12: Theme

Name: _____

SKILL FOCUS

C. Read the terms in the box. Then, complete the statement below.

settings infer theme characters conflict plots

An author describes characters, settings, and plots.

Some kind of problem or conflict occurs, and readers have to infer what the author wants to share as the central message. This is called the theme.

D. Draw a line from the terms to what the author is describing.

Conflict	Lies can cause pain.
Character	A busy school hallway outside a classroom
Setting	Tears of embarrassment roll down Sarah's cheeks.
Theme	Untrue gossip has been spread about Sarah.

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page 3

ANSWER KEY

Comprehension
Level 12: Theme

Name: _____

SKILL APPLICATION

A. Read the text information in the text to complete the missing information below.

CONFLICT: What is the struggle?
As a child, Wilma was ill with polio and could not walk.

CHARACTER: How is the character described? What experiences has Wilma had, and what can you infer about her personality?
The character is described as determined and dedicated. Although she was ill and unable to walk as a child, she went on to become a record-breaking runner.

AUTHOR'S CRAFT: Why is the text written this way?

- The author uses italics in parts of this sentence:
 Then, she saw her 14-year-old self *running in a real race*.
 What do the italics show here? The italics show emphasis and draw importance to what she was doing.
- The author describes Wilma's memories. Circle the reason the author does this.
 - a. to teach about the opponents
 - b. to show that she lost a race when she was 14
 - c. to describe her difficult journey to success
 - d. to tell the history of racing
- Do you think Wilma won this race? Circle: yes or no
 Now, underline the text that helped you infer your answer.

THEME: What is the central message or big idea?
The theme is "Never give up."

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Comprehension
Level 12: Theme

Name: _____

TEXT


Read the text *Wilma*. Then, complete the missing information on the next page.

Wilma

Wilma placed her fingers on the starting line. Sweat dripped from her arms in the summer heat. She looked down the to the end of the track and saw her destination: the finish line. She glanced to her left and to her right and wondered about her opponents. Did she have what it takes to beat them? Wilma closed her eyes and memories flashed in her mind.

First, she saw her 5-year-old self riding on the bus with her mother. Her leg was wrapped in a brace because of polio*, which had left her unable to walk. For years, she rode that bus dreaming about a cure. She could still feel the pressure of those daily treatments on her weak leg. Then, in her memories, she saw her 14-year-old self *running in a real race*. She could remember the burning in her legs and lungs. She watched herself lose that one. Finally, her mind flashed to a recent race earlier in the year in which she had set a world record.

She shook her head and laughed a little. Wilma thought, "My doctor told me I would never walk again. My mother told me I would. I believed my mother. Nothing can stop me now."
 Giving up was an option, but Wilma never took it.



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LITERACY Lexia Skill Builders

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*Polio is a disease that causes people to lose their ability to walk (called paralysis) and sometimes breathe on their own. A vaccine was discovered in 1955.

INSTRUCTIONAL VOCABULARY CARDS

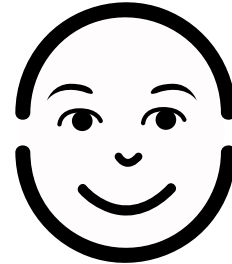
Use these cards independently or with a partner to review the instructional terms introduced online.

author's craft



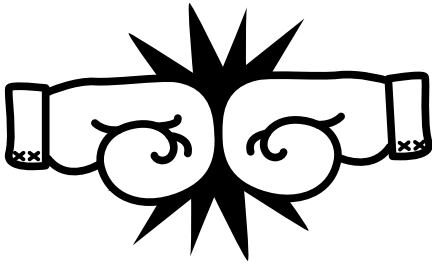
methods used by authors to make their writing more powerful

character



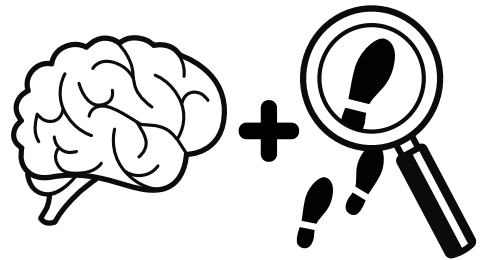
a person, animal, or other being in a story

conflict



a character's struggle or problem

infer



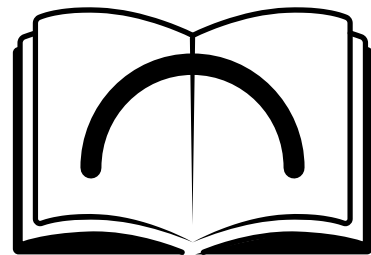
to reach a conclusion by using evidence from the text and background knowledge

setting



the time and place of events in a text

theme



the central message or big idea in a story or poem

Name: _____

SKILL FOCUS

C. Read the terms in the box. Then, complete the statement below.

settings infer theme characters conflict plots

An author describes c_____, s_____, and
p_____. Some kind of problem or c_____ occurs, and
readers have to i_____ what the author wants to share as the central message. This is
called the t_____.

D. Draw a line from the terms to what the author is describing.

Conflict	Lies can cause pain.
Character	A busy school hallway outside a classroom
Setting	Tears of embarrassment roll down Sarah's cheeks.
Theme	Untrue gossip has been spread about Sarah.

Name: _____

SKILL APPLICATION

A. Read the following paragraphs. Then, answer the questions. Some questions are done for you.

Jason's crush on Kim had been going on for years. Her silky black hair and emerald eyes had put a spell on him. He finally got up the courage to talk to her. When he greeted her kindly, she curled her upper lip and cruelly said, "Back off. I'm way out of your league."

1. CONFLICT: What is the struggle?

Jason has liked Kim for years but hasn't had the courage to talk to her.

2. CHARACTERS: How are the characters described?

Although Kim is beautiful, Jason learns _____

3. AUTHOR'S CRAFT: Why is the text written this way?

- Circle the positive and negative words the author uses to describe Kim.
- Then, underline the dialogue that reveals more of Kim's personality.

4. THEME: Circle the central message or big idea.

Freedom is worth fighting for. Beauty is only skin deep. Money can't buy happiness.

Gina fell in love with volleyball the minute she watched her cousin serve an ace at a game. She had never played, so she searched the Internet. She studied the rules and watched as many games as she could. She borrowed a ball from her cousin and hit serves against her garage door for hours. Tryouts came for the school team. No one thought someone so short could ever make the team. When her turn came, she served 12 aces in a row.

1. CONFLICT: What is the struggle?

2. CHARACTERS: How are the characters described?

Gina has spent a lot of time and effort learning and playing volleyball.

3. AUTHOR'S CRAFT: Why is the text written this way?

- Do you think Gina made the team? Circle: yes or no
- Now, underline the text that helped you infer your answer.

4. THEME: Circle the central message or big idea.

Hard work pays off. Cheaters never win. Everyone makes mistakes

Name: _____

TEXT

Read the text *Wilma*. Then, complete the missing information on the next page.

Wilma

Wilma placed her fingers on the starting line. Sweat dripped from her arms in the summer heat. She looked down the to the end of the track and saw her destination: the finish line. She glanced to her left and to her right and wondered about her opponents. Did she have what it takes to beat them? Wilma closed her eyes and memories flashed in her mind.

First, she saw her 5-year-old self riding on the bus with her mother. Her leg was wrapped in a brace because of polio*, which had left her unable to walk. For years, she rode that bus dreaming about a cure. She could still feel the pressure of those daily treatments on her weak leg. Then, in her memories, she saw her 14-year-old self *running* in a *real race*. She could remember the burning in her legs and lungs. She watched herself lose that one. Finally, her mind flashed to a recent race earlier in the year in which she had set a world record.

She shook her head and laughed a little. Wilma thought, “My doctor told me I would never walk again. My mother told me I would. I believed my mother. Nothing can stop me now.”

Giving up was an option, but Wilma never took it.



*Polio is a disease that causes people to lose their ability to walk (called paralysis) and sometimes breathe on their own. A vaccine was discovered in 1955.

Name: _____

SKILL APPLICATION

A. Read the text information in the text to complete the missing information below.

CONFLICT: What is the struggle?

.....

CHARACTER: How is the character described? What experiences has Wilma had, and what can you infer about her personality?

.....

AUTHOR'S CRAFT: Why is the text written this way?

- **The author uses italics in parts of this sentence:**

Then, she saw her 14-year old self *running* in a *real race*.

What do the italics show here? _____

- **The author describes Wilma's memories. Circle the reason the author does this.**

- a. to teach about the opponents
- b. to show that she lost a race when she was 14
- c. to describe her difficult journey to success
- d. to tell the history of racing

- **Do you think Wilma won this race? Circle: yes or no**

Now, underline the text that helped you infer your answer.

.....

THEME: What is the central message or big idea?

ANSWER KEY

Name: _____

Comprehension
Level 12: Cause and Effect

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

cause	effect	cause and effect	transition words	subject
-------	--------	------------------	------------------	---------

- _____ the reason why an event happens and the result of that event
- _____ what the text is mostly about
- _____ the result of what happens
- _____ words that connect ideas in a text
- _____ the reason why an event happens

B. Find the following transition words in the word search below.

because	as a result	so	therefore	consequently
---------	-------------	----	-----------	--------------

Name: _____

Comprehension
Level 12: Cause and Effect

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>cause and effect</p> <p>the reason why an event happens and the result of that event</p>	<p>cause</p> <p>the reason why an event happens</p>
<p>effect</p> <p>the result of what happens</p>	<p>transition words</p> <p>words that connect ideas in a text</p>
<p>subject</p> <p>what the text is mostly about</p>	

ANSWER KEY

Comprehension
Level 12: Cause and Effect

Name: _____

TEXT

Volume 17

1907

The Old News

IMMIGRATION: WHY PEOPLE COME

Immigration is nothing new. People are always moving from one country to another. Think about the United States in 1907. Did you know that 1.5 million people went to the U.S. in one year? There are many reasons why people immigrate.

Let's look back to 1907 in America. New machines were invented that made life easier for people. Farming machines made food easier to plant and grow. Factories popped up in cities everywhere. People worked in them to make clothes, shoes, and other items. Consequently, people found work in many places. America also let people worship how they wanted because of a free government.

In Europe, some people wanted to leave. Citizens could not follow their beliefs and were punished for those beliefs. Some were forced into fighting in wars. In other countries, a terrible crop disease happened. This blight caused crops to die. As a result, many people starved. People had no jobs. They could not feed their families. So they took the difficult trip across the Atlantic Ocean and went to America.

Often, many people got sick at sea from diseases. They never made it to the U.S. Others could not pass certain tests. Therefore, they were sent back to their home countries.

There are many reasons why people immigrate. Sometimes they come by choice and sometimes because of hard lives. The bottom line is this: immigration has been around for a very long time. ■



1.5 million people went to the United States in 1907.



Immigrants landing at Ellis Island, New York in the early 1900s.

NOTE:
Immigrate is the verb you use when people come to another country.
Immigration is the noun you use to talk about the topic.
Immigrant is the noun you use to talk about a person who has come to a new country.

Lexia
POWERUP
LITERACY Lexia Skill Builders

page 4

Comprehension
Level 12: Cause and Effect

Name: _____

SKILL FOCUS

C. Read the sentences below. Draw a line connecting each cause with its effect.

CAUSES	EFFECTS
It rained for four days.	The ice cream cone melted.
Miguel tripped on a rock.	I was late for school.
It was very hot outside.	I felt awake and alert.
I forgot to set my alarm.	The streets flooded.
I drank a cup of coffee.	The cook slipped.
Oil spilled on the floor.	He broke his toe.

D. Complete the following sentences with one of the Compare and Contrast Transition Words included in the arrows. Try not to use a transition word more than once.

CAUSE
(reason)

→

EFFECT
(result)

so, therefore, consequently, as a result

because

- The ship was moving too fast. (Consequently, As a result), it struck an iceberg.
- There were not enough lifeboats. (Therefore, So), many people did not survive.
- Long ago, sailors suffered from a disease called scurvy. (As a result, Consequently), they had pain and swelling.
- Many sailors died because there was no cure.
- A doctor discovered that a lack of vitamin C was the problem. (So, Therefore), sailors could be given vitamin C to heal.

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LITERACY Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

Comprehension
Level 12: Cause and Effect

SKILL APPLICATION

A. First, go back to the text *immigration: Why People Come*, and circle or highlight cause and effect transition words you find. Then, write them on the lines below.

1. _____ Consequently _____
2. _____ As a result _____
3. _____ So _____
4. _____ Therefore _____
5. _____ because _____

B. Use the text *immigration: Why People Come* to complete the chart below. The first one has been done for you.

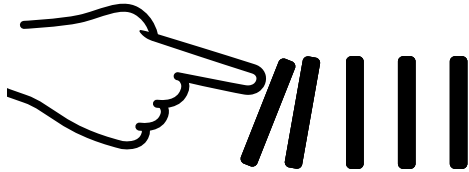
CAUSE: Factories popped up in many cities in America.	
EFFECT: There were many jobs for people.	
CAUSE: In other countries, a terrible crop disease happened. This blight caused crops to die.	
EFFECT: Many people starved.	
CAUSE: America had a free government.	
EFFECT: So, people were free to worship how they wanted.	
CAUSE: Not all immigrants were able to pass certain tests.	
EFFECT: Some immigrants were sent back to their home countries.	

★ With a partner, explore the book *City of Orphans* by Avi on the web. Read reviews and excerpts about the book to see what life was like for young immigrants at this time. Think about the causes and effects of their experiences.

INSTRUCTIONAL VOCABULARY CARDS

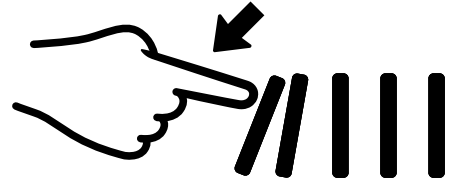
Use these cards independently or with a partner to review the instructional terms introduced online.

cause and effect



the reason why an event happens
and the result of that event

cause



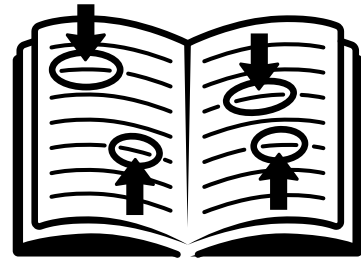
the reason why an event happens

effect



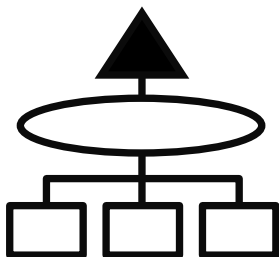
the result of what happens

transition words



words that connect ideas in a text

subject



what the text is mostly about

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

cause effect cause and effect transition words subject

1. _____ the reason why an event happens and the result of that event
2. _____ what the text is mostly about
3. _____ the result of what happens
4. _____ words that connect ideas in a text
5. _____ the reason why an event happens

B. Find the following transition words in the word search below.

because as a result so therefore consequently

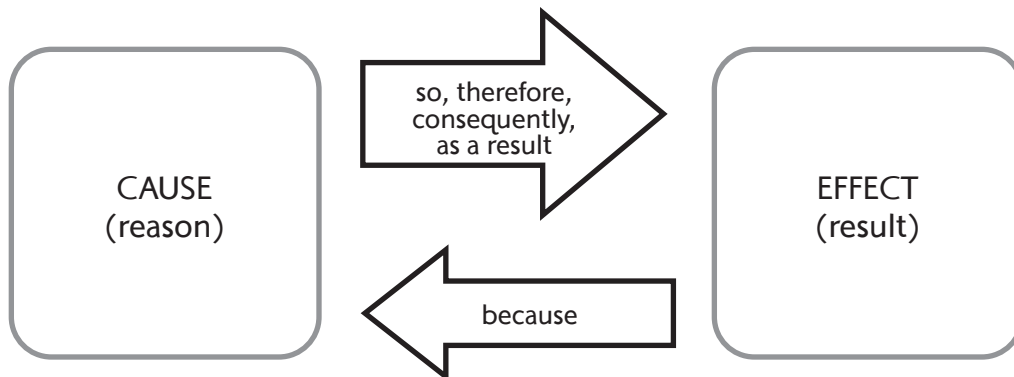
c	o	n	s	e	q	u	e	n	t	l	y
n	z	e	c	f	w	j	c	g	w	x	s
z	g	b	e	c	a	u	s	e	t	s	l
i	q	o	d	t	j	z	e	u	q	x	j
a	s	a	r	e	s	u	l	t	p	t	g
v	j	e	t	h	e	r	e	f	o	r	e
o	q	r	m	r	e	s	o	l	n	t	v

SKILL FOCUS

C. Read the sentences below. Draw a line connecting each cause with its effect.

CAUSES	EFFECTS
It rained for four days.	The ice cream cone melted.
Miguel tripped on a rock.	I was late for school.
It was very hot outside.	I felt awake and alert.
I forgot to set my alarm.	The streets flooded.
I drank a cup of coffee.	The cook slipped.
Oil spilled on the floor.	He broke his toe.

D. Complete the following sentences with one of the *Compare and Contrast Transition Words* included in the arrows. Try not to use a transition word more than once.



- The ship was moving too fast. _____, it struck an iceberg.
- There were not enough lifeboats. _____, many people did not survive.
- Long ago, sailors suffered from a disease called scurvy. _____, they had pain and swelling.
- Many sailors died _____ there was no cure.
- A doctor discovered that a lack of vitamin C was the problem. _____, sailors could be given vitamin C to heal.

TEXT

The Old News

Volume 17

1907

IMMIGRATION: WHY PEOPLE COME



1.3 million people went to the United States in 1907.



Immigrants landing at Ellis Island, New York in the early 1900s.

Immigration is nothing new. People are always moving from one country to another. Think about the United States in 1907. Did you know that 1.3 million people went to the U.S. in one year? There are many reasons why people immigrate.

Let's look back to 1907 in America. New machines were invented that made life easier for people. Farming machines made food easier to plant and grow. Factories popped up in cities everywhere. People worked in them to make clothes, shoes, and other items. Consequently, people found work in many places. America also let people worship how they wanted because of a free government.

In Europe, some people wanted to leave. Citizens could not follow their beliefs and were punished for those beliefs. Some were forced into fighting in wars. In other countries, a terrible crop disease happened. This blight caused crops to die. As a result, many people starved. People had no jobs. They could not feed their families. So, they took the difficult trip across the Atlantic Ocean and went to America.

Often, many people got sick at sea from diseases. They never made it to the U.S. Others could not pass certain tests. Therefore, they were sent back to their home countries.

There are many reasons why people immigrate. Sometimes they come by choice and sometimes because of hard lives. The bottom line is this: immigration has been around for a very long time. ■

NOTE:

Immigrate is the verb you use when people come to another country.

Immigration is the noun you use to talk about the topic.

Immigrant is the noun you use to talk about a person who has come to a new country.

Name: _____

SKILL APPLICATION

A. First, go back to the text *Immigration: Why People Come*, and circle or highlight cause and effect transition words you find. Then, write them on the lines below.

1. _____

4. _____

2. _____

5. _____

3. _____

B. Use the text *Immigration: Why People Come* to complete the chart below. The first one has been done for you.

CAUSE: Factories popped up in many cities in America.
EFFECT: <u>There were many jobs for people.</u>

CAUSE: _____
EFFECT: Many people starved.

CAUSE: America had a free government.
EFFECT: _____

CAUSE: _____
EFFECT: Some immigrants were sent back to their home countries.

★ **With a partner, explore the book *City of Orphans* by Avi on the web. Read reviews and excerpts about the book to see what life was like for young immigrants at this time. Think about the causes and effects of their experiences.**

ANSWER KEY

Comprehension
Level 12: Drama

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

act	stage directions	monologue	cast	dialogue	scene
-----	------------------	-----------	------	----------	-------

- _____ monologue a long speech by one character in a play
- _____ stage directions instructions in a play that are not spoken by characters
- _____ act a major section in a play, like a chapter in a book
- _____ scene a section of an act in a play
- _____ cast the characters in a play
- _____ dialogue a conversation between two or more characters

B. Answer the following questions yes or no.

- Is a list of the characters in a play called the cast? yes.
- Would one character's long speech be called a dialogue? no.
- If actors wanted to know how to move around the stage, would they look for stage directions? yes.
- Does the character say the stage directions aloud? no.
- Is a major section of a play called a chapter? no.

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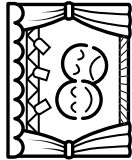
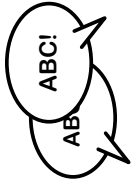
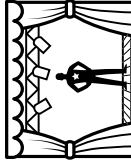


page 2

Comprehension
Level 12: Drama

Name: _____

INSTRUCTIONAL VOCABULARY CARD

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>act</p>  <p>a major section in a play, like a chapter in a book</p>	<p>cast</p>  <p>the characters in a play</p>
<p>dialogue</p>  <p>a conversation between two or more characters</p>	<p>monologue</p>  <p>a long speech by one character in a play</p>
<p>stage directions</p>  <p>instructions in a play that are not spoken by characters</p>	<p>scene</p>  <p>a section of an act in a play</p>

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page 1

ANSWER KEY

Name: _____

Comprehension
Level 12: Drama

TEXT

Read the text **Careful What You Wish For**. Then, answer the questions on the next page.

Careful What You Wish For

Cast of Characters:

Scene 1:

MAN:

PERSON 1:

MAN:

PERSON 1:

MAN:

PERSON 2:

MAN:

PERSON 2:

MAN:

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POWERUP
LITERACY Lexia Skill Builders
page 4

Name: _____

Comprehension
Level 12: Drama

SKILL FOCUS

C. Unscramble each term. Use the Vocabulary Cards to help you. Copy the letters in the numbered cells to reveal the secret word.

tac a | c | t

muhegooo m | o | n | o | l | o | g | u | e

udgoalle d | i | a | l | o | g | u | e

taseg tescidniro s | t | a | g | e d | i | r | e | c | t | i | o | n | s

neecs s | c | e | n | e

tcsa c | a | s | t

Secret Word: d | r | a | m | a

1 2 3 4 5

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LITERACY Lexia Skill Builders
page 3

ANSWER KEY

Name: _____

SKILL APPLICATION

A. Read the part of script shown below. Mark the box of each element you find in this part of the script. Use your Vocabulary Cards to help you. HINT: There are 6 elements in this part of the script.

Elements of Drama

- Cast
- Character
- Setting
- Stage Directions
- Monologue
- Dialogue
- Scene
- Act

Cast of Characters: Man, Woman, Person 1, Person 2

Scene 1 - Setting: Inside a small cottage. Sparse furnishings include a worn table, two chairs, and a tattered sofa. Time: Early evening.

MAN: [Staring into an empty fridge. He pauses to listen to knocks on the door.] I'm not expecting anyone. [Goes to window, looks out, and puts his hand to his mouth in surprise]

B. Answer the following questions using the information from the script.

1. Stage directions help you infer information. Read the script below.

PERSON 2: [Tapping his foot and rolling his eyes] Well, have you decided on your wish?

Circle the words in the script that helped you infer the Butler's attitude.

excited irritated motivated impatient

2. Circle the purpose of this monologue.

MAN: [Falls into chair with a bewildered look.] I could ask for anything! Should I ask for a seaside holiday? Or new furniture for this dump? I could use new clothes, or a never-ending gift card to the market.

a. To reveal what the character is thinking or feeling.

b. To tell about important information about the plot or conflict

3. The author chose the theme of this play as the title. Can you suggest another title for this play?

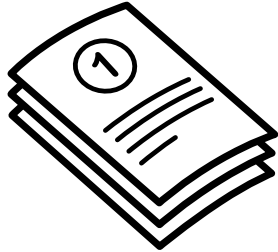
Another title for this play could be Think Before Speaking.

★ Imagine what the next scene would be like. Does the Man chase after Person 2? Does he become angry? Write more lines. Be sure to include stage directions.

INSTRUCTIONAL VOCABULARY CARD

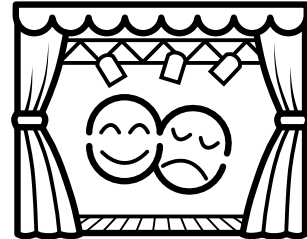
Use these cards independently or with a partner to review the instructional terms introduced online.

act



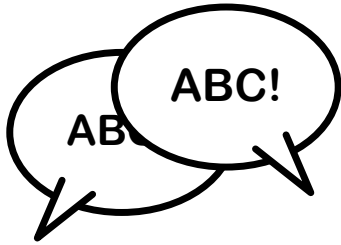
a major section in a play, like a chapter in a book

cast



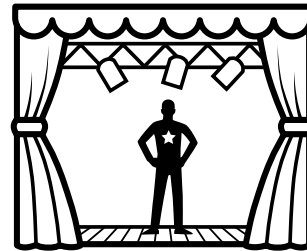
the characters in a play

dialogue



a conversation between two or more characters

monologue



a long speech by one character in a play

stage directions



instructions in a play that are not spoken by characters

scene



a section of an act in a play

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

act stage directions monologue cast dialogue scene

1. _____ a long speech by one character in a play
2. _____ instructions in a play that are not spoken by characters
3. _____ a major section in a play, like a chapter in a book
4. _____ a section of an act in a play
5. _____ the characters in a play
6. _____ a conversation between two or more characters

B. Answer the following questions *yes* or *no*.

1. Is a list of the characters in a play called the cast? _____
2. Would one character's long speech be called a dialogue? _____
3. If actors wanted to know how to move around the stage, would they look for stage directions? _____
4. Does the character say the stage directions aloud? _____
5. Is a major section of a play called a chapter? _____

Name: _____

SKILL FOCUS

C. Unscramble each term. Use the Vocabulary Cards to help you. Copy the letters in the numbered cells to reveal the secret word.

tac

a		
---	--	--

mulnegooo

m								
---	--	--	--	--	--	--	--	--

4

udgoalie

d							
---	--	--	--	--	--	--	--

1

taseg tescidniro

s				
---	--	--	--	--

3

--	--	--	--	--	--	--	--	--	--

2

neecs

s				
---	--	--	--	--

tcsa

c			
---	--	--	--

5

Secret Word:

--	--	--	--	--

1 2 3 4 5

TEXT

Read the text **Careful What You Wish For**. Then, answer the questions on the next page.

Careful What You Wish For

Cast of Characters: Man, Woman, Person 1, Person 2

Scene 1 - Setting: Inside a small cottage. Sparse furnishings include a worn table, two chairs, and a tattered sofa. Time: Early evening.

MAN: *[Staring into an empty fridge. He pauses to listen to knocks on the door.]* I'm not expecting anyone. *[Goes to window, looks out, and puts his hand to his mouth in surprise]* What on earth are these people doing at my door? *[Opens door to PERSON 1 and PERSON 2, who are dressed elegantly]*

PERSON 1: *[In a dignified but rushed manner]* Hello! I am wondering if you can help me. I'm in need of an extra grill, for I am having a party at this moment, and my grill has just stopped working. May I borrow yours? My guests are expecting dinner now.

MAN: *[Stunned and staring, begins stuttering his answer]* W-Why, of course. I'm happy to help anyone in need.

PERSON 1: Thank you. *[Gestures to PERSON 2 to carry it away]* You shall be well paid for the loan. When we return, tell us whatever it is you wish for, and it is yours. *[Turns to exit].*

MAN: *[Falls into chair with a bewildered look]* I could ask for anything! Should I ask for a seaside holiday? Or new furniture for this dump? I could use new clothes, or a never-ending gift card to the market. *[PERSON 2 returns and stands at the door.]*

PERSON 2: *[Tapping his foot and rolling his eyes]* Well, have you decided on your wish?

MAN: *[Nervous and exasperated]* I wish someone was here to help me with this!

PERSON 2: *[At that moment, a car is heard pulling into the driveway. PERSON 2 looks over shoulder, disappears and quickly returns dragging WOMAN by the collar. WOMAN looks confused and irritated.]* Your wish is granted! *[PERSON 2 waves his hands in the air and quickly exits.]*

MAN: *[After moments of confused silence, begins wailing loudly]*

Name: _____

SKILL APPLICATION

A. Read the part of script shown below. Mark the box of each element you find in this part of the script. Use your Vocabulary Cards to help you. HINT: There are 6 elements in this part of the script.

Elements of Drama

- Cast
- Character
- Setting
- Stage Directions
- Monologue
- Dialogue
- Scene
- Act

Cast of Characters: Man, Woman, Person 1, Person 2

Scene 1 - Setting: Inside a small cottage. Sparse furnishings include a worn table, two chairs, and a tattered sofa. Time: Early evening.

MAN: *[Staring into an empty fridge. He pauses to listen to knocks on the door.]* I'm not expecting anyone. *[Goes to window, looks out, and puts his hand to his mouth in surprise]*

B. Answer the following questions using the information from the script.

1. Stage directions help you infer information. Read the script below.

PERSON 2: *[Tapping his foot and rolling his eyes]* Well, have you decided on your wish?

Circle the words in the script that helped you infer the Butler's attitude.

excited

irritated

motivated

impatient

2. Circle the purpose of this monologue.

MAN: *[Falls into chair with a bewildered look]* I could ask for anything! Should I ask for a seaside holiday? Or new furniture for this dump? I could use new clothes, or a never-ending gift card to the market.

a. To reveal what the character is thinking or feeling

b. To tell about important information about the plot or conflict

3. The author chose the theme of this play as the title. Can you suggest another title for this play?

★ **Imagine what the next scene would be like. Does the Man chase after Person 2? Does he become angry? Write more lines. Be sure to include stage directions.**

ANSWER KEY

Name: _____

Comprehension
Level 13: Persuasive Techniques

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

call to action	inclusive language	word choice
persuasive techniques	repetition	rhetorical question

- _____ persuasive techniques _____ methods used to get people to think or act a certain way
- _____ rhetorical question _____ a question asked that does not need to be answered
- _____ repetition _____ repeated use of words or ideas to make a point
- _____ call to action _____ an instruction given to the audience to do something
- _____ word choice _____ the use of specific words to create meaning and feeling
- _____ inclusive language _____ words that make an audience feel involved and included

B. Read the terms in the box. Then, use the terms to complete the sentences.

repetition	call to action	inclusive language	rhetorical question
------------	----------------	--------------------	---------------------

- If a speaker or author wanted to give the audience an instruction, they would include a _____
call to action
- When a speaker repeats words or phrases, they are using _____
repetition
- When a speaker asks a question that does not need to be answered, it is called a _____
rhetorical question
- Using _____ inclusive language _____ makes an audience feel involved.

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page 2

Name: _____

Comprehension
Level 13: Persuasive Techniques

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>call to action</p> <p>an instruction given to the audience to do something</p>	<p>inclusive language</p> <p>words that make an audience feel involved and included</p>
<p>persuasive techniques</p> <p>methods used to get people to think or act a certain way</p>	<p>repetition</p> <p>repeated use of words or ideas to make a point</p>
<p>rhetorical question</p> <p>a question asked that does not need to be answered</p>	<p>word choice</p> <p>the use of specific words to create meaning and feeling</p>

Lexia
POWERUP
LITERACY Lexia Skill Builders

page 1

ANSWER KEY

Name: _____

Comprehension
Level 13: Persuasive Techniques

SKILL FOCUS

E. Read the advertisement. Then, use the terms in the box to label the kinds of persuasive techniques used.

repetition call to action word choice inclusive language rhetorical question

MAGICAL MAC!

Teens all across the country are tired of plain old mac and cheese. **We** want something new! **We** need variety and excitement. **Isn't it time to bring magic to our dinners?**

Imagine macaroni bursting with sour cream and onion. **Imagine** the smoky flavors of BBQ and honey mixed into your old mac. **Imagine** tangy taco seasoning blended into a cheesy noodle dish!

It's all possible with new Magical Mac! This new spice shaker offers you the choice to add variety to your dinners. Whatever mood you're in, you can **transform** your **bland** macaroni and cheese into a dinner worth **celebrating**.

So, take a ride to your local supermarket right now and buy Magical Mac!

Labels in the ad: inclusive language, rhetorical question, repetition, word choice, call to action.

Name: _____

Comprehension
Level 13: Persuasive Techniques

SKILL FOCUS

C. Match the following persuasive techniques with the examples below. Then, underline the part of the example that shows the technique. The first one is done for you.

A. repetition
B. call to action
C. rhetorical question
D. word choice
E. inclusive language

- E. Dear friends, we all know how harmful texting while walking can be.
- C. Do we need for yet another friend to bump into a sign while walking and texting?
- A. We can no longer accept excuses. We can no longer accept "quick text checks." We can no longer accept walking into parking meters.
- B. Please, tell your friends and family members Stop and step aside to text.
- D. Needless bruises, inconsiderate bumps, and unnecessary injuries can be avoided.

D. Speakers and authors use persuasive techniques for a number of reasons. Circle these reasons below.
HINT: There are 3 correct answers.

- to make the listeners and readers take action
- to entertain listeners and readers
- to help listeners and readers remember their words
- to instruct listeners and readers
- to understand the speaker's message
- to share stories

ANSWER KEY

Comprehension
Level 13: Persuasive Techniques

Name: _____

SKILL APPLICATION

Answer the following questions about the text.

1. What is the topic of this text? remembering soldiers who gave their lives to uphold freedom
2. Who was the audience? American citizens
3. Circle the speaker's overall message.
 - a. It is important to respect soldiers.
 - b. We are in the middle of a war.
 - c. We must be a nation that saves equality.
 - d. We cannot make land holy.
4. Circle one persuasive technique the speaker is using in each of the lines below. Use your vocabulary cards to help, if needed.
 - a. Lines 5-6 (call to action, inclusive language)
 - b. Line 7 (repetition, rhetorical question)
 - c. Line 10 (word choice, call to action)
 - d. Line 11-13 (rhetorical question, repetition)
5. Do you think the speaker's use of these techniques was effective? Why or why not?
Yes, I think these techniques would have been effective because the speech used many persuasive techniques and went on to become one of the most important speeches in American history.
6. This speaker did not use a rhetorical question. Rewrite line 6 as a rhetorical question.
Is it not fitting and proper that we do this? Shouldn't we do this?

★ Use a newspaper or magazine and search for advertisements. See how many persuasive techniques you can identify. Discuss with a partner or make a list identifying what the writer's purpose was and decide if the techniques were effective.

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LITERACY

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Comprehension
Level 13: Persuasive Techniques

Name: _____

TEXT

Read the adapted version of President Lincoln's Address at Gettysburg.

Background Information

This text is an adapted version of President Abraham Lincoln's famous Gettysburg Address. Lincoln gave this speech in 1863 in Gettysburg, PA, to an audience of American citizens. He spoke to commemorate soldiers who had died four months earlier during one of the bloodiest battles of the Civil War. The speech was about two minutes long, but it became one of the most important speeches about freedom in American history.

Lincoln's Address at Gettysburg (adapted)

- 1 Eighty-seven years ago, the people who founded our nation decided that all people are equal.
- 2 But right now, our nation is fighting against itself.
- 3 This civil war is testing whether or not our nation can survive.
- 4 In fact, a battle was fought right where we are standing.
- 5 We are here to dedicate a part of this field as a cemetery for those who died.
- 6 It is fitting and proper that we do this.
- 7 But we cannot dedicate — we cannot bless — we cannot make this land holy.
- 8 That was done by the soldiers who died here.
- 9 They have blessed this land more than we could ever hope to do.
- 10 The world will forget what we say here. No one can forget what they did here.
- 11 It is up to us to finish the work they started.
- 12 It is up to us to save this country and its ideas.
- 13 It is up to us to make sure those soldiers died for a good reason.
- 14 This nation, under God, will uphold freedom.
- 15 This government made up of people, created by people, for serving people, must last.

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LITERACY

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ANSWER KEY

Name: _____

Comprehension
Level 13: Persuasive Techniques

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation.	2. Group words into meaningful chunks.	3. Read with expression.	
Time:	Errors:	Self-Corrections:	WCPM:
			Accuracy:

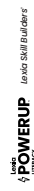
Lincoln's Address at Gettysburg (adapted)

Eighty-seven years ago, the people who founded our nation decided 10
that all people are equal. But right now, our nation is fighting against 23
itself. This civil war is testing whether or not our nation can survive. 36
In fact, a battle was fought right where we are standing. 47

We are here to dedicate a part of this field as a cemetery for those who 63
died. It is fitting and appropriate to do this. But we cannot dedicate — 76
we cannot bless — we cannot make this land holy. That was done by 89
the soldiers who died here. They have blessed this land more than we 102
could ever hope to do. 107

The world will forget what we say here. No one can forget what they 121
did here. It is up to us to finish the work they started. It is up to us to 140
save this country and its ideals. It is up to us to make sure those soldiers 156

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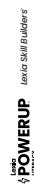
page 7

Name: _____

Comprehension
Level 13: Persuasive Techniques

died for a good reason. This nation, under God, will uphold freedom. 168

This government made up of people, created by people, for serving 179
people, must last. 182



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INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

call to action



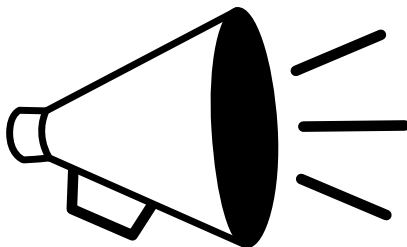
an instruction given to the audience to do something

inclusive language



words that make an audience feel involved and included

persuasive techniques



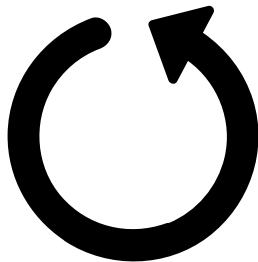
methods used to get people to think or act a certain way

repetition



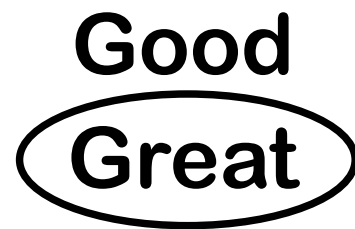
repeated use of words or ideas to make a point

rhetorical question



a question asked that does not need to be answered

word choice



the use of specific words to create meaning and feeling

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

call to action	inclusive language	word choice
persuasive techniques	repetition	rhetorical question

1. _____	methods used to get people to think or act a certain way
2. _____	a question asked that does not need to be answered
3. _____	repeated use of words or ideas to make a point
4. _____	an instruction given to the audience to do something
5. _____	the use of specific words to create meaning and feeling
6. _____	words that make an audience feel involved and included

B. Read the terms in the box. Then, use the terms to complete the sentences.

repetition	call to action	inclusive language	rhetorical question
------------	----------------	--------------------	---------------------

1. If a speaker or author wanted to give the audience an instruction, they would include a _____.
2. When a speaker repeats words or phrases, they are using _____.
3. When a speaker asks a question that does not need to be answered, it is called a _____.
4. Using _____ makes an audience feel involved.

Name: _____

SKILL FOCUS

C. Match the following persuasive techniques with the examples below. Then, underline the part of the example that shows the technique. The first one is done for you.

- A. repetition
- B. call to action
- C. rhetorical question
- D. word choice
- E. inclusive language

1. E. Dear friends, we all know how harmful texting while walking can be.

2. _____ Do we need for yet another friend to bump into a sign while walking and texting?

3. _____ We can no longer accept excuses. We can no longer accept "quick text checks." We can no longer accept walking into parking meters.

4. _____ Please, tell your friends and family members Stop and step aside to text.

5. _____ Needless bruises, inconsiderate bumps, and unnecessary injuries can be avoided.

D. Speakers and authors use persuasive techniques for a number of reasons. Circle these reasons below.

HINT: There are 3 correct answers.

to make the listeners and readers take *action*

to *entertain* listeners and readers

to help listeners and readers *remember* their words

to *instruct* listeners and readers

to understand the speaker's *message*

to *share* stories

SKILL FOCUS

E. Read the advertisement. Then, use the terms in the box to label the kinds of persuasive techniques used.

repetition call to action word choice inclusive language rhetorical question

MAGICAL MAC!

Teens all across the country are tired of plain old mac and cheese. **We** want something new! **We** need variety and excitement. **Isn't it time to bring magic to our dinners?**

Imagine macaroni bursting with sour cream and onion. **Imagine** the smoky flavors of BBQ and honey mixed into your old mac. **Imagine** tangy taco seasoning blended into a cheesy noodle dish!

It's all possible with new Magical Mac! This new spice shaker offers you the choice to add variety to your dinners. Whatever mood you're in, you can **transform** your **bland** macaroni and cheese into a dinner worth **celebrating**.

So, take a ride to your local supermarket right now and buy Magical Mac!

TEXT

Read the adapted version of President Lincoln's Address at Gettysburg.

Background Information

This text is an adapted version of President Abraham Lincoln's famous Gettysburg Address. Lincoln gave this speech in 1863 in Gettysburg, PA, to an audience of American citizens. He spoke to commemorate soldiers who had died four months earlier during one of the bloodiest battles of the Civil War. The speech was about two minutes long, but it became one of the most important speeches about freedom in American history.

Lincoln's Address at Gettysburg (adapted)

- 1 Eighty-seven years ago, the people who founded our nation decided that all people are equal.
- 2 But right now, our nation is fighting against itself.
- 3 This civil war is testing whether or not our nation can survive.
- 4 In fact, a battle was fought right where we are standing.
- 5 We are here to dedicate a part of this field as a cemetery for those who died.
- 6 It is fitting and proper that we do this.
- 7 But we cannot dedicate — we cannot bless — we cannot make this land holy.
- 8 That was done by the soldiers who died here.
- 9 They have blessed this land more than we could ever hope to do.
- 10 The world will forget what we say here. No one can forget what they did here.
- 11 It is up to us to finish the work they started.
- 12 It is up to us to save this country and its ideas.
- 13 It is up to us to make sure those soldiers died for a good reason.
- 14 This nation, under God, will uphold freedom.
- 15 This government made up of people, created by people, for serving people, must last.

SKILL APPLICATION

Answer the following questions about the text.

1. What is the topic of this text? _____

2. Who was the audience? _____

3. Circle the speaker's overall message.

- a. It is important to respect soldiers.
- b. We are in the middle of a war.
- c. We must be a nation that saves equality.
- d. We cannot make land holy.

4. Circle one persuasive technique the speaker is using in each of the lines below. Use your vocabulary cards to help, if needed.

- a. Lines 5-6 (*call to action, inclusive language*)
- b. Line 7 (*repetition, rhetorical question*)
- c. Line 10 (*word choice, call to action*)
- d. Line 11-13 (*rhetorical question, repetition*)

5. Do you think the speaker's use of these techniques was effective? Why or why not?

6. This speaker did not use a rhetorical question. Rewrite line 6 as a rhetorical question.

★ Use a newspaper or magazine and search for advertisements. See how many persuasive techniques you can identify. Discuss with a partner or make a list identifying what the writer's purpose was and decide if the techniques were effective.

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Lincoln's Address at Gettysburg (adapted)

Eighty-seven years ago, the people who founded our nation decided that all people are equal. But right now, our nation is fighting against itself. This civil war is testing whether or not our nation can survive.

In fact, a battle was fought right where we are standing.

We are here to dedicate a part of this field as a cemetery for those who died. It is fitting and appropriate to do this. But we cannot dedicate — we cannot bless — we cannot make this land holy. That was done by the soldiers who died here. They have blessed this land more than we could ever hope to do.

The world will forget what we say here. No one can forget what they did here. It is up to us to finish the work they started. It is up to us to save this country and its ideals. It is up to us to make sure those soldiers

continued on next page

Name: _____

died for a good reason. This nation, under God, will uphold freedom.

This government made up of people, created by people, for serving

people, must last.

ANSWER KEY

Comprehension
Level 13: Characterisation

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

character	inference	character traits	evidence	setting	characterisation
-----------	-----------	------------------	----------	---------	------------------

- _____ setting _____ the time and place of events in a story
- _____ character _____ a person, animal, or other being in a story
- _____ characterisation _____ how the author creates and describes a character
- _____ character traits _____ personality traits based on what someone does, thinks, or says
- _____ inference _____ an educated guess based on text evidence and what you know
- _____ evidence _____ details from the text that support an author's or reader's ideas

B. Read each sentence. Circle True or False. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

1. The setting in a story is a person, animal, or other being. <small>character</small>	True / False
2. If an author describes what a character is thinking, that is characterisation .	True / False
3. <i>Proud, angry, smart, and determined</i> are all character traits .	True / False
4. The setting is an educated guess based on text evidence and what you know. <small>An inference</small>	True / False
5. A character in a story could be human, alien, or beast.	True / False
6. The time and place in a text is considered evidence : <small>setting</small>	True / False

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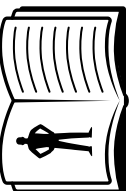



page 2

Comprehension
Level 13: Characterisation

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>character</p>  <p>a person, animal, or other being in a story</p>	<p>character traits</p>  <p>personality traits based on what someone does, thinks, or says</p>
<p>characterisation</p>  <p>how the author creates and describes a character</p>	<p>evidence</p>  <p>details from the text that support an author's or reader's ideas</p>
<p>inference</p>  <p>an educated guess based on the text evidence and what you know</p>	<p>setting</p>  <p>the time and place of events in a story</p>

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page 1

ANSWER KEY

Comprehension
Level 13: Characterisation

Name: _____

TEXT

Read the text *The Man with a Wen*. Then complete the activities on the next page.

The Man with a Wen
A Japanese Folktale

[1] Many years ago in a tiny village in Japan, a man was cursed with a wen, or large growth, on his cheek. Over time it grew to be the size of a peach. He had a wife and son who loved him very much, but he stayed apart from them. With every year that passed, the man became more lonely and sad. He began covering his face with a scarf and took on a new job finding firewood in the forest.

[2] One day in the forest, the man saw magical beings who were dancing and playing music in the woods. "What is this magic I see?" the man wondered. He shook his head hard to see if the vision would disappear, but it did not. He became so entranced that he tapped his feet and swayed to the music. For the first time in years, the man felt joy. He closed his eyes and began dancing wildly among them. His wen bobbed up and down. But he shouted, "Who cares?"

[3] The spirits watched him as he twisted and turned. Finally, the head spirit said, "You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!"

[4] The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." The man remembered his lack of money and his sadness. He touched the wen on his face. "That's it!" shouted the head spirit. "I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!"

[5] Instantly, the wen disappeared from the man's face. Stunned, the man took off from the spirits shouting, "Yes, yes, of course I will come back tomorrow!"

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Comprehension
Level 13: Characterisation

Name: _____

SKILL FOCUS

C. Read the sentences below that give clues about a character. Decide if the author is telling you what a character does, thinks, or says. Write your answer in the space provided.

- Ana studied her face in the mirror and carefully counted each freckle. _____ *does*
- She wondered if the lemon juice had worked to remove any. _____ *thinks*
- "Sixty-seven, sixty-eight freckles ... this is useless!" huffed Ana. _____ *says*
- Covering her eyes with a cloth, Ana shook her head. _____ *does*
- She remembered the teasing she endured yesterday. _____ *thinks*
- "I actually like my freckles," she said to no one in particular. _____ *says*
- Ana suddenly sat up straight and pointed toward the sky. _____ *does*
- She exclaimed loudly, "I'm beautiful just the way I am!" _____ *says*
- Ana opened up her laptop and began typing. She was going to write a book about self-acceptance to help anyone else who felt as if they needed to change to "fit in." _____ *does*

D. Use the sentences above to answer the following questions.

1. Re-read sentence 5. What can you infer that Ana had been teased about?
I can infer that Ana had been teased about her freckles. _____

2. Circle the character trait that best describes Ana.
shy **determined** lazy joyful

3. Circle the sentence numbers that helped you choose that character trait.
3 and 4 5 and 6 **8 and 9**

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LITERACY **POWERUP** LEXIA SKILL BUILDERS
page 3

ANSWER KEY

Comprehension
Level 13: Characterisation

Name: _____

SKILL APPLICATION

C. Circle the 3 character traits that you think describe the man in this Japanese folktale. Then, answer the questions that follow.

adventurous	hardworking	selfish	rude
gloomy	mysterious	talented	cruel

1. Which of the man's character traits is demonstrated in this line of text? Circle your answer.
"You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!"

a. friendly
b. sneaky
c. talented
d. stubborn

2. Which line best shows the man is *not* lazy? Circle your answer

a. Instantly, the wen disappeared from the man's face.
b. He took on a new job finding firewood in the forest.
c. The man agreed that he would come back.
d. His wen bobbed up and down as he danced.

D. Re-read the lines from section 4. Then, using the words in the word bank, complete the sentences below.

The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." The man remembered his lack of money and his sadness. He touched the wen on his face. "That's it!" you will come back tomorrow night!"

doing characterisation thinking

The underlined text shows what the man is _____ thinking _____ and _____ doing _____. Because the author provided that _____ characterisation _____, the reader can understand why the head spirit mistakenly thought the wen was valuable to the man.

★ Find a partner and discuss the following questions: How might this folktale end? Do you think the man will return? What is the theme of the story? What connections to other pieces of literature can you draw?

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page 6

Comprehension
Level 13: Characterisation

Name: _____

SKILL APPLICATION

A. Answer the following questions about the text.

1. What is the setting of this folktale? _____
A tiny village or forest in Japan.

2. Who is the main character in the story? _____
A man with a wen, or large growth on his cheek.

3. The lines "...magical beings..." "What is this magic I see?" and "Instantly, the wen disappeared from the man's face" show that this story is a (biography / fantasy).

4. Read this line from section 1:
He began covering his face with a scarf and took on a new job finding firewood in the forest.
Why did the man do this? Make an inference.
I infer the man did this because _____ he was embarrassed or ashamed of the wen on his face.

B. Read the bold text from section 2 below. Circle *does*, *thinks*, or *says* to show how the author is using characterisation.

One day in the forest, the man saw magical beings who were dancing and playing music in the woods. "What is this magic I see?" the man wondered. He shook his head hard to see if the vision would disappear, but it did not. He became so entranced that he tapped his feet and swayed to the music. For the first time in years, the man felt joy. He closed his eyes and began dancing wildly among them. His wen bobbed up and down. But he shouted, "Who cares?"

does / thinks / says / does

thinks / does

thinks / says / does

thinks / says

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POWERUP
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page 5

ANSWER KEY

Comprehension
Level 13: Characterization

Name: _____

wen bobbed up and down. But he shouted, "Who cares?" 170

The spirits watched him as he twisted and turned. Finally, the head spirit said, "You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!" 182

195

203

The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." 215

230

244

The man remembered his lack of money and his sadness. He touched the wen on his face. "That's it!" shouted the head spirit. "I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!" 288

299

313

314

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LITERACY **POWERUP** LEXIA SKILL BUILDERS

page 8

Comprehension
Level 13: Characterization

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self-Corrections:	WCPMA:	Accuracy:

The Man with a Wen

Many years ago in a tiny village in Japan, a man was cursed with a wen, 16
or large growth, on his cheek. Over time it grew to be the size of a 32
peach. He had a wife and son who loved him very much, but he stayed 47
apart from them. With every year that passed, the man became more 59
lonely and sad. He began covering his face with a scarf and took on a 74
new job finding firewood in the forest. 81

One day in the forest, the man saw magical beings who were dancing 94
and playing music in the woods. "What is this magic I see?" the man 108
wondered. He shook his head hard to see if the vision would disappear, 121
but it did not. He became so entranced that he tapped his feet and 135
swayed to the music. For the first time in years, the man felt joy. 149

He closed his eyes and began dancing wildly among them. His 160

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LITERACY **POWERUP** LEXIA SKILL BUILDERS

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INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

character



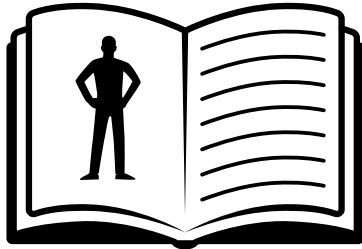
a person, animal, or other being in a story

character traits



personality traits based on what someone does, thinks, or says

characterisation



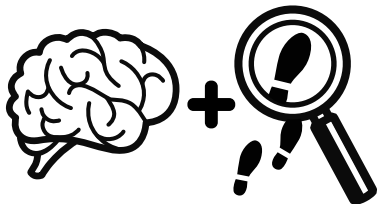
how the author creates and describes a character

evidence



details from the text that support an author's or reader's ideas

inference



an educated guess based on the text evidence and what you know

setting



the time and place of events in a story

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

character inference character traits evidence setting characterisation

1. _____ the time and place of events in a story
2. _____ a person, animal, or other being in a story
3. _____ how the author creates and describes a character
4. _____ personality traits based on what someone does, thinks, or says
5. _____ an educated guess based on text evidence and what you know
6. _____ details from the text that support an author's or reader's ideas

B. Read each sentence. Circle True or False. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

1. The setting in a story is a person, animal, or other being. character	True / False
2. If an author describes what a character is thinking, that is characterisation .	True / False
3. <i>Proud, angry, smart, and determined</i> are all character traits .	True / False
4. The setting is an educated guess based on text evidence and what you know.	True / False
5. A character in a story could be human, alien, or beast.	True / False
6. The time and place in a text is considered evidence .	True / False

Name: _____

SKILL FOCUS

C. Read the sentences below that give clues about a character. Decide if the author is telling you what a character does, thinks, or says. Write your answer in the space provided.

1. Ana studied her face in the mirror and carefully counted each freckle. _____ *does* _____
2. She wondered if the lemon juice had worked to remove any. _____
3. "Sixty-seven, sixty-eight freckles ... this is useless!" huffed Ana. _____
4. Covering her eyes with a cloth, Ana shook her head. _____
5. She remembered the teasing she endured yesterday. _____
6. "I actually like my freckles," she said to no one in particular. _____
7. Ana suddenly sat up straight and pointed toward the sky. _____
8. She exclaimed loudly, "I'm beautiful just the way I am!" _____
9. Ana opened up her laptop and began typing. She was going to write a book about self-acceptance to help anyone else who felt as if they needed to change to "fit in." _____

D. Use the sentences above to answer the following questions.

1. Re-read sentence 5. What can you infer that Ana had been teased about?

2. Circle the character trait that best describes Ana.

shy

determined

lazy

joyful

3. Circle the sentence numbers that helped you choose that character trait.

3 and 4

5 and 6

8 and 9

TEXT

Read the text *The Man with a Wen*. Then complete the activities on the next page.

The Man with a Wen A Japanese Folktale

[1] Many years ago in a tiny village in Japan, a man was cursed with a wen, or large growth, on his cheek.

Over time it grew to be the size of a peach. He had a wife and son who loved him very much, but he stayed apart from them. With every year that passed, the man became more lonely and sad. He began covering his face with a scarf and took on a new job finding firewood in the forest.

[2] One day in the forest, the man saw magical beings who were dancing and playing music in the woods.

“What is this magic I see?” the man wondered. He shook his head hard to see if the vision would disappear, but it did not. He became so entranced that he tapped his feet and swayed to the music. For the first time in years, the man felt joy. He closed his eyes and began dancing wildly among them. His wen bobbed up and down. But he shouted, “Who cares?”

[3] The spirits watched him as he twisted and turned. Finally, the head spirit said, “You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!”

[4] The man agreed that he would. But the head spirit became nervous and said, “How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it.” The man remembered his lack of money and his sadness. He touched the wen on his face. “That’s it!” shouted the head spirit. “I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!”

[5] Instantly, the wen disappeared from the man’s face. Shocked, the man took off from the spirits shouting, “Yes, yes, of course I will come back tomorrow!”

Name: _____

SKILL APPLICATION

A. Answer the following questions about the text.

1. What is the **setting** of this folktale? _____

2. Who is the main **character** in the story? _____

3. The lines "...magical beings...", "What is this magic I see?" and "Instantly, the wen disappeared from the man's face" show that this story is a (biography / fantasy).

4. Read this line from section 1:

He began covering his face with a scarf and took on a new job finding firewood in the forest.

Why did the man do this? Make an inference.

I infer the man did this because _____

B. Read the bold text from section 2 below. Circle *does*, *thinks*, or *says* to show how the author is using characterisation.

One day in the forest, the man saw magical beings who were dancing and playing music in the woods. "**What is this magic I see?**" **the man wondered. He shook his head hard** to see if the vision would disappear, but it did not. He became so entranced that **he tapped his feet and swayed to the music.** For the first time in years, the man felt joy. He closed his eyes and began **dancing wildly among them.** His wen bobbed up and down. But he shouted, "**Who cares?**"

thinks /
does

does /
thinks

says /
does

says /
does

thinks /
says

Name: _____

SKILL APPLICATION

C. Circle the 3 character traits that you think describe the man in this Japanese folktale. Then, answer the questions that follow.

adventurous	hardworking	selfish	rude
gloomy	mysterious	talented	cruel

1. Which of the man's character traits is demonstrated in this line of text? Circle your answer.

"You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!"

- a. friendly
- b. sneaky
- c. talented
- d. stubborn

2. Which line best shows the the man is **not** lazy? Circle your answer

- a. Instantly, the wen disappeared from the man's face.
- b. He took on a new job finding firewood in the forest.
- c. The man agreed that he would come back.
- d. His wen bobbed up and down as he danced.

D. Re-read the lines from section 4. Then, using the words in the word bank, complete the sentences below.

The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." The man remembered his lack of money and his sadness. He touched the wen on his face. "That's it!" shouted the head spirit. "I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!"

doing	characterisation	thinking
-------	------------------	----------

The underlined text shows what the man is _____ and _____ . Because the author provided that _____ , the reader can understand why the head spirit mistakenly thought the wen was valuable to the man.

★ Find a partner and discuss the following questions: How might this folktale end? Do you think the man will return? What is the theme of the story? What connections to other pieces of literature can you draw?

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

The Man with a Wen

Many years ago in a tiny village in Japan, a man was cursed with a wen, or large growth, on his cheek. Over time it grew to be the size of a peach. He had a wife and son who loved him very much, but he stayed apart from them. With every year that passed, the man became more lonely and sad. He began covering his face with a scarf and took on a new job finding firewood in the forest.

One day in the forest, the man saw magical beings who were dancing and playing music in the woods. “What is this magic I see?” the man wondered. He shook his head hard to see if the vision would disappear, but it did not. He became so entranced that he tapped his feet and swayed to the music. For the first time in years, the man felt joy. He closed his eyes and began dancing wildly among them. His

continued on next page

Name: _____

wen bobbed up and down. But he shouted, “Who cares?”

The spirits watched him as he twisted and turned. Finally, the head spirit said, “You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!”

The man agreed that he would. But the head spirit became nervous and said, “How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it.”

The man remembered his lack of money and his sadness. He touched the wen on his face. “That’s it!” shouted the head spirit. “I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!”

Instantly, the wen disappeared from the man’s face. Shocked, the man took off from the spirits shouting, “Yes, yes, of course I will come back tomorrow!”

ANSWER KEY

Comprehension
Level 13: Irony

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

climax	exposition	falling action	irony	resolution	rising action
--------	------------	----------------	-------	------------	---------------

- _____ resolution _____ the final part of a story where the problem is worked out
- _____ rising action _____ events that develop the main conflict of a story
- _____ irony _____ something that is the opposite of what is expected
- _____ exposition _____ the introduction of the setting, characters, and conflict
- _____ climax _____ the most intense part of a story
- _____ falling action _____ events after the climax and before the ending

B. Read the terms in the box. Then, label the parts of a narrative structure. HINT: The first letter of each term is given to you.

climax	exposition	falling action	resolution	rising action
--------	------------	----------------	------------	---------------

Level 13: Irony
POWERUP
Lexia Skill Builders

page 2

Comprehension
Level 13: Irony

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>exposition</p> <p>the introduction of the setting, characters, and conflict</p>	<p>rising action</p> <p>events that develop the main conflict of a story</p>
<p>climax</p> <p>the most intense part of a story</p>	<p>falling action</p> <p>events after the climax and before the ending</p>
<p>resolution</p> <p>the final part of a story where the problem is worked out</p>	<p>irony</p> <p>something that is the opposite of what is expected</p>

Level 13: Irony
POWERUP
Lexia Skill Builders

page 1

ANSWER KEY

Comprehension
Level 13: Irony

Name: _____

SKILL FOCUS

D. Read the riddle. Use the clues to figure out the letters for each space. Reveal the answer to the riddle. Some letters will be used more than once.

Riddle: What would you say to the man who planted a tree in memory of George Harrison, a famous member of the band The Beatles? The tree had to be replanted because of rot from beetles.

1 3 4 2 1 1 1 1 2 1 5 6 4 1 7

1 S N . I . I . I . I . R O N . I C ?

1 = a letter in the word PIT, not PAT
2 = a letter in the word TAN, not PAN
3 = a letter in the word SAW, not PAW
4 = a letter in the word CAN, not CAP
5 = a letter in the word FAR, not FAN
6 = a letter in the word OAR, not CAR
7 = a letter in the word ACE, not ATE

E. Match the following parts of a narrative to the examples given. The first one is done for you.

resolution	Patrick Edlinger was a famous French free rock climber.
falling action	He was known for his extreme rock climbing, rarely using harnesses or shoes.
climax	During a climb on a steep sided French cove, Patrick survived a mild heart attack.
rising action	From that time on, he gave up extreme climbing.
irony	In his retirement, he started a rock-climbing magazine.
exposition	Sadly, at the age of 52, he died from falling down a flight of stairs.

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 4

Comprehension
Level 13: Irony

Name: _____

SKILL FOCUS

C. Read the paired signs below. Circle the sign that is ironic. Then, underline the words that create the irony. The first one has been done for you.

Certificate Awarded to:
Tiana Johnson
Spelling Bee Winner!

THINK
Do it right
the first time.
Plan Ahead

Welcome!
Old, Antique
Tables
Sold Daily!
8 am to 5 pm

**DINE IN
PARKING
ONLY**

Certificate Awarded to:
Tiana Johnson
Spelling Bee Winner!

THINK
Do it right
the first time.
Plan Ahead

Welcome!
Old, Antique
Tables
Made Daily!
8 am to 5 pm

**DRIVE THRU
PARKING
ONLY**

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 3


ANSWER KEY

Comprehension
Level 13: Irony

Name: _____

TEXT

Read the short story *The Cop and the Song*. Then, complete the activities.



The Cop and the Song, by O. Henry (adapted)

[1] Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming. It was time for all who lived in Madison Square to prepare. He had to find some way to take care of himself during the cold weather. There are months in the prison on Blackwell's Island was what he wanted. Three months of food every day and a bed every night, safe from the cold north wind, and safe from cops.

[2] So, Soapy began to plan how he could get arrested and secure a home for the winter. First, he tried to enter a fine restaurant — where he would eat and not pay the bill. But the waiter would not let him enter. Next, he decided to throw a rock through a store window. "Where's the man that did that?" asked a nearby cop.

[3] "Don't you think that I might have done it?" said Soapy. But men who break windows do not stop to talk to cops. So the cop ran in another direction.

[4] Finally, troubled from his lack of success, Soapy stopped in front of an old church. Through a colored-glass window came sweet music to Soapy's ears. It was a song he knew from his childhood. In those days his life contained things like mothers and flowers and high hopes and friends and clean thoughts and clean clothes.

[5] Soapy's mind was ready for something like this. There was a sudden and wonderful change in his soul. He saw his worthless days, his wrong desires, his dead hopes, the lost power of his mind. He would fight to change his life. He would pull himself up, out of the mud. He would make a man of himself again. That sweet music had changed him. Tomorrow he would find work.

[6] Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

"What are you doing hanging around here?" asked the cop.

"Nothing," said Soapy.

"You think I believe that?" said the cop.

Full of his new strength, Soapy began to argue. And it is not wise to argue with a New York cop. "Come along. Three months in prison for loitering for you!"

Loitering: (v) Illegally hanging around an area often with the purpose of committing a crime

Lexia
POWERUP
LITERACY Lexia Skill Builders

page 5

Comprehension
Level 13: Irony

Name: _____

SKILL APPLICATION

A. Answer the following questions about the text.

1. Fill in the blanks.

Main Character: Soapy

Setting: Madison Square at the beginning of winter

2. Which sentence best describes the main conflict in this story?

a. Soapy is sitting on a bench in a city park.

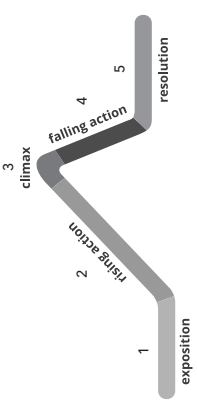
b. Soapy has bad memories of his childhood.

c. Soapy looks forward to winter in the park.

d. Soapy keeps trying to get arrested but can't.

3. Underline 3 sentences in section 1 that help the reader infer that Soapy is homeless.

B. Match the lines of the text below with the parts of a narrative.



2. So, Soapy began to plan how he could get arrested.

5. "Come along. Three months in prison for loitering for you!"

1. Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming.

3. There was a sudden and wonderful change in his soul.

4. Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

Lexia
POWERUP
LITERACY Lexia Skill Builders

page 6

ANSWER KEY

Name: _____

Comprehension
Level 13: Irony

SKILL APPLICATION

C. Answer the following questions.

1. O. Henry, the author, is famous for his use of irony. Authors use irony to help develop their message or theme. Circle the phrase that best matches O. Henry's theme in this short story.
Hard work pays off. Love conquers all. **Careful what you wish for.**

2. State the irony in this story by filling in the blanks. HINT: One of the words is used twice.
heart prison arrested

Soapy wanted to go to _____ prison _____ in order to survive the winter. After trying to get _____ arrested _____, Soapy has a change of _____ heart _____. In the end, however, he goes to _____ prison _____ anyway.

★ Visit your school or public library, and check out a collection of short stories by O. Henry. Read a few, and see how many you can find that use irony and include an unexpected ending.

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POWERUP
LITERACY Lexia Skill Builders
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Name: _____

Comprehension
Level 13: Irony

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

The Cop and the Song

Soapy moved restlessly on his bench in Madison Square. A dead leaf
12
fell at Soapy's feet. That was a special sign for him that winter was
26
coming. It was time for all who lived in Madison Square to prepare.
39
He had to find some way to take care of himself during the cold
53
weather. Three months in the prison on Blackwell's Island was what
64
he wanted. Three months of food every day and a bed every night,
77
safe from the cold north wind, and safe from cops.
87

So, Soapy began to plan how he could get arrested and secure a home
101
for the winter. First, he tried to enter a fine restaurant — where he
115
would eat and not pay the bill. But the waiter would not let him enter.
130
Next, he decided to throw a rock through a store window. "Where's
142
the man that did that?" asked a nearby cop.
151

continued on next page

Lexia
POWERUP
LITERACY Lexia Skill Builders
page 8

ANSWER KEY

Name: _____

Comprehension
Level 13: Irony

“What are you doing hanging around here?” asked the cop. 335

“Nothing,” said Soapy. 338

“You think I believe that?” said the cop. 346

Full of his new strength, Soapy began to argue. And it is not wise to argue with a New York cop. “Come along. Three months in prison for loitering for you!” 374 377

Lexia
POWERUP
LITERACY

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Name: _____

Comprehension
Level 13: Irony

“Don’t you think that I might have done it?” said Soapy. But men who break windows do not stop to talk to cops. So the cop ran in another direction. 165 180 181

Finally, troubled from his lack of success, Soapy stopped in front of an old church. Through a colored-glass window came sweet music to Soapy’s ears. It was a song he knew from his childhood. In those days his life contained things like mothers and flowers and high hopes and friends and clean thoughts and clean clothes. 194 204 218 230 237

Soapy’s mind was ready for something like this. There was a sudden and wonderful change in his soul. He saw his worthless days, his wrong desires, his dead hopes, the lost power of his mind. He would fight to change his life. He would pull himself up, out of the mud. He would make a man of himself again. That sweet music had changed him. Tomorrow he would find work. 249 262 276 290 302 307

Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop. 320 325

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Lexia
POWERUP
LITERACY

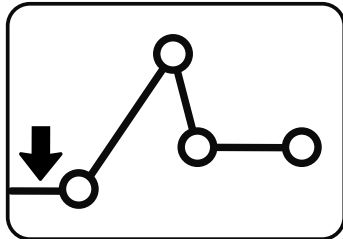
Lexia Skill Builders

page 9

INSTRUCTIONAL VOCABULARY CARDS

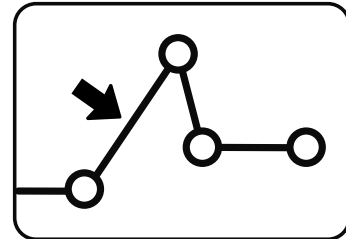
Use these cards independently or with a partner to review the instructional terms introduced online.

exposition



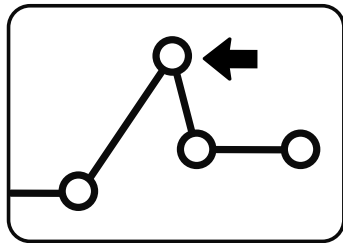
the introduction of the setting, characters, and conflict

rising action



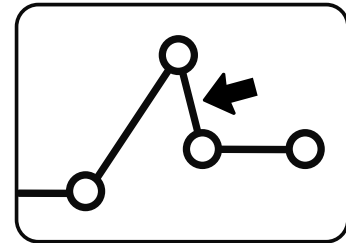
events that develop the main conflict of a story

climax



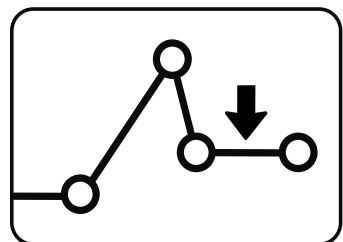
the most intense part of a story

falling action



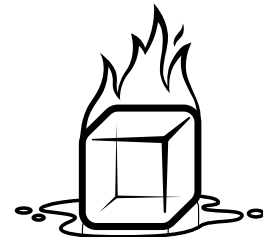
events after the climax and before the ending

resolution



the final part of a story where the problem is worked out

irony



something that is the opposite of what is expected

SKILL FOCUS

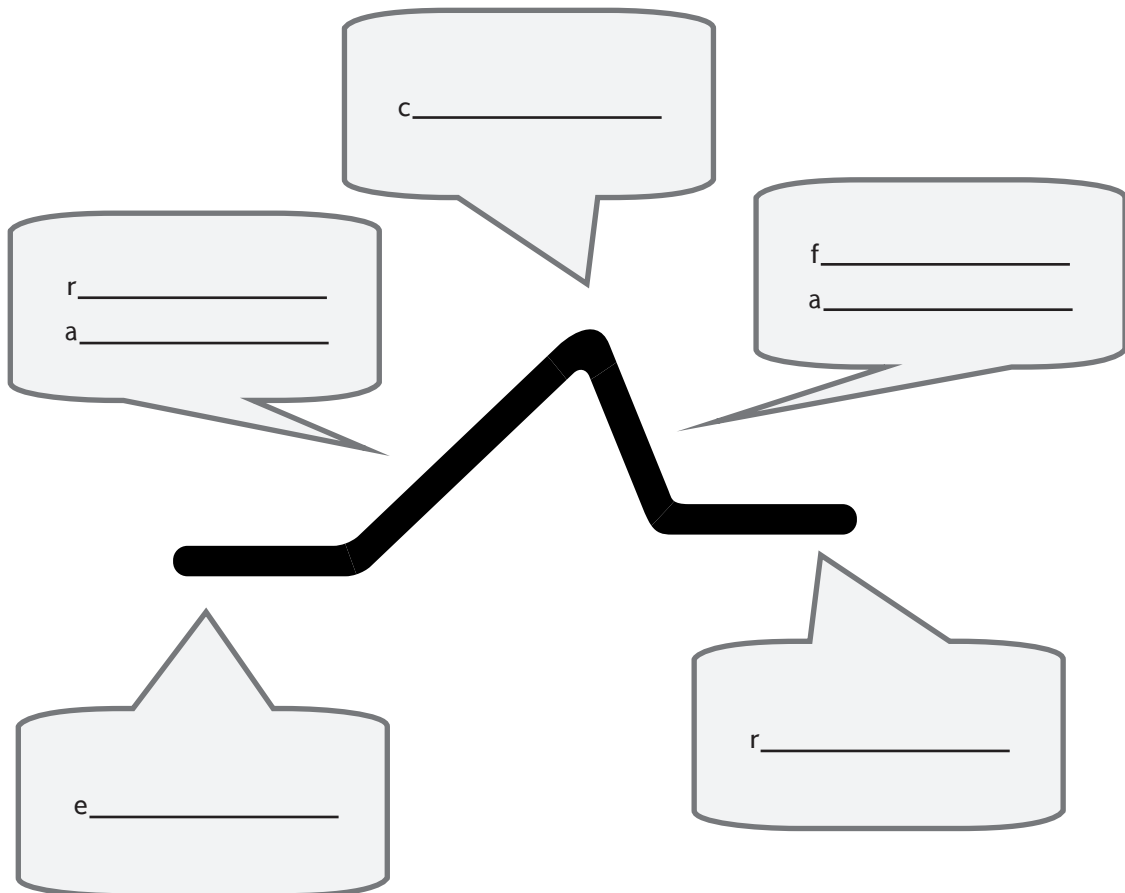
A. Read the terms in the box. Then, write each term next to its definition.

climax exposition falling action irony resolution rising action

- 1. _____ the final part of a story where the problem is worked out
- 2. _____ events that develop the main conflict of a story
- 3. _____ something that is the opposite of what is expected
- 4. _____ the introduction of the setting, characters, and conflict
- 5. _____ the most intense part of a story
- 6. _____ events after the climax and before the ending

B. Read the terms in the box. Then, label the parts of a narrative structure. HINT: The first letter of each term is given to you.

climax exposition falling action resolution rising action



SKILL FOCUS

C. Read the paired signs below. Circle the sign that is ironic. Then, underline the words that create the irony. The first one has been done for you.



Name: _____

SKILL FOCUS

D. Read the riddle. Use the clues to figure out the letters for each space. Reveal the answer to the riddle. Some letters will be used more than once.

Riddle: What would you say to the man who planted a tree in memory of George Harrison, a famous member of the band The Beatles? The tree had to be replanted because of rot from beetles.

$\frac{\quad}{1} \frac{\quad}{3} \frac{N}{4} \frac{T}{2} \frac{\quad}{1} \frac{T}{2} \frac{\quad}{1} \frac{\quad}{5} \frac{\quad}{6} \frac{N}{4} \frac{\quad}{1} \frac{\quad}{7} ?$

1 = a letter in the word PIT, not PAT
 2 = a letter in the word TAN, not PAN
 3 = a letter in the word SAW, not PAW
 4 = a letter in the word CAN, not CAP

5 = a letter in the word FAR, not FAN
 6 = a letter in the word OAR, not CAR
 7 = a letter in the word ACE, not ATE

E. Match the following parts of a narrative to the examples given. The first one is done for you.

resolution	Patrick Edlinger was a famous French free rock climber.
falling action	He was known for his extreme rock climbing, rarely using harnesses or shoes.
climax	During a climb on a steep sided French cove, Patrick survived a mild heart attack.
rising action	From that time on, he gave up extreme climbing.
irony	In his retirement, he started a rock-climbing magazine.
exposition	Sadly, at the age of 52, he died from falling down a flight of stairs.

TEXT

Read the short story *The Cop and the Song*. Then, complete the activities.



***The Cop and the Song*, by O. Henry (adapted)**

[1] Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming. It was time for all who lived in Madison Square to prepare. He had to find some way to take care of himself during the cold weather. Three months in the prison on Blackwell's Island was what he wanted. Three months of food every day and a bed every night, safe from the cold north wind, and safe from cops.

[2] So, Soapy began to plan how he could get arrested and secure a home for the winter. First, he tried to enter a fine restaurant – where he would eat and not pay the bill. But the waiter would not let him enter. Next, he decided to throw a rock through a store window. "Where's the man that did that?" asked a nearby cop.

[3] "Don't you think that I might have done it?" said Soapy. But men who break windows do not stop to talk to cops. So the cop ran in another direction.

[4] Finally, troubled from his lack of success, Soapy stopped in front of an old church. Through a colored-glass window came sweet music to Soapy's ears. It was a song he knew from his childhood. In those days his life contained things like mothers and flowers and high hopes and friends and clean thoughts and clean clothes.

[5] Soapy's mind was ready for something like this. There was a sudden and wonderful change in his soul. He saw his worthless days, his wrong desires, his dead hopes, the lost power of his mind. He would fight to change his life. He would pull himself up, out of the mud. He would make a man of himself again. That sweet music had changed him. Tomorrow he would find work.

[6] Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

"What are you doing hanging around here?" asked the cop.

"Nothing," said Soapy.

"You think I believe that?" said the cop.

Full of his new strength, Soapy began to argue. And it is not wise to argue with a New York cop. "Come along. Three months in prison for loitering* for you!"

***loitering:** (v.) illegally hanging around an area often with the purpose of committing a crime

Name: _____

SKILL APPLICATION

A. Answer the following questions about the text.

1. Fill in the blanks.

Main Character: _____

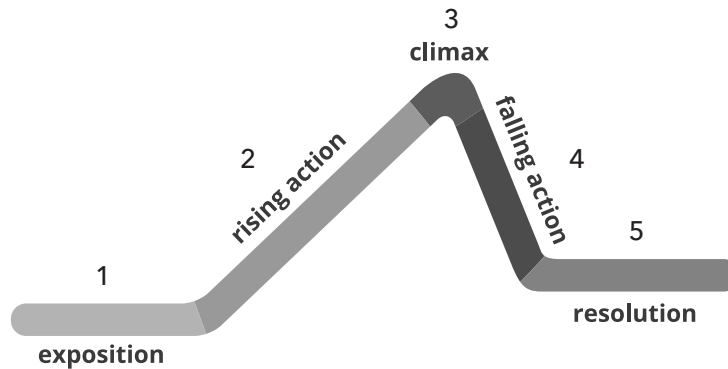
Setting: _____

2. Which sentence best describes the main conflict in this story?

- a. Soapy is sitting on a bench in a city park.
- b. Soapy has bad memories of his childhood.
- c. Soapy looks forward to winter in the park.
- d. Soapy keeps trying to get arrested but can't.

3. Underline 3 sentences in section 1 that help the reader infer that Soapy is homeless.

B. Match the lines of the text below with the parts of a narrative.



___ So, Soapy began to plan how he could get arrested.

___ "Come along. Three months in prison for loitering for you!"

___ Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming.

___ There was a sudden and wonderful change in his soul.

___ Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

Name: _____

SKILL APPLICATION

C. Answer the following questions.

1. O. Henry, the author, is famous for his use of irony. Authors use irony to help develop their message, or theme. Circle the phrase that best matches O. Henry's theme in this short story.

Hard work pays off.

Love conquers all.

Careful what you wish for.

2. State the irony in this story by filling in the blanks. HINT: One of the words is used twice.

heart

prison

arrested

Soapy wanted to go to _____ in order to survive the winter. After trying to get _____, Soapy has a change of _____. In the end, however, he goes to _____ anyway.

- ★ Visit your school or public library, and check out a collection of short stories by O. Henry. Read a few, and see how many you can find that use irony and include an unexpected ending.

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

The Cop and the Song

Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming. It was time for all who lived in Madison Square to prepare. He had to find some way to take care of himself during the cold weather. Three months in the prison on Blackwell's Island was what he wanted. Three months of food every day and a bed every night, safe from the cold north wind, and safe from cops.

So, Soapy began to plan how he could get arrested and secure a home for the winter. First, he tried to enter a fine restaurant — where he would eat and not pay the bill. But the waiter would not let him enter. Next, he decided to throw a rock through a store window. "Where's the man that did that?" asked a nearby cop.

continued on next page

Name: _____

“Don’t you think that I might have done it?” said Soapy. But men who break windows do not stop to talk to cops. So the cop ran in another direction.

Finally, troubled from his lack of success, Soapy stopped in front of an old church. Through a colored-glass window came sweet music to Soapy’s ears. It was a song he knew from his childhood. In those days his life contained things like mothers and flowers and high hopes and friends and clean thoughts and clean clothes.

Soapy’s mind was ready for something like this. There was a sudden and wonderful change in his soul. He saw his worthless days, his wrong desires, his dead hopes, the lost power of his mind. He would fight to change his life. He would pull himself up, out of the mud. He would make a man of himself again. That sweet music had changed him.

Tomorrow he would find work.

Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

continued on next page

Name: _____

“What are you doing hanging around here?” asked the cop.

“Nothing,” said Soapy.

“You think I believe that?” said the cop.

Full of his new strength, Soapy began to argue. And it is not wise to argue with a New York cop. “Come along. Three months in prison for loitering for you!”

ANSWER KEY

Comprehension
Level 13: Compare and Contrast

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

compare	contrast	compare-contrast	transition words
---------	----------	------------------	------------------

- _____ transition words words that connect ideas in a text
- _____ compare to tell how things are alike
- _____ compare-contrast to find ways in which things are alike and different
- _____ contrast to tell how things are different

B. Draw a line from each transition word to show if it connects ideas that compare or contrast.

unlike	Compare	also
in the same way	Contrast	but
though		similarly
different		just as
however		similar to
both		whereas
on the other hand		like

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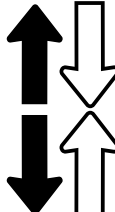
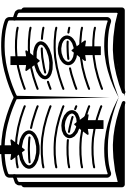
page 2

Comprehension
Level 13: Compare and Contrast

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>compare</p>  <p>to tell how things are alike</p>	<p>contrast</p>  <p>to tell how things are different</p>
<p>compare and contrast</p>  <p>to find ways in which things are alike and different</p>	<p>transition words</p>  <p>words that connect ideas in a text</p>

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page 1

ANSWER KEY

Comprehension
Level 13: Compare and Contrast

Name: _____

SKILL APPLICATION

A. Read *Energy Boosters* on the next page. As you read, underline 5 compare and contrast transition words in the text. Then, complete the activities below.

Fill in the missing information below to show how coffee and energy drinks are similar.

COMPARE
(alike)

coffee

energy drinks

They both are beverages.

Possible answers:
-They both contain caffeine.
-They both contain vitamins.
-They both can have negative side effects.
-They both provide energy.
-They both are popular.

COMPARE
(alike)

coffee

energy drinks

100mg of caffeine

usually hot

can cause jittery feelings and a racing heart rate

amount of caffeine

temperature

how they're harmful

75mg of caffeine

cold

ingredients that can be harmful like red dye and extra sugar

Comprehension
Level 13: Compare and Contrast

Name: _____

SKILL FOCUS

C. Complete the transition words in each chart.

COMPARE
(alike)

just as
similarly
in the same way

l i k e

b o t h

s i m i l a r

j u s t a s

s i m i l a r l y

i n t h e s a m e w a y

COMPARE
(alike)

unlike
but
though

u n l i k e

b u t

t h o u g h

d i f f e r e n t

h o w e v e r

o n t h e o t h e r h a n d

D. Circle the transition word that makes sense in the sentences below.

1. (Both) (Unlike) cake and pie are popular desserts.
2. (Like) (On the other hand) many people prefer salty treats.
3. Salted peanuts are common snacks. (Similarly) (Unlike), popcorn is popular, too.
4. Most people know, (like) (however), that we should eat fewer salty and sweet treats.
5. (Unlike) (Just as) artificially sweetened foods, fruits have natural sugars and vitamins.
6. (Different) (In the same way) snacking on vegetables can give a natural crunch.

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LITERACY **POWERUP** Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

Comprehension
Level 13: Compare and Contrast

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Time:	Self Corrections:	WCPM:	Accuracy:

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Energy Boosters

Let's face it. People have late nights and early mornings. Many people turn to caffeine for a morning wake-up or an afternoon pick-me-up. Some choose classic coffee to do the job. Others prefer energy drinks. In recent years, the number of coffee shops has exploded with a large variety of coffee drinks. Similarly, the market for energy drinks has grown so much. They can now be found on the counters of every convenience store across the country. So, what's the difference between these energy boosters anyway?

Coffee has about 100mg of caffeine per cup. This amount depends on how it is made and how fine the beans are ground. With 100mg of caffeine, brain cells work more quickly. People feel more alert. Coffee also has some B vitamins and minerals that can improve health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits. You guessed it: cream and sugar. People also drink far too much coffee. This causes jittery feelings and racing heart rates.

What about energy drinks? An average energy drink contains about 75mg of caffeine. Just as in coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like red dye and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.

Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!

continued on next page

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POWERUP
LITERACY

Lexia Skill Builders

page 6

Name: _____

Comprehension
Level 13: Compare and Contrast

TEXT

Student answers will vary. They should have underlined 5 of the 10 transition words.

Energy Boosters

Let's face it. People have late nights and early mornings. Many people turn to caffeine for a morning wake-up or an afternoon pick-me-up. Some choose classic coffee to do the job. Others prefer energy drinks. In recent years, the number of coffee shops has exploded with a large variety of coffee drinks. Similarly, the market for energy drinks has grown so much. They can now be found on the counters of every convenience store across the country. So, what's the difference between these energy boosters anyway?

Coffee has about 100mg of caffeine per cup. This amount depends on how it is made and how fine the beans are ground. With 100mg of caffeine, brain cells work more quickly. People feel more alert. Coffee also has some B vitamins and minerals that can improve health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits. You guessed it: cream and sugar. People also drink far too much coffee. This causes jittery feelings and racing heart rates.

What about energy drinks? An average energy drink contains about 75mg of caffeine. Just as in coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like red dye and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.

Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!

continued on next page

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LITERACY

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page 5

ANSWER KEY

Name: _____

Comprehension
Level 13: Compare and Contrast

health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits.	144
You guessed it: cream and sugar. People also drink far too much coffee. This causes jittery feelings and racing heart rates.	155
What about energy drinks? An average energy drink contains about 75mg of caffeine. Just as in coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like red dye and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.	167
Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!	176
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	200
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	282
	292
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	316
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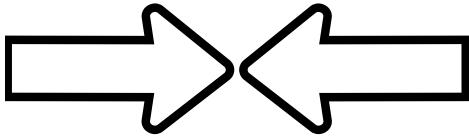
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page 7

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

compare



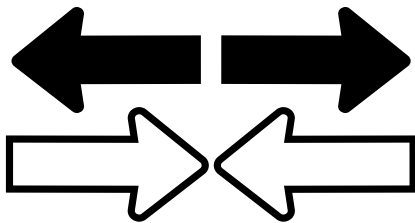
to tell how things are alike

contrast



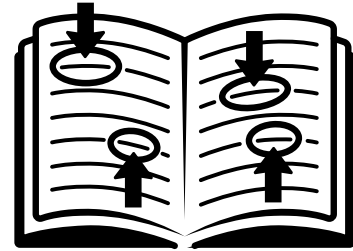
to tell how things are different

compare and contrast



to find ways in which things are alike and different

transition words



words that connect ideas in a text

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

compare contrast compare-contrast transition words

1. _____ words that connect ideas in a text
2. _____ to tell how things are alike
3. _____ to find ways in which things are alike and different
4. _____ to tell how things are different

B. Draw a line from each transition word to show if it connects ideas that compare or contrast.

unlike	Compare	also
in the same way		but
though		similarly
different		just as
however	Contrast	similar to
both		whereas
on the other hand		like

Name: _____

SKILL FOCUS

C. Complete the transition words in each chart.

COMPARE
(alike)

like both similar	just as similarly in the same way
___ k ___	___ s ___ a ___
b ___	___ m ___ l ___
___ i ___ r	___ h ___ m ___ w ___

CONTRAST
(different)

unlike but though	different however on the other hand
___ k ___	___ i ___ n ___
___ u ___	h ___
___ g ___	___ n ___ h ___ o ___ e ___ ___ n ___

D. Circle the transition word that makes sense in the sentences below.


1. (Both / Unlike) cake and pie are popular desserts.
2. (Like / On the other hand) many people prefer salty treats.
3. Salted peanuts are common snacks. (Similarly / Unlike), popcorn is popular, too.
4. Most people know, (like / however), that we should eat fewer salty and sweet treats.
5. (Unlike / Just as) artificially sweetened foods, fruits have natural sugars and vitamins.
6. (Different / In the same way), snacking on vegetables can give a natural crunch.

SKILL APPLICATION

A. Read *Energy Boosters* on the next page. As you read, underline 5 compare and contrast transition words in the text. Then, complete the activities below.

Fill in the missing information below to show how coffee and energy drinks are similar.


COMPARE
(alike)



coffee	energy drinks
They both are beverages.	

B. Now, show how coffee and energy drinks are different.

CONTRAST
(different)



coffee		energy drinks
	amount of caffeine	
	temperature	
	how they're harmful	

★ Take an informal survey of how many students in your class drink coffee, energy drinks, or neither, and write a simple statistic (e.g., *Five out of 12 students prefer coffee in the morning*).

Name: _____

TEXT

Energy Boosters

Let's face it. People have late nights and early mornings. Many people turn to caffeine for a morning wake-up or an afternoon pick-me-up. Some choose classic coffee to do the job. Others prefer energy drinks. In recent years, the number of coffee shops has exploded with a large variety of coffee drinks. Similarly, the market for energy drinks has grown so much. They can now be found on the counters of every convenience store across the country. So, what's the difference between these energy boosters anyway?

Coffee has about 100mg of caffeine per cup. This amount depends on how it is made and how fine the beans are ground. With 100mg of caffeine, brain cells work more quickly. People feel more alert. Coffee also has some B vitamins and minerals that can improve health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits. You guessed it: cream and sugar. People also drink far too much coffee. This causes jittery feelings and racing heart rates.

What about energy drinks? An average energy drink contains about 75mg of caffeine. Just as in coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like red dye and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.

Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Energy Boosters

Let's face it. People have late nights and early mornings. Many people turn to caffeine for a morning wake-up or an afternoon pick-me-up.

Some choose classic coffee to do the job. Others prefer energy drinks.

In recent years, the number of coffee shops has exploded with a large variety of coffee drinks. Similarly, the market for energy drinks has grown so much. They can now be found on the counters of every convenience store across the country. So, what's the difference between these energy boosters anyway?

Coffee has about 100mg of caffeine per cup. This amount depends on how it is made and how fine the beans are ground. With 100mg of caffeine, brain cells work more quickly. People feel more alert.

Coffee also has some B vitamins and minerals that can improve

continued on next page

Name: _____

health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits.

You guessed it: cream and sugar. People also drink far too much coffee. This causes jittery feelings and racing heart rates.

What about energy drinks? An average energy drink contains about 75mg of caffeine. Just as in coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like red dye and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.

Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!

ANSWER KEY

Comprehension
Level 14: Argument

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

claim counterclaim reason evidence argument transition words

1. argument the use of reasons and evidence to support a claim
2. claim the main point of an author's argument
3. reason why the author makes the claim
4. evidence examples, facts, and expert quotes that support the reason
5. transition words words that connect ideas in a text
6. counterclaim a point that disagrees with the author's main point

B. Use the terms and definitions from Part A to fill in the crossword puzzle. Hint: One term is not used.

ACROSS

3. Why the author makes the claim
4. A point that disagrees with the author's main point
5. Examples, facts, and expert quotes that support the reason

DOWN

1. The use of reasons and evidence to support a claim
2. The main point of an author's argument

Comprehension
Level 14: Argument

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

claim

the main point of an author's argument

evidence

examples, facts, and expert quotes that support the reason

transition words

words that connect ideas in a text

argument

use of reasons and evidence to support a claim

counterclaim

a point that disagrees with the author's main point

reason

why the author makes the claim


ANSWER KEY

Name: _____

Comprehension
Level 14: Argument

SKILL FOCUS

E. Read each sentence and circle the correct answer. Then, find the 3 transition words that signal reasons and/or evidence for the claim, and underline them.



In Support of Gum Chewing	Is the sentence a <i>claim</i> , <i>reason</i> , <i>evidence</i> , or <i>counterclaim</i> ?
1. Students should be permitted to chew gum in class.	<u>claim</u> / counterclaim
2. <u>For one thing</u> , chewing gum helps students relieve stress.	<u>reason</u> / evidence
3. <u>In fact</u> , researchers in Japan found that gum chewing was associated with less stress in a group of young people who were asked to chew gum twice a day for two weeks.	reason / <u>evidence</u>
4. <u>In addition</u> , chewing gum in class helps students stay more focused and alert, especially when taking tests.	<u>reason</u> / evidence
5. A 2011 study showed that participants who chewed gum just before and at the beginning of a test had higher test performance than those who didn't.	reason / <u>evidence</u>
6. Some may argue that gum chewing shouldn't be allowed in the classroom because it is distracting and messy.	claim / <u>counterclaim</u>

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LITERACY

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Name: _____

Comprehension
Level 14: Argument

SKILL FOCUS

C. Use the terms and definitions in Part A to complete the definitions below.

ARGUMENT



CLAIM: the _____ main _____ point of an author's _____ argument _____

REASON: _____ why _____ the author makes the claim

EVIDENCE: _____ examples _____, _____ facts _____, and expert quotes that support the reason

COUNTERCLAIM: a point that _____ disagrees _____ with the author's main point

D. Decide if each statement is true or false. Circle your answer.

1. An argument includes a claim, or viewpoint.	True / <u>False</u>
2. Reasons for the claim are not necessary in a strong argument.	True / <u>False</u>
3. A strong argument contains personal opinion with no evidence.	True / <u>False</u>
4. An expert's findings can be a type of evidence in an argument.	<u>True</u> / False
5. Transition words like <i>The main reason</i> , <i>Another reason</i> , and <i>Most important</i> signal that the author is stating reasons that support the claim.	<u>True</u> / False

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LITERACY

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page 3

ANSWER KEY

Comprehension
Level 14: Argument

Name: _____

TEXT

Read the argument below. Then, complete the activities on the next page.

Take a Hike!

[1] What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. They carry heavy packs, wear special boots, and set up tents at night. That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. **A hike is for almost everyone, and it's worth doing.**

R1

[2] The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles, lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

R2

[3] Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

R3

[4] Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy.

[5] Check out which trails are near your home. Then get out there and take a hike!

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page 6

Comprehension
Level 14: Argument

Name: _____

SKILL FOCUS

F. Read the argumentative text **No Gum in Class**, and complete the following activities.

1. Use the labels *claim*, *reason*, *evidence*, *counterclaim*, and *conclusion* to annotate the text. Some have been filled in for you.

2. Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.

No Gum in Class

claim Gum chewing should not be allowed in classrooms. **reason** First of all, gum would cause unnecessary mess. If students have gum in class, the undersides of desks would be littered with sticky, leftover gum. The cleanup would fall unfairly onto the already overworked and under-appreciated cleaning staff. **evidence** Furthermore, gum chewing is distracting. If students are permitted to chew during class, there will be more loud chomping, gum smacking, and bubble blowing. Time on learning will also be wasted because teachers will need to stop teaching to enforce rules related to gum use or reprimand students who are distracting to others with their gum chewing. Many **reason** claim that gum chewing helps students pay attention and concentrate. **evidence** However, recent research shows that the benefits of gum chewing wear off after only 15 minutes. Chewing gum throughout a test could actually be more distracting than beneficial. Students should save gum chewing for time with friends or the sports fields and keep gum out of the classroom!

conclusion

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page 5

ANSWER KEY

Comprehension
Level 14: Argument

Name: _____

SKILL APPLICATION

C. There are 3 transition words/phrases in the argument that signal the 3 reasons. List them here.

1. _____ 2. _____ also _____ 3. _____ Furthermore, _____

D. Write a sentence that could be added as a counterclaim for the argument.
Student answers will vary. An example is provided.
Hiking is not fun or relaxing when you're worried about getting bitten by mosquitoes and ticks on a nature trail!

E. Using the information from the previous page, write a summary of the text. Follow the steps listed below. Use the word box to help you think of transitions to signal the reasons in your summary. Use a separate piece of paper if necessary.

The main reason Another reason Most important
First of all, Also, In addition, Finally

- State the author's claim. (1 sentence)
- State the author's first reason. Begin with a transition word/phrase. (1 sentence)
- Paraphrase the evidence that supports the reason. (1 to 2 sentences)
- State the author's second reason. Begin with a transition word/phrase. (1 sentence)
- Paraphrase the evidence that supports the reason. (1 to 2 sentences)
- State the author's third reason. Begin with a transition word/phrase. (1 sentence)

Student answers will vary. An example is provided.
Hiking is an activity that almost everyone can do. First of all, it is an excellent source of exercise, which is important for a healthy lifestyle. Not only is it a whole body workout that helps improve balance, strength, and flexibility, but it also helps with weight control. Hiking is also good for mental health. Research has shown how walking in nature can improve mood, and doctors in Japan regularly prescribe "forest bathing" to encourage patients to benefit from the calming, healing effects of time spent close to nature. Finally, there are lots of different hikes that people can try. Beyond sturdy footwear, small hikes don't require any equipment. Hiking can be done in both the city and country, from hikes through state parks or conservation areas to walking in city parks and wooded trails accessible from cities by public transportation.

✳ **Plan arguments for and against this topic: Schools should provide all students with laptops. List ideas for a claim, reasons, evidence, and counterclaim.**

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Comprehension
Level 14: Argument

Name: _____


SKILL APPLICATION

A. Annotate (add notes) to the text on p. 6 by following the steps below. Some steps also ask you to answer questions as you annotate.

- Circle the title. This gives the reader a clue about the author's opinion. The title suggests that the author **(wants)** **(doesn't want)** to persuade the reader to try hiking.
- Highlight or underline the author's claim. The claim is found in paragraph 1.
- Write R1 next to the first reason. This reason is found in paragraph 2.
- Write R2 next to second reason. This reason is found in paragraph 3.
- Write R3 next to the third reason. This reason is found in paragraph 4.
- Put a mark (✓) next to all of the paragraphs that contain evidence for the author's reasons. The paragraphs that contain the evidence are 2, 3, and 4.
- Does the text include a counterclaim? (Yes **(No)**)

B. Use the text to fill in the missing information below.

ARGUMENT



CLAIM: Hiking is for almost everyone and worth doing.

REASON 1: • excellent source of <u>exercise</u> EVIDENCE: • whole body is working • improves <u>balance</u> and <u>strength</u> • helps bodies <u>bend</u> and stretch <u>bones</u> • helps with weight control	REASON 2: • good for <u>mental health</u> EVIDENCE: • research suggests better <u>moods</u> among people who walk in <u>nature</u> • " <u>forest bathing</u> " is prescribed in Japan • <u>trees</u> and <u>plants</u> have calming, healing effects	REASON 3: • enjoyed regardless of <u>ability level</u> and <u>location</u> EVIDENCE: • special <u>equipment</u> not always required • lots of trails near <u>state parks</u> and <u>conservation areas</u> • city parks often have walking <u>paths</u> and access to <u>wooded</u> trails
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POWERUP
LITERACY

Lexia Skill Builders

page 7

ANSWER KEY

Name: _____

Comprehension
Level 14: Argument

lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. 140

Hiking even helps with weight control. 150

Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. 167

Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. 192

After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. 200

It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects. 214

Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special 225

238

252

264

275

279

291

304

continued on next page

Lexia
POWERUP
LITERACY
Lexia Skill Builders

page 10

Name: _____

Comprehension
Level 14: Argument

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self-Corrections:	WCPM:	Accuracy:

Take a Hike!

What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. 12

They carry heavy packs, wear special boots, and set up tents at night. 22

That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike is for almost everyone, and it's worth doing. 35

47

61

74

79

The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles, 91

102

111

119

130

continued on next page

Lexia
POWERUP
LITERACY
Lexia Skill Builders

page 9

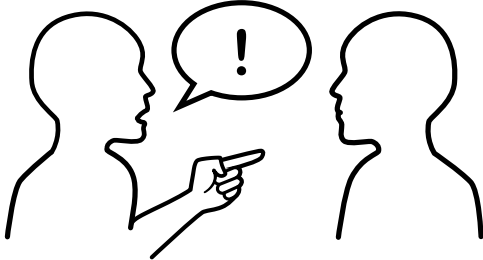
ANSWER KEY

Comprehension Level 14: Argument	
equipment. Though big hikes require special equipment, small	312
hikes require only sturdy footwear. People who live near state parks	323
or conservation areas can find many trails to choose from. But city	335
dwellers should not feel left out. City parks often have walking paths.	347
A wooded trail may be just a ride away on public transportation.	359
All sorts of hiking trails are out there for people to discover and enjoy.	373
Check out which trails are near your home. Then get out there and	386
take a hike!	389

INSTRUCTIONAL VOCABULARY CARDS

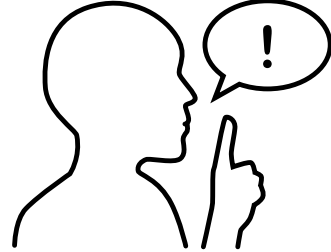
Use these cards independently or with a partner to review the instructional terms introduced online.

argument



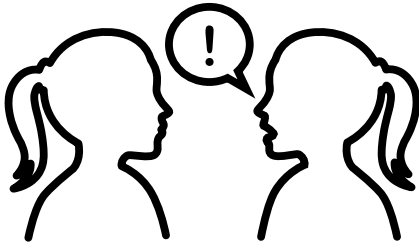
use of reasons and evidence
to support a claim

claim



the main point of an author's argument

counterclaim



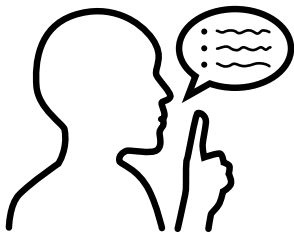
a point that disagrees with
the author's main point

evidence



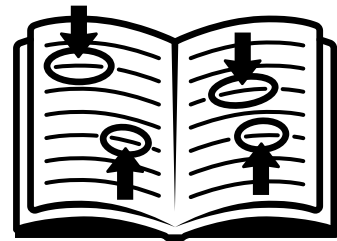
examples, facts, and expert
quotes that support the reason

reason



why the author makes the claim

transition words




words that connect ideas in a text

Name: _____

SKILL FOCUS

C. Use the terms and definitions in Part A to complete the definitions below.

ARGUMENT 	
CLAIM: the _____ point of an author's _____	
REASON: _____ the author makes the claim	
EVIDENCE: _____, _____, and expert quotes that support the reason	
COUNTERCLAIM: a point that _____ with the author's main point	

D. Decide if each statement is true or false. Circle your answer.

1. An argument includes a claim, or viewpoint.	True / False
2. Reasons for the claim are not necessary in a strong argument.	True / False
3. A strong argument contains personal opinion with no evidence.	True / False
4. An expert's findings can be a type of evidence in an argument.	True / False
5. Transition words like <i>The main reason</i> , <i>Another reason</i> , and <i>Most important</i> signal that the author is stating reasons that support the claim.	True / False

SKILL FOCUS

E. Read each sentence and circle the correct answer. Then, find the 3 transition words that signal reasons and/or evidence for the claim, and underline them.



In Support of Gum Chewing	Is the sentence a <i>claim</i> , <i>reason</i> , <i>evidence</i> , or <i>counterclaim</i> ?
1. Students should be permitted to chew gum in class.	claim / counterclaim
2. For one thing, chewing gum helps students relieve stress.	reason / evidence
3. In fact, researchers in Japan found that gum chewing was associated with less stress in a group of young people who were asked to chew gum twice a day for two weeks.	reason / evidence
4. In addition, chewing gum in class helps students stay more focused and alert, especially when taking tests.	reason / evidence
5. A 2011 study showed that participants who chewed gum just before and at the beginning of a test had higher test performance than those who didn't.	reason / evidence
6. Some may argue that gum chewing shouldn't be allowed in the classroom because it is distracting and messy.	claim / counterclaim

SKILL FOCUS

F. Read the argumentative text *No Gum in Class*, and complete the following activities.

1. Use the labels *claim*, *reason*, *evidence*, *counterclaim*, and *conclusion* to annotate the text. Some have been filled in for you.
2. Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.

No Gum in Class

Gum chewing should not be allowed in classrooms. First of all, gum would cause unnecessary mess. If students have gum in class, the undersides of desks would be littered with sticky, leftover gum. The cleanup would fall unfairly onto the already overworked and under-appreciated cleaning staff. Furthermore, gum chewing is distracting. If students are permitted to chew during class, there will be more loud chomping, gum smacking, and bubble blowing. Time on learning will also be wasted because teachers will need to stop teaching to enforce rules related to gum use or reprimand students who are distracting to others with their gum chewing. Many claim that gum chewing helps students pay attention and concentrate. However, recent research shows that the benefits of gum chewing wear off after only 15 minutes. Chewing gum throughout a test could actually be more distracting than beneficial. Students should save gum chewing for time with friends or the sports fields and keep gum out of the classroom!

reason

conclusion

TEXT

Read the argument below. Then, complete the activities on the next page.

Take a Hike!

[1] What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. They carry heavy packs, wear special boots, and set up tents at night. That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike IS for almost everyone, and it's worth doing.

[2] The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles, lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

[3] Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

[4] Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy.

[5] Check out which trails are near your home. Then get out there and take a hike!

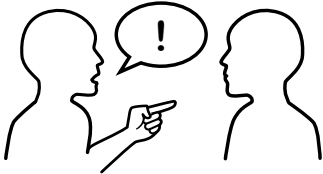
Name: _____

SKILL APPLICATION

A. Annotate (add notes) to the text on p. 6 by following the steps below. Some steps also ask you to answer questions as you annotate.

1. Circle the title. This gives the reader a clue about the author's opinion. The title suggests that the author (**wants** / **doesn't want**) to persuade the reader to try hiking.
2. Highlight or underline the author's claim. The claim is found in paragraph ____.
3. Write **R1** next to the first **reason**. This reason is found in paragraph ____.
4. Write **R2** next to second **reason**. This reason is found in paragraph ____.
5. Write **R3** next to the third **reason**. This reason is found in paragraph ____.
6. Put a **mark** (✓) next to all of the paragraphs that contain **evidence** for the author's reasons.
The paragraphs that contain the evidence are _____, _____, and _____.
7. Does the text include a **counterclaim**? (**Yes** / **No**)

B. Use the text to fill in the missing information below.

ARGUMENT 		
CLAIM: Hiking is _____		
REASON 1: • excellent source of _____ _____	REASON 2: • good for _____	REASON 3: • enjoyed regardless of _____ and location
EVIDENCE: • whole body is working • improves _____ and _____ • helps bodies _____ and stretch _____ • helps with weight control	EVIDENCE: • research suggests better _____ among people who walk in _____ • " _____ " is prescribed in Japan • _____ and _____ have calming, healing effects	EVIDENCE: • special _____ not always required • lots of trails near _____ and conservation areas • city parks often have walking _____ and access to _____ trails

Name: _____

SKILL APPLICATION

C. There are 3 transition words/phrases in the argument that signal the 3 reasons. List them here.

1. _____ 2. _____ 3. _____

D. Write a sentence that could be added as a counterclaim for the argument.

E. Using the information from the previous page, write a summary of the text. Follow the steps listed below. Use the word box to help you think of transitions to signal the reasons in your summary. Use a separate piece of paper if necessary.

The main reason First of all,	Another reason Also,	Most important Finally,
----------------------------------	-------------------------	----------------------------

1. State the author's claim. (1 sentence)
2. State the author's first reason. Begin with a transition word/phrase. (1 sentence)
3. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
4. State the author's second reason. Begin with a transition word/phrase. (1 sentence)
5. Paraphrase the evidence that supports the reason. (1 to 2 sentences)
6. State the author's third reason. Begin with a transition word/phrase. (1 sentence)

★ **Plan arguments for and against this topic: Schools should provide all students with laptops. List ideas for a claim, reasons, evidence, and counterclaim.**

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Take a Hike!

What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides.

They carry heavy packs, wear special boots, and set up tents at night.

That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike is for almost everyone, and it's worth doing.

The main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike—muscles,

continued on next page

Name: _____

lungs, heart, joints. Hikers improve their balance and strength. Hiking

helps bodies bend and stretch more easily. Bones grow stronger.

Hiking even helps with weight control.

Hiking is also good for mental health. In one experiment, researchers

had one group of people take a walk in a grassy area with trees.

Another group walked on city sidewalks. Each group walked for 90

minutes. The researchers made measurements, including brain scans.

After the walks, there was a difference in the brains of the two groups.

The difference pointed to a better mood among people who walked

in nature. Science is proving what people have always felt to be true.

It just feels good to breathe fresh air, see and touch natural things, and

get away from noise and rush. In Japan, for example, doctors prescribe

"forest bathing"—spending time close to nature. Trees and plants can

have calming, healing effects.

Furthermore, hikes can be enjoyed by people with a range of ability

levels and in a variety of locations. Hikes don't have to require special

continued on next page

Name: _____

equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy. Check out which trails are near your home. Then get out there and take a hike!

ANSWER KEY

Comprehension
Level 14: Tone & Mood

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

sensory language	tone	word choice	mood	simile
------------------	------	-------------	------	--------

_____ a comparison of two unlike things using /like or as
 _____ the reader's feelings created by the text
 _____ the use of specific words to create meaning and feeling
 _____ the author's attitude toward the subject
 _____ words that describe how things look, sound, smell, taste, or feel

B. Read the words in the box. Then, use each of the words to fill in the blanks in the image below.

mood	attitude	feelings	author
------	----------	----------	--------

The diagram shows an author on the left and a reader on the right. An arrow points from the author to an open book with the text: "TONE the author's attitude toward the subject". Another arrow points from the book to the reader with the text: "mood the reader's feelings created by the text".

Comprehension
Level 14: Tone & Mood

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

mood 	sensory language
the reader's feelings created by the text	words that describe how things look, sound, smell, taste, or feel
simile 	tone
a comparison of two unlike things using /like or as	the author's attitude toward the subject
word choice Good Great	
the use of specific words to create meaning and feeling	

ANSWER KEY

Comprehension
Level 14: Tone & Mood

Name: _____

SKILL FOCUS

E. The author's tone of a text can often be classified as positive or negative. Read each of the conversations below, and identify if the person has a positive or negative tone. Then, circle the words that helped you to decide if the tone was positive or negative.

Valeria has a **positive (negative)** tone.
Circle the 2 words that describe her tone.

Labron and Abamaad have a **positive (negative)** tone.
Circle the 3 words that describe their tone.

F. The mood of a text can also be classified as positive or negative. Read each sentence and decide if the mood is positive or negative. Circle your answer. Then, underline the words that helped you to decide if the mood was positive or negative.

- The deer seemed joyful when finally released back into the wild. (positive / negative)
- Perched on top of the fence, the bird watched with cold, dark eyes, leaving me with a strange feeling. (positive / negative)
- I grimmed from ear to ear when I saw the delicious tiered chocolate cake with three layers! (positive / negative)
- The happy song with the upbeat tune left my soul feeling refreshed! (positive / negative)
- She was worried about the difficult biology exam on Monday. (positive / negative)

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POWERUP
LITERACY

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page 4

Comprehension
Level 14: Tone & Mood

Name: _____

SKILL FOCUS

C. Words can represent positive or negative feelings. Read each word and decide if it is positive (+) or negative (-). Circle your answers.

eerie	+	<u>-</u>
wise	<u>+</u>	-
kind	<u>+</u>	-
rudely	+	<u>-</u>
soft	<u>+</u>	-

D. Read the statements below and decide if the overall feeling is positive (+) or negative (-). Write + or - in the space provided.

- 1. "Get out of my way!" snapped the man.
- 2. She was very cross when she found out her vase had been broken.
- 3. The money disappeared under mysterious circumstances.
- + 4. The sunlight spanned across the field, warm and bright.
- 5. He is a strict teacher who gives detention all the time!
- + 6. Chills ran down my back. I was so excited to see this concert.

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LITERACY

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page 3

ANSWER KEY

Comprehension
Level 14: Tone & Mood

Name: _____

SKILL APPLICATION

Answer the following questions. Some may ask you to annotate, or write, directly on the text provided.

[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky old hollow tree she calls home. Now her strange "hoo-hoo-oo-oo" echoes through the eerie wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

1. Underline the **simile** in section 1 above.

2. Circle 4 words in section 1 that create a chilling or creepy mood.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days spent splashing in cool dewdrops of water with the smell of mint leaves wafting through the breeze. However, it did not take long before the old Owl's head popped out from the opening in the tree that served her both for door and for window.

3. Circle the 2 words in section 2 above that suggest the Grasshopper has a positive or happy tone.

4. Draw a box around the **sensory language** in the underlined sentence.

[3] "Get away from here, you!" she snapped at the Grasshopper. "Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!"

5. The circled words in section 3 show that the Owl's tone is

a. calm.
b. worried.
c. annoyed.
d. playful.

continued on next page

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LITERACY
POWERUP
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page 6

Comprehension
Level 14: Tone & Mood

Name: _____

TEXT

Read the text *The Owl and the Grasshopper*. Then, complete the activities.

The Owl and the Grasshopper

[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange "hoo-hoo-oo-oo" echoes through the eerie wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days spent splashing in cool dewdrops of water with the smell of mint leaves wafting through the breeze. However, it did not take long before the old Owl's head popped out from the opening in the tree that served both as a door and a window.

[3] "Get away from here, you!" she snapped at the Grasshopper. "Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!"

[4] But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then stuck up a new song about crabby birds who live in depressing, rotting, stinking trees.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] "Well sir," she said in a soft, sweet voice, "if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!"

[7] The foolish Grasshopper was taken in by the Owl's flattering words. Up he jumped to the Owl's den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

* **erie:** (adj.) ghostly
* **slumber:** (v.) to sleep
* **lyrics:** (n.) words to a song
* **waft:** (v.) to gently pass through

Lexia
LITERACY
POWERUP
Lexia Skill Builders

page 5

ANSWER KEY

Name: _____

Comprehension
Level 14: Tone & Mood

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

The Owl and the Grasshopper

The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange "hoo-hoo-hoo-oo-oo" echoes through the eerie wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days

continued on next page

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Name: _____

Comprehension
Level 14: Tone & Mood

SKILL APPLICATION

[4] But the Grasshopper answered tudly that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

6. Circle the word in section 4 above that suggests the Grasshopper has an unpleasant or mean tone.

7. As the end of section 4, your mood as you read the underlined text probably becomes more

a. positive.
b. negative.
c. disappointed.
d. frustrated.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] "Well sir," she said in a soft, sweet voice, "if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!"

8. How has the Owl's tone changed from section 3 to sections 5 and 6?

The owl's tone has changed from annoyed to sweet and kind.

9. Circle the words that support your answer.

[7] The foolish Grasshopper was taken in by the Owl's flattering words. Up he jumped to the Owl's den, but as soon as he was near enough so the old Owl could see him clearly, she pronounced on him and ate him up.

10. The author's purpose is

a. to persuade.
b. to entertain.

11. Circle the theme, or moral, of this fable.

Love conquers all. Hard work pays off. Beware of flattery.

★ Using an approved search engine, find the lyrics to a popular song. Then, try to identify the tone.

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LITERACY
POWERUP
Lexia Skill Builders

page 7

ANSWER KEY

Comprehension
Level 14: Tone & Mood

Name: _____

spoke very kindly to him. 327

“Well sir,” she said in a soft, sweet voice, “if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!” 384

The foolish Grasshopper was taken in by the Owl’s flattering words. Up he jumped to the Owl’s den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up. 426

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POWERUP
LITERACY

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Comprehension
Level 14: Tone & Mood

Name: _____

spent splashing in cool dewdrops of water with the smell of mint leaves wafting through the breeze. However, it did not take long before the old Owl’s head popped out from the opening in the tree that served both as a door and a window. 193

“Get away from here, you!” she snapped at the Grasshopper. 203

“Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!” 225

But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. 253

He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees. 270

The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and 322

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LITERACY

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INSTRUCTIONAL VOCABULARY CARDS

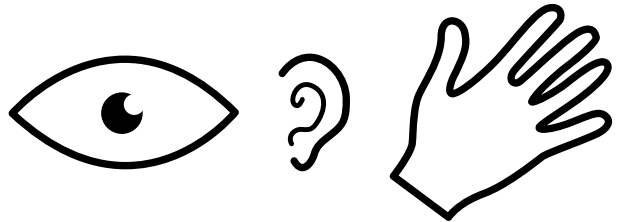
Use these cards independently or with a partner to review the instructional terms introduced online.

mood



the reader's feelings created by the text

sensory language



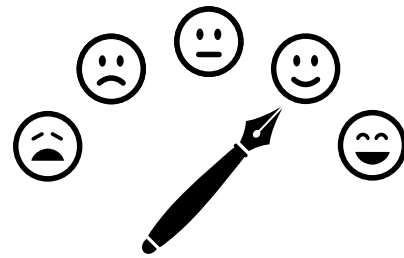
words that describe how things look, sound, smell, taste, or feel

simile



a comparison of two unlike things using *like* or *as*

tone



the author's attitude toward the subject

word choice

Good

Great

the use of specific words to create meaning and feeling

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

sensory language tone word choice mood simile

- _____ a comparison of two unlike things using *like* or *as*
- _____ the reader's feelings created by the text
- _____ the use of specific words to create meaning and feeling
- _____ the author's attitude toward the subject
- _____ words that describe how things look, sound, smell, taste, or feel

B. Read the words in the box. Then, use each of the words to fill in the blanks in the image below.

mood attitude feelings author

The diagram consists of two parts. On the left, a circular frame contains an illustration of an author writing. Above the author is a rectangular box. Below the author, a large downward-pointing arrow contains the text "TONE the author's _____ toward the subject". At the bottom of this arrow is an open book. On the right, a large open book is shown. Above it is a rectangular box. Below the book, a large downward-pointing arrow contains the text "the reader's _____ created by the text". At the bottom of this arrow is a circular frame containing an illustration of a reader.

SKILL FOCUS

C. Words can represent positive or negative feelings. Read each word and decide if it is positive (+) or negative (-). Circle your answers.

eerie	+	-
wise	+	-
kind	+	-
rudely	+	-
soft	+	-

D. Read the statements below and decide if the overall feeling is positive (+) or negative (-). Write + or - in the space provided.

- _____ 1. "Get out of my way!" snapped the man.
- _____ 2. She was very cross when she found out her vase had been broken.
- _____ 3. The money disappeared under mysterious circumstances.
- _____ 4. The sunlight spanned across the field, warm and bright.
- _____ 5. He is a strict teacher who gives detention all the time!
- _____ 6. Chills ran down my back. I was so excited to see this concert.

SKILL FOCUS

E. The author's tone of a text can often be classified as positive or negative. Read each of the conversations below, and identify if the person has a positive or negative tone. Then, circle the words that helped you to decide if the tone was positive or negative.



Valeria has a **positive / negative** tone.
Circle the 2 words that describe her tone.



Labron and Ahamad have a **positive / negative** tone.
Circle the 3 words that describe their tone.

F. The mood of a text can also be classified as positive or negative. Read each sentence and decide if the mood is positive or negative. Circle your answer. Then, underline the words that helped you to decide if the mood was positive or negative.

1. The deer seemed joyful when finally released back into the wild. (**positive / negative**)
2. Perched on top of the fence, the bird watched with cold, dark eyes, leaving me with a strange feeling. (**positive / negative**)
3. I grinned from ear to ear when I saw the delicious tiered chocolate cake with three layers! (**positive / negative**)
4. The happy song with the upbeat tune left my soul feeling refreshed! (**positive / negative**)
5. She was worried about the difficult biology exam on Monday. (**positive / negative**)

Name: _____

TEXT

Read the text *The Owl and the Grasshopper*. Then, complete the activities.

The Owl and the Grasshopper



[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange “hoo-hoo-hoo-oo-oo” echoes through the eerie¹ wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers². One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper’s voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics³ went on to describe days spent splashing in cool dewdrops of water with the smell of mint leaves wafting⁴ through the

breeze. However, it did not take long before the old Owl’s head popped out from the opening in the tree that served both as a door and a window.

[3] “Get away from here, you!” she snapped at the Grasshopper. “Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!”

[4] But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] “Well sir,” she said in a soft, sweet voice, “if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!”

[7] The foolish Grasshopper was taken in by the Owl’s flattering words. Up he jumped to the Owl’s den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

¹ **eerie:** (adj.) ghostly

² **slumber:** (v.) to sleep

³ **lyrics:** (n.) words to a song

⁴ **waft:** (v.) to gently pass through

Name: _____

SKILL APPLICATION

Answer the following questions. Some may ask you to annotate, or write, directly on the text provided.

[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange "hoo-hoo-hoo-oo-oo" echoes through the eerie wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

1. Underline the **simile** in section 1 above.
2. Circle 4 words in section 1 that create a chilling or creepy **mood**.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days spent splashing in cool dewdrops of water with the smell of mint leaves wafting through the breeze. However, it did not take long before the old Owl's head popped out from the opening in the tree that served her both for door and for window.

3. Circle the 2 words in section 2 above that suggest the Grasshopper has a positive or happy **tone**.
4. Draw a box around the **sensory language** in the underlined sentence.

[3] "Get away from here, you!" she snapped at the Grasshopper. "Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!"

5. The circled words in section 3 show that the Owl's **tone** is
 - a. calm.
 - b. worried.
 - c. annoyed.
 - d. playful.

continued on next page

SKILL APPLICATION

[4] But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

6. Circle the word in section 4 above that suggests the Grasshopper has an unpleasant or mean **tone**.

7. As the end of section 4, your **mood** as you read the underlined text probably becomes more

- a. positive.
- b. negative.
- c. disappointed.
- d. frustrated.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] "Well sir," she said in a soft, sweet voice, "if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!"

8. How has the Owl's **tone** changed from section 3 to sections 5 and 6?

9. Circle the words that support your answer.

[7] The foolish Grasshopper was taken in by the Owl's flattering words. Up he jumped to the Owl's den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

10. The **author's purpose** is

- a. to persuade.
- b. to entertain.

11. Circle the **theme**, or moral, of this fable.

Love conquers all.

Hard work pays off.

Beware of flattery.

★ Using an approved search engine, find the lyrics to a popular song. Then, try to identify the tone.

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

The Owl and the Grasshopper

The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange “hoo-hoo-hoo-oo-oo” echoes through the eerie wood, and she begins her hunt for the ants and beetles, frogs and mice she likes so well to eat.

Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper’s voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days

continued on next page

Name: _____

spent splashing in cool dewdrops of water with the smell of mint leaves wafting through the breeze. However, it did not take long before the old Owl's head popped out from the opening in the tree that served both as a door and a window.

"Get away from here, you!" she snapped at the Grasshopper.

"Have you no manners, you irritating little thing? You should at least respect my age and leave me to sleep in quiet!"

But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak.

He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and

continued on next page

Name: _____

spoke very kindly to him.

“Well sir,” she said in a soft, sweet voice, “if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!”

The foolish Grasshopper was taken in by the Owl’s flattering words. Up he jumped to the Owl’s den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

ANSWER KEY

Comprehension
Level 14: Conflict

Name: _____

SKILL FOCUS

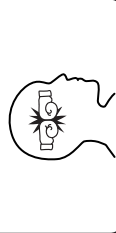


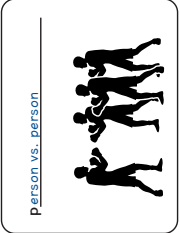
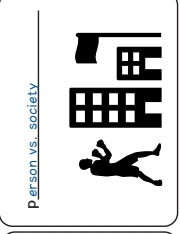

A. Read the terms in the box. Then, write each term next to its definition.

person vs. nature	external conflict	person vs. person	internal conflict
person vs. self	person vs. self	person vs. society	person vs. society

1. person vs. society a character's struggle against accepted rules or beliefs
2. external conflict a character's struggle with an outside force
3. person vs. nature a character's struggle against forces of nature
4. internal conflict a struggle that exists in a character's mind
5. person vs. self a character's struggle within himself or herself
6. person vs. person a character's struggle against a person or group of people

B. Read the words in the box below. Then, match and write each word that corresponds with the image.

person vs. nature	external conflict	person vs. person	internal conflict
person vs. self	person vs. self	person vs. society	person vs. society

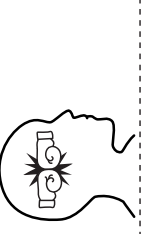
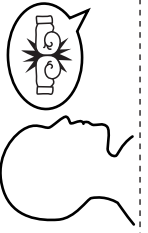


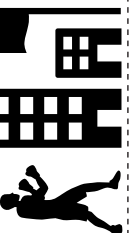

Internal conflict 	external conflict 	person vs. self 
person vs. person 	person vs. society 	person vs. nature 

Comprehension
Level 14: Conflict

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

internal conflict  a struggle that exists in a character's mind	external conflict  a character's struggle with an outside force
person vs. self  a character's struggle within himself or herself	person vs. person  a character's struggle against a person or group of people
person vs. society  a character's struggle against accepted rules or beliefs	person vs. nature  a character's struggle against forces of nature

ANSWER KEY

Comprehension
Level 14: Conflict

Name: _____

SKILL FOCUS

E. Read each text below. Then, write which type of conflict is described. Each one is used once: self, person, nature, society.

Arianna stared at the blank paper in front of her. Writing essays was so hard for her. She wanted to ask for help but sat there still instead. All she needed to do was raise her hand and she was sure a teacher would at least get her started. Why couldn't she just lift her hand, even the slightest bit? It was like her mind was turning her ideas into frozen statues.

Person vs. self

Eben spotted his target across the room. He was sick and tired of the way Jack had been excluding him from conversations. He walked aggressively toward Jack and the others and said, "Hey! Am I invisible or something?" Jack turned around and replied, "I can hear you, but I can't see you." Then he smirked and looked away.

Person vs. person

Darius relaxed in his "cave." His friends had buried him in the sand at the beach with only his head exposed. He loved how heavy and cool the sand felt in contrast to the warm sun. He began to doze off while his friends left to buy snacks at the food stand. Suddenly, Darius awoke to the sensation of water sloshing around his shoulders. Panicking, Darius saw that the tide had quickly come in and he was surrounded by fast-moving water. With all his might Darius tried to free himself from the relentless waves.

Person vs. nature

Ruby concentrated on the back of the man's jacket in front of her. It was easier to look at the squares on the fabric than to listen to the insults grown-ups were yelling toward her. She rehearsed the words *segregation* and *integration*, syllable by syllable, in her mind. Everything in Ruby's world was changing. She dodged a tomato someone had flung and walked into the new school.

Person vs. society

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LITERACY Lexia Skill Builders

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Comprehension
Level 14: Conflict

Name: _____

SKILL FOCUS

C. Read the situations below and draw a line to the type of conflict described. HINT: There are two of each kind.

A swimmer is attacked by a shark.

Two sisters argue over which show to watch.

Students protest about not being able to wear hats in school.

A boy can't decide if he should keep the money he found.





A mother wants to take a nap but knows there are many chores to finish.

A hiker eats poisonous berries by accident.

A group of friends can't agree on the topic for their project.

A citizen starts a petition against a town law.

D. Read the sentences, and decide if the conflict is internal or external. Circle the correct image.

1. It was like Arianna's mind was turning her ideas into frozen statues.	
2. Everything in Ruby's world was changing. She dodged a tomato someone had flung and walked into the new school.	
3. Darius saw that the tide had come in and he was surrounded by fast-moving water.	
4. Eben was sick and tired of the way Jack had been excluding him from conversations.	

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POWERUP
LITERACY Lexia Skill Builders

page 3

ANSWER KEY

Comprehension
Level 14: Conflict

Name: _____

SKILL APPLICATION

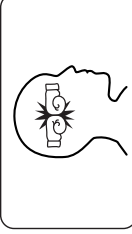
A. Answer the following questions about the text *Salma's Four Fights*.

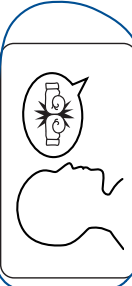
- Who is the main character in this story? _____ *Salma*
- What did Salma do *before* she got home?
 - She went for a drive.
 - She visited a shop.
 - She tried to buy a house.
 - She called her father.
- Re-read the monologue in section 1:

"How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?"

What did the author want you to learn from this monologue?

 - Salma wants to buy her own house.
 - Salma was unable to buy a house.
 - There were rules restricting Salma from doing what she wanted.
 - All of the above
- Is the conflict in section 1 internal or external? Circle your answer.




- The conflict in section 1 shows a person vs. society conflict. True / False
- Section 1 shows a conflict between Salma and _____. Circle your answer.

her father	<input checked="" type="checkbox"/> the bank	her sister	her school
------------	----------------------------------------------	------------	------------

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LITERACY
Lexia Skill Builders
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Comprehension
Level 14: Conflict

Name: _____

TEXT

Read the text *Salma's Four Fights*. Then, complete the activities on the next page.

This story is set in the 1950s during a time when many laws discriminated against women.


Salma's Four Fights

[1] Salma stormed in and slammed the door shut. She dropped the pile of papers on the table and fumed. "How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?" Salma crossed her arms in frustration and worked out a solution in her mind. She would **defy** this ridiculous rule and be an independent woman. An idea came to her.

[2] Salma picked up the phone and entered her father's number. He answered and she explained what happened at the bank. Her father listened quietly and waited for her request. He felt a swell of pride. His one and only daughter needed him after all. However, he got a question he did not expect. "Daddy, would you just write a note that says that you respect my opinions and do not need to follow such a ridiculous rule?" His heart fell and he felt a flash of anger. He scolded her for having strange ideas about how the world should work. She slammed the phone and grabbed her coat from the hook. She needed to clear her head with a walk outside.

[3] Salma pounded her heels into the street. Gusts of wind swirled around. The wind picked up speed and flapped her hair wildly. It was as if the weather outside was reflecting her stormy thoughts. It grew dark and Salma saw a funnel cloud forming behind the buildings in front of her. She was right in its path. Quickly, she ran into the closest building she could find for shelter. Salma waited out the storm. Finally, she slowly crept out of her hiding place. The building was demolished around her. All of the other city buildings were fine. She was stunned that the room where she hid was the only part of the building left standing. Shockingly, it was the bank she had been in earlier that day.

[4] Salma's thoughts raced back and forth. She felt horror at the mess. But she also felt happiness that the old bank with its old ways was in ruins. She tried to feel sorry for the bank owners and the people who worked there. Instead, she found herself thinking, "It serves them right!" With that thought, guilt swept over her and made her so confused. Salma pushed her palms against her forehead. Then, a freeing idea came. She stood up with a smile and a purpose. Salma decided that she would open a new bank that had new rules. She knew just who she would call for help.



defy: (v.) to go against something

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POWERUP
LITERACY
Lexia Skill Builders
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ANSWER KEY

Name: _____

Comprehension
Level 14: Conflict

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self-Corrections:	WCPM:	Accuracy:
-------	---------	-------------------	-------	-----------

Salma's Four Fights

Salma stormed in and slammed the door shut. She dropped the pile of papers on the table and fumed. "How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?" Salma crossed her arms in frustration and worked out a solution in her mind. She would defy this ridiculous rule and be an independent woman. An idea came to her.

Salma picked up the phone and entered her father's number. He answered and she explained what happened at the bank. Her father listened quietly and waited for her request. He felt a swell of pride. His one and only daughter needed him after all. However, he got a

12
27
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135

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Name: _____

Comprehension
Level 14: Conflict


SKILL APPLICATION

B. Think about the types of conflicts in the text. Write the type of conflict shown in each section: *self, person, nature, society*.


Section 1

Salma  society


Section 2

Salma  person

Section 3

Salma  nature

Section 4

Salma  self

C. Think about the text. Answer the questions.

1. Which word describes the author's choice to make the bank be the only building destroyed in the tornado. Circle your answer.

information simile **irony**

2. Imagine one type of conflict Salma may face in opening up a new bank. Explain why.

Raising money may be difficult because of the way society views women.

★ Make a list of two television shows you have recently watched. Identify the type of conflict in each one.

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LITERACY
Lexia Skill Builders

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ANSWER KEY

Name: _____

Comprehension
Level 14: Conflict

Salma's thoughts raced back and forth. She felt horror at the mess. 347

But she also felt happiness that the old bank with its old ways was in ruins. She tried to feel sorry for the bank owners and the people who worked there. Instead, she found herself thinking, "It serves them right!" With that thought, guilt swept over her and made her so confused. Salma pushed her palms against her forehead. Then, a freeing idea came. She stood up with a smile and a purpose. 420

Salma decided that she would open a new bank that had new rules. 433

She knew just who she would call for help. 442

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LITERACY

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Name: _____

Comprehension
Level 14: Conflict

question he did not expect. "Daddy, would you just write a note that says that you respect my opinions and do not need to follow such a ridiculous rule?" His heart fell and he felt a flash of anger. He scolded her for having strange ideas about how the world should work. 148

She slammed the phone and grabbed her coat from the hook. She needed to clear her head with a walk outside. 162

Salma pounded her heels into the street. Gusts of wind swirled around. The wind picked up speed and flapped her hair wildly. It was as if the weather outside was reflecting her stormy thoughts. It grew dark and Salma saw a funnel cloud forming behind the buildings in front of her. 176

She was right in its path. Quickly, she ran into the closest building she could find for shelter. Salma waited out the storm. Finally, she slowly crept out of her hiding place. The building was demolished around her. All of the other city buildings were fine. She was stunned that the room where she hid was the only part of the building left standing. 187

Shockingly, it was the bank she had been in earlier that day. 199

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Lexia
POWERUP
LITERACY

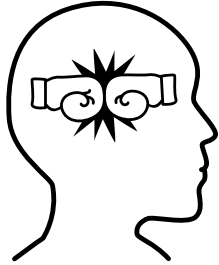
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INSTRUCTIONAL VOCABULARY CARDS

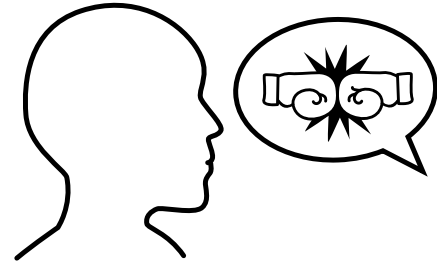
Use these cards independently or with a partner to review the instructional terms introduced online.

internal conflict



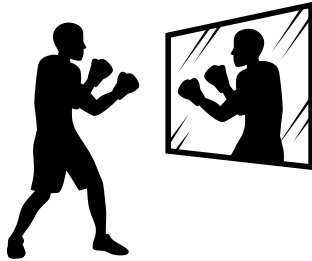
a struggle that exists in a character's mind

external conflict



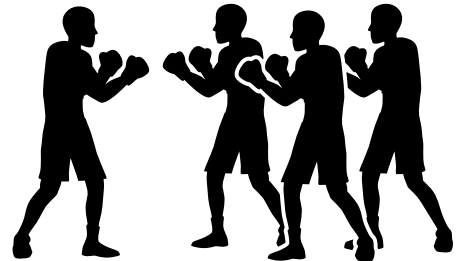
a character's struggle with an outside force

person vs. self



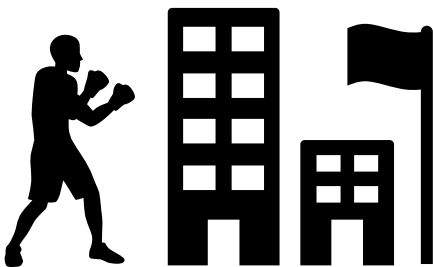
a character's struggle within himself or herself

person vs. person



a character's struggle against a person or group of people

person vs. society



a character's struggle against accepted rules or beliefs

person vs. nature



a character's struggle against forces of nature

Name: _____

SKILL FOCUS

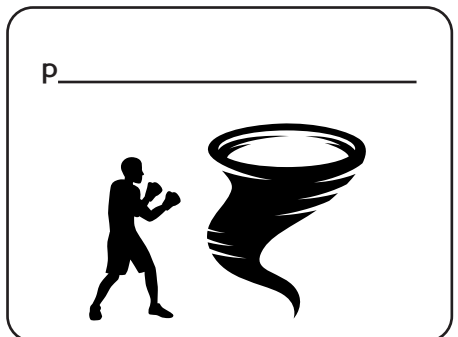
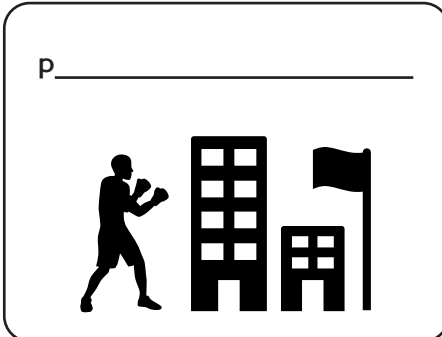
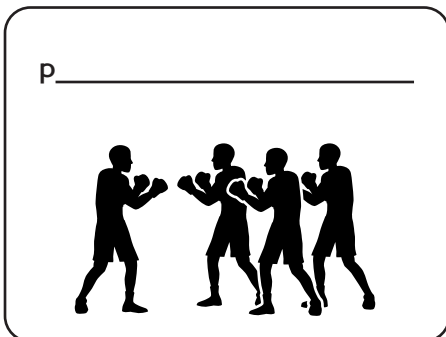
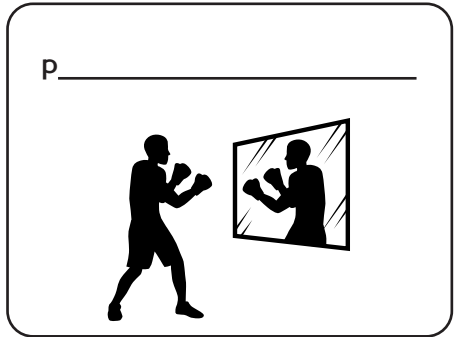
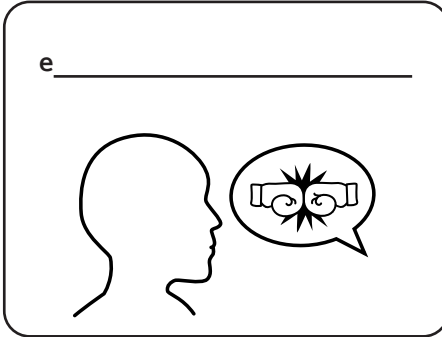
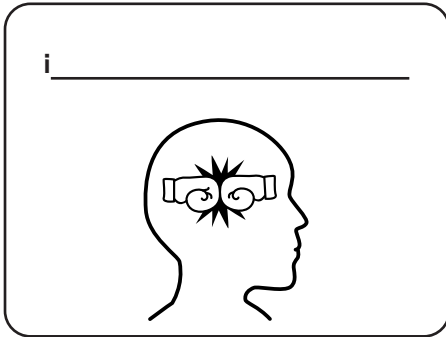
A. Read the terms in the box. Then, write each term next to its definition.

person vs. nature	external conflict	person vs. person	internal conflict
person vs. self	person vs. society		

1. _____ a character's struggle against accepted rules or beliefs
2. _____ a character's struggle with an outside force
3. _____ a character's struggle against forces of nature
4. _____ a struggle that exists in a character's mind
5. _____ a character's struggle within himself or herself
6. _____ a character's struggle against a person or group of people

B. Read the words in the box below. Then, match and write each word that corresponds with the image.



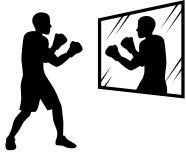

person vs. nature	external conflict	person vs. person	internal conflict
person vs. self	person vs. society		






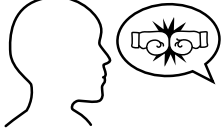

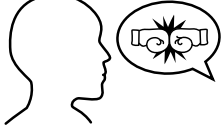

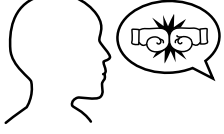
Name: _____

SKILL FOCUS

C. Read the situations below, and draw a line to the type of conflict described. HINT: There are two of each kind.

A swimmer is attacked by a shark.		A mother wants to take a nap but knows there are many chores to finish.
Two sisters argue over which show to watch.		A hiker eats poisonous berries by accident.
Students protest about not being able to wear hats in school.		A group of friends can't agree on the topic for their project.
A boy can't decide if he should keep the money he found.		A citizen starts a petition against a town law.

D. Read the sentences, and decide if the conflict is internal or external. Circle the correct image.

1. It was like Arianna's mind was turning her ideas into frozen statues.		
2. Everything in Ruby's world was changing. She dodged a tomato someone had flung and walked into the new school.		
3. Darius saw that the tide had come in and he was surrounded by fast-moving water.		
4. Eben was sick and tired of the way Jack had been excluding him from conversations.		

Name: _____

SKILL FOCUS

E. Read each text below. Then, write which type of conflict is described. Each one is used once: *self, person, nature, society.*

Arianna stared at the blank paper in front of her. Writing essays was so hard for her. She wanted to ask for help but sat there still instead. All she needed to do was raise her hand and she was sure a teacher would at least get her started. Why couldn't she just lift her hand, even the slightest bit? It was like her mind was turning her ideas into frozen statues.

Person vs. _____

Eben spotted his target across the room. He was sick and tired of the way Jack had been excluding him from conversations. He walked aggressively toward Jack and the others and said, "Hey! Am I invisible or something?" Jack turned around and replied, "I can hear you, but I can't see you." Then he smirked and looked away.

Person vs. _____

Darius relaxed in his "cave." His friends had buried him in the sand at the beach with only his head exposed. He loved how heavy and cool the sand felt in contrast to the warm sun. He began to doze off while his friends left to buy snacks at the food stand. Suddenly, Darius awoke to the sensation of water sloshing around his shoulders. Panicking, Darius saw that the tide had quickly come in and he was surrounded by fast-moving water. With all his might Darius tried to free himself from the relentless waves.

Person vs. _____

Ruby concentrated on the back of the man's jacket in front of her. It was easier to look at the squares on the fabric than to listen to the insults grown-ups were yelling toward her. She rehearsed the words *segregation* and *integration*, syllable by syllable, in her mind. Everything in Ruby's world was changing. She dodged a tomato someone had flung and walked into the new school.

Person vs. _____

TEXT

Read the text *Salma's Four Fights*. Then, complete the activities on the next page.

This story is set in the 1950s during a time when many laws discriminated against women.

Salma's Four Fights

[1] Salma stormed in and slammed the door shut. She dropped the pile of papers on the table and fumed. "How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?" Salma crossed her arms in frustration and worked out a solution in her mind. She would **defy*** this ridiculous rule and be an independent woman. An idea came to her.

[2] Salma picked up the phone and entered her father's number. He answered and she explained what happened at the bank. Her father listened quietly and waited for her request. He felt a swell of pride. His one and only daughter needed him after all. However, he got a question he did not expect. "Daddy, would you just write a note that says that you respect my opinions and do not need to follow such a ridiculous rule?" His heart fell and he felt a flash of anger. He scolded her for having strange ideas about how the world should work. She slammed the phone and grabbed her coat from the hook. She needed to clear her head with a walk outside.

[3] Salma pounded her heels into the street. Gusts of wind swirled around. The wind picked up speed and flapped her hair wildly. It was as if the weather outside was reflecting her stormy thoughts. It grew dark and Salma saw a funnel cloud forming behind the buildings in front of her. She was right in its path. Quickly, she ran into the closest building she could find for shelter. Salma waited out the storm. Finally, she slowly crept out of her hiding place. The building was demolished around her. All of the other city buildings were fine. She was stunned that the room where she hid was the only part of the building left standing. Shockingly, it was the bank she had been in earlier that day.

[4] Salma's thoughts raced back and forth. She felt horror at the mess. But she also felt happiness that the old bank with its old ways was in ruins. She tried to feel sorry for the bank owners and the people who worked there. Instead, she found herself thinking, "It serves them right!" With that thought, guilt swept over her and made her so confused. Salma pushed her palms against her forehead. Then, a freeing idea came. She stood up with a smile and a purpose. Salma decided that she would open a new bank that had new rules. She knew just who she would call for help.



* **defy**: (v.) to go against something

SKILL APPLICATION

A. Answer the following questions about the text *Salma's Four Fights*.

1. Who is the main character in this story? _____

2. What did Salma do *before* she got home?

- a. She went for a drive.
- b. She visited a shop.
- c. She tried to buy a house.
- d. She called her father.

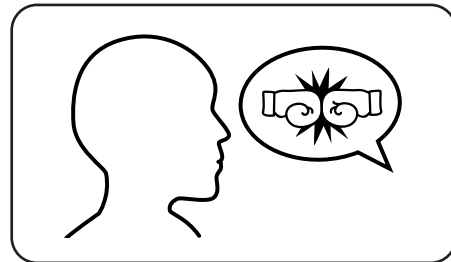
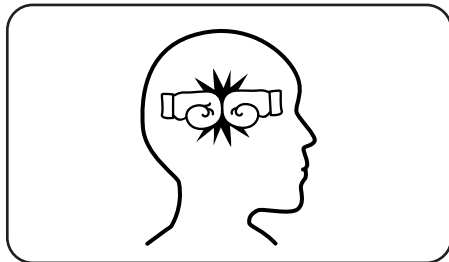
3. Re-read the monologue in section 1:

"How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?"

What did the author want you to learn from this monologue?

- a. Salma wants to buy her own house.
- b. Salma was unable to buy a house.
- c. There were rules restricting Salma from doing what she wanted.
- d. All of the above

4. Is the conflict in section 1 internal or external? Circle your answer.



5. The conflict in section 1 shows a person vs. society conflict. **True / False**

6. Section 1 shows a conflict between Salma and _____. Circle your answer.

her father

the bank

her sister

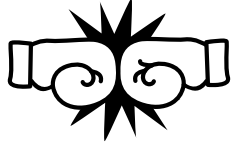
her school

Name: _____

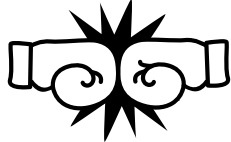
SKILL APPLICATION

B. Think about the types of conflicts in the text. Write the type of conflict shown in each section: *self, person, nature, society*.

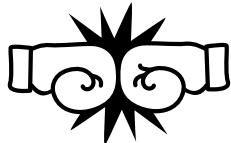
Section 1

Salma		
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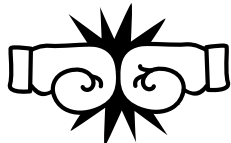
Section 2

Salma		
-------	-----------------------------------------------------------------------------------	--

Section 3

Salma		
-------	------------------------------------------------------------------------------------	--

Section 4

Salma		
-------	-------------------------------------------------------------------------------------	--

C. Think about the text. Answer the questions.

1. Which word describes the author's choice to make the bank be the only building destroyed in the tornado. Circle your answer.

information simile irony

2. Imagine one type of conflict Salma may face in opening up a new bank. Explain why.

★ Make a list of two television shows you have recently watched. Identify the type of conflict in each one.

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Salma's Four Fights

Salma stormed in and slammed the door shut. She dropped the pile of papers on the table and fumed. "How is this even fair? Of course I should be able to buy a home for myself! What kind of nonsense is it that women must have their fathers or husbands present in order to buy a home?" Salma crossed her arms in frustration and worked out a solution in her mind. She would defy this ridiculous rule and be an independent woman. An idea came to her.

Salma picked up the phone and entered her father's number. He answered and she explained what happened at the bank. Her father listened quietly and waited for her request. He felt a swell of pride. His one and only daughter needed him after all. However, he got a

continued on next page

Name: _____

question he did not expect. “Daddy, would you just write a note that says that you respect my opinions and do not need to follow such a ridiculous rule?” His heart fell and he felt a flash of anger. He scolded her for having strange ideas about how the world should work.

She slammed the phone and grabbed her coat from the hook. She needed to clear her head with a walk outside.

Salma pounded her heels into the street. Gusts of wind swirled around.

The wind picked up speed and flapped her hair wildly. It was as if the weather outside was reflecting her stormy thoughts. It grew dark and

Salma saw a funnel cloud forming behind the buildings in front of her.

She was right in its path. Quickly, she ran into the closest building she

could find for shelter. Salma waited out the storm. Finally, she slowly

crept out of her hiding place. The building was demolished around

her. All of the other city buildings were fine. She was stunned that the

room where she hid was the only part of the building left standing.

Shockingly, it was the bank she had been in earlier that day.

continued on next page

Name: _____

Salma's thoughts raced back and forth. She felt horror at the mess.

But she also felt happiness that the old bank with its old ways was in ruins. She tried to feel sorry for the bank owners and the people who worked there. Instead, she found herself thinking, "It serves them right!" With that thought, guilt swept over her and made her so confused. Salma pushed her palms against her forehead. Then, a freeing idea came. She stood up with a smile and a purpose.

Salma decided that she would open a new bank that had new rules.

She knew just who she would call for help.

ANSWER KEY

Name: _____

Comprehension
Level 14: Theme

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

author's craft	character	conflict	infer	setting	theme
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____

1. _____ a character's struggle or problem
2. _____ the central message or big idea in a story or poem
3. _____ methods used by authors to make their writing more powerful
4. _____ the time and place of events in a text
5. _____ to reach a conclusion by using evidence from the text and background knowledge
6. _____ a person, animal, or other being in a story

B. Review the Elements of Theme. Then, use the words in the box to complete each of the questions.

characters	struggle	written
Conflict	↑	What is the struggle _____?
Characters	↑	How are the characters _____ described?
Author's Craft	↑	Why is the text _____ written this way?





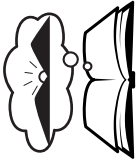
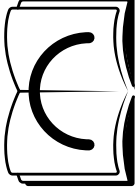
3 Elements of Theme

Name: _____

Comprehension
Level 14: Theme

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

<p>author's craft</p>  <p>methods used by authors to make their writing more powerful</p>	<p>character</p>  <p>a person, animal, or other being in a story</p>
<p>conflict</p>  <p>a character's struggle or problem</p>	<p>infer</p>  <p>to reach a conclusion by using evidence from the text and background knowledge</p>
<p>setting</p>  <p>the time and place of events in a text</p>	<p>theme</p>  <p>the central message or big idea in a story or poem</p>

ANSWER KEY

Comprehension
Level 14: Theme

Name: _____

SKILL FOCUS

E. First, read the following fable. Next, answer the questions. Last, decide what the theme or central message would be, and write it on the sign.

A hard-working woman had three children. They had been arguing for many years about who would inherit the family business. The oldest felt entitled to it, the second felt she was the most experienced, and the youngest had been to college to study and was educated about it. Their fighting pained their mother greatly. On her deathbed, she summoned her children to give them parting advice. She ordered them to bring in a bundle of sticks and said to her eldest child: "Break it." Her son strained and strained, but with all his efforts was unable to break the sticks. The other children also tried, but none of them was successful. "Untie the bundle," said the woman, "and each of you take a stick." When they had done so, she called out to them: "Now, break," and each stick was easily broken.

CONFLICT: What is the struggle?

All of the children feel _____
they deserve the family business.

What kind of conflict is this? Circle one.

a. person vs. nature
b. person vs. self
c. person vs. person
d. person vs. society

CHARACTERS: How are the characters described?

What words does the author use to describe the sons?

Oldest child: _____ entitled
Second child: _____ experienced
Youngest child: _____ educated

AUTHOR'S CRAFT: Why is the text written this way?

The author does not state the ending of the story. What can you infer about how the story ended? Circle your answer.

The woman will sell the business.
The family will work together in the business.
The woman will give the business to a friend.

THEME:
Theme ideas:
* Working together is better than working alone.
* Family should stick together.
* There is no I in TEAM.

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LITERACY

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page 4

Comprehension
Level 14: Theme

Name: _____

SKILL FOCUS

C. Read the sentences below. Then, circle the term that correctly describes the sentence.

1. Much of the community was forced to flee when the hurricane arrived.	author's craft conflict
2. The water shimmered like broken glass as the wind moved the waves closer and closer to the shore.	author's craft character
3. Lydia felt pride and stood tall as she received an award for all of her help during the fundraiser.	conflict / character
4. Treat others as you want to be treated.	author's craft theme

D. Read the themes in the box. Then, read the situations below. Match the theme with the situation by writing in the correct letter. Some themes are used more than once.

a. It's impossible to make everyone happy. b. Collect moments, not things.	c. Things are never as bad as they seem. d. Kindness is rewarded.
d 1. Mike didn't know his teacher had seen him helping a new student who was lost in the hallway. He sure was happy when the teacher handed him a "No Home-work" pass for his good deed.	b 4. Jose danced the night away with his friends never once thinking of the money he had lost.
c 2. Kai glared at his hand-me-down snow boots wishing they were new. However, when Sam got on the bus with shoes that were soaked through, Kai quickly changed his mind.	a 5. No matter how hard Ella tried to please her new classmates, they never seemed to get over the fact that she was from the other side of town.
a 3. Chuck gave the customer a refund, a coupon, and a freebie, but she was still not satisfied.	c 6. George was annoyed when his car broke down, but when he saw that the mechanic was the girl he had a crush on, he thanked his lucky stars that he finally had a chance to talk to her.

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page 3

ANSWER KEY

Comprehension
Level 14: Theme

Name: _____

SKILL APPLICATION

CHARACTERS:

(1) At the beginning of the text, the author describes two types of trees. Using the word bank below, fill in the chart with words or phrases that describe each type.

long branches	lonely	proud	happy
mean	sad	thousands of them	twisted branches

Tall Trees	Crooked Tree
<ul style="list-style-type: none"> long branches mean thousands of them proud happy 	<ul style="list-style-type: none"> sad lonely twisted branches

(2) Re-read this part of the story to answer the question below.

"I wish I could provide shade to the townsfolk. I wish the birds could make their nests in me."

Based on this text, you can infer that the crooked tree _____

- is unkind to the others
- longs to travel the world
- is quick to anger
- longs to help others

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page 6

Comprehension
Level 14: Theme

Name: _____

TEXT

Read the text. Then answer questions on the following pages.

The Crooked Tree

A Hindi Fable

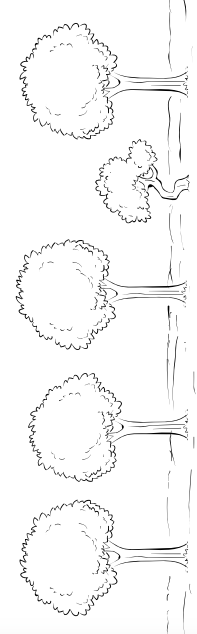
ong, long ago in a forest, there were thousands of tall trees with long, lovely branches. They were happy and quite proud of themselves. In the middle of them was one lonely tree whose branches were badly twisted. Its roots had uneven curves. All of the tall, graceful trees made fun of the crooked tree.

The other trees always laughed and made the crooked tree feel sad. But, he never raised a voice against them. "I wish my branches were as tall and lovely as the other trees," the crooked tree thought. "Nobody even sees me with all of these tall trees around. I wish I could provide shade to the townsfolk. I wish the birds could make their nests in me. I'm just useless."

One day, a woodcutter came to the forest. He took a look at the trees and said, "These trees are lovely. I must cut them." Chop! Chop! Chop! went the woodcutter's axe, and one by one the trees started to fall.

By now, the woodcutter had come near to the crooked tree. He had just raised his axe when suddenly he noticed how twisted and short the crooked tree's branches were. "Why this tree is short enough that my children would have endless hours of climbing on these curved branches!" And he moved on to the next tree. The crooked tree breathed a sigh of relief. He knew that his short, twisted branches had saved his life.

From that day, the crooked tree never complained. He was happy with his looks. For now, birds nested in his branches, and tired wanderers found shade under his limbs. And best of all? The woodcutter's children spent nearly every day giggling and laughing as they hung from his curved branches. He never forgot how he was spared from the woodcutter's axe because of his looks.



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page 5

ANSWER KEY

Name: _____

Comprehension
Level 14: Theme

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation.	2. Group words into meaningful chunks.	3. Read with expression.
----------------------------------	----------------------------------------	--------------------------

Time:	Self-Corrections:	WPM:	Accuracy:
-------	-------------------	------	-----------

The Crooked Tree

Long, long ago in a forest, there were thousands of tall trees with long, lovely branches. They were happy and quite proud of themselves. In the middle of them was one lonely tree whose branches were badly twisted. Its roots had uneven curves. All of the tall, graceful trees made fun of the crooked tree.

The other trees always laughed and made the crooked tree feel sad. But, he never raised a voice against them. "I wish my branches were as tall and lovely as the other trees," the crooked tree thought. "Nobody even sees me with all of these tall trees around. I wish I could provide shade to the townsfolk. I wish the birds could make their nests in me. I'm just useless."

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LITERACY **POWERUP** Lexia Skill Builders
continued on next page

page 8

Name: _____

Comprehension
Level 14: Theme

SKILL APPLICATION

AUTHOR'S CRAFT:

(3) The author uses the word **Chop** more than once in the passage. What is this technique called? Circle one.

taste dialogue metaphor **repetition**

(4) Why does the author use this technique? Circle one.

a. to help the reader understand vocabulary words
b. to help the reader feel sorry for the woodcutter
c. to draw attention to the action the woodcutter is taking
d. to draw attention to how proud the tall, lovely trees are

CONFLICT:

(5) There are a few problems described in this passage. Clearly, the woodcutter chopping down all of the tall trees is a big problem. But, for the main character, the main struggle was different. Complete the following sentences by filling in the blanks.

At the first the crooked tree's conflict is that he considers himself to be _____ (useful, useless).
This conflict is resolved when, in the end, the crooked tree knows how _____ (useless, useful) he is.

THEME:

In your opinion, what is the main theme or central message based on the characters, the author's craft, and the conflict?

Possible answer: _____
It's not what's on the outside that matters. It's what's on the inside that counts.

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LITERACY **POWERUP** Lexia Skill Builders
* Think of stories you have read that have themes that match the ones on page 3 (Part D). Make a simple chart listing stories and themes on the back of this page.

page 7

ANSWER KEY

Name: _____

Comprehension
Level 14: Theme

One day, a woodcutter came to the forest. He took a look at the trees	140
and said, "These trees are lovely. I must cut them." Chop! Chop! Chop!	153
went the woodcutter's axe, and one by one the trees started to fall.	166
By now, the woodcutter had come near to the crooked tree. He had	179
just raised his axe when suddenly he noticed how twisted and short	191
the crooked tree's branches were. "Why this tree is short enough that	203
my children would have endless hours of climbing on these curved	214
branches!"	215
And he moved on to the next tree. The crooked tree breathed a sigh of	229
relief. He knew that his short, twisted branches had saved his life.	242
From that day, the crooked tree never complained. He was happy with	254
his looks. For now, birds nested in his branches, and tired wanderers	266
found shade under his limbs. And best of all? The woodcutter's	277
children spent nearly every day giggling and laughing as they hung	288
from his curved branches. He never forgot how he was spared from	300
the woodcutter's axe because of his looks.	307

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page 9

INSTRUCTIONAL VOCABULARY CARDS

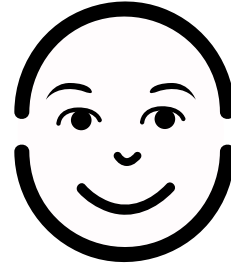
Use these cards independently or with a partner to review the instructional terms introduced online.

author's craft



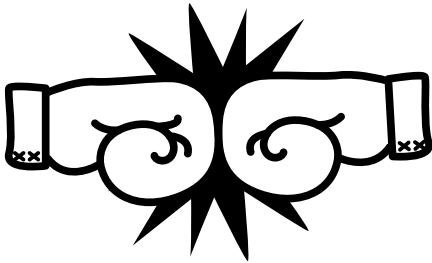
methods used by authors to make their writing more powerful

character



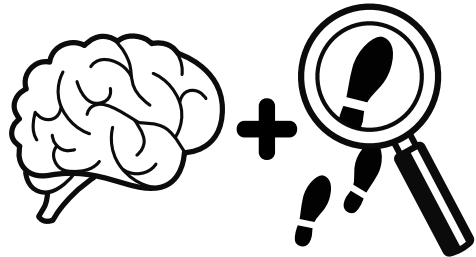
a person, animal, or other being in a story

conflict



a character's struggle or problem

infer



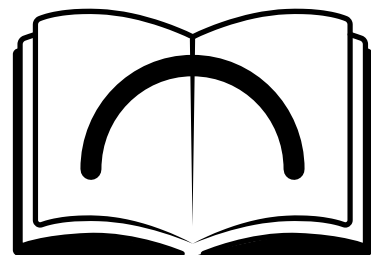
to reach a conclusion by using evidence from the text and background knowledge

setting



the time and place of events in a text

theme



the central message or big idea in a story or poem

Name: _____

SKILL FOCUS

A. Read the terms in the box. Then, write each term next to its definition.

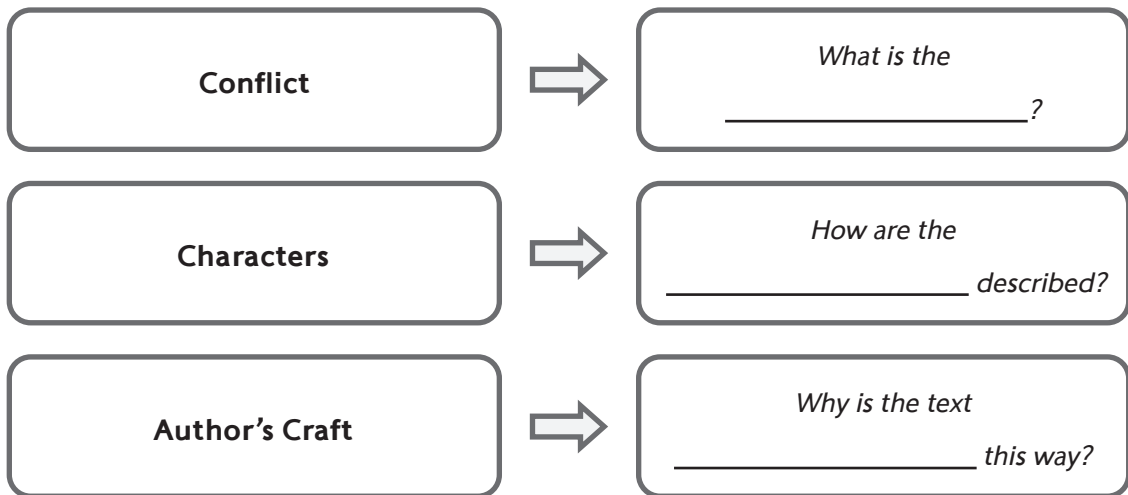
author's craft character conflict infer setting theme

1. _____ a character's struggle or problem
2. _____ the central message or big idea in a story or poem
3. _____ methods used by authors to make their writing more powerful
4. _____ the time and place of events in a text
5. _____ to reach a conclusion by using evidence from the text and background knowledge
6. _____ a person, animal, or other being in a story

B. Review the Elements of Theme. Then, use the words in the box to complete each of the questions.

characters struggle written

3 Elements of Theme



Name: _____

SKILL FOCUS

C. Read the sentences below. Then, circle the term that correctly describes the sentence.

1. Much of the community was forced to flee when the hurricane arrived.	author's craft / conflict
2. The water shimmered like broken glass as the wind moved the waves closer and closer to the shore.	author's craft / character
3. Lydia felt pride and stood tall as she received an award for all of her help during the fundraiser.	conflict / character
4. Treat others as you want to be treated.	author's craft / theme

D. Read the themes in the box. Then, read the situations below. Match the theme with the situation by writing in the correct letter. Some themes are used more than once.

a. It's impossible to make everyone happy.	c. Things are never as bad as they seem.
b. Collect moments, not things.	d. Kindness is rewarded.

___ 1. Mike didn't know his teacher had seen him helping a new student who was lost in the hallway. He sure was happy when the teacher handed him a "No Homework" pass for his good deed.	___ 4. Jose danced the night away with his friends never once thinking of the money he had lost.
___ 2. Kai glared at his hand-me-down snow boots wishing they were new. However, when Sam got on the bus with shoes that were soaked through, Kai quickly changed his mind.	___ 5. No matter how hard Ella tried to please her new classmates, they never seemed to get over the fact that she was from the other side of town.
___ 3. Chuck gave the customer a refund, a coupon, and a freebie, but she was still not satisfied.	___ 6. George was annoyed when his car broke down, but when he saw that the mechanic was the girl he had a crush on, he thanked his lucky stars that he finally had a chance to talk to her.

Name: _____

SKILL FOCUS

E. First, read the following fable. Next, answer the questions. Last, decide what the theme or central message would be, and write it on the sign.

A hard-working woman had three children. They had been arguing for many years about who would inherit the family business. The oldest felt entitled to it, the second felt she was the most experienced, and the youngest had been to college to study and was educated about it. Their fighting pained their mother greatly. On her deathbed, she summoned her children to give them parting advice. She ordered them to bring in a bundle of sticks and said to her eldest child: "Break it." Her son strained and strained, but with all his efforts was unable to break the sticks. The other children also tried, but none of them was successful. "Untie the bundle," said the woman, "and each of you take a stick." When they had done so, she called out to them: "Now, break," and each stick was easily broken.

CONFLICT: What is the struggle?

All of the children feel _____

What kind of conflict is this? Circle one.

- a. person vs. nature
- b. person vs. self
- c. person vs. person
- d. person vs. society

CHARACTERS: How are the characters described?

What words does the author use to describe the sons?

Oldest child: entitled

Second child: e

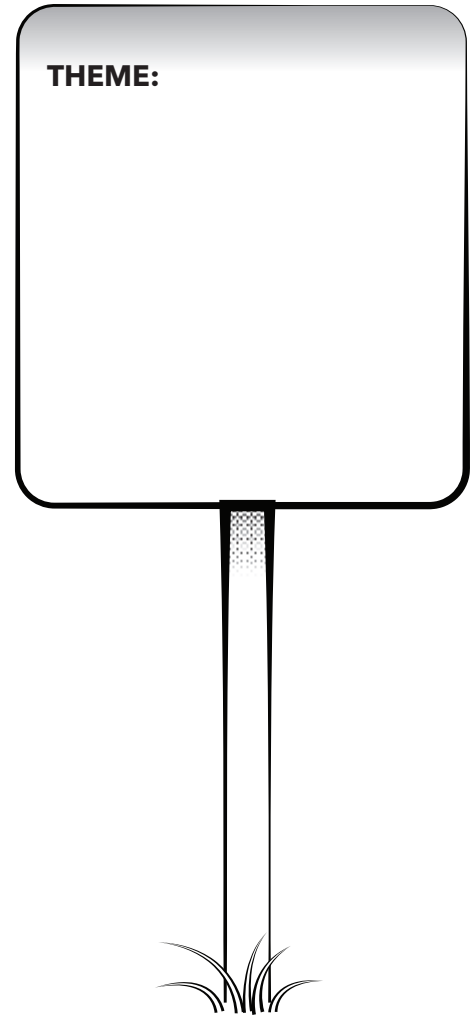
Youngest child: e

AUTHOR'S CRAFT: Why is the text written this way?

The author does not state the ending of the story. What can you infer about how the story ended? Circle your answer.

- The woman will sell the business.
- The family will work together in the business.
- The woman will give the business to a friend.

THEME:



TEXT

Read the text. Then answer questions on the following pages.

The Crooked Tree

A Hindi Fable

Long, long ago in a forest, there were thousands of tall trees with long, lovely branches. They were happy and quite proud of themselves. In the middle of them was one lonely tree whose branches were badly twisted. Its roots had uneven curves. All of the tall, graceful trees made fun of the crooked tree.

The other trees always laughed and made the crooked tree feel sad. But, he never raised a voice against them. "I wish my branches were as tall and lovely as the other trees," the crooked tree thought. "Nobody even sees me with all of these tall trees around. I wish I could provide shade to the townsfolk. I wish the birds could make their nests in me. I'm just useless."

One day, a woodcutter came to the forest. He took a look at the trees and said, "These trees are lovely. I must cut them." Chop! Chop! Chop! went the woodcutter's axe, and one by one the trees started to fall.

By now, the woodcutter had come near to the crooked tree. He had just raised his axe when suddenly he noticed how twisted and short the crooked tree's branches were. "Why this tree is short enough that my children would have endless hours of climbing on these curved branches!" And he moved on to the next tree. The crooked tree breathed a sigh of relief. He knew that his short, twisted branches had saved his life.

From that day, the crooked tree never complained. He was happy with his looks. For now, birds nested in his branches, and tired wanderers found shade under his limbs. And best of all? The woodcutter's children spent nearly every day giggling and laughing as they hung from his curved branches. He never forgot how he was spared from the woodcutter's axe because of his looks.



Name: _____

SKILL APPLICATION

CHARACTERS:

(1) *At the beginning of the text, the author describes two types of trees. Using the word bank below, fill in the chart with words or phrases that describe each type.*

long branches	lonely	proud	happy
mean	sad	thousands of them	twisted branches

Tall Trees

Crooked Tree

--	--

(2) **Re-read this part of the story to answer the question below.**

"I wish I could provide shade to the towsfolk. I wish the birds could make their nests in me."

Based on this text, you can infer that the crooked tree _____.

- a. is unkind to the others
- b. longs to travel the world
- c. is quick to anger
- d. longs to help others

Name: _____

SKILL APPLICATION

AUTHOR'S CRAFT:

(3) The author uses the word *Chop!* more than once in the passage. What is this technique called? Circle one.

taste

dialogue

metaphor

repetition

(4) Why does the author use this technique? Circle one.

a. to help the reader understand vocabulary words

b. to help the reader feel sorry for the woodcutter

c. to draw attention to the action the woodcutter is taking

d. to draw attention to how proud the tall, lovely trees are

CONFLICT:

(5) There are a few problems described in this passage. Clearly, the woodcutter chopping down all of the tall trees is a big problem. But, for the *main* character, the *main* struggle was different. Complete the following sentences by filling in the blanks.

At the first the crooked tree's conflict is that he considers himself to be _____ (useful, useless).

This conflict is resolved when, in the end, the crooked tree knows how _____ (useless, useful) he is.

THEME:

In your opinion, what is the main theme or central message based on the characters, the author's craft, and the conflict?

★ Think of stories you have read that have themes that match the ones on page 3 (Part D). Make a simple chart listing stories and themes on the back of this page.

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

The Crooked Tree

Long, long ago in a forest, there were thousands of tall trees with long, lovely branches. They were happy and quite proud of themselves.

In the middle of them was one lonely tree whose branches were badly twisted. Its roots had uneven curves. All of the tall, graceful trees made fun of the crooked tree.

The other trees always laughed and made the crooked tree feel sad.

But, he never raised a voice against them. "I wish my branches were as tall and lovely as the other trees," the crooked tree thought. "Nobody even sees me with all of these tall trees around. I wish I could provide shade to the townsfolk. I wish the birds could make their nests in me.

I'm just useless."

continued on next page

Name: _____

One day, a woodcutter came to the forest. He took a look at the trees and said, “These trees are lovely. I must cut them.” Chop! Chop! Chop! went the woodcutter’s axe, and one by one the trees started to fall.

By now, the woodcutter had come near to the crooked tree. He had just raised his axe when suddenly he noticed how twisted and short the crooked tree’s branches were. “Why this tree is short enough that my children would have endless hours of climbing on these curved branches!”

And he moved on to the next tree. The crooked tree breathed a sigh of relief. He knew that his short, twisted branches had saved his life.

From that day, the crooked tree never complained. He was happy with his looks. For now, birds nested in his branches, and tired wanderers found shade under his limbs. And best of all? The woodcutter’s children spent nearly every day giggling and laughing as they hung from his curved branches. He never forgot how he was spared from the woodcutter’s axe because of his looks.

ANSWER KEY

Name: _____

Comprehension
Level 15: Compare and Contrast

VOCABULARY CONNECTION

C. Answer each question with *yes* or *no*.

1. Would you see a *mosaic* made of wood and iron? no
2. Would a closed factory have smoke *belching* from its smoke stacks? no
3. Could you tell a person's mood by his or her *countenance*? yes
4. Would a military medal be awarded for *cowardice*? no
5. Could a person be *nostalgic* about childhood friendships? yes
6. Would a *dedicated* person be likely to show *cowardice*? no

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below.)

1. The artist is gathering small stones and interesting pieces of broken glass for a piece of artwork. Could the artist be working on a *mosaic*?
Yes, the artist could be working on a mosaic because a mosaic is made of small pieces of painted stone or glass.
2. The city was rated as the most polluted city with the poorest air quality. Did the city's *belching* factories contribute to the rating?
Yes, the city's belching factories contributed to the rating because belching means sending smoke into the air.
3. The teacher is called to the office. She asks her students to work quietly on an assignment until she returns. When she returns, the students are out of their seats, talking and laughing. What is the teacher's *countenance*?
The teacher's countenance is unhappy because she is disappointed about the way her students are acting, and this shows in the expression on her face when she returns.
4. The International Red Cross volunteers journeyed hundreds of miles to help the victims of a flood. They worked without sleep for two weeks to provide food and clothing to the victims. Were the volunteers *dedicated*?
Yes, the volunteers were dedicated because they were committed to helping the flood victims even though it was tough on them.

Lexia
LITERACY
POWERUP
Lexia Skill Builders

continued on next page

page 2

Name: _____

Comprehension
Level 15: Compare and Contrast

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Letters from the Battlefront*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

sentimental	erupting	committed	artwork	appearance	fear
-------------	----------	-----------	---------	-----------------------	------

Letters from the Battlefront Vocabulary Terms

appearance: (n.) a person's facial expression or self-control

artwork: (n.) a pattern or picture made of small pieces of painted stone or glass

erupting: (v.) sending smoke or flames up and out

fear: (n.) the lack of courage to face danger or difficulty

sentimental: (adj.) feeling happy, but slightly sad, about a past place or time

committed: (adj.) committed to a political cause or personal goal

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide. The first one is done for you.

<p>cowardice</p> <p>Dev did not defend Mark, who was accused of cheating on a test, even though Dev knew that Mark was innocent.</p>	<p>nostalgic</p> <p>LaShonda was sad that her trip to Paris was over, but she knew she would long remember it.</p>
<p>mosaic</p> <p>The teacher described the broad brushstrokes the artist used in creating the masterpiece.</p>	<p>dedicated</p> <p>The workers demanded pay and stopped working before the job was done.</p>
<p>belching</p> <p>We could tell the weather was turning warmer because there was no smoke coming from the chimneys on the houses.</p>	<p>countenance</p> <p>Miguel's happy expression makes everyone who meets him happy.</p>

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LITERACY
POWERUP
Lexia Skill Builders

page 1

ANSWER KEY

Name: _____

Comprehension
Level 15: Compare and Contrast

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

compare	compare and contrast	transition words	contrast
---------	----------------------	------------------	----------

compare and contrast to find ways in which things are alike and different
to tell how things are alike

compare to tell how things are alike

transition words words that connect ideas in a text

contrast to tell how things are different

B. Complete the crossword by filling in the term that fits each clue.

KEY

compare and contrast

compare

transition words

contrast

ACROSS

3. to find ways in which things are alike and different

4. to tell how things are different

DOWN

1. words that connect ideas in a text

2. to tell how things are alike

1	t	r	a	n	s	i	t	i										
3	c	o	m	p	a	r	e	a	n	d	c	o	n	t	r	a	s	t
2	c	o	m	p	a	r	e	a	n	d	c	o	n	t	r	a	s	t

1	c	o	n	t	r	a	s	t										
2	c	o	m	p	a	r	e	a	n	d	c	o	n	t	r	a	s	t
3	c	o	m	p	a	r	e	a	n	d	c	o	n	t	r	a	s	t

Name: _____

Comprehension
Level 15: Compare and Contrast

5. A small child fell into a rapidly moving stream. Although Morgan was not a strong swimmer, he immediately jumped in to save the child. After he grabbed the child, the two of them continued downstream until the rescue team pulled them out. Was Morgan's action an example of *cowardice*?

No, Morgan's action was not an example of *cowardice* because he did not show a lack of courage. Instead, he helped save the child even though he wasn't a strong swimmer and the situation was dangerous.

6. As he drives toward the old family farm, John smiles as he fondly remembers the many summers he spent with his grandparents on the farm. Even though they have been gone for more than 20 years, he still misses them. Is John being *nostalgic*?

Yes, John is being nostalgic because he is feeling happy about his memory of his grandparents but is also feeling a bit sad that he misses them.

ANSWER KEY

Comprehension
Level 15: Compare and Contrast

Name: _____

SKILL FOCUS

C. Cut along the dotted lines to create sentence strips. Then, using the information below, create a summary about cricket and baseball by putting the sentence strips in order. It may be helpful to paste them onto a separate piece of paper.

COMPARE
(alike)

cricket → bat and ball game
played between two teams
teams take turns batting and fielding

CONTRAST
(different)

baseball ← 9 to 10
batter wears more protective gear
batter wears less

In addition, the batter must wear more protective gear in cricket, but the batter in baseball can wear less.

Both cricket and baseball are played with a bat and ball.

However, there are also differences between baseball and cricket.

There are many similarities and differences between cricket and baseball.

In conclusion, to appreciate these sports it's helpful to understand their similarities and differences!

Cricket, similar to baseball, is played between two teams who take turns batting and fielding.

Although both sports are played with bats, the bats look very different.

Cricket is played with 11 players. In contrast, baseball is played with 9 to 10 players.

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POWERUP
LITERACY

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page 6

Comprehension
Level 15: Compare and Contrast

Name: _____

SKILL FOCUS

C. Compare and contrast narrative texts with informational texts. Use each word or phrase in the box to complete the missing information below. Remember, narrative texts are stories and informational texts give facts!

COMPARE
(alike)

narrative text → includes a title
may include images or pictures

CONTRAST
(different)

informational text → to inform
includes facts

1. _____ Similar _____ to informational texts, narrative texts also include a title. (Instead, Similar)

2. The purpose of narrative text is often to entertain the reader. (However, Both) _____ the purpose of informational text is to inform the reader. (However, Both)

3. Narrative texts are based on imagination. _____ On the other hand, informational texts are based on fact. (On the other hand, Similarly)

4. _____ Although _____ textbooks and newspapers are examples of informational texts, novels and short stories are examples of narrative texts. (Although, Likewise)

5. _____ Both _____ narrative and informational texts may include images or pictures. (Both, As well as)

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page 5

ANSWER KEY

Comprehension
Level 15: Compare and Contrast

Name: _____

SKILL APPLICATION

A. Use the article to complete the following questions.

- In this article the author is primarily comparing and contrasting pigeons and dogs.
- Review the information below. Then, go back to sections 2 and 4. Underline the similarities between the two animals.
- Based on what you underlined, complete the missing information.

COMPARE (alike)

pigeon	↔	dog
role in communication saved many lives		received awards

- Review the information below. Then, go back to sections 2 and 5. Circle the differences between the two animals.
- Based on what you circled, complete the missing information.

CONTRAST (different)

pigeon	↔	dog
air messenger		main job
homing instinct		special skill
		ground messenger
		strong sense of smell

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page 8

Comprehension
Level 15: Compare and Contrast

Name: _____

TEXT

Read the following article and consider what is being compared and contrasted.

How Did Animals Serve in World War I?

[1] In the United Kingdom, Armed Forces Day and Remembrance Day are two holidays that commemorate the brave men and women who are serving or have served in the armed forces. *Veteran's Day* and *Memorial Day* are similar holidays in the United States. However, the service of animals during times of military conflict often goes unmentioned. Yet, they have played an important role in militaries and armed conflicts for centuries. World War I was no exception.

PIGEONS

[2] Pigeons played a crucial role in communication during World War I. A note would be written on a thin piece of paper and rolled into a small tube. It was then attached to the pigeon's leg. These birds served as essential air messengers because of their speed and ability to fly at great heights. Pigeons also have a natural ability to find their way home even if they're in an unfamiliar area. This is known as homing. This special ability made pigeons extremely reliable air messengers.



[3] One pigeon, Cher Ami, delivered a message that saved the lives of almost 200 men. For his bravery and outstanding service, the French government awarded Cher Ami the Croix de Guerre.

DOGS

[4] Like homing pigeons, dogs served an important role in communication during World War I. Dogs could easily navigate trenches and battlefields. This made them ideal ground messengers.

[5] Dogs were also able to use their strong sense of smell to save many lives. One such dog, Stubby, was able to detect enemy gas before the soldiers. He would run through the camp barking and sounding the alarm. In doing this, he saved the lives of many troops. He also saved the lives of many soldiers because he could locate the wounded on the battlefield. He would lead the wounded soldiers to safety or bark until medics arrived. By the end of the war, Stubby had served in 17 battles. He received many awards and medals for his outstanding service.

[6] The suffering that soldiers endured during World War I is beyond words. However, perhaps the next time a moment is taken to remember those who have served, a small moment can also be offered to those animals that provided aid, comfort, and companionship.

Sgt. Stubby

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LITERACY Lexia Skill Builders

page 7

ANSWER KEY

Comprehension
Level 15: Compare and Contrast

Name: _____

SKILL APPLICATION

B. Use the information you just filled out and words from the box below to complete the article summary. Then, circle the 4 transition words that you added to the summary that signal a comparison or contrast. Finally, underline the introductory and concluding sentences.

on the other hand dogs Both pigeons however Although

There are similarities and differences between the roles that _____ pigeons _____ and _____ dogs _____ played during World War I. _____ Both _____ animals helped with communication and received awards for their service. The main job of pigeons _____ however _____ was to be an air messenger, while dogs were ground messengers. They also differed in the special skills they brought to the job. Pigeons were reliable because of their excellent homing instincts. Dogs _____ on the other hand _____ were valuable because of their strong sense of smell. _____ Although _____ these animals differed in some ways, they both deserve to be remembered and respected for their service.

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POWERUP
LITERACY

Lexia Skill Builders

page 9

Comprehension
Level 15: Compare and Contrast

Name: _____

SKILL APPLICATION

C. Did you know pigeons and dogs weren't the only animals to serve during wars? Horses and even slugs (that's right, slugs!) were essential to the war effort! Use an approved search engine and do some research to complete the sentence starters below.

Keyword Search
Using the right keywords to search for information on the Internet is important. Circle the keywords that could best help you to quickly find information on horses and slugs during a war.

"horses and slugs" "World War I" "horses slugs wars"

1. Both horses and slugs _____ helped save lives during WWI.

2. During World War I, horses were helpful because they _____ pulled pieces of equipment and helped transport soldiers from one place to another.

3. During World War I, slugs were helpful because they _____ helped detect mustard gas to warn soldiers to put on their gas masks.

D. With a partner, use the questions below to take turns interviewing one another. Record your partner's responses. Student answers will vary. Examples are provided.

? What is one question you have about how animals served in the war?
_____ Who took care of the animals that served?

★ What is one interesting fact you learned when researching how animals served in the war?
_____ The slugs that helped out during the war were called the "slug brigade."

➡ What other animals do you think could be helpful in a war? Explain.
_____ Camels could help carry food, water, and supplies through a desert for wars that take place in desert areas because they are strong and used to living in the desert.

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LITERACY

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page 10

ANSWER KEY

Name: _____

Comprehension
Level 15: Compare and Contrast

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self-Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

How Did Animals Serve in World War I?

In the United Kingdom, Armed Forces Day and Remembrance Day are two 12
holidays that commemorate the brave men and women who are serving or 24
have served in the armed forces. Veteran's Day and Memorial Day are 36
similar holidays in the United States. However, the service of animals 47
during times of military conflict often goes unmentioned. Yet, they 57
have played an important role in militaries and armed conflicts for 68
centuries. World War I was no exception. 75

Pigeons played a crucial role in communication during World War I. 86
A note would be written on a thin piece of paper and rolled into a small 102
tube. It was then attached to the pigeon's leg. These birds served as 115
essential air messengers because of their speed and ability to fly at great 128

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LITERACY Lexia Skill Builders

page 12

Name: _____

Comprehension
Level 15: Compare and Contrast

SKILL APPLICATION

E. Use your findings from Parts C and D above to complete the missing information below.

COMPARE
(alike)

horses

⇔

slugs

helped save lives during World War I

CONTRAST
(different)

horses

⇔

slugs

transportation

way of helping

detecting gas

F. Use the information you just filled out to write a summary about how horses and slugs served during World War I. Include an introductory sentence, a concluding sentence, and at least 3 transition words from the box below.

although but both differences in contrast similar however

Student answers will vary.

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ANSWER KEY

Name: _____

Comprehension
Level 15: Compare and Contrast

By the end of the war, Stubby had served in 17 battles. He received many awards and medals for his outstanding service. 313

The suffering that soldiers endured during World War I is beyond words. 320

However, perhaps the next time a moment is taken to remember those who have served, a small moment can also be offered to those animals that provided aid, comfort, and companionship. 344

358

363

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Name: _____

Comprehension
Level 15: Compare and Contrast

heights. Pigeons also have a natural ability to find their way home even if they're in an unfamiliar area. This is known as homing. This special ability made pigeons extremely reliable air messengers. 142

155

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continued on next page

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ANSWER KEY

Comprehension
Level 15: Compare and Contrast

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

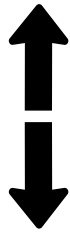
Use these cards independently or with a partner to review the instructional terms introduced online.

compare



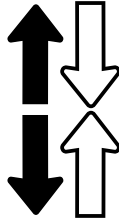
to tell how things are alike

contrast



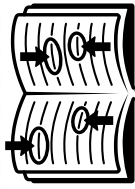
to tell how things are different

compare and contrast



to find ways in which things are alike and different

transition words



words that connect ideas in a text

Name: _____

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Letters from the Battlefront*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

sentimental erupting committed artwork ~~appearance~~ fear

Letters from the Battlefront Vocabulary Terms

- _____ appearance **countenance:** (n.) a person's facial expression or self-control
- _____ **mosaic:** (n.) a pattern or picture made of small pieces of painted stone or glass
- _____ **belching:** (v.) sending smoke or flames up and out
- _____ **cowardice:** (n.) the lack of courage to face danger or difficulty
- _____ **nostalgic:** (adj.) feeling happy, but slightly sad, about a past place or time
- _____ **dedicated:** (adj.) committed to a political cause or personal goal

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide. The first one is done for you.

cowardice

Dev did not defend Mark, who was accused of cheating on a test, <u>even though Dev knew that Mark was innocent.</u>	Dev defended Mark, who was accused of cheating on a test, because Dev knew that Mark was innocent.
---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

nostalgic

LaShonda was sad that her trip to Paris was over, but she knew she would long remember it.	LaShonda was glad that her trip to Paris was over, and she hoped that she would not ever remember it.
--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

mosaic

The teacher described the broad brushstrokes the artist used in creating the masterpiece.	The teacher described the small pieces of glass the artist used in creating the masterpiece.
-------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

dedicated

The workers demanded pay and stopped working before the job was done.	The workers worked without pay and did not stop until the job was done.
-----------------------------------------------------------------------	-------------------------------------------------------------------------

belching

We could tell the weather was turning warmer because there was no smoke coming from the chimneys on the houses.	We could tell the weather was turning colder because of the smoke pouring from the chimneys on the houses.
-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

countenance

Miguel's happy expression makes everyone who meets him happy.	Miguel's baking skills make everyone who meets him happy.
---------------------------------------------------------------	-----------------------------------------------------------

Name: _____

VOCABULARY CONNECTION

C. Answer each question with **yes** or **no**.

1. Would you see a *mosaic* made of wood and iron? _____
2. Would a closed factory have smoke *belching* from its smoke stacks? _____
3. Could you tell a person's mood by his or her *countenance*? _____
4. Would a military medal be awarded for *cowardice*? _____
5. Could a person be *nostalgic* about childhood friendships? _____
6. Would a *dedicated* person be likely to show *cowardice*? _____

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below.)

1. The artist is gathering small stones and interesting pieces of broken glass for a piece of artwork. Could the artist be working on a *mosaic*?

Yes, the artist could be working on a mosaic because a mosaic is made of small pieces of
painted stone or glass.

2. The city was rated as the most polluted city with the poorest air quality. Did the city's *belching* factories contribute to the rating?

3. The teacher is called to the office. She asks her students to work quietly on an assignment until she returns. When she returns, the students are out of their seats, talking and laughing. What is the teacher's *countenance*?

4. The International Red Cross volunteers journeyed hundreds of miles to help the victims of a flood. They worked without sleep for two weeks to provide food and clothing to the victims. Were the volunteers *dedicated*?

continued on next page

Name: _____

5. A small child fell into a rapidly moving stream. Although Morgan was not a strong swimmer, he immediately jumped in to save the child. After he grabbed the child, the two of them continued downstream until the rescue team pulled them out. Was Morgan's action an example of *cowardice*?

6. As he drives toward the old family farm, John smiles as he fondly remembers the many summers he spent with his grandparents on the farm. Even though they have been gone for more than 20 years, he still misses them. Is John being *nostalgic*?

Name: _____

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

compare compare and contrast transition words contrast

- _____ to find ways in which things are alike and different
- _____ to tell how things are alike
- _____ words that connect ideas in a text
- _____ to tell how things are different

B. Complete the crossword by filling in the term that fits each clue.

ACROSS

- 3. to find ways in which things are alike and different
- 4. to tell how things are different

DOWN

- 1. words that connect ideas in a text
- 2. to tell how things are alike

KEY

compare and contrast

compare

transition words

contrast

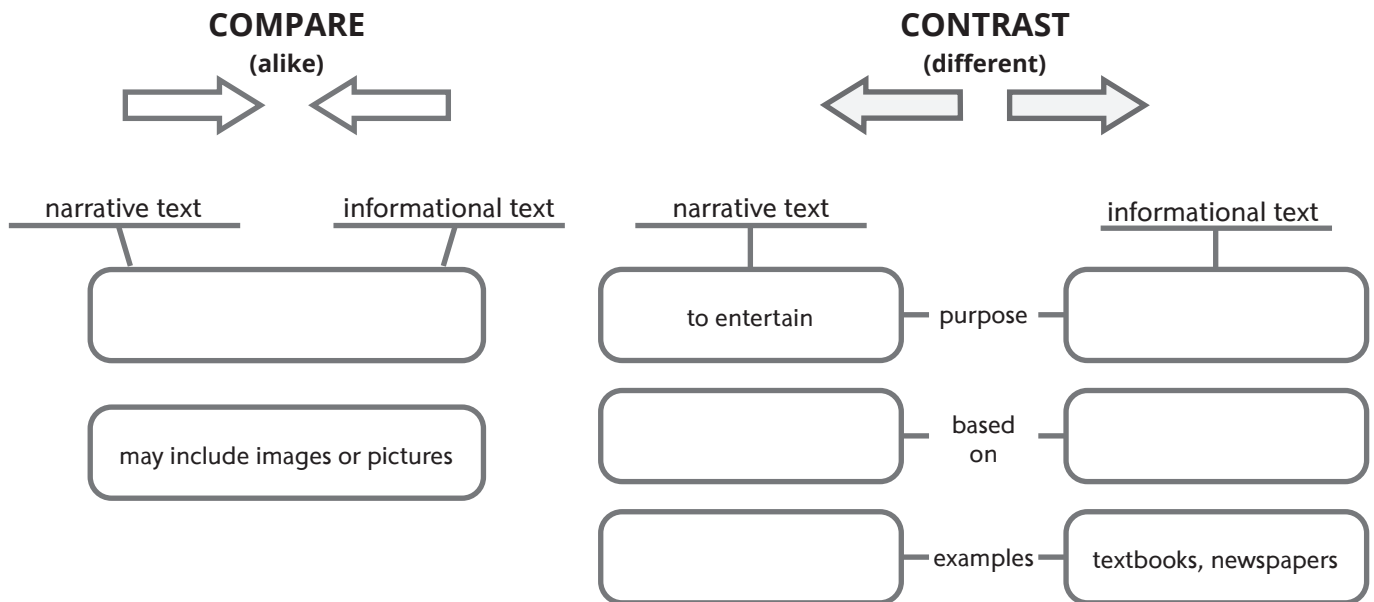
The crossword puzzle grid consists of the following structure:

- Clue 1 (Down):** A vertical column of 10 squares, starting with a '1' in the top square.
- Clue 2 (Down):** A vertical column of 6 squares, starting with a '2' in the top square. It intersects with Clue 1 at the 5th square from the top.
- Clue 3 (Across):** A horizontal row of 16 squares, starting with a '3' in the first square. It intersects with Clue 1 at the 5th square from the top and with Clue 2 at the 5th square from the top.
- Clue 4 (Across):** A horizontal row of 6 squares, starting with a '4' in the first square. It intersects with Clue 1 at the 10th square from the top.

SKILL FOCUS

C. Compare and contrast narrative texts with informational texts. Use each word or phrase in the box to complete the missing information below. Remember, narrative texts are stories and informational texts give facts!

facts includes a title to inform novels, short stories imagination

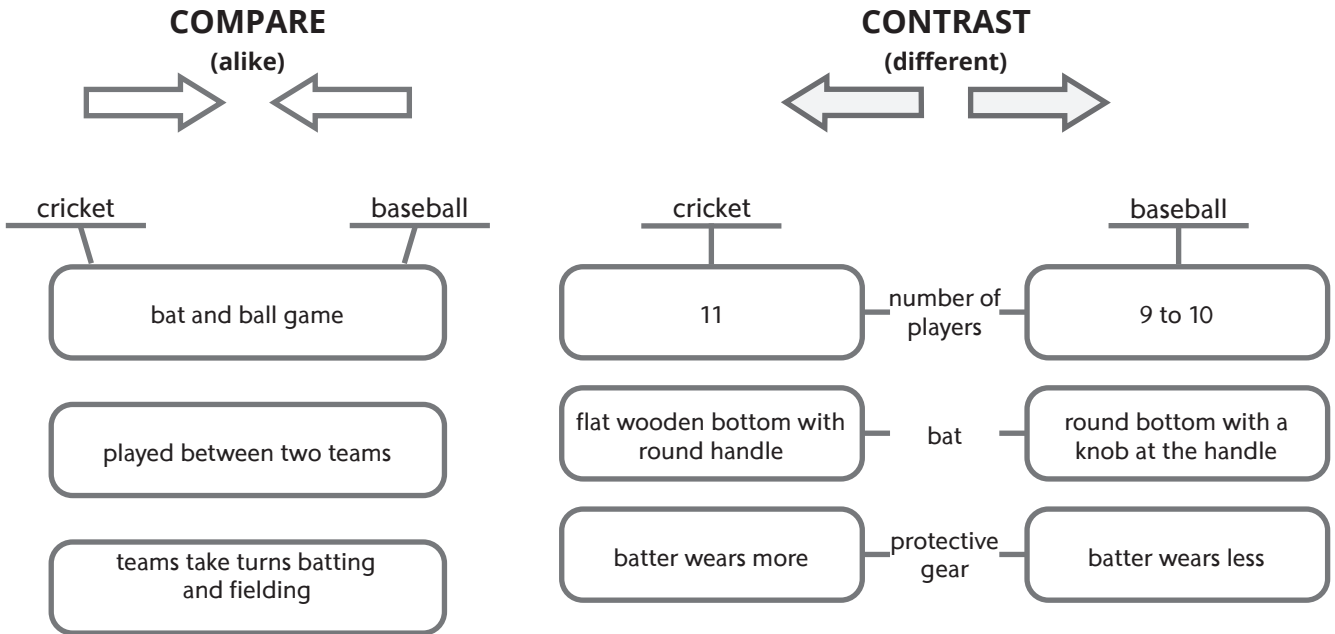


D. Read the sentences below. Then, from the choices in parentheses, choose the transition word or phrase that signals the comparison or contrast that is being made. Write it in the blank space provided.

1. _____ to informational texts, narrative texts also include a title. (*Instead, Similar*)
2. The purpose of narrative text is often to entertain the reader. _____, the purpose of informational text is to inform the reader. (*However, Both*)
3. Narrative texts are based on imagination. _____, informational texts are based on fact. (*On the other hand, Similarly*)
4. _____ textbooks and newspapers are examples of informational texts, novels and short stories are examples of narrative texts. (*Although, Likewise*)
5. _____ narrative and informational texts may include images or pictures. (*Both, As well as*)

SKILL FOCUS

C. Cut along the dotted lines to create sentence strips. Then, using the information below, create a summary about cricket and baseball by putting the sentence strips in order. It may be helpful to paste them onto a separate piece of paper.



In addition, the batter must wear more protective gear in cricket, but the batter in baseball can wear less.

Both cricket and baseball are played with a bat and ball.

However, there are also differences between baseball and cricket.

There are many similarities and differences between cricket and baseball.

In conclusion, to appreciate these sports it's helpful to understand their similarities and differences!

Cricket, similar to baseball, is played between two teams who take turns batting and fielding.

Although both sports are played with bats, the bats look very different.

Cricket is played with 11 players. In contrast, baseball is played with 9 to 10 players.

TEXT

Read the following article and consider what is being compared and contrasted.

How Did Animals Serve in World War I?

[1] In the United Kingdom, *Armed Forces Day* and *Remembrance Day* are two holidays that commemorate the brave men and women who are serving or have served in the armed forces. *Veteran's Day* and *Memorial Day* are similar holidays in the United States. However, the service of animals during times of military conflict often goes unmentioned. Yet, they have played an important role in militaries and armed conflicts for centuries. World War I was no exception.

PIGEONS

[2] Pigeons played a crucial role in communication during World War I. A note would be written on a thin piece of paper and rolled into a small tube. It was then attached to the pigeon's leg. These birds served as essential air messengers because of their speed and ability to fly at great heights. Pigeons also have a natural ability to find their way home even if they're in an unfamiliar area. This is known as homing. This special ability made pigeons extremely reliable air messengers.



[3] One pigeon, Cher Ami, delivered a message that saved the lives of almost 200 men. For his bravery and outstanding service, the French government awarded Cher Ami the Croix de Guerre.

DOGS

[4] Like homing pigeons, dogs served an important role in communication during World War I. Dogs could easily navigate trenches and battlefields. This made them ideal ground messengers.



[5] Dogs were also able to use their strong sense of smell to save many lives. One such dog, Stubby, was able to detect enemy gas before the soldiers. He would run through the camp barking and sounding the alarm. In doing this, he saved the lives of many troops. He also saved the lives of many soldiers because he could locate the wounded on the battlefield. He would lead the wounded soldiers to safety or bark until medics arrived. By the end of the war, Stubby had served in 17 battles. He received many awards and medals for his outstanding service.

[6] The suffering that soldiers endured during World War I is beyond words. However, perhaps the next time a moment is taken to remember those who have served, a small moment can also be offered to those animals that provided aid, comfort, and companionship.

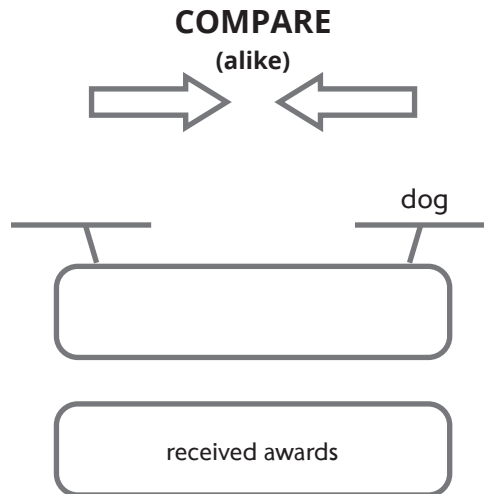


Sgt. Stubby

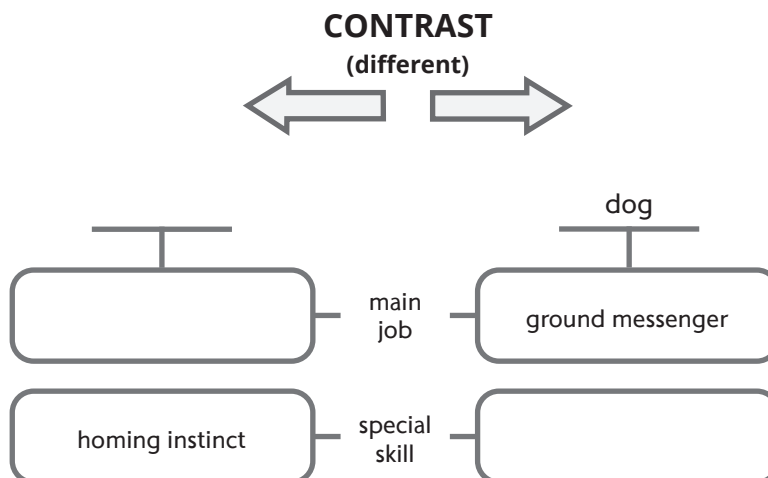
SKILL APPLICATION

A. Use the article to complete the following questions.

1. In this article the author is primarily comparing and contrasting _____ and _____.
2. Review the information below. Then, go back to sections 2 and 4. Underline the similarities between the two animals.
3. Based on what you underlined, complete the missing information.



4. Review the information below. Then, go back to sections 2 and 5. Circle the differences between the two animals.
5. Based on what you circled, complete the missing information.



Name: _____

SKILL APPLICATION

B. Use the information you just filled out and words from the box below to complete the article summary. Then, circle the 4 transition words that you added to the summary that signal a comparison or contrast. Finally, underline the introductory and concluding sentences.

on the other hand dogs Both pigeons however Although

There are similarities and differences between the roles that _____ and _____ played during World War I. _____ animals helped with communication and received awards for their service. The main job of pigeons, _____, was to be an air messenger, while dogs were ground messengers. They also differed in the special skills they brought to the job. Pigeons were reliable because of their excellent homing instincts. Dogs, _____, were valuable because of their strong sense of smell. _____ these animals differed in some ways, they both deserve to be remembered and respected for their service.

Name: _____

SKILL APPLICATION

C. Did you know pigeons and dogs weren't the only animals to serve during wars? Horses and even slugs (that's right, slugs!) were essential to the war effort! Use an approved search engine and do some research to complete the sentence starters below.

Keyword Search

Using the right **keywords** to search for information on the Internet is important. Circle the **keywords** that could best help you to quickly find information on horses and slugs during a war.

"horses and slugs"

"World War I"

"horses slugs wars"

1. Both horses and slugs _____

2. During World War I, horses were helpful because they _____

3. During World War I, slugs were helpful because they _____

D. With a partner, use the questions below to take turns interviewing one another. Record your partner's responses.

? What is one question you have about how animals served in the war?

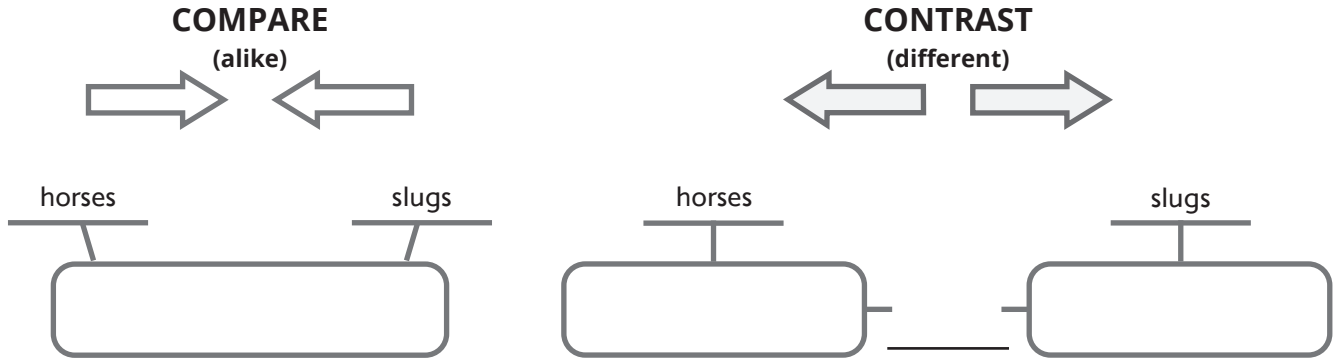
★ What is one interesting fact you learned when researching how animals served in the war?

➡ What other animals do you think could be helpful in a war? Explain.

Name: _____

SKILL APPLICATION

E. Use your findings from Parts C and D above to complete the missing information below.



F. Use the information you just filled out to write a summary about how horses and slugs served during World War I. Include an introductory sentence, a concluding sentence, and at least 3 transition words from the box below.

although but both differences in contrast similar however

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

How Did Animals Serve in World War I?

In the United Kingdom, Armed Forces Day and Remembrance Day are two holidays that commemorate the brave men and women who are serving or have served in the armed forces. Veteran’s Day and Memorial Day are similar holidays in the United States. However, the service of animals during times of military conflict often goes unmentioned. Yet, they have played an important role in militaries and armed conflicts for centuries. World War I was no exception.

Pigeons played a crucial role in communication during World War I.

A note would be written on a thin piece of paper and rolled into a small tube. It was then attached to the pigeon’s leg. These birds served as essential air messengers because of their speed and ability to fly at great

continued on next page

Name: _____

heights. Pigeons also have a natural ability to find their way home even if they're in an unfamiliar area. This is known as homing. This special ability made pigeons extremely reliable air messengers.

One pigeon, Cher Ami, delivered a message that saved the lives of almost 200 men. For his bravery and outstanding service, the French government awarded Cher Ami the Croix de Guerre.

Like homing pigeons, dogs served an important role in communication during World War I. Dogs could easily navigate trenches and battlefields. This made them ideal ground messengers.

Dogs were also able to use their strong sense of smell to save many lives.

One such dog, Stubby, was able to detect enemy gas before the soldiers.

He would run through the camp barking and sounding the alarm.

In doing this, he saved the lives of many troops. He also saved the lives of many soldiers because he could locate the wounded on the battlefield.

He would lead the wounded soldiers to safety or bark until medics arrived.

continued on next page

Name: _____

By the end of the war, Stubby had served in 17 battles. He received many awards and medals for his outstanding service.

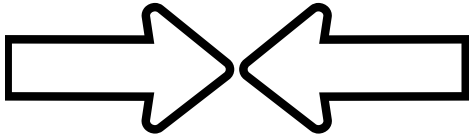
The suffering that soldiers endured during World War I is beyond words.

However, perhaps the next time a moment is taken to remember those who have served, a small moment can also be offered to those animals that provided aid, comfort, and companionship.

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

compare



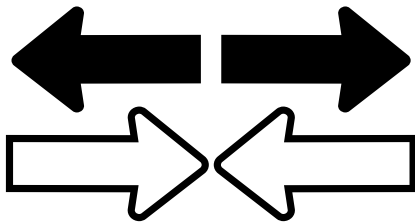
to tell how things are alike

contrast



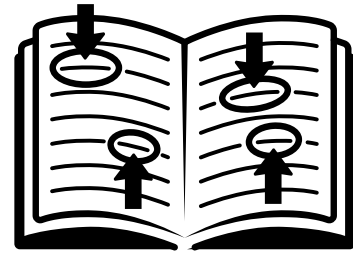
to tell how things are different

compare and contrast



to find ways in which things are alike and different

transition words



words that connect ideas in a text

ANSWER KEY

Name: _____

Comprehension
Level 15: Argument

VOCABULARY CONNECTION

C. Answer each question with **yes** or **no**.

1. Is learning how to add fractions a *cognitive* skill? yes
2. If there are plans to *expand* the airport, will it get smaller? no
3. Is being able to tie your shoes an *innate* skill? no
4. Would you be *demoralized* if it was always raining? yes
5. Is expecting a trophy for winning the tennis championship *entitlement*? no
6. Can a newborn baby show *proficiency* in walking? no

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below).

1. Every morning for eight years, Lydia's alarm clock went off at 4:30 a.m. After a quick breakfast, she headed off to the skating rink for a two-hour practice. At the last Winter Olympics, she won the gold medal for skating. Was the gold medal an *entitlement*?
No, the gold medal for skating was not an entitlement because she didn't believe she deserved it without hard work and dedication.
2. There are scientists who study the mind. They are interested in knowing exactly how the mind works. Could these scientists be called *cognitive* scientists?
Yes, these scientists could be called cognitive scientists because they are studying the mind, which is related to thinking, reasoning, and remembering.
3. Bradley is what you would call "all thumbs" when it comes to doing things with his hands. He is always dropping things and has terrible handwriting. Think about what it would be like if you had 10 thumbs. You wouldn't have any trouble texting. Right? Would you show the same *proficiency* in playing a guitar if you had 10 thumbs, it would be very difficult to play guitar. So, you probably would not show proficiency, or skill.

continued on next page

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page 2

Name: _____

Comprehension
Level 15: Argument

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Losing Is Good for You*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

claim	mental	talent	discouraged	natural	grew
-------	--------	--------	-------------	---------	-----------------

Losing Is Good for You Vocabulary Terms

expand: (v.) to increase
grow

innate: (adj.) part of the basic nature of a person or animal
natural

demoralized: (adj.) having lost confidence or hope
discouraged

proficiency: (n.) a high amount of skill in something
talent

cognitive: (adj.) involving thinking, reasoning, or remembering
mental

entitlement: (n.) the belief that you deserve to just be given something
claim

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

<p>expand</p> <p>There were so few customers. The owners decided to close one of the shops.</p> <p>These are examples of innate abilities of a person; <u>watching, traveling, sailing.</u></p> <p>innate</p> <p>These are examples of innate abilities of a person; reading, spelling, writing.</p>	<p>demoralized</p> <p>Even though it was pouring rain, Brian played well and was pleased when his team won.</p> <p>Being on the beach requires a lot of relaxing and daydreaming.</p> <p>cognitive</p> <p>Being in school every day requires a lot of thinking and remembering.</p>
<p>entitlement</p> <p>I expected a good grade for showing up to class.</p> <p>For Asha, playing the piano feels just like breathing.</p> <p>proficiency</p> <p>For Asha, playing the piano is like climbing a very steep mountain.</p>	

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POWERUP
LITERACY
Lexia Skill Builders

page 1

ANSWER KEY

Comprehension
Level 15: Argument

Name: _____

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this skill builder.

argumentative text	claim	reason	evidence	counterclaim
--------------------	-------	--------	----------	--------------

counterclaim a point that disagrees with the author's main point

reason why the author makes the claim


claim the main point of an author's argument

evidence examples, facts, and expert quotes that support the reason

argumentative text writing that supports a claim with reasons and evidence

B. Use the definitions in Part A to complete the definitions below.

ARGUMENTATIVE TEXT



<p>CLAIM: the _____ main point _____ of an _____ author's _____ argument</p>	<p>REASON #2: why the _____ author _____ makes the _____ claim _____</p>
<p>EVIDENCE: _____ examples _____ facts _____ and expert quotes _____ that support the reason _____</p>	<p>EVIDENCE: _____ examples _____ facts _____ and expert quotes _____ that support the reason _____</p>
<p>COUNTERCLAIM: a _____ point _____ that _____ disagrees _____ with the author's main point _____</p>	<p>COUNTERCLAIM: a _____ point _____ that _____ disagrees _____ with the author's main point _____</p>

Comprehension
Level 15: Argument

Name: _____

4. In science class yesterday, we studied the properties of water. We measured the amount of water in 12 different sized glasses. Then we put the sealed glasses in a freezer. Today when we opened the freezer, three glasses were broken, and three were cracked. Our thought is that because water expands when it freezes, the glasses broke or cracked as the water expanded. Does our thought, or hypothesis, make sense?
Yes, the hypothesis makes sense because as the water froze, it expanded, or increased in size and took up more space, which caused the glasses to break or crack.

5. A little baby sits in her baby carrier. She blinks and sneezes just as the morning sun comes in through the kitchen window. She jerks when the blender starts. She watches her mother as she moves around the kitchen getting breakfast ready. Is this baby showing innate abilities?
Yes, the baby is showing innate abilities because no one taught the baby to blink, sneeze, react to a sound, or watch her mother. Rather, these are innate, or natural, abilities.

6. The girl is not a natural athlete, but she loves basketball. She plays on a team. However, she sits on the bench for most games. But she loves basketball! She practices shooting a ball every day, rain or shine. She just loves basketball! Is the girl demoralized because she is not playing in most games?
No, the girl is not demoralized. Although she is not a natural athlete and is often on the bench for most games, she still loves the sport.

ANSWER KEY

Comprehension
Level 15: Argument

Name: _____

SKILL FOCUS

E. Cut along the dotted lines. Read the sentence in each piece. Then, paste the pieces into the correct places below.

It's true that owning a dog can be expensive. However, I will take on more babysitting jobs and save money to help pay expenses.

New research shows that dog owners tend to exercise more and have lower stress levels!

For example, I will be in charge of feeding and bathing the dog.

I should be allowed to get a puppy.

First, owning a dog will teach me responsibility.

In addition, owning a dog will improve my overall health.

Place the CLAIM here.
I should be allowed to get a puppy.

Place the second REASON here.
In addition, owning a dog will improve my overall health.

Place the EVIDENCE for the first reason here.
For example, I will be in charge of feeding and bathing the dog.

Place the EVIDENCE for the second reason here.
New research shows that dog owners tend to exercise more and have lower stress levels!

Place the COUNTERCLAIM here.
It's true that owning a dog can be expensive. However, I will take on more babysitting jobs and save money to help pay expenses.

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POWERUP
LITERACY Lexia Skill Builders

page 6

Comprehension
Level 15: Argument

Name: _____

SKILL FOCUS

C. Read the sentences in the box below. Then, decide if the sentence is an example of a claim, reason, evidence, or counterclaim. Write the letter in the space provided.

B	claim	A. However, many worry that eating in class will interrupt valuable instruction and cause students to miss important information.
C	reason	B. Middle school students should be allowed to eat during class.
D	evidence	C. Students need to be in top mental and physical condition in order to meet the high pressures of academic standards and expectations.
A	counterclaim	D. Research shows that eating five to seven times per day in a grazing manner is the best method to give the brain and muscles a constant energy supply.

D. A strong argument should include facts, not opinions. Read each sentence below, and decide if it is an opinion (O) or a fact (F). The first one is done for you.

1. O. Students really enjoy wearing uniforms to school.
2. F. According to the American National Center for Education Statistics, from 1999–2000 to 2013–14, the percentage of public schools that required students to wear uniforms increased from 12 to 20 percent.
3. O. Making rubber band balls is a great way to spend your time!
4. F. According to documented sources, the largest rubberband ball in the world weighs 9,032 pounds (4,097 kilograms).
5. F. Recent research shows that just 24.5 percent of 16-year-olds have a licence; this is a 47 percent decrease from 1983.

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LITERACY Lexia Skill Builders

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ANSWER KEY

Comprehension
Level 15: Argument

Name: _____

TEXT

Read the following text. Definitions for the bolded vocabulary can be found in the footnotes at the bottom of the page.

Background Information

In May of 2012, the National Museum of American History collaborated with photographer Robert Weingarten. His goal was to create a portrait of a historical figure that would be displayed in the museum. But which historical figure would be the subject of this portrait? In order to answer that question, arguments were put forth for five candidates. Then, people were asked to vote on their top choice. Ultimately, over 10,000 votes were cast!

Below is an argument that was written in favor of Alice Paul, *Champion of Woman Suffrage*. The other four candidates for the portrait were Frederick Douglass, *Orator and Activist*; Samuel Finley Breese Morse, *Artist and Inventor*; Celia Cruz, *Queen of Salsa*; and Audie Murphy, *World War II Hero*.

[1] Alice Paul is a name you may not recognize. However, she dedicated her life to ensuring that women had the right to vote. She also played a powerful role in the fight for equal rights. What better way to recognize the impact of Alice Paul than by **immortalizing** her through a historic portrait?

[2] Paul was born in 1885. Her Quaker upbringing taught her that men and women were equals. She earned advanced degrees in sociology and worked for women's **suffrage**¹. It was during her graduate studies in England, however, that she learned about the confrontational strategies of the English "suffragettes." When she returned to the United States, she brought these strategies back with her.

[3] Alice Paul came to Washington in 1913. Only weeks after her arrival, she **organized a march**. She and her fellow suffragettes demanded a Constitutional amendment that would give women in the United States the right to vote. **R**

[4] In January 1917, discouraged by President Wilson's continued opposition to the suffrage amendment, Alice Paul posted **pickets**² at the White House gates. These women stayed on duty in all weather and in the face of threats, taunts, and physical violence. Using their banners and their quiet courage, they asked, "Mr. President, How Long Must Women Wait for Their Liberty?" They used the president's own words against him. They pointed out the **hypocrisy**³ of his leading the country into World War I to defend freedom while denying it to the women of his own country.

[5] Crowds who believed the pickets' activities were disloyal in a time of war attacked the women. In July the police began arresting the pickets. When they refused to pay fines, they were imprisoned. When they went on hunger strikes, they were forcibly fed, which was painful and invasive. The pickets continued despite the risk. Paul had gone through such treatment while she was in England. As the organizer of the picketing, Paul knew she would receive a harsher punishment. Yet, she insisted on taking her place on the picket line. She was arrested in October. While in prison she was forcibly fed and threatened with commitment to an insane asylum. Reports of the long sentences, abuse, and the courage of the suffragists became public. In November, all prisoners were released. Physically weakened by the experience but determined to **prevail**⁴, Paul and her sisters suffragists fought on.

continued on next page

¹ **immortalize:** (v.) to cause (someone or something) to be remembered forever
² **suffrage:** (n.) the right to vote in an election
³ **pickets:** (n.) a person or group of people who are standing or marching to protest something
⁴ **hypocrisy:** (n.) the behavior of people who do things that they tell other people not to do
⁵ **prevail:** (v.) to defeat an opponent especially in a long or difficult contest

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LITERACY Lexia Skill Builders

page 7

Comprehension
Level 15: Argument

Name: _____

[6] On August 18, 1920, the 19th amendment giving women the right to vote was **ratified**¹. Paul's persistence and courage helped women gain the right to vote!

[7] Although women had won the right to vote, they had not won full equality. So, Alice Paul went on to fight for equal rights. Paul believed that if she understood the law, she would be of more use. She returned to school and earned three law degrees. In 1923 she drafted the text of the Equal Rights Amendment. She also worked for women's equality around the world for the rest of her career. In 1972 Congress passed the Equal Rights Amendment and sent it to the states for ratification, or final agreement.

[8] Sadly, Paul died on July 9th, 1977, at the age of 92. She would never know that the Equal Rights Amendment for which she had fought so long and hard would not be ratified by all 50 states.

[9] **Naysayers**² may claim that because the Equal Rights Amendment was not ratified by all 50 states, she does not deserve recognition. However, as you consider whom to vote for as the subject of this historic portrait, just remember that it was Alice Paul who made it possible for many to vote.

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LITERACY Lexia Skill Builders

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ANSWER KEY

Comprehension
Level 15: Argument

Name: _____

SKILL APPLICATION

B. Use the information you just filled out and the terms in the box to complete the text summary. Then, circle the 5 transition words or phrases in the summary. Finally, underline the introductory and concluding sentences.

As a result In addition historic portrait vote First equal rights

Alice Paul should be the subject of the historic portrait First she fought for women to have the right to vote. For example, she organized marches, joined the picket line, and was imprisoned. As a result of her dedication, she helped pass the 19th Amendment! In addition, she also fought for equal rights. Consequently, she earned 3 law degrees and assisted in writing the Equal Rights Amendment. Make your vote count and vote for Alice Paul as the subject for the historic portrait!

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Comprehension
Level 15: Argument

Name: _____

SKILL APPLICATION

A. Use the text to fill in the missing information in both the word bubbles and the graphic organizer below. Some of the word bubbles may ask you to go back and annotate, or add notes to, the text.

CLAIM: Alice Paul should be the subject of the historic portrait.

EVIDENCE:

- organized a march
- posted pickets at the White House
- imprisoned, forcibly fed, and threatened with commitment to an insane asylum
- joined the picket line
- helped to write the Equal Rights Amendment
- earned 3 law degrees to be more useful

REASON #1: Alice Paul fought for women to have the right to vote.

REASON #2: In addition, Paul dedicated her life to equal rights.

REASON #3: Opponents may claim that because the Equal Rights Amendment was not ratified by all 50 states, she does not deserve recognition.

COUNTERCLAIM:

CLAIM: Alice Paul should be the subject of the historic portrait.

Reason #1 can be found in paragraph 3.

Write the letter **R** next to **Reason #1** in the text.

Evidence to support Reason #1 can be found in paragraphs 3, 4, and 5.

Underline the evidence in the text.

Reason #2 can be found in paragraph 7.

Write the letter **R** next to **Reason #2** in the text.

Evidence to support Reason #2 can be found in paragraphs 7, 8, and 9.

Write down 2 pieces of evidence in the graphic organizer.

Reason #3 can be found in paragraph 9.

Write the **counterclaim** in the graphic organizer.

CLAIM: Alice Paul should be the subject of the historic portrait.

EVIDENCE:

- earned 3 law degrees to be more useful
- helped to write the Equal Rights Amendment
- imprisoned, forcibly fed, and threatened with commitment to an insane asylum
- joined the picket line
- posted pickets at the White House
- organized a march

REASON #1: Alice Paul fought for women to have the right to vote.

REASON #2: In addition, Paul dedicated her life to equal rights.

REASON #3: Opponents may claim that because the Equal Rights Amendment was not ratified by all 50 states, she does not deserve recognition.

COUNTERCLAIM:

CLAIM: Alice Paul should be the subject of the historic portrait.

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ANSWER KEY


Name: _____

Comprehension
Level 15: Argument

SKILL APPLICATION

E. Use your findings above in Part C to complete the graphic organizer below on the historical figure you chose to research. *Student answers will vary.*

ARGUMENTATIVE TEXT



CLAIM: I believe that _____ should be immortalized, or remembered, through a portrait.

REASON: _____

EVIDENCE: _____

COUNTERCLAIM: _____ should not be chosen as the subject of this portrait because _____

F. Use the information you just filled out to write a summary arguing why the historical figure you chose should be the subject of the portrait. Include an introductory sentence, a concluding sentence, and at least 3 transition words from the box below.

for example first in addition for instance as a result second also

Student answers will vary.

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LITERACY Lexia Skill Builders page 12

Name: _____

Comprehension
Level 15: Argument

SKILL APPLICATION

C. Alice Paul was just one of 5 historical figures considered for the subject of the portrait. The other five candidates were Frederick Douglass, Samuel Finley Breese Morse, Celia Cruz, and Audie Murphy. Choose one of these historical figures. Then, use an approved search engine and answer the questions below.

Keyword Search

Using the right **keywords** to search for information on the Internet is important. Circle the **keywords** that could best help you to quickly find information on the historical figure you plan to research.

"Frederick Douglass, Orator and Activist" "Samuel Finley Breese Morse, Artist and Inventor"
"Celia Cruz, Queen of Salsa" "Audie Murphy, World War II Hero"

1. Write the name of the historical figure you chose to research.
2. State one **reason** this historical figure should be immortalized, or remembered, through a portrait.
3. Include **evidence** that supports the **reason** above.

D. Find a partner who researched a **different** historical figure than you did. Then, take turns interviewing one another. Record your partner's responses below. *Student answers will vary.*

1. Which historical figure did you choose research?
2. What is one interesting fact you learned when researching that historical figure?
3. How are each of your historical figures **similar**?
4. How are each of your historical figures **different**?
5. Now that you're familiar with Alice Paul, and your own historical figures, which one would have earned your vote to be the subject of the portrait? Explain.

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POWERUP
LITERACY Lexia Skill Builders page 11

ANSWER KEY

Name: _____

Comprehension
Level 15: Argument

Alice Paul came to Washington in 1913. Only weeks after her arrival, she organized a march. She and her fellow suffragettes demanded a Constitutional amendment that would give women in the United States the right to vote. 126 137 147 151

In January 1917, discouraged by President Wilson's continued opposition to the suffrage amendment, Alice Paul posted pickets at the White House gates. These women stayed on duty in all weather and in the face of threats, taunts, and physical violence. Using their banners and their quiet courage, they asked, "Mr. President, How Long Must Women Wait for Their Liberty?" They used the president's own words against him. They pointed out the hypocrisy of his leading the country into World War I to defend freedom while denying it to the women of his own country. 208 219 233 245

Crowds who believed the pickets' activities were disloyal in a time of war attacked the women. In July the police began arresting the pickets. When they refused to pay fines, they were imprisoned. When they went on hunger strikes, they were forcibly fed, which was painful and invasive. 258 270 282 293

continued on next page

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POWERUP
LITERACY
Lexia Skill Builders

page 14

Name: _____

Comprehension
Level 15: Argument

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self-Corrections:	WCPMA:	Accuracy:

Alice Paul

Alice Paul is a name you may not recognize. However, she dedicated her life to ensuring that women had the right to vote. She also played a powerful role in the fight for equal rights. What better way to recognize the impact of Alice Paul than by immortalizing her through a historic portrait? 12 27 40 52 53

Paul was born in 1885. Her Quaker upbringing taught her that men and women were equals. She earned advanced degrees in sociology and worked for women's suffrage. It was during her graduate studies in England, however, that she learned about the confrontational strategies of the English "suffragettes." When she returned to the United States, she brought these strategies back with her. 65 75 87 96 107 114

continued on next page

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POWERUP
LITERACY
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page 13

ANSWER KEY

Comprehension
Level 15: Argument

Name: _____

304 The pickets continued despite the risk. Paul had gone through such treatment while she was in England. As the organizer of the picketing, Paul knew she would receive a harsher punishment.

316

324

337 On August 18, 1920, the 19th amendment giving women the right to vote was ratified. Paul's persistence and courage helped women gain the right to vote!

348

350

363 Although women had won the right to vote, they had not won full equality. So, Alice Paul went on to fight for equal rights. Paul believed that if she understood the law, she would be of more use. She returned to school and earned three law degrees. In 1923 she drafted the text of the Equal Rights Amendment. She also worked for women's equality around the world for the rest of her career. In 1972 Congress passed the Equal Rights Amendment and sent it to the states for ratification, or final agreement.

414

428

441

442

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page 15


Comprehension
Level 15: Argument

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

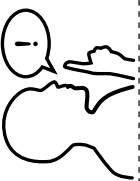
Use these cards independently or with a partner to review the instructional terms introduced online.

argumentative text




writing that supports a claim with reasons and evidence

claim




the main point of an author's argument

reason




why the author makes the claim

evidence



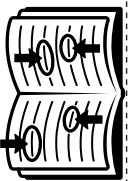
examples, facts, and expert quotes that support the reason

counterclaim



a point that disagrees with the author's main point

transition words



words that connect ideas in a text

Lexia
POWERUP
LITERACY

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Name: _____

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Losing Is Good for You*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

claim mental talent discouraged natural grow

Losing Is Good for You Vocabulary Terms

- | | | |
|-------|------|---------------------------------------------------------------------------------|
| _____ | grow | expand: (v.) to increase |
| _____ | | innate: (adj.) part of the basic nature of a person or animal |
| _____ | | demoralised: (adj.) having lost confidence or hope |
| _____ | | proficiency: (n.) a high amount of skill in something |
| _____ | | cognitive: (adj.) involving thinking, reasoning, or remembering |
| _____ | | entitlement: (n.) the belief that you deserve to just be given something |

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

expand

There were so few customers. The owners decided to close one of the shops.	There were so many customers. The owners decided to open another shop.
----------------------------------------------------------------------------	------------------------------------------------------------------------

innate

These are examples of innate abilities of a person: watching, frowning, smiling.	These are examples of innate abilities of a person: reading, spelling, writing.
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------

demoralised

Even though it was pouring rain, Brian played well and was saddened when his team lost.	Even though it was pouring rain, Brian played well and was pleased when his team won.
-----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

cognitive

Being on the beach requires a lot of relaxing and daydreaming.	Being in school every day requires a lot of thinking and remembering.
----------------------------------------------------------------	-----------------------------------------------------------------------

entitlement

I expected a good grade for showing up to class.	I earned a good grade for working hard in class.
--------------------------------------------------	--------------------------------------------------

proficiency

For Asha, playing the piano feels just like breathing.	For Asha, playing the piano is like climbing a very steep mountain.
--------------------------------------------------------	---------------------------------------------------------------------

Name: _____

VOCABULARY CONNECTION

C. Answer each question with *yes* or *no*.

1. Is learning how to add fractions a *cognitive* skill? _____
2. If there are plans to *expand* the airport, will it get smaller? _____
3. Is being able to tie your shoes an *innate* skill? _____
4. Would you be *demoralised* if it was always raining? _____
5. Is expecting a trophy for winning the tennis championship *entitlement*? _____
6. Can a newborn baby show *proficiency* in walking? _____

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below.)

1. Every morning for eight years, Lydia’s alarm clock went off at 4:30 a.m. After a quick breakfast, she headed off to the skating rink for a two-hour practice. At the last Winter Olympics, she won the gold medal for skating. Was the gold medal an *entitlement*?
No, the gold medal for skating was not an entitlement because she didn't believe she deserved
it without hard work and dedication.

2. There are scientists who study the mind. They are interested in knowing exactly how the mind works. Could these scientists be called *cognitive* scientists?

3. Bradley is what you would call “all thumbs” when it comes to doing things with his hands. He is always dropping things and has terrible handwriting. Think about what it would be like if you had 10 thumbs. You wouldn’t have any trouble texting. Right? Would you show the same *proficiency* in playing a guitar?

continued on next page

Name: _____

4. In science class yesterday, we studied the properties of water. We measured the amount of water in 12 different sized glasses. Then we put the sealed glasses in a freezer. Today when we opened the freezer, three glasses were broken, and three were cracked. Our thought is that because water *expands* when it freezes, the glasses broke or cracked as the water expanded. Does our thought, or hypothesis, make sense?

5. A little baby sits in her baby carrier. She blinks and sneezes just as the morning sun comes in through the kitchen window. She jerks when the blender starts. She watches her mother as she moves around the kitchen getting breakfast ready. Is this baby showing *innate* abilities?

6. The girl is not a natural athlete, but she loves basketball. She plays on a team. However, she sits on the bench for most games. But she loves basketball! She practices shooting a ball every day, rain or shine. She just loves basketball! Is the girl *demoralised* because she is not playing in most games?

SKILL FOCUS


A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this skill builder.

argumentative text claim reason evidence counterclaim

- _____ a point that disagrees with the author's main point
- _____ why the author makes the claim
- _____ the main point of an author's argument
- _____ examples, facts, and expert quotes that support the reason
- _____ writing that supports a claim with reasons and evidence

B. Use the definitions in Part A to complete the definitions below.

ARGUMENTATIVE TEXT



CLAIM: the _____ of an _____ argument

<p>REASON #1: why the _____ makes the _____</p>	<p>REASON #2: why the _____ makes the _____</p>
--------------------------------------------------------	--------------------------------------------------------

<p>EVIDENCE:</p> <p>_____, _____, and _____ that support the reason</p>	<p>EVIDENCE:</p> <p>_____, _____, and _____ that support the reason</p>
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------

COUNTERCLAIM:
a _____ that _____ with the author's main point

Name: _____

SKILL FOCUS

C. Read the sentences in the box below. Then, decide if the sentence is an example of a claim, reason, evidence, or counterclaim. Write the letter in the space provided.

_____ claim	A. However, many worry that eating in class will interrupt valuable instruction and cause students to miss important information.
_____ reason	B. Middle school students should be allowed to eat during class.
_____ evidence	C. Students need to be in top mental and physical condition in order to meet the high pressures of academic standards and expectations.
_____ counterclaim	D. Research shows that eating five to seven times per day in a grazing manner is the best method to give the brain and muscles a constant energy supply.

D. A strong argument should include facts, not opinions. Read each sentence below, and decide if it is an *opinion* (O) or a *fact* (F). The first one is done for you.

1. O Students really enjoy wearing uniforms to school.
2. _____ According to the American National Center for Education Statistics, from 1999–2000 to 2013–14, the percentage of public schools that required students to wear uniforms increased from 12 to 20 percent.
3. _____ Making rubber band balls is a great way to spend your time!
4. _____ According to documented sources, the largest rubberband ball in the world weighs 9,032 pounds (4,097 kilograms).
5. _____ Recent research shows that just 24.5 percent of 16-year-olds have a licence; this is a 47 percent decrease from 1983.

SKILL FOCUS

E. Cut along the dotted lines. Read the sentence in each piece. Then, paste the pieces into the correct places below.



It's true that owning a dog can be expensive. However, I will take on more babysitting jobs and save money to help pay expenses.

First, owning a dog will teach me responsibility.

For example, I will be in charge of feeding and bathing the dog.

New research shows that dog owners tend to exercise more and have lower stress levels!

In addition, owning a dog will improve my overall health.

I should be allowed to get a puppy.

Place the CLAIM here.

Place the first REASON here.

Place the second REASON here.

Place the EVIDENCE for the first reason here.

Place the EVIDENCE for the second reason here.

Place the COUNTERCLAIM here.

Name: _____

TEXT

Read the following text. Definitions for the bolded vocabulary can be found in the footnotes at the bottom of the page.

Background Information

In May of 2012, the National Museum of American History collaborated with photographer Robert Weingarten. Their goal was to create a portrait of a historical figure that would be displayed in the museum. But which historical figure would be the subject of this portrait? In order to answer that question, arguments were put forth for five candidates. Then, people were asked to vote on their top choice. Ultimately, over 10,000 votes were cast!

Below is an argument that was written in favour of Alice Paul, *Champion of Woman Suffrage*. The other four candidates for the portrait were Frederick Douglass, *Orator and Activist*; Samuel Finley Breese Morse, *Artist and Inventor*; Celia Cruz, *Queen of Salsa*; and Audie Murphy, *World War II Hero*.

[1] Alice Paul is a name you may not recognise. However, she dedicated her life to ensuring that women had the right to vote. She also played a powerful role in the fight for equal rights. What better way to recognise the impact of Alice Paul than by **immortalising**¹ her through a historic portrait?

[2] Paul was born in 1885. Her Quaker upbringing taught her that men and women were equals. She earned advanced degrees in sociology and worked for women's **suffrage**². It was during her graduate studies in England, however, that she learned about the confrontational strategies of the English "suffragettes." When she returned to the United States, she brought these strategies back with her.

[3] Alice Paul came to Washington in 1913. Only weeks after her arrival, she organised a march. She and her fellow suffragettes demanded a Constitutional amendment that would give women in the United States the right to vote.

[4] In January 1917, discouraged by President Wilson's continued opposition to the suffrage amendment, Alice Paul posted **pickets**³ at the White House gates. These women stayed on duty in all weather and in the face of threats, taunts, and physical violence. Using their banners and their quiet courage, they asked, "Mr. President, How Long Must Women Wait for Their Liberty?" They used the president's own words against him. They pointed out the **hypocrisy**⁴ of his leading the country into World War I to defend freedom while denying it to the women of his own country.

[5] Crowds who believed the pickets' activities were disloyal in a time of war attacked the women. In July the police began arresting the pickets. When they refused to pay fines, they were imprisoned. When they went on hunger strikes, they were forcibly fed, which was painful and invasive. The pickets continued despite the risk. Paul had gone through such treatment while she was in England. As the organiser of the picketing, Paul knew she would receive a harsher punishment. Yet, she insisted on taking her place on the picket line. She was arrested in October. While in prison she was forcibly fed and threatened with commitment to an insane asylum. Reports of the long sentences, abuse, and the courage of the suffragists became public. In November, all prisoners were released. Physically weakened by the experience but determined to **prevail**⁵, Paul and her sister suffragists fought on.

continued on next page

¹ **immortalise:** (v.) to cause (someone or something) to be remembered forever

² **suffrage:** (n.) the right to vote in an election

³ **pickets:** (n.) a person or group of people who are standing or marching to protest something

⁴ **hypocrisy:** (n.) the behaviour of people who do things that they tell other people not to do

⁵ **prevail:** (v.) to defeat an opponent especially in a long or difficult contest

Name: _____

[6] On 18 August, 1920, the 19th amendment giving women the right to vote was **ratified**⁶. Paul's persistence and courage helped women gain the right to vote!

[7] Although women had won the right to vote, they had not won full equality. So, Alice Paul went on to fight for equal rights. Paul believed that if she understood the law, she would be of more use. She returned to school and earned three law degrees. In 1923 she drafted the text of the Equal Rights Amendment. She also worked for women's equality around the world for the rest of her career. In 1972 Congress passed the Equal Rights Amendment and sent it to the states for ratification, or final agreement.

[8] Sadly, Paul died on 9 July, 1977, at the age of 92. She would never know that the Equal Rights Amendment for which she had fought so long and hard would not be ratified by all 50 states.

[9] **Naysayers**⁷ may claim that because the Equal Rights Amendment was not ratified by all 50 states, she does not deserve recognition. However, as you consider whom to vote for as the subject of this historic portrait, just remember that it was Alice Paul who made it possible for many to vote.


⁶ **ratify**: (v.) to make an agreement official by voting for it

⁷ **naysayer**: (n.) a person who denies, refuses, or opposes something

SKILL APPLICATION

A. Use the text to fill in the missing information in both the word bubbles and the graphic organiser below. Some of the word bubbles may ask you to go back and annotate, or add notes to, the text.

ARGUMENTATIVE TEXT



CLAIM: Alice Paul should be the subject of the historic portrait.

REASON #1: Alice Paul fought for women to have the right to vote.

EVIDENCE:

- organised a march
- posted pickets at the White House
- joined the picket line
- imprisoned, forcibly fed, and threatened with commitment to an insane asylum

REASON #2: In addition,

EVIDENCE:

COUNTERCLAIM:

The **claim** can be found in paragraph ____.

Highlight the **claim** in the text.

Reason #1 can be found in paragraph ____.

Write the letter **R** next to **Reason #1** in the text.

Evidence to support **Reason #1** can be found in paragraphs ____, and ____.

Underline the **evidence** in the text.

Reason #2 can be found in **paragraph 7**.

Write **Reason #2** in the graphic organiser.

Evidence to support **Reason #2** can be found in **paragraph 7**.

Write down 2 pieces of **evidence** in the graphic organiser.

The **counterclaim** can be found in **paragraph 9**.

Write the **counterclaim** in the graphic organiser.

Name: _____

SKILL APPLICATION

B. Use the information you just filled out and the terms in the box to complete the text summary. Then, circle the 5 transition words or phrases in the summary. Finally, underline the introductory and concluding sentences.

As a result In addition historic portrait vote First equal rights

Alice Paul should be the subject of the _____. _____ she fought for women to have the right to _____. For example, she organised marches, joined the picket line, and was imprisoned. _____ of her dedication, she helped pass the 19th Amendment! _____, she also fought for _____. Consequently, she earned 3 law degrees and assisted in writing the Equal Rights Amendment. Make your vote count and vote for Alice Paul as the subject for the historic portrait!

Name: _____

SKILL APPLICATION

C. Alice Paul was just one of 5 historical figures considered for the subject of the portrait. The other five candidates were Frederick Douglass, Samuel Finley Breese Morse, Celia Cruz, and Audie Murphy. Choose one of these historical figures. Then, use an approved search engine and answer the questions below.

Keyword Search

Using the right **keywords** to search for information on the Internet is important. Circle the **keywords** that could best help you to quickly find information on the historical figure you plan to research.

"Frederick Douglass, *Orator and Activist*"

"Samuel Finley Breese Morse, *Artist and Inventor*"

"Celia Cruz, *Queen of Salsa*"

"Audie Murphy, *World War II Hero*"

1. Write the name of the historical figure you chose to research.

2. State one **reason** this historical figure should be immortalised, or remembered, through a portrait.

3. Include **evidence** that supports the **reason** above.

D. Find a partner who researched a different historical figure than you did. Then, take turns interviewing one another. Record your partner's responses below.

1. Which historical figure did you choose research?

2. What is one interesting fact you learned when researching that historical figure?

3. How are each of your historical figures **similar**?

4. How are each of your historical figures **different**?


5. Now that you're familiar with Alice Paul, and your own historical figures, which one would have earned your vote to be the subject of the portrait? Explain.

Name: _____

SKILL APPLICATION

E. Use your findings above in Part C to complete the graphic organiser below on the historical figure you chose to research.

ARGUMENTATIVE TEXT



CLAIM: I believe that _____ should be immortalised, or remembered, through a portrait.

REASON:

EVIDENCE:

COUNTERCLAIM: _____ should not be chosen as the subject of this portrait because _____

F. Use the information you just filled out to write a summary arguing why the historical figure you chose should be the subject of the portrait. Include an introductory sentence, a concluding sentence, and at least 3 transition words from the box below.

for example first in addition for instance as a result second also

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Alice Paul

Alice Paul is a name you may not recognise. However, she dedicated her life to ensuring that women had the right to vote. She also played a powerful role in the fight for equal rights. What better way to recognise the impact of Alice Paul than by immortalising her through a historic portrait?

Paul was born in 1885. Her Quaker upbringing taught her that men and women were equals. She earned advanced degrees in sociology and worked for women's suffrage. It was during her graduate studies in England, however, that she learned about the confrontational strategies of the English "suffragettes." When she returned to the United States, she brought these strategies back with her.

continued on next page

Name: _____

Alice Paul came to Washington in 1913. Only weeks after her arrival, she organised a march. She and her fellow suffragettes demanded a Constitutional amendment that would give women in the United States the right to vote.

In January 1917, discouraged by President Wilson's continued opposition to the suffrage amendment, Alice Paul posted pickets at the White House gates. These women stayed on duty in all weather and in the face of threats, taunts, and physical violence. Using their banners and their quiet courage, they asked, "Mr. President, How Long Must Women Wait for Their Liberty?" They used the president's own words against him. They pointed out the hypocrisy of his leading the country into World War I to defend freedom while denying it to the women of his own country.

Crowds who believed the pickets' activities were disloyal in a time of war attacked the women. In July the police began arresting the pickets. When they refused to pay fines, they were imprisoned. When they went on hunger strikes, they were forcibly fed, which was painful and invasive.

continued on next page

Name: _____

The pickets continued despite the risk. Paul had gone through such treatment while she was in England. As the organiser of the picketing, Paul knew she would receive a harsher punishment.

On 18 August, 1920, the 19th amendment giving women the right to vote was ratified. Paul's persistence and courage helped women gain the right to vote!

Although women had won the right to vote, they had not won full equality. So, Alice Paul went on to fight for equal rights. Paul believed that if she understood the law, she would be of more use. She returned to school and earned three law degrees. In 1923 she drafted the text of the Equal Rights Amendment. She also worked for women's equality around the world for the rest of her career. In 1972 Congress passed the Equal Rights Amendment and sent it to the states for ratification, or final agreement.

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

argumentative text



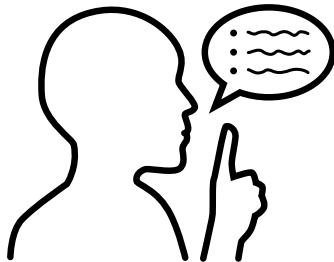
writing that supports a claim with reasons and evidence

claim



the main point of an author's argument

reason



why the author makes the claim

evidence



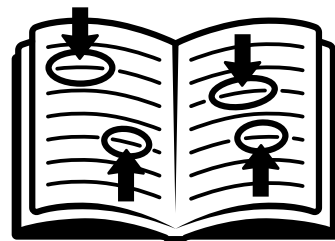
examples, facts, and expert quotes that support the reason

counterclaim



a point that disagrees with the author's main point

transition words



words that connect ideas in a text

ANSWER KEY

Name: _____

Comprehension
Level 15: Tone & Mood

VOCABULARY CONNECTION

C. Answer each question with **yes** or **no**.

1. Is an apple tree with no apples **barren**? yes
2. Would you be **jubilant** if you had to **defer** your dream? no
3. Are you being **reflective** if you made a quick decision? no
4. Would you feel **jubilant** if summer break lasted six months? yes
5. Would you be **jubilant** if a cut on your hand began to **fester**? no
6. Would you feel **discontented** if summer break lasted only a week? yes

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer.

1. The man was stopped in traffic for two hours. However, when the traffic started moving again, his car would not start. When he returned to his car after walking four miles to find a mechanic, he discovered his car had been towed away. Was the man **jubilant**?
No, the man would not have been jubilant, or happy, because he was stuck in traffic, and his car was towed away.
2. When Keshia first looked at Marcus's painting, she thought the design was unusual. Then she sat and looked at it for a while. She slowly began to understand the story that Marcus's painting was telling. Was Keshia being **reflective**?
Yes, by taking her time and looking at the painting for a while, Keshia was being reflective.
3. Kevin worked hard throughout school and made good grades. His goal had always been to go to college, but he just couldn't afford it. Then, he received a four-year college scholarship. Will Kevin need to **defer** going to college?
No, by receiving a scholarship Kevin would not need to defer, or wait, to attend college.

continued on next page

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page 2

Name: _____

Comprehension
Level 15: Tone & Mood

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity **Harlem**. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

delighted	surrender	unproductive	thoughtful	decay	unhappy
-----------	-----------	--------------	-----------------------	-------	---------

Harlem Vocabulary Terms

reflective: (adj.) thinking carefully about something

discontented: (adj.) not satisfied

jubilant: (adj.) feeling great happiness

defer: (v.) to surrender in the face of an overwhelming force

barren: (adj.) unable to produce or support new growth

fester: (v.) to become infected or rotten

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

<p>reflective</p> <p>Mary wasn't sure what to do, so she thought for a second and made a quick decision.</p> <p>Mary <u>wasn't sure what to do, so she thought long and hard before making a decision.</u></p>	<p>discontent</p> <p>The dog finished his dinner and fell asleep by the fire.</p> <p>The dog <u>finished his dinner and searched for more food.</u></p>
<p>jubilant</p> <p>The energetic jazz band added to the happy mood of the audience.</p> <p>The <u>energetic jazz band added to the calm mood of the audience.</u></p>	<p>defer</p> <p>Janet fought for years to change the law but eventually gave up when she ran out of resources.</p> <p>Janet <u>fought for years to change the law and felt that she could never give up.</u></p>
<p>barren</p> <p>The farmers were unable to make a living because no crops would grow on the land.</p> <p>The farmers <u>were unable to make a great living because of the rich soil.</u></p>	<p>fester</p> <p>The cat's wound started to smell bad and became painful.</p> <p>The cat's <u>wound started to heal and became less painful.</u></p>

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POWERUP
LITERACY Lexia Skill Builders

page 1

ANSWER KEY

Comprehension
Level 15: Tone & Mood

Name: _____

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

tone mood

mood the reader's feelings created by the text
tone the author's attitude toward the subject

B. Read the words in the box below. Then, use each of the words to fill in the blanks in the image below.

mood attitude feelings author

The diagram illustrates the relationship between an author and a reader. On the left, an author is shown reading a book. A box labeled 'Author' is connected to a large arrow pointing to the right. Inside the arrow, the word 'TONE' is written in large letters, with the text 'the author's attitude toward the subject' below it. On the right, a reader is shown reading a book. A box labeled 'Reader' is connected to a large arrow pointing to the left. Inside the arrow, the word 'MOOD' is written in large letters, with the text 'the reader's feelings created by the text' below it. The two arrows point towards each other, meeting in the center.

Comprehension
Level 15: Tone & Mood

Name: _____

VOCABULARY CONNECTION

4. In the 1930s, a severe lack of rain in the Midwest of America and Canada created something called the Dust Bowl. The once grass-covered prairies turned to fields of dust. Strong winds swept huge dust storms across the region. People and animals died. The crops failed. Were the prairies barren during the Dust Bowl?
Yes, the prairies were barren since crops were unable to grow.

5. The fans had been loyal to the team for many years. They attended game after game in the pouring rain and the freezing cold. They cheered loudly even when the team lost game after game. The fans were loyal though, and they would stick by their team—no matter what! Are the fans discontented?
No, the fans are not discontented because they are happy even in bad weather and when the team does not win.

6. The firefighter was slightly burned when she was putting out a small house fire. Burns covered her left cheek. At first, the burns looked bright red. Yet, after four weeks, they were pink and less noticeable. Did the firefighter's burns fester?
No, the burns did not fester because they were improving after four weeks.

ANSWER KEY

Comprehension
Level 15: Tone & Mood

Name: _____

SKILL FOCUS

E. Read the scenario in the box and illustrate the situation being described. (Don't worry, stick figures are fine!) Then, circle the word that best describe the author's tone.

I had walked into an absolute disaster! Dirty dishes covered in crusty food overflowed from the sink, and I gagged at the revolting smell that lingered in the air.

The author's tone is (disgusted) respectful).

When I arrived home from school, I put on my most comfortable pair of pajamas. Then I made myself a cup of soothing hot tea, and I nestled into the soft pillows on the sofa.

The author's tone is (stressed / relaxed).

page 6

Comprehension
Level 15: Tone & Mood

Name: _____

SKILL FOCUS

C. The author's tone in a text can often be classified as positive or negative. Read each of the conversations below, and identify if the person has a positive or negative tone. Then, circle the words that helped you to decide if the tone was positive or negative.

Shawna made the tennis team!

Emma: Wow, she must be brilliant!

Ludiana: yehh yeah! loved her determination!

Emma: so clever!

Ludiana:

hold! think you'll pass the spanish test tomorrow?

Jamal: double! I left spanish twice in class...

Casey: hopeless. totally going to bomb it!

Casey: you sound anxious man! just come study at my place!

Jamal:

my teacher said she is 'disappointed' with my effort in history...

Chloe:

can you believe that? do my homework at least... once a month!

Chloe:

?

Chloe: umm. i'm dubious maybe your teacher has a point...

Chloe:

Emma and Ludiana have a positive / negative tone. Circle the 4 words that describe their tone.

Casey has a positive / negative tone. Circle the 2 words that describe his tone.

Chloe has a positive / negative tone. Circle the word that describes her tone.

D. The mood of a text can also be classified as positive or negative. Read each sentence, and decide if the mood is positive or negative. Then, circle the words that helped you to decide if the mood was positive or negative.

- The athlete's estering wound was in terrible need of medical attention. (positive / negative)
- The biology students were discouraged when they discovered that the land in the school gardening area was barren. (positive / negative)
- Our teacher encouraged us to be reflective when deciding what classes to enroll in. (positive / negative)
- Anthony felt frustrated when he had to defer his plans to buy the latest shoes he saw online. (positive / negative)
- It is very satisfying or satisfying to know that your hard work will pay off. (positive / negative)

page 5

ANSWER KEY

Comprehension
Level 15: Tone & Mood

Name: _____

TEXT

Read the following article. Circle the words that help you determine the subject, or what the text is mostly about. Definitions for the bold vocabulary can be found in the footnotes at the bottom of the page.

HARLEM: A History

by Meredith Jonah

[1] New York, the 1920s. A city of hope ... hope for immigrants escaping **persecution**¹ abroad and hope for black Americans who had experienced it at home. For them, hope had a name: **Harlem**.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, **Harlem** was a place where one could live in dignity, Arts and culture **flourished**². They called it the **Harlem Renaissance**.

[3] The end of the **Harlem Renaissance** came with a crash. The Great Depression of the 1930s ended many dreams. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships crippling the entire nation were only half the battle.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**³. Hope was born anew for many ... but in Harlem, there was no relief from **poverty**⁴ and prejudice.

[5] The poet Langston Hughes still remembered the dream of a better life in the **Harlem** of his youth. Would that dream ever get a second chance? What would happen to the soul of black America if it did not?

¹ **persecution** (n.) the practice of treating a person or group in a cruel and harmful way
² **flourish** (v.) to develop quickly and in a healthy way
³ **prosperous** (adj.) being successful, usually by making a lot of money
⁴ **poverty** (n.) the state of being extremely poor

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Comprehension
Level 15: Tone & Mood

Name: _____

SKILL APPLICATION

A. Use the text and the annotations, or notes, to help answer the following questions.

HARLEM: A History

by Meredith Jonah

subject = Harlem - an area in New York City.

[1] New York, the 1920s. A city of hope ... hope for immigrants escaping **persecution**¹ abroad and hope for black Americans who had experienced it at home. For them, hope had a name: **Harlem**.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity, Arts and culture **flourished**². They called it the **Harlem Renaissance**.

[3] The end of the **Harlem Renaissance** came with a crash. The Great Depression of the 1930s ended many dreams. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships crippling the entire nation were only half the battle.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**³. Hope was born anew for many ... but in Harlem, there was no relief from **poverty**⁴ and prejudice.

[5] The poet Langston Hughes still remembered the dream of a better life in the **Harlem** of his youth. Would that dream ever get a second chance? What would happen to the soul of black America if it did not?

hope, dignity, flourished, and Renaissance = positive tone

crash, ended, crippling, battle, and no relief = negative tone

tone in this sentence = reflective

but the tone in these questions = cautionary

1. In sections 1 and 2, the author uses _____ (positive/negative) word choice. Her tone is _____ (hopeful/hopeless).

2. In sections 3 and 4, the author uses _____ (positive/negative) word choice. Her tone is _____ (encouraging/discouraged).

3. At the beginning of section 5, the author uses _____ (positive/negative) word choice. At the end, the author uses rhetorical questions. Her tone is _____ (reflective/angry) but _____ (excited/cautionary).

4. The mood that the author wants to create in the reader is _____ (thoughtful/jubilant).

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ANSWER KEY

Comprehension
Level 15: Tone & Mood

Name: _____

SKILL APPLICATION

C. Use the instructional terms in the box to complete each set of annotations, or notes. Then, add your own annotation by placing a star next to the simile you found most interesting.

imagery
the use of words to create a picture in the reader's mind

rhetorical questions
questions asked that do not need to be answered

subject
what the text is mostly about

simile
a comparison of two unlike things using like or as

Harlem
by Langston Hughes

The title of this poem, "Harlem," is the author's **subject**.

[1] What happens to a dream deferred?

[2] Does it dry up like a raisin in the sun? Or fester like a sore— And then run? Does it stink like rotten meat? Or crust and sugar over— like a syrupy sweet?

[3] Maybe it just sags like a heavy load.

[4] Or does it explode?

Langston Hughes uses five **similes** to describe the dream deferred.

Words like *fester*, *stink*, and *rotten* create strong negative **imagery**.

The poet also uses six **rhetorical questions** in this poem.

D. Use the annotations above and the words in the box to complete the summary.

rhetorical questions

mood

imagery

similes

The article *Harlem: A History* has a tone that is reflective but cautionary. Although the poem *Harlem* also has a tone that is reflective, Langston Hughes ends on a note that is more frustrated than cautionary. In his poem, he uses a number of literary techniques to create this reflective but frustrated tone. For example, he uses **imagery**, **rhetorical questions**, and **mood**.

These techniques help to create a _____ **similes** _____ in the reader of contemplation and discontent.

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Comprehension
Level 15: Tone & Mood

Name: _____

SKILL APPLICATION

B. Now, read the poem *Harlem*, by Langston Hughes.

Harlem
by Langston Hughes

[1] What happens to a dream deferred?

[2] Does it dry up like a raisin in the sun? Or fester like a sore— And then run? Does it stink like rotten meat? Or crust and sugar over— like a syrupy sweet?

[3] Maybe it just sags like a heavy load.

[4] Or does it explode?

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ANSWER KEY

Name: _____

Comprehension
Level 15: Tone & Mood

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self-Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

Harlem: A History

New York in the 1920s was a city of hope... hope for immigrants 13

escaping persecution abroad and hope for black Americans who 22

had experienced it at home. For them, hope had a name: Harlem. 34

For many African Americans, segregation and racism defined life in the 45

South. In the North, however, Harlem was a place where one could 57

live in dignity and where arts and culture flourished. They called this 69

electrifying period in history the Harlem Renaissance. 76

The end of the Harlem Renaissance came with a sudden and 87

devastating crash. The Great Depression of the 1930s ended many 97

dreams, and for African Americans yearning for a life free from 108

prejudice and inequality, the economic hardships crippling the entire 117

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continued on next page page 12

Name: _____

Comprehension
Level 15: Tone & Mood

SKILL APPLICATION

E. Compare and contrast the two texts by completing the missing information below using terms in the box.

HARLEM: A History
by Meredith Jonah

[1] New York, the 1920s, a city of hope ... hope for immigrants escaping **persecution** abroad and hope for black Americans who had experienced it at home. For them, hope had a name: **Harlem**.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity, Arts and culture **flourished**. They called it the Harlem Renaissance.

[3] The end of the Harlem Renaissance came with a crash. The Great Depression of the 1930s ended many dreams. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships crippling the entire nation were only half the battle.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**. Hope was born anew for many ... but in Harlem, there was no relief from **poverty** and prejudice.

[5] The poet Langston Hughes still remembered the dream of a better life in the Harlem of his youth. Would that dream ever get a second chance? What would happen to the soul of black America if it did not?

Harlem
by Langston Hughes

[1] What happens to a dream deferred?

[2] Does it dry up like a raisin in the sun? Or fester like a sore— And then run? Does it sink like rotten meat? Or crust and sugar over— like a syrupy sweet?

[3] Maybe it just sags like a heavy load.

[4] Or does it explode?

COMPARE (alike)

to express strong emotion	article	the subject: Harlem	poem
---------------------------	---------	---------------------	------

CONTRAST (different)

a reflective tone	to give information	a reflective tone	to give information
-------------------	---------------------	-------------------	---------------------

HARLEM: A History
by Meredith Jonah

the subject: Harlem	article
a reflective tone	to give information

HARLEM: A History
by Langston Hughes

genre: poem	author's purpose: to express strong emotion
-------------	---------------------------------------------

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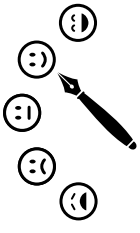
ANSWER KEY

Comprehension
Level 15: Tone & Mood

Name: _____

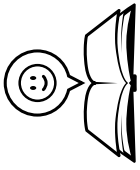
INSTRUCTIONAL VOCABULARY CARDS
Use these cards independently or with a partner to review the instructional terms introduced online.

tone




the author's attitude toward the subject

mood




the reader's feelings created by the text

simile



a comparison of two unlike things using *like* or *as*

rhetorical question



a question asked that does not need to be answered

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Comprehension
Level 15: Tone & Mood

Name: _____

nation were only half the battle. 123

After the Second World War, the Great Depression ended, and America emerged victorious and prosperous. Hope was born anew for many, but in Harlem, there was no relief from poverty and prejudice. 134

The poet Langston Hughes still remembered the dream for a better, more fulfilled life in the Harlem of his youth. Would that dream ever get a second chance, and what would happen to the soul of black America if it did not? 144

155

166

179

192

197

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Name: _____

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Harlem*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

delighted surrender unproductive ~~thoughtful~~ decay unhappy

Harlem Vocabulary Terms

- _____ thoughtful **reflective:** (*adj.*) thinking carefully about something
- _____ **discontented:** (*adj.*) not satisfied
- _____ **jubilant:** (*adj.*) feeling great happiness
- _____ **defer:** (*v.*) to surrender in the face of an overwhelming force
- _____ **barren:** (*adj.*) unable to produce or support new growth
- _____ **fester:** (*v.*) to become infected or rotten

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

reflective

Mary wasn't sure what to do, so she thought for a second and made a quick decision. Mary wasn't sure what to do, so she thought long and hard before making a decision.

discontent

The dog finished his dinner and fell asleep by the fire. The dog finished his dinner and searched for more food.

jubilant

The energetic jazz band added to the happy mood of the audience. The serious orchestra added to the calm mood of the audience.

defer

Janet fought for years to change the law but eventually gave up when she ran out of resources. Janet fought for years to change the law and felt that she could never give up.

barren

The farmers were unable to make a living because no crops would grow on the land. The farmers were able to make a great living because of the rich soil.

fester

The cat's wound started to smell bad and became painful. The cat's wound started to heal and became less painful.

Name: _____

VOCABULARY CONNECTION

C. Answer each question with *yes* or *no*.

1. Is an apple tree with no apples *barren*? _____
2. Would you be jubilant if you had to *defer* your dream? _____
3. Are you being *reflective* if you made a quick decision? _____
4. Would you feel *jubilant* if summer break lasted six months? _____
5. Would you be jubilant if a cut on your hand began to *fester*? _____
6. Would you feel *discontented* if summer break lasted only a week? _____

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer.

1. The man was stopped in traffic for two hours. However, when the traffic started moving again, his car would not start. When he returned to his car after walking four miles to find a mechanic, he discovered his car had been towed away. Was the man *jubilant*?

2. When Kesha first looked at Marcus's painting, she thought the design was unusual. Then she sat and looked at it for a while. She slowly began to understand the story that Marcus's painting was telling. Was Kesha being *reflective*?

3. Kevin worked hard throughout school and made good grades. His goal had always been to go to college, but he just couldn't afford it. Then, he received a four-year college scholarship. Will Kevin need to *defer* going to college?

continued on next page

Name: _____

VOCABULARY CONNECTION

4. In the 1930s, a severe lack of rain in the Midwest of America and Canada created something called the Dust Bowl. The once grass-covered prairies turned to fields of dust. Strong winds swept huge dust storms across the region. People and animals died. The crops failed. Were the prairies *barren* during the Dust Bowl?

5. The fans had been loyal to the team for many years. They attended game after game in the pouring rain and the freezing cold. They cheered loudly even when the team lost game after game. The fans were loyal though, and they would stick by their team—no matter what! Are the fans *discontented*?

6. The firefighter was slightly burned when she was putting out a small house fire. Burns covered her left cheek. At first, the burns looked bright red. Yet, after four weeks, they were pink and less noticeable. Did the firefighter's burns *fester*?

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

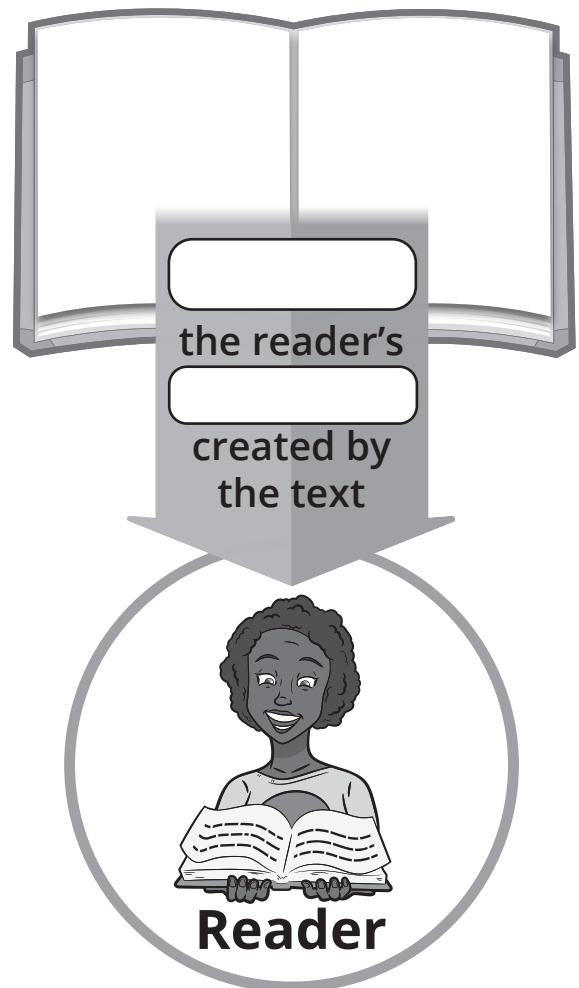
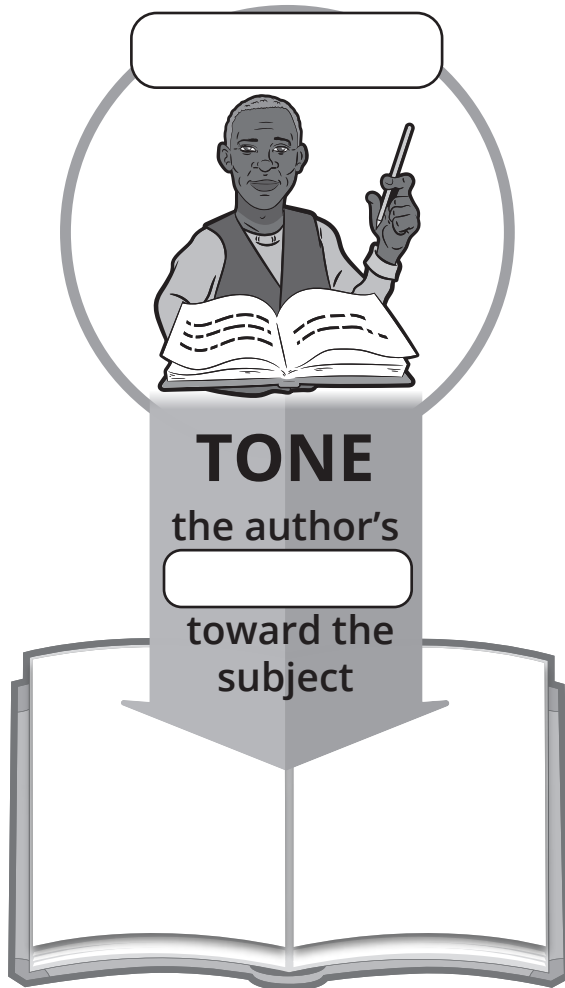
tone	mood
------	------

_____ the reader's feelings created by the text

_____ the author's attitude toward the subject

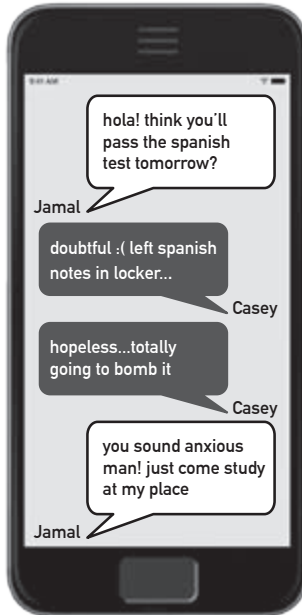
B. Read the words in the box below. Then, use each of the words to fill in the blanks in the image below.

mood	attitude	feelings	author
------	----------	----------	--------

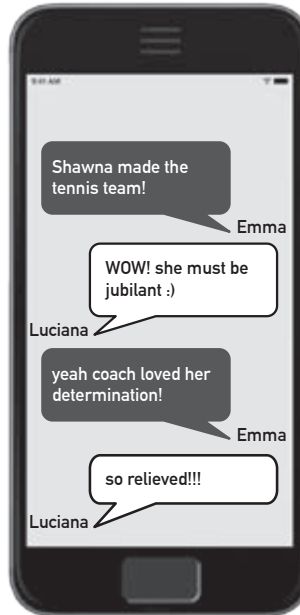


SKILL FOCUS

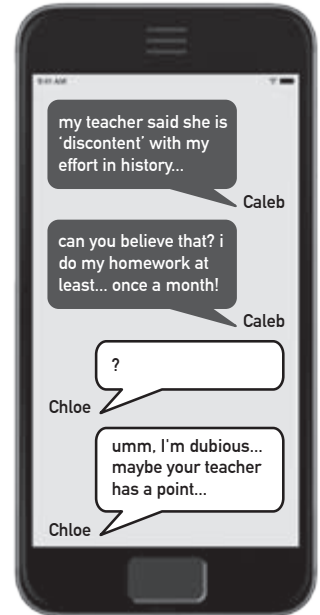
C. The author's tone in a text can often be classified as positive or negative. Read each of the conversations below, and identify if the person has a positive or negative tone. Then, circle the words that helped you to decide if the tone was positive or negative.



Casey has a **positive / negative** tone. Circle the 2 words that describe his tone.



Emma and Luciana have a **positive / negative** tone. Circle the 4 words that describe their tone.



Chloe has a **positive / negative** tone. Circle the word that describes her tone.

D. The mood of a text can also be classified as positive or negative. Read each sentence, and decide if the mood is positive or negative. Then, circle the words that helped you to decide if the mood was positive or negative.

1. The athlete's festering wound was in terrible need of medical attention. (positive / negative)
2. The biology students were discouraged when they discovered that the land in the school gardening area was barren. (positive / negative)
3. Our teacher encouraged us to be reflective when deciding what classes to enroll in. (positive / negative)
4. Anthony felt frustrated when he had to defer his plans to buy the latest shoes he saw online. (positive / negative)
5. It is very gratifying, or satisfying, to know that your hard work will pay off. (positive / negative)

Name: _____

SKILL FOCUS

E. Read the scenario in the box and illustrate the situation being described. (Don't worry, stick figures are fine!) Then, circle the word that best describe the author's tone.

I had walked into an absolute disaster! Dirty dishes covered in crusty food overflowed from the sink, and I gagged at the revolting smell that lingered in the air.

The author's tone is (disgusted / respectful).

When I arrived home from school, I put on my most comfortable pair of pajamas. Then I made myself a cup of soothing hot tea, and I nestled into the soft pillows on the sofa.

The author's tone is (stressed / relaxed).

TEXT

Read the following article. Circle the words that help you determine the subject, or what the text is mostly about. Definitions for the bold vocabulary can be found in the footnotes at the bottom of the page.

HARLEM: A History

by Meredith Jonah

[1] New York, the 1920s. A city of hope ... hope for immigrants escaping **persecution**¹ abroad and hope for black Americans who had experienced it at home. For them, hope had a name: *Harlem*.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity. Arts and culture **flourished**². They called it the Harlem Renaissance.

[3] The end of the Harlem Renaissance came with a crash. The Great Depression of the 1930s ended many dreams. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships crippling the entire nation were only half the battle.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**³. Hope was born anew for many ... but in Harlem, there was no relief from **poverty**⁴ and prejudice.

[5] The poet Langston Hughes still remembered the dream of a better life in the Harlem of his youth. Would that dream ever get a second chance? What would happen to the soul of black America if it did not?

¹ **persecution** (n.) the practice of treating a person or group in a cruel and harmful way

² **flourish** (v.) to develop quickly and in a healthy way

³ **prosperous** (adj.) being successful, usually by making a lot of money

⁴ **poverty** (n.) the state of being extremely poor

SKILL APPLICATION

A. Use the text and the annotations, or notes, to help answer the following questions.

HARLEM: A History

by Meredith Jonah

subject = Harlem - an area in New York City.

hope, dignity, flourished, and Renaissance = positive **tone**

[1] New York, the 1920s. A city of hope ... hope for immigrants escaping **persecution**¹ abroad and hope for black Americans who had experienced it at home. For them, hope⁺ had a name: *Harlem*.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity.⁺ Arts and culture **flourished**². They called it the Harlem Renaissance.⁺

[3] The end of the Harlem Renaissance came with a **crash**. The Great Depression of the 1930s **ended many dreams**. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships **crippling** the entire nation were only half the **battle**.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**³. Hope was born anew for many ... but in Harlem, there was no relief from **poverty**⁴ and prejudice.

crash, ended, crippling, battle, and no relief = negative **tone**

tone in this sentence = reflective

[5] The poet Langston Hughes still **remembered** the dream of a better⁺ life in the Harlem of his youth. Would that dream ever get a **second chance**? What would **happen to the** soul of black America if it did not?

but the tone in these questions = cautionary

1. In sections 1 and 2, the author uses _____ (positive / negative) **word choice**. Her **tone** is _____ (hopeful / hopeless).
2. In sections 3 and 4, the author uses _____ (positive / negative) **word choice**. Her **tone** is _____ (encouraging / discouraged).
3. At the beginning of section 5, the author uses _____ (positive / negative) **word choice**. At the end, the author uses **rhetorical questions**. Her **tone** is _____ (reflective / angry) but _____ (excited / cautionary).
4. The **mood** that the author wants to create in the reader is _____ (thoughtful / jubilant).

SKILL APPLICATION

B. Now, read the poem *Harlem*, by Langston Hughes.

Harlem

by Langston Hughes

[1]

What happens to a dream deferred?

[2]

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

[3]

Maybe it just sags
like a heavy load.

[4]

Or does it explode?

Name: _____

SKILL APPLICATION

C. Use the instructional terms in the box to complete each set of annotations, or notes. Then, add your own annotation by placing a star next to the simile you found most interesting.

imagery <i>the use of words to create a picture in the reader's mind</i>	rhetorical questions <i>questions asked that do not need to be answered</i>	subject <i>what the text is mostly about</i>	simile <i>a comparison of two unlike things using like or as</i>
------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------------------------------------------------------	----------------------------------------------------------------------------

Harlem

by Langston Hughes

[1]
What happens to a dream deferred?

[2]
Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

[3]
Maybe it just sags
like a heavy load.

[4]
Or does it explode?

The title of this poem, "Harlem," is the author's

Langston Hughes uses five

to describe the dream deferred.

Words like *fester*, *stink*, and *rotten* create strong negative

The poet also uses six

in this poem.

D. Use the annotations above and the words in the box to complete the summary.

rhetorical questions	mood	imagery	similes
----------------------	------	---------	---------

The article *Harlem: A History* has a tone that is reflective but cautionary. Although the poem *Harlem* also has a tone that is reflective, Langston Hughes ends on a note that is more frustrated than cautionary. In his poem, he uses a number of literary techniques to create this reflective but frustrated tone. For example, he uses _____, _____, and _____.

These techniques help to create a _____

in the reader of contemplation and discontent.

SKILL APPLICATION

E. Compare and contrast the two texts by completing the missing information below using terms in the box.

HARLEM: A History

by Meredith Jonah

[1] New York, the 1920s. A city of hope ... hope for immigrants escaping **persecution**¹ abroad and hope for black Americans who had experienced it at home. For them, hope had a name: *Harlem*.

[2] For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity. Arts and culture **flourished**². They called it the Harlem Renaissance.

[3] The end of the Harlem Renaissance came with a crash. The Great Depression of the 1930s ended many dreams. For African Americans dreaming of a life free from prejudice and inequality, the economic hardships crippling the entire nation were only half the battle.

[4] After the Second World War, the Great Depression ended and America emerged victorious and **prosperous**³. Hope was born anew for many ... but in Harlem, there was no relief from **poverty**⁴ and prejudice.

[5] The poet Langston Hughes still remembered the dream of a better life in the Harlem of his youth. Would that dream ever get a second chance? What would happen to the soul of black America if it did not?

Harlem

by Langston Hughes

[1] What happens to a dream deferred?

[2] Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

[3] Maybe it just sags
like a heavy load.

[4] Or does it explode?

to express strong emotion article the subject: Harlem poem a reflective tone to give information

COMPARE (alike)



HARLEM: A History
by Meredith Jonah

Harlem
by Langston Hughes

CONTRAST (different)



HARLEM: A History
by Meredith Jonah

Harlem
by Langston Hughes

genre

author's purpose

Name: _____

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Harlem: A History

New York in the 1920s was a city of hope... hope for immigrants escaping persecution abroad and hope for black Americans who had experienced it at home. For them, hope had a name: Harlem.

For many African Americans, segregation and racism defined life in the South. In the North, however, Harlem was a place where one could live in dignity and where arts and culture flourished. They called this electrifying period in history the Harlem Renaissance.

The end of the Harlem Renaissance came with a sudden and devastating crash. The Great Depression of the 1930s ended many dreams, and for African Americans yearning for a life free from prejudice and inequality, the economic hardships crippling the entire

continued on next page

Name: _____

nation were only half the battle.

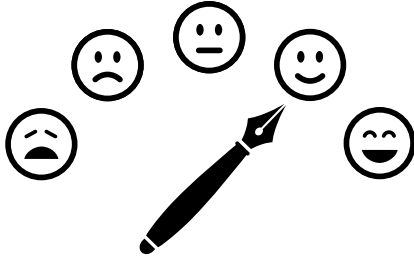
After the Second World War, the Great Depression ended, and America emerged victorious and prosperous. Hope was born anew for many, but in Harlem, there was no relief from poverty and prejudice.

The poet Langston Hughes still remembered the dream for a better, more fulfilled life in the Harlem of his youth. Would that dream ever get a second chance, and what would happen to the soul of black America if it did not?

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

tone



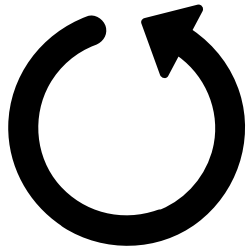
the author's attitude toward the subject

mood



the reader's feelings created by the text

rhetorical question



a question asked that does not need to be answered

simile



a comparison of two unlike things using *like* or *as*

ANSWER KEY

Name: _____

Comprehension
Level 15: Informational Text & Summary

VOCABULARY CONNECTION

C. Answer each question with yes or no.

1. Would a *consumer* buy something from you? yes
2. Does a *replica* look similar to the original? yes
3. Most likely, would a person's friend be an *ally*? yes
4. Is celebrating a job promotion part of a person's *heritage*? no
5. Would a *campaign* be successful without a goal? no
6. Is serving on a jury part of a person's *civic* duty? yes

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below.)

1. Jorge enjoys reading new books. When he finds an author he likes, he buys every book that author ever wrote. Is Jorge a *consumer*?
Yes, Jorge is a consumer because he likes to buy lots of books.
2. Nothing has ever been written down, yet the ceremony has been performed the same way for generations. Is this an example of *heritage*?
Yes, this is an example of heritage because the ceremony is passed down.
3. The painting that was painted by a famous artist was destroyed when the art museum flooded. The museum found an artist who could paint new a new painting that was almost the same as the famous artist's artwork. Is the new artwork a *replica*?
Yes, the new painting is a replica because it is a copy of the original painting.
4. The prince of one country married the princess of another country. Most likely, did the prince's country become an *ally* of the princess's country?
Yes, the countries were allies because the prince and princess support each other.
5. The candidate won the election. She could not have won without the hard work and support of her many volunteers. These volunteers never forgot that their work and support would help the candidate win. Is this an example of a *campaign*?
Yes, this is an example of a campaign because her supporters never forgot their goal.
6. Civic duties are things that, by law, all citizens are required to do to benefit the country. These duties include paying taxes and serving on a jury. Would brushing your teeth twice a day be a *civic* duty?
No, brushing your teeth is not a duty to other citizens.

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POWERUP
LITERACY
Lexia Skill Builders
page 2

Name: _____

Comprehension
Level 15: Informational Text & Summary

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity Civic Responsibility. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

buyer	supporter	model	community	tradition	planned action
-------	-----------	-------	-----------	----------------------	----------------

Civic Responsibility Vocabulary Terms

heritage: (n.) something that is passed down through the ages

campaign: (n.) an planned effort to reach a goal

consumer: (n.) a person who buys something

ally: (n.) a person or group that supports another

civic: (adj.) relating to citizens

replica: (n.) a copy or a model

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

<p>heritage</p> <p>The bride was the first person in her family to wear the wedding dress.</p> <p><u>The bride was the third person in her family to wear the wedding dress.</u></p>	<p>campaign</p> <p>No one had a goal in mind as they promoted the product.</p> <p><u>Everyone kept the goal in mind as they promoted the product.</u></p>
<p>consumer</p> <p>The increase in online shopping is due to fewer customers.</p> <p><u>The increase in online shopping is due to more customers.</u></p>	<p>ally</p> <p>It's always difficult to deal with a person who seeks to harm someone.</p> <p><u>It's always good to have a person you can count on in times of trouble.</u></p>
<p>civic</p> <p>Voting is an important way to express an opinion.</p> <p><u>Voting is an important duty for members of a community.</u></p>	<p>replica</p> <p>The paintings looked very different from each other.</p> <p><u>The paintings looked very similar but not identical.</u></p>

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POWERUP
LITERACY
Lexia Skill Builders
page 1

ANSWER KEY

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL FOCUS

C. Read the text. Then, complete the activities on the next page.

Where Does the English Language Come from Anyway?

Gobermouch
Have you ever heard of a busybody? A gobermouch is someone who can't seem to stay out of other people's business...!

Snoutband
A snoutband describes a person who always interrupts a conversation. How rude!

EVER HEARD OF THESE WEIRD JOBS?

Back Washer
No, this is not someone who was paid to wash a person's back! Back washers were workers in wool factories. Their job was to clean the wool and remove dirt.

Belly Builder
Any idea what this is? You might think this has to do with working out. But, in fact, belly builders are people who make the "belly," or soundboard, of a piano.

Funny Words You've Probably Never Heard Of!

- duntuzzle (to confuse)
- dongle (a piece of computer equipment)
- doohickey (gadget)
- kerfuffle (a fuss or commotion)

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

text features
feature box
informational text
pie chart
heading
subheading
writing that gives facts about a subject or topic
words at the top of the text that give the subject or topic
words that label shorter parts of the text
words in slanted type
elements in informational text such as headings and captions
words about a picture
related information that is separate from the main text
a type of graph in the shape of a circle

italics
caption
feature box
pie chart

italics
caption
subheading
heading
informational text
pie chart
feature box

B. Complete the crossword by filling in the term that fits each clue.

KEY

text features
feature box
informational text
pie chart
heading
subheading
writing that gives facts about a subject or topic
words at the top of the text that give the subject or topic
words that label shorter parts of the text
words in slanted type
elements in informational text such as headings and captions
words about a picture
related information that is separate from the main text
a type of graph in the shape of a circle

ACROSS

3. words in slanted type
8. writing that gives facts about a subject or topic

DOWN

1. words that label shorter parts of the text
2. a type of graph in the shape of a circle
4. related information that is separate from the main text
5. words at the top of the text that give the subject or topic
6. words about a picture
7. elements in informational text such as headings and caption

ANSWER KEY

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL FOCUS

E. Read each sentence. Circle *True* or *False*. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

1. Gobermouch, Snoutband, Back Washer, and Belly Builders are examples level 2 subheadings	True False
2. The article Outdated <i>But Interesting</i> Words in the English Language is an informational text.	True False
3. Where Does the English Language Come From Anyway? is the title of the pie chart.	True False
4. The line "A snoutband describes" includes an example of bold type italics	True False
5. Funny Words You've Probably Never Heard Of is the title of the feature box.	True False
6. KNOW ANYBODY THAT FITS THIS DESCRIPTION? AND EVER HEARD OF THESE WEIRD JOBS? are both examples of level 2 subheadings.	True False

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LITERACY

Level 15
POWERUP
Lexia Skill Builders

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Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL FOCUS

D. Cut along the dotted lines. Read the sentence on each piece, and use the text in Part C to place the pieces onto the correct places below.

English Words

There are old but funny words in the English language.

LEVEL 1 SUBHEADING

KNOW ANYBODY THAT FITS THIS DESCRIPTION?

LEVEL 1 SUBHEADING

EVER HEARD OF THESE WEIRD JOBS?

LEVEL 2 SUBHEADINGS

- Gobermouch
- Snoutband

LEVEL 2 SUBHEADINGS

- Back Washer
- Belly Builder

EVER HEARD OF THESE WEIRD JOBS?

There are old but funny words in the English language.

KNOW ANYBODY THAT FITS THIS DESCRIPTION?

- Gobermouch
- Snoutband

- Back Washer
- Belly Builder

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LITERACY

Level 15
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page 5

Name: _____

Comprehension
Level 15: Informational Text & Summary

TEXT

Equipment

[7] When Code Talkers transmitted a message, they did more than speak into a handheld radio or phone. They had to know how to operate both wire and radio equipment. Often, they had to carry the equipment on their backs. They also had to know how to set up and maintain the electronic communication wires, or lines. Sometimes their messages were broadcast over a wide area, helping to direct bigger operations. At other times, messages related to a smaller group, such as a **platoon**.¹

LASTING LEGACY

It would take more than 40 years for Code Talkers to be acknowledged for their contributions during World War II!

One reason that Code Talkers were not acknowledged until much later is because the operation was secret and classified by the military.

1945 World War II ends

1968 Navajo Code Talkers operation declassified

2000 United States Congress passes legislation to pay tribute to the Navajo Code Talkers

The Code Talkers' achievements are many. They overcame the difficulties imposed on native peoples. They served their families, their communities, and their country. They demonstrated the importance of their tribal languages to the world and helped preserve them for the future. The National Museum of the American Indian paid tribute to Code Talkers, referring to them as Native Warriors of the twentieth century.

¹ **platoon** (n.) a group of soldiers that includes two or more squads.

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LITERACY **POWERUP** Lexia Skill Builders
page 8

Name: _____

Comprehension
Level 15: Informational Text & Summary

TEXT

Read the text. Then, complete the activities on the next page.

Code Talkers: American Indian Heroes of World War II

[1] During World War II, hundreds of American Indians joined the United States armed forces. The United States military asked them to develop secret battle communications based on their language. America's enemies never **deciphered** the coded messages that were sent. Code Talkers, as they came to be known after World War II, were American Indian warriors and heroes of the 1940s. These Code Talkers significantly aided the victories of the United States and its allies.

RECRUITMENT AND TRAINING

[2] Beginning in 1940, the army began **recruiting**² American Indians. Their goal was to secretly transmit messages during World War II.

The Navajos

[3] The Marine Corps recruited Navajo Code Talkers in 1941 and 1942. After viewing a demonstration of messages sent in the Navajo language, the Marine Corps was so impressed that they recruited 29 Navajos in two weeks to develop a code within their language. Eventually, the largest number of Code Talkers would be members of the Navajo Tribe.

American Indian Code Talkers' Languages and the Known Numbers of Tribal Members Who Served
There were at least two Code Talkers from each tribe.

- Assiniboiné
- Cherokee
- Chickasaw
- Cherokee
- Hopi
- Kiowa
- Mesquimé
- Mesquimé/Cree and Seminoles
- Navajo
- Pawnee
- Sac and Fox/Muskogean
- Sioux, Lakota and Dakota dialects

Code Talking School

[4] After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. Following their basic training, the Code Talkers completed extensive training in communications and learning the code.

SENDING MESSAGES IN CODE

[5] On the battlefield, the work of sending coded messages was extremely serious. Being able to keep messages secret could make the difference between winning and losing a battle or affect how many lives were saved or lost.

The Messages

[6] Code Talkers were given the messages in English. Without writing them down, they translated and sent them to another Code Talker. After the message was transmitted and received, it was written down in English. Then it was entered into a message logbook. The Code Talkers also sent messages in English. Messages were only coded when absolute security was needed.

continued on next page

¹ **decipher** (v) to find the meaning of something that is difficult to read or understand

² **recruit** (v) to persuade someone to join a company, a group, the armed forces, or the like

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LITERACY **POWERUP** Lexia Skill Builders
page 7

ANSWER KEY

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL APPLICATION

B. Use the text and the phrases in the box below to fill in the missing information below. Put the correct number in the blank spaces.

1 The Navajos

2 SENDING MESSAGES IN CODE


3 The Equipment

4 The largest recruitments came from the Navajo Tribe, who eventually helped to establish a Code Talking school.

5 more than 400 Navajos recruited to school

6 messages were coded when absolute security needed

7 Code Talkers



During World War II, many American Indians helped the war effort by serving as Code Talkers.

LEVEL 1 SUBHEADING

RECRUITMENT AND TRAINING

LEVEL 1 SUBHEADING

2

LEVEL 2 SUBHEADINGS

- 1
- Code Talking School

LEVEL 2 SUBHEADINGS

- The Messages
- 3

SUPPORTING IDEAS

4

SUPPORTING IDEAS

Having the ability to transmit the coded messages and operate the equipment was very important.

DETAILS

- 6
- had to know how to operate both wire and radio equipment

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POWERUP
LITERACY

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page 10

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL APPLICATION

A. Answer the questions below. Questions 3 and 4 ask you to write directly on the text.

1. The heading of this text is:

C O D E T A L K E R S :
A M E R I C A N I N D I A N H E R O E S O F
W O R L D W A R I I

2. Based on the heading, what is the subject of this article?

a. World War II
b. Languages
c. Heroes
d. Code Talkers

3. Circle the two level 1 subheadings.

4. Underline the four level 2 subheadings.

5. Mark the box of each text feature that appears in the text. HINT: There are four features.

- headings and subheadings
- dialogue
- bold or italics
- caption
- claim
- feature box
- pie chart
- rhetorical question

6. Which text feature best supports the line, "Eventually, the largest number of Code Talkers would be members of the Navajo Tribe"?

a. italics
b. heading
c. the feature box
d. the pie chart

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page 9

ANSWER KEY

Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL APPLICATION

E. Carl Gorman and Charles Chibitty are two Code Talkers who served during World War II. Choose one and use an approved search engine to do some research. Then, complete the sentence starters below.

KEYWORD SEARCH
Using the right **keywords** to search for information on the Internet is important. Try using the following key words to quickly find information about Carl Gorman or Charles Chibitty.

“Carl Gorman Code Talker” “Charles Chibitty Code Talker”

I am researching _____ Carl Gorman _____ who was part of the
(Comanche Navajo) tribe.

He was born _____ on the Navajo reservation in Arizona.
(place of birth)

One interesting fact that I found is that he was the oldest of the Navajo Code Talkers and
an artist.

F. With a partner, use the questions below to take turns interviewing one another. Record your partner's responses.

? Who did you research? _____ Student answer will vary.

★ What is one interesting fact you learned? _____ Student answer will vary.

➔ What other questions do you have about Code Talkers? _____ Student answer will vary.

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LITERACY Lexia Skill Builders

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Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL APPLICATION

C. Use the information you just filled out and the words in the box below to complete the text summary.

trained secrecy Code Talkers recruiting equipment war effort Navajos transmit

During World War II, many American Indians helped the _____ war effort _____ by serving as
_____ Code Talkers _____. **To do this**, the Marine Corp began _____ recruiting
Navajo Indians. Many were _____ trained _____ at the Code Talkers school. **Eventually**,
more than 400 _____ Navajos _____ were trained as Code Talkers. On the battlefield,
Code Talkers needed to have the ability **not only** to _____ transmit _____ messages,
but also to operate _____ equipment _____. Messages were coded only when absolute
_____ secrecy _____ was needed.

D. Answer the following question using complete sentences.

What important information is included in the feature box “Lasting Legacy”? Include at least 3 details
in your answer. Student answers will vary. An example is provided.

It took over 40 years for Code Talkers to be acknowledged. This is because the
operation was top secret. The United States Congress finally passed legislation in
the year 2000 to pay tribute to them.

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LITERACY Lexia Skill Builders

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ANSWER KEY

Comprehension
Level 15: Informational Text & Summary

Name: _____

FLUENCY PRACTICE

Read the passages aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self-Corrections:	WCPM:	Accuracy:
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Code Talkers

During World War II, hundreds of American Indians joined the United States armed forces. The United States military asked them to develop secret battle communications based on their language. America's enemies never deciphered the coded messages that were sent. Code Talkers, as they came to be known after World War II, were American Indian warriors and heroes of the 1940s. These Code Talkers significantly aided the victories of the United States and its allies.

Beginning in 1940, the army began recruiting American Indians. Their goal was to secretly transmit messages during World War II. The Marine Corps recruited Navajo Code Talkers in 1941 and 1942. After viewing a demonstration of messages sent in the Navajo language,

11
22
31
42
55
66
74
83
94
105
116

continued on next page

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Comprehension
Level 15: Informational Text & Summary

Name: _____

SKILL APPLICATION

G. To develop their code, the original 29 Navajo Code Talkers first came up with a Navajo word for each letter of the English alphabet. Since they had to learn all the words, they used things that were familiar to them, such as kinds of animals. Here are some of the words they used:

Letter	Navajo Word	English Word
C	MOASI	Cat
D	LHA-CHA-EH	Dog
E	DZEH	Elk
I	TKIN	Ice
O	NE-AHS-JAH	Owl
R	GAH	Rabbit
V	A-KEH-DI-GLINI	Victor

See if you can translate the following coded message.

MOASI NE-AH-JAH LHA-CHA-EH DZEH
C O D E
GAH DZEH MOASI DZEH TKINI A-KEH-DI-GLINI DZEH LHA-CHA-EH
R E C E I V E D

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POWERUP
Lexia Skill Builders

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ANSWER KEY

Name: _____

Comprehension
Level 15: Informational Text & Summary

Then it was entered into a message logbook. The Code Talkers also sent messages in English. Messages were only coded when absolute security was needed. 283

293

295

When Code Talkers transmitted a message, they did more than speak into a handheld radio or phone. They had to know how to operate both wire and radio equipment. Often, they had to carry the equipment on their backs. They also had to know how to set up and maintain the electronic communication wires, or lines. Sometimes their messages were broadcast over a wide area, helping to direct bigger operations. At other times, messages related to a smaller group, such as a platoon. 307

321

333

347

356

368

378

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Name: _____

Comprehension
Level 15: Informational Text & Summary

the Marine Corps was so impressed that they recruited 29 Navajos in two weeks to develop a code within their language. Eventually, the largest number of Code Talkers would be members of the Navajo Tribe. 129

140

151

After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. 162

173

183

Following their basic training, the Code Talkers completed extensive training in communications and learning the code. 192

199

On the battlefield, the work of sending coded messages was extremely serious. Being able to keep messages secret could make the difference between winning and losing a battle or affect how many lives were saved or lost. 210

221

234

236

Code Talkers were given the messages in English. Without writing them down, they translated and sent them to another Code Talker. After the message was transmitted and received, it was written down in English. 247

259

270

continued on next page

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ANSWER KEY


Comprehension
Level 15: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

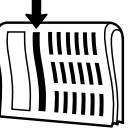
Use these cards independently or with a partner to review the instructional terms introduced online.

text features



elements in informational text such as headings and captions

subheading



words that label shorter parts of the text

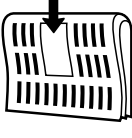
Comprehension
Level 15: Informational Text & Summary

Name: _____

INSTRUCTIONAL VOCABULARY CARDS

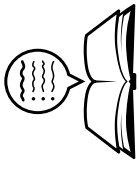
Use these cards independently or with a partner to review the instructional terms introduced online.

feature box




related information that is separate from the main text

informational text



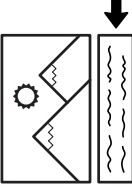
writing that gives facts about a subject or topic

pie chart



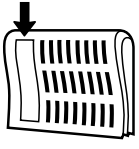
a type of graph in the shape of a circle

caption



words about a picture

heading



words at the top of the text that give the subject or topic

italics

dog

→ *dog*

letters in *slanted* type

VOCABULARY CONNECTION

A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity *Civic Responsibility*. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

buyer supporter model community ~~tradition~~ planned action

Civic Responsibility Vocabulary Terms

- | | |
|-----------|----------------------------------------------------------------------|
| tradition | heritage: (n.) something that is passed down through the ages |
| _____ | campaign: (n.) an planned effort to reach a goal |
| _____ | consumer: (n.) a person who buys something |
| _____ | ally: (n.) a person or group that supports another |
| _____ | civic: (adj.) relating to citizens |
| _____ | replica: (n.) a copy or a model |

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

heritage

The bride was the first person in her family to wear the wedding dress.	The bride was the third person in her family to wear the wedding dress.
-------------------------------------------------------------------------	-------------------------------------------------------------------------

campaign

Everyone kept the goal in mind as they promoted the product.	No one had a goal in mind as they promoted the product.
--------------------------------------------------------------	---------------------------------------------------------

consumer

The increase in online shopping is due to more customers.	The increase in online shopping is due to fewer customers.
-----------------------------------------------------------	------------------------------------------------------------

ally

It's always difficult to deal with a person who seeks to harm someone.	It's always good to have a person you can count on in times of trouble.
------------------------------------------------------------------------	-------------------------------------------------------------------------

civic

Voting is an important way to express an opinion.	Voting is an important duty for members of a community.
---------------------------------------------------	---------------------------------------------------------

replica

The paintings looked very similar but not identical.	The paintings looked very different from each other.
------------------------------------------------------	------------------------------------------------------

Name: _____

VOCABULARY CONNECTION

C. Answer each question with *yes* or *no*.

1. Would a *consumer* buy something from you? _____
2. Does a *replica* look similar to the original? _____
3. Most likely, would a person's friend be an *ally*? _____
4. Is celebrating a job promotion part of a person's *heritage*? _____
5. Would a *campaign* be successful without a goal? _____
6. Is serving on a jury part of a person's *civic* duty? _____

D. Answer each question in a complete sentence. Be sure to include a reference to the definition to better explain your answer. (See the example below.)

1. Jorge enjoys reading new books. When he finds an author he likes, he buys every book that author ever wrote. Is Jorge a *consumer*?

Yes, Jorge is a consumer because he likes to buy lots of books.

2. Nothing has ever been written down, yet the ceremony has been performed the same way for generations. Is this an example of *heritage*?

3. The painting that was painted by a famous artist was destroyed when the art museum flooded. The museum found an artist who could paint new a new painting that was almost the same as the famous artist's artwork. Is the new artwork a *replica*?

4. The prince of one country married the princess of another country. Most likely, did the prince's country become an *ally* of the princess's country?

5. The candidate won the election. She could not have won without the hard work and support of her many volunteers. These volunteers never forgot that their work and support would help the candidate win. Is this an example of a *campaign*?

6. Civic duties are things that, by law, all citizens are required to do to benefit the country. These duties include paying taxes and serving on a jury. Would brushing your teeth twice a day be a *civic* duty?

Name: _____

SKILL FOCUS

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

text features	pie chart	heading	italics
feature box	informational text	subheading	caption

- _____ writing that gives facts about a subject or topic
- _____ words at the top of the text that give the subject or topic
- _____ words that label shorter parts of the text
- _____ words in slanted type
- _____ elements in informational text such as headings and captions
- _____ words about a picture
- _____ related information that is separate from the main text
- _____ a type of graph in the shape of a circle

B. Complete the crossword by filling in the term that fits each clue.

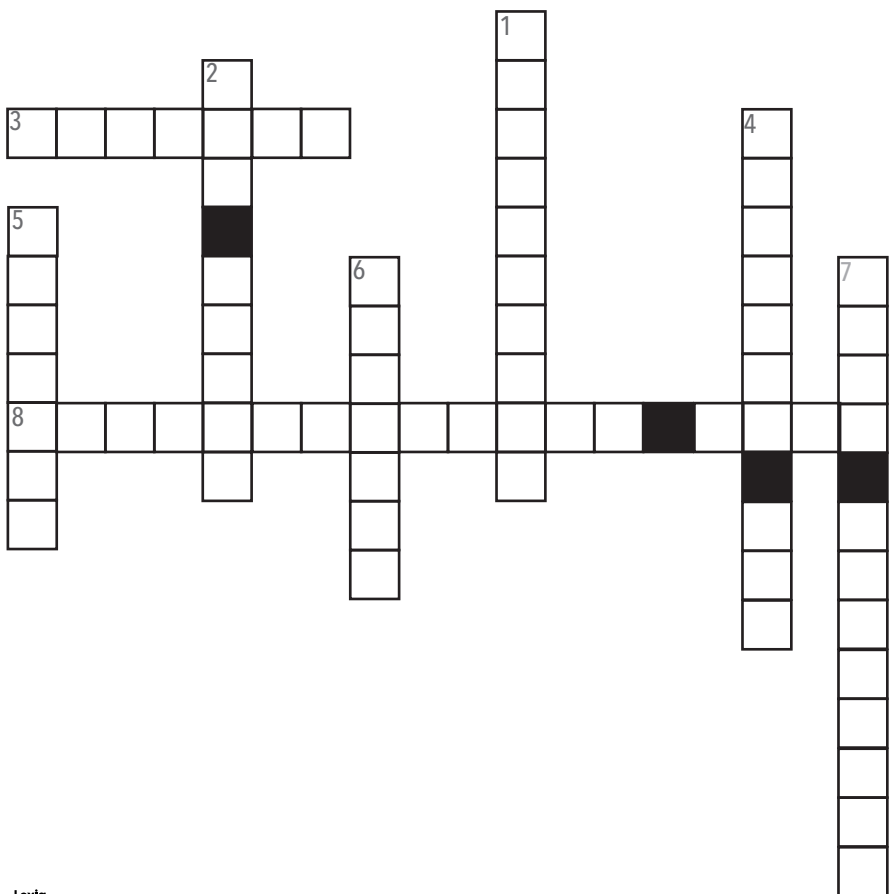
KEY			
text features	pie chart	heading	italics
feature box	informational text	subheading	caption

ACROSS

- 3. words in slanted type
- 8. writing that gives facts about a subject or topic

DOWN

- 1. words that label shorter parts of the text
- 2. a type of graph in the shape of a circle
- 4. related information that is separate from the main text
- 5. words at the top of the text that give the subject or topic
- 6. words about a picture
- 7. elements in informational text such as headings and captions



SKILL FOCUS

C. Read the text. Then, complete the activities on the next page.



Funny Words You've Probably Never Heard Of!

- dumfuzzle (to confuse)
- dongle (a piece of computer equipment)
- doohickey (gadget)
- kerfuffle (a fuss or commotion)

OUTDATED BUT INTERESTING WORDS IN THE ENGLISH LANGUAGE

KNOW ANYBODY THAT FITS THIS DESCRIPTION?

Gobermouch

Have you ever heard of a busybody? A *gobermouch* is someone who can't seem to stay out of other people's business...!

Snoutband

A *snoutband* describes a person who always interrupts a conversation. How rude!

EVER HEARD OF THESE WEIRD JOBS?

Back Washer

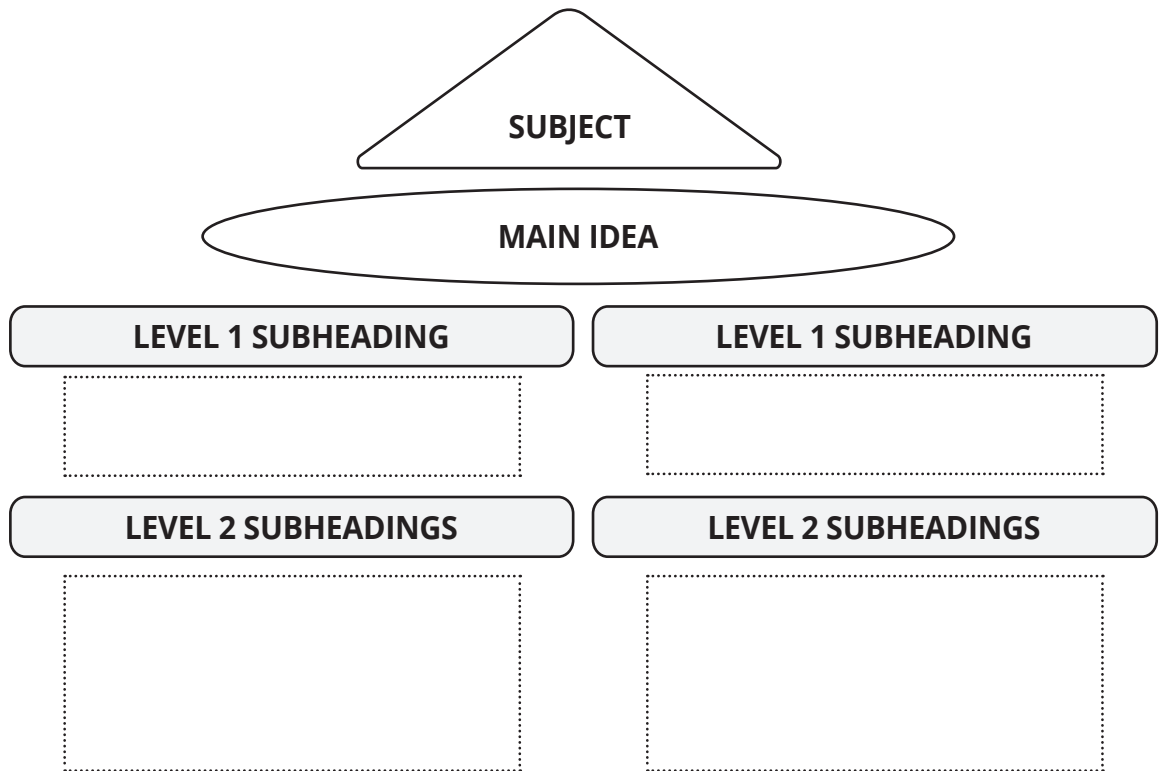
No, this is not someone who was paid to wash a person's back! *Back washers* were workers in wool factories. Their job was to clean the wool and remove dirt.

Belly Builder

Any idea what this is? You might think this has to do with working out. But, in fact, *belly builders* are people who make the "belly," or soundboard, of a piano.

SKILL FOCUS

D. Cut along the dotted lines. Read the sentence on each piece, and use the text in Part C to place the pieces onto the correct places below.



English Words

EVER HEARD OF THESE WEIRD JOBS?

There are old but funny words in the English language.

KNOW ANYBODY THAT FITS THIS DESCRIPTION?

- Snoutband
- Gobermouch
- Back Washer
- Belly Builder

SKILL FOCUS

E. Read each sentence. Circle *True* or *False*. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

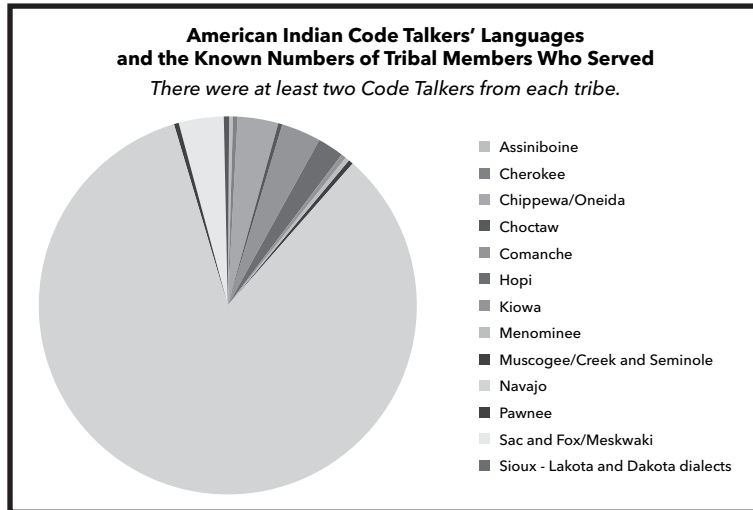
<p>1. Gobermouch, Snoutband, Back Washer, and Belly Builders are captions. level 2 subheadings</p>	True / False
<p>2. The article <i>Outdated But Interesting Words in the English Language</i> is an informational text.</p>	True / False
<p>3. <i>Where Does the English Language Come From Anyway?</i> is the title of the pie chart.</p>	True / False
<p>4. The line “<i>A snoutband</i> describes” includes an example of bold type.</p>	True / False
<p>5. <i>Funny Words You’ve Probably Never Heard Of!</i> is the title of the feature box.</p>	True / False
<p>6. <i>KNOW ANYBODY THAT FITS THIS DESCRIPTION?</i> and <i>EVER HEARD OF THESE WEIRD JOBS?</i> are both examples of level 2 subheadings.</p>	True / False

TEXT

Read the text. Then, complete the activities on the next page.

Code Talkers: American Indian Heroes of World War II

[1] During World War II, hundreds of American Indians joined the United States armed forces. The United States military asked them to develop secret battle communications based on their language. America's enemies never **deciphered**¹ the coded messages that were sent. *Code Talkers*, as they came to be known after World War II, were American Indian warriors and heroes of the 1940s. These Code Talkers significantly aided the victories of the United States and its allies.



RECRUITMENT AND TRAINING

[2] Beginning in 1940, the army began **recruiting**² American Indians. Their goal was to secretly transmit messages during World War II.

The Navajos

[3] The Marine Corps recruited Navajo Code Talkers in 1941 and 1942. After viewing a demonstration of messages sent in the Navajo language, the Marine Corps was so impressed that they recruited 29 Navajos in two weeks to develop a code within their language. Eventually, the largest number of Code Talkers would be members of the Navajo Tribe.

Code Talking School

[4] After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. Following their basic training, the Code Talkers completed extensive training in communications and learning the code.

SENDING MESSAGES IN CODE

[5] On the battlefield, the work of sending coded messages was extremely serious. Being able to keep messages secret could make the difference between winning and losing a battle or affect how many lives were saved or lost.

The Messages

[6] Code Talkers were given the messages in English. Without writing them down, they translated and sent them to another Code Talker. After the message was transmitted and received, it was written down in English. Then it was entered into a message logbook. The Code Talkers also sent messages in English. Messages were only coded when absolute security was needed.

continued on next page

¹ **decipher:** (v.) to find the meaning of something that is difficult to read or understand

² **recruit:** (v.) to persuade someone to join a company, the armed forces, or the like

TEXT

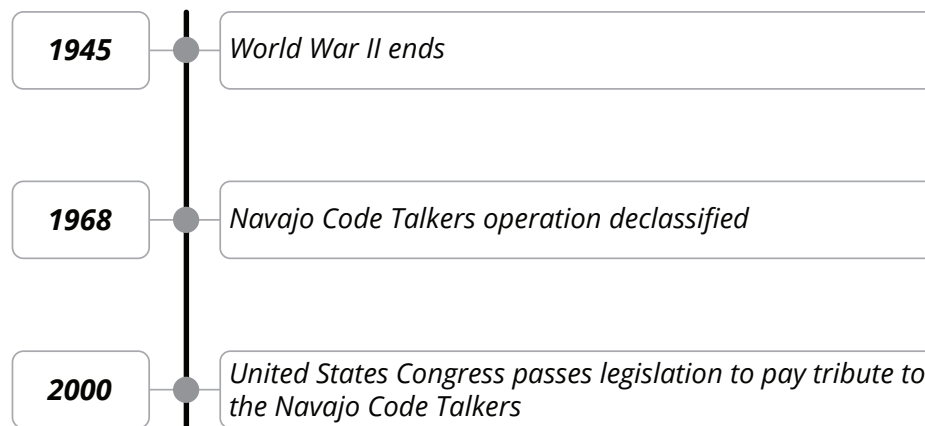
Equipment

[7] When Code Talkers transmitted a message, they did more than speak into a handheld radio or phone. They had to know how to operate both wire and radio equipment. Often, they had to carry the equipment on their backs. They also had to know how to set up and maintain the electronic communication wires, or lines. Sometimes their messages were broadcast over a wide area, helping to direct bigger operations. At other times, messages related to a smaller group, such as a **platoon**³.

LASTING LEGACY

It would take more than 40 years for Code Talkers to be acknowledged for their contributions during World War II!

One reason that Code Talkers were not acknowledged until much later is because the operation was secret and classified by the military.



The Code Talkers' achievements are many. They overcame the difficulties imposed on native peoples. They served their families, their communities, and their country. They demonstrated the importance of their tribal languages to the world and helped preserve them for the future. The National Museum of the American Indian paid tribute to Code Talkers, referring to them as Native Warriors of the twentieth century.

³ **platoon:** (n.) a group of soldiers that includes two or more squads.

SKILL APPLICATION

A. Answer the questions below. Questions 3 and 4 ask you to write directly on the text.

1. The **heading** of this text is:

C___D___ T___L___E___S:
A___RI___AN I___D___AN H___R___ES O___
W___R___D ___A___II

2. Based on the **heading**, what is the **subject** of this article?

- a. World War II
- b. Languages
- c. Heroes
- d. Code Talkers

3. Circle the two **level 1 subheadings**.

4. Underline the four **level 2 subheadings**.

5. Mark the box of each **text feature** that appears in the text. HINT: There are four features.

- headings and subheadings
- dialogue
- bold or italics
- caption
- claim
- feature box
- pie chart
- rhetorical question

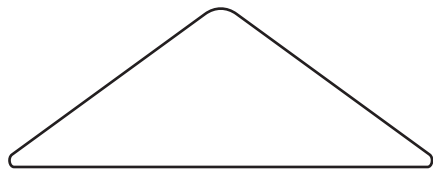
6. Which **text feature** best supports the line, “Eventually, the largest number of Code Talkers would be members of the Navajo Tribe”?

- a. italics
- b. heading
- c. the feature box
- d. the pie chart

SKILL APPLICATION

B. Use the text and the phrases in the box below to fill in the missing information below. Put the correct number in the blank spaces.

1 The Navajos	2 SENDING MESSAGES IN CODE	3 The Equipment	4 The largest recruitments came from the Navajo Tribe, who eventually helped to establish a Code Talking school.
5 more than 400 Navajos recruited to school	6 messages were coded when absolute security needed	7 Code Talkers	



During World War II, many American Indians helped the war effort by serving as Code Talkers.

LEVEL 1 SUBHEADING	LEVEL 1 SUBHEADING
RECRUITMENT AND TRAINING	
LEVEL 2 SUBHEADINGS	LEVEL 2 SUBHEADINGS
<ul style="list-style-type: none"> • • Code Talking School 	<ul style="list-style-type: none"> • The Messages •
SUPPORTING IDEAS	SUPPORTING IDEAS
	Having the ability to transmit the coded messages and operate the equipment was very important.
DETAILS	DETAILS
<ul style="list-style-type: none"> • 1941/1942 Marine Corp recruits Navajos • 	<ul style="list-style-type: none"> • • had to know how to operate both wire and radio equipment

Name: _____

SKILL APPLICATION

C. Use the information you just filled out and the words in the box below to complete the text summary.

trained secrecy Code Talkers recruiting equipment war effort Navajos transmit

During World War II, many American Indians helped the _____ by serving as _____ . **To do this**, the Marine Corp began _____ Navajo Indians. Many were _____ at the Code Talkers school. **Eventually**, more than 400 _____ were trained as Code Talkers. On the battlefield, Code Talkers needed to have the ability **not only** to _____ messages, **but also** to operate _____. Messages were coded only when absolute _____ was needed.

D. Answer the following question using complete sentences.

What important information is included in the feature box “Lasting Legacy”? Include at least 3 details in your answer.

Name: _____

SKILL APPLICATION

E. Carl Gorman and Charles Chibitty are two Code Talkers who served during World War II. Choose one and use an approved search engine to do some research. Then, complete the sentence starters below.

KEYWORD SEARCH

Using the right **keywords** to search for information on the Internet is important. Try using the following keywords to quickly find information about Carl Gorman or Charles Chibitty.

“Carl Gorman Code Talker”

“Charles Chibitty Code Talker”

I am researching _____ who was part of the
(Comanche, Navajo) tribe.

He was born _____.
(place of birth)

One interesting fact that I found is that he _____

F. With a partner, use the questions below to take turns interviewing one another. Record your partner’s responses.

? Who did you research?

★ What is one interesting fact you learned?

➔ What other questions do you have about Code Talkers?

SKILL APPLICATION

G. To develop their code, the original 29 Navajo Code Talkers first came up with a Navajo word for each letter of the English alphabet. Since they had to learn all the words, they used things that were familiar to them, such as kinds of animals. Here are some of the words they used:

Letter	Navajo Word	English Word
C	MOASI	Cat
D	LHA-CHA-EH	Dog
E	DZEH	Elk
I	TKIN	Ice
O	NE-AHS-JAH	Owl
R	GAH	Rabbit
V	A-KEH-DI-GLINI	Victor

See if you can translate the following coded message.

MOASI NE-AH-JAH LHA-CHA-EH DZEH

GAH DZEH MOASI DZEH TKINI A-KEH-DI-GLINI DZEH LHA-CHA-EH

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Code Talkers

During World War II, hundreds of American Indians joined the United States armed forces. The United States military asked them to develop secret battle communications based on their language. America's enemies never deciphered the coded messages that were sent. Code Talkers, as they came to be known after World War II, were American Indian warriors and heroes of the 1940s. These Code Talkers significantly aided the victories of the United States and its allies.

Beginning in 1940, the army began recruiting American Indians.

Their goal was to secretly transmit messages during World War II.

The Marine Corps recruited Navajo Code Talkers in 1941 and 1942.

After viewing a demonstration of messages sent in the Navajo language,

continued on next page

Name: _____

the Marine Corps was so impressed that they recruited 29 Navajos in two weeks to develop a code within their language. Eventually, the largest number of Code Talkers would be members of the Navajo Tribe.

After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. Following their basic training, the Code Talkers completed extensive training in communications and learning the code.

On the battlefield, the work of sending coded messages was extremely serious. Being able to keep messages secret could make the difference between winning and losing a battle or affect how many lives were saved or lost.

Code Talkers were given the messages in English. Without writing them down, they translated and sent them to another Code Talker. After the message was transmitted and received, it was written down in English.

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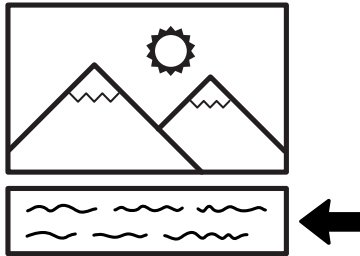
Name: _____

Then it was entered into a message logbook. The Code Talkers also sent messages in English. Messages were only coded when absolute security was needed.

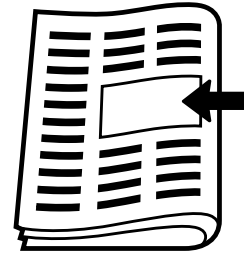
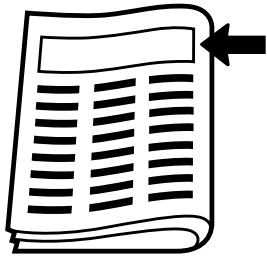
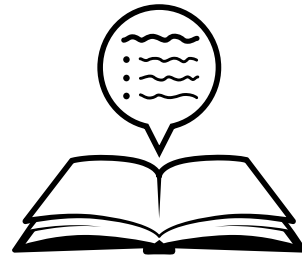
When Code Talkers transmitted a message, they did more than speak into a handheld radio or phone. They had to know how to operate both wire and radio equipment. Often, they had to carry the equipment on their backs. They also had to know how to set up and maintain the electronic communication wires, or lines. Sometimes their messages were broadcast over a wide area, helping to direct bigger operations. At other times, messages related to a smaller group, such as a platoon.

INSTRUCTIONAL VOCABULARY CARDS

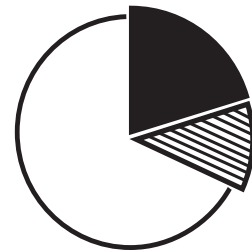
Use these cards independently or with a partner to review the instructional terms introduced online.

caption

words about a picture

feature boxrelated information that is
separate from the main text**heading**words at the top of the text
that give the subject or topic**informational text**writing that gives facts
about a subject or topic**italics**

dog
→ *dog*

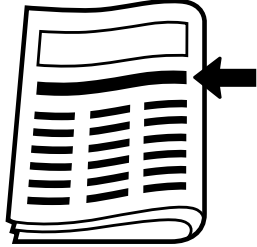
letters in *slanted* type**pie chart**

a type of graph in the shape of a circle

INSTRUCTIONAL VOCABULARY CARDS

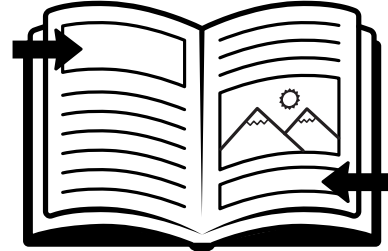
Use these cards independently or with a partner to review the instructional terms introduced online.

subheading



words that label shorter parts of the text

text features



elements in informational text
such as headings and captions

ANSWER KEY

Comprehension
Level 16: Analyze & Evaluation 1

Name: _____

SKILL APPLICATION

A. Now read a different kind of text. This is an informational article posted on an inventor's blog. As you read, fill in the missing words using terms from the box.

resolution an answer or solution to something	humiliated made to feel very ashamed or foolish	vital necessary for life	pursuit the act of following or chasing someone or something unjust or mean	indignation anger caused by something unjust or mean
---------------------------------------------------------	-----------------------------------------------------------	------------------------------------	---------------------------------------------------------------------------------------	----------------------------------------------------------------

HOME ABOUT RESOURCES NEWS BLOG CONTACT

THE CREATIVE INVENTOR'S CORNER

—News fun facts, and thoughts about inventing—

12 April | Marcia Nelson brings us today's featured post...all about accidents!

Awesome Accidents

[1] What do potato crisps, penicillin, and sticky notes have in common? You'll never believe that they all began as mistakes! These "accidents" are now pretty important parts of our everyday lives. Inventors can learn from mistakes and even invent new things they never imagined possible!

[2] An angry restaurant customer thought their potatoes were too soggy. The chef, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato crisps were invented! (Yum!)

[3] A petri dish containing bacteria was accidentally left out on the counter in a science lab. (Oops!) A blue mould grew all over the bacteria. (Yuck.) Soon that blue mould seemed to kill the bacteria. (Yay!) We now rely on that mould, also known as penicillin, to help us fight very harmful infections. Have you ever had an ear infection or strep throat? (Ouch!) Penicillin is vital for saving lives.

[4] A scientist was trying to create a super adhesive that would glue items together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or humiliated about his mistake, because now we have the super handy sticky note!

[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasised that making mistakes was an important part of the pursuit of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

Lexia
LITERACY **POWERUP** LEXIA SKILL BUILDERS

page 2

Comprehension
Level 16: Analyze & Evaluation 1

Name: _____

SKILL FOCUS

A. The text below includes the first few parts of the excerpt from the narrative **Hatchet** that you worked with online. Read the text and think about the annotations or explanatory notes.

An excerpt from the (narrative) Hatchet
by Gary Paulsen

Before this excerpt:
Brian Robeson is a thirteen-year-old boy who finds himself lost in the Canadian wilderness. His plane crashed into a nearby lake after traveling many miles from its scheduled path. Brian has only his hatchet and his wits to help him survive. He is hungry, afraid, and unprepared for all of the challenges he will encounter in the wilderness. After 47 days in the wilderness, he is still learning many difficult lessons about survival.

1] Mistakes

Small mistakes could turn into disasters. Funny little mistakes could snowball so that while you were still smiling at the humor you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the store he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could get around again; if he missed while he was hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move he might starve. —

2] Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

main character
Brian Robeson

setting
Canadian wilderness

narrative text structure

theme - mistakes can be harmful

author's craft - negative tone

lesson - Brian learned about mistakes

B. Use the text and annotations to circle the word that best completes each sentence.

1. In the "Before the excerpt" section, the reader uses commenting to label the (main character / conflict) and the (resolution / setting). These are parts of a (narrative / informational) text structure.

2. In section 1, the reader uses (minus / plus) signs to point out the author's word choice. These words suggest a (negative / positive), alarming tone.

3. In section 2, the reader uses a bracket and comment to label the (lesson / skill) that Brian learns.

Lexia
LITERACY **POWERUP** LEXIA SKILL BUILDERS

page 1

ANSWER KEY

Comprehension
Level 16: Analyze & Evaluation 1

Name: _____

SKILL APPLICATION

C. Now use the annotations to think about how the blog post is organized. This informational text uses a structure called the Inverted Pyramid. Use the pyramid image to help you complete the questions.

The Inverted Pyramid

- "Lead" or "Lede"
The most important information (who, what, when, where, why)
- "Body"
Additional information and ideas
- "Tail"
Least important information

- Section 1 would be considered the "Lead" or "Lede" because it summarizes the most important information.
- Sections 2 - 4 make up the "Body" because they include additional information and ideas.
- Section 5 focuses on the least important information and is referred to as the "Tail."

If you enjoyed reading this excerpt...you might enjoy reading the whole novel! If so, create your own reader's ticket by copying the information below.

READER'S TICKET

I, _____, am interested in taking out the Newbery Honor-winning novel *Hatchet* by Gary Paulsen.

If you don't have that novel, here are some other titles I might be interested in:

Julie of Wolves by Jean Craighead George - *Night of the Twisters* by Ivy Ruckman - *The Cay* by Theodore Taylor

Lexia
POWERUP
LITERACY
Lexia Skill Builders

page 4

Comprehension
Level 16: Analyze & Evaluation 1

Name: _____

SKILL APPLICATION

B. Use the phrases in the box to complete each set of annotations.

Awesome Accidents

12 April | Marcia Nelson brings us today's featured post...all about accidents!

most important information: who, what, when, where, why

supporting idea #1: invention of potato crisps

supporting idea #2: discovery of penicillin

supporting idea #3: sticky notes

author's craft: The details suggest a _____ tone.

main idea: some inventions started as mistakes

subject: accidents

interesting but least important information: amusing, positive, mistakes

[1] What do potato crisps, penicillin, and sticky notes have in common? You'll never believe that they all began as mistakes! Inventors can learn from mistakes and even invent new things they never imagined possible!

[2] These "accidents" are now important parts of our everyday lives. An angry restaurant customer thought their potatoes were too soggy. The chef, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato crisps were invented! ("Yum!")

[3] A petri dish containing bacteria was accidentally left out on the counter in a science lab (Oops!) A blue mould grew all over the bacteria. (Yuck.) Soon that blue mould seemed to kill the bacteria. (Yay!) We now rely on that mould, also known as penicillin, to help us fight very harmful infections. Have you ever had an ear infection or strep throat? (Ouch!) Luckily we have penicillin to help us get rid of these types of illnesses!

[4] A scientist was trying to create a super adhesive that would glue items together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or humiliated about his mistake, because now we have the super handy sticky note!

[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasized that making mistakes was an important part of the pursuit of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 1

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

Awesome Accidents

What do potato crisps, penicillin, and sticky notes have in common? 11

You'll never believe that they all began as mistakes! Inventors can learn from mistakes and even invent new things they never imagined possible! 22

These "accidents" are now important parts of our everyday lives. 33

An angry restaurant customer thought their potatoes were too soggy. 34

The chef, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato crisps were invented! (Yum!) 44

A petri dish containing bacteria was accidentally left out on the counter in a science lab. (Oops!) A blue mould grew all over the bacteria. (Yuck.) 54

67

80

88

100

114

continued on next page

Lexia Skill Builders

page 6

Name: _____

Comprehension
Level 16: Analyze & Evaluate 1

TEXT CONNECTION

A. Compare and contrast the two texts by using the phrases in the box to complete the chart. Some phrases may be used more than once. Review each of the texts and annotations on pages 1 and 3 as you work.

informational structure	amusing tone	mistakes can be harmful	inventions can start as mistakes	narrative structure	alarming tone
-------------------------	--------------	-------------------------	----------------------------------	---------------------	---------------

Hatchet by Gary Paulsen	narrative structure	Awesome Accidents by Marcia Nelson	informational structure
Text Structure	narrative structure	narrative structure	informational structure
Theme/Main Idea	mistakes can be harmful	inventions can start as mistakes	inventions can start as mistakes
Author's Craft - Tone	alarming tone	amusing tone	amusing tone

B. To compare and contrast the two texts, complete the summary below by filling in each blank with a word from the box.

alarming narrative mistakes amusing informational

Both Hatchet and Awesome Accidents focus on _____ mistakes _____. **However**, one is a _____ narrative _____ text, and the other is an _____ informational _____ blog post. **Also**, the author of Hatchet creates an _____ alarming _____ tone, **but** the author of Awesome Accidents creates an _____ amusing _____ tone.

C. On the back of this page, please write a response to the following prompt:
Compare and contrast the author's tone in each text using evidence from both texts.

In Hatchet and Awesome Accidents, each author creates a different tone. Gary Paulsen, the author of Hatchet, creates an alarming tone. He uses words such as disasters, death, and starve in section 1 to show Brian's concern about making mistakes while in the wilderness. In contrast, Marcia Nelson, the author of Awesome Accidents, creates an amusing tone. She chooses words like yum when talking about the invention of potato crisps in section 2, and such when talking about penicillin in section 3. She also uses exclamation marks in sections 2, 3, and 4.

Lexia Skill Builders

page 5

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 1

Soon that blue mould seemed to kill the bacteria (yay!). We now rely 127

on that mould, also known as penicillin, to help us fight very harmful 140

infections. Have you ever had an ear infection or strep throat? (Ouch!) 152

Luckily we have penicillin to help us get rid of these types of illnesses! 166

A scientist was trying to create a super adhesive that would glue items 179

together permanently. His formula was not quite right and the paper 190

easily peeled off without any extra glue left on the paper. Hopefully he 203

did not feel embarrassed or humiliated about his mistake, because now 214

we have the super handy sticky note! 221

When you think of mistakes, you might not think of Thomas Edison, 233

one of the most famous inventors of our time. But he emphasised 245

that making mistakes was an important part of the pursuit of new 257

inventions. Notably, "I have not failed. I've just found 10,000 ways that 269

won't work." And also, "Just because something doesn't do what you 280

planned it to do doesn't mean it's useless." 288

Name: _____

SKILL FOCUS

A. The text below includes the first few parts of the excerpt from the narrative *Hatchet* that you worked with online. Read the text and think about the annotations or explanatory notes.

**An excerpt from the narrative *Hatchet*
by Gary Paulsen**

narrative text
structure

main
character

Before this excerpt:

Brian Robeson is a thirteen-year-old boy who finds himself lost in the Canadian wilderness. His plane crashed into a nearby lake after traveling many miles from its scheduled path. Brian has only his hatchet and his wits to help him survive. He is hungry, afraid, and unprepared for all of the challenges he will encounter in the wilderness. After 47 days in the wilderness, he is still learning many difficult lessons about survival.

setting

theme -
mistakes can
be harmful

1] Mistakes.

Small mistakes could turn into disasters, funny little mistakes could snowball so that while you were still smiling at the humor you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the store he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could get around again; if he missed while he was hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move he might starve. —

author's
craft -
negative tone

lesson -
Brian learned
about mistakes

[2] Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

B. Use the text and annotations to circle the word that best completes each sentence.

1. In the “Before the excerpt” section, the reader uses commenting to label the (main character / conflict) and the (resolution / setting). These are parts of a (narrative / informational) text structure.
2. In section 1, the reader uses (minus / plus) signs to point out the author’s word choice. These words suggest a (negative / positive), alarming tone.
3. In section 2, the reader uses a bracket and comment to label the (lesson / skill) that Brian learns.

SKILL APPLICATION

A. Now read a different kind of text. This is an informational article posted on an inventor's blog. As you read, fill in the missing words using terms from the box.

resolution
*an answer
or solution
to something*

humiliated
*made to feel very
ashamed or foolish*

vital
necessary for life

pursuit
*the act of following or
chasing someone or
something*

indignation
*anger caused by
something unjust
or mean*

HOME

ABOUT

RESOURCES

NEWS

BLOG

CONTACT

THE CREATIVE INVENTOR'S CORNER



~News fun facts, and thoughts about inventing~

12 April | Marcia Nelson brings us today's featured post...all about accidents!

Awesome Accidents

[1] What do potato crisps, penicillin, and sticky notes have in common? You'll never believe that they all began as mistakes! These "accidents" are now pretty important parts of our everyday lives. Inventors can learn from mistakes and even invent new things they never imagined possible!

[2] An angry restaurant customer thought their potatoes were too soggy. The chef, with a feeling of _____, fried thin slices of potatoes to get back at the customer. This was a surprising _____, or answer to the problem. Suddenly, potato crisps were invented! (Yum!)

[3] A petri dish containing bacteria was accidentally left out on the counter in a science lab. (Oops!) A blue mould grew all over the bacteria. (Yuck.) Soon that blue mould seemed to kill the bacteria. (Yay!) We now rely on that mould, also known as penicillin, to help us fight very harmful infections. Have you ever had an ear infection or strep throat? (Ouch!) Penicillin is _____ for saving lives.

[4] A scientist was trying to create a super adhesive that would glue items together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or _____ about his mistake, because now we have the super handy sticky note!

[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasised that making mistakes was an important part of the _____ of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

SKILL APPLICATION

B. Use the phrases in the box to complete each set of annotations.

positive, amusing	invention of potato crisps	accidents	main idea	creation of sticky notes	discovery of penicillin	some inventions started as mistakes
-------------------	----------------------------	-----------	-----------	--------------------------	-------------------------	-------------------------------------

12 April | Marcia Nelson brings us today's featured post...all about accidents!

Awesome Accidents

most important information:
who, what, when, where, why

[1] What do potato crisps, penicillin, and sticky notes have in common? You'll never believe that they all began as mistakes! Inventors can learn from mistakes and even invent new things they never imagined possible!

supporting idea #1:

[2] These "accidents" are now important parts of our everyday lives. An angry restaurant customer thought their potatoes were too soggy. The chef, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato crisps were invented! (Yum!)

supporting idea #2:

[3] A petri dish containing bacteria was accidentally left out on the counter in a science lab. (Oops!) A blue mould grew all over the bacteria. (Yuck.) Soon that blue mould seemed to kill the bacteria. (Yay!) We now rely on that mould, also known as penicillin, to help us fight very harmful infections. Have you ever had an ear infection or strep throat? (Ouch!) Luckily we have penicillin to help us get rid of these types of illnesses!

supporting idea #3:

[4] A scientist was trying to create a super adhesive that would glue items together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or humiliated about his mistake, because now we have the super handy sticky note!

[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasised that making mistakes was an important part of the pursuit of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

main idea:

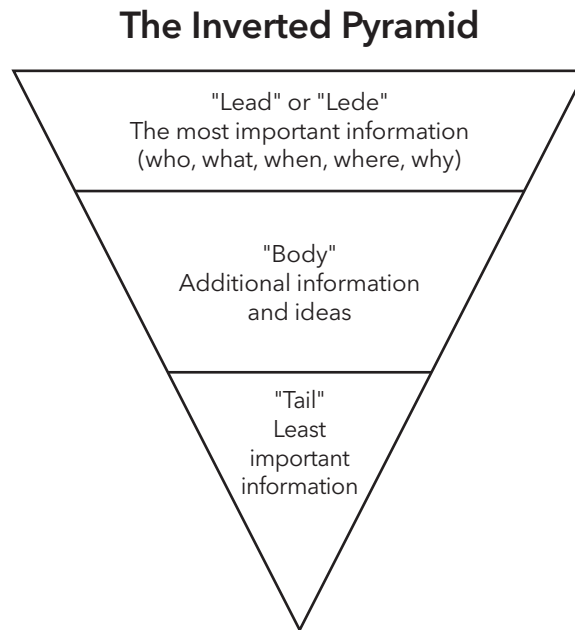
author's craft:

The **details** suggest a _____ tone.

interesting but least important information

SKILL APPLICATION

C. Now use the annotations to think about how the blog post is organised. This informational text uses a structure called the Inverted Pyramid. Use the pyramid image to help you complete the questions.



1. Section _____ would be considered the "Lead" or "Lede" because it summarizes the most important information.
2. Sections _____ - _____ make up the "Body" because they include additional information and ideas.
3. Section _____ focuses on the least important information and is referred to as the "Tail."

*If you enjoyed reading this excerpt...you might enjoy reading the whole novel!
If so, create your own reader's ticket by copying the information below.*

READER'S TICKET

I, _____, am interested in taking out the Newbery Honor-winning
novel Hatchet by Gary Paulsen.

If you don't have that novel, here are some other titles I might be interested in:



Julie of Wolves by Jean Craighead George -Night of the Twisters by Ivy Ruckman -The Cay by Theodore Taylor

Name: _____

TEXT CONNECTION

A. Compare and contrast the two texts by using the phrases in the box to complete the chart. Some phrases may be used more than once. Review each of the texts and annotations on pages 1 and 3 as you work.

informational structure amusing tone mistakes can be harmful inventions can start as mistakes narrative structure alarming tone

	Hatchet by Gary Paulsen	Awesome Accidents by Marcia Nelson
Text Structure		<i>Inverted Pyramid</i> 
Theme/ Main Idea		
Author's Craft - Tone		

B. To compare and contrast the two texts, complete the summary below by filling in each blank with a word from the box.

alarming narrative mistakes amusing informational

Both *Hatchet* and *Awesome Accidents* focus on _____. **However**, one is a _____ text, and the other is an _____ blog post. **Also**, the author of *Hatchet* creates an _____ tone, **but** the author of *Awesome Accidents* creates an _____ tone.

C. On the back of this page, please write a response to the following prompt:
Compare and contrast the author's tone in each text using evidence from both texts.

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Awesome Accidents

What do potato crisps, penicillin, and sticky notes have in common?

You'll never believe that they all began as mistakes! Inventors can learn from mistakes and even invent new things they never imagined possible!

These "accidents" are now important parts of our everyday lives.

An angry restaurant customer thought their potatoes were too soggy.

The chef, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato crisps were invented! (Yum!)

A petri dish containing bacteria was accidentally left out on the counter in a science lab. (Oops!) A blue mould grew all over the bacteria. (Yuck.)

continued on next page

Name: _____

Soon that blue mould seemed to kill the bacteria (yay!). We now rely on that mould, also known as penicillin, to help us fight very harmful infections. Have you ever had an ear infection or strep throat? (Ouch!) Luckily we have penicillin to help us get rid of these types of illnesses!

A scientist was trying to create a super adhesive that would glue items together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or humiliated about his mistake, because now we have the super handy sticky note!

When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasised that making mistakes was an important part of the pursuit of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

ANSWER KEY

Comprehension
Level 16: Analyze & Evaluation 2

Name: _____

SKILL APPLICATION

A. Now read the transcript from a recent episode of an informational podcast. As you read, fill in the missing words using terms from the box.

guidance
advice that tells you what to do

decade
a period of ten years

objective
something you are trying to achieve, like a goal or purpose

MOST RECENT EPISODES
20 June | **Dropped Kerbs: Smashing Barriers to Access**

[1] If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street. Without them, moving on and off the pavement while on wheels might result in a serious accident.

[2] Those ramps, called dropped kerbs, are now very common. However, pavements and public spaces were not always accessible to people with disabilities. During the _____ decade _____ when veterans returned from World War II, many came home needing wheelchairs. They were unable to enter colleges, banks, or businesses because of stairs or high kerbs.

[3] Veterans pushed to make all places accessible to disabled people. Protesters even smashed kerbs to create their own ramps. In 1968, the United States passed the Architectural Barriers Act. It required government buildings to remove obstacles, or barriers.

[4] Further 'propulsion' of this movement came from the design world. Ronald Mace, an architect and designer, provided _____ guidance _____ through a set of principles known as universal design. These ideas are used to make public spaces easily accessible for everyone.

[5] Accessible public spaces have only become possible through national laws, changes in street design, and the hard work of activists.² The original _____ objective _____ of the activists was to help one group of individuals. However, dropped kerbs ended up making life safer and smoother for all people!

¹propulsion (n.) the force that moves something forward
²activist (n.) people who use strong actions to support or oppose an important issue

page 2

Comprehension
Level 16: Analyze & Evaluation 2

Name: _____

SKILL FOCUS

A. Read the excerpt from President Kennedy's "The Moon Speech" and examine the annotations.

President John F. Kennedy's "The Moon Speech"

This is an excerpt from President John F. Kennedy's speech at Rice Stadium in September 1962.

[1] But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, (...) on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun—almost as hot as it is here today—and do all this, and do it right, and do it first before this decade is out—then we must be bold.

[2] However, I think we are going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the sixties. It may be done while some of you are still here at school at this college and university. It will be done during the terms of office of some of the people who are here on this platform. But it will be done. And it will be done before the end of this decade. And I am delighted that this university is playing a part in putting a man on the moon as a part of a great national effort of the United States of America. Thank you.

[3] Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there." Well, space is there, and we are going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, we must set sail on God's great blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

where

tone - determined

author's craft - persuasive techniques (inclusive language and repetition)

inference - It's a major undertaking but it will be worth it.

barriers

when (by 1970)

what

who

why

B. Use the annotations above to help you complete the sentences below. One word in the box will not be used.

important information who repetition persuade opinion

1. The reader underlines several phrases in section 2. These phrases show President Kennedy's use of _____ during the speech.

2. The reader highlights certain phrases in sections 2 and 3 to draw attention to _____ important _____ information _____.

3. Adding labels to the highlights with _____ who _____ what, when, where, and why helps the reader remember key information from the text.

4. Overall, the annotations help the reader see that Kennedy's purpose is to _____ persuade _____ listeners that going to the moon would be difficult, but worthwhile.

page 1

ANSWER KEY

Comprehension
Level 16: Analyze & Evaluation 2

Name: _____

SKILL APPLICATION

C. Use the words in the box to complete the summary of "Dropped Kerbs."


inform	solutions	problems	facts
--------	-----------	----------	-------

The author of this informational podcast uses _____ facts _____ and examples to _____ inform _____ the reader about the _____ problems _____ people in wheelchairs faced before dropped kerbs were required in public spaces. It also presents the _____ solutions _____ that led to important changes to make these spaces more accessible.

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. One phrase is used more than once. Review each of the texts and annotations on pages 1 and 3 as you work.

facts and examples	persuasive techniques	to persuade	overcoming barriers	to inform
--------------------	-----------------------	-------------	---------------------	-----------

			
Author's Purpose	to persuade	to inform	Dropped Kerbs: Smashing Barriers to Access
Main Idea	overcoming barriers	overcoming barriers	
Author's Craft	persuasive techniques	facts and examples	

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 4

Comprehension
Level 16: Analyze & Evaluation 2

Name: _____

SKILL APPLICATION

B. Use the phrases in the box to complete each set of annotations.

problems	informational	protest	hooks the reader	new law	sum up
----------	---------------	---------	------------------	---------	--------

June 20 | Dropped Kerbs: Smashing Barriers to Access

MOST RECENT EPISODES

[1] If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street. Without them, moving on and off the pavement while on wheels might result in a serious accident.

[2] Those ramps, called dropped kerbs, are now very common. However, pavements and public spaces were not always accessible to people with disabilities. During the decade when veterans returned from World War II, many came home needing wheelchairs. They were unable to enter colleges, banks, or businesses because of stairs or high kerbs.

[3] Veterans pushed to make all places accessible to disabled people. Protesters even smashed kerbs to create their own ramps. In 1968, the United States passed the Architectural Barriers Act. It required government buildings to remove obstacles, or barriers.

[4] Further propulsion of this movement came from the design world. Ronald Mace, an architect and designer, provided guidance through a set of principles known as universal design. These ideas are used to make public spaces easily navigable for everyone.

[5] Accessible public spaces have only become possible through national laws, changes in street design, and the hard work of activists. The original objective of the activists was to help one group of individuals. However, dropped kerbs ended up making life safer and smoother for all people!

protest (n.) people who use strong actions to support or oppose an important issue

propulsion (n.) the force that moves something forward

activist (n.) people who use strong actions to support or oppose an important issue

problems -

informational text (podcast transcript)

introduction - hooks the reader

author's craft - facts and examples

conclusion - sums up

limited access

problem -

solution -

protest

solution -

new law

solution -

design innovation

Lexia
POWERUP
LITERACY

Lexia Skill Builders

page 3

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 2

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Time:	Self-Corrections:	WCPM:	Accuracy:

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Dropped Kerbs: Smashing Barriers to Access

If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street. Without them, moving on and off the pavement while on wheels might result in a serious accident.

Those ramps, called dropped kerbs, are now very common. However, pavements and public spaces were not always accessible to people with disabilities. During the decade when veterans returned from World War II, many came home needing wheelchairs. They were unable to enter colleges, banks, or businesses because of stairs or high kerbs.

Veterans pushed to make all places accessible to people with disabilities. Protesters even smashed kerbs to create their own ramps. In 1968,

11
22
34
39
49
60
69
80
91
102
113

Lexia
LITERACY **POWERUP**
Lexia Skill Builders

page 6

Name: _____

Comprehension
Level 16: Analyze & Evaluate 2

TEXT CONNECTION

B. Read the prompt in the box and complete the short essay below. Look at the writer's checklist to see which part is missing.

Prompt: Overcoming barriers is an important idea in both texts. For each source, identify one example of a barrier that needed to be overcome.

WRITER'S CHECKLIST

Begin with an introduction
 Include examples from each text in the body
 Include transition words
 End with a conclusion

introduction

body

conclusion

Overcoming barriers is a main idea in both President John F. Kennedy's speech and the "Dropped Kerbs" podcast. Although both texts discuss barriers, they talk about different types of barriers.

In his persuasive speech, President Kennedy stresses the importance of taking on the challenge of sending a man to the moon. He describes barriers that would make this a difficult undertaking. For example, the rocket must be made of materials that may not have been invented yet, and it must withstand extreme speeds and temperatures.

Similarly, the author of the informational podcast "Dropped Kerbs" explained barriers people in wheelchairs faced. According to the article, even though dropped kerbs are now quite common, they weren't always available. An example is veterans in wheelchairs could not enter colleges, banks, or businesses.

In conclusion, both texts discuss overcoming barriers. President Kennedy's "Moon Speech" addresses barriers to space exploration, accomplishing something no one has done before. On the other hand, the "Dropped Kerbs" article shows that with determination and persistence, people helped change an unfair law.

C. Now annotate the essay and complete the question below.

1. Using the word bubbles, label these three parts of an essay:
- Introduction
- Body
- Conclusion

2. The underlined words and phrases are (examples transition words conclusions).

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LITERACY **POWERUP**
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page 5

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 2

the United States passed the Architectural Barriers Act. It required government buildings to remove obstacles, or barriers.	123
Further propulsion of this movement came from the design world.	130
Ronald Mace, an architect and designer, provided guidance through a set of principles known as universal design. These ideas are used to make public spaces easily navigable for everyone.	140
Accessible public spaces have only become possible through national laws, changes in street design, and the hard work of activists. The original objective of the activists was to help one group of individuals.	149
However, dropped kerbs ended up making life safer and smoother for all people!	162
	169
	178
	190
	202
	214
	215

Lexia
POWERUP
LITERACY

Lexia
POWERUP
LITERACY Skill Builders

page 7

SKILL FOCUS

A. Read the excerpt from President Kennedy's "The Moon Speech" and examine the annotations.

President John F. Kennedy's "The Moon Speech"

where

This is an excerpt from President John F. Kennedy's speech at Rice Stadium in September 1962.

barriers

[1] But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, [...] on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun—almost as hot as it is here today—and do all this, and do it right, and do it first before this decade is out—then we must be bold.

[2] However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the sixties. It may be done while some of you are still here at school at this college and university. It will be done during the terms of office of some of the people who sit here on this platform. But it will be done. And it will be done before the end of this decade. And I am delighted that this university is playing a part in putting a man on the moon as a part of a great national effort of the United States of America. Thank you.

[3] Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there." Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

when
(by 1970)

what

who

why

tone -
determined

author's
craft -
persuasive
techniques
(inclusive
language and
repetition)

inference -
It's a major undertaking but it will be worth it.

B. Use the annotations above to help you complete the sentences below. One word in the box will not be used.

important information who repetition persuade opinion

- The reader underlines several phrases in section 2. These phrases show President Kennedy's use of _____ during the speech.
- The reader highlights certain phrases in sections 2 and 3 to draw attention to _____.
- Adding labels to the highlights with _____, what, when, where, and why helps the reader remember key information from the text.
- Overall, the annotations help the reader see that Kennedy's purpose is to _____ listeners that going to the moon would be difficult, but worthwhile.

SKILL APPLICATION

A. Now read the transcript from a recent episode of an informational podcast. As you read, fill in the missing words using terms from the box.

guidance*advice that tells you
what to do***decade***a period of ten years***objective***something you are
trying to achieve, like
a goal or purpose*

SUBSCRIBE 

ELIMINATING BARRIERS

Join us in exploring how citizens have helped shape laws and create changes to break down barriers for persons with disabilities.

**MOST RECENT EPISODES**

20 June | **Dropped Kerbs: Smashing Barriers to Access**

[1] If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street. Without them, moving on and off the pavement while on wheels might result in a serious accident.

[2] Those ramps, called dropped kerbs, are now very common. However, pavements and public spaces were not always accessible to people with disabilities. During the _____ when veterans returned from World War II, many came home needing wheelchairs. They were unable to enter colleges, banks, or businesses because of stairs or high kerbs.

[3] Veterans pushed to make all places accessible to disabled people. Protesters even smashed kerbs to create their own ramps. In 1968, the United States passed the Architectural Barriers Act. It required government buildings to remove obstacles, or barriers.

[4] Further propulsion¹ of this movement came from the design world. Ronald Mace, an architect and designer, provided _____ through a set of principles known as universal design. These ideas are used to make public spaces easily accessible for everyone.

[5] Accessible public spaces have only become possible through national laws, changes in street design, and the hard work of activists.² The original _____ of the activists was to help one group of individuals. However, dropped kerbs ended up making life safer and smoother for all people!

¹propulsion (n.) the force that moves something forward

²activist (n.) people who use strong actions to support or oppose an important issue

SKILL APPLICATION

B. Use the phrases in the box to complete each set of annotations.

problems	informational	protest	hooks the reader	new law	sum up
----------	---------------	---------	------------------	---------	--------

_____ text
(podcast transcript)

MOST RECENT EPISODES June 20 | Dropped Kerbs: Smashing Barriers to Access

[1] If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street. Without them, moving on and off the pavement while on wheels might result in a serious accident.

limited access

solution -

solution -

solution -
design innovation

introduction -

author's craft -

facts and
examples

conclusion -

¹propulsion (n.) the force that moves something forward

²activist (n.) people who use strong actions to support or oppose an important issue

SKILL APPLICATION

C. Use the words in the box to complete the summary of "Dropped Kerbs."


inform	solutions	problems	facts
--------	-----------	----------	-------

The author of this informational podcast uses _____ and examples to _____ the reader about the _____ people in wheelchairs faced before dropped kerbs were required in public spaces. It also presents the _____ that led to important changes to make these spaces more accessible.

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. One phrase is used more than once. Review each of the texts and annotations on pages 1 and 3 as you work.

facts and examples	persuasive techniques	to persuade	overcoming barriers	to inform
--------------------	-----------------------	-------------	---------------------	-----------

		Dropped Kerbs: Smashing Barriers to Access
Author's Purpose		
Main Idea		
Author's Craft		

TEXT CONNECTION

B. Read the prompt in the box and complete the short essay below. Look at the writer's checklist to see which part is missing.

Prompt: Overcoming barriers is an important idea in both texts. For each source, identify one example of a barrier that needed to be overcome.

WRITER'S CHECKLIST

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> Begin with an introduction | <input checked="" type="checkbox"/> Include transition words |
| <input type="checkbox"/> Include examples from each text in the body | <input checked="" type="checkbox"/> End with a conclusion |



Overcoming barriers is a main idea in both President John F. Kennedy's speech and the "Dropped Kerbs" podcast. Although both texts discuss barriers, they talk about different types of barriers.

In his persuasive speech, President Kennedy stresses the importance of taking on the challenge of sending a man to the moon. He describes barriers that would make this a difficult undertaking. For example, _____



Similarly, the author of the informational podcast "Dropped Kerbs" explained barriers people in wheelchairs faced. According to the article, even though dropped kerbs are now quite common, they weren't always available. An example is _____



In conclusion, both texts discuss overcoming barriers. President Kennedy's "Moon Speech" addresses barriers to space exploration, accomplishing something no one has done before. On the other hand, the "Dropped Kerbs" article shows that with determination and persistence, people helped change an unfair law.

C. Now annotate the essay and complete the question below.

1. Using the word bubbles, label these three parts of an essay:

- Introduction
- Body
- Conclusion

2. The underlined words and phrases are (examples / transition words / conclusions).

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Dropped Kerbs: Smashing Barriers to Access

If you have ridden your bicycle along a pavement you probably appreciated the ramps that let you safely move onto the street.

Without them, moving on and off the pavement while on wheels might result in a serious accident.

Those ramps, called dropped kerbs, are now very common. However, pavements and public spaces were not always accessible to people with disabilities. During the decade when veterans returned from World War II, many came home needing wheelchairs. They were unable to enter colleges, banks, or businesses because of stairs or high kerbs.

Veterans pushed to make all places accessible to people with disabilities.

Protesters even smashed kerbs to create their own ramps. In 1968,

continued on next page

Name: _____

the United States passed the Architectural Barriers Act. It required government buildings to remove obstacles, or barriers.

Further propulsion of this movement came from the design world.

Ronald Mace, an architect and designer, provided guidance through a set of principles known as universal design. These ideas are used to make public spaces easily navigable for everyone.

Accessible public spaces have only become possible through national laws, changes in street design, and the hard work of activists. The original objective of the activists was to help one group of individuals. However, dropped kerbs ended up making life safer and smoother for all people!

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluation 3

SKILL APPLICATION

A. You also explored a painting online, which required you to understand, interpret, and question what you saw. Keep this in mind as you examine the infographic, or visual representation of information. What new facts will you learn about the sun?

BENEFITS OF THE SUN, an infographic

SUN FACTS

Did you know?
Only 10-15 min in the sun gives you as much Vitamin D as eating:
243 eggs OR 1,666 slices of swiss cheese OR 8 tablespoons of cod liver oil OR 3lbs of swordfish

• Sun exposure allows you to produce your own Vitamin D!
• Vitamin D absorbs calcium for stronger teeth and bones.
• Without Vitamin D you feel tired and achy – even your bones become weak!
• Sunlight increases serotonin in the brain, which improves mood and sleep!

NOW YOU KNOW! Just a little bit of sun can give you...

VITAMIN D
STRONGER TEETH & BONES
BETTER MOOD
IMPROVED SLEEP

But, be careful. Don't forget – TOO much sun can be harmful.

SKILL APPLICATION

What do you notice about the composition of this infographic? Remember that composition refers to the way parts of something are arranged. Circle the letter of the best answer.

The text and pictures are arranged ...
a. in an unrelated and confusing way.
b. in an informative and engaging way.
c. in the same way for all sections.

Lexia POWERUP LITERACY Lexia Skill Builders

page 2

Name: _____

Comprehension
Level 16: Analyze & Evaluation 3

SKILL FOCUS

A. This excerpt from "All Summer in a Day" is a text you worked with online. Note the annotations that a reader might use when asked to think about author's craft, or methods used by authors to make their writing more powerful. Reread the excerpt and think about the annotations.

author's purpose- to entertain

author's craft- figurative language

simile

descriptive language

mood- dreary/ miserable

personification

metaphor

metaphor

rain

Excerpt from "All Summer in a Day" Science fiction by Ray Bradbury

(2) The children pressed to each other like so many roses, so many weeds, intermingled, peering out for a look at the hidden sun, it rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand times had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"
"Yes, yes!"

(3) Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the **tattooing drum**, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

B. Use the annotations above to decide if the statements are true or false.

T 1. The reader circled a clue in the title that might identify the author's purpose.
T 2. The reader underlined phrases to show how the author uses figurative language.
F 3. At the beginning of Section 2, the underlined phrase is an example of a metaphor.
T 4. The mood created in Section 2 is negative.
F 5. The reader highlights words related to the sun.

Lexia POWERUP LITERACY Lexia Skill Builders

page 1

ANSWER KEY

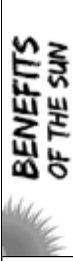

Name: _____

Comprehension
Level 16: Analysis & Evaluation 3

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. (One phrase is used more than once.) Review the annotations in each text as you work.

upbeat/happy	figurative & descriptive language	to inform in an engaging way	composition, text features & images
dreary	to entertain	infographic	narrative text

			BENEFITS OF THE SUN
Source Type	infographic	narrative text	infographic
Author's Purpose	to inform in an engaging way	to entertain	to inform in an engaging way
Mood	upbeat/happy	dreary	upbeat/happy
Author's Craft	composition, text features & images	figurative & descriptive language	composition, text features & images

If you enjoyed "All Summer in a Day", you might enjoy reading another science fiction text! Create a reader's ticket by copying the information below to let your teacher or librarian know you wish to locate a similar text.

READER'S TICKET

I _____ Your Name _____ am interested in borrowing one of these texts:

Gregor the Overlander, by Suzanne Collins	A Wrinkle in Time, by Madeleine L'Engle	City of Ember, by Jeanne DuPrau	The Giver, by Lois Lowry
----------------------------------------------	--------------------------------------------	------------------------------------	-----------------------------

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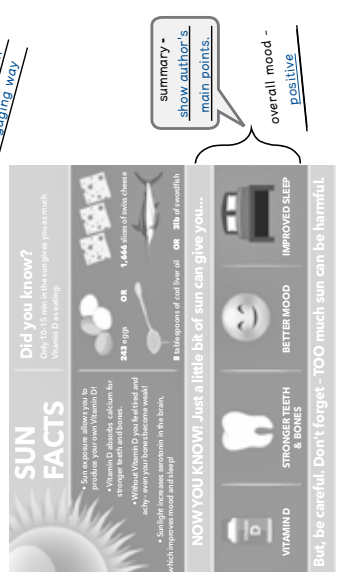
page 4

Name: _____

Comprehension
Level 16: Analysis & Evaluation 3

SKILL APPLICATION

B. Use the items in the box to complete the annotations for the infographic. One item is used more than once.



author's craft

- bulleted list - shows ways the sun is helpful
- author's craft
- composition - arrangement of pictures and words
- text features - bolding, italics, font sizes
- images - cartoon-like

author's purpose - to inform in an engaging way

summary - show author's main points

overall mood - positive

to inform in an engaging way **arrangement of pictures and words** **show author's main points** **bolding, italics, font sizes** **cartoon-like**

positive **shows ways the sun is helpful**

engage **positive** **inform** **composition** **benefits** **valuable**

The use of facts suggests that one of the author's purposes is to inform the reader about the benefits of the sun. The author's craft suggests that another purpose is to engage the reader. Through composition, text features, and images, the author creates a positive mood for the reader. Overall, the reader learns about some ways the sun can be valuable to people.

C. Use the words in the box to complete the summary.

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page 3

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 3

TEXT CONNECTION

B. Use the sentence starter and evidence from both texts to write a paragraph in response to the prompt below. Use the Writer's Checklist to plan your writing.

Prompt: Describe how Margot and the other children in "All Summer in a Day" may be affected by the lack of sun on their planet.

WRITER'S CHECKLIST

- Support your ideas with evidence from both texts
- Use specific facts from the infographic
- Consider how the mood of the two sources is different

(Student answers will vary. Sample response provided below)

Since Margot and the other children don't get any sun exposure on their planet, they may be negatively affected. According to the infographic, just a little time in the sun helps people produce Vitamin D. The children on Venus might not be getting enough Vitamin D since it rains all the time. This could weaken their teeth and bones. Also, the infographic shows how the sun helps people make serotonin. Margot and the other children might not get enough serotonin, which could make them feel tired and unhappy. In fact, the descriptions of the constant rain at the beginning of the excerpt help create a dreary mood for the reader that helps show the unhappiness the children might feel without the sun.

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LITERACY

Lexia Skill Builders

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Name: _____

Comprehension
Level 16: Analyze & Evaluate 3

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Self-Corrections:	WCPM:	Accuracy:
-------	-------------------	-------	-----------

Excerpt from *All Summer In a Day*

The children pressed to each other like so many roses, so many weeds, 13
intermixed, peering out for a look at the hidden sun. 23
It rained. 25
It had been raining for seven years; thousands upon thousands of days 37
compounded and filled from one end to the other with rain, with the 50
drum and gush of water, with the sweet crystal fall of showers and 63
the concussion of storms so heavy they were tidal waves come over 75
the islands. A thousand forests had been crushed under the rain and 87
grown up a thousand times to be crushed again. And this was the way 101
life was forever on the planet Venus, and this was the schoolroom of 114
the children of the rocket men and women who had come to a raining 128

continued on next page

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POWERUP
LITERACY

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page 6

ANSWER KEY

Comprehension	
Level 16: Analyze & Evaluate 3	
Name: _____	
world to set up civilization and live out their lives.	138
"It's stopping, it's stopping!"	142
"Yes, yes!"	144
Margot stood apart from them, from these children who could never	155
remember a time when there wasn't rain and rain and rain. They were	168
all nine years old, and if there had been a day, seven years ago, when	183
the sun came out for an hour and showed its face to the stunned	197
world, they could not recall.	202
Sometimes, at night, she heard them stir, in remembrance, and she	213
knew they were dreaming and remembering gold or a yellow crayon	224
or a coin large enough to buy the world with. She knew they thought	238
they remembered a warmth, like a blushing in the face, in the body,	251
in the arms and legs and trembling hands. But then they always awoke	264
to the tattering drum, the endless shaking down of clear bead necklaces	276
upon the roof, the walk, the gardens, the forests, and their dreams were	289
gone.	290

SKILL FOCUS

A. This excerpt from "All Summer in a Day" is a text you worked with online. Note the annotations that a reader might use when asked to think about author's craft, or methods used by authors to make their writing more powerful. Reread the excerpt and think about the annotations.

author's craft-
figurative
language

simile

personification

metaphor

metaphor

Excerpt from "All Summer in a Day"
science fiction by Ray Bradbury

[2] The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun. It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"
"Yes, yes!"

[3] Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the **tatting drum**, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

author's purpose-
to entertain

descriptive
language

mood-
dreary/
miserable

rain

B. Use the annotations above to decide if the statements are true or false.

- _____ 1. The reader circled a clue in the title that might identify the author's purpose.
- _____ 2. The reader underlined phrases to show how the author uses figurative language.
- _____ 3. At the beginning of Section 2, the underlined phrase is an example of a metaphor.
- _____ 4. The mood created in Section 2 is negative.
- _____ 5. The reader highlights words related to the sun.

SKILL APPLICATION





A. You also explored a painting online, which required you to understand, interpret, and question what you saw. Keep this in mind as you examine the infographic, or visual representation of information. What new facts will you learn about the sun?

BENEFITS OF THE SUN, an infographic





SUN FACTS

- Sun exposure allows you to produce your own Vitamin D!
- Vitamin D absorbs calcium for stronger teeth and bones.
- Without Vitamin D you feel tired and achy – even your bones become weak!
- Sunlight increases serotonin in the brain, which improves mood and sleep!

Did you know?
Only 10-15 min in the sun gives you as much Vitamin D as eating:

	OR	
243 eggs		1,666 slices of swiss cheese
	OR	
8 tablespoons of cod liver oil		3lbs of swordfish

NOW YOU KNOW! Just a little bit of sun can give you...

			
VITAMIN D	STRONGER TEETH & BONES	BETTER MOOD	IMPROVED SLEEP

But, be careful. Don't forget – TOO much sun can be harmful.

¹exposure - the state of being unprotected from something

²Vitamin D - a vitamin that is important for helping the body take in calcium

³calcium - a mineral that is important for keeping bones and teeth strong

⁴serotonin - a chemical found in the brain that helps create happy emotions

What do you notice about the composition of this infographic? Remember that composition refers to the way parts of something are arranged. Circle the letter of the best answer.

- The text and pictures are arranged ...
- in an unrelated and confusing way.
 - in an informative and engaging way.
 - in the same way for all sections.

Name: _____

SKILL APPLICATION

B. Use the items in the box to complete the annotations for the infographic. One item is used more than once.

to inform in an engaging way	arrangement of pictures and words	show author's main points	bolding, italics, font sizes
positive	shows ways the sun is helpful		cartoon-like

bulleted list -

author's craft
composition -

text features -

images -





BENEFITS OF THE SUN, an infographic

SUN FACTS





- Sun exposure allows you to produce your own Vitamin D!
- Vitamin D absorbs calcium for stronger teeth and bones.
- Without Vitamin D you feel tired and achy - even your bones become weak!
- Sunlight increases serotonin in the brain, which improves mood and sleep!

Did you know?

Only 10-15 min in the sun gives you as much Vitamin D as eating:

	OR	
243 eggs		1,666 slices of swiss cheese
	OR	
8 tablespoons of cod liver oil		3lb of swordfish

NOW YOU KNOW! Just a little bit of sun can give you...

 VITAMIN D	 STRONGER TEETH & BONES	 BETTER MOOD	 IMPROVED SLEEP
--------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

But, be careful. Don't forget - TOO much sun can be harmful.

author's purpose -

summary -

overall mood -

C. Use the words in the box to complete the summary.



engage	positive	inform	composition	benefits	valuable
--------	----------	--------	-------------	----------	----------

The use of facts suggests that one of the author's purposes is to _____ the reader about the _____ of the sun. The author's craft suggests that another purpose is to _____ the reader. Through _____, text features, and images, the author creates a _____ mood for the reader. Overall, the reader learns about some ways the sun can be _____ to people.

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. (One phrase is used more than once.) Review the annotations in each text as you work.

upbeat/happy	figurative & descriptive language	to inform in an engaging way	composition, text features & images
dreary	to entertain	infographic	narrative text

		
Source Type		
Author's Purpose		
Mood		
Author's Craft		

If you enjoyed "**All Summer in a Day**," you might enjoy reading another science fiction text! Create a reader's ticket by copying the information below to let your teacher or librarian know you wish to locate a similar text.

READER'S TICKET

I _____ am interested in borrowing one of these texts:
Your Name

Gregor the Overlander,
by Suzanne Collins

A Wrinkle in Time,
by Madeleine L'Engle

City of Ember,
by Jeanne DuPrau

The Giver,
by Lois Lowry

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Excerpt from *All Summer In a Day*

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining

continued on next page

Name: _____

world to set up civilization and live out their lives.

"It's stopping, it's stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tattering drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.



ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 4

TEXT CONNECTION

C. Examine the two quotes below. There is one from each text. Then complete the missing parts of the answer to the open-response question.

	"Oh, but," Margot whispered, her eyes helpless. "But this is the day, the scientists predict, they say, they know, the sun . . ."
	I hate the way I eat. I know how weird it looks.

Explain the meaning of these quotes. What do they suggest about the way the protagonist from each text feels?

Answers for some items may vary.

The first quote shows that Margot feels defeated. She speaks in a whisper and her eyes show a helpless feeling. She doesn't seem able to argue as strongly as William. Also, the ellipsis (...) at the end of the quote shows that her thought is unfinished when she is grabbed by William. The second quote shows that August feels bad about the way he looks. He understands that the way he eats is different from his classmates, and he is ashamed.

If you enjoyed **Wonder**, you might enjoy reading another realistic fiction novel! Create a reader's ticket by copying the information below to let your teacher, librarian, or media specialist know you wish to locate a similar text.

READER'S TICKET

I _____ Your Name _____ am interested in borrowing one of these texts:

Auggie & Me: Three Wonder Stories by R.J. Palacio	Number the Stars by Lois Lowry
	Esperanza Rising by Pam Muñoz Ryan

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LITERACY Lexia Skill Builders

page 4



Name: _____

Comprehension
Level 16: Analyze & Evaluate 4

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. Review the annotations in each text as you work.

word choice Treating people differently based on appearance is hurtful.	science fiction	simile Fear of differences and jealousy can lead to harmful consequences.	realistic fiction Jealousy can lead to cruelty.

	
by Ray Bradbury	by R.J. Palacio
science fiction	realistic fiction
The author's word choice shows the children's cruelty toward Margot.	The author uses a simile to describe how August eats.
tense	gloomy
Jealousy can lead to cruelty.	Treating people differently based on appearance is hurtful.
The theme of both texts could be fear of differences and jealousy can lead to harmful consequences.	

B. Using evidence from the texts, explain how Margot and August are both treated cruelly by their classmates. Use one quote from each text to support your answer.

Both Margot and August are treated cruelly by their classmates. In "All Summer in a Day," Margot is bullied and locked in a closet. The text says, "Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived." This shows that her classmates don't feel bad about what they've done to her. In Wonder, August's classmates whisper about him, stare at him, and talk behind his back in the lunchroom. August says, "I thought I was used to those kinds of stares by now, but I guess I wasn't." This shows that their actions hurt his feelings.

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page 3

ANSWER KEY

Name: _____

Comprehension
Level 16: Analyze & Evaluate 4

food in the front of my mouth. I didn't even realize how this looked 152

until I was at a birthday party once, and one of the kids told the mom 168

of the birthday boy he didn't want to sit next to me because I was too 184

messy with all the food crumbs shooting out of my mouth. I know the 198

kid wasn't trying to be mean, but he got in big trouble later, and his 213

mom called my mom that night to apologize. When I got home from 226

the party, I went to the bathroom mirror and started eating a saltine 239

cracker to see what I looked like when I was chewing. The kid was 253

right. I eat like a tortoise, if you've ever seen a tortoise eating. Like 267

some prehistoric swamp thing. 271

Lexia
POWERUP
LITERACY Lexia Skill Builders

page 6

Name: _____

Comprehension
Level 16: Analyze & Evaluate 4

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Time:	Errors:	Self-Corrections:	WCPMA:	Accuracy:

Excerpt from *Wonder*

I could tell I was being stared at without even looking up. I knew that 15

people were nudging each other, watching me out of the corners of 27

their eyes. I thought I was used to those kinds of stares by now, but I 43

guess I wasn't. 46

There was one table of girls that I knew were whispering about me 59

because they were talking behind their hands. Their eyes and whispers 70

kept bouncing over to me. 75

I hate the way I eat. I know how weird it looks. I had a surgery to fix my 94

cleft palate when I was a baby, and then a second cleft surgery when 108

I was four, but I still have a hole in the roof of my mouth. And even 125

though I had jaw-alignment surgery a few years ago, I have to chew 138

continued on next page

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LITERACY Lexia Skill Builders

page 5

SKILL FOCUS

A. You worked with this excerpt from "All Summer in a Day" online. Reread the excerpt and think about how the annotations help you identify the theme. Fill in the missing terms.

author's craft	mood	theme statement	narrative	inference
----------------	------	-----------------	-----------	-----------

An excerpt from "All Summer in a Day," science fiction by Ray Bradbury

_____ -
Margot's memory of sun makes others jealous

William's cruelty begins.

rest of children begin to follow William's lead

at first children don't feel bad about what they've done

_____ -
jealousy can lead to cruelty

_____ text

[Previously] Margot, the protagonist, lives on Venus. However, she remembers the sun from her time on Earth and greatly misses it. Her memory of the sun is why the other children hate her and treat her unkindly. William, the antagonist, is the most unkind to her.

[1] "Get away!" The boy gave her another push. "What're you waiting for?"
Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.
"Well, don't wait around here!" cried the boy savagely.
"You won't see nothing!"
Her lips moved.
"Nothing!" he cried. "It was all a joke, wasn't it?" He turned to the other children. "Nothing's happening today: Is it?"
They all blinked at him and then, understanding, laughed and shook their heads. "Nothing, nothing!"
"Oh, but," Margot whispered, her eyes helpless. "But this is the day, the scientists predict, they say, they know, the sun . . ."
"All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before teacher comes!"
"No," said Margot, falling back.

[2] They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

ellipsis(...) - shows an unfinished thought

_____ -
word choice shows cruelty

↓

reader's _____ -
tense

B. Use the annotations above and the words in the box to complete the statements below.

cruelty	theme	smiling	antagonist	Margot	jealous
---------	-------	---------	------------	--------	---------

- The "Previously" section reminds the reader that the children treat Margot differently because they may be _____ of her.
- The circled words show how the author uses word choice to demonstrate the _____ of the children.
- The words and actions of William, the _____, and the other children suggests the _____ is jealousy can lead to cruelty.

Name: _____

SKILL APPLICATION

This excerpt from *Wonder* is also a text that you worked with online. Reread this familiar text and complete the following steps:

1. Underline the main character and the setting in the “Previously” section.
2. Circle the words and phrases in Sections 4 and 5 that show how August is made to feel different and excluded by his classmates. See if you can find at least five.
3. Use the words in the box to complete the annotations.

hurt	realistic	eats	different	gloomy	appearance
------	-----------	------	-----------	--------	------------

An excerpt from the novel *Wonder* by R.J. Palacio

[Previously in *Wonder*] Ten-year-old August Pullman was born with a facial deformity.¹ Because of this facial deformity, August has had a number of surgeries, which have kept him from attending school with other kids. In this excerpt, August is attending school for the first time.

fiction –
believable
setting &
situation

excluded &
treated
differently

[4] I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

feels

by classmates

[5] There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.

mood –

dislikes
looking

[6] I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate² when I was a baby, and then a second cleft surgery³ when I was four, but I still have a hole in the roof of my mouth. And even though I had jaw-alignment surgery a few years ago, I have to chew food in the front of my mouth. I didn't even realize how this looked until I was at a birthday party once, and one of the kids told the mom of the birthday boy he didn't want to sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize. When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise⁴, if you've ever seen a tortoise eating. Like some prehistoric⁵ swamp thing.

similes –
describe how
August looks
when he

theme - treating
people differently
based on their

is hurtful

ellipsis (...) – shows there is more to the chapter

¹facial deformity: a condition when part of the face does not have a typical shape

²cleft palate: a birth defect in which a baby's lip or mouth does not form properly

³cleft surgery: an operation on the upper lip or the roof of the mouth



⁴tortoise: a type of turtle that lives on land

⁵prehistoric: a time period before recorded history

TEXT CONNECTION

A. Compare and contrast elements of the two texts by selecting phrases from the box to complete the chart. Review the annotations in each text as you work.

word choice	science fiction	simile	realistic fiction	gloomy	tense
Treating people differently based on appearance is hurtful.		Fear of differences and jealousy can lead to harmful consequences.		Jealousy can lead to cruelty.	



	 ALL SUMMER IN A DAY by Ray Bradbury	 Wonder by R.J. Palacio
Genre		
Author's Craft		
Mood		
Theme Statement		
General Theme		

B. Using evidence from the texts, explain how Margot and August are both treated cruelly by their classmates. Use one quote from each text to support your answer.

Name: _____

TEXT CONNECTION

C. Examine the two quotes below. There is one from each text. Then complete the missing parts of the answer to the open-response question.

	<p>“Oh, but,” Margot whispered, her eyes helpless. “But this is the day, the scientists predict, they say, they know, the sun . . .”</p>
	<p>I hate the way I eat. I know how weird it looks.</p>

Explain the meaning of these quotes. What do they suggest about the way the protagonist from each text feels?

The first quote shows that Margot feels _____. She speaks _____ and her eyes _____. She doesn't seem able to argue as strongly as _____. Also, the ellipsis (. . .) at the end of the quote shows that her thought is _____ when she is grabbed by William. The second quote shows that August feels _____ about the way he looks. He understands that the way he eats is _____ from his classmates, and he is ashamed.

If you enjoyed **Wonder**, you might enjoy reading another realistic fiction novel! Create a reader's ticket by copying the information below to let your teacher, librarian, or media specialist know you wish to locate a similar text.

READER'S TICKET

I _____ am interested in borrowing one of these texts:
Your Name

Auggie & Me: Three Wonder Stories
by R.J. Palacio

Number the Stars
by Lois Lowry

Esperanza Rising
by Pam Muñoz Ryan

FLUENCY PRACTICE

Read the passage aloud, keeping the tips below in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Excerpt from *Wonder*

I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.

I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate when I was a baby, and then a second cleft surgery when I was four, but I still have a hole in the roof of my mouth. And even though I had jaw-alignment surgery a few years ago, I have to chew

continued on next page

Name: _____

food in the front of my mouth. I didn't even realize how this looked until I was at a birthday party once, and one of the kids told the mom of the birthday boy he didn't want to sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize. When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise, if you've ever seen a tortoise eating. Like some prehistoric swamp thing.