

**Printer Warning:**

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



# Grade 6 Reading

## Student At-Home Activity Packet 2

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

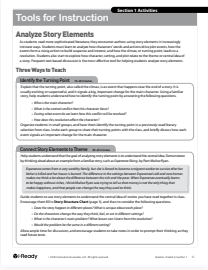
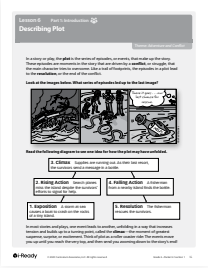
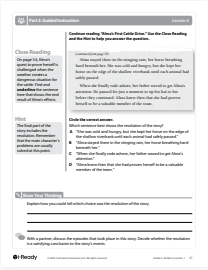
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

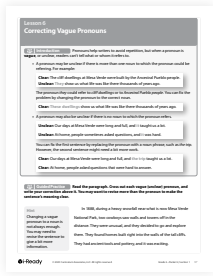
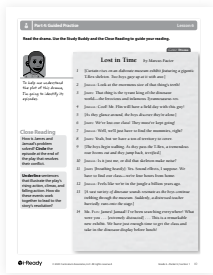
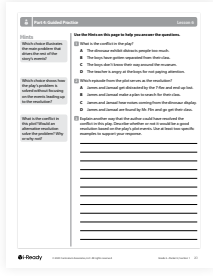
Flip to see the Grade 6  
Reading activities  
included in this packet!



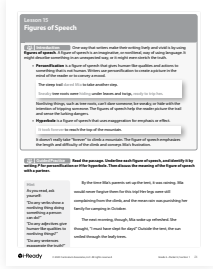

# Grade 6 Reading Activities in Section 1

Lesson	Resource	Instructions	Page(s)
1	<p>Tools for Instruction Analyze Story Elements</p> 	<ul style="list-style-type: none"> <li>• <b>Parent/Guardian:</b> Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.</li> </ul>	11–13
2	<p>Grade 6 Ready Reading Lesson 6 Part 1</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Read <i>Alma's First Cattle Drive</i>.</li> <li>• Complete the graphic organizer.</li> </ul>	14–15
3	<p>Grade 6 Ready Reading Lesson 6 Part 2</p> 	<ul style="list-style-type: none"> <li>• Reread the first section of <i>Alma's First Cattle Drive</i>.</li> <li>• Read the second section of <i>Alma's First Cattle Drive</i>.</li> <li>• Answer the multiple choice question.</li> <li>• Complete the Show Your Thinking activity and discuss with a partner (if available).</li> </ul>	16

Grade 6 Reading Activities in Section 1 (Cont.)

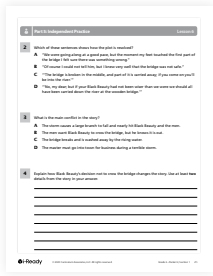
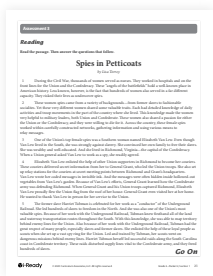
Lesson	Resource	Instructions	Page(s)
4	<p>Grade 6 Ready Language Handbook, Lesson 6 Correcting Vague Pronouns</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	17–18
5	<p>Grade 6 Ready Reading Lesson 6 Part 3</p> 	<ul style="list-style-type: none"> <li>• Read <i>Lost in Time</i>.</li> <li>• Answer questions 1 and 2.</li> </ul>	19–20
6	<p>Grade 6 Ready Reading Lesson 6 Part 4</p> 	<ul style="list-style-type: none"> <li>• Reread <i>Lost in Time</i>.</li> <li>• Answer question 3.</li> </ul>	20

Grade 6 Reading Activities in Section 1 (Cont.)

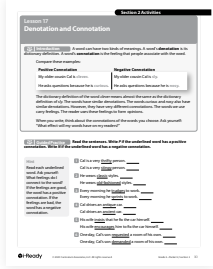
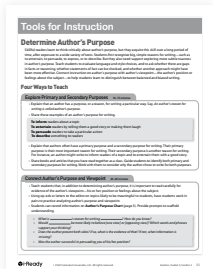
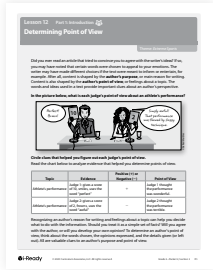
Lesson	Resource	Instructions	Page(s)
7	<p>Grade 6 Ready Language Handbook, Lesson 15 Figures of Speech</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	21–22
8	<p>Grade 6 Ready Reading Lesson 6 Part 5</p> 	<ul style="list-style-type: none"> <li>• Read the excerpt from <i>Black Beauty</i>.</li> <li>• Answer questions 1-3.</li> </ul>	23–25



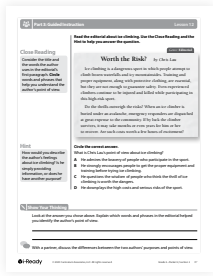
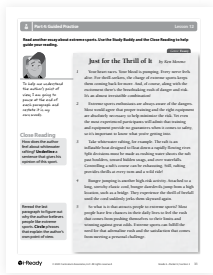
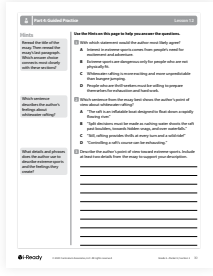
Grade 6 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
9	<p>Grade 6 Ready Reading Lesson 6 Part 6</p> 	<ul style="list-style-type: none"> <li>• Reread the excerpt from <i>Black Beauty</i>.</li> <li>• Answer question 4.</li> </ul>	25
10	<p>Grade 6 Ready Assessment 3</p> 	<ul style="list-style-type: none"> <li>• Read <i>Spies in Petticoats</i>.</li> <li>• Answer the questions that follow the passage.</li> </ul>	26–29

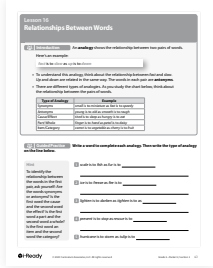
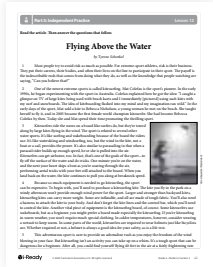
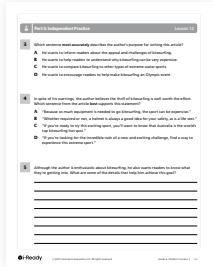
# Grade 6 Reading Activities in Section 2

Lesson	Resource	Instructions	Page(s)
1	<p>Grade 6 Ready Language Handbook, Lesson 17 Denotation and Connotation</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	30–31
2	<p>Tools for Instruction Determine Author’s Purpose</p> 	<ul style="list-style-type: none"> <li>• <b>Parent/Guardian:</b> Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.</li> </ul>	32–34
3	<p>Grade 6 Ready Reading Lesson 12 Part 1</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Read <i>Climbing Ice</i>.</li> <li>• Complete the graphic organizer.</li> </ul>	35–36

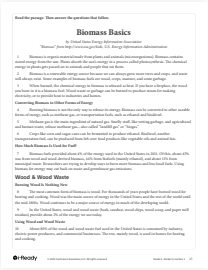
Grade 6 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
4	<p>Grade 6 Ready Reading Lesson 12 Part 2</p> 	<ul style="list-style-type: none"> <li>• Read <i>Worth the Risk</i>.</li> <li>• Answer the multiple choice question.</li> <li>• Complete Show Your Thinking and discuss with a partner (if available).</li> </ul>	37
5	<p>Grade 6 Ready Reading Lesson 12 Part 3</p> 	<ul style="list-style-type: none"> <li>• Read <i>Just for the Thrill of It</i>.</li> <li>• Answer questions 1-2.</li> </ul>	38–39
6	<p>Grade 6 Ready Reading Lesson 12 Part 4</p> 	<ul style="list-style-type: none"> <li>• Reread <i>Just for the Thrill of It</i>.</li> <li>• Answer question 3.</li> </ul>	39

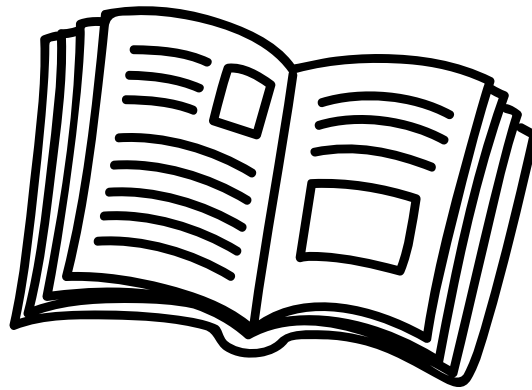
**Grade 6 Reading Activities in Section 2 (Cont.)**

Lesson	Resource	Instructions	Page(s)
7	<p>Grade 6 Ready Language Handbook, Lesson 16 Relationships Between Words</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	<b>40–41</b>
8	<p>Grade 6 Ready Reading Lesson 12 Part 5</p> 	<ul style="list-style-type: none"> <li>• Read <i>Flying Above the Water</i>.</li> <li>• Answer questions 1-4.</li> </ul>	<b>42–44</b>
9	<p>Grade 6 Ready Reading Lesson 12 Part 6</p> 	<ul style="list-style-type: none"> <li>• Reread <i>Flying Above the Water</i>.</li> <li>• Answer question 5.</li> </ul>	<b>44</b>

Grade 6 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
10	<p>Grade 6 Ready Assessment 3</p> 	<ul style="list-style-type: none"> <li>• Read <i>Biomass Basics</i>.</li> <li>• Answer the questions that follow the passage.</li> </ul>	45–48

# Independent Reading!



See pages 49 and 50 of this packet.



**Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

# Tools for Instruction

## Analyze Story Elements

As students read more sophisticated literature, they encounter authors using story elements in increasingly intricate ways. Students must learn to analyze how characters' words and actions drive plot events, how the events form a rising action to build suspense and interest, and how the climax, or turning point, leads to a resolution. Students also start to explore how character, setting, and plot relate to the theme or central idea of a story. Frequent text-based discussion is the most effective tool for helping students analyze story elements.

### Three Ways to Teach

#### Identify the Turning Point 10–20 minutes

Explain that the turning point, also called the climax, is an event that happens near the end of a story. It is usually exciting or suspenseful, and it signals a big, important change for the main character. Using a familiar story, help students understand how to identify the turning point by answering the following questions.

- *Who is the main character?*
- *What is the central conflict that this character faces?*
- *During what event do we learn how this conflict will be resolved?*
- *How does this resolution affect the character?*

Organize students in small groups, and have them identify the turning point in a previously-read literary selection from class. Invite each group to share their turning points with the class, and briefly discuss how each event signals an important change for the main character.

#### Connect Story Elements to Theme 30–45 minutes

Help students understand that the goal of analyzing story elements is to understand the central idea. Demonstrate by thinking aloud about an example from a familiar story, such as *Esperanza Rising*, by Pam Muñoz Ryan.

*Esperanza comes from a very wealthy family, but she is forced to become a migrant worker to survive after her father is killed and her house is burned. The difference in the settings between Esperanza's old and new homes makes me think a lot about the difference between the rich and the poor. When Esperanza eventually learns to be happy without riches, I think Muñoz Ryan was trying to tell us that money is not the only thing that makes happiness, and that people can change the way they used to think.*

Guide students to use story elements to understand the central idea of stories you have read together in class. Encourage them fill in **Story Structure Chart** (page 3), and then to consider the following questions.

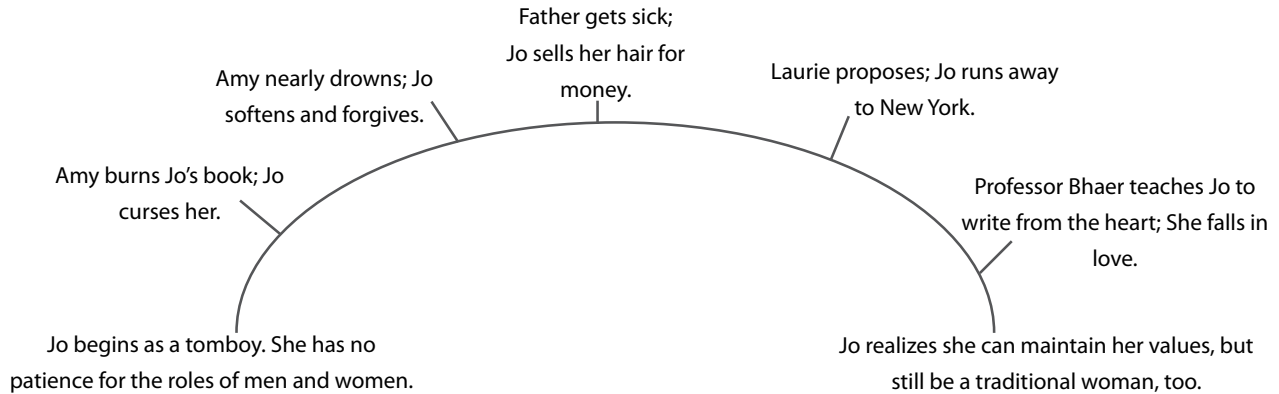
- *Does the story happen in different places? What is unique about each place?*
- *Do the characters change the way they think, feel, or act in different settings?*
- *What is the character's main problem? What lesson can I learn from the resolution?*
- *Would the problem be the same in a different setting?*

Allow ample time for discussion, and encourage students to take notes in order to prompt their thinking as they read future texts.

## Trace a Character's Arc 30–45 minutes

**Connect to Writing** Explain that in most stories, the main character goes through changes. These changes are often the result of events in the plot. A character arc is the path of a character's development as he or she goes through changes during the course of a plot.

Display a character arc such as the one shown here, based on Jo March from *Little Women*, by Louisa May Alcott. Point out how the sentences at each end of the arc describe who the character was before the story, and who she became as a result of the events.



Then, using literature you have read in class, have students work with a partner to draw a character arc that maps one character from beginning to end. Students may use fewer or additional lines as needed. Display the arcs in the classroom, and use them to drive discussion about how events in the plot affect characters' changes and development.

## Check for Understanding

If you observe...	Then try...
difficulty with reading comprehension due to issues with decoding	reinforcing story elements with familiar stories or movies. Then return to text, using sticky notes to mark important story elements.
difficulty analyzing story elements	eliciting a story from students' own experiences. Discuss the main characters, the setting, the problem and solution, and what was learned as a result. Encourage students to think about story characters in these ways as they read.



Name \_\_\_\_\_

# Story Structure Chart

Title \_\_\_\_\_

<b>Characters</b>	<b>Setting</b>
<p style="text-align: center;"><b>Plot</b></p> <p><b>Problem</b></p>          <p><b>Solution</b></p>	

# Describing Plot

Theme: *Adventure and Conflict*

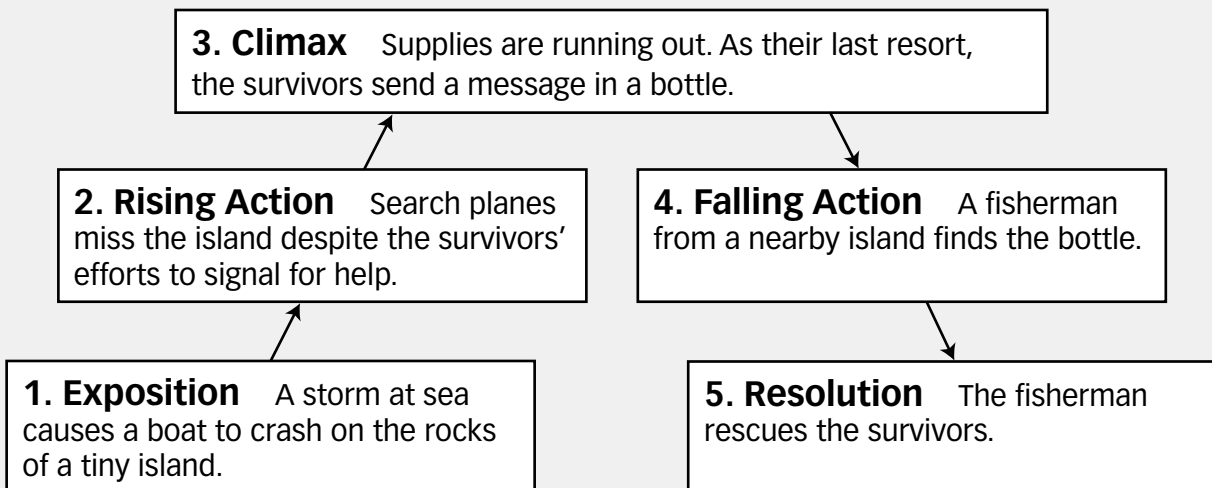
In a story or play, the **plot** is the series of episodes, or events, that make up the story. These episodes are moments in the story that are driven by a **conflict**, or struggle, that the main character tries to overcome. Like a trail of footprints, the episodes in a plot lead to the **resolution**, or the end of the conflict.

Look at the images below. What series of episodes led up to the last image?



©Six Red Marbles

Read the following diagram to see one idea for how the plot may have unfolded.



In most stories and plays, one event leads to another, unfolding in a way that increases tension and builds up to a turning point, called the **climax**—the moment of greatest suspense, surprise, or excitement. Think of plot as a roller coaster ride: The events move you up until you reach the very top, and then send you zooming down to the story's end!



Read the first two paragraphs of the short story.

Genre: **Historical Fiction**

## Alma's First Cattle Drive *by Nancy Seago*

Blinding lightning flashed across the sky, followed by deafening thunder and driving rain. Alma had grown up listening to her father's astounding stories of cattle drives. She had always wanted to join in, but her father told her she wasn't ready. Now, he was finally giving her the chance to prove to him that she would be more help than trouble on the trail. This was her first cattle drive, and the weather was Alma's first challenge.

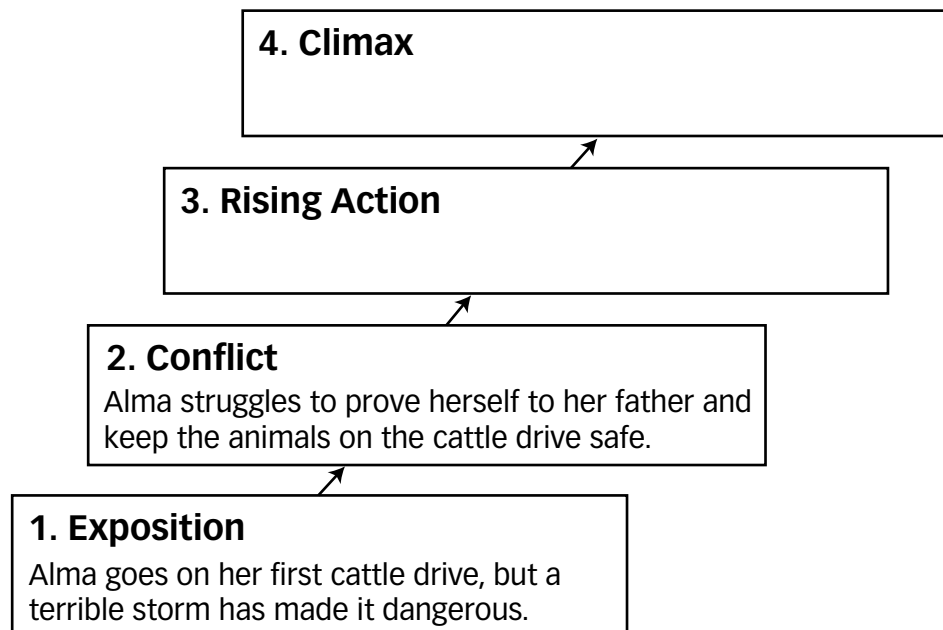
When they reached the river, Alma instantly noticed that the water was dangerously high. When the cattle began to cross at a shallow spot, Alma was the only one to notice a calf getting swept up in the current. Alma charged into the water and stopped her horse downstream from the calf to keep it from losing its footing.

*(continued)*

**Explore how to answer this question:** "How does the story's plot build to a climax?"

One plot episode leads to the next until Alma must act. This critical moment is the climax.

**Read the following plot diagram. Fill in the rest of the diagram to finish mapping out the plot.**



As you read the story's ending, think about its resolution, or how Alma's conflict is solved.



### Close Reading

On page 54, Alma's quest to prove herself is challenged when the weather creates a dangerous situation for the cattle. Find and **underline** the sentence here that shows the end result of Alma's efforts.

**Continue reading "Alma's First Cattle Drive." Use the Close Reading and the Hint to help you answer the question.**

*(continued from page 54)*

Alma stayed there in the stinging rain, her horse breathing hard beneath her. She was cold and hungry, but she kept her horse on the edge of the shallow riverbank until each animal had safely passed.

When she finally rode ashore, her father waved to get Alma's attention. He paused for just a moment to tip his hat to her before they continued. Alma knew then that she had proven herself to be a valuable member of the team.

### Hint

The final part of the story includes the resolution. Remember that the main character's problems are usually solved at this point.

**Circle the correct answer.**

Which sentence best shows the resolution of the story?

- A** "She was cold and hungry, but she kept her horse on the edge of the shallow riverbank until each animal had safely passed."
- B** "Alma stayed there in the stinging rain, her horse breathing hard beneath her."
- C** "When she finally rode ashore, her father waved to get Alma's attention."
- D** "Alma knew then that she had proven herself to be a valuable member of the team."



### Show Your Thinking

Explain how you could tell which choice was the resolution of the story.

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With a partner, discuss the episodes that took place in this story. Decide whether the resolution is a satisfying conclusion to the story's events.

## Lesson 6

# Correcting Vague Pronouns



### Introduction

Pronouns help writers to avoid repetition, but when a pronoun is **vague**, or unclear, readers can't tell what or whom it refers to.

- A pronoun may be unclear if there is more than one noun to which the pronoun could be referring. For example:

**Clear:** The cliff dwellings at Mesa Verde were built by the Ancestral Pueblo people.

**Unclear:** **They** show us what life was like there thousands of years ago.

The pronoun *they* could refer to *cliff dwellings* or to *Ancestral Pueblo people*. You can fix the problem by changing the pronoun to the correct noun.

**Clear:** **These dwellings** show us what life was like there thousands of years ago.

- A pronoun may also be unclear if there is no noun to which the pronoun refers.

**Unclear:** Our days at Mesa Verde were long and full, and **it** taught us a lot.

**Unclear:** At home, people sometimes asked questions, and **it** was hard.

You can fix the first sentence by replacing the pronoun with a noun phrase, such as *the trip*. However, the second sentence might need a bit more work.

**Clear:** Our days at Mesa Verde were long and full, and **the trip** taught us a lot.

**Clear:** At home, people asked questions that were hard to answer.



### Guided Practice

**Read the paragraph. Cross out each vague (unclear) pronoun, and write your correction above it. You may want to revise more than the pronoun to make the sentence's meaning clear.**

#### Hint

Changing a vague pronoun to a noun is not always enough. You may need to revise the sentence to give a bit more information.

In 1888, during a heavy snowfall near what is now Mesa Verde National Park, two cowboys saw walls and towers off in the distance. They were unusual, and they decided to go and explore them. They found homes built right into the walls of the tall cliffs. They had ancient tools and pottery, and it was exciting.



## Independent Practice

Read the paragraph. For numbers 1–4, choose the revision that corrects the vague pronoun in each numbered sentence in the paragraph.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

The Ancestral Pueblo people moved to Mesa Verde around 550 C.E., but the cliff dwellings weren't built until around 1200 C.E. **(1)** They showed a high degree of skill in stone masonry. **(2)** They do not know why the Ancestral Pueblo people moved into the cliffs. **(3)** They might have been safer in harsh weather. **(4)** Whatever the reason these people moved to the cliffs, it is amazing.

- 1**
- A** They showed skill in stone masonry to a high degree.
  - B** All showed a high degree of skill in stone masonry.
  - C** A high degree of skill in stone masonry was shown by them.
  - D** The Pueblo people showed a high degree of skill in stone masonry.

- 2**
- A** Archeologists are not sure why the Ancestral Pueblo people moved into the cliffs.
  - B** The Ancestral Pueblo people do not know why they moved into the cliffs.
  - C** It is unknown to them why the Ancestral Pueblo moved into the cliffs.
  - D** Why the Ancestral Puebloans moved into the cliffs, they do not know.

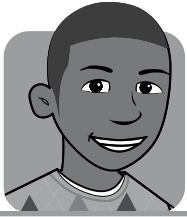
- 3**
- A** In harsh weather, they might have been safer.
  - B** Their safety might have been greater in harsh weather.
  - C** Cliff dwellings might have been safer in harsh weather.
  - D** It might be because of their safety in harsh weather.

- 4**
- A** Whatever the reason they moved to the cliffs, they are amazing.
  - B** Whatever the reason these people moved to the cliffs, they are amazing.
  - C** Whatever the reason these people moved to the cliffs, you'd be amazed by them.
  - D** Whatever the reason these people moved to the cliffs, their dwellings are amazing.





Read the drama. Use the Study Buddy and the Close Reading to guide your reading.



To help me understand the plot of this drama, I'm going to identify its episodes.

## Close Reading

How is James and Jamaal's problem solved? **Circle** the episode at the end of the play that resolves their conflict.

**Underline** sentences that illustrate the play's rising action, climax, and falling action. How do these events work together to lead to the story's resolution?

Genre: Drama

## Lost in Time

by Marcus Factor


- 1 [Curtain rises on an elaborate museum exhibit featuring a gigantic T-Rex skeleton. Two boys gaze up at it with awe.]
- 2 JAMAAL: Look at the enormous size of that thing's teeth!
- 3 JAMES: That *thing* is the tyrant king of the dinosaur world—the ferocious and infamous *Tyrannosaurus rex*.
- 4 JAMAAL: Cool! Mr. Flin will have a field day with this guy!
- 5 [As they glance around, the boys discover they're alone.]
- 6 JAMES: We've lost our class! They must've kept going!
- 7 JAMAAL: Well, we'll just have to find the mummies, right?
- 8 JAMES: Yeah, but we have a ton of territory to cover.
- 9 [The boys begin walking. As they pass the T-Rex, a tremendous roar booms out and they jump back, terrified.]
- 10 JAMAAL: Is it just me, or did that skeleton make noise?
- 11 JAMES [*breathing heavily*]: Yes. Sound effects, I suppose. We have to find our class—we're four hours from home.
- 12 JAMAAL: Feels like we're in the jungle a billion years ago.
- 13 [A vast variety of dinosaur sounds resonate as the boys continue trekking through the museum. Suddenly, a distressed teacher hurriedly runs onto the stage.]
- 14 MR. FLIN: James! Jamaal! I've been searching everywhere! What were you . . . [*extremely distracted*] . . . This is a remarkable new exhibit. We have just enough time to get the class and take in the dinosaur display before lunch!





## Lesson 15

# Figures of Speech

 **Introduction** One way that writers make their writing lively and vivid is by using **figures of speech**. A figure of speech is an imaginative, or nonliteral, way of using language. It might describe something in an unexpected way, or it might even stretch the truth.

- **Personification** is a figure of speech that gives human-like qualities and actions to something that is not human. Writers use personification to create a picture in the mind of the reader or to convey a mood.

The steep trail **dared** Mia to take another step.


**Sneaky** tree roots were **hiding** under leaves and twigs, **ready to trip her**.

Nonliving things, such as tree roots, can't dare someone, be sneaky, or hide with the intention of tripping someone. The figures of speech help the reader picture the trail and sense the lurking dangers.

- **Hyperbole** is a figure of speech that uses exaggeration for emphasis or effect.

It **took forever** to reach the top of the mountain.

It doesn't really take "forever" to climb a mountain. The figure of speech emphasizes the length and difficulty of the climb and conveys Mia's frustration.

 **Guided Practice** **Read the passage. Underline each figure of speech, and identify it by writing P for personification or H for hyperbole. Then discuss the meaning of the figure of speech with a partner.**

### Hint

As you read, ask yourself:

"Do any verbs show a nonliving thing doing something a person can do?"

"Do any adjectives give human-like qualities to nonliving things?"

"Do any sentences exaggerate the truth?"

By the time Mia's parents set up the tent, it was raining. Mia would never forgive them for this trip! Her legs were still complaining from the climb, and the mean rain was punishing her family for camping in October.

The next morning, though, Mia woke up refreshed. She thought, "I must have slept for days!" Outside the tent, the sun smiled through the leafy trees.



## Independent Practice

For numbers 1–5, what does the underlined figure of speech mean in each sentence?

**1** A bold wind grabbed Mia's cap as she and her parents hiked down the trail.

- A** The wind was bold and pushy.
- B** The wind blew Mia's cap off her head.
- C** Mia took her cap off her head because of the wind.
- D** Someone took Mia's cap.

**2** When they reached the pond, Mia exclaimed, "There must be a million ducks here!"

- A** "There are one million ducks at the pond."
- B** "I've never seen ducks before."
- C** "There are a lot of ducks here."
- D** "I can guess the number of ducks."

**3** Suddenly, clouds gathered and chased the sun out of the sky.

- A** The clouds were faster than the sun.
- B** The clouds pushed the sun out of the sky forever.
- C** The clouds had an important meeting.
- D** The sun disappeared quickly when clouds filled the sky.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

5

**4** The rain ignored Mia and her family's plans to go out on a rowboat.

- A** The rain did not affect the plans Mia and her family had.
- B** Mia and her family enjoyed their time out in the rowboat.
- C** Other people enjoyed rowboats, but not Mia's family.
- D** Mia's family had made plans, but now it was raining.

**5** Mia thought, "I'd better get back to the tent before I drown!"

- A** "I don't know how to swim so I better get back."
- B** "I must swim incredibly fast in order to survive."
- C** "I better get back to the tent fast, or I'll get really wet."
- D** "I'll really drown if I don't get to the tent fast."



Read the excerpt from a novel. Then answer the questions that follow.

*This excerpt is from a novel told from the point of view of a horse named Black Beauty.*

## from *Black Beauty*

by Anna Sewell

1 One day late in the autumn, my master had a long journey to go on business. I was put into the dog-cart, and John went with his master. . . . There had been a great deal of rain, and now the wind was very high and blew the dry leaves across the road in a shower. We went along merrily till we came to the toll-bar and the low wooden bridge. The river banks were rather high, and the bridge, instead of rising, went across just level, so that in the middle, if the river was full, the water would be nearly up to the woodwork and planks; but as there were good substantial rails on each side, people did not mind it.

2 The man at the gate said the river was rising fast, and he feared it would be a bad night. Many of the meadows were under water, and in one low part of the road the water was halfway up to my knees; the bottom was good, and master drove gently, so it was no matter.

3 When we got to the town of course I had a good bait, but as the master's business engaged him a long time we did not start for home till rather late in the afternoon. The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.

4 "I wish we were well out of this wood," said my master.

5 "Yes, sir," said John, "it would be rather awkward if one of these branches came down upon us."

6 The words were scarcely out of his mouth when there was a groan, and a crack, and a splitting sound, and tearing, crashing down among the other trees came an oak, torn up by the roots, and it fell right across the road just before us. . . .

7 "That was a very near touch," said my master. "What's to be done now?"

8 "Well, sir, we can't drive over that tree, nor yet get round it; there will be nothing for it, but to go back to the four crossways, and that will be a good six miles before we get round to the wooden bridge again. . . ."

9 So back we went and round by the crossroads, but by the time we got to the bridge it was very nearly dark; we could just see that the water was over the middle of it; but as that happened sometimes when the floods were out, master did not stop. We were going along at a good pace, but the moment my feet touched the first part of the bridge I felt sure there was something wrong. I dare not go forward, and I made a dead stop. "Go on, Beauty," said my master, and he gave me a touch with the whip, but I dare not stir; he gave me a sharp cut; I jumped, but I dare not go forward.

10 "There's something wrong, sir," said John, and he sprang out of the dog-cart and came to my head and looked all about. He tried to lead me forward. "Come on, Beauty, what's the matter?" Of course I could not tell him, but I knew very well that the bridge was not safe.



11 Just then the man at the toll-gate on the other side ran out of the house, tossing a torch about like one mad. . . .

12 “What’s the matter?” shouted my master.

13 “The bridge is broken in the middle, and part of it is carried away; if you come on you’ll be into the river.”

14 “Thank God!” said my master. “You Beauty!” said John, and took the bridle and gently turned me round to the right-hand road by the river side. The sun had set some time; the wind seemed to have lulled off after that furious blast which tore up the tree. It grew darker and darker, stiller and stiller. I trotted quietly along, the wheels hardly making a sound on the soft road. . . .

15 We saw a light at the hall-door and at the upper windows, and as we came up mistress ran out, saying, “Are you really safe, my dear? Oh! I have been so anxious, fancying all sorts of things. Have you had no accident?”

16 “No, my dear; but if your Black Beauty had not been wiser than we were we should all have been carried down the river at the wooden bridge.” I heard no more, as they went into the house, and John took me to the stable. Oh, what a good supper he gave me that night, a good bran mash and some crushed beans with my oats, and such a thick bed of straw! and I was glad of it, for I was tired.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

**Answer Form**

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number  
Correct****3**

**1** Read this sentence from paragraph 3.

The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.

Which part of the story’s plot structure does this sentence illustrate?

- A** exposition
- B** climax
- C** rising action
- D** falling action



**2** Which of these sentences shows how the plot is resolved?

- A** "We were going along at a good pace, but the moment my feet touched the first part of the bridge I felt sure there was something wrong."
- B** "Of course I could not tell him, but I knew very well that the bridge was not safe."
- C** "'The bridge is broken in the middle, and part of it is carried away; if you come on you'll be into the river.'"
- D** "'No, my dear; but if your Black Beauty had not been wiser than we were we should all have been carried down the river at the wooden bridge.'"

**3** What is the main conflict in the story?

- A** The storm causes a large branch to fall and nearly hit Black Beauty and the men.
- B** The men want Black Beauty to cross the bridge, but he knows it is out.
- C** The bridge breaks and is washed away by the rising water.
- D** The master must go into town for business during a terrible storm.

**4** Explain how Black Beauty's decision not to cross the bridge changes the story. Use at least **two** details from the story in your answer.

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## Reading

Read the passage. Then answer the questions that follow.

# Spies in Petticoats

by Lisa Torrey

1 During the Civil War, thousands of women served as nurses. They worked in hospitals and on the front lines for the Union and the Confederacy. These “angels of the battlefields” hold a well-known place in American history. Less known, however, is the fact that hundreds of women also served in a far different capacity. They risked their lives as undercover spies.

2 These women spies came from a variety of backgrounds—from former slaves to fashionable socialites. Yet these very different women shared some valuable traits. Each had detailed knowledge of daily activities and troop movements in the part of the country where she lived. This knowledge made the women very helpful to military leaders, both Union and Confederate. These women also shared a passion for either the Union or the Confederacy, and they were willing to die for it. Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.

3 One of the Union’s top female spies was a Southern woman named Elizabeth Van Lew. Even though Van Lew lived in the South, she was strongly against slavery. She convinced her own family to free their slaves. She was wealthy and well-educated. And she lived in Richmond, Virginia—the capital of the Confederacy. When a Union general asked Van Lew to work as a spy, she readily agreed.

4 Elizabeth Van Lew enlisted the help of other Union supporters in Richmond to become her couriers. These couriers delivered secret information from her to General Grant, who led the Union troops. She also set up relay stations for the couriers at secret meeting points between Richmond and Grant’s headquarters. Van Lew wrote her coded messages in invisible ink. And the messages were often hidden inside hollowed-out vegetables from Van Lew’s garden. Because of Van Lew’s efforts, General Grant learned how the Confederate army was defending Richmond. When General Grant and his Union troops captured Richmond, Elizabeth Van Lew proudly flew the Union flag from the roof of her house. General Grant even visited her at her home. He wanted to thank Van Lew in person for her service to the Union.

5 The former slave Harriet Tubman is celebrated for her work as a “conductor” of the Underground Railroad. She led hundreds of slaves to freedom in the North. And she was also one of the Union’s most valuable spies. Because of her work with the Underground Railroad, Tubman knew firsthand all of the land and waterway transportation routes throughout the South. With this knowledge, she was able to map territory behind enemy lines for the Union. Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves. She enlisted the help of these loyal people as scouts when she set up a vast spy ring for the Union. Led and trained by Tubman, her scouts went on dangerous missions behind enemy lines. Harriet Tubman herself led successful raids along the South Carolina coast in Confederate territory. These raids disturbed supply lines vital to the Confederate army, and they freed hundreds of slaves.

**Go On**

6 While Elizabeth Van Lew, Harriet Tubman, and many other women worked as spies for the Union, other women were actively spying for the Confederacy. One woman in particular was the Confederacy's master spy. Her name was Rose O'Neal Greenhow. Greenhow was a wealthy widow. She was also a charming hostess. She often invited military and political leaders to her home for social evenings. And she lived in the ideal place for secretly obtaining information about the Union—Washington, D.C. Not only was Washington, D.C., the capital of the United States, it was the headquarters of the Union Army during the Civil War.

7 Rose Greenhow considered herself a Southerner through and through. She would do anything to help the Confederacy win the Civil War. Operating from the Union capital, Greenhow soon organized the war's largest network of Confederate spies. Writing in secret code, she sent her reports by courier. Each courier passed Greenhow's reports to the next courier in a relay system known as the "Secret Line."

8 Rose Greenhow's messages were highly detailed. They described Union troop movements and strategies, or plans of action. One of these messages gave urgent information about the Union Army's plan of attack at the First Battle of Bull Run. Greenhow's accurate information led to a victory for the Confederate Army. In 1861, Rose was placed under house arrest by the newly formed Secret Service. Even then, the master spy managed to find out Union secrets and send them to Confederate military leaders. After Rose was released from house arrest, she tried to smuggle gold for the Confederate treasury. However, the boat she was in turned over in rough water. Rose drowned, weighed down by the heavy gold.

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**1** The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which of the following **best** describes the central idea of the passage?

- A** Thousands of women courageously served as nurses during the Civil War.
- B** Harriet Tubman worked with the Underground Railroad to free hundreds of slaves.
- C** Spies for both the Union and the Confederacy disguised themselves as women.
- D** Women acted as spies for the Union and Confederate armies during the Civil War.

**Part B**

Which detail from the passage **best** supports the answer to part A?

- A** "One of the Union's top female spies was a Southern woman named Elizabeth Van Lew."
- B** "Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves."
- C** "In 1861, Rose was placed under house arrest by the newly formed Secret Service."
- D** "They worked in hospitals and on the front lines for the Union and the Confederacy. "

- 2** The author suggests that women spies played an important role during the Civil War. Which **two** sentences from the passage **best** support the above statement?
- A** “When General Grant and his Union troops captured Richmond, Elizabeth Van Lew proudly flew the Union flag from the roof of her house.”
  - B** “Greenhow’s accurate information led to a victory for the Confederate Army.”
  - C** “Harriet Tubman herself led successful raids along the South Carolina coast in Confederate territory.”
  - D** “Even though Van Lew lived in the South, she was strongly against slavery.”
  - E** “These women spies came from a variety of backgrounds—from former slaves to fashionable socialites.”

- 3** Read this sentence from paragraph 2 of the passage “Spies in Petticoats.”

Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.

What does the word “networks” mean as it is used in this sentence?

- A** systems of computers that share information
  - B** chains of radio or TV stations linked by satellites
  - C** structures in which cords, threads, or wires cross
  - D** groups of people who share similar interests or goals
- 4** In “Spies in Petticoats,” the author believes that female spies were clever and resourceful. Which sentence from the passage **best** supports the author’s point of view?
- A** “Rose drowned, weighed down by the heavy gold.”
  - B** “Van Lew wrote her coded messages in invisible ink.”
  - C** “She convinced her own family to free their slaves.”
  - D** “She led hundreds of slaves to freedom in the North.”

**Go On**



5

Below are three ideas from the passage.

<b>Idea</b>	Women spies came from many different backgrounds.
	Women spies took great risks for their causes.
	Women spies passed along valuable knowledge.

Circle one of the ideas. Then write two sentences from the passage that show how this idea is developed in the text.

Write your answer in complete sentences.

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## Lesson 17

## Denotation and Connotation



## Introduction

A word can have two kinds of meanings. A word's **denotation** is its dictionary definition. A word's **connotation** is the feeling that people associate with the word.

Compare these examples:

**Positive Connotation**

My older cousin Cal is **clever**.

He asks questions because he is **curious**.

**Negative Connotation**

My older cousin Cal is **sly**.

He asks questions because he is **nosy**.

The dictionary definition of the word *clever* means almost the same as the dictionary definition of *sly*. The words have similar denotations. The words *curious* and *nosy* also have similar denotations. However, they have very different connotations. The words we use carry feelings. The reader uses these feelings to form opinions.

When you write, think about the connotations of the words you choose. Ask yourself: "What effect will my words have on my readers?"



## Guided Practice

Read the sentences. Write **P** if the underlined word has a positive connotation. Write **N** if the underlined word has a negative connotation.

**Hint**

Read each underlined word. Ask yourself: What feelings do I connect to the word? If the feelings are good, the word has a positive connotation. If the feelings are bad, the word has a negative connotation.

- Cal is a very thrifty person. \_\_\_\_\_  
Cal is a very stingy person. \_\_\_\_\_
- He wears classic styles. \_\_\_\_\_  
He wears old-fashioned styles. \_\_\_\_\_
- Every morning he trudges to work. \_\_\_\_\_  
Every morning he sprints to work. \_\_\_\_\_
- Cal drives an antique car. \_\_\_\_\_  
Cal drives an ancient car. \_\_\_\_\_
- His wife insists that he fix the car himself. \_\_\_\_\_  
His wife encourages him to fix the car himself. \_\_\_\_\_
- One day, Cal's son requested a room of his own. \_\_\_\_\_  
One day, Cal's son demanded a room of his own. \_\_\_\_\_



## Independent Practice

For numbers 1–3, read the sentence. The answer choices have similar denotations. Which answer choice has the most positive connotation?

**1** Cal and his wife had a debate about moving to a new home.

- A quarrel
- B dispute
- C discussion
- D disagreement

**2** Cal said, “We can turn the office into an acceptable bedroom.”

- A pleasing
- B usable
- C functional
- D workable

**3** Cal’s wife wanted to move, and she was stubborn about it.

- A pushy
- B defiant
- C obstinate
- D determined

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

5

For numbers 4 and 5, read the sentence. The answer choices have similar denotations. Which answer choice has the most negative connotation?

**4** On moving day they transported all their belongings to their new home.

- A sent
- B lugged
- C moved
- D carried

**5** Cal really likes the unusual architecture of the house.

- A odd
- B rare
- C unique
- D uncommon

# Tools for Instruction

## Determine Author's Purpose

Skillful readers learn to think critically about author's purpose, but they acquire this skill over a long period of time, after exposure to a wide variety of texts. Students first recognize big, simple reasons for writing—such as to entertain, to persuade, to express, or to describe. But they also need support exploring more subtle nuances in author's purpose. Teach students to evaluate language and style choices, and to ask whether there are gaps in facts or reasoning, whether statements of fact can be checked, and whether another approach might have been more effective. Connect instruction on author's purpose with author's viewpoint—the author's position or feelings about the subject—to help students learn to distinguish between balanced and biased writing.

### Four Ways to Teach

#### Explore Primary and Secondary Purposes 10–15 minutes

- Explain that an author has a purpose, or a reason, for writing a particular way. Say, *An author's reason for writing is called author's purpose.*
- Share these examples of an author's purpose for writing.

**To inform** readers about a topic

**To entertain** readers by telling them a good story or making them laugh

**To persuade** readers to take a particular action

**To describe** something to readers

- Explain that authors often have a primary purpose and a secondary purpose for writing. Their primary purpose is their most important reason for writing. Their secondary purpose is another reason for writing. For instance, an author might write to inform readers of a topic and to entertain them with a good story.
- Share books and articles that you have read together as a class. Guide students to identify both primary and secondary purposes for writing. Work with them to consider why the author chose to write for both purposes.

#### Connect Author's Purpose and Viewpoint 20–30 minutes

- Teach students that, in addition to determining author's purpose, it is important to read carefully for evidence of the author's viewpoint—his or her position or feelings about the subject.
- Using op-eds or letters to the editor on topics likely to be meaningful to students, have students work in pairs to practice analyzing author's purpose and viewpoint.
- Students can record information on **Author's Purpose Chart** (page 3). Provide prompts to scaffold understanding.

- *What is \_\_\_\_\_'s reason for writing \_\_\_\_\_? How do you know?*
- *Would \_\_\_\_\_ be more likely to believe [one view] or [opposing view]? Which words and phrases support your thinking?*
- *Does the author present both sides? If so, what is the evidence of that? If not, what information is missing?*
- *Was the author successful in persuading you of his/her position?*

**Complete an Author’s Purpose Checklist** 30–45 minutes

- Select a brief, accessible text and model using a checklist of questions to determine author’s purpose.

**Before Reading**

- ✓ What does the title tell me about the author’s primary purpose for writing?
- ✓ What can I learn about the author’s purpose from chapter titles, section heads, or other text features?
- ✓ Is the author most likely writing to inform, to entertain, to persuade, to express, or to describe?
- ✓ Is there another reason the author has for writing? Does the author have a secondary purpose?

**During Reading**

- ✓ Does this look like material I will want to read slowly or quickly?
- ✓ Was I right about the author’s reasons for writing? What evidence supports this?
- ✓ If I need to rethink author’s purpose, what new evidence tells me this?

**After Reading**

- ✓ How well did the author accomplish his or her purpose? What evidence supports my opinion?
- ✓ If I was writing about this subject, what other approaches might I take?

- Have partners use the questions to determine author’s purpose for another text. Have students share ideas.

**Write to Persuade or Inform** 30–45 minutes

**Connect to Writing** Teach students how to use author’s purpose to write more effectively. Discuss and display examples of feature articles whose primary purpose is to inform, and examples of editorials whose primary purpose is to persuade. Then brainstorm high-interest topics that lend themselves to both informational and persuasive writing, such as those related to school policies and current issues.

Have students select a topic, such as school uniforms, and write two statements that reflect different reasons for writing—one to inform and the other to persuade.

- To Inform** Our school district requires every student to wear a uniform.
- To Persuade** Students should have the freedom to choose the clothes they wear.

After discussing their statements in pairs, have each student select one statement and develop it as a feature article (to inform) or an editorial (to persuade). Have students discuss their writing in a writing conference.

**Check for Understanding**

If you observe...	Then try...
students having difficulty locating supporting evidence of author’s purpose	using prompts that point to text features. <ul style="list-style-type: none"> <li>• <i>What does [text feature] tell you about _____?</i></li> <li>• <i>What are some different ways [author] tells you about _____?</i></li> </ul>

# Author's Purpose Chart

Title

<p>Details</p>	<p>Details</p>	<p>Details</p>
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Author's Purpose

# Determining Point of View

Theme: *Extreme Sports*

Did you ever read an article that tried to convince you to agree with the writer’s ideas? If so, you may have noted that certain words were chosen to appeal to your emotions. The writer may have made different choices if the text were meant to inform or entertain, for example. After all, content is shaped by the **author’s purpose**, or main reason for writing. Content is also shaped by the **author’s point of view**, or feelings about a topic. The words and ideas used in a text provide important clues about an author’s perspective.

**In the picture below, what is each judge’s point of view about an athlete’s performance?**



©Six Red Marbles

**Circle clues that helped you figure out each judge’s point of view.**

Read the chart below to analyze evidence that helped you determine points of view.

Topic	Evidence	Positive (+) or Negative (–)	Point of View
Athlete’s performance	Judge 1: gives a score of 10, smiles, uses the word “perfect”	+	Judge 1 thought the performance was wonderful.
Athlete’s performance	Judge 2: gives a score of 2, frowns, uses the word “awful”	–	Judge 2 thought the performance was terrible.

Recognizing an author’s reason for writing and feelings about a topic can help you decide what to do with the information. Should you treat it as a simple set of facts? Will you agree with the author, or will you develop your own opinion? To determine an author’s point of view, think about the words chosen, the opinions expressed, and the details given (or left out). All are valuable clues to an author’s purpose and point of view.



Read the essay about the extreme sport of ice climbing.

Genre: Essay

## Climbing Ice! *by Melissa Thompson*

Imagine facing an enormous frozen waterfall. You are at the bottom of this huge ice formation, staring up and thinking through the steps you'll take to climb it. Yes, it's dangerous—and that's part of the fun!

For adventure-seekers, ice climbing offers a physical challenge and a unique thrill. The surface of ice varies greatly from one location to another, so an ice climber must be ready for any situation that could arise during a climb. One wrong step could lead to a deadly fall. Yet to enthusiasts, the risks seem small when compared to the reward of finally reaching the top!

Speed competitions are for ice climbers who need more adventure than simply scaling a steep ice wall. These events offer the rush of danger coupled with the excitement of speed and competition.

**Explore how to answer these questions:** *“What is the author’s point of view about ice climbing? What words, phrases, or sentences reveal this viewpoint?”*

The author does not directly state her opinion or attitude about ice climbing. Complete the chart below to determine her point of view based on text details and word choice.

Topic	Words, Phrases, or Sentences	Positive (+) or Negative (-)	Point of View
Ice climbing	“dangerous,” “unique thrill,” “deadly fall”	+ and -	
Ice climbing speed competitions	“rush of danger coupled with the excitement of speed and competition”		

**Based on details in the chart above, describe the author’s purpose for writing this essay.**

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### Close Reading

Consider the title and the words the author uses in the editorial's first paragraph. **Circle** words and phrases that help you understand the author's point of view.

Read the editorial about ice climbing. Use the Close Reading and the Hint to help you answer the question.

Genre: Editorial

## Worth the Risk? *by Chris Lau*

Ice climbing is a dangerous sport in which people attempt to climb frozen waterfalls and icy mountainsides. Training and proper equipment, along with protective clothing, are essential, but they are not enough to guarantee safety. Even experienced climbers continue to be injured and killed while participating in this high-risk sport.

Do the thrills outweigh the risks? When an ice climber is buried under an avalanche, emergency responders are dispatched at great expense to the community. If by luck the climber survives, it may take months or even years for him or her to recover. Are such costs worth a few hours of excitement?

### Hint

How would you describe the author's feelings about ice climbing? Is he simply providing information, or does he have another purpose?

Circle the correct answer.

What is Chris Lau's point of view about ice climbing?

- A He admires the bravery of people who participate in the sport.
- B He strongly encourages people to get the proper equipment and training before trying ice climbing.
- C He questions the wisdom of people who think the thrill of ice climbing is worth the dangers.
- D He downplays the high costs and serious risks of the sport.



### Show Your Thinking

Look at the answer you chose above. Explain which words and phrases in the editorial helped you identify the author's point of view.

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With a partner, discuss the differences between the two authors' purposes and points of view.



Read another essay about extreme sports. Use the Study Buddy and the Close Reading to help guide your reading.

Genre: Essay



To help me understand the author's point of view, I am going to pause at the end of each paragraph and restate it in my own words.

## Close Reading

How does the author feel about whitewater rafting? **Underline** a sentence that gives his opinion of this sport.

Reread the last paragraph to figure out why the author believes people like extreme sports. **Circle** phrases that explain the author's own point of view.

## Just for the Thrill of It *by Ken Moreno*

- 1 Your heart races. Your blood is pumping. Every nerve feels alive. For thrill-seekers, the charge of extreme sports keeps them coming back for more. And, of course, along with the excitement there's the breathtaking rush of danger and risk. It's an almost irresistible combination!
- 2 Extreme sports enthusiasts are always aware of the dangers. Most would agree that proper training and the right equipment are absolutely necessary to help minimize the risk. Yet even the most experienced participants will admit that training and equipment provide no guarantees when it comes to safety, so it's important to know what you're getting into.
- 3 Take whitewater rafting, for example. The raft is an inflatable boat designed to float down a rapidly flowing river. Split decisions must be made as rushing water shoots the raft past boulders, toward hidden snags, and over waterfalls. Controlling a raft's course can be exhausting. Still, rafting provides thrills at every turn and a wild ride!
- 4 Bungee jumping is another high-risk activity. Attached to a long, stretchy elastic cord, bungee daredevils jump from a high location, such as a bridge. They experience the thrill of freefall until the cord suddenly jerks them skyward again.
- 5 So what is it that attracts people to extreme sports? Most people have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds. Extreme sports can fulfill the need for that adrenaline rush and the satisfaction that comes from meeting a personal challenge.





# Lesson 16

## Relationships Between Words



### Introduction

An **analogy** shows the relationship between two pairs of words.

Here's an example:

*fast* is to *slow* as *up* is to *down*

- To understand this analogy, think about the relationship between *fast* and *slow*. *Up* and *down* are related in the same way. The words in each pair are **antonyms**.
- There are different types of analogies. As you study the chart below, think about the relationship between the pairs of words.

Type of Analogy	Example
Synonyms	<i>small</i> is to <i>miniature</i> as <i>fast</i> is to <i>speedy</i>
Antonyms	<i>young</i> is to <i>old</i> as <i>smooth</i> is to <i>rough</i>
Cause/Effect	<i>tired</i> is to <i>sleep</i> as <i>hungry</i> is to <i>eat</i>
Part/Whole	<i>finger</i> is to <i>hand</i> as <i>petal</i> is to <i>daisy</i>
Item/Category	<i>carrot</i> is to <i>vegetable</i> as <i>cherry</i> is to <i>fruit</i>



### Guided Practice

**Write a word to complete each analogy. Then write the type of analogy on the line below.**

#### Hint

To identify the relationship between the words in the first pair, ask yourself: Are the words synonyms or antonyms? Is the first word the cause and the second word the effect? Is the first word a part and the second word a whole? Is the first word an item and the second word the category?

1 *scale* is to *fish* as *fur* is to \_\_\_\_\_

\_\_\_\_\_

2 *ice* is to *freeze* as *fire* is to \_\_\_\_\_

\_\_\_\_\_

3 *lighten* is to *darken* as *tighten* is to as \_\_\_\_\_

\_\_\_\_\_

4 *prevent* is to *stop* as *rescue* is to \_\_\_\_\_

\_\_\_\_\_

5 *hurricane* is to *storm* as *tulip* is to \_\_\_\_\_



## Independent Practice

For numbers 1–5, choose the correct word to complete each analogy.

**1** *trip is to fall as drop is to \_\_\_\_\_*

- A** water
- B** clumsy
- C** spring
- D** break

**2** *page is to book as leaf is to \_\_\_\_\_*

- A** autumn
- B** green
- C** grass
- D** tree

**3** *hurry is to rush as find is to \_\_\_\_\_*

- A** lose
- B** locate
- C** search
- D** hunt

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

5

**4** *clumsy is to graceful as friendly is to \_\_\_\_\_*

- A** kind
- B** skillful
- C** hostile
- D** thoughtful

**5** *hammer is to tool as sofa is to \_\_\_\_\_*

- A** soft
- B** relax
- C** room
- D** furniture



Read the article. Then answer the questions that follow.

## Flying Above the Water

by Tyrone Schenkel

1 Most people try to avoid risk as much as possible. For extreme-sport athletes, risk is their business. They put their careers, their bodies, and often their lives on the line to participate in their sport. The payoff is the indescribable rush that comes from doing what they do, as well as the knowledge that people watching are saying, “Can you believe that?”

2 One of the newest extreme sports is called kitesurfing. Mat Colefax is the sport’s pioneer. In the early 1990s, he began experimenting with the sport in Australia. Colefax explained how he got the idea: “I caught a glimpse on TV of large kites being used with beach karts and I immediately [pictured] using such kites with my surf and snowboards. The idea of kiteboarding flashed into my mind and my imagination ran wild.” In the early days of the sport, Mat sold a kite to Rebecca Nicholson, a young woman he met on the beach. She taught herself to fly it, and in 2003 became the first female world champion kitesurfer. She had become Rebecca Colefax by then. Today she and Mat spend their time promoting the thrilling sport.

3 Kitesurfers ride the waves on a board like surfers do, but they’re towed along by large kites flying in the wind. The sport is related to several other water sports. It’s like surfing and wakeboarding because of the board the riders use. It’s like waterskiing and windsurfing, too, but the wind in the kite, not a boat or a sail, provides the power. It’s also similar to parasailing in that when a parasail rider builds up enough speed, he or she is pulled into the air. Kitesurfers can get airborne, too. In fact, that’s one of the goals of the sport—to fly off the surface of the water and do tricks. One minute you’re on the water, and the next your heart skips a beat as you’re soaring through the air, performing aerial tricks with your feet still attached to the board. When you land back on the water, the kite continues to pull you along at breakneck speed.

4 Because so much equipment is needed to go kitesurfing, the sport can be expensive. To begin with, you’ll need to purchase a kitesurfing kite. The kite you fly in the park on a windy afternoon won’t provide enough wind power for the sport. Larger and stronger than backyard kites, kitesurfing kites can carry more weight. Some are inflatable, and all are made of tough fabric. You’ll also need a harness to attach the kite to your body. And don’t forget the kite lines and the control bar, which you’ll need to control the kite. Another vital piece of equipment is the kitesurfing board, of course. Some kitesurfers use wakeboards, but as a beginner, you might prefer a board made especially for kitesurfing. If you’re kitesurfing in warm weather, you won’t require much special clothing. In colder temperatures, however, consider wearing a wetsuit to keep warm. In some parts of the world, kitesurfers are required to wear helmets just like bicyclists are. Whether required or not, a helmet is always a good idea for your safety, as is a life vest.

5 This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face. But kitesurfing isn’t an activity you can take up on a whim. It’s a tough sport that can be dangerous for a beginner. After all, you could find yourself flying 40 feet in the air at a fairly frightening rate



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of speed. Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it.

6 If you're ready to try this exciting sport, you'll want to know that Australia is the world's top kitesurfing hot spot. Since it's also popular in Brazil, some surfers hope that kitesurfing events might be added to the 2016 Summer Olympics, which will be held in that country. In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions.

7 It can certainly be worth your while to explore the sport of kitesurfing. If you're looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

**Answer Form**

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

**Number Correct**

4

**1** Read this sentence from the article.

One minute you're on the water, and the next your heart skips a beat as you're soaring through the air, performing aerial tricks with your feet still attached to the board.

Based on this sentence, with which statement would the author **most likely** agree?

- A** Only professionals should attempt to perform kitesurfing tricks.
- B** Kitesurfing is too dangerous for most people to attempt.
- C** Performing aerial tricks while kitesurfing is as easy as doing tricks on waterskis.
- D** Kitesurfing is a challenging but highly exciting water sport.

**2** Which sentence from the article **best** illustrates how the author views kitesurfing?

- A** "The idea of kiteboarding flashed into my mind and my imagination ran wild."
- B** "Kitesurfers ride the waves on a board like surfers do, but they're towed along by large kites flying in the wind."
- C** "This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face."
- D** "After all, you could find yourself flying 40 feet in the air at a fairly frightening rate of speed."



**3** Which sentence **most accurately** describes the author’s purpose for writing this article?

- A** He wants to inform readers about the appeal and challenges of kitesurfing.
- B** He wants to help readers to understand why kitesurfing can be very expensive.
- C** He wants to compare kitesurfing to other types of extreme water sports.
- D** He wants to encourage readers to help make kitesurfing an Olympic event.

**4** In spite of his warnings, the author believes the thrill of kitesurfing is well worth the effort. Which sentence from the article **best** supports this statement?

- A** “Because so much equipment is needed to go kitesurfing, the sport can be expensive.”
- B** “Whether required or not, a helmet is always a good idea for your safety, as is a life vest.”
- C** “If you’re ready to try this exciting sport, you’ll want to know that Australia is the world’s top kitesurfing hot spot.”
- D** “If you’re looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.”

**5** Although the author is enthusiastic about kitesurfing, he also wants readers to know what they’re getting into. What are some of the details that help him achieve this goal?

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Read the passage. Then answer the questions that follow.

# Biomass Basics

by United States Energy Information Association

“Biomass” from <http://www.eia.gov/kids>, U.S. Energy Information Administration

1 Biomass is organic material made from plants and animals (microorganisms). Biomass contains stored energy from the sun. Plants absorb the sun’s energy in a process called photosynthesis. The chemical energy in plants gets passed on to animals and people that eat them.

2 Biomass is a renewable energy source because we can always grow more trees and crops, and waste will always exist. Some examples of biomass fuels are wood, crops, manure, and some garbage.

3 When burned, the chemical energy in biomass is released as heat. If you have a fireplace, the wood you burn in it is a biomass fuel. Wood waste or garbage can be burned to produce steam for making electricity, or to provide heat to industries and homes.

## Converting Biomass to Other Forms of Energy

4 Burning biomass is not the only way to release its energy. Biomass can be converted to other useable forms of energy, such as methane gas, or transportation fuels, such as ethanol and biodiesel.

5 Methane gas is the main ingredient of natural gas. Smelly stuff, like rotting garbage, and agricultural and human waste, release methane gas—also called “landfill gas” or “biogas.”

6 Crops like corn and sugar cane can be fermented to produce ethanol. Biodiesel, another transportation fuel, can be produced from left-over food products like vegetable oils and animal fats.

## How Much Biomass Is Used for Fuel?

7 Biomass fuels provided about 4% of the energy used in the United States in 2011. Of this, about 45% was from wood and wood-derived biomass, 44% from biofuels (mainly ethanol), and about 11% from municipal waste. Researchers are trying to develop ways to burn more biomass and less fossil fuels. Using biomass for energy may cut back on waste and greenhouse gas emissions.

## Wood & Wood Waste

### Burning Wood Is Nothing New

8 The most common form of biomass is wood. For thousands of years people have burned wood for heating and cooking. Wood was the main source of energy in the United States and the rest of the world until the mid-1800s. Wood continues to be a major source of energy in much of the developing world.

9 In the United States, wood and wood waste (bark, sawdust, wood chips, wood scrap, and paper mill residues) provide about 2% of the energy we use today.

### Using Wood and Wood Waste

10 About 80% of the wood and wood waste fuel used in the United States is consumed by industry, electric power producers, and commercial businesses. The rest, mainly wood, is used in homes for heating and cooking.

11 Many manufacturing plants in the wood and paper products industry use wood waste to produce their own steam and electricity. This saves these companies money because they don't have to dispose of their waste products and they don't have to buy as much electricity.

## **Waste-to-Energy**

### **Energy from Garbage**

12 Garbage, often called municipal solid waste (MSW), is the source of about 6% of the total biomass energy consumed in the United States. MSW contains biomass (or biogenic) materials like paper, cardboard, food scraps, grass clippings, leaves, wood, and leather products, and other non-biomass combustible materials, mainly plastics and other synthetic materials made from petroleum.

13 Americans produce more and more waste each year. In 1960, the average American threw away 2.7 pounds of trash a day. Today, each American throws away about 4.4 pounds of trash every day. Of that, about 1.5 pounds are recycled or composted. What do we do with the rest? One option is to burn it. (Burning is sometimes called combustion.) About 85% of our household trash is material that will burn, and most of that is biogenic, or material that is made from biomass (plant or animal products). About 62% of MSW (by weight) is biogenic.

### **Waste-to-Energy Plants Make Steam and Electricity**

14 Today, we can burn MSW in special waste-to-energy plants and use its heat energy to make steam to heat buildings or to generate electricity. There are about 76 waste-to-energy plants in the United States that generate electricity or produce steam. In 2011, these plants generated 14 million kilowatt hours of electricity, about the same amount used by 1.3 million U.S. households. The biogenic material in MSW contributed about 51% of the energy of the MSW that was burned in waste-to-energy facilities. Many large landfills also generate electricity with the methane gas that is produced as biomass decomposes in the landfills.

### **Waste-to-Energy Plants Also Dispose of Waste**

15 Providing electricity is not the major advantage of waste-to-energy plants. It actually costs more to generate electricity at a waste-to-energy plant than it does at a coal, nuclear, or hydropower plant.

16 The major advantage of burning waste is that it reduces the amount of material that we bury in landfills. Waste-to-energy plants burned about 30 million tons of MSW in 2011. Burning MSW reduces the volume of waste by about 87%.

***Go On***

- 22** The word “micro” comes from a Greek word that means “small.” Based on this root and the text, what is the meaning of “microorganism”?
- A** a young and growing life form
  - B** a rare and delicate life form
  - C** a life form that can create tiny amounts of fuel
  - D** a life form unable to be seen by the unaided eye

- 23** Which **three** sentences from the passage **best** support the author’s belief that waste is a growing concern?
- A** “Biomass fuels provided about 4% of the energy used in the United States in 2011.”
  - B** “The major advantage of burning waste is that it reduces the amount of material that we bury in landfills.”
  - C** “In the United States, wood and wood waste (bark, sawdust, wood chips, wood scrap, and paper mill residues) provide about 2% of the energy we use today.”
  - D** “Garbage, often called municipal solid waste (MSW), is the source of about 6% of the total biomass energy consumed in the United States.”
  - E** “The major advantage of burning waste is that it reduces the amount of material that we bury in landfills. ”
  - F** “Using biomass for energy may cut back on waste and greenhouse gas emissions.”

- 24** What evidence does the author provide to support the claim that biomass can help reduce the amount of waste in landfills?
- A** “Biomass can be converted to other useable forms of energy, such as methane gas, or transportation fuels, such as ethanol and biodiesel.”
  - B** “About 80% of the wood and wood waste fuel used in the United States is consumed by industry, electric power producers, and commercial businesses.”
  - C** “Burning MSW reduces the volume of waste by about 87%.”
  - D** “There are about 76 waste-to-energy plants in the United States that generate electricity or produce steam.”

**25** Which of the following **best** summarizes the passage?

- A** Biomass is organic material that we can burn to create energy. Using different forms of biomass is a practical way to reduce waste, while also gaining electricity.
- B** Using different forms of biomass has many advantages for creating energy but comes at a high cost to the environment. Other forms of energy may be just as important.
- C** Burning biomass, an organic material, can help our environment. Many manufacturers collect their own biomass waste and burn it to create electricity.
- D** Using different forms of biomass to create energy helps companies. Ideally, biomass will become the main energy source used in the United States.

**26** What examples does the author use to illustrate the idea that converting biomass to other forms of energy might help the environment? Use **two** details from the text to support your answer.

Write your response in complete sentences.

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**Go On**

# Reading Discourse Cards


UNDERSTANDING LITERATURE 

How does a character change in the story?

First, the character \_\_\_\_.


Then, the character \_\_\_\_.

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UNDERSTANDING LITERATURE 


If the story were told by a different character, which details might be different?

Ready | Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE 


How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS 

What is the main topic of this text? How do you know?


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KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know \_\_\_\_.


Ready | Reading ©Curriculum Associates, LLC 32

KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know \_\_\_\_.


Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING 

What do you already know about this topic? Where have you learned about this topic?



I already know \_\_\_\_ from \_\_\_\_.

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KNOWLEDGE BUILDING 



What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK  

I'm curious about \_\_\_\_.

Ready | Reading ©Curriculum Associates, LLC 70


ACADEMIC TALK  

Can you tell me more about \_\_\_\_?

Ready | Reading ©Curriculum Associates, LLC 77




# Tarjetas de discusión

TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?


Primero, el personaje \_\_\_\_\_.  
Luego, el personaje \_\_\_\_\_.

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TEXTOS LITERARIOS 


Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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TEXTOS LITERARIOS 


¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

Ready | Reading ©Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?  
¿Cómo lo sabes?


Ready | Reading ©Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé \_\_\_\_\_.


Ready | Reading ©Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber \_\_\_\_\_.


Ready | Reading ©Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?  
¿Dónde has aprendido sobre este tema?


Ya sé \_\_\_\_\_  
Lo aprendí \_\_\_\_\_.

Ready | Reading ©Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS 


¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading ©Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO 

Siento curiosidad por \_\_\_\_\_.

Ready | Reading ©Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre \_\_\_\_\_?

Ready | Reading ©Curriculum Associates, LLC 77