Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

PERSONAL NARRATIVES

GRADE 4 UNIT 1 | ACTIVITY BOOK

EDITION 1

Grade 4 | Unit 1

Personal Narratives

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Unit 1
Personal Narratives
Activity Book

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

NAME: _____

DATE: _____

A Memory Paragraph

In this activity you will write a paragraph describing a school memory. Write your paragraph legibly in cursive. It could be exciting, funny, scary, or surprising, but it must be true.

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

_____

_____

_____

_____

_____

_____

2. What makes a good paragraph?

   Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful for writing a clear and informative paragraph.

3. Write a paragraph that includes:

   A. Topic Sentence: Start with a sentence introducing the memory.

   B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.

   C. Concluding Sentence: End your paragraph by explaining why the memory is important.

Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story. Write your paragraph legibly in cursive.

NAME: _____

DATE: _____

A Memory Paragraph

NAME: _____

DATE: _____

Defining *Personal Narratives*

Write the definition of *personal narrative* in the space below.

_____

_____

_____

_____

List three things that make an essay a personal narrative:

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

Reading Six-Word Memories

The "six-word memory" challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six words, narrators must be very careful to pick words that do a lot of work.

Read the first two memories and discuss them with your class and teacher.

Then read the remaining memories. List all the details you can figure out, or infer, from the six words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.

1. Snow angels, loving family, hot chocolate.

_____

_____

2. Snow falling, teeth chattering, keep warm.

_____

_____

3. Swallowed tooth, morning, dollar under pillow.

_____

_____

4. High swings, chain slacks, grass-stained knees.

_____

_____

5. Wheels spin, pedals slip, hello gravel.

_____

_____

6. Each year, more pie, happy holiday.

_____

_____

7. Moon, lake, camp friends sharing stories.

_____

_____

8. Award ceremony, signed certificate, feeling proud.

_____

_____

9. My dog, tunneling through snow mountains.

_____

_____

NAME: _____

DATE: _____

Writing Six-Word Memories

Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:

_____

_____

_____

_____

_____

Now choose six words from that list that can make a six-word memory that makes sense.

Six-word memory:

_____

_____

1. What facts, events, and details did you include from your longer paragraph?

_____

_____

_____

_____

2. Why did you choose to include these facts, events, and details?

_____

_____

_____

_____

3. What did you leave out? Why did you choose to leave it out?

_____

_____

_____

_____

4. What do you think a reader will be able to infer from your six-word memory?

_____

_____

_____

_____

NAME: _____

DATE: _____

"The Power of Words" Questions

Discuss questions 1–3 with your teacher and class. Write down the class's answers below. Afterwards, finish reading "The Power of Words" and answer questions 4, 5, and 6.

1. What is the key idea in the first paragraph of "The Power of Words"? You may use your own words to describe it, or you may locate details in the paragraph that describe it.

_____

_____

_____

2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the key idea.

_____

_____

_____

3. Based on the first paragraph, what do you think the rest of the essay's key idea will be?

_____

_____

_____

4. Now that you have read the whole essay, what do you think is the key idea in "The Power of Words"?

_____

_____

_____

5. Based on the text, what are the most likely reasons Tomás Rivera opens his narrative by stating that words are powerful?
Select TWO correct answers.

- ❏ Tomás believes that actions speak louder than words.
- ❏ Tomás believes the kind words of a friend had a big impact on him.
- ❏ Tomás believes that only well-spoken people will be successful.
- ❏ Tomás believes it is important to use accurate vocabulary to communicate.
- ❏ Tomás believes that good friends are encouraging with their words.
- ❏ Tomás believes that correct spelling and grammar are important.

6. What words, phrases, or examples from the text helped you answer question 5? Remember, these phrases and examples are the evidence that supports the key idea.

_____

_____

_____

NAME: _____

DATE: _____

Character Traits Chart

Read "The Power of Words" and infer character traits that describe the characters in the story. Then, include evidence from the text to support your inference. Multiple traits may be listed to describe the same character.

Character	Character Trait	Evidence from Text

NAME: _____

DATE: _____

Rules for Group Discussion

- One student speaks at a time.
- Allow everyone a chance to share their opinions.
- Be respectful of others' opinions.
- Stay on task.

Take turns sharing a story about a time when someone else was a good friend to you, including what happened and how you felt. While one group member talks, the other group members should listen closely and record character traits that the friend showed and a description of how the speaker felt.

The first two lines have been filled out as an example as if Tomás Rivera, narrator of "The Power of Words," were a member of your group.

Repeat until each group member has had a chance to share a story.

Trait	Evidence	Makes Friends Feel
Positive	*His friend Alfonso made him feel better about having to travel and work all summer.*	*Encouraged*

Trait	Evidence	Makes Friends Feel

NAME: _____

DATE: _____

"A Good Friend" Paragraph

What makes a great friend?

You have selected the most important character trait in a good friend. Now write a paragraph explaining why you chose it. Provide a real-life example of friends showing this trait. Explain why you think it is the most important trait.

Remember the sections of a good paragraph from Activity Page 1.1. Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a good friend.

2. Supporting sentences that describe examples of friends showing this trait.

3. A concluding sentence summing up why you think it is the most important character trait for a good friend.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Words for Sensory Details

Sensory details are words or phrases that writers use to describe or appeal to the five senses: sight, smell, sound, taste, and touch.

In the chart below, draw a symbol to represent each of the five senses. Then, write a list of words or phrases that you could use to describe each of the five senses. Write as many words as you can for each sense.

Sense	**Symbol**	**Sensory Language**
Sight		
Smell		
Sound		
Taste		
Touch		

NAME: _____

DATE: _____

Sensory Details

Find the sensory details in the third and fourth paragraphs of "Sun and Spinach," and write them in the "Sensory Details" column. Some examples have been provided.

Sense	**Sensory Details**
Sight	*emerald-colored leaves*
Touch	*smooth softness*
Smell	
Sound	

NAME: _____

DATE: _____

Writing with Sensory Details

In the next lesson, you will write personal narratives about a memorable eating experience involving a particular food. Today, you will brainstorm possible topics and the foods that go along with them. Then you will use sensory details to describe the food. Write your answers in cursive.

1. Start by brainstorming ideas for topics for the essay you will write in the next lesson. Your ideas may include some of the topics of the class or they may be new ideas. Make sure each topic involves a specific food.

   A. Topic:

   _____

   _____

   _____

   _____

   _____

   Food: _____

   B. Topic:

   _____

   _____

   _____

   _____

   _____

   Food: _____

C. Topic:

Food:

D. Topic:

Food:

2. Choose sensory details that describe one of the foods you listed on the previous page. For sound, you might describe the noise the food makes while it cooks (e.g., hot dogs on a grill sizzle and soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch). Try to come up with more than one detail for some of the senses. For example, when describing what a food looks like, you might describe its size, shape, and color.

Sense	**Sensory Details**
Sight	
Sound	
Taste	
Smell	
Touch	

NAME: _____

DATE: _____

"Sun and Spinach" Comprehension Questions

Answer the following questions about "Sun and Spinach." Refer back to the text and include evidence for your answer.

1. List the sequence of events that describe Tomás Rivera's memories of working in the spinach fields in paragraph 3.

_____

_____

_____

2. List the sequence of events that describe Tomás Rivera's path of education in paragraphs 5 and 6.

_____

_____

_____

3. The author writes, "It was both good and unpleasant at the same time." What does "it" refer to?

_____

_____

_____

4. The setting in the beginning and end of this personal narrative is in the present, but the setting in the middle paragraphs is in the past. Why did the author choose to write it this way?

_____

_____

_____

NAME: _____

DATE: _____

Food Narrative Events

A. Choose one of the topics from your brainstorming on Activity Page 3.3. Then list the events that make up the food experience. These events can include what you or others thought, said, and did.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?

_____

_____

_____

_____

C. How will you organize your narrative to show why your experience was memorable? Will you write your entire narrative in the past or perhaps switch between past and present like in "Sun and Spinach"?

NAME: _____

DATE: _____

D. In this section you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to write down the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	**I would like to know more about**

E. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner's feedback here:

Details my listening partner liked	**My listening partner wants to know more about**

NAME: _____

DATE: _____

Planning

Revise and organize your list of events from Activity Page 4.2. Use the sensory details on Activity Page 3.3 to help you with the "Details" column. Organize the order of events in your narrative to show why your memory is important to you. You may include details from your past and present life to show this.

Event	**Details (what did you see, hear, smell, touch, and taste?)**
1.	
2.	
3.	
4.	

Event	Details (what did you see, hear, smell, touch, and taste?)
5.	
6.	
7.	
8.	
9.	
10.	

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Reading for Cause and Effect

Find examples of cause and effect in "Clara Driscoll: Lessons I Learned on a Cattle Drive."

Cause	Effect

NAME: _____

DATE: _____

Brainstorming

Clara Driscoll's family memories made her dedicated to giving back to her community. Using cause-and-effect structure, write examples of how someone influenced you or how you influenced someone else. List these experiences in the chart below.

Cause	Influence

NAME: _____

DATE: _____

Writing about Cause and Effect

Choose one of the experiences from Activity Page 5.2, and draft a paragraph describing the person who influenced you and how they did it (or who you influenced and how you did it).

Begin by jotting down some notes to help organize your writing:

_____

_____

Cause (what the first person did):

_____

_____

Effect (how the second person influenced):

_____

_____

What Happened:

_____

_____

_____

Paragraph

NAME: _____

DATE: _____

Predicting Effect

When you write using cause-and-effect structure, your reader may be able to predict the effect as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes "cause" to your partner, but do not read the part that describes "effect."

After you both have read the 'cause' part of the paragraph, try to predict your partner's ending by looking over the statements about your partner's paragraph and listing your evidence.

1. I believe _____ will be influenced by:

_____

_____

_____

_____

2. The evidence in the paragraph for this is:

_____

_____

_____

_____

After making your predictions, share your last sentence with your partner. Did your partner predict the effect you wrote about? Did your partner predict another effect that is also true?

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

New Vocabulary

Work with your group to create your own definition for the word you have been assigned.

1. My group's vocabulary word:

   _____

   Part of speech:

   _____

   Definition:

   _____

   _____

2. Based on your classmates' presentations, guess which of today's glossary words their group is presenting.

   GROUP 1

   Word: _____

   Part of speech: _____

   Definition: _____

   _____

   Sentence from the text: _____

   _____

GROUP 2

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

GROUP 3

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

GROUP 4

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

GROUP 5

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

GROUP 6

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

GROUP 7

Word: _____

Part of speech: _____

Definition: _____

_____

Sentence from the text: _____

_____

NAME: _____

DATE: _____

Character Traits

As a group, read the selected portion of "Clara Driscoll: Lessons I Learned on a Cattle Drive" and complete the following exercise.

Character	Character Traits or Description	Support from the Text
Father		
Grandaddy		
Clara		

NAME: _____

DATE: _____

Dialogue Punctuation: Five Easy Rules

1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

   Example:

   _____

   _____

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

   Example:

   _____

   _____

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

   Example:

   _____

   _____

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

   Example:

   _____

   _____

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

Example:

NAME: _____

DATE: _____

Punctuating Dialogue

Practice Punctuation

Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.

1. I understand you are very upset said the mayor

_____

_____

2. Wait for me Emma called

_____

_____

3. Geraldine opened the door and asked May I come in

_____

_____

4. Please stop staring at me said Pierre

_____

_____

NAME: _____

DATE: _____

Speech and Dialogue

Including dialogue in a personal narrative is a great way to show character traits.

Write two lines of speech that relate to your food memory.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Food Narrative

Choose one food experiences as a main event in your food narrative and then follow the outline below. Write your narrative legibly in cursive.

Outline:

Paragraph 1

1. Topic sentence to introduce the memory

2. Events and supporting details leading up to the main event

Paragraph 2

1. Main event

2. Final events and supporting details

3. Concluding sentence explaining why you remember this experience

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

"Introduction to Polio"

Read the questions below and then keep them in mind as you read "Introduction to Polio," which you'll find on this activity page after the questions. After reading the entire article, answer the questions.

1. What is polio?

_____

_____

_____

2. What are the symptoms of polio?

_____

_____

_____

3. What is the most important year in the history of polio? Why do you think it is the most important?

_____

_____

_____

4. How did communities try to prevent polio epidemics before the vaccine was developed?

_____

_____

_____

5. Why did Dr. Salk and Dr. Sabin share their research?

_____

_____

_____

6. Is Polio still a risk in the United States today?

_____

_____

_____

Introduction to Polio

Polio is a serious and contagious illness caused by a virus. The polio virus spreads through contact with feces or less commonly, being coughed or sneezed on. Most people infected with the virus have no symptoms. For others it results in flu-like symptoms such as fever, sore throat, nausea, headache, and tiredness. But when the polio virus affects the brain and spinal cord it is very serious and can cause severe symptoms, including muscle weakness and paralysis, which may be temporary or permanent. While polio can infect anyone, it mostly affects children.

Stories and drawings from as early as the year 1500 BC suggest that people have gotten sick with polio for a long time. In 1789 AD, British physician Michael Underwood published the first description of polio in medical literature, and in 1840 a German doctor named it "infantile paralysis."

Polio epidemics increased in the late 1800s, and polio epidemics occurred regularly in the United States throughout the first half of the 20th century. Because polio is so contagious, these epidemics were very frightening, and communities treated the threat very seriously. Swimming pools closed, and children were not allowed in other public gathering places, such as movie theaters. In the summer, when polio epidemics were most likely to occur, some parents kept their children indoors or made them wear gloves.

One of the most famous polio patients was Franklin Delano Roosevelt. In 1921, when he was 39 years old and already an important politician, he developed polio. Although he recovered, and worked hard on rehabilitation, his legs were permanently paralyzed. Even so, he was elected president in 1932 and led the United States through the Great Depression and much of World War II. During his presidency, he created the National Foundation for Infantile Paralysis, later called the March of Dimes, which raised money to help polio patients and to research a vaccine or cure for polio.

The March of Dimes funded research by two main scientists. Dr. Jonas Salk and Dr. Albert Sabin were both working on inventing vaccines, but using different approaches. Dr. Salk's vaccine was ready first in 1953. He was so sure of his vaccine that he started by testing it on himself and his family. Some of his lab workers also chose to have it tested on themselves. The results were promising. No one got sick, and everyone developed polio antibodies.

In 1954, Dr. Salk and his researchers vaccinated almost two million healthy school children. A year later the results were in: the vaccine worked! Over the next two years, polio rates in the United States fell over 80%. Soon after, in 1959, Dr. Albert Sabin's version of the vaccine was also proven effective.

Both Dr. Salk and Dr. Sabin chose to make the details of their research and how to manufacture their vaccines public. If they had chosen to keep it secret, they might have made a lot of money selling their vaccines, but they decided it was important to share so that the vaccines could be produced and distributed as quickly and inexpensively as possible.

Today, thanks to vaccination, polio has been eliminated in the Western hemisphere, which includes the United States, Mexico, Canada, South and Central America, and parts of Europe. While polio is still present in a few countries, including Pakistan, Afghanistan, and Nigeria, programs dedicated to vaccination are working hard to wipe out polio worldwide.

NAME: _____

DATE: _____

"The Diagnosis" Timeline

As you read Small Steps, *record events on the timeline below. If there is a clue in the text about when it takes place, record that word as well.*

Some time-related information may cover the entire story. If so, write it in the space above the timeline.

We have marked space on the timeline indicating where chapters begin and end. The chapters are also structured in chronological order.

The Diagnosis (Part 1)

- sore throat and headache, "two days earlier"
- in chorus, distracted by twitching muscle, "before lunch"
- began to vomit (midnight)
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

The Diagnosis (Part 2)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

An Oxygen Tent and a Chocolate Milkshake

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

Star Patient Surprises Everyone (Part 1)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Star Patient Surprises Everyone (Part 2)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

The Great Accordion Concert

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Good-bye, Silver; Hello, Sticks

- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

Back to School

- _____
- _____
- _____
- _____
- _____
- _____
- _____

NAME: _____

DATE: _____

Transition Words

Transition words and phrases are what you use in writing to connect one idea to the next.

In a personal narrative, the ideas that are connected might be events or moments. For example, in Small Steps, *phrases like "two days earlier" and "three days later" are transition phrases that help the story move smoothly from event to event.*

Sometimes transition words or phrases relate to time (for example, the next day, afterwards).

1. Reread the following paragraph from "Clara Driscoll: Lessons I Learned on a Cattle Drive" and underline what you think are the transitional words and phrases. Look for words that create a sequence, or connect the ideas in a sentence to the previous sentence.

"While riding together, we passed a farmhouse with the roof missing and walls stained black from smoke. It looked like a fire had gotten out of control and now all that was left were the remnants of a once-loved home. "I guess they had to find somewhere else to live," I casually said. My daddy was quiet for a minute and then replied, "Your granddaddy taught me that a home's worth isn't just in the walls or the roof, but the memories that are inside. You can rebuild the walls and roof, but those memories outlive the fire." That night, I thought about those words as I drifted off to sleep. I wondered if memories moved to new houses as people did."

2. Transition Word Bank

Transition Words and Phrases Related to Time

_____

_____

_____

_____

_____

_____

_____

_____

_____

Transition Words and Phrases Not Related to Time

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Brainstorm Narrative Topics

Brainstorm three possible memories to write about for your personal narrative, and some of the events and details you would include. Remember that it must be a true story that happened to you.

Which memory is the most interesting to you? Which includes the most details? Circle the one you will write about.

NAME: _____

DATE: _____

Transition Words in List of Events

1. As a class, read the events of "Clara Driscoll: Lessons I Learned on a Cattle Drive" and underline the transition words.

"Clara Driscoll: Lessons I Learned on a Cattle Drive" (the whole essay)

A. First, Clara describes her memories from going on cattle drives with her father.

B. Next, Clara and her father pass an old farmhouse that had burned down.

C. The next day, Clara and her father have breakfast on the cattle drive.

D. Later, Clara asked her father what happens to our memories when we move, and he taught her that "memories live inside of us."

E. In the end, Clara's father teaches her about her grandfather and his legacy.

F. Also, Clara's father teaches her that her memories will always be with her, and she reflects on how her experiences make her who she is.

2. Now make a list of events for the memory you chose on Activity Page 7.4. List them in chronological order. Describe each event in one complete sentence and use a transitional word in each sentence. You will have time in future classes to add more sentences and details to describe your event. Try to include at least five events, but feel free to write as many as you can.

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

NAME: _____

DATE: _____

D. _____

_____

_____

E. _____

_____

_____

F. _____

_____

_____

G. _____

_____

_____

H. _____

_____

_____

NAME: _____

DATE: _____

Vocabulary Practice

Word bank:

limp	woozy	spinal tap	diagnosis
contaminate	glisten	isolation	

Choose the best word from the word bank above to fill in the blanks. Use the glossary and find the way the words are used in "The Diagnosis" if you need help.

1. The shiny glaze made the cake _____ at the candlelight dinner.

2. Because she was afraid of heights, going to the top of the Ferris wheel made her lightheaded and _____.

3. The nurse passed the doctor the equipment to perform the _____.

4. Without a _____, it was difficult for the doctor to know what treatment to recommend.

5. The farmer had to put the sick pig in _____ because she was afraid it might contaminate the rest of the animals.

6. Without water, the cut flowers quickly grew _____ and droopy.

NAME: _____

DATE: _____

Feelings and Emotions in "The Diagnosis"

In a personal narrative, the narrator's feelings are important details that make the narrative more interesting and informative.

Reread part 1 and part 2 of "The Diagnosis" aloud with your partner, switching between each paragraph. Pay particular attention to how the narrator describes the way she feels.

In the left-hand column of the chart on the next page, list the narrator's feelings. At least one of these should be physical, and one emotional. Remember: "my head hurt" is physical. "I felt frightened" is emotional.

List your supporting evidence in the right-hand column. Supporting evidence may be a quote from the text or a description of what is happening in the text in your own words. If you use exact words from the text, remember to put them in quotation marks.

Narrator's feelings	Evidence

NAME: _____

DATE: _____

Firsthand and Secondhand Accounts

1. Reread "Introduction to Polio" on Activity Page 7.1 and "The Diagnosis" from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first column.

Fact about polio	**Support and details in "Introduction to Polio"**	**Support and details in "The Diagnosis"**
One symptom of polio is flu-like symptoms.		
Polio can cause muscle weakness and paralysis.		
Polio is highly contagious, so people with polio must be kept away from those they might infect.		

2. What is different about the way the firsthand account and the secondhand account support the central ideas?

_____

_____

_____

_____

NAME: _____

DATE: _____

Narrative Details

Remember that your personal narratives are firsthand accounts.

One of the benefits of firsthand accounts are the interesting and colorful personal and emotional details you can provide. Today you will work on organizing those details for your personal narrative essay.

1. List some types of descriptive details.

_____

_____

_____

_____

_____

_____

_____

2. On Activity Page 7.5, you listed the events of your narrative in chronological order. Today you will add the details that support those events.

   First, fill in the top row with the events you listed on Activity Page 7.5. You may revise or combine some events if you wish.

   Then, work column by column listing the details you could add to each event. You do not need to fill in every box in every column. For each event, choose the details and supporting evidence that will best help the reader understand what the event was like and why it was important.

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

NAME: _____

DATE: _____

8.4 CONTINUED

ACTIVITY PAGE

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

Event			
Major characters and the trait(s) displayed			
Physical actions not already listed in the event			
Important objects and details about them			
Other sensory or descriptive details			
Narrator's feelings			
Dialogue or quotes			

NAME: _____

DATE: _____

9.1 ACTIVITY PAGE

Character Traits in "An Oxygen Tent and a Chocolate Milkshake"

Complete the chart below, describing as many traits as you can for each character.

Character	Trait	Evidence
First Nurse		
Second Nurse		
Mother		
Dad		

NAME: _____

DATE: _____

Sharing Narratives

In this activity you will prepare to write your personal narrative by telling your personal narrative story to your partner. Use the planning chart you completed on Activity Page 8.4 as guidance to tell the story. You do not need to use the exact words or all of the details you included in the chart, but you should follow the basic events in order.

After you tell your story, you will have the chance to ask your partner questions about what they heard, and your partner will have the chance to ask you questions about your narrative.

1. Begin by deciding who will be the first speaker and who will be the first listener. The speaker should choose two questions from Question Bank A to ask the listener after telling their narrative. If you are the speaker, circle the questions.

Question Bank A—to ask your partner about your essay:

A. What events were confusing or unclear?

B. What words didn't you understand?

C. Were there any details or settings you could not picture?

D. What was the most interesting event?

E. What was your favorite detail?

F. What character did you want to know more about?

2. Next the speaker should tell their narrative and ask the questions they chose.

3. The listener should answer the questions and the speaker should write down the listener's answers below.

Listener's Answer to Question 1:

_____

_____

_____

Listener's Answer to Question 2:

_____

_____

_____

4. The listener should now choose two questions from Question Bank B, to ask the speaker about their narrative. If you are the listener, fill in the blanks of the chosen questions and then circle them.

Question Bank B—to ask about your partner's narrative:

A. Could you explain _____?

B. What happened before/after _____?

C. What did _____ say/do when _____ happened?

D. What did you think/feel when _____ happened?

E. What did _____ look like?

F. What did _____ sound like?

G. What did _____ feel like?

H. What did _____ smell/taste like?

5. The listener should now ask their two questions. The speaker should answer out loud and then write down the answers below.

   Speaker's Answer to Question 1:

   _____

   _____

   Speaker's Answer to Question 2:

   _____

   _____

6. Repeat 1–5 with the roles reversed.

NAME: _____

DATE: _____

Writing an Introduction

In your introduction you should set up the situation and provide any other information your readers will need, such as who certain characters are (if it won't be explained later in the narrative), anything important that happened before the story took place, and where the story begins. You may also include the first event and supporting details from your planning chart on Activity Page 8.4.

As you write, think about drawing your reader into your story—what details or facts about the situation will make your reader want to read more? Write your introduction legibly in cursive.

1. **Planning Your Introduction**

A. Where and when does the narrative take place?

_____

_____

_____

B. Who was there?

_____

_____

_____

C. What were you thinking and feeling?

_____

_____

2. Write your introduction in the space that follows.

NAME: _____

DATE: _____

Introduction to Similes and Metaphors

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things like a simile, but without using *like* or *as*

Now that you've practiced explaining similes and metaphors, work on some yourself. Complete the chart below. For items 2–4, explain the similes and metaphors.

For items 5–9, fill in the blanks to complete the similes and metaphors and explain your choices. For items 10–11, complete the comparison in the middle column, then write the simile or metaphor. Row 1 has been completed as an example.

Simile or metaphor	**What is being compared?**	**What does the simile or metaphor mean?**
1. the laundry piles were a mountain around my bed	*laundry and a mountain*	*the laundry piles were tall, like mountains*
2. the kitten's fur was like velvet		
3. the chocolate and peanut butter were a symphony of flavor		
4. "my blue skirt popped up and down as if jumping beans lived in my leg" (from Small Steps, Ch. 1)		

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
5. the rocket is as fast as _____ _____		
6. the process is as slow as _____ _____		
7. the cheese is as hot as _____ _____		
8. the snow is as cold as _____ _____		
9. the concert is as crowded as _____ _____ _____		
	10. the cheese on top of pizza and_____ _____ _____	
	11. the cafeteria at lunch time and _____ _____ _____	

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE

Similes and Metaphors in *Small Steps*

Answer the following questions about a simile and metaphor in Small Steps.

1. A. Identify a simile in the reading.

_____

_____

B. What is being compared?

_____

_____

C. Explain the simile.

_____

_____

2. A. Identify a metaphor in the reading.

_____

_____

B. What is being compared?

_____

_____

C. Explain the metaphor.

_____

_____

NAME: _____

DATE: _____

Small Steps Reading Questions

1. What is the main event of the first half of "Star Patient Surprises Everyone (Part 1)"?

_____

2. How do the characters react to this event?

_____

3. What are some of the details that help you imagine the main event and understand the reactions to it? Include the quote, the kind of detail it is, and what it tells you.

detail: _____

kind of detail: _____

tells me: _____

detail: _____

kind of detail: _____

tells me: _____

detail: _____

kind of detail: _____

tells me: _____

NAME: _____

DATE: _____

Writing Similes and Metaphors

Look at your planning chart on Activity Page 8.4. Choose a few actions or objects to describe using similes and metaphors, and write them below. You may write multiple similes or metaphors to describe one object or moment if you choose.

Similes and Metaphors

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

4. _____

_____

_____

_____

5. _____

_____

_____

_____

NAME: _____

DATE: _____

Write a Body Paragraph

Continue writing your personal narrative, using the events and details in your personal narrative planner (Activity Page 8.4) as a guide.

As you write, think about how to develop your events using specific details, such as description and dialogue, to help the reader really imagine what your experience was like.

Include at least one of the similes or metaphors you brainstormed earlier.

My Personal Narrative

NAME: _____

DATE: _____

NAME: _____

DATE: _____

Diving into Textual Detail

Part 1: Cause and Effect

In Small Steps, *author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.*

1. Think back to the beginning of *Small Steps*. What did Peg care about most at the beginning of Chapter 1?

_____

_____

2. How has Peg changed since the beginning of *Small Steps*?

_____

_____

3. What makes Peg realize that this change has taken place?

_____

_____

4. What is the cause of this change in Peg?

_____

_____

5. What is the effect Peg describes at the end of "Star Patient Surprises Everyone"?

_____

_____

Part 2: Descriptive Words

The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.

1. After Peg received the mailbag, what happened to the letters?

_____

_____

2. Peg says that in one letter, a "girl complained that her new haircut was too short." What does the word complained reveal about the girl's feelings?

_____

_____

3. In the next-to-last paragraph, Peg lists things she misses. Which thing does she describe most descriptively? Give a reason for your choice.

_____

_____

NAME: _____

DATE: _____

Writing with Cause and Effect

Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details. Write your paragraph legibly in cursive.

So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.

Writing Prep

1. The cause I will write about today is:

_____

_____

2. The effect of that cause is:

_____

_____

In the space that follows, write a paragraph completing the story of your memory. Include your cause and effect in the paragraph.

If you finish with time remaining, read over your work and list two ideas for how you might improve it.

NAME: _____

DATE: _____

Vital Verbs

Part 1: *Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.*

1. I **walked** from school to grandmother's house.

_____

_____

_____

2. I **threw** the ball.

_____

_____

_____

3. He **ate** the cake.

_____

_____

_____

4. "I've got practice today," she **said**.

_____

_____

_____

5. The children **looked** at the dancers on the stage.

_____

_____

_____

If you finish with time remaining, write each sentence in one more new way. Your teacher will tell you when it is time to move on to Part 2.

Part 2: *Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below and then rewrite it using a more vital verb.*

Old sentence:

_____

_____

_____

New sentence:

_____

_____

_____

If you finish with time remaining, repeat the exercise with another sentence.

NAME: _____

DATE: _____

All about Accordions

When you write a personal narrative, you cannot assume that your readers have had the same experiences as you. In fact, sometimes the most interesting stories to read were written by people who have had very different experiences from those of their readers.

Good writers often describe their experiences so well that readers can understand and visualize what is happening even if they have not experienced something like it themselves.

Reread the passage on Reader pages 41–42 in which Peg describes learning to play the accordion. In the space that follows, write down all the textual details you can find that relate to the accordion or how to play it.

NAME: _____

DATE: _____

Identifying Good Details

Remember that good writers use many different kinds of detail to help readers understand and visualize the events described in the text. Use this activity to record some of the details Kehret uses in her work.

Part 1: *You have already noted some of the text's details about accordions. Let's use the chart below to record at least two different kinds of details that describe something other than the accordion.*

"The Great Accordion Concert"

Type of Detail	Detail

Part 2: *Let's use the chart below to identify different kinds of good details in "Good-bye, Silver; Hello, Sticks." Record as many as you can find.*

"Good-bye, Silver; Hello, Sticks"

Type of Detail	Detail

NAME: _____

DATE: _____

Detail Drill

Now that you have practiced identifying good, varied details, use that skill to improve your own personal narrative writing.

Follow these steps to add to or improve your details.

1. Begin by rereading your narrative. As you read, underline each event from your personal narrative planner (Activity Page 8.4) in a different color.
2. Read your draft a second time. This time, use the same colors to circle the details describing each event.
3. Use the text you underlined and circled to complete the following chart. Don't worry about empty boxes. You will work on those in the next part of this activity.

Type of Detail	Event 1:	Event 2:	Event 3:	Event 4:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said—dialogue				

NAME: _____

DATE: _____

4. Brainstorm a few more details and add them to the chart.

Type of Detail	Event 5:	Event 6:	Event 7:
what something looks like			
what something feels like			
what something sounds like			
what something smells or tastes like			
a physical action			
a quote of what someone said—dialogue			

5. If there are any types of details you have not included in your writing so far, try to add one of those types to the chart.

6. Select at least one of those new details to include in your narrative and place a star next to the line of your narrative where you will insert the detail. Write your new detail in a full sentence below.

_____

_____

_____

NAME: _____

DATE: _____

Concluding Thoughts

Because the Small Steps *conclusion comes at the end of a long piece of writing, it is several paragraphs long and includes several events, but it is still a final thought about the topic or central idea of the text.*

Answer the following questions to think more closely about the conclusion of Small Steps. *You may consult your Reader as you work.*

1. What is the main plot of *Small Steps*? Describe what happens in one sentence.

_____

_____

_____

_____

2. Describe the plot of "Back to School" in one sentence.

_____

_____

_____

_____

3. How has Peg grown "stronger" from her time away?

_____

_____

_____

_____

4. Why do you think Kehret chooses to end her book with her first day back to school?

_____

_____

_____

_____

5. Now complete the chart below.

Central Idea in *Small Steps*	**Support in the Conclusion**

NAME: _____

DATE: _____

Wrapping It Up

As you know from our discussion, because the Small Steps *conclusion covers a longer piece of writing, it is several paragraphs long and includes several events.*

Your conclusion will include only one or two events and will be one paragraph long. If you feel it should be longer, or include more events, discuss these changes with your teacher before you write.

A conclusion helps the reader pull the whole the story together.

Part 1: *Prepare to write your conclusion by answering the following questions.*

1. What events occurred at the end of your personal narrative experience?

_____

_____

_____

2. Why do you still remember this experience?

_____

_____

_____

3. What was the most important thing about this experience?

_____

_____

_____

4. How did you change over the course of your personal narrative?

_____

_____

_____

5. What was the same at the beginning and at the end of your personal narrative?

_____

_____

_____

6. What was different at the beginning and at the end of your personal narrative?

_____

_____

_____

7. How does the experience continue to impact you today?

_____

_____

_____

8. What did you learn, or do you think others can learn, from your experience?

_____

_____

_____

9. Now think about what ideas you want to leave with your readers. Look at the answers you wrote on the previous page. Choose one or two and use them to begin your conclusion.

_____

_____

_____

Part 2: *Write your conclusion in the space that follows.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Interviewing Peg Kehret

Pretend that you are Peg Kehret and that you are being interviewed about your book on a morning talk show.

Think about each of the following questions. Knowing what you know about Kehret from her narrative, prepare to answer the questions from her perspective.

When authors go on talk shows, they are often asked to read aloud from their books. For each of your answers, choose a quote from Small Steps *to support it. That quote can come from any part of the narrative.*

1. Why did you decide to write a book about your experience with polio?

   Answer: _____

   _____

   _____

   _____

   Quotation: _____

   _____

   _____

2. How did the experience change you?

Answer: _____

_____

_____

_____

Quotation: _____

_____

_____

3. What is the most important message for readers to take away from your book?

Answer: _____

_____

_____

_____

Quotation: _____

_____

_____

4. Can you name one thing you learned from your experience?

Answer: _____

_____

_____

_____

Quotation: _____

_____

_____

5. Create your own question that you could ask Peg Kehret about the text.

Answer: _____

_____

_____

_____

Quotation: _____

_____

_____

6. Create another relevant question you could ask Peg Kehret about the text.

Answer: _____

_____

_____

_____

Quotation: _____

_____

_____

NAME: _____

DATE: _____

What's in a Name?

As you have discussed with your class, titles play an important role in helping readers know what a work might be about or getting readers interested in the work.

Here are some more guidelines for good titles.

Title Tips

Good titles are:

- short enough to fit on one line,
- descriptive without giving away the whole plot of the work,
- related to the text, and
- capitalized properly.

Answer the questions below to think more about good titles and how you might draft a good title for your personal narrative.

1. What did Peg Kehret title her personal narrative?

_____

_____

2. How did this title relate to her book's subject?

_____

_____

3. In one sentence, write a summary of your personal narrative.

_____

_____

4. What are the most important images or ideas in your narrative?

_____

_____

5. What is one thing about your narrative that might make readers interested in reading it?

_____

_____

6. Review your answers to questions 3–5, then write four different title ideas on the lines that follow.

A. _____

B. _____

C. _____

D. _____

NAME: _____

DATE: _____

A Vision for Revision

In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details.

Part 1: *Each partner will take a turn being the reader and the listener.*

Before you begin, choose two of the revision questions below to ask your partner about your own writing. Circle the questions you choose.

Revision Question Bank

A. Which events were confusing or unclear?

B. Which words didn't you understand?

C. Were there any details or settings you could not picture?

D. What was the most interesting event?

E. What was your favorite detail?

F. Which character did you want to know more about?

Choose who will be the reader and who will be the listener first, and complete your part of the activity page. Then switch and complete the other part.

Part 2

When You Are the Reader

1. Read the introduction to your narrative. Ask your partner what they think the central topic or idea of your narrative will be based on what you read. Ask why they think that. Write your partner's answers here:

_____

_____

2. Ask your partner if there is anything in the introduction they wish to know more about. Write your partner's answer here:

_____

_____

3. Read the next two paragraphs of your narrative aloud. Remember that these paragraphs are the support: they incorporate events and details to develop the main topic. Ask your partner the two questions you circled in the Revision Question Bank. Write your partner's answers here:

_____

_____

_____

_____

4. Read your conclusion aloud. Ask your partner if your narrative leaves any questions unanswered. Write your partner's answer here:

_____

_____

_____

5. Finally, share your four ideas for a title and ask your partner to recommend one of them. Write your partner's recommendation here:

_____

When You Are the Listener

1. Listen to the introduction and think about what main event is being introduced. Answer your partner's questions thoughtfully.

_____

_____

_____

2. Listen to the next two paragraphs. Remember that these paragraphs are the support: they incorporate events and details to develop the main topic. As you listen, make note of anything you would like to know more about, or that you find confusing.

_____

_____

_____

3. Listen to the conclusion. Answer your partner's question thoughtfully.

4. Listen to the reader's ideas for a title. Make a recommendation on which title the reader should choose and give a reason for your choice.

Switch roles and repeat Part 2.

Part 3: *After You Have Been Both the Reader and Listener*

Based on your partner's feedback, make a list of three things you might work on in your revision.

These revisions could be something that you will add, remove, or revise. Be specific about the changes you plan to make.

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

NAME: _____

DATE: _____

Beginning-of-Year Reading Comprehension Assessment

Today you will read three selections. The first selection is called "The Cat," the second selection is called "The Wolf, the Elk, and the Aspen Tree," and the third selection is called "Invasive Species." After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "The Cat"

1 Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.

2 This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.

3 "I would let you stay," said Franz, "but I can't, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!"

4 "Oh," said the hunter, "I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom."

5 "Very well," said Franz. "You may stay, at your own risk, but I must get the house ready for the trolls. If I don't, they will be furious."

6 Franz worked diligently to get his house ready for the trolls. He chopped wood and built a fire. He set the table with his best dishes and loaded them with porridge, assorted fruit, smoked fish, and delicious sausages. When he was done, he left the hunter and the bear in the house and went to stay with a friend.

7 At sunset, the trolls arrived. They stormed into the house and began a raucous celebration. They ate and drank, sang songs, and made a terrible mess.

8 One of the trolls caught a glimpse of the bear. It was lying under the stove, with only an ear sticking out.

9 "Look!" the troll said, "Franz has a cat!"

10 The troll cut off a bit of sausage and tossed it on the floor. Then, he kicked the bear in the ear and shouted, "Wake up, kitty! Get the sausage!"

11 The bear rose up on its hind legs, ripping the stove away from the floor. The stove was launched across the room. The bear, in a great fury, roared ferociously. The trolls were terrified. They screamed and ran for their lives.

12 Franz returned home the next day. He cleaned up the horrific mess the trolls had made, repaired the stove, and lived another year in his house. When the dreaded evening arrived once again the next year, he expected the trolls to come again. He went out into the yard to cut wood for them.

13 After a few minutes, he heard a voice calling, "Franz! Franz!"

14 Franz squinted into the woods but saw nothing but trees.

15 Then, he heard the voice again say, "Franz! Franz!"

16 "Yes?" Franz said. "What is it?"

17 "Have you still got that huge, ferocious cat?" the voice asked.

18 Franz thought for a minute. Then, he replied.

19 "Yes," Franz said. "I still have the cat. It is lying under the stove, and, earlier this year, it had seven kittens. Now, all of the kittens have grown up. They are bigger and fiercer than their mother!"

20 "Egad!" said the voice. "Then, you will never see us again!"

21 Franz heard a rustling of feet in the woods. Then, there was silence.

22 After that, Franz went on with his life and the trolls never bothered him again.

Questions 1–8 pertain to Passage 1: "The Cat"

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

1. **Part A**: In paragraph 17, what is the meaning of the word *ferocious*?
   A. hungry
   B. dangerous
   C. enormous
   D. furry

   Part B: Which phrase from the text best helps the reader determine the meaning of *ferocious*?
   A. It was lying under the stove
   B. The trolls were terrified.
   C. Then, he heard the voice again say, "Franz! Franz!"
   D. Then, he kicked the bear in the ear

2. Based on information from the text, which statement best expresses how the characters Franz and the hunter feel about trolls?

   A. Franz is afraid of trolls and the hunter is afraid of trolls.

   B. The hunter is afraid of trolls, but Franz is not afraid of trolls.

   C. The hunter is not afraid of trolls and Franz is not afraid of trolls.

   D. Franz is afraid of trolls, but the hunter is not afraid of trolls.

3. In what two ways do paragraphs 12–19 of the text contribute to the development of the plot?

   A. These paragraphs show how Franz remained afraid of the trolls.

   B. These paragraphs show how the trolls forgot the way to Franz's house.

   C. These paragraphs show how the hunter was kind to Franz.

   D. These paragraphs show Franz was clever.

   E. These paragraphs show the trolls were clever.

   F. These paragraphs show the bear was clever.

4. Using the numbers 1–5, sequence the following events (as they occurred in the selection).

   _____ Franz told the voices in the forest that his cat had seven kittens.

   _____ On the exact same night each year, trolls drove Franz from his house and took over the place.

   _____ A troll threw a piece of sausage to the bear lying under the stove.

   _____ A hunter asked if he could stay at Franz's house on his way to take the bear he had captured to the king of Denmark.

   _____ The bear roared ferociously and scared the trolls away.

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

5. **Part A**: In paragraph 7, what is the meaning of the word *raucous*?

   A. soft and peaceful

   B. friendly

   C. loud and disorderly

   D. unfriendly

   Part B: Which phrase from the text best helps the reader determine the meaning of *raucous*?

   A. At sunset, the trolls arrived

   B. sang songs, and made a terrible mess

   C. they ate and drank

   D. into the house

6. The text describes how Franz reacted to the trolls before and after the hunter's visit. Compare these events in Box 2 below by choosing details from the text that show how Franz reacted to the trolls. Write the letter of the details from Box 1 in Box 2 to show how Franz reacted. Only one letter should be written in each section of Box 2.

Box 1
Details from the story
A. He told the trolls he still had the cat.
B. He asked if he could spend the night.
C. He chopped wood and built a fire.
D. He tossed some sausage on the floor.
E. He set the table with his best dishes.
F. He told the trolls all of the kittens had grown up.

Box 2		
Event	**Detail 1 showing Franz's reaction**	**Detail 2 showing Franz's reaction**
How Franz reacted to the trolls before the hunter's stay.		
How Franz reacted to the trolls after the hunter's stay.		

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

7. **Part A**: Which statement best describes a main theme of the story?
   A. Trolls are kind.
   B. Cats are ferocious.
   C. Using cleverness can make for a happy ending.
   D. People from Denmark are clever.

   Part B: Which character from the story acts as the best example of this theme?
   A. the hunter
   B. Franz
   C. a troll
   D. the bear

8. What are two details from the story that show the trolls thought the bear was a cat?
   A. The trolls screamed and ran for their lives.
   B. Franz squinted into the woods but saw nothing but trees.
   C. The trolls drove poor Franz from his house and took over the place.
   D. The troll shouted, "Wake up, kitty!
   E. The troll asked, "Have you still got that huge, ferocious cat?"
   F. Franz went on with his life and the trolls never bothered him again.

Passage 2: "The Wolf, the Elk, and the Aspen Tree"

1 The wolf is the villain in some of the greatest stories ever told.

2 Who chased the three little pigs and blew down their houses? It was the wolf, of course!

3 Who pestered Little Red Riding Hood and her grandmother? The wolf!

4 These are fiction stories, but they tell us a lot about how real people felt about wolves in the old days. For many years, people were scared of wolves. They worried that wolves might attack their farm animals. They also worried that wolves might attack them or their children.

5 People hated wolves. They disliked them so much that they paid people to hunt them. In England, King William I paid hunters per wolf pelt. The rulers of Russia, the tsars, paid hunters for an adult wolf and half of the adult wolf amount for a wolf cub. The kings of Sweden viewed wolf hunting as a civic duty. They expected every able-bodied man to help out with wolf hunts.

6 The European settlers who came to America brought this way of thinking with them. They hunted wolves to protect themselves and their livestock. The development of guns helped them. By 1920, wolves had been wiped out in most parts of the United States. At the time, almost everyone thought this was a good thing. Most people did not see any reason to keep wolves around. "Good riddance!" they said.

7 In the past few years, a lot of people have changed their mind about wolves. Scientists who studied Yellowstone National Park were some of the first to change. They noticed that certain kinds of trees were starting to die out in the park. One of the trees they were worried about was the aspen tree. There were lots of old-growth aspen trees in Yellowstone, meaning there were lots of aspen trees that had been there a long time. But there were very few young aspens.

8 Scientists investigated this. They found that elk were a big part of the problem. Elk like the taste of aspen seedlings and there were lots of elk in the park. In the old days, packs of wolves preyed on the elk. The wolves kept the herds of elk from getting too big. But the wolves had been wiped out. There were no predators left who hunted for elk. A pack of elk could spend all day eating aspen seedlings. They did not have to worry about predators.

9 The scientists had an idea. They thought they might be able to help the aspen trees by bringing in wolves. This idea was very controversial. Many farmers and ranchers objected. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock. They thought bringing wolves back was a bad idea.

10 It took many years to convince people that it might be a good idea to bring wolves to Yellowstone. Wolves were finally re-introduced there in 1995.

11 Several years later the scientists went back to the park to see if their plan was working. They found evidence that it was. Many of the wolves they had brought in survived. The wolves had formed packs and begun hunting. They were also having pups. There were still lots of elk in the park, but the elk were starting to get nervous. They could no longer spend all day nibbling aspen saplings. They had to be a bit more careful. Some aspen trees had survived. They had grown large enough that elk could no longer eat them.

12 "This is really exciting!" said one of the researchers. "It's great news for Yellowstone. The level of recovery we are seeing is very encouraging."

13 So here is one story in which the wolf is not the villain!

14 There are some lessons for human beings in this story. One lesson is that we need to be careful when we make decisions about the impact of a species. In the past, some animals were thought of as harmful. Some people thought that we would be better without these animals. In the past few decades we have come to understand that it can be wrong to think that way. This is because many of the animals and plants in an ecosystem are interdependent. That means they all depend on each other. They are connected in ways we may not notice at first. When we get rid of one animal, we may put other animals or plants at risk. We may remove an animal's food source or we may remove its main predator, as happened in Yellowstone. Every ecosystem has its own balance. If we remove one species, it is possible that the whole system will be thrown out of balance.

Questions 9–14 pertain to Passage 2: "The Wolf, the Elk, and the Aspen Tree"

9. What does the information in paragraph 4 help the reader understand about wolves?
   A. Fiction stories about wolves are not true.
   B. Scientists view wolves as a threat to people and livestock.
   C. People were afraid of wolves in the old days, which is why they were the villain in some fiction stories.
   D. Children do not like wolves.

10. In paragraph 1, the author states, "The wolf is the villain in some of the greatest stories ever told." Circle the two paragraphs that support the idea that the wolf is the villain in some of the greatest stories ever told.

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

11. **Part A**: According to the text, what did farmers think about the idea to bring wolves back to Yellowstone?
   A. The farmers thought they might be able to help the aspen trees.
   B. The farmers were not afraid of the wolves.
   C. The farmers did not want to bring wolves back to Yellowstone.
   D. The farmers were also scientists.

   Part B: Which detail from the text best supports the answer to Part A?
   A. The scientists had an idea.
   B. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock.
   C. It's great news for Yellowstone.
   D. Many of the wolves they had brought in survived.

12. Based on information in the text, how did scientists think bringing wolves to Yellowstone National Park would help the aspen trees?
    A. Elk eat aspen trees, aspen trees die. Wolves eat aspen trees, more aspen trees survive.
    B. Wolves eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
    C. Elk eat wolves, wolves die. Wolves eat aspen trees, more aspen trees survive.
    D. Elk eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.

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

13. **Part A**: Which sentence best states the main idea of "The Wolf, the Elk, and the Aspen Tree?"
    A. Our planet would be better without wolves.
    B. People should not be afraid of wolves.
    C. Wolves eat elk and elk eat Aspen trees.
    D. The animals and plants in an ecosystem are interdependent.

    Part B: Which detail from the article best supports the answer to Part A?
    A. "If we remove one species, we may throw the whole system out of balance."
    B. "There are some lessons for human beings in this story."
    C. "We decided that the planet would be better without these animals."
    D. "In the past, we decided that some animals are just plain bad."

Passage 3: "Invasive Species"

1 In today's world, everyone is on the move. People jet from one city to another. Tourists visit foreign countries. Immigrants leave their homes and settle in new lands.

2 But did you know that animals are also on the move? Sometimes people bring exotic animals back from their trips. Sometimes, they buy exotic animals in pet shops. Other times, the animals travel by themselves. They may sneak into crates that are shipped from one country to another or they may find their way onto ships that cross the oceans.

3 This animal travel has caused some problems. Sometimes animals end up in a new place that is just right for them. The land is just right for them. The climate is perfect. There is lots of food. This is a good thing for them. But it may be a bad thing for other animals in the ecosystem. The newly arrived animals may settle in and have babies. They may disrupt the ecosystem by eating up or crowding out the native animals. When this happens, we say the ecosystem has a problem with "invasive species." The ecosystem is being invaded by outsiders.

4 There are invasive species in many parts of the United States. In Florida, the invasive species that people are most worried about these days is the Burmese python. Burmese pythons are snakes that are native to Asia and not native to Florida. They are big snakes. An average Burmese python is twelve feet long.

5 Burmese pythons like to live near water, but they can also slither up into trees. These snakes are carnivores. They eat small mammals like rats and mice. They also eat birds. The Burmese python is a constrictor. It bites its victim and holds it. Then, it wraps itself around the victim and squeezes it to to death, then the snake swallows it whole.

6 So how did these Burmese pythons make their way to Florida? Some people like to keep snakes as pets. There was only one problem: the snake might eventually get too big for its cage. Experts think some pet owners set their snakes free when they got too big. Some pythons may also have escaped when a hurricane hit Florida in 1996.

7 In any case, thousands of Burmese pythons now make their home in the swamps of southern Florida. This part of Florida is warm, wet, and full of small mammals. At least, it used to be full of small mammals. A 2011 study found that lots of small mammals in these areas are in trouble. The pythons are gobbling up raccoons, rabbits, and opossums. They are even eating larger animals, including deer, bobcats, and alligators!

8 Experts are worried. They are afraid that the pythons may wipe out some of the endangered species that live in the area. A new law has made it illegal for pet shops in the United States to sell Burmese pythons. Another law has allowed hunters to hunt pythons. Officials are hoping these laws will help keep the python problem under control.

9 In the Midwest, people are worried about Asian carp. Asian carp are fish that are native to Asia. Some of them were brought to the United States in the 1970s. They got loose in the Mississippi River. Now, they are spreading like wildfire. The carp are not just in the Mississippi River. They have also been found in other rivers that feed into the Mississippi. People are worried that they may get into the Great Lakes.

10 Asian carp are big eaters. They gobble up food that other fish need. The carp get so big that other fish can't eat them. So, the arrival of Asian carp is bad news for other fish.

11 Asian carp are dangerous in another way, too. They are amazing jumpers. An Asian carp can jump eight to ten feet in the air.

12 Asian carp tend to be scared by boats. If you drive a motorboat past them, they may start to jump out of the water. You may see hundreds of flying fish. You may even be hit with a fish. A number of people have been injured by these jumping fish.

13 Invasive species, like the Burmese python and Asian carp, can harm environments they invade. Animals and plants suffer and some of the damage caused by these invasive species may be permanent.

Questions 15–19 pertain to Passage 3: "Invasive Species"

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

14. **Part A**: In the title, what does the word *invasive* mean?

    A. tame

    B. intended as a pet in the home

    C. not living or growing naturally in a certain area

    D. not found in nature

    Part B: Which two phrases from paragraph 3 best help the reader understand the meaning of *invasive*?

    A. "invaded by outsiders"

    B. "lots of food"

    C. "the land is just right for them"

    D. "the newly arrived animals"

    E. "a good thing"

    F. "the climate is perfect"

15. The author states that animals are on the move. Choose two details from the text that support this statement.
    A. Some people bring exotic animals back from trips.
    B. People are on the move.
    C. Some animals sneak into crates or onto ships that end up in new lands.
    D. Tourists visit foreign countries.
    E. Immigrants leave their homes and settle in new lands.
    F. Salesmen jet from one city to another.

16. In paragraph 5 of the text, which two phrases help the reader understand what the word *carnivore* means?
    A. Burmese pythons like to live near water
    B. they eat small mammals like rats and mice
    C. swallows it
    D. squeezes it
    E. they also eat birds
    F. they can also slither up into trees

17. What does the information in paragraph 3 help the reader understand about invasive species?
    A. An invasive species might find a new environment to be a good thing, but the invasive species could be a bad thing for the ecosystem.
    B. An invasive species cannot find food in a new environment that is just right for them.
    C. An invasive species cannot find land in a new environment that is just right for them.
    D. Newly arrived animals live in a perfect climate.

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

18. **Part A**: What do you think was the author's purpose for writing "Invasive Species"?
    A. to provide information on the habitat of pythons
    B. to entertain with a story about animals
    C. to provide information about how much Asian carp eat
    D. to inform about how invasive species can be harmful

    Part B: Which detail from the article best supports the answer to Part A?
    A. Asian carp are big eaters.
    B. You may see hundreds of flying fish.
    C. Invasive species, like the Burmese python and Asian carp, can harm environments they invade.
    D. Burmese pythons like to live near water, but they can also slither up into trees.

Do not write in this box

Beginning-of-Year Reading Comprehension total _____ of 19 points

To receive a point for a two-part question (i.e., 1, 5, 7, 11, 14, 15, 19) students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 4 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
15/19	_____/19

Word Reading in Isolation Assessment (if administered)

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

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

Fluency Assessment Scoring Sheet

		Words Read in One Minute
____		**Uncorrected Mistakes in One Minute**
		W.C.P.M.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

W.C.P.M.	National Percentiles for Fall, Grade 4
145	90th
119	75th
94	50th
68	25th
45	10th
Comprehension Total _____ / 5	

Recommended placement (Check one)

____ Grade 4

____ An earlier point of instruction in grade level materials

NAME: _____

DATE: _____

A.3 ASSESSMENT

Word Reading in Isolation Assessment Scoring Sheet

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

Word Reading in Isolation Assessment Scoring Sheet

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

NAME: _____

DATE: _____

Beginning-of-Year Fluency Assessment Recording Copy

The Elephant and the Ape

"Look at me!" cried Tusk the elephant. "See how big and strong I am!" 14

"Look at me!" cried his friend Nim the ape. "See how quick and clever I am!" 30

"It is better to be big and strong than quick and clever!" said Tusk. 44

"Not so," answered Nim. "It is better to be quick and clever than big and strong." 60

So the two friends began to argue. 67

"Let's not argue," said Nim. "Let's go to Sage and ask him to settle the matter." 83

"Agreed!" said Tusk and off they ran. 90

Sage was a wise old owl who lived in the darkest corner of an old tower. 106

Sage listened to what Tusk and Nim had to say. 116

"I see," he said. "There is a way to settle this. You must do just as I say. Then, I shall 137
tell you which is better." 142

"Agreed!" said Tusk. 145

"Agreed!" said Nim. 148

"Cross the river," said Sage, "and pick me some of the mangoes that grow on the 164
great tree." 166

Tusk and Nim set off on their mission. 174

Soon, they came to the river, which was very wide and deep. Nim was afraid. 189

"I can't cross that river!" he cried. "Let's go back." 199

Tusk laughed. "Didn't I tell you it is better to be big and strong than to be quick and 218
clever? It is an easy thing for me to cross the river." 230

Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam 247
across the river. 250

Soon, they came to the mango tree. It was so tall that Tusk could not reach the 267
mangoes, even with his long trunk. He tried to knock the tree over but could not do it. 285

"I can't reach the mangoes," he said. "The tree is too high. We shall have to go back 303
without the mangoes." 306

Nim laughed. "Didn't I tell you it is better to be quick and clever than big and strong? 324
It is an easy thing for me to climb this tree." 335

Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk 350
picked them up. Then, the two of them crossed the river as before. 363

When they came again to Sage's tower, Tusk said, "Here are your mangoes. Now tell us 379
which is better—to be big and strong or to be quick and clever?" 393

Sage answered, "I should think you would know that yourself. You crossed the river, 407
and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is 425
better to be quick and clever. Each thing in its place is best." 438

"That is true," answered Tusk. 443

"Indeed it is," said Nim. 448

Then, away they went, and from that day on, they were better friends than ever before. 464

Word Count: 464

NAME: _____

DATE: _____

Beginning-of-Year Grammar Assessment

Read the following paragraph carefully and then answer questions 1–4.

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

1. Which of the following is the topic sentence of the paragraph?
   A. Our family always goes to the beach, and we play in the sand and surf for days.
   B. Tulips bloom in the spring.
   C. I can't wait for summer to arrive so we can head toward the ocean again!
   D. Summer is the very best time of year!

2. Which of the following is the concluding sentence of the paragraph?
   A. Our family always goes to the beach, and we play in the sand and surf for days.
   B. Tulips bloom in the spring.
   C. I can't wait for summer to arrive so we can head toward the ocean again!
   D. Summer is the very best time of year!

3. Which of the following is an irrelevant sentence in the paragraph?
   A. Our family always goes to the beach, and we play in the sand and surf for days.
   B. Tulips bloom in the spring.
   C. I can't wait for summer to arrive so we can head toward the ocean again!
   D. Summer is the very best time of year!

4. Which of the following would be the best title for the paragraph?
   A. Tulips are Beautiful
   B. Summer Fun
   C. Summer, Fall, Winter, and Spring
   D. Dolphins Swim in the Surf

5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:
   _____ Mix the eggs with a splash of milk and a dash of salt and pepper.
   _____ Get the eggs out of the refrigerator.
   _____ Enjoy your warm scrambled eggs with toast and jam!
   _____ Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at William B. Travis Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

6. Choose the answer with words that are nouns.
   A. played, gym, early
   B. game, seats, seconds
   C. game, excited, gets
   D. thrilled, gym, final

7. Choose the answer with words that are verbs.
   A. thrilled, arrived, stayed
   B. excited, early, best
   C. thrilled, greatly, final
   D. excited, gym, get

8. Choose the answer with words that are adjectives.
   A. thrilled, large, best
   B. game, early, final
   C. large, best, climactic
   D. all, large, until

9. Choose the answer with words that are adverbs.
   A. excited, early, climactic
   B. Elementary, early, stayed
   C. greatly, enthusiastically, early
   D. Scottsville, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

11. Which sentence uses the conjunction *but* correctly?
   A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
   B. The child's picture was painted green, purple, but yellow.
   C. Bob likes to read nonfiction, but Bill would rather read fiction.
   D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

12. Choose the sentence that uses the conjunction *because* correctly.

    A. Because we left the picnic early the thunderstorm drenched everyone's lunch.

    B. Mom is baking a three-layer birthday cake because Dad turns 30 years old today.

    C. Because we spelled all of our spelling words correctly we practiced the words carefully.

    D. We blew out all the candles in the room because it got very dark.

13. Which sentence uses the conjunction *so* correctly?

    A. My sister knocked over her glass of milk so she helped clean it up.

    B. We watched television inside so the storm came up suddenly.

    C. My friend was very excited so he won the game.

    D. We arrived at the movie on time so we left the house early.

14. Write the sentence using correct capitalization and punctuation.

    your disguise is so creative that I hardly recognized you said Donny

    _____

    _____

15. Write the sentence adding commas where needed.

    Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

    _____

    _____

16. Circle the letter of the sentence that uses the past tense of the verb correctly.
    A. Reggie eats more ice cream than all of his brothers.
    B. The threatening clouds will scare away the children.
    C. My trip to the ocean last weekend calmed and renewed my spirit.
    D. The department store is having a half-price sale.

17. Write the correct verb on the blank.

    The fussy baby will _____ lots of attention from her grandparents.
    (have, has)

18. Choose the sentence that uses the linking words *for example* correctly.
    A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
    B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
    C. The shopper finds wonderful bargains at the store, for example.
    D. Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

19. You can use the linking words *for example* to do all of the following except:
    A. To add adjectives to a sentence, making it more interesting.
    B. To add adverbs to a sentence, making it more interesting.
    C. To add a list of things to a sentence, making it more interesting.
    D. To signal a conclusion to a paragraph.

20. Which sentence uses the linking words *in the same way* correctly?

A. We live on a farm in the country. In the same way, you live in downtown New York City.

B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.

C. Hannah is a very pleasant person. In the same way, Hank is a mean person.

D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.

21. The words *in conclusion* signal _____.

A. two things are the same.

B. a summary is coming up next.

C. two things are different.

D. a cause and effect are coming up next.

22. Choose the sentence that uses the words *in contrast* correctly.

A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.

B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.

C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.

D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.

23. Write the correct singular possessive noun on the blank.

We are all invited to _____ for a party.
(the house of our teacher)

24. Which sentence uses the apostrophe correctly?
    A. The freshly baked cookies' were delicious.
    B. The cookie frosting's was gooey and yummy.
    C. Chocolate chip and peanut butter cookie's are my favorite!
    D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correctly punctuated.
    A. Lions, tigers, and bears are coming this way!
    B. The lions roars could be heard all over the zoo.
    C. The stripes on the tigers fur are orange and yellow.
    D. Do you see the bears claws scratching the tree?

26. Write the correct possessive pronoun on the blank.

    Can the rushing river overflow _____ banks?
    (its, it's)

Write the correct form of the comparative or superlative adjective or adverb in the blank.

27. The apple slices on your plate are cut in _____ slices than the apple slices on my plate.
    thin

28. The paintings in that museum are the _____ I've ever seen!
    unusual

29. Our grandmother lives _____ to the mall than we do.
    close

30. Our class recited multiplication tables _____ than the other class.
    correctly

Do not write in this box

Beginning-of-Year Grammar Assessment total _____ of 30 points

NAME: _____

DATE: _____

Beginning-of-Year Morphology Assessment

1. Which of the following words has the prefix *un–*, meaning "not," as in the word *unsafe*?
   A. understand
   B. unable
   C. uncle
   D. under

2. If someone is giving *nonverbal* signals, how are they giving signals?
   A. using written words
   B. not using any words
   C. using spoken words loudly
   D. using spoken words quietly

3. If you want to *rewrite* something, what do you want to do?
   A. write it above
   B. write it below
   C. write it again
   D. write it big

4. Which of the following words correctly fits in the sentence below?

   The recipe said to _____ the oven to 350° while prepping the food for baking.

   A. preheat
   B. preschool
   C. preview
   D. preselect

5. Choose the phrase that is an example of what the word *disobey* means.

   A. unplugging the printer from the computer

   B. saying no thank you to a vegetable you don't like

   C. sharing your toys with a younger sibling

   D. not cleaning your room after you are asked to

6. When you add the prefix *mis–* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?

   A. noun

   B. verb

   C. adjective

   D. adverb

7. Which of the following words have suffixes that both mean "a person who"?

   A. *dirty* and *coastal*

   B. *farmer* and *actor*

   C. *dangerous* and *decorative*

   D. *stylish* and *loneliness*

8. What is the root word and part of speech of the underlined word in the following sentence?

   Sometimes, the <u>counselor</u> at school comes to our class to teach lessons about being a good person and helping others.

   Root Word: _____

   Part of Speech of *counselor*: _____

9. An *artist* is a person who _____.
   A. erases art
   B. makes or creates art
   C. is full of art
   D. lacks art

10. If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
   A. a cosmetician
   B. a politician
   C. a pediatrician
   D. a musician

11. Circle the word that has the suffix *–y*, which means "full of or covered with," correctly added to a root word.

rusty	sorry	happy	story

12. Which of the following choices is a *nutritional* food choice?
   A. potato chips
   B. ice cream
   C. a lollipop
   D. asparagus

13. What word means "full of danger"?
   A. dangerly
   B. nondanger
   C. dangerous
   D. dangerless

Choose the correct word to complete each sentence.

14. She _____ presented the results of her study and kept the audience interested and entertained.
    A. humorous
    B. humorly
    C. humorously
    D. humory

15. I enjoy drawing _____.
    A. creativer
    B. creativous
    C. creativish
    D. creatively

16. The _____ cut on my hand hurt even more when Mom started to clean it.
    A. painful
    B. careless
    C. hopeful
    D. fearless

17. Which of the following words correctly fits in the sentence below?

> I gave my mother a _____ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

A. fearless

B. careless

C. painless

D. hopeless

18. Complete this sentence:

My brother acted in a *selfish* way when he

_____

19. Which of the following might cause *loneliness* to set in?

A. All of your friends left.

B. You took the dog for a walk.

C. Your neighbor invited you to join a book club.

D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is

_____

_____

21. When adding the suffix *–ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?

    A. noun

    B. verb

    C. adjective

    D. adverb

22. Which of the following words with the prefix *pro–* means "to move forward"?

    A. proceed

    B. project

    C. proposal

    D. provide

23. If you need an *antidote*, what might have happened?

    A. You might have eaten a salad for lunch.

    B. You might have cut your finger on a thorn from a rosebush.

    C. You might have fallen asleep on the couch.

    D. You might have been bitten by a poisonous snake.

24. How many wheels does a *unicycle* have?

    _____

25. My father is *bilingual* so that means he can speak _____ languages.

26. Rachel's favorite author just published a *trilogy*, which is a series of _____ books.

27. What type of literature includes selections that reflect many cultures?
    A. multicultural
    B. agricultural
    C. subcultural
    D. cultural

28. Which of the following words correctly fits in the sentence below?

> Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would _____ on such a hot day.

    A. overeat
    B. underestimate
    C. overheat
    D. underline

29. When adding the prefix *mid–* to the noun *field*, you create *midfield*. What does the word *midfield* mean?
    A. the center of the field
    B. the left side of the field
    C. the right side of the field
    D. the top of the field

30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?

A. an overpowered camera

B. an underwater camera

C. an underpowered camera

D. an overfish camera

Do not write in this box

Beginning-of-Year Grammar Assessment total _____ of 30 points

NAME: _____

DATE: _____

Stickeen: The Story of a Dog

John Muir (1838–1914) was a naturalist and early environmentalist who argued for preserving vast areas of American wilderness. He was one of the first European-Americans to explore Alaska, and it was during one of these excursions that he met Stickeen, the dog about whom he wrote this personal narrative.

During Muir's lifetime, many people referred to Native Americans as Indians. Although today people consider the term "Indians" disrespectful to Native Americans, Muir does not mean disrespect when he uses the term. Because his narrative is a true first-person account written in a different time, he uses the language of the time.

***Stickeen* by John Muir**

In the summer of 1880 I set out from Fort Wrangel in a canoe to continue the exploration of the icy region of southeastern Alaska, begun in the fall of 1879. After the necessary **provisions**, blankets, etc., had been collected and stowed away, and my Indian crew were in their places ready to start, while a crowd of their relatives and friends on the wharf were bidding them good-bye and good-luck, my companion, the Rev. S.H. Young, for whom we were waiting, at last came aboard, followed by a little black dog, that immediately made himself at home by curling up in a hollow among the baggage. I like dogs, but this one seemed so small and worthless that I objected to his going, and asked the **missionary** why he was taking him.

"Such a little helpless creature will only be in the way," I said; "you had better pass him up to the Indian boys on the wharf, to be taken home to play with the children. This trip is not likely to be good for toy-dogs. The poor silly thing will be in rain and snow for weeks or months, and will require care like a baby."

But his master assured me that he would be no trouble at all; that he was a perfect wonder of a dog, could endure cold and hunger like a bear, swim like a seal, and was **wondrous** wise and cunning, etc., making out a list of **virtues** to show he might be the most interesting member of the party.

Nobody could hope to unravel the lines of his ancestry. In all the wonderfully mixed and varied dog-tribe I never saw any creature very much like him, though in some of his sly, soft, gliding motions and gestures he brought the fox to mind. He was short-legged and bunchy-bodied, and his hair, though smooth, was long and silky and slightly waved, so that when the wind was at his back it ruffled, making him look shaggy. At first sight his only noticeable feature was his fine tail, which was about as airy and shady as a squirrel's, and was carried curling forward almost to his nose. On closer inspection you might notice his thin sensitive ears, and sharp eyes with cunning tan-spots above them. Mr. Young told me that when the little fellow was a pup about the size of a woodrat he was presented to his wife by an Irish **prospector** at Sitka, and that on his arrival at Fort Wrangel he was adopted with enthusiasm by the Stickeen Indians as a sort of new good-luck totem, was named "Stickeen" for the tribe, and became a universal favorite; petted, protected, and admired wherever he went, and regarded as a mysterious fountain of wisdom.

On our trip he soon proved himself a queer character—odd, concealed, independent, keeping invincibly quiet, and doing many little puzzling things that piqued my curiosity. As we sailed week after week through the long **intricate** channels and inlets among the innumerable islands and mountains of the coast, he spent most of the dull days in **sluggish** ease, motionless, and apparently as unobserving as if in deep sleep. But I discovered that somehow he always knew what was going on. When the Indians were about to hunt for dinner, or when anything along the shore was exciting our attention, he would rest his chin on the edge of the canoe and calmly look out like a dreamy-eyed tourist. And when he heard us talking about making a landing, he immediately **roused** himself to see what sort of a place we were coming to, and made ready to jump overboard and swim ashore as soon as the canoe neared the beach. Then, with a **vigorous** shake to get rid of the brine in his hair, he ran into the woods to hunt small game.

Note: This text contains archaic/old language and includes words that may have been commonplace at the time but are not used in the same context we use today. For example, the word "queer" is used in the text which meant strange or odd. The meaning of these words can change over time and are not used in the same way today.

But though always the first out of the canoe, he was always the last to get into it. When we were ready to start he could never be found, and refused to come to our call. We soon found out, however, that though we could not see him at such times, he saw us, and from the cover of the briers and huckleberry bushes in the **fringe** of the woods was watching the canoe with **wary** eye. For as soon as we were fairly off he came trotting down the beach, plunged into the surf, and swam after us, knowing well that we would cease rowing and take him in. When the **contrary** little **vagabond** came alongside, he was lifted by the neck, held at arm's length a moment to drip, and dropped aboard. We tried to cure him of this trick by **compelling** him to swim a long way, as if we had a mind to abandon him; but this did no good: the longer the swim the better he seemed to like it.

Though capable of great **idleness**, he never failed to be ready for all sorts of adventures and excursions. One pitch-dark rainy night we landed about ten o'clock at the mouth of a salmon stream when the water was **phosphorescent**. The salmon were running, and the myriad fins of the onrushing multitude were churning all the stream into a silvery glow, wonderfully beautiful and impressive in the **ebon** darkness. To get a good view of the show I set out with one of the Indians and sailed up through the midst of it to the foot of a rapid about half a mile from camp, where the swift current dashing over rocks made the **luminous** glow most glorious. Happening to look back down the stream, while the Indian was catching a few of the struggling fish, I saw a long spreading fan of light like the tail of a comet, which we thought must be made by some big strange animal that was pursuing us. On it came with its magnificent train, until we imagined we could see the monster's head and eyes; but it was only Stickeen, who, finding I had left the camp, came swimming after me to see what was up.

When we camped early, the best hunter of the crew usually went to the woods for a deer, and Stickeen was sure to be at his heels, provided I had not gone out. For, strange to say, he always followed me, forsaking the hunter and even his master to share my wanderings. The days that were too stormy for sailing I spent in the woods, or on the adjacent mountains, wherever my studies called me; and Stickeen always insisted on going with me, however wild the weather, gliding like a fox through dripping huckleberry bushes and thorny tangles of panax and rubus, scarce stirring their rain-laden leaves; wading and wallowing through snow, swimming icy streams, skipping over logs and rocks and the crevasses of glaciers with the patience and **endurance** of a determined **mountaineer**, never tiring or getting discouraged. Once he followed me over a glacier the surface of which was so crusty and rough that it cut his feet until every step was marked with blood; but he trotted on with Indian fortitude until I noticed his red track, and, taking pity on him, made him a set of moccasins out of a handkerchief. However great his troubles he never asked help or made any complaint, as if, like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having.

NAME: _____

DATE: _____

Core Vocabulary for *Stickeen* by John Muir

1. **provisions, n**. supplies
2. **missionary, n.** a person trying to spread a particular religion
3. **wondrous, adv.** extremely
4. **virtues, n.** good qualities
5. **prospector, n.** a person searching for a valuable metal or mineral
6. **intricate, adj.** complicated
7. **sluggish, adj.** lazy
8. **roused, v.** became alert
9. **vigorous, adj.** energetic
10. **fringe, n.** edge
11. **wary, adj.** watchful
12. **contrary, adj.** difficult; stubborn
13. **vagabond, n.** wanderer
14. **compelling, v.** forcing
15. **idleness, n.** laziness
16. **phosphorescent, adj.** giving off or reflecting light
17. **ebon, adj.** black
18. **luminous, adj.** illuminated
19. **endurance, n.** the ability to last a long time
20. **mountaineer, n.** mountain climber

NAME: _____

DATE: _____

Questions and Writing on *Stickeen* by John Muir

1. What was John Muir's first impression of Stickeen?

_____

_____

_____

2. Find a quote from the text to support your answer to question 1.

_____

_____

_____

_____

_____

_____

3. Quote two examples of similes in the third paragraph.

_____

_____

4. Do these similes confirm John Muir's first expression of Stickeen? Why or why not?

_____

_____

_____

_____

5. How did Stickeen get his name?

_____

_____

6. Why was Stickeen always the last to board the canoe after exploring an island?

_____

_____

7. Identify at least two similes in the last paragraph of the narrative.

_____

_____

_____

_____

_____

8. In many ways, Muir describes Stickeen as though the dog were human. What character traits would you assign to Stickeen? In the first column below, list at least three character traits you would assign to Stickeen. In the second column, support the trait with a quote from the text.

Character Trait	Evidence from the Text

9. Write about a real animal (not a cartoon or fictional animal) you have known or observed that seems to have human qualities. Be sure your narrative includes the character traits the animal seems to have and the actions that make you assign those traits to the animal.

   Consider writing about:

   - your pet
   - a friend or family member's pet
   - an animal you observed at a zoo or circus
   - an animal you observed in nature
   - an animal you observed on a nature show on television

NAME: _____

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PP.2
CONTINUED

ACTIVITY PAGE

10. At the end of Muir's narrative, he compares Stickeen to a philosopher who had learned that "without hard work and suffering there could be no pleasure worth having." Do you agree that no pleasure is worth having without hard work and suffering? Write a personal narrative explaining why or why not. Include a personal experience that backs up your opinion.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Spot the Fake

1. Write a narrative in response to the prompt your teacher gives you.

NAME: _____

DATE: _____

PP.3 CONTINUED

ACTIVITY PAGE

2. After each group presents their narratives, guess which of your classmates wrote the fake.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

NAME: _____

DATE: _____

Personality Transplant

Answer the following questions and then rewrite your partner's narrative, giving one of the characters a very different personality. This new personality might change the events and ending of the narrative.

1. Whose narrative are you rewriting?

_____

2. Which character are you changing?

_____

3. What were the character's original traits and how are you changing them?

_____

_____

_____

_____

4. Personality Transplant Narrative:

NAME: _____

DATE: _____

PP.4
CONTINUED

ACTIVITY PAGE

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Revision

In this exercise, you will revise one of your personal narratives from this unit. Write your revised narrative in the space below.

NAME: _____

DATE: _____

PP.5
CONTINUED

ACTIVITY PAGE

NAME: _____

DATE: _____

Revision Checklist

As a final step in revision, it's important to review your work one last time. Follow these steps to complete your revision process.

Read your entire personal narrative to yourself, including revisions you made last class after peer review. While reading, if you notice any place that needs further revision, draw a star next to that place.

After you have read your narrative, use the following Revision Checklist to ensure that your work is as polished as possible. Go through the questions in the checklist below and answer them for your personal narrative.

If you feel you successfully accomplished an item, include an example from your narrative in the "I did well!" column. If there is something you could improve, make a note in the "Making it better!" column.

	I did well!	**Making it better!**
Introduction		
Does your introduction set up the situation?		
Does it make you want to read more?		

	I did well!	Making it better!
Supporting Events		
Did you show, rather than tell (character traits or narrator feelings)?		
Did you use sensory details?		
Did you use dialogue?		
Did you use specific language, including interesting verbs, similes, and metaphors?		
Conclusion		
Does your conclusion pull your story together? Does it relate to the writing that comes before it?		
Does it include a final thought?		
Any other things you noticed?		

NAME: _____

DATE: _____

Use the chart to plan your revisions. Write the sentences or details you will add or change in each section below.

Introduction:

_____

_____

_____

_____

_____

_____

_____

Events:

_____

_____

_____

_____

_____

_____

_____

Conclusion:

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Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

PERSONAL NARRATIVES

GRADE 4 UNIT 1 | ACTIVITY BOOK

EDITION 1

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