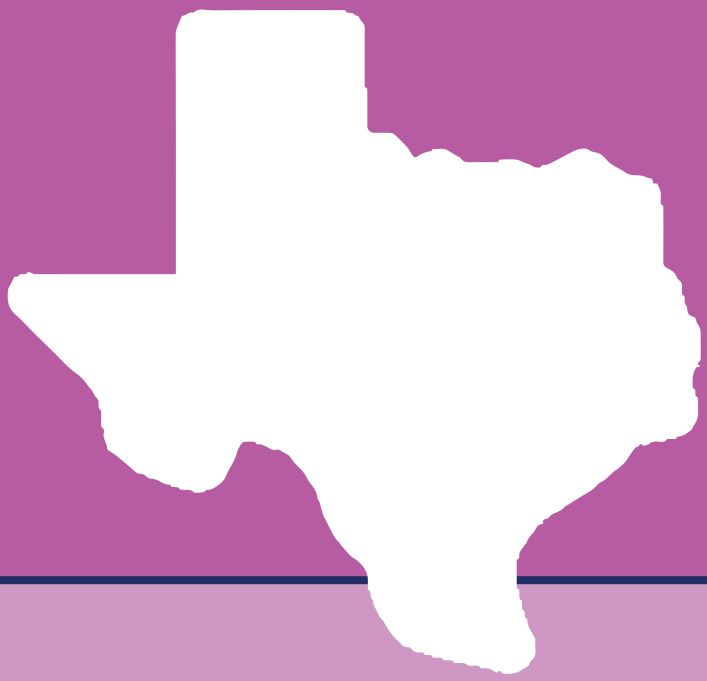
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

POETRY: COLLAGE OF WORDS



GRADE 5 UNIT 5 | ACTIVITY BOOK

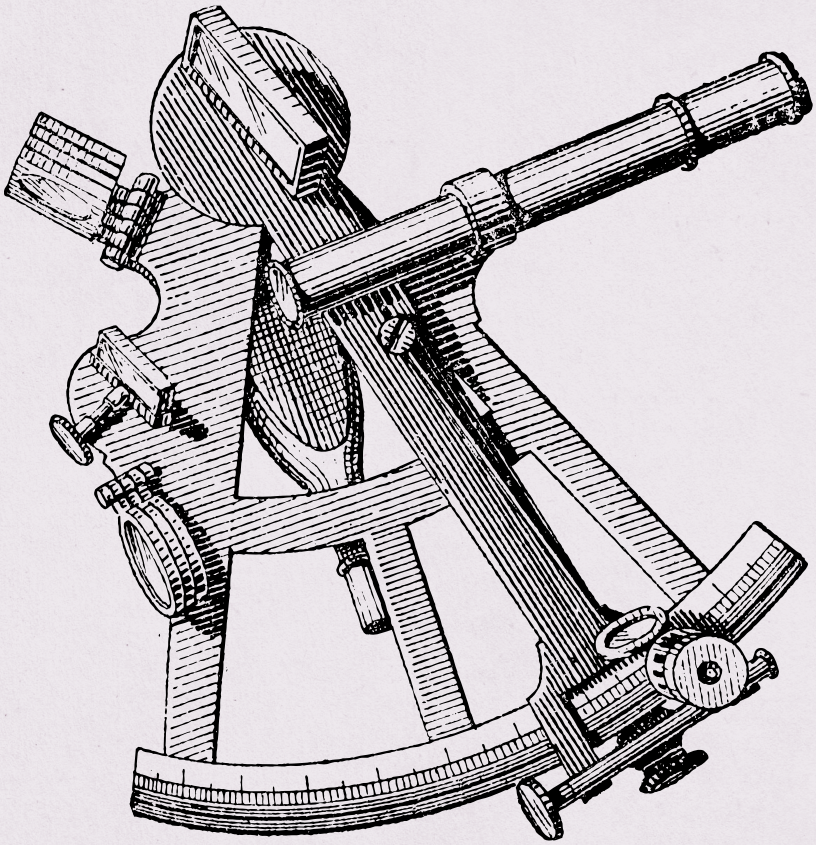
EDITION 1

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.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

If you've studied poetry before, you may have heard a number of different descriptions of what it does and how it works. Sometimes it's challenging to figure out how to make sense of all the different meanings poetry can have. The poet Emily Dickinson, whose poem #359 you will read as part of this unit, described poetry as possibility—a good way to express how it can contain so many different things for different people.

People use poetry to express deep and complex thoughts, share their emotions, make a case for something in which they believe, entertain, record history, and many other things. Poets write about all sorts of things, including how they feel, what they believe, questions they have, their dreams for themselves and the world. In this unit, you will study poems written by men and women from different countries and time periods. You'll practice reading poems aloud and figuring out what possibilities each poem holds. You'll also learn how to recognize some of the tools poets use and use them in poems of your own. We hope you enjoy learning all about these possibilities and figuring out what poetry can make possible for you!

Now let's get started!

Name: _____

Date: _____

1.1

"The Wind" Comprehension Questions

Answer the following questions about Robert Louis Stevenson's poem, "The Wind." You may consult the poem or the glossary as you work. Write legibly in cursive.

1. Who or what is being addressed in the poem "The Wind"?

_____

2. Does the author write this poem in first- or third-person point of view? How do you know?

_____

3. What actions does the speaker describe the wind doing in stanza 1?

_____

_____

_____

_____

HELPFUL HINT

Some questions require that you find the exact word or phrase in the poem to write your answer. For some questions, it will be necessary for you to read to find clues to inform your response.



1.1

Name: _____

Date: _____

4. According to stanza 2, what does the wind look like?

5. Each stanza ends with the same two lines:
"O wind, a-blowing all day long,
O wind, that sings so loud a song."
What does the author mean by "song" in these lines?

6. At the end of the poem, the speaker asks if the wind is a beast of the field and tree. What does this mean?

Name: _____

Date: _____

Independent Writing Practice

Now you will think about writing your own poem! To get started, answer questions 1–4 to help you think about your poem's subject and ideas.

Planning

Earlier your group listed a number of different objects and ways you have seen, interacted with, or otherwise experienced them. Using your group's ideas or some of the ideas your class listed, pick the object you would like to describe in your poem.

1. What object are you writing about, and how have you interacted with it?

2. Perhaps you saw, heard, or felt the object. In the space below, write down how you experienced it. If you did more than one of those things, write as many as necessary.

3. How did the object make you feel when you were around it?

Name: _____

Date: _____

4. What would you like to say to the object, when the object is no longer around?

_____

_____

_____

Drafting

Now that you know what your poem is about, it's time to draft it. Use the space on the following page to complete the following steps.

Title: Think about your poem's title. It should describe what your poem is about. On the first line, write the title of your poem.

Stanza 1: On the lines of the first stanza, write about when and how you experienced the object. You might describe what you were doing and what you noticed about the object.

Stanza 2: On the lines of the second stanza, write about what the object did when it was around you and what you want to say to the object now.

If you finish with time to spare, look back over your draft and try to add one word or detail to describe the object or what happened with it.

Name: _____

Date: _____

Title: _____

Stanza 1: _____

_____

_____

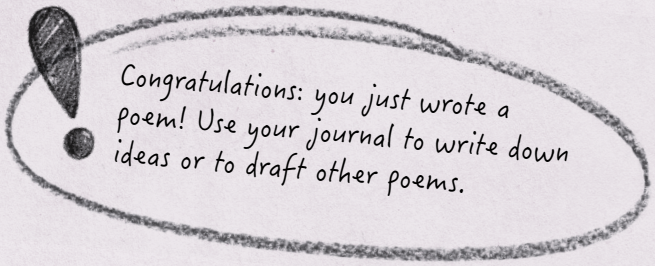
_____

Stanza 2: _____

_____

_____

_____



Vocabulary

Core Vocabulary

blower–*n.*	something that moves the air; e.g., a leaf blower
beast–*n.*	another word for animal or creature

Literary Vocabulary

apostrophe–*n.*	writing that addresses a person or thing that is not present, or cannot reply back
content–*n.*	the words or subject of a piece of writing
form	the shape, structure, or appearance of a piece of writing
line break–*n.*	the place where a line ends
simile–*n.*	a comparison of two different things using the words like or as
stanza–*n.*	a section of a poem; consists of a line or group of lines
stanza break–*n.*	the blank space that divides two stanzas from each other
point of view–*n.*	how the narrator sees the story being told

Robert Louis Stevenson

Robert Louis Stevenson was born in Edinburgh, Scotland in 1850. At birth, he was diagnosed with weak lungs. As a result, he spent a lot of time in a room of his house known as the "sick room." His sheltered experiences at home may explain why some of his fondest childhood memories were of a house in the countryside. It was there that he spent his summers outside, playing with cousins.

Stevenson wrote many stories as a child and published his first book at the age of sixteen. Later that year, he attended the University of Edinburgh. Three years into his college education, Stevenson changed the focus of his studies to writing. He traveled to the United States in 1879, where he married his wife, Fanny. It was in the United States that he wrote one of his most famous adventure novels, *Treasure Island*. Stevenson continued to travel, writing other famous works such as *The Strange Case of Dr Jekyll and Mr Hyde and Kidnapped*. Though he is most famous for these works and other essays, Stevenson was a popular poet as well. He continued to write until he passed away in 1894 at the age of forty-four.

Name: _____

Date: _____

2.1

"This is Just to Say"; "Variations On A Theme By William Carlos Williams"

After listening to the excerpt from "Variations On A Theme By William Carlos Williams," answer the following questions as instructed by your teacher. You may consult the glossary and the poem as you answer the questions.

1. What is the speaker of the poem apologizing for?

_____

_____

2. What reasons does the speaker give for doing this?

_____

_____

3. What tone does the speaker have, and what details in the poem help you recognize that tone?

_____

_____

_____

_____

2.1

Name: _____

Date: _____

4. In writing a poem inspired by "This Is Just To Say," Koch stresses or plays up some of the qualities of the original. How does his poem show that exaggerated tone?

5. Explain how the poet used language to contribute to the voice of the poem. Based on the words the poet used, how does the speaker feel about what he did?

Name: _____

Date: _____

Independent Writing Practice

In this lesson so far, you've read several poems that offer an apology for something the speaker may not really be sorry for doing. Think about your own example of something that might require an apology. This example may come from your life or your imagination; it does not have to be based on real life.

1. Think about something that might deserve an apology, even if you didn't know it was wrong or hurtful at the time. This could be something you have done (such as Williams eating the plums) or something you have imagined (such as Koch chopping down a house). Write that thing down here.

_____

_____

_____

Based on the action you used to answer question 1, answer questions 2-4. If you are writing about something imagined, just answer as you would if you had actually performed the action in question 1. These planning questions will help you think more about the scenario you will use in your poem, which you will write in the next section.

2. To whom are you apologizing?

_____

3. How might that person have been hurt or annoyed by your action?

_____

_____

_____

Name: _____

Date: _____

4. Why would you have performed this action?

If you complete question 4 and still have time remaining, look back over your answers for questions 3 and 4. Add at least one more detail to each answer.

Poem #1: Sincere Tone

Now, with your answers to questions 1–4 in mind, write an apology poem of your own. In this poem, make your tone sincere; make it clear that the speaker really is sorry for what he or she has done. You may use the lines below to write your poem. You might think about your answers to the questions above for inspiration, but you do not have to use the exact same words as you did before.

Your poem might include the following things:

- The action that deserves an apology
- Why someone might be hurt by this action

Name: _____

Date: _____

5a. For whom is this apology intended?

_____

5b. What words or details in this poem show the speaker's sincerity?

_____

_____

Poem #2: Insincere Tone

Being respectful and sincere is an important part of an apology. Now it's time to try a different tone. Write another poem that apologizes for the exact same action, but use an insincere tone to show that the speaker may not really be sorry for his or her actions. Use the lines below to write your poem. You might think about your answers to the questions above for inspiration, but you do not have to use the exact same words as you did before.

In writing your poem, you might think about the following things:

- The action that deserves an apology
- Why someone might be hurt by this action
- What enjoyment the speaker got out of the action
- For whom the apology is intended

_____

_____

_____

_____

_____

2.2

Name: _____

Date: _____

6a. For whom is this apology intended?

_____

6b. What words or details in this poem show the speaker's sincerity?

_____

_____

Vocabulary

Core Vocabulary

beams–*n.*	thick pieces of wood or steel
theme–*n.*	main point or topic
variation–*n.*	change; a different approach to a topic

Literary Vocabulary

excerpt–*n.*	a small part of a larger work; for example, one chapter of a novel or one paragraph of a newspaper article
tone–*n.*	the attitude of a piece of writing, expressed through the style of writing and the words the author uses
voice–n.	the unique way a person expresses their ideas in speech or writing

William Carlos Williams

William Carlos Williams was born in 1883 in Rutherford, New Jersey. His mother and father encouraged him at a young age to pursue a career in medicine, despite his talent for writing. While pursuing his medical degree at the University of Pennsylvania, he met the famous poet Ezra Pound, who remained an ally and influence throughout his career.

After becoming a doctor, Williams drew inspiration from the patients who visited his office. His wife, Flossie, remembered, "He loved being a doctor, making house calls, and talking to people." His observations propelled him to write poetry focusing on the lives of normal people. Known for his imaginative, experimental, and original style, he wrote several books of poetry—including *Spring and All, Paterson,* and *Pictures From Brueghel and Other Poems*—that influenced the world of poetry. He continued to write until his death in 1963.

Kenneth Koch

Kenneth Koch was born in Cincinnati, Ohio, in 1925. He remembered writing his first poem at age five. Later, in high school, he was encouraged by his English teacher to experiment with language and free verse poetry. After high school, he fought in World War II.

After returning from the war, he enrolled at Harvard University. Koch published many books of poetry over his career, including *Poems; Ko, or A Season on Earth;* and *The Art of Love.* Koch became known as an inspiring teacher of creative writing and poetry at a public school in New York City. His poetry was known for its lyricism, formal experimentation, and humor. Kenneth Koch died in 1992.

Name: _____

Date: _____

"When I Heard the Learn'd Astronomer"

Answer the following questions about Walt Whitman's poem. You may consult the poem and the glossary as you compose your answers.

1. Who is most likely the speaker of the poem?

_____

2. Write down the first word of lines 5–8.

_____

_____

3. How do these opening words differ from the opening words of lines 1–4?

_____

_____

4. In line 5, the speaker describes his feelings at the lecture. What words does he use to describe how he started to feel?

_____

_____



REMINDER
Anaphora is the repetition of certain words at the beginning of lines of a poem. Poets use anaphora for lots of reasons, including to add emphasis to their ideas.

Activity Page

3.1

Name: _____

Date: _____

5. Earlier in the discussion, we predicted how the speaker might feel at the lecture. What clues did you use from the poem that helped you to make your prediction?

6. According to line 6, what did the speaker do as a result of these feelings? Use the words from the poem in your answer.

7. Paraphrase your answer to question 5 by putting the poem's words in your own words.

Name: _____

Date: _____

8. What does the speaker do in lines 7–8?

_____

_____

_____

9. Starting with line 5, the poem no longer uses anaphora and instead begins each line with a different word. We know that in lines 1-4 the speaker is starting to feel sick and tired. Why might someone who feels sick and tired use the same words over and over?

_____

_____

_____

10. Based on the variety of words used to start lines 5–8, how do you think the speaker might feel at the end of the poem? Give a reason for your answer.

_____

_____

_____

HELPFUL HINT

To paraphrase someone's writing or speech, you express the meaning in different words. When you paraphrase, you change the words without changing the main idea.



3.1

Name: _____

Date: _____

11. Based on the poem, do you think this speaker would rather hear someone describe his favorite food or eat his favorite food? Give a reason for your answer.

_____

_____

_____

Name: _____

Date: _____

Independent Writing Practice

Pick a time in your past when something made you feel bored, then a change happened that made things more interesting. Maybe it was waiting at the doctor's office until you could get the ice cream your parents promised you afterward, or maybe it was when you had to clean your room before you could play with your friends. Make sure to think of a time when you remember feeling bored but when you also stopped feeling bored as soon as something you liked happened.

Describe the place or situation by answering the following questions.

1. Where were you?

_____

_____

2. What were the people around you doing?

_____

_____

3. What did you hear, see, taste, touch, or smell?

_____

_____

4. How long did it feel like you were there?

_____

_____

3.2

Name: _____

Date: _____

Now that you've thought about the situation and remembered what it was like, use your answers to the questions on the previous page to write a poem like Whitman's. On each line that starts with "When," write a description of the scene connected to each of your answers above. You might need to rearrange some words from your answers to ensure your lines make sense. We call that revision, or changing your writing. Revision is a great technique that can help you make your work better.

After you write four "When" lines to describe the situation you were in, compose four more lines to describe how your situation changed, or what helped end your boredom. You may start those lines with any word you like, as long as you do not use "When."

When: _____

When: _____

When: _____

When: _____

_____

_____

_____

_____

_____

Vocabulary

Core Vocabulary

astronomer–*n.*	scientist who studies outer space and the bodies (such as stars, moons, and planets) in it
figures–*n.*	numbers or diagrams
learn`d–*adj.*	a shortened version of *learned* (in which the apostrophe stands in for missing letter *e*) used to describe people, who have spent many years studying one subject
lecture–*n.*	a talk, usually given by a teacher or other expert, on a single topic
mystical–*adj.*	not of this world

proofs-*n.*	in math, arguments that show an idea or rule must be correct
unaccountable-*adj.*	something that cannot be explained; a person who does not take responsibility

Literary Vocabulary

anaphora-*n.*	the repetition of words at the start of a series of lines in a poem

Walt Whitman

Born on May 3, 1819 in Long Island, New York, Walt Whitman worked as a teacher and a journalist before becoming a poet. His poetry related to people of all backgrounds and made him one of America's most well-known and beloved writers.

During Whitman's time, the civil war split the United States in two. The war inspired him to write *Drum Taps*, poetry about the war and his experiences as a battlefield nurse. His writing was powerful; even President Lincoln admired him. In fact, several of his poems are tributes to Lincoln.

Whitman also wrote poems about nature. Whitman died in 1892. However, his poetry and free verse style, along with his conversational tone, remain appreciated and admired.

Name: _____

Date: _____

The Natural World

Part 1

Look over the list of natural items from your class list. Using that list or your own memory, think about a time when you saw, visited, or otherwise experienced something in nature that made a big impression on you. Recall your memory of that experience and use it to answer Part 1 (questions 1–5).

1. Where were you?

_____

_____

2. What was the part of nature you experienced?

_____

_____

3. Did you experience it through smelling, tasting, touching, seeing, or hearing? Write one to two sentence(s) to describe what it was like to experience it this way.

_____

_____

_____

_____

4.1

Name: _____

Date: _____

4. How did this experience change your thoughts, feelings, or actions?

_____

_____

5. Using your answers for questions 1–4, condense your information into two or three sentences that tell a brief story.

_____

_____

_____

_____

Name: _____

Date: _____

Part 2

After you and your partner have exchanged your stories about encountering nature, work together to answer the following questions.

6. How did your lists of experiences differ? List as many ways as you can that your experience in nature was different from your partner's.

_____

_____

_____

7. What did your experiences have in common? List as many ways as you can that your experience in nature was similar to your partner's.

_____

_____

_____



REMINDER
When describing how two or more things are similar, equal, or alike, you are comparing. When you focus on the differences between two or more things, you are contrasting.

Name: _____

Date: _____

"The Copper Beech"



1. Looking at the image above and using clues from the words of the poem, draw a circle to show where the speaker would be located. Then write a sentence below to explain what details in the poem help you know that the speaker would be located here.

_____

_____

REMINDER

Figurative language consists of words or phrases that mean more than their dictionary definition. Two examples of figurative language are similes and metaphors. Similes are comparisons using like or as, and metaphors are comparisons that do not use like or as.

Activity Page

4.2

Name: _____

Date: _____

2. In line 5, the speaker mentions what she did in the tree. What words does she use to describe what she did in the tree?

_____

3. Later in the poem the speaker describes how happy she was. Look back at the poem and find a word or words that suggest why the speaker felt happy. Underline that word or words. Then, using your own words, write a sentence that explains what made the speaker happy.

_____

4. Each phrase below suggests a possible meaning the tree has for the speaker. For each phrase, write a reason from the poem that shows why the tree has this meaning. Then write two more words or phrases on the two remaining lines to show other things the tree means to Howe. Make sure to give a reason for each.

observation post: _____

secret lair: _____

_____

_____

5. This poem's title, "The Copper Beech," describes the name of the tree and indicates that the tree is somehow important to the speaker. Using your own words but basing them on the way the speaker feels about the tree, write a sentence that describes how the speaker of this poem might feel about nature in general. Make sure to use evidence from the poem to explain your choice.

_____

_____

Name: _____

Date: _____

"My Father and the Figtree"

1. Underline the similes in the first and last stanza of this poem. Then list them below and explain what the figurative meaning of each simile might be.

   Simile from first stanza: _____

   Figurative meaning: _____

   Simile from last stanza: _____

   Figurative meaning: _____

2. In stanza 1, the father tells three different tales about Joha. What happens in each one?

   2a. In the first tale, _____

   2b. In the second tale, _____

   2c. In the third tale, _____

3. What is Nye's reaction to the fig she eats at age six? Use words from the poem to help you with your answer; you might look at stanza 2 for a starting point.

_____

_____

4.3

Name: _____

Date: _____

4. Based on this reaction, how much do you think she liked the fig? Circle the best answer below.
   - She loved it.
   - She thought it was okay.
   - She hated it.

5. Later in stanza 2, Nye's father describes a different kind of fig than the one she has eaten. What words does her father use to describe his fig?

_____

_____

6. Based on the way Nye's father describes the figs in stanza 2, how does he seem to feel about figs?

_____

_____

_____

Name: _____

Date: _____

"My Father and the Figtree"

Complete the following chart, then use that information and other information from the poem to answer the following questions. You may consult the poem in filling out the chart and answering the questions below.

Question	Character	
	Howe	Nye's Father
1. What kind of tree does the character like?		
2. Whose story does the character tell?		
3. How does the character show his or her feelings for the tree?		
4. What does the tree represent to the character?		

1. What do these characters have in common?

_____

_____

4.4

Name: _____

Date: _____

2. What differences exist between the way Nye's father feels about nature and the way Howe feels about it?

_____

_____

_____

3. Based on what you know about each character, make an inference about which of the following he or she would be most likely to do from the list below. Fill the item in on the appropriate blank, then provide a reason explaining your choice.

   Visit a library

   Plant a tree

   Tell stories to the neighbors

   Speak to a group of people about why they should protect the forests

   Visit another country

3a. Howe would most likely: _____

because: _____

_____

3b. Nye's father would most likely: _____

because: _____

_____

Vocabulary

Core Vocabulary

Allah–*n.*	Arabic word for God
assurance–*n.*	a promise
copper beech–*n.*	a large tree that can live for several hundred years and grow to a height of over 150 feet
emblem–*n.*	a symbol
immense–*adj.*	extremely large
indifferent–*adj.*	uncaring
Joha–*n.*	a character in Middle Eastern folktales who is known for playing tricks

Literary Vocabulary

figurative language–*n.*	words or phrases that mean more than their dictionary definition; similes and metaphors are two examples of figurative language
metaphor–*n.*	a figure of speech in which words typically used to describe one thing are used to describe something else in order to suggest a likeness
simile–*n.*	a comparison of two different things using the words *like* or *as*



REMINDER

If you can't find a definition you need in the glossary, you might try to figure out the word's meaning from the other words around it. You can also look in a dictionary or ask your teacher for help.

Marie Howe

Marie Howe was born in Rochester, New York, in 1950. As a child, she loved to read and write. As an adult, she became a journalist and a seventh grade English teacher. While teaching, she realized her true love of poetry and spent hours reading and selecting poems for students to read. Her passion inspired her to return to college and create art that would make "hearts break open, rather than close."

Not long after her first book of poetry, *The Good Thief*, was published, Howe's brother died, inspiring her second poetry collection, *What the Living Do*. Her poetry has inspired readers with its honesty and openness on many diverse topics. In 2012, Marie Howe was named Poet Laureate for New York state. She writes and teaches in New York City.

Naomi Shihab Nye

Naomi Shihab Nye was born on March 12, 1952, in St. Louis, Missouri. As a child, she wrote poetry as soon as she could. She explains: "I wrote about all the little stuff a kid would write about: amazement over things, cats, wounded squirrels found in the street, my friend who moved away, trees, teachers, my funny grandma. At that time I wrote about my German grandma—I wouldn't meet my Palestinian grandma till I was 14." Nye experienced two cultures, and it shapes her poetry today.

Nye's books of poetry include *Different Ways to Pray*, *Fuel*, and *19 Varieties of Gazelle*, which earned praise and awards. Her poetry traces her daily life from the Middle East to the American southwest. She lives, teaches, and writes in San Antonio, Texas.

Name: _____

Date: _____

Poet's Journal

Now you will think about writing your own poem! To get started, answer questions 1–4 to help you think about your poem's subject and ideas.

1. A shepherd is someone who tends or herds sheep, much like a rancher who herds cattle. David compares his Lord to a shepherd in line 1. What does this metaphor mean?

   "The Lord is my shepherd;"

_____

_____

2. In line 5, the metaphor changes from David being seen as his Lord's lamb to David being an honored guest at a table. What does this shift say about how David views his Lord?

_____

_____

3. In line 6, David states, "I will dwell in the house of the Lord forever." David uses a house as a metaphor. How does an image of a house make you feel?

_____

_____

HELPFUL HINT

Remember David's varying background. His experiences can be seen reflected in his poetry.



Name: _____

Date: _____

Freewrite Writing Practice

Now you will pick one of the following templates to freewrite, using your own figurative language!

Option 1

Planning

1. What is a topic you would like to write about?

_____

2. What does it remind you of? What could you compare it to?

_____

_____

Drafting (Freewrite)

3. Use the comparison to create a metaphor, simile, or idiom for your topic.
4. Expand your figurative language by adding more phrases. See if you can write a few lines to create your own free-verse poem.

Activity Page

5.2

Name: _____

Date: _____

Option 2

Planning

1. What is a topic you would like to write about?

_____

2. What does it remind you of? What could you compare it to?

_____

_____

Drafting (Freewrite)

3. Use the comparison to create a metaphor, simile, or idiom for your topic.
4. Expand your figurative language by adding more phrases. See if you can write a few lines to create your own free-verse poem.

_____

_____

_____

_____

_____

_____

Vocabulary

Core Vocabulary

anoint, *v.*	to rub with oil
restore, *v.*	to bring back or return to previous form
righteousness, *n.*	the quality of being morally right or having high standards
rod, *n.*	a short, thick stick that sits on a shepherd's belt
staff, *n.*	a tall, thin pole with a curved end used to move, count, or examine sheep



REMINDER

The back of your Anthology contains a glossary with definitions for some of the words in the poem. You can also often figure out the word's meaning from the other words around it. If you can't find the word in the glossary, you can look in a dictionary or ask your teacher for help.

Literary Vocabulary

content, n.	the words or subject of a piece of writing
free-verse poem, n.	a type of poem that does not use consistent rhyming patterns or follow a specific pattern
idiom, *n.*	a phrase that means something different from the words in the phrase; the meaning is not literal (e.g., "cup runneth over")
imagery, *n.*	descriptive or figurative language that helps a reader create mental images and connections with the text
line, n.	in poetry, a group of words in a row
line break, n.	the place where a line ends
stanza, n.	a section of a poem; consists of a line or group of lines
stanza break, n.	the blank space that divides two stanzas from each other

King David

Most of what is known about the writer comes from the Hebrew Bible, which are the core texts of the Jewish faith. Those scriptures are also organized as the Old Testament of the Christian Bible. King David is also written about in the Quran, which is the holy book of the Islamic religion. According to the Bible, King David is the second king of Israel and father of King Solomon, and he is the writer of Psalm 23 as well as many other psalms.

According to the Bible, he was anointed as king at thirty years old and reigned for a total of forty years. Among other things, David was a musician, poet, shepherd, warrior, and man of strong Jewish faith. These varying titles can be seen reflected in his writing. He was the youngest of eight sons. As written elsewhere in the Bible, as a boy, David defeated the giant Goliath with a slingshot. David had defeated Goliath when he was facing certain death and attributed the victory to God's favor. Also of relevance, the Bible describes David's difficult relationship with King Saul, the first kind of Israel. King Saul accused David of things he did not do and Saul tried to have David killed. But David was also a frequent guest of King Saul, eating at the table of someone who also behaved as his enemy.

6.1

Name: _____

Date: _____

"Snow Dust"

Sometimes we encounter words we don't know. The questions below will help you to figure out the meaning of the word *rued* from the other words in the stanza. You may consult the poem as you answer these questions.

1. What happens to the speaker in the first two lines of the second stanza?

_____

_____

_____

2. What does the speaker say was "saved"?

_____

_____

_____

Working together with your group, answer question 3 on the next page. You may consult the poem as you work on your answer, but you should not look the word up in a glossary or dictionary.



HELPFUL HINT

When you come across words that are unfamiliar, don't panic. Discovering new words is a fun and challenging way to develop your vocabulary. If you are uncertain about the meaning of a word, use the context words around it to help you infer its meaning.

6.7

Name: _____

Date: _____

3. The speaker says that at first he "rued" the day, but it was eventually saved by the crow shaking snow onto his head. Based on his use of the word *saved*, what do you guess *rued* might mean? Write down details or words from the poem that help you decide.

When your teacher tells you to do so, complete questions 4–5 individually.

4. In your own words, describe the change that took place for the speaker.

5. Summarize the events of the poem in your own words.

Name: _____

Date: _____

6.2

Identifying Rhyme Scheme in "Snow Dust"

When you read a poem with rhyming words at the end of its lines, it may be following a rhyme scheme, or using those rhyming words in a set pattern. Follow the steps below as your teacher explains them in order to identify a poem's rhyme scheme.

1. First, review the words that rhyme in the poem. Although words within each line may sometimes rhyme, in looking for a rhyme scheme, you should consult only the last words of each line. When your teacher instructs, review with your class the words at the end of each line of "Snow Dust."

_____

_____

2. Using colored pencils, markers, or the other tools your teacher provides, underline each pair of rhyming words, giving each rhyming pair its own unique color.

6.2

Name: _____

Date: _____

3. Now assign each colored pair a letter, starting with the letter A and working through the alphabet in order. For example, if you underlined the words *crow* and *snow* in red, assign those words the letter A. Every end word that rhymes with *crow* will get the letter A. When you get to an end word that does not rhyme with *crow,* give it the letter B, and so on. Write the letter next to each word.

Snow Dust

Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Name: _____

Date: _____

6.3

Independent Writing Practice

In this exercise you will write your own poem using an ABAB rhyme scheme. Like Robert Frost, you should make your poem about something that was surprising or unexpected.

1. Think of an event from your life that was surprising or unexpected. Write what was surprising in the space below.

2. What was happening before the surprising event?

3. What changed because of the surprising event?

6.3

Name: _____

Date: _____

Now you'll use this information to write a poem with an ABAB rhyme scheme. Remember that you will need four rhyming pairs. You may write your own rhymes or use the rhyming words your class listed in the previous exercise. After you finish your poem, reread it. Then mark the rhyme scheme by writing the appropriate letters to the side of each end word.

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary

Core Vocabulary

rue–*v.*	to feel sorry about or regret

Literary Vocabulary

rhyme–*n.*	words that end in the same sound or sounds
rhyme scheme–*n.*	the pattern of repeated rhyming words in a poem

Robert Frost

Robert Frost was born in San Francisco on March 26, 1874, and moved to Massachusetts when he was eleven. Although he never earned a college degree, Frost attended Dartmouth and Harvard Universities. As a young man, he worked as a teacher and as editor of a local newspaper, writing poetry all the while. In 1894, he published his first poem, "The Butterfly," and went on to publish several volumes of poetry, including *A Boy's Will*, and *North of Boston*, in the 1910s. Frost travelled extensively with his wife and children and was influenced by several poets he met abroad. He mostly wrote about life and nature, especially in New England, where he spent most of his life.

He became well known and loved as a writer during his lifetime, winning many awards, including four Pulitzer Prizes for poetry and the Congressional Gold Medal in 1960. He died in 1963.

Name: _____

Date: _____

7.1

"#359"

Listen to stanza 3 as it is read aloud, then answer the following questions. You may consult the poem as you work.

1. What does the bird do in the first line of the stanza?

_____

_____

2. Using context clues from the other words in the first two lines of the stanza, try to infer the meaning of the word *abroad*. What does it mean in this stanza?

_____

_____

3. Name the simile in the stanza.

_____

_____

_____

4. What is the simile describing?

_____

_____

_____

7.1

Name: _____

Date: _____

5. What words in this stanza help you know how the bird might feel? Write the words from the stanza and the way you believe the bird feels.

Listen to stanza 4 as it is read aloud, then answer the following questions. You may consult the poem as you work.

6. Who is "like one in danger?"

7. What does the speaker do in stanza 4, line 2?

Name: _____

Date: _____

Independent Writing Practice

Emily Dickinson uses figurative language to describe the way a bird flies. Working with a partner, you will also practice using two kinds of figurative language, similes and metaphors, to describe the actions of animals.

Read the word lists below.

List A	List B
eat	lion
sing	snake
jump	dog
roar	horse
hiss	pony
prance	bird

1. One student should pick a word from list A, and the other should pick a word from list B. Try to pick pairs of words that seem to go together. Write those words on the space below.

   word from list A: _____

   word from list B: _____

2. Work together with your partner to write a simile that uses the words like or as to connect this animal action to something else. For example, if you had the words *flap* and *bird*, you might write "The bird's wings flapped like oars dividing the ocean."

_____

_____

_____

7.2

Name: _____

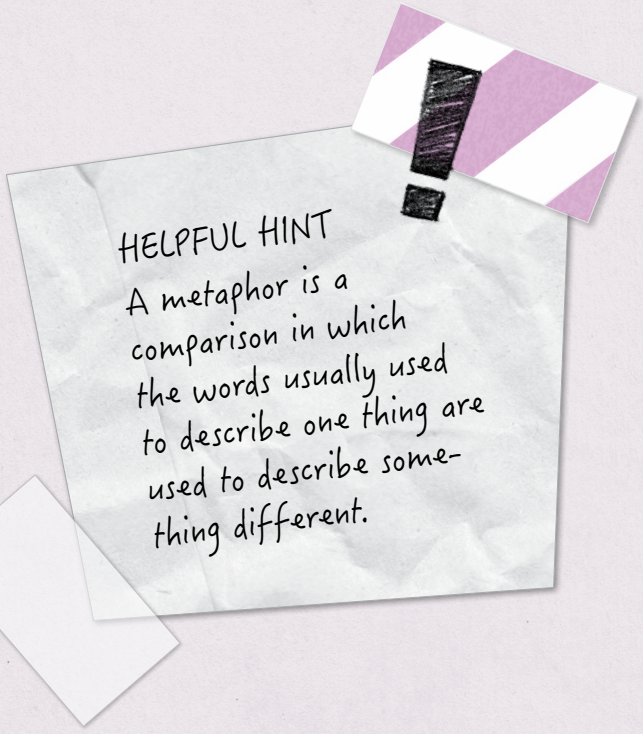
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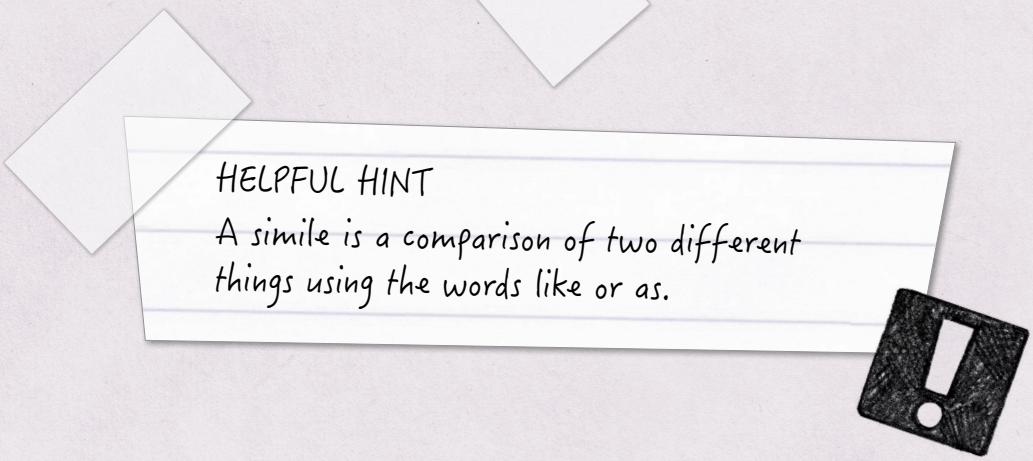
3. Work together with your partner to turn your simile into a metaphor. Remember that a metaphor does not use the words *like* or *as*. For example, you might write "The bird's flapping wings were oars dividing the air."

_____

_____

_____





Vocabulary

Core Vocabulary

cautious–*adj.*	careful
convenient–*adj.*	nearby or easy to find
dew–*n.*	drops of water that form overnight
oar–*n.*	a long, thin, usually wooden pole with a blade at one end, used to row or steer a boat
plash–*n.*	a splash
seam–*n.*	the place where two things connect

Literary Vocabulary

quatrain–*n.*	a four-line stanza
slant rhyme–*n.*	when two words share the same final consonant sound (example: *crumb* and *home*)

Emily Dickinson

Emily Dickinson was born in Amherst, Massachusetts on December 10, 1830 to a wealthy and successful family. She attended school for only a short time but was a prolific writer who composed nearly 1,800 poems during her lifetime. After leaving school, Dickinson spent the majority of her life in seclusion from other people. She maintained many friendships, however, by writing letters.

Dickinson's poems touch upon many themes, including life and death, nature, the Bible, and the human mind and spirit. She is best known for her non-traditional use of syntax and style, but she remained an unknown and mostly unpublished writer during her lifetime. Her family discovered her poetry journals after she died in 1886. Her first book of poems was published in 1890, although her work only gained widespread appreciation later in the twentieth century. Today she is considered one of America's most important poets.

Name: _____

Date: _____

"Advice"

Answer the following questions. You may consult the poem as you work.

1. The speaker tells us that he was having difficulty with his friend's words. Based on that, how do you think the speaker felt about what happened?

_____

_____

2. In stanza 1, the father describes a scene involving worms. What do the worms do, and how do the people in this stanza react to them?

_____

3. What does the father believe happens if people step on the worms in stanza 1? Use the words from the stanza in your answer.

_____

4. In stanza 2, the father describes another way to act. What is it? Use the words from the stanza in your answer.

_____

5. What does the father say will happen to the worms if people act the way he recommends in the second stanza?

_____

Activity Page

8.1

Name: _____

Date: _____

6. We know that the father is comparing the situation between the people and the worms to the speaker's situation with his best friend. How could the speaker respond to his best friend in a way that is like a person stepping on the worms?

7. The father gives another way to respond to the worms in stanza 2. Which of the two responses does the father seem to think is the best? Give a reason from the poem for your answer.

8. The father gives his son advice in the form of an *implied metaphor*. Rather than telling the son directly how to respond to his friend, the father makes a comparison between the way to handle worms and the way to handle hurtful words. How might hurtful words and worms be alike? Give a reason from the poem to support your answer.

Name: _____

Date: _____

8.1

9. Unless they are sick, which the father in this poem does not seem to be, people usually clear their throats when they feel "choked up" or emotional. Why might the father become emotional in this poem as he gives his son advice?

10. What differences exist between the way the speaker initially reacts to the situation and the way his father tells him he should react?

8.2

Name: _____

Date: _____

Metaphor Revision

In the last lesson, you worked with a partner to write original metaphors. Now you and your partner will use revision to think about how to use a different version of metaphor in a poem. You will use the same animal action, but instead of making a direct comparison, you will think about what that action could represent. Your poem will use an implied metaphor to compare a human character's situation to a different kind of situation in the animal world.

1. Write down the metaphor you wrote in the previous lesson.

_____

2. Working with your partner, list as many ways as possible that the animal's action could resemble or represent a human situation. Remember Gerber's poem: it used an animal action as a metaphor for a human situation, and you want your poem to do the same. Try to include some things that are from the class list your teacher wrote down.

_____

_____

_____

_____

_____

_____

_____

3. Now look over these ideas and find one you want to describe in your poem. Circle it.

Name: _____

Date: _____

4. Describe in one sentence what you will be comparing in your poem.

_____

_____

_____

5. Explain how these two things are similar.

_____

_____

_____

_____

_____

Activity Page

8.3

Name: _____

Date: _____

Independent Practice

Now it's time to draft your work! You will follow these steps to write your draft:

1. Review your metaphor.

   In the example below, the writer decided to compare the flapping wings of a bird to doing homework every night. The writer decided these two things were similar because each one seems like a little task, but when you put all the little tasks together, they add up to something bigger.

2. Compose a title.

   Your title should name the human action you are describing.

3. Write your poem's first draft.

   Because this is an implied metaphor, you are not going to state directly that you are comparing two different things. Therefore, your poem should not mention the human action. It should only discuss the animal action.

Here is an example poem:

Doing Homework Every Night

The bird's wings flap
over and over and over,
each time only moving
a few inches up, then down.
The same thing, again
and again
and again.
The wings never go very far
but with their small flaps
the bird itself flies
for many miles.

Name: _____

Date: _____

Remember that your poem does not have to be exactly the same as the example poem; in fact, it should be unique to the situation you are describing.

When you finish drafting your poem, make sure to go back and look over it again. Did you include any mention of the human action in the lines of the poem? If so, make sure to change those. As you read, find a place where you could add one more detail to your poem to make the description even stronger.

Vocabulary

Literary Vocabulary

implied metaphor–*n.*	a comparison that is not made directly

REMINDER

The back of your Anthology contains a Glossary with definitions for some of the words in the poem. If you can't find a definition you need in the Glossary, you might try to figure out the word's meaning from the other words around it. You can also look in a dictionary or ask your teacher for help.

Dan Gerber

Dan Gerber was born and raised in Fremont, Michigan. While at school, Gerber read the poem "The Highway Man" by Alfred Noyes and became inspired by the magnetic power of language. "When I read that poem it made the hair stand up on the back of my neck," he remembers. Gerber studied journalism in college and earned an English degree in 1962. His other passion was race cars, which he raced professionally until a crash nearly ended his life in 1966.

During recovery, he taught high school English and continued to write. "Teaching was pretty instrumental in my development as a poet," he recalls. Gerber has published novels, a collection of short stories, and nonfiction. His books of poetry include *Departures*, *A Last Bridge Home: New & Selected Poems*, and *Trying to Catch the Horses*. Gerber lives and writes in California.

Activity Page

9.1

Name: _____

Date: _____

"One Art"

1. In the second stanza the speaker mentions losing both keys and time. What kind of mood or situation does this loss cause? If you need help, look at the other lines in the stanza for context clues.

_____

2. The speaker discusses objects that are not necessarily things someone can misplace, like names and ideas. How do people lose names or ideas? If you need help, think about where people store those things.

_____

3. The poem lists more and more lost things, from the watch to a house. Which of these is bigger?

_____

4. Stanza 5 says the speaker lost two cities and a continent. Which of these things is bigger?

_____

5. The arrangement of items in each stanza seems to follow a pattern. For example, the watch appears before the house, and the cities appear before the continent. What pattern seems to exist here?

_____

6. Based on the pattern you see elsewhere in the poem, why do you think the speaker listed the "you" last in the poem?

_____

Name: _____

Date: _____

9.2

Independent Writing Practice

Now that you've read and studied Elizabeth Bishop's villanelle, it's time to write your own! Use the following prompts to help you plan your writing.

The villanelle form requires repeated lines, so it's important to find some sentences that you want to repeat frequently. One way to do this is to think about Bishop's example. Her speaker seems to repeat some sentences that she wants to believe.

One way to think about something you believe or repeat often is to consider the idea of a motto or mantra. This is a sentence that you might repeat to yourself often. It can be something that you want to remind yourself of or that you consider a core belief. For example, your motto might be "Do my best every day."

1. Write your motto, mantra, or other sentence you want to repeat here.

_____

_____

2. On each of the following lettered lines, write down a situation that would make you need to repeat your motto, mantra, or other sentence.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

Activity Page

9.2

Name: _____

Date: _____

3. Think of a sentence that you would like to pair with your mantra in your poem. For example, you might write, "When things get rough, there's a thing I say."

_____

_____

_____

_____

_____

If you finish with time to spare, look back at the two sentences you plan to repeat. How can you make them rhyme?

Name: _____

Date: _____

Independent Writing Practice

Take the lines you planned in the previous section and fill them in below. The notes below each line will help you remember when to repeat the first and third lines. Remember that some lines do not have to be repeated, so you should fill in other words for those lines.

_____

Line 1

_____

_____

Line 3

_____

_____

_____

Line 1 repeated

_____

_____

_____

Line 3 repeated

9.3

Name: _____

Date: _____

_____

_____

_____

Line 1 repeated

_____

_____

_____

Line 3 repeated

_____

_____

_____

Line 1 repeated

_____

Line 3 repeated

If you finish with time to spare, go back and think about how you can make the first five stanzas follow the ABA rhyme scheme. Remember that the last stanza should have an ABAA rhyme scheme. Make edits if needed to create this rhyme scheme for your villanelle.

Congratulations! You just started writing a villanelle!

Vocabulary

Core Vocabulary

evident–*adj.*	clear or obvious
fluster–*n.*	a confused feeling
vast–*adj.*	extremely big

Literary Vocabulary

villanelle–*n.*	a poetic form with nineteen lines and a set pattern of repeating lines and rhyming words

Elizabeth Bishop

Born on February 8, 1911, in Worcester, Massachusetts, Elizabeth Bishop endured a series of tragedies in early childhood. Her father died not long after she was born, and her mother was hospitalized. Bishop was raised by extended family in Nova Scotia and Massachusetts. She attended Vassar College, pursuing a career in medicine until she met the poet Marianne Moore. Moore's inspiration and encouragement motivated Bishop to publish her poems in 1935.

During a trip a Brazil in 1951, Bishop fell ill, and for the next 18 years she lived in Brazil, where she adopted a toucan she named Uncle Sam. Her second volume of poetry, *A Cold Spring*, was inspired by her new home. Bishop was known for wit, attention to detail, and accuracy in her writing, and she often spent years writing a single poem. Bishop died in 1979.

Name: _____

Date: _____

Character Chart

HELPFUL HINT

Virgil Suárez was born in Cuba but left with his family when he was a young child. He eventually moved to Los Angeles, California. This poem contains two phrases in Spanish, his native language. They are:

los monstruos: monsters, the monsters

ese monstruo, esa isla: that monster, that island



Answer the following questions, using the poem as a reference as needed.

1. Complete the chart below, using evidence from the poem to help you fill in the spaces.

Character	Situation the Character Is In	How the Character Feels About the Situation	Character's Actions
Speaker's Mother			
Speaker			

Activity Page

10.1

Name: _____

Date: _____

2. How do the mother's circumstances resemble the speaker's circumstances?

3. Two of the other programs the speaker watches show characters who are young boys like him. Why might the speaker identify more with the character of Godzilla, the monster, than with the characters who are human boys?

4. How does the speaker's mother react to his actions?

5. The mother references a monster too. However, it is not Godzilla. What does the mother refer to as a monster?

Name: _____

Date: _____

6. The boy describes how his mother sees their home country, which she relates to a crocodile. Of course, the home country does not literally eat the boy and his mother like a crocodile would, so we know she must be seeing this figuratively. Why might the mother believe their home country is like a monster?

_____

_____

_____

_____

7. What is different about how the mother sees the situation and how the speaker sees it?

_____

_____

_____

Activity Page

10.2

Name: _____

Date: _____

Independent Writing Practice

Respond to the prompts below to help you plan your next poem. Remember that in this poem you will show how two different characters react to the same thing.

1. Name the situation or object your characters will react to in the poem.

_____

_____

2. Name the two characters who will be reacting.

_____

_____

3. Describe character 1's reaction.

_____

_____

_____

_____

Name: _____

Date: _____

4. What details about character 1 help shape his or her reaction? For example, in the Suárez poem, the mother worries about her child, so she storms into the room and asks why he throws things at the walls.

5. What details about character 2 help shape his or her reaction? For example, in the Suárez poem, the child is new and things are unfamiliar, so he throws his pillow.

If you finish with time remaining, go back and add one more detail to your answers to numbers 3–5.

10.3

Name: _____

Date: _____

Independent Writing Practice

Using the material you developed above, compose a draft of your poem in the space below. Remember to describe the situation or object, then show how each character reacts to that situation.

If you finish with time remaining, go back and add one more detail to each character's reaction.

Vocabulary

Core Vocabulary

exiled–*adj.*	forced away from one's homeland
transfixed–*adj.*	intensely focused



REMINDER

The back of your Anthology contains a Glossary with definitions for some of the words in the poem. If you can't find a definition you need in the Glossary, you might try to figure out the word's meaning from the other words around it. You can also look in a dictionary or ask your teacher for help.

Virgil Suárez

Virgil Suárez was born in Havana, Cuba, in 1962. His family moved several times, and when he was an adolescent, they immigrated to the United States. In his new home Suárez sought to find acceptance by learning to share his voice. He was influenced by the music, culture, and stories of his friends and family. As a professor today, Suárez teaches his students "to listen to the voices in their lives, the present, the past, whatever speaks to them," as a source of inspiration in their writing.

As both a poet and a novelist, Suárez focuses on the experience of migrant peoples seeking to find a home in a new culture. His works *Latin Jazz, Garabato Poems, Spared Angola: Memories of Cuban-American Childhood,* and many others highlight the themes of identity, culture, and language. Virgil Suárez continues to write novels and poetry and lives in Florida.

Name: _____

Date: _____

11.1

"Constantly Risking Absurdity (#15)"

Answer the following questions about Lawrence Ferlinghetti's "Constantly Risking Absurdity (#15)." You may consult the poem as you work.

1. Reread stanza 2. How would you put the message of the first four lines of stanza 2 into your own words?

_____

_____

2. According to stanza 2, who waits for the poet?

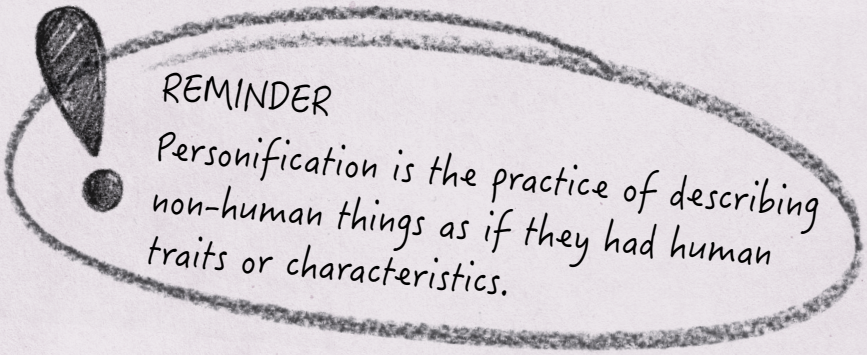
_____

3. Ferlinghetti personifies beauty by describing it in human terms. What actions or characteristics show how beauty is personified?

_____

_____

_____



Activity Page

11.2

Name: _____

Date: _____

Independent Writing Practice

Now it's your turn to write an ars poetica. In your poem you will describe the craft of poetry—why poets should practice it, what poetry does, and how poets should do their jobs. Follow the prompts below to compose your poem. As you work, you might want to think about the list of ideas your class brainstormed. You may also look back at "Constantly Risking Absurdity (#15)" if you would like.

1. Name at least three things you notice about poems you read.

_____

_____

_____

2. Name at least three things you think about when you write a poem.

_____

_____

_____

3. What is the most important thing you have learned about writing poetry?

_____

_____

_____

_____

Name: _____

Date: _____

4. What is your favorite poetic device to use, and why do you like using it?

5. What is the most likely reason poets use hyperbole or exaggeration in their poetry?

6. Pretend that someone is reading your poems. What response, emotions, or actions would you want your poem to evoke in the reader?

7. Based on your answer to question 5, what do you think poetry does for people?

Use your answers to write an ars poetica for people who have never written poetry before. What would they need to know in order to write poetry successfully? Make sure your poem tells them at least four different things about what poetry writers should know or do.

Activity Page

11.2

Name: _____

Date: _____

If you finish with time remaining, read back over your poem. Make sure to give it a title. Then think about all the tools you have learned in this unit for reading poetry. Is there someone you know who might enjoy reading or writing poetry? Give that person a copy of this poem as a way to inspire or encourage him or her.

Vocabulary

Core Vocabulary

absurdity–*n.*	foolishness, stupidity, or senselessness
entrechats–*n.*	dance-like jumps in which the performer taps his feet together quickly while in the air
perceive–*v.*	to understand or see
perforce–*adv.*	necessarily
rime–*n.*	a variation on the word rhyme
spread eagle–*n.*	a kind of jump in which the arms and legs are stretched out so that the body takes the shape of an X
supposed–*adj.*	believed to be true
taut–*adj.*	stretched tightly

Literary Vocabulary

ars poetica–*n.*	a poem about the craft of poetry
personification–*n.*	describing non-human things as if they had human qualities

Lawrence Ferlinghetti

Lawrence Ferlinghetti was born in Yonkers, New York, in 1919. Several months before Ferlinghetti was born, his father died of a heart attack. Unable to care for him, his mother sent him to live with various relatives, and he eventually landed in France with his aunt. After they moved to America for work, his aunt left suddenly, leaving him with a foster family. It was there that he first encountered poetry.

After serving in the U.S. Navy in World War II, Ferlinghetti began writing poetry by imitating his heroes: T. S. Eliot and Ezra Pound. Determined to develop his own voice, he began to focus on creating a new style of poetry, leading to his collection *A Coney Island of the Mind*. Soon after its publication, Ferlinghetti started a poetry magazine and opened the City Lights Books store in San Francisco.

Ferlinghetti's poetry is known for its creative imagery and humor. He continues to write and publish today.

The Echoing Green

William Blake

The sun does arise,
And make happy the skies;
The merry bells ring
To welcome the Spring;
The skylark and thrush,
The birds of the bush,
Sing louder around
To the bells' cheerful sound,
While our sports shall be seen
On the Echoing Green.

Old John, with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all, girls and boys,
In our youth time were seen
On the Echoing Green.'

Till the little ones, weary,
No more can be merry;
The sun does descend,
And our sports have an end.
Round the laps of their mothers
Many sisters and brothers,
Like birds in their nest,
Are ready for rest,
And sport no more seen
On the darkening Green.

Name: _____

Date: _____

Answer the following questions. You may consult the poem as you work.

1. Using letters of the alphabet as you did in earlier lessons, mark the poem's rhyme scheme. You may write the letters on the printed copy of the poem in your Poet's Journal.

2. Use your own words to summarize stanza 1.

_____

_____

_____

3. Use your own words to summarize stanza 2.

_____

_____

_____

Name: _____

Date: _____

4. Use your own words to summarize stanza 3.

5. How do "Old John, with white hair" and the other "old folk" feel as they watch the children play? Make sure to quote words from the poem in your answer.

6. What do the "Many sisters and brothers" have in common with "birds in their nest"?

Name: _____

Date: _____

7. When the speaker states "like birds in their nest," what type of figurative language is he using? Give a reason for your answer.

_____

_____

_____

8. The phrase "On the echoing Green" appears in stanza 1 and 2. In stanza 3 it changes to "On the darkening Green." What are some reasons that the poet might make this change?

_____

_____

_____

Reading Score: /16 points

Name: _____

Date: _____

Blake's poem presents adults who look at children and think about growing up. On a separate sheet of paper, write your own poem describing your memories of growing up. Make sure your poem includes a title and figurative language such as simile and metaphor. When you have finished your poem, complete the checklist table below.

Check	Statement	Complete the statement below
	The poetic tool I use in this poem is… My poem is a really strong example of the tool being used. I know this because…	
	I convey the message in a creative and new way. This is not a poem another person would write. It shows my unique imagination in the following way…	
	I have looked over each line and made intentional choices about where to begin and end each line.	(No writing here)
	I read my poem aloud, thought about how it sounded, and then revised the poem so it is easy to follow and sounds great.	(No writing here)
	My poem will surprise my readers because…	

Name: _____

Date: _____

Check	Question	Complete the question below
	My poem has strong images, such as…	
	I have chosen the best words to express myself. I took out all the words I don't need.	(No writing here)
	I have written a strong beginning to my poem by…	
	The ending of my poem looks and feels like an ending because…	
	I chose the best title for my poem. It is really good because...	
	I looked at my poem and decided whether it needed a particular shape, line breaks, long lines, or short lines. I decided...	

Name: _____

Date: _____

Check	Question	Complete the question below
	I have carefully decided how to use white space in my poem, especially in places where I want the reader to pause to think about what I just said. I decided...	
	I have checked my spelling, and every word is spelled correctly.	(No writing here)

Writing Score: / 16 points

Name: _____

Date: _____

Middle-of-Year Assessment – Reading Comprehension

Passage 1:

Flying, Part I

Reeve Lindbergh

1 When I was your age, I was flying. I wasn't flying all the time, of course, and I didn't fly by myself, but there I was, nonetheless, on Saturday afternoons in the 1950s, several thousand feet in the air over the state of Connecticut, which is where I grew up. I sat in the back cockpit of a small airplane and looked down at the forests and the fields and the houses and the roads below me from an intense, vibrating height and hoped that my father, in the front cockpit, would not notice that I had cotton balls stuffed in my ears.

2 I always flew with my father, who had been a pioneer aviator in the 1920s and '30s. I think that he wanted to share his love for the air and for airplanes with his growing family, the way sportsminded fathers took their children to ball games on Saturdays and taught them to play catch afterward. My father took his children to the airport instead and taught them to fly.

3 Though he was the pilot on these flights, he did not own the airplane. It was a sixtyfive horsepower Aeronca, with tandem cockpits, that he rented from a former bomber pilot whose name was Stanley. Stanley managed the airport, including the huge loafshaped hangar that served as a garage for repairs and maintenance to the aircraft, and he leased out the group of small planes tethered near the building like a fleet of fishing boats clustered around a pier.

Name: _____

Date: _____

4 It was Stanley, most often, who stood in front of the airplane and waited for my father to shout "Con-TACT!" from the cockpit window, at which time, Stanley gave the propeller a hefty downward shove that sent it spinning into action and started the plane shaking and shuddering on its way. The job of starting the propeller was simple but perilous. My father had warned us many times about the danger of standing anywhere near a propeller in action. Therefore, each time that Stanley started the propeller, I would peer through its blinding whir to catch a glimpse of him to make sure he was still in one piece. Each time, I saw only Stanley, whole and smiling, waving us onto the asphalt runway with his cap in his hand and his hair blowing in the wind of our passing—"the propwash" my father called it.

5 My sister and my three brothers flew on Saturdays too. The older ones were taught to land and take off, to bank and dip, and even to turn the plane over in midair, although my second oldest brother confessed that he hated this—it made him feel so dizzy. The youngest of my three brothers, only a few years older than me, remembers my father instructing him to "lean into the curve" as the plane made a steep sideways dive toward the ground. My brother was already off balance, leaning away from the curve, and hanging on for dear life. For my sister, our father demonstrated "weightlessness" by having the plane climb so steeply and then dive so sharply that for a moment she could feel her body straining upward against her seatbelt, trying to fight free, while our father shouted out from the front seat that one of his gloves was actually floating in midair.

6 "See the glove? See the glove?" He called to her over the engine noise and explained that if this state of weightlessness could continue, everything inside the plane would go up in the air. My sister nodded, not speaking, because, she told me later, everything in her stomach was going up in the air, too, and she did not dare open her mouth.

7 My oldest brother took to flying immediately and eventually got a pilot's license, though he ended up joining the navy and becoming a "frogman," spending as much time underwater with an aqualung and a wetsuit as he ever had spent in the air. What he secretly yearned to do during the flying years, though, was to jump right out of an airplane altogether, with a parachute. Finally, many years later, he had his chance and told me about it afterward. He stood at the open door of the airplane, with the parachute strapped to his back, wobbling back and forth at first, like a baby bird afraid to leave the nest. Then he jumped, fell about a hundred feet through the air, and only then pulled the cord that caused the chute to blossom around him like a great circular sail. Swaying under it, he floated toward the ground until he landed, fairly hard. I listened with astonishment; my brother's daring thrilled me to the bone.

Name: _____

Date: _____

8 My father on the other hand, along with most of the early aviators, was not impressed by the growing enthusiasm for parachute jumping as a sport. Young daredevils like my brother could call it "skydiving" if they wanted to, but the aviation pioneers referred to it disgustedly as "jumping out of a perfectly good airplane." In their day, a pilot only jumped when he had to: if it was absolutely certain that the airplane was headed for a crash and the parachute was his only hope for survival.

9 I was considered too young for aerial adventures when I flew, so I did not get dizzy or sick or worry about whether my parachute would open. It was only the noise that gave me trouble. I have never shared other people's enthusiasm for loudness. I don't like sudden sounds that make you jump with alarm, like the noises of fireworks or guns, or endless sounds that pound in your head so hard you can't think about anything else, like the commotion made by jackhammers and the engines of small airplanes. My sister felt exactly the same way. In fact, she was the one who showed me how to stuff cotton balls in my ears, secretly, for takeoff—when the engine noise was loudest—and for as long during the flight as we could get away with it.

10 Our father frowned upon the cotton balls. If he saw them, he would make us remove them. He claimed that they diminished the experience of flying and were in any case unnecessary: The engine noise was not so terribly loud that one couldn't get used to it; he certainly had done so. But my sister and I agreed that the only reason he and the other early aviators had "gotten used to" the noise of airplane engines close to their ears was that they had been deafened early on. We were not about to let this happen to us!

11 My mother, who had also flown back in the early days, always told us that she had loved her experience as a glider pilot best, because there was such extraordinary quiet all around her. In the absence of the usual aircraft engine noise, she could hear the songs of birds and sometimes even the trilling of insects, crickets or cicadas, on the grassy hillsides below. She said that because there was no noise, she could actually feel the power of air, the way it could push up under the wings of a glider and keep it afloat—like a boat on water—with the strength of unseen currents. She talked about "columns of air," stretching like massive tree trunks between earth and sky. "Just because you can't see the air doesn't mean there's nothing to it," she said. "Most of the really important things in our lives are invisible, anyway."

Name: _____

Date: _____

1. Based on the information in paragraph 7-9, what can the reader infer about the difference between the author's oldest and youngest brothers?
   A. The author's oldest brother is outgoing, but her youngest brother is shy.
   B. The author's oldest brother is playful, but her youngest brother is serious.
   C. The author's oldest brother is hardworking, but her youngest brother is lazy.
   D. The author's oldest brother is adventurous, but her youngest brother is cautious.

2. Based on the details in paragraphs 9 and 11, what can the reader infer about the author, her mother, and her sisters?
   A. They all enjoy the quiet.
   B. They all appreciate nature.
   C. They all get sick while flying.
   D. They all feel trapped while flying.

3. **Part A:** What key idea is supported by the details in paragraph 1-11?
   A. A father shares his love of flying with his children.
   B. A father enjoys taking risks when his children are in the plane.
   C. A father enjoys spending time alone away from the noisy cockpit.
   D. A father shares his wish to jump out of an airplane with a parachute.

Name: _____

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Part B: Which sentence from the selection best supports the answer to Part A?

A. "I think he wanted to share his love for the air and for airplanes with his growing family . . ." (paragraph 2)

B. "My father had warned us many times about the danger of standing anywhere near a propeller in action." (paragraph 4)

C. ". . . remembers my father instructing him to lean into the curve." (paragraph 5)

D. "He called to her over the engine noise . . . " (paragraph 6)

E. 'Young daredevils like my brother could call it "skydiving" (paragraph 8)"

F. "Our father frowned upon the cotton balls. If he saw them, he would make us remove them." (paragraph 10)

4. What is the meaning of the phrase "thrilled me to the bone" in paragraph 7?

A. to greatly excite

B. to suddenly surprise

C. to become very relieved

D. to become extremely afraid

A.1
Continued

Name: _____

Date: _____

Passage 2:

Flying, Part II
Reeve Lindbergh

12 When it was my turn to fly with my father, I sat in the back cockpit and enjoyed the view all around me while he, in the front cockpit, flew the plane. I had a duplicate set of controls in back, with rudder pedals, a stick, and instruments, so that if I had been a true student pilot, I could have flown the plane myself, if called upon to do so. But since I was too young to understand or even to reach most of the controls in my cockpit, I just watched them move as if by magic, with no help from me at all, in response to my father's direction and will.

13 It looked easy. The stick in front of me, exactly like the one in front of my father in the forward cockpit, looked like the gearshift on our car. If it moved backward suddenly (toward me), it meant that my father had decided we were going up. There would be a rushing in my ears, in spite of the cotton, and as I looked over my father's head, through the front window of the aircraft, I would imagine that we were forcing our way right into heaven, higher and higher through ever more brilliantly white banks of cloud. I sometimes daydreamed of bumping into angels, assembled on one of these cloud banks with their halos and their harps, or startling St. Peter at the pearly gates, or God himself in his sanctuary.

14 But then, as I watched, my stick would point forward again, toward what I could see, over the front pilot seat, of the back of my father's neck, with its trim fringe of gray hair and a khaki shirt collar. Then the airplane would nose down, giving a cockeyed view on all sides of blue sky and wooded hillsides and little tiny roads with buglike cars creeping along them, so very slowly. When we were flying, I was struck always by the insignificance of the world we had leftbehind. Nothing on the ground had speed, compared to us. Nothing looked real. Once I had climbed into the airplane, all of life seemed concentrated inside the loud space of it, shaking but steady, with my father's own hand on the controls. We were completely self sufficient, completely safe, rock solid in the center of the sky.

Name: _____

Date: _____

15 It was also a bit monotonous. My father did the same things and said the same things, loudly, over and over. I knew by heart that a pilot had to fly with a steady hand, with no sudden or jerky movements, just a little throttle here, a little wing dip there, always a light, even touch, always a calm approach. I knew all the stories about student pilots who "froze" to the stick in a panic and could not let go, forcing the plane into a tragic nosedive. There was no room in my father's lessons with me, his youngest and least experienced child, for soaring like the birds—no wind in the hair, no swooping and circling. We just droned along, my father and me.

16 And then, one Saturday afternoon, we didn't. I don't remember now exactly what made me understand there was something wrong with the airplane. I think there may have been a jerking sensation that repeated itself over and over. And I think too that there was a huge stillness in the air, a silence so enormous that it took me a moment to realize that it was actually the opposite of noise and not noise itself. The silence was there because the engine had stalled. Perhaps the most profound moment of silence occurred when my father realized that it was not going to start again—no matter what he did. We were in the middle of the sky, on a sunny Saturday afternoon over Connecticut, in a plane without an engine.

17 I don't think there was any drop in altitude, not at first. What I noticed was my father's sudden alertness, as if he had opened a million eyes and ears in every direction. I heard him say something sharp on the airplane's twoway radio to Stanley down below, and I could hear the crackle of Stanley's voice coming back. I knew enough not to say very much myself, although my father told friends later that I asked him once, in a conversational way, "Are we going to crash?" And when he told this part of the story, the part where I asked that question, he would laugh.

18 I don't remember being afraid of crashing. In fact, I don't remember fear at all, but I do remember excitement. At last something different was going to happen! I quickly took the cotton out of my ears because my father was talking. He told me that he was looking for a good place to land. We would have to land, he explained, because the engine wasn't working, and we could not land at the airport, because we were too far away to get there in time. ***(In time for what? I wondered.)*** He was looking for an open area to put the plane down in, right below us somewhere. We were now over a wooded hillside, dotted here and there with cow pastures: It would have to be a cow pasture. He spotted one that looked possible and circled down toward it.

A.1
Continued

Name: _____

Date: _____

19 There was nothing resembling a runway below us and no room to spare. He would have to tip the plane sideways and slip it into the pasture that way, somehow righting it and stopping its movement before it could hit any of the trees at the four edges of the field. We circled lower and lower, barely clearing the treetops, and then he told me to put my head down between my knees.

20 "Hold on!" my father said.

21 I didn't see the landing, because my head was down, but I felt it: a tremendous series of bumps, as if we were bouncing on boulders, and then the plane shook and rattled to a stop. Then we took off our seatbelts and opened the doors and got out. I didn't see any cows in the pasture, but there were a bunch of people coming toward us from the road, and it looked as if one of them might be Stanley from the airport. I was careful to stay clear of the propeller.

22 Nobody could figure out how we had landed safely. They had to take the plane apart to get it out of the pasture, a week or more after that Saturday afternoon. But my father and I got a ride back to the airport with Stanley and drove home in plenty of time for dinner. We didn't talk much on the way home. My father seemed tired, though cheerful, and I was thinking.

23 I had found out something about him that afternoon, just by watching him work his way down through the air. I held on to the knowledge tightly afterward, and I still hold it to this day. I learned what flying was for my father and for the other early aviators, what happened to him and why he kept taking us up to try flying ourselves. As we came in through the trees, he was concentrating hard, getting the rudder and the flaps set, trying to put us in the best possible position for a forced landing, but he was doing more than that. He was persuading and coaxing and willing the plane to do what he wanted; he was leaning that airplane, like a bobsled, right down to where it could safely land. He could feel its every movement, just as if it were part of his own body. My father wasn't flying the airplane, he was being the airplane. That's how he did it. That's how he had always done it. Now I knew.

Name: _____

Date: _____

5. Based on the details in paragraphs 18-19, what can the reader infer about the author's father?
   A. He enjoys scaring his children.
   B. He has no idea how to land a plane.
   C. He is able to stay calm under pressure.
   D. He wants to be able to see the pasture up close.

6. What is the main message of "Flying, Part I" and "Flying, Part II"?
   A. A skilled pilot, the author's father enjoyed sharing his love of flying with his children.
   B. The author's father hoped his children would become pilots, and he encouraged them to try new things.
   C. The author's father required his children to pay attention while flying and not put cotton in their ears during flights.
   D. The author's father believed in his ability to fly an airplane, teaching his children to have confidence in themselves.

7. How does the author organize "Flying, Part I" and "Flying, Part II"?
   A. by chronological order
   B. by problem and solution to wrap around
   C. through cause and effect
   D. through a series of comparisons

Name: _____

Date: _____

8. What is the most likely reason the author's father suddenly becomes more alert in paragraph 17?
   A. He is confused by his son's behavior.
   B. He is frustrated by his son's question.
   C. The situation on the plane requires concentration.
   D. The events on the plane cause him to become fearful.

9. Based on the information in the selection, explain what the author learns about her father during their flights together. Write a well-organized composition that uses specific evidence from the selection to support your answer. Remember to –
   - clearly state your central idea
   - organize your writing
   - develop your ideas in detail
   - use evidence from the selection in your response
   - use correct spelling, capitalization, punctuation, and grammar

Name: _____

Date: _____

Passage 3:

The Renaissance: Part One
The *Mona Lisa:* Popularity of the Renaissance

1 The artistic, architectural and literary ideas of ancient Greece and Rome saw a revival in the fifteenth century. The Renaissance is a term we use to describe this time of revived and restored ideas. It was an era of creativity.

2 If any artist were to embody the spirit of the Renaissance, it would be Leonardo da Vinci. One of Da Vinci's earliest significant commissioned artworks was completed in 1482 when he painted The Adoration of the Magi for a religious leader. Yet, his reputation is for more than his art, as he had experience in architecture, science, mathematics, and engineering. Although he is most well-known for his art, very few of his paintings have survived over time. One of Leonardo da Vinci's most famous pieces of art is a painting called the *Mona Lisa*. In 1499, the French invaded Milan, Italy, and da Vinci fled to Venice and then to Florence. In Florence, he painted the *Mona Lisa*. The painting, which is 30 inches tall and 21 inches wide, is considered rather small in the world of art.

3 The *Mona Lisa* is a portrait of a woman set against the backdrop of a faraway landscape. The woman in the painting is facing the viewer, which was not the standard practice for portraits at the time because they usually showed the profile of a person. Da Vinci's use of fine shading highlights the subject's soft sculptured face. Leonardo da Vinci used a technique called sfumato where the artist uses light and shadow to make the painting look more realistic. This technique also created softer edges by combining colors.

4 Recently, researchers found that Leonardo da Vinci mixed lead oxide powder with walnut or linseed oil. The mixture created a thick paste, which was then heated. When added over the painting, it tinted the colors to look more golden. Artists and scientists believe that da Vinci added thin layers of oil glazes over time. Both techniques made the portrait have a glowing effect.

A.1
Continued

Name: _____

Date: _____

5 Leonardo da Vinci liked to study science and the human body. These interests influenced his art. As a result of studying the human eye, he mastered the technique of making images look blurry at greater distances. This technique made his paintings have more depth and appear more realistic. This lifelike effect can also be seen in the veil and folded fabric in the *Mona Lisa*. Mona Lisa's faint smile continues to catch many people's attention. Those who analyze the portrait believe that da Vinci wanted his painting to be a representation of how complicated a human being can truly be. They believe his study of the human body helped him create this intriguing feature.

6 There is still much debate over who commissioned the *Mona Lisa*. People also do not know who modeled for the drawing that inspired the masterpiece. Some believe it could have been da Vinci's mother, the Princess of Naples, or a Spanish noblewoman. In 1550, an art historian identified a wealthy silk merchant's wife, Lisa Gherardini del Giocondo, as the inspiration. She was a mother of five children, and it was believed that her husband commissioned Leonardo da Vinci to paint Lisa in celebration of the upcoming birth of her child. In 2005, a 500-year-old note was discovered. Written by an acquantaince of da Vinci, the note stated that da Vinci was indeed working on Lisa's portrait. Strangely, though, he never gave the painting to the Giocondo family.

7 Though the origins of the *Mona Lisa* are a mystery, the story of how it became famous is well-documented. The painting was in Leonardo da Vinci's studio when he died of a stroke in 1519 in France. Francis I, the King of France, admired art and appreciated Leonardo da Vinci's many talents. After da Vinci's death, the king bought the painting and displayed it in the palace where visitors from all over Europe could see it. The painting was later moved to the Louvre Museum in France after the French Revolution.

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Date: _____

8 People worldwide may not have known about the *Mona Lisa* if it weren't for an Italian scholar, Giorgio Vasari. In 1550, he published a biography on Leonardo da Vinci. The book discussed the *Mona Lisa*. When this biography became popular, so did the *Mona Lisa*.You had to know how to protect yourself when you were a kid. In a cigar box in my closet, I kept a small mirror for Root Ladies, a crucifix for vampires, and a ground-up peach pit to throw on dogs with purple tongues.

9 Perhaps one of the reasons the *Mona Lisa* is so famous today is because of its brief disappearance. In 1911, the painting was stolen from the Louvre Museum. When people heard it was missing, they rushed to the museum to stare at the space where it used to be. The story of the theft was reported around the world and became a regular topic of conversation. The painting was found two years later by an art dealer in Florence. The man who stole the masterpiece worked at the Louvre. He decided to hide in a closet overnight, and on the morning of August 21, 1911, he snuck out and took the portrait. The man was arrested, tried, and imprisoned. As a result of the theft, people in France believe the painting to be a national treasure that was once lost and then found.

10 Astonishingly, the *Mona Lisa* survived two World Wars. Before World War II (1939–1945), it is believed that the Louvre had made copies of the original painting to prevent the original from being taken. When the Germans took over Paris during World War II, they sent a team of experts to collect famous art from the Louvre. Many people worried that the *Mona Lisa* was taken. In fact, there were rumors that the painting was in a salt mine stored with other stolen pieces of art. Yet, many historians today believe that the painting in the mine was a copy. The original could have been hiding in Paris the entire time. To continue to protect and secure the portrait, the official records of the painting's exact whereabouts remain unclear.

11 The *Mona Lisa* is arguably the most famous painting in the world. Today, the painting hangs behind bulletproof glass in the Louvre Museum in Paris, France, and viewers from all over the world visit the museum to see the masterpiece. Perhaps the fascination with the *Mona Lisa* comes from the mystery of the woman in the picture. Unlike other subjects of portraits at the time, she wears a dark robe and no jewelry. Or maybe the *Mona Lisa*'s fame is simply that it was painted by Leonardo da Vinci. Though we do not know whether anyone paid Leonardo da Vinci to paint the portrait, we now know that today it has a value of $800 million or more. This staggering figure shows that the creative expressions of the Renaissance are still admired today.

Name: _____

Date: _____

10. Based on "The *Mona Lisa*: Popularity of the Renaissance," what does the word <u>embody</u> mean in paragraph 2?
    A. to bring unity to opposite ideas
    B. to include one part of a larger whole
    C. to visibly express something not visible
    D. to counter an argument made against an idea

11. This question has two parts. First, answer Part A. Then, answer Part B.
    Part A: Based on "The *Mona Lisa*: Popularity of the Renaissance," paragraphs 3 through 5, the reader can infer that the *Mona Lisa* . . .
    A. was unique among Renaissance art.
    B. was debated by scientists of the time.
    C. was Leonardo da Vinci's most famous painting.
    D. was created using common artistic techniques.

    Part B: Which lines from the selection best support the answer to Part A?
    A. *Da Vinci's use of fine shading highlights the subject's soft sculptured face.*
    B. *Recently, researchers found that Leonardo da Vinci mixed lead oxide powder with walnut or linseed oil.*
    C. *Those who analyze the portrait believe that da Vinci wanted his painting to be a representation of how complicated a human being can truly be.*
    D. *The woman in the painting is facing the viewer, which was not the standard practice for portraits at the time because they usually showed the profile of a person.*

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12. Based on the information in "The *Mona Lisa*: Popularity of the Renaissance," the reader can conclude that Leonardo da Vinci could best be described as . . .

    A. curious.

    B. generous.

    C. thoughtful.

    D. multitalented.

13. Which sentences from "The *Mona Lisa*: Popularity of the Renaissance" best support the idea that it has taken a lot of work to preserve the *Mona Lisa*?
    Select **TWO** correct answers.

    A. The man who stole the masterpiece worked at the Louvre.

    B. People worldwide may not have known about the Mona Lisa if it weren't for an Italian scholar, Giorgio Vasari.

    C. To continue to protect and secure the portrait, the official records of the painting's exact whereabouts remain unclear.

    D. After da Vinci's death, the king bought the painting and displayed it in the palace where visitors from all over Europe could see it.

    E. Before World War II (1939–1945), it is believed that the Louvre had made copies of the original painting to prevent the original from being taken.

14. Read these sentences from paragraph 12 of the "*The Mona Lisa*: Popularity of the Renaissance."

> Though we do not know whether anyone paid Leonardo da Vinci to paint the portrait, we now know that today it has a value of $800 million or more. This staggering figure shows that the creative expressions of the Renaissance are still admired today.

    How do these sentences contribute to the author's voice in the selection?

    A. By showing that the author prefers Renaissance art over modern art

    B. By showing that the author thinks that the value of the *Mona Lisa* is still very high

    C. By suggesting that the author believes Leonardo da Vinci should have been paid for his work

    D. By suggesting that the author holds the opinion that the *Mona Lisa* is not worth as much as people think it is

Name: _____

Date: _____

Passage 4:

The Renaissance: Part Two

Women, Education, and the Renaissance

1 The Renaissance was a period of growth and activity in the areas of art, literature, and ideas in Europe. However, most women of this time did not experience major changes in their roles in society. In most of the world at this time, women had few rights, and they did not have the same type of rights we consider common today. Their status depended on how much wealth their family had. If they didn't have much money, some might have worked in the fields with their husbands, while also taking care of their homes. Women from wealthy families typically worked in the home doing things like sewing, entertaining, and cooking. Though it could be arguable that the Renaissance may or may not have created widespread change for women, there were several women that benefited from it and, as a result of their education, made a significant impact on society.

2 Christine de Pizan was one of only a few women in Italy, and possibly Europe, to earn a living solely by writing. Her father worked in the king's court in France and supported her becoming educated. Yet, her mother did not. She wanted her daughter to focus on working in the home, as that was expected of women at that time. After her education, Christine de Pizan married and had three children. At twenty-five years old, her husband died, so Christine de Pizan began to write to earn money to support her family. Her writing career began when several wealthy individuals wanted to buy the beautiful ballads she wrote in memory of her husband. She then went on to write about a variety of topics, including giving advice to women about how to manage money in the household. Her last piece of writing celebrated Joan of Arc, a heroine of France who led the French army to victory against the English in the 1400s. The changing attitudes and ideas of the Renaissance and her father's support enabled de Pizan to support herself. It also gave her the opportunity to educate others through writing.

3 Marguerite of Navarre is another important female figure of the Renaissance. Her mother wanted Marguerite to have a good education and selected highly respected scholars to teach her. Marguerite wrote and published verse—a type of poetry—as well as religious writings. Today, she is remembered for her writings about history, philosophy, and religion. She is also remembered for the way she supported hospitals and orphanages, all while constantly writing and tending to her responsibilities at home. Seeing the needs of those around her during the Renaissance, Marguerite not only learned for her own sake but to also to ensure her daughter was educated.

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4 Felice della Rovere was another accomplished woman of the Renaissance. Born in 1483, Felice grew up in social circles that valued education. She was well educated as a child, and throughout her life surrounded herself with scholars and poets. She possessed wealth and power through her marriage, and she used that power to negotiate for peace between Pope Julius II and the Queen of France. After her husband's death, she continued to be a political leader. She bought a castle surrounded by wheat fields, enabling her to become a landowner and export wheat. From the wheat sales, she became independently wealthy. Felice della Rovere's ability to earn her own money challenged what people expected about women's income during the Renaissance. During a time when few businesses were run solely by women, Felice della Rovere paved the way for more women to earn income and gain independence.

5 Some women were born into royal families, and under unique circumstances became world leaders. Queen Elizabeth I led England and Ireland (1558–1603). She was someone who could make critical decisions and set policies that were beneficial for both the church and state. As a child, Elizabeth received an education generally reserved for boys during this time. She learned world languages, history, theology, and philosophy. She also learned new ideas developed during Renaissance, like reason and scientific inquiry. This teaching influenced her as a leader, which then shaped the course of the nation. When she became queen of England, she made decisions that saved the country from religious wars. Queen Elizabeth I led England with confidence, compassion, and loyalty.

6 Queen Isabella I of Castile and Leon was an influential female ruler of the Renaissance. As a child, Isabella was educated in politics and learned the ways of the king's court at just thirteen years old. After the death of her half-brother Henry, she took the throne in 1474. She proved herself a strong and brave leader when she ended a rebellion by riding alone to negotiate with the rebels. She is also famous for giving Christopher Columbus money to start his voyage, looking for another route to Asia. Yet, instead of landing in Asia, he arrived in the Americas. People recognized Queen Isabella's passion for education, and many people dedicated their literary works to her during that time.

7 The Renaissance is known as a time of rebirth, during which many contributions were made to art, literature, and ideas in Europe. Most women at the time were limited to tasks necessary to run households. Their rights were few and subject to their social status. While the stories and experiences of these women are unique, they all show how education can change a life. Some of these women had parents who believed education was valuable for everyone. Others pursued education on their own. As a result, these women were able to find their place in the Renaissance through their resilience, intelligence, leadership, and creativity.

Name: _____

Date: _____

15. What key idea is supported by the details in "Women, Education, and the Renaissance," paragraph 1? In the Renaissance period...
    A. education experienced many changes.
    B. the roles of most women depended on their social classes.
    C. women experienced a time of growth and activity in art, literature and ideas.
    D. led to significant changes in Europe that then spread elsewhere in the world.

16. How does the author organize paragraph 2 of "Women, Education, and the Renaissance?"
    A. By using cause and effect
    B. By using order of importance
    C. By using chronological order
    D. By using compare and contrast

17. Based on "Women, Education, and the Renaissance," why does the author present the ideas in paragraph 5 using cause and effect structure?
    A. To narrate the thoughts and motivations of Queen Elizabeth I.
    B. To persuade the reader that Queen Elizabeth I was a strong leader.
    C. To inform the reader that Queen Elizabeth I received a better education than most.
    D. To show that Queen Elizabeth I's education and personality positively impacted England and Ireland.

18. What is the central idea of the selection? During the Renaissance...
    A. some women became influential in society as a result of their education.
    B. women rulers became more common and respected as political leaders.
    C. revived and restored ideas led to widespread changes for women in business.
    D. education became a tool women used to make more money outside the home.

Name: _____

Date: _____

19. Based on "Women, Education, and the Renaissance," explain how the author feels about the importance of education for women during the Renaissance. Support your answer with evidence from the text.

_____

_____

_____

_____

_____

_____

_____

_____

20. The author of "Women, Education, and the Renaissance" uses first-person point of view to . . .

A. reveal the women's thoughts and feelings about their educations.

B. explain how several Renaissance women became influential figures.

C. demonstrate how difficult it was for Renaissance women to get an education.

D. entertain the reader with interesting details about women during the Renaissance.

A.2

Name: _____

Date: _____

Grade 5 Middle-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
16/20	_____/20

Word Reading in Isolation Assessment (if administered)

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

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

Name: _____

Date: _____

Fluency Assessment Scoring Sheet

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

Percentile	Spring Grade 5 W.C.P.M.
90	194
75	168
50	139
25	109
10	83
Comprehension Questions Total Correct _____/4	

Benchmark Fluency:
Percentile 50 or above

Student Fluency: _____

Benchmark Comprehension:
3/4 Questions

Student Comprehension: _____/4 Questions

A.3

Name: _____

Date: _____

Middle-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. Underline the subject and circle the predicate in the following two sentences.
   A. Grandma and Grandpa loved to tell stories about the days before the Internet.
   B. A fish riding a bicycle is an unusual sight.

2. Indicate whether the following sentence fragments are subjects or predicates. Then add the missing part to form a complete sentence.

> **Example:** Fragment: came in second place in the relay race.
>
> The fragment is a: subject (predicate)
>
> Full sentence: My team came in second place in the relay race.

   A. Fragment: All the nurses

   The fragment is a: subject predicate

   Full sentence:_____

   B. Fragment: Don Quixote and Sancho

   The fragment is a: subject predicate

   Full sentence:_____

   C. Fragment: always spreads rumors.

   The fragment is a: subject predicate

   Full sentence:_____

Name: _____

Date: _____

3. Rewrite the following run-on sentences as two complete sentences.

   A. Native Americans first settled California later it was claimed by the Spanish Empire.

_____

_____

_____

   B. Last summer I visited Mount Rushmore this summer I will visit the Alamo.

_____

_____

_____

4. Read each pair of sentences. If the information in the two sentences is similar, rewrite the sentences using one of the words or phrases that compare. If the information in the two sentences is different, rewrite the sentences using one of the words or phrases that contrast.

Words and Phrases that Compare	Word and Phrases that Contrast
similarly likewise in the same way just as resemble also	however in contrast alternatively whereas instead on the other hand but

A.3
Continued

Name: _____

Date: _____

A. When I was young, I only ate pasta. Now I'm interested in trying all kinds of new food.

B. Cesar is excited about starting middle school. Stephanie is excited about starting high school.

C. My sister loves to watch the summer Olympic Games. My brother is only interested in the winter Olympics.

D. My father only roots for California baseball teams. I only root for California baseball teams.

Name: _____

Date: _____

5. Underline the action verbs and circle the linking verbs in the following sentences
   A. Ms. Kessler reads to us three times a week. She is my favorite teacher.
   B. Christopher was shorter than his father. Then he grew six inches. Now he is almost as tall as his father.
   C. My friends and I were excited for summer vacation. We planned to swim every day.
   D. I made a card for my mother so that I will be ready for her birthday.

6. Part A: Write a sentence using an action verb.

_____

_____

_____

Part B: Write a sentence using a linking verb.

_____

_____

_____

7. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Present Tense* column so that the subject and verb are in agreement in the present tense. An example is provided.

Subject	Verb	Agreement in the Present Tense

Name: _____

Date: _____

they	to be	they are
the brothers	to explore	
she	to dance	
we	to study	
the yard	to be	

8. Write a sentence using one of the subject-verb combinations you created in Question 7.

_____

_____

_____

9. Write sentences that include the following items in a series. Be sure to use commas correctly.

   A. salt pepper sugar

_____

_____

   B. Tom Jose Cody

_____

_____

Name: _____

Date: _____

10. Use the information in the ***Subject*** and ***Verb*** columns of the following chart to fill in the ***Agreement*** *in the* ***Past Tense*** column so that the subject and verb are in agreement in the past tense. An example is provided.

Subject	**Verb**	**Agreement in the Past Tense**
my friends	to play	my friends played
Sancho	to follow	
she	to be	
we	to be	
the flag	to be	

11. Write a sentence using one of the subject-verb combinations you created in Question 10.

_____

_____

_____

12. Circle the prepositions and underline the prepositional phrases in the following sentences.

A. Living in the city can be fun.

B. My dad wakes up before anyone else.

C. Her favorite hiding place is behind the sofa.

D. She shared secrets with her brother.

E. Ms. O'Donnell began her lesson after the bell rang.

Name: _____

Date: _____

13. Choose the preposition from the word box that best completes each of the following sentences. Then circle the function of the preposition (place, time, or partner) below the sentence. An example is provided.

with	from	her	in

Example:

I ran away <u>from</u> home, but not for long.

(*place*) *time* *partner*

A. I have band rehearsal _____school today.

place *time* *partner*

B. The salesman put the shoes_____the box.

place *time* *partner*

C. I always sit _____ my friend on the school bus.

place *time* *partner*

Name: _____

Date: _____

14. Write sentences using the following correlative conjunctions.

either/or

_____

_____

_____

both/and

_____

_____

_____

15. Underline the interjection in each sentence. Then write the type of interjection (*strong* or *mild*) on the line that follows.

A. Oh, I seem to have misplaced my pencil.

Type: _____

B. Wait! There's a shark in the pool.

Type: _____

Name: _____

Date: _____

Middle-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. Choose and write the word that best completes the following sentences.

These one-of-a-kind earrings are handmade and _____.

A. replaceable

B. irreplaceable

C. responsible

D. irresponsible

The time Javier spent working on his handwriting paid off when his teacher told him his school work was _____ and a pleasure to read.

A. regular

B. irregular

C. legible

D. illegible

Name: _____

Date: _____

2. Choose one of the following word pairs and write sentences using each word.

action interaction	national international
section intersection	personal interpersonal

First sentence:

_____

_____

Second sentence:

_____

_____

3. **Part A**. What does the root ***tract*** mean?
   - A. to pull or draw out
   - B. to push in
   - C. to empty
   - D. to protect

Name: _____

Date: _____

Part B. Choose and write the word that best completes the following sentence.

The cloudy weather did not _____ from the beautiful view of the valley.

A. attract

B. extract

C. tractor

D. detract

4. Choose and write the word that best completes the following sentences.

empty	emptiness	bright	brightness
drowsy	drowsiness	steady	steadiness

A. When I saw how _____ the morning was, I decided to wear my sunglasses.

B. After all the furniture was removed, the _____ of the house made Jin feel sad.

C. My _____ caused me to yawn and put my head down.

D. Dr. McWilliam's _____ hand helps him to be a good surgeon.

5. **Part A**. Choose a word with a root that means "to empty."

A. attract

B. irresponsible

C. encircle

D. evacuate

Name: _____

Date: _____

Part B. Write a sentence using the word you chose in Part A.

_____

_____

6. **Part A.** Add the prefix ***im-*** to the word ***patient*** to change the meaning of the word. Then write a sentence using the new word

patient–adj., able to remain calm while waiting

new word: _____

sentence using new word:

_____

Part B. Add the prefix in- to the word audible. Then define the new word.

audible–adj. able to be heard

new word: _____

sentence using new word:

_____

7. If a construction worker excavates a piece of land, what does the construction worker do?
   A. He builds on the land.
   B. He takes away dirt from the land.
   C. He adds dirt to the land.
   D. He pours cement on the land.

Name: _____

Date: _____

8. Which word has a root that means "to save" or "to protect"?
   A. extract
   B. evacuate
   C. servant
   D. biography

9. Choose and write in the word that best completes the following sentences.

rage	enrage	force	enforce

   A. The cloudy weather did not _____ from the beautiful view of the valley.
   attract, extract, tractor, detract
   B. It is important to _____ rules to keep everyone safe at school.
   C. Mountain climbing without the proper equipment placed Whitney in great _____.
   courage, encourage, danger, endanger

10. A word ending with the suffix *ist* most likely describes:
   A. a place or location.
   B. a strong action.
   C. a job or occupation.
   D. a time or era.

Name: _____

Date: _____

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*s<u>oo</u>m/ closed * digraph	delight /dĐ*liet/ ə * digraph	council /koun*sƟl/ 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 /kr<u>oo</u>z/
4	marvelous /mar*val*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*lf*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /lo<u>eth</u>/	ivory /ie*vree/ open * open	disprove /dis*pr<u>oo</u>v/ closed * digraph

1B

Name: _____

Date: _____

A.5
Continued

Word Reading in Isolation Assessment Scoring Sheet

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

Name: _____

Date: _____

Fluency Assessment - Recording Copy

Pegasus for a Summer

Michael J. Rosen

1 Outside school, I did two things better than most kids (and doing 12
better probably meant as much to me as it meant to everyone else): 25
swimming and horseback riding. Yet without a pool or a stable at 37
school, I could never prove those talents to anyone. But the day camp 50
I attended each summer provided for both. 57

2 Oh, one year, I did compete on a swim team with my best friend 71
Johnny. I swallowed a teaspoon of honeyenergy before each event with 82
the others in my relay. All season, my eyes bore racoon rings from 96
the goggles. Ribbons hung from my bedroom corkboard. Despite my 106
success in competitions, the truth was I really didn't like swimming, 117
just as I disliked other team sports! 124

3 But I didn't give up swimming, as I had baseball, football and 136
basketball. (Their seasons were so brief, how could a person master 147
one skill before everyone switched to the next sport?) And I devoted 163
myself to horseback riding. 167

Name: _____

Date: _____

4	The whole idea of camp, which represented the whole idea of summer,	179
	hinged on those few hours each week at the camp stable, just as the	193
	whole of the school year merely anticipated the coming summer	203
	vacation. At camp, it was simply me against—no one. It was me with	217
	the horse. The two of us composed the entire team, and we competed	230
	with greater opponents than just other kids. We outmaneuvered	239
	gravity, vanquished our separate fears, and mastered a third language:	249
	the wordless communication of touch and balance.	256

Word Count: 256

Creative Space

Name: _____

Date: _____

Creative Space

Name: _____

Date: _____

Creative Space

Name: _____

Date: _____

Creative Space

Name: _____

Date: _____

Creative Space

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Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

POETRY:
COLLAGE OF WORDS

GRADE 5 UNIT 5 | ACTIVITY BOOK

EDITION 1

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