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

Grade 5 Reading

Student Activity Packet 1

Flip to see the Grade 5 Reading activities included in this packet!

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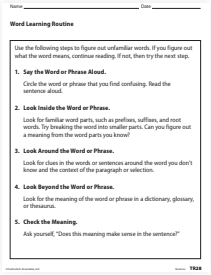
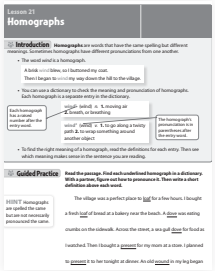
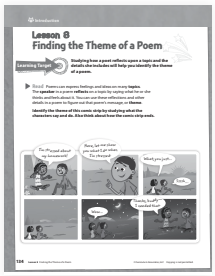
Grade 5 Reading Activities in Section 1

Lesson	Resource	Instructions	Page(s)
0	Grade 5 Ready Reading Word Learning Routine 	• Read the Word Learning Routine together. Keep it handy—you'll need it later!	**10**
1	Grade 5 Ready Language Handbook, Lesson 21 Homographs 	• Read the Introduction. • Complete Guided Practice. • Complete Independent Practice.	**11–12**
2	Grade 5, Ready Reading Lesson 8 	• Read the Introduction. • Complete the Think and Talk activities.	**13–14**

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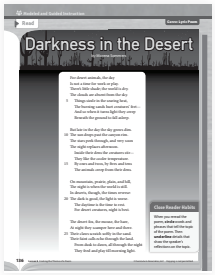
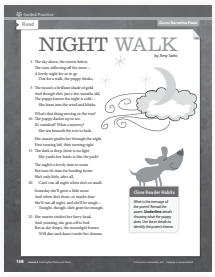
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
3	Grade 5, Ready Reading Lesson 8 	• Read "Darkness in the Desert." • Complete the Think and Talk activities.	**15–16**
4	Grade 5, Ready Reading Lesson 8	• Reread "Darkness in the Desert." • Complete the Write activity.	**15–17**
5	Grade 5, Ready Reading Lesson 8 	• Read "Night Walk." • Complete the Think activity.	**18–19**

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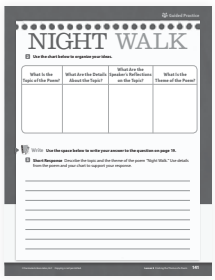
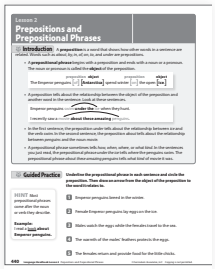
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
6	Grade 5, Ready Reading Lesson 8  	• Reread "Night Walk." • Complete the Talk and Write activities.	**18–20**
7	Grade 5 Ready Language Handbook, Lesson 2 Prepositions and Prepositional Phrases  	• Read the Introduction. • Complete Guided Practice. • Complete Independent Practice.	**21–22**
8	Grade 5, Ready Reading Lesson 8 	• Read "Anna's Monsters." • Complete the Think activity.	**23–26**

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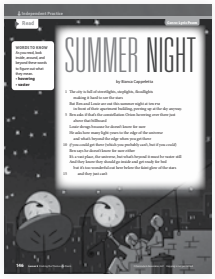
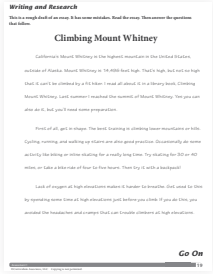
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
9	Grade 5, Ready Reading Lesson 8 	• Read “Summer Night.” • Complete the Write activity.	**27–28**
10	Practice Assessment 	• Read “Climbing Mount Whitney.” • Complete items 23–26.	**29–31**

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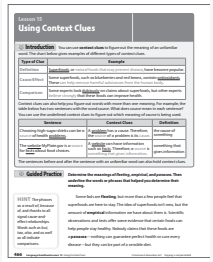
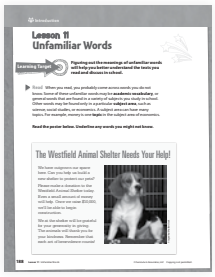
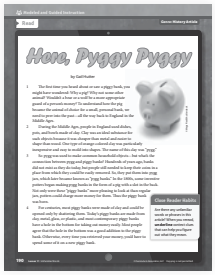
Grade 5 Reading Activities in Section 2

Lesson	Resource	Instructions	Page(s)
1	Grade 5 Ready Language Handbook, Lesson 15 	• Read the Introduction. • Complete Guided Practice. • Complete Independent Practice.	**32–33**
2	Grade 5, Ready Reading Lesson 11 Part 1 	• Read the Introduction. • Complete the Think and Talk activities.	**34–35**
3	Grade 5, Ready Reading Lesson 11 Part 2 	• Read "Here, Pyggy Pyggy." • Complete the Think and Talk activities.	**36–37**

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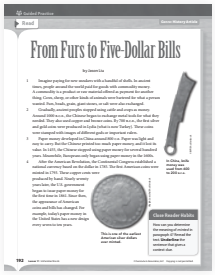
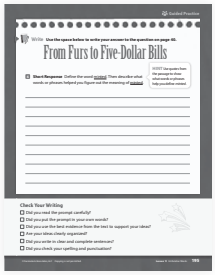
Grade 5 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
4	Grade 5, Ready Reading Lesson 11 Part 3 	• Reread the passage "Here, Pyggy Pyggy." • Complete the Write activity.	**36, 38**
5	Grade 5, Ready Reading Lesson 11 Part 4 	• Read "From Furs to Five–Dollar Bills." • Complete Think and Talk activities.	**39–40**
6	Grade 5, Ready Reading Lesson 11 Part 5 	• Reread "From Furs to Five–Dollar Bills." • Complete the Write activity.	**39, 41**

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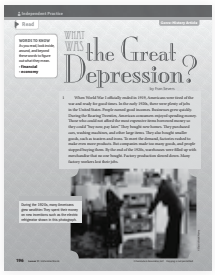
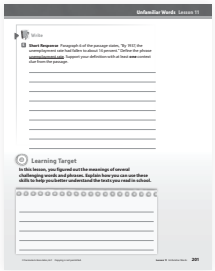
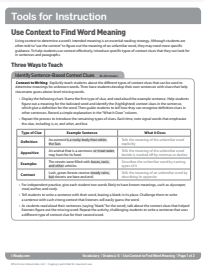
Grade 5 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
7	Grade 5, Ready Reading Lesson 11, Part 6 	• Read "What Was the Great Depression?" • Complete the Think activity.	**42–46**
8	Grade 5, Ready Reading Lesson 11, Part 7 	• Reread "What Was the Great Depression?" • Complete the Write activity	**42–44, 47**
9	Can They Do It? 	• Read "Can They Do It?" • Complete questions 23–26.	**48–50**
10	Tools For Instruction Use Context to Find Word Meaning 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.	**51–52**

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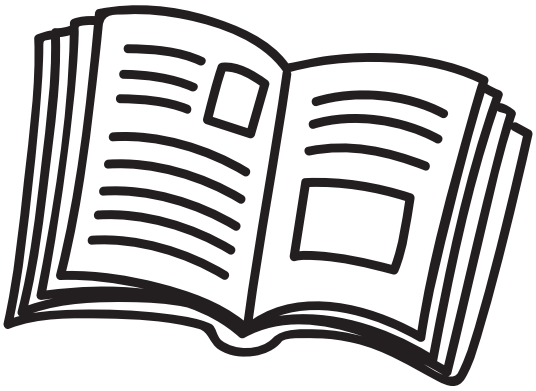
Independent Reading!



See pages 53 and 54 of this packet.

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

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

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

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

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

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Name _____ Date _____

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 21

Homographs

Introduction

Homographs are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

A brisk wind blew, so I buttoned my coat.

Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind[1] (wĭnd) *n.* **1.** moving air **2.** breath, or breathing

wind[2] (wīnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

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Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

1 I wandered down to the port to watch cargoes being unloaded from boats.

A **port**[1] (pôrt) *n.* a harbor

B **port**[2] (pôrt) *n.* the left on a ship

C **port**[3] (pôrt) *n.* a valve, or opening that lets liquid out

D **port**[4] (pôrt) *n.* a person's manner, or bearing

2 "Your ship looks sound," I said to a fisherman.

A **sound**[1] (sound) *n.* a noise

B **sound**[2] (sound) *adj.* in good shape

C **sound**[3] (sound) *n.* a long, wide body of water

D **sound**[4] (sound) *v.* to measure how deep water is

3 "It has to be," he said. "Tomorrow we're bound for the fishing lanes."

A **bound**[1] (bound) *v.* to leap or jump forward

B **bound**[2] (bound) *n.* border

C **bound**[3] (bound) *adj.* tied

D **bound**[4] (bound) *adj.* on the way to a particular place

4 "High winds and fierce storms are sure to batter us on the open seas," he continued.

A **batter**[1] ('batər) *v.* to hit, pound

B **batter**[2] ('batər) *n.* a player at bat

C **batter**[3] ('batər) *n.* a liquid mixture, often of flour, eggs, and milk

D **batter**[4] ('batər) *n.* a sloping structure

5 "Fortunately, our bow is sturdy and true," he finished.

A **bow**[1] (bou) *v.* to bend the head or upper body in greeting

B **bow**[2] (bou) *v.* to be pushed over with age or pressure

C **bow**[3] (bou) *n.* the front of a ship's hull

D **bow**[4] (bo) *n.* a weapon for shooting arrows

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Lesson 8
Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.

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Think What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			Night can ease the worries of the day.

Talk Share your chart with a partner.

- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

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Read

Genre: Lyric Poem

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

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Explore **What details in the poem "Darkness in the Desert" develop its theme?**

Look for evidence of what the speaker thinks about day and night in the desert.

Think

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 17 to write your answer.

HINT Start your response by stating the theme in one sentence.

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Write **Use the space below to write your answer to the question on page 16.**

Darkness in the Desert

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.

Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

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NIGHT WALK

by Amy Saito

The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.

The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.

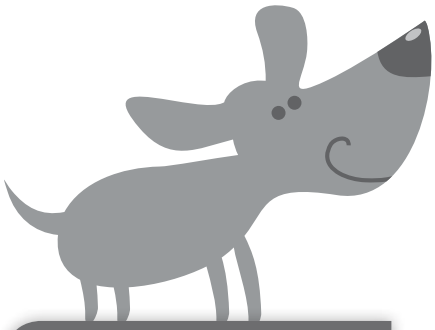
What's that thing moving in the tree?
The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
Can't run all night when she's so small.

Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.

Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

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Think

Use what you learned from reading the poem to answer the following questions.

A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How are the events in stanzas three and four important to the theme of the poem?

- **A** The events show it is a good night for a walk.
- **B** The events show that puppy is young and active.
- **C** The events show the speaker is the puppy's master.
- **D** The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- **A** "What's that thing moving in the tree?" (stanza three)
- **B** "The puppy dashes up to see." (stanza three)
- **C** ". . . sits beneath the tree. . . ." (stanza three)
- **D** "Her master guides her. . . ." (stanza four)
- **E** ". . . there is no light . . ." (stanza four)
- **F** "She yanks her leash: . . ." (stanza four)

Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 20 to record such details.

HINT Think about the speaker's reflections on how the puppy will change over time.

Write

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 20 to write your answer.

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NIGHT WALK

2 **Use the chart below to organize your ideas.**

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Write **Use the space below to write your answer to the question on page 19.**

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

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Lesson 2

Prepositions and Prepositional Phrases

Introduction

A **preposition** is a word that shows how other words in a sentence are related. Words such as *about*, *by*, *in*, *of*, *on*, *to*, and *under* are prepositions.

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the **object** of the preposition.

  preposition object preposition object
  The Emperor penguins [of] [**Antarctica**] spend winter [on] the open [**ice**.]

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

  Emperor penguins swim **under the** ice when they hunt.

  I recently saw a movie **about these amazing** penguins.

- In the first sentence, the preposition *under* tells about the relationship between *ice* and the verb *swim*. In the second sentence, the preposition *about* tells about the relationship between *penguins* and the noun *movie*.
- A prepositional phrase sometimes tells *how*, *when*, *where*, or *what kind*. In the sentences you just read, the prepositional phrase *under the ice* tells *where* the penguins swim. The prepositional phrase *about these amazing penguins* tells *what kind* of movie it was.

Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:
I read a book **about Emperor penguins.**

1. Emperor penguins breed in the winter.
2. Female Emperor penguins lay eggs on the ice.
3. Males watch the eggs while the females travel to the sea.
4. The warmth of the males' feathers protects the eggs.
5. The females return and provide food for the little chicks.

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Independent Practice

For numbers 1–3, choose the prepositional phrase in each sentence.

1 Emperor penguins can be found on only one continent.

A found on only one continent

B can be found

C only one continent

D on only one continent

2 Antarctica's winter begins in late March.

A winter begins

B begins in

C in late March

D begins in late March

3 There are 17 types of penguins, and the Emperor penguin is the largest.

A of penguins

B and the Emperor penguin

C is the largest

D are 17 types of

For numbers 4 and 5, answer the question.

4 Read this sentence.

> Most animals move <u>to</u> a warmer place each winter, but Emperor penguins do not.

What is the purpose of the underlined preposition?

A to describe when animals move

B to connect *warmer* with *animals*

C to connect two phrases about winter

D to show a relationship between *move* and *place*

5 Read this sentence.

> The feathers <u>of</u> the penguin keep out cold air and water.

What is the purpose of the underlined preposition?

A to connect *feathers* with *cold*

B to show a relationship between *feathers* and *penguin*

C to tell what a penguin's feathers do

D to show a relationship between *penguin* and *cold*

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Read

Genre: Narrative Poem

Anna's MONSTERS

by Justin Nuñez

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **assured**
- **complained**

I'm scared of the darkness, I don't care who knows it,
I don't like the darkness at all.
I sleep with the lights on—two lights in my room,
And a much brighter light in the hall.
I'm frightened of monsters that might come and get me,
Whenever I climb into bed.
My mother says, "Anna, you're just being silly,
The monsters are all in your head!"

But I don't think that's true, because of what happened
Last night, the first day of the week.
I put on my nightgown, got under the covers—
Rolled over, and heard a strange squeak.
It wasn't a mouse, and it wasn't a rabbit,
It wasn't a dog or a cat.
So I screamed out in terror. My mother came running!
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
I was almost too frightened to talk.
I *knew* it was monsters, some big hungry monsters,
It was all I could do not to squawk!
"I *don't* like the darkness," I said to my mother,
"I don't like the dark and the night.
Can't I get up and sit with you out on the couch,
In a room that's all cheery and bright?"

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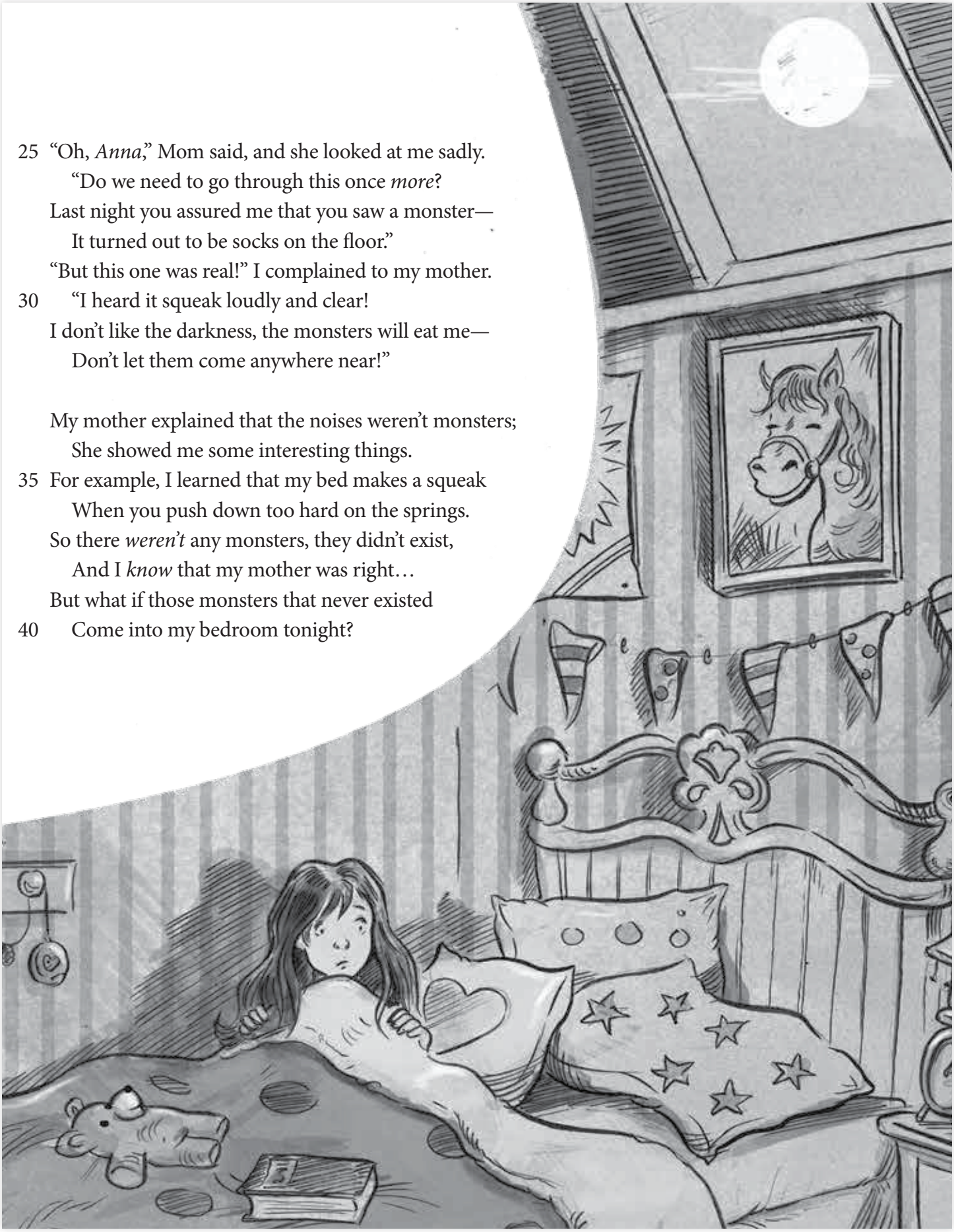

"Oh, *Anna*," Mom said, and she looked at me sadly.
"Do we need to go through this once *more*?
Last night you assured me that you saw a monster—
It turned out to be socks on the floor."
"But this one was real!" I complained to my mother.
"I heard it squeak loudly and clear!
I don't like the darkness, the monsters will eat me—
Don't let them come anywhere near!"

My mother explained that the noises weren't monsters;
She showed me some interesting things.
For example, I learned that my bed makes a squeak
When you push down too hard on the springs.
So there *weren't* any monsters, they didn't exist,
And I *know* that my mother was right…
But what if those monsters that never existed
Come into my bedroom tonight?

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Think Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

A easy to see

B ready to attack you

C only imagined

D giving you a headache

Part B
Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

A "I'm scared of the darkness, . . ."

B "I sleep with the lights on, . . ."

C "Whenever I climb into bed."

D "'Anna, you're just being silly, . . .'"

2 Which statement **best** summarizes the speaker's message about fears?

A For most people, nighttime is scary because it is dark and quiet and nobody is awake.

B Many people are much too fearful, and some are even afraid of their own surroundings.

C It can be hard to stop being afraid, even when someone proves that what you fear is not real.

D It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How are the events in stanzas two and three important to the poem's theme?

A These events show Anna doesn't like the dark of night because that is when she sees the monsters.

B These events show Anna remembers it was last night that she heard a squeak.

C These events show Anna's mother comes running in fear when Anna screams.

D These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

A ". . . because of what happened. . . ." (stanza two)

B ". . . I screamed out in terror." (stanza two)

C ". . . 'Whatever,' she asked me, 'was that?'" (stanza two)

D "I *knew* it was monsters, . . ." (stanza three)

E "It was all I could do. . . ." (stanza three)

F ". . . a room that's all cheery and bright?" (stanza three)

4 Which line from the poem **best** summarizes a theme of the poem?

A "'The monsters are all in your head!'" (line 8)

B "Rolled over, and heard a strange squeak." (line 12)

C "So I screamed out in terror. My mother came running!" (line 15)

D "'I *don't* like the darkness,' I said to my mother," (line 21)

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Read

Genre: Lyric Poem

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **hovering**
- **vaster**

SUMMER NIGHT

by Bianca Cappeletta

The city is full of streetlights, stoplights, floodlights
making it hard to see the stars
But Ben and Louie are out this summer night at ten PM
in front of their apartment building, peering up at the sky anyway.
Ben asks if that's the constellation Orion hovering over there just
above that billboard
Louie shrugs because he doesn't know for sure
He asks how many light-years to the edge of the universe
and what's beyond the edge when you get there
if you could get there (which you probably can't, but if you *could*)
Ben says he doesn't know for sure either
It's a vast place, the universe, but what's beyond it must be vaster still
And they know they should go inside and get ready for bed
but it's too wonderful out here below the faint glow of the stars
and they just can't

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Write Use what you learned from reading "Summer Night" to answer the following question.

5 **Short Response** What is the theme of the poem "Summer Night"? Use details from the poem to support your answer.

Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

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Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, Climbing Mount Whitney. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On

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Now that you're in shape and used to the height, rest. The day before your climb, take it easy. The night before your climb, eat a dinner of spagheti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

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23 Read this sentence from the essay.

I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?

A 'Climbing Mount Whitney'

B "*Climbing Mount Whitney*"

C *Climbing Mount Whitney*

D "Climbing Mount Whitney"

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24 Read this sentence from the essay.

> Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

A Yes—you can also do it

B Yes, you can also do it,

C Yes you can also do it

D Yes! you can also do it,

25 Read this sentence from the essay.

> If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

_____

_____

_____

26 Read this sentence from the essay.

> By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

A reached

B had been reaching

C have reached

D will have reached

Go On

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