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FOCUS LESSON: POETRY

Title: A Slash of Blue

Genre: Poetry

Lexile® Measure: N/A

Skill Focus: Understanding Poetry

Graphic Organizer: Main Idea/Details Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

compose, ruby, slash

Poetry

Focus Lesson

Poetry uses musical language to create pictures and words in your mind. Poems are made up of one or more **stanzas**, or **verses**.

Many poets use **figurative language** to help you see or feel language. Similes, metaphors, and personification are examples of figurative language. **Similes** and **metaphors** compare unlike things. Unlike a metaphor, a simile uses *like* or *as* to compare them. Sometimes a poem will repeat the same or similar beginning consonant sound in a line. This is called **alliteration**. Poets can also add sound words to their writing. Words that imitate sounds, such as *boom* and *crash*, are examples of **onomatopoeia**.

A **narrative poem**, like a story, has characters and a plot. It has a beginning, a middle, and an ending. Another kind is a **lyric poem**, which captures a moment or a feeling. A **limerick** is a short, silly poem usually made for fun. Limericks are filled with rhymes. **Rhymes** are repeated sounds at the ends of words.

There was a Young Lady whose **bonnet**,
Came untied when the birds sat on it.
But she said, "I don't **care**!"
All the birds in the **air**
Are welcome to sit on my **bonnet!**"

Limericks also have a bouncy rhythm. **Rhythm** is a pattern of stressed and unstressed beats in a line.

Up into the **cherry tree**
Who should **climb** but little **me**?

Free verse is a kind of poetry with no rhythm or rhyme. You can put words together in any way to create a free verse poem.

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Reading Literary Text 9

Focus Lesson: POETRY

Read this poem and answer the questions that follow.

A Slash of Blue

by Emily Dickinson

Emily Dickinson wrote many poems during her lifetime, but most were published after her death in 1886. Today, she is considered one of the most important American poets.

Imagery is the word-pictures that a poet creates.
How is imagery used in this poem?

- 1 A slash of blue—
A sweep of gray—
Some scarlet patches on the way;
Compose an Evening Sky—
A little purple—slipped between—
Some Ruby Trousers hurried on—
A Wave of Gold—
A Bank of Day—
That just makes out the morning sky.

Personification makes something that is not human seem like a person in some way.
What is an example of personification in this poem?



Common Core State Standard

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Focus Lesson: **POETRY**

1 Part A RL.5.4
What is the speaker comparing in this poem?

Read the poem again. The poet uses words to describe patterns of color. When do you see these different colors in nature? The poet is comparing the sky in the evening and the sky in the morning.

Part B RL.5.4
In the poem, what are examples of the answer to Part A?

Use the sections you reread to help you study the poem. Lines 1-4 describe the colors of the evening sky. Lines 5-9 describe the colors of a sunrise.

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Reading Literary Text 11

GUIDED PRACTICE

Title: My Shadow

Genre: Poetry

Lexile® Measure: N/A

Skill Focus: Understanding Poetry, Point of View

Graphic Organizer: Main Idea/Details Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

dew, notion, ought

Lesson 2 **Literary Text**

Guided Practice

Read the poem and answer the questions that follow.


My Shadow
by Robert Louis Stevenson

1 I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

2 The loneliest part about him is the way he likes to grow—
Not at all like proper children, which is always very slow.
For he sometimes shoots up taller like a bouncing rubber ball,
And he sometimes gets so little that there's none of him at all.

3 He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd be ashamed to stick to mother as my shadow sticks to me!

4 One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like a naughty sleepy-head,
Had stayed at home behind me and was fast asleep in bed.



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UNIT 1 Great Ideas 39

Common Core State Standards

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.



Guided Practice: LITERARY TEXT

1 Part A **RL.5.6**

Whose point of view is expressed in the poem?

The point of view expressed in this poem is that of the narrator, who is a small child.

Read the poem again. The speaker is also the narrator. Who is the narrator of the poem?

Part B **RL.5.6**

Which two lines support your answer to Part A?

Line 1 tells about the speaker: "I have a little shadow that goes in and out with me;" Line 3 also tells about the narrator: "He is very, very like me from the heels up to the head." The pronoun I shows that the poem is about the narrator. The words "he is very, very like me" compares the narrator to the shadow.

Reread the first two stanzas. The speaker uses I. The title of the poem is also a clue.

Guided Practice: LITERARY TEXT

2 Part A **RL.5.3**

According to the narrator, what is one way he is different from the shadow in the poem?

The narrator says that his shadow is a coward while he is much braver.

Read the poem again. Look for the ways the narrator says his shadow behaves differently than he does.

Part B **RL.5.3**

Which line or lines in the poem support your answer to Part A?

Line 11 tells about the narrator and his shadow: "He stays so close beside me, he's a coward you can see;" Line 12 tells about them, too: "I'd be ashamed to stick to mother as my shadow sticks to me!" Both show that the shadow is much less brave than the narrator considers himself to be.

Many lines in the poem support the idea that the narrator and shadow are different. Pick the line that best supports your answer to Part A.

Guided Practice: LITERARY TEXT

3 Part A **RL.5.2**

What is the theme of the poem?

In this poem, the theme is friendship. The narrator may be lonely and looking for an imaginary friend to play with.

Think about the way the narrator talks about the shadow. How does he feel about his shadow?

Part B **RL.5.2**

Which line or lines helped you answer the question in Part A?

The last two lines, "But my lazy little shadow, like a naughty sleepy-head, had stayed at home behind me and was fast asleep in bed" talk about the shadow as if it were a real friend that the narrator spends a lot of time with.

Reread the end of the poem. What part of the poem is related to the theme?



INDEPENDENT PRACTICE

Title: In the Castle

Genre: Play

Lexile® Measure: N/A

Skill Focus: Character, Play

Graphic Organizer: Analyzing Character

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

amuse, bestow, binding, velvet

Independent Practice: LITERARY TEXT
Read the passage and answer the questions that follow.

In the Castle
from King Alfred
by Florence Holbrook

Cast of Characters
Queen
John
Henry
Reed
Alfred

Scene 1
A large, airy room in the castle. The room includes several comfortable couches and a single, locked cabinet. The queen and her four boys are seated. A fire roars merrily in the fireplace. Outside the wind howls and the snow blows.

John: Tell us a story, lady mother.
Henry: Yes, tell us a story.
Reed: I wish it would stop raining, so that we might take our hawks for a hunt!
Queen: (unlocks the cabinet and removes a large, velvet-covered volume) I have something to show you, my princes. Is this not beautiful?
Alfred: (fingers the book lovingly) How lovely the red velvet, and see, the clasp is of gold!
Reed: And there are jewels in the clasp! What is it, mother?
Queen: It is a book, darling, a very precious volume. The jewels, however, are the least valuable part of it. Shall we look within?
John: (looking over his mother's shoulder) Pray show us, lady mother!
Queen: Observe the forms! Mighty warriors, fair ladies, and royal chiefs of the olden times, all in bright and glowing colors.
Henry: (yawns and looks bored) I guess they seem to be brave. Who are they?
Queen: (slowly opens the book) These pictures are beautiful and appeal to the eye, but neither they nor the velvet and gold of the binding give the joy which is greatest.
Alfred: (looks confused) What do you mean, dear lady mother?

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UNIT 1 Great Ideas 43

Common Core State Standards

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.



Independent Practice: LITERARY TEXT

Queen: This is a book I greatly enjoy, for it is full of the tales of the mighty King Arthur and his knights. You will like to hear me read these brave stories when you are tired with your day's work, or on rainy days when you can neither hunt nor ride. That is because you do not know how to amuse yourselves when time is heavy on your hands, since you can neither read nor play upon the musical instruments that give us so much pleasure.

Reed: *(reaches out to the book)* The book is so lovely. Let me take it, lady mother!

Queen: *(looks at him for a moment)* I would that the children of my royal husband could read the book.

Alfred: *(thinks for a minute)* Our father does not think much of books and music. He likes to hunt and fight, and so do I.

Henry: Our father is usually in the right.

Reed: While I love to hunt, I also love to hear the stories of great kings and warriors.

Henry: *(looks over at Queen)* To which of us will you give the book, lady mother?

Queen: *(thinks for a few minutes)* I will bestow it on he who first learns how to read it.

Alfred: *(looks happy)* Will you really, dear mother?

Queen: Yes, upon the faith of a queen, I will. I will not give it to one who cannot read it. Books are meant for the learned and not the ignorant.

Alfred: *(timidly)* May I... may I take the book a little while?

Queen: Yes, you may take the precious volume, Alfred, for I know you will not injure it, and I hope you will soon learn how to make its wisdom your own.

Alfred: *(holds the book tightly to his chest)* Thank you, lady mother.

1 Part A **RL.5.3**

How does Henry's reaction to the book differ from Alfred's reaction?

- A Henry thinks the book is puzzling, while Alfred thinks it is shocking.
- B Henry thinks the book is unexciting, while Alfred thinks it is troubling.
- C Henry thinks the book is delightful, while Alfred thinks it is frightening.
- ☒ D Henry thinks the book is uninteresting, while Alfred thinks it is exciting.

ANSWER ANALYSIS

1A Choice D is the correct answer. Henry's behavior shows that he finds the book very uninteresting, while Alfred comes alive with excitement at the thought of reading the book. Choices A, B, and C are incorrect because they do not describe both characters' reactions accurately.

B Choice A is the correct answer. Henry's yawn and look of boredom when discussing the book show that he finds the book uninteresting. Choices B, C, and D are incorrect. These sentences do not support the idea that reading books does not seem to interest Henry.

2A Choice B is the correct answer. Later in the scene, it is made clear that the queen is showing the boys pictures, or images, of people in the book. Choices A, C, and D are incorrect. The queen does not show the boys stories of deeds, poems, or movies.

B Choice B is the correct answer. Images help to bring stories alive by making them seem more real. The queen wanted the boys to be interested in the book, so she showed them pictures of the people in the stories. Choices A, C, and D are incorrect. The queen did not show them images to help them know what to say to the king, how to recognize what warriors do, or how a book is made.



Independent Practice: LITERARY TEXT

Part B **RL.5.3**

Which sentence best supports the answer to Part A?

- ☒ A **Henry:** *(yawns and looks bored)* I guess they seem to be brave. Who are they?
- B **Alfred:** *(looks confused)* What do you mean, dear lady mother?
- C **Alfred:** *(thinks for a minute)* Our father does not think much of books and music.
- D **Henry:** *(looks over at Queen)* To which of us will you give the book, lady mother?

2 Part A **RL.5.4**

Read this line.

Queen: Observe the forms!

What does the queen mean by the word *forms*?

- A stories of deeds
- ☒ B images of people
- C poems of battles
- D movies of royalty

Part B **RL.5.2**

Why does the queen point out the forms to the boys in Part A?

- A so they will know what to say to the king
- ☒ B so they will find the book more interesting
- C so they will recognize the things warriors do
- D so they will understand how a book is made