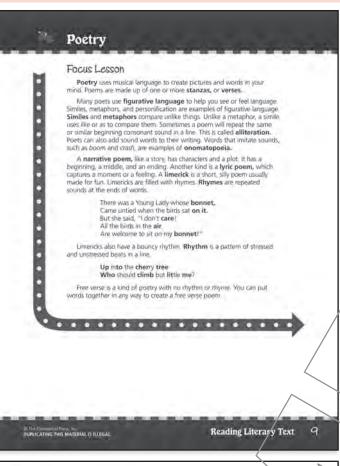
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FOCUS LESSON: POETRY

Title: A Slash of Blue

Genre: Poetry/

Lexile® Measure: N/A

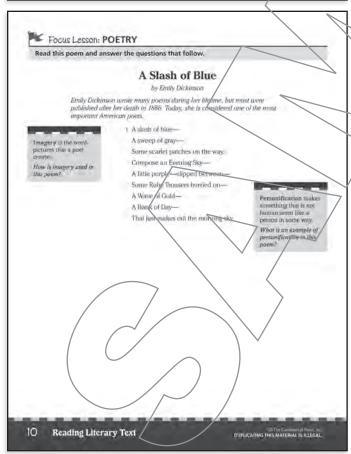
Skill Focus: Understanding Poetry

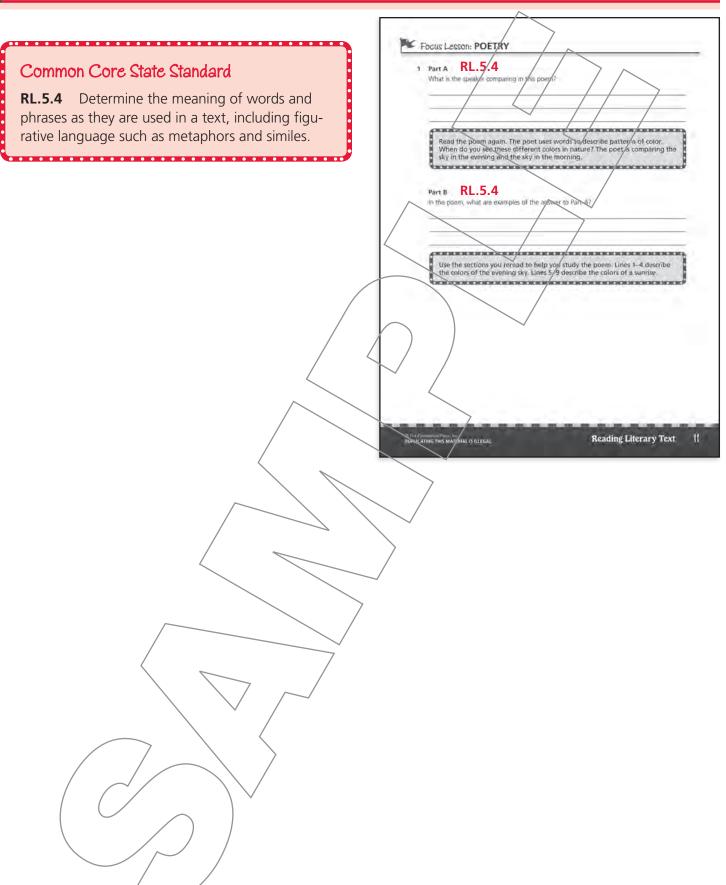
Graphic Organizer: Main Idea/Details Chart

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





GUIDED PRACTICE

Title: My Shadow **Genre:** Poetry

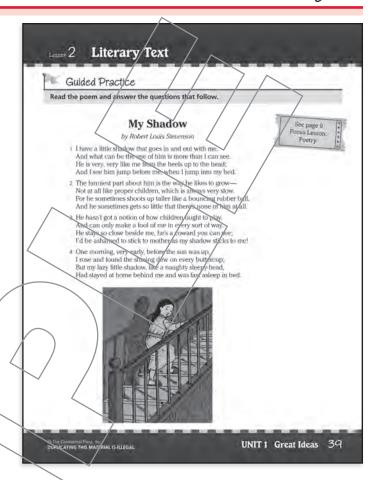
Lexile® Measure: N/A

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



Common Core State Standards

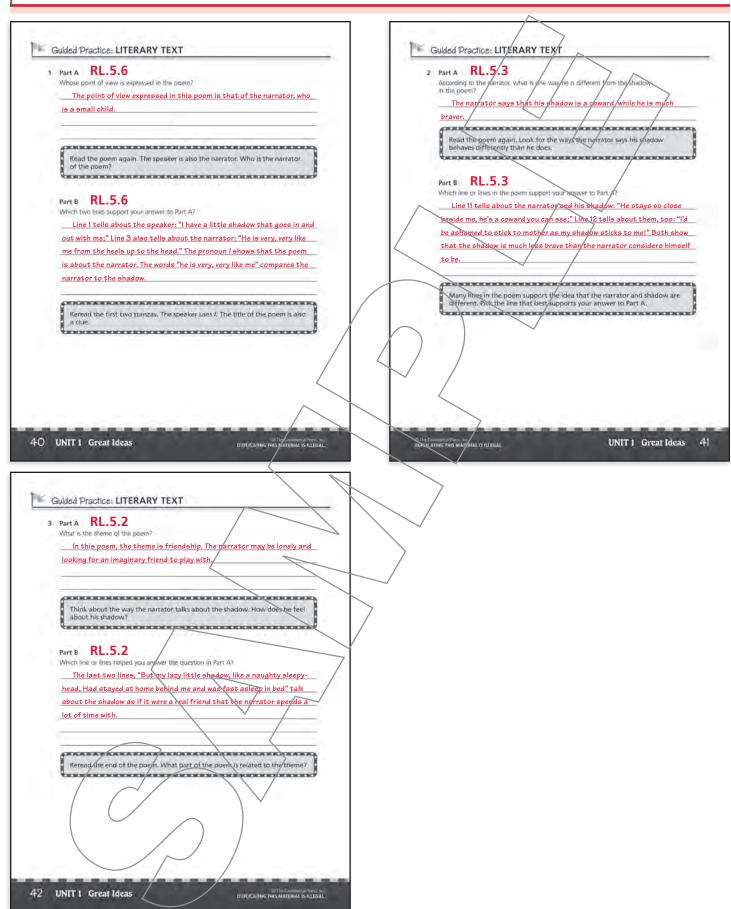
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text,

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.



Lesson 2 Guided Practice



INDEPENDENT PRACTICE

Title: In the Castle

Genre: Play

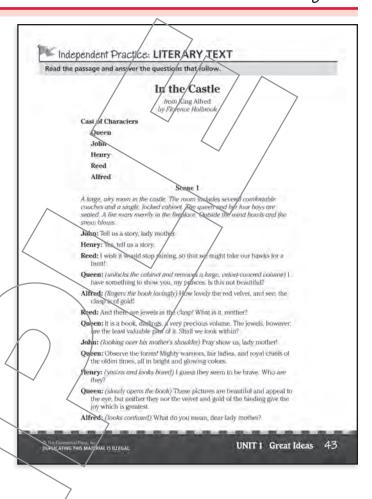
Lexile® Measure: N/A Skill Focus: Character, Play

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



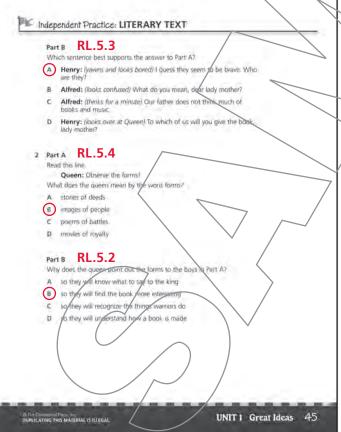
Common Core State Standards

- **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.



Lesson 2 Independent Practice

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 Reed: (reaches out to the book) The book is so lovely. Let me take it, lady Queen: (looks at him for a moment) I would that the children of my royal and could read the book. Alfred: (thinks for a minute) Our father does not think much of books and music. He likes to frunt and flight, and so do I. Henry: Our father is usually in the right. Reed: While I love to hunt, Lalso love to hear the stories of great kings and Henry: (looks over at Queen) To which of us will you give the book, lady Queen: (thinks for a few minutes). I will bestow it on he who first Jearns how 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: (limidly) 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 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. Henry thinks the book is delightful, while Alfred thinks it is frightening. Henry thinks the book is uninteresting, while Alfred thinks it is exciting. 44 UNIT 1 Great Ideas DUPLICATING THIS PATERIAL IS ILLEGAL



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.