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The High Road

to Common Core Language Arts

Unit I

Reading



About Unit I

Reading

In Unit I of this book, you will be asked to read a group of interesting stories and then to answer **Objective** (multiple choice) **Questions** based on what you have read.

One or more skills will be introduced before each story. These **Keys to Comprehension** will give you the tools you need to better understand that story as well as others in the book.

It is necessary to read all selections carefully. The **Ask Yourself** and **Recite** boxes in the story help to guide your thinking as you read. you may need to reread some sentences or paragraphs in order to answer the questions that follow. you may also be asked to show where or how you got the information to answer a question. The **Tips for Answering Objective Questions** before each set of questions provides helpful suggestions to answer this type of question. Read it carefully.

The charts on pages 3-4 and page 5 are a review of all skills taught in Unit I of the book. you may wish to check to see how many you already know *before* you read. you may also use this chart as a review *during* reading, or *after* you have finished all of Unit I.





Unit I

SUMMARY OF READING KEYS

TERM	DEFINITION	EXAMPLE
Character (page 53)	a person in the story	dition, the hero, is a character in the book we are reading.
Context Clues (page 13)	words surrounding a hard word that give the meaning of that word	Tom learned quickly that he was <i>adept</i> in math. He even won math medals. (<i>adept means talented</i>)
• Synonym clues	a word that means the same as the hard word	Zoe <i>savored</i> , or really <i>enjoyed</i> , the chocolate. (<i>Savored means the same as enjoyed.</i>)
• Example clues	words that explain the hard word	I am a sports <i>enthusiast</i> . I love to watch baseball, football, and hockey. (<i>Enthusiast means a fan or lover of something</i> .)
Free Verse (page 19)	poetry that does not have rhyme or rhythm	an old silent pond... a frog jumps into the pond splash! Silence again.
Opinion Article (page 29)	The author explains his own idea about something.	I think we need a late bus to take us home from games.
Point of view (page 47)	how the author tells a story	See the two explanations below:
• First Person	The narrator tells a story about himself.	This story is all about <i>my</i> trip to the jungle.
• Third Person	a person not in the story, tells the story.	Luis wrote a biography <i>about his grandfather</i> .
Problem-Solution (page 41)	an author presents a difficulty, the reason, and the way to fix it.	Lila left her gym shoes at home. She called home. Her mom was there and dropped the shoes off at school.
Sequence (page 23)	The order of things that happen in a story.	<i>Before</i> the race, the team met at the field. <i>Then</i> the coach talked to them. <i>After that</i> , the race began.





Unit I

SUMMARY OF READING KEYS

continued

TERM	DEFINITION	EXAMPLE
Setting (page 7)	where and when the story takes place	<i>Last night</i> , a space ship landed in my <i>yard</i> .
Terms poets use: (page 19)		
• Simile	comparing two unlike things using the words <i>like</i> or <i>as</i>	He ran as fast as a cheetah. (<i>comparing a person running to a cheetah</i>)
• metaphor	comparing two things without using the words <i>like</i> or <i>as</i>	The <i>kite</i> , a graceful <i>bird</i> , floated on the breeze. (<i>comparing a kite and a bird</i>)
• Personification	giving human qualities to an animal or thing	The bright sun smiled down at me. (<i>gives a feeling of a bright, sunny day, but only a person can smile</i>)
Theme (page 35)	the message of the text – not stated in the text	In the story, “The Boy Who Cried Wolf”, the theme is: People don’t believe a person who has told lies.





Summary of TEST TAKING SKILLS (Objective Questions)

1. It is important to **look back at the story** for clues to the answers. It helps to underline the evidence for your answer. (see page 10)
2. If you are not sure of an answer, **circle** the question **and skip** it for now. When you come to the end, go back. Words or ideas in other questions may help you remember. (see page 16)
3. Use **P.O.E.** (Process of elimination) when you are not sure of an answer. Cross off all answers you know are wrong. (you can usually do this with 2 of the 4 answers.) Then take a guess. you now have a 50-50 chance of getting it right! (see page 21)
4. Cover the answer choices with your hand as you read the question. Try to answer the question in your mind **first**. Then look at ALL the answers given. make your choice. (see page 26)
5. If there are pictures, photographs, or diagrams in the story, check them, too. They are often clues to an answer. (see page 32)
6. Key words in the questions, such as **Be ST**, **mo ST**, and **ma In Ly**, are often written in capitals or dark print. Pay special attention to these important words. (see page 38)
7. Some answer choices have *two* parts. often **only one** is correct. don't be fooled. **Bo TH** parts of the answer must be correct! (see page 44)
8. The wrong answer choices often have words used in the story. do not be fooled. Look for the **right idea**. (see page 51)
9. Some students erase and change a *right* answer to *wrong*! When you check your work, change your answer on Ly if you are sure. (see page 56)



Keys to Comprehension



SETTING

The **Setting** of a story or article tells you where and when it happens. It has a big effect on the characters, and the mood of a story.

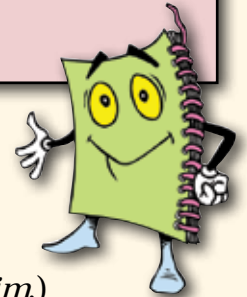
When reading a story, ask yourself:

1. Where is this happening? It could be in a real place, or in fantasyland.
(*This affects how the characters react to events.*)
2. When does it take place?
(*The time period of the story decides how people talk, dress, and act.*)
3. How does the setting affect the **mood** of the story or article?
(*A story in a haunted house takes on a scary mood. A story at Disneyland gives it a happy mood.*)

Read the paragraph below:

Running Deer was scared when he saw the smoke signals. He wanted to hide, but he ran to warn the village. The hot sand burned his feet. The broiling sun beat down, almost blinding him. The enemy warriors with bows and arrows were creeping silently behind the desert rocks.

What does the setting for this paragraph tell us?



The character:

(He is brave. The desert is the setting and it is trying to stop him.)

The time period in which the events happen:

(It happened some time in the past.)

Effect on the mood:

(It adds excitement and suspense.)

As You Read, notice what the setting tells you:

- about the character
- about the time and place
- about the mood

Ask Yourself:

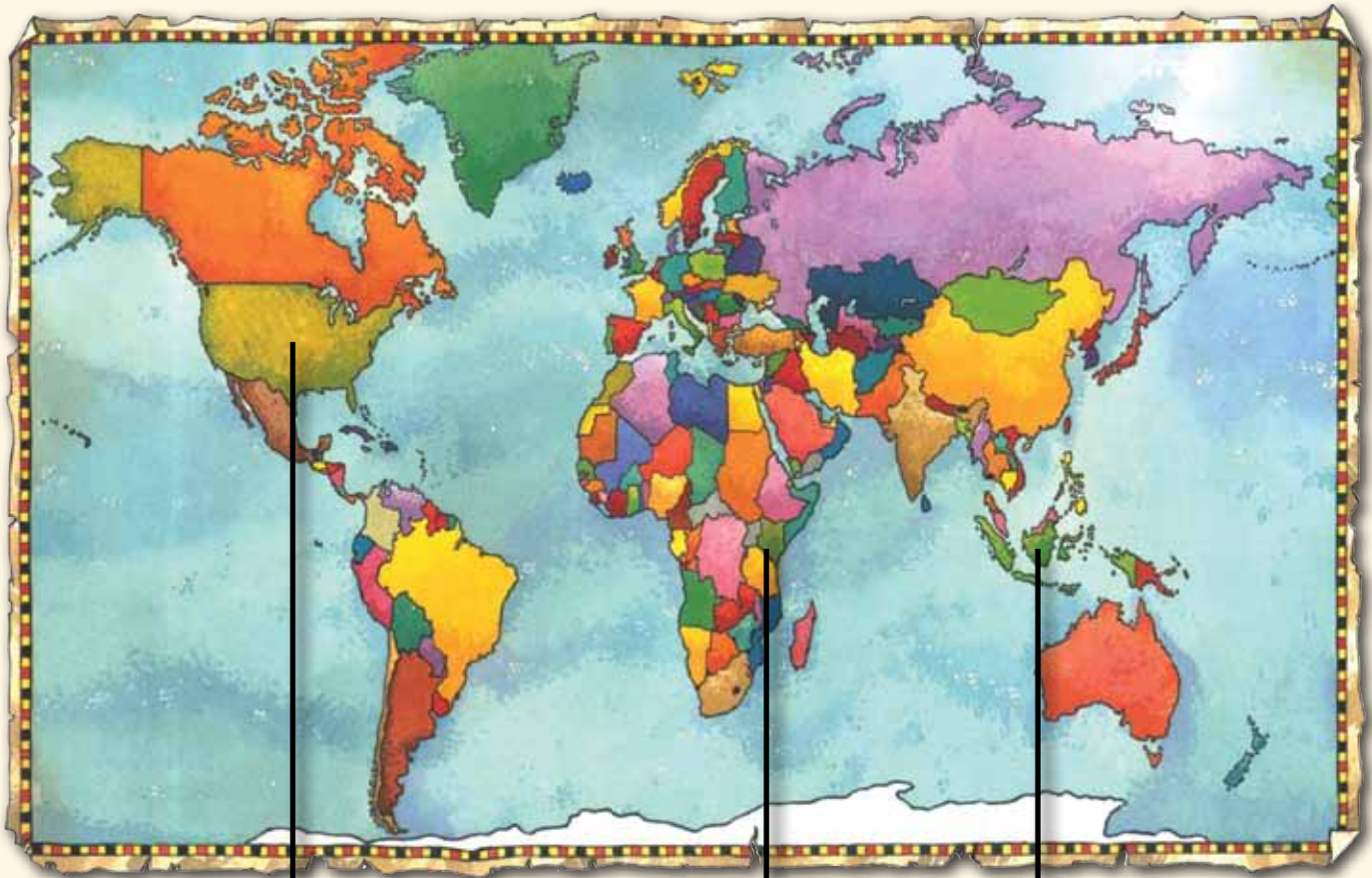
Map: What does this tell me about the settings?

Introduction: Who wrote this introduction? Why?

Headings: Why are the headings necessary? How do they help?

My Librarian Is a Camel

by Margriet Ruurs



United States

Kenya

Indonesia

INTRODUCTION

1

Several years ago, I read a newspaper article about a camel in Kenya. It was used to bring books to young people who lived in remote desert villages. I wondered how else books might be brought to children in other parts of the world. My research turned up all sorts of “mobile libraries”. They are libraries that move on legs, on wheels, and by other means. The librarians and volunteers who bring these books inspired me. I hope they inspire you, too.

The following are two of the “mobile libraries” described in Ms. Ruurs’ book.

INDONESIA

2 Among the many islands of Indonesia, rivers are the main means of transportation. So it is no wonder that some libraries float on rivers.

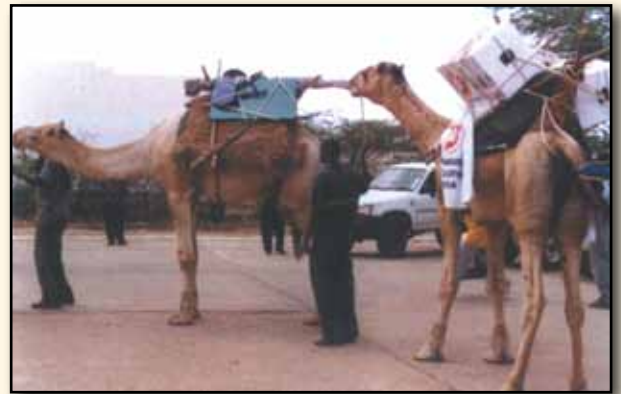
3 The country has seven floating libraries. The Kalimantan Floating Library consists of a wooden boat. It is 8 **meters** long and 3 meters wide. The boat can carry up to five hundred books.

4 When the boat first began bringing books to the villages, it stayed until people finished reading their books. That took too much time. So the librarians decided to leave behind containers filled with books. This allowed them to continue traveling the river, bringing books to other villages. Now the children in the villages along the river come running when the library boat tugs upstream. They are all excited about rummaging through a new box of books to read.

meter = about three feet long

KENYA

5 The roads to Bulla Iftin are impassable because of the desert sand. Even cars with four-wheel drive cannot get through. But young people who live in nomadic villages in the area are hungry for books. So librarians use the most economical means of transportation – camels!



6 Library camels are on the road five days a week. They can carry heavy loads. They need little water in the heat of the desert. One camel may carry as many as five hundred books. The books weigh about four hundred pounds. A driver and a librarian divide the books into two boxes. They saddle them on the camel's back, which is covered with a grass mat for protection. A second camel carries a tent. It serves as the library roof.

7 The students of Bulla Iftin eagerly await the arrival of the camels. When the library caravan finally reaches the village, the children run to watch. The librarian pitches the tent. He displays the books on wooden shelves. The librarian places grass mats on the ground in the shade of an acacia tree. It is a place where children can sit and read. The students can treasure their new books for two weeks. When the library camels return, the children trade their books for the new ones.

Recite

Describe what makes each of these mobile libraries so unusual.

Tips for Answering the Objective Question

It is important to **look back at the story** for clues to the answers.
It helps to **underline the evidence** for your answer.

Circle the letter next to the correct answer.

1. **Part A.** What can you tell about the two countries mentioned?
 - a. They are neighbors.
 - b. They are on different continents.
 - c. They both have steep mountains.
 - d. They are surrounded by water.

1. **Part B.** I found the evidence by studying:
 - a. the picture.
 - b. the map.
 - c. the Introduction.
 - d. the section on Indonesia.

2. Why did the author decide to study the “mobile libraries”?
 - a. She had read a newspaper article.
 - b. She was interested in the kids there.
 - c. She loved reading.
 - d. She had seen a TV news report.

3. What prevented kids in Indonesia and Kenya from getting books to read?
 - a. There was no time.
 - b. They had to work.
 - c. Travel conditions made it hard.
 - d. They weren't allowed to.



Aligned CCLS: (1) RI.4.7; RI.4.1; (2) RI.4.3; (3) RI.4.1

4. Read this sentence from paragraph 5.

The roads to Bulla Iffin are impassable because of the desert sand.

You can decide that the word “impassable” means:

- a. long and winding.
- b. made of cheap material.
- c. not able to be crossed.
- d. shifting from place to place.

5. From the details in paragraphs 5, 6, and 7, you can tell that the climate of Kenya is:

- a. rainy.
- b. hot.
- c. frigid.
- d. foggy.

6. **Part A.** What makes camels the ideal way to transport the books in one country?

- a. They are unusual, and the kids love them.
- b. They are cheap, and they move fast.
- c. They are strong, and they do well in the desert.
- d. They live in the desert, and they know the way.

6. **Part B.** The paragraph that provides the BEST evidence for this answer is:

- a. the Title.
- b. paragraph 1.
- c. paragraph 5.
- d. paragraph 6.

7. Read this sentence from paragraph 1.

It was used to bring books to young people who lived in remote desert villages.

The word “remote” means about the same as:

- a. large.
- b. faraway.
- c. crowded.
- d. extinct.

8. How is this whole article organized?
- a. It talks about problems, but gives no solutions.
 - b. It tells a story in the order in which it happened.
 - c. It gives you many details, and finally the main idea.
 - d. It starts with an introduction, then gives two examples.

Aligned CCLS: (8) RI.4.5



Check:

Did you answer ALL questions? (Remember, do not leave a blank!)