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The High Road to Common Core Language Arts

Unit I Reading

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About Unit I

Reading

In Unit I of this book, you will be asked to read a group of interesting articles and poems 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 them 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

Below is a list of Keys to Comprehension. They will help you to understand the meanings of terms. They will also give you an example of how to use these terms.

TERM	DEFINITION	EXAMPLE
Ballad Poem (p.56)	a poem that tells a story	The cowboy wrote a ballad about the girl he loved.
Cause and effect (p.28)	what happened and why it happened	The storm swept by, leaving trees down all over town (Cause: storm effect: left trees down all over town)
Character (p.12)	what a person is like (what he says, does, and thinks)	a nnika smiled as she wrapped the gift, knowing giada would like it. (a nnika is thoughtful.)
Context Clues (p.6)	words surrounding a difficult word that give the meaning of that word	The coach would not <i>yield</i> . He did not let us go a minute early. (<i>Yield</i> means <i>give up</i> .)
• Synonym clues	words or phrases with the same meaning as the difficult word	Juan was <i>sociable</i> , a friendly guest to have a party. (<i>Sociable</i> means <i>friendly</i> .)
• Example clues	examples of the difficult word	She was a <i>nimble</i> gymnast. She could do back flips, cartwheels, and somersaults. (<i>Nimble</i> means <i>skillful</i> .)
• Definition clues	definitions nearby help the reader understand	The natives were nomads. (<i>Nomads</i> are <i>people who move from place to place looking for food</i> .)
• Inference clues	meanings are not directly stated, but clues are given	mom said that her grandmother had been emancipated in 1920. She voted in the next election. (<i>You can tell that her grandmother had finally been free to vote</i> .)
firsthand accounts (p.41)	a story about something that happened to the narrator, or something she saw happening	I watched the actors on the movie set.
• Secondhand accounts	a story based on an author's research	The author wrote about the chimpanzee that rode in a spaceship.





Unit I

SUMMARY OF READING KEYS

continued

TERM	DEFINITION	EXAMPLE
Heading (p.34)	the title of a part of a book or article	Under the heading “ <i>Taking Care of the Egg</i> ”, we found many interesting facts about the father emperor Penguin.
mood (p.46)	how the reader feels when reading an article or story	everybody cheered and clapped when the team got off the bus. (mood – happy)
Sequence (p.51)	the order of events in a story	first I planted the bulbs for my mom. In the afternoon, I went swimming. By 6 p.m., I was ready for dinner.
Setting (p.22)	where and when a story takes place	at noon the beach is empty because the sun is so hot. (Where: beach; When: noon)
Theme (p.17)	the story’s message	The sad plot and the unhappy words stress the theme of loneliness.





Summary of TEST TAKING SKILLS (Objective Questions)

1. It is important to **return to the passage** for clues to the answers. even if you are pretty sure of the correct answer, the text will provide you with the *evidence* (page 9)
2. Key words in the questions, such as **best, most, mainly** are often underlined or written in boldface print. Pay special attention to these, and all other key words. (page 15)
3. It's a good idea to 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. mark your choice. (page 20)
4. Some answer choices have *two* parts. often **only one** part is correct. don't be fooled. BOTH parts of the answer must be correct! (page 25)
5. When you are required to support your answer with quotes from a passage, it is best to locate these quotes in the passage. The surrounding words or sentences often give more information that may help you. (page 32)
6. When 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. (page 38)
7. Use **P.O.E.** (Process of elimination) when you are really stumped by a question. Cross off all answers you know are wrong. (you can usually do this with 2 of the 4 answers.) Then take a guess. This is also called "making an educated guess". (page 44)
8. The wrong answer choices often have words used in the story. don't be persuaded by these words. Look for the **right idea**. (page 49)
9. The answers to some questions may lie in the graphics (ie: maps, photos, diagrams, etc.) in the passage. Be sure to consult these important tools when they are included in the text. (page 54)
10. Some students erase and change a *right* answer to *wrong*! When you check your work, change your answer **only** if you are sure. (page 59)





Keys to Comprehension



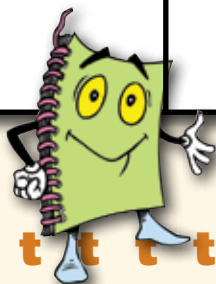
CONTEXT CLUES

Context Clues are words within the text that help you understand an unknown word. They can usually be found in the same sentence, or in the sentence before or after the unknown word.

The chart below shows some types of Context Clues to look for:

Context Clues to Look For

Types of Context Clues	Definition	Example
Synonym	Words that mean the same as the unknown word <i>*A synonym clue may be set off by commas.</i>	o ne way to conserve , or save, energy is to turn off lights when you don't need them. <i>(Conserve means save.)</i>
Example	e xamples of the unknown word help the reader understand it. <i>*The words "for example", "like", "such as", "and other" make us aware of this.</i>	e ating nutritious foods, like fruits and vegetables, help us grow. <i>(Fruits and vegetables are examples of nutritious foods.)</i>
Definition	d ef nitions nearby help the reader understand.	Zoe got a scholarship for getting perfect grades. a scholarship is a prize to pay for school. <i>(A scholarship is a prize to pay for school.)</i>
Inference	Word meanings are not directly stated, but need to be inferred from the surrounding text.	The tribe frequently moved to new hunting grounds. These nomads took their tents with them. <i>(Nomads are people who move from place to place.)</i>



Try the context clues in place of the unknown words. Do they make sense?



Ask Yourself:

Dates: What do these dates mean to me?

Paragraph 1: Who is the narrator? Who is the “Captain”?

Paragraph 8: Why does Pedro know things the others don’t?

Pedro’s Journal

by Pam Conrad

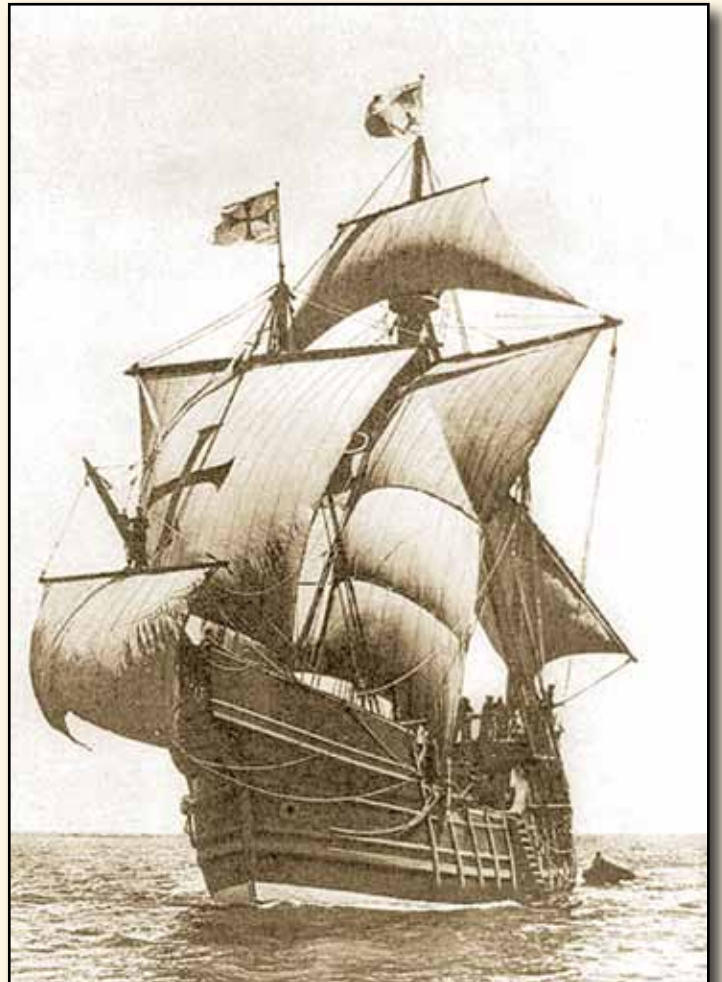
August 3, 1492

1 The ship’s roster of the *Santa Maria* has me down as *Pedro de Salcedo*, ship’s boy. The captain of this ship, who calls himself “Captain General of the Ocean Sea,” has hired me not for my great love of the sea, and not for my seamanship, but because I have been taught to read and write. He thinks it will be useful to have me along.

2 Last night I boarded the *Santa Maria* with forty others and made ready to begin this uncertain journey to India. I saw my mother standing alone on the dock wrapped in her black shawl. She lifted her hand to wave and I turned away quickly. I have never been away from our home. I have never been on a ship as great as this one. I dedicate this journal, this parcel of letters and drawings, to my dear mother who has lost so much. I pray she will not lose me as well—me her young boy whom she calls *Pedro de mi corazon*, Pedro of my heart.

3 We are a fleet of three ships. The *Nina* and *Pinta* are with us. This morning in the darkness, with no one watching or waving good-bye, we left the harbor at Palos and headed out for the sandbar on the Saltes River. There we waited for tide and wind and then made way for the Canary Islands. We are to be the first ships ever to run a course west to the Indies, Marco Polo’s land. There, palaces are built of gold, mandarins wear silk brocade, and pearls are the size of ripened grapes.

4 A couple of the men are seasick and are already mumbling that we will never see this India our Captain General is so certain he will find. Me, I have no knowledge of maps or charts or distant journeys. I am only a ship’s boy. There are three



Model of the Santa Maria

of us, and I am beginning to suspect that we will do all the work no one wants to do. But already the Captain favors me and has called upon me to write and to copy certain of his writings. I believe he is testing me and will find I am capable and write a good hand.

5 The Captain told me he was pleased to see my stomach is as strong as my handwriting. He has encouraged me to sketch some of the things I see around me. Perhaps I am a natural seaman, although I must admit that looking over the side of this creaking ship into the swelling water can fill me with terror.

August 7

6 Yesterday, after only four days out, the Captain was disturbed because the rudder broke on the *Pinta*. The rudder is the part that goes into the water to steer the ship, so of course we all had to wait.

7 I went with him to the *Pinta* in our ship's small dinghy to see what was wrong. The ocean tossed and threw us about, and I held onto the sides for dear life while Columbus and Martin Alonso Pinzon, the captain of the *Pinta* shouted instructions back and forth to each other. We didn't get too close to the *Pinta* for fear of being crushed against her sides, but we were close enough to see what was wrong. And we were close enough to see that Martin Alonso was able to rig the broken rudder with rope.

8 Columbus was pleased for the moment, and we returned to the *Santa Maria*. Last night Columbus wrote in his log that he believes it had been done on purpose, that there are men on board the *Pinta* who do not wish to make this journey.

9 Now those ropes on the rudder have all broken in a hard wind. More repairs must be made, or a replacement ship must be found. There is a brooding silence about the crew. I am surprised to learn through mumblings and complaints that few of the men want to make this voyage. No one has much faith. And they whisper among themselves of sea monsters and how the sea will come to an abrupt end and we will go toppling off the edge of the world like a log careening over a waterfall.

10 My Captain seems like a smart man. I cannot believe he would do something so foolish. So I turn away from the men when they speak so. But late at night, when I lie sleeping beneath my covers, sometimes I bolt awake, sure we are falling through space and that we've left the world behind.



Recite:

Describe the biggest problem revealed in the pages of the journal.

Tips for Answering the Objective Question

It is important to **return to the passage** for clues to the answers. Even if you are pretty sure of the correct answer, the text will provide you with the *evidence*

Circle the letter next to the correct answer.

1. Why was Pedro chosen to join the crew?
 - a. He is an excellent cook.
 - b. He is a hard worker.
 - c. He loves the sea.
 - d. He can read and write.

2. **Part A.** How many voyages has Pedro made before this one?
 - a. only one other
 - b. two
 - c. many
 - d. none

2. **Part B.** Which quote from the story provides the **best** support for your answer?
 - a. "He thinks it will be useful to have me along." (paragraph 1, line 4)
 - b. "I have never been away from our home." (paragraph 2, lines 3-4)
 - c. "I have never been on a ship as great as this one." (paragraph 2, line 4)
 - d. "...looking over the side of this creaking ship into the swelling water can fill me with terror." (paragraph 5, lines 3-4)

3. Read these two statements from paragraph 2, lines 4-6 of the text.
I dedicate this journal, this parcel of letters and drawings, to my dear mother who has lost so much. I pray she will not lose me as well...

What does the boy mean by this?
 - a. My mother will be sad if I decide to stay in India.
 - b. My mother still thinks of me as her little boy.
 - c. I am afraid I will die on this voyage.
 - d. I hope I don't get lost in India.

Aligned CCLS: (1) RI.5.1; (2) RI.5.1; RI.5.1; (3) RI.5.4



4. At the start of the journey, how do the sailors' feelings differ from those of the captain?

- a. They are hopeful; the captain is nervous.
- b. They are uneasy; the captain is confident.
- c. They are excited; the captain is bored.
- d. They are tired; the captain is curious.

5. How has the author organized this journal?

- a. He presents a problem and a solution.
- b. He lists events in the order of importance.
- c. He tells things in sequence.
- d. He compares two or more things.

6. Read this sentence from paragraph 7, lines 1-2 of the text.

I went with him to the Pinta in our ship's small dinghy to see what was wrong.

From the context, you can tell that the word "dinghy" means:

- a. a small boat.
- b. a life jacket.
- c. a motor boat.
- d. a lookout post.

7. **Part A.** In his August 7th conversations with the crew, with whom does Pedro side?

- a. He is in full agreement with the men.
- b. He sides with the men, but is not totally sure.
- c. He sides with Columbus, but is not totally sure.
- d. He has full confidence in Columbus.

7. **Part B.** Which quote from this journal entry is the **best** evidence for your answer?

- a. "...he [Columbus] believes it has been done on purpose,..." (paragraph 8, line 3)
- b. "No one has much faith." (paragraph 9, line 4)
- c. "So I turn away from the men when they speak so." (paragraph 10, line 2)
- d. "But late at night,... sometimes I bolt awake, sure that we are falling through space..." (paragraph 10, lines 2-3)

8. What is the **greatest** benefit of the first person point of view in this selection?
- a. We get a better idea of Columbus' character.
 - b. We know how one crew member views the trip.
 - c. We can decide who is right and who is wrong.
 - d. We can guess what the outcome will be.

Aligned CCLS: (8) RI.5.6



Check:

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

Tips for the SHORT CONSTRUCTED-RESPONSE (Short C-R)

When answering the Short C-R question, many students ~~do not~~ read carefully. ~~And~~ they don't follow the exact directions given

MISTAKES TO AVOID

(Do's and Don'ts for the Short C-R)

DON'T:

1. Don't write a good answer to the wrong question.
2. Don't trust your memory to remember important facts or details.
3. Don't write too much!
4. Don't skip parts of the question.

DO:

1. What is the question? Look for ~~the~~ Key Words. Are you asked to describe, explain, compare?
2. Go back to the passage for the information. Add evidence (two details) to support your answer.
3. A short constructed response is supposed to be short . It should be answered in one good paragraph.
Make sure each sentence connects to the main idea.
Answer only what the question asks.
4. How many parts are there to the question? Answer them all!



Always Check:

Reread the question and your answer. Did you fully answer the question?

Cheetahs are Fastest

by Jack Meyers



- 1 How fast can animals run? And which is fastest? There are lots of records. There are also lots of arguments. It is difficult to measure the speed of a wild animal.
- 2 To time humans, we use carefully measured tracks. Runners start by the sound of a gun. Stopwatches are used for exactness. But that won't work for wild animals.
- 3 Of course, there are some ways to compare speeds of different animals. A predator like a cheetah must run fast to catch up to its prey. Its prey includes fast-running animals like gazelles and antelopes. That's where we got the idea that the cheetah may be the fastest running animal. But how can we measure its speed for the record books?
- 4 For some animals, speed has been measured by following the animal in a car while watching the speedometer. Others have been timed by filming the animal as it runs. The movie records how long an animal takes to move its own length. Both of these methods leave some room for argument.

Accurate Measurement

- 5 For the cheetah, we now have a measurement of speed. It has been done so carefully that it has become a scientific experiment. A British track coach visited Kenya. He set up an experiment to find out how fast a cheetah can run.
- 6 The cheetah in this experiment, Pritchelou, was an orphan. She had been brought up on a farm and then returned to the wild. Pritchelou often came back to the farm. On one of her visits, the measurements were made.
- 7 The coach, Mr. N.C.C. Sharp, carefully recorded his experiment. First he measured off a course of 220 yards using a surveyor's tape. That's almost exactly the same length as the 200-meter dash. This is the distance sprinters run throughout the world.

8 The track was on level ground and marked by two posts at each end. At the starting end, Mr. Sharp tied a piece of white wool yarn between the posts. At the finish he marked a line on the ground between the two posts. He checked his stopwatch. Then he picked a quiet, windless day for the experiment.

9 To get ready for each test, the cheetah was held 18 yards behind the starting line. A truck, 75 yards down the course, had its engine running.

10 The coach stood in the back of the truck. In one hand, he held the stopwatch. In the other hand, he held a piece of meat. He had already shown it to the cheetah. Coach Sharp shouted for the cheetah to be released. He started the stopwatch when she broke the yarn at the starting point.

11 A driver revved up the truck to stay ahead of the cheetah. The coach stopped the watch when he saw the chest of the cheetah cross the finish line. Then he threw down the meat to let the cheetah eat it.

12 Two more trials were made, with a thirty-minute rest between them. The times for the three trials were 7.0, 6.9, and 7.2 seconds.

The Cheetah's Time

13 Mr. Sharp chose the average of 7.0 seconds as the time it took the cheetah to run 220 yards.

14 He figured out that the average speed was 31 yards per second, or 65 miles per hour.

15 For comparison, a racehorse can run about 41 miles per hour. Champion human sprinters run only about 23 miles per hour.

16 Of course, like most scientific experiments, this one was not perfect. It did not answer all the questions you might like to ask. A cheetah now holds the record as the world's fastest animal. But we do not know that the cheetah used in the experiment is the world's fastest cheetah.



Short Constructed-Response Questions

1. What gave scientists the idea that the cheetah might be the fastest running animal?
Use evidence (two details) from the text to support your answer.

2. Discuss two methods people have used in the past to measure the speed of animals.
Use evidence (two details) from the text to support your answer.

Aligned CCLS: (1) RI.5.3; RI.5.1; W.5.2a,b; (2) RI.5.1; W.5.2a,b



Short Constructed-Response Questions

3. What was the reason this particular cheetah was used for the experiment?

Use evidence (two details) from the text to support your answer.

4. Describe Mr. Sharp's experiment.

Use evidence (two details) from the text to support your answer.

Aligned CCLS: (3) RI.5.1; RI.5.3; W.5.2a,b; (4) RI.5.2; RI.5.1; W.5.2a,b

