Unit 1

Short Stories

Flying Lessons & Other Stories

Edited by Ellen Oh

Activity Book

GRADE 6 Core Knowledge Language Arts®

Core Knowledge®

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Unit 1

Short Stories

Flying Lessons & Other Stories

Edited by Ellen Oh

Activity Book

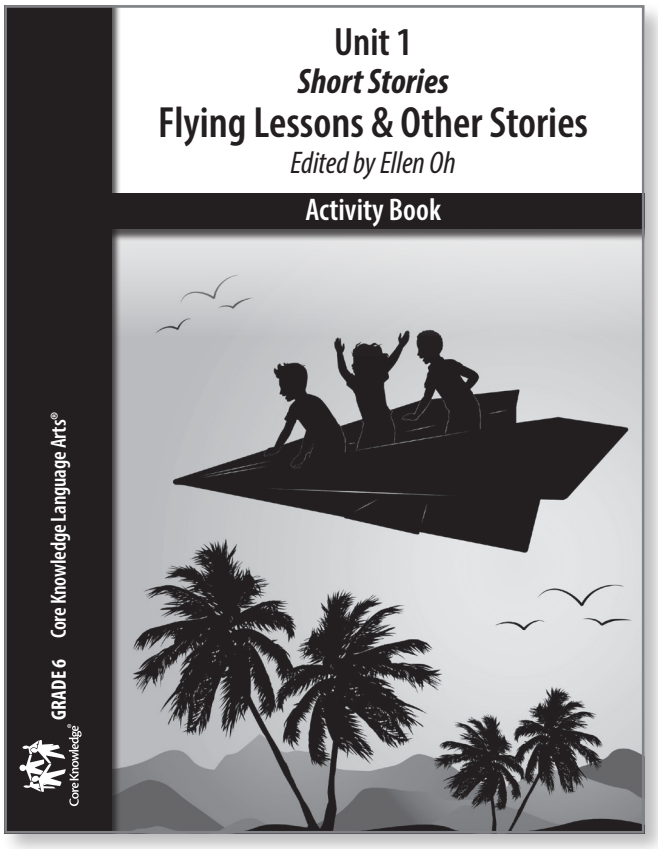
This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Letter to Family

Unit 1



Our class will begin a unit in English language arts in which students will read selections from *Flying Lessons* & *Other Stories*, edited by Ellen Oh, children's author and cofounder of We Need Diverse Books (WNDB). *Flying Lessons* & *Other Stories* has been widely praised by *Time Magazine*, *Booklist*, *Kirkus Reviews*, *School Library Journal*, and the *Bulletin of the Center for Children's Books*.

In this unit, students will read short stories written by some of today's best middle-grades authors from a wide array of cultures and experiences, including Walter Dean Myers, Meg Medina, Grace Lin, Jacqueline Woodson, and other popular, award-winning children's writers. These stories and our classroom discussion will give students the opportunity to explore the diverse backgrounds represented in our classroom, our community, and our country. The topic of cultural diversity in America is a timely one. The stories in *Flying Lessons* & *Other Stories* help readers recognize and appreciate the things that make each of us different—and the things we have in common.

These short stories deal with challenging issues that middle school students may face today, such as divorce, death, racism, and inequality. Throughout this unit, students will be given opportunities and support to reflect about these challenging issues. Note that in the interest of time, students will not be reading all the short stories in *Flying Lessons* & *Other Stories* during class time. Some stories that were left out include content that could be challenging or less appropriate for the classroom. If your child wishes to read these stories, you may want to review them or read with your child.

If you have any questions of concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

Story Structure Chart

Work with a partner to fill in the story structure chart for the story you told them.

Story Structure	
Characters: (Who is in the story)	**Setting:** (When and where the story takes place)
Conflict : (An issue or problem the main character must solve)	
Events: (What happens in the story)	
Resolution: (The part of the story telling how the main character's problem is solved)	
Theme: (The main idea or message in the story)	

NAME: _____

DATE: _____

Vocabulary for "The Difficult Path"

1. **scholar,** ***n***. a person who is highly educated (**23**)

2. **spirited**, ***adj***. lively, enthusiastic (**24**)

3. **tutor**, ***n***. a private teacher, especially one who teaches a single student (**24**)

4. **cringe**, ***v***. to draw back in disgust or fear (**24**)

5. **incense**, ***n***. a substance that is burned for the sweet smell it produces (**25**)

6. **ancestral shrine**, ***n***. a small place of worship kept in one's home and used to honor deceased relatives (**25**)

7. **glimpse**, ***n***. a brief or partial view (**27**)

8. **matchmaker**, ***n***. a person who arranges marriages between others (**29**)

9. **amnesty**, ***n***. a pardon; official forgiveness for breaking a law (**31**)

10. **sampan,** ***n***. a small, flat-bottomed boat (**33**)

11. **gape**, ***v***. to stare open-mouthed in amazement or wonder (**34**)

12. **ransom**, ***n.*** money paid in exchange for a prisoner (**35**)

13. **plain**, ***adj***. not especially attractive (**36**)

14. **cold**, ***adj***. harsh and unfriendly (**36**)

Word	Pronunciation	Page
Li	/lee/	23
lychees	/lee*cheez/	24
FuDing	/foo*ding/	24
incense	/in*sens/	25
Lingsi	/ling*see/	26
Li Po	/lee/ /poe/	26
Tianyi	/tee*ahn*yee/	34

NAME: _____

DATE: _____

Story Structure Chart: "The Difficult Path"

Fill in the story structure chart for "The Difficult Path."

The Difficult Path	
Characters:	**Setting:**
Problem:	
Events:	
Resolution:	
Theme:	

NAME: _____

DATE: _____

Vocabulary for "Sol Painting, Inc."

1. **yank, *v*.** to pull suddenly or strongly (**41**)
2. **gaze**, ***n***. a long, fixed look (**41**)
3. **putrefaction, *n*.** the process of decay or rot (**42**)
4. **stony, *adj*.** unfriendly (**42**)
5. **root, *v*.** to dig (**42**)
6. **apprentice, *n*.** someone who is learning a trade or work (**43**)
7. **decomposition, *n*.** the process of decay or rot (**43**)
8. **shot, *adj*.** ruined or worn out (**44**)
9. **nanny *n*.** a full-time babysitter, typically hired by wealthy families (**nannies**) (**47**)
10. **tycoon, *n*.** a wealthy, successful businessperson (**tycoons**) (**47**)
11. **tuition, *n*.** a fee charged in exchange for schooling (**48**)
12. **prickly, *adj*.** irritable; quick to be offended (**49**)
13. **humiliated, *adj*.** embarrassed; made to feel uncomfortable (**56**)
14. **brood, *v*.** to think moodily or anxiously about something (**57**)
15. **cherub, *n*.** an angel (**cherubs**) (**58**)
16. **chump, *n*.** a person who is foolish or easily tricked **(59)**

Word	Pronunciation	Page
Doña Rosa	/doen*yə/ /roe*sə/	41
los muertos	/loes/ /mwer*toes/	42
pan Cubano	/pan/ /kue*ban*oe/	42
Suarez	/swar*es/	43
laryngeal prominence	/lə*rin*jəl/ /pro*mə*nəns/	44
Ay	/ie/	44
Caramba, niña	/ko*rəm*bə/ /nee*nyə/	45
Hasta aquí	/hos*to/ /o*kee/	46
bougainvillea	/boo*gən*vil*ee*ə/	47
un centavo	/oon/ /sen*to*voe/	48
Qué te parece	/kae/ /tae/ /por*ae*sae/	48
Vamos	/bo*moes/ *or* /vo*moes/	49
fútbol	/foot*bəl/	51
vuvuzela	/voo*voo*zae*lə/	51
alfresco	/al*fres*koe/	52
Perdón	/paer*don/	55
Sio	/see*ə/	56

NAME: _____

DATE: _____

Making Inferences in "Sol Painting, Inc."

Use the graphic organizer to make inferences about things characters think or feel that are not directly stated in the text.

In the Text	What I Know	Inference

In the Text	What I Know	Inference

NAME: _____

DATE: _____

Complete Sentences

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

Example: Roli | sat there last time.

1. I give Roli a stony look.

2. Roli makes a face and snatches the bag from me.

3. She gaped at me like a fish out of water.

4. A group of high school girls is clustered outside.

5. Emerald Isle Condominiums comes into view.

Write your own complete sentences on lines 6–10. Circle the entire subject, and draw a wiggly line under the entire predicate.

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

9. _____

_____

_____

10. _____

_____

_____

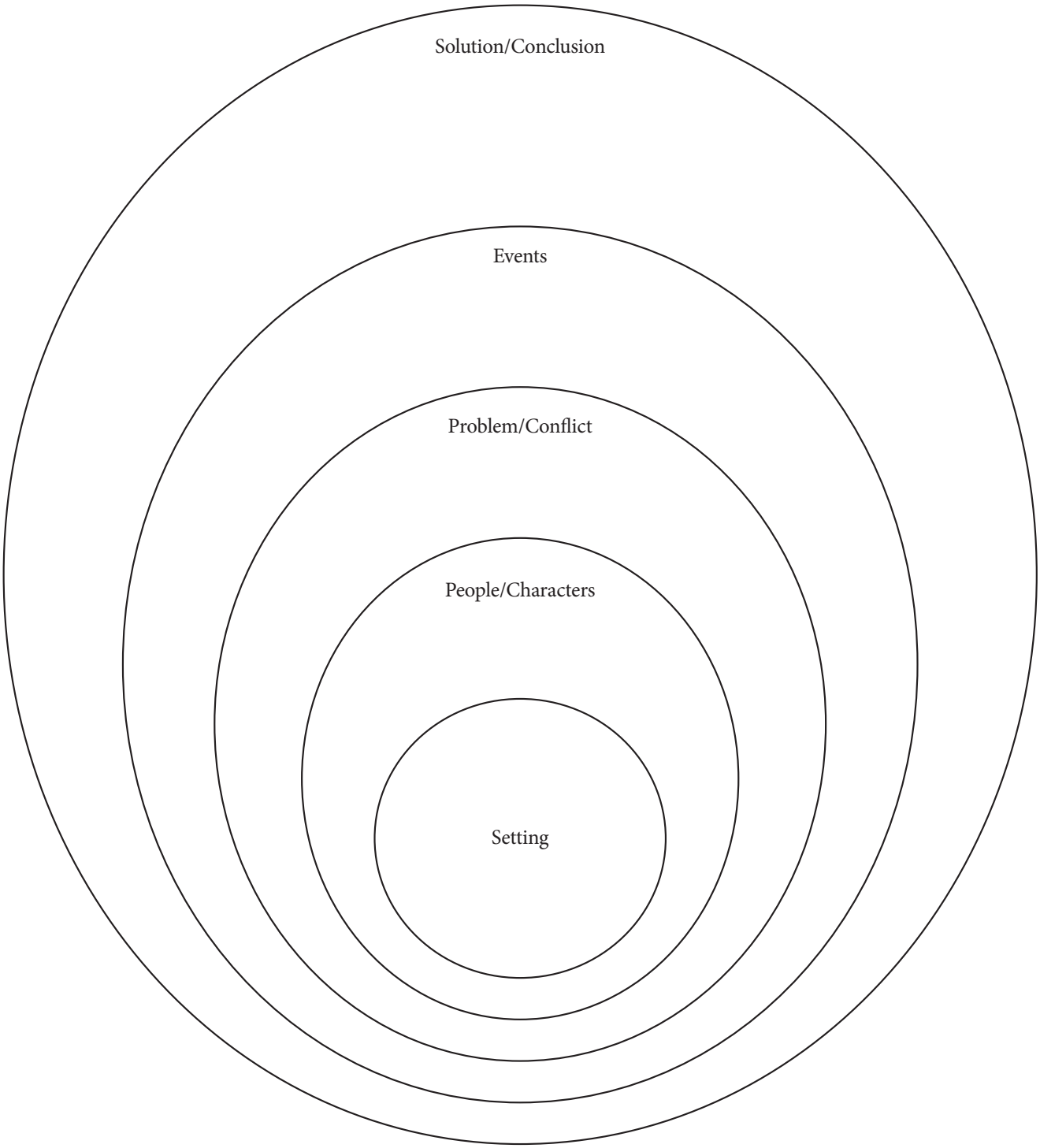
_____

NAME: _____

DATE: _____

Story Map: Real Life to Make-Believe

Use the following story map chart to record details of a real-life event that taught you something important or caused you to realize something you didn't know before.



NAME: _____

DATE: _____

Theme of "Sol Painting, Inc."

Fill in the graphic organizer based on your reading of the story.

What is Merci's problem?
How is Merci's problem resolved?
What does Merci learn or realize by the end of the story?
What is a theme in the story?
What examples from the story support the theme?

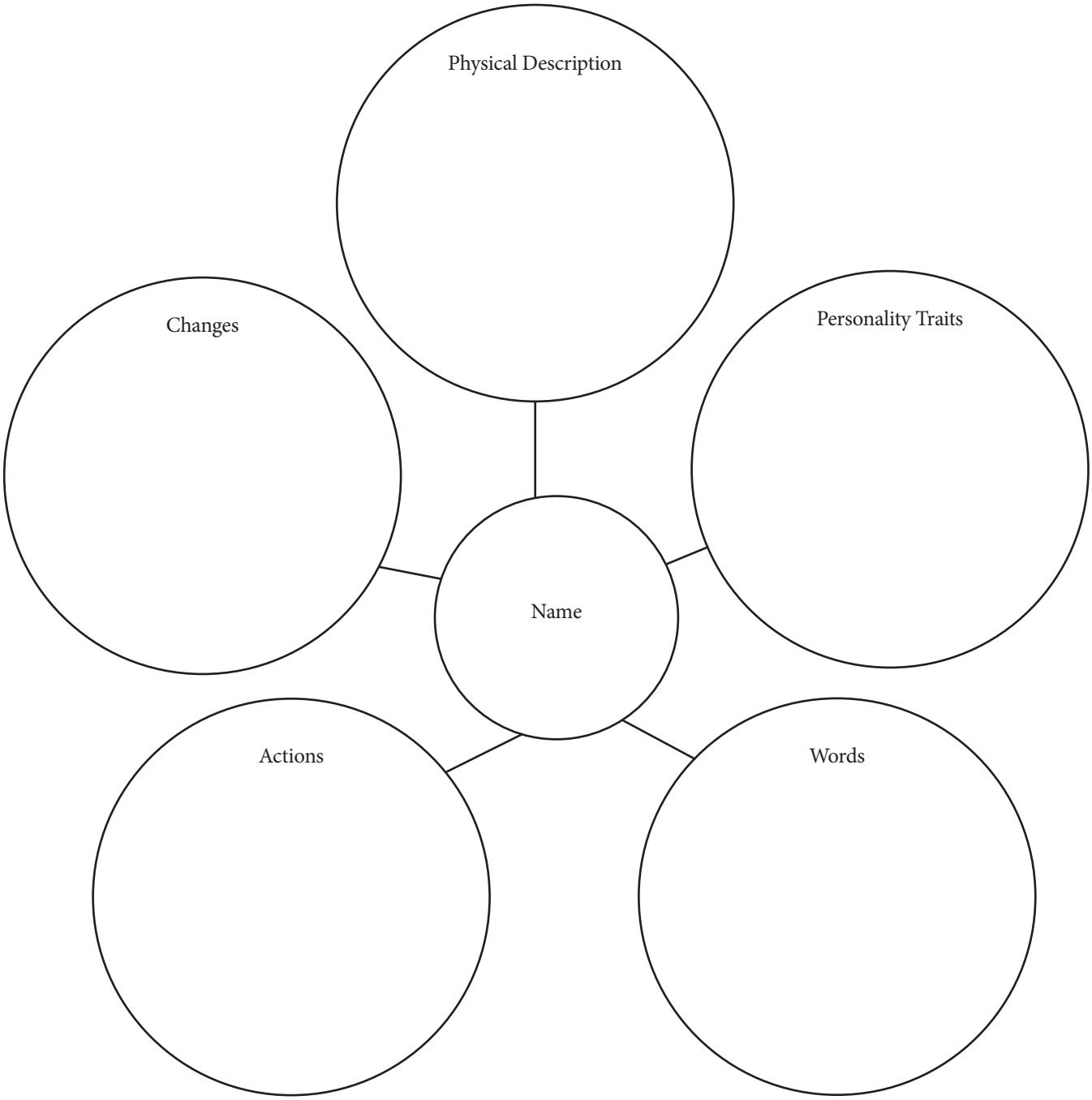
NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Character Profile Chart

Fill in the character profile chart to create the main character and other characters who will appear in your narrative.



NAME: _____

DATE: _____

Vocabulary for "Secret Samantha"

1. **glare, *n*.** a fierce or angry stare (**63**)

2. **peppy, *adj*.** energetic; full of enthusiasm (**64**)

3. **Mary Janes, *n*.** a type of flat, round-toed shoes for girls, with a strap across the top of the foot (**66**)

4. **overcast, *adj*.** gloomy (**71**)

5. **smirk, *v*.** to smile in a scornful or unpleasant way (**71**)

6. **distracted, *adj*.** unable to concentrate; preoccupied (**73**)

7. **catastrophe, *n*.** a disaster (**76**)

8. **clique, *n*.** an exclusive group of people or friends (**78**)

9. **origami, *n*.** the Japanese art of folding paper into shapes (**78**)

10. **makeshift, *adj*.** serving as a temporary substitute (**83**)

11. **pivot, *v*.** to turn or rotate (**84**)

Word	Pronunciation	Page
emoji	/i*moe*jee/	65
diva	/dee*və/	69
ninjas	/nin*juz/	72
catastrophe	/ku*tas*trə*fee/	76
clique	/klik/	78
origami	/awr*i*go*mee/	78
pivot	/piv*ət/	84

NAME: _____

DATE: _____

4.2 ACTIVITY PAGE

"Secret Samantha"

Answer the following questions in complete sentences. Note the page number where you found the information.

1. Who is the story's narrator? Where does the story begin?

_____

_____

_____

2. Who is Miss Lee? What is she doing as the story begins?

_____

_____

_____

3. What time of year does the story take place? How do you know?

_____

_____

_____

4. What happens to interrupt the activity in the classroom?

_____

_____

_____

5. Which elf name does the new girl choose for herself? Why do you think Sam is so fascinated by her?

_____

_____

_____

_____

6. Whose name does Sam pick for the gift exchange?

_____

7. What does Sam's mother suggest as a gift for Blade? How does Sam feel about the suggestion?

_____

_____

_____

8. At first, which gift does Sam decide to give to Blade? What happens to make her change her mind?

_____

_____

_____

_____

9. Does Blade like the first gift she receives from Sam? How do you know?

_____

_____

_____

10. Why does Sam ask to go to the nurse's office? What does Sam mean when she says no one "gets" her?

_____

_____

_____

11. What does Sam give Blade as a second gift? Does Blade like it? How do you know?

_____

_____

_____

12. Why do you think Blade makes the shoelaces into friendship bracelets?

_____

_____

_____

_____

NAME: _____

DATE: _____

Summary of "Secret Samantha"

Summarize plot events from the story using the summary chart.

Somebody Who is the main character?
Wants What does the main character want?
But What is the problem?
So How does the character try to solve the problem?
Then How does the story end?

Summary

Use the information you wrote in the chart to write a summary paragraph.

NAME: _____

DATE: _____

Review Complete Sentences

Complete the sentence fragments by adding a subject or predicate. Rewrite the complete sentence on the lines. Use correct capitalization and punctuation.

1. students in the classroom

_____

_____

2. a new girl wearing military boots

_____

_____

3. wanted to become friends with the new girl

_____

_____

4. chose elf names for a holiday gift exchange

_____

_____

5. sam and her mom

_____

_____

6. couldn't decide which gift to give

_____

_____

7. finally decided to give her the makeup

_____

_____

8. made a face after opening the gift

_____

_____

9. sweated nervously

_____

_____

10. made friendship bracelets out of the shoelaces

_____

_____

NAME: _____

DATE: _____

Sensory Language Chart

Use sensory details to describe the setting for your story using the sensory language chart.

Sensory Language: Setting
Sights
Sounds
Smells
Textures
Tastes

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Characters and Events in "Secret Samantha"

Complete the sentence activities based on your reading of the story.

Sam wants to be friends with Blade because _____

_____

_____

Sam wants to be friends with Blade, but _____

_____

_____

Sam wants to be friends with Blade, so _____

_____

_____

Blade doesn't like the makeup kit Sam gives her because _____

_____

_____

Blade doesn't like the makeup kit Sam gives her, but _____

_____

_____

Blade doesn't like the makeup kit Sam gives her, so _____

_____

_____

NAME: _____

DATE: _____

Transition Words and Phrases

Transition words and phrases introduce new ideas and connect elements of a story. The following table gives just some examples of transition words and phrases that are used in fiction.

Sequencing Words that show time or order	**Contrasting** Words that show differences or problems	**Effect** Words that show results or solutions	**Reasons** Words that tell why something happened	**Information** Words that are used to add information
first second third then next afterward finally before	but however although by contrast yet on the other hand	so because since therefore consequently as a result	because since if due to such as in order to	and also additionally furthermore in addition in fact

Circle the transition word or phrase in each sentence.

1. At first, Maria couldn't decide what to order at the restaurant.

2. However, she thought the hamburger looked delicious.

3. So she ordered a burger with french fries.

Circle the transition word or phrase that best completes each sentence.

4. (Also, After) his friends went home, Deion wanted to stream a movie.

5. (But, And) his parents said it was too late to start watching TV.

6. (So, Since) Deion decided to go to bed (but, because) it was so late.

NAME: _____

DATE: _____

5.3 ACTIVITY PAGE

Plot Sequence

Use the plot sequence chart to develop and sequence events in the plot of your story.

The narrator of my story will be:
The events in my narrative will occur in this order:
First (introduce the character(s), describe the setting, and introduce a problem or conflict):

Second (describe how the character tries to solve the problem):

Third (resolve the problem or conflict and wrap up all loose ends):

NAME: _____

DATE: _____

Vocabulary for "Choctaw Bigfoot, Midnight in the Mountains"

1. **kin,** ***adj***. related by blood (**105**)
2. **saunter,** ***v***. to stroll at a leisurely pace (**sauntered**) (**106**)
3. **sprawl,** ***v***. to spread out (**sprawled**) (**109**)
4. **strike,** ***v***. hit (**struck**) (**110**)
5. **grunt,** ***v***. to make a low, animal-like sound (**grunted**) (**111**)
6. **peek,** ***v***. to take a quick glance at something (**peeking**) (**114**)
7. **pursed,** ***adj***. puckered or rounded (**116**)
8. **academic,** ***adj***. related to education or scholarship (**117**)
9. **ponder,** ***v***. to think about something (**pondering**) (**117**)
10. **cliché,** ***n***. an overused phrase or remark (**118**)
11. **anthropologist,** ***n***. a scientist who studies human behavior (**118**)
12. **loom,** ***v***. to stand over someone in a threatening way (**looming**) (**119**)
13. **bellow**, ***v***. to shout in an angry way (**bellowed**) (**119**)

Word	Pronunciation	Page
Choctaw	/chok*taw/	105
Bohpoli	/boe*poe*lee/	106
Kiamichi	/kahy*ə*mish*ee/	107
hoke	/oe*kae/	107
Achukma	/ə*chuk*mə/	108
Naloosha Chitto	/nə*loosh*əchee*toh/	108
Balili	/bə*lee*lee/	114
cliché	/klee*shae/	118
anthropologist	/an*thru*pol*ə*jist/	118

NAME: _____

DATE: _____

"Choctaw Bigfoot, Midnight in the Mountains"

Answer the following questions in complete sentences. Note the page number where you found the information.

1. Who is the narrator of the story? Who tells the story-within-a-story? What kind of Choctaw stories has the narrator already heard?

_____

_____

_____

2. Why do you think Turtle Kid claims never to have heard the story Uncle Kenneth is about to tell?

_____

_____

3. In Uncle Kenneth's story, who is attacking the Chukma family?

_____

4. What does Turtle Kid mean by, "No longer were we in the backyard of Pasadena, Texas"? What does this comment tell you about Uncle Kenneth's abilities as a storyteller?

_____

_____

_____

_____

5. What are some ways Uncle Kenneth interacts with his audience as he tells the story? Why do you think he does this?

_____

_____

_____

_____

6. Who are the "birdies" that are annoying Naloosha Chitto?

_____

7. At the top of page 112, how far does Uncle Kenneth say Naloosha Chitto fell from the tree? At the top of page 113, how far dose he say Naloosha Chitto fell? Why do you think Uncle Kenneth includes these details?

_____

_____

_____

_____

8. Find one example of overstatement or exaggeration Uncle Kenneth uses on page 114. Then find one example of understatement—describing something as less than it actually is. What effect do both of these techniques have on the story?

_____

_____

_____

_____

_____

9. How can you tell the cousins begin to notice that Uncle Kenneth is making up the story as he goes along? How does this seem to affect their enjoyment of the story?

_____

_____

_____

_____

_____

10. Find some details that suggest Turtle Kid intends to carry on Uncle Kenneth's tradition of storytelling. How does Uncle Kenneth encourage Turtle Kid?

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Review Grade 5 Prefixes *un–, non–, ex–* and Suffixes *–ly, –y, –able, –ible, –tion, –sion*

Fill in the missing parts of the chart:

- *Column 1 contains the root word, part of speech, and definition.*
- *Column 2 lists the affix added.*
- *Column 3 lists the new word with the affix, its part of speech, and its definition.*

Root word, *(part of speech)*, meaning	+ Affix	Affixed word, *(part of speech)*, meaning
certain, ***adj.*** sure of	**un–**	
comfort, ***n.*** a state of physical ease	**–able**	**comfortable**, ***adj.*** providing physical ease
	non–	**nonfiction**, ***n.*** writing that is about real facts and events
stick, ***v.*** to adhere or attach to something	**–y**	
supervise, ***v.*** to watch over	**–sion**	**supervision**, ***n.*** the act of watching over someone
	–ly	**bravely**, ***adv.*** acting in a way that shows courage

Complete each sentence with the correct word from the box.

construction	extended	sensible
evenly	uneven	nonsense

1. The planning committee worked together to find a(n) _____ solution to the mechanical problem.

2. Trucks bumped over the _____ pavement.

3. Workers will begin _____ on the new wing of the school next week.

4. Dad sliced the pizza _____, so that all pieces were equal.

5. Mr. Rodriguez _____ the deadline for the writing assignment in order to give the class more time to finish it.

6. Sam said he was late because his bike got a flat tire, but I knew his excuse was _____ because I saw him riding just minutes earlier.

NAME: _____

DATE: _____

Develop Dialogue

Answer the following questions to develop dialogue for a character you created in a previous lesson. As you write, be sure to follow correct rules for punctuating dialogue.

Name of character

_____

_____

What does this character say about themselves?

_____

_____

_____

_____

_____

What does this character say about other characters?

_____

_____

_____

_____

_____

What does this character say about plot events?

_____

_____

_____

_____

_____

What does this character say about the main problem/conflict?

_____

_____

_____

_____

_____

What does this character say about the solution/resolution?

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "Main Street"

1. **intense,** ***adj***. very strong or extreme (**123**)

2. **tourist,** ***n***. someone who visits a place for fun (**123**)

3. **absolutely,** ***adv.*** completely; totally (**124**)

4. **pane,** ***n***. a single sheet of glass in a window or door (**124**)

5. **curse,** ***n***. profanity; "bad word" (**curses**) (**125**)

6. **erupt,** ***v***. force out or release suddenly (**erupting**) (**125**)

7. **shrug,** ***v***. raised one's shoulders to indicate doubt or indifference (**shrugged**) (**127**)

8. **gulp,** ***v***. make strong breathing movements, often in response to strong emotion (**gulping**) (**130**)

9. **halo,** ***n***. a circular shape; often, a glowing light circling the head of a holy person (**132**)

10. **lace,** ***v***. entwined together (**laced**) (**132**)

Word	Pronunciation	Page
Celeste	/sə*lest/	123
Negro	/nee*groe/	128
Beethoven	/bae*toe*vən/	129

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "Don't Just Sit There Like a Punk"

1. **meaningful,** ***adj***. important (**13**)

2. **focus,** ***n***. the center of attention (**13**)

3. **barrio,** ***n***. a neighborhood in a city or town where most residents speak Spanish (**14**)

4. **scrub,** ***n***. an unskilled player on a sports team (**15**)

5. **paralysis,** ***n***. the inability to move (**15**)

6. **angle,** ***n***. an intention; a motive (**16**)

7. **instinct,** ***n***. an inborn, unlearned behavior (**16**)

8. **choreographed,** ***adj***. arranged as if in a dance (**17**)

9. **portal,** ***n***. an entrance or door (**17**)

10. **mentorship,** ***n***. guidance provided by an experienced person (mentor) (**19**)

11. **varsity,** ***n***. the starting or first-rank sports team at a school (**19**)

Word	Pronunciation	Page
Dante	/don*tae/	14
comprende	/kəm*pren*dae/	14
barrio	/bor*ee*oe/	14
esé	/ae*sae/	14
paralysis	pə*ra*lə*səs	15
choreographed	/kor*ee*ə*graft/	17
symphony	/sim*fə*nee/	17

NAME: _____

DATE: _____

Summary of "Don't Just Sit There Like a Punk"

Fill in the story structure chart. In the last box, use the information in the chart to write a summary.

Don't Just Sit There Like a Punk	
Characters:	**Setting:**
Problem:	
Major Events:	
Resolution:	

Summary:

NAME: _____

DATE: _____

Review Grade 5 Prefixes *im–, in–, il–, ir–* and Suffixes *–ful, –less, –ness, –ist*

Fill in the missing parts of the chart:

- *Column 1 contains the root word, part of speech, and definition.*
- *Column 2 lists the affix added.*
- *Column 3 lists the new word with the affix, its part of speech, and its definition.*

Root word	+ Affix	Affixed word
bitter, ***adj.*** having a sharp taste		**bitterness**, ***n.*** a sharp taste
dependent, ***adj.*** relying on another for support	**in–**	
geology, ***n.*** a science that studies Earth		**geologist**, ***n.*** a scientist who studies Earth
	il–	**illegible**, ***adj.*** written in a way that is not readable
mature, ***adj.*** full-grown	**im–**	
	ir–	**irregular**, ***adj.*** not normal

Add the suffix –ful *or* –less *to the word in parentheses, and write it on the line to correctly complete each sentence.*

1. The _____ kitten was afraid to climb down from the tree. (fear)

2. The surfer seemed _____ as she rode the enormous wave with ease. (fear)

3. The old dam was _____ to stop the floodwaters and soon broke. (power)

4. A _____ wind blew down the telephone pole in front of the library. (power)

NAME: _____

DATE: _____

Short Story Rubric

	Exemplary	Strong	Developing	Beginning
Setting	Exceptionally vivid use of sensory and descriptive language tells readers when and where the story takes place.	Strong use of sensory and descriptive language tells readers when and where the story takes place.	Readers can determine when and where the story takes place, but author did not use much sensory or descriptive language.	Readers have difficulty determining when and where the story takes place, and there is little to no use of sensory or descriptive language.
Characters	Characters are well named and clearly described. Readers have no trouble picturing the characters clearly as they read.	Characters are named and described adequately. Most readers have a good idea of what characters look and act like.	Characters are poorly named and described, and readers know little about them.	There is little description of the characters, and readers have difficulty determining anything about them.
Plot Events and Conflict	There is a completely clear sequence that establishes a problem/conflict and builds to a climax.	There is a clear sequence of events that unfold naturally and establish a problem/conflict.	There are attempts to sequence events, but the plot is difficult to follow in places, and a problem/conflict is rather unclear.	There is unclear sequencing, the plot is difficult to follow throughout, and a problem/conflict is not established.
Conclusion	The story effectively ends with a strong conclusion that follows from the narrative logically and resolves the problem.	The story ends with a conclusion that follows from the narrative and mostly resolves the problem.	The story ends with a conclusion that does not logically follow from the narrative and/or does not resolve the problem.	The story ends abruptly and does not resolve the problem.

	Exemplary	Strong	Developing	Beginning
Language	The story effectively uses dialogue, sensory/ descriptive language, and transitions to develop experiences, events, and characters.	The story uses dialogue, sensory/ descriptive language, and transitions to develop experiences, events, and characters.	There are attempts to use dialogue, sensory/ descriptive language, but these may lack some transitions, and experiences and events are underdeveloped.	There is little or no attempt to use dialogue, sensory/ descriptive language, and transitions. Experiences and events are mostly undeveloped.
Mechanics	There are no spelling or grammar errors in the narrative.	There are one or two spelling or grammar errors in the narrative.	There are several spelling and grammar errors.	There are spelling and grammar errors throughout.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Peer Review Checklist for Short Story

Complete this checklist as you read the draft of the narrative written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The story contains narrative elements, including a clearly described setting, fully developed characters, a logical series of plot events, an interesting conflict, and a satisfying conclusion.

_____ The story contains a problem or conflict that the main character must resolve.

_____ The story contains character dialogue.

_____ The story contains precise, descriptive language that appeals to the five senses.

_____ The story contains appropriate transitions that show relationships among ideas.

Ways in Which Your Story Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

NAME: _____

DATE: _____

9.1 ACTIVITY PAGE

Vocabulary for "Sometimes a Dream Needs a Push"

1. **executive, *n*.** a top-level manager in a business (**207**)

2. **harnesses, *n*.** a set of straps (**208**)

3. **concession stand, *n*.** a place where people can purchase snacks, especially at a sporting event (**209**)

4. **bridesmaid, *n*.** a woman who accompanies a bride on her wedding day (**bridesmaids**) (**210**)

5. **drill, *n*.** practice session (**drills**) (**211**)

6. **arc, *n*.** a curve or bend (**213**)

7. **collision derby, *n*.** a contest in which drivers deliberately crash old cars into one another, the winner being the last vehicle still moving (**214**)

8. **congestion, *n*.** excessive crowding (**215**)

9. **fundamentals, *n*.** basic rules or principles (**216**)

Word	Pronunciation	Page
harnesses	/har*nes*es/	208
concession	/kun*sesh*un/	209

NAME: _____

DATE: _____

9.2 ACTIVITY PAGE

Summary of "Sometimes a Dream Needs a Push"

Fill in the story structure chart. In the last box, use the information in the chart to write a summary.

Sometimes a Dream Needs a Push	
Characters:	**Setting:**
Problem:	
Major Events:	
Resolution:	

Summary:

NAME: _____

DATE: _____

Short Story Editing Checklist

Use the following checklist to help you edit the final draft of your story.

Short Story Editing Checklist	After reviewing for each type of edit, place a check mark here.
Format	
I have titled my writing.	
I have included the proper heading, including my name, my teacher's name, the class title, and the date.	
I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.	
All my paragraphs are indented.	
Grammar	
I have checked to make sure all my sentences are complete.	
Spelling	
I have checked the spelling for any words I was unsure of.	
Punctuation and Capitalization	
All my sentences end with a period, question mark, or exclamation point.	
I have correctly used quotation marks and commas in dialogue.	

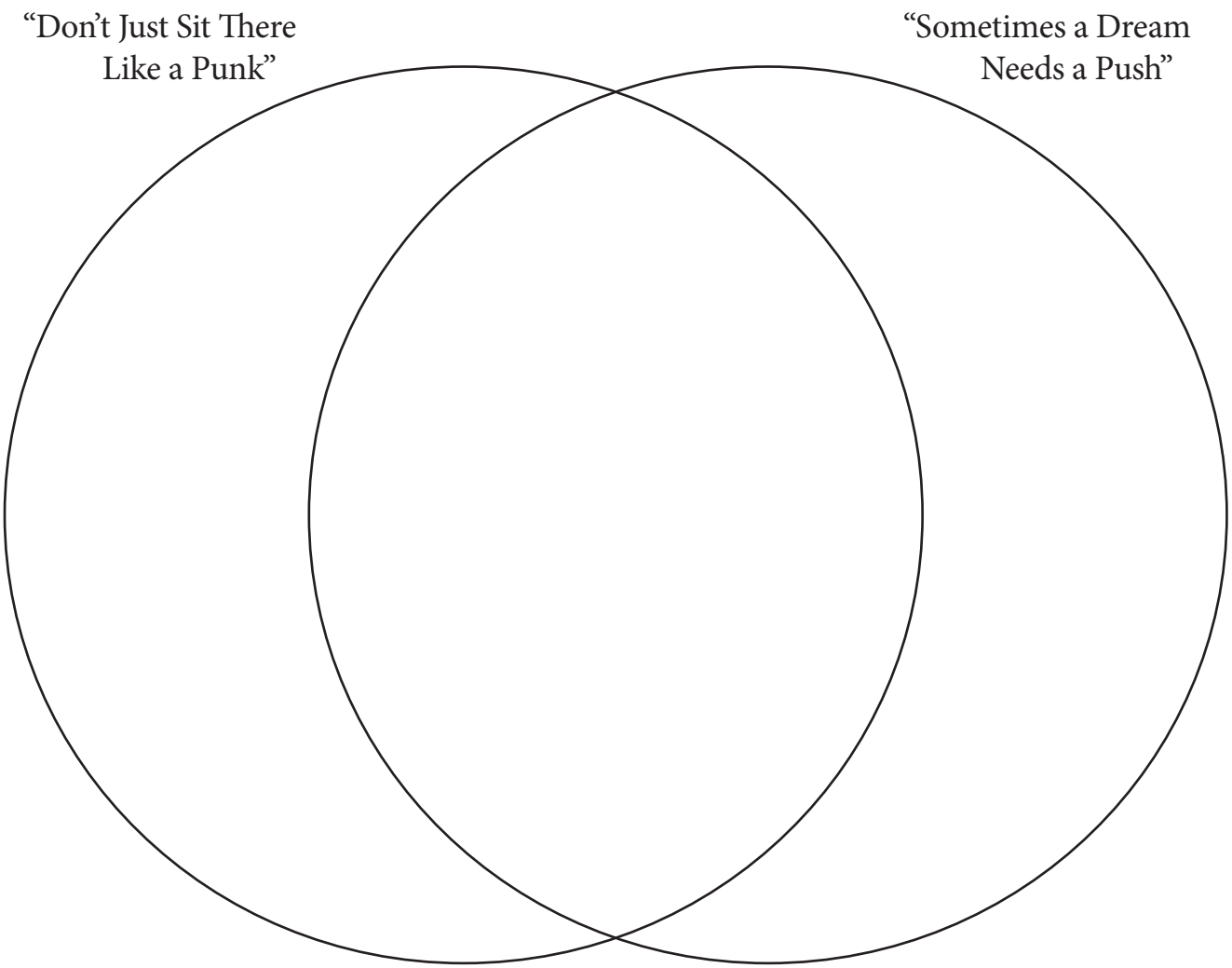
NAME: _____

DATE: _____

10.1 ACTIVITY PAGE

Comparing and Contrasting Stories

Fill in the Venn Diagram with details from "Don't Just Sit There Like a Punk" and "Sometimes a Dream Needs a Push." Write details that are unique to "Don't Just Sit There Like a Punk" in the left part of the diagram; write details that are unique to "Sometimes a Dream Needs a Push" in the right part of the diagram. Write details that are common to both stories in the part of the diagram where the circles overlap.



NAME: _____

DATE: _____

Practice Grade 5 Prefixes and Suffixes

Combine the prefix or suffix with the root word, and write the new word on the line. Make any necessary spelling changes to the root word when adding the affix. Then write a complete sentence that shows the meaning of the new word.

1. in– + complete = _____

_____

_____

2. erase + –able = _____

_____

_____

3. care + –ful = _____

_____

_____

4. ir– + replaceable = _____

_____

_____

5. use + –less = _____

_____

_____

6. pollute + –tion = _____

_____

_____

7. angry + –ly = _____

_____

_____

8. im– + perfect = _____

_____

_____

9. violin + –ist = _____

_____

_____

10. in + complete = _____

_____

_____

NAME: _____

DATE: _____

Unit Feedback Survey
Unit 1: Short Stories

Flying Lessons and Other Stories

Please use a scale of 1–5, with 1 being "Not at All," 3 being "OK," and 5 being "Very Much." Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the selections in *Flying Lessons* & *Other Stories*?

1 2 3 4 5

What, if anything, did you like about the selections that you read?

_____

_____

What, if anything, did you not like about the selections that you read?

_____

_____

Were you able to read and understand these selections on your own, or did you have difficulty?

_____

_____

Would you recommend this book to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

_____

_____

_____

_____

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

_____

_____

_____

_____

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*Flying Lessons & Other Stories*

Match the literary element with the correct definition.

____ 1.	characters	a.	the main events in a story
____ 2.	setting	b.	the people who take part in a story
____ 3.	conflict	c.	the time and place a story occurs
____ 4.	plot	d.	the part of a story where a problem is solved
____ 5.	resolution	e.	the difficulty characters must overcome
____ 6.	theme	f.	the main message or idea in a story

Answer the following questions about "The Difficult Path."

7. Who is the narrator in "The Difficult Path"?
   A. Mrs. Li
   B. Lingsi
   C. FuDing
   D. Tianyi

8. What is the setting of "The Difficult Path"?

_____

_____

9. What is the main problem in "The Difficult Path"?
   A. Mrs. Li breaks her promise.
   B. FuDing is a poor student.
   C. Lingsi does not want to marry FuDing.
   D. Lingsi is kidnapped by the pirate Tianyi.

10. How is the problem in "The Difficult Path" solved?

_____

_____

_____

Read the following excerpt from page 56 of Flying Lessons & Other Stories to answer the following questions about "Sol Painting, Inc."

"I told them to use the side entrance," he says, sighing.

"They should come clean it up," I snap.

Papi shoots me a warning look. "Quiet, Merci." His eyes slice through me in a way I'm not expecting. But why? I'm not the one who made this mess.

"But, Papi—"

"*Sio*"—he hisses.

When I drop my stare down at my shoes, he turns back to Mr. Falco and pastes on a smile. "It's no problem, sir. They're children, and accidents happen. We'll clean it up."

With those words, my father shrinks before my very eyes. My arms hurt, and I'm thirsty and hot. I feel ugly. My cheeks burn as I stand there, humiliated for all of us.

11. Briefly describe the events that occur just before this scene.

_____

_____

_____

_____

12. Who is the narrator in "Sol Painting, Inc"?
    A. Merci
    B. Papi
    C. Roli
    D. Mr. Falco

13. What is the best description of Merci's reaction to Papi's behavior in this scene?
    A. She admires the sacrifice he is making for her.
    B. She laughs at his cowardice toward Mr. Falco.
    C. She is proud that he is such a hard worker.
    D. She is shocked that he does not speak up.

14. Why doesn't Papi want to complain to Mr. Falco?

_____

_____

_____

_____

15. What does the word *humiliated* mean?

A. nervous and tense

B. ashamed and embarrassed

C. sick and disgusted

D. shy and bashful

Read the following excerpt from page 78 of Flying Lessons & Other Stories to answer the following questions about "Secret Samantha."

Language arts is my best chance to slip Blade her gift if I want to actually watch her open it—and I do!—but I'm scanning the room and there isn't a strong ninja candidate among *any* of these people.

All the boys except Ryan P. are *terrible* secret keepers, and Ryan P. is out today for personal reasons (the rumor in the halls was "lice"). And forget the other girls—they are a giant clique. Frankly, I still feel like the new girl, even with an *actual* new girl around.

So I do the unthinkable, right by the aquarium. I pull Miss Lee aside.

"Miss Lee, could you please, *um*, be my ninja?"

She does an ace job of sneaking the makeup kit onto Blade's desk, because at one point during class Blade goes to the water fountain. When she gets back, I'm wriggling around in my seat so much that it makes the chair squeak.

Blade then does the cutest thing I've ever seen a non-kitten do: she takes my origami rabbit card and makes it "hop" across her desk, just for herself. And then she opens the card and her forehead goes red.

16. Who is the narrator in "Secret Samantha"?
    A. Ryan P.
    B. Sam
    C. Miss Lee
    D. Blade

17. Where does this scene take place?
    A. a school cafeteria
    B. Sam's house
    C. the shopping mall
    D. a school classroom

18. What does the word *clique* mean?
    A. a club with a limited number of members
    B. people who like the same kinds of activities
    C. an exclusive group of people or friends
    D. people who gossip continually about others

19. Who does Sam ask to deliver her gift to Blade? Why does Sam ask this person?

_____

_____

_____

_____

20. What clues in this scene help explain why Sam still feels "like the new girl"?

_____

_____

_____

_____

21. Why does Sam begin wriggling around in her seat?

_____

_____

_____

_____

Mid-Unit Comprehension Check Score: _____ of 21 points.

NAME: _____

DATE: _____

Story Time Planner

Complete the worksheet to plan a story time session for a younger class at your school.

Audience: _____

Day/Time: _____

Introduction to the Audience (Who will say what?):

_____

_____

_____

_____

_____

_____

Stories/Sequence (Which stories will be read aloud, in what sequence, and by whom?):

_____

_____

_____

_____

_____

_____

Question and Answer Session (Encourage questions about the writing process; Who will lead? How will you decide who will answer each question?):

Concluding Remarks (Who will say what?:

NAME: _____

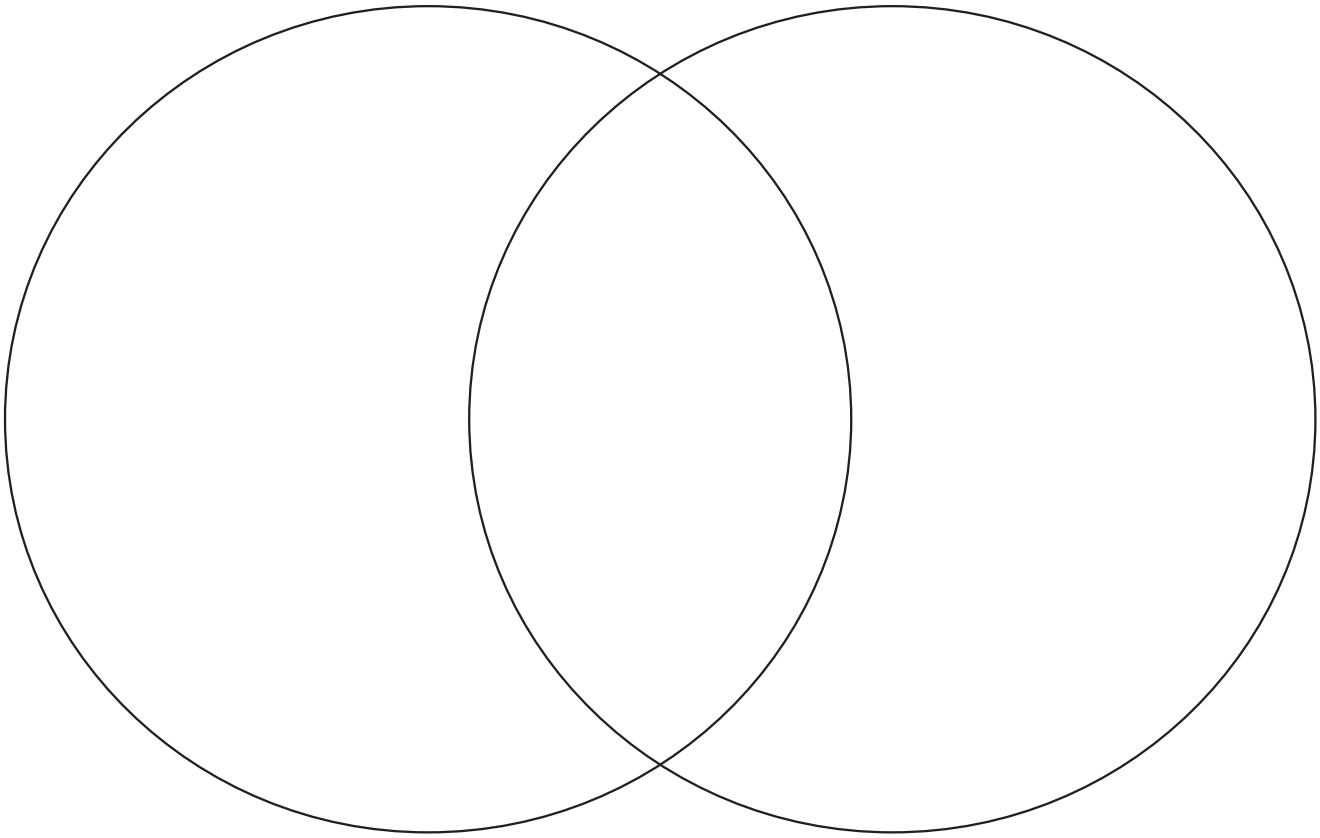
DATE: _____

Compare Communities in "Sol Painting, Inc."

Conduct some online research to compare and contrast Palm Beach, Florida, and West Palm Beach, Florida. Record your findings in the Venn diagram.

Palm Beach, Florida

West Palm Beach, Florida



How did the differences in the two communities impact events in "Sol Painting, Inc."?

NAME: _____

DATE: _____

Epilogue Planner for "Secret Samantha"

Use the worksheet to plan an epilogue for "Secret Samantha." Then write your one- to three-paragarph epilogue in your Writing Journal.

Point of View (Who is relating the epilogue?): _____

Time (When does the epilogue take place?): _____

Setting (Where does the epilogue occur, and what is life like there?):

_____

_____

_____

Events (What has occurred since the end of the story?):

_____

_____

_____

_____

_____

_____

Development (What are some important changes that have occurred with the character(s)?):

Relationships (Have any relationships between the characters developed or changed?):

NAME: _____

DATE: _____

Current Slang Glossary

Use the worksheet to record five to ten current slang terms that you and your friends use, much like the slang that was used in "Don't Just Sit There Like a Punk." Present the words in alphabetical order, and show them in correct format: word, part of speech, definition.

NAME: _____

DATE: _____

Things Wheelchair Users Want You to Know

Use the worksheet to record a list of at least five important things that wheelchair users (like Chris from "Sometimes a Dream Needs a Push") want nonusers to know.

Beginning-of-Year Assessment

GRADE 6

Core Knowledge Language Arts®

Core Knowledge®

Beginning-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: from the Core Knowledge Core Classic adaptation of *A Midsummer Night's Dream,* by William Shakespeare

1. The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep. Into this part of the wood walked Peter Quince and his fellow workmen, eager to rehearse their play.

2. "Here's a marvelous convenient place for our rehearsal!" cried Quince. As the workmen walked around, each muttering his lines, and some making grand gestures with their hands and arms—especially Bottom—a grinning fairy looked down upon them.

3. "What hempen homespuns have we swaggering here?" said Puck. At this moment, Bottom strutted by, and Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!

4. When Bottom turned back to his fellow workmen, they screamed in horror and ran. Puck laughed and, invisible, he zipped after them, pinching their arms and legs.

5. "Why do you run away?" cried Bottom, who was unaware that his head had been transformed. "I see what you are up to," said Bottom. "You mean to make an ass of me, to frighten me! Well, I am not afraid! I will walk up and down here and sing."

6. Bottom sang so loudly that he woke the fairy queen. Titania emerged from her bower and saw the donkey-headed man. The juice of the little purple flower did its magic. She cried out, "What angel wakes me from my flowery bed?" Then she wrapped her arms around Bottom and whispered into his large donkey ear, "I love you. Go with me, and I will give you fairies to attend upon you."

7. With fairies flitting about him, Bottom followed the queen to her bower.

Questions 1–5 pertain to Passage 1: A Midsummer Night's Dream, by William Shakespeare.

1. Why do Peter Quince and the workmen enter the woods?
   A. to sing some songs
   B. to awaken Titania
   C. to practice a play
   D. to play a trick on Puck

The following question has two parts. Answer Part A, and then answer Part B.

2. **Part A:** What does Puck do to demonstrate that he has magical powers?

   _____

   _____

   Part B: What do these actions reveal about Puck's point of view in the play?
   A. He wants to be helpful.
   B. He resents the workmen.
   C. He wants to be in the play.
   D. He likes to cause mischief.

The following question has two parts. Answer Part A, and then answer Part B.

3. **Part A:** A *pun* is a play on words—the humorous use of a word to suggest two or more of its meanings. Which line from the text contains a pun?
   A. *The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep.*
   B. *Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!*
   C. *"I see what you are up to," said Bottom. "You mean to make an ass of me, to frighten me!"*
   D. *She cried out, "What angel wakes me from my flowery bed?"*

Part B: How does this pun create humor in the text?

_____

_____

_____

_____

4. In an earlier scene, Titania's husband, Oberon, sprinkles magic juice into her eyes that will make her to fall in love with the first being she sees when she wakes. Explain what events happen as a result of this action.

_____

_____

_____

_____

The following question has two parts. Answer Part A, and then answer Part B.

5. **Part A:** A theme is an idea or topic that recurs throughout a text. What is a theme in the passage?
   A. trickery
   B. honesty
   C. friendship
   D. disagreement

   Part B: In your own words, summarize the events that support the theme.

_____

_____

Passage 2: *The Reformation*

1. Martin Luther sparked the Reformation, a movement that brought about great religious and political changes. As a young boy growing up in Germany, he could not have known that he would be responsible for such change.

2. Martin Luther was born into a relatively wealthy German family. His father prospered in the copper mining business. His family had enough money to send him to good schools and eventually to the University of Erfurt, one of the best universities in Germany. Luther was an excellent student and earned two degrees. In 1505 CE, at age 21, he decided to pursue a third degree, in law. But six weeks later he had a sudden change of heart.

3. What happened? As Luther later told the story, he was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther vowed that if he survived, he would give his life to God and become a monk.

4. Luther did survive. True to his promise, but much to his father's dismay, he stopped studying law and entered the Augustinian monastery in Erfurt.

5. Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess his sins, and follow its teachings. But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to question, however, the Church's teachings with regard to what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome.

6. After several years, Luther was transferred from Erfurt to a monastery at Wittenberg. There Luther attended the University of Wittenberg. He earned an advanced degree in biblical theology and became a teacher at the university.

7. Luther was a gifted teacher and a powerful speaker. As he continued teaching, he struggled to come to a clearer understanding of his own beliefs and how they differed from Church teachings. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history.

8. At that time, the Church raised money by issuing indulgences. People believed that indulgences could speed up their journey to heaven and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven.

9. The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard about a Dominican friar named John Tetzel. Tetzel not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy the way of a soul into heaven.

10. Outraged, Luther decided to act. He composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his superiors. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five Theses, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view.

Questions 6–9 pertain to Passage 2: "The Reformation."

The following question has two parts. Answer Part A, and then answer Part B.

6. **Part A:** Read the sentences from paragraph 5. Based on what you know about Martin Luther's years in the monastery at Erfurt, what does the word *pondered* mean?

> But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs.

A. spoke the truth about something

B. ignored the consequences of something

C. thought deeply about something

D. mocked or made fun of something

Part B: How does this detail help explain why Martin Luther later challenged some of the Church's practices?

_____

_____

_____

The following question has two parts. Answer Part A, and then answer Part B.

7. **Part A:** What is the author's purpose in this text?

A. to present an opinion about Martin Luther's ideas about the Church

B. to inform the reader about Martin Luther's role in the Reformation

C. to entertain the reader with stories about Martin Luther's life

D. to persuade the reader to agree with Martin Luther's ideas

Part B: What clues in the text indicate this purpose?

8. Using your own words, explain what the word *indulgence* means in the text.

9. Why might some people have been afraid to support Martin Luther's ideas? What can you infer about the power of the Catholic Church in Europe during Martin Luther's lifetime? Use evidence from the text to support your answer.

Passage 3: *Native Americans*

1. The year 1492 CE is a notable date in history—especially American history. Christopher Columbus sailed from Spain in that year to look for a passage to Asia, because that is what he thought he would find across the Atlantic Ocean. Instead, he bumped into a new continent. Columbus's voyage triggered what some call an Age of Discovery. He was just one of many, many explorers from Spain, England, France, and other European countries to travel across the Atlantic.

2. At first, the Europeans did not know what to call this land. Some called it the West Indies, because they thought it was part of Asia. Later, they named it the Americas, after an Italian explorer named Amerigo Vespucci, who figured out it really was a new continent—or, more precisely, two new continents: North and South America. Many Europeans simply referred to it as the New World because it was not on any of their maps and everything seemed strange and new to them. For Europeans, this New World promised not only new lands but also incredible riches: gold, silver, sugar, tobacco, lumber, animal furs, and a host of other resources. European nations sent armies to fight over these riches, and they sent settlers to harvest them.

3. As you probably know, Columbus was not the first person to find the Americas. European explorers and settlers encountered people everywhere they went. These were the original, or "native," people of the Americas because they had lived on this land before anyone else. Some Europeans called them Indians, although they were not really in the Indies at all. The name stuck, and that is why you hear the term *American Indian* today.

4. Beginning in 1492 CE, many things began to change for the indigenous peoples of North and South America. For some, the change came quickly. This was especially true in places such as Mexico and Peru, where the Aztec and Inca empires ruled. Their civilizations fell quickly to Spanish conquerors. The Spanish brought their powerful guns, steel swords, and horses. They (and all other Europeans) also brought diseases against which the native peoples had no natural defenses. By the end of the 1500s, Spanish soldiers and diseases wiped out many groups of people from Mexico through South America.

5. Change was more gradual for Native Americans in the part of North America that later became the United States. Although the early Spanish explorers built several settlements north of Mexico, they did not conquer all of this land. However, the Spanish were not the only Europeans interested in the Americas. The English, French, Portuguese, and Dutch also crossed the ocean in search of riches. They, too, sent explorers, and soon they built settlements and colonies of their own.

6. The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock. They interacted with the Wampanoag people, including a man named Tisquantum, also known as Squanto, who helped them learn to survive. The Pilgrims were grateful to Squanto for his help. According to some historical records, the Pilgrims and Native Americans came together for a meal to share the bounty of their harvest. Today we remember and celebrate this meal as Thanksgiving.

7. As with the story of Columbus, the story of Thanksgiving is only a fragment of a much larger story about Native Americans and the impact Europeans had on their world. Unfortunately, the themes of the Thanksgiving story—such as cooperation, friendship, and gratitude—are not common in the history of relations between Native Americans and Europeans.

Questions 10–15 pertain to Passage 3: "Native Americans."

10. Write a sentence from paragraph 1 that describes one effect of Christopher Columbus's arrival in the Americas.

_____

_____

11. Why did Europeans began to call the original people of the Americas "Indians"? Use details from the text to support your answer.

_____

_____

_____

12. In paragraph 4, the author states that "change came quickly" for some indigenous people in North and South America after Europeans arrived. Explain what evidence, if any, the author provides in the paragraph to back up this claim.

_____

_____

_____

13. Read the following passage from paragraph 6.

> The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock.

What text structure is used in the passage?

A. sequence of events

B. compare and contrast

C. problem and solution

D. main idea and details

14. The text presents the idea that some Native American groups fared better than others when they interacted with Europeans for the first time. Complete the chart for two different contrasting groups.

Name of Native American group	European nation they encountered	What happened to them as a result

The following question has two parts. Answer Part A, and then answer Part B.

15. **Part A:** What is the central idea of the text?

A. Christopher Columbus's arrival in the Americas sparked the Age of Discovery.

B. Spanish soldiers and diseases wiped out many Native American populations.

C. Some Native Americans and Europeans in North America were able to cooperate.

D. The arrival of Europeans brought many changes to Native American populations.

Part B: In your own words, summarize the important details in the text that support the central idea.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Beginning-of-Year Reading Comprehension total _____ of 15 points.

To receive a point for a two-part question (i.e., 2, 3, 5, 6, 7, 14, and 15), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 6 Beginning-of-Year Assessment—Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

_____

Fluency Assessment Scoring Sheet

	Words Read in One Minute
—	Uncorrected Mistakes in One Minute
	W.C.P.M.

Percentile	Fall W.C.P.M.
90	166
75	139
50	110
25	85
10	61
Comprehension Questions Total Correct	/4

Recommended Placement (check one)

____ CKLA Grade 6

____ An earlier point of instruction in the CKLA grade-level materials

NAME: _____

DATE: _____

A.3 ASSESSMENT

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə*digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə*digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. *ə* digraph	betrayal /bə*trae*əl/ ə* digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə* digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə* digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

NAME: _____

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Beginning-of-Year Fluency Assessment
Recording Copy

The Hare with Many Friends

A hare was very popular with the other beasts, who all claimed to be her friends. But one 18
day she heard the hounds approaching and hoped to escape them by the assistance of her 34
many friends. So she went to the horse and asked him to carry her away from the hounds 52
on his back. But he declined, stating that he had important work to do. "I am confident," 69
he whinnied, "that your other friends will come to your aid." 80

The hare then applied to the bull and hoped that he would drive away the hounds with his 98
horns. The bull snorted, "I am very sorry, but I have an appointment with a lady; but I feel 117
sure that your friend the goat will do what you want." 128

The goat, however, feared that his back would hurt if he took her upon it. The ram, he was 147
certain, was the proper friend to apply to. 155

So the hare went to the ram and asked him for help. The ram grunted, "Another time, 172
my dear friend. I don't like to interfere, as hounds have been known to eat sheep as well 190
as hares." 192

As a last resort, the hare then applied to the calf, who regretted that he was unable to help 211
her, as he did not like to take the responsibility upon himself, as so many older animals 228
had declined the task. 232

By this time the hounds were quite near, and the hare took to her heels and luckily 249
escaped. 250

Word Count: 250

NAME: _____

DATE: _____

Beginning-of-Year Grammar Assessment

Read and answer each question.

For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

1. Gutenberg did not truly invent moveable type.

2. Tribes of the Great Basin built domed houses called wigwams.

Read each pair of sentences about the beginning of printing in Europe. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in the pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	however
just as	by contrast
also	instead

3. Plentiful, affordable books opened the door to a whole new world of learning and ideas. Some people did not like this turn of events.

_____

_____

_____

4. Gutenberg didn't make much money from his new printing process. His invention did change the world.

_____

_____

_____

5. The Internet revolutionized how people communicated in the second half of the 20th century. Gutenberg's printing press revolutionized communication in the 15th and 16th centuries.

_____

_____

_____

For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.

6. Demetrius ran into the clearing.

7. Helena was amazed.

8. Oberon and his sprite hurried away.

9. Helena and Demetrius were by this time awake.

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Present Tense" column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10.
the water	to look	11.
the musicians	to sing	12.
she	to hear	13.
they	to laugh	14.
you	to be	15.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. _____

_____

_____

For each of the following items in a series, write a complete sentence using commas correctly.

hot day	bright sun	cool lemonade

17. _____

_____

_____

strawberries	bananas	apples

18. _____

_____

_____

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Past Tense" column so the subject and verb are in agreement in the past tense.

Subject	Verb	Agreement in the Past Tense
Johann Gutenberg	to have	19.
Native Americans	to be	20.
Helena	to sleep	21.
I	to be	22.
we	to have	23.
he	to think	24.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. _____

_____

_____

Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.

out	with	before	in

26. Ignatius was born _____ 1491, the year _____ Christopher Columbus sailed for the New World.

27. The Pilgrims interacted _____ the Wampanoag people.

For each pair of words, write a sentence using the correlative conjunctions correctly.

28. *either/or*

_____

_____

_____

29. *both/and*

_____

_____

_____

Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong *or* mild.

30. Wow! This pizza tastes delicious!

    Type: _____

31. Well, it looks like we'll be late for dinner.

    Type: _____.

For each word provided in "Column 1: Word(s)," write one correct pronoun in "Column 2: Pronoun."

Column 1: Word(s)	Column 2: Pronoun
Queen Isabella	32.
the books	33.
Jenna and I	34.
grandma	35.
Johann Gutenberg	36.
my aunt and uncle	37.

Select one row from the chart, and write two sentences. The first sentence should use the noun in "Column 1: Word(s)" as the subject, and the second sentence should use the pronoun in "Column 2: Pronoun" as the subject.

38. _____

_____

_____

_____

Fill in the blanks with the correct pronoun antecedent from the box.

her his its their

39. Lysander opened _____ eyes, which were no longer clouded by the fairy charm.

40. Copernicus and Galileo proposed a new view of the solar system, with the sun and not Earth at _____ center.

41. Lysander and Demetrius praised Helena's charms and vowed _____ love for her.

42. Great Granny told _____ grandchildren to gather around the rocking chair for a story.

Add a comma in the appropriate place for each of the following sentences.

43. Oh what a beautiful sunset.

44. Yes I like chocolate ice cream.

45. Well I'm not sure that's a good idea.

Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark) on the line. If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).

46. _____ Oberon soon found Titania and quietly spied on her. He will listen as the fairy queen sighs to donkey-headed Bottom.

    Rewrite sentence(s), if needed:

    _____

    _____

47. _____ Red Cloud was both a warrior and a peacemaker. He believed that the Lakota needed to accept that they were part of the United States.

Rewrite sentence(s), if needed:

_____

_____

Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.

48. Thunderbird and Killer Whale fought for many days. (*In other words/At last*) _____, Killer Whale knew he could not win, and he swam away.

49. Learning to read and write became something more people wanted to do. (*As a result/ On the other hand*) _____, the demand for books increased.

NAME: _____

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Insert a comma in the correct place in the following sentences.

50. Yes I think the garden is very beautiful.

51. Bethany will you please clean your room this afternoon?

52. You'll help me make dinner tonight won't you?

Circle the correct way to write the following titles.

53. Chapter "Setting the Stage for Reform" Setting the Stage for Reform

54. Book "A Changing Landscape" *A Changing Landscape*

55. Work of art Leonardo da Vinci's Leonardo da Vinci's
Mona Lisa *Mona Lisa*

Beginning-of-Year Grammar Assessment total _____ of 55 points.

NAME: _____

DATE: _____

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If something is *illegal*, what does that mean?
   A. It is hard to read.
   B. It is against the law.
   C. It is not real.
   D. It does not make sense.

2. If someone is behaving *irresponsibly*, describe how that person is behaving.

   _____

   _____

   _____

3. If you travel from an _____ airport, you can take a flight to another country.
   A. intentional
   B. internal
   C. international
   D. intermediate

4. If the dentist *extracts* a tooth from your mouth, the dentist is _____.
   A. putting in another tooth
   B. protecting the tooth
   C. cleaning the tooth
   D. pulling out the tooth

5. Which of the following words with the suffix –*ness* means the state of containing nothing?

   A. darkness

   B. emptiness

   C. laziness

   D. drowsiness

The following question has two parts. Answer Part A, and then answer Part B.

6. **Part A:** Which of the following roots means "to empty"?

   A. *mem*

   B. *vac*

   C. *serv*

   D. *tract*

   Part B: Choose the word with the root that means "to empty," and write a sentence using the word.

   A. memorize

   B. vacant

   C. reserve

   D. distract

   Sentence:

   _____

   _____

   _____

7. It is _____ to accept a favor without saying thank you.
   A. impolite
   B. immobile
   C. polite
   D. mobile

8. The music was practically _____ because the volume was turned so low.
   A. audible
   B. complete
   C. inaudible
   D. incomplete

9. If you are *extinguishing* a fire, you are _____.
   A. enjoying the fire
   B. putting the fire out
   C. starting the fire
   D. making the fire bigger

The following question has two parts. Answer Part A, and then answer Part B.

10. **Part A:** What does the root *serv* mean?
    A. to save or protect
    B. to remember or recall
    C. to draw or pull
    D. to empty or release

    Part B: Write a sentence using the word *preserve*. Make sure the sentence demonstrates the meaning of the word.

    _____

    _____

    _____

11. Which example demonstrates the meaning of the word *enforce*?

A. explaining a math problem to a classmate

B. meeting a friend in a store unexpectedly

C. helping someone become more confident

D. making sure people follow the rules or laws

12. If someone is an *artist*, what does that person do?

A. appreciates art

B. destroys art

C. creates art

D. enjoys art

13. A person with *credentials* is _____.

A. not wealthy

B. wealthy

C. not believable

D. believable

14. Circle the correct prefix to add to the root word in the following sentence.

im–	*in–*	*post–*	*fore–*

In the _____game interview, the football coach explained why his team had lost so badly.

15. The _____ of Earth causes day and night.
    A. rotation
    B. rotate
    C. cancel
    D. cancellation

16. I'm not sure what to make for dinner tonight. Could you help me make a _____?
    A. decide
    B. decision
    C. revise
    D. revision

17. Which of the following words with the root *mem* means "a written description of past experiences"?
    A. memento
    B. memorable
    C. memoir
    D. memorize

18. Explain what the following statement means:

The weather *forecast* calls for rain and chilly temperatures.

_____

_____

_____

Beginning-of-Year Morphology Assessment total _____ of 18 points.

To receive a point for a two-part question (i.e., 6 and 10), students must correctly answer both parts of the question.

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Student Resources

In this section, you will find the following:

- SR.1—Glossary for *Flying Lessons* & *Other Stories*
- SR.2—Subjects and Predicates
- SR.3—The Writing Process
- SR.4—Transition Words and Phrases
- SR.5—Elements of a Plot
- SR.6—Prefixes and Suffixes
- SR.7—Common Spelling Rules for Prefixes and Suffixes
- SR.8—Quotation Marks in Dialogue
- SR.9—Proofreading Symbols
- SR.10—Individual Code Chart

NAME: _____

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Glossary for *Flying Lessons & Other Stories*

A

absolutely, *adv.* completely; totally

academic, *adj*. related to education or scholarship

amnesty, ***n*.** a pardon; official forgiveness for breaking a law

ancestral shrine, ***n*.** a small place of worship kept in one's home and used to honor deceased relatives

angle, *n*. an intention; a motive

anthropologist, *n*. a scientist who studies human behavior

apprentice, *n*. someone who is learning a trade or work

arc, *n*. a curve or bend

B

barrio, *n*. a neighborhood in a city or town where most residents speak Spanish

bellow, ***v*.** to shout in an angry way (**bellowed**)

bridesmaid, *n*. woman who accompanies a bride on her wedding day (**bridesmaids**)

brood, *v*. to think moodily or anxiously about something

C

catastrophe, *n*. a disaster

cherub, *n*. an angel (**cherubs**)

choreograph, *v*. to arrange as if in a dance (**choreographed**)

chump, *n*. a person who is foolish or easily tricked

cliché, *n*. an overused phrase or remark

clique, *n*. an exclusive group of people or friends

cold, ***adj*.** harsh and unfriendly

collision derby, *n*. a contest in which drivers deliberately crash old cars into one another, the winner being the last vehicle still moving

concession stand, *n*. a place where people can purchase snacks, especially at a sporting event

congestion, *n*. excessive crowding

cringe, ***v*.** to draw back in disgust or fear

curse, *n*. profanity; "bad word"(**curses**)

D

decomposition, *n*. the process of decay or rot

distracted, *adj*. unable to concentrate; preoccupied

drill, *n*. a practice session (**drills**)

E

erupt, *v*. to force out or release suddenly (**erupting**)

executive, *n*. a top-level manager in a business

F

focus, *n*. the center of attention

fundamentals, *n*. basic rules or principles

G

gape, ***v*.** to stare open-mouthed in amazement or wonder

gaze, ***n*.** a long, fixed look

glare, *n*. a fierce or angry stare

glimpse, ***n*.** a brief or partial view

grunt, ***v***. to make a low, animal-like sound (**grunted**)

gulp, ***v***. to make strong breathing movements, often in response to strong emotion (**gulping**)

H

halo, ***n***. a circular shape; often, a glowing light circling the head of a holy person

harness, ***n***. a set of straps (**harnesses**)

humiliated, ***adj.*** embarrassed; made to feel uncomfortable

I

incense, ***n***. a substance that is burned for the sweet smell it produces

instinct, ***n***. an inborn, unlearned behavior

intense, ***adj***. very strong or extreme

K

kin, ***adj***. related by blood

L

lace, ***v***. to entwine together (**laced**)

loom, ***v***. to stand over someone in a threatening way (**looming**)

M

makeshift, ***adj***. serving as a temporary substitute

Mary Janes, ***n***. a type of flat, round-toed shoes for girls

matchmaker, ***n***. a person who arranges marriages between others

meaningful, ***adj***. important

mentorship, ***n***. guidance provided by an experienced person (mentor)

N

nanny, ***n.*** a full-time babysitter, typically hired by wealthy families (**nannies**)

O

origami, ***n.*** the Japanese art of folding paper into shapes

overcast, ***adj***. gloomy

P

pane, ***n***. a single sheet of glass in a window or door

paralysis, ***n***. the inability to move

peek, ***v***. to take a quick glance at something (**peeking**)

peppy, ***adj***. energetic; full of enthusiasm

pivot, ***v***. to turn or rotate

plain, ***adj***. not especially attractive

ponder, ***v***. to think about something (**pondering**)

portal, ***n***. an entrance

prickly, ***adj.*** irritable; quick to be offended

pursed, ***adj***. puckered or rounded

putrefaction, ***n.*** the process of decay or rot

R

ransom, ***n.*** money paid in exchange for a prisoner

root, ***v.*** to dig

S

sampan, ***n***. a small, flat-bottomed boat

saunter, ***v***. to stroll at a leisurely pace (**sauntered**)

scholar, ***n***. a person who is highly educated

scrub, *n*. an unskilled player on a sports team

shot, *adj*. ruined or worn out

shrug, *v*. to raise one's shoulders to indicate doubt or indifference (**shrugged**)

smirk, *v*. to smile in a scornful or unpleasant way

spirited, ***adj***. lively, enthusiastic

sprawl, *v*. to spread out (**sprawled**)

stony, *adj*. unfriendly

struck, *v*. hit

T

tourist, *n*. someone who visits a place for fun

tuition, ***n***. a fee charged in exchange for schooling

tutor, ***n***. a private teacher, especially one who teaches a single student

tycoon, *n*. a wealthy, successful businessperson (**tycoons**)

V

varsity, *n*. the starting or first-rank sports team at a school

Y

yank, *v*. to pull suddenly or strongly

NAME: _____

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Subjects and Predicates

A complete sentence has two parts: a subject and a predicate.
Subject: tells whom or what sentence is about
Common noun: general person/place/thing (not capitalized)
Proper noun: specific person/place/thing (capitalized)
Predicate: tells what the subject is doing, did, or will do
Action verb: shows action
Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)

NAME: _____

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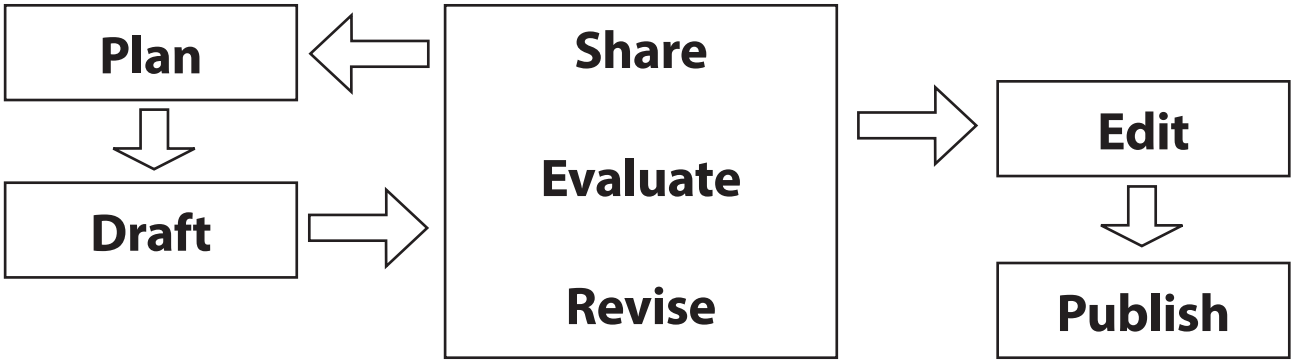
The Writing Process



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Transition Words and Phrases

Sequencing Words that show time or order	**Contrasting** Words that show differences or problems	**Effect** Words that show results or solutions	**Reasons** Words that tell why something happened	**Information** Words that are used to add information
first second third then next afterward finally before	but however although by contrast yet on the other hand	so because since therefore consequently as a result	because since if due to such as in order to	and also additionally furthermore in addition in fact

NAME: _____

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Elements of a Plot

All plots should have the following elements:
Exposition: • Introduces the main characters • Describes the setting
Rising Action: • Introduces a problem or conflict
Climax: • The turning point of the story • Point of the highest emotion or tension
Falling Action: • Events following the climax
Resolution: • Resolves the problem or conflict • Wraps up all loose ends

Prefixes and Suffixes

Prefixes A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.			
un– (not) **un**known **un**aware	**non–** (not) **non**sense **non**existent	**ex–** (away, out) **ex**it **ex**plore	**im–** (not) **im**possible **im**practical
in– (not) **in**correct **in**voluntary	**il–** (not) **il**logical **il**legal	**ir–** (not) **ir**relevant **ir**regular	
Suffixes A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning.			
–ly, –y (being like something) love**ly** grouch**y**	**–able, –ible** (able to be) break**able** revers**ible**	**–tion, –sion** (creates nouns from verbs) abbrevia**tion** conver**sion**	**–ful** (full of) beauti**ful** hope**ful**
–less (lack of or without) harm**less** rest**less**	**–ness** (a state of being) sad**ness** dark**ness**	**–ist** (a person who) art**ist** journal**ist**	

Common Spelling Rules for Prefixes and Suffixes

Prefixes	Suffixes
In most cases, don't change the spelling of the root word. Just add the suffix: • unknown • incorrect	In most cases, don't change the spelling of the root word. Just add the suffix: • harmless • sadness Words ending in a silent *e* drop the *e* if the suffix begins with a vowel: • lovable • reversible Keep the final *e* if the suffix begins with a consonant: • careless • hateful Double the final consonant if the word has one syllable or the suffix begins with a vowel: • sitting • muddy Change the final *y* of a root word to an *i* if the *y* has a consonant before it: • beautiful • happiness

NAME: _____

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Quotation Marks in Dialogue

- Quotation marks are used to show exactly what a person says or has said (dialogue).
- Quotation marks are used when copying exact words from a written text.
- Quotation marks are placed at the beginning and end of the quoted text or dialogue.

  "Where do I find books on early civilizations?" asked Miguella
- The first part of the quotation in the sentence has a capital letter, even if the quotation appears in the middle of the sentence.

  The librarian answered, "You can look up the call numbers using the library computer. I'll show you how."
- A comma separates the quotation mark from the tag (which tells who is saying the quoted material).

  "Thank you," replied Miguella.
- When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted, and there are two commas—one before the tag and one at the end of the tag.

  "I'll start researching for my report," said Miguella, "just as soon as I finish gathering sources."

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Proofreading Symbols

∧	Insert
⊙	Insert period
∧,	Insert comma
∨'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
⌣	Close up the space
≡ cap	Capitalize
~~B~~ lc	Make lowercase (small letter)
⁀	Delete
rwd.	Reword
←	Move according to arrow direction
⁀ i ∪ tr	Transpose
[	Move to the left
]	Move to the right
a	Add a letter

NAME: _____

DATE: _____

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

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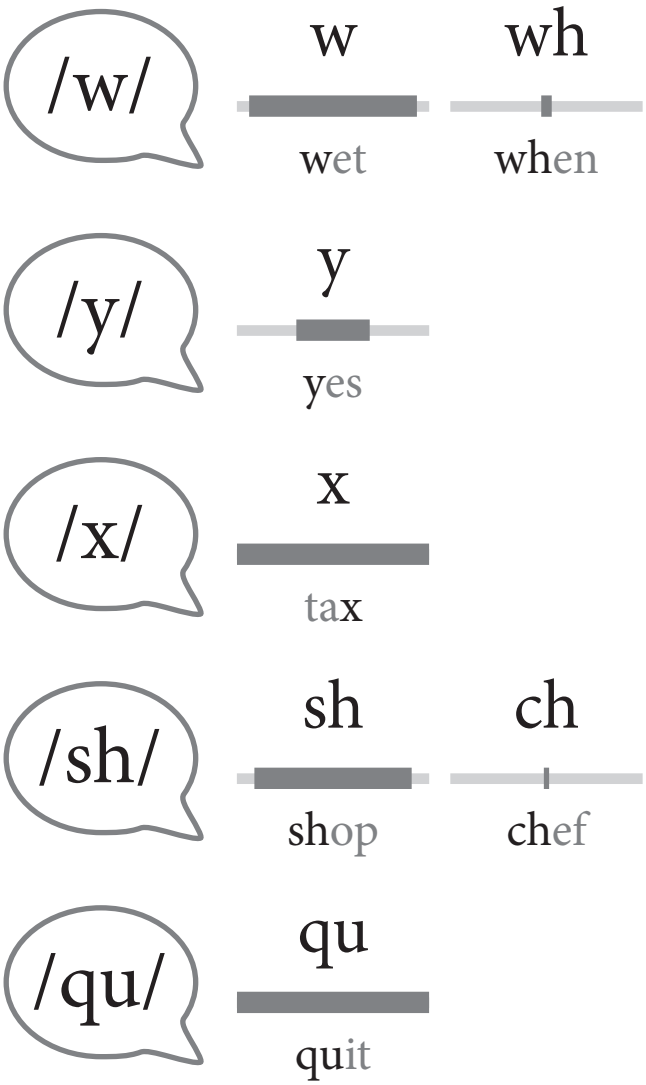
/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			


/w/
w
wet
wh
when
/y/
y
yes
/x/
x
tax
/sh/
sh
shop
ch
chef
/qu/
qu
quit

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

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