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| 1. ***What motivates you to accomplish a goal?***   ***A goal is something a person wants to do, such as win a race or graduate from school. Usually, there is a reason you want to achieve a goal. That reason motivates, or encourages, you to work hard. Ambitious people are motivated by a strong wish to accomplish a goal. In the photograph on page 146 of the Reading/Writing Workshop, the ambitious dancers have a strong desire to be great. They practice and work hard to become the best dancers they can be. They get satisfaction, or a feeling of accomplishment, from their hard work. Accomplishing goals takes hard work and dedication. You need to be motivated to achieve a goal. These ambitious dancers will have to study, rehearse, and practice for hours each day if they want to be great. Working hard for success gives them satisfaction and a sense of a job well done. In “A*** |

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| ***despite his fears. The second narrator finds satisfaction in quiet. In “Stage Fright,” changes in line length show changes in the narrator’s feelings about being on stage. In “Catching Quiet,” the poet uses repetition to show how to find quiet. Evidence: Page 177 shows the narrator taking a bow after the performance. Page 178 shows the narrator finds a way to enjoy the quiet. In “Stage Fright,”* stammered*,* stuttered*,* hemmed*, and* hawed *change to* stoodup*,* shouted*, and* clapped*. On page 178, the poet repeats before and after, for example, “after the roar of a truck”; “before a jet flies by.” The desire to help his team win motivates the player to carefully make his foul shot. The boy in “Stage Fright” is confident at first, but still stammers on stage. The player in “Foul Shot” is calm the entire time and makes his shot. Evidence: Page 180 says that the player calmly and carefully shoots the basket for*** |

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| ***the win. Page 176 of “Stage Fright” describes how the boy freezes up when he is on stage.*** |

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| ***Simple Plan,” Jack gets up in the morning and sets a goal to change the world. He does this by mowing neighbor’s lawns, playing for a soccer game, or match, walking people’s dogs, telling a joke, or singing a song. These acts change the world by helping to make someone happy. John did not see the point of Jack’s actions and felt strong disapproval to them. At the end of the story, Jack helps others even more and influences his brother to do that as well. In “Rescue,” the poet shows that the ocean spill is especially important comparted to a syrup spill or a salt spill. This shows that the poet thinks* spill *is not the right word to describe such an environmental disaster. Oil is harmful to birds because it coats their feathers and makes it impossible to fly. The speaker feels hope at the end of the poem because he finds a live bird in the oil. The first narrator finds satisfaction by completing his performance*** |

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| 1. ***Shuddered: If you shuddered, you shook or trembled from fear or cold.*** 2. ***Ambitious: If you are ambitious, you have a strong desire to succeed at something.*** 3. ***Satisfaction: Satisfaction is feeling pleased when you accomplish something.*** 4. ***Free verse: Free verse poems do not rhyme.*** 5. ***Narrative: A narrative poem is a poem that tells a story.*** 6. ***Repetition: Repetition is the repeating of words, phrases, or lines in a poem.*** 7. ***Rhyme: A poem with rhyme has lines that end with the same sound.*** |

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5A

“A Simple Plan” and “Rescue”

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| 1. ***How do Jack’s actions and words help readers identify the theme of the poem?***   ***The poem gives examples of what Jack does and says. He tells his brother that “change can start with me.” These details show that the message of the poem is that each of us can make the world a better place.***   1. ***How can we paraphrase “Rescue”?***   ***After an oil spill, the speaker and her neighbors sail out to rescue sea birds. The speaker saves a bird and realizes that “one boat can bring back life.” This detail helps me understand that even one person’s actions make a difference.***   1. ***How can we access complex text in “A Simple Plan” and “Rescue”?***   ***Connection of Ideas:***  ***The reasons behind a speaker’s actions in each poem may not be clear to us. We can connect details to determine each speaker’s motivation. In “A Simple Plan,” Jack decides to change the world because he wonders why no one is doing anything to help. Then he realizes that he can make a difference. In “Rescue,” the speaker and his or her neighbors took out their boats to show that individuals can make a difference and saving even one life matters.*** |

6A

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| 1. ***What comprehension skill can we use in “A Simple Plan” and “Rescue”?***   ***Theme:***  ***A poem’s theme is the big idea or message that the poet wishes to communicate to readers. Considering the speaker and the poet’s word choice and use of key details can help readers identify a poem’s theme. Reading a poem aloud can help reveal its rhythm and the feelings it evokes, which are important to understanding theme. By rereading a poem several times, we may notice key details we did not notice after the first reading. Both poems are about accomplishing goals, but each has a specific theme. The dialogue in “A Simple Plan” contains many of the poem’s key details. A poem’s theme can be interpreted in many ways. If an interpretation is supported by the text, it is valid.***   |  | | --- | | ***Detail:***  ***“I think I’ll change the world”*** | | ***Detail:***  ***I thought, “Why bother?”*** | | ***Detail:***  ***The change can start with me.*** | | ***Theme:***  ***Helping to make the world better gives life purpose and meaning.*** | |

6B

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| 1. ***What are the literary elements in “A Simple Plan” and “Rescue”?***   ***Repetition and Rhyme:***  ***Poets often use repetition and rhyme to achieve certain effects. A poet may repeat words, phrases, or sounds. The repetition of the final sound in two or more words is called rhyme. Repeating a word, phrase, or sentence style can help the poet emphasize certain details, ideas, or feelings in a poem that connect to its meaning. Recognizing and understanding how a poet uses repetition and rhyme can help us better understand a poem and can make reading it more interesting and enjoyable. For example, in “Rescue,” the words* spill *and* as if *are repeated. Repetition emphasizes an important event (the spill) and an important distinction the poet is trying to make (that the spill described in the poem is much words than a syrup or salt spill, even though the same word is used in all three contexts and seems to suggest that they are comparable).*** |

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| 1. ***What is the genre of “A Simple Plan” and “Rescue”?***   ***Narrative and Free Verse:***  ***A narrative poem tells a story. It contains characters who may communicate their thoughts, feelings, and ideas to each other and to the reader through dialogue. A narrative poem may or may not rhyme. A free verse poem shares feelings and ideas with no regular patterns of rhyme or rhythm. It has no set line length; the lines can be a mix of long and short lines. Not all poems contain rhyme or have a regular rhythm. All poems, however, express feelings and ideas through words that have been carefully chosen and arranged. For example, the first few lines on page 151 can be used to identify “A Simple Plan” as a narrative poem that tells a story because there are characters, Jack and John, and quotation marks that indicate their dialogue, or the exact words they speak to each other. This narrative poem rhymes. The plot of this poem is: Each day, Jack tries to change the world, and he shows his brother, John, how to do it. “Rescue” is a free verse poem because there is no set line length or rhyming pattern.*** |

7A

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| 1. ***What vocabulary strategy can we use in “A Simple Plan” and “Rescue”?***   ***Homographs:***  ***Homographs are words that are spelled the same but have different meanings. The word* wind*, meaning “to turn or twist something,” and wind, meaning “air that blows outside,” are homographs. Homographs may of may not have the same pronunciation. We can use context clues to determine which meaning of a homograph is correct. For example, we can use the context clue* games to play *to determine the correct meaning of* park*, “land set apart for recreation,” in the eleventh line on page 151 of “A Simple Plan.” The other meaning of* park *is to place or leave something.*** |

8A

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| 1. ***How does the poet structure the poem to help you understand how the narrator feels before and after he performs? (C)***   ***The poet helps me understand how the narrator feels by structuring the poem in a way that emphasizes the difference in the narrator’s feelings just before and after he performs. At first, he is confident until he gets to the stage and is nervous. At the end, the narrator regains his composure and his classmates cheer even though his performance is not perfect. The poet says, “I memorized each line / Learned them by heart,” making me visualize the narrator being dedicated to learning the lines and getting the part, says “I stammered / Stuttered / Hemmed / Hawed,” meaning the narrator is nervous performing in front of the crowd, and says “when I took my last bow / as my classmates stood up / shouted and clapped,” meaning that in the end, the narrator gains his composure and delivers a great performance. The speaker is happy when his classmates clapped for him even though it was an imperfect performance.*** |

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| 1. ***What specific vocabulary can we use in “Catching Quiet”?***   ***Homographs:***  ***The word* long *can refer to a period, or it can also mean “to want or desire something.” Using context clues, we can decide that it refers to a period. The prior line says, “you have to be quick,” meaning the quiet will not be around for a long time.***   1. ***Why does the poet use repetition in “Catching Quiet”? (C)***   ***The poet uses repetition in “Catching Quiet” to help me understand that whenever you get a moment of peace and quiet in the city, it should be cherished. To get it, you must wait patiently. Repetition helps the poet emphasize certain ideas or feelings. The text says, “You might find it,” “Before/After” and “Loud noises.” The poet repeats these words and phrases to help readers that are not familiar with city sounds. He also says that quietness occurs after one sound and before another.*** |

7B

“Stage Fright” and “Catching Quiet”

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| 1. ***How can we access complex text in “Stage Fright”?***   ***“Stage Fright” is a poem that includes elements of narrative fiction. The poem has a character with a problem. The repetition of* it *in* I got it. / Knew it *along with* perfect Prince-part *shows that the narrator is confident. However, when he gets on stage, he becomes nervous and forgets what to say. We know because of the words* stammered*,* shuddered*, and* heart skipped a beat*.* Thrill *lets us know that the speaker has succeeded.***   1. ***What comprehension skill can we use in “Stage Fright”?***   ***Theme:***  ***The theme of “Stage Fright” is: it’s worthwhile to practice, even when your performance is not perfect.*** |

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| 1. ***How can we access complex text in “Catching Quiet”?***   ***Genre:***  ***The poem “Catching Quiet” treats the abstract noun* quiet *as a concrete noun to help readers experience it. It is hard to find quiet in the city because it is full of people and traffic and ha many sounds. For example, the poet says that quiet appears after noisy events, such as roaring trucks, flying jets, and honking horns. Quiet is “a bit of sky” because it is open and still.***   1. ***What motivates the speaker of each poem? How does each speaker express satisfaction in accomplishing a goal?***   ***The first narrator finds satisfaction by completing his performance despite his fears. The second narrator finds satisfaction in quiet. In “Stage Fright,” changes in line length show changes in the narrator’s feelings about being on stage. In “Catching Quiet,” the poet uses repetition to show how to find quiet. Evidence: Page 177 shows the narrator taking a bow after the performance. Page 178 shows the narrator finds a way to enjoy the quiet. In “Stage Fright,”* stammered*,* stuttered*,* hemmed*, and* hawed *change to* stood up*,* shouted, *and clapped. On page 178, the poet repeats* before *and* after*, for example, “after the roar of a truck”; “before a jet flies by.”*** |

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| 1. ***How can we access complex text in “Foul Shot”?***   ***Organization:***  ***The poet organizes the poem to create the sense of time passing. The phrases* Seeks out the line*,* Soothes his hands*,* Gently drums *help set each moment. Moments that get a one-word line such as* Breathes,/Crouches,/ Waits and Lands,/Leans,/Wobbles, *and the repetition and spacing of* And then *help make each moment count.***   1. ***How does the poet’s word choice create suspense in “Foul Shot”? (C)***   ***The poet creates suspense by using words and phrases to help me feel that the boy is feeling anxious while waiting to see if the ball will go in. The text says, “lands, leans, wobbles, wavers, hesitates, exasperates, plays it coy, until every face begs with unsounding screams, and then, and then, and then,” all help to create suspense.*** |

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| 1. ***What motivates the player to accomplish his goal? How does he accomplish it?***   ***The desire to help his team win motivates the player to carefully make his foul shot. The boy in “Stage Fright” is confident at first, but still stammers on stage. The player in “Foul Shot” is calm the entire time and makes his shot. Evidence: Page 180 says that the player calmly and carefully shoots the basket for the win. Page 176 of “Stage Fright” describes how the boy freezes up when he is on stage.*** |

9B

“Foul Shot”

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| 1. ***What is the literary element in “Foul Shot”?***   ***Repetition:***  ***The words that repeat on page 181 are “And then.” The purpose of this repetition is that it creates the same kind of suspense you would experience if you were at an actual basketball game with a close score and only seconds left to play.***   1. ***How does the author use personification to help you understand how the boy feels? (C)***   ***The poet uses personification to help me understand that the boy feels focused and tense and to create anxiety. He knows time is running out. This could be a big moment for him. The text says, “two seconds hanging on the clock,” “squeezed by silence,” and “waiting net,” showing that the boy feels tense and focused.*** |

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