

Name (First and Last): _____

The Red Pony Part 4 - The Leader of the People

Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.

apprehension

elaborate

smug

judiciously

frantically

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
Use of conventions : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors (3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

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Short Answer:

1. What does Jody's grandfather say is finished?

2. What did Jody exclaim that his grandfather talks about?

3. What was Billy's father's nickname?

4. According to Jody's grandfather, there's a line of old men hating _____ because it stopped them.

5. What kind of birds are in the black cypress tree as Jody passes?

6. What did Jody search for before he ate breakfast?

7. What is the name of the pig that got smothered by a haystack?

8. What did Jody's grandfather think that each wagon should carry?

9. What was in the hay that Billy Buck was pitching?

10. What did Jody decide to do instead of killing mice?

Select the definition that most nearly defines the given word:

1. ominously
 - A. lacking energy or disinclined to exert effort; lethargic
 - B. in a menacing or threatening manner
2. contemptuously
 - A. without respect
 - B. fearful or uneasy anticipation of the future; dread
3. arrogant
 - A. having or displaying a sense of overbearing self-worth or self-importance
 - B. marked by excessive self-satisfaction
4. smug
 - A. a feeling of deep and bitter anger and ill-will
 - B. marked by excessive self-satisfaction
5. retract
 - A. to take back
 - B. abusive or vulgar language
6. disconsolately
 - A. cheerless; gloomy
 - B. without respect
7. profanity
 - A. abusive or vulgar language
 - B. in an uncontrolled manner
8. solemnly
 - A. to take back
 - B. deeply serious and sober
9. elaborate
 - A. in a menacing or threatening manner
 - B. planned or executed with painstaking attention to details
10. apprehension
 - A. fearful or uneasy anticipation of the future; dread
 - B. abusive or vulgar language
11. reverence
 - A. a feeling of profound awe and respect
 - B. lacking energy or disinclined to exert effort; lethargic
12. frantically
 - A. fearful or uneasy anticipation of the future; dread
 - B. in an uncontrolled manner

13. rancor
A. a feeling of deep and bitter anger and ill-will
B. marked by excessive self-satisfaction
14. listless
A. planned or executed with painstaking attention to details
B. lacking energy or disinclined to exert effort; lethargic

Write in the letter that corresponds with each definition:

- | | | |
|-----------|---|-------------------|
| _____ 1. | a feeling of profound awe and respect | A. apprehension |
| _____ 2. | marked by excessive self-satisfaction | B. arrogant |
| _____ 3. | having or displaying a sense of overbearing self-worth or self-importance | C. profanity |
| _____ 4. | deeply serious and sober | D. frantically |
| _____ 5. | planned or executed with painstaking attention to details | E. elaborate |
| _____ 6. | fearful or uneasy anticipation of the future; dread | F. smug |
| _____ 7. | in a manner which exhibits sound judgment | G. disconsolately |
| _____ 8. | lacking energy or disinclined to exert effort; lethargic | H. retract |
| _____ 9. | cheerless; gloomy | I. reverence |
| _____ 10. | in an uncontrolled manner | J. listless |
| _____ 11. | abusive or vulgar language | K. judiciously |
| _____ 12. | to take back | L. solemnly |