

Week 1 ELA Lessons

Day 1

**Reading Objective:**

Scholars will be able to unpack comprehension questions in order to set a purpose for reading the text, "from Endymion Spring."

**Passage:** from Endymion Spring by Matthew Skelton

**Directions:**

Look at the example posted on Class Dojo for "unpacking questions." Use the example as a guide to unpack questions 21-25.

**Possible Points to Earn for this Assignment: 20pts**

**Grammar:** Holt Literature: Dangling and Misplaced Modifiers p.51

**Possible Points to Earn for this Assignment: 20pts**

**Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 1-3.

**Possible Points to Earn for this Assignment: 20pts**

**I have viewed assignments that my scholar will be submitting for Day 1 Assignments:**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Day 2

**Reading Objective:**

Scholars will be able to use pre-reading strategies in a text in order to help determine how a text is structured.

**Passage: First Read**

from Endymion Spring by Matthew Skelton

**Directions:**

Look at the "skin" of the passage, *from Endymion Spring*, and use pre-reading strategies to help you better understand the structure of the text. Use all strategies as modeled in class.

Complete a "first" read of the passage and create and complete a 5W1H chart.

**Grammar:** Holt Literature: Dangling and Misplaced Modifiers: Exercise A p. 53, numbers 1-10

**Possible Points to Earn for this Assignment: 20pts**

**Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 4-7.

**Possible Points to Earn for this Assignment: 20pts**

**I have viewed assignments that my scholar will be submitting for Day 2 Assignments:**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Day 3

#### **Reading Objective:**

Scholars will be able to use close reading strategies in order to determine central ideas of a text.

#### **Passage: Second Read**

"from Endymion Spring by Matthew Skelton"

#### **Possible Points to Earn for this Assignment: 20pts**

#### **Directions:**

Look at the example posted on Class Dojo for "annotating a text." Use the example as a guide to annotate the text, *from Endymion Spring*.

**Grammar:** Holt Literature: Dangling and Misplaced Modifiers p. 53, Exercise B, 1-5.

#### **Possible Points to Earn for this Assignment: 20pts**

#### **Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 8-11.

**I have viewed assignments that my scholar will be submitting for Day 3 Assignments**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Day 4

#### **Reading Objective:**

Scholars will be able to apply test-taking strategies for multiple-choice questions in order respond to multiple-choice questions correctly.

#### **Passage: Second Read**

"from Endymion Spring by Matthew Skelton"

#### **Possible Points to Earn for this Assignment: 20pts**

#### **Directions:**

Look at the example posted on Class Dojo for "responding to multiple-choice questions." Use the example as a guide to properly respond to multiple choice questions, 21-24, for the text, *from Endymion Spring*.

**Grammar:** Holt Literature: Correcting Dangling and Misplaced Modifiers p. 54, Exercise A, 1-5.

#### **Possible Points to Earn for this Assignment: 20pts**

#### **Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 12-15.

#### **Possible Points to Earn for this Assignment: 20pts**

**I have viewed assignments that my scholar will be submitting for Day 4 Assignments**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Day 5

### **Writing Objective:**

Scholars will be able to apply pre-writing strategies in order to understand a 7th grade writing prompt.

#### **Passage:**

"from Endymion Spring by Matthew Skelton"

### **Possible Points to Earn for this Assignment: 20pts**

#### **Directions:**

Look at the example posted on Class Dojo for "unpacking a question/creating a student friendly checklist." Use the example as a guide to properly unpack the writing prompt and create a student friendly checklist for the text, *from Endymion Spring*.

### **Possible Points to Earn for this Assignment: 50pts**

**Grammar:** Holt Literature: Correcting Dangling and Misplaced Modifiers p. 54, Exercise B, 1-5.

### **Possible Points to Earn for this Assignment: 20pts**

#### **Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 16-19.

### **Possible Points to Earn for this Assignment: 20pts**

I have viewed assignments that my scholar will be submitting for Day 5 Assignments:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Week 2 Lessons

## Day 6

### **Writing Objective:**

Scholars will be able to apply pre-writing strategies in order to brainstorm ideas for a 7th grade writing prompt.

#### **Passage: Third Read**

"from Endymion Spring by Matthew Skelton"

### **Possible Points to Earn for this Assignment: 50pts**

#### **Directions:**

Look at the example posted on Class Dojo for "creating and completing a main idea web/outline." Use the examples as a guide to brainstorms key ideas from the writing prompt. Create a main idea web, and write an outline for the text, *from Endymion Spring*.

### **Possible Points to Earn for this Assignment: 100pts**

I have viewed assignments that my scholar will be submitting for Day 6 Assignments:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Day 7

### **Writing Objective:**

Scholars will be able to apply pre-writing strategies in order to write an essay for a 7th grade writing prompt.

#### **Passage:**

"from Endymion Spring by Matthew Skelton"

### **Possible Points to Earn for this Assignment: 100pts**

#### **Directions:**

Look at the example posted on Class Dojo of the 7th Grade PSSA Writing Sample. Use 7th grade writing strategies and the example provided as a guide to construct your essay. Some basic requirements are 5 paragraphs, use of transition words, and 2 supporting details for a, b, and c. Please refer to the PSSA Writing Rubric to try and predict desired grade!!!!!!

I have viewed assignments that my scholar will be submitting for Day 7 Assignments:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Day 8

### **Reading Objective:**

Scholars will be able to unpack comprehension questions in order to set a purpose for reading the text, "from The Fast and the Furriest."

**Passage:** from The Fast and the Furriest by Andy Behrens

### **Directions:**

Look at the example posted on Class Dojo for "unpacking questions." Use the example as a guide to unpack questions 32-35.

**Possible Points to Earn for this Assignment: 20pts**

### **First Read:**

Read the text, The Fast and the Furriest, and create and complete a 5W1H chart.

**Grammar:** Holt Literature: Dangling and Misplaced Modifiers p.55, Exercise A, numbers 1-5

**Possible Points to Earn for this Assignment: 20pts**

**Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 20-25.

**Possible Points to Earn for this Assignment: 20pts**

**I have viewed assignments that my scholar will be submitting for Day 8 Assignments:**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Day 9

### **Reading Objective:**

Scholars will be able to use pre-reading strategies in a text in order to help determine how a text is structured.

**Passage: First Read**

from The Fast and the Furriest by Andy Behrens

### **Directions:**

**First,** look at the "skin" of the passage, from The Fast and the Furriest, and use pre-reading strategies to help you better understand the structure of the text. Use all strategies as modeled in class.

**Next,** unpack questions 32-35

Complete a "first" read of the passage and create and complete a 5W1H chart.

**Vocabulary:** Context Clues Assignment

Look at the example posted on Class Dojo for using context clues to determine the meaning of unfamiliar words. Use the example to complete questions 26-30.

**Possible Points to Earn for this Assignment: 20pts**

**I have viewed assignments that my scholar will be submitting for Day 9 Assignments:**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Day 10

### **Reading Objective:**

Scholars will be able to use close reading strategies in order to determine central ideas of a text.

**Passage: Second Read**

"from The Fast and the Furriest by Andy Behren"

**Possible Points to Earn for this Assignment: 20pts**

### **Directions:**

**First,** Look at the example posted on Class Dojo for "annotating a text." Use the example as a guide to annotate the text, from The Fast and the Furriest.

**Next,** look at the example posted on Class Dojo for "responding to multiple-choice questions." Use the example as a guide to properly respond to multiple choice questions, 32-35, for the text, from The Fast and the Furriest.

**I have viewed assignments that my scholar will be submitting for Day 10 Assignments**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Today you will read a passage from *Endymion Spring*. As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.**

Read the passage from the novel *Endymion Spring*. Then answer questions 21 through 25.

### **from *Endymion Spring***

by Matthew Skelton

- 1 Blake checked his watch—thirty-six minutes—and sighed.
- 2 He tried walking backwards now, tapping the books in reverse order, to see if this would help pass the time.
- 3 A series of stern-looking portraits glared down at him from the walls. Like magicians, they were dressed in dark capes and had sharp, pointy beards. Elaborate ruffs, like squashed chrysanthemums, burst from their collars. The older men had jaded eyes and tortoise-like skin, but there were also a few pale-faced boys like himself. He glanced at their nameplates: Thomas Sternhold (1587–1608); Jeremiah Wood (1534–1609); Isaac Wilkes (1616–37); Lucius St. Boniface de la Croix (1599–1666). Each man was holding a small book and pointing to a relevant passage with a forefinger, as though reminding future generations to remain studious and well-behaved.
- 4 Blake disregarded their frowns of disapproval and continued running his fingers along the books, rapping the spines with the back of his knuckles.
- 5 All of a sudden, he stopped.
- 6 One of the volumes had struck him back! Like a cat, it had taken a playful swipe at his fingers and ducked back into hiding. He whisked his hand away, as though stung.
- 7 He looked at his fingers, but couldn’t see anything unusual. They were smeared with dust, but there was no obvious mark or injury on his skin. Then he looked at the books to see which one had leaped out at him, but they all seemed pretty ordinary, too. Just row upon row of crumbly old volumes, like toy soldiers in leather uniforms standing to attention—except that one of them had tried to force its way into his hand.
- 8 He sucked on his finger thoughtfully. A thin trail of blood, like a paper cut, was forming where the book had nicked his knuckle.

**GO ON ►**



- 9 All around him the library was sleeping in the hot, still afternoon. Shafts of sunlight hung in the air like dusty curtains and a clock ticked somewhere in the distance, a ponderous sound that seemed to slow down time. Small footsteps crept along the floorboards above. That was probably his sister, Duck, investigating upstairs. But no one else was around.
- 10 Only Mephistopheles, the college cat, a sinewy black shadow with claws as sharp as pins, was sunbathing on a strip of carpet near the window—and he only cared about one thing: himself.
- 11 As far as Blake could tell, he was entirely alone. Apart, that is, from whatever was lurking on the shelf.
- 12 Slowly, cautiously, he ran his fingers again along the books.
- 13 “Blake!” his mother hissed. Her face had appeared from the office doorway. She was checking up on him—as usual, just when he was on the point of disobeying her.
- 14 Paula Richards, the librarian, stood behind her, smiling amiably.
- 15 “What did I tell you?” his mother scolded him. “You’re not to touch the books. They’re fragile, rare and in some cases extremely valuable. Now pick up that book *carefully* and go find your sister. I won’t be much longer.”
- 16 Blake looked down, surprised. There in front of him, face down on the floor, was an unremarkable brown leather volume he hadn’t noticed before. It seemed to be waiting for him to turn it over.

From ENDYMION SPRING by Matthew Skelton, text copyright © 2006 by Matthew Skelton. Used by permission of Random House Children’s Books, a division of Random House LLC. All rights reserved.

**GO ON ►**

## English Language Arts—Session 3

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21. Write the details that belong in a summary of the passage into the appropriate spaces in the chart. Details must be placed in order.

**Details:**

As Blake taps books on the shelves, one strikes him.

Blake suffers a paper cut from his encounter with the book.

Blake is brought to reality when his mother and the librarian appear.

Blake looks and listens carefully trying to figure out what caused the book to strike him.

A sharp-clawed cat named Mephistopheles is the only other living thing that Blake can see.

Blake reads the nameplates to determine the subjects of the portraits hanging on the library wall.

Blake hears a sound and determines it was his sister walking upstairs.

1	Blake tries to occupy himself while waiting for his mother in a library.
2	
3	
4	

**GO ON ►**

**22. Part A**

How does the setting of the passage fit into the plot?

- A. The setting contrasts with the plot because the setting seems quiet, but there is something puzzling going on in the library.
- B. The setting contrasts with the plot because the setting seems spooky, but there is nothing out of the ordinary going on in the library.
- C. The setting helps move the plot to a conclusion because the setting is nighttime and the library is about to close.
- D. The setting helps move the plot to a conclusion because the setting is daytime and people are still coming to the library.

**Part B**

Which **two** pieces of evidence from the passage support the answer to Part A?

- A. “Elaborate ruffs, like squashed chrysanthemums, burst from their collars.” (paragraph 3)
- B. “... there were also a few pale-faced boys like himself.” (paragraph 3)
- C. “All around him the library was sleeping in the hot, still afternoon.” (paragraph 9)
- D. “... his sister, Duck, investigating upstairs.” (paragraph 9)
- E. “Apart, that is, from whatever was lurking on the shelf.” (paragraph 11)
- F. “... just when he was on the point of disobeying her.” (paragraph 13)

**GO ON ►**

**23. Part A**

In the passage, why does the author **most likely** give inanimate objects human qualities?

- A. to show what happens to objects in the passage
- B. to make references to characters in the passage
- C. to compare similar objects mentioned in the passage
- D. to emphasize the fantasy-like elements in the passage

**Part B**

Which detail from the passage supports the answer to Part A?

- A. “Blake checked his watch—thirty-six minutes . . .” (paragraph 1)
- B. “A series of stern-looking portraits glared down at him from the walls.” (paragraph 3)
- C. “The older men had jaded eyes and tortoise-like skin, but there were also a few pale-faced boys like himself.” (paragraph 3)
- D. “Shafts of sunlight hung in the air like dusty curtains . . .” (paragraph 9)

**GO ON ►**

**24. Part A**

Which sentence states a central idea in the passage?

- A. Rare books should be read rather than collected.
- B. Boredom can cause children to become curious.
- C. The library is an entertaining place for children.
- D. People can be injured by books.

**Part B**

Which event supports the answer to Part A?

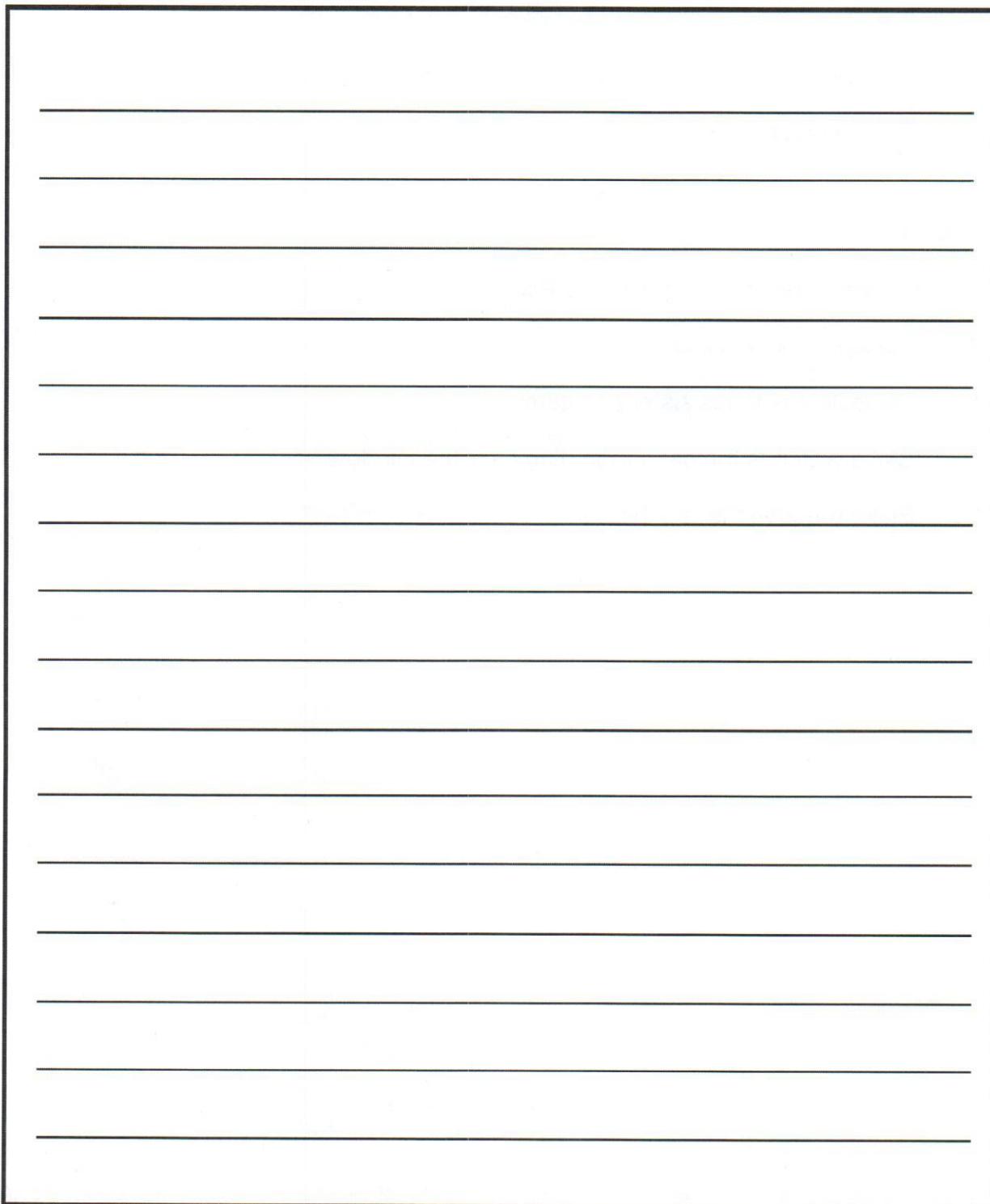
- A. Blake checks his watch.
- B. Blake listens to his sister's footsteps.
- C. Blake watches the cat sunbathing near the window.
- D. Blake touches the rare books.

**GO ON ►**

## English Language Arts—Session 3

25. At the end of the passage from *Endymion Spring*, Blake seems to feel that the book is waiting for him to turn it over. What might happen if he does turn over the book?

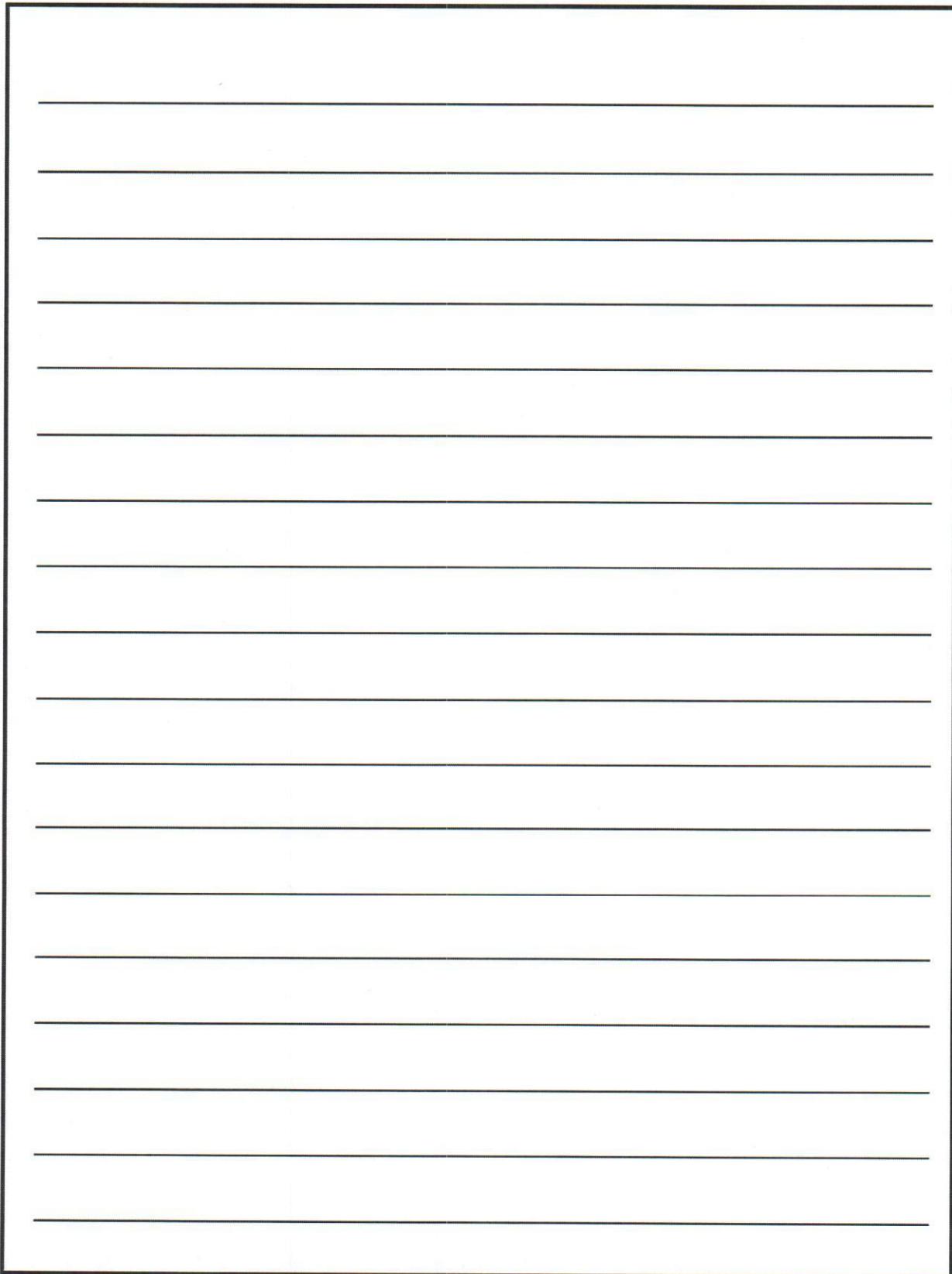
Write a narrative describing what happens when Blake turns the brown leather book over. Use details from the passage to develop your story.



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**GO ON ►**

**GO ON ►**



A large rectangular frame occupies the central portion of the page, containing 20 evenly spaced horizontal lines intended for handwritten responses.

**GO ON ►**

Kevin Pugh's dog, Cromwell, has boundless energy and potential talent. Zach is Kevin's good friend. Read the passage from *The Fast and the Furriest*. Then answer questions 32 through 35.

## from *The Fast and the Furriest*

by Andy Behrens

- 1 In the days that followed, it became perfectly clear that Cromwell was obsessed with agility. It was not merely a phase, but an addiction. He dropped his leash at Kevin's feet constantly. He ran phantom courses in the backyard. He lodged himself in the tire swing daily. It was mid-June and oppressively hot, but not even a series of 100-degree days could stop the dog. At times, Kevin would simply sit in a lawn chair, spraying himself with the hose, while Cromwell made run after failed run at the tire swing. Zach accompanied them on what Kevin felt were murderously long walks. At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels; in Horner Park, the dog routinely broke free of his leash and tore through picnics and volleyball games; on the lakefront path, he chased bikes and terrorized pigeons. (Or maybe he just amused them. Tough to tell with pigeons.) He was an entirely new—and an unrelentingly active—Cromwell Pugh.
- 2 Kevin knew that they should really commit to Paw Patch. If they were going to keep up the dog agility nonsense, Cromwell needed more direction than Kevin alone could provide. All that remained was to convince his parents, who, Kevin figured, had always wanted him to be sportier anyway.
- 3 But Howie was a skeptic.
- 4 “Okay, just so I’m clear,” he said over breakfast on Sunday morning, “you want me and your mother to pay for a class for Cromwell . . .”
- 5 “And me,” said Kevin. “I’m in the class, too.”
- 6 “Sorry. And you,” acknowledged his dad. “We pay for a class where Cromwell and you get trained. But it’s not sit-stay-fetch-roll over training? Or clean-your room training? It’s jump-through-a-hoop-and-leap-over-tiny-fences training?”
- 7 Howie, chewing, stared at his son across a plate of waffles. Each square on each waffle was filled with an equal volume of syrup.
- 8 “Yup,” Kevin said.
- 9 “Cromwell’s not going to start fetching things, though?” Howie continued, a waffle fleck flying from his mouth. “This is like dog show training?”

**GO ON ►**

## English Language Arts—Session 4

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- 10 “Um, no.” Kevin cleared his throat. “No, we won’t be competing or anything. But it would make Cromwell happier.”
- 11 “He’s been depressed?” Howie asked before putting a perfect square bite into his mouth.
- 12 Cromwell was sniffing the floor for breakfast droppings, wagging his tail and occasionally pouncing on a speck of something.
- 13 “Well, no. Not depressed. But he hasn’t really moved for the last few years. Now he’s like a brand-new dog.” Kevin could sense that his argument was getting thinner.
- 14 “And without a single class.” Howie spoke and chewed simultaneously. “Why can’t you two just keep up the walks? Let the dog keep whackin’ himself in the head with the tire in the backyard or whatever.”
- 15 Kevin folded his arms across his Cubs jersey. “If Izzy wants to sign up for soccer in Malaysia, it’s no problem. We’ll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you’re like, ‘No way.’”
- 16 “Listen, I didn’t say ‘No way.’” Howie paused. “You know I’m happy to pay for anything you’re into—but you, not the dog.” He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. “And c’mon. You can’t compare Cromwell jumping over stuff to Izzy’s soccer.”
- 17 “Why can’t I?” Kevin insisted.
- 18 “Because soccer’s a sport—not a particularly American sport, I’ll grant you. It doesn’t involve much scoring or violence,” Kevin’s dad continued. “But there is *some* scoring, and there’s fake violence. More importantly, it has a ball.”
- 19 Kevin’s eyes widened. “What?”
- 20 “Soccer is played with a ball, Kevin,” Howie explained. “All sports involve balls. They can be kicked or thrown, doesn’t matter.”
- 21 Kevin stared at his dad for a moment, dumbfounded.
- 22 “So,” he said at last, “surfing is not a sport?”
- 23 “Negatory, Kev. It’s an exhibition,” Howie declared.
- 24 “How about fencing? Or bull-riding? Or ice-skating?”
- 25 “ Nope, nope, and heck no. Ice-skating? C’mon, Kev. You’re gonna make me ill over here.” Kevin’s dad made wet smacking sounds as he chewed.

**GO ON ►**

- 26 “What about hockey?” Kevin asked. “That has a puck.”
- 27 “Pucks are like the metric equivalent of balls. So yeah, that’s a sport.”
- 28 “How ’bout bingo? That involves balls.”
- 29 Howie lifted his head from his plate and spoke deliberately, as though explaining a fine point of law. “While all sports involve balls,” he said, “*not all things involving balls are sports.* Like with juggling and pinball and so forth. That’s an important distinction.”
- 30 Kevin pressed on, unsure why he was prolonging the argument. “What about fishing? That’s on ESPN all the time.”
- 31 “If one of the two sides doesn’t know it’s playing,” said Howie, “then it’s not a sport. And the fishes definitely don’t know what’s up. So no, not a sport.” More chewing.
- 32 Kevin stared at his father’s ruddy face. “So that’s it?” he finally said. “No interest in classes for Cromwell?”
- 33 His dad shrugged. “You’re not makin’ a good case here, Kev.”

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**GO ON ►**

**32. Part A**

In paragraph 1, what information does the setting **mainly** suggest about Cromwell?

- A. how irritating Cromwell is to Kevin
- B. how distracted Cromwell is by Zach
- C. how determined Cromwell is to stay active
- D. how upset Cromwell is about being a family pet

**Part B**

Which detail from paragraph 1 **best** supports the answer to Part A?

- A. “. . . not even a series of 100-degree days could stop the dog.”
- B. “At times, Kevin would simply sit in a lawn chair . . .”
- C. “. . . what Kevin felt were murderously long walks.”
- D. “. . . the dog routinely broke free of his leash . . .”

**33. Part A**

Based on the passage, what is the **main** reason the author includes Howie as a character in the story?

- A. to lighten Kevin’s seriousness
- B. to call attention to Izzy’s enthusiasm
- C. to create a conflict that challenges Kevin
- D. to introduce a surprise for Cromwell

**Part B**

Which **two** details **best** support the answer to Part A?

- A. “Howie continued, a waffle fleck flying from his mouth.” (paragraph 9)
- B. “Cromwell was sniffing the floor for breakfast droppings, wagging his tail . . .” (paragraph 12)
- C. “‘Well, no. Not depressed.’” (paragraph 13)
- D. “‘Let the dog keep whackin’ himself in the head with the tire in the backyard or whatever.’” (paragraph 14)
- E. “‘You know I’m happy to pay for anything you’re into—but you, not the dog.’” (paragraph 16)
- F. “‘You’re not makin’ a good case here, Kev.’” (paragraph 33)

**GO ON ►**

34. One way an author suggests a character’s feelings is through descriptions of body language, the way the character behaves physically. Circle **two** sentences from paragraphs 13–23 that show how Kevin’s body language suggests an emotional reaction to Howie. More than two sentences are correct.
- 13 “Well, no. Not depressed. But he hasn’t really moved for the last few years. Now he’s like a brand-new dog.” Kevin could sense that his argument was getting thinner.
- 14 “And without a single class.” Howie spoke and chewed simultaneously. “Why can’t you two just keep up the walks? Let the dog keep whackin’ himself in the head with the tire in the backyard or whatever.”
- 15 Kevin folded his arms across his Cubs jersey. “If Izzy wants to sign up for soccer in Malaysia, it’s no problem. We’ll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you’re like, ‘No way.’”
- 16 “Listen, I didn’t say ‘No way.’” Howie paused. “You know I’m happy to pay for anything you’re into—but you, not the dog.” He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. “And c’mon. You can’t compare Cromwell jumping over stuff to Izzy’s soccer.”
- 17 “Why can’t I?” Kevin insisted.
- 18 “Because soccer’s a sport—not a particularly American sport, I’ll grant you. It doesn’t involve much scoring or violence,” Kevin’s dad continued. “But there is some scoring, and there’s fake violence. More importantly, it has a ball.”
- 19 Kevin’s eyes widened. “What?”
- 20 “Soccer is played with a ball, Kevin,” Howie explained. “All sports involve balls. They can be kicked or thrown, doesn’t matter.”
- 21 Kevin stared at his dad for a moment, dumbfounded.
- 22 “So,” he said at last, “surfing is not a sport?”
- 23 “Negatory, Kev. It’s an exhibition,” Howie declared.

**GO ON ►**

**35. Part A**

Which sentence describes a central idea of the passage?

- A. Cromwell has become much more energetic than he was before.
- B. Kevin and Howie have different ideas about what activities are worthwhile.
- C. Cromwell enjoys exercising on the beach more than playing at the park.
- D. Howie wants Cromwell to participate in different types of dog competitions.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A. “At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels . . .” (paragraph 1)
- B. “‘Okay, just so I am clear,’ he said over breakfast on Sunday morning, ‘you want me and your mother to pay for a class for Cromwell . . .’” (paragraph 4)
- C. “‘But it would make Cromwell happier.’” (paragraph 10)
- D. “‘Nope, nope, and heck no. Ice-skating? C’mom, Kev.’” (paragraph 25)

**GO ON ►**



# **DO NOT WRITE ON THIS PAPER**

**Context clues are hints in the writing that help you figure out what a word means. Each example below has hints within the passage or sentence to help you figure out the meaning of the word. Read each question CAREFULLY and bubble in the correct answer on your scantron. The word you are defining may be in bold, underlined or both.**

1. No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The Internet is truly **ubiquitous**.

If something is ubiquitous, \_\_\_\_\_.

- a. it is fuzzy and will bite you
- b. it is everywhere
- c. it costs too much money
- d. it causes rashes

2. Speaking rudely to the judges was **rash** behavior. You really hurt your chances of winning!

In the above context, what does "rash" mean?

- a. an itchy skin condition
- b. funny
- c. trying to hide or disguise a piece of cheese
- d. with little thought or consideration

3. Some people are always **bashing** the president just like others bashed the one before him. Wouldn't you think that everyone could find something to praise him for, at least once in a while?

What does "bashing" mean in the above selection?

- a. hitting hard with a heavy tool
- b. going to too many expensive parties
- c. speaking or writing harshly about
- d. voting for a different candidate

4. Wherever he goes, the **esteemed** Dr. Sanchez is applauded for his life saving research.

What does "esteemed" mean?

- a. held over boiling water
- b. very old
- c. unable to chew gum
- d. greatly admired

5. I believe that if you lower taxes so that people can keep more of the money they earn, it will be an **incentive** for them to work harder.

What is the meaning of "incentive"? \_\_\_\_\_.

- a. a reason to do something
- b. a small amount of money
- c. a tax
- d. a good job

6. Most of America's Founding Fathers did not believe in women's **suffrage**. Only men could vote in the United states until 1920.

What is "suffrage" ?

- a. something that causes physical pain
- b. an early flag
- c. skirts that did not cover ankles
- d. the right to vote

7. Some people are sure that the new health care law will mean better care for everyone. Others argue that the law will mean less care and longer waiting lines for those who need to see doctors. It's a **controversy** that will not go away soon.

A *controversy* is something that people \_\_\_\_\_.

- a. have strong disagreements over
- b. blow their noses into
- c. need to pay for a visit to a doctor
- d. eat with sweet candy

8. Removing seeds from cotton plants was a slow job until Eli Whitney invented the **cotton gin**.

What is a cotton gin?

- a. a drink
- b. a book
- c. a machine
- d. a cloth

9. In the early 1600s, a dangerous trip across the Atlantic Ocean was a **daunting** idea. The Europeans, who would someday be known as the Pilgrims, must have been a very determined and brave group of settlers.

A *daunting* task is one that would \_\_\_\_\_ someone.

- a. tickle
- b. amuse
- c. lose or misplace
- d. frighten or intimidate

10. The **original** Pilgrims called themselves the "Saints" and referred to others who joined with them for the voyage as the "Strangers."

In this context, "original" means \_\_\_\_\_.

- a. one of a kind
- b. first
- c. humorous
- d. musical

11. The Saints and Strangers argued about how they would live in the New World. After much discussion, they came together and signed the Mayflower **Compact**.

The *Compact* was \_\_\_\_\_.

- a. a container for makeup
- b. a small item
- c. a machine used for mashing corn
- d. an agreement

12. When the Pilgrims landed in what is now Massachusetts, they were fearful that the Native Americans would attack them. However, the people that they **encountered**, the Wampanoag Indians, were a peaceful and generous tribe.

To *encounter*, is to \_\_\_\_\_.

- a. meet
- b. note how many
- c. fight
- d. exchange text messages

13. As the summer sun sent scattered rays through the maple and oak leaves overhead, the young deer stood **frozen**, making it almost impossible for the hikers to see her.

In the above passage, the word "frozen" means \_\_\_\_\_.

- a. very cold
- b. visible
- c. not moving
- d. not melted

14. Christmas is a time when Dad **reverts** to his childhood. I really think he looks forward to Santa's visit more than any other member of the family. Mom says that he'll always be a child during this season.

What does "reverts" mean in the above passage?

- a. stands up straight
- b. peeks at presents
- c. drinks too much egg nog
- d. goes back to being what he was

15. Fortunately, the explosion **diverted** the asteroid from a course that would have sent it hurdling into our planet.

To *divert* is to \_\_\_\_\_.

- a. change the direction of
- b. look for really high waves
- c. jump into a dry river
- d. look through a telescope

16. A wonderful 98 year old woman is working day and night to knit scarves to send as gifts for the troops. What a **selfless** person she is!

A *selfless* woman \_\_\_\_\_.

- a. is selfish
- b. has no name
- c. likes to wear scarves
- d. cares more about others than herself

The United States has a vast amount of newly discovered clean geothermal (natural heat from the Earth's crust) energy. Tapping into this energy source could provide at least 10 times the energy that can be obtained from the nation's known coal reserves.

17. What does "vast" mean?

- a. a large amount
- b. not enough
- c. dangerous
- d. having no known use

18. Which word in the above paragraph means supplies that are available to be used?

- a. geothermal
- b. tapping
- c. continent
- d. reserves

Using IQ tests and MRI brain scans, researchers have found that the measurable intelligence of teenagers can rise and fall over time. We used to believe that intelligence was static. But now, because of new studies, we know that teens and even fully mature adults can grow more brain cells when needed.

19. What does "static" mean in the above selection?

- a. noise
- b. not changing
- c. moldy
- d. unreal

20. What are researchers?

- a. people who lose things
- b. people who search for knowledge
- c. creatures from Mars
- d. students who don't study

21. Poor Farmer Chevez **labors** sixteen hours a day and never has time for a vacation. He deserves better! Everyone should have at least one day a week for rest and relaxation.

- A. plays
- B. eats
- C. works
- D. unions

22. It's not that I'm unfriendly, but sometimes I want to leave **society** behind and be alone for awhile.

- A. people living as members of a group
- B. homes with messy floors
- C. the fastest runners
- D. people who are afraid of Girl Scouts

23. Our new alarm system will wake up the entire neighborhood if an intruder gets in the house.

An intruder is someone who intrudes. To **intrude** is to \_\_\_\_\_.

- A. paint or repair old buildings
- B. wear ones shoes on the wrong feet
- C. go where one is not wanted or doesn't belong
- D. be very noisy

24. Those scientists want to hear what our professor thinks about their theory because he is the **foremost** expert in their field.

- A. The first or main one
- B. craziest
- C. least informed
- D. loudest

25. Your cousin claimed to be late because the doors of his house were frozen shut. Even though I have my doubts, his explanation is **plausible**. It got really cold last night. I'll just have to take his word for it.

If a statement is **plausible**, \_\_\_\_\_.

- a. you must always believe it
- b. you should never believe it
- c. it's hard to understand because it makes no sense
- d. it's believable enough to possibly be true

26. If you don't **curtail** your spending, you'll be broke in no time at all!

Which word is a synonym of "curtail"?

- a. reduce
- b. follow
- c. behind
- d. buy

27. No word must ever leak out about this military action! It has to be a **clandestine** operation in order to succeed.

Which word is a synonym of "clandestine"?

- a. family
- b. useful
- c. dangerous
- d. secret

28. Put this medicine on your arm and rub it into your skin until it's invisible. It will **inhibit** the infection's attempt to spread.

What does "inhibit" mean?

- a. live in a certain place
- b. block or slow down
- c. itch or burn
- d. help to do something important