

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about a theme in the story and the poem.

Read the story "Just Like Home." Then answer the questions.

Just Like Home

by Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.

### Part A

What is the meaning of the word **drift** as it is used in paragraph 18 of "Just Like Home"?

- A. consider
- B. wander
- C. change
- D. view

### Part B

Which detail from the story helps the reader understand the meaning of **drift**?

- A. Priya, Enrique, and Farah create drawings that have different colors and shapes.
- B. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.
- C. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.
- D. Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

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Select **three** phrases that help describe the setting in the column titled Phrases that Describe the Setting. Then select **three** pieces of supporting evidence in the column titled Evidence from "Just Like Home."

Phrases that Describe the Setting	Evidence from "Just Like Home"
a playground with a large cement area	"Now she sat in the corner of the field and watched the other kids play without her." (paragraph 1)
a long driveway with room to welcome guests	"The studio had the most wonderful things, like aluminium pie tins, plaster of Paris and India ink." (paragraph 2)
a field for sitting and watching others	"All the families in India, where Priya's family from, did rangoli every morning just like Priya and her mother." (paragraph 4)
a walkway with little drawing space	"Their new apartment had barely any any sidewalk in front of it, and there was no room for rangoli." (paragraph 4)
a workspace filled with art supplies	"Priya walked over to the basketball court and sat on the hot pavement" (paragraph 5)

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**Part A**

In "Just Like Home," what can be learned about Priya from her statement, "It looks like home"?

- A. She believes imagination improves art.
- B. She realizes many of her classmates have artistic talent.
- C. She misses the family traditions in India.
- D. She wishes she could spend time with her friends in India.

**Part B**

Which detail supports the answer to Part A?

- A. "At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends." (paragraph 1)
- B. "While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building." (paragraph 4)
- C. "Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs." (paragraph 11)
- D. "Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together." (paragraph 18)

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about a theme in the story and the poem.

Read the poem "Life Doesn't Frighten Me." Then answer the questions.

Life Doesn't Frighten Me

by Maya Angelou

Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
5 Big ghosts in a cloud  
Life doesn't frighten me at all.

Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all

10 Dragons breathing flame  
On my counterpane

**Part A**

What is the meaning of the phrase from lines 37-38 of "Life Doesn't Frighten Me"?

I've got a magic charm  
That I keep up my sleeve,

- A. a secret talent to use when the time is right
- B. a symbol of the speaker's imagination
- C. a special keepsake hidden from cruel classmates
- D. a scary experience in the speaker's nightmares

**Part B**

Which lines from the poem **best** demonstrate the answer to Part A?

- A. lines 10–11
- B. lines 28–29
- C. lines 35–36
- D. lines 39–40

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**Part A**

Which sentence summarizes the speaker's thoughts in "Life Doesn't Frighten Me"?

- A. Some challenges are much more difficult than others.
- B. Dreams can be helpful when solving problems.
- C. Confidence is the best weapon against fear.
- D. Being alone is the scariest place to be.

**Part B**

Which lines from the poem show evidence of the answer to Part A?

- A. lines 1–2
- B. lines 13–14
- C. lines 19–20
- D. lines 35–36

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Think about how "Just Like Home" and "Life Doesn't Frighten Me" communicate ideas by using different structures.

Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.

setting rhyme dialogue paragraphs rhythm stanzas

descriptions

"Just Like Home"

"Life Doesn't Frighten Me"

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Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

B I U [List Icons] [Cut] [Copy] [Paste] [Undo] [Redo]

Today you will read two articles and watch a video about the survival of wild horses on Assateague Island in Maryland and Chincoteague Island in Virginia. As you review these sources, you will gather information and answer questions so that you can write an essay.

Read the passage from "The Wild Horses of Assateague Island." Then answer the questions.

from "The Wild Horses of Assateague Island"



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

#### A National Treasure

1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.

#### Part A

Read the sentence from paragraph 7 of "The Wild Horses of Assateague Island."

Assateague's horses are uniquely **adapted** to survive on a barrier island.

What does the word **adapted** mean as it is used in the sentence?

- A. chosen because of a gentle manner
- B. changed in order to fit certain conditions
- C. cared for because of harsh living conditions
- D. colored in order to match the surroundings

#### Part B

Which statement from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

- A. "Genetically they are considered horses, even though they are now pony size."
- B. "Many of the horses live in the marshes close to their best food sources."
- C. "Foals are usually born in late spring. . . ."
- D. "This helps maintain a hardy, healthy population of wild horses."

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**Part A**

Which statement provides the **best** explanation of why the Assateague horses have survived on the barrier island for so long?

- A. The townspeople have kept the horses as pets for many years.
- B. The horses are protected when visitors drive cautiously.
- C. The horses adjusted to the island.
- D. The fire department provides the horses with some veterinary care.

**Part B**

Which sentence from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

- A. "The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago."
- B. "The horses' short stature is a result of hundreds of years of adaptation to this low quality diet."
- C. "Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care."
- D. "You can often see the horses and other wildlife by driving slowly along park roads."

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Select **three** ways the horses solved the problems listed in the chart. Then select **three** outcomes of the problems of the horses. Complete the chart by dragging and dropping one phrase from the article into each box of the chart.

List of phrases

- "... spend most of their time grazing ..."
- "... they are considered horses ..."
- "... they are now pony size."
- "... drink over twice the amount of water ..."
- "... bloated appearance."
- "... cool, rainy weather and fresh plant growth ..."
- "... live with their mothers in a family group ..."
- "... prefer to browse in shrub thickets ..."
- "... thick, furry coats ..."

Problem	How the horses solve the problem	The outcome for the horses
salty grass	<input type="text"/>	<input type="text"/>
stormy weather	<input type="text"/>	<input type="text"/>
poor quality food	<input type="text"/>	<input type="text"/>

Today you will read two articles and watch a video about the survival of wild horses on Assateague Island in Maryland and Chincoteague Island in Virginia. As you review these sources, you will gather information and answer questions so that you can write an essay.

Read the article titled "Wild Ponies of Chincoteague." Then answer the questions.

Wild Ponies of Chincoteague

by Annika Brynn Jenkins

**1** The last Wednesday and Thursday of every July are amazing days at Chincoteague (SHING-kuh-teeg). That's pony-penning time on this island just off the coast of Virginia.

**2** The ponies normally live wild on nearby Assateague Island. To keep the herd from getting too big, some new foals are sold each year at auction on Chincoteague. To get there, the ponies are rounded up and herded across the narrow channel between the two islands.

**Wednesday Morning—Really Early!**

**3** My family and I woke at 4:30 in the morning to drive to Chincoteague. I was so excited, I jumped out of bed. The drive from our home in Virginia Beach was just two hours, but it seemed like a week.

**Part A**

What does the phrase **get a glimpse of** mean as it is used in paragraph 12 of "Wild Ponies of Chincoteague"?

- A. take a look at
- B. have an idea of
- C. feel a thrill from
- D. hear a noise from

**Part B**

Which detail from "Wild Ponies of Chincoteague" **best** supports the answer to Part A?

- A. "... nearly jumped overboard with excitement!"
- B. "I couldn't believe it..."
- C. "... I couldn't see..."
- D. "... the auctioneer yelled, 'Sold!'"

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**Part A**

Which statement **best** explains why the ponies travel from Assateague Island to Chincoteague Island?

- A. On Chincoteague Island there is more food for large numbers of ponies to eat.
- B. On Assateague Island the poor weather is harmful to the ponies.
- C. On Chincoteague Island there is better grass for the ponies to graze.
- D. On Assateague Island there is limited space for large numbers of ponies to live.

**Part B**

Which sentence from "Wild Ponies of Chincoteague" **best** supports the answer to Part A?

- A. "To keep the herd from getting too big, some new foals are sold each year at auction..."
- B. "The 'Saltwater Cowboys' were rounding them up."
- C. "Some slept, and some of the foals suckled their mothers' milk."
- D. "They were getting their strength back for the next event."

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**Part A**

How does the author **mainly** organize the information in "Wild Ponies of Chincoteague"?

- A. by stating a problem and how it can be solved
- B. by stating a point of view and then comparing ideas
- C. by explaining the causes and effects of an event
- D. by explaining events in the order that they happened

**Part B**

Which sentence from the article supports the structure in the answer to Part A?

- A. "The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks."
- B. "First, I heard faint whinnying sounds drifting through the salty air."
- C. "My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction."
- D. "The pony was strong and spirited, and I had to hold him back."

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from "The Wild Horses of Assateague Island"

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The authors of the two articles present information about the wild horses and ponies in different ways. Complete the chart by dragging and dropping one phrase from "The Wild Horses of Assateague Island" into the chart labeled "Wild Horses" and one phrase from "The Wild Ponies of Chincoteague" into the chart labeled "Wild Ponies" to show how each author presents information.

**"The Wild Horses of Assateague Island"**

- By focusing on the single experience of one person watching the ponies
- By focusing on the information provided by the National Park Service about the horses
- By focusing on the description of the ways the horses have learned to survive in the harsh environment

**"Wild Ponies of Chincoteague"**

- By focusing on the single experience of one person watching the ponies
- By focusing on the experience of the auctioneer selling the ponies
- By focusing on the abilities of the Saltwater Cowboys to handle the ponies

**How the Authors Present Information**

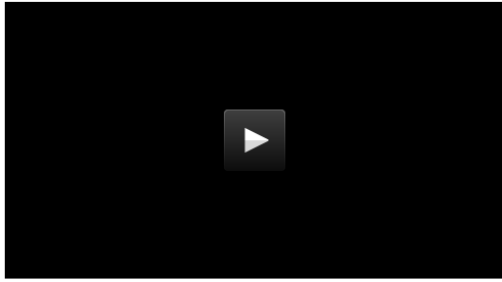
**"The Wild Horses of Assateague Island"**

**"Wild Ponies of Chincoteague"**

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Today you will read two articles and watch a video about the survival of wild horses on Assateague Island in Maryland and Chincoteague Island in Virginia. As you review these sources, you will gather information and answer questions so that you can write an essay.

Watch the video clip "Chincoteague Ponies Make Annual Swim." Then answer the questions.



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**Part A**

Watch the section from 0:40 to 1:38 of the video.

What is the meaning of the word **channel** as it is used in this section of the video?

- A. the edge of the beach
- B. the length of the river
- C. the route of the water
- D. the speed of the tide

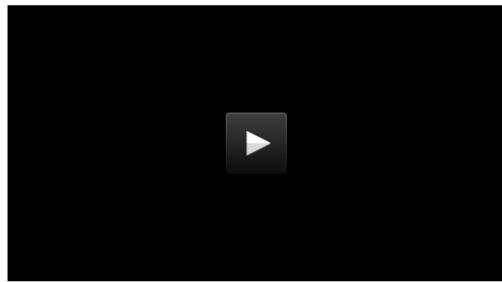
**Part B**

Which detail from this part of the video supports the answer to Part A?

- A. "... it's high or low water." (0:43)
- B. "... run them in the water ..." (0:52)
- C. "... they'll move on up ..." (0:58)
- D. "... the path that they would take ..." (1:20)

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**Part A**

Which of these statements **best** expresses a main idea from the video?

- A. People need to move the animals to better grazing land.
- B. People enjoy the experience of watching the ponies cross the channel.
- C. People should spend more time enjoying nature than controlling it.
- D. People take good care of the ponies that live on the island.

**Part B**

Which statement from "Chincoteague Ponies Make Annual Swim" **best** supports the answer to Part A?

- A. "We love to watch the ponies swim." (0:08)
- B. "We take them down the street." (0:35)
- C. "They'll run them in the water." (0:52)
- D. "They are going to be sold off." (1:54)



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from "The Wild Horses of Assateague Island"

Wild Ponies of Chincoteague

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Your class has been studying about the survival of the ponies on Assateague Island. Using information from the articles and the video, describe the roles that both the horses and humans play in the horses' survival. Use evidence from the articles and the video to support your answer.

**B** *I* U

Today, you will read about a girl who finds some unusual shoes. As you read the story, think about the details the author uses as you will be asked to write your own story.

Read "Those Wacky Shoes." Then answer the questions.

by Julie Parker Amery

- 1 I thought it was going to be an ordinary Saturday—but, boy, was I wrong.
- 2 I bought some shoes at a thrift shop downtown. They were blue-and-red-checkered slip-on sneakers. Unusual. I liked them.
- 3 I put them on outside the store. I got ready to turn right, toward home . . . but my feet turned left! It was as if those wacky shoes were in control. I tried to stop to take them off, but my feet wouldn't let me. I quickly realized that those shoes were going to take me wherever they wanted.
- 4 The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, "Did you get those at the secondhand store downtown?"
- 5 "Yep." I hurried along at the pace of a speed-walker.

### Part A

Which is the **best** summary of the story?

- A. The main character buys strange shoes at a thrift shop. A woman tells her she needs to find a way to get out of the shoes or they will take her places she does not want to go.
- B. The main character buys shoes that control her every step, and she cannot get them off. She thinks of a clever solution to get out of the shoes and asks some kids to help her.
- C. The main character is stuck in a tree because she bought strange shoes that made her climb up the tree. When she jumps in a wagon, she loses her shoes, and the wagon rolls away.
- D. The main character wears shoes that take her places and she gets stuck in a tree. She asks some kids to help her get down from the tree safely, and they finally bring a wagon with cement in it.

### Part B

Which **two** sentences from the story **best** support the answer to Part A?

- A. "They were blue-and-red-checkered slip-on sneakers."
- B. "I quickly realized that those shoes were going to take me wherever they wanted."
- C. "She looked at my shoes and said, 'Did you get those at the secondhand store downtown?'"
- D. "Sure how I managed to get out of them. I was a fast runner."

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Based on the story, which phrases **best** describe the shoes? Select **three** phrases from the list that accurately describe the shoes by checking the boxes next to the **three** correct answers.

- A. enjoy being in the sun
- B. do whatever they want
- C. like going on adventures
- D. feel unhappy being on feet
- E. outsmart the person who wears them
- F. are similar to other sneakers

Today, you will read about a girl who finds some unusual shoes. As you read the story, think about the details the author uses as you will be asked to write your own story.

Read "Those Wacky Shoes." Then answer the questions.

by Julie Parker Amery

- 1 I thought it was going to be an ordinary Saturday—but, boy, was I wrong.
- 2 I bought some shoes at a thrift shop downtown. They were blue-and-red-checkered slip-on sneakers. Unusual. I liked them.
- 3 I put them on outside the store. I got ready to turn right, toward home . . . but my feet turned left! It was as if those wacky shoes were in control. I tried to stop to take them off, but my feet wouldn't let me. I quickly realized that those shoes were going to take me wherever they wanted.
- 4 The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, "Did you get those at the secondhand store downtown?"
- 5 "Yep." I hurried along at the pace of a speed-walker.

**Part A**

Which statement **best** describes the main character between paragraph 4 and paragraph 10 in the story?

- A. The main character is angry because the shoes make her walk quickly.
- B. The main character is frustrated because the shoes seem more clever than she is.
- C. The main character is scared because the shoes seem to be in control of her.
- D. The main character is jealous because the shoes have been tricked by other people.

**Part B**

Which statement from paragraphs 4 through 10 supports the answer to Part A?

- A. "'Yep.' I hurried along at the pace of a speed-walker."
- B. "'I was stuck in those shoes once,' she said."
- C. *Someone tells me to outsmart a pair of shoes, and I can't.*
- D. "I put my hands over my face, certain I'd smash right into that tree."

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### Part A

Based on the events in the story, which phrase **best** describes the main character at the end of the story?

- A. proud that she tricked the shoes
- B. unsure about where to buy new shoes
- C. worried about what the shoes will do next
- D. excited to learn where the shoes take the wagon

### Part B

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

- A. "My plan worked!"
- B. "I guess your shoes are stuck in there forever," the girl said."
- C. "Then the wagon started rolling down the path."
- D. "I sure hope those wacky shoes know how to drive."

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### Part A

Which is a main theme of the story?

- A. Overcoming fear can lead to success.
- B. Creative thinking can solve problems.
- C. Knowing a lot of information is necessary for solving problems.
- D. Having a positive attitude can help when things are challenging.

### Part B

Which sentence from the story **best** supports the answer to Part A?

- A. "I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong."
- B. "I tried not to look down."
- C. "The good thing about being stuck in the tree was that I had time to think up a wild idea."
- D. "Thanks, guys! I said."

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In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events.

Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

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