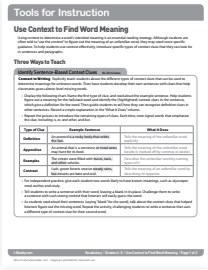


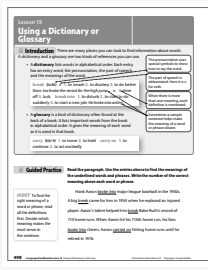
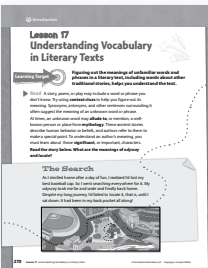
## Section 1 Table of Contents

### Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	<p>Tools for Instruction Use Context to Find Word Meaning</p> 	<p><b>Parent/Guardian:</b> Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.</p>	N/A	28–29

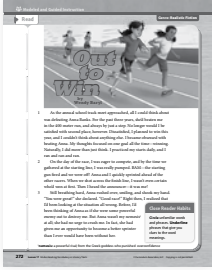
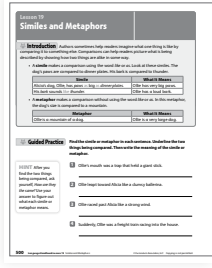

## Section 2 Table of Contents

### Grade 4 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Grade 4 Ready Language Handbook, Lesson 18</p> 	<ul style="list-style-type: none"> <li>• Read the Word Learning Routine together. Keep it handy—you'll need it later!</li> </ul>	<p><b>Guided Practice:</b> Answers provided in Introduction section</p> <p><b>Independent Practice:</b> 1. C, 2. C, 3. D, 4. A</p>	30–31
2	<p>Grade 4, Ready Reading Lesson 17, Part 1</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Think exercise.</li> </ul>	<p><b>Think:</b> <b>Unknown Word:</b> Locate</p> <p><b>Context:</b> “..., I'd failed to locate it,...”</p> <p><b>Possible Meaning:</b> Find</p> <p><b>Clues:</b> “..., that is, until I sat down.”</p>	32–33

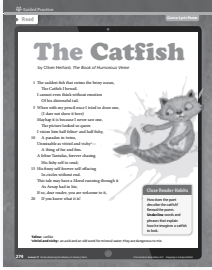
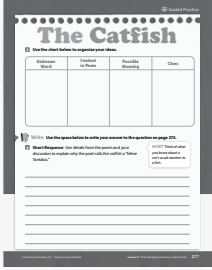
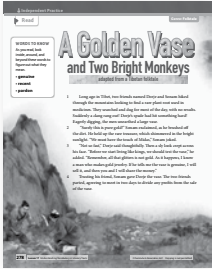
## Section 2 Table of Contents

### Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
3	<p>Grade 4, Ready Reading Lesson 17, Part 2</p> 	<ul style="list-style-type: none"> <li>• Read the passage “Out to Win.”</li> <li>• Complete Think and Talk.</li> </ul>	<p><b>Think: example answer</b>  <b>Unknown word:</b>                      Dissatisfied</p> <p><b>Context:</b>                      “Dissatisfied, I planned to win this year...”</p> <p><b>Possible Meaning:</b>                      Displeased and frustrated</p> <p><b>Clues:</b>                      “No longer would I be satisfied with second place, however.”</p> <p>Writing:</p>	<b>34–35</b>
4	<p>Grade 4 Ready Language Handbook, Lesson 19</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> </ul>	<p><b>Guided Practice:</b></p> <ol style="list-style-type: none"> <li>1. mouth/trap; Ollie would not let go of the stick.</li> <li>2. Ollie/ clumsy ballerina; Ollie was leaping, but not gracefully.</li> <li>3. Ollie/strong wind; Ollie was fast and strong.</li> <li>4. Ollie/freight train; Ollie was unstoppable.</li> </ol> <p><b>Independent Practice</b>                      1. B, 2. D, 3. D, 4. C, 5. B</p>	<b>36–37</b>
5	<p>Grade 4, Ready Reading Lesson 17, Part 3</p> 	<ul style="list-style-type: none"> <li>• Reread the passage “Out to Win.”</li> <li>• Complete the Writing activity.</li> </ul>	<p><b>Write:</b>  <b>Example and detail:</b>                      The word opportunity means “chance.” In paragraph 3, the narrator explains that competing against Anna Banks gave her the “opportunity to become a better sprinter.”</p>	<b>34, 38</b>

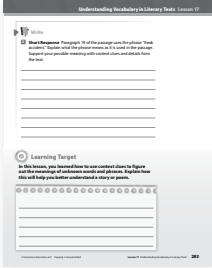
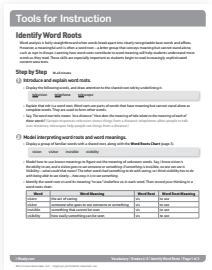
## Section 2 Table of Contents

### Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
6	<p>Grade 4, Ready Reading Lesson 17, Part 4</p> 	<ul style="list-style-type: none"> <li>• Read the passage “The Catfish.”</li> <li>• Complete Think activity.</li> </ul>	<p><b>Think:</b></p> <p>1: “bewail”</p> <p>2: A</p>	<b>39–40</b>
7	<p>Grade 4, Ready Reading Lesson 17, Part 5</p> 	<ul style="list-style-type: none"> <li>• Reread “The Catfish.”</li> <li>• Complete the Think and Write activities.</li> </ul>	<p><b>Write:</b></p> <p>Because Tantalus was punished by having food and drink kept just out of his reach, a feline Tantalus must mean a cat that can’t reach its food. In the poem, the poet imagines that a catfish. Has the head of a cat and the tail of a fish.</p>	<b>39, 41</b>
8	<p>Grade 4, Ready Reading Lesson 17, Part 6</p> 	<ul style="list-style-type: none"> <li>• Read the passage “A Golden Vase and Two Bright Monkeys.”</li> <li>• Complete the Think activity.</li> </ul>	<p><b>Think:</b></p> <p>1: B</p> <p>2 Part A: C</p> <p>2 Part B: “worthless lump”, “It was only cheap metal”</p> <p>3 Part A: D</p> <p>3 Part B: “imitated”</p> <p>4: “transformed”</p>	<b>42–46</b>

## Section 2 Table of Contents

### Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	<p>Grade 4, Ready Reading Lesson 17 Part 7</p> 	<ul style="list-style-type: none"> <li>• Reread “A Golden Vase and Two Bright Monkeys.”</li> <li>• Complete the Write activity and the Learning Target.</li> </ul>	<p><b>Write:</b></p> <p>In the passage the phrase “freak accident” means an accident that is extremely strange and hard to explain. The story context tells that Sonam has just fooled Dorje into thinking that his children had to be turned into monkeys, which would be extraordinary.</p> <p><b>Learning target:</b></p> <p>Context clues help you figure out the meaning of unknown words and phrases. Learning about allusions to myths and other stories will help you better understand the author’s meaning.</p>	<b>42–44, 47</b>
10	<p>Tools for Instruction Use Context to Find Word Meaning</p> 	<p><b>Parent/Guardian:</b> Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.</p>	N/A	<b>48</b>

# LESSON OVERVIEW

## Lesson 9 Determining the Theme of a Story

### LSSELA Focus

Determine a theme of a story . . . from details in the text . . . **RL.4.2**

### Lesson Objectives

#### Reading

- Understand that the theme of a story is the larger message or lesson about life. **RL.4.2**
- Determine the theme of a story by interpreting details from the text. **RL.4.2**

#### Writing

- Draw evidence from literary text to support analysis and reflection. **W.4.9a**

#### Speaking and Listening

- Pose and respond to specific questions and contribute to the discussions. **SL.4.1c**

#### Language

- Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.4c**
- Use academic vocabulary. **L.4.6**

*Additional Practice:* **RL.4.1, RL.4.3, RL.4.4, L.4.5b**

### Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- theme
- infer

### Learning Progression

#### Grade 3

Students determine the central messages of stories with clear morals and lessons, including fables, folktales, and myths.

#### Grade 4

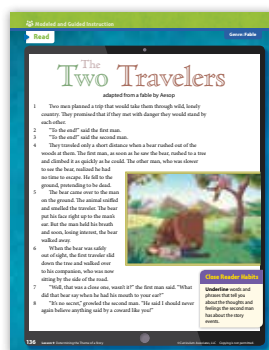
Building on Grade 3, students identify the themes of more difficult texts that require a deeper understanding of the concept of theme.

#### Grade 5

Grade 5 increases in complexity by requiring students to determine the theme of a literary text by making connections to specific elements, including how characters respond to challenges.

### Lesson Text Selections

#### Modeled and Guided Instruction



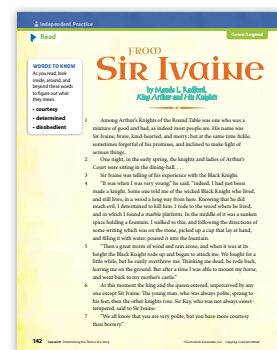
**The Two Travelers**  
adapted from a fable by Aesop  
**Genre:** Fable

#### Guided Practice



**Claudine's Tack Attack**  
by Nadine Blanc  
**Genre:** Historical Fiction

#### Independent Practice



**Sir Ivaine**  
by Maude L. Radford  
**Genre:** Legend

## Lesson Pacing Guide

## Whole Class Instruction 30–45 minutes per day

## Day 1

[Teacher-Toolbox.com](#) Interactive Tutorial

Identifying the Theme of a Story—Level D  
20 min (optional)

**Introduction** pp. 134–135

- **Read** **Determining the Theme of a Story** 10 min
- **Think** 10 min  
Graphic Organizer: Theme Chart
- **Talk** 5 min  
Quick Write (TRB) 5 min

## Day 2

**Modeled and Guided Instruction** pp. 136–137, 140

- **Read** **The Two Travelers** 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

## Day 3

**Guided Practice** pp. 138–139, 141

- **Read** **Claudine's Tack Attack** 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

## Day 4

**Independent Practice** pp. 142–147

- **Read** **Sir Ivaine** 15 min
- **Think** 10 min
- **Write** Short Response 10 min

## Day 5

**Independent Practice** pp. 142–147

- **Review** Answer Analysis (TRB) 10 min
- **Review** Response Analysis (TRB) 10 min
- **Assign and Discuss** Learning Target 10 min

**Language Handbook**

Lesson 6 Complete Sentences and Fragments, pp. 474–475  
20 min (optional)



### Ready Writing Connection

During *Ready Reading* Days 1–5, use:  
**Lesson 2 Writing to Inform: Article**

- **Think It Through**
- **Step 4 Organize Your Evidence**
- **Step 5 Draft**

See *Ready Writing TRB*, p. 30a  
for complete lesson plan.



### Small Group Differentiation

[Teacher-Toolbox.com](#)

#### Reteach

##### Ready Reading Prerequisite Lesson

- **Grade 3** Lesson 8 Determining the Central Message

#### Teacher-led Activities

##### Tools for Instruction

- Determine Theme

### Personalized Learning

[i-Ready.com](#)

#### Independent

##### i-Ready Close Reading Lessons

- **Grade 3** Determining the Central Message
- **Grade 4** Determining the Theme of a Story



## Get Started

- Explain to students that in this lesson they will be reading stories about bravery and exploring themes.
- Tap into what students already know about themes in stories. Share these common themes: *Stand up for your beliefs. There's no place like home. Hard work usually pays off.* Ask students what these statements have in common.

- Guide students to answer that they all express a message or a valuable lesson about life. Explain:

**Authors want readers to enjoy their stories. They also want readers to learn something about life from what happens in a story. This life lesson is the theme. For example, if a character's careless behavior causes problems for the character, then one theme of that story might be, *Think before you act.***

- Remind students that sometimes they have to make an inference, or reasonable guess, about something an author does not state directly in the text. That's true for themes. You will have to use text details and what you know from your own experience, to infer, or guess, the theme.
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

### EL English Language Learners

#### Genre Focus

### Read

- Read aloud the Read section as students follow along. Restate to reinforce:
 

**When you read a story, think about what happens to the main character and ask yourself, What did the character learn from his or her experiences? Thinking about the important events in the story will help you figure out, or infer, the theme and gain a deeper understanding of the story.**
- Direct students' attention to the cartoon. Tell students to study the three frames to figure out the theme.

## Lesson 9 Determining the Theme of a Story



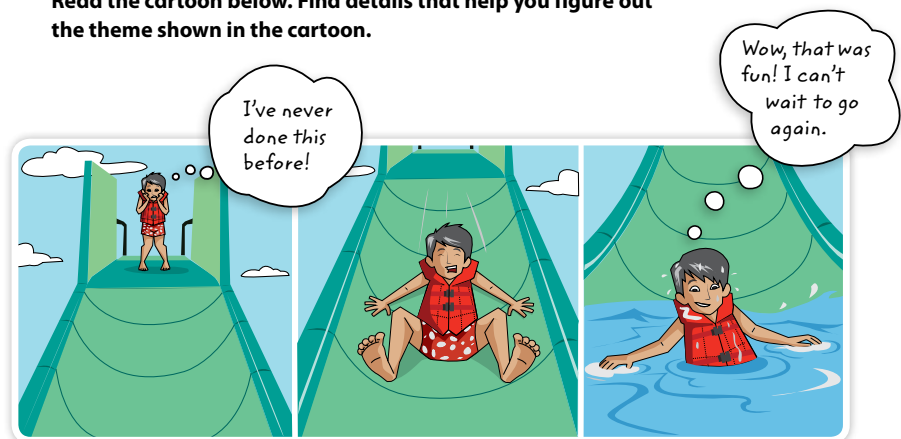
### Learning Target

Using details in the text to identify the theme of a story will help you understand the story's important message, or lesson.

- **Read** Most story authors want to share an important message or lesson about people or life called the **theme**. Normally, authors do not state the theme directly. Instead, they expect their readers to **infer** the theme from what happens in the story.

To figure out the theme of a story, look for details that show what the characters do, say, think, and feel. Think about how the characters solve their problems and what can be learned from their experiences.

**Read the cartoon below. Find details that help you figure out the theme shown in the cartoon.**



134

### EL English Language Learners Develop Language

**Sentences** When stating or writing a theme, students should remember to use a complete sentence.

- Write on the board, *You should think before acting.* Ask students if this is a complete sentence and to explain how they know it is complete. (*It is a complete sentence because it has a subject, You, and a predicate, should think before acting, and it expresses a complete thought.*)
- Write *Think before acting.* Point out that some themes are stated as commands. In commands, the subject is the word *you*, but it is left out on purpose. The subject *you* is said to be understood.

### Genre Focus Historical Fiction

A historical fiction story is set in the past. It may be about real people who lived in the past, real events that happened in the past, or both. Tell students they will read historical fiction in the Guided Practice section of this lesson.

In a historical fiction story, dialogue, some characters, and some events are usually made-up, which is why it is fiction, not informational text. However, details are always realistic for the time in which the story is set.

Provide some examples of historical fiction, such as Laurence Yep's *The Dragon Child: A Story of Angel Island* and Lois Lowry's *Number the Stars*. Then ask students to name other historical fiction they've read.

- **Think** What have you learned about how details help to develop the theme of a story? Think about the important details you identified in the cartoon. Complete the *Theme Chart* to identify the theme of the cartoon.

<p><b>Who is the character?</b></p> <p>He is a scared young boy. He is standing at the top of a waterslide with a terrified look on his face and knocking knees.</p>	<p><b>What does the character learn?</b></p> <p>The boy learns that going down the slide is fun, not scary!</p>
<p><b>What is the character's problem?</b></p> <p>The boy is afraid because he has never gone down a waterslide before.</p>	<p><b>What is the theme of the cartoon?</b></p> <p>Sample responses: It takes courage to try new things. Facing your fears can be rewarding.</p>

- **Talk** Share your chart with a partner.
- Which details about the character did you include?
  - How did each of you describe what the boy learned?
  - Did you agree about the theme of the cartoon?



### Academic Talk

Use these words to talk about the text.

- **theme**
- **infer**

135

## ● Monitor Understanding

**If...** students confuse *theme* with *topic*,

**then...** explain that a *topic* is the subject of a text, or what a text is mostly about. It can usually be expressed in one or two words.

A *theme* is a complete sentence that delivers a lesson about life.

Discuss these examples in random order: *honesty, friendship, making decisions; Honesty is the best policy. Friendship is a valuable gift to treasure. Making the right decision isn't always easy.*

- **Which of these are topics?** (*honesty, friendship, making decisions*)
- **Which of these could be themes?** (*Honesty is the best policy. Friendship is a valuable gift to treasure. Making the right decision isn't always easy.*)

Ask students for examples of topics and themes from stories they have read.

## Think

- Have students read aloud the Think section. Explain that the Theme Chart will help them organize their thinking.
- Have partners complete the Theme Chart. Remind students to use the details in the pictures to determine the theme.
- As students work, circulate and provide assistance as needed.
- Make certain students understand that the boy is afraid because he has never gone down a waterslide before. He goes down in spite of his fear and learns that it is fun. Thinking about those details should lead them to a theme similar to the sample responses.

## Talk

- Read aloud the Talk prompt. Remind students to listen carefully to their partner and then build on what their partner said. Use the Talk Routine on pp. A52–A53.
- Have partners discuss what advice the boy might give his friends as a result of his experience.

**Quick Write** Have students write a response to the following prompt:

**Think about something you did for the first time even though you were afraid to do it, or you thought it would be too hard or too boring. Describe what happened and what you learned about life from the experience.**

Ask students to share their responses.

## ● Monitor Understanding

### Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk words in their explanations.
- Tell students that when they read fiction, they can use details about the characters and what happens to them to determine the story's theme.

**In the next section, we'll read a fable and study its theme. Recognizing which details are important will help you figure out what the author wants you to learn about life from the story.**



## Modeled and Guided Instruction

## Get Started

Today you will read a fable about bravery. First, you'll read to understand what the author says. Then you'll read to study details to discover the fable's theme.

## Read

- Read aloud the title of the fable and call attention to the illustration. Guide students to an understanding that this is a story about two travelers and a bear.
- Have students read the fable independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**Where does the story take place?** (*in wild, lonely country*)

**What is the relationship between the two men at the beginning of the story?** (*They are traveling companions.*)

**What is the fable mostly about?** (*how two men react when a bear rushes at them*)

**ELL** English Language Learners

• Word Learning Strategy

## Explore

- Read aloud the Explore question at the top of p. 137 to set the purpose for the second read. Tell students they will need to take a closer look at what the characters say and do to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 136.

**TIP** Remind students that authors do not usually state the theme or lesson of a story directly. Instead, readers must use characters' words and actions, story events, and what they know about how things happen in real life to infer, or guess, the theme.

## Read

Genre: Fable

# The Two Travelers

adapted from a fable by Aesop

- 1 Two men planned a trip that would take them through wild, lonely country. They promised that if they met with danger they would stand by each other.
- 2 "To the end!" said the first man.
- 3 "To the end!" said the second man.
- 4 They traveled only a short distance when a bear rushed out of the woods at them. The first man, as soon as he saw the bear, rushed to a tree and climbed it as quickly as he could. The other man, who was slower to see the bear, realized he had no time to escape. He fell to the ground, pretending to be dead.
- 5 The bear came over to the man on the ground. The animal sniffed and smelled the traveler. The bear put his face right up to the man's ear. But the man held his breath and soon, losing interest, the bear walked away.
- 6 When the bear was safely out of sight, the first traveler slid down the tree and walked over to his companion, who was now sitting by the side of the road.
- 7 "Well, that was a close one, wasn't it?" the first man said. "What did that bear say when he had his mouth to your ear?"
- 8 "It's no secret," growled the second man. "He said I should never again believe anything said by a coward like you!"



## Close Reader Habits

**Underline** words and phrases that tell you about the thoughts and feelings the second man has about the story events.

136

**ELL** English Language Learners  
Build Meaning

**Background Knowledge** Ask students to share what they know about Aesop's fables. Establish that Aesop was a popular storyteller from ancient Greece. He told entertaining stories called fables that were meant to teach lessons about living a moral, or good, life. Share an Aesop fable students might know, such as "The Tortoise and the Hare," and discuss the lesson it teaches.

- Invite students to identify common features of a fable. (*They are short. Characters are often animals that act like humans. They end with a lesson.*)
- Finally, ask students to offer their own one-sentence life lessons.

• Word Learning Strategy  
Use Reference Materials

- Remind students that many words have more than one meaning. Point out the expression "To the end!" at the beginning of the fable. Have students look up the word *end* in a dictionary. Tell them that *end* can be a noun or a verb, but in this case, it's a noun.

**What meanings do you find for the noun *end*?** (*Possible meanings are "limit or boundary," "tip," "conclusion," "result," and "death."*)

**Which meaning fits best in the context of the fable?** (*"death"*)

- Remind students that if the common meaning of a word does not make sense, and context doesn't make the meaning clear, then they can consult a dictionary to find the appropriate meaning.

## L.4.4c

Explore

How do the details about the story characters and events help to develop the theme in "The Two Travelers"?



What happens in the story? How do characters act and feel? These questions will help you figure out the theme.

Think

- 1 What do the characters promise each other as the story opens?  
The characters promise each other that they will stand by one another if they meet with danger.  
 What happens that creates a problem for the characters?  
A bear rushes out of the woods.
- 2 How does each character attempt to solve the problem?  
 First Man: He climbs up a tree.  
 Second Man: He falls to the ground and pretends to be dead.
- 3 At the end of the story, what has the second man learned about the first man's promises?  
The second man learns that the first man lied; he did not intend to stand by the second man if they met with danger.

Talk

- 4 Discuss story details that develop the theme of "The Two Travelers." How do the story events, especially the ending, help to reveal the author's lesson about life?

Write

- 5 **Short Response** Describe a theme of "The Two Travelers." Include details about the story events and characters' actions that helped you infer the theme, or the author's life lesson. Use the space provided on page 140 to write your response.

**HINT** Focus on what the characters do and what they say.

Think

- Read aloud the Think section. Explain to students that you will reread the first few paragraphs of the fable. Then you will model how to find text evidence to answer the questions. Use the **Think Aloud** below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details, using the Close Reader Habit.
- Encourage students to work with a partner to continue rereading the fable and to answer the questions. Remind students that the Buddy Tip will help them find the information they need.
- Ask volunteers to share their answers to the questions.
- Guide students to see that the answers to the questions are the details that develop the theme. These details show that what the characters said to each other, and then what they actually did, taught the second man a valuable lesson.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing details related to the theme, especially the first man's reaction to the bear and the second man's declaration at the end.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to support their inference about the theme with specific details from the fable.
- Have students turn to p. 140 to write their responses.
- Use Review Responses on p. 140 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how using details to identify the fable's theme helped them understand its message, or lesson.

Think Aloud

- The Explore question asks me to figure out how the details about the characters and events in the fable help develop the theme. The questions should guide me to some important details.
- This first question asks what the characters promise at the beginning of the story. I'll go back and reread the first few paragraphs.
- The men are going to take a trip through wild country. They promise to stand by each other in the face of danger. That answers the first question. I'll write that on the lines for the first question in item 1.
- The second question asks about an event that causes a problem. I know that how characters react to problems often reveals important details about them. I'll keep reading to see what happens.

## Guided Practice

## Get Started

Today you will read a historical fiction story about bravery. First you will read to understand what the story is about. Then you will reread with a partner to identify the theme of the story.

## Read

- Read aloud the title of the passage. Invite students to share what they know about the Nazis and World War II. Establish that *Nazis* refers to a political party that ruled Germany from 1933 to 1945 and began a war that spread across much of the world, including France.
- Have students predict what the story will be about based on the title and the photo.
- **Read to Understand** Have students read the story independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**Where does the story take place?** (*France during the Nazi occupation*)

**Who are the main characters?** (*Claudine and the narrator*)

**What do they want to do?** (*slow down German supply trucks*)

**What is the story mostly about?** (*how two eleven-year-old French children use tacks to delay German supply trucks*)

 English Language Learners

 Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 138 to set the purpose for the second read. Then have students reread the story with a partner and discuss any questions they might have.

## Read

# Claudine's Tack Attack

by Nadine Blanc

- 1 For three long years, the Nazis had occupied France. By now, everyone in my village was used to German trucks driving through, carrying ammunition and supplies to the front to supply Nazi soldiers in their battles against the American troops. From her window, my friend Claudine and I watched glumly as the trucks roared and rumbled by.
- 2 “Too bad we can’t slow them down,” I remarked one day.
- 3 Claudine’s eyes became thoughtful. “Maybe we can!” She shared her idea, and we ran to her father’s workshop.
- 4 “These might work,” she announced, holding out a can of short, extremely sharp, steel tacks. “Papa uses them to shingle roofs.”
- 5 Heading back to the road, I had second thoughts. How could two eleven-year-olds slow down a war machine with a bunch of tacks? Still, I followed Claudine up the hill to a spot above the road and crouched behind an old stone wall.
- 6 All too soon we heard the rumble of engines, so we raced to the road. “Like this,” whispered Claudine. She began flinging handfuls of tacks onto the pavement, so I threw handfuls, too. Then, just in time, we ducked out of sight. Blam! The exploding tire sounded like a gunshot. Then another. Blam!
- 7 “Two blowouts!” Claudine whispered as we crept away. After dark, we crept back toward the road. The German soldiers were still struggling with the heavy rubber tires. Better yet, the road was so narrow that the other trucks could not pass. Claudine and I had delayed twelve trucks for half the day!



## Close Reader Habits

How do the girls’ actions relate to the theme? Reread the story. **Underline** details that explain what happens as a result of the girls’ actions.

138

 English Language Learners  
Develop Language

**Concept Vocabulary** To make sure students understand what is happening in the beginning of the story, provide support as needed for war-related terms, such as *occupation*, *ammunition*, *front*, and *troops*.

- Show photographs of German troops entering Paris and of supply trucks and tanks to prompt discussion of terms.
- Ask students to speculate on how they would feel if foreign troops occupied their homeland.
- Have students work with partners. Tell them to read and discuss the first three paragraphs, sentence by sentence, using their first language as necessary to aid comprehension.

 Word Learning Strategy  
Use Reference Materials

- Read aloud the first sentence.
  - What does the verb *occupied* usually mean?** (*lived in a place, kept busy*)
  - How could you find a meaning for *occupied* that makes better sense in the context of the story?** (*Use a dictionary or a glossary.*)
- Have students look up *occupy* in a dictionary.
  - What meaning for *occupied* works best in the story?** (*seized control of*)
- Remind students that they can use a dictionary to find the best meaning of a multiple-meaning word.

L.4.4c

**Think** Use what you learned from reading the story to respond to the following questions.



Historical fiction is set in the past. Some parts are based on historical fact. Other parts have been made up by the author.

- 1 Which statement **best** explains why the girls wanted to slow down the German trucks?
  - A The girls did not want the Nazi trucks to take French supplies back to Germany.
  - B The girls wanted to make trouble for the German troops who were occupying France.
  - C The girls wanted to help the Americans troops steal German supplies that were being carried on the trucks.
  - D** The girls wanted to slow down trucks delivering supplies to soldiers who were fighting American troops.
  
- 2 Which statement **best** describes how events in paragraphs 5, 6, and 7 are important to the theme of the story?
  - A They show that the girls grew tired of looking out a window.
  - B They show that the girls passed up a chance to be brave.
  - C** They show that the girls' dangerous risk paid off.
  - D They show that the girls' clever plan was only temporary.

**Talk**

- 3 Discuss the theme of the story. Identify important details about events and the girls' motivations and behavior that help reveal the theme. Organize the information in the Theme Chart provided on page 141.

**Write**

- 4 **Short Response** Use the information in your chart to write about the theme, or lesson, that can be learned from the girls' experience. Support your response with details from the story. Use the space provided on page 141 to write your response.

**HINT** Characters' thoughts, feelings, and actions can help reveal why they behaved as they did.

## Think

- Have students work with a partner to complete items 1 and 2. Draw attention to the boldface word **best** in each question.

**TIP** A story's resolution, or ending, is often a clue to its theme. The author may want you to learn the same lesson that the characters learn, or to learn from their mistakes.

## Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 **The correct choice is D.** Paragraph 1 says the trucks are going through their town to deliver supplies to Nazi troops fighting American troops. Paragraphs 2 and 3 reveal the characters' goal to slow down the trucks.
  - **A** and **C** are not supported by the passage.
  - **B** is an understandable inference, but is not supported by text evidence.
- 2 **The correct choice is C.** The characters' dangerous but courageous act slowed down twelve trucks for half a day.
  - **A** and **D** reflect details that are in the text but are not important to understanding the theme.
  - **B** is contradicted by events in the text.

**DOK 2**

**DOK 2**

## ● Monitor Understanding

## ● Integrating Standards

## Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details they write in the chart on p. 141.
- Circulate to clarify misunderstandings.

## Write

See p. 141 for instructional guidance.

## Wrap Up

- Ask students to recall the Learning Target. Have them explain how using details about characters and events helped them identify the theme.

## ● Integrating Standards

Use the following questions to further students' understanding of the story:

- **How did the narrator feel about the German trucks in the village? Use details to support your answer.** (*The narrator felt unhappy about the trucks. The two children "watched glumly as the trucks roared and rumbled by," and they wished they could stop them.*)  
**DOK 2 RL.4.1**
- **What does the narrator mean by the words "I had second thoughts" in paragraph 5?** (*The narrator thinks, "How could two eleven-year-olds slow down a war machine with a bunch of tacks?" So, when you have second thoughts, it means you are wondering if your first idea or decision was correct or not.*)  
**DOK 2 RL.4.4, L.4.5b**

## ● Monitor Understanding

**If...** students have difficulty finding text evidence to answer item 2,  
**then...** use a Sequence Chart to help them organize the details required to answer the question. First, remind students that the narrator and Claudine are children going up against an army of adults. Then work with students to record the important events of paragraphs 5, 6, and 7, noting details that emphasize the danger in the children's plan. ("second thoughts," "ducked out of sight," "crept away," "crept back") Guide students to see that the events show the plan succeeded in spite of the danger.

## Modeled and Guided Instruction

## Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

## Review Responses

After students complete the writing activity, help them evaluate their responses.

- 5** Responses may vary but should include a clearly stated theme and an explanation of how that theme is supported by text details. They should include details that describe what the characters do and say and what happens because of their actions. See the sample response on the student book page.

**DOK 3**



**Write** Use the space below to write your answer to the question on page 137.

# The Two Travelers

- 5 Short Response** Describe a theme of “The Two Travelers.” Include details about the story events and characters’ actions that helped you infer the theme, or the author’s life lesson.

**HINT** Focus on what the characters do and what they say.

**Sample response:** One theme is that a person should be judged by actions, not words. As the story begins, the characters promise to stand by each other “to the end” of their dangerous journey. Their promise is soon tested when the bear attacks them. The first man climbs a tree, thus leaving his friend behind! Fortunately, the second man saves himself by pretending to be dead. Later, the second man says the bear described the first man as a coward whose promises cannot be believed.

---



---



---



---



Don't forget to check your writing.

## Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

140



## Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.



## Independent Practice

## Get Started

Today you are going to read a legend and use what you have learned about text details to determine its theme.

- Ask volunteers to explain why making connections between what characters say and what they do in reaction to a problem will help them better understand the message of a story. Encourage students to use the Academic Talk words in their responses.

 English Language Learners

## Read

You are going to read the legend independently and use what you have learned to think and write about the text. As you read, remember to look closely at the details in the text that tell about the main character and his problem, how he solves the problem, and what he learns as a result. These details will help you determine the theme.

- Read aloud the title of the legend, and then encourage students to preview the text, paying close attention to the illustrations.
- Call attention to the Words to Know in the upper left of p. 142.
- If your students need support in reading the legend, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

 Monitor Understanding

## Read

FROM  
**Sir Ivaine**

by Maude L. Radford,  
*King Arthur and His Knights*

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **courtesy**
- **determined**
- **disobedient**

- 1 Among Arthur's Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are. His name was Sir Ivaine; brave, kind-hearted, and merry; but at the same time fickle, sometimes forgetful of his promises, and inclined to make light of serious things.
- 2 One night, in the early spring, the knights and ladies of Arthur's Court were sitting in the dining-hall. . . .
- 3 Sir Ivaine was telling of his experience with the Black Knight.
- 4 "It was when I was very young," he said; "indeed, I had just been made a knight. Some one told me of the wicked Black Knight who lived, and still lives, in a wood a long way from here. Knowing that he did much evil, I determined to kill him. I rode to the wood where he lived, and in which I found a marble platform. In the middle of it was a sunken space holding a fountain. I walked to this, and following the directions of some writing which was on the stone, picked up a cup that lay at hand, and filling it with water, poured it into the fountain.
- 5 "Then a great storm of wind and rain arose, and when it was at its height the Black Knight rode up and began to attack me. We fought for a little while, but he easily overthrew me. Thinking me dead, he rode back, leaving me on the ground. But after a time I was able to mount my horse, and went back to my mother's castle."
- 6 At this moment the king and the queen entered, unperceived by any one except Sir Ivaine. The young man, who was always polite, sprang to his feet; then the other knights rose. Sir Kay, who was not always sweet-tempered, said to Sir Ivaine:
- 7 "We all know that you are very polite, but you have more courtesy than bravery."

142

 English Language Learners

## Build Meaning

**Archaic Language** Ask students to share what they know about the legends of King Arthur and his knights. Note that the legend is set roughly 1,500 years in the past, and some of the language they will read is intended to add authenticity to the story.

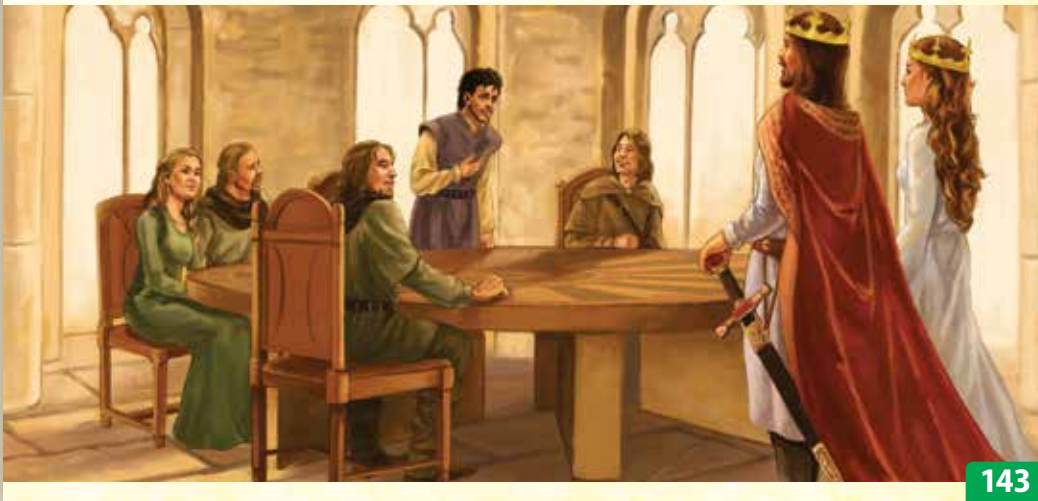
- Establish that as they read, students may come across words and phrases that reflect a formal, old-fashioned English that may be unfamiliar. For example, point out the phrase *lay at hand* in the last sentence of paragraph 4 and ask:

**What do you think *lay at hand* means?**

**What clues in the text help to figure out its meaning?**

- Help students see that the phrase *picked up* is a clue that the cup was right there, so *lay at hand* probably means "nearby."
- Other examples of formal or unusual English words and phrasing students may need help with include *crave your permission*, *set forth*, *heretofore*, and *stole away*. Have students work with a partner to suggest meanings for these words and phrases, providing assistance as needed.

- 8 At that Sir Ivaine said: "I was almost a boy when the Black Knight overthrew me, but I could conquer him now."
- 9 "It is very easy to say that after you have eaten," said Sir Kay. "Almost any knight feels brave and self-satisfied when he has had a good supper of venison."
- 10 The king asked what the conversation was about, and Sir Ivaine repeated the story of his adventure, adding: "And, Sir King, I crave your permission to set forth to-morrow to slay this Black Knight who is a pest in the land."
- 11 "I have heard of this man," said the king, "and have often thought of sending some one to punish him. But he lives far away, and it has been necessary heretofore to right first the wrongs nearest home. Yet now his evil deeds and persecutions must cease. Tomorrow a company of us will set forth and conquer him and all his people."
- 12 The king named some half-dozen of his knights, Sir Ivaine among them, who were to undertake this adventure.
- 13 Sir Ivaine was displeased; he thought that the adventure should be his alone. So he rose in the middle of the night and stole away unattended, determined to go in advance of the others and kill the Black Knight. It did not occur to him that in proving himself brave, he was also proving himself disobedient.



143

### ● Monitor Understanding

If... students struggle to read and understand the passage,  
then... use these scaffolding suggestions:

**Question the Text** Preview the text with students by asking the following questions:

- **Based on the illustrations, what do you think the setting is?** (*Sample responses: a time long ago when there were knights, kings, and queens; a medieval castle in England*)
- **What questions do you have about the text?**

**Vocabulary Support** Define words that may interfere with comprehension, such as *overthrew* and *advance*.

**Read Aloud** Read aloud the text with the students. You could also have students chorally read the text in a small group.

**Check Understanding** Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Who is the main character?** (*Sir Ivaine, one of King Arthur's knights*)
- **What happened the first time Sir Ivaine met the Black Knight?** (*The Black Knight defeated him in a fight.*)
- **Why does Sir Ivaine think he can conquer the Black Knight now?** (*because he is older and more experienced*)



## Independent Practice

### Integrating Standards

After students have read the story, use these questions to discuss the text with them:

- **Why does Sir Ivaine believe that the adventure to defeat the Black Knight should be his alone?**

*(He fought the Black Knight when he was younger and has boasted that he could beat him now.)*

**DOK 2 RL.4.1**

- **Why hasn't the king tried to defeat the Black Knight before the story takes place? Why does he feel that now is the time to conquer the knight?**

*(According to the king, it was more important to "right first the wrongs nearest home." Because the Black Knight lives far away, it wasn't important enough to conquer him. Now the king feels the time is right to punish the Black Knight.)*

**DOK 2 RL.4.1**

- **Describe Sir Ivaine's second encounter with the Black Knight. Would you say he successfully achieved his goal?**

*(Sir Ivaine meets the Black Knight at the stone platform. The Black Knight and Sir Ivaine fight "eagerly," and soon the Black Knight is "mortally wounded." He gallops toward his castle, followed closely by Sir Ivaine. Inside the castle, Sir Ivaine finds that the Black Knight has died. However, the gate has come down, and Sir Ivaine is trapped inside the castle. He realizes he cannot escape and will be captured by the Black Knight's people. Students may say that Sir Ivaine did defeat the Black Knight, but losing his freedom and possibly his life was not part of that goal, so he was not successful.)*

**DOK 2 RL.4.1, RL.4.3**

- **The narrator of this legend is someone outside the story. How might the story have been different if Sir Ivaine were the narrator?**

*(Sir Ivaine would have expressed more of his thoughts and feelings about the events. For example, he might have shown anger at Sir Kay's criticism of his bravery, disappointment in the king's decision to send other knights with him to conquer the Black Knight, and fear at being trapped in his opponent's castle.)*

**DOK 3 RL.4.6**

### Theme Connection

- 14 He rode forth in the darkness, humming merrily to himself. . . . After many days of travel, Sir Ivaine reached the forest in the midst of which was the castle of the Black Knight. He rode to the platform of stone, [and] the Black Knight appeared.
- 15 He recognized the armor of Sir Ivaine, and said: "Aha! I see I did not kill you before, but you shall not escape me this time."
- 16 "The best man shall win," said Sir Ivaine, cheerfully.
- 17 Then the two began a great combat. . . . [They] fought so eagerly that they were not even aware of the storm. It was not long before the Black Knight began to grow weak from the many powerful and death-dealing strokes from Sir Ivaine's sword. At last, seeing that he was mortally wounded, the Black Knight turned his horse. [He] galloped in the direction of his castle.
- 18 . . . Sir Ivaine followed. But he could not quite catch up with the Black Knight, although gaining on him inch by inch. By the time the castle moat was reached, Sir Ivaine was only five feet behind. The horses thundered one after the other over the bridge. The Black Knight rode under the portcullis, or sharp iron gate, which was raised. The instant he was inside, the portcullis fell, in order to shut out Sir Ivaine.
- 19 But Sir Ivaine had already passed beneath it. [He] sprang to his feet and drew his sword to renew his attack upon the Black Knight, but he was already dead . . . .
- 20 Then Sir Ivaine realized what his recklessness had cost him. There he was, alone in a strange castle, the lord of which he had killed. Soon the people of the castle would come and capture him, for he could not escape, since the portcullis was down. . . .



144

### Theme Connection

- Remind students that the theme of this lesson is Tales of Bravery.
- Display a three-column chart and label each column with the title of the stories in this lesson.
- Have students recall details from each selection that relate to the theme of bravery. Write the details in the appropriate columns.
- Ask students what they learned about bravery from each of these stories.

**Think** Use what you learned from reading the legend to respond to the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

In paragraph 7, Sir Kay says that Sir Ivaine is more polite than brave. Which statement below describes how Sir Ivaine tries to show that Sir Kay is wrong?

- A** Sir Ivaine wants to prove that he can be both kind-hearted and polite.
- B** Sir Ivaine wants to prove that he can defeat the Black Knight by himself.
- C** Sir Ivaine wants to prove that he can be brave after a good meal of venison.
- D** Sir Ivaine wants to prove that he can lead the company of knights.

**Part B**

Which statement below **best** supports the answer in Part A?

- A** "Among Arthur's Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are."
- B** "I have heard of this man," said the king, "and have often thought of sending someone to punish him."
- C** "... Sir King, I crave your permission to set forth to-morrow to slay this ... pest in the land."
- D** "It did not occur to him that in proving himself brave, he was also proving himself disobedient."

145

● **Monitor Understanding**

**If...** students struggle to complete the items,  
**then...** you may wish to use the following suggestions:

**Read Aloud Activities**

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

**Reread the Text**

- Have students complete a *Theme Chart* as they reread.
- Have partners summarize the text.

**Think**

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

● **Monitor Understanding**

**Answer Analysis**

When students have finished, discuss correct and incorrect responses.

**1 Part A**

**The correct choice is B.** In paragraph 10, Sir Ivaine asks the king's permission to fight the Black Knight. This request comes just after Sir Kay makes light of Sir Ivaine in paragraph 9.

- **A** is incorrect because Sir Kay is questioning Sir Ivaine's bravery, not his politeness or kind-heartedness.
- **C** relates to details in the text, but it doesn't tell how Ivaine wanted to prove he was brave.
- **D** is not supported by text details.

**Part B**

**The correct choice is C.** Sir Ivaine asks the king for permission to slay the Black Knight so that he can prove he is brave.

- **A, B,** and **D** are all sentences from the story, but they do not support the statement from Part A that Sir Ivaine wanted to prove he could defeat the Black Knight by himself.

**DOK 2 RL.4.2**

 Independent Practice

**2 The correct choice is B.** The prefix *dis-* means “not,” or “opposite of.”

- **A, C, and D** do not accurately define the meaning of the prefix.

**DOK 2 L.4.4b**

**3 The correct choice is D.** Sir Ivaine wants to kill the Black Knight by himself, so he sneaks out in the middle of the night. It does not occur to him that “in proving himself brave, he was also proving himself disobedient.” This suggests that he acts without considering the consequences.

- **A, B, and C** are not supported by information in the text.

**DOK 2 RL.4.2**

**4 The correct choices are C, E, and G.** Choice C is supported by the last sentence in paragraph 13. Choices E and G are supported by events in paragraph 20, when Sir Ivaine realizes he is trapped in the enemy’s castle.

- **A, B, D, and F** are not supported by details in the text.

**DOK 2 RL.4.2**

**2** Read the sentence from the passage.

Sir Ivaine was displeased; he thought that the adventure should be his alone.

What does the prefix *dis-* mean in the word displeased?

- A over
- B not**
- C again
- D under

**3** Reread paragraph 13. How is Sir Ivaine’s response to the king’s plan important to the theme of the story?

- A It shows he thought the knights named by the king were cowardly.
- B It shows he thought the Black Knight could be defeated quickly and easily.
- C It shows he did not think that evil deeds should go unpunished.
- D It shows he did not think carefully about what he was about to do.**

**4** Read the sentence from paragraph 20.

Then Sir Ivaine realized what his recklessness had cost him.

Which **three** statements **best** describe how the consequences of Sir Ivaine’s actions support a story theme?

- A Sir Ivaine had learned how to win a fight.
- B Sir Ivaine needed to find a new company of knights.
- C Sir Ivaine had shown the king he was disobedient.**
- D Sir Ivaine needed to prove himself again to the king.
- E Sir Ivaine had put his life in great danger.**
- F Sir Ivaine would be embarrassed if he returned home.
- G Sir Ivaine would have little hope of escape.**

146

### ● Monitor Understanding

**If...** students don’t understand the writing task,

**then...** read aloud the writing prompt. Use the following questions to help students get started:

- **What is the prompt asking you to write about?**
- **Do you need to reread the text to find more information?**
- **How will you identify the information you need to include?**
- Have partners talk about how they will organize their responses.
- Provide a graphic organizer to assist students, if needed.

 Write

**5 Short Response** What lesson does Sir Ivaine learn in this passage? How does his experience relate to the theme in the story? Use details from the passage to support your answer.

*Sample response: Sir Ivaine learns that rash bravery can lead to trouble. To prove his bravery, Sir Ivaine sneaks out to conquer the Black Knight on his own. He doesn't think about the consequences, though. First, he shows the king he is disobedient. Then he thoughtlessly follows the Black Knight into his castle where he gets trapped and put in danger. Sir Ivaine's experience points to the theme: Think ahead before taking action.*

 Learning Target

In this lesson, you learned to identify the theme of a story by using details in the text. How did learning to identify the theme help you better understand the story?

*Responses will vary, but students should identify that learning to use details to figure out the theme helps them better understand why the author wrote the story.*

**5 2-Point Writing Rubric**

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

Write

• Tell students that using what they read, they will plan and compose a short response to the writing prompt.

● Monitor Understanding

**Review Responses**

After students have completed the writing activity, help them evaluate their responses.

**5** Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should use details to show how Sir Ivaine's rash behavior relates to a theme. Answers should also include a clearly stated theme. See the sample response on the student book page.

**DOK 3 RL.4.2, W.4.9a**

Wrap Up

**Learning Target**

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.

Read the following story. Then answer the questions that follow.

### from **The Moffats**

by Eleanor Estes

- 1 [Jane Moffat] watched Mr. Brooney, the grocery man, drive up with his horse and wagon. The Moffats called Mr. Brooney's horse the dancey horse, because of the graceful way he threw his legs about when he cantered up the street. Mr. Brooney stopped between Mrs. Squire's house and the yellow house. He threw down the heavy iron weight to keep his horse from dancing away and took several baskets of groceries from the wagon. He crossed the street and disappeared in Mrs. Frost's back yard. He was gone a long time. The horse stood there with the greatest patience. Occasionally he flicked his long tail to rid himself of a pesky fly. Or now and then he wriggled an ear when Sylvie, who was practicing her graduation music, hit a high note. And sometimes he raised one dainty foot or another and then planted it firmly on the ground. For the most part, however, he stood there dreamily, looking neither to left nor to right.
- 2 Jane watched him and watched him.
- 3 He had wings and could carry her away.
- 4 He was the wooden horse of Troy and many men could step out of him.
- 5 He was a bridge that she could walk under.
- 6 Sitting up there on the hitching post, watching the horse and watching the horse, Jane repeated to herself, "The horse is a bridge for me to walk under, and I'm goin' to walk under it."
- 7 So she jumped down and marched over to the horse. He stood there immobile. Except for his eyes, which followed her around like those of the velvet-clad lady in the picture in the sitting-room.
- 8 Jane walked under him and came out on the other side. This gave her an extraordinary feeling of satisfaction and elation.
- 9 At that moment when Jane was walking under the horse, Mama came to the window of the front parlor and shook her duster out vigorously. "Thank heavens!" she said to herself. "Thank heavens, it's spring again and that long hard winter is over." No more fussing with stoves and wondering where the next coal was coming from, she thought, slapping the duster against the green shutters. . . .



- 10 But goodness! Could Mama believe her eyes? What was Janey doing? Walking under that horse! Of all things! Mama was speechless with amazement and dropped the duster out of the window at the sight. Joe and Rufus saw her from the other side of the yard and became all tangled up in their stilts in consequence. Sylvie, who was practicing her singing way back in the kitchen, was the only one who did not see her.
- 11 “Jane! Whatever on earth!” Mama cried. “You mustn’t do such things. You mustn’t walk under horses. They might kick or start walking or something.”
- 12 Jane stepped thoughtfully up the walk. “All right, Mama,” she said.
- 13 She had no desire to keep on walking under horses. It was just something she felt she had to do at that moment, just that once. And she knew that horse. She’d been watching him and watching him. So she had walked under him and from the feeling inside of her she thought it had turned out to be an all right sort of thing to do—just that once.

## Teacher Notes

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

**Answer Analysis**

When students have completed the Interim Assessment, discuss correct and incorrect responses.

**1 Part A**

**The correct choice is C.** The text describes the horse's graceful movements and the way it stands calmly while Jane walks under it.

- **A** is incorrect because the horse is not described as small or dangerous.
- **B** is incorrect because the horse is not described as surprising.
- **D** is incorrect because the horse is not described as heavy or slow.

**Part B**

**The correct choices are B and F.** The sentence claims that he threw his legs out gracefully as he cantered up the street, which makes him elegant. Standing dreamily in place makes him seem calm and patient.

- **A** is incorrect because the sentence does not describe the horse's movements or calm behavior.
- **C** and **D** are not the *best* evidence to use as support. They merely describe the horse's reactions to minor annoyances as he waits.
- **E** is incorrect because it does not describe Mr. Brooney's horse specifically. Instead, it states Mama's warning to Jane about horses in general.

**DOK 2 RL.4.1**

**1. Part A**

Which phrase **best** describes Mr. Brooney's horse?

- Ⓐ small but dangerous
- Ⓑ useful but surprising
- Ⓒ elegant and calm
- Ⓓ heavy and slow

**Part B**

Which sentences from the text **best** support your answer in Part A? Choose **two** answers.

- Ⓐ "[Jane Moffat] watched Mr. Brooney, the grocery man, drive up with his horse and wagon."
- Ⓑ "The Moffats called Mr. Brooney's horse the dancey horse, because of the graceful way he threw his legs about when he cantered up the street."
- Ⓒ "Or now and then he wriggled an ear when Sylvie, who was practicing her graduation music, hit a high note."
- Ⓓ "Occasionally he flicked his long tail to rid himself of a pesky fly."
- Ⓔ "They might kick or start walking or something."
- Ⓕ "For the most part, however, he stood there dreamily, looking neither to left nor to right."

## 2. Part A

What can readers infer about Jane based on her thoughts?

- A She is fond of Mr. Brooney's horse.
- B She wants to run away.
- C She is very imaginative.
- D She wishes she lived in another time.

## Part B

Which **three** details from the story **best** support the answer to Part A?

- A "He had wings and could carry her away."
- B "He crossed the street and disappeared in Mrs. Frost's back yard."
- C "... his eyes, which followed her around like those of the velvet-clad lady in the picture. . . ."
- D "He was the wooden horse of Troy and many men could step out of him."
- E "So she jumped down and marched over to the horse."
- F "Thank heavens, it's spring again and that long hard winter is over."

3. Which details are clues that the story takes place in the past? Choose **three** answers.

- A a house with green shutters
- B a hitching post on the main street
- C an older sister who is practicing her singing
- D a grocery man driving a horse and wagon
- E a sitting room and front parlor
- F a lady dusting her furniture

193

## Teacher Notes

## 2 Part A

**The correct choice is C.** Story details tell Jane's fanciful and figurative thoughts about the horse.

- **A** is incorrect because, while Jane might be fond of the horse, there is no direct evidence of that.
- **B** pertains only to one of Jane's thoughts ("He had wings and could carry her away"), not the others.
- **D** pertains only to one of Jane's thoughts ("He was the wooden horse of Troy").

## Part B

**The correct choices are A, C, and D.** They describe Jane's imaginative thoughts about the horse.

- **B** is incorrect because it describes what Mr. Brooney did.
- **E** is incorrect; it describes Jane's actions, not her thoughts.
- **F** is incorrect because it describes what Jane's mother is thinking, not Jane.

**DOK 2 RL.4.1, RL.4.3**

3 The correct choices are B, D, and E. **B** and **D** are rarely seen in most neighborhoods today, and **E** names terms rarely used to refer to rooms in most modern American homes.

- **A** is incorrect because modern homes may have green shutters.
- **C** is incorrect because even today, siblings practice their singing.
- **F** is incorrect because people still dust furniture..

**DOK 2 RL.4.3**



**4 Part A**

**The correct choice is D.** From details in the text, such as Mama “was speechless,” “dropped the duster,” and crying out to Jane, “Whatever on earth! You mustn’t do such things,” the best summary of Mama’s response is that she is upset with Jane for walking under the horse.

- **A** is incorrect. Mama is dusting the front parlor, but she sees what Jane was doing—walking underneath the horse.
- **B** is incorrect because Mama is in the front parlor, not the kitchen.
- **C** is incorrect because nothing suggests that Mama is proud of Jane or wants to encourage her behavior. On the contrary, the story shows that Mama wants to discourage any such future behavior on Jane’s part.

**Part B**

**The correct choice is B.** This sentence describes Mama’s reaction to seeing Jane walk under the horse.

- **A** describes what Mama was doing before she saw Jane’s actions.
- **C** and **D** do not describe Mama’s response to Jane’s actions.

**DOK 2 RL.4.3**

**4. Part A**

Which sentence is the **best** description of Mama’s response to Jane’s actions?

- Ⓐ Mama is too busy dusting the front parlor to notice what Jane is doing.
- Ⓑ Mama does not see Jane because she is in the kitchen with Sylvie.
- Ⓒ Mama is proud of Jane for taking a risk and being so brave.
- Ⓓ Mama is shocked and upset with Jane for not being more careful.

**Part B**

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

- Ⓐ “At that moment when Jane was walking under the horse, Mama came to the window of the front parlor and shook her duster out vigorously.”
- Ⓑ “Mama was speechless with amazement and dropped the duster out of the window at the sight.”
- Ⓒ “Joe and Rufus saw her from the other side of the yard and became all tangled up in their stilts in consequence.”
- Ⓓ “Sylvie, who was practicing her singing way back in the kitchen, was the only one who did not see her.”



**7 The correct choices are B and F.** **B** describes Jane’s feelings of success in carrying through what she was determined to do. **F** explains that she actually carried through on her idea to walk under the horse.

- **A** is incorrect and is not supported by story details.
- **C, D,** and **E** do not explain why Jane feels satisfied.

**DOK 2 RL.4.3**

**8 Part A**

**The correct choice is D.** *Immobile* means “motionless.”

- **A, B,** and **C** do not give the correct meaning of the word *immobile*.

**Part B**

**The correct choice is A.** This sentence supports the idea that the horse is not moving.

- **B** describes the horse as “dancey,” which is the opposite of *immobile*.
- **C** and **D** describe Jane, not the horse.

**DOK 2 L.4.4a**

7. Which **two** statements explain why Jane has a “feeling of satisfaction and elation” in the story?
- Ⓐ She manages to avoid having to help her mother with the spring cleaning and dusting.
  - Ⓑ She is happy that she has succeeded in doing what she set out to do.
  - Ⓒ She has time to sit on the hitching post and watch Mr. Brooney delivery groceries.
  - Ⓓ She surprises her brothers and makes them get tangled up in their stilts.
  - Ⓔ She makes the horse stomp his foot and follow her movements with his eyes.
  - Ⓕ She turns her idea about the horse into reality by walking underneath him.

8. **Part A**

What does **immobile** mean in paragraph 7?

- Ⓐ unpleasant
- Ⓑ graceful
- Ⓒ helpless
- Ⓓ motionless

**Part B**

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

- Ⓐ “The horse stood there with the greatest patience.”
- Ⓑ “The Moffats called Mr. Brooney’s horse the dancey horse, . . .”
- Ⓒ “So she jumped down . . .”
- Ⓓ “. . . marched over to the horse.”

9. Which **two** details from the story show that Jane is a very determined girl who sometimes makes reckless decisions?
- Ⓐ “The Moffats called Mr. Brooney’s horse the dancey horse, because of the graceful way he threw his legs about . . . .”
  - Ⓑ “He was the wooden horse of Troy and many men could step out of him.”
  - “. . . Jane repeated to herself, ‘The horse is a bridge for me to walk under, and I’m goin’ to walk under it.’”
  - Ⓓ “No more fussing with stoves and wondering where the next coal was coming from . . . .”
  - Ⓔ “So she jumped down and marched over to the horse.”
  - “It was just something she felt she had to do at that moment, just that once.”

- 9 **The correct choices are C and F.** Both story details support the inference that once Jane makes a decision, she is willing to make it happen, even though it may be risky.
- **A** and **B** are incorrect; they describe Jane’s thoughts about Mr. Brooney’s horse.
  - **D** explains some thoughts that Jane’s mother has as she dusts.
  - **E** is a detail about Jane’s actions, not her character traits.

**DOK 2 RL.4.3**



