

# ELA Literature Enduring Skills - Grade 5

**Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

***Note- How to read the assessment item descriptor:***

**ES 1, Demonstrator 1, RL 5.1**

***Example:***

***ES (enduring skill) 1,***

***Demonstrator (Statements that describe success with each standard) 1,***

***RL. 4.1(Reading Literature. Grade 5. Grade specific standard 1)***

***RI. 4.1(Reading Informational. Grade 5. Grade specific standard 1)***

***RF.4.1(Reading Foundational. Grade 5. Grade specific standard 1)***

## **Demonstrators**

1. Identify details and examples in text
2. Use the author's name or expressions like, the author states, or in the author's opinion when quoting from the texts
3. Cite specific examples and details to support inferences (because, for instance, for example, the author stated, according to the text, from the reading I know that)

## **Assessment Items**

### **French Fries and Sweet Buns**

By ReadWorks

(1) When the boss was in his office doing paperwork, Leoni liked to trade places with her coworkers. Normally, she worked the register. That was her job. Trading places wasn't exactly allowed, but she figured it would be all right. Everyone still got their food. No one complained.

When he hired her, Leoni's boss said: "Here's the locker room, where you change into your uniform. Here's the bathroom. Here's the employee's entrance. And here's the register. This is your spot. Don't leave this spot. That's why I hired you, to stay at the register and talk to the customers. And be nice to the customers! Don't talk back. Don't ask them strange questions. Just smile so they'll want to come back."

(2) Leoni said: "Okay, I understand." And then as soon as her boss had left and turned the corner, she had begun to giggle. Six months ago, when she moved to Hong Kong, Leoni wasn't sure she'd like it. And then when she got a summer job at McDonald's, on a tiny little island, she was sure she'd hate it.

(3) But things turned out differently. Riding the ferry to Cheung Chau was fun. A constant breeze that smelled like salt whipped across the deck, blowing back her hair like she was in a music video. The water was the same blue as the sky, and at night it was streaked with the yellows of the shoreline's restaurants and hotels. The harbor was packed with small boats that crowded close together, the sky was always full with swirling birds, and the green and brown mountains rose steeply from the bay.

(4) Leoni once spent all day climbing one. She'd sat and had a picnic on a rock ledge, all by herself, watching the lazy motion of the boats that looked as small as toys.

But now Leoni was looking down into a bubbling vat of oil. The oil was the yellow of corn on the cob. She stared down into the fry machine. You dipped the basket down into the oil, French Fries and Sweet Buns and a few minutes later, you pulled it back up. Voilà. French fries.

(5) Leoni stared into the vat, watching it bubble. She felt sleepy. This fry machine, she thought to herself, is hypnotizing me. Soon I'll be in a trance. The yellow was the same yellow as egg yolk. The yellow was like liquid dandelion.

(6) It was the first day of the Cheung Chau Bun Festival, and that meant that for the next three days, french fries were more important than ever. The whole island, for three days, would go vegetarian. Even McDonald's went vegetarian: the only burger you could get was a mushroom burger.

(7) Leoni stared into the frothy oil as she imagined what her first festival would be like. She had seen pictures and had heard the excited talk of every villager. The excitement was as real as a cheeseburger: you could practically bite into it. Leoni's dad had shown her pictures of the parade. Silk robes of brilliant white and blues, as blue as the water or the sky, or bluer, with fierce mustached dragons. Golden and silver crowns glinting in the morning sun. Masks in reds and yellows. Flutes and trumpets. Children in costumes suspended in the air, sitting on the tips of swords and paper fans.

(8) The whole parade would stomp through the village streets, dancing, twirling. The men, women, and children in the parade lost their everyday selves. They became Tin Hau, Goddess of the Seas; and Kuan Yin, the Goddess of Mercy; Hung Hsing, the terrifying God of the South; and Sand Pak Tai, the God of Water and the Spirit of the North.

Crowded close as the boats in the harbor, they would cry out and sing, and the birds in the sky would likely sing back. Such noise! And of course, since it was, after all, a bun festival, such delicious smells! And other smells too, probably, like... like... what was that smell? Leoni snapped out of her trance. She had burnt the fries.

1. What was the main reason Leoni was hired at McDonald's?
  - A. To stay at the register and great customers
  - B. To cook French fries
  - C. To keep the restaurant clean
  - D. None of the above

Correct answer: A

## 2. ES 1, Demonstrator 2, Standard RL.5.1

2. Identify which statement is the correct way to quote from a text.
  - A. " She felt sleepy."
  - B. The author states that Leoni moved to Hong Kong six months ago, but Leoni wasn't sure if she would like the place.
  - C. According the Leoni, she liked to trade places with the other workers at McDonald's.
  - D. None of the above

Correct answer: B

## 3. ES 1, Demonstrator 3, Standard RL.5.1

3. Identify which example or detail supports the inference that Leoni was enjoying her time in Cheung Chau.
  - A. Leoni enjoyed her time in the city because she didn't get in trouble for burning the fries.
  - B. According to the text Leoni was having a good time in Cheung Chau because she was able to enjoy a ferry ride and a mountain climb.
  - C. Leoni was fired from her job because she burned the French fries.
  - D. None of the above

Correct answer: B

## ELA Literature Enduring Skills - Grade 5

**Enduring Skill 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic; summarize the text.**

**RL.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

## Demonstrators

1. Identify universal themes in stories, dramas, or poems
2. Identify the topics and details in the writing that support the theme.
3. Understand that characters respond to challenges in different ways, such as internally or externally
4. Summarize the text

## Assessment Items

# Twins' Luck

[www.Readword.org](http://www.Readword.org)

Mateo's apartment was on the second floor of the building, over the bakery. The house always smelled of sugar and vanilla, even though his mother cooked spicy foods at home, like **asopao** and **mofongo**.

Mateo was ten and had a twin brother named Marcos. They did not look much alike. Marcos was short, with wide hands and thin hair, like an old man. He couldn't speak and could walk only by dragging his left foot behind him. He never got far. When they went out, he used a wheelchair .

Some days, while he was getting ready for school and while his father and mother were getting Marcos ready for the day, Mateo wondered what it would be like to be Marcos. They would bathe him and dress him. They would put him in a soft chair in front of the television. Then his father would leave for work and his mother would feed him a soft-boiled egg or a bowl of corn mush. She would put a bell at his side in case he needed anything. All his needs would be taken care of by someone else.

Mateo wondered how the two of them, who started out together, had wound up so different. Was it luck? Why wasn't life fair? When he was younger, he thought that Marcos was the lucky one, getting so much attention when *he* had to do things for himself. Mateo's parents never seemed to have time for him. Mateo never got to stay home and watch cartoons all day. Then one day, it hit him. The idea surprised him because he couldn't see how he hadn't realized it before. Marcos wasn't as lucky as Mateo thought.

### 1. ES 2, Demonstrator 1, Standard RL.5.2

1. What is the main theme of this passage?
  - A. You shouldn't take advantage of people's weaknesses

- B. Someone's life may not always be what it seems.
- C. Twins have a very strong bond they share for life.
- D. People should not be defined by their disabilities.

Correct answer: B

## **2. ES 2, Demonstrator 2, Standard RL.5.2**

2. Based on the text, what can be concluded about Marco's condition?

- A. He is recovering from an illness.
- B. He is able to move around freely.
- C. He has suffered an injury caused by an accident.
- D. He has a disability.

Correct answer: D

## **3. ES 2, Demonstrator 3, Standard RL.5.2**

3. When Mateo was younger, he thought that his brother Marcos was the lucky one because he received so much attention. What important realization does Mateo come to one day?

- A. Mateo is not as lucky as Marcos.
- B. Marcos and Mateo are very similar, despite their differences.
- C. Marcos is luckier than Mateo thought.
- D. Marcos isn't as lucky as Mateo thought.

Correct answer: D

## **4. ES 2, Demonstrator 4, Standard RL.5.2**

Answers may vary for the summary of the passage.

# **ELA Literature Enduring Skills - Grade 5**

**Enduring Skill 3: Analyze how and why individual, events, and ideas develop and interact over the course of a text.**

# **RL5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

## **Demonstrators**

1. Identify characters, setting, and major events of a story or drama
2. Compare and contrast, using specific details, characters, setting, and events within a text or with a paired text.

## **Assessment Items**

### **Squeak the Skater Goes Surfing**

By Michael Stahl

(1) Legend has it that Lincoln Elementary School once had a student named Steven James Skweekenheimerschtopen. He was a very popular boy and different from everyone else. Even though Skweekenheimerschtopen had a one-of-a-kind last name, it was not actually what made him so well known. By the time he was halfway through Kindergarten, his teacher grew tired of calling out “Skweekenheimerschtopen” each time she took attendance, so she decided to shorten his name to just “Squeak.” The nickname stuck, and everyone went around calling him Squeak. His ability to ride a skateboard like no other is what made him famous at school and in his town. However, it was not until he accepted the challenge of surfing that he would become a hero.

(2) When Squeak entered the fifth grade, he was already a wiz at riding a skateboard. Every day he would be outside pushing himself to do better, crazier tricks. One of the best places in town to do so was in the playground of his very own school, so he spent a lot of his time there. This gave all his classmates a chance to watch him get better at skateboarding, day after day. While on his board, he'd hop up onto any railing he could find, and fly off any surface, too. Squeak quickly learned how to do 360-degree turns in the air, and how to flip his legs up to the sky while keeping the board against his feet with one arm and holding his whole body upside down with his other arm. The crowd of classmates would cheer him on, especially when he performed a new stunt for the very first time. The school's principal did not mind that Squeak

got so much attention from participating in a sport that was a little bit dangerous. Squeak always wore his protective gear: a helmet, knee pads, and elbow guards. He also kept his grades up, proving he was really a great role model for the other students.

(3) After one particular weekend when Squeak took home five gold medals in a skateboarding competition, he thought to himself that he might want to give something new a try. Squeak was basically bored. He loved skateboarding and would never stop. He was completely certain about that. However, anytime Squeak would compete against other skilled skateboarders, he would win—hands down. He needed something new to push him. After seeing a video on the Internet of some amazing surfers, he knew what challenge he wanted to take on next.

(4) “Surfing is perfect for me,” he told his parents at Sunday dinner, while trying to get them to pay for lessons. “Besides,” he added with a heap of confidence, “it’s just like skateboarding!”

(5) Squeak’s parents agreed to pay for some surfing lessons for their son. They hired a man named Troy Mason to teach him. Troy had been in international competitions when he was young and was rather famous in the surfing world. He was a little bit older now and could not compete against the youngsters who were taking over the sport. So, he decided he should teach those young kids how to surf the right way.

(6) Squeak knew in his mind that he would find surfing success. He had dreamt of going out in the ocean on his very first day and doing flips and spins as if he were on his skateboard and the waves were just like the rails in his schoolyard. Squeak would soon find out, though, that surfing may look similar to skateboarding, but it is quite different.

(7) After forty-five minutes of his first lesson with Troy, Squeak had failed to balance himself on his new surfboard for more than a second or two. Of course, the board was slippery, which caused problems for Squeak. On top of that, unlike the pavement underneath his skateboard that never moved, the water never stopped moving, causing him to fall time and time again.

(8) “You’ll get it, kid,” Troy said to him, trying to encourage Squeak after seeing the frustration on Squeak’s face. “Don’t you worry about a thing. You just need to keep coming out here into the water with me to practice, same as what you did with your skateboard.”

(9) Squeak thanked Troy for that and indeed showed up for each of his lessons, ready to try and learn surfing over the course of the next few weeks. It was just the challenge he needed.

Squeak realized that he certainly wasn't bored with surfing!

(10) Throughout his fourth lesson with Troy, Squeak was finally making some progress. He could stand on the board and direct it a little bit left and a little bit right.

(11) "Keep up the good work!" said Troy. "Let's head back to the beach and get some milkshakes."

(12) Troy turned around and swam in the direction of the beach. Squeak wanted to keep on surfing and try staying on his board a little longer.

(13) Suddenly, Squeak heard someone yelling from way over his left-hand side in the water. "Help! Help!" the man said. Squeak saw that the man was drowning, but no one else had seen or heard him. The lifeguard must've just switched spots, and Troy was headed in the opposite direction.

(14) Squeak concentrated as hard as he could and hopped on his board, taking a wave right over to the man who called for help. It was the longest time Squeak had spent balanced on his surfboard yet! Squeak got over to him in a jiffy and put his arm under the other man's. They used his board to float on in to the beach where a crowd gathered. Finally, the lifeguard saw what was happening and jumped in to help, too.

(15) By the time Squeak and the man he'd helped got back to the beach, Troy was waiting along with a crowd of people.

(16) "Troy!" Squeak squealed. "Did you see me? I surfed! I really surfed!"

(17) "I saw you surf," said Troy. "But the more important thing is you saved that drowning man. You're a hero!"

(18) From then on, Squeak was known more for his surfing than his skateboarding.

### **1. ES 3, Demonstrator 1, Standard RL.5.3**

1. Although surfing may look similar to skateboarding, it is actually quite different. What evidence from the story supports this statement?
  - A. Although Squeak is good at skateboarding, surfing is a challenge for him.
  - B. At dinner Squeak tells his parents that surfing is just like skateboarding.
  - C. Squeak takes surfing lessons from Troy Mason, who used to be a famous surfer.
  - D. Squeak spends a lot of time practicing skateboarding in his school playground.

Correct Answer: A

## 2. ES 3, Demonstrator 1, Standard RL.5.3

2. Identify the climax of the action in the story.

- A. Squeak starts surfing lessons with Troy.
- B. Squeak saves a man from drowning.
- C. Squeak practices skateboarding in his school playground.
- D. Squeak gets his nickname.

Correct Answer: B

## 3. ES 3, Demonstrator 2, Standard RL.5.3

3. Compare and contrast the details of how Squeak started with sports at the beginning of the story to the end.

Correct Answer: Answers may vary

## 4. ES 3, Demonstrator 1, Standard RL.5.3

4. Describe the events that lead to Squeak's surfing ability by the end of the story (Extended Written Response).

(Sample 4) ES 3, DS 1---Answers may vary as long as they are supported by the story. Students may cite Troy's comment that practice is what will make Squeak better at surfing and conclude that after four lessons Squeak had enough practice to be able to surf. Students may also note that "Squeak concentrated as hard as he could" when hopping onto his board at the end of the story and conclude that his extreme concentration is what enabled him to surf.

# ELA Literature Enduring Skills - Grade 5

**Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

# **RL5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

## **Demonstrators**

1. Use context clues to help determine the meaning of unknown words or phrases in text
2. Understand that words and phrases have literal and figurative meanings
3. Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase

## **Assessment Items**

### **The Surfer Girl**

(1) When she was little, Lucy never dreamed she would become a professional surfer. She was too obsessed with horseback riding to think of much else. All her toys were horse-related. Her

walls were covered with horse posters. When she got home from school, the first thing she did was run to the stable, where her parents kept Barnie, her stallion.

(2) Over time, though, the work of keeping a horse started to wear her down. Cleaning the stable, brushing Barnie every day, shoveling hay—it was a lot of work. The summers were especially hard. Temperatures in Mt. Pleasant, South Carolina could reach upwards of 100 degrees.

(3) “Who should be expected to wear jodhpurs and a riding helmet on a 100-degree day?” she asked her mother one time.

(4) “Not me,” her mother replied. “I’m thankful I get to wear a skirt and a tank-top!”

(5) Lucy’s mind was made up one day in August. She was trotting with Barnie around an obstacle course, preparing to perform some jumps. All of a sudden, a hedgehog came bounding across the ground. Spooked by the animal, Barnie rose onto his hind legs and sent Lucy tumbling into the dirt.

(6) “That’s it!” Lucy thought as she dusted herself off. “I am officially done with horseback riding.”

(7) She resolved to spend the rest of the summer at the beach. She would later recall this as the moment that set her future in motion.

(8) For years, Lucy had been so consumed with horses that she hadn’t noticed how popular

surfing was among her friends. Surfing, she realized, was the thing to do. By age 10, half the boys she knew had their own surfboards. Many of the girls had picked it up, too.

That Christmas, she asked her parents for her own board.

(9) But she quickly realized that surfing is not easy. Watching her friends and their surf videos, it looked pretty straightforward. A wave comes, and you paddle into it. Then you stand up and ride the wave in. Anyway, South Carolina was not Hawaii. The waves rarely got bigger than 3 or 4 feet in height.

(10) Once you got into the water, things were not so simple. Waves moved a lot faster than she thought. Often, the entire wave broke at the same time. This prevented you from actually riding it. Instead, she discovered, it crashed right on top of you, sending you and your board flying.

(11) She was discouraged at first. She would never be as good as the pro surfers whose videos she watched at her friends' houses. By now, her friends had a few years of experience on her. As Lucy got tossed around in the surf, they were up and riding waves. They gave each other high fives on the beach. She tried not to get angry at the sight of it.

(12) Still, Lucy was athletic—and determined. If I can learn how to balance atop a sprinting horse, she thought, I can learn how to ride a piece of fiberglass on a wave!

(13) And so she kept at it. Since her house was just a 10-minute walk from the beach, she started surfing before school. As soon as the bell rang at 2 p.m., Lucy jumped on her bike and pedaled back out to the water, her surfboard tucked under her arm.

(14) She improved rapidly. Her friends took notice. Two years after she got her first board, Lucy was already performing moves they had never tried. When hurricanes off the coast increased the size of the waves, her girlfriends tended to stay on the beach. They watched the older boys surf instead.

(15) Not Lucy.

(16) “Why are you guys just sitting here?” she’d ask them before rushing into the water. “Look at the size of those waves!”

(17) Before long, Lucy was winning local surf contests. The Eastern Surfing Association hosted competitions up and down the coast. In recent years, they had paid more attention to girls.

After all, surfing was popular. And there were few things cooler than a talented surfer girl. Big-name surf companies were always on the hunt for new talent to feature in their videos and advertisements. When a team manager saw Lucy at a contest in Jacksonville Beach, Florida, she signed her up on the spot.

(18) Other companies followed. By 14, Lucy was sponsored by several surf brands. She got so much free clothing that she gave most of it away to friends. They were grateful. Many of them had gazed longingly at the same shorts, bathing suits and sandals at the mall, where the items cost as much as \$70 apiece. And now they were getting them for free!

(19) One of the perks of being a sponsored surfer, Lucy discovered, is that companies pay you to travel to beaches around the world. In return, they ask that you allow photographers to shoot pictures of you. True, they usually required you to wear a bikini, too. But what else were you going to wear on the southern coast of France, or the white-sand beaches of the Maldives Islands?

(20) The constant travel posed a problem, however. Lucy had to withdraw from school. She couldn't show up to class five days a week and still travel to Tahiti on a moment's notice. So, her parents hired a tutor. To keep up with her assignments, she got used to studying calculus and chemistry textbooks on international flights. She'd surf all morning, take a study break for lunch, surf again, and then hit the books after dinner. Despite not being in the classroom, she managed to get good grades. She even got a few A's here and there.

(21) But the stress of life on the road took a toll on her.

(22) "I know I shouldn't be complaining," she emailed her friend Denise one night from a hotel in Indonesia. "I get sent to the most beautiful places on the planet every month. And I get to do what I love: surfing every day, all day! But once you've seen 10 white-sand beaches with crystal clear water and perfect waves, they all start to blend together. I never used to understand why people who grew up on tropical islands in the Caribbean wanted to move to cities like Los Angeles or New York. They're living in tropical paradise! Why would they want to live amidst the dirt and grime of the city? But now I sort of know what they mean."

(23) Traveling around the globe, Lucy started to miss her friends. While she was away in Bali or Australia, her girlfriends began to date boys. They joined the field hockey, basketball and

lacrosse teams. They started to learn to drive and went shopping for jeans at the mall. Lucy still sent them her extra boxes of clothing, of course. But as they got older, they weren't as interested in wearing surf-related items all the time.

(24) By the time she turned 16, Lucy's surf career was soaring. She placed in the top 10 in the junior division of the Association of Surfing Professionals, the highest achievement for female surfers under 21. In a few more years, she would be allowed to qualify for the professional tour. The "Pro Tour," as it was called, was as far as you could go as a surfer. Only 17 girls around the world were able to compete at such a high level. Lucy still wanted to be among them.

(25) Her heroine was a girl named Carlita Meroni. A beautiful Floridian surfer with blonde hair and amazing surf style, Carlita had qualified for the Pro Tour at age 19. She was now 23, and had appeared on the covers of magazines like *Surfer* and *Transworld Surf*. When Lucy realized that she and Carlita would be surfing at the same contest in Puerto Rico that summer, she decided to say hello.

(26) The waves on contest day were intimidating, to say the least. A sharp reef lay just six feet underwater. If you fell, you were likely to get scraped up. Lucy competed in her junior heats. But she surfed scared. She wound up placing sixth overall. When the Pro sessions began, she made her way to the water's edge to watch Carlita.

(27) She had never seen a girl so fearless in the water. During the men's events, some of the guys paddled back in, claiming the waves were too rough.

(28) "I'd rather not lose an arm on that reef," one of them said, as he walked up the beach with his board.

(29) But Carlita stayed out. She caught huge wave after huge wave. And she did it with style, snapping her board against the lip of the wave. The spectators on the beach gasped in amazement.

(30) That night, the contest organizers held a bonfire on the beach for all the surfers. Carlita, as usual, was swarmed by admirers.

(31) "How were you not terrified in that surf?" one of them asked her. "I didn't even want to paddle out."

(32) Carlita laughed. She seemed flattered by the attention.

(33) As the night wore on, though, she distanced herself from the group. Lucy, who had been eyeing at her all night, watched as Carlita made her way to the edge of the water. Seeing her opportunity, she pounced.

(34) “Carlita?” Lucy said, as she approached.

(35) “Oh, hey,” Carlita said, a bit startled. “How’s it going? You’re Lucy, right?”

(36) Lucy blushed. Carlita knew who she was!

(37) “Yeah, that’s me all right,” she said, and quickly changed the subject. “You were really amazing out there today. I mean, I’m sure everyone’s been telling you that. But you’re just, like, my favorite surfer of all time. I felt I should tell you that.”

(38) Carlita smiled and looked out at the waves. “Thanks,” she said, and stood there silently for a while. Then she said, “How old are you, by the way?”

(39) “Sixteen,” Lucy said.

(40) “Wow,” Carlita said. “I remember being 16. That was the year I quit school to surf full-time. Which seemed like a good idea at the time.”

(41) “What do you mean?” Lucy said, growing nervous.

(42) “Well, it’s a big deal to leave your hometown, your friends and your family at such a young age. I’ve had a blast as a professional surfer. I’ve traveled all over the world and met so many amazing people. But sometimes, I think I would have been happier as a regular girl, hanging out with my friends back in Florida.”

(43) Lucy sympathized completely. She felt as if she were talking to her older self.

(44) “I know exactly what you mean,” she said. “We live the most amazing life. I feel guilty for complaining. But I’m not really sure who I am anymore. I wish I could spend more time back home.”

(45) Thinking about her friends and family back home in South Carolina, Lucy suddenly began to cry.

(46) “Oh, sweetie,” Carlita said, pulling Lucy in for a hug. “I’m sorry if I upset you. I’m just in a strange mood today. Those huge waves out there today must have got me thinking.”

(47) “Yeah, they were pretty huge,” Lucy said, sniffing.

(48) “You know, the one consolation is that we’re all in this together,” Carlita said. “The other girls

on tour are like my family now. We're competitive, but we also support each other through everything. They're always there for me, and I'm always there for them."

(49) "I guess I have to start making more friends in the surf world," Lucy said.

(50) "Well, you've got one right here," she said.

(51) "Really?" Lucy said, brightening. "You'll be my friend?"

(52) "Of course!" Carlita said. "Let's get back to the barbecue. I know some girls I think you should meet."

### 1. ES 4, Demonstrator 1, Standard RL.5.4

1. Lucy wants to be part of the surfing "Pro Tour." Traveling around the world to surf makes Lucy miss her friends at home. What can be concluded from this information?
  - A. Lucy hates surfing.
  - B. Lucy has mixed feelings about surfing.
  - C. Lucy does not want to become a professional surfer.
  - D. Lucy is excited about meeting Carlita Meroni.

Correct Answer: B

### 2. ES 4, Demonstrator 1, Standard RL.5.4

2. Based on the passage below, what does the word progress mean?

In addition to celebrating progress toward peace, the Nobel committee gives awards for achievements in other areas, such as literature, physics, and chemistry.

- A. To develop in a good way or grow
- B. To advance in time
- C. To add to a lesson

Correct Answer: C

### 3. ES 4, Demonstrator 2, Standard RL.5.4

3. Read the following sentence: "She resolved to spend the rest of the summer at the beach. She would later recall this as the moment that set her future in motion."

What does the phrase “set her future in motion” mean?

- A. Made her decide on a job that involved driving
- B. Had a big impact on her life afterward
- C. Caused her to act like a grown up
- D. Made her wonder where she would live

Correct Answer: B

#### **4. ES 4, Demonstrator 2, Standard RL.5.4**

4. In the passage, Lucy uses the phrase “ride a piece of fiberglass on a wave!” Describe the meaning of this phrase. Use textual evidence to support your answer.

Correct Answer: Answers may vary. Quote found in paragraph 13.

#### **5. ES 4, Demonstrator 3, Standard RL.5.4**

5. Using the definition below, identify the evidence in the text that supports the meaning provided.

Confidence: a sense of trust or faith in a person or thing.

Correct Answer: Found in paragraph 4.

## **ELA Literature Enduring Skills - Grade 5**

**Enduring Skill 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**RL5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.**

### **Demonstrators**

1. Understand that stories, poems, and dramas have different organizational elements

2. Follow the message of the story, poem, or drama across chapters, stanzas, or scenes
3. Understand that dramas have scenes, cast of characters, setting, and narrator
4. Understand that stories have beginnings, conflicts/problems, and conclusions
5. Know that often poems have stanzas or verses that provide details for the reader

## Assessment Items

### Music to my Gears

The music of my dreams is screams.

I also like the nervous giggles

And the nervous wiggles

(5) As riders climb into my cars and wait.

I like to tease my riders

By squeaking my wheels

As the chain pulls me to the top

(10) Before the drop.

I do enjoy the hush

When we stop---for just a moment

At the top before I dive.

But best of all,

I love the screams

(15) as I plunge

And lunge down, toward the ground.

The music of my nightmares

Is the dull, empty sound at dark

(20) when the amusement park

Is closed.

## 1. ES 5, Demonstrator 1, Standard RL.5.5

1. How does the author structure and organize the poem?
  - a. Paragraphs

- b. Stanzas
- c. Acts
- d. Scenes

Correct Answer: B

## **2. ES 5, Demonstrator 2&5, Standard RL.5.5**

- 2. In line 10, the narrator says “I do enjoy the hush...” What is the narrator referring to in this line?

Correct Answer: The narrator is talking about stopping at the top of a hill before the roller coaster moves down.

## **3. ES 1 Demonstrator 2, Standard RL.5.5**

- 3. How does the narrator describe his enjoyment within the stanzas of the poem?

Correct Answer: Refer to the poem for details.

# **ELA Literature Enduring Skills - Grade 5**

**Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.**

**RL5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.**

## **Demonstrators**

- 1. Identify the person who is telling the story
- 2. Know that the way a person tells a story is influenced by their role and the outcomes of the story
- 3. Understand how the narrator’s point of view influences the description of events

## **Assessment Items**

### **1. ES 6, Demonstrator 1, Standard RL.5.6**

1. I was shaking like a leaf. My palms were sweating. My heart was pounding so loudly I was sure everyone around me could hear it. I hated presentations.

This passage is written using which point of view?

- A. First person
- B. Second person
- C. Third person

Correct Answer: A

## 2. ES 6, Demonstrator 3, Standard RL.5.6

2. How is the point of view influenced by the narrator?

Correct Answer: The narrator determines who is speaking in the poem.

### Music to my Gears

The music of my dreams is screams.

I also like the nervous giggles

And the nervous wiggles

- (5) As riders climb into my cars and wait.

I like to tease my riders

By squeaking my wheels

As the chain pulls me to the top

Before the drop.

- (10) I do enjoy the hush

When we stop---for just a moment

At the top before I dive.

But best of all,

I love the screams

(15) as I plunge

And lunge down, toward the ground.

The music of my nightmares

Is the dull, empty sound at dark

(20) when the amusement park

Is closed.

**3. ES 6, Demonstrator 1, Standard RL.5.6**

3. Who is the speaker of this poem?

Correct Answer: the roller coaster

**4. ES 6, Demonstrator 2, Standard RL.5.6**

4. How does the speaker affect the way things are described?

Correct Answer: The speaker is the roller coaster so he tells what he sees from his point of view.

**5. ES 6, Demonstrator 3, Standard RL.5.6**

5. How might the events be described differently by a different point of view?

Correct Answer: Answers may vary.

## **ELA Literature Enduring Skills - Grade 5**

# **Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

## **RL5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**

### **Demonstrators**

1. Know that when creating a multimedia presentation some of the elements to consider are: text, animation, photos, video, sound
2. Identify how visual and multimedia elements help increase the understanding of text
3. Explain how images, sounds, and movements contribute to the tone of the text
4. Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text

### **Assessment Items**

**Please us the video listed: Casey at the Bat---youtube.com**

#### **1. ES 7, Demonstrator 2, Standard RL.5.7**

1. How does adding a photo image or video help increase your understanding of the text?  
Answers may vary.

#### **2. ES 7, Demonstrator 4, Standard RL.5.7**

2. How does the video influence your perspective of Casey?  
Answers may vary.

#### **3. ES 7, Demonstrator 3, Standard RL.5.7**

3. Compare the tone of the text to the tone presented in the multimedia presentation.  
Answers may vary.

#### **4. ES 7, Demonstrator 1, Standard RL.5.7**

4. How do the images, sounds, and movements contribute to a video of a story that you have already read?

Answers may vary.

## **ELA Literature Enduring Skills - Grade 5**

### **Enduring Skill 8: (Not Applicable to Literature)**

## **ELA Literature Enduring Skills - Grade 5**

**Enduring Skill 9: Analyze how 2 or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**RL5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

**Demonstrators**

1. Be familiar with fables, folk tales, mysteries, poems, adventure stories
2. Identify the approaches authors take by analyzing 2 or more texts of similar themes

## Assessment Items

### A Kid in a Candy Store

W.M. Akers

1 It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for  
2 weeks, every day on his way home from school, admiring it through the window of the  
3 skate shop on Market Street. It was a longboard—a serious skateboard, not meant for  
4 tricks or speed, but for long rides down hills, on busy roads, or all the way across town.  
5 This was a skateboard that could change Tommy's life forever. No longer would his  
6 parents have to pick him up after school, or at the movies or the mall. The longboard  
7 would be able to take him home.

8 It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the  
9 underside. Each time he pressed his face against the glass of the skate shop, he felt himself  
10 fall into that picture, and his dreams of riding the longboard became mixed up with  
11 dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to  
12 Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.  
13 Or he would have, anyway, if his dad weren't such a cheapskate. There's something  
14 about fathers that makes it impossible for them to understand skateboards.

15 "Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

16 "That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little  
17 toy, and—"

18 "It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he  
19 would never come close to owning his board. He collected himself. "It's a whole new  
20 way of life. When you were my age, what was the thing you wanted more than anything  
21 else? The thing you dreamed about? The thing you promised yourself you would get, no  
22 matter what?"

23 "A Black Shadow."

24 "A what?"

25 "A Vincent Black Shadow—the world's finest motorcycle. A more beautiful piece of  
26 machinery has never been designed."

27 "So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see  
28 why I have to have it."

29 "You know what my dad told me when I asked for a Black Shadow?"

30 "What?"

31 "Nothing. I didn't ask him, because I knew he'd think it was nothing more than an  
32 expensive toy. I went out, got a job, and started saving."

33 "Man," said Tommy. "I was afraid you'd say something like that."

34 "Dads are the worst, aren't they?"

35 Tommy walked up and down Market Street looking for someplace to work. The pizzeria  
36 wasn't hiring. The coffee shop said he was too young. The comic book store said he  
37 didn't have enough experience.

38 "But how can I get experience," Tommy asked, "if nobody will give me a job?!" The  
39 comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

40 The only store with a "HELP WANTED" sign was the one he had been dreading most:

41 Orson's Confectionaries. The candy store.

42 Whoever thinks that all kids love candy stores has never been to Orson's. It had been in  
43 the town since the dawn of time, and hadn't been updated much since. A dark, winding  
44 dungeon of a store, its shelves were filled with jars of weird, sticky gums and sucking  
45 candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed  
46 skeleton of a man whose long grey hair and baggy clothes made him look like an out-ofwork  
47 wizard.

48 Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go  
49 in or out, and he'd never heard anyone talk about buying something there. How could  
50 that store turn a profit? And why would a store with no customers need an extra  
51 employee? Tommy didn't want to find out, but the skateboard demanded he try. He  
52 pushed on the creaky old door, sucked in his breath, and plunged in.

53 "How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

54 "I, uh, uh...I—"

55 "You're looking for sweets?"

56 "No, well, uh—"

57 "Some raspberry rope, perhaps?"

58 "No thank you. Actually, I—"

59 "A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the  
60 finest dark chocolate made in Germany. It has real hazelnuts inside!"

61 "That sounds good, but actually—"

62 "I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf,  
63 and Tommy got the impression that he was either about to scream at him, or sneeze. "I  
64 understand completely now."

65 "Understand what?"

66 "You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a  
67 rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this.  
68 A Sunburst Express—a sour candy of my own design."

69 "Yeah?"

70 "Free of charge."

71 Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it  
72 was sour candy. The grosser the better, he thought. A candy wasn't any good unless it  
73 made you squeeze your face together, shut your eyes, and want to cry. That's how you  
74 knew it was nice and sour.

75 "It's pretty sour?"

76 "It will make your tongue turn inside out."

77 Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing.  
78 But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums  
79 were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was  
80 about to turn itself inside out!

81 "Oh my goodness!" he gasped. "This is the best candy I ever tasted."

82 "Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the  
83 sensation. Now, you're looking for a job?"

84 "How did you know?"

85 "I could just tell. Desperate for a new toy, are you?"

86 "It's not a toy! It's...well, yes. That's right."

87 "The Sunburst was a test. I don't want anyone working here who doesn't love sour  
88 sweets."

89 "I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically  
90 anything."

91 "Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your  
92 new toy very soon indeed."

### 1. ES 7, Demonstrator 1, Standard RL.5.9

1. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?

A He tries to solve this problem by dreaming about a trip to Mars.

B He tries to solve this problem by getting a job.

C He tries to solve this problem by staring through the window of the skate shop.

D He tries to solve this problem by going to the mall.

Correct Answer B

**2. ES 9, Demonstrator 2, Standard RL.5.9**

2. What is a theme of this story?

A friendship

B honesty

C determination

D giving up

Correct Answer C

**3. ES 9, Demonstrator 1, Standard RL.5.9**

3. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

Correct Answer: Students may paraphrase or quote directly from the passage: "I could just tell. Desperate for a new toy, are you?"

A Bad Robot

By ReadWorks

1 Bonnie Graham just had to admit it: EARL was a bad robot. No longer could she overlook his  
2 many faults. He played music that was just embarrassingly bad. He seemed incapable of cool  
3 robot things like dancing the robot or cutting steel with his laser eyes. At night his pistons and  
4 spinning gears made so much noise that Bonnie could hardly sleep, even when she got really  
5 mad and squeezed him into the closet.

6 And then yesterday happened. Bonnie had spent months building her robot. She called it  
7 Electronic Armed Robotic Laserdeath (EARL), a name she chose last year when her mother  
8 seemed totally cool with the whole laser-eyed-robot-living-in-our-house idea. Bonnie later  
9 discovered her mother was joking; the project's first setback.

10 From there, Bonnie did all the engineering herself. She designed EARL's remote stabilization  
11 system, using an air-filled bladder in the machine's belly to keep its torso upright. She machined  
12 the hands from steel bearings coated in vulcanized rubber. Bonnie used lathes at her mom's  
13 tool-and-die company to sculpt EARL's face, with slanting eyes and a mouth full of jagged metal  
14 teeth, which made him look terrifying and awesome.

15 For 10 months, building EARL consumed all Bonnie's free time. Her friends at Garrett Morgan  
16 High School made a website called WheresBonnie.com, where they posted pictures of Bonnie's  
17 face crudely superimposed onto people climbing the Himalaya Mountains, or shopping in Tokyo.  
18 Ok, seriously I don't remember the last time I saw you after school, Nicole Akmal, one of

19 Bonnie's closest friends, wrote in an email. Maybe this "robot" is actually that new boy Chas  
20 Phelps? Call me, nerdbreath.

21 So yesterday Bonnie brought EARL to school. She knew he wasn't quite ready—his software  
22 still had bugs, and sometimes his right leg seized. But she couldn't handle her friends' needling  
23 any longer, or the weird looks from kids she didn't know.

24 And man, EARL made one sweet entrance. Trotting up the stairs beside Bonnie, the robot  
25 reflected sunlight like a mirror. Everyone fell silent as the two of them passed, and no one  
26 heard EARL's loud buzzing motorized arms and legs over the idling buses.

27 The euphoria didn't last long. Once inside, EARL noticed all the metal lockers, the tops of which  
28 have metal slats reminiscent of the robot's face. EARL slipped his rubber hand free of Bonnie's  
29 to inspect the lockers, shoving students aside in the process.

30 "EARL. Cancel Directive!" Bonnie said.

31 EARL heard nothing over the din of shrieking students running away in fear. Finally, the robot  
32 found a bashed-in locker door, probably the work of roughhousing football players. More than  
33 the other lockers, this one's bent metal door resembled EARL.

34 The robot grabbed it in both hands and ripped it off its hinges.

35 Bonnie was struck with horror. He's destroying the school! He's going to get me expelled!

36 "EARL! CANCEL DIRECTIVE!!" she screamed.

37 EARL froze. The robot's head spun toward Bonnie as he clutched the locker door closer to his  
38 anodized steel chest.

39 "Looks like your stupid robot found a friend," said Brian Cotterman, a classmate who always  
40 teased Bonnie about her braces.

41 "Shut up, weasel," Bonnie shot back. But she was shaking. EARL's arms could generate 1,200  
42 pounds of pressure per square-inch, enough to crush bowling balls. But how could its 2.1-  
43 gigahertz

44 microprocessor brain, torn right from her dad's old laptop, possibly malfunction like this?

45 "EARL. Drop," Bonnie said. The robot walked to her side, but it did not drop the locker door.

46 Bonnie sighed. Reprogramming the robot and reducing its arm strength meant weeks of work,  
47 but this was not the time.

48 "We're late for homeroom," said Bonnie, surprised to hear herself say "we." EARL is a tool,  
49 Bonnie's mother kept reminding her, not a friend or a puppy.

50 "Don't anthropomorphize it, honey," Bonnie's mom said one night after she found Bonnie dancing  
51 around her bedroom with the metal contraption. "It's a walking blender. Never forget that."

52 Right, Bonnie thought, standing in the school hallway. Walking blender. With a shaky hand,  
53 she took EARL by the elbow and guided him—it!—into homeroom.

54 "Why hello, Bonnie!" said Mrs. Grube, the homeroom teacher for Bonnie's freshman class.

55 From her open expression, it didn't seem the teacher had heard the commotion down the hall.

56 "I see you've brought your experiment. What is that he's carrying?"

57 A wave of suppressed giggles swept across the classroom.

58 "Um, it's a programming error," Bonnie said. "I can fix it."

59 "Hmm," Mrs. Grube said, pausing for a few uncomfortable seconds, her eyebrows knotted as

60 she figured what to do next.

61 "Well," said the teacher, her mood brightening, "We've all heard a lot about your robot. Why

62 don't you tell us about him?"

63 Bonnie exhaled. "Great!" she said. "EARL. Initiate Demonstration Program 1."

64 The robot turned and faced the class. The students' backs stiffened. Only now did they see the

65 thing's true height. Demonstration Program 1 called for EARL, using his right index finger, to

66 press "Play" on the iPod embedded in his chest. The song "Harder, Better, Faster, Stronger" by

67 Daft Punk would flow from speakers in his hips, and EARL would dance, making karate-chops

68 with his hands as the wheels in his feet executed perfect moonwalks.

69 Unfortunately there was a locker door in EARL's right hand, and he refused to let go.

70 So the robot defaulted to Demonstration Program 2, tapping the iPod with his left index finger.

71 Bonnie watched in horror as her robot waltzed to Celine Dion's "My Heart Will Go On." She

72 had forgotten all about Demonstration Program 2. It was written months ago, back when she

73 doubted EARL could handle pop-and-lock dance moves.

74 Tears filled Bonnie's eyes. She didn't even like Celine Dion anymore!

75 "EARL! Cancel Directive!" Bonnie shouted.

76 The robot heard nothing over the lyrics. "Near, far, where-EVER you are!" The terrible

77 screeching caterwauled through EARL's thigh speakers. "I believe that the heart does go on!"

78 Mrs. Grube's eyes stood as wide open as her mouth. Bonnie's classmates pushed back in their

79 chairs, unsure whether to laugh or run for cover.

80 I cannot stand one more second of this, Bonnie thought. As EARL pivoted left in his waltz, she

81 moved in behind him, reached into the seams in the robot's lower back, and disconnected the

82 red and black clamps holding power lines to EARL's battery pack. As the big machine slumped

83 to the ground, its collapsing torso squeezed air from the inflated bladder, making a noise like a

84 balloon rapidly losing air.

85 The classroom lost it. Weasel Brian Cotterman and his four stupid friends laughed so hard they

86 fell off their seats and rolled across the floor. Bonnie felt like she might explode. Tears pouring,

87 she bolted out of the classroom.

88 That night Bonnie got her first good night's sleep in weeks. She was worn out from all the

89 crying. Plus her dad moved his car from the garage and put EARL in there instead, so finally

90 Bonnie couldn't hear the machine's clicks and whirs. When she finally woke up, she walked out  
91 to the garage and found EARL. He slouched in the far corner, one arm draped over her  
92 mother's drill press, the other wrapped tight around the school locker door.

93 Bonnie smiled. The robot had found some friends, and now it was time for Bonnie to find hers.

94 She took her phone from the pocket of her shorts and called Nikki Akmal.

95 "Hey dorknugget," Bonnie said. "What are you doing later?"

#### **4. ES 9, Demonstrator 1, Standard RL.5.9**

1. EARL's software still had bugs and needed to be reprogrammed even though Bonnie worked very hard on building EARL. What evidence from the text supports this conclusion?

A EARL tore off a locker door and did not listen to Bonnie's instructions.

B Bonnie had to work on the robot for a long time.

C Bonnie's friends were frustrated that they had not hung out with her in so long.

D EARL had slanting eyes and a mouthful of jagged teeth.

Correct Answer A

#### **5. ES 9 Demonstrator 2, Standard RL.5.9**

2. What is the theme of this story?

A Robots are unreliable instruments that humans should not waste time building.

B To succeed at something you must ignore your friends and other parts of your personal life.

C Even when you work very hard, things don't always work out as you hoped.

D If you work hard at something, nothing will go wrong.

Correct Answer C

## **ELA Literature Enduring Skills - Grade 5**

# **Enduring Skill 10: Read and comprehend complex literary and informational texts independently and proficiently.**

## **RL5.10: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.**

### **Demonstrators**

1. Select books at the appropriate grade level
2. Have the opportunity to read and listen to books from a variety of genres
3. Use a recording sheet to track the titles and genres of books and stories read

### **Assessment Items**

A Bad Robot

By ReadWorks

1 Bonnie Graham just had to admit it: EARL was a bad robot. No longer could she overlook his  
2 many faults. He played music that was just embarrassingly bad. He seemed incapable of cool  
3 robot things like dancing the robot or cutting steel with his laser eyes. At night his pistons and  
4 spinning gears made so much noise that Bonnie could hardly sleep, even when she got really  
5 mad and squeezed him into the closet.

6 And then yesterday happened. Bonnie had spent months building her robot. She called it  
7 Electronic Armed Robotic Laserdeath (EARL), a name she chose last year when her mother  
8 seemed totally cool with the whole laser-eyed-robot-living-in-our-house idea. Bonnie later  
9 discovered her mother was joking; the project's first setback.

10 From there, Bonnie did all the engineering herself. She designed EARL's remote stabilization  
11 system, using an air-filled bladder in the machine's belly to keep its torso upright. She machined  
12 the hands from steel bearings coated in vulcanized rubber. Bonnie used lathes at her mom's  
13 tool-and-die company to sculpt EARL's face, with slanting eyes and a mouth full of jagged metal  
14 teeth, which made him look terrifying and awesome.

15 For 10 months, building EARL consumed all Bonnie's free time. Her friends at Garrett Morgan  
16 High School made a website called WheresBonnie.com, where they posted pictures of Bonnie's  
17 face crudely superimposed onto people climbing the Himalaya Mountains, or shopping in Tokyo.  
18 Ok, seriously I don't remember the last time I saw you after school, Nicole Akmal, one of  
19 Bonnie's closest friends, wrote in an email. Maybe this "robot" is actually that new boy Chas  
20 Phelps? Call me, nerdbreath.

21 So yesterday Bonnie brought EARL to school. She knew he wasn't quite ready—his software  
22 still had bugs, and sometimes his right leg seized. But she couldn't handle her friends' needling  
23 any longer, or the weird looks from kids she didn't know.

24 And man, EARL made one sweet entrance. Trotting up the stairs beside Bonnie, the robot  
25 reflected sunlight like a mirror. Everyone fell silent as the two of them passed, and no one  
26 heard EARL's loud buzzing motorized arms and legs over the idling buses.

27 The euphoria didn't last long. Once inside, EARL noticed all the metal lockers, the tops of which  
28 have metal slats reminiscent of the robot's face. EARL slipped his rubber hand free of Bonnie's  
29 to inspect the lockers, shoving students aside in the process.

30 "EARL. Cancel Directive!" Bonnie said.

31 EARL heard nothing over the din of shrieking students running away in fear. Finally, the robot  
32 found a bashed-in locker door, probably the work of roughhousing football players. More than  
33 the other lockers, this one's bent metal door resembled EARL.

34 The robot grabbed it in both hands and ripped it off its hinges.

35 Bonnie was struck with horror. He's destroying the school! He's going to get me expelled!

36 "EARL! CANCEL DIRECTIVE!!" she screamed.

37 EARL froze. The robot's head spun toward Bonnie as he clutched the locker door closer to his  
38 anodized steel chest.

39 "Looks like your stupid robot found a friend," said Brian Cotterman, a classmate who always  
40 teased Bonnie about her braces.

41 "Shut up, weasel," Bonnie shot back. But she was shaking. EARL's arms could generate 1,200  
42 pounds of pressure per square-inch, enough to crush bowling balls. But how could its 2.1-  
43 gigahertz

44 microprocessor brain, torn right from her dad's old laptop, possibly malfunction like this?

45 "EARL. Drop," Bonnie said. The robot walked to her side, but it did not drop the locker door.

46 Bonnie sighed. Reprogramming the robot and reducing its arm strength meant weeks of work,  
47 but this was not the time.

48 "We're late for homeroom," said Bonnie, surprised to hear herself say "we." EARL is a tool,  
49 Bonnie's mother kept reminding her, not a friend or a puppy.

50 "Don't anthropomorphize it, honey," Bonnie's mom said one night after she found Bonnie dancing

51 around her bedroom with the metal contraption. “It’s a walking blender. Never forget that.”  
52 Right, Bonnie thought, standing in the school hallway. Walking blender. With a shaky hand,  
53 she took EARL by the elbow and guided him—it!—into homeroom.  
54 “Why hello, Bonnie!” said Mrs. Grube, the homeroom teacher for Bonnie’s freshman class.  
55 From her open expression, it didn’t seem the teacher had heard the commotion down the hall.  
56 “I see you’ve brought your experiment. What is that he’s carrying?”  
57 A wave of suppressed giggles swept across the classroom.  
58 “Um, it’s a programming error,” Bonnie said. “I can fix it.”  
59 “Hmm,” Mrs. Grube said, pausing for a few uncomfortable seconds, her eyebrows knotted as  
60 she figured what to do next.  
61 “Well,” said the teacher, her mood brightening, “We’ve all heard a lot about your robot. Why  
62 don’t you tell us about him?”  
63 Bonnie exhaled. “Great!” she said. “EARL. Initiate Demonstration Program 1.”  
64 The robot turned and faced the class. The students’ backs stiffened. Only now did they see the  
65 thing’s true height. Demonstration Program 1 called for EARL, using his right index finger, to  
66 press “Play” on the iPod embedded in his chest. The song “Harder, Better, Faster, Stronger” by  
67 Daft Punk would flow from speakers in his hips, and EARL would dance, making karate-chops  
68 with his hands as the wheels in his feet executed perfect moonwalks.  
69 Unfortunately there was a locker door in EARL’s right hand, and he refused to let go.  
70 So the robot defaulted to Demonstration Program 2, tapping the iPod with his left index finger.  
71 Bonnie watched in horror as her robot waltzed to Celine Dion’s “My Heart Will Go On.” She  
72 had forgotten all about Demonstration Program 2. It was written months ago, back when she  
73 doubted EARL could handle pop-and-lock dance moves.  
74 Tears filled Bonnie’s eyes. She didn’t even like Celine Dion anymore!  
75 “EARL! Cancel Directive!” Bonnie shouted.  
76 The robot heard nothing over the lyrics. “Near, far, where-EVER you are!” The terrible  
77 screeching caterwauled through EARL’s thigh speakers. “I believe that the heart does go on!”  
78 Mrs. Grube’s eyes stood as wide open as her mouth. Bonnie’s classmates pushed back in their  
79 chairs, unsure whether to laugh or run for cover.  
80 I cannot stand one more second of this, Bonnie thought. As EARL pivoted left in his waltz, she  
81 moved in behind him, reached into the seams in the robot’s lower back, and disconnected the  
82 red and black clamps holding power lines to EARL’s battery pack. As the big machine slumped  
83 to the ground, its collapsing torso squeezed air from the inflated bladder, making a noise like a  
84 balloon rapidly losing air.  
85 The classroom lost it. Weasel Brian Cotterman and his four stupid friends laughed so hard they

86 fell off their seats and rolled across the floor. Bonnie felt like she might explode. Tears pouring,  
87 she bolted out of the classroom.

88 That night Bonnie got her first good night's sleep in weeks. She was worn out from all the  
89 crying. Plus her dad moved his car from the garage and put EARL in there instead, so finally  
90 Bonnie couldn't hear the machine's clicks and whirs. When she finally woke up, she walked out  
91 to the garage and found EARL. He slouched in the far corner, one arm draped over her  
92 mother's drill press, the other wrapped tight around the school locker door.

93 Bonnie smiled. The robot had found some friends, and now it was time for Bonnie to find hers.

94 She took her phone from the pocket of her shorts and called Nikki Akmal.

95 "Hey dorknugget," Bonnie said. "What are you doing later?"

### **1. ES 10, Demonstrator 1, Standard RL.5.10**

1. Who is EARL?

A EARL is Bonnie's robotics teacher.

B EARL is Bonnie's father.

C EARL is the robot Bonnie built.

D EARL is Bonnie's best friend at school.

Correct Answer C

### **2. ES 10, Demonstrator 1, Standard RL.5.10**

2. The main event in the story is when Bonnie brought EARL to school. What happens when Bonnie brought EARL to school?

A Bonnie ran away when EARL ripped one of the lockers from its hinges.

B Bonnie lost control of EARL when EARL began to malfunction.

C EARL followed Bonnie's directions and entertained her classmates.

D Bonnie's classmates attacked EARL.

Correct Answer B

### **3. ES 10, Demonstrator 2, Standard RL.5.10**

3. Read the following sentences from the text: "Bonnie felt like she might explode. Tears pouring, she bolted out of the classroom." Based on the evidence in these sentences, how was Bonnie feeling?

A Bonnie was happy and proud.

B Bonnie was tired yet excited.

C Bonnie was nervous and apprehensive.

D Bonnie was frustrated and upset.

Correct Answer D

#### 4. ES 10, Demonstrator 2, Standard RL.5.10

4. Read the following sentences: “EARL is a tool, Bonnie’s mother kept reminding her, not a friend or a puppy. ‘Don’t anthropomorphize it, honey,’ Bonnie’s mom said one night after she found Bonnie dancing around her bedroom with the metal contraption. ‘It’s a walking blender. Never forget that.’”

As used in the passage, what does the word “anthropomorphize” mean?

A to program a robot so that it acts in a robotic or unnatural way

B to give human characteristics to an object or animal

C to make a human act more like an animal and less of a human

D to program a robot so that it acts more like an animal

Correct Answer B

#### 5. ES 10, Demonstrator 2, Standard RL.5.10

Not assessed with a question

## ELA Informational Enduring Skills - Grade 5

**Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from text.**

**RI5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

### Demonstrators

1. Understand the points the author is trying to make
2. Decide what the author is saying that would help explain your belief

3. Use phrases such as “according to the author, in the book the author says, on page six the author...”
4. When inferring from the text, cite what the author said that lead you to that conclusion
5. Cite specific examples and details to support inferences

## Assessment Items

### Climbing the Walls

- (1) Move over, Spider-Man! Now you don't have to be a comic-book
- (2) superhero to creep up walls. Scientists have recently invented a
- (3) powerful tape. Someday, people may be able to use it to climb walls.
- (4) To make the tape, scientists studied gecko lizards. The little lizards are
- (5) great climbers. They can cling to smooth walls and hang from glass
- (6) ceilings.
- (7) What is the secret to the gecko's power? A gecko has millions of tiny
- (8) hairs on the bottom of its feet. The hairs create a natural force
- (9) between the gecko's feet and the wall.
- (10) Scientists modeled the new tape after the feet of geckos. The tape is
- (11) covered with billions of tiny plastic hairs. "It's like Velcro," said one
- (12) scientist.

#### 1. ES 1, Demonstrator 1, Standard RL.5.1

- \_\_\_ 1. Gecko lizards can cling to all the following surfaces except
- a. polished marble.
  - b. glass.
  - c. sand.
  - d. smooth plaster walls.

Correct Answer C

#### 2. ES 1, Demonstrator 2 &5, Standard RL.5.1

- \_\_\_ 2. What do you think will be problem for the police, once the new tape is

ready for all people to use? Explain.

---

---

---

---

Correct Answer: Answers will vary. Criminals will have an easier time breaking into buildings. They can use the tape to climb into buildings.

**3. ES 1, Demonstrator 2, Standard RL.5.1**

3. Why do you think people might use this tape?

- a. to climb up a building in an emergency.
- b. to climb into a construction site before stairs are built.
- c. to improve safety of walking on a slanted surface.
- d. all of the above.

Correct Answer D

**4. ES 1, Demonstrator 5, Standard RL.5.1**

4. How do you think the scientists used what they know about geckos to make the tape?

- a. The tape works in the same way as the gecko's feet.
- b. The tape was made out of the skin of the gecko.
- c. The tape is the same color as the gecko.
- d. The tape was made out of the gecko's feet.

Correct Answer A

**5. ES 1, Demonstrator 3 &4, Standard RL.5.1**

5. According to the passage, why do the scientists say that gecko lizards will be helpful in the study of making sticky tape? Cite directly from the text.

Correct Answer---Scientists studied gecko lizards because they are great climbers and can cling to walls and glass ceilings. This fact is supported by the text in lines 5-6. "The little lizards are great climbers. They can cling to smooth walls and hang from glass ceilings."

# ELA Informational Enduring Skills - Grade 5

**Enduring Skill 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**RI5.2: Determine 2 or more main ideas and how they are supported by key details; summarize the text.**

## Demonstrators

1. Identify the main ideas of the text
2. Determine which details are key to the text
3. Analyze how the author supported the main ideas with those details
4. Know how to summarize text
5. Use key details and main ideas to summarize

## Assessment Items

### Catch the Breeze

1 Wind can help fly a kite, power a  
2 sailboat or spread seeds. Around the  
3 world, wind has also become an  
4 increasingly popular and inexpensive  
5 source of energy that is converted<sup>1</sup>  
6 into electricity.  
7 At the National Wind Technology Center  
8 in Colorado, scientists are working to  
9 advance wind-power technology. Wind is often considered an  
10 environmentally friendly source of power. Wind doesn't pollute the

11 environment and is a renewable source of energy that can't be used  
12 up like fossil fuels, such as coal, oil, and natural gas.

13 Harnessing<sup>2</sup> power from wind is nothing new. Some of the first  
14 windmills were used in Europe more than 5,000 years ago. Today,  
15 modern windmills, called turbines, resemble airplane propellers and  
16 are grouped together in wind farms.

17 Despite the benefits, wind power is far from perfect. Opponents of  
18 wind farms say the biggest problem is unreliability—when the wind  
19 doesn't blow, there is no power. They also argue that wind turbines  
20 can be an eyesore and threaten birds and other wildlife that fly into  
21 the blades.

22 Currently, 27 states have wind farms. Those turbines provide enough  
23 power for more than a million homes.

<sup>1</sup> convert: to change from one form to another

<sup>2</sup> harness: utilize; put to work

### **1. ES 2, Demonstrator 1, Standard RL.5.2**

1. The main idea of this passage is
- a. wind power is an excellent resource.
  - b. wind power is being used as a source of energy.
  - c. wind power is environmentally friendly.
  - d. people have been using wind power for many years.

Correct Answer B

### **2. ES 2, Demonstrator 2, Standard RL.5.2**

2. Which of the following does not support the central idea?
- a. Scientists are trying to advance wind power technology.
  - b. Right now, in the United States, wind power gives electricity to a million homes.
  - c. Wind helps to fly kites and spread seeds.
  - d. Wind power is a renewable resource.

Correct Answer C

**3. ES 2, Demonstrator 3, Standard RL.5.2**

3. The author seems to
- a. support the use of wind power.
  - b. be against the use of wind power.
  - c. be trying to confuse the reader about wind power.
  - d. give both sides of the argument.

Correct Answer D

**4. ES 2, Demonstrator 4, Standard RL.5.2**

4. Which of the following would not be a good title for this passage?
- a. Using Wind Power
  - b. Harnessing the Wind
  - c. A Big Risk To Birds
  - d. Power up

Correct Answer C

**5. ES 2, Demonstrator 4 & 5, Standard RL.5.2**

5. Summarize the story by focusing on the key details of the text.

Correct Answer: Answers will vary.

## **ELA Informational Enduring Skills - Grade 5**

**Enduring Skill 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**RI5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**

## **Demonstrators**

1. Recognize the differences between an event, an idea, individual, or concepts
2. Compare and contrast the effect of the interactions of people, ideas, events, or concepts in history, science, or technology
3. Cite specific information from the text that supports observations about relationships or interactions

## **Assessment Items**

### **First Ladies**

1 Three countries. Three new leaders. Three women.

2 Chile, Liberia, and Germany don't seem

3 to have much in common. The three

4 countries lie on different continents. They

5 do not have a shared language, currency,

6 culture, or history.

7 But on closer examination, those different

8 nations are more similar than they

9 appear. All three nations have elected

10 women leaders. Michelle Bachelet of

11 Chile, Ellen Johnson-Sirleaf of Liberia,

12 and Angela Merkel of Germany join a

13 small but growing group of female heads

14 of state.

15 Here is a look into the lives of these three

16 powerful women and the challenges

17 currently facing their countries.

18 Michelle Bachelet - Chile

19 When Michelle Bachelet was 23 years old,

20 she and her mother were jailed and beaten. They had opposed a 1973

21 coup, or government overthrow, that brought Augusto Pinochet

22 Ugarte to power. Pinochet was a brutal dictator who terrorized those  
23 who disagreed with him. He jailed more than 27,000 Chileans and  
24 executed more than 3,000.

25 Bachelet and her mother were released and exiled<sup>1</sup> to Australia and  
26 Germany. In 1979, Bachelet returned to Chile and graduated from  
27 medical school. After democracy was restored in Chile in 1990, she  
28 entered public service. Bachelet served as minister of health and as  
29 defense minister. She was praised for helping heal lingering distrust  
30 between Chilean citizens and the military. On January 15, 2006 the  
31 54-year-old was elected president. Her term ended in March of 2010.

32 <sup>1</sup>exiled: being forced to leave one's country or home

33 As Chile's first female head of state, Bachelet's priority was to bridge  
34 the gap between the rich and the poor. Chile is a wealthy nation, but  
35 the richest 20 percent of its population controls 61 percent of the  
36 country's wealth, according to the World Bank.

37 "Chile needs to [create] more equal opportunities so that everyone can  
38 benefit from what the country has to offer," Bachelet told reporters  
39 after her election.

40 Ellen Johnson-Sirleaf is known as "Iron Lady" and "Ma Ellen." Both  
41 sides of her personality will help her in the daunting<sup>2</sup> task she faces:  
42 reuniting and rebuilding Liberia following 14 years of war.

43 Although the bloody civil war ended a few years ago, scars still mark  
44 the African nation. Fighting left more than 200,000 people dead.

45 Millions more were forced to flee their homes. Liberia still has no  
46 regular electricity or running water. The nation's unemployment rate is  
47 80 percent.

48 Johnson-Sirleaf, a Harvard-educated economist and grandmother, has  
49 vowed to make a "fundamental break" with her country's past. "We  
50 [must] take bold and decisive steps to address the problems that for  
51 decades have stunted our progress," Johnson-Sirleaf said in her  
52 inaugural address on January 16, 2006.

53 Johnson-Sirleaf is Africa's first elected female head of state, but she is  
54 not new to politics. She served as Liberia's finance minister until 1980  
55 and made an unsuccessful run for the presidency in 1997.

56 "I am excited by the potential of what I represent: the aspirations and  
57 expectations of women in Liberia, African women, and women all over

58 the world," Johnson-Sirleaf says.

59 Angela Merkel is not only the first woman to serve as the chancellor of  
60 Germany but also the first chancellor, male or female, to have grown  
61 up in East Germany.

62 After World War II (1939–1945), the United States, France, Britain,  
63 and the USSR divided Germany into what would become two parts:  
64 communist East Germany and democratic West Germany. As West  
65 Germany prospered as a democracy, communist East Germany  
66 remained poor. Under communism, the country had few jobs. East and  
67 West Germany were reunited in 1989.

68 Experts say Merkel's humble<sup>3</sup> upbringing as a minister's daughter will  
69 help her understand Germany's economic problems. Back when she  
70 was elected, the European country's economy hadn't grown for more  
71 than five years, and 12.6 percent of the population was unemployed in  
72 March 2005. That unemployment rate was the highest Germany had  
73 seen since the 1930s.

74 When Merkel was sworn in as chancellor on Nov. 22, 2005, she  
75 promised to reduce unemployment. "Our aim is to stop this downward  
76 trend and reverse it," Merkel told reporters. "We want to give people  
77 hope of having jobs." The country's unemployment has since lowered  
78 to 5.6 percent.

### **1. ES 3, Demonstrator 1, Standard RL.5.3**

1. The priority of both Ellen Johnson-Sirleaf and Angela Merkel is:
  - a. healthcare.
  - b. crime.
  - c. education.
  - d. unemployment.

Correct Answer: D

### **2. ES 3, Demonstrator 3, Standard RL.5.3**

2. Based on the passage, what do Liberia and Germany have in common?
  - a. Both countries have been negatively affected by war.
  - b. People in both countries speak the same language.

- c. Both countries are located on the continent of Africa.
- d. Neither country has electricity or running water.

Correct Answer: A

### 3. ES 3, Demonstrator 3, Standard RL.5.3

- 3. The author wrote that Bachelet has improved the lingering distrust between the military and the citizens of Chile. This means
  - a. the citizens of Chile trusted the military too much.
  - b. the citizens of Chile still do not fully trust the military.
  - c. the military is having a hard time controlling the citizens of Chile.
  - d. the citizens of Chile do not want to join the military.

Correct Answer: B

### 4. ES 3, Demonstrator 2, Standard RL.5.3

- 4. The three countries, Liberia, Germany and Chile, are all
  - a. wealthy nations.
  - b. experiencing low unemployment rates.
  - c. on different continents.
  - d. currently at war with one another.

Correct Answer: C

## ELA Informational Enduring Skills - Grade 5

**Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning and tone.**

**RI5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**

## Demonstrators

1. Know how to use a dictionary or digital reference material to determine the meaning of words
2. Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase
3. Use context to help determine the meaning of figurative language
4. Recognize when a phrase is being used as an idiomatic expression
5. Understand the words may have multiple meanings

## Assessment Items

### Couch Potato Central

1 In 2007, a report highlighted a “big” problem in the United States.

2 People had been gaining weight—and they were getting larger at an  
3 alarming rate. According to the U.S. Centers for Disease Control and  
4 Prevention, approximately 100 million adults in the United States were  
5 obese, or severely overweight.

6 It wasn't just adults who had expanding waistlines. Over the previous  
7 20 years, the percentage of overweight kids in the United States had  
8 doubled. When the report was released, about 25 million kids were  
9 overweight. That was one out of every three kids.

10 Obesity became a serious dietary problem in the United States.

11 Being overweight can lead to serious health problems, such as heart  
12 disease and diabetes, later in life. "Obesity...is now the most serious  
13 dietary problem affecting the health of American children," said  
14 nutrition expert Marion Nestle.

15 So why were so many people packing on the pounds? People gain  
16 weight when they take in more calories than they use up through  
17 activity. A calorie is a measure of the amount of energy from food.

18 Exercise burns calories, but kids weren't moving as much as kids did in  
19 the past. Studies showed that kids were spending more time than ever  
20 before watching television, playing video games, and sitting at

21 computers.

22 Some schools had also dropped recess in favor of more classroom  
23 time. Other schools had cut back on their physical education  
24 programs.

25 At the same time, portions at many fast-food restaurants had become  
26 supersized. In 1957, the average hamburger weighed 1 ounce and had  
27 210 calories. In 2007, it had grown to 6 ounces and contained 618  
28 calories.

29 Many people couldn't resist the larger portion sizes and had included  
30 more fries, burgers, and other fast foods in their diets. On average, it  
31 was estimated that an American kid ate a fast-food meal once every  
32 three days.

33 Mega meals can't take all the blame. Kids are exposed to more than  
34 10,000 television ads for candy, soft drinks, and other sugary snacks.  
35 Very few television ads promote healthful foods, such as fruits and  
36 vegetables.

37 On average, an American kid ate  
38 a fast-food meal once every three  
39 days.

40 To help fight the problem, the U.S. government  
41 has issued new guidelines for healthful eating.

42 The guidelines recommend that kids exercise for  
43 at least 60 minutes a day and eat more fruits,  
44 vegetables, and whole grains.

45 Parents, schools, and health officials have also  
46 started to help kids battle the bulge. Even some  
47 fast-food restaurants have been working to make  
48 their meals more healthful.

49 Schools in California, Texas, and New York  
50 toughened their junk food policies. They have  
51 banned<sup>1</sup> soft drinks and other junk food. Candy  
52 and other sugary snacks in school vending  
53 machines have been replaced with more healthful  
54 choices, such as nuts, bottled water, and granola  
55 bars. Schools have also reworked their lunch  
56 programs to include more fruits and vegetables.

57 In addition, some schools have been motivating couch potatoes to get  
58 up and move. Those schools have found new ways of encouraging  
59 physical activity in students. In Hortonville, Wisconsin, gym classes  
60 have been teaching kids that exercise can be fun. Kids go in-line  
61 skating and dance to videos. One Hortonville school even raised  
62 money for a rock-climbing wall.

63 Are these fun programs working? Eleven-year-old Logan Beck from  
64 Wisconsin thinks so. He says that the mix of fun things makes him  
65 “more active.”

### 1. ES 4, Demonstrator 3, Standard RL.5.4

1. A “couch potato” is
- a quick way to cook potatoes.
  - a person who eats a lot of french fries.
  - an overstuffed sofa.
  - a person that doesn’t exercise much.

Correct Answer: D

### 2. ES 4, Demonstrator 4, Standard RL.5.4

2. The author says that Americans were “getting larger at an alarming rate.” This means
- it is frightening how quickly Americans were getting bigger.
  - Americans were having trouble getting large enough.
  - soon Americans will run out food.
  - more and more people were coming to America.

Correct Answer: A

### 3. ES 4, Demonstrator 3 & 4, Standard RL.5.4

3. When people are “battling the bulge” it does not mean
- they are exercising more.
  - they are eating healthy food.
  - they are trying to loose weight.
  - they are fighting with their friends.

Correct Answer: D

#### 4. ES 4, Demonstrator 2, Standard RL.5.4

4. Mega meals can't take all the blame. What does the prefix –mega mean?
- Small
  - Large
  - Edible
  - Great

Correct Answer: B

#### 3. ES 4, Demonstrator 1 & 5, Standard RL.5.4

5. Tipping---
1. A slender or pointed end or extremity, especially of anything long or tapered: the tips of the fingers.
  2. The top summit.
  3. A small piece or part.
  4. To overturn or upset.

Which of these definitions help you best figure out the meaning of the word tipping in the phrase “tipping the scales?”

- 1
- 2
- 3
- 4

Correct Answer: D

## ELA Informational Enduring Skills - Grade 5

**Enduring Skill 5 : Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

## **RI5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 2 or more texts.**

### **Demonstrators**

1. Know the organizational structures: chronology, comparison, cause/effect, problem/solution
2. Know that some authors organize events, ideas, concepts, or information in chronological (time) order
3. Compare and contrast how 2 different authors wrote about the events, ideas, concepts, or information in 2 or more texts

### **Assessment Items**

#### **From “Chicago Fire” Excerpt One**

(1) Daniel Sullivan was the first to notice the flames coming from the O’Leary barn at around 8:30 pm on October 8. A problem with the alarm box made it impossible for the people in the area to call for the fire department. By 9:30 pm, the entire block was blazing. In another 3 hours, there were fires all over Chicago. The heavy wind coming from the lake only made the fire bigger. It would be another day before the fire would be completely out. By that time, 17,500 buildings had been burned.

#### **From “Chicago Fire” Excerpt Two**

(1) Why was the Great Chicago Fire so disastrous? After all, Chicago had fire departments and fire alarms. One reason for the terrible fire is that the alarm malfunctioned. The local fire company noticed the fire by accident as it was returning from another fire. As another problem, a watchman who saw the flames directed other fire companies to a location that was nearly a mile away from the fire. Because of these two problems, a fire that could have been controlled rapidly spread across the city.

### **From “Chicago Fire” Excerpt Three**

(1) After the fire, thousands of people were left homeless. Many escaped the fire with nothing except the clothes on their backs. Providing all of these people with food, clean water, and shelter was a huge task. Luckily, the city quickly formed a Relief and Aid Society. This group started giving out the food donations that were pouring in from other cities. The society built places for people to live, gathered the tools that people needed to rebuild their houses, and even vaccinated 64,000 people against smallpox.

### **From “Chicago Fire” Excerpt Four**

(1) Chicago changed in many ways after the fire. Before the fire, most of the buildings were less than five stories high. The buildings that were constructed after the fire, however, were some of the first skyscrapers in the country. Before the fire, most of the houses were made of wood. After the fire, people chose to build their houses out of stone or brick. There were changes in where people lived, as well. The poor people in the city lived close to the center of the city before the fire. After the fire, they moved into neighborhoods that were farther away from the downtown area.

#### **1. ES 5, Demonstrator 1, Standard RL.5.5**

1. How is “Chicago Fire” Excerpt One organized?
  - a. Cause/effect
  - b. Chronological order
  - c. Comparison
  - d. Problem/solution

Correct Answer: B

#### **2. ES 5, Demonstrator 1, Standard RL.5.5**

2. What is the organizational structure of “Chicago Fire” Excerpt Two?
  - a. Cause/effect
  - b. Chronological order
  - c. Comparison
  - d. Problem/solution

Correct Answer: A

#### **3. ES 5, Demonstrator 1, Standard RL.5.5**

3. Identify the text structure of “Chicago Fire” Excerpt Three?
  - a. Cause/effect

- b. Chronological order
- c. Comparison
- d. Problem/solution

Correct Answer: D

**4. ES 5, Demonstrator 1, Standard RL.5.5**

- 4. How does the author organize the text in “Chicago Fire” Excerpt Four?
  - a. Cause/effect
  - b. Chronological order
  - c. Comparison
  - d. Problem/solution

Correct Answer: C

**5. ES 5, Demonstrator 2, Standard RL.5.5**

- 5. In “Chicago Fire” Excerpt One, the author describes the events that are known as the Chicago Fire. What are the events that took place during the Chicago Fire in chronological order?
  - a. Daniel Sullivan noticed the flames, the block was blazing, the fire was all over Chicago, 17,500 buildings were destroyed, and the fire was put out a day later
  - b. The fire was put out a day later, the fire was all over Chicago, Daniel Sullivan noticed the flames, the block was blazing, and 17,500 buildings were destroyed
  - c. The fire was all over Chicago, the block was blazing, the fire was put out a day later, Daniel Sullivan noticed the flames, and 17,500 buildings were destroyed

Correct Answer: A

**6. ES 5, Demonstrator 3, Standard RL.5.5**

- 6. If you compared excerpt 1 and 2, how are the ideas or concepts the same? How are they different?

Answers will vary.

# ELA Informational Enduring Skills - Grade 5

**Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.**

**RI5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

## Demonstrators

1. Understand the word account is a synonym for a description of an event or experience
2. Understand that multiple accounts might include both firsthand and secondhand accounts
3. Describe similarities and differences between 2 accounts of the same event or topic
4. Explain point of view

## Assessment Items

### Education for Everyone in Africa

(1)The Kibera School for Girls in Kenya, Africa, is one of many schools that are being created for female students there. At times, girls were left behind in Africa and given little to no chance for an education, but times are changing.

(2)If families could not afford to send all of their children to school, they would often send the boys first. Girls stayed home to herd livestock and perform household chores to support the family.

(3)Today, people are realizing that it is just as important to send girls to school, as it is to send boys. Many girls who are being given the opportunity to have an education are extremely excited about it. They were brave walking at night just for an opportunity to attend special night classes and other free community classes.

(4)Often when people are given the opportunity to learn, they help others who also yearn to learn because they know how valuable their own education is. One woman who was given a scholarship to go to school was motivated to share her experiences and help others. She helps girls

with their homework on a volunteer basis. She is overjoyed to see their grades improve, knowing she helped them become more confident in themselves.

(5)Everyone in Africa should be given access to education. Everyone has a role to contribute to the community. As more schools for girls are opened and more chances are given for girls to attend them, the communities will prosper from their education.

**1. ES 6, Demonstrator 1, Standard RL.5.6**

1. The journal entries are Amare's account of schools in Kenya. What is meant by the word account?

- a. record of money
- b. description of an event or experience
- c. an estimation
- d. a business partner

Correct Answer: B

**2. ES 6, Demonstrator 2, Standard RL.5.6**

2. What is the difference between firsthand and secondhand accounts?

- a. Firsthand is only hearing about the events, Secondhand is seeing the event
- b. Firsthand includes only facts, and Secondhand includes only an opinion
- c. Firsthand is based on the author's personal experience, and secondhand is based on author's research
- d. Firsthand and Secondhand are the same thing

Answer: C

**3. ES 6, Demonstrator 2, Standard RL.5.6**

3. Which passage is a firsthand account? How do you know?

Answer: Amare's Journal; Answers may vary – can include that Amare's journal is based on her own personal experiences, written from 1st person, and etc.

**4. ES 6, Demonstrator 2, Standard RL.5.6**

4. Which passage is a secondhand account? How do you know?

Answer: Education for Everyone in Africa: Answers may vary – can include that the article was based on research rather than personal experience, author did not experience the events firsthand, written in 3rd person

**5. ES 6, Demonstrator 3, Standard RL.5.6**

5. How are the passages alike? How are the two accounts different?

Answers will vary.

**6. ES 6, Demonstrator 4, Standard RL.5.6**

7. Which statement best summarizes the authors' point of view in both passages?

- a. The authors believe that caring for family is more important than school.
- b. The authors believe that everyone in Africa including girls should have access to education.
- c. The authors believe that only boys should attend school because it is too difficult.
- d. The authors believe only a few people appreciate school and the opportunity to learn.

Answer: B

**7. ES 6, Demonstrator 4, Standard RL.5.6**

7. How does Amare feel about school in Kenya? Use Amare's journal to support your inferences.

Answers may vary

Enduring Skill 6, Demonstrator 4

**8. ES 6, Demonstrator 4, Standard RL.5.6**

8. How does Amare's point of view compare to the author of Education for Everyone in Africa perspective?

Answers may vary

## **ELA Informational Enduring Skills - Grade 5**

**Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**RI5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

**Demonstrators:**

1. Be familiar with reference materials in libraries such as: atlas, glossaries, encyclopedias

2. Know how to access digital information sources such as: Google, Bing, Wolfram, Alpha, Wikipedia, dictionary.com
3. Know how to use key terms to focus a search
4. Know how to enter a question
5. Know how to skim and scan print media to locate answers
6. Determine if a source is credible

### **Assessment Items**

#### **1. ES 7, Demonstrator 1, Standard RL.7**

1. If you were to need information on spotted leopard what reference material would you go to?
  - a. Atlas
  - b. Dictionary
  - c. Encyclopedia
  - d. Thesaurus

Correct Answer: C

#### **2. ES 7, Demonstrator 1, Standard RL.5.7**

2. If you were studying the major rivers of Africa, what reference material would you use?
  - a. Dictionary
  - b. Encyclopedia
  - c. Glossary
  - d. Atlas

Correct Answer: D

#### **3. ES 7, Demonstrator 3, Standard RL.5.7**

3. If you wanted to learn about George W. Bush's terms as governor of Texas—but not his term as U.S. President—what would be the best phrase to search under?
  - a. George W. Bush and Texas and President
  - b. George W. Bush and Texas
  - c. George W. Bush and Governor of Texas
  - d. George W. Bush

Correct Answer: C

#### **4. ES 7, Demonstrator 4, Standard RL.5.7**

4. What question would you type in to a search engine to find the capital of Kentucky?
  - a. What is the state bird?

- b. What is the capital of Kentucky?
- c. What is the capital?
- d. Who is the governor of Kentucky?

Correct Answer: B

## **\*\*Performance-based for ES 7, Demonstrator 2**

### **5. ES 7, Demonstrator 2, Standard RL.5.7**

#### A Distant Relative?

1 How far back does your family tree go? A hundred years? A thousand years?  
2 What about 6 to 7 million years? An ancient skull found in Africa suggests  
3 that the human family might be that old.  
4 Discovered in 2001 in the desert of Chad, the skull was nicknamed Toumai  
5 by scientists. Toumai is a rare find. The skull is nearly complete; it even  
6 includes a few teeth. The Toumai skull is estimated to be between 6 and 7  
7 million years old. Scientists are debating whether the skull is linked to  
8 humans.  
9 The finding is not without controversy. Some scientists think that Toumai is  
10 the oldest known hominid, or primitive human ancestor, ever found. Others  
11 say Toumai is an ape.  
12 Most hominids that scientists are aware of lived millions of years after  
13 Toumai. The most famous one is called Lucy. She lived in Ethiopia about 3.5  
14 million years ago. While Lucy's face looked like the face of a chimpanzee,  
15 Toumai's skull has both human and apelike features.  
16 Because Toumai's skull looks different from other hominid skulls, some  
17 scientists think Toumai represents a whole new species. Toumai's official  
18 name is *Sahelanthropus tchadensis*.  
19 Scientists were surprised to find a humanlike face on a skull as old as  
20 Toumai's. They thought hominids turned into humans step by step over  
21 time. Scientists plot those changes on a timeline, starting with a  
22 chimpanzee-like ancestor and ending with modern humans. Toumai's  
23 humanlike face and chimp-sized brain suggest that the development of  
24 hominids was not so simple.  
25 There may not be a direct line leading from Toumai to Lucy to us. Instead,  
26 the timeline might resemble a tree with lots of branches. Different species in  
27 different places could have evolved humanlike features at different times.

28 Scientists aren't sure where exactly Toumai belongs on our family tree.  
29 Toumai could be like a great-great-grandfather - or just a distant cousin.  
30 Toumai could also be one of many types of hominids who roamed Earth  
31 millions of years ago.

**5. ES 7, Demonstrator 5, Standard RL.5.7**

5. By skimming the passage, how old is the Toumai skull?
- a. 2 million years old
  - b. 3.5 million years old
  - c. 6 to 7 million years old
  - d. 9 to 10 million years old

Correct Answer: C

**6. ES 7, Demonstrator 5, Standard RL.5.7**

6. Where was the skull discovered?
- a. Desert of Chad
  - b. Desert of Zimbabwe
  - c. India
  - d. Middle East

Correct Answer: A

**7. ES 7, Demonstrator 6, Standard RL.5.7**

7. Is this source credible, why or why not?

Answers may vary.

## **ELA Informational Enduring Skills - Grade 5**

**Enduring Skill 8: Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

# **RI5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**

## **Demonstrators**

1. Recognize the points the author is trying to make through his writing
2. Explain what evidence is used and how it supports what he/she has written
3. Define the difference between reasons and evidence
4. Identify what reasons the author gives for making these points
5. Identify facts and details the author has cited as evidence to support his points

## **Assessment Items**

### **Benefits of Sports Participation**

(1) Research has shown that participation in sports can be extremely valuable for children. Not only can it be fun and enjoyable, it is good for them physically, mentally, and socially.

(2) The Centers for Disease Control and Prevention reports that one-third of children and adolescents are overweight. They have too much weight on their body for their height. The Centers recommend that children get sixty minutes or more of physical activity each day. Using a scale of 0 to 10, where 0 represents sitting on the couch and 10 is the highest level of activity, the Centers recommend that children should be active at a level of at least a 5 or a 6. Sports get children active at a moderate level while doing something they enjoy.

(3) Researchers have found that if children are active, their self-esteem increases. When people have good self-esteem, they think well of themselves. When your self-esteem increases, you may be more likely to make healthy choices. The President's Council on Physical Fitness and Sports reports that girls who are active have a healthier body image than girls who aren't active.

(4) Playing sports also provides opportunities for social growth. Children in sports learn about teamwork. They learn the importance of working with others toward a shared goal.

(5) Participation in sports help children in several ways. Being active allows the body to become physically fit. Many active children have more confidence and have a better attitude about themselves. In addition, participating in sports teaches how to work well with others.

**1. ES 8, Demonstrator 1, 2 & 5, Standard RL.5.8**

1. Below are three claims that one could make, based on the passage “Benefits of Sports Participation.”

Claim Playing sports is fun and enjoyable.

Active children have higher self-esteem.

Involvement in sports teaches about teamwork.

Part A

Circle the claim that is supported by the MOST relevant and sufficient evidence in the passage “Benefits of Sports Participation.”

Part B

What are two facts in the passage that best provide evidence to support the claim selected in Part A?

Answer: Answers my vary

Part C

3. How does the evidence and facts support his or her main point?

Answer: Answers may vary

**2. ES 8, Demonstrator 4, Standard RL.5.8**

Choose all the reasons the author gives to support his or her opinion. There is more than one correct choice listed below.

- a. Children in sports have an increased sense of self-esteem.
- b. Sports get children active at a recommended moderate level.
- c. Being on sports team teaches children leadership skills they need in life.
- d. Participation on sport teams is great for learning time management skills.

- e. Participating in sports provides opportunities to learn to work and play with others.
- f. Physical activity as a child increases the likelihood of physical activity into adulthood.

Answer: A, B, E

### **3. ES 8, Demonstrator 3, Standard RL.5.8**

3. What is the difference between reasons and evidence?

- a. Reasons are the main points that answer why, and evidence supports the reasons
- b. Reasons are always facts, and evidence is more facts and sometimes opinions
- c. Reasons are never written down, evidence is always included
- d. Reasons and evidence are the same thing

Answer: A

## **ELA Informational Enduring Skills - Grade 5**

**Enduring Skill 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

### **Demonstrators**

1. Have a system for organizing information from several sources
2. Find the common details about a topic when reading different texts
3. Compare the text to find key details/ideas which are different
4. Combine the most important information
5. Write or speak about a subject knowledgeably

## Assessment Items

### A Tale of Segregation: Fetching Water

1 The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still  
2 brings tears to the eyes of William Minner . . .  
3 We had stopped at a spring. It was a very popular place that both blacks and whites  
4 would go to get water. We had waited there for about 30 minutes. But the people  
5 ahead of us, they were all white. When we had reached our turn, two white men  
6 grabbed my dad. They told him that he'd have to wait until all of the white people were  
7 finished. Dad said, "We'll get our water another day or we'll come back." They wouldn't  
8 let my dad leave. They said, "You're going to stay here, and when all of the good white  
9 people have gotten their water, and when everyone is gone, then you can do what you  
10 want to." When all the white people finished getting their water, Dad got his water. I  
11 remember him telling me, "What you saw there was real hatred and prejudice. But this  
12 is not going to be forever . . . there's gonna come a day when this won't be anymore."

### Civil Right on a City Bus

1 On the 1st of December 1955, the African American seamstress Rosa Parks helped change  
2 the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery,  
3 Alabama, department store. She settled towards the middle, past the first several rows, which  
4 at that time were reserved for white people. After making a few stops, the bus became full.  
5 Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and  
6 the rest of the black passengers in her row to stand at the back of the bus and let the white man  
7 sit. In an act of defiance that would set off the American Civil Rights Movement, Rosa refused  
8 to give up her spot.  
9 For violating the laws of segregation, referred to as the "Jim Crow laws" (which were  
10 meant to keep white people and black people separate), Rosa was arrested and fined. Her  
11 refusal to move was a quiet and simple action, but she took an enormous risk that evening. She  
12 also became a hero and an inspiration to people all over the nation who were fighting for racial  
13 equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major  
14 civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the  
15 public bus system for more than a year. Like her, they had had enough of being treated like  
16 second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where  
17 they needed to go—some traveling more than 20 miles.

18 In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:  
19 People always say that I didn't give up my seat because I was tired, but that isn't  
20 true. I was not tired physically, or no more tired than I usually was at the end of a  
21 working day. I was not old, although some people have an image of me as being old  
22 then. I was forty-two. No, the only tired I was, was tired of giving in.  
23 Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that  
24 kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law  
25 and shown people far beyond her own town how cruel and unjust segregation could be, and  
26 she had won. The boycott ended more than a month later, when the Montgomery buses were  
27 integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery  
28 Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support  
29 of civil rights. A revolution had begun, fueled by one woman's strength and commitment to  
30 change. Sometimes that is all it takes.

**1. ES 9, Demonstrator 1, Standard RL.5.9**

\*\*Use a graphic organizer for organizing notes while reading the text to find and compare common details.

**2. ES 9, Demonstrator 2, Standard RL.5.9**

2. Using both text provided, list some of the details the passages have in common.

Correct Answer: Answers may vary

**3. ES 9, Demonstrator 3, Standard RL.5.9**

3. How do the two passages describe segregation differently?

Correct Answer: Answers may vary

**4. ES 9, Demonstrator 4, Standard RL.5.9**

4. Using your knowledge from the text, describe segregation in the U.S. during the Civil Rights Movement.

Correct Answer: Answers may vary

**5. ES 9, Demonstrator 5, Standard RL.5.9**

Teacher may decide whether students will write or speak about a given topic.

# ELA Informational Enduring Skills - Grade 5

**Enduring Skill 10: Read and comprehend complex literary and informational texts independently and proficiently.**

**RI.5.10: By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**

## Demonstrators

1. Understand how to use text features to comprehend informational text
2. Understand that the purpose of reading informational text is to learn about or understand a subject better
3. Know how to access many different types of informational text such as magazines, online websites, textbooks, that vary in a range of text complexity

## Assessment Items

### 1. ES 10, Demonstrator 1, Standard RL.5.10

1. How do the text features in the article help you understand the passage?

Correct Answer: Answers may vary.

### 2. ES 10, Demonstrator 2, Standard RL.5.10

2. What would be the purpose of reading?
  - a. To understand
  - b. For entertainment
  - c. For a class

\*\*Demonstrator 3 is performance based.

\*\*\* Assessments were not gathered for standard RI.4.10. The teacher must determine the appropriate tools necessary to assess this standard.

# ELA Foundational Enduring Skills - Grade 5

## Enduring Skill 1 (Foundations):

**RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

### Demonstrators

1. Know which letters and sounds are related
2. Be familiar with syllabication patterns
3. Use roots, affixes, and base words to read unfamiliar multisyllabic words in context
4. Combine phonics and word analysis to decode unfamiliar multisyllabic words out of context

### Assessment Items

#### 1. ES 3, Demonstrator 2, Standard F.5.3

1. How many syllables are in the word calculation?

Answer: 4

#### 2. ES 3, Demonstrator 3, Standard F.5.3

2. How does the prefix –un change the word unimportant?

Answer: -un means not

#### 1. ES 3, Demonstrator 1 & 4, Standard F. 5. 3

3. For Demonstrators 1 and 4 use any text or the texts provided below for enduring skill 2.

# ELA Foundational Enduring Skills - Grade 5

## Enduring Skill 2 (Foundations):

**RF5.4 Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm, or self-correct word recognition and understanding, re-reading as necessary.**

### Demonstrators

1. Set a purpose for reading
2. Know when understanding has been lost
3. Use expression when reading
4. Self-monitor for understanding
5. Use strategies for self-correction
6. Read a variety of fictional text
7. Reread for fluency and comprehension
8. Skim text for information
9. Scan text to confirm

### Assessment items

\*\*All demonstrators are performance based. Passages are provided below to be used in performance-based assessments.

### 3, 2, 1... Blast Off!

- 1 Now you can take a trip to Mars without ever leaving Earth.
- 2 A kid reporter journeyed to Mars aboard Disney's space ride. Find out how
- 3 close her ride was to the real thing.
- 4 Weekly Reader kid reporter Sonia Mia Diaz blasted into space. This 10-yearold

5 from Florida was on a journey to Mars.

6 Sonia Mia rocketed to Mars aboard a ride called Mission: SPACE. She  
7 experienced the ride during its opening week at Walt Disney World's Epcot  
8 Center in Orlando, Florida.

9 After her mission, Sonia Mia interviewed Sue Bryan, one of the ride's  
10 creators. Sonia Mia learned that Disney worked closely with the National  
11 Aeronautics and Space Administration (NASA) to develop the space  
12 attraction. The ride lets people experience what a trip to Mars might be like  
13 in the future.

14 On her journey, Sonia Mia never actually left the ground. The ride gives  
15 people the feeling of blasting off and traveling through space. "We really  
16 wanted people to feel as close as they could to what it's like to be an  
17 astronaut," said Bryan.

18 Sonia Mia read quotes about space exploration as she waited in line.  
19 Information about space history fills the attraction. There is even a moon car  
20 called a lunar rover on loan from a museum.

21 Before boarding the shuttle, Sonia Mia and three other riders were given  
22 different roles for the mission. Those roles included commander, pilot,  
23 navigator, and engineer.

24 Sonia Mia was assigned to be the engineer. In real life, Sally Ride, the first  
25 U.S. woman in space, performed the same role.

26 After Sonia Mia strapped herself in, the shuttle moved into launch position.  
27 The countdown began, and the shuttle blasted off! During the mission, Sonia  
28 Mia and her team used buttons and joysticks to perform the tasks associated  
29 with their roles. The ride lasted about 4 minutes.

30 The mission was as intense as Sonia Mia had hoped. What was her favorite  
31 part? The liftoff! "I liked the intensity of the blastoff and the air pressure on  
32 my face," she said.

33 So how did the ride live up to a real space shuttle mission? Weekly Reader  
34 caught up with NASA astronaut Winston Scott to ask him that question.

35 Scott launched into space on two shuttle flights. He tested out Mission:  
36 SPACE and gave it a big thumbs up. "It's a thrill a minute," he said.

37 Although no astronauts have been to Mars yet, Scott said the ride's liftoff  
38 was realistic. The feeling of moving up the launch pad and being forced back  
39 into your seat were similar to those felt on a shuttle.

40 However, he points out, there are differences. In an actual launch,

41 astronauts feel about three times the force of gravity. Gravity is the force  
42 that pulls things toward Earth.

43 The blastoff on the ride was also shorter than an actual liftoff. And, he said,  
44 riders don't experience weightlessness. On a real space shuttle, astronauts  
45 become weightless because there is no gravity.

46 For many people, the ride brings to mind the courage of space explorers. As  
47 Sonia Mia pointed out, "Going on the ride made me think about how brave  
48 astronauts are."

49 Sonia Mia Diaz interviewed Sue Bryan, one of the forces behind Mission:  
50 SPACE. Here's what Sonia Mia learned.

51 Sonia Mia: What is an Imagineer?

52 Sue Bryan: Imagineers are people who work for Disney.

53 In general, Imagineering is about storytelling. We build attractions that put  
54 people who visit our parks into different worlds and stories. We also use  
55 technology to tell stories.

56 Sonia Mia: What was your role in creating the ride?

57 Bryan: I'm the senior show producer, which is like being a movie director. A  
58 movie director guides people and directs the show, including the lighting,  
59 music, artists, and motion you experience on the ride.

60 Sonia Mia: Where did your team get the inspiration for Mission: SPACE?

61 Bryan: People have always had an interest in space. The time and  
62 technology were right to create this new space attraction. We worked closely  
63 with NASA to develop the science and technology behind the attraction. No  
64 one has ever put people into a ride system like this before.

65 Sonia Mia: Before the ride, I was warned not to move my head or close my  
66 eyes because of motion sickness. I didn't feel sick, but might a person if he  
67 or she does those things?

68 Bryan: That could happen if you move your head, because of the technology  
69 used to create the ride. We give those recommendations because we want  
70 people to feel most comfortable. Some people can move their heads, and it  
71 doesn't bother them at all.

72 Sonia Mia: How many times have you been on Mission: SPACE?

73 Bryan: At last count, I've ridden it more than 400 times!

1 This was the fourth time this year that Lin was the new kid in school.

2 Four moves in seven months--all because her mother's job kept them  
3 moving. She had decided back in December that making new friends  
4 was a waste of time. She would join no more clubs. She would add no  
5 new names to her phone list.

6 On her first day, the teacher welcomed her to the class and assigned a  
7 "buddy" to help her find her way around. This time, it was a girl  
8 named Marley, or Carly, or something. Lin had stopped paying  
9 attention to kids' names.

10 Lin knew that she would forget them all, just as the other kids from all  
11 those other schools had probably forgotten her. As the teacher was  
12 giving Lin papers filled with assignments to make up, Lin made her  
13 decision. At this school, she would be memorable.

14 The next day, Tuesday, instead of wearing the usual jeans and tee  
15 shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween  
16 costume. She didn't brush her hair. On Wednesday, she wore an old  
17 dress of her mother's, along with soccer cleats. "At least they'll  
18 remember me after we've moved away," she thought on Thursday as  
19 she put on a plaid skirt, a tee shirt, and a pile of long beaded  
20 necklaces her grandmother had given her to play with.

21 On Friday, they called her mother to school. She was a bit worried  
22 about what her mom would say when she saw her outfit—a hula skirt  
23 from a vacation in Hawaii worn on top of a pair of tattered jeans. From  
24 inside the principal's office, she heard her mother and Mrs. Leonard  
25 talking.

26 "She'll be so excited," her mother said to Mrs. Leonard in the hallway.  
27 "We've moved so often, but this time, we're here to stay. I've got a  
28 new job in town. Finally, she'll be able to fit in."

\*\*All demonstrators are performance based. Passages are provided above to be used in performance-based assessments.