

March 13, 2020

Dear Parents/Guardians,

I am sending home ELA materials for your son/daughter to work on in the event of a long-term closure due to the COVID-19 virus.

Hopefully, we will not have to utilize these plans. However, I want to make sure that we are prepared for the worst-case scenario.

In the event that we close, your child should work on at least one of the worksheets each day we are closed.

If you have any questions or concerns, please contact me by email at:

jchiappo@carmelschools.org

Thank you for your continued support.

Sincerely,



Jayne Chiappone

Name: _____

Setting Worksheet 1

Directions: Read each passage and look for clues that reveal the setting. Then explain your answer. Remember the setting is the time and place that a story happens.

Alex shut the lid to his laptop with a loud clap. Some of the people sitting at the tables near him looked up from their books and gave him annoyed looks. Alex realized that he had disturbed them and held up his hand apologetically. The librarian turned toward him and shushed him loudly, perhaps louder than the noise that he had made. Alex put the laptop in his bag and began walking toward the door. He held his head down low.

1. Where is this story taking place? _____

How do you know?

2. When is this story taking place? _____

How do you know?

Vance Powers grabbed the control stick. Up until now he had been a prisoner on this spaceship, but even the captain knew that Vance was the only one who could navigate through an asteroid belt. "Quick! Take these laser cuffs off!" The captain and the guard looked at one another hesitantly. *Boom!* The ship skidded off a large asteroid. "Now! Take the cuffs off! There's no time!" Vance shouted at the men. The captain gave the guard a slight nod. The guard waved the magnetic key over the laser cuffs on Vance's wrists. The cuffs powered down and fell off of Vance's wrists. Suddenly Vance had full control of his arms again. Vance tested the movement of his arms by disarming the guard and slapping the laser cuffs on him in one swift motion. Vance Powers was back.

3. Where is this story taking place? _____

How do you know?

4. When is this story taking place? _____

How do you know?

Sir Anders frowned at his squire, Toby. Toby looked back worriedly. He was eager to please Sir Anders but he didn't know how. "Well, Toby, do you want me to put the saddle on myself?" A bolt of realization struck Toby. He grabbed a saddle of the wall and began apologizing, "Why of course not, Sir Anders. What was I thinking?" Toby awkwardly tried to get the saddle on Sir Anders's white stallion.

"Let me just grabbed the belt here and uh... Ah!" Toby was muttering to himself when Sir Ander's horse turned suddenly and knocked him into a pile of hay. Sir Anders could not help but to crack a slight smile at this scene. As Toby brushed off the hay, Sir Anders consoled him, "He knows that you're scared, Toby. Grab the bridle off of the wall, help me remove my armor, and I'll show you how it's done."

5. Where is this story taking place? _____

How do you know?

6. When is this story taking place? _____

How do you know?

The party stopped at a small brook. The woman who was leading the party whispered, "Ok, if anybody's thirsty, this be a good time to drink. We keep moving from here to the next station." This wind blew through the thick trees. A young boy in the back of the party looked up at an older man and asked, "Is we really gonna be free?" The old man sighed, as if he could not believe it himself. "You see that star up dere? Dat's the North Star. We keep following that, and Miss Tubman up dere," he said gesturing to the woman leading the party. He continued, "We'll be free alright." The boy smiled, and then something else occurred to him. He looked up at the old man and said, "Well, what if we run into dem slave catchers?" The old man scratched his head and said, "Don't let'em catch you."

7. Where is this story taking place? _____

How do you know?

8. When is this story taking place? _____

How do you know?

"I want Sugar Loops!" Tommy screamed at his mother. She shook her head in distress and then responded, "Look, Tommy. That's not how you ask for anything, and we've already gone over this. You can have Bran Flakes or Dry Os. No Sugar Loops." Tommy shook his head back and forth violently. He then laid down on floor and started kicking his feet and screaming. Clearly he did not accept this answer. Mom grabbed her phone out of her purse. "Tommy, if you stop this tantrum and get back in the cart, I'll let you watch Tatakai Fighting Warriors on my phone." Tommy looked up excitedly and began gathering himself off of the floor. Mom put the box of Sugar Loops back on the shelf and tossed the Dry Os into the cart.

Name: _____

Characterization Worksheet 1

Directions: Read a short description of an event. Identify a character trait that is revealed by each action. Explain your answer.

1. Jake is Cassie's older brother. One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees. Jake is dressed more appropriately for the weather than Cassie. He takes off his hooded sweatshirt and offers it to her. She gratefully accepts. Jake is now colder, but he is happier.

What character trait does Jake demonstrate? _____

Explain your answer by referencing the text.

2. Craig is a football player training over the summer for next season. The coach demands that all players come in at 6:00 AM and lift weights until 8:00 AM, when practice begins. Craig gets there at 5:00 AM to begin his training.

What character trait does Craig demonstrate? _____

Explain your answer by referencing the text.

3. Anna volunteered to help Kylie clean her house. When Anna washed the mirrors, Kylie asked her if she used paper towels instead of newspapers. When Anna admitted that she had, Kylie asked her to redo them. Then, while Anna was sweeping, Kylie corrected her on her technique. "Don't just push the dirt around, Anna. SWEEP it," Kylie told Anna.

What character trait does Kylie demonstrate? _____

Explain your answer by referencing the text.

4. Corey came back from the bathroom and noticed that her rainbow pencil was missing. She looked around the room and saw that Beth was using a rainbow pencil. Corey started crying uncontrollably and ran out of the room.

What character trait does Corey demonstrate? _____

Explain your answer by referencing the text.

5. Kelvin found a wallet on the ground. He opened up the wallet and saw an old woman's ID card. Kelvin took the ID out of the wallet, walked to the woman's house, and returned the wallet to her.

What character trait does Kelvin demonstrate? _____

Explain your answer by referencing the text.

6. Jonathan invited a bunch of friends over to his house. He then talked to them for hours about all the trophies that he had won, his rare comic book collection, and how much money his dad makes. His friends did not enjoy their time at Jonathan's.

What character trait does Jonathan demonstrate? _____

Explain your answer by referencing the text.

7. Rocky's cousin brought him to a party. Rocky didn't know anyone at the party. Shortly after getting there, Rocky's cousin disappeared. Rocky made a lot of new friends at this party and had a great time.

What character trait does Rocky demonstrate? _____

Explain your answer by referencing the text.

8. The teacher asked Khadija what the answer was to the problem on the board. Khadija wore a worried expression on her face for a moment and then put her head down on her desk. After the teacher moved on to someone else, Khadija whispered to her friend that the answer was 26. Khadija was right.

What character trait does Khadija demonstrate? _____

Explain your answer by referencing the text.

9. After Mark's mechanical pencil ran out of lead, he asked Pete, who sat next to him, if he could borrow a pencil. Pete yelled, "No, Mark. If you didn't come prepared, why is that my fault? Bring TWO pencils to class! You can't have one of mine or you'll never learn your lesson."

What character trait does Pete demonstrate? _____

Explain your answer by referencing the text.

10. Scott doesn't talk much, but five girls in our homeroom class are currently competing for his attention. This is nothing new. Girls have liked Scott for as long as I can remember.

What character trait does Scott demonstrate? _____

Explain your answer by referencing the text.

Name: _____

Context Clues 1.6

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **cease:** James, you need to **cease** tapping your pencil because other people are trying to concentrate.

Definition: _____

What clues in the sentence lead you to your definition?

2. **transparent:** You don't want to wrap your presents in plastic wrap because plastic wrap is **transparent** and everyone will know what you got.

Definition: _____

What clues in the sentence lead you to your definition?

3. **simpleton:** She tried to pay me with play money, as though I were a **simpleton** who would accept it.

Definition: _____

What clues in the sentence lead you to your definition?

4. **dreadful:** I became a vegetarian when I found out about the **dreadful** treatment that factory farmed animals receive.

Definition: _____

What clues in the sentence lead you to your definition?

5. **stammer:** Rob is a cool guy and normally he makes great conversation, but when he gets around Vicky all he does is **stammer**.

Definition: _____

What clues in the sentence lead you to your definition?

6. **eager:** Having read all of the *Fightland* books, Jessica was so **eager** to see the *Fightland* movie that she lined up at the movie theater at midnight dressed as her favorite character.

Definition: _____

What clues in the sentence lead you to your definition?

7. **mutter**: If you have something to say about my teaching style, Mr. Carter, please say it to me now instead of **muttering** it under your breath later.

Definition: _____

What clues in the sentence lead you to your definition?

8. **proposal**: The principal loved the students' **proposal** to build the new playground with the fundraising money.

Definition: _____

What clues in the sentence lead you to your definition?

9. **civil**: No matter how much the old woman yelled at him about not receiving her check, the mailman stayed calm and remained **civil**.

Definition: _____

What clues in the sentence lead you to your definition?

10. **humble**: Kevin thinks that he is the center of the universe. I guess that when someone gets to be as good as he is at football, it's hard to remain **humble**.

Definition: _____

What clues in the sentence lead you to your definition?

11. **sulk**: Mom said that your timeout is done, Dominick. You can come out and play now. You don't have to keep **sulking** in your room.

Definition: _____

What clues in the sentence lead you to your definition?

12. **cauldron**: The witch stirred the frog eyes and cat tails into the steaming **cauldron** smoking over the fire.

Definition: _____

What clues in the sentence lead you to your definition?

Bonus: Define each of the words on a separate sheet of paper to check your answers. Attach your sheet.

Name: _____

Nonfiction Reading Test

TV

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

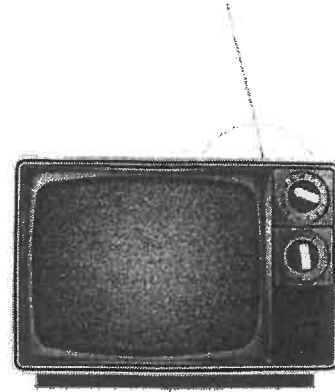
Televisions show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcasts were not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black and white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.



By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?

1. When did color TVs come out?

- a. 1925
- b. 1953
- c. 1939
- d. 1965

2. Which was **not** true about the first TV?

- a. It could only show one color.
- b. It only had 30 lines.
- c. It did not have sound.
- d. It did not work well.

3. When did networks start showing programs in color?

- a. 1948
- b. 1953
- c. 1965
- d. 1939

4. Why did the first TV station only show Felix the Cat for two hours a day?

- a. They were running tests.
- b. Felix the Cat was really popular.
- c. Felix the Cat had been a big radio star.
- d. Felix the Cat was the only show that they had.

5. Which of these events slowed the spread of TVs?

- a. The World's Fair of 1939
- b. The Civil War
- c. The election of the U.S. President.
- d. World War II

6. What is the author's main purpose in writing this?

- a. He is trying to explain how a TV works.
- b. He is telling readers how TVs became popular.
- c. He is describing the history of the TV.
- d. He is trying to get people to watch more TV.

7. Why did many families switch to color TVs in 1965?

- a. Color TVs cost a lot of money.
- b. Many shows were only shown in color.
- c. Color TVs came out in 1965.
- d. World War II ended and troops returned home.

8. Why was 1939 an important year for TV?

- a. Many Americans were introduced to TV.
- b. The first color TV was released.
- c. The first TV station began broadcasting.
- d. John Baird created the first TV.

9. How many lines does a 4K TV have?

- a. 30
- b. 1,080
- c. 4,000
- d. 3,840

10. Which happened first?

- a. The 1939 World's Fair
- b. The release of high-def TVs
- c. The end of World War II
- d. The release of color TVs

The Phone Call

Paul looked out the window and sighed. The driveway was still empty and it was getting dark. He checked the clock and sighed again, deeper this time. His dad had said that he would pick him up by 5:30, but it was almost seven and Paul hadn't heard a word from him. He walked up the stairs to his room and put away his baseball glove. Paul figured that even if his Dad did miraculously show, it wouldn't be much fun playing catch in the dark. Paul sat down on the couch and tried to do some of his reading homework, but he couldn't get his dad off of his mind.

The phone rang at about 8:00 and Paul let it go to the machine. It was his Dad: *"Hey Paul, I'm so sorry that I couldn't make it tonight. I had to finish up a big project at work. Maybe we can catch a baseball game this weekend. Oh wait, this weekend's no good. How about next weekend? That should work. You and I are going to the stadium for sure, Paulie. I hope all is well..."*

Paul listened to the machine in disgust. He knew that his dad had a job and a life, but he couldn't understand why he was always flaking out on him. Paul thought to himself: *Couldn't someone else get one of these bad news speeches once in a while? Why does it always have to be me?* Paul crashed on the couch with his book opened to the first page and fell asleep.

The next day at school, Paul didn't turn in his math or science homework and he failed a pop quiz in reading class. Paul's homeroom teacher, Mr. Mathews, noticed Paul's uncharacteristically poor performance and asked him to stay after class. Paul sort of murmured a response that sounded like "Ok." When the bell rang, the other children filed out of class. Paul huffed and waited with his head on his desk. Mr. Matthews pulled up a chair next to him.

"What's up, Paul? You're not doing your homework, you're not studying for tests, and this isn't like you. Something must be bothering you. What is it?" Paul didn't want to tell him. He knew that if he started talking a flood of emotions would pour out of him. He just wanted to be alone with his pain, so he sat there quietly, not even looking at Mr. Matthews. "Well Paul, if you don't want to talk, I will. I know that something's bothering you and you've got to get it out. You don't need to tell me, but you need to tell someone or this thing is going to eat you up. Paul, you've got to feel your best to do your best. The sooner you get this thing off of your chest, the sooner you can heal."

As Paul walked home from school, he reflected on the things the Mr. Matthews had told him. He knew that he hadn't been himself recently. Maybe he stopped doing his work because he was looking for attention from his father. He hadn't really thought about it too much up until now, but as he walked home that night he realized that he wasn't just letting his dad spoil his plans: he was letting him spoil his life. Paul figured that Mr. Matthews was right. He couldn't do his best until he felt his best. He decided to take his advice and talk to someone about it.

That night when Paul got home from school, he called his Dad. The call went to voicemail after ringing seven or eight times. Paul had heard his Dad's answering machine message more times than he cared to remember, but this time things were different. When it ended, he would say what he really felt. When the phone beeped, Paul began talking: *"Dad, it's Paul. I can't go to the stadium with you next weekend. I've got a lot of homework to catch up on. Also, I don't really want to spend another day looking out the window and waiting. When you break plans with me, Dad, it hurts me, and I'm sick of getting hurt. It's not too late to rebuild our relationship, but we're going to have to start small. Maybe you can help me with my homework sometime or something. Dad, I love you, but that's how I feel."*

As Paul ended the call, he felt as though a tremendous burden had been lifted off of his shoulders. He didn't know whether his dad would change. He didn't even think that he would, but it didn't matter. Paul had changed. He had expressed his feelings to the right person, rather than just bottling them up inside of himself and he had a clear head as he worked through his assignments that night.

Name: _____

***The Phone Call* - Reading Skill Sheet**

1. Author's Purpose: **entertain**
Why did the author write this?

inform

persuade

2. Genre: _____
Ex: Nonfiction, fiction, or folklore

Subgenre: _____
Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View: _____
1st-person, 2nd-person, 3rd-person objective, 3rd-person limited, or 3rd-person omniscient

4 & 5. Summarize the text:
Five key events from beginning, middle, & end.

6. Exposition

A.

Setting: _____
When and where does the story take place?

B. Conflict: _____
Describe the conflict in the story.

7. Rising Action: List some events that occur before the climax.

1. _____

2. _____

3. _____

Climax:
The turning point

Falling Action: List some events that occur after the climax.

1. _____

2. _____

Resolution:
When the conflict is solved

The Breakaway

As far as Justin knew, there was only one way out of his neighborhood: basketball. So he ran with the ball like the hounds were chasing him. He could drop any of the older guys at the court in a blaze of crossovers, fadeaways, and finger rolls, and the younger guys didn't stand a chance. Justin saw his way out and he ran for it. But the world has a funny way of changing right when you think you've got things figured out, and that's just what happened to Justin.

One day when Justin was shooting around at the local court, some guys from another block ran up and asked to play. The big one in the middle said that he had heard that Justin was the best and he wanted to see if it was true. Justin said, "Nah, Man, I'm just shooting around with my cousin, I ain't trying to get all sweaty right now." But the big guy was insistent, and Justin's cousin was bugging, "C'mon, Justin, drop this guy." So Justin figured that he'd just do what everyone wanted and play.

Justin was running all over the big guy and making his shots while he did it. But just as the outcome of the game seemed certain, the big guy shoved Justin as he went for a lay up. Justin went flying in just such a way that he managed to tear up his right knee. The doctor said Justin might never play again, and if he did play, he wouldn't play the same. Justin was devastated.

The first six weeks, Justin just laid in bed with his leg in a long cast feeling like a broomstick. He watched three reruns of *The Simpsons* every day and ate potato chips until the bag was empty, and then he'd dig the salt and grease out of the corner with his index finger. Justin blew up like a balloon as watched his once bright future fade away. Right when he reached the bottom of the pit of despair, Justin's sister, Kiki came home from the university

She came in the house like a whirl of sunshine, bringing exciting tales of a far away land called college. Justin was amazed and intrigued by the dorm room dramas and campus craziness that Kiki told, but he could hardly believe any of it. It was as if she were telling him about some fantasy land high above the clouds. Justin gazed off dreamily as she spoke.

"Justin!" She interrupted his day dream. "Let me see your progress report." Justin was ashamed. His grades had really slumped since his injury. "Oh no, this won't do, J," she said. "We're going to have to get these up." Well, Justin was a pretty stubborn guy, but his older sister had a way of getting him to do things that nobody else could. So, while she was home on break, they studied together, and they talked, and they worked, and Justin felt better than he ever had before.

After spending those weeks with his sister, Justin realized that he didn't want to feel bad for himself any more, and he didn't want to quit. Basketball used to be his thing, and he was good at it, but now there was only school, so he had to get good at that. Justin passed through all his classes like a half-court trap. By the time he got to senior year in high school, his GPA was hovering in the slam-dunk position. The last thing that Justin had to do to get into the college of his choice was score well on the ACT. Well wouldn't you know it? Using the study skills Justin had acquired from his sister, Justin scored a 24 on the ACT. That's not the highest score a person can get, but it was high enough for Justin. Now he had his academic game together.

Though the recruiters never came to Justin's door, every university that he applied to accepted him; and when the fall came, Justin had his choice in colleges. Though he'd miss his family, Justin decided to enroll in the sunniest university in Hawaii, and nobody could say that Justin made a bad choice.

“The Breakaway” - Reading Skill Sheet

1. Author's Purpose: **entertain**
Why did the author write this?

inform

persuade

2. Genre: _____
Ex: Nonfiction, fiction, or folklore

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1. _____

2. _____

Resolution:
When the conflict is solved

Pierce the Spaceman

Pierce tightened the buckle on his moon belt. He had never seen the fogs of Planet Zarzoo so thick and the high gravity was weighing down his space boots. Pierce's mission was simple: he was to dive through the sludge pits of Zarzoo and gather Zennon crystals to power the space colony's defense shields. It seemed simple enough to Pierce, but he had not anticipated a high gravity day and the acid rain was burning through his spacesuit.

As Pierce walked over the toxic sand dunes of the planet Zarzoo, he saw the two golden suns setting. It would now get much colder. Pierce turned on the thermal warming power in his spacesuit as he approached the sludge pits. He checked his oxygen tanks and the levels were green. Pierce thought to himself: *It's time to dive through some sludge*, and then he dove into the radioactive green goo of the sludge pits.

Pierce felt that diving to the bottom of the sludge pits was easier than usual. *Perhaps it's because of the high gravity*, he reflected as he kicked his way toward the shiny Zennon crystals spread along the floor of the pits. He gathered the space crystals and stuffed them into his space pouch, he felt the slithering tentacle of a Toxopus as it disconnected his air supply from respirator. Toxic fluid poured into the air containers, making them useless. "Beast!" Pierce shouted, taking in the last clean breath from the ruptured air tank.

He vaporized the monster with one blast of his raygun as he began frantically scrambling for the surface. Clawing and pulling, Pierce fought for air, but the high gravity and the thick sludge made escape seem impossible. As Pierce's reality faded out, angels carried him.

Pierce sat in a white chair on a white cloud, surrounded by white lights. A voice from all around spoke softly but strongly to him: "Pierce, it is not your time." Pierce felt peace. "You must bring the Zennon crystals to the space colony." the voice went on, "If you do not, the defense shields will fall and all will perish." Pierce recognized the importance of his mission but he did not know how to escape the sludge pits without oxygen, yet alone the high gravity of planet Zarzoo. "Pierce, the Zennon crystals have power," were the last words Pierce heard before he returned to his oxygen deprived body.

Pierce was fading in and out of consciousness when he noticed tiny air bubbles seeping out of one of the Zennon crystals. Apparently, he had grazed one of the crystals with his raygun when he was vaporizing the Toxopus. Pierce put the cracked Zennon crystal to his mouth and drew a breath of oxygen from it. His head stopped throbbing. He took another breath from the crystal and his heart beat slowed. Pierce breathed a sigh of relief as he climbed out of the sludge pit.

Marching through the thick fogs of Zarzoo, Pierce held on to the Zennon crystals. He knew that they would power the defense shields for the space colony and prevent an alien attack. When Pierce got back to his spaceship, he thankfully powered up the oxygen generator and set the navigation system for his home planet. Then he turned the key to his spaceship, but it wouldn't start. The engine kept barking, but it wouldn't turn over. Pierce smacked the spaceship on its dashboard and it started. Pierce breathed another sigh of relief. Throwing the Zennon crystals in the back seat, Pierce flew the ship from the high gravity of planet Zarzoo. He loosened a notch on his space belt and waited for the space boosters to hit full power. Everything would be okay.

Name: _____

“Pierce the Spaceman”

1. Author's Purpose: **entertain**
Why did the author write this?

inform

persuade

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Subgenre: _____
Ex: Autobiography, science fiction, fable, informational writing, etc.

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Resolution:
When the conflict is solved