

Reading and Responding

One Day

Our town clock broke this morning
right after toll-toll-tolling eight.
We all stood around, wondering how to
pass an unmeasured day.
5 My father winked and smiled.
Slipping the tick-tick-tick-tocking watch
from his left wrist, he said
he didn't see work hour arrive,
declared it a holiday, and then
10 took us out for ice cream.
While licking drip-drip-dripping mint chip
from a slightly soggy sugar cone,
I heard a boy ask Mom if time had stopped
because he blew out eight candles yesterday,
15 wishing to be Peter Pan,
wishing to live in a place where time doesn't pass,
and you never grow up.
I wondered if somebody had
stopped the town clock on purpose,
20 trying to put off tomorrow's coming.
But Mom says days end.
Days end whether you
measure them or not.
Watching pink, red, orange stripes glow
around the setting sun,
I'm pretty sure Mom is right!

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.1: Gain meaning from print and build vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)	1.1
<p>Introduction to Students:</p> <p>When you read a word that you don't know, you can often figure out what the word means by rereading that part of the poem or story. Usually there are clues to help you understand the word. Another way to figure out what a word means is to take it apart. This works for words that have more than one part. For example, you know that the prefix <i>un-</i> means <i>not</i>, so you can figure out what <i>unmeasured</i> means.</p>		

“One Day”

If you answered B, C, or D, your answer is incorrect. Let's talk about why. Reread the first four lines of the poem:

Our town clock broke this morning
right after toll-toll-tolling eight.
We all stood around, wondering how to
pass an unmeasured day.

1. In line 4, an unmeasured day is a day without
 - B. sun. (**What is the problem with this answer?** A cloudy day can be measured even if there is no sun.)
 - C. time. (**What is the problem with this answer?** Time is something that is measured.)
 - D. work. (**What is the problem with this answer?** A work day can still be measured.)
 - A. clocks.
Correct. To measure a day means to figure out how many hours it has. Clocks measure time by showing the hour. This is the best answer.

You can usually figure out what a word means if you reread that part of the poem. Because the speaker is wondering how to spend “an unmeasured day” after the town clock breaks, you can figure out that clocks measure the time in a day.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.3: Recognize an author's purpose and point of view	1.2
<p>Introduction to Students:</p> <p>To know how the author thinks about the subject, it is helpful to understand the main idea of the poem. It is also helpful to understand how the author feels about the subject or what the poem is mostly about.</p> <p>You can do this by asking yourself questions as you read:</p> <ul style="list-style-type: none"> • What is the poem mostly about? • How does the poet feel about what is happening in the poem? • What in the poem tells me this? <p>In this poem, the author writes about the characters and what happens in a playful way (the father “winked and smiled”; the family goes for ice cream in the morning; the sunset is aglow with color). The author describes what happens when the town clock breaks and then thinks about the idea of time stopping.</p>		

If you answered A, C, or D, your answer is incorrect. Let’s talk about why. Think about what happens in the poem and how the writer feels about what happens.

2. Which is **most likely** true about the writer?
- A. The writer wishes to be Peter Pan. **(What is the problem with this answer?** Although a boy in the poem makes a wish to be Peter Pan, the writer does not wish to stay a child forever.)
- C. The writer thinks all clocks should be broken. **(What is the problem with this answer?** Although a clock does break in the poem, the writer doesn’t want all clocks to be broken. At the end of the poem, the writer even says that “Days end / whether you measure them or not.”)
- D. The writer likes to watch the sun set. **(What is the problem with this answer?** Although the poem ends with a sunset, you can’t tell from the poem whether or not the writer likes to watch the sun set.)
- B. The writer likes to imagine time stopping.
Correct. You can tell from how the poet describes what happens in the poem that the poet enjoys thinking about what would happen if time stopped.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.4: Identify story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection	2.1
<p>Introduction to Students:</p> <p>This question asks about a character in the poem. Sometimes an author describes characters. For example, the author might write that a character is wise or foolish. But sometimes you have to learn about characters in other ways. You can tell a lot about a character from how that character acts and what the character says. Paying attention to what characters say about each other helps you understand more about the characters, too.</p>		

“One Day”

If you answered A, B, or C, your answer is incorrect. Let’s talk about why. Reread the last 6 lines in the poem:

But Mom says days end.
Days end whether you
measure them or not.
Watching pink, red, orange stripes glow
around the setting sun,
I’m pretty sure Mom is right!

1. Which **best** describes the mother in the poem?
 - A. fun (**What is the problem with this answer?** We might say that the father is fun, because he thinks of having ice cream when the clock stops or because he winks and smiles, but “fun” is not the best way to describe the mother.)
 - B. hungry (**What is the problem with this answer?** Again, the father might be hungry because he thinks of having ice cream, but “hungry” is not the best way to describe the mother.)
 - C. sad (**What is the problem with this answer?** Think about how the characters in this poem act. None of the characters seem sad.)
 - D. wise
Correct. The mother wisely says that “days end whether you measure them or not.” This is the best answer.

In this poem, the author uses two different ways to tell you about the mother. By reading what the mother says in the poem, you can tell that she is wise. You can tell that the speaker thinks she is wise because the speaker thinks about what the mother says and then decides that she is right.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	2.2
<p>Introduction to Students:</p> <p>This question asks about when an event in the poem takes place. It is important to understand the order in which things happen. This helps you understand a poem or story. For example, this poem begins in the morning, just past eight o'clock. This is important because the speaker then wonders what to do with the day.</p>		

If you answered A, B, or D, your answer is incorrect. Let's talk about why. Reread these lines from the poem:

Watching pink, red, orange stripes glow
around the setting sun,

2. At what time of day does this poem end?
- A. morning (**What is the problem with this answer?** If the end of the poem happened in the morning, the writer would describe the sunrise or the dawn, not the sunset.)
 - B. afternoon (**What is the problem with this answer?** If the end of the poem happened in the afternoon, the writer would describe the sun as being high in the sky, but the sun does not set in the afternoon.)
 - D. night (**What is the problem with this answer?** At night, it is dark and there is no sun.)
 - C. evening
Correct. At the end of the poem, the speaker is watching a sunset. This is how you know that the poem ends in the evening. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.2: Problem solve by using reasoning skills, life experiences, and available information	3.1
<p>Introduction to Students:</p> <p>This question asks you to figure out something that is not directly stated in the poem. In order to answer the question, you have to look for clues in the poem. You might also think about real life and how you might know what time it is without a clock. If you are playing outside in the late afternoon and you don't have a watch, how do you know when it is time to go home?</p> <p>When you think about what happens in the poem and you think about what you know from real life, you can find the best answer to this question.</p>		

“One Day”

If you answered B, C, or D, your answer is incorrect. Let's talk about why. Think about how the speaker knows that the day is coming to an end.

1. Based on this poem, how might you tell time if your clock breaks?
 - B. by asking your mom (**What is the problem with this answer?** The mother in the poem is wise, but she does not tell the speaker what time it is.)
 - C. by spending time with dad (**What is the problem with this answer?** The speaker has fun with the father, but the father does not tell the speaker what time it is.)
 - D. by wishing to be Peter Pan (**What is the problem with this answer?** A boy in the poem does wish to be Peter Pan, but this does not help anyone know what time it is.)
 - A. by watching the sun
Correct. The speaker knows the day is ending because the sun is setting. You can tell what time it is by where the sun is. This is the best answer.

When the sun sets at the end of the poem, the speaker knows that the day has ended. Watching the sun helps the speaker know the time.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	3.2
<p>Introduction to Students:</p> <p>This question asks you to look carefully at a part of the poem. Then you are asked to figure out what the speaker means when the speaker says the mother was right. This means you need to look back at the part of the poem that tells what the mother says. Compare what the mother says to what happens in the poem. When you do this, you can answer the question.</p>		

When you write the answer to a question, make sure you answer every part of the question completely. For this question, you need to explain what the speaker means by saying “Mom is right!”

To answer the question, you need to know:

- what does the mother say?
- how does the speaker know the mother is right?

In the poem, the mother says that “days end whether you measure them or not.” What shows the speaker that the mother’s words are right?

2. At the end of the poem, what does the speaker mean by “Mom is right!”?

Sample answer: Mom says that “days end whether you measure them or not.” You can tell that she was right because the day ends as the poem ends.

This answer tells what the mother said (“days end whether you measure them or not”) and why she is right (“the day ends as the poem ends”).

A Penguin Mystery

How did a South American penguin end up in Alaska? Zoologists wonder how a Humboldt penguin made the journey from the west coast of South America to Alaska in the summer of 2002. This is a journey of about 7,000 miles!

Native to Chile and Peru, Humboldt penguins live on the coast of the Pacific Ocean, where waters are cold and there are many fish. The cold Alaskan waters are well-suited to penguins, too. Zoologists say that penguins would easily find herring and other fish off the coast of Alaska. The warm waters in between the South American shores and Alaska are another story. Zoologists doubt that the penguin swam the whole way, not just because it is a long distance. Zoologists think the penguin must have somehow gotten a ride, mostly because the penguin probably would not have found enough food in the warmer Pacific waters north of South America and south of Alaska. Besides, what would a cold-weather bird like a penguin do in Hawaii?

Because Humboldt penguins are sometimes kept as pets in Chile and Peru, zoologists think the penguin might have been brought to Alaska aboard a fishing boat. Humboldt penguins are about the size of a cat, and weigh up to 15 pounds—small enough to hide as a stowaway on a ship. When the ship sailed home, the penguin could have jumped ship in Alaskan water.

Zoologists may never know how the penguin got to Alaska. But one thing is for sure: he had a long trip home!

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	4.1
<p>Introduction to Students:</p> <p>This question asks you to compare two places that are mentioned in the passage. When you compare, you are looking for things that are the same.</p> <p>Ask yourself: What does the passage say about the west coast of South America that is the same as the west coast of Alaska? You may find that you can answer this question correctly without looking at the possible answers.</p>		

“A Penguin Mystery”

If you answered A, B, or D, your answer is incorrect. Let’s talk about why. Think about what you know about South America and Alaska after reading the passage.

1. What do the west coast of South America and Alaska have in common?
 - A. many Humboldt penguins (**What is the problem with this answer?** The author says that Humboldt penguins live in Chile and Peru, South America. It is a surprise to find a Humboldt penguin in Alaska, however.)
 - B. warm Pacific water (**What is the problem with this answer?** Warm Pacific water is not found off the west coast of South America or Alaska.)
 - D. cats that weigh 15 pounds (**What is the problem with this answer?** The author says that Humboldt penguins weigh about as much as a 15-pound cat. The author does not say that 15-pound cats may be found in South America and Alaska.)
 - C. fish penguins eat
Correct. The author says that Humboldt penguins live on the coast of the Pacific Ocean in South America, where there are many fish. The passage also states that penguins could easily find fish to eat off the coast of Alaska. This means a penguin could find fish to eat in both places. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.4: Distinguish fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	4.2
<p>Introduction to Students:</p> <p>When you are looking for facts, you are looking for information that you can check to see whether it is true. You could talk to zoologists who have studied the penguin, or you could check the information with the news agencies that reported the story.</p> <p>Opinions and guesses are not facts. An opinion is one person’s belief or idea about something that cannot be proven or checked. For example, if someone says that the view from the top of a mountain is pretty, that is only an opinion. However, if someone measures the height of the mountain and tells you it is 10,000 feet tall, that is a fact that you can check. If someone guesses that the mountain might be 11,000 feet tall, that is not really a fact; it is just a guess.</p> <p>For this question, a good way to find the best answer is to check the possible answers against the information in the passage.</p>		

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Think about what you know about South America and Alaska after reading the passage.

2. Which is a fact about the penguin in the passage?

- B. It rode on a ship. **(What is the problem with this answer?** The passage says that the penguin **may** have been brought to Alaska on a boat. This is not a **fact**.)
- C. It was someone’s pet. **(What is the problem with this answer?** The passage says that the penguin **might** have been kept as a pet. This is not a **fact**.)
- D. It was a fast swimmer. **(What is the problem with this answer?** The passage says that scientists **doubt** the penguin swam to Alaska, so we do **not** know whether the penguin was a fast swimmer.)
- A. It was found in Alaska.
Correct. A fact is true information. The penguin was found in Alaska in the summer of 2002. We know this is a fact because it really happened. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	5.1
<p>Introduction to Students:</p> <p>This question asks you to find the main reason for something that happened. When you are looking for a <i>main</i> reason, you must read carefully. Just because a fact is true does not mean it is the main reason. The main reason is the reason that would probably still be true even if other reasons were not true.</p> <p>It is helpful to reread parts of the passage in order to find the main reason for something.</p>		

“A Penguin Mystery”

If you answered A, B, or C, your answer is incorrect. Let’s talk about why. Think about what the author says about how the penguin traveled. Reread the second paragraph.

1. Zoologists think the penguin did **not** swim the whole way **mostly** because
 - A. the distance would have been too far to swim. **(What is the problem with this answer?** This is one possible reason the penguin probably did not swim to Alaska, but it is not the **main** reason given in the passage.)
 - B. the water would have been too warm. **(What is the problem with this answer?** This is probably the cause of the main reason, but it is not the main reason. Penguins eat fish that live in cold water, not warm water. What does this tell us about the penguin’s trip?)
 - C. it would have lost its way. **(What is the problem with this answer?** There is no information in the passage to tell you whether the penguin would have become lost or not. It seems possible that the penguin could have become lost, but you cannot tell for certain.)
 - D. there would not have been enough food.
Correct. You can find this answer in the second paragraph: “the penguin probably would not have found enough food in the warmer Pacific waters north of South America and south of Alaska.” This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	6.2: Recognize and respond to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction)	5.2

Introduction to Students:

This question asks you to tell what kind of writing this passage is. In order to do this, it helps to think about different kinds of passages. How do you know a passage is one kind of writing?

For example, what makes a poem a poem? Poems may rhyme. Poems are written in lines that may or may not be complete sentences. Poems sometimes have stanzas. A stanza is a set of lines.

Now think about nonfiction. How can you tell a passage is nonfiction? When you think about how you can tell one passage from another, you can look at a passage and decide what kind of writing it is.

If you answered A, C, or D, your answer is incorrect. Let's talk about why. Think about different kinds of passages. What makes them different from one another?

2. This passage is

- A. poetry. **(What is the problem with this answer?** Think about what you know about poems. They might rhyme. They are written in lines and stanzas.)
- C. drama. **(What is the problem with this answer?** A drama is a type of fiction called a *play*. This passage is not written like a drama.)
- D. fiction. **(What is the problem with this answer?** A fictional passage is a story that is made-up. This passage tells about events that really happened.)
- B. nonfiction.
Correct. A nonfiction passage tells about events that really happened. The passage "A Penguin Mystery" is a true story. This is the best answer.

Fiction, poetry, and drama are different kinds of make-believe. These make-believe passages may have some things that really happened, but they are mostly about things that are made up or imagined.

Only nonfiction passages are mainly about facts. You could check the facts to make sure they are true. However, fiction, poetry, and drama are mostly imagined by the author.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.3: Recognize an author's purpose and point of view	6.1
<p>Introduction to Students:</p> <p>This question asks you to figure out how the author feels about penguins. You may wonder how you can know what the author feels. There are clues in the passage that tell you how the author thinks and feels. For example, what kinds of words does the author use to describe penguins? What details does the author choose to write about?</p> <p>It is also helpful to think about how the author makes you feel about the subject. After you read this passage, what did you think about penguins? If the author is interested or excited about a subject, the author tries to share that feeling with the reader. If an author dislikes something, the author shares that feeling, too.</p>		

“A Penguin Mystery”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Think about how the author describes penguins. What does this tell you about how the author thinks and feels about penguins?

1. The writer **most likely** feels penguins are
 - B. lazy birds. (**What is the problem with this answer?** The writer of “A Penguin Mystery” describes a penguin that travels thousands of miles! The writer probably does not think that penguins are lazy.)
 - C. frightening birds. (**What is the problem with this answer?** The writer states that sometimes penguins are kept as pets. This does not make penguins sound frightening.)
 - D. silly birds. (**What is the problem with this answer?** Think about how the writer describes penguins and especially about how the writer describes the penguin that traveled from South America to Alaska.)

- A. amazing birds.

Correct. The writer explains how scientists believe that a penguin traveled 7,000 miles from South America to Alaska. The writer’s descriptions show that the writer thinks these birds are amazing. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.6: Interpret texts to generate connections to real-life situations	6.2
<p>Introduction to Students:</p> <p>For this question, you are asked to connect the information in the passage to real life. You live in Louisiana, so you know something about the state. You read the passage, so you know what penguins need to live. Now you can put together what you know from real life with what you know from the passage to come up with a good answer to the question.</p>		

When you write the answer to a question, make sure you answer every part of the question completely. For this question, you need to explain why a penguin would not be happy living in Louisiana.

To answer the question, you need to know:

- what do penguins need to be happy?
- can penguins find these things in Louisiana?

From the passage, you know that penguins are cold-weather birds. They eat fish that only live in cold waters. But the weather in Louisiana is warm. The water of the Gulf of Mexico is warm, too.

2. Based on the information in the passage, why would a Humboldt penguin be unhappy living in Louisiana?

Sample answer: The waters are too warm in Louisiana for a Humboldt penguin. Penguins are cold-weather birds, and it's mostly hot in Louisiana.

This answer tells what penguins need (“cold weather”) and why they can’t live in Louisiana (“the weather is mostly hot”).

The Queen Who Changed Her Mind

Long ago, there was a queen who ruled a country that stretched for miles and miles. Thousands of people lived in her country and obeyed her commands. But she longed for more power. She longed for more subjects. She wanted more land. Every day, she would look out the window of her castle and become dissatisfied. She would call her ministers and point to lands beyond her country's borders. "I want that land, and that land, and that land," she would demand.

The ministers dreaded these demands. They shook in their shoes when they heard the queen's call. Still, they would plot ways to get land for the queen. The lands had been owned by noble families for many years. Some families had claimed the lands long before the queen's birth. Some had been given their lands as a reward for loyal service to the kings who had ruled before the queen.

The ministers sent messengers to the families, demanding their lands. The families did not want to leave their homes and farms. But they had no choice. If the noble families did not give up their lands, the queen would send her army. The queen soon owned more land than ever.

4 In this country, it was the custom for the queen to meet with her subjects every morning. People from all over the country would come to the castle and tell their troubles to the queen. Whenever neighbors argued about wandering cows or whose turn it was to fix the fence, they would come to the queen. Whenever townspeople wouldn't pay their bills, the shopkeepers would complain to the queen. The queen would hear both sides. Then she would decide who needed to fix the fence or pay the bill or tie up the cow.

This custom was good when the queen's country was small. But the more land the queen owned, the more people she ruled, the more troubles she had to solve. Soon, the queen found crowds waiting for her every morning. Crowds huddled outside the castle late into the night. Waiting in long lines to see the queen made people angry. The queen's ears rang with echoes of all the angry complaints. Her head buzzed like a beehive from thinking of so many solutions. She had no time to do anything but listen to complaints. She had no time to think of plots to get more land. She barely had time to comb her hair!

One morning the queen woke up very early. The roaring of the crowds outside the castle sounded like waves crashing on the shore. The queen looked out the window. Once delightful, all of her new lands had become burdens. The queen called for her ministers. She pointed to the lands she had taken away from the noble families. She ordered the ministers to return the lands to their rightful owners.

The crowds of people melted away. The queen's ears stopped ringing and her head stopped buzzing. She sat by her window, enjoying the beautiful view and peaceful sounds of her small country.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.1: Gain meaning from print and build vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)	7.1
<p>Introduction to Students:</p> <p>When you are reading and you find a word that you don't know, you can often figure out what the word means. Rereading that part of the passage can help you understand the word. Some words have more than one meaning.</p> <p>When you think you know what the word means, check to see whether you are right. Try to put your meaning into the sentence to find out whether it makes sense.</p>		

“The Queen Who Changed Her Mind”

If you answered B, C, or D, your answer is incorrect. Let's talk about why. Think about what the queen is doing. With whom does the queen meet every morning? Why? Answering these questions will help you figure out what the word subjects means.

1. In paragraph 4, “it was the custom for the queen to meet with her subjects every morning.” What does the word subjects mean?
 - B. troubles of the townspeople (**What is the problem with this answer?** If the queen meets with her subjects, the word subjects must mean some kind of people.)
 - C. the queen's ministers and army (**What is the problem with this answer?** Look at paragraph 4. The queen's ministers are near enough so that the queen can call them any time she wants to talk to them. The ministers do not have to travel from all over the country.)
 - D. land owned by noble families (**What is the problem with this answer?** When you try to put this answer into the sentence, it doesn't work. The queen cannot meet with land. But she could meet with people.)
 - A. people ruled by the queen
Correct. You can find this answer in paragraph 4. The queen met with her subjects every morning. “People from all over the country would come to the castle and tell their troubles to the queen.” This tells you that the queen met every morning with the people she ruled.

This is the best answer.

When you put the correct answer in the sentence, you see that it is the best answer:
 It was the custom for the queen to meet with the people ruled by the queen every morning.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.4: Identify story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection	7.2

Introduction to Students:

This question asks you about characters in the story. Sometimes it is helpful to ask yourself about the characters in order to see what you know about them:

- **How are the characters described in the story?**
- **What do they say and do?**
- **How do they feel?**
- **How do they act?**

Asking yourself about the characters will help you understand them. When you understand the characters, you are able to describe them in a way that is true to the story.

If you answered A, C, or D, your answer is incorrect. Let’s talk about why. Think about what you know about the queen’s ministers in the story. How do they act? Why do they act this way? Rereading paragraph 2 and answering these questions as you read will help you understand more about these characters.

2. Which word **best** describes the queen’s ministers?

- A. lazy (**What is the problem with this answer?** In the story, the ministers work to do what the queen wants. They are not lazy. Reread paragraph 2. What feeling do the ministers have when the queen demands more land?)
- C. angry (**What is the problem with this answer?** The ministers may have been angry, but this is not the best answer.)
- D. greedy (**What is the problem with this answer?** In this story, the queen might be described as greedy, not the ministers. Which words in paragraph 2 tell us what the ministers feel when the queen calls them?)

B. scared

Correct. In paragraph 2, we read that the ministers “dreaded” the queen’s demands and “shook in their shoes” when she called them. This means they were afraid. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	8.1
<p>Introduction to Students:</p> <p>This question asks you to figure out why some of the characters in the story are doing something. You can look back at that part of the story to see if the answer is stated.</p> <p>Sometimes, as with this question, the answer is not stated. Re-read the part of the story that is about these characters. Then think about what the characters are doing and why. This will lead you to the best answer.</p>		

“The Queen Who Changed Her Mind”

If you answered A, C, or D, your answer is incorrect. Let’s talk about why. Look back at paragraph 4. Why do the crowds of people come to the castle? What do they want from the queen?

1. Why did crowds of people come to the castle?
 - A. to tire the queen (**What is the problem with this answer?** The queen did get tired of the crowds of people. This is not why people came to the castle, though. Look again at paragraph 4.)
 - C. to fight with the queen’s army (**What is the problem with this answer?** The people who came to the castle did not want to fight. They did want something from the queen.)
 - D. to give the queen gifts (**What is the problem with this answer?** In this story, noble families give their lands to the queen because they are afraid of her army. No one came to the castle to give gifts to the queen.)
 - B. to ask the queen for help
Correct. You can find this answer in paragraph 4: “People from all over the country would come to the castle and tell their troubles to the queen.” Then she would listen to both sides of the story and decide what should be done. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.4: Distinguish fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	8.2

Introduction to Students:

This question asks you to figure out a simile. A simile is a comparison that uses like or as. Here are some similes:

- **The rain poured down like water from a pitcher.**
- **The kitten’s fur was as fluffy as cotton.**
- **It is as hot as an oven outside!**
- **The moon is shining like a silver dollar.**

An author uses a simile in order to give you a picture of what is happening in the story. A simile can also give you different feelings about what you are reading.

When you read the simile that the queen’s head is buzzing like a beehive, it makes you think of many bees making noise and flying around in a small area. How does that picture make you feel? Would you want to have bees buzzing in your head? When you think about it, you can tell that it probably is not a good feeling. Knowing this will help you answer the question.

If you answered A, B, or D, your answer is incorrect. Let’s talk about why. Reread the sentence with the simile:

Her head buzzed like a beehive from thinking of so many solutions.

2. In paragraph 5, the author uses the simile “Her head buzzed like a beehive” to show
- A. the queen’s hairstyle. (**What is the problem with this answer?** There is nothing in the story about the queen’s hairstyle. Reread the sentence. What makes the queen’s head buzz?)
 - B. the noise around the queen. (**What is the problem with this answer?** It is noisy at the castle, but that is not the reason the queen’s head is buzzing.)
 - D. pests were bothering the queen. (**What is the problem with this answer?** The writer uses the phrase “her head buzzed like a beehive” to show the reader how the queen felt. There are no real bees in the story.)
 - C. how confused the queen was.
Correct. As the queen owned more land, more people came to her with their problems. There were large crowds with angry complaints and problems for the queen to solve. She became confused from having to think of so many solutions. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	9.1
<p>Introduction to Students:</p> <p>Folktales and legends usually have a main lesson, or a moral. To understand the main lesson, you need to understand what happens in the story. Think about what happens in the beginning, the middle, and the end of the story.</p> <p>Sometimes, a character learns the lesson that is the moral of the story. You can ask yourself:</p> <ul style="list-style-type: none"> • Who learns a lesson in this story? • What lesson does this character learn? <p>Or you could ask yourself which character changes the most. Why does this character change? Usually characters change because they learn something.</p>		

“The Queen Who Changed Her Mind”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Think about who learns a lesson in the story. What lesson does the queen learn?

Reread the end of the story. Why does the queen give back all the land that the noble families gave to her? How does she feel after she gives the land back?

1. What is the **main** lesson or moral of this story?
 - B. Get as much land as you can. (**What is the problem with this answer?** When the queen owns more land, she becomes unhappy. Think about what happens at the end of the story.)
 - C. Be nice to large crowds. (**What is the problem with this answer?** The queen might have acted nice to the crowds, but that’s not how she solved her problem.)
 - D. With an army you are strong. (**What is the problem with this answer?** The queen may be strong with her army, but that is not the main lesson of the story. Think about what the queen wanted. What happened when she got it?)
 - A. Problems come with power.
Correct. The queen wanted more and more land for herself. When she got what she wanted, she realized that she got more problems, too. So she decided to give the lands back to the rightful owners. This is the best answer.

In this story, the moral is the same as the lesson learned by the queen.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	9.2
<p>Introduction to Students:</p> <p>This question asks you to describe how the queen’s feelings change from the beginning to the end of the story. To do this, you need to think about the whole story. You need to think about how the queen feels in the beginning, the middle, and at the end of the story. Then you can see how her feelings change. Once you do this, you might think about the specific details in the passage that tell you that the queen’s feelings are changing.</p>		

When you write the answer to a question, be sure to answer the question completely. For this question, you need to do two things:

- describe how the queen’s feelings changed
 - use details from the story to show how the queen’s feelings changed
2. How did the queen’s mood or feelings change from the beginning to the end of the story? Use information from the story to support your response.

Sample answer: At first the queen was greedy and selfish. Then she became upset by all the problems. At the end of the story, though, she was happy and more peaceful because she gave back land to the owners. She didn’t have as many problems.

This answer describes how the queen’s feelings change (she goes from “greedy and selfish” to “overwhelmed and confused” to “happy and peaceful”). It also uses information from the passage to explain what happens to change the queen’s feelings (she gave the land back so she didn’t have as many problems).

Time Travel

Have you ever wondered what it would be like to travel through time? If so, you're not alone. For many years, people have been writing stories and making movies about travelers who explore the future and the past. It's true that science fiction often deals with time travel, but time travel isn't just a made-up idea. The possibility of traveling through time is an important field of study for scientists all over the world.

As of today, the closest anybody has come to traveling through time isn't what most people would call time travel. An astronaut named Seregi Avdeyev spent about two years orbiting Earth, traveling at 17,000 miles per hour. Going so fast for that length of time put Seregi $1/50^{\text{th}}$ of a second into the future. Why? The faster you go in space, the slower time passes, compared to how people would experience time on Earth. Because Seregi spent such a long time going so fast, he experienced the passing of time a tiny bit more slowly than people on Earth. When he returned home, he traveled $1/50^{\text{th}}$ of a second into the future! It's not much, but that makes Seregi Avdeyev the only time traveler in history.

The idea of going really fast for a long time is one way to travel through time. If you could get somebody to go out in space at nearly the speed of light for ten years and then return to Earth, 1,000 years would have passed here during their ten. When the traveler landed, it would be 990 years in the future! However, it is nearly impossible to go that fast. Another problem is that traveling at high speeds only gets you to the future, and not the past. How could you go back in time?

More questions still swirl around the idea of time travel. Could people go forward and back in time? If you go back in time, could you change the way the future turns out? Time travel is still a field of mystery for scientists, just as air travel was once only a dream. Today, people fly all over the world. Maybe time travel will become a reality one day!

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.1: Gain meaning from print and build vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)	10.1
<p>Introduction to Students:</p> <p>Many words have more than one meaning. You can usually figure out which is the correct meaning by rereading the sentence. Sometimes you might have to read the sentences that come before and after. Usually there are clues to help you know which meaning is right for the sentence.</p>		

“Time Travel”

If you answered A, B, or C, your answer is incorrect. Let’s talk about why. Reread the sentence that has the word field:

The possibility of traveling through time is an important field of study for scientists all over the world.

1. In the first paragraph, what does field mean in “an important field of study for scientists all over the world”?
 - A. farmland (**What is the problem with this answer?** Think about how the word field is used in the sentence. Farmland is not related to scientists studying time travel.)
 - B. space (**What is the problem with this answer?** This is one meaning of the word field, but it is not correct as used in this sentence.)
 - C. soccer field (**What is the problem with this answer?** This answer means a type of field, but that is not what the word field means in this sentence.)
 - D. area
Correct. In this sentence, the word field means about the same as the word area.

Try replacing the word field in the sentence with the word area:

Time travel is an important area of study for scientists all over the world.

You can see that this meaning is the only one that makes sense in the sentence.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	10.2

Introduction to Students:

This question asks you to tell about how light is described in the passage. At first, you might think that light is not important because it is not a big part of the passage. But how light is described in the passage is important. It gives you information that is important to understanding time travel.

The author does not write much about light. The author does not state that light is like this or like that, so you have to look for the place in the passage that is about light. Then read it carefully.

The incorrect answers may be true facts, but just because a fact is true does not mean it is always the *best* answer.

If you answered A, C, or D, your answer is incorrect. Let’s talk about why. Reread paragraph 3, the only paragraph that mentions light. How is light described in paragraph 3?

2. How is light described in the passage?
- A. bright (**What is the problem with this answer?** Although light is bright, the brightness of light has nothing to do with time travel.)
 - C. warm (**What is the problem with this answer?** Although sunlight can be warm, this is not mentioned in the passage.)
 - D. flashing (**What is the problem with this answer?** If you look back at paragraph 3 again, you will see that this is not the correct answer.)
 - B. fast
Correct. You can find this information in paragraph 3. The author states that an astronaut in space travels at nearly the speed of light. Later in the same paragraph, you read that “traveling so fast is not quite possible now.” This shows that light travels very fast.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.3: Recognize an author's purpose and point of view	11.1
<p>Introduction to Students:</p> <p>To know how the author feels about the subject, it is helpful to think about the words the author uses to describe the subject. What feeling do you get from reading these words? These are clues that show how the author feels. Sometimes, even the punctuation can be a clue. For example, using an exclamation point can show excitement or another strong feeling.</p>		

“Time Travel”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Look back at the passage and find the words the author uses to describe time travel.

1. Which **best** describes how the writer **most likely** feels about time travel?
 - B. scared (**What is the problem with this answer?** The author does not say anything to show fear about time travel.)
 - C. confused (**What is the problem with this answer?** The author gives facts about time travel in a logical order. This shows that the author is not confused.)
 - D. angry (**What is the problem with this answer?** There is nothing in the passage to make you think that the author feels angry about time travel.)
 - A. excited
Correct. In the first paragraph, the author calls time travel “an important field of study.” Then in the last paragraph, the author says that “questions still swirl around the idea of time travel.” The last sentence might be the best clue of all: “Maybe time travel will become a reality one day!” This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	6.2: Recognize and respond to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction)	11.2
<p>Introduction to Students:</p> <p>This question asks you to tell what kind of writing this passage is. Think about how you know a story is a story. Stories are examples of fiction. They are make-believe. This means the author made up the people or imagined the events in a story. How do you know nonfiction writing is nonfiction? Nonfiction writing has information. It has facts that you can check.</p> <p>When you think about different kinds of writing and what makes them different from one another, you can recognize different kinds of writing.</p>		

If you answered A, B, or D, your answer is incorrect. Let's talk about why. Think how these four kinds of passages (a science fiction story, a set of instructions, a nonfiction passage, and a poem) are different from one another. Is this passage most like science fiction, instructions, nonfiction, or poetry? Why?

2. This writing is an example of
- A. science fiction (**What is the problem with this answer?** Even though science fiction may tell about science or technology, it is still fiction. That means it is make-believe.)
 - B. instructions (**What is the problem with this answer?** Instructions tell you how to do something. This passage tells about time travel, but does not tell you how to do anything.)
 - D. poetry (**What is the problem with this answer?** Poetry often rhymes. It is written in lines and stanzas. This passage is written in full sentences and paragraphs.)
 - C. nonfiction
Correct. A nonfiction passage tells about events that really happened. This passage tells facts about the study of time travel. It also tells some time travel history. This is the best answer.

One way to recognize nonfiction is that it has facts that you can check. For example, you can find information about astronaut Sergei Avdeyev in an encyclopedia. You can check to find out whether he really did orbit the Earth for two years.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	12.1
<p>Introduction to Students:</p> <p>This question asks you to understand a connection the author makes in the passage. In this question, you are asked why the author brings up the subject of flying. What is the author trying to say by making this connection?</p> <p>Think about what the author is trying to say. The author compares time travel to flying. How is time travel like flying, according to the author?</p>		

“Time Travel”

If you answered A, B, or D, your answer is incorrect. Let’s talk about why. Reread the last paragraph of the passage. How does the author make a connection between flying and time travel? Why does the author make this connection?

1. In the last paragraph, why does the writer talk about flying?
 - A. to teach us the history of flying (**What is the problem with this answer?** This passage is about time travel, not flying.)
 - B. because flying is a mystery to scientists (**What is the problem with this answer?** Flying is not really a mystery to scientists anymore.)
 - D. because planes can fly the speed of light (**What is the problem with this answer?** The author does not say whether planes can fly at the speed of light.)
 - C. to show dreams can become real
Correct. The author says that time travel is a mystery to scientists now, just as flying once was. Scientists solved the mystery of flight. Now people fly around the world every day. Someday the mystery of time travel might also be solved. The dream of time travel may become real. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	12.2
<p>Introduction to Students:</p> <p>This question asks about an idea that is not directly stated in the passage. There is information in the passage that tells you the answer, though. You just have to look for it.</p> <p>This question asks why people can travel into the future but not the past. To answer the question, you have to understand how time travel works. To understand how time travel works, you have to understand the information in the passage. It is helpful to reread parts of the passage that you have trouble understanding.</p> <p>One way to check to see if you really understand what you read is to say what you learned from the passage in your own words. Sometimes restating the information in your own words helps you to check to make sure that you understand.</p>		

When you write the answer to a question, be sure you understand what the question is asking. Then answer the question completely. For this question, you need to use information from the passage to explain why people can travel into the future, but not into the past.

To answer the question, you need to know:

- why can people travel into the future but not the past?
- what in the passage tells me this?

2. Why can people travel into the future but not the past? Use information from the passage to explain your answer.

Sample answer: We can travel through time by going very fast for a long time. Avdeyev orbited Earth at 17,000 mph for two years and only got 1/50th of a second into the future. The article tells me that we cannot travel into the past, so I don't know how we will ever be able to do that.

This answer tells how travel into the future is possible but that travel into the past isn't possible. It also uses information from the passage ("Avdeyev orbited Earth at 17,000 mph for two years. ") to explain.

What Are Words Worth?

Some words float past your ears
like a sudsy bath.
Warm bubbly words can make you laugh.

5 Some words rush into your ears
like water, icy and cold.
These words can bring tears.
(But words that are kind
make you feel strong and bold!)

10 Words look small neatly dressed in book-black ink,
but words can do anything!
Words make you think!
Words make you dream!
Words bring you roller coasters and swimming pools,
fireflies and ice cream!

15 I like words that shimmer.
I like words that shine.
I like words that show me
the whole world can be mine!

Grade/Subject	Content Standard	Lesson No.
4 ELA	6.2: Recognize and respond to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction)	13.1
<p>Introduction to Students:</p> <p>This question asks you to show that you understand a line from the poem. When you do not understand words or lines in a poem, rereading can help you understand. It also helps to read the lines that come before and after. You will find clues to help you. Look in the first three lines for clues to help you answer this question.</p>		

“What Are Words Worth?”

If you answered A, B, or D, your answer is incorrect. Let’s talk about why. Reread the first three lines from the poem:

Some words float past your ears
like a sudsy bath.
Warm bubbly words can make you laugh.

How do these lines make you feel?

1. According to the poem, the words that will “float past your ears” are words that are
 - A. cool and light (**What is the problem with this answer?** The words may be light because they “float,” but they are also “warm” and “bubbly,” not cool.)
 - B. hard and shiny (**What is the problem with this answer?** Because the words are “bubbly,” you might think they are shiny. However, “hard” is not the best way to describe words that are “like a sudsy bath.”)
 - D. little and neat (**What is the problem with this answer?** Words are described as looking small and neat in line 9, but this question asks about the words that “float past your ears” in line 1 of the poem.)
 - C. happy and fun
Correct. Words that make you laugh are most likely words that are happy and fun.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.4: Identify story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection	13.2
<p>Introduction to Students:</p> <p>This question asks you to tell how the speaker would answer the question “What are words worth?” You might think that you don’t know how the speaker would answer this question. If you understand the poem, then you understand how the speaker would respond. Look back at the whole poem and ask yourself these questions:</p> <ul style="list-style-type: none"> • What do you know about the speaker? • How does the speaker feel about words? • What words does the speaker use to describe words? <p>Asking yourself questions about what you read is a good way to help you understand what you are reading.</p>		

When you write the answer to a question, be sure to answer the question completely. For this question, you need to do two things:

- **describe what the speaker of the poem thinks words are worth**
 - **use details from the poem to show how you know this**
2. How would the speaker of the poem answer the question “What are words worth?”
Use details from the poem to explain your answer.

Sample answer: The speaker of the poem would say words are worth a lot because she says that words can do anything. Words can make you feel good and can make you think and dream.

This answer describes how the speaker of the poem would answer the question “What are words worth?” It also uses details from the poem to explain how the reader knows this (“because she says words can do anything. Words can make you feel good and can make you think and dream”).

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	14.1
<p>Introduction to Students:</p> <p>This question asks you to find information that is stated in the poem. If you skim the poem for the phrase “kind words,” then you can find the answer to this question.</p> <p>Skimming is useful when you are looking for a specific detail, piece of information, or fact.</p>		

“What Are Words Worth?”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Look back at the poem to see what the speaker says kind words can do.

1. According to the poem, what can kind words do?
 - B. bring tears to your eyes (**What is the problem with this answer?** The words that can make you cry are in lines 4 and 5. They are like “water, icy and cold.”)
 - C. make you think about different things (**What is the problem with this answer?** Even though many words can make you think about different things, this question is asking about what the speaker says *kind* words can do.)
 - D. remind you of the taste of ice cream (**What is the problem with this answer?** Some words can remind you of the taste of ice cream, but this question asks about kind words. Look at lines 7 and 8.)
 - A. change how you feel
Correct. In lines 7 and 8, the speaker says that kind words “make you feel strong and bold.” This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.1: Gain meaning from print and build vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)	14.2
<p>Introduction to Students:</p> <p>When you read a word that you don't know, you can find clues in the poem to help you figure out what the word means. You can also take words apart to figure out what they mean.</p> <p>Let's look at an example. The word "watery" means "like water." You know this because you know what water means. You also know that when you add the suffix "-y" to the end of a noun, it makes a new word.</p>		

If you answered A, C, or D, your answer is incorrect. Let's talk about why. Think about what *wet*, *foamy*, *cozy*, and *deep* mean. Then think about what sudsy means.

2. Read these lines from the poem.

**Some words float past your ears
like a sudsy bath.**

The word sudsy means

- A. wet. (**What is the problem with this answer?** Even though a bath is wet, the word *sudsy* does not mean wet. Look back at line 3 for another clue that will help you figure out what sudsy means.)
- C. cozy. (**What is the problem with this answer?** A warm bath can be cozy, but the word sudsy means something else.)
- D. deep. (**What is the problem with this answer?** Your bath may be deep. Even if it is deep, it may not be sudsy.)
- B. foamy.
Correct. The words sudsy and foamy mean the same. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	15.1
<p>Introduction to Students:</p> <p>This question asks you to contrast two parts of the poem. To contrast means to think about how two things are different. For example, if you are contrasting dogs and cats, you might say that cats meow and climb trees, but dogs bark and chase sticks.</p> <p>After you contrast what you read in line 1 with what you read in line 4, you have to decide which difference is the most important or main difference.</p>		

“What Are Words Worth?”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Reread lines 1 through 6. How are the words in line 1 different from the words in line 4?

1. According to the poem, what is the **main** difference between the words the speaker describes in line 1 and the words in line 4?
 - B. The words described in line 1 have a nicer sound than the words in line 4. (**What is the problem with this answer?** The words in line 1 may have a nicer sound, but the speaker does not talk about how the words sound.)
 - C. The words described in line 1 have fewer letters than the words in line 4. (**What is the problem with this answer?** There is nothing in the poem about how many letters the words have. Look back at lines 1 and 4.)
 - D. The words described in line 1 move fast, but the words in line 4 move slowly. (**What is the problem with this answer?** The words that float in line 1 probably move slowly, and the words that rush in line 4 move quickly.)
 - A. The words described in line 1 are gentle, but the words in line 4 are rough. **Correct. Words that “float” are probably gentle, but words that “rush” are most likely rough. You can also think about what the words do. The words in line 1 make you laugh, but the words in line 4 can make you cry. This is the best answer.**

Poets use their words to make you think of different things. By using words like float and sudsy, the poet makes you think of bubbles floating in the air. Bubbles move in a gentle way. The poet imagines that happy words move gently, too.

By using words like rush and icy, the poet makes you think of a cold rushing river. Such a river moves quickly and roughly. This is how the poet imagines unkind words moving.

Grade/Subject	Content Standard	Lesson No.
4 ELA	6.2: Recognize and respond to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction)	15.2
<p>Introduction to Students:</p> <p>This question asks you to show that you understand what two lines of the poem mean. Remember that you are giving the meaning for both lines, not just one. It is important to read both lines all the way through and make sure you understand them before you try to answer the question.</p>		

If you answered A, B, or C, your answer is incorrect. Let's talk about why. Reread lines 9 and 10. The poet says that words look small, but they can do anything. What does that mean?

2. Read these lines from the poem.

**Words look small neatly dressed in book-black ink,
but words can do anything!**

The **best** meaning for these lines is that words

- A. look larger if they are in different colors of ink. (**What is the problem with this answer?** Words may look larger in different colors, but that is not what these lines mean. Look again at line 10.)
- B. look best when printed on the pages of books. (**What is the problem with this answer?** These lines are about more than just how words look.)
- C. are sometimes small and hard to read. (**What is the problem with this answer?** Words may be small and hard to read, but that is not what these lines mean.)
- D. can be powerful even if they are small.
**Correct. A word "can do anything." That means they are very powerful!
This is the best answer.**

Remember to read the whole question. Then find the *best* answer. An answer that is only partly right is a wrong answer.

Louis Armstrong

Louis Armstrong was born in New Orleans, Louisiana, in 1901. As a child, he had a difficult life. He had to overcome poverty and the lack of a formal education. Armstrong got into trouble when he was thirteen, and the juvenile court sent him to reform school. Reform school was where he had his first formal music lessons. His life began to change when he joined a band. He found his purpose in life playing the toe-tapping music known as jazz.

Armstrong played for several bands in the early 1920s. He formed his own band called the “Hot Five” in 1927. Armstrong played jazz on the trumpet and sang in his unique gruff voice. His voice was one of the most recognizable of the 20th century. He is indeed one of the best jazz musicians ever. He was selected for a Grammy Lifetime Achievement Award. Since he traveled all around the world performing, Armstrong became known as the unofficial musical ambassador for the United States.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	16.1
<p>Introduction to Students:</p> <p>This question asks you to think about what you learned about Louis Armstrong in the passage. Think about all the different facts about Louis Armstrong.</p> <p>Now think about how you would describe Louis Armstrong. How would you describe his life? Thinking about all of the facts about Louis Armstrong will help you answer this question.</p>		

“Louis Armstrong”

If you answered A, B, or C, your answer is incorrect. Let’s talk about why. Think about what you learned in the first paragraph. Read the first paragraph again. What do you know about Louis Armstrong?

1. The life story of Louis Armstrong is an example of someone who
 - A. became famous because he was so wealthy. **(What is the problem with this answer?** We do not know from the passage whether Armstrong was wealthy or not.)
 - B. never escaped from his life of poverty. **(What is the problem with this answer?** In the first paragraph, we read that Armstrong’s life “began to change when he joined a band.”)
 - C. could not get a good education because he was poor. **(What is the problem with this answer?** This is not stated in the passage. We do know that Armstrong was poor, and that he went to reform school, where he had music lessons.)
 - D. overcame a difficult childhood and became a famous musician.
Correct. You can find this answer in paragraph 1. Although Louis Armstrong had a difficult childhood, he went on to succeed as a musician. This is the best answer.

For this question, rereading paragraph 1 helps you find the correct answer. Rereading can be very helpful when you are not sure of the answer to a question.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.4: Distinguish fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	16.2
<p>Introduction to Students:</p> <p>This question asks you to tell why something happened. You can look back at that part of the passage. You can skim the passage to find the information you need. Sometimes the information will be stated in the passage.</p> <p>Sometimes skimming is not enough because the information is not stated. You might have to reread part of a passage and think about what you read to figure out why something happened.</p>		

If you answered A, B, or D, your answer is incorrect. Let’s talk about why. Think about what reform school is. If you don’t know what a reform school is, look back at the first paragraph.

2. When Louis Armstrong was a young teenager, he had to go to reform school because
- A. he wanted to get a good education. (**What is the problem with this answer?** Even if he did get an education in reform school, that is not why Armstrong went there. Look back at the first paragraph.)
 - B. he wanted to learn how to play the trumpet. (**What is the problem with this answer?** Louis Armstrong learned to play the trumpet after going to reform school, but that is not why he went there.)
 - D. it was a good place to join a band. (**What is the problem with this answer?** For Armstrong, reform school was the place that he joined a band. That is not why he went to reform school, though.)
 - C. he had gotten into trouble.
Correct. In paragraph 1, we read that Armstrong “got into trouble when he was thirteen and the juvenile court sent him to reform school.” This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.4: Distinguish fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	17.1
<p>Introduction to Students:</p> <p>This question asks you to think about why Louis Armstrong’s voice was so recognizable. You are looking for the cause, or the reason people could easily recognize Armstrong’s voice.</p> <p>In order to find the reason Armstrong’s voice was recognizable, you need to think about what you learned about his voice. How did it sound? If you don’t remember, you can look back at the passage. Then you will be able to find the best answer to this question.</p>		

“Louis Armstrong”

If you answered B, C, or D, your answer is incorrect. Let’s talk about why. Look back at paragraph 2. What do you know about Armstrong’s voice after reading paragraph 2?

1. Louis Armstrong’s voice was one of the most recognizable of the 20th century because
 - B. it sounded gruff, like the voices of all the other trumpet players in the world. (**What is the problem with this answer?** This is partly correct, because the author does say that Armstrong’s voice was gruff, but that does not mean that every other trumpet player had a gruff voice.)
 - C. he won the Grammy Lifetime Achievement Award. (**What is the problem with this answer?** Armstrong did win this award, but that is not why his voice was recognizable.)
 - D. he practiced every day to become a famous singer. (**What is the problem with this answer?** Armstrong probably did practice quite a bit, but that did not make more people recognize his voice.)
 - A. it was very different from other famous singers’ voices and was heard around the world.
Correct. You can find this answer in paragraph 2: “Armstrong played the trumpet and sang in his unique gruff voice.” This is the best answer.

Always read all of the possible answers before you choose the *best* answer to a question. Just because a fact is true does not mean it is always the best answer to a question. For example, Armstrong did win the Grammy Lifetime Achievement Award. However, winning that award is not what made his voice recognizable.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.3: Recognize an author's purpose and point of view	17.2
<p>Introduction to Students:</p> <p>When we talk about the author's purpose, we are talking about why the author wrote a passage. Here are some reasons an author might write a passage:</p> <ul style="list-style-type: none"> • to teach the reader how to do something • to make the reader laugh with a funny story • to tell the reader about someone or something interesting or unusual • to help the reader see something a different way <p>When you are trying to understand an author's purpose, it is helpful to look at the whole passage and ask yourself what the whole passage is mostly about. If you know the main topic of a passage, you can usually figure out what the author's purpose is.</p>		

If you answered A, B, or D, your answer is incorrect. Let's talk about why. Remember that when a question asks you to describe the main purpose, you must read very carefully and think about the purpose for all of the writing, not just one part of it.

2. The author's **main** purpose in writing this article is to
- A. encourage the reader to play the trumpet. **(What is the problem with this answer? Although Louis Armstrong did play the trumpet, there is nothing in the passage to show that the writer wants readers to play the trumpet, too.)**
 - B. tell a story about a boy who took music lessons. **(What is the problem with this answer? Although Louis Armstrong did take formal music lessons in reform school, this passage is about more than his music lessons. Think about the whole passage, not just part of it.)**
 - D. describe New Orleans. **(What is the problem with this answer? Although Louis Armstrong was born in New Orleans, we do not learn anything else about New Orleans in this passage.)**
 - C. give information about a man's life and career.
Correct. This passage is about the life and career of the famous musician Louis Armstrong. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	1.1: Gain meaning from print and build vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)	18.1
<p>Introduction to Students:</p> <p>When you come across a word you don't know, you can sometimes figure out what it means by rereading the sentence. There might also be clues to what the word means in the sentences that come before and after.</p> <p>Another way to figure out what a word means is to take it apart. Many words are made up of other words. They have roots. Root words can come from different languages.</p> <p>Many words in English have Latin roots. Knowing what some of these roots mean helps you understand words you don't know. For example, the Latin root of <u>unique</u> is <u>uni-</u>. <u>Uni-</u> means <u>one</u>. Here are some words that have the same root as <u>unique</u>:</p> <ul style="list-style-type: none"> • A <u>unicorn</u> is a mythical animal with one horn. • A <u>unicycle</u> has only one wheel. • The word <u>unit</u> means one thing. • To <u>unite</u> means to bring together as one. <p>When you know the roots of words, it helps you learn and understand new words.</p>		

“Louis Armstrong”

If you answered A, B, or C, your answer is incorrect. Let's talk about why. Reread the sentences in paragraph 2 that talk about Armstrong's voice. What do you know about his voice?

1. “Armstrong played jazz on the trumpet and sang in his unique gruff voice.” The definition of unique is
 - A. unpleasant. (**What is the problem with this answer?** If Armstrong's voice were unpleasant, he would not have been as successful as a singer.)
 - B. soft. (**What is the problem with this answer?** Armstrong's voice was not soft, it was gruff.)
 - C. boring. (**What is the problem with this answer?** Armstrong's voice could not have been boring if so many people enjoyed listening to him sing.)
 - D. unusual.
Correct. Armstrong's voice was recognizable because it was unusual. It was unlike anyone else's voice. If something is unique, it is one of a kind. This is the best answer.

Grade/Subject	Content Standard	Lesson No.
4 ELA	7.1: Use comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts	18.2

Introduction to Students:

This question asks you to explain how getting into trouble turned out to be a good opportunity for Louis Armstrong. First, make sure that you understand the whole question. What is a good opportunity? To have a good opportunity means to have a chance to do something that you want to do.

When you understand what the question asks you to do, look in the passage for facts and details that will support your answer. You will need to use information from the passage to explain how getting into trouble was a good opportunity for Armstrong.

Think about what you read about Louis Armstrong. What gave him the opportunity to learn about music? How did he start playing the trumpet?

When you write the answer to a question, be sure to answer the question completely. For this question, you need to explain how getting into trouble ended up being good for Louis Armstrong.

2. At the age of thirteen, Louis Armstrong got into trouble. Explain how getting into trouble turned out to be a good opportunity for him.

Sample answer: Armstrong had a difficult life as a child. He was poor and got in trouble. It turned out to be good that he got into trouble, though. After he was sent to reform school, he turned his life around. In reform school, Armstrong had music lessons and joined a band. He later became famous as a musician. If he hadn't gotten into trouble, he might have stayed poor. He might not have had an education.

This answer explains how getting into trouble became a good opportunity for Armstrong (“In reform school, Armstrong had music lessons and joined a band” and “If he hadn't gotten into trouble, he might have stayed poor”).

Remember, when you write the answer to a question, it is always a good idea to use information from what you read to support your answer. Even though this question does not ask you to use information from the passage, you cannot answer the question completely unless you do.