

NOVEL STUDY: *NUMBER THE STARS*



GRADE 4 UNIT 10 | ACTIVITY BOOK

EDITION 1

Grade 4

Unit 10

Novel Study: *Number the Stars*

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Unit 10

Novel Study:

Number the Stars

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 10 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

1.1

ACTIVITY PAGE

DATE: _____

KWL Chart

What I Know	What I Wonder	What I Learned

What I Am Still Wondering:

World War II & Resistance

The Start of World War II and Nazi Resistance

- 1 What do you think is the most defining event in world history in the past one hundred years? It is hard to narrow it down to one event, but many people would answer that question with World War II. Lasting from 1939 to 1945, World War II involved more than seventy countries all over the world. Take a look at the map. Can you name some of the countries involved?

The Role of World War I

- 2 To understand the events of World War II you must look at a war fought about twenty years earlier. World War I was fought from 1914 to 1918. The war was fought between two major **alliances**. The Central Powers were an alliance primarily between Germany, Austria-Hungary, and the Ottoman Empire. They fought against the Allied Powers. The Allied Powers over time became an alliance of many countries, including Great Britain, France, Russia, and eventually, the United States.
- 3 After four years of fighting, Germany and the other Central Powers had been worn down by World War I and its leaders agreed to surrender to the Allied Powers in 1918. The leaders of the Allied Powers met to plan for the future of the countries involved in the war.
- 4 Germany and the Allied Powers signed the Treaty of Versailles (/vair^{sy}/) in June 1919. The Treaty of Versailles impacted all of the Central Powers, but especially Germany. It limited the size of Germany's military, required Germany to pay a huge amount of money to fix the damage caused by the war, and forced Germany to give up land that was previously part of Germany to other countries.

Nazi Germany

- 5 By the early 1920s, Germany's economy was struggling. Many German citizens became very poor. They felt that their leaders' decisions had caused the difficult

NAME: _____

DATE: _____

economic times. They felt ashamed that their country, which had once been so strong, was now so weak. Many were ready for a change. A new political party led by Adolf Hitler called the National Socialist German Workers Party, or Nazi Party, was formed in 1920.

- 6 Hitler and the Nazi Party blamed the problems that Germans faced on its enemies. He stoked the anger of the German public, saying that the countries Germany had fought in World War I were preventing the German people from succeeding. He also blamed minority groups who lived in Germany for being part of a plan to keep ordinary Germans from being successful. Jewish people had lived in Germany for more than a thousand years but represented a small minority in the country. Hitler and the Nazi party falsely claimed Jewish people were responsible for Germany's defeat in World War I and Germany's economic problems.
- 7 The Nazi Party grew in popularity in Germany because many German people thought the party would be better for their country. After the Nazis came to power in Germany, they established a **totalitarian** government, which meant that the people of the country had few rights and were required to do what the government said. Hitler and the Nazi government targeted Jews and other groups for discrimination, persecution, and **incarceration**. Discrimination against Jewish people is known as Anti-Semitism. Eventually, the Nazis would establish large prisons or **concentration camps** where Jews and other minority groups were forced to move. Ultimately, millions of Jewish people would be killed by the German government.
- 8 During the 1930s, Hitler directed Germany to build up its military in order to take control of more land. This directly violated the Treaty of Versailles. The Nazis wanted to spread their beliefs, and they wanted Germany to become a world power.
- 9 How did countries around the world respond to Hitler's actions? Other countries condemned Germany's action with strong statements but did not do anything militarily. With the memory of World War I still fresh, they wanted to avoid another war. But this only led Hitler to take more land. When Hitler invaded Poland in September 1939, many in Europe knew Hitler had to be stopped. This was the official start of World War II.

10 Countries involved in the war were divided into the Axis Powers and the Allied Powers. The Axis Powers included Germany, Japan, and Italy. At the beginning of the war, the Allied Powers included France and Great Britain. The Allies later included the United States, the Soviet Union, China, and many other countries.

Resistance to the Nazis

11 From 1939 to 1941, there was a series of Nazi invasions in Europe. The Nazis used their military to take control of other countries quickly. In May 1940, Germany attacked France, taking control of the country in just six weeks. A month earlier, in April 1940, Germany took over Norway before the Allies could **mobilize** to protect the country. At the same time, Germany also invaded Denmark.

12 Denmark's king, Christian X, knew that his country was not prepared to fight against the Germans. Instead of fighting back militarily, he decided that Denmark would agree to German demands when they invaded, in order to protect the people of Denmark. The people of Denmark, the Danish, made plans to refuse Nazi rule in secret. Plans to refuse, prevent, or challenge Nazi rule was called **resistance**.

13 The Danes wanted to make things more difficult for the Germans, but in order to survive, they had to look like they were obeying German commands in public. This is because the civilians in **occupied** zones had to follow the Nazi's orders or else risk their lives. People in German-occupied cities had to follow strict rules. German soldiers often stopped citizens on the street for questioning. They also searched their homes and took things without warning. There was often a curfew, which meant people were not allowed to leave their homes after a certain time at night. Breaking curfew in a Nazi-occupied area meant risking death.

14 Life was hard for the people in Nazi-occupied cities. The war led to shortages of food, supplies, and electricity, especially in occupied zones. These supplies were often used to feed and support the Nazi military. Yet many resisted in secret ways. In Denmark, one way the people resisted was by destroying war materials and supplies. They also stopped trains and ships from transporting German goods. King Christian X even destroyed Denmark's own warships in order to keep Germany from using them. One of the most remarkable resistance movements in Denmark involved saving Jewish people living there. You will read more about this in the novel *Number the Stars*.

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DATE: _____

The War Ends

15 In Europe, the Nazis were eventually defeated. America joined the Allies in 1941. Allied armies led by America and Great Britain drove the Nazis out of France. They eventually pushed into Germany, and **liberated** Denmark. The Army of the Soviet Union also attacked Germany, and together, Hitler and the Nazis were defeated in 1945.

Character Analysis Project: Presentation Rubric

- Synthesize information about the characters and their interactions to demonstrate your understanding of character development.
- Creatively organize your poster or digital slide presentation with purposeful structure and engaging details from the text using your best writing skills.
- Present your Character Analysis Project clearly to demonstrate your understanding of the characters and the novel.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas and Analysis	<p>The presentation:</p> <ul style="list-style-type: none"> synthesizes information about the characters and their interactions. analyzes character development to explain how two or three characters grow and change. makes clear connections between ideas and details. demonstrates awareness of purpose. 	<p>The presentation:</p> <ul style="list-style-type: none"> synthesizes information about the characters and their interactions. analyzes character development to explain how two or three characters grow and change. 	<p>The presentation doesn't do one or more of the following:</p> <ul style="list-style-type: none"> synthesize information about the characters and their interactions. analyze character development to explain how two or three characters grow or change.
Organization and Creative Composition	<p>The presentation:</p> <ul style="list-style-type: none"> includes an introductory and concluding statement or section. includes more than one visual aid. uses a creative approach to include engaging ideas and details from the text. demonstrates correct use of English conventions. 	<p>The presentation:</p> <ul style="list-style-type: none"> includes an introductory and concluding statement or section. includes at least one visual aid. uses engaging ideas and details from the text. demonstrates correct use of English conventions. 	<p>The presentation lacks one or more of the following:</p> <ul style="list-style-type: none"> an introduction and concluding statement or section. at least one visual aid. ideas and details from the text.
Language and Oral Skills	<p>The presenter:</p> <ul style="list-style-type: none"> communicates ideas effectively. uses language purposefully to convey meaning. uses appropriate and correct language conventions. 	<p>The presenter:</p> <ul style="list-style-type: none"> communicates ideas clearly. uses language to convey meaning. uses language conventions appropriately. 	<p>The presenter doesn't do one or more of the following:</p> <ul style="list-style-type: none"> communicate ideas clearly. use language to convey meaning. use language conventions appropriately.

DATE: _____

Character Notes

Directions: Record your observations for the main characters throughout the story on the lines below. Include the chapter number, page number, and paragraph number where the text evidence can be found.

NAME: _____

DATE: _____

Character Notes

Directions: Record your observations for the main characters throughout the story on the lines below. Include the chapter number, page number, and paragraph number where the text evidence can be found.

NAME: _____

DATE: _____

2.2

CONTINUED

ACTIVITY PAGE

Character Notes

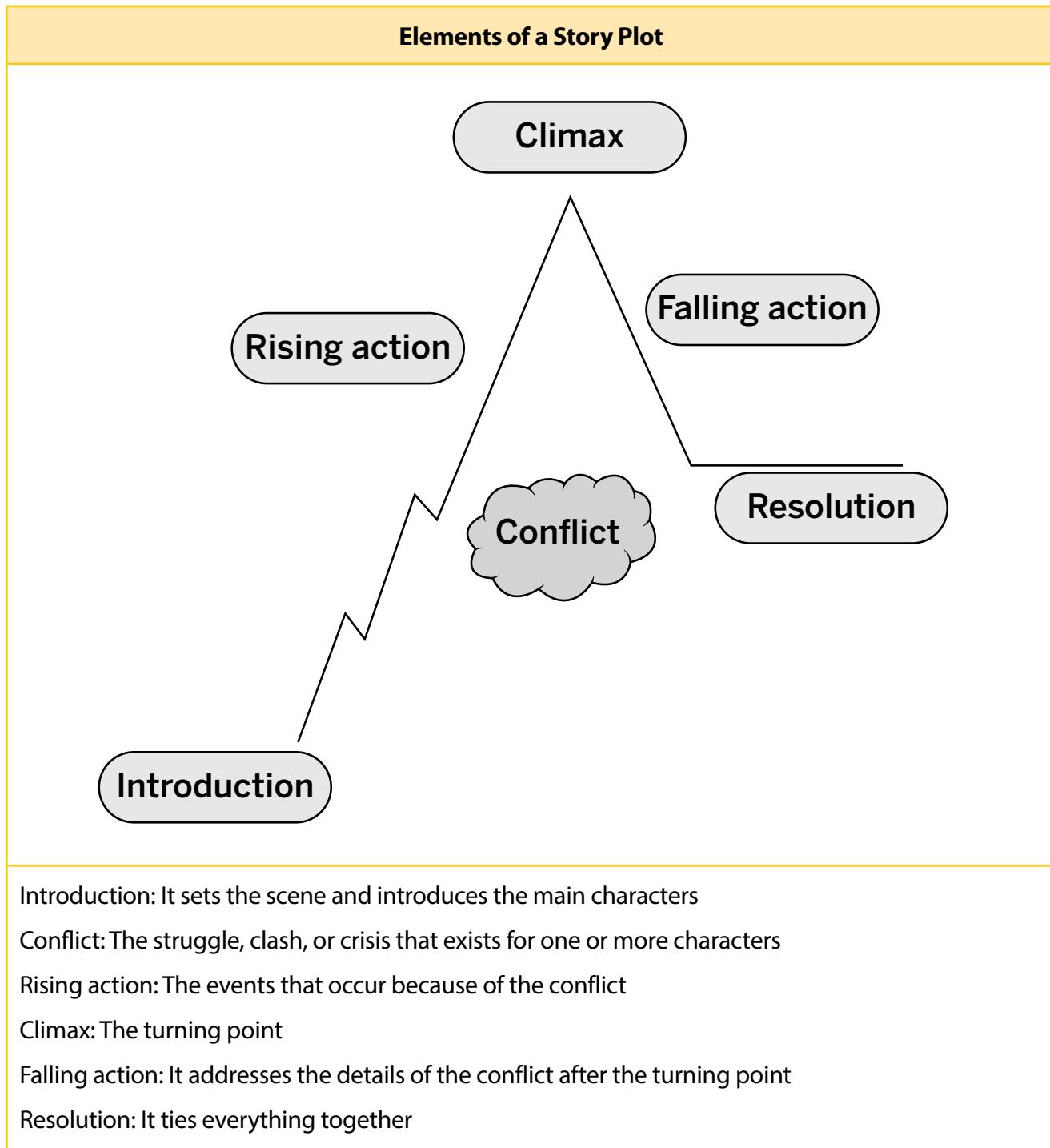
Directions: Record your observations for the main characters throughout the story on the lines below. Include the chapter number, page number, and paragraph number where the text evidence can be found.

DATE: _____

Setting Notes

Directions: Record your observations for the setting throughout the story on the lines below. Include the chapter number, page number, and paragraph number where the text evidence can be found.

Plot Anchor Chart



NAME: _____

4.1

ACTIVITY PAGE

DATE: _____

Making Predictions

Prediction	Correct, Incorrect, or Still Can't Tell? How do you know?	Evidence from the Text, Characteristics of Fiction, and Text Structures

NAME: _____

4.2

ACTIVITY PAGE

DATE: _____

Exploring Themes

List topics from the story. Use these topics to determine the themes of the story.

Topic: an issue or subject matter addressed in the story	Question: what is the story saying about it?	Theme: a message or lesson from the story that you can apply to your own life

NAME: _____

5.1

ACTIVITY PAGE

DATE: _____

Tension in the Rising Action

Write an event that causes tension during the rising action part of the story in each box.

Rising Action Events

An empty rectangular box with a yellow border, intended for writing a rising action event.An empty rectangular box with a yellow border, intended for writing a rising action event.An empty rectangular box with a yellow border, intended for writing a rising action event.An empty rectangular box with a yellow border, intended for writing a rising action event.An empty rectangular box with a yellow border, intended for writing a rising action event.

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NAME: _____

6.1

ACTIVITY PAGE

DATE: _____

Kirsti's and Annemarie's Experiences

Kirsti

Annemarie

How do the different experiences of Kirsti and Annemarie in *Number the Stars* influence their perspective?

DATE: _____

Short Constructed Response

Read the question carefully. Then write your answer.

What message about growing up does the author send through the varying experiences of Kirsti and Annemarie?

Support your answer with evidence from the text.

To obtain full credit (2 points), the student will write a complete response that:

- explains one message the author sends through the differing experiences of Kirsti and Annemarie.
- includes at least one piece of supporting evidence from the text.
- cites the text evidence with a page number.
- uses evidence accurately to support the response.

Multiple Choice Question

Read the question and answer choices below. Circle the letter of the correct answer.

How does the repetition of the word *frightened* at the end of Chapter 11 help the reader to better understand the character? The reader can tell that:

- A. Ellen is scared.
- B. Uncle Henrik is loud.
- C. The Germans were cowards.
- D. Annemarie is learning what it means to be brave.

Number the Stars Inferences

Clue	Inference
The Jews are told it will be very cold. They will need clothing and blankets for warmth.	
The Jews are given small packages of food.	
Peter says the package must be delivered without fail.	
They must be separate on the path.	
Peter says there is other work to be done.	
Annemarie observed that the Rosens had other sources of pride.	
When Annemarie said goodbye to the Rosens at the foot of the steps of the farm, she shivered.	
When Annemarie wakes up and it is slightly lighter out, she thinks it is wrong and should still be dark.	
When Annemarie looked for her Mama, she saw that the beds were neatly made.	

NAME: _____

7.3

ACTIVITY PAGE

DATE: _____

Creative Inferencing

Directions: Write a paragraph about what could have happened to Annemarie's mother using text evidence.

NAME: _____

8.1

ACTIVITY PAGE

DATE: _____

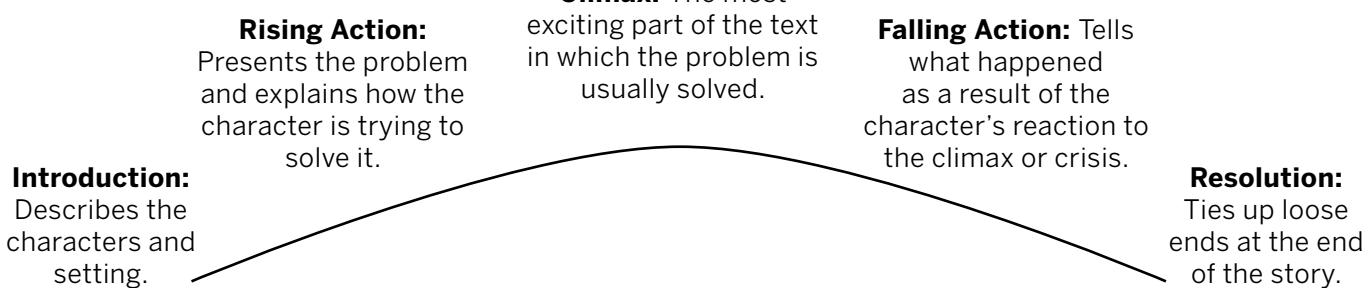
Character Development Notes

Character: _____

Characteristics and Behaviors	Relationships
Problems and Conflicts	Resolutions and Changes

Reflections:

Plot Diagram



Support the event you see as the climax of the story. Use text evidence to support your answer.

Climax: Text Evidence	Page #
Falling Action: Text Evidence	Page #

How does Annemarie impact the climax of the story?

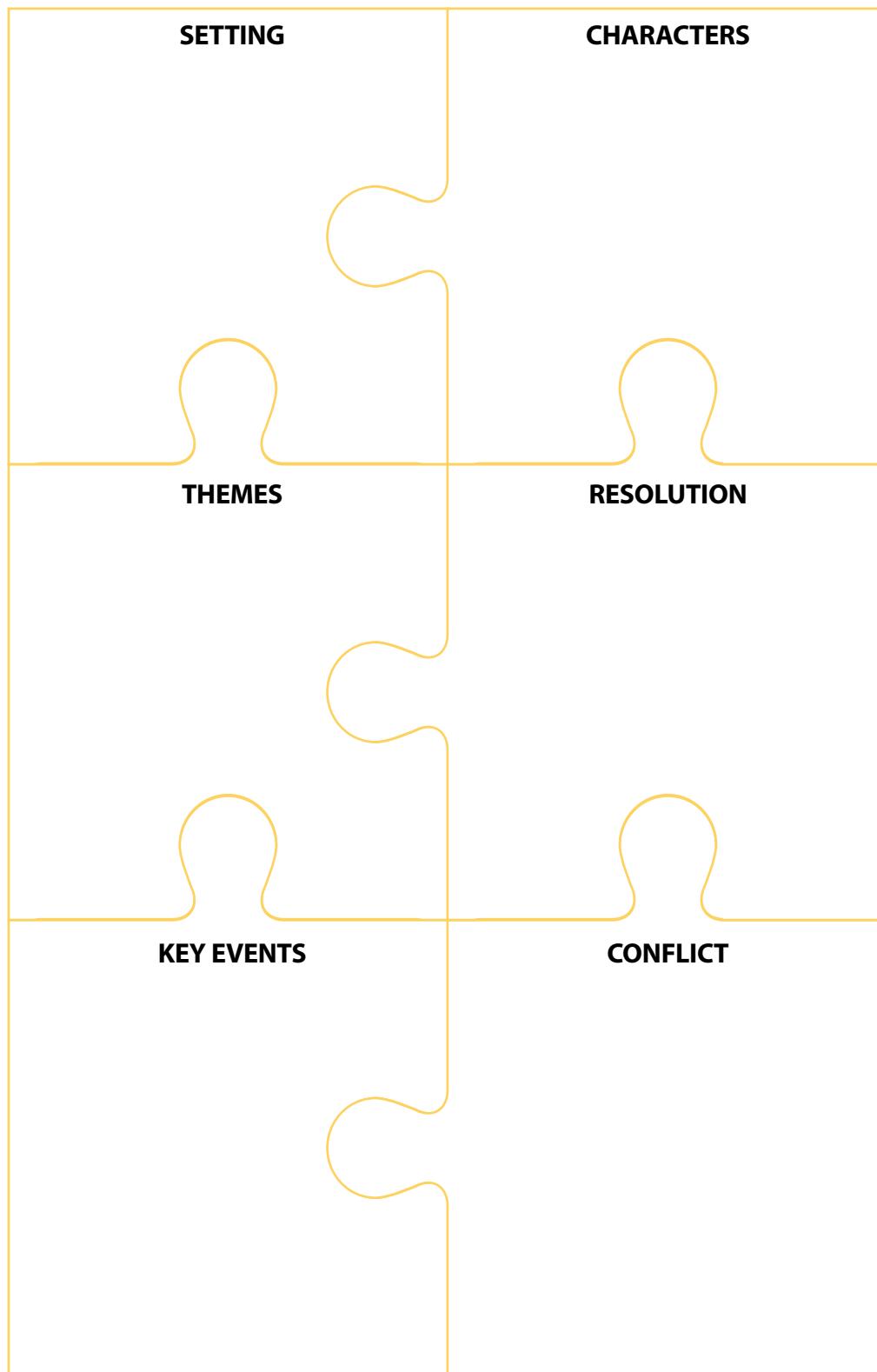
NAME: _____

8.3

ACTIVITY PAGE

DATE: _____

Story Puzzle: *Number the Stars*



NAME: _____

9.1

ACTIVITY PAGE

DATE: _____

Character Development Notes

Character: _____

Characteristics and Behaviors	Relationships
Problems and Conflicts	Resolutions and Changes

Reflections:

Number the Stars Character Analysis Project

Project Guidelines:

1. Focus on the two or three characters you chose to analyze for your project.
2. Present an analysis of the characters' development: describe how they changed or evolved in their traits and behavior, their relationships, their problems, and their resolutions.
3. Include how the author's use of language and detail contributes to the voice of each character.
4. Describe how the characters fit within the pieces of the story, including the setting, the conflict, at least one of the themes in the novel, the key events, and the resolution.
5. Remember to include evidence from the text, including quotes and details.
6. Remember that there are different ways to analyze the same character.
7. Be creative with how you present your analysis! Share your unique perspective.

Project Outline	
Characters and Brief Analysis	Evidence from the Text
Character No. 1: _____ Brief Analysis:	Details: Quotes: Previous Work/Writing:
Character No. 2: _____ Brief Analysis:	Details: Quotes: Previous Work/Writing:
Character No. 2: _____ Brief Analysis:	Details: Quotes: Previous Work/Writing:

NAME: _____

10.1

ACTIVITY PAGE

DATE: _____

Character Development Notes

Character: _____

Characteristics and Behaviors	Relationships
Problems and Conflicts	Resolutions and Changes

Reflections:

Peer Review Checklist

Presenter: _____

Reviewer: _____

Ideas and Analysis	<p>Does the presentation give information about the characters and their interactions?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Does the presentation explain how two or three characters grow and change?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Does the presentation make clear connections between ideas and details?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Organization and Creativity	<p>Is the presentation well organized and does it include a visual aid?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Does the presentation demonstrate creativity?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Does the presentation include engaging ideas and details from the text?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Language	<p>Is the language appropriate for the ideas being expressed?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes</p>	<p>Is there correct capitalization and punctuation?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes</p>	
Compliment:			
Question:			
Suggestion:			

NAME: _____

11.2

ACTIVITY PAGE

DATE: _____

Editing Checklist

- I have corrected all spelling errors in my writing.
- I have checked that proper punctuation (., ? ! “ ”) has been included in my writing.
- I have included capitalized proper nouns (names of people, places, and things) and started each sentence with a capital letter.
- I have used complete sentences (subject and predicate) in my writing.

DATE: _____

Character Analysis

Directions: Choose a character from Number the Stars. Write a diary or journal entry from the point of view of the character. Using your Character Development notes, include information to show the character's thoughts, motivations, and changes throughout the story.

Character:

Dear Diary,

Theme

Directions: Work with a partner to come up with a list of themes, and provide evidence from the story to support each theme.

Themes in <i>Number the Stars</i>	Evidence from the Story

Character Songs

Directions: Answer the questions at the top of the page first. Then work together to create a song that the character might sing based on their experiences in the scene. Once each line of the song is written in the chart, write the name of the team member who will sing that part of the song out loud when presenting to the class.

Page Numbers: _____

Description of the Scene: _____

Chosen Character: _____

Details from the Text That Might Be Important to Include in Our Song:

Song Tune (Select a Familiar and Appropriate Song): _____

Song Lines	Team Member Presenting the Line Out Loud

DATE: _____

Opinion Writing

Why did Mama want Papa to stay behind when the rest of the family and Ellen went to Uncle Henrik's house? Do you agree or disagree with Mama's decision? Explain your opinion by writing a claim that is supported with reasons and evidence.

End-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: “Mercury and the Woodman,” by Aesop

- 1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.
- 2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told him what had happened, and straightway the kind Mercury dived into the pool. When he came up again, he held a wonderful golden axe.
- 3 “Is this your axe?” Mercury asked the Woodman.
- 4 “No,” answered the honest Woodman, “that is not my axe.”
- 5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.
- 6 Mercury dived down for the third time, and when he came up again, he had the very axe that had been lost.
- 7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman’s honesty.

8 “I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”

9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11 *Honesty is the best policy.*

Questions 1–5 pertain to Passage 1: “Mercury and the Woodman,” by Aesop.

1. Explain why the axe slipped and flew out of the Woodman’s hands into the pool.

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?

- A. He didn’t finish cutting down the tree he had started cutting down.
- B. He didn’t want to tell Mercury what had happened.
- C. He wanted the golden axe.
- D. He didn’t know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

The Woodman showed honesty by:

Part B: What could the Woodman have done that would not have shown honesty?

1. What good fortune did the other Woodmen in the village hope to easily win?
 - A. getting a golden axe and a silver axe in addition to their own
 - B. losing their own axes in the pool in the forest
 - C. returning the next day to find their hidden axes
 - D. showing honesty to Mercury when he asked what the trouble was
2. The moral of the story is “Honesty is the best policy.” Explain what this moral means, using evidence from the text.

Passage 2: “Benjamin Banneker”

- 1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn’t it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.
- 2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family’s farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin’s schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.
- 3 Banneker was in his early 20s when he built his famous clock. But that accomplishment didn’t satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

- 4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.
- 5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, D.C., would look in the years to come.
- 6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.
- 7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the U.S. Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: “Benjamin Banneker.”

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker’s abilities were outstanding.

- A. unpaid
- B. excellent
- C. poor
- D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled “Part A: What Benjamin Banneker built or made.”

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled “Part B: Why he built or made this.”

8. In paragraph 6, the text states the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Passage 3: “The Circulatory System”

- 1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.
- 2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.
- 3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.
- 4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey’s work changed the way doctors thought of the heart and blood vessels.

- 5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.
- 6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.
- 7 What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.
- 8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: “The Circulatory System.”

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A:** List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body

Part B: Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

- Veins carry blood away from the heart; arteries carry blood back to the heart.
- Veins carry blood away from the heart; capillaries carry blood back to the heart.
- Arteries carry blood away from the heart; capillaries carry blood back to the heart.
- Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

- heart → lungs → heart → veins → capillaries → arteries → heart
- heart → lungs → heart → arteries → capillaries → veins → heart
- lungs → veins → heart → capillaries → veins → heart → lungs
- lungs → arteries → heart → capillaries → veins → heart → lungs

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	Where Blood Starts before Going through the Body
Galen		
Harvey		

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

15. In paragraph 8, the text states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the passage, explain why it might seem that blood would take so long to circulate through your body.

End-of-Year Reading Comprehension total _____ /15 points

To receive a point for a two-part question (i.e., 3, 7, 11, and 14), students must correctly answer both parts of the question.

Grade 4 End-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

Other Notes:

Fluency Assessment Scoring Sheet

<input type="text"/>	Words Read in One Minute
<hr/> <input type="text"/>	Uncorrected Mistakes in One Minute
<hr/> <input type="text"/>	W.C.P.M.

Percentile	Spring Grade 4 W.C.P.M.
90	180
75	152
50	123
25	98
10	72

Comprehension Questions Total Correct _____ /4

Benchmark Fluency: Percentile 50 or above
Student Fluency: _____
Benchmark Comprehension: 3/4 Questions
Student Comprehension: _____ /4 Questions

Recommended placement in Grade 5 (check one)

- Grade 5 without reservation
- Grade 5 with additional support
- Intensive remedial intervention

End-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

Strong storms caused extensive damage to the new bank.

Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____

Verb the adverb describes: _____

3. Write a sentence using the verb and adverb provided.

verb: looked

adverb: quickly

4. Which of the following sentences contains an adverb that describes the verb?

- Rabbits hop quietly in the meadow.
- We hung our towels outside so the warm breeze would dry them.
- The strong winds shook the tent at the campsite.
- Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

Fragment: *the new family on our street*

Corrected Sentence:

7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

8. For each sentence, add appropriate punctuation for the sentence type indicated.

- A. Imperative: Sit down
- B. Declarative: The sky is blue
- C. Interrogative: Do you know how to get to the grocery store
- D. Exclamatory: Today is my birthday

9. Write an exclamatory sentence.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4 1776

12. Which of the following shows the correct use of a comma in an address?

- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.

- A. Ramon was serious when he said “I think you should go talk to Mr. Barnes before you make a decision!”
- B. Ramon was serious when he said, “I think you should go talk to Mr. Barnes before you make a decision.”
- C. Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.
- D. Ramon was serious when he said I think you should talk to Mr. Barnes before you make a decision!

15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.

- A. She wears a pretty, green dress.
- B. She wears a green pretty dress.
- C. A green, pretty dress she wears.
- D. She wears pretty, a green dress.

The following question has two parts. Answer Part A and then answer Part B.

16. **Part A:** Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: _____

Verb: _____

Part B: Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: _____ is first in line for tickets to the new movie.

New Sentence: I _____ first in line for tickets to the new movie.

17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria _____ nonfiction books each time she goes to the library.

18. Complete the “Agreement” column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
You	read	
Jim Hawkins	write	
The pirates	fight	
She	learn	

19. Complete the “Agreement” column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

Subject	Agreement
I	
he/she/it	
we/they	
you (plural)	

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn’t get to go to the park today, but we _____ definitely go tomorrow.

- A. might
- B. will
- C. may
- D. couldn’t

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I _____ swim.

- A. can
- B. can't
- C. won't
- D. could

22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

- A. My neighbor, who is friendly, lives across the street.
- B. My neighbor whom is friendly lives across the street.
- C. My neighbor whose is friendly lives across the street.
- D. My neighbor, which is friendly, lives across the street.

23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

- A. I found the notebook, which was lost.
- B. I found the notebook, who was lost.
- C. I found the notebook that was lost.
- D. I found the notebook whose lost.

24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.

- My aunt, and I wanted to go to the beach.
- He loves peanut butter but I do not like it.
- They wanted to take a walk so we did.
- She was sick, yet she looked well.

25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.

- I went to the library on Thursday and my sister went to the library on Friday.
- We planned to walk a mile every day but didn't.
- The weather forecast predicted snow yet it did not snow.
- She asked me to bring her a pencil so I did.

End-of-Year Grammar Assessment total _____ /25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady <i>/stɛd*ee/</i> closed * open	asphalt <i>/as*fawlt/</i> closed * digraph	oxygen <i>/ox*ij*ən/</i> closed * closed * closed	dovetail <i>/duv*tael/</i> digraph * digraph	birthplace <i>/berth*plaes/</i> r-controlled * digraph
2	bravo <i>/brov*oe/</i> closed * open	washtub <i>/wosh*tub/</i> closed * closed	consume <i>/kun*soom/</i> closed * digraph	delight <i>/də*liet/</i> ə * digraph	council <i>/koun*səl/</i> digraph * ə
3	accuse <i>/ə*kuez/</i> ə * digraph	riddle <i>/rid*əl/</i> closed * -le	trolley <i>/trol*ee/</i> closed * open	scoreboard <i>/skor*bord/</i> r-controlled * r-controlled	cruise <i>/krooz/</i>
4	marvelous <i>/mar*vəl*us/</i> r-cont. * ə * digraph	betrayal <i>/bə*trae*əl/</i> ə * digraph * ə	freighter <i>/fraet*ər/</i> digraph * r-controlled	floored <i>/flord/</i>	guarantee <i>/gaer*ən*tee/</i> r-cont. * closed * open
5	blizzard <i>/bliz*erd/</i> closed * r-controlled	prairie <i>/praer*ee/</i> r-controlled * open	concrete <i>/kon*kreet/</i> closed * digraph	crescent <i>/kres*ent/</i> closed * closed	bowlful <i>/boel*fəl/</i> digraph * ə
6	breakwater <i>/braek*wot*ər/</i> digraph * closed * r-controlled	peachy <i>/peech*ee/</i> digraph * open	spiffler <i>/spif*ee*ər/</i> closed * open * r-cont.	gherkin <i>/ger*kin/</i> r-controlled * closed	qualify <i>/quol*if*i*fie/</i> closed * closed * open
7	yearning <i>/yern*ing/</i> r-controlled * closed	exercise <i>/ex*er*siez/</i> closed * r-cont. * digraph	loathe <i>/loeth/</i>	ivory <i>/ie*vree/</i> open * open	disprove <i>/dis*proov/</i> closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit <i>/aw*dit/</i> digraph * closed	baboon <i>/bab*oon/</i> closed * digraph	continue <i>/kun*tin*ue/</i> closed * closed * open	taught <i>/tawt/</i>	overdue <i>/oe*ver*doo/</i> open * r-cont. * digraph
9	chasm <i>/kaz*əm/</i> closed * closed	human <i>/hue*mən/</i> open * closed	pulled <i>/poold/</i>	warning <i>/worn*ing/</i> r-controlled * closed	worthless <i>/werth*les/</i> r-controlled * closed
10	scowl <i>/skoul/</i>	avoidance <i>/ə*void*əns/</i> ə * digraph * closed	paperboy <i>/pae*per*boi/</i> open * r-cont. * digraph	courses <i>/kɔrs*ez/</i>	woodchuck <i>/wood*chuk/</i> digraph * closed
11	switch <i>/swich/</i>	crumb <i>/krum/</i>	whopper <i>/wop*er/</i> closed * r-controlled	sprinkle <i>/spring*kəl/</i> closed * -le	knitting <i>/nit*ing/</i> closed * closed
12	calculate <i>/kal*kue*laet/</i> closed * open * digraph	mustache <i>/mus*tash/</i> closed * closed	partridge <i>/par*trij/</i>	sing <i>/sinj/</i>	assign <i>/ə*sien/</i> ə * digraph
13	wriggle <i>/rig*əl/</i> closed * -le	bizarre <i>/biz*ar/</i>	recommit <i>/ree*kum*it/</i> open * closed * closed	youthful <i>/yo<u>o</u>th*fal/</i> digraph * ə	mistletoe <i>/mis*əl*toe/</i> closed * -le * open

End-of-Year Fluency Assessment Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle. 18
28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled. 43
60
68

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!” 85
101
110

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast. 127
149
166
175

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture. 189
205
219
232
248
250

Word Count: 250

End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
 - A. It is not rare.
 - B. It is rare.
 - C. It is well-known.
 - D. It is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- A. enjoyed
- B. enclosed
- C. endangered
- D. entrusted

4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
 - A. My grandfather is the head of our family.
 - B. The king is the leader of the country.
 - C. The archbishop is the most important leader in the Church.
 - D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at what?
 - A. writing their signature
 - B. the art of beautiful handwriting
 - C. the art of making pictures to provide information
 - D. telling the story of their life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?

New Word: _____

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: _____

Part of Speech of new word: _____

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?

- A. easily
- B. speedily
- C. temporarily
- D. daily

8. If you *interrupt* someone while they study, what are you doing?

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export
- B. biography and biology
- C. erupt and rupture
- D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
- B. *non-*
- C. *im-*
- D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: _____

Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is _____

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
- B. able to bend
- C. able to be carried around
- D. able to be seen

13. Which of the following items is *edible*?

- A. paint
- B. folder
- C. poison ivy
- D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Which of the following roots means “life?”

- A. rupt
- B. bio
- C. graph
- D. loc

Part B: Choose the word with the root that means “life” and write a sentence using the word.

- A. disrupt
- B. biography
- C. autograph
- D. relocate

Sentence:

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework
- B. working hard to finish a science project so you can go to a friend’s house the next day
- C. asking your dad if you can ride your bike to the park
- D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

-y **-ly** **-ful** **-less** **-able** **-ible**

There were *end* _____ possibilities for who to choose as the topic of the biography project.

17. Complete the following sentence:

She accidentally _____

18. If someone disrupts something, what do they do?

- A. They make something messy.
- B. They send out rock, lava, and ash in a sudden explosion.
- C. They break or burst something.
- D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

20. Which of the following words with the root *bio* means “able to be broken down naturally”?

- A. autobiography
- B. biodegradable
- C. biography
- D. symbiotic

End-of-Year Morphology Assessment total _____ /20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

Vocabulary Glossary

alliance, n. a union or partnership between countries

appliquéd, adj. description of something like a decorative attachment

belligerently, adv. disagreeably

bleak, adj. bare; exposed

brusque, adj. abrupt; blunt

caustic, adj. sarcastic

clasped, v. held inside hands or arms

climax, n. the culmination or turning point

commotion, n. noisy and confused activity

concentration camps, n. camps in which people are detained, usually under harsh conditions and without a trial or fair cause

condescending, adj. in a haughty manner

consumed, v. ate; devoured

contempt, n. the feeling of extreme dislike

dawdled, v. acted unhurriedly and without purpose

dismay, n. concern about something unexpected

distorted, adj. stretched or changed from the normal state

donned, v. put on; wore

Vocabulary Glossary

dozed, v. slept

dubiously, adv. with doubt

encased, v. inside a compartment

exasperated, adj. greatly annoyed

extinguished, v. put out

falling action, n. details of the conflict after the turning point

fascination, n. intense fixation or interest

foreshadowing, n. a literary device in which the author hints at a problem or event that will happen later in the story

gestures, n. actions when expressing or speaking

gleamed, v. shined; glimmered

glowering, v. looking at something in an angry and irritated way

gnarled, adj. imperfect, twisted, and knobby

halte/halt, v. to stop

harbor, n. a place on the coast where boats are kept when not in use

haughtily, adv. with pride and arrogance

hazy, adj. out of focus due to particles in the air

Vocabulary Glossary

heap, n. pile

hearse, n. vehicle for transporting a coffin

imitating, v. acting like or copying

imperious, adj. overly confident or regal

implored, v. pleaded; begged

incarceration, n. the act of putting a person in prison

insolently, adv. rudely; cheekily

intoned, v. spoke in a sing-song manner

kroner, n. Denmark and Norway's unit of money

lanky, adj. tall and skinny

liberated, v. in the context of World War II, freeing a person, group, or place from the control of the Axis Powers

mobilize, v. to prepare for war

murmur, v. to complain softly and quietly

occupied, adj. in the context of World War II, controlled by another country's military

pledged, v. begged

pout, v. to exhibit disappointment by protruding the lower lip

rationed, v. conserved or restrained

Vocabulary Glossary

refashion, **v.** make different in some ways

resistance, **n.** an act of opposition or defiance (**resist**, **v.** to try to stop something from happening by taking action)

resolution, **n.** the part of the story that ties everything together

rucksack, **n.** backpack

scampered, **v.** ran playfully

scold, **v.** to reprimand

scolding, **n.** a reprimand

seldom, **adv.** not often

sneering, **v.** jeering

sophisticated, **adj.** developed or experienced

specter, **n.** a vision that suggests something bad that might happen

subsided, **v.** let up

sulking, **v.** moping

suspicious, **adj.** arousing distrust

tentatively, **adv.** with pause and doubt

totalitarian, **adj.** requires complete obedience to its leader and has total control of its citizens

Vocabulary Glossary

trudged, v. marched tiredly

warily, adv. cautiously; carefully

winced, v. flinched

withering, adj. sneering

wriggle, v. twist and turn; squirm

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