

Digital Learning - Reading & Writing - Week 1

Directions: Complete the task for each day of the week. These assignments are from our test prep unit and will prepare your child for the Milestones. If any task for the day does not take 40 minutes, complete the remainder of your time on I-Ready Reading.

IMPORTANT: Students should answer each day's Writing responses on a sheet of paper and turn them in for a classwork grade when they return to school.

Monday

Reading- Using the fiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Show you know the character is complicated by telling more than one trait.
2. Tell about the character's motivations.
3. Give at least 2 details from different parts of the story as evidence to prove the traits and motivations.

Tuesday

Reading- Using the fiction passage, have you child read the passage independently. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Write about how the character feels and his/her opinion about an important event in the story.
2. Explain how the character's life experiences or role affects his/her feelings. Be sure to discuss their perspective.

Wednesday

Reading- Using the nonfiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Summarize the text by telling the main idea and carefully selected details to support your main idea.
2. Describe the text structure in your response and what evidence proves the structure.
 - *Description
 - *Sequence
 - *Compare and contrast
 - *Cause and effect
 - *Problem and solution

Thursday

Reading- Using the nonfiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Explain how the text feature, Threats to Snow Leopards, fits with the rest of the passage.
2. Explain why the part is important.

Friday

Marathon reading- Have your student read continuously for 40 minutes with a book of their choice.

Aprendizaje digital - Lectura y escritura - Semana 1

Instrucciones: Complete la tarea para cada día de la semana. Estas tareas son de nuestra unidad de preparación para exámenes y prepararán a su hijo para GMAS. Si alguna tarea del día no toma 40 minutos, complete el resto del tiempo en I-Ready Reading/Lectura.

IMPORTANTE: los estudiantes deben responder las respuestas de escritura de cada día en una hoja de papel y entregarlas para una calificación de trabajo de clase cuando regresen a la escuela

Lunes

Lectura- Utilizando el pasaje de ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

4. Demuestra que sabes que el personaje es complicado al contar más de un rasgo.
5. Habla sobre las motivaciones del personaje.
6. Proporcione al menos 2 detalles de diferentes partes de la historia como evidencia para probar los rasgos y motivaciones

Martes

Lectura- Usando el pasaje de ficción, haga que su hijo lea el pasaje independientemente. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

3. Escriba sobre cómo se siente el personaje y su opinión sobre un evento importante en la historia.
4. Explique cómo las experiencias o el papel de la vida del personaje afectan sus sentimientos. Asegúrese de discutir su perspectiva

Miércoles

Lectura: con el pasaje de no ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

3. Resuma el texto contando la idea principal y los detalles cuidadosamente seleccionados para respaldar su idea principal.
4. Describa la estructura del texto en su respuesta y qué evidencia demuestra la estructura.

*Descripción

*Secuencia

*Comparar y contrastar

*Causa y efecto

* Problema y solución

Jueves

Lectura: con el pasaje de no ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

3. Explique cómo la característica de texto, Amenazas a los leopardos de las nieves, se ajusta al resto del pasaje.
4. Explica por qué la parte es importante

Viernes

Maratón de Lectura: haga que su estudiante lea continuamente durante 40 minutos con un libro de su elección .

Directions
Read this story. Then answer questions 19 through 24.

The Shark Kite

by Jane McAdams

- 1 "Oh, no!" said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. "I feel like a spider in a web," she said, frowning as the tangled strings drifted down around her.
- 2 "I think that shark kite has too many strings," said the owner of the biplane kite, as he untangled his string from Stella's.
- 3 "My kite doesn't have too many strings," said Stella. "It's a grownup's kite. That's why it's complicated to fly."
- 4 "You should really try flying a paper plate," said Stella's friend Robby. Stella looked at Robby's kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 "Your shark kite hasn't flown as high as my paper plate all day," said Robby, wiping his nose on his sleeve.
- 6 "Paper plates are for babies," said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby's paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark's belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 "Stella, it's almost time to go!" called Stella's mother from a park bench in the shade. "We have to pick up your sister at the pool."
- 10 "Come on, shark, fly!" Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 "Maybe it's too heavy," said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

- 12 "It's not heavier than that one," said Stella. She pointed at an enormous monster truck kite gliding past Robby's paper plate. The monster truck had big black wings. "I bet that kite weighs more than you do, Robby," said Stella.
- 13 Robby squinted at the sky. "No, it doesn't. I weigh forty pounds," he said.
- 14 "Stella, your sister is waiting," her mother called again.
- 15 "One more try, Mom," yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark's fin and fell into the dirt.
- 16 "Come on, brush yourself off, Stella," said her mother. "We're leaving."
- 17 "You can take my paper plate if you want," said Robby. "At least you'll get to fly something today." He looked at Stella hopefully.
- 18 Stella sighed. Robby's paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 "O.K.," Stella agreed with a shrug. She took Robby's string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. "You're right," she said. "Paper plates do make good kites."
- 20 "You can keep it," said Robby. "I'll make another one next weekend."
- 21 "Want to borrow the shark, then?" asked Stella, handing the tangle of strings and the grinning shark to Robby. "Maybe you can make it fly."
- 22 "Hey, thanks," he said. "See you next weekend, Stella."
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 "What happened to your shark kite?" asked Stella's mother.
- 25 "Robby and I swapped for a while," Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate's string and watched it bob next to her window. "I bet that big old shark couldn't do this!" she laughed.



19 In paragraph 1, what does Stella mean when she says, "I feel like a spider in a web"?

- A Stella is untangling the strings.
- B Stella is confused by the strings.
- C Stella is surrounded by the tangled strings.
- D Stella is winding the strings around her spool.

20 In paragraphs 6 through 8, what do you know as the reader that Robby does not know?

- A Stella wishes she could trade her kite for a jellyfish kite.
- B Stella has to run to make her kite fly.
- C Paper plate kites are easier to fly than other kites.
- D Paper plate kites are easier to make than shark kites.

21 Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does "catch" mean as it is used in the sentence?

- A stop and hold a moving object
- B bring in while hunting or fishing
- C get an illness
- D find and use

22 What happens after Stella trips over the shark's fin and falls into the dirt?

- A Stella tries to fly her kite again.
- B Stella takes Robby's paper plate home with her.
- C Stella's kite points downward and refuses to fly.
- D Stella points at a kite shaped like a monster truck.

23 What do the details in paragraph 17 show about Robby?

- A He is at the park most weekends.
- B He is a thoughtful friend to Stella.
- C He is better at flying kites than Stella.
- D He is creative with paper plates.

24 What happens because Stella cannot fly her shark kite?

- A Stella tries to fix her kite.
- B Stella notices a pink jellyfish kite.
- C Stella gets into the car with her mother.
- D Stella tries the paper plate kite.

STOP



Directions
Read this story. Then answer questions 1 through 6.

Flying on Ice

by Valerie Hunter

- 1 Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke.
- 2 When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like.
- 3 "When I go really fast, I feel like I'm flying," she said.
- 4 That's silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.
- 5 When Riley sat down to take her skates off, Craig said, "I wish I could fly."
- 6 Riley retied her skate laces and crouched next to Craig. "Get on my back," she said, and Craig did. Riley started skating, but Craig didn't feel like he was flying. It just felt like a wobbly piggy-back ride.
- 7 "You're too heavy," Riley said. "I can't go fast when I'm carrying you." She skated slowly back to the bench. Craig got off her back.
- 8 "Even if you could go fast, I wouldn't be flying," he said sadly. "I need skates to fly."
- 9 Riley didn't say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.
- 10 "To watch?" he asked.
- 11 "No, to skate," she said cheerfully. "Mom and I found a pair of my old skates. They might fit you."

- 12 The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.
- 13 Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair. When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair.
- 14 "Hang on to this and you won't fall," she said. "Just push it along in front of you, OK?"
- 15 Craig grinned. "OK." His feet felt wobbly, but he held on to the chair and he didn't fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals.
- 16 Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So he grabbed on to it again and inched along. His skate blades went *scritch scritch scritch* instead of the *swish swish* sound that his sister's blades made. This wasn't like flying at all. It was like being a snail.
- 17 "Ready to go home?" Riley finally asked.
- 18 Craig nodded, frowning. Riley had never said how hard skating was.
- 19 "What's wrong?" she asked.
- 20 "I wanted to skate like you," Craig said. "I wanted to fly."
- 21 "Someday you will," Riley said. "It takes practice." She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig's hands.
- 22 "Someday you'll fly on your own," Riley said. "But today Liz and I will help you."
- 23 Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off.
- 24 "I'm flying!" he yelled, and the words blew away in the wind like a bird's happy song.

1 What does the word “crouched” mean as it is used in paragraph 6?

- A spun around
- B bent down
- C stood up
- D fell over

2 In paragraph 9, what is the **most likely** reason Riley stays quiet as she and Craig walk home?

- A She is thinking about how well she played hockey.
- B She is upset with Craig because he hurt her back.
- C She is thinking about how to get skates for Craig.
- D She is tired from skating in the hockey game.

3 What does paragraph 12 help the reader understand about Craig?

- A Craig is too young to learn how to skate.
- B Craig is very excited about learning to skate.
- C Craig is unable to take the skates off by himself.
- D Craig is worried that his sister will take the skates back.

GO ON

4 In paragraph 16, what does the phrase “like being a snail” help the reader to understand about Craig?

- A He skates very slowly.
- B He moves in a crooked line.
- C He searches for a place to hide.
- D He looks like all the other skaters.

5 Which sentence **best** describes how paragraph 6 relates to paragraph 23?

- A Paragraph 6 provides a problem and paragraph 23 provides a solution.
- B Paragraph 6 asks a question and paragraph 23 provides an answer.
- C Paragraph 6 provides a cause and paragraph 23 shows an effect.
- D Paragraph 6 provides similarities and paragraph 23 shows differences.

6 Which sentence **best** describes a central message of the story?

- A Change is normal and an important part of life.
- B Friendships often become stronger over time.
- C New experiences can be exciting and wonderful.
- D Natural talent is more important than practice.

Directions

Read this passage. Then answer questions 7 through 12.

Excerpt from *Nature's Fireworks: A Book About Lightning*

by Josepha Sherman

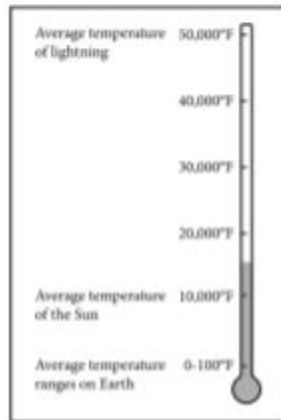
- 1 Flash! Lightning streaks from a dark cloud.
- 2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

Lightning Begins

- 3 High above the ground, water droplets and ice crystals swirl and swarm inside the moving clouds. The tiny particles bump into one another. When the particles rush together, they become charged. Electricity is created.

Lightning is Electricity

- 4 A single stroke of lightning carries millions of volts of electricity. Each stroke heats the air in its path to as much as 50,000 degrees Fahrenheit (27,760 degrees Celsius). That is five times as hot as the surface of the sun.



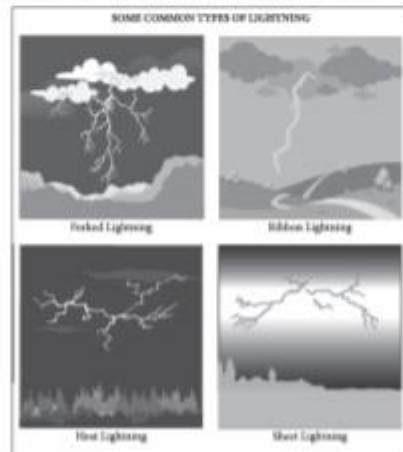
Thunder and Lightning

- 5 The heat from lightning makes the air expand quickly. Expanding air makes a booming, bursting sound like a firecracker. This is the sound of thunder. Thunder and lightning happen at the same time. Light travels faster than sound. This is why we often see the flash before we hear the boom.

expand = make larger

How Far Lightning Travels

- 6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.
- 7 Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.



GO ON

Lightning Around the World

- 8 Every day, lightning flashes from thousands of thunderstorms around the world. Every second, more than 100 lightning bolts hit the ground. Lightning can strike a tree or dry grass. When this happens, a wildfire can start. Lightning bolts can hit tall buildings. They also can hit electrical towers, houses, and cars.
- 9 Flash! Lightning is streaking through the clouds. Every flash is another display of nature's fireworks.

Fast Facts

- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

Safety Tips

- 11 Windows, water faucets, pipes, telephones, and electrical outlets can be dangerous when there is lightning in the sky. You should not run water or talk on the phone if you see lightning. You could get an electrical shock.
- 12 Benjamin Franklin once flew a kite in a lightning storm. That is how he learned about electricity. But today, we know lightning is very dangerous. If you see lightning, you should go indoors right away.

GO ON

7

According to paragraph 5, what happens **right before** thunder can be heard?

- A Little drops of water move around in the sky.
- B Dark clouds appear in the sky.
- C Rain droplets start to fall from the clouds.
- D The air spreads because of heat from lightning.

8

What is the main idea of paragraph 6?

- A Lightning can reach from the sky to the ground.
- B A bolt of lightning can travel up to nine miles.
- C Flashes of lightning can jump from one cloud to another.
- D Lightning can move over large distances very quickly.

9

Which idea from the passage does the second illustration **best** support?

- A Lightning can be helpful for nature.
- B Lightning moves very quickly.
- C Lightning appears in different ways in the sky.
- D Lightning may strike before or after it rains.

10 What does the word "nutrient" mean as it is used in paragraph 10?

- A** a type of lightning
- B** a supply of heat
- C** a kind of plant
- D** a form of food

11 Which question does the section "Fast Facts" help to answer?

- A** How does lightning help the earth?
- B** How is lightning different in the summer?
- C** How is electricity created in clouds?
- D** How can someone avoid an electrical shock?

12 Which sentence shows a cause and effect relationship that is stated in the passage?

- A** People see lightning before they hear thunder.
 - B** Wildfires can start when lightning touches the ground.
 - C** Heat from electricity is hotter than the surface of the sun.
 - D** Lightning bolts can hit tall trees and buildings.
-

Directions
Read this article. Then answer questions 7 through 12.

Saving Snow Leopards

by Pamela Crowe

"Mountain Ghost"

- 1 The snow leopard is rarely seen by humans. This mysterious cat lives in 12 Asian countries among the world's tallest mountains.
- 2 The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia. It weighs as much as a cheetah, but is shorter and stockier. The cat's compact shape and thick fur help keep it warm in glacier-chilled air. Dark markings dapple its light-gray coat, camouflaging it in rocky terrain. Big paws make padding over snow easier. An extra-long tail provides balance on steep, rugged ground.
- 3 You might think the snow leopard would be safe living in such harsh, remote places. But it faces multiple threats from humans. The cat has lost important stretches of habitat. (A habitat is the place that fills an animal's needs—mainly food, shelter, and mates.) Mining, wars, and overgrazing by farm animals have all led to this loss of habitat.

Protecting the Herd

- 4 The loss of habitat has caused a food shortage. Snow leopards eat wild goats and sheep. When farm animals eat too much vegetation, wild plant eaters can't find enough food to stay healthy. Females don't have enough babies. Over time, the numbers of wild goats and sheep go down, and snow leopards have less to eat. Then the big cats eat livestock, and the herders kill the leopards to protect their livelihoods.
- 5 Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep snow leopards from entering their stables at night. Some pay herders for the animals they lose to snow leopards. In exchange, the herders stop killing snow leopards and leave more room and plants for the wild goats and sheep.

Prepared for: Emily Remondet, Curriculum Coordinator, Hingham Public Schools
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- 6 Are the conservation programs working? Researchers estimate that only 3,500 to 7,500 snow leopards are alive today. But they need more reliable ways to count leopards before they will know.
- 7 That's where scientists like Dr. Kyle McCarthy are needed. He traveled to Kyrgyzstan to test ways of estimating snow leopard numbers. He camped in the mountains with Dr. Jennifer McCarthy (his wife) and other co-workers. They saw no leopards, but they hadn't expected to. Instead, they looked for evidence the cats left behind. "You have to find something related to them: poops, scrapes (claw marks), and pee," Dr. Kyle McCarthy says.
- 8 The group collected scat (poop) for DNA analysis. Along with the waste material of digestion, scat contains cells from the animal's own body. DNA is material inside those cells that, like fingerprints, can identify an individual animal.
- 9 The team also used automatic cameras. The scientists placed motion-and-heat-sensitive cameras along a mountain ridge. When a snow leopard neared one of these "camera traps," the camera snapped its picture.
- 10 Each snow leopard's spot pattern is different. Researchers compared patterns in the photos to identify cats. The cameras had taken photos of 15 different snow leopards at two study sites.

A Close Encounter

- 11 Shannon Kachel, Dr. Kyle McCarthy's graduate assistant, has searched for snow leopards in Tajikistan, where he almost saw one. "I was hiking along a ridgeline in the late afternoon and came around the corner of a rock outcropping to find a steaming, fresh kill site with snow leopard signs all round," Kachel says. "I could see and hear where the cat had knocked some rocks loose as it ran away from me, but even though I waited until it was nearly dark, I never saw the cat."

- 12 "Most people will never see a snow leopard, yet it has a right to exist," Dr. Kyle McCarthy says. "It's too magnificent to think about losing."

THREATS TO SNOW LEOPARDS	
Illegal hunting	<ul style="list-style-type: none"> • Snow leopards are hunted for their fur and bones.
Loss of habitat	<ul style="list-style-type: none"> • People and livestock move into snow leopard range.
Loss of prey	<ul style="list-style-type: none"> • Fewer prey are available to snow leopards when wild sheep and goats are hunted. • Livestock compete with the wild sheep and goats for food and the number of wild animals is reduced.
Killed by herders	<ul style="list-style-type: none"> • Sheep and goat herders kill the leopards when the leopards eat livestock.
Lack of effective protection	<ul style="list-style-type: none"> • The areas in which the snow leopards live are too large to protect. • Many countries cannot afford to pay for protection.
Lack of awareness and support	<ul style="list-style-type: none"> • Herders do not understand the importance of snow leopards to the ecosystem.



- 7 What does the word "conservation" mean as it is used in paragraph 6?
- A action
 - B education
 - C preparation
 - D protection
- 8 How does paragraph 9 connect to paragraph 6 in the article?
- A by describing a method for counting snow leopards
 - B by describing what it is like to see a snow leopard
 - C by explaining why snow leopards are rarely seen by humans
 - D by explaining how scientists identify individual snow leopards
- 9 Which idea **best** explains why Dr. McCarthy and his co-workers traveled to Kyrgyzstan?
- A "The loss of habitat has caused a food shortage." (paragraph 4)
 - B "But they need more reliable ways to count leopards before they will know." (paragraph 6)
 - C "They saw no leopards, but they hadn't expected to." (paragraph 7)
 - D "Researchers compared patterns in the photos to identify cats." (paragraph 10)



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GO ON

- 10 Which idea from the article **best** supports the main idea?
- A "The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia." (paragraph 2)
 - B "Researchers estimate that only 3,500 to 7,500 snow leopards are alive today." (paragraph 6)
 - C "Each snow leopard's spot pattern is different." (paragraph 10)
 - D "The cameras had taken photos of 15 different snow leopards at two study sites." (paragraph 10)
- 11 How is the article **mainly** organized?
- A compare and contrast
 - B sequence of events
 - C question then answer
 - D cause and effect
- 12 How does the table at the end of "Saving Snow Leopards" support the main idea of the article?
- A by showing reasons why snow leopards are struggling to survive
 - B by listing ways to better protect snow leopards
 - C by presenting new information about the habitat of snow leopards
 - D by providing evidence that there are fewer snow leopards alive now than in the past

