

Name _____

assume	guarantee	nominate	obviously
sympathy	weakling	rely	supportive

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

- Why is being **supportive** a good quality in a friend? _____

- What might make you **nominate** someone for class president? _____

- What do you **assume** when an expert speaks about his or her work? _____

- What is true about a person who is **obviously** rushing somewhere? _____

- What kind of person has **sympathy** for other people's problems? _____

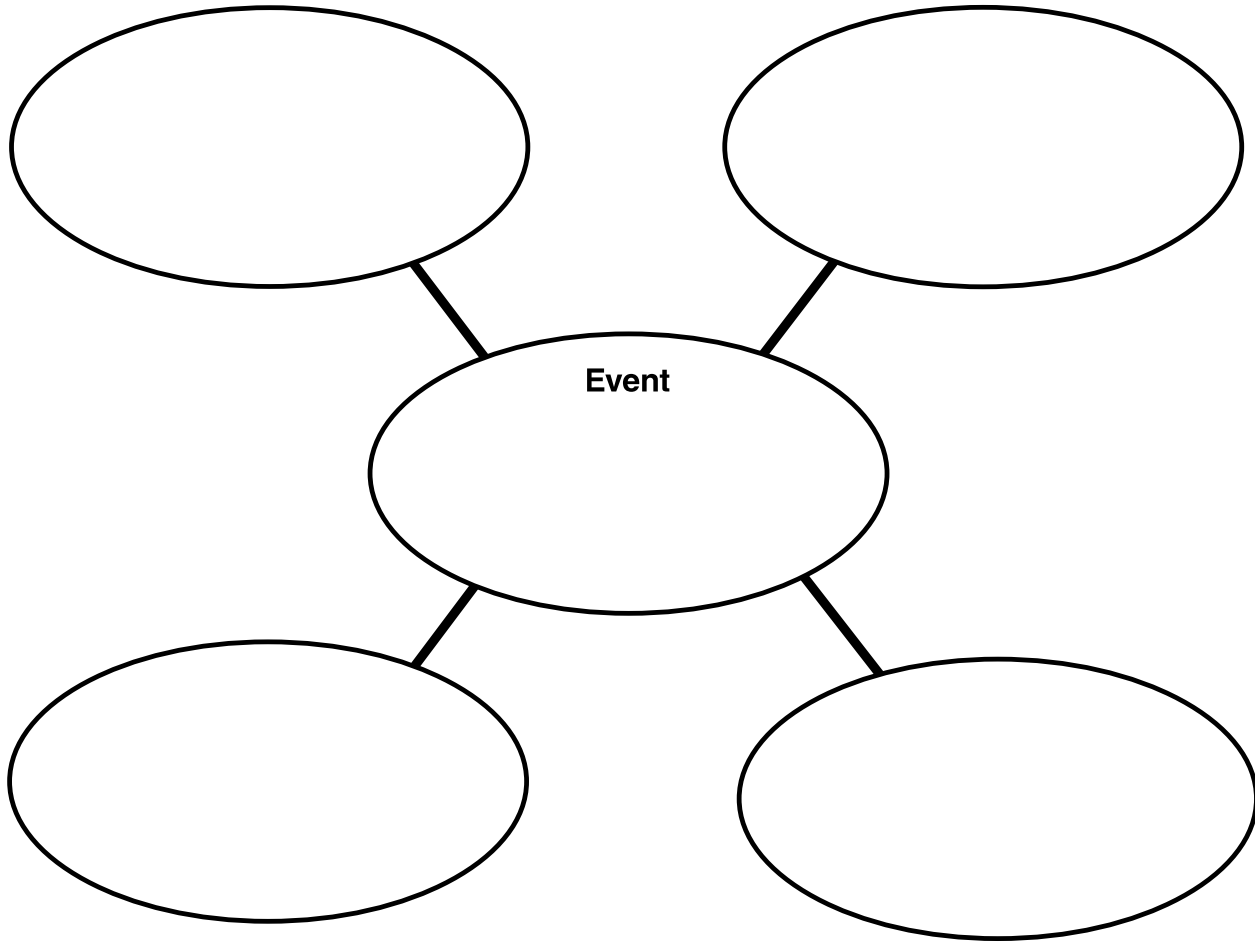
- What is something that can help **guarantee** that you will get good grades? _____

- Why wouldn't a **weakling** make a very good weightlifter? _____

- What is a way that you can **rely** upon a good umbrella? _____

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the make predictions strategy to check your understanding.

Nancy's First Interview

12 Nancy poured herself a bowl of cornflakes as her father finished a
 25 telephone call. "You're really putting me on the spot," he said to the
 39 person at the other end of the line. "I already have a commitment today,
 52 Jim." After a few moments, Mr. Jenson sighed and hung up the telephone.
 Nancy looked up from her breakfast, preparing for bad news.

62 Her father gave her a sad smile. "I'm really sorry, Nance, but I have
 76 to work today. We'll have to reschedule our fishing trip." Mr. Jenson was
 89 a reporter for the city newspaper. After the stock market crash of 1929,
 102 his newspaper had laid off most of the reporters. Four years later, they
 115 still had only a skeleton crew. He was glad to have a job, but he was
 131 overworked and underpaid.

134 Nancy shrugged, trying not to look too upset. She wished she could do
 147 something to comfort her dad. The last thing she wanted was to make him
 161 feel guilty. "It's okay, Dad," she said, forcing a cheerful smile.

172 "The worst part is that our photographers are on other assignments,"
 183 he grumbled, shaking his head. He paused for a moment, lost in thought.
 196 "Nancy," he said, "do you remember when I showed you how to use
 209 my camera?" She nodded. "Do you think you could help me today? I
 222 can't carry all of the equipment by myself, and we'd get to spend some
 236 time together."

238 Nancy jumped up from her chair and ran to her bedroom to change out
 252 of her fishing clothes. "Make tracks," her dad called down the hallway.
 264 "We're in a hurry!"

Name _____

As Mr. Jenson navigated their car out of town, he told Nancy about the assignment. They were going to interview the Carter family, migrant workers who had moved from Oklahoma to California in search of work. Also known as “Okies,” these families were escaping a life of drought and poverty.



Library of Congress Prints and Photographs Division

During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.

Mr. Jenson pulled up to a crooked shanty on the edge of a farm. A lanky man and a rotund woman greeted them.

Nancy and her father followed the Carters into the shabby house. All of their belongings were in one room: two dingy mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove.

The adults sat around the table and Nancy hovered nervously near her father. She felt self-conscious; her family’s small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. “What brought you folks to California?” he asked, opening his notebook.

“Work,” Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep cost an arm and a leg, and the drought killed our chances of a good crop.”

“Do you miss home?” Nancy blurted. She looked down, embarrassed. She knew better than to interrupt, but her father gave her an encouraging smile.

“There’s nothing to miss,” Mrs. Carter said, shrugging. “The only thing we have left in this world is each other.”

Nancy was bursting with questions, and the Carters answered them all. She realized that her family wasn’t that much different from the Carters. When times were tough, families had to support one another.

After the interview, Nancy’s father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, “You’ve got a good little reporter there.”

Mr. Jenson grinned and ruffled Nancy’s hair. “I taught her everything she knows,” he said. “She’s a chip off the old block.”

Name _____

A. Reread the passage and answer the questions.

1. Why does Nancy go with Mr. Jenson on his newspaper assignment?

2. How does the Carters' home contrast with the Jensons' house?

3. What similarities does Nancy see when she compares her own family with the Carters?

4. When Mr. Jenson says that Nancy is a "chip off the old block," is he comparing or contrasting the two of them? Explain.

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Afternoons Alone

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war against Japan. Without him, there was nobody to fish with. There was no one to talk with in the afternoon.

Yesterday, his friend Corey had told Rusty, “Every day, after school, I clean house and do chores. Then, when Mom returns home from the tank factory, we can have some fun time together.”

“How keen it will be when the war ends!” exclaimed Rusty.

“We’ll have lots of family time then,” Corey said excitedly.

Rusty eyed the dirty windows in his house and said to himself, “Maybe I can help with some chores, too.”

Answer the questions about the text.

1. How do you know that this text is historical fiction?

2. What events in the text are typical of the time period in which the text is set?

3. Write an example of dialect in the text and tell what it means.

Name _____

Read each passage. Underline the idiom in each one. Then, on the lines below the passage, restate the idiom in your own words.

1. “You’re really putting me on the spot,” he said to the person at the other end of the line. “I already have a commitment today, Jim.”

2. After the stock market crash of 1929, his newspaper had laid off most of the reporters. Four years later, they still had only a skeleton crew. He was glad to have a job, but he was overworked and underpaid.

3. Nancy jumped up from her chair and ran to her bedroom to change out of her fishing clothes. “Make tracks,” her dad called down the hallway. “We’re in a hurry!”

4. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep cost an arm and a leg, and the drought killed our chances of a good crop.”

5. Mr. Jenson grinned and ruffled Nancy’s hair. “I taught her everything she knows,” he said. “She’s a chip off the old block.”

Name _____

stationery	presents	pray	colonel	manner
pier	council	presence	waist	suite

A. Read each pair of words below. Circle the word that is a homophone of a word from the box above. Then write a word from the box to form a homophone pair.

- 1. sweet, sweat _____
- 2. stationing, stationary _____
- 3. count, counsel _____
- 4. manor, mansion _____
- 5. kernel, color _____

B. Choose three homophone pairs from above. Write a sentence using each pair of words.

- 6. _____

- 7. _____

- 8. _____

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author’s use of dialect.

Topic sentence	→	In “Nancy’s First Interview,” the author uses dialect to create a sense of time and place in the story.
Evidence	→	The story contains words and phrases that were common in the 1930s but are not today. For example, the story notes that migrant families were called “Okies” back then. Nobody uses that term anymore. “Make tracks” is another term from the time
Concluding statement	→	that you seldom hear these days. This use of dialect is very effective. It creates a window into another time that makes the story come alive for the reader.

Write a paragraph about the text you have chosen. Analyze the author’s use of dialect and give your opinion of its effectiveness. Remember to provide well-supported reasons for your opinion and to write complex sentences correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding transitions to help connect ideas.

Draft Model

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.
