

Name \_\_\_\_\_

blares

errand

exchange

connection

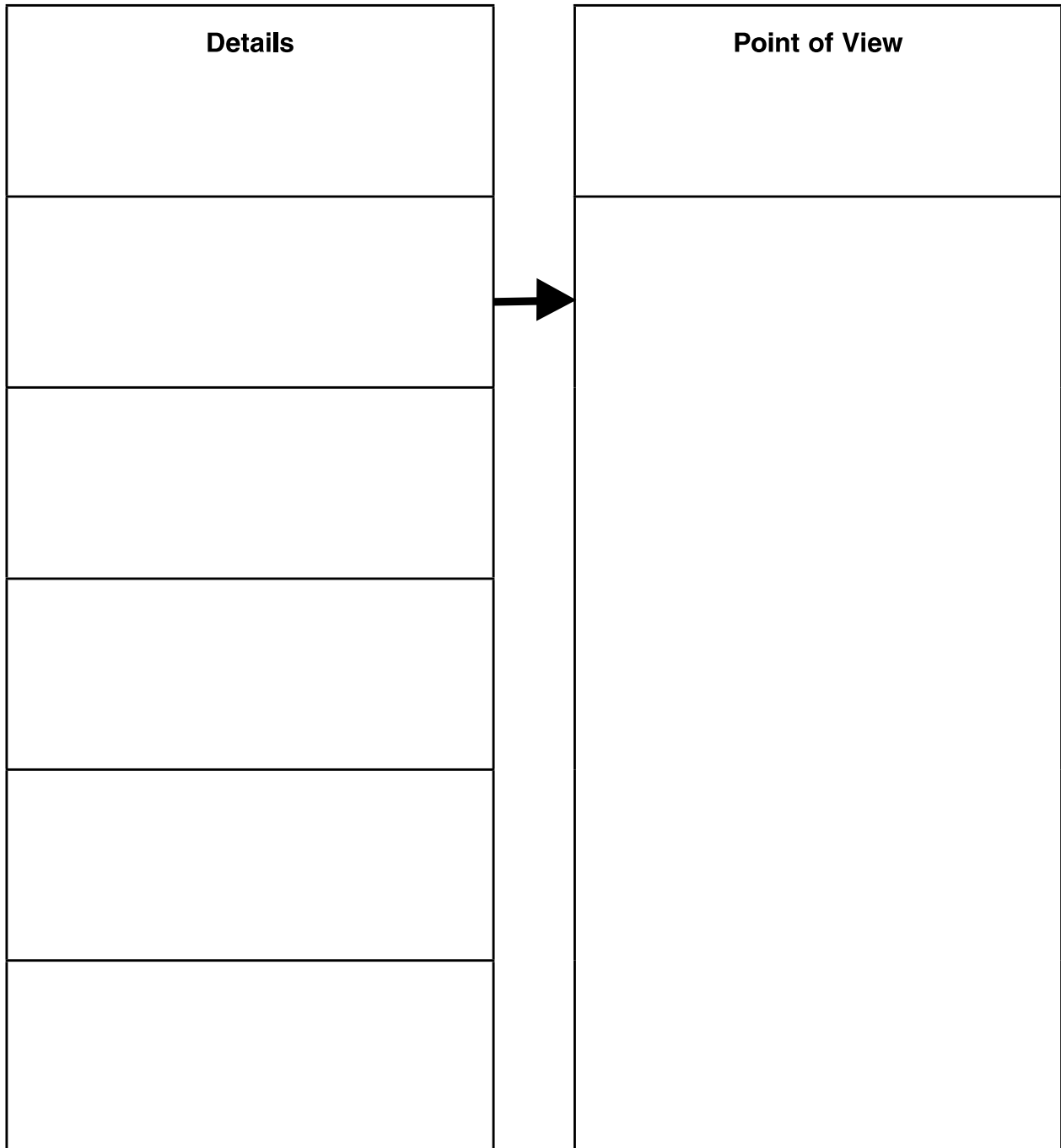
**Finish each sentence using the vocabulary word provided.**

1. **(blares)** He covers his ears \_\_\_\_\_  
\_\_\_\_\_.
2. **(errand)** My grandmother \_\_\_\_\_  
\_\_\_\_\_.
3. **(exchange)** This sweater is nice, but \_\_\_\_\_  
\_\_\_\_\_.
4. **(connection)** The refrigerator did not work because \_\_\_\_\_  
\_\_\_\_\_.

Name \_\_\_\_\_

**Read the selection. Complete the point of view graphic organizer.**

Details	Point of View



Name \_\_\_\_\_

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

## Running

Feet pound the pavement,  
 4       Arms pump up and down,  
 9       Sun's up and smiling,  
 13       As I jog through the town.

Neighbors out raking,  
 19       Look up, holler, "Hi!"  
 22       Trees all wave to me,  
 26       As I dash on by.  
 31

Wind kicks up its heels,  
 36       And gives playful chase.  
 41       Whooshing and whirling,  
 45       "Come, let's have a race."  
 48

I round the corner,  
 53       Delighted to meet,  
 57       Two other runners,  
 60       Who sprint down the street.  
 63

What is it we share?  
 68       Well, I think I know—  
 73       All the world's moving,  
 78       With places to go.  
 82

An inch or a mile, jet-fast or snail-slow,  
 86       We share the journey, together we go.  
 94



Name \_\_\_\_\_

**A. Reread the poem and answer the questions.****1. Is this poem a lyric or a narrative poem and how do you know?**


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**2. Write two examples of personification from the poem.**


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**3. What point of view is used in the poem? Write a line that shows the point of view.**


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**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 \_\_\_\_\_

**Big Sky**

Standing on a small rise in the road  
I saw the big sky.  
I had not thought about the name  
Big Sky Country  
Until that moment,  
And I was overwhelmed.  
I thought I might explode  
At the splendor.  
The sun rising from the east  
Bounced off soaring clouds  
In the west  
And shot the sky with coral.  
I could turn in circles  
And see the sky everywhere I looked.  
Nothing blocked my view.  
No trees. No mountains. No skyscrapers.  
Just sky. Big sky.

**Answer the questions about the text.****1. What is the topic of this poem?**

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**2. How does the speaker in the poem feel? How do you know?**

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**3. Is this lyric poetry or narrative poetry? How do you know?**

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Name \_\_\_\_\_

**Assonance** is the repetition of the same vowel sound in two or more words.**Consonance** is the repetition of a consonant sound in the *middle* or at the *end* of words.**Read the lines of the lyric poem below. Then answer the questions.****Running**

Feet pound the pavement,  
Arms pump up and down,  
Sun's up and smiling,  
As I jog through the town.

Neighbors out raking,  
Look up, holler, "Hi!"  
Trees all wave to me,  
As I dash on by.

Wind kicks up its heels,  
And gives playful chase.  
Whooshing and whirling,  
"Come, let's have a race."

**1. Find two examples of assonance in the poem. Write them below.**

\_\_\_\_\_

**2. Find two examples of consonance in the poem. Write them below.**

\_\_\_\_\_

**3. How do the assonance and consonance affect the poem?**

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence. Circle the examples of personification. Then explain the author's meaning in your own words. Use context clues to help you understand the figurative language.**

- 1.** “Sun’s up and smiling, / As I jog through the town.”

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- 2.** “Trees all wave to me, / As I dash on by.”

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- 3.** “Wind kicks up its heels, / And gives playful chase”

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Name \_\_\_\_\_

**A. Add the suffix in parentheses to the word in bold.**

**New Word**

1. (able) **enjoy** \_\_\_\_\_
2. (able) **use** \_\_\_\_\_
3. (ible) **convert** \_\_\_\_\_
4. (able) **comfort** \_\_\_\_\_
5. (ible) **force** \_\_\_\_\_
6. (ible) **sense** \_\_\_\_\_

**B. Add the suffix -ible or -able to create a new word. Write the new word on the first line. Then write the meaning of the word on the second line.**

**New Word**

**Meaning**

- |             |       |       |
|-------------|-------|-------|
| 7. afford   | _____ | _____ |
| 8. respect  | _____ | _____ |
| 9. collapse | _____ | _____ |
| 10. honor   | _____ | _____ |



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 literary language.

<b>Topic sentence</b>	→	In "Running," the author uses literary language to set a mood and to draw the reader into the poem.
<b>Evidence</b>	→	The author uses imagery when she states, "Feet pound the pavement/Arms pump up and down." The images show that running is hard work. The personification of the wind and trees helps show the connection the jogger feels with her surroundings.
<b>Concluding statement</b>	→	The literary language helped me understand how much the jogger enjoys running.

**Write a paragraph about the text you have chosen. Show how the author used literary language. Remember to include a strong concluding statement, and to use prepositional phrases as adjectives and adverbs.**

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 what strong adverbs you can add.**

**Draft Model**

*One arm stroke following another, I keep pace.  
Then buoyed by my team, I move forward and win.*

1. What strong adverbs can you add to the first line to describe how the speaker keeps pace?
2. What strong adverbs can you add to the second line to describe the way the speaker moves forward and wins?
3. What strong adverbs could show how the speaker is buoyed by the team?

**B. Now revise the draft by adding adverbs to help readers form a better picture of what the speaker in the poem is doing. Then add two more lines to the poem.**

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