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| **5th Grade Reading** | |
| **Standard** | **3.0 Items** |
| 5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text. | **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  1. Read the excerpt, *Virgil,* from Seedfolks, by Paul Fleischman. Then answer the following questions.  A. Based on the sentence below answer the following  statement.   |  | | --- | | *“I scraped off the rust with our dish scrubber and shined up that locket as bright as I could get it.”* |   By using the sensory details in the above sentence the author was trying to show the reader that….  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  B. Based on the sentence below answer the following  statement.   |  | | --- | | *“Inside was this tiny photo of a girl. She was white, with a sad-looking face. She had on this hat with flowers on it. I don’t know why I kept it instead of tossing it on our trash pile.”* |   The author created this imagine in the reader’s mind to show that Virgil kept the locket because…   1. it reminded him of his mother. 2. he was afraid his father would be angry with him if he saw it. 3. he was intrigued by the photo in the locket. 4. he was going to sell the locket for extra money.   C. Based on the sentence below answer the following  statement.   |  | | --- | | *“The minute it came up, it started to wilt. It was like a baby always crying for its milk.”* |   The author uses figurative language in this statement to highlight…   1. the lettuce’s need for water. 2. that the baby needs lots of milk. 3. the crops are growing well. 4. that father was picking the lettuce to eat. |
|  | **2.0 Items** |
| **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  2. Identify an example of imagery from the passage, *Virgil*.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Write one example of text evidence that identifies a sensory detail and why do you feel it represents a sensory detail.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Which of these is an example of figurative language:   1. I’d seen a package of seeds for pole beans and hoped that’s what we’d grow. 2. Then we walked back and forth, picking out broken glass, like chickens pecking seeds.   5. Describe the five senses.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. List three types of Figurative language.  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. Describe the imagery created when Virgil stated that he could feel his eighteen-speed slipping away.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. In paragraph 16, why is the cab “like a library” for Virgil’s father?   1. Because he stores many possessions there 2. Because he reads books there in his spare time 3. Because he borrows items from his passengers 4. Because he gets information from his passengers   9. Why does the author most likely compare the lettuce to a new baby?   1. To show that the lettuce is very small 2. To show that the lettuce grows quickly 3. To show that the lettuce needs a lot of care 4. To show that the lettuce is special to Virgil   ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  Read the selection, *The Bird with the Broken Wing* Then answer the following questions.  10. The author’s use of figurative language in paragraph 12 emphasises that-   1. Little Bird feels hopeless about his situation 2. Little Bird turns to the night sky for help 3. Little Bird is confused about where his friends have gone 4. Little Bird worries that his wing will not get better |
| **Standard** | **3.0 Items** |
| 5.6 B explain the roles and functions of characters in various plots, including their relationships and conflicts | **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  1. Read the excerpt, *Virgil,* from Seedfolks, by Paul Fleischman. Then answer the following questions.   1. From the events in the story what can the reader conclude about Virgil? 2. Virgil wants the garden to be a success 3. Virgil only wants a new bike 4. Virgil is upset with his father 5. Virgil only cares about the locket   B. From the events in the story what can the reader conclude about Virgil’s father?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  C. How would you describe the relationship between Virgil and his father?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  D. Describe the conflict Virgil has with his father.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  E. Based on the story, the reader can tell…   1. Virgil is looking forward to planting a garden over the summer. 2. Virgil’s feelings toward his father have changed. 3. Virgil intends to find the girl in the locket. 4. The lettuce growing will eventually be successful. |
|  | **2.0 Items** |
| **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  2. Underline in the excerpt text evidence of conflict that Virgil has with his father.  3. Which of the following statements is an example of conflict for Virgil?   1. We walked down and picked out a place to dig up. 2. I got sick of hauling bottles of water in our shopping cart, like I was some old lady. 3. We’d studied Greek myths in school that year. 4. That night he drove himself way across town to borrow two shovels from a friend of his.   4. Virgil feels embarrassed about his family’s garden because…     1. He would rather sleep until noon to celebrate the end of school. 2. He really wanted his eighteen speed bike. 3. He was always digging up trash. 4. His garden was so large.   5. Identify the elements of plot.  Image result for blank plot diagram template  6. Give 2 examples of conflict that you have experienced in your life.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. What is conflict?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.  8. Which of these events resolves Little Bird’s conflict in the play?   1. Little Bird lands on the ground. 2. Little Bird is given a place to sleep for the night. 3. Little Bird flies south with his friends. 4. Little Bird wishes the trees a good night. |
| **Standard** | **3.0 Items** |
| 5.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes | ***Carl is on the Case* from 2013 STAAR Released**  1. Read the selection, *Carl is on the Case*. Then answer the following questions.   1. The prefix re- helps the reader know that the word retrace in line 24 means… 2. not 3. do again 4. opposite 5. before   ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.  B. The suffix -ful helps the reader know that the word graceful in paragraph 24 means…  a. without grace  b. made of grace  c. full of grace  d. process of grace  C. What is the root word of the word **refused** in line 25?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **2.0 Items** |
| ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.  2. Identify at least 2 prefixes from paragraph 24.   |  | | --- | | **Forest Fairy:** I must tell you of an unhappy event. Such a dear little bird came to the forest earlier this evening. He had a broken wing, and he was tired and cold and hungry. He asked for shelter from the great Oak, the proud Maple, and the graceful Willow, and all refused. I was angered and ashamed of my trees! |   **Prefixes**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.Identify at least 2 suffixes from paragraph 24.   |  | | --- | | **Forest Fairy:** I must tell you of an unhappy event. Such a dear little bird came to the forest earlier this evening. He had a broken wing, and he was tired and cold and hungry. He asked for shelter from the great Oak, the proud Maple, and the graceful Willow, and all refused. I was angered and ashamed of my trees! |   **Suffixes**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Standard** | **3.0 Items** |
| 5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words | ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  1. Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.   1. In paragraph 26, the word chide means to ---- 2. greet 3. scold 4. observe 5. interrupt   B. What words from paragraph 22 help the reader know what the word hues means?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **2.0 Items** |
| **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  2. Read the excerpt, *Virgil,* from Seedfolks, by Paul Fleischman. Then answer the following questions.   1. In paragraph 14, the word babbling means---- 2. complaining loudly 3. gossiping 4. speaking without making sense 5. expressing anger   ***Carl is on the Case* from 2013 STAAR Released**  3. Read the selection, *Carl is on the Case*. Then answer the following questions.   1. In paragraph 8, the word reluctantly means---- 2. playfully 3. impatiently 4. admiringly 5. unwillingly   **The following question is independent and not related to any passage.**  4. Identify the correct homophone to complete each sentence.   |  |  |  | | --- | --- | --- | | new | their | flower | | knew | there | flour |  1. Sarah \_\_\_\_\_\_ her mother was arriving at 6:00. 2. As the car approached \_\_\_\_\_ driveway, the family cheered. 3. While making cookies, Herman dropped the \_\_\_\_\_ and a cloud of dust flew up in his face. |
| **Standard** | **3.0 Items** |
| 5.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words | ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  1. Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.  Read the dictionary entry below:     |  | | --- | | **Order** /ˈôrdər/*noun*  **1.** a command  **2.** a direction  **3.** a request  **4.** an arrangement |   Which definition best fits the way the word order is used in paragraph 9?   1. Definition 1 2. Definition 2 3. Definition 3 4. Definition 4   B. What is the part of speech for the above dictionary  entry?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  C. How many syllables does the above dictionary entry  have?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  D. What is a synonym for the above dictionary entry as  used in paragraph 9?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  E. Please raise your hand and tell your teacher the correct pronunciation of the above dictionary entry? (The teacher will initial and check Yes or No)  \_\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_\_ No |
|  | **2.0 Items** |
| **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  Read the excerpt, *Virgil,* from Seedfolks, by Paul Fleischman. Then answer the following questions.  2. Read the dictionary entry below:     |  | | --- | | **Run** / ruhn /*verb*  **1.** To depart quickly  **2.** To make a quick trip  **3.** To go around  **4.** To campaign for election |   Which definition best fits the way the word run is used in paragraph 6?   1. Definition 1 2. Definition 2 3. Definition 3 4. Definition 4   **The following questions are independent and not related to any passage.**  3. What is a Noun?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. What is a Verb?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. What is an Adjective?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. Alphabetize to the third letter using the following word bank:     |  | | --- | | spider speed spook  spy spade split |   1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Standard** | **3.0 Items** |
| 5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events. | **Use Virgil from the 2013 Humble ISD Benchmark Assessment #1**  1. Read the excerpt, *Virgil,* from Seedfolks, by Paul Fleischman. Then answer the following questions.   1. In paragraph 18, what is the most likely reason Virgil whispers, “Save our lettuce,” to the girl in the locket? 2. She has brought him good luck before. 3. She reminds him of a spirit of nature. 4. She seems like a kind person. 5. She looks like his aunt.   B. Virgil’s actions in paragraph 18 show that he --   1. knows he should head back to school 2. understands that his father should have stayed in Haiti 3. should have thrown the locket in the trash pile 4. cares about the crops his father is growing |
|  | **2.0 Items** |
| 2. Define foreshadow.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Give an example of rising action for the excerpt, *Virgil*.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Standard** | **3.0 Items** |
| Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) | **1. Read each passage and answer the questions that follow.**   |  | | --- | | **“Wow! This line is really long,” said Karen. “I am not sure that we are going to make it in.”**  **“I think we will,” said Phillip. “After all, not all of these people in line are going to the same one we are.”**  **“Okay,” said Karen. “Why don’t I wait in the line and you go ahead and get our snacks.”**  **“Sure,” said Phillip. “Do you want popcorn?”**  **“Yes,” said Karen. “The show is just not the same without popcorn.”**  <http://www.softschools.com/literature/worksheets/inference_worksheets/5th_grade_inference_practice_short_passage.html> |  1. From reading the above passage, what are Karen and Phillip getting ready to do?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  B. Give at least one detail from the text to support your  above answer.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Option 2**  1. **Excerpt taken from *Drums or Bust* from Readworks.org**  ***Drums or Bust*** [***https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/***](https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/)  **“Come on, Jordan, you’re going to be late!” Jordan’s dad called out from the car. She was still inside, scrambling to gather up the rest of her equipment. The small music venue would have a drum set all ready for her, but she wanted to have her lucky drum sticks with her—the one thing she couldn’t find in her messy room. She grew more nervous with each passing minute as she threw her clothes off the ground, shoved aside the pillows on her bed, and yanked each of her drawers open. *Where could they be?* she thought.**  **“Oh, and Jordan, don’t forget to grab a drink out of the fridge on your way,” her dad reminded her. *I might as well get the drink first,* she thought. She stumbled down the stairs, and pulled open the fridge door. She started to laugh. Her drum sticks were sitting neatly on the first shelf, right next to her sports drink. She must have put them in there when she placed the drink inside, cooling it for when she would need it for the show. “Coming!” she called out to her dad.**  **“Is Mom coming too?” Jordan asked her father as she plopped down next to him. “I’m not sure, honey,” he replied. The two rode in silence, Jordan thinking about her mom, and her father thinking about whether or not his wife would show up. She would have to come straight from work, since she was leading an operation that would last until 7:00 p.m. The hospital was only thirty minutes away from the music venue, so she would be able to make it if she rushed out.**   1. What can you infer from reading the above excerpt?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  B. Underline text evidence that support your inferences. |
|  | **2.0 Items** |
| 2. Explain inferencing.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What is text evidence?   1. details from the text that support your findings 2. figurative language used in the text 3. a summary of the text 4. the use of context clues |
| **Standard** | **3.0 Items** |
| Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction) | 1. **Excerpt taken from *Drums or Bust* from Readworks.org**  ***Drums or Bust*** [***https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/***](https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/)  **“Come on, Jordan, you’re going to be late!” Jordan’s dad called out from the car. She was still inside, scrambling to gather up the rest of her equipment. The small music venue would have a drum set all ready for her, but she wanted to have her lucky drum sticks with her—the one thing she couldn’t find in her messy room. She grew more nervous with each passing minute as she threw her clothes off the ground, shoved aside the pillows on her bed, and yanked each of her drawers open. *Where could they be?* she thought.**  **“Oh, and Jordan, don’t forget to grab a drink out of the fridge on your way,” her dad reminded her. *I might as well get the drink first,* she thought. She stumbled down the stairs, and pulled open the fridge door. She started to laugh. Her drum sticks were sitting neatly on the first shelf, right next to her sports drink. She must have put them in there when she placed the drink inside, cooling it for when she would need it for the show. “Coming!” she called out to her dad.**  **“Is Mom coming too?” Jordan asked her father as she plopped down next to him. “I’m not sure, honey,” he replied. The two rode in silence, Jordan thinking about her mom, and her father thinking about whether or not his wife would show up. She would have to come straight from work, since she was leading an operation that would last until 7:00 p.m. The hospital was only thirty minutes away from the music venue, so she would be able to make it if she rushed out.**   1. Write a summary of what has happened in the story so far.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Excerpt taken from *Drums or Bust* from Readworks.org**  ***Drums or Bust*** [***https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/***](https://www.readworks.org/article/Drums-or-Bust/989f4323-990a-4da7-861c-a869c83512e2#!articleTab:content/)  **2. Paraphrase the following text.**  **“Is Mom coming too?” Jordan asked her father as she plopped down next to him. “I’m not sure, honey,” he replied. The two rode in silence, Jordan thinking about her mom, and her father thinking about whether or not his wife would show up. She would have to come straight from work, since she was leading an operation that would last until 7:00 p.m. The hospital was only thirty minutes away from the music venue, so she would be able to make it if she rushed out.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***The Bird with the Broken Wing* from 2011 STAAR Released Selections and Test Questions**  1. Read the selection, *The Bird with the Broken Wing*. Then answer the following questions.   1. Which sentence best summarizes Scene 2? 2. Jack Frost arrives in the forest to fulfill King Winter’s orders for the trees to lose their leaves as fall turns to winter. 3. Forest Fairy admits to Jack Frost that she is ashamed of the way some of the forest trees treated Little Bird, who was injured and needed shelter and food. 4. When Forest Fairy tells Jack Frost about the helpfulness of some of the forest trees, Jack Frost decides to honor them with leaves that are always green. 5. Jack Frost learns from Forest Fairy that Little Bird is injured and has been given shelter in the forest by the Spruce, the Pine, and the Juniper. |
|  | **2.0 Items** |
| 2. What elements are needed to write an effective summary?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.What does it means to paraphrase?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Standard** | **3.0 Items** |
| Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence | **1.** |
|  | **2.0 Items** |
| 2. What is theme?   1. paraphrasing 2. predicting 3. the message 4. making a connection   3. |
| **Standard** | **3.0 Items** |
| 5.6 C Explain different forms of third-person points of view in stories | 1. What is third-person omniscient point of view?  2. What is third-person point of view?  3. What is third-person limited?  We would like help with this one! We ran out of time. |
|  | **2.0 Items** |
|  |