

Answer Key for Unit 1



Readers in Residence Answer Key

Volume 1

Sleuth

by Debra Bell, PhD



Apologia Educational Ministries, Inc.



READERS IN RESIDENCE ANSWER KEY, VOLUME 1

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Note: No answer key is required for units 2, 4, and 6 (modules 5, 10, and 14).



How to use this Answer Key

**Your children have learned to read.
NOW IT'S TIME FOR THEM
TO READ TO LEARN.**

This Answer Key is your road map to using *Readers in Residence*, volume 1. You will find all the tools you need to do the following:

Suggested Daily Schedule

Week	Day 1	Day 2	Day 3	Day 4
7	Module 4 4.5 - 4.7	Module 4 4.8 - 4.10	Module 4 4.11	Module 4 4.12 - 4.13
8	Module 4 4.14	Module 4 4.15	Module 4 4.16 Unit Project	Module 4 4.16 Unit Project
9	Module 4 4.17	Module 4 Checklist 4	Intro to Unit 2 Read Unit 2 Introduction. Pick your book.	Module 5 5.1 - 5.4
10	Module 5 5.5 - 5.8	Module 5 5.9 - 5.12	Module 5 5.13 - 5.14	Module 5 5.15 - 5.16
11	Module 5 5.17 - 5.18	Module 5 5.19 - Checklist 5	Intro to Unit 3 Read Unit 3 Introduction. Study the unit project rubric.	Module 6 6.1 - 6.4
12	Module 6 6.5 - 6.7	Module 6 6.8 - 6.9	Module 6 6.10	Module 6 6.11 - 6.12
13	Module 6 6.13 - 6.15	Module 6 6.16 - 6.17	Module 6 6.18 - 6.19	Module 6 6.20 - 6.21
14	Module 6 6.22 - 6.23	Module 6 6.24 - 6.25	Module 6 6.26 - 6.27	Module 6 6.28 - 6.29

2.8 Read Sarah, Plain and Tall: Chapter 2

Directions: Read chapter 2 of *Sarah, Plain and Tall*. What do you learn about Sarah from her letters? Use the chart on the next page to list what you learn and what you expect Sarah to be like when she arrives at the Wittings' home. We've provided the first clue for you.

Answers will vary. Sample answers are provided.

Clues in Sarah's Letters			
What I Learn about Sarah from Her Letter to Anna	What I Expect Sarah to Be Like Based on Her Letter to Anna	What I Learn about Sarah from Her Letter to Caleb	What I Expect Sarah to Be Like Based on Her Letter to Caleb
Sarah can braid hair, bake bread, and make stew.	She is capable.	She has a cat named Seal.	
She prefers to build and paint.	She may not enjoy the tasks women typically do.	She says she likes doing the time.	
Her favorite colors are the colors of the sea.	She loves where she lives. She will miss her home.	She says her house is so big.	
			make an effort to like her new home.
She has a brother named William who is a fisherman.	She admires him. She will miss him. She will talk about her family and home.	She can keep a fire going at night.	She is capable. She will know how to help around the house.
She has sent a book of sea birds.	She is thoughtful. She likes to give gifts. She wants Anna to know about her life.	She says that she doesn't think she snores because "Seal has never told" her.	She likes to tease. She sees the humor in things.

Checklist for Module 1

Directions: When you have completed a task, make a ✓ in the "Done" column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the *SUNNY'S LOG* in the appendix.

Tasks	Done	Points Earned
1.4 Nonfiction or Fiction <ul style="list-style-type: none">List examples of nonfiction and fiction books that you have in your home.	✓	
1.5 The Cover of Sarah, Plain and Tall (SPT) <ul style="list-style-type: none">Write your best ideas for answers to these questions.		
1.6 Clues to Genre <ul style="list-style-type: none">Write your best ideas for answers to these questions.		
1.7 The Clues to Genre <ul style="list-style-type: none">Write your best ideas for answers to these questions.		
1.8 The Clues to Genre <ul style="list-style-type: none">Write your best ideas for answers to these questions.		
1.9 The Clues to Genre <ul style="list-style-type: none">Write your best ideas for answers to these questions.		
1.10 Clues to Genre <ul style="list-style-type: none">Write your best ideas for answers to these questions.		

Continued on next page >

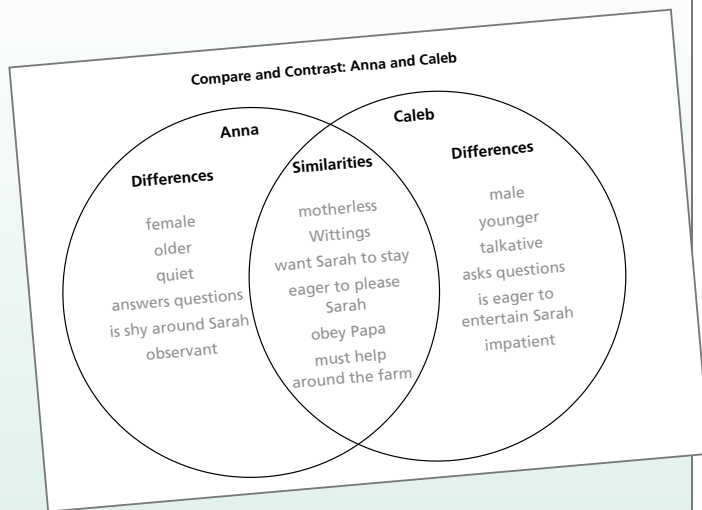
Rubric for Unit 1 Project

Traits of Good Character Development		Points Earned
Physical Traits <ul style="list-style-type: none">I have described some of my main character's physical traits.		
Character Traits <ul style="list-style-type: none">I have described how I will show what my character is like through what he or she says.		
Conflict <ul style="list-style-type: none">I have described a significant character faces in the story.		
Response <ul style="list-style-type: none">I have described how my character responds to the significant problem he or she faces.		
Changes <ul style="list-style-type: none">I have described how my character changes because of the significant problem he or she faces.		
Quality <ul style="list-style-type: none">I have created a complete project with the required elements.		

Answers

This Answer Key contains answers or sample answers for the following student activities from the Student Text and Workbook:

- activities where one correct answer is required
- activities where answers may vary, but a set range of answers is acceptable
- activities where the student is asked to give examples
- activities where the student is asked to make an inference



6.11 Reading Strategies: Denotations and Connotations of Words

Directions: On the next two pages, study the following sentences from *Charlotte's Web*. First, think of the images and experiences that you picture when you read the underlined word. Then decide what emotions you associate with the word and write them on the line provided. Finally, circle whether the connotations of the word are positive, negative, or neutral. Discuss your answers with a parent, teacher, or reading coach.

Answers will vary. Sample answers are provided. Further explanation for why the word has positive, negative, or neutral connotations is also provided.

1. "A weaking makes trouble." (page 3)

Images and experiences I picture when I read this word: someone getting beaten up, someone who is sickly and tired, someone who needs a lot of care

Emotions I associate with this word: fear, worry, needy

Connotations (circle one): positive, (negative) neutral

(Someone who is a weakling is not strong. Being a weakling is not an admirable trait.)

2. He was heavily armed—an air rifle in one hand, a wooden dagger in the other. (page 4)

Images and experiences I picture when I read this word: soldiers, bank robbers, children playing a war game outside

Emotions I associate with this word: fear, amusement, caution, aggression

Connotations (circle one): positive, (negative) neutral

(Someone who is "heavily armed" is considered a threat and dangerous. Because Avery is armed only with toy weapons, this description of him is also funny. The negative connotation of "heavily armed" is what creates the humor.)

Character Map

Character Name: Finny MacNarly

Physical Traits

Finny is short with thick red hair. His clothes are patched and ragged. He doesn't own shoes. His eyes are green. He is strong. He has permanent scars on his face from fighting. He is very thin. He

Character Traits

Finny protects himself from older boys and bullies by bragging and being loud. He gets out of trouble by making others laugh. He is helpful and loving to his family and works hard on

Conflict

Finny lives at the beginning of the Irish Potato Famine, and his pa is dead. He has to find a way for his family to get to America before they starve to death.

Response

When his ma gives up and won't get out of bed, Finny keeps trying different ways to get his family on a ship. He doesn't give up. He outwits the landlord's son to solve his problem.

Changes

Finny learns to swim, not his fists, to solve problems. He goes to Ireland to work for a merchant. He realizes that he can't change his life, so he puts his

Student Sample

The Answer Key does not provide suggested answers for unit projects and other open-ended assignments. In most of those instances, you will find a student sample in the Student Text and Workbook that can guide your feedback and evaluation of the student's work.

Student samples are found in the Student Text and Workbook.



Readers in Residence **TAKES THE MYSTERY OUT OF EVALUATING** **Your Kids' Work!**

Rubrics

Use the rubric at the beginning of each unit in the Student Text and Workbook to direct your child's attention to the requirements of each unit project.

A rubric is a special checklist for evaluating and grading writing or other projects.

Rubrics for both the student and reviewers are specifically designed to match each unit's project.

The student rubric for each unit appears in the introduction and again in the last module of the unit in the Student Text and Workbook. Student rubrics are reproduced for your reference on pages 182–187 of this Answer Key.

The student rubric helps students learn how to evaluate their own efforts and track their progress. A reviewer's version of each rubric is provided in the appendix of the Student Text and Workbook. Parents, teachers, and other readers can use this rubric to give the student feedback on each completed unit project. (Students earn the average points of their score and the score from one reviewer, which they record on the Sleuth's Log in the appendix.)

Rubric for Unit 1 Project

Traits of Good Character Development	Points Earned
Physical Traits <ul style="list-style-type: none">• I have described some of my main character's physical traits.	4
Character Traits <ul style="list-style-type: none">• I have described how I will show what my character is like through what he or she says.	3
<ul style="list-style-type: none">• I have described how I will show what my character is like through what he or she does.	3
<ul style="list-style-type: none">• I have described how I will show what my character is like through what others say about him or her.	3

How to use This Answer Key

Rubric for Unit 1 Project	
Traits of Good Character Development	Points Earned
Conflict <ul style="list-style-type: none"> I have described a significant problem my character faces in the story. 	3
Response <ul style="list-style-type: none"> I have described how my character responds to the significant problem he or she faces. 	4
Changes <ul style="list-style-type: none"> I have described how my character changes because of the significant problem he or she faces. 	5
<ul style="list-style-type: none"> I have described how I will show this change through what my character learns, says, does, or thinks. 	2
Quality <ul style="list-style-type: none"> I have created a complete project with the required elements. 	4
<ul style="list-style-type: none"> I have created a high-quality project. I was careful, thoughtful, and creative. 	3
Effort <ul style="list-style-type: none"> I worked hard on my project, and it reflects an appropriate amount of effort. 	5
Conventions <ul style="list-style-type: none"> I have followed the rules for capitalization and punctuation. 	5
<ul style="list-style-type: none"> I have checked to make sure all my words are spelled correctly. 	4
Total	48

Unit 1 project: 65 points possible

Rubric Point System:

5 points – This part of the project is outstanding.

4 points – This part of the project is very strong.

3 points – This part of the project shows a lot of effort.

2 points – This part of the project needs improvement.

1 point – This part of the project is missing.

Scoring

The five-point rubric scoring system emphasizes “progress, not perfection” as the goal.

Students may fill in their average points on the Sleuth’s Log in the appendix of the Student Text and Workbook.

Readers in Residence

Sleuth's Log

Fill in one bubble for every ten points you earn from the following activities: module checklists, rubrics, and book clubs.

Novice

540

This table rewards 1,620 points.



Checklists

Use the checklist at the end of each module in the Student Text and Workbook to direct your child's attention to every task that must be completed in the module.

Checklist for Module 6

Directions: When you have completed a task, make a ✓ in the "Done" column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the SLEUTH'S LOG in the appendix.

Tasks	Done ✓	Points Earned
6.1 Introduction to Animal Fantasy <ul style="list-style-type: none">Discuss the unique features of an animal fantasy book with a parent, teacher, or reading coach.		
6.2 The Parts of <i>Charlotte's Web</i> <ul style="list-style-type: none">Answer the questions based on your examination of the book.		
6.3 Make a Prediction <ul style="list-style-type: none">Answer the questions based on the information you collect from the table of contents.		
6.4 Read Kate DiCamillo's Foreword <ul style="list-style-type: none">Read the foreword by Kate DiCamillo.Answer the questions on the lines provided.		
6.8 Read <i>Charlotte's Web</i>: Chapters I–III <ul style="list-style-type: none">Read chapters I–III of <i>CW</i>.Fill in the CHARACTER INTRODUCTIONS chart with details about the characters.Fill in the SETTING chart with details that show the time period and the place of the story.		
6.9 Ruminare: Chapters I–III <ul style="list-style-type: none">Ruminate on the questions about chapters I–III.Discuss, draw, or write your answers to the questions.		
6.10 Aha! Chapters I–III <ul style="list-style-type: none">Answer the questions on the lines provided.Refer to the chapters as you answer them.		

Checklist Point System:
1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6 – exemplary in quality and effort
- 5 – exemplary in either quality or effort
- 4 – acceptable in quality and effort
- 3 – acceptable in either quality or effort
- 2 – needs improvement in quality and effort
- 1 – incomplete

Student Copies

The checklist at the end of each module in the Student Text and Workbook helps students to stay on track and to complete all assignments.

Parent Copies

You will find the student checklists reproduced on pages 188–229 of this Answer Key. Use these checklists to track progress and evaluate student work.

Scoring System

After students complete each assignment in the module, a parent, teacher, or reading coach should use the six-point scoring system to award points based on their effort and quality of work. Students may fill in the points they are awarded on the Sleuth's Log in the appendix of the Student Text and Workbook.

Student Tasks

The checklist includes every task the student must complete in the module.



Guidelines for Evaluation

A guiding principle of the *Readers in Residence* series is “progress, not perfection.” With this in mind, begin any evaluation of your child’s work by considering his or her age and experience. Your feedback and the points you may award should always be based on a comparison of this work with your child’s prior work. Use the point systems for both the rubrics and the checklists to set a standard for the student to reach toward.

Praise + Targeted Feedback = Progress

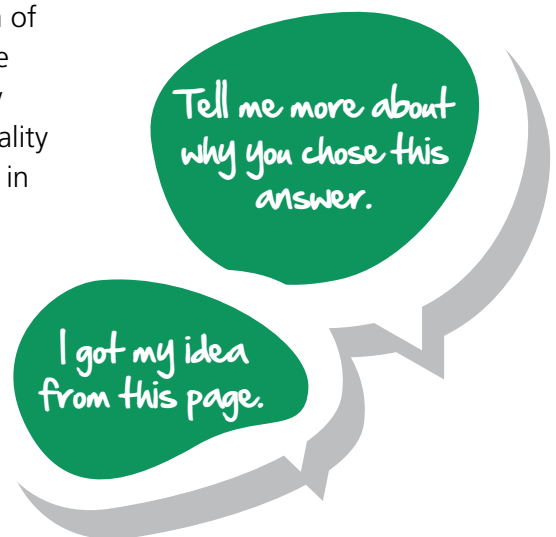
For maximum benefit, any evaluation of the student’s work should be accompanied by targeted feedback. Targeted feedback is specific and concrete. For example, you might say, “Your answer to this question shows that you are thinking deeply about what you read. Can you list some details in the story that back up your answer?”



Praise—such as “This is excellent!” or “You’ve worked very hard, and I am so pleased”—is important, but this is not feedback. Praise is a source of encouragement—a gift we should give generously to our children. However, praise in the absence of targeted feedback doesn’t help kids improve; it only helps them to keep putting forth effort. You will notice that the checklist point system is based on quality and effort. Parents, teachers, and reading coaches help students reach both of these goals with the powerful combination of praise and targeted feedback—and that produces progress.

Talk about It, Talk about It, Talk about It

So how should you proceed when a student’s answer is wrong or wide of the mark? Simply talk about it—a lot. Ask questions, draw the student out, and try to get to the bottom of his or her erroneous thinking or lack of appropriate effort. Use the assignments in RIR as discussion starters. If students know you will devote time to talk with them as you evaluate the quality and effort of their work, they will put more time into the task in the first place. Where parents, teachers, and reading coaches commit their time shows students what is most important. So distribute your time wisely.





How to use the Student Text and Workbook

Welcome parents, teachers, and reading coaches! This introduction includes an overview of the teaching philosophy and methods used throughout the *Readers in Residence* series.

Why *Readers in Residence* Is Unique

Many programs help children learn to read. However, few teach students how to read to learn, and few cultivate heartfelt artistic appreciation. *Readers in Residence* is designed to do just that. We accomplish those goals in the following ways:

- ☆ providing detailed instruction in reading for inference
- ☆ showing students how to identify a text's genre and then deploy the reading strategies relevant to that genre
- ☆ teaching close reading techniques
- ☆ helping students to recognize and analyze the author's craftsmanship
- ☆ showing students how to use context clues to make educated guesses about the meanings of unknown words

The first step in reading comprehension is for students to identify the genre (or type) of text they are reading. While some reading strategies apply in all reading contexts, other reading strategies are required for specific genres. For example, how we read poetry is very different from how we read a newspaper article. Young readers need explicit instruction in these differences.

In volume 1, students are introduced to the following literary genres: historical fiction, animal fantasy, and contemporary realistic fiction. These are all types of narrative fiction.

Later volumes of the *Readers in Residence* series will introduce students to additional genres such as narrative nonfiction, historical nonfiction, scientific nonfiction, fantasy, speeches, editorials, poetry, news reports, essays, and more. By the end of this series, students will have mastered the elements of literature and have gained the reading skills necessary for a college prep high school course of study.

narrative fiction –
Imaginative literature
that tells a story with
a beginning, a middle,
and an end.

Who Should Use Volume 1

The target age group for volume 1 is fourth grade and up. The books selected for close study are written for a fourth through sixth grade reading level. However, they are outstanding stories of literary merit, so they appeal to all ages and are worthy of multiple readings. For this reason it is possible to use volume 1 with older students who struggle with reading comprehension or who are unfamiliar with the skills taught in this program. In units 2, 4, and 6, students complete a close reading of a book of their choice (from the genre specified). Older students can choose a book at a higher reading level for these units to make the program more academically appropriate for them. In addition, any of the activities in units 1, 3, and 5 can be eliminated or merely discussed with an older student. However, older students should read all of the instructional content to make sure they understand the skills and concepts that are integral to this series.



It is possible to use volume 1 with older students who struggle with reading comprehension or who are unfamiliar with the skills taught in this program. In units 2, 4, and 6, students complete a close reading of a book of their choice (from the genre specified).

How to Make RIR Work for Your Students

The *Readers in Residence* series is designed to be flexible. Please take advantage of this and set reasonable expectations for each student who uses the series. For elementary students, RIR is a challenging program, but not developmentally inappropriate. Challenge is good. Kids need to break a cognitive sweat if learning is to take place. They need a sense of accomplishment if we want them to take pride in their achievements. However, overchallenging children can be detrimental. They must feel successful, not frustrated. Because of age and developmental readiness, some students will complete volume 1 in a year; other students may need a year and a half. (Older students may complete it in just a few months.) It is important that students enjoy the process of learning to read critically and find pleasure in studying the assigned books.

critical reading –
The process of analyzing how a text is constructed and interpreting what it means.



Readers in Residence

You can adapt the *Readers in Residence* series in several different ways to fit your family's overall needs and each child's readiness and interests:

1. As mentioned earlier, the books selected for close study in volume 1 are written for fourth through sixth grades. But you can use RIR with several different children at multiple grade levels at the same time. Be sure to adjust your expectations of each child accordingly. You can start the program with any student who is reading chapter books independently.
2. The program is thorough and systematic. It introduces new skills and concepts and gives students opportunities to practice using them. Exposure is the intention in the lower-level volumes; mastery is the goal in the upper-level ones. Lessons build on previously taught concepts and skills. Ideally, students should complete all the modules in a volume before moving on to the next volume, no matter what their age.
3. How a student completes that work is your choice. RIR includes a lot of questions. For a younger child, writing answers to all the questions may become a tedious chore. You don't have to require this! It's fine to just talk about some or all of the questions together. Just make sure the student responds to each question in some way. In many cases, discussing the comprehension questions with a student is the best way to help him or her grow as a reader.
4. If an assignment is too easy, it is fine to ask a student just to read through the material or modify the assignment to create greater challenge or interest.
5. The suggested schedule on pages xviii–xxii of the Student Text and Workbook shows 128 days of work. (The suggested schedule is also reproduced on pages 177–181 of this Answer Key.) This means that students can complete volume 1 in thirty-two weeks if they work on assignments four days a week. However, this is just one possibility. For continuity, most students should spend at least three days per week on this program. Younger students may find that spreading the work over five days per week for thirty-six or more weeks is the best plan for staying motivated and managing the challenge.

Co-ops, Reading Groups, and Reading Coaches

The *Readers in Residence* series works well with groups. The suggested daily schedule lists assignments for four days per week. The fifth day of any week can then be used for a co-op day or a reading group. In both of these settings, students can discuss their answers to the reading comprehension questions and share their progress on the unit projects with one another. Adult leaders can provide further instruction and feedback based on the material in RIR.

A reading coach is any adult who wants to guide students through the material in RIR in an organized way—through an online class, by individualized tutoring, or in a co-op setting. Additional materials for co-ops and reading coaches are in development. You can sign up to receive notifications about the release date for these materials and future volumes in the RIR series at www.readers-in-residence.com.



Teaching Philosophy

When I began homeschooling, I naively believed that teaching my children how to read was the end goal. Once that was accomplished, I thought they would then be set to learn independently. Even with my teaching background, I didn't understand that learning to read is just the first mile marker on the road to literacy. While learning to read puts our kids in the driver's seat on this journey, students still need continuing instruction if they are to reach the ultimate goal of reading for understanding.



RIR uses a teaching approach that is based on research. What do the most successful readers do while reading? How do developing readers learn these strategies? The answers to these questions were used to build this program.

Here are just a few of the critical skills expert readers deploy while reading:

- ☆ Expert readers form mental images as they read.
- ☆ Expert readers organize information as they read.
- ☆ Expert readers use their prior knowledge to increase their understanding.
- ☆ Expert readers ask questions.
- ☆ Expert readers make inferences.
- ☆ Expert readers determine the most important ideas or themes.
- ☆ Expert readers synthesize information.

Notice in the list above that the responsibility is on the reader. What parents, teachers, and reading coaches can do is create a learning environment that supports the development of these critical reading skills. Here are the ideal conditions for emerging readers:

Learning to read is just the first mile marker on the road to literacy.

literacy – The ability to use written and printed materials to improve one's knowledge and potential.



Readers in Residence

1. **Reading should be a pleasure.** Students should enjoy the books they read. However, many types of texts are an acquired taste. Students should be introduced to a wide variety of reading material and be shown how to appreciate their differences. As students gain greater understanding about the artistry involved in creating different types of literature, they will expand the range of books they choose to read.

2. **Reading should be a shared experience.**

Writers need an audience. Readers need a community. Books connect us to other places and other lives—and they also connect those who share them with one another. What we read is kindling for our conversations. A complete reading program should include opportunities for students to talk about what they are reading with others who are reading the same books.

Books connect us to other places and other lives—and they also connect those who share them with one another. What we read is kindling for our conversations.

3. **Reading is an apprenticeship.** Children master the English language by deep and long exposure to writers who employ the creative potential of the written word for a wide variety of purposes. Students should learn to read closely and to notice what authors do to hold readers' interest, provoke their thinking, and focus their attention.

4. **Reading is an internal process.** A student's reading comprehension is largely invisible. RIR provides a variety of ways for students to demonstrate reading comprehension by including creative projects, thought-provoking questions, vocabulary work, and topics to discuss around the family dinner table. But

Students need time to read in an unhurried fashion and time to think about what they read.

reading comprehension is actually most developed by thinking deeply about what we read. That means students need time to read in an unhurried fashion and time to think about what they read. This is why students study only six books in depth in this volume of RIR. Students may not have the time to read all books s-l-o-w-l-y, but reading a few in this way will improve their pleasure and understanding of all the books they read.

5. **Reading should be diverse.** Studies show that students who score high in reading on college entrance exams have been reading broadly for a long time. There is no shortcut to literacy. Students need access to all kinds of reading material—both fiction and nonfiction—and plenty of time to read. Homeschooling naturally affords students the kind of time they need. We just need to make sure we do not crowd this opportunity out of the school day. (If my own children were reading something worthwhile, I did not interrupt them to make them do something else.)



Teaching Method

General Overview

I understand the time constraints of parents and teachers. You are multitasking all the time—probably juggling many children, many subjects, and many schedules simultaneously. While this program is student-centered and student-directed, it is designed with parents, teachers, and reading coaches in mind as well.

In particular, the introduction, rubric, and checklists in each unit are designed to help you quickly grasp the assignments and your student's progress. This Answer Key is also written so that you do not have to page back through the modules to explain an answer. Even so, please preview *Readers in Residence* before your student begins this program. This will give you a better framework for understanding the teaching approach and activities. It will also show you the trajectory this volume follows to build students' understanding about reading and vocabulary.

The Role of a Parent, Teacher, or Reading Coach

The *Readers in Residence* series is designed for students to use independently, to the degree that is possible. Younger students and emerging readers need far more direct instruction and support from a parent, teacher, or reading coach than older, more experienced students. Greater independence will emerge as students gain greater control and mastery of the reading process.

However, the best reading experiences are often shared; therefore, one of the responsibilities and joys of a parent, teacher, or reading coach is to provide that community for the student. Without this camaraderie, assignments can become duties devoid of purpose. Join your child in this reading adventure by reading the assigned books as well. If you delight in the books you share with your children, they will see reading as an enjoyable adult activity, not merely a school assignment. Most of all, value the opportunity you have been given to share this process together.

Feedback

Targeted feedback is an essential support that parents, teachers, and reading coaches give to students. The rubric for each unit project is designed to help you do this. It lists the key components of the literary element the student is asked to focus on in that unit. Use the rubric as a basis for discussion and feedback. (See page 18 for a fuller discussion of the rubrics in RIR.)

What a child creates is a window into that child's intellectual life and development. Respond to a student's final projects as an interested audience. What aspects of the final project strike you as memorable or interesting? Talk about those first. What areas on the rubric seem underdeveloped or missing? Where would you like to know more? Approach sections in the projects that should be stronger with these types of questions. Celebrate effort, progress, invention, and careful attention to the elements listed on the rubric.



RIR frequently encourages students to talk through their ideas with a parent, teacher, or reading coach. These are points where adult support and input are necessary. Talking through the projects and critical reading questions, as well as helping students understand the most important elements to focus on in a reading assignment, will be essential to their success.

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Grading

I strongly recommend that you not assign letter grades to the assignments in this volume; rather evaluate each assignment for its strengths and weaknesses and for overall progress. The section on rubrics on page 18 explains how to use this form of assessment. Remember that exposure is the goal in this volume. I do not expect a fourth- or fifth-grade student to earn all the points available on most activities. Nor do I expect students to have solid answers to most of the reading comprehension questions in this volume.

How Books Are Selected

The assigned books used for close study in the *Readers in Residence* series are among the finest in children's literature, written by authors children should know. They also are exemplary for the element I focus on in each unit: character development, plot development, and setting. The three books assigned in this volume also consist of storylines that are age-appropriate for students in fourth through sixth grades.

Perhaps your children are already familiar with one or more of the assigned books used in this volume. Even if your family has already shared some of these titles together, much can be gleaned from rereading these books time and time again. In the same way that listening to a great symphony or viewing a famous painting many times increases our appreciation and understanding, rereading exceptional literature enriches our experience.

An On Your Own (OYO) unit follows the study of each assigned book. For these units students choose a book from the assigned genre. To assist you, a suggested reading list is provided at the beginning of these units. The reading list includes titles that fit the genre and the assignments in that unit.

An On Your Own (OYO) unit follows the study of each assigned book.

Like the assigned books, the titles on the suggested reading lists for the OYO units were selected because they are appropriate for the grade levels specified and will work well with the activities in that unit. The OYO reading lists include some books suitable for older students. My intention in providing the suggested reading lists at the beginning of the OYO units is to save parents time searching for a book to fit these units.

Other books not included on the suggested reading lists may better suit the needs of your family or the interests of a particular child. *Honey for a Child's Heart* by Gladys Hunt and *Read for the Heart: Whole Books for WholeHearted Families* by Sarah Clarkson may help you to find a suitable title that your child will enjoy.

Why We Have Chosen Specific Editions of the Assigned Books

Three notable children's books are assigned in this volume of the *Readers in Residence* series: *Sarah, Plain and Tall*; *Charlotte's Web*; and *Because of Winn-Dixie*. A specific edition of each of these books is recommended for three reasons:

- ★ Students are frequently asked to refer to specific page numbers in these books to help them find answers to the reading comprehension questions.
- ★ Having the correct edition will save you time when a student asks for your help.
- ★ In this volume students will learn that important information can be included in the front and back matter of a book. For example, students are asked to read Kate DiCamillo's preface to *Charlotte's Web*. Only the 60th anniversary edition includes this information.

To help you find the correct edition, the ISBN for the assigned book is listed at the beginning of units 1, 3, and 5 and in the sidebar on this page.



The assigned books for volume 1

Sarah, Plain and Tall
by Patricia MacLachlan
(ISBN: 978-0-06-239952-6)

Charlotte's Web
by E. B. White
(ISBN: 978-0-06-440055-8,
60th Anniversary Edition)

Because of Winn-Dixie
by Kate DiCamillo
(ISBN: 978-0-7636-8086-2)



Repeated Elements

Unit Introduction

This page provides an overview of the unit for the student and the parent, teacher, or reading coach. It is designed as a reference tool to help you quickly grasp the assigned text, the genre to be studied, and the focus of instruction in the upcoming modules. A preview of the unit project is also provided, along with the rubric students will use to evaluate their completed project.

Unit Project

Students are asked to complete a creative project after they finish each of the three assigned books. These creative projects are intended to be interesting and enjoyable for students. At the same time, the projects demonstrate how much students have learned about the element of literature studied in that unit. For example, after studying character development in the context of *Sarah, Plain and Tall*, students develop their own character. A preview of the project is included in the unit introduction.

Rubric

A rubric is a special checklist for evaluating and grading writing or other projects. The unit project focuses on the element of literature studied in the unit (e.g., character development, plot development, and setting). The rubric lists the characteristics that should be included in the final project. For most students, this will be their first introduction to the elements of literature, and the unit projects will be challenging. Keep this in mind when you evaluate the final outcome—celebrate your child's creativity and understanding. Progress, not perfection, is always the goal. Students evaluate their finished assignments with the rubric.

Parents, teachers, and other readers use a reviewer's version of the rubric, provided in the appendix of the Student Text and Workbook. Students average the scores they receive on their own rubric and the Reviewer's Rubric, and they then fill in the average points earned on the Sleuth's Log in the appendix of the Student Text and Workbook.



Rubric for Unit 1 Project	
Traits of Good Character Development	Points Earned
Physical Traits • I have described some of my main character's physical traits.	
Character Traits • I have described how I will show what my character is like through what he or she says. • I have described how I will show what my character is like through what he or she does. • I have described how I will show what my character is like through what others say about him or her.	
Conflict • I have described a significant problem my character faces in the story.	
Response • I have described how my character responds to the significant problem he or she faces.	
Changes • I have described how my character changes	

Rubric Point System:
5 points – This part of the project is outstanding.
4 points – This part of the project is very strong.
3 points – This part of the project shows a lot of effort.
2 points – This part of the project needs improvement.
1 point – This part of the project is missing.

Progress, not perfection, is always the goal. Students evaluate their finished assignments with the rubric.



Reader's Questions

At the beginning of each module, the Reader's Questions remind students to turn on their brains and get ready to learn. Students should hold these questions in mind as they work through the module to gain experience and expertise. At the end of each module, students will discuss their answers to these questions with a parent, teacher, or reading coach. This activity will reinforce their understanding and retention of the most important information in that module.

Reader's Questions

What is an expert reader?

What clues should I gather before I begin to read a book?

What are the characteristics of a historical fiction book?

Sneak Peek

This section at the beginning of each module provides a preview of the primary reading strategies and concepts that will be introduced in the module. These objectives also provide insight into possible answers to the reader's questions.

Sneak Peek

In this module you will learn:

- Expert readers study a book's cover before they begin to read.
- Expert readers identify a book's genre before they begin to read.

Student Samples

Samples of student work show students how to complete the module activities. Research indicates that when teachers provide examples of exemplary student work, student performance improves. For this reason, I've incorporated models and examples throughout this series. These student samples reflect the quality and effort expected for each assignment. Of course, you are encouraged to set appropriate standards for your children.

The Characters as I Imagine Them: Character Traits			
Character	What I Think the Character Is Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Anna	She is mature.	She does the baking. She looks after Caleb.	She has to take her mother's place. This responsibility makes her seem older than her age.

Student Sample



Reader's Toolbox

Throughout RIR, specific strategies that expert readers use are set apart in the Reader's Toolbox. The appendix includes a list of these strategies in an attractive, reproducible form for posting in the student's work area.



READER'S TOOLBOX

Graphic Organizers

RIR uses graphic organizers to help students generate ideas and organize their content. Graphic organizers are more powerful teaching tools than formal outlining because they help students visualize their projects and identify relationships.

THE MAIN CHARACTER OF MY OVO HISTORICAL FICTION BOOK

Name of Main Character: _____

Portrait

Physical Traits

Main Events That Revolve around This Character

Character Traits

How the Action Affects This Character

Things I Learn about This Character through the Story

Reading Assignments



The reading assignments for each of the assigned books (*Sarah, Plain and Tall*; *Charlotte's Web*; and *Because of Winn-Dixie*) are listed in the Read sections of each module. These sections include the reading assignment and a focus for students to think about while reading. These sections often include a short activity to solidify students' understanding of the assignment.

Ruminate



The Ruminate sections are intended to help students think more deeply about the text and to make connections between the events in the story and their own lives. Students are given a number of options for how they respond to the Ruminate questions. They can use the questions as a discussion starter with their family, they can draw a picture that reflects their thoughts, or they can answer the questions in a reading response journal.



A reading response journal can be as simple as a three-ring notebook or as unique as a beautifully bound journal purchased at a bookstore. No matter what form the reading response journal takes, this is a place for students to record their reactions to the thought-provoking questions posed in the Ruminare sections. It can also be expanded into journaling about any of the books students are reading. The overall purpose is to create a keepsake that traces the influence good books have on a reader's life.

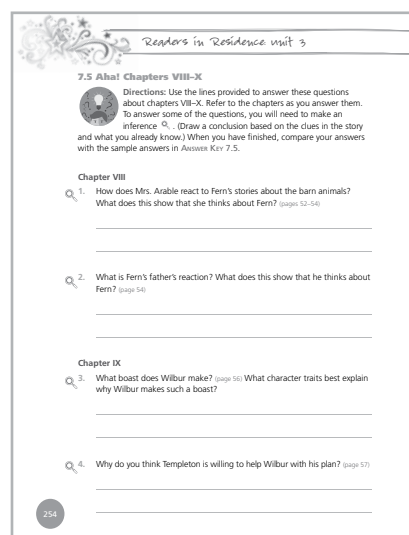
Encourage students to choose the option that they find most appealing or that best demonstrates their thoughtful answers to these questions. The most important aspect of the Ruminare section is the opportunity these questions give parent and child to connect these stories to their own lives and to each other. I hope the Ruminare sections add to the fond memories of your homeschooling years that you and your child are creating together.

Aha!



The sections labeled Aha! provide reading comprehension questions that measure one of two things. Some questions are designed to make sure students grasp the basic events of the assigned chapters. Other questions are designed to help students make accurate inferences about the events in the story. Students do not have to write answers to all these questions if they find this process tedious, but they should answer all the questions—even if they answer in the context of discussing their answers with a parent, teacher, or reading coach. Learning to read for inference is primarily accomplished in the RIR series through the Aha! reading comprehension questions.

Especially at the lower levels of the RIR series, students will need adults to help them recognize the clues that expert readers use to make accurate inferences. You can use this Answer Key not just to check the accuracy of their responses, but also as a resource to help you guide them—like a classroom teacher working through the first exercise with students. The suggested answers can serve as a discussion guide to help point students in the right direction, to increase the depth of their understanding, or to show them a fuller range of possible answers to consider.



The magnifying glass icon is used to indicate that students will have to make an inference in order to answer the question. An inference is a conclusion or opinion based on collected evidence combined with what is already known.



Word Sleuth

The best way to build a robust vocabulary is to learn words in context. Most words in the English language have several shades of meaning and many contexts for use. Studying words merely through dictionary definitions isolates them from a meaningful context. This limits a student's ability to understand how a word might be used.

Vocabulary words have been carefully selected from each reading assignment. The Word Sleuth activities give students an opportunity to practice the process that expert readers use to decode the meanings of unfamiliar words. Expert readers gather clues from the surrounding context. (Interrupting the reading process to look up a word in a dictionary is a rare strategy.) Many of the words selected may already be familiar to some students. However, the words selected may be used in a new way or may add connotative value to the overall meaning of the passage.

RIR asks students to first make an educated guess about the meaning of the word from the surrounding context. The word entry also includes the part of speech that corresponds with how the word is used in the sentence. This is an important clue that students should use to help them infer the meaning. Then students are instructed to look up the definition in the RIR dictionary found in the appendix of the Student Text and Workbook and compare their educated guess with the dictionary definition. The student's attempt to deduce the meaning from the context is far more important than recording the dictionary definition. Please encourage students not to skip this step.

Readers in Residence unit 3

7.7 Word Sleuth: Chapters VIII–X
Directions: Using clues from the surrounding sentences in the book, make an educated guess (inference) about the meaning of the underlined word in each sentence taken from chapters VIII–X of *Charlotte's Web*. Write it on the line provided. When you have finished, look up the word in the *Readers in Residence* dictionary in the back of this volume. Compare your educated guess with the definition there, and write the dictionary definition on the lines provided.

1. "Does he really?" said Mrs. Arable, rather vaguely. (page 53)
vaguely (adv.)
My guess: _____
Dictionary definition: _____

2. "Anything to oblige," (page 57)
oblige (v.)
My guess: _____
Dictionary definition: _____

3. And summoning all his strength, he threw himself into the air, headfirst. (page 58)
summoning (v.)
My guess: _____

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Conventions

Occasionally students are asked to notice how authors use the conventions of the English language in the text (e.g., capitalization, punctuation). Then they are asked to infer the rule that they think the author is following in the situation. The primary intention is to show students examples of the conventions used in context. I do not expect students to learn the rules through this approach, so their answers may not always be accurate. Students should be commended for noticing the convention and for making a reasonable guess at the underlying rule.

Ideally, the Conventions sections should reinforce what students are learning through instruction about the rules of English elsewhere. The companion *Writers in Residence* series provides instruction about grammar, capitalization, punctuation, and usage. The *Readers in Residence* series provides instruction in reading comprehension and vocabulary. Each series is designed to complement and reinforce what students learn in the other.

Book Talk



This section of each module provides discussion questions that students can use to talk about books in general with their family and friends. As you can see, a goal of the *Readers in Residence* series is to extend the books kids read beyond the school curriculum and into family life, where they truly belong. What you talk about around your dinner table is what you value most. If you want to raise readers, then include the books you are each reading in your nightly discussions.

Sowing Seeds

This section is designed to give parents, teachers, and reading coaches an opportunity to make connections from books to biblical truth. Spiritual growth can happen through listening to sermons or praying together, but it can also happen through considering what we read in light of Scripture. Great authors write about meaningful topics that prompt us to think deeply about life and truth. When we explore these topics through the lens of God's Word, we have an extraordinary opportunity to grow. This is one more way I hope the *Readers in Residence* series will help you enrich your family relationships.



Module Checklist

A checklist at the end of each module serves a twofold purpose: It helps students keep track of their progress and gives parents, teachers, and reading coaches a quick way to make sure students have fully completed all the assigned work in each module. The point system is a method of evaluation that emphasizes progress rather than grading. The student checks off the work he or she has completed. The parent, teacher, or reading coach awards points based on the point system provided.

Readers in Residence unit 1

Checklist for Module 4
 Directions: When you have completed a task, make a ✓ in the "Done" column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the Student's Log in the appendix.

Tasks	Done ✓	Points Earned
4.1 Character Development: Differences • Reread pages 12-14 of chapter 2 of <i>SPF</i> . • Use the Venn diagram to show how Anna and Caleb are similar. • Use the Venn diagram to show how Anna and Caleb are different.		
4.2 Read Sarah, Plain and Tall: Chapter 7 • Read chapter 7 of <i>SPF</i> .		
4.3 Aha! Chapter 7 • Answer the questions on the lines provided. • Refer to the chapter as you answer them.		
4.4 Theme: Something to Think About • Write down the similarities between the changes and challenges facing Anna and Caleb and the changes and challenges that you have faced or are facing right now. • Answer the questions about the repeated statement in <i>SPF</i> .		
4.5 Read Sarah, Plain and Tall: Chapter 8 • Read chapter 8 of <i>SPF</i> .		
4.6 Ruminator: Chapters 7-8 • Ruminator on the questions about chapters 7-8. • Discuss, draw, or write your answers to the questions.		
4.7 Aha! Chapter 8 • Answer the questions on the lines provided.		

Checklist Point System:
 1-6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:
 6 - exemplary in quality and effort
 5 - exemplary in either quality or effort
 4 - acceptable in quality and effort
 3 - acceptable in either quality or effort
 2 - needs improvement in quality and effort
 1 - incomplete

Plain and Tall

Checklist Point System:
 1-6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:
 6 - exemplary in quality and effort
 5 - exemplary in either quality or effort
 4 - acceptable in quality and effort
 3 - acceptable in either quality or effort
 2 - needs improvement in quality and effort
 1 - incomplete



Sleuth's Log

The Sleuth's Log in the appendix provides a place for students to fill in the total points they earn in the following sections of RIR:

- ☆ module checklists
- ☆ rubrics for the unit projects
- ☆ book clubs

Students can earn an award of distinction if they earn 85% of the points possible in volume 1. Submit your request to receive your award of distinction at www.readers-in-residence.com. You will find instructions on the home page.

Sleuth's Log

Fill in one bubble for every ten points you earn from the following activities: module checklists, rubrics, and book clubs.

Novice

You can receive an award of distinction once you earn 85% of the points possible in volume 1. Submit your request at www.readers-in-residence.com. You will find instructions on the home page.

Sleuth

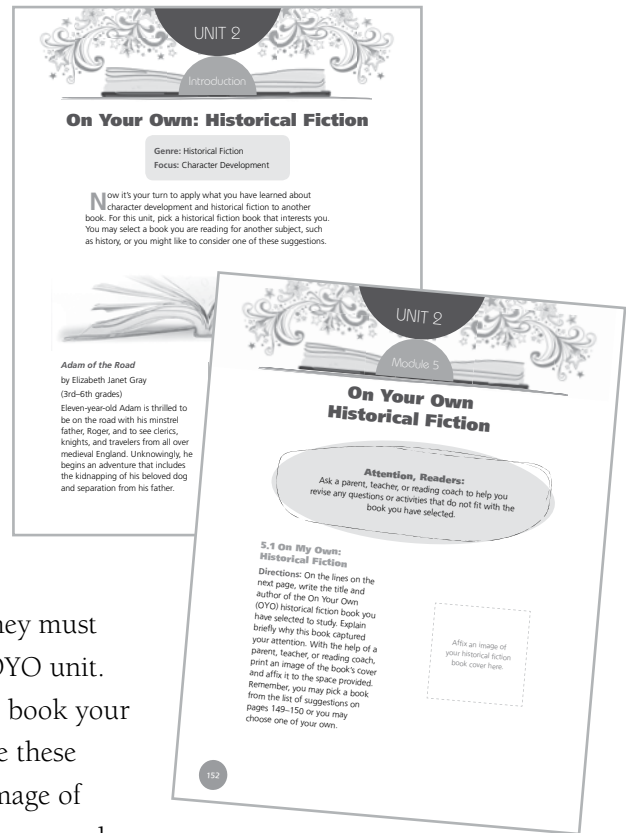
Book Clubs

To encourage your children to share the books they read with others, RIR includes a suggested book club for each of the assigned books. In addition, this volume opens with a kick-off book club and ends with a grand finale book club. These are intentionally simple so that getting together to talk about the books is easy to accomplish. The book clubs are likely to become a child's favorite part of *Readers in Residence*—I hope they are your favorite part as well. Sharing books with others has been a lifelong joy of mine, and I want to pass on this delight. Writers need an audience; readers need a community. Add your own creative spice to the book clubs or simplify them down to the bare minimum. There are no rules you have to follow where the book clubs are concerned (other than just do them!).

On Your Own Units

An On Your Own (OYO) unit follows each of the assigned book units. Each OYO unit gives students the opportunity to apply the skills they have learned in the preceding unit to a book of their choice. Students may choose a book they are reading for pleasure or for another school subject. They can also select from the suggested reading list. The books on the selected reading list have been vetted to make sure they fit the assignments in this unit well.

The only requirement is that students must choose a book that fits the specified genre. For example, after reading *Sarah, Plain and Tall*, which introduces students to the genre of historical fiction, they must select another historical fiction book to study for the OYO unit. Even so, some of the activities may not perfectly fit the book your child is studying. Please feel free to modify or eliminate these activities. For instance, students are asked to find an image of the author of their OYO book on the Internet as well as research a few things about the author's life. If little can be found about the author or no image is available, then students can skip this activity, or you might ask them to research another author who writes in this genre. The important thing is that students have the opportunity to apply the skills and strategies they learned in the previous unit to another book.





Unit 1

Note: The answers to the questions in this unit are based on the following edition of *Sarah, Plain and Tall*: ISBN 978-0-06-239952-6.

MODULE 1

1.9 The Cover of *Sarah, Plain and Tall*

Directions: Answer the questions by using the clues you find on the front and back covers of *Sarah, Plain and Tall*.

These are sample answers that cover a range of things students may notice. It is acceptable for student answers to be shorter or less complete.

1. Who is the author of this book?

Patricia MacLachlan

2. What can you find out about the author's life from examining the book?

Answers will vary. Examples of details that can be found from examining the book are listed.

Patricia MacLachlan is a Newbery Medal-winning author.

She has written many other books for young readers. Some of these include *Caleb's Story*, *Grandfather's Dance*, and *The Truth of Me*.

She has also written many picture books.

She lives in Williamsburg, Massachusetts, with her husband and two dogs.

3. Who is the publisher of this book?

HarperCollins



4. Why do you think the author decided to call this book *Sarah, Plain and Tall*?

Answers will vary. Sample answers are provided.

She wanted to tell readers who the story will be about. She wanted to name the most important character in the book.

5. Study the illustration on the front cover. What can you tell about the people in the illustration?

Answers will vary. Sample answers are provided.

The story takes place on a farm in an earlier time period. The family consists of a young woman, an older daughter, and a younger son. The flat field suggests a place in the Midwest. The family looks happy. The woman is collecting wildflowers.

6. What are the names of some of the characters you will meet inside?

The following characters in the story are mentioned on the back cover: Caleb, Papa, Sarah Elisabeth Wheaton, and Anna.

7. What are some of the things you think you will learn about as you read *Sarah, Plain and Tall*?

Answers will vary. Sample answers are provided.

I think I will learn about the hard work involved in living on a farm. I think I will learn about the children's mother who died. I think I will learn about life on the prairie. I think I will find out if Sarah sings like their mother did. I think I will learn what happens when Sarah comes for a month. I think I will find out if Sarah decides to become Papa's wife.

8. How do you think the lives of the characters in this book will be different from your life?

Answers will vary. Sample answers are provided.

They can't travel very far because they don't have cars. They have to grow most of their food. They don't have cell phones or computers.



9. What do you think you might have in common with the characters?

Answers will vary. Sample answers are provided.

They probably have schoolwork. They have chores. They might like to play outside.

1.10 Clues to Genre

Directions: Write your best ideas for answers to these questions. Then talk about your answers with a parent, teacher, or reading coach.

1. How can the title of a book be a clue to the genre of the book?

Answers will vary. Sample answers are provided.

The title of a book can give you clues about when a story takes place. This can be a clue that the book is historical fiction. The title of a story can give you a clue that the book contains fairy tales or tall tales. The title of a book can let you know that the book is nonfiction because it is just the name of a topic.

2. How can the illustration on the front of a book help you guess the genre?

Answers will vary. Sample answers are provided.

The picture on the front can give you clues about where the story takes place. If the illustration contains a picture of a time long ago, this can be a clue that the book is historical fiction. If the illustration contains things that don't really exist, this can be a clue that the book is a fantasy. The pictures on the front can show you how the characters dress. This can also be a clue that the story took place in another time period or a fantasy world. If the illustration on the front is a photograph, this is a clue that the book may be nonfiction.

3. How can you figure out the genre of *Sarah, Plain and Tall* from the synopsis on the back?

Answers will vary. Sample answers are provided.

The synopsis tells me that the mother died after Caleb was born. This

is something that usually doesn't happen today. Papa puts an ad in the paper asking for a wife. This is also something that doesn't happen today. He has to wait for Sarah to send a letter saying she will come and visit. Today someone would send an e-mail. Sarah also says in her letter that she will come from Maine to the prairie by train. This is not how people typically travel today. These clues tell me that the story is historical fiction.

MODULE 2

2.5 Read *Sarah, Plain and Tall*: Chapter 1

Directions: Read chapter 1 of *Sarah, Plain and Tall* by Patricia MacLachlan. Use the chart on the next page to list the characters you meet in chapter 1. Write some of the details you learn. Write how you learned each detail about the character using the list provided below.

Here are some ways authors reveal characters:

1. the character's words
2. the character's actions
3. the character's thoughts
4. the narrator's or another character's words or thoughts about the character

Answers will vary. Sample answers are provided.

Introduction of the Characters in <i>Sarah, Plain and Tall</i>		
Character	What I Learned	How I Learned It
Caleb	<i>He asks a lot of questions.</i>	<i>Caleb asks Anna questions in this chapter.</i>
	His mother named him Caleb.	Caleb says this to Anna.
	He is younger than Anna.	Anna remembers when he was born.
	His mother died when he was born.	Anna tells the reader this. She is the narrator.



Introduction of the Characters in *Sarah, Plain and Tall*

Character	What I Learned	How I Learned It
Caleb	His misses his mother.	Caleb asks lots of questions about her. He wants to hear about the day he was born over and over again. He likes the part where his mother said he was beautiful.
	He notices that Papa has changed.	Caleb asks Papa why he doesn't sing anymore.
	He wants a new mother.	Caleb smiles after Papa reads Sarah's letter.
Anna	She must be older than Caleb.	She can remember the day their mother died, but Caleb cannot.
	She feels impatient with Caleb for asking questions about their mother, who has died.	She says she has answered his question about Mama for the hundredth time that year.
	She acts like a mother to Caleb.	She warns him to stand farther back from the fire.
	She has a sense of humor.	She tells Caleb he looked like the lump of dough when he was born. She teases Caleb about naming him Troublesome.
	She does the chores that a mother would do.	She is making bread while she is talking to Caleb. She stirs and serves the stew.
	She hides things from Caleb that might hurt him.	She doesn't tell Caleb that their mother died because of his birth. She doesn't tell Caleb what she really thought of him when he was born. She hides her sadness from Caleb.
	She doesn't talk about her feelings much.	She does not share her thoughts about how she felt the day of her mother's death and how she feels when she looks outside at the prairie now.
	Anna wants a mother too.	Anna smiles at Caleb after Papa reads Sarah's letter aloud.

Introduction of the Characters in <i>Sarah, Plain and Tall</i>		
Character	What I Learned	How I Learned It
Papa	He is warm and affectionate.	<p>He gives Anna a big hug when he comes in from the fields. Caleb runs to Papa and throws his arms around his neck.</p> <p>He says Jack, his horse, was feisty in town, but Anna tells us that no matter what Jack does, Papa loves him.</p> <p>He strokes the dog while he talks to Caleb and Anna.</p>
	He is sad or lonely.	Caleb asks Papa why he doesn't sing anymore.
	He takes action to solve a problem.	Papa tells Caleb and Sarah that he has advertised for a wife in the paper because the children need a mother and he needs help on the farm.
Sarah	<p>She has never been married.</p> <p>She loves the sea.</p> <p>She is not mild-mannered.</p> <p>She has a cat.</p>	These are some of the details Sarah reveals about herself in her letter to Papa.

2.7 Aha! Chapter 1

Directions: Use the lines provided to answer these questions about chapter 1 of *Sarah, Plain and Tall*. Refer to the chapter as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

1. What question does Caleb ask Anna all the time? (page 3)
Caleb asks Anna if Mama sang every day.



2. How does Anna end the retelling of the night Caleb was born? (page 5) Why do you think this ending is important to Caleb? Make an inference.

Answers will vary. Sample answers are provided.

She tells Caleb that Mama said, "Isn't he beautiful?" Caleb probably wants to hear this part over and over because it assures him that his mother loved him. The story gives Caleb a connection to his mother.

3. How did Anna feel about Caleb when he was born? Include a sentence from the chapter that supports your answer. (page 5)

Answers will vary. Sample answers are provided.

Anna didn't feel any love for him. She was repulsed by how he looked. A sentence that supports this is "He was homely and plain, and he had a terrible holler and a horrid smell."



4. What regret does Anna have about the night her mother died? Make an inference. (page 5)

Answers will vary. Sample answers are provided.

Because she was thinking about how awful Caleb looked, she forgot to say goodnight to her mother. Her mother died the next day. She regrets that she didn't say something that showed her love for Mama.

5. What time of year is it? (pages 5–6)

It is near the end of winter. Anna says this at the bottom of page 5. On page 6, she tells readers that "patches of snow and ice" are everywhere.



6. What does this passage mean: "And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn't"? Make an inference. (page 6)

Answers will vary. Sample answers are provided.

Anna means that their relatives came and tried to do things they thought would make Papa and Anna forget that Mama has died. Or they tried to do things that Mama did so that Anna and Papa wouldn't feel the loss of her. But none of these things helped to make them less sad.

7. Why does Caleb want Anna to remember Mama's songs? (pages 6–7)

He hopes that if Anna can describe Mama singing, then this might help him remember her too.



8. What reason does Papa give for not singing anymore? (page 8) Can you think of another reason why Papa doesn't sing anymore? Make an inference.

Answers will vary. Sample answers are provided.

Papa says he has forgotten the old songs. He probably doesn't sing anymore because he is still sad about the death of his wife.

9. Why does Papa put an advertisement in the newspaper? (page 9)

He puts an ad in the paper because he needs a wife and a mother for Anna and Caleb.



10. Why does Anna want to ask Sarah if she sings? Make an inference. (page 11)

Answers will vary. Sample answers are provided.

Anna wants Papa to ask Sarah if she sings because this is something she misses about her mother. Anna also thinks that people sing when they are happy, and she wants Sarah to have a personality that is similar to her mother's.



2.8 Read *Sarah, Plain and Tall*: Chapter 2

Directions: Read chapter 2 of *Sarah, Plain and Tall*. What do you learn about Sarah from her letters? Use the chart on the next page to list what you learn and what you expect Sarah to be like when she arrives at the Wittings' home. We've provided the first clue for you.

Answers will vary. Sample answers are provided.

Clues in Sarah's Letters			
What I Learn about Sarah from Her Letter to Anna	What I Expect Sarah to Be Like Based on Her Letter to Anna	What I Learn about Sarah from Her Letter to Caleb	What I Expect Sarah to Be Like Based on Her Letter to Caleb
<i>Sarah can braid hair, bake bread, and make stew.</i>	<i>She is capable.</i>	<i>She has a cat named Seal.</i>	<i>She likes animals.</i>
She prefers to build and paint.	She may not enjoy the tasks women typically do.	She says that Seal likes dogs "most of the time."	She will be funny and likes to tease.
Her favorite colors are the colors of the sea.	She loves where she lives. She will miss her home.	She says that his house sounds lovely.	She will be kind and thoughtful. She wants to assure Caleb that she will make an effort to like her new home.
She has a brother named William who is a fisherman.	She admires him. She will miss him. She will talk about her family and home.	She can keep a fire going at night.	She is capable. She will know how to help around the house.
She has sent a book of sea birds.	She is thoughtful. She likes to give gifts. She wants Anna to know about her life.	She says that she doesn't think she snores because "Seal has never told" her.	She likes to tease. She sees the humor in things.

2.10 Aha! Chapter 2

Directions: Use the lines provided to answer these questions about chapter 2. Refer to the chapter as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

Answers will vary. Sample answers are provided.

1. Anna says Sarah's letters arrived "before the ice and snow had melted from the fields." Do you think Sarah wrote back quickly or took her time? Explain your answer. (page 12)

I think Sarah responded to their letters very quickly because Anna says in chapter 1 that it is near the end of winter and patches of ice and snow are still on the fields. If the ice and snow still haven't melted, then not much time has passed.
2. Why does Caleb read Sarah's letters over and over? (pages 13 and 15)

He reads the letters over and over because he hopes she will become his new mother. He wants to figure out what she will be like from studying what she says in the letters.
3. What feelings are revealed through the questions Anna and Caleb ask in this chapter?

Anna and Caleb are both afraid that Sarah will not like them or where they live and that she will not want to stay.
4. What does it mean that Sarah has said she will come for a month's time "To see how it is. Just to see."? (pages 15–16)

Sarah is willing to come for a month to see if she likes the Wittings and if she likes their life on the prairie. Then she will decide if she wants to stay permanently.
5. Why does Anna first set the table for four people and then put one place setting away? (page 16)

Either Anna forgets that her mother will not be there for dinner, or she is already hoping that Sarah will become a member of their family. Anna is preoccupied with thoughts of Sarah's arrival.



6. What is the special message Sarah includes at the bottom of her letter to Papa for the children? (page 17) Why does this make Papa smile?

Sarah says to tell them that she does sing. Papa smiles because he likes what Sarah has said. He knows her answer will make his children happy.

2.12 Word Sleuth: Chapters 1–2

Directions: Using clues from the surrounding sentences in the book, make an educated guess (inference) about the meaning of the underlined word in each sentence taken from chapters 1–2 of *Sarah, Plain and Tall*. Write it on the line provided. When you have finished, look up the word in the *Readers in Residence* dictionary in the back of this volume. Compare your educated guess with the definition there, and write the dictionary definition on the lines provided.

1. It was dusk, and the dogs lay beside him on the warm hearthstones. (page 3)

dusk (n.)

My guess: *evening*

Dictionary definition: *The partial darkness between daylight and evening.*

2. It was dusk, and the dogs lay beside him on the warm hearthstones. (page 3)

hearthstones (n.)

Dictionary definition: **Stones used in front of a fireplace to prevent the sparks from catching the floor on fire.**

3. It made a hollow scraping sound on the hearthstones, and the dogs stirred. (page 4)

hollow (adj.)

Dictionary definition: **Empty.**

4. "And Jack was feisty." (page 7)
feisty (adj.)
Dictionary definition: **Lively, full of energy.**
5. He said it harshly. (page 8)
harshly (adv.)
Dictionary definition: **Sharply, unkindly.**
6. She was round and slow and shuffling. (page 9)
shuffling (adj.)
Dictionary definition: **Walking without lifting up the feet.**
7. "My choice, as you can see, is limited." (page 10)
limited (adj.)
Dictionary definition: **Restricted, without many options.**
8. "What if she thinks we are loud and pesky?" (page 13)
pesky (adj.)
Dictionary definition: **Annoying.**

2.13 Conventions: I Spy Capitalization

Directions: Study the use of capitalization in the following sections of the book. Can you make inferences about why some of these words are capitalized? Answer the questions below.

1. Study the front cover of your copy of the book. What are some words that are capitalized? Write them below.

Newbery Medal; Patricia MacLachlan; Sarah, Plain and Tall; Anniversary Edition; Newbery Speech & More; and all the words on the image of the Newbery Medal.



2. Why do you think these words are capitalized?

Answers will vary. Sample answers are provided.

"Patricia MacLachlan" is capitalized because this is the name of a person. "Newbery Medal" is capitalized because this is a proper noun. It names a particular thing. The other words are capitalized because they are titles.

3. Study the back cover of your copy of the book. What are some of the words that are capitalized? Write them below.

Did, Mama, Caleb, Anna, Every, Papa, Their, Then, Sarah Elisabeth Wheaton, Maine, She, I, Will, The New York Times, School Library Journal

4. Read aloud every word that is capitalized on page 3 of *Sarah, Plain and Tall*. Write them below.

Did, Mama, Caleb, Every-single-day, He, It, Every-single-day, I, For, The, And, And, Papa, Yes, Papa, Don't, Caleb, You'll



5. On the lines below, write down at least three rules you think may explain why some of the words you read aloud on these pages are capitalized.

Answers will vary. Here are all the rules that apply:

The first word of a sentence is capitalized.

Proper names are capitalized.

The pronoun "I" is always capitalized.



6. Why do you think the word *troublesome* is capitalized on page 4? What rule may apply?

Anna uses "Troublesome" as a nickname for Caleb. That makes it a proper name.

7. Why are the words *Tennessee* and *Maine* on page 10 capitalized? What rule do these words have in common?

These are states. The names of states are capitalized.

8. Why do you think capitalizing the words you found in these sections of the book is helpful for readers? How might readers be confused if these words were not capitalized?

Answers will vary. Sample answers are provided.

Readers may not know where sentences begin. Readers may not know when the author is talking about a real person. Readers may not recognize that a word is a proper noun, which names a specific person, place, or thing.

MODULE 3

3.1 Making Inferences: Prior Knowledge

Students are directed to use this exercise to notice how their prior knowledge and experiences come into play while they read.

Directions:

1. Review chapters 1–2. Then describe what you think each character on the chart on the next two pages might look like. Include the articles of clothing you think they commonly wear. Write the details in the story that help you to make an educated guess about your answer. In the third column, write the prior knowledge that also helps you make an educated guess.
2. As you read chapters 3–6 while you work on this module, add to all the columns on the chart.
3. Draw a picture of your favorite character so far in the story in the space provided. Or you can find an image that looks like this character to glue in the space instead. Show the physical traits you imagine. Make sure the picture fits the time period of the story.

Answers will vary. Sample answers are provided.



The Characters in My Mind: Physical Traits			
Character	What I Think the Character Looks Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Anna Image will vary.	Anna looks like her brother and Papa. I think she is tall and thin.		I know that members of the same family resemble each other.
	She is fair and thin.	In chapter 4 Anna says she is fair and thin like Sarah.	
Caleb Image will vary.	He wears long sleeves and long pants.	He is sitting near the fire, so it must be cold outside.	
	He has suspenders.		I know that men wore suspenders to hold up their pants during this time period.
	He is shorter than Anna.	Because Anna is old enough to remember Caleb's birth, she must be at least several years older. Therefore, she is probably taller.	I know that older siblings are usually taller than younger siblings when they are both children. When they are grown up, the younger sibling might end up being taller.
	He has curly hair.	In chapter 4 Sarah cuts his curly hair and scatters the curls for the birds to use in their nests.	



The Characters in My Mind: Physical Traits			
Character	What I Think the Character Looks Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Papa Image will vary.	Papa is taller than Anna.	He puts his nose in her hair.	
	Papa is strong.	Caleb can hang on his neck and swing back and forth. He works in the fields.	People who use their bodies to work are usually strong.
	Papa wears overalls, a hat, and a long-sleeved shirt.		I have seen pictures of farmers from this time period. These are the types of clothing they wore.
	Papa usually wears suspenders.	When he gets ready to fetch Sarah from the train, the book says he wears a belt instead of suspenders.	
	His hair is long enough to comb.	He combs and slicks back his hair when he gets ready to meet Sarah.	
	He is thin.		People were usually thin during this time period because food had to be grown and prepared from scratch. Farmers especially had to work hard. It wasn't an easy life.
Sarah Image will vary.	Sarah is strong.	She says she is strong in her letter to Jacob.	
	She wears long dresses.		I know that women during this time period wore dresses like this.





The Characters in My Mind: Physical Traits			
Character	What I Think the Character Looks Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Sarah	She wears bright colors.	She says she will wear a yellow bonnet when she arrives.	People who wear a brightly colored hat usually like to wear other brightly colored pieces of clothing.
	She is taller than most women.	She describes herself as tall in her letter.	
	She is not beautiful.	She says she is plain in her letter.	From how Sarah has described herself in all her letters, I can see that she speaks frankly.
	Her hair is long and brown.	Anna says that Sarah smoothed back her brown hair into a bun, so it must be long enough to do so. In chapter 4 Anna says that she brushes her long hair.	

3.2 Character Development: Physical Traits

Directions: Review what you have learned so far about Anna. Then answer these questions. Talk about your answers with a parent, teacher, or reading coach.

Answers will vary. Sample answers are provided.

-  1. How old do you think Anna is?
I think Anna is twelve.
-  2. What details in chapters 1–2 help you to make an inference about Anna’s age?
Anna takes care of Caleb and does the cooking and cleaning. She doesn’t say things that will hurt Caleb’s feelings. She keeps things to

herself. She had to be old enough to remember Caleb's birth. I think Caleb is probably six or seven now. So that is why I think she might be at least twelve when this story begins. That would mean she was between five and six when Caleb was born.

3. What do you know from experience that helps you to determine Anna's age?

I know that older siblings usually tell younger siblings what to do. I know that you have to be older to prepare meals and bake bread. I know that you have to be at least four or five before you can remember something that happened earlier.

4. What misunderstandings would you have about the story if you made the wrong inference and thought that Anna was younger than Caleb?

If Caleb were older, it would be odd that he asks her so many questions. It would be strange that Anna tells Caleb what to do. I would expect Caleb to ignore Anna's instructions or tell her not to boss him around.

3.4 Character Development: Character Traits

Directions: Answer the following questions. They refer to the chart on the previous page.

1. What character traits on the chart do you think best describe you?

Answers will vary.

Now let's figure out what traits to assign to the characters in this story. Study this example from chapter 1, page 3 and see what you can figure out about Caleb and Anna from what they say and do on the very first page of the book.

"Did Mama sing every day?" asked Caleb. "Every-single-day?" He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.



BOOK
EXCERPT



2. Consider that Caleb has his chin in his hand. When someone does this, what does it suggest?

Answers will vary. Sample answers are provided.

He is relaxed. He is thinking.

3. Consider that the dogs lay beside him. What does it mean if an animal is willing to be near someone?

Answers will vary. Sample answers are provided.

The animals are comfortable around him. They trust him.

4. What character traits on the chart do you think best describe Caleb? Use the clues in the book and your prior knowledge of young boys and dogs to help you decide.

Answers will vary. Sample answers are provided.

I think that Caleb is curious, lonely, serious, tireless, thoughtful, and kind.

Now look at Anna's reply:



BOOK
EXCERPT

"Every-single-day," I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

5. What character traits on the chart do you think best describe Anna?

Answers will vary. Sample answers are provided.

I think Anna is impatient, busy, attentive, and mature.

Finally, study their next exchange:



BOOK
EXCERPT

"And did Papa sing, too?"
"Yes. Papa sang, too. Don't get so close, Caleb. You'll heat up."

6. What does this bit of dialogue show you about Papa before you even meet him?
Answers will vary. Sample answers are provided.

Papa used to sing. He used to be happier.

7. What does the last sentence tell you about Anna?
Answers will vary. Sample answers are provided.

It shows she is older because she is warning Caleb to be careful.

3.5 Read *Sarah, Plain and Tall*: Chapter 3

Directions: Read chapter 3 of *Sarah, Plain and Tall*. Look for new details about Anna, Caleb, Papa, and Sarah. Add the physical traits to **THE CHARACTERS IN MY MIND: PHYSICAL TRAITS** chart in **3.1 MAKING INFERENCES: PRIOR KNOWLEDGE**. Use the chart on the next two pages to list each character's character traits. Include details from the book so far (chapters 1–3) and your prior knowledge. (You may use some of your answers from **2.5** and **2.8** if they apply.)

Answers will vary. Sample answers are provided.

The Characters as I Imagine Them: Character Traits			
Character	What I Think the Character Is Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Anna	She has a sense of humor.	She teases Caleb. She says she would have named him Troublesome.	I can tell she is teasing Caleb, even though it doesn't say this. My dad teases me this way too.
	She feels guilty.	She thought Caleb looked horrid when he was born, but she doesn't tell him this. She regrets that she didn't say good night to her mother the last night she was alive.	I know that a lot of times I feel guilty if I think bad thoughts about another person in my family. I know people can feel guilty about the last thing they say or don't say to someone who dies unexpectedly.



The Characters as I Imagine Them: Character Traits			
Character	What I Think the Character Is Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Anna	She is quiet.	She doesn't talk a lot. She keeps her thoughts to herself.	
	She worries a lot.	Even before Sarah arrives, Anna is worried that Sarah will miss the sea and not want to stay.	
Caleb	He is eager to please Sarah.	He asks Anna if his face is clean enough.	I know that people get washed up when they want to look their best for someone.
	He is anxious.	He holds Anna's hand while they wait for Sarah to arrive.	I know that children want to hold an older person's hand when they are afraid or unsure in a situation.
	He is lonely.	He asks lots of questions about Mama and about Sarah. Caleb is eager for Sarah to stay.	
	He is impatient.	He rolls a marble back and forth while waiting for Sarah. He wants to know when they will sing immediately after Sarah arrives.	I know that sometimes young children do the same thing over and over again when they are eager for time to pass.
Papa	He is affectionate and warm.	He teases and hugs.	
	He thinks this is an important occasion, and he is eager to impress Sarah.	He dresses carefully before he goes to meet her.	I know that people spend more time combing their hair and choosing their clothes on important occasions or when they want to impress someone.

The Characters as I Imagine Them: Character Traits			
Character	What I Think the Character Is Like	Details in the Story That Make Me Think This	My Prior Knowledge That Makes Me Think This
Papa	He is kind to his animals.	He talks affectionately about his horse Jack in the first chapter. He talks to Bess and Jack before he goes into town.	I know that people who talk to their animals and give them names usually treat them like they are a part of their family.
Sarah	She is a happy person.	She tells Jacob to tell the children she sings in her second letter to him.	I know that people tend to sing when they are happy.
	She is confident and strong-willed.	She tells him she is not mild-mannered in her letter. She disagrees with Papa right away about where Seal will sleep.	
	She is a hard worker.	Anna notices that her hands are calloused and rough.	I know that people who work with their hands develop calluses.
	She is thoughtful.	She has brought everyone gifts she thinks they will like from Maine. She takes Caleb and Anna's hands the moment she meets them.	I know these are things adults do to show children they care about them.
	She is uncertain.	She looks out at the plains and says they look a little like the sea. But Anna sees the look on her face, and Anna thinks she is lonely already.	I know that some people try to look for the positives in a new situation when they are not sure how they feel about it.



3.7 Read *Sarah, Plain and Tall*: Chapter 4

Directions: Read chapter 4 of *Sarah, Plain and Tall*. Don't forget to add any new details you learn about the characters' physical traits to the chart in **3.1 MAKING INFERENCES: PRIOR KNOWLEDGE**. Use the chart below to make a list of differences between Sarah's home in Maine and Sarah's new life on the prairie. You may include details from chapters 1–3 as well as chapter 4.

Answers will vary. Sample answers are provided.




Sarah's Home	
In Maine	On the Prairie
Sarah lives near the sea. There are seagulls and other seabirds. She can go out in a boat with her brother. She can see the colors of the sea.	Sarah lives on the prairies. She cannot see any water. She can see the farm fields that surround her.
Her house is tall with shingles that have been made gray by the salt from the sea.	The house is small. The rooms are small. There is a barn, a windmill, and a windbreak.
Sarah could collect seashells.	Sarah collects wildflowers that do not grow at home.
She has her family close by. She lives with her brother, and the three aunts visit often.	She doesn't know anyone except the Witting family.
There are seals.	There are sheep and other farm animals.

3.9 Aha! Chapters 3–4


Directions: Use the lines provided to answer these questions about chapters 3–4. Refer to the chapters as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

Chapter 3

Answers will vary. Sample answers are provided.

-  1. Why does Papa slick down his hair and dress in his best clothes to go fetch Sarah? (page 18)
He wants to make a good first impression on Sarah because he is hoping she will choose to stay and become his wife.
-  2. How do you think Anna and Caleb are feeling while they wait for Sarah to arrive? What clues in the text help you to decide? (pages 19–21)
They are uncertain and nervous about whether Sarah will want to stay. I know this because the book says, “Maybe. Maybe our new mother.” Caleb and Anna do their chores without talking, and Caleb is worried about his face being clean enough but “not too clean.” Anna says that Caleb is afraid, and he asks her if Sarah will like them.
-  3. How does Sarah respond to Jacob when he says, “The cat will be good in the barn”? What does this tell you about Sarah’s personality?
She says, “She will be good in the house, too.” This tells me that she is not afraid to say what she thinks and stand up for her own opinion.


Chapter 4

-  4. Who loves Sarah first? What does this show us about Sarah? (page 25) Why does Anna use the word *first*?
Answers will vary. Sample answers are provided.
The dogs love Sarah first. This shows she is kind to the animals. Anna uses “first” to imply that the whole family will eventually love Sarah too.
5. How does each of the Witting family members respond to Sarah when she first arrives?
Papa is quiet and shy around Sarah. Anna says she is too. Caleb follows her everywhere and talks to her all the time.




6. Caleb thinks Sarah will stay with his family. What does Sarah say or do that makes Caleb draw this conclusion? (page 26)

She says they can display the dried flowers in the winter. Caleb thinks this means she will still be there in the winter. She says that later they can look for the bird's nests made of Caleb's curls. He thinks that when Sarah says "later," this means she will stay.

-  7. In this chapter, Anna spies Papa tossing pieces of his hair into the wind for the birds. Why do you think he is doing this? What does this show you about Papa? (page 29)

Answers will vary. Sample answers are provided.

Papa is tossing his hair into the wind because he is happy and he likes the way Sarah has brought change. This shows that Papa is hopeful about the future and his sadness is beginning to leave.

-  8. What does Anna think while looking at her reflection next to Sarah's in the mirror? Why is this important to the story? (page 30)


Answers will vary. Sample answers are provided.

Anna thinks she and Sarah look similar in the mirror. She thinks that she could be taken for Sarah's daughter. This scene shows that Sarah is fitting into Anna's life and that Anna will accept Sarah as her mother if Sarah decides to marry Papa.

9. How is Papa described during the singing time with Sarah? (page 30) How has he changed from the first chapter?

Answers will vary. Sample answers are provided.

Papa sings as if he had never stopped singing. He is hopeful about the future. His sadness is going away.

-  10. How do you think Sarah feels when she remembers touching a seal? (page 31) What clues help you decide?

Answers will vary. Sample answers are provided.

I think Sarah remembers how much she loved touching the seals. I think she misses her life by the sea. The way Sarah imitates the seals, the way she sighs and agrees with Caleb, and the way she starts to sing softly are clues to how Sarah is feeling.

3.10 Word Sleuth: Chapters 3–4

Directions: Using clues from the surrounding sentences in the book, make an educated guess (inference) about the meaning of the underlined word in each sentence taken from chapters 3–4 of *Sarah, Plain and Tall*. Write it on the line provided. When you have finished, look up the word in the *Readers in Residence* dictionary in the back of this volume. Compare your educated guess with the definition there, and write the dictionary definition on the lines provided.

1. He brushed his hair so slick and shiny that Caleb laughed. (page 18)

slick (adj.)

Dictionary definition: **Smooth, sleek.**

2. I watched a marsh hawk wheel down behind the barn. (page 20)

wheel (v.)

Dictionary definition: **To fly in a circular or curved direction.**

3. Nick began to bark, then Lottie, and the wagon clattered into the yard and stopped by the steps. (page 21)

clattered (v.)

Dictionary definition: **Rattled.**

4. Sarah brushed my hair and tied it up in back with a rose velvet ribbon she had brought from Maine. (page 29)

velvet (adj.)

Dictionary definition: **Made of velvet—a smooth, soft type of fabric.**

5. Sarah sang us a song we had never heard before as we sat on the porch, insects buzzing in the dark, the rustle of cows in the grasses. (page 30)

rustle (n.)

Dictionary definition: **Soft crackling sound.**



3.11 Conventions: What Is a Sentence?

Directions: In the list below, circle the groups of words that make sense and draw a line under the groups of words that do not.

1. nose her said rubbing clear papa bess
2. caleb stared at papa
3. yellow bloomed flowers fields with
4. my hands are clean
5. shirt pulled caleb on my
6. the dogs barked

Directions: Here are some questions for you to think about. Write your answers in the space provided. When you have finished, discuss your answers with a parent, teacher, or reading coach.

1. What makes a group of words a sentence? Write your thoughts below.

Answers will vary. Sample answers are provided.

A sentence expresses a complete thought.

2. How would you explain the difference between the groups of words you circled and the ones you underlined to a younger sibling or friend?

Answers will vary. Sample answers are provided.

The underlined groups of words do not make any sense. The circled words do.

3. Choose a group of words you circled on the list and rewrite it below with proper capitalization and punctuation.

Caleb stared at Papa.

My hands are clean.

The dogs barked.

4. Try to read the opening of chapter 3 below aloud:



BOOK
EXCERPT

sarah came in the spring she came through green grass
fields that bloomed with indian paint brush red and orange
and blue eyed grass papa got up early for the long days trip to
the train and back he brushed his hair so slick and shiny that
caleb laughed he wore a clean blue shirt and a belt instead of
suspenders (page 18)

5. Correctly capitalize and punctuate the sentences above. You can use your book to help you. Then read it aloud again.

Sarah came in the spring. She came through green grass fields that bloomed with Indian paintbrush, red and orange, and blue-eyed grass.

Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and a belt instead of suspenders.

6. In your own words, explain why the capitalized words and punctuated sentences are easier to read and understand.

Answers will vary. Sample answers are provided.

The capitalized words tell me where new sentences begin. They also tell me what words are the names of characters. The punctuation tells me where sentences stop and where I should take a breath when reading.



Directions: Look at the groups of words you decided made sense on page 83. Can you find the subject, predicate, and main verb in each one? Write them on the lines below:

1. Subjects: **Caleb, hands, dogs**
2. Predicates: **stared at Papa, are clean, barked**
3. Verbs: **stared, are, barked**

3.12 Character Development: Changes and Challenges

Directions: Repeat this process for other major characters. Try to find more than one change or challenge for each character. Ask yourself what new events or new experiences is this character facing.

Answers will vary. Sample answers are provided.

1. What changes and challenges does Sarah face?
Sarah's brother is getting married, so she thinks she should look for another place to live.
Life on the prairie is very different from her life by the sea in Maine. She misses the sea and her family in Maine. She doesn't know anyone in her new life with the Wittings. She has never worked on a farm before. She has not been a mother before. She is learning how to be a part of the Witting family.
2. What changes and challenges does Anna face?
Her mother has died, and Anna is responsible for the house and for Caleb. She is lonely. She has regrets about not saying goodbye to her mother.
3. What changes and challenges does Caleb face?
Caleb has no memory of his mother. He doesn't know what it is like to have a mother. He would like a mother who loves him. He wants Sarah to like him.

3.15 Read *Sarah, Plain and Tall*: Chapters 5–6

Directions: Read chapters 5–6 of *Sarah, Plain and Tall*. As you read, think about how Sarah, Anna, and Caleb each face the changes and challenges you listed in **3.12 CHARACTER DEVELOPMENT: CHANGES AND CHALLENGES**. After you finish the chapters, use the chart on the next page to list the additional changes and challenges they face, and how they each respond to each one in the story thus far. Include the evidence that shows you this.

Answers will vary. Sample answers are provided.

Changes and Challenges Reveal Characters			
Character	Changes or Challenges	How the Character Responds	Evidence in the Book That Shows Me This
Anna	Sarah is finding things she enjoys about the farm.	Anna is growing less quiet. Anna is starting to believe Sarah might stay.	Anna shares her first word with Sarah and Caleb. She asks Sarah what her first word was. She also notices along with Caleb that Sarah says “our dune.”
	She is learning about life on the farm.	She finds things she enjoys about her new life.	The sheep make her smile. She lies down in the grass and sings. She draws pictures of her new home to send to her brother. She tells William in a letter that she enjoyed sliding down a dune made of hay.
Sarah	She learns that life on a farm can be difficult at times.	She is tender-hearted. She gets angry. She wants to be alone. She works hard to adapt to her new life.	She cries when a lamb dies. She shouts at the buzzards that try to eat the lamb. She sits alone after Jacob buries the lamb. She learns how to plow a field.



Changes and Challenges Reveal Characters			
Sarah	She is getting to know Anna and Caleb.	She tells them about her life in Maine. She asks the children a lot of questions. She finds new things for them to enjoy together.	She tells them about sand dunes. She asks them to tell her what winter is like. She teaches them to swim in the cow pond.
Caleb	He is getting to know Sarah.	He talks to her a lot. He is eager to try anything she suggests.	He tells her his first word and asks what hers was. He climbs the dune too. He lets her teach him how to swim.

3.17 Aha! Chapters 5–6

Directions: Use the lines provided to answer these questions about chapters 5–6. Refer to the chapters as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

Chapter 5

1. How does Sarah treat the sheep? Why might her view of the animals make being a farmer's wife difficult? (pages 32–33)

Answers will vary. Sample answers are provided.

She treats them like pets. She gives them names and plays with them. She may find it difficult when it comes time to butcher or sell the animals.

2. What new character traits do you see in Papa in this chapter? Include the details in the book that show more of Papa's personality.

Answers will vary. Sample answers are provided.

Papa can be playful. He says the hay pile is "our dune" and puts a ladder by it so Sarah can climb up and slide down. He even climbs up and slides down it too.

3. What does Sarah think about her drawing of the fields? (page 36)
She thinks something is missing, and she says this to Caleb.
4. How does Sarah describe the evening's experience to her brother, William, in her letter? (page 36)
She says that sliding down their dune of hay was almost as fine as sliding down their sand dunes by the sea.

Chapter 6


5. The opening line of chapter 6 reads, "The days grew longer." (page 37) Why are the days growing longer?
The season is changing. Summer is coming. The sun is up for longer periods of time each day.
6. In chapter 6 Papa teaches Sarah how to plow the fields. (page 37) What do you think this might mean? Explain your answer.
Answer will vary. Sample answers are provided.
This might mean that Papa wants Sarah to know that plowing the fields is a chore she will have to help with if she decides to become his wife.
7. Sarah asks the children about winter in this chapter. Why do you think she wants to know more about wintertime? (page 38)
Answers will vary. Sample answers are provided.
She may already be thinking that she will be there in the winter. Or she may want to know how difficult winter is on the prairie as part of making her decision about staying.
8. What differences do you see between Caleb's answer to Sarah's questions about winter and Anna's answer? (pages 38–40) Why do you think Anna describes wintertime as she does?
Answers will vary. Sample answers are provided.
Caleb is telling Sarah all the parts of winter he thinks will impress her.



He talks about how cold it gets, the blizzards, and lots and lots of snow. Anna tells Sarah about the fun things they do in winter time. Anna doesn't want Sarah to be alarmed by the prospect of a difficult winter. She is concerned that this will be yet another reason for Sarah not to stay.

9. How does Sarah describe the sea? (pages 41-42) Use a sentence from the book to support your answer.

Sarah makes the sea sound beautiful. She says the sea stretches for as far as you can see. "It gleams like the sun on glass." (pages 41-42)

-  10. Anna falls asleep and dreams "a perfect dream." (page 42) What do you think makes this dream perfect for Anna?

Answers will vary. Sample answers are provided.

She dreams that the fields gleam like the sun on glass and that Sarah is happy. Anna probably believes that if Sarah can be happy on the prairie then she will decide to stay.

3.18 Word Sleuth: Chapters 5-6

Directions: Using clues from the surrounding sentences in the book, make an educated guess (inference) about the meaning of the underlined word in each sentence taken from chapters 5-6 of *Sarah, Plain and Tall*. Write it on the line provided. When you have finished, look up the word in the *Readers in Residence* dictionary in the back of this volume. Compare your educated guess with the definition there, and write the dictionary definition on the lines provided.

1. She sank her fingers into their thick, coarse wool. (page 32)

coarse (adj.)

Dictionary definition: **Not fine or smooth, rough.**

2. She lay down in the field beside them and sang "Sumer Is Icumen in," her voice drifting over the meadow grasses, carried by the wind. (page 28)

drifting (v.)

Dictionary definition: **Carrying along by wind or water.**

3. "Dune," said Sarah. (page 33)

dune (n.)

Dictionary definition: **A hill or ridge of sand created by the wind.**

4. "It was soft and sparkling with bits of mica, and when we were little we would slide down the dune into the water." (pages 33–34)

mica (n.)

Dictionary definition: **A lustrous rock-forming mineral.**

5. Next to the barn was Papa's mound of hay for bedding, nearly half as tall as the barn, covered with canvas to keep the rain from rotting it. (page 34)

canvas (n.)

Dictionary definition: **Sturdy cloth made from hemp, flax, or cotton.**

6. Sarah and I watched him jump over rock and gullies, the sheep behind him, stiff legged and fast. (page 40)

gullies (n.)

Dictionary definition: **Ditches created by recurring rainwater.**

7. "Shoo, cows," said Sarah as the cows looked up, startled. (page 41)

startled (v.)

Dictionary definition: **Suddenly surprised.**

8. The fields had turned to a sea that gleamed like sun on glass. (page 42)

gleamed (v.)

Dictionary definition: **Sparkled, twinkled.**



3.19 Conventions: What Is a Paragraph?

Directions: Answer the questions about the paragraphs in chapter 5 of *Sarah, Plain and Tall*. You will need to use your book to answers these questions.

1. What is the topic of the second paragraph on page 32?

The main topic of this paragraph is Sarah's reaction to the death of a lamb.

2. How is the topic of this paragraph different from the one before it and the one after it?

The one before it is about how Sarah showed her love for the sheep. The one after it is about the pictures Sarah drew of her new life to send to her family back home in Maine.

3. Look at the rest of the paragraphs on pages 33–34. Can you figure out another rule of paragraphs that applies to the dialogue in a story? Write it below.

Writers start a new paragraph every time the speaker in a section of dialogue changes.

4. How do the rules for paragraphs help readers to understand the story better?

Paragraphs tell readers when the topic changes or the speaker changes.

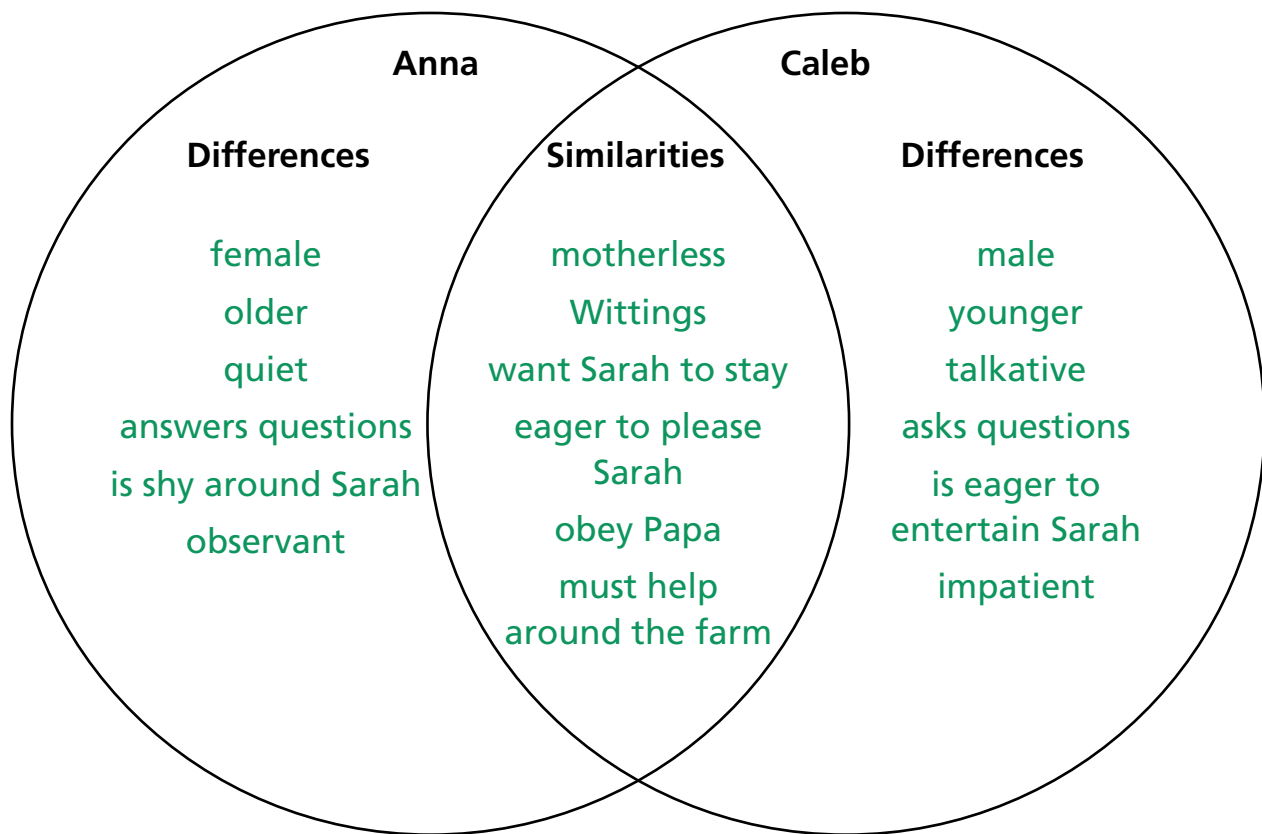
MODULE 4

4.1 Character Development: Differences

Directions: Use the Venn diagram on the next page to compare and contrast Anna and Caleb. List all the ways you can think of that Anna and Caleb are similar to each other. Then list all the ways that they are different from each other.

Answers will vary. Sample answers are provided.

Compare and Contrast: Anna and Caleb



4.3 Aha! Chapter 7

Directions: Use the lines provided to answer these questions about chapter 7. Refer to the chapter as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

1. What is the season of the year? Use a sentence from the book to support your answer.

It is summer. "The summer roses were opening." (page 43)

2. Who is coming to the Witting farm and why are they coming? (page 43)

Matthew and Maggie and their children have come. They've come to help Jacob plow a new field.



3. What gifts does Sarah receive from the neighbor? (pages 44, 46–47) Why do you think the neighbor gives these gifts?

Answers will vary. Sample answers are provided.

Sarah receives chickens and flowers for her garden. I think Maggie wants to be friends with Sarah. I think one gift is practical and the other is for Sarah to have something pretty to look at. Maggie knows what it is like to move to a new place. She may think that a garden will help the prairie feel like home for Sarah.

4. Maggie is previously mentioned in this story. (pages 9–10) Why does Papa talk about Maggie in chapter 1?

Maggie was also a mail-order bride.

5. Anna overhears a conversation between Maggie and Sarah. (pages 45–46) What does Maggie miss? What does Sarah miss?

Maggie misses the hills of Tennessee. Sarah says that she misses the sea, her brother William, and the aunts.

6. What is Anna's reaction to their conversation? (page 45) What does Anna admit to herself that she misses? (page 46)

She is upset and doesn't want the women to miss things from their former lives. Anna admits to herself that she misses Mama.

7. How does Maggie encourage Sarah? (page 46) Do you think this advice would encourage Anna too? Why?

Answers will vary. Sample answers are provided.

Maggie tells Sarah there are always things to miss no matter where you are. I think this advice will help Anna to understand that missing things is a normal part of life. Missing something we once had doesn't mean we want to leave where we are.

8. What do Anna and Sarah and Maggie plant? (page 47) What are some other times flowers have been mentioned in this story?

They plant zinnias, marigolds, and wild feverfew. Flowers are mentioned on the day Sarah arrives (page 18) and are placed in her room for her arrival (page 24). Sarah picks flowers to dry the day after

she arrives (pages 26–27). Sarah has daisies in her hair that Papa has picked for her on the day of Matthew and Maggie’s visit (pages 43–44).

9.  Twice in this chapter, Papa gives Sarah flowers. Find two sentences to show this. What might this indicate?

Answers will vary. Sample answers are provided.

“Papa had picked them for her” (page 44). “And then Papa came, just before the rain, bringing Sarah the first roses of summer” (page 49). Papa is starting to fall in love with Sarah. Papa has noticed that Sarah likes flowers, and he wants to please her.

4.4 Theme: Something to Think About

Directions: Find the statement that is made twice in chapter 7 and answer the questions below. Talk about your answers with a parent, teacher, or reading coach.

1. Write the statement that sums up one of Patricia MacLachlan’s themes.

There is always something to miss, no matter where you are.

2. What do you think this statement means?

Answers will vary. Sample answers are provided.

This is good advice that helps both women to understand that even if they went back to their old life, they would then miss something or someone from where they are now.

3. List some things that you miss.

Answers will vary.

4. How can this understanding help you face a change or challenge in the future?

Answers will vary. Sample answers are provided.

Change often means we must leave something or someone behind. This is just a normal part of growing up. If we understand that missing the things we once had is normal, it might make it easier to adjust to changes.



4.7 Aha! Chapter 8

Directions: Use the lines provided to answer these questions about chapter 8. Refer to the chapter as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

1. Throughout the book, the weather and the seasons provide clues to events in the story. At the beginning of chapter 8, we learn that “strange clouds hung in the northwest, low and black and green.” (page 50) What might this mean to the Witting family? How does this make you feel?

Answers will vary. Sample answers are provided.

A storm is brewing, and they should get prepared. A storm can damage crops and their buildings. Animals can be lost or injured in a storm. The threat of bad weather can make readers feel a sense of foreboding.

2. Sarah shows herself to be different than other women the children have known. List some of her unique characteristics that you have noticed throughout the book.

Answers will vary. Sample answers are provided.

Sarah says she would rather build bookshelves and paint than cook. Sarah speaks her mind and tells Jacob she is not mild-mannered. She is able to repair a roof and wants to wear overalls.

3. Why doesn't Caleb want Sarah to learn to drive a wagon? (page 51) Do you think Anna feels the same way about this as Caleb? Explain your reasoning.

Answers will vary. Sample answers are provided.

He is afraid she will use it to drive herself to the train station so she can leave. Anna may have the same fear because she has tears in her eyes. Or she may know that if Sarah is going to leave, she will leave whether she can drive the wagon or not. Anna may realize how sad she will be if Sarah doesn't stay.

4. What is in Sarah's arms when she comes into the barn for the last time? (page 55) Do you think this is unusual? Did it take you by surprise? What might this mean?

Answers will vary. Sample answers are provided.

She is carrying summer roses. These are probably the roses Papa has given to her. It is unusual to think about saving flowers in a serious storm unless they are very important to you. This may mean that she is also starting to love Papa.

5. What question does Caleb ask Sarah after looking out the barn window during the storm for the last time? (page 55) How does Sarah answer? Why might this be important?

Answers will vary. Sample answers are provided.

Caleb asks what color the sea is when it storms. Sarah says it is blue and gray and green. Caleb has figured out what is missing from Sarah's drawing.

6. How does Sarah try to comfort Papa? (page 56) How is this moment different from most of the other moments in the story so far? What might this mean?

Answers will vary. Sample answers are provided.

Sarah tells Papa everything will be all right. She has been through similar squalls in Maine. Sarah is comforting Papa. She is giving him strength. They are growing closer.

7. What memory does Anna have when she sees Papa and Sarah standing together? (page 56)

She remembers her mother and Papa standing together in the same way, only Mama was smaller than Sarah and had fair hair.

8. How is the hail on the ground described at the end of chapter 8? Why might this be important?

Answers will vary. Sample answers are provided.

"It was white and gleaming for as far as we looked like sun on glass. Like the sea." The colors of the sky during the storm and the hail on the ground afterward may remind Sarah of the sea. Perhaps she will come to love this place in the same way that she loved her home in Maine.



4.8 Character Development: Changes

Directions: Characters often change near the end of the book. Be alert for characters who learn something new, speak differently, act in a new or surprising way, or think differently about a challenge. Use the chart on the next page to write something new you notice about each character in chapters 7–8. You may have to reread these chapters to help you decide.

Answers will vary. Sample answers are provided. Students are asked to supply only one example of something new.

I Spy Something New	
Anna	Anna remembers standing on the porch with Caleb waiting with Sarah. Now they are standing on the porch with Sarah waiting for the neighbors. Anna admits to herself that she misses Mama. Anna shows that she knows Sarah better—she knows the chickens will not be for eating.
Sarah	Sarah is wearing her hair in braids entwined with flowers Papa has picked for her. She must be growing closer to Papa. Sarah has a new friend in Maggie who understands how she feels. Sarah puts on a pair of men’s overalls. She goes to the barn to have an argument with Papa. Both of these are new. Sarah helps Papa to fix the roof before the storm.
Papa	Papa brings Sarah roses. He is clearly courting her. Papa is good at resolving the argument with Sarah. Papa shows that he is worried about the storm.

4.9 Read *Sarah, Plain and Tall*: Chapter 9

Directions: Read chapter 9 of *Sarah, Plain and Tall*. The climax of the story comes in this chapter. The climax is the point where readers feel the most tension because the major characters’ main conflict comes to a head and is resolved. (You will learn



more about the climax of a story in unit 3.) As you read chapter 9, notice how each character responds to Sarah's trip into town.

What Does Each Character Think, Say, and Do?	
Sarah	Sarah is excited. She gets up early, and she has on her best clothes. She kisses everyone goodbye. When she returns she says she will always miss the sea, but she would miss them more if she were to leave. Sarah brings the colors of the sea back home with her in the colored pencils.
Anna	Anna takes Caleb into the barn, where they both cry. After Sarah leaves, Anna thinks about the day people took Mama away in the wagon. She does her chores. Anna tries to assure Caleb that Sarah will come back because Seal is here, but she is still worried. She is afraid to ask Papa if Sarah is coming back.
Caleb	Caleb tries to think of things to do to keep her from going. He starts to cry. After Sarah leaves, Caleb holds Anna's hand. Caleb loudly lists all the reasons she will not come back.
Papa	Papa gives her lots of advice. He says it is very good after she leaves, and he goes back to work. Papa doesn't seem worried. He says Sarah is Sarah and she will do what she is going to do. He understands that he cannot do anything else to make her stay.

4.11 Aha! Chapter 9

Directions: Use the lines provided to answer these questions about chapter 9. Refer to the chapter as you answer them. To answer some of the questions, you will need to make an inference 🔍. (Draw a conclusion based on the clues in the story and what you already know.)

1. What promise does Papa keep to Sarah? (pages 59–60)

He teaches her how to drive the wagon.



2. What ideas does Caleb have to keep Sarah from going into town? (page 59)

He says that they could tie her up or he could get sick.

3. Why does Anna go into the barn after Caleb leaves to cut firewood? (page 60)

She wants to be alone with her worries. She doesn't want anyone else to see how upset she is.

4. What does Sarah say to the children when she leaves in the wagon? (page 61)

She tells them to take care of Seal.

5. Why does Anna remember the day her mother was taken away in the wagon on this day? (page 61)

She is reminded of the day her mother is taken away because it was also a sunny day like this one. She remembers because she is afraid that Sarah will not come back.

6. What question does Anna ask Caleb about the picture? (page 62) Does this seem unusual to you?

Anna asks him what he noticed was missing from the picture. It is unusual that Anna is asking a question and Caleb is the one with the answer.



7. What does Papa mean when he says, "Sarah is Sarah. She does things her way"? (page 63)

Answers will vary. Sample answers are provided.

Papa understands that Sarah has a mind of her own. He knows that it will be hard to predict what Sarah will do.



8. What inference can you make about Caleb when he tells Sarah that "Seal was very worried"? (page 64)

Answers will vary. Sample answers are provided.

This is Caleb's way of explaining his tears and hiding the fact that he was very worried.

9. What does Sarah bring back in her packages for Anna and Caleb? (pages 65–66) How might each gift reassure the children that Sarah is not planning to leave?

Answers will vary. Sample answers are provided.

Sarah brings colored pencils. This means they will be drawing pictures of their new life together on the prairies. It means she has thought of a way to capture what she misses while staying in her new home.

10. We read that Sarah brings home nasturtium seeds, candles, and a book of songs from her trip into town. (page 66) What do these items suggest to you about the future for the Witting family?

Answers will vary. Sample answers are provided.

Sarah is certainly staying. They are going to plant flowers together and sing. The Wittings will be a happy family.

4.12 Word Sleuth: Chapters 7–9

Directions: Using clues from the surrounding sentences in the book, make an educated guess (inference) about the meaning of the underlined word in each sentence taken from chapters 7–9 of *Sarah, Plain and Tall*. Write it on the line provided. When you have finished, look up the word in the *Readers in Residence* dictionary in the back of this volume. Compare your educated guess with the definition there, and write the dictionary definition on the lines provided.

1. Old Bess and Jack ran along the inside of the fence, whickering at the new horses. (page 44)

whickering (v.)

Dictionary definition: **Whinnying softly, neighing.**

2. They followed her, shuffling and scratching primly in the dirt. (page 44)

primly (adv.)

Dictionary definition: **Stiffly and properly.**

3. I have tansy. (page 48)

tansy (n.)

Dictionary definition: **A strong-scented, weedy herb.**



4. "This woman does," said Sarah crisply. (page 50)
crisply (adv.)
Dictionary definition: **Sharply and concisely.**
5. "Not Jack," he said. "Jack is sly." (page 51)
sly (adj.)
Dictionary definition: **Mischievous, sneaky.**
6. "A squall!" he yelled to us. (page 53)
squall (n.)
Dictionary definition: **Sudden, violent windstorm accompanied by rain or snow.**
7. There was a hiss of wind, a sudden pungent smell. (page 53)
pungent (adj.)
Dictionary definition: **Sharp, acrid taste or smell.**
8. The sheep nosed open their stall door and milled around the barn, bleating. (page 54)
milled (v.)
Dictionary definition: **Moved around in a confused or aimless way.**
9. I went into the safe darkness of the barn then, Sarah's chickens scuttling along behind me. (page 60)
scuttling (v.)
Dictionary definition: **Scurrying.**
10. Very carefully, I unwrapped it, Caleb peering closely. (pages 65–66)
peering (v.)
Dictionary definition: **Looking intently.**

4.13 Conventions: What Is a Chapter?

Directions: In the last module you studied two organizational units that writers use: the sentence and the paragraph. Now think about the next level authors use to organize their ideas in a book: the chapter. Answer the questions with your best ideas.

Answers will vary. Sample answers are provided.

1. Why do you think most authors divide their books into chapters? How does this convention make it easier for the reader to understand the story?

Authors use chapters to show the beginning and end of the main events in a story. This helps readers to expect that a new event or a new time period may begin in the next chapter.

2. Read the first and last paragraph of every chapter in *Sarah, Plain and Tall*. Explain in your own words why you think Patricia MacLachlan decided to divide her story into these chapters. Discuss your ideas with a parent, teacher, or reading coach.

The opening and closing lines of each chapter show the beginning and ending of an episode in the lives of the characters. Or the opening and closing lines show that time is passing through the changing of the seasons.

4.14 Who Is the Main Character?

Directions: Use the list below to plan and write a paragraph in which you explain why you think Anna or Sarah is the main character in this story. Use examples from the book to support your choice.

1. Show how the action revolves around the character you choose.
2. Show how the main character is most affected by what happens.
3. Show how you get to know the character you select better than any other.

Answers will vary. Sample answers that support each character as the main character are listed on the next page. Student responses should be in paragraph form.



Why Anna is the main character:

Anna is the narrator. Because she is telling the story, it is more her story than anyone else's.

Anna appears in every scene in the story. There are several scenes where Sarah does not appear.

We get to know Anna better than any other character because we know what Anna is thinking. We know only what the other characters say and do.

Anna is most affected by what happens in the story. Anna matures through the events of the story. She is able to admit to herself that she misses her mother. She learns that there will always be something to miss no matter where you are.

Why Sarah is the main character:

The title of the book is an indication that the story is about Sarah more than any other character.

The action revolves around Sarah more than any other character. Papa, Anna, and Caleb all wait to see what Sarah will do.

Sarah is most affected by the action. She is the one who has left her home and moved to an entirely new place. Sarah changes the Witting family, but not as much as moving to the prairie changes Sarah's life.

Sarah talks about herself and her life in Maine more than other characters talk about themselves. Even though we can know what Anna is thinking, we still get to know Sarah better than Anna because she speaks her mind more often.

4.15 Genre: Why Is *Sarah, Plain and Tall* Historical Fiction?

Directions: List some details from the book that show why *Sarah, Plain and Tall* should be classified as historical fiction. A sample has been provided for you on pages 132–133.



Answers will vary. Sample answers are provided.

Characters: Give examples of how the main characters behave in ways that are consistent with the time period. Find out if any of the characters are actual historical figures and list them too. (Ask a parent, teacher, or reading coach to help you determine this.)

Papa, Sarah, Anna, and Caleb all send letters back and forth as a means of communication. Sarah has been living with her brother, but now that he is getting married, she must find somewhere else to live. Living alone is not an option for her. Sarah comes by train to the Wittings' home. Papa uses a wagon to fetch Sarah from the train station. Anna and Caleb wash in a wooden tub. They go to school only during the winter because they must work on the farm during the other seasons. None of the characters are actual historical figures.

Setting: List some of the clues that tell you the historical time period. List some of the clues that tell you where this story occurs.

Anna looks out the window at the prairie. This is a clue that the story is set in the Midwest. The types of flowers the children pick with Sarah also point to the Midwest. The windmill also suggests a farm where the wind can be used for energy. Using the mail to communicate and the wagon and train for travel point to the time period. The wooden tub is a clue that the Wittings do not have indoor plumbing. Jacob plows the field with a team of horses.

Dialogue: Give examples of some of the things the characters say that are expressions people used during this time period. Give examples of some of the things the characters talk about that people during this time period knew a lot about.

Papa talks about taking the horses into town. The song Sarah teaches them is an old folk song. Caleb says that "windmill" was his first word. The children talk about going to school during the winter and driving to school in the wagon or walking three miles. The subjects they mention are writing and sums. This also points to the past.



Plot: List some of the events that happen in the story that are unlikely to happen today. List some of the events in the story that really did occur in this time and place in history.

The main event in the story is that Jacob Witting has advertised for a mail-order bride in the newspaper. Sarah Elisabeth Wheaton has responded to his ad and says she will come for a month to see. This event is very unlikely to happen today, but it is something that did happen when pioneers were first settling on the prairie. If a spouse died, which was common, it was important for the remaining spouse to remarry because of all the work that had to be done on a farm. Damaging storms still occur in the Midwest, but farms are better protected from them than they were during the late 1800s.

Conflict: Describe the main problem the main character faces in the story. Explain how this problem is typical of this time period.

The main problem facing the characters is whether or not Sarah will decide to become a part of the Witting family. It was not uncommon for a mail-order bride to have a trial period once she had met her potential husband before she committed to marrying him. Single women during this time period did have limited choices. Becoming a mail-order bride was one possibility. Like Sarah, most of these women left behind everything they had ever known and traveled to a new place to marry a stranger.

Description: Give examples of some of the historical details in the book, such as possessions, foods, habits, and occupations. List some of the things you learn about life during this time period from reading this book

A dirt road leads to their house. Today most roads are paved—even country roads. The Wittings heat their home with a fireplace. This is still possible today, but not as common as it was a century or more ago. When Anna and Caleb's mother dies, her body is taken away in a wagon. Today a hearse or ambulance would remove someone's body from the home. Anna lights an oil lamp in the evening. The farm has a windmill. Sarah wears a bonnet.



Suggested Daily Schedule

Week	Day 1	Day 2	Day 3	Day 4
1	Intro to Unit 1 Read welcome letter. Read Unit 1 Introduction. Study the unit project rubric.	Module 1 Reader's Questions - 1.7	Module 1 1.8 - 1.11	Module 1 1.12 - Checklist 1
2	Module 2 Meet Patricia MacLachlan Reader's Questions - 2.3	Module 2 2.4 - 2.6	Module 2 2.7	Module 2 2.8 - 2.9
3	Module 2 2.10	Module 2 2.11 - 2.13	Module 2 2.14 - Checklist 2	Module 3 Reader's Questions - 3.3 (Start 3.1)
4	Module 3 3.4 - 3.5 (Continue 3.1)	Module 3 3.6	Module 3 3.7 - 3.8 (Finish 3.1)	Module 3 3.9
5	Module 3 3.10 - 3.11	Module 3 3.12 - 3.13	Module 3 3.14 - 3.16	Module 3 3.17
6	Module 3 3.18 - 3.19	Module 3 3.20 - Checklist 3	Module 4 Reader's Questions - 4.3	Module 4 4.3 - 4.4



Suggested Daily Schedule

Week	Day 1	Day 2	Day 3	Day 4
7	Module 4 4.5 – 4.7	Module 4 4.8 – 4.10	Module 4 4.11	Module 4 4.12 – 4.13
8	Module 4 4.14	Module 4 4.15	Module 4 4.16 Unit Project	Module 4 4.16 Unit Project
9	Module 4 4.16 Unit Project – 4.16 Rubric	Module 4 Checklist 4	Intro to Unit 2 Read Unit 2 Introduction. Pick your book.	Module 5 5.1 – 5.4
10	Module 5 5.5 – 5.6 Read OYO Book	Module 5 Read OYO Book – (5.7 – 5.8)	Module 5 Read OYO Book – (5.7 – 5.8)	Module 5 Read OYO Book – (5.7 – 5.8)
11	Module 5 5.9 – 5.10	Module 5 5.11 – 5.12	Module 5 5.13 – 5.14	Module 5 5.15 – 5.16
12	Module 5 5.17 – 5.18	Module 5 5.19 – Checklist 5	Intro to Unit 3 Read Unit 3 Introduction. Study the unit project rubric.	Module 6 Reader's Questions – 6.3
13	Module 6 6.4 – Meet the Illustrator	Module 6 6.5 – 6.7	Module 6 6.8 – 6.9	Module 6 6.10
14	Module 6 6.11 – 6.12	Module 6 6.13 – 6.15	Module 6 6.16 – 6.17	Module 6 6.18 – 6.19



Unit 1 Student Rubric

Rubric Point System:

5 points – This part of the project is outstanding.

4 points – This part of the project is very strong.

3 points – This part of the project shows a lot of effort.

2 points – This part of the project needs improvement.

1 point – This part of the project is missing.

In the appendix of the Student Text and Workbook, you will find REVIEWER'S RUBRIC 4.16, which readers can use to give the student feedback on the assignment.

Rubric for Unit 1 Project		
Traits of Good Character Development		Points Earned
Physical Traits • I have described some of my main character's physical traits.		
Character Traits • I have described how I will show what my character is like through what he or she says.		
• I have described how I will show what my character is like through what he or she does.		
• I have described how I will show what my character is like through what others say about him or her.		
Conflict • I have described a significant problem my character faces in the story.		
Response • I have described how my character responds to the significant problem he or she faces.		
Changes • I have described how my character changes because of the significant problem he or she faces.		
• I have described how I will show this change through what my character learns, says, does, or thinks.		



Unit 1 Student Rubric

Rubric for Unit 1 Project	
Traits of Good Character Development	Points Earned
Quality <ul style="list-style-type: none"> I have created a complete project with the required elements. 	
<ul style="list-style-type: none"> I have created a high-quality project. I was careful, thoughtful, and creative. 	
Effort <ul style="list-style-type: none"> I worked hard on my project, and it reflects an appropriate amount of effort. 	
Conventions <ul style="list-style-type: none"> I have followed the rules for capitalization and punctuation. 	
<ul style="list-style-type: none"> I have checked to make sure all my words are spelled correctly. 	
Total	

Rubric Point System:

5 points – This part of the project is outstanding.

4 points – This part of the project is very strong.

3 points – This part of the project shows a lot of effort.

2 points – This part of the project needs improvement.

1 point – This part of the project is missing.

Unit 1 project: 65 points possible



Unit 3 Student Rubric

Rubric Point System:

5 points – This part of the project is outstanding.

4 points – This part of the project is very strong.

3 points – This part of the project shows a lot of effort.

2 points – This part of the project needs improvement.

1 point – This part of the project is missing.

In the appendix of the Student Text and Workbook, you will find REVIEWER'S RUBRIC 9.15, which readers can use to give the student feedback on the assignment.

Rubric for Unit 3 Project		
Traits of Good Plot Development		Points Earned
Exposition <ul style="list-style-type: none"> I have included clues about the time and place of my story in the illustrations of the exposition. 		
	<ul style="list-style-type: none"> I have introduced the major characters in the illustrations of the exposition. 	
Inciting Incident <ul style="list-style-type: none"> I have created one or more illustrations of an inciting incident that will trigger the rest of the action. 		
	<ul style="list-style-type: none"> The illustration(s) of the inciting incident introduces the conflict (significant problem) that the major characters must resolve. 	
Rising Action <ul style="list-style-type: none"> I have created several illustrations that show events that make the conflict more complicated. 		
	<ul style="list-style-type: none"> I have shown in my illustrations how the tension and the suspense will increase. 	
Climax <ul style="list-style-type: none"> I have created one or more illustrations of the climax event. 		
	<ul style="list-style-type: none"> My climax illustrations show how the conflict is resolved. 	
Falling Action and Resolution <ul style="list-style-type: none"> I have created one or more illustrations that show how all the complications are resolved. 		



Unit 3 Student Rubric

Rubric for Unit 3 Project	
Traits of Good Plot Development	Points Earned
<ul style="list-style-type: none"> I have shown in one or more illustrations how some of my major characters have matured or changed. 	
<ul style="list-style-type: none"> I have shown in my final illustration what my major characters' lives are like now. 	
Quality <ul style="list-style-type: none"> I have created a complete project with the required number of elements. 	
<ul style="list-style-type: none"> I have created a high-quality project. I was careful, thoughtful, and creative. 	
Effort <ul style="list-style-type: none"> I worked hard on my project, and it reflects an appropriate amount of effort. 	
Conventions <ul style="list-style-type: none"> I have followed the rules for capitalization and punctuation. 	
<ul style="list-style-type: none"> I have checked to make sure all my words are spelled correctly. 	
Total	

Rubric Point System:

5 points – This part of the project is outstanding.

4 points – This part of the project is very strong.

3 points – This part of the project shows a lot of effort.

2 points – This part of the project needs improvement.

1 point – This part of the project is missing.

Unit 3 Project: 85 points possible



Checklist for Module 1

Directions: When you have completed a task, make a ✓ in the “Done” column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the **SLEUTH’S LOG** in the appendix.

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
1.4 Nonfiction or Fiction <ul style="list-style-type: none"> List examples of nonfiction and fiction books that you have in your home. 		
1.5 Narrative or Nonnarrative <ul style="list-style-type: none"> List examples of narrative and nonnarrative books that you have in your home. 		
1.7 Why Genre Matters <ul style="list-style-type: none"> Find a book in your home or library that fits each genre listed and fill in the chart with the book titles. 		
<ul style="list-style-type: none"> Examine the different parts of each book and talk about the differences you notice with a parent, teacher, or reading coach. 		
1.8 Introduction to Historical Fiction <ul style="list-style-type: none"> Discuss the unique features of a historical fiction book with a parent, teacher, or reading coach. 		
1.9 The Cover of <i>Sarah, Plain and Tall</i> (SPT) <ul style="list-style-type: none"> Answer the questions by using the clues you find on the front and back covers of the book. 		
1.10 Clues to Genre <ul style="list-style-type: none"> Write your best ideas for answers to these questions. 		
<ul style="list-style-type: none"> Discuss your answers to the questions with a parent, teacher, or reading coach. 		



Tasks	Done ✓	Points Earned
1.11 Make a Prediction <ul style="list-style-type: none"> Write your predictions about what you expect to happen based on the clues you find on the cover of <i>SPT</i>. 		
<ul style="list-style-type: none"> Discuss your answers to the questions with a parent, teacher, or reading coach. 		
1.12 Create Your Own Book Cover <ul style="list-style-type: none"> Create a front and back cover for a book you might like to write someday. 		
<ul style="list-style-type: none"> Include plenty of clues for your readers so they will know what they can expect to find inside. 		
<ul style="list-style-type: none"> Ask several family members and friends to use the questions in 1.9 and 1.11 to answer questions about your cover. 		
1.13 Review: Reader's Questions <ul style="list-style-type: none"> Discuss your answers to the READER'S QUESTIONS from the beginning of the module with a parent, teacher, or reading coach. 		
1.14 Book Talk <ul style="list-style-type: none"> Use the questions to get a discussion going about the books your family or friends enjoy. 		
Total		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Module 1: 90 points possible



Checklist for Module 2

Directions: When you have completed a task, make a ✓ in the “Done” column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the **SLEUTH’S LOG** in the appendix.

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
2.3 Main, Major, and Minor Characters <ul style="list-style-type: none"> Write down a main, major, and minor character from three of your favorite books. 		
2.5 Read <i>Sarah, Plain and Tall</i>: Chapter 1 <ul style="list-style-type: none"> Read chapter 1 of <i>SPT</i>. 		
<ul style="list-style-type: none"> List the characters you meet on the chart. 		
<ul style="list-style-type: none"> Write some of the details you learn about each character. 		
<ul style="list-style-type: none"> List how you learned each detail about the characters. 		
2.6 Ruminare: Chapter 1 <ul style="list-style-type: none"> Ruminate on the questions about chapter 1. 		
<ul style="list-style-type: none"> Discuss, draw, or write your answers to the questions. 		
2.7 Aha! Chapter 1 <ul style="list-style-type: none"> Answer the questions on the lines provided. 		
<ul style="list-style-type: none"> Refer to the chapter as you answer them. 		
2.8 Read <i>Sarah, Plain and Tall</i>: Chapter 2 <ul style="list-style-type: none"> Read chapter 2 of <i>SPT</i>. 		
<ul style="list-style-type: none"> From studying Sarah’s letters in this chapter, list what you learn about Sarah and what you expect Sarah to be like when she arrives. 		

Tasks	Done ✓	Points Earned
2.9 Ruminare: Chapter 2		
<ul style="list-style-type: none"> Ruminate on the questions about chapter 2. 		
<ul style="list-style-type: none"> Discuss, draw, or write your answers to the questions. 		
2.10 Aha! Chapter 2		
<ul style="list-style-type: none"> Answer the questions on the lines provided. 		
<ul style="list-style-type: none"> Refer to the chapter as you answer them. 		
2.12 Word Sleuth: Chapters 1–2		
<ul style="list-style-type: none"> Use context clues to make an educated guess about the meaning of the underlined word in each sentence. Write it on the line provided. 		
<ul style="list-style-type: none"> Look up the word in the RIR dictionary and compare your educated guess with the definition. Write the dictionary definition on the line provided. 		
2.13 Conventions: I Spy Capitalization		
<ul style="list-style-type: none"> Write down some of the rules for capitalization that you already know. 		
<ul style="list-style-type: none"> Answer the questions about the capitalized words you find in the book. 		
2.14 Review: Reader's Questions		
<ul style="list-style-type: none"> Discuss your answers to the READER'S QUESTIONS from the beginning of this module with a parent, teacher, or reading coach. 		
2.15 Book Talk		
<ul style="list-style-type: none"> Use the questions to get a discussion going about the books your family or friends enjoy. 		
2.16 Sowing Seeds		
<ul style="list-style-type: none"> Discuss these ideas with a parent, teacher, or reading coach. 		
Total		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Module 2: 132 points possible



Checklist for Module 3

Directions: When you have completed a task, make a ✓ in the “Done” column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the **SLEUTH’S LOG** in the appendix.

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
3.1 Making Inferences: Prior Knowledge <ul style="list-style-type: none"> Review chapters 1–2 of <i>SPT</i>. Then describe what you think each character on the chart might look like. 		
<ul style="list-style-type: none"> Write the details in the story that help you make an educated guess. 		
<ul style="list-style-type: none"> Write any prior knowledge that helps you make an educated guess. 		
<ul style="list-style-type: none"> As you read chapters 3–6, add to all the columns on the chart. 		
<ul style="list-style-type: none"> Draw a picture or find an image of your favorite character so far. 		
3.2 Character Development: Physical Traits <ul style="list-style-type: none"> Answer the questions about your physical traits. 		
<ul style="list-style-type: none"> Answer the questions about Anna. 		
<ul style="list-style-type: none"> Discuss your answers with a parent, teacher, or reading coach. 		
3.4 Character Development: Character Traits <ul style="list-style-type: none"> Follow the instructions in this section and then answer the questions. 		
3.5 Read <i>Sarah, Plain and Tall</i>: Chapter 3 <ul style="list-style-type: none"> Read chapter 3 of <i>SPT</i>. 		
<ul style="list-style-type: none"> Add additional physical traits you find to the chart in 3.1 MAKING INFERENCES: PRIOR KNOWLEDGE. 		
<ul style="list-style-type: none"> List each character’s character traits. 		

Tasks	Done ✓	Points Earned
• List the details from the book that make you think this.		
• List the prior knowledge that makes you think this.		
3.6 A Time Machine for Chapter 3		
• Draw three different events from chapter 3 that show the characters in action.		
• Show all the details Patricia MacLachlan includes about each event.		
• Add additional details you imagine in your mind.		
• Share your pictures with a parent, teacher, or reading coach.		
3.7 Read <i>Sarah, Plain and Tall</i>: Chapter 4		
• Read chapter 4 of <i>SPT</i> .		
• Add additional physical traits you find to the chart in 3.1 MAKING INFERENCES: PRIOR KNOWLEDGE.		
• List differences between Sarah's home in Maine and her new home.		
3.8 Ruminare: Chapters 3–4		
• Ruminare on the questions about chapters 3–4.		
• Discuss, draw, or write your answers to the questions.		
3.9 Aha! Chapters 3–4		
• Answer the questions on the lines provided.		
• Refer to the chapters as you answer them.		
3.10 Word Sleuth: Chapters 3–4		
• Use context clues to make an educated guess about the meaning of the underlined word in each sentence. Write it on the line provided.		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

6 – exemplary in quality *and* effort

5 – exemplary in either quality *or* effort

4 – acceptable in quality *and* effort

3 – acceptable in either quality *or* effort

2 – needs improvement in quality *and* effort

1 – incomplete



Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
<ul style="list-style-type: none"> Look up the word in the RIR dictionary and compare your educated guess with the definition. Write the dictionary definition on the line provided. 		
3.11 Conventions: What Is a Sentence? <ul style="list-style-type: none"> Circle the organized groups of words and underline the unorganized groups of words. 		
<ul style="list-style-type: none"> Answer the questions about sentences and discuss your answers with a parent, teacher, or reading coach. 		
<ul style="list-style-type: none"> Write down the subject, predicate, and main verb of each complete sentence. 		
3.12 Character Development: Changes and Challenges <ul style="list-style-type: none"> List the changes and challenges that each character faces. 		
3.13 Character Development: Responses <ul style="list-style-type: none"> Create a comic strip about a change or a challenge you have faced. 		
<ul style="list-style-type: none"> Share your comic strip with a parent, teacher or reading coach. 		
3.15 Read <i>Sarah, Plain and Tall</i>: Chapters 5–6 <ul style="list-style-type: none"> Read chapters 5–6 of <i>SPT</i>. 		
<ul style="list-style-type: none"> List the changes and challenges that the characters face. 		
<ul style="list-style-type: none"> Write how each character responds to change and challenges. 		
<ul style="list-style-type: none"> List the evidence that shows you this. 		
3.16 Ruminare: Chapters 5–6 <ul style="list-style-type: none"> Ruminate on the questions about chapters 5–6. 		
<ul style="list-style-type: none"> Discuss, draw, or write your answers to the questions. 		

Tasks	Done ✓	Points Earned
3.17 Aha! Chapters 5–6 <ul style="list-style-type: none"> Answer the questions on the lines provided. 		
<ul style="list-style-type: none"> Refer to the chapters as you answer them. 		
3.18 Word Sleuth: Chapters 5–6 <ul style="list-style-type: none"> Use context clues to make an educated guess about the meaning of the underlined word in each sentence. Write it on the line provided. 		
<ul style="list-style-type: none"> Look up the word in the RIR dictionary and compare your educated guess with the definition. Write the dictionary definition on the line provided. 		
3.19 Conventions: What Is a Paragraph? <ul style="list-style-type: none"> Answer the questions on the lines provided. 		
3.20 Review: Reader's Questions <ul style="list-style-type: none"> Discuss your answers to the READER'S QUESTIONS from the beginning of this module with a parent, teacher, or reading coach. 		
3.21 Book Talk <ul style="list-style-type: none"> Use the questions to get a discussion going about the books your family or friends enjoy. 		
3.22 Sowing Seeds <ul style="list-style-type: none"> Discuss these ideas with a parent, teacher, or reading coach. 		
Total		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

6 – exemplary in quality *and* effort

5 – exemplary in either quality *or* effort

4 – acceptable in quality *and* effort

3 – acceptable in either quality *or* effort

2 – needs improvement in quality *and* effort

1 – incomplete

Module 3: 282 points possible



Checklist for Module 4

Directions: When you have completed a task, make a ✓ in the “Done” column. Ask a parent, teacher, or reading coach to award you points for each task using the checklist point system. Fill in the points you have earned on the **SLEUTH’S LOG** in the appendix.

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
4.1 Character Development: Differences <ul style="list-style-type: none"> Reread pages 12–14 of chapter 2 of <i>SPT</i>. 		
<ul style="list-style-type: none"> Use the Venn diagram to show how Anna and Caleb are similar. 		
<ul style="list-style-type: none"> Use the Venn diagram to show how Anna and Caleb are different. 		
4.2 Read <i>Sarah, Plain and Tall</i>: Chapter 7 <ul style="list-style-type: none"> Read chapter 7 of <i>SPT</i>. 		
4.3 Aha! Chapter 7 <ul style="list-style-type: none"> Answer the questions on the lines provided. 		
<ul style="list-style-type: none"> Refer to the chapter as you answer them. 		
4.4 Theme: Something to Think About <ul style="list-style-type: none"> Write down the similarities between the changes and challenges facing Anna and Caleb and the changes and challenges that you have faced or are facing right now. 		
<ul style="list-style-type: none"> Answer the questions about the repeated statement in <i>SPT</i>. 		
4.5 Read <i>Sarah, Plain and Tall</i>: Chapter 8 <ul style="list-style-type: none"> Read chapter 8 of <i>SPT</i>. 		
4.6 Ruminare: Chapters 7–8 <ul style="list-style-type: none"> Ruminate on the questions about chapters 7–8. 		
<ul style="list-style-type: none"> Discuss, draw, or write your answers to the questions. 		



Tasks	Done ✓	Points Earned
4.7 Aha! Chapter 8 • Answer the questions on the lines provided.		
• Refer to the chapter as you answer them.		
4.8 Character Development: Changes • Use the chart to write some of the new things you notice about the characters.		
4.9 Read <i>Sarah, Plain and Tall</i>: Chapter 9 • Read chapter 9 of <i>SPT</i> .		
• Describe how each character responds to Sarah's trip into town.		
4.10 Ruminare: Chapter 9 • Ruminare on the questions about chapter 9.		
• Discuss, draw, or write your answers to the questions.		
4.11 Aha! Chapter 9 • Answer the questions on the lines provided.		
• Refer to the chapter as you answer them.		
4.12 Word Sleuth: Chapters 7–9 • Use context clues to make an educated guess about the meaning of the underlined word in each sentence. Write it on the line provided.		
• Look up the word in the RIR dictionary and compare your educated guess with the definition. Write the dictionary definition on the line provided.		
4.13 Conventions: What Is a Chapter? • Answer the questions with your best ideas.		
4.14 Who Is the Main Character? • Use the list to plan and write a paragraph about who you think the main character of this story is.		
• Include examples from the book to support your choice.		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

6 – exemplary in quality *and* effort

5 – exemplary in either quality *or* effort

4 – acceptable in quality *and* effort

3 – acceptable in either quality *or* effort

2 – needs improvement in quality *and* effort

1 – incomplete



Checklist Point System:

1–6 points may be awarded by a parent, teacher, or reading coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
4.15 Genre: Why Is <i>Sarah, Plain and Tall</i> Historical Fiction? <ul style="list-style-type: none"> Provide details in each category that show that <i>SPT</i> is historical fiction. 		
4.16 Unit Project: Character Map <ul style="list-style-type: none"> Create a character map. 		
<ul style="list-style-type: none"> Use the rubric to score your character map. Record your score in the Points Earned column on the right. 		
4.17 Review: Reader's Questions <ul style="list-style-type: none"> Discuss your answers to the READER'S QUESTIONS from the beginning of this module with a parent, teacher, or reading coach. 		
4.18 Book Talk <ul style="list-style-type: none"> Use the questions to get a discussion going about the books your family or friends enjoy. 		
4.19 Sowing Seeds <ul style="list-style-type: none"> Discuss these ideas with a parent, teacher, or reading coach. 		
Total		

Module 4: 174 points possible, plus 65 points possible for unit project