



5TH GRADE **ELA**

# Student Materials

## **Unit 1** *Shaping Dreams: A Single Shard*



# Daily Lesson Materials



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Tree-ear choose to tell the farmer about the fallen rice? What does this show about him?

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2. What does the story of Tree-ear's name and how he came to live with Crane-man reveal about him?

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3. Describe Crane-man and Min. Are they **honorable**? Why or why not?

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4. Describe the setting of the story. How does the setting of the story impact Tree-ear?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Character Map

While reading, take notes to keep track of key details about each character and their motivations.

Character	Key Details	Motivation: What factors drive their actions?
Tree-ear		
Crane-man		
Min		

<b>Character</b>	<b>Key Details</b>	<b>Motivation: What factors drive their actions?</b>
Min's wife (Ajima)		
Emissary Kim		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How does the author show Tree-ear's feelings about Min's pottery?

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2. How does Min feel about Tree-ear?

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3. What does Tree-ear want most of all? How does this drive his actions?

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4. How does Tree-ear respond to the challenge of the work Min sets out for him? What does this reveal about him?

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5. What happens when Tree-ear returns home to Crane-man? Why is this important?

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Min's wife (Ajima)		
Emissary Kim		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Tree-ear do on the tenth day? What does this reveal about him?

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2. What does Tree-ear learn to do? What does his experience reveal about him?

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3. How does Tree-ear feel about Min's wife?

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4. How is Tree-ear's relationship with Crane-man changing? How is it staying the same?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Tree-ear bring his own bowl to Min's house? What happens with the bowl, and why is this important?

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2. How does Tree-ear learn how to drain the clay? What does this reveal about him and Min?

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3. What does Tree-ear learn about Min? Why is this important?

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4. How does Crane-man influence Tree-ear when he's at Min's?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Evidence Brainstorming Page

How do others help us grow?

Record concise details that help you answer the prompt.

Page Number	Detail

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What kind of vessel does Tree-ear dream of making? What does this show about Tree-ear?

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2. Summarize how Tree-ear and Crane-man prepare for winter. How is this year different?

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3. What does the gift reveal about Min's wife and Min? What does Tree-ear's response to the clothes reveal about him?

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Min's wife (Ajima)		
Emissary Kim		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How does the author show that something is changing in Ch'ulp'o?

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2. What does Tree-ear's "question-demon" on page 62 reveal about him?

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3. What does Tree-ear's preparation for the emissary's visit reveal about him?

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4. Summarize what happens just before, during, and after Emissary Kim's visit.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sentence Expansion

Expand the sentence below using the following question words.

**Sentence:** \_\_\_\_\_

**When:** \_\_\_\_\_

\_\_\_\_\_

**Where:** \_\_\_\_\_

\_\_\_\_\_

**How or Why:** \_\_\_\_\_

\_\_\_\_\_

**Expanded sentence:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Compare and contrast how Min and Tree-ear each respond to the challenge of earning a royal commission.

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2. Summarize Crane-man's story. What does it show about how he responds to challenges?

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3. Compare and contrast how Min's wife and Min each respond to seeing the vases.

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4. Reread the paragraphs on page 75:

"Tree-ear was rubbing the sediment between his fingers, as he always did. Suddenly, his fingertips tingled with a strange feeling. For some odd reason, he thought of a time when he had been on the mountainside, taking a break as he chopped wood. He had been staring into the forest greenery when a deer appeared in abrupt focus. It had been there all along, and he had been looking straight at it. But only at the last moment had he actually *seen* it.

It was the same now, only instead of seeing with his eyes, he was feeling with his hands. The clay felt good—fine, pliant, smooth—*but not ready yet*."

Why does the author italicize the phrase "*but not ready yet*"?

- a. To show that Tree-ear is speaking more loudly in his thoughts
- b. To emphasize Tree-ear's growing realization that understanding happens at the right time
- c. To show that Tree-ear is correcting someone else's words
- d. To indicate that Tree-ear is confused about this realization

5. What does this phrase reveal about Tree-ear?
- a. He believes he already understands everything he needs to know about clay
  - b. He is unsure whether he should continue his work with Min
  - c. He is beginning to feel what makes clay ready to work with
  - d. He is impatient and wants answers immediately

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Emissary Kim		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Brainstorming Template

Topic: \_\_\_\_\_

Question #1:

- \_\_\_\_\_
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Question #2:

- \_\_\_\_\_
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Question #3:

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- \_\_\_\_\_
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Question #4:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Paragraph Outline

**Topic:** \_\_\_\_\_  
\_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
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### Paragraph 2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Three Paragraph Outline

**Topic:** \_\_\_\_\_

### Paragraph 1

Topic Sentence: \_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

### Paragraph 2

Topic Sentence: \_\_\_\_\_

- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

# Paragraph 3

Topic Sentence: \_\_\_\_\_

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- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_
- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Brainstorming Template

Topic: \_\_\_\_\_

Question #1:

- \_\_\_\_\_
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Question #2:

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Question #3:

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Question #4:

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Research Brainstorming Template

Topic: \_\_\_\_\_

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Question #4:

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Topic Sentence: \_\_\_\_\_

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- Detail: \_\_\_\_\_
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- \_\_\_\_\_
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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- Detail: \_\_\_\_\_
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- Detail: \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How does Tree-ear feel about Min's response to Emissary Kim?

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2. What agreement do Tree-ear and Min's wife make? Why do they each make this agreement?

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3. How does Tree-ear feel about going to Songdo? How does the author reveal these feelings?

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4. How does Tree-ear try to achieve his dream? What does his dialogue reveal about him?

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## Evidence Brainstorming Page

How can others help us grow? Revise your initial theories based on new evidence from Min, Ajima, and Crane-man.

Record concise details that help you answer the prompt.

Page Number	Detail

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Tree-ear continue working diligently for Min?

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2. What does the conversation between Crane-man and Ajima show about each character?

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3. What does the conversation between Crane-man and Tree-ear show about each character?

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4. How does Tree-ear's gift to Crane-man show his relationships with both Crane-man and Min?

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Emissary Kim		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Tree-ear keep thinking about Crane-man? What does this show readers about how others help us grow?

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2. Compare and contrast Tree-ear's experience with the fox to Crane-man's.

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3. Summarize Crane-man's story about the "Rock of the Falling Flowers." Why does Tree-ear want to go there? What does that show about him?

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4. Compare and contrast Puyo to Ch'ulp'o. How does the author emphasize the difference?

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## Reducing Sentences

Writers revise sentences by deleting unnecessary words, phrases, or information to make their main idea clear and concise. Revise the following sentences by deleting unnecessary information.

1. Tree-ear squeezed the fat, bulging pouch that he wore at his waist.

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2. Min was washing his hands with water in a basin under the eaves when Tree-ear reached the backyard.

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3. Once fall was over, soon winter rode on the back of the wind as it swept down the mountain slopes quickly toward the village.

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4. The monkey swung gaily at his waist as the sky continued to darken.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Summarize Tree-ear's encounter with the robbers. How does the author develop the action?

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2. What do Tree-ear's inner thoughts show about the motivation for his actions?

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3. Read the quote from page 130:

"His every movement was quick with purpose; to hesitate was to doubt."

Explain what this says about Tree-ear's decision.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why is Tree-ear determined to get to Songdo? How does the author develop this determination?

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2. Compare Songdo to the other cities and villages Tree-ear has seen. How does the author emphasize the difference?

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3. Summarize Tree-ear's visit to the palace in Songdo.

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4. Read the quote from page 139:

"He looked up and spoke with quiet **pride**. 'My master works slowly.'  
The emissary nodded slowly. 'As well he should.'"

Explain what this says about hard work.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Evidence Brainstorming Page

How can others help us grow? Revise your initial theories based on new evidence from Min, Ajima, and Crane-man.

Record concise details that help you answer the prompt.

Page Number	Detail

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How does Tree-ear feel upon his return to Ch'ulp'o?

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2. Summarize the conversation between Min and Tree-ear. What does their dialogue reveal about how things have changed?

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3. What do Tree-ear's reflections about Crane-man tell readers about showing up for others?

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4. What has changed for Tree-ear since the beginning of the book? What does this tell readers?

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Min's wife (Ajima)		
Emissary Kim		





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

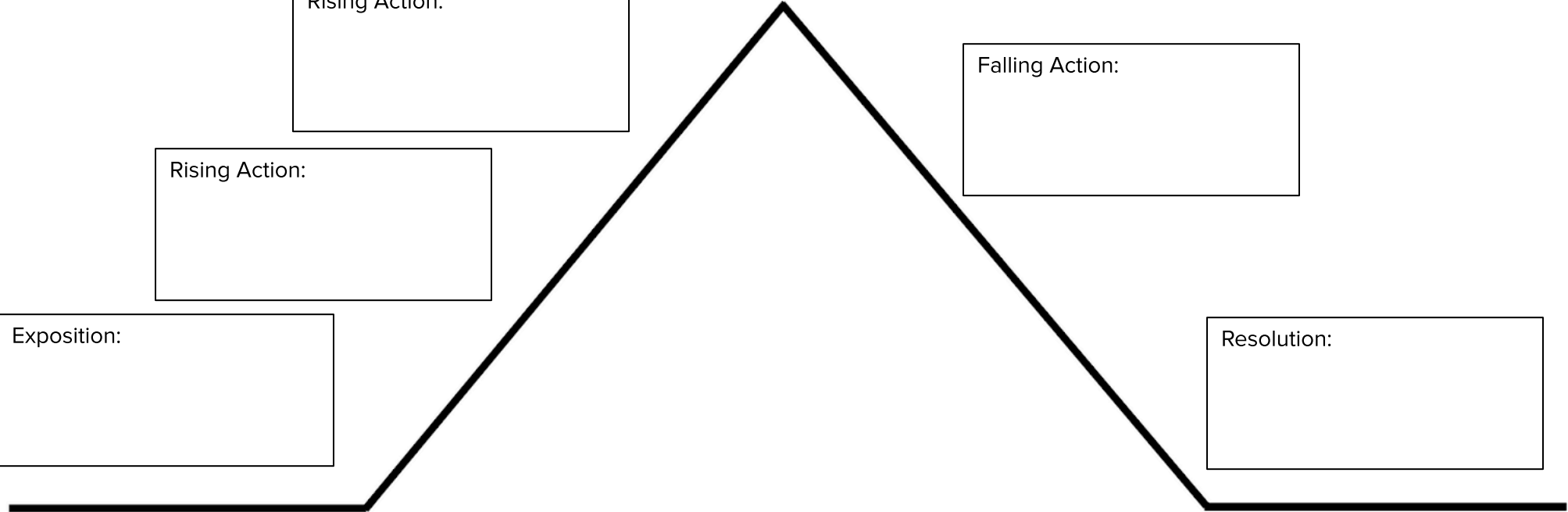
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt**

The author of *A Single Shard* imagined an origin story for the "Thousand Cranes Vase," a 12th century Korean artifact whose creator is unknown. Imagine your own origin story for the "Thousand Cranes Vase." Write a chapter for your own book centered around its creator. Make sure to include this character's point of view in the plot and their interactions with other characters in your story.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

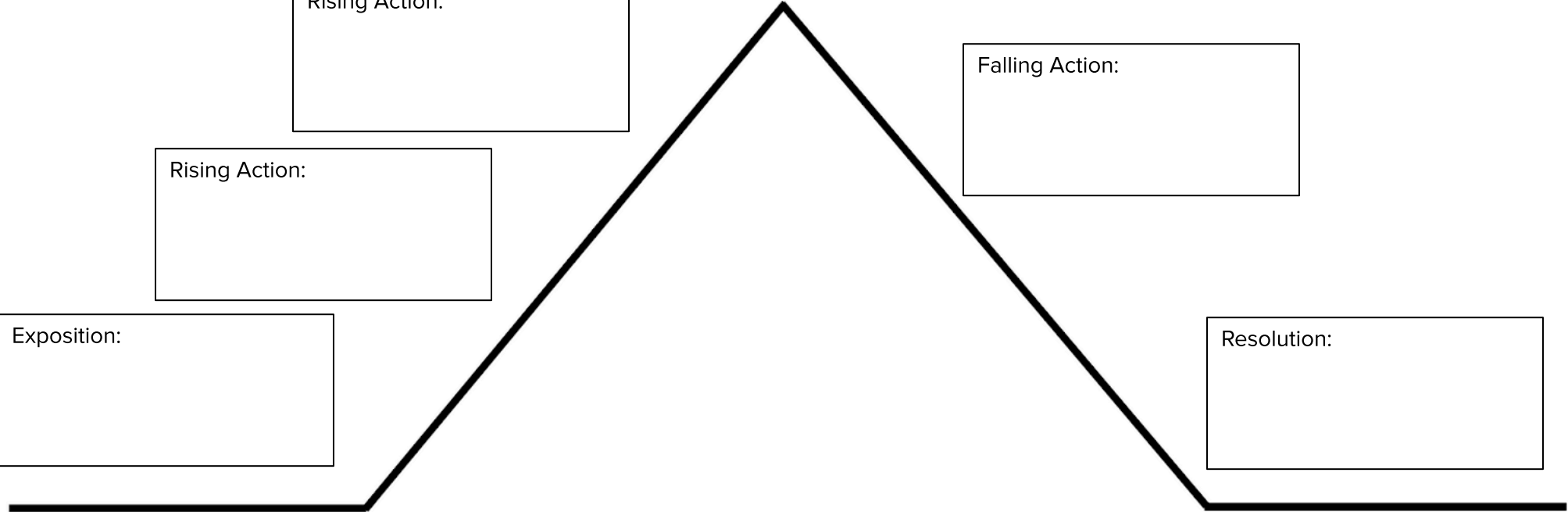
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:













# Vocabulary

Word	Part of Speech	Definition
admiration	n.	a feeling of wonder, awe, or deep respect
arduous	adj.	involving great difficulty or endurance
deceiving	v.	tricking or fooling
derision	n.	mockery or ridicule
dignity	n.	a person's sense of self-respect, worth, and pride
diligent	adj.	trying hard to achieve a goal; doing something in a detailed, thoughtful way
dis-	prefix	
eagerly	adv.	really wanting or excitedly doing something
emerged	v.	came into view or became known
endeavor	n.	a serious attempt at something, usually something difficult
gruff	adj.	rough, stern, or harsh in manner or speech
honorable	adj.	admirable, proper, or respectable; worthy of respect

Word	Part of Speech	Definition
im-	prefix	
impatience	n.	the feeling of being unable to wait calmly
-ish	suffix	
-ly	suffix	
mis-	prefix	
mishap	n.	an unlucky event or accident
precious	adj.	of great worth or value, loved or dear
pride	n.	a sense of one's own value or worth
quell	v.	to calm or put away
shame	n.	a painful sense that one is inferior to others or imperfect in some way, often caused by the judgment of others, or the fear of being judged
surreptitiously	adv.	done secretly so no one notices
toil	v.	to work extremely hard, usually on a tiring or tedious task



# Unit Rubrics & Assessments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 1

Language and Conventions Focus Area	✓
My sentences include details that tell: <ul style="list-style-type: none"><li>● Who</li><li>● What</li><li>● <u>When</u></li><li>● <u>Where</u></li><li>● <u>Why</u></li><li>● <u>How</u></li></ul>	
I expand my sentences when needed to add more detail.	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Research Writing Rubric

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Sections</b>		I group information into separate paragraphs for each main idea.	
		I include an introduction that provides background information.	
<b>Details</b>		I include relevant details to support the main idea.	
		My details are paraphrased or summarized from the source.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 2

Language and Conventions Focus Area	✓
My sentences include details that tell: <ul style="list-style-type: none"><li>● Who</li><li>● What</li><li>● <u>When</u></li><li>● <u>Where</u></li><li>● <u>Why</u></li><li>● <u>How</u></li></ul>	
I expand my sentences when needed to add more detail.	
My sentences do not include words or information that are: <ul style="list-style-type: none"><li>● repetitive</li><li>● unneeded</li><li>● unrelated</li></ul>	
I reduce my sentences for clarity when needed.	

**My writing goal:**

# Narrative Writing Rubric

## 5th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Event Sequence</b> Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution; Uses paragraphs to manage the sequence of events by showing a new event or when a new character speaks	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> Includes many details directly and indirectly to describe the place, time, and (if pertinent) the weather conditions of the story; Describes the setting using multiple sensory details, descriptions of the characters' actions, dialogue, or physical appearance; Uses adjectives to evoke mood or atmosphere	4 3 2 1	
<b>Paragraph Structure</b> Consistently starts new paragraphs appropriately, including when a new event starts or when a new character is speaking	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Characters</b> Includes one or more major characters; Develops the major character with multiple details and descriptions; Uses both direct and indirect description	4 3 2 1	
<b>Plot</b> Begins by introducing the characters, setting, and background information using sensory details; <u>May</u> begin by dropping the reader into the action; Major characters experience and solve problems throughout the story; Ends with a resolution, which <u>may</u> include: resolving the problem while showing a lesson or change, showing how the narrator reflects on the events of the story, or leaving the reader with a question to continue to think about	4 3 2 1	
<b>Precise Words and Phrases</b> Uses several temporal words to help the events in the story unfold logically	4 3 2 1	
<b>Dialogue</b> Appropriately uses dialogue to advance the plot and establish a character's personality; Includes a variety of dialogue tags that show how the characters are speaking	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or</i> , <i>neither/nor</i> ); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising	4 3 2 1	
<b>Conventions</b> Uses correct capitalization and punctuation conventions; Uses commas correctly, including to separate items in a series, separate an introductory element from the rest of the sentence, set off the words "yes" and "no" (e.g. <i>Yes, thank you</i> ), set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i> ), indicate a direct address (e.g. <i>Is that you, Norma?</i> ); Uses underlining, quotation marks, or italics to indicate titles of works	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Setting</b>		I include details that show where and when the story takes place, including weather conditions.	
<b>Point of View</b>		I use pronouns that match third-person point of view.	
<b>Starting the Story</b>		I hook the reader by dropping them into the action.	
		I orient the reader to the characters and setting by including descriptive details.	
<b>Characters</b>		I describe my character by including their actions, thoughts, and feelings.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the excerpt from *Junebug* by Alice Mead. Then answer the questions that follow.

## Junebug

By Alice Mead, adapted by Fishtank Learning

- 1 Outside, I decide to check the alleyway behind the newspaper store. I'm looking for bottles to add to my collection.
- 2 To get home, my sister Tasha and I have to cross the big wide cement place in front of our building. A rusty, leaning-over sign says "Auburn Street Plaza," as if it were a fancy hotel or something. Believe me, it isn't!
- 3 I see my friend Darnell by the door. He's with some older guys, so I know I shouldn't bother him now. Darnell's fifteen. Mama says he's fifteen going on thirty.
- 4 Tasha and I go in through the lobby. It's a dark, dismal old cement-block place with nasty words spray-painted on the walls. The stairs smell bad and sound all echoey and hollow. When someone's on the stairs behind you, you can feel them coming through your feet.
- 5 Tasha gets spooked in there, but Mama won't let us use the elevator. It's probably broken, anyhow. Usually is.
- 6 When we get to the ninth floor, I get out my key and unlock our apartment, 9-G. We go in and Tasha turns and slams the door. Then she bolts it. She almost takes my finger off, she shuts the door so fast.
- 7 "Nobody's gonna bother us, Tasha," I say. "You don't have to slam the door like that."
- 8 I go over to the living room window. You know the faraway place where the sky and the ground touch each other? It's not there. Instead, there's just a wall of old, smashed-up windows rising up to the sky. The embankment is piled high with dead leaves and trash stuck up against the fence. For a minute, I think I see a tall white bird crouched on thin legs in the leaves. But it turns out to be a plastic bag, empty except for windy air.
- 9 I asked Darnell about that building. He said it used to be the old Barrington gun factory. Shut down now, of course. Just like everything else around here, it used to be something, but now it isn't.
- 10 I get my head down low and look out across the city of New Haven, to where I can see the horizon. I think about sailing to a silky-smooth beach, pulling up my boat, flopping down on the warm sand.
- 11 I pull my homework paper out of my pocket and unfold it. I look at the title. "My Wish." I

get a pencil, and I think about writing about being Captain McClain, sailing over the round blue curve of the earth. I think about writing about the silky-smooth beach, but I don't.

- 12 What good's a wish when you're turning ten and all around you is shattered glass? So I don't write anything. Not now. I toss the paper on my bed and head on out of the apartment.

Mead, A. (2009). *Junebug*. Macmillan. Modified by Fishtank Learning, Inc.

1. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** In paragraph 4, what is the meaning of the word **dismal**?

- a. depressing
- b. crowded
- c. colorful
- d. chilly

**Part B:** Which two details from paragraph 4 best support the answer to **Part A**?

- a. "a dark...old cement-block place"
- b. "nasty words spray-painted on the walls"
- c. "The stairs smell bad"
- d. "sound all echoey and hollow"
- e. "you can feel them coming through your feet"

2. The setting is an important part of the selection from *Junebug*. Choose two details that best help develop the main setting.
- a. "I go over to the living room window." (paragraph 8)
  - b. "Tasha gets spooked in there, but Mama won't let us use the elevator. It's probably broken, anyhow." (paragraph 5)
  - c. "We have to cross two big streets, and then the big wide cement place in front of our building. A rusty, leaning-over sign says "Auburn Street Plaza," as if it were a fancy hotel or something. Believe me, it isn't!" (paragraph 2)
  - d. "Outside, I decide to check the alleyway behind the newspaper store." (paragraph 1)
  - e. "Instead, there's just a wall of old, smashed-up windows rising up to the sky. The embankment is piled high with dead leaves and trash stuck up against the fence." (paragraph 8)
  - f. "I think about sailing to a silky-smooth beach, pulling up my boat, flopping down on the warm sand." (paragraph 10)

3. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** Which word best describes Junebug's personality?

- a. generous
- b. courageous
- c. realistic
- d. snobby

**Part B:** Which two details from the text best support the answer to **Part A**?

- a. "For a minute, I think I see a tall white bird..." (paragraph 8)
- b. "Just like everything else around here, it used to be something, but now it isn't." (paragraph 9)
- c. "I think about sailing to a silky-smooth beach, pulling up my boat..." (paragraph 10)
- d. "What good's a wish when you're turning ten and all around you is shattered glass?" (paragraph 12)
- e. "I toss the paper on my bed and head on out of the apartment." (paragraph 12)

4. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** Compare Tasha's and Junebug's reactions to where they live. Select two quotations that show their different reactions.

- a. "To get home, my sister Tasha and I have to cross the big wide cement place in front of our building." (paragraph 2)
- b. "Tasha and I go in through the lobby." (paragraph 4)
- c. "We go in and Tasha turns and slams the door. Then she bolts it." (paragraph 6)
- d. "I think about writing about the silky-smooth beach, but I don't." (paragraph 11)
- e. "What good's a wish when you're turning ten and all around you is shattered glass?" (paragraph 12)
- f. "I asked Darnell about that building. He said it used to be the old Barrington gun factory." (paragraph 9)

**Part B:** Why do Tasha and Junebug have different reactions to where they live?

- a. Tasha is younger so she is scared by the neighborhood they live in, but Junebug wishes he could do something to change the neighborhood into a more positive place.
- b. Tasha thinks the gardens in the neighborhood are a good place to look for treasures, but June Bug thinks there are too many dangerous things in the gardens.
- c. Tasha gets scared by the stairs and wishes they lived in a newer, cleaner building, but Junebug knows that elevators are unsafe so thinks the stairs are better.
- d. Junebug is scared by the older kids who live in the neighborhood, but Tasha is too little to notice them.

5. Which statement best expresses a theme of the passage?
- a. People should always share their dreams with others.
  - b. Growing up means learning to follow the rules.
  - c. It can be difficult to hold onto hope in a challenging environment.
  - d. Friends have a strong influence on the choices we make.
6. What message does the author most clearly convey about imagination and reality?
- a. Imagination is more important than reality.
  - b. Reality can make it hard for people to believe in their dreams.
  - c. People should ignore reality and focus on their dreams.
  - d. Imagination is only useful for school assignments.
7. When Junebug imagines “sailing to a silky-smooth beach” (paragraph 10), which theme of the passage does this detail help develop?
- a. People should avoid thinking about places they cannot visit.
  - b. Dreams can provide comfort and hope.
  - c. Traveling is the best way to solve problems.
  - d. Sometimes it is better to be alone than in community with others.
8. Compare Junebug with the characters in *A Single Shard*. Use evidence from *A Single Shard* and *Junebug* to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part One: Vocabulary**

1. What does it mean for someone to be **honorable**? Give an example.

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2. What does it mean for something to be **arduous**? Give an example of how a character in *A Single Shard* approached an **arduous** task.

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3. In *A Single Shard*, why does Tree-ear view pottery with **admiration**?

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4. What is an **endeavor**?

- a. A task you do for money
- b. A serious attempt
- c. Traveling from one place to another
- d. Physical labor or effort



Student: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_  
Words Read Correctly: \_\_\_\_\_ Errors: \_\_\_\_\_

## Excerpt from *A Single Shard*

By: Linda Sue Park  
*Adapted by Fishtank Staff*

Tree-ear worked harder than ever, tense with anticipation. Min was making	11
vases in the melon shape that had so pleased the emissary. It seemed to Tree-ear	26
that the potter had never before rejected so many pieces that came off the wheel;	41
all day long, to the tune of Min's curses he heard the sound of clay being slapped	58
down in disgust.	61
At last, after two days of abuse, Min asked the question Tree-ear had been	75
waiting for.	77
"So," Min said grumpily, "would you be telling me about it, or must I guess?"	92
Min was the only potter who had not visited Kang's display that day. Whether	106
genuine or feigned his concentration on his own work had never wavered, but Tree-	120
ear knew he could not have failed to notice the gathering of people, the air that had	137
ruffled with interest around Kang's stall.	143
"Inlay work," Tree-ear responded at once. Crane-man's words echoed in his	154
mind. The idea belongs to the world now. He continued, "White and red slip that fires	170
to white and black in the finish. Chrysanthemums."	178
Min did not reply, so Tree-ear added, "Ugly ones."	187
For what Tree-ear guessed was the first time in Min's whole life, the potter threw	202
back his head in a loud guffaw of laughter.	211

Park, Linda Sue. *A Single Shard*. Harper Collins, 2001. Print. Pages 73–74.

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At last, after two days of abuse, Min asked the question Tree-ear had been waiting for.

"So," Min said grumpily, "would you be telling me about it, or must I guess?"

Min was the only potter who had not visited Kang's display that day. Whether genuine or feigned his concentration on his own work had never wavered, but Tree-ear knew he could not have failed to notice the gathering of people, the air that had ruffled with interest around Kang's stall.

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For what Tree-ear guessed was the first time in Min's whole life, the potter threw back his head in a loud guffaw of laughter.

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# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/5th-grade/materials/>