

# Home Reading Log

Name \_\_\_\_\_

Week of \_\_\_\_\_

<b>Weekend</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
<b>Monday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
<b>Tuesday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
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<b>Wednesday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
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<b>Thursday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes    Parent Signature
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		Parent Signature

Google: Sign IN (for your Camden Account)

First name. Last name @gx.camden.k12.ga.us

Password: your initials followed by lunch number

#### Websites for Students

Brainpop- [www.brainpop.com](http://www.brainpop.com)

**Login Id:** mlge

**Password:** brainpop

IXL- [www.ixl.com](http://www.ixl.com)

**Login Id:** the students lunch number @mlges

**Password:** student lunch number

[www.readworks.org](http://www.readworks.org)

VHarrelson Block 1 ELA Class Code S7YZGA

VHarrelson Block 2 ELA Class Code STS3X5

VHarrelson Block 3 ELA Class Code ELMH7G

[www.I-Ready.com](http://www.I-Ready.com)

username: lunch number

password: bulldog

**D**irections Read this story. Then answer questions 1 through 7.

## Excerpt from *The Woolly-Puff Rescue*

by Sue Mozena

- 1 Wendy and Alex stared at the strange flower at their feet. Dozens of them bloomed in this remote corner of the field.
- 2 Wendy bent down for a closer look. “We shouldn’t name them until we’re sure we can keep them,” she warned. “But I like Woolly-Puffs. They look just like fleecy rainbows.”
- 3 As tempting as it was to pet the feathery yellow-orange-red-purple-blue petals, neither of them did. Instead, Wendy pulled protective gloves from her belt pack.
- 4 On the asteroid-based colony of New Harmony, even twelve-year-old pioneers knew the number one rule for living in outer space: don’t touch or taste or sniff anything that hasn’t been tested.
- 5 “Where do you think they came from?” Wendy asked. With a gentle tug, she freed a Woolly-Puff from the thin layer of soil, sealed it in a clear bag.
- 6 “They were probably in the compost shipment that brought these niggers,” Alex muttered. He slapped at one of the whining insects that swarmed around him looking for exposed skin to bite.
- compost = a mixture of decaying plants used to improve the soil in a garden
- 7 New Harmony depended on shipments of rich compost from nearby planets to build up its soil. Usually the compost was treated before it arrived, but one shipment had been accidentally overlooked. The whining gnat-like insects the colonists called “niggers” had hatched from the compost. Without any natural enemies in this new world, the insects had multiplied, becoming a constant torment to the colonists.
- 8 After turning in their discovery, Wendy settled on a stone bench in front of the New Harmony laboratory. Alex paced, then sat. “Poor Woolly-Puff,” Wendy said. “What if it’s just a weedy flower?”

**GO ON**

9 “Then one living plant and a packet of seeds will be sent to the Botany Preserve on Mars,” Alex answered, rubbing a hot-pink nagger welt just above his elbow.

10 Wendy gingerly held the extra bouquet she had picked, in case the Woolly-Puffs proved keepers. “And the rest of the plants—”

11 “The rest will be pulled up and destroyed to make room for ‘useful’ plants,” Alex said.

12 The colony of New Harmony did have flowers. It just didn’t have a lot of room. Woolly-Puffs would have to be more than pretty if they wanted to grow here.

13 The two friends scrambled to attention as the lab door opened.

14 “Your Woolly-Puff isn’t toxic,” Professor Raglin said. His smile faded as he went on. “The sap is thick and sticky, but we already have a good glue. The stems are too woody and the leaves too bristly to eat. And the petals, well, they smell funny. Not flowery at all. More like moldy lemons. I’m sorry, but I’ll have to make my report to the council this afternoon. The good news is that they seem to grow only in the soil where you found them, so it won’t be hard to get rid of them.”

15 “At least they’re not poison,” Wendy said after Professor Raglin had left. She hugged her colorful, fuzzy bouquet. She had to admit they did smell funny. “Mayor Murphy will probably send a reclaim crew out after the council meeting.” She sighed. “I wish the council would let us adopt one, like a pet.”

16 “Fat chance,” Alex said. He blew at a pair of nagers trying to land on his knee. “Shoo! For harmless gnats, these bugs sure are pests.”

17 “Yeah.” Wendy reached up to scratch the end of her nose. Then she realized something. The end of her nose itched simply because that’s what the ends of noses do sometimes. The nagers weren’t biting her. They weren’t even landing on her.

18 “We’re going to the council meeting,” she announced.

19 That afternoon, when the council members emerged from the community center, Alex and Wendy were waiting.

20 “What is the meaning of this?” Mayor Murphy demanded as Alex and Wendy presented each member of the council with a Woolly-Puff garland.

21 Glancing at Alex for courage, Wendy said, “Woolly-Puffs are bug chasers.”

22 “Sorry,” Mayor Murphy said firmly. “We have already made our decision.”

23 “Just watch,” Wendy pleaded. “Watch the nagers.”

- 24 Then someone said, “What niggers? I don’t see any.”
- 25 “Where are the niggers?” asked Professor Raglin. “It’s as if they’re avoiding us.”
- 26 Wendy smiled. “They are. Niggers don’t like Woolly-Puffs.”
- 27 So the Woolly-Puffs stayed in the vases and flower boxes and gardens of New Harmony because, of course, they weren’t just pretty. They smelled like moldy lemons. And luckily, niggers couldn’t stand the smell of moldy lemons.

**GO ON**

1 In paragraph 2, what does the sentence “They look just like fleecy rainbows” suggest about the flowers?

- A The flowers are colorful and fuzzy.
- B The flowers are wet and fluffy.
- C The flowers are striped and shaggy.
- D The flowers are transparent and puffy.

2 What does the word “welt” mean as used in paragraph 9?

- A itch
- B skin
- C gnat
- D bump

3 Read this sentence from paragraph 14.

**His smile faded as he went on.**

What does the sentence suggest about Professor Raglin?

- A He is suffering from the bad smell.
- B He regrets having to study the plant.
- C He dislikes the plant he is talking about.
- D He is about to deliver disappointing news.

4 Read this sentence from paragraph 15.

**“At least they’re not poison,” Wendy said after Professor Raglin had left.**

What does the sentence suggest about Wendy?

- A Wendy looks for the positive side of situations.
- B Wendy does not like people to give her bad news.
- C Wendy challenges people who do not agree with her.
- D Wendy encourages people to learn to love the flowers.

5 How does the setting of the story affect what happens to the Woolly-Puff?

- A A lack of space causes the flower to be shipped away.
- B A need for compost causes the plant to be valued.
- C A problem with insects causes the flower to be kept.
- D A lack of pets causes the plant to be adopted.

6 What does the phrase “smell funny” mean as it is used in paragraph 15?

- A The flowers made the children laugh.
- B The scent of the flowers was unusual.
- C The flowers caused the children to be itchy.
- D The stems of the flowers were strange.

**GO ON**

7

Which statement **best** states a theme of the story?

- A Friends should support each other in difficult situations.
- B Following the rules can sometimes get you in trouble.
- C It may take courage to speak up when you have a good idea.
- D The smallest things can cause big problems.

## **D**irections

Read this story. Then answer questions 36 through 38.

# Just Like Home

*by Mathangi Subramanian*

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here, art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called *rangoli*, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.
- 5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.
- 6 "That's pretty," a voice said.

**GO ON**

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 “It’s called rangoli,” she said. “They do this in India, where my parents are from.”

9 “You know what that reminds me of?” he asked, kneeling down beside her. “The floor of my grandmother’s house in Mexico has tiles that have designs like that.”

10 “What do you mean?” Priya asked.

11 “Hand me a piece of chalk,” Enrique said. “I’ll show you.” Enrique sat down on the pavement and began to draw. He used the green, orange, and yellow chalk to draw flowers that were more detailed than Priya’s, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.

12 “What are you guys doing?” a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn’t noticed that their classmate Farah had been watching them.

14 “Hey,” Farah said, sitting down beside them, “that looks like the rugs in my uncle’s house in Iran. Except on the rugs, the shapes are bigger, and aren’t as curly.”

15 “Show us,” said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 “Wow!” Ms. Lopez, Priya’s teacher, said. “That’s beautiful!”

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 “It looks like a universe, with lots of planets and stars,” said Lily.

20 “It looks like a coral reef full of tropical fish,” said Jasper.

21 “What do you think it looks like Priya?” asked Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.”







## **D**irections

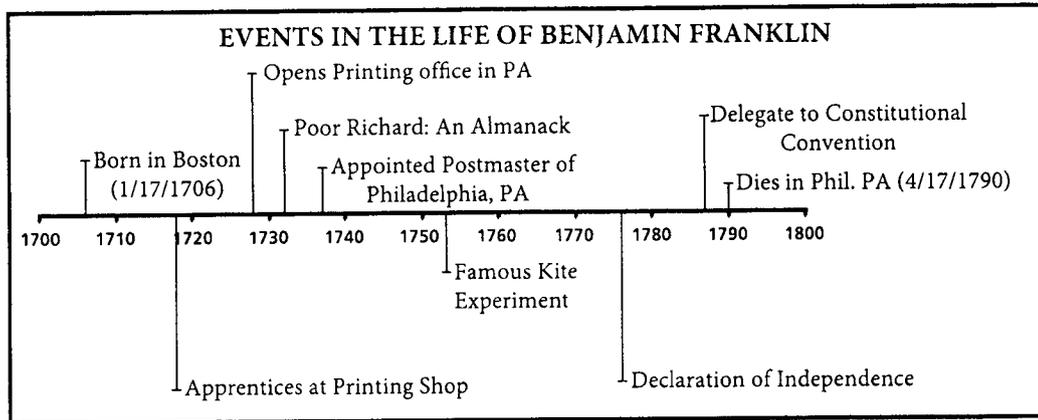
Read this article. Then answer questions 39 and 40.

# Excerpt from *Young Ben Franklin*

*by Julie Doyle Durway*

- 1 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.
- 2 "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.
- 3 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold . . . attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.
- 4 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.
- 5 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

- 6 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.







**D**irections  
Read this story. Then answer questions 22 through 28.

## Mrs. Majeska and the Lost Gloves

by Ethel Pochocki

1 One crisp fall morning, Mrs. Majeska woke up with a craving for sauerkraut. It was so strong, she could smell it, she could taste it, and she knew she must have it for supper. So she put on her walking shoes, picked up her tub with a lid and a handle, and went into town to buy some.

sauerkraut = chopped, pickled cabbage
--

2 She walked briskly, enjoying the wind messing up her hair and the parade of dried leaves dancing ahead of her. It was a glorious day, and the thought of sauerkraut for supper, with a bit of apple and onion and sausage, made her want to dance along with the leaves.

3 But suddenly she stopped. In the road there was a glove, a small black glove, the fingers still plump, as if it had just left its owner's hand. It was out of place in the middle of the road.

4 Poor thing, thought Mrs. Majeska. I cannot leave it there. She picked it up quickly—a logging truck was coming—and laid it on the grass. She felt sorry for its owner, who now had only one glove. What good was one glove?

5 On the way home from the store, she walked on the other side of the road, the sauerkraut sloshing inside the tub. A cluster of children came toward her, laughing and shouting to one another as they took turns kicking something in the dust. Finally they tired of it and ran off past Mrs. Majeska.

6 She looked down at the sorry thing they had been kicking. It was another black glove, of the same size and shape as the one she had rescued. She examined it—yes, it was the mate to the other!

7 Mrs. Majeska hesitated, then continued walking. It was only a glove, after all, not a child or a kitten or a wallet. Suddenly she stopped, turned around, and walked back to the crumpled bit of cloth. She picked it up, shook it out, and brushed off the dirt. It looked almost as good as new.

**GO ON**

- 8 With the glove in one hand and the tub of sauerkraut in the other, she strode down the road to where the other glove still lay in the grass. She placed its mate beside it, satisfied that they were now together. For what good was one glove without the other?
- 9 A boy whizzed by on a bike and looked at her. Two old ladies, arm in arm, marched toward her on their way to the post office. Mrs. Majeska bent down and pretended to tie her shoelaces, for she felt foolish to be caught in the act of reuniting a pair of gloves.
- 10 That night, after a supper as delicious as she had imagined it, Mrs. Majeska sat in her rocker and thought about the gloves. She wished she had brought them home to use for herself. Their owner had probably already given them up for lost. The next morning, after she had her coffee and read the newspaper, she decided to go back and get the gloves. But they were gone.
- 11 Mrs. Majeska was mystified. Who—beside herself—would want a pair of gloves lying by the side of the road? Perhaps the owner had retraced her steps and rejoiced in finding them? Or maybe a housewife on a cleaning binge had used them to polish the stove? Or maybe a puppy needed something to chew on? Or a squirrel, to line its nest for winter?
- 12 Mrs. Majeska would never know, but as long as she did not know, she would believe in a happy ending. No matter what their fate, the gloves were together, and that was all that mattered.

22

In paragraph 2, what does the phrase “made her want to dance along with the leaves” **most** suggest about Mrs. Majeska?

- A She is ready to move along quickly to get home.
- B She remembers the words to a song in her head.
- C She likes the fall weather because it causes change.
- D She is happy because she is enjoying her day.

23

How do paragraphs 3 and 4 foreshadow the ending of the story?

- A by emphasizing that a single glove is of little use
- B by emphasizing that nobody cares about a lost glove
- C by showing that Mrs. Majeska is careful when picking up the glove
- D by showing that Mrs. Majeska is worried about the owner of the glove

24

Based on paragraphs 5 and 6, which sentence **best** contrasts Mrs. Majeska and the children?

- A Mrs. Majeska wants to clean the glove but the children do not.
- B Mrs. Majeska is sorry for the glove owner but the children are not.
- C Mrs. Majeska is happy to see the glove while the children are not.
- D Mrs. Majeska understands the value of the glove while the children do not.

**GO ON**

25

Mrs. Majeska's actions in paragraphs 7 and 8 **most** contribute to the development of the central idea by showing that she

- A is content that the gloves are back together
- B considers taking the gloves home for herself
- C thinks she is silly for worrying about the gloves
- D cleans off the gloves to make them easy to find

26

What can the reader infer about Mrs. Majeska in paragraph 9?

- A She is nervous that the gloves will not be found by their owner.
- B She is concerned about what the boy and the two ladies think of her.
- C She is scared by the boy who is riding on the bike.
- D She is upset by the old ladies who walk past her.

27

Which word **best** describes Mrs. Majeska in paragraph 10?

- A proud
- B restless
- C stubborn
- D regretful

28

What does the point of view in paragraph 11 help the reader to understand?

- A an owner's joy in finding the gloves
- B Mrs. Majeska's concern that a puppy might chew the gloves
- C a housewife's eagerness to put the gloves to use
- D Mrs. Majeska's surprise that someone took the gloves

**GO ON**

**Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.**

**Excerpt from *The French Resistance* by Ann Weil**

**1** In June, 1940, France surrendered to the German forces that had invaded their country during World War II. The Germans established a new “French” government in Vichy France. Many French people felt betrayed by their government for “giving up.” These patriotic French men and women wanted to keep fighting the Germans, and so the French Resistance was born.

**2** At first the French Resistance consisted of different groups working separately. The groups attacked the German forces in France and disrupted their operations. Another goal was to spy on German forces to gather useful information. Then they provided this information to the Allied Forces. The Allies included the United States and Britain, who were fighting the Germans in World War II. The French Resistance also helped Allied airmen who had fallen behind enemy lines escape from France.

**3** When France first fell to the Germans, many French citizens were simply struggling to survive. After a year, German forces occupied the entire country. By 1941, the French Resistance was becoming better organized and more effective. Britain supported the French Resistance by supplying equipment and sending trained agents to help sabotage the German military. One way the French Resistance worked was to damage the French railways. These railways were used by the Germans to transport equipment throughout the country. Allied bombers also destroyed rail lines. This combined effort made it difficult for German forces to move troops and equipment throughout France. Resistance forces also sabotaged electric power grids and telecommunications facilities.

**4** Different cells within the French Resistance focused on different tasks. Some were mostly concerned with sabotage. Others focused on providing military intelligence to Germany’s enemies outside France.

- ⑤ By 1944, the French Resistance numbered upwards of 100,000 people. The German government in France was becoming even more unpopular. Some estimates say more than a million French people were reading underground newspapers published by the Resistance.
- ⑥ The men and women of the French Resistance worked with a common goal in mind, but they often had little else in common. Some came from wealthy families. Others grew up poor. Their political beliefs varied, too. Despite these differences, they all cooperated to defeat the Nazis and reclaim France for the French.
- ⑦ June 6, 1944 was D-Day, when Allied troops landed on Normandy Beach in northern France. The French Resistance was very involved in planning this invasion. D-Day marked a turning point in the war against Germany. The French Resistance continued to work with the Allies after D-Day until, finally, Germany was defeated and the war ended.

## 1. Part A

Which phrase is closest in meaning to the word **sabotage** as it is used in paragraphs 3 and 4?

- Ⓐ give up
- Ⓑ work together
- Ⓒ put out of action
- Ⓓ spy on

## Part B

Which detail from the passage is the best example of **sabotage**?

- Ⓐ ...occupied the entire country
- Ⓑ ...becoming better organized and more effective
- Ⓒ ...damage the French railways used by the Germans
- Ⓓ ...providing military information to Germany's enemies

## 2. Part A

Which event caused the other events to happen?

- Ⓐ The Germans established a new "French" government.
- Ⓑ France surrendered to the Nazi Germany forces.
- Ⓒ The French Resistance was born.
- Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

## Part B

Which two events were effects of the correct event from Part A?

- Ⓐ The Germans established a new "French" government.
- Ⓑ France surrendered to the Nazi Germany forces.
- Ⓒ The French Resistance was born.
- Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

## Part C

Which event happened in response to the correct events from both Parts A and B?

- Ⓐ The Germans established a new "French" government.
- Ⓑ France surrendered to the Nazi Germany forces.
- Ⓒ The French Resistance was born.
- Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

**3. Part A**

Read the following sentence from paragraph 4:

*Different **cells** within the French Resistance focused on different tasks.*

What does the word **cells** refer to in the sentence?

- Ⓐ German troops
- Ⓑ places in France
- Ⓒ groups of people
- Ⓓ phones and radios

**Part B**

Which detail from the text best supports the correct answer to Part A?

- Ⓐ ...the French Resistance consisted of different groups working separately...
- Ⓑ ...German forces occupied the entire country.
- Ⓒ ...more than a million French people were reading underground newspapers published by the Resistance.
- Ⓓ ...finally, Germany was defeated and the war ended.

**4. Part A**

Which idea in paragraph 7 is also a main idea in the passage?

- Ⓐ D-Day was an Allied invasion of Normandy Beach in northern France.
- Ⓑ The French Resistance worked with the Allies to win the war.
- Ⓒ D-Day was a turning point in the war against Germany.
- Ⓓ The French Resistance was the effort to fight the Nazis after France fell to the Germans.

**Part B**

Which sentence from the passage best supports the correct answer to Part A?

- Ⓐ Britain supported the French Resistance by supplying equipment and sending trained agents to help sabotage the German military.
- Ⓑ Different cells within the French Resistance focused on different tasks.
- Ⓒ The German government in France was becoming even more unpopular.
- Ⓓ The men and women of the French Resistance worked with a common goal in mind, but they often had little else in common.

Excerpt from *The Message* by Joan Linck**Introduction**

❶ *This story takes place in 1944 in Caen (KAHN), France, located in the Normandy region of northwestern France, about 16 kilometers (10 miles) inland from the English Channel.*

**Secret Meeting**

❷ "Red lanterns burn brightly in Suez." Aimee whispered the password into the barn.

❸ "Mostly when it rains." The stranger murmured his portion of the password from behind the heavy wooden door as he creaked it open, glimpsing Aimee and her companion. Day was fading into night, and in the feeble light she guessed he was maybe eighteen or nineteen years old. She wished he would hurry because each time the cold February wind rustled the trees, she thought a soldier was approaching. He hesitated; then he warily opened the door.

❹ "Come in," he said in a voice as stiff and cold as the onshore breeze. Aimee stepped over the threshold into the old brick barn. She carefully held her elbow askew so young Jacques could follow her. Behind them the stranger slid a wooden plank through metal brackets on each side of the door.

❺ "Why did you bring your little brother? I was not told two people were coming tonight."

❻ "Jacques is not my brother. But he is the one with news and he needed help finding you."

❼ Fifteen-year-old Aimee and the stranger worked for the French Resistance. They were part of a secret group of ordinary citizens living in German-occupied France. They did whatever they could to help England, the United States, and other Allied countries stop the German dictator Adolph Hitler from taking over Europe during World War II. Aimee's contact in the Resistance had requested that she meet Jacques near Caen's railway station this afternoon and escort him to this barn. She had been given only vital

information: the barn's location and the password to enter. She watched as the stranger scrutinized Jacques' appearance, but when he noticed the vacant look in Jacques' eyes, he relaxed.

- 8 "Oh, of course." His voice softened. "We haven't been properly introduced. I'm Pierre."
- 9 "Pleased to meet you. I'm Jacques La—"
- 10 "Ah-ah-ah," interrupted Pierre. "First names only to keep us all safer." He offered the visitors a comforting smile as he invited them to sit down in a horse stall. It was vacant except for bales of hay and a picnic basket.
- 11 A single lightbulb hung from the low rafters. Its light was only bright enough to hint at what lay in the barn's corners. As ordered by the Germans, blackout material covered the windows to prevent light from shining out. The French counted on it to prevent German soldiers from spying in.
- 12 Straw from the animal stalls spilled onto the stone floor. The sweet aroma of hay mixed with the pungent smell of cattle. As she'd been taught to do, Aimee scanned the interior of the barn for potential hiding spots in case the German soldiers should appear. Getting caught sending information to the enemy meant prison, or worse. But the three in the barn were willing to take that risk if it helped free their beloved France from Hitler's grip.

### 5. Part A

Which word best describes Pierre when Aimee and Jacques first arrive?

- (A) afraid
- (B) angry
- (C) friendly
- (D) suspicious

### Part B

Which detail from the passage best supports the correct answer to Part A?

- (A) "Come in," he said in a voice as stiff and cold as the onshore breeze.
- (B) "Why did you bring your little brother? I was not told two people were coming tonight."
- (C) "Oh, of course." His voice softened.
- (D) "Ah-ah-ah," interrupted Pierre.

**6. Part A**

Which word best describes Pierre at the end of the passage?

- Ⓐ afraid
- Ⓑ angry
- Ⓒ friendly
- Ⓓ suspicious

**Part B**

Which detail from the passage best supports the correct answer to Part A?

- Ⓐ "Come in," he said in a voice as stiff and cold as the onshore breeze.
- Ⓑ "Why did you bring your little brother? I was not told two people were coming tonight."
- Ⓒ "Oh, of course." His voice softened.
- Ⓓ "Ah-ah-ah," interrupted Pierre.

**7. Part A**

What does vacant mean in paragraph 7?

- Ⓐ blank
- Ⓑ discouraged
- Ⓒ mean
- Ⓓ pitying

**Part B**

On the basis of the correct answer to Part A and other clues in the text, which is most likely?

- Ⓐ Jacques is blind.
- Ⓑ Jacques is angry at Pierre.
- Ⓒ Jacques feels sorry for Aimee.
- Ⓓ Jacques does not want to be there.

**8. Part A**

From which character's point of view is the story told?

- Ⓐ Aimee
- Ⓑ Pierre
- Ⓒ Jacques
- Ⓓ first-person narrator

**Part B**

How does this point of view influence how events are described?

- Ⓐ Readers know how long Pierre was waiting for Aimee to arrive.
- Ⓑ Readers know more about Jacques than either Aimee or Pierre.
- Ⓒ Readers know what Aimee was doing before she got to the barn.
- Ⓓ Readers know the narrator is spying on the three main characters.

**9. Part A**

Which text structures and topics are used in *The Message*? Choose all that apply.

- Ⓐ descriptions and paragraphs
- Ⓑ dialogue and characters
- Ⓒ Normandy
- Ⓓ D-Day
- Ⓔ underground newspapers
- Ⓕ why people joined the French Resistance

**9. Part B**

Which text structures and topics are used in *The French Resistance*? Choose all that apply.

- Ⓐ descriptions and paragraphs
- Ⓑ dialogue and characters
- Ⓒ Normandy
- Ⓓ D-Day
- Ⓔ underground newspapers
- Ⓕ why people joined the French Resistance

**10.** Write a paragraph that compares and contrasts each author's point of view about the French Resistance. Include the genre of each text and support your ideas with examples from both texts.

11. You have read two texts about the French Resistance and people who were part of it. Write an essay that compares and contrasts the central ideas in the two texts and how the authors develop their ideas.
- Describe the theme or central idea of each text.
  - Compare and contrast these ideas.
  - Explain how each author develops their theme or central idea!
  - Include specific details from both texts to support your response.