

# Chapter 15 Reading Skills

## Foundational Strands

- **Reading Skills:** reading words that have common diphthongs; reading poetry with increased accuracy, expression, and an appropriate speed in successive readings
- **Reading Literature:** identifying the theme of poems

## Diagnostic Test

- In this chapter, administer **Grade 5 Diagnostic Test** to assess students' current skills. The same assessment was given at the beginning of the year and will be given again at the end of the year to assess students' progress throughout the year.

## Preparation

- For Lesson 1, select **DM 8.2A Poetry Forms** for display.
- For Lesson 2, select a digital spinner for display or print **BLM 15.2A Five-Section Spinner** on **CARD STOCK**, laminate the page, and assemble the spinner. Write the following settings on the spinner sections: *a junkyard, a candy shop, the earth's core, a five-star restaurant, and a school-caféteria trash can*. Select **DM 8.2A Poetry Forms** for display. Print **BLM 15.2B Reading Fluency Poem** for each student.
- For Lesson 3, select **DM 15.3A Reaching for the Stars**, **DM 15.3B Symbols**, and **DM 8.2A Poetry Forms** for display.
- For Lesson 4, select **DM 8.2A Poetry Forms** for display.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. For each student, print **BLM 15.5A Listening Comprehension Assessment**. Print **BLM 15.2B Reading Fluency Poem** for reference.

## Reading Homework

- Have students read independently every evening to increase their reading rate throughout the year.

## Lesson 1

### Phonics Refresher

- Read the following short passage and have students identify the repeated sound throughout the passage:

Brown cows grazed about on a flowering mountain. From the south side of the peak, a low growl increased to a loud howl. The strangely curious cows wandered south around the mountain. Within the hour, they found the source of the sound: a wolf crouched and on the prowl! The cows roused with their hearts pounding and bounded back around to the safety of their side of the mountain. (/ou/)

- Write the following sentence on the board: *In the busy and crowded town of Southport, there was no time to lounge, but the inhabitants did not grouse.* Read the sentence aloud, and have students snap their fingers each time they hear the *ou* sound. Select volunteers to underline the letters in each word that make the /ou/ sound. (**crowded, town, Southport, lounge, grouse**) Ask students what they notice about the letter combinations that make the *ou* sound. (**Possible answers: The sound can be made with different letter combinations, /ou/ is spelled ou and ow.**) Point out that some words also have a silent *e* at the end as *lounge* and *grouse* do. Share that /ou/ is a diphthong, when two or more vowels glide together in one syllable, moving from one vowel sound to the next. Ask students what other diphthongs they have learned. (/oi/, /oo/, /oo/) Select volunteers to state additional *ou* diphthong words. Write students' words under the words in the sentence that have the same *ou* spelling. (**Possible answers: ou: doubt, spouse, noun, bounce, out; ow: drown, towel, power, crown, vowel**) Reread the paragraph from the beginning of the lesson if students need more ideas for words. Have students whisper the *ou* words from the board with a partner. Keep the list of words displayed.
- Direct students to select one word from the list to use in their own sentences on whiteboards. Then, guide them to erase their *ou* words, replace them with synonyms or related words, and underline the new words. Have students exchange boards with their partners and direct partners to determine the original *ou* word that the underline word replaced. Have partners reread their sentences with the *ou* words.
- Direct students' attention to the first student page and have students complete it.

### Word Meaning

- Write the following sentences, including the underlines, on the board:
  1. When the celebrity visited our town, everyone wanted his autograph and asked him questions about how he became famous.
  2. Genevieve said she did not deliberately trip the boy but that it happened by accident.
  3. The founder of the company explained how he came up with the idea of making shoes for dogs.

Read the sentences as a class. Arrange students into pairs and have them discuss how to use context clues to construct a possible meaning for each underlined word. Direct each pair to write their definitions on a whiteboard. Have volunteers explain to the class their process of determining the unknown words. Direct students' attention to the second student page and have them complete the *Word Meaning* exercises.

### Listening Comprehension

- Display **DM 8.2A Poetry Forms** and state that students will hear a rhyming poem. Point out the elements of *rhyming* and share that alliteration is the repetition of first or emphasized sounds. Read the following sentence: *The bored boy baked a loaf of bread.* Ask students what alliteration sound they hear. (/b/) Have them tell their partners a sentence containing alliteration and their own first names.
- Read the poem below aloud two times. Before the second reading, encourage students to take notes. Clarify that notes for poetry might consist mostly of key words or phrases. Then, read the statements one at a time. Direct students to mark *true* or *false* on the second student page in the *Listening Comprehension* section.

#### The Zany Zoo

It's a madhouse menagerie. Guests are afraid.  
No latches or locks? This zoo's poorly made!  
Past snake-covered sidewalks a panther is prowling.  
The petrified people start hiding and howling.  
A kangaroo kidnaps a kid's kettle corn.  
Everyone's shouting and trying to warn

Of the lion that's lurking around the gift shop.  
They run to the exit and don't pause and don't stop.  
Goodbye, the gorilla waves to the crowd,  
Grateful they're gone because humans are loud.

1. The zoo has strict rules about animals staying in their cages.
2. Guests are having a good time at the zoo.
3. Guests believe that the animals are out of control.
4. Animals believe that the guests are loud.

## Lesson 2

### Reading Comprehension

- Arrange students into small groups. Display the prepared digital spinner or the spinner from **BLM 15.2A Five-Section Spinner**. Have a student from each group spin the spinner to determine and record a setting. State that sensory details are words that help the reader hear, see, smell, taste, or feel what is happening in a text. Direct groups to write a description of the setting using sensory details. Then, have groups assign a theme to their setting. Select a volunteer from each group to share the group's setting, description, and theme. Teach that sensory details and theme are common elements in poetry. To determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn. The author may communicate the message through repeated or key words, dialogue, and main events, including the climax.
- Direct students' attention to the first student page. Have boys and girls alternate reading stanzas of the poem chorally. Guide them to read fluently with a consistent rhythm. Display **DM 8.2A Poetry Forms** and have students discuss with partners which form the poem is and why. (*Answers will vary.*) State that the poem is narrative because it tells a story and is written in metered verses. Ask students which lines of the poem rhyme. (**2 and 4**) To identify rhyme scheme, guide students to use a new letter for each different ending sound but the same letter for rhymes. Therefore, *A* would represent line 1, *B* for line 2, *C* for line 3, and *B* again for line 4 because it rhymes with line 2. Then, have students complete the exercises independently or in pairs.
- Distribute **BLM 15.2B Reading Fluency Poem** to each student. State that this poem is lyrical. Remind students that a lyrical poem is songlike in rhythm, expresses strong emotions, and sometimes rhymes. Direct students to practice reading the poem each day in Lessons 2–4 to practice fluency. Have them quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color each day to underline words that cause them to stumble and to write each day's date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

## Lesson 3

### Word Meaning

- Display **DM 15.3A Reaching for the Stars** and read the poem chorally. Select volunteers to underline words they do not know. Finally, discuss key vocabulary. Circle the word *meticulous* in the passage and state that this is one key vocabulary word. Ask students what they think *meticulous* means from context clues in the poem. (*Possible answers: carefully observing, having attention to detail*) Direct students to look up the definition for the word in the dictionary and to check it against their created definition. As a class, revise the definition for accuracy as needed but keep it in students' words.

# Chapter 15 Reading Skills

- Display **DM 15.3B Symbols** and have students name the meanings of the symbols. (**Possible answers: peace, love, Jesus; hope, love, faith**) State that a symbol is an object that has special meaning and can be expressed in abstract language such as hope, beauty, or love. Guide students to draw a symbol to represent the word *meticulous*. (**Possible answers: a pair of glasses, a hand lens, a checklist**) Select volunteers to share their symbols with the class and why they chose them. Ask students how knowing the word *meticulous* helps them better understand the poem. (**Possible answers: by understanding the narrator better, by seeing how the skill of being meticulous could help the narrator become an astronaut**) Have students work in pairs to create a summary of the poem. Encourage them to include who, what, where, when, and why if those key details are stated or implied in the passage. (**Possible answer: A child who has autism is noticing details in a classroom and is reminded that he wants to use his God-given talents to become an astronaut one day.**)
- Have students turn to the poem on the student page. Share that the poem refers to Sojourner Truth, who was a former American slave and abolitionist who gave a famous speech entitled “Ain’t I a Woman?” For each stanza, have the girls read the first two lines and boys read the second two. Display **DM 8.2A Poetry Forms** and have students discuss with a partner which form the poem is and why. (**Answers will vary.**) State that it is free verse because it has no set number of lines and the line length varies, and it has no fixed rhyme schemes or regular meter. Share that the poem “Reaching for the Stars” is also free verse. Have students complete the exercises independently.
- Direct students to retrieve their reading fluency poems from Lesson 15.2. Have them quietly read the poems aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Have students retain their reading fluency poems for reuse in later lessons.

## Lesson 4

### Reading Comprehension

- Have students turn to 2 Samuel 22 in their Bibles and observe the song that David sang to God. Chorally read **2 Samuel 22:3**. Ask what word David first uses to describe the Lord. (**rock**) Is David saying that the Lord is a physical rock? (**No.**) Review the meaning of *symbol*. Convey that symbolism is the use of an object, person, or something in nature to represent a larger idea. Poems and songs use symbolism to help readers visualize the text and to create a deeper meaning. Convey that *rock* is often used as a symbol to describe God in the Bible. Ask students what this symbolism reveals about God’s character. (**Possible answers: He is strong; He can withstand any enemies; He is permanent.**)
- Arrange students into small groups and assign each group a theme, such as courage, cooperation, kindness, friendship, or family. Direct each group to draw 3–5 symbols that represent their theme. Have them display their symbols for the class and direct the class to guess the group’s theme. Review that to determine theme in a poem or story, readers can ask what the main character learns or what the author wants the reader to learn.
- Direct students’ attention to the poem on the first two student pages. Convey that this is an epic poem. Teach that an epic is a poem or tale about a journey in which the hero performs great deeds. Display **DM 8.2A Poetry Forms** and chorally read the elements of *epic*. State that a quest is a journey undertaken by a hero to fulfill a mission. Explain that the quest occurs because there is a problem and the main character is trying to find a solution. Usually during a quest, a character undergoes challenges and must overcome obstacles. Working through these challenges often leads to character growth. The character may become wiser, braver, or more humble. Ask students for an example of a quest. (**Possible answer: a knight slaying a dragon to rescue a princess**) What type of change could the main character experience because of this type of quest? (**Possible answer: He could change from being afraid to being brave.**) What theme could that epic have? (**Possible answers: courage, strength, bravery**) Arrange students into pairs. Have them read the poem to their partners, taking turns every two lines. Then, direct students to complete Exercises 1–25 independently and Exercise 26 with their partners.
- Direct students to retrieve their reading fluency poems. Have students quietly read the poem aloud to themselves, focusing on reading accurately with expression. Direct them to use a different color to underline words that cause them to stumble and to write today’s date in the same color. Then, direct students to tally the number of words over which they stumbled on each date and to determine whether they read more accurately each day.

## Lesson 5

### Reading Fluency

- For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

### Assessment

- Distribute **BLM 15.5A Listening Comprehension Assessment** and have students preview the exercises. Read the poem from **BLM 15.2B Reading Fluency Poem** to students twice. For all listening comprehension assessments in *Reading Skills*, encourage students to take notes during the second reading. Then, have them complete the exercises.



Name \_\_\_\_\_

Reading Skills  
15.1

### Phonics Refresher

Read the words. Fill in the circle for the word that has the **ou** sound as in **cow**.

1. <input checked="" type="radio"/> vowel	3. <input type="radio"/> cowl	5. <input type="radio"/> cantaloupe
<input type="radio"/> crawl	<input type="radio"/> court	<input checked="" type="radio"/> clubhouse
<input type="radio"/> bowl	<input checked="" type="radio"/> crown	<input type="radio"/> camouflage

2. <input type="radio"/> arrow	4. <input type="radio"/> acute	6. <input type="radio"/> double
<input checked="" type="radio"/> allow	<input checked="" type="radio"/> account	<input type="radio"/> detour
<input type="radio"/> aglow	<input type="radio"/> accord	<input checked="" type="radio"/> discount

For each definition, write the word on the line. Use two of the word parts to make each word. **Not all the word parts will be used.**

7. ow owl b br  
an action done as a sign of respect bow  
a part of the body above the eye brow

8. p ound comp ounce  
to hit repeatedly pound  
to make by joining parts together compound

9. out fl our h  
an ingredient used in baking flour  
a measure of time hour

10. v t over owl  
a cloth used for drying towel  
a letter that is not a consonant vowel

11. ow over t p  
a tall building or fortress tower  
the ability to move with great speed or strength power

Circle **fact** or **opinion** for each sentence.

12. Most flowers need soil, sunlight, air, and water to sprout. ☒ fact ☐ opinion

13. Every child should get a weekly allowance. ☐ fact ☒ opinion

14. An ounce is a unit of weight. ☐ fact ☒ opinion

15. A noun is a person, place, thing, or idea. ☐ fact ☒ opinion

16. Spending time outdoors is better than time indoors. ☐ fact ☒ opinion

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Name \_\_\_\_\_

Reading Skills  
15.1

### Word Meaning

Underline the word that has a similar meaning to the word in **bold**.


17. When I broke my leg, my mom kept her **composure**, which helped me stay calm too.  
anxiety worry calmness confidence

18. Going to the movies is **contingent** on whether he gets his assignment finished first.  
dependent eternal impossible lost

19. Our two groups **fused** into one large team to complete the task more quickly.  
separated divided combined thinned

20. The dress code for the dance was **informal**, so I wore jeans and a t-shirt.  
fancy casual dressy strange

21. The princess admired the **exquisite** ballroom in the castle that contained marble floors and golden chandeliers.  
ordinary elegant unrefined sizable



### Listening Comprehension


Listen to your teacher read the passage and statements. Make a check mark beside **true** or **false** for each statement.

22. ☐ true ☒ false

23. ☐ true ☒ false

24. ☒ true ☐ false

25. ☒ true ☐ false



200 Skill: using context clues, listening for information and details © Language Arts • Reading Skills Grade 5

Name \_\_\_\_\_

Reading Skills  
15.2

### Reading Comprehension

Read the poem.

#### The Family Secret

Today was the day that his father would share  
The secret to cooking an exquisite meal,  
A tradition passed down from each generation.  
Navid waited patiently for the reveal.

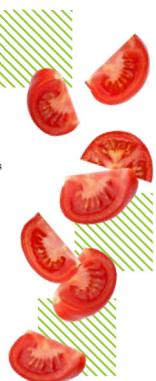

His father proceeded in wholehearted haste  
As he knocked over several containers of spice.  
He slowed down to dice the **juicy** tomatoes.  
He might make a mess but was always precise.

He added the oil in a quick graceful pour,  
And only spilled slightly when it then he stirred.  
He scooped with his hands all the fresh-cut tomatoes  
As gently as one holds a small baby bird.

But at the last second, he tripped on a rug.  
Tomatoes went flying like **soggy** confetti!  
Navid caught his father before he fell down  
And held him until he was finally steady.

"Was that the ingredient? The family secret?"  
Navid asked while dodging the mess on the ground.  
His father just smiled, and he shook his wise head,  
"No worries, my son. That's not where it's found."

He paused to create a dramatic effect,  
Then said, "Here's the secret to you I consign:  
A measure of gratitude. That is the key.  
When a cook is most thankful, the food is divine."

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Name \_\_\_\_\_

Reading Skills  
15.2

"Our Afghani food is a way to show love,  
With attention to detail in every part.  
But we always remember to give our full thanks,  
For a meal's like a prayer—it begins with the heart."

"You must trust that this trick of the trade really works.  
For gratitude truly can impact the taste.  
But help me now save the remaining tomatoes.  
We don't want them all to end up as waste."


Complete the exercises. **Answers will vary.**

1. Highlight a sensory detail in stanza 2.

2. Highlight a sensory detail in stanza 4.

3. Cross out the elements that do not apply to the poem.

tells a story ☐ uses rhyme and meter ☒ has punctuation ☒ is five stanzas long ☒ is five lines long ☒ contains alliteration ☒ has a setting ☒ has characters ☒ is likely to be set to music and sung ☒ has seven syllables in each line



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# Chapter 15 Answer Key

Name \_\_\_\_\_

Reading Skills  
15.2 (continued)

Fill in the circle next to the answer that best completes the sentence.

4. The narrator of the poem is \_\_\_\_\_.  
☐ David ☐ David's father  
☒ a third-person narrator ☐ David's mother
5. The reader can infer that the setting of the poem is most likely \_\_\_\_\_.  
☒ in a kitchen ☐ in a dining room  
☐ in a restaurant ☐ all of the above
6. The rhyme pattern of this poem is \_\_\_\_\_.  
☐ AABB ☐ ABAB  
☒ ABCB ☐ ABCC
7. A topic of the poem could be \_\_\_\_\_.  
☐ family ☐ cooking  
☐ tradition ☒ all of the above
8. The key to the recipe is \_\_\_\_\_.  
☐ tomatoes ☒ gratitude  
☐ forgiveness ☐ spices
9. The poem's theme is best communicated in \_\_\_\_\_.  
☐ stanzas 1–3 ☐ stanzas 2–4  
☐ stanzas 3–5 ☒ stanzas 6–8
10. The best theme of the poem is \_\_\_\_\_ because it is what the main character learns about.  
☒ thankfulness ☐ freedom  
☐ tomatoes ☐ cooking safety



11. Explain your answer for Exercise 10 using text evidence from the poem.

**Possible answer:** Thankfulness is the best theme because David's father teaches David to give thanks and that gratitude is the key. He mentions "gratitude" twice, "thanks," and "thankful."

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Skill: identifying the theme of a poem 203

Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentences true.

12. T The dish David's father is making has been in the family for years.  
**Afghani**
13. F The recipe is for a traditional ~~African~~ dish.
14. T Tomatoes went flying because David's father tripped over a rug.
15. F Ingredients in the dish include spices, ~~mushrooms~~, and tomatoes.

16. Make a check mark next to all the lines that contain figurative language.

- ☐ David waited patiently for the reveal.
- ☒ As gently as one holds a small baby bird.
- ☒ Tomatoes went flying like soggy confetti!
- ☒ For a meal's like a prayer—it begins with the heart.
- ☐ His father just smiled, and he shook his wise head,
- ☐ But help me now save the remaining tomatoes.



Write the letter of the word next to its meaning.

17. b the people born and living during the same time **a. exquisite**
18. d very exact **b. generation**
19. e to give over to someone else **c. haste**
20. a carefully and delicately made **d. precise**
21. f heavenly, of the best kind **e. consign**
22. c speed or quickness **f. divine**

Answer the questions in complete sentences.

23. What is the meaning of the line *He might make a mess but was always precise*?  
**Possible answer:** The line means that David's father is a messy cook but he always gets the recipe right.
24. What do you think David's father means when he says that a meal is like a prayer?  
**Possible answer:** The line means that a person prays and cooks from the heart.
25. What is a traditional food that is made in your family? Use three sensory details to describe the food.  
**Answers will vary.**

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Name \_\_\_\_\_

Reading Skills  
15.3

## Word Meaning

Read the poem.

### Responding to Truth

"Ain't I a woman?" inquires the woman,  
 Showing the crowd her arm,  
 Pressing down on the bruised memories  
 Of her painful past.

"Ain't I a woman?" repeats the mother,  
 Longing for children who were sold and separated from her  
 As if trinkets in a yard sale  
 And not her own flesh and blood.

"Ain't I a woman?" cries out the abolitionist,  
 Raising her voice in courtrooms and platforms  
 To gain back her rights, her children, her future;  
 To advocate for freedom, for equality, for justice.

"Ain't I a woman?" entreats the missionary,  
 Opening her arms to proclaim  
 That Jesus loves and God created  
 All colors.

"Ain't I a woman?" queries the author,  
 Sharing her narrative, planting hope  
 So future generations would  
 Learn, flourish, grow.

"Ain't I a woman?" repeats Sojourner Truth.  
 An obvious answer to  
 A difficult question  
 That the world is still responding to today.



1. Reread the poem and underline unknown words or phrases. Circle words that seem important to understanding the poem. **Answers will vary.**

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Skill: using context clues 205

Choose three key vocabulary words from the Answer Bank that are the least familiar to you. Write the words on the lines. Then, write what you think each word means using context clues from the poem. **Answers will vary.**

### Answer Bank

abolitionist advocate entreat proclaim query flourish

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. In a dictionary, look up the definitions for your chosen key vocabulary. Find the definition that best matches the meaning of each word in the poem. Revise your definitions as needed but keep them in your own words.

6. Draw a symbol to help you remember the meaning of each chosen key vocabulary word. Label the symbol with the word. **Drawings will vary.**



Above each underlined word, write a word or phrase that is a synonym from the Answer Bank.

### Answer Bank

asks begs announce thrive stand up

7. To advocate for freedom, for equality, for justice. **stand up**
8. "Ain't I a woman?" queries the author, **asks**
9. "Ain't I a woman?" entreats the missionary, **begs**
10. Opening her arms to proclaim **announce**
11. Learn, flourish, grow. **thrive**

12. Write a summary of the poem. Include who, what, where, when, and why.

**Possible answer:** In United States history, Sojourner Truth took a stand against slavery because she believed God loved people of all races.

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# Chapter 15 Answer Key

Name \_\_\_\_\_

Reading Skills  
15.4

## Reading Comprehension

Read the poem.

### The Light on the Hill

Upon a great hilltop, a town woke one day  
To a darkness that filled them with greatest dismay.  
But Abner spoke up, "I'll go find the light.  
I don't fear the dark. I was born without sight.  
But first, I will need the help of some eyes."  
So, he went to the forest to find someone wise.  
Although he was blind, he could still get around,  
And he followed a path leading toward a "hooo" sound.

"Friend Owl," Abner said, "Have you seen a glow?  
Our light is gone. Which way should I go?"  
Observing the boy, the wise owl replied,  
"I admire your courage. Let me be your guide.  
Just follow my voice. There's a glimmer nearby."  
Then he took off and led with calls from the sky.

Owl suddenly stopped. "Right here," said the bird,  
"You walk straight ahead but heed my last word:  
Remember, the spark that we each have inside.  
Is a gift from the One who above does reside."

Friend Owl then flew off, and Abner perceived  
A disgruntled young man who sounded bereaved.  
"Hello," Abner called, "Do you need some help?"  
The man jumped up startled and gave a short yelp.  
"I cannot go back. I won't," cried the man.  
"This darkness was not my intention or plan.  
I got scared," said the man, "that my light, if let free  
Would not be enough for the townsfolk and me.  
So, I hid my own light, and then they hid theirs,  
For they said that their lights were too precious to share."

Now Abner thought hard about his reply.  
Recalling Owl's words, he gave this a try:  
"This light we possess is not ours alone.  
It's a gift from Another to make Himself known.  
Now if you will share this gift that He gave,  
I think that this darkness away He will wave."



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Skill: Identifying the theme of a poem 207

Then Abner extended his hand in a plea.  
The man took his hand and let his light free!  
The people all cheered when they both returned.  
The man was forgiven. His lesson was learned.

Inspired, he went to paint for them all  
A mural upon the town's outer wall  
The painting was tactile, so Abner could feel  
That the light he had shared had saved all from fear.



### 1. Make a check mark by all the elements that apply to the poem.

- ☒ is a long, narrative poem
- ☒ rhymes
- ☐ has the same number of lines per stanza
- ☒ has a hero on a quest
- ☒ tells a story
- ☐ contains alliteration
- ☐ is humorous



### Number the events of Abner's quest in order.

2. 4 Abner finds an upset young man.
3. 6 Abner and the young man return light to the town.
4. 3 A wise owl leads Abner through the forest.
5. 1 Abner volunteers to go search for the missing light.
6. 5 Abner convinces the young man to share his light with others.
7. 2 Abner sets off through the forest searching for the light.

### Draw a line from the word to its meaning.

- |                 |   |                                   |
|-----------------|---|-----------------------------------|
| 8. dismay       | → | to pay attention to               |
| 9. heed         | → | to own or to keep                 |
| 10. disgruntled | → | a strong feeling of being worried |
| 11. possess     | → | relating to the sense of touch    |
| 12. tactile     | → | annoyed or upset                  |

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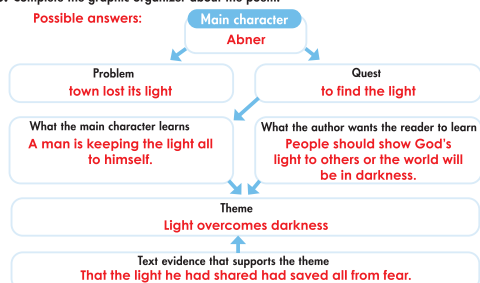
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Name \_\_\_\_\_

Reading Skills  
15.4 (continued)

### 13. Complete the graphic organizer about the poem.

Possible answers:



Circle the correct answer.

14. Why is it surprising that Abner is the one who is going to find the light?  
because he is afraid of the dark  
because he is blind  
because he is an owl  
because he is deaf
15. In the line, "a gift from the One who above does reside," who is the One?  
the wise owl  
Abner  
God  
the disgruntled young man
16. Which of the following lines best communicates the theme of the poem?  
The man jumped up startled and gave a short yelp.  
I don't fear the dark. I was born without sight.  
I admire your courage. Let me be your guide.  
That the light he had shared saved all from fear.

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Skill: Identifying the theme of a poem 209

### 17. Which of the following is not an event in Abner's quest?

Abner uses a wise owl to help him find the light.  
A wise owl leads Abner through the forest.  
Abner gets lost in the forest.  
Abner finds a young man in the forest.

### 18. Why does the young man from the forest make the mural tactile?

because it's his favorite way to paint  
because he wants Abner to feel it  
because the town requested it  
all of the above

Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words that make the sentences true.

19. T The owl demonstrates that he is wise when he tells Abner that the spark that everyone has is a gift from the One.  
he caused the darkness
20. F The young man in the forest is upset because his light was stolen.
21. T The town went dark because the young man and townspeople hid their lights.
22. F When the young man returns, the townspeople ignore him.  
forgive

Answer the questions in complete sentences.

23. In the poem, what does the light symbolize?  
The light symbolizes God's love within people.
24. What change does the young man in the forest experience?  
The young man is afraid at first but then shows bravery by using his light to drive away fear.
25. How can you share your light with others?  
I can share my light by telling others about Jesus and by using the fruit of the Spirit to honor God and love people.
26. Discuss with a partner a symbol that represents who God is to you.

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