**5th Grade**

**Unit 1: Playing with Words**

**Summative Evaluation**

**ESSENTIAL QUESTIONS**

**“Why do authors play with language?”**

**“How do authors play with language?”**

This test assesses the following Common Core Standards:

* RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
* L.5.5 Demonstrate the understanding of figurative language, word relationships and nuances in word meanings
* RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Answer Key:**

*Bud, Not Buddy*

Part A: Setting and Mood RL.5.4 RL.5.5

Part B: C RL.5.5

Part C: RL.5.5

* “Little Red Riding Hood and the Wolf” – setting, rhyme, dialogue, rhythm, stanzas, description
* *Bud, Not Buddy* – setting, dialogue, paragraphs, description

“Little Red Riding Hood and the Wolf”

Part A: B RL.5.4 L.5.5

Part B: D RL.5.4 L.5.5

Part C: B RL.5.5

Part D: C RL.5.4 L.5.5

Part E: C RL.5.4

Part F: D RL.5.4

Writing Rubric….Coming Soon!

**Today you will analyze a poem titled “Little Red Riding Hood and the Wolf”** **and a passage from the novel *Bud, Not Buddy*. As you read these texts, you will gather information and answer questions about the author’s choice of language so you can write an essay about author’s word choice.**

Read the poem titled “Little Red Riding Hood and the Wolf.” Then answer the questions.

“Little Red Riding Hood and the Wolf”

*by* Roald Dahl

4 In came the little girl in red.
She stopped. She stared. And then she said,
'What great big ears you have, Grandma.'
'All the better to hear you with,'
the Wolf replied.
'What great big eyes you have, Grandma.'
said Little Red Riding Hood.
'All the better to see you with,'
the Wolf replied.
He sat there watching her and smiled.
He thought, I'm going to eat this child.
Compared with her old Grandmamma,
She's going to taste like caviar.

5 Then Little Red Riding Hood said, '
But Grandma, what a lovely great big
furry coat you have on.'

6 'That's wrong!' cried Wolf.
'Have you forgot
To tell me what BIG TEETH I've got?
Ah well, no matter what you say,
I'm going to eat you anyway.'

7 The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.
She aims it at the creature's head,
And bang bang bang, she shoots him dead.

8 A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, 'Hello, and do please note
My lovely furry wolfskin coat.'

1. As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, 'May I come in?'
Poor Grandmamma was terrified,
'He's going to eat me up!' she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, 'That's not enough!
I haven't yet begun to feel
That I have had a decent meal!'
He ran around the kitchen yelping,
'I've got to have a second helping!'
2. Then added with a frightful leer,
'I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood.'
3. He quickly put on Grandma's clothes,
(Of course he hadn't eaten those).
He dressed himself in coat and hat.
He put on shoes, and after that,
He even brushed and curled his hair,
Then sat himself in Grandma's chair.

**Part E**

What is the tone of the poem?

1. Bitter
2. Sentimental
3. Humorous
4. Optimistic

**Part F**

What evidence from the passage supports the tone set by Roald Dahl?

1. “But Grandmamma was small and tough…”
2. “He sat there watching her and smiled.”
3. “Have you forgot to tell me what big teeth I’ve got?”
4. “She whips a pistol from her knickers.”

**Part A**

What does the word ***decent*** mean as it is used in stanza 1?

1. a tasty meal
2. enough to fill you up
3. something pleasing to the eye
4. a kind or friendly personality

**Part B**

What words or phrases support how ***decent*** was used in the passage?

1. “’He’s going to eat me up!’ she cried.”
2. “He ate her up in one big bite.”
3. “But Grandmamma was small and tough.”
4. “And Wolfie wailed, ‘That’s not enough!’”

**Part C**

In the poem, how does stanza 2 build upon the one before it?

1. It describes the setting where the story takes place.
2. It presents the main conflict of the poem
3. It presents a solution to the main conflict.
4. It presents the climax of the poem.

**Part D**

What is the author’s purpose for using a simile in stanza 4?

1. To describe how large Grandmamma’s eyes are in the poem.
2. To describe how the wolf smiled.
3. To tell how good the little girl tastes.
4. To show how good Grandmamma tastes.

**Answer the questions using the poem “Little Red Riding Hood and** **the Wolf”**



**Today you will analyze a poem titled “Little Red Riding Hood and the Wolf”** **and a passage from the novel *Bud, Not Buddy*. As you read these texts, you will gather information and answer questions about the author’s choice of language so you can write an essay about author’s word choice.**

Read the passage from the novel titled *Bud, Not Buddy*. Then answer the questions.

from *Bud, Not Buddy*

*by* Christopher Paul Curtis

*1* *THE ONLY THING* I could hear was my own breath. It was so loud that it sounded like there were six scared people locked up in the shed.

*2* I closed my eyes and thought real hard about making my breathing slow down. Pretty soon it sounded like the five other breathers in the shed had left. I was still scared but now it was that get-real-excited-and-want-to-move-around kind of scared.

*3* It didn’t take too long for my eyes to get used to the dark. There was a gray gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles. Maybe Mr. Amos had only pretended to lock the door.

*4* I reached my and toward the gray doorknob and quick as that I went from kind of calm to being in that stand-in-one-place-with-spit-drooling-down-the-front-of-your-shirt kind of scared.

*5* Halfway up the door were three little flat monster heads guarding the doorknob. Each head had two little round eyes staring right at me. The eyes were the only thing in the shed that weren’t gray. They were a bright yellow with a big black spot right in the middle.

*6* I dropped my blanket and pillow and back-stepped until my legs hit the woodpile behind me. From all the fast breathing going on you’da thought the five other scared people had come back and brought a couple of scared friends with them.

*7* Each head had a wide-open mouth with a sharp set of pointy teeth and lips smiling back ready to bite. It felt like the shed was getting smaller and smaller and the little mouths were getting closer and closer.

*8* Then, I knew what I was looking at. The doorknob guards were three dried-out fish heads that someone had nailed to the door.

*9* I ran over to the pile of rags and poked at one of them with my shoe to make sure there weren’t any rats or centipedes hiding under it, then I picked it up and hung it over the fish heads so I couldn’t see them and they couldn’t see me.

10 I picked up my blanket and pillow and had to decide what was the best way to sleep. I knew the floor was no good, I’da bet all sorts of bus and roaches were crawling around….

**“Little Red Riding Hood and the Wolf”**

***Bud, Not Buddy***

Descriptions

Stanzas

Rhythm

Paragraphs

Dialogue

Rhyme

**Part C**

Think about how “Little Red Riding Hood and the Wolf” and *Bud, Not Buddy* communicate ideas by using different structures.

Complete the chart by matching each structural element to the story or the poem. You may use some structural elements more than once.



**Answer Part A and B using the passage from *Bud, Not Buddy*.**

**Part A**

What was the author’s purpose for repeating the word ***gray*** in paragraphs 3 and 4? Check all that apply.

\_\_\_ To establish the setting

\_\_\_ To establish mood

\_\_\_ To establish point of view

\_\_\_To establish characterization

\_\_\_ To establish moral or theme

**Part B**

What type of text is *Bud, Not Buddy*?

1. Poetry
2. Drama
3. Prose
4. Genre

**Answer Part C using the poem “Little Red Riding Hood and** **the Wolf” and the passage from *Bud, Not Buddy*.**

**Identify the mood in the passage from *Bud, Not Buddy*. Write an essay describing how the author used specific language to create the mood in the passage. Use specific phrases and details from the passage to support your essay.**

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