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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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# Karen Hesse

**K**aren Hesse has always loved the written word. As a kid, she would read all of the time. She most often did her reading perched in an apple tree at home. Hesse also liked writing poetry and playing with the local kids.



As she grew up, Hesse didn't feel like she fit in. She didn't like being in a crowd and felt uncomfortable when attention was on her. That changed when her stepsister came into her life. Her stepsister made her feel jealous, and the jealousy made Hesse decide to get into acting. She was good at it! Her teacher encouraged her to pursue acting. Hesse first studied theater in college. After she got married, she went back to school. This time, she majored in English at the University of Maryland.

Later, Hesse turned her love of reading into future jobs. She has worked as a librarian, a proofreader, and at a magazine. When she worked as a typesetter, she thought about writing books for kids. However, it took a while for her dream to come true. It took almost ten years for her to get published. She didn't let a setback stop her! She has written more than twelve books. *Out of the Dust* was inspired by a

road trip she once took and the view from the car window. Many of her stories have strong young girls who overcome their problems. They become their own heroes! Often, she sets her stories in the past. The books help today's reader feel like they're living history and realize that some issues never change. Hesse now lives in Vermont with her family

### Did You Know?

- One of Karen's jobs was in a pizza bagel shop. Delicious!
- She used to give poetry readings in college.
- Karen has always declined to write a sequel to any of her books.



# Poems Twenty-six to Thirty-six

(from "Harvest" to "Blame")

Answer the questions in complete sentences.

1. How would you suggest the farm recover the crops lost in the storm?  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you predict Billie Jo will continue playing piano with Arley?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

<b>gripe</b>	<b>obliged</b>	<b>convince</b>	<b>chafed</b>
<b>chirps</b>	<b>mended</b>	<b>crested</b>	<b>mound</b>

1. The bird's sharp \_\_\_\_\_ wake me up every morning.
2. She stepped up to the pitcher's \_\_\_\_\_ and looked the batter straight in the eye.
3. When the show was canceled, all he wanted to do was \_\_\_\_\_ to his parents.
4. I was \_\_\_\_\_ to finish my lessons even though I was a bad piano player.
5. My shorts \_\_\_\_\_ my legs during the hot summer day.
6. Her grandmother always \_\_\_\_\_ her sweaters.
7. The moon \_\_\_\_\_ over the hill and lit up the lake.
8. It was always hard to \_\_\_\_\_ them to come to a party.



# Poems Thirty-seven to Fifty-one

(from "Birthday" to "Art Exhibit")

1. Complete the paragraphs by filling in each blank with the correct word from these Poems.

President \_\_\_\_\_ tells us to  
plant trees. \_\_\_\_\_ will  
break the wind. He says,  
trees  
will \_\_\_\_\_ the drought,  
the animals can take \_\_\_\_\_ there.  
\_\_\_\_\_ can take shelter.  
Trees have \_\_\_\_\_, he says.  
They hold on to the land.  
That's good \_\_\_\_\_, but  
I'm not \_\_\_\_\_ he understands the problem.  
\_\_\_\_\_ have never been at home here.  
They're just not \_\_\_\_\_ to be here.  
Maybe \_\_\_\_\_ of us are meant to be here,  
only the \_\_\_\_\_  
and the hawks.  
My \_\_\_\_\_ will stay, no \_\_\_\_\_ what,  
he's stubborn as \_\_\_\_\_.  
He and the \_\_\_\_\_ have a hold on each other.  
But what about me?

August 1934



# Poems Fifty-two to Sixty

(from "State Tests Again" to "Lunch")

Answer each question with a complete sentence.

1. What is special about Billie Jo's class?  
\_\_\_\_\_  
\_\_\_\_\_
2. How are the animals suffering in the dust?  
\_\_\_\_\_  
\_\_\_\_\_
3. After the Sunday rain, how does the town react?  
\_\_\_\_\_  
\_\_\_\_\_
4. How does the death of Haydon P. Nye tell the story of their town?  
\_\_\_\_\_  
\_\_\_\_\_
5. Ma has left empty spaces in their home. What is noticeable now that she's gone?  
\_\_\_\_\_  
\_\_\_\_\_
6. Why was the President's Ball special for the town?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Billie Jo misses her mother terribly. Every day she is reminded of her death. Some days, she notices this with the things around the house. For example, the piano always reminds her of her mother. There are certain objects in our lives that remind us of important people. What things remind you of your loved ones (living or not)? What makes them so special?



## Poem 11: Rules of Dining

### Table Manners

Billie Jo describes her dinner table. It is covered in dust and must be wiped clean. The family places their plates and cups a certain way to try to keep the dust off. The dinner table is a place where they all come together after a hard day. What memories do you have of your dinner table? Do you eat together? Or alone? What funny moments have happened during a meal?



## Poem 13: Dazzled

### A Grand Gift

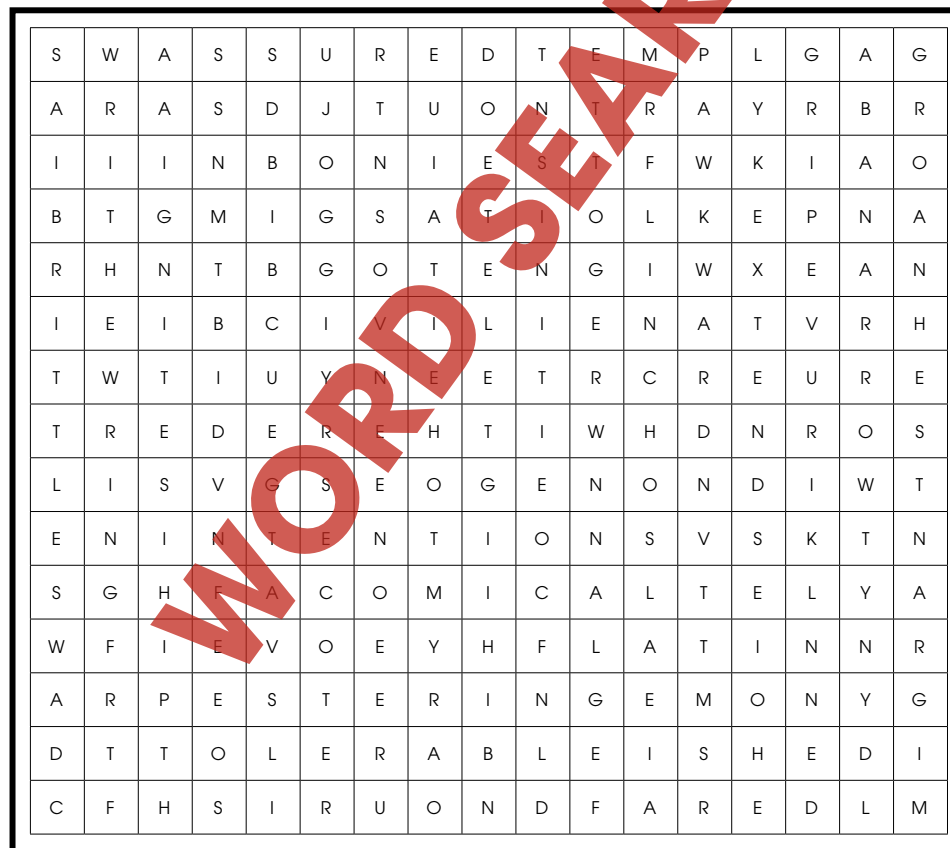
Billie Jo's father buys Ma their prized piano as a wedding gift. Their home may be full of holes and dust, but the piano was a prize. It was a cherished possession. Ma would glow when she played. Billie Jo learned to play as a small child. That wedding gift was treasured by the family. What is something that your family loves? Is there a special piece of art? A craft from when you were a younger child? What is one thing that stands out in your house as being special? Describe it. Be sure to include what it looks like and where you got it.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

assured	comical	groan	nourish
awkward	drifts	ignite	pestering
boniest	fared	intentions	sod
brittle	flinch	migrants	withered
civil	gripe	narrow	woven



## Comprehension Quiz

Answer each question in a complete sentence.

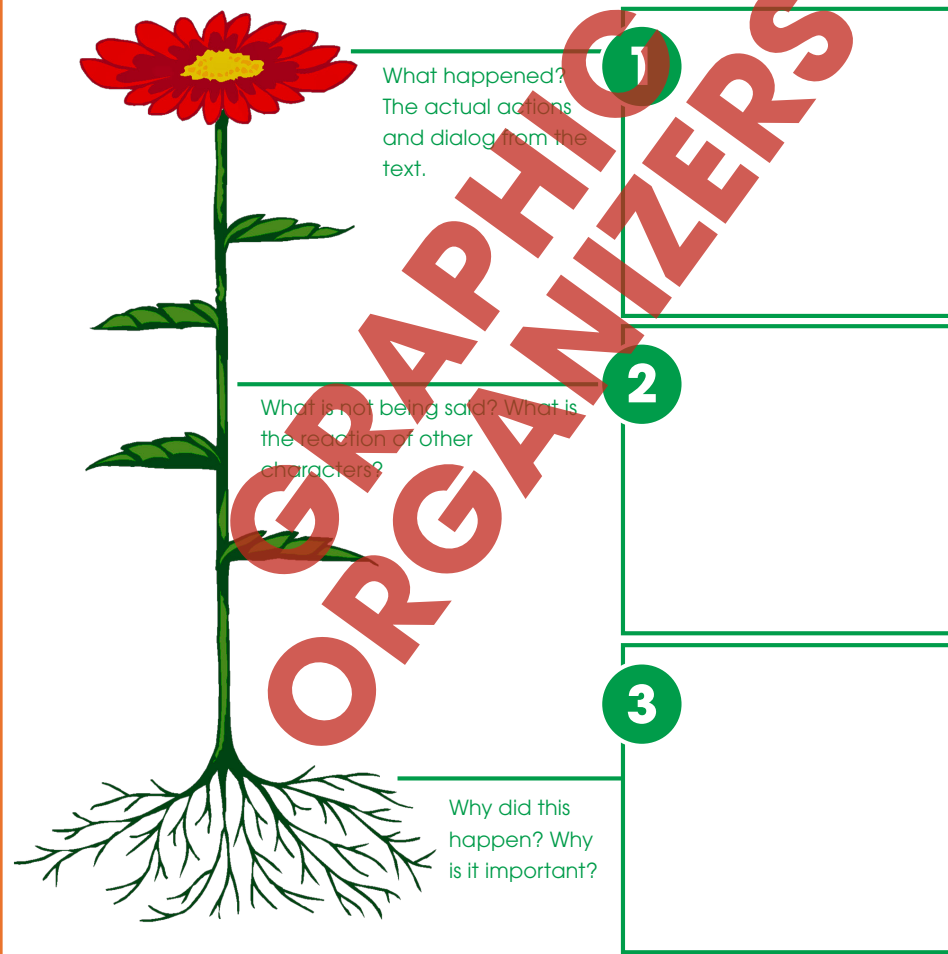
- What color does Billie Jo refer to herself as? Why?  
\_\_\_\_\_
- How did her grandfather die?  
\_\_\_\_\_
- What gift did her friend Livie leave for her?  
\_\_\_\_\_
- What metaphor does Billie Jo compare piano playing to?  
\_\_\_\_\_
- How do you know Billie Jo's mother is honest?  
\_\_\_\_\_
- What is unusual about how the family starts dinner?  
\_\_\_\_\_
- Is Billie Jo satisfied with her mother's praise for good grades?  
\_\_\_\_\_



SUBTOTAL: /11

## The Root of the Problem

Stories are often layered with many different meanings. As readers, we need to look deeper than what is on the page. What is actually being said? Why may a character feel like that? Think of the story as a plant. As with a plant, there may be more meaning beneath the surface. Choose one important event from the book. On each level of the plant, write what has happened. As you follow the plant down, the bigger picture will come into focus.





NAME: \_\_\_\_\_

After You Read 



# Poems Twenty-six to Thirty-six

(from "Harvest" to "Blame")

Answer each question with a complete sentence.

1. How do you know Ma was relieved with the rain?

\_\_\_\_\_  
\_\_\_\_\_

2. Why are people walking to California?

\_\_\_\_\_  
\_\_\_\_\_

3. How did the family treat the traveling boy?

\_\_\_\_\_  
\_\_\_\_\_

4. What happened to Ma and the baby? What other loss happened at the farm? How are they connected?

\_\_\_\_\_  
\_\_\_\_\_

5. How was Billie Jo injured in the fire?

\_\_\_\_\_  
\_\_\_\_\_

6. Why is the community blaming Billie Jo?

\_\_\_\_\_  
\_\_\_\_\_

## Journaling Prompt

The fire was a huge tragedy for Billie Jo's family. She has guilt over what happened. People in town blame her for her mother's death. She has nightmares about the fire. Even if you haven't had a terrible incident like a fire, there are things we all feel guilty about. What do you feel guilty over? If you don't want to share, what are some things that help you get rid of the guilt? What makes you feel better?

1.

She stood naked outside letting it wash away the dust on her skin.

2.

California has more rain, which means better crops and work.

3.

They were kind and offered what little food and comfort they had.

4.

She and the baby died. After that a swarm of grasshoppers ate everything including the apple trees. Answers will vary.

5.

Her hands were severely burned.

6.

She threw the kerosene out the door but accidentally got her mother covered in it and made her injuries much worse.

## Vocabulary

### Across

- 5. untamed
- 6. clinging
- 7. drought
- 9. stalks
- 10. tender

### Down

- 1. erupted
- 2. benefit
- 3. stubborn
- 4. withered
- 6. Carcasses
- 8. gritty
- 9. swollen

1.

- a) Roosevelt
- b) Trees

c) end

d) shelter

e) children

f) roots

g) advice

h) sure

i) Trees

j) meant

k) none

l) prairie grass

m) father

n) matter

o) sod

p) land

21

1.

He is stubborn, quiet, determined. He won't leave the land and has hope things will grow.

2.

They get irritated with each other, unsure of how to act with Ma gone.

3.

He is digging a hole.

4.

He left the kerosene by the stove.

5.

It makes it hard for her to play piano, she doesn't want to try.

6.

She loves seeing the new things and can't wait to see more of the same thing in her life. She is frustrated by where she is at.

22

19

20

EASY MARKING ANSWER KEY

## Out of the Dust – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.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.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

NAME: \_\_\_\_\_



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## Vocabulary

Complete each sentence with a word from the list.

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**mound**

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# Poem 11: Rules of Dining

## Table Manners

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# Poem 13: Dazzled

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# The Root of the Problem



Stories are often layered with many different meanings. As readers, we need to look deeper than what is on the page. What is actually being said? Why may a character feel like that? Think of the story as a plant. As with a plant, there may be more meaning beneath the surface. Choose one important event from the book. On each level of the plant, write what has happened. As you follow the plant down, the bigger picture will come into focus.

**1** What happened?  
The actual actions and dialog from the text.

**2** What is not being said? What is the reaction of other characters?

**3** Why did this happen? Why is it important?