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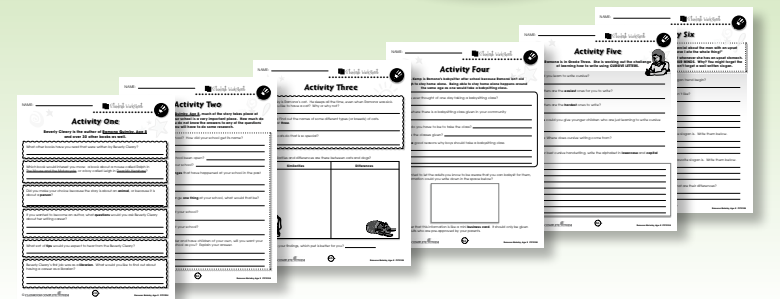
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EASY MARKING™ ANSWER KEY

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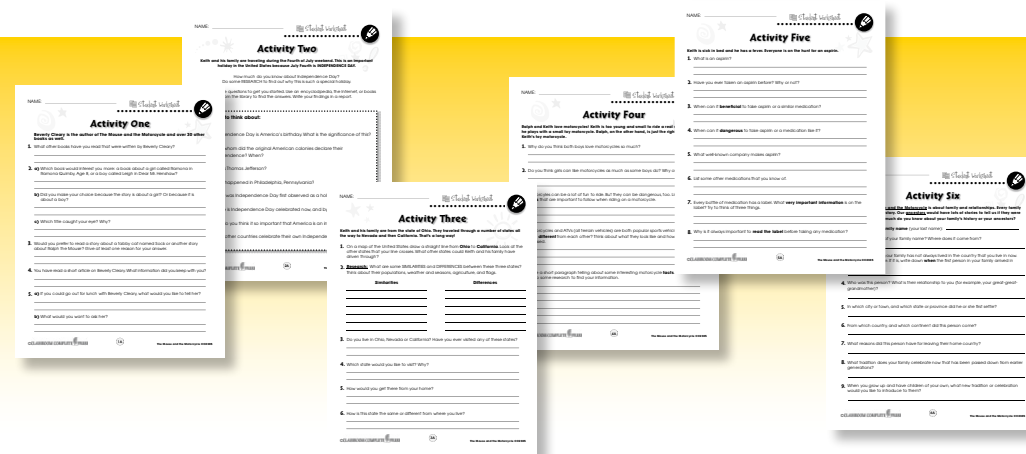
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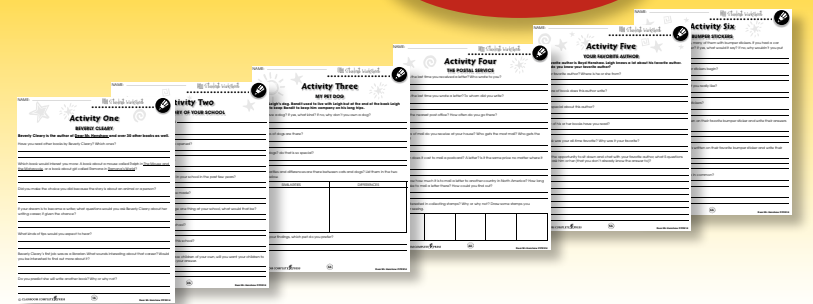
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Beverly Cleary

Beverly Cleary is an author you are likely to hear and read a lot about. She was born on April 12, 1916 in the small town of McMinnville, located in Yamhill County, Oregon. She lived with her family on a farm. The town was so small that it didn't even have a library.

When she was old enough to go to school, her family moved to Portland, Oregon. At school, she had a hard time learning to read, yet she loved books anyway.

Beverly soon realized that she wanted to write books when she grew up. There were lots of stories she wanted to read. She looked for books about the people she knew, the place she lived, and the funny things that happened there. But she could not find any stories like this. She decided she would have to write them herself some day!

She finished high school and decided to learn how to become a librarian. She went to school for a few more years, first to college and then university. Finally, all of her hard work paid off, and she became a librarian in Yakima, Washington. She worked with many different children as a librarian. They gave her great inspiration, and in 1950, her first book, *Henry Huggins* was published.

Beverly is married to Clarence Cleary. They have two twins - a girl named Marrienne



Elizabeth and a boy named Malcolm James. The twins were born in 1955. By the time Beverly wrote the story, *Ramona Quimby, Age 8*, her twins were twenty-six years old.

If you enjoy reading *Ramona Quimby, Age 8*, other stories about Ramona such as *Beezus and Ramona*, *Ramona and Her Father*, *Ramona and Her Mother* and *Ramona the Pest* will surely entertain and delight you too.

Did You Know?

- Beverly Cleary has won more than 35 awards voted by young readers.
- Beverly Cleary has also written books for adult readers.

Chapter Four

Answer the questions in complete sentences.

1. If you were Ramona, how would you have explained the egg on your head to your mother?

2. In your opinion, who is to blame in the unfortunate incident: Ramona, her mother, or the other children? What could be done to prevent this from happening again?

Vocabulary

Complete each sentence with a word from the list.

rueful dagger defiant plight scowled seized

1. The _____ of deciding where to go was a difficult one.
2. Ramona _____ her cutlery and angrily cut her meat.
3. By refusing to go to sleep, the baby showed that he was _____.
4. Ramona _____ her disappointment to Yard Ape.
5. In his apology letter, Peter said that he felt very _____.
6. The hunter took out his _____ just in case.



Chapter Four

Part A

1. Answer each question with a character from the list.

Mrs. Kemp Mrs. Whaley Mr. Wittman Mrs. Larson Mrs. Hanna

- a) Who is the secretary? _____
- b) Who is the grade three teacher? _____
- c) Who is the bus driver? _____
- d) Who is the principal? _____
- e) Who is the babysitter? _____

2. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

- T F a) Ramona's mother took the wrong egg by mistake.
- T F b) Beezus had come home from a sleepover terribly sick.
- T F c) Daddy and Ramona spent some time trying to draw their toes.
- T F d) Ramona liked her meat with a lot of gravy and fat.
- T F e) The pot roast they were eating was in fact tongue.
- T F f) Because of their big argument, the girls have to make breakfast.

Chapter Four

Part A

Answer the questions in complete sentences.

1. How do you handle being upset with one of your parents?

2. Do you think it was good for the sisters to argue as they did?

3. If you were Ramona, would you have handled the situation in the same way? Explain.

4. Do you believe the consequences are fair or not? Explain your answer.

5. If you were the parents, what would you have done?

Journal Activity

The pot roast that the Quimby family was eating was really tongue. Have you ever had a meal where your parents (or another family member) told you the meal was one thing but it really turned out to be something else? How did you react? Was the meal good? If you have never had an experience like this, how do you think you would react if someone tried it on you?



Chapters One and Two

The *Mouse and the Motorcycle* takes place during the Fourth of July weekend. This is a very exciting holiday! It is a time for good food, family, fireworks and many fun surprises.

Think of a holiday or special event that is important to celebrate. Then, create an invitation for a party that you could have.

Think about:

- What is the celebration for?
- When will the celebration take place?
- Where will the celebration be held?
- Who will be there?

To entice people to come to your party, it's a good idea to include lots of important details and a few hints about surprises that your guests may find at your party.



Chapters Three and Four

Ralph is happy when he sees young children in the hotel because when they eat they usually leave lots of crumbs and leftovers.

Design a daily menu for the family of mice. Your menu should be made up of crumbs and leftovers that the mice would never expect to see. Remember to write about how you will serve your special meals to the mice. Will you add any special touches?



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

Abandon	Crumb	Hotel	Precious
Allowance	Desert	Incinerator	Teacher
Ancestor	Errand	Linen	Timid
Aspirin	Exasperate	Motorcycle	Vacancy
Bellboy	Exhilarated	Mount	Vacation
Brave	Generous	Nuisance	Vacuum
Crazy	Hamper	Pain	Venturing

a	l	l	o	w	a	n	c	e	x	a	s	p	e	r	a	t	e
b	n	a	p	t	h	c	e	r	n	v	s	e	d	n	s	r	x
a	f	c	w	q	t	y	x	z	u	s	i	t	b	m	r	u	h
n	v	h	e	r	u	n	v	m	g	e	h	s	i	a	e	w	i
d	i	w	y	s	l	p	o	r	f	z	y	i	n	t	v	r	l
o	x	i	r	u	t	r	h	y	b	a	r	d	a	s	o	y	a
n	w	f	q	y	e	o	t	c	s	k	h	d	x	m	f	c	r
h	p	s	e	r	n	v	r	n	d	b	e	l	l	b	o	y	a
m	r	l	l	r	j	e	v	a	b	r	a	v	e	j	k	x	t
g	e	n	e	r	o	u	s	c	p	n	i	r	i	p	s	a	e
y	c	e	w	q	b	n	m	a	q	m	w	e	r	t	y	u	d
z	i	o	m	u	e	a	v	e	n	t	u	r	i	n	g	n	
f	o	p	o	s	q	d	a	f	g	i	h	q	j	k	l	e	
q	u	x	u	z	x	c	x	c	b	n	m	m	x	r	q	w	n
b	s	b	n	h	g	t	y	a	h	n	i	n	k	e	s	f	i
m	z	y	i	p	z	i	d	t	e	h	d	e	s	e	r	t	l
u	s	d	w	f	y	s	t	i	o	u	k	g	c	w	h	l	r
r	m	s	h	c	y	n	v	o	w	g	h	j	h	i	b	t	e
c	v	h	e	r	l	l	v	n	u	i	s	a	n	c	e	p	h
r	o	c	m	u	f	o	c	z	u	g	p	q	g	u	o	a	c
a	r	y	j	l	e	t	o	h	a	m	p	e	r	h	p	i	a
z	s	i	n	c	i	n	e	r	a	t	o	r	x	s	w	n	e
y	q	s	m	o	t	o	r	c	y	c	l	e	w	o	v	w	t



Comprehension Quiz

Answer the questions in complete sentences.

- Who was the mystery person watching the Gridley family in room 215? From where was he watching?

- Why did the mouse like it when families had two to three children with them? Did he like medium-size boys?

- Being in the wastebasket brought back memories to Ralph. What happened to his Uncle Victor? Did the same fate happen to Ralph?

- How did Keith react when his motorcycle was nowhere in sight? Who had it?

- Who are the dust mice? Are they related to Ralph?

- What is Ralph's favorite food? Who was Ralph's room service?

SUBTOTAL: /13

Information Finder

Collect information on mice or another animal of your choice (rat, snake, turtle, etc.). Look for information on what your animal would need to live a happy and healthy life as a house pet. Complete the chart with the information you find.

<p>House</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Food</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Care</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Animal: _____</p> <p>A good pet or not? _____</p>		
<p>Grooming</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Toys</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Possible Problems</p> <p>_____</p> <p>_____</p> <p>_____</p>

NAME: _____

After You Read 



Section Eight

Answer each question with a complete sentence.

1. How do you get inspired when your teacher gives you a writing assignment to do? Do you try and try again like Leigh? Explain.

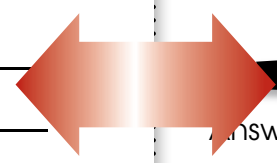
2. Can you recall how Leigh felt when Mrs. Badger called him an author and remembered his piece of writing?

3. What do think about Mrs. Badger?

4. If you were the winner of this contest, which author would you like to meet? Why?

5. Did you know there's a real author called Angela Badger? What kind of information can you find on her? Is the character in the book based on the real Angela Badger?

EASY MARKING



Go back and read the advice that Mrs. Badger gives Leigh. Create a to-do list for writing based on what she has suggested, also including the advice Mr. Henshaw has given.

Design a 'writing tips' poster which you can hang up either in the classroom, library or where you do your homework at home.

1. Answers will vary

2. He turned red and was modest about his work. He couldn't believe that she remembered his piece.

3. Answers will vary

4. Answers will vary

5. Answers will vary

1. Answers will vary

2. Answers will vary

Vocabulary - Crossword

Across

- 2. bandanna
- 4. winery
- 5. bunk
- 7. sailboats
- 8. grove
- 9. grin

Down

- 1. tavern
- 3. weighscale
- 5. broccoli
- 6. rig

1. a) 5

b) 3

c) 1

d) 7

e) 6

f) 4

g) 2

2. Answers will vary

1. Answers will vary

2. Answers will vary

3. Answers will vary

4. Answers will vary

5. Answers will vary

6. Answers will vary



Beverly Cleary Lit Kit Set - Gr. 3-6

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** 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.
- **RSFS.4.3** 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.4.4** 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.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** 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 related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases 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.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.

Beverly Cleary Lit Kit Set - Gr. 3-6

- **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.