

Grade 5

ELA Remote Learning Assignments

Week 2: March 30th through April 3rd

Below is a breakdown for daily assignments,, PDFs of the required texts, and illuminate links to submit responses. Reach out to one of your ELA teachers if you have questions and or experience any technical issues.

Day	Assignment	Links
<b>Monday</b> <b>3/30/2020</b>	<p><b>Text:</b> Read President Obama's National Address to School-Age Children (Non-Fiction)</p> <p><b>Task:</b> Gov Multiple Choice Questions 1-6</p> <p><b>Independent Reading:</b> Go to <a href="#">Clever</a> and log onto NewsELA. Pick one article of your choice and complete the accompanying multiple-choice questions.</p>	<p><b>Part I:</b>  <a href="#">Click here to read "President Obama's National Address to School-Age Children" and answer the multiple choice questions.</a></p> <p><b>Part II:</b>  <a href="#">Click here to go to Clever. Then go to NewsELA to read an article of your choice and complete the accompanying quesitons.</a></p>
<b>Tuesday</b> <b>3/31/2020</b>	<p><b>Text:</b> Read President Obama's National Address to School-Age Children (Non-Fiction)</p> <p><b>Task:</b> Short Response Question 7: How does President Barack Obama express his point of view on pursuing education? Cite evidence from the text to support your answer?</p> <p><b>Independent Reading:</b> Go to <a href="#">Clever</a> and log onto NewsELA. Pick one article of your choice and complete the accompanying multiple-choice questions.</p>	<p><b>Part I:</b>  <a href="#">Click here to re-read "President Obama's National Address to School-Age Children.</a></p> <p><b>Part II:</b>            Go to your ELA's Teacher Google Classroom to type and submit your short response..</p> <p><b>Part III:</b>  <a href="#">Click here to go to Clever. Then go to NewsELA to read an article of your choice and complete the accompanying quesitons.</a></p>
<b>Wednesday</b> <b>4/1/2020</b>	<p><b>Text:</b> Read Raymond's Run (Fiction)</p> <p><b>Task:</b> Multiple Choice Questions 1 -6</p> <p><b>Independent Reading:</b> Go to <a href="#">Clever</a> and log onto NewsELA. Pick one article of your choice and complete the accompanying</p>	<p><b>Part I:</b>  <a href="#">Click here to read "Raymond's Run" and answer the multiple choice questions.</a></p> <p><b>Part II:</b>  <a href="#">Click here to go to Clever. Then go to NewsELA to read an article of your</a></p>

	multiple-choice questions.	<a href="#">choice and complete the accompanying quesitons.</a>
<b>Thursday</b> <b>4/2/2020</b>	<p><b>Text:</b> Read Raymond's Run by Toni Cade Bambara (Fiction)</p> <p><b>Task:</b> Short Response Question 7: How does Squeaky's relationship with Raymond develop her point of view in the story?</p> <p><b>Independent Reading:</b> Go to <a href="#">Clever</a> and log onto NewsELA. Pick one article of your choice and complete the accompanying multiple-choice questions.</p>	<p><b>Part I:</b>  <a href="#">Click here to re-read Raymond's Run</a></p> <p><b>Part II:</b>  Go to your ELA's Teacher Google Classroom to type and submit your short response..</p> <p><b>Part III:</b>  <a href="#">Click here to go to Clever. Then go to NewsELA to read an article of your choice and complete the accompanying quesitons.</a></p>
<b>Friday</b> <b>4/3/2020</b>	<p><b>Text:</b> Reflect on how the author's of <i>President Obama's National Address to School-Age Children</i> and <i>Raymond's Run</i> developed a theme of <i>Resilience &amp; Success</i>.</p> <p><b>Task:</b> Contribute to the Discussion Question posted on your Google Classroom.</p>	<p><b>Part I:</b>  Go to your ELA's Teacher Google Classroom to type and submit your short response..</p>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# **President Obama's National Address to America's Schoolchildren**

By President Barack Obama  
2009

*President Barack Obama addressed students across America from Wakefield High School to discuss the importance of education. While President Obama discussed the roles of parents, teachers, and the government, he explains the role of students in the education system. As you read, take notes on why President Obama believes education is important in America.*

[1] Hello, everybody! Thank you. Thank you. Thank you, everybody. All right, everybody go ahead and have a seat. How is everybody doing today? How

about Tim Spicer?<sup>1</sup> I am here with students at Wakefield High School in Arlington, Virginia. And we've got students tuning in from all across America, from kindergarten through 12th grade.

And I am just so glad that all could join us today.

And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause.

I know that for many of you, today is the first day of school. And for those of you in kindergarten, or



starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning.

I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning.

Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster."

- [5] So I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

Now, I've given a lot of speeches about education. And I've talked about responsibility a lot.

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1. The Wakefield High School student who introduced President Obama

I've talked about teachers' responsibility for inspiring students and pushing you to learn.

I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.

I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve.

- [10] But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world — and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed. That's what I want to focus on today: the responsibility each of you has for your education.

I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Maybe you could be a great writer — maybe even good enough to write a book or articles in a

newspaper — but you might not know it until you write that English paper — that English class paper

that's assigned to you. Maybe you could be an innovator<sup>2</sup> or an inventor — maybe even good enough to come up with the next iPhone or the new medicine or vaccine — but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice — but you might not know that until you join student government or the debate team.

And no matter what you want to do with your life, I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

- [15] You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the insights and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and ingenuity<sup>3</sup> you develop in all your classes to build new companies that will create new jobs and boost our economy.

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2. **Innovator (noun):** a person who introduces new methods, ideas, or products

3. **Ingenuity (noun):** the quality of being clever, original, and inventive

We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that — if you quit on school — you're not just quitting on yourself, you're quitting on your country.

Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork.

I get it. I know what it's like. My father left my family when I was two years old, and I was raised by a single mom who had to work and who struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life. There were times when I was lonely and I felt like I didn't fit in.

So I wasn't always as focused as I should have been on school, and I did some things I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse.

- [20] But I was — I was lucky. I got a lot of second chances, and I had the opportunity to go to college and law school and follow my dreams. My wife, our First Lady Michelle Obama, she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

Some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

But at the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying.

Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you, because here in America, you write your own destiny. You make your own future.

That's what young people like you are doing every day, all across America.

- [25] Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Neither of her parents had gone to college. But she worked hard, earned good grades, and got a scholarship to Brown University — is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez.

I'm thinking about Andoni Schultz, from Los Altos, California, who's fought brain cancer since he was three. He's had to endure all sorts of treatments and surgeries, one of which affected his memory, so it took him much longer — hundreds of extra hours — to do his schoolwork. But he never fell behind. He's headed to college this fall.

And then there's Shantell Steve, from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college.

And Jazmin, Andoni, and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases they've got it a lot worse off than many of you. But they refused to give up. They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same.

That's why today I'm calling on each of you to set your own goals for your education — and do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, by the way, I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter.

[30] But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

I know that sometimes you get that sense from TV that you can be rich and successful without any hard work — that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you're not going to be any of those things.

The truth is, being successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try.

That's okay. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's — who wrote *Harry Potter* — her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed."

These people succeeded because they understood that you can't let your failures define you — you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

[35] No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new. So find an adult that you trust — a parent, a grandparent or teacher, a coach or a counselor — and ask them to help you stay on track to meet your goals.

And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country.

The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

It's the story of students who sat where you sit 250 years ago and went on to wage a revolution, and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other.

[40] So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a President who comes here in 20 or 50 or 100 years say about what all of you did for this country?

Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So don't let us down. Don't let your family down or your country down. Most of all, don't let yourself down. Make us all proud.

Thank you very much, everybody. God bless you. God bless America. Thank you.

*"President Obama's National Address to America's Schoolchildren" by Barack Obama (2009) is in the public domain.*



[Click here to submit your answers](#)

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. Teachers should understand that some students come from difficult backgrounds, and teachers should support them more.
  - B. President Obama wants students to focus on education like he did so they will have the knowledge they need to run the country one day.
  - C. By getting a good education, students can avoid repeating the same mistakes their parents made that prevented them from meeting their potential.
  - D. Focusing on education, despite any challenges one may face, is a personal responsibility and the key to the nation's future success.
  
2. PART B: Which quote from the text best supports the answer to Part A?
  - A. "I'm here because I want to talk with you about your education and what's expected of all of you in this new school year." (Paragraph 5)
  - B. "And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country." (Paragraph 14)
  - C. "Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools" (Paragraph 20)
  - D. "Maybe you don't have adults in your life who give you the support that you need." (Paragraph 21)
  
3. PART A: How does paragraph 29 contribute to the development of ideas in the text?
  - A. It criticizes students for not being more involved in school.
  - B. It suggests actions students can take in school to pursue their future careers.
  - C. It reminds students that their future is at stake if they quit trying in school.
  - D. It encourages students to set goals and take responsibility for their education.
  
4. PART B: Which detail from the text best supports the answer to Part A?
  - A. "They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same." (Paragraph 28)
  - B. "I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well" (Paragraph 29)
  - C. "I know that sometimes you get that sense from TV that you can be rich and successful without any hard work" (Paragraph 31)
  - D. "And you won't necessarily succeed at everything the first time you try." (Paragraph 32)

[Click here to submit your answers](#)

5. PART A: Which statement best describes the relationship between education and a student's future?
- A. Students have to get an education so they can fail, because without failure you can't succeed.
  - B. Students who think about the future of America are the best students.
  - C. Students can prepare for their future careers by first exploring their talents in school.
  - D. Students who pursue careers in sports or entertainment will never succeed.
6. PART B: Which paragraph from the text best supports the answer to PART A?
- A. Paragraph 12
  - B. Paragraph 16
  - C. Paragraph 31
  - D. Paragraph 34
7. How does President Barack Obama express his point of view on students pursuing education? Cite evidence from the text to support your answer.

**\* Respond to this question on your teachers' Google Classroom on Tuesday 3/31\*\*\***

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Raymond's Run

By Toni Cade Bambara  
1992

*Toni Cade Bambara (1939 - 1995) was an African American author, film-maker and social activist. In this short story, a young girl takes her brother to the track race that she is running in. As you read, take notes on Squeaky's relationship with her brother.*

[1] I don't have much work to do around the house like some girls. My mother does that. And I don't

have to earn my pocket money by hustling;<sup>1</sup> George runs errands for the big boys and sells Christmas cards. And anything else that's got to get done, my father does. All I have to do in life is mind my brother Raymond, which is enough.

Sometimes I slip and say my little brother Raymond. But as any fool can see he's much bigger and he's older too. But a lot of people call him my little brother cause he needs looking after

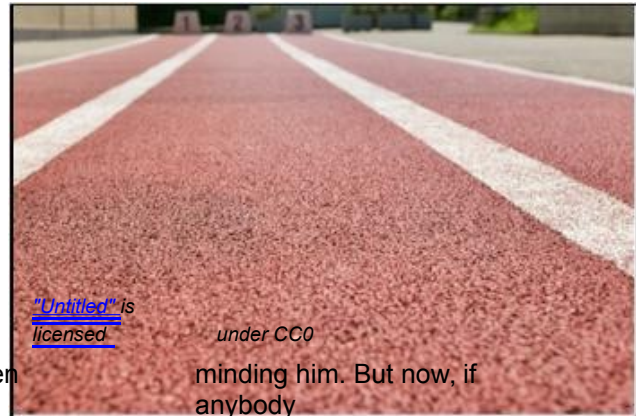
cause he's not quite right. And a lot of smart mouths got lots to say about that too, especially when George was has anything to say to Raymond, anything to say about his big head, don't play the dozens or believe in standing around with somebody

much rather just knock you down and take my chances even if I am

squeaky voice, which is how I got the name Squeaky. And if things get too rough, I run. And as anybody can tell you, I'm the fastest thing on two feet.

There is no track meet that I don't win the first -place medal. I used to win the twenty-yard dash when I was a little kid in kindergarten. Nowadays, it's the fifty-yard dash. And tomorrow I'm subject to run the quarter-meter relay all by myself and come in first, second, and third. The big kids call me Mercury cause I'm the swiftest thing in the neighborhood. Everybody knows that—except two people who know better, my father and me. He can beat me to Amsterdam Avenue with me having a two-fire-hydrant headstart and him running with his hands in his pockets and whistling. But that's private information. Cause can you imagine some thirty- five-year-old man stuffing himself into PAL shorts to race little kids? So as far as everyone's concerned, I'm the fastest and that goes for Gretchen, too, who has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can beat me and that's all there is to it.

1. to obtain money in a dishonest way



they have to come by me. And I in my face doing a lot of talking.

a little girl with skinny arms and a

I'm standing on the corner admiring the weather and about to take a stroll down Broadway so I can practice my breathing exercises, and I've got Raymond walking on the inside close to the buildings, cause he's subject to fits<sup>2</sup> of fantasy and starts thinking he's a circus performer and that the curb is a tightrope strung high in the air. And sometimes after a rain he likes to step down off his tightrope right into the gutter and slosh around getting his shoes and cuffs wet. Then I get hit when I get home. Or sometimes if you don't watch him he'll dash across traffic to the island in the middle of Broadway and give the pigeons a fit. Then I have to go behind him apologizing to all the old people sitting around trying to get some sun and getting all upset with the pigeons fluttering around them, scattering their newspapers and upsetting the waxpaper lunches in their laps. So I keep Raymond on the inside of me, and he plays like he's driving a stage coach<sup>3</sup> which is OK by me so long as he doesn't run me over or interrupt my breathing exercises, which I have to do on account of I'm serious about my running, and I don't care who knows it.

[5] Now some people like to act like things come easy to them, won't let on that they practice. Not me. I'll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight<sup>4</sup> so that she walks ahead like she's not with me, don't know me, is all by herself on a shopping trip, and I am somebody else's crazy child. Now you take Cynthia Procter for instance. She's just the opposite. If there's a test tomorrow, she'll say something like, "Oh, I guess I'll play handball this afternoon and watch television tonight," just to let you know she ain't thinking about the test. Or like last week when she won the spelling bee for the millionth time, "A good thing you got 'receive,' Squeaky, cause I would have got it wrong. I completely forgot about the spelling bee." And she'll clutch the lace on her blouse like it was a narrow escape. Oh, brother. But of course when I pass her house on my early morning trots around the block, she is practicing the scales on the piano over and over and over and over. Then in music class she always lets herself get bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there that she decides just

for fun to try out the ole keys. And what do you know— Chopin's waltzes just spring out of her fingertips and she's the most surprised thing in the world. A regular prodigy.<sup>5</sup> I could kill people like that. I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can trot, and shame on Raymond if he can't keep up. But of course he does, cause if he hangs back someone's liable to walk up to him and get smart, or take his allowance from him, or ask him where he got that great big pumpkin head. People are so stupid sometimes.

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2. **Fit (noun):** a sudden uncontrollable outburst of emotion or activity

3. a horse drawn vehicle

4. **Uptight (adjective):** anxious or angry in a tense way

5. **Prodigy (noun):** a young person with amazing qualities or abilities

So I'm strolling down Broadway breathing out and breathing in on counts of seven, which is my lucky number, and here comes Gretchen and her sidekicks: Mary Louise, who used to be a friend of mine when she first moved to Harlem from Baltimore and got beat up by everybody till I took up for her on account of her mother and my mother used to sing in the same choir when they were young girls, but people ain't grateful, so now she hangs out with the new girl Gretchen and talks about me like a dog; and Rosie, who is as fat as I am skinny and has a big mouth where Raymond is concerned and is too stupid to know that there is not a big deal of difference between herself and Raymond and that she can't afford to throw stones. So they are steady coming up Broadway and I see right away that it's going to be one of those Dodge City scenes cause the street ain't that big and they're close to the buildings just as we are. First I think I'll step into the candy store and look over the new comics and let them pass. But that's chicken and I've got a reputation to consider. So then I think I'll just walk straight on through them or even over them if necessary. But as they get to me, they slow down. I'm ready to fight, cause like I said I don't feature a whole lot of chit-chat, I much prefer to just knock you down right from the jump and save everybody a lotta precious<sup>6</sup> time.

"You signing up for the May Day races?" smiles Mary Louise, only it's not a smile at all. A dumb question like that doesn't deserve an answer. Besides, there's just me and Gretchen standing there really, so no use wasting my breath talking to shadows.

"I don't think you're going to win this time," says Rosie, trying to signify with her hands on her hips all salty,<sup>7</sup> completely forgetting that I have whupped her behind many times for less salt than that.

"I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventrilo-quist-dummy<sup>8</sup> routine. Gretchen smiles, but it's not a smile, and I'm thinking that girls never really smile at each other because they don't know how and don't want to know how and there's probably no one to teach us how, cause grown-up girls don't know either. Then they all look at Raymond who has just brought his mule team to a standstill. And they're about to see what trouble they can get into through him.

[10] "What grade you in now, Raymond?"

"You got anything to say to my brother, you say it to me, Mary Louise Williams of Raggedy Town, Baltimore."

"What are you, his mother?" sasses Rosie.

"That's right, Fatso. And the next word out of anybody and I'll be their mother too." So they just stand there and Gretchen shifts from one leg to the other and so do they. Then Gretchen puts her hands on her hips and is about to say something with her freckle-face self but doesn't. Then she walks around me looking me up and down but keeps walking up Broadway, and her sidekicks follow her. So me and Raymond smile at each other and he says, "Gidyap" to his team and I continue with my breathing exercises, strolling down Broadway toward the ice man on 145th with not a care in the world cause I am Miss Quicksilver herself.

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6. **Precious (adjective):** of great value

7. tough; aggressive

8. a puppet that is made to look like it's talking

I take my time getting to the park on May Day because the track meet is the last thing on the program. The biggest thing on the program is the May Pole dancing, which I can do without, thank you, even if my mother thinks it's a shame I don't take part and act like a girl for a change. You'd think my mother'd be grateful not to have to make me a white organdy dress with a big satin sash and buy me new white baby-doll shoes that can't be taken out of the box till the big day. You'd think she'd be glad her daughter ain't out there prancing around a May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower or whatever you're supposed to be when you should be trying to be yourself, whatever that is, which is, as far as I am concerned, a poor black girl who really can't afford to buy shoes and a new dress you only wear once a lifetime cause it won't fit next year.

- [15] I was once a strawberry in a Hansel and Gretel pageant when I was in nursery school and didn't have no better sense than to dance on tiptoe with my arms in a circle over my head doing umbrella steps and being a perfect fool just so my mother and father could come dressed up and clap. You'd think they'd know better than to encourage that kind of nonsense. I am not a strawberry. I do not dance on my toes. I run. That is what I am all about. So I always come late to the May Day program, just in time to get my number pinned on and lay in the grass till they announce the fifty-yard dash.

I put Raymond in the little swings, which is a tight squeeze this year and will be impossible next year.

Then I look around for Mr. Pearson, who pins the numbers on. I'm really looking for Gretchen if you want 9to know the truth, but she's not around. The park is jam-packed. Parents in hats and corsages and breast-pocket handkerchiefs peeking up. Kids in white dresses and light-blue suits. The parkees unfolding chairs and chasing the rowdy<sup>10</sup> kids from Lenox as if they had no right to be there. The big guys with their caps on backwards, leaning against the fence swirling the basketballs on the tips of their fingers, waiting for all these crazy people to clear out the park so they can play. Most of the kids in my class are carrying bass drums and glockenspiels<sup>11</sup> and flutes. You'd think they'd put in a few bongos or something for real like that.

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pins and fifty million other things he's always dropping all over the place with his clumsy self. He sticks out in a crowd because he's on stilts. We used to call him Jack and the Beanstalk to get him mad. But I'm the only one that can outrun him and get away, and I'm too grown for that silliness now.

"Well, Squeaky," he says, checking my name off the list and handing me number seven and two pins. And I'm thinking he's got no right to call me Squeaky, if I can't call him Beanstalk.

"Hazel Elizabeth Deborah Parker," I correct him and tell him to write it down on his board.

- [20] "Well, Hazel Elizabeth Deborah Parker, going to give someone else a break this year?" I squint at him real hard to see if he is seriously thinking I should lose the race on purpose just to give someone else a break. "Only six girls running this time," he continues, shaking his head sadly like it's my fault all of New

York didn't turn out in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a periscope<sup>12</sup> in a submarine movie. "Wouldn't it be a nice gesture if you were... to ahhh..."

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9. flowers that are pinned to women's clothing

10. **Rowdy (adjective):** noisy and disorderly

11. a musical instrument that consists of metal pieces that are struck with a small hammer

12. a telescope-like tool that is usually used by submarines to provide a view of things above the water

I give him such a look he couldn't finish putting that idea into words. Grown-ups got a lot of nerve sometimes. I pin number seven to myself and stomp away, I'm so burnt. And I go straight for the track and stretch out on the grass while the band winds up with "Oh, the Monkey Wrapped His Tail Around the Flag Pole," which my teacher calls by some other name. The man on the loudspeaker is calling everyone over to the track and I'm on my back looking at the sky, trying to pretend I'm in the country, but I can't, because even grass in the city feels hard as sidewalk, and there's just no pretending you are anywhere but in a "concrete jungle" as my grandfather says.

The twenty-yard dash takes all of two minutes cause most of the little kids don't know no better than to run off the track or run the wrong way or run smack into the fence and fall down and cry. One little kid, though, has got the good sense to run straight for the white ribbon up ahead so he wins. Then the second-graders line up for the thirty-yard dash and I don't even bother to turn my head to watch cause Raphael Perez always wins. He wins before he even begins by psyching<sup>13</sup> the runners, telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something, which he doesn't really have to do since he is very fast, almost as fast as I am. After that is the forty-yard dash which I used to run when I was in first grade. Raymond is hollering from the swings cause he knows I'm about to do my thing cause the man on the loudspeaker has just announced the fifty-yard dash, although he might just as well be giving a recipe for angel food cake cause you can hardly make out what he's sayin for the static. I get up and slip off my sweat pants and then I see Gretchen standing at the starting line, kicking her legs out like a pro. Then as I get into place I see that ole Raymond is on line on the other side of the fence, bending down with his fingers on the ground just like he knew what he was doing. I was going to yell at him but then I didn't. It burns up your energy to holler.

Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm flying over the beach again, getting blown through the sky like a feather that weighs nothing at all. But once I spread my fingers in the dirt and crouch over the Get on Your Mark, the dream goes and I am solid again and am telling myself, Squeaky you must win, you must win, you are the fastest thing in the world, you can even beat your father up Amsterdam if you really try. And then I feel my weight coming back just behind my knees then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track. I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin jutting out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short. Then all the kids standing on the side pile on me, banging me on the back and slapping my head with their May Day programs, for I have won again and everybody on 151st Street can walk tall for another year.

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13. to intimidate or frighten mentally

"In first place..." the man on the loudspeaker is clear as a bell now. But then he pauses and the loudspeaker starts to whine. Then static. And I lean down to catch my breath and here comes Gretchen walking back, for she's overshot the finish line too, huffing and puffing with her hands on her hips taking it slow, breathing in steady time like a real pro and I sort of like her a little for the first time. "In first place..." and then three or four voices get all mixed up on the loudspeaker and I dig my sneaker into the grass and stare at Gretchen who's staring back, we both wondering just who did win. I can hear old Beanstalk arguing with the man on the loudspeaker and then a few others running their mouths about what the stopwatches say. Then I hear Raymond yanking at the fence to call me and I wave to shush him, but he keeps rattling the fence like a gorilla in a cage like in them gorilla movies, but then like a dancer or something he starts climbing up nice and easy but very fast. And it occurs to me, watching how smoothly he climbs hand over hand and remembering how he looked running with his arms down to his side and with the wind pulling his mouth back and his teeth showing and all, it occurred to me that Raymond would make a very fine runner. Doesn't he always keep up with me on my trots? And he surely knows how to breathe in counts of seven cause he's always doing it at the dinner table, which drives my brother George up the wall. And I'm smiling to beat the band cause if I've lost this race, or if me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. After all, with a little more study I can beat Cynthia and her phony self at the spelling bee. And if I bugged my mother, I could get piano lessons and become a star. And I have a big rep as the baddest thing around. And I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own?

- [25] So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his teeth showing and his arms down to the side, which no one before him has quite mastered as a running style. And by the time he comes over I'm jumping up and down so glad to see him—my brother Raymond, a great runner in the family tradition. But of course everyone thinks I'm jumping up and down because the men on the loudspeaker have finally gotten themselves together and compared notes and are announcing "In first place—Miss Hazel Elizabeth Deborah Parker." (Dig that.) "In second place — Miss Gretchen P. Lewis." And I look over at Gretchen wondering what the "P" stands for. And I smile. Cause she's good, no doubt about it. Maybe she'd like to help me coach Raymond; she obviously is serious about running, as any fool can see. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. It's about as real a smile as girls can do for each other, considering we don't practice real smiling every day, you know, cause maybe we too busy being flowers or fairies or strawberries instead of something honest and worthy of respect... you know... like being people.

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[Click here to submit your answers](#)

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the main theme of the short story?
  - A. It's necessary to be physically and mentally strong to succeed in sports.
  - B. Sharing an important part of your life with someone else can make you closer.
  - C. Sometimes helping others can offer a greater sense of an accomplishment than winning.
  - D. Girls are encouraged to compete with each other instead of being friends.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running." (Paragraph 5)
  - B. "'I don't think you're going to win this time,' says Rosie, trying to signify with her hands on her hips all salty" (Paragraph 8)
  - C. "And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style" (Paragraph 23)
  - D. "And I'm smiling to beat the band cause if I've lost this race, or if me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion." (Paragraph 24)
  
3. PART A: How does seeing her brother run impact Squeaky?
  - A. It reminds her that running is supposed to be fun.
  - B. It helps her see beyond her desire to win.
  - C. It makes her realize that he's not so different from her.
  - D. It further pushes her to be the best runner she can be.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "After all, with a little more study I can beat Cynthia and her phony self at the spelling bee. And if I bugged my mother, I could get piano lessons and become a star." (Paragraph 24)
  - B. "And I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own?" (Paragraph 24)
  - C. "So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his teeth showing and his arms down to the side" (Paragraph 25)
  - D. "'In first place—Miss Hazel Elizabeth Deborah Parker.' (Dig that.) 'In second place— Miss Gretchen P. Lewis.'" (Paragraph 25)

[Click here to submit your answers](#)

5. How does Squeaky's conversation with Gretchen in Paragraph 9 contribute to the story?

- A. It shows that Squeaky is confident in her running ability and isn't afraid to stand up for herself.
- B. It shows how Squeaky uses insults to weaken her competition and win races.
- C. It hints that Squeaky is nervous about running against Gretchen and might lose the race.
- D. It suggests that Squeaky is actually afraid of Gretchen and is trying not to let it show.

6. How does the author develop the narrator's point of view?

- A. The author develops Squeaky's point of view by comparing her thoughts and emotions to what her family thinks about her.
- B. The author develops Squeaky's point of view by showing how she is affected by conversations with her best friends.
- C. The author develops Squeaky's point of view by describing her early childhood to show how she developed her love of running.
- D. The author develops Squeaky's point of view by emphasizing her thoughts and feelings about herself and the people around her.

7. How does Squeaky's relationship with Raymond develop her point of view in the story?

**\*\*\*Please type your responses on your teachers' Google Classroom on Thursday**

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