



I'm not robot



Open

Close Reading Symbols	Close Reading Symbols	Close Reading Symbols
! Surprising/Interesting	! Surprising/Interesting	! Surprising/Interesting
1 Agree	1 Agree	1 Agree
2 I Disagree	2 I Disagree	2 I Disagree
? Question/Confused	? Question/Confused	? Question/Confused
# New Information	# New Information	# New Information
* Important	* Important	* Important
TT Text to Text	TT Text to Text	TT Text to Text
TW Text to World	TW Text to World	TW Text to World
Key Idea	Key Idea	Key Idea
Writers Craft	Writers Craft	Writers Craft
Vocabulary	Vocabulary	Vocabulary

The Necklace

by Guy de Maupassant

The girl was one of those pretty and charming young creatures who sometimes are born, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, married by any rich and distinguished man, so she let herself be married to a little clerk of the Ministry of Public Instruction.

She dressed plainly because she could not dress well, but she was unhappy as if she had really fallen from a higher station; since with women there is neither caste nor rank, for beauty, grace and charm take the place of family and birth. Natural ingenuity, instinct for what is elegant, a supple mind are their sole hierarchy, and often make of women of the people the equals of the very greatest ladies.

Mathilde suffered ceaselessly, feeling herself born to enjoy all delicacies and all luxuries. She was distressed at the poverty of her dwelling, at the bareness of the walls, at the shabby chairs, the ugliness of the curtains. All those things, of which another woman of her rank would never even have been conscious, tortured her and made her angry. The sight of the little Breton peasant who did her humble housework aroused in her despairing regrets and bewildering dreams. She thought of silent antechambers hung with Oriental tapestry, illumined by tall bronze candelabra, and of two great footmen in knee breeches who sleep in the big armchairs, made drowsy by the oppressive heat of the stove. She thought of long reception halls hung with ancient silk, of the dainty cabinets containing priceless curiosities and of the little coquettish perfumed reception rooms made for chatting at five o'clock with intimate friends, with men famous and sought after, whom all women envy and whose attention they all desire.

When she sat down to dinner, before the round table covered with a tablecloth in use three days, opposite her husband, who uncovered the soup tureen and declared with a delighted air, "Ah, the good soup! I don't know anything better than that," she thought of dainty dinners, of shining silverware, of tapestry that peopled the walls with ancient personages and with strange birds flying in the midst of a fairy forest, and she thought of delicious dishes served on marvellous plates and of the whispered gallantries to which you listen with a sphinxlike smile while you are eating the pink meat of a trout or the wings of a quail.

She had no gowns, no jewels, nothing. And she loved nothing but that. She felt made for that. She would have liked so much to please, to be envied, to be charming, to be sought after.

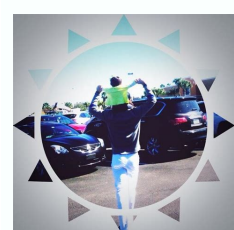
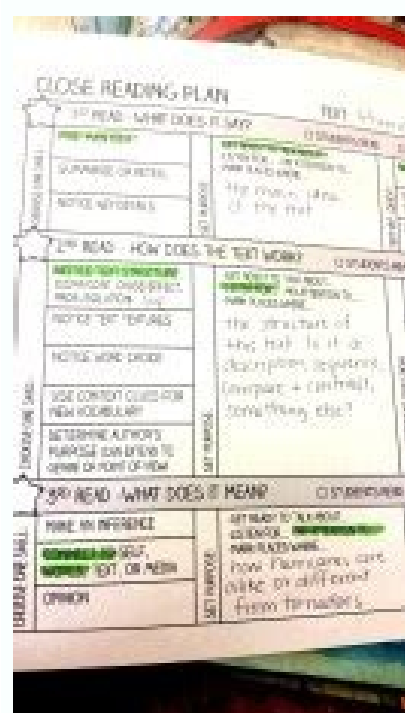
She had a friend, a former schoolmate at the convent, who was rich, and whom she did not like to go to see any more because she felt so sad when she came home.

But one evening her husband reached home with a triumphant air and holding a large envelope in his hand.

"There," said he, "there is something for you."

She tore the paper quickly and drew out a printed card which bore these words:

LIVEWORKSHEETS



Hurricanes by Gail Gibbons (p.4-5)

EAD CHORAL READING TEACHER READS

TEXT DEP. QUEST.:

WHAT WAS THE TEXT MOSTLY ABOUT?
How hurricanes are formed

TELL ME/A PARTNER THE MOST IMPORTANT PARTS OF THE TEXT.

WHO, WHAT, WHERE, WHEN, WHY, HOW

STENTS READ CHORAL READING TEACHER READS

TEXT DEPENDENT QUESTION:

KNOWING THE STRUCTURE, WHAT CAN WE EXPECT?
Steps from start to finish

HOW DOES THIS FEATURE HELP US UNDERSTAND THE TEXT?

HOW DOES THE WORD CHOICE AFFECT THE MEANING OF THE TEXT?

HOW DID THE AUTHOR HELP US UNDERSTAND WHAT --- MEANS?

WHY DOES THE AUTHOR WRITE THIS? WHO IS TELLING THE STORY?

AD CHORAL READING TEACHER READS

TEXT DEP. QUEST.:

WHAT CAN YOU INFER ABOUT ----?

WHAT DOES THIS TEXT REMIND YOU OF?
HOW IS IT THE SAME/DIFFERENT FROM ----? *tornado*

DO YOU AGREE WITH THE AUTHOR? WHY?

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