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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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## E.L. Konigsburg

**S**ome days you must learn a great deal. But you should also have days when you allow what is already in you to swell up and touch everything. If you never let that happen, then you just accumulate facts, and they begin to rattle around inside of you."

— E.L. Konigsburg

**E. L. Konigsburg** is one of only a few authors who have won more than one Newbery Awards for her novels. **Elaine Lobl** was born on February 10, 1930 in a small town in Pennsylvania. As a young girl she loved to read, although reading was not exactly encouraged by her parents. Elaine was an excellent student and was chosen to be valedictorian at her high school graduation. She worked as a bookkeeper to earn money for college, and it was during this time that she met her husband, David Konigsburg.



E.L. Konigsburg has had more than twenty books published since her first one in 1967. Three of these have been picture books, as she is also a talented illustrator. Many of her books (like **The View From Saturday**) feature young people dealing with troublesome issues of life.

After marriage, she and her husband moved to Florida where she taught science at a school for girls and became the mother of three children. When her family moved to New York, Elaine began work on her first novel, **Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth**. This novel was inspired by her daughter's experience of moving into a new home.

E.L. Konigsburg has won a number of prestigious awards for her writing, including the Newbery Medal for **The View From Saturday**.

### Did You Know?

- Konigsburg is the only author to win the Newbery Medal and a Newbery Honor in the same year (1968 for *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and *Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth*).
- Was the first person in her family to graduate from college, earning a degree in chemistry from the Carnegie Institute of Technology in Pittsburgh.
- Her novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, was adapted into a TV movie in 1995, starring Lauren Bacall in the title role.



## Chapter One

Answer the questions in complete sentences.

1. One of the highlights of Chapter One is a wedding between friends of Noah's grandparents. Think of two things that you would probably enjoy when attending a wedding. What is one thing you might not enjoy?  
\_\_\_\_\_  
\_\_\_\_\_
2. List three different people who typically have important responsibilities at a wedding. List each with their respective responsibility (i.e. a **flower girl** scatters flower petals as they go to the front of the church).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word. Be careful — a couple are a bit tricky!

reasonable	elimination	benevolent	calligraphy	signify
corsage	domicile	ironic	precise	detect

1. Who would have expected her **accommodations** to be as luxurious as that?  
\_\_\_\_\_
2. "I shall need you to purchase a special writing utensil if you expect me to instruct you in the art of **handwriting**," my aunt informed me.  
\_\_\_\_\_
3. "I suppose the union's demands were quite **tolerable**."  
\_\_\_\_\_
4. In order to be a successful writer, one must always be conscious of choosing the **exact** words for the occasion.  
\_\_\_\_\_
5. "That is the prettiest **bouquet** I have ever seen."  
\_\_\_\_\_
6. The warning contained in the President's speech seems to **indicate** he really means business.  
\_\_\_\_\_
7. The **removal** of our team from the tournament was devastating for our fans.  
\_\_\_\_\_
8. His jokes all seem to have a **sarcastic** twist to them.  
\_\_\_\_\_
9. "Sara, did you **notice** a change in his behavior after his injury?"  
\_\_\_\_\_
10. It is just in her nature to always be **kind** to strangers.  
\_\_\_\_\_



## Chapter One

1. Put a check mark (✓) next to the answer that is most correct.

- a) Mrs. Eva Marie Olinski was the teacher at Epiphany Middle School in charge of the academic team known as The \_\_\_\_\_.  
 A Bowl Days  
 B Souls  
 C Epiphany Lugnuts  
 D Harvests
- b) The team was made up of \_\_\_\_\_ students from grade \_\_\_\_\_.  
 A 5, 7  
 B 4, 7  
 C 4, 6  
 D 5, 6
- c) As the first part of Chapter One ends, the commissioner asks Noah Gershom for the definition of what word?  
 A undulating  
 B calligraphy  
 C circumference  
 D halitosis
- d) To the Gershom family, what was a B & B letter?  
 A better and better  
 B bought and best  
 C Bermuda and Bahamas  
 D bread and butter
- e) What was Noah's brother's name?  
 A Joey  
 B Jonas  
 C Jordan  
 D None of the above



## Chapter One

Answer each question with a complete sentence or short paragraph.

1. Keeping in mind that the **setting** of a story encompasses both place and time, how would you describe the setting of the first chapter?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why did Noah consider his mother's remark about using the computer to be **nitpicking**?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did Tillie Nachman consider the ballpoint pen to be the *single biggest factor in the decline of Western Civilization*?  
\_\_\_\_\_  
\_\_\_\_\_
4. What did each of the following people volunteer to do for the Draper-Diamondstein wedding:  

Grandma Sadie	_____
Grandpa Nate	_____
Mr. Cantor	_____
Rabbi Friedman	_____
Tillie Nachman	_____
5. Calligraphy means \_\_\_\_\_.
6. Describe the crisis that almost spoiled the wedding. How did this change Noah's role in the wedding?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Imagine you are Noah writing the B & B letter to your grandparents. Write a brief synopsis of what you might say in this letter, keeping in mind the events described in Chapter One.





## Chapters 1 to 2

### The Phantom of the Opera

In Chapter 2, Nadia's dad takes her and Ethan to a performance of *The Phantom of the Opera* — much to Ethan's delight.

Imagine you are a writer for a local newspaper assigned the task of writing a review of this famous show. Check out a couple of clips on **YouTube**; then, write your impression of what you saw. You might consider such criteria as: the performance of the actors; costumes; set design; the quality of the material being performed, etc.

Your report should be approximately a half-page in length.



## Chapters 3 to 4

### Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **FROM** can also form the word **FORM**. Follow these directions to form the anagrams.

- Read the clue in the right-hand column.
- Using the word in the left-hand column, move the letters around in any order, but you must use all the letters. Each of the words in the left-hand column are found in *The View From Saturday*.

Word	Anagram	Clue
team		An Australian term for <i>friend</i> or <i>buddy</i> .
large		A sudden bright light.
paws		To trade.
wrote		A tall structure found in a fortress.
being		To start.
mental		To feel sorrow.



## Word Search Puzzle

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

acronym	chops	diversity	paraplegic	testament
anchorwoman	confine	epiphany	phalanx	vanquish
arrogance	dignity	malice	precise	wonderland

W	E	R	A	N	A	M	O	W	R	O	H	C	N	A
R	W	T	Y	R	E	U	I	A	S	D	F	G	H	C
C	H	O	P	S	R	N	Z	X	C	V	B	D	N	R
D	I	F	N	G	H	O	I	J	K	Y	T	I	D	O
L	K	G	H	D	G	F	G	F	D	X	S	V	A	N
Q	L	B	E	V	E	G	H	A	N	D	F	E	S	Y
W	K	T	L	L	V	R	V	A	N	O	S	R	C	M
E	J	N	K	J	P	H	L	G	F	C	C	S	X	H
P	H	E	M	N	Y	A	T	A	M	N	E	I	Y	S
O	G	M	V	B	H	P	R	F	N	B	G	T	E	I
Y	N	A	H	F	I	P	E	A	U	D	I	Y	C	U
I	F	T	C	V	F	G	T	Y	P	N	M	N	I	Q
U	V	S	E	R	T	Y	U	I	G	C	V	B	L	N
P	R	E	C	I	S	E	F	I	D	F	G	H	A	A
Y	C	T	R	T	Y	U	D	S	E	D	F	G	M	V



## Comprehension Quiz

Answer each question in a complete sentence.

- What skill did Tillie Nachman teach Noah? To whom did Noah teach this skill later in the novel?  
\_\_\_\_\_
- Define "simile" and give an example of one.  
\_\_\_\_\_
- What were the responsibilities of the turtle patrol?  
\_\_\_\_\_
- Give one reason why Julian seemed so odd to the other students when he got on the bus for the first time?  
\_\_\_\_\_
- Define **acronym** and give an example.  
\_\_\_\_\_
- How were Julian's invitations to his tea party rather unusual?  
\_\_\_\_\_
- What dirty trick did Ham try to play on Nadia's dog?  
\_\_\_\_\_

23

2

2

2

1

2

2

2

SUBTOTAL: /13

## Different Perspectives

Choose an important incident from the novel that involved at least three characters (i.e. the wedding of Izzy Diamondstein and Margaret Draper). Now consider the same incident from different perspectives and complete the chart below.

Incident: \_\_\_\_\_

View Points    Thoughts/Feelings    Impact    Reflections

	→		
	→		
	→		
	→		

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

After You Read 



# Chapter One

Answer each question with a complete sentence or short paragraph.

- Keeping in mind that the **setting** of a story encompasses both place and time, how would you describe the setting of the first chapter?  
\_\_\_\_\_  
\_\_\_\_\_
- Why did Noah consider his mother's remark about using the computer to be *nitpicking*?  
\_\_\_\_\_  
\_\_\_\_\_
- Why did Tillie Nachman consider the ballpoint pen to be the *single biggest factor in the decline of Western Civilization*?  
\_\_\_\_\_  
\_\_\_\_\_
- What did each of the following people volunteer to do for the Draper-Diamondstein wedding:

Grandma Sadie	
Grandpa Nate	
Mr. Cantor	
Rabbi Friedman	
Tillie Nachman	

- Calligraphy means \_\_\_\_\_
- Describe the crisis that almost spoiled the wedding. How did this change Noah's role in the wedding?  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Imagine you are Noah writing the B & B letter to your grandparents. Write a brief synopsis of what you might say in this letter, keeping in mind the events described in Chapter One.

**1.**  
Last Saturday in May in Epiphany, New York.

**2.**  
She corrected Noah for using the word "can" instead of "may".

**3.**  
It makes the written word cheap, fast and totally without character.

**4.**  
Grandma - bake the cake; Grandpa - arrange for the music; Mr. Cantor - flowers; Rabbi - perform ceremony; Tillie Nachman - invitations.

**5.**  
Calligraphy means beautiful writing.

**6.**  
Allen Diamondstein tripped over the wagon handle and toppled the wedding cake. Noah became best man.



**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1 I

2 C

3 K

4 G

5 A

6 D

7 L

8 B

9 F

10 H

11 E

12 J

14

**1.**  
a) **T**

b) **F**

c) **T**

d) **T**

e) **F**

f) **F**

**2.**  
a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

15

**1.**  
Answers will vary.

**2.**  
Her dad's hovering with the Goodyear blimp over the Orange Bowl.

**3.**  
"Grandpa Izzy's eyes are bright blue like the sudden underside of a bird wing."

**4.**  
Answers will vary.

**5.**  
If the turtle nest is endangered, move it to a safer place or dig out a nest after they have hatched.

**6.**  
Answers will vary.



16

# EASY MARKING ANSWER KEY



## The View From Saturday

- **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.