



Grade 3

Approaching Reproducibles





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Practice



Grade 3

Approaching Reproducibles



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Name _____

educated

inspired

ached

discovery

satisfied

concentrate

improved

effort

Write each word next to its definition.

1. caused to take action

2. pleased

3. give careful attention

4. having knowledge

5. hard work

6. finding out something for the first time

7. hurt

8. got better

Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Read the selection. Complete the character graphic organizer.

Character	
Wants or Needs	Feelings
Actions	Traits

Name _____

Read the passage. Use the visualize strategy to help form pictures in your mind.

River Rescue

12 Enid and her friends lived in the jungle. Her home had tall
22 green trees, cool blue streams, and bright flowers. There was
enough fresh fruit to last forever.

28 The only thing Enid loved and adored more than the jungle
39 was reading. Her friends said she read too much.

48 “Enid! You read too much. Your eyes will ache,” her friend
59 Mabel would say. “Come swim instead.”

65 “I’ll swim later. I’m reading about a girl with ruby red shoes.”

77 Every night after dinner, Enid would try to read her favorite
88 stories to her friends. They would listen for a little while. Then
100 one of them would say, “Hearing stories isn’t fun! Let’s go play!”

112 Enid kept reading. She hoped she would inspire her friends to
123 read.

124 One day, after a heavy rain, Enid was reading a story about a
137 beaver and his dam. She heard someone crying for help.

147 Books are a good way to become educated. However, even
157 Enid would put a book down if somebody needed her help.

168 “Help!” said the small, meek voice. It came from the river’s
179 edge.

180 “I know that voice!” said Enid. “It is my friend Mabel!”

Name _____

Enid ran to Mabel's voice and was surprised and shocked by what she saw. The usually calm, flat, clear water had changed. It was now dark and swirling with large white waves. On the other shore on the opposite side of the river was tiny Mabel.

"Enid. What can we do?" asked her friend Harold. "Mabel was on the other side of the river picking fruit. Then it happened! The river got deeper and wider. It was magic."

"It wasn't magic," said Enid. "It is a flood. I read about it. If it rains too much, rivers can swell and get bigger."

"What can we do to help Mabel?" asked Harold. "Did you also read about how to help when rivers get too big?"

Enid remembered her book about the beaver's dam. "Yes! We can build a dam. A dam is like a wall in the river. It slows down the water. When it slows down, Mabel can cross back to us safely."

"How do we make a dam?" asked Harold.

"Like this," said Enid. She rolled round, gray stones toward the river, slowly making a wall in the water. Her friends began helping her, assisting Enid in making the dam. Soon, it was complete. The water slowed down. Mabel was able to cross back safely.

That night, Enid's friends were satisfied to listen to her stories.



Name _____

A. Reread the passage and answer the questions.**1. Traits are the ways a character behaves. What are two of Enid's traits?**

- a. Enid does not like the river. She likes her friends.
- b. Enid does not share stories. She is not friendly.
- c. Enid likes reading. She likes sharing stories.

2. A character's actions make the events in a story happen. How do Enid's actions help Mable?

- a. Enid read about dams. She knows how to build a dam to help Mabel.
- b. Enid makes her friends read stories about dams.
- c. Enid tells Mabel she should read a story about ruby red shoes.

3. Enid is the main character in the story. What does she want?

Enid wants her friends _____

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Bookworm's Big Surprise

“You’re not a bookworm. You’re a caterpillar like us!” the caterpillars called to the bookworm. “Hurry! We’re going to turn into butterflies!”

The bookworm couldn’t believe it. She loved butterflies’ colorful wings but she never dreamed of being a butterfly herself. “I want to stay here and munch on my books, though!” the bookworm said.

“Don’t worry. Butterflies can munch on books, too. You don’t have to be a bookworm to like books!” the caterpillars told her.

Answer the questions about the text.

- 1. A fantasy has characters and events that do not exist in real life. What tells you this text is a fantasy?**

- 2. Fantasies also teach a lesson. What lesson does this text include?**

- 3. What type of text feature might a fantasy include?**

- 4. How might that text feature show that the text is a fantasy?**

Name _____

Look at this example of a **synonym** in a sentence. The underlined word means about the same thing as *repair*.

When I broke the vase, I knew I would have to find a way to **repair**, or fix, it.

Read these sentences from the passage. Underline the synonym that means about the same thing as each word in bold. Then circle the best definition for each word.

1. The only thing Enid loved and **adored** more than the jungle was reading.
a. eaten b. missed c. thought highly of
2. “Help!” said the small, **meek** voice.
a. gentle b. funny c. sleepy
3. Enid ran to Mabel’s voice and was surprised and **shocked** by what she saw.
a. did not expect b. angry c. sad
4. On the other shore on the **opposite** side of the river was tiny Mabel.
a. enemy b. different c. copy
5. If it rains too much, rivers can **swell** and get bigger.
a. breathe b. grow c. make smaller

Name _____

The vowels *a* and *i* sometimes stand for short vowel sounds.

- Short *a* is the vowel sound you hear in *cat* and *bag*.
- Short *i* is the vowel sound you hear in *sit* and *fish*.

A. Read the words below out loud to yourself. Circle the words that have a short *a* or a short *i* sound.

- | | | |
|----------------|---------|---------|
| 1. <u>sick</u> | 3. fan | 5. rake |
| 2. grin | 4. band | 6. time |

A word family is made up of words that have the same spelling pattern. For example, the word part *-an* can be used to build the words *fan*, *man*, *can*, and *ran*.

B. Write a word from the box on the lines below to complete each word family. The first one has been done for you.

snap	grin	kick	bag	bill
------	------	------	-----	------

- | | | |
|---------|-------|-------------|
| 1. pin | fin | <u>grin</u> |
| 2. sag | rag | _____ |
| 3. clap | tap | _____ |
| 4. fill | will | _____ |
| 5. sick | click | _____ |

Name _____

Evidence is details and examples from a text that support a writer's opinion. This student wrote his or her opinion on whether or not the author gave enough information to reveal that it was Enid's love of reading that made the story events happen.

Topic sentence	→	In "River Rescue," I think the author does a good job showing how Enid's love of reading saves the day.
Evidence	→	In the story, the author says that Enid loves to read. Her friend, Mabel, would rather play. Mabel does not think reading is important. One day, Mabel gets trapped in a flood. Enid reads how to help in a book. She is the only one who knows what to do. Enid is a hero!
Concluding statement	→	The author shows that because of Enid's love of reading she was about to save her friend.

Write a paragraph about a story you read. Find text evidence to support your opinion of how the author uses the character's actions and feelings to make story events happen.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can focus on a central event.

Draft Model

Polly Pig always played in the mud. It was warm out. The mud felt good to her. She saw another animal in the mud.

1. When exactly was Polly Pig playing in the mud?
2. What details would tell how warm it was then?
3. What details would tell how the mud felt?
4. What kind of animal did Polly Pig see?

B. Now revise the draft by focusing on a central event and adding details that will help readers learn more about what happened to Polly Pig.

Name _____

celebrate

pride

disappointment

remind

precious

tradition

courage

symbols

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. You show *courage* when you are too scared to overcome something.

2. Roses and hearts are often *symbols* of love.

3. A diamond is considered a *precious* stone.

4. If you have a birthday, you may want to *celebrate*.

5. To *remind* someone is to help them forget.

6. You will feel *disappointment* if you live up to all your hopes.

7. A *tradition* is something that is passed down within a culture.

8. When you have *pride*, you feel bad about something you have done.

Name _____

Read the selection. Complete the sequence graphic organizer.

Character
Setting
Beginning

Middle

End

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Name _____

Read the passage. Use the visualize strategy to help you understand what the characters are describing.

Giving Thanks

10 Tom was happy. It was the last day before Thanksgiving
21 weekend. He grabbed his lunch from his kitchen table and went
34 to school. At lunchtime he sat next to Ana, a new student from
India.

35 “Are you ready for the long weekend?” he asked.

44 “Of course,” she said. “But why do we have these days off?”

56 “Thanksgiving, of course!” Tom said. “Do you know what
65 it is?”

67 “No, we don’t have it where I am from,” she said.

78 Thanksgiving in America

81 “Thanksgiving is so much fun,” Tom said. “We get to spend
92 precious time with family and friends. First, we have a big feast
104 with turkey and mashed potatoes. Next, we have pie. After we
115 eat, we go outside and play football.”

122 “But why do you have this tradition?” she asked.

131 “It’s to remind people to give thanks for our food and things
143 we received this past year,” he said. “I learned in Ms. Boone’s
155 class that the first Thanksgiving was back in 1621 between the
166 English Colonists and Native Americans.”

Name _____

Thanksgiving in India

“That sounds great,” said Ana. “In my country we also give thanks.”

“Really?” Tom said. “How?”

“I am from a place in India called Tamil Nadu,” she said.

“Each year we have Pongal.”

“What does Pongal mean?” Tom asked.

“It’s an Indian dish,” she said. “During Pongal, food is cooked in pots until it boils and spills over. It is a symbol of good times.”

“Wow,” Tom said. “How do you celebrate?”

“First, we give thanks to the rain and sun for help with farming. We even thank the cattle,” said Ana. “Then we throw away old things and wear new clothes. We eat food and spend time with family.”

“I thought the United States was the only country that had a holiday like Thanksgiving,” Tom said. “I guess I was wrong.”

“Yes, there are many types of harvest fairs all over the world where people give thanks for food and crops,” she said.

“I guess we all have a lot to be thankful for,” he said. They both agreed.



Sharing traditions

Name _____

A. Reread the passage and answer the questions.

1. Events in a story happen in sequence, or time order. In paragraph six, what is the first thing that Tom does on Thanksgiving?

- a. He has pie. b. He has a big feast. c. He plays football.

2. What is the second thing Tom does on Thanksgiving?

- a. He has pie. b. He plays football. c. He has a big feast.

3. What is the last thing Tom does on Thanksgiving?

- a. He has a feast. b. He has pie. c. He plays football.

4. What is the second thing that happens on Pongal?

- a. People give thanks to the rain.
b. People throw away old things and wear new clothes.
c. People give thanks to the sun.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

A Family Tradition

My mother asked, “How do you say good-bye to your lola, Jomar?” *Lola* is a Filipino word. It means “grandmother.”

“I say ‘good-bye’?” I asked.

My mother explained, “We have a tradition in the Philippines. It is called *Mano Po*. When you say ‘hello’ or ‘good-bye’ to your elders, you touch their right hand to your forehead. It is a sign of respect.”

I pressed my lola’s hand to my forehead. “*Mano Po*, Lola!” I said.



Answer the questions about the text.

1. Realistic fiction tells a made-up story that could happen in real life. How can you tell that this is realistic fiction?

2. Realistic fiction includes dialogue. How do the characters’ words show that the story is realistic?

3. What information does the illustration give about the characters?

Name _____

Look at the example of **context clues** in the sentence below. The underlined words explain what *migrate* means.

Most birds like to **migrate**, moving from one place to another, once a year to the South where it is warmer.

Read each sentence below. Underline the context clues that help you understand the meaning of each word in bold. Then circle the letter of the best definition for each word in bold.

1. He **grabbed** his lunch from his kitchen table and went to school.

a. left behind

b. hid

c. took

2. “First, we have a big **feast** with turkey and mashed potatoes.”

a. meal

b. appointment

c. parade

3. “During Pongal, food is cooked in pots until it **boils** and spills over.”

a. freezes

b. gets hot and
bubbles

c. sits still

4. “Yes, there are many types of **harvest** fairs all over the world where people give thanks for food and crops,” she said.

a. party

b. money

c. collection of food

Name _____

The vowels *e*, *o*, and *u* sometimes stand for short vowel sounds.

Short *e* in *fed*

Short *o* in *top*

Short *u* in *cut*

A. Read each set of words. Circle the word that has the correct vowel sound. The first one has been done for you.

1. short *e* sled top lean

2. short *o* toe clap rock

3. short *u* lock tube pump

4. short *e* mess keep bug

5. short *o* pond rope low

For many base words, adding *-s*, *-ed*, and *-ing* does not change the base word's spelling. For most base words that end with a vowel and a consonant, double the final consonant before adding *-ed* and *-ing*.

B. Circle the correct *-s*, *-ed*, and *-ing* form of each word. The first one has been done for you.

1. tag + s = tags tages

2. bat + ed = bated batted

3. sip + ed = sipped siped

4. run + ing = runing running

5. skip + s = skipps skips

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author uses what Tom and Ana do and say to create the plot, or events, in the story.

Topic sentence

→ In "Giving Thanks," the author uses what Tom and Ana do and say to create the plot of the story.

Evidence

→ At the beginning, Tom asks Ana if she knows what Thanksgiving is. When Ana says no, he tells her all about his Thanksgiving. Then, in the middle of the story, Ana talks about one of her family's traditions. At the end both agree that being thankful can mean celebrating in different ways.

Concluding statement

→ The author created a beginning, middle, and end of the story by using what Tom and Ana said and did.

Write a paragraph about a story you read. Find text evidence to show how the author uses what the characters say and do to create the plot, or events, in the story. Use text evidence to support your ideas.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what descriptive details you can add.

Draft Model

We make dinner for the New Year. Every person gets to make something for the meal. We all help each other. Then we wait until midnight to begin our big family dinner.

1. Who is making the dinner?
2. What descriptive details would help the reader visualize the people in the story?
3. In what ways do the people help each other?
4. What descriptive details could provide more information about the dinner?

B. Now revise the draft by adding descriptive details that help the readers learn more about the people making dinner.

Name _____

admires

community

practicing

scared

classmate

contribute

pronounce

tumbled

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|---------------|
| 1. thinks well of | a. scared |
| 2. someone in the same school class | b. admires |
| 3. place where people live, work, and play | c. tumbled |
| 4. give | d. community |
| 5. doing something again and again
to gain skill | e. contribute |
| 6. say the sound | f. classmate |
| 7. afraid | g. practicing |
| 8. fell in a clumsy way | h. pronounce |

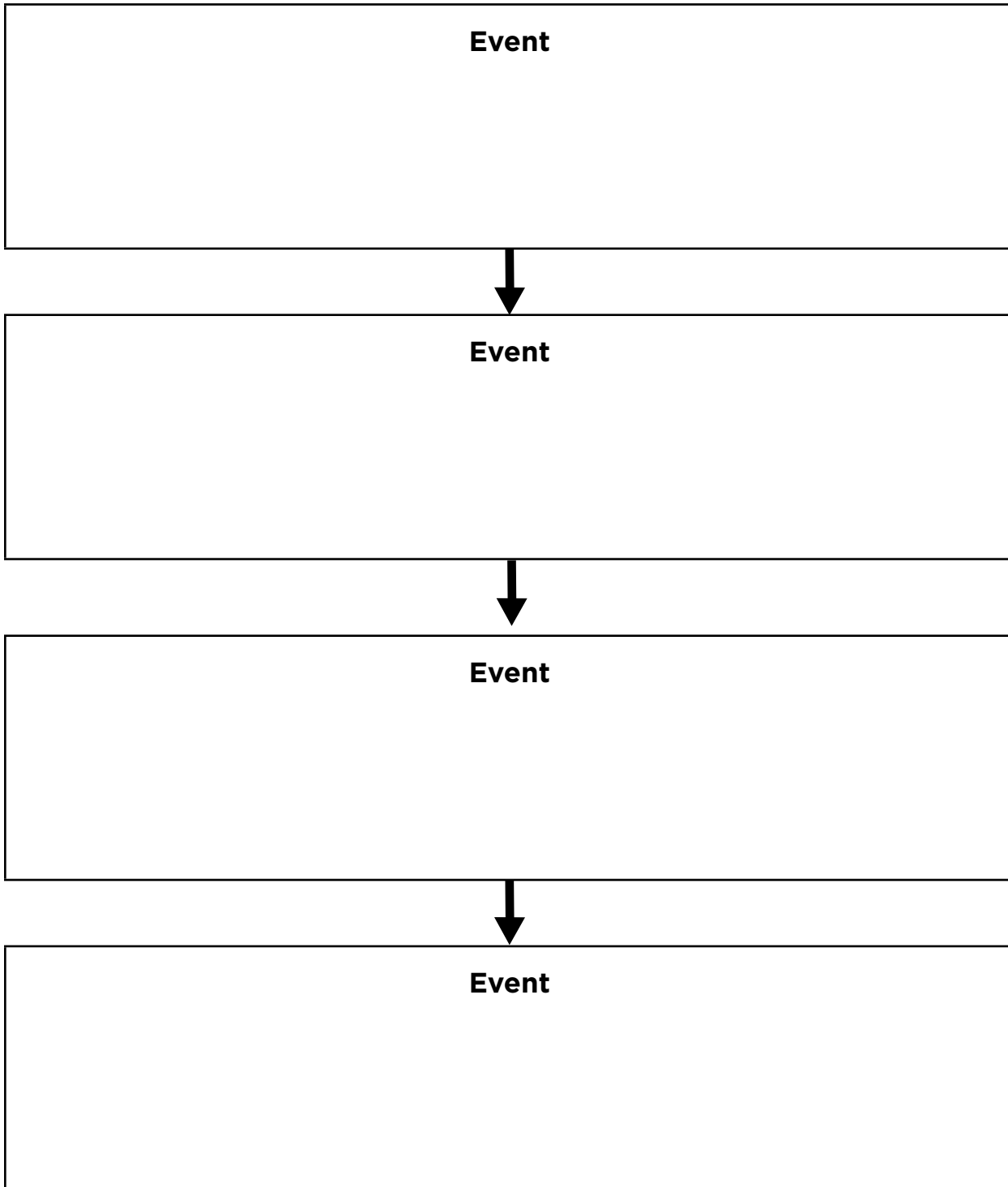
B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Joseph Bruchac

Growing Up Near Mountains

4 Joseph Bruchac grew up in New York. He lived with his
15 grandmother and grandfather. The house was near the mountains.
24 Young Joseph liked to go everywhere with his grandfather. His
34 grandfather showed him how to walk softly through the woods.
44 He showed Joseph how to fish in the lakes.

53 Joseph also spent time working in his grandparents' store.
62 Sometimes he made a mistake, or did something wrong. But his
73 grandfather would never yell at him. He would talk to Joseph
84 about the mistake. That way, Joseph could learn how to do better.

96 As a child, Joseph read a lot. He also liked to write. Joseph's
109 grandmother kept bookshelves in the house. They were full of
119 books. There was always plenty to read. He liked to read books
131 about animals. He also liked reading poetry. He even wrote some
142 poems of his own!

146 Abenaki Storyteller

148 Joseph's grandfather was an Abenaki Native American.
155 Joseph wanted to know more about the Abenaki. He wanted
165 to hear the stories they told. When he grew up, Joseph visited
177 Native Americans. He would listen to them tell stories. These
187 stories were fun. But they also taught him great lessons. Joseph
198 wrote down the stories he heard. Then he read them to his own
211 children. After that, Joseph began to write children's books.
220 These books told the stories of the Abenaki.

Name _____

Helping Others

Joseph's fourth grade teacher told him, "Whatever you want to do, you should do it." Joseph wanted to write and help others. That's just what he did. First, he began to write stories. These stories taught children to be kind. They also taught children to care for the Earth. Next, Joseph went to schools all over the place. He read his stories to children.

Today, Joseph spends time in his garden. Joseph still lives in his hometown where he grew up. "It is a place I love," says Joseph. He still likes to walk through the woods. Every day he gets ideas for brand-new stories.



Map of Joseph Bruchac's homeland

Name _____

A. Reread the passage and answer the questions.

- 1. Reread the second paragraph. What happened after Joseph made a mistake?**

- 2. Look for signal words and phrases such as “then” and “after that.” What happened after Joseph read stories to his children?**

- 3. According to the fifth paragraph, what did Joseph do after he began to write stories?**

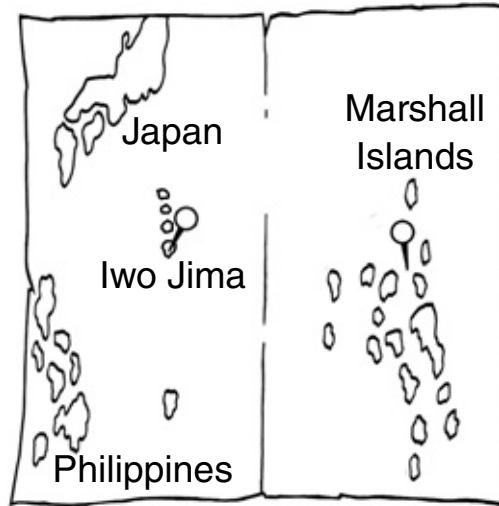
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Keith Little, Navajo Code Talker

I was a soldier during World War II. I fought in the Pacific islands. I was in battles in the Marshall Islands and on Iwo Jima. I was a Navajo code talker. The code talkers spoke in the language of the Navajo people. When we sent messages, the enemy couldn't read them. Our work helped the United States win the war. When the war ended, I began to teach people about Navajo language and culture.



Map of the Philippine Sea

Answer the questions about the text.

1. What in this text tells you that it is an autobiography?

2. List two kinds of text features in this text.

3. What is the heading? What does it tell you?

4. What information about the narrator's life does the map show you?

Name _____

When two small words are put together to make one bigger word, the new word is a **compound word**.

hair + dresser = hairdresser

A. Draw a line between a word in the first column and a word in the second column to create five compound words. Use a dictionary if you need help with the word meanings. Write the compound words you made.

- | | | |
|----------|---------|-------|
| 1. grand | where | _____ |
| 2. every | town | _____ |
| 3. book | mother | _____ |
| 4. story | shelves | _____ |
| 5. home | teller | _____ |

B. Circle the compound words in the sentences below.

6. His grandfather showed him how to walk softly through the woods.
7. Joseph also spent time working in his grandparents' store.
8. Sometimes he made a mistake.
9. "Whatever you want to do, you should do it."

Name _____

When a word is spelled with a vowel, a consonant, and a final e, the word usually has a long vowel sound.

lakericedome

A. Read each sentence. Circle the word that has a long vowel sound and a final e. The first one has been done for you.

1. My dad is very wise.
2. She woke up at seven o'clock.
3. The park is a mile from my house.
4. I ran to third base.
5. We learn how to stay safe during storms.

When adding *-ed* or *-ing* to a base word with a final e spelling, drop the final e and then add the ending: *hope, hoped, hoping*.

B. Circle the correct *-ed* and *-ing* form of each word. The first one has been done for you.

- | | | |
|-----------------|--------------|---------|
| 1. bake + ed = | <u>baked</u> | bakeed |
| 2. fade + ing = | fadeing | fading |
| 3. make + ing = | making | makeing |
| 4. name + ed = | named | nammed |
| 5. race + ing = | raceing | racing |

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author uses signal words to show the sequence of important events in a text.

Topic sentence	→	In "Joseph Bruchac," the author tells the events of Joseph's life in order. First I read about what he liked to do when he was young. Joseph loved to read and spend time with his grandfather. Then I read how Joseph listened to stories and then wrote them down. He wrote books for children! At the end, I learned what Joseph is doing now. The author tells Joseph's life in order and it helps me understand how he became a famous writer and storyteller.
Evidence	→	
Concluding statement	→	

Write a paragraph about a story you read. Find text evidence to show how the author uses signal words to put important events in time order. Use text evidence to support your ideas.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add language to show the order of events.

Draft Model

I went camping with my dad. I helped my dad put up our tent. We built a fire. We roasted hot dogs and marshmallows. We put out the fire and went to sleep in our tent.

1. When did the writer go camping?
2. What did the writer do first?
3. What word or words that show order would tell when the writer roasted marshmallows?
4. What words would help signal what the writer did last?

B. Now revise the draft by adding words that show time and order to help readers learn more about how the camping trip unfolded.

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Name _____

design

simple

investigation

encouraged

substitutes

quality

examine

solution

Write each word next to its definition.

1. careful search

2. well-made

3. way to fix a problem

4. make a drawing or plan

5. inspect closely

6. given hope

7. things that take the place
of other things

8. easy

Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
First	
Next	
Then	
Finally	

Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Victor Ochoa's New Idea

11 Have you ever made something that no one else had made
23 before? It is not easy. People who make something new are called
35 inventors. They look and see what can be made better and then
48 they do it. Victor Ochoa was one of those people. He made many
60 things. One of them was a flying machine. Victor looked at birds
72 to get his ideas. He wanted to learn everything about how birds
flew. He used what he learned to build a plane.

82 Many Jobs

84 Victor was born in Mexico in 1850 and grew up in Texas. He
97 lived all over the United States. He loved to work with writers.
109 He wrote for newspapers. He even started two new papers. He
120 worked hard. He never gave up, no matter how hard the job was.

133 A New Plane

136 Victor's mind was a motor that did not turn off. He was always
149 thinking of ways to make life better. In 1908, he was thinking
161 about how birds fly. He wanted to make a plane that flew like a
175 bird. So he went to work.

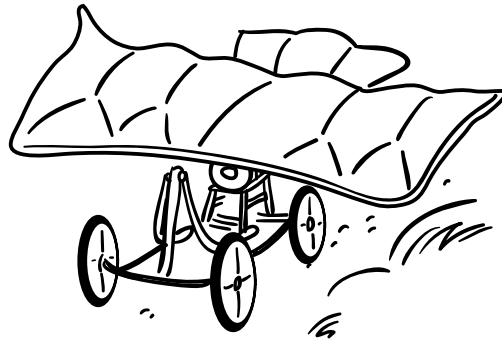
Name _____

The body of the plane was made of two bicycles side by side. The plane had a small motor that sat between the two bikes. The back was shaped like a bird's tail. The wings were made of canvas and steel pipes. The wings were different from a normal plane. They could be folded down like a bird's wings.

Victor wrote the Navy a letter telling them why he thought his plane would be a good idea. He worked very hard to make his plane work. No one knows if it ever flew.

Other New Ideas

Victor did not let any problems keep him from making other things. Making new things from new ideas was the blood in his veins. He made a new pen that held its own ink. Another thing he came up with was a motor that worked both forward and backward.



Victor Ochoa's plane was made of two bikes and a small motor.

Never Give Up

Victor was a spinning top. He was always making new things. He wanted to help people with his ideas. Not all of his ideas worked. No one who tries something new is successful every time, though. The important part is to keep trying. Victor Ochoa was someone who never stopped trying.

Name _____

A. Reread the passage and answer the questions.

- 1. According to the third paragraph, what caused Victor to invent things?**

- 2. What effect did thinking about how birds fly have on Victor?**

- 3. What are three things that Victor invented?**

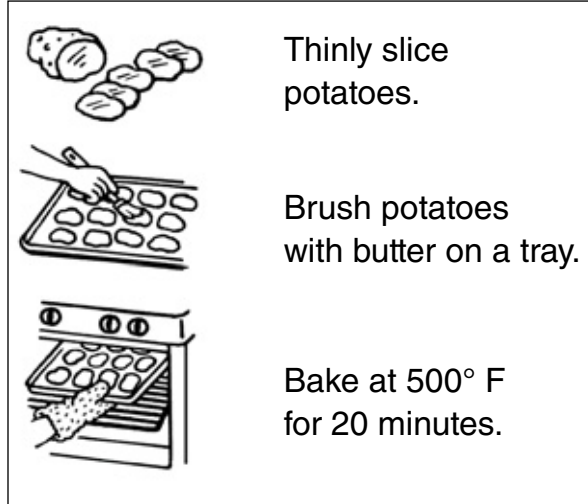
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

George Crum's Potato Chip

George Crum was born in 1822. As a young man, he became the chef at Moon's Lake House in Saratoga, New York. One day in 1853, a customer ordered French fries. He said they were too soft and thick. George Crum was annoyed. So he thinly sliced some potatoes. He fried them until they were very hard. The customer loved them! George Crum had invented the potato chip.



Answer the questions about the text.

1. A biography tells the true story about a person's life and is written by another person. How can you tell that George Crum did not write this text?

2. What is the text feature in this text?

3. What does the text feature show you?

Name _____

A **metaphor** compares two things that are very different. It does not use the words *like* or *as*. An example of a metaphor is *The dog was a lightning bolt*. It compares how fast the dog was and how fast lightning is. They are both very fast. This metaphor means the dog was very fast.

Read each pair of sentences from the passage. Write the sentence with the metaphor on the line. Then circle the two things that are being compared in the metaphor.

1. Victor's mind was a motor that did not turn off.
He wanted to make plane that flew like a bird.

2. Making new things from new ideas was the blood in his veins.
He made a new pen that held its own ink.

3. No one who tries something new is successful every time, though.
Victor was a spinning top.

Name _____

The long *a* sound can be spelled several different ways. Words with the letters *ai* and *ay* can make the long *a* sound.

ai as in *pail*

ay as in *may*

A. Read the words in the box. Write each word under the correct the long *a* spelling pattern. The first one has been done for you.

tray

mail

paint

stay

rail

sway

Long <i>a</i> spelled <i>ai</i>	Long <i>a</i> spelled <i>ay</i>
1. rail	4.
2.	5.
3.	6.

Add -s to form the plural of most singular nouns: *cat*, *cats*.

Add -es to form the plural of nouns ending in -s, -ss, -sh, -ch, or -x:
bus, *buses*; *class*, *classes*; *bush*, *bushes*; *rich*, *riches*; *box*, *boxes*.

B. Read each sentence. Circle the word that has the correct plural spelling. The first one has been done for you.

1. I read two (books, bookes) today.
2. Did you see the (foxs, foxes) in the woods?
3. We won free (pases, passes) to the water park.
4. I will share my (peaches, peachs) with you.
5. She helped me wash the (dishs, dishes).

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author uses text features.

Topic sentence	→ In "Victor Ochoa's New Idea," the author uses text features to help readers understand the topic better.
Evidence	→ Headings tell me how the information is organized. For example, the heading "Many Jobs" tells about some of the jobs Victor had. It organizes the information about his life. The picture of Victor's plane and its caption give extra information that
Concluding statement	→ is not in the text. In this selection, the author uses text features to organize and give more information about the topic.

Write a paragraph about a story you read. Find text evidence to show how the author uses text features. Use text evidence to support your ideas.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use time-order words and phrases in your writing.

Draft Model

Benjamin Franklin was a great inventor. One important invention of his was the lightning rod. He invented bifocal glasses to help people see.

1. What was the first invention that Franklin created?
2. What time-order words and phrases would help put the events of Franklin's life in order?
3. What was the later invention that Franklin created?

B. Now revise the draft by adding time-order words and phrases to help readers follow events.

Name _____

landmark

national

clues

carved

massive

grand

traces

monument

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. memorial

2. hints

3. country

4. enormous

5. cut

6. great

7. small bits

8. historic site

B. Read the sentences below. Then edit them by crossing out the words that can be substituted with a vocabulary word. Write that word on the line.

9. It was important for our family to go see the object that stands as a tribute. _____

10. Someone had carefully cut words in the tree a long time ago.

Name _____

Read the selection. Complete the main idea and details graphic organizer.

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

Building a Landmark

10 Have you made a sand castle? Maybe you've built something
11 in the dirt. Have you thought that something you made on land
12 would last a long time? In Ohio there are Native American
13 mounds. These mounds have been there a long time. The mounds
14 act as landmarks, or important sites. They help us understand our
15 country's history.

16 Native American tribes made Ohio's mounds. There are over
17 70 of them left. One of these mounds is called Serpent Mound.
18 It is 1,370 feet long. It looks like a big snake. Objects from other
19 tribes are in Serpent Mound. Researchers think that many tribes
20 made the mound. A lot of tribes might have shared this one
21 mound.

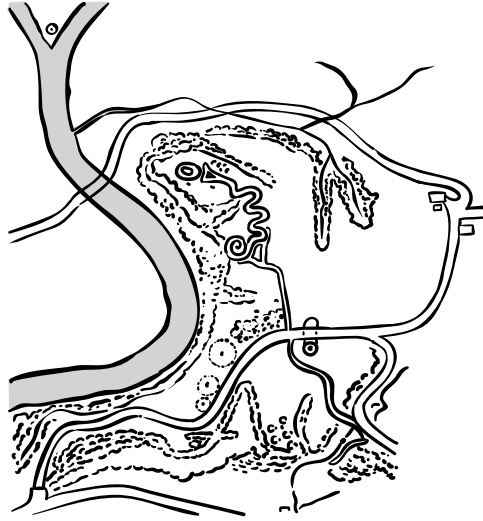
22 The mounds are different shapes. Miamisburg Mound looks
23 like a cone. It is the largest cone mound in Ohio. There are 116
24 steps. Visitors can climb these to the top.

25 Do you know why a tribe would build mounds? Some people
26 say the mounds at Fort Ancient were a calendar. How did the tribes
27 make these mounds? To make these mounds people used clam
28 shells to dig. They also used sticks. They carried dirt in baskets to
29 make the mounds. The baskets weighed about 40 pounds. That is
30 hard work.

Name _____

The Newark Earthworks are geometric mounds. They are the world's largest set like this. Researchers think that tribes used these mounds to study stars. They might have been a place for tribes to meet, too.

Cultures leave behind stories. Some stories are in books. Some are in artwork. In Ohio tribes left behind mounds. Not all questions about the mounds have been answered. But these landmarks are helpful. They help us learn more of our country's history.



Map of Serpent Mound Park, Adams County, Ohio

Social and Sacred Places

Some researchers think that the Ohio River Valley mounds were meeting places for tribes. Others think they were for ceremonies. Today, you can visit them. You can come up with your own answer of how the mounds were used.

Name _____

A. Reread the passage and answer the questions.**1. What are three key details in paragraph 4?**

2. What do these three details have in common?

3. Use the details to find the main idea. What is the main idea of the whole passage?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Lincoln Memorial

Henry Bacon was the architect who designed the Lincoln Memorial. He had studied architecture in Europe and loved the buildings of ancient Greece. He wanted his memorial to remind people of the city of Athens in Greece. Athens was where democracy started. Bacon wanted people who saw the memorial to remember that democracy began in Greece and that Abraham Lincoln fought to keep it alive.

The Gettysburg Address is...

- a speech given by Abraham Lincoln on November 19, 1863, during the Civil War.
- written on the south wall of the Lincoln Memorial.
- dedicated to the soldiers who fought and died at the Battle of Gettysburg, so “that government of the people, by the people, and for the people, shall not perish from the earth.”

Answer the questions about the text.

1. Informational text tells about a topic. What is the topic of this text?

2. What text feature is included?

3. What is the topic of the sidebar?

4. Henry Bacon wanted people to think of Athens, Greece, when they saw the Lincoln Memorial. What started in Athens?

Name _____

Multiple-meaning words are words that have more than one meaning. For instance, the word **bats** can mean two different things.

I saw the **bats** flying through the night sky in the forest.

In this sentence, the context clue “flying” tells you that **bats** means “a small, flying mammal.”

When we play on the field, we have to bring our own baseballs and **bats**.

In this sentence, the context clues “play on the field” and “baseballs” tell you that **bats** means “a piece of sporting equipment.”

Read the sentences below. Circle the meaning of the multiple-meaning word as it is used in the sentence.

1. Native American tribes made Ohio’s mounds. There are over 70 of them **left**.

meaning 1: the opposite of right

meaning 2: remaining

2. To make these mounds people used clam shells to dig. They also used **sticks**.

meaning 1: adheres

meaning 2: branches, twigs

3. Cultures leave behind **stories**. Some stories are in books.

meaning 1: levels of a building

meaning 2: tales, accounts

Name _____

The long o sound can be spelled several different ways. For example, **o** as in **no**, **ow** as in **slow**, **o_e** as in **note**, **oa** as in **soak**, and **oe** as in **foe**. When o comes before *ld*, the letter o has a long vowel sound as in **old** and **cold**.

A. Read each word silently. Circle the letter or letters that make the long o sound. The first one has been done for you.

- | | |
|-----------------|---------|
| 1. <u>bo</u> at | 4. toe |
| 2. grow | 5. bone |
| 3. gold | 6. open |

A **compound word** is made up of two smaller words. Use the meaning of the two words to understand the compound word.

gold + fish = goldfish

A goldfish is a fish that has a gold color.

B. Separate each compound word into two smaller words. Write the words on the lines. The first one has been done for you.

- | | | |
|-------------|-------------|-------------|
| 1. slowpoke | <u>slow</u> | <u>poke</u> |
| 2. homesick | _____ | _____ |
| 3. snowman | _____ | _____ |
| 4. postcard | _____ | _____ |

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student found evidence that compares how two authors present important information and key details about the same topic.

Topic sentence	→	The author of "Building a Landmark" and the author of "The Lincoln Memorial" give information and key details about landmarks. Both authors focus
Evidence	→	on landmarks. The author of "Building a Landmark" tells about how early peoples created and used their own landmarks. The author of "The Lincoln Memorial" tells how the Lincoln Memorial was created. The Lincoln Memorial is a more modern landmark and was created to help people remember
Concluding statement	→	an event in history. Both authors present important information and key details about how landmarks were created and used.

Write about two texts that tell about the same topic. Use text evidence to compare how the authors present important information and key details.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using different sentence types.

Draft Model

Parks are important because they offer a place to experience nature. Parks are places to have picnics, play sports, and do many other activities. In cities, a park can be a good place to get away from the commotion.

1. What type of sentence is included in the model?
2. How does the writer's chosen sentence type affect the way you read the model?
3. What different sentence types can be added to the model?
4. How would adding different sentence types change the way you read the model?

B. Now revise the draft by using different sentence types to make the writing more interesting.

Name _____

created

interfere

timid

awkward

furiously

attempt

cooperation

involved

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. made or built

a. involved

2. get in the way

b. attempt

3. take part in an activity

c. awkward

4. try

d. created

5. clumsy

e. interfere

6. very angrily

f. cooperation

7. not brave

g. furiously

8. working together

h. timid

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

Detail

Detail

Detail

Theme

Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to predict what will happen in the story.

Why People and Birds Are Friends

13 Jungles are very large. It is easy to lose your way and feel
small. This is what happened to two brothers on a hunting trip.
25 They planned a two-day trip, but soon they were lost. They were
37 far from home. Every day they would try to find their way back.
50 Every day they would stop when it got dark.

59 But they knew how to camp. They could also find food and
71 firewood. The older brother went to find firewood. The younger
81 brother went to find food and water. He looked for a very long
94 time, but he could not find anything to feed his brother and
106 himself. He was very tired. He sat down to rest.

116 The young boy sat on the ground. He listened to the warm
128 wind move the leaves. He noticed a bird in the tree above him.
141 He watched it flap its wings. Then he heard a voice.

152 “I know where your parents are! I know where your parents
163 are!”

Name _____

The boy looked around to see who was talking. He was confused. He heard the words again. Suddenly, he understood that the bird was talking to him!

The young boy stared at the bird. He said, “Can you really help my brother and me get home?”

She said, “Yes, I can. I am an old bird. I know the village you live in. I can take you back there. I only ask for a trade. I need three insects to eat. That will give me the strength to guide you home.”

The young boy quickly agreed to feed the bird. He ran back to his camp as fast as he could. He told his brother about the bird. His brother did not believe him at first. Slowly he agreed to go with the boy to meet the talking bird.

When they found the bird, it repeated its offer to the older boy, who also agreed. The boys went to find insects for the bird. They found three insects. The bird swallowed them easily, one, two, three! “We will leave in the morning,” she said.

The next morning, the boys followed the bird home. It took many days. When they got home, the boys’ parents were very happy to see them. They had been sad since the boys left. The family promised that they would always feed hungry birds. And that is why birds sing to humans, and humans feed birds.



Name _____

A. Reread the passage and answer the questions.**1. Why does the younger brother need help?**

2. What does the bird ask for so she will help the younger brother?

3. What is the theme of this story? Circle the letter of the best answer.

- a. If we help others, they will help us.
- b. If you get lost, you can always find your way home.
- c. It's important to feed birds.

B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Ant and the Dove

An ant went to the river to drink the water. He slipped and fell into the water. A dove saw the ant drowning. She pulled a leaf from a tree. She dropped it into the water. The ant saw the leaf. He climbed onto it and floated to land.

The next day, the ant saw a hunter sneaking up behind the dove with a net. The dove did not see the hunter. The ant crept up and bit the hunter on the foot. The hunter shouted in pain and dropped his net. The dove heard the shout and flew to safety.

Answer the questions about the text.

1. How can you tell that this is a folktale?

2. Why does the ant bite the hunter?

3. What literary element, or story element, does this text include?

4. What do you think the lesson of this story is?

Name _____

Sometimes you may not know what a word means. One way to find out is to identify a word's **antonym**, or opposite. If you know what the antonym means, you can figure out what the other word means.

The **older** brother went to find firewood. The **younger** brother went to find food and water.

In the sentences above, *older* and *younger* are antonyms.

Read the sentences from the passage. Then circle the antonym of the word in bold and write a simple definition for the word in bold on the line.

1. Jungles are very **large**. It is easy to lose your way and feel small.

2. The boy looked around to see who was talking. He was **confused**. He heard the words again. Suddenly, he understood that the bird was talking to him!

3. The **young** boy stared at the bird. He said, "Can you really help my brother and me get home?" She said, "Yes, I can. I am an old bird."

4. When they got home, the boys' parents were very **happy** to see them. They had been sad since the boys left.

Name _____

The long *i* sound can be spelled several different ways: *i* as in *find*; *ie* as in *pie*; *igh* as in *might*; *i_e* as in *bite*; *y* as in *fly*.

The long *u* sound can be spelled several different ways: *u* as in *unit*; *u_e* as in *cute*; *ew* as in *few*.

A. Read the words in each row. Circle the word that has the correct vowel sound. The first one has been done for you.

- | | | | |
|------------------|-------------|-------|------|
| 1. long <i>i</i> | <u>mind</u> | sing | pick |
| 2. long <i>i</i> | skip | right | twig |
| 3. long <i>i</i> | sky | silly | give |
| 4. long <i>u</i> | hush | drum | use |
| 5. long <i>u</i> | huge | much | hug |

To form the plural of most singular nouns that end in a consonant followed by *-y*, change the *y* to *i* and add *-es*: *baby*, *babies*.

To form the plural of singular nouns that end in a vowel followed by *-y*, add *-s*: *boy*, *boys*.

B. Read each sentence. Circle the word that has the correct plural spelling. The first one has been done for you.

- The (ladys, ladies) bought new hats.
- I read two (stories, storyes) today.
- She put lots of (toys, toyes) in the cart.
- He fed the (ponys, ponies) in the barn.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below found text evidence that shows how the author uses what the characters do and say to share the theme of this folktale.

Topic sentence	→ In "Why People and Birds are Friends," the author uses what the characters do and say to share the theme about helping.
Evidence	→ At the beginning of the story, the brothers were lost and hungry. Then a bird says she will show them the way home if they feed her. The boys feed the bird, and the bird takes the
Concluding statement	→ brothers home. The author uses how the brothers and the bird help each other to share the message that when we help others, they often help us in return.

Write a paragraph about a folktale you have read. Find text evidence to show how the author uses what the characters do and say to share the theme, or message.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use linking words to connect ideas.

Draft Model

I want to play a board game. My sister wants to play a video game.
My mom wants us to clean up the yard.

1. What linking word would show how the first two ideas are different?
2. What linking word would connect the third idea to the first two ideas?
3. What other linking words could you add?

B. Now revise the draft by adding linking words to show how ideas are connected.

Name _____

arrived

whispered

photographs

immigrated

inspected

moment

valuable

opportunity

Write each word next to its definition.

1. short amount of time _____
2. came to a new country _____
3. pictures taken with a camera _____
4. made it to where you were going _____
5. chance for good things to happen _____
6. looked at closely _____
7. spoke in a low voice _____
8. worth a high price _____

Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The top three boxes are labeled "Detail" and the bottom box is labeled "Theme".

Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to find clues to support predictions.

A Dream to the West

13 Lan was eight years old in 1849. Life at home in China was
tough. Yao, Lan's father, worked hard to put food on the table.

25 Then, word spread of people getting rich finding gold in
35 America. Yao wanted a better life. He made the boat trip journey
47 by himself. After a few months, Lan and her mother were joining
59 him.

60 Lan was as white as a ghost. "I'm scared, Mommy," she said.
72 "I only know people here in China. I don't even speak English."

84 "You'll settle in," her mom said. "Daddy will welcome us."

94 The Golden Mountain

97 "Daddy!" Lan came running to hug her father.

105 They took a long wagon trip in from the port in California.
117 They arrived in an area where gold was being found.

127 "Are they really finding gold here?" Lan asked.

135 "Some people have struck it rich!" Yao said. "They call this
146 place 'Gold Mountain.'"

149 Gold was found in 1848. The Gold Rush swept across America
160 like a wildfire. Now people from other countries came.

Name _____

“And what about our family still in China?” she asked.

“We owe them for your trip. I will send them money from my pay,” he said. “Maybe one day they can join us here.”

Many others did not have enough money. They could not send for their loved ones. Lan knew she was lucky.

A New Life

Yao lived in a small town with other Chinese people. When they arrived, Lan met Yao’s friend Chen. She also met Chen’s daughter, Li. They walked around the village.

“This is where we live, and this is where we eat,” Li said. “And here is where we gather to talk and have fun.”

Lan studied the area. “I didn’t know this many Chinese people lived here. They even speak Chinese!”

“Yes, we have built a nice place to live,” Yao said.

“But where is the mine that you work in?” Lan asked.

“I don’t work as a miner any longer,” he said. “We were not finding any gold. I’m now a shoemaker.”

Lan knew life would not be the same. She had hope when she looked around. The future was as open as the land.

“I’m just happy we’re together,” Lan said.



The discovery of gold gave hope to many immigrants.

Name _____

A. Reread the passage and answer the questions.

1. Details tell what the characters do and say, and help you to find the theme. What is one important detail about Lan's family in paragraph 2?

2. What is an important detail about Yao under the heading A New Life?

3. The theme of a story is the author's message. What is the theme of the passage? Circle the letter of the best answer.

- a. Looking for wealth in another country is never a good idea.
- b. Things in life don't always go as planned, but it's still possible to make a fresh start.
- c. Family is more important than money.

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

A Long Wait on Angel Island

It was now November 24, 1924. Our boat from China had arrived in America twelve days ago. My mother and I had waited many days. Then a guard took us to a small room. A man sat at a table. I sat down. The man spoke, but I couldn't understand him. Then he spoke to me in my own language. He asked me my name and with whom I will stay in America.



Answer the questions about the text.

- 1. Historical fiction tells a made-up story that takes place during a real time period. How can you tell that this is historical fiction?**

- 2. How does the illustration show that the story is historical fiction?**

- 3. How does the illustration help you know more about the main character?**

Name _____

A **simile** compares two very different things. It uses the word *like* or *as*. Look at the example of a simile in the sentence below. The underlined words are compared.

My cousin swims like a fish.

This simile means that the cousin swims very well and feels at home in the water.

Read each sentence below. Underline the words that are compared. Then circle the letter of the best definition of the simile.

1. Lan was as white as a ghost.

a. Lan was happy.

b. Lan was hungry.

c. Lan was scared.

2. The Gold Rush swept across America like a wildfire.

a. It went quickly.

b. It went slowly.

c. It was hot.

3. The future was as open as the land.

a. It was flat.

b. It was unknown.

c. It was known.

4. The gold shined like the sun.

a. It was very bright.

b. It was metal.

c. It was heavy.

Name _____

The long e sound can be spelled several different ways.

e as in *me*

ea as in *beam*

ee as in *tree*

A. Read each sentence. Circle the word that has the long e sound. The first one has been done for you.

1. I won a free ticket.
2. This book is about a seal.
3. Did your team win?
4. My new coat is green.
5. Our roof has a leak.

The endings -es or -ed can be added to change the form of a word.

In some words that end in y, change the y to i before adding -es or -ed: *hurry, hurries, hurried.*

B. Read each word in bold. Then circle the word with the correctly spelled ending. The first one has been done for you.

- | | | |
|----------------|--------------|--------|
| 1. try | <u>tries</u> | tryes |
| 2. deny | denyed | denied |
| 3. cry | cryies | cries |
| 4. fly | flies | flyes |
| 5. dry | dryed | dried |

Name _____

Evidence is details and examples from a text that support a writer's opinion. This student wrote an opinion about whether or not the author gives enough information to help him understand the story's theme.

Topic sentence

→ In "A Dream to the West," the author uses what Lan and her family do and say to share the theme that dreams can come true if you work hard. At

Evidence

→ the beginning of the story, Lan and her family were dreaming of a better life. Lan's father went to America. He worked very hard and saved money so Lan and her mother could go. When Lan gets to her new home, she sees that her family has a better

Concluding statement

→ life now. The author uses what Lan and her family say and do to help me understand the story's theme about working hard to make dreams come true.

Write your opinion about a story you read. Find text evidence to support your opinion of how the author uses what the characters do and say to share the theme, or message.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what precise nouns you can add.

Draft Model

Once, a family moved to a new town. They traveled a long time in their car to get to the town. When they got to their new house, they unpacked their things. Then they met their neighbors.

1. What precise nouns could be used to help make the story clearer for the reader?
2. What nouns would help readers visualize the characters, the town, and the house?
3. What nouns could be used to describe the journey?
4. What sorts of things does the family unpack?

B. Now revise the draft by adding precise nouns to help make the story about the family easier for readers to understand.

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Name _____

independent

elect

decisions

announced

candidates

government

estimate

convince

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. guess _____
2. conclusions _____
3. people who seek office _____
4. people who guide a city _____
5. choose by voting _____
6. do for yourself _____
7. told _____
8. make someone believe _____

B. Read the sentences below. Then edit them by crossing out the word that can be substituted with a vocabulary word. Write the word on the line.

9. When it is time to choose the new class president, I hope my friends
pick me. _____
10. After I tasted the delicious fruit salad and the yogurt, I knew I had made
the right choices for dessert. _____

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Point of View

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

Express Yourself

13 Do you tell friends what the best song is? Do you wear a
25 T-shirt for a sports team? This may not seem unusual. You are
37 saying your beliefs. It was not always like this. People have had
to prove their right to free speech.

44 Speak Your Mind

47 Freedom of speech is the right to tell what you believe. This is
60 a right in the Constitution. You can speak your mind. It is your
73 right even if others do not agree.

80 Speaking your thoughts does not just mean what you say. It
91 can mean what you do. A group of students in 1969 “spoke” with
104 action. America was at war then. The students did not like the
116 war. They wore black armbands. This showed they did not like
127 the war.

129 Some people did not like the bands. The students went to
140 court. This case was called *Tinker v. Des Moines*. The court
151 said that the students could wear the bands to school. It was free
164 speech. The students could do this even if others disagreed.

Name _____

Are There Limits?

There are times when free speech is your right. Yet, if using free speech is unsafe to others, it is unprotected by the Constitution. What if you decide to yell “fire”? If there is not a fire, you are just causing trouble. People might get hurt.

The law will not say this is okay. It could hurt people. People who do this are punished.

When our country was new, people were given free speech. This was good. Yet, some people have said what they think and have hurt people. The law decides what free speech is by how it is used.

Sometimes free speech is allowed. There are times when it is not. This is how people make the government work. They use their free speech. They speak their beliefs within the law. There are times when the laws have to redefine free speech by how people use it.

People make their beliefs known with free speech. People can help define freedom by reviewing their rights.



PureStock/SuperStock

Name _____

A. Reread the passage and answer the questions.

1. How does the author feel about freedom of speech in the second paragraph? Circle the letter of the best answer.
- a. The author agrees with freedom of speech.
 - b. The author is against freedom of speech.
 - c. The author thinks that only certain people should have freedom of speech.
2. Based on the information in the fourth paragraph, how do you think the author would feel about students being allowed to wear black armbands?

3. How does your point of view about free speech compare with the author's?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

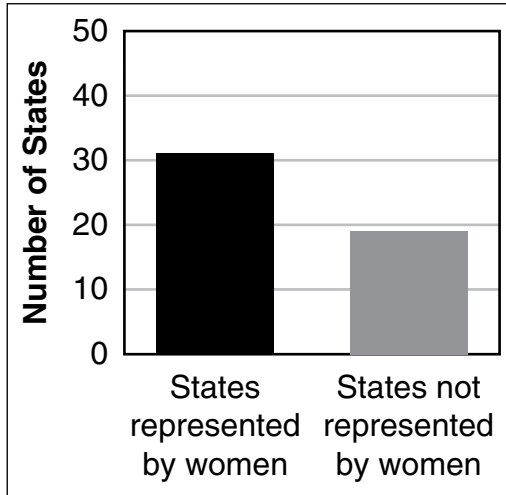
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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Name _____

Women in Congress

There are many women in the United States Congress today. However, it hasn't always been that way. Women did not serve in Congress before 1916. That year, Jeanette Rankin from Montana was the first woman ever elected to the House of Representatives. She was elected before women had the right to vote. Then in 1922, Rebecca Felton from Georgia became the first female senator.



Answer the questions about the text.

1. Expository text tells facts about a topic. How can you tell this is expository text?

2. What two text features does the text include?

3. What is the text's heading? What does it tell you about the text?

4. What information does the bar graph tell you?

Name _____

The **prefixes** *re-*, *un-*, and *dis-*, are word parts that can be added to the beginning of base words to form new words with new meanings. The prefix *re-* means “to do again,” and *dis-* and *un-* mean “not” or “opposite.”

unusual

disagreed

unsafe

redefine

unprotected

reviewing

Use a word from the box above to complete each sentence.

1. My cousins _____ about which team is better. They both like different teams.
2. The mother deer does not like to leave her baby alone and _____ in the woods.
3. Before our quiz, we will be _____ the study materials.
4. Our grandmother said it is _____ for us to travel by ourselves at such a young age.
5. People found it _____ that an elephant and a dog could become friends.

Name _____

Some words have silent letters. Silent letters have no sound when the word is spoken: *k* as in knee; *g* as in gnat; *w* as in wrap.

A. Read each set of words. Circle the word with a silent letter. The first one has been done for you.

- | | | | |
|----------|------|----------|------|
| 1. write | ramp | 4. wrong | warn |
| 2. king | knit | 5. sink | sign |
| 3. grow | gnaw | 6. knock | kite |

A possessive noun shows ownership. A singular possessive noun is formed by adding an apostrophe and an *s*: *a girl's book*.

A plural possessive noun is formed by adding only an apostrophe if the plural noun ends in *s*: *two girls' books*.

If a plural possessive noun does not end in *s*, the possessive is formed by adding an apostrophe and an *s*: *the children's books*.

B. Circle the phrase showing the correctly written singular or plural possessive noun. The first one has been done for you.

- | | |
|-------------------------|-----------------------|
| 1. the girl's backpack | the girls backpack |
| 2. three pigs' houses | three pigs's houses |
| 3. the womens book club | the women's book club |
| 4. a kitten's whisker | a kittens' whisker |
| 5. our classes pet | our class's pet |

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author uses details to support his point of view that free speech is important.

Topic sentence	→	In "Express Yourself," the author uses details to support his point of view that free speech is important.
Evidence	→	The author says that Americans have the right to say what they think. He believes that free speech is a good thing as long as people follow the rules of the law. For example, the author says that naming your favorite singer is a good example of free speech. The author also says that yelling "fire" when there is not a fire is dangerous.
Concluding statement	→	The author uses details to support his point of view that free speech is an important right of all Americans, as long as they follow the rules. I agree with the author. It is important to be able to share how you feel.

Write a paragraph about a text you read. Find text evidence to support the author's point of view. Then write about your point of view.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what supporting details you can add.

Draft Model

Many schools have elections. Kids vote for their favorite candidate. These elections are usually held sometime in the fall. Voting is important.

1. What kinds of elections do schools hold?
2. What offices are candidates running for? What supporting details would describe the campaigns?
3. Why are elections held in the fall?
4. What detail would tell why voting is important?

B. Now revise the draft by adding facts, definitions, and other details to help readers learn more about school elections.

Name _____

population

recognized

success

resources

caretakers

relatives

survive

threatened

Label each statement as *True* or *False*. If the statement is false, rewrite it as a true statement.

1. Food and water are important *resources* for living things.

2. *Caretakers* at the zoo look after the animals.

3. If you *recognized* somebody, you do not know who they are.

4. The people outside of your family are your *relatives*.

5. People who live in the same city are part of the city's *population*.

6. The game was a *success* for the losing team.

7. If someone is safe, they probably feel *threatened*.

8. Without the right amount of food, it is difficult for animals to *survive*.

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Point of View

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

The Sound of Elephants

A Love of Sounds

4 Katy Payne loves to listen. She loves music, of course. But
15 mostly, she listens to animals. And she has spent most of her life
28 doing it. By listening to them she has helped them live on.

40 Katy first studied whales. Whales make wonderful sounds
48 under the water. Some people call them “whale songs.” They
58 sound like strange music. Katy knew that elephants were like
68 whales in some ways. She wanted to study them, too.

Hidden Sounds

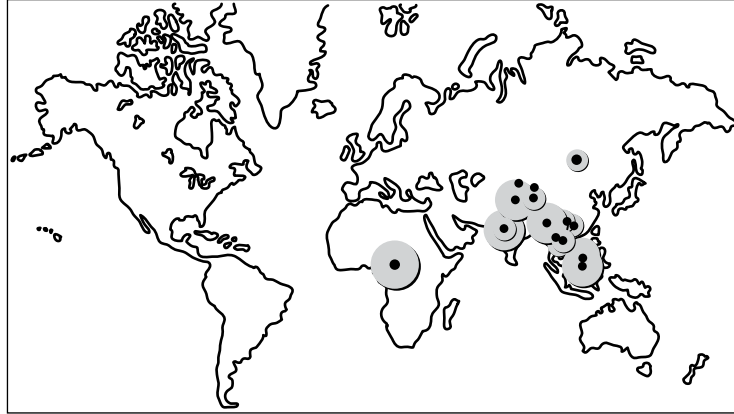
80 Katy went to a zoo to see the elephants. She watched and
92 listened. She liked hearing the sounds they made. There were
102 loud sounds and soft sounds. They made sounds like trumpets.
112 The sounds made Katy think of whale songs. She knew that
123 whales sometimes made sounds that she could not hear. That
133 gave Katy a great idea. What if elephants made hidden sounds
144 too? She went to find out.

150 First, Katy taped the sounds of elephants. Then she took the
161 tapes to a lab. She used a computer to make pictures of the sound
175 waves. The pictures showed sounds that Katy could not hear.
185 The elephants were making hidden sounds! No one had ever seen
196 hidden sounds from elephants before. Katy had found something
205 special.

Name _____

Helping by Hearing

Katy became worried about elephants. Sometimes elephants eat people's crops and people get angry. Sometimes careless people



Elephants live in the wild in Africa and Asia.

build homes on land that the elephants use. This has made it hard for these elephants to live. Katy wanted the two to be able to live near each other.

With the help of some friends, Katy started a project with some friends. They listen to the sounds of elephants to get to know them better. They are hopeful that the more people understand, the more they will want to help. There are now more people helping elephants. And it's all because of good people like Katy Payne!

Name _____

A. Reread the passage and answer the questions

1. Reread paragraph three. How does the author feel about Katy Payne's idea? Circle the letter of the best answer.

- a. The author thinks it was a bad idea.
- b. The author thinks Katy's idea was great.
- c. The author has no opinion about Katy's idea.

2. Reread paragraph four. How does the author feel about Katy's discovery that elephants were making hidden sounds?

3. What is the author's point of view about Katy in the last paragraph?

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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Name _____

PAWS: People Helping Animals

PAWS is a group of people who work to keep animals safe and healthy. They care for homeless pets. Then they find new homes for them. They care for hurt wild animals, too. Once the animals are healthy again, they return them to the wild. PAWS also teaches people how to care for pets and wild animals.

You Can Help, Too!

Read books that tell you how to care for pets and other animals.



Lawrence M. Sawyer/Getty Images

A PAWS worker cares for a homeless animal at a shelter.

Answer the questions about the text.

- 1. An expository text gives facts about a topic. How can you tell that this is an expository text?**

- 2. What two text features does the text include?**

- 3. What is the text's heading? What does it tell you about the text?**

- 4. What does the sidebar show? What does it tell you?**

Name _____

A **suffix** is a word part added to the end of a word. It changes the word's meaning. The suffix **-ful** means "full of." The suffix **-less** means "having no" or "without."

help + the suffix **less** = **helpless**. **Helpless** means "without help."

thought + the suffix **ful** = **thoughtful**. **Thoughtful** means "full of thought."

Read each sentence below. Underline the suffix of each word in bold. On the line, write the word's definition.

1. Whales make **wonderful** sounds under the water.

2. This has made it hard for **homeless** elephants to live.

3. With the help of some friends, Katy started a **helpful** new project.

4. If Katy had ignored the elephants' problems, some people may have felt she was **thoughtless**.

5. Now that Katy and people like her are helping, people are **hopeful** that the elephants will survive.

Name _____

A three-letter blend is made up of three consonants that come at the beginning of a word: *scr* as in scrap; *spr* as in spray; *str* as in strong; *squ* as in sqint; *spl* as in split; *thr* as in three.

A. Read each sentence. Circle the word that has a three-letter blend. The first one has been done for you.

1. He scrubs the sink to make it clean.
2. We should swim in the stream.
3. Did you hear the mouse squeak?
4. I like to splash water in the pool.
5. How far can you throw a ball?

When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short-vowel sound. Words with two closed syllables are usually divided between the two consonants.

win / ter

bas / ket

B. Read each word. Circle the letter that shows the word correctly divided into syllables. The first one has been done for you.

- | | | |
|-----------|---------------------|--------------|
| 1. hidden | <u>a.</u> hid / den | b. hidd / en |
| 2. dinner | a. dinn / er | b. din / ner |
| 3. magnet | a. magn / et | b. mag / net |
| 4. napkin | a. nap / kin | b. na / pkin |
| 5. kitten | a. kit / ten | b. ki / tten |

Name _____

Evidence is details and examples from a text that support a writer's opinion. This student wrote about whether or not the author uses details to support her point of view that Katy Payne is the reason more people are helping elephants.

Topic sentence

→ In "The Sound of Elephants," the author uses details to support her point of view that Katy Payne's work is helping elephants survive. Katy

Evidence

→ studied elephants and discovered that they make hidden sounds. The author says that Katy found something special. Katy started a project that helped people understand elephants better. The author thinks that because of Katy's discovery more people are interested in helping elephants. The author uses

Concluding statement

→ details to support her point of view. I agree. Katy's discovery turned into a way to get more people involved with helping elephants.

Write about a text you read. Find text evidence to support your opinion about the author's point of view. Then write about how your point of view compares with the author's.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sequence words you can add to help make the order of events clear.

Draft Model

There was a duck with an injured wing in our yard. We called a man at the animal shelter. He came and wrapped its wing and kept it warm. The wing healed. He took the duck back to its home in the lake.

1. When did the narrator call the animal shelter?
2. What sequence words can be added to help organize the other events of the story?
3. What sequence words can be used to give the writing a clear beginning, middle, and end?

B. Now revise the draft by adding sequence words to help make the story of the duck easy to follow.

Name _____

inventor

observer

bounce

imagine

A. Write each word next to its definition.

1. to spring back after hitting something _____
2. to picture in your mind _____
3. a person who makes or thinks something for the first time _____
4. someone who watches or pays attention to something _____

B. Write two sentences. Use a vocabulary word in each sentence.

5. _____

6. _____

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

Name _____

Read the poem. Check your understanding by asking yourself how the narrator thinks or feels.

Learning to Read

When I began reading,
 4 a book was like a bowl
 10 of letter soup.
 13 As and Bs mixed with Ps and Qs.

21 The letters stirred together
 25 like a thick, messy mush.
 30 Not one word spoke to me
 36 in any language I understood.

41 So I brought books to my mom and dad
 50 like gifts for a long time. They cut out hours
 60 for me from their days and nights. They knew
 69 I needed to know what every word meant

77 so the words could be part of my life. Not right
 88 away, but sooner than I thought,
 94 letters let themselves be led into lines
 101 that looked like the words I heard in my head.

111 Now the world seems smaller, somehow.
 117 I figured out how to read and the words bring
 127 the whole world of incredible things
 133 into my open hands, curious as cats.



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What do you think is the narrator's point of view about reading?

3. Why do you think this is the narrator's point of view?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Missing Glasses

I looked in the pile of clothes.
I checked the case where it usually goes.
I searched all around
but I finally found
that my glasses were right on my nose.



Answer the questions about the poem.

1. This text is a limerick. Which lines in the limerick rhyme?

2. What is the poem about?

3. Where are the glasses?

4. Limericks are usually funny. Do you think this poem is funny?
Explain.

Name _____

Poets use **alliteration** and **rhyme** to make descriptions fun to read and poems sound musical.

An example of **alliteration** is: **b**ouncing **b**alls **b**ang the **b**ird's tree

An example of **rhyme** is: I would like to **sit** a **bit**.

Read the lines of free verse below. Then answer the questions.

Learning to Read

*So I brought books to my mom and dad
like gifts for a long time. They cut out hours
for me from their days and nights. They knew
I needed to know what every word meant
so the words could be part of my life. Not right
away, but sooner than I thought,
letters let themselves be led into lines
that looked like the words I heard in my head.
Now the world seems smaller, somehow.
I figured out how to read and the words bring
the whole world of incredible things
into my open hands, curious as cats.*

1. What is an example of rhyme in the poem?

2. Circle two examples of alliteration in the poem.

3. What do the alliteration and rhyme do for the poem?

Name _____

Remember that a simile compares two things that are not very similar. A *simile* uses the words *like* or *as* in the comparison.
The girl's hair was yellow as straw.

Read each passage. Underline the simile. Then write the two things being compared on the line.

1. When I began reading, a book
was like a bowl of letter soup.

2. I figured out how to read and the words bring
the whole world of incredible things
into my open hands, curious as cats.

3. So I brought books to my mom and dad
like gifts for a long time.

Name _____

A **digraph** is two or more consonants that stand for one sound.

th as in then and math

wh as in whale

ng as in sing

sh as in show and hush

tch as in watch

gh as in laugh

ph as in phone

dge as in edge

A. Read each pair of words. Circle the word that contains a digraph. The first one has been done for you.

1. shade

six

4. bigger

badge

2. cars

catch

5. read

rough

3. wheel

will

When a syllable ends in a vowel, it is called an **open syllable**. Most open syllables have a long vowel sound.

The word **baby** has two open syllables: ba / by

B. Read each word in bold. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

1. **begin**

a. be / gin

b. beg / in

2. **lazy**

a. laz / y

b. la / zy

3. **moment**

a. mo / ment

b. mom / ent

4. **table**

a. tab / le

b. ta / ble

5. **prepare**

a. pre / pare

b. prep / are

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author's choice of words helps us understand what the narrator thinks about learning to read.

Topic sentence	→ In "Learning the Read," the author chooses words that help us understand what the narrator thinks about learning to read.
Evidence	→ "letter soup" to describe reading. When I think about letter soup, I think about letters floating all over the place in no order. Then the narrator learns to read and says that the "letters let themselves be led into lines." That means the letters are now words. I read that reading brings the whole world into the narrator's open hands.
Concluding statement	→ The author chooses words that help me understand what the narrator thinks about learning to read.

Write about a poem you read. Find text evidence to support the author's word choice when telling about the narrator's point of view.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about descriptive details you can add.

Draft Model

Our lawn mower is a good machine. It is loud and gives a deep growl when you turn it on. When the grass is shaggy, I use the lawn mower to give the grass a haircut. It is a very helpful machine to have around.

1. In the first sentence what is a better word than “good” to describe a lawn mower?
2. Does the growl of the lawn mower sound like the growls of something else?
3. What does the machine look like?
4. Can you describe how the lawn mower looks or feels when it is cutting the grass?

B. Now revise the draft by adding details to describe the lawn mower.

Name _____

disbelief

dismay

fabulous

features

offered

splendid

unique

watchful

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. alert _____
2. presented _____
3. amazing _____
4. doubt _____
5. beautiful or magnificent _____
6. feel shock and surprise _____
7. one of a kind _____
8. qualities _____

B. Read the sentences below. Then edit them by crossing out the words that can be substituted with a vocabulary word. Write that word on the line.

9. The bald eagle guarded her nest with a careful, observant eye.

10. The booklet that came with the video game player listed all of the things it can do. _____

Name _____

Read the selection. Complete the problem and solution graphic organizer.

The graphic organizer is a vertical flowchart with four rectangular boxes connected by downward-pointing arrows. The top box is labeled "Problem" in bold text. The bottom box is labeled "Solution" in bold text. The two middle boxes are empty for student input.

```
graph TD; A[Problem] --> B[ ]; B --> C[ ]; C --> D[Solution];
```

Problem

Solution

Name _____

Read the passage. Use the visualize strategy to help you understand what you are reading.

How Zebras Got Their Stripes

11 This story happened a long time ago in Africa. Baboon was
24 very fierce. One day he decided to leave the jungle tree where he
39 lived. He wanted to live next to the river. He was so mean that he
51 told all the other animals that the land belonged to him. Baboon
stated he was the only one allowed to drink from the river.

63 The animals were upset. They were sad because they needed
73 water to survive. But all of them were afraid of Baboon. He had a
87 big head with thick eyebrows and long teeth. He often showed his
99 teeth to scare the other animals. They didn't know what to do.

111 Zebra was young and brave. He was fearless and handsome in
122 his white coat. A long time ago, zebras had all white coats. Zebra
135 said to the other animals, "I am not afraid of Baboon. I will tell
149 him we are going to drink from the river." The next day, Zebra
162 met with Baboon. But Baboon refused to talk to Zebra. So Zebra
174 challenged Baboon to a brawl. Baboon laughed. He won almost
184 all of his fights.

Name _____

They agreed that the loser of the fight would have to leave the jungle and river. He would have to live on the barren hill. The empty hill was not a place anyone wanted to live. They would meet the next morning in Baboon's yard next to the river.

The next day, Zebra came to Baboon's yard. Baboon had built a bonfire. Zebra's white coat glowed in the sun. It looked like Zebra had a light inside his body. All the animals came to watch the fight. They knew that it would be hard to beat Baboon.

Both animals leaped and scratched. Around noon, Zebra jumped at Baboon. Baboon ducked. Zebra lost his balance and fell into the bonfire. The fire began to burn him, but he got up and ran out of the fire. Baboon was laughing very hard. He did not see Zebra run at him.

Zebra kicked Baboon as hard as he could. Baboon flew over the river and onto the empty hill. He wasn't injured, but his pride was hurt. He knew he had lost. The animals could drink from the river.

Zebra won, but the fire had burned long black stripes on his white coat. After that, all zebras had black stripes. They were proud of them. They were a symbol. Zebra had fought and won to keep water free for all animals.



Name _____

A. Reread the passage and answer the questions.**1. What is the basic problem in this story?**

2. What is the solution that Zebra comes up with?

3. Name two things that happen because of this solution.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

How Bear Lost His Tail

A long time ago, Bear had a long, shiny tail. He was proud of his tail and bragged, “My tail is the best in the forest!”

Fox got tired of Bear’s bragging. One cold day, Fox went to a frozen lake and sat by a hole in the ice. When he heard Bear coming, Fox said loudly to himself, “I can’t use my tail to catch the fish under the ice. My tail just isn’t shiny enough!” Then he hid behind a tree.

“My shiny tail could catch the fish!” Bear thought. He dipped his tail into the freezing water and waited. But then he fell asleep.

Fox watched Bear sleep. He watched him a long time. Finally, Fox crept up behind Bear. Then he shouted, “Wake up, Bear! You caught a fish!” Bear woke so suddenly that his frozen tail broke off.

Answer the questions about the text.

1. How do you know this text is a folktale?

2. Are the characters in the text realistic? Why or why not?

3. How does Fox solve the problem of Bear’s bragging?

4. What do you think the lesson of this text is?

Name _____

Synonyms are words with similar meanings. Sometimes, if you don't know what a word means, a context clue that is a synonym can help you figure out the meaning of the new word. Read the passage below.

The animals were **upset**. They were sad because they needed water to survive.

The word *sad* is a synonym for *upset*.

Read these sentences from the passage. Circle the synonym that tells you what each word in bold means. Then write a new sentence using the word in bold.

1. Zebra challenged Baboon to a **brawl**. Baboon laughed. He won almost all of his fights.

2. He would have to live on the **barren** hill. The empty hill was not a place anyone wanted to live.

3. Zebra's white coat **glowed** in the sun. It looked like Zebra had a light inside his body.

Name _____

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The spellings *er*, *ir*, *ur*, and *ear* usually form an *r*-controlled vowel sound.

A. Read each pair of words. Place a checkmark (✓) next to the word that has an *r*-controlled vowel sound. Circle the letters that make the sound. The first one has been done for you.

- | | | | |
|----------------|-------------|---------------|-------------|
| 1. ✓ her | _____ heat | 4. _____ lean | _____ learn |
| 2. _____ while | _____ whirl | 5. _____ fern | _____ fake |
| 3. _____ nurse | _____ nails | | |

A contraction is a shortened form of two words. It leaves out some of the letters from one or both words. An apostrophe is used for the letters that have been left out.

B. Read the contractions below. Write the two words each contraction stands for on the line. Underline the letter or letters replaced with an apostrophe. The first one has been done for you.

can not would not I am she is we are

- | | | | |
|----------|-------------|-------------|-------|
| 1. I'm | <u>I</u> am | 4. we're | _____ |
| 2. she's | _____ | 5. wouldn't | _____ |
| 3. can't | _____ | | |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used problem and solution in the text.

Topic sentence	→	In "How Zebras Got Their Stripes," the author uses problem and solution to develop characters and drive the plot.
Evidence	→	The author writes about how Baboon wants to stop all the other animals from drinking from the river. This is a serious problem for the animals who need water to survive. Zebra, who is uniquely good, provides a solution by stepping in to help all the jungle animals.
Concluding statement	→	The author uses the plot to present a problem and explain how it was solved.

Write a paragraph about the text you have chosen. Show how the author used problem and solution to develop characters and plot. Cite evidence from the text. Remember to develop the topic and convey ideas and information clearly and to use action verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sentence types you can add to make the story more interesting.

Draft Model

I like butterflies. My favorites are Monarch butterflies. They lay their eggs on milkweed plants. I think everyone should plant some milkweed in their yard today. I wonder who else likes butterflies too.

1. How could you rewrite the first sentence to make it exclamatory?
2. How could you rewrite the fourth sentence to make it imperative?
3. How could you rewrite the last sentence to make it interrogative?

B. Now revise the draft by using different types of sentences to make the story about Monarch butterflies more interesting to read and easier to understand.

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Name _____

amazement

disappear

leader

refused

bravery

donated

nervous

temporary

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|-------------------------------------|--------------|
| 1. great surprise or wonder | a. disappear |
| 2. courage when facing danger | b. amazement |
| 3. cannot see any longer | c. refused |
| 4. turned down | d. donated |
| 5. person who guides others | e. temporary |
| 6. lasts for a short time | f. nervous |
| 7. worried or upset about something | g. bravery |
| 8. gave something to help | h. leader |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Characters	
Setting	
Cause	Effect
Cause	Effect
Cause	Effect

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Name _____

Read the passage. Use the visualize strategy to help you understand the text.

A Letter to Helen Keller

Dear Ms. Keller,

3 My name is Amelia Grant. I live in Nome, Texas. My daddy
15 runs an oil factory there. I am now twelve years old. When I
28 was eight, I was out near one of the oil wells. There was a huge
43 explosion. I was real close to it. As a result, I lost my hearing.

57 A lot has changed for me since then. For one, I cannot hear
70 music in the same way. I used to love hearing my mother sing
83 songs. Now it is different. I put my ear to her chest. I can feel her
99 voice. Now, I feel music instead of hearing it.

108 Also, I have to go to a different school. It is far away from our
123 hometown. It is called Texas School for the Deaf. It is in the city
137 of Austin, two hundred miles away from Nome. I get to see my
150 family only during holidays. I sure do miss them.

159 My daddy gave me a book you wrote. It is called *The Story of*
173 *My Life*. I read that you had a hard time showing people what you
187 wanted. Because of this, you sometimes got mad. You made loud
198 noises. Your mom and dad were frustrated. You must have driven
209 your parents up the wall!

Name _____

I also read about your teacher, Ms. Sullivan. She showed you that there is a word for every object and idea. Because of Ms. Sullivan, you can read and write.

I read that you like to ask lots of questions, too. So now I ask lots of questions. I am learning more now than I ever did before I lost my hearing. Maybe mother is right when she says “every cloud has a silver lining.” Even when something seems really bad, a good thing can come from it.

I have a best friend in Nome. Her name is Anna Bailey.

When I lost my hearing, I thought Anna might not be my friend. I thought she might want to play only with people who could hear. But I was wrong. Anna stayed friends with me. She even helped me feel better. She told me I would get used to being deaf. “It might take some time,” she said. “But you’ll find your feet.”



When I first heard about you, I was amazed. Even though you are deaf and blind, you can do almost anything! You even went to college. You are like a hero to me. I hope that one day I can visit you, and we can learn more about each other.

Sincerely,
Amelia Grant

Name _____

A. Reread the passage and answer the questions.

1. Reread the first paragraph. What happened as a result of the explosion at the oil well?

2. Look for signal words and phrases such as “as a result,” “so,” and “because of.” How did Helen Keller learn to read and write?

3. According to the sixth paragraph, why did Amelia start to ask lots of questions?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

A Surprise Visit

It was a Saturday in the summer of 1945. My friend Henry and I were playing baseball in the park. Then Henry looked across the street and shouted, “The Kansas City Monarchs’s bus!” A group of men got off. Two of them came walking toward us. One was the team’s new shortstop, Jackie Robinson.

“Keep batting,” Jackie called “I’ll tell you if your swing needs work.”



Answer the questions about the text.

1. How do you know that this text is historical fiction?

2. Historical fiction sometimes includes real people from history. Name one real person and one made-up character in the story.

3. What text feature does the text include?

4. How does the illustration help show that the text is historical fiction?

Name _____

Idioms are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *pulling my leg* means.

He was not telling me the truth. I could see he was **pulling my leg**.

Circle the context clues in the sentences below that help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.

1. I read that you had a hard time showing people what you wanted. Because of this, you sometimes got mad. You made loud noises. Your mom and dad were frustrated. You must have **driven your parents up the wall!**
 - a. made your parents frustrated
 - b. made your parents climb
 - c. made your parents excited
2. I am learning more now than I ever did before I lost my hearing. Maybe mother is right when she says “**every cloud has a silver lining**.” Even when something seems really bad, a good thing can come from it.
 - a. Nothing good can come from something bad.
 - b. Good things can come from bad things.
 - c. Clouds are often silver.

Name _____

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The /är/ sound is usually spelled *ar* as in *star*. The /ôr/ sound may be spelled *or* as in *corn*, *oar* as in *soar*, *ore* as in *more*, and *our* as in *four*.

A. Read each word. Circle the letters that make the /är/ sound or the /ôr/ sound. The first one has been done for you.

1. yard

4. roar

2. storm

5. more

3. your

A prefix is a group of letters added to the beginning of a word. It changes the meaning of the word. The prefix *un-* means “not,” the prefix *re-* means “again,” and the prefix *pre-* means “before.”

B. Read each word in the word box. Circle the words that have a prefix. Write a word you circled on the line to match each meaning. The first one has been done for you.

prepay

unfair

paper

preview

rewrite

uncle

unkind

reading

1. to view before _____ preview _____ 4. pay before _____

2. not fair _____ 5. not kind _____

3. write again _____

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author's use of cause and effect to drive the plot.

Topic sentence	→	In "A Letter to Helen Keller," I think the author did a good job of using causes and effects to drive the plot.
Evidence	→	In the letter, Amelia explains how she lost her hearing. As a result of the encouragement of family and friends, Amelia learned to adapt to her new situation. Helen Keller became her inspiration.
Concluding statement	→	This letter was effective in showing that each event that happened to Amelia had a cause.

Write a paragraph about the text you have chosen. Show how the author used cause and effect to drive the plot. Cite evidence from the text. Remember to state an opinion, to provide reasons to support the opinion, and to use action verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what linking words and phrases you can add to help connect ideas.

Draft Model

I did not want to play piano anymore. It was too hard. My piano teacher explained to me the importance of music. He inspired me. Now I really enjoy playing piano.

1. What linking words and phrases could you add to make relationships clearer to the reader?
2. What linking words and phrases would show when events happened?
3. What linking words and phrases would make the text easier to follow?

B. Now revise the draft by adding linking words to help connect ideas.

Name _____

warmth

globe

surface

solar system

support

temperature

amount

astronomy

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. If you only ate a small *amount* of food, you did not eat too much.

2. The Sun is the only part of our *solar system*.

3. When people study *astronomy*, they study oceans.

4. The *warmth* of the Sun can heat you up on a summer day.

5. If a liquid has a high *temperature* it is cold.

6. A hen will *support* her chicks by giving food to them.

7. Ducks can float on the *surface* of the water.

8. A *globe* is usually the shape of a square.

Name _____

Read the selection. Complete the main idea and key details graphic organizer.

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the summarize strategy to check your understanding of important details of the passage.

Seeing Red

13 Have you looked at the sky at night? Did you see stars? Maybe
26 you even saw a planet, like Mars. Scientists are doing all they can
to learn even more about Mars.

32 Fourth Place

34 Mars is the fourth planet from the sun. Earth is the third
46 planet. Mars is reddish. It is called the Red Planet. It is about
59 half the size of Earth. There are cold, hot, dry, and wet places on
73 Earth. Mars is just a cold desert. Water cannot be a liquid there.
86 It can only be frozen. Is it believable that Mars was once warm?

99 Red Rover

101 Scientists sent machines to Mars to learn more. The machines
111 are called rovers. The first one landed on Mars in 1997. It sent
124 images of the planet back to Earth. It told us about Mars. It let
138 us know what Mars's rocks and soil are like. This was useful
150 information. It helped scientists know that Mars was once warm
160 and wet.

Name _____

Red Planet Plants

The rovers have helped in learning about Mars. Now scientists want to send people there. It would take nearly a year and a half to travel to Mars and back. This is far. People need a lot of food and water for such a long trip. Researchers at NASA have an answer.



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Rovers like this one conduct science experiments on Mars.

They want to make special plants. The plants could live on icy Mars. The plants could grow food. They could be carefully grown in a greenhouse on Mars.

If plants are grown for food on Mars, people would have to bring less food. If food is grown there, they could stay longer. How is this helpful? The longer researchers stay, the more they can learn about Mars.

The surface of Mars is cold and rocky. It is not full of life. Yet we now know Mars's climate was once like that of Earth. Research has helped us learn about Mars. People might go to Mars to learn more. Plants on Mars could provide food for people who are studying there. This could help them stay longer to learn more. Learning more helps us truly unlock the mysteries of Mars.

Name _____

A. Reread the passage and answer the questions.**1. What are three key details in the third paragraph?**

2. What do these details have in common?

3. Use details to find the main idea. What is the main idea in the fifth paragraph?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

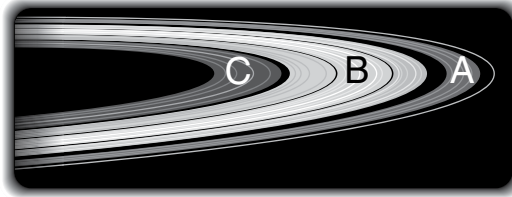
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Rings of Saturn

Saturn is a planet with rings around it. You can see its rings through a telescope. They look solid, but they are made of pieces of rock and ice. Some pieces are very small. Others are as big as mountains. How were the rings made? Scientists are not sure. The rocks and ice could be pieces of an old moon that crashed into Saturn.

Name of Ring	Width of Ring
Ring C	17,500 km
Ring B	25,500 km
Ring A	14,600 km



Answer the questions about the text.

1. An expository text gives information about a topic. How can you tell this is expository text?

2. What text features does the text include?

3. What information does the chart give you?

4. How does the heading help you understand the text?

Name _____

Suffixes are word parts added to the ends of words. Adding a suffix creates a new word with its own meaning.

Suffix	Meaning	Example	Meaning
-able	can be	breakable	can be smashed
-ful	full of	joyful	full of happiness
-ly	in a certain manner or way; like	quickly	in a fast way
-y	full of	honesty	full of truth and fairness

Choose a word from the box below to match the meaning of each underlined phrase.

believable

useful

icy

truly

helpful

- During winter the streets are sometimes full of ice. _____
- That movie told a story that can be believed. _____
- Her directions to the cafeteria were full of help when I was lost today.

- When building a house, a hammer is a tool that is full of use.

- She knew in a true way that they would be friends for a long time.

Name _____

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The /âr/ sound can be spelled *air*, *are*, *ear*, and *ere*. The /îr/ sound can be spelled *ear*, *ere*, and *eer*.

A. Read each sentence. Underline the word with the /âr/ or /îr/ sound. Write the word on the line and circle the letters that make the sound. The first one has been done for you.

1. Would you care to feed my puppy? _____ care _____

2. He will help me sweep the stairs. _____

3. Did you see a deer in the woods? _____

4. I have a pear in my lunch box today. _____

5. Where is the new skating rink? _____

A suffix is a word part added to the end of a base word. It forms a new word and changes the meaning of the base word. The suffix *-y* means "full of" or "having." The suffix *-ly* means "in a certain way."

B. Circle the suffix in each word. Write the root or base word on the line. The first one has been done for you.

1. sadly _____ sad _____ 4. lucky _____

2. squeaky _____ 5. chilly _____

3. slowly _____ 6. boldly _____

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used a main idea and supporting details to give information.

Topic sentence	→	In "Seeing Red," the author uses a main idea and supporting details to explain scientists' study of Mars.
Evidence	→	To support the main idea, the author gives details about the appearance of Mars. Then, the author explains how we have learned about Mars in the past using rovers.
Concluding statement	→	Finally, the author talks about how scientists want astronauts to visit Mars. The author supports his main idea with facts, details, and examples.

Write an analysis that explains how the author used a main idea and key details to explain the information in the text. Cite evidence from the text. Remember to use past-tense verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the topic sentence and related ideas.

Draft Model

I once saw a comet in the night sky at my brother's baseball game. The comet had a long, glowing tail. It flew across the sky quickly then was gone.

1. What is the topic of the draft model? What details could be added or rearranged to make the topic clearer?
2. In what ways could supporting details be strengthened?
3. What other details could be added to help support the topic?

B. Now revise the draft by revising sentences and adding details to create a strong topic sentence and strong supporting sentences.

Name _____

model

effective

example

observed

identical

similar

imitate

material

Write each word next to its definition.

1. alike _____
2. item used to make something _____
3. thing that shows what the whole is like _____
4. looked at closely _____
5. works as planned _____
6. exactly the same _____
7. small copy of something _____
8. try to be like _____

Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Read the selection. Complete the main idea and key details graphic organizer.

A graphic organizer consisting of four rectangular boxes arranged vertically. The top box is labeled "Main Idea". Below it is a downward-pointing arrow, followed by a box labeled "Detail". This pattern repeats: another downward-pointing arrow followed by a box labeled "Detail", and a final downward-pointing arrow followed by a box labeled "Detail".

Main Idea

↓

Detail

↓

Detail

↓

Detail

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Name _____

Read the passage. Use the summarize strategy to find the most important ideas and details.

A Sticky Idea

11 Nature can inspire ideas. Take the tree frog for example. Have
25 you ever tried to use a dusty piece of tape? The tape won't stick.
The tree frog may hold the solution.

32 A tree frog has sticky pads on its feet. The stickiness of the
45 pads helps it to hold onto trees or rocks. Yet, the frog's pads do
59 not pick up dirt. They stay clean as the frog moves around.

71 New Ideas

73 The way a frog's foot works can be copied. It can give us ideas
87 for inventions. Its design could be used in many lines of work.
99 Doctors and nurses could reuse wraps. The wraps would stay
109 clean and sticky. A bandage used at home could also be taken off
122 and used many times.

126 Car tire makers also have a use for what a frog's foot can do.
140 Something that can get a good grip and stay clean could help tire
153 performance. It could help cars stay on the road in bad weather.

165 A product like that could also make a good glue or tape. A
178 clean adhesive that lasts long would be helpful. It could be used
190 at home and at school.

Name _____

Put to the Test

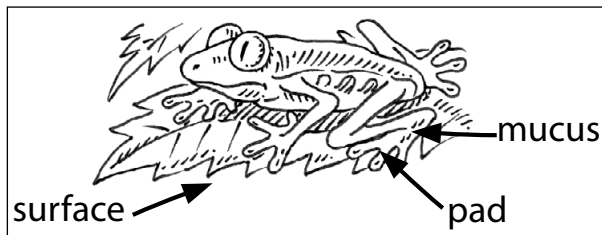
Researchers tested a group of frogs. The frogs were placed on a flat base that moved. Dust was put on the frogs' feet. At first researchers found that the frogs lost their foothold. They could not get it back if they did not move. Then the frogs were allowed to move their feet. That is when they were able to get back their grip.

How It Works

How do frogs' special feet clean themselves? Their feet secrete mucus. This secretion is renewed with every step the frogs take. The old dirty mucus stays behind. The new mucus helps their feet stick. This process cleans the frogs' feet as they walk.

Tree frogs also have small patterns on the bottom of their feet. These patterns are good at keeping the frogs' pads in touch with what they are standing on. They also let the mucus spread to all parts of the pad.

Studying frogs' feet is just one way that people get ideas from nature. Ideas come from all around us. No one knows what is coming next. What is your prediction?



The mucus on the bottom of a frog's foot renews after every step, keeping the foot clean and sticky.

Name _____

A. Reread the passage and answer the questions.

1. Key details tell about the main idea. What are three key details in paragraphs 3, 4, and 5?

2. What do these three details have in common?

3. The main idea is the most important point the author makes about a topic. Using the details, what is the main idea of the whole passage?

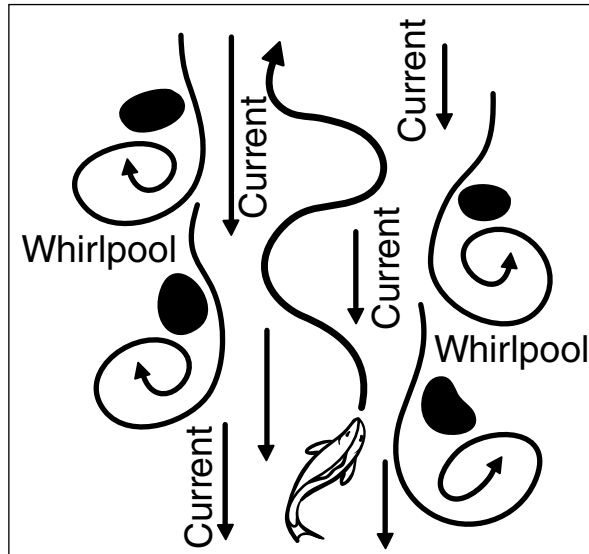
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

How Fish Swim

Rivers are full of rocks and logs. When moving water hits them, whirlpools form. Whirlpools suck in the things around them. Fish use whirlpools to help them swim upstream. They turn their bodies back and forth. When they do this, they are sucked from whirlpool to whirlpool. Scientists want to copy the way fish move and build boats that use less energy.



Whirlpools pull the fish back and forth against the current.

Answer the questions about the text.

1. Expository text tells about a topic. How do you know this is expository text?

2. What two text features does the text include?

3. How does the diagram help you understand how fish swim?

4. What does the caption do?

Name _____

A **root word** is the simplest form of a word. It can help you figure out the meaning of a longer word. Look at the example in this sentence:

Coming up with something new is a **combination** of ideas and hard work.

The root of *combination* is *combine*. *Combine* means “to bring into or join in a whole.” *Combination* means “the act of combining.”

Read each sentence below. Write the root word of the word in bold on the line.

1. It can give us ideas for **inventions**.

2. Something that can get a good grip and stay clean could help tire **performance**.

3. The **secretion** is renewed with every step the frogs take.

4. What is your **prediction**?

Name _____

A prefix is a word part added to the beginning of a word. It changes the meaning of the word. The prefix *dis-* means “not” or “opposite,” the prefix *mis-* means “bad” or “wrong,” and the prefix *pre-* means “before.”

A. Draw a line from each word to the word’s correct meaning. The first one has been done for you.

- | | |
|-------------|----------------|
| 1. preheat | to use wrongly |
| 2. disagree | heat before |
| 3. misuse | to not like |
| 4. prepay | to pay before |
| 5. dislike | to not agree |

When the final syllable of a word is spelled with a vowel, consonant, and a final e, the vowel sound is usually long. This VCe pattern can be found in words like escape, reptile, and alone.

B. Read each pair of words. Place a checkmark (✓) next to the word that has the VCe pattern. Circle the letters that make the pattern. The first one has been done for you.

- | | |
|-------------------|--------------|
| 1. ✓ inside | _____ until |
| 2. _____ ready | _____ rename |
| 3. _____ awake | _____ waking |
| 4. _____ boasting | _____ beside |

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author's use of a main idea and key details to convey a message.

Topic sentence	→	In "A Sticky Idea," I think the details the author chose clearly support the main idea that people can learn new things from nature.
Evidence	→	The author gives details about what people can learn from the way a tree frog's feet work. For example, the author suggests that band-aids, car tires, and tape can be improved by
Concluding statement	→	imitating a tree frog's feet. I think these details are an interesting way of explaining what people can learn from nature.

Write a paragraph about the text you have chosen. State your opinion about how the author's use of the main idea and details helps to convey the ideas in the text. Remember to cite evidence and give reasons to support the opinion, and to combine sentences correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the conclusion.

Draft Model

I would like to invent a ride that is similar to a falling maple tree seed. I think kids would enjoy it. Like the seeds, it would start up high. Then it would spin down and land softly.

1. What is the main idea of the draft model? What points support it?
2. How could the conclusion be revised to better sum up the main idea and supporting points?
3. What details could be added to give the reader something further to think about?

B. Now revise the draft by adding and rearranging details to create a strong conclusion that sums up the main idea.

Name _____

boomed

agreeable

descendants

emigration

appreciate

pioneers

vehicles

transportation

A. Read each clue. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|-------------------|
| 1. to understand the value of something | a. boomed |
| 2. pleasant or nice | b. appreciate |
| 3. a way of getting from one place to another | c. agreeable |
| 4. grew suddenly and rapidly | d. pioneers |
| 5. machines that carry people or things | e. descendants |
| 6. the first people to explore a region | f. vehicles |
| 7. people who come from one particular ancestor | g. emigration |
| 8. to move from one country to another | h. transportation |

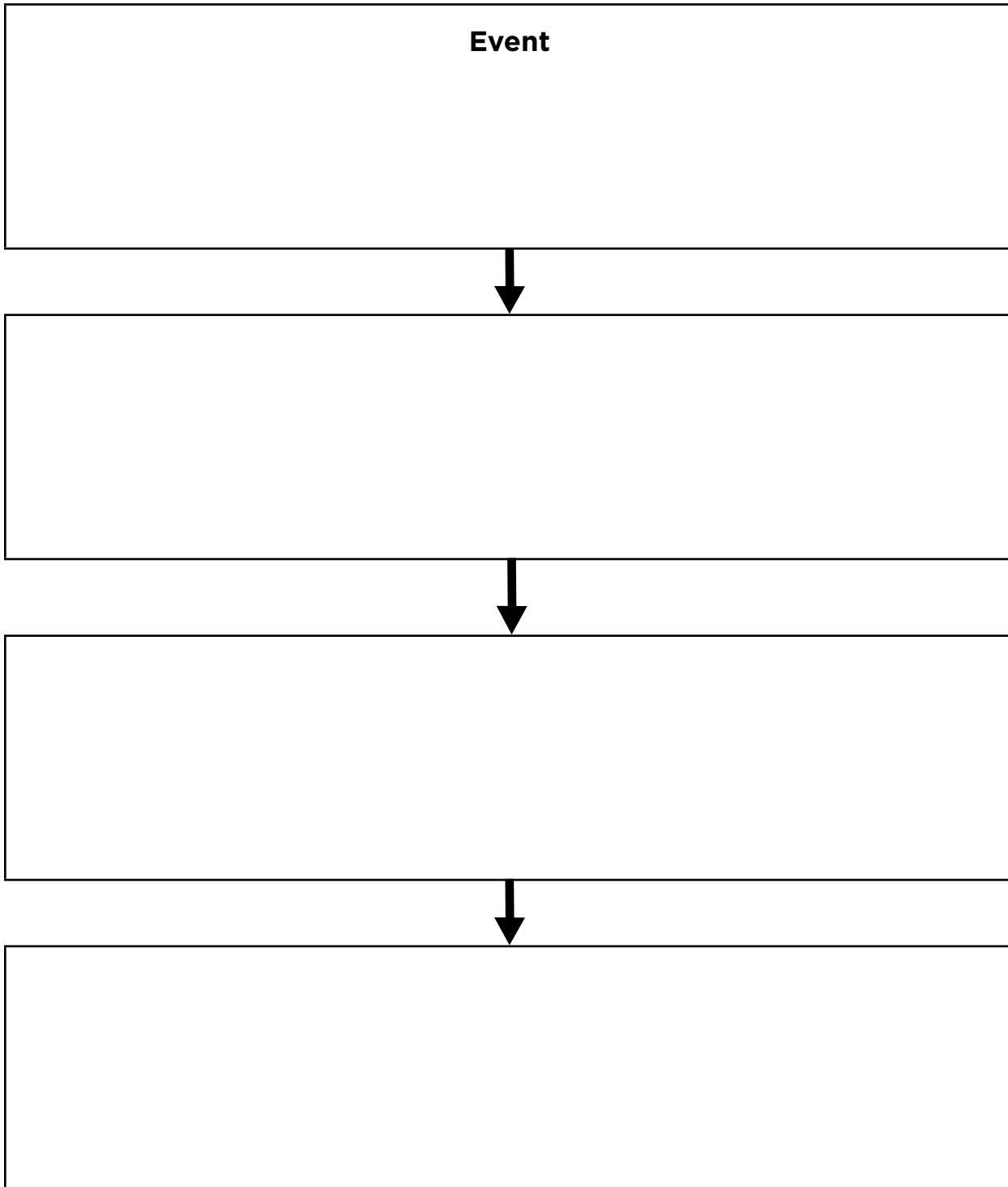
B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the summarize strategy to be sure you understand the text.

Mississippi Steamboats

11 What if you want something from far away? The goods will
23 travel by truck or plane. But what did people do before trucks
33 and planes? Long ago, goods traveled on the Mississippi River.
Steamboats carried them.

36 What Is a Steamboat?

40 A steamboat is any boat powered by a steam engine. First,
51 water is boiled. Then, the water turns to steam. The steam creates
63 a force. Next, the force is used to turn a giant wheel. Finally, the
77 wheel moves the steamboat forward.

82 Shreve Adapts the Steamboat

86 John Fitch made the first successful steamboat. But it could
96 only float in deep water. The Mississippi was not deep. This
107 problem was fixable though. Henry Shreve was the first to
117 adapt the steamboat for the Mississippi River. Shreve made the
127 steamboat able to float in shallow water. He also used a high-
139 pressure steam engine. This made the steamboat faster. Then he
149 added a tall upper deck. Shreve's steamboat was the model for all
161 other Mississippi steamboats.

Name _____

The Golden Age of Steamboats

The first steamboats were slow. Then steamboats got faster. People used them more. In 1834 there were about two hundred steamboats on the river. Twenty years later, there were about 1,000. The steamboat was the best way to travel the Mississippi for the next fifty years.



Currier & Ives (American printing firm, 1834–1907)/
Historicus, Inc./Library of Congress Prints and
Photographs Division [LC-USZC2-2523]

The End of an Era

At first, steamboats filled the Mississippi River. It seemed that they would always be there. Then the railroad came along. Trains were much faster. Trains became the most acceptable way to travel. Finally, by 1920, the steamboat had all but died out. It was the end of the steamboat era.

“Packet”-style steamboats were the most common form of transportation on the Mississippi in the 19th century.

Harder Than It Looks

Mark Twain wrote a book called *Life on the Mississippi*. It was about his days as a steamboat captain. Twain made steamboat travel sound nice. Yet life on a steamboat could be hard. There was a lot of work to do. It could be risky, too. The captain had to be careful on moonless nights when it was hard to see.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 2. What happens after the steam creates a force in a steam engine on a steamboat?

2. What did Henry Shreve do after he made the steamboat faster?

3. Reread paragraph 4. What happened after steamboats got faster?

4. What happened after railroads became the most acceptable way to travel?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The End of the Pony Express

The Pony Express ended on October 24, 1861, after nineteen months of service. That was the day when the Pacific Telegraph Line was completed. People could use the telegraph to send messages instead of letters. News from one side of the continent could reach the other in seconds. Men no longer needed to ride horses across the country to deliver letters. But Americans would never forget the service these men provided for the country.

How Telegraphs Work



Tetra Images/Corbis

A telegraph operator taps out a message using Morse code, a system of dashes and dots. This message is sent through a wire. The person on the other end receives the message and decodes it.

Answer the questions about the text.

1. Informational text tells true facts about a topic. What does this text tell about?

2. What text features are included?

3. How are the sidebar and photograph related to the end of the Pony Express?

Name _____

The **suffixes -ful, -less, and -able** are word parts that can be added to the end of a word. Adding a suffix to a root word changes the meaning of that word. The suffix **-ful** means “full of,” **-less** means “without,” and **-able** means “can be” or “is.”

successful acceptable fixable moonless careful

Complete each sentence below using a word from the box above. Use the suffix meanings and context clues to help you.

1. John Fitch made the first _____ steamboat. But it could only float in deep water.
2. The Mississippi was not deep. This problem was _____ though.
3. At first, steamboats filled the Mississippi River. Then the railroad came along. Trains became the most _____ way to travel.
4. Life on a steamboat could be hard. It could be risky, too. The captain had to be _____ .
5. The steamboat captain had a hard time seeing on _____ nights.

Name _____

When two vowel sounds appear together in the same syllable, they are usually pronounced as one sound.

/oi/ as in ***boil*** and ***boy***

/ou/ as in ***cow*** and ***house***

A. Read the words in the box below. Write each word under the correct heading in the chart. The first one has been done for you.

coin
owl

round
joy

noise
shout

town
toy

/oi/ sound as in <i>boil</i> and <i>boy</i>	/ou/ as in <i>cow</i> and <i>house</i>
1. coin	5.
2.	6.
3.	7.
4.	8.

A prefix is added to the beginning of a word. It changes the word's meaning. The prefixes *un-*, *non-*, and *dis-* mean "not" or "the opposite of."

B. Draw a line from each word to the word's correct meaning. The first one has been done for you.

- | | |
|---------------|---------------------|
| 1. unknown | opposite of payment |
| 2. disagree | not known |
| 3. nonpayment | not happy |
| 4. unhappy | to not agree |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that explains how the author showed sequence.

Topic sentence

→ In *Mississippi Steamboats*, the author uses sequence to explain how steamboats became a popular way of carrying goods down the Mississippi River and later faded into history. The author

Evidence

→ explains how John Fitch improved the steamboat and how they were used more and more as they got faster. Then the author explains how the railroad, which was even faster, brought the steamboat era to an end. By using sequence, the author explains the

Concluding statement

→ important role steamboats played in our history.

Write a paragraph about the text you have chosen. Explain how the author showed sequence. Cite evidence from the text. Remember to describe the connections between sentences and paragraphs in a text that relate to sequence, and to support your explanation with details.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about formal and informal voice.

Draft Model

Studying history is super important. You can get a feel for what it was like in the past. History can also teach you a lot of stuff. It can show you about how our country came to be or why we do things the way we do today.

1. Who might the writer be addressing in this model?
2. What word can be used to replace the word “super” in the first sentence?
3. What word can be used to replace the word “stuff” in the third sentence?
4. How can you make the wording in the last sentence sound more formal?

B. Now revise the draft by adding clues to show the writer’s use of formal or informal voice.

Name _____

flavorful

luscious

expect

aroma

variety

healthful

graceful

interrupted

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

1. a pleasant smell

a. graceful

2. full of taste

b. expect

3. stopped for a time

c. flavorful

4. beautiful in movement

d. luscious

5. good for your health

e. aroma

6. suppose something

f. variety

7. a number of different things

g. healthful

8. delicious to taste or smell

h. interrupted

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

Name _____

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

The Turtle and the Box of Riches

11 Long ago there was a young fisherman's helper sitting on a
12 dock. He heard a group of children laughing under his feet.

22 He peeked down and saw them teasing a small turtle.

32 "Leave that turtle alone!" the boy shouted and jumped down.

42 The children quickly ran away. The boy picked up the turtle.

53 "Thank you," the turtle said.

58 The boy jumped. "You can talk?"

64 "Yes," the turtle said. "I am a very powerful turtle in my land.

77 Your act was an inspiration. I want to reward your kindness.

88 Go to sleep tonight. When you wake up you will be in a grand
102 place."

103 The turtle swam out to sea. The boy went to bed that night in
117 disbelief. Yet the next morning he woke up in a large palace.

129 "Welcome to our home under the sea," the turtle greeted him.

140 The turtle took the boy through the underwater palace. Large
150 windows showed swimming fish and plant life. Gold walls and
160 mirrored ceilings shined brightly. The boy met all of the friendly
171 turtles that lived in the palace. Later that day they had a big
184 feast. The boy was happy. As night came, the boy asked to
196 return home.

Name _____

“Thank you so much for all you have shown and given me,” he said. “I have a lot of admiration for your home, but I must return to my home before morning. I work on a fishing boat each day.”

“I see,” the turtle said calmly. “Take a rest after your big meal. When you wake up, you will be back in your bed. But before you go, take this box.”

The turtle handed the boy a box with two drawers. Then he gave the boy a key. He told him to open the box at home.

“Take this key,” he said.

“Use it to open either one of the drawers. But do not ever open the other. You must promise.”

The boy promised and fell asleep in some pillows. When he woke up he was in his bedroom. There was the box sitting next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich. He knew he wouldn’t have to work again.



The box had one key and two drawers.

The boy was filled with appreciation, but wondered about the second drawer. Were there even greater riches in it? He opened the drawer, but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. Instead of being a rich man he was just a fisherman’s helper once more.

Name _____

A. Reread the passage and answer the questions.

- 1. Narrators have a point of view about events or characters in a story. Reread the first six lines of the passage. What does the narrator think about the fisherman's helper?**

- 2. In paragraph 6, do you think the narrator approves of what the fisherman's helper did? Explain.**

- 3. What is the narrator's point of view about the fisherman's helper in the last paragraph? Has the point of view changed since the beginning of the passage?**

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One frog was from Kyoto. The other was from Osaka. One day the frogs went to see each other's towns. They met on a hill halfway between Osaka and Kyoto. Both were very tired after so much walking. They did not know if they could go on. Then Osaka Frog had an idea.

"Let's help each other stand on our hind legs. Then we can look out at the towns we want to visit. We'll know if we want to walk all the way to see them," Osaka Frog said. Each frog faced the town he wished to see and pushed up against the other's front legs. They stood up on their hind legs. But when standing, frogs' eyes are on the backs of their heads!

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

The frogs did not want to visit towns that looked exactly like their homes. They said good-bye and never found out how different Kyoto was from Osaka.

Answer the questions about the text.

1. What problem do the frogs have to solve?

2. How do the frogs try to solve the problem?

3. What message or lesson do you think this folktale teaches?

Name _____

A **root word** is the simplest form of a word. It can help you figure out the meaning of an unfamiliar word. Look at the example in this sentence.

There was a large **collection** of art in the palace.

The root word is *collect*. *Collect* means “to gather together.”
Collection means “a group of things gathered together.”

Read each sentence below. Write the root word of the word in bold on the line. Then circle the letter of the meaning of the word in bold.

1. I am a very **powerful** turtle in my land.

Root Word: _____

a. funny

b. important

c. smart

2. I want to reward your **kindness**.

Root Word: _____

a. thoughtfulness

b. greed

c. intelligence

3. The boy was filled with **appreciation**, but wondered about the second drawer.

Root Word: _____

a. greediness

b. thankfulness

c. anger

Name _____

The vowel sound /ü/ can be spelled *oo* as in *moon*, *ew* as in *chew*, *u_e* as in *rude*, *ue* as in *due*, and *ou* as in *soup*.

The vowel sound /û/ can be spelled *oo* as in *book* and *ou* as in *could*.

A. Read the words in each row. Underline the word that has the same vowel sound as the word in bold. The first one has been done for you.

- | | | |
|-----------------|-------|---------------|
| 1. would | glue | <u>should</u> |
| 2. grew | good | flew |
| 3. look | shook | loop |
| 4. tube | cook | group |

Related words share a common root or base word. The words *act*, *active*, *action*, *react*, and *actor* are related words. They share the common root word *act*.

B. Write the word from the box below that is the common root for each pair of related words. The first one has been done for you.

photo	write	star	road
-------	-------	------	------

- | | | |
|---------------|--------------|--------------|
| 1. rewrite | sportswriter | <u>write</u> |
| 2. photograph | photocopy | _____ |
| 3. railroad | roadside | _____ |
| 4. starry | starlight | _____ |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used point of view.

Topic sentence	→	In <i>The Turtle and the Box of Riches</i> , the author uses the third-person point of view to tell the story.
Evidence	→	For example, the narrator says that the boy was filled with appreciation but wondered about the second drawer. This shows that the author understands why it was hard for the boy to resist opening the second drawer.
Concluding statement	→	Using the third-person point of view helped the author achieve his or her purpose of telling the story in a specific way.

Write a paragraph about the text you have chosen. Show how the author used point of view. Cite evidence from the text. Remember to distinguish your point of view from that of the narrator and to use linking verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using your voice to show feelings.

Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

B. Now revise the draft by adding your voice to show how you feel about participating in this activity.

Name _____

achievement

attention

confidence

apologized

talents

audience

realized

embarrassed

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. uncomfortable

2. careful watching

3. believe in

4. understood

5. abilities

6. success

7. said you were sorry

8. group that watches

B. Read the sentences below. Then edit them by crossing out the word that can be substituted with a vocabulary word. Write that word on the line.

9. One of my older brother's skills is dunking a basketball.

10. I think he felt uncomfortable when he forgot it was his mother's birthday.

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

Name _____

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

Painting From Memory

11 Few people know of Damyang, South Korea. To me, it is
24 impossible to find a place more lovely. It is known for its bamboo
forests. When I was younger I spent time painting the forests.

35 I lived in Damyang until last year. We had to move to New
48 York when my mother was asked to come work here.

58 “Bae,” she said, “you’ll like New York.”

65 I was unsure. “I’ll like nothing there. I’ll miss home,” I said.

77 “Nonsense,” she said. “You’ll like it. To be more at home, bring
89 your pictures of the forests. You can look at the paintings there.”

101 New York was not easy at first. I had no friends. I spoke only
115 imperfect English. My paintings helped me feel better though.
124 I also soon found friends who enjoyed art as I do.

135 Last month someone moved into the apartment next to us. My
146 mother and I went to say hello. An old woman who looked both
159 kind and unhappy answered.

163 “We are your new neighbors,” my mother said. “Welcome.
172 I am Hana. This is my son, Bae.”

180 The woman smiled. “I am Varvara. Please come in.”

Name _____

We visited with her for a while. She had just moved from Vyborg, Russia, to be closer to her daughter in New York and was sad to leave her home.

“I am so homesick it is unbearable,” Varvara said. She laughed, but I could tell she was sad. I remembered feeling that sad when I moved here.

When I came home from school the next day, an ambulance was there. I asked my mother about it.

“It’s Varvara. She misses her home so much that she has become ill. I hope she can get used to living here.”

I had to help Varvara. I realized I was in her place once before. Missing my home hurt so much. But my paintings of home helped. Varvara didn’t even have that. Unless...

Varvara came back the next week. I cracked our front door to see her. She looked better. She gasped when she saw what I had left by her door. I had painted her home in Vyborg from her memories.

I knew she felt better with the painting of the home she missed, as I did with my paintings of Damyang.



New York was not easy at first. My paintings helped me feel better though.

Name _____

A. Reread the passage and answer the questions.

- 1. What is one detail in the fourth paragraph that helps you figure out Bae's point of view?**

- 2. How is Bae's point of view different in the sixth paragraph?**

- 3. Why does Bae feel he should help Varvara?**

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Class by the Pond

Fumiko's class had a quiz about the life cycle of a frog soon. She was surprised that her class was so worried. She knew lots about frogs. She watched them by the school pond all the time. She thought frogs were interesting. Why didn't anyone else? Then she had an idea.

"Can we have class by the pond tomorrow?" Fumiko asked. She pointed out the window.

"Why do you ask?" said Ms. McNally.

"The frog eggs are hatching. We can study the tadpoles up close and learn." Fumiko said.



Answer the questions about the text.

1. How can you tell that this text is realistic fiction?

2. What is the name of the literary element that tells characters' exact words?

3. How does the illustration help show that the text is realistic fiction?

Name _____

A **prefix** is a word part that can be added to the beginning of a base word. Adding a prefix forms a new word with a new meaning. Two common prefixes are **un-** and **non-**.

un- means “not” or “the opposite of”

un + kind = unkind

non- means “not” or “without”

non + verbal = nonverbal

Use a word from the box below to complete each sentence.

unhappy

unsure

unbearable

nonsense

1. There is no reason to feel _____ on a bright, sunny day!
2. When my brother and I tell jokes and act silly, my mother says we are full of _____.
3. Summer weather can be _____ when it gets too hot.
4. I was _____ if I added the numbers correctly on the math test.

Name _____

A plural noun names more than one person, place, or thing. Follow these rules to form plurals:

- Add -s to most singular nouns.
- Add -es to singular nouns that end in -s, -ss, -sh, -ch, or -x.

A. Read each word in bold. Circle the correct plural form of the word. The first one has been done for you.

- | | | | |
|-----------------|--------|--------------|----------|
| 1. year | yeares | <u>years</u> | yearsies |
| 2. ash | ashes | ashies | ashs |
| 3. boss | bosses | bosses | bosss |
| 4. lunch | lunchs | lunchies | lunches |
| 5. fox | foxes | foxs | foxxes |

Every syllable in a word has one vowel sound. When two vowels appear together in a word, they usually work as a team to form one vowel sound. A vowel team appears in the same syllable of a word.

B. Read each sentence. Circle the word that has a vowel team syllable. The first one has been done for you.

1. The rainbow is so pretty.
2. My brother likes to go sailing.
3. The next meeting is in the library.
4. Is the leader here yet?

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about how the author portrays characters.

Topic sentence	→	In <i>Memory Painting</i> , I think the author portrays characters realistically. The author describes the feelings that Bae and Varvara have as a result of their experiences of moving from their home to a new city in a different country. For example, Varvara feels so homesick that she becomes ill. These feelings and experiences are like those that people have in real life. By portraying characters realistically, the author helps me connect the story to my own life.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author portrays characters. Cite evidence from the text. Remember to support your opinions with reasons and to use contractions with *not* correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how dialogue can help develop characters.

Draft Model

My little brother Henry was upset. He was studying for a math test, but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.

Name _____

excellent

prefer

environment

shelter

alert

protection

related

competition

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. Someone who finishes last in a race is probably an *excellent* runner.

2. If you *prefer* the color blue to red, you like red better.

3. Two cousins that never met in person are still *related*.

4. Polar bears usually live in an *environment* that is cold and full of snow.

5. Standing outside of your house in the rain will provide you with *shelter*.

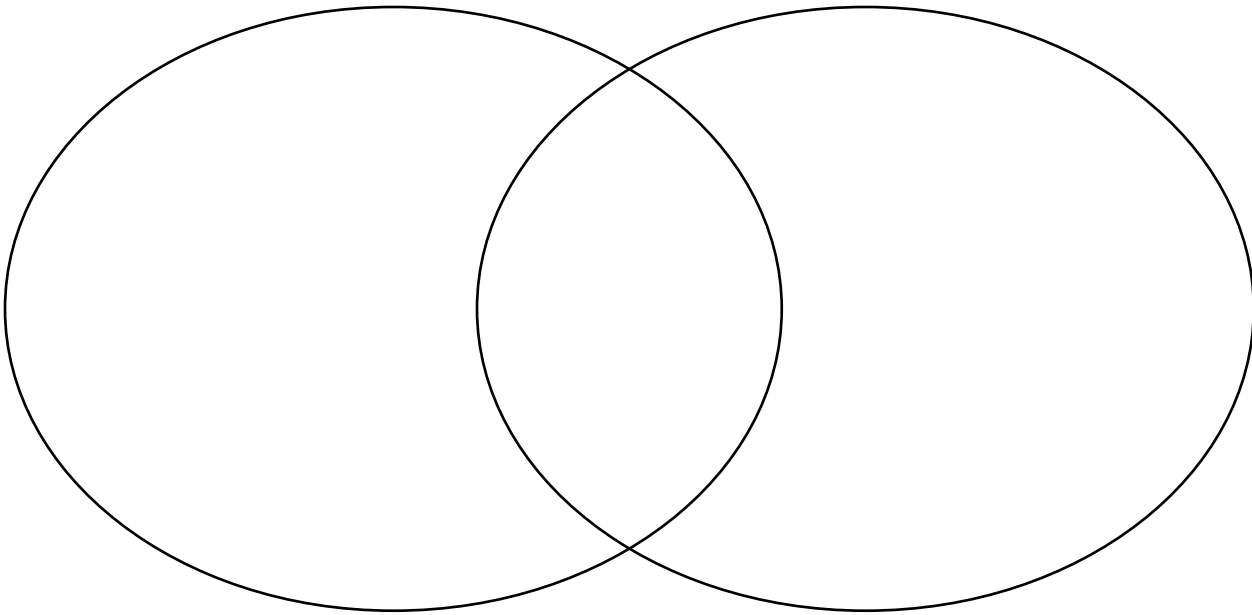
6. Two squirrels trying to get the same nut can create a *competition*.

7. If you *alert* someone of something, you do nothing.

8. A football player usually wears pads for *protection*.

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

Adaptations: Grizzly and Polar Bears

Every animal has adaptations. These are special ways that its body works or is made. Not all birds eat the same food. Their beaks have different shapes. Mammals live all over the world. They need to have different skills and body shapes. Giraffes have long tongues. They use them to pull leaves off trees. Jackrabbits have wide feet to run across sand.

These things help animals be as effective as they can be. That means doing a good job finding food and raising offspring, or babies. Adaptations are very important for keeping animals alive.

Similarities

Bears live all over the world. Grizzly bears live in North America. Polar bears live inside the Arctic Circle. In many ways, they are the same. They are very large animals. They can weigh more than 1,500 pounds. Both kinds of bears have toes with claws they cannot retract, or pull inside. They can stand on their hind, or back legs. They can even sit up. They look a lot like people! And all bears have rounded ears.

Name _____

Differences

Grizzly bears and polar bears live in different places. They have adapted to the weather and land in those places. Polar bears' fur is white. They can blend in with the ice and snow in the Arctic Circle. They can sneak up on prey without being seen. They also have a layer of blubber, or fat. It is over four inches thick. This helps keep them warm. The air temperature can be minus 80 degrees. The water they swim in is barely above freezing. Their paws have fur on the bottom. It protects them from ice and snow.

Grizzly bears do not live in the ice and snow. Their fur is brown. This helps them blend in with their environment, or where they live. There are many rocks and trees in the Northwestern United States and Canada. Grizzlies' claws are longer than a polar bear's. Polar bears eat only meat. Grizzlies eat everything. They use their claws to catch fish.

They also use them to dig in the ground for food, like bugs and roots. They have a large hump of muscle over their shoulders. It makes their front legs very strong. It also helps them to run very quickly. They can chase down prey.

Bears are only one kind of animal. As you can see, where they live affects what they are like. Adaptations are very important to bears. Their adaptations are what make each kind of bear special.



A grizzly and a polar bear in relation to a person.

Name _____

A. Reread the passage and answer the questions.

- 1. What are three comparisons between polar and grizzly bears in the third paragraph?**

- 2. What are three contrasts between the two bears in the fourth and fifth paragraphs?**

- 3. Authors use signal words to compare and contrast. What are two signal words the author uses to compare the two bears, or show how they are alike?**

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Monarch Migrations

Monarch butterflies live all over the United States. When it gets cold in the fall, they fly south to be warm. Some fly all the way from Canada to Mexico. Scientists are not sure how they have adapted to fly so far. They have found clues, though. Monarchs have small pieces of magnetic metal in their bodies. Scientists think this metal helps them feel the earth's magnetic fields. These fields help monarchs know which direction is south.



Monarch butterflies west of the Rocky Mountains fly south to California. Those east of the Rocky Mountains fly south to Mexico.

Answer the questions about the text.

1. How do you know this is expository text?

2. What two text features are included?

3. How does the map help the reader understand the text?

4. How does the caption help the reader understand the text?

Name _____

Sentence clues are words or phrases in a sentence that help you figure out the meaning of an unfamiliar word. Look at the following example:

It is easiest for wolves to **survive**, or continue to live, when they are in the wild.

The underlined sentence clue tells you that **survive** means “continue to live.”

Read each passage below. Underline the sentence clues that help you figure out the meaning of each word in bold. Then circle the letter of the best definition for each word in bold.

1. That means doing a good job finding food and raising **offspring**, or babies.
a. food b. babies c. job
2. They can stand on their **hind**, or back legs.
a. stand b. legs c. back
3. They also have a layer of **blubber**, or fat.
a. layer b. have c. fat
4. This helps them blend in with their **environment**, or where they live.
a. where something lives b. blending in c. strange flavor

Name _____

The vowel sound /ô/ can be spelled in several different ways:

aw as in *straw*

au as in *haul*

alt as in *salt*

alk as in *walk*

all as in *ball*

ough as in *bought*

A. Read each pair of words. Place a checkmark (✓) next to the word that has the vowel sound /ô/. Then circle the letters that make the sound. The first one has been done for you.

1. ✓ shawl _____ slow

4. _____ sticky _____ stalk

2. _____ tool _____ tall

5. _____ cause _____ float

3. _____ thought _____ threw

Many English words have Greek and Latin roots. These roots give clues to the word's meaning. The Greek root *graph* means "write." The Latin root *aud* means "hear or listen."

B. Draw a line to match each word to its meaning. The first one has been done for you.

1. telegraph _____ a. a place where people sit and listen

2. autograph _____ b. a written message from far away

3. auditorium _____ c. a group of listeners

4. audience _____ d. a written picture

5. photograph _____ e. a self-written name

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author's use of text features.

Topic sentence	→ In <i>Adaptations: Grizzly and Polar Bears</i> , the author uses text features to help compare and contrast these two types of bears.
Evidence	→ The author uses an illustration and a caption to compare and contrast the size of polar bears and grizzly bears. This information supports the author's statement that the bears are very large animals.
Concluding statement	→ By showing me the size of the bears in relation to the size of a person, the author helps me to visualize the size difference between these amazing animals.

Write a paragraph about the text you have chosen. Share your opinion about how the author uses text features. Cite evidence from the text. Remember to support your opinion with reasons, and to use main and helping verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong opening.

Draft Model

A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel's flight was 100 yards long.

1. How could you replace the first sentence with an interesting question that grabs the reader's attention?
2. How do flying squirrels move through the air?
3. What else is 100 yards long?

B. Now revise the draft by adding interesting questions and fascinating facts to make the reader want to read more.

Name _____

passenger

launched

direction

flight

impossible

popular

controlled

motion

A. Write each word next to its definition.

1. liked by many people _____
2. movement _____
3. a passing through the air _____
4. person who travels in a vehicle _____
5. cannot be done _____
6. adjusted or moved _____
7. put into motion _____
8. path on which something moves _____

B. Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
First		
Next		
Then		
Finally		

Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

History of Human Flight

Wanting to Fly Like Birds

5 Humans have always wanted to fly. But it took a long time for
18 them to learn how. At first, they tried to copy birds. They made
31 wings out of wood. They put the wings on their arms. They tried
44 to fly. But there was a problem. Birds and humans do not have
57 the same kind of muscles. So the wings did not work.

68 The first big step for human flight was the kite. The kite was
81 first made in China. This was 2,400 years ago. Some used kites
93 for fun. Some used them to test the weather. Some people wanted
105 to make flying objects that could carry humans. So, they made
116 balloons and gliders.

Hot Air Balloons

122 The first hot air balloon was a silk bag. The bag was filled
135 with smoke. This made the balloon lighter than the air. Because
146 of this, the bag rose into the sky. Soon, humans began to travel
159 in hot air balloons.

Name _____

Gliders

The next big step in human flight was the glider. A glider does not float like a balloon. It falls to earth. But it falls so slowly that it stays in the air a long time. Gliders are easier to control than balloons. With gliders people could fly where they wanted.

A few people helped to make gliders better. George Cayley wanted to make the glider more stable. So, he added a tail. Otto Lilienthal made a glider that could go far. Sam Langley worked on powering the flight. He put an engine on the glider.

Really Flying

Gliders allowed people to fly. But they did not let people travel far. Octave Chanute read all he could find about human flight. He wrote it all in a book. Two brothers read the book. Their names were Wilbur and Orville Wright.



The Wright brothers' first "Flyer."

U.S. Air Force

The Wright brothers were great thinkers. First they did tests with balloons and kites. Then they learned about wind. Then they worked on an engine. After five years of study, they used all their knowledge to make a "Flyer." On December 17, 1903, the Wright brothers tested their new Flyer. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!

Name _____

A. Reread the passage and answer the questions.

- 1. Reread paragraph 1. Why did wooden wings not work for human flight?**

- 2. Reread paragraph 2. Why did people make balloons and gliders?**

- 3. According to the paragraph 5, why did George Cayley add a tail to the glider?**

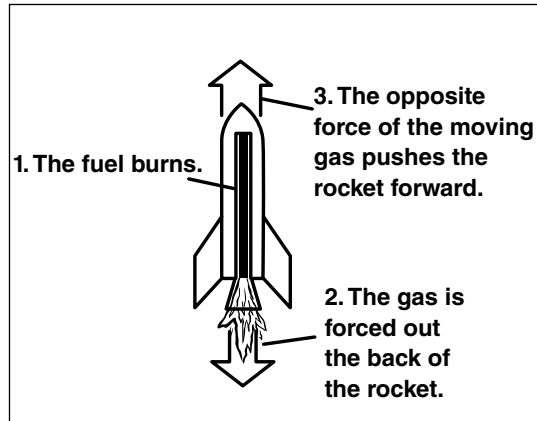
B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

How Rockets Move

A rocket is filled with fuel. This fuel burns and makes gas. The gas then leaves the back of the rocket at a high speed. This gas has a lot of force, but it has to follow a basic law of nature. This law says that every action has an opposite reaction. This means that the force of the moving gas must have an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward.



Answer the questions about the text.

1. Expository text tells facts about a topic. What topic does this text tell about?

2. What text feature does this text include?

3. How does the text feature help you understand the text?

Name _____

Multiple-meaning words have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to **fly**.

Fly can mean “a winged insect” or “to move through the air.” In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is “to move through the air.”

Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. Then circle the letter of the correct meaning of the word in bold.

1. The kite was first made in China. This was 2,400 years ago. Some used kites for fun. Some used them to **test** the weather.
a. to measure **b.** an exam
2. The bag was filled with smoke. This made the balloon lighter than the air. Because of this, the bag **rose** into the sky.
a. lifted up **b.** a flower
3. George Cayley wanted to make the glider more stable. So, he added a **tail**.
a. to follow or observe **b.** the part at the end of an airplane
4. On December 17, 1903, the Wright brothers tested their new Flyer. It **worked**!
a. labored **b.** did something successfully

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

I blew the horn. My coat is blue.

A. Read each pair of homophones. Write the correct homophone on each line in the sentence. The first one has been done for you.

- (sale, sail)** The new sail for our boat was on sale.
- (road, rode)** We _____ our bikes down the bumpy _____.
- (its, it's)** I don't think _____ funny that the puppy chewed _____ leash.
- (to, two)** She needs _____ dollars _____ buy the book.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / son report = re / port

B. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Circle the *r*-controlled vowel syllable. The first one has been done for you.

- This pen has purple ink.
- I need lots of water when I run.
- We can buy what we need at the market.
- She saw a turtle in the pond.

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about how the author used cause and effect as the text structure.

Topic sentence	→	In <i>History of Human Flight</i> , I think the author uses cause and effect to clearly explain how modern flight came about.
Evidence	→	The cause for flight was the desire of humans to fly like a bird. The author then gives several examples of people over a long period of time designing ways to get up into the air.
Concluding statement	→	I think the author summarizes the history of flight by explaining the cause, the desire to fly, and then supporting the result, the ability to fly, with facts and details.

Write a paragraph about the text you have chosen. Show how the author used cause and effect text structure. Cite evidence from the text. Remember to describe the connection between sentences and paragraphs in a text that relate to cause and effect, and to correctly use compound and complex sentences.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.

Draft Model

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Name _____

extremely

weird

courageous

adventurous

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---------------------------|----------------|
| 1. willing to take a risk | a. courageous |
| 2. brave | b. extremely |
| 3. strange or mysterious | c. adventurous |
| 4. very much | d. weird |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

5. _____

6. _____

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The top three boxes are labeled "Detail" and the bottom box is labeled "Theme".

Name _____

Read the poem. Check your understanding by asking yourself what message the author wants to share.

Why I Run

6 The first marathon I ever saw
12 was years ago with my grandma.
19 We stood out on the Boston streets
26 and marveled at the number of feet
and marveled at the number of feet.

33 The runners were a rumbling herd,
39 except for a few—like the swiftest birds
47 who shot out alone to run their races
55 with determination carved into their faces
61 with determination carved into their faces.

67 Motorboats speeding over gray water,
72 these runners would inspire anyone's daughter.
78 That was the day I made the decision—
86 the bounce in my steps clarified my vision
94 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes
112 and although my feet started out as one big bruise
122 I've run in every Boston Marathon since
129 and now I'm so strong I don't even wince
138 and now I'm so strong I don't *ever* wince.



Name _____

A. Reread the poem and answer the questions.**1. What is this poem about?**

2. What do you think is the theme of this poem?

3. What makes you think that is the theme?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

If I Could Just Get Out of Bed

If I get out of bed, I could
 read a book about the moon
 and one about a rocket ship
 and one that tells me how to make
 a ship that flies me into space
 to be the first kid on the moon
 if I get out of bed.

**Answer the questions about the text.****1. Does this text rhyme?**

2. If a poem does not rhyme, what kind of poem is it?

3. What events does the speaker talk about?

4. Are the events in the poem real or imagined? How do you know?

Name _____

Repetition means that words or phrases in a poem are repeated.A **rhyme** is two or more words that end with the same sound, such as *roaring* and *pouring*.

Read the lines of the narrative poem below. Then answer the questions.

Why I Run

*Motorboats speeding over gray water,
these runners would inspire anyone's daughter.
That was the day I made the decision—
the bounce in my steps clarified my vision
the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes
and although my feet started out as one big bruise
I've run in every Boston Marathon since
and now I'm so strong I don't even wince
and now I'm so strong I don't ever wince.*

- 1. Find an example of rhyme in the poem. Draw a box around the words.**
- 2. Circle two examples of repetition in the poem.**
- 3. How do repetition and rhyme affect the poem?**

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Name _____

Remember that a **metaphor** is a way to compare two things that are very different.

The girl's hair was yellow straw.

Read each passage. Underline the metaphor in each one. Then write the two things that are being compared.

1. The runners were a rumbling herd,
except for a few—

2. Motorboats speeding over gray water,
these runners would inspire anyone's daughter

3. I went home that day and laced up my shoes
and although my feet started out as one big bruise

Name _____

The letter **c** usually has a **soft c** sound when it is followed by the vowels **e** or **i**: cents, city.

The letter **g** usually has a **soft g** sound when it is followed by the vowels **e** or **i**: large, giant.

A. Read each pair of words. Circle the word that has a soft c or soft g sound. The first one has been done for you.

1. cell

camp

4. page

leg

2. grow

gem

5. mice

kick

3. cold

circle

Words that compare two people, places, or things usually end in **-er**.

Words that compare three or more people, places, or things usually end in **-est**.

B. Read each sentence. Circle the correct word to complete each sentence. The first one has been done for you.

1. My dog is (larger, largest) than this puppy.

2. This was the (colder, coldest) winter in ten years.

3. Of all the movies I've seen, that one was the (sadder, saddest).

4. The giraffe has a (longer, longest) neck than the camel.

5. The tuba is the (louder, loudest) horn in the band.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that supports his or her opinion about how the author presented the theme.

Topic sentence	→	In <i>Why I Run</i> , I think the author does a good job of showing the theme that hard work can help a person achieve a goal.
Evidence	→	The author begins the poem by explaining what it is like to watch a marathon. The author uses the sights and sounds to describe the experience. Then the author states that those sights and sounds inspired her to run the Boston
Concluding statement	→	marathon. In the poem, I think the author shares the theme, or message about life, that working hard can help you accomplish your goals.

Write a paragraph about the text you have chosen. Tell how the author presented a theme, or message about life. Write your opinion and support it with reasons. Also use irregular verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

Draft Model

Aunt Barb works really hard
She speaks three languages
Aunt Barb helps me fly
And never lets me fall

1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.

Name _____

admit

considered

humble

payment

creation

magnificent

reluctantly

barter

Label each statement as *True* or *False*. If the statement is false, rewrite it as a true statement.

1. When people *admit* something, they tell what happened.

2. If you are doing something *reluctantly*, you are doing it willingly.

3. If you *considered* a decision, you thought about it carefully.

4. Money is involved when people *barter*.

5. The palace of a king is usually described as *humble*.

6. A *creation* is something that you make or build.

7. *Payment* is what is given for a service.

8. Something is *magnificent* when it is not special or grand.

Name _____

Read the selection. Complete the point of view graphic organizer.

[illegible]

Name _____

Read the passage. Use the summarize strategy to make sure you understand what you read.

Otomo Otomo Spins Gold

15 It is not easy to be a Japanese sprite. You could also call me a
27 fairy, even though I'm a boy. People think we take advantage of
38 poor, innocent girls who don't know what they are doing when
53 they make deals with us. But that is rarely the case. I'll tell you a
story and then you can decide for yourself.

61 I was out for a walk, looking at the **scenery**. I heard the
74 **unmistakable** sound of a young girl crying. I climbed up the
85 wall to the window. She told me that she had a big problem. She
99 needed to use a spinning wheel to turn a bale of hay into string
113 made of gold. It needed to happen every night for five nights.
125 If she could not, her husband, a rich king, would punish her.

137 Spinning straw into gold is my **specialty**, so we made a deal.
149 I'd spin her gold for her, and all she had to do was guess my
164 name. (It is Otomo Otomo.) She got three chances every night.
175 If she couldn't guess it, then she would come to live with me and
189 the other sprites. Her husband was planning to punish her, so it
201 seemed like a good deal. She seemed confident, so I shook her
213 giant hand. Then I took the straw to my house.

Name _____

The next night, I brought her gold. She was **overjoyed**. She made bad guesses at my name. They were Norman, Takemura, and Pete. I thought it would be very nice to have someone tall around. She could clean the top of my bookshelf.

The next three nights happened the same way. I took her straw home. I sat and sang my spinning songs, I made her gold and brought it back. Each night she made **uninformed** guesses at my name. They were hard to hear, since they were so bad.

On the last night, I came back with the gold. She looked less defeated. She almost looked

relieved. I started to get nervous. I put the gold down and asked, “What is my name?” She made her first two guesses: Roy and Yoshida. My tiny heart jumped. I thought she would come home with me. But then she smiled and said, “Otomo Otomo. That is your name.”

I asked her how she knew my name. She told me that her husband heard me singing my songs the night before. My spinning songs all have my name in them. So I went home without her. You see? I am not cruel or mean. We made a deal and it ended badly for me. Someone will always need my help. But there is always a price. Do you need anything?



Name _____

A. Reread the passage and answer the questions.

- 1. A character often has a point of view, or perspective, about events or other characters in a story. In the first paragraph, what is Otomo Otomo's point of view about himself?**

- 2. In paragraph 3, what is Otomo Otomo's point of view about his deal?**

- 3. Has Otomo Otomo's point of view changed about his deal at the end in the last paragraph? Explain.**

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Dragon in the Apple Orchard

Long ago, an old man lived near a forest of apple trees. Lots of fruit grew in the forest, and the old man got all the food he needed there. In fact, getting his food so easily had made him lazy. It was fall, and the apples had to be picked. However, the old man did not feel like doing the work. “I can pick apples whenever I need them,” he thought.

But one day the old man woke up and saw something awful. A dragon was in the forest eating the apples! The old man was afraid. “If that dragon eats all of my apples, what will I eat?” he thought.

Soon the dragon fell asleep. As it slept, the old man thought, “I may not get another chance like this!” He quietly went out to the orchard, picked all the apples he needed, and went back home. “I had better pick my apples quickly next year,” the old man thought. “I’m not the only one who wants them!”

Answer the questions about the text.

- 1. A fairy tale tells about events that couldn’t happen in real life. What in the story makes it a fairy tale?**

- 2. Is the ending of this fairy tale happy or sad?**

- 3. What literary element do fairy tales usually have at the end?**

- 4. What do you think the message or lesson of this fairy tale is?**

Name _____

A **root word** is the simplest form of a word. If you read a word that you do not recognize, look for the root word. Then use the root word to figure out the meaning of the word.

For example, the word *sink* is the root of the word *sinkable*. You know that the word *sink* means “to drop” or “fall,” so the word *sinkable* means “able to be made to drop or fall.”

Read each sentence below. Write the root of the word in bold. Then circle the letter of the correct definition of the word.

1. The math teacher’s **specialty** is fractions. _____
a. something unimportant b. a special talent c. a special friend
2. She was **overjoyed** to find out she won the prize. _____
a. having great joy b. feeling great sadness c. feeling slightly happy
3. The scent of roses is **unmistakable**. No other flower has the same scent.

a. something confusing b. not important
c. not able to be mistaken for something else
4. The guests were **uninformed** about what was being served for dinner. It was a surprise. _____
a. not informed b. knowing all c. mistaken

Name _____

A compound word is made up of two words put together to make a single word. The meanings of the two smaller words can help you figure out the meaning of the compound word.

back + yard = backyard = a yard in back of a house

A. Read each sentence and circle the compound word. Write the two words that make up the compound word. The first one has been done.

1. My sister's birthday is next Friday.

Word parts: birth + day

2. I helped my father build a birdhouse.

Word parts: _____ + _____

3. The newspaper is on the front porch.

Word parts: _____ + _____

When a word ends in a consonant followed by *le*, the consonant + *le* usually form the last syllable of the word. An example is *table*: ta / ble.

The same rule applies to most words that end in *-el*, *-al*, and *-il*. For example, *angel*, an / gel; *oval*, o / val; *pupil*, pu / pil.

B. Underline the word that has a consonant + *le*, *el*, *al*, or *il* final syllable. Circle the final syllable. The first one has been done for you.

1. local lock

2. tool total

3. able also.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used point of view.

Topic sentence	→	In "Otomo Otomo Spins Gold," the author uses first-person point of view to tell the story. When first-person point of view is used, the story is told through the eyes of the narrator. The author uses pronouns such as <i>I</i> and <i>me</i> . This allows the author to share specific information about the narrator and events in the story, such as how sprites are misunderstood. Telling the story through Otomo Otomo's eyes lets the author take a fresh look at this traditional fairy tale.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Analyze the point of view. Cite evidence from the text. Explain how your point of view differs from that in the text. Remember to support your explanation with details and to use singular and plural pronouns correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can vary sentence structures.

Draft Model

I went to my friend Alex's house last Saturday. Alex had a blue marble that I liked. I had a red marble that Alex liked. We traded the marbles.

1. How could you make the first sentence more interesting by starting it in a different way?
2. How could you combine the second and third sentences to make a compound sentence?
3. How could you make the last sentence more interesting by starting it in a different way?

B. Now revise the draft by using different kinds of sentences to make this story about trading something with a friend more detailed and interesting.

Name _____

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|-----------------|
| 1. looked steadily at something | a. remaining |
| 2. feeling like just giving up | b. tinkered |
| 3. joyful or very happy | c. frustration |
| 4. the care of natural resources | d. jubilant |
| 5. still in a certain place | e. gazed |
| 6. putting things through a special process so they can be used again | f. discouraged |
| 7. made small changes to something | g. conservation |
| 8. feeling of not being able to do something | h. recycling |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the point of view graphic organizer.

Details

↓

Point of View

Name _____

Read the passage. Use the summarize strategy to check your understanding as you read.

The Jar Garden

12 Jesse had been living in the city with her family for nearly
25 three weeks. So far she had only met Hank, the boy from next
37 door. Every day they walked to and from school by an old
48 garden. One Friday they stopped and gazed in. Jesse was from
the country and could not bear to see the garden as it was.

61 “Look at this run-down place,” she said. “There’s garbage all
71 over. We can’t even enjoy it here.”

78 “We tried fixing the garden a few years ago,” Hank said.

89 “Soon though, it was filled with garbage so we had to desert it.”

102 Hank led Jesse to a small corner of the garden. Crushed plants
114 lay on the ground. A few garden tools and an old watering can
127 were there. Hank could see a tear come to Jesse’s eye.

138 “I miss my home in the country,” she said. “There are so many
151 open fields to run and play.”

157 Hank felt bad for Jesse and did not like the garden as it was
171 either. They agreed to meet back there early the next morning.

182 Hank was already at the garden when Jesse showed up the next
194 day. He was cleaning and had gathered jars into a pile.

Name _____

“People threw out all of these jars,” he said. “We should use them to start a new garden. This way it can’t be stepped on.”

Jesse agreed. They went to work picking up trash and gathering the remaining jars. As the day went on, Hank’s friends walked by and saw what they were doing. Hank introduced them.

“Nice to meet you,” Jesse said shyly, and continued working.

“I’m Katie,” one of Hank’s friends said. “We see that you’re trying to fix up the old garden. Can we help?”

Jesse could see that the garden was important to them too. They all pitched in to help clean. For planting, they filled jars with soil. Then they added seeds that Jesse got from her mother. They lined up the jars in a row and put water on them.

“Let’s meet here every day,” Hank said proudly. “We’ll make sure it stays clean this time.” They agreed and all went home tired.

Jesse’s new friends made her feel welcome. She wanted to thank them for all that they did.

The next Monday they all walked to school together. As they passed the garden, they noticed something. Jesse had rearranged the jars to spell out the word *Welcome*.

“What a wonderful way to enter the garden!” Hank said.



Name _____

A. Reread the passage and answer the questions.

- 1. A character often has a point of view about events or other characters in a story. In the second paragraph, what is a clue as to Jesse's point of view about the playground?**

- 2. In paragraphs 6 and 7, what is Hank's point of view about Jesse and the playground?**

- 3. At the end of the passage, what are Hank's and Jesse's points of view about cleaning up the playground and making a garden?**

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Musical Recycling

The Earth Day Science Fair was a few days away. Ted didn't have an idea for his project, though. The good ideas had been taken already. Ted frowned. He kicked an empty plastic jug and it hit the side of the school. It made a deep sound like a drum.

Suddenly, Ted had an idea. He found a smaller plastic bottle and tested it. It made a different sound. Ted laughed. He ran off to start work on his plastic bottle drum set.



Answer the questions about the text.

1. Realistic fiction tells a story that could happen in real life. What in this story could you find in real life?

2. What text feature does the story have?

3. What details about the character or events does the illustration show?

Name _____

Homographs are words that are spelled the same but have different meanings. Use context clues to help figure out the meaning of a homograph.

For example, the word *can* means *to be able to*. It also means *a type of container for holding things*. Look at the sentence below.

Crushed plants and an old watering **can** lay on the ground.

In this case, the underlined context clues help you to understand that *can* means “a type of container for holding things.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then circle the letter of the correct definition of the homograph.

1. Jesse was from the country and could not **bear** to see the garden as it was.
 - a. carry
 - b. manage to accept
 - c. a big, heavy animal with thick fur and a short tail
2. Soon though, the playground was filled with garbage so we had to **desert** it.
 - a. treat after a meal
 - b. a dry area with sand and little water
 - c. to leave a place, making it appear empty
3. As the day went on, Hank's friends walked by and **saw** what they were doing.
 - a. a tool for cutting wood
 - b. disliked
 - c. took in with the eyes

Name _____

- Add the endings *-s*, *-ed*, and *-ing* to verbs to show when action happens: *helps, helped, helping*.
- For most words ending in a vowel and a consonant, double the final consonant before adding *-ed* and *-ing*: *drop, dropped, dropping*.
- For most words that end with *e*, drop the final *e* before adding *-ed* and *-ing*: *bake, baked, baking*.

A. Read each sentence. Circle the word with the correct *-s*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. We (named) nameed) our new puppy Boots.
2. He is (hopeing, hoping) to win first place.
3. Someone (dropped, droped) the vase and broke it.
4. My little sister (racees, races) around on her tricycle.

A suffix is a word part that can be added to the end of a base word.

-ful means “full of”

hopeful = full of hope

-less means “without”

careless = without care

-able means “can be done”

usable = can be used

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

1. tear + ful = tearful
2. help + less = _____
3. wash + able = _____
4. cheer + ful = _____

Name _____

Evidence is details and examples from a text that support a writer's viewpoint. The student who wrote the paragraph below cited evidence that supports a viewpoint about how the author expresses point of view.

Topic sentence	→	In "The Jar Garden," I think the author used point of view to show how a problem affects a specific character in the story. By using third-person point of view, the author explains that Jesse is upset and misses her home in the country. Jesse is used to wide open spaces, and she does not like seeing the garden messy. By using this point of view, the author helped me to better understand how Jesse is feeling about the garden.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Share your perspective about how the author expresses point of view. Cite evidence from the text. Remember to state a viewpoint and to support it with reasons. Use subject and object pronouns correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about what sensory language you can add.

Draft Model

We went to a wedding this weekend. I did not have a suit to wear. My mom gave me my brother's old suit to wear. It did not fit, but I wore it anyway.

1. Where was the wedding? Whose wedding was it?
2. Why did the narrator not have a suit to wear?
3. What sensory details could you use to describe the brother's old suit?
4. What sensory details could be added to help readers picture the wedding?

B. Now revise the draft by using sensory language to describe the suit and the wedding.

Name _____

equipment

accidental

purpose

respond

disasters

prevention

harmful

careless

A. Read each clue. Then write the vocabulary word that best fits the clue.

1. causing harm or pain _____
2. tools needed for a job _____
3. not planned _____
4. reason _____
5. react _____
6. sudden misfortunes _____
7. stopping _____
8. not paying attention _____

B. Read the sentences below. Then edit them by crossing out the word or words that can be substituted with a vocabulary word. Write that word on the line.

9. The winds from the strong storm were destructive and caused many trees to fall. _____
10. He was not paying attention and failed to answer all the questions on the test. _____

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Author's Point of View

Name _____

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

True Teamwork

10 We try to predict, or know, about emergencies before they
21 happen. They surprise us though. If we can't predict, we can
34 still prepare. In an emergency, it is best to work as a team.
When people work together they can help more people.

43 On August 29, 2005, Hurricane Katrina struck Louisiana.
51 It was one of the strongest storms in 100 years. The wind, rain,
64 and floods destroyed much of the Gulf Coast, and some people
75 lost all they had. They lost their homes, clothes, cars, and more.
87 These people needed help. Teams were formed to give relief, or
98 help, to them. This was a hard time for the victims, or people
111 hurt by the storm. Teams helped victims find food and shelter.

122 We do not always know when a storm, flood, or other tragedy
134 is coming. But there are teams who are always ready to help
146 when they do. They know how to get food, water, and doctors to
159 people. They work as a team to give help all over the world.

Name _____

It is good to know that there are teams who can help after a disaster. However, your family should still be prepared. It is important to know how to work as a team in an emergency. Talk to your neighbors. You can all work together to be prepared.



Win Henderson/FEMA photo

Working as a team is encouraging and gives you hope. You all have the same goal. It is a lot of work to prepare for an emergency alone. Your neighbors can work with you and this can make you feel better. You can all work together to be prepared. It is important to have a “Go Kit.” Do you know what this is? It is a kit that has essential or important things you need to survive. It can have food, water, and flashlights in it. You might need a flashlight in an emergency. What if you forget one? If your neighbors have packed one, they can help you. This is working as a team.

Nobody knows when an emergency might happen. It could be today. It could be next year. Perhaps you might never need to use your Go Kit. Yet knowing that you and your neighbors can work as a team makes everyone feel better. People feel more secure working as a team in an emergency than working alone.

Name _____

A. Reread the passage and answer the questions.

- 1. In the first paragraph, what does the author think about people working as a team? Circle the letter of the best answer.**
- a.** The author thinks that only teams can predict emergencies.
 - b.** The author thinks it is best to work as a team.
 - c.** The author thinks that people should work alone.
- 2. Based on the information in the fifth paragraph, what do you infer the author would think about neighbors not working as teams?**
- _____
- _____
- _____
- 3. How do your thoughts and beliefs about working as a team compare with the author’s?**
- _____
- _____
- _____

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

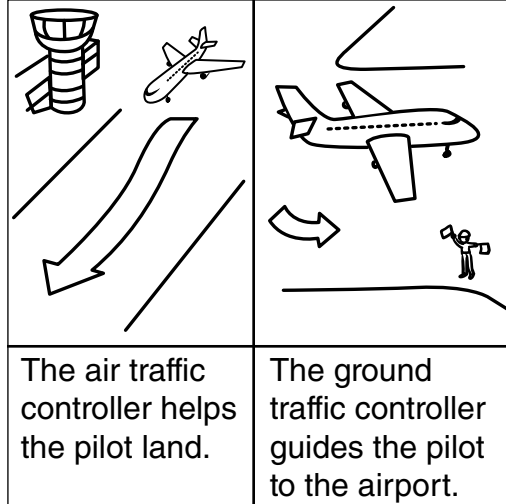
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



Answer the questions about the text.

1. **Expository text** tells about a topic. What topic does this text tell about?

2. What text feature is included?

3. What does the chart show?

4. What does the ground traffic controller help the pilot do?

Name _____

Sentence clues can help you figure out the meaning of an unfamiliar word. Use the words or sentences before or after an unfamiliar word to help you. Look at the underlined clues in the sentence below to help you figure out the meaning of *predict*.

We try to **predict**, or know, about emergencies before they happen.

The sentence clues above let you know that *predict* means “know about beforehand.”

Read each sentence. Look for sentence clues to help you understand the meaning of each word in bold. Then circle the letter of the correct definition of the word.

1. There are many volunteer groups who provide assistance or **relief** to people in need. Another word for **relief** is
 - a. help
 - b. maps
2. A **tragedy** like a flood or a fire can change the lives of people forever. A **tragedy** is
 - a. a terrible event
 - b. a movie
3. People who lost their homes and everything they owned after the hurricane were the **victims** most affected by the storm. **Victims** are
 - a. scientists
 - b. people suffering
4. If you want to go swimming, it is **essential** that you swim where there is a lifeguard. To be **essential** is to be
 - a. funny
 - b. necessary
5. Knowing that someone can help you in a time of need is a very **encouraging** thought. If something is **encouraging**, it is
 - a. giving hope
 - b. terrible

Name _____

A syllable that ends in a consonant is called a closed syllable. Most closed syllables have a short-vowel sound. In words with a vowel-consonant-vowel (VCV) spelling pattern, the word is usually divided between the two consonants.

bas / ket

num / ber

hid / den

A. Read each word. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

1. butter

a. but / ter

b. bu / tter

2. follow

a. foll / ow

b. fol / low

3. problem

a. prob / lem

b. pro / blem

4. rabbit

a. rab / bit

b. ra / bbit

5. lesson

a. less / on

b. les / son

Related words share a common root or base word. For example, the words *bicycle* and *tricycle* share the common root *cycl*.

B. Read each pair of related words. Choose a word from the word box that is the common root for each pair of words. Write the word on the line. The first one has been done for you.

vita

auto

act

gram

num

1. diagram

hologram

gram

2. autograph

automobile

3. vitamin

vital

4. active

react

5. renumber

numeral

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that explains how the author expresses his or her point of view.

Topic sentence	→	In "True Teamwork," the author uses his or her point of view to stress the importance of teamwork.
Evidence	→	The author explains that is good to work as a team because you can help more people. Then the author explains that although we never know when an emergency will strike, we can prepare by knowing
Concluding statement	→	how to work with family and neighbors. By using a particular point of view, the author convincingly shows the benefits of working as part of a team.

Write a paragraph about your chosen text. Analyze the author's point of view and explain your own point of view. Support your analysis with evidence and details. Be sure to check for pronoun-verb agreement.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.

Draft Model

One of a police officer's duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can't commit any more crimes.

1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.

Name _____

citizenship

daring

participate

unfairness

continued

horrified

proposed

waver

A. Write each word next to its definition.

1. the state of being unfair _____

2. filled with fear or dislike _____

3. kept on going _____

4. suggested _____

5. courageous or bold _____

6. to stop for a moment when unsure _____

7. the position of being a citizen of a country _____

8. take part _____

B. Write two sentences. Use one vocabulary word in each sentence.9. _____
_____10. _____

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details

↓

Author's Point of View

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the text.

Hiram Revels – The First African American Senator

11 Hiram Rhodes Revels was born in North Carolina in the year
1827. Through his whole life he was a good citizen. He was a
124 great leader. He was highly respected. Revels became the first
134 African American to serve in the U.S. Senate.

42 A Hard Time for African Americans

48 Revels was born during a hard time for African Americans.
58 African Americans were treated badly. Most African Americans
66 in the South were enslaved. But Revels grew up as a free African
79 American, or freedman. This meant he could make his own
89 choices.

90 Still, the laws in the South were unfair. African Americans
100 had to work hard jobs. They were not allowed to go to school.
113 Though it was not legal, some freedmen ran schools for African
124 American children. As a child, Revels went to one of these
135 schools. But he was unable to go to college in the South. So he
149 left home to go to college in the North.

158 Preaching and Teaching

161 After college, Revels became the pastor of a church. He was
172 a good speaker. He was also a great teacher. He travelled all over
185 the country. He taught fellow African Americans. He knew that
195 this would make them good citizens.

Name _____

The First African American Senator

Revels moved to Natchez, Mississippi in 1866. By this time, slavery had been banned. Newly freed African Americans elected Revels to the State Senate. From there, he was elected to the U.S. Senate. He was the first African American to serve as a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 1. How does the author describe Hiram Revels?

2. According to paragraph 4, what was Revels “good” or “great” at?

3. Reread paragraph 5. What was Revels’s “great achievement”?

4. What is the author’s position about Hiram Revels?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

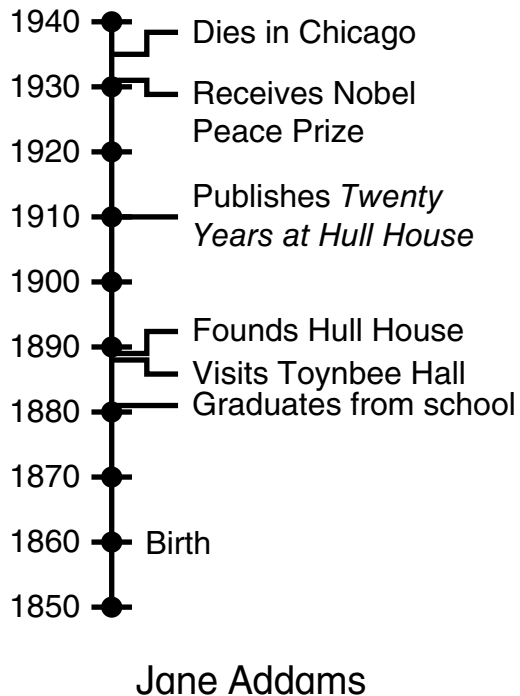
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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Name _____

Jane Addams's Early Years

Jane Addams knew that she wanted to help people. However, when she finished school, she was not sure how she would help them. She went to medical school, but she did not finish. Then she took a trip to Europe. She visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. This center offered classes and activities. Toynbee Hall gave her the idea for the community center that she would start in Chicago, Hull House.



Answer the questions about the text.

1. Biography tells about a real person's life. Whose life does this biography tell about?

2. What text feature does this biography include? _____

3. What does the timeline show?

4. Did Addams found Hull House before or after visiting Toynbee Hall?

Name _____

A **prefix** is a word part added to the beginning of a word. A **suffix** is added at the end. The prefixes *un-* and *dis-* mean “not.” The suffix *-ly* means “in a way that.”

To figure out the meaning of a word with a prefix or a suffix, find the root word first.

Example: **unhappy**

The root word is “happy.” The prefix *un-* means “not.”

So **unhappy** means “not happy.”

Read each passage below. Write the root word of each word in bold. Then write the meaning of the word in bold.

1. African Americans were treated **badly**.

Root word: _____

badly means _____

2. Still, the laws in the South were **unfair**.

Root word: _____

unfair means _____

3. **Newly** freed African Americans elected Revels to the State Senate.

Root word: _____

newly means _____

4. He **disliked** rules that were not fair for African Americans.

Root word: _____

disliked means _____

Name _____

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try*, *tries*, *tried*. If a word ends in a vowel + *y*, the spelling does not change: *play*, *plays*, *played*. There is no spelling change when adding *-ing* to a word that ends in *y*: *trying*, *playing*.

A. Read each sentence. Circle the word with the correct *-s*, *es*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. The little boy (cryd, cried) when he fell.
2. He (dries, drys) the dishes before putting them away.
3. She is (playing, plaing) a new game.
4. My uncle is (flyeing, flying) home tomorrow.

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

<i>-ful</i> means “full of”	thought <u>ful</u> = full of thought
<i>-less</i> means “without”	help <u>less</u> = without help
<i>-ness</i> means “the state of”	dark <u>ness</u> = the state of being dark

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

- | | |
|------------------------------|------------------------|
| 1. joy + ful = <u>joyful</u> | 4. grace + ful = _____ |
| 2. spot + less = _____ | 5. fear + less = _____ |
| 3. fit + ness = _____ | |

Name _____

Evidence is details and examples from a text that support a writer's viewpoint. The student who wrote the paragraph below cited evidence that supports his or her view about the author's use of text features.

Topic sentence	→	In "Hiram Revels – The First African-American Senator," I think the author uses text features to help explain how Hiram Revels became a great citizen
Evidence	→	in challenging times. The use of subheadings helps to clearly organize information about the different periods in Revels's life. The photograph and caption help to support the information that readers learn
Concluding statement	→	in the main body of the text. I think the author uses text features to help show how Revels helped make America a better country.

Write a paragraph about the text you have chosen. Show how the author used text features. Cite evidence from the text. Remember to introduce your topic, state a viewpoint, and support the view with reasons. Use possessive pronouns correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong opening.

Draft Model

My grandmother is a good citizen because it improves our community. She volunteers at the park so kids have a safe place to play. My Uncle is a good citizen because it keeps us safe. He volunteers as a firefighter to protect people and property.

1. What is the purpose of this text?
2. What opening sentence would clearly state the topic and grab the reader's attention?
3. What opening would make readers want to read more?

B. Now revise the draft by adding a strong opening to make readers want to read more.

Name _____

produce

replace

energy

natural

sources

traditional

renewable

pollution

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. Something found in nature would likely be considered *natural*.

2. A *renewable* resource cannot be made again.

3. *Pollution* coming out of a factory will likely make things cleaner.

4. If a tire goes flat on your bicycle, you may have to *replace* it.

5. The refrigerator in your house can run without *energy*.

6. If something *produces* something else, it destroys it.

7. The common way of doing something can be described as *traditional*.

8. The sun and the wind can be used as *sources* of energy.

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
First		
Next		
Then		

Name _____

Read the passage. Use the ask and answer questions strategy to find answers to your questions in the passage.

The Electric Car

13 Have you ever seen a person plug in a car? Some cars use
23 electricity to run instead of gasoline. There are many good
33 reasons to buy an electric-powered car. But there are also
some downsides.

35 Make and History

38 An electric car runs on an electric motor. It has foot pedals
50 like other cars. But it uses a battery to power the motor, not gas.
64 Common electricity is used to recharge the battery.

72 Electric engines got their start in the 1830s. For years they
83 were improved. Better batteries were made. By the 1890s the cars
94 were used by many people in the United States. They were easy
106 to drive. Drivers did not have to change gears. Gas-powered cars
117 needed a hand crank to start. Electric cars did not.

127 Many people used electric cars in cities. The cars drove
137 smoothly. They made little noise. They didn't have the smell of
148 gas cars.

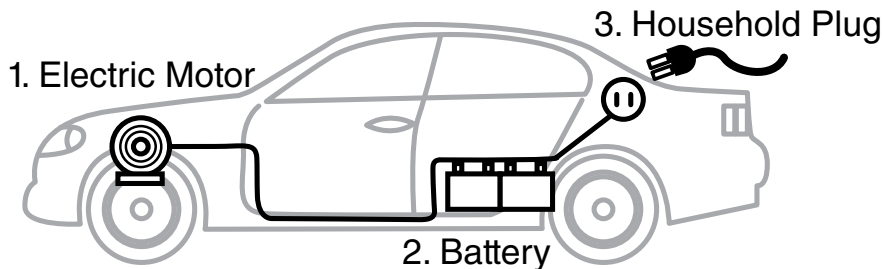
150 Then Henry Ford made the Model T in 1908. It was gas
162 powered. It ran better than the old gas cars. It was cheaper to
175 produce than electric cars. It ended the rule of the electric car.

Name _____

Pros and Cons

Today electric cars offer a lot. They are good for the planet. They do not pollute the air.

Electric cars don't need the upkeep that gas cars need. No oil changes. No trips to the gas station. There are fewer parts to an electric engine. This often means fewer problems.

**The Main Parts of the Electric Car**

Also, we have electricity here in the United States. Gas stations here mostly rely on other countries. Gas is supplied to them.

There are a few drawbacks to an electric-powered car though. One thing is that it has to be charged. Charging times can vary. A full charge can take a few hours.

Most electric cars can only go so far on one charge. There are not many places to recharge your car. A car can go farther on a full tank of gas.

Electric car batteries may also need to be replaced. They cost a lot of money. They are also big and heavy.

The electric car has been around a long time. Today car makers are working to make them better. The future is bright.

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. In paragraphs 3 and 4, what were two causes of people driving electric cars in cities?

2. An effect is what happens. In paragraph 5, what was the effect of the Model T?

3. Under the heading **Pros and Cons**, what is a possible effect of the fact that an electric car cannot go as far on one charge as a gas-powered car can go on a tank of gas?

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Energy from Recycled Plastic

Some kinds of plastic can only be recycled a certain number of times. Afterward, they cannot be used anymore. They must be taken to a landfill like other garbage. But there is good news. Some scientists have proved that we can burn this useless plastic to create energy. Now they want to put this process into practice. They are working to help power plants in the United States burn these plastics as fuel.

The Search for New Energy

Today, it is very important to find new sources of energy. The wind, the sun, and water are all good sources of alternative energy. Now we can use recycled plastic as well. But as we work to build power plants that burn these plastics, we should keep looking for new energy sources.

Answer the questions about the text.

1. How can you tell that this is an informational text?

2. What text feature is included?

3. What is the topic of the text feature?

4. What opinion does the author express in the text feature?

Name _____

Homophones are words that sound the same but have different meanings and different spellings.

For example, the word *rain* means “water that falls in drops from clouds.” The word *reign* sounds the same but is spelled differently. It means “a period in which a person or thing is dominant.” Look at the sentence below.

The introduction of the Model T helped to end the **reign** of the electric car.

In this case, the underlined context clues help you to understand that *reign* means “a period in which a person or thing is dominant.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then circle the letter of the correct definition of the homophone.

1. Have you ever **seen** a person plug in a car?

a. plugged in

b. looked at with
one's eyes

c. the place where
something happens

2. It has foot **pedals** like other cars.

a. a part of a flower

b. a part of the foot

c. a device used to run
or control something

3. **One** thing that the electric car needs is to be charged.

a. a single thing or unit

b. something difficult

c. to do better than any
other in a race or
contest

Name _____

When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long-vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

pi / lot

mu / sic

A. Read each word in bold. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

1. **open**

a. o / pen

b. ope / n

2. **polar**

a. pol / ar

b. po / lar

3. **favor**

a. fa / vor

b. fav / or

4. **tiger**

a. tig / er

b. ti / ger

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. Both prefixes and suffixes change the meaning of the root word.

B. Add the prefix or suffix to the root word. Write the new word on the line. The first one has been done for you.

1. un + zip = unzip

2. re + write = _____

3. sad + ly = _____

4. care + ful = _____

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that explains the author's word choice.

Topic sentence	→ In <i>The Electric Car</i> , the author's choice of words helps readers to understand a technical topic. The
Evidence	author begins by asking, "Have you ever seen a person plug in a car?" The words <i>plug in</i> make the cars sound as easy to use as a cell phone. The author says that electric cars use "common household electricity." These words make the cars seem easy to
Concluding statement	keep running. By using words and phrases that the reader understands, the author makes the technology of electric cars seem easy.

Write a paragraph about the text you have chosen. Tell about the author's word choice. Cite evidence from the text. Also support your explanation with details and use pronoun-verb contractions correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use voice to show your thoughts about a topic.

Draft Model

Regular cars waste energy. Electric cars run on electricity. Regular cars pollute the air. Electric cars can be charged right on the street. I want to have an electric car when I'm old enough to drive.

1. What does the author probably believe about wasting energy?
2. Why does the author think we should care about pollution?
3. What important things does the author believe electric cars can help with?
4. What is the writer's viewpoint about electric cars?

B. Now revise the draft by adding beliefs and reasons to help the writer voice an opinion.

Name _____

possess

necessary

treasure

alarmed

obsessed

reward

anguish

wealth

A. Write each word next to its definition.

1. a great amount of money _____

2. have or own _____

3. something valuable _____

4. prize _____

5. needing to be done _____

6. frightened _____

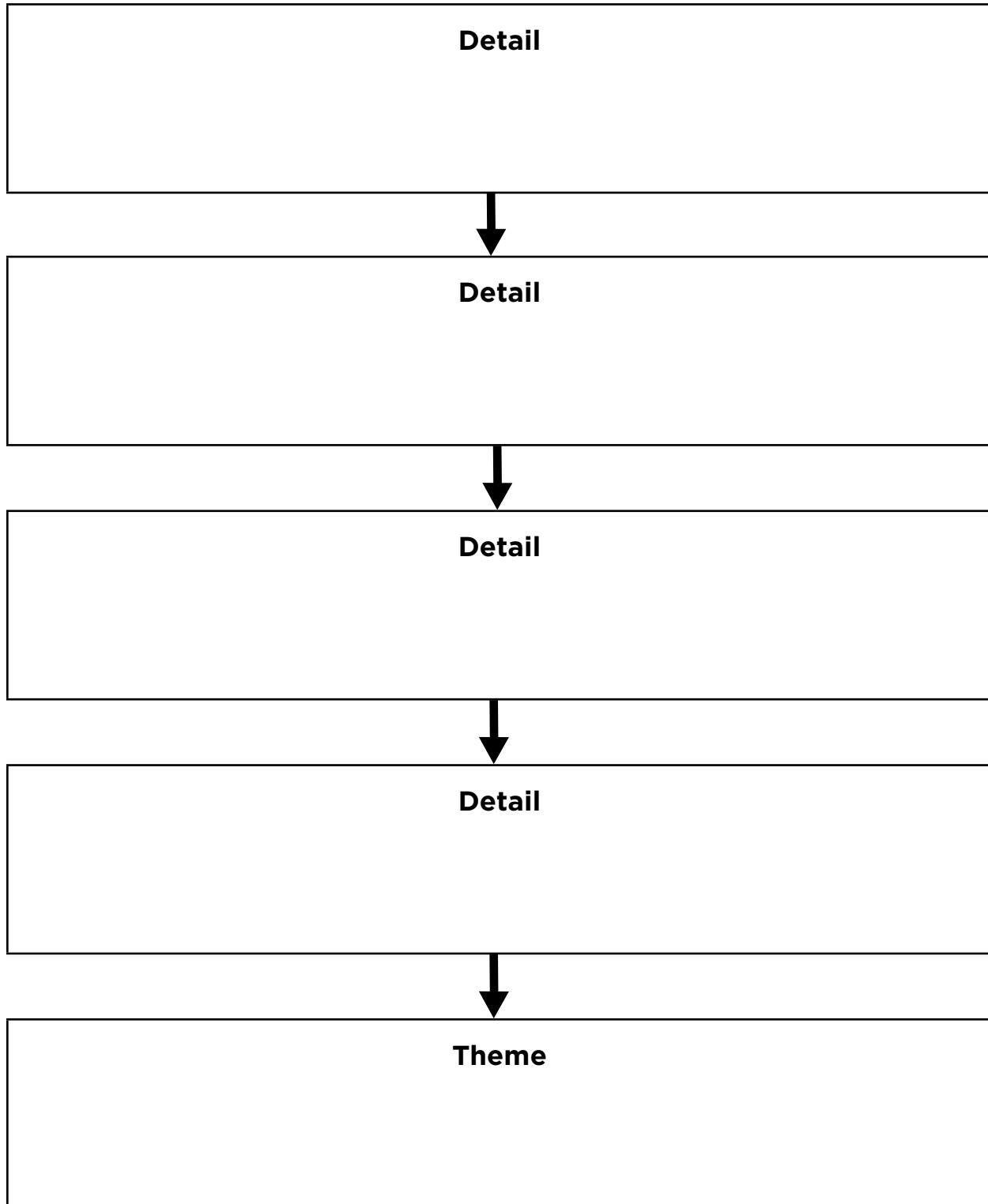
7. great suffering or agony _____

8. thinking about one thing all the time _____

B. Write two sentences. Use one vocabulary word in each sentence.9. _____
_____10. _____

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Prometheus Brings Fire to Humans

Cast:

1 Narrator | Prometheus | Zeus | Human 1 | Human 2

12 Scene 1

14 *Setting: Mount Olympus, the home of the ancient Greek gods.*

24 *Zeus sits on a throne in the middle of the stage. There is a*
38 *fireplace with a roaring fire in it to his left. Prometheus enters.*

50 **Zeus:** Prometheus! Welcome to my throne room! I trust
59 everything is good.

62 **Prometheus:** I'm afraid not, Lord Zeus. I have been to Earth
73 and lived among the people. They are miserable. They live in
84 caves and eat raw meat. They die of cold and starvation in the
97 winter. I would like to ask you to share fire with them.

109 **Zeus:** Absolutely not! If humans have fire, they might become
119 strong and wise like the gods. They could force us from our
131 kingdom. I am happy to keep them cold and uninformed. That
142 way we gods can rule the world unthreatened and happy.

152 **Prometheus:** *(under his breath)* But I am not a god. I am a
165 Titan. If you will not help them, I will! *(he exits)*

Name _____

Scene 2

Narrator: (Voice over) Prometheus wanted to do something to help humans. So he traveled to the end of the earth, where the morning sun lives. He took some of the fire that lights the sun. Then he quickly carried it back to his homeland, so he could share the fire with the humans he knew.

Setting: Prometheus is standing outside of a cave with some humans dressed in animal furs.

Prometheus: Look! *(he points to a fire on the ground)* I have brought you the secret to your empowerment! This is the fire that will change your life! You can use it to cook meat or keep warm. It will let you leave your caves to see the world. When you are warm and well fed, it is much easier to do anything you want! I know how hard it is to live someplace that does not seem to want you. It is important to me that I can help you become the creatures I know you must become. I only ask that you also help those less fortunate when you have the chance.

Narrator: The humans agreed to Prometheus's request. Then they began the slow process of bringing about a world in which they could live in happiness without suffering.



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Name _____

A. Reread the passage and answer the questions.**1. What two problems does Prometheus see with the way people live?**

2. What does Prometheus ask Zeus to do?

3. In Scene 2, how does Prometheus think fire will help humans?

4. What is the theme of this story? Circle the letter of your answer.

- a. It is good to help those who are less fortunate.
- b. It is best not to challenge authority.
- c. Great suffering eventually leads to happiness.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Scene 3: The Fall of Icarus

The king of the island Crete had locked Daedalus and his son, Icarus, in his palace. Daedalus built two pairs of wings out of wax and feathers. Now he and Icarus are using the wings to escape. Icarus is flying a little higher than Daedalus.

DAEDALUS: Stay close to me, Icarus. We still have a long way to fly!

ICARUS: But Father, I want to use these wings! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax! Your wings will fall apart!

ICARUS: I'll be careful. If the wax starts to melt, I'll come down.

DAEDALUS: If the wax starts to melt, you'll fall! Come down now.

ICARUS: *Flying higher.* The view here is wonderful! I can see every island in the sea! *The wax in Icarus's wings begins to melt; his wings stop working. He begins to fall.*

DAEDALUS: *Shouting.* Icarus! Your wings!

Answer the questions about the text.

1. This text is a drama. How is a drama meant to be experienced?

2. How do the actors know who should speak lines and how?

3. Which is more important to Icarus, being safe or seeing the world?

Name _____

A **root word** is the simplest form of a word. It helps you figure out the meaning of a related word. Look at the example in this sentence.

The sun has given the earth years of **illumination**.

The root word is *illuminate*. *Illuminate* means “to light up.” *Illumination* means “light.”

Read each sentence below. Read the root word of the word in bold. Then circle the letter of the best definition of the word in bold.

1. I have been to Earth and lived among the people. They are **miserable**.

root: misery

- a. unhappy b. thrilled c. tired

2. I am happy to keep them cold and **uninformed**.

root: inform

- a. to be told b. not having information c. wet

3. I only ask that you also help those less **fortunate** when you have the chance.

root: fortune

- a. having no luck b. happy c. having luck

Name _____

A prefix is a word part added to the beginning of a word to make a new word. The prefixes *un-* and *dis-* mean “not,” *pre-* means “before,” *re-* means “again,” and *mis-* means “wrong.”

A. Write a word from the box on the line to match each meaning. The first one has been done for you.

mislead

resell

dislike

precook

unlucky

1. to cook before precook
2. to sell again _____
3. not lucky _____
4. to not like _____
5. to lead wrongly _____

Words that share a common root or base word are called related words. For example, the words *rebuild*, *building*, and *builder* are related words because they share the common root *build*.

B. Read each pair of related words. Underline the common root or base word in each word. The first one has been done for you.

1. return overturn
2. unkind kindness
3. luckily unlucky
4. review viewing
5. resell outsell

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author structured the text.

Topic sentence	→	In “Prometheus Brings Fire to Humans,” the author uses a problem-and-solution text structure to share a lesson.
Evidence	→	Zeus does not want to empower humans by giving them fire. Prometheus believes humans need fire for food and warmth and to explore the world. Prometheus gives fire to humans with the request that they help others in return.
Concluding statement	→	By describing the humans’ problem and Prometheus’s solution, the author shares a lesson, or moral, about being compassionate and helping others.

Write a paragraph about the text you have chosen. Show how the author structured the text. Cite evidence from the text. Support your explanation with details and use adjectives and articles correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you vary sentence lengths.

Draft Model

My apron is important to me. My mother wore it when she was a girl.
I wear it now when I am spending time with my mother, just like she did.

1. How could the writer combine the first and second sentences?
2. What short fourth sentence could the writer add after the long third sentence to vary the rhythm?
3. Can any of the sentences be deleted?
4. How might you improve the rhythm of the writing? How might you vary sentence length?

B. Now revise the draft by creating sentence fluency with a combination of long and short sentences about something the writer values.

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Name _____

forecast

relief

forbidding

stranded

argue

astonished

conditions

complained

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|---------------|
| 1. surprised | a. forbidding |
| 2. not allowing | b. argue |
| 3. comfort | c. complained |
| 4. in a helpless position | d. astonished |
| 5. expressed unhappiness | e. relief |
| 6. the state something is in | f. conditions |
| 7. statement that tells what may happen | g. stranded |
| 8. disagree | h. forecast |

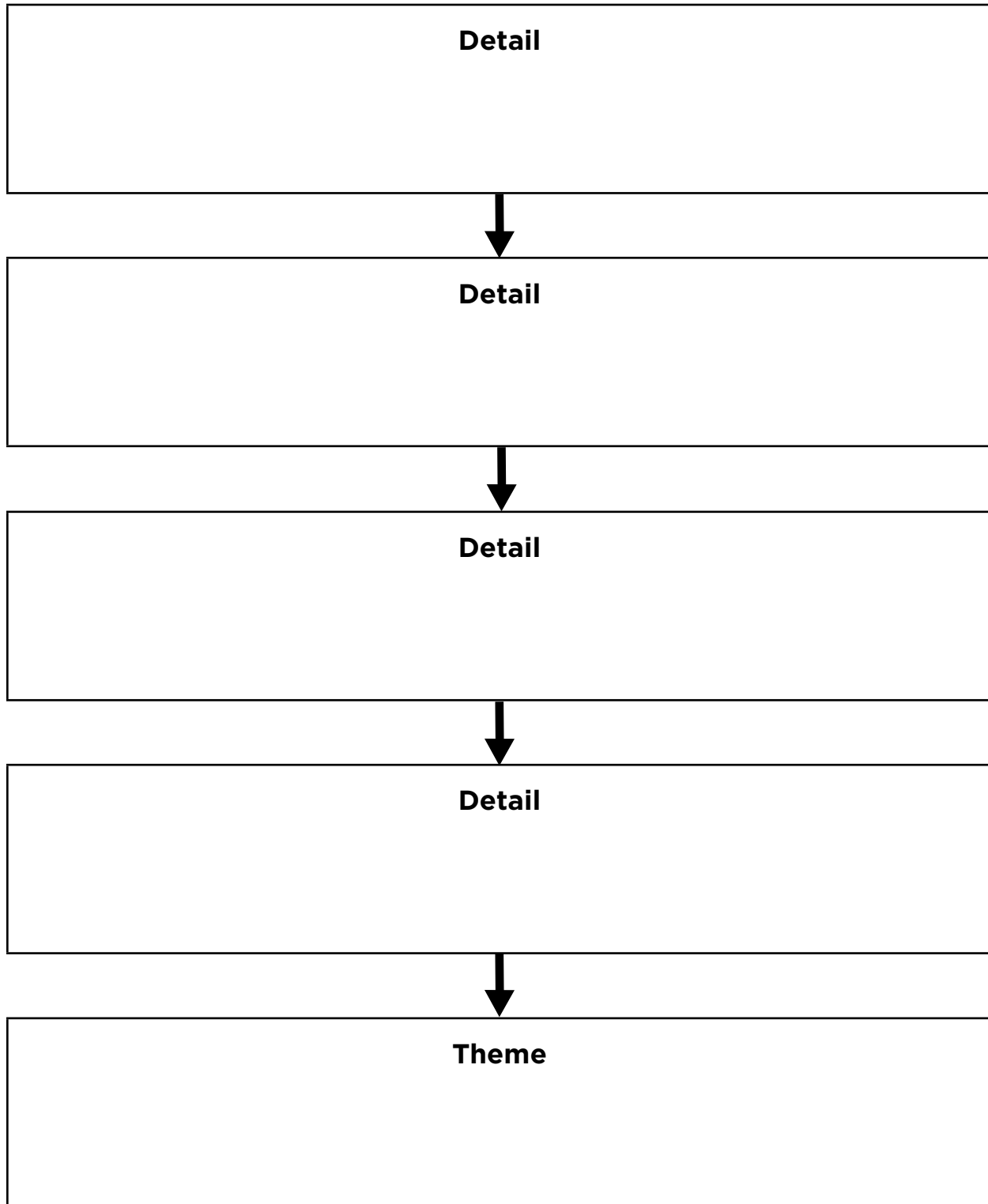
B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Too Warm for Wheat

I live on a farm in the Middle Colonies. I was born here.
13 My family came here from England, though. I often ask Father
24 why they moved here. He's happy to tell me the story. My family
37 left all they knew to start a new life here. Father says that the
51 weather helped them decide where to live.

58 My father likes to try new things. Mother says Father is at
70 sixes and sevens if he isn't trying something new. He doesn't
81 know what to do with himself! So when my Uncle Charles moved
93 to New England, Father decided to move, too. A new place would
105 mean adventure and a new life.

111 My family lived with Uncle Charles for a while. Uncle Charles
122 was a fisherman in New England. Since it was so cold in the
135 winter, it was hard to have a farm. The soil was rocky. It was
149 covered in snow for months at a time, too. It was easier for them
163 to fish than to grow food. They could trade the fish for other food.

Name _____

Father tried his hand at fishing. He did not have much luck. He did not like being on the boat! He must not have had sea legs. After thinking about it, he knew he wanted to be a farmer. He knew people from the Middle Colonies had farms. It sounded like the life he and Mother wanted.



After sleeping on it and giving it a lot of thought, my parents bought a farm in the Middle Colonies. The weather there was warmer than in New England. Better weather meant better farming. My family grew grains on the farm. In fact, the Middle Colonies are called the Bread Basket. My family could not have had such a grain farm in New England. It was too cold. Warmer weather led my family to the life they wanted.

The farm did well. My mother even opened a bakery in town. Soon after that, I was born. I've been helping on the farm and in the bakery ever since I can remember. The weather affected where my family lived. We could not have the same life up north. Our life is the best life I can think of—it takes the cake! I know my parents made the right choice.

Name _____

A. Reread the passage and answer the questions.**1. In paragraph 1, what does the narrator say helped the family decide where to live?**

2. Why are there so many fishermen in New England?

3. What is the theme of this story? Circle the letter of the best answer.

- a. Everyone should try moving to a new country.
- b. It is easier to go fishing than to grow grains.
- c. Finding what you like is important to being happy.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Tigris River Valley Boy

The sun was shining over the dry valley. Ilulu had been digging for a long time. He was very tired. He stopped to rest. He looked at the canals that stretched across the valley. Work was going well, but there was still much to do. The rainy season was coming soon, and the canals had to be finished on time. The people of the valley needed the water to grow crops. If the canals were not finished, the river would flood and wash away the crops.



Answer the questions about the text.

1. Historical fiction tells a made-up story set in a real time and place. Where is this story set?

2. What text feature is included in the text?

3. How does the illustration show you that the story is not set in the present?

4. What will happen if the canals are not finished on time?

Name _____

Idioms are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She was so hungry she **could eat a horse**.

Underline the context clues in the sentences below that help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.

1. My father likes to try new things. Mother says Father is **at sixes and sevens** if he isn't trying something new. He doesn't know what to do with himself!
 - a. Father is good at counting.
 - b. Father is frustrated and confused.
 - c. Father is good at relaxing.
2. Father **tried his hand** at fishing. He did not have much luck.
 - a. to give up on an activity
 - b. to help someone with something
 - c. to attempt a task
3. After **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
 - a. thinking carefully before making a choice
 - b. becoming bored and falling asleep
 - c. making a big purchase

Name _____

When a word ends in /e, the consonant before it plus the letters /e usually form the last syllable. This is also true for consonant + e/ and consonant + a/.

table = ta / blecamel = ca / melmetal = me / tal

A. Read each word below. Circle the letter that shows the word correctly divided into syllables. The first one is done for you.

1. able **a.** a / ble b. abl / e 3. global a. glo / bal b. glob / al

2. eagle a. eag / le b. ea / gle 4. travel a. tra / vel b. tr / avel

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means “able to,” the suffix *-ous* means “full of,” and the suffix *-y* means “having the quality of.”

B. Match each word in the box to the correct meaning below. Write the word on the line. The first one is done for you.

likable

funny

washable

poisonous

1. able to be washed

washable

2. full of poison

3. having the quality of fun

4. able to be liked

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that supports his or her opinion about how the author expressed the theme.

Topic sentence	→	In "Too Warm for Wheat," I think the author used theme to teach the reader about what it was like be a new settler in America.
Evidence	→	The author explains that families had to learn about their new country and decide on the best place to begin their life. The weather in different parts of the country led to one family's decision to move to the Middle Colonies and farm.
Concluding statement	→	By showing how well this choice worked out, the author conveys the theme that if you try you can find what's best for you and live a good life.

Write a paragraph about the text you have chosen. Give your opinion about how the author expressed the theme. Cite evidence from the text. Remember to introduce the text you are writing about, state an opinion, and support the opinion with reasons.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use linking words to connect ideas.

Draft Model

It was the middle of July. Summer is tornado season in Michigan. It was supposed to be a nice day. The sky started getting dark. Tornadoes can form quickly. My brother was surprised at how fast it appeared.

1. What linking word might connect the first two ideas?
2. What linking word might show how the third and fourth ideas are different?
3. What linking word might show the relationship between the last two ideas?

B. Now revise the draft by adding linking words to show how ideas are connected.

Name _____

professional

essential

specialist

goal

research

serious

communicated

motivated

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. When something *serious* is said, people often laugh.

2. In order to achieve something, a person should set a *goal*.

3. Doing *research* is a great way to learn more about a topic.

4. A *professional* soccer player plays soccer just for fun.

5. Eating food with lots of sugar is *essential* to being healthy.

6. A writing *specialist* usually knows very little about writing.

7. Friends who have *communicated* may have talked or e-mailed each other.

Name _____

Read the selection. Complete the problem and solution graphic organizer.

A vertical flowchart graphic organizer. It starts with a large rectangular box at the top labeled "Problem". A thick black arrow points down from the bottom center of this box to the top center of a smaller, empty rectangular box. Another thick black arrow points down from the bottom center of this second box to the top center of a third, empty rectangular box. A third thick black arrow points down from the bottom center of the third box to the top center of a fourth, empty rectangular box. Finally, a thick black arrow points down from the bottom center of the fourth box to the top center of a large rectangular box at the bottom labeled "Solution".

Problem

Solution

Name _____

Read the passage. Use the reread strategy to help you understand the biography.

John Glenn

10 Many people admire John Glenn as an American hero. He
23 was a pilot, an astronaut, and a U.S. senator. He also became the
oldest person to fly in space.

29 **Serving His Country**

32 John Glenn was born in Ohio in 1921. When he was 20 years
45 old, Glenn signed up for the army. Yet he was not called to serve.
59 Glenn did not like this. He wanted to serve his country. So Glenn
72 joined the navy. There, he became a pilot. As a pilot, Glenn did
85 serve his country. He fought in World War II.

94 **First Place**

96 John Glenn kept flying after the war. He flew a plane faster
108 than the speed of sound! He flew the plane across the country.
120 Glenn was the first person to do this. That's why he was picked
133 to be in the U.S. space program. The program is called NASA.
145 Glenn trained for months. On February 20, 1962, Glenn flew
155 in a ship all the way around the earth. He was the first American
169 to orbit Earth.

Name _____

Serving in the Senate

John Glenn had become a famous astronaut. Still, he had another goal. He wanted to be a U.S. senator from Ohio. In 1964 Glenn ran for the U.S. Senate. Sadly, he had an accident and hit his head. He was injured. He could not keep running for the senate. Yet Glenn did not give up. He tried again. He used his skills as an orator, or speaker. In 1974 he won a senate seat!

John Glenn served in the senate from 1974 until 1998. During this time, he tried to stop the spread of nuclear weapons. Senator Glenn wrote a law. The law tries to stop people from getting nuclear weapons. It also rewards countries that help with this.

One More Flight

John Glenn was 77 years old when he left the senate. He was not done serving, though. NASA wanted to see how space travel affected older people. So they asked Glenn to help. Glenn agreed. In 1998 he flew one final time. He flew around the earth for nine days. He is the oldest person to fly in space. John Glenn is a real hero.



NASA Headquarters—Greatest Images of NASA (NASA-HQ-GRIN)

John Glenn was the first American to orbit Earth. He served in the U.S. Senate from 1974–1998.

Name _____

A. Reread the passage and answer the questions.

- 1. Reread the second paragraph. Name a problem that John Glenn faced.**

- 2. What was the solution to Glenn's problem?**

- 3. Reread paragraph 1 on the second page of the passage. What problem did John Glenn face? What was the solution?**

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Bessie Coleman

In Chicago, Bessie worked with her brother Walter in a barbershop. But she still wanted more in life. Then her brother John came home after World War I. He teased her, telling her that women in France had real careers. They could even fly airplanes! Bessie heard this and decided to become a pilot. But African American women could not become pilots in America. With help from friends, she got enough money to take a pilot course in France.



National Aeronautics and Space Administration (NASA)

Bessie Coleman received her pilot's license in France.

Answer the questions about the text.

1. Biography tells a true story about a real person's life. What is the subject of this text?

2. How does the text feature help you understand the text?

3. What was Bessie Coleman's goal?

Name _____

Knowing the meaning of some common Greek and Latin roots can help you figure out the meaning of unfamiliar words.

mir = wonder or amazement*or* = mouth*fin* = end*orb* = circle*cid* = fall

A. Use the Greek and Latin roots above to find the meaning of the words in bold below. Circle the letter of the best meaning.

1. orbit

a. to go around something in a circle

b. to stop suddenly

c. to live a long and happy life

2. accident

a. the left part of the body

b. a stranger

c. thing a person does without meaning to

3. orator

a. a very sweet fruit

b. a cave opening

c. a speaker

4. admire

a. to like very much

b. to throw away

c. to pretend

B. Write two sentences using one of the words above in each.

5. _____

6. _____

Name _____

A vowel team is made up of two vowels that work together to form one vowel sound. Vowel teams always stay in the same syllable. A syllable that has a vowel team is called a vowel team syllable.

remain = re / main

A. Read each word pair. Circle the word with a vowel-team syllable. Divide the word you circled by writing the syllables on the lines. The first one is done for you.

1. complain happen com / plain 4. repeats travels /
2. little detail / 5. unite unreal /
3. excite explained /

Knowing Greek or Latin roots can help you figure out unfamiliar words.

astro means “star” or “outer space”

photo means “light”

graph means “something written”

tele means “far”

B. Read each sentence. Circle the word that has a Greek or Latin root. The first one has been done for you.

1. The famous astronaut talked about her space flight.
2. He used a telescope to view the animals in the distance.
3. I want to get the autograph of my favorite actor.
4. Is there a new telephone in your room?
5. I read a book on astronomy to learn more about the stars.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used problem and solution.

Topic sentence

→ In "John Glenn," the author used problem and solution to show the determination of John Glenn.

Evidence

→ The author explains that even though he was not accepted into the army, John Glenn did not give up. He joined the navy. Later, though he had an accident and had to stop his run for Senator, he ran again and won.

Concluding statement

→ By giving examples of the problems John Glenn encountered and overcame, the author shows that he is a strong person who is dedicated to his country.

Write a paragraph about the text you have chosen. Show how the author used problem and solution. Cite evidence from the text. Remember to support your explanation with details and to use adverbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you put the ideas in order.

Draft Model

It is a place to meet friends as well as learn. School is an important part of growing up. That's why it is important to go to school. School teaches valuable skills, like reading.

1. Which should be the first sentence in the draft?
2. Which should be the last sentence in the draft?
3. How else should sentences be rearranged to improve the logic of the draft?

B. Now revise the draft by reordering the sentences in a way that makes sense.

Name _____

illegal

unaware

wildlife

requirement

respected

endangered

fascinating

inhabit

A. Write each word next to its definition.

1. extremely interesting

2. not lawful

3. live in

4. not noticing

5. thing needed

6. admired

7. things living in natural conditions

8. close to being extinct

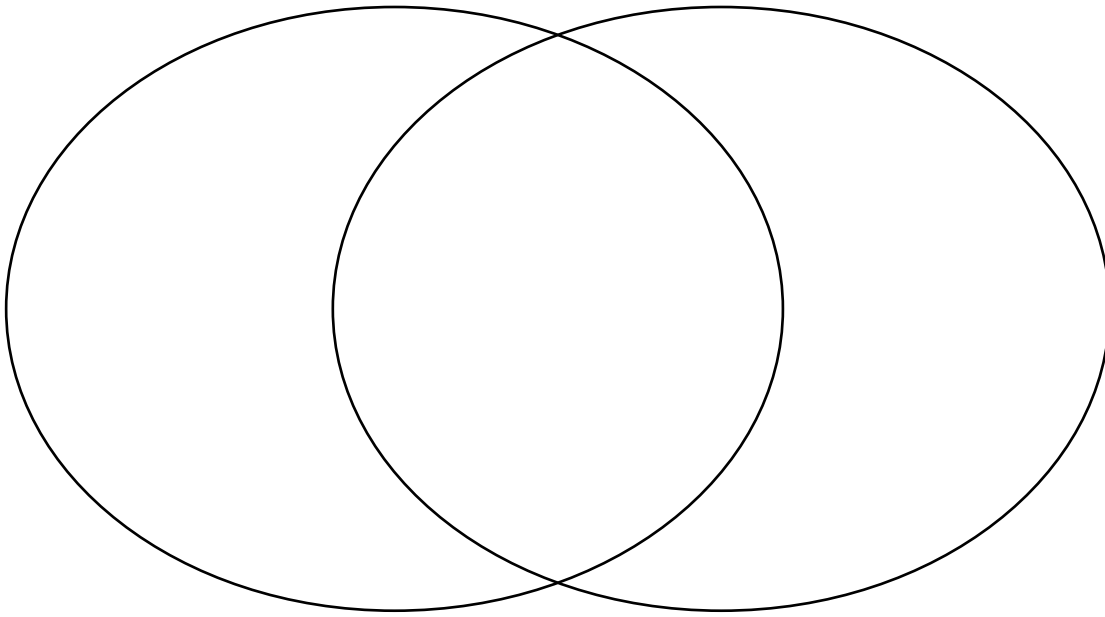
B. Write two sentences. Use one vocabulary word in each sentence.

9.

10.

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the reread strategy to help you understand new facts or difficult explanations.

The Disappearance of Bees

11 Take a walk outside in nature. You may see bees buzzing
23 around a flower. Most people are used to seeing this. But now
33 there is concern for bees. People are worried. The number
of bees has been going down. And no one is sure why.

45 What Is Happening and Why

50 Studies show that bee colonies in the United States are starting
61 to vanish. This is a problem that is called colony collapse
72 disorder. It was first noticed in 2006 by beekeepers. Large groups
83 of bees living together had fewer bees. Nearly one-third of the
94 colonies have gone away since then.

100 What is the cause? The answer is still not clear. Plant sprays
112 may have a role in making the bees sick. Sprays are often put
125 on plants. They keep certain bugs from harming the plants.
135 Newer sprays may be hurting the bees.

142 There are other causes to think about. New unknown germs
152 may also have a part in getting bees sick. These tiny living things
165 can cause disease. A lack of food and water is also a problem.
178 Too many bees in the hive also adds to the bees' stress.

Name _____

Why We Need Bees

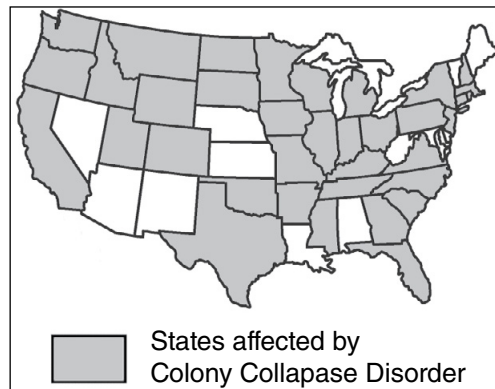
Bees play a big part in growing new flowers. They carry a substance called pollen to parts of a flower. The bees can also carry this matter to a new flower. This helps the flowers to make seeds. More flowers come from the seeds.

Bees carry out the same process, or string of actions, for crops. Apples and carrots are some of the foods that the bees affect. In the end, the pollen from the bees equals more crops. Fewer bees mean fewer crops for people to eat.

The bees also affect buying and selling. Farmers sell food to stores. The stores sell food to people. Without bees, buyers would have fewer crops to buy. Sellers would make less money.

There is also less honey. Honeybees take a sweet fluid from plants called nectar. They use this liquid to make honey in their hives. People have gathered honey for years. It is still used today with cooking. It's also spread right onto foods. Honey can become scarce without the bees. That means it will be hard to find.

So think of the bees the next time you're in your garden. Don't put things on your plants that would harm them. Plant things that you know bees will like. You will be happy you did.



The map shows states affected by CCD, as reported in 2010 by the Congressional Research Service. The problem continues to worsen.

Name _____

A. Reread the passage and answer the questions.

- 1. When you compare things, you show how they are alike.**
In paragraphs 3–4, how are the things mentioned alike?

- 2. When you contrast things, you show how they are different.**
In paragraphs 3–4, how are the things mentioned different?

- 3. In paragraphs 5 and 8, compare and contrast pollen and nectar.**
How are they alike? How are they different?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

What Good Are Mosquitoes?

You may not like mosquitoes. After all, who likes getting bitten in the summer? But mosquitoes are an important part of the food chain. For example, dragonflies eat mosquitoes. Without enough mosquitoes, dragonflies would not survive. And if there weren't enough dragonflies, the animals that eat them could not survive. Even creatures like mosquitoes make a big difference in the food chain.

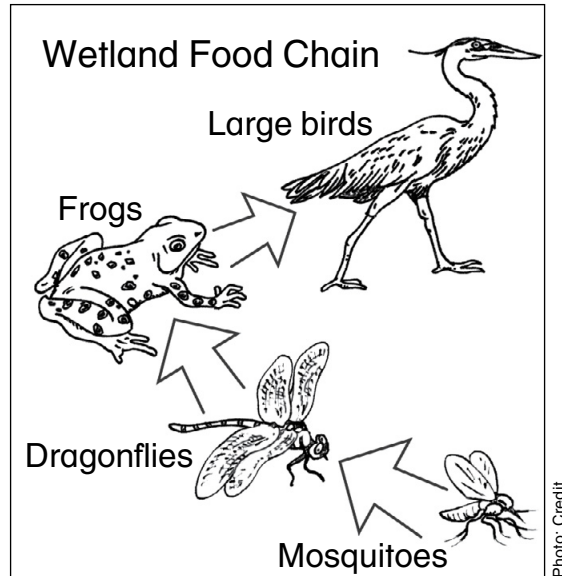


Photo: Credit

Dragonflies need mosquitoes, frogs need dragonflies, and birds need frogs.

Answer the questions about the text.

1. Expository text tells true facts about a topic. How do you know this text is expository text?

2. What text feature is included in the text? How does it help you understand the text?

3. Without mosquitoes, how would large birds be affected? Why?

Name _____

Context clues are words or phrases that help you figure out the meaning of an unfamiliar word. Look at this example of context clues in the sentence below.

There was a **swarm** of bees near our garage. The large group of insects had built a hive on the roof.

The underlined words explain that *swarm* means “a large group of insects.”

Read the sentences below. Underline the context clues that help you understand the meaning of each word in bold. Then circle the letter of the best definition of the word.

1. Now there is **concern** for bees. People are worried. The number of bees has been going down.
a. curiosity b. happiness c. worry
2. Bees carry out the same **process**, or string of actions, for crops. Apples and carrots are some of the foods that the bees affect.
a. amount of time b. types of foods c. string of actions
3. There is also less honey. Honeybees take a sweet **fluid** from plants called nectar. They use this liquid to make honey in their hives.
a. a liquid b. a seed c. a tool for cooking

Name _____

When a vowel is followed by the letter *r*, both letters must remain in the same syllable because they form a special *r*-controlled vowel sound. The syllable that contains this sound is called an *r*-controlled vowel syllable.

sister = sis / ter

perfect = per / fect

A. Read each sentence. Write the underlined word on the line. Circle the *r*-controlled vowel syllable. The first one has been done for you.

1. It is so cold this winter. winter
2. Did you see the doctor today? _____
3. We polished the silver spoons. _____
4. I got to meet the famous actor. _____
5. My report on frogs is due today _____

A suffix is a word part that can be added to the end of a root word. A suffix changes the meaning of the root word. The Latin suffix *-able* means “able to” and *-ment* means “an act of doing something.”

B. Read each word and circle the suffix. Then write the root word on the line. The first one has been done for you.

- | | |
|---|---------------------|
| 1. comfort <u>able</u> _____ comfort | 4. affordable _____ |
| 2. likable _____ | 5. statement _____ |
| 3. movement _____ | 6. adorable _____ |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used a compare and contrast text structure.

Topic sentence	→	In "The Disappearance of Bees," the author uses a compare and contrast text structure to show the impact of disappearing bees.
Evidence	→	The author explains that there used to be many bee colonies in the country, but nearly one third have vanished. Along with the colonies, crops that were once plentiful have begun disappearing because bees are not pollinating them. There is also less honey than there used to be.
Concluding statement	→	The author uses compare and contrast to explain how the disappearance of bees is affecting everyone.

Write a paragraph about the text you have chosen. Show how the author used text structure. Cite evidence from the text. Remember to support your explanation with details and to use adverbs that compare correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add a strong conclusion that retells the main idea.

Draft Model

I did not like pigs. I thought that pigs were dirty. I didn't think they were smart. Then I learned pigs are some of the smartest animals on the planet. Pigs can even be kept as pets.

1. What is the main idea?
2. What did the narrator learn about pigs being dirty?
3. What did the narrator learn about pigs being smart?
4. What conclusion could be added to retell the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Name _____

entertainment

ridiculous

humorous

slithered

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|------------------|
| 1. something that gives pleasure or amusement | a. slithered |
| 2. funny | b. humorous |
| 3. very silly | c. entertainment |
| 4. moved by sliding | d. ridiculous |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

5. _____

6. _____

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

Name _____

Read the poem. Check your understanding by asking yourself what the narrator thinks or feels.

Aliens!

While waiting in the car for Mom,
7 Dad says, sounding very profound,
12 “I’m afraid I have to drop a bomb:
20 there are *aliens* around.

24 We didn’t want to tell you boys,
31 we thought it might just freak you out.
39 I need you to stay calm and keep your poise
49 while I tell you what this is about.

57 We taught you not to fear the new.
65 We told you that the world was strange,
73 but what we didn’t say to you
80 is that we are one end of the range

89 of things that folks don’t understand.
95 If others knew, they’d make a fuss.
102 And though our lives are pretty bland,
109 the fact is that the aliens are *us!*”

117 Mom opened her door and got inside.
124 I was shocked as we flew into the sky.
133 But Mom was clever enough to say,
140 “Did something go down while I was away?”



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What is the narrator's point of view?

3. What are some clues that tell you the narrator's point of view?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and expression. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

The Abominable Snowman

His eyes were made of pudding cups,
his mouth was pizza crust.
His mustache was tortilla chips
we'd pounded into dust.

His right hand held a broken stick
topped by a tuna tin.
His left hand held the head that wore
a grim leftover grin.



Answer the questions about the text.

1. How many stanzas does this text have?

2. How many lines does each stanza have?

3. What is the rhyme scheme of this text?

4. What does the text tell a story about?

Name _____

Rhythm is a pattern of beats in a line of poetry. **Rhyme** is a pattern of repeated sounds at the ends of lines: *The river was **roaring**,*
*The rain was **pouring**.*

Read the lines of the narrative poem below. Then answer the questions.

Aliens!

*While waiting in the car for Mom,
 Dad says, sounding very profound,
 “I’m afraid I have to drop a bomb:
 there are aliens around.*

*We didn’t want to tell you boys,
 we thought it might just freak you out.
 I need you to stay calm and keep your poise
 while I tell you what this is about.*

1. Find an example of rhyme in the poem.

2. What rhythm, or pattern of beats, do most lines contain?

3. What do the rhythm and rhyme do for the poem?

Name _____

An **idiom** is a group of words that means something different from the usual meaning of each word in it. The phrase *lend a hand* is an idiom. It doesn't mean "to give someone your hand." It means "to help someone do something."

**Read each passage. Underline the idiom in the passage.
Then write the meaning of the idiom.**

1. I'm afraid I have to drop a bomb:
there are *aliens* around.

2. We didn't want to tell you boys,
we thought it might just freak you out.

3. But Mom was clever enough to say,
"Did something go down while I was away?"

Name _____

When a **suffix** is added to the end of a root or base word, it forms a new word with a different meaning.

The suffix *-ful* means “full of,” the suffix *-less* means “without,” and the suffix *-ly* means “in a certain way.”

A. Read each word below and circle the suffix. Write the root or base word on the line. The first one has been done for you.

- | | |
|-------------------------|-------------------|
| 1. happi(y) _____ happy | 4. graceful _____ |
| 2. careless _____ | 5. safely _____ |
| 3. joyful _____ | 6. endless _____ |

Words that do not have common spelling patterns can be confusing.

Homophones can be confusing because they sound the same but have different spellings and meanings: *hour / our, their / they're / there*.

Some words are difficult to spell because of irregular spelling patterns or silent letters: *knowledge, thorough, scissors*.

B. Circle the correct word to complete each sentence. The first one has been done for you.

- Is this (your, you're) book or mine?
- I will (right, write) my name on the paper.
- The (library, librery) will close early today.
- We learned about (rithm, rhythm) in music class.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used point of view.

Topic sentence→ In *Aliens!*, the author uses the narrator's point of view to tell a story with a surprise ending.**Evidence**

→ The narrator begins the poem in an ordinary way. Then his father gives him some unexpected news: everyone in the family, including the narrator, is an alien. Finally, the family's car flies into the sky, surprising both the narrator and the reader. Using

Concluding statement

→ point of view, the author creates suspense and gives the surprise ending a stronger impact.

Write a paragraph about the text you have chosen. Explain how the author uses point of view. Cite evidence from the text. Remember to support your explanation with details and to use prepositions correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what precise words you can add.

Draft Model

Clowns make me laugh. I like going to the circus. It is funny when lots of clowns get out of a car. One clown is always in the park. He makes balloon animals for all the kids.

1. What precise words could be used to help make the draft model clearer for the reader?
2. What precise words would help readers visualize the clowns, the car, and the park?
3. What adjectives could be used to describe the balloon animals?

B. Now revise the draft by adding precise words to help make the draft model more interesting to read.

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