



Grade 3

ELL

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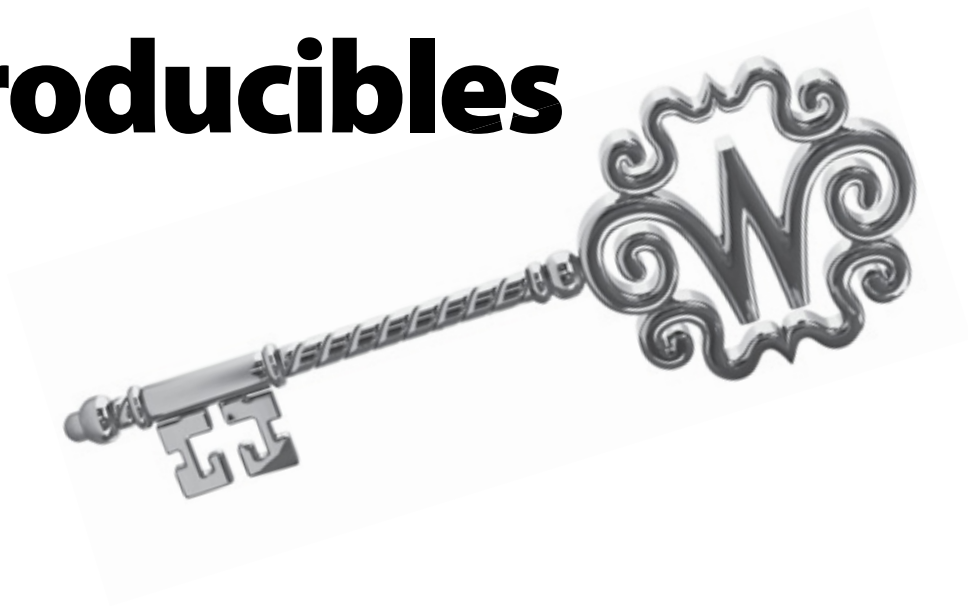




Grade 3

ELL

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Practice



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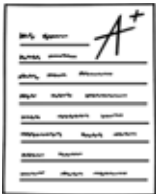
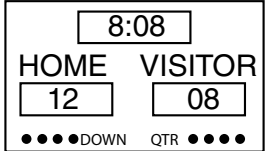
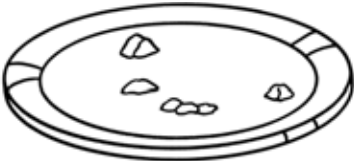
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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
ached	His back <u>ached</u> from lifting the heavy box.	
concentrate	The music was so loud I could not <u>concentrate</u> on my homework.	
educated	I read books about cooking so I can be an <u>educated</u> chef.	
effort	It takes a lot of <u>effort</u> to get the best grades.	
improved	The home team <u>improved</u> its play and won the game.	
satisfied	I am <u>satisfied</u> after finishing that delicious meal.	

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

6 Enid was an elephant. She lived
13 in the jungle with her friends. Her
19 jungle had tall green trees, cool
24 blue streams, and bright flowers.

30 Enid adored the jungle. The only
36 thing Enid loved more than the
43 jungle was reading. She read all the
44 time.

49 Her friends would say, “Enid!
55 You read too much. Come swim.”

62 But Enid would say, “I will swim
68 later. I enjoy reading my book.”

79 Every night, Enid read her favorite stories to her friends. Then
85 one of them would say, “Hearing stories isn’t fun! Let’s go play!”

91 One day, after a heavy rain, Enid was reading a story about a
104 beaver and his dam. Then she heard a cry for help.

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

127 Enid said, “I know that voice! It is my friend, Mabel!”

138 Enid ran toward Mabel’s voice. She was surprised and shocked
148 by what she saw next. The usually calm, flat, clear water was
160 now dark and swirling. There were large waves. On the other
171 shore, tiny Mabel stood on the opposite side of the river.



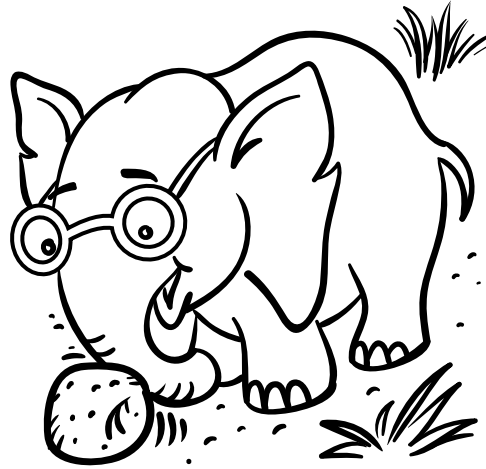
Name _____

Harold had also come to help. He said, “Mabel was across the river picking fruit. The river quickly became deep and wide. It was like magic.”

“It is not magic,” said Enid. “It is a flood. I read about it. If it rains too much, rivers can swell and get bigger.”

“Did you also read about how to help when rivers get too big?” asked Harold.

Enid thought of her book about the beaver’s dam. “Yes! We can build a dam like beavers do. A dam is like a wall that slows down the water. When it slows down, Mabel can cross back to us safely.”



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

That night, Enid’s friends smiled as they listened to her stories.

Name _____

A. Reread the passage and answer the questions.**1. Traits are the ways a character behaves. What is one of Enid's traits? Circle the letter of your answer.**

- a. Enid eats only bananas.
- b. Enid is very lazy.
- c. Enid likes sharing stories.

2. A character's actions make a story's events happen. How do Enid's actions help Mable? Circle the letter of your answer.

- a. Enid knows how to build a dam. The dam helps Mabel.
- b. Enid tells her friends to read stories about dams.
- c. Enid tells Mabel to read a story about red shoes.

3. Enid is the story's main character. 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

Bookworm's caterpillar friends were going to turn into butterflies. Bookworm said good-bye and sat down with a book. The caterpillars said, "Come with us! You're a caterpillar, too!"

"But I like munching my books!"

"Butterflies can munch on books, too!" the caterpillars said. "You don't have to be a bookworm to like books!"

Answer the questions about the text.

1. What tells you that this text is a fantasy?

2. A fantasy may have an illustration. What might an illustration for this text show you?

3. A fantasy teaches a lesson. What do you think this text's lesson is?

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 had 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 letter of the best definition for each word in bold.

1. Enid **adored** the jungle. The only thing Enid loved more than the jungle was reading.

a. eaten

b. missed

c. thought highly of

2. "Help!" said a small, **meek** voice.

a. gentle

b. funny

c. sleepy

3. On the other shore, tiny Mabel stood on the **opposite** side of the river.

a. enemy

b. different

c. copy

4. 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 in each row. Write the word that has a short *a* or a short *i* vowel sound. The first one has been done for you.

- | | | | |
|---------|------|------|------------|
| 1. coat | fan | lake | <u>fan</u> |
| 2. sit | game | make | _____ |
| 3. home | say | hid | _____ |
| 4. bike | big | day | _____ |
| 5. cape | dog | snap | _____ |

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. Read each word. Circle the words that belong to the same word family. The first one has been done for you.

- | | | | |
|---------------|------|------------|-------------|
| 1. <u>pin</u> | pan | <u>fin</u> | <u>grin</u> |
| 2. bag | tag | sat | flag |
| 3. fill | wall | will | hill |
| 4. grin | sick | pick | kick |
| 5. big | rain | fig | dig |

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.

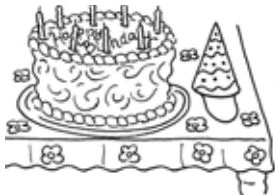
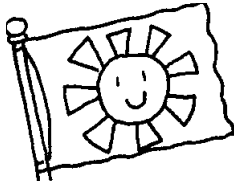
1. When exactly was Polly Pig playing in the mud?
2. What details would tell how warm it was then?
3. What details would tell how the mud felt?
4. What kind of animal did Polly Pig see?

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.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
celebrate	They came to <u>celebrate</u> my birthday.	
precious	That old hat is very <u>precious</u> to my father.	
disappointment	The girl felt some <u>disappointment</u> when she lost her favorite toy.	
courage	A police officer often shows <u>courage</u> .	
remind	I will <u>remind</u> my aunt about my dance show next week.	
symbol	The flag has a <u>symbol</u> of the sun.	

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

Tom was happy. Tomorrow was Thanksgiving. He grabbed his lunch from his kitchen table and went to school. He sat next to Ana at lunchtime. She was a new student from India.

He asked her, “Are you ready for the long weekend?”

“Of course!” she said. “But why do we get two days off?”

Tom was surprised. He said, “It’s Thanksgiving, of course!”

She said, “We don’t have Thanksgiving in India.”



Thanksgiving in America

Tom told Ana about Thanksgiving. He said, “We get to spend time with family and friends. First, we have a big feast with turkey, vegetables, and pie for dessert. After we eat, I go outside and play football with my brother and sister.”

Ana asked, “Why do you have this tradition?”

Tom said, “It reminds us to give thanks for all that we have.”

Thanksgiving in India

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

“Really?” Tom said. “How?”

She said, “I am from a place in India called Tamil Nadu. Each year we have Pongal.”

Name _____

Tom asked, "What does Pongal mean?"

Ana said, "It is an Indian dish. During Pongal, food is cooked in pots until it boils and spills over. It's 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."

Tom smiled and said, "I thought the United States was the only country that had a holiday like Thanksgiving. 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.



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 talks to Ana.
 - b. He has a big feast.
 - c. He plays football.
2. What is the second thing Tom does on Thanksgiving?
 - a. He plays football.
 - b. He talks to Ana.
 - c. He has a big feast.
3. In paragraph 15, what is the first thing Ana does on Pongal?
 - a. throws away old things
 - b. wears new clothes
 - c. gives thanks

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 and I were visiting my grandma. My mother said, “We have a tradition in the Philippines, Jomar. This is how you say ‘hello’ or ‘good-bye’ to your elders. Take their right hand and touch it to your forehead. This tradition is called *Mano Po*. It is a sign of respect.”

So I touched grandmother’s hand to my forehead. “*Mano Po*, Grandma!” I said.



Answer the questions about the text.

1. How do you know this text is realistic fiction?

2. What is an example of dialogue, or actual words, that a character speaks?

3. What does the dialogue add to the text?

4. What does the illustration add to the text?

Name _____

Look at this 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. Study the underlined context clues to help you understand the meaning of each word in bold. Then circle the letter of the best definition for each word.

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, vegetables, and pie for dessert.”

a. meal

b. meeting

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. kinds

b. foods

c. parties

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 word pair. Circle the word that has the correct vowel sound. The first one has been done for you.

1. short *e* fed feed

2. short *o* rope rock

3. short *u* tug tune

4. short *e* meets mess

5. short *o* pole pond

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. Write a word from the word box to show the correct *-s*, *-ed*, or *-ing* form. Not all words will be used. The first one has been done for you.

runs

sits

jogging

sipped

sipping

jogs

running

hops

1. hop + s = hops 4. sit + s = _____

2. sip + ed = _____ 5. run + ing = _____

3. jog + ing = _____

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.

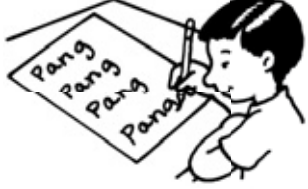
1. Who is making the dinner?
2. What descriptive details would help the reader visualize the people in the story?
3. In what ways do the people help each other?
4. What descriptive details could provide more information about the dinner?

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

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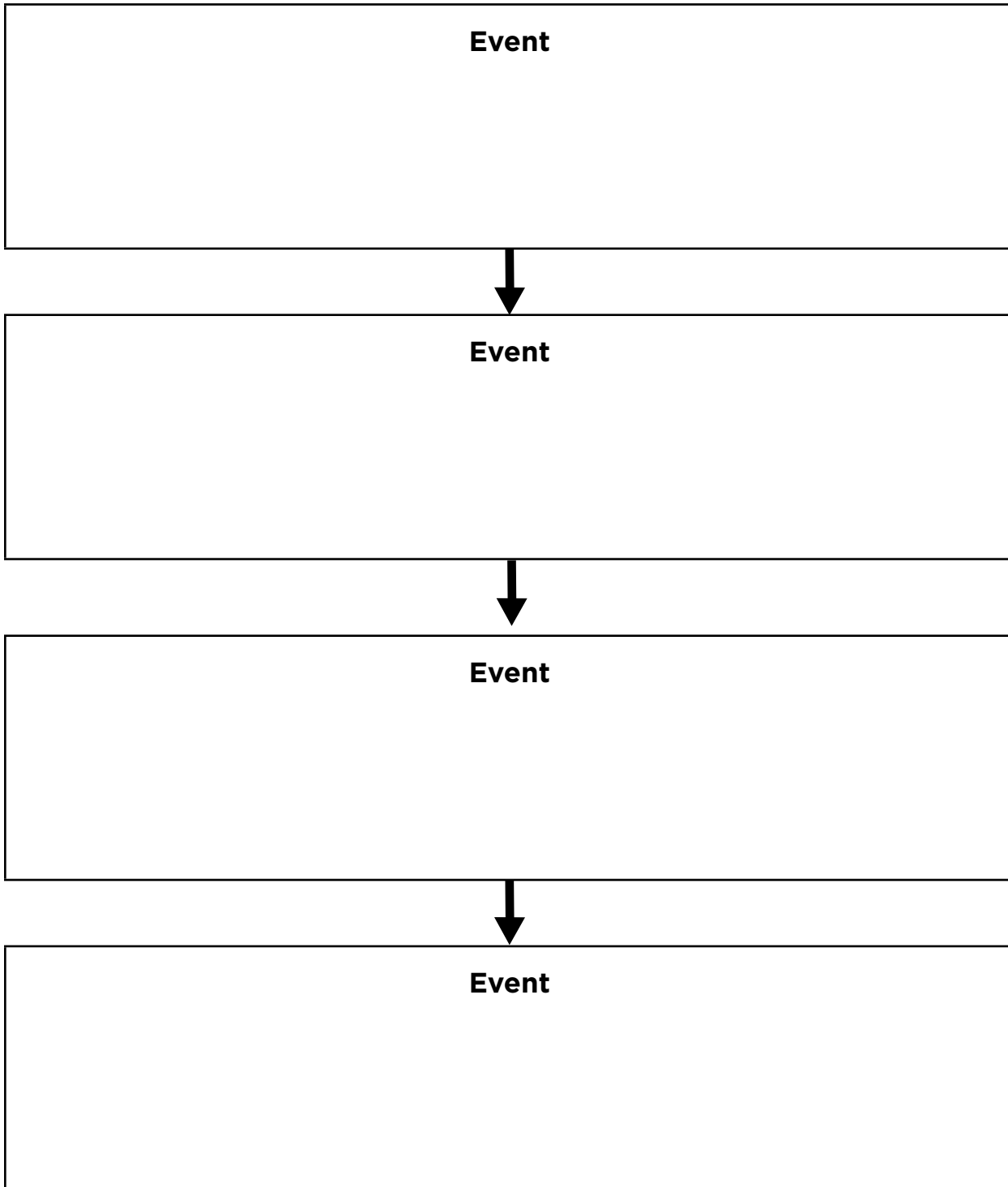
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
admires	My mother <u>admires</u> our beautiful garden.	
classmate	The two girls are <u>classmates</u> in science class.	
practicing	He is <u>practicing</u> writing his name in English.	
pronounce	The girl was able to <u>pronounce</u> the difficult words in the book.	
scared	The boy is <u>scared</u> of the dark.	
tumbled	The oranges <u>tumbled</u> out of the basket and onto the ground.	

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
9 the mountains in New York. He
15 lived with his grandmother and
20 grandfather. His grandfather
23 showed Joseph how to walk through
29 the woods very softly. He showed
35 Joseph how to catch fish. Joseph
41 liked his grandfather very much.

46 Joseph's grandparents owned a
50 store. Joseph worked at the store a
57 lot. Joseph sometimes made mistakes.

62 His grandfather never yelled at Joseph. Instead, they talked about
72 the mistake. Joseph learned how to do better the next time.

83 As a child, Joseph read a lot. He liked books about animals
95 and he liked reading poetry. Joseph also liked to write. He even
107 wrote some poems!

110 Abenaki Storyteller

112 Joseph's grandfather was an Abenaki Native American. When
120 he grew up, Joseph liked to visit Native Americans. He liked to
132 hear their stories. The stories were fun. They also taught great
143 lessons about life. Joseph wrote down the stories. He read the
154 stories to his children. Joseph soon began to write children's
164 books for everyone. His books told the stories of the Abenaki.



Map of Joseph Bruchac's homeland

Name _____

Helping Others

Joseph's teacher once said, "Whatever you want to do in life, you should do it." Joseph was inspired. He wanted to write. He also wanted to help other people. That is what his stories did. Joseph's stories taught children to be kind. His stories taught children to care for the Earth. Joseph went to schools everywhere. He read his stories to many children.



Stories can teach great lessons about life.

Today, Joseph still lives in the same hometown where he grew up. He spends time in his garden. Joseph says, "I love being a writer and storyteller." He still walks through the woods. He walks through the mountains. He gets ideas for brand-new stories every day.

Name _____

A. Reread the passage and answer the questions.

1. Reread the fourth paragraph. What is one thing Joseph did when he grew up?

2. Look for signal words and phrases such as “next” or “soon.” What happened soon after Joseph read stories to his children?

3. Reread the fifth paragraph. What did Joseph do after he began to write stories?

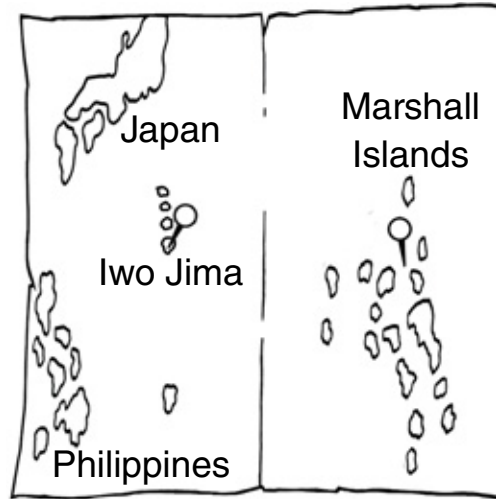
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	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 battles on islands in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers sent messages to other American soldiers. We used Navajo, a Native American language. The enemy couldn't read our messages. 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 text features does this text include?

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

3. Who is the narrator of this text? How can you tell?

4. What does the map show you about Keith Little's life?

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 new words. Use a dictionary if you need help with the word meanings. Write the compound words you formed.

- | | | |
|----------|--------|-------|
| 1. grand | mother | _____ |
| 2. some | teller | _____ |
| 3. what | times | _____ |
| 4. story | ever | _____ |

B. Circle the compound words in the sentences below.

5. His grandfather showed Joseph how to walk through the woods very softly.
6. Joseph went to schools everywhere.

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

1. fine feet

2. mill mile

3. bat base

4. well wise

5. rose rock

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

B. Choose the word with the correct *-ed* or *-ing* spelling. Write it on the line. The first one has been done for you.

1. ride + ing = **rideing** or **riding**? riding2. vote + ed = **voted** or **votted**? _____3. make + ing = **making** or **makeing**? _____4. dine + ed = **dinned** or **dined**? _____5. race + ing = **racing** or **raceing**? _____

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 time and 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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
design	It is important to have a good <u>design</u> before you build.	
simple	A snake's body is <u>simple</u> , with only one part.	
investigation	A careful <u>investigation</u> led to the discovery of a new bug.	
encouraged	The children <u>encouraged</u> the boy by cheering.	
substitutes	When our regular teachers are out, we have <u>substitutes</u> .	
quality	The old building was built with <u>quality</u> materials.	

Name _____

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

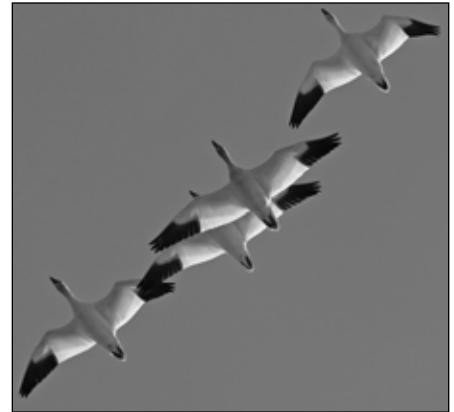
Cause		Effect
First		
Next		
Then		
Finally		

Name _____

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

Victor Ochoa's New Idea

5 Inventors are people who make
11 new things. Victor Ochoa was an
18 inventor. One thing he made was a
25 flying machine. It was one of the
30 first airplanes ever made. Victor
37 watched birds fly. He used what he
learned about flying to build a plane.



flickr RF/Getty Images

44 Many Jobs

46 Victor was born long ago in Mexico, but grew up in Texas. He
59 had many jobs. One job was for a newspaper. He wrote stories
71 for the paper. He even started two new newspapers of his own!
83 Sometimes the jobs were hard, but Victor never gave up.

93 A New Plane

96 Victor's mind was a motor that did not turn off. He was always
109 thinking of new ways to make life better. In 1908, he was still
122 thinking about how birds fly. He wondered how he could fly too.
134 He began to work on a plane that could fly like a bird.

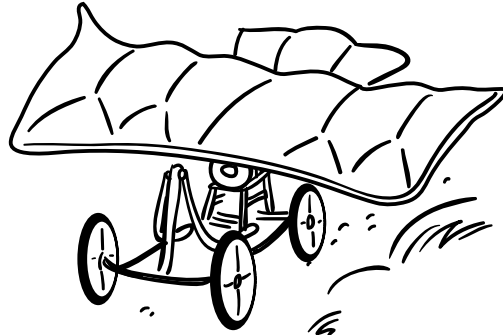
147 Victor's plane was made of two bicycles, side by side. There
158 was a small motor in the middle, between the bikes. The back
170 of the plane looked like a bird's tail. The wings were made of
183 canvas, a tough cloth. He put the cloth on strong, metal pipes
195 shaped like wings. The wings of his plane folded, like a bird's
207 wings. He could put his plane in a small shed or barn.

Name _____

Victor worked very hard to make his plane work. He worked on it for over twenty years. He wrote the Navy a letter about his invention. In the letter, he told them why his plane was a good idea. But no one knows if his plane ever flew.

Other New Ideas

Victor did not stop. Making new things from new ideas was the blood that pumped through his body. He made new tools. Some are still used today. He made a pen that held its own ink.



Victor Ochoa's plane was made of two bicycles.

Never Give Up

Victor was a spinning top. He kept going and going. He was always working. His ideas did not always work. But Victor Ochoa never stopped trying. That was the important thing.

Name _____

A. Reread the passage and answer the questions.

1. In the third paragraph, what does the text say caused Victor to think of new inventions?

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

3. What are two things that Victor invented to make life better?

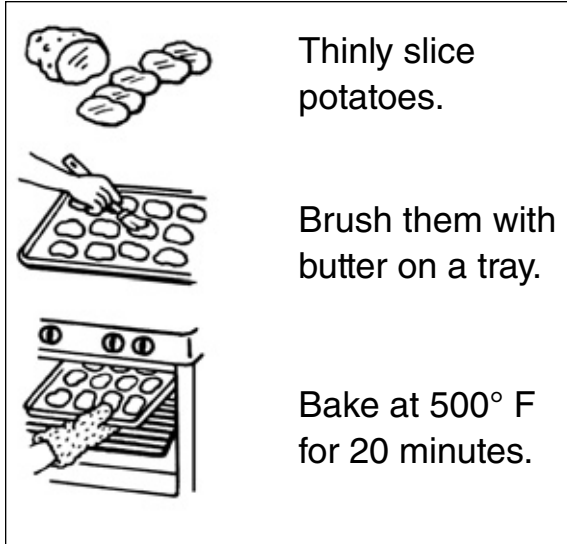
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Name _____

George Crum's Potato Chip

George Crum was born in 1822. He worked as a chef at a restaurant in New York. One day in 1853, a customer ordered French fries. He said they were too thick and soft. George Crum was annoyed. He took some potatoes and cut them into very thin slices. Then 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. What is the text's title? What does it tell you?

2. How do you know George Crum did not write this text?

3. What does the diagram tell 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 group of sentences from the passage. Circle the letter of the sentence that includes a metaphor. Then underline the two things that are being compared in the metaphor.

1.
 - a. Victor's mind was a motor that did not turn off.
 - b. He began to work on a plane that could fly like a bird.
 - c. He used what he learned about flying to build a plane.

2.
 - a. He made a pen that held its own ink.
 - b. Making new things from new ideas was the blood that pumped through his body.
 - c. The wings of his plane folded, like a bird's wings.

3.
 - a. He kept going and going.
 - b. Victor was a spinning top.
 - c. He was always working.

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 each word. Circle the word in each group that has a long *a* sound. The first one has been done for you.

- | | | |
|-----------------|-------|------|
| 1. <u>rai</u> l | roll | ran |
| 2. seat | stay | stem |
| 3. gray | grow | grab |
| 4. pants | paint | pond |
| 5. trash | tea | tray |

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. Circle the word that has the correct plural spelling. Write it on the line to complete the sentence. The first one has been done for you.

- I like to read (books, bookes) books.
- This story is about four (foxs, foxes) _____.
- I will buy some (peaches, peachs) _____.
- She made three (wishes, wishes) _____.

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

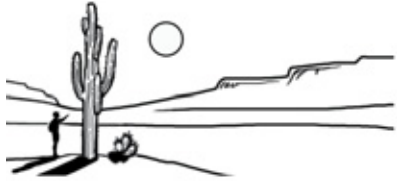
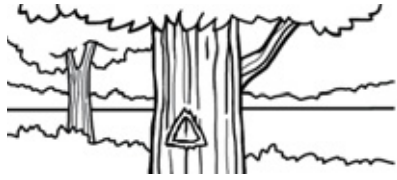
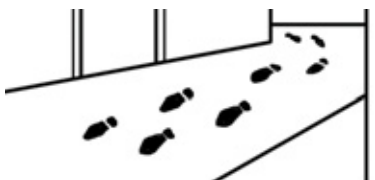
Benjamin Franklin was a great inventor. One important invention of his was the lightning rod. He invented bifocal glasses to help people see.

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
massive	That cactus is <u>massive</u> compared to the smaller one.	
national	Tomorrow is a <u>national</u> holiday.	
carved	I wonder who <u>carved</u> that triangle into the tree.	
traces	The previous class left <u>traces</u> of their art project on the table.	
grand	What a <u>grand</u> staircase!	
clues	The only <u>clues</u> left behind were footprints in the hallway.	

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

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

Building a Landmark

12 In Ohio, mounds of earth are built in the land. These mounds
24 have been there a long time. The mounds act as landmarks, or
29 sites. They help us learn
32 about the past.

35 Native American tribes
39 made these mounds. There
44 are over 70 mounds left.
48 One is called Serpent
54 Mound. It is 1,370 feet long.
60 It looks like a big snake.

64 Objects from other tribes
68 are in Serpent Mound.

72 Researchers study the mounds. They think many tribes might
77 have shared this one mound.

82 The mounds are many shapes. Miamisburg Mound looks like
91 a cone. It is the largest cone mound. There are 116 steps. People
104 can climb to the top.

109 How were the mounds made? Some people used clam shells to
120 dig. They also used sticks. They carried dirt in baskets. They used
132 the dirt to build the mounds. The baskets weighed 40 pounds. That
144 is hard work.

147 Why did these people build mounds? Some people think the
157 mounds were a calendar. Others think tribes met each other at the
169 mounds. The Newark Earthworks mounds might have been used to
179 study the stars. No one is sure how the mounds were used.



Native Americans built mounds that act as landmark.

Name _____

People and cultures leave stories behind. Some stories are in books. Some are in art. In Ohio, people left mounds. There are still many questions about the mounds. But these landmarks are helpful. They help us learn about the tribes that lived here long ago.

Social and Sacred Places

Many people study the mounds. They think they were used for special events. Today, you can visit them. You can learn more of the stories told by the mounds.



**Map of Serpent Mound Park,
Adams County, Ohio**

Name _____

A. Reread the passage and answer the questions.

1. Important, or key, details tell about the main idea. What are two key details in paragraph 4?

2. What do these two details tell about?

3. Use the details in the passage 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 an architect. He studied in Europe and loved the buildings in Greece. Greece is important because it is the birthplace of democracy. Bacon was chosen to make a building to help people remember Abraham Lincoln. Lincoln worked hard to keep democracy alive during his life. So Bacon based the Lincoln Memorial on Greek buildings. He wanted the building to help people remember what Lincoln fought for.

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.
- about soldiers who died 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 true facts about a topic. What is the topic of this text?

2. What text feature is included?

3. What does the text feature give extra facts about?

4. Who made the Lincoln Memorial?

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 these mounds. There are over 70 mounds **left**.

meaning 1: the opposite of right

meaning 2: remaining

2. Some people used clam shells to dig. They also used **sticks**.

meaning 1: adheres

meaning 2: branches, twigs

3. The baskets weighed 40 **pounds**.

meaning 1: a unit of measurement

meaning 2: hits, strikes

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 pair. Circle the word that has the correct long o vowel sound. The first one has been done for you.

1. long o spelled **ow**

(slow)

cow

2. long o spelled **o_e**

crop

home

3. long o spelled **o**

sold

log

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. Write a word from the box to complete each compound word. Write the compound word on the line. The first one has been done for you.

book

boat

man

town

robe

1. snow + man = snowman

2. note + _____ = _____

3. bath + _____ = _____

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.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
created	My brother <u>created</u> ducks out of clay.	
interfere	The boys walked around the field so they would not <u>interfere</u> with the game.	
timid	The <u>timid</u> fish was hiding in the cave.	
awkward	We all feel <u>awkward</u> when we try to walk on ice.	
furiously	The bee buzzed <u>furiously</u> against the window.	
attempt	The kitten is making an <u>attempt</u> to climb the stairs.	

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

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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

6 Two brothers went hunting in a
13 large jungle. It was very easy to
20 feel small in the jungle, and they
27 were soon lost. They tried to find
34 their way home for days. Each day
they stopped when it got dark.

40 The brothers knew how to camp
46 in the jungle. The older brother
52 went to find firewood, while the
58 younger brother went to find food
64 and water. The younger brother
69 looked for a very long time. After a while, he was tired and sat
83 down to rest.

86 The young boy noticed a bird in a tree above him. He watched
99 it flap its wings. Then he heard a voice coming from the trees.

112 “I know where your parents are! I know where your parents
123 are!” said the voice.

127 The boy looked around. He was confused because he did not
138 know who was talking. He heard the words again. Suddenly, he
149 understood that the bird was talking to him!

157 The young boy stared at the bird. He said, “Can you really help
170 my brother and me get home?” The bird said, “I am an old bird. I
185 can take you to your village. I only ask that you find three insects
199 for me to eat. That will give me the strength to guide you home.”



Name _____

The young boy agreed to feed the bird. He ran back to the camp to find his brother and bring him to the bird.

The bird repeated its offer to the older boy. The boys 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 to their village. 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 do the brothers need help? Circle the letter of the best answer.**

- a. They are lost in the jungle.
- b. They have run out of food.
- c. They are trapped in a cave.

2. What does the bird want, so she will help the brothers? Circle the letter of the best answer.

- a. She wants to become their pet.
- b. She asks for three insects to eat.
- c. She wants to sing them a song.

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 sat by a river. He was drinking the water. Then he slipped and fell into the water. A dove saw the ant drowning in the water. The dove took a leaf from a tree. She dropped the leaf into the water. The ant saw the leaf. He climbed onto it. He rode the leaf to land. He was safe.

The next day, the ant saw a hunter with a net. The hunter was sneaking up behind the dove. He was going to catch the dove. So the ant bit the hunter on the foot. The hunter shouted in pain and dropped his net. The dove heard the hunter and flew safely away.

Answer the questions about the text.

1. How can you tell this is a folktale?

2. What happens when the ant bites the hunter?

3. Why do you think the ant bit the hunter?

4. Folktales have a lesson, or message. 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, while the **younger** brother went to find food and water.

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

Read the sentences from the passage. Circle the antonym of the word in bold.

1. Two brothers went hunting in a **large** jungle. It was very easy to feel small in the jungle, and they were soon lost.
2. He was **confused** because he did not know who was talking. 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?" The bird said, "I am an old bird."
4. 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 with a long *i* or long *u* sound. Write it on the line. The first one has been done for you.

- | | | | |
|----------------|------|-------|-------------|
| 1. <u>mind</u> | cup | fill | <u>mind</u> |
| 2. up | duck | use | _____ |
| 3. pink | pie | will | _____ |
| 4. new | tub | bump | _____ |
| 5. ring | dish | right | _____ |

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 singular noun in bold. Then circle the correct plural form. The first one has been done for you.

- | | | |
|-----------------|--------|---------------|
| 1. lady | ladys | <u>ladies</u> |
| 2. pony | ponies | ponys |
| 3. key | keyes | keys |
| 4. berry | berrys | berries |

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

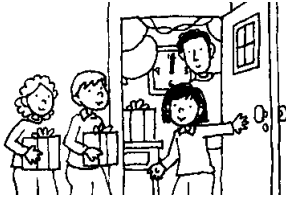
I want to play a board game. My sister wants to play a video game.
My mom wants us to clean up the yard.

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
arrived	The guests <u>arrived</u> right on time.	
inspected	The teacher <u>inspected</u> my homework.	
whispered	I <u>whispered</u> a secret to my friend.	
moment	The bug landed on my hand for a <u>moment</u> and left.	
photographs	I like to look at old <u>photographs</u> of my family.	
valuable	Our new car is <u>valuable</u> to my father.	

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

Lan was eight years old in 1849. Life in China was not easy for Lan's family. Lan's father, Yao, had left for America. This is where people were getting rich.

The Golden Mountain

Gold was found in California in 1848. The Gold Rush swept across America like a wildfire. People from many countries moved to the area called "Gold Mountain."



Families worked hard to make a new life together.

A New Life

Lan and her mother joined Yao after a few months. Lan was as white as a ghost on the boat trip. "I am scared," she said. "I only know my family in China. I do not even speak English."

"We will be fine," said her mom. "Your father will welcome us."

"What about our family in China?" Lan asked her father when they arrived. He said, "Maybe one day they can join us."

Yao lived in a village with other Chinese people. Lan met Yao's friend, Chen. Chen had a daughter named Li. Li took Lan around the village.

Name _____

“This is where we live and eat,”
Li said

Lan inspected the area. “I did not
know so many Chinese people lived
here. They even speak Chinese!”

Yao said, “Yes, this is a nice
place to live.”

Lan asked her father to show her
where he worked.

“I stopped working as a miner.”
he said. “We were not finding any
gold. I now work as a shoemaker.”

Lan knew life would not be the same, but she was hopeful
when she looked around. The future was as open as the land.

Lan said, “I am just happy we are together.”



**The discovery of gold gave hope to
many immigrants.**

Name _____

A. Reread the passage. Answer the questions below.

1. Details tell what the characters do and say. Details help you to find the theme. What is one important detail about Lan's family in paragraph 3? Circle the letter of the best answer.

- a. Lan and her mother are joining Yao in America.
- b. Lan and her mother are not leaving China.
- c. Lan and her mother get seasick.

2. What is one important detail about Yao under the heading A New Life? Circle the letter of the best answer.

- a. He misses China.
- b. He has become rich working in a gold mine.
- c. He works as a shoemaker, not in a gold mine as planned.

3. The theme of a story is the author's message, or what he or she is trying to say. 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

I came to America with my mother in 1924. We came on a boat from China. When we arrived, guards took us to a building. We slept in a room with other women. After many days, someone took me to a small room. A man sat at a table. The man spoke in a language I didn't understand. Then he spoke in Chinese. He asked me my name and with whom I will stay in America.



Answer the questions about the text.

1. How do you know this is historical fiction?

2. Who do you see in the illustration?

3. How does the illustration show that the story happens in the past?

4. How does the illustration help you understand 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. The underlined words show what is compared. Circle the letter of the best definition of each simile.

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

- a. The Gold Rush went fast across the country.
- b. The Gold Rush went slow across the country.
- c. The Gold Rush was hot.

2. Lan was as white as a ghost on the boat trip.

- a. Lan was happy.
- b. Lan was hungry.
- c. Lan was scared.

3. The future was as open as the land.

- a. The future was flat.
- b. The future was not known.
- c. The future was known.

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 word pair. Write the word with a long e sound and circle the letters that make the sound. The first one has been done for you.

- | | | |
|----------|-------|-------------|
| 1. free | mess | <u>free</u> |
| 2. step | team | _____ |
| 3. ready | green | _____ |
| 4. meet | sled | _____ |
| 5. head | clean | _____ |

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 sentence. Circle the word that has the correctly spelled ending. The first one has been done for you.

- The team (tried, tryed) to win the game.
- She (denies, denyies) that she was there.
- We (hurried, hurried) to the mall.
- He (carries, carrys) the flag in the parade.
- My sister (dryied, dried) the dishes.

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.

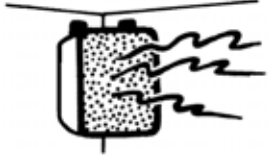
1. What precise nouns could be used to help make the story clearer for the reader?
2. What nouns would help readers visualize the characters, the town, and the house?
3. What nouns could be used to describe the journey?
4. What sorts of things does the family unpack?

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
candidates	The three <u>candidates</u> were on the stage.	
elect	Every four years we <u>elect</u> a president.	
announced	The winner was <u>announced</u> on the loud speaker.	
independent	Painting without any help made her feel more <u>independent</u> .	
convince	I want to <u>convince</u> my cousin that we can sing well.	
estimate	Can you <u>estimate</u> how much this pig weighs?	

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

6 Do you talk about your favorite
15 singer? Do you wear a hat for a sports
22 team? It may not seem unusual to
29 show your opinions. This is the right
37 to free speech. It is in the United
41 States Constitution. Many people
worked hard to give us this freedom.



©Ariel Skelley/Blend Images

48 **Speak Your Mind**

51 Actions can speak louder than
56 words. In 1969, America was at war.
63 Some students did not like the war, so they wore black armbands.
75 The bands showed they did not like the war.

84 Some people did not agree with the armbands. So, the students
95 went to court. Their case was called *Tinker v. Des Moines*. The
107 court ruled that the students had a right to wear the bands to
120 school. They could wear them even if others disagreed.

129 **Are There Limits?**

132 In America, people are given freedom of speech, but sometimes
142 there are exceptions to this law.

148 Your actions are unprotected by the Constitution when what
157 you do or say is unsafe. You are not allowed to shout “Fire!” when
171 there is not a fire. This only causes trouble. People can get hurt.
184 The law will not let free speech hurt others.

Name _____

Free speech helps our country work. People use their free speech to tell leaders what they believe. When they speak up for their beliefs, they do it within the law. Sometimes, the courts have to redefine free speech by how people use it.

Free speech gives you the right to present your beliefs. By reviewing your rights, you can see what the word *freedom* means to you.



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Name _____

A. Reread the passage and answer the questions.

1. Look at the first paragraph. How does the author feel about freedom of speech? Circle the letter of your 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. In the third paragraph, the court lets students wear black armbands. This is their freedom of speech. How do you think the author would feel about the students wearing black armbands?

3. People use their freedom of speech in different ways. Look at the sixth paragraph. How does the author think free speech helps our country work? Circle the letter of your answer.

- a. People tell the courts to use freedom of speech.
- b. People change the law.
- c. People tell leaders what they believe.

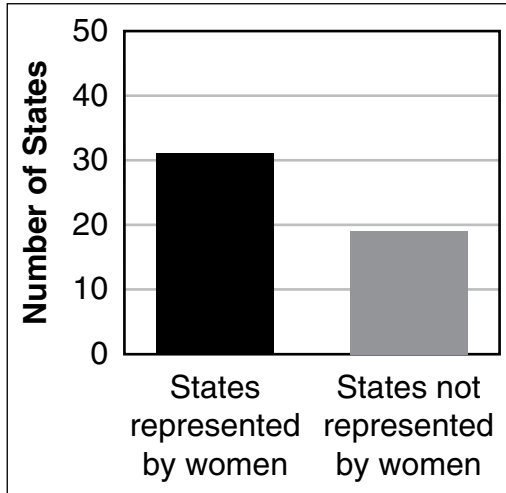
B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

Women in Congress

Many women are in the United States Congress. Congress is a part of the U.S. government. It makes the laws. For a long time, there were no women in Congress. In 1916, Jeanette Rankin was elected to the House of Representatives to serve Montana. In 1922, Rebecca Felton was elected to serve the state of Georgia. She was the first woman to be a senator.



Answer the questions about the text.

1. How can you tell this is expository, or informational, text?

2. What is the text's heading?

3. What is another text feature in the text?

4. What does the bar graph tell you about women in Congress?

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.”

Read the sentences below. Circle the letter of the answer that best completes each sentence.

1. My two cousins _____ about which team is better. One cousin said the home team is the best team. The other cousin said the visitor team is the best team.
a. disagreed **b. distrusted**
2. Before our quiz, we will be _____ the study materials. I am glad we will be reading the study materials again.
a. renaming **b. reviewing**
3. Our grandmother said it is _____ for us to travel alone. She said traveling alone could be dangerous.
a. unsafe **b. unhappy**
4. It is _____ for an elephant and a dog to become friends. Even though it is strange to see the elephant and dog together, the two animals really are friends.
a. unusual **b. unafraid**

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 word and listen for the sounds. Circle the silent letter in each word. The first one has been done for you.

- | | |
|-----------------|----------|
| 1. <u>k</u> not | 4. wrong |
| 2. wren | 5. sign |
| 3. gnaw | 6. knock |

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. Read each sentence. Underline the possessive noun in each sentence. The first one has been done for you.

1. My mom's birthday is today.
2. I will walk my friend's dog.
3. My two sisters' bikes are new.
4. There is a swimming pool at my aunt's house.
5. I put away the children's toys.

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. The author says that Americans have the
Evidence	→	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. The author
Concluding statement	→	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.

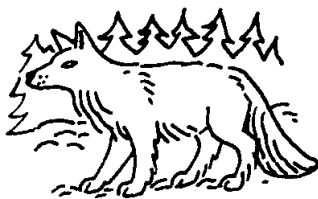
1. What kinds of elections do schools hold?
2. What offices are candidates running for? What supporting details would describe the campaigns?
3. Why are elections held in the fall?
4. What detail would tell why voting is important?

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

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
population	The deer <u>population</u> is growing quickly.	
caretakers	The woman is one of the dog's <u>caretakers</u> .	
recognized	I <u>recognized</u> the person wearing the mask.	
relatives	My aunt and other <u>relatives</u> came for dinner.	
success	The book sale was a great <u>success</u> .	
survive	Wolves <u>survive</u> best when left to live in the wild.	

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

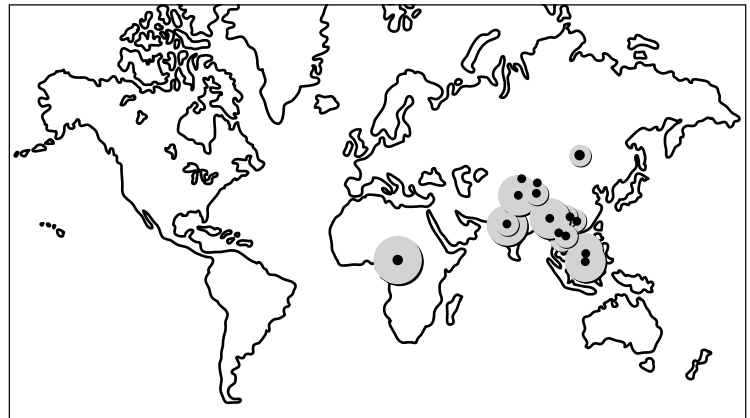
A Love of Sounds

4 Katy Payne enjoys listening to many sounds. Animal sounds
13 are her favorite.

16 The first sounds Katy studied were the wonderful noises made
26 by whales. They sound like strange music. Some people call them
37 “whale songs.” Katy then moved on to study the sound of elephants.

49 Hidden Sounds

51 Katy watched
53 and listened to
56 the elephants at
59 the zoo. They
62 made sounds
64 like trumpets.
66 These sounds
68 made Katy think
71 of whale songs.
74 She knew that
77 whales sometimes made sounds that she could not hear. “What
87 if elephants make hidden sounds?” Katy thought. She wanted to
97 find out.



Elephants live in the wild in Africa and Asia.

99 Katy taped the sounds made by elephants. She used a computer
110 to make pictures of the sounds. The pictures showed sounds that
121 Katy could not hear. Just like whales, the elephants were making
132 hidden sounds! Katy had found something special.

Name _____

Helping by Hearing

Katy knew that elephants and people did not always get along. People sometimes got angry when elephants ate their crops. In other places, careless people built homes on land used by elephants. It was hard for these elephants to live. Katy was worried. She wanted to help.

Katy started a project with some friends. She let other people listen to the elephant sounds. She taught people about their hidden sounds. This helped people better understand the elephants. It also made them want to help elephants. And it is all because of good people like Katy Payne!



Name _____

A. Reread the passage and answer the questions.**1. Reread paragraph two. How does the author feel about whale sounds? Circle the letter of the best answer.**

- a. The author thinks they are bad.
- b. The author thinks they are wonderful.
- c. The author has no opinion about the sounds.

2. Reread paragraph four. How does the author feel about what Katy found? Circle the letter of the best answer.

- a. The author thinks Katy found something special.
- b. The author thinks Katy found something boring.
- c. The author has no opinion about it.

3. Reread the last paragraph. What is the author's point of view about Katy Payne? Circle the letter of the best answer.

- a. The author thinks Katy should stop helping animals.
- b. The author thinks Katy is a good person.
- c. The author thinks Katy is working too hard.

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 _____

PAWS: People Helping Animals

Many animals need help. Some pets don't have homes. Sometimes wild animals get hurt. People work together to help them. PAWS is a group that helps animals. If a pet has no home, PAWS finds a home for it. If a wild animal is hurt, PAWS cares for it. PAWS teaches people about animals, too.

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. How can you tell that this is an expository, or informational, text?

2. What is the text's heading? Why is it important?

3. What is another text feature in this text?

4. What information does the sidebar give 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. Then circle the letter of the best definition for the word.

1. The first sounds Katy studied were the **wonderful** noises made by whales.

- a. without a smile b. full of wonder c. having no wonder

2. It was hard for the **homeless** elephants to live.

- a. having no home b. full of life c. without help

3. Katy started a **helpful** new project.

- a. full of love b. full of help c. full of food

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

- a. full of thought b. without love c. without thought

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 the words in each row. Write the word that has a three-letter blend on the line. The first one has been done for you.

- | | | | |
|-----------|-------|--------|---------------|
| 1. screen | cry | soak | <u>screen</u> |
| 2. tree | star | straw | _____ |
| 3. thrill | trim | this | _____ |
| 4. spill | spree | stop | _____ |
| 5. spot | slid | splash | _____ |

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. Divide the word into syllables and write them on the lines. The first one has been done for you.

- | | | |
|-----------|------------|------------|
| 1. napkin | <u>nap</u> | <u>kin</u> |
| 2. kitten | _____ | _____ |
| 3. magnet | _____ | _____ |
| 4. hidden | _____ | _____ |
| 5. puppet | _____ | _____ |

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
inventor	My father is a scientist and an <u>inventor</u> .	
bounce	We learned how to <u>bounce</u> the ball at basketball practice.	
imagine	I like to <u>imagine</u> I am a doctor who helps animals.	
observer	I learned about dolphins just by being an <u>observer</u> at the aquarium.	

Name _____

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

Details



Point of View

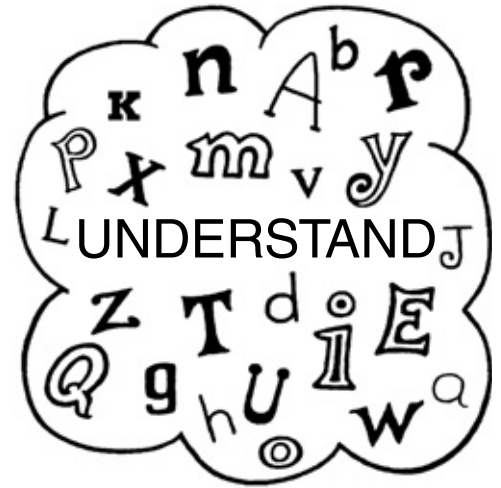
Name _____

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 do you think this poem is about?**

2. What do you think is the narrator's point of view, or what he or she thinks, about reading?

3. What in the poem makes 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 poem is a limerick. Limericks are usually funny. Is this limerick funny? Explain.

2. Limericks also rhyme. Look at the end of each line. Which words in the poem rhyme with *clothes*?

3. Which word rhymes with *around*?

4. Where does the speaker find her glasses?

Name _____

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

An example of **alliteration** is: bouncing **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. Find two words that rhyme in the last stanza. Write them on the line.

2. Circle an example of alliteration in the first stanza.

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. Circle the letter of the two things that are being compared in the simile.

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

a. learning to read and a bowl of letter soup
b. beginning and letters
2. I figured out how to read and the words bring
the whole world of incredible things
into my open hands, curious as cats.

a. words and incredible things
b. hands and cats
3. So I brought books to my mom and dad
like gifts for a long time.

a. books and my mom and dad
b. books and gifts

Name _____

A **digraph** is two or three 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 the words in each row. Circle the word that has a digraph. The first one has been done for you.

- | | | |
|----------------|------|------|
| 1. <u>ship</u> | sail | sun |
| 2. call | cash | clap |
| 3. trim | toy | this |
| 4. when | walk | win |

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 and divide it into syllables. Write the syllables on the lines. The first one has been done for you.

- | | | |
|----------|-----------|------------|
| 1. table | <u>ta</u> | <u>ble</u> |
| 2. focus | _____ | _____ |
| 3. lazy | _____ | _____ |
| 4. begin | _____ | _____ |

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	→	The narrator uses the words "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

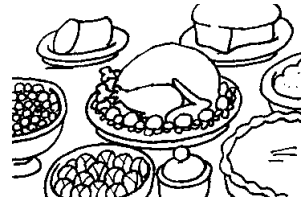
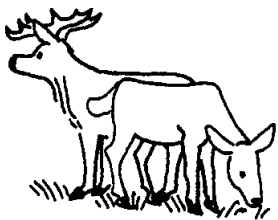
Our lawn mower is a good machine. It is loud and gives a deep growl when you turn it on. When the grass is shaggy, I use the lawn mower to give the grass a haircut. It is a very helpful machine to have around.

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
disbelief	The miner looked at the gold he found in <u>disbelief</u> .	
dismay	To my <u>dismay</u> , the milk had gone sour.	
fabulous	My mother is a <u>fabulous</u> party host.	
offered	She <u>offered</u> to help me plant flowers.	
splendid	We prepared a <u>splendid</u> meal for the holiday.	
watchful	The buck kept a <u>watchful</u> eye on the doe.	

Name _____

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

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

The graphic organizer is a vertical flowchart with four rectangular boxes connected by downward-pointing arrows. The top box is labeled "Problem" in the center. The second box is empty. The third box is empty. The bottom box is labeled "Solution" in the center.

Name _____

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

How Zebras Got Their Stripes

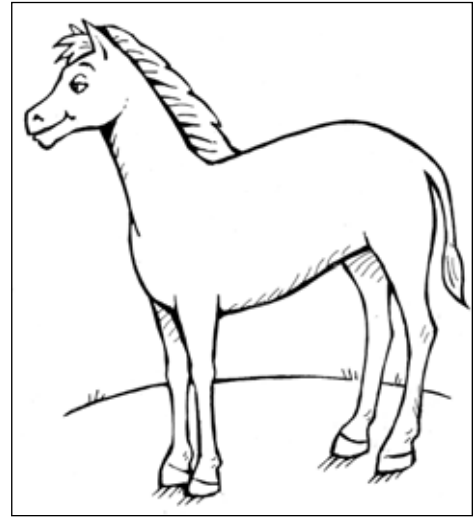
11 This story happened a long time ago in Africa. Baboon was
24 very fierce. He was so mean that he told all the other animals
36 that the land belonged to him. Baboon said that only he was
allowed to drink from the river.

42 The animals were upset. They needed water to survive. They
52 were sad, and also afraid of Baboon. He had a big head with
65 thick eyebrows and long, sharp teeth. He often showed his teeth
76 to scare the other animals. They did not know what to do.

88 At this time, zebras had all white
95 coats. Young Zebra was brave.
100 He was fearless and handsome in
106 his white coat. Zebra said, "I am
113 not afraid of Baboon." So Zebra
119 challenged Baboon to a brawl.
124 Baboon laughed. He rarely lost a
130 fight.

131 They agreed that the loser of the
138 fight would go live on the barren
145 hill. The empty hill was not a nice
153 place to live.

156 The next day, Zebra met Baboon by the river. Baboon had built
168 a bonfire there. Zebra's white coat glowed. It looked like Zebra
179 had a light inside his body. All of the animals watched the fight.



Name _____

Both animals leaped and scratched. Zebra jumped at Baboon, but Baboon ducked. Zebra fell into the bonfire and the fire began to burn Zebra. Baboon was busy laughing. He did not see Zebra running out of the fire, straight at him.

Zebra kicked Baboon as hard as he could. Baboon flew over the river and onto the empty hill. He was not injured. But his pride was hurt. 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. Their stripes were a symbol. They make zebras feel proud. They are a reminder of how Zebra won the river and kept water free for all animals.



Name _____

A. Reread the passage and answer the questions.**1. What is the problem, or thing that is wrong, in this story?**

2. What solution, or way to fix the problem, does Zebra have?

3. What are two consequences, or 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

Long ago, Bear had a long, shiny tail. He was proud of it. “My tail is the best in the forest!” he bragged.

Fox decided to stop Bear’s bragging. Fox went to a frozen lake and sat by a hole in the ice. He waited until he heard Bear coming. Then Fox pretended to say to himself, “My tail isn’t shiny enough to catch any fish.” Then he hid behind a tree.

“My shiny tail could catch the fish!” Bear thought. He dipped his tail into the icy water. He fell asleep. He slept so long his tail froze. Then Fox crept up behind Bear. He shouted, “Bear! A fish is biting your tail!” Bear jumped up, and his frozen tail broke off.

Answer the questions about the text.

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

2. Why is Bear a problem for Fox?

3. What does Fox do to Bear to solve the problem?

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 each group of sentences from the passage. Circle the word that is a synonym of the word in bold. Then circle the letter of the word that is another synonym for the word in bold.

1. Baboon was very **fierce**. He was so mean that he told all the other animals that the land belonged to him.
a. angry b. gentle
2. Young Zebra was **brave**. He was fearless and handsome in his white coat.
a. worried b. filled with courage
3. They agreed that the loser of the fight would go live on the **barren** hill. The empty hill was not a nice place to live.
a. deserted b. rich

Name _____

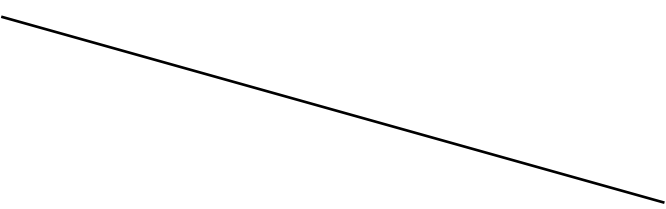
When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The spellings *er*, *ir*, *ur*, and *ear* usually form an *r*-controlled vowel sound.

A. Read each pair of words. Circle the word that has an *r*-controlled vowel sound. The first one has been done for you.

- | | | | |
|----------------|-------|----------|-------|
| 1. <u>fern</u> | face | 4. pearl | lane |
| 2. brave | burst | 5. head | serve |
| 3. third | three | | |

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. Draw a line from each contraction to the two words that make up the contraction. The first one has been done for you.

- | | |
|-----------|---------|
| 1. hasn't | we will |
| 2. I'm | she is |
| 3. she's | has not |
| 4. we'll | can not |
| 5. can't | I am |
- 

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.

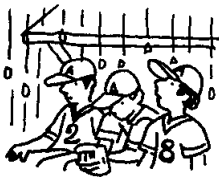
1. How could you rewrite the first sentence to make it exclamatory?
2. How could you rewrite the fourth sentence to make it imperative?
3. How could you rewrite the last sentence to make it interrogative?

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
donated	We <u>donated</u> canned food to help people in need.	
nervous	She was <u>nervous</u> when she went up to bat.	
disappear	Houses are built and forests <u>disappear</u> .	
temporary	The game stopped during a <u>temporary</u> rain delay.	
amazement	I read about the hero with <u>amazement</u> .	
refused	The unhappy baby <u>refused</u> to eat the food.	

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
10 in Nome, Texas. My papa runs an
17 oil factory there. When I was eight,
24 one of the oil wells blew up. I was
33 very close to it. Because of this,
40 I lost my hearing.

44 Now I am 12, and a lot has
52 changed. For one, I cannot hear
58 music or my mother sing. I feel
65 music instead of hearing it.

70 Also, I have to go to a new
78 school, which is far away. It is called
86 Texas School for the Deaf. It is a
94 long stretch from Nome.

98 I read a book you wrote called *The Story of My Life*. You tell
112 how you made loud noises and got mad when people did not
124 understand you. Your mom and dad were frustrated by the way
135 you acted. You must have driven your parents up the wall!

146 I also read about your teacher, Ms. Sullivan. She taught you
157 about words. Because of Ms. Sullivan, you can read and write.



Helen Keller could not see or hear, but she did not let that stop her from learning and doing many things.

Name _____

Just like you, I ask lots of questions to learn. I am learning more now than I ever did when I could hear. My mom always says that “every cloud has a silver lining.” Maybe she is right. Even when something really bad happens, a good thing can come from it.

Back in Nome, my best friend is Anna Bailey. When I lost my hearing, I thought Anna might not be my friend. But I was wrong. Anna stayed friends with me, even though I could not hear. Anna said, “It might take some time, but you will learn to live a good life.” Anna was right. She really made me feel better.



You have inspired me with your life and your book. Even though you are deaf and blind, you can do almost anything! You even went to college. You are a hero to me. That is why I am writing to you. I hope that one day I can visit you, and we can learn more about each other.

Sincerely,

Amelia Grant

January 15, 1912

Name _____

A. Reread the passage and answer the questions.

1. Reread the first paragraph. What happened to Amelia when the oil well blew up?

2. Reread paragraph 2. What changed for Amelia when she lost her hearing?

3. Look for signal words and phrases like “as a result,” “so,” and “because of” in the fifth paragraph. How was Helen Keller able to read and write? Circle the letter of the best answer.

- a. because every cloud has a silver lining.
- b. because Helen’s parents were frustrated
- c. because of Ms. Sullivan

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 _____

A Surprise Visit

It was a hot Saturday in the summer of 1945. My friend Henry and I were playing baseball in the park. Suddenly Henry shouted, “That’s the Kansas City Monarchs’s bus!” The players from Henry’s favorite team got off the bus. One of them was the new shortstop, Jackie Robinson. He called out to us, “Play ball! I’ll check your swing.”



Answer the questions about the text.

1. Historical fiction is set in the past. In what year is this text set?

2. Historical fiction also can contain real characters from history. Which character in this text is real?

3. What text feature does the text include?

4. How does the illustration show that the story is set in the past?

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**.

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

1. Your mom and dad were frustrated by the way you acted. 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. My mom always says that “**every cloud has a silver lining**.” Maybe she is right. Even when something really bad happens, something good 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 pair of words. Circle the word that matches the vowel sound that is shown. The first one has been done for you.

1. /är/ as in **star** yard rope
2. /ôr/ as in **more** moon store
3. /ôr/ as in **soar** roar lost
4. /är/ as in **star** said hard
5. /ôr/ as in **corn** moon porch

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. Add the prefix *un-*, *re-*, or *pre-* to each word to match the given meaning. The first one has been done for you.

1. pre + view = to view before
2. _____ + heat = to heat again
3. _____ + kind = not kind
4. _____ + school = before school

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.

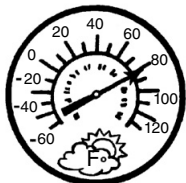
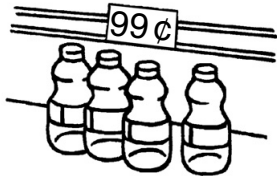
1. What linking words and phrases could you add to make relationships clearer to the reader?
2. What linking words and phrases would show when events happened?
3. What linking words and phrases would make the text easier to follow?

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

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
support	The branches <u>support</u> the nest.	
warmth	A sweater can <u>provide warmth</u> on a cold day.	
temperature	I like to check the <u>temperature</u> every morning.	
globe	It is easy to locate Africa on the <u>globe</u> .	
amount	What is the <u>amount</u> you need to buy the water?	
surface	The <u>surface</u> of the glass table is very clean.	

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

8 Have you seen stars in the sky at
15 night? You might have even seen a
21 planet, like Mars. Scientists want to
learn more about Mars.

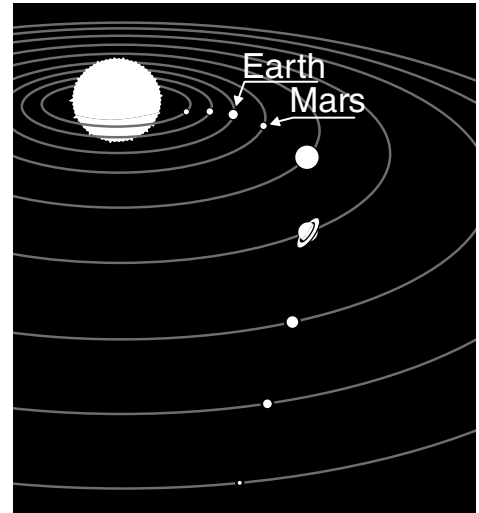
25 Fourth Place

27 Mars is the fourth planet from
33 the sun. Mars is red in color. That's
41 why it is called the Red Planet. It
49 is smaller and colder than Earth.
55 Water cannot be a liquid there.
61 It can only be frozen.

66 Scientists sent machines, called rovers, to Mars. The first rover
76 landed on Mars in 1997. It sent pictures of Mars back to Earth.
89 This was useful information. The rovers have helped people learn
99 more about the Red Planet.

104 Red Planet Plants

107 The surface of Mars is cold and rocky. There is no life there.
120 Yet, research has helped us learn about the climate on Mars a
132 long time ago. It does not seem likely, but Mars was once warm
145 and wet. The climate was a lot like the climate of Earth today.



Mars is farther from the sun than Earth is.

Name _____

157 Now, scientists want to send people to Mars. Mars is very far
162 away from Earth. It would
168 take nearly a year and a
173 half to travel to Mars
176 and back. Astronauts
182 would need a lot of food
188 and water for the long trip.

Scientists have a solution. They want to make special plants. These plants would be able to survive on icy Mars. The plants could be carefully grown in a greenhouse on Mars. They would provide food for the astronauts on the trip.

Growing food on Mars means people could stay longer. How is this helpful? The longer people are able to stay on Mars, the more they can learn about the planet. They might truly unlock the secrets of Mars.



Rovers like this one conduct science experiments on Mars.

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Name _____

A. Reread the passage and answer the questions.**1. What are two important, or 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 seventh 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		—		=	

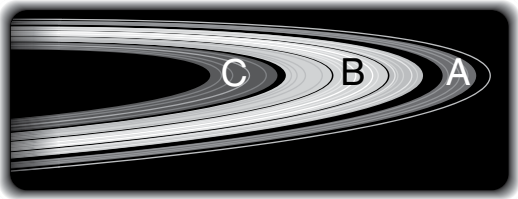
Name _____

The Rings of Saturn

Saturn is a planet with rings around it. You can see the rings through a telescope. These rings are made of pieces of rock and ice. Some pieces are as small as dust. Others are big as mountains.

Where did the rings come from? Scientists are not sure. Maybe a moon broke apart and left behind pieces of ice and rock.

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. Expository text tells you facts about a topic. What is the topic of this text?

- 2. What is the text’s heading?

- 3. What other text features does the text include?

- 4. What does the chart tell you?

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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. Write the word on the line.

believable

useful

icy

truly

helpful

1. That movie was realistic. The movie told a story that can be believed. _____
2. I asked my friend for help when I was lost today. The directions my friend gave me to the cafeteria were full of help. _____
3. When building a house, you will need a lot of tools. A hammer is a tool that is full of use. _____

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 word. Circle the letters that make the /âr/ or /îr/ sound. The first one has been done for you.

- | | |
|---------|---------|
| 1. dare | 4. deer |
| 2. near | 5. wear |
| 3. pair | |

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. Add a suffix to each word below. Write the new word on the line. The first one has been done for you.

- | | |
|-----------------|-------|
| 1. sad + ly = | sadly |
| 2. pick + y = | _____ |
| 3. quick + ly = | _____ |
| 4. wise + ly = | _____ |
| 5. squeak + y = | _____ |

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

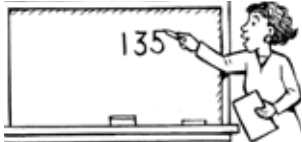
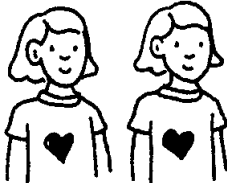
I once saw a comet in the night sky at my brother's baseball game. The comet had a long, glowing tail. It flew across the sky quickly then was gone.

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
model	We made a <u>model</u> of the tree house we wanted to build.	
similar	The sweaters they wore were <u>similar</u> .	
effective	The way she teaches is very <u>effective</u> .	
identical	The twins are <u>identical</u> , and I cannot tell them apart.	
example	An eagle is an <u>example</u> of something that can fly.	
material	I helped my dad carry the <u>material</u> for the new roof.	

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".

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

Name _____

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

A Sticky Idea

11 Look outside at the animals and trees. There are new ideas
23 all around us! Nature is an inspiration. The tree frog is an
example of nature giving us new ideas.

30 Have you ever tried to use a dusty piece of tape? The tape will
44 not stick. The tree frog may have a solution that we can copy!
57 A frog has sticky pads on its feet. The pads help the frog to hold
72 onto trees or rocks. Yet, the frog's pads do not pick up dirt as the
87 frog moves.

89 New Ideas

91 The way a frog's foot
96 works can give us ideas for
102 many types of inventions.
106 Doctors and nurses can
110 reuse wraps that can stay
115 clean and sticky. Maybe one
120 day a bandage we have at
126 home can be used in the same way.



Comstock Images/Alamy

134 Think of a car in bad weather. If the tires were made of
147 something that stayed clean and kept the tires from slipping, it
158 could help tire performance. It could help cars stay on the road.

170 A strong product like that could also make a good glue or tape.
183 A clean adhesive would be helpful at home and school.

Name _____

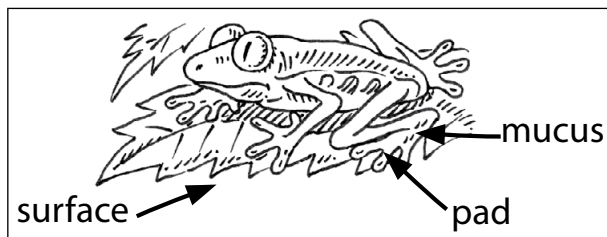
Put to the Test

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, 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

Frogs' feet secrete mucus. This secretion comes out with every step the frogs take. The old mucus with the dust and dirt comes off, and the new mucus helps the frogs' feet stick. This cleans the frogs' feet.

Studying frogs' feet is just one way that nature can lead us to new ideas. 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. What is one key, or important, detail in paragraph 3?**

2. What is one key detail in paragraph 4?

**3. Using the details, what is the main idea of the whole passage?
Circle the letter of your answer.**

- a. The way a frog's foot works can give us ideas for inventions.
- b. Clean and sticky bandages are very useful.
- c. Frogs have interesting feet.

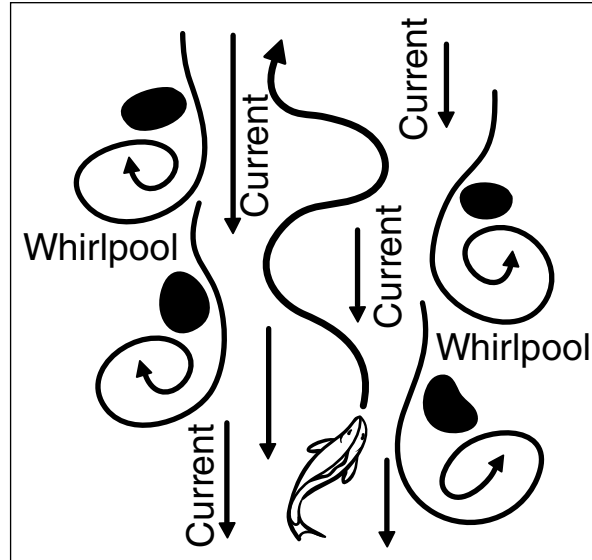
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

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

Name _____

How Fish Swim

When moving water hits a rock or other object, it forms a whirlpool. Whirlpools suck in things around them. Fish use whirlpools. Fish move their bodies back and forth. They are sucked from whirlpool to whirlpool. Scientists are studying how fish swim. They want to 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. What is the topic of this text?

2. How does the diagram help you understand the text?

3. What does the caption do?

4. Name one item labeled on the diagram.

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. Circle the letter of the correct root word of each word in bold.

1. If the tires were made of something that stayed clean and kept the tires from slipping, it could help tire **performance**.

a. form

b. ance

c. perform

2. This **secretion** comes out with every step the frogs take.

a. tion

b. secrete

c. cretion

3. What is your **prediction**?

a. predict

b. diction

c. tion

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. Read each word in the box below. Then write each word next to its correct meaning. The first one has been done for you.

prepay distrust misuse preview disagree

1. to view before preview
2. to use wrongly _____
3. to not trust _____
4. to pay before _____
5. 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. Underline the word that has the VCe pattern. Circle the letters that make the pattern. The first one has been done for you.

- | | | | |
|---------------------------|--------|-----------|--------|
| 1. <u>pan</u> <u>cake</u> | plan | 3. awake | waken |
| 2. repay | rename | 4. better | 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.

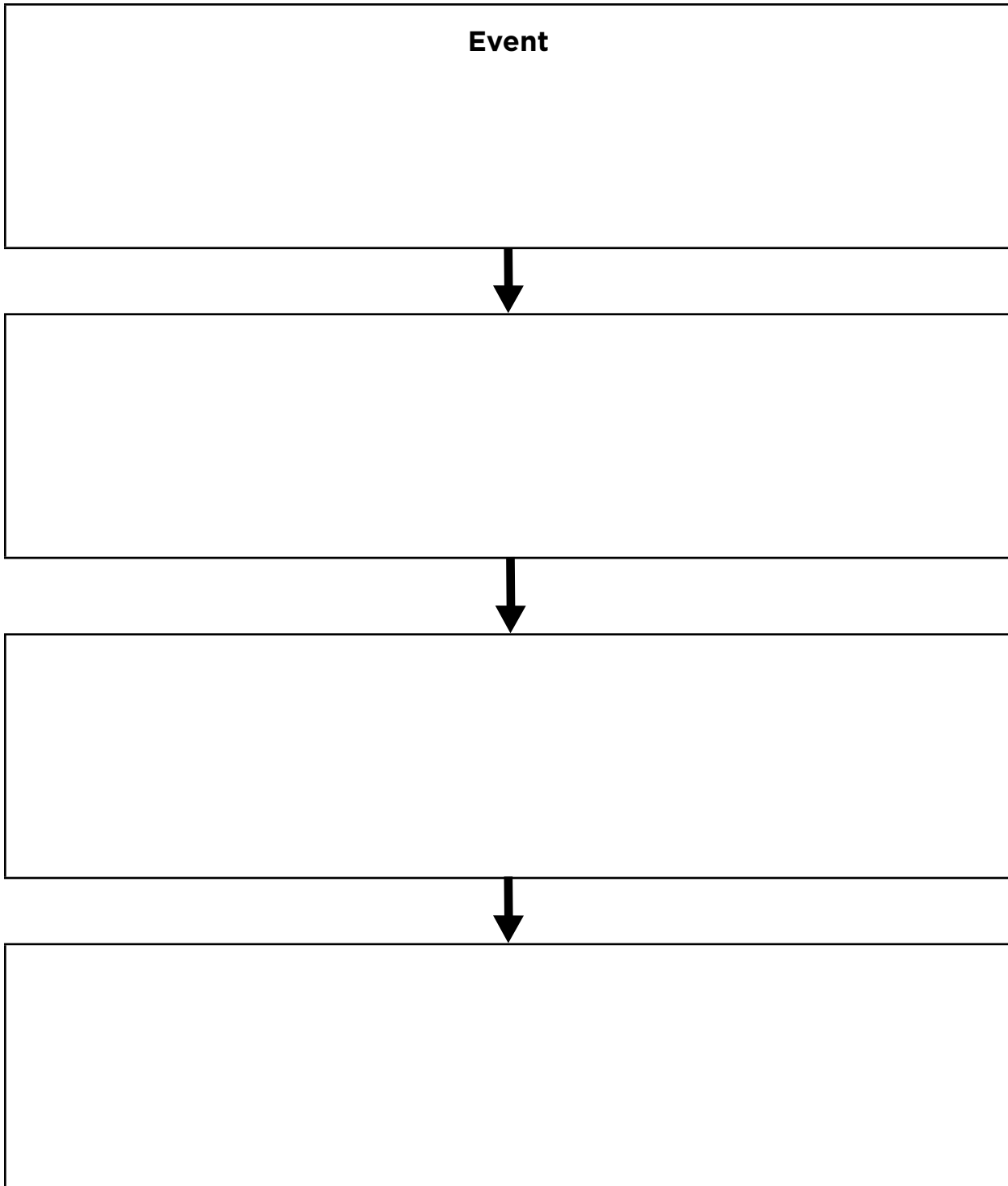
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
boomed	The population of the city has <u>boomed</u> in the last few years.	
appreciate	We really <u>appreciate</u> our teacher.	
agreeable	The weather was very <u>agreeable</u> .	
pioneers	<u>Pioneers</u> crossed the country in 1800s.	
vehicles	Cars, trucks, and planes are popular <u>vehicles</u> .	
descendants	We are <u>descendants</u> of my grandparents.	

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

How did people move goods before trucks and planes?
Steamboats carried things on the Mississippi River.

What Is a Steamboat?

A steamboat is a boat powered by steam. First, water is heated. Then, the water boils and turns to steam. The steam creates a force. This turns a giant wheel. The wheel pushes the steamboat along the river.

Shreve Adapts the Steamboat

John Fitch made the first successful steamboat. But, the Mississippi was too shallow for it to float. This problem was fixable. Henry Shreve made changes to adapt the boat for shallow water. He also added a top deck. All Mississippi steamboats used Shreve's model.



Long ago, steamboats were used to move goods and people up and down the Mississippi River.

Name _____

The Golden Age of Steamboats

Shreve also added a high-pressure steam engine. This made the steamboat faster. People used them more. In 1834 about two hundred steamboats traveled the river. Twenty years later, there were about 1,000.

The steamboat was the best way to travel the Mississippi.



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

The End of an Era

Steamboats filled the Mississippi River for fifty years. Then the railroad came along. Trains were much faster.

Trains became the most acceptable way to travel. It was the end of the steamboat era. By 1920 steamboats were mostly gone.

“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. But it was not always that way. Life on a steamboat could be dangerous. There was a lot of work to do. The captain had to be careful. On a moonless night, it was hard to see!

Name _____

A. Reread the passage and answer the questions.

1. Reread the second paragraph. What happens first in a steam engine?

2. What happens after water is heated in a steam engine?

3. In 1834 there were two hundred steamboats on the Mississippi River. What happened twenty years later?

4. Reread paragraph 5. What happened after steamboats filled the Mississippi river for fifty years?

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

In 1860 people in the United States worried that there would be a war. They needed to send messages across the country quickly. The fastest way to do this was with the Pony Express. The Pony Express was a group of men who rode their horses along a 2,000-mile trail. When one rider finished his part of the trail, he gave a mail bag to the next rider. But on October 24, 1861, workers completed a telegraph wire across the country. No one needed the Pony Express anymore.

How Telegraphs Work



A telegraph operator taps out a message in Morse code. Morse code uses dashes and dots instead of letters. This message is sent through a wire. Seconds later, the person on the other end hears the message.

Answer the questions about the text.

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

2. What text features does the text include?

3. What does the photograph show?

4. What ended 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.”

Read each sentence below. Underline the suffix of the word in bold. Then circle the letter of the best definition for the word.

1. John Fitch made the first **successful** steamboat.

a. full of success b. without success c. full of failure

2. This problem was **fixable**. Henry Shreve made changes to adapt the boat for shallow water.

a. cannot be fixed b. can be broken c. can be fixed

3. Trains were much faster. Trains became the most **acceptable** way to travel.

a. can be a problem b. without acceptance c. is accepted

4. Life on a steamboat could be dangerous. There was a lot of work to do. The captain had to be **careful**.

a. without care b. full of care c. full of danger

5. On a **moonless** night, it was hard to see!

a. without a moon b. can be a moon c. with a moon

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. Circle the word that has the same sound and vowel spelling as the word in bold. The first one has been done for you.

- | | | |
|----------|-------|-------|
| 1. joy | toys | yawn |
| 2. house | spoon | sound |
| 3. boil | wild | coin |
| 4. how | cow | hoop |

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. Write a word from the word box for each meaning below. The first one has been done for you.

distrust unknown nonpayment disagree

- | | |
|--------------------------|-------------------|
| 1. opposite of payment | <u>nonpayment</u> |
| 2. to not trust | _____ |
| 3. not known | _____ |
| 4. the opposite of 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.

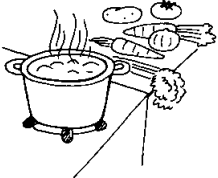
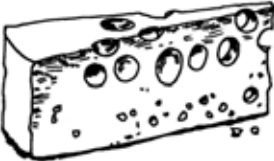
1. Who might the writer be addressing in this model?
2. What word can be used to replace the word “super” in the first sentence?
3. What word can be used to replace the word “stuff” in the third sentence?
4. How can you make the wording in the last sentence sound more formal?

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

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
interrupted	My little brother <u>interrupted</u> me while I was reading.	
expect	I <u>expect</u> to do well on my test because I studied.	
graceful	A swan is a <u>graceful</u> animal.	
luscious	My mother's chocolate cake is always <u>luscious</u> .	
aroma	I love the <u>aroma</u> of our vegetable soup.	
flavorful	This cheese is the best because it is the most <u>flavorful</u> .	

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

6 Long ago there was a young
11 boy who was a fisherman's
17 helper. One day, he saw a
20 group of children teasing a
small turtle.

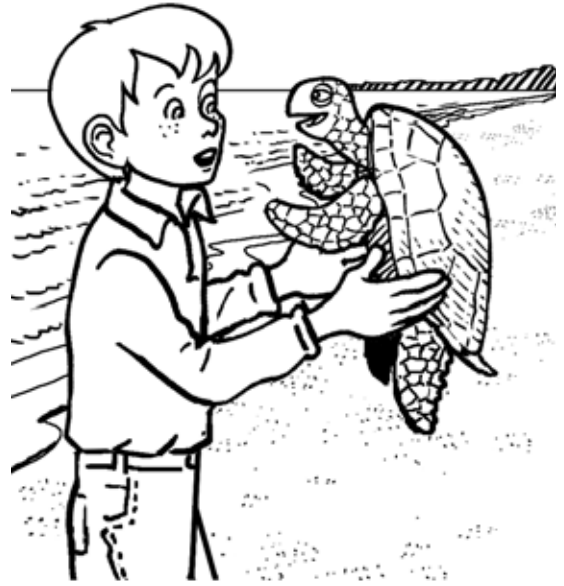
24 "Leave that turtle alone!"
28 he shouted at the children,
33 who ran away. Then, to his
39 surprise, the turtle said,
43 "Thank you."

45 "You can talk?" the boy
50 asked the turtle.

53 "Yes," the turtle said. "I am a very powerful turtle. Your act
65 was an inspiration. I will reward your kindness. Go to sleep.
76 When you wake up, you will be in a grand place." Then he
89 swam away.

91 That night the boy went to bed in disbelief. Yet the next
103 morning he woke up in a large palace.

111 The turtle was there. "Welcome to our home under the
121 sea." Fish swam outside the palace's gold walls. Many turtles
131 lived there.



Name _____

The underwater palace was wonderful. But as night came, the boy asked to return home.

“Thank you so much,” he said. “I have much admiration for your home, but I must go back. I work on a fishing boat each day.”

“Very well,” the turtle said. “Before you go, take this box.”

The turtle handed the boy a box with two drawers and a key.

The turtle said, “When you are home, use this key to open either one of the drawers. But do not ever open the other drawer.”

The boy promised and fell asleep. When he woke up, he was back in his bed. The box sat on the dresser next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich. He would never have to work again.



The box had one key and two drawers.

The boy was filled with appreciation, but he was curious. He wondered what was in the second drawer. Would there be more riches? He opened the second drawer, but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. No longer rich, he was just a fisherman's helper again.

Name _____

A. Reread the passage and answer the questions.

1. Reread the first two paragraphs of the passage. What do you think is the narrator's point of view about the fisherman's helper? Circle the letter of the best answer.

- a. The narrator thinks he is a bad person.
- b. The narrator thinks he is good person.
- c. The narrator is not sure about him yet.

2. Reread paragraph 4. What does the narrator think about what the fisherman's helper did? Circle the letter of the best answer.

- a. The narrator thinks it is a good thing that should be rewarded.
- b. The narrator thinks it is a bad thing that should be punished.
- c. The narrator thinks it is a common thing that everyone does.

3. What is the narrator's point of view in the last paragraph?

- a. The narrator thinks the fisherman's helper is now a bad person.
- b. The narrator thinks the fisherman's helper gives in to curiosity.
- c. The narrator thinks the fisherman's helper should be rewarded.

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 lived in a city called Kyoto. The other lived in a city called Osaka. One day, the two frogs went out to see their country. Kyoto Frog went to Osaka and Osaka Frog went to Kyoto. They met each other halfway between Osaka and Kyoto. Both were very tired after walking so far. They did not know if they could finish their trips. Then Osaka Frog had an idea.

“If we help each other stand up tall, we can see the towns we want to visit. Then we will know if we want to keep walking,” Osaka Frog said. So each frog faced the town he wanted to see. Then the frogs helped each other stand up on their back legs. But frogs’ eyes are on the backs of their heads. They were looking at their homes!

“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 just like their homes. So they turned around and went back. They never found out that Kyoto and Osaka were very different.

Answer the questions about the text.

1. Where are the frogs going in this folktale?

2. What problem do the frogs have?

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

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. Then read the root word of the word in bold. Circle the letter of the meaning of the word in bold.

1. I am a very **powerful** turtle.

Root Word: power

a. smart

b. important

2. I will reward your **kindness**.

Root Word: kind

a. friendliness, thoughtfulness

b. greed

3. The boy was filled with **appreciation**, but he was curious.

Root Word: appreciate

a. greediness

b. feeling of being thankful

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. Circle the word that has the same vowel sound as the word in bold. The first one has been done for you.

- | | | |
|-----------------|--------------|-------|
| 1. gloom | <u>spoon</u> | nook |
| 2. shook | loop | look |
| 3. flew | grew | good |
| 4. soup | cook | group |
| 5. could | would | glue |

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. Read the words in each row. Place an X over the word that is not related. The first one has been done for you.

- | | | |
|-------------|----------|-------------------|
| 1. starfish | starry | strong |
| 2. writer | wrap | writing |
| 3. bicycle | backpack | backdoor |
| 4. parking | pouring | ballpark |

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 *The Turtle and the Box of Riches*, 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 he was curious about the second drawer. This shows that the author understands why it was hard for the boy not to open the second drawer. Using the third-person point of

Concluding statement

→ 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.

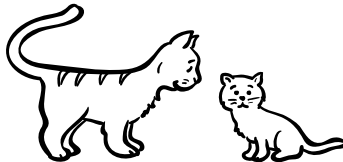
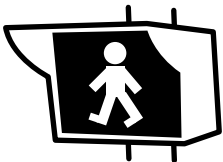
1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

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

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
audience	The <u>audience</u> listened carefully to the singer.	
realized	I never <u>realized</u> how small my cat is.	
embarrassed	She felt <u>embarrassed</u> after breaking the vase.	
talents	One of his many <u>talents</u> is drawing.	
apologized	I <u>apologized</u> for being late to class.	
attention	When crossing the street, pay <u>attention</u> to the signals.	

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

13 I lived in Damyang, South Korea, until last year. To me, it is
26 impossible to find a place more lovely. It is known for its bamboo
40 forests. I used to paint pictures of the forests. Now I live in New
York with my mother.

44 Before we moved she said,
49 “Bae, you will like New York.”

55 I was unsure. I said, “I will
62 miss home.”

64 “Nonsense,” she said. “You
68 will like it. You should bring
74 your paintings with you. They
79 will help you feel at home.”

85 New York was not easy at
91 first. I had no friends. I spoke
98 imperfect English. My paintings
102 helped me feel better though.

107 Last month, an old woman moved into the apartment next to
118 us. She was kind but felt unhappy. Her name was Varvara.

129 Varvara had just moved from Vyborg, Russia. Her daughter
138 lived in New York. Still, she was sad to leave her home in Russia.

152 Varvara said, “I am so homesick and it is unbearable.”
162 I understood how Varvara was feeling.

168 The next day, when I came home from school, there was an
180 ambulance outside. I asked my mother about it.



I used to paint pictures of the forests.

Name _____

She said, “Varvara has become ill because she misses her home so much. I hope she can get used to living here.”

I had to help Varvara. My paintings of home helped me to remember my home and the people I missed. Varvara didn’t have any paintings of her home. Unless...

The next week, Varvara came back. I cracked open our front door to peek out and see her. She gasped when she saw what I had left by her door: a painting of her home in Vyborg. She smiled and looked happy.

I knew that a painting of her home in Russia made Varvara feel better, just as my paintings of Damyang made me feel better.



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 Bae's point of view in the third paragraph?**

2. What is Bae's point of view in the fifth paragraph?

3. Why does Bae 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 was learning about the life cycle of frogs. They had a quiz soon. Everyone in the class was worried, except Fumiko. Fumiko knew a lot about frogs. She often went to the school pond to watch them.

"Can the class go to the pond tomorrow?" Fumiko asked her teacher.

"What's at the pond?" asked Ms. McNally.

"The frog eggs are hatching," said Fumiko. We can learn if we see the tadpoles up close."



Answer the questions about the text.

- 1. Realistic fiction takes place in a realistic setting. What is the setting of the text?**

- 2. What tells you that a character is talking?**

- 3. Why does Fumiko want to have class outside?**

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

nonsense

1. At first we thought the map was _____ and did not mean anything. Then we saw that it was upside-down.
2. I forgot one line in the school play, and felt _____ of myself. I did not know if I would remember all of my lines.
3. If you ever feel _____, someone can tell you a joke. Then you will have a big smile on your face!

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 each word. The first one has been done for you.

- | | | |
|----------------|-------|--------------|
| 1. fox | foxs | <u>foxes</u> |
| 2. year | years | yeares |
| 3. ash | ashs | ashes |
| 4. twin | twins | twines |
| 5. inch | inchs | inches |

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 pair of words. Underline the word that has a vowel team syllable. Circle the vowel team. The first one has been done for you.

- | | | | |
|--------------------|----------|------------|-----------|
| 1. <u>reaching</u> | letter | 4. member | briefcase |
| 2. spender | seedling | 5. shoebox | darkness |
| 3. raindrop | backpack | | |

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.

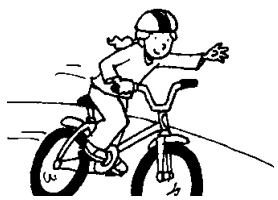
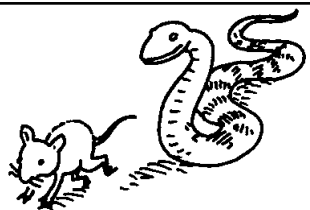
1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

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

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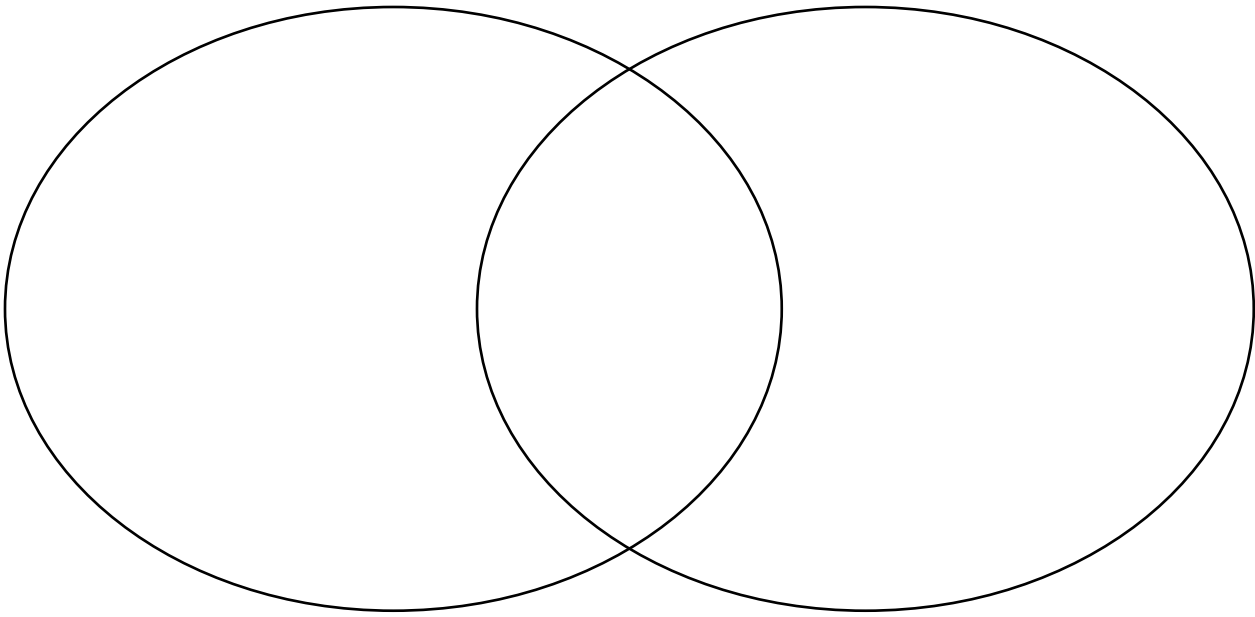
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
excellent	My aunt is an <u>excellent</u> cook.	
protection	A bicycle helmet provides <u>protection</u> for your head.	
related	People think we are <u>related</u> because we look alike.	
alert	The mouse was <u>alert</u> to the danger and ran away from the snake.	
prefer	Some people like gloves, but I <u>prefer</u> mittens.	
competition	He came in second place in the spelling <u>competition</u> .	

Name _____

Read the selection. Complete the compare and contrast graphic organizer.

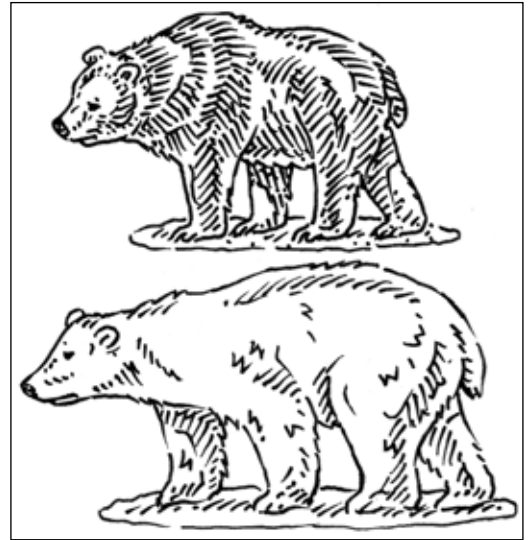


Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

Adaptations: Grizzly and Polar Bears

Adaptations, or special ways their bodies are made, help bears in many ways. Thick fur, claws, and strong muscles are used for survival. Fur can keep bears warm. Claws and strong muscles help them to catch food and raise their offspring, or babies. We will learn more about two kinds of bears, grizzly bears and polar bears.



A grizzly bear (top) and a polar bear (bottom).

Similarities

In many ways, grizzly bears and polar bears are the same. They are both very large. They can weigh more than 1,500 pounds. Both have claws that do not retract. This means bears cannot pull their claws in. Bears can stand on their hind, or back, legs. They look a lot like people when they do this! And, all bears have round ears.

Name _____

Differences

Polar bears live far north inside the Arctic Circle. They have adapted to the cold weather and icy land there. Polar bears have white fur that blends in with the ice and snow. 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, even in water that is barely above freezing. They also have fur on the bottoms of their paws. This keeps their feet warm on the ice and snow.

Grizzly bears live in North America. It is not as cold here. They have brown fur. It helps them blend in with the dirt and rocks in their environment, or where they live. Unlike polar bears, who only eat meat, grizzly bears will eat anything. Their claws are longer than a polar bear's. Grizzly bears use their claws

to catch fish. They use them to dig in the ground for food, such as bugs and roots. Grizzlies also have a large hump of muscle over their shoulders. It helps them run quickly. They can chase down prey.

Bears have adapted to where they live. Their special features make each type of bear unique.



A grizzly and a polar bear in relation to a person.

Name _____

A. Reread the passage and answer the questions.**1. In the second paragraph, what are three ways the bears are alike?**

2. In the third and fourth paragraphs, what are three ways the bears are different?

3. Authors use signal words to compare and contrast. In the second paragraph, what are two signal words the author uses to show how the two bears 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 _____

How Monarch Butterflies Migrate

Monarch butterflies live all over the United States. When it gets cold in the fall they fly south. Some fly all the way from Canada to Mexico. Scientists are not sure how they make this long trip. However, they may have found a clue. Monarchs have small magnetic pieces of metal in their bodies. They may use this metal like a compass. The metal helps them feel which way 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. Expository text tells about a topic. What topic is this text about?

2. What text feature shows you where monarch butterflies fly to?

3. What text feature tells you more about the map?

4. What does the metal in monarch butterflies help them do?

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. On the line, write the meaning of the word in bold.

1. **Adaptations**, or special ways their bodies are made, help bears in many ways.

2. Claws and strong muscles help them to catch food and raise their **offspring**, or babies.

3. Bears can stand on their **hind**, or back, legs.

4. They also have a layer of **blubber**, or fat.

5. It helps them blend in with the dirt and rocks in their **environment**, or where they live.

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. Circle the word that has the vowel sound /ô/. The first one has been done for you.

1. raw cow

2. bowl hall

3. talk look

4. howl caused

5. brought both

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. Read each sentence. Circle the word that has a Greek or Latin root. The first one has been done for you.

1. There was a great concert in the auditorium.

2. The baseball star signed his autograph.

3. The audience cheered at the end of the show.

4. This graphic novel has amazing pictures.

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

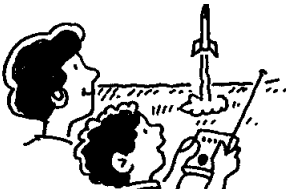
A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel's flight was 100 yards long.

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
passenger	He was the only <u>passenger</u> on the bus.	
impossible	It was <u>impossible</u> to lift the heavy box.	
launched	We <u>launched</u> the rocket from the field.	
popular	She is a very <u>popular</u> singer.	
direction	The airplane was going in the right <u>direction</u> .	
controlled	The pilot <u>controlled</u> the airplane.	

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. They even tried to copy
16 birds by putting wings on their arms. But there was a problem.
28 The wings did not work because birds and humans do not have
40 the same kind of muscles.

45 The first big step for human flight was
53 the kite. Some kites were used for fun.
61 Others were used to test the weather.
68 But kites could not carry people. For
75 that, people made balloons and gliders.



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81 Hot Air Balloons

84 The first hot air balloon was a silk bag.
92 It was filled with smoke. This made the
99 balloon lighter than the air. Because of this,
111 the bag rose into the sky. People could ride in this kind of balloon.

In this photo from 1905, a hot air balloon flies over a lake in Oregon.

123 Gliders

124 The next big step in human flight was the glider. A glider does
137 not float. It falls to earth. It falls slowly, so it can stay in the air a
154 long time. People can fly gliders where they want to go.

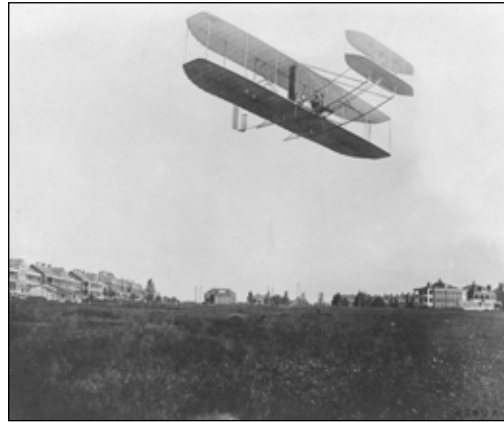
165 Some people made gliders better. George Cayley added a tail.
175 It made the glider more stable and easier to fly. Otto Lilienthal
187 made a glider that could go far. Sam Langley added an engine.

Name _____

Really Flying

A glider would allow people to fly, but it would not let them go far. Octave Chanute wrote a book about human flight. Two brothers, Wilbur and Orville Wright, read the book.

The Wright brothers were great thinkers. First, they did tests with balloons and kites to learn about wind. Then they worked on an engine. After five years of study, they used all their knowledge to make their “Flyer.” On December 17, 1903, the Wright brothers tested their flying machine. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!



The Wright brothers' first “Flyer.”

U.S. Air Force

Name _____

A. Reread the passage and answer the questions.**1. Reread paragraph 1. Why did wooden wings not work?**

2. Reread paragraph 2. Why did people make balloons and gliders?

3. Reread paragraph 5. What was the effect of adding a tail to the glider?

4. Reread the section “Really Flying.” What was the effect of the Wright brothers’ work?

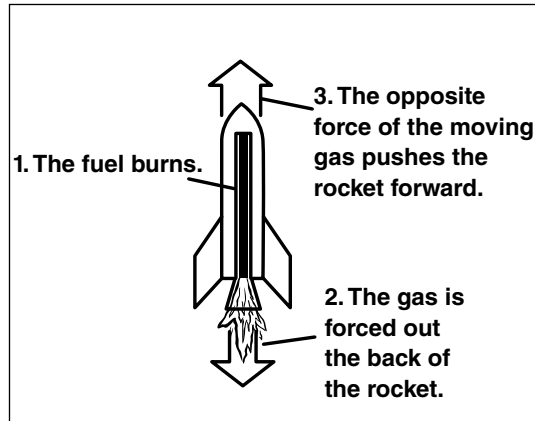
B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

How Rockets Move

A rocket has fuel in it. For the rocket to move, the fuel must burn. When the fuel burns, it makes gas. This gas goes out the back of the rocket. The gas moves very fast. Its speed gives it force. But the force of the gas follows a law of nature. The law is this: Every action has an opposite reaction. This means that the force of the gas must have a reaction. When the gas moves backward, the reaction force moves the rocket forward.



Answer the questions about the text.

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

2. Name the text feature.

3. When a rocket moves, what has to happen first?

4. What law does the gas in a rocket follow?

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 first big **step** for human flight was the kite. Some kites were used for fun. Others were used to test the weather.
 - a. to lift the foot and set it down again
 - b. one of a series of actions
2. The first hot air balloon was a silk bag. It 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. Some people made gliders better. George Cayley added a **tail**. It made the glider more stable and easier to fly.
 - a. the part at the end of a plane
 - b. to follow or observe

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 sentence. Circle the correct homophone to complete the sentence. The first one has been done for you.

1. I want to (see, sea) that movie.
2. Her (too, two) friends will come with us.
3. Did you find (your, you're) baseball glove?
4. The captain raised the (sale, sail) on the boat.
5. I (rode, road) my bike to the soccer field.

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 = peru / son

report = re / pou

B. Read each pair of words. Circle the word that has an *r*-controlled vowel syllable. The first one has been done for you.

- | | | | |
|------------------|----------|-------------|---------|
| 1. <u>garlic</u> | floating | 4. stormy | windy |
| 2. turtle | frog | 5. sleeping | parking |
| 3. green | purple | | |

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 *History of Human Flight*, 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.

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Name _____

Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
weird	That apple has such a <u>weird</u> shape!	
courageous	Everyone thought the rescue dog was <u>courageous</u> .	
extremely	After the rainstorm, I was <u>extremely</u> soaked.	
adventurous	We were feeling <u>adventurous</u> , so we went for a hike.	

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

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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.
18 We stood out on the Boston streets
24 and marveled at the number of feet
26 and marveled at the number of feet.

33 The runners were a rumbling herd,
39 except for a few—like the swiftest birds
45 who shot out alone to run their races
51 with determination carved into their faces
57 with determination carved into their faces.

67 Motorboats speeding over gray water,
73 these runners would inspire anyone's daughter.
79 That was the day I made the decision—
85 the bounce in my steps clarified my vision
91 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes
108 and although my feet started out as one big bruise
114 I've run in every Boston Marathon since
120 and now I'm so strong I don't even wince
126 and now I'm so strong I don't *ever* wince.



Name _____

A. Reread the poem and answer the questions.**1. What story does the poem tell?**

2. What do you think is the theme, or lesson, of this poem?

3. What lines in the poem helped you identify 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. The lines in a free verse poem do not rhyme. Does this text rhyme?

2. Are the lines all the same length?

3. Where is the speaker?

4. What does the speaker imagine doing?

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 two words that rhyme. Draw a box around the words.**
- 2. Circle an example of repetition in the poem.**
- 3. How do repetition and rhyme affect your reading of the 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. Circle the answer that names the two things that are being compared in the metaphor.

1. The runners were a rumbling herd,
except for a few—
 - a. runners and a few
 - b. runners and a herd
2. Motorboats speeding over gray water,
these runners would inspire anyone's daughter
 - a. gray water and daughter
 - b. motorboats and runners
3. I went home that day and laced up my shoes
and although my feet started out as one big bruise
 - a. feet and a bruise
 - b. shoes and a 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 word. Circle the letters that make the soft c or soft g sound in each word. The first one has been done for you.

- | | |
|-----------|-----------|
| 1. nice | 4. page |
| 2. gem | 5. place |
| 3. circle | 6. gentle |

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 word that compares two people, places, or things. Underline the word that compares three or more people, places, or things. The first one has been done for you.

1. An apple is bigger than a grape.
2. I have the smallest bed of the three beds in our house.
3. Our dog is five years older than our kitten.
4. A giraffe has the longest neck of all the animals in the zoo.
5. January is usually a colder month than December.

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 the author's use of 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

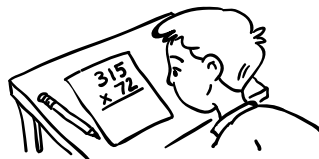
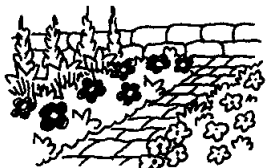
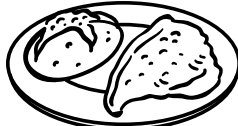
1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
considered	He thought carefully as he <u>considered</u> how to solve the problem.	
magnificent	They had a <u>magnificent</u> flower garden.	
humble	It was a <u>humble</u> meal of chicken and potatoes.	
reluctantly	My mother <u>reluctantly</u> agreed to let me go to the party.	
admit	The hikers had to <u>admit</u> they were lost.	
creation	The painting was his own <u>creation</u> .	

Name _____

Read the passage. Use the summarize strategy to make sure you understand what you read.

Otomo Otomo Spins Gold

It is not easy to be a Japanese
sprite. You can also call me a
tiny creature, or a fairy. People
think we are not very nice. But
that is not true. Listen to my
story and then you can decide
for yourself.

I was walking, looking at
the **scenery**, when I heard
a young girl crying. It is an
unmistakable sound. She told
me her problem. Every night, she needed to spin a bale of hay
into a thread of gold. If she could not, her husband, a rich king,
would punish her.

Changing straw into gold is my **specialty**, so we made a deal.
I would spin gold for her if she could guess my name. (It is
Otomo Otomo.) If she could not guess, then she would come to
live with me and the other sprites. We agreed and shook hands.
Then I returned to my house with the straw.

The next night, I brought her the gold. She was **overjoyed**. But,
she was unable to guess my name.



Name _____

The same thing happened the next three nights. I took her straw home, sang spinning songs, and made her gold. Each night, when I returned with the gold, she made **uninformed** guesses at my name. It was difficult to hear her horrible guesses.

On the last night, she looked better. I gave her the gold and asked, “What is my name?” She looked less defeated, and almost **relieved**. I started to feel nervous. Her first two guesses were wrong: Roy and Yoshida. My tiny heart jumped for joy. I thought she would certainly come home with me. But then she smiled and said, “Otomo Otomo. That is your name.”

I was surprised. I asked her how she learned my name. She told me that her husband heard me singing my songs at night. My name is in all my spinning songs. So, I went home without her.

What do you think of my story? You see that I am not cruel or mean. We made a deal and it ended badly for me. I will help someone else, though, for a price. Do you need anything?



Name _____

A. Reread the passage and answer the questions.**1. A point of view is a character's perspective. What is Otomo Otomo's point of view in paragraph 1? Circle the letter of the best answer.**

- a. Otomo Otomo feels that people treat him nicely.
- b. Otomo Otomo feels that people think things about him that aren't true.
- c. Otomo Otomo doesn't think people know he exists.

2. What is Otomo Otomo's point of view in paragraph 3?

- a. Otomo Otomo feels he is making a good, fair deal with the girl.
- b. Otomo Otomo feels the girl is trying to make an unfair deal.
- c. Otomo Otomo is worried that the deal is bad for both of them.

3. Has Otomo Otomo's point of view changed about his deal in the last paragraph? Circle the letter of the best answer.

- a. Otomo Otomo now feels it was a bad for the girl, but good for him.
- b. Otomo Otomo now feels it was a bad deal for both of them.
- c. Otomo Otomo feels it was good for both of them even though he lost.

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

An old man lived near an apple orchard. Many apples grew there. The old man would pick apples and eat them. He never worried about his next meal. He had become lazy. Then the apples were ripe. “I will wait,” he thought. “I will pick them when I need them.”

One day the old man woke up and saw something terrible. A dragon was eating the apples! The old man was afraid. “If the dragon eats all of the apples, I will have nothing to eat!” he thought.

But soon the dragon fell asleep. The old man thought, “The dragon is asleep! I should go and get the apples that I need.” So he went to the orchard and quietly picked his apples. Then he quickly went back home. On the way home, he thought, “I’m not the only one who wants these apples! I should pick them right away next year.”

Answer the questions about the text.

- 1. A fairy tale is a made-up story about things that could not happen. What in the story could not happen in real life?**

- 2. Where does the old man get his food?**

- 3. How does the old man get past the dragon?**

- 4. Is the ending of this fairy tale happy or sad? Why do you think this?**

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. Use the root word at the end of the sentence to find the meaning of the word in bold. Circle the letter of the meaning of the word in bold.

1. The math teacher’s **specialty** is fractions. *special*
a. something unimportant b. a special talent c. favorite subject
2. She was **overjoyed** to find out she won the prize. *joy*
a. having great joy b. feeling great sadness c. feeling tired
3. The scent of roses is **unmistakable**. No other flower has the same scent. *mistake*
a. something confusing b. not important
c. not able to be mistaken for something else

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. Write the two smaller words that make up each compound word. The first one has been done for you.

1. day + time = daytime
2. _____ + _____ = birthday
3. _____ + _____ = sunset
4. _____ + _____ = sometime
5. _____ + _____ = doghouse

When a word ends in a consonant followed by *le*, the consonant + *le* usually forms 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; *total*, to / tal; *pupil*, pu / pil.

B. Read each sentence. Circle the word that has a consonant + *le*, *el*, *al*, or *il* final syllable. The first one has been done for you.

1. I fed the little puppy.
2. She drew an oval on the paper.
3. Do you have an extra pencil?
4. A bug bit my left ankle.

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.

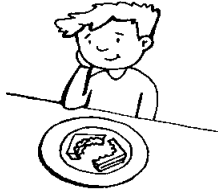
1. How could you make the first sentence more interesting by starting it in a different way?
2. How could you combine the second and third sentences to make a compound sentence?
3. How could you make the last sentence more interesting by starting it in a different way?

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.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
frustration	The boy had a feeling of <u>frustration</u> when his canoe tipped over.	
remaining	The crust of my sandwich is all that is <u>remaining</u> .	
gazed	We <u>gazed</u> out at the ocean from the beach.	
jubilant	The fans were <u>jubilant</u> when the home team won the game.	
discouraged	I felt <u>discouraged</u> when I could not solve the problem.	
tinkered	She <u>tinkered</u> with the computer to get it to work again.	

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

11 Three weeks ago, Jesse moved from the country to the city.
12 She and her new friend Hank walked to school together. They
22 passed an old, run-down garden. Jesse could not bear it.

32 She said, "Yuck, there is garbage all over the garden."

42 Hank said, "We tried to make
48 the garden pretty, but soon it was
55 filled with garbage again. We had
61 to desert it."

64 Hank led Jesse into the garden.
70 Crushed plants and an old watering
76 can lay on the ground. A tear came
84 to Jesse's eye.

87 Jesse said, "I miss the fields and
94 gardens in the country."

98 Hank felt bad for Jesse. They
104 agreed to clean up the garden.

110 The next day, Hank was already at the garden when Jesse
121 arrived. He was cleaning and had collected a pile of jars.

132 Hank said, "We can use these old jars to start a new garden.
145 This way no one can step on and crush the plants."

156 Jesse agreed. They picked up trash and gathered the remaining
166 jars. Later, Hank's friends came and saw what they were doing.
177 Hank introduced them to Jesse.



Name _____

“Nice to meet you,” Jesse said shyly, and continued working.

Hank’s friends wanted to help so they filled jars with soil. Then they added seeds. They lined up the jars in a row and watered them. The garden was important to them too.

Everyone agreed to meet at the garden every day. Hank said proudly, “We will keep it clean this time.” They all went home tired.

Jesse’s new friends made her feel welcome. She did not miss the country so much anymore. She wanted to thank them.

The next Monday they all walked to school together. As they passed the garden, they noticed something different. Jesse had rearranged the jars to spell out the word *Welcome*.

Hank said, “What a wonderful way to enter the garden!”



Name _____

A. Reread the passage and answer the questions.

1. A character often has a point of view, or an opinion, about events or other characters in a story. What is Jesse's point of view in paragraph 2? Circle the letter of the best answer.
 - a. Jesse likes the garden as it is.
 - b. Jesse doesn't like the garden the way it is.
 - c. Jesse doesn't care either way.

2. What is Hank's point of view in paragraphs 6 and 7? Circle the letter of the best answer.
 - a. Hank doesn't agree with Jesse and likes the garden as it is.
 - b. Hank feels bad for Jesse but doesn't want to help fix the garden.
 - c. Hank feels bad for Jesse and goes early to start fixing the garden.

3. What are Hank's and Jesse's points of view at the end of the passage? Circle the letter of the best answer.
 - a. Hank and Jesse are upset about what they did with the garden.
 - b. Hank and Jesse are proud and thankful.
 - c. Hank is happy about it, but Jesse is upset.

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

Ted needed to do a project for the Earth Day Science Fair. The project had to show that old things can be used again. He didn't have any good ideas, though. Ted kicked an empty plastic bottle. When it hit the side of the school, it made a sound like a drum.

Ted had an idea. He found a smaller plastic bottle. He tested the bottle by hitting his head lightly. The bottle 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 has events that could happen in real life. What event from the story could really happen?

2. Realistic fiction has characters that are like real people. How is Ted like a person in real life?

3. What text feature does the story have?

4. What is Ted doing in the illustration?

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 something*. 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 something.”

Read the sentences below. Use the underlined context clues to help you understand the meaning of the homographs in bold. Circle the letter of the correct definition of each homograph.

1. They passed an old, run-down garden. Jesse could not **bear** it.
 - a. a big, heavy animal with thick fur and a short tail
 - b. manage to accept
2. We tried to make the garden pretty, but soon it was filled with garbage again. We had to **desert** it.
 - a. a dry area with sand and little water
 - b. leave a place, making it appear empty
3. Hank’s friends came and **saw** what they were doing.
 - a. took in with the eyes
 - b. a tool for cutting wood

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. Write a word from the box on the line to show the correct spelling. Not all words will be used. The first one has been done.

hoped	hugging	raced	names
dropping	racing	named	hoping

1. name + s = names 3. drop + ing = _____
2. hope + ed = _____ 4. race + ed = _____

A suffix is a word part that can be added to the end of a base word.

-ful = "full of"	-less = "without"	-able = "can be done"
hopeful = full of hope	careless = without care	usable = can be used

B. Match each word in the box to the correct meaning below. Write the word on the line. The first one has been done.

washable	painless	harmless	careful
----------	----------	----------	---------

1. full of care careful 3. can be washed _____
2. without harm _____ 4. without pain _____

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 perspective 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 viewpoint 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.

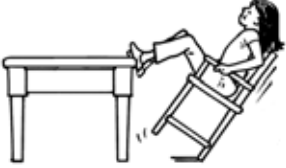
1. Where was the wedding? Whose wedding was it?
2. Why did the narrator not have a suit to wear?
3. What sensory details could you use to describe the brother's old suit?
4. What sensory details could be added to help readers picture the wedding?

B. Now revise the draft by using sensory language to describe the suit and the wedding.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
equipment	The new baseball <u>equipment</u> was a great gift.	
accidental	She felt bad about the <u>accidental</u> stain on her sweater.	
respond	It does not take long for the police to <u>respond</u> to a call for help.	
harmful	Too much sunlight is <u>harmful</u> to the small flowers.	
careless	If you are <u>careless</u> , you might fall over.	
purpose	The <u>purpose</u> of watering the plant is to keep it healthy.	

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 check your understanding of important details in the passage.

True Teamwork

4 Strong storms, floods, and
10 disasters can surprise us. It is
16 hard to predict, or know, about
22 them before they happen. Still, we
28 can be prepared. In an emergency,
37 it is best to work as a team. When
44 people work in a group they can
help more people.

47 On August 29, 2005, Hurricane
52 Katrina struck Louisiana. It was
57 one of the worst storms in 100
64 years. Wind, rain, and floods damaged much of the Gulf Coast.
75 Some people lost their homes, clothes, cars, and more. It was
86 very hard for them.

90 The victims, or people hurt by the storm, needed help.
100 Emergency teams gave relief, or help, to them. Teams helped
110 victims find food and shelter. They gave them water and found
121 doctors for people who needed them. The teams helped a lot.

132 It is good that there are teams to help after a storm. But,
145 you and your neighbors can be a team, too. Talk to your
157 neighbors. Work as a group so you are prepared for an
168 emergency.



Name _____

It is encouraging
to be part of a team.
It gives you hope.
It is a lot of work
to prepare for an
emergency alone. It
is easy, though, when
you have a team.

All of you can work
toward the same
goal. It can make you feel better to know you are prepared and
have a team.



Win Henderson/FEMA photo

One way to get ready is to build a “Go Kit.” Do you know
what this is? It is a kit that has essential or necessary things that
will help you stay alive. It can have food, water, and flashlights
in it. Work as a team to help all your neighbors make Go Kits.
Then, if you forget something, a neighbor can share theirs
with you.

No one knows when a bad storm or flood might take place.
You may never need to use your Go Kit. Yet knowing that you
and your neighbors are a team makes all of you feel better.
You can feel more secure knowing that you are not alone.

Name _____

A. Reread the passage and answer the questions.**1. Look at 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 it is not helpful to work as a team.
- b. The author thinks groups help fewer people.
- c. The author thinks that it is best to work as a team.

2. In paragraph six, how does the author think neighbors can help?

3. In the last paragraph what does the author think can make you feel more secure in an emergency? Circle the letter of the best answer.

- a. Having neighbors can make you feel safer.
- b. Being a team with your neighbors can make you feel more secure.
- c. Not having a Go Kit is the best solution.

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

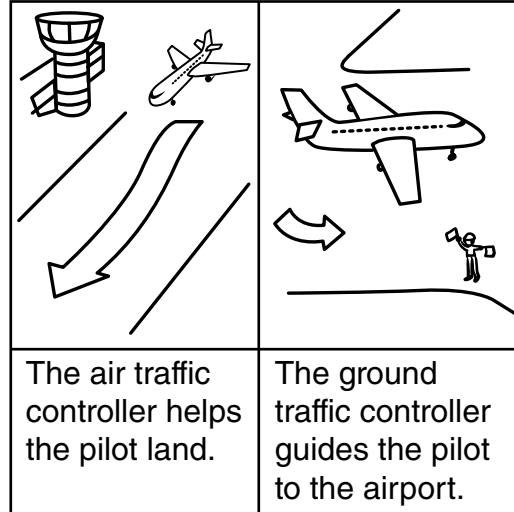
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Teamwork at the Airport

Before a pilot lands a plane the pilot calls the air traffic controller. The air traffic controller helps make sure no planes are on the runway. Then the air traffic controller tells the pilot to land the plane.

When the plane is on the ground, the ground traffic controller helps. The ground traffic controller finds the best way to the airport. Then the ground traffic controller directs the pilot 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 does the chart show you?

3. When a plane lands, who does the pilot talk to first?

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 groups of people who give help or **relief** to people in need.
Another word for **relief** is

a. groups	b. help
-----------	---------
2. A **disaster** like a flood or fire can be terrible. A lot of people can get hurt.
A **disaster** is a

a. terrible event	b. something fun
-------------------	------------------
3. The **victims** of the flood lost their homes. They lost everything they had and were very sad. Another word for **victims** is

a. people hurt by something	b. people who are on vacation
-----------------------------	-------------------------------
4. If you want to find that book, then going to the library is **essential**. You have to visit the library to get certain books. If something is **essential** it is

a. funny	b. necessary
----------	--------------

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-consonant-vowel (VCCV) spelling pattern, the word is usually divided between the two consonants.

bas/ket

num/ber

hid/den

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

1. rabbit

a. rab/bit

b. ra/bbit

2. chapter

a. chapt/er

b. chap/ter

3. lesson

a. less/on

b. les/son

4. follow

a. fol/low

b. fo/llo

5. problem

a. probl/em

b. prob/lem

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. Underline the common root or base word in each word. The first one has been done for you.

1. enjoyment

joyful

4. photograph

autograph

2. musical

musician

5. crossroad

uncross

3. appearance

disappear

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.

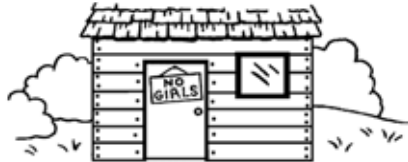
1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
unfairness	Not allowing girls in the club is an example of <u>unfairness</u> .	
horrified	The girl was <u>horrified</u> when she saw the grade she received.	
continued	They <u>continued</u> to play the game late into the night.	
daring	Training lions is a <u>daring</u> job.	
proposed	She <u>proposed</u> that we stop at the store.	
waver	I did not <u>waver</u> when I placed the ballot in the box.	

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

12 Hiram Revels was born in the state of North Carolina in the
year 1827. He was a great citizen, or member of his country.
24 He was highly respected. Many people liked him. He became
34 the first African American to serve in the Senate.

43 A Hard Time for African Americans

49 It was a hard time for African
56 Americans. They were treated
60 badly. In the South, most were
66 enslaved. But Revels grew up as a
73 free person, or freedman. He could
79 make his own choices.

83 Still, the laws in the South were
90 unfair. African Americans had to
95 work hard jobs. They could not go
102 to school. It was not legal, but Revels
110 did go to school. He was unable to go
119 to college in the South, though. He had to leave home.



Southern States During the Slavery Era.

130 Preaching and Teaching

133 After school, Revels became the pastor of a church. He was
144 a great teacher. He went all over the place. He taught other
156 African Americans. He wanted them to be good members of this
167 country, too.

Name _____

The First African American Senator

Later in his life, Revels moved back to the South. By this time, slavery had ended. Many people voted for Revels as a state senator. He then joined the U.S. Senate. He was the first African American to be a U.S. senator.

This was amazing!

In the Senate, Revels tried to be fair to all people. He disliked rules that were not fair. So he tried to change them. He made it so people of all colors could work in the Navy. He worked to make laws that were fair to all people.

Revels helped many people. As a pastor, he helped people learn. As a senator, he helped the country progress, or change for the better. 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. What does the author say about Hiram Revels?

2. Reread paragraph 4. What does the author say about Revels as a teacher?

3. Why was it special that Revels became a U.S. Senator?

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.

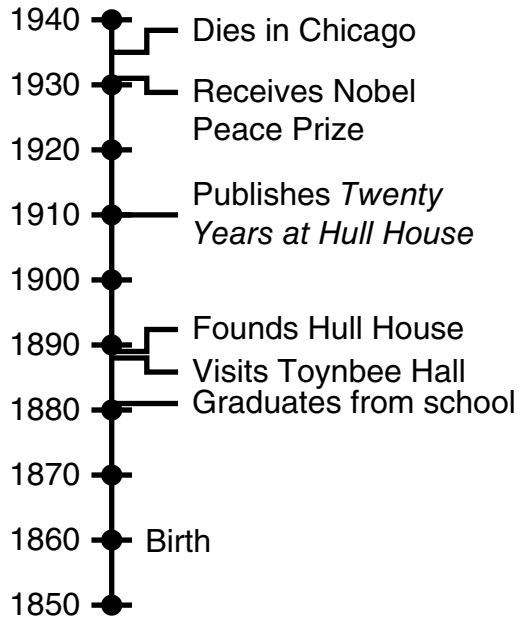
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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Name _____

Jane Addams's Early Years

Some people know what they want to be when they grow up. Jane Addams did not know at first. However, she knew she wanted to help people. After college, she tried different things. She studied to be a doctor but did not finish. Then she took a trip to Europe. She visited Toynbee Hall in London, England. At Toynbee Hall, poor people without homes could take classes. Jane liked this idea. She would use the idea for a home for the poor in Chicago, Hull House.



Jane Addams

Answer the questions about the text.

1. A biography is about a person's life. Whom does this one tell about?

2. What text feature does this biography include? _____

3. What does the timeline show?

4. When did Jane Addams visit 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.”

Write the root word of each word in bold. Then circle the letter of the best answer for the meaning of the word in bold.

1. They were treated **badly**.

Root word: _____

badly means: **a.** in a way that is bad **b.** not bad

2. Still, the laws in the South were **unfair**.

Root word: _____

unfair means: **a.** somewhat fair **b.** not fair

3. He was **unable** to go to college in the South, though.

Root word: _____

unable means: **a.** somewhat able **b.** not able

4. He **disliked** rules that were not fair.

Root word: _____

disliked means: **a.** liked very much **b.** did not like

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 ending in *y*: *trying*, *playing*.

A. Write a word from the box on the line to show the correct spelling of each *-s*, *-es*, *-ed*, or *-ing* word. The first one has been done for you.

flying

plays

dried

stays

1. play + s = plays

3. fly + ing = _____

2. dry + ed = _____

4. stay + s = _____

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.

-ful means “full of”

thoughtful = full of thought

-less means “without”

helpless = without help

-ness means “the state of”

darkness = the state of being dark

B. Match each word in the box to the correct meaning below. Write the word on the line. The first one has been done for you.

fearless

joyful

wonderful

sadness

1. full of joy joyful

3. without fear _____

2. state of being sad _____

4. full of wonder _____

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.

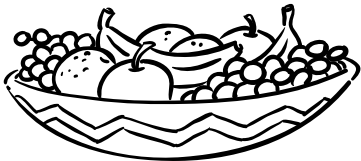
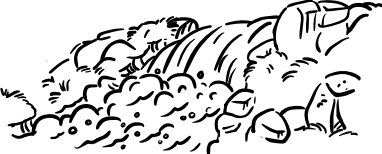
1. What is the purpose of this text?
2. What opening sentence would clearly state the topic and grab the reader's attention?
3. What opening would make readers want to read more?

B. Now revise the draft by adding a strong opening to make readers want to read more.

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
replace	My dad wants to <u>replace</u> his old car with a new one.	
natural	We always make an effort to eat all <u>natural</u> foods.	
produce	Our garden can <u>produce</u> enough food for the whole family.	
renewable	Water is a <u>renewable</u> energy source.	
sources	Remember to note your <u>sources</u> when writing the article.	
pollution	The old factory down the street lets out a lot of <u>pollution</u> .	

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

11 We charge our phones. We charge our computers. But have you
24 ever seen a person charge his or her car? Some cars use electricity
38 to run instead of gas. An electric car uses a battery. It is plugged
in to recharge. Would you buy an electric-powered car?

47 History

48 In the 1890s, many people used
54 electric cars. They were easy to
60 drive. They were great in cities.
66 The cars drove smoothly. They
71 made little noise. They did not
77 smell like gas cars.

81 Then, in 1908, Henry Ford made the Model T. It was
92 gas-powered. It ran better than the old gas cars. Many were
103 made. And they were cheap. People could buy them. People
113 stopped using the electric car.



A woman charges her electric car.

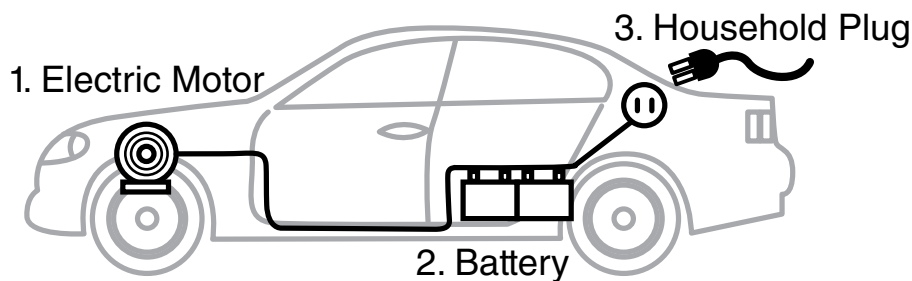
Nancy Honey/Cultura/Getty Images

Name _____

Benefits

Today, more people are driving electric cars. They are good for the planet. They do not pollute the air. They are easy to care for. There are fewer parts to their engines. This often means fewer problems.

These cars do not need oil changes or trips to the gas station. Unlike gas, we do not need to buy electricity from other countries.

**The Main Parts of the Electric Car****Problems**

There are a few problems with the electric-powered car. There are only a few places to recharge these cars. A full charge can take a few hours. Most electric cars do not go very far on just one charge. A car can go farther on a full tank of gas.

The batteries may also need to be changed or replaced. They are also big and heavy. They cost a lot of money.

Future

The electric car has a long history. Today, electric cars are working better. We will soon see more of these cars on the road!

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. In paragraph 2, what was a possible cause of people driving electric cars in cities? Circle the letter of your answer.
 - a. Electric cars were used by many people in the 1890s.
 - b. Electric cars were easy to drive.
 - c. People liked the smell of gas-powered cars.

2. An effect is what happens. In paragraph 3, what was the effect of the Model T? Circle the letter of your answer.
 - a. Electric cars became more popular.
 - b. Gas-powered cars became less popular.
 - c. Electric cars became less popular.

3. Under the heading **Benefits**, what is a possible cause of a person choosing an electric car over a gas-powered car? Circle the letter of your answer.
 - a. Electric cars do not pollute the air.
 - b. Electric car batteries cost a lot of money to replace.
 - c. Electric cars are hard to care for.

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

We recycle plastic. When we recycle it, we use it for something else. But the plastic cannot be recycled forever. At some point it becomes useless. The plastic must be thrown away. However, scientists have made a discovery. If we burn the useless plastic, we can create energy. Scientists want to find ways to put this discovery into practice. They need to build power plants that can burn these plastics. Then the useless plastic can become useful again.

The Search for New Energy

It is very important to find new sources of energy. We are able to get energy from the wind, the sun, and water. Now we can get energy from plastic, too. We should work to build power plants that burn recycled plastic for energy. But we should also keep looking for new sources of energy.

Answer the questions about the text.

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

2. What text feature does it include?

3. Does the author of the text feature have an opinion? If so, what is it?

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. The underlined context clues help you understand the meaning of each homophone in bold. Circle the letter of the correct definition of the homophone.

1. Have you ever **seen** a person charge his or her car?

a. plugged in

b. looked at with one's eyes

c. the place where something happens

2. **In** the 1890s, many people used electric cars.

a. a small hotel

b. a decade

c. while or during

3. Most electric cars do not go very far on just **one** charge.

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 below. Divide the word into syllables and write the syllables on the lines. The first one has been done for you.

- | | | |
|----------|---------------|-----------------|
| 1. open | _____ o _____ | _____ pen _____ |
| 2. favor | _____ | _____ |
| 3. paper | _____ | _____ |
| 4. tiger | _____ | _____ |
| 5. label | _____ | _____ |

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. Read each word below. Circle the prefix or suffix in the word. The first one has been done for you.

- | | |
|---------------------|-----------|
| 1. peace <u>ful</u> | 4. unkind |
| 2. sadly | 5. rework |
| 3. likable | |

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.

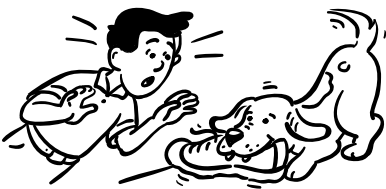
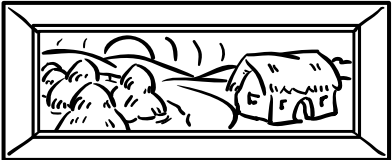
1. What does the author probably believe about wasting energy?
2. Why does the author think we should care about pollution?
3. What important things does the author believe electric cars can help with?
4. What is the writer's viewpoint about electric cars?

B. Now revise the draft by adding beliefs and reasons to help the writer voice an opinion.

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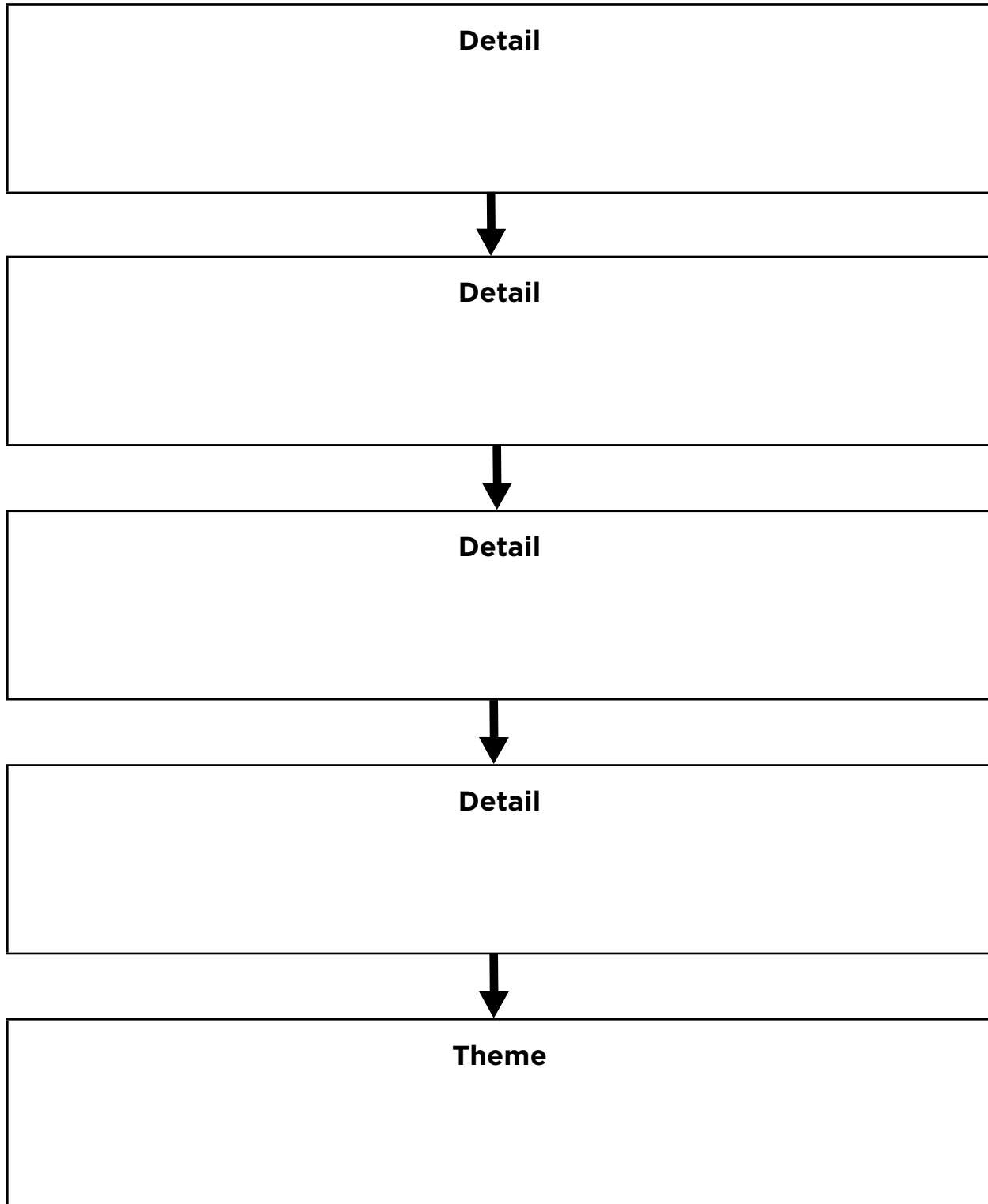
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
alarmed	I was <u>alarmed</u> to find that my dog had chewed my shoe!	
possess	The museum wanted to <u>possess</u> the valuable painting.	
obsessed	During the summer I become <u>obsessed</u> with swimming.	
necessary	It is <u>necessary</u> to water the plants twice a week.	
anguish	Losing the contest caused her to feel <u>anguish</u> .	
reward	The <u>reward</u> for perfect attendance is a field trip to the state park.	

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

8 Scene 1

10 *Setting: Mount Olympus, home*
 14 *of the ancient Greek gods. Zeus*
 20 *sits on a throne. There is a fire*
 28 *roaring. Prometheus enters.*

31 **Zeus:** Prometheus! Welcome!
 34 I trust everything is good.

39 **Prometheus:** I am afraid not,
 44 Lord Zeus. People on Earth are
 50 miserable. They live in caves and
 56 eat raw meat. They die of cold
 63 and starvation in the winter. Would you share fire with them?

74 **Zeus:** Absolutely not! With fire, they might become like
 83 the gods. They could force us from our kingdom. It is better
 95 if humans are cold and uninformed. That way the gods are
 106 unthreatened.

107 **Prometheus:** *(under his breath)* But I am not a god. If you will
 120 not help them, I will! *(he exits)*



Name _____

Scene 2

Narrator: (Voice over) Prometheus wanted to help the humans. He traveled to a far away place to find the morning sun. He took some of the fire that lights the sun. Then he quickly went back to share it with the humans he knew.

Setting: Prometheus is standing outside of the humans' cave. He speaks to a few people wearing furs.

Prometheus: Look! *(he points to a fire on the ground)* I have brought you fire, the secret to empowerment! This will change your lives! You can cook meat with fire. It will keep you warm and help you see the world. When you are warm and well fed, it is much easier to do anything you want! I only ask that you also help those less fortunate than you.



Narrator: The humans agreed to what Prometheus wanted of them. They knew it was important to him that they lead better lives. So, they began the slow process of bringing about a world in which they could live in happiness without suffering.

Name _____

A. Reread the passage and answer the questions.**1. What problems does Prometheus see with human life?**

2. What does Prometheus ask Zeus to do?

3. According to Prometheus, what can humans do with fire?

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

An evil king had locked Daedalus and his son, Icarus, in his castle. Daedalus made wings out of feathers and wax. Daedalus and Icarus used the wings to escape from the king's island. Now they are flying above the sea. Icarus flies a little higher than Daedalus.

DAEDALUS: Fly close to me, Icarus. We need to be careful and get home safely.

ICARUS: But I want to use the wings, Father! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax in your wings!

ICARUS: Don't worry, I'll be careful. I'll fly lower if the wax melts.

DAEDALUS: You'll fall if the wax melts! Come down now!

ICARUS: *Flying higher.* I can see every island in the sea! *His wings start to melt.*

DAEDALUS: *Shouting.* Icarus! You're going to fall!

Answer the questions about the text.

- 1. A drama is a play. It is written so that readers can perform it. Which words tell who is saying a line?**

- 2. Which words tell how to read the words and what to do?**

- 3. Why is Daedalus worried about Icarus?**

- 4. Why does Icarus fly so high?**

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. People on Earth are **miserable**. They live in caves and eat raw meat.

root: misery

- a. unhappy b. thrilled

2. It is better if humans are cold and **uninformed**.

root: inform

- a. having no shape b. not having information

3. I only ask that you also help those less **fortunate** than you.

root: fortune

- a. having luck b. excited

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

- | | |
|------------|--------------------|
| 1. prepaid | a. not lucky |
| 2. resell | b. to lead wrongly |
| 3. unlucky | c. to not like |
| 4. mislead | d. paid before |
| 5. dislike | e. to sell again |

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. Choose a word from the box that is the common root or base word for each pair of words. Write the word on the line. The first one has been done for you.

fold
view
like
kind
happy

- | | | |
|-------------------|------------------|--------------|
| 1. <u>unhappy</u> | <u>happiness</u> | <u>happy</u> |
| 2. review | preview | _____ |
| 3. folding | unfold | _____ |
| 4. kindness | unkind | _____ |
| 5. alike | likable | _____ |

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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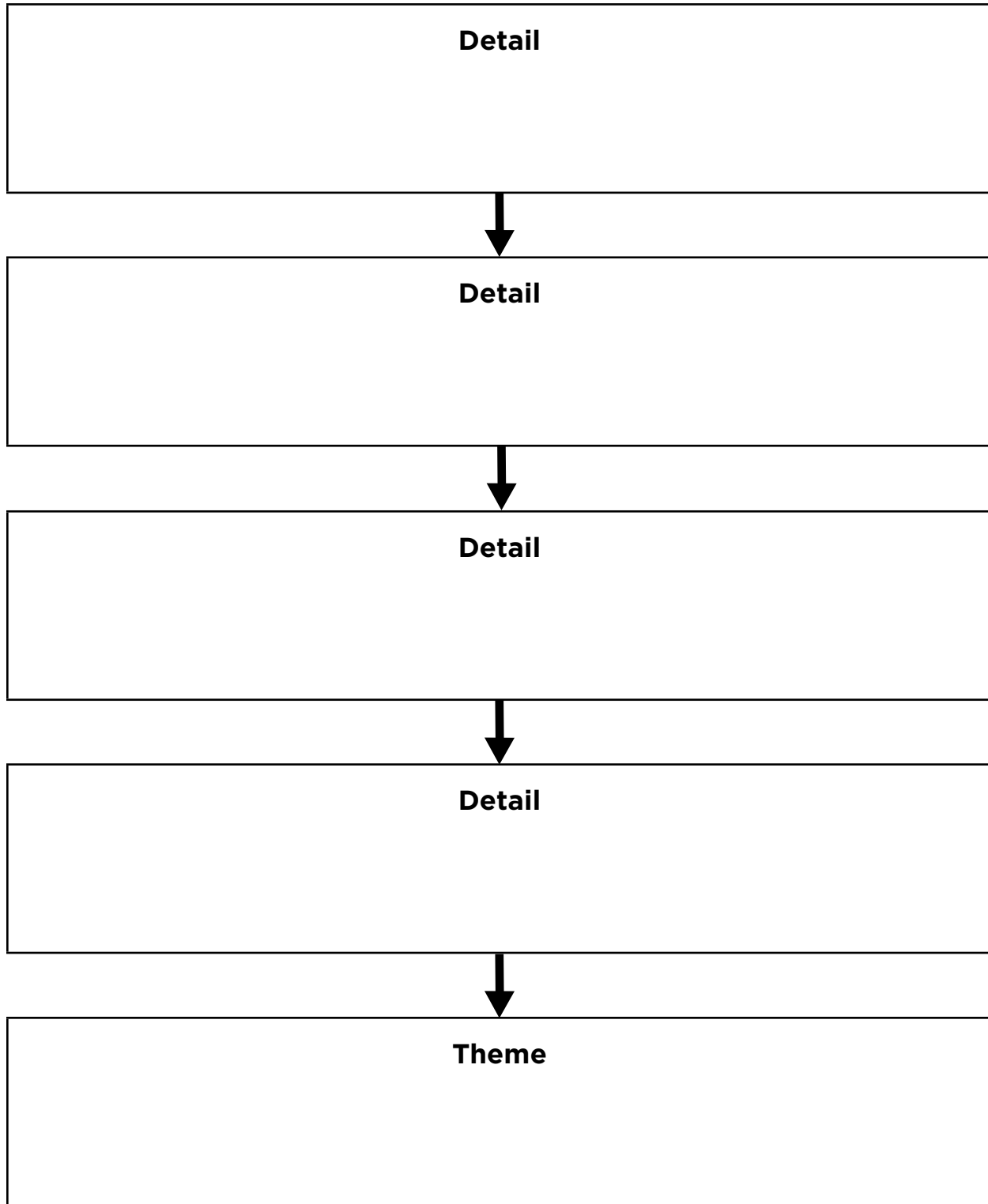
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
argue	I do not want to <u>argue</u> about which sport is best.	
astonished	I was <u>astonished</u> to receive a kitten on my birthday!	
complained	She <u>complained</u> about the very cold weather.	
forbidding	Why are they <u>forbidding</u> us from swimming?	
relief	A glass of ice water always provides <u>relief</u> on a hot day.	
stranded	What would it be like to be <u>stranded</u> on an island?	

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Too Warm for Wheat

15 I live on a farm in the Middle Colonies. I was born here. It is
27 all I have ever known. My parents and two sisters came here
40 from England. When I ask, Father tells me how we came to live
52 here. Strangely enough, the weather is a big part of the story.

52 My father likes adventure. Mother says that if he does
62 not explore, Father does not know what to do with his time!
74 So when my Uncle Charles moved
80 to New England, Father was ready
86 for a new life, too.

91 At first, my family lived with
97 Uncle Charles. He caught fish
102 where he lived in New England.
108 People could trade the fish for
114 other food. It was too cold to farm.
122 It was difficult to grow crops in the
130 rocky, snow-covered ground.



Name _____

Father tried his hand at fishing but he did not have much success. He just did not like being on the boat! He did not have sea legs. That is why he chose to be a farmer. He had heard that the Middle Colonies had good soil and weather for farms.

So, after sleeping on it and giving it a lot of thought, my parents bought a farm in the Middle Colonies. The weather was milder so crops could grow here. It had a warmer climate than New England. In fact, the Middle Colonies are called the Bread Basket because of all the grains grown here. Here, we farmed and grew grains for the next three years. We could not have done this without the warmer weather. My family had found the life they wanted.



The farm did quite well. My mother even opened a bakery in town. Not long after that, I was born. I help on the farm and in the bakery. The weather had an effect on where my family picked to live. We could not have had the same life in the north. My family found adventure, a new home, and a way of life. 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? Circle the letter of the best answer.**

- a. The weather helped them decide where to live.
- b. The family has always lived on a farm.
- c. They wanted to start a new life.

2. Why are there so many fishermen in New England? Circle the letter of the best answer.

- a. Fishermen can trade fish for food.
- b. Fishing in cold weather is fun.
- c. It is too difficult to be a farmer in New England.

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

- a. Finding what you like is important.
- b. Fishing is better than farming.
- c. Starting a new life is too hard.

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 hot sun was shining. A boy named Ilulu was digging a canal. He stopped to rest. He put down his tool and looked around. All over the valley, people were digging canals for water. His people needed canals to grow plants. The rainy season was coming soon, and the canals carried water from the river to the fields. If the people did not finish the canals, the river would flood. The water would ruin the plants. People would have nothing to eat.



Answer the questions about the text.

1. Historical fiction tells a made-up story about a real time and place. Do you think the Tigris River Valley is real or made-up?

2. What text feature is included in the text?

3. What does the illustration show?

4. What does the illustration tell you about the setting and the people of the 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 is so hungry she **could eat a horse**.

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

1. He just did not like being on the boat! He did not **have sea legs**.
 - a. was not able to swim well
 - b. was not used to being on a boat
 - c. did not have long legs
2. So, after **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
 - a. thinking about it carefully before making a decision
 - b. sleeping instead of making a decision
 - c. buying something very important
3. Our life is the best life I can think of—it **takes the cake**! I know my parents made the right choice.
 - a. it gives something for dessert
 - b. it is the worst choice possible
 - c. it is the best choice possible

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 / ble

camel = ca / mel

metal = me / tal

A. Read each word pair. Underline the word that has a final consonant + -le, -el, or -al syllable. Circle the final syllable. The first one has been done for you.

1. able

alone

4. listed

global

2. gladly

eagle

5. purple

proper

3. tunnel

light

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. Read the definition in bold. Circle the letter of the word that matches its definition. The first one is done for you.

1. **able to be washed**

a. washable

b. washing

2. **full of poison**

a. poisoning

b. poisonous

3. **having the quality of cheer**

a. cheery

b. cheerless

4. **having the quality of fun**

a. funnier

b. funny

5. **able to be liked**

a. likable

b. dislike

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.

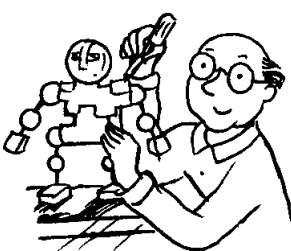
1. What linking word might connect the first two ideas?
2. What linking word might show how the third and fourth ideas are different?
3. What linking word might show the relationship between the last two ideas?

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

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Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
research	We did a lot of <u>research</u> before writing our report.	
essential	It is <u>essential</u> that the team works together.	
professional	She makes her living as a <u>professional</u> musician.	
specialist	He is a <u>specialist</u> in fixing robots.	
communicated	When the girl was away, she <u>communicated</u> with friends by e-mail.	
goal	It was her <u>goal</u> to win the race.	

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

11 Many people admire John Glenn as an American hero. He was
23 a pilot, an astronaut, and a U.S. senator. He even became the
oldest person ever to fly in space.

30 Serving His Country

33 World War II broke out when John Glenn was 20 years old.
45 He joined the army. The problem was that Glenn was not called
57 to serve. He wanted to serve his country. So, he joined the navy.
70 He became a pilot and fought in the war. Later, he joined
82 the marines.

84 First Place

86 After the war, John Glenn
91 kept flying. He was picked to be in
99 NASA, the U.S. space program.
104 In 1962 Glenn was the first
110 American to orbit, or fly all the
117 way around, Earth.



Name _____

Serving in the Senate

John Glenn was famous because of his trip to space. Still, he had a new goal. He wanted to be a member of the U.S. Senate. In 1964 Glenn ran for the senate. Sadly, he had an accident and hit his head. He was badly hurt. He could not keep running for office. Yet Glenn tried again ten years later. He used his skills as an orator, or public speaker. This time, he won the senate seat.

John Glenn served in the senate for 24 years. During this time he wrote a law. The law tried to stop people from getting and making nuclear weapons. It gave rewards to countries that helped.

One More Flight

When John Glenn left the senate, he went back to NASA. He was 77! NASA wanted to find out how space travel would affect older people. So they asked Glenn to help, and he agreed. He flew one final time. He flew around the earth for nine days. He is the oldest person ever 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. Circle the letter of the best answer to each question.

1. Reread paragraph 2. What problem did John Glenn face?

- a. Glenn fought in the war. b. Glenn was not called to serve. c. Glenn hurt his back.

2. What was the solution to Glenn's problem from question 1 above?

- a. Glenn joined the navy. b. Glenn quit trying. c. Glenn went to college instead.

3. Reread paragraph 1 on the second page of the passage. What problem did John Glenn face?

- a. Glenn was old and sick. b. Glenn hurt himself and could not run for the senate. c. Glenn was too famous.

4. What was the solution to Glenn's problem from question 3 above?

- a. Glenn became a hero. b. Glenn orbited the earth. c. Glenn tried again ten years later.

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

Bessie Coleman grew up in a poor African American family in Texas. At 23, she moved to Chicago. She 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 told her that in France, women could fly airplanes. Bessie wanted to be a pilot, too. But African American women could not become pilots in America. With friends' help, she signed up for 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. Who is this biography about?

2. What text feature is included in the text?

3. What does the photograph show you?

4. What was Bessie Coleman's goal?

Name _____

Many words have Greek or Latin roots. Knowing the meaning of some common Greek and Latin roots can help you figure out the meaning of unfamiliar words.

Greek and Latin root meanings:

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 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.** the opening of a large cave or hole **c.** a speaker

4. admire

- a.** to like very much **b.** to throw something away **c.** to pretend

5. final

- a.** last **b.** first **c.** grand or amazing

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. Circle the vowel-team syllables below. Then divide the words below into syllables. The first one has been done for you.

- | | | | |
|---------------------|---|--------------|---|
| 1. com <u>plain</u> | <u>com</u> / <u>plain</u> | 4. explained | <u> </u> / <u> </u> |
| 2. detail | <u> </u> / <u> </u> | 5. unreal | <u> </u> / <u> </u> |
| 3. repeats | <u> </u> / <u> </u> | | |

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. We use a telescope to see the stars.
2. We use a camera to take photographs.
3. An astronaut travels into space.
4. A biography tells the story of a person’s life.
5. We use a telephone to make calls to people.

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

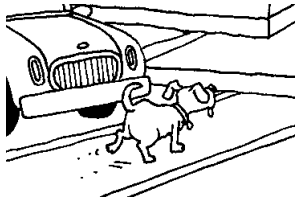
It is a place to meet friends as well as learn. School is an important part of growing up. That's why it is important to go to school. School teaches valuable skills, like reading.

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.

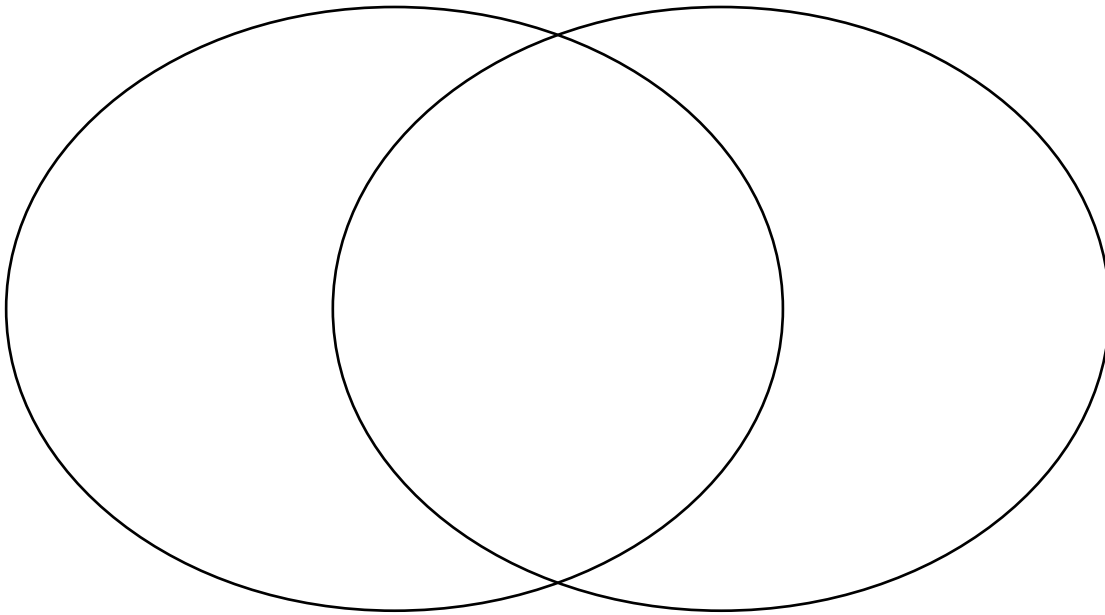
Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
inhabit	Squirrels and chipmunks <u>inhabit</u> the tree in front of our house.	
unaware	The dog was <u>unaware</u> of the traffic.	
fascinating	The fish swimming in the tank were <u>fascinating</u> to watch.	
endangered	I bought a book about <u>endangered</u> animals.	
respected	Everyone <u>respected</u> the famous scientist.	
illegal	It is <u>illegal</u> to take the toy without paying for it first.	

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

Take a walk outside in nature. You may see bees buzzing. Did you know there is concern for bees now? People are worried because the number of bees has been decreasing. And no one knows why.

What Is Happening and Why

Studies show that bee colonies are starting to vanish. People noticed that large groups of bees living together had fewer bees. This problem is called colony collapse disorder.

The cause is still unclear. Plant sprays may have a role in making the bees sick. New unknown germs, tiny living things that cause disease, might harm bees. A lack of food and water stresses bees. Crowded hives with too many bees also cause problems.



Why We Need Bees

Bees play an important part in growing new plants. They carry a substance called pollen to parts of a flower, or from flower to flower. This helps the plants make fruits and seeds. The seeds can grow into new plants.

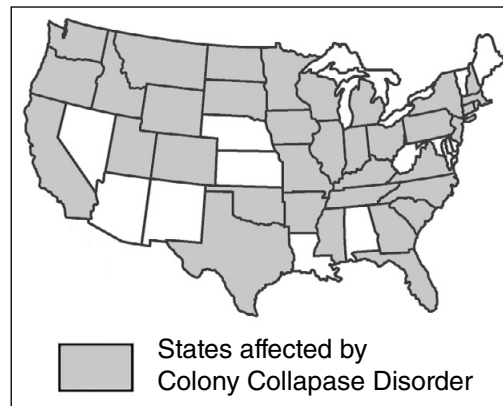
Name _____

This same process, or string of actions, helps crops grow. Apples, carrots, and many other foods require bees to grow. Fewer bees mean fewer crops for people to eat.

Think of bees the next time you go buy food at a store. Without bees, farmers would have less food to sell to the stores. Buyers would have fewer crops to buy. They might cost more.

Bees make honey, too. Honeybees take a sweet fluid from plants called nectar. They use this liquid to make honey in their hives. People have gathered honey for many years. People use it to cook or eat it on bread. Honey can become scarce without the bees. That means it will be hard to find.

You can help the bees in your garden, though! Do not put chemicals on your plants that would harm the bees. Grow plants 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. How are the things mentioned in paragraph 3 alike? Circle the letter of the best answer.**

- a. They are all sprayed on food.
- b. They are all possible reasons that bees are disappearing.
- c. They are all helping the bees.

2. How are the things mentioned in paragraph 3 different? Circle the letter of the best answer.

- a. They are different problems that harm bees in different ways.
- b. They are different ways to help bees.
- c. They are different ways of getting the bees sick.

3. How are pollen and nectar alike? Circle the letter of the best answer.

- a. They are both used to make foods sweeter.
- b. They are both used to produce more flowers.
- c. They are both substances carried by bees that benefit people.

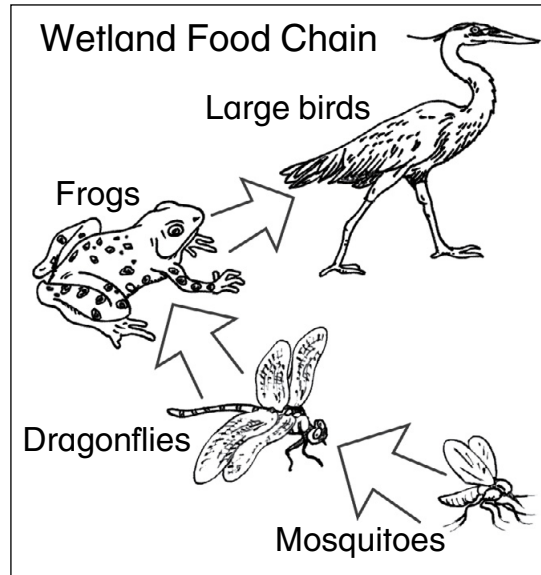
B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

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

Name _____

Why Are Mosquitoes Important?

Most people don't like mosquitoes. Their itchy bites are very annoying. But mosquitoes are important insects. Lots of other animals need them for food. For example, dragonflies eat mosquitoes. Without mosquitoes, dragonflies could not eat. And if there were not enough dragonflies, frogs and birds would not have enough food. Humans might not like mosquitoes. But other animals need them.



Dragonflies need mosquitoes, frogs need dragonflies, and birds need frogs.

Answer the questions about the text.

- 1. Expository text tells about a science topic. What is the topic of this expository text?**

- 2. What text feature is included?**

- 3. Look at the diagram. What animal eats frogs?**

- 4. Why are mosquitoes important?**

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. Read the underlined context clues to help you understand the meaning of the word in bold. Circle the letter of the best definition of the word.

1. Did you know there is **concern** for bees now? People are worried because the number of bees has been decreasing. And no one knows why.
a. curiosity **b.** worry
2. This same **process**, or string of actions, helps crops grow. Apples, carrots, and many other foods require bees to grow.
a. amount of time **b.** string of actions
3. Bees make honey, too. Honeybees take a sweet **fluid** from plants called nectar. They use this liquid to make honey in their hives.
a. a sweet liquid **b.** a seed

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 the words in each row. Write the word that has an *r*-controlled vowel syllable. The first one has been done for you.

- | | | | |
|-----------|---------|---------|---------------|
| 1. winter | write | repeat | <u>winter</u> |
| 2. chain | later | ringing | _____ |
| 3. school | reply | actor | _____ |
| 4. hiked | dirty | enjoy | _____ |
| 5. report | resting | crate | _____ |

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. Add the suffix to each word below. Write the new word on the line. The first one has been done for you.

- | | |
|------------------------------------|---------------------------|
| 1. enjoy + able = <u>enjoyable</u> | 4. govern + ment = _____ |
| 2. move + ment = _____ | 5. comfort + able = _____ |
| 3. agree + able = _____ | |

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 _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
entertainment	The singer provided <u>entertainment</u> .	
humorous	He thought her story was <u>humorous</u> .	
ridiculous	She has fun wearing <u>ridiculous</u> clothes.	
slithered	The snake <u>slithered</u> through the grass.	

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.

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 the story in this poem?**

2. What is the narrator's point of view, or thoughts, about what happens in the story?

3. What clues 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, or parts, does this text have?

2. Look at the first stanza. Which words rhyme?

3. What does the text tell a story about?

Name _____

Rhythm is a pattern of beats in a line of a poem. A **rhyme** is a repetition of sounds at the ends of lines, such as *roaring* and *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 two words that rhyme. Write them on the line.

2. How can you pick out the rhythm in the lines?

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 circle the letter of the correct meaning of the idiom.**

1. I'm afraid I have to drop a bomb:
there are *aliens* around.
 - a. say something upsetting
 - b. make something explode
2. We didn't want to tell you boys,
we thought it might just freak you out.
 - a. turn you inside out
 - b. make you upset
3. But Mom was clever enough to say,
"Did something go down while I was away?"
 - a. fall to the ground
 - b. happen

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. Add a suffix to each word below. Write the new word on the line. The first one has been done for you.

1. care + ful = careful
2. end + less = _____
3. calm + ly = _____
4. watch + ful = _____
5. harm + less = _____

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 letter of the correct word to complete each sentence. Write the word on the line. The first one has been done for you.

1. Here is your book.
 (a.) your b. you're
2. I like _____ school.
 a. hour b. our
3. I _____ the ball to Mike.
 a. through b. threw
4. We use _____ to cut paper.
 a. scissors b. sizzers

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>Aliens!</i> , 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.
Concluding statement	→	Using 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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