

Name _____

admires

community

practicing

scared

classmate

contribute

pronounce

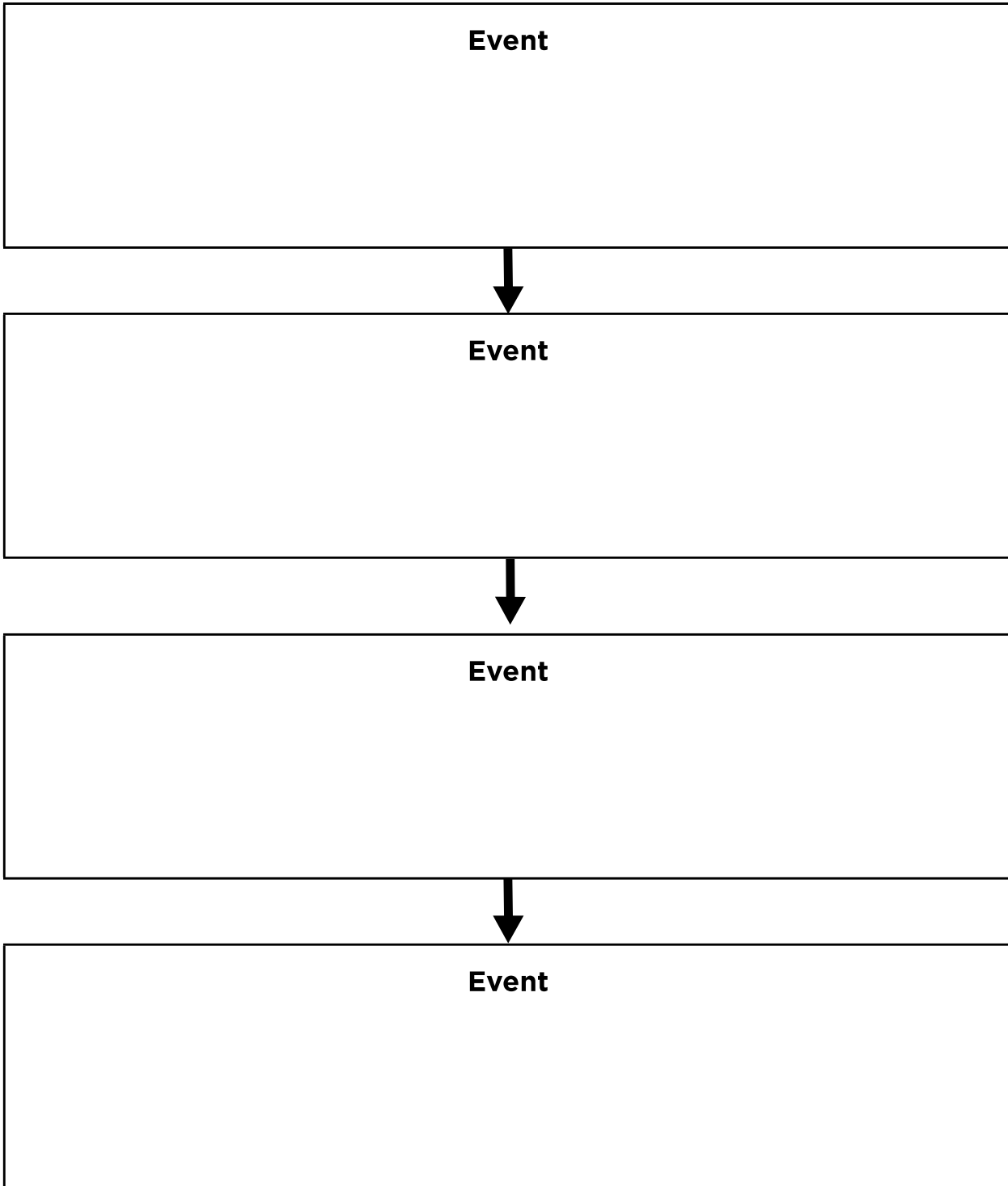
tumbled

Use a word from the box to answer each question. Then use the word in a sentence. **Possible responses provided.**

1. What is another word for *afraid*? scared; I get scared by the sound of thunder and lightning.
2. What word can describe a friend who sits next to you at school? classmate; My classmate is the nicest student at school.
3. What is another word for *give*? contribute; Instead of paying money for tickets, we were asked to contribute canned goods.
4. What helps people get better at doing something? practicing; My piano teacher told me I would get better by practicing everyday.
5. What word means *say the sound of*? pronounce; When I read names in a book, I sometimes wonder how to pronounce them.
6. What word describes a place where people live and work together? community; My community is a great place to live.
7. What word means *thinks well of*? admires; My little sister admires me for my great basketball skills.
8. What happened to the fruit when it fell out and rolled to the ground? tumbled; My change fell out of my pocket and tumbled to 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 the mountains of New York. He
15 lived with his grandmother and grandfather. Young Joseph loved
24 to go with his grandfather everywhere he went. His grandfather
34 showed him how to walk softly through the woods and how to
46 fish in the lakes and rivers.

52 As a child, Joseph spent time working in his grandparents'
62 store. When he made mistakes, his grandfather would never shout
72 or yell at him. Instead, he would talk to Joseph about what had
85 happened. That way Joseph could know how to do better the next
97 time. During the winter, farmers would come to the store. They
108 would sit around the stove and tell Joseph stories.

117 While growing up, Joseph loved to read and write. Joseph's
127 grandmother kept bookshelves in the house full of books. There
137 was always plenty to read. He liked to read storybooks about
148 animals. He also liked reading poetry. He even wrote some
158 poems of his own! One time, he wrote a poem for his teacher.
171 She was very proud.

Name _____

Abenaki Storyteller

Joseph's grandfather was an Abenaki Native American. Joseph became interested in stories told by the Abenaki. When he was in college, Joseph would sometimes visit Native American elders. He would listen to them tell stories. These stories were fun to listen to. But they also taught great lessons about life. Later, Joseph started to have children of his own. He wrote down the stories he heard. Then he read them to his two sons. Soon after that, Joseph began to write children's books. These books told the stories of the Abenaki and other Native American peoples.

Helping Others

In the fourth grade, Joseph's teacher told him, "Whatever you want to do, you should do it." Joseph wanted to write and help others. And that's just what he did. First, he began to write stories. These stories taught children about being kind. They also taught children to care for the Earth. Then, Joseph went to schools all over the United States. He read his stories to children. Now, Joseph helps other writers share their stories.

Today, Joseph spends time in his garden. He has gardens all around his house. The inside of his house is full of many plants. Joseph has been all over the world. But he still lives in the hometown where he grew up. "It is a place I love," says Joseph. He still likes to walk through the woods and mountains. Every day he gets ideas for brand-new stories.



Map of Joseph Bruchac's homeland

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What happened during the winter at Joseph’s grandparents’ store?

Farmers came to the store. They sat around the stove and told Joseph stories.

2. What happened next after Joseph read stories to his sons?

He began to write children’s books.

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

He went to schools all over the United States. He read his stories to children.

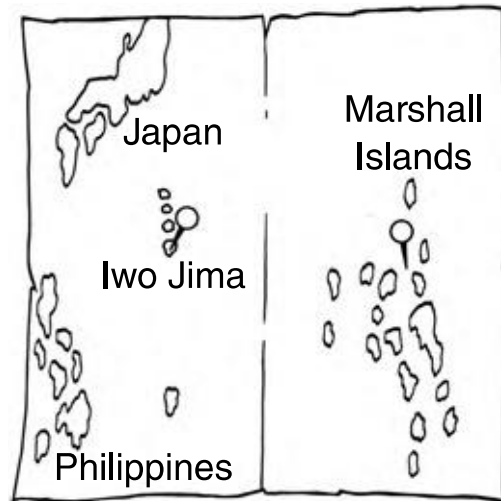
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

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

Name _____

Keith Little

During World War II, I was a soldier and fought battles in the Marshall Islands and on Iwo Jima in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers used the language of the Navajo people to send messages to the troops. The enemy didn't know this language and couldn't read our code. Our work helped the United States win many battles. After the war, I taught people about Navajo language and culture.



Map of the Philippine Sea

Answer the questions about the text.

1. How do you know this text is an autobiography?

The narrator is telling about his own life, using I.

2. What text features does the text include?

heading; map, caption

3. What information does the map give you?

The map shows you where Keith Little fought in battles.

Name _____

Underline the compound word in each sentence. Then write its definition. Use a dictionary to help you.

Possible responses provided.

1. His grandfather showed him how to walk softly through the woods.

the father of one of your parents

2. He liked to read storybooks about animals.

books with stories in them

3. There were plenty of bookshelves in the house full of books.

shelves for books

4. But he still lives in the hometown where he grew up.

the town where a person comes from or where a person lives

Name _____

A. Read each sentence. Underline the word that has a long vowel sound and a final e.

1. Each summer they camp at the lake.
2. The plane should land at noon today.
3. The boy read about the life of his hero.
4. Our teacher pointed to each continent on the globe.
5. The woman plans to skate on the pond this winter.

B. Circle the word with the correct -ed or -ing spelling to complete each sentence. Then write it on the line.

1. I am _____ **saving** _____ my money to spend on vacation.
saveing saving
2. He _____ **tasted** _____ the broccoli and liked it.
tasted tasteed
3. We are _____ **making** _____ plans to visit our grandparents.
making makeing
4. The teacher _____ **graded** _____ the spelling tests last night.
gradeed graded
5. I have been _____ **smiling** _____ ever since I heard the good news.
smilling smiling
6. The artist _____ **shaped** _____ the clay into a small bowl.
shaped shapped

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: **Answers will vary but should discuss how** _____

the author uses signal words and puts important events in time order. _____

Answers should contain a clearly stated topic and complete sentences. _____

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.

Answers will vary but should include words that show time and order to help the reader understand the sequence of events.
