

Name _____

warmth

globe

surface

solar system

support

temperature

amount

astronomy

Finish each sentence using the vocabulary word provided.

Possible responses provided.

1. **(support)** I depend on the support of my friends and my parents
_____.
2. **(amount)** The sign above the oranges told us the amount of money
they cost
_____.
3. **(solar system)** The Sun and the planets are parts of our solar system
_____.
4. **(surface)** Digging deep below the surface, the dog found a bone
_____.
5. **(temperature)** In order for the water to boil, it must be heated to a
higher temperature
_____.
6. **(globe)** If you want to see how far away from Asia you are, I suggest
you look at a globe
_____.
7. **(astronomy)** If you like to look at the night sky, you should study
astronomy to learn more
_____.
8. **(warmth)** Most plants need the warmth of the Sun in order to grow
_____.

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

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

Seeing Red

12 You have probably seen stars in the sky. Maybe you even saw
23 a planet. Have you wondered what other planets are like? Others
34 have, too. In the search to answer this question, scientists have
45 learned a lot about Mars. Scientists will do everything they can
to learn even more about Mars.

51 **Fourth Place**

53 Mars is the fourth planet from the sun. Earth is the third
65 planet. Mars has a reddish color. It is called the Red Planet. It is
79 about half the size of Earth. Earth has different types of climates.
91 There are cold, hot, dry, and wet places. Mars is just a cold
104 desert. Water is not a liquid there. It is frozen in the cold. Is it
119 believable that Mars was once warm?

125 **Red Rover**

127 Scientists wanted to know what Mars was once like. They
137 sent machines called rovers to find out. The first one landed on
149 Mars in 1997. It sent images of Mars back to Earth. It let us know
164 about the rocks and soil. These useful facts led to an answer.
176 Scientists say Mars was once warm and wet like Earth is today.

Name _____

Red Planet Plants

The rovers helped us learn about Mars. Scientists now want to send people to Mars to learn more. It would take nearly a year and a half to go there and back. This is a long way to go. People would need to bring food and water. It would be hard to go so far with enough supplies.

Researchers at NASA have a solution. They want to make special plants. These plants could live on cold and icy Mars. They could be carefully grown in a greenhouse there. The plants could grow food for researchers on Mars.

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

The surface of Mars is cold, rocky, and empty. It is not full of life like Earth. However, evidence shows that Mars's climate was once like that of Earth. Research has helped us learn a lot about Mars. People might be going to Mars to learn more. Growing plants on Mars can provide food for people who are there to study the Red Planet. This could help them stay longer to learn more. Advances like these can help us truly unlock more mysteries of Mars.



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Rovers like this one conduct science experiments on Mars.

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What are the key details in the third paragraph?

Scientists sent rovers to Mars. The rovers sent images back. Scientists learned more about the rocks and soil on Mars.

2. How are these key details connected?

They all give information about what scientists are doing to learn more about Mars.

3. What is the main idea in the fifth paragraph?

Special plants could help researchers stay longer on Mars and learn more.

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

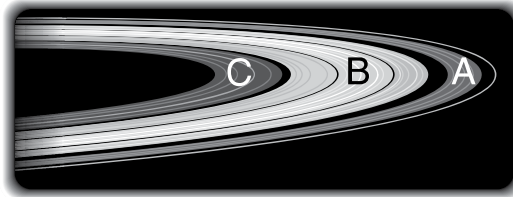
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

The Rings of Saturn

The planet Saturn has many amazing rings. Saturn's rings look solid from far away. However, they are made up of billions of pieces of rock and ice. Some of these pieces are as fine as dust. Others are as big as mountains. Scientists think some of the rock and ice are pieces of an old moon. This moon may have fallen out of its orbit and crashed into Saturn.

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



Answer the questions about the text.

1. How do you know this is expository text?

It gives facts and information about a topic.

2. What text features does the text include?

chart; illustration; heading

3. What information does the chart give you?

It tells you how wide Saturn's rings are.

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

It tells you the topic of the text.

Name _____

Suffix	Meaning
-able	can be
-ful	full of
-ly	in a certain manner or way; like
-y	full of

A. Read each question below. Add the suffix *-able*, *-ful*, *-ly*, or *-y* to the word in the box that best answers each question. Write the new word on the line after the question. Then write the meaning of the new word. Use the information about suffixes above to help you.

Possible responses provided.

rock near ice true careful help believe

- How are the sidewalks after a snowfall? icy; full of ice
- What is a mountain's surface like? rocky; full of rocks
- What might your parents call you if you clean your room? helpful; caring
- What do you call a story that seems real? believable; can be believed
- If one apple is almost the same as another apple, how alike are the two?
nearly; in a close way
- How do you do a task that you are asked to do with thought and detail?
carefully; in a careful way
- What is the opposite of "doubtfully"? truly; like the truth

Name _____

A. Read each word in the box and listen for the /âr/ or /îr/ sound. Then write the word under the correct heading.

gear	stairs	there	career
shared	pear	bear	dear
peer	careful	pair	anywhere

*air as in chair***stairs***are as in care***shared***ear as in wear***pear****pair****careful****bear***ear as in fear***gear***ere as in where***there***eer as in cheer***career****dear****anywhere****peer**

B. Write a word with the suffix -y or -ly on the line to match the meaning of each underlined phrase.

1. My teacher speaks in a quiet way in the library. **quietly**
2. The day was full of rain, but we still had fun. **rainy**
3. I walked in a sad way after we lost the game. **sadly**
4. The baby was having a mess and dropped the food. **messy**
5. The bus driver drives in a slow way down my street. **slowly**

Name _____

Evidence is details and examples from a text that support a writer's ideas. This student wrote about how the author uses key details that go together to support the main idea.

Topic sentence	→	In "Seeing Red," the author uses key details that go together to support the main idea that scientists sent rovers to Mars to learn more about the planet. I read
Evidence	→	that scientists sent machines called rovers to learn about Mars. Rovers sent images of Mars back to Earth. Scientists learned about the rocks and soil on Mars. They learned that Mars was once warm and wet like
Concluding statement	→	Earth is today. The author uses key details that go together and support the main idea that rovers were sent to learn about Mars.

Write a paragraph about a text you read. Find text evidence to support how the author uses key details that go together to support the main idea.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary but should discuss how the**

author uses key details that are connected and support the main idea.

Students should include a topic sentence, evidence from the text, and a

concluding statement. They should use past-tense verbs correctly.

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 and 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.

Answers will vary but should include a strong topic sentence and

strong supporting sentences.
