

Name \_\_\_\_\_

gracious

flattened

muttered

brainstorm

stale

frantically

official

original

Finish each sentence using the vocabulary word provided.

**Possible responses provided.**

1. **(gracious)** The young girl was gracious enough to help her brother  
make gifts for their parents.
2. **(stale)** After two days the bread was too stale to eat.
3. **(flattened)** He always fixed his hair so that it was flattened and combed  
down.
4. **(frantically)** After we got separated we frantically looked for each other  
in the crowd.
5. **(muttered)** I could not hear the answer my brother muttered.
6. **(official)** After she won the cooking contest, she became the official  
chef of the restaurant.
7. **(brainstorm)** We all decided to brainstorm to come up with ideas for a  
class project.
8. **(original)** The second book he wrote was even better than the original  
one.

Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**

<b>Character</b>
<b>Setting</b>
<b>Beginning</b>
<b>Middle</b>
<b>End</b>

Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

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

### Coyote's Song

12 A boy was eating lunch in a field on his grandmother's farm.  
12 Her farm was large and he had explored and seen many things that  
25 morning. "Do not wander into the woods," Grandmother said. So he  
36 kept to the fields. As he ate his lunch, he heard the call of a blue jay.  
53 "I'll follow the sound of Blue Jay. I will find him and see his blue  
68 feathers and listen to his song. I will bring him bread."  
79 The afternoon sun was hot and there were many hills to climb,  
91 but the boy was determined to follow the call. He walked slowly and  
104 cautiously with care.  
107 Soon he ran into Coyote who was looking for lunch but not having  
120 any luck. He did not have a single crumb or morsel of food.  
133 "Hello," said Coyote. "I see you are enjoying an afternoon walk."  
144 "I've been exploring Grandmother's farm and now I'm looking for  
154 Blue Jay. I want to listen to his song, see his beautiful feathers, and  
168 give him bread."  
171 Coyote took one look at the bread and became hungrier. Quietly,  
182 he muttered to himself, "I will trick that boy, then he'll give me that  
196 bread."  
197 "I can sing a song and perform for you. Then you can give me your  
212 bread," Coyote said with a grin.  
218 "But howling and barking isn't a song, and you only have brown  
230 fur," said the boy. "I want to hear Blue Jay's song and admire his  
244 feathers, and I only have enough bread for him."

Name \_\_\_\_\_

Coyote's original plan didn't work, so he quickly thought of a new one. "Then I'll help you find Blue Jay," said Coyote. "I know where he sings. I can take you there through the woods."

The boy remembered Grandmother's warning. What was the harm, the boy thought to himself. "Then let's go," said the boy.



"We must run! Blue Jay will depart soon and then he'll be gone," said Coyote. Coyote began running through the woods calling out for the boy to run faster and faster.

The boy did not want to miss Blue Jay, yet the faster he ran the more he stumbled and tripped on tree roots. The woods became thicker and thicker, making it harder for the boy to run.

Accustomed to running in the woods, Coyote was used to jumping over the roots so he didn't fall. "Hurry! Blue Jay and his song and feathers will leave!" said Coyote.

"You could run faster if you were not slowed down and burdened by having to carry that bread. I can carry it for you, and then you can run faster," said Coyote.

"If you think that will help," said the boy, "here is the bread."

Coyote took the bread in his mouth and disappeared.

"Thank you for the meal!" Coyote howled as he ate the bread.

The boy had been tricked, and now he was lost in the woods. By evening he found his way back to Grandmother's home and explained to her what happened.

"You should know that leaving the right path to follow an easier one leads to trouble," she said. "Luckily, you only lost some old, stale bread."

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**Possible responses provided.**

**1. What are two events that happen after the boy hears Blue Jay?**

**He climbs hills. He runs into Coyote.**

---



---



---

**2. Why is the setting of the woods important to the story?**

**The woods are where Coyote tricks the boy.**

---



---



---

**3. Use the sequence of events to summarize the plot.**

**First, the boy hears a blue jay. Then, he follows the sound of Blue Jay.**

**Next, he finds Coyote who tricks the boy into giving him bread. Finally**

**the boy finds his way home and Grandmother tells him he should have**

**stayed on the right path.**

---

**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 \_\_\_\_\_

## Before the Ball

I waved my wand. Light flashed, and in a puff of smoke, the pumpkin transformed into a beautiful horse and carriage! I turned to Cinderella and smiled. “Not bad. What do you think?” I asked.

“It’s perfect!” Cinderella shouted. “How can I ever repay you for all you have done?”

“You can get into that carriage and get to the ball on time!” I said, and sent her on her way.

Finally, Cinderella was off to the ball. My work was done.



Answer the questions about the text.

1. How do you know this story is a fairy tale?

**It has characters and events that could not exist in real life.**

2. What events in the text identify it as a fairy tale?

**The main character completes a task; there is a happy ending.**

3. What task does the main character have to complete? How does she complete it?

**The main character has to get Cinderella to the ball. She completes the task by turning the pumpkin into a carriage.**

4. What other text feature does “Before the Ball” include? How does it show that the story is a fairy tale?

**illustration; The illustration shows that the character does not dress the way people do in real life; her actions could not happen in real life.**

Name \_\_\_\_\_

Read the sentences below. Circle the synonym clue in the sentence that helps you understand the meaning of each word in bold. Then, in your own words, write the meaning of the word in bold.

1. It can be fun to **explore** all the rooms of a museum. You can discover things you have never seen.

**to go see, to find something new**

2. The pilot told us the plane would **depart** in five minutes. We were glad it would leave on time.

**to leave**

3. The camel moved slowly, **burdened** by all packages it carried. People who saw the camel thought it was too loaded down.

**slowed down by something heavy**

4. She **stumbled** into the room, tripping over the small step she had not seen in the doorway.

**tripped or fell**

5. It was the **howling** that frightened the campers. Never before had they heard such a loud barking sound in the woods.

**a barking or crying sound**

6. My cousin got **accustomed** to sleeping late during the summer. It was hard for her to get used to waking up early once school started.

**to be used to something**

7. When it came time to **perform** for the judge, the singer was not nervous. He had been singing in contests since he was a child.

**to act or sing for another person or people**



Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a short-vowel sound. Write the word on the line.**

- The strange bell always chimes so late! bell
- My poor health was a good reason to stay home. health
- The tire was flat, so we needed to wait. flat
- I could hear the crunch of the toy falling down the stairs. crunch
- She gave the team hints so they could find the clue. hints

**B. Write the correct -ed, -s, and -ing forms for each verb.**

Verb	+ ed	+ s	+ ing
1. float	<u>floated</u>	<u>floats</u>	<u>floating</u>
2. work	<u>worked</u>	<u>works</u>	<u>working</u>
3. start	<u>started</u>	<u>starts</u>	<u>starting</u>
4. follow	<u>followed</u>	<u>follows</u>	<u>following</u>
5. answer	<u>answered</u>	<u>answers</u>	<u>answering</u>



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below cited evidence to show how the author used the story events to develop the character and plot.

<b>Topic sentence</b>	→	In “Coyote’s Song” the author uses a series of events to show what happens when a boy does not listen to his grandmother.
<b>Evidence</b>	→	At the beginning of the story, the boy’s grandmother warns him not to go into the woods. At first the boy listens, but then he meets Coyote. Through a series of events, Coyote convinces the boy to go into the woods. Then Coyote steals the boy’s bread and leaves him in the woods. The boy makes it home, but he has learned a lesson.
<b>Concluding statement</b>	→	The clear sequence of events makes it easy to understand how Coyote was able to trick the boy and steal his bread.

**Write a paragraph about the text you have chosen. Cite evidence from the text that shows how the author used sequence of events to develop the plot. Remember to use evidence to support ideas and to use different sentence types.**

Write a topic sentence: \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

**Answers will vary but should include a topic sentence, evidence from the text, and a concluding statement. Details and examples from the text should support the writer’s analysis of how the author used events in the story to develop the character and the plot. Answers should include reasons that are supported by details and use subjects and predicates correctly.**

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**

Once there was a princess who lived in a castle. She was tired of climbing stairs. She asked her father for a platform she could stand on that would carry her from floor to floor. Today we call it an elevator.

1. When and where does this story take place?
2. What descriptive details can be added to help the reader visualize the princess?
3. Why was the princess tired of climbing stairs?
4. What descriptive details could provide more information about the elevator?

**B. Now revise the draft by adding descriptive details that create a clearer picture of the princess, her father, and the elevator.**

**Answers will vary but should include descriptive details that create a clearer picture in the reader's mind.**