

Name \_\_\_\_\_

accountable	desperately	humiliated	self-esteem
advise	hesitated	inspiration	uncomfortably

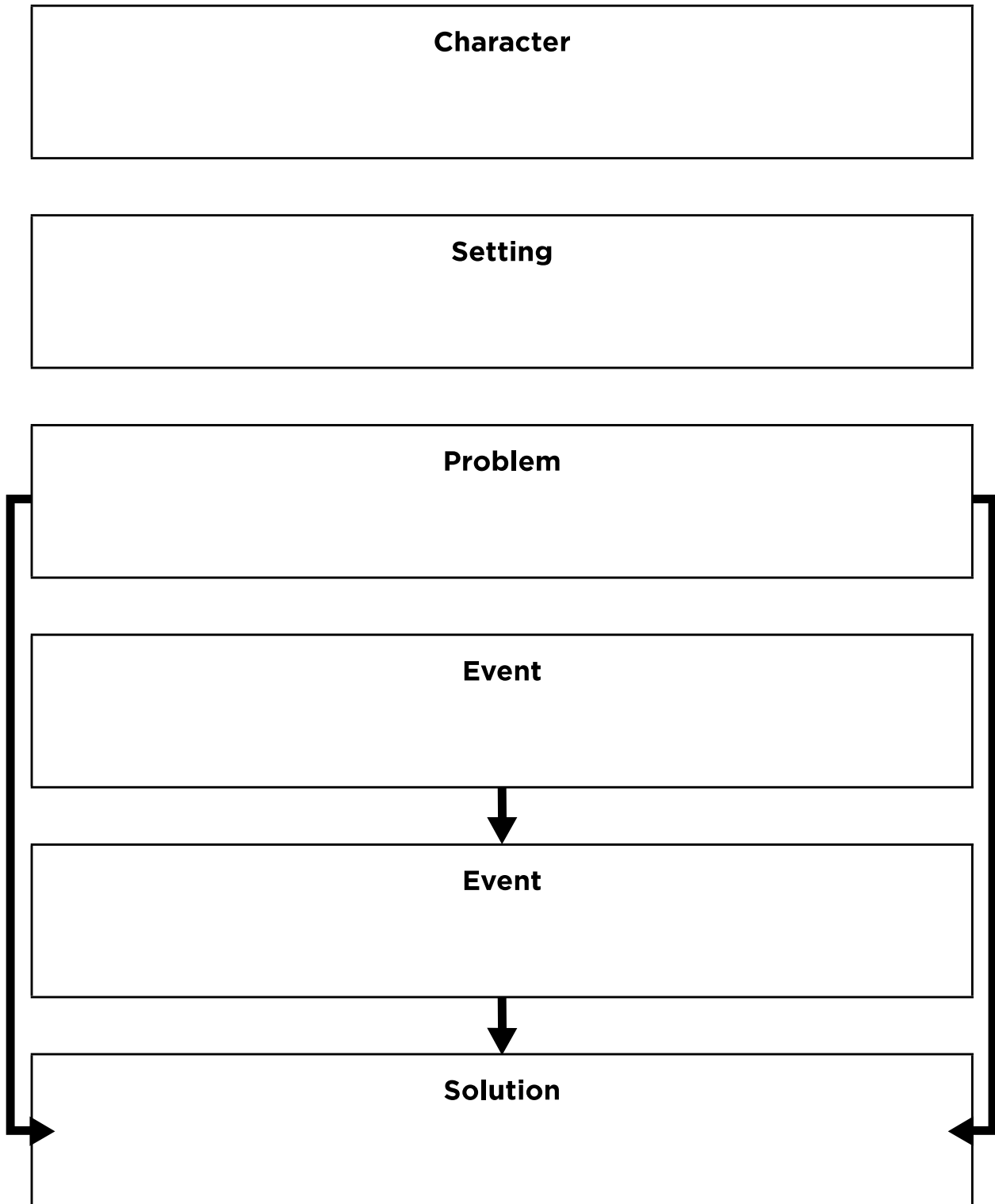
Finish each sentence using the vocabulary word provided.

**Possible responses provided.**

- (desperately)** Even though the girl was very tired, she desperately  
wanted to stay awake.
- (self-esteem)** After the boy's team won a soccer game, his self-esteem  
improved.
- (inspiration)** The girl's amazing science fair project made us wonder where  
she got her inspiration for it.
- (accountable)** The teacher told the students that they were accountable  
for doing their homework.
- (advise)** I know the dentist will advise me to brush my teeth more.
- (uncomfortably)** During the summer, it can get uncomfortably warm.
- (hesitated)** The child walked to the edge of the pool but hesitated before  
jumping in.
- (humiliated)** At her dance performance, the girl felt humiliated when she  
fell down.

Name \_\_\_\_\_

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



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Name \_\_\_\_\_

**Read the passage. Use the make predictions strategy to check your understanding.**

## The Cyber Bully

15 Every time I got on the school bus, I felt sick and got butterflies in  
 30 my stomach. I had recently moved to a new school, and no one on the  
 44 bus talked to me. I was certain I would never make any new friends.  
 59 Right off the bat, the very first week of school, I was in deep trouble.  
 72 It all started when my teacher, Mr. Evers, took us to the computer  
 85 lab to do an assignment. I was logging in when I noticed my  
 96 classmate, Corey, watching my fingers on the keyboard. He looked at  
 105 me and smirked. I could tell something was wrong.  
 112 “I know your password, Aaron,” Corey said.  
 116 “Um...ok,” I said.  
 126 Right away he logged into his computer using my password!  
 140 I thought about telling Mr. Evers, but I didn’t want the other kids to  
 155 think I was a tattle-tale. After all, I was the new kid, and I didn’t  
 170 want to get off on the wrong foot or make a bad impression. I decided  
 176 to just focus on my work.  
 188 A few minutes later I heard Mr. Evers say, “Aaron? Could you  
 193 come here for a second?”  
 207 Just as I was getting up, I got a message. “You better keep your  
 221 mouth shut,” it said. I couldn’t tell who it came from since it was  
 225 from my own account.  
 238 “What is the meaning of this e-mail you sent me?” said Mr. Evers.  
 246 I read it but couldn’t believe my eyes!  
 261 “But I haven’t been on e-mail at all!” I said. Then I realized that it  
 was Corey using my e-mail!

Name \_\_\_\_\_

“I...I...” I said. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble. I worried about what the other students would think of me. I hesitated, thinking about what to do.

“I’m sorry,” I said, deciding not to tell what happened.

“I’m giving you detention after school today,” said Mr. Evers. He pulled out a pink detention slip and wrote my name on it. I felt humiliated as I walked back to my seat.

When the bell rang at the end of school, everyone got up from their desks to leave. I stayed behind to serve detention.

“Too bad,” Corey laughed as he was leaving. Then it hit me. Corey would continue to bully me if I let him. I decided to be brave. I got up and walked over to Mr. Evers.

“Mr. Evers,” I said. “I have something to tell you.” I told him the whole truth about Corey stealing my password and using my account, and that I was sorry for not saying so earlier.

“I see,” said Mr. Evers. “I would advise you to always tell the truth, Aaron, even if it means someone else might get in trouble. I will have a talk with Corey tomorrow.”

I was still worried that the other students would be mad at me for telling Mr. Evers what Corey had done. But on the bus that afternoon a girl I recognized from my class sat next to me.

“I heard about what happened,” she said softly. “You know you could have told us. No one should have to face a bully alone.”

Another kid from my class turned around with a big grin on his face.

“Alana is right,” the boy said. “We would have helped you. What are friends for? Hi, my name is Quentin.”



Name \_\_\_\_\_

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

**Possible responses provided.**

**1. What problem does Aaron face?**

**Aaron has to decide whether or not to tell the teacher that he is being cyber bullied.**

**2. Why is Aaron worried about telling Mr. Evers the truth?**

**Aaron is the new kid. He does not want the other kids to think he is a tattletale.**

**3. What is the solution to Aaron’s problem?**

**He tells the teacher the truth about being bullied.**

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

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

Name \_\_\_\_\_

## Paul's Mix-Up

“You’re going to be at the show next week, right, Paul?” Rosa asked as the students packed up their instruments.

“Of course I am!” Paul said. “We’ve been practicing for months!”

Luis looked at Paul with curiosity. “You said you might not be able to make it. What about the trip you’re taking with your family?”

Paul froze. All week long he had been thinking about their show. He had forgotten about his family trip!

Answer the questions about the text.

1. How can you tell this story is realistic fiction?

**It has characters and events that could exist in real life.**

2. What literary elements does the text include?

**Dialogue, character, setting, plot**

3. How does the dialogue make the story realistic?

**It lets you know what the characters are saying; it shows that they talk**

**the way people talk in real life.**

4. What details about Paul make him a believable character?

**Possible response: Paul forgets about a trip, which is believable; Paul**

**faces a problem one might face in real life.**

Name \_\_\_\_\_

**A. Read the idioms in the box. Find and underline an idiom in each sentence below. Then circle the context clues that help you understand the idiom.**

butterflies in my stomach  
right off the bat

between a rock and a hard place  
get off on the wrong foot

- Every time I got on the school bus, I felt sick, and got butterflies in my stomach. I had recently moved to a new school, and no one on the bus talked to me. I was certain I would never make any new friends.
- Right off the bat, the very first week of school, I was in deep trouble.
- I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble.
- I didn't want to get off on the wrong foot or make a bad impression.

**B. Read the sentences below. Underline each idiom. For each idiom, write a definition in your own words. Possible responses provided.**

- The test was a piece of cake because the questions were so easy.

**a simple task, no problem**

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- He kept bothering me until I told him to cut it out.

**stop altogether**

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Name \_\_\_\_\_

**A. Circle the word with a long a vowel sound to complete each sentence. Then write it on the line to complete the sentence.**

- She had a big smile on her face.  
 face      hand      fan
- The show will begin at eight tonight.  
 nine      five       eight
- The drum major marched with the band.  
 major      manner      jam
- My feet ache after walking so much!  
 halt       ache      sleep
- The cars stopped at the railway crossing.  
 cattle       railway      street

**B. Circle the correct form of the verb in the right column. Then match the verb in the left column to its correct form.**

- | Verb       | Verb + -ed or -ing                                    |
|------------|-------------------------------------------------------|
| 1. dive    | createing / <input checked="" type="radio"/> creating |
| 2. shake   | <input checked="" type="radio"/> carved / carveed     |
| 3. believe | <input checked="" type="radio"/> diving / diveing     |
| 4. create  | shacking / <input checked="" type="radio"/> shaking   |
| 5. carve   | believeed / <input checked="" type="radio"/> believed |



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 well the author used realistic characters and events in the story.

<b>Topic sentence</b>	→	In “The Cyber Bully,” I think the author did a good job of making the characters and the events of the story seem realistic.
<b>Evidence</b>	→	Aaron is a new kid in school, and a bully picks on him. Like most kids, he worries about what the other students will think of him if he tells the teacher. Aaron solves the problem by talking to the teacher about the
<b>Concluding statement</b>	→	bully. I think Aaron did the right thing because I would have done the same thing. I thought the story was realistic because it was about a real problem that kids have to face in school. I liked the solution because it showed that telling a teacher about a bully is the right thing to do.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how well the author used realistic characters and events. Remember to provide reasons that are supported by details.**

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 opinion. 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 details you can add about the central event.**

### **Draft Model**

Dan wanted to run for class president. He asked his friend to help him. He needed good ideas. “How about proposing a school-wide dance day?” his friend said, excitedly.

1. Why did Dan want to run for class president?
2. Why did he choose this friend to help him?
3. What does Dan think of the friend’s idea?
4. What details would describe Dan’s feelings and reactions?

**B. Now revise the draft by adding details to help readers better understand and picture the event.**

**Answers will vary but should include details that focus on and illustrate Dan’s run for class president.**