

Name \_\_\_\_\_

flourished

fragile

droughts

ripples

extinct

crumbled

imbalance

ecosystem

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

1. What does water in a pool do when you jump in? **ripples; The water ripples as the boat passes by us.**
2. What is another word for *delicate*? **fragile; My grandfather's watch is very old and fragile.**
3. What word might describe when something broke into small pieces? **crumbled; The rock crumbled when I jumped on it.**
4. What is another word for *no longer in existence*? **extinct; Dinosaurs have been extinct for a very long time.**
5. What might be the result if there is too much weight on one side of a boat? **imbalance; Not eating enough fruit can cause an imbalance in your diet.**
6. What is the name of all the living and nonliving things in an area? **ecosystem; Algae, coral, and fish can all live in the same ecosystem.**
7. What is another word for *thrived*? **flourished; The boy really flourished in his new school.**
8. What might cause a farm that grows corn to have problems? **droughts; We stopped watering our lawn during the droughts.**

Name \_\_\_\_\_

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

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to make sure you understand and remember the information.

## A Worm's Work

12 Gardener Bill works long days in the sun. He begins each day  
digging in the dirt. He ends each day watering. But he is not alone in  
27 his mission for a nice garden. His friend, the earthworm, is always  
39 there to assist. The earthworm often gets a bad name as being a  
52 lowly creature. Yet it has many duties and plays an important role in  
65 keeping the soil rich enough to grow healthy plants.

### 74 Moving and "Turning the Soil"

79 The worms are already hard at work when Bill and his helper  
91 arrive in the garden. Bill takes a shovel and digs a small hole. He sees  
106 many worms moving around in the soil. This often means that the soil  
119 is rich.

121 "This is a good place to plant," Bill says.

130 As the worms burrow through the soil, they create passages that  
141 allow air and water to pass through. The soil and plant roots need this  
155 air and water to flourish. The worms and the soil are linked.

167 Bill begins to plow the area to get ready for planting seeds. He  
180 makes grooves in the dirt with his tool. This stops the soil from  
193 getting too packed down.

Name \_\_\_\_\_

The worms also help plow the soil. They bring down organic matter, or something that has to do with or comes from living things, from the surface. They blend it with the soil below. This turning over of the soil mixes up helpful minerals for plants to use.

### Eating and Fertilization

The worms will eat almost anything organic. Grass, leaves, and animal remains are all things that the worms break down for the plants to use. By doing this, worms also keep dead matter and waste from piling up.

Bill carries the heavy bags of fertilizer into the garden. This substance contains nutrients that plants need for healthy living. He spreads the contents along the ground.

“Can you help me lift the other bag?” he asks his helper.

The worms have also been making fertilizer. As the worms eat, they leave behind droppings called castings. They contain nutrients for healthy soil. The castings also hold a lot of moisture. Dry soil can be bad for some plant roots. Moisture helps in times of little water. Last year, there was a drought in Bill’s area.

“I noticed that the areas with a lot of worms did the best,” Bill says.

Bill and his helper continue to watch the earthworms at work. “If the garden could talk,” Bill says, “I think it would thank the worms for everything they do.”



Name \_\_\_\_\_

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

**Possible responses provided.**

**1. What are three key details found in paragraphs 4, 6, and 7?**

**Earthworms burrow through soil allowing air and water to pass through.**

**Earthworms blend soil below and from the surface, which mixes**

**minerals. Earthworms eat things that are organic and break them down**

**for plants to use.**

**2. How are these details connected?**

**They all give information about earthworms and why they are useful.**

**3. What is the main idea of the whole passage?**

**Earthworms play an important role in keeping soil healthy enough to**

**grow plants.**

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

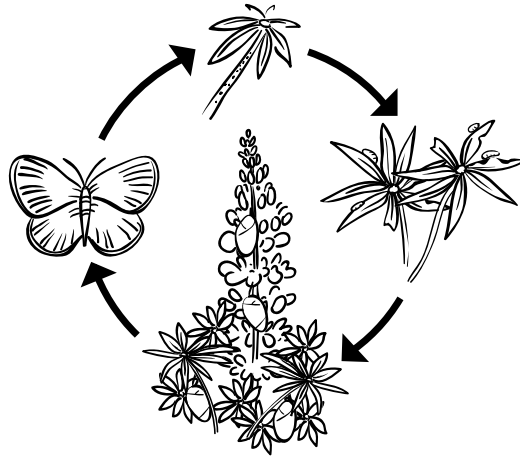
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Dad and I See Green Worms

“Look, Dad!” I said. “These bugs are eating the lupine flowers!”

“Those are Karner Blue butterfly larvae,” Dad said. “The adult butterfly lays its eggs on the lupine’s stem. When the larvae hatch from their eggs, they feed only on lupine leaves until they enter the pupa stage. In recent years, the wild lupine’s habitat has been shrinking, and today the Karner Blue butterfly is endangered.”



Answer the questions about the text.

1. How do you know this text is narrative nonfiction?

**It presents a topic by telling a story.**

2. What text features does the text include?

**heading; flow chart**

3. What does the heading tell you? How would you change the heading to make it more effective?

**Possible answer: It tells you what the text is about. I would make the**

**heading more effective by changing it to “Karner Blue Butterflies and**

**Lupines.”**

4. What information does the flow chart give you?

**It shows the relationship of lupines and the Karner Blue butterfly**

**throughout its life.**

Name \_\_\_\_\_

Read the sentences below. Underline the context clues that help you understand the meaning of each word in bold. Then write the word's meaning on the line. **Possible responses provided.**

1. But he is not alone in his mission for a nice garden.

**goal**

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2. As the worms **burrow** through the soil they create passages that allow air and water to pass through.

**dig**

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3. Bill begins to **plow** the area to get ready for planting seeds. He makes grooves in the dirt with his tool.

**make grooves in soil**

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4. They bring down **organic** matter, or something that has to do with or comes from living things, from the surface.

**of, relating to, or coming from living things**

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5. This substance contains **nutrients** that plants need for healthy living.

**something a living thing needs to live and grow**

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Three-Letter Blends/Words Ending in -er and -est

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a three-letter blend. Then write it on the line to complete the sentence.**

1. The tiny sprout came up from the ground.

sprout blossom plant

2. I heard the owl screech in the night.

cry screech squeal

3. I have a sore throat today.

shoulder throat thumb

4. He will straighten his tie before he goes on stage.

bring clean straighten

5. The kids were splashing in the pool.

splashing swimming playing

**B. Use -er or -est to write the correct form of the adjective.**

1. wide (comparative -er ending) wider

2. smart (comparative -er ending) smarter

3. loud (superlative -est ending) loudest

4. mad (comparative -er ending) madder

5. cute (superlative -est ending) cutest

6. quick (superlative -est ending) quickest



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 text feature to provide more details about the topic.

<b>Topic sentence</b>	→	In “Dad and I See Green Worms,” the author includes a diagram to show information about the topic in a
<b>Evidence</b>	→	visual way. The text describes the different stages of the Karner Blue butterfly’s life cycle. The author includes a diagram that shows what the different stages look like.
<b>Concluding statement</b>	→	The diagram of the life cycle makes the text easier to understand because it helps the reader to visualize the information.

**Write a paragraph about the text you have chosen. Show how the author uses text features to add more details about the topic. Cite evidence from the text. Remember to clearly state the topic and use irregular plural nouns correctly.**

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 uses text features to provide more details about the topic.**

**Answers should include a clearly stated topic and use plural nouns**

**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 supporting details you can add.**

**Draft Model**

Bees and flowers need each other. The bee helps the flower. Then the flower helps the bee. Bees need the pollen that flowers have.

1. How exactly do bees and flowers benefit each other?
2. How do bees get pollen from flowers? What do bees do with the pollen?
3. How do the actions of the bees help flowers survive?
4. Without bees, how would flowers suffer? Without flowers, how would bees suffer?

**B. Now revise the draft by adding supporting details that help readers understand the connection between bees and flowers.**

**Answers will vary but should include supporting details about how bees and flowers help each other.**

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