

Name _____

brittle

creative

descriptive

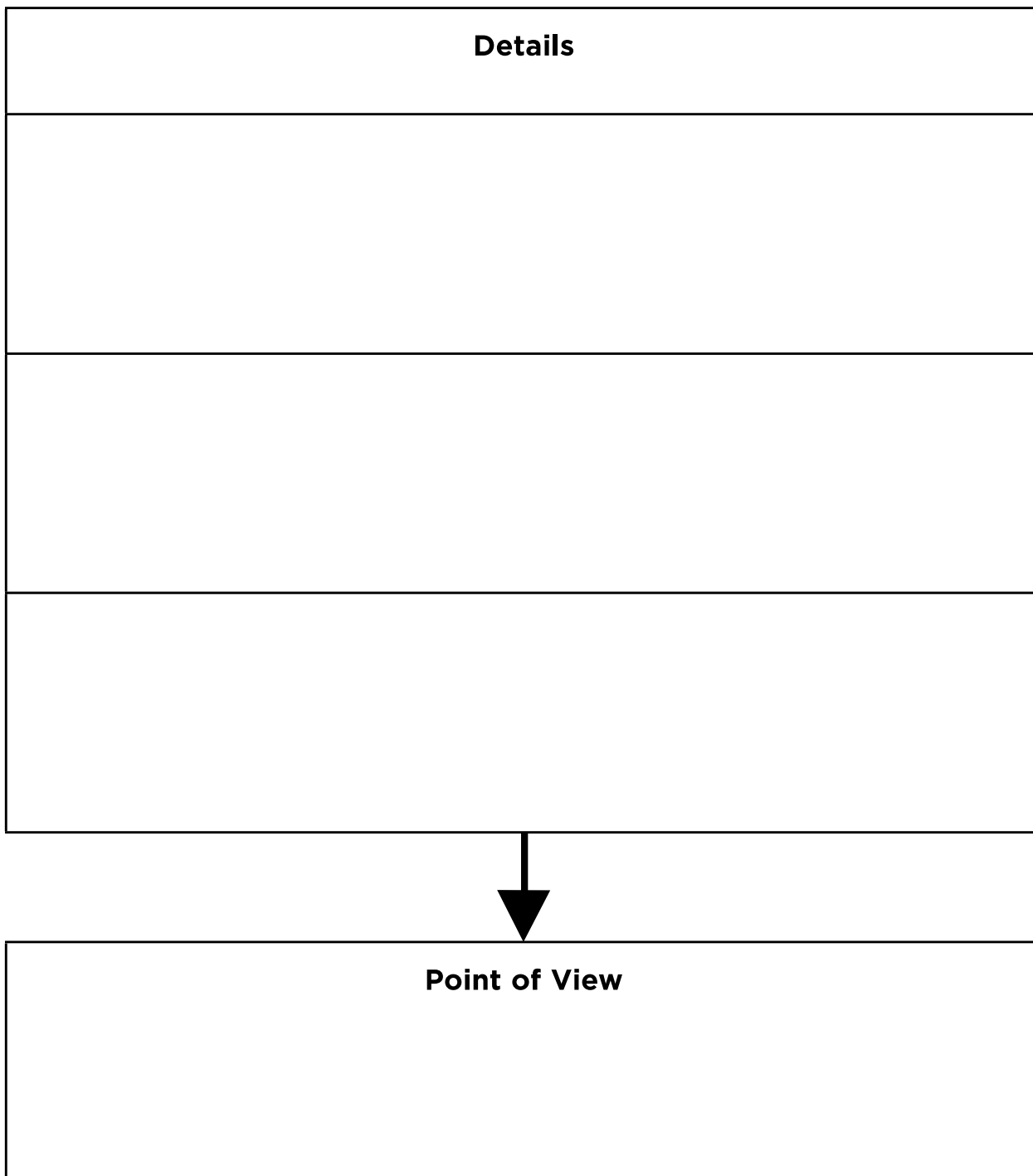
outstretched

Finish each sentence using the vocabulary word provided.**Possible responses provided.**

1. **(creative)** The artist is respected for his *creative* use of colors and
patterns.
2. **(outstretched)** Before she made the amazing catch, she jumped as high as
she could and opened her *outstretched* hand.
3. **(descriptive)** I really like the author's writing because she uses vivid words
and *descriptive* details.
4. **(brittle)** The old newspaper I found in the attic was so *brittle*, it fell apart in
my hands.

Name _____

Read the selection. Complete the point of view graphic organizer.



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Name _____

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

Deer

6 The headlights turn their dark eyes
 green.
 7 We see them sitting under trees
 13 at night, in my yard, like a photo of
 22 a family.

 24 Then they dart away, their tails held
 31 high,
 32 six white arrows point at the sky.
 39 We don't even get to say good-bye.

 47 Into the night they disappear,
 52 and though they move as quick as spears
 60 a little later they'll be back here.

 67 Our lights go off, we're warm inside,
 74 they come out then, from where they hide.
 82 Their secret place is a point of pride.

 90 Calm as ponds, they never fight,
 96 they stand and leave when the sky gets bright.
 105 But the question never sat quite right—

 112 where do they go when it gets light?



Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What point of view is the poem told from?

It is told from the first-person point of view.

2. How do you know which point of view it is told from?

The speaker uses words like “we” and “our.”

3. What does the speaker think about the deer?

The deer fascinate the speaker. They are mysterious and the speaker wonders about their lives when they are not in the yard.

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

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

Name _____

The Nautilus

The strangest creature in the sea?
Some say the eight-legged octopus.
The oddest always seemed to me
To be the baffling nautilus.

He peeks out from his spiral shell
While sailing on a backward trip.
He doesn't seem to know too well
How best to steer his puzzling ship.



Answer the questions about the text.

1. What makes this poem a lyric poem?

It expresses the poet's thoughts; it has rhyme and meter.

2. What is the rhyme scheme of this poem?

ABAB CDCD

3. What does the poet think about the nautilus?

Possible response: The poet thinks the nautilus is strange; the poet thinks the nautilus works in a way that doesn't make sense.

Name _____

Meter is the rhythm of syllables in a line of poetry. It is created by the arrangement of accented and unaccented syllables.

Words **rhyme** when their endings sound the same.

Read the lines of the lyric poem below. Then answer the questions.

Deer

Possible responses provided.

Then they dart away, their tails held high,

six white arrows point at the sky.

We don't even get to say good-bye.

Into the night they disappear,

and though they move as quick as spears

a little later they'll be back here.

1. Find two examples of rhyme in the poem. Write them below.

tails held high, at the sky; they disappear, quick as spears

2. What kind of meter appears in the poem?

The rhythm always ends on an accented syllable.

3. How do the meter and rhyme affect the poem?

The meter carries the reader along and the rhyme keeps the poem more

lyrical than narrative.

4. Write another stanza for this poem that includes meter and rhyme.

Answers will vary, but should include the use of meter and rhyme.

Name _____

Read each passage. Underline the simile or metaphor in the sentence. Then write the two things that are being compared on the lines.

1. We see them sitting under trees

at night, in my yard, like a photo of a family.

deer sitting and a family photo

2. Then they dart away, their tails held high,

six white arrows point at the sky.

deer tails and arrows

3. Into the night they disappear,

and though they move as quick as spears

a little later they'll be back here.

deer running and flying spears

Name _____

A. Read each sentence. Circle the word that has a suffix. Write the base word and the suffix on the lines.

1. We had a great time listening to the classical music.

Base Word: classic Suffix: al

2. I could see the teacher walking up the steep stairs.

Base Word: teach Suffix: er

3. My dad thinks that your answer is acceptable.

Base Word: accept Suffix: able

4. A quality education is something that will always help you.

Base Word: educate Suffix: ion

5. There is a visitor waiting for you downstairs.

Base Word: visit Suffix: or

B. Read each word pair. Write the contraction on the line.

1. was not wasn't

5. we would we'd

2. they are they're

6. were not weren't

3. he will he'll

7. has not hasn't

4. should not shouldn't

8. they will they'll

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 uses precise language in the poem.

Topic sentence	→	In "The Nautilus," the author uses precise language to help the reader picture the images in the poem.
Evidence	→	The author's use of the words <i>peeks</i> and <i>spiral</i> helps the reader to picture the nautilus in its shell. The phrase <i>steer his puzzling ship</i> compares the nautilus to a ship.
Concluding statement	→	Without the use of precise language, the reader would not be able to understand that the author is comparing the nautilus to a ship that is sailing backwards.

Write a paragraph about the text you have chosen. Show how the author uses precise language to create an image. Cite evidence from the text. Remember to use precise language to inform about or explain the topic and combine sentences when necessary.

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 precise language in a poem. Answers should include precise language and combine sentences when necessary.**

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to add precise language that will help the reader create a picture in his or her mind.

Draft Model

We have a hamster named Teddy. He is small. We keep Teddy in a cage with a water bottle and a wheel. Teddy likes to run in his wheel for hours at a time.

1. What does Teddy look like? How small is he?
2. How long has the writer had this pet?
3. What words can be used to better describe Teddy’s cage?
4. What strong verbs or descriptive adjectives can be added to describe what Teddy is like and how the writer feels about the pet?

B. Now revise the draft by adding precise language to help the reader create a picture in his or her mind.

Answers will vary but should include precise language to help the reader create a picture in his or her mind.
