

Name \_\_\_\_\_

acquaintance

complementary

logical

scrounging

cautiously

jumble

scornfully

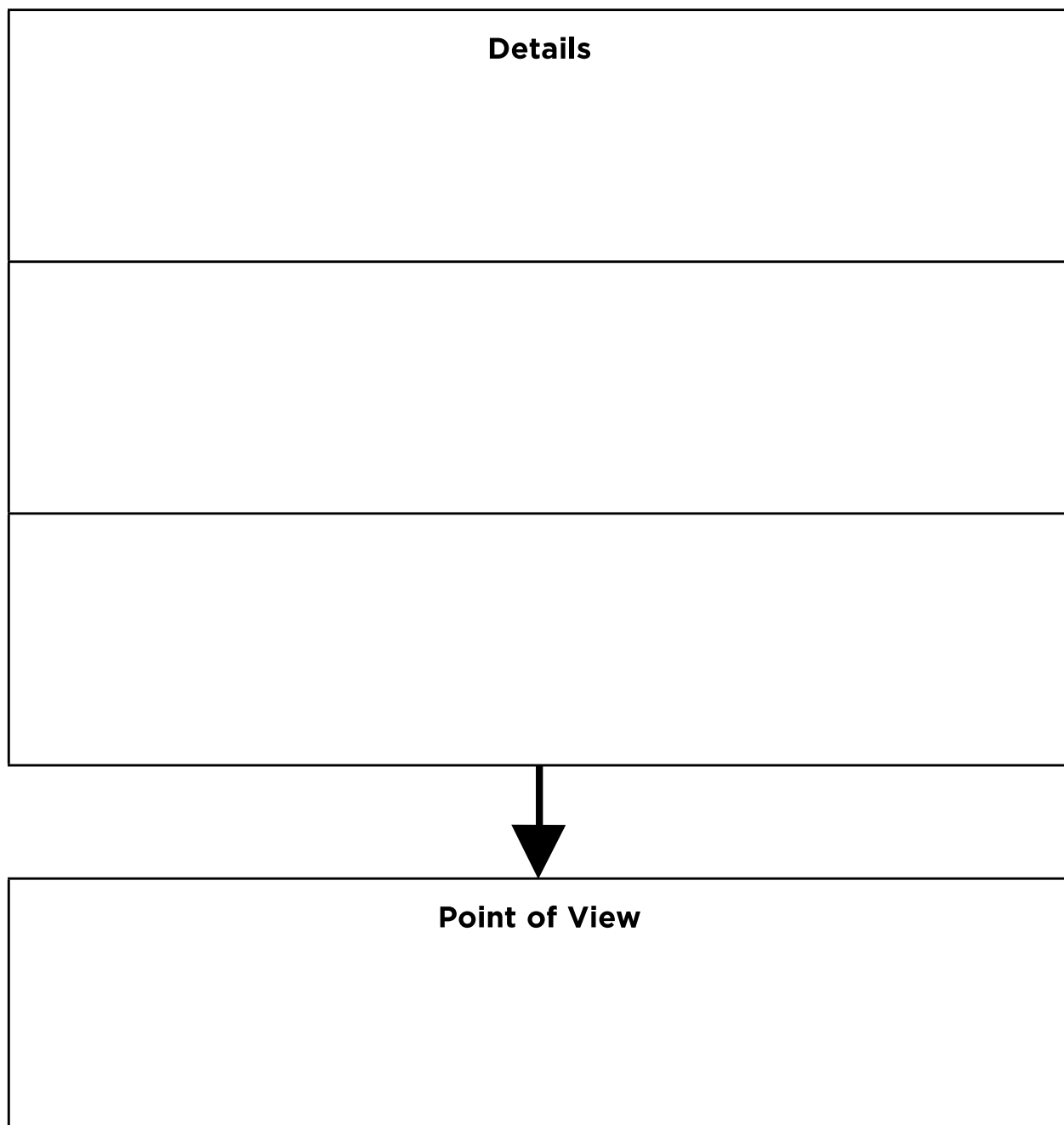
trustworthy

Use a word from the box to answer each question. Then use the word in a sentence.

- What were the mice doing when they were looking on the ground for food?  
**scrounging; The children were *scrounging* the beach for seashells.**
- Which word could you use to describe a mess? **jumble; There is a *jumble* of books on the floor of my room.**
- What do you call a person you know? **acquaintance; She has been *my acquaintance* ever since we met last year.**
- How was the judge acting when she told the politician he had broken the law?  
**scornfully; She *scornfully* told him that he had lied.**
- What is another word for *carefully*? **cautiously; I walk *cautiously* when crossing the busy street.**
- How would you describe someone you can rely on? **trustworthy; He is *trustworthy* because he is always there when I need him.**
- Which word would describe someone who is very sensible? **logical; It is *logical* to carry an umbrella in the rain.**
- What is another word for *making whole*? **complementary; The puzzle pieces that fit together are *complementary*.**

Name \_\_\_\_\_

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



Name \_\_\_\_\_

Read the passage. Use the visualize strategy to help you understand the fantasy story.

### The Oak Tree and the Tiny Bird

14 Far out in the country, in the middle of a grassy field, there lived  
14 a beautiful oak tree. The oak tree loved her home, there in the field.  
28 She loved the feel of squirrels jumping from limb to limb. She loved  
41 watching the sun rise every morning and dip below the horizon  
52 each night. She liked the feeling of wind in her branches. During  
64 rainstorms, she enjoyed feeling the water run down her trunk.

74 One morning, the tree heard a tiny bird chirping sadly in her  
86 branches. The tree looked and saw a baby bluebird there, trembling.  
97 He was alone in a nest of twigs and feathers. The baby bird was  
111 shaking with fright.

114 “What is the matter, little bird?” asked the tree.

123 The tiny bird jumped. He looked surprised, startled by the tree’s  
134 question. The bird choked back a few tears before saying, “It’s my  
146 mother. She left the nest two nights ago to go get me some food, and  
161 she still hasn’t come back.”

166 The tree had seen this happen before. Sometimes mama birds leave  
177 their nest to get food and run into danger. And sometimes, they stay  
190 away longer than they planned.

195 “Well, your mother may be gone, but you still have me,” said the  
208 tree. “First things first. Let’s get some food in that belly.”

219 The oak tree saw some squirrels scrounging around on the ground.  
230 They were running all over, picking up food.

238 “You there, squirrel,” whispered the tree. “Will you share some of  
249 your nuts and berries with this good little bluebird?”

Name \_\_\_\_\_

“Sure!” said the squirrel. He dashed into his home in the tree. He reappeared just as fast with his paws full of food. The squirrel ran again to the bird’s nest and tossed in nuts and berries. The tiny bird ate everything up and felt much better.

“You must be thirsty,” said the tree. The tree carefully shook her limbs. She cautiously bent her branches, and morning dew from her leaves trickled down to the bird’s open mouth.

With the help of the squirrels and occasionally other animals, the oak tree kept the tiny bird fed and watered. Every once in a while, an owl helped out. Sometimes a rainstorm passed over the grassy field, and the tree would gently put her limbs around the tiny bird to protect him from the wind and rain.

This went on for weeks. Slowly but surely, the tiny bird began to grow.

One day, the tree went to check on the tiny bluebird, but the bird was not in his nest. The tree searched all over her limbs and trunk, and even the ground, but she could not see the tiny bird anywhere. “What could have happened?” thought the tree. Just then, with a flutter of wings, the bluebird, which the tree had loved and cared for all these weeks, flew and landed among the branches. He had a mouthful of nice, juicy worms.

“Why, you’re all grown up,” exclaimed the tree. “And you can fly!”

“All thanks to you,” replied the not-so-tiny bluebird with a smile.



Name \_\_\_\_\_

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

**Possible responses provided.**

1. What two pronouns are used in the first paragraph? Which character do the pronouns refer to?

**her, she; The pronouns refer to the oak tree.**

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2. Does the narrator take part in the events of the story? Explain. What point of view is the story told from?

**No. The narrator just tells the events. The story is told by a third-person narrator.**

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3. What is the narrator’s point of view about animals and nature? Give evidence or details from the story.

**The narrator has a positive view of nature. For example, the narrator tells how the oak tree and squirrels help feed the bird.**

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

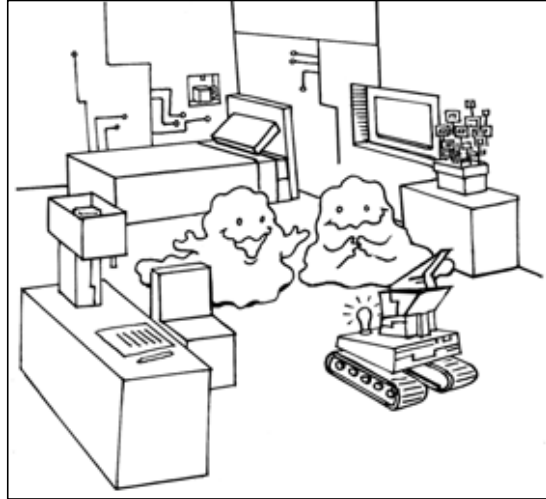
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## A Perfect Room

“What do you think of the room we made for you?” the gooey creatures asked their new robot friend. “Most of the rooms here are made out of ooze and slime, but we thought you might like something different.”

The robot looked around. The floor was made of bright, gleaming metal. The furniture had perfectly straight edges. The closets’ contents were all clearly labeled. “I love it!” she beeped.



Answer the questions about the text.

1. What is the genre of this text?

**fantasy**

2. How does the illustration help you to identify the genre?

**Possible response: It shows you that the characters do not look like real people or animals.**

3. Describe one of the characters in the text. Could the character you chose exist in real life?

**Answers will vary but should include a description of the robot or the slime creatures. Neither could exist as portrayed in real life.**

4. Describe the setting of the text. Could the setting exist in real life?

**Possible response: The setting is a room made of metal with furniture and closets; yes, the setting could exist in real life.**

Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.**

1. The tree looked and saw a baby bluebird there, **trembling**. He was alone in a nest of twigs and feathers. The baby bird was shaking with fright.

**shaking**

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2. The tiny bird jumped. He looked surprised, **startled** by the tree's question.

**surprised**

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3. "Sure!" said the squirrel. He **dashed** into his home in the tree. He reappeared just as fast with his paws full of food. The squirrel ran again to the bird's nest and tossed in nuts and berries.

**ran quickly**

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4. The tree carefully shook her limbs. She **cautiously** bent her branches, and morning dew from her leaves trickled down to the bird's open mouth.

**carefully**

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5. With the help of the squirrels and **occasionally** other animals, the oak tree kept the tiny bird fed and watered. Every once in a while, an owl helped out.

**once in a while**

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Name \_\_\_\_\_

**A. To complete each sentence, circle the word that has the /ûr/ sound found in *shirt*. Then write the word on the line.**

- I watched the acrobat \_\_\_\_\_ **twirl** \_\_\_\_\_ the ribbon in the air.  
hold                  roll                  **twirl**
- We had to go home because my mom forgot her \_\_\_\_\_ **purse** \_\_\_\_\_.  
ring                  **purse**                  form
- The \_\_\_\_\_ **tiger** \_\_\_\_\_ at the zoo scared my little sister.  
lion                  **tiger**                  shark
- After the game, my shirt was \_\_\_\_\_ **dirty** \_\_\_\_\_.  
**dirty**                  ripped                  torn
- The brave woman pulled a \_\_\_\_\_ **serpent** \_\_\_\_\_ from the basket.  
snake                  flame                  **serpent**

**B. Read the words in the box. Sort them according to the number of closed syllables.**

cargo                  pillow                  pencil                  raven                  garlic                  panda

Words with One Closed Syllable	Words with Two Closed Syllables
1. <b>cargo</b>	4. <b>pillow</b>
2. <b>raven</b>	5. <b>pencil</b>
3. <b>panda</b>	6. <b>garlic</b>



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 the third-person narrator to tell a story.

<b>Topic sentence</b>	→	In “The Oak Tree and the Tiny Bird,” the author uses a third-person narrator to tell the story. The narrator’s point of view shows how the narrator thinks and feels
<b>Evidence</b>	→	about the characters and events. Since the author uses the pronouns <i>she</i> and <i>her</i> to describe the oak tree, I know the story has a third-person narrator. In the first paragraph, I learn how the oak tree feels about her home. Later, I find out that the oak tree knows exactly what to do when she finds a baby bird in her branches.
<b>Concluding statement</b>	→	By using a third-person narrator, the author lets the reader know how the oak tree feels about helping the baby bird.

**Write a paragraph about the text you have chosen. Cite evidence from the text that shows what point of view the story is narrated from. Remember to use precise language and to include action verbs.**

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**

**from the text should support the writer’s analysis. Answers should**

**include precise language and action verbs.**

End with a concluding statement: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what transitions you can add.**

**Draft Model**

Liz was nervous about her first day at the underwater school. She fidgeted inside her airtight pod. Her teacher, a lobster, greeted her. She made friends with a fish. She had a good day.

1. What transition words or phrases might show a cause-and-effect relationship between Liz’s nervousness and her fidgeting?
2. What transition words or phrases might help connect the ideas in the rest of the passage?
3. What transition words or phrases could be added to make clear the order of events?

**B. Now revise the draft by adding transition words and phrases to help tell the order of events and to connect ideas.**

**Answers will vary but should include transition words and phrases to help connect ideas about Liz’s first day at school.**

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