

Name \_\_\_\_\_

accompanies

campaign

governor

intend

opponent

overwhelming

tolerate

weary

**Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.**


Elections don't happen every year, so getting to vote is very important for my dad. When the **campaign** begins to show who may be the next **governor** of our state, my dad becomes very involved. He usually has a favorite, but he always learns about the **opponent** so he has all information to make a good decision.

The amount of election mail we get is **overwhelming**, but my dad carefully goes through it all. He won't **tolerate** it if we tell him we are **weary** of all the news he watches. He insists on knowing as much as possible.

Every Election Day, we **intend** to go together so he can vote after he gets off of work. But every time, he comes home and has already voted. He likes the little "I Voted" sticker that **accompanies** him through his day. He says he has done his duty as a United States citizen, and that makes him happy.

Name \_\_\_\_\_

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

<b>Details</b>

<b>Point of View</b>

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Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to predict what will happen later on in the text.

### The Sheep in the Wilderness

14 Our herd of sheep was ruled by a cruel shepherd for years. At last  
17 we couldn't stand it any longer. We began to stay awake each night  
20 until the shepherd had gone to bed. Then we would plan our escape.  
23 Finally, the time came to make our move. Late one night, our herd  
26 crept quietly out of the pasture while the shepherd and his dogs slept.  
29 *We are finally free!* I thought as we entered the dark forest.

32 Life was hard when we lived with the shepherd, but I learned that it  
35 was even harder on our own. Trouble came when we needed to find a  
38 place to graze. Our group came to a fork in the path. "There's a wide,  
41 green pasture that way," an old gray sheep said, pointing to the path  
44 that led downhill. "I remember the shepherd took us there once to  
47 graze. There was plenty for everyone to eat."

50 "We can't go there!" a younger brown sheep said. "If the shepherd  
53 took you to graze in that pasture, he knows where it is. Besides, it's  
56 completely surrounded by forest. We would never see the shepherd  
59 coming if he tried to sneak up on us." The brown sheep pointed to  
62 the other path. It led uphill. "There are fewer trees on the mountain.  
65 There must be a pasture there. And if the shepherd comes looking for  
68 us, we'll see him before he sees us."

Name \_\_\_\_\_

Each of the other sheep took the side of either the old gray sheep or the young brown sheep. The herd argued for hours, but we still could not decide where to graze. Finally we all got so tired of arguing that we fell asleep.

Just before I fell asleep, I had an idea. We could choose one sheep to be our leader! This sheep could hear the other sheep's ideas and decide what to do. This way, we wouldn't have to spend all of our time arguing. I would tell the other sheep in the morning.

When I woke up, the others had already taken up where they had left off and were arguing over where to graze. So I shouted, "Quiet, everyone!" The herd fell silent and looked at me.

"We can't argue every time we need to make a decision," I began.

"We need to choose someone we trust to lead us. This sheep will listen to our ideas and make the most important decisions for us. We may not like every decision our leader makes, but at least our voices will be heard. And if we choose a new leader each month, the sheep who feel that their voices aren't being heard will have another chance to share their ideas."

The herd liked my idea, so we set out to choose a leader. The sheep would vote by putting a brown leaf into a pile if they wanted the young ram to lead, a green leaf if they wanted the old gray sheep, and a red leaf if they wanted me. Each sheep voted. When we counted the leaves, I had won the most votes!



Name \_\_\_\_\_

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

**Possible responses provided.**

**1. What kind of narrator tells the story? How do you know?**

**The story is told by a first-person narrator. The narrator uses words like “I” and “me,” which tell me that it is first-person.**

**2. Is the narrator part of the story? What do we learn about the narrator in the first paragraph?**

**Yes. The narrator is a sheep whose herd was ruled by a cruel shepherd until they escaped.**

**3. What is the narrator’s point of view about leadership? Cite evidence from the text.**

**The narrator believes a leader should be someone the sheep can trust. The leader will listen to everyone’s ideas and make important decisions.**

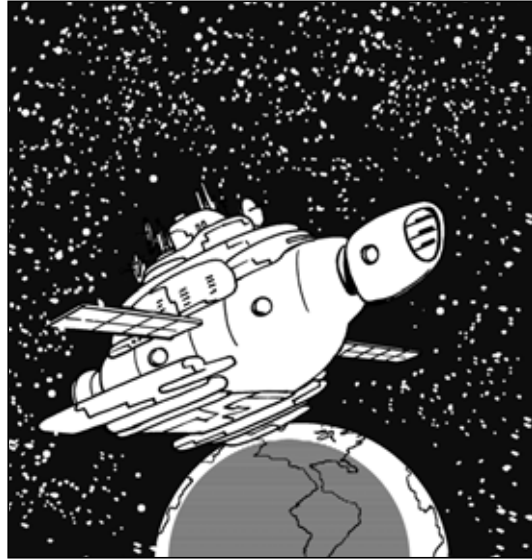
**B. Work with a partner. Read the passage aloud. Pay attention to phrasing and expression. Stop after one minute. Fill out the chart.**

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

Name \_\_\_\_\_

## The *Aurora's* First Mission

Construction on the *Aurora* ended in 2412. Over a mile in length, it was unlike any space cruiser ever built. The ship's advanced computer controlled the billions of instruments on board. Now the ship needed a captain. Two candidates were favored. Dr. Yanic had designed the ship's computer. He knew how it worked and how to fix it. The other candidate, Admiral Clark, had been in the Galactic Navy and knew how to run a ship.



Answer the questions about the text.

1. How do you know this text is fantasy?

**It includes characters, events, or settings that could not exist in real life.**

2. What in the text could not happen in real life?

**Possible response: It is set in the future; space ships that large haven't been possible to build.**

3. What text feature is included?

**illustration**

4. How does the text feature help show that the text is fantasy?

**Possible response: It shows a space cruiser that is over a mile long, so it probably has a city inside; space cities haven't been built yet.**

Name \_\_\_\_\_

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

1. Finally, the time came to **make our move**. Late one night, our herd crept quietly out of the pasture while the shepherd and his dogs slept.

**do what we had planned**

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2. Life was hard when we lived with the shepherd, but I learned that it was even harder **on our own**.

**living without supervision**

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3. Each of the other sheep **took the side of** either the old gray sheep or the young brown sheep. The herd argued for hours, but we still could not decide where to graze.

**chose a side of the argument to agree with**

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Name \_\_\_\_\_

**A. Change the *y* to *i* and add the indicated ending to each word. Write the new word on the line.**

1. empty + er = emptier

2. sorry + est = sorriest

3. reply + ed = replied

4. carry + es = carries

5. funny + er = funnier

6. silly + est = silliest

**B. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Then circle the *r*-controlled vowel syllable.**

1. I think this is the best birthday present she has given me.

2. The small boat dropped its anchor late last night.

3. I put a leash and collar on my dog when we take a walk.

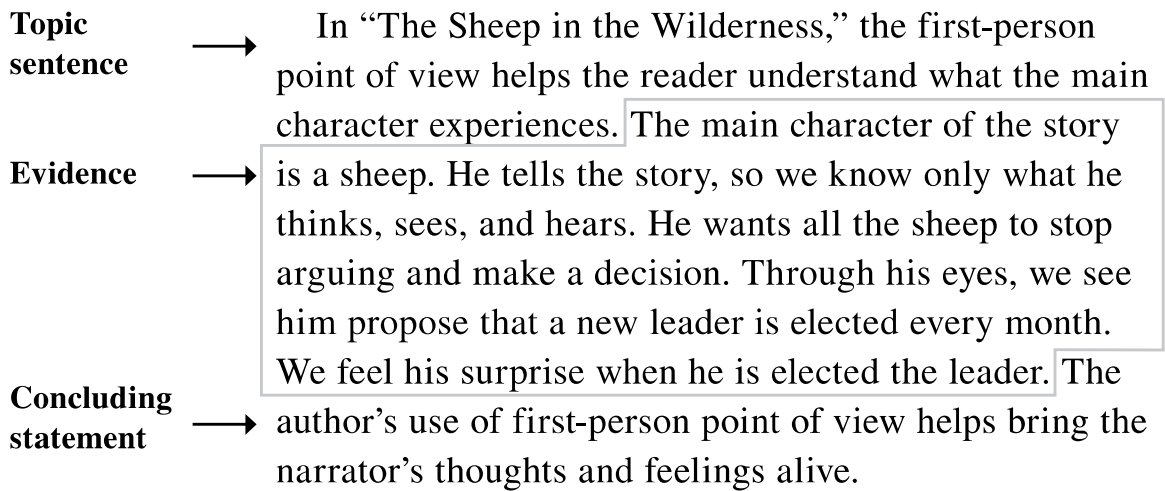
4. We went to see the mayor make an election speech.

5. My brother finished his juice and then went to bed.



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 point of view helps the author develop the main character.



**Write a paragraph about the story you have chosen. Cite evidence from the text to show how the point of view affects your understanding of the main character. Remember to use evidence to support your ideas, and use precise language and pronouns correctly.**

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

Cite evidence from the text: **Answers will vary but should support how the author uses point of view to develop character. Evidence should be presented clearly, and answers should include precise language and the correct use of pronouns.**

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

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about using dialogue to develop characters.**

**Draft Model**

Today, I gave a speech at the rally. I talked about some of the changes I plan to make as mayor. I talked about improving our parks.

1. Where could dialogue be added to help bring the narrator to life?
2. What dialogue could be added to reveal exactly what the narrator is thinking?
3. What other details of the narrator’s plans could be revealed through dialogue?

**B. Now revise the draft by using dialogue to develop the main character in the story.**

**Answers will vary but should include effective examples of dialogue.**

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