

Name _____

attain

dangling

hovering

triumph

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

When we left for our walk that morning, I never thought that I would be making history. I happened to grab my camera that was **dangling** off my doorknob by its strap before we left for the woods, and it was a lucky chance! About an hour into our walk, I spied a hummingbird **hovering** above a large bush with tiny yellow flowers. I took a picture, thinking it was a personal **triumph**, since I usually forget to take my camera. I put my photo on a bird Web site, asking if anyone knew what kind it was. A couple of days later, I got an e-mail saying it was a rare Wolf-Neck Hummingbird and that no one had ever taken a photo of it before! I was able to **attain** something no one else had. It just goes to show, it never hurts to be in the right place at the right time!

Name _____

Read the selection. Complete the theme graphic organizer.

Detail
↓
Detail
↓
Detail
↓
Theme

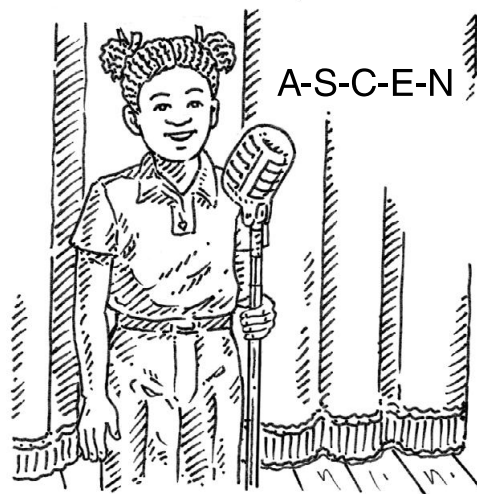
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Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

5 Letters trip over each other
 as they race to leave my mouth.
 12 My tongue lines them up in order
 19 as they march to the microphone:
 25 A-S-
 26 I am almost alone on the stage.
 33 One last kid sags with his head
 40 in his hands. He is mouthing
 46 each letter as I say it:
 52 C-E-N-
 53 The hours I have spent on the floor
 61 of my room with books
 66 in my lap like wounded birds and cramping
 74 wrists now seem worth it:
 79 D-A-
 80 There are lists of words
 85 scribbled in my cursive and spelled
 91 out in my parents' print
 96 on top of dictionaries and thesauruses:
 102 N-C-Y
 103 There is applause and I smile.
 109 I shake the seventh-grade boy's hand
 115 and whisper, "I'll meet you back
 121 here next year for a rematch."
 127 A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.**Possible responses provided.****1. What is this poem about?****It is about a student winning a spelling bee.****2. What is the theme of this poem?****If you work hard, you can accomplish your goals.****3. What in the poem lets you know what the theme is?****The narrator says that she has spent many hours in her room writing down words. This practice and effort helped her win the spelling bee.****B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.**

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

Name _____

The Principal's Office

“Ms. Lee will see you now,” the assistant said.
 I swallowed hard and opened the door.
I’ve really done it, I thought.
 As I stepped in, Ms. Lee looked up
 And took an envelope from her desk.
 “Daniel Birnbaum,” she began.
 “I just think that you ought to know”
 —my heart was pounding in my chest—
 “How proud we all are of your work.”
 Surprised, I saw the envelope read,
 “District Youth Robotics Team.”
 “You made the district team!” she said.
I’ve really done it! I thought.

Answer the questions about the text.

1. What makes this text a narrative poem?

It tells a story about a character and gives his point of view.

2. Briefly summarize the text’s events.

Possible response: The assistant tells Daniel the principal will see him.

The principal tells Daniel that he made the robotics team. Daniel is proud and relieved.

3. What words repeat in the text?

“I’ve really done it.”

4. How does the repetition show that the narrator’s feelings have changed?

The words show that he is scared at first, but proud at the end.

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

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

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:
A-S-*

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:
C-E-N-*

1. Are there stanzas in this part of the poem? If so, how many and how many lines does each have?

Yes; There are two stanzas with five lines in each stanza.

2. What kind of repetition is in this poem? How does it affect the poem?

At the end of every stanza, there are more letters spelling a word.

It adds suspense; it makes the reader wonder what the word is and if the speaker is going to spell it correctly.

3. Write another stanza for this poem that includes the same structure and repetition.

Answers will vary, but should include a stanza and repetition.

Name _____

Read each passage. Each word in **bold** has a different connotation in the poem than its usual denotation. Explain the connotation on the lines.

1. Letters **trip** over each other as they race to leave my mouth.

If the words trip over each other, then the connotation is that they are jumbled and mixed together before they are ordered into words.

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

Usually, sag means just hanging limp, but here the connotation is that the kid looks defeated and sad.

3. My tongue lines them up in order as they **march** to the microphone:

Usually people march in a straight line, so the connotation is that the words are going in a straight line, in order, from her mouth.

Name _____

A. Read each sentence. Underline the word or words with the variant vowel /ô/ found in *hawk*. Then sort the words by their spellings in the chart below.

1. I love to eat strawberry shortcake.
2. The cat stalked the mouse in the yard.
3. I thought you might like to see the water at the beach.
4. The lady altered her shawl around her shoulders.

al	aw	wa	ough
5. <u>stalked</u>	7. <u>strawberry</u>	9. <u>water</u>	10. <u>thought</u>
6. <u>altered</u>	8. <u>shawl</u>		

B. Circle the correct word in parentheses to complete each sentence. Use a dictionary to help you if necessary.

1. Did you (chose, choose) the red skateboard or the black one?
2. (Their, They're) waiting for us at the restaurant already.
3. I need some (advise, advice) about how to prepare for this test.
4. The baseball crashed (through, threw) the bedroom window.
5. I have (to, two) pairs of sneakers that I wear.

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 author of a poem communicated the theme.

Topic sentence	→	The author of "Spelling Bee" uses a first-person narrator to communicate the theme of the poem.
Evidence	→	The narrator is in the final round of a spelling bee. Through the thoughts of the narrator we learn how hard she has worked to prepare for the spelling bee. Between each stanza of the poem, the author has the girl spelling part of the word. At the end of the poem, the author shows the whole word <i>ascendancy</i> spelled out.
Concluding statement	→	The girl's thoughts and the word she spells in the contest helped me to understand that the theme of the poem is that hard work leads to success.

Write a paragraph about the text you chose. Cite evidence from the text to show how the author uses details to develop the theme. Remember to include details about the characters and their actions. Use pronouns and homophones correctly.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary but should include a topic sentence, text evidence to support ideas about the author's development of the theme, and a strong concluding statement. Evidence should be presented clearly, and pronouns and homophones should be used 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 sensory details you can add.

Draft Model

I was nervous.

I waited to hear the election results.

The loudspeaker came on.

I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker's nervousness in the first line?
2. What sensory details would more clearly show how the speaker "waited" to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker's excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Answers will vary but should include sensory details that help

readers feel what the speaker is feeling.