

Name _____

risk	afford	profit	savings
loan	wages	prosper	scarce

Use each pair of vocabulary words in a single sentence.

1. afford, loan

2. prosper, profit

3. savings, scarce

4. risk, wages

Name _____

Read the selection. Complete the sequence graphic organizer.

Characters

Setting

Beginning



Middle



End

Name _____

Read the passage. Use the reread strategy to make sure you understand what you have read.

Building the Community

13 “Hey, Mom,” I said, dropping my backpack on the table. “Marla and I
14 were hoping you could take us to the mall next weekend.”

24 “Sorry, Tasha, I’m working at the hospital this weekend and next
35 weekend,” she said.

38 “Well, then what about Kevin?” I persisted, not ready to give up.
50 “Maybe he could take us.”

55 Mom smiled at my determination, but her answer was firm. “First of all,
68 you and Marla need a parent chaperone with you at the mall to keep you
83 safe. Second, Kevin is volunteering next weekend by giving time to help
95 build a home for a family that needs one.”

104 As soon as she said that, I remembered the way Kevin’s eyes had lit
118 up when he’d first told us about the project. He’s always been good at
132 building and fixing things. Now that he was seventeen, he was finally
144 old enough to take part in the home-building projects that our community
156 did twice a year.

160 “It’s not fair,” I complained. “Kevin can make a real difference
171 in a family’s life, but what can I do? I’m not old enough to help
186 build the house.”

189 Mom put on her serious face, which meant that she was about to give
203 advice. “Don’t think about it like that, Tasha” she said. “People don’t
215 make a difference by focusing on what they *can’t* do. They change things
228 by thinking about what they *can* do.”

235 I slunk off to my room as Mom’s words echoed in my head over and
250 over. Maybe she was right. I might not be able to physically raise the roof
265 on the new house, but what I *could* raise was money to help.

Name _____

The next day, I talked to my teacher about raising money to help build the house. “Well, there’s not much time to put something together,” Mr. Pham said thoughtfully, “but, we can brainstorm about it this morning. It’s our class’s turn to sell water at the soccer game this weekend. I bet your classmates will have some good ideas about what else we could sell to raise money. Teamwork will be the best way to make this happen.”



After roll call, Mr. Pham gave me the floor to explain my idea. Brason raised his hand. “My uncle owns a T-shirt shop. Maybe he can print some shirts that we can sell.”

“Great idea!” Mr. Pham said enthusiastically. “Now, if Brason can get shirts for us, we need something to put on them. Any ideas?” After a lively debate, we settled on “Building the Community” as our slogan. Marla, our class artist, agreed to draw the design.

The next day, Brason announced that his uncle would donate 20 shirts. Marla shared her sketch of interlocked hands. Now, we had to get the word out.

By Friday, we were ready. I had posted details about the sale on our class Web page and taped flyers in hallways and the cafeteria. The T-shirts, our merchandise, were printed.

Our Saturday sale was a success. We earned \$125. Some people bought shirts. Others gave a dollar or two to our cause.

Kevin drove me to the local hardware store to buy a gift card that could be used for hammers, nails, lumber, and other equipment.

On the Friday before building was to start, our class took a field trip to the community center. I beamed with pride as I handed over the gift card. Mom and Mr. Pham had both been right. Everyone can do something, and together we can accomplish something great.

Name _____

A. Reread the passage and answer the questions.

1. Underline the words in each sentence that are clues to sequence.

The next day, Brason announced that his uncle would donate 20 shirts.

By Friday, we were ready.

2. Write the sentence from the story that tells when Tasha told the class about her idea. Underline the words that are a clue to sequence.

3. What four things happened between the time Marla agreed to draw a design for the T-shirts and the day of the sale?

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

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

Name _____

A Neighborhood Need

“Did you hear that Mr. Green’s Corner market closed?” Jayla asked Casey.

“Yeah,” Casey replied. “Now my mom has to go all the way across town to buy fruits and vegetables.”

“In the library, I saw a sign about a farmer’s co-op. If they have enough customers, they will bring fresh fruits and vegetables to us,” said Jayla.

“Then let’s figure out a way to get neighbors signed up,” said Casey.



“We can’t get fresh vegetables here.”

Answer the questions about the text.

1. How do you know this text is realistic fiction?

2. Do you think the dialogue in this text is a good example of what people might say in real life? Why or why not?

3. What details does the illustration show you that you did not find in the text?

4. List two things about the setting in the illustration that are realistic.

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. “Marla and I were hoping you could take us to the mall next weekend.” “Sorry, Tasha, I’m working at the hospital this weekend and next weekend,” she said. “Well, then what about Kevin?” I **persisted**, not ready to give up. “Maybe he could take us.”

2. Kevin is **volunteering** next weekend by giving time to help build a home for a family that needs one.

3. I slunk off to my room as Mom’s words **echoed** in my head over and over. Maybe she was right.

4. “Now, if Brason can get shirts for us, we need something to put on them. Any ideas?” After a lively **debate**, we settled on “Building the Community” as our slogan. Marla, our class artist, agreed to draw the design.

5. “Now, if Brason can get shirts for us, we need something to put on them. Any ideas?” After a lively debate, we settled on “Building the Community” as our **slogan**. Marla, our class artist, agreed to draw the design.

Name _____

A. Read the words in the box. Place each word in the column that describes its short vowel sound. Underline the letter or letters that make the sound.

bread	nick	scan	rough	blond
shrug	ship	tense	damp	cot
click	notch	laugh	gush	tenth

short <i>a</i>	short <i>e</i>	short <i>i</i>	short <i>o</i>	short <i>u</i>

B. Circle the word with the short vowel sound to complete the sentence.

1. My brother is the _____ chef that I have ever met.
 worst best only

2. Do you enjoy going to _____ each year?
 school work camp

3. Please _____ the door before you leave for the day.
 close lock seal

4. The _____ rose up over the mountains.
 mist cloud storm

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 illustrations contributed to a text’s meaning.

Topic sentence	→	In “Building the Community,” an illustration helps the reader visualize the T-shirt sale mentioned in the story.
Evidence	→	The sale itself is not described in detail in the text. This may be why the illustrator selects this scene to illustrate. The illustration gives readers more information about the sale, showing who was at the sales table and what was on the table.
Concluding statement	→	Using an illustration can fill in gaps and make a story more meaningful.

Write a paragraph about the text you have chosen. Show how an illustration helped contribute to the text’s meaning. Remember to clearly state the topic and to write in complete sentences.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

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

Draft Model

Kim walked to class. Something was wrong. She thought she might flunk math. I helped her. Pretty soon she was doing much better.

- 1. How might Kim’s walk and expression show that she is unhappy?
- 2. Is something badly wrong or just a little upsetting? What details would help the reader understand this?
- 3. What details would show how the narrator helps Kim?
- 4. What is a more descriptive way to tell how Kim was feeling by the end?

B. Now revise the draft by adding details that help readers learn more about Kim and how she felt.

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