

Name _____

memorized shuddered ambitious satisfaction

Write a complete sentence to answer each question below. Use the vocabulary word in bold.

1. Why might a student be proud if he or she **memorized** a famous speech?

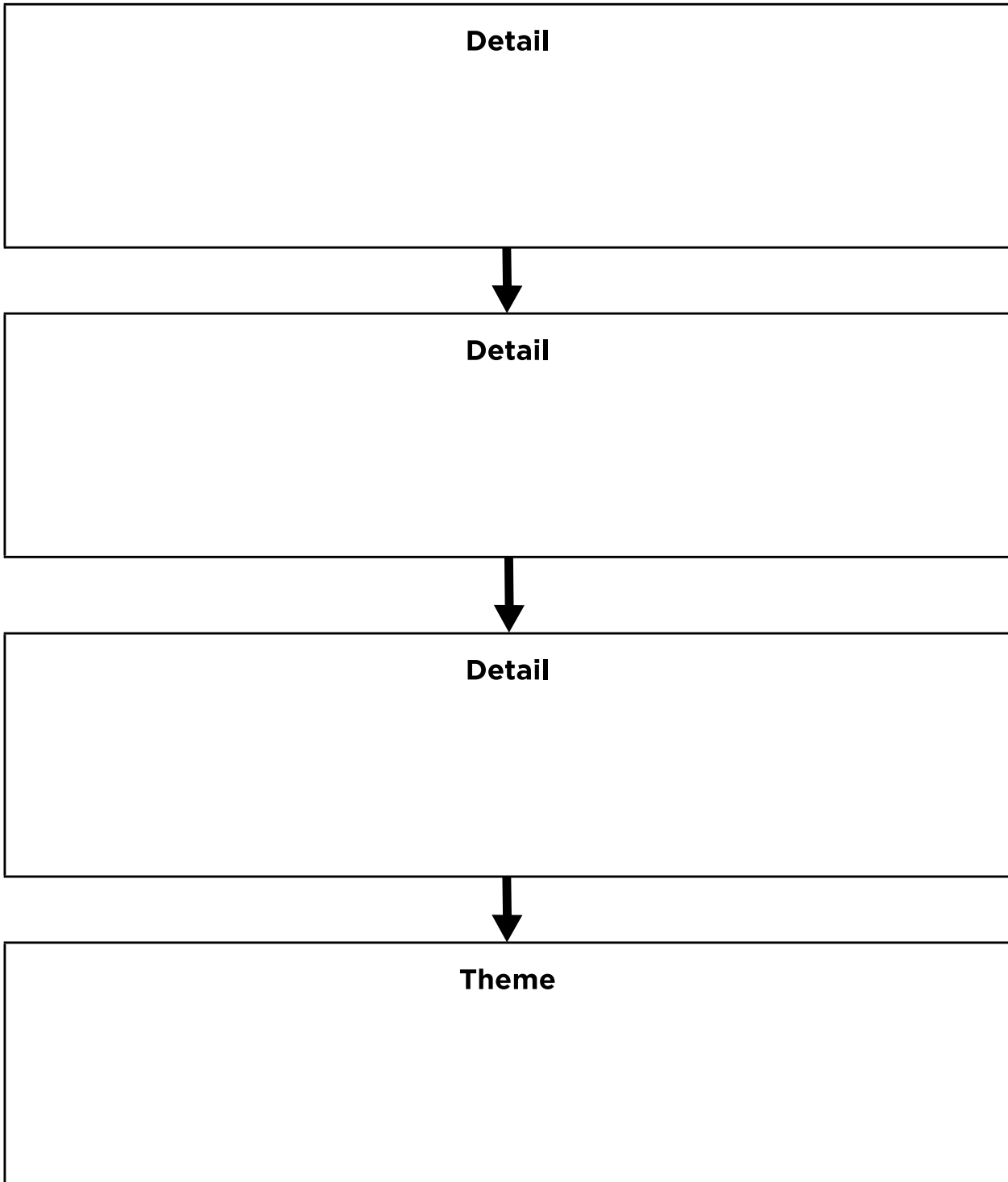
2. What might it mean if you **shuddered** while reading a story?

3. What is an example of an **ambitious** project?

4. Why might someone feel **satisfaction** after completing a difficult report?

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. As you read, ask yourself what message the author might want you to hear.

Blue Ribbon Dreams

6 Five a.m., I'm out of bed,
 13 Trudging to the barn, feet like lead.
 17 *Training, training every day,*
 23 *County fair, I'm on my way!*
 29 By the entrance hangs a bit,
 35 A jingling bridle next to it.
 43 I wind my way back to the stall
 49 "Morning, Little Red," I softly call.
 54 As always, he entrances me,
 61 How lovely one young horse can be!
 68 Red and I are not too tall.
 74 (In fact, we're really rather small).
 80 Some folks, neither fair nor wise,
 87 Might judge us simply by our size.
 92 But I intend to demonstrate
 99 That small things can be truly great.
 106 So every morning, and again at night
 114 I train Little Red with all my might.
 119 Again, again, and yet again
 126 I lead him all 'round the pen.
 133 I feel Red's muscles coiled and strong.
 141 Raising my head, I break out in song
 145 *Training, training every day,*
 151 *County fair, we're on our way.*
 158 I imagine us at the county fair
 166 And think of all who'll see us there.
 172 Will we win? Who can know?
 179 I shrug, laugh. Blue ribbon or no,
 188 Today I'm 10 feet tall, Red's 20 hands high.
 We're champions, Little Red and I.



Name _____

A. Reread the poem and answer the questions.

1. When and why does the speaker in the poem get out of bed and go to the barn?

2. What important event is coming soon? How do you know?

3. How do you think the speaker will probably feel if her horse does not win a blue ribbon?

4. What is the theme of the poem?

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 _____

Sammy’s Day Out

Sammy the wolf cub lifted his head,
And looked at the litter-mates sharing his bed.
They were all sleeping, the way youngsters ought.
So he got up, quite quietly (lest he be caught).

He crept from the bedroom, and then down the hall.
He crept down the stairs, making no sound at all.
He crept to the fridge for a big junky snack.
(In his head, his mom scolded, “Your fangs will get plaque!”)

He munched, munched, and munched, and he thought and he planned,
All the ways he might spend the free time now at hand,
With no one to scold him, or tell him “Behave!”
Or “Don’t chase your tail, son!” or “Go clean your cave!”

But the junk food he wolfed down soon made him feel drowsy.
And worse than that even, his stomach felt lousy.
He went to his parents, though he knew what they’d say:
“That’s what you get for eating in the middle of the day!”

Answer the questions about the text.

1. How do you know that this is narrative poetry?

2. Name literary elements that the writer uses in this text. Give an example of each.

3. What would be different about this text if it were lyric poetry?

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Name _____

Repetition is the repeated use of a word or phrase. Authors use repetition to emphasize an idea.

Rhyme is the repetition of a vowel sound. Authors often use rhyme at the ends of pairs of lines or alternating lines of a poem.

Read these two excerpts from the narrative poem “Blue Ribbon Dreams.” Then answer the questions.

Five a.m., I’m out of bed,
 Trudging to the barn, feet like lead.
Training, training every day,
County fair, I’m on my way!
 By the entrance hangs a bit,
 A jingling bridle next to it.

Again, again, and yet again
 I lead him all ‘round the pen.
 I feel Red’s muscles coiled and strong.
 Raising my head, I break out in song
Training, training every day,
County fair, we’re on our way.

1. Find at least two examples of repetition in the excerpts. Write them below.

2. What are two examples of rhyme that appear in the excerpts?

3. What idea does the repetition and rhyme of the poem help express?

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Read each pair of passages. Then, on the line below each pair, give the two definitions of the homographs in bold.

1. Trudging to the barn, feet like **lead**

I **lead** him all 'round the pen

2. *County **fair**, I'm on my way!*

Some folks, neither **fair** nor wise

3. By the **entrance** hangs a bit

As always, he **entrances** me

4. **Might** judge us simply by our size

I train Little Red with all my **might**

Name _____

A. Read the words in each row. Underline the word that has two closed syllables.

- | | | |
|-----------|----------|---------|
| 1. kennel | easy | local |
| 2. empire | diary | dentist |
| 3. hungry | flatter | lazy |
| 4. summon | sameness | mainly |
| 5. submit | retire | student |

B. Divide the words into syllables by writing each syllable on the lines. Then circle the syllables that are closed syllables.

- | | | |
|-------------|-------|-------|
| 6. jogger | _____ | _____ |
| 7. valley | _____ | _____ |
| 8. culture | _____ | _____ |
| 9. eager | _____ | _____ |
| 10. pigment | _____ | _____ |

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 structure.

Topic sentence	→	The writer of the poem “Blue Ribbon Dreams” uses structure to build a mood of hope and contentment. Rhyme and rhythm create a feeling of calmness all throughout the poem. Words like “entranced” and “lovely” convey affection for the horse. There’s also a happy little two-line song, set off from the rest of the narrative. That song celebrates the narrator’s dream of winning at the county fair. The poem’s structure soothes the reader and communicates the satisfaction of working for a goal.
Evidence	→	
Concluding statement	→	

Write a paragraph about the poem you have chosen. Show how the author used structure. Cite evidence from the text. Remember to order ideas logically and to use prepositional phrases.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

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

Draft Model

Dirty dishes are piled
In the kitchen.
Time to clean!

1. What kinds of dishes do you imagine when you read the first line?
2. What words would help readers visualize the kitchen?
3. What vivid language would help make the scene come to life?

B. Now revise the draft by putting precise language into the description.
