

Name _____

gracious	flattened	muttered	brainstorm
stale	frantically	official	original

Finish each sentence using the vocabulary word provided.

- (gracious)** The young girl _____

- (stale)** After two days _____

- (flattened)** He always fixed his hair _____

- (frantically)** After we got separated _____

- (muttered)** I could not hear _____

- (official)** After she won the cooking contest, _____

- (brainstorm)** We all decided to _____

- (original)** The second book he wrote _____

Name _____

Read the selection. Complete the sequence graphic organizer.

Character
Setting
Beginning
Middle
End

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Name _____

Read the passage. Use the make, confirm, or revise predictions strategy to predict what will happen in the story.

Coyote's Song

12 A boy was eating lunch in a field on his grandmother's farm.
12 Her farm was large and he had explored and seen many things that
25 morning. "Do not wander into the woods," Grandmother said. So he
36 kept to the fields. As he ate his lunch, he heard the call of a blue jay.
53 "I'll follow the sound of Blue Jay. I will find him and see his blue
68 feathers and listen to his song. I will bring him bread."
79 The afternoon sun was hot and there were many hills to climb,
91 but the boy was determined to follow the call. He walked slowly and
104 cautiously with care.
107 Soon he ran into Coyote who was looking for lunch but not having
120 any luck. He did not have a single crumb or morsel of food.
133 "Hello," said Coyote. "I see you are enjoying an afternoon walk."
144 "I've been exploring Grandmother's farm and now I'm looking for
154 Blue Jay. I want to listen to his song, see his beautiful feathers, and
168 give him bread."
171 Coyote took one look at the bread and became hungrier. Quietly,
182 he muttered to himself, "I will trick that boy, then he'll give me that
196 bread."
197 "I can sing a song and perform for you. Then you can give me your
212 bread," Coyote said with a grin.
218 "But howling and barking isn't a song, and you only have brown
230 fur," said the boy. "I want to hear Blue Jay's song and admire his
244 feathers, and I only have enough bread for him."

Name _____

Coyote's original plan didn't work, so he quickly thought of a new one. "Then I'll help you find Blue Jay," said Coyote. "I know where he sings. I can take you there through the woods."

The boy remembered Grandmother's warning. What was the harm, the boy thought to himself. "Then let's go," said the boy.



"We must run! Blue Jay will depart soon and then he'll be gone," said Coyote. Coyote began running through the woods calling out for the boy to run faster and faster.

The boy did not want to miss Blue Jay, yet the faster he ran the more he stumbled and tripped on tree roots. The woods became thicker and thicker, making it harder for the boy to run.

Accustomed to running in the woods, Coyote was used to jumping over the roots so he didn't fall. "Hurry! Blue Jay and his song and feathers will leave!" said Coyote.

"You could run faster if you were not slowed down and burdened by having to carry that bread. I can carry it for you, and then you can run faster," said Coyote.

"If you think that will help," said the boy, "here is the bread."

Coyote took the bread in his mouth and disappeared.

"Thank you for the meal!" Coyote howled as he ate the bread.

The boy had been tricked, and now he was lost in the woods. By evening he found his way back to Grandmother's home and explained to her what happened.

"You should know that leaving the right path to follow an easier one leads to trouble," she said. "Luckily, you only lost some old, stale bread."

Name _____

A. Reread the passage and answer the questions.

1. What are two events that happen after the boy hears Blue Jay?

2. Why is the setting of the woods important to the story?

3. Use the sequence of events to summarize the plot.

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 _____

Before the Ball

I waved my wand. Light flashed, and in a puff of smoke, the pumpkin transformed into a beautiful horse and carriage! I turned to Cinderella and smiled. “Not bad. What do you think?” I asked.

“It’s perfect!” Cinderella shouted. “How can I ever repay you for all you have done?”

“You can get into that carriage and get to the ball on time!” I said, and sent her on her way.

Finally, Cinderella was off to the ball. My work was done.



Answer the questions about the text.

1. How do you know this story is a fairy tale?

2. What events in the text identify it as a fairy tale?

3. What task does the main character have to complete? How does she complete it?

4. What other text feature does “Before the Ball” include? How does it show that the story is a fairy tale?

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Read the sentences below. Circle the synonym clue in the sentence that helps you understand the meaning of each word in bold. Then, in your own words, write the meaning of the word in bold.

1. It can be fun to **explore** all the rooms of a museum. You can discover things you have never seen.

2. The pilot told us the plane would **depart** in five minutes. We were glad it would leave on time.

3. The camel moved slowly, **burdened** by all packages it carried. People who saw the camel thought it was too loaded down.

4. She **stumbled** into the room, tripping over the small step she had not seen in the doorway.

5. It was the **howling** that frightened the campers. Never before had they heard such a loud barking sound in the woods.

6. My cousin got **accustomed** to sleeping late during the summer. It was hard for her to get used to waking up early once school started.

7. When it came time to **perform** for the judge, the singer was not nervous. He had been singing in contests since he was a child.

Name _____

A. Read each sentence. Circle the word that has a short-vowel sound. Write the word on the line.

1. The strange bell always chimes so late! _____
2. My poor health was a good reason to stay home. _____
3. The tire was flat, so we needed to wait. _____
4. I could hear the crunch of the toy falling down the stairs. _____
5. She gave the team hints so they could find the clue. _____

B. Write the correct *-ed*, *-s*, and *-ing* forms for each verb.

Verb	+ <i>ed</i>	+ <i>s</i>	+ <i>ing</i>
1. float	_____	_____	_____
2. work	_____	_____	_____
3. start	_____	_____	_____
4. follow	_____	_____	_____
5. answer	_____	_____	_____

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 used the story events to develop the character and plot.

Topic sentence	→	In “Coyote’s Song” the author uses a series of events to show what happens when a boy does not listen to his grandmother.
Evidence	→	At the beginning of the story, the boy’s grandmother warns him not to go into the woods. At first the boy listens, but then he meets Coyote. Through a series of events, Coyote convinces the boy to go into the woods. Then Coyote steals the boy’s bread and leaves him in the woods. The boy makes it home, but he has learned a lesson.
Concluding statement	→	The clear sequence of events makes it easy to understand how Coyote was able to trick the boy and steal his bread.

Write a paragraph about the text you have chosen. Cite evidence from the text that shows how the author used sequence of events to develop the plot. Remember to use evidence to support ideas and to use different sentence types.

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

Once there was a princess who lived in a castle. She was tired of climbing stairs. She asked her father for a platform she could stand on that would carry her from floor to floor. Today we call it an elevator.

1. When and where does this story take place?
2. What descriptive details can be added to help the reader visualize the princess?
3. Why was the princess tired of climbing stairs?
4. What descriptive details could provide more information about the elevator?

B. Now revise the draft by adding descriptive details that create a clearer picture of the princess, her father, and the elevator.
