

Name _____

flourished

fragile

droughts

ripples

extinct

crumbled

imbalance

ecosystem

Use a word from the box to answer each question. Then use the word in a sentence.

1. What does water in a pool do when you jump in? _____

2. What is another word for *delicate*? _____

3. What word might describe when something broke into small pieces?

4. What is another word for *no longer in existence*? _____

5. What might be the result if there is too much weight on one side of a boat?

6. What is the name of all the living and nonliving things in an area?

7. What is another word for *thrived*? _____

8. What might cause a farm that grows corn to have problems?

Name _____

Read the selection. Complete the main idea and details graphic organizer.

Main Idea
Detail
Detail
Detail

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Name _____

Read the passage. Use the summarize strategy to make sure you understand and remember the information.

A Worm's Work

12 Gardener Bill works long days in the sun. He begins each day
digging in the dirt. He ends each day watering. But he is not alone in
27 his mission for a nice garden. His friend, the earthworm, is always
39 there to assist. The earthworm often gets a bad name as being a
52 lowly creature. Yet it has many duties and plays an important role in
65 keeping the soil rich enough to grow healthy plants.

74 Moving and "Turning the Soil"

79 The worms are already hard at work when Bill and his helper
91 arrive in the garden. Bill takes a shovel and digs a small hole. He sees
106 many worms moving around in the soil. This often means that the soil
119 is rich.

121 "This is a good place to plant," Bill says.

130 As the worms burrow through the soil, they create passages that
141 allow air and water to pass through. The soil and plant roots need this
155 air and water to flourish. The worms and the soil are linked.

167 Bill begins to plow the area to get ready for planting seeds. He
180 makes grooves in the dirt with his tool. This stops the soil from
193 getting too packed down.

Name _____

The worms also help plow the soil. They bring down organic matter, or something that has to do with or comes from living things, from the surface. They blend it with the soil below. This turning over of the soil mixes up helpful minerals for plants to use.

Eating and Fertilization

The worms will eat almost anything organic. Grass, leaves, and animal remains are all things that the worms break down for the plants to use. By doing this, worms also keep dead matter and waste from piling up.

Bill carries the heavy bags of fertilizer into the garden. This substance contains nutrients that plants need for healthy living. He spreads the contents along the ground.

“Can you help me lift the other bag?” he asks his helper.

The worms have also been making fertilizer. As the worms eat, they leave behind droppings called castings. They contain nutrients for healthy soil. The castings also hold a lot of moisture. Dry soil can be bad for some plant roots. Moisture helps in times of little water. Last year, there was a drought in Bill’s area.

“I noticed that the areas with a lot of worms did the best,” Bill says.

Bill and his helper continue to watch the earthworms at work. “If the garden could talk,” Bill says, “I think it would thank the worms for everything they do.”



Name _____

A. Reread the passage and answer the questions.**1. What are three key details found in paragraphs 4, 6, and 7?**

2. How are these details connected?

3. What is the main idea of the whole passage?

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

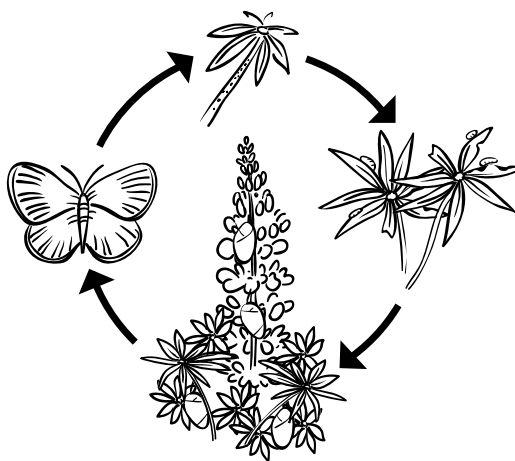
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Dad and I See Green Worms

“Look, Dad!” I said. “These bugs are eating the lupine flowers!”

“Those are Karner Blue butterfly larvae,” Dad said. “The adult butterfly lays its eggs on the lupine’s stem. When the larvae hatch from their eggs, they feed only on lupine leaves until they enter the pupa stage. In recent years, the wild lupine’s habitat has been shrinking, and today the Karner Blue butterfly is endangered.”



Answer the questions about the text.

1. How do you know this text is narrative nonfiction?

2. What text features does the text include?

3. What does the heading tell you? How would you change the heading to make it more effective?

4. What information does the flow chart give you?

Name _____

Read the sentences below. Underline the context clues that help you understand the meaning of each word in bold. Then write the word's meaning on the line.

1. But he is not alone in his **mission** for a nice garden.

2. As the worms **burrow** through the soil they create passages that allow air and water to pass through.

3. Bill begins to **plow** the area to get ready for planting seeds. He makes grooves in the dirt with his tool.

4. They bring down **organic** matter, or something that has to do with or comes from living things, from the surface.

5. This substance contains **nutrients** that plants need for healthy living.

Name _____

A. Read each sentence. Circle the word that has a three-letter blend. Then write it on the line to complete the sentence.

1. The tiny _____ came up from the ground.

sprout blossom plant

2. I heard the owl _____ in the night.

cry screech squeal

3. I have a sore _____ today.

shoulder throat thumb

4. He will _____ his tie before he goes on stage.

bring clean straighten

5. The kids were _____ in the pool.

splashing swimming playing

B. Use -er or -est to write the correct form of the adjective.

1. wide (comparative -er ending) _____

2. smart (comparative -er ending) _____

3. loud (superlative -est ending) _____

4. mad (comparative -er ending) _____

5. cute (superlative -est ending) _____

6. quick (superlative -est ending) _____

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 a text feature to provide more details about the topic.

Topic sentence	→	In "Dad and I See Green Worms," the author includes a diagram to show information about the topic in a
Evidence	→	visual way. The text describes the different stages of the Karner Blue butterfly's life cycle. The author includes a diagram that shows what the different stages look like.
Concluding statement	→	The diagram of the life cycle makes the text easier to understand because it helps the reader to visualize the information.

Write a paragraph about the text you have chosen. Show how the author uses text features to add more details about the topic. Cite evidence from the text. Remember to clearly state the topic and use irregular plural nouns correctly.

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 supporting details you can add.

Draft Model

Bees and flowers need each other. The bee helps the flower. Then the flower helps the bee. Bees need the pollen that flowers have.

1. How exactly do bees and flowers benefit each other?
2. How do bees get pollen from flowers? What do bees do with the pollen?
3. How do the actions of the bees help flowers survive?
4. Without bees, how would flowers suffer? Without flowers, how would bees suffer?

B. Now revise the draft by adding supporting details that help readers understand the connection between bees and flowers.
