

Name \_\_\_\_\_

brittle      creative      descriptive      outstretched


Finish each sentence using the vocabulary word provided.

1. **(creative)** The artist is respected \_\_\_\_\_  
\_\_\_\_\_
2. **(outstretched)** Before she made the amazing catch, \_\_\_\_\_  
\_\_\_\_\_
3. **(descriptive)** I really like the author’s writing because \_\_\_\_\_  
\_\_\_\_\_
4. **(brittle)** The old newspaper I found in the attic \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the point of view graphic organizer.**

<b>Details</b>



<b>Point of View</b>
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Name \_\_\_\_\_

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

## Deer

6       The headlights turn their dark eyes  
       green.  
 7       We see them sitting under trees  
 13      at night, in my yard, like a photo of  
 22      a family.  
  
 24      Then they dart away, their tails held  
 31      high,  
 32      six white arrows point at the sky.  
 39      We don't even get to say good-bye.  
  
 47      Into the night they disappear,  
 52      and though they move as quick as spears  
 60      a little later they'll be back here.  
  
 67      Our lights go off, we're warm inside,  
 74      they come out then, from where they hide.  
 82      Their secret place is a point of pride.  
  
 90      Calm as ponds, they never fight,  
 96      they stand and leave when the sky gets bright.  
 105     But the question never sat quite right—  
  
 112     where do they go when it gets light?



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What point of view is the poem told from?**

\_\_\_\_\_

\_\_\_\_\_

**2. How do you know which point of view it is told from?**

\_\_\_\_\_

\_\_\_\_\_

**3. What does the speaker think about the deer?**

\_\_\_\_\_

\_\_\_\_\_

**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 \_\_\_\_\_

**The Nautilus**

The strangest creature in the sea?  
Some say the eight-legged octopus.  
The oddest always seemed to me  
To be the baffling nautilus.

He peeks out from his spiral shell  
While sailing on a backward trip.  
He doesn't seem to know too well  
How best to steer his puzzling ship.



Answer the questions about the text.

1. What makes this poem a lyric poem?

\_\_\_\_\_

2. What is the rhyme scheme of this poem?

\_\_\_\_\_

3. What does the poet think about the nautilus?

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**Meter** is the rhythm of syllables in a line of poetry. It is created by the arrangement of accented and unaccented syllables.

Words **rhyme** when their endings sound the same.

**Read the lines of the lyric poem below. Then answer the questions.**

**Deer**

*Then they dart away, their tails held high,*

*six white arrows point at the sky.*

*We don't even get to say good-bye.*

*Into the night they disappear,*

*and though they move as quick as spears*

*a little later they'll be back here.*

**1. Find two examples of rhyme in the poem. Write them below.**

\_\_\_\_\_

**2. What kind of meter appears in the poem?**

\_\_\_\_\_

**3. How do the meter and rhyme affect the poem?**

\_\_\_\_\_

\_\_\_\_\_

**4. Write another stanza for this poem that includes meter and rhyme.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each passage. Underline the simile or metaphor in the sentence. Then write the two things that are being compared on the lines.**

1. We see them sitting under trees

at night, in my yard, like a photo of a family.

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2. Then they dart away, their tails held high,

six white arrows point at the sky.

---



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3. Into the night they disappear,

and though they move as quick as spears

a little later they'll be back here.

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Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a suffix. Write the base word and the suffix on the lines.**

1. We had a great time listening to the classical music.

**Base Word:** \_\_\_\_\_ **Suffix:** \_\_\_\_\_

2. I could see the teacher walking up the steep stairs.

**Base Word:** \_\_\_\_\_ **Suffix:** \_\_\_\_\_

3. My dad thinks that your answer is acceptable.

**Base Word:** \_\_\_\_\_ **Suffix:** \_\_\_\_\_

4. A quality education is something that will always help you.

**Base Word:** \_\_\_\_\_ **Suffix:** \_\_\_\_\_

5. There is a visitor waiting for you downstairs.

**Base Word:** \_\_\_\_\_ **Suffix:** \_\_\_\_\_

**B. Read each word pair. Write the contraction on the line.**

1. was not \_\_\_\_\_ 5. we would \_\_\_\_\_

2. they are \_\_\_\_\_ 6. were not \_\_\_\_\_

3. he will \_\_\_\_\_ 7. has not \_\_\_\_\_

4. should not \_\_\_\_\_ 8. they will \_\_\_\_\_



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 uses precise language in the poem.

- Topic sentence** → In “The Nautilus,” the author uses precise language to help the reader picture the images in the poem.
- Evidence** → The author’s use of the words *peeks* and *spiral* helps the reader to picture the nautilus in its shell. The phrase *steer his puzzling ship* compares the nautilus to a ship.
- Concluding statement** → Without the use of precise language, the reader would not be able to understand that the author is comparing the nautilus to a ship that is sailing backwards.

**Write a paragraph about the text you have chosen. Show how the author uses precise language to create an image. Cite evidence from the text. Remember to use precise language to inform about or explain the topic and combine sentences when necessary.**

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 add precise language that will help the reader create a picture in his or her mind.**

**Draft Model**

We have a hamster named Teddy. He is small. We keep Teddy in a cage with a water bottle and a wheel. Teddy likes to run in his wheel for hours at a time.

1. What does Teddy look like? How small is he?
2. How long has the writer had this pet?
3. What words can be used to better describe Teddy’s cage?
4. What strong verbs or descriptive adjectives can be added to describe what Teddy is like and how the writer feels about the pet?

**B. Now revise the draft by adding precise language to help the reader create a picture in his or her mind.**

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