

Name _____

mature

assigned

residents

gingerly

selective

scattered

generosity

organizations

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

The students of the two volunteer _____ were excited to be going on a trip. Due to all their hard work and the _____ they showed by helping others, the students were rewarded with a trip to an apple orchard.


After about an hour drive, the students arrived at their destination. They were welcomed by a few of the _____ who lived at the orchard all year long. The manager explained how they would help gather apples, which the students planned to give to those in need.

“I’m really excited to have you here,” the manager said. “I have _____ each of you to a part of the orchard. This way you won’t be picking apples from the same trees. I need you to be very _____ and only pick apples that are _____ and ripe.”

After some more instructions, the students were _____ to different parts of the orchard. The students had a great time as they _____ climbed ladders in order to pick the best apples.

Name _____

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

Details

Point of View

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Name _____

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

How Vera Helped

“Excuse me. Are you going to drink that extra juice box?”

11 Brad turned around to see who was speaking to him. It was Vera.
24 Not again, Brad thought. “Um, I guess not. Here you go.” Brad
36 handed Vera the second apple juice his mother always packed. She put
48 it in the reusable shopping bag she was carrying.

57 “Thank you so much,” she said, smiling, then marched to the next
69 table.

70 Brad rotated back to his friends who sat with him at his lunch table,
84 rolled his eyes, and said, “She’s so weird, always walking from table
96 to table, asking people for their food. Do you think she eats it all?”
110 His friends laughed. They wondered the same thing.

118 Vera had been collecting food since the beginning of the school
129 year. The first time she had asked Brad for his leftover food had been
143 back in September. Brad had been in the middle of deciding whether
155 to eat his extra apple, when Vera had asked him if she could have it.
170 He had been so surprised by her request, that he had just handed it to
185 her. It was November now, and Brad was curious about what happened
197 to all those juice boxes and food he gave away.

207 “Do you guys want to find out where all that food goes?” Brad
220 asked his friends. They didn’t seem very interested. But it was a
232 Friday afternoon, and there wasn’t any homework to do. So he decided
244 to go alone. He’d follow Vera after school and see what happened.

Name _____

After the last bell rang, Brad said good-bye to his friends. Then he waited around until he saw Vera leave. Her shopping bag was bulging. The edges of boxes were pushing out against the bag. Brad didn't know where she lived, so he stuck close behind.

When Vera walked into her house, Brad said out loud, "Wow, maybe she does eat it all. Maybe her family needs the food." He felt unsure as he said it. Her family had a beautiful house with a trimmed yard. But he was truly confused. He didn't know what to make of what he was seeing.

Brad was getting ready to go home when Vera came out of her house. She was carrying a small brown cardboard box. In it, Brad recognized all of the extra food she had collected at lunch!

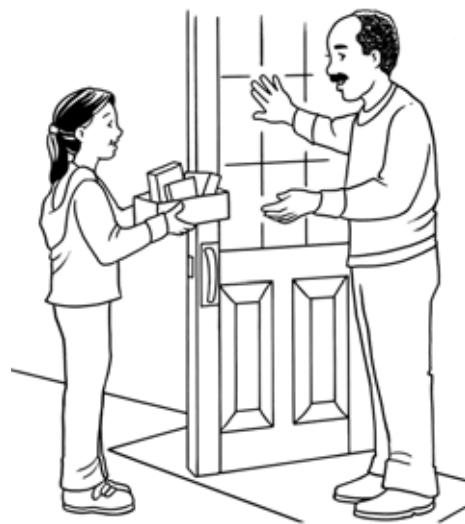
Vera walked down her block to a house that was four doors down, as Brad quietly followed. She knocked on the front door. A moment later, an elderly man opened the door. Brad couldn't hear what the older man said to Vera, but they both smiled. He took the box from her, went back inside, and closed the door.

As Vera turned onto the sidewalk to walk back to her house, Brad was in front of her. "Hi, Brad," Vera said, looking a little puzzled. "What are you doing here?"

Brad said, "I wanted to know what you did with all that food! You just collect what other kids don't want. That is kind of odd."

Vera explained that her family was friendly with some of the older people in her neighborhood, and she collected the food to bring to them. "Sometimes it is hard for them to leave their homes," she explained.

"Okay, that's not odd. That's a great idea," Brad said. "What can I do to help?"



Name _____

A. Reread the passage and answer the questions.

1. What kind of narrator does the story use? How do you know?

2. What details at the end of the story help you figure out the narrator’s point of view?

3. What is the narrator’s point of view?

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

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

Name _____

The Bag Parade

Jane was receiving the Citizenship Award during her eighth-grade graduation. As she stood on the stage with the other award winners, she thought about the actions she took that led her to this award.

Four years ago, Jane and her friends were walking home from school. They saw litter all over the sidewalk. Her friend Alex said, “We need to do something. What if we organize a Garbage Bag Parade?” Jane didn’t know what she meant. Alex explained that they could invite neighbors to help clean up the street next Saturday. After they filled the bags, they could take them to the dumpsters at the community center. It would be like a parade!

Jane smiled and listened to the end of the principal’s introduction. Then she walked across the stage to accept the award.

Answer the questions about the text.

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

2. How do you know that there is a flashback in this text?

3. How do you recognize dialogue in the text?

4. Identify two ways that the characters in the text seem like real people.

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Read the following sentences from the passage. Underline the context clues that help you figure out the meaning of each word in bold. Write a short definition of the word on the line. Then use the word correctly in a sentence.

1. Vera had been collecting food since the beginning of the school year. . . . It was November now, and Brad was **curious** about what happened to all those juice boxes and food he gave away.

2. Her shopping bag was **bulging**. The edges of boxes were pushing out against the bag.

3. When Vera walked into her house, Brad said out loud, “Wow, maybe she does eat it all. Maybe her family needs the food.” He felt unsure as he said it. Her family had a beautiful house with a trimmed yard. But he was truly **confused**. He didn’t know what to make of what he was seeing.

4. She knocked on the front door. A moment later, an **elderly** man opened the door. Brad couldn’t hear what the older man said to Vera, but they both smiled.

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A. Read each sentence. Circle the words that have silent letters.

1. I watched the newborn lambs wriggle free from their mother.
2. We asked the plumber to be careful while using the old wrench.
3. She knew the group would look away from the ghastly sight.
4. I was doubtful that he would give us a truthful answer.
5. The honest worker had to resign when he made too many mistakes.

B. Read each word. Circle the open syllables. Underline the closed syllables. Then check the correct box.

	Only Open Syllables	Only Closed Syllables	Both Open Syllables and Closed Syllables
1. spoken	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. planet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. label	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. banjo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. refund	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. photo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about how well the author used realistic characters and events in the story.

Topic sentence	→	In “How Vera Helped,” I think the author did a good job of making the characters and the events of the story seem realistic.
Evidence	→	Brad thinks Vera is weird because she collects food at school. He decides to follow Vera to see what she does with the food. He finds out that she is giving it to some of the residents on her street who are elderly and cannot go out in the cold weather.
Concluding statement	→	I think the story is realistic because it is about a kid who is curious. I like the ending because Brad realizes that Vera is helping people and that makes him want to help. That is what I would have felt like if I were Brad.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how well the author used realistic characters and events. Remember to support your opinion with details and examples.

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 strong words you can add.

Draft Model

Lawrence saw the ship. He steered his canoe toward the ship. As he got closer, he could hear the cries for help. Lawrence saw two people on the ship.

1. What strong words would tell when and how Lawrence first saw the ship?
2. What specific verbs or concrete details would show how Lawrence steered the canoe?
3. What strong descriptive words would give readers a clearer picture of the passengers and the ship?

B. Now revise the draft by adding strong words to make the story about the ship clearer and more interesting to read.

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