

Grade 4



Your Turn

Practice Book



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Grade 4

Your Turn

Practice Book



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Name _____

gracious

flattened

muttered

brainstorm

stale

frantically

official

original

Finish each sentence using the vocabulary word provided.

1. **(gracious)** The young girl _____

2. **(stale)** After two days _____

3. **(flattened)** He always fixed his hair _____

4. **(frantically)** After we got separated _____

5. **(muttered)** I could not hear _____

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

7. **(brainstorm)** We all decided to _____

8. **(original)** The second book he wrote _____

Name _____

Read the selection. Complete the sequence graphic organizer.

Character
Setting
Beginning
Middle
End

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.
25 Her farm was large and he had explored and seen many things that
36 morning. "Do not wander into the woods," Grandmother said. So he
53 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?

Name _____

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. 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.
Evidence	→	
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.

Name _____

accountable

desperately

humiliated

self-esteem

advise

hesitated

inspiration

uncomfortably

Finish each sentence using the vocabulary word provided.

1. **(desperately)** Even though the girl was very tired, _____

2. **(self-esteem)** After the boy's team won a soccer game, _____

3. **(inspiration)** The girl's amazing science fair project _____

4. **(accountable)** The teacher told the students _____

5. **(advise)** I know the dentist will _____

6. **(uncomfortably)** During the summer, _____

7. **(hesitated)** The child walked to the edge of the pool but _____

8. **(humiliated)** At her dance performance, the girl _____

Name _____

Read the selection. Complete the problem and solution graphic organizer.

The diagram is a vertical flowchart with five rectangular boxes. The first box is labeled 'Character'. The second box is labeled 'Setting'. The third box is labeled 'Problem'. The fourth box is labeled 'Event'. The fifth box is labeled 'Solution'. A downward arrow connects the 'Event' box to the 'Solution' box. On the left side, a thick black line starts from the left edge of the 'Problem' box, goes down, and then turns right as an arrow pointing into the left side of the 'Solution' box. On the right side, a thick black line starts from the right edge of the 'Problem' box, goes down, and then turns left as an arrow pointing into the right side of the 'Solution' box.

Character

Setting

Problem

Event

Event

Solution

Name _____

Read the passage. Use the make predictions strategy to check your understanding.

The Cyber Bully

15 Every time I got on the school bus, I felt sick and got butterflies in
30 my stomach. I had recently moved to a new school, and no one on the
44 bus talked to me. I was certain I would never make any new friends.
59 Right off the bat, the very first week of school, I was in deep trouble.

72 It all started when my teacher, Mr. Evers, took us to the computer
85 lab to do an assignment. I was logging in when I noticed my
96 classmate, Corey, watching my fingers on the keyboard. He looked at
me and smirked. I could tell something was wrong.

105 "I know your password, Aaron," Corey said.

112 "Um...ok," I said.

116 Right away he logged into his computer using my password!
126 I thought about telling Mr. Evers, but I didn't want the other kids to
140 think I was a tattletale. After all, I was the new kid, and I didn't
155 want to get off on the wrong foot or make a bad impression. I decided
170 to just focus on my work.

176 A few minutes later I heard Mr. Evers say, "Aaron? Could you
188 come here for a second?"

193 Just as I was getting up, I got a message. "You better keep your
207 mouth shut," it said. I couldn't tell who it came from since it was
221 from my own account.

225 "What is the meaning of this e-mail you sent me?" said Mr. Evers.
238 I read it but couldn't believe my eyes!

246 "But I haven't been on e-mail at all!" I said. Then I realized that it
261 was Corey using my e-mail!

Name _____

"I...I..." I said. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble. I worried about what the other students would think of me. I hesitated, thinking about what to do.

"I'm sorry," I said, deciding not to tell what happened.

"I'm giving you detention after school today," said Mr. Evers. He pulled out a pink detention slip and wrote my name on it. I felt humiliated as I walked back to my seat.

When the bell rang at the end of school, everyone got up from their desks to leave. I stayed behind to serve detention.

"Too bad," Corey laughed as he was leaving. Then it hit me. Corey would continue to bully me if I let him. I decided to be brave. I got up and walked over to Mr. Evers.

"Mr. Evers," I said. "I have something to tell you." I told him the whole truth about Corey stealing my password and using my account, and that I was sorry for not saying so earlier.

"I see," said Mr. Evers. "I would advise you to always tell the truth, Aaron, even if it means someone else might get in trouble. I will have a talk with Corey tomorrow."

I was still worried that the other students would be mad at me for telling Mr. Evers what Corey had done. But on the bus that afternoon a girl I recognized from my class sat next to me.

"I heard about what happened," she said softly. "You know you could have told us. No one should have to face a bully alone."

Another kid from my class turned around with a big grin on his face.

"Alana is right," the boy said. "We would have helped you. What are friends for? Hi, my name is Quentin."



Name _____

A. Reread the passage and answer the questions.**1. What problem does Aaron face?**

2. Why is Aaron worried about telling Mr. Evers the truth?

3. What is the solution to Aaron's problem?

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

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

Name _____

Paul's Mix-Up

"You're going to be at the show next week, right, Paul?" Rosa asked as the students packed up their instruments.

"Of course I am!" Paul said. "We've been practicing for months!"

Luis looked at Paul with curiosity. "You said you might not be able to make it. What about the trip you're taking with your family?"

Paul froze. All week long he had been thinking about their show. He had forgotten about his family trip!

Answer the questions about the text.

1. How can you tell this story is realistic fiction?

2. What literary elements does the text include?

3. How does the dialogue make the story realistic?

4. What details about Paul make him a believable character?

Name _____

A. Read the idioms in the box. Find and underline an idiom in each sentence below. Then circle the context clues that help you understand the idiom.

butterflies in my stomach

between a rock and a hard place

right off the bat

get off on the wrong foot

1. Every time I got on the school bus, I felt sick, and got butterflies in my stomach. I had recently moved to a new school, and no one on the bus talked to me. I was certain I would never make any new friends.
2. Right off the bat, the very first week of school, I was in deep trouble.
3. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble.
4. I didn't want to get off on the wrong foot or make a bad impression.

B. Read the sentences below. Underline each idiom. For each idiom, write a definition in your own words.

1. The test was a piece of cake because the questions were so easy.

2. He kept bothering me until I told him to cut it out.

Name _____

A. Circle the word with a long a vowel sound to complete each sentence. Then write it on the line to complete the sentence.

1. She had a big smile on her _____.
face hand fan
2. The show will begin at _____ tonight.
nine five eight
3. The drum _____ marched with the band.
major manner jam
4. My feet _____ after walking so much!
halt ache sleep
5. The cars stopped at the _____ crossing.
cattle railway street

B. Circle the correct form of the verb in the right column. Then match the verb in the left column to its correct form.

- | Verb | Verb + -ed or -ing |
|------------|----------------------|
| 1. dive | createing / creating |
| 2. shake | carved / carveed |
| 3. believe | diving / diveing |
| 4. create | shacking / shaking |
| 5. carve | believeed / believed |

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 "The Cyber Bully," I think the author did a good job of making the characters and the events of the story seem realistic. Aaron is a new kid in school, and a bully picks
Evidence	→	on him. Like most kids, he worries about what the other students will think of him if he tells the teacher. Aaron solves the problem by talking to the teacher about the
Concluding statement	→	bully. I think Aaron did the right thing because I would have done the same thing. I thought the story was realistic because it was about a real problem that kids have to face in school. I liked the solution because it showed that telling a teacher about a bully is the right thing to do.

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 provide reasons that are supported by details.

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 details you can add about the central event.

Draft Model

Dan wanted to run for class president. He asked his friend to help him. He needed good ideas. "How about proposing a school-wide dance day?" his friend said, excitedly.

1. Why did Dan want to run for class president?
2. Why did he choose this friend to help him?
3. What does Dan think of the friend's idea?
4. What details would describe Dan's feelings and reactions?

B. Now revise the draft by adding details to help readers better understand and picture the event.

Name _____

alter

collapse

destruction

severe

substantial

unpredictable

hazard

crisis

Finish each sentence using the vocabulary word provided.

1. **(alter)** When she saw that it was going to rain, _____

2. **(collapse)** The fort we made of sticks was so fragile, _____

3. **(destruction)** When the tidal wave hit the trees on the beach, _____

4. **(severe)** The show was interrupted _____

5. **(substantial)** Having to rebuild after the storm _____

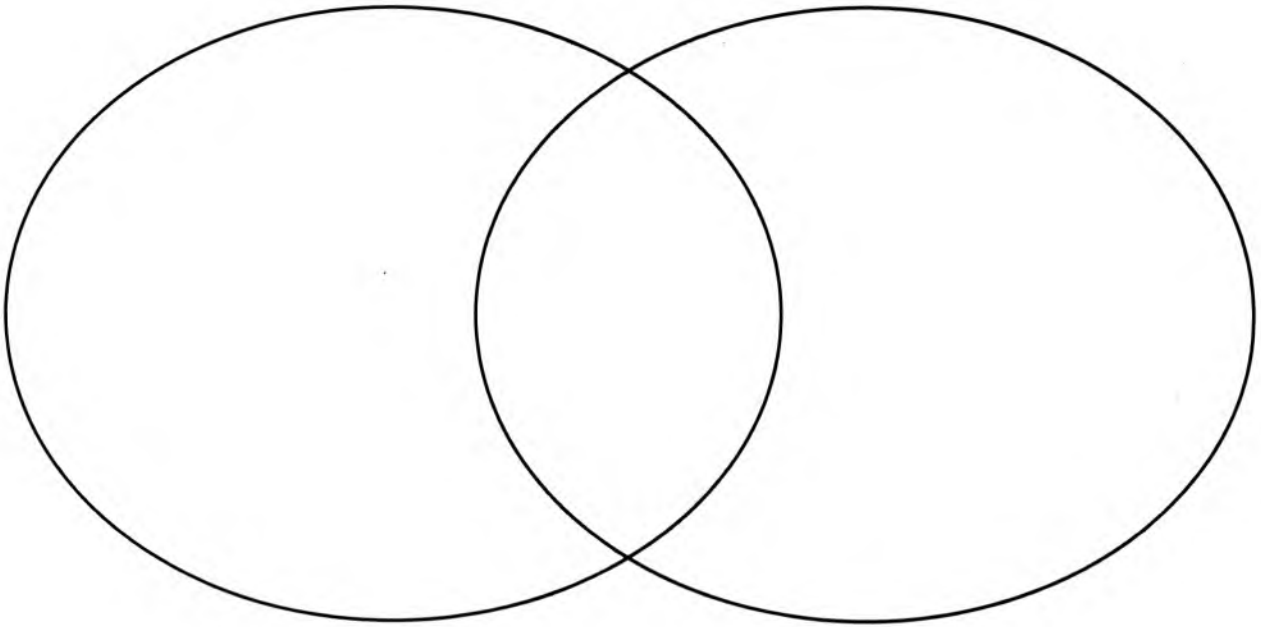
6. **(unpredictable)** We tried to catch the firefly, _____

7. **(hazard)** When our neighborhood flooded, _____

8. **(crisis)** When all the lights went out in town, _____

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the reread strategy to check your understanding.

Rising Waters

12 Have you ever been in an earthquake or a tornado? These things
24 may never happen where you live. But flooding is something that can
37 happen in almost every part of the United States. Not all floods are
49 alike. Some floods happen over many days. A flash flood can happen
in minutes. Learning about floods can help you stay safe.

Why Do Floods Happen?

63 There are two types of floods. The first type happens when a river
76 has too much water. The water in a river rises over the river's banks.
90 This might happen because storms have caused too much rain to fall.
102 In rivers near mountains, melting snow can also cause floods. Warm
113 weather can quickly melt the snow. The water flows down to flood
125 the rivers.

127 The second type of flood happens when seawater is pushed onto
138 the land. This can happen during a hurricane. Strong winds blow
149 water onto the land. Earthquakes can also cause this kind of flooding.
161 The sudden movement of the ground can cause walls of water to rush
174 toward the shore.

Name _____

What Happens Next?

There can be many problems after a flood. If a farm floods, the water can drown the crops. This means that there will be less food for people to eat. Floods also cause damage to buildings and bridges. They can even wash away entire roads! This can make it hard for rescue workers to help people who are trapped by the water. But it is important to get food and drinking water to people during a flood. Everything they own may have been washed away. Or it might be covered in dirt. Sewers can overflow and make drinking water dirty. This makes it unsafe. Without clean food and water, people can get sick.

How Do People Avoid Floods?

All over the world, people work to avoid flooding. In many countries, people build walls to keep water away from the land. In one part of England, there is a large metal wall across a river. The wall is raised when the sea level gets too high. This keeps the river from flooding.

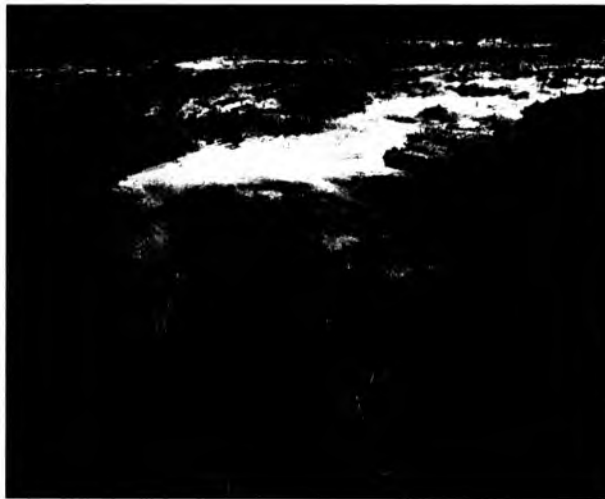


Photo by Lynn Betts, courtesy of USDA
Natural Resources Conservation Service

In the United States, many towns have sold part of their land. The government used that land to create wetlands. These wetlands act like sponges that absorb water from floods. This helps stop the water from reaching towns and damaging them.

Floods can be scary, but flooding does not last forever. People are working to make floods less harmful to buildings, land, and themselves. Knowing how floods happen can help keep you safe. Being ready can help you stay safe too.

Name _____

A. Reread the passage and answer the questions.

1. What are the two things being compared in the second and third paragraphs?

2. What do these two things have in common?

3. How are these two things different?

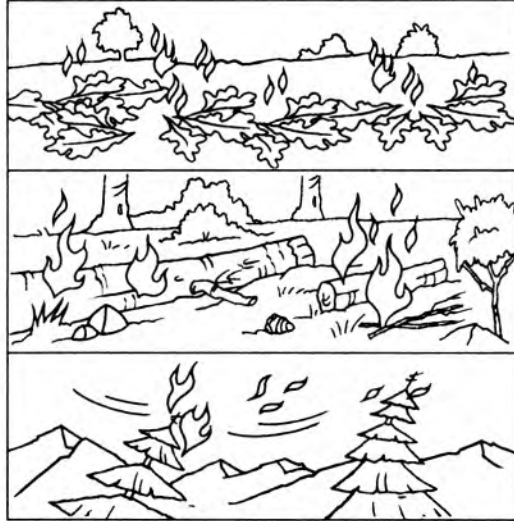
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Forest Fires

Forest fires start and spread in different ways. The type of fire and the plants affect how it spreads. There are three types of forest fires. The first is a ground fire. It moves along the ground, sometimes below the leaf cover. Dead plant matter along the ground can burn for weeks and months. In a surface fire, low plants, twigs, and rotten logs catch fire. The flames can sometimes become tall and spread. The third type is a crown fire. It burns and spreads across the tops of trees and can be carried by the wind.



Answer the questions about the text.

1. How do you know this is an expository text?

2. What text features does the text include?

3. What is the heading of this text? How could it be made more specific?

4. What does the diagram show? How does it add to the text?

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each multiple-meaning word in bold. Then write the word's meaning on the line.

1. Have you ever been in an earthquake or a tornado? These things may never happen where you live. But flooding is something that can happen in almost every **part** of the United States.

2. Not all floods are alike. Some floods happen over many days. A **flash** flood can happen in minutes. Learning about floods can help you stay safe.

3. Floods also cause damage to buildings and bridges. They can even **wash** away entire roads! This can make it hard for rescue workers to help people who are trapped by the water.

4. The water in a river rises over the river's **banks**. This might happen because storms have caused too much rain to fall.

Name _____

A. Read the words in each row. Circle the word with the long e vowel sound. Then write the letters that make the long e sound on the line.

- | | | | |
|------------|--------|--------|-------|
| 1. league | large | growl | _____ |
| 2. deck | sled | sleek | _____ |
| 3. scheme | shelf | sky | _____ |
| 4. marked | maybe | melted | _____ |
| 5. claim | dense | honey | _____ |
| 6. farming | family | laying | _____ |

B. Write the correct plural form of each noun. Use the plural ending -s, -es, or -ies.

Noun	Plural Form
1. kiss	_____
2. zebra	_____
3. buddy	_____
4. match	_____
5. stone	_____
6. box	_____

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 compares and contrasts information in a text.

Topic sentence	→	In "Forest Fires," the author includes an illustration that gives more details about the different types of forest fires. The author explains that there are three different
Evidence	→	types of forest fires. The first is a ground fire, the second is a surface fire, and the third type is a crown fire. The illustration shown adds more detail by showing what each type of fire looks like as it burns. The author uses
Concluding statement	→	the illustration to add more details that make it easier for the reader to understand how the fires are different.

Write a paragraph about the text you have chosen. Show how the author uses illustrations to add more details about the topic. Cite evidence from the text. Remember to include transitions that link ideas and use both simple and compound sentences.

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

The park near my house is a great place to spend time. Many people enjoy hiking or walking in the park and looking at nature. The park has baseball fields.

1. Why is the park a great place?
2. What details would show what the park looks like?
3. What kinds of plants and animals might be in the park?
4. What do the baseball fields add to the park?

B. Now revise the draft by adding supporting details that help readers learn more about the park.

Name _____

thrilling

capabilities

friction

gravity

accelerate

inquiry

identity

advantage

Finish each sentence using the vocabulary word provided.

1. **(friction)** I use the brakes on my roller skates _____

2. **(identity)** The policeman asked me _____

3. **(thrilling)** At the amusement park, the roller coaster _____

4. **(advantage)** The fact that the basketball player is very tall _____

5. **(gravity)** The apple fell from the tree _____

6. **(accelerate)** When traveling downhill, _____

7. **(inquiry)** I used the Internet _____

8. **(capabilities)** My friend is good at math and English _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

Name _____

Read the passage. Use the reread strategy to help you understand new facts or difficult explanations.

A Firehouse Lesson

12 Julie sat at a large table in the firehouse, struggling with her
21 homework. Her older brother Charlie, a firefighter, sat watching
television nearby.

23 “Why do I have to be here anyway? It’s so noisy,” Julie said.

36 “Mom isn’t home, so it’s better for you to be here with me,”

49 Charlie responded. “What are you working on?”

56 “Mrs. Krandle’s science lesson, and it’s very difficult,” she said.

66 Charlie walked over to Julie and took a peek at her notebook.

78 “I remember this!” he said smiling. “Maybe I can help.”

88 The Pull of Gravity

92 Charlie walked over to the fire pole, a metal pole which ran
104 through a hole in the floor and connected the two levels of the
117 firehouse.

118 “Using this pole allows us to get downstairs and to a fire faster
131 than a staircase would,” Charlie explained as he grabbed onto the
142 pole and slid down to the first floor. Julie jumped up from her chair
156 and looked down the hole at him.

163 “Gravity pulled me down here quickly,” he yelled up to her. He
175 walked back upstairs. “Gravity is the force that pulls objects toward
186 each other.”

188 “But how did you stop?” Julie asked.

195 “Friction,” he answered. “Friction is a force that resists the
205 sliding of one object over another. I pressed my hands, legs, and feet
218 against the pole as I descended, creating friction and slowing me
229 down enough to stop.”

Name _____

A Ball in Motion

Charlie took another look in Julie's notebook. He called out to the firehouse's energetic dog named Wheels. Wheels came running.

"How cute!" Julie exclaimed.

Charlie took a ball from a table drawer and placed it on the floor.

"Let's try an experiment," Charlie said. "Take a look at this ball. Inertia means that an object at rest tends to stay at rest."

Seeing the ball was thrilling for Wheels. Charlie held up his hand to signal Wheels to stay in place.

"A force is something that moves, stops, or changes the motion of an object" he said. "Look what happens when I use force to move the ball." Charlie pushed the ball with his hand, and it rolled across the floor. "The ball keeps rolling. That's inertia again. It says an object in motion tends to stay in motion unless acted upon by an outside force."

Charlie called out to Wheels again.

"Wheels, fetch the ball!"

Wheels eagerly ran to the ball and picked it up with his mouth.

"Did you see how quickly Wheels got to the ball?" Charlie asked.

"That's called speed. Speed is the distance an object moves in a certain amount of time."

"Wheels definitely has a lot of speed," Julie said laughing.

"Thanks for your help, Charlie. There is a lot to learn in a firehouse. Maybe I'll even come back tomorrow."

"Mom is home tomorrow, you don't have to be here," Charlie said.

"Yes, I know, but I don't want you and Wheels to get too lonely," she said with a laugh.



Name _____

A. Reread the passage and answer the questions.

- 1. What is the cause in the following sentence from the passage?**

Charlie pushed the ball with his hand, and it rolled across the floor.

- 2. What is the effect in the following sentence from the passage?**

Charlie pushed the ball with his hand, and it rolled across the floor.

- 3. What is one example of an effect in the section "The Pull of Gravity"?
What is the cause of this effect?**

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

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

Name _____

Science in a Soda Bottle

"You look bored. I know something fun you can make," Mom said.

"What?" I asked.

"I'll show you. You need an empty soft drink bottle and a catsup packet," Mom said as she got the supplies. "Put the packet in the bottle and fill the bottle all the way to the top with water. Then close the bottle."

When she picked up the bottle and squeezed it, the packet sank!



Answer the questions about the text.

1. How do you know this is narrative nonfiction?

2. What text features does the text include?

3. What is the heading? How could it be better?

4. What information do the illustration and speech bubble give you?

Name _____

Read each sentence below. Underline the context clues in the sentence that help you define each word in bold. Then, in your own words, write the definition of the word.

1. Charlie walked over to the **fire pole**, a metal pole which ran through a hole in the floor and connected the two levels of the firehouse.

2. **Inertia** means that an object at rest tends to stay at rest.

3. “A **force** is something that moves, stops, or changes the motion of an object,” he said.

4. **Speed** is the distance an object moves in a certain amount of time.

5. **Gravity** is the force that pulls objects toward each other.

Name _____

A. Read each sentence. Underline the word with the long *i* vowel sound. Then sort the words by their long *i* spellings in the chart below.

1. Which of these is a prime number?
2. Make a slight turn at the next street.
3. She was minding the baby for you.

Long <i>i</i> spelled <i>i</i>	Long <i>i</i> spelled <i>i_e</i>	Long <i>i</i> spelled <i>igh</i>
4. _____	5. _____	6. _____

B. Write the correct -es and -ed forms for each verb ending in *y*.

Verb	+ es	+ ed
1. cry	_____	_____
2. fry	_____	_____
3. apply	_____	_____
4. deny	_____	_____
5. worry	_____	_____

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 headings to tell the reader what each section will be about.

Topic sentence	→	In "A Firehouse Lesson," the author uses headings to explain what each section of each text will be about. For example, the first heading in the text is "The Pull of Gravity." The heading lets the reader know that topic will be about gravity. The second heading is "A Ball in Motion." The heading tells the reader that this section will be about motion. The author's use of headings helps the reader to know what to expect in each section of text.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Show how the author uses headings to tell the reader what each section is about. Cite evidence from the text. Remember to include a strong concluding statement and to use clauses 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 how you can write an event sequence that unfolds naturally.

Draft Model

We went to a dairy farm. We saw a farmer milk a cow. He showed us how he turns milk into butter. We learned how cheese is made from milk.

1. When did the writer go to the dairy farm?
2. What did the writer do first?
3. What time-order word would tell when the farmer showed the writer how he turns milk into butter?
4. What time-order word would tell when the writer learned how cheese is made from milk?

B. Now revise the draft by adding time-order words that help readers better understand the writer's trip to the dairy farm.

Name _____

process

routine

undertaking

compassionate

funds

enterprise

exceptional

innovative

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

1. What is another word for *a regular series of actions*? _____

2. What is a sum of money set aside for something? _____

3. What word might describe something that is out of the ordinary?

4. What is another word for *something someone decides to do or start*?

5. What word might describe someone who cares about other people?

6. What is another word for *a difficult project*? _____

7. What word might describe the steps you take to perform a task?

8. What word might describe someone who is likely to introduce new ideas?

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Use the reread strategy to help you understand the most important ideas in the passage.

A Helping Hand

13 Do you like to help others? Helping out is an important part of
26 being in a community. There are many others who feel the same way.
40 Helping can truly make a difference in a lot of ways. It is something
55 you can do every day. Make a Difference Day is one day a year that
reminds us how great it is to help others.

64 We should all be active and make a difference to better our community.
77 There is always a way to make a difference. Sometimes it is giving food
91 to someone who needs a meal. Sometimes it is a cleaning a local park.
105 Make a Difference Day is a good time to get others involved. It is a
120 great time to get your friends to help you make a difference, too.

Clean a Park

136 Making a difference is about helping. It is also a good way to learn.
150 If you and your friends clean a park, you can study plant life there.
164 You might see animals you have studied. So while cleaning, you have
176 learned about plants and animals. You have also made the park a
188 cleaner place for them and for you.

Meet New People

198 It is helpful to clean your community. But it is also good to meet
212 the people who live there. You can easily learn about other people
224 who live near you. Just talking to someone can make a difference. You
237 and your classmates can visit a senior citizen center. Ask the people
249 there about their lives. They will gladly tell you what it was like when
263 they were your age. This makes a difference by showing you care. It
276 also helps you get to know other people in your community.

Name _____

Feed Someone in Need

Do you know how important a good meal is? Some people aren't able to have a good meal every day. Make a difference by collecting food for them. You and your friends can work as a team to collect food. Choose a food bank you would like to help. Work together to collect food donations from your friends and your community. Then give the food to the food bank. They will be grateful for your help. This is something you can do all year round. It not only helps people in need. It also helps you and your friends know what teamwork is.

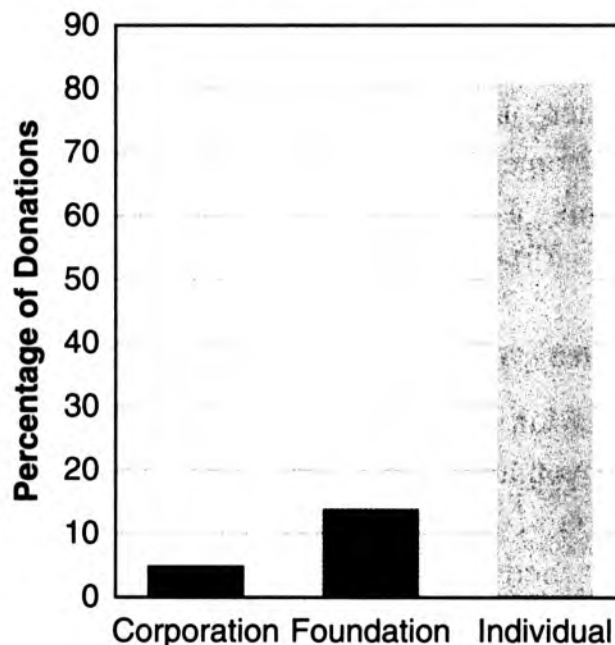
Be Creative

Cleaning parks, meeting new people, and giving food are good. There is also something you can do with your creativity. You and your friends can make an activity book. How is this making a difference? There are children who might not have these books.

Your teacher can make copies. Then your team can distribute them. Take them to places like clinics or

hospitals. There are children there who would like these books. It is a book that you and your team created together. More importantly it is a book that made the day better for a child.

Making a difference is good. And Make a Difference Day is a good time to start. Making a difference can show you parts of your community you did not know about. You can meet new people and learn new things. Most of all, you can make a difference.



This graph shows where donations came from in North America in 2010. You can see that individuals like you give the most.

Name _____

A. Reread the passage and answer the questions.**1. What are three key details in paragraph 5?**

2. How are these details connected?

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

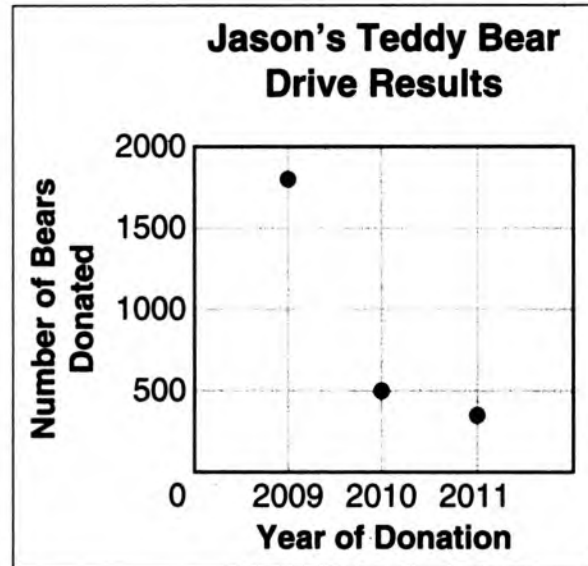
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

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

Name _____

Donating to a Charity

Once your business starts making money, it's important to find a way to give back to the community. For instance, 9-year-old Jason O'Neill started a pencil topper business. After a few years of success, he decided to use some money to buy toys for a local children's hospital. In addition, he began holding an annual teddy bear drive so that others could help the hospital. Jason is a good example of a responsible businessperson.



Answer the questions about the text.

1. How do you know this text is a persuasive article?

2. What text feature is included? What information does it show?

3. What is the heading of this article?

4. What does the author think about the article's subject?

Name _____

Read each sentence below. Underline the suffix of the word in bold and write the word's definition on the line. Then write your own sentence using the word in bold.

1. Helping can **truly** make a difference in a lot of ways.

2. We should all be **active** and make a difference to better our community.

3. They will **gladly** tell you what it was like when they were your age.

4. They will be **grateful** for your help.

Name _____

A. Read each sentence. Circle the word that has the long-vowel sound /ō/. Write the letter or letters that make the long-vowel sound /ō/ on the line.

1. Use the crane to lower the lumber to the ground. _____
2. The bolt of lightning shot across the sky. _____
3. The sad movie filled us all with woe. _____
4. My shadow stays behind me when I walk down the stairs. _____
5. Do you smell the chicken roasting in the oven? _____
6. My favorite quote is from that great author. _____

B. Read the words in the box. Mark the words that are not compound words with an X. Then list the compound words on the lines below.

workout	hunter	hands-on	childlike
catching	afternoon	half sister	weekend

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

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 key details to support the main idea.

Topic sentence	→	In "A Helping Hand," the author provides key details to support the main idea that everyone can help out in their community. The author gives key details by
Evidence	→	providing examples of what people can do to help their community. Two of these examples are collecting donations for a food bank and cleaning up a local park. These details support the main idea. The author's use of
Concluding statement	→	key details supports the main idea and gives the reader some good ideas of how to help others.

Write a paragraph about the text you have chosen. Show how the author uses key details to support the main idea. Cite evidence from the text. Remember to use precise language and to avoid run-on sentences.

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 using sentences of different lengths to add interest and rhythm.

Draft Model

I think our community needs a frozen yogurt store. We have too many ice cream stores. Frozen yogurt is a healthy alternative to ice cream.

1. What sentences have related ideas that could be combined into a longer sentence?
2. What short sentences would you add to draw attention to the idea that frozen yogurt is a healthy alternative to ice cream?
3. What sentence would you add after the last sentence to help explain what it means? Would you make that sentence long or short to add rhythm?

B. Now revise the draft by using sentences of different lengths to add interest and rhythm.

Name _____

attracted

fabric

honest

soared

dazzling

greed

requested

trudged

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

Flying high in the air, Eagle _____ over the forest. Something drew his attention in the forest below and he flew down to see it. It was something colorful that had _____ him. When Eagle landed on the forest floor, he saw a splendid piece of cloth with bright, _____ colors.

He knew that the cloth might belong to someone else, but he had always desired just such a scarf. _____ got the best of him, and he picked up the piece of _____. Just then, Big Bear appeared, walking slowly toward Eagle. Big Bear _____ up next to him.

"Can you help me find my scarf?" Big Bear _____. At first, Eagle thought about hiding the scarf. But instead of lying, he decided to be _____. "Oh, well," thought Eagle. He handed the scarf to Big Bear and flew away.

Name _____

Read the selection. Complete the theme graphic organizer.

Detail

Detail

Detail

Theme

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the folktale.

Anansi and His Children

13 Anansi was a spider who had six children, each with his or her
14 own special ability. The first child was named See Trouble, because
24 he could perceive trouble from far away. The next was Road Builder,
36 followed by River Drinker, Game Skinner, and Stone Thrower. The
46 last child was named Cushion, because he was so very soft. They
58 were all good children who loved Anansi.

65 Anansi was curious about the world and liked nothing more than to
77 travel. He loved to explore places far from home, but one day Anansi
90 became lost! Back at home, See Trouble knew at once what had
102 happened.

103 “Brothers and sisters!” said See Trouble. “Come quickly. Father is
113 lost. We must help him find his way back home.”

123 Road Builder stepped forward, strong and sure-handed. “I will
132 build a road that will lead us to our father,” Road Builder said, and
146 he began to construct a road. The other five children followed Road
158 Builder down the road as he worked. They trudged on and on until
171 finally they came to a mighty river. But, hard as they tried, they could
185 not see their father.

189 “Brothers and sisters,” See Trouble cried. “I know why we do not
201 see our father. He has been swallowed by Big Fish!”

211 “It’s a good thing I’m so thirsty,” said River Drinker as she walked
224 to the river’s edge and put her lips to the water. With gulp after
238 enormous gulp, she drank every drop of water in the river. There in
251 the mud sat Big Fish. Now it was Game Skinner’s turn to help. She cut
266 open Big Fish, and Anansi crawled out, free at last!

Name _____

But the danger was not over. Falcon swooped down from the sky, grabbed Anansi and soared into the clouds.

“Quickly, Stone Thrower!” yelled See Trouble. Taking careful aim, Stone Thrower hit Falcon with a stone. Anansi began to fall. Seeing this, Cushion ran to catch his father. Anansi landed on Cushion with a nice soft bounce, and Anansi was safe! The children cheered, happy to be with their father again.

On the way home, Anansi was attracted to something glowing in the woods. Always curious, he walked toward the glow and found something beautiful. It was a dazzling globe of light.

“Such a wonderful thing!” exclaimed Anansi. “I know just what I will do with it. I will give it to one of my children. But which one should I give it to?”

Seeking help, Anansi called to Nyame, who lived in the sky watching over all living things.

“I found this beautiful globe of light, Nyame. Will you hold it for me while I decide which child I should give it to?” Anansi asked.

“Gladly,” said Nyame, and she reached down carefully to take the globe in hand. As she did so, a soft light fell on the forest.

Anansi went to his children and told them about the ball of light. All night long they argued over which one should receive the gift. Nyame watched from above as the argument went on and on.

It seemed they would never make a decision. So Nyame came to a decision of her own. Instead of giving the globe back to Anansi, Nyame placed it high above for every living thing to see. And that is the story of how the moon came to live in the sky.



Name _____

A. Reread the passage and answer the questions.

1. Pick one of Anansi's children to write about. Write the name of the character and explain how he or she uses his or her ability to save Anansi.

2. What is the decision Nyame comes to at the end of the story?

3. What is one of the themes of this story?

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 Tiger, the Brahmin, and the Jackal

The jackal said to the Brahmin, "I understand that you agreed to let the tiger free if the tiger agreed not to eat you." He turned to the tiger. "And I understand that as soon as you were free, you said you would eat the Brahmin anyway. But I still can't understand this cage here..."

The tiger snarled impatiently. "Foolish jackal! How many times do I have to explain it?" he said. He walked into the cage to demonstrate how it worked. As soon as he was inside, the jackal closed the door behind him and locked him in.

The jackal turned to the Brahmin. "I think you should leave this cage closed," he said.

Answer the questions about the text.

1. How do you know this text is a folktale?

2. What literary elements are included in a folktale?

3. Choose a character. What quality do you think this character symbolizes?

4. What lesson do you think this folktale teaches?

Name _____

Read each passage below. Write the root word and the definition of the word in bold.

1. Anansi was a spider who had six children, each with his or her own special **ability**.

Root word: _____

Definition: _____

2. "Such a **wonderful** thing!" exclaimed Anansi. "I know just what I will do with it. I will give it to one of my children. But which one should I give it to?"

Root word: _____

Definition: _____

3. "Gladly," said Nyame, and she reached down **carefully** to take the globe in hand.

Root word: _____

Definition: _____

4. Nyame watched from above as the **argument** went on and on.

Root word: _____

Definition: _____

Name _____

A. Read each sentence. Circle the words that have prefixes. Then write the words with prefixes on the line.

1. I had to relearn the lesson because my answers were incorrect.

2. The imperfect lock made it difficult to unchain the bike.

3. I did not understand how his room could be so unclean and in such disorder!

4. The unhappy customer had to repeat that his meal was uncooked.

5. The shirt was an irregular shape and caused discomfort.

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

Verb	Verb + <i>ed</i>	Verb + <i>ing</i>
1. flap	_____	_____
2. drag	_____	_____
3. grin	_____	_____
4. scrub	_____	_____
5. admit	_____	_____

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 well the author used the characters' words and actions to communicate the message or theme of the story.

Topic sentence	→	In "The Tiger, the Brahmin, and the Jackal," I think the author does a good job of communicating the message of the story. A Brahmin lets a tiger out of a cage because the tiger promises not to eat him. Once the tiger is free he says he will eat the Brahmin. A jackal tricks the tiger into walking back into the cage. The message of the story is to not trust your enemies. I think the author did a good job of communicating the message of the story because each character and event helped me to understand the theme.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Cite evidence from the text that shows how the author communicates the theme or message through the characters and events. Remember to include strong evidence that supports your opinion and to use correct capitalization and proper nouns.

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 how you can create a strong opening by adding details.

Draft Model

A man met a fox. The fox asked the man for help. The man had to decide if he wanted to help the fox. Both the fox and the man waited while the man decided if he would help the fox.

1. Who is the man? Where does he meet the fox?
2. What is the problem that the fox has?
3. What details would explain how the man could help the fox?
4. Why is the man trying to decide if he will help the fox?

B. Now revise the draft by creating a strong opening by adding details.

Name _____

cranky

frustrated

selfish

commotion

annoyed

specialty

attitude

familiar

Finish each sentence using the vocabulary word provided.

1. **(specialty)** The bakery is known for _____
_____.
2. **(frustrated)** When I couldn't figure out the multiplication problem, _____
_____.
3. **(commotion)** We heard the two dogs barking loudly _____
_____.
4. **(annoyed)** The cat saw the bird on the other side of the window _____
_____.
5. **(attitude)** The boy is always ready to help _____
_____.
6. **(selfish)** When I have a secret, _____
_____.
7. **(familiar)** When I heard the song on the radio, _____
_____.
8. **(cranky)** When my baby sister is tired, _____
_____.

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Clue] --> B[Clue]; B --> C[Clue]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The first three boxes are labeled "Clue" and the fourth box is labeled "Theme".

Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Grant and the Flower Stem

List of Characters

- 3 Grant, an ant
6 Beatrice, a bee
9 Frank, a bee

12 Setting

13 A field in Kansas.

17 *Grant has wandered away from his work and has fallen asleep. The*
29 *next morning, he climbs to the top of a sunflower stem and finds a*
43 *small house made of beeswax. No one is home.*

52 **Grant:** *(whispering)* What is this place? It looks like my house, but
64 everything is smooth and shiny! Everything in my house
73 is made of dirt and so rough. Oh man, I would love to live
87 here!

88 *(Beatrice walks in the door behind him.)*

95 **Beatrice:** *(yelling)* Who are you? And, more importantly, what are you
106 doing here?

108 **Grant:** I'm so sorry. My name is Grant. I just saw the stem to your
123 house and climbed up. I didn't know what I would find. But
135 your house is lovely! *(Cowering)* Please don't sting me!

144 **Beatrice:** *(laughs)* It's nice to meet you. Stand up straight and tall. I
157 haven't stung anyone in years, not unless they deserved it.

Name _____

Grant: That's a relief. I have heard stories about little ants that wander away and are stung by bees. I hear bees are very cranky.

Beatrice: Goodness no. It takes a lot to get me irritated. Someone has to be very unpleasant to make me a grouch. I am usually very friendly. You should watch out for my husband, however; he is grumpier than I am.

Grant: Is he going to sting me?

Beatrice: My goodness, Grant, you are one nervous ant. You shouldn't worry so much. He won't sting you.

Frank: *(Enters, but doesn't see Grant)* Good afternoon, Beatrice! Whose turn is it to make soup?
(Notices Grant) Who are you, and what are you doing in my house?

Grant: I'm sorry, sir. Your wife has been very generous to me. She offered me some tasty soup. Please don't sting me!

Frank: *(to Beatrice)* Really, he thinks I'm going to sting him?

Beatrice: He thinks all bees do is just see ants and sting them.

Grant: All of the stories I've heard about bees are terrifying.

Frank: Let me calm you down. Have you ever met a bee before?

Grant: No, not before you two.

Beatrice: I'll tell you what. We are going to feed you, and then Frank will fly you home. I'd like you to tell other ants about us, and let them know that we are not beasts. We are insects like everyone else. I'd also ask you to be more careful about believing all the stories you hear about other folks.

Grant: I will. Thank you very much for not stinging me.

Frank and

Beatrice: *(sigh) (together)* You're welcome, Grant.



Name _____

A. Reread the passage and answer the questions.**1. What does Grant believe about all bees?**

2. Why does he believe this?

3. What theme does Grant's interaction with the bees show?

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 _____

Goldilocks Returns

Act 1, Scene 2

[Setting: *The THREE BEARS' kitchen. The bears are standing around their kitchen table, explaining to the POLICE DETECTIVES what happened.*]

MAMA BEAR: [*Worried*] As soon as we had returned from our morning stroll, we knew something wasn't right.

PAPA BEAR: [*Angry*] Each of the bowls of porridge on the kitchen table had been tasted by someone!

BABY BEAR: [*Crying*] And whoever did it ate all of my porridge!

DETECTIVE #1: [*Looks at DETECTIVE #2*] This isn't the first time we've seen this, is it, boss?

DETECTIVE #2: [*Still studying the crime scene*] No sir. Call headquarters. Tell them Goldilocks is at it again.

[*End scene.*]

Answer the questions about the text.

1. How can you tell the genre of this text is a drama?

2. How can you identify the dialogue in this text?

3. What do the stage directions explain?

Name _____

Read each passage. Underline the antonyms that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.

1. Grant: My name is Grant. I just saw the stem to your house and climbed up. . . .
But your house is lovely! (**Cowering**) Please don't sting me!

Beatrice: (*laughs*) Grant. It's nice to meet you. Stand up straight and tall. I haven't stung anyone in years, not unless they deserved it.

2. Grant: That's a relief. I have heard stories about little ants that wander away and are stung by bees. I hear bees are very **cranky**.

Beatrice: Goodness no. It takes a lot to get me irritated. I am usually very friendly.

3. Grant: All of the stories I've heard about bees are **terrifying**.

Frank: Let me calm you down. Have you ever met a bee before?

Name _____

A. Read each sentence. Circle the words that include a digraph. Then underline the digraph in each word.

1. My dad will choose the patch we buy.
2. Did you snatch the bar graph I did for homework?
3. Our chef came in fifth place at the cooking contest.
4. We will have to rush to get inside the kitchen.
5. Did you touch the bottle of ketchup?
6. Did you by chance see the family photo?

B. Write the singular possessive and plural possessive forms for each noun.

Noun	Singular Possessive	Plural Possessive
1. pitcher	_____	_____
2. table	_____	_____
3. orange	_____	_____
4. theater	_____	_____
5. bus	_____	_____
6. horse	_____	_____

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 well the author used the elements of a play to tell a story.

Topic sentence	→ In "Grant and the Flower Stem," I think the author did a good job of using the elements of a play to tell a story. The setting, stage directions, and the dialogue tell
Evidence	→ the reader what is happening in the play. For example, in the beginning, the stage directions say that Grant is whispering. I can tell he is nervous because he is whispering. From the dialogue, I can tell that Beatrice tries to make Grant feel less nervous. I think the author's
Concluding statement	→ use of dialogue and stage directions really helped me to understand the characters and the events in the play.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how well the author used the elements of a play to tell a story. Remember to use evidence to support your opinion and use 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 everyday, conversational words and phrases you can add.

Draft Model

Hello, Dear Reader, my name is Theodore Baker. I have been alive almost 11 years. I am the youngest royal cake maker on the planet. Yesterday, the Queen requested that I bake her a special anniversary cake.

1. What is a more informal way for Theodore Baker to introduce himself?
2. How could Theodore Baker tell how old he is in a way that sounds more like conversation?
3. How might the Queen's request be written as dialogue?

B. Now revise the draft by adding everyday words and phrases that will make the story sound less formal and more like conversation.

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

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
27 digging in the dirt. He ends each day watering. But he is not alone in
39 his mission for a nice garden. His friend, the earthworm, is always
52 there to assist. The earthworm often gets a bad name as being a
65 lowly creature. Yet it has many duties and plays an important role in
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.

Name _____

pounce

prey

dribbles

poisonous

extraordinary

vibrations

camouflaged

predator

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

Cyril the snake was not like the other snakes in his family. He didn't like to hunt for his meals, so he wasn't much of a _____.

"I don't care to hunt and eat mice," he told his mother. "They are not my _____. They are my friends."

"We love to hunt mice!" said Cyril's brothers and sisters. "Cyril does not. His mouth waters at the thought of fruits and vegetables. He just _____ and drools when he sees a good salad."

Even though Cyril had teeth that could give a _____ bite and cause something harm, he never used them.

"Your brothers and sisters use their special coloring to be _____ and blend in with the brown grass and leaves," said his mother. "They shake their tails back and forth to cause _____ and make a rattling noise. This makes the mice frightened."

"I would never suddenly _____ on any mouse, big or small," said Cyril. "They are all my friends."

Because a friendly snake was so unusual to the mice, they all thought Cyril was an _____ friend.

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Use the summarize strategy to write a brief statement about the main ideas.

The Birds

12 Do you know why some birds have bright feathers? Have you ever
22 wondered why some birds swim better than others? Different features
33 have made life easier for birds. These are all physical adaptations
birds have made in order to survive.

The Web

42 Many birds that live near water spend a lot of their time in the
56 water. These birds, called waterfowl, have webbed feet. Why is this
67 helpful? Webbed feet are like the paddles on a boat, which help the
80 waterfowl move through the water faster.

Big Mouth

88 The shape of a bird's beak is useful for specific tasks. The
100 spoonbill has a spoon-shaped beak. Why a spoon shape? This bird
111 spends a lot of time in the water. The spoon shape helps the bird stir
126 the water. The stirring causes little whirlpools. Small fish and insects
137 get pulled into the whirlpools, making it easy for the bird to snap up
151 a meal.

Light as a Feather

157 It is not uncommon to see birds with pretty feathers. Feathers are
169 for more than looking good, though. For the penguin, they do two
181 things. The outer part of the feather is waterproof. This keeps the
193 penguin dry. The inner part of the feather, called the down, traps
205 air that keeps it warm. This is important since penguins don't fly.
217 Instead, they swim in freezing water. Without waterproof feathers,
226 they would be at a disadvantage.

Name _____

True Colors

Bright colors help some birds stand out. The golden pheasant has red, green, and gold feathers. The toucan's large beak can be many colors at once. Bright colors help these two birds get noticed. This attention helps them find a mate.



Ingram Publishing/SuperStock

The toucan's beak can be many colors.

There are some birds who are just the opposite. They do not want to be seen at all! The potoo has coloring that makes it look just like part of a tree. This camouflage helps the potoo avoid unwanted attention.

Voices Carry

Birds have different ways of talking. They have calls to find a mate, warn other birds, and to say "I live here!"

The killdeer has a special reason for one of its calls. This bird builds its nest on the ground. This can be unsafe. When a predator is too close to the nest, the killdeer gives a loud call. The bird hops around and pretends to be injured. This loud call and unusual act distract the predator. The predator will now go after the injured bird rather than look for the nest. When the predator gets too close the bird flies to safety, then to its nest. The killdeer's call and act help protect its nest.

The club-winged manakin has an interesting call, too. This bird uses its wings to "talk." It moves its feathers back and forth over one another. It can sound like a violin.

Birds have to adapt to their environments. Different environments require different features. Whether it's a certain way of moving, eating, or talking, various adaptations help birds to survive.

Name _____

A. Reread the passage and answer the questions.**1. What is the main idea in the third paragraph?**

2. What are the key details in the fourth paragraph?

3. How are these details connected?

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

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

Name _____

Giraffes' Adaptations

Where giraffes live there are few kinds of plants for animals to eat. So giraffes' bodies have adapted to eat the plants that are available. Giraffes mainly eat the leaves of the acacia tree. The acacia tree's branches are hard and thorny, but the giraffe's long, flexible tongue allows it to reach around the thorns and pluck the leaves. Even if a thorny branch does get into a giraffe's mouth, it has thick saliva that coats the thorns and protects its mouth from cuts.



Creatas/PunchStock

The giraffe's flexible tongue reaches between the thorns to remove the leaves.

Answer the questions about the text.

1. How do you know this text is expository text?

2. What text features does the text include?

3. What is the heading? Give an example of the topic it introduces.

4. How do the caption and photo help you understand the text better?

Name _____

Read each sentence below. Then answer each question about the word in bold.

1. The prefix *un-* means “not.” What does **uncommon** mean in the following sentence? “It is not **uncommon** to see birds with pretty feathers.”

2. What does **unwanted** mean in the following sentence? “This camouflage helps the potoo avoid **unwanted** attention.”

3. What does **unusual** mean in the following sentence? “This loud call and **unusual** act distract the predator.”

4. The prefix *dis-* means “opposite or lack of.” What does **disadvantage** mean in the following sentence? “Without waterproof feathers, they would be at a **disadvantage**.”

5. The prefix *re-* means “again.” What does **reproduce** mean in the following sentence? “This attention helps them find a mate and **reproduce**.”

Name _____

A. Circle the word with the /är/ or /ôr/ sound to complete each sentence. The /är/ sound is found in the word *star*. The /ôr/ sound is found in the word *fort*.

1. The boys saw a _____ on the roof of the house.

hawk stork owl

2. The deck will _____ because of all the rain.

warp break bend

3. I liked the new _____ that was in the bedroom.

light chair carpet

4. It is always helpful to have _____ friends.

kind smart many

5. They wanted to have the party in the _____.

backyard evening basement

B. The suffix *-ful* means “full of” or “having.” The suffix *-less* means “without.” Add the suffix to each word on the first line. Then write the meaning of each word on the second line.

1. pity + less = _____

2. wonder + ful = _____

3. sense + less = _____

4. care + ful = _____

5. doubt + ful = _____

6. penny + less = _____

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 shows how well the author used photographs and captions in the text.

Topic sentence	→	In "Giraffe's Adaptations," the author included an interesting photograph and an informative caption to illustrate the text.
Evidence	→	The photograph shows a giraffe eating leaves from a thorny plant. I can see from the photograph the leaves are hard to get at. The caption explains how the giraffe is able to get to the leaves and avoid the
Concluding statement	→	thorns. I am glad that the author included the photograph and caption. It gave me more details about the giraffe and helped me understand the information in the text.

Write a paragraph about the text you have chosen. Show how well the author used photographs and captions. Cite evidence from the text. Remember to include text evidence that supports your opinion and to use possessive 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 logical order to use to present details.

Draft Model

A giraffe has spots on its coat. Giraffes are tall animals from Africa. They are between 14 and 19 feet tall.

1. How could ideas be rearranged to help readers better understand what the text is about?
2. What other animals are giraffes related to?
3. What animals are giraffes taller than?
4. What other animal has spots on its coat?

B. Now revise the draft by rearranging ideas and presenting them in a logical order to help readers better understand giraffes.

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.

Details



Point of View

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Name _____

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

Deer

The headlights turn their dark eyes
green.

We see them sitting under trees
at night, in my yard, like a photo of
a family.

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.

Our lights go off, we're warm inside,
they come out then, from where they hide.
Their secret place is a point of pride.

Calm as ponds, they never fight,
they stand and leave when the sky gets bright.
But the question never sat quite right—

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?

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.

2. Then they dart away, their tails held high,
six white arrows point at the sky.

3. Into the night they disappear,
and though they move as quick as spears
a little later they'll be back here.

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 <i>peeks</i> and <i>spiral</i> helps the reader to picture the nautilus in its shell. The phrase <i>steer his puzzling ship</i> 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.

Name _____

acquaintance

complementary

logical

scrounging

cautiously

jumble

scornfully

trustworthy

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

1. What were the mice doing when they were looking on the ground for food?

2. Which word could you use to describe a mess? _____

3. What do you call a person you know? _____

4. How was the judge acting when she told the politician he had broken the law?

5. What is another word for *carefully*? _____

6. How would you describe someone you can rely on? _____


7. Which word would describe someone who is very sensible? _____

8. What is another word for *making whole*? _____

Name _____

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

Details



Point of View

Name _____

Read the passage. Use the visualize strategy to help you understand the fantasy story.

The Oak Tree and the Tiny Bird

14 Far out in the country, in the middle of a grassy field, there lived
a beautiful oak tree. The oak tree loved her home, there in the field.
28 She loved the feel of squirrels jumping from limb to limb. She loved
41 watching the sun rise every morning and dip below the horizon
52 each night. She liked the feeling of wind in her branches. During
64 rainstorms, she enjoyed feeling the water run down her trunk.

74 One morning, the tree heard a tiny bird chirping sadly in her
86 branches. The tree looked and saw a baby bluebird there, trembling.
97 He was alone in a nest of twigs and feathers. The baby bird was
111 shaking with fright.

114 “What is the matter, little bird?” asked the tree.

123 The tiny bird jumped. He looked surprised, startled by the tree’s
134 question. The bird choked back a few tears before saying, “It’s my
146 mother. She left the nest two nights ago to go get me some food, and
161 she still hasn’t come back.”

166 The tree had seen this happen before. Sometimes mama birds leave
177 their nest to get food and run into danger. And sometimes, they stay
190 away longer than they planned.

195 “Well, your mother may be gone, but you still have me,” said the
208 tree. “First things first. Let’s get some food in that belly.”

219 The oak tree saw some squirrels scrounging around on the ground.
230 They were running all over, picking up food.

238 “You there, squirrel,” whispered the tree. “Will you share some of
249 your nuts and berries with this good little bluebird?”

Name _____

"Sure!" said the squirrel. He dashed into his home in the tree. He reappeared just as fast with his paws full of food. The squirrel ran again to the bird's nest and tossed in nuts and berries. The tiny bird ate everything up and felt much better.

"You must be thirsty," said the tree. The tree carefully shook her limbs. She cautiously bent her branches, and morning dew from her leaves trickled down to the bird's open mouth.

With the help of the squirrels and occasionally other animals, the oak tree kept the tiny bird fed and watered. Every once in a while, an owl helped out. Sometimes a rainstorm passed over the grassy field, and the tree would gently put her limbs around the tiny bird to protect him from the wind and rain.

This went on for weeks. Slowly but surely, the tiny bird began to grow.

One day, the tree went to check on the tiny bluebird, but the bird was not in his nest. The tree searched all over her limbs and trunk, and even the ground, but she could not see the tiny bird anywhere. "What could have happened?" thought the tree. Just then, with a flutter of wings, the bluebird, which the tree had loved and cared for all these weeks, flew and landed among the branches. He had a mouthful of nice, juicy worms.

"Why, you're all grown up," exclaimed the tree. "And you can fly!"

"All thanks to you," replied the not-so-tiny bluebird with a smile.



Name _____

A. Reread the passage and answer the questions.

1. What two pronouns are used in the first paragraph? Which character do the pronouns refer to?

2. Does the narrator take part in the events of the story? Explain. What point of view is the story told from?

3. What is the narrator's point of view about animals and nature? Give evidence or details from the story.

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

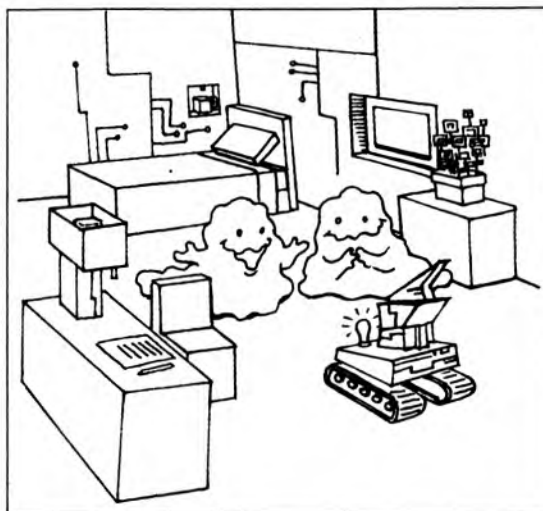
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

A Perfect Room

“What do you think of the room we made for you?” the gooey creatures asked their new robot friend. “Most of the rooms here are made out of ooze and slime, but we thought you might like something different.”

The robot looked around. The floor was made of bright, gleaming metal. The furniture had perfectly straight edges. The closets’ contents were all clearly labeled. “I love it!” she beeped.



Answer the questions about the text.

1. What is the genre of this text?

2. How does the illustration help you to identify the genre?

3. Describe one of the characters in the text. Could the character you chose exist in real life?

4. Describe the setting of the text. Could the setting exist in real life?

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.

1. The tree looked and saw a baby bluebird there, **trembling**. He was alone in a nest of twigs and feathers. The baby bird was shaking with fright.

2. The tiny bird jumped. He looked surprised, **startled** by the tree's question.

3. "Sure!" said the squirrel. He **dashed** into his home in the tree. He reappeared just as fast with his paws full of food. The squirrel ran again to the bird's nest and tossed in nuts and berries.

4. The tree carefully shook her limbs. She **cautiously** bent her branches, and morning dew from her leaves trickled down to the bird's open mouth.

5. With the help of the squirrels and **occasionally** other animals, the oak tree kept the tiny bird fed and watered. Every once in a while, an owl helped out.

Name _____

A. To complete each sentence, circle the word that has the /ûr/ sound found in *shirt*. Then write the word on the line.

1. I watched the acrobat _____ the ribbon in the air.
 hold roll twirl
2. We had to go home because my mom forgot her _____.
 ring purse form
3. The _____ at the zoo scared my little sister.
 lion tiger shark
4. After the game, my shirt was _____.
 dirty ripped torn
5. The brave woman pulled a _____ from the basket.
 snake flame serpent

B. Read the words in the box. Sort them according to the number of closed syllables.

cargo pillow pencil raven garlic panda

Words with One Closed Syllable	Words with Two Closed Syllables
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

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 the third-person narrator to tell a story.

Topic sentence	→	In "The Oak Tree and the Tiny Bird," the author uses a third-person narrator to tell the story. The narrator's point of view shows how the narrator thinks and feels
Evidence	→	about the characters and events. Since the author uses the pronouns <i>she</i> and <i>her</i> to describe the oak tree, I know the story has a third-person narrator. In the first paragraph, I learn how the oak tree feels about her home. Later, I find out that the oak tree knows exactly what to do when she finds a baby bird in her branches. By using
Concluding statement	→	a third-person narrator, the author lets the reader know how the oak tree feels about helping the baby bird.

Write a paragraph about the text you have chosen. Cite evidence from the text that shows what point of view the story is narrated from. Remember to use precise language and to include action verbs.

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 transitions you can add.

Draft Model

Liz was nervous about her first day at the underwater school. She fidgeted inside her airtight pod. Her teacher, a lobster, greeted her. She made friends with a fish. She had a good day.

1. What transition words or phrases might show a cause-and-effect relationship between Liz's nervousness and her fidgeting?
2. What transition words or phrases might help connect the ideas in the rest of the passage?
3. What transition words or phrases could be added to make clear the order of events?

B. Now revise the draft by adding transition words and phrases to help tell the order of events and to connect ideas.

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

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!

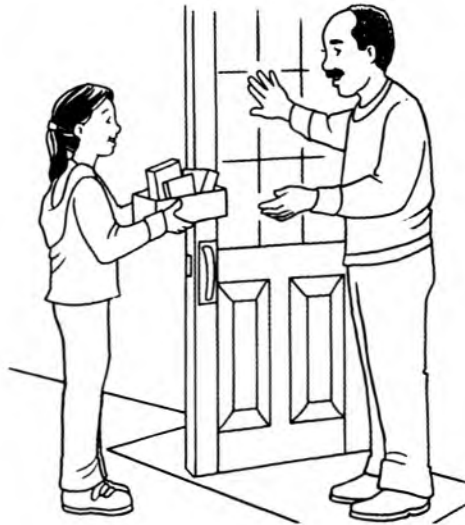
Vera walked down her block to a house that was four doors down, as Brad quietly followed. She knocked on the front door. A moment later, an elderly man opened the door. Brad couldn't hear what the older man said to Vera, but they both smiled. He took the box from her, went back inside, and closed the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

Name _____

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.

Name _____

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 type="checkbox"/>
2. planet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. banjo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. refund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. photo	<input 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. Brad thinks Vera is weird because she
Evidence	→	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. I think the
Concluding statement	→	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.

Name _____

mistreated

encouragement

qualified

boycott

fulfill

registered

protest

injustice

Finish each sentence using the vocabulary word provided.1. **(protest)** We didn't want them to shut the library down _____

_____ .

2. **(registered)** The new baseball league starts next week _____

_____ .

3. **(fulfill)** My sister picked me up from school _____

_____ .

4. **(qualified)** To have a good president of our school _____

_____ .

5. **(boycott)** When my mother was younger, _____

_____ .

6. **(mistreated)** When we got blamed for _____

_____ .

7. **(encouragement)** My brother was having trouble with his painting _____

_____ .

8. **(injustice)** The police officer told us _____


_____ .

Comprehension: Author's Point of View Graphic Organizer

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Author's Point of View

Name _____

Read the passage. Use the reread strategy to help you understand and remember information.

A Child's Fight for Rights

11 At age 12, Craig Kielburger of Ontario, Canada, read a terrible
23 news story that changed his life. He read about Iqbal Masih. Iqbal
37 was a boy from Pakistan who was forced to work in a rug factory.
49 Craig read that children were taken from their homes. They were put
62 to work at very young ages. Craig was free. The thought of being
captive shocked him.

65 Iqbal's Story

67 Iqbal was the same age as Craig. He had been working constant
79 12-hour days since age four. Non-stop working kept Iqbal from going
90 to school. He was not treated well and lived behind large fences and
103 walls.

104 Iqbal was later set free by police. He tried to make his story known
118 and spoke to the press.

123 Free the Children

126 Craig was moved by Iqbal's story. It caused him and his friends
138 to write requests and reach out to world leaders to raise money for a
152 wonderful cause.

154 In 1996, Craig founded Free the Children. It was started as a group
167 of young people who wanted to stop the use of child labor around the
181 world.

Name _____

Craig Kielburger and Free the ChildrenCraig, Age 12-Starts
Free the ChildrenCraig, Age 14-Frees
children in South AsiaCraig, today-Continues to
fight for children's rights

Many people were not aware that children were being forced to work in factories. Free the Children helped make sure that Canada checked the rugs that were brought into the country. The rugs that were not made by children were labeled.

When Craig was 14, he went with police in South Asia to search for children who were being forced to work. The children were returned to their parents. Craig spoke with the parents and learned the families' stories.

Conflict and Results

Some people disagreed with Craig. They didn't agree with him because they thought he was too young. They didn't like that he was talking about these things.

That didn't stop Craig's group though. After two years, the group used the money they had raised to pay for a center in Pakistan. The center provided shelter and education for children who had escaped capture.

Free the Children still thrives today. It grows because countries like the United States and Germany have learned of Craig's mission. They have taken action. Children raise money with car washes and bake sales.

Craig has helped to build over 100 schools and centers for children in need. With his help and that of other interested people, Craig's group can complete its goal of fighting for children's rights—a very worthy cause.

Name _____

A. Reread the passage and answer the questions.

- 1. What are two details from paragraphs 1 and 4 that tell us the author's point of view?**

- 2. How are the two details similar?**

- 3. What is the author's point of view in the passage? Give evidence or reasons from the 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 _____

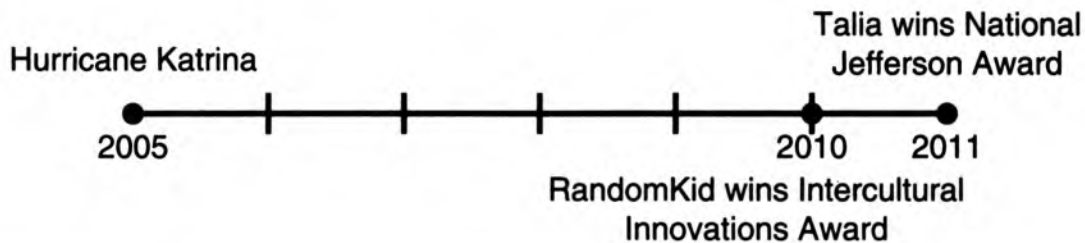
Talia Leman and Randomkid.org

In 2005, Hurricane Katrina hit the Gulf Coast of the United States hard. Ten-year-old Talia Leman helped raise over \$10 million to help the victims.

Leman then founded the Web site RandomKid.org. It helps a variety of causes across the globe and has won awards and widespread recognition. Over 12 million young people in 20 countries have joined its effort.

In 2011, Leman won the National Jefferson Award for global change. It was her reward for all of her public service.

Important Events in Talia Leman's Life



Answer the questions about the text.

1. How do you know this text is a biography?

2. What is one text feature included in this text?

3. How does the time line help you understand the text better?

4. How can you tell that the events in the text are in the order that they happened?

Name _____

Read the sentences below. Underline the word in the second sentence that is a synonym or an antonym of the word in bold. Then write the best definition of the word you underlined on the line.

1. Craig was **free**. The thought of being captive shocked him.

2. He had been working **constant** 12-hour days since age four. Non-stop working kept Iqbal from going to school.

3. Craig was **moved** by Iqbal's story. It caused him and his friends to write requests and reach out to world leaders to raise money for a wonderful cause.

4. In 1996, Craig **founded** Free the Children. It was started as a group of young people who wanted to stop the use of child labor around the world.

5. Some people **disagreed** with Craig. They didn't agree with him because they thought he was too young.

Name _____

A. Read each sentence. Circle the word with the soft c or soft g to complete the sentence. Then write the word on the line.

- The performers were a big hit at the _____.
game carnival circus
- The kids were _____ their plan to stay up late would work.
certain positive sure
- _____ are a great source of vitamins.
Grapes Oranges Mangoes
- The wet _____ fell on the kitchen floor.
sponge glue grease
- Did you see the _____ car drive down the street?
silver colorful police

B. Read each sentence. Circle the word with the final VCe pattern. Then write that final e syllable on the line.

- | | Final e Syllable |
|--|------------------|
| 1. Did you complete your homework yet? | _____ |
| 2. The ballet dancer is very agile. | _____ |
| 3. The hikers want to escape the jungle. | _____ |
| 4. Does it excite you to play sports? | _____ |
| 5. Which reptile do you want to see first? | _____ |
| 6. You must include all of your work. | _____ |

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 the author's point of view.

Topic sentence	→	In "A Child's Fight for Rights," I can tell that the author admires Craig Kielburger's fight to stop the use of child labor around the world. The author says that
Evidence	→	Craig started a group called Free the Children. In two years, his group raised enough money to pay for a center in Pakistan that houses and educates child laborers. So far, the group has helped to build over 100 schools and
Concluding statement	→	centers for children. The author supports his point of view by including details about the difference Craig's group has made in the lives of children all over the world.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how you identified the author's point of view. Remember to group related information and use main and helping verbs 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 reasons and evidence you can add.

Draft Model

Miss Cardenas made a big difference in our community. She started a nursing school five years ago. There was a shortage of skilled nurses in our town before the school opened.

1. What efforts did Miss Cardenas make to start the nursing school?
2. What concrete details would describe the problem with the nurse shortage?
3. What reasons and evidence would show how the school helped end the shortage?
4. What examples would show how things got better?

B. Now revise the draft by adding reasons and evidence that will help convince readers to agree with the writer's opinion.

Name _____

haste	divided	shattered	tension
opposed	perish	proclamation	address

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

1. What word might be used to describe mental strain? _____

2. What is an official public announcement? _____

3. If something is in two separate pieces, what is it? _____

4. What is another word for *quickness*? _____

5. What word might describe something broken in many pieces?

6. If you do not take care of a plant, what might it do? _____


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

8. What might a politician give to a crowd of people? _____

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Author's Point of View

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

A True Declaration

Do you like to write? What if you wrote words that helped form laws? This is what Thomas Jefferson did. He was the third president of the United States, but he might be best known for writing the Declaration of Independence.

A Strong Start

Jefferson was born on April 13, 1743. At the age of nine, he began to study Latin, Greek, and French. He would one day be able to speak five languages and read seven.

When he went to school he studied law. In 1769 he was part of the House of Burgesses, which was the first group of chosen law-makers in our nation. While there, he was not known as a great public speaker. It is not only spoken words that can make a change, though. Sometimes written words can be just as valuable. People liked the way he wrote about information from meetings while he was there. They knew that he could write very well.

When the people wanted to be free from Britain, they asked Jefferson to help. They asked him to write about why people wanted to rebel against Britain. So he wrote the Declaration of Independence.

Name _____

The Power of Words

The Declaration said that we are all created equal. It said that we all have certain rights, including “life, liberty, and the pursuit of happiness.” This means that we should all have the right to freedom and happiness. Jefferson wrote these words when the people had a lot of criticism for British law. They wanted to be free from these laws. The people did not agree with the king. They wanted to protect their happiness. They wanted to be in charge of making their own laws.



The words that Jefferson wrote were the thoughts of many people. The people did not want to live under British rule. They felt that it was not fair. Instead, they wanted to have a life of liberty. They wanted a life where all people were equal, where people could search for happiness. This is why Jefferson wrote that if a government is not working, “it is the right of the people to alter or to abolish it.” This meant that the people had the power. They could change how they were ruled.

Jefferson’s words gave a voice to the people. His words filled them with optimism. His words gave them strength, too. The people felt ready to say they were free of Britain. The day on which they made this official is a special day. Do you know what day it is? It is the Fourth of July.

Jefferson was in law and politics. Yet, he is also known as a great writer. The Declaration that he wrote helped in the development of our nation. It came when the people needed it most. Without his strong words, America might not have been able to find its freedom when it did.

Name _____

A. Reread the passage and answer the questions.

- 1. Which detail in the first paragraph tells you what the author thinks Jefferson's biggest accomplishment is?**

- 2. What does the seventh paragraph tell you about how the author feels about the words Jefferson wrote?**

- 3. How do your feelings about what Jefferson did for our country compare with the author's?**

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 _____

Encouraging Change

John F. Kennedy did not plan to be a politician. He wanted to have a job in academics or the news. However, from 1947–1953 he was in the House of Representatives. He was a Senator from 1953–1960. In 1960 he was elected president. The words in his speech in 1961 helped bring change. He said, “Ask not what your country can do for you—ask what you can do for your country.” He wanted people to better each other’s lives.



NASA Headquarters-Greatest Images of NASA
(NASA-HQ-GRIN)

President John F. Kennedy gives a speech to Congress in 1961.

Answer the questions about the text.

1. How do you know this text is a biography?

2. What text features does the text include?

3. What does the caption tell you about the photograph?

4. How do you know the photograph is a primary source?

Name _____

Suffix	Meaning
<i>-able</i>	capable of
<i>-ation</i>	action or process
<i>-ism</i>	the act or state of
<i>-ment</i>	act or process of

Using the information in the box above, circle the word in each sentence below with a Latin or Greek suffix. Write the meaning of the word on the line. Use a dictionary if necessary.

1. He was the third president of the United States, but he might be best known for writing the Declaration of Independence.

2. Sometimes written words can be just as valuable.

3. People liked the way he wrote about information from meetings while he was there.

4. Jefferson wrote these words when the people had a lot of criticism for British law.

5. His words filled them with optimism.

6. What Jefferson wrote helped in the development of our nation.

Name _____

A. Read each sentence. On the line, write the correct plural form of the noun in parentheses.

1. **(prop)** The play included many _____ to make it look real.
2. **(hobby)** I have two _____ that I enjoy doing after school.
3. **(mistake)** Did you make any _____ on your homework?
4. **(moss)** There are different kinds of _____ and plants.
5. **(arch)** We drove under two huge _____ when we entered the city.
6. **(day)** There are seven _____ in each week.

B. The suffixes *-ment*, *-ness*, *-age*, *-ance*, and *-ence* all mean “the state of” or “the act of” something. Write the meaning of each word below.

1. storage _____
2. brightness _____
3. punishment _____
4. guidance _____
5. patience _____
6. excitement _____

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited text evidence that shows how the author supported his point of view.

Topic sentence	→	In "A True Declaration," the author states that Thomas Jefferson was a great writer. To support his viewpoint, the author says that by writing the Declaration of
Evidence	→	Independence, "Jefferson's words gave a voice to the people." The author supports this statement by explaining that people did not want to live under British law. They wanted liberty. Jefferson was able to express this in the Declaration of Independence. By discussing the
Concluding statement	→	importance of the Declaration of Independence, the author supports his viewpoint that Jefferson was a great writer.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author supported his point of view. Remember to include a strong opening and concluding statements and to use linking verbs 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 details you can add to give the narrative a strong conclusion.

Draft Model

I had blamed my brother for ruining one of my books. He insisted that he hadn't even gone in my room. Then I saw the book's cover in our puppy's mouth. I learned an important lesson.

1. What details would tell why the narrator blamed the brother for ruining the book?
2. What did the puppy look like when the writer found it?
3. What details would provide a sense of closure and summarize the lesson the narrator learned?

B. Now revise the draft by adding a strong conclusion to help give readers a sense of closure.

Name _____

characteristics

concerns

disagreed

advancements

resistance

prevalent

inherit

agriculture

Finish each sentence using the vocabulary word provided.


1. **(characteristics)** Fruits such as lemons and limes _____
_____.
2. **(prevalent)** During the wintertime _____
_____.
3. **(agriculture)** She went to college to _____
_____.
4. **(inherit)** Many parents hope their children _____
_____.
5. **(disagreed)** Some of the fans at the soccer game _____
_____.
6. **(concerns)** At the neighborhood meeting, _____
_____.
7. **(advancements)** Computers and cell phones _____
_____.
8. **(resistance)** To avoid getting sick, _____
_____.

Comprehension: **Author's Point of View Graphic Organizer**

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details



Author's Point of View

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Name _____

Read the passage. Use the reread strategy to help you understand the text.

Is Nuclear Energy Safe?

12 Atoms are the tiny things that make up everything in the universe.
26 At the center of an atom is the nucleus. The energy that holds the
35 nucleus together is called nuclear energy. Scientists have discovered
49 how to use that energy as power in our everyday lives. This energy is
cheap and clean. But there are dangers as well.

58 Going Nuclear

60 In the 1930s, physicists learned how to use the energy inside atoms.
72 They split the atom. This released a huge amount of energy. This was
85 exciting to many people. We get much of our power from oil and coal.
99 But people knew that oil and coal would not last forever. Nuclear
111 energy was much easier to come by. It was a great discovery!

123 Nuclear power plants have many benefits. They do not release
133 harmful chemicals into the air. The waste that is produced is in solid
146 form. This makes it easier to control. Also, there is a very small
159 amount of waste compared to other ways of making energy.

169 Nuclear power plants last much longer than coal plants. They can
180 sometimes last sixty years. Plus, nuclear power plants use only a tiny
192 amount of fuel to make energy. That means we could make nuclear
204 energy for many generations.

Name _____

Problems with Waste

Sadly, there are serious problems with nuclear power. The first problem is the waste that is produced. It is true, the waste is very small. Yet it is highly toxic. Physicians have discovered it can cause severe illness. It has to be contained. Sometimes though, the waste leaks out. It can get into drinking water. The waste can cause cancer in humans.

Japan Earthquake Disaster

It is true that accidents are rare. However, they can be very bad if they happen. In 2011, there was a large earthquake in Japan. As a result, one of the nuclear power plants was destroyed. The event is too recent to know all the effects it might have. Still, scientists believe that when the disaster is finally chronicled, it will prove to be one of the worst nuclear disasters ever.

Thousands of people had to be moved away from the plant. Waste leaked into the ocean. The cleanup will be long. It will take decades and it will be very costly.

Being Careful

There is no doubt that nuclear energy can be very good. It can give us energy. It can be safe and cheap. But it can also be dangerous. If we must use it, then we must use it carefully.



Five days after the earthquake, the U.S. government advised Americans within 50 miles of the plant to leave.

Name _____

A. Reread the passage and answer the questions.

1. According to paragraph 2, what is one way that nuclear energy is better than energy from coal and oil?

2. According to paragraphs 3 and 4, what is one of the benefits of nuclear power?

3. List two problems with nuclear energy that the author names in the text.

4. What is the author's point of view on nuclear energy?

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

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

Name _____

Should We Use a Virus to Stop Fire Ants?

The fire ant has been an unwelcome guest in the United States ever since its arrival in 1930. Each year, fire ant colonies cause billions of dollars of damage. This much money could be put to better use.

Luckily, scientists have discovered a virus that may help control fire ant colonies. The SINV-1 virus is capable of destroying an infected colony in three months. Scientists' efforts to turn SINV-1 into a pesticide will save citizens a lot of money.



Answer the questions about the text.

1. How do you know this text is a persuasive article?

2. What is the author's opinion about the SINV-1 virus?

3. What text feature is included? According to the text feature, how is the range of the fire ant changing?

Name _____

Greek Root Meanings*phys* – nature or body*dec* – ten*gen* – birth or kind*chron* – time

Read each passage below. Use the Greek roots from the box above along with context clues to find the meaning of each word in bold. Write the meaning on the line.

1. In the 1930s, **physicists** learned how to use the energy inside atoms. They split the atom.

2. Nuclear power plants last much longer than coal plants. They can sometimes last sixty years. Plus, nuclear power plants use only a tiny amount of fuel to make energy. That means we could make nuclear energy for many **generations**.

3. Waste leaked into the ocean. The cleanup will be long. It will take **decades** and it will be very costly.

4. A nuclear weapon was used in World War II. John Hersey **chronicled** the events in his true story, *Hiroshima*.

Name _____

A. Read each sentence and circle the compound word. Then write the meaning of the compound word based on the smaller words.

1. There was a terrible snowstorm yesterday.

Meaning: _____

2. This new jacket is both warm and waterproof.

Meaning: _____

3. Did you like to eat peanut butter and jelly sandwiches?

Meaning: _____

4. She jumped off the diving board and landed with a splash.

Meaning: _____

B. Read the words in the box. Sort them under their related roots below.

refresher
collectible

movement
unfamiliar

collection
freshen

familiarize
remove

collect

1. _____

2. _____

family

3. _____

4. _____

fresh

5. _____

6. _____

move

7. _____

8. _____

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 the opinion that the author did a good job of presenting information in a compare-and-contrast text structure.

Topic sentence	→	In "Is Nuclear Energy Safe?" I think the author does a good job of comparing and contrasting the benefits and dangers of nuclear energy.
Evidence	→	In the section "Going Nuclear," the author discusses the advantages of nuclear power. For example, nuclear power plants last longer than coal plants.
Concluding statement	→	In the section "Problems with Waste," the author explains that the waste produced by nuclear power plants is toxic and can cause cancer. I think the author does a good job of using a compare-and-contrast text structure to show what is good and bad about nuclear energy.

Write a paragraph about the text you have chosen. Tell how well the author used a compare-and-contrast text structure to present information about a topic. Cite evidence from the text. Remember to link your opinions and reasons using words and phrases while using irregular verbs 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 the writer's audience.

Draft Model

Technology is cool. It's got this way of making things easier. It does stuff like help people keep up with pals and find important info.

1. Who might be the audience for this writing?
2. What words and details could be added or deleted to make the purpose clearer?
3. What words in the model could be replaced to create a more formal tone?
4. What words and details could be added or deleted to appeal to the audience even more?

B. Now revise the draft by adding or replacing language to make the tone more formal.

Name _____

democracy

commitment

privilege

legislation

version

eventually

amendments

compromise

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

1. What word might describe an agreement reached by two different sides?

2. What is a system of government where the people decide what happens?

3. If there are formal changes made to a law, what are the changes called?

4. What is another word for *finally*? _____

5. If a community creates its own laws, what is it responsible for? _____

6. What is another word for *a sense of obligation*? _____

7. What do you call a special right that a person has? _____

8. What is another word for *an account given in a particular way*?

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	
	→	

Name _____

Read the passage. Use the ask and answer questions strategy to understand difficult parts of the text.

We the People

11 Ms. Quibble stood by the chalkboard in front of her fourth-grade
12 class. "Who can tell me why the American colonies wanted to
22 separate from England and become their own country?"

30 The class was quiet. Some students scribbled in their notebooks
40 or shuffled their feet. Finally, a single hand shot up. Ms. Quibble
52 adjusted her spectacles. "Yes, Kwan?"

57 "People wanted to separate because they wanted liberty,"
65 Kwan said. "They felt that they didn't have a voice in the British
78 government."

79 "Very good!" Ms. Quibble said. "What was the name of the
90 document that declared the colonies' freedom?"

96 Kwan was the only volunteer. "It was the Declaration of
106 Independence," she said.

109 "Kwan, I can tell you will ace this test." Ms. Quibble sounded
121 impressed. "I *highly* suggest that everyone else study during lunch."

131 Sam Jones ran to catch up with Kwan after class. "You sure know a
145 lot about history," he said.

150 "That's because I'm studying for my naturalization exam. I've been
160 memorizing a lot about America," she said.

167 "Your *what* exam?" Sam asked.

172 "It's a test to become an American citizen," Kwan said. "My
183 parents have been studying with me for months. We are so excited for
196 the chance to become citizens!"

Name _____

The Document that Launched a Country

Sam and Kwan sat together at lunch. They inspected a copy of the Constitution that was printed in their textbooks. Kwan explained that the Constitution sets the rules for the government. It also explains the three branches of government. The legislative branch makes laws. The executive branch makes sure laws are followed. The judicial branch makes sense of the laws.

"All of the branches have checks and balances on each other," Kwan said. "This is so no one branch has complete power."

Rights for All People

"I'm still not sure why a piece of paper from hundreds of years ago is still so important," Sam said.

"Do you know the first three words of the Constitution, Sam?"

"We the people..."

"Right! The government of the United States is supposed to speak for all the people in every community. But there are times when the government has needed to make a change or addition to the Constitution. We call these changes *amendments*. The Bill of Rights is made up of the first ten amendments to the Constitution. Do you know what the Bill of Rights is?"

"I think it gives Americans freedoms, like the freedoms of speech and religion," Sam said.

"Exactly! So, the Bill of Rights makes sure everyone is free."

Sam and Kwan placed their trays on the cafeteria counter. "Good luck on the test today, Sam. I think you're going to do great," Kwan said and winked.



Tetra Images/Corbis

To amend the Constitution, both houses of Congress or three-fourths of the states must approve.

Name _____

A. Reread the passage and answer the questions.

1. What is the cause in the following sentence from the passage?
People wanted to separate because they wanted liberty.

2. What is the effect in the following sentence from the passage?
People wanted to separate because they wanted liberty.

3. In paragraphs 8–10, what is the cause of the situation Kwan describes?
 What is the effect?

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

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

Name _____

An Interview with a State Representative

"I know that your main responsibilities are writing bills and voting them into effect. Do you have any other responsibilities?" I asked the representative.

"Like every other representative, I serve on two **committees** (kuh•MIT•tees)," he told me.

"What does a committee do?" I asked.

"A committee is a group of Congress members. They study a specific subject, like the military or education, and become experts on that subject. When a bill related to that subject is written, the committee reads the bill. Then it reports to Congress on the bill. Each committee provides valuable advice about changes that should be made to bills before they are passed."

Answer the questions about the text.

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

2. What text features are included in this piece of narrative nonfiction?

3. Choose one text feature. How does it add to your understanding of this text?

4. What opinion does the author express in the text?

Name _____

Latin Root	Meaning
<i>commun</i>	common
<i>mem</i>	remember
<i>nat</i>	to be from
<i>scrib</i>	write
<i>spect</i>	look

A. Look at each word below and identify the Latin root. Circle the roots and write the meaning of each word. Use the information above to help you.

1. community _____

2. scribbled _____

3. spectacles _____

4. naturalization _____

5. memorizing _____

6. inspected _____

B. Using what you know about the roots *spect* and *scrib*, write the meaning of each word below. Use a dictionary, if necessary.

7. spectator _____

8. inscribe _____

Name _____

A. Read each verb. Then write the correct *-ed* and *-ing* forms for each verb.

Verb	+ <i>ed</i>	+ <i>ing</i>
1. scare	_____	_____
2. tap	_____	_____
3. discuss	_____	_____
4. taste	_____	_____
5. force	_____	_____
6. skip	_____	_____

B. Read each word. Draw a slanted line (/) to divide it into syllables. Then write the vowel team on the line.

1. coaster _____
2. bookend _____
3. repeat _____
4. southwest _____
5. needle _____
6. unload _____

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 connected events using cause-and-effect relationships.

Topic sentence	→	In "We the People," the author uses cause-and-effect relationships to connect the events in the text. A fourth-grade teacher asks her class American history questions
Evidence	→	to help them review for a test. The main character, Kwan, has been studying for his exam to become an American citizen. The effect of this is that he is the only student in the class who can answer the teacher's questions. Kwan
Concluding statement	→	then helps his friend Sam study which has the effect of Sam understanding the material. The author uses cause and effect to connect the events in the text and tell a story.

Write a paragraph about the text you have chosen. Tell how the author used cause-and-effect relationships to present information about a topic. Cite evidence from the text. Remember that good explanatory writing includes transition words and uses pronouns and antecedents 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 the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?
2. What words could you add to show how the supporting sentences relate to the main idea?
3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Name _____

accompanies

campaign

governor

intend

opponent

overwhelming

tolerate

weary

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

Elections don't happen every year, so getting to vote is very important for my dad. When the _____ begins to show who may be the next _____ of our state, my dad becomes very involved. He usually has a favorite, but he always learns about the _____ so he has all information to make a good decision.


The amount of election mail we get is _____, but my dad carefully goes through it all. He won't _____ it if we tell him we are _____ of all the news he watches. He insists on knowing as much as possible.

Every Election Day, we _____ to go together so he can vote after he gets off of work. But every time, he comes home and has already voted. He likes the little "I Voted" sticker that _____ him through his day. He says he has done his duty as a United States citizen, and that makes him happy.

Name _____

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

Details



Point of View

Name _____

Read the passage. Use the make predictions strategy to predict what will happen later on in the text.

The Sheep in the Wilderness

14 Our herd of sheep was ruled by a cruel shepherd for years. At last
27 we couldn't stand it any longer. We began to stay awake each night
40 until the shepherd had gone to bed. Then we would plan our escape.
53 Finally, the time came to make our move. Late one night, our herd
66 crept quietly out of the pasture while the shepherd and his dogs slept.
We are finally free! I thought as we entered the dark forest.

78 Life was hard when we lived with the shepherd, but I learned that it
92 was even harder on our own. Trouble came when we needed to find a
106 place to graze. Our group came to a fork in the path. "There's a wide,
121 green pasture that way," an old gray sheep said, pointing to the path
134 that led downhill. "I remember the shepherd took us there once to
146 graze. There was plenty for everyone to eat."

154 "We can't go there!" a younger brown sheep said. "If the shepherd
166 took you to graze in that pasture, he knows where it is. Besides, it's
180 completely surrounded by forest. We would never see the shepherd
190 coming if he tried to sneak up on us." The brown sheep pointed to
204 the other path. It led uphill. "There are fewer trees on the mountain.
217 There must be a pasture there. And if the shepherd comes looking for
230 us, we'll see him before he sees us."

Name _____

Each of the other sheep took the side of either the old gray sheep or the young brown sheep. The herd argued for hours, but we still could not decide where to graze. Finally we all got so tired of arguing that we fell asleep.

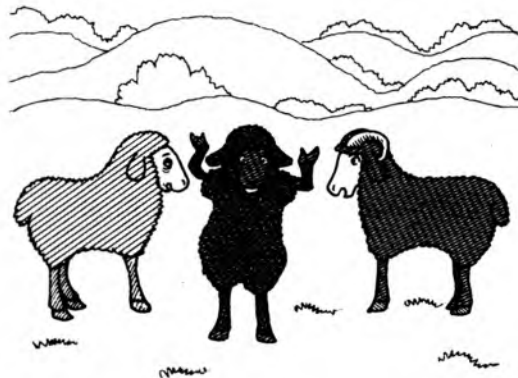
Just before I fell asleep, I had an idea. We could choose one sheep to be our leader! This sheep could hear the other sheep's ideas and decide what to do. This way, we wouldn't have to spend all of our time arguing. I would tell the other sheep in the morning.

When I woke up, the others had already taken up where they had left off and were arguing over where to graze. So I shouted, "Quiet, everyone!" The herd fell silent and looked at me.

"We can't argue every time we need to make a decision," I began.

"We need to choose someone we trust to lead us. This sheep will listen to our ideas and make the most important decisions for us. We may not like every decision our leader makes, but at least our voices will be heard. And if we choose a new leader each month, the sheep who feel that their voices aren't being heard will have another chance to share their ideas."

The herd liked my idea, so we set out to choose a leader. The sheep would vote by putting a brown leaf into a pile if they wanted the young ram to lead, a green leaf if they wanted the old gray sheep, and a red leaf if they wanted me. Each sheep voted. When we counted the leaves, I had won the most votes!



Name _____

A. Reread the passage and answer the questions.

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

2. Is the narrator part of the story? What do we learn about the narrator in the first paragraph?

3. What is the narrator’s point of view about leadership? Cite evidence from the text.

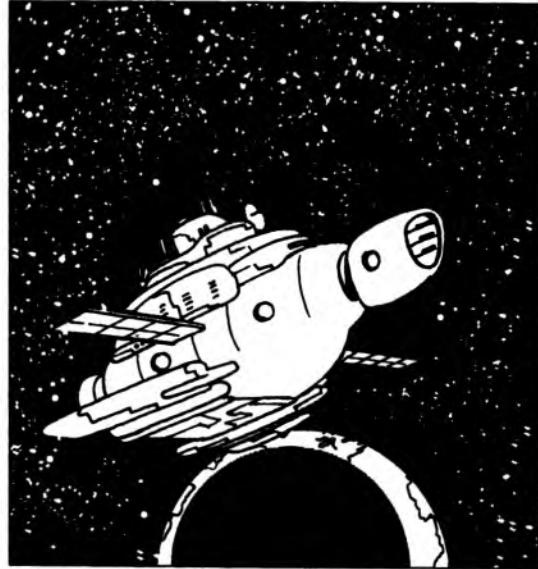
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and expression. Stop after one minute. Fill out the chart.

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

Name _____

The *Aurora's* First Mission

Construction on the *Aurora* ended in 2412. Over a mile in length, it was unlike any space cruiser ever built. The ship's advanced computer controlled the billions of instruments on board. Now the ship needed a captain. Two candidates were favored. Dr. Yanic had designed the ship's computer. He knew how it worked and how to fix it. The other candidate, Admiral Clark, had been in the Galactic Navy and knew how to run a ship.



Answer the questions about the text.

1. How do you know this text is fantasy?

2. What in the text could not happen in real life?

3. What text feature is included?

4. How does the text feature help show that the text is fantasy?

Name _____

Read each passage. Underline the words that help you figure out the meaning of each idiom in bold. Then write the idiom's meaning on the line.

1. Finally, the time came to **make our move**. Late one night, our herd crept quietly out of the pasture while the shepherd and his dogs slept.

2. Life was hard when we lived with the shepherd, but I learned that it was even harder **on our own**.

3. Each of the other sheep **took the side of** either the old gray sheep or the young brown sheep. The herd argued for hours, but we still could not decide where to graze.

Name _____

A. Change the *y* to *i* and add the indicated ending to each word. Write the new word on the line.

1. empty + er = _____

2. sorry + est = _____

3. reply + ed = _____

4. carry + es = _____

5. funny + er = _____

6. silly + est = _____

B. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Then circle the *r*-controlled vowel syllable.

1. I think this is the best birthday present she has given me.
2. The small boat dropped its anchor late last night.
3. I put a leash and collar on my dog when we take a walk.
4. We went to see the mayor make an election speech.
5. My brother finished his juice and then went to bed.

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 point of view helps the author develop the main character.

Topic sentence	→	In "The Sheep in the Wilderness," the first-person point of view helps the reader understand what the main character experiences. The main character of the story
Evidence	→	is a sheep. He tells the story, so we know only what he thinks, sees, and hears. He wants all the sheep to stop arguing and make a decision. Through his eyes, we see him propose that a new leader is elected every month. We feel his surprise when he is elected the leader. The
Concluding statement	→	author's use of first-person point of view helps bring the narrator's thoughts and feelings alive.

Write a paragraph about the story you have chosen. Cite evidence from the text to show how the point of view affects your understanding of the main character. Remember to use evidence to support your ideas, and use precise language and pronouns 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 using dialogue to develop characters.

Draft Model

Today, I gave a speech at the rally. I talked about some of the changes I plan to make as mayor. I talked about improving our parks.

1. Where could dialogue be added to help bring the narrator to life?
2. What dialogue could be added to reveal exactly what the narrator is thinking?
3. What other details of the narrator's plans could be revealed through dialogue?

B. Now revise the draft by using dialogue to develop the main character in the story.

Name _____

gleaming

decade

tinkering

engineering

scouted

squirmed

directing

technology

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

1. What did the boy do when he twisted his body to avoid being tagged?

2. What word describes what a light is doing when it is shining? _____

3. What profession uses scientific knowledge for practical use? _____

4. What did the eagle do when it flew in search of food? _____

5. What is another word for a *period of ten years*? _____

6. What is the coach doing when he is giving instructions to the team?


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

8. What word means *the use of science for practical purposes*? _____

Name _____

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

Details



Point of View

Name _____

Read the passage. Use the make predictions strategy to help you make predictions about what will happen next.

Leonardo's Mechanical Knight

12 Leonardo scrambled out of bed early one clear spring day in 1464.
28 He was excited to get out to the barn where he was working on a new invention.

29 For months he had begged and pleaded with his father to get him a
43 suit of armor. On April 15—Leonardo's twelfth birthday—he got his
55 wish! He had set the armor up in the barn that day. The barn quickly
70 filled with Leonardo's notes and equipment as he worked and toiled
81 on his new invention: a mechanical knight.

88 High atop a rickety ladder, Leonardo was deep in concentration.
98 All his focus was on fixing the mechanical knight's arm, but it wasn't
111 easy work. No matter what he did, the knight's arm refused to lift!
124 Leonardo frowned and scowled at it.

130 "Leonardo!" yelled a voice. He jumped in surprise and shock as the
142 ladder teetered and shook under his feet.

149 "Oh no!" he exclaimed, losing his balance. He tumbled off the
160 ladder and into a pile of hay. The mechanical knight's arm lay broken
173 on the ground.

176 His good friend Albiera peered down at him. "Leonardo, are you
187 all right?"

189 "I'm fine," he said. He wasn't hurt, just upset that his mechanical
201 knight was broken.

204 Albiera glanced at the knight with the missing arm, the stacks of
216 notebooks, and the piles of papers. "What on earth are you doing in
229 here?" she asked.

232 "I was working on a new invention, but it's not going so well."

Name _____

Albiera knew the best way to cheer Leonardo up was to get him talking about his favorite subject: science. She picked up the mechanical knight's arm from the ground. "This looks interesting. Will you tell me about it?"

Sure enough, Leonardo's face lit up in a smile.

"This is my new invention. It's a mechanical knight," he said. "Watch what it can do!"

He cranked a handle behind the mechanical knight and stepped back to watch. Suddenly, the mechanical knight began to move on its own! It turned its head from side to side. It opened and closed its mouth. The attached arm clicked and ticked as it rose above the mechanical knight's head.

Albiera clapped her hands. "*Bravo!*"
That's amazing!"

"It's a simple system of pulleys and levers," he said in a humble voice.

"Don't be so modest. I've never seen anything like it before!"

"It's not finished yet. When it's completed, my mechanical knight will sit up, and maybe even walk, just as a human does."

"That would be quite a feat! But I don't understand what you can do with a mechanical knight. Why do we need machines like this at all?" asked Albiera.

Leonardo's face brightened with excitement. "There are so many reasons! Just think about it. A mechanical person will go where we can't go. A machine could explore the bottom of the sea or even the stars! There's so much we could learn from machines."

Albiera laughed. "You have such crazy ideas, Leonardo!"

"You never know," he said. "One day there might be a machine that helps people fly!"



Name _____

A. Reread the passage and answer the questions.

1. What pronouns are used in the first two paragraphs? Which character do these pronouns refer to?

2. What kind of narrator tells the story? Is the narrator part of the story?

3. In paragraph 7, how is Leonardo feeling? In paragraph 10, what does Albiera do to make Leonardo feel better?

4. What is the narrator's point of view about machines? Cite evidence from the text.

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 _____

Starting Work on the Brooklyn Bridge

I met the head of my work crew, Mr. Calloway. He told me about the caissons on the bridge's foundations, where I'll be working.

"The caissons are locked chambers at the bottom of the river, where workers dig down to the bedrock so the foundations can be placed. The pay's good because it's so dangerous down there," Mr. Calloway said.

"Dangerous? Because of flooding?" I asked.

"No, because the caissons are filled with high-pressure air to keep water from filling the work area," Mr. Calloway replied. "Some guys work down in the caissons too long and come to the surface too fast. The change in pressure gives them terrible pains, called caisson disease. It has killed two workers since 1870," Mr. Calloway explained.

Answer the questions about the text.

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

2. During which historical event does the story take place?

3. What literary element is included in this piece of historical fiction?

4. What does the literary element add to your understanding of the text?

Name _____

Read each passage. Underline the synonym that helps you figure out the meaning of each word in bold. Then write the definition of the word in bold on the line.

1. For months he had begged and **pleaded** with his father to get him a suit of armor.

2. The barn quickly filled with Leonardo's notes and equipment as he worked and **toiled** on his new invention: a mechanical knight.

3. High atop a rickety ladder, Leonardo was deep in **concentration**. All his focus was on fixing the mechanical knight's arm, but it wasn't easy work.

4. No matter what he did, the knight's arm refused to lift! Leonardo frowned and **scowled** at it.

5. "It's a simple system of pulleys and levers," he said in a **humble** voice. "Don't be so modest. I've never seen anything like it before!"

Name _____

A. Read the words in the box below. Sort the words based on their vowel sounds.

bruised huge should issue crook stoop

Vowel sound in <i>spoon</i>	Vowel sound in <i>cube</i>	Vowel sound in <i>book</i>
1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

B. Divide each word into its syllables with a slanted line (/). Then write the consonant + /e syllable on the line. Remember that an /e syllable may also be spelled with a consonant + *al*, *el*, *il*, or *ol*.

1. tonsil _____
2. formal _____
3. tumble _____
4. bridle _____
5. symbol _____
6. channel _____

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 historical events and realistic characters in the story.

Topic sentence	→	In "Leonardo's Mechanical Knight," I think the author did a good job of using people and events from the past to make the characters and the events of the story realistic.
Evidence	→	The story is set in 1464. The main character is called Leonardo, and he is working on building a mechanical knight. The author based him on a famous inventor who lived in the fifteenth century named Leonardo da Vinci. Leonardo really did invent a mechanical knight. I thought the dialogue between Leonardo and his friend was realistic.
Concluding statement	→	I think the author did a good job of making the character of Leonardo come alive by including realistic dialogue.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how well the author used realistic characters and historical events. Remember to support your opinion with reasons and details and to use pronoun-verb agreement 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 adding setting details to develop the plot.

Draft Model

I woke up and went downstairs for breakfast. My brother and I went swimming in the lake. Then we went to help our dad with the horses in the barn. After that, we all went inside to do household chores.

1. What details could be added to show when and where the story takes place?
2. What setting details could describe the lake?
3. How could you better describe the barn?
4. How could setting details be strengthened to help drive the plot of the story?

B. Now revise the draft by adding details about the setting to help develop the story's plot.

Name _____

rotates

crescent

sliver

astronomer

telescope

series

phases






specific

Finish each sentence using the vocabulary word provided.

1. **(phases)** The large apartment building next door to us _____
_____.
2. **(astronomer)** Since she likes studying the planets and stars, _____
_____.
3. **(series)** There was a _____
_____.
4. **(rotates)** I like when the basketball player _____
_____.
5. **(specific)** We arrived at his house _____
_____.
6. **(telescope)** I discovered a new star _____
_____.
7. **(sliver)** We avoided stepping on glass at the beach _____
_____.
8. **(crescent)** We looked up at the night sky _____
_____.

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
		
		
		
		

Name _____

Read the passage. Use the ask and answer questions strategy to understand new information in the text.

Stars: Lights in the Night Sky

12 Long ago, people thought the stars were lights attached to a big
23 dome over Earth. The stars moved across the sky each night.
36 As a result, it looked as if the dome were rotating around Earth.
48 But now we know that this isn't true. Stars are actually huge,
59 glowing balls of plasma, or ionized atoms. Some stars look like
73 little pinpricks. Most are so far away that they can't be seen with the
naked eye.

75 What's a Star?

78 Stars are made of a mixture of plasmas like hydrogen. As you can
91 imagine, a star's core is extremely hot. When lots of pressure squeezes
103 the star's hot center, the hydrogen changes into helium. This process
114 produces lots of energy. As a result, the star shines a bright light
127 through space.

129 When you look up at the stars, you may think that most of them
143 produce a white light. Take another look. Stars generally lie on a
155 color spectrum. This range of colors goes from red to yellow to blue.
168 But what do the colors mean? Well, blue stars are much hotter. If you
182 compare the two stars Betelgeuse (BEE-tehl-jooz) and Rigel
190 (RIGH-jehl), you will see that Betelgeuse is reddish and Rigel is
201 bluish. Rigel has the higher core temperature.

Name _____

The Sun

The sun is the star at the center of our solar system. It looks bigger than other stars. That's because it's closer to Earth. The sun is actually an ordinary, middle-aged star. If you compare the actual size of the sun to the sizes of other stars, you'll realize that the sun is quite average. But the sun does a huge job for a star its size. It provides Earth with most of the energy it needs to support life. Without the sun, Earth would be just a barren rock floating in space! None of the life now on Earth's surface could exist.

Turning Out the Lights

Stars don't last forever. After billions of years, a star will use up all its hydrogen. A small star simply stops shining. This will happen to the sun one day. Of course, this won't happen for billions of years.

A large star, however, ends in a big explosion. When a star does this, it is called a supernova (soo-per-NO-va).

After the explosion, all of the star's material gets crushed and stops shining. Especially large stars will then become large objects called black holes. In a black hole, the crushed material becomes so dense that it develops a gravitational (grav-i-TAY-shun-al) pull strong enough to keep even light from escaping. To this day, we still don't know what happens in a black hole.

The sun and other stars have fascinated astronomers for centuries. Stars light up the sky at night, and they make life on Earth possible. But they have a life of their own. Next time you're out on a clear night, look up at the stars. Which one do you think might be the next supernova?



NASA, ESA, and the Hubble SM4 ERO Team

After a large star goes supernova, it may become a black hole.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 2. What causes a lot of energy to be produced in a star's core?

2. What effect does this cause have on a star?

3. Under the heading "Turning Out the Lights," what is one example of a cause and an effect? Use text evidence to support your answer.

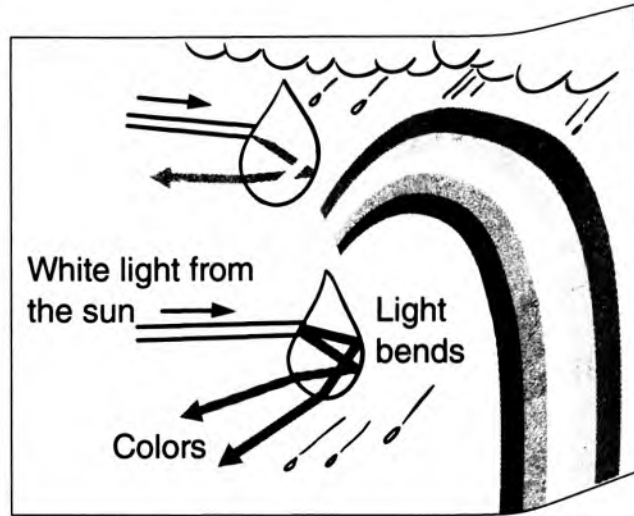
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

How Rainbows Work

Have you ever used a prism? Drops of water in the air can act like prisms. Light passes into a raindrop. Then all the colors that make up white light separate. Some of the colors are **reflected** (ree•FLEC•ted), or bounced back, by the other side of the raindrop. The colors spread out at different angles, so only one color from each raindrop reaches your eye. Light passes into many raindrops at the same time. This lets you see all of the colors of the rainbow.



Answer the questions about the text.

1. How do you know this text is expository text?

2. What text features are included in this piece of expository text?

3. How does the diagram help you understand the text?

4. Which text feature helps you understand the text the most?

Name _____

Read each passage below. Underline the context clues that help you understand the meaning of each word in bold. Then write the definition for each word on the line.

1. Stars are made of a mixture of plasmas like hydrogen. As you can imagine, a star's **core** is extremely hot. When lots of pressure squeezes the star's hot center, the hydrogen changes into helium.
- _____

2. When you look up at the stars, you may think that most of them produce a white light. Take another look. Stars generally lie on a color **spectrum**. This range of colors goes from red to yellow to blue.
- _____

3. The sun does a huge job for a star its size. It provides Earth with most of the energy it needs to support life. Without the sun, Earth would be just a **barren** rock floating in space! None of the life now on Earth's surface could exist.
- _____

4. A large star ends in a big explosion. When a star does this, it is called a **supernova**. After the explosion, all of the star's material gets crushed and stops shining.
- _____

5. In a black hole, the crushed material becomes so dense that it develops a **gravitational** pull strong enough to keep even light from escaping.
- _____

Name _____

A. Read each sentence. Circle the word with the same vowel sound found in *boy* or *cow*. Then write the letters that make the vowel sound on the line.

1. The voices in the hall would make it hard to study for the test. _____
2. The tree will tower over the plants once it begins to grow. _____
3. I must carefully pack for the long voyage ahead of me. _____
4. There were over two thousand people at the show last night. _____
5. The students were howling with laughter at my comedy act. _____
6. The icy snow was beginning to annoy the birds in the tree. _____

B. Read the definitions below. Then read each word and circle the Greek or Latin root. Write the meaning of the root on the line.

The Greek root *graph* means "write." The Latin root *spec* means "look."
 The Greek root *phon* means "sound." The Latin root *aqua* means "water."

1. megaphone _____
2. speculate _____
3. aquamarine _____
4. geography _____
5. inspection _____
6. homograph _____

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 headings to tell the reader what each section will be about.

Topic sentence	→	In "Stars: Lights in the Night Sky," the author uses headings to indicate what each section of the text will be about. For example, the first heading in the text is
Evidence	→	"What's a Star?" The heading lets the reader know that this text will give information that explains what a star is. The second heading is "The Sun." This lets the reader know that this section will be about the sun. The
Concluding statement	→	author's use of headings helps the reader to know what to expect in each section of text.

Write a paragraph about the text you have chosen. Show how the author uses precise words to link ideas. Cite evidence from the text. Remember to include a strong opening and a concluding statement and to use possessive pronouns 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 using figurative language to help the reader visualize the text.

Draft Model

The night sky is dark. The stars twinkle high in the sky. Sometimes there are clouds in the sky. The stars are reflected in rivers and lakes.

1. What figurative language could be added to describe the night sky?
2. What figurative language could be used to describe the clouds?
3. What other figurative language could be used to help readers visualize the scene?

B. Now revise the draft by adding figurative language to help readers visualize the night sky.

Name _____

attain

dangling

hovering

triumph

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

When we left for our walk that morning, I never thought that I would be making history. I happened to grab my camera that was _____ off my doorknob by its strap before we left for the woods, and it was a lucky chance! About an hour into our walk, I spied a hummingbird _____ above a large bush with tiny yellow flowers. I took a picture, thinking it was a personal _____, since I usually forget to take my camera. I put my photo on a bird Web site, asking if anyone knew what kind it was. A couple of days later, I got an e-mail saying it was a rare Wolf-Neck Hummingbird and that no one had ever taken a photo of it before! I was able to _____ something no one else had. It just goes to show, it never hurts to be in the right place at the right time!

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

Detail

Detail

Detail

Theme

Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:

A-S-

I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:

C-E-N-

The hours I have spent on the floor
of my room with books
in my lap like wounded birds and cramping
wrists now seem worth it:

D-A-

There are lists of words
scribbled in my cursive and spelled
out in my parents' print
on top of dictionaries and thesauruses:

N-C-Y

There is applause and I smile.
I shake the seventh-grade boy's hand
and whisper, "I'll meet you back
here next year for a rematch."

A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What is the theme of this poem?

3. What in the poem lets you know what the theme is?

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

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

Name _____

The Principal's Office

"Ms. Lee will see you now," the assistant said.

I swallowed hard and opened the door.

I've really done it, I thought.

As I stepped in, Ms. Lee looked up

And took an envelope from her desk.

"Daniel Birnbaum," she began.

"I just think that you ought to know"

—my heart was pounding in my chest—

"How proud we all are of your work."

Surprised, I saw the envelope read,

"District Youth Robotics Team."

"You made the district team!" she said.

I've really done it! I thought.

Answer the questions about the text.

1. What makes this text a narrative poem?

2. Briefly summarize the text's events.

3. What words repeat in the text?

4. How does the repetition show that the narrator's feelings have changed?

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:*

A-S-

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:*

C-E-N-

1. Are there stanzas in this part of the poem? If so, how many and how many lines does each have?

2. What kind of repetition is in this poem? How does it affect the poem?

3. Write another stanza for this poem that includes the same structure and repetition.

Name _____

Read each passage. Each word in bold has a different connotation in the poem than its usual denotation. Explain the connotation on the lines.

1. Letters **trip** over each other as they race to leave my mouth.

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

3. My tongue lines them up in order as they **march** to the microphone:

Name _____

A. Read each sentence. Underline the word or words with the variant vowel /ô/ found in *hawk*. Then sort the words by their spellings in the chart below.

1. I love to eat strawberry shortcake.
2. The cat stalked the mouse in the yard.
3. I thought you might like to see the water at the beach.
4. The lady altered her shawl around her shoulders.

al	aw	wa	ough
5. _____	7. _____	9. _____	10. _____
6. _____	8. _____		

B. Circle the correct word in parentheses to complete each sentence. Use a dictionary to help you if necessary.

1. Did you (chose, choose) the red skateboard or the black one?
2. (Their, They're) waiting for us at the restaurant already.
3. I need some (advise, advice) about how to prepare for this test.
4. The baseball crashed (through, threw) the bedroom window.
5. I have (to, two) pairs of sneakers that I wear.

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 of a poem communicated the theme.

Topic sentence	→	The author of "Spelling Bee" uses a first-person narrator to communicate the theme of the poem. The narrator is in the final round of a spelling bee. Through the thoughts of the narrator we learn how hard she has worked to prepare for the spelling bee. Between each stanza of the poem, the author has the girl spelling part of the word. At the end of the poem, the author shows the whole word <i>ascendancy</i> spelled out. The girl's thoughts and the word she spells in the contest helped me to understand that the theme of the poem is that hard work leads to success.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you chose. Cite evidence from the text to show how the author uses details to develop the theme. Remember to include details about the characters and their actions. Use pronouns and homophones 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 sensory details you can add.

Draft Model

I was nervous.

I waited to hear the election results.

The loudspeaker came on.

I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker's nervousness in the first line?
2. What sensory details would more clearly show how the speaker "waited" to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker's excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Name _____

bouquet

encircle

fussy

sparkles

emotion

express

portraits

whirl

Finish each sentence using the vocabulary word provided.

1. **(bouquet)** On Mother's Day _____
_____.
2. **(emotion)** Watching the sad movie _____
_____.
3. **(encircle)** When we play the game in the school yard, _____
_____.
4. **(express)** Some artists I know _____
_____.
5. **(fussy)** Whenever we go shopping, _____
_____.
6. **(portraits)** At the art museum _____
_____.
7. **(sparkles)** When I am in art class, _____
_____.
8. **(whirl)** I saw the couple on the dance floor _____
_____.

Name _____

Read the selection. Complete the problem and solution graphic organizer.

Characters	
Setting	
Problem	
↓	
Event	
↓	
Solution	

```
graph TD; Problem[Problem] --> Event[Event]; Event --> Solution[Solution]; Problem --- Bracket[ ]; Event --- Bracket; Solution --- Bracket; Bracket --> Solution;
```

Name _____

Read the passage. Use the visualize strategy to help you understand the story.

The Stray Dog

Kwan was in his neighborhood, walking home from the bus stop, when a medium-sized dog came running up to him. It was a shaggy white dog with orange spots and floppy ears and looked as if it didn't belong to anybody. Kwan bent down for a closer look. He didn't recognize the animal from any of the families in the neighborhood. The dog was a big fluffy ball of dirt and had no tags, so there was little doubt. The dog was a stray. Kwan wondered what he should do.

Kwan walked the rest of the way to his house, the dog following behind him. When Kwan reached his front door, he picked up the dog and walked inside. The dog wagged his tail frantically with pleasure at being held. He felt like a huge sack of marbles in Kwan's arms as Kwan carried him into the kitchen. His father was there pouring orange juice into a glass. He took one look at Kwan and the dog and nearly dropped the carton of juice.

"You can't keep it, Kwan," his father said. "I've already explained to you that we don't have the time or space for a dog."

"I know, Dad," said Kwan, putting the dog down on the floor. "But he's definitely a stray, and I really want to help him." The dog ran over to the kitchen door where Kwan's dad kept a pair of running shoes. He took both shoes in his mouth and ran back over to Kwan and plopped the shoes down in front of him. The dog sat there with his tongue hanging out, wagging his tail. Just then, Kwan's mom walked in.

Name _____

"I guess he likes shoes," she said, smiling. "Why don't you take him to Uncle Bae's and see if he wants the dog?" She looked at Kwan pointedly and said, "He gets so few visitors."

"Okay, okay. I'll go see Uncle Bae," said Kwan. He grabbed an old belt from the closet to use for a leash and walked out the door.

Uncle Bae was Kwan's least favorite relative, mainly because he was a real grump. He was about as warm as a block of ice. As a young man, Uncle Bae had fought in the army and had his vision severely damaged so that now he could barely see.

"Come in!" his uncle called when Kwan rang the bell. Kwan walked into the living room with the dog, saying, "Hi, Uncle Bae. It's me, Kwan." His uncle was sitting in an easy chair.



"This stray dog followed me home this afternoon and Mom and Dad said I couldn't keep it," Kwan announced. "We thought you might like to keep him."

"What am I going to do with a dog?" said Uncle Bae angrily. "Get him away. But first, go get my shoes. They're in my bedroom."

Kwan smiled knowingly at the dog. He walked the dog into Uncle Bae's bedroom and brought him over to a pair of loafers. The dog grabbed the shoes in his mouth and ran back into the living room. He plopped the loafers right in Uncle Bae's lap. Uncle Bae's face lit up like the sun. It was the first time in a long time that Kwan saw his Uncle Bae smile. Uncle Bae looked at Kwan and said, "What should I name him?"

Name _____

A. Reread the passage and answer the questions.**1. What is the main problem Kwan faces in the story?**

2. What is Kwan's mother's suggestion?

3. What is Uncle Bae's first reaction to the dog?

4. What is the solution to Kwan's problem?

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 _____

A Change of Heart

"I'm just plain sick of helping Eric with reading," Jen told her father after school one day. "Sometimes he can be a real brat."

"Well," said Jen's father with a knowing smile, "before you quit, look in your room."

Jen went into her room and there on her bed was a little handmade book. It was titled "Best Sister." It was about a boy who gets an "A" in reading and thanks his sister for her help. Jen went to her father. "Maybe I'll read this book with Eric next," she said with a smile.

Answer the questions about the text.

1. How can you tell this is realistic fiction?

2. How are the characters in this text like characters from real life?

3. How does the author foreshadow that Jen will change her mind?

4. How does Jen feel about reading to her brother at the end of the text?

Name _____

Read each passage. Find and underline the simile or metaphor. Then identify what is being compared and if it is a simile or a metaphor.

1. Kwan bent down for a closer look. He didn't recognize the animal from any of the families in the neighborhood. The dog was a big fluffy ball of dirt and had no tags, so there was little doubt. The dog was a stray.

Simile or metaphor? _____

What is being compared? _____

2. Uncle Bae was Kwan's least favorite relative, mainly because he was a real grump. He was about as warm as a block of ice.

Simile or metaphor? _____

What is being compared? _____

3. He plopped the loafers right in Uncle Bae's lap. Uncle Bae's face lit up like the sun. It was the first time in a long time that Kwan saw his Uncle Bae smile.

Simile or metaphor? _____

What is being compared? _____

Name _____

A. Read each sentence. Underline the word that has two closed syllables. Write the word on the line and divide the syllables with a slanted line (/).

1. I am a member of the chess club at school. _____

2. The blanket is on top of the sofa. _____

3. The student dug a fossil out of the sand. _____

4. The child is going to get the plastic toy. _____

5. There is a lot of traffic at this time on Friday. _____

B. Read the definitions in the box below. Write the prefix and the root on the lines. Then write the meaning of the prefix on the line below each word.

The Latin prefix *extra-* means "outside" or "beyond."

The Latin prefix *inter-* means "between."

1. extracurricular _____

Prefix Meaning: _____

2. interstate _____

Prefix Meaning: _____

3. intermission _____

Prefix Meaning: _____

4. extraordinary _____

Prefix Meaning: _____

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 problem and solution to develop the plot.

Topic sentence	→	In "The Stray Dog," the author develops the plot by having Kwan solve the problem of what to do with a stray dog. At the beginning of the story, a stray dog follows Kwan home. Kwan's father tells him that he cannot keep the dog. Kwan's problem is that he wants to help the dog. His mother tells him to take the dog to his uncle's house. At first his uncle does not want the dog, but Kwan comes up with a solution that makes his uncle want to keep the dog. The author used the steps that Kwan takes to solve his problem to make up the story's events, or the plot, of the story.
Evidence	→	
Concluding statement	→	

Write a paragraph about the text you have chosen. Cite evidence that shows how the author used problem and solution to develop the plot.

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 how you can grab the reader's attention with a strong beginning.

Draft Model

Dad and I always help each other. Sometimes I help Dad in the kitchen. Other times, Dad helps me work on my bike or finish my homework.

1. How does the narrator help Dad in the kitchen?
2. How does Dad help with the bike?
3. How does Dad help with homework?
4. What opening sentence would introduce the topic and grab the reader's attention?

B. Now revise the draft by adding a strong beginning that introduces the topic clearly.

Name _____

territories

withered

plunging

settlement

scoffed

prospector

topple

shrivel

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

At school Belinda learned about Nellie Cashman, a famous _____ who explored Alaska for gold. Belinda was inspired. Nellie had left her home to explore _____ like Alaska and other large regions to look for gold.

“I’m going to be like Nellie Cashman,” she told her sister, Jane.

Jane just _____, mocking her sister. “Sure, like you’re actually going to find something! You’ll get lost out in the sun and _____ up like a raisin!”

“I’ll find something. Just you wait and see,” said Belinda. She knew she could find minerals just like Nellie. It might not be gold she’d find, but she didn’t plan on becoming dried up and _____ in the sun like Jane thought she would.

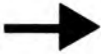

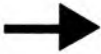
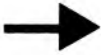

Belinda and her family lived in an area that had woods, rivers, and streams. She felt that the _____ where Nellie lived must have been almost the same. *Where would Nellie have looked?* Belinda asked herself. There was a small stream behind the house. Belinda remembered that people in Alaska found gold in streams and rivers. “I’ll look there first!”

Belinda walked along the bank of the stream. Suddenly something in the shallow water caught her eye. She had to get down there and grab it. “Maybe it’s gold!” Since the bank was steep, she walked carefully so she wouldn’t _____ over. The last thing she wanted was to go _____ or diving into the cold stream.

Belinda made it to the stream and saw what was shining in the water. It was three shiny quarters sitting on the rocks and sand. Belinda swiped them up and put them in her pocket. “Well,” she said as she climbed the bank, “it’s not gold. But it’s a good start!”

Name _____

Read the selection. Complete the cause-and-effect graphic organizer.

Cause		Effect
		
		
		
		

Name _____

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

Working on the Weather

12 Now, back in the days of wagon trains and gold rushes, many
24 people were leaving the Midwest to live in California. They had heard
37 the weather was beautiful the whole year. The soil never got too dry.
49 They thought they could plant crops and never worry they would die
from the heat.

52 The summer of 1849 was so hot that even now in the Midwest,
65 150 years later, it is called the Great Heat. To add to the troubles, at the
81 beginning of September, it began to rain. It rained for the next month
94 straight! The problem was that when the rain got close to the ground,
107 the heat turned it to steam.

113 The steam did cool enough to turn into fog, though. The country
125 was covered in fog. The fog was so thick that ranchers could not see
139 to give their animals water. It didn't matter, though. The animals just
151 drank the fog right out of the air! Farmers weren't so happy, however.
164 The sun couldn't get through. The seeds didn't know which way was
176 up. They grew down into the ground!

183 Febold Feboldson decided to fix things when it came to the
194 weather. He ordered some fog scissors from London. They know their
205 fog. Unfortunately, the English sent them on a slow boat. Febold didn't
217 get the scissors until Thanksgiving.

Name _____

Febold finally got to work. He cut the fog out of the air in strips. He laid them down along the roads. That way they wouldn't drown the fields. After a while, the dust covered the roads. You couldn't even tell where Febold buried the fog. Everyone was excited at the time. However, many mail carriers in the middle of the country have whispered Febold's name in anger ever



since. Every spring, even today, when it rains or thaws, the fog comes leaking out of the ground. It turns country roads into rivers of mud!

There's also another problem here in the Midwest. Sometimes there is just not enough rain. The next year, in 1850, there was a terrible drought. The sun shone for weeks. There were no clouds to cover the people in Nebraska.

Febold was annoyed, because he loved fishing. It was too sunny and hot to sit and wait for the fish to bite. So he decided to make some rain fall.

He collected all the wood and dry grass he could find. Then he went from lake to lake. He was building the biggest bonfires you've ever seen. He thought if he could get the fires really hot, they'd make the water in the lakes evaporate and form clouds. Soon there were many clouds in the sky from all the water rising out of the lakes. They bumped into each other and the rain began to fall!

Once Febold started the rain, it rained regularly again. The only problem was that the people on the plains had nowhere to swim, since there was no water in the lakes!

Name _____

A. Reread the passage and answer the questions.

1. What happened when the rain got close to the ground during the Great Heat?

2. Why did the seeds grow down into the ground?

3. According to the third paragraph on the second page of the passage, what caused Febold to try to make some rain fall?

4. What was one effect of Febold making rain?

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

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

Name _____

The Mighty John Henry

When Americans started moving west, the country needed a railroad for faster travel. John Henry worked to help build that railroad. He was the strongest man to ever live.

The railroad needed to pass through Big Bend Mountain, and the boss wanted to use a powered drill to get through the rock. But that drill would put John Henry out of work! So John Henry challenged the mechanical drill to a digging competition. With two twenty-pound hammers in each hand, John Henry dug 15 feet in 35 minutes. He beat the machine and saved the day!

Answer the questions about the text.

1. How can you tell this is a tall tale?

2. What is one example of hyperbole in the text?

3. In what way is John Henry a larger-than-life hero?

4. Why does the author include details about how far John Henry and the machine dug?

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the correct definition of the homograph on the line.

1. Now, back in the days of wagon trains and gold rushes, many people were leaving the Midwest to **live** in California.

2. To add to the troubles, at the beginning of **fall**, it began to rain.

3. The problem was that when the rain got **close** to the ground, the heat turned it to steam.

4. They grew down into the **ground**!

5. He was **building** the biggest bonfires you've ever seen.

Name _____

A. Read the words below. Use a slanted line (/) to divide each word into its syllables. On the line, write whether the first syllable is “open” or “closed.”

1. prevent _____

2. famous _____

3. ribbon _____

4. bookend _____

5. cider _____

6. vacancy _____

B. Draw a line to match each singular noun with its correct plural rule. Then write the plural form of the noun on the line.

1. hoof change middle vowels _____

2. woman change middle vowels
and consonant _____

3. tooth make no change _____

4. mouse change ending to -ves _____

5. deer change ending to -en _____

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 shows how well the author uses exaggeration to develop the main character.

Topic sentence	→	In "Working on the Weather," the author does a good job of using exaggeration to show that Febold Feboldson is always trying to fix the weather. The author uses
Evidence	→	exaggeration to describe Febold's actions when he cuts the fog into strips and then buries it on the roads. But there was a problem. In the spring, the fog came to the surface and turned the roads to rivers of mud. I think the author's use
Concluding statement	→	of exaggeration made Febold a funny character. Every time he tried to fix the weather, he made something else worse.

Write a paragraph about a tall tale you have chosen. Cite evidence from the text to show how well an author uses exaggeration to develop the main character. Remember to use reasons and evidence to support your opinion and to use articles 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 sentence types you can use.

Draft Model

Tall tales teach about life. Tall tales entertain. My grandmother tells me tall tales. I think tall tales are clever and fun to read, and I love tall tales.

1. How could you combine the first two sentences to make one longer sentence?
2. How could you rewrite the third sentence to provide more detail?
3. How could you rewrite the last sentence as two sentences to strengthen the narrator's final point?

B. Now revise the draft by using different types of sentences to make it more interesting to read.

Name _____

mischief

procedure

dizzy

politician

genuine

nowadays

hilarious

experiment

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

1. How can a spinning ride at the playground make you feel? _____

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

3. What word can be used to compare something with the past? _____

4. What might a scientist use as a test to discover something? _____

5. What would you call a person who seeks public office? _____

6. How might you describe your favorite comedian on television? _____

7. What can someone create if they cause harm or trouble? _____

8. How would you describe a series of steps used to accomplish an action? _____

Name _____

Read the selection. Complete the problem and solution graphic organizer.

Problem	Solution

Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Breaking the Silence

10 American Sign Language is used by millions of people. The
21 hearing impaired have used it for years. A young science student
30 named José Hernández-Rebollar noticed that few people who could
39 hear knew ASL. They couldn't communicate with the hearing
53 impaired. He set out to make a new tool that would help solve this
67 problem. With it, he also saw a new way for the hearing impaired to
communicate.

68 Early Years

70 Hernández-Rebollar worked as an engineer in his native Mexico.
79 He even had a part in making what became the largest telescope in
92 the world!

94 In 1998, he received a grant to study in the United States. He chose
108 to get his Ph.D. degree at George Washington University, where he
119 studied electrical engineering. In 2000, he began work on his school
130 project. It was an idea for a new glove.

139 His Invention

141 Hernández-Rebollar called his tool the AcceleGlove. What was
149 the logic? People used their hands to sign. The glove could turn sign
162 language into spoken or printed words.

168 This process of turning movement into voice involves many steps.
178 It starts when the glove is put on the hand and strapped to the arm.
193 The glove sends signals made by where and how the hand and wrist
206 move. The glove compares where the wrist and hand are to where the
219 body is.

Name _____

A computer receives the signals. It then categorizes and links the hand movement with the correct word. An automatic computer voice then says the word.

Uses for the Glove

The AcceleGlove can do many things. It can be helpful when something is urgent. People can exchange words quickly. It can also be used to teach ASL or for other forms of sign language.

The glove can translate ASL into Spanish as well as English. This can help people who move to this country. There is hope that one day the glove will help create one common sign language. Each country would not need its own.

Also, the total number of words that the glove knows will increase as more studies are done. There will be fewer mistakes.

There are other uses for the glove for people who can hear. People in the armed forces use a communication technique that involves silent gestures out in the field. The glove can help them send wireless notes back and forth. They would only need to move their hands.

It can also be used for fun in the online world of games. To move within a video game or direct a game with the glove are new ways a person can play.

Hernández-Rebollar's AcceleGlove has a wide range of uses. It is a tool that could end up meeting the needs of the hearing and non-hearing alike.



Dr. Hernández-Rebollar's AcceleGlove helps hearing and non-hearing people communicate.

Name _____

A. Reread the passage and answer the questions.**1. What problem is presented in paragraph 1?**

2. What solution is presented to the problem in paragraph 1?

3. What is another example of a possible problem and its solution in paragraph 8?

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

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

Name _____

Thomas Edison

Thomas Edison was one of the world's greatest inventors. He was born in 1847 in Milan, Ohio. As a child, Edison was curious about the way things worked. Many of Edison's inventions led to machines that we still use today. In 1877, he invented the phonograph, which later became the record player. In 1879 he made a long-lasting light bulb. His Kinetograph of 1891 later became the movie camera.



Library of Congress, Prints and Photographs Division

Thomas Edison thought up over 1,000 inventions.

Answer the questions about the text.

1. How can you tell this text is a biography?

2. What text feature is included in this text?

3. How do the photo and caption help you understand the text better? What information do they give you?

4. In what order are the events of the text told?

Name _____

Greek root*tele**log**mis**auto**techn***Meaning**

far

thought

wrongly

self

art, skill

Read the sentences below. Then look at the Greek roots and their meanings above. Underline the word in each sentence that contains a Greek root and write the Greek root on the line. Then write the definition of the underlined word on the line.

1. He even had a part in making what became the largest telescope in the world!

2. What was the logic?

3. An automatic computer voice then says the word.

4. There will be fewer mistakes.

5. People in the armed forces use a communication technique that involves silent gestures out in the field.

Name _____

A. Read each sentence. Underline the word with a vowel team syllable. On the line, write the letters that make the vowel team.

1. My trainer helped me practice for the game. _____
2. Is he giving a discount for this scratched item? _____
3. I will study to increase my chances of getting a better grade. _____
4. I will not reveal the secret of her amazing magic trick. _____
5. A baboon is an interesting type of animal. _____
6. The staircase rose endlessly to the sky. _____

B. Read the meanings of the roots. Draw a line to match the words with the same root. Then write the meaning of the root on the line.

The Greek root *scop* means "see."

The Latin root *ped* means "foot."

The Greek root *bio* means "life."

The Latin root *aud* means "listen."

The Greek root *photo* means "light."

- | | | |
|------------------|------------|-------|
| 1. autobiography | periscope | _____ |
| 2. pedestrian | telephoto | _____ |
| 3. telescope | pedal | _____ |
| 4. auditorium | biological | _____ |
| 5. photocopier | audible | _____ |

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 shows how the author uses photographs and captions in a text.

Topic sentence	→	In "Thomas Edison," the author included an interesting photograph and caption that provide more details about the topic. The photograph that the author used shows Thomas Edison standing in his laboratory. The photograph lets me see what Thomas Edison looked like. The caption tells me that Edison had thought up more than 1,000 inventions. I like the fact that the caption the author included gives me information that is not in the text. Seeing what Edison looked like makes him seem more real to me.
Evidence	→	
Concluding statement	→	

Write a paragraph about a text you have chosen that contains photographs and captions. Cite evidence from the text to show how well the author uses photos and captions to add more details about the topic. Remember to use reasons and evidence to support your opinion and use adjectives that compare 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 use transitions to connect ideas.

Draft Model

Why is the smartphone the most important invention? It helps people stay connected. It allows people to look up information easily. You can use it to get directions. It is not just a phone—it is a tiny computer.

1. How many supporting sentences are there for this draft model?
2. Is there a logical flow from one idea to the next?
3. What transition words would fit well at the beginning of some of the supporting sentences?

B. Now revise the draft by adding transitions to move smoothly from one idea to another.

Name _____

cling

humid

magnify

mingle

microscope

dissolves

typical

gritty

Finish each sentence using the vocabulary word provided.

1. **(gritty)** After a day at the beach, _____
_____.
2. **(humid)** I was not used to _____
_____.
3. **(typical)** Even though she was not _____
_____.
4. **(microscope)** In order to see the _____
_____.
5. **(dissolves)** If you add water _____
_____.
6. **(magnify)** His glasses _____
_____.
7. **(cling)** In the tall tree _____
_____.
8. **(mingle)** At the school party _____
_____.

Name _____

Read the selection. Complete the sequence graphic organizer.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
```

Name _____

Read the passage. Use the summarize strategy to make sure you understand the text.

At Your Fingertips

14 What makes you different? Is it your hair or is it your name? Is
it the shape of your eyes and nose? All of these may be important.
28 However, there is one thing that truly sets you apart from everyone:
40 your fingerprints. You might not think of your fingerprints as part
51 of your identity. But they have replaced other uncertain methods of
62 identification. If you look closely, you can see that fingerprinting
72 is a reliable way of identifying people.

79 As we age, our looks change. Our hair and height may change and
92 even our face may change shape. There is one thing that stays the
105 same: our fingerprints. Unless you injure your fingertips, your prints
115 will be the same for your entire life, not just part of it. You will have
131 the same prints as an adult that you did as a child.

143 No two people are known to have the same prints. A quick look at
157 your fingertips might not prove much. Take a detailed look, though.
168 There are swirls and ridges. All of those shapes are specific to you.
181 The shapes you see are not the same for anyone else. Your prints are
195 unique. This is how they help to identify people. It took many years
208 for us to know the importance of fingerprints, though.

Name _____

In 1858, Sir William Herschel of England had people sign papers with handprints. He then used fingerprints. The more fingerprints he saw, the more he noticed how no prints were the same. It seemed no two prints were identical. He saw that prints might be used to identify people.

In 1892, scientist Sir Francis Galton wrote a book about prints. He proved that they do not alter during a person's life. They remain the same. He said that it was not likely for two people to have the same prints. The odds of two people having the same prints were 1 in 64 billion!

Galton's proof was used by police to help solve crimes. In 1901, the London police began using prints to find people. They found this was the best way. They could be sure they had found the right person to arrest. In 1903, the New York State Prison system began using prints to identify criminals, too.

Fingerprints can be used for more than identifying criminals. Fingerprints have since been used for identification by the U.S. Navy, the U.S. Marine Corps, and the F.B.I. Fingerprint scans can also act as a "key" to unlock a door or open files on a computer. Since they are unique, fingerprints are a sure way of keeping certain offices and files safe. Did you know that children are often fingerprinted to keep them from getting lost?

The importance of fingerprints has proved to be a great discovery. Whether used to sign papers, identify criminals, or unlock doors, prints are a reliable way to identify people. When we want to know who people are, we can look at their faces or ask their names. If we want to be sure, we have to look closely at the swirls and ridges on their fingertips.



Stockbyte/Getty Images

Every fingerprint has a unique set of swirls and ridges.

Name _____

A. Reread the passage and answer the questions.**1. What did Sir William Herschel discover in 1858?**

2. According to the text, what was the next discovery after Herschel's?

3. How do you know that the information in the text is presented in time order?

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

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

Name _____

Scott Aldrich's Micro Art

Scott Aldrich uses microscopes and light to make art. Aldrich was trained as a chemist. He often used microscopes to look at chemicals. The shapes he saw inspired his art. Aldrich uses light filters. The filters allow certain colors to pass through chemicals. Then he takes pictures of the substances using a camera with a built-in microscope. The pictures often look like familiar objects and animals!



Siri Stafford/Photodisc/Getty Images

In his photography, Aldrich reveals the world as seen through a microscope.

Answer the questions about the text.

1. How do you know this is an expository text?

2. What text features does the text include?

3. What does the photograph show? How does it add to the text?

4. What information does the caption give you?

Name _____

A. Draw lines to match each word in Column 1 with an antonym in Column 2.

Column 1

1. identical
2. reliable
3. entire
4. alter
5. specific
6. detailed

Column 2

- a. simple
- b. maintain
- c. different
- d. part
- e. general
- f. unsteady

B. Rewrite each sentence below using an antonym for the underlined word.

1. We stayed to watch the entire movie.

2. My mother did not alter the soup recipe.

3. The math lesson was so detailed that I had to take notes.

Name _____

A. Read each sentence. Underline any words that have *r*-controlled vowel syllables. Then circle the letters that make the *r*-controlled vowel syllable.

1. The popular singer was going to play a show in my town.
2. When I enter the shop, I always notice a strange odor.
3. That object can be a danger to people walking along the harbor.
4. My daughter loves to ride up and down on the elevator.
5. I prefer real chili peppers to the powder that is available.
6. He could not pull up his coat zipper because it was broken.

B. Circle the correct word in parentheses to complete each sentence. Use a dictionary to help you if necessary.

1. My sister is better at math (then, than) my brother.
2. Do you understand the (moral, morale) of the story?
3. Please (lay, lie) the book down on the table.
4. I immediately saw the (affect, effect) of the sun on my skin.
5. The wind caused the (lose, loose) tile to fall from the rooftop.

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 key details to support the main idea.

Topic sentence	→	In "At Your Fingertips," the author provides key details to support the main idea that fingerprints are a reliable way to identify people. The author gives
Evidence	→	examples of how fingerprints are used to identify people. Two examples the author gives are that fingerprints are used by police to help solve crimes, and fingerprint scans can be used for security purposes. The author's
Concluding statement	→	use of key details supports the main idea that everyone's fingerprints are unique and are a way to identify people.

Write a paragraph about the text you have chosen. Show how the author uses key details to support the main idea. Cite evidence from the text. Remember to include a strong opening and concluding statement.

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 use a formal voice.

Draft Model

The teacher uses this thing a lot. You can't pick it up, but you can write all over it. It gets totally dusty with chalk. It's not a super cool thing, but it does the job.

1. What are some examples of conversational language in the first sentence?
2. What formal language can be used to replace these words in the first sentence?
3. How will formal language improve the draft model?
4. Where else in the draft model can formal language be used to replace conversational words or slang?

B. Now revise the draft by adding words and phrases that show a formal voice.

Name _____

uncover

era

tremendous

evidence

expedition

document

permanent

archaeology

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

1. What is the scientific study of the way people lived in the past?

2. What word might be used to describe an elephant? _____

3. What could a group of people looking for lions be called? _____

4. What is important to have to convince people that you saw an alien? _____

5. What is another way to say you keep a record of something? _____

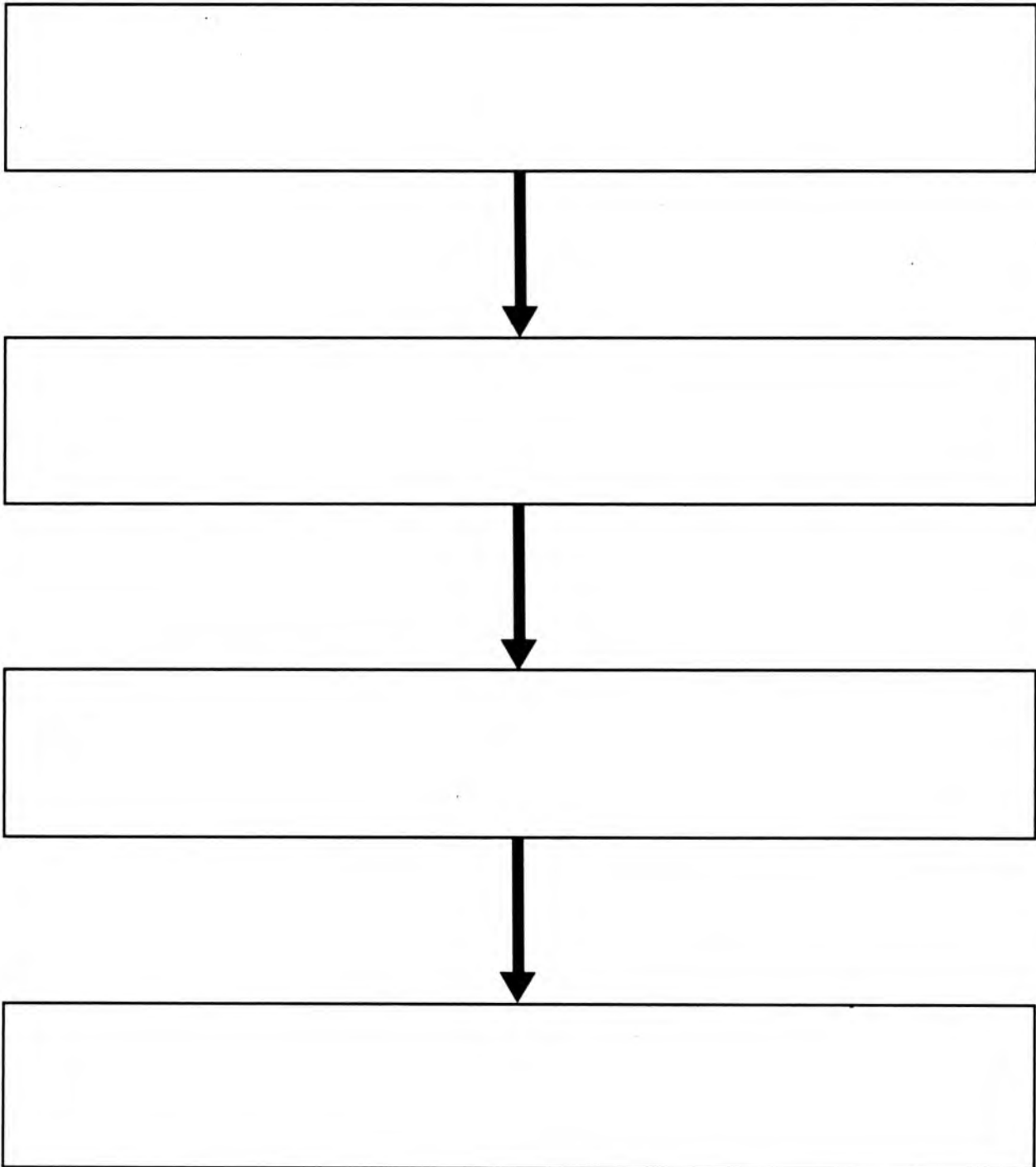
6. What is something that is intended to last without change? _____

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

8. What could the time period of the dinosaurs be considered? _____

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

Eastern Influence

11 The first Asian immigrants to enter the United States were from
24 China and some came as early as the 1700s. But most came looking
35 for gold in California in the mid-1800s. The Chinese brought their
46 culture. They also brought the skills to perform many jobs. Their
influence in those early years is still felt today.

55 Culture and Adapting

58 In 1848, word spread across the world that gold had been found in
71 the United States. The Gold Rush began in the West. Thousands of
83 people rushed to California dreaming of a better life. The Chinese
94 came as well.

97 The Chinese brought their culture to America. They had their own
108 language and belief systems to share. They shared their customs and
119 food with the West.

123 In the search for gold, it was every man for himself. At first the
137 Chinese had no trouble finding gold. But then, all good things must
149 come to an end. The people looking for gold increased. Gold became
161 harder to find. At last, the Chinese found themselves looking for other
173 ways to make money. They opened shops for work. They also ran
185 cleaning and laundry services.

189 Sharing Skills

191 Many of the Chinese that came were from farming areas in China.
203 In the 1850s, they used their skills in California. They grew food
215 close to home and sold it door-to-door. Citrus fruits, peanuts, and rice
227 were among the things they grew.

Name _____

The Chinese also helped to make California a good place for fishing. Many of the Chinese were experts. They fished for cod, flounder, and shark. They also took oysters and mussels from the water. They sold their food in local markets. They also salt-dried it and shipped it to other areas.

A Strong Work Ethic

The Chinese showed that hard work pays off. They played a vital role in the first transcontinental railroad in America. It was built from 1863 to 1869. It was the first railroad to connect the East and the West.

By 1868, most of the thousands of workers on the railroad were Chinese. They laid track across rivers and valleys. They built tunnels through mountain ranges. Harsh weather and long days were part of the job.

With the railroad came trade across the country. The West had crops that the East wanted. Farms grew in size and farmers were needed. The Chinese were called upon to help farm the land. Crops were then sent east.

The Chinese had a big influence on life in the West. They helped shape the country into what it is today.

A Different Kind of Medicine

Medicine and cures in the 1800s in America were not advanced. Rules for drugs were not set. The Chinese brought time-tested herbs for medicine. They had herbal treatments that had been around for thousands of years. Herbs from Asia are often still used today. People believe that they have little or no side effects.



Chinese immigrants played an important role in the building of the first transcontinental railroad.

Name _____

A. Reread the passage and answer the questions.**1. According to the sequence of the text, what happened first in 1848?**

2. What important event happened later from 1863 to 1869?

3. How do you know that the information in the text is presented in time order?

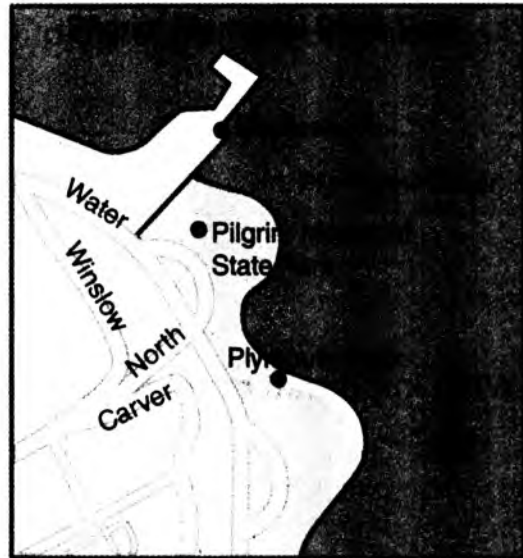
B. Work with a partner. Read the passage aloud. Pay attention to rate and expression. Stop after one minute. Fill out the chart.

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

Name _____

A Visit to the Past

To learn more about early United States history, you should visit Pilgrim Memorial State Park in Plymouth, Massachusetts. This park is home to Plymouth Rock, where according to tradition the Pilgrims first set foot in the New World. A reconstruction of the *Mayflower*, the ship the Pilgrims sailed on, is docked nearby. Every year nearly one million people from all over the world come to see these symbols of America's past.



Answer the questions about the text.

1. How do you know this is an informational text?

2. What is the topic of the text?

3. What text feature is included? How does it add to the text?

4. How could visiting Plymouth help you learn about the past?

Name _____

Read each group of sentences below. Underline the context clues that help you understand the meaning of the proverb or adage in bold. Then write the meaning of the proverb or adage in bold.

1. In the search for gold, it was **every man for himself**. The people looking for gold increased. Gold became harder to find.
- _____

2. At first the Chinese had no trouble finding gold. But then, **all good things must come to an end**. At last, the Chinese found themselves looking for other ways to make money.
- _____

3. The Chinese showed that **hard work pays off**. They played a vital role in the first transcontinental railroad in America. They laid track across rivers and valleys. They built tunnels through mountain ranges.
- _____

4. People heard about gold being discovered in the United States. But **seeing is believing**. Immigrants came to the West from many countries to find out for themselves.
- _____

5. The Chinese fished for many types of fish for years. **Practice makes perfect**, and the Chinese became experts.
- _____

Name _____

A. Read each sentence. Underline any words that end with a consonant + le syllable. Then circle the final syllable in the word.

1. My uncle plays the fiddle in a band.
2. A single pebble made me trip and hurt my ankle.
3. I do not want to tangle my hair in the buckle on this hat.
4. Do not cuddle with any of the animals in this jungle!
5. He had trouble cleaning the marble countertop.
6. I have a freckle on the bottom of my foot.

B. The Latin suffixes *-ible* and *-able* mean “can be done” or “the quality or state of” something. The Latin suffix *-ment* means “the state, action, or result of.” Write the meaning of each word below.

1. wonderment _____
2. convincing _____
3. establishment _____
4. punishable _____
5. sellable _____
6. permissible _____

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence to show how well an author supports his or her position on a topic.

Topic sentence	→	I think that the author of "A Visit to the Past" does a good job of supporting his or her position. In "A Visit to the Past," the author includes facts and information to
Evidence	→	support the point that Pilgrim Memorial State Park is a good place to learn about American history. The author points out that Plymouth Rock and a reconstruction of the <i>Mayflower</i> , the ship the Pilgrims sailed on, can be
Concluding statement	→	seen at this park. I think these symbols—the rock and the ship—support the author's points and make the author's argument convincing.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how well an author supports his or her position. Remember to include a concluding statement and use comparative adjectives 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 how you can end an informational article with a strong concluding statement.

Draft Model

Thomas Edison was an American inventor. He invented over 1,000 different things. Because he invented the electric light bulb, I don't have to do my homework by candle light!

1. What main idea might the concluding statement sum up?
2. What might be other reasons Edison's invention of the electric light bulb was important?
3. What idea or detail would best sum up the writer's thoughts?

B. Now revise the draft by adding a strong concluding sentence that sums up the writer's thoughts.

Name _____

intensity

forfeit

retreated

ancestors

endurance

irritating

despised

honor

Finish each sentence using the vocabulary word provided.

1. **(Intensity)** During the football game, _____
_____.
2. **(endurance)** It is important for athletes _____
_____.
3. **(forfeit)** As a result of not having enough players, _____
_____.
4. **(irritating)** When I'm watching a movie _____
_____.
5. **(retreated)** When it started to rain, _____
_____.
6. **(despised)** As a younger kid _____
_____.
7. **(ancestors)** The pictures on our walls _____
_____.
8. **(honor)** At the awards ceremony, _____
_____.

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

Detail

Detail

Detail

Theme

Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
21 family was repairing their home with fresh birch bark strips. Kanti
35 stayed in the shadow of the trees until she reached the lake. She could
49 see her father's sleek canoe far off in the distance. He was fishing for
60 their dinner. Her cousins were splashing merrily near the shore and
68 waved to her. She stepped into the water.

68 "Kanti!" an irritated voice said.

73 Kanti felt her heart drop to her stomach. She was caught. Kanti's
85 mother walked quickly toward her. "Kanti, you know that your
95 grandmother is going to teach you today."

102 "It's so steamy outside. Why can't I swim with my cousins?"
113 she whined.

115 Her mother looked sympathetic, but firm. "Sometimes we have to
125 set aside play so we can learn. Come, I think you will like this lesson
140 better than you predict."

144 Kanti's grandmother looked dignified sitting cross-legged in the
152 center of their wigwam. Around her lay wide beaded belts of white
164 and purple with all kinds of vivid designs. In front of her was a loom
179 shaped like an archer's bow with a few rows of beads strung.

191 "Thanks for coming, Kanti." There was a mischievous glint in her
202 grandmother's eye. She held a few small purple beads. "Do you know
214 what these are?"

217 "That's easy, they're wampum." Sometimes Kanti would help
225 collect the quahog, or clams, the beads were made from.

Name _____

"I actually meant, what do the beads stand for?" Kanti's grandmother said. "Here, let me show you."

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. "These people are your great-great grandmother and grandfather," she said. "They traveled over the mountains to find a place to settle." She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. "Your great-great grandmother saw an eagle that led them through the mountains."

A circle at the edge of the mountains represented the lake that fed the village. "When they found a wide lake, they knew it would support many people. This is how our village began."



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts' patterns jumped out at her, all holding adventures of their own. She looked at the loom with a scant five rows completed. "What story will this belt tell?" she asked.

"This belt will tell your story," her grandmother said. "I started it for you and you can continue to add to it as you grow." With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn't wait for her cousins to come back so she could show them her new belt.

Name _____

A. Reread the passage and answer the questions.**1. Why can't Kanti swim with her cousins?**

2. What does Kanti learn about the belts?

3. What is the theme of this story?

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

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

Name _____

A Roman Tradition

“Come help me pick flowers from the garden,” Cornelia’s mother called.

Cornelia got up and followed her mother outside. Their house stood on a hill outside the city of Rome, and from their garden they could look out over the empire’s capital.

“What do we need the flowers for?” Cornelia asked.

“To decorate the *lararium*,” her mother said. She turned and pointed to the house’s courtyard. A small building stood in the corner. It looked like a tiny temple. Columns held up its triangular roof, and a group of small statues and oil lamps sat inside.

“Three times a month, we bring flowers and honey to the spirits of the household. That way they’ll protect our house and our crops,” she explained.

Answer the questions about the text.

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

2. What literary element is included in this piece of historical fiction?

3. Do you think the dialogue is fictional or historical?

4. What tradition does Cornelia’s family have?

Name _____

Read each sentence below. For each word in bold, write the denotation on the line. Then write its connotation.

1. She could see her father's **sleek** canoe far off in the distance.

2. It's so **steamy** outside.

3. "Why can't I swim with my cousins?" she **whined**.

4. Kanti's grandmother looked **dignified** sitting cross-legged in the center of their wigwam.

5. She looked at the loom with a **scant** five rows completed.

Name _____

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. Then sort the words in the chart below.

1. Today I am going to visit my cousin who lives in the city.
2. The group searched endlessly for the sunken treasure.
3. Did you know that a raisin is a grape that is partially dried out?
4. It was difficult to choose a gift, but I finally decided on the woven shirt.
5. The dinosaur skeleton at the museum was as big as a house!

<i>-in</i>	<i>-en</i>	<i>-on</i>
6. _____	8. _____	10. _____
7. _____	9. _____	

B. Read the definitions for the prefixes below. Then read each word and circle the prefix. Write the meaning of the word based on the prefix. Use a dictionary to help you if necessary.

uni-, mono- = one
bi- = two
tri- = three

deca- = ten
cent- = hundred

1. monotone _____
2. bimonthly _____
3. centimeter _____
4. unicolor _____

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 compare the themes of two different stories.

Topic sentence	→	Both "The Generation Belt" and "A Roman Tradition" have similar themes, even though they have different settings. In "The Generation Belt," a young Algonquin
Evidence	→	girl learns a traditional craft from her grandmother. In "A Roman Tradition," Cornelia's mother teaches her to decorate the household <i>lararium</i> . One girl is Native American, and the other girl is from Ancient Rome, but they are both learning about their culture and traditions.
Concluding statement	→	The theme of each story is about the importance of cultural traditions.

Write a paragraph about the texts you have chosen. Cite evidence from the text that shows how the themes are similar or different. Remember to use precise language and adverbs 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 strong words you can add.

Draft Model

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers' minds.

Name _____

eldest

detested

ignored

treacherous

refuge

obedience

discarded

depicts

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

1. What is a way to say “shows in pictures or words”? _____

2. What might a person seek during a bad storm? _____

3. What is another word for *eldest*? _____

4. What word might describe the things you find in a garbage can? _____

5. What is a dog usually rewarded for? _____

6. How might your sister feel if you did not pay attention to her? _____

7. What is another word for something that is disliked very much? _____

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The first three boxes are labeled **Detail** and the fourth box is labeled **Theme**.

Name _____

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

The Lost Diary of Princess Itet

Amelia peered down at the papyrus scrolls laid on the table. She was standing inside a room full of them. They were bundled up in rolls and spread over long tables. Strange symbols were drawn on them in black ink. One looked like a bird. Another looked like an open eye. The Egyptian hieroglyphs didn't look at all like the English alphabet. She recognized the symbol *leb* that meant *heart*.

"Amelia, what are you doing?" Amelia's mother asked.

Amelia's mother was an archaeologist. She still had dust on her clothes from digging in the pyramid that morning. It was 1905 and exciting things were happening in Egypt. Amelia's mother and her team of archaeologists found new artifacts every day.

"I'm reading the hieroglyphs," she said proudly.

"I bet you've learned a lot of new things from Mr. Breasted," her mother said. James Henry Breasted was her mother's boss and Amelia's teacher. He knew a lot about ancient Egypt.

"Mom, do you think I could help your team at the pyramids?"

"I don't know, Amelia. Maybe when you're older," she said.

Amelia sighed and went back to reading the scrolls.

"Hello, Amelia," Mr. Breasted said. He walked up to Amelia, smiling. "Are you translating the new papyrus scrolls we found?"

"I'm trying, but I don't know all of the symbols," said Amelia.

"Well, why don't we work on it together?" he suggested.

Amelia copied all the hieroglyphs on a piece of paper. Then they translated each symbol into English. Soon they had translated all the scrolls. Amelia read their finished work aloud.

Name _____

Day 32, the harvest season

I asked Mother if I could go to Pharaoh's feast. She said I am not old enough. The trip through the desert is long. I am nine years old! My cousins are going and they're the same age as I am. Last year my cousin Nefer talked about the delicious dessert for days. I wish there was a way to change Mother's mind.

Day 34, the harvest season

This morning Nefer had an idea. "Itet, you need to show your mother you can be useful at the harvest feast," she said. I'm a good writer, but I'm not sure if that will help.

**Day 37, the harvest season**

I have exciting news! I wrote a poem for Pharaoh. I tried very hard to write it from my heart. Mother loved it. She wants me to read it to Pharaoh at the feast. It will be a gift from our family. Nefer was right. I just needed to show her! And just in time too. We leave for the feast in an hour!

"Wow. It's a diary!" said Amelia.

"Not just any diary," said Mr. Breasted. "This is the lost diary of Princess Itet! Itet met the Pharaoh's son at this feast. They later married. Thank you, Amelia. I could not have done this without your help." Amelia had a sudden idea.

"Mr. Breasted, could I show these papers to my mom?"

"Of course! You earned it." Amelia ran off to show her mom.

"You helped translate *all this*?" her mom asked. "This is very good work, Amelia. Maybe you are ready to help at the pyramids."

"Thank you, Mom!" said Amelia.

And thank you too, Nefer and Itet, she thought.

Name _____

A. Reread the passage and answer the questions.**1. What does Amelia want to do in the beginning of the passage?**

2. What does Amelia do to help get what she wants?

3. What is the theme of this story?

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

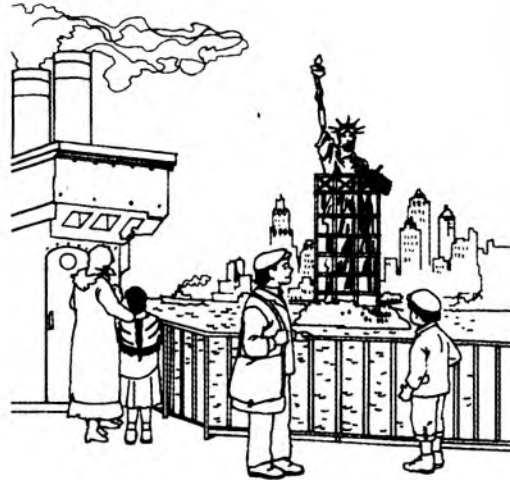
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

August 23, 1886: Arrival in America

My brother Pavol woke me up this morning. He shoved me and whispered loudly in my ear, "Aleksy! Wake up! We're almost there!" I rubbed my eyes, got out of bed, and followed him up on deck.

Once we had pushed our way through the crowd we were able to look out over the harbor for ourselves. I couldn't believe the sight that I saw! A giant statue the color of dull gold stood before the city. Workers crawled all over it like tiny ants.



Answer the questions about the text.

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

2. How is the story told?

3. Is Aleksy a historical figure or a fictional character?

4. Why do you think the author chose to tell this story in the form of a diary entry?

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then write the correct definition of the homophone on the line.

1. "I bet you've learned a lot of **new** things from Mr. Breasted," her mother said.

2. Last year my cousin Nefer talked about the delicious **dessert** for days.

3. I wrote a poem for Pharaoh. I tried very hard to **write** it from my heart.

4. I brought the pencils! And I brought some paper, **too**.

5. We leave for the feast in an **hour**!

Name _____

A. Complete each sentence by filling in the blank with the correct homophone in parentheses (). Use context clues to help you.

1. The baker rolls the **(doe, dough)** _____ before twisting it into the shape of a pretzel.
2. Do you know **(whose, who's)** _____ coming to the party this evening?
3. I must get to the **(root, route)** _____ of the problem if I want to solve it.
4. The heavy **(bolder, boulder)** _____ tumbled off the mountain into the valley below.
5. I didn't like the **(moose, mousse)** _____ because it made my hair feel sticky.
6. She had to **(wade, weighed)** _____ into the shallow pond to get her kite.

B. Read each word. Write the base word and suffix on the lines.

	Base Word	Suffix
1. purify	_____	_____
2. cancellation	_____	_____
3. beautify	_____	_____
4. royalty	_____	_____
5. captivity	_____	_____
6. calculation	_____	_____

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence to show how well the author used sequence of events to develop the character and plot.

Topic sentence	→ In "The Lost Diary of Princess Itet," I think the author did a good job of developing the characters and the plot.
Evidence	→ At the beginning of the story, Amelia wants to help her mother who is an archaeologist. Her mother thinks Amelia is too young. Then Amelia translates some hieroglyphs with the help of her mother's boss. She shows the translation to her mother. Impressed with Amelia's work, her mother tells her that she can help her at the pyramids.
Concluding statement	→ I think the clear sequence of events makes it easy to understand how Amelia is able to persuade her mother to change her mind.

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 your opinion.

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 organize ideas and events in the text.

Draft Model

Bring a gift to welcome your new neighbor. Tell your neighbor about your favorite places in town. Invite him or her to a community event, such as a concert in the park.

1. Of the ways the writer describes to help a new neighbor, which would the writer do first?
2. Of the ways the writer describes to help a new neighbor, which would the writer do last?
3. What sequence words can be added to help put the sentences in logical order?

B. Now revise the draft by organizing the ideas and events in the text using sequence words.

Name _____

converted

renewable

coincidence

efficient

incredible

consume

consequences

installed

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

The class settled in as Ms. Gibson wrote the assignment for the group project on the board: Being Green.

“Being Green? What does that mean?” asked Tiffany. “Do we need to paint ourselves?”

Ricky smiled. “No, Tiffany. It means being better to the environment. For example, we should try to _____, or use, _____ resources, or resources that can be restored.”

“Ricky’s right,” said Ms. Gibson. “I want all of you to find a way to tell your friends and family the _____ of our actions if we don’t take care of the environment. It’s important to let everyone know that we should be more _____ and create as little waste as possible.”

“My parents _____ solar panels on our roof so that we can use power from the sun,” said Lance. “The sunlight is _____ into electricity by the panels.”

“I think taking care of the environment should be something that we all think about and plan carefully. Saving the environment shouldn’t be something that is just a _____, or happens by chance,” said Britney.

“It sounds like you all already know a lot about this topic,” said Ms. Gibson. “Now, let’s convince as many people as we can to feel the same way as we do. Being green should be something we actually do, not just an _____ way of life that nobody can achieve.”

“Let’s all be green!” said Tiffany. The class applauded, eager to begin the project.

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Ask and answer questions to understand new information in the text.

Energy from the Sea

16 As I sat on the beach the other day, I saw the power of the waves
18 crash on the sand. The water splashed around me. Then the water
20 pulled along the shells that lay around me. This got me thinking.
22 We can use the wind and the sun to make power. We can use water,
24 too. Waterpower is also a renewable resource. It should be able to
26 help us solve our energy problems.

28 Waterpower has been in use for thousands of years. The earliest
30 use of hydropower can be traced to the waterwheel. It is a big wheel
32 with paddles on the rim. The force of the water turns the wheel. Then
34 the wheel runs machinery that is linked to it. Ancient Egyptians
36 used river currents to turn wheels way back in 2500 B.C. The ancient
38 Greeks and Romans used hydropower, too. It survived all the way
40 through medieval times.

42 But waterpower has evolved since then. Way back in 1628, the
44 Pilgrims used it to grind corn in mills. But by the 1800s, hot steam
46 replaced waterpower as the main power source. People used burning
48 coal to heat water. The boiling water then produced steam, which
50 ran engines and other machines.

52 By the end of the 1800s, waterpower came back into fashion.
54 Demand rose for electric energy. In 1882, the first hydroelectric plant
56 was built in Appleton, Wisconsin. It could make enough energy to light
58 a house and two paper mills. That's not much if you think about it. But
60 it was a start! As time went on, the demand for hydropower steadily
62 increased. One power plant now has the capacity of 7,600 megawatts.

Name _____

...the water. The water is pushed
high. There is pressure on the
turbines down below. The
more the turbines turn, the
more power there is.



Glow Images

But there is a problem with hydropower. It is only useful in certain parts of the country. If there is not a large moving water source, then hydropower will not work. This is why some people believe waterpower is all nonsense. But there are states that do make lots of hydropower. Areas in California and the Pacific Northwest produce the most power.

I went to the library to find out how much of our energy comes from waterpower. About 7.8 percent of the power made in the United States is from hydropower. To my disbelief, a lot comes from fossil fuels and nuclear power, too. I had hoped to see higher numbers for renewable resources.

Perhaps one day we can learn to rely just on renewable resources. Look at countries like Brazil and Iceland. Iceland relies on geothermal power from hot springs. Brazil has one of the biggest dams in the world. These countries can give us a preview of how the United States can become a greener nation.

Name _____

A. Reread the passage and answer the questions.**1. What are three key details in paragraph 2?**

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 expression. Stop after one minute. Fill out the chart.

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

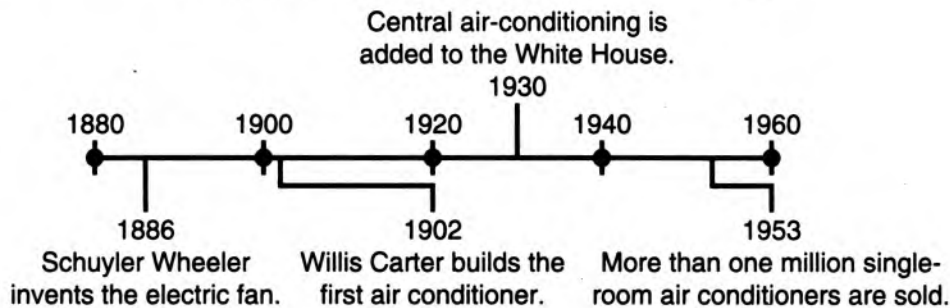
Name _____

Cooling our Homes

After electric fans came air conditioning. This kind of cooling had a big impact on how houses were built in America. Rooms became smaller so they would be easier to cool. Ceilings were lowered. Glass doors and picture windows replaced open porches.

Air conditioning also allowed cities to grow in new places. Harsh local climates no longer kept people from building comfortable homes. Desert cities like Phoenix, Los Angeles, and Las Vegas grew quickly after air conditioning was invented.

Dates in the History of Air Conditioning



Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

2. What text features are included in this text?

3. How does the time line help you understand the text?

Name _____

Latin Prefix	Meaning	Greek Prefix	Meaning
<i>non-</i>	not	<i>hydro-</i>	water
<i>pre-</i>	before	<i>pre-</i>	before
		<i>mega-</i>	large
		<i>geo-</i>	earth

Read each sentence. Write the meaning of each word in bold on the line provided. Use the information about prefixes in the box above to help you.

1. The chapter **preview** in our book told us we would be studying marine life next week.

2. **Megawatts** are a greater unit of power than a watt.

3. Some ancient civilizations used rivers to create **hydropower**.

4. My friends looked at me in **disbelief** when I told them I met a movie star.

5. The **geothermal** temperature is hotter near Earth's core.

6. Some people used to think it was **nonsense** to say Earth was round!

Name _____

A. Read each sentence. Circle the words that have prefixes. Write the prefixes on the line.

1. My teacher was disappointed when she learned that I had misplaced my work.

2. One misstep and the mountain goat could fall from the rocky cliff.

3. I was uncertain if the disc was mislabeled because it had an odd title.

4. I have never uncovered such silly nonsense in my entire life!

5. Never discourage your friends from trying new and interesting things.

B. Read the words in the box below. Then read each definition of a word from mythology. Write a word from the box next to each definition to show that the two are related. Use each word from the box only once.

chronology fortune panic titanic hydrant typhoon

1. Typhon – a dangerous monster _____

2. Pan – a frightening creature _____

3. Cronos – god of time _____

4. Titans – gigantic gods _____

5. Hydra – a water snake _____

6. Fortuna – the goddess of luck _____

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 key details to support the main idea.

Topic sentence	→	In "Energy from the Sea," the author provides key details to support the main idea that hydropower is a renewable energy source that can be used to help solve
Evidence	→	our energy problems. The author gives key details presenting evidence that waterpower has been used for centuries. The author also points out that hydropower is a renewable source of energy. The author's use of key
Concluding statement	→	details supports the main idea that hydropower is an important source of renewable energy.

Write a paragraph about the text you have chosen. Show how the author uses key details to support the main idea. Cite evidence from the text. Remember to use precise language and to use negatives 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 transition words you can add.

Draft Model

Gas has many important uses. People use gas to power their cars and to run buses and trains. I think people need to save energy. People should stop using so much gas.

1. What transition word would show that the second sentence is an example of the idea in the first sentence?
2. What transition word would show that the ideas in the second and third sentences are related?
3. What transition word would show a cause-and-effect relationship between the ideas in the last two sentences?

B. Now revise the draft by adding transition words to link ideas.

Name _____

currency

global

marketplace

entrepreneur

economics

invest

transaction

merchandise

Finish each sentence using the vocabulary word provided.1. **(currency)** In the United States _____

2. **(economics)** Goods and services _____

3. **(global)** Many businesses _____

4. **(invest)** People say it is wise _____

5. **(marketplace)** After the farmer harvests her corn, _____

6. **(transaction)** Paying dollars for a piece of fruit _____

7. **(entrepreneur)** With a new and creative idea, _____

8. **(merchandise)** At the shopping mall _____

Name _____

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

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Use the ask and answer questions strategy to better understand key details in the text.

American Money

Think about a dollar bill. On it is an image of George Washington. But Washington was not always on the dollar. And the dollar was not always green. American money has changed over time.

Continental Currency

The American Revolution cost money. The colonists thought of a way to pay for the war. They printed a kind of paper money. These bills were called Continentals. But Continentals were not backed by gold or silver. After the war they lost their worth.

A New Country, A New Currency

If at first you don't succeed try, try again. The United States had won the war. Now they needed their own money. The dollar became the United States unit of currency in 1785. The first United States pennies were made in 1793. They were worth one cent each. One hundred pennies equaled one dollar. The first pennies showed a woman with flowing hair. She was called Lady Liberty. Today, President Lincoln is on the penny. Other presidents are on our money too. George Washington is on the quarter. Thomas Jefferson is on the nickel. Andrew Jackson is on the \$20 bill.

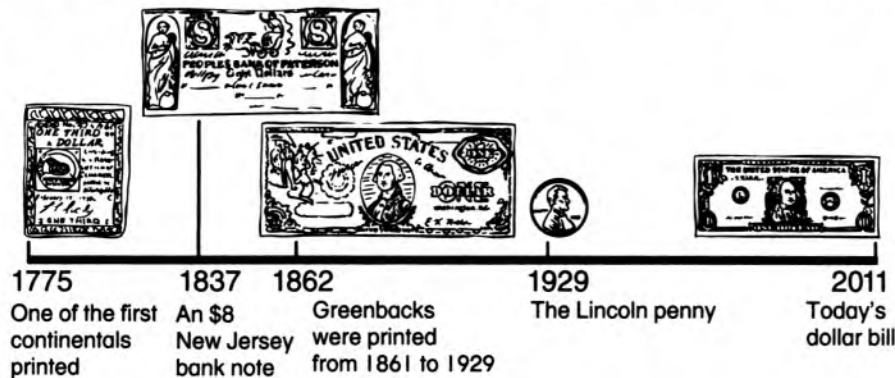
Honoring American Leaders

Ben Franklin was a famous author, scientist, and statesman. He is on the \$100 bill. Sacagawea was a Native American woman. She helped Lewis and Clark reach the West Coast of North America. She is on a special dollar coin.

Name _____

Free Banking Era

A good name is better than riches. In 1836 most banks did not have good reputations. Any bank could print money called bank notes. Bank notes came in many colors, shapes, and sizes. A dollar note in Maine did not look the same as a dollar note in New York. Often bank notes could only be turned in for coins at the bank that made them. Some banks did not have gold or silver to back them up. There is a proverb that says, "Don't put all your eggs in one basket." Many people only had dollars from one bank. Soon people had dollars that they could not use.



Greenbacks

In 1861 the first greenbacks were made. These notes used green ink. They were the same in all the states. \$5, \$10, and \$20 bills were the first greenbacks. Later, \$1, \$2, \$50, \$100, \$500, and \$1000 bills were printed too. The faces of presidents were shown on them. George Washington was on the dollar bill for the first time in 1862. The North used greenbacks during the Civil War. The South used their own paper money called Confederate dollars. History repeats itself. Just like Continentals, Confederate dollars lost their worth when the war ended.

American Money Today

The Federal Reserve is in charge of printing money today. In 1929, it started printing smaller dollars. We still use these dollars today. Our money has changed over time. Who knows what the dollar will look like in 100 years!

Name _____

A. Reread the passage and answer the questions.**1. What are two key details in paragraph 3?**

2. What kind of money was being printed during the Free Banking Era?

3. Name two key details from the section called “Greenbacks.”

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

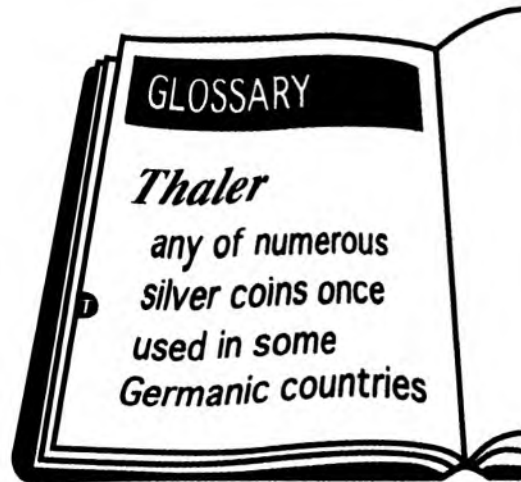
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

Where Does *Dollar* Come From?

We use dollars all the time, but where does the name come from? The word dollar actually comes from an older word, *thaler*, and its spelling has changed over time. Thalers are silver coins once widely used throughout Europe. They got their name from the place where the silver was mined, Joachimsthal, a town in what today is the Czech Republic. At first, these coins were called Joachimsthaler, but this long name was shortened to become *thaler*.



Answer the questions about the text.

1. How can you tell that this is an expository text?

2. What topic does the text tell you about?

3. What text feature is included? What does it tell you?

4. Where does the word *dollar* come from?

Name _____

Read each passage. Underline the paragraph clues that help you understand the meaning of each proverb or adage in bold. On the line, write the meaning of the proverb or adage.

1. The colonists printed a kind of paper money. They were called Continentals. But Continentals were not backed by gold or silver. After the war they lost their worth. **If at first you don't succeed try, try again.** The United States had won the war. Now they needed their own money. The dollar became the United States unit of currency in 1785.
- _____

2. Some banks did not have gold or silver to back them up. There is a proverb that says, **"Don't put all your eggs in one basket."** Many people only had dollars from one bank. Soon people had dollars that they could not use.
- _____

3. The South used their own paper money called Confederate dollars. **History repeats itself.** Just like Continentals, Confederate dollars lost their worth when the war ended.
- _____

Name _____

A. Sort the words in the box below based on their suffixes.

sorrowful tasteless certainly happiness
hairy fitness handful wireless

-ful	-less	-ness	-y/-ly
1. _____	3. _____	5. _____	7. _____
2. _____	4. _____	6. _____	8. _____

B. Read the definitions below. Then read each word and circle the Greek or Latin root. Write the meaning of the root on the line.

The Greek root *astr* or *aster* means "star."

The Greek root *log*, *logo*, or *logy* means "word, topic, or speech."

The Latin root *port* means "carry."

The Latin root *vis* or *vid* means "see."

1. portable _____

2. video _____

3. asteroid _____

4. dialogue _____

5. visible _____

6. apology _____

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 well the author used a text feature to provide more details about the topic.

Topic sentence	→	In "American Money," the author does a good job using text features by including a time line to show information about the history of money in a visual way.
Evidence	→	The text describes how American money has changed over time. Each section discusses a new type of American currency. The author includes a time line that shows the reader when each type of currency was introduced.
Concluding statement	→	I thought that the author's use of a time line was good because it helped to sum up the information in the article.

Write an opinion 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.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

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

Draft Model

It is important to work. When you work, you make money. This allows you to pay for things you need. Working teaches you to be responsible. It is a way to help society.

1. How do the words used in this model help you understand the main topic?
2. What word could be used to better explain what the writer means by "work"?
3. Where could the writer include words like *income* to help the reader better understand what the topic is about?

B. Now revise the draft by adding content words to help explain more specifically the importance of work.

Name _____

gobble

mist

individuality

roots

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

1. What do both your family and a tree have in common? _____

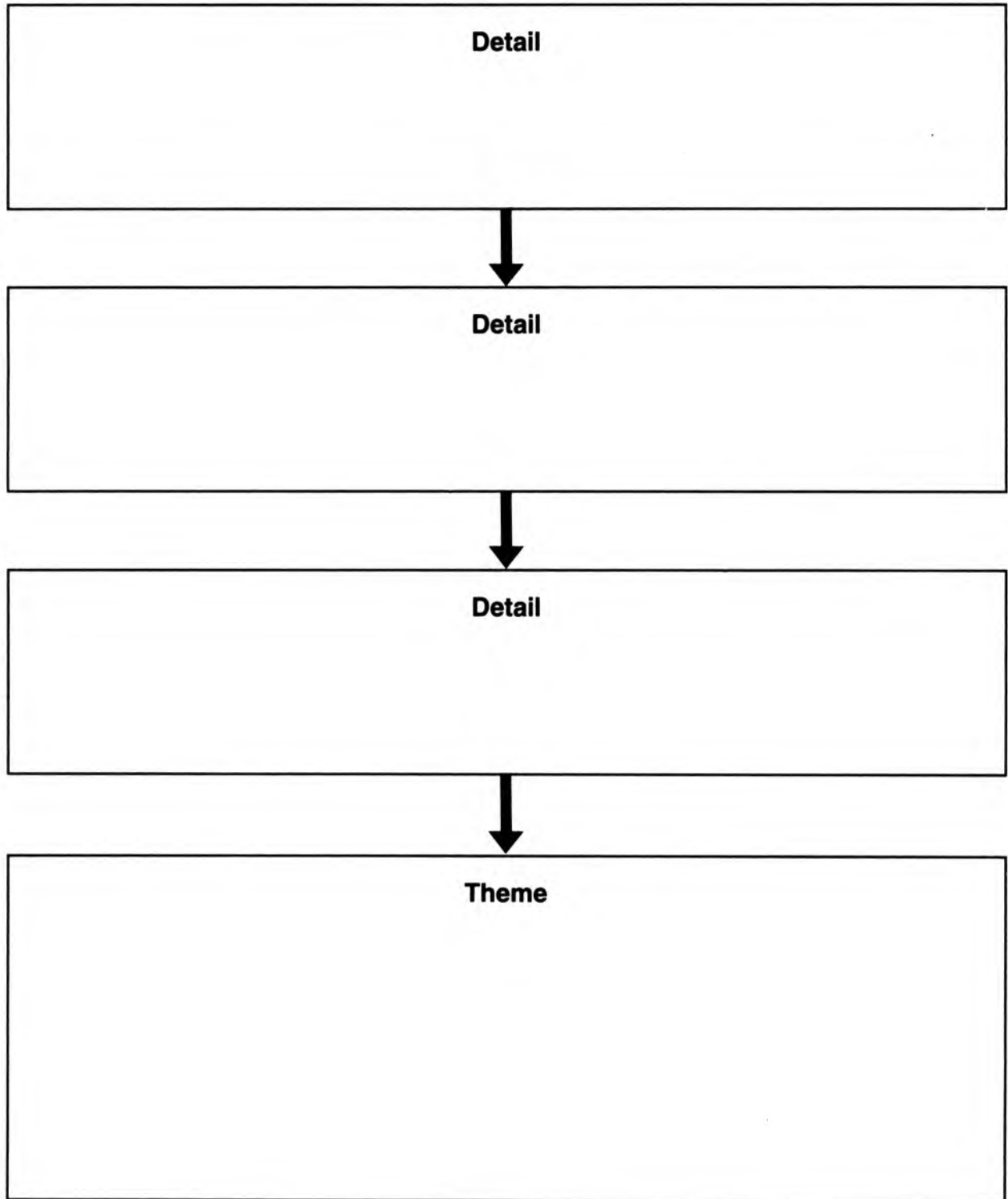
2. What is another word for “eat very quickly”? _____

3. What is created when you spray a bottle of glass cleaner? _____

4. When you show how you are different from others, what do you show?

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the poem. Pay attention to details that help you understand the author's message.

Me, As a Mountain

5 I am not an island.
On my worst day, I am

11 Florida, the ocean tempting me away from the mainland
20 states that are my parents.

25 On the days I feel best,
31 I am the Rocky Mountains,

36 broad as the landscape, filling a window.
43 I command any attention to the horizon.

50 I rise into the air, my hair a
58 mist against the blue of the sky.

65 I rest on the Great Plains.
71 Plateaus and pine forests lift me.

77 They are my parents'
81 broad shoulders I stand on.

86 I try to use them wisely to build
94 myself
95 into a tower of rock, strong and
102 impossibly tall.



Name _____

A. Reread the passage and answer the questions.**1. What is this poem about?**

2. What is the theme of this poem?

3. What in the poem lets you know what the theme is?

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

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

Name _____

Quiet Room

I love the quiet of my room,
silent but for the slightest sound of a breeze that stirs the curtains.

Some friends I have would scoff and say,
“Come on, this place is boring!
Where’s the music? Where’s the fun?”

But me, I like a place to think—
a place where I can share my thoughts with only me
and let my mind wander out the window to the wide, wide world beyond.

Answer the questions about the text.**1. What makes this text a free verse poem?**

2. Are the lines in this poem regular or irregular?

3. What does the speaker of the text like about the bedroom? What do the speaker’s friends not like about it?

Name _____

Imagery is the use of specific language to create a picture in a reader's mind. **Personification** is giving human qualities to a non-human thing.

Read the lines of the free verse poem below. Then answer the questions.

Me, As a Mountain

I am not an island.

On my worst day, I am

*Florida, the ocean tempting me away from the mainland
states that are my parents.*

On the days I feel best,

I am the Rocky Mountains

broad as the landscape, filling a window.

I command any attention to the horizon.

1. What is an example of imagery in this poem?

2. Point out an example of personification in this poem.

3. Write another stanza that includes imagery and personification.

Name _____

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

- 1.** On the days I feel best, I am the Rocky Mountains,

- 2.** On my worst day, I am Florida, the ocean tempting me away from the mainland

- 3.** I rise into the air, my hair a mist against the blue of the sky.

Name _____

A. Read each sentence. Circle any words that have prefixes or suffixes.

1. I happily prepaid for the new book that will arrive in the store next month.
2. Do not prejudge the witness and reverse your ideas about what went on.
3. This establishment has been unchanged in its appearance for years.
4. The driver became fearful when she saw the two roads begin to intersect.
5. My semiweekly visits to the doctor were finally over.

B. Read the words from English in the box below. Then read each word from another language in bold. Write the word from the box next to its similar word from another language.

waffle iceberg lagoon pretzel macaroni canyon

1. **brezel** (German) _____
2. **ijsberg** (Dutch) _____
3. **cañon** (Spanish) _____
4. **laguna** (Italian) _____
5. **makkaroni** (Italian) _____
6. **wafel** (Dutch) _____

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 support his or her opinion about how well two poets used precise language.

Topic sentence	→	I think the poet of "Quiet Room" did a better job of using precise language than the poet of "Me, As a Mountain." In "Quiet Room," the poet writes, "silent but
Evidence	→	for the slightest sound of a breeze that stirs the curtains." These sensory details create a picture in my mind. In "Me, As a Mountain," the poet writes, "I command any attention to the horizon." I find the meaning of these
Concluding statement	→	words confusing. The poet's use of precise language in "Quiet Room" creates a clearer picture in my mind than the words the poet used in "Me, As a Mountain."

Write a paragraph about two poems. Compare how well the poets use precise language. Tell which poet did a better job. Cite details that created a picture in your mind. Remember to use prepositions 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 concrete and descriptive details you can add.

Draft Model

I'm not very TALL at all
My hair is a MESS when I get out of bed
I like to display my collections
I always SING in the back seat of our car
My family is the BEST

1. What descriptive detail would tell how tall the speaker is?
2. What descriptive details would show how the speaker's hair is messy?
3. What concrete details would tell what the speaker collects?
4. What concrete details would tell what kinds of songs the speaker sings?

B. Now revise the draft by adding concrete supporting details that help build a clearer picture for readers.
