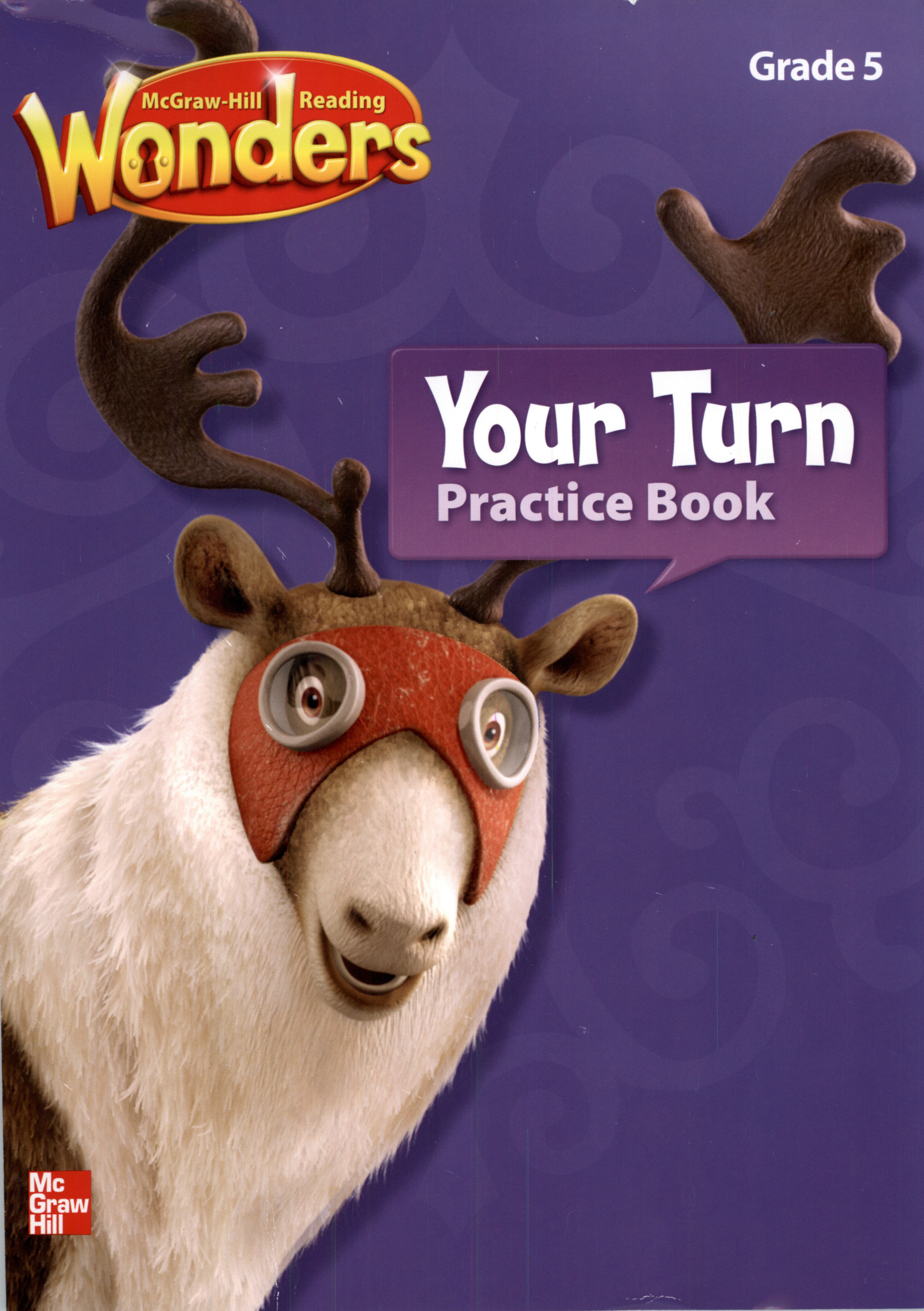


Grade 5



# Your Turn

## Practice Book



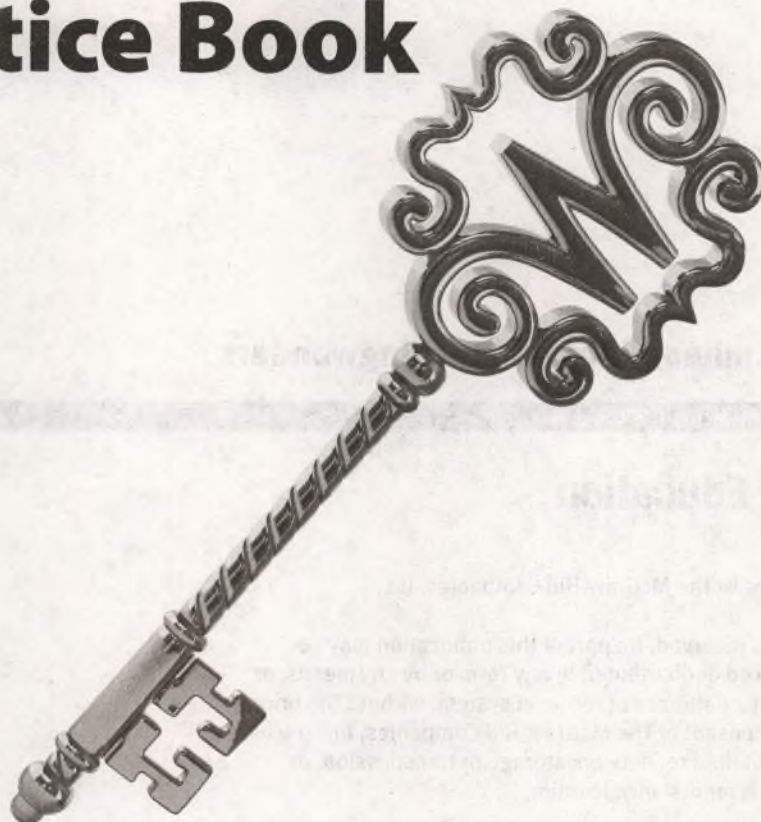




**Grade 5**

# **Your Turn**

## **Practice Book**



**Education**

Bothell, WA • Chicago, IL • Columbus, OH • New York, NY



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Name \_\_\_\_\_

risk

afford

profit

savings

loan

wages

prosper

scarce

**Use each pair of vocabulary words in a single sentence.****1. afford, loan**

\_\_\_\_\_

\_\_\_\_\_

**2. prosper, profit**

\_\_\_\_\_

\_\_\_\_\_

**3. savings, scarce**

\_\_\_\_\_

\_\_\_\_\_

**4. risk, wages**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**

**Characters**

**Setting**

**Beginning**

**Middle**

**End**





Name \_\_\_\_\_

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

### Building Our Community

13 “Hey, Mom,” I said, dropping my backpack on the table. “Marla and I  
were hoping you could take us to the mall next weekend.”

24 “Sorry, Tasha, I’m working at the hospital this weekend and next  
35 weekend,” she said.

38 “Well, then what about Kevin?” I persisted, not ready to give up.  
50 “Maybe he could take us.”

55 Mom smiled at my determination, but her answer was firm. “First of all,  
68 you and Marla need a parent chaperone with you at the mall to keep you  
83 safe. Second, Kevin is volunteering next weekend by giving time to help  
95 build a home for a family that needs one.”

104 As soon as she said that, I remembered the way Kevin’s eyes had lit  
118 up when he’d first told us about the project. He’s always been good at  
132 building and fixing things. Now that he was seventeen, he was finally  
144 old enough to take part in the home-building projects that our community  
156 did twice a year.

160 “It’s not fair,” I complained. “Kevin can make a real difference  
171 in a family’s life, but what can I do? I’m not old enough to help  
186 build the house.”

189 Mom put on her serious face, which meant that she was about to give  
203 advice. “Don’t think about it like that, Tasha” she said. “People don’t  
215 make a difference by focusing on what they *can’t* do. They change things  
228 by thinking about what they *can* do.”

235 I slunk off to my room as Mom’s words echoed in my head over and  
250 over. Maybe she was right. I might not be able to physically raise the roof  
265 on the new house, but what I *could* raise was money to help.



Name \_\_\_\_\_

The next day, I talked to my teacher about raising money to help build the house. “Well, there’s not much time to put something together,” Mr. Pham said thoughtfully, “but, we can brainstorm about it this morning. It’s our class’s turn to sell water at the soccer game this weekend. I bet your classmates will have some good ideas about what else we could sell to raise money. Teamwork will be the best way to make this happen.”



After roll call, Mr. Pham gave me the floor to explain my idea. Brason raised his hand. “My uncle owns a T-shirt shop. Maybe he can print some shirts that we can sell.”

“Great idea!” Mr. Pham said enthusiastically. “Now, if Brason can get shirts for us, we need something to put on them. Any ideas?” After a lively debate, we settled on “Building Our Community” as our slogan. Marla, our class artist, agreed to draw the design.

The next day, Brason announced that his uncle would donate 20 shirts. Marla shared her sketch of interlocked hands. Now, we had to get the word out.

By Friday, we were ready. I had posted details about the sale on our class Web page and taped flyers in hallways and the cafeteria. The T-shirts, our merchandise, were printed.

Our Saturday sale was a success. We earned \$125. Some people bought shirts. Others gave a dollar or two to our cause.

Kevin drove me to the local hardware store to buy a gift card that could be used for hammers, nails, lumber, and other equipment.

On the Friday before building was to start, our class took a field trip to the community center. I beamed with pride as I handed over the gift card. Mom and Mr. Pham had both been right. Everyone can do something, and together we can accomplish something great.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. Underline the words in each sentence that are clues to sequence.**

The next day, Brason announced that his uncle would donate 20 shirts.

By Friday, we were ready.

**2. Write the sentence from the story that tells when Tasha told the class about her idea. Underline the words that are a clue to sequence.**


---



---

**3. What four things happened between the time Marla agreed to draw a design for the T-shirts and the day of the sale?**


---



---



---



---

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

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



Name \_\_\_\_\_

## A Neighborhood Need

"Did you hear that Mr. Green's Corner market closed?" Jayla asked Casey.

"Yeah," Casey replied. "Now my mom has to go all the way across town to buy fruits and vegetables."

"In the library, I saw a sign about a farmer's co-op. If they have enough customers, they will bring fresh fruits and vegetables to us," said Jayla.

"Then let's figure out a way to get neighbors signed up," said Casey.



"We can't get fresh vegetables here."

Answer the questions about the text.

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

---



---

2. Do you think the dialogue in this text is a good example of what people might say in real life? Why or why not?

---



---

3. What details does the illustration show you that you did not find in the text?

---



---

4. List two things about the setting in the illustration that are realistic.

---



---



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. "Marla and I were hoping you could take us to the mall next weekend." "Sorry, Tasha, I'm working at the hospital this weekend and next weekend," she said. "Well, then what about Kevin?" I **persisted**, not ready to give up. "Maybe he could take us."

\_\_\_\_\_

2. Kevin is **volunteering** next weekend by giving time to help build a home for a family that needs one.

\_\_\_\_\_

3. I slunk off to my room as Mom's words **echoed** in my head over and over. Maybe she was right.

\_\_\_\_\_

4. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively **debate**, we settled on "Building Our Community" as our slogan. Marla, our class artist, agreed to draw the design.

\_\_\_\_\_

5. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our **slogan**. Marla, our class artist, agreed to draw the design.

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words in the box. Place each word in the column that describes its short vowel sound. Underline the letter or letters that make the sound.**

bread	nick	scan	rough	blond
shrug	ship	tense	damp	cot
click	notch	laugh	gush	tenth

short a	short e	short i	short o	short u

**B. Circle the word with the short vowel sound to complete the sentence.**

- My brother is the \_\_\_\_\_ chef that I have ever met.  
worst                      best                      only
- Do you enjoy going to \_\_\_\_\_ each year?  
school                      work                      camp
- Please \_\_\_\_\_ the door before you leave for the day.  
close                      lock                      seal
- The \_\_\_\_\_ rose up over the mountains.  
mist                      cloud                      storm



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 illustrations give important details about characters and events.

<b>Topic sentence</b>	→	The illustration in "Building Our Community" gives important details about an event that is not described in the story. The illustration shows what happened during the fundraiser Tasha and her classmates put together. The illustration shows that the class put up an ad for the sale. It shows that the T-shirts cost \$5. It also shows that the characters worked together and were happy. All these details in the illustration give important information that is not described in the story.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence to show how an illustration gives important details about characters or events. Remember to clearly state the topic and to write in complete 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 descriptive details you can add.**

### **Draft Model**

Kim walked to class. Something was wrong. She thought she might flunk math. I helped her. Pretty soon she was doing much better.

1. How might Kim's walk and expression show that she is unhappy?
2. Is something badly wrong or just a little upsetting? What details would help the reader understand this?
3. What details would show how the narrator helps Kim?
4. What is a more descriptive way to tell how Kim was feeling by the end?

**B. Now revise the draft by adding details that help readers learn more about Kim and how she felt.**

---

---

---

---

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

anxious

assemble

decipher

distracted

navigate

retrace

accomplish

options

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. Why might a student **assemble** books and magazines that are all on the same subject?

---

---

2. Why might campers lost in the woods **retrace** their steps?

---

---

3. How could you **decipher** a passage written in another language?

---

---

4. What **options** do students have to improve their work in school?

---

---

5. Why is a **distracted** driver a dangerous driver?

---

---

6. What is a way to **accomplish** a task more quickly?

---

---

7. What can you use to help you **navigate** from one place to another?

---

---

8. Why do some people feel **anxious** in a thunderstorm?

---

---



Name \_\_\_\_\_

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

A vertical graphic organizer with five rectangular boxes. The boxes are labeled from top to bottom: **Character**, **Setting**, **Problem**, **Events**, and **Solution**. The **Events** and **Solution** boxes are connected by a downward-pointing arrow. A thick black line runs vertically along the left and right sides of the **Problem**, **Events**, and **Solution** boxes, with arrows at the bottom pointing towards the **Solution** box.

**Character**

**Setting**

**Problem**

**Events**

**Solution**



Name \_\_\_\_\_

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

### A Race Against the Clock

Lian gazed in awe at the giant redwood trees towering far overhead. Her family's vacation to Northern California had been full of fun activities and historic sites. Getting to see the majestic redwoods was icing on the cake.

Lian's father interrupted her thoughts. "Shake a leg everyone," he said, clapping his hands quickly. "We don't want to miss our flight."

Lian and her older brother Shing hurried back to the family's rental car. Their mother was already in the front passenger seat, drumming her fingertips against the center console. Lian knew her mother was worried about missing their flight home. Mrs. Yee had wanted to stay close to the airport during the last morning of their vacation, but everyone else wanted to see the giant redwood trees. She finally gave in.

Mr. Yee slid into the driver's seat. "We have two hours before we need to check in at the airport," he said, checking his watch. "We'll have plenty of time to spare."

Lian admired the trees as they drove through the park. Shing's attention, however, was focused elsewhere. "Hey, Dad, I think you were supposed to turn there," he said, pointing over his shoulder at a road marker.

"Good catch, Shing," replied Mr. Yee. It took several minutes to find a place to turn around on the narrow road. They retraced their route and tried again. This time, Lian and Shing kept their eyes peeled watching for markers.



Name \_\_\_\_\_

Lian and Shing spent the next hour chatting quietly in the backseat. Their conversation was interrupted by a loud “Bang!” as Lian’s side of the car abruptly sagged low to the ground.

Mr. Yee calmly slowed down and pulled the car to the side of the road. “Everybody stay in the car,” he ordered. He turned on the hazard lights and got out to inspect the car. Mrs. Yee was on the phone with the rental company when he returned. “The axle is damaged,” he sighed.

After a few moments of discussion, it was decided that the rental company would send a taxi to take the family to the airport, and a tow truck would haul the car to a repair shop. Lian was on pins and needles while they waited. What would happen if they missed their flight? She was still nervous when the taxi arrived. They swiftly piled into the yellow van, her father riding shotgun next to the taxi driver.

The driver was upbeat. “I’ll have you folks at the airport in two shakes of a lamb’s tail,” he said. “Traffic shouldn’t be a problem at this time of day.”

Unfortunately, traffic was a problem. A line of slow-moving cars snaked around the airport. The taxi came to a halt three blocks away from the main terminal. Mr. Yee groaned.

Mrs. Yee made a decision. “Kids, grab your things. If we hurry, we can still catch our flight,” she said.

Mr. Yee paid the driver while Mrs. Yee, Lian, and Shing retrieved their luggage from the trunk. Suitcases in hand, they jogged past the line of stopped cars.

The Yees hurried through the airport and made it to their gate with just minutes to spare. As they caught their breath before boarding the plane, Mrs. Yee looked at her family and grinned. “Next time, we stay near the airport,” she said.



The Yee family raced toward the airport.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What is the main, or most important problem in the text?**


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---

**2. What are two important problems the Yees encounter on their way to the airport?**


---



---



---

**3. How are each of these problems solved in the text?**


---



---



---

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

## Building a Team

Noah's class, as a group, was assigned to navigate the obstacle course. He was first in line and anxiously wondered, "How can I help my team?"

The first task was to walk the length of a swinging log, a foot off the ground. Noah found it was easy for him to balance and reach the other side. Then he had a realization. He could help "spot," or guide, classmates who were less athletic than he. *That*, he decided, would be his contribution to his team!



Answer the questions about the text.

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

---



---

2. What gave Noah confidence and an idea of how to contribute to his team?

---



---

3. What words in the first paragraph show suspense?

---



---

4. Why do these words create a feeling of suspense?

---



---



Name \_\_\_\_\_

Read each passage below. Underline the words that give a clue to the meaning of each idiom in bold. Then explain the idiom on the lines.

1. Lian's father interrupted her thoughts. "**Shake a leg** everyone," he said, clapping his hands quickly. "We don't want to miss our flight."

\_\_\_\_\_  
\_\_\_\_\_

2. The driver was upbeat. "I'll have you folks at the airport **in two shakes of a lamb's tail**," he said. "Traffic shouldn't be a problem at this time of day."

\_\_\_\_\_  
\_\_\_\_\_

3. After a few moments of discussion, it was decided that the rental company would send a taxi to take the family to the airport, and a tow truck would haul the car to a repair shop. Lian was **on pins and needles** while they waited. What would happen if they missed their flight? She was still nervous when the taxi arrived.

\_\_\_\_\_  
\_\_\_\_\_

4. They swiftly piled into the yellow van, her father **riding shotgun** next to the taxi driver.

\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Write three words from the box that have the same long vowel sound as the example in each row. Then underline the letter or letters that make the long vowel sound.

greed	music	spice	paste	unit
oak	plead	fuse	bride	growth
shave	folks	theme	paid	grind

- rake \_\_\_\_\_
- feet \_\_\_\_\_
- kite \_\_\_\_\_
- flow \_\_\_\_\_
- cute \_\_\_\_\_



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 two authors create a feeling of suspense.

<b>Topic sentence</b>	→	I think "A Race Against the Clock" is a more suspenseful story than "Whitewater Adventure." In "A Race Against the Clock," the author includes details and dialogue that show that Mr. and Mrs. Yee are worried that they will miss their flight. The Yee family also faces many problems that slow them down along the way to the airport. In "Whitewater Adventure," Nina's parents do not show that they are worried and the family is able to solve their problem quickly. The details the author used in "A Race Against the Clock" create more suspense than the details in "Whitewater Adventure."
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about two texts you have chosen. Cite evidence from the texts to support your opinion about how well the authors create a feeling of suspense. Remember to include a strong closing and to include sentences that use subjects and predicates correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the texts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how it could be revised to improve its style and tone.**

**Draft Model**

Macy saw her favorite baseball player. He was big. He talked to her. She got his autograph.

1. How could sentence structure and word choice be changed to create an engaging style and positive tone?
2. What descriptive details could be added to help the reader visualize the action?
3. What details could be added to convey Macy's enthusiasm?
4. What details could be added to describe the people and the actions in this draft?

**B. Now revise the draft by adding details to create an engaging style and to convey Macy's positive feelings about getting the autograph.**

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Name \_\_\_\_\_

debris

emphasis

encounter

generations

indicated

naturalist

sheer

spectacular

**Finish each sentence using the vocabulary word provided.**

1. **(debris)** The storm last night \_\_\_\_\_  
\_\_\_\_\_
2. **(emphasis)** The park ranger repeated \_\_\_\_\_  
\_\_\_\_\_
3. **(encounter)** While walking in the woods, \_\_\_\_\_  
\_\_\_\_\_
4. **(generations)** Our family \_\_\_\_\_  
\_\_\_\_\_
5. **(indicated)** The frost on the leaves \_\_\_\_\_  
\_\_\_\_\_
6. **(naturalist)** We brought the strange plant \_\_\_\_\_  
\_\_\_\_\_
7. **(sheer)** Our guide led us away \_\_\_\_\_  
\_\_\_\_\_
8. **(spectacular)** The Fourth of July fireworks \_\_\_\_\_  
\_\_\_\_\_



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 help you understand new facts or difficult explanations.

### At Home in the Desert

12 Georgia O'Keeffe always thought of herself as an artist. By 1928, the  
29 rest of the world did, too. At the age of 41 she was living in New York  
41 City and becoming a well-known painter. She was married to a famous  
51 photographer, who helped her show her work. Still, O'Keeffe wasn't  
happy.

52 New York City and her family's summer home had been the source of  
65 ideas for almost ten years. Now those ideas were drying up. O'Keeffe felt  
78 like she needed a change of scenery. She had visited New Mexico in 1917  
92 with her sister. The wide open space had thrilled her. "Maybe I should go  
106 back," she thought to herself.

111 Her friend Mabel Dodge Luhan encouraged her. In April of 1929,  
122 O'Keeffe packed her bags. She went to stay with Luhan in her home in  
136 Taos, New Mexico. O'Keeffe wrote to her husband,

144 "Mabel's place beats anything you can imagine  
151 about it—it is simply astonishing."

157 The wide open space drew O'Keeffe in. She spent hours just watching  
169 the sky change. The clear light made her feel as if she could see for the  
185 first time.

187 The beauty of the land renewed her. She couldn't wait to start painting.  
200 Cow and horse skulls and desert flowers filled her canvases. The colors  
212 of the desert inspired O'Keeffe to make new choices in her artwork. "The  
225 color up there is different," she explained. She loved the blue-greens in the  
238 sagebrush along the mountainsides.



Name \_\_\_\_\_

That August, O’Keeffe went home to New York. It was the start of a pattern she would keep up for almost twenty years. Each spring, she traveled to New Mexico to paint. These trips were vital to her spirit. Then, in the fall, she would return to New York to show her work.

During each visit to New Mexico, O’Keeffe explored her surroundings more deeply. Every day was an adventure. In the morning, she would set out to search for new desert scenes to paint. She kept a canvas and brushes in the backseat of her car. Whenever something caught her eye, she could pull them out and begin painting.



Jess Alford/Photodisc/Getty Images

The desert landscape enchanted Georgia O’Keeffe.

The bleached animal bones and skulls that O’Keeffe found especially excited her. She saw a strange beauty in them. By experimenting, she found new ways to represent them in her paintings. The bones didn’t symbolize death to O’Keeffe. To her, they showed the lasting beauty of the desert.

The unique landscapes, clear light, and bright colors spoke to her. She often painted close-ups of the rocks and mountains. Later, she began to travel more in search of new ideas. However, she always came back to New Mexico. After all these years, it was her home.

As O’Keeffe grew older, her eyesight began to fail. Continuing to paint became difficult. Still, O’Keeffe wasn’t ready to stop working. Her friend Juan Hamilton helped her work with watercolors. He also taught her to sculpt with clay. With his aid, she made art into her 90s. When she died at the age of 98, Hamilton sprinkled her ashes over the desert. Her body became part of the land that had touched her art and her life.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What caused Georgia O'Keeffe to seek out a change in her life?**


---



---



---

**2. What evidence in the fifth paragraph shows the effect of O'Keeffe's visit to New Mexico?**


---



---



---

**3. How did Georgia O'Keeffe react to her failing eyesight in her later years?**


---



---



---

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

## A New Agency

During the 1960s, people grew concerned about the environment. This concern led to a huge Earth Day celebration in April of 1970. Politicians promised to find ways to improve water, land, and air quality. President Richard Nixon agreed to meet this new challenge. He proposed creating a new government department in late 1970. It was called the Environmental Protection Agency. Nixon said he hoped the EPA would “ensure the protection, development and enhancement of the total environment.”



ImageShop/Corbis

The EPA proposed laws that reduced air pollution from car engines.

Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

\_\_\_\_\_

\_\_\_\_\_

2. Explain the cause and effect relationship between Earth Day and the creation of the EPA.

\_\_\_\_\_

\_\_\_\_\_

3. What facts about President Richard Nixon does the text give?

\_\_\_\_\_

\_\_\_\_\_

4. What primary source can you identify in this text?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Read each passage below. Underline the context clues that help you figure out the meaning of each word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.

1. Georgia O'Keeffe thought of herself as an artist. By 1928, the **rest** of the world did, too.

\_\_\_\_\_

\_\_\_\_\_

2. New York City and her family's summer home had been the source of ideas for almost ten years. Now those ideas were drying up. O'Keeffe felt like she needed a **change** of scenery.

\_\_\_\_\_

\_\_\_\_\_

3. She had visited New Mexico in 1917 with her sister. The wide open **space** had thrilled her.

\_\_\_\_\_

\_\_\_\_\_

4. She spent hours just watching the sky change. The clear **light** made her feel as if she could see for the first time.

\_\_\_\_\_

\_\_\_\_\_

5. It was the start of a pattern she would keep up for almost twenty years. Each **spring**, she traveled to New Mexico to paint.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words below. Place each word in the column that describes its vowel sound. Underline the letters that stand for the vowel sound.**

tuna	crooks	could	lose	mute
amuse	would	soothe	union	bruise
hoof	view	plume	hue	hooks

/ū/ as in <i>music</i>	/û/ as in <i>hook</i>	/ü/ as in <i>scoop</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**B. Circle the word with the /ū/, /û/, or /ü/ sound to complete the sentence.**

- The car has enough \_\_\_\_\_ to last another hour.  
gas                      power                      fuel
- There are \_\_\_\_\_ lanes open at the bowling alley.  
few                      many                      several
- This summer I will read a \_\_\_\_\_.  
biography                      cookbook                      mystery
- He tried to \_\_\_\_\_ that he was correct.  
prove                      show                      explain



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 Georgia O'Keeffe's own words to support an idea.

<b>Topic sentence</b>	→	In "At Home in the Desert," the author uses Georgia O'Keeffe's own words to show that New Mexico was important to the artist.
<b>Evidence</b>	→	The author includes the words that Georgia O'Keeffe wrote to her husband when she visited New Mexico. O'Keeffe wrote that the place was "astonishing." She went back to New Mexico for many visits. She said that "the color up there is different." She found new ways to paint because of what she saw there.
<b>Concluding statement</b>	→	The author's use of O'Keeffe's words supports the idea that New Mexico was important to her art and her life.

**Write a paragraph about the text you have chosen. Cite evidence from the text that shows how the author uses another person's words to support an idea. Remember to give examples and to avoid run-on sentences.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



### Draft Model

it. I could hear them! The mother bird came back and fed the babies.

- details would help the reader picture what is being described.

anize the encounter with the birds.

---



Name \_\_\_\_\_

enthusiastically	patents	devices	captivated
passionate	claimed	breakthrough	envisioned




Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What is an activity that you do **enthusiastically**?  
\_\_\_\_\_
2. Why should inventors get **patents** for their inventions?  
\_\_\_\_\_
3. What are the two most helpful **devices** you use every day?  
\_\_\_\_\_
4. Name something that recently **captivated** your imagination.  
\_\_\_\_\_
5. How would you know if a person is **passionate** about baseball?  
\_\_\_\_\_
6. If items in the lost and found at school are not **claimed**, what should happen to them?  
\_\_\_\_\_
7. What is a **breakthrough** you have made when trying to learn something new?  
\_\_\_\_\_
8. What is one type of technology you have **envisioned** for the future?  
\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**

<b>Event</b>






Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to help you understand new facts or difficult explanations.

## Mary Anderson and the First Windshield Wipers

### The Problem

2 When some people see a problem, they jump in to solve it. Mary  
15 Anderson was that type of person.

21 In the early 1900s, few people owned cars. Instead, they rode electric  
33 streetcars, or trolleys. On a snowy day in New York City, Anderson  
45 watched streetcar drivers struggle to see through their wet windshields.

55 At the time, drivers had two ways to clean their windshields. They  
67 could open the windshield's middle window, or they could get out of the  
80 streetcar. If drivers opened the window, the driver and riders got wet. If  
93 drivers got out of the streetcar, they put themselves in danger.

104 Some people wiped their windows with a piece of onion or carrot. This  
117 supposedly left behind an oily film that kept water off. Instead, it often  
130 clouded the windshield.

### The Solution

133 Anderson sympathized with the streetcar drivers. She asked others  
144 about the problem. Surely someone had tried to solve it. People told  
156 Anderson the problem had been studied. No one had found an answer.  
168 They did not think there was one.

175 Anderson did not accept this. She vowed to find a better way. Her  
188 efforts led to a new technology.

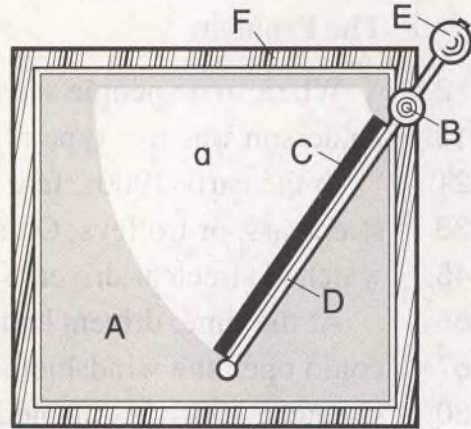
194 She drew a diagram of a tool for cleaning windshields. Anderson  
205 found someone to make a model for her. It was the first working model  
219 of a "windshield wiper."



Name \_\_\_\_\_

The model had a lever that moved a swinging metal arm (D). The arm held a rubber blade (C). From inside the streetcar, the driver would turn a handle (E) connected to the lever. As the lever moved (B), the blade would “sweep across and clean the window-pane.” The driver and riders stayed safe and dry. In good weather, the wipers could be removed.

Anderson applied for a patent for her “window cleaning device for electric cars . . . to remove snow, ice, or sleet from the window.” A patent allows an inventor to sell his or her invention. Anderson wrote that she hoped to help streetcar drivers with “not being able to see through the front glass in stormy weather.” In 1903 her patent was approved.



Mary Anderson's windshield cleaning device, as shown in her patent application.

### The Results

In 1905 Anderson tried to sell her device to a Canadian firm. Although the wipers worked, automobiles were still not very common. The company would not be able to sell many wipers. They would not make enough money. The firm turned her down. Anderson did not try to sell her wipers to anyone else.

Four years later, the first really popular car—Henry Ford's Model T—was released. Almost anyone could afford to buy a Model T. People who drove cars such as the Model T faced the same problem as streetcar drivers. How would they clean their windshields?

By 1913 thousands of cars had a version of Anderson's windshield wipers. Sadly, Anderson never made any money from her patent. Her breakthrough led to the next great idea, though. In 1917 another woman, Charlotte Bridgewood, invented automatic windshield wipers.



Name \_\_\_\_\_

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

1. What time signal in the second paragraph helps you understand why cleaning windshields was such a problem?

---



---



---

2. What four steps did Mary Anderson take after she noticed the problem streetcar drivers had cleaning their windshields?

---



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---



---

3. What sequence of events explains why Anderson did not make any money from her patent?

---



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---

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

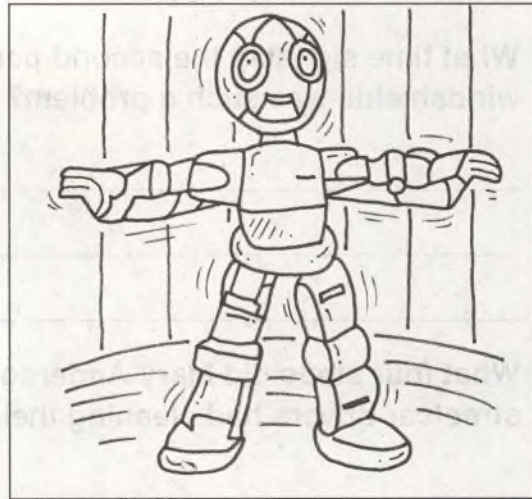
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Robot Creator

Tomotaka Takahashi lives and works in Japan. As a boy, he enjoyed reading comic books about robots, and he liked to build interesting devices. Now he builds robots that he hopes people will use in everyday life. Tomotaka does not want his robots to look like machines. He envisions them as friendly devices that look like people. He gives his robots extra movements to help them walk and move smoothly. People are captivated by Tomotaka's amazing robots.



Tomotaka's friendly looking robots walk and move like humans.

Answer the questions about the text.

1. How do you know that this is biographical text?

---



---

2. Identify three facts about Tomotaka Takahashi that are included in the text.

---



---

3. What words and phrases introduce information about different times in Tomotaka's life?

---



---

4. How does the illustration help you understand more about the robots that Tomotaka creates?

---



---



Name \_\_\_\_\_

Greek root	Meaning	Examples
<i>ēlektron</i>	amber	<b>electric</b> , electricity
<i>pathos</i>	feelings	<b>sympathy</b> , <b>empathy</b>
<i>technē</i>	art or skill	<b>technology</b> , <b>technical</b>
<i>graph/gram</i>	to write	<b>photograph</b> , <b>telegram</b>

Read each passage below. Use the Greek roots in the box above and sentence clues to help you figure out the meaning of the word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.

1. In the early 1900s, few people owned cars. Instead, they rode **electric** streetcars, or trolleys.

\_\_\_\_\_

\_\_\_\_\_

2. Anderson **sympathized** with the streetcar drivers. She asked others about the problem.

\_\_\_\_\_

\_\_\_\_\_

3. She vowed to find a better way. Her efforts led to a new **technology**.

\_\_\_\_\_

\_\_\_\_\_

4. She drew a **diagram** of a tool for cleaning windshields.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word in the box and listen for an *r*-controlled vowel sound. Write the word in the correct column below.**

heart

scorn

before

spark

square

wear

harsh

coarse

chart

source

scarce

flare

**/är/ as in car****/âr/ as in air****/ôr/ as in born**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Read each sentence. Circle the words that have one of the *r*-controlled vowel sounds studied above.**

1. She has a rare gemstone in her collection.
2. He will board the train at noon on Friday.
3. It is not polite to stare at other people.
4. They saw a deer in the glare of the headlights.
5. Please pour everyone some grape juice.



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 compares how two authors present information about the same topic in different ways.

<b>Topic sentence</b>	→	The author of "Mary Anderson and the First Windshield Wipers" and the author of "Fantasy Becomes Fact" give information about inventors in different ways. The author of "Fantasy Becomes Fact" describes Arthur C. Clarke's inventions by describing events in his life from the age of 13 to adulthood. The author of "Mary Anderson and the First Windshield Wipers" tells about Mary's invention by focusing on a problem Mary helped solve. Both ways of presenting information explain an inventor's accomplishments.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about two texts that discuss similar topics. Cite evidence from the texts to compare how the authors present information in different ways. Remember to clearly state the topic and use conjunctions and commas correctly in complex sentences.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the texts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 use time-order signal words to show the sequence of events.**

## Draft Model

Chen began preparing for the race. He ate a good breakfast. He did his stretching exercises. He got dressed. He left the house, determined to win.

1. What time-order signal words could be added to show what Chen did first?
2. What other signal words could be added to make the sequence of events clearer?
3. What word or words could be added to the final sentence to give the text a sense of closure?

**B. Now revise the draft by adding time-order signal words to help readers better understand the sequence of events.**

What is your sentence?

One evidence from the text is

End with a concluding statement.



Name \_\_\_\_\_

access

advance

analysis

cite

counterpoint

data

drawbacks

reasoning

**Use each pair of vocabulary words in a single sentence.****1. access, data**

---

---

**2. advance, reasoning**

---

---

**3. drawbacks, counterpoint**

---

---

**4. cite, analysis**

---

---



Name \_\_\_\_\_

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

Details	Author's Point of View
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Name \_\_\_\_\_

Read the two passages by two different authors. Use the reread strategy to check your understanding of each author's position on this issue.

## DO GENETICALLY MODIFIED FOODS BENEFIT THE WORLD?

### The GMF Solution

3 *Genetically modified foods help fight malnutrition.*

9 Science has often provided answers to our problems. The development  
19 of medicines, for example, helps cure diseases. Genetically modified  
28 foods can be just as helpful. Genetically modified foods are foods whose  
40 genes have been changed. A gene is a part of a cell that controls how a  
56 living thing looks and functions. Farmers have changed genes in crops for  
68 centuries by transferring pollen from one type of plant to another.

### 79 Science Lends a Hand

83 Today, scientists can make the same types of changes much faster than  
95 farmers can. Even though the scientists work in laboratories, their work is  
107 not very different from what farmers were already doing.

116 Scientists can change crops in a more exact way. They have made  
128 new types of corn that resist plant diseases and insects. These changes  
140 mean farmers can use fewer chemicals on their crops. That means fewer  
152 chemicals in our food and water, which helps protect the environment.

### 163 Better Food and More of It

169 Scientists have also increased the nutrition in certain crops. They added  
180 iron to rice and made other rice that helps bodies produce vitamin A. Such  
194 genetically modified foods can fight malnutrition.

200 Genetically changed food can help fight world hunger in other ways,  
211 too. Scientists can create crops that will grow in harsh conditions. They  
223 can speed up and increase the harvest of crops. This will allow more food  
237 to be grown and more people to be fed.

246 Genetically modified food may seem strange, but eventually people will  
256 see that it holds the answers to many of the world's problems.



Name \_\_\_\_\_

**A Risky Business***Genetically modified foods may not be safe.*

Genetically modified foods might seem like science fiction, but they are already part of our everyday lives. Most processed foods in the United States, such as breakfast cereal, contain ingredients that have been genetically changed. Are those foods safe? We don't know.

**Scientists Follow an Uncertain Path**

When scientists genetically change food crops, they take genes from one species, or type of living thing—such as bacteria, and add those genes to the food crop. Scientists have not studied the long-term results of these interspecies changes or their effects on human health. For example, if a gene from fish was put into peas, would someone allergic to fish also be allergic to those peas? Scientists say no, but they have not tested the theory to be sure.

Some genes that have been added to crops are unaffected by antibiotics. Antibiotics are medicines that fight diseases caused by bacteria. What happens when people eat food that has these genes? Will they become less able to fight off illness? We do not know.

**Future Effects on the Environment**

What about the environmental effects of genetically modified food? Farmers have seen pollen carried from genetically modified corn to natural corn. Could this change natural corn? Could genetically modified crops that are resistant to insects cause some insects to die off, creating an imbalance in the ecosystem?

All this uncertainty should lead us to develop genetically modified foods with extreme caution, if at all.



Steve Cole/Photodisc/Getty Images

**Genetically modifying food crops may produce both benefits and problems.**



Name \_\_\_\_\_

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

1. What is an example the first author gives of how science has solved a problem?

---



---

2. What are two ways the first author thinks genetically modified foods are better?

---



---

3. What is the second author's point of view about genetically changed foods?

---



---

4. What argument does the second author make to support that point of view?

---



---

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

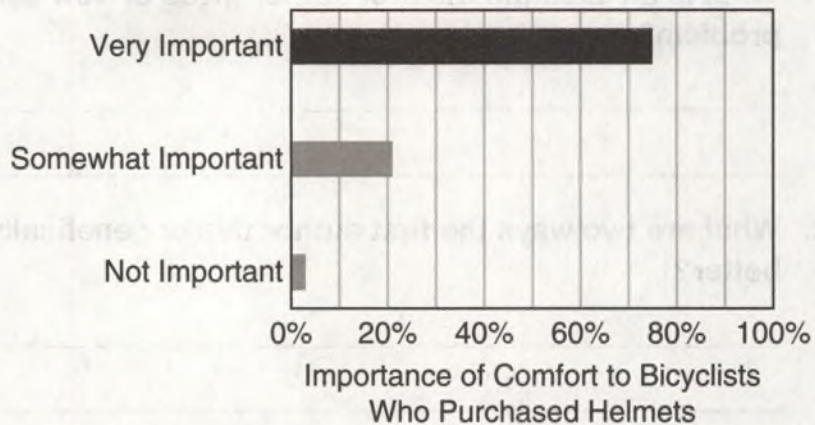
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Safety Should Come First!

Everyone should wear a bike helmet when riding a bike, but only about half of bicyclists report that they always wear a helmet. Many riders complain that helmets are uncomfortable. Advances in helmet technology can change that. Helmets are now made out of materials that are very lightweight. Other helmets have gel pads to make them more comfortable. New designs also include vents, or slits, to keep riders from getting too hot. With these cool new helmets, there's no excuse not to put one on!



Answer the questions about the text.

1. What is the point of view of the author of this text?  
\_\_\_\_\_
2. Name a major argument the author makes to support that point of view.  
\_\_\_\_\_
3. What is the text feature in this text? What type of information does it provide?  
\_\_\_\_\_
4. What details in the text feature support the author's argument?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Read each passage and underline each correct word choice. Then write a definition of the word you chose.**

1. Scientists have also increased the nutrition in certain crops. Such genetically modified foods can fight (malnutrition, internutrition, transnutrition).  
\_\_\_\_\_
2. Scientists have not studied the long-term results of these (ecospecies, malspecies, interspecies) changes or their effects on human health. For example, if a gene from fish were put into peas, would someone allergic to fish also be allergic to those peas?  
\_\_\_\_\_
3. Could genetically modified crops that are resistant to insects cause some insects to die off, creating an (ecobalance, imbalance, interbalance) in the (intersystem, malsystem, ecosystem)?  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each sentence. Circle the words that have the /ûr/ sound.**

1. It was a perfect day to go surfing in the ocean.
2. The coach was stern, but she spurred the team to victory.
3. The dog ran in circles around the children, yearning to play.
4. I am scared about what might lurk around the corner.
5. I think that bird will pursue the flying insect.

**B. Read the words in each row. Underline the two words in the row that contain the /ûr/ sound.**

- |             |        |          |         |
|-------------|--------|----------|---------|
| 6. clear    | spurt  | engineer | swerve  |
| 7. verse    | jeer   | sneer    | western |
| 8. surface  | dreary | tearful  | squirm  |
| 9. urban    | lurch  | year     | aboard  |
| 10. thirsty | clear  | blurt    | barge   |



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.

<b>Topic sentence</b>	→	I think that the author of "The GMF Solution" does a good job of supporting his or her position. In "The GMF Solution," the author includes many facts to support the point that genetically modified foods can be helpful. The author includes the fact that scientists have added iron and Vitamin A to rice. The author also presents facts about scientists who create crops that can grow in harsh conditions and have increased harvests. These reasons and evidence support the author's points and make the author's argument convincing.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**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 to use complete 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 ways to vary sentence structure.**

## Draft Model

Our food pantry helps homeless people. Our food pantry helps families in need. Our food pantry could help even more. Our town should help the pantry.

1. How can you combine the first and second sentences to show how they are related? What kind of sentence could you create?
2. How could you change the structure of the third sentence to make it more specific and interesting?
3. What additional related information might make this paragraph more interesting? What kinds of sentences could you use for variety?

**B. Now revise the draft by varying the sentence structure.**

End with concluding statement



Name \_\_\_\_\_

resolve

convention

situation

union

committees

representatives

debate

proposal

**Finish each sentence using the vocabulary word provided.**

1. **(proposal)** She made a \_\_\_\_\_  
\_\_\_\_\_.
2. **(debate)** The two teams will \_\_\_\_\_  
\_\_\_\_\_.
3. **(resolve)** There is no easy way to \_\_\_\_\_  
\_\_\_\_\_.
4. **(committees)** He serves on three \_\_\_\_\_  
\_\_\_\_\_.
5. **(situation)** We need to talk \_\_\_\_\_  
\_\_\_\_\_.
6. **(union)** The two groups \_\_\_\_\_  
\_\_\_\_\_.
7. **(representatives)** The members of the council \_\_\_\_\_  
\_\_\_\_\_.
8. **(convention)** We will enjoy going to the \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

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

Problem	Solution



Name \_\_\_\_\_

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

## The Oregon Treaty

12 The United States began on the east coast of North America. Over  
22 seven decades, the country spread west. Different regions were acquired,  
34 or added, at different times. By the mid-1800s, the country stretched the  
width of the continent.

38 As it grew, the United States sometimes clashed with other countries.  
49 Both the United States and Great Britain, for example, wanted the Oregon  
61 Territory. Great Britain wanted the Territory for its North American  
71 colony, which would later become Canada. The United States wanted the  
82 land for its people.

### 86 The Claims

88 The Oregon Territory stretched from the Pacific Ocean to the Rocky  
99 Mountains. Russian Alaska was to the north. Mexican California was to  
110 the south. Part of the Territory would later become the states of Oregon,  
123 Washington, and Idaho. Part of it would become the Canadian province of  
135 British Columbia.

137 Both the United States and Great Britain had valid, or reasonable,  
148 claims to the land. Explorers from both countries had traveled there. Both  
160 countries had trading posts there.

### 165 The Conflict

167 The United States and Great Britain fought each other in the War of  
180 1812. At war's end in 1815, both sides kept naval ships on the Great  
194 Lakes. This fed tension between the countries.

201 In 1818 the United States and Great Britain signed treaties to ease that  
214 tension. One treaty designated, or chose, the 49th parallel as the border  
226 between the United States and Great Britain's colony. The border stopped at  
238 the Rocky Mountains. The parties could not agree on a way to split the Oregon  
253 Territory. They did agree that settlers from both countries could move there.



Name \_\_\_\_\_

Settlers migrated to the Oregon Territory by the thousands. To migrate is to move from one place to another. Many used the Oregon Trail, which opened in 1843.

The presence of so many United States citizens in the Territory had a big impact. The United States felt it had to force its claim to the region. Great Britain saw that it would never rule the whole Territory. Both sides were ready to end the conflict.

### The Compromise

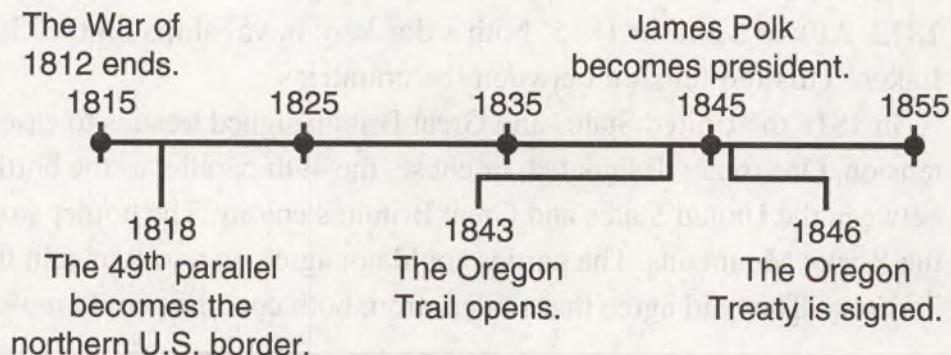
In 1845 James Polk became president of the United States. He had used the campaign slogan, or motto, “54–40 or fight!” The 54–40 line formed the Oregon Territory’s northern edge. Polk vowed that the United States would own the whole Territory. If needed, he would go to war to get it.

In the mid-1840s, the United States was close to going to war with Mexico over Texas. The United States was not strong enough to fight two wars at the same time. For economic reasons, Great Britain was not ready for war either. The two sides agreed to negotiate. To negotiate is to discuss the terms of an agreement.

Polk knew Great Britain would not give the United States the whole Oregon Territory. He proposed splitting the region at the 49th parallel. Britain would get the land north of the line. The United States would get the land south of it.

Great Britain had one condition. A border straight across the 49th parallel would divide Vancouver Island. Great Britain wanted the whole island.

Polk agreed. The Oregon Treaty of 1846 was signed. The border was set at the 49th parallel, except at Vancouver Island. There, the line curved south to give the entire island to Great Britain.





Name \_\_\_\_\_

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

- 1. Underline the words in each sentence below that are clues to a problem. Then circle the statement that best summarizes the main problem of the passage.**

As it grew, the United States sometimes clashed with other countries.

The United States and Great Britain fought each other in the War of 1812.

The parties could not agree on a way to split the Oregon Territory.

- 2. Write the sentence from the text that tells what President Polk said he would do to get all of the Oregon Territory.**

\_\_\_\_\_

\_\_\_\_\_

- 3. In your own words, state the compromise that the two countries reached regarding the Oregon Territory.**

\_\_\_\_\_

\_\_\_\_\_

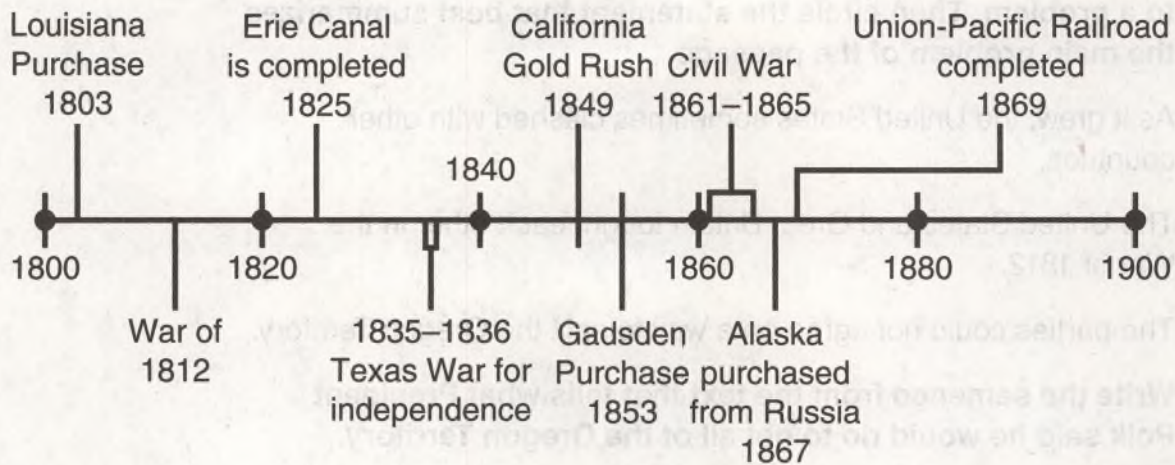
\_\_\_\_\_

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

**Westward Expansion**

Use information from the time line to answer the questions.

- Each dotted mark on the time line represents how many years?  
\_\_\_\_\_
- Which event took place first—the California Gold Rush or the Civil War?  
\_\_\_\_\_
- When was the Erie Canal completed?  
\_\_\_\_\_
- Which event took place later—the completion of the Erie Canal or the beginning of the Civil War?  
\_\_\_\_\_
- How much time elapsed between the Louisiana Purchase and the Gadsden Purchase?  
\_\_\_\_\_



Name \_\_\_\_\_

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write a new sentence using the word in bold.**

1. Over seven decades, the country spread west. Different regions were **acquired**, or added, at different times.

\_\_\_\_\_

\_\_\_\_\_

2. Both the United States and Great Britain had **valid**, or reasonable, claims to the land.

\_\_\_\_\_

\_\_\_\_\_

3. One treaty **designated**, or chose, the 49th parallel as the border between the United States and Great Britain's colony.

\_\_\_\_\_

\_\_\_\_\_

4. Settlers **migrated** to the Oregon Territory by the thousands. To migrate is to move from one place to another.

\_\_\_\_\_

\_\_\_\_\_

5. The two sides agreed to **negotiate**. To negotiate is to discuss the terms of an agreement.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

bawl	because	brought	clause	counter	crawl	crowd	draw
talking	fought	foul	fountain	joint	loyal	oink	royal
saucer	thought	towel	wander	voice	town	enjoyment	wasp

**A. Sort the words in the word box by the spelling of the sound. Underline the letter or letters that stand for the sound.**

<b>a</b> as in <i>water</i>	_____	_____	_____
<b>ough</b> as in <i>bought</i>	_____	_____	_____
<b>aw</b> as in <i>saw</i>	_____	_____	_____
<b>au</b> as in <i>pause</i>	_____	_____	_____
<b>oi</b> as in <i>coin</i>	_____	_____	_____
<b>oy</b> as in <i>boy</i>	_____	_____	_____
<b>ou</b> as in <i>round</i>	_____	_____	_____
<b>ow</b> as in <i>cow</i>	_____	_____	_____

**B. Use your completed chart to write the different ways to spell each sound.**

1. Words with /ô/ such as *lawn* \_\_\_\_\_
2. Words with /oi/ such as *coin* \_\_\_\_\_
3. Words with /ou/ such as *house* \_\_\_\_\_



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 headings to organize events.

<b>Topic sentence</b>	→	In "The Oregon Treaty," the author uses headings to organize events that led to the Oregon Treaty. Under the heading "Claims," the author states that there was a problem with the Oregon Territory. Great Britain and the United States had claims to it. Under "Conflict" the author describes the agreements and disagreements between the two countries. Under "Compromise" the author explains that President Polk came up with a solution that would split the land. Great Britain agreed and signed the Oregon Treaty. The author uses headings to organize events that led to the Oregon Treaty.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence to show how the author used headings to organize events or ideas.**

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 strengthen the main idea by narrowing the focus.**

**Draft Model**

The U.S. Constitution was important. It made sure the leaders would not have too much power. The Declaration of Independence was important too.

1. What is the main idea of the text?
2. What examples could be added to show how the U.S. Constitution limited leaders' power?
3. What examples would show in what other ways the Constitution was important to the country?
4. What details could be changed or removed in order to strengthen the focus on the main idea?

**B. Now revise the draft by adding facts and examples that strengthen the main idea by narrowing the focus.**

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Name \_\_\_\_\_

consults

presence

circumstances

unsure

consideration

destiny

expectations

reveal

**Use each pair of vocabulary words in a single sentence.****1. consults, consideration**

---

---

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---

**2. unsure, destiny**

---

---

---

---

**3. presence, circumstances**

---

---

---

---

**4. reveal, expectations**

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---

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Name \_\_\_\_\_

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

Event	→	Outcome
	→	
	→	
	→	
	→	



Name \_\_\_\_\_

Read the passage. Use the strategy of making, confirming, and revising predictions to check your understanding.

### The Very Tiny House

15 There once was a farmer and his wife who lived in a very tiny house  
30 in a beautiful valley near a lovely green forest. They were as happy as a  
43 king and queen working each day on their farm. They enjoyed their time  
56 together. During the day they worked in the fields and cared for their  
67 animals. In the evenings, they took turns preparing dinner, and afterward,  
81 they would play games or make up songs to sing to each other. They  
96 were two peas in a pod who liked the same things and enjoyed the same  
activities.

97 There was one thing, however, on which they disagreed. As much as  
109 she loved the farm and their beautiful surroundings, the wife felt that their  
122 tiny house was too small for them. She wanted to have room for a piano  
137 to accompany them on their sing-alongs. Because they both liked to cook,  
149 she thought they should have a larger kitchen with a big stove and pantry  
163 to store their food. "This house is a closet," she told her husband.

176 Now, the small space did not bother the farmer as much as it did his  
191 wife. They had no room for a piano, but he could play guitar while they  
206 sang. Although their kitchen was tiny, he was happy to barbeque outdoors.  
218 However, he wanted his wife to be happy. "What can I do to get a bigger  
234 house?" he asked himself.

238 The farmer thought their banker might show him how he could get a  
251 larger house. He asked the banker, who said, "Let's check your savings."  
263 The bank account, however, was as empty as an old tin can. There was no  
278 money to buy another house.

283 Next, the farmer thought about building more rooms onto the tiny  
294 house. He asked his friend the carpenter for advice. "Yes, you can do that,"  
308 said his friend. With some old tools and wood from the forest, the farmer  
322 began building. Now, he was good at growing crops and taking care of  
335 animals, but he was not a carpenter. He thought he had built a fine wall,  
350 but it crumbled like a cookie.

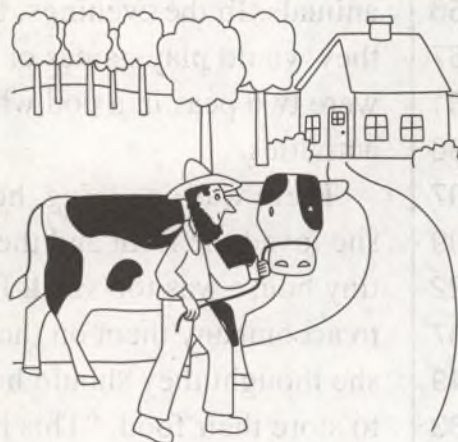


Name \_\_\_\_\_

The farmer was becoming discouraged. He could not buy or build a bigger house, and his wife was still unhappy. He thought and thought and worried. "What can I do? Who else can I ask?" he wondered. At last, he had another idea. He would consult Owl, the wisest creature in the forest.

So, one night the farmer crept out of the house as quietly as a mouse. He found Owl perched in the oldest tree in the forest. Owl's eyes were glowing golden jewels that gazed down at the farmer. He listened patiently to the farmer and then he gave the farmer a plan.

In the morning, the farmer brought the family's cow into the tiny house. His wife became so upset she was a storm cloud ready to rain. There was no room in the house for a cow she told him. Her husband said that the cow would be happier in the house and would give more milk. The next day, he brought in ten fat chickens. He said that they would lay more eggs inside the cozy house. On the following day, three fluffy sheep came to live in the house. Their wool would keep everyone warmer on cool nights, the farmer told his wife.



The farmer brought their cow to live inside the tiny house.

This continued until the farmer and his wife were also living with several goats and a very old horse. Hens laid eggs on the chairs and goats gobbled up the blankets.

The farmer's wife was happy with the extra eggs and gallons of milk. After several days, however, she exploded. "Our house is a shoebox!" she told her husband. He couldn't hear her because of all the noise in the animal-filled house.

Then one night, while she slept, the farmer quietly herded all of the animals out of the house and back to the barnyard. This was the last part of the plan that Owl had given him. When his wife woke up, she could not believe her eyes. The very tiny house no longer seemed tiny at all. The farmer and his wife smiled. He picked up their guitar and they sang a long and happy song.



Name \_\_\_\_\_

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

1. How does the farmer's interaction with Owl compare with his interactions with the banker and the carpenter?

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2. How does the wife react when the farmer starts bringing animals into the tiny house? How does she react once the animals are gone?

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3. Why does the wife's opinion of the tiny house change at the end of the story?

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

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



Name \_\_\_\_\_

**Jack Appears**

One morning, up high in the clouds, a humongous giant was taking his daily walk when, completely without warning, the tip-top of a beanstalk popped up near his feet.

“Whoa!” he exclaimed, totally startled, his voice like thunder. “Fee, Fi, Fo, Fum. Where in the world did *that* come from?”

“Hi!” a boy’s voice called back through the fog, in tones of utter surprise. “My name’s Jack!”



Answer the questions about the text.

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

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---

2. What is the setting of the text? Why is the setting important?

---



---

3. What do the details of the illustration tell you about the text?

---



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---

4. What visual clue does the illustration give about the giant’s reaction to Jack?

---



---



Name \_\_\_\_\_

**Read each sentence below. Write the simile or metaphor it contains and tell which it is. Then write what it means.**

- 1. "This house is a closet," she told her husband.**

\_\_\_\_\_  
\_\_\_\_\_

- 2. The bank account, however, was as empty as an old tin can.**

\_\_\_\_\_  
\_\_\_\_\_

- 3. Owl's eyes were glowing golden jewels that gazed down at the farmer.**

\_\_\_\_\_  
\_\_\_\_\_

- 4. So, one night the farmer crept out of the house as quietly as a mouse.**

\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**A. Write the plural form of each word on the line provided.**

1. notch \_\_\_\_\_

2. ability \_\_\_\_\_

3. loss \_\_\_\_\_

4. rattler \_\_\_\_\_

5. tax \_\_\_\_\_

6. reptile \_\_\_\_\_

**B. Write the singular form of each word on the line provided.**

7. identities \_\_\_\_\_

8. lashes \_\_\_\_\_

9. beliefs \_\_\_\_\_

10. difficulties \_\_\_\_\_

11. surroundings \_\_\_\_\_

12. eddies \_\_\_\_\_



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 illustration gives clues about the outcome of events.

<b>Topic sentence</b>	→	In "The Very Tiny House," the illustration gives clues to the outcome of the farmer's actions. I read that the farmer's wife is unhappy because their house is so small. The
<b>Evidence</b>	→	illustration shows the farmer walking his large cow to his tiny house. The size of the cow and the size of the house are clues that the cow will not fit in the house. This illustration helps me predict that his wife will be upset when the farmer brings the cow into the house. The illustration gives clues that the farmer's actions will cause his wife to be upset.
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence to show how an illustration at the beginning or middle of a story gives you clues to the outcome of events.**

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 create a strong opening.**

**Draft Model**

A girl was keeping watch over the sheep. Suddenly, she had an idea. She yelled, "Help, help! A wolf is attacking the sheep!"

1. What details would help introduce the character of the girl? What details would help establish the setting?
2. What vivid details would grab the reader's interest?
3. What details could you add about what the girl's idea is and why she has it?

**B. Now revise the draft to grab the reader's attention. Add details to help present the character in a more interesting way.**

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Name \_\_\_\_\_

behaviors

disappearance

energetic

flurry

migrate

observation

theory

transformed

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What are some **behaviors** that are often rewarded? \_\_\_\_\_  
\_\_\_\_\_
2. What might cause the **disappearance** of animals in the wild?  
\_\_\_\_\_  
\_\_\_\_\_
3. What kind of work would be good for an **energetic** person?  
\_\_\_\_\_  
\_\_\_\_\_
4. When is there a **flurry** of activity in your school? \_\_\_\_\_  
\_\_\_\_\_
5. What kinds of animals **migrate** to or from the area where you live?  
\_\_\_\_\_  
\_\_\_\_\_
6. What is an **observation** you have made about the weather in your area?  
\_\_\_\_\_  
\_\_\_\_\_
7. In what school subject might you test a new **theory**? \_\_\_\_\_  
\_\_\_\_\_
8. How can an actor be **transformed** in a movie?  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the sequence graphic organizer.**

<p><b>Event</b></p>
↓
↓
↓



Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

## From Slave to Scientist

George Washington Carver was an African American born into slavery in the South. He went on to become an agricultural chemist. He also taught and did research. His research made him well known, but teaching the children of former slaves may have meant more to him.

### Early Years

Carver was the son of a slave woman owned by Moses Carver. As a child, Carver was greatly interested in plants. When he walked in the woods, he would collect different types. He loved to learn. He learned to read and write when he was still a young boy. At first he was taught at home. Then when he was about 11 years old, he went to a school for black children.

For the next 20 years, Carver worked his way through school. In 1890 he started college. He showed skill as an artist, but he wanted a career in agriculture. Carver hoped that his work would help African Americans in the South. Many of them worked on farms. Carver finished college in 1894. Then he earned a master's degree in 1896.

### Tuskegee Instructor and Researcher

Carver then moved to Alabama to teach at the Tuskegee Institute. This was a school for African Americans. Carver became head of the agriculture department.

Carver and his capable students ran experiments to test the soil in Alabama. Through these tests, the students could find out which kinds of plants would grow well there.



Name \_\_\_\_\_

In later years, Carver led other research projects to help southern farmers. He looked for ways that farmers could grow more crops. His teams ran experiments in soil management and crop production. He also managed an experimental farm. There his students planted different types of crops to see which ones would grow best.

The soil in many places in the South was ruined by the planting of only cotton. Cotton had been planted year after year. Carver told local farmers to plant peanuts and sweet potatoes. He found that these crops would grow well in the Alabama soil. They would also put health back into the soil.

Through research, Carver found that peanuts could be made into many kinds of items. He made at least 300 products from peanuts. Some of these were cheese, milk, and soap. Sweet potatoes also turned out to have many uses. Carver made more than 100 products from sweet potatoes. Flour, ink, and glue were a few of these.

In 1914 Carver published information about his research. As a result, many more farmers began to raise peanuts and sweet potatoes. In 1921 Carver spoke before Congress. He explained the value of peanut production. The peanut became a leading crop in the country. Carver freed the South from its dependence on cotton.

### Later Years

In 1940, Carver gave his life savings to the Tuskegee Institute. The funds were used to create the George Washington Carver Research Foundation. Carver died in 1943. He is buried on the grounds of the Tuskegee Institute—the place where he had enjoyed such a long and rewarding career.



Library of Congress Prints and Photographs Division



Name \_\_\_\_\_

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

1. What sequence of events might you include in a summary of George Washington Carver's education?

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2. What happened *after* Carver published his research on peanuts? Tell where in the passage you found the evidence for your answer.

---



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3. How do the subheads support the chronological sequence of the passage?

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---

**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 Bear Facts

Frank Craighead and his twin brother John grew up near Washington, D.C. They learned a great deal about nature from their father. The brothers later used this experience to create survival courses for the military. After World War II, Frank and his brother studied grizzly bears in Yellowstone Park. Frank developed radio collars to track bears as they roamed from place to place. His observations made him an expert on bear behavior.



Comstock Images/Alamy

Frank Craighead studied grizzly bears. He helped protect their habitat.

Answer the questions about the text.

1. How can you tell that this text is a biography?

---



---

2. What evidence from the text suggests that Frank Craighead thought of new ways to study wildlife?

---



---

3. How are the events from Frank Craighead's life presented in the text?

---



---

4. What additional information does the photo caption provide about Frank Craighead?

---



---



Name \_\_\_\_\_

**Underline the word in each sentence that contains a Greek or Latin suffix.  
Then write your own sentence using the word correctly.**

1. George Washington Carver went on to become a chemist.

---

---

2. Carver showed skill as an artist, but he wanted a career in agriculture.

---

---

3. Carver's teams studied methods of soil management.

---

---

4. Carver freed the South from its dependence on cotton.

---

---

5. In 1914 Carver published information about his research.

---

---



Name \_\_\_\_\_

**A. Write the correct -ed and -ing forms of each verb.**

Verb	+ ed	+ ing
1. regret	_____	_____
2. amuse	_____	_____
3. qualify	_____	_____
4. ease	_____	_____
5. threaten	_____	_____

**B. Add the correct -ed or -ing ending to the verb in parentheses to complete each sentence. When the action happens is shown.**

- now** The thin paint is (**drip**) \_\_\_\_\_ down the canvas.
- past** The new bird species (**fascinate**) \_\_\_\_\_ the young biologist.
- past** My mother (**study**) \_\_\_\_\_ books about unusual animals.
- now** The camping store is (**donate**) \_\_\_\_\_ supplies for our trip.
- now** We are (**hope**) \_\_\_\_\_ to see many natural wonders.



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 putting events in sequence.

<b>Topic sentence</b>	→	I think that the author of "From Slave to Scientist" does a good job of putting the events of George Washington Carver's life in sequence. Under "Early Years," the author describes Carver's childhood and studies. In the next section, the author describes Carver's work as a teacher and researcher. In the last section, the author explains that Carver gave money to the Tuskegee Institute before he died. The author includes dates and the sequence words "at first," "then," and "in later years." The author does a good job of showing the sequence of events in Carver's life.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Tell how well the author organized events in sequence. Cite 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 think about what details you can add to support the main idea.**

**Draft Model**

Cacti need special care. They aren't like other plants. I looked it up, and I found out how to care for them.

1. What facts, examples, and concrete details would help readers understand what kind of care cacti need?
2. What details would help explain how cacti are not like other plants?
3. What other details would help develop the main idea and make it more interesting?

**B. Now revise the draft by adding details to help support the main idea.**

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Name \_\_\_\_\_

assuring

pursuit

gratitude

emerging

detected

previous

outcome

guidance

Finish each sentence using the vocabulary word provided.

1. **(gratitude)** He expressed \_\_\_\_\_  
\_\_\_\_\_.
2. **(guidance)** She learned how \_\_\_\_\_  
\_\_\_\_\_.
3. **(assuring)** Before the play, the drama teacher \_\_\_\_\_  
\_\_\_\_\_.
4. **(outcome)** I can predict \_\_\_\_\_  
\_\_\_\_\_.
5. **(previous)** I remember \_\_\_\_\_  
\_\_\_\_\_.
6. **(pursuit)** The dog ran quickly \_\_\_\_\_  
\_\_\_\_\_.
7. **(detected)** When I looked under the porch, \_\_\_\_\_  
\_\_\_\_\_.
8. **(emerging)** We saw a deer \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**

**What Does  
the Character  
Do and Say?**

**What Happens  
to the  
Character?**

**Theme**



Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to help you set a purpose for reading and to understand what you read.

### How the Fly Saved the River

12 When the world was young, a long river wandered through a large  
13 forest. It offered its water freely to anyone who needed it.

23 Fish of all shapes and sizes lived in the river. Beavers built their dams  
37 and lodges in it. Muskrats swam there and built nests in its banks. Other  
51 animals visited the river. Bears, deer, birds, and even insects drank the  
63 delicious water and gossiped while relaxing among the sheltering trees on  
74 the river's shores.

77 One day, a giant moose heard about the river and how delicious and  
90 refreshing its water was. He decided to travel there and sample the  
102 water himself. When he arrived, the moose was extremely thirsty and  
113 immediately began to drink. Even after he quenched his thirst, the moose  
125 kept drinking. He decided he wanted all the water for himself. The other  
138 animals watched in horror. The moose was drinking so much the water was  
151 sinking! The more the moose drank, the more the water retreated.

162 The farther the river sank, the more the animals worried. "What will we  
175 drink?" asked the bear. "Where will we relax in the cool shade?" wondered  
188 the deer. The muskrats worried, too. Where would they swim and play?  
200 The beavers were even more worried. Where would they build their dams  
212 and their lodges? The fish were the most worried of all, desperately  
224 complaining to the other animals, "What if the river dries up? We can't  
237 live on land like you!"

242 That night, the animals convened a meeting to figure out a way to keep  
256 the greedy moose from drinking the river. The moose was so huge and so  
270 strong that they were all afraid of him. The bear exclaimed, "Have you  
283 seen his antlers? They're almost as gigantic as he is!" and he trembled as  
297 he said it.

300 Then the silence was broken by a small voice: "I'll do it." The animals  
314 turned, wondering who this courageous creature might be.



Name \_\_\_\_\_

It was the fly. Despite their fear, the animals burst out laughing. "What a ridiculous idea!" the bear told the fly, "You're too small. You can't chase away such a big animal! Why, even I am afraid of him!"

"Someone has to stop him," said the fly, "and none of you are willing to try." With that, she flew off to make a plan.

The next morning the moose returned to the river and started drinking greedily. He didn't notice the fly hovering above him, selecting her first target. Suddenly, out of the sky she dove, landing on his leg and sinking her jaws into it. The moose stamped his foot, trying to throw her off, but the fly held on tight. He kept stamping his foot, and with every stamp, he left a hole in the ground. The river hurried to fill the holes. Soon, mud was grabbing at the moose's feet. Next, the fly landed on the moose's back. Again, she bit as hard as she could. The moose tossed his head, snapping at the fly. All he managed to do, though, was give himself some nasty scratches with his antlers. Then, the fly started a series of quick attacks. She darted in from one side to nip the moose's ear and then from the other to bite his nose.



The moose galloped frantically back and forth on the river bank, snapping wildly at the fly with his massive jaws. He thrashed his head from side to side and stamped his hooves so hard the ground shook. He snorted like thunder and blew like a hurricane. No matter what he did, though, he couldn't get rid of the little fly.

At last, the moose stopped fighting and started running. The fly pursued him, buzzing loudly. When she was sure he wasn't coming back, she finally flew home.

At the river, the other animals crowded around to thank her for banishing the moose. "The moose couldn't fight someone as small as you," the bear said. "By using your brain, you figured out a way to turn your weakness into a strength."



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. When the animals hold a meeting about the moose, what do they say and do?**


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---

**2. What does the fly do after the meeting? How do the animals react?**


---



---

**3. What is the message of this story?**


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---

**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 Hunter and the Doves

A flock of doves rested under a banyan tree, calmly eating grains of rice. Suddenly, a hunter's net descended and trapped them. The king of doves made an escape plan, "We will fly up together, clutching the net in our beaks. There is strength in unity. When we are safe from pursuit, we will find a way to get free from the net." The doves flew away from the hunter, clutching the net in their beaks. The king guided them to the home of his friend, the mouse. Mouse was known for helping others. The mouse nibbled the net and freed the doves. The doves expressed their gratitude to the mouse for his help and flew away.

Answer the questions about the text.

1. How do you know this is a folktale?

---



---

2. What example of foreshadowing does this text include?

First Read	Second Read	Third Read	Fourth Read

3. What lesson does the text contain?

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---

4. What example of imagery does the text include? What is the effect of this imagery?

---



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Name \_\_\_\_\_

**Read each passage. Underline the word or words that show personification. Then write a sentence about the mental picture you have of the thing described.**

1. When the world was young, a long river wandered through a large forest.

---

---

2. The river offered its water freely to anyone who needed it.

---

---

3. The more the moose drank, the more the water retreated.

---

---

4. The river hurried to fill the holes.

---

---

5. Soon, mud was grabbing at the moose's feet.

---

---



Name \_\_\_\_\_

**A. Write the words each contraction stands for.**

1. you're \_\_\_\_\_
2. what's \_\_\_\_\_
3. wasn't \_\_\_\_\_
4. shouldn't \_\_\_\_\_
5. there's \_\_\_\_\_
6. didn't \_\_\_\_\_
7. doesn't \_\_\_\_\_
8. we're \_\_\_\_\_

**B. Circle the letter or letters left out of each contraction.**

- |              |     |     |     |
|--------------|-----|-----|-----|
| 9. that's    | es  | i   | is  |
| 10. we've    | ive | ave | ha  |
| 11. don't    | o   | it  | not |
| 12. they're  | are | a   | i   |
| 13. couldn't | nt  | o   | t   |
| 14. he'd     | ha  | a   | h   |



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 repetition to convey the theme, or main message.

<b>Topic sentence</b>	→	In "How the Fly Saved the River," the author uses the repetition of the fly's actions to convey the message that courage and determination give you strength.
<b>Evidence</b>	→	The small fly decides to stop the giant moose from drinking all the water. She bites the moose over and over. The moose snaps at the fly, but the fly bites the moose again and again. The moose runs away, but the fly pursues the moose.
<b>Concluding statement</b>	→	The repetition of these actions conveys the message that courage and determination can give you strength.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses repetition to convey a theme, or message.**

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 or change to make the story clear and easy to follow.**

**Draft Model**

*Cinderella* has many features of a folktale. The fairy godmother does magic, like many folktales. We meet the good Cinderella and her wicked stepmother. Many folktales have a good and a wicked character.

1. What sequence words and phrases could be added to make events easier to follow?
2. How could sentences or ideas be rearranged to help logically organize the text?
3. What other changes could be made to improve the text's flow?

**B. Now revise the draft by adding words and rearranging sentences as necessary to make the story clear and easy to understand.**

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Name \_\_\_\_\_

memorized

shuddered

ambitious

satisfaction

Write a complete sentence to answer each question below. Use the vocabulary word in bold.

1. Why might a student be proud if he or she **memorized** a famous speech?

---

---

2. What might it mean if you **shuddered** while reading a story?

---

---

3. What is an example of an **ambitious** project?

---

---

4. Why might someone feel **satisfaction** after completing a difficult report?

---

---



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. As you read, ask yourself what message the author might want you to hear.

### Blue Ribbon Dreams

Five a.m., I'm out of bed,  
 6 Trudging to the barn, feet like lead.  
 13 *Training, training every day,*  
 17 *County fair, I'm on my way!*  
 23 By the entrance hangs a bit,  
 29 A jingling bridle next to it.  
 35 I wind my way back to the stall  
 43 "Morning, Little Red," I softly call.  
 49 As always, he entrances me,  
 54 How lovely one young horse can be!  
 61 Red and I are not too tall.  
 68 (In fact, we're really rather small).  
 74 Some folks, neither fair nor wise,  
 80 Might judge us simply by our size.  
 87 But I intend to demonstrate  
 92 That small things can be truly great.  
 99 So every morning, and again at night  
 106 I train Little Red with all my might.  
 114 Again, again, and yet again  
 119 I lead him all 'round the pen.  
 126 I feel Red's muscles coiled and strong.  
 133 Raising my head, I break out in song  
 141 *Training, training every day,*  
 145 *County fair, we're on our way.*  
 151 I imagine us at the county fair  
 158 And think of all who'll see us there.  
 166 Will we win? Who can know?  
 172 I shrug, laugh. Blue ribbon or no,  
 179 Today I'm 10 feet tall, Red's 20 hands high.  
 188 We're champions, Little Red and I.





Name \_\_\_\_\_

**A. Reread the poem and answer the questions.****1. When and why does the speaker in the poem get out of bed and go to the barn?**


---



---

**2. What important event is coming soon? How do you know?**


---



---

**3. How do you think the speaker will probably feel if her horse does not win a blue ribbon?**


---



---

**4. What is the theme of the poem?**

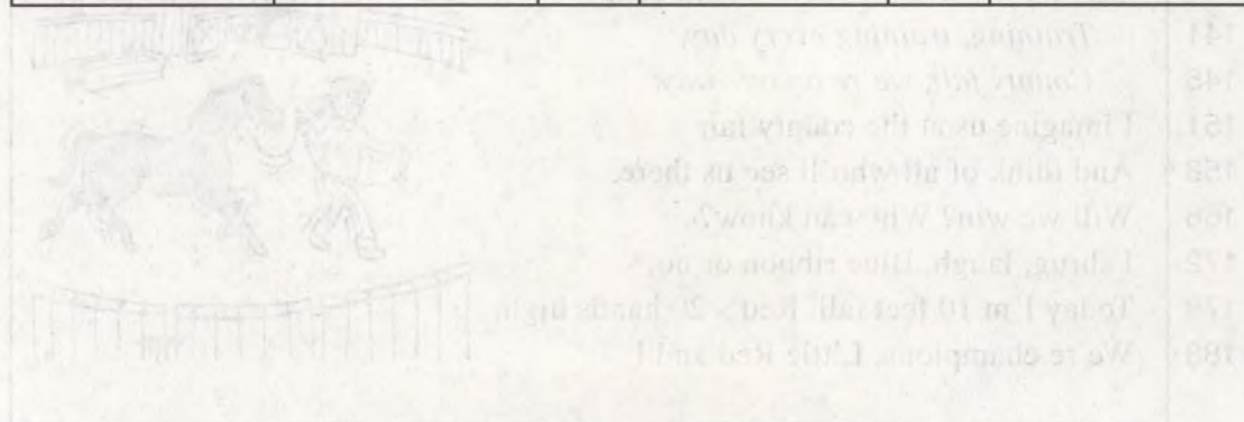

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**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

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





Name \_\_\_\_\_

**Sammy's Day Out**

Sammy the wolf cub lifted his head,  
 And looked at the litter-mates sharing his bed.  
 They were all sleeping, the way youngsters ought.  
 So he got up, quite quietly (lest he be caught).

He crept from the bedroom, and then down the hall.  
 He crept down the stairs, making no sound at all.  
 He crept to the fridge for a big junky snack.  
 (In his head, his mom scolded, "Your fangs will get plaque!")

He munched, munched, and munched, and he thought and he planned,  
 All the ways he might spend the free time now at hand,  
 With no one to scold him, or tell him "Behave!"  
 Or "Don't chase your tail, son!" or "Go clean your cave!"

But the junk food he wolfed down soon made him feel drowsy.  
 And worse than that even, his stomach felt lousy.  
 He went to his parents, though he knew what they'd say:  
 "That's what you get for eating in the middle of the day!"

**Answer the questions about the text.****1. How do you know that this is narrative poetry?**

\_\_\_\_\_

**2. Name literary elements that the writer uses in this text. Give an example of each.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What would be different about this text if it were lyric poetry?**

\_\_\_\_\_



Name \_\_\_\_\_

**Repetition** is the repeated use of a word or phrase. Authors use repetition to emphasize an idea.

**Rhyme** is the repetition of a vowel sound. Authors often use rhyme at the ends of pairs of lines or alternating lines of a poem.

Read these two excerpts from the narrative poem “Blue Ribbon Dreams.”  
Then answer the questions.

Five a.m., I’m out of bed,  
Trudging to the barn, feet like lead.  
    *Training, training every day,*  
    *County fair, I’m on my way!*  
By the entrance hangs a bit,  
A jingling bridle next to it.

Again, again, and yet again  
I lead him all ‘round the pen.  
I feel Red’s muscles coiled and strong.  
Raising my head, I break out in song  
    *Training, training every day,*  
    *County fair, we’re on our way.*

1. Find at least two examples of repetition in the excerpts. Write them below.

\_\_\_\_\_

\_\_\_\_\_

2. What are two examples of rhyme that appear in the excerpts?

\_\_\_\_\_

\_\_\_\_\_

3. What idea does the repetition and rhyme of the poem help express?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Read each pair of passages. Then, on the line below each pair, give the two definitions of the homographs in bold.

1. Trudging to the barn, feet like **lead**

I **lead** him all 'round the pen

\_\_\_\_\_

\_\_\_\_\_

2. County **fair**, I'm on my way!

Some folks, neither **fair** nor wise

\_\_\_\_\_

\_\_\_\_\_

3. By the **entrance** hangs a bit

As always, he **entrances** me

\_\_\_\_\_

\_\_\_\_\_

4. **Might** judge us simply by our size

I train Little Red with all my **might**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words in each row. Underline the word that has two closed syllables.**

- |           |          |         |
|-----------|----------|---------|
| 1. kennel | easy     | local   |
| 2. empire | diary    | dentist |
| 3. hungry | flatter  | lazy    |
| 4. summon | sameness | mainly  |
| 5. submit | retire   | student |

**B. Divide the words into syllables by writing each syllable on the lines. Then circle the syllables that are closed syllables.**

- |             |       |       |
|-------------|-------|-------|
| 6. jogger   | _____ | _____ |
| 7. valley   | _____ | _____ |
| 8. culture  | _____ | _____ |
| 9. eager    | _____ | _____ |
| 10. pigment | _____ | _____ |



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.

<b>Topic sentence</b>	→	I think the poet of "Blue Ribbon Dreams" did a better job of using precise language than the poet of "Sammy's Day Out."
<b>Evidence</b>	→	In "Blue Ribbon Dreams," the poet uses the words "trudging" and "feet like lead." These words help me picture how the speaker walked. In "Sammy's Day Out," the poet uses the words "big junky snack." I can't picture how big the snack is or why the snack is junky.
<b>Concluding statement</b>	→	The poet's use of precise language in "Blue Ribbon Dreams" creates clearer pictures in my mind than the words the poet used in "Sammy's Day Out."

**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.**

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 precise language you can add.**

### Draft Model

Dirty dishes are piled  
In the kitchen.  
Time to clean!

1. What kinds of dishes do you imagine when you read the first line?
2. What words would help readers visualize the kitchen?
3. What vivid language would help make the scene come to life?

**B. Now revise the draft by putting precise language into the description.**

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Name \_\_\_\_\_

misunderstanding	contradicted	complimenting	congratulate
critical	blurted	appreciation	cultural

Finish each sentence using the vocabulary word provided.

1. **(congratulate)** If she wins the election, \_\_\_\_\_  
\_\_\_\_\_
2. **(appreciation)** I received this gift \_\_\_\_\_  
\_\_\_\_\_
3. **(complimenting)** He spends too much time \_\_\_\_\_  
\_\_\_\_\_
4. **(cultural)** The holiday we celebrate is \_\_\_\_\_  
\_\_\_\_\_
5. **(misunderstanding)** The two friends were unhappy because \_\_\_\_\_  
\_\_\_\_\_
6. **(critical)** Some people are \_\_\_\_\_  
\_\_\_\_\_
7. **(blurted)** Before he realized what he was saying, \_\_\_\_\_  
\_\_\_\_\_
8. **(contradicted)** What she said \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**

**What Does  
the Character  
Do and Say?**

**What Happens  
to the  
Character?**

**Theme**



Name \_\_\_\_\_

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

### Potluck or Potlatch?

14 Alex wasn't ready to go into the house. "Are you sure that I'm supposed  
27 to bring something to eat?" he asked his mother, eyeing the plate of  
brownies in his lap. "Yuma told me I didn't have to bring anything."

40 Mrs. Martin nodded. "The purpose of a potluck is for everyone to come  
53 together and share food," she reassured him, patting his leg. "Have a good  
66 time, sweetie."

68 Alex exited the car and waved good-bye to his mother. Two weeks  
80 ago at the bus stop, Yuma had given Alex a bundle of sticks wrapped in  
95 colorful ribbons strung with beads. Yuma explained that his family was  
106 hosting a potluck in honor of his new baby sister, and the sticks were a  
121 traditional Native American invitation. Alex was flattered that he had  
131 been invited, but he was also nervous because he had never been to a  
145 potluck before.

147 Yuma greeted Alex at the door and Alex gave him the plate of brownies.  
161 "What are these for?" Yuma asked, looking puzzled. He glanced up at his  
174 mother, who had come over to say hello.

182 Alex looked down at his feet, embarrassed. "They're, um, for  
192 the potluck," he said hesitantly. He had never felt so mortified in his  
205 entire life.

207 Mrs. Wright placed a warm hand on Alex's shoulder, which made him  
219 feel a little less nervous. He looked into her smiling face; she was short,  
233 just about his height. "What a lovely thought," she said. "I think there may  
247 have been a miscommunication, though. We're having a potlatch today, not  
258 a potluck."

260 Alex didn't know what to say.



Name \_\_\_\_\_

Mrs. Wright laughed gently. "It's a common mistake," she said. "*Potluck* and *potlatch* sound a lot alike, don't they? A *potlatch* is a traditional celebration of our people, the Kwakiutl. The difference is that the hosts share food and gifts with the guests, not the other way around."

Alex looked around; there had to be at least a hundred people inside the house. "You're going to give gifts to all of these people?"

Yuma's face lit up. "We've been working on gifts for months! Come see them!" He grabbed Alex's sleeve and dragged him across the room to a large table overflowing with packages. "My mother and aunts have been weaving blankets and beading jewelry since before the baby was born. I made bracelets." Yuma held out his wrist to show Alex soft strips of finely braided leather.

Alex still looked confused, so Yuma explained that the Kwakiutl people believe that wealth should be shared. Potlatches are held to honor important events, like births or marriages. A potlatch starts with a huge feast, which is followed by storytelling and traditional dances. A family works for years to save money for a potlatch, all so they can give it to friends. "To us," Yuma finished, "true wealth comes from giving, not having."

Alex considered this. "I think that's pretty cool," he said, a smile spreading across his face.

Yuma grinned back. "I do, too."

The feast was delicious, and Alex was having so much fun that he lost track of time. He was startled to see his mother at the front door because he felt as if she had just dropped him off. Alex wasn't ready to go home; the dancing and storytelling were about to start. He was relieved to see Mrs. Wright take his mother's coat. Mrs. Martin stood in the entryway, looking nervous. Alex could tell that she felt out of place, so he went over and took her hand. "Can we stay?" he asked. She nodded, a smile playing on her lips. Grinning, he eagerly led his mother to the table. He couldn't wait to tell her all about the potlatch.



Alex learns that a potlatch is very different from a potluck.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. How does Alex feel when he arrives at Yuma's house?**


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**2. Why does he feel that way?**


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**3. What does Alex learn from his experience? What might be the theme, or message, of this story?**


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

**The Wedding**

Cindy's oldest sister, Becca, went to a wedding last weekend. Becca is telling Cindy about her friend's wedding traditions.

"The ceremony took place beneath a chuppa."

"What is a chuppa?" Cindy asked.

"A chuppa is an open tent, which stands for a new home. Then the groom gave the bride a solid gold ring, which stands for the hope that they will be together always," Becca said. "Finally, they had a party and danced a special dance called the Hora."

"That sounds like a great wedding!" exclaimed Cindy.

**Answer the questions about the text.**

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

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**2. Write one example of realistic dialogue found in the text. Explain why it is realistic.**

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**3. How does Becca describe the chuppa and what it stands for?**

---

---

**4. Write another descriptive detail from the text. How does this detail help you experience the text as realistic?**

---

---



Name \_\_\_\_\_

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then tell what the word means.

1. Mrs. Wright placed a warm hand on Alex's shoulder, which made him feel a little less **nervous**.

\_\_\_\_\_

\_\_\_\_\_

2. Alex still looked **confused**, so Yuma explained that the Kwakiutl people believe that wealth should be shared.

\_\_\_\_\_

\_\_\_\_\_

3. He was **startled** to see his mother at the front door because he felt as if she had just dropped him off.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word. Then write each word using a slanted line (/) to divide it into syllables. Circle the open syllables.**

	Syllables
1. local	_____
2. comet	_____
3. decent	_____
4. panic	_____
5. humor	_____
6. linen	_____
7. shiver	_____
8. vacant	_____
9. profile	_____
10. closet	_____
11. punish	_____
12. smoky	_____

**B. Write a sentence using at least two of the words above with a V/CV syllable pattern.**

---



---



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 two authors developed realistic characters.

<b>Topic sentence</b>	→	I think the author of "Potluck or Potlatch?" did a better job of making the main character seem realistic than the author of "A Reluctant Traveler." In "Potluck or Potlatch?"
<b>Evidence</b>	→	Alex is nervous about an event he hasn't been to before. He is embarrassed when he finds out he should not have brought a dish. I think that is how most people would feel. In "A Reluctant Traveler," some details about Paul are not very realistic. He doesn't think it is fun to go on vacation to another country or city. I think most people would think it would be fun. The details the author used in "Potluck or Potlatch?" make Alex a more realistic character than Paul in "A Reluctant Traveler."
<b>Concluding statement</b>	→	

**Write a paragraph about two stories you have chosen. Compare how well the authors developed realistic characters. Give your opinion about which character is the most realistic. Cite evidence from the text to support your opinion.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the texts: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to revise the draft to make the voice more informal.**

### Draft Model

My relatives and I celebrate Thanksgiving as if it were a family reunion. Every member of my family attends. We all cook, eat, and spend time together.

1. How could sentences be shortened or rearranged to make them less formal?
2. What formal vocabulary could be removed? What everyday vocabulary could be added?
3. What contractions could be added?

**B. Now revise the draft by adding or changing details to make the voice more informal.**

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Name \_\_\_\_\_

tormentors

fashioned

shortage

devise

civilization

complex

resourceful

cultivate

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What is a common obstacle that every **civilization** must face?

---

---

2. What is something you **fashioned** with your own hands?

---

---

3. Why is it important for farmers to **cultivate** their land?

---

---

4. What would happen if there was a **shortage** of books at the library?

---

---

5. What is a **complex** problem that you helped solve? \_\_\_\_\_

---

---

6. How would you **devise** a plan for eating better? \_\_\_\_\_

---

---

7. How can dogs be **tormentors** to cats? \_\_\_\_\_

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---

8. Why would it be helpful to have a **resourceful** person as a friend?

---

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Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**

**What Does  
the Character  
Do and Say?**

**What Happens  
to the  
Character?**

**Theme**



Name \_\_\_\_\_

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

### The Cup that Shines at Night

Ann's eyes fluttered open and she found herself lying in a moonlit grassy field by her friend Mia who was slowly waking up.

"Where are we?" Mia asked groggily. "How did we get here?"

"I don't know," Ann replied. "I wonder how we'll get home."

An odd purple house with a crooked front door stood nearby. Spying a note tacked to the door, Ann got up and pried it loose. It read: "The cup that shines at night will show the way home."

"What in the world is the cup that shines at night?" asked Mia.

"Do you think maybe it's inside this weird-looking house?"

As if the house understood them, the door creaked open. Creeping inside, they saw a table whose surface was covered with all kinds of cups. A tall crystal cup waited to be filled with water. A hefty mug sat next to a delicate china coffee cup, making it appear even more fragile. Towering over the others was a polished silver cup. It looked like the trophy Ann had won in the school science fair.

Puzzled, they went outside and collapsed on the porch. They had seen dozens of cups, but none of them was shining. Mia asked if Ann thought they'd ever get home.

As she considered Mia's question, Ann sighed sadly. She gazed at the moonlit sky, hoping desperately that an answer might suddenly appear above them.

Then she leapt up, gesturing eagerly skyward. "Look, it's the Big Dipper! A dipper is a kind of cup, and that dipper is certainly shining! The Big Dipper is made up of seven stars!"

"How will the Big Dipper help us get home?" demanded Mia.

Ann explained that drawing a line through the two stars at the front of the dipper leads to Polaris, the North Star.

"I'll bet that's what the note means," she exclaimed. "We should let Polaris lead us home."



Name \_\_\_\_\_

Keeping their eyes glued to Polaris, they started walking north. Soon they found themselves on the steep banks of a wide, rolling river. There was no visible means of getting across.

Ann wondered if they had made a mistake. Then she spotted a scrap of paper beside the road. Another note, it read: "The wrongly named bird will carry you across."

Mia knew several different types of birds, such as cardinals, seagulls, and hummingbirds. However, she believed none of them was wrongly named. What could be the meaning of the note?

Then, from the shadows, a bat flapped silently toward them. Mia turned to run away. She had heard that bats were blind and got tangled in people's hair.

Ann told her that many bats can see as well as people can. They can also find their way by using echoes.

By this time, the bat had vanished quietly in the distance.

Rounding a curve in the road, they discovered an old covered wooden bridge. A weathered sign said "Bald Eagle River Bridge."

"That's it!" cried Ann. "The bald eagle is a wrongly named bird! It isn't bald at all. Its body is covered in brown feathers and it has white feathers on its head. The contrast makes it look bald."

Mia doubtfully eyed the ancient bridge. However, Ann grinned confidently. She was sure the bridge was their route home, and reminded Mia that they would have missed it if she had run away from the bat.

They raced eagerly over the bridge. On the other side stood their houses gleaming coldly in the moonlight.

Mia wondered why they hadn't noticed the bridge before.

"I don't know," mused Ann. "Maybe it's because we're . . ."

Suddenly her eyes popped open, and she found herself in her suburban backyard as the sun began climbing over the horizon. Snoring at a tremendous volume, Mia lay twitching, then shuddered, and struggled to sit up. Wearing a dazed expression she stammered, "I just had the strangest dream!"



Ann and Mia believed following Polaris, the North Star, would help them find their way home.



Name \_\_\_\_\_

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

1. How does Ann figure out the meaning of the first note, "The cup that shines at night will show the way home"?

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2. How does Ann figure out the meaning of the second note, "The wrongly named bird will carry you across"?

---



---

3. What might be the theme, or message, of this story?

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**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 Kingfisher Train**

Kellen entered “1964 Japan bullet train” on the touchpad. It blinked and suddenly Kellen was taken back to the studio of Hideo Shima. He floated, invisible, above Hideo’s drawing board. Kellen was thrilled to see his favorite inventor at work. On it was a sketch of a bullet train and a kingfisher, diving for fish. Hideo said, “When the train leaves a tunnel at over 300 kilometers per hour, it creates a shock wave that booms like thunder. Residents don’t like the noise.” Hideo continued, “I’ll change the train’s shape to mimic the kingfisher’s long, thin beak. It will move quietly. Now technology and Nature will work together.”

Answer the questions about the text.

1. How do you know this text is fantasy?

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2. Describe the setting of this text.

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---

3. Find two examples of sensory language in the text. What sense does each involve?

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---

4. How does the author use personification in the text?

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Name \_\_\_\_\_

Read each passage. Underline the word or phrase that completes the comparison with the word in bold. Then write the meaning of the word in bold on the line.

1. A **hefty** mug sat next to a delicate china coffee cup, making it appear even more fragile.

**hefty:** \_\_\_\_\_

2. "The **bald** eagle is a wrongly named bird! It isn't bald at all. Its body is covered in brown feathers and it has white feathers on its head."

**bald:** \_\_\_\_\_

3. Mia **doubtfully** eyed the ancient bridge. However, Ann grinned confidently. She was sure the bridge was their route home, and reminded Mia that they would have missed it if she had run away from the bat.

**doubtfully:** \_\_\_\_\_



Name \_\_\_\_\_

**A. Read the words in each row. Underline the word with the V/V pattern. Then circle the vowels that form the V/V pattern.**

- |            |         |          |
|------------|---------|----------|
| 1. treat   | trial   | train    |
| 2. diary   | distant | dairy    |
| 3. gentle  | genuine | gemstone |
| 4. meander | mean    | mention  |
| 5. flood   | float   | fluid    |

**B. Read each word. Draw a slanted line (/) between the two vowels that form the V/V pattern. Then write the sound of the first vowel in the pattern.**

6. riot \_\_\_\_\_
7. casual \_\_\_\_\_
8. meteor \_\_\_\_\_
9. diet \_\_\_\_\_
10. ideas \_\_\_\_\_



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 a story event.

<b>Topic sentence</b>	→	I think the most important event in "The Cup that Shines at Night" is when Ann looks up at the sky and sees the Big Dipper.
<b>Evidence</b>	→	At the beginning of the story, Ann and Mia are in a grassy field and wonder how they will get home. They find a clue that tells them "the cup that shines at night will show the way home." Ann sees the Big Dipper and figures out that
<b>Concluding statement</b>	→	they can find their way home by the stars. I think this event is the most important because it begins their journey home.

**Write a paragraph about the text you have chosen. Give your opinion about the most important event in the story. Cite 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 think about what words you can add to show how Sam feels about the setting.**

**Draft Model**

Sam awoke to the sound of waves. He felt the sun on his skin, and he tasted oranges. He smelled trees.

1. What words can you add to the first sentence to help the reader understand how pleasant the sound of waves is?
2. What words can you add to tell how the sun feels on Sam's skin?
3. Why does he taste oranges? What words describe the taste?
4. What positive words can be added to describe the trees?

**B. Now revise the draft by adding words to show how Sam feels about the setting.**

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Name \_\_\_\_\_

particles

contact

moisture

visible

structure

erode

formation

repetition

**Finish each sentence using the vocabulary word provided.**

1. **(moisture)** On a rainy day I can \_\_\_\_\_  
\_\_\_\_\_
2. **(repetition)** She learned how to \_\_\_\_\_  
\_\_\_\_\_
3. **(erode)** Wind and water can \_\_\_\_\_  
\_\_\_\_\_
4. **(formation)** It can take many years \_\_\_\_\_  
\_\_\_\_\_
5. **(visible)** The large city building \_\_\_\_\_  
\_\_\_\_\_
6. **(particles)** The air is filled with \_\_\_\_\_  
\_\_\_\_\_
7. **(structure)** A well-built stone wall is \_\_\_\_\_  
\_\_\_\_\_
8. **(contact)** The careless driver \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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

<p><b>Main Idea</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Detail</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Detail</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Detail</b></p> <p>_____</p> <p>_____</p> <p>_____</p>



Name \_\_\_\_\_

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

## Migration

You may know people who have moved from one city to another. When people move, they usually stay in their new place for quite a while. Did you know that there are many animals that move two times a year? This regular movement is called migration.

A migration is usually a round trip made between two areas. Most animals that migrate move when the seasons change in spring and fall. They go where there is better weather and more food. Some animals migrate to areas where their young will have a better chance to live.

There are different types of migration. Many kinds of birds migrate between north and south. They live in northern areas in the spring and summer. In fall, when the weather turns cold, they fly south. In spring when the weather warms up, they fly north again.

Other animals move between a higher place and a lower one when the seasons change. In summer, they make their homes high up on a mountain. When winter comes, they head to warmer areas down the slopes. Birds called mountain quail migrate in this way. These quail are birds that do not normally fly. In the fall, they walk down the mountain and in the spring they walk back up again!

Some mammals and tropical birds live in climates that are very wet for at least part of the year. When the dry season comes, these animals move to a place that is wet during this season. When the rainy season returns, they go back home.

How do these animals know when to migrate? Scientists who have studied this behavior think that animals know when seasons are about to change. They also seem to know where they are going and how to get there.



Name \_\_\_\_\_

Many animals migrate to and from the same places year after year. How do they know where to go? Many birds travel the same paths every year. These routes are called flyways.

How do they know which path to follow? Human explorers have studied astronomy, and have used the sun, moon, and stars to guide them. Birds and other animals also use the stars and the sun to help them find their way. Some even use geographic features, such as rivers and mountain ranges, as landmarks. Biologists say some animals also seem to have the help of a built-in sense of direction.



Many types of birds, such as Canada geese, migrate each year.

Arctic terns are sea birds that fly huge distances. They can fly 22,000 miles in a year. That's farther than any other bird. Many terns live part of the year on the East Coast of North America and on islands in the Arctic Ocean. That is where they have their young. In late August, the terns begin their journey to Antarctica. They return to North America around the middle of June.

The monarch butterfly migrates up to 2,000 miles. They leave each fall to go to a warmer climate. In the fall, monarchs from Canada and the northeastern United States fly to a warmer climate in the mountains of central Mexico. Some from western North America seek warmer weather on the California coast.

Some fish migrate to reproduce. Salmon are known for making a hard journey to lay their eggs. Most salmon live in the ocean, but they are born in freshwater lakes and streams. To have their young, salmon travel back to the lakes and streams where they were born.

People have studied how animals migrate for hundreds of years. One famous migration is that of the swallows of Mission San Juan Capistrano in California. A popular song celebrated their annual return. Many of the swallows have now abandoned the Mission for other places in the area. But they haven't stopped migrating.



Name \_\_\_\_\_

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


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**2. How are these details connected?**


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**3. What is the main idea in the third paragraph?**


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

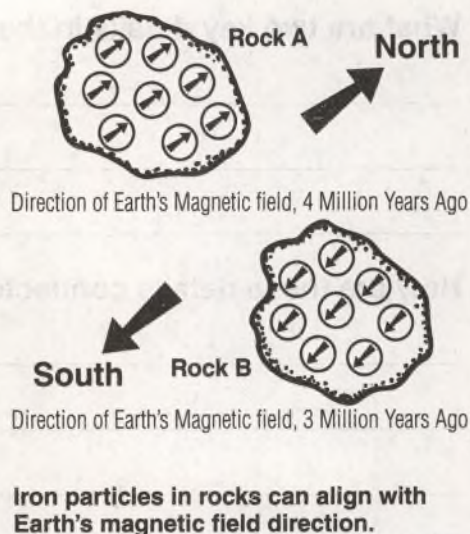
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Clues from Magnetic Rocks

Most rocks contain iron particles. When rocks are forming, their iron particles can align with Earth's magnetic field. The iron particles stay locked in this alignment. Scientists know that Earth's magnetic field has changed from north to south throughout time. This means that rocks formed at different times have different alignments of iron particles. Scientists can study the direction of iron particles in a rock sample to determine the age of the rock.



Answer the questions about the text.

1. How do you know this is expository text?

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2. What three text features does this text include?

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3. What is one fact that provides evidence to support the scientific concept?

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

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Name \_\_\_\_\_

Read each passage below. Use the Greek roots in the box and sentence clues to help you figure out the meaning of each word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.

**Words**

tropical

biology

astronomy

arctic

**Greek Root/Meaning***tropikos*: "turning, as toward the sun"*bio*: "life" + *logy*: "study"*astro*: "star" + *nomos*: "law"*arktikos*: "of the north"

1. Some mammals and **tropical** birds live in climates that are very wet for at least part of the year.

\_\_\_\_\_

\_\_\_\_\_

2. Human explorers have studied **astronomy**, and have used the sun, moon, and stars to guide them.

\_\_\_\_\_

\_\_\_\_\_

3. **Biologists** say some animals also seem to have the help of a built-in sense of direction.

\_\_\_\_\_

\_\_\_\_\_

4. **Arctic** terns are sea birds that fly huge distances. Many terns live part of the year on the East Coast of North America and on islands in the Arctic Ocean.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word below. Write the word on the line and draw a slanted line (/) between the syllables. Then underline the vowel team.**

1. grownup \_\_\_\_\_
2. faucet \_\_\_\_\_
3. footprint \_\_\_\_\_
4. although \_\_\_\_\_
5. moisture \_\_\_\_\_
6. laughter \_\_\_\_\_
7. grouchy \_\_\_\_\_
8. entertain \_\_\_\_\_

**B. Read each sentence and circle the word that has a vowel team syllable. Underline the letters that form the vowel team.**

9. Use caution when walking on wet or slippery surfaces. \_\_\_\_\_
10. I had a scary encounter with a spider in the garden. \_\_\_\_\_
11. She visited a small coastal city on her vacation. \_\_\_\_\_
12. They sat in the bleachers to watch the baseball game. \_\_\_\_\_



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.

<b>Topic sentence</b>	→	In "Migration" the author provides key details to support the main idea that many animals migrate. The author gives key details by providing examples of animals that migrate.
<b>Evidence</b>	→	Three of these examples are quails, Arctic terns, and monarch butterflies. Quails move up and down mountains. Terns move from North America to Antarctica in August and return in June. Monarch butterflies fly from Canada to Mexico in the fall.
<b>Concluding statement</b>	→	The author's use of these details supports the main idea that many animals migrate.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses key details to support a main idea.**

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 information could be replaced and what facts, details, or examples you could add to support the main idea.**

**Draft Model**

A magnifying lens is useful because it makes small objects look larger. We used one today. Ms. Michaels likes them.

1. Which sentence above does not support the main idea and could be replaced?
2. What are some concrete examples of instances when a magnifying lens is useful?
3. What other relevant evidence in the form of facts, details, or quotations could be added to support the main idea?

**B. Now revise the draft by replacing information that does not support the main idea and adding facts, examples, and other details that do.**

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Name \_\_\_\_\_

function

flexible

obstacle

artificial

techniques

mimic

collaborate

dedicated

Use each pair of vocabulary words in a single sentence.

1. artificial, mimic

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---

2. function, flexible

---



---

3. dedicated, obstacle

---



---

4. collaborate, techniques

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Name \_\_\_\_\_

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

<p><b>Main Idea</b></p>          
<p><b>Detail</b></p>          
<p><b>Detail</b></p>          
<p><b>Detail</b></p>          



Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to check your understanding of new information or difficult facts.

### Building a Green Town

On May 4, 2007, a tornado demolished the town of Greensburg, Kansas. Nearly all the townspeople survived, but 95 percent of the town's buildings were destroyed. With their town gone, the residents of Greensburg might have given up and moved away. Instead, they chose to stay and rebuild.

Within days of the storm, the people of Greensburg chose not only to rebuild their town but to remake it. They resolved to reinvent their town so that it lived up to its name. They would make Greensburg a green town.

#### What Does It Mean to Be Green?

Being green means being environmentally friendly. A person can be green by recycling or composting. A person can use energy-saving lightbulbs or public transportation. For a town, being green is more complicated. It means using efficient and renewable power sources. It means constructing buildings without harming the environment. It means making sure the buildings use energy efficiently. It means gathering and recycling everything from newspapers to rain water. It means making the town walkable to reduce the use of cars and buses.

Greensburg residents knew what they wanted to do, but they did not know how to do it. So they built a team. They brought in experts to guide and teach them. Together, the residents and the experts set goals for the new Greensburg and made a plan to reach those goals. They found private companies and government agencies to help them pay for the reconstruction. The greening of Greensburg began.



Name \_\_\_\_\_

**The Greening of Greensburg**

The first step in rebuilding the town was to clean up the wreckage from the storm. Reducing waste is an important part of being green. The townspeople did not want simply to throw away the broken pieces of their old town. They saved and reused as much as they could. Fallen trees were used to make furniture. Bricks were collected and used to build city hall. Cabinets, farm tools, and metal were also reused.



Ocean/Corbis Royalty Free

A tornado similar to the one shown above forced the town of Greensburg to rebuild.

Next, the residents of Greensburg made a remarkable commitment: to use “100 percent renewable energy, 100 percent of the time.” This meant generating enough power for the whole town using natural resources such as the sun and wind year-round. To accomplish this, homes and public buildings were given geothermal heat pumps and solar panels. Geothermal pumps use heat from inside the earth. Solar panels turn sunlight into electricity or heat. The town partnered with an energy company to build a wind farm a few miles outside of town. Today, the wind farm provides more energy than the town uses. The “extra” energy is shared with other towns in Kansas.

In addition to using renewable energy, the town of Greensburg vowed to consume less energy overall. The new city buildings use 42 percent less energy than they had before the tornado. Greensburg’s new homes use 40 percent less energy. The new streetlights use special lamps that are 40 percent more efficient than the old ones.

The efforts of Greensburg’s residents worked. Their town is now a model sustainable community. It offers tours and information for people who want their towns to be more environmentally friendly. Greensburg is, as its citizens claim, “stronger, better, greener.”



Name \_\_\_\_\_

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


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**2. How are these details connected to the rest of the text?**


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**3. What is the main idea of the third paragraph?**


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

**Surf's Up!**

Surfer Glen Hening saw how people worked together during the 1984 Summer Olympics. He decided to bring people together to help clean up California's coastal waters. Hening helped start the Surfrider Foundation to provide the best surfing experience for its members. The group helped people form local chapters and clubs to work on projects in their areas. Hundreds of these groups now collaborate with others around the country and the world to protect the ocean.



Purestock/Superstock

Surfrider local chapters have tested water quality at beaches.

Answer the questions about the text.

1. How can you tell that this is expository text?

---



---

2. What is the main idea of the text?

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3. What details in the first three sentences support the overall main idea of the text?

---



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4. What kind of additional detail does the photo caption provide?

---



---



Name \_\_\_\_\_

*portare*: to carry*moliri*: to build*sumere*: to take*donare*: to present or give*sol*: sun*habitare*: to live or dwell

Use the Latin roots in the box above to identify the root in the underlined word below. Write the root on the line. Use context clues to determine the meaning of the word. Then write your own sentence using the word correctly.

1. On May 4, 2007, a tornado demolished the town of Greensburg, Kansas.

\_\_\_\_\_

\_\_\_\_\_

2. The inhabitants of Greensburg might have moved away.

\_\_\_\_\_

\_\_\_\_\_

3. A person can use energy-saving lightbulbs or public transportation.

\_\_\_\_\_

\_\_\_\_\_

4. Solar panels turn sunlight into electricity or heat.

\_\_\_\_\_

\_\_\_\_\_

5. The town of Greensburg vowed to consume less energy overall.

\_\_\_\_\_

\_\_\_\_\_

6. The residents of the town donated their time to help rebuild.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word below. Use a slanted line (/) to divide the word into syllables.**

1. sample
2. cripple
3. tumble
4. gentle
5. purple

**B. Read the following sentences. Underline each word that has a consonant + /e syllable. Write the words on the lines and circle the letters that form the consonant + /e syllable.**

6. The rancher carried the saddle into the stable. \_\_\_\_\_
7. She placed the steaming kettle on the table. \_\_\_\_\_
8. Did the noble soldiers assemble at the armory? \_\_\_\_\_
9. The terrible storm caused the cattle stampede. \_\_\_\_\_
10. We saw an eagle, an otter, a beetle, and a snail. \_\_\_\_\_



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 a main idea.

<b>Topic sentence</b>	→	In "Building a Green Town," the author provides key details to support the main idea that the residents of Greensburg did a good job of making their town environmentally friendly. The author gives key details by providing examples of what the residents did to change their town. They reused old materials. They used sun and wind as energy sources. They put up new streetlights that save energy. All of these details support the author's main idea that residents made Greensburg environmentally friendly.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses key details to support a main idea.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



### Draft Model

So that's what I found out about walking and running. They are both pretty interesting.

- B. Now revise the draft by adding and rearranging details to strengthen the conclusion.**

[illegible]



Name \_\_\_\_\_

archaeologist

era

fragments

historian

intact

preserved

reconstruct

remnants

**Finish each sentence using the vocabulary word provided.**

1. **(historian)** If you like learning about the past, \_\_\_\_\_  
\_\_\_\_\_.
2. **(intact)** Some of the pottery was broken, but other pieces \_\_\_\_\_  
\_\_\_\_\_.
3. **(preserved)** The mummy discovered in the pyramid \_\_\_\_\_  
\_\_\_\_\_.
4. **(era)** The clothes we found were \_\_\_\_\_  
\_\_\_\_\_.
5. **(fragments)** We hoped to find a few \_\_\_\_\_  
\_\_\_\_\_.
6. **(reconstruct)** The group worked many hours \_\_\_\_\_  
\_\_\_\_\_.
7. **(remnants)** In the huge box of fabric scraps, \_\_\_\_\_  
\_\_\_\_\_.
8. **(archaeologist)** The ancient statue was \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

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

Details	Author's Point of View
<div data-bbox="711 583 799 630" style="text-align: center;">→</div>	



Name \_\_\_\_\_

Read the two articles. Use the summarizing strategy to help you understand each author's point of view.

## WHAT WAS THE PURPOSE OF THE NAZCA LINES?

### Ancient Images

2 *The Nazca Lines are related to objects in the sky.*

12 The Nazca Lines are huge drawings found in the desert of southern Peru.  
25 The Nazca people and earlier groups made the images 2,000 years ago  
37 by removing dark gravel to show the light sand underneath. Some of the  
50 drawings are shapes, like long lines or spirals. Other drawings are of animals  
63 or plants. The drawings range in size from 150 feet to 950 feet. They are best  
79 seen from a high altitude, such as from an airplane flying overhead.

91 The Answer Is in the Stars

97 Some people think that the Nazca Lines are related to astronomy.  
108 Astronomy is the study of objects in the sky, such as planets or stars. One  
123 twentieth-century scientist stated that some of the animal drawings looked  
133 like constellations. She thought that the Nazca people drew patterns of  
144 stars in the sky.

148 A Calendar for All Seasons

153 Another scientist agreed that the lines were related to the stars. He  
165 believed the lines were a giant calendar. He noticed that the sun set over one  
180 group of lines on the first day of winter each year. Noticing that sunrise and  
195 sunset lined up with different lines during the year, he decided that the Nazca  
209 used the lines to keep track of the months and seasons. By following the  
223 movements of the sun and stars, they knew when to plant and harvest crops.

237 Research shows that there is a connection between the stars and  
248 the Nazca Lines. Some of the Nazca sand patterns look like certain  
260 constellations and the lines serve as a calendar when the sun lines up with  
274 different drawings during the year. Scientists may not know exactly what  
285 the Nazca used these lines for, but some are certain it relates to the stars.



Name \_\_\_\_\_

**Ritual Paths**

*The Nazca Lines were used as ceremonial paths.*

There is good reason to believe that the Nazca Lines had spiritual meaning for the Nazca people. They were a people of deep religious and cultural beliefs. We know of their beliefs from ancient artwork found on pottery and cloth. Many scientists think that the Nazca Lines were made for ceremonies related to the belief system of the Nazca. Since the desert land was so dry, these ceremonies were probably related to water.

Water was very important to the Nazca. The arid, or dry, desert land was not good for growing food. Without water, their crops would die. The people needed water to survive. They might have performed spiritual ceremonies to appeal for water.

**Ceremonial Paths Formed Images**

Up close, the Nazca Lines look like dusty trails. Anthropologists who study the history and culture of the Nazca people think that's exactly what they are. Most of the drawings are formed of one single line or path. The Nazca could follow the paths to ceremonial locations.

**Nazca Lines Spider****Nazca Lines Monkey****The Gift of Water**

Archaeologists have studied fossils near the Nazca Lines. They have discovered piles of rocks at the ends of some of the lines. They think the piles were altars. People could leave ceremonial gifts there. The archaeologists have found seashell fossils near the altars. They think that the shells were used in rituals, or ceremonies. The Nazca believed that if their ceremonies were successful, they would get more water. Unfortunately, the Nazca ceremonies did not bring water. Eventually the Nazca people died out.

**Some researchers think the Nazca Lines were paths to ceremonial locations.**

Religion and water were both important in Nazca culture. The Nazca people took part in water-related rituals. Remains of these rituals have been found near some Nazca Lines. This tells us that the Nazca Lines had a ceremonial purpose.



Name \_\_\_\_\_

**A. Reread the passages and answer the questions.****1. What is the first author's position, or point of view, about the Nazca Lines?**

\_\_\_\_\_

**2. What facts from the text support this point of view?**

\_\_\_\_\_

\_\_\_\_\_

**3. What is the second author's position, or point of view, about the Nazca Lines?**

\_\_\_\_\_

**4. What facts from the text support this point of view?**

\_\_\_\_\_

\_\_\_\_\_

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

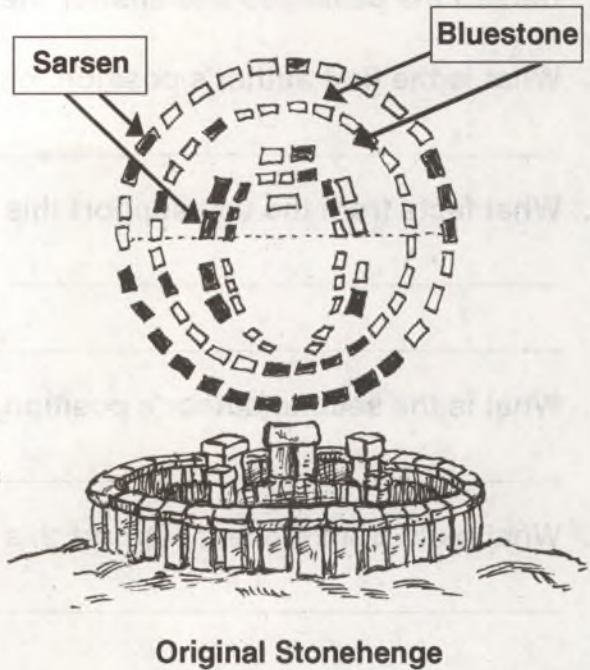
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

## Stonehenge Construction

Scientists have studied Stonehenge in England and can tell that builders from long ago had many skills. About 3000 B.C. construction began with the henge, a ditch and bank around the stones. Years later, wood pillars and stone blocks were added. Some bluestone blocks were used. Scientists proved that the bluestone came from Wales, 150 miles away. Many of the stones weigh over 45 tons and are over 24 feet tall. These facts show that the builders were very advanced.



Answer the questions about the text and diagram.

1. What is the author's point of view about the people who built Stonehenge?

---



---

2. How do you know the author is trying to persuade you to accept this point of view?

---



---

3. Why do you think the author included the diagram?

---



---



Name \_\_\_\_\_

**Read each sentence. 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 in bold.**

1. They are best seen from a high **altitude**, such as from an airplane flying overhead.

---

2. One twentieth-century scientist stated that some of the animal drawings looked like **constellations**. She thought that the Nazca people drew patterns of stars in the sky.

---

3. By following the movements of the sun and stars, they knew when to plant and **harvest** crops.

---

4. **Archaeologists** have studied fossils near the Nazca Lines.

---

5. They think the piles of rocks were **altars**. People could leave ceremonial gifts there.

---



Name \_\_\_\_\_

**A. Sort the words in the box below by their *r*-controlled vowel syllable.****Write the words that have the same final syllable in the correct column.**

pillar

crater

binocular

actor

equator

shatter

<b>-ter</b>	<b>-tor</b>	<b>-lar</b>
_____	_____	_____
_____	_____	_____

**B. Read each sentence and underline the word with an *r*-controlled vowel syllable. Then write the word on the line and circle the *r*-controlled vowel syllable.**

- His dad is a commander in the navy. \_\_\_\_\_
- What do you think caused the crater in the field? \_\_\_\_\_
- You can find the scissors on the top shelf. \_\_\_\_\_
- This cold makes my head feel terrible. \_\_\_\_\_



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.

<b>Topic sentence</b>	→	I think that the author of "Ancient Images" does a good job of supporting his or her position. In "Ancient Images,"
<b>Evidence</b>	→	the author includes many facts to support the point that Nazca Lines are related to objects in the sky. The author includes the fact that two scientists agree that the Nazca lines are related to the stars. The author also presents the facts that Nazca sand patterns look like constellations and the sun lines up with different drawings during the year. I think these facts
<b>Concluding statement</b>	→	are good support of the author's position that Nazca lines are related to objects in the sky.

**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.**

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 strong transitions you can add.**

### Draft Model

Millions of sports fans in the United States love football. People in other countries think football is slow and boring. They prefer the fast-moving game of soccer.

1. The jump from the first sentence to the second sentence is awkward. What transition can you add to the second sentence to show a connection between the sentences?
2. What other transitions could be added to improve the flow of the draft?
3. What transitions could be added to show the relationships between ideas?

**B. Now revise the draft by adding transitions.**

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Name \_\_\_\_\_

deeds

impress

wring

posed

sauntered

commenced

exaggeration

heroic

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. Why do you think saving a child from a fire is a **heroic** act?

---

---

2. Why might a person try to **impress** someone with his or her singing?

---

---

3. What can happen if you do not **wring** out a mop? \_\_\_\_\_

---

---

4. If someone **sauntered** through a park, what would he or she be doing?

---

---

5. Why might a person make an **exaggeration** about something?

---

---

6. What are two good **deeds** that you have seen people do?

---

---

7. What is something that you have **posed** for recently? \_\_\_\_\_

---

---

8. How does a referee signal that a game has **commenced**? \_\_\_\_\_

---

---



Name \_\_\_\_\_

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

Details	Point of View



Name \_\_\_\_\_

Read the passage. Use the visualizing strategy to help you picture what you are reading.

### Pecos Bill's Wild Ride

Pecos Bill was a cowboy. Perhaps it would be better to say that Pecos Bill was *the* cowboy. No one threw a rope faster or rode a bronco longer than Bill. He could lasso a steer and have it ready to brand before the lariat was off his saddle horn. Once, he got on a wild horse at dawn and was still riding when the tame beast finally bedded down for the night. Of course, that was a week later. Bill himself would be glad to tell you that he was the original cowboy and that the others were just copies—and he'd be saying it in all modesty!

There was one time Pecos Bill got thrown. Of course, no cowhand likes to confess to being tossed off his mount. Still, even Bill would likely admit to this particular tumble. He might even tell the tale with pride.

It happened on the day Pecos Bill invented the rodeo. Bill was riding the trail with a group of cowherds. They were telling stories about their wild rides. To Bill, their accounts had the taste of whoppers about them. He wasn't about to accuse anyone of telling lies, though, so he kept this feeling to himself.

It was just then that the weather changed. The wind picked up, and the sky took on an unusual shade of yellow. Turning in his saddle, Bill saw a big, black twister bearing down on the herd. He could hear an odd sound like a cross between a freight train and a bear's growl. The noise got louder as the storm approached. "I reckon there's a tornado coming our way," he remarked. "You boys round up the herd. If you all don't mind, I'm going to take a little ride of my own. Don't wait up."

With that, Bill headed back down the trail toward the roaring storm. While he rode, he took his lasso off the saddle horn and began spinning it above his head.



Name \_\_\_\_\_

As the lasso spun, Bill played out a little more rope and then a little more again. When the loop was about as big as a Texas watermelon, he gave his wrist a snap. The lasso sailed up till it was about level with a mountaintop. Bill gave his wrist another flick, and the noose dropped down neatly over the neck of the twister.

With a shout, Bill made a mighty leap and landed squarely on the tornado's back. Right away, that whirlwind started rearing and bucking. It lost interest in the herd of cattle on the trail and took off in a northwesterly direction at a gallop. In its mad dash, it pulled up trees, mowed down prairie grasses, and cut a trench across the dry flatlands. Later, water started flowing down that trench, and people took to calling it the Pecos River in honor of Bill's ride.



All the while, Bill kept his seat. He pressed his knees into the sides of his stormy steed, gripped the rope in one hand, and held on to his hat with the other. The pair left Texas, crossed New Mexico, and entered Arizona. As they went, the storm bucked and roared. Bill just hung on and whispered to it, trying to gentle it. Despite the sweet nothings he murmured, it would not be tamed.

They were almost in Nevada when Bill sensed the storm was losing energy and relaxed some. That's when the tornado acted. It spun so hard that its tail cut a broad, deep canyon in the rocks. (Today, folks call that the Grand Canyon.) Finally, with its last bit of strength, the storm threw Pecos Bill. He tumbled head over heels, flew over the Mojave, and landed in California with a mighty wallop. When he'd caught his breath, he saw he'd hit the ground so hard, there was a crater in it. "If anyone else took a fall like that," he said to himself, "they might have died." (That's probably why nowadays people call his landing place Death Valley.)

And that's how Pecos Bill created the rodeo.



Name \_\_\_\_\_

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

1. Is the narrator of the text a character in the story or someone outside the story? How can you tell?

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2. How does the reader know what the narrator thinks about Pecos Bill?

---

3. What point of view does the author use in the text and how do you know?

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

**Stormie and the Octopus**

Old Stormalong was sailing over the deepest part of the ocean when the anchor was knocked loose and dropped to the bottom of the ocean. It caught on something and yanked the ship to a stop. Stormie the Brave dove in to untangle the anchor. Soon Stormie popped up and told his men to haul in the anchor. "An old octopus was holding the anchor, and I had to arm wrestle him for it," he said. "Then I tied all his arms and legs in knots."

**Answer the questions about the text.****1. How do you know this text is a tall tale?**

---

---

**2. Write two examples of hyberbole that are found in the text. How is each example humorous?**

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**3. What challenge did Stormie the Brave face, and how was he a hero?**

---

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Name \_\_\_\_\_

**A. Underline the word in each passage that is the synonym or antonym for the word in bold.**

1. (antonym) Bill himself would be glad to tell you that he was the **original** cowboy and that the others were just copies.
2. (synonym) There was one time Pecos Bill got **thrown**. Of course, no cowhand likes to confess to being tossed off his mount.
3. (synonym) To Bill, their accounts had the taste of **whoppers** about them. He wasn't about to accuse anyone of telling lies, though.
4. (synonym) All the while, Bill kept his seat. He pressed his knees into the sides of his stormy steed, **gripped** the rope in one hand, and held on to his hat with the other.
5. (antonym) As they went, the storm bucked and **roared**. Bill just hung on and whispered to it.

**B. Circle the word in each line that is an antonym for the word in bold.**

- |                    |           |         |        |
|--------------------|-----------|---------|--------|
| 1. <b>confess</b>  | speak     | admit   | deny   |
| 2. <b>flatland</b> | mountain  | prairie | plain  |
| 3. <b>murmured</b> | whispered | shouted | hugged |



Name \_\_\_\_\_

**A. Read the words in each row. Underline the word that has the final /əl/ sound. Then write the letters that make the final /əl/ sound in each word you underlined.**

- |              |          |       |
|--------------|----------|-------|
| 1. practical | winner   | _____ |
| 2. prevail   | bushel   | _____ |
| 3. chuckle   | surprise | _____ |
| 4. nozzle    | human    | _____ |
| 5. hungry    | pretzel  | _____ |
| 6. fable     | chicken  | _____ |

**B. Read the words in each row. Underline the word that has the final /ən/ sound. Then write the letters that make the final /ən/ sound in each word you underlined.**

- |              |          |       |
|--------------|----------|-------|
| 7. barrel    | mountain | _____ |
| 8. tougher   | heron    | _____ |
| 9. lengthen  | credit   | _____ |
| 10. gushing  | captain  | _____ |
| 11. hasten   | summer   | _____ |
| 12. stranded | slogan   | _____ |



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 exaggeration to develop the main character.

<b>Topic sentence</b>	→	In "Pecos Bill's Wild Ride," the author uses exaggeration to show that the main character, Pecos Bill, is very strong.
<b>Evidence</b>	→	The author uses exaggeration to describe Bill's actions when he lassos the tornado. Bill made the loop as big as a Texas watermelon. He threw it as high as a mountaintop. Later, when Bill is thrown off the tornado, he makes a crater in the ground but is not hurt.
<b>Concluding statement</b>	→	The author's use of these exaggerated details show that Pecos Bill is very strong.

**Write a paragraph about a tall tale you have chosen. Cite evidence from the text to show how an author uses exaggeration to develop the main character.**

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 enhance the style and tone to suit the text's purpose.**

**Draft Model**

Haley, a soccer player, collected used soccer jerseys and sent them to Guatemalan children. Her efforts helped create a global soccer team.

1. What details would help clarify the author's purpose for writing?
2. What details would make the text more engaging?
3. What details would convey the author's attitude toward Haley? How else can you strengthen the tone?

**B. Now revise the draft by adding details to strengthen the text's style and tone.**

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Name \_\_\_\_\_

perplexed

astounded

precise

inquisitive

suspicious

concealed

interpret

reconsider

**Finish each sentence using the vocabulary word provided.**

1. **(precise)** In order for a word's definition to be clear, \_\_\_\_\_  
\_\_\_\_\_
2. **(reconsider)** There was a sudden change in the weather, so \_\_\_\_\_  
\_\_\_\_\_
3. **(interpret)** We had a hard time understanding the play, so \_\_\_\_\_  
\_\_\_\_\_
4. **(perplexed)** The stranger asked for directions because \_\_\_\_\_  
\_\_\_\_\_
5. **(astounded)** We expected the acrobat's performance to be dull, but \_\_\_\_\_  
\_\_\_\_\_
6. **(inquisitive)** I didn't care about the mystery, but my sister \_\_\_\_\_  
\_\_\_\_\_
7. **(suspicious)** The salesperson didn't seem honest, which \_\_\_\_\_  
\_\_\_\_\_
8. **(concealed)** We wanted to eat our snacks right away, but \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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

Details	Point of View



Name \_\_\_\_\_

Read the passage. Use the strategy of visualizing to check your understanding.

### A Penny Saved

12        SETTING: A family living room in the evening. MOM and DAD sit  
24        together on a couch while children REX and MANDY sit cross-legged on  
38        the floor in front of them. TAD stands facing them with graphs and charts  
53        posted on an easel behind him. A bright pink piggy bank sits on a small  
table in the center of the stage.

60        TAD: You're all probably perplexed as to why I've called this  
71        emergency family meeting. It is because of this! [points to the piggy  
83        bank] It seems that someone, perhaps one of you, has been raiding our  
96        vacation fund!

98        MOM [hiding a smile]: And what evidence, may I ask, has led you to be  
113        so suspicious?

115        TAD: Well, we all know that a penny saved is a penny earned, and  
129        we've stashed away lots of spare change over the months. We were  
141        planning on using that money for our summer adventure. But lately I've  
153        observed that our piggy bank has been losing weight.

162        REX: It doesn't look any thinner to me.

170        TAD: Well, if you look at this chart and spreadsheet [turns to point at  
184        easel behind him], you'll see a steady decline in the bank's weight over the  
198        past weeks.

200        MOM [to DAD]: Did you help him make those on your computer?

212        DAD [to MOM]: He likes numbers and charts as much as I do. The  
226        acorn doesn't fall far from the tree.

233        MANDY: So you think that one of us has been stealing money?

245        TAD: That is a precise summary of my investigation.

254        MOM: Well, knowing what a great detective you are, I'm sure you left  
267        no stone unturned. What other evidence do you have?



Name \_\_\_\_\_

TAD: As you all know, a previous incident [looks at REX] resulted in our placing a strip of security tape here across the bank's stopper. I cleverly marked the tape one day. On the very next day, I found that the tape had been replaced!

MANDY: Rex, how did you know where Mom keeps the tape?

REX: Why are you blaming me? I didn't do it.

MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

DAD: I'm sure there's a reasonable explanation.

MOM [stands up]: There is another explanation. After all, there are two sides to every coin. Tad, as it turns out, I guess I'm your so-called "thief."

TAD [astounded]: You? Why would you take money from the piggy bank? You and Dad have lots of money already!

MOM: Well, it may seem as though we're rich to you, but sometimes we don't have as much money on hand as we need. And it's not as if I "stole" anything. Let me ask you this: Every morning on your way to school, what do I give you kids?

REX [proudly]: Three quarters each for snacks!

MOM: Tad, pick up the piggy bank and give it a shake. [He does.] Tell me what you hear.

TAD: Not as much change as two days ago, that's for sure. [shaking again] Maybe some rustling sounds, like paper.

MOM: Like dollar bills, perhaps? I've been taking out coins and replacing them with bills whenever I needed spare change for your snacks. That's why the bank has been getting lighter.

TAD: Well, I guess all's well that ends well, then.

MOM: Tad, they say that a fool and his money are soon parted. With that in mind, a smart boy like you will never go broke!



The family's piggy bank was mysteriously losing weight.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. Which speaker calls the family meeting, and why?**


---



---

**2. From Tad's point of view, what evidence does he have that shows someone has been stealing?**


---



---

**3. Whom might Tad suspect, and how do you know?**


---



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**4. Which speaker offers a different point of view about what caused the piggy bank's weight loss? What is that point of view?**


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**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 Surprise in the Attic****Scene One**

(Setting: A family's attic. RON and JOHN, 10-year-old twins, are ransacking boxes.)

**RON:** We'll never get our historical costumes done on time!

**JOHN:** With all of this stuff here, we'll figure something out. Right?

**RON** (finds a sheet of paper): Look! Someone concealed a telegram in this trunk. (He reads it.) It's dated April 10, 1912. It says, "I will not be there. I have missed Titanic's noon launch."

**JOHN:** An ancestor of ours missed the Titanic! I wonder who?

Answer the questions about the text.

1. How can you tell that this text is from a play?

\_\_\_\_\_

2. What do the stage directions tell you?

\_\_\_\_\_

\_\_\_\_\_

3. What mystery emerges at the end of the text?

\_\_\_\_\_

4. What can you infer is the reason that the twins are searching the attic? Where did you find the clues?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read each passage. Underline each adage or proverb. Then write its meaning on the lines.**

1. TAD: Well, we all know that a penny saved is a penny earned, and we've stashed away lots of spare change over the months. We were planning on using that money for our summer adventure.

\_\_\_\_\_  
\_\_\_\_\_

2. MOM: Hold on a moment, Mandy. You should look before you leap. We need to consider Tad's evidence first.

\_\_\_\_\_  
\_\_\_\_\_

3. MOM [stands up]: There is another explanation. After all, there are two sides to every coin. Tad, as it turns out, I guess I'm your so-called "thief."

\_\_\_\_\_  
\_\_\_\_\_

4. MOM: Tad, they say that a fool and his money are soon parted. With that in mind, a smart boy like you will never go broke!

\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word and circle the prefix. Then write a definition of the word based on the meaning of the prefix.**

1. unimportant \_\_\_\_\_

2. reunite \_\_\_\_\_

3. misguide \_\_\_\_\_

4. nonspecific \_\_\_\_\_

5. dishonest \_\_\_\_\_

6. underwater \_\_\_\_\_

**B. Add a prefix to each word in parentheses to make a new word. Then write the new word to complete each sentence.**

7. **(usual)** Some people think it is \_\_\_\_\_ that she wears only pink clothes.8. **(connect)** You must pull out the plug in order to \_\_\_\_\_ the television.9. **(wrap)** The boy had to \_\_\_\_\_ the gift after the baby tore the paper off.10. **(friendly)** She tried not to be \_\_\_\_\_ and greeted all the visitors with a smile.



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 supports an opinion about characters in two mystery stories.

<b>Topic sentence</b>	→	I think Alex in "Where's Brownie?" is a better problem-solver than Tad in "A Penny Saved." In "Where's Brownie?" Alex is good at noticing things. She notices Brownie is missing and the bag is wet. She also uses new information from Evan to find Brownie. Tad in "A Penny Saved" notices the piggy bank is lighter. He also makes a chart to help him. But Tad does not use new information to solve the mystery. Tad's mom tells him what happened. That's why I think Alex in "Where's Brownie?" is a better problem-solver than Tad.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the two mysteries you have chosen. Choose a character from each mystery to compare. Give your opinion as to which character is a better problem-solver. Cite 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 think about what details you can add to develop the characters.**

**Draft Model**

Rion told Zach to open it.

"I'm not touching it," responded Zach.

"Okay. I'll do it. Move over," said Rion.

1. What details can you add to make the characters more real? What details would help readers visualize the characters?
2. How can you adjust the dialogue to help it reveal what the characters are like?
3. What other details would help to show the characters' personalities? What details would show why they respond to each other as they do?

**B. Now revise the draft by adding details to better develop the characters of Rion and Zach.**

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Name \_\_\_\_\_

anticipation

defy

entitled

neutral

outspoken

reserved

sought

unequal

**Use each pair of vocabulary words in a single sentence.**

1. anticipation, reserved

---

---

2. defy, unequal

---

---

3. entitled, outspoken

---

---

4. neutral, sought

---

---



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 summarize strategy to recognize and remember what you learned.

### A Warrior for Women's Rights

13 In January 1917, a group of women marched silently in front of the  
 26 White House. Each carried a banner asking for the right to vote. One  
 37 banner read, "Mr. President, how long must women wait for liberty?"  
 47 These women, called Silent Sentinels, picketed outside the White House  
 58 almost every day for eighteen months. Passersby attacked the women and  
 called them names, but the demonstrators continued their silent march.

68 These women were the first ever to protest in front of the White House.  
 82 Their leader was a brave young woman named Alice Paul.

#### 92 Becoming a Suffragette

95 Alice Paul was born in 1885 in Moorestown, New Jersey. She came  
 107 from a Quaker family that believed in women's education and women's  
 118 equality, uncommon beliefs for the time. Her mother worked for women's  
 129 suffrage and brought young Alice to her suffrage meetings.

138 Paul graduated high school at the top of her class and went on to  
 152 college. She earned degrees in biology and sociology before going to  
 163 England to study social work.

168 Her stay in England transformed Paul. She met Emmeline and  
 178 Christabel Pankhurst, leaders of the women's suffrage movement in  
 187 England. They taught Paul a new way to fight for women's equality.

199 American suffragists had chosen quieter ways to push for women's  
 209 rights. They wrote letters, passed around petitions, and held private  
 219 meetings with political leaders. English suffragists believed in "deeds, not  
 229 words." They held parades. They formed picket lines. They went on hunger  
 241 strikes. Alice Paul returned to the United States with a fighting spirit.



Name \_\_\_\_\_

### Taking to the Streets

Alice Paul had always been shy, but she was not afraid of confrontation. She learned in England that confrontation was the best way to bring attention to the issue of women's suffrage.

Her first act as a leader in the American suffrage movement was to organize a parade in Washington, D.C. She scheduled the parade for the day before President Woodrow Wilson took office. On March 3, 1913, thousands of women marched down Pennsylvania Avenue carrying banners demanding the right to vote. The marchers were attacked, and the police did very little to help them. Despite the attacks, Paul got what she wanted: attention for her cause.



Library of Congress Prints and Photographs Division [LC-USZ62-31799]

Women protested in front of the White House for their right to vote.

Four years later, when women still did not have the vote, Paul organized the Silent Sentinels. Again, the police did not protect the protestors. Instead, they arrested the women. Each day, a few more were arrested. At first, the women were released quickly. As their picketing continued, however, their jail sentences became longer.

In October 1917, Paul was arrested for organizing the protests. She and the other suffragists were mistreated in jail. Newspapers printed stories about the women's treatment. The stories earned public sympathy for the women.

President Wilson announced that he supported Paul's cause. In 1918, he sent Congress a constitutional amendment that would give women the right to vote. Two years later, the amendment—the 19th—became law.

### A Tireless Crusader

Paul's efforts to achieve women's equality did not end with the passage of the 19<sup>th</sup> Amendment. In 1921, she wrote the Equal Rights Amendment, which sought to protect women against discrimination. She fought for its passage until her death in 1977.



Name \_\_\_\_\_

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

1. What descriptions and details from the first two paragraphs help you determine the author's point of view?

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2. How do the headings throughout the passage connect to the author's point of view?

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3. After reading the entire passage, how would you summarize the author's point of view?

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

## A Rolling Movement

When he was 14 years old, Ed Roberts became paralyzed from polio. In his twenties he sought admission to college but was told that his physical condition made it too problematic. Ed protested and gained acceptance. He started a group of physically challenged students on campus called "The Rolling Quads" to improve access to services and facilities. Throughout his life, Ed founded and supported similar groups around the world. For that reason he is known as the "father of the independent living movement."



In the United States there are laws and acts that protect the rights of all students.

Answer the questions about the text.

1. What kind of text is this? How do you know?

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2. What text features does this text include?

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3. How does the title relate to the text?

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4. What additional information does the photo and its caption provide?

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---



Name \_\_\_\_\_

**Circle any prefixes or suffixes in the word in bold in each sentence. Then write the meaning of the word on the line.**

1. Passersby attacked the women and called them names, but the **demonstrators** continued their silent march.

Word meaning: \_\_\_\_\_

2. She came from a Quaker family that believed in women's education and women's equality, **uncommon** beliefs for the time.

Word meaning: \_\_\_\_\_

3. She earned degrees in **biology** and sociology before going to England to study social work.

Word meaning: \_\_\_\_\_

4. Her stay in England **transformed** Paul.

Word meaning: \_\_\_\_\_

5. Alice Paul had always been shy, but she was not afraid of **confrontation**.

Word meaning: \_\_\_\_\_

6. She and the other suffragists were **mistreated** in jail.

Word meaning: \_\_\_\_\_



Name \_\_\_\_\_

**A. Read each sentence. Circle the accented syllable in each underlined word. Use a dictionary to help you.**

1. The new puppy seemed quite content on the blanket.
2. The paper insert slipped out of the magazine.
3. I hope they will not desert us here in the forest.
4. Why did the coach subject us to a tough practice?
5. We tried to insert the coins into the machine.
6. She went to the desert to photograph sand dunes.

**B. Read each sentence. Write the part of speech of the underlined word.**

7. There is no excuse for bad manners. \_\_\_\_\_
8. Will you please excuse me for a moment? \_\_\_\_\_
9. Dad was present for the student play. \_\_\_\_\_
10. Mom wrapped the present in newspaper. \_\_\_\_\_
11. They will present the award at noon. \_\_\_\_\_
12. Which subject in school is your favorite? \_\_\_\_\_



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 explain how details in a biography show an author's point of view.

<b>Topic sentence</b>	→	Many details in "A Warrior for Women's Rights" show that the author thinks Alice Paul was a great leader.
<b>Evidence</b>	→	The author describes Alice Paul as brave. She had a fighting spirit and was not afraid of confrontation. The author also describes the parades and protests Alice organized. Alice was arrested and mistreated in jail. But she still fought for women's equality until her death.
<b>Concluding statement</b>	→	All of these details show that the author thinks Alice Paul was a great leader.

**Write a paragraph about the text you have chosen. Cite evidence from the text to explain how details show the author's point of view.**

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 logical order.**

**Draft Model**

The students went to the park. They made sandwiches before they came. They had learned about the many homeless people in the area. They saw it in the newspaper that morning.

1. How could ideas be reordered to make the text easier to follow?
2. What time-order words could be added to clarify the order of events?
3. What other details could be added or changed to make the organization of the text more logical?

**B. Now revise the draft by reordering ideas to make the organization more logical.**

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Name \_\_\_\_\_

affect

cycle

absorb

glaciers

seeps

circulates

conserve

necessity

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in **bold**.

1. How can cold weather **affect** plants in a garden?

---

2. What kind of **cycle** might you learn about at school?

---

3. What can be used to **absorb** liquid that is spilled?

---

4. What kind of place would you need to visit in order to see **glaciers**?

---

5. What should you do when water **seeps** under the sink?

---

6. What is one way that air **circulates** through a house?

---

7. How can we **conserve** water at home?

---

8. What is a **necessity** for all human beings?

---



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 summarize strategy to help you understand what you read.

## The Wonders of Water

### Water as a Natural Resource

5 Water is a natural resource that makes life on Earth possible. People,  
17 animals, and plants cannot live without it. Yet, in many places in the  
30 world, people are running low on water to meet their needs. More and  
43 more people need larger amounts of water for drinking, energy, farming,  
54 and industry. These growing needs influence, or affect, the demand for  
65 available fresh water. Also, waste from farming, business, and energy  
75 can pollute water in rivers, lakes, and the ocean. Such pollution reduces  
87 available water supplies even more.

92 It may seem odd that some people are running low on water because  
105 Earth's surface has more water than anything else. Seventy percent of  
116 Earth's surface is ocean, and oceans hold about 97 percent of Earth's  
128 water. However, ocean water is too salty to be usable. People need  
140 fresh water. Fortunately, there is something that turns ocean water into  
151 fresh water.

### 153 The Water Cycle

156 Earth's water is always moving and changing in a circular pattern.  
167 This repeating system is called the water cycle. The water cycle plays an  
180 important role in providing people with fresh water as a natural resource.

192 The sun provides energy to the water cycle. As the sun heats ocean  
205 water, some of the liquid evaporates; that is, it changes into a gas, or  
219 vapor. Wind carries the vapor high into the air, where much of it cools and  
234 forms clouds.



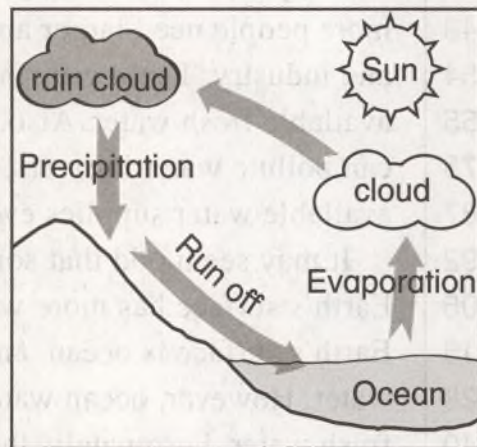
Name \_\_\_\_\_

Some of Earth's water may get stored outside the water cycle. This storage affects how much water is available as a resource. For example, when water freezes in cold weather, it stops taking part in the water cycle. As the weather warms up, the ice melts and returns as water to the cycle.

Water is stored for longer periods of time in large ice floes called glaciers and in polar ice. These kinds of ice are not affected much by the seasons. However, in recent decades they have been slowly melting and growing smaller.

### Water Above Earth

As the water vapor in the air cools, it condenses; that is, it changes to liquid water, forming tiny drops. These water droplets join with bits of dust, salt, and smoke to form clouds. The wind helps hold clouds in the air and circulates, or moves, them from one place to another. When a cloud has more water than it can hold, water drops fall from the cloud. This water falls to Earth, where it may flow in streams and rivers back to the ocean, providing people with fresh water along the way.



The water cycle provides water that people use as a resource.

### Water In the Earth

Some of the water that falls to Earth is absorbed, or soaked up, by the ground. Some of this water will stay near the surface in the soil. This water may feed plants and trees. In turn, plants and trees give off water vapor from their leaves.

However, gravity pulls some of the water deeper below the surface where it fills spaces between rocks and sand. This forms bodies of water in the ground. Ground water may be stored in the Earth for a long time, or it may seep, or leak, into other bodies of water, such as rivers. In many places people drill wells down to the ground water and bring it to the surface for drinking or farming.



Name \_\_\_\_\_

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

1. In the first paragraph, the author describes a problem with Earth's water supply. What details give clues about the author's point of view?

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2. Why does the author provide a detailed description of the water cycle?

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3. Overall, would you describe the author's point of view in this passage as biased or balanced? Explain.

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

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



Name \_\_\_\_\_

## Renewing the Future

For many years, temperatures in New Mexico have increased and rainfall has decreased. In Jemez Pueblo, sunshine is plentiful. This is a valuable natural resource for the Pueblo. The Jemez tribe is planning to tap this resource. They will build a solar energy plant on their lands. They will sell the energy they produce. The Pueblo will use the income from the plant to improve their drinking water system. Tribal leaders say this project will benefit future generations. Solar power will also help the environment by cutting down on the use of fossil fuels.

## New Mexico August Temperatures

Dates	1900–1939	1940–1979	1980–2010
Range	68.5–74.4	68.8–73.5	69–76.5
Average	71.3	71.5	71.8

Answer the questions about the text.

1. How do you know this is expository text?

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2. What does the heading tell you about the text?

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3. What text feature does this text include? What information does it give you?

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4. What do you learn from the text feature?

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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. More and more people need larger amounts of water for drinking, energy, farming, and industry. These growing needs **influence**, or affect, the demand for available fresh water.  
\_\_\_\_\_
2. Earth's water is always moving and changing in a circular pattern. This repeating system is called the water **cycle**.  
\_\_\_\_\_
3. The sun provides energy to the water cycle. As the sun heats ocean water, some of the liquid **evaporates**; that is, it changes into a gas, or vapor.  
\_\_\_\_\_
4. Water is stored for longer periods of time in large ice floes called **glaciers** and in polar ice. These kinds of ice are not affected much by the seasons.  
\_\_\_\_\_
5. However, gravity pulls some of the water deeper below the surface where it fills spaces between rocks and sand. This forms bodies of water in the ground. Ground water may be stored in the Earth for a long time, or it may **seep**, or leak, into other bodies of water, such as rivers.  
\_\_\_\_\_



Name \_\_\_\_\_

**A. Read each word aloud. Write the word, divide the syllables with a slanted line (/), and underline the letters that make the /zhər/ or /chər/ sounds. Then write the letters that stand for the sounds.**

1. mixture \_\_\_\_\_
2. exposure \_\_\_\_\_
3. feature \_\_\_\_\_
4. moisture \_\_\_\_\_
5. measure \_\_\_\_\_
6. creature \_\_\_\_\_
7. seizure \_\_\_\_\_
8. pleasure \_\_\_\_\_

**B. Look at the syllables and sounds you identified above. Answer the questions.**

1. How can the /zhər/ sound be spelled?

\_\_\_\_\_

2. How can the /chər/ sound be spelled?

\_\_\_\_\_



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 reasons and evidence to support a point.

<b>Topic sentence</b>	→	In "The Wonders of Water," the author uses reasons and evidence to support the point that water is an important natural resource.
<b>Evidence</b>	→	The author states that people need fresh water. People need water for drinking, energy, farming, and industry. The water cycle provides people with fresh water. Ocean water evaporates, forms clouds, and falls down to the Earth as rain or snow. The water cycle brings people fresh water.
<b>Concluding statement</b>	→	These reasons and evidence support the author's point that water is an important natural resource.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses reasons and evidence to support a point.**

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 add transitions to connect ideas.**

**Draft Model**

Water is necessary for life. Plants and animals need water to survive. People should conserve water.

1. What transitions can you add to help show the relationship between the ideas in the first and second sentences?
2. How does the idea in the last sentence relate to the other ideas? What transition could be added to express this relationship?
3. What other details can you add to help develop the ideas?

**B. Now revise the draft by adding transition words to connect ideas.**

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Name \_\_\_\_\_

plumes

meaningful

barren

expression

**Finish each sentence using the vocabulary word provided.**

1. **(plumes)** At the zoo our class \_\_\_\_\_  
\_\_\_\_\_.
2. **(barren)** The desert land was \_\_\_\_\_  
\_\_\_\_\_.
3. **(meaningful)** The old letter from her father was \_\_\_\_\_  
\_\_\_\_\_.
4. **(expression)** In his notebook \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**

<p><b>Detail</b></p>
<p><b>Detail</b></p>
<p><b>Detail</b></p>
<p><b>Theme</b></p>



Name \_\_\_\_\_

Read the passage. As you read, check your understanding by asking yourself what theme or message the author wants to convey.

### Grandpa's Shed

- My grandpa is a mountain,  
 5 Brooding, looming, tall.  
 8 I stand in his shadow, silent as a stone.  
 17 Rattling rusty paint cans,  
 21 He gestures toward the shed. I gape.  
 28 That shed's a squat gray mushroom,  
 34 Needing more than paint to fix.
- The old man's hands are vises,  
 40 Prying open paint cans lightning fast.  
 46 Astonished, awed, I gasp aloud,  
 52 "Red, yellow, green—and PURPLE!"  
 57 My words explode like fireworks.  
 62 Anticipating anger,  
 67 my mouth shuts like a trap.  
 69
- Grandpa merely dips his brush,  
 75 Paints a horse and hound.  
 80 "The horse I harnessed as a boy,  
 85 Dog was mine too."  
 92
- Impulse strikes—a flash of fire.  
 96 I seize a brush,  
 102 Soon swishing, swirling pictures.  
 106 With each stroke, a story,  
 110 My words painting pictures.  
 115 We share that shed like one vast canvas,  
 119 His strokes to mine, my words to his.  
 127 We step back, gazing at stories told.  
 135



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What key details in the poem describe events that happened?**


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**2. What key details tell you about the speaker's feelings?**


---



---



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**3. What is the theme, or important message, of the poem?**


---



---

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

## Climbing a Hill

Hiking is like a roller coaster.  
It's not just one long climb  
and then the ride is over.

The dizzying drop after that first  
climb sets in motion a wild journey—  
bends, curves, smaller hills  
that take me by surprise.

I don't want the ride—the climb—  
to ever end. All too soon, the coaster  
car glides to a stop, like loping down  
that last stretch of steep hill.

A sense of accomplishment  
dares me to climb again.



Answer the questions about the text.

1. How do you know this is free verse poetry?

\_\_\_\_\_

2. How is the text arranged on the page?

\_\_\_\_\_

3. What other literary elements are used in the text?

\_\_\_\_\_

\_\_\_\_\_

4. What feelings does the speaker express?

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Meter**, or **rhythm**, is a repeating pattern of stressed and unstressed syllables.**Stanzas** are groups of lines in a poem that express a key idea.**Read the lines of the free verse poem below. Then answer the questions.****Grandpa's Shed**

My grandpa is a mountain,  
Brooding, looming, tall.  
I stand in his shadow, silent as a stone.  
Rattling rusty paint cans,  
He gestures toward the shed. I gape.  
That shed's a squat gray mushroom,  
Needing more than paint to fix.

**1. What is the key idea of this stanza?**

\_\_\_\_\_

**2. What syllables are stressed in the first three lines of this stanza?**

\_\_\_\_\_

**3. Write another stanza for this poem that uses irregular meter.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read each passage. Underline the similes and metaphors. Then explain the author's meaning in your own words.**

1. My grandpa is a mountain, / Brooding, looming, tall.

---

2. I stand in his shadow, silent as a stone.

---

3. That shed's a squat gray mushroom,

---

4. The old man's hands are vises, / Prying open paint cans lightning fast.

---

5. My words explode like fireworks.

---

6. Anticipating anger, my mouth shuts like a trap.

---

7. We share the shed like one vast canvas

---



Name \_\_\_\_\_

The suffixes **-ance** and **-ence** can mean “an action or act” or “the state of.”  
Read each sentence and write the word that has the suffix **-ance** or **-ence**.  
Use what you know about the meaning of the suffix to write the meaning of the word.

1. The people in attendance cheered when their team scored the winning goal.  
\_\_\_\_\_
2. My brother and sister enjoyed the choir performance last weekend.  
\_\_\_\_\_
3. Our dependence on electricity is fueling a search for new types of energy.  
\_\_\_\_\_
4. The barking dogs created quite a disturbance in the neighborhood.  
\_\_\_\_\_
5. The sudden appearance of the fox startled us.  
\_\_\_\_\_
6. A good leader should have the ability to inspire confidence and trust.  
\_\_\_\_\_
7. Their idea to create a new park on the empty lot was met with great resistance.  
\_\_\_\_\_
8. It will take persistence to achieve your physical fitness goals.  
\_\_\_\_\_



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 poet used sensory language to convey an experience.

<b>Topic sentence</b>	→	In "Grandpa's Shed," the poet used sensory language to show what the speaker experienced when painting the shed with Grandpa.
<b>Evidence</b>	→	Grandpa is "brooding, looming, tall." I can clearly picture a tall and grumpy grandpa. "Rattling" helps me imagine the sound of Grandpa carrying paint cans. The words "vises, prying" help me imagine how strong Grandpa's hands must be.
<b>Concluding statement</b>	→	All of these words help me understand what the speaker experienced when painting with Grandpa.

**Write a paragraph about a poem. Show how the poet used sensory language to convey an experience. Cite words and phrases from the poem that helped you imagine the look, smell, taste, feel, or sound of something.**

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 add sensory language to make the writing more interesting.**

**Draft Model**

The word *imagine* is the best.

I like the way it looks.

It sounds nicer than the rest.

1. Which words could you use to create a clearer image of the word *imagine*?
2. Which words can you add to explain why the sound of the word is pleasing?
3. What other sensory details would help readers share the writer's experience?

**B. Now revise the draft by rewriting sentences to include sensory details and to describe an experience or subject for the reader.**

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Name \_\_\_\_\_

disdain

prospect

focused

superb

genius

stunned

perspective

transition

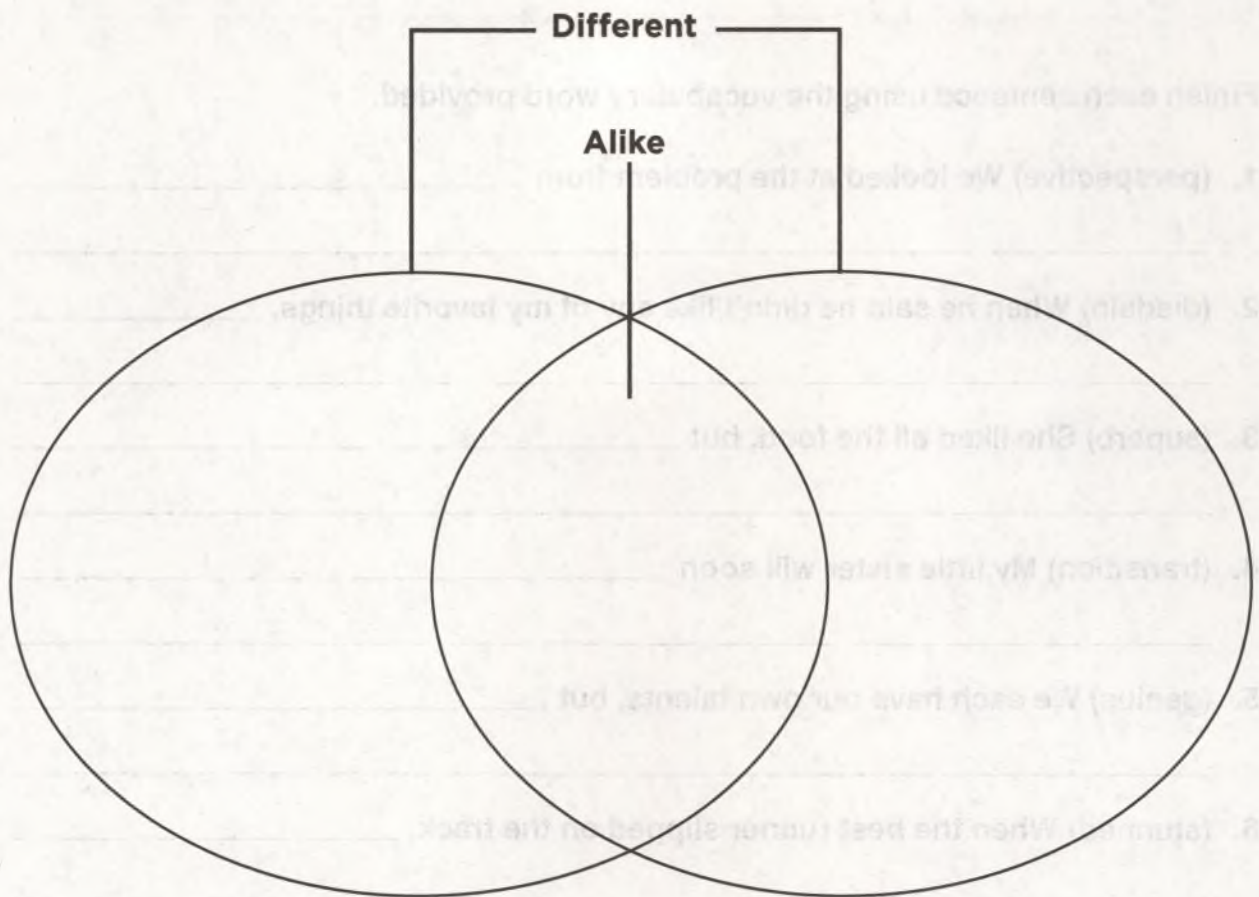
**Finish each sentence using the vocabulary word provided.**

1. **(perspective)** We looked at the problem from \_\_\_\_\_  
\_\_\_\_\_
2. **(disdain)** When he said he didn't like any of my favorite things, \_\_\_\_\_  
\_\_\_\_\_
3. **(superb)** She liked all the food, but \_\_\_\_\_  
\_\_\_\_\_
4. **(transition)** My little sister will soon \_\_\_\_\_  
\_\_\_\_\_
5. **(genius)** We each have our own talents, but \_\_\_\_\_  
\_\_\_\_\_
6. **(stunned)** When the best runner slipped on the track, \_\_\_\_\_  
\_\_\_\_\_
7. **(prospect)** After working hard all year, \_\_\_\_\_  
\_\_\_\_\_
8. **(focused)** The dog was sitting at the window \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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





Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to help you understand what you are reading.

### Bringing Home Laddie

12 “Papa, let’s go!” Sofia was dressed and waiting on the shabby wooden  
 24 porch. Her father couldn’t hear her. He was in the neighbor’s garden,  
 38 digging up an ancient tree stump. Sofia shifted her feet and picked at the  
 51 peeling paint on the railing. The sun hammered down on the porch, so  
 66 that it was not merely hot, but sweltering. It would serve Papa right if she  
 80 melted away like the Wicked Witch of the West. Why should Sofia have to  
 91 wait? Why couldn’t their neighbor, Mrs. Stone, wait instead? Then Papa  
 could drive Sofia to the animal shelter now to adopt her new dog.

104 Sofia peered into the shadows of the house. “Mom,” she yelled, “Papa  
 116 promised we could go early. Do I have to walk?” She could imagine how  
 130 unhappy she’d look—just another stray dog trudging dejectedly down  
 140 the road.

142 Her mother came to the door, a damp dish towel in her hand. “Sofia,  
 156 come help me.” Sofia stayed where she was, as rooted as the neighbor’s  
 169 tree stump. “Standing here won’t make your father finish any sooner. If  
 181 you help me, he’ll be here before you know it.”

191 Sofia gave a sigh of profound suffering and followed her mother  
 202 through the cool house into the spotless, lemony kitchen. She leaned  
 213 against the counter and dried the dishes her mother handed her—along  
 225 with a reminder of the promise she’d made to take care of the dog herself.  
 240 “I know, Mom, I know,” Sofia whined. To her surprise, by the time the  
 254 dishes were dry, Papa was back. The time really had passed quickly, just as  
 268 Mom had said it would.

273 When Sofia and her parents arrived at the shelter, an attendant escorted  
 285 them to the dogs’ quarters, a glaring concrete courtyard lined with tiny  
 297 cages on all four sides. Its smell was revolting—a mixture of mouthwash  
 310 and Papa’s old fishing bucket.



Name \_\_\_\_\_

"Go look at them, Sweetie," said her father with a smile. Sofia was already heading toward one of the cages. As she neared it, the gaunt gray dog inside bared its teeth, backing away and growling. Sofia stared at it blankly. Didn't the dog like her? Maybe none of them would! Tears crowded her eyes, making them ache.

The attendant, who had followed Sofia, offered an explanation, "That poor thing's just skin and bones, and she's terrified of people. I think she's been mistreated. Let's go meet Laddie." Sofia looked back at the forlorn little dog, and she could see now how sad it looked.

Laddie was larger than the first dog, and his black and white fur was shaggier. When he saw Sofia, he rushed to the front of his cage, lifted his front legs, and scrabbled at the wire with his forepaws. One of his eyes was sky blue, and the other was chocolate brown. "You can pet him," the woman said to Sofia. "He won't bite." Sofia reached toward Laddie's smiling muzzle. The little sheepdog whined and gently licked her fingers. Sofia felt a tug at her heart and realized that Laddie had just slipped a leash over it.



The attendant took Laddie from his cage. He rolled onto his back, wagging his tail and gazing devotedly at Sofia. She rubbed his belly. The attendant showed how to hold his leash in two hands when she walked Laddie and reminded her to clean up after him. "Never leave his mess on other people's lawns," the attendant instructed. Sofia nodded, smiling.

As soon as they arrived home, Sofia got bowls of water and food for Laddie. She set them on a rubber mat on the kitchen floor and watched while Laddie ate. When he was done, she washed his food bowl and put it back on the shelf. "Well," said her mother with a proud smile, "it seems like you'll be looking after someone else for a change." Sofia grinned, petting the head of her contented dog.

Stuffing some plastic bags into her pocket, she picked up Laddie's leash. "Want to go meet Mrs. Stone?" As Laddie bounded beside her, his tail waved hello to all his new neighbors.



Name \_\_\_\_\_

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

- 1.
- Contrast**
- the first dog and Laddie. How are they different?

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- 2.
- How does Sofia change**
- from the beginning of the story to the end?

---



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- 3.
- What causes the change**
- in Sofia?

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- 4.
- How are the settings**
- of the animal shelter and Sofia's kitchen different?

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**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 Spelling Bee

Gabe stood in the wings of the high school auditorium. The stage was huge, with chairs for 45 students. There were 3,000 people in the audience. "This is very different from our school's auditorium," he thought. "Ours holds only 300 people, and our stage isn't big enough to hold a fly." Gabe had won his school's spelling bee, but he doubted he would do well here. "I'll do the best I can," Gabe said to himself as he stepped onto the stage and focused on the spelling bee. By the end of the day, Gabe had made it to the state finals, and he felt a lot better about himself.

Answer the questions about the text.

1. How do you know this text is realistic fiction? What makes the characters, events, and dialogue realistic?

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2. Write an example of figurative language found in the text. Explain why it is figurative language.

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3. Who is the narrator of the story? Explain how you know.

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4. Write a descriptive detail from the text that tells how Gabe felt after the spelling bee. How does this detail help you experience the text as realistic?

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Name \_\_\_\_\_

**Read each sentence. 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 in bold.**

1. The sun hammered down on the porch, so that it was not merely hot, but **sweltering**.

\_\_\_\_\_

2. Its smell was **revolting**—a mixture of mouthwash and Papa’s old fishing bucket.

\_\_\_\_\_

3. As she neared it, the **gaunt** gray dog inside bared its teeth, backing away and growling. . . . The attendant, who had followed Sofia, offered an explanation. “That poor thing’s just skin and bones, and she’s terrified of people.”

\_\_\_\_\_

4. Sofia looked back at the **forlorn** little dog, and she could see now how sad it looked.

\_\_\_\_\_

5. As soon as he saw Sofia, he rushed to the front of his cage, lifted his front legs, and scrabbled at the wire with his **forepaws**.

\_\_\_\_\_



Name \_\_\_\_\_

**A. Add the suffix in parentheses to the word in bold.**

**New Word**

1. (less) **weight** \_\_\_\_\_
2. (ist) **violin** \_\_\_\_\_
3. (ion) **express** \_\_\_\_\_
4. (ist) **art** \_\_\_\_\_
5. (ful) **forget** \_\_\_\_\_

**B. Circle the suffix in each word. Then write a definition of the word based on the suffix.**

6. narration \_\_\_\_\_
7. thoughtful \_\_\_\_\_
8. biologist \_\_\_\_\_
9. eruption \_\_\_\_\_
10. limitless \_\_\_\_\_



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 details to show setting.

<b>Topic sentence</b>	→	I think the author of "Bringing Home Laddie" did a good job of using details to show different settings. At the beginning, Sofia waits on a wooden porch at home. It is sweltering. Then Sofia goes inside to help her mother in the kitchen. It is cool, spotless, and lemony. Finally, Sofia goes to the shelter to get a dog. The shelter has a concrete courtyard lined with cages on all sides. It smells like mouthwash and a fishing bucket. I can clearly imagine each place. I think the author did a good job of using details to show setting.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about a realistic fiction story. Cite evidence from the text to support your opinion as to how well the author used details to show different settings.**

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 change the opening to get the reader's attention.**

**Draft Model**

I had waited a long time for a trip to the water park. The biggest slide was really high, but it was supposed to be fun.

1. What descriptive words could you add to the first sentence to make the reader want to know more about the writer's trip?
2. What details could you add to tell how the writer felt about going on this trip?
3. What details could you add to describe what the slide is like?
4. What details could you add to make the ride on the slide seem interesting?

**B. Now revise the draft by adding details to create a strong opening.**

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Name \_\_\_\_\_

assume

guarantee

nominate

obviously

sympathy

weakling

rely

supportive

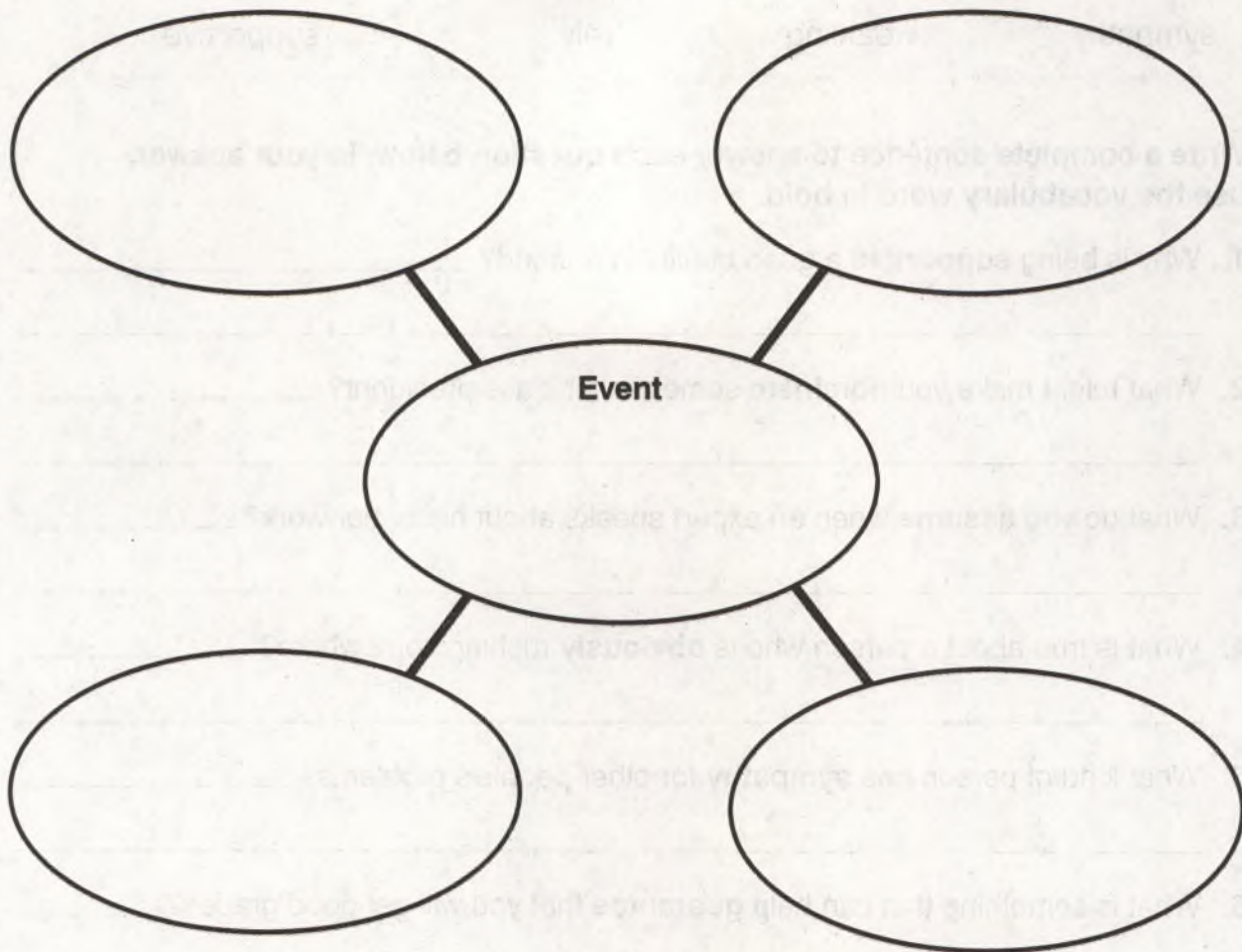
Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. Why is being **supportive** a good quality in a friend? \_\_\_\_\_  
\_\_\_\_\_
2. What might make you **nominate** someone for class president? \_\_\_\_\_  
\_\_\_\_\_
3. What do you **assume** when an expert speaks about his or her work? \_\_\_\_\_  
\_\_\_\_\_
4. What is true about a person who is **obviously** rushing somewhere? \_\_\_\_\_  
\_\_\_\_\_
5. What kind of person has **sympathy** for other people's problems? \_\_\_\_\_  
\_\_\_\_\_
6. What is something that can help **guarantee** that you will get good grades? \_\_\_\_\_  
\_\_\_\_\_
7. Why wouldn't a **weakling** make a very good weightlifter? \_\_\_\_\_  
\_\_\_\_\_
8. What is a way that you can **rely** upon a good umbrella? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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





Name \_\_\_\_\_

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

### Nancy's First Interview

12 Nancy poured herself a bowl of cornflakes as her father finished a  
25 telephone call. "You're really putting me on the spot," he said to the  
39 person at the other end of the line. "I already have a commitment today,  
52 Jim." After a few moments, Mr. Jenson sighed and hung up the telephone.  
52 Nancy looked up from her breakfast, preparing for bad news.

62 Her father gave her a sad smile. "I'm really sorry, Nance, but I have  
76 to work today. We'll have to reschedule our fishing trip." Mr. Jenson was  
89 a reporter for the city newspaper. After the stock market crash of 1929,  
102 his newspaper had laid off most of the reporters. Four years later, they  
115 still had only a skeleton crew. He was glad to have a job, but he was  
131 overworked and underpaid.

134 Nancy shrugged, trying not to look too upset. She wished she could do  
147 something to comfort her dad. The last thing she wanted was to make him  
161 feel guilty. "It's okay, Dad," she said, forcing a cheerful smile.

172 "The worst part is that our photographers are on other assignments,"  
183 he grumbled, shaking his head. He paused for a moment, lost in thought.  
196 "Nancy," he said, "do you remember when I showed you how to use  
209 my camera?" She nodded. "Do you think you could help me today? I  
222 can't carry all of the equipment by myself, and we'd get to spend some  
236 time together."

238 Nancy jumped up from her chair and ran to her bedroom to change out  
252 of her fishing clothes. "Make tracks," her dad called down the hallway.  
264 "We're in a hurry!"



Name \_\_\_\_\_

As Mr. Jenson navigated their car out of town, he told Nancy about the assignment. They were going to interview the Carter family, migrant workers who had moved from Oklahoma to California in search of work. Also known as “Okies,” these families were escaping a life of drought and poverty.



Library of Congress Prints and Photographs Division

**During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.**

Mr. Jenson pulled up to a crooked shanty on the edge of a farm. A lanky man and a rotund woman greeted them.

Nancy and her father followed the Carters into the shabby house. All of their belongings were in one room: two dingy mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove.

The adults sat around the table and Nancy hovered nervously near her father. She felt self-conscious; her family’s small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. “What brought you folks to California?” he asked, opening his notebook.

“Work,” Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep cost an arm and a leg, and the drought killed our chances of a good crop.”

“Do you miss home?” Nancy blurted. She looked down, embarrassed. She knew better than to interrupt, but her father gave her an encouraging smile.

“There’s nothing to miss,” Mrs. Carter said, shrugging. “The only thing we have left in this world is each other.”

Nancy was bursting with questions, and the Carters answered them all. She realized that her family wasn’t that much different from the Carters. When times were tough, families had to support one another.

After the interview, Nancy’s father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, “You’ve got a good little reporter there.”

Mr. Jenson grinned and ruffled Nancy’s hair. “I taught her everything she knows,” he said. “She’s a chip off the old block.”



Name \_\_\_\_\_

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

- 1. Why does Nancy go with Mr. Jenson on his newspaper assignment?**

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- 2. How does the Carters' home contrast with the Jenson's house?**

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- 3. What similarities does Nancy see when she compares her own family with the Carters?**

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- 4. When Mr. Jenson says that Nancy is a "chip off the old block," is he comparing or contrasting the two of them? Explain.**

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

**Afternoons Alone**

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war against Japan. Without him, there was nobody to fish with. There was no one to talk with in the afternoon.

Yesterday, his friend Corey had told Rusty, "Every day, after school, I clean house and do chores. Then, when Mom returns home from the tank factory, we can have some fun time together."

"How keen it will be when the war ends!" exclaimed Rusty.

"We'll have lots of family time then," Corey said excitedly.

Rusty eyed the dirty windows in his house and said to himself, "Maybe I can help with some chores, too."

**Answer the questions about the text.**

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

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**2. What events in the text are typical of the time period in which the text is set?**

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**3. Write an example of dialect in the text and tell what it means.**

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Name \_\_\_\_\_

**Read each passage. Underline the idiom in each one. Then, on the lines below the passage, restate the idiom in your own words.**

1. "You're really putting me on the spot," he said to the person at the other end of the line. "I already have a commitment today, Jim."

\_\_\_\_\_

\_\_\_\_\_

2. After the stock market crash of 1929, his newspaper had laid off most of the reporters. Four years later, they still had only a skeleton crew. He was glad to have a job, but he was overworked and underpaid.

\_\_\_\_\_

\_\_\_\_\_

3. Nancy jumped up from her chair and ran to her bedroom to change out of her fishing clothes. "Make tracks," her dad called down the hallway. "We're in a hurry!"

\_\_\_\_\_

\_\_\_\_\_

4. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg, and the drought killed our chances of a good crop."

\_\_\_\_\_

\_\_\_\_\_

5. Mr. Jenson grinned and ruffled Nancy's hair. "I taught her everything she knows," he said. "She's a chip off the old block."

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

stationery	presents	pray	colonel	manner
pier	council	presence	waist	suite

**A. Read each pair of words below. Circle the word that is a homophone of a word from the box above. Then write a word from the box to form a homophone pair.**

- sweet, sweat \_\_\_\_\_
- stationing, stationary \_\_\_\_\_
- count, counsel \_\_\_\_\_
- manor, mansion \_\_\_\_\_
- kernel, color \_\_\_\_\_

**B. Choose three homophone pairs from above. Write a sentence using each pair of words.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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 explain how the author developed the setting of a historical fiction story.

<b>Topic sentence</b>	→	In "Nancy's First Interview," the author uses details to show that the story takes place in America during the 1930s. The author includes the detail that the newspaper
<b>Evidence</b>	→	laid off people after the stock market crash in 1929. I know that this was a real event. Mr. Jenson and Nancy are going to interview a family that had moved from Oklahoma to California in search of work. I know that during the 1930s many families moved to California to find work. These
<b>Concluding statement</b>	→	details show that the story takes place in America during the 1930s.

**Write a paragraph about a historical fiction story. Cite evidence from the text to show how the author used details to develop the setting.**

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 transitions to help connect ideas.**

**Draft Model**

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

**B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.**

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Name \_\_\_\_\_

atmosphere

variations

receding

noticeably

stability

decays

gradual

impact

**Finish each sentence using the vocabulary word provided.**

1. (atmosphere) The weather balloon they launched \_\_\_\_\_

2. (decays) When food sits out for too long, \_\_\_\_\_

3. (gradual) The airplane began \_\_\_\_\_

4. (impact) People can have \_\_\_\_\_

5. (noticeably) The house was \_\_\_\_\_

6. (receding) I noticed \_\_\_\_\_

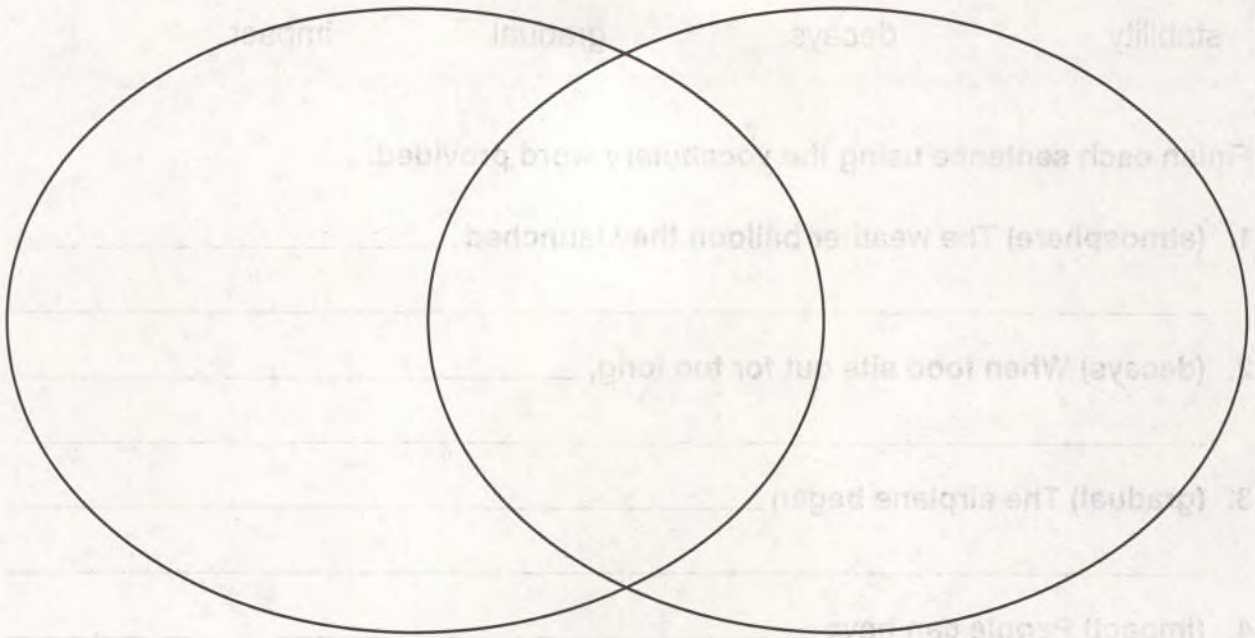
7. (stability) Three wheels give a tricycle \_\_\_\_\_

8. (variations) We were amazed to see \_\_\_\_\_



Name \_\_\_\_\_

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





Name \_\_\_\_\_

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

## Of Floods and Fish

10 The Mississippi River flows more than two thousand miles from  
24 Minnesota to the Gulf of Mexico. Every few years, it floods. In April and  
37 May, 2011, a combination of melting snow and falling rain along the upper  
52 part of the river caused the lower part of the river to overrun its banks.

59 Floods cause widespread destruction. Floodwaters damage and  
68 sometimes knock down buildings. They destroy farmland and animal  
79 habitats. With nowhere to live, the animals often move into populated  
92 areas. What about the fish? Because they live in water, shouldn't a flood  
107 be good for them? As it turns out, floods can hurt fish populations just as  
they harm many animals that live on the land.

### 116 The Dead Zone

119 The Mississippi floodwaters proved most detrimental to the fish and  
129 other ocean life in the Gulf of Mexico. The Mississippi River is made  
142 of fresh water. The Gulf is made of salt water. The extra river water  
156 that flowed into the Gulf endangered the native saltwater fish. More  
167 harmful, though, were the pollutants the river water carried with it. As the  
180 swollen Mississippi washed over farmland, it picked up the fertilizer and  
191 pesticides that farmers had used on the land and crops. These chemicals  
203 are poisonous to ocean life. The river then dumped these poisons into  
215 the Gulf. The extra river water and the farm runoff created a dead zone  
229 along the coast. A dead zone is an area of water that does not have enough  
245 oxygen to support life.



Name \_\_\_\_\_

**Threat of Invasion**

The flooding of the Mississippi River posed a different threat to the fish that lived in it: the spread of an invasive species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of them from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish. When the Mississippi flooded again in 2011, scientists feared that the Asian carp would spread even farther.



Aaron Roeth Photography

**Supporting Life**

Despite these problems, though, the freshwater fish that lived in the Mississippi River fared much better than those in the Gulf. For these Mississippi River fish, the extra river water provided advantages that helped them breed and survive.

As the river grew, so did the available habitat for the river's fish. River fish usually stay along the edges of a river, where the water is slower and shallower. The underwater plants and overhanging branches in these areas provide protection and food. When the Mississippi flooded, it increased the amount of shallow water on the river's edges. This gave the fish more water to swim in and more places to hide from predators. The spreading water also introduced more food. These factors improved the fish's chances of survival.

The expanded habitat provided more benefits than extra hiding places and food sources. It also created more areas for fish to spawn. The newly flooded areas allowed fish to lay eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

If the flooding of the Mississippi teaches any lesson, it is that changes in the environment can affect living things in surprising ways. Despite its harmful effects, some animals benefitted from the change.



Name \_\_\_\_\_

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

1. What comparison does the phrase
- just as*
- indicate in the second paragraph?

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2. In what way are the main ideas of the sections called “The Dead Zone” and “Threat of Invasion” alike?

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3. Are the ideas in the section “Supporting Life” similar to or different from the ideas in the previous two sections? Explain.

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

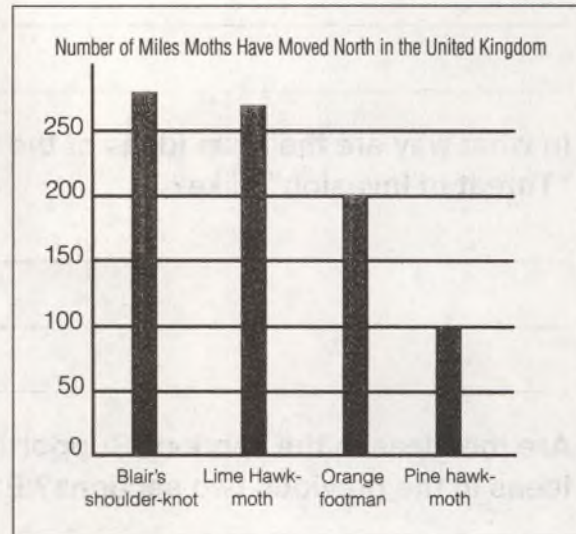
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Moths and Changes in Weather

Scientists study moths to see how quickly they can adapt to climate change. Some moths adapt better than others. Some species of moths need cool weather and move north when the weather gets warmer. Moths already living in cool areas may not be able to find a cooler place to go. Warm weather affects the food caterpillars eat. Some caterpillars adapt to climate change and food supplies by hatching earlier or later than usual. It is hard to predict how climate change will affect moths over time.



Answer the questions about the text.

1. How do you know this is expository text?

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2. Is the heading a strong heading for the text? Why or why not?

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3. What text feature does this text include?

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4. What do you learn from the text feature and its title?

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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. Every few years, it floods. In April and May, 2011, a combination of melting snow and falling rain along the upper part of the river caused the lower part of the river to **overrun** its banks.  
\_\_\_\_\_
2. Floods cause widespread destruction. Floodwaters damage and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into populated areas.  
\_\_\_\_\_
3. The Mississippi floodwaters proved most **detrimental** to the fish and other ocean life in the Gulf of Mexico. The Mississippi River is made of fresh water. The Gulf is made of salt water. The extra river water that flowed into the Gulf endangered the native saltwater fish. More harmful, though, were the pollutants the river water carried with it.  
\_\_\_\_\_
4. As the swollen Mississippi washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.  
\_\_\_\_\_
5. The flooding of the Mississippi River posed a different threat to the fish that lived in it: the spread of an **invasive** species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish.  
\_\_\_\_\_
6. The expanded habitat provided more benefits than extra hiding places and food sources. It also created more areas for fish to **spawn**. The newly flooded areas allowed the fish to lay their eggs safely, away from predators and other dangers.  
\_\_\_\_\_



Name \_\_\_\_\_

**dis-** means “not,” “absence of,” or “opposite of”**in-** means “not” or “opposite of”**mis-** means “wrong” or “not”**pre-** means “before”

**Add a prefix from the box to complete the word in each sentence below.**  
**Use context clues to help you decide which prefix to use.**

1. She will \_\_\_\_\_ wash the fabric to make sure it will not shrink.
2. Please remember to \_\_\_\_\_ connect from the Internet before you turn off the computer.
3. Their visitors will stay for an \_\_\_\_\_ definite amount of time.
4. He felt some \_\_\_\_\_ comfort when he hurt his leg.
5. If you do not speak clearly, they will \_\_\_\_\_ understand your directions.
6. She has little money, so she hopes to find an \_\_\_\_\_ expensive gift.
7. The teacher will \_\_\_\_\_ view the video before showing it to the class.
8. A friendship can be harmed if there is \_\_\_\_\_ trust between two people.
9. Always \_\_\_\_\_ heat the oven before you bake bread.
10. I \_\_\_\_\_ approve of the way they are behaving.



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 compared and contrasted information to explain the topic.

<b>Topic sentence</b>	→	In "Of Floods and Fish," the author compares the effects of a Mississippi River flood to show that flooding can be harmful and helpful.
<b>Evidence</b>	→	After a river floods, chemicals from farmlands can be carried down the river into the Gulf. This can harm fish that live there. The author compares this to what happens to fish in the Mississippi River. The flood creates a bigger habitat. This helps fish survive.
<b>Concluding statement</b>	→	By comparing and contrasting these effects, the author shows that flooding can be helpful and harmful to fish.

**Write a paragraph about the text you chose. Cite text evidence to analyze how the author compared and contrasted information to explain a topic.**

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 add details to support the topic.**

**Draft Model**

Our region is experiencing a drought. It hasn't rained in a long time. Things aren't growing. Everything is brown.

1. What kinds of details can you add to develop the topic?
2. What facts or concrete details could be added to explain the first sentence?
3. What other details would show how the landscape looks?

**B. Now revise the draft by adding details to support the topic and develop ideas about the drought.**

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Name \_\_\_\_\_

approximately

astronomical

calculation

criteria

diameter

evaluate

orbit

spheres

**Use each pair of vocabulary words in a single sentence.**

1. spheres, diameter

---

---

2. evaluate, criteria

---

---

3. astronomical, orbit

---

---

4. calculation, approximately

---

---



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 check your understanding as you read.

## Is There Life Out There?

11 “Is there life out there?” is a question scientists who study  
12 astrobiology are trying to answer. They look for life in space. In recent  
13 years, they have turned their attention to Europa, one of Jupiter’s four  
14 largest moons.

15 Europa is a little smaller than Earth’s moon and is covered by a sheet of  
16 ice. Its surface is too cold and exposed to too much radiation for anything  
17 to live there. Scientists want to know what lies beneath the ice, for that is  
18 where any life on Europa would most likely be.

### 91 The Necessities of Life

92 For years, scientists believed all life on Earth depended on energy  
93 from the sun. During a process called photosynthesis, plants use energy  
94 from sunlight to make food and to release oxygen into the atmosphere.  
95 Aerobic creatures rely on that oxygen to breathe. In addition to providing  
96 the fuel for photosynthesis, sunlight also provides the necessary  
97 warmth for life to survive. Scientists believed life could not survive in  
98 extreme temperatures.

99 Scientists also believed that all food chains led back to photosynthesis  
100 and the food produced by plants. Recent discoveries, however, have  
101 changed the way scientists think about life. They have discovered tube-  
102 shaped, worm-like creatures and other animals living around hydrothermal  
103 vents on the ocean floor. These newfound creatures do not rely on the sun  
104 or plants for food and energy.



Name \_\_\_\_\_

The animals living around hydrothermal vents eat a form of bacteria that live on or below the ocean floor. The bacteria get energy during a process called chemosynthesis. Hydrothermal vents spit warm water filled with chemicals from inside the earth. The bacteria use these chemicals the way plants on the surface use sunlight: as a source of food and energy.

**New Possibilities**

The discovery of chemosynthetic life changed the way astrobiologists think about life in space. No longer do they have to look only for planets with sunlight and oxygen. Based on Earth's example, planets with oceans and hydrothermal vents might also support life. Based on these discoveries, Europa began to seem like a place where life might exist.

Europa has an oxygen-rich atmosphere, but the oxygen is not produced by photosynthesis. Europa is too far from the sun and too cold to support photosynthetic life. Its surface temperature is usually more than 200 degrees below zero Fahrenheit.

Europa does have oceans. In fact, Europa appears to have more oceans than Earth does. The ice on this moon's surface covers what appears to be moving liquid water. Do these oceans contain hydrothermal vents? Scientists do not yet know. If they do, the oceans of Europa might support chemosynthetic life. Only a space mission to Europa would tell for certain.

Until then, scientists are studying the closest possible environment they can find on Earth: Lake Vostok in Antarctica. Like Europa's oceans, Lake Vostok exists miles beneath a frozen surface. It does not receive direct sunlight, either. Therefore, like Europa, the lake cannot support photosynthetic life. If scientists find life in the lake, it would support the idea that there might also be life on Europa.



Name \_\_\_\_\_

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

1. What details from the first two paragraphs help explain why astrobiologists are interested in Europa, one of Jupiter's moons?

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2. What discovery on Earth caused scientists to become more interested in Europa?

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3. What is the scientists' main reason for studying Lake Vostok in Antarctica? What effect might their research have?

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

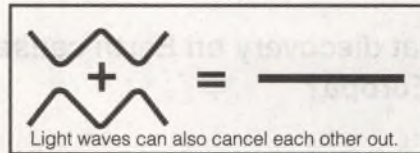
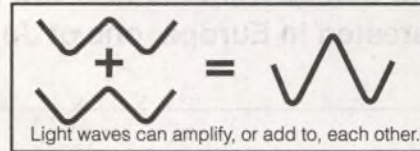
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Seeing the Light

In 1803, Thomas Young made a discovery about light. He found that when light from two sources overlapped, it made a pattern of bright light and darkness. He thought light acted like a wave: the bright areas were created when two light waves matched up; the dark areas were created when two light waves did not match. His theory led to future discoveries about light.



Young discovered light waves change in brightness when they overlap.

Answer the questions about the text.

1. What genre of text is this? How do you know?

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2. What text features does this text include?

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---

3. How does the title relate to the main idea?

---



---

4. How does the graphic text feature help you better understand the text?

---



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Name \_\_\_\_\_

*aero* = air*chemo* = chemical*sphaira* = globe, ball*atmos* = vapor, steam*hydro* = water*syntithenai* = making or putting together*astro* = star*logy* = the study of*therme* = heat*bio* = life*photo* = light

Read each passage below. For each word in bold, write the Greek root or roots from the box above. Use the Greek roots and context clues to write the word's meaning.

1. "Is there life out there?" is a question scientists who study **astrobiology** are trying to answer. They look for life in space.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

2. During a process called **photosynthesis**, plants use energy from sunlight to make food.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

3. Plants make food and release oxygen into the **atmosphere**.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

4. **Aerobic** creatures rely on that oxygen to breathe.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

5. The animals living around **hydrothermal** vents eat a form of bacteria that live on or below the ocean floor.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_



Name \_\_\_\_\_

**A. Read each sentence. Write the word with the suffix *-less* or *-ness* on the line. Then circle the suffix.**

1. The owls went hunting under the cover of darkness. \_\_\_\_\_
2. The fearless police officers raced to the rescue. \_\_\_\_\_
3. "I will not tolerate this foolishness," our teacher said. \_\_\_\_\_
4. Were you filled with sadness when your team lost the game? \_\_\_\_\_
5. The photographer captured the fullness of the moon. \_\_\_\_\_
6. The situation seemed hopeless, but we kept trying. \_\_\_\_\_

**B. Add the suffix *-less* or *-ness* to the word in parentheses. Write the new sentence on the line.**

7. Our boat drifted for hours on the (motion) sea.  
\_\_\_\_\_
8. Did you see the (fierce) in the tiger's eyes?  
\_\_\_\_\_
9. The spider looked (harm), but I decided not to touch it.  
\_\_\_\_\_
10. My parents and I have a (fond) for picnics in the woods.  
\_\_\_\_\_



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 explains how an author clearly shows a cause-and-effect relationship between an event and ideas.

<b>Topic sentence</b>	→	In "Is There Life Out There?" the author clearly shows the cause-and-effect relationship between a discovery and new ideas about life on planets.
<b>Evidence</b>	→	The author describes the discovery of animals that can live around hydrothermal vents in the ocean. This caused scientists to change the way they think about how life gets energy on Earth. The discovery also made scientists think that other planets with hydrothermal vents might also support life.
<b>Concluding statement</b>	→	The author clearly shows the cause-and-effect relationship between a discovery and new ideas about life on planets.

**Write a paragraph about the text you have chosen. Tell how the author clearly shows cause-and-effect relationships between events and ideas. Cite evidence from the text.**

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 to add related ideas and delete unrelated ideas to create a stronger paragraph.**

## Draft Model

The best way to learn about space is with a telescope. You can see what the surface of Earth's moon looks like. The moon is not a planet.

1. What is the main topic of this paragraph?
2. How might you describe a telescope? For example, are there different types?
3. What can you learn from studying the surface of the moon?
4. What idea in the paragraph is unrelated to the rest of the paragraph?

**B. Now revise the draft by adding related ideas and deleting unrelated ideas to make a strong paragraph.**

Get evidence from the text.

End with a concluding statement.



Name \_\_\_\_\_

agricultural

declined

disorder

identify

probable

thrive

unexpected

widespread

Finish each sentence using the vocabulary word provided.

1. **(identify)** He learned how \_\_\_\_\_  
\_\_\_\_\_.
2. **(unexpected)** The outcome of the game \_\_\_\_\_  
\_\_\_\_\_.
3. **(declined)** The population of the city \_\_\_\_\_  
\_\_\_\_\_.
4. **(thrive)** The plants in the shade \_\_\_\_\_  
\_\_\_\_\_.
5. **(disorder)** Our neighbor's dog has \_\_\_\_\_  
\_\_\_\_\_.
6. **(agricultural)** Our country's ability to grow large amounts of food \_\_\_\_\_  
\_\_\_\_\_.
7. **(widespread)** Lack of rainfall for several months \_\_\_\_\_  
\_\_\_\_\_.
8. **(probable)** Scientists say \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

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

Details	Author's Point of View



Name \_\_\_\_\_

Read the two passages. Use the ask and answer questions strategy to check your understanding as you read.

## WHAT IS THE FUTURE OF THE RAIN FORESTS?

### Rain Forests Support People

4 *People must make economic use of the rain forests.*

13 The removal of rain forest trees has some negative consequences, but it  
25 is necessary for the survival of people and national economies. Therefore,  
36 it is not practical or desirable to try to stop the cutting of all rain forest  
52 trees. A better plan is to make economic use of rain forests.

### 64 Farming in the Rain Forests

69 In most cases, when part of a rain forest is cut down, subsistence  
82 agriculture takes its place. Subsistence agriculture is farming or ranching  
92 that produces only enough for a family to meet its everyday needs. The  
105 families need these farms or ranches in order to survive.

### 115 Commercial Use of Rain Forests

120 Commercial activities also play a role in the use of rain forest land.  
133 Lumber from rain forest trees is used to make furniture, flooring, and  
145 paper. Many countries buy beef that comes from cattle ranches on former  
157 rain forest land. Other rain forest land is converted to farms that grow  
170 coffee, soybeans, and palm trees. Oil from those palm trees can be used to  
184 make biofuels. Companies build roads through the rain forests to transport  
195 goods to and from the farms. These businesses often play necessary roles  
207 in their countries. Without them, their countries' economies would suffer.

### 217 Rain Forest Loss Can Be Controlled

223 The loss of rain forest trees does threaten wildlife habitats and the  
235 quality of the soil. But a complete halt to rain forest cutting would create  
249 other serious problems. A more sensible goal is to manage the use of rain  
263 forest land so that the negative outcomes are limited.



Name \_\_\_\_\_

**The World Needs Rain Forests**

*People must preserve the rain forests for the sake of the environment.*

Each day, thousands of acres of rain forest are destroyed in the name of progress. Cutting down the rain forest benefits some economies, but it does long-term damage to the planet.

**Rain Forests and Biodiversity**

Most of Earth's plant and animal species reside in forests. As trees are cut down, these species lose their habitats. Some species cannot survive that habitat loss and become extinct. Species loss decreases Earth's biodiversity, or variety of life. Science has shown that the survival of life depends on biodiversity.

**Earth's Water Cycle and Rain Forests**

The rain forests play a key part in the water cycle. Rain forest plants release water vapor into the atmosphere. That water vapor turns into rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

**Rain Forests Affect the Air We Breathe**

Rain forest loss affects the climate in other ways too. The trees in a rain forest help us breathe by releasing oxygen into the atmosphere. They also clean the air by absorbing greenhouse gases. Greenhouse gases feed global warming. Destroying rain forests increases global warming by adding greenhouse gases to the atmosphere.

**Thinking Globally**

Nations must look beyond local needs and adopt a global perspective. We need to preserve the rain forests for the benefit of all.



Dr. Parvinder Sethi

Rain forests are ecosystems rich in plants and animals. Rain forests are also important economically to the countries they belong to.



Name \_\_\_\_\_

**A. Reread the passages and answer the questions.****1. What is the first author's point of view about rain forests?**


---



---

**2. What facts from the text support this point of view?**


---



---



---

**3. What is the second author's point of view about rain forests?**


---



---

**4. What facts from the text support this point of view?**


---



---



---

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

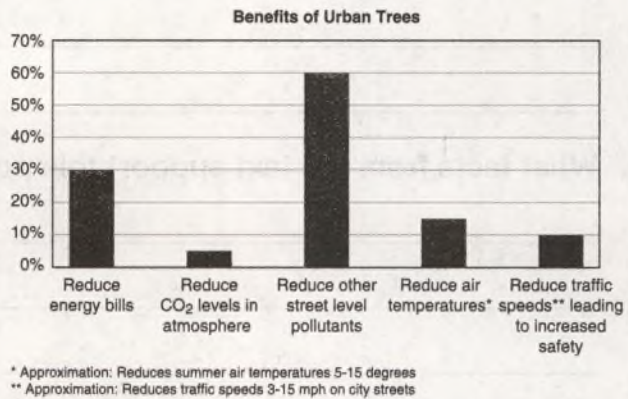
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Expand Our Urban Forests

Trees play a very important role in the landscape of cities. Noise levels and summer temperatures are higher in cities than in outlying areas. Trees absorb noise and heat and keep cities quieter and cooler. Planting trees helps keep the air clean and save energy. Trees soak up pollutants from the air and give off oxygen. Being around green, wooded areas helps keep people healthy. All cities should plant more trees and expand their forests.



Answer the questions about the text.

1. What genre of text is this? How do you know?

---



---

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

---



---

3. What text feature does this text include?

---



---

4. How does the text feature help you better understand the author's viewpoint?

---



---



Name \_\_\_\_\_

Latin root	Meaning	Examples
<i>vivere</i>	to live	<u>survival</u> , <u>survive</u>
<i>cultura</i>	cultivation	<u>agriculture</u>
<i>merc/merx</i>	merchandise	<u>commerce</u> , <u>commercial</u>
<i>portare</i>	to carry	<u>transport</u>
<i>sedere</i>	to sit	<u>reside</u>
<i>sorbere</i>	to suck in/suck up	<u>absorb</u> , <u>absorbing</u>
<i>specere</i>	to look at	<u>perspective</u>

Read each passage below. Use the root words in the box and sentence clues to help you figure out the meaning of each word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.

1. In most cases, when part of a rain forest is cut down, subsistence **agriculture** takes its place. Subsistence agriculture is farming or ranching that produces only enough for a family to meet its everyday needs.

---



---

2. The families need these farms or ranches in order to **survive**.

---



---

3. **Commercial** activities also play a role in the use of rain forest land. Lumber from rain forest trees is used to make furniture, flooring, and paper. Many countries buy beef that comes from cattle ranches on former rain forest land. Other rain forest land is converted to farms that grow coffee, soybeans, and palm trees. Oil from those palm trees can be used to make biofuels.

---



---



Name \_\_\_\_\_

**Add the suffix *-ion* to the verb in parentheses to complete each sentence. Remember that when a base word ends in the letter *e*, the *e* is dropped before the suffix *-ion* is added.**

1. The class held a lively **(discuss)** \_\_\_\_\_ about water conservation.

2. He only needs to make one **(correct)** \_\_\_\_\_ to complete his work.

3. We purchased a new **(decorate)** \_\_\_\_\_ that will hang on the bedroom wall.

4. The wind changed **(direct)** \_\_\_\_\_ before it started to rain.

5. It is smart to study the candidates and the issues before voting in an **(elect)** \_\_\_\_\_.

6. Our family trip to the national park made a lasting **(impress)** \_\_\_\_\_.

7. Try to maintain your **(concentrate)** \_\_\_\_\_ when taking a test.

8. If everyone talks at the same time, it will lead to **(confuse)** \_\_\_\_\_.

9. In my **(estimate)** \_\_\_\_\_, that is not a valuable painting.

10. After hiking all day, the campers were overcome with **(exhaust)** \_\_\_\_\_.



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 an author used reasons and evidence to support his or her position on a topic.

<b>Topic sentence</b>	→	In "The World Needs Rain Forests," the author uses reasons and evidence to support the position that people should preserve rain forests.
<b>Evidence</b>	→	The author's reasons are that cutting down rain forests will affect the survival of life, the water cycle, and the air we breathe. The author includes facts as evidence. When trees in the rain forest are cut down, some species become extinct and less water vapor and oxygen is released into the atmosphere.
<b>Concluding statement</b>	→	All of these reasons and evidence support the author's position that people should preserve rainforests.

**Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author used reasons and evidence to support his or her position.**

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 a strong conclusion.**

## Draft Model

So that's why I think volunteering is important. Volunteering is a good thing to do. Learning new skills is good too, but try volunteering. You'll like it.

1. What is the most important point of the text?
2. What persuasive language might you use?
3. How can you restate the main idea in a way that persuades the reader to take action?
4. What final important or interesting thought can you present to the reader?

**B. Now revise the draft by rewriting sentences to restate the main idea and make the conclusion stronger.**

Blank lined paper for writing.



Name \_\_\_\_\_

intercept

bulletin

recruits

operations

survival

enlisted

diversity

contributions

Finish each sentence using the vocabulary word provided.

1. **(recruits)** On her first day in the army, my sister \_\_\_\_\_  
\_\_\_\_\_.
2. **(contributions)** The food bank will use the \_\_\_\_\_  
\_\_\_\_\_.
3. **(intercept)** During the game, he tried \_\_\_\_\_  
\_\_\_\_\_.
4. **(operations)** The construction company \_\_\_\_\_  
\_\_\_\_\_.
5. **(diversity)** The United States is a nation \_\_\_\_\_  
\_\_\_\_\_.
6. **(survival)** A constant supply of food and water \_\_\_\_\_  
\_\_\_\_\_.
7. **(bulletin)** I decided not to walk to school because \_\_\_\_\_  
\_\_\_\_\_.
8. **(enlisted)** It has been over a year since \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.

**What Does  
the Character  
Do and Say?**

**What Happens  
to the  
Character?**

**Theme**



Name \_\_\_\_\_

Read the passage. Use the summarizing strategy to help you understand what you are reading.

### Books for Victory

12 As Carlos shivered on the snowy porch, he noticed a drooping banner  
13 in the front window. "Happy New Year 1943!" it said. "Huh, they  
24 could've taken that down by now," he thought as he pressed the doorbell  
37 once more. "Hurry up," he muttered. "I'm turning blue out here." As he  
50 waited for his neighbor to answer the door, Carlos blew on his hands to  
64 warm them. Glancing at his wagon piled with books, he thought back to  
77 last year and the reason he was out here again collecting for the Victory  
91 Book Campaign.

93 His brother Tomás had been in the army and stationed at a military  
106 camp across the country. Carlos had missed Tomás and looked forward  
117 to his letters. Carlos knew one of those letters by heart. "There's nothing  
130 new to tell you," Tomás had written. "We still train and drill every day.  
144 When we're not training and drilling there's not much to do. I wish I had  
159 something good to read."

163 Carlos had felt bad for Tomás. He wondered how he could help him.  
176 The next day, in morning assembly, Principal Ramírez told the students  
187 about the Victory Book Campaign. All over Oregon and the rest of the  
200 country, people were collecting books to send to soldiers, sailors, and  
211 others fighting in the war.

216 Principal Ramírez added that the campaign needed volunteers. As soon  
226 as he said that, hands shot up all over the auditorium.

237 Carlos had promised himself he would collect as many books as  
248 he possibly could and during the following month he took his wagon  
260 throughout the neighborhood. At each house he explained the campaign  
270 and asked people to donate books. In its first year, the campaign had lasted  
284 from January to November. It had been an outstanding success. By the  
296 time it was over, people across the country had donated more than eleven  
309 million books.

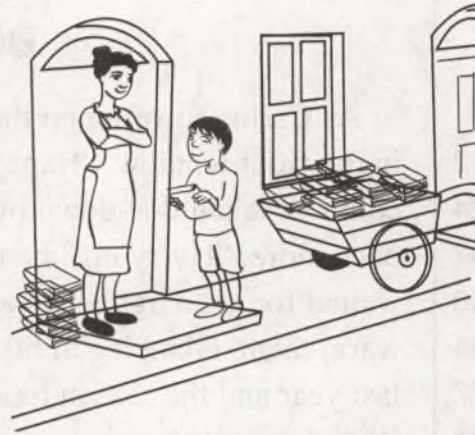


Name \_\_\_\_\_

As Mrs. Wright opened the door, Carlos was pulled out of the past and back to the present. Only a few seconds had passed, even though he'd been thinking of a period lasting several months.

"I know just why you're here," Mrs. Wright smiled. "I looked all over the house and I have quite a large stack of books. What kind of books are you looking for this year?"

"We'd like fiction," Carlos answered. "Adventure stories, westerns, mysteries, and detective stories would be good. We also want nonfiction. But I hear that those books should be published after 1935, so they'll be up-to-date."



Carlos had promised himself he would collect as many books as he could.

Mrs. Wright pointed to a tall stack of books by the door. "Good. I think these will all be suitable then," she said. "You know, I'm reading some new novels right now. When will you be by again?"

"I'll be back in a few weeks," Carlos replied as he gathered up the stack of books. "We'll be collecting for a couple more months."

"That's great," Mrs. Wright nodded. "My daughter Grace will be home from college next weekend. I'll ask her to go through her books and see what she'd like to donate."

As he walked to his wagon, Carlos called back, "That's terrific, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books*. I'm sure Grace's books will be good ones, too. Thanks so much for these!"

Carlos and Mrs. Wright waved at each other and he set off for his next stop: the library. There, volunteers would sort through what Carlos and others had brought in. Then large collection centers would ship the books to people in military camps and overseas.

He was still chilled, but Carlos felt proud. He was too young to join the army, like Tomás. He couldn't work in a defense factory, like his parents. But, by collecting books, he and his classmates were making a contribution. Best of all, they were helping his brother Tomás and others fighting for their country.



Name \_\_\_\_\_

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

1. How does Carlos feel when he hears about the Victory Book Campaign?

---



---

2. Why does he feel that way?

---



---

3. What does Carlos learn from his experience? What might be the theme, or message, of this story?

---



---

**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 Scrap Drive

Alice watched the young girl drop the bottle into the recycle bin. She remembered how she had started recycling when she was the girl's age. During World War II, everything was rationed, and people needed to recycle. She recalled how schools in her city had a Scrap Drive contest every month and collected paper, metal, rubber, and fabric. One day she had asked her father, "Dad, how can I help my school win the contest?"

"That old, bald tire in the garage might help," Dad had said. "A rubber tire can be reused to make 20 pairs of boots."

Alice and her dad had found the tire and started to roll it to the collection center at the bottom of the hill. The tire slipped from Dad's grasp and rolled downhill. "Stop that tire!" Dad had shouted. They raced after the tire, but it had crashed into the collection center building. Alice smiled to herself and remembered how proud she had felt when her school had won the contest that month.

Answer the questions about the text.

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


2. A flashback is a scene from the past that interrupts a story. What sentence tells that a flashback is coming?


3. What two time clues signal that this takes place in the past?




Name \_\_\_\_\_

**Read the sentences below and circle the correct word to complete each one. Underline the context clues that help you figure out which word to use. Then use that word in a new sentence.**

1. This morning the wind \_\_\_\_\_ so hard that I nearly fell over.      **blew**      **blue**

\_\_\_\_\_

\_\_\_\_\_

2. I thought I \_\_\_\_\_ all the answers to her questions.      **knew**      **new**

\_\_\_\_\_

\_\_\_\_\_

3. I didn't recognize you when we \_\_\_\_\_ on the street.      **passed**      **past**

\_\_\_\_\_

\_\_\_\_\_

4. Call your dog to come \_\_\_\_\_ now.      **hear**      **here**

\_\_\_\_\_

\_\_\_\_\_

5. He seems like a nice person and a good friend, \_\_\_\_\_.      **to**      **too**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Add the word parts to create a word with a Greek root. Write the word on the line. Then circle the word below that has the same Greek root.**

1. tele + vision = \_\_\_\_\_

automated

telegram

asteroid

2. auto + mobile = \_\_\_\_\_

disaster

automatic

microwave

3. photo + genic = \_\_\_\_\_

philosophy

telephoto

program

4. homo + phone = \_\_\_\_\_

phonics

mechanic

psychic

5. para + graph = \_\_\_\_\_

videophone

invite

graphic

**B. Read each sentence. Replace the underlined words with one of the words from the word box below and rewrite the sentence.**

mechanical

phonics

autograph

astronomer

photograph

6. The scientist who studies stars and planets was able to see Mars.

\_\_\_\_\_

7. My uncle is studying how to take a picture with his new camera.

\_\_\_\_\_

8. They were able to get the handwritten name of the famous actress.

\_\_\_\_\_

9. I understand the science of sounds, so I can read almost any word.

\_\_\_\_\_

10. People who are able to fix machines will always be able to find a job.

\_\_\_\_\_



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's descriptions of a character's feelings help to convey the theme.

<b>Topic sentence</b>	→	In "Books for Victory," the author's descriptions of Carlos's feelings help to convey the theme that all of us can contribute to a cause.
<b>Evidence</b>	→	The author shows that Carlos had felt bad that his brother didn't have good books to read in the army. He started collecting books to send to the military and got others involved. After Carlos collects books, he feels proud to help his brother and others.
<b>Concluding statement</b>	→	By showing that Carlos feels proud after he collects books, the author conveys the message that everyone can contribute to a cause.

**Write a paragraph about a text you have chosen. Cite evidence from the text to show how the author's descriptions of a character's feelings help to convey the theme.**

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 order, or sequence, of events.**

## Draft Model

Last week, we held a paper drive. We took the paper to the recycling center. But first we set out bins for magazines and newspapers. We had also advertised.

1. Which sentences could be reordered?
2. What sequence word or phrase could be changed in the third sentence?
3. What sequence word or phrase could show when the advertisement was placed?

**B. Now revise the draft by adding sequence words to help readers understand more about the sequence of events.**

Write a topic sentence.

Cite evidence as from the text.

End with a concluding statement.



Name \_\_\_\_\_

taunting

ally

abruptly

confident

collided

protective

conflict

intervene

**Finish each sentence using the vocabulary word provided.**

1. **(taunting)** After the victory, the team showed respect by \_\_\_\_\_  
\_\_\_\_\_.
2. **(ally)** In order to get my message across, \_\_\_\_\_  
\_\_\_\_\_.
3. **(abruptly)** When the fire alarm went off, \_\_\_\_\_  
\_\_\_\_\_.
4. **(confident)** At first he was nervous about speaking in class, \_\_\_\_\_  
\_\_\_\_\_.
5. **(collided)** We looked outside when we heard the loud crash and \_\_\_\_\_  
\_\_\_\_\_.
6. **(protective)** She wanted to walk to the movie alone, but her parents \_\_\_\_\_  
\_\_\_\_\_.
7. **(conflict)** We didn't expect the minor disagreement \_\_\_\_\_  
\_\_\_\_\_.
8. **(intervene)** The class couldn't agree on a destination for the field trip, \_\_\_\_\_  
\_\_\_\_\_.



Name \_\_\_\_\_

**Read the selection. Complete the theme graphic organizer.**

**What Does the  
Character  
Do and Say?**

**What Happens  
to the  
Character?**

**Theme**



Name \_\_\_\_\_

Read the passage. Use the summarizing strategy to help you understand what you are reading.

### The Battle of the Bedroom

13 My older sister, Marta, glares at me from across the room. Her dark  
26 brown eyes blaze with anger; she's ready to burst. I almost say something  
43 to set her off, but Dad said if he heard any more noise from our room that  
we would both be grounded.

48 Sure, we fight like all sisters do, but the battle lines were redrawn when  
62 we moved into our new house a week ago. In our old house, we each  
77 had our own bedroom. Now we have to share, and it has led to an all-out  
93 war. We still haven't unpacked a thing because we can't agree on how to  
107 decorate the room. Right now, we're stuck with cardboard boxes.

117 Marta wants dark walls, gray curtains, and posters of her favorite bands.  
129 I want a mural of ocean creatures against bright blue walls. Our family  
142 took a trip to the Gulf of Mexico last year, and I fell in love with the  
159 sparkling blue water. I think it would be fun to have a reminder of that.  
174 Marta despises my idea, and I sure don't like hers, so now we're stuck in  
189 a stalemate.

191 Dad pops his head into the room. "Lucia, Marta, can we see you in the  
206 living room, please?" He and Mom are sitting on the couch. Marta and I  
220 sit in chairs across from them.

226 Dad starts by telling us how disappointed he is, especially about  
237 the disrespect we've shown them and each other. I squirm in my seat,  
250 embarrassed that we've been acting so childish.

257 Mom cuts to the chase and says, "It's a mystery to us how two bright  
272 and reasonable girls can be so inflexible." She hands us each a spiral  
285 notebook and a ballpoint pen. "You both have good ideas. So we're giving  
298 you one hour to come up with a plan..." she looks back and forth between  
313 us, "for the other person's idea. Lucia, you'll tell us why Marta's idea is  
327 the best, and vice versa."



Name \_\_\_\_\_

"That isn't fair," Marta screeches, her shrill voice rising another octave. "Lucia's idea is childish and awful!"

I leap to defend myself but quickly choke back my words. Our parents' faces are bleak.

We both storm into our bedroom and resume our positions; she's on her bed, and I'm across the room on mine. We lock eyes for a few moments before she sighs and slumps against the wall. "So why do you want to do this ocean thing?" she asks in a monotone voice, acting like she doesn't care.

"Remember our vacation last year?" I cross my arms and glare at her. "It was so much fun, and we didn't fight all week, not even when it rained all day and we stayed in the hotel room. It would be nice to have a reminder of that." I look up, surprised to see the tension draining from her face.

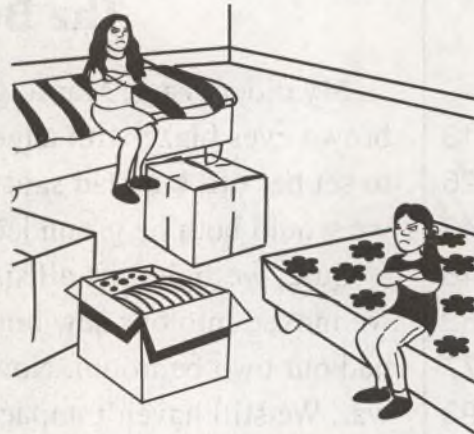
"I didn't know that it meant so much to you," she murmurs, sounding almost apologetic. She thinks for a moment, then explains, "This is our only chance, Lucia. We get to decorate once, and you might not want to see starfish every day for the next five years. If we choose a simpler design, we can enjoy it longer."

I hadn't considered that before. "The walls don't have to be blue," I say quietly, uncrossing my arms. "I like other colors, too."

"A darker blue could be nice, maybe with white trim?" Marta gives me a shy smile. She mentions that Mom took a lot of photos during that trip, most of them of the ocean. "Maybe we could use those for artwork instead of my old posters," she offers.

I beam at her. "I would like that a lot."

Marta scrambles onto my bed and together we brainstorm ideas for our shared living space. I have a sneaking suspicion that this was Mom and Dad's plan all along, but Marta and I are having such a good time that I'll let it slide...this time.



Sharing a bedroom isn't getting off to a good start, especially since we can't agree on how to decorate it.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What problem does sharing a bedroom create for Marta and Lucia?**


---



---

**2. Why do the girls' parents give them each a notebook and a pen?**


---



---

**3. What happens when the sisters discuss their ideas with each other?**


---



---

**4. What is the theme of the passage?**


---



---

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

**Paying it Forward**

Andy frowned at his cast-enclosed leg. He'd broken his tibia and fibula, and cracked his patella—three important leg bones—the doctor had said.

Suddenly, his mom walked in. His classmate Peter followed her, grasping something secretively in his hand.

*Oh, great!* Andy thought. *Peter's come to be mean to me, like always.*

"Just go home!" he snapped.

"Chill out," Peter replied. "I broke an arm last summer, and a friend made it better for me. I've come to do the same for you." He held out a video game.

"I just picked up a copy of a great new video game," Peter said. "Want to play?"

Answer the questions about the text.

1. Name a detail that lets you know this text is realistic fiction. How does it do that?

---



---

2. Write an example of a descriptive detail from the text. How does the detail add to the text's setting, characters, or events?

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---

3. How does the author use pacing in this text? How does the pacing help make the text seem realistic?

---



---



Name \_\_\_\_\_

Read each passage. Then, on the lines below the passage, give the denotation, or definition, and connotation of the words in bold. Identify the connotation as positive, negative, or neutral.

1. My older sister, Marta, glares at me from across the room. Her dark brown eyes **blaze** with anger; she's ready to burst.

\_\_\_\_\_

2. Sure, we fight like all sisters do, but the **battle lines** were redrawn when we moved into our new house a week ago.

\_\_\_\_\_

3. Marta **despises** my idea, and I sure don't like hers, so now we're stuck in a stalemate.

\_\_\_\_\_

4. "That isn't fair," Marta **screeches**, her shrill voice rising another octave. "Lucia's idea is childish and awful!"

\_\_\_\_\_

5. I leap to defend myself but quickly **choke** back my words. Our parents' faces are bleak.

\_\_\_\_\_



Name \_\_\_\_\_

**Latin Roots and Their Meanings**

<b>tract:</b> to pull	<b>miss/mitt:</b> to send
<b>port:</b> to carry	<b>aud:</b> to hear
<b>spect:</b> to look at	<b>vis:</b> to see

Complete each sentence with a word from the word box below. A definition of each missing word is given in parentheses ( ).

audible	tractor	portable	import	spectator
distract	vision	inaudible	dismiss	visible

1. The tall mountains were \_\_\_\_\_ from our balcony. (able to be seen)
2. The farmer used his \_\_\_\_\_ to tow the wagon. (vehicle that is used to pull farm equipment)
3. The new line of luggage was designed to be \_\_\_\_\_. (easy to carry)
4. It was so loud outside that the music was nearly \_\_\_\_\_. (unable to be heard)
5. The principal decided to \_\_\_\_\_ the students earlier than usual. (send away)
6. Every \_\_\_\_\_ in the stadium cheered when the winning touchdown was scored. (person who goes to look at an event)



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's opinions. The student who wrote the paragraph below cited evidence to show how well the author developed realistic characters and events.

<b>Topic sentence</b>	→	I think the author of "The Battle of the Bedroom" does a good job of making the characters and events seem realistic.
<b>Evidence</b>	→	Marta and Lucia are sisters. They can't agree on how to decorate their shared room. Real sisters have problems like this. They don't always want the same things. At the end of the story, Marta and Lucia talk about their ideas and come to a compromise. This is what real sisters do to work out problems.
<b>Concluding statement</b>	→	I think the author showed how the characters solve their problem in a realistic way.

**Write a paragraph about a realistic fiction story. Cite evidence from the text to show how well the author developed realistic characters and events.**

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 time-order words you can add.**

### Draft Model

Maria and I could not agree on a science project. I wanted to grow crystals. Maria wanted to make a volcano. We chose a project we both liked—making a robot.

1. What time-order words could show when the event in the first sentence takes place?
2. How are the ideas in the second and third sentences related? What words could show this?
3. What time-order word could you use to state when the last sentence happened?

**B. Now revise the draft by choosing words that tell the time order of the events in the paragraph.**

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Name \_\_\_\_\_

adaptation

cache

forage

hibernate

agile

dormant

frigid

insulates

**Use each pair of vocabulary words in a single sentence.**

1. frigid, insulates

---

---

2. dormant, hibernate

---

---

3. adaptation, cache

---

---

4. agile, forage

---

---



# Comprehension: Cause and Effect Graphic Organizer

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 help you understand what you read.

## Life in the Desert

13 What do you think of when you hear the word *desert*? You probably  
27 picture a place that is hot and dry. Although there are some desert areas  
42 that are cold, most deserts are as you imagine them. They are dry and hot.

58 A desert is an area that gets less than ten inches of rain each year. Many  
70 types of animals live in these harsh climates. Survival for desert animals  
depends on their ability to adapt, or change.

### 78 Structural Adaptation

80 One kind of adaptation is structural. This means the animal's body has  
92 changed so that it can survive in the climate. The gundi is an example of  
107 this adaptation. A gundi is a small animal that looks a lot like a guinea  
122 pig. Gundis live in the deserts of Africa. The desert has very little drinking  
136 water, but gundis get all the moisture they need from their diet of plants.  
150 Gundis' fur helps them stay cool during the day and warm at night.

### 163 Behavioral Adaptation

165 Another type of adaptation is behavioral. Desert animals act in ways  
176 that help them survive. Since it is so hot during the day, many animals are  
191 nocturnal. They rest under rocks or in other cool places during the day and  
205 come out at night to hunt for food.

### 213 Thriving in the Desert

217 Most desert animals adapt in a combination of ways. Dromedary  
227 camels live in the deserts of Africa and the Arabian Peninsula. They raise  
240 their body temperature to reduce loss of water, and they can live for days  
254 without eating or drinking. Dromedaries have a hump on their backs that  
266 is made up of fat. They use the fat for energy when food is scarce. These  
282 animals sweat very little, which saves water. When they do drink, they can  
295 take in as many as thirty gallons of water in a little over ten minutes!



Name \_\_\_\_\_

The fennec fox is a tiny fox that weighs only about three pounds as an adult. Like dromedaries, fennec foxes live in the African and Arabian deserts. Their sand-colored fur makes it difficult for their enemies to see them. The light color also keeps them cool during the day. Fennec foxes even have fur on the bottoms of their feet. This makes it easier to walk on the hot desert sand. Their bodies lose water very slowly, so they can go for days without drinking. Fennec foxes rest in burrows during the day. At night they hunt for eggs, insects, and other small animals.



**Fennec foxes live in the harsh desert climates of Africa and the Arabian Peninsula.**

The deserts of the southwestern United States and northern Mexico are home to a large lizard called a Gila monster. Gila monsters store fat in their abdomens and tails, which lets them live for months without eating. They come out only at night during the summer. In winter the lizards hibernate. During this period of inactivity, they use very little food and energy.

Many different types of snakes live in the desert. Because they are cold-blooded, snakes' body temperatures change with that of their surroundings. To avoid becoming too hot, they find shelter under bushes or rocks. Some rattlesnakes, for example, are nocturnal and bury themselves in the sand during the day. In the hottest part of the year, many snakes rest for a long period. This is similar to the winter hibernation of some other animals.

Meerkats are members of the mongoose family that live in Africa. They hunt early in the day to avoid the heat. They live in mobs, or groups, of as many as thirty members. The mob helps keep its members safe. Predators, such as eagles or jackals, are often frightened away by a meerkat mob.

Even though deserts are one of Earth's harshest environments, the animals that live in them have bodies that are adapted for extreme conditions. These adaptations help the animals avoid heat, store food and water, and protect themselves from enemies.



Name \_\_\_\_\_

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

1. What causes many desert animals to adapt their behavior so that they sleep during the day instead of at night?

---



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2. What evidence in the fifth paragraph shows the structural effects of a desert climate on an animal's body?

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---



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---

3. What are three ways the fennec fox has adapted to its harsh desert climate?

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

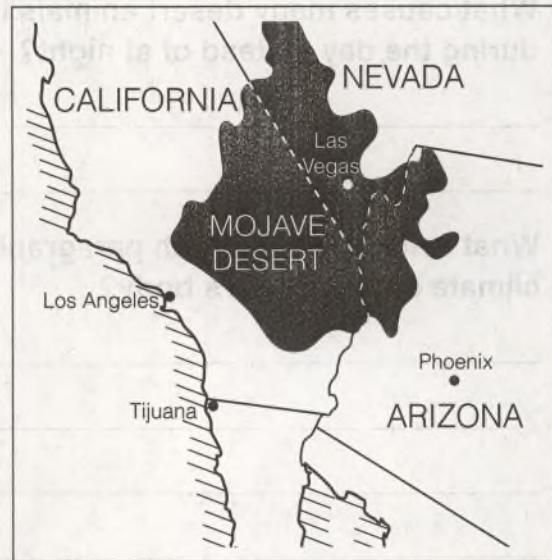
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Desert Plant Adaptations

Plants adapt to living in the Mojave Desert in many ways. One way plants survive is by conserving water. They have spines or thorns that direct air flow and reflect hot sunlight. Waxy leaves hold moisture in to reduce water loss. Shallow roots help plants use every bit of rainfall. Other plants have long roots that allow them to get water from deep in the ground. Desert flowers bloom only when it rains. These adaptations enable a wide variety of plants to survive in the desert.



Answer the questions about the text.

1. How do you know this is expository text?

---



---

2. What is the heading? Is it a strong heading for this text? Why or why not?

---



---

3. What other text feature does this text include? What information does it give you?

---



---



Name \_\_\_\_\_

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then, in your own words, write the definition of the word.

1. One kind of adaptation is **structural**. This means the animal's body has changed so that it can survive in the climate.  
\_\_\_\_\_
2. Another type of adaptation is **behavioral**. Desert animals act in ways that help them survive.  
\_\_\_\_\_
3. Since it is so hot during the day, many animals are **nocturnal**. They rest under rocks or in other cool places during the day and come out at night to hunt for food.  
\_\_\_\_\_
4. Gila monsters come out only at night during the summer. In winter the lizards **hibernate**. During this period of inactivity, they use very little food and energy.  
\_\_\_\_\_
5. Many different types of snakes live in the desert. Because they are **cold-blooded**, snakes' body temperatures change with that of their surroundings.  
\_\_\_\_\_  
\_\_\_\_\_
6. Meerkats are members of the mongoose family that live in Africa. They hunt early in the day to avoid the heat. They live in **mobs**, or groups, of as many as thirty members. The mob helps keep its members safe.  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Read each sentence below. Circle the word that has origins in mythology.  
Then write the meaning of the word on the line. You may use a dictionary.

**Janus:** Roman god of beginnings

**Atlas:** Greek giant who supported the world on his shoulders

**Luna:** Roman goddess of the moon

**Clotho:** Greek goddess who spins the thread of human life

**Oceanus:** Greek god of the stream of water encircling the world

**Olympus:** mountain in Greece known as home of the gods

**Furies:** Greek goddesses of law and punishment

**Fortuna:** Roman goddess of luck

1. The ocean is home to a wide variety of plants and animals.

\_\_\_\_\_

2. They used an atlas to plan their trip around the world.

\_\_\_\_\_

3. Some people start a new hobby or exercise routine in January.

\_\_\_\_\_

4. Many people watched the first lunar landing on television.

\_\_\_\_\_

5. The other team was furious when the referee made an incorrect call.

\_\_\_\_\_

6. In the winter, people wear several layers of clothes to keep warm.

\_\_\_\_\_

7. The summer Olympics in 2008 were held in China.

\_\_\_\_\_

8. In many fairy tales the main characters set out to seek their fortune.

\_\_\_\_\_



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 cause-and-effect relationships to explain a topic.

<b>Topic sentence</b>	→	I think the author of "Life in the Desert" did a good job of using causes and effect to explain adaptations of desert animals.
<b>Evidence</b>	→	The author shows the effects of the hot and dry desert on animals that live there. Dromedary camels raise their body temperature so they don't lose water. Fennec foxes also lose water very slowly so they can go for days without drinking. Snakes find shelter under bushes or rocks to avoid becoming too hot.
<b>Concluding statement</b>	→	The author does a good job of explaining how all of these animals can survive in the desert.

**Write a paragraph about the text you chose. Give your opinion about how well an author used cause-and-effect relationships to explain a topic. Cite text evidence to support your opinion.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_



## Draft Model

1. Which sentences can you combine to add interest for the reader?
2. How can you vary the rhythm of the sentences?
3. What other kinds of sentence structures would make the writing more interesting?

Blank lined paper for writing.



Name \_\_\_\_\_

export

glistening

influence

landscape

native

plantations

restore

urged

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. Where would be a good place to photograph a **landscape**? \_\_\_\_\_  
\_\_\_\_\_
2. How would you make a **glistening** decoration? \_\_\_\_\_  
\_\_\_\_\_
3. What might **influence** you to buy something? \_\_\_\_\_  
\_\_\_\_\_
4. Where are fruit **plantations** likely to be located? \_\_\_\_\_  
\_\_\_\_\_
5. What is something that is found in your **native** country? \_\_\_\_\_  
\_\_\_\_\_
6. When has someone **urged** you to do something? \_\_\_\_\_  
\_\_\_\_\_
7. How could someone **restore** an old desk? \_\_\_\_\_  
\_\_\_\_\_
8. Why might a company decide to **export** a particular product? \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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

Problem	Solution



Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to guide your reading.

## The Father of Earth Day

Imagine a world where black clouds of pollution blanketed the sky and rivers ran orange from toxic waste. What would the world be like if the soil was too poisoned to grow food and bald eagles had been hunted to extinction? That world might exist today, if not for the actions of Senator Gaylord Nelson.

### A Commitment to Conservation

Gaylord Nelson developed an affection for nature growing up in the woods of northern Wisconsin. As an adult, he brought his love of the land to his political career. When he became governor of Wisconsin in 1959, he worked hard to protect and care for his state's natural resources. His Outdoor Recreation Acquisition Program preserved thousands of acres of unspoiled land. The program bought private lands and turned them into wildlife habitats and public parks. Nelson also created a Youth Conservation Corps. The Corps taught young people about the environment while giving them jobs cleaning and caring for the state's natural areas.

In 1962 Nelson was elected to the U.S. Senate. He hoped to do for the country what he had done for the state of Wisconsin: protect the environment. He found that few of his fellow senators shared his concerns. Nelson hoped President John F. Kennedy could generate support for environmental issues. In 1963 the senator helped plan a national conservation tour for the president, but the tour did not create the support for environmental issues that Nelson hoped it would.



Name \_\_\_\_\_

**Taking It to the People**

Senator Nelson decided to find another way to show Congress that it was important to care for the environment. In 1969, after visiting the site of an oil spill, he read about college students protesting against the Vietnam War. Why not plan a protest against pollution?

At the time, pollution was a big problem. There were no laws about clean air or clean water. Nelson wanted Congress to pass such laws, but he needed to show that people supported the legislation. He hoped a nationwide protest would do that.

Nelson called for pro-environment demonstrations around the country. The protests were held on April 22, 1970, the day Nelson called Earth Day. About 20 million people across the country took part.

Congress heard the message. It created the Environmental Protection Agency. During the next few years, Congress passed some of the country's most important environmental legislation. These laws included the Clean Water Act, the Clean Air Act, and the Endangered Species Act.

Gaylord Nelson left the Senate and politics in 1981, but he did not stop his conservation work. He took a job with the Wilderness Society, an organization that works to protect public wild lands. In 1995, President Bill Clinton gave Nelson the Presidential Medal of Honor for his environmental work.

**Nelson's Legacy**

Gaylord Nelson died in 2005, but Earth Day lived on. Every year since 1970, people around the world have gathered on April 22 to celebrate the environment. The message of the demonstrations, however, has changed over the years. Instead of calling for political action, Earth Day protests now focus on what private individuals can do to help the environment. As Gaylord Nelson showed, one person can do quite a lot.



Doug Menuez/Photodisc/Getty Images

Earth Day's message helped make changes that better protect our environment.



Name \_\_\_\_\_

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

1. What problem did Gaylord Nelson encounter in the U.S. Senate when he tried to get support for environmental issues?

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2. What gave Senator Nelson an idea for a solution?

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3. In what way did Senator Nelson's call for demonstrations on Earth Day help the environment?

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

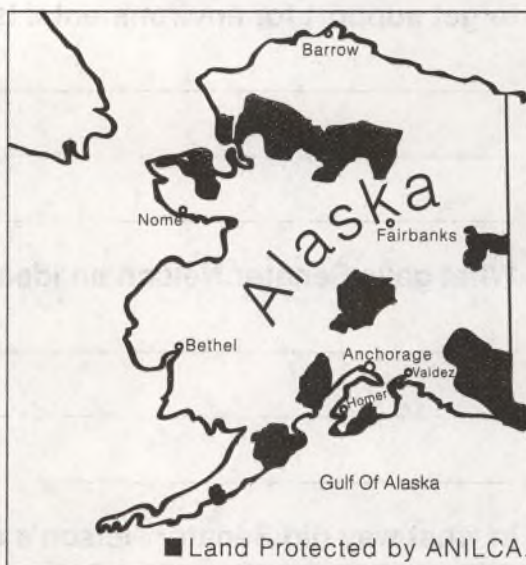
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name \_\_\_\_\_

## Conserving the Wild

Dr. Edgar Wayburn spent most of his days saving lives as a physician. However, he spent his spare time saving wilderness areas and creating national parks. As president of the Sierra Club for many years, he urged politicians to protect wild landscapes. His greatest achievement was the Alaska National Interests Land Conservation Act, or ANILCA. In 1999, Dr. Wayburn received the Presidential Medal of Freedom. The award honored his remarkable influence on environmentalism. Dr. Wayburn died in 2010 at the age of 103.



Wayburn helped to protect millions of acres in Alaska.

Answer the questions about the text.

1. What genre of text is this? How do you know?

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2. What aspect or part of Dr. Wayburn's life is featured in this text?

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3. How does the text feature relate to the text?

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4. How does the heading relate to both the text and the text feature?

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Name \_\_\_\_\_

**Read each passage and underline the word that is either a synonym or an antonym for the word in bold. Use the synonym or antonym to write a definition of the word in bold.**

1. Gaylord Nelson developed an **affection** for nature growing up in the woods of northern Wisconsin. As an adult, he brought his love of the land to his political career.  
\_\_\_\_\_
2. When he became governor of Wisconsin in 1959, he worked hard to protect and care for his state's natural resources. His Outdoor Recreation Acquisition Program **preserved** thousands of acres of unspoiled land.  
\_\_\_\_\_
3. The program purchased **private** lands and converted them into wildlife habitats and public parks.  
\_\_\_\_\_
4. Nelson hoped President John F. Kennedy could **generate** support for environmental issues. In 1963 the senator helped plan a national conservation tour for the president, but the tour did not produce the amount of support for environmental issues that Nelson hoped it would.  
\_\_\_\_\_
5. Nelson wanted Congress to pass such laws, but he needed to show that people supported the **legislation**.  
\_\_\_\_\_
6. Nelson called for pro-environment **demonstrations** around the country. The protests were held on April 22, 1970, the day Nelson called Earth Day.  
\_\_\_\_\_



Name \_\_\_\_\_

unison	triplet	unicorn	tripod
biweekly	bicycle	tricycle	unicycle
triangle	bisect	trio	uniform
centimeter	century	binoculars	universe

**Read each definition below. Use clues in the definition, such as numbers and root words, to write the word from the box that matches the definition.**

- a shape with three angles \_\_\_\_\_
- one hundredth of a meter \_\_\_\_\_
- to separate into two sections \_\_\_\_\_
- a cycle with three wheels \_\_\_\_\_
- a mythical animal with one horn \_\_\_\_\_
- a piece of clothing for one purpose \_\_\_\_\_
- happening every two weeks \_\_\_\_\_
- a stand with three legs \_\_\_\_\_
- a period of one hundred years \_\_\_\_\_
- an optical device with two sets of lenses \_\_\_\_\_
- a cycle with only one wheel \_\_\_\_\_
- a group of three people \_\_\_\_\_



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 how two authors present information in biographies.

<b>Topic sentence</b>	→	The biographies "The Father of Earth Day" and "Words to Save the World" both show how a real person acted to protect the environment.
<b>Evidence</b>	→	In "The Father of Earth Day," the author describes the problems Gaylord Nelson worked to solve as a governor and senator. The author of "Words to Save the World" first tells about Rachel Carson's early life and her work as a writer. Then the author tells how Rachel worked to solve the problem of pollution.
<b>Concluding statement</b>	→	Both biographies tell about a person who protected nature but present information in different ways.

**Write a paragraph about two biographies. Cite evidence from the texts to compare how the authors present information differently.**

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 to better focus on the topic.**

**Draft Model**

Sonia Cruz deserves a good citizen award. She volunteers as a crossing guard for our school. She enjoys hiking and fishing. She also volunteers in the library every Friday. Her favorite book is *The Giver*.

1. Which sentence states the topic of this paragraph?
2. Which sentences focus on what it means to be a "good citizen"?
3. Which sentences do not relate to the idea of a "good citizen"?
4. Does the author provide too much information or not enough information about the topic? How could the focus of the writing be strengthened?

**B. Now revise the draft by focusing on the topic.**

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Name \_\_\_\_\_

blares

errand

exchange

connection

**Finish each sentence using the vocabulary word provided.**

1. **(blares)** He covers his ears \_\_\_\_\_  
\_\_\_\_\_
2. **(errand)** My grandmother \_\_\_\_\_  
\_\_\_\_\_
3. **(exchange)** This sweater is nice, but \_\_\_\_\_  
\_\_\_\_\_
4. **(connection)** The refrigerator did not work because \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

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

Details	Point of View



Name \_\_\_\_\_

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

## Running

4 Feet pound the pavement,  
Arms pump up and down,  
9 Sun's up and smiling,  
13 As I jog through the town.

19 Neighbors out raking,  
22 Look up, holler, "Hi!"  
26 Trees all wave to me,  
31 As I dash on by.

36 Wind kicks up its heels,  
41 And gives playful chase.  
45 Whooshing and whirling,  
48 "Come, let's have a race."

53 I round the corner,  
57 Delighted to meet,  
60 Two other runners,  
63 Who sprint down the street.

68 What is it we share?  
73 Well, I think I know—  
78 All the world's moving,  
82 With places to go.

86 An inch or a mile, jet-fast or snail-slow,  
94 We share the journey, together we go.





Name \_\_\_\_\_

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

**1. Is this poem a lyric or a narrative poem and how do you know?**

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**2. Write two examples of personification from the poem.**

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**3. What point of view is used in the poem? Write a line that shows the point of view.**

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

**Big Sky**

Standing on a small rise in the road  
I saw the big sky.  
I had not thought about the name  
Big Sky Country  
Until that moment,  
And I was overwhelmed.  
I thought I might explode  
At the splendor.  
The sun rising from the east  
Bounced off soaring clouds  
In the west  
And shot the sky with coral.  
I could turn in circles  
And see the sky everywhere I looked.  
Nothing blocked my view.  
No trees. No mountains. No skyscrapers.  
Just sky. Big sky.

Answer the questions about the text.

1. What is the topic of this poem?

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2. How does the speaker in the poem feel? How do you know?

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3. Is this lyric poetry or narrative poetry? How do you know?

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Name \_\_\_\_\_

**Assonance** is the repetition of the same vowel sound in two or more words.**Consonance** is the repetition of a consonant sound in the *middle* or at the *end* of words.**Read the lines of the lyric poem below. Then answer the questions.****Running**

Feet pound the pavement,  
 Arms pump up and down,  
 Sun's up and smiling,  
 As I jog through the town.

Neighbors out raking,  
 Look up, holler, "Hi!"  
 Trees all wave to me,  
 As I dash on by.

Wind kicks up its heels,  
 And gives playful chase.  
 Whooshing and whirling,  
 "Come, let's have a race."

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

\_\_\_\_\_

**2. Find two examples of consonance in the poem. Write them below.**

\_\_\_\_\_

**3. How do the assonance and consonance affect the poem?**

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read each sentence. Circle the examples of personification. Then explain the author's meaning in your own words. Use context clues to help you understand the figurative language.**

1. "Sun's up and smiling, / As I jog through the town."

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2. "Trees all wave to me, / As I dash on by."

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3. "Wind kicks up its heels, / And gives playful chase"

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Name \_\_\_\_\_

**A. Add the suffix in parentheses to the word in bold.**

**New Word**

1. (able) **enjoy** \_\_\_\_\_
2. (able) **use** \_\_\_\_\_
3. (ible) **convert** \_\_\_\_\_
4. (able) **comfort** \_\_\_\_\_
5. (ible) **force** \_\_\_\_\_
6. (ible) **sense** \_\_\_\_\_

**B. Add the suffix -ible or -able to create a new word. Write the new word on the first line. Then write the meaning of the word on the second line.**

**New Word**

**Meaning**

- |             |       |       |
|-------------|-------|-------|
| 7. afford   | _____ | _____ |
| 8. respect  | _____ | _____ |
| 9. collapse | _____ | _____ |
| 10. honor   | _____ | _____ |



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 imagery in a poem.

<b>Topic sentence</b>	→	I think the poet who wrote "Running" created strong imagery. The words "Feet pound the pavement" and "Arms pump up and down" help me picture how hard the speaker is running. The words "trees all wave to me" and "As I dash on by" help me picture the wind blowing through the trees as the speaker runs quickly. All of these words create a strong image of the speaker running down the street.
<b>Evidence</b>	→	
<b>Concluding statement</b>	→	

**Write a paragraph about the poem you have chosen. Give your opinion about how well the poet created strong imagery. Cite words in the poem that created a clear picture in your mind.**

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 adverbs you can add.**

**Draft Model***One arm stroke following another, I keep pace.**Then buoyed by my team, I move forward and win.*

1. What strong adverbs can you add to the first line to describe how the speaker keeps pace?
2. What strong adverbs can you add to the second line to describe the way the speaker moves forward and wins?
3. What strong adverbs could show how the speaker is buoyed by the team?

**B. Now revise the draft by adding adverbs to help readers form a better picture of what the speaker in the poem is doing. Then add two more lines to the poem.**

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