

Name \_\_\_\_\_

flavorful

luscious

expect

aroma

variety

healthful

graceful

interrupted

**Finish each sentence using the vocabulary word provided.**1. **(expect)** Each autumn \_\_\_\_\_

\_\_\_\_\_ .

2. **(flavorful)** I think the new recipe \_\_\_\_\_

\_\_\_\_\_ .

3. **(aroma)** My mother's perfume \_\_\_\_\_

\_\_\_\_\_ .

4. **(luscious)** It's the time of year when our garden \_\_\_\_\_

\_\_\_\_\_ .

5. **(graceful)** After many years of swimming lessons, \_\_\_\_\_

\_\_\_\_\_ .

6. **(interrupted)** I started to tell her the roof was leaking, \_\_\_\_\_

\_\_\_\_\_ .

7. **(variety)** My brother eats the same cereal every morning, \_\_\_\_\_

\_\_\_\_\_ .


8. **(healthful)** As a snack, fruit is \_\_\_\_\_

\_\_\_\_\_ .

Name \_\_\_\_\_

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

<b>Details</b>



<b>Point of View</b>
----------------------

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

## The Turtle and the Box of Riches

11 Long ago there was a young fisherman's helper sitting on a  
12 dock. As he waited for his boat to head out for the day, he heard  
13 a group of children laughing under the dock. He peeked down  
14 and saw them teasing and pushing a small turtle.  
15  
16 "Leave that turtle alone!" the boy shouted and jumped down.  
17 The children quickly ran away. The boy picked up the turtle.  
18 "Thank you," the turtle said.  
19 The boy jumped. "You can talk?"  
20  
21 "Yes," the turtle said. "I am a very powerful turtle in my  
22 land. Your act was an inspiration. I want to reward you for your  
23 kindness. Go to sleep tonight, and when you wake up, you will be  
24 in a wonderful place."  
25  
26 The turtle swam out to sea. The boy went to bed that night in  
27 disbelief. Yet, the next morning he woke up in a beautiful palace.  
28  
29 "Welcome to our home under the sea," the turtle greeted him.  
30  
31 The turtle took the boy through the underwater palace. Large  
32 windows showed many types of fish and plant life. Gold walls  
33 and mirrored ceilings shined brightly. The boy met all of the  
34 friendly turtles that lived in the palace. Later that day, they had a  
35 big feast, and the boy ate more than he had ever eaten before.  
36

Name \_\_\_\_\_

As night came the boy asked to return to his home.

“Thank you so much for all you have shown and given me,” he said. “I have a lot of admiration for your home, but I must return to my home before morning. I have to work on a fishing boat and cannot afford to miss a day’s pay.”

“I understand,” the turtle said calmly. “Take a rest after your big meal, my friend. When you wake up, you will be back in your bed. But before you go, take this box.”

The turtle handed the boy a box with two drawers. Then he gave him a key. He told him to open the box at home.

“Take this key,” he said. “Use it to open one of the drawers—either one—but do not ever open the other. You must promise.”

The boy promised and fell asleep on some pillows. When he woke up, he was in his bedroom. There was the box sitting next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich and knew he wouldn’t have to work again.

The boy was filled with appreciation but could not help but wonder about the second drawer. What if he had opened it first? Might he have found even greater riches? He opened the drawer but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. Instead of a rich man he was just a fisherman’s helper once more.



The box had one key and two drawers.

Name \_\_\_\_\_

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

**1. What do the first seven lines of the passage tell you about how the narrator thinks about the fisherman’s helper?**

\_\_\_\_\_

\_\_\_\_\_

**2. Do you think the narrator approves of what the fisherman’s helper does? Use text evidence to support your answer.**

\_\_\_\_\_

\_\_\_\_\_

**3. What is the narrator’s point of view about the fisherman’s helper at the end of the passage? Does the narrator still think the same as at the beginning of the passage?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Name \_\_\_\_\_

## Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One frog was from Kyoto. The other was from Osaka. Each frog set out to see the other's town. They met halfway between Osaka and Kyoto. Both were very tired. Neither knew if he could go on. Then Osaka Frog had an idea.

"We should help each other stand on our hind legs. That way we can look out at the towns we want to visit. Then we'll know if we really want to keep walking," Osaka Frog said. Each frog faced the town he wished to see. Then each pushed the other up on his hind legs. But when they did this, their underbellies faced the town they wanted to go to and their eyes faced back home.

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

Each decided to go home rather than travel to a town that looked exactly like home. So each went home, not knowing that Kyoto and Osaka were as different as two cities could be.

**Answer the questions about the text.**

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

---

**2. What problem do the frogs have to solve?**

---



---

**3. What do you think is the message or lesson of this folktale?**

---

Name \_\_\_\_\_

**Read each sentence below. Write the root word of the word in bold on the line. Then write the definition of the word in bold.**

1. I am a very **powerful** turtle in my land.

\_\_\_\_\_

2. Your act was an **inspiration**.

\_\_\_\_\_

3. I want to reward you for your **kindness**.

\_\_\_\_\_

4. I have a lot of **admiration** for your home, but I must return to my home before morning.

\_\_\_\_\_

5. The boy was filled with **appreciation** but could not help but wonder about the second drawer.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each word in the box. Sort the words by writing each under the correct heading.**

true	booth	look	glue
shook	tube	grew	should
would	spoon	flew	tune

***oo as in moon***

***ew as in chew***

***u\_e as in rude***

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

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

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

***ue as in due***

***oo as in book***

***ou as in could***

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

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

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

**B. Related words have a common root or base word. Read each set of words. Circle the related words.**

- |              |          |            |
|--------------|----------|------------|
| 1. metal     | metallic | melted     |
| 2. company   | counting | companion  |
| 3. able      | action   | actor      |
| 4. telephone | totally  | television |
| 5. reality   | real     | railroad   |



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below found text evidence that shows how the author uses details about events and other characters to share what the narrator thinks about the fisherman’s helper.

**Topic sentence**

→ In “The Turtle and the Box of Riches,” the author uses what the boy and the turtle do and say to share the narrator’s point of view. At the beginning of

**Evidence**

→ the story, fisherman’s helper saves the turtle. The narrator thinks helping animals is important. Then the turtle rewards the boy. The narrator thinks that acts of kindness should be rewarded. I read that at the end of the story, the narrator thinks the boy is still good, but he makes a mistake. The author

**Concluding statement**

→ uses what the boy does to show that the narrator thinks he is a good person. I agree with the narrator because the boy helped the turtle.

**Write about a folktale you have read. Find text evidence to show how the author uses details to share the narrator’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 using your voice to show feelings.**

## Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

**B. Now revise the draft by adding your voice to show how you feel about participating in this activity.**

---

---

---

---

---

---

---

Name \_\_\_\_\_

achievement

attention

confidence

apologized

talents

audience

realized

embarrassed

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

Madeleine had many \_\_\_\_\_, such as singing and dancing. However, she liked acting the most. There was nothing she enjoyed more than being on stage in front of an \_\_\_\_\_ and performing in a play. If all went well, the lead role in the school play would surely be hers. Getting the part would be a great \_\_\_\_\_.

On the day of the audition, Madeleine was ready. She knew her lines by heart and had a lot of \_\_\_\_\_ that she would get the lead role.

“I’m so excited!” said her best friend, Helen. “I can’t wait to be in the play!”

“I want the lead role,” said Madeleine. She got up on stage for the audition. Somehow, she couldn’t remember her lines! Madeleine’s face turned red, she started sweating, and she felt more \_\_\_\_\_ than ever before. She said she was sorry and \_\_\_\_\_ to her teacher. “I don’t remember my lines,” said Madeleine. She quickly walked off the stage.

“What’s the matter?” asked Helen.

“I forgot my lines!” said Madeleine. “Now I won’t be in the play! I wish no one had been watching me or paying \_\_\_\_\_ at all.”


“Everyone knows you’re talented,” said Helen. “You just made one mistake. It’s okay. I think that you will still be in the play no matter what.”

Madeleine understood what Helen meant. She \_\_\_\_\_ it would be fun to be on stage with her best friend Helen, even if she didn’t get the lead role.

Name \_\_\_\_\_

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

<b>Details</b>



<b>Point of View</b>
----------------------

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

## Painting From Memory

12 Few people know of Damyang, South Korea, but I think it is  
 15 impossible to find a place more beautiful. It is known for its bamboo  
 18 forests. When I was younger, I spent much time in the forests  
 21 painting pictures of the bamboo. Painting is one of my talents.

24 I lived in Damyang until last year when my family moved to  
 27 New York. My mother, a scientist, was asked to come work here.

30 “There are no bamboo forests in New York,” I said. “There is  
 33 nothing to paint in New York.”

36 “Bae,” she said, “that is nonsense. You will find many things  
 39 to see and paint there. You will see.”

42 I was unsure. “But I will miss home,” I said.

45 “Then you must paint pictures of your favorite places,” she  
 48 said. “They will make you feel at home even in New York.”

51 So when we moved, I brought my forest paintings with me.

54 New York was not easy at first, because I knew no one and spoke  
 57 only imperfect English. Yet I didn’t feel homesick when I looked at  
 60 my paintings of home. I soon found friends at school, too. Like me,  
 63 they were artists, and we now paint in a group after school.

66 Last month someone moved into the apartment next to my  
 69 family’s. “Come, Bae,” said my mother. “Let’s welcome our  
 72 neighbor.” We crossed the hall and knocked on the door. An old  
 75 woman who looked kind yet unhappy answered.

Name \_\_\_\_\_

“We are your new neighbors,” my mother said to her. “I am Hana and this is my son, Bae.”

The woman smiled. “I am Varvara. Please come in.”

We learned that Varvara had moved from Vyborg, Russia, to be closer to her daughter. Still, she was sad to leave her home.

“I am so homesick it is unbearable,” Varvara said. She laughed, but I could tell she was sad. Varvara told us so much about Vyborg. I could picture her home in my head.

When I came home from school the next day, an ambulance was leaving our building, and I asked my mother why.

“It’s Varvara. She misses her home so much that she has become ill. I hope she can get used to living here. Try not to worry.”

I had to do something for Varvara. I had been in her situation before. I had missed my home so much it hurt. But at least I had my paintings of home. She didn’t even have that. Unless...

A few days later I heard Varvara on the stairs. I cracked the door to see her. She looked better but still sad. When she got to her door she gasped. Propped against the door was my gift to her: a painting of Vyborg. I had painted it from her memories.

I closed the door as she began to cry. At first I was worried that she didn’t like the painting. But later she told me that those were tears of joy. I knew just how she felt.



**New York was not easy at first. My paintings helped me feel better though.**

Name \_\_\_\_\_

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

**1. What is Bae’s point of view in the third paragraph about moving to New York?**

\_\_\_\_\_

\_\_\_\_\_

**2. How have Bae’s feelings about moving to New York changed in the eighth paragraph?**

\_\_\_\_\_

\_\_\_\_\_

**3. Give one detail from the passage that helps you figure out why Bae wants to help Varvara.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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		–		=	

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Name \_\_\_\_\_

## Class by the Pond

Fumiko's class was about to have a quiz about the life cycle of a frog. She was surprised that her class was so worried. She knew lots about frogs since she often watched them by the school pond. Then she had an idea.

"Can we have class by the pond tomorrow?" Fumiko asked as she pointed out the window.

"Why do you ask?" replied Ms. McNally.

"The frog eggs are starting to hatch. Maybe going to the pond and studying the tadpoles will help us learn more about them," Fumiko said.



**Answer the questions about the text.**

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

---

**2. Why do you think the author uses dialogue?**

---

**3. What text feature is included? How does it help show that the text is realistic fiction?**

---



Name \_\_\_\_\_

**Add the prefix *pre-*, *un-*, *im-*, or *non-* to the words in the box below. Then complete the sentences with the new words.**

\_\_\_\_\_ heat      \_\_\_\_\_ sure      \_\_\_\_\_ possible  
\_\_\_\_\_ bearable      \_\_\_\_\_ sense      \_\_\_\_\_ perfect

1. Without my coat on, I find the cold weather is \_\_\_\_\_.
2. He was \_\_\_\_\_ of how to answer the question because he did not study.
3. This riddle is \_\_\_\_\_! I don't understand it at all.
4. Some people said training an elephant was \_\_\_\_\_, but she said that it could be done.
5. I will \_\_\_\_\_ the oven before baking the pie.
6. The beautiful diamond had a small scratch on it that made it \_\_\_\_\_.

Name \_\_\_\_\_

**A. Read each sentence below. Circle the word that has the correct plural spelling.**

1. Last summer my family visited five (states, stateses).
2. How many (lunchs, lunches) should we make for the field trip?
3. After the forest fire, the trees were reduced to (ashes, ashs).
4. We need several (trays, trayes) to clear the tables.
5. People were surprised that the (twines, twins) looked so different.
6. My puppy grew two more (inchs, inches) since his last vet visit.

**B. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. Then underline each vowel team in the correctly divided word.**

- |                    |                |                   |
|--------------------|----------------|-------------------|
| 1. <b>teacher</b>  | a. teach / er  | b. te / acher     |
| 2. <b>explain</b>  | a. expl / ain  | b. ex / plain     |
| 3. <b>railroad</b> | a. rail / road | b. ra / il / road |
| 4. <b>reaches</b>  | a. re / aches  | b. reach / es     |
| 5. <b>seeing</b>   | a. see / ing   | b. se / eing      |

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. This student wrote an opinion about whether or not the author gives enough details about events and other characters in the story to figure out Bae’s point of view.

<b>Topic sentence</b>	→	In “Painting from Memory,” the author gives enough details about Bae for me to figure out that he wants to help Varvara.
<b>Evidence</b>	→	At the beginning of the story, Bae is homesick because his family moves to New York. Painting helps him feel better. Then a new neighbor moves in. Varvara is so homesick. I read that Bae was in her situation before. So he paints a
<b>Concluding statement</b>	→	picture for Varvara. The author gives details about Bae and it helps me figure out his point of view about Varvara and how he thinks he can help.

**Write your opinion about a story you read. Find text evidence to support your opinion about whether or not the author gives enough details about events and other characters in the story to figure out the narrator’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 how dialogue can help develop characters.**

## Draft Model

My little brother Henry was upset. He was studying for a math test but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

**B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.**

---



---



---



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---



---

Name \_\_\_\_\_

excellent

prefer

environment

shelter

alert

protection

related

competition

**Finish each sentence using the vocabulary word provided.**1. **(environment)** A desert \_\_\_\_\_

\_\_\_\_\_ .

2. **(prefer)** When it comes to reading books, \_\_\_\_\_

\_\_\_\_\_ .

3. **(competition)** Those are the two best soccer teams, \_\_\_\_\_

\_\_\_\_\_ .

4. **(excellent)** She lived by the beach her whole life \_\_\_\_\_

\_\_\_\_\_ .

5. **(related)** Since my sister and I look exactly alike, \_\_\_\_\_

\_\_\_\_\_ .

6. **(protection)** A turtle has a hard shell \_\_\_\_\_

\_\_\_\_\_ .

7. **(shelter)** My father and I built a doghouse \_\_\_\_\_

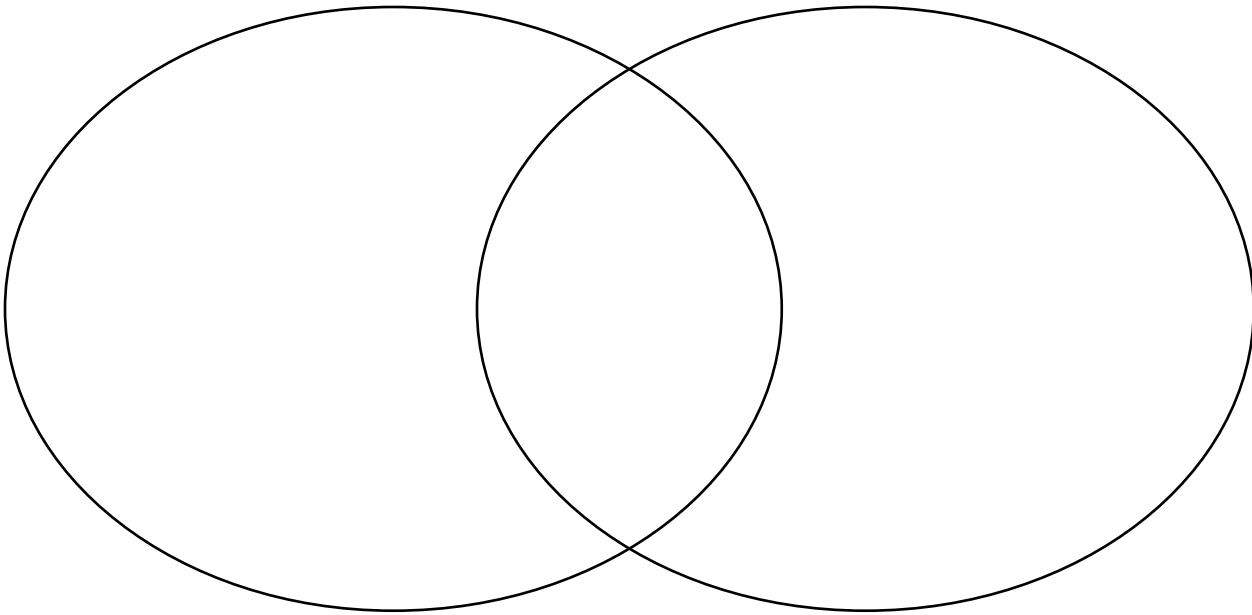
\_\_\_\_\_ .

8. **(alert)** The town has a loud siren \_\_\_\_\_

\_\_\_\_\_ .

Name \_\_\_\_\_

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



Name \_\_\_\_\_

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

## Adaptations: Grizzly and Polar Bears

Every animal has adaptations. These are special ways that a body works or is made. Not all birds eat the same things. Their beaks have different shapes. Some fish that live at the bottom of the ocean glow in the dark. Mammals live all over the world, so they need to have different skills and body shapes. Giraffes have long tongues. They use them to pull leaves off the tops of trees. Jackrabbits have wide feet to run across sand.

These things help animals be as effective as they can be. This means that they can do the best job possible of finding food and raising offspring. Adaptations are very important for keeping all animals alive and able to reproduce, or have offspring.

### Similarities

Mammals have adapted to live in different parts of the world. Bears live all over the world. Grizzly bears live in North America. Polar bears live inside the Arctic Circle. In many ways they are the same. They are very large animals. They can weigh more than 1,500 pounds. Both kinds of bears have toes with claws they cannot retract. This means bears cannot pull their claws inside. They can stand on their hind legs. They can even sit up, as if they were sitting in a chair! And all bears have rounded ears.

Name \_\_\_\_\_

## Differences

Grizzly bears and polar bears have adapted to conditions in the different places they live. Polar bears' fur is white. They can blend in with the ice and snow in the Arctic Circle. They can sneak up on prey without being seen. They also have a layer of blubber, or fat, over four inches thick. This helps keep them warm even though the air temperature can be  $-80^{\circ}\text{F}$ . Their paws have fur on the bottom. This protects them from the ice and snow.

Grizzly bears do not live in the ice and snow. Their fur is brown. This helps them blend in with the trees and rocks in their environment, or where they live. Their claws are longer than a polar bear's. Polar bears eat only meat. Grizzlies are omnivorous. They are just as happy eating fish as they are eating berries. They use their claws to catch fish. They also use them to dig in the ground for roots or insects. These bears also have a large hump of muscle over their shoulders. This makes their front legs very strong. It also helps them run quickly in order to catch prey.

Bears are only one kind of animal, and as you can see, where they live greatly affects what they are like. Adaptations are very important to bears, and they are important to every other kind of animal. Adaptations are what make each kind of bear unique.



A grizzly and a polar bear in relation to a person.



Name \_\_\_\_\_

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

**1. In the third paragraph, how does the author compare the two kinds of bears?**

---



---



---

**2. In the fifth paragraph, how does the author contrast what the two kinds of bears eat?**

---



---



---

**3. What are some of the signal words the author uses in the text to compare and contrast?**

---



---



---

**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 Monarch Migrations

Monarch butterflies live all over the United States. They migrate south each fall to warmer climates. Some fly all the way from Canada to Mexico. Monarchs migrate to adapt to changing temperatures. In the fall, temperatures in the north get cooler, and there are fewer flowers on plants. Monarchs cannot survive very cold winter weather and need flowering plants for food. They move to warm areas in the south where there is food.



Monarch butterflies west of the Rocky Mountains fly south to California. Those east of the Rocky Mountains fly south to Mexico.

**Answer the questions about the text.**

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

---

**2. How do the text features help the reader understand the text?**

---



---

**3. Why do monarchs migrate?**

---

Name \_\_\_\_\_

**Read each passage below. Underline the sentence clues that help you figure out the meaning of each word in bold. On the line, write the meaning of the word in bold.**

1. Every animal has **adaptations**. These are special ways that its body works or is made.

\_\_\_\_\_

2. Adaptations are very important for keeping all animals alive and able to **reproduce**, or have offspring.

\_\_\_\_\_

3. Both kinds of bears have toes with claws they cannot **retract**. This means bears cannot pull their claws inside.

\_\_\_\_\_

4. They also have a layer of **blubber**, or fat, over four inches thick.

\_\_\_\_\_

5. This helps them blend in with the trees and rocks in their **environment**, or where they live.

\_\_\_\_\_

6. Grizzlies are **omnivorous**. They are just as happy eating fish as they are eating berries.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each word in the box and listen for the vowel sound. Then write each word under the correct heading.**

chalk	halt	small	crawl
thought	stalk	brought	lawn
caused	malt	halls	paused

*aw as in straw*

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

*alt as in salt*

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

*all as in ball*

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

*au as in haul*

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

*alk as in walk*

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

*ough as in bought*

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

**B. Read each sentence and underline the word with the root *graph* or *aud*. Then write the word on the line and circle the root.**

1. The president's autograph is very valuable. \_\_\_\_\_
2. The audience clapped after the great performance. \_\_\_\_\_
3. I read a biography about a famous astronaut. \_\_\_\_\_
4. She had a great audition and won the lead role. \_\_\_\_\_
5. I read a graphic novel about a family from outer space. \_\_\_\_\_

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. This student wrote about whether or not the author’s use of an illustration and a caption helps him understand more about grizzly bears and polar bears.

<b>Topic sentence</b>	→	In “Adaptations: Grizzly and Polar Bears,” the author uses an illustration to help me understand more about grizzly bears and polar bears.
<b>Evidence</b>	→	In the section “Differences,” the author uses an illustration to compare the sizes of a grizzly bear, a polar bear, and a person. The caption gives information about
<b>Concluding statement</b>	→	what is in the illustration. The author’s use of the illustration and caption helps me understand more about how big grizzly and polar bears are in relation to a person and to each other.

**Write a paragraph about a text you read. Find text evidence to support your opinion about the author’s use of text features.**

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader’s attention with a strong opening.**

**Draft Model**

A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel’s flight was 100 yards long.

1. How could you replace the first sentence with an interesting question that grabs the reader’s attention?
2. How do flying squirrels move through the air?
3. What else is 100 yards long?

**B. Now revise the draft by adding interesting questions and fascinating facts to make the reader want to read more.**

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Name \_\_\_\_\_

passenger

launched

direction

flight

impossible

popular

controlled

motion

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

1. What word might describe a famous actor? \_\_\_\_\_

\_\_\_\_\_

2. What do you call a person who rides the bus? \_\_\_\_\_

\_\_\_\_\_

3. What is another word for *movement*? \_\_\_\_\_

\_\_\_\_\_

4. What word describes something that cannot be done? \_\_\_\_\_

\_\_\_\_\_

5. What did the pilot do when he flew the plane? \_\_\_\_\_

\_\_\_\_\_

6. What is another word for *the line something moves along*? \_\_\_\_\_

\_\_\_\_\_

7. What is another word for *put something into motion*? \_\_\_\_\_

\_\_\_\_\_

8. Which word describes the movement of a bird through the air? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

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

Cause	Effect
<p><b>First</b></p>	<p style="text-align: center;">→</p>
<p><b>Next</b></p>	<p style="text-align: center;">→</p>
<p><b>Then</b></p>	<p style="text-align: center;">→</p>
<p><b>Finally</b></p>	<p style="text-align: center;">→</p>



Name \_\_\_\_\_

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

## History of Human Flight

### Wanting to Fly Like Birds

5 Humans have always wanted to fly. But it took a long time  
17 for them to learn how to do it. At first, they tried to copy birds.  
32 They made wings out of wood. They attached the wings to their  
44 arms and tried to fly. But birds and humans do not have the  
57 same muscles. So the wings did not work.

65 The first big step toward human flight was the kite. The kite  
77 was first made in China in 400 B.C. Some used kites for fun.  
90 Others used them to test the weather. Some people wanted to  
101 make flying objects that could carry people. So they made  
111 balloons and gliders.

### 114 Hot Air Balloons

117 The first hot air balloon was a silk bag. The bag was filled with  
131 smoke from a fire. The hot air made the balloon lighter than the air  
145 around it. Because of this, the bag rose into the sky. People attached  
158 a basket to the bag. Soon, they began to use it to travel.

### 171 Gliders

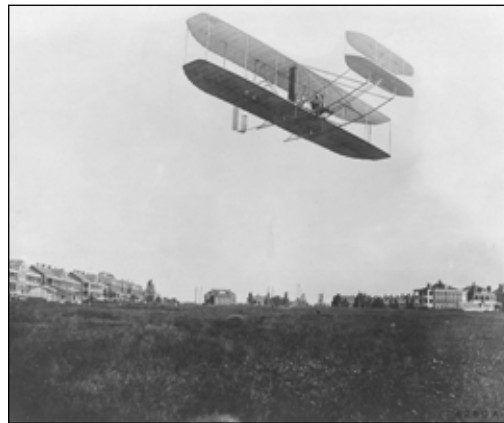
172 The next big step in human flight was the glider. A glider does  
185 not float like a balloon. It falls to earth. But it falls so slowly that  
200 it stays in the air a long time. Gliders are easier to control than  
214 balloons. With gliders people could fly where they wanted.

Name \_\_\_\_\_

Several inventors helped improve the glider. George Cayley made a new wing shape. He also wanted to make the glider more stable. That's why he added a tail. Otto Lilienthal made a glider that could fly far. Sam Langley focused on ways to power the flight. He put an engine on the glider.

### Really Flying

Balloons and gliders made it possible for people to fly. But they did not let people travel very far. Octave Chanute studied all of the texts he could find about human flight. He wrote it all in a book. Two brothers from Ohio read the book. Their names were Wilbur and Orville Wright. Octave's book convinced them that they could make a flying machine.



The Wright brothers' first "Flyer."

The Wright brothers were great thinkers. First they did tests with balloons and kites. Then they learned about wind. They made a glider that worked well in any type of wind. Then they worked on an engine. It had to be strong. After five years of study, they used all their knowledge to make a "Flyer." At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!

Name \_\_\_\_\_

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

**1. When people made wings out of wood, why did they not work?**

\_\_\_\_\_

\_\_\_\_\_

**2. According to paragraph 2, why did people make balloons and gliders?**

\_\_\_\_\_

\_\_\_\_\_

**3. According to the section “Hot Air Balloons,” what caused the silk bags to rise into the sky?**

\_\_\_\_\_

\_\_\_\_\_

**4. What was the effect of the Wright brothers reading Octave Chanute’s book?**

\_\_\_\_\_

\_\_\_\_\_

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

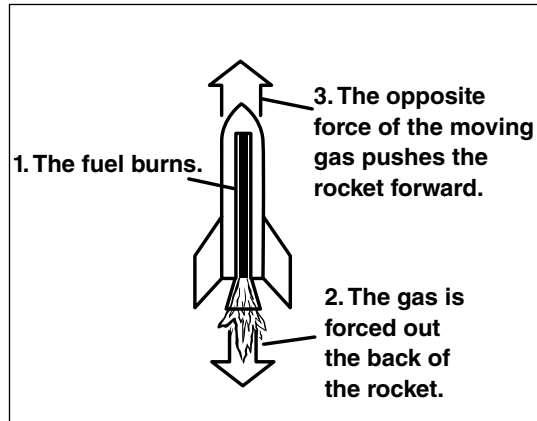
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## How Rockets Move

A rocket is filled with fuel. When the fuel burns, gas leaves the back of the rocket. This gas moves at a very high speed. It has a lot of force. The rocket then moves forward using a basic law of nature. This law says that every action has an equal and opposite reaction. This means that the force of the moving gas has an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward at a very high speed.



Answer the questions about the text.

1. What topic does this expository text tell about?

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2. What text feature does this text include?

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

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Name \_\_\_\_\_

**Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. On the line, write the correct meaning of the word in bold.**

1. Humans have always wanted to **fly**. But it took a long time for them to learn how to do it. At first, they tried to copy birds.

**fly:** \_\_\_\_\_

2. The kite was first made in China in 400 B.C. Some used kites for fun. Others used them to **test** the weather.

**test:** \_\_\_\_\_

3. The hot air made the balloon lighter than the air. Because of this, the bag **rose** into the sky.

**rose:** \_\_\_\_\_

4. Sam Langley focused on ways to **power** the flight. He put an engine on the glider.

**power:** \_\_\_\_\_

5. Then they learned about **wind**. They made a glider that worked well in any type of wind.

**wind:** \_\_\_\_\_

6. At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It **worked!**

**worked:** \_\_\_\_\_



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. This student wrote an opinion about how well the author uses causes and effects to show events in time order.

<b>Topic sentence</b>	→	In “History of Human Flight,” the author uses causes and effects to show the history of flight in time order.
<b>Evidence</b>	→	The author writes that the first big step toward human flight was the kite. Because some people wanted to fly, they made balloons and gliders. People rode in hot air balloons, but they were hard to control. As a result, people invented gliders. Then Sam Langley put an engine on a glider.
<b>Concluding statement</b>	→	Finally, Orville Wright flew. The author does a good job using causes and effects to show the time order of how humans learned to fly.

**Write your opinion about a story you read. Find text evidence to support your opinion of how the author uses causes and effects to show events in time order.**

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 use a strong conclusion.**

### **Draft Model**

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer’s favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

**B. Now revise the draft by adding a strong conclusion that retells the main idea.**

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Name \_\_\_\_\_

extremely

weird

courageous

adventurous

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

Helga's Aunt Gerta invited her to go hiking. Aunt Gerta hiked all the time in the canyon near her house. She even took pictures as she hiked the trails. Helga always enjoyed looking at the photographs of trees, birds, and even \_\_\_\_\_ looking bugs that she had never seen before.

Helga was very excited about going hiking in the canyon. The last time she had done something \_\_\_\_\_ was a nature walk she took in the field behind her house. But that was hardly as daring and exciting as a hike in a canyon. Helga remembered one of her favorite stories about a \_\_\_\_\_ explorer who had been brave enough to climb Mount Everest. The canyon wasn't exactly Mount Everest, but it was a start.

There was a knock on the door. Helga ran to answer it, with her mother close behind. It was her aunt. "Are you ready for our adventure, Helga?" asked Aunt Gerta.

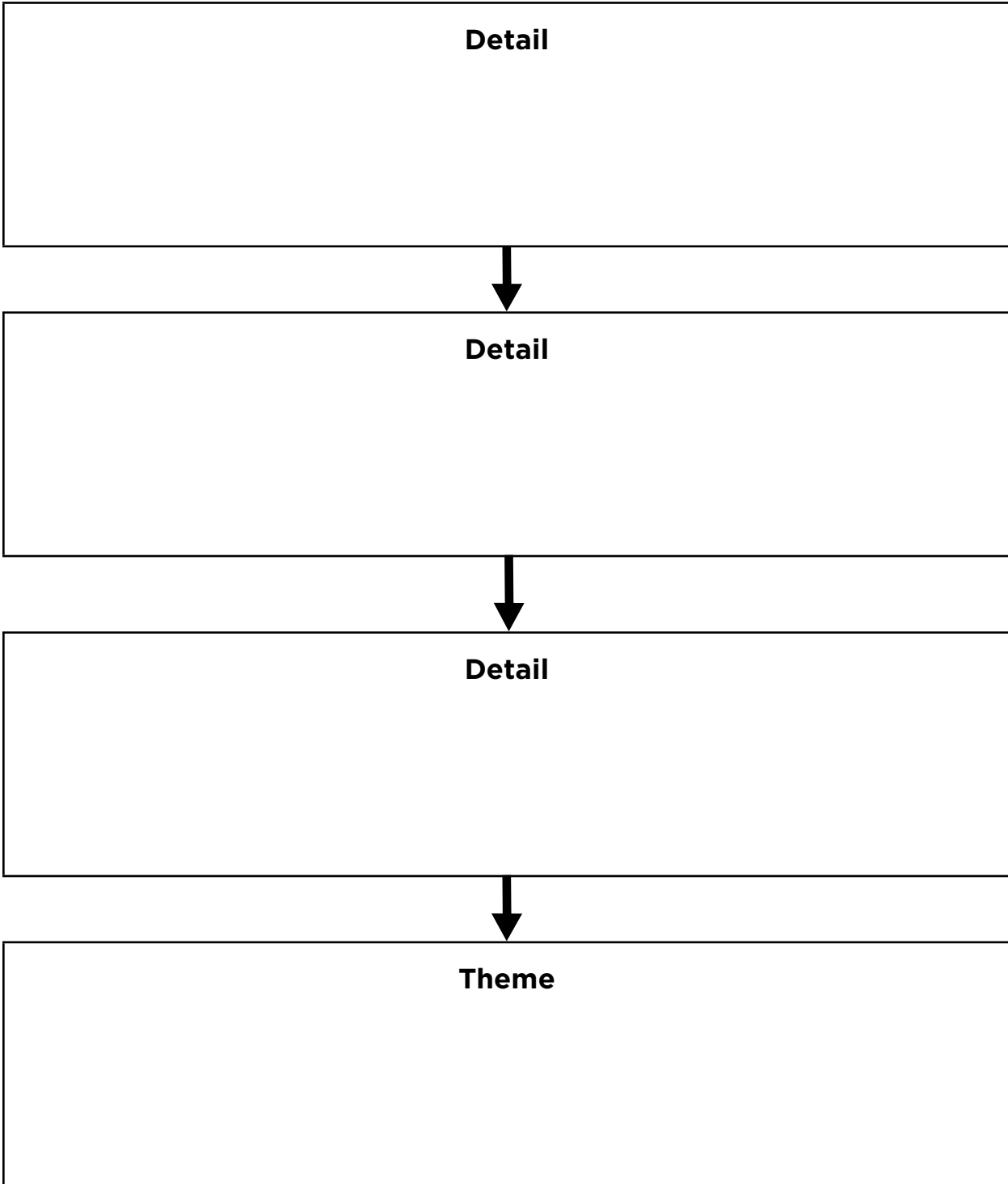
"More than you know!" said Helga. "Let me grab my backpack!"

"Your backpack is on the couch," said Helga's mother. "The summer sun is already shining brightly so it will be \_\_\_\_\_ hot on the trails. I put two bottles of cold water and some apple slices in there for you."

"Thanks, Mom!" said Helga. Then she ran to join Aunt Gerta for their hiking adventure.

Name \_\_\_\_\_

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



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Name \_\_\_\_\_

Read the poem. Check your understanding by asking yourself what message the author wants to share.

## Why I Run

6 The first marathon I ever saw  
 was years ago with my grandma.  
 12 We stood out on the Boston streets  
 19 and marveled at the number of feet  
 26 and marveled at the number of feet.  
  
 33 The runners were a rumbling herd,  
 39 except for a few—like the swiftest birds  
 47 who shot out alone to run their races  
 55 with determination carved into their faces  
 61 with determination carved into their faces.  
  
 67 Motorboats speeding over gray water,  
 72 these runners would inspire anyone’s daughter.  
 78 That was the day I made the decision—  
 86 the bounce in my steps clarified my vision  
 94 the bounce in my steps clarified my vision.  
  
 102 I went home that day and laced up my shoes  
 112 and although my feet started out as one big bruise  
 122 I’ve run in every Boston Marathon since  
 129 and now I’m so strong I don’t even wince  
 138 and now I’m so strong I don’t *ever* wince.



Name \_\_\_\_\_

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


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**2. What do you think is the theme of this poem?**


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**3. Why do you think that is the theme?**


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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 \_\_\_\_\_

# If I Could Just Get Out of Bed

If I get out of bed, I could  
 read a book about the moon  
 and one about a rocket ship  
 and one that tells me how to make  
 a ship that flies me into space  
 to be the first kid on the moon  
 if I get out of bed.



Answer the questions about the poem.

1. What makes this poem free verse?

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2. Whose point of view is the poem written from?

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3. What event is the speaker in the poem describing?

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Name \_\_\_\_\_

**Read the lines of the narrative poem below. Then follow the directions.**

***Why I Run***

*Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.  
That was the day I made the decision—  
the bounce in my steps clarified my vision  
the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes  
and although my feet started out as one big bruise  
I've run in every Boston Marathon since  
and now I'm so strong I don't even wince  
and now I'm so strong I don't even wince.*

- 1. Find two examples of rhyme in the poem. Draw boxes around the words.**
- 2. Circle an example of repetition in the poem.**
- 3. Write another stanza for this poem that includes repetition and rhyme.**

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Name \_\_\_\_\_

**Read each passage. Find the metaphor and write it on the line.  
Then write the two things that are being compared.**

- 1.** The runners were a rumbling herd,  
except for a few—

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- 2.** Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.

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- 3.** I went home that day and laced up my shoes  
and although my feet started out as one big bruise

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Name \_\_\_\_\_

**A. Read each sentence. Underline the word with the soft c or soft g sound.**

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

**B. Read each sentence. Write the correct form of the word shown below each line. Use -er or -est to complete the sentence.**

1. Oak Park is \_\_\_\_\_ than Blue Lake Park.

**big**

2. Mr. Landon's house is the \_\_\_\_\_ house in our entire town.

**old**

3. January is always our \_\_\_\_\_ month.

**cold**

4. Who is \_\_\_\_\_, you or your sister?

**young**

5. I think this apple is \_\_\_\_\_ than the one I ate yesterday.

**sweet**



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. This student wrote an opinion about whether or not the author gives enough details in a poem to help figure out the theme.

<b>Topic sentence</b>	→	In “Why I Run,” the author shares details about running that help me figure out that people can be inspired to try new things.
<b>Evidence</b>	→	At the beginning of the poem, the narrator is watching a marathon. She feels inspired. I read that she thought the runners were like the swiftest birds, and they would inspire anyone’s daughter. The narrator makes a decision to run. She has been running in every Boston
<b>Concluding statement</b>	→	Marathon since. The author’s details help me figure out that the theme of the poem is that we can all be inspired to try new things by other people.

**Write your opinion about a poem you read. Find text evidence to support your opinion of how the author gives enough details to help you figure out the main message or 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 what strong words you can add.**

### **Draft Model**

Aunt Barb works really hard  
She speaks three languages  
Aunt Barb helps me fly  
And never lets me fall

1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

**B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.**

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