

Macmillan/McGraw-Hill

READING  
**Triumphs**  
INTERVENTION

GRADE 6

# Practice Book

## Annotated Teacher's Edition

- Decoding/Structural Analysis
- Fluency
- Vocabulary/Vocabulary Strategies
- Comprehension
- Writing
- Take-Home Stories





**Dear Family Member or Caregiver:**

**Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.**

**Each week your child will bring home**

- a Fluency passage that he or she will read to you.
- a Take-Home Story for the two of you to read together and discuss.

**Using these brief texts, you can help your child review vocabulary words and practice key reading skills taught that week.**

**Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!**

**Yours truly,**

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Name \_\_\_\_\_

In a **consonant blend** you can hear the sound of each consonant. Examples are *st*, *pl*, and *dr*.

**A. Underline the consonant blends in the words below. Then circle the short vowel sound in each word.**

flap      grass      drop      cliff      plum  
slip      track      bring      crab      stop

**B. Circle each word from Part A in the puzzle. Look for the consonant blends to help you.**

d	t	p	l	u	m	s	t	s
c	r	b	r	i	n	g	r	t
r	a	a	t	f	f	l	c	c
a	c	s	g	r	a	s	s	l
b	k	d	r	o	p	i	t	i
v	f	l	a	p	n	p	o	f
k	r	l	c	s	l	i	p	f

**C. Use the correct words from Part A to complete each sentence.**

- Tom cut the g r a s s for my dad.
- I will s t o p and not swim so I can eat.
- Jack will b r i n g Fran to the pet shop.
- The c l i f f had a big drop.
- A c r a b is in the sand.

Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation, pauses, stops, and intonation.**

13 Rob sat with Pam. “The kids will find us,” said Rob. Just then  
a bat zipped past. It made Pam jump. It nabbed a bug and left.

27 Next, a skunk stopped on a log. It sniffed and crossed the grass.

40 When it kept going, Pam and Rob were glad.

49 Rob got up and added sticks to the fire. A twig snapped. Pam  
62 and Rob kept still. A bigger snap made them jump.

72 “Pam! Rob!” Jill led the kids from camp onto the grass. In  
84 back of them was Mr. Lind. “Are you OK? What happened?” they  
96 asked excitedly. Pam and Rob were glad to see Jill. 106

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

path	rest	cliff	rock	mud
back	sped	grip	spot	skunk
snap	lend	clip	flop	snug
slack	trend	spilt	blond	tuck
grand	speck	trick	stomp	slump

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Add *-ed*, *-ing*, *-s*, or *-es* to the end of a word to change the meaning.

**A. Fill in the missing parts to make the bold-faced word.**1. Min **kicked** the ball and ran.kick + ed = kicked2. Mom was **helping** Ben make his bed.help + ing = helping3. It was **spinning** a web.spin + n + ing = spinning4. Is Jim **hiding** from Rosa?hide - e + ing = hiding5. She **tosses** paper into the trash can from her seat.toss + es = tosses**B. Write two sentences about being at home. Use the word *resting* in one sentence. Use the word *talked* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                     |           |             |          |
|---------------------|-----------|-------------|----------|
| 1. <b>regretted</b> | was sorry | wanted      | felt bad |
| 2. <b>edge</b>      | end       | rim         | crack    |
| 3. <b>nervous</b>   | calm      | jumpy       | worried  |
| 4. <b>excitedly</b> | happy     | tired       | joyful   |
| 5. <b>rashly</b>    | slow      | not careful | quick    |

6. Which would Pam say **excitedly**? Explain on the lines below.

- a. "I found Wild Cat Rock!"      b. "Jill said a rock is on Mud Hill."

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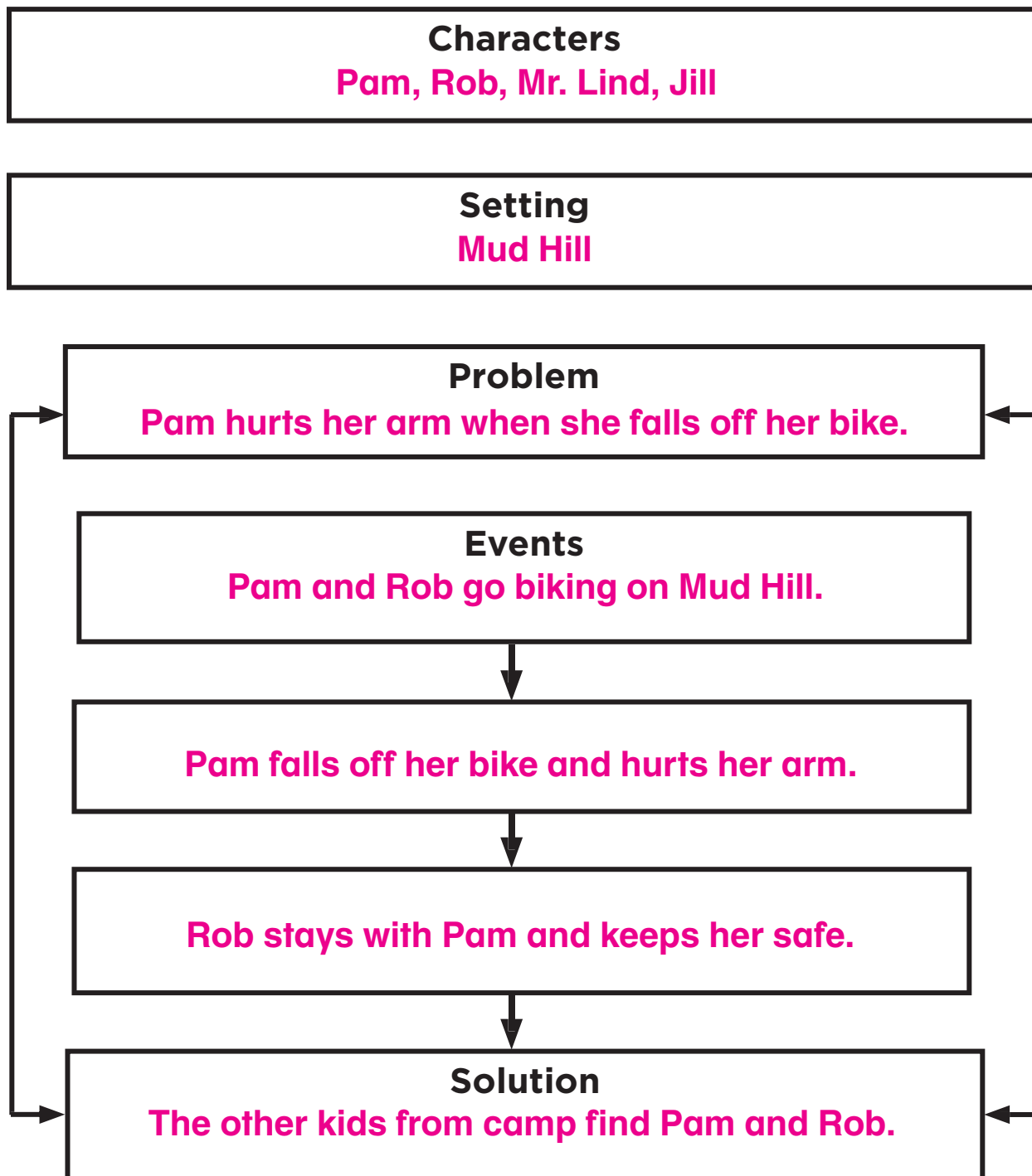
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**B. Vocabulary Strategy: Dictionary** Use a dictionary to look up each word in bold. Draw a line from the bold word to its meaning on the right.

- |  |       |                                     |
|--|-------|-------------------------------------|
| 1. The dress did not <b>fit</b> her.             | _____ | the right size                      |
| He ran each day and was very <b>fit</b> .        | _____ | in good health                      |
| 2. Sam only had a <b>drop</b> of water to drink. | _____ | to let something fall               |
| Did you <b>drop</b> the cup of milk?             | _____ | a small amount of liquid            |
| 3. We saw <b>tracks</b> in the snow.             | _____ | a mark left by a person or animal   |
| Look before crossing a <b>track</b> .            | _____ | a set of rails on which trains move |

Name \_\_\_\_\_

After reading “Missing on Mud Hill,” fill in the Story Map to help you analyze the characters, setting, and plot.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Edge of Crag Hill**

Pat grabbed at the edge of a rock on Crag Hill. He lifted himself up, putting his foot up a bit. Then he looked down. He saw a big drop down. Pat's hands felt cold. His glasses fogged up. He could not see very well. Pat got nervous. He regretted climbing Crag Hill on a cold day. Would he get help?

Then Pat heard a yell. He yelled back. A man sat on top of Crag Hill. The man tossed a rope to Pat. Pat grabbed it and held on as the man tugged him up to the hilltop. Pat was all right!

1. Underline words in the story that have short vowels.
2. Circle the words with inflectional endings.
3. Where does the story take place?

**on the side of Crag Hill**

4. How does Pat feel at the end of the story?

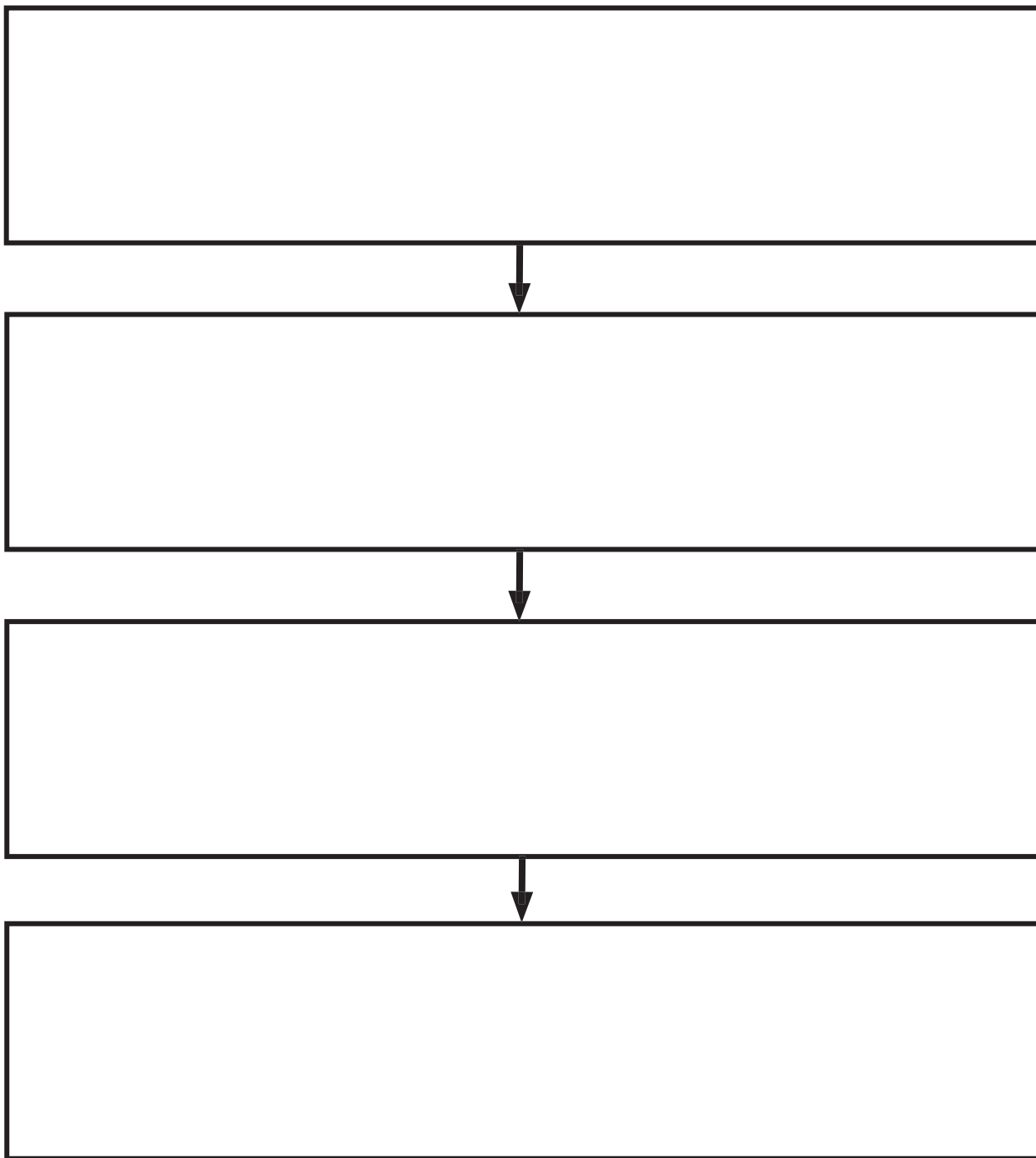
**thankful, safe, glad**

5. Pat gets \_\_\_\_\_ because he is scared.  
 nervous     rash     happy



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.







Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

12 One day, a man named John Back made homemade paste on a  
26 stove. When John went to another place in the shop, he left the paste  
41 pot untended on the fire. The hot paste spilled over the sides of the pot.  
48 It made the fire swell in size.  
63 At last, John saw the fire. He tipped a bucket of water on it, but  
78 it did not help. John felt panic and left the shop fast. The accident in  
91 John's shop started a big fire. Shops and homes went up in flames.  
105 Firemen stopped the blaze after a time, but it had burned lots in the  
106 city.

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **compound word** is a word made up of two smaller words.

**A. Write the two words that make the bold-faced word.**

**Example:**

bathtub          bath              tub    

1. homesick          home              sick    

2. handstand          hand              stand    

3. cupcakes          cup              cakes    

4. backpack          back              pack    

5. sunrise          sun              rise    

**B. Use the correct word from Part A to complete each sentence.**

- Mom stuffed my     backpack     full of books.
- Dan woke up before     sunrise    .
- Kate can do a     handstand     by herself in gym class.
- I wanted to leave camp because I was     homesick    .
- He ate five     cupcakes     within an hour!

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                    |         |       |       |
|--------------------|---------|-------|-------|
| 1. <b>blaze</b>    | flame   | soft  | hot   |
| 2. <b>accident</b> | mistake | upset | plan  |
| 3. <b>basement</b> | home    | under | top   |
| 4. <b>flooding</b> | lost    | water | damp  |
| 5. <b>tourists</b> | visit   | home  | trips |

6. Which can be **carried**? Tell why on the lines below.

- a. a dump truck    **b.** a toy truck

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**B. Vocabulary Strategy: Word Parts** Write the letter of the meaning on the right that matches the word on the left.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. pancake <u>a</u>  | a. flat cake made on top of a stove |
| 2. nutshell <u>e</u> | b. the time when the sun goes down  |
| 3. anthill <u>c</u>  | c. a hill of sand made by ants      |
| 4. sunset <u>b</u>   | d. small yellow fish                |
| 5. goldfish <u>d</u> | e. a case that holds a nut          |



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Mud Angels in Florence, Italy**

In 1966, flooding in downtown Florence made history. Basements were filled with mud and water. As people saw the water rise, they thought the city was lost.

But there was hope! Some tourists were called “mud angels” because they helped the city. They carried many important books and artwork to safe places, saving them from the water. These things were a big part of the city’s history. Today, these works are safe and used to teach about the past.

My Uncle Mike likes to visit the city of Florence. He thinks I should go there someday too.

1. Underline words in the passage that contain long *a*, *e*, *i*, *o*, or *u* with silent *e*.
2. Circle the compound words in the passage.
3. What is the setting of the story?

**Florence, Italy in 1966**

4. How did the “mud angels” help the city?

**They saved important books and artworks.**

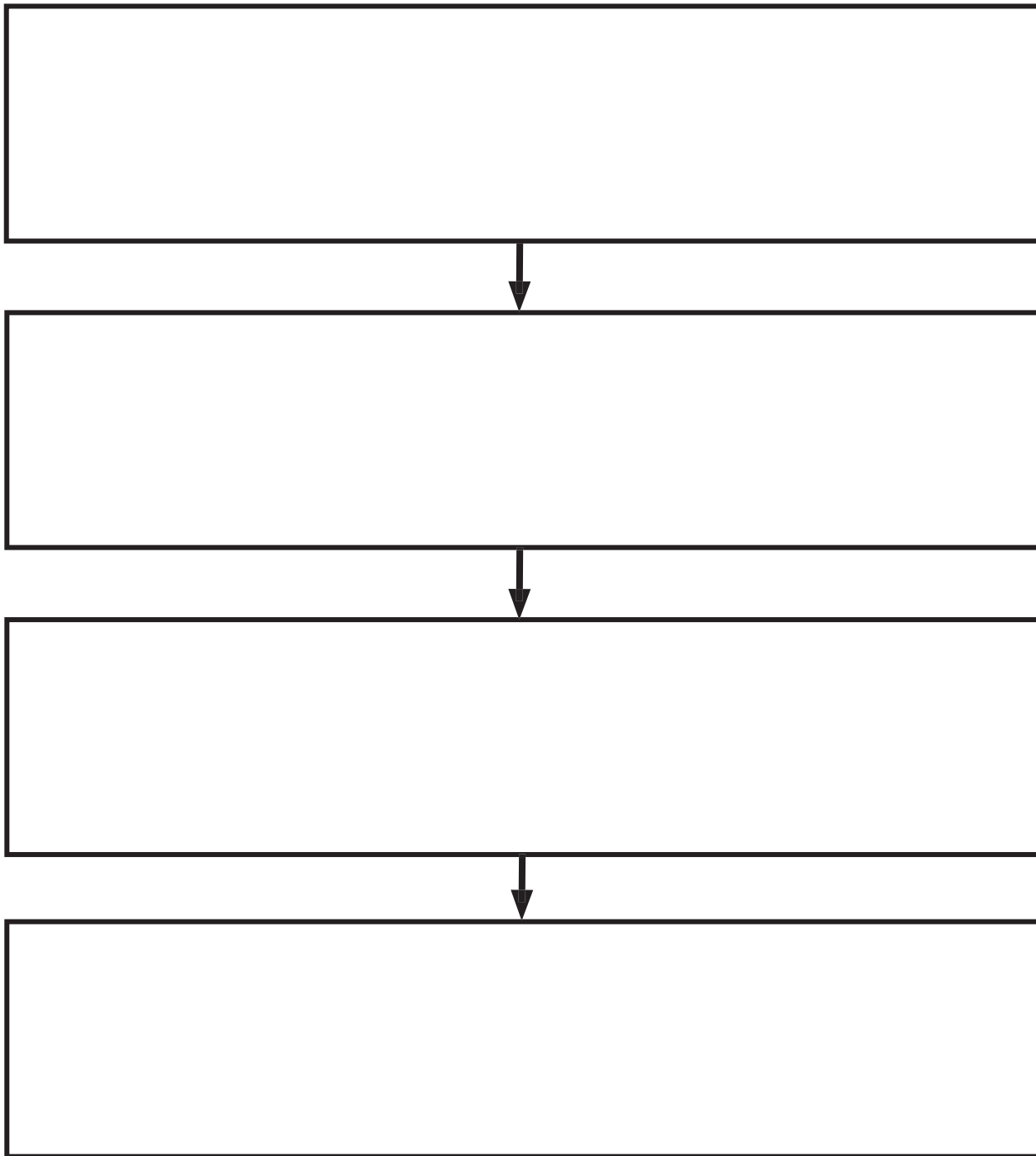
5. \_\_\_\_\_ go to cities to see things from the past.

Tourists Teachers Mothers



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## All Wet

Ben did not know the water in the river was so fast. Then the raft tipped over. Ben was glad he had a life jacket. Now he sat on a rock in the river. He was nervous, wet, and cold.

This action is the first in a series of events.

“Ben!” his mom said. Ben saw his mom tie a rope to a tree. Dad tossed the rope, but it hit the water.

“Try again!” Ben called excitedly. Dad did it again. This time Ben got the rope and tied it to himself. He slid off the rock. Water got on his pants. Ben could not swim well.

Mom and Dad tugged the rope and pulled Ben to land. Ben said, “Am I glad to see you!”

1. Underline the words that describe the setting in the passage.
2. Put a box around Ben’s feelings in the passage.
3. Summarize the plot of the passage.

**Ben’s raft tips into the water. His mom and dad get him. Ben is glad.**

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---



---

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Trip to Mesa Verde

Rick Rockland came to Mesa Verde, Colorado. Rick wanted to find things in Mesa Verde that had never been found before.

Mesa Verde is a place in the story.

Mesa Verde is an old village that was made more than 700 years ago. People who lived there built houses in caves and under cliffs. But they had to leave Mesa Verde after a time because there was no more water. It was a lost city. Since then, people have looked for things left behind in Mesa Verde. Rick was excited to see what he could find!

1. Underline the main character's name every time it appears in the passage.
2. Put a box around words that tell about the setting in the passage.
3. Why did Rick Rockland want to go to Mesa Verde?

**He wanted to find things that nobody had ever found before.**

---



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---





Name \_\_\_\_\_

**A. As you read, pay attention to accuracy.**

Antarctica is not like other places.

6 In summer, as the ice melts, Antarctica gets small. In winter the  
18 land gets big as the sea around it freezes. Antarctica can grow up to 10  
33 million square miles in winter.

38 Antarctica is a land of midnight sun. In summer the sun shines all  
51 day. A late sunset takes place. The nights can last less than an hour.

65 In winter, the sun can come up for an hour. Days are dark in winter.  
80 In summer, sun melts a top layer of ice. When big chunks of ice melt,  
95 ice can slide in to the sea. These chunks of ice are called icebergs. 109

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

whip	phone	whine	brake	crack
shape	crash	photo	invite	plum
thick	graph	theft	cube	drink
than	whales	shave	theme	trust
ships	these	method	slope	flunk

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

A **closed syllable** is a syllable that ends in a consonant. Most closed syllables have a short vowel sound.

**A. Rewrite the word. Then place a line between the syllables.**

**Example:**

basket                      bas/ket

1. tennis                      ten/nis

2. dentist                      den/tist

3. plastic                      plas/tic

4. hundred                      hun/dred

5. discuss                      dis/cuss

**B. Use the correct words from Part A to complete each sentence.**

1. You will need a racket and a ball to play tennis.

2. He said he was one hundred years old!

3. A lot of things are made with plastic.

4. It will help you to discuss the problem with a pal.

5. When was the last time you went to the dentist?

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. **Ice** is the solid state of water.  true  false
3. **Scientists** are often learning new things.  true  false
2. You see **rare** animals all the time.  true  false
4. When it is **midnight**, the clock says 11:00.  true  false
5. A hurricane is an **extreme** storm.  true  false

**B. Vocabulary Strategy: Context Clues** Underline the context clues that help you figure out each bold-faced word.

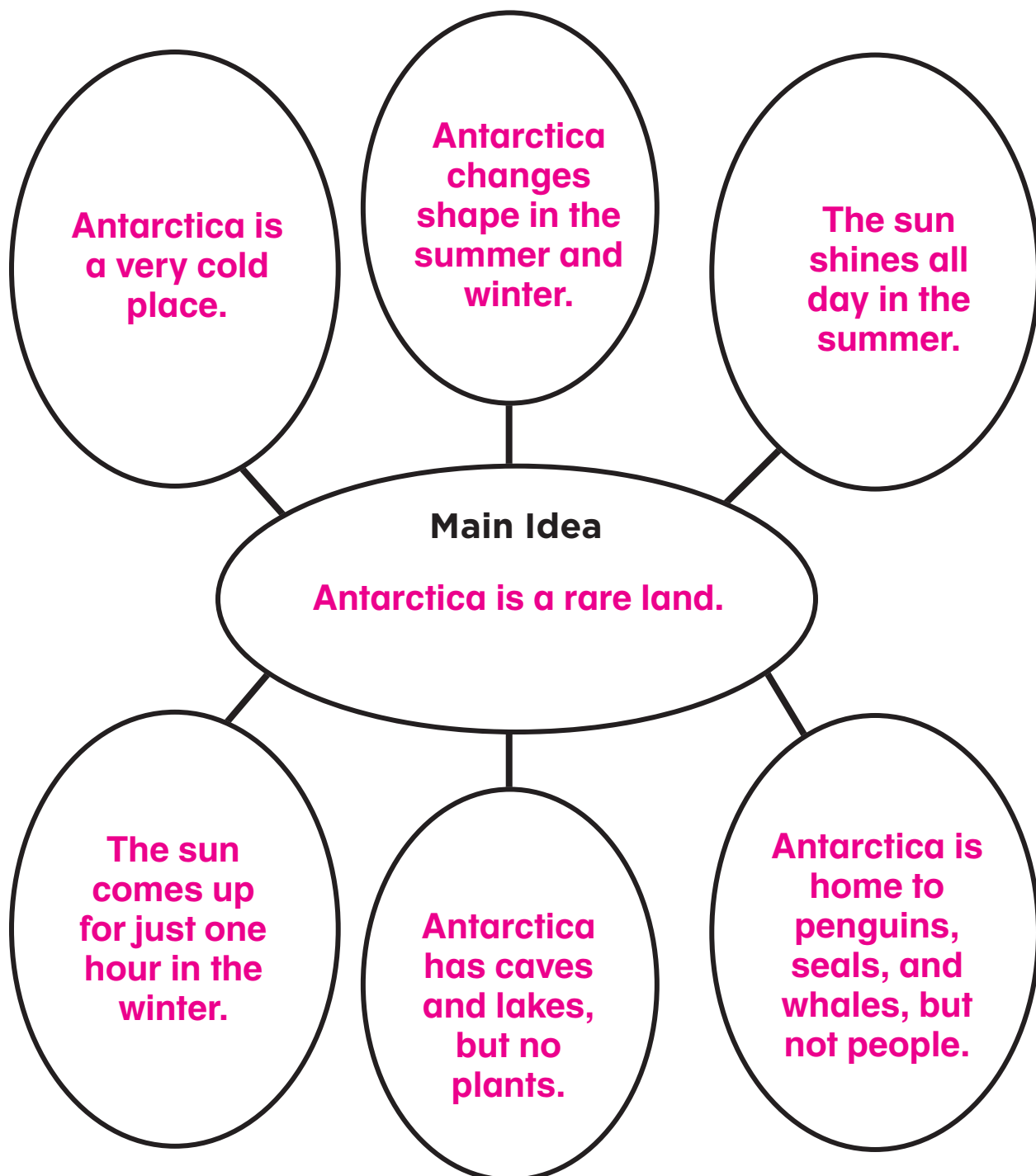
The **scientists** wanted to study the comet, so they were up past **midnight**. The sky would be dark then. They stood at the telescope and looked into it. They saw a **rare** thing—a comet in the sky! A comet is an odd mass of **ice** and gas. That body of flying frozen water was an **extreme** thing that few had seen.

Use the correct bold-faced word from above to complete each sentence.

1. The sky is not well lit at midnight.
2. To fish in winter, we cut a hole in the ice on the lake.
3. You were lucky to see a comet because they are rare.
4. Dan and Jim jumped into a big mass of leaves.
5. Tom can do extreme stunts on his bike.

Name \_\_\_\_\_

After reading “Antarctica: A Trip to the South Pole,” write the main idea of the passage and the details that support it in the Main Idea Web.



**Sample responses are provided.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### A Trip to Greenland

Greenland is a rugged land north of the United States. The weather is not as extreme as it is in Antarctica, but it can still be very cold.

Robert E. Peary was the first man to go around Greenland. He found out that Greenland has water on all sides. It is because of Peary that scientists know about Greenland.

Scientists found that most of Greenland is ice with rock at its base. The ice changes shape in the summer. Some of the ice melts, and falls off. Tourists go to see this land at this time.

1. Underline words in the passage that contain digraphs *th*, *sh*, *wh*, or *ph*.
2. Find the words **rugged** and **summer** in the passage. Place a line between the syllables in each word.
3. What is the main idea of the second paragraph?

Peary was the first man to go around Greenland.

4. Is the last sentence a main idea or a supporting detail?

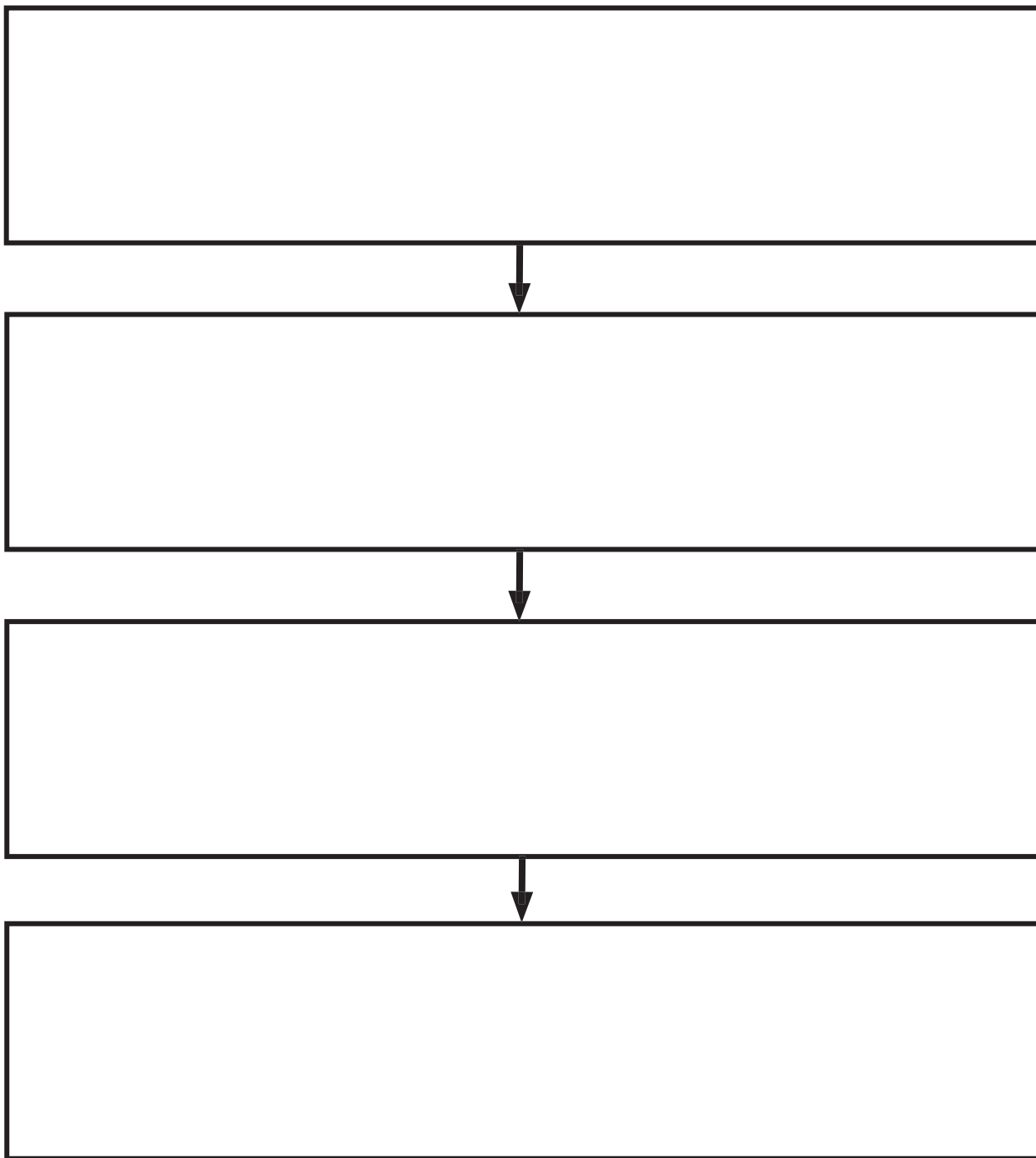
supporting detail

5. Greenland's weather is \_\_\_\_\_ because it is very cold.  
                   green      small      extreme



Name \_\_\_\_\_

To help you plan your writing, fill in a sequence chart.



Name \_\_\_\_\_

The letters e, ee, y, ey, and ea can all stand for the long e sound.

**A. Circle the word that best completes each sentence.  
Write the word on the line.**

- Put on your winter jacket because it is freezing outside!  
feed freezing fast
- When I give the rabbit lettuce, she squeaks.  
steep sings squeaks
- After Jack gave it a fish, the seal swam away.  
seal song seat
- My brother's favorite treat is ice cream.  
treat time team
- The door is locked, so you will have to use a key to open it.  
net key keep
- I told him to meet me at Pam's home.  
tea see me
- Last night Patrick had a dream that he was hiking up a hill.  
dream sheep green
- Before I walk my puppy, I must feed him.  
candy penny puppy

**B. Go back and underline the long e words in the choices above.**



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

12 “The Sky Queen makes her home up there with the sun, white  
clouds, and wet rain,” Kip said.

18 Kip’s pals began to feel that their land was not nice. Unlike  
30 the Sky Queen’s clean place, it was hot and dusty in a lot of places.  
45 Kip’s pals were unhappy with the hot days of their land.

56 “Can we replace, or change, our homes with homes in the  
67 sky?” Kangaroo asked.

68 “I will think of a plan,” Kip said. “Meet me under my tree at  
82 dusk.”

83 After the sun set and the land became dark, Kip’s pals met him  
96 at his tree. One at a time they came out into the starry night. 112

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

The prefix *re-* means “to do something again.” The prefix *un-* means “not” and changes a word’s meaning to its opposite.

**A. Combine the prefix and the root to make a new word.**

- |    |             |              |                |
|----|-------------|--------------|----------------|
| 1. | <i>un</i>   | <i>lucky</i> | <u>unlucky</u> |
| 2. | <i>re</i>   | <i>read</i>  | <u>reread</u>  |
| 3. | <i>real</i> | <i>un</i>    | <u>unreal</u>  |
| 4. | <i>kind</i> | <i>un</i>    | <u>unkind</u>  |
| 5. | <i>name</i> | <i>re</i>    | <u>rename</u>  |

**B. Use the correct words from Part A to complete each sentence.**

- When I finish a story I reread it to find clues to the plot.
- She is unlucky because she never wins games.
- Tess is nice and never unkind.
- We will rename our dog Fluffy.
- That story cannot be true because it is unreal.

Name \_\_\_\_\_

tales      peak      exists      horizon      worry      dusk

**A. Vocabulary Words** Choose the correct word from above to complete each statement.

**Example:**

We saw the sun begin to dip below the horizon.

1. The hikers hoped to get up to the peak soon.
2. The gates to the park close at dusk.
3. After her long trip, Jenny had many tales to tell.

**B. Vocabulary Strategy: Context Clues** Underline the context clues that help you figure out each bold-faced word.

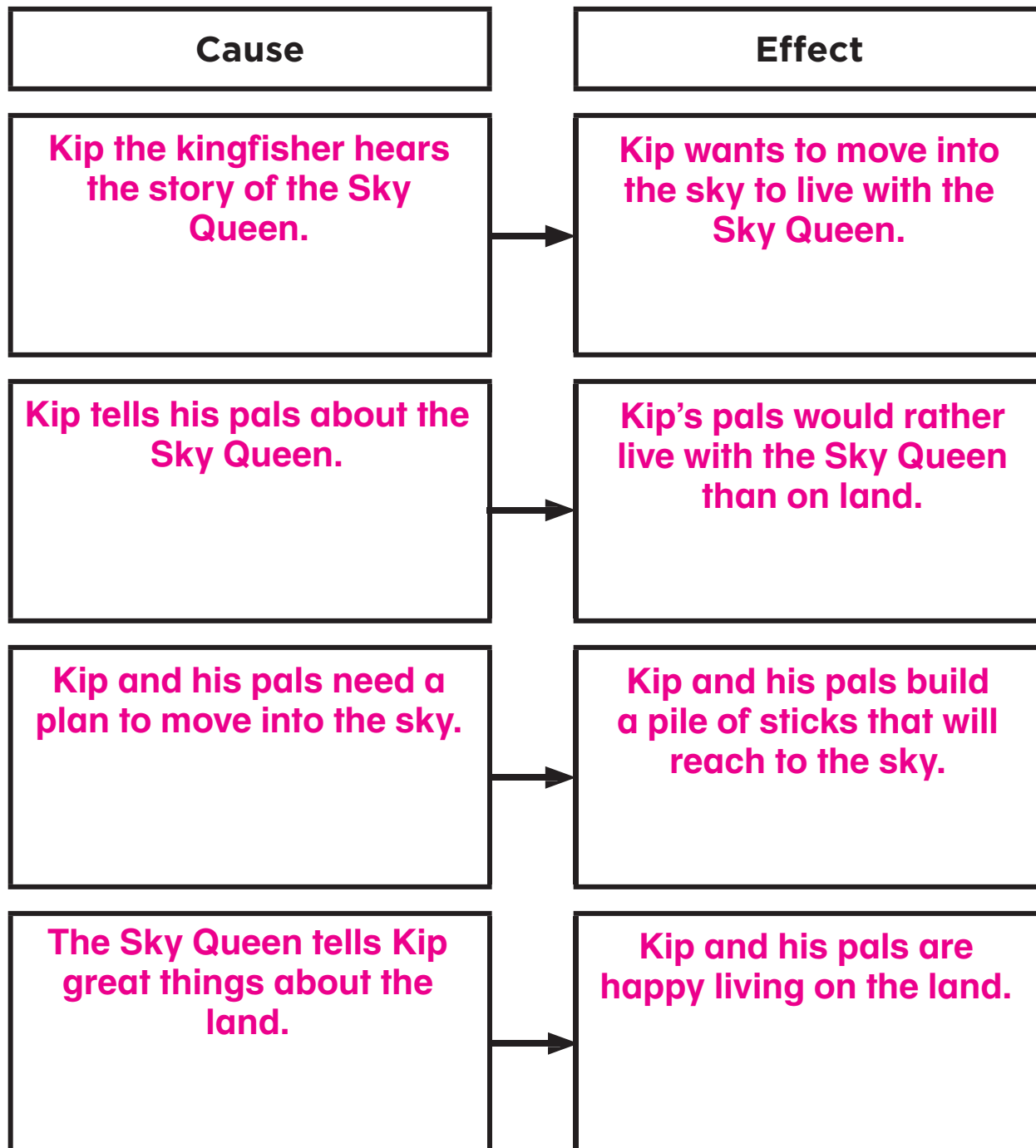
From the mountain peak, we could see all the way to the **horizon**, where the sky and earth seemed to meet. “The **tales** we will tell!” said Jack. I smiled, thinking about his stories. But I could not stop thinking about the coming **dusk**. Climbing in the dark made me **worry**. “Do not be upset,” Jack said. “A way out **exists**. There must be a path here somewhere. We can camp here tonight and go down in the morning.”

**Use the correct bold-faced word from above to complete each sentence.**

1. At dawn, the sun rises over the horizon.
2. This crosswalk exists so that we may cross Main Street safely.
3. Sue began to worry that she had lost her keys.

Name \_\_\_\_\_

After reading “The Kingfisher’s Dream,” fill in the Cause and Effect Chart to help you analyze the events and why they happened.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Kip's Song

Each time dusk changed to night, and the sun slipped beneath the horizon, Kip sang loudly from the top, or peak, of his tree. Kangaroo said, "Please be quiet!" Kip tried but was unable to sing softly! Kip started to worry. He did not want to be unkind to his friend.

Kip called to Sky Queen, "I want a softer voice!" Sky Queen granted Kip's wish. But then Kip's voice was too soft! Kangaroo thought Kip was angry, since Kip did not seem to speak.

So, Kip wished to get his voice replaced. Sky Queen reappeared and granted his wish. From then on, Kip asked Kangaroo if it was okay to sing a story from his tree. Kip and Kangaroo were friends again!

1. Underline words in the passage that contain the long e patterns (e, ee, ea, ey, y).
2. Circle the words with the prefixes *re-* and *un-* in the passage.
3. What caused Kip to make his first wish?

Kip did not want his singing to upset Kangaroo.

4. What effect does the Sky Queen have on Kip?

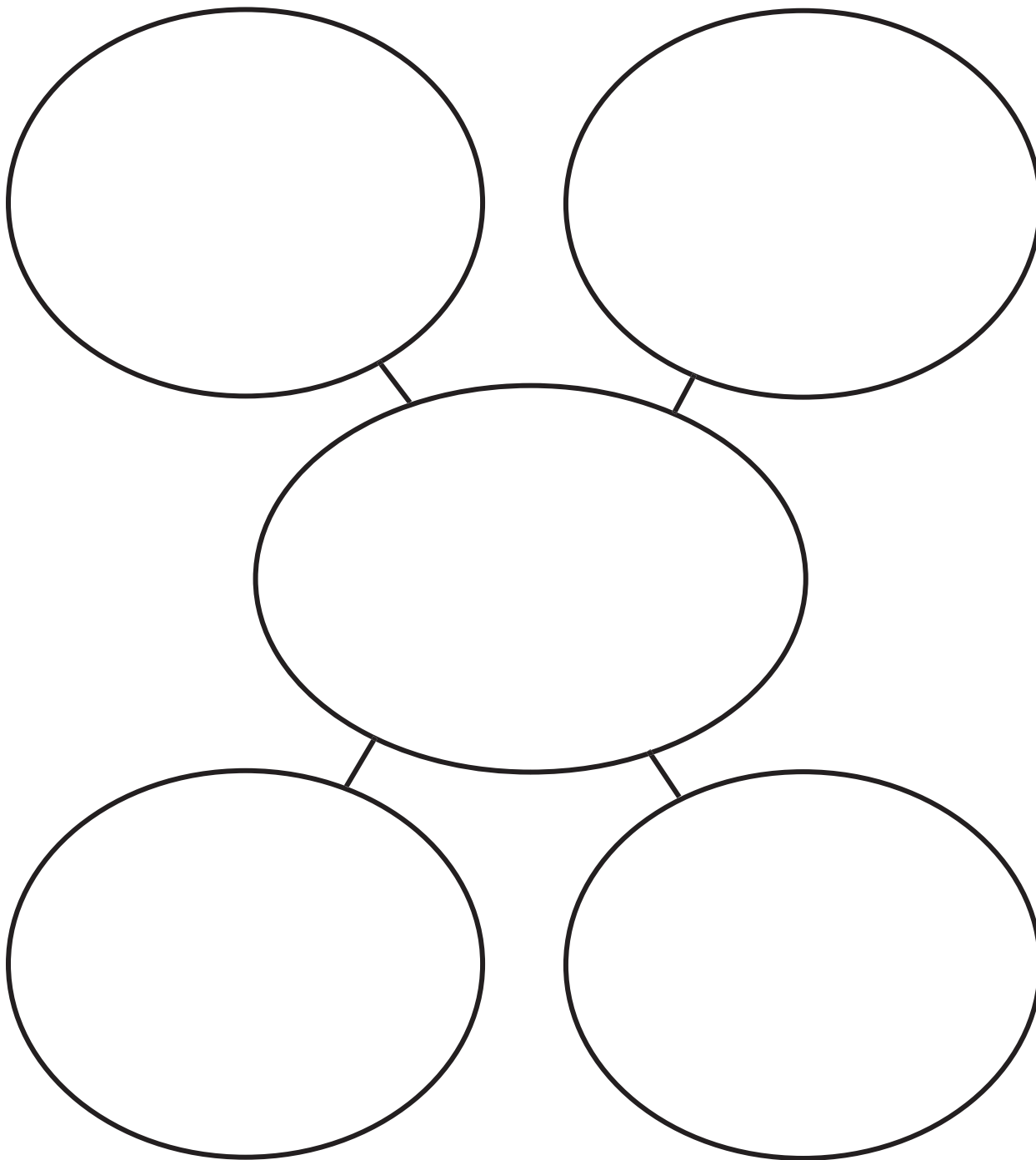
She takes away his voice and then gives it back.

5. Kip does not have to be upset or \_\_\_\_\_ anymore.  
(worry)    smile    cry



Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.





Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.****Save the Butterflies!**

Butterflies are graceful and dainty animals. Their vivid wings  
 9 have lots of color, and people like to look at them. But things might  
 23 not stay that way unless we give butterflies our aid.

33 With your help, we may still enjoy gazing at butterflies for many  
 45 more years!

47 1. Treat butterflies fairly. Do not swat at them or grab them. When  
 60 walking outside, make sure you do not step on any butterflies.

71 2. Do not cut down milkweed plants or use spray to kill them.

84 Monarch butterflies need milkweed plants to maintain their way of  
 94 life. They lay their eggs on milkweed leaves. Without milkweed,  
 103 there will be no butterflies. 109

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).**

1. Hey!// You may want/ to say/ the sky/ is gray.//
2. Is there/ some grain/ on the quaint/ freight train?//
3. It is unkind/ and unfair/ to mistreat/ a teddy bear!//
4. The lady/ eats bacon/ at the table/ with the baby.//
5. See that?// The zebra/ is afraid/ of the beast.//
6. He ran straight/ to the gate/ so he would not have to wait.//





Name \_\_\_\_\_

The prefix *mis-* in front of a word means *wrongly*. For example, *misstep* means to take a wrong step.

**A. Combine the words together in their correct form.**

**Example:**

**mis**      **match**      mismatch

1. **mis**      **read**      misread

2. **dial**      **mis**      misdial

3. **place**      **mis**      misplace

4. **print**      **mis**      misprint

5. **spell**      **mis**      misspell

**B. Fill in the blanks with the word from Part A that makes sense.**

1. Did you misspell any words in the note you wrote?
2. People misdial our phone number a lot.
3. There was a mistake in the book. It was a misprint.
4. Mae misread the note because she couldn't read Jay's handwriting.
5. I can't find my keys. I often misplace them.

Name \_\_\_\_\_

**A. Vocabulary Words** Check *yes* or *no* for each question.

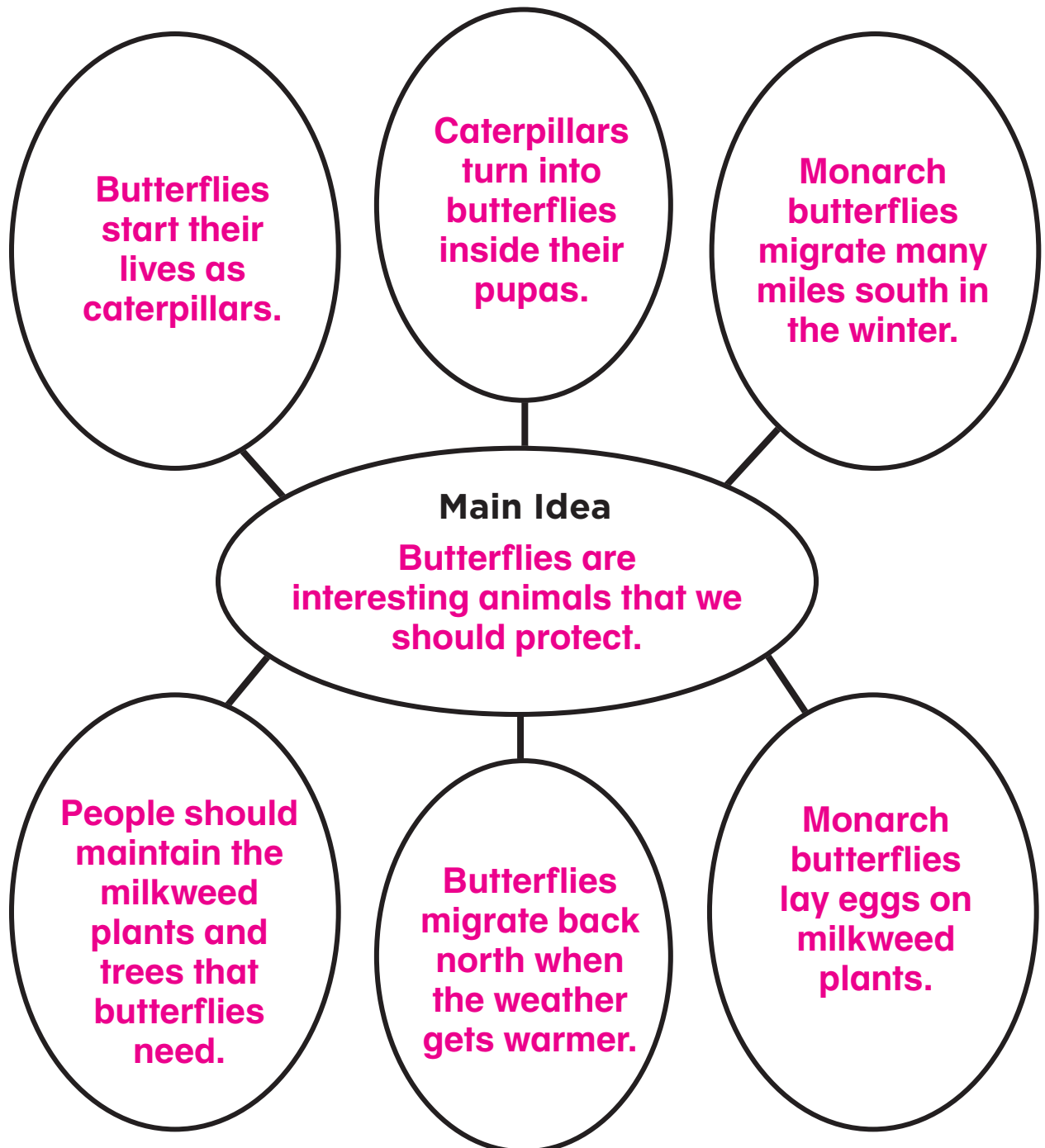
1. Can sinks **drain**?  yes  no
2. If cats **stray**, do they stay with their owners?  yes  no
3. Can better grades be **attained** if you study?  yes  no
4. Do many birds **migrate**?  yes  no
5. Do you put clothes on the floor to **maintain** your room?  yes  no
6. Is a whale a **dainty** animal?  yes  no

**B. Vocabulary Strategy: Analogies** Choose the correct bold-faced word from Part A to complete each statement below.

1. *On* is to *off* as *big* is to **dainty**.
2. *Up* is to *down* as *remain* is to **migrate**.
3. *Rise* is to *fall* as *fill* is to **drain**.
4. *Hit* is to *missed* as *failed* is to **attained**.
5. *Happy* is to *sad* as *stay close* is to **stray**.
6. *Over* is to *under* as *mistreat* is to **maintain**.

Name \_\_\_\_\_

In the middle oval of the Main Idea Web, write the main idea of “Hope Remains for the Butterflies.” In the other ovals, write details that support the main idea.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Animals Need Our Help**

Some animals need our help to continue their way of life. Some are dainty, like butterflies. Others are big, and can weigh many tons, like whales. They all need places to live.

When forests are cut or wetlands are drained, some animals can no longer obtain the basics of life. Animals that migrate need paths to travel. Roads and buildings can block their way. They may stray and face risks.

People should not mistreat or misuse land. If we do not help maintain the world around us, these animals may go away forever.

1. Underline words in the passage that contain long a spelled a, ai, ay, eigh, or aigh.
2. Circle the words with the prefix *mis-* in the passage.
3. What are two animals that need our help?

**butterflies, whales**

4. What is the main idea of the passage?

**People need to take care of the world around**

**them to help save animals**

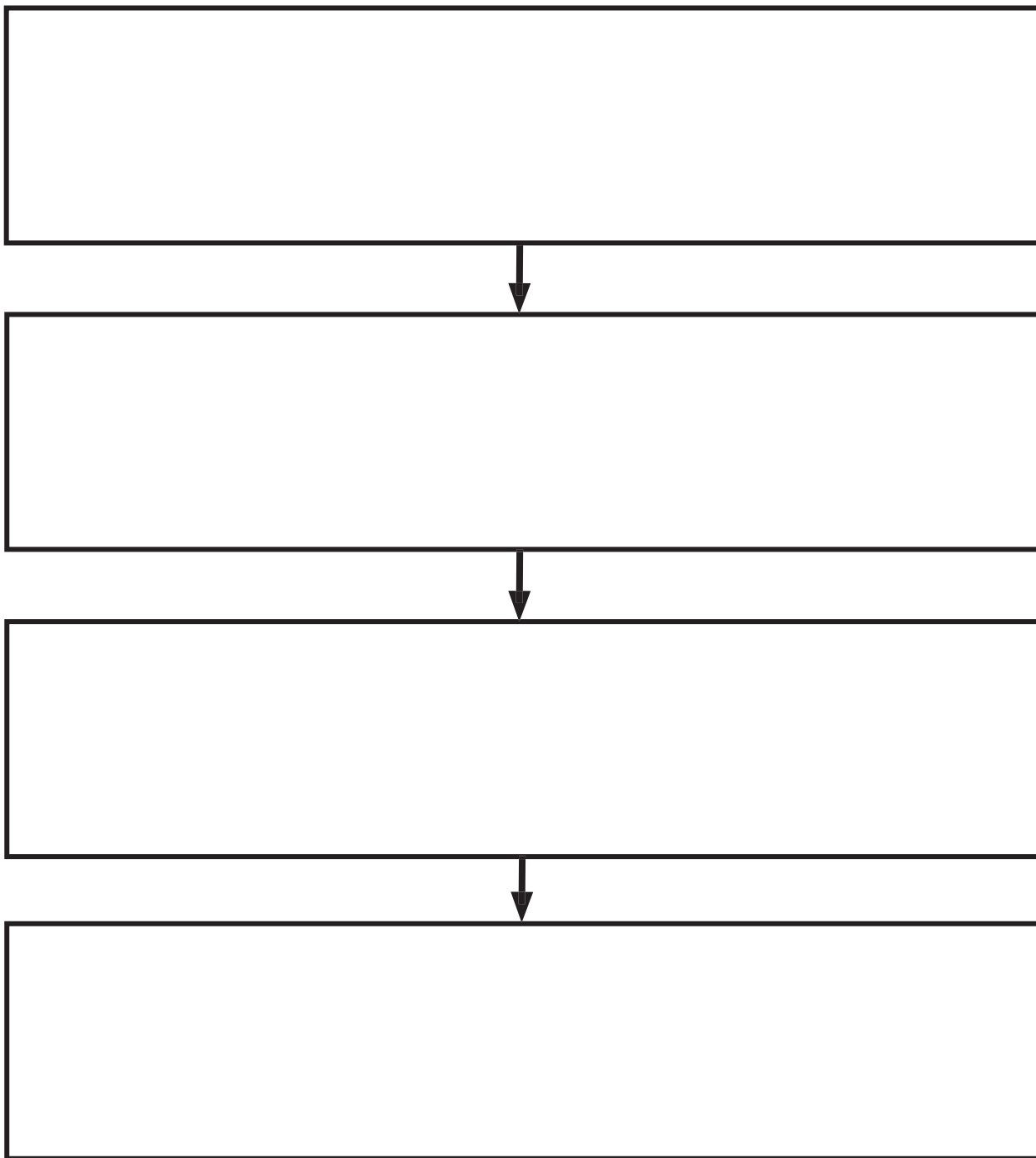
5. Something that is small is \_\_\_\_\_.

**dainty**    beast    danger



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.

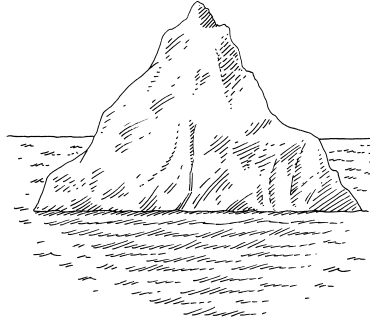


Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Icebergs

There are many exciting facts about icebergs. When the sun shines, icebergs can fall off from Antarctica and slide into the water. Some are bigger than 50 feet long and rise 17 feet over the water. Under the water, icebergs are even bigger!



Icebergs can be fun to look at, but they are not always safe.

Ships sometimes crash into them. One ship, the *Titanic*, went down in 1912 after crashing into an iceberg.

1. Underline the sentence that states the main idea of the first paragraph.
2. Put a box around the main idea in the second paragraph.
3. Write the details that support the main idea of the second paragraph.

**Ships crash into icebergs. The *Titanic* sank**  
**after crashing into an iceberg.**

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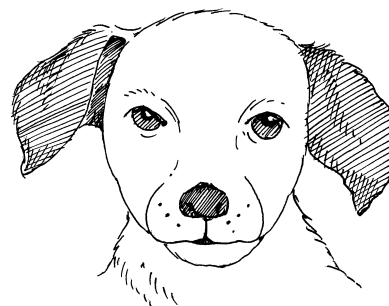
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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Dog Star**

Some tales are told over and over again. In one tale a dog, Keel, wants to see inside the sky at dusk, because he thinks that such a place exists. So Keel goes to the peak of a hill just as the sun slips past the horizon.



Keel jumps and sees reds and pinks, but not the inside of the sky. This makes him worry. So, he leaps into the sky again! Keel becomes a star! As a result, the “Dog Star” got its name.

1. Underline the following clue words or phrases in the passage:  
**so    because    as a result**
2. Put a box around the effects in the passage.
3. Now write the cause of each effect on the lines.

Keel wants to see the inside of the sky. Keel

jumps. Keel does not see the inside of the sky.

Then, he jumps into the sky. Keel becomes a star.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Swift Foxes**

The lives of Swift foxes are at risk. Only small groups of Swift foxes are left in the wild. One problem for the foxes is the fact that much of their land is now used to raise crops. Farmers have removed the foxes' dens to plant food for people. The foxes have lost their homes.

Another problem for the foxes is the fact that people and animals hunt them. Swift foxes are dainty and small. Big animals can take hold of the foxes when they stray from their dens to eat. Because of these risks, there may soon be no more Swift foxes.

Main ideas are usually general statements.

Details usually support the main idea as this sentence does.

1. Underline the sentence in the second paragraph that states the main idea.
2. Put boxes around details that support the main idea in the second paragraph.
3. Write the main idea of the passage on the lines:

**Swift foxes are in danger of dying out.**

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Name \_\_\_\_\_

**A. Draw lines to separate the two words that make up compound words. Circle words that have prefixes. Then underline digraphs.**

drive/way

dizzy

rethink

home/sick

shocked

misread

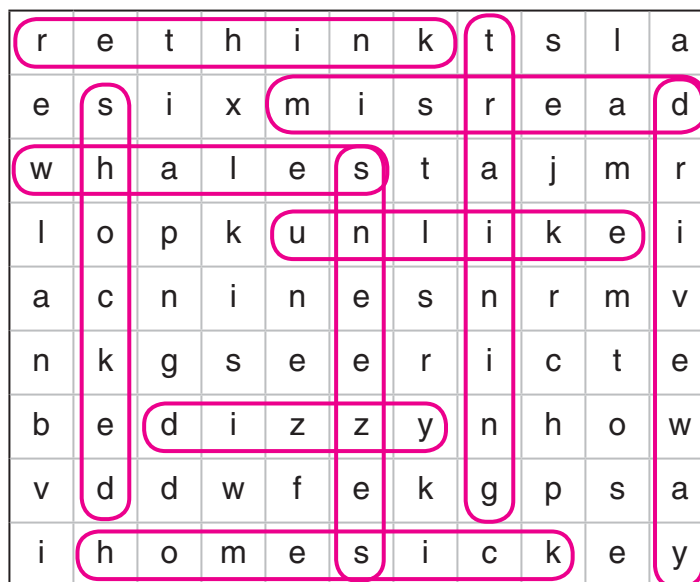
sneezes

whales

training

unlike

**B. Circle each word in the puzzle.**



**C. Use the correct word from Part A to complete each sentence.**

1. Would you r e t h i n k your answer please?
2. W h a l e s swim in water.
3. The whole team went through t r a i n i n g.
4. She always s n e e z e s more than once.

**Write the boxed letters from the numbered lines above on the numbered spaces below. Read the secret message!**

S c h o o l    i s    c o o l!  
4    1    2    3 4                    2

Name \_\_\_\_\_

The letter *i* has the long *i* sound by itself in *tidy*. The long *i* sound can also be spelled *igh*, as in *sight*, *ie*, as in *pie*, and *y*, as in *cry*.

**A. Underline the letters that spell the long *i* sound in the words below.**

flight

try

might

dries

sigh

pilot

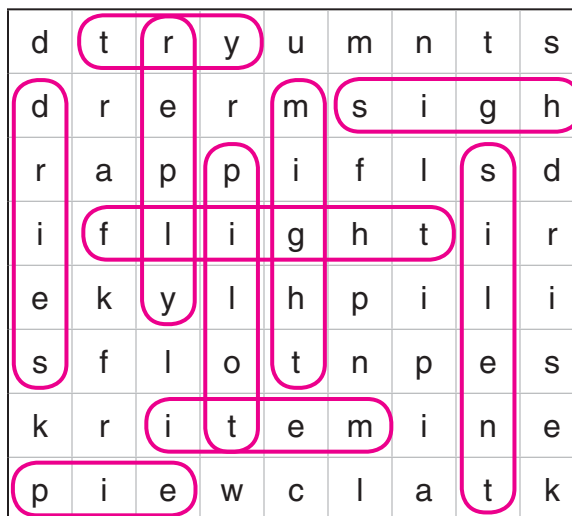
silent

item

reply

pie

**B. In the puzzle at the right, circle each word from Part A. Look for the spellings *i*, *igh*, *ie*, and *y* to help you.**



**C. Use the correct words from Part A to complete each sentence.**

- The p i l o t makes sure the plane is safe.
- Because the room was s i l e n t, I did not think anyone was in it.
- I wanted to t r y riding to the top of the hill.
- Mom would s i g h when I did not listen.

**Write the boxed letters on the numbered lines below to read a secret message!**

It is good to be o n t i me!  
1 2 3 4

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and end punctuation.**

13 Kylee sat on her bed and looked at the view. She had to  
admit, it was a nice sight. Then there was a tap on the door.

27 Kylee rushed to greet the guest. It was Beth, a girl who lived  
40 on a farm beside Kylee's home. Beth was in the same grade as  
53 Kylee, and she came to welcome her. The kids began to chat.  
65 They liked a lot of the same things. They both liked basketball.  
77 Kylee and Beth quickly became pals that summer.

85 Then one day in the last week of summer, Beth declared,  
96 "Class starts this Friday! I cannot wait for school to begin, can  
108 you?" 109

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

sighed	lights	flight	stain	flee
bright	sight	reply	drain	recess
pie	tiny	shiny	straight	peach
flies	tie	ally	eight	key
cry	try	nylon	gray	hobby

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Sometimes when you add *-es* or *-ed* to the end of a word, you first have to change a *y* to an *i*.

**A. Fill in the missing parts to make the bold-faced word. The first two have been done for you.**

1. Joel was so upset that he **cried**.

cry – y + ied = **cried**

2. Piper **empties** the basket of paper every day.

empty – y + ies = **empties**

3. The class **copied** the homework from the chart to their books.

copy – y + ied = **copied**

4. Everyone in class **studies** very hard.

study – y + ies = **studies**

5. Mom **dries** the clothes outside on the clothes line.

dry – y + ies = **dries**

**B. Write two sentences about teams. Use the word *tried* in one sentence. Use the word *flies* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

guest

fault

view

explore

concerns

**A. Vocabulary Words** Choose the correct word from above to complete each statement.

**Example:**

Neat is to messy as smooth is to rumpled.

1. Start is to beginning as sight is to view.
2. Class is to student as party is to guest.
3. Think is to thoughts as worry is to concerns.

**B. Vocabulary Strategy: Word Parts** Underline the words that have the inflectional endings **-s**, **-es**, **-ed**, or **-ing**.

A guest entered the classroom and we all stared at him. We didn't know who the man was. It was the teacher's **fault** for not telling us he was coming before he showed up. There were many concerns about why he was here at first. Then, we learned he was a scientist. He asked us to **explore** the classroom and notice the **view** from the window. Then he told us this is what he does as a scientist: notice everything!

Use the correct underlined word from above to complete each sentence.

1. We stared at him, because we did not know who he was.
2. Rich asked to sit in the front so he could see.
3. Mave was telling us all about her baby brother.

Name \_\_\_\_\_

After reading “Kylee’s New Team,” fill in the Inferences Chart to help you make inferences about the story.

Text Clues and Prior Knowledge	Inference
<p><b>Kylee lived in the city for 10 years and misses her friends back home.</b></p>	<p><b>Kylee is not happy about moving to a new place.</b></p>
<p><b>Irene passed the ball to Kylee just twice in five games.</b></p>	<p><b>Irene is selfish and does not work well with the rest of the team.</b></p>
<p><b>Irene does not like Kylee because she replaced Irene’s friend on the team.</b></p>	<p><b>Irene misses her friend.</b></p>
<p><b>Kylee passes the ball to Irene to help win the last game.</b></p>	<p><b>Irene and Kylee have learned how to work as a team.</b></p>

**These are sample clues and inferences.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Team Spirit

Kylee and Irene were planning a summer basketball camp for second graders when the phone rang. It was Coach Cline, with a few reminders. She told them to try not to place fault on anyone, including each other. She also told them to work together and have fun!

Kylee and Irene still had concerns. They might have a guest, like Coach Cline, come help them. Kylee and Irene knew that good basketball teams work together and do not fight. They wanted the kids to have fun working as a team. Kylee and Irene tried to think of fun games to play on the first day. They made up their minds to have three-legged races. Kylee and Irene no longer had any worries!

1. Underline the words in the passage that have the long *i* sound.
2. Circle the words where *y* changed to *i* when *-es* or *-ed* was added.
3. How could having a three-legged race help kids work as a team?

They are tied together and will fall if they do not work as a team.

4. Why would Coach Cline call?

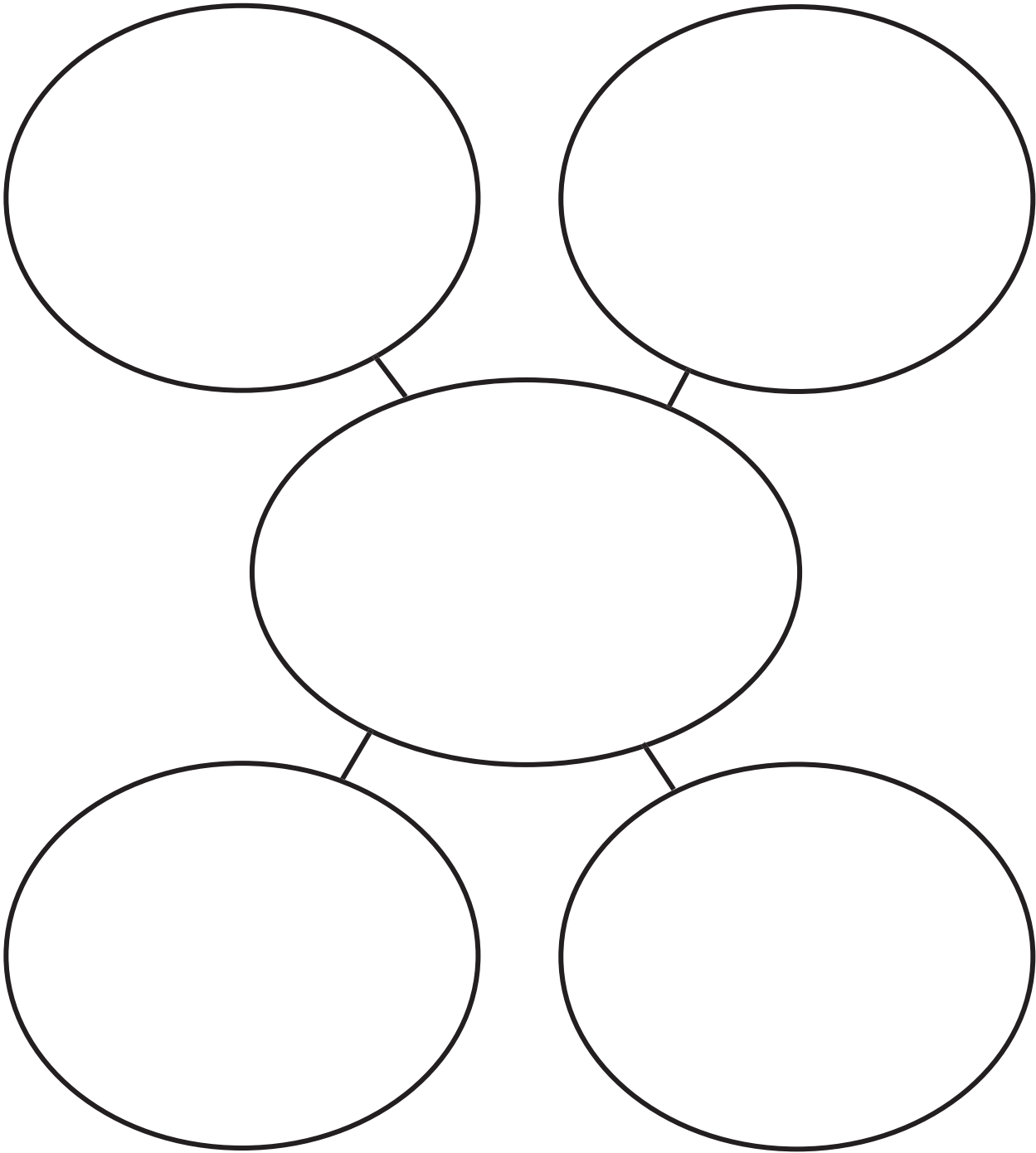
She wants to make sure the girls play together as a team and do not fight.

5. The coach might be a \_\_\_\_\_ at camp.  
team    fault    guest



Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.





Name \_\_\_\_\_

Soft *g* sounds like *j* as in *large*. Soft *c* sounds like *s* as in *city*.**A. Underline the soft *g* or soft *c* in the words below.**

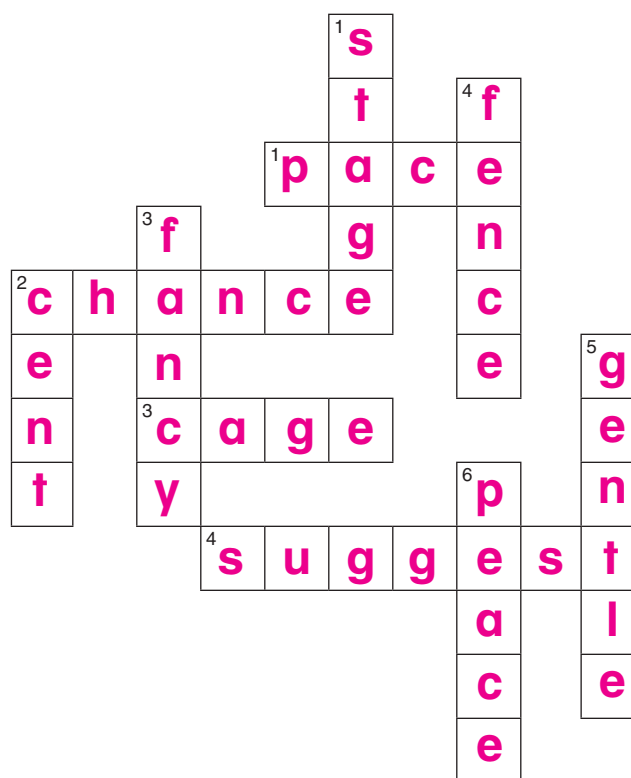
fencece      stagege      chancece      gentle      fancycy  
 pacece      cent      peacece      suggestg      cagege

**B. Read the clues. Then use the words from Part A to complete the puzzle.****Across**

- Patty ran at a fast \_\_\_.
- You have a good \_\_\_.
- The hamster lives in a \_\_\_.
- Did you \_\_\_ the party's theme?

**Down**

- Page was nervous on the \_\_\_.
- A penny has a value of one \_\_\_.
- She likes to wear \_\_\_ dresses.
- He put a \_\_\_ around the yard.
- The new rider got a \_\_\_ horse.
- Everyone worked for \_\_\_.



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.**  
Record your scores below.

15 “I had fun at the last stop,” Cindy said. “It was neat that the pilots  
spent time with our science club.”

21 “The best thing was the map reading contest,” added Gene. “We  
32 could all locate Mars on the space map. But I was amazed that Ginny  
46 located the Hub so quickly.”

51 “And right in front of us is the real Hub,” cried Cindy. She had to  
66 remind Gene to snap his seat belt. “I can’t wait to catch sight of our  
81 science club device on display!”

86 Once the shuttle docked, people crossed a bridge to the Hub’s lab.  
98 To be certain that visitors did not get sick in space, they were tested.  
112 “What an exciting trip!” said Cindy. 118

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

**Closed syllables** end in a consonant and usually have a short vowel sound, as in *top•ic*. **Open syllables** end in a vowel and usually have a long vowel sound, as in *to•tal*.

**A. Draw a line between the two syllables in each word. Then write whether the word begins with an open or a closed syllable. Circle each open syllable in the words at the left.**

**Example:**

pic/nic      closed

1. basic      open

2. seven      closed

3. panic      closed

4. local      open

5. copy      closed

**B. Use the correct word from above to complete each sentence.**

1. Only the local bus stops at Elm Street.

2. There were seven people in the room.

3. Copy the sentence onto your paper.

4. It is better to be calm than to panic.

5. Food is a basic human need.

Name \_\_\_\_\_

model

device

pack

pilots

hub

citizen

**A. Vocabulary Words** Use the correct word from the box above to complete each sentence.

- The mall is a hub for shoppers.
- My toy airplane is a model of a real airplane.
- A seat belt is a device that keeps you safe in the car.
- I am a citizen of Spain.
- After I fell, Jen put ice into a pack for me.
- The pilots greeted us as we got on the plane.

**B. Vocabulary Strategy: Dictionary** Try pronouncing the words below. Then look up each word in the dictionary and copy the pronunciation key beside it.

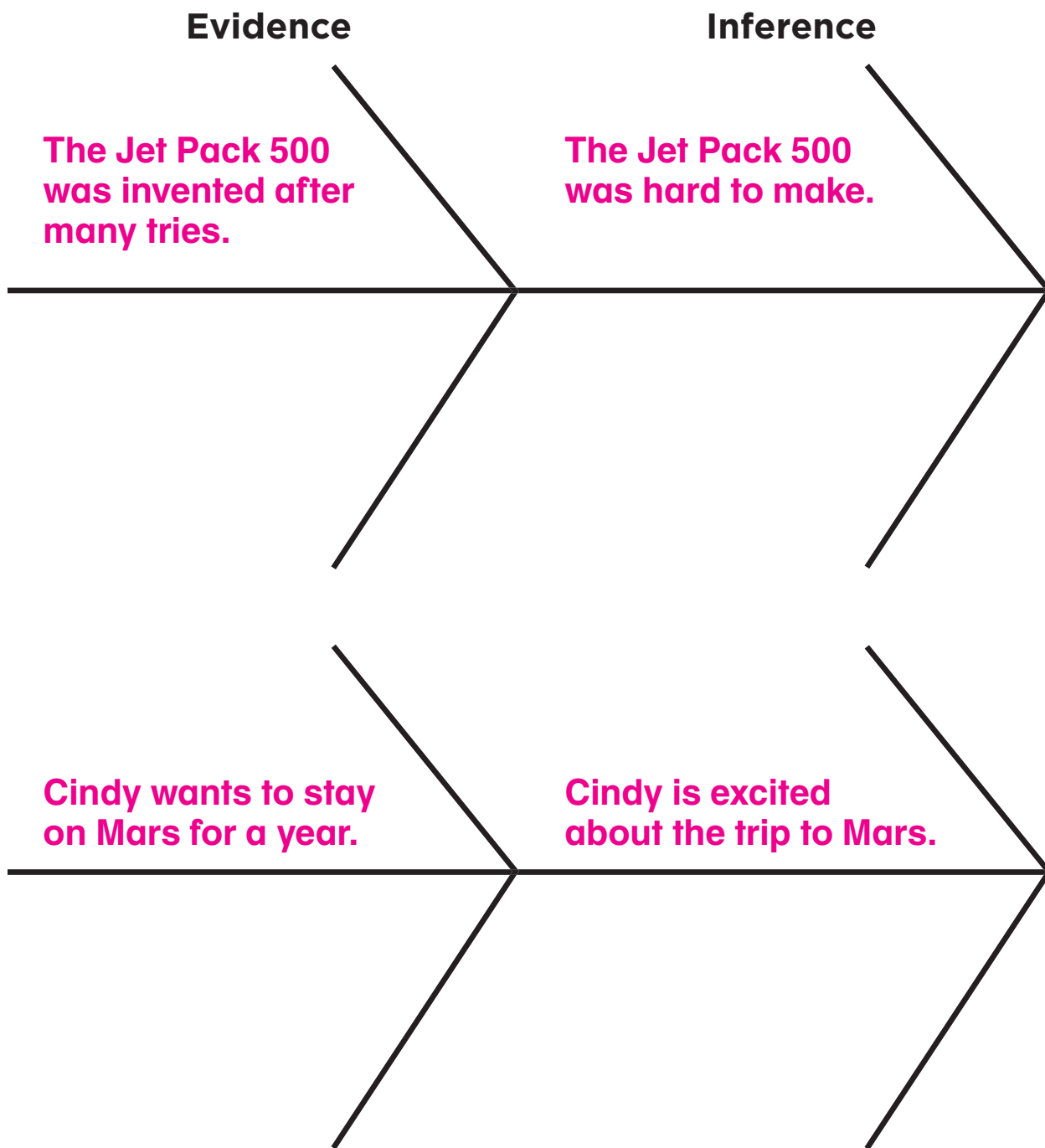
Example:

exclaim [ek sklām´]

- concerns kən sūrnz´
- delight di līt´
- engine en´jin
- decide di sīd´
- glance glans

Name \_\_\_\_\_

Fill out the Inferences Diagram below to help you make inferences based on “Citizens of Space.”



These are sample inferences from the story.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Pants That Walk!**

Cindy's science club decided to enter a space tools contest. A club member suggested that they invent space pants that walk for you. So they did it! The pants are a huge help for those in space. Their pace will no longer be a worry. The club made models to fit every type of shape. The pants adjust to gravity, too.

These fancy pants are quite a device! They allow you to climb over fences and walk up hills without falling. They work great for pilots, passengers, or citizens in the Hub. They fit easily in a space pack for your next trip to space!

1. Underline words in the passage that contain soft c or soft g.
2. Circle multisyllable words that begin with an open syllable.
3. How are the pants useful?

They walk for you so you will not get tired or fall.

4. Why did the science club invent space pants?

to enter a contest

5. People who fly planes are \_\_\_\_\_.  
citizens    fathers    pilots

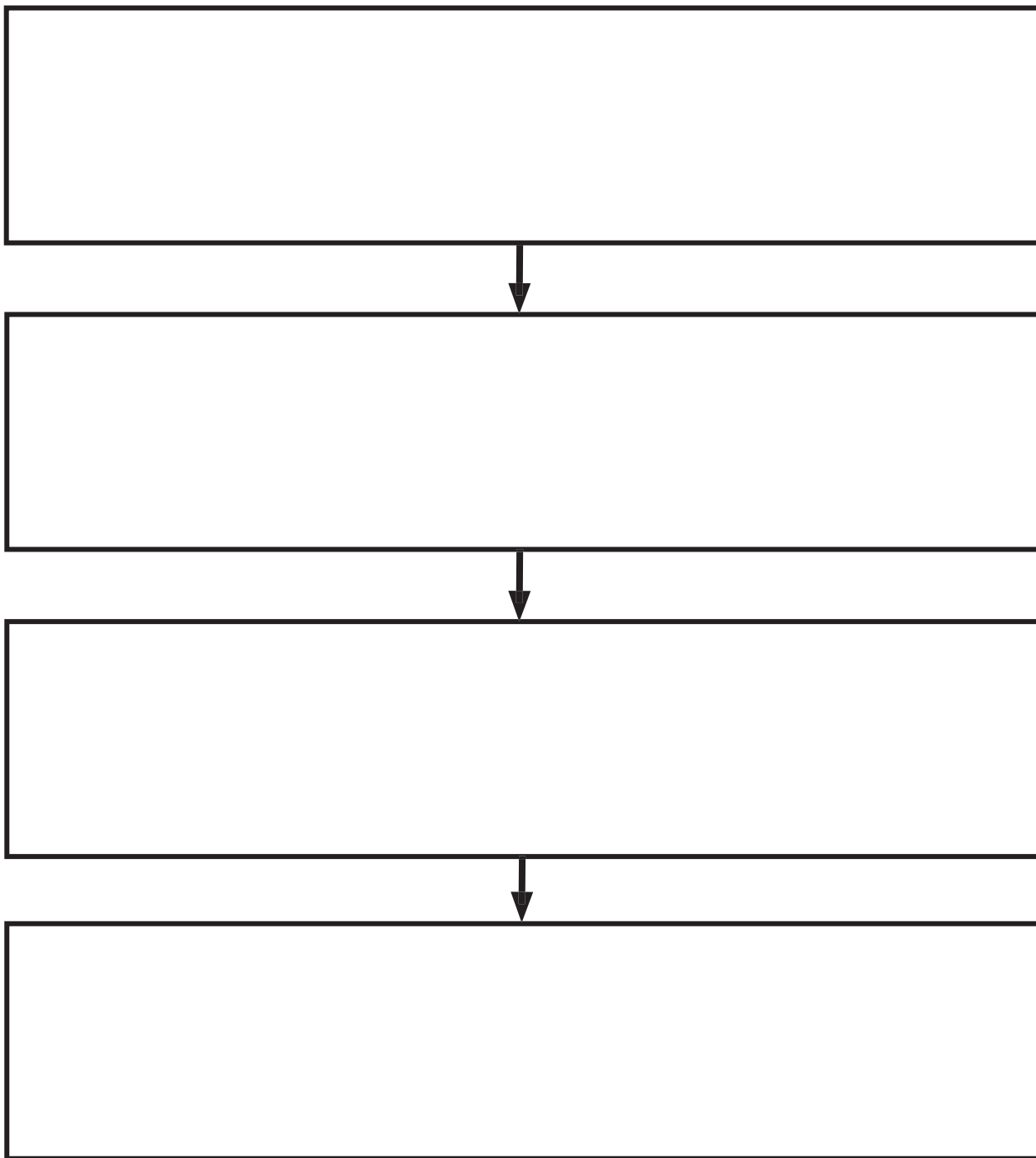
6. How would the pants help you to walk on Mars and other planets?

They would help you explore hills and craters  
without falling.



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Cleaning Up

A group of kids worked together to help clean Trent School. Everyone had a different job. Patrick picked up trash from the ground. Gabby washed windows. Kent swept the floor. Billy painted the walls. Sam dusted the closets and bookshelves. They spent all day cleaning and did not even complain.

Based on this sentence, you can infer that the school was not clean.

When the kids were done cleaning, many people admired the school. They told the kids that they did a great job. The kids smiled at each other since they knew the reason for their success.

1. Underline the sentences that help you infer that Trent School looked good after it was cleaned.
2. Put a box around the clues that tell you that the group split the job into parts so that they could clean everything that was dirty.
3. What can you infer needed cleaning in Trent School before the kids began to work?

Since there was trash on the ground, the windows were dirty, the walls needed new paint, and the closets and bookshelves were dusty, all of those parts of Trent School needed cleaning.



Name \_\_\_\_\_

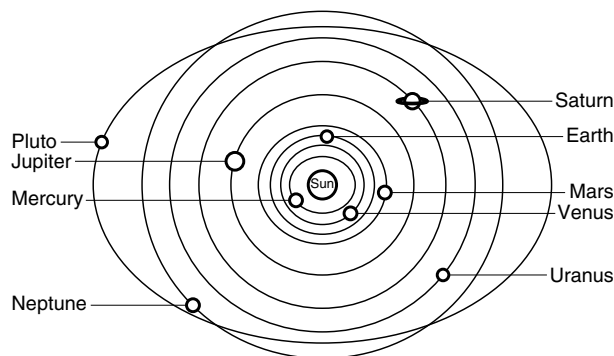
Read the passage. Then complete the questions.

**A Space Trip**

Patty and Ron are going on a trip around the solar system in a rocket. They will visit all eight planets. They may even visit Pluto.

First, their space ship will be arriving at a hub near Mars. The hub is called TR345. From there they will head to Mars and then on to Jupiter and Saturn.

Patty could not sit still as she put on her seat belt. She kept looking out the window. As the clouds swept past, Patty looked at Ron. **He was asleep.** Patty gave her friend a shake to wake him.



1. Underline the sentences that help you infer that Patty is excited about the trip.
2. Put a box around the sentence that helps you infer Ron is not as excited about the trip as Patty.
3. Based on the passage, how do you think Patty will act when they reach Mars? Why?

**Patty was excited when the trip began, so she**  
**will be even more excited when they land on**  
**Mars.**

Name \_\_\_\_\_

**Digraphs** are groups of letters that work together to make one sound. Examples are *ch*, as in *chin*, and *tch*, as in *latch*.

**A. Circle the word that best completes each sentence. Write the word on the line.**

- Rod likes to watch cars pass from his porch.  
cross watch clutch
- Mitch walked along the beach.  
beach speech reach
- Jane told her dog, Patch, to fetch the stick.  
chirp chip fetch
- Chase liked cooking in the kitchen more than Gretchen.  
crunch kitchen hatch
- Jill liked to eat chilled peaches.  
peaches beet chat
- We looked for pumpkins in the pumpkin patch.  
notch patch itch
- Charlie's favorite dinner food is chicken.  
latch witch chicken
- We chose to go to the store with him, but we did not have to go.  
chose charm chat

**B. Go back and underline the words in part A that have *ch* and *tch* digraphs.**

Name \_\_\_\_\_

**A. As you read, pay attention to your speed and tempo.**

12 When it is time to leave a place where a hurricane might  
 23 land, people pack up their pets. Pets cannot protect themselves in  
 38 a big storm. It can take days for a storm to pass, and pets cannot  
 be left alone. Pets need help to stay safe.

47 People must drive to safe places. Hotels that are not close  
 58 to the storm will have many visitors. Some people will stay in  
 70 shelters. These hubs are set up for people to sleep in until the  
 83 storm has passed.

86 If there is not much time to leave, people must stay inside  
 98 their homes. When the storm hits, people must stay away from  
 109 glass windows and doors. 113

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

inches	reaches	charm	cycle	sight
each	merchant	chill	fence	pilot
beach	which	catch	gem	shy
watch	patches	kitchen	agent	light
switch	stretch	batch	logic	sky

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

**The suffixes** *-er* and *-or* can mean “one who.” These suffixes can be used to tell what a person does for work or for a hobby. Examples are the words *waiter* and *actor*.

**A. Read each description on the left and write the job title that matches it on the right.**

**Example:**

one who teaches

teacher

1. one who directs

director

2. one who sings

singer

3. one who washes dishes

dishwasher

4. one who paints

painter

5. one who makes matches

matchmaker

**B. Use your answers from part A to complete each sentence.**

1. The dishwasher made sure there were plenty of clean glasses.

2. The man who teaches our art class is also a painter.

3. Lots of people sing, but Charlie is the best singer I know.

4. Someone who tries to put people together is a matchmaker.

5. Terry told everyone what to do. She was a great director.

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. To **protect** yourself from cold, you can wear a coat.  true  false
2. When you **calm** someone, you make them excited.  true  false
3. **Reporters** do not write news stories.  true  false
4. When a **hurricane** hits, people need to protect their homes and businesses.  true  false
5. It is good to be on top of a **shelter** when it is raining.  true  false

**B. Vocabulary Strategy: Context Clues** Underline the context clues that help you figure out each bold-faced word.

Schools make every effort to **protect** students from fires and storms. It is important to stay safe! Fire drills can help **prevent** an accident. They keep people from getting nervous in a real fire. Teachers can also **calm** their students. Some schools must also have **hurricane** drills. A school, like most **shelters**, can provide a safe place to stay during such a storm.

**Use the correct bold-faced word from above to complete each sentence.**

1. My teacher closed the blinds to **protect** us from the sun.
2. Wind and rain from the **hurricane** battered the coast.
3. You cannot **prevent** a storm from hitting land.
4. Mia had to **calm** her excited sister before they went into the amusement park.
5. Chelsea looked for **shelter** to get out of the rain.

Name \_\_\_\_\_

After reading “Hurricane Watch,” fill in the Making Generalizations Chart to help you make generalizations about the selection.

Important Information	Generalization
Inches of rain drop from the sky. Rain fills homes and highways. Wind rips at trees and homes.	People are often left homeless after a hurricane.
People must drive to safe places. Some people will stay in shelters.	It is never safe to stay in an area where a hurricane is expected.
In an instant, wind and waves ram down things in their paths.	Many homes can be carried away by flooded rivers.
Fences need to be fixed and glass needs to be replaced. Trees are replanted.	Volunteers are usually needed to help with a lot of things.

These are sample generalizations.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Picking up the Pieces

Hurricanes are powerful storms that can damage cities and towns. **Owners** of stores and houses try to protect them from hurricanes, but this does not always prevent much harm. Hurricanes can ruin long stretches of beaches. Often, towns need to rebuild from scratch.

There are ways you can assist. If you live nearby, you can join other **helpers** and fix homes. You can give supplies, such as bottled water and clothes, to people in need. You may choose to use your home to shelter **visitors** who have no place to stay. During these times, many **workers** must combine their efforts.

1. Underline words in the passage that have the *ch* or *tch* patterns.
2. Circle the words in the passage that have the suffix *-er* or *-or*.
3. What generalization can you make about what happens when owners of stores and houses try to protect them from hurricanes?

**These attempts do not always prevent much harm.**

4. What generalization can you make about assisting in a hurricane?

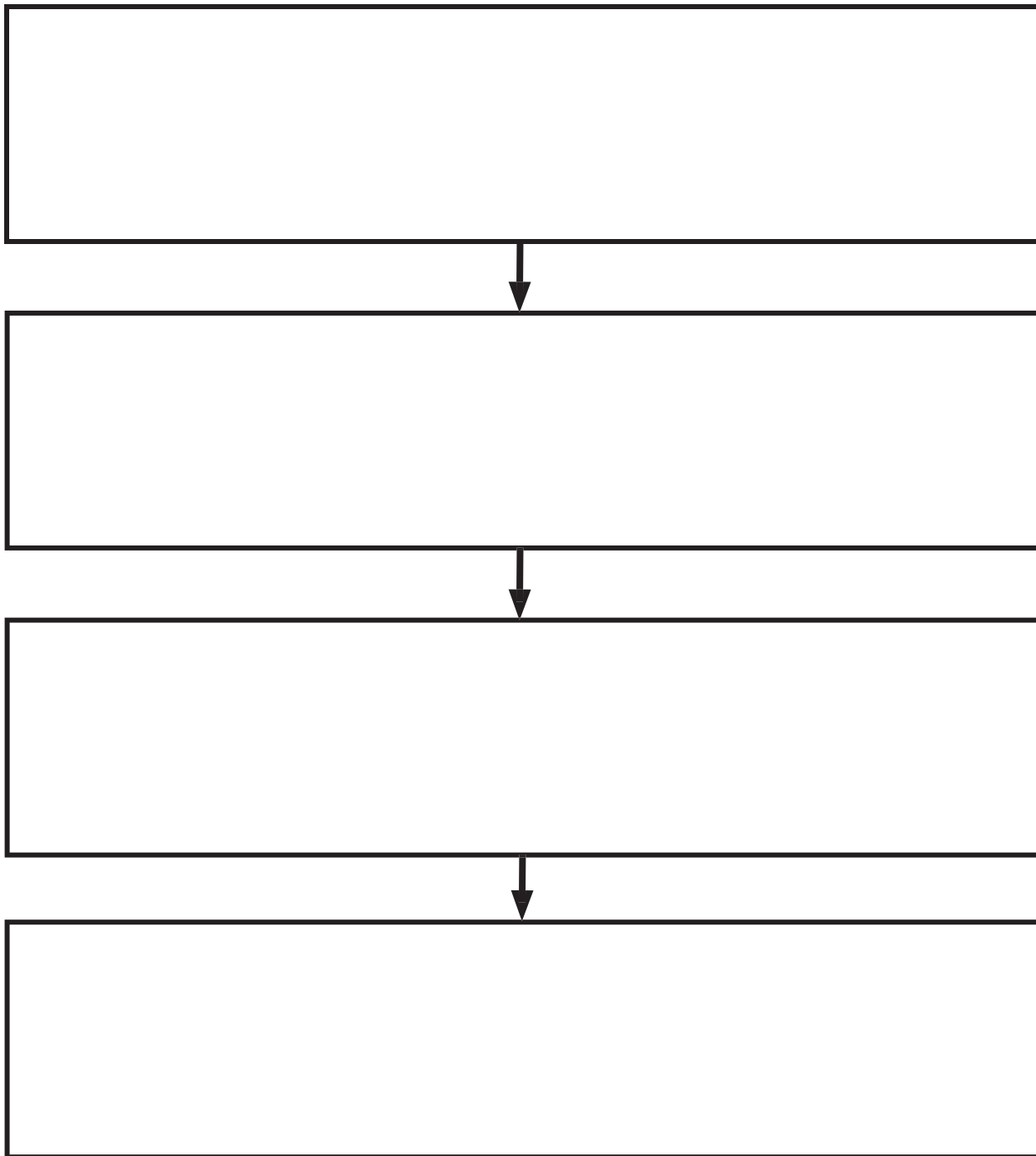
**People can usually help others in a number of ways.**

5. \_\_\_\_\_ means to keep something safe.  
explore    prevent    **protect**



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.







Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.**  
Record your scores below.

Princess Rose had waited a long time to meet a prince. She wanted  
13 to become queen and begin the next phase of her life. But meeting the  
27 right prince wasn't as simple as Rose had hoped. She wanted a refined  
40 and polite fellow. "I am beginning to think no prince is out there for  
54 me!" she groaned.

57 Rose's pal Joan was upset by Rose's moans. "I know a lot of  
70 old tales," Joan said. "In one, a princess kisses a toad and he turns  
84 into a prince!" Rose didn't think kissing toads was the best way. But  
97 since she had waited so long, she was willing to try it. "Okay," said  
111 Rose. 112

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

**Contractions** combine two words using an apostrophe. The apostrophe usually takes the place of a vowel in the second word. Example: *hasn't* = *has* + *not*

**A. Draw a line to match each pair of words with its contraction.**

- |              |       |          |
|--------------|-------|----------|
| 1. could not | _____ | didn't   |
| 2. was not   | _____ | isn't    |
| 3. is not    | _____ | couldn't |
| 4. have not  | _____ | haven't  |
| 5. did not   | _____ | wasn't   |

**B. Read each sentence. Write the contraction for each pair of underlined words.**

- Winning is not everything.      isn't
- Joe would not want to leave.      wouldn't
- I do not wish to go.      don't
- She has not taken out a loan.      hasn't
- Leah does not want a new stove.      doesn't

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                    |             |               |              |
|--------------------|-------------|---------------|--------------|
| 1. <b>shepherd</b> | sheep       | tend          | <b>sip</b>   |
| 2. <b>fetch</b>    | get         | <b>leave</b>  | bring        |
| 3. <b>honor</b>    | <b>bash</b> | treat well    | respect      |
| 4. <b>simple</b>   | plain       | basic         | <b>tiny</b>  |
| 5. <b>polite</b>   | <b>rude</b> | well-mannered | nice         |
| 6. <b>phase</b>    | time        | stage         | <b>light</b> |

7. Which of the following could be **simple**? Explain on the lines below.

- a. making a meal for 100 people      b. opening a door

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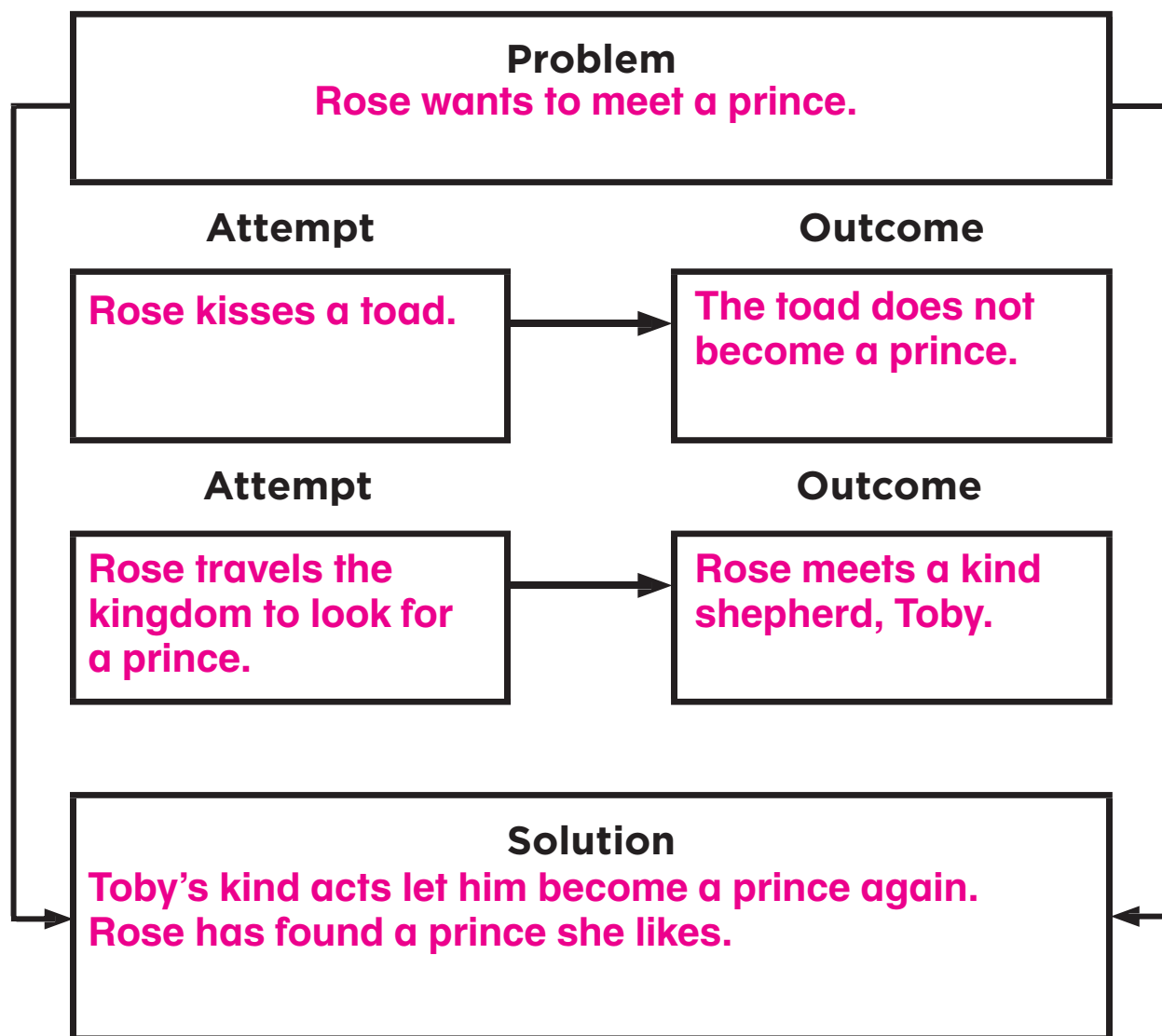
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**B. Vocabulary Strategy: Dictionary** Find the meaning of the bold-faced idiom on the left. Draw a line from the phrase to its meaning.

- |  |                                       |
|--|---------------------------------------|
| 1. She was <b>not a happy camper</b> when she dropped the eggs on the floor.         | a. get a fast start with lots of zest |
| 2. We will <b>hit the ground running</b> and finish the project on time.             | b. upset, mad                         |
| 3. Ms. Smith gets to class early so she can enjoy the <b>calm before the storm</b> . | c. peace and stillness                |

Name \_\_\_\_\_

Fill in the Problem and Solution Chart as you read “The Road to Happiness.”



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Table Manners

One day, Princess Rose asked a simple shepherd named Toby to dine at the palace. Toby said, “I can’t go. I would be like a bull in a china shop! I don’t know the polite way to eat.”

Rose replied, “Don’t worry, I will show you. And my father won’t let you feel out of place!”

But Princess Rose was on pins and needles. She spoke to the king. “Will you honor my wish and be nice to Toby?” The king agreed.

At the meal, Toby picked up his bowl and let all its contents slide right down his throat! The king was dumb struck, but he smiled, picked up his bowl, and swallowed his soup the same way!

1. Underline words in the passage that have the long o sound.
2. Circle the contractions in the passage.
3. Why didn't Toby want to eat dinner with Rose and the king?

He was worried about his table manners.

4. How did the king help Toby?

He ate his soup the same way so Toby would not be embarrassed.

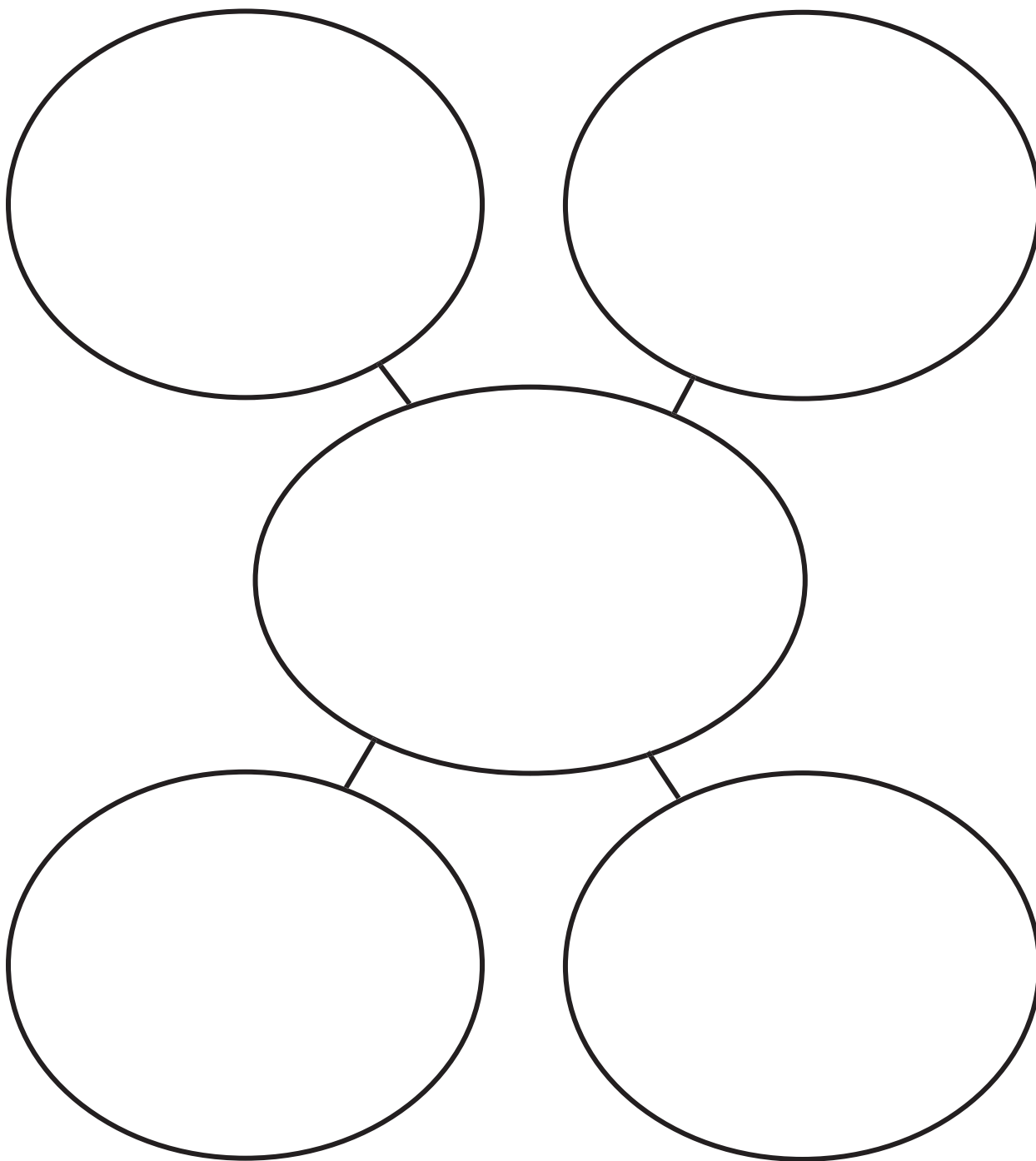
5. \_\_\_\_\_ means “nice and showing respect.”

Polite Rude Fetch



Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.



Name \_\_\_\_\_

**Diphthongs** *ou* and *ow* make the same sound. Examples include the vowel sounds in *round* and *brown*.

**A. Underline the *ou* and *ow* spellings in the words below.**

clown      round      yowl      crowd      cloud  
ground      town      found      outfit      mouse

**B. Circle each of the words from Part A. Look for the *ow* and *ou* spellings to help you.**

d	r	e	s	m	w	o	b	c
c	l	o	w	n	y	o	w	l
v	c	m	o	u	s	e	c	o
g	r	o	u	n	d	a	m	u
i	o	b	t	p	a	x	m	d
v	w	w	f	o	u	n	d	a
k	d	b	i	r	o	u	n	d
s	d	h	t	o	w	n	t	b

**C. Use the correct words from Part A to complete each sentence.**

- Do you like her outfit today?
- That plane never left the ground!
- There was a little mouse in the kitchen cabinet.
- There was quite a crowd at the festival.

Write the boxed letters from the numbered lines above on the numbered spaces below. Read the secret message!

Wow, life, is good!  
4 4 1 3 2



Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.****Barry: A Top Dog**

Barry is the most famous Saint Bernard. He lived with the  
 11 monks about 200 years ago. Barry showed honor and skill as a  
 23 rescue dog. He had fine hearing. He could detect the sound of a  
 36 person's breathing deep within a snow drift. Many people were  
 46 saved as a result.

50 One time, Barry went out after a heavy snowfall. The snow had  
 62 drifted, and even more snow had slid down the hillside. Then Barry  
 74 heard something. He sprinted off to a spot and began to dig.

86 Barry found a boy inside a big drift. The boy was chilled to the  
 100 bone, but he was still alive. Barry had fetched him just in time! 113

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. How did/ that brown hound/ hear the sounds/ from town?//
2. Oh, no!// The goat/ will not follow/ the road.//
3. Watch this!// I will switch/ the latch/ in the kitchen.//
4. A gerbil/ could not/ slice an orange/ with scissors.//
5. Why/ do I like/ the bright lights/ tonight?//



Name \_\_\_\_\_

Words that end with the suffixes *-ly*, *-ful*, and *-fully* usually describe something, someone, or the way something is done.

**A. Fill in the missing parts to make the bold-faced word.**

1. He walked
- slowly**
- .

slow + ly = slowly

2. After eating such fine food, Joe said it was just
- delightful**
- .

delight + ful = delightful

3. Flo
- gladly**
- wore the crown for the day.

glad + ly = gladly

4. When Jill saw the smiling faces, she went in
- hopefully**
- .

hope + fully = hopefully

5. Mary
- politely**
- asked José for his phone number.

polite + ly = politely**B. Write two sentences about a snowy day. Use the word *delightful* in one sentence. Use the word *slowly* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

scours famous results rescues drift foundation

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

Martha 1. **rescues** dogs in Texas. Some dogs end up at Martha's shelter as a 2. **result** of neglect by their owners. Martha also 3. **scours** her area, looking for dogs in need of help.

Martha created a nice home for the dogs that needed help. She is now 4. **famous** in Texas because she has almost 300 dogs! Martha started a 5. **foundation** to raise money so that she can keep the dogs safe.

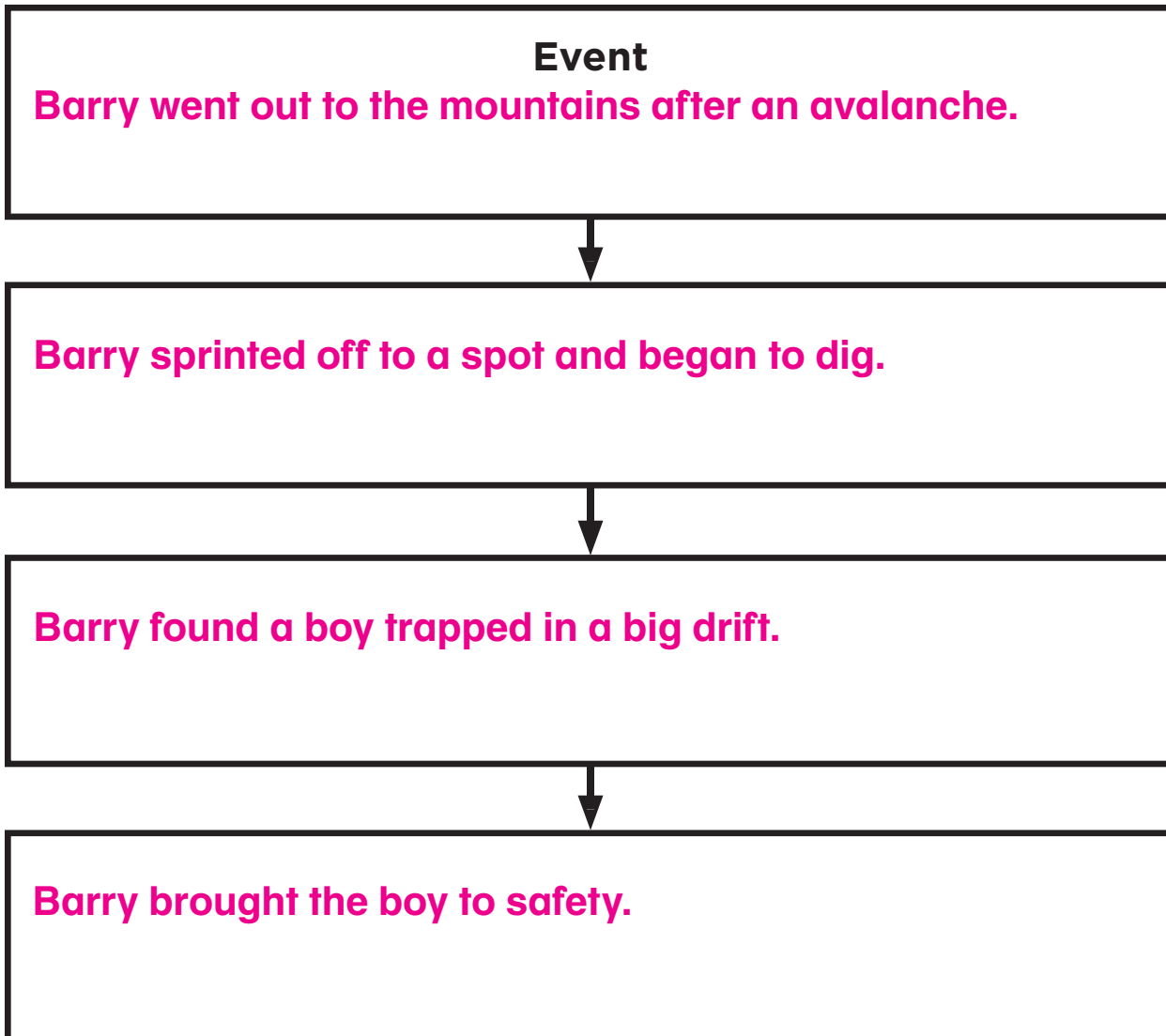
**B. Vocabulary Strategy: Thesaurus/Dictionary** The words and phrases in the box were listed in a thesaurus as synonyms for the bold-faced words. Use the words in the box to answer the questions.

find bashful often shy many times

1. What are two synonyms for **timid**? **bashful, shy**
2. What is another word that means **locate**? **find**
3. What are two synonyms for **frequently**? **often, many times**

Name \_\_\_\_\_

After reading “Saint Bernards: Saving Lives in the Mountains,” fill in the Sequence Chart.



These are sample events from the story.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Barry Foundation

About 50 years ago, planes replaced Saint Bernards as the best way to rescue people in the Alps. Then, in the fall of 2004, the monks sadly announced they could not pay the nearly \$3,000 a day needed to keep the Saint Bernards. They regretfully put the remaining 15 Saint Bernards up for sale.

In January 2005, a group of people started the Barry Foundation, named after the famous Saint Bernard. The foundation paid for the dogs and happily cares for them. Each summer they allow the dogs to return to the thankful monks for the crowds of tourists. As a result of the Barry Foundation, these delightful dogs can still be found in the Alps, and they are now in safe hands.

1. Underline words in the passage that have the *ou* or *ow* diphthong.
2. Circle the words in the passage that have the suffix *-ly*, *-ful*, or *-fully*.
3. What happens now that the Barry Foundation has paid for the Saint Bernards?

**They take care of them and bring them back to the Alps each summer.**

4. What events made the monks sell the Saint Bernards?

**Saint Bernards were no longer needed for rescues, and they began to cost too much to keep.**

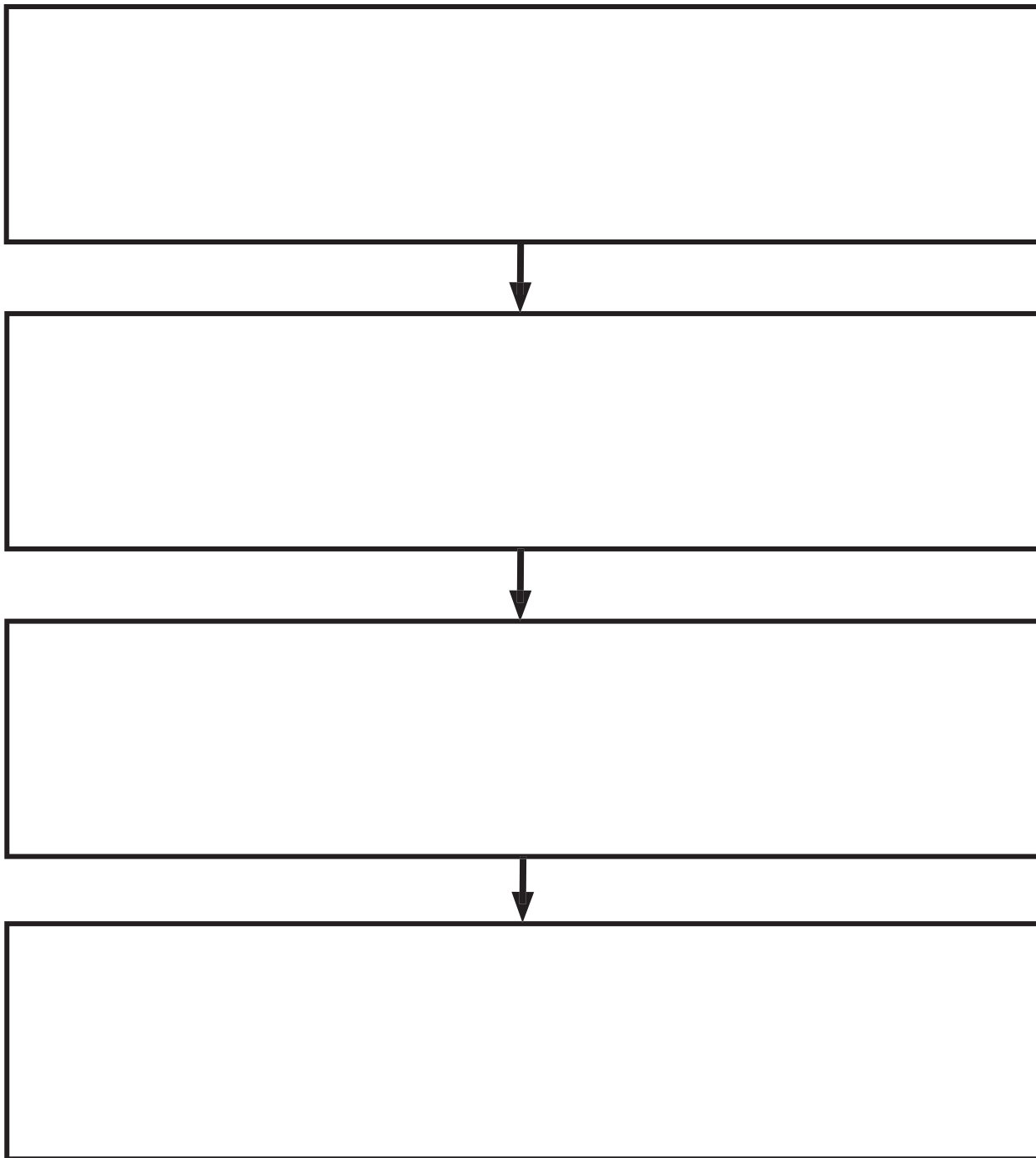
5. \_\_\_\_\_ means "well-known."

Drift    Strange    **Famous**



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

This  
is a clue  
word.

### Lending a Hand

Lisa was always upset about what she saw on the news. There were so many people in her town who needed help. Lisa wanted to help make people's lives better. Lisa's mother told her about all of the clubs Lisa might join. Lisa's mother said that most of them usually helped people in need.

Lisa signed up for a club that seemed to help the town the most. They cleaned up parks so that every person would enjoy them. They also visited ill people in the hospital. Lisa thought she would never be able to help so many people, but she was proud that she had.

- Underline the following clue words in the passage:  
**every   never   usually   most   all**
- Put a box around the sentence that has a generalization in it and explains why Lisa signed up for the club that she did.
- Why might Lisa have thought that she would never be able to help so many people?

**There were so many people in her town who**  
**needed help.**

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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Princess's Party**

The princess was sitting by herself at the table. She jabbed her plate with a knife. No one had shown up to her party! She asked the king to send someone to find out why. Right away, five men rode five white steeds out of the gate.

This  
states a  
problem.

In a flash, one of the men rushed back and yelled, "It's a dragon at the gate!" "So that's why no one came to the party!" said the princess. But it was just her pet dragon looking for fun, so she gave him his favorite toy. Once the dragon had a toy to keep him busy, the people were not so afraid. They all ended up at the princess's party!

1. What attempt was made to solve the princess's first problem?

**The king sent men to find out why no one had shown up to her party.**

2. Draw a box around the second problem in the passage.

3. What was the solution to the second problem?

**The princess gave her pet dragon a toy to play with so he wouldn't bother the people coming her party.**



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Ready to Run!

This  
is a  
signal  
word.

Training sled dogs is hard work! First, a trainer has to pick the right types of dogs. Then, the dogs should be trained to be relaxed with the ropes. Next, the trainer needs to find a lead dog. A lead dog is the one that listens to the trainer's calls. These calls tell the lead dog to turn, stop, or go faster. A trainer must have a lot of patience to get the dogs to work together. Finally, they will be ready to race!



1. Underline the following signal words in the passage:  
**finally next then**
2. Put a box around each of the steps needed to train sled dogs.
3. What does the trainer do after he trains the dogs to be relaxed with the sled ropes?

**The trainer finds a lead dog to listen to the calls.**

---



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Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and end punctuation.**

10 Moon Shadow kept her promise. She watched the road each  
day until the moonlight replaced the sunlight in the blue sky.

21 Days flew by and became years, and Cloud Chaser did not  
32 return. But Moon Shadow did not give up hope that her groom  
44 would make it home safely. Her love for Cloud Chaser grew.

55 Villagers gave Moon Shadow a coat when it got cool. They  
66 gave her food and tried to take her away from the road. But Moon  
80 Shadow wanted to be there when Cloud Chaser came home.

90 Meanwhile, Cloud Chaser scoured many lands for a way to  
100 reach the sun. Nothing stopped him from his goal. He thought  
111 about Moon Shadow each day. But he could not go back without a  
124 nice gift. 126

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

moon	true	drew	frown	glows
groom	glue	chew	growl	oats
proof	due	stew	sound	robot
soon	blue	knew	pounce	zone
mood	sue	threw	pouch	elbow

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

**Compound words** are words made up of two smaller words.

**A. Draw a line to match each pair of words to form a compound word.**

class	dream
tooth	hive
day	room
back	seat
bee	brush

**B. Read each sentence. Write the two words that make each compound word.**

1. I keep many books on a shelf in my **bedroom**.

bed + room

2. She lived in the city but wanted to be by the **seacoast**.

sea + coast

3. She fixed the roof so the **raindrops** would not get in.

rain + drops

4. It was hard to see the raccoons in the dim **moonlight**.

moon + light

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                      |            |            |             |
|----------------------|------------|------------|-------------|
| 1. <b>activity</b>   | game       | time       | hobby       |
| 2. <b>details</b>    | question   | facts      | information |
| 3. <b>bestow</b>     | give       | donate     | take        |
| 4. <b>recognized</b> | noticed    | overlooked | knew        |
| 5. <b>approached</b> | moved away | came near  | moved close |
| 6. <b>provide</b>    | give       | win        | present     |

**B. Vocabulary Strategy: Word Parts** Write the letter of the base word on the right that matches the word on the left.

- |                        |           |
|------------------------|-----------|
| 1. reheating <u>c</u>  | a. luck   |
| 2. gladly <u>e</u>     | b. spell  |
| 3. misspelled <u>b</u> | c. heat   |
| 4. unlucky <u>a</u>    | d. smooth |
| 5. smoothly <u>d</u>   | e. glad   |
| 6. misplaced <u>f</u>  | f. place  |

Name \_\_\_\_\_

After reading “A Gift for Moon Shadow,” fill in the Character, Setting, Plot Chart to help you retell the most important parts of the story.

Characters	Setting	Plot
<b>Moon Shadow</b>	<b>A quiet village</b>	<b>Cloud Chaser and Moon Shadow are two friends who want to get married.</b>
<b>Cloud Chaser</b>		<b>Cloud Chaser wants to give Moon Shadow the sun as a wedding gift.</b>
		<b>Cloud Chaser was gone for many years. He could not get the sun but returned home with many stories.</b>
		<b>The stories became Moon Shadow’s wedding gift.</b>

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Cloud Chaser's Journey

After many years, Cloud Chaser still did not have the sun to bestow upon his bride, Moon Shadow. The groom approached a town near the seacoast and asked the tribe if they could provide any help. They said he must climb the tallest mountain to get as close to the blue sky as he could. Cloud Chaser climbed the mountain in sunlight and moonlight. Soon he had reached the top.

Still, Cloud Chaser could not reach the sun. He tried to get it loose from the sky by throwing rocks. He threw a rope and tried to loop the sun. He used every tool he had, but nothing worked. Cloud Chaser knew that his journey would not end here. He hoped for better luck at his next stop.

1. Underline words in the passage that have the vowel sound /ü/, as in *boot*, *glue*, and *chew*.
2. Circle the compound words in the passage.
3. What did the tribe tell Cloud Chaser to do?

**climb the tallest mountain**

4. What does Cloud Chaser decide at the end of the story?

**that he must continue his journey**

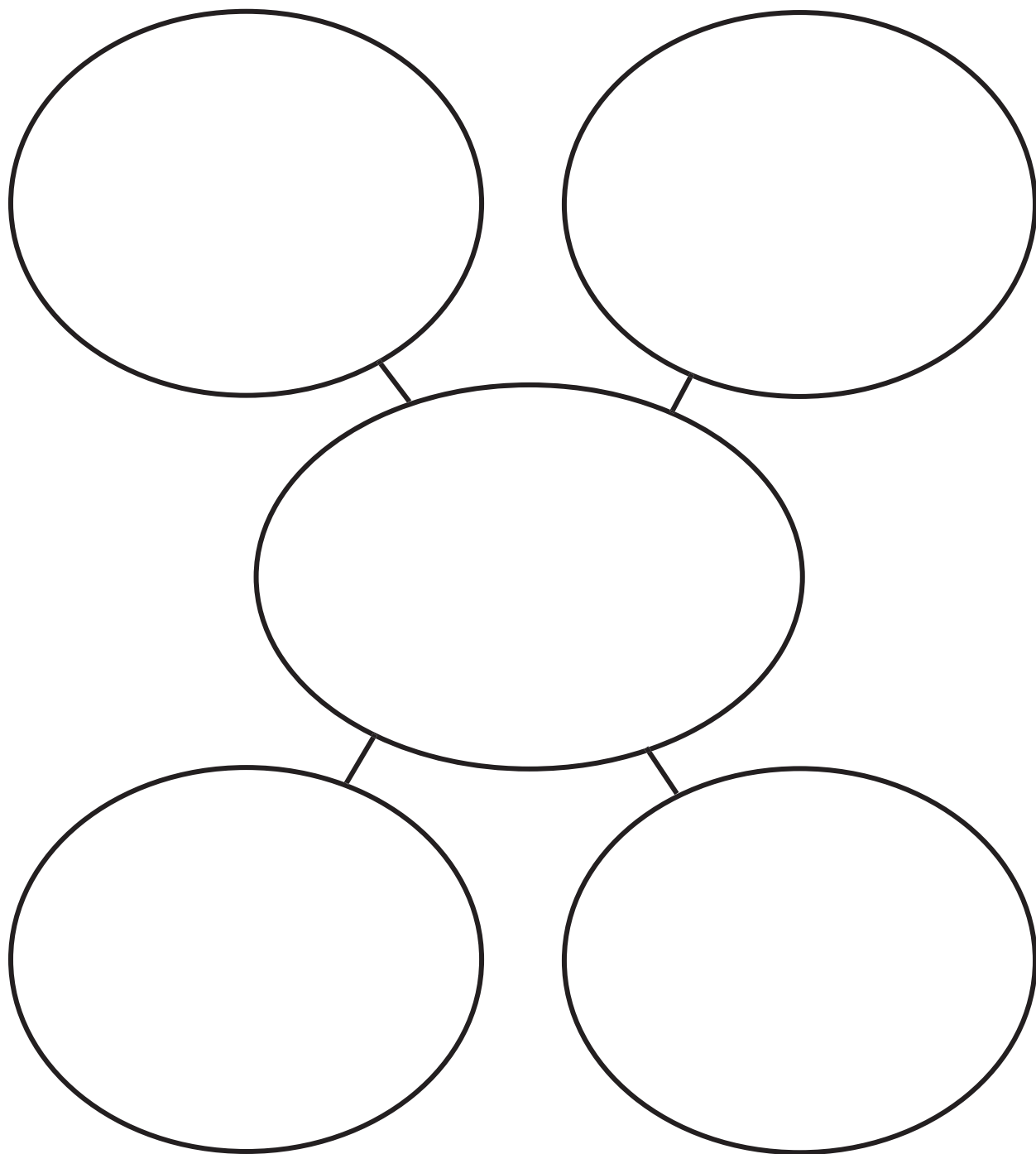
5. \_\_\_\_\_ means give.  
jar      bestow      approached





Name \_\_\_\_\_

To help you plan your writing, fill in a character web.



Name \_\_\_\_\_

When the letter *r* follows a vowel, the sound of that vowel changes. The sound /är/ is heard in words such as *mark* and *chart*. The sound /âr/ is heard in words such as *chair*, *where*, *pear*, and *share*.

**A. Draw a line under the word that best completes each sentence. Write the word on the line.**

- It is hard for me to wake up before sunrise!  
sharp    hard    lard
- He found a tear in his new shirt.  
tear    wear    bear
- We will compare the prices of the two bikes.  
compare    spare    beware
- Preston plays drums in a marching band.  
starving    harming    marching
- I think that it was unfair of them not to tell us.  
midair    unfair    despair
- The chickens and pigs stay near the barn.  
lark    barn    shard
- Mark told us where he was going last night.  
where    there    elsewhere
- Before you play the game, you need a partner to play with.  
harp    part    partner

**B. Go back and circle the /är/ and /âr/ sounds in the answer choices above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.**  
Record your scores below.

11 Mrs. Ricardo was startled to see that Marcy had dozed off  
25 again. Marcy was one of her best students, and she used to be one  
39 of the most active kids in the class. But lately she had fallen asleep  
52 in class several times. Marcy's grades were not as good as they had  
64 been. She had done poorly on her recent projects and tests. What  
was going on with Marcy?

69 Mrs. Ricardo did not know why Marcy was so sleepy all of a  
82 sudden. She did not like to see her students struggle. Mrs. Ricardo  
94 poked Marcy's arm to jar her out of sleep. She told Marcy to visit  
108 the school nurse. Maybe Nurse Garza could solve the problem!  
118 What do you think is wrong with Marcy? What can they do to  
131 solve the problem? 134

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

You use the suffix *-er* to mean “more than.” You use the suffix *-est* to mean “the most.”

**A. Fill in the missing parts to make the bold-faced word.**

1. She walked **faster** than he did.

fast + **er** = faster

2. The dog was **happiest** after Lars fed him.

**happy** - **y** + **iest** = happiest

3. We took books out of the box to make it **lighter**.

**light** + **er** = lighter

4. That was the **wildest** ride I've ever been on!

**wild** + **est** = **wildest**

5. Martha won the contest for the **funniest** hat.

**funny** - **y** + **iest** = **funniest**

**B. Write two sentences about dreams. Use the word *funniest* in one sentence. Use the word *happier* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

several      target      active      research      perform      curiosity

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

There was a lot of 1. curiosity in our city about why people shop where they do. A team decided to 2. research the topic. They made sure to 3. perform the right number of tests and surveys to find out what shoppers want and need in a store. Many shoppers became 4. active in the study. The research lasted 5. several days as many different people were questioned. In the end, the team reached their 6. target. They had an answer for why people shopped at certain stores.

**B. Vocabulary Strategy: Dictionary** Use the dictionary entry to answer the questions.1. What is the origin of **target**?Old English for small shield2. What part of speech is **target**?noun3. How many syllables are in **target**?two

**target (tär/git) noun** Origin: from Old English targe, small shield:

1 a person, object, or place selected as the aim of an attack. 2 an objective or result towards which efforts are directed. 3 a board marked with circles, aimed at in archery or shooting.

Name \_\_\_\_\_

After reading “A Smart Start,” fill in the Conclusions Chart. Use the chart to help you draw conclusions about the story.

What I Know	Text Evidence	Conclusions
Not getting enough sleep at night makes you tired during the day.	Marcy keeps falling asleep in class.	Marcy is not getting enough sleep at night.
Eating a lot of snacks can make you less hungry at dinner time.	Marcy does not eat much of her dinner.	Marcy is not hungry at dinner because she ate so many snacks.
Libraries have books with a lot of information.	Marcy’s mother drives her to the library.	Marcy wants to find information about how to get more sleep.
Getting more sleep helps you remember things better.	Marcy is able to remember what she studied.	Marcy is getting more sleep.

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## The Secret to Success

“Oh no!” said Carlos, holding his research paper. “I needed to perform better on this paper, but I was so tired that I couldn’t write clearly.” He had a look of despair in his eyes.

“I used to have that problem, too,” said Marcy. “It was hard for me to fall asleep at night. I used to stare at the ceiling.”

“What should I do?” asked Carlos.

“There are several ways to get more sleep,” said Marcy. “You should have a target bedtime each night. You should not stay up long after dark. Also, it is a smart idea to keep active during the day instead of sitting around and watching TV. And don’t eat too much junk food!”

“Thanks!” said Carlos. “With your advice, I will be sharper and happier next time.”

1. Underline words in the passage that have the *r*-controlled vowel sounds /är/ and /âr/.
2. Circle the comparative suffixes *-er* and *-est* in the passage.
3. Why didn’t Carlos do well on the paper?

**He was too tired to write clearly.**

4. What conclusions can you draw about Marcy’s character?

**She solves her own problems and helps other people.**

5. \_\_\_\_\_ means something to aim for.

target    several    active



Name \_\_\_\_\_

To help you plan your writing, fill in a dialogue chart.




Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Rain Feast

It had not rained for weeks in the Southwest, and the villagers were worried. The villagers needed rain in order to plant crops and grow food. They asked the chief, Noble Fox, what to do. He had come home after visiting many villages far away. “Do not worry,” Noble Fox said. “The rain will come soon, and it will last for many days. I saw clouds behind me as I approached our village. Then we will grow food and have a feast to celebrate.”

This detail helps you identify a major plot event.

That night in the Southwest, it began to rain. It did not stop raining for many days, just as Noble Fox had said. The villagers could grow food again, and soon they would enjoy a huge feast!

1. Underline the main character’s name every time it appears in the passage.
2. Put a box around the setting every time it is mentioned.
3. What is the plot of this story?

The villagers are worried because they do not have rain to grow food. Noble Fox tells them that the rain will come. The rain does come and the villagers plan a feast.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

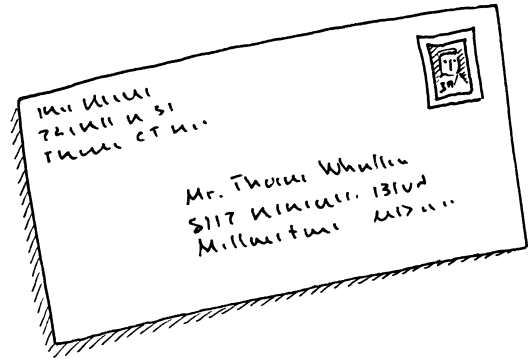
## The Letter

“I can’t see my friends anymore, now that we’ve moved so far away,” said Billy.

“I’m sorry we had to move,” replied Billy’s mom. “You know, when I was your age, I used to write letters to my friends to keep in touch. Today, you can go on the computer and chat and share pictures.”

Billy began to think about what his mother had told him. His friends would be so surprised if he wrote them a letter!

Billy decided to write a letter to his best friend, Mark. He addressed the envelope, put a stamp on it, and mailed it. A few days later, Billy got a letter back from Mark!



1. Underline the sentence that helps you conclude that Mark got Billy’s letter.
2. Put a box around the sentences that help you conclude that Billy didn’t want to move.
3. What conclusion can you draw about how Mark felt about getting a letter?

Since Mark wrote a letter back, he must  
have liked getting the letter.

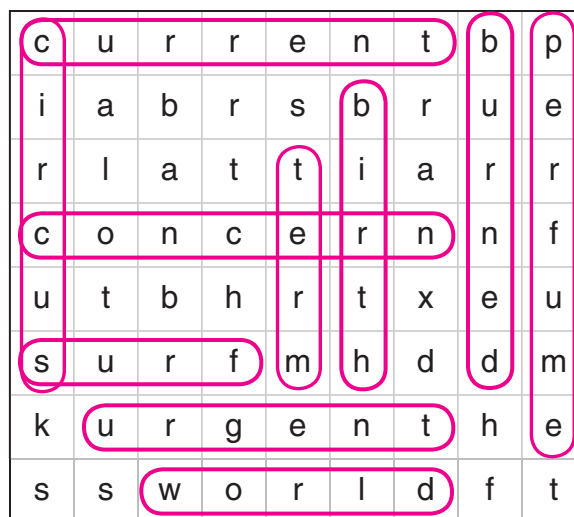
Name \_\_\_\_\_

When a vowel is followed by an *r*, as in *her*, *fir*, *work*, and *burn*, the vowel sound changes. These are **r-controlled vowels**.

**A. Underline the *er*, *ir*, *or*, and *ur* patterns in the words below.**

current      term      urgent      circus      concern  
perfume      world      birth      burned      surf

**B. Circle the words from part A in the puzzle. Look for the *er*, *ir*, *or*, and *ur* patterns to help you.**



**C. Use the correct words from part A to complete each sentence.**

- I am learning how to s u r f in the sea.
- Not everyone in the c i r c u s was a clown.
- When Ben's mother saw the cut, her face showed c o n c e r n.
- The candle b u r n e d all night.

Write the boxed letters from the numbered lines above on the numbered spaces. Read the secret message!

C l o s e r    t o    p e r f e c t!  
 2 3 4 1      3      4 1 4 2

Name \_\_\_\_\_

**A. As you read, pay attention to your speed.**

10 Fossil fuels are common energy sources. They are made of  
 21 plants and animals from millions of years ago. After these plants  
 32 and animals died, dirt covered them in swamps, and their remains  
 43 decomposed. Then the land heated, and pressure was added. As a  
 result coal, natural gas, and oil were formed.

51 Fossil fuels are found all over the globe. People drill and dig  
 63 deep into the Earth's crust to get fossil fuels. Then they are burned  
 76 at power plants in order to make electricity for homes. This is the  
 89 most common method Americans use to get power. But power  
 99 plants make the air unclean because fossil fuels release harmful  
 109 gases when they are burned. As a result, these gases pollute air,  
 121 making it harmful to breathe. 126

**B. Read these words to yourself. Then have a partner time you. Repeat this two more times to see if you can improve your score!**

term	worms	turned	harsh	news
burned	birds	lurch	wear	balloon
person	first	glares	chair	true
turbine	circus	where	target	ooze
thirsty	perfect	party	armor	broom

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

When the **prefix** *de-* is added to the beginning of a word, it often makes the word have the opposite meaning.

**A. Use the shapes to help you place the word parts in the correct order.**

**Example:**

				<u>defrosted</u>
1.				<u>dethrone</u>
2.				<u>debone</u>
3.				<u>defrosting</u>
4.				<u>deformed</u>
5.				<u>declawed</u>

**B. Use the correct words from above to complete each sentence.**

- We had our cat declawed.
- The meat was defrosting in the refrigerator.
- After it broke, the clay horse was deformed.
- They had to debone the fish before they cooked it.
- They stopped a plot to dethrone the king.

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. Most library books are **renewable**.  true  false
2. The **environment** is just the streets near you.  true  false
3. **Sources** are a good place to find information.  true  false
4. Humans need **oxygen** to breathe.  true  false
5. There is **energy** all around us.  true  false
6. Burning fossil fuels will never **pollute** the air.  true  false

**B. Vocabulary Strategy: Context Clues** Underline the words in each sentence that provide context clues to the meaning of the bold-faced word.

1. Shawn wasn't sure which of his library books were **renewable**, but he knew some could not be taken out a second time.
2. He wanted to keep the book on protecting the **environment**, because his report on the world's wildlife and plants that are in danger was due next week.
3. Shawn had read a lot about the way that **oxygen** is changed to become ozone in a layer of gases high above the earth.
4. One of his favorite topics was about finding other **sources** to use instead of fossil fuels, which are what most places burn for electric power.
5. Shawn found out that the need for **energy** has increased as more people around the globe need to light their homes and run cars and the other machines that are part of modern life.

Name \_\_\_\_\_

After reading “A Need for Energy,” fill in the Cause and Effect Chart to help you analyze the events and why they happened.

Cause	→	Effect
Animals died. They were covered in dirt, and pressure was added.	→	The animal remains became coal, natural gas, and oil.
Fossil fuels release harmful gases when they are burned.	→	The gases pollute the air and make it difficult to breathe.
Harmful gases make the ozone layer thin.	→	The thin ozone layer cannot block out the sun’s harmful rays, and people get sick.
Tankers spill oil into the seas.	→	The oil kills fish, birds, and plants that need clean water to live.

These are sample cause and effect relationships from the selection.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Power Plant

Power plants are important for creating energy. Power plants turn fossil fuels, like coal and oil, into energy. First, the fuel is burned. The heat turns water into steam. Then the steam pushes a turbine, which is a large fan that makes electricity. This is how fuels become sources of power around the world.

Power plants are made to give us power, but they also hurt the environment. Power plants release unsafe gases into the air when they burn fuels. The gases decompose the ozone layer. This weakens our planet's protection against the sun's harmful rays. People, plants, and animals can get sick as a result. There are good things and bad things about power plants.

1. Underline words in the passage that have the vowel sound /ûr/, as in *her*, *fir*, *work*, and *burn*.
2. Circle any words with the prefix *de-* in the passage.
3. What is the result when fuel is burned in a power plant?

The heat that is made turns water into steam.

4. What can happen if the Earth is not protected from the sun's harmful rays?

People, plants, and animals can get sick.

5. A \_\_\_\_\_ is a supply or the origin of something.

source layer turbine



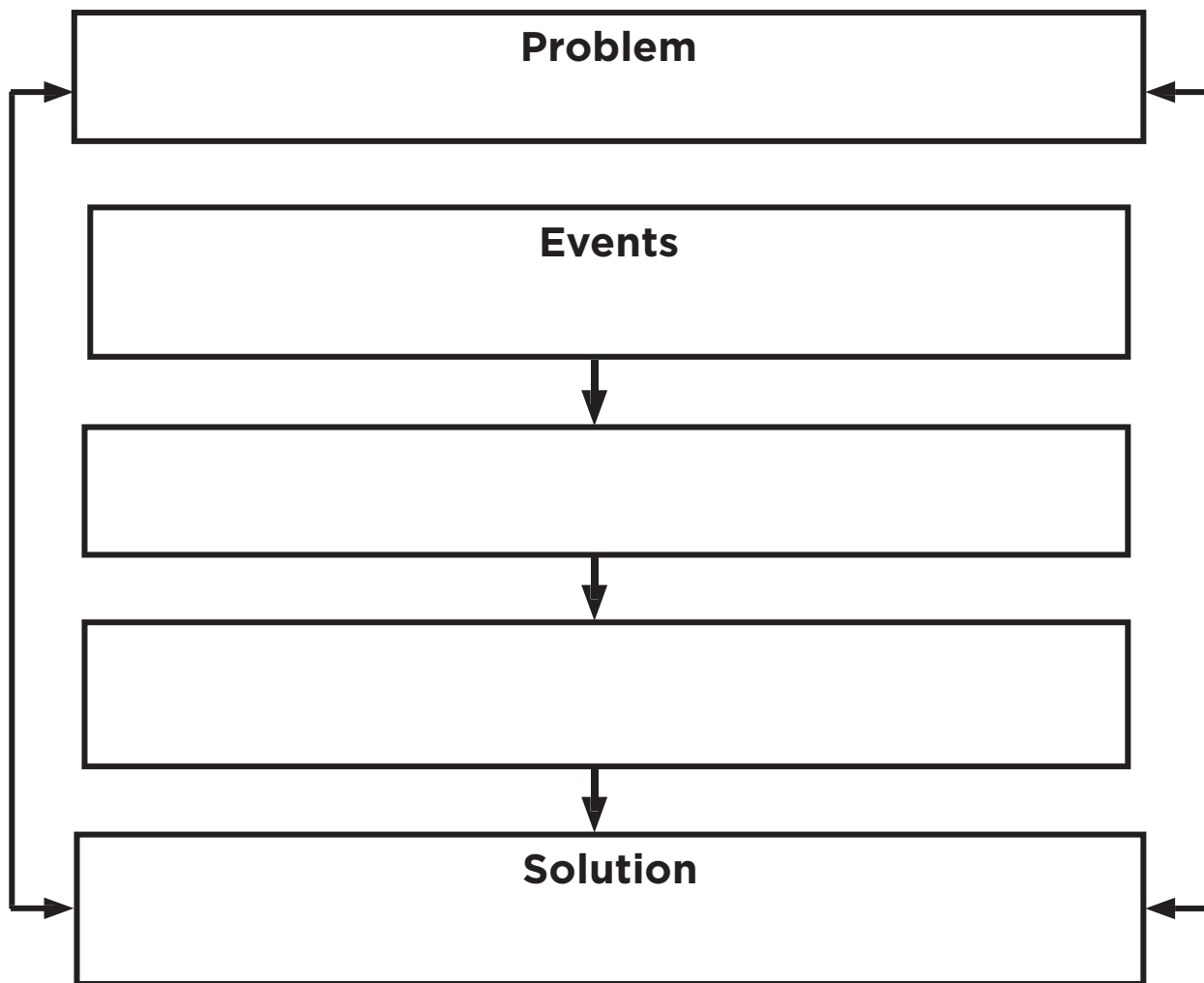


Name \_\_\_\_\_

To help you plan your writing, fill in a story map.

**Characters**

**Setting**



Name \_\_\_\_\_

When a vowel is followed by an *r*, as in *for*, *store*, or *board*, the vowel sound changes. These are **r-controlled vowels**.

**A. Choose the word that has the *or*, *ore*, *oar* sound and use it to complete each sentence. Write the word on the line.**

- The bookstore had to order more books for the students.  
cart    show    order
- The sun rises in the morning.  
fog    morning    afternoon
- Tori's legs were sore after she jogged three miles.  
sore    slow    starved
- I am so bored that I am falling asleep!  
warm    thrown    bored
- They always hung out on the porch before dinner.  
window    porch    stone
- My mom told me that when I fall into a deep sleep, I snore.  
smirk    scowl    snore
- Before the Olympics begin, the torch is lit.  
torch    fire    flame
- I saw the birds soar through the sky.  
zone    soar    root

**B. Go back and circle all the other words above that have the *or*, *ore*, *oar* sound.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

9 Archaeologists are scientists who seek out artworks and everyday  
23 objects made by people in ancient times. The job is hard. Some of the  
34 objects are buried deep in the earth. Archaeologists use shovels and  
48 other tools to uncover them. Still, the job can be exciting. At times, a  
63 team at a dig site finds things it did not expect. Some of these things  
can be in such good condition they look almost new.

73 Before they can dig, the archaeologists in charge must explain  
83 their plans. They submit a report outlining what they intend to look  
95 for. It is then up to the local government to decide whether the land  
109 can be dug up or not. Archaeologists may also need the support of the  
123 people living nearby. When the plan is approved, archaeologists do not  
134 delay in starting to dig. 139

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **suffix** is one or more letters added to the end of a word. The suffixes *-able* and *-ible* mean “is able to be.” Examples are *movable* and *collectible*.

**A. Fill in the missing parts to make the word in bold.**

1. It is **regrettable** that so much time was wasted.

regret + t + able = regrettable

2. This silk shirt is **washable**.

wash + able = washable

3. I didn't enjoy the book because the main characters weren't **likable**.

like - e + able = likable

4. Connor's jacket was **reversible**.

reverse - e + ible = reversible

5. His absence from school was **excusable**.

excuse - e + able = excusable

**B. Write two sentences about a sport. Use the word *flexible* in one sentence. Use the word *movable* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Check *yes* or *no* for each question.

1. Can we change the way things happened in **history**?  yes  no
2. Can sneezing **occur** if your nose is stuffed?  yes  no
3. If you **prolong** doing your chores, will they definitely get easier?  
 yes  no
4. Is it true that rain sometimes **filters** through a window screen?  
 yes  no
5. Is it good to give **support** to a friend in need?  yes  no
6. Are gardens always **surrounded** by walls?  yes  no

**B. Vocabulary Strategy: Word Parts** For each numbered word, write the letter of its meaning.

- |                                  |   |
|----------------------------------|---|
| 1. misbehave <u>  <b>c</b>  </u> | a. to unravel or loosen                     |
| 2. reread <u>  <b>e</b>  </u>    | b. to open or lay flat                      |
| 3. unroll <u>  <b>a</b>  </u>    | c. to ignore the rules, or behave badly     |
| 4. repaint <u>  <b>f</b>  </u>   | d. changed from the original form           |
| 5. deformed <u>  <b>d</b>  </u>  | e. to read again                            |
| 6. unfold <u>  <b>b</b>  </u>    | f. to paint again                           |
| 7. mislead <u>  <b>g</b>  </u>   | g. to direct the wrong way, or inform badly |

Name \_\_\_\_\_

After reading “Digging Up History,” fill in the Summary Chart to help you tell the most important parts in a few words.

Archaeologists are scientists who dig in the ground to find objects made by people long ago. Digs take place around the globe.



Archaeologists use different tools to locate and clean objects. Then they compare the objects and try to figure out how they were used.



At one big dig in Jamestown, Virginia, archaeologists have found many objects and the remains of a church. What they learn about early inhabitants of the town is used to restore it.



### Summary

Archaeologists find and study objects and buildings made by people in the past. Dig sites, such as the one at Jamestown, Virginia, help us learn important and exciting facts about history.

Sample answers are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Jamestown

Jamestown, Virginia, was the first English town to be built in what is now the United States. In fact, it was a town before the United States became a country! Life was hard for people in Jamestown. Winter storms were cold and winds roared. It was hard to store food, so people sometimes went hungry. The water that surrounded the town was undrinkable and made people sick.

Still, people were not always unhappy and found ways to prolong their stay by making Jamestown more livable. Blacksmiths and carpenters made supplies to help support the town. People made sure to reuse and not mishandle tools. They also played games to make their lives more enjoyable. Archaeologists have found that Jamestown is an uncommon place which forms a link to our past.

1. Underline words in the passage that have the *or, ore, oar* sound.
2. Circle the words with the suffix *-able* in the passage.
3. How did Jamestown's people help make the town more livable?

They made supplies and used tools more than once. They played games.

4. How was life hard for people in Jamestown?

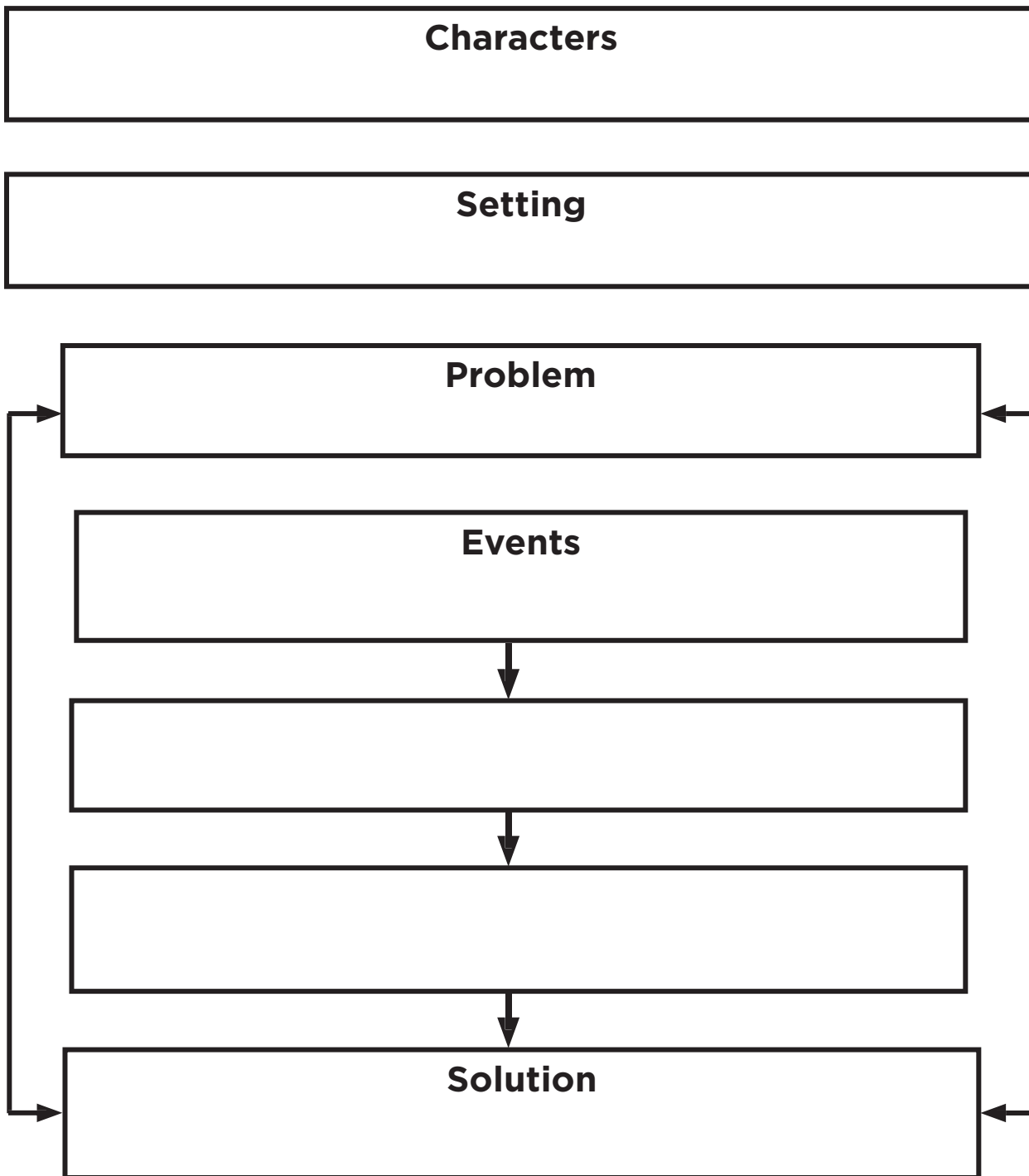
Winters were cold and stormy. People went hungry, and the water around Jamestown made people sick.

5. \_\_\_\_\_ means to help.  
surround    support    enjoy



Name \_\_\_\_\_

To help you plan your writing, fill in a story map.







Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.****All in a Day's Work****CAST**

Nick Wright

11 *Setting: Nick's house. Wright helps Nick learn his lines for the school play.*

13 NICK: Oh no! I will never be able to memorize all these lines.

26 WRIGHT: It's okay. We will practice some more. Soon, you  
35 will know these lines by heart. I promise!

44 NICK: They are hard to remember. How am I going to do it?

57 WRIGHT: You just need to get into character. Then the lines  
68 will feel as natural as having a chat with a friend.

79 NICK: But what if I get the lines wrong? I will stick out like a  
94 sore thumb! Everyone will laugh at me.

101 WRIGHT: Relax. Nobody will laugh at you. The audience is  
111 there to have a good time, not to be mean. They will not make fun  
126 of you.

128 NICK: I guess you are right. I should not worry. 138

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. Did you know/ the lamb/ has a wrinkle/ on her knee?//
2. I went/ to the store/ for more/ roast pork.//
3. Is that bird/ in a herd/ of thirty stern turkeys?//
4. Arf! Arf!// The dark dog/ barked/ at the car.//
5. Oops!// The groom/ popped the balloons/ with his broom.//



Name \_\_\_\_\_

In many words that have more than one syllable, the final syllable is unaccented. Examples are the final syllables in *written*, *metal*, *travel*, and *bubble*.

**A. Separate each word into two syllables. Then circle the unaccented syllable.**

**Example:**

travel      trav/**(el)**

1. kitten      kit/**(ten)**

2. tunnel      tun/**(nel)**

3. jungle      jun/**(gle)**

4. towel      tow/**(el)**

5. total      to/**(tal)**

**B. Use the correct word from part A to complete each sentence.**

1. I used a **towel** to dry myself off.
2. When we were in the **jungle**, we saw a tiger.
3. The **kitten** purred when I petted her.
4. That **tunnel** goes under a river.
5. To find the **total** price, add the price of each item.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                       |           |          |          |
|-----------------------|-----------|----------|----------|
| 1. <b>doubts</b>      | worries   | concerns | hopes    |
| 2. <b>audience</b>    | teachers  | watchers | clapping |
| 3. <b>imagination</b> | dreams    | facts    | fables   |
| 4. <b>character</b>   | player    | actor    | setting  |
| 5. <b>relax</b>       | slow down | rest     | pace     |

6. Which would you rather **memorize**? Tell why on the lines below.

- a. all your vocabulary words      b. all the textbooks in the world

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**B. Vocabulary Strategy: Analogies** Read each sentence. Then find the synonym for the bold-faced word from the words on the right. Write the letter of the correct answer on the line.

- |  |  |
|--|--|
| 1. <i>Students are to learners as</i><br><b>audience</b> is to <u>  <b>b</b>  </u> . | a. sisters<br>b. watchers<br>c. speakers |
| 2. <i>Practice is to prepare as</i> <b>memorize</b> is to <u>  <b>a</b>  </u> .      | a. learn<br>b. forget<br>c. lose         |
| 3. <i>Tale is to fable as</i> <b>character</b> is to <u>  <b>c</b>  </u> .           | a. prop<br>b. costume<br>c. person       |

Name \_\_\_\_\_

After reading “The Show Must Go On,” fill in the Conclusions Chart to help you draw conclusions about the play.

Text Clues	Conclusion
<p>Patty wants to be the main character and says Nick will wreck the play.</p>	<p>Patty thinks she is better at acting in a play than Nick is.</p>
<p>Nick is shaking, his hands are numb, and his belly feels like it is twisted.</p>	<p>Nick is nervous about being able to remember his lines in front of an audience.</p>
<p>In Nick’s dream, everyone laughs at him for forgetting his lines and the teacher says she will take the part away from him.</p>	<p>Nick is worried about what may happen if he forgets his lines.</p>
<p>Nick remembers his last line when he feels his lucky dollar and sees Wright off stage.</p>	<p>Nick is able to remember his lines when he relaxes and has confidence in himself.</p>

These are sample text clues from the play.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Wright Writes a Play

“This is a great play, Wright!” said Nick.

“Do you really think so?” asked Wright. “I have my doubts that the audience will like it. I hope I am wrong.”

“Relax!” said Nick. “I know people will love this play. It is very well written. How did you come up with the story?”

“It was simple,” Wright answered. “I just used a little imagination. Once I knew what was going to happen, it was easy to write.”

“I can’t wait for our class to act out your play on stage!” Nick said. “I hope I can play the main character. He is a lot like me.”

“I can’t wait, either,” Wright agreed. “It’s going to be a lot of fun.”

1. Underline words in the passage that start with silent consonants.
2. Circle the words in the passage that end with unaccented syllables *-en* and *-le*.
3. How did Wright come up with the story for his play?

He used his imagination.

4. Why does Nick want to play the main character?

because the main character is a lot like Nick

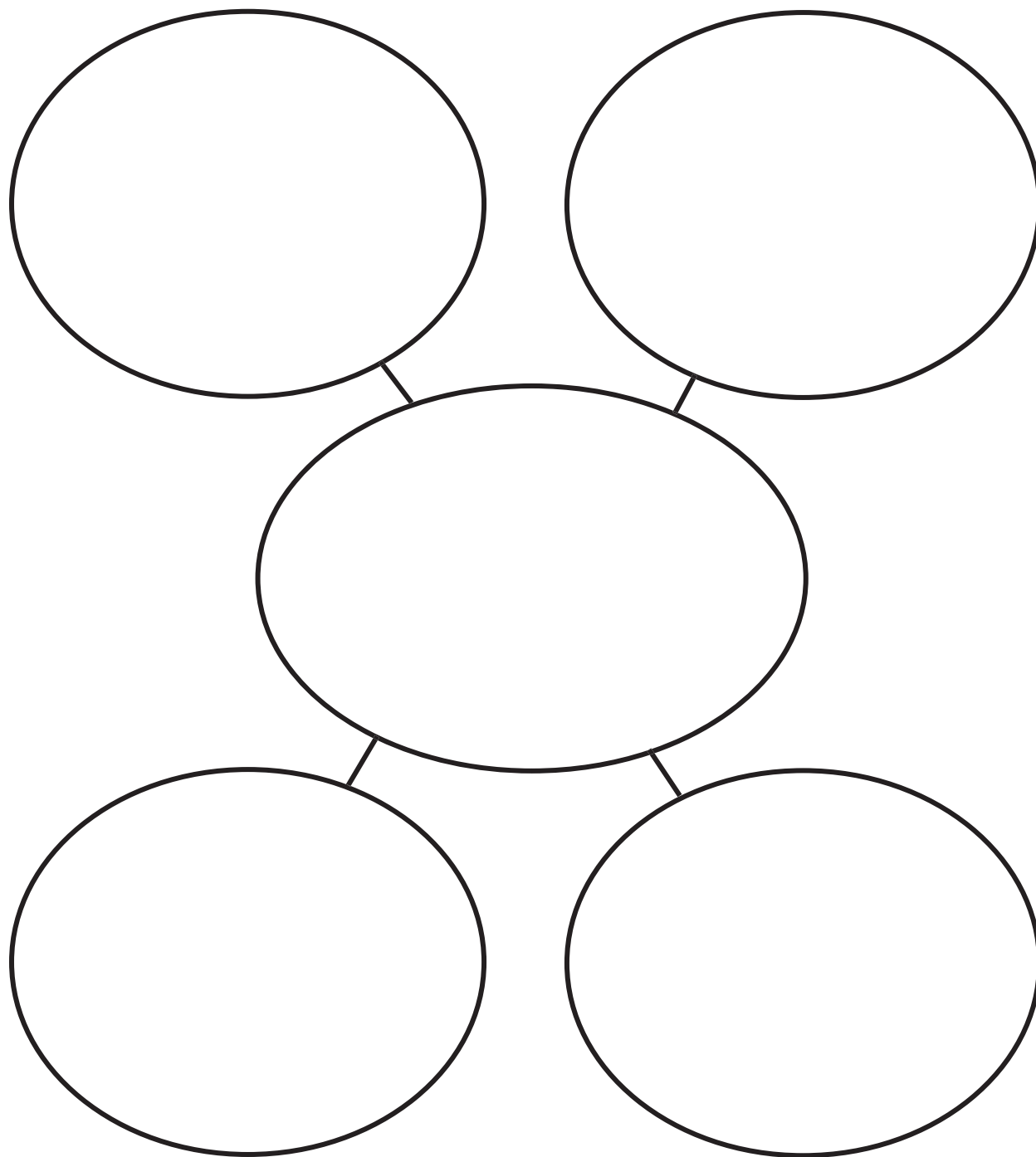
5. \_\_\_\_\_ means to calm down.

relax    imagine    doubt



Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Keep Your Energy Up!**

In order to live our lives as best we can, we need to have energy in our bodies. Without energy, it is hard to stay awake and prepared.

This phrase is a signal for a cause-and-effect relationship.

The best way to keep your energy up is to get exercise because it keeps your body in motion. There are many ways to exercise. You can walk, jog, or play sports. Exercising a lot causes your muscles to become stronger. As a result, you should feel good and ready to face the day. If you do not give your body plenty of work, then it will be harder for your body to stay active during the day.

1. Underline the following signal words or phrases in the passage:  
**as a result    because    then    causes**
2. Put a box around the sentence that states the effect of making your muscles strong.
3. What is the effect of not having energy?

**It is hard to stay awake and prepared.**

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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Tools of the Trade**

Archaeologists use many tools to find lost objects. Three of the most important tools are shovels, brushes, and filters.

Archaeologists use shovels to take away layers of dirt and dig many feet underground. When they find an object, they use brushes to clear the dirt off of it. They use filters to find small objects. The filters let the dirt out, but hold the small objects so scientists can study them. To sum up, each tool serves a different purpose.

All in all, shovels, brushes, and filters are three important tools for archaeology.

Summarizing each paragraph will help you summarize the passage.

1. Underline the following signal phrases in the passage:  
**to sum up**    **all in all**
2. Put a box around the sentence that best summarizes the passage.
3. How could you summarize the second paragraph in one sentence?

**Archaeologists use shovels to dig into the ground, brushes to wipe away dirt, and filters to find small objects.**

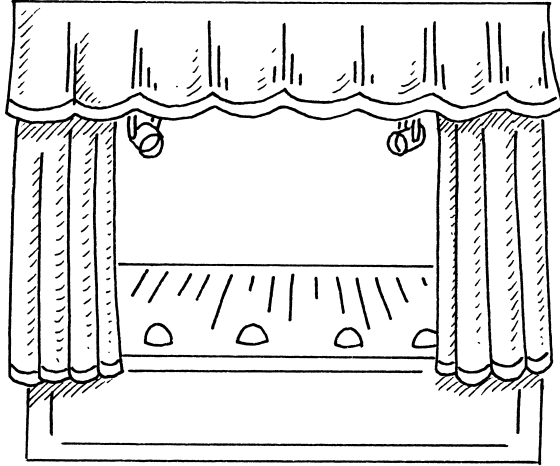
Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Day at the Theater

Sally sighed loudly. Her parents had dragged her to see a play. Sally hoped it would not last long. The lights went dim, and Sally saw two actors dressed in odd costumes. Behind them was a large set.

As the play went on, Sally's smile grew larger. The actors were very talented, and they made everyone laugh. Sally was upset that the play ended so soon. She wanted to stay at the theater!



1. Underline the text clues that lead you to conclude that the play was funny.
2. Put a box around the text clues that lead you to conclude that Sally did not want to go to the play.
3. What conclusion can you draw from the last two sentences?

**Sally enjoyed the play after all.**

---



---

Name \_\_\_\_\_

Draw a line under the word that best completes each sentence.  
Write the word on the line.

1. Dave didn't like the cartoon, so he said it was horrible.  
horrible stored porch
2. She wanted to know what Adeet had written on his paper.  
wronged written hidden
3. This test was harder than the last one.  
smarter hardest harder
4. The lake shimmered in the moonlight.  
moonlight cartoon raccoon
5. Do turtles have thumbs?  
thumbs climbs lambs
6. The trip we took to the zoo was memorable because it was our first school trip.  
movable memorable readable
7. My bedroom is darker than yours because my curtains are thicker.  
lighter darkest darker
8. Because Fran can hold her breath the longest of all the swimmers, she won the swim meet.  
shortest longest longer

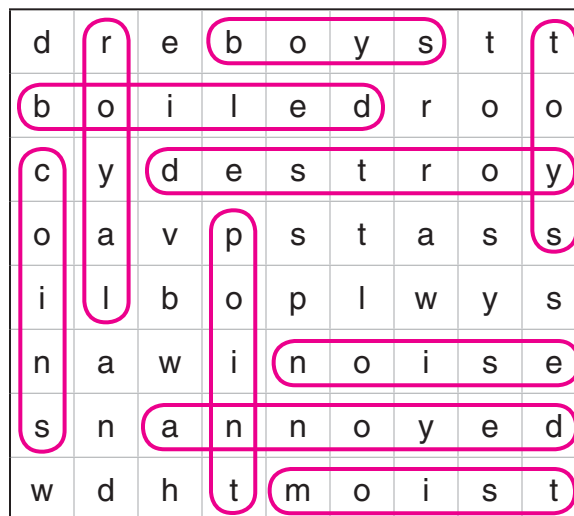
Name \_\_\_\_\_

Diphthongs *oi* and *oy* make the same sound. Examples are *oil* and *boy*.

**A. Underline *oi* and *oy* in the words below.**

boiledcoinsnoisebooystooysroyaldestroyannoyedpointmoist

**B. Circle each word in the puzzle. Look for the diphthongs to help you.**



**C. Use the correct words from above to complete each sentence.**

1. She b o i l e d an egg.
2. Mom was a n n o y e d at what the newspaper said.
3. The princess was part of the r o y a l family.
4. There were a lot of different t o y s to play with in his room.

**Use the boxed letters from the lines above to complete the message.**

Don't let rain d e l a y having a fun day!

1 2 3 4

Name \_\_\_\_\_

**A. As you read, pay attention to intonation, end punctuation, pauses, and stops.**

10 Many baseball players are great. But Jackie Robinson was special.  
He was the first African American to play major league baseball.

21 Before Jackie, African Americans could play only in separate  
30 leagues. There were separate schools, restaurants, and hotels for  
39 different races. On many city buses, African Americans had to sit in  
51 the back.

53 Jackie joined the Brooklyn Dodgers in 1947. Would the fans  
63 accept an African-American player? Jackie's manager thought so. He  
72 told Jackie to "have enough courage not to fight back." Despite some jeers,  
85 Jackie did not get annoyed. He played so well that he was named  
98 rookie of the year!

102 Jackie Robinson set many records. He was chosen for the Hall of  
114 Fame. But he did something more important. He showed that talent is  
126 what matters the most. He changed sports in America forever. 136

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

joyful	noise	oyster	known	store
loyal	choice	destroy	knapsack	bored
voyage	point	moist	sign	pork
enjoy	spoil	recoil	wrong	soar
employed	joined	avoid	thumb	horse

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



**At Home:** Reread the passage a few times and then make up two sentences using some of the words in Part B.

Name \_\_\_\_\_

The prefixes *con-*, as in *concert*, and *com-*, as in *compete*, often mean "with" or "together" when added to a root word. Use *com-* before root words that begin with *b*, *m*, or *p*.

**A. Fill in the missing word parts to make the bold-faced word.**

1. To make a cake, first \_\_\_**bine** sugar and butter.

COM + **bine** = **combine**

2. After talking it over, the buddies got past their minor \_\_\_**flict**.

con + **flict** = **conflict**

3. The two best teams will **compete** for a prize.

com + pete = **compete**

4. I will \_\_\_**pare** both dresses to see which one I like better.

com + **pare** = **compare**

5. We **connected** all the puzzle pieces together.

con + nect + **ed** = **connected**

**B. Write two sentences about sports. Use the word *combine* in one sentence. Use the word *compete* in the other.**

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

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

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. A **loyal** pal is usually a good pal to have.  true  false
2. It is nice to get **jeers** from a crowd.  true  false
3. Staying **poised** can be hard if you are nervous.  true  false
4. A football player might **retire** after injuring his knees.  true  false
5. If a bird is **released** from its cage, it is still trapped.  true  false

**B. Vocabulary Strategy: Context Clues** Underline any context clues that help you define the bold-faced vocabulary words.

Joy remained **poised**, or calm, as her dance teacher inspected her form. Joy tried to **avoid** her teacher as she kept still, and turned away from him. But now, Joy didn't hear any **jeers**, or taunts, about her form. After some instruction from her teacher, Joy finally **released** her pose. As her arms dropped, her teacher said, "I can tell that you have been **loyal** to your practice schedule. My form was not this good after I stopped dancing and **retired**. Good job." Joy was excited that all of her hard work had paid off!

**Write the vocabulary word that best completes each sentence.**

1. Joy was loyal to the people who helped her dance so well.
2. Joy stood poised and ready to begin dancing on stage.
3. If you are retired, you no longer dance in public.
4. Joy wanted to avoid eye contact with her teacher.
5. It is not fun to hear jeers from people watching you dance.

Name \_\_\_\_\_

After reading “Jackie Robinson and the Joy of Baseball,” fill in the Author’s Purpose Chart to help you identify the author’s purpose.

Clues	Author’s Purpose
<p>As a child, Jackie avoided fights. He smiled, stayed poised, and helped others.</p>	<p>To inform and show what made Jackie Robinson a sports hero and a great leader for civil rights.</p>
<p>Jackie got awards in many different sports and set records in high school.</p>	
<p>When he was in the army, Jackie sat at the front of the bus to show that some rules were unfair.</p>	
<p>When Jackie became the first African-American baseball player, he ignored the jeers.</p>	
<p>Jackie helped African Americans get employed as coaches and managers.</p>	

These are sample clues to the author’s purpose.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Jackie's First Day**

On April 15, 1947, Jackie Robinson played his first game in major-league baseball. Many players and fans were unhappy. They thought that the major leagues should include only white players. Jackie was an African American.

Jackie had to hear the fans' jeers and taunts. His manager had told him to be brave enough "not to fight back." Throughout that first game, Jackie stayed poised. He avoided conflict. He did not let any jeers or other noise spoil the joy of baseball. Jackie enjoyed competing and was committed to the game.

Jackie scored the winning run that day. He made history. Jackie played baseball with the Brooklyn Dodgers for ten more years and then retired.

1. Underline words in the passage that have the *oi* or *oy* pattern.
2. Circle words in the passage that have the prefix *con-* or *com-*.
3. Is the purpose of this passage to entertain, inform, or persuade?

**inform**

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4. What is the purpose of the second paragraph?

**to inform us about the problems Jackie faced**

---

**and how he handled them**

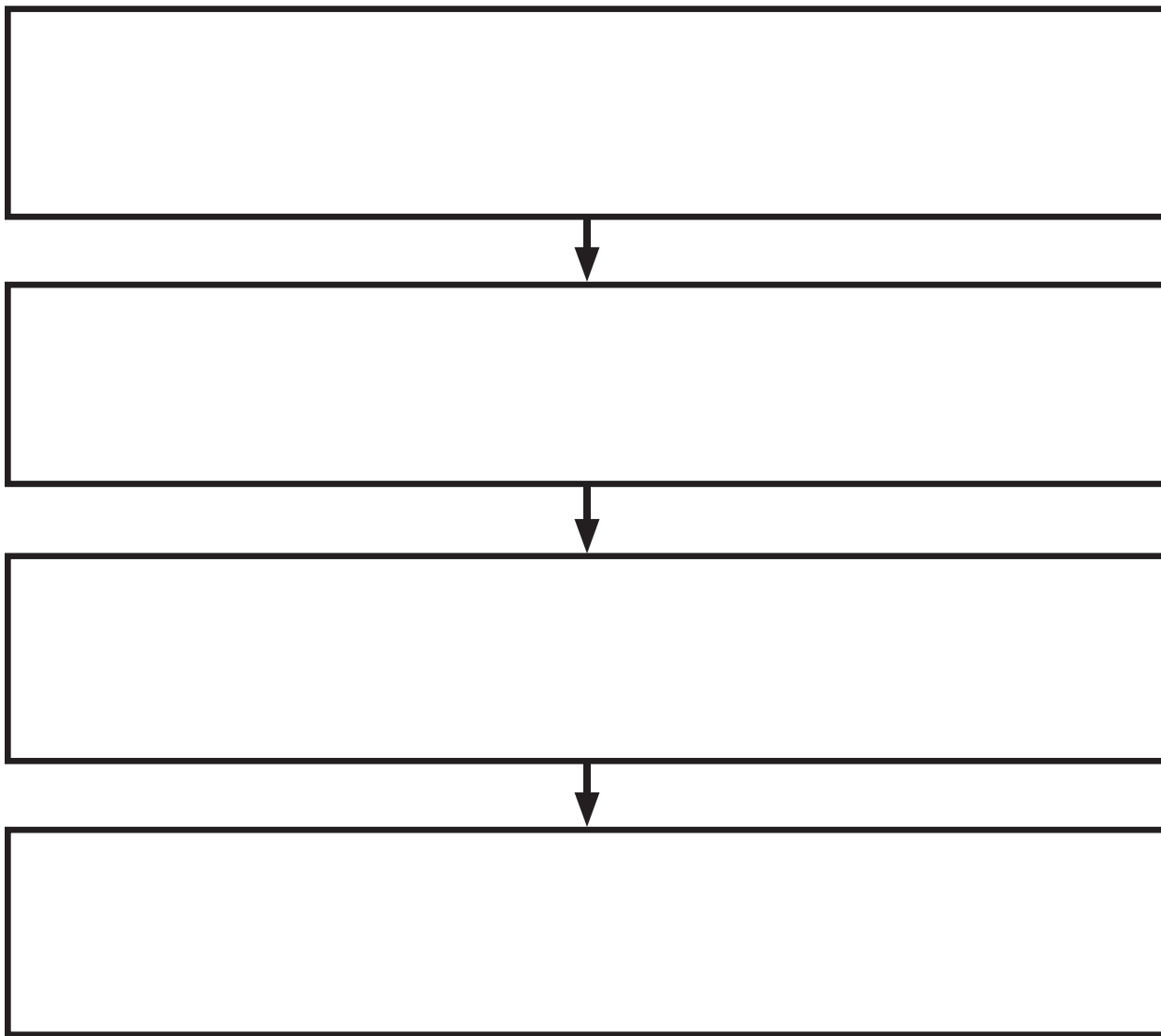
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5. \_\_\_\_\_ means to stay away from.  
spoil    avoid    enjoy



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.



Name \_\_\_\_\_

In words that end in *-el*, *-al*, and *-le*, the last syllable is usually not stressed.

**A. Draw a line under the word that best completes each sentence. Then write the word on the line.**

- Nora could not ride her bike because the pedal was broken.  
pedal peddle metal
- I had to triple the size of the list to include everyone.  
gobble sell triple
- Marissa lost her sandal at the beach.  
sandal handle sample
- The bells on the horse's harness jingle.  
giggle jingle joggle
- Did you get that online or at a local store?  
local level several
- Randi had to cancel the pool party because of the rain.  
legal cancel hazel
- Justin had to paddle the boat to shore.  
paddle seal candle
- Heather was gentle with the new kitten so it wouldn't get hurt.  
kettle circle gentle

**B. Go back and circle the unstressed syllables *-el*, *-al*, and *-le* in the word choices above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

Jacques Cousteau loved the sea from the time he was a  
 11 little boy. His interest began during a swim in the sea with  
 23 one of his friends. Cousteau saw wonderful creatures in this  
 33 mysterious underwater world, and he was anxious to learn all  
 43 he could about the sea.

48 Cousteau invented several tools that helped him explore the  
 57 sea like nobody had before. He and his partner made a scuba  
 69 tank filled with air that helped divers breathe underwater for  
 79 long periods of time. He also helped create a wet suit to keep  
 92 people warm in cold water. His team made diving pods that  
 103 looked like flying saucers. Cousteau was able to help many  
 113 people. Thanks to Cousteau's inventions, we have learned so  
 122 much about the sea! 126

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

**Compound words** are made by joining two words together.

**A. Read the words in each shape. Draw a line between two words that can be used to make a compound word. Then write the compound words on the lines.**

1.	dresser	grass	<u>hairdresser</u>
2.	thunder	under	<u>thunderstorm</u>
3.	hopper	hair	<u>grasshopper</u>
4.	ground	storm	<u>underground</u>
5.	snake	out	<u>rattlesnake</u>
6.	number	rattle	<u>outnumber</u>

**B. Complete each sentence with the correct word from part A.**

- There was a little grasshopper on our porch.
- The tree's roots were underground, so we couldn't see them.
- The girls outnumber the boys in our class.
- The thunderstorm made the house shake.
- The rattlesnake slid through the grass.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word in each group that does not belong with the bold-faced word.

- |                      |            |           |            |
|----------------------|------------|-----------|------------|
| 1. <b>vessel</b>     | car        | ship      | boat       |
| 2. <b>chemicals</b>  | scientists | chickens  | chemistry  |
| 3. <b>inventions</b> | gadgets    | copies    | devices    |
| 4. <b>mysterious</b> | strange    | different | well-known |
| 5. <b>gear</b>       | tools      | facts     | supplies   |

6. Which might be part of your camping **gear**? Explain on the lines below.

- a. a backpack      b. a bear

---



---

**B. Vocabulary Strategy: Word Parts** Write the letter of the meaning on the right that matches the word on the left.

- |                        |  |
|------------------------|--|
| <u>c</u> 1. leader     | a. in a brave way                        |
| <u>e</u> 2. moveable   | b. in a way that shows a good mood       |
| <u>b</u> 3. cheerfully | c. one who takes charge of others        |
| <u>d</u> 4. flavorful  | d. full of taste                         |
| <u>a</u> 5. boldly     | e. able to be taken to a different place |

Name \_\_\_\_\_

After reading “Jacques Cousteau: Scientist Below Sea Level,” fill in the Fact and Opinion Chart to help you identify facts and opinions.

Fact	Opinion
<p>Jacques Cousteau was a French scientist who studied the sea and made films about it.</p>	<p>The deep sea is a mysterious place.</p>
<p>Cousteau and his partner created inventions such as the scuba tank and the wet suit to help divers explore the world under the sea.</p>	<p>Cousteau led an exciting life and made many discoveries.</p>
<p>They made a round, metal house and attempted to live beneath the sea for weeks.</p>	<p>Most people would be too afraid to live in dark, cold water.</p>
<p>Cousteau changed an army ship into a traveling vessel where he made films to show what was happening to the sea. Companies did not stop polluting.</p>	<p>Companies felt that it would take too much money to stop polluting.</p>

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Cousteau's Fight

Jacques Cousteau had seen many interesting and mysterious sights when he explored the ocean as a diver. But he also knew that underwater life was in big trouble because of pollution. Fish and plants were being killed. Cousteau wanted to stop companies from releasing deadly chemicals into the water. He was worried about what they were doing. Cousteau knew we had to be more careful when it came to protecting the seas.

Cousteau began making several films from an army vessel. Soon he was able to spread his message. He found that many people were misinformed about pollution. His photographs showed how much damage it caused to undersea life. The films shocked everyone who watched them. People knew something must be done. Lawmakers passed laws to prevent pollution. Cousteau was given many awards and medals for his efforts to protect sea life.

1. Underline words in the passage that have an unstressed syllable spelled *-el*, *-al*, or *-le*.
2. Circle the compound words in the passage.
3. "Cousteau began making several films from an army vessel." Is this sentence a fact or an opinion?

**fact**

---

4. "The films shocked everyone who watched them." Is this sentence a fact or an opinion?

**opinion**

---

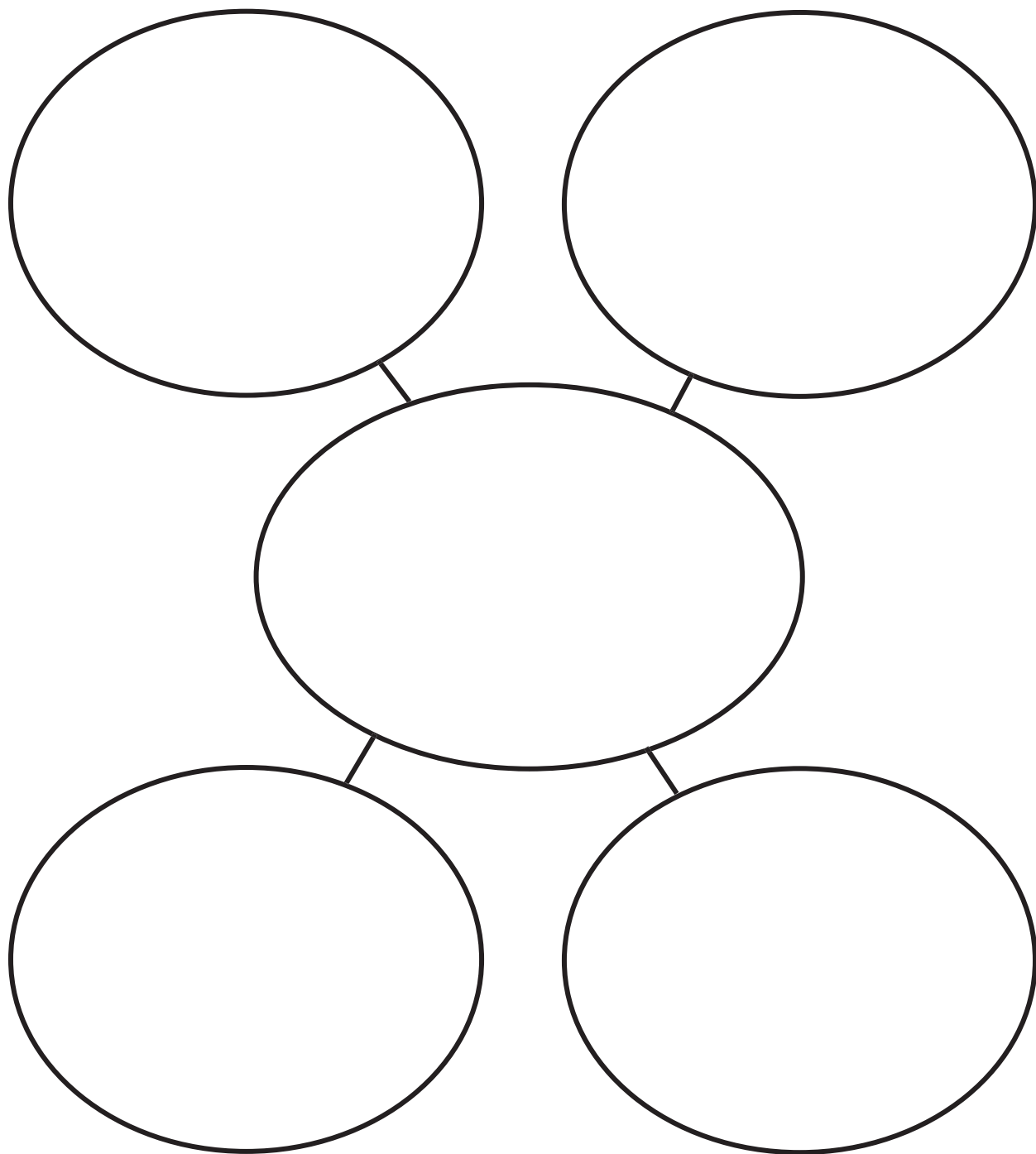
5. Something that is hard to explain is \_\_\_\_\_.  
mysterious    harmful    nice





Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.



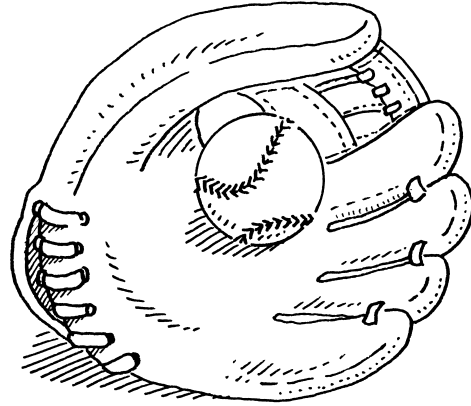
Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Chasing a Dream

All kids have dreams about what they want to be when they grow up. Jim Abbott wanted to play baseball, but he had been born without a right hand. As a result, people told him that he could never play baseball.

But Jim did not give up. He practiced a lot and learned how to play without his right hand. He was so good that he went straight to the major leagues after college.



Jim pitched for 11 years with much success. He once pitched a no-hitter, which is quite rare and valued in baseball. Jim's story is an example of what might happen when people follow their dreams.

1. What is the author's purpose?

**to inform**

2. Underline a sentence that tells what the reader can learn from Jim's story.

3. Put a box around the parts of the text that tell about Jim's hard work.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Call for Help

Pollution in the sea is the **biggest** problem in the world.  
Sea life, such as coral and fish, can be killed when companies  
 dump harmful chemicals into the water.

This word makes the sentence an opinion.

Jacques Cousteau made films to tell the public about the dangers of pollution. He used an army ship as a vessel on which to make his films. **Cousteau was the most famous scientist of his time.**

Everybody was amazed by Cousteau's films. Soon, the government passed laws to protect sea life. People saw that it is important to take care of the sea. The animals that live in the ocean are the most mysterious and interesting living things on the planet.

1. Which sentence in the first paragraph is a fact? Underline this sentence.
2. Which sentence in the second paragraph is an opinion? Put a box around this sentence.
3. Is the last sentence of the passage a fact or an opinion? How do you know?

**It is an opinion. It is something the author believes. The word "most" is a clue that it is not a fact that can be proven.**



Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation, pauses, and stops.**

In the early 1900s, India was controlled by the British.  
 10 The British took many basic freedoms away from the Indian  
 20 people. Indians were forced to read and write in English  
 30 instead of in their own language. The British also passed  
 40 unfair laws. One of these laws forced Indians to buy salt from  
 52 the government. India also had a class system that was very  
 63 unfair. The upper class looked down on the lower class.

73 Mohandas Gandhi was upset about all of these things.  
 82 He thought all people should have rights, and they should be  
 93 treated with respect. What did Gandhi do? He began to protest.  
 104 He was always peaceful with his protests, and he never used  
 115 force. Gandhi wanted to show people that British rule in India  
 126 should come to an end. 131

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

drawing	caught	bought	void	cancel
flawed	talk	dawn	oink	vessel
halt	called	false	coil	pedal
causes	salt	fault	enjoy	pickle
paused	taught	pause	boy	single

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Adding the suffix *-ment* to a verb can change it to a noun. For example, the verb *pay* becomes the noun *payment*.

**A. Combine each verb with the suffix *-ment* to make a noun.**

**Example:**

encourage      ment      encouragement

1. state      ment      statement

2. ment      disappoint      disappointment

3. excite      ment      excitement

4. ment      treat      treatment

5. ment      ship      shipment

**B. Use the correct word from part A to complete each sentence.**

1. The doctor gave the man a proper treatment for his cold.

2. Laura was going away. She was full of excitement.

3. The mayor made a statement about the city's parks.

4. Alex hid his disappointment when rain ruined the picnic.

5. The next shipment will be in on Tuesday.

Name \_\_\_\_\_

respect      freedoms      protest      awe      respond

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

1. You should respect your elders.
2. People in America enjoy many freedoms, such as the right to vote.
3. I was waiting for him to respond to my question.
4. She was in awe of the singer's beautiful voice.
5. They sat in silence to protest against polluting the air.

**B. Vocabulary Strategy: Dictionary/Homographs** Use the dictionary entry to answer the questions.

1. As what two parts of speech can the word **well** be used?

It can be a noun or an  
adverb.

**well**

well (wel) n. **1.** a deep hole in the ground to get water from  
well (wel) adv. **2.** in a good way

2. What makes the two words in this dictionary entry homographs?

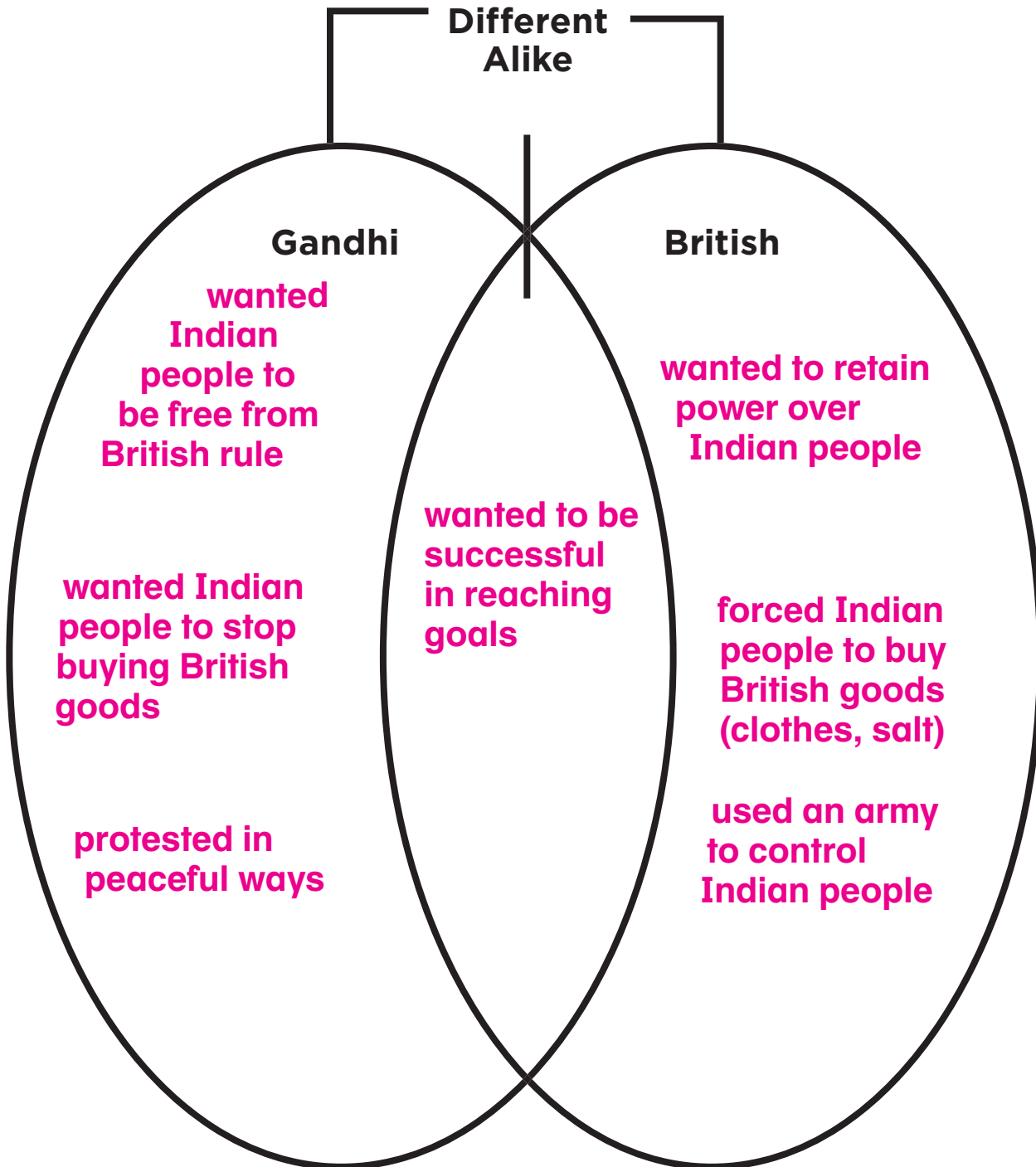
They are two words that have the same  
spelling, but they have different meanings.

3. Which meaning of **well** is used in this sentence: *Lisa sings well.*

The second meaning is used.

Name \_\_\_\_\_

Read "Gandhi's Causes." Then fill in the Venn Diagram to help you compare and contrast the relationships that Gandhi and the British had with the Indian people.





Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Salt March to Dandi

In 1930, Mohandas Gandhi began a long journey to the Arabian Sea called the Salt March to Dandi. It was done in protest against the British salt laws. The British government forced the people of India to give them a payment for salt. Gandhi believed this treatment was not fair or right. He wanted to respond to what he thought was an unjust law.

Gandhi was already 60 years old in 1930, but he walked 240 miles for his cause. People were in awe of him. Gandhi was unlike other protesters, as he always showed respect. He also did not fight. Many other people joined the march. They were all in agreement with Gandhi. They felt they shouldn't have to buy salt from the British. In the end, thousands made the march to the sea at Dandi.

1. Underline words in the passage that have the *al*, *au*, *aw*, *ough*, or *augh* pattern.
2. Circle the words in the passage that have the suffix *-ment*.
3. How was Gandhi different from other protesters?

He showed respect and did not fight.

4. What did the other marchers to Dandi have in common with Gandhi?

They all felt they shouldn't have to buy salt from the British.

5. To \_\_\_\_\_ means to react or to answer.

respond    respect    force



Name \_\_\_\_\_

To help you plan your writing, fill in a KWL chart.

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

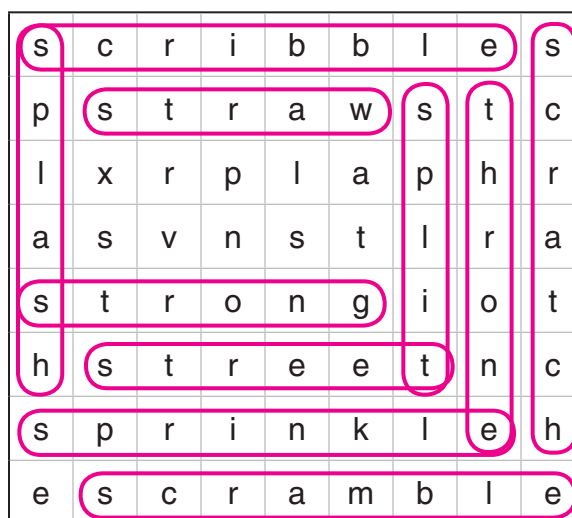
Name \_\_\_\_\_

When three consonant sounds blend together, it is called a **triple consonant blend**. Examples are *spr*, *scr*, *str*, *spl*, and *thr*.

**A. Underline the triple consonant blend in each of the words below.**

throne      scramble      streeet      scribble      split  
straw      sprinkle      scratch      splash      strong

**B. Circle each word in the puzzle. Look for triple consonant blends to help you.**



**C. Use the correct words from part A to complete each sentence.**

- I am not as s t r o n g as my older brother.
- I drive in the s t r e e t with the other cars and trucks.
- Please s p r i n k l e a little cinnamon on my toast.
- I made a huge s p l a s h in the pool.

**On the spaces below, write the boxed letters from the numbered lines above. Then read the secret message!**

Extreme s p o r t s can be dangerous!  
 4    1    3    2    4

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

11 Extreme sports are a popular hobby in many parts of the  
23 world. Extreme sports can be a lot of fun, but sprains, scrapes,  
33 and scratches can strike people who are not careful. Extreme  
sports are risky by nature.

38 Some popular extreme sports are skateboarding, in-line  
45 skating, and BMX racing. People with strong talent in these  
55 sports can do many interesting stunts. They can spring into  
65 the air and perform flips and spins in mid-air. But people who  
77 do not have much skill with extreme sports should not try any  
89 stunts like this! How can you protect yourself if you do try an  
102 extreme sport? Use safety gear! Safety gear should be worn  
112 at all times. Extreme sports are risky, and safety gear protects  
123 people who do them. 127

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A closed syllable ends in a consonant. An open syllable does not end in a consonant and usually has a long vowel sound.

**A. Combine the syllables in the correct order to make a word. Draw a circle around closed syllables. Underline open syllables.**

**Example:**

	tel	ho	hotel
1.	pi	lot	<u>pi</u> lot
2.	sent	ab	abs <u>ent</u>
3.	ver	di	<u>di</u> ver
4.	cret	se	se <u>cret</u>
5.	fit	out	ou <u>tfi</u> t

**B. Write the word from part A that best completes each sentence.**

- George likes to fly, so he wants to be a pilot one day.
- Rose wore a new outfit for the art show.
- Mike didn't feel well, so he was absent from school again.
- When you are a diver, you spend a lot of time in the water.
- Teresa trusted Emma, so she shared her secret with her.

Name \_\_\_\_\_

stunt

solo

gearshift

nature

attach

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

Bruce rides BMX bikes and is a 1. stunt expert. He can do many 2. solo tricks on his bike. Sometimes Bruce will 3. attach different parts to his bike, so it can go really high on jumps. Before any stunt session, he checks his bike over. He also rides a mountain bike on 4. nature trails and paths, and Bruce is sure to check the 5. gearshift before starting his ride.

**B. Vocabulary Strategy: Analogies** Choose the word from the right that best completes the analogy. Write the letter of the word on the line.

- |  |              |
|--|--------------|
| 1. <i>Together</i> is to <i>group</i> as <i>alone</i> is to <u>c</u> .       | a. nature    |
| 2. <i>Man-made</i> is to <i>factory</i> as <i>wild</i> is to <u>a</u> .      | b. gearshift |
| 3. <i>Let go</i> is to <i>grab on</i> as <i>pull off</i> is to <u>e</u> .    | c. solo      |
| 4. <i>Turn</i> is to <i>steering wheel</i> as <i>change</i> is to <u>b</u> . | d. stunt     |
| 5. <i>Hop</i> is to <i>jump</i> as <i>trick</i> is to <u>d</u> .             | e. attach    |

Name \_\_\_\_\_

Read “Extreme Sports.” Fill in the Fact and Opinion Chart to help you identify which details are facts and which are opinions.

Fact	Opinion
Skateboarders ride on the board and push along the ground with their feet.	Whether they are done for employment or amusement, sports are awesome.
A BMX bike is a type of bike made without a gearshift.	Audiences like to watch the bikes screech over hills and jump through the air.
Rock climbers attach themselves to a rope on the top of the rock.	Good hikers can become rock climbers.
Kayakers use a two-sided paddle to steer the kayak past rocks in the rushing river.	Extreme sports are risky and thrilling.

These are sample facts and opinions from the selection.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**BMX Bike Racing**

BMX bike racing is one of the most popular solo sports in the country. A BMX bike is a bike without a gearshift. It is smaller and faster than a regular bike, and not as heavy. The sport has made a big splash with adults and children. It is risky by nature, and people can suffer sprains, strains, and scrapes. But strong bikers can perform thrilling stunts, jumping over hills and scrambling from place to place in an instant.

Hundreds of people gather to watch BMX races. BMX racing is to bikes as auto racing is to cars. Fans scream and shout as racers approach hills and ditches on the course. BMX racing is the most exciting extreme sport.

1. Underline words in the passage that have the *spl*, *spr*, *str*, *scr*, and *thr* patterns.
2. Circle multisyllable words in the passage that have triple consonant blends.
3. "BMX racing is the most exciting extreme sport." Is this sentence a fact or an opinion?

**opinion**

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4. "A BMX bike is a bike without a gearshift." Is this sentence a fact or an opinion?

**fact**

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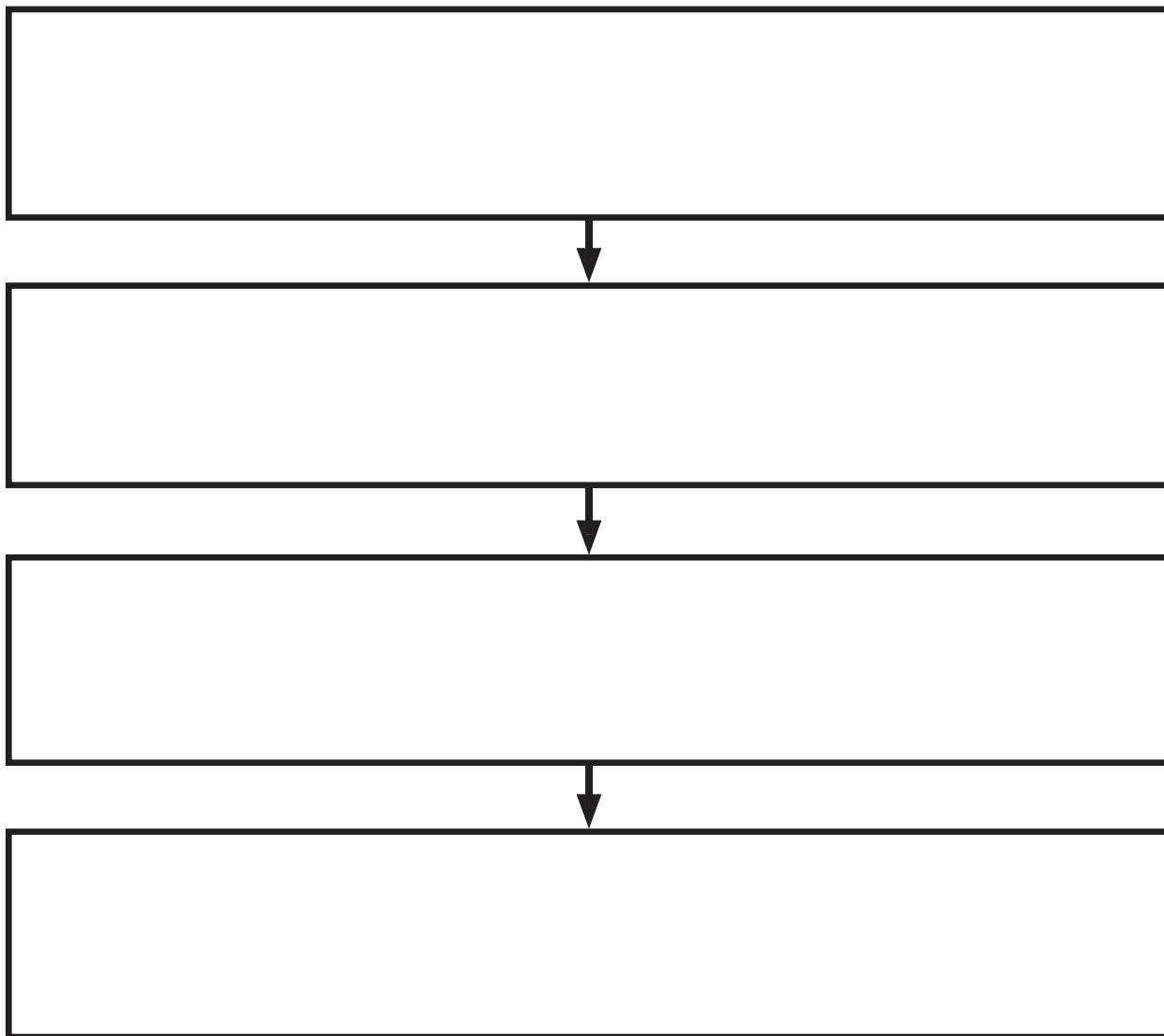
5. A \_\_\_\_\_ sport is a sport that is done alone.  
stunt solo popular





Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.



Name \_\_\_\_\_

The vowel spellings *oo* and *ou* can stand for the same variant vowel sound. Examples are *book* and *could*.

**A. Underline the word that best completes each sentence. Write the word on the line.**

- My dad is known as a very good cook.  
cool cook brook
- The sweater was made of very fine wool.  
week look wool
- They stood in a group together.  
stood stop stooped
- She made sure to hang the pan on its hook.  
hood hook hole
- Would you please read my essay for school?  
should soon would
- We wanted to use the fireplace, but we had no dry wood.  
wood food tooth
- Andrew could kick the ball so hard that it would soar.  
could cool coop
- Arden shook the juice until she felt it was well mixed.  
shook smooth bloom

**B. In the word choices above, circle words with the *oo* sound as in *book*, or the *ou* sound as in *could*.**

Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.***Lady White Snake* a Big Success!

Review by Grant Knightley

12 Last night at the theater, I watched a recital of the opera  
 24 *Lady White Snake*. I enjoyed it quite a bit. The dancers were  
 35 all very good, and the singers' talents also stood out. Some  
 45 dancers swung high above the stage, and others battled each  
 58 other with swords. It was a feast of sights and sounds. I often  
 shook my head in awe.

63 The different sets for rivers and woods were interesting and  
 73 well made. They looked very real. The dancers' brightly hued  
 83 costumes added to the fun. I must have seen every color in the  
 96 rainbow before the recital was done. Clowns were also present  
 106 to amuse the crowd. The story of *Lady White Snake* was  
 117 well-written and well-acted. Everyone should see it! 124

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. The crook/ who took the cookie/ would have nabbed more/ if he could have.//
2. Splash!// I woke up/ feeling spray in my face/ and screamed.//
3. Please pause/ so the walrus/ can crawl/ off the seesaw.//
4. Did the verbal/ little spaniel/ nibble edges/ of the parcel?//
5. Boy!// Don't you enjoy/ the noise/ of that toy?//



Name \_\_\_\_\_

The prefix *ex-* usually means “out of” or “from.” Examples of words with the prefix *ex-* are *explore* and *exclude*.

**A.** Write the word that is made by combining the two word parts on the left. The meaning of the root word is provided on the left. Then write the letter on the right that gives the meaning of the new word.

- |   |                |          |                             |
|---|----------------|----------|-----------------------------|
| 1. <b>ex + port</b><br>(carry or send)  | <u>export</u>  | <u>e</u> | a. push out or<br>force out |
| 2. <b>ex + pel</b><br>(push or force)   | <u>expel</u>   | <u>a</u> | b. stretch out              |
| 3. <b>ex + it</b><br>(go)               | <u>exit</u>    | <u>d</u> | c. close out or<br>shut out |
| 4. <b>ex + clude</b><br>(close or shut) | <u>exclude</u> | <u>c</u> | d. go out                   |
| 5. <b>ex + tend</b><br>(stretch)        | <u>extend</u>  | <u>b</u> | e. carry out or<br>send out |

**B.** Choose the word from Part A that best completes each sentence.

1. They had to expel him from the club for breaking the rules.
2. The place where you should exit is at the back of the theater.
3. We decided to extend our trip for another three days.
4. Please don't exclude me from the game!
5. Many countries export goods to other places in the world.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                    |                    |            |                 |
|--------------------|--------------------|------------|-----------------|
| 1. <b>event</b>    | holiday            | field trip | <b>normal</b>   |
| 2. <b>lessen</b>   | <b>create more</b> | reduce     | subtract        |
| 3. <b>recital</b>  | performers         | audience   | <b>practice</b> |
| 4. <b>increase</b> | <b>decrease</b>    | gain       | grow            |
| 5. <b>opera</b>    | <b>reading</b>     | singing    | music           |

6. Which would have **amused** you more? Tell why on the lines below.

- a.** a funny movie      **b.** waiting for a bus

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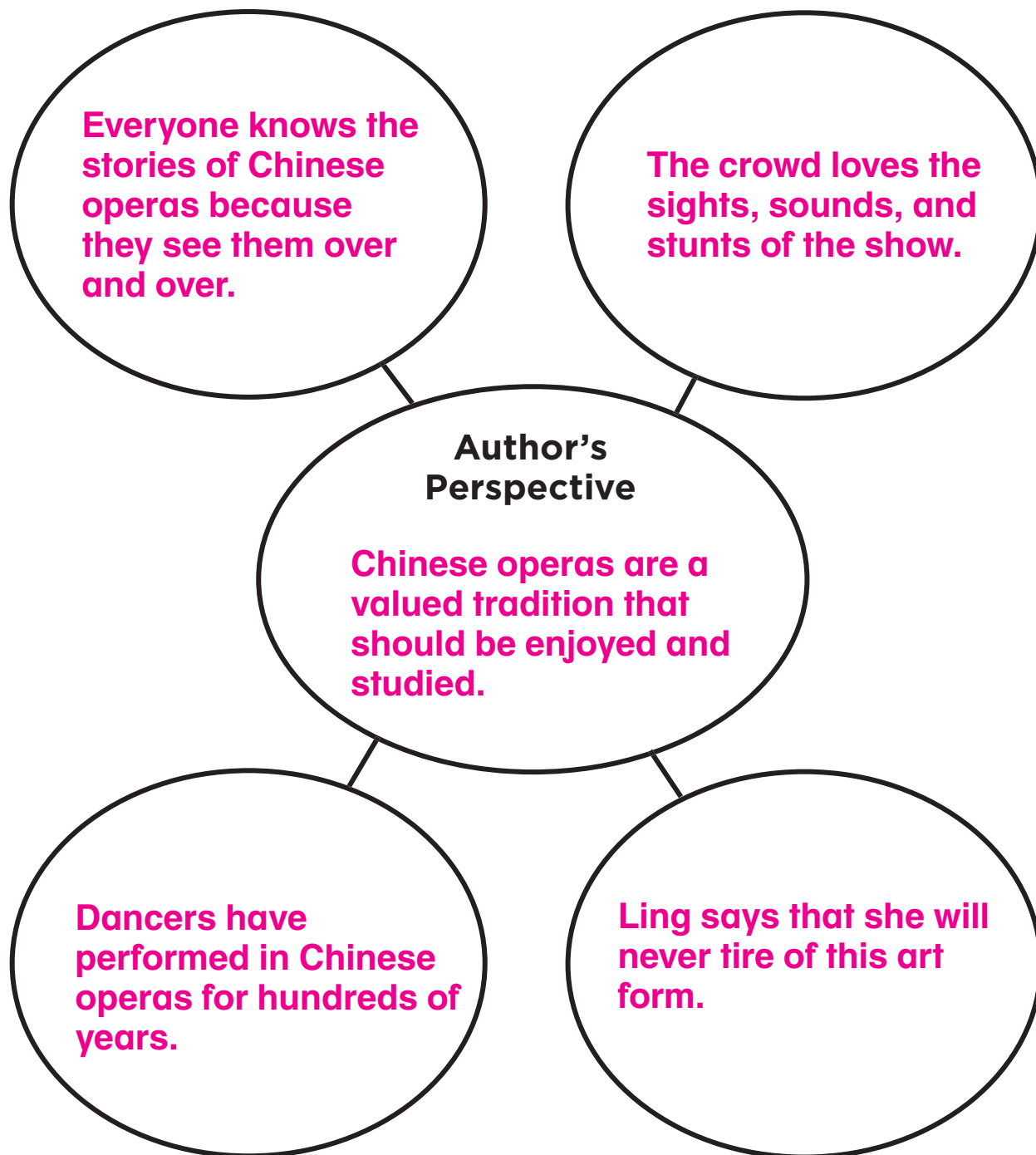
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**B. Vocabulary Strategy: Dictionary/Homophones** Look for the meaning of each bold-faced word in the list at the right. Draw a line from each sentence to the meaning that matches the bold-faced word. Use a dictionary to help you.

- |  |                                    |
|--|------------------------------------|
| 1. He <b>knows</b> the word.<br>The dog's <b>nose</b> was cold.            | <b>a.</b> what you breathe through |
| 2. We went down to the <b>creek</b> .<br>The door began to <b>creak</b> .  | <b>b.</b> a small stream           |
| 3. The <b>mist</b> rolled in.<br>Ted swung at and <b>missed</b> the pitch. | <b>c.</b> to squeak                |
|  | <b>d.</b> failed to hit it         |
|  | <b>e.</b> to understand            |
|  | <b>f.</b> fog                      |

Name \_\_\_\_\_

Read “Hooked on Dancing.” Fill in the Author’s Perspective Web to help you identify the author’s opinion of the subject.



These are sample clues from the story.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Ling's Dance Class

Ling was excited. Her first dance class would be starting soon. Ever since Ling had seen a Chinese opera with her grandmother, she wanted to become a dance expert. Ling hoped she would be good enough to have a dance recital of her own someday. First, she needed to increase her skills. That is why she took a dance lesson.

The dance teacher, Ms. Woods, explained to the students which events would take place in the class. The class would have to read books about dancing and practice all the time, too. There was no excuse they could use to lessen their hard work. Ling smiled. She looked forward to becoming a great dancer.

1. Underline words that have the *oo* or *ou* sound, as in *cook* or *should*.
2. Circle the words with the prefix *ex-*.
3. Which words in the passage show how Ling feels about her dance class?

excited, hoped, smiled, looked forward

4. What is the author's perspective about learning to dance?

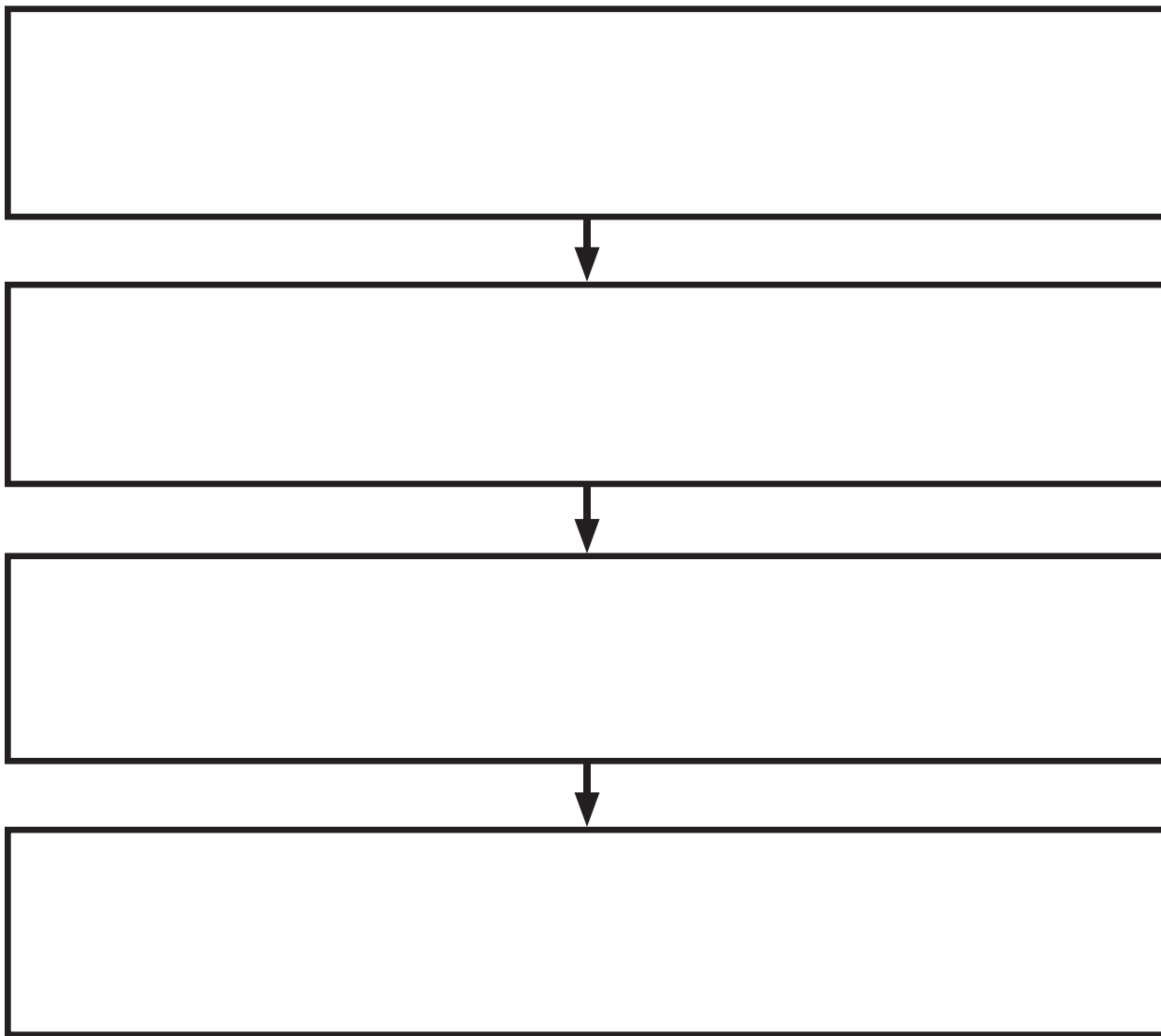
The author thinks that working hard when learning how to dance is a good thing.

5. \_\_\_\_\_ means to make larger or add more.  
lessen increase dance



Name \_\_\_\_\_

To help you plan your writing, fill in an organization map.





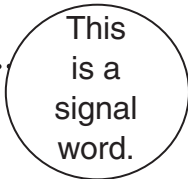
Name \_\_\_\_\_

Read the passage. Then complete the questions.

**A Helping Hand**

There are many people in the world today who do not have enough food. Others are homeless, or are not able to take care of themselves. You can help!

Volunteering and writing letters to raise money are both great ways of helping. When you volunteer, you can collect food or help to build houses. This is a very quick approach to giving people help.



This is a signal word.

A second way to help is to write letters to government leaders. Unlike volunteering, this way may not bring aid quickly. However, you may be able to help more people in the long run.

Both ways can help people in need. Volunteering and writing letters are also simple tasks that do not take a lot of time or money.

1. Underline the following signal words in the passage.  
**both    also    unlike    however**
2. Which sentences tell how volunteering and writing letters are different? Put a box around these sentences.
3. How are writing a letter to government leaders and volunteering the same?

**They both help people in need, and neither**  
**takes a lot of time or money to do.**

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Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Staying Safe

Extreme sports are a lot of fun, but they are more dangerous than anything else. Safety equipment has been created to keep people from harm. Nothing is worse than getting hurt!

This statement is an opinion.

Different extreme sports use different types of safety equipment. Skateboarders and in-line skaters wear kneepads. Snowboarders have goggles, and rock climbers use ropes.

The most important piece of equipment is the helmet. A helmet is used in many sports and protects a person's head if he or she falls to the ground. A helmet prevents damage to the skull and brain.

1. Which sentence in the first paragraph is a fact? Underline the sentence.
2. Which sentence in the third paragraph is an opinion? Put a box around the sentence.
3. Is the last sentence of the passage a fact or an opinion? How do you know?

**It is a fact. It is information that can be checked or proven.**

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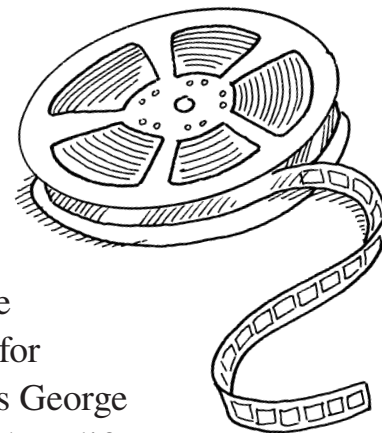


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Name \_\_\_\_\_

**Read the passage. Then complete the questions.****A History Lesson**

Jeff and his family went to see a film. **It was a movie that everyone could enjoy.** It told a true story that took place in the 18th century. That was an interesting time in American history. Jeff learned a lot about the people and events of the time period.



The film was about how the United States became a country. It showed that the American people fought for their freedom. Jeff liked learning about such people as George Washington and Benjamin Franklin. It was fun to see how life was different back then.

1. Underline the sentence that tells how the author feels about the 18th century.
2. Which sentence tells what the author's feelings are about the movie? Put a box around the sentence.
3. Based on the story, what is the author's perspective about learning about history?

**The author believes that it is interesting and fun to learn about history.**

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Name \_\_\_\_\_

The letter *a* can have the short *a* sound, as in *bat*. It can also have the long *a* sound, as in *baby*, *place*, *train*, and *stay*.

**A. Draw a line under the word that best completes each sentence. Write the word on the line.**

- The child didn't do his homework because he was lazy.  
lakes lazy slack
- Cathy made a whole batch of cookies.  
batch patch latch
- There was a delay that made everyone late for work.  
lane past delay
- We did some planting to make the yard look nice.  
placement planting fading
- The baseball game lasted for a long time.  
made lasted paid
- The training was very simple and basic.  
baked basic backflip
- Don't leave the driveway if your helmet strap is not buckled.  
slab track strap
- I took the plate to the sink when I was done eating.  
plate pane pain

**B. Circle the answer choices above that have the long *a* sound, such as *table*. Put a box around the words that have the short *a* sound, such as *strand*.**

Name \_\_\_\_\_

**A. As you read, pay attention to intonation, end punctuation, pauses, and stops.**

When Helen Keller was young, she fell very ill. The disease  
 11 she had left her unable to see and hear. She could not do the  
 25 same things that other kids could do. Helen had no easy way to  
 38 tell her parents that she felt lonely and ignored. She got upset  
 50 because she could not talk to people. But she was a very smart  
 63 and curious child, and Helen's parents wanted her to be able to  
 75 learn. They asked for help from the Perkins School, a school for  
 87 blind children. Helen gained entrance to the school, and Anne  
 97 Sullivan, one of the best teachers, agreed to teach Helen.

107 Anne was partly blind. She had been a top student at Perkins  
 119 School when she went there. With Anne's help and care, Helen  
 130 learned about the world around her through touch and smell.  
 140 Helen was finally able to share her thoughts! 148

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

named	saddle	label	shook	stress
waiting	acting	apron	wood	split
unable	lamps	raven	should	scrub
failing	pals	battle	cookie	spring
stayed	happily	draft	could	throw

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Use **prefixes** and **suffixes** to change the meaning of a word.**A. Fill in the missing parts to make the bold-faced word.**

1. Sandy thinks that the puppy is
- untrainable**
- .

\_\_\_\_\_ **un** \_\_\_\_\_ + \_\_\_\_\_ **train** \_\_\_\_\_ + \_\_\_\_\_ **able** \_\_\_\_\_ = **untrainable**

2. Larry treated his sister
- unkindly**
- .

\_\_\_\_\_ **un** \_\_\_\_\_ + \_\_\_\_\_ **kind** \_\_\_\_\_ + \_\_\_\_\_ **ly** \_\_\_\_\_ = **unkindly**

3. I
- defrosted**
- the chicken before baking it.

\_\_\_\_\_ **de** \_\_\_\_\_ + \_\_\_\_\_ **frost** \_\_\_\_\_ + \_\_\_\_\_ **ed** \_\_\_\_\_ = **defrosted**

4. Many ads are
- misleading**
- because they use more opinions than facts.

\_\_\_\_\_ **mis** \_\_\_\_\_ + \_\_\_\_\_ **lead** \_\_\_\_\_ + \_\_\_\_\_ **ing** \_\_\_\_\_ = **misleading**

5. Tim, would you like a
- refreshment**
- ?

\_\_\_\_\_ **re** \_\_\_\_\_ + \_\_\_\_\_ **fresh** \_\_\_\_\_ + \_\_\_\_\_ **ment** \_\_\_\_\_ = **refreshment**

**B. Write two sentences about eating lunch at school. Use the word *unlikely* in one sentence. Use the word *refreshment* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                    |               |                |                 |
|--------------------|---------------|----------------|-----------------|
| 1. <b>venture</b>  | task          | project        | trait           |
| 2. <b>damaged</b>  | broke         | fixed          | hurt            |
| 3. <b>curious</b>  | bored         | interested     | nosy            |
| 4. <b>entrance</b> | getting in    | gaining a spot | being rejected  |
| 5. <b>blind</b>    | without sight | unable to see  | without hearing |

6. How would you describe the **texture** of a peach? Explain below.

- a. soft and fuzzy    b. spiky and sharp

---



---

**B. Vocabulary Strategy: Word Parts** Read the family of words on the left. Find the root word for this family at the right. Draw a line from the family to its root.

- |                                       |       |
|---------------------------------------|-------|
| 1. <b>argument, arguable, arguing</b> | pay   |
| 2. <b>repay, payment, payable</b>     | argue |
| 3. <b>pointer, pointing, pointy</b>   | point |
| 4. <b>resealed, unseal, sealable</b>  | kind  |
| 5. <b>helpful, helping, unhelpful</b> | seal  |
| 6. <b>unkind, kindly, kindest</b>     | help  |



Name \_\_\_\_\_

After reading “Anne Sullivan: A Valuable Teacher,” fill in the Author’s Purpose Chart to help you decide why the author wrote the selection.

Clues	Author’s Purpose
<p>Helen learned to trust Anne because Anne was calm and gentle with her.</p>	<p>To inform the reader how valuable a teacher and friend Anne Sullivan was to Helen Keller.</p>
<p>Anne taught Helen how to read by tracing letters onto Helen’s palm.</p>	
<p>Anne allowed Helen to explore the world by learning outdoors.</p>	
<p>Anne took Helen to her old school and helped her get into college.</p>	
<p>Helen called the day she met Anne her “soul’s birthday.”</p>	

These are sample clues from the selection.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Perkins School

In case you were curious, Perkins School for the Blind has been around for more than 175 years! Perkins School teaches subjects such as reading, writing, and math. Teachers make sure that no one feels uncomfortable. Teachers don't treat any of their students unfairly. They prepare students to venture forward with their lives.

Helen Keller and her teacher, Anne Sullivan, both went to Perkins School. Anne enjoyed it so much that she later returned to teach there. The famous school helped Helen and Anne adjust to their blindness. Young people from all over the world are able to make their lives more joyful by gaining entrance to the Perkins School.

1. Underline words that have a long *a* sound, such as *face*.
2. Circle the words in the passage that contain both a prefix and a suffix.
3. Is the author's purpose in this passage to entertain, inform, or persuade?

**inform**

4. What does the author do to support the purpose of this passage?

**The author gives facts about the Perkins School.**

5. Someone who is \_\_\_\_\_ is interested in finding things out.  
 blind      prepared      curious



Name \_\_\_\_\_

To help you plan your writing, fill in an informal/formal language chart.

Informal Language	Formal Language

Name \_\_\_\_\_

The letter *i* can have the short *i* sound, as in *fit*. It can also have the long *i* sound, as in *mind*, *nice*, *tie*, *high*, and *cry*.

**A. Underline the words that have the long *i* sound, as in *nice*. Circle the words that have the short *i* sound, as in *fit*.**

topic

pillow

fly

twilight

pie

finddefinelighter

blister

midnight

**B. Read the clues. Then use the words from Part A to complete the puzzle.**

**Across**

1. I put my head on the \_\_\_.

2. I can't \_\_\_ my keys.

3. Janet baked a peach \_\_\_.

4. It is almost dark at \_\_\_.

5. Please \_\_\_ that word, so I know what it means.

**Down**

1. The middle of the night is \_\_\_.

2. Let's discuss a new \_\_\_.

3. She had a \_\_\_ on her toe.

4. A mouse is \_\_\_ than a dog.

5. Pilots know how to \_\_\_ planes.



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

13 The village was in a lot of trouble! The land was too dry,  
26 and there was no rain to water the crops. Without food and water,  
39 the villagers would not be able to live for very long! What would  
52 they do to solve the problem? The elders held a meeting to decide  
64 how to fix the problem. Finally, after much talk, they all agreed  
76 that somebody must leave the village. They knew that it was their  
only hope for survival. But who would search the land for rain?

88 A young boy named Len was picked for this task. Len was  
100 unsure if he could find rain, but he did not want to complain. He  
114 knew that the whole village was depending on him. Len and his  
126 sister, Minya, set off on their search. What will happen if they  
138 can't find rain? 141

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

Adding the suffix *-ion* to a verb changes it to a noun. Example:  
The verb *invent* becomes the noun *invention*.

### A. Combine each verb and suffix to make a noun.

#### Example:

ion	act	_____
		action

1. discuss	ion	_____
		discussion

2. correct	ion	_____
		correction

3. ion	collect	_____
		collection

4. ion	suggest	_____
		suggestion

5. impress	ion	_____
		impression

### B. Use the correct word from above to complete each sentence.

- We had a long discussion about our favorite songs.
- Do you have a suggestion for making the song better?
- Pablo showed me his collection of model trains.
- He made a correction to his essay before the class began.
- The speech made a big impression on the crowd.

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

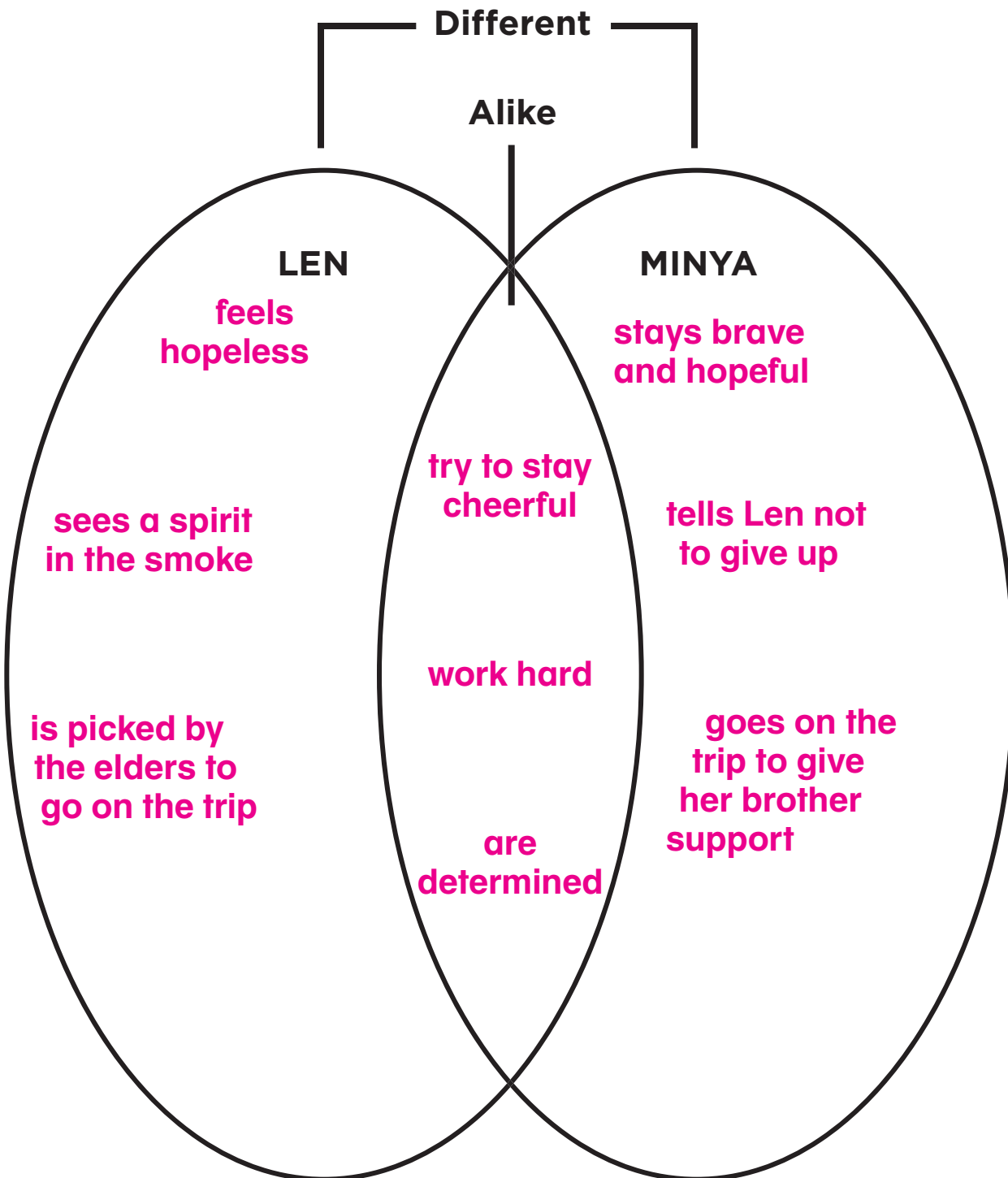
1. Food and shelter are needed for **survival**.  true  false
2. If you study **nutrition**, you will find out how to keep air and water clean.  true  false
3. When you work hard to reach a goal, you show **determination**.  true  false
4. A town that is two **decades** old is more than 100 years old.  true  false
5. **Villagers** are people who have the same job.  true  false

**B. Vocabulary Strategy: Word Parts** Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

- |   |                               |
|---|-------------------------------|
| 1. A <b>d</b> cycle has a single wheel.                     | a. <b>dent-</b> (tooth)       |
| 2. There was just one <b>e</b> or problem.                  | b. <b>mem-</b> (keep in mind) |
| 3. The <b>a</b> ist put a filling in my tooth.              | c. <b>port-</b> (carry)       |
| 4. It's hard to re <b>b</b> ber the names of all 50 states. | d. <b>uni-</b> (one)          |
| 5. Jerry wants a <b>c</b> able DVD player.                  | e. <b>min-</b> (small)        |

Name \_\_\_\_\_

Read "A Trip to Find Rain." Then fill in the Venn diagram to help you compare and contrast the characters.



These are sample entries.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Len and Minya's Journey

Len and Minya were searching the land for rain. After a short discussion, Len came up with a suggestion for where to find it. "I know a plain a few miles away that has been filled with buffalo for decades," he said. "I hunted there once. We can find out where the buffalo get their water."

Len and Minya hurried to the location. Sadly, the buffalo were all gone. The land was dry. Len was angry and upset, but Minya was more cheerful than her brother. "It is okay," she said. "We will find rain somewhere else." Both Len and Minya were brave and had a lot of determination. They knew the survival of the villagers depended on them. They continued on their journey.

1. Underline the words that have the short *i* sound.
2. Circle the words with the suffix *-ion*, *-tion* or *-sion*.
3. How are Len and Minya similar?

They are both brave and have determination.

4. How are Len and Minya different?

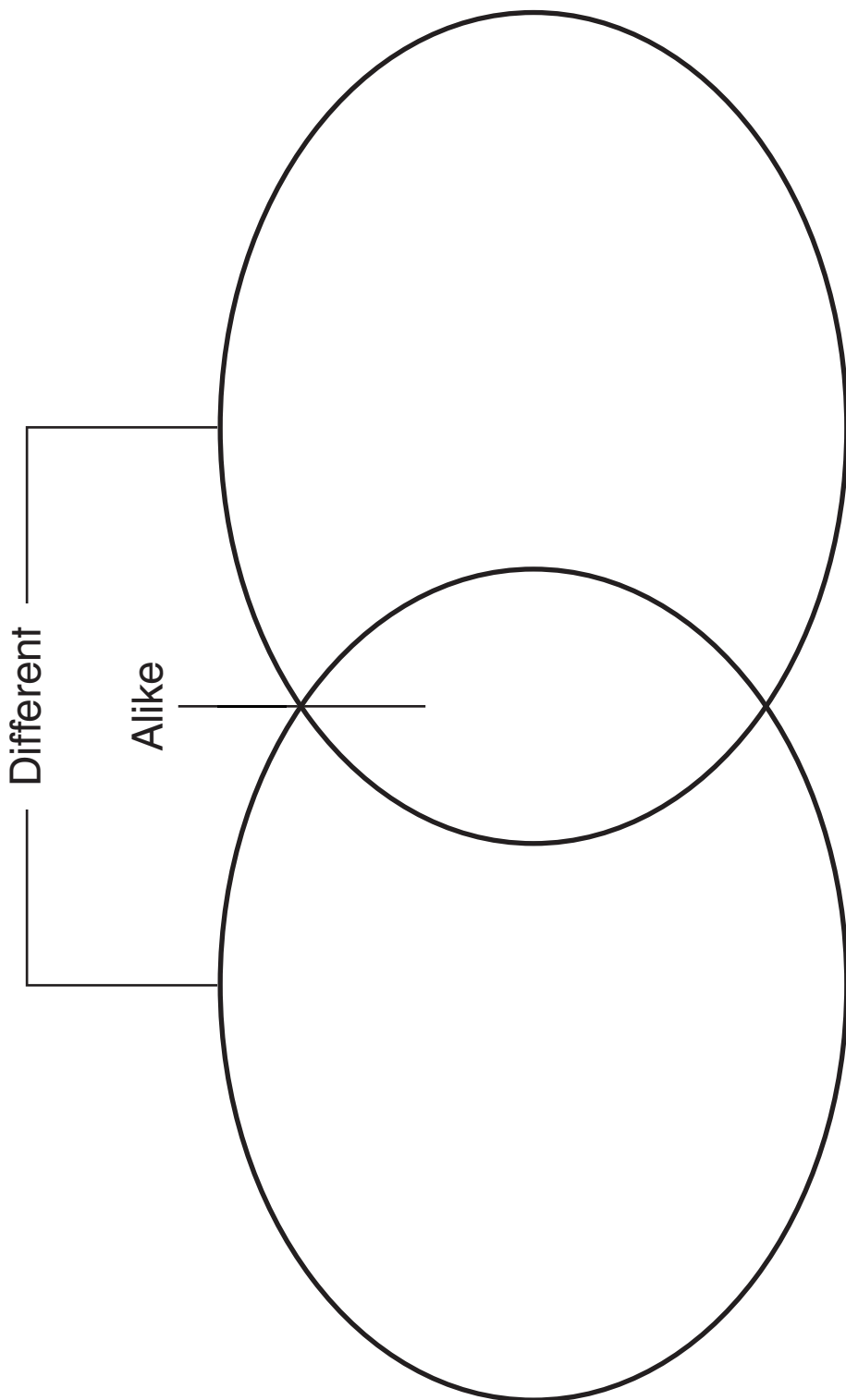
Minya is more cheerful than Len.

5. \_\_\_\_\_ means staying alive.  
Nutrition   Survival   Bravery



Name \_\_\_\_\_

To help you plan your writing, fill in a Venn diagram.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Washington's Half-Brother**

George Washington was one of the most important people in American history. He was a war hero, and he served as the first president of the United States. But a lot of people may not know that, if it hadn't been for George's half-brother, George might never have become so important.

The purpose of this sentence is to inform.

When George was 11 years old, his father died. So George's half-brother Lawrence became his mentor. Lawrence served as a father figure to George and gave him advice about his future. Lawrence was in the navy, and he got George interested in joining. Thanks to Lawrence, George was on his way to making history.

1. What is the main point that the author is trying to make about George Washington? Underline the sentence that states this point.
2. Put a box around the sentences in which the author tells how George was helped by his half-brother.
3. Is the author's purpose in this passage to entertain, to inform, or to persuade? How do you know?

**The author's purpose is to inform, because the passage gives facts about George Washington that many people may not know.**

Name \_\_\_\_\_

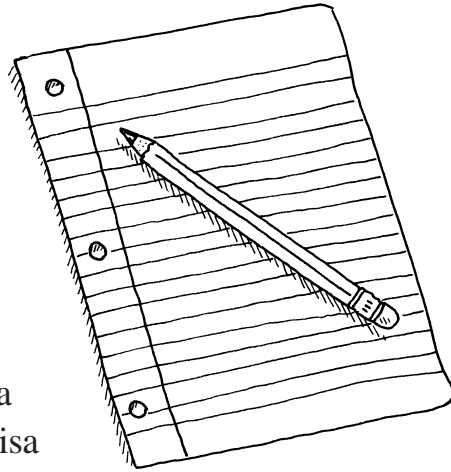
Read the passage. Then complete the questions.

## A Story About a Story

Lisa stared at the paper. She had to write a short story for homework, but she did not know what to write. By contrast, Lisa's twin sister Emily had already finished her story.

Both girls were in the same class, but Emily was a better writer. Lisa, on the other hand, was more skilled in math and science.

Emily wrote about her pet cat. Similarly, Lisa wanted to write about something from her life. Lisa thought about this for some time, then she smiled. She came up with the perfect idea. She would write a story about a girl who had to write a story!



1. Underline the following words or phrases that signal comparing or contrasting in the passage:

**both    on the other hand    similarly    by contrast**

2. Put a box around the sentences that contrast the girls' skills and interests.
3. How are Lisa and Emily alike? How are they different?

**Alike: They are twins, and they are in the same class.**

**Different: Emily likes writing, but Lisa likes math and science.**

Name \_\_\_\_\_

The letter e can have the short e sound, as in *wet*. It can also have the long e sound, as in *be*, *team*, *week*, *key*, and *theme*.

**A. Underline the word that best completes each sentence. Write the word on the line.**

- Take a left at the next light.  
rest    next    step
- I gave a speech about the five best cars of all time.  
speech    money    teen
- I am trying to keep my money and not spend it.  
blend    spend    chest
- I had a dream that my team won the big game.  
dream    honey    mean
- My desk is between Penny's and Jeff's in math class.  
beaming    between    beyond
- My street is the next one on the right, after the alley.  
street    peak    beekeeper
- It is not safe to speed when you are in a car or on a bike.  
tell    clean    speed
- Please hand in your work. Make sure you check it first.  
pet    check    step

**B. Circle all the words that have the long e sound, as in *week*. Put a box around all the words that have the short e sound, as in *wet*.**

Name \_\_\_\_\_

**A. As you read, pay attention to word accuracy and pronunciation.**

10 Kelly's grandfather had been very ill for several weeks. Kelly  
 and her parents were dismayed to see him in such bad health.  
 22 Kelly's dad wanted to hire a nurse to take care of Granddad.  
 34 Instead, Kelly's mom stayed with Granddad to help him. She got  
 45 very tired, but she never complained. "You deserve a reward for  
 56 working so hard," Kelly said to her mom. Kelly's dad shared her  
 68 feeling. He wanted to give Kelly's mom a gift.  
 77 Kelly's dad had the perfect idea. He suggested an appealing  
 87 weekend trip to the Seaside Inn. Kelly helped convince her mom  
 98 to go on the trip. She reminded her mom that it was also her  
 112 birthday weekend this coming weekend. Kelly hoped this would  
 121 give her mom an extra reason to go. Finally, Kelly's mom agreed  
 133 to go on the trip. 138

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

seated	shell	recall	spider	trace
relax	turkey	greasy	light	plain
weeks	perfect	theme	grind	play
eager	splendid	speck	wrist	snack
bread	smelly	crest	trick	drag

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Roots are word parts that cannot stand on their own. Some words have roots that come from Greek or Latin.

**A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.**

- |  |                                     |
|--|-------------------------------------|
| 1. We can <b>ex</b> <u>c</u> oil from the ground.                                  | <b>a. don-</b> (to give)            |
| 2. One <u>a</u> <b>or</b> gave the town money to create a new park.                | <b>b. therm-</b> (heat)             |
| 3. The theater moved to a new <u>d</u> <b>ation</b> .                              | <b>c. -tract</b> (to take or pull)  |
| 4. You can use a <u>b</u> <b>ometer</b> to find out how warm or cold something is. | <b>d. loc-</b> (place)              |
| 5. Trains, cars, and planes <b>trans</b> <u>e</u> us from place to place.          | <b>e. -port</b> (to carry or bring) |

**B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.**

- |                    |   |
|--------------------|---|
| <b>portable</b>    | to find the exact place of                |
| <b>thermos</b>     | to give to                                |
| <b>retractable</b> | a container that keeps things hot or cold |
| <b>locate</b>      | able to be taken back or pulled back      |
| <b>donate</b>      | able to be moved or carried               |

Name \_\_\_\_\_

dismayed    appealing    occasion    deserve    actually

**A. Vocabulary Words:** Use the correct word from above to complete each sentence.

1. Rachel was dismayed that her sister did not come to the party.
2. You deserve to do well because you worked hard.
3. Everything on the menu sounded appealing.
4. Kerry was surprised that she actually finished the race.
5. Dan's twelfth birthday is a big occasion.

**B. Vocabulary Strategy: Word Parts** Write the letter of the Greek root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown next to the root.

- |  |   |
|--|---|
| 1. A <u>d</u> <b>computer</b> is a computer that is very small.                        | a. <b>auto-</b> (self, or directed by itself) |
| 2. The fire fighters got water from the fire <u>c</u> <b>ant</b> .                     | b. <b>bio-</b> (life or living thing)         |
| 3. You can use a <u>e</u> <b>scope</b> to see things that are far away.                | c. <b>hydr-</b> (water)                       |
| 4. A <u>b</u> <b>logist</b> studies living things.                                     | d. <b>micro-</b> (small)                      |
| 5. The light is <u>a</u> <b>matic</b> . It turns on by itself when you enter the room. | e. <b>tele-</b> (far)                         |



Name \_\_\_\_\_

Read “The Weekend Treat.” Then fill in the Persuasion Chart to help you identify the techniques of persuasion.

Word or Phrase	Technique
<p>“If we had hired a full-time nurse for Granddad, it would have cost much more than the weekend trip.”</p>	<p>faulty reasoning</p>
<p>Seaside Inn The Ultimate in Charm. Cozy Rooms! Seaside view. Reach the beach in minutes.</p>	<p>loaded words</p>
<p>“But we won’t ever have to rent a car while we’re here. And we can get to more activities during our short stay.”</p>	<p>faulty reasoning</p>
<p>“Everyone would stop to watch you and then buy.”</p>	<p>false generalization</p>

These are sample phrases and techniques from the story.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Visit to Granddad

“Hi, Granddad!” Kelly shouted as she hugged him. Granddad was inactive and sick in bed, but he still found it appealing to get a family visit. Talking to Kelly was his favorite activity.

“Did you have fun this weekend?” he asked. Kelly reacted with a smile. “Actually, I did! We went to the Seaside Inn. It was a great occasion at a splendid location. When you get better, you should go, too! After all, everyone else has gone there.”

“I don’t like the beach very much,” said Granddad, dismayed. “But maybe we can go to the music festival at the local theater next month. The music will make us feel like we’ve been away! And since we don’t have to spend much time traveling, we’ll feel twice as rested!”

1. Underline words that have the short e sound.
2. Circle the words that contain the Latin root *loc*, meaning “place.”
3. What techniques of persuasion does Kelly use in the second paragraph?

loaded words, false generalizations

4. What technique of persuasion does Granddad use in the last paragraph?

faulty reasoning

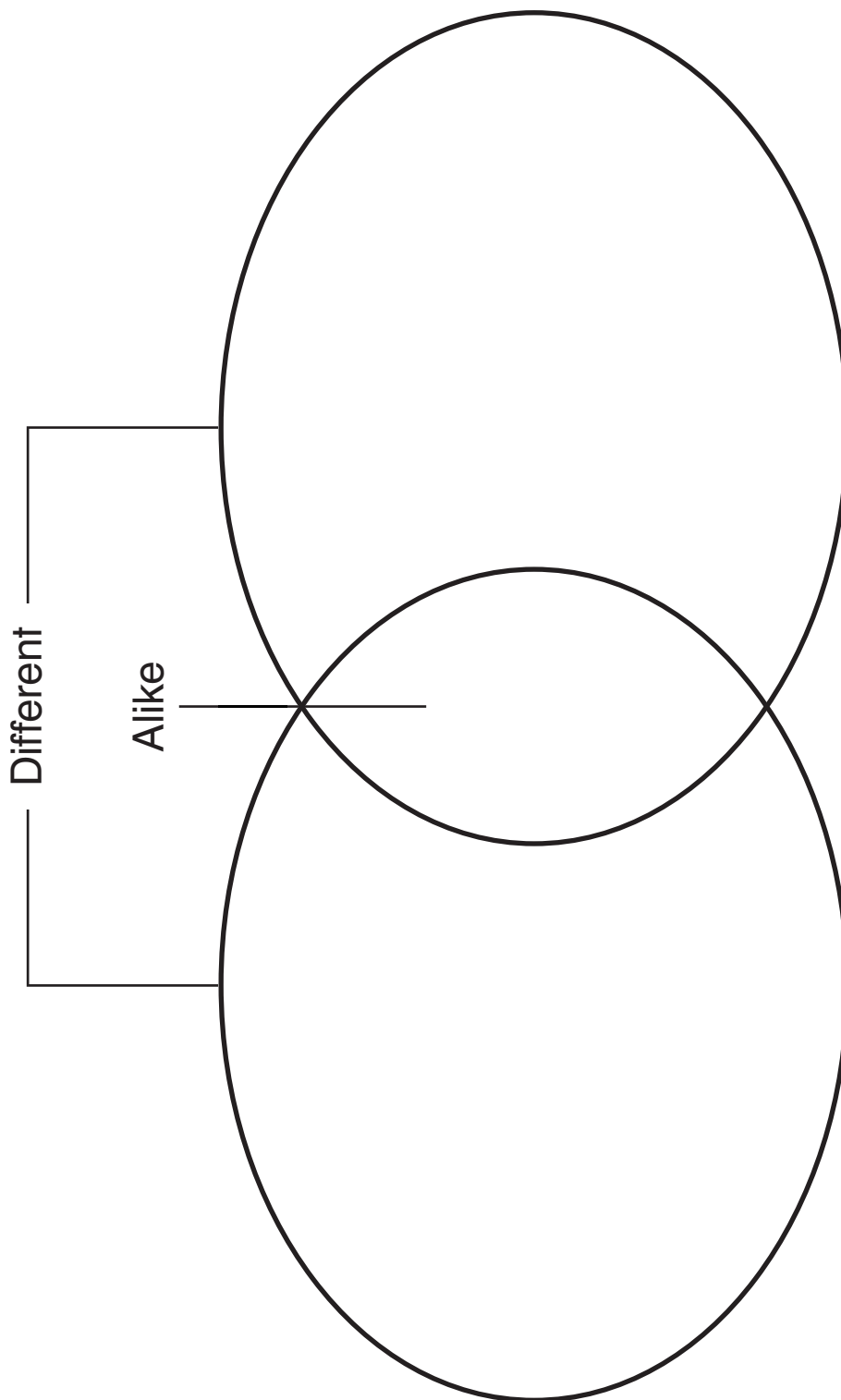
5. The word \_\_\_\_\_ means “interesting” or “attractive.”

appealing    *dismayed*    *inactive*



Name \_\_\_\_\_

To help you plan your writing, fill in a Venn diagram.



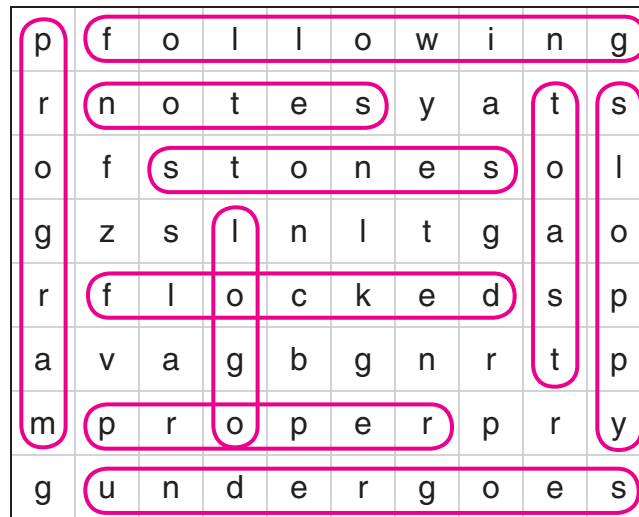
Name \_\_\_\_\_

The letter *o* can have the short *o* sound, as in *hop*, or the long *o* sound, as in *home*.

**A. Underline the words below with the short *o* sound, as in *hop*.**

program      flocked      logo      stones      following  
notes      proper      sloppy      undergoes      toast

**B. Circle each word from Part A in the puzzle at right. Look for the letter *o* to help you.**



**C. Use the correct word from Part A to complete each sentence.**

1. My room is so s l o p p y that I can't find anything in it!
2. That p r o g r a m was the best one on TV last year.
3. The birds f l o c k e d to the elm tree.
4. That store has a great l o g o on their Web site.

**On the numbered spaces below, write the boxed letters from the numbered sentences above to find the answer to the question.**

What insects were taken into space in 1999?

l a d y bugs

4 2 3 1

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

11 Hector felt bad for his friend Anton. Anton was about to  
23 move to a new city with his family. Hector knew that Anton  
33 would feel lonely and sad without his friends nearby. Hector  
45 wished he could help Anton somehow. What could he do for him?  
55 For starters, Hector could help Anton pack. While he helped  
66 Anton pack, Hector found a chest made of wood. They learned  
80 that it belonged to Anton's father when he was a kid. It stored a  
91 collection of gifts from his friends. Hector got a fine idea  
104 for how to help Anton feel like his friends were still with him.  
115 Hector asked Anton's friends to his house, and they put many  
127 things in a box to remind Anton of them. Wherever Anton went,  
134 he would have his memories with him.

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

The prefixes *il-*, *im-*, *in-* and *ir-* are used to give some words the opposite meanings. For example, *capable* becomes *incapable*.

**A. Fill in the missing parts to make the bold-faced word.**

1. When Jethro wrote too quickly, his writing became **illegible**.

**il** + legible = illegible

2. The colonists wanted their **independence** from British rule.

in + **dependence** = independence

3. The schedule was not standard. It was **irregular**.

ir + **regular** = irregular

4. Nobody can really be **invisible**.

in + **visible** = invisible

5. My shirt was **imperfect**. The sleeve lengths were different.

im + **perfect** = imperfect

**B. Write two sentences about a holiday. Use the word *impossible* in one sentence. Use the word *informal* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_

Name \_\_\_\_\_

recall

memories

irresistible

illegible

collection

incapable

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

Mrs. McDougal and her family collect stamps. She is able to

1. recall how she started her 2. collection. She says that the tiny pictures with sticky backs were 3. irresistible and that they can be worth more than their face value. Some of her favorite 4. memories are of receiving new stamps as gifts. She also has old stamps on which the writing is 5. illegible. Mrs. McDougal knows that she is 6. incapable of collecting every kind of stamp, but she still tries!

**B. Vocabulary Strategy: Thesaurus/Dictionary** Use this dictionary entry to answer the questions below.

1. What are the antonyms for **groggy**?  
Can you think of more?

lively, energetic; active, bubbly

2. What part of speech is **groggy**?

adjective

3. Use the word **groggy** and one of its antonyms in a sentence.

**groggy**

**groggy** (gró'gē) *adj.* Not fully awake or alert, grouchy, sleepy: *Bob was groggy in the morning.* [**Ant.:** lively, energetic]

Name \_\_\_\_\_

Read “A Collection of Thoughts.” Fill in the Judgment Chart to help you make judgments about characters’ actions.

Action	Judgment
Anton worries about whether he will like his new town and school.	Anton is like most people who find it difficult to move away from friends and familiar places.
Hector comes up with a plan to collect gifts for Anton.	Hector is a thoughtful friend. He wants to help Anton feel better.
Anton’s friends collect gifts so he can remember them.	Anton’s friends are nice people who care about Anton.
Anton looks through the box of gifts and does not feel as lonely.	The gifts were chosen carefully, because they are serving their purpose of helping Anton feel close to his friends.

These are sample actions from the story and judgments.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Anton's Surprise**

Anton had just arrived at his new house in a new city. He already felt lonely, insecure, and sad. He was not happy like his parents. Anton felt incapable of enjoying life here. He wanted to go back home with his friends. The thought was irresistible.

Then Anton noticed an irregularly shaped bin that he had never seen before. The label on it was illegible. Anton opened the bin and was surprised by what he saw. It was a collection of gifts from his friends! The books, toys, and poems gave Anton many memories from home.

Anton smiled. He was glad that his friends were so kind to him. He hoped it wouldn't be impossible to enjoy life in a new city, as he first felt it would be.

1. Underline words that have the long o sound.
2. Circle the words that have the prefix *il-*, *im-*, *in-* or *ir-*.
3. What judgment can you make about Anton from the information in the first paragraph?

He feels things deeply and finds it hard to adjust.

4. What judgment can you make about Anton's friends?

They are caring friends who want to help Anton.

5. Something that cannot be read is \_\_\_\_\_.

illegible    irresistible    incapable



Name \_\_\_\_\_

To help you with your writing, fill in a comparison chart.

<b>Detail</b>	<b>Comparison</b>



Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.****Candace Cable to Speak**

4 We are happy to announce that Candace Cable will be  
 14 speaking at Wood Park High School this Friday. Friends and  
 24 family are invited, as well as students from area schools. All may  
 36 attend the speech free of charge.

42 Candace Cable is a very good athlete who has won many  
 53 awards and medals as a result of her athletic talents. At age 21,  
 66 she was badly injured in a car accident that took away the use  
 79 of her legs. But she did not let this hardship ruin her mood. Her  
 93 hard work and determination stood out, and Candace soon played  
 103 sports again. She learned to swim, took part in wheelchair races,  
 114 and skied on special skis, too. Candace has written several books  
 125 about her life. Candace Cable has overcome so much, and she  
 136 has become a true example for everyone. We hope you will enjoy  
 148 listening to her on Friday. 153

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. Whoosh!// The good goose zooms/ over the brook.//
2. The gold toad/ does not know/ how to get home.//
3. I agree,/ we must rest/ unless they see/ the pretty sea.//
4. Could a lion/ try to fight/ a big tiger/ with a stick?//
5. Wait!// Is that/ the last gray snail/ on the table?//



Name \_\_\_\_\_

Some vowel sounds are controlled by the letter *r*, as in *for* or *car*.**A. On the lines, write the word from each pair that has a vowel controlled by the letter *r*. Then circle the *r*-controlled vowels.****Example:**

person	driveway	person
1. ravel	ordinary	ordinary
2. horrible	reach	horrible
3. recall	garden	garden
4. rudely	current	current
5. clerk	recent	clerk

**B. Break each word into syllables. Then circle any *r*-controlled vowels.****Example:**

forward	for/ward
1. disturbing	dis/turb/ing
2. thirteen	thir/teen
3. working	work/ing
4. important	im/port/ant
5. artery	ar/ter/y

Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. A **rookie** has a lot to learn.  true  false
2. A **burden** is easy to carry.  true  false
3. It feels good to be **injured**.  true  false
4. An athlete who tries hard sets a fine **example**.  true  false
5. A **wheelchair** is used by someone who cannot walk.  true  false

**B. Vocabulary Strategy: Context Clues** Underline the context clues that help you figure out the meanings of the bold-faced words.

Dana joined the checkers team at school. She was a **beginner** just like my Grandma was with the computer. Brock was the best player on the team. Dana tried to **flatter** Brock by telling him that he was smart and cool. Then Brock teased Dana about her checkers game and she got mad. They called each other names. Then they got into an **argument** in which they disagreed about who said what. Dana said she never wanted to talk to Brock again. The next day, Dana told Brock she was sorry. Brock told Dana that he didn't mean to tease her either. Brock said he was so **disturbed** by the fight that he did not sleep the night before. Dana and Brock became good friends.

## Fill in the sentences below with the correct bold-faced word from Part B.

1. You have to learn the basics when you are a **beginner**.
2. The **argument** upset both of us.
3. It is nice to **flatter** someone with compliments.
4. Wendy was **disturbed** by the mean things they had said.

Name \_\_\_\_\_

Read “Candace Cable Zooms Forward.” Fill in the Summary Chart to help you summarize the selection.

Beginning	Middle	End
<p><b>Candace Cable</b> was a great athlete. She played many sports. When she was 21, she was in a car accident that left her unable to walk. This made Candace angry.</p>	<p><b>Candace</b> learned to swim without using her legs. Candace’s coach suggested that she race in her wheelchair. After winning races, Candace decided to help others. She also learned to ski with a special set of skis that has a seat.</p>	<p><b>Candace</b> now writes books and articles, and she gives speeches about her life. She also teaches and helps those in wheelchairs to play sports.</p>
<p style="text-align: center;"><b>Summary</b></p> <p><b>Candace Cable</b> was a great athlete who was left unable to walk after a car accident. Through hard work and determination, she overcame this problem and learned to play sports again. Her story has set an example for many people.</p>		

These are sample entries.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Candace Cable Plays Again

In 1975, Candace Cable injured her spine in a horrible car accident. This took away the use of her legs. It was not easy for Candace to recover from this disaster. She did not like using a wheelchair and this put her in an angry mood.

Soon, Candace shook off her anger. She looked for a way to play sports again, because she did not want her wheelchair to be a burden and hold her back. She learned how to play sports without using her legs by making her arms more powerful.

In 1979, she took part in a swim meet in New York. This meet confirmed that Candace could still compete and have fun, too. Her hard work set a good example for many people.

1. Underline words in the passage that have the same vowel sound as in *book* and *would*.
2. Circle each word that has two syllables and an *r*-controlled vowel.
3. Summarize the first paragraph in one sentence.

Candace lost the use of her legs in a car crash.

4. Summarize the second paragraph in one sentence.

Candace found ways to play sports without using her legs.

5. A \_\_\_\_\_ is something that is hard to deal with or carry.  
spine    sport    burden



Name \_\_\_\_\_

To help you plan your writing, fill in a before/after chart.

<b>Before</b>	<b>After</b>

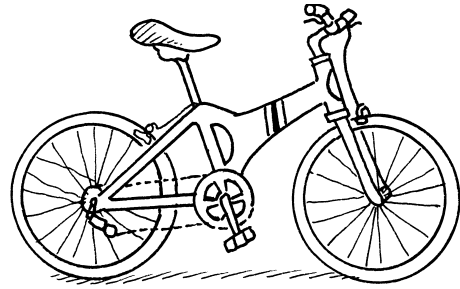
Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Drew's Plan

Drew asked his parents for money to buy a new bike. "I have earned fantastic grades," said Drew. "And with a bike, I can get home from soccer practice easily. That way, I'll have even more time to study."

"I have an idea," said Drew's mother. "If you earn the money yourself, you can buy the bike. Then you will feel good that you did it all on your own." Drew liked the idea.



Drew was good at art, so he set up a table on the sidewalk. He drew pictures for people for a small fee. To bring in customers, he made a sign that said, "Drew's Dazzling Drawings!"

1. How does Drew persuade people to buy his drawings? Underline the sentence that describes how Drew does this.
2. In which paragraph is Drew persuaded to earn the money for a bicycle? Put a box around the paragraph.
3. What techniques of persuasion does Drew use to try to convince his parents to buy him a bike?

**loaded words, faulty reasoning**

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Name \_\_\_\_\_

**Read the passage. Then complete the questions.****A Hobby for Jackie**

“I’m bored,” Jackie said one day. “I never have anything to do.”

Her mother looked concerned. “You need a hobby,” Jackie’s mother said. “How about painting?”

Jackie yawned. But her mother would not give up. “Why don’t you start a collection?”

Jackie rolled her eyes at this idea. But her mother continued. “It can be fun. Look, I have a few coins left over from my trip to Brazil last month.” She put the coins on the table. “You could collect coins from different countries.”

Jackie picked up a coin. She looked closely at both sides. Then she smiled at her mother. “Thank you,” Jackie said. “It’s a great idea. Where can I get more coins?”

1. Underline the text clues that help you make the judgment that Jackie is uninterested in most things.
2. Put a box around the text clues that help you make the judgment that Jackie’s mother is caring and wants to help Jackie.
3. What judgment can you make about Jackie at the end of the story?

**Jackie can be open to new ideas but needs to**  
**be persuaded to consider them.**

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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Lance Armstrong's Fight**

Lance Armstrong is a talented cyclist who has won many races and awards. In each of the seven years from 1999 to 2005, he won the Tour de France, the most famous bike race in the world. He has also been named "Athlete of the Year" many times.

Look for the main idea to help you summarize each paragraph.

Lance Armstrong had many of his greatest successes after overcoming a fight with a deadly disease. In 1996, doctors told Lance that he had cancer. They were not sure if Lance would live through it, and they doubted he would ever race again. Lance proved them wrong. He battled his illness and came back stronger than ever.

1. What sentence best summarizes the first paragraph? Underline this sentence.
2. What sentence best summarizes the second paragraph? Put a box around this sentence.
3. How could you summarize the whole passage in one sentence?

Lance Armstrong overcame a fight with cancer to win many races and awards.

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Name \_\_\_\_\_

**A. Underline any prefixes and suffixes in the words below.**

operation      marker      mistreatment      relation      impossible  
 activity      reaction      unfairly      understand      discussion

**B. Circle each word from Part A in the puzzle.**

m	i	s	t	r	e	a	t	m	e	n	t	t	f	i
a	d	b	r	a	d	u	c	t	o	i	p	q	r	m
r	i	a	t	e	e	d	c	t	s	p	r	e	n	p
k	r	e	l	a	t	i	o	n	i	l	e	t	s	o
e	o	p	e	r	a	t	i	o	n	v	v	p	i	s
r	n	w	i	n	f	r	e	a	c	t	i	o	n	s
k	g	u	n	d	e	r	s	t	a	n	d	t	a	i
s	i	u	n	f	a	i	r	l	y	g	u	i	y	b
c	h	a	t	c	l	u	p	k	a	d	n	f	r	l
d	i	s	c	u	s	s	i	o	n	c	k	l	y	e

**C. Use the correct words from Part A to complete each sentence.**

- You should never treat anyone unfairly.
- The crowd had a strong reaction to the speech.
- Jonah wanted to do a specific activity tonight.
- Did my brother write with a marker?

**Use the boxed letters from 1-4 above to write a secret message!**

Do n't yawn! The day has just begun!  
 1 2    3 4    2    4 3    4    2    1

Name \_\_\_\_\_

The schwa is a vowel sound that can be heard in the unstressed syllables of such words as *cable*, *label*, *sister*, *actor*, *cedar*, *cotton*, *shaken*, and *human*.

**A. Draw a line under the word that best completes each sentence. Write the word on the line.**

1. Mrs. Lopez likes to travel on the highway rather than on side streets.

travel ravel novel

2. Tracy has always been kind and gentle.

mistrust model gentle

3. Ian called home and his father picked up the phone.

order father faulty

4. Jason made only one error on the whole math test.

error reason bitten

5. Winter is the coldest season of the year.

picking season counter

6. Did you happen to find my hat in your house?

sunken happen fallen

7. My father knew that woman when she was a little girl.

tunnel pretty woman

8. Look carefully because I know it is hidden in this room.

hosting handle hidden

**B. Go back and circle the unstressed syllables with schwa sounds in the answer choices above.**

Name \_\_\_\_\_

**A. As you read, pay attention to pauses and intonation.**

When China first grew into an empire many centuries ago, it  
 11 faced many dangers. China was under frequent attack from  
 20 nomads. The nomads would destroy crops and frighten traders. People  
 30 were afraid to travel through China because of the nomads. This  
 41 meant that it was hard for China to get food and supplies from  
 54 other places. The people were in serious trouble. Their survival was  
 65 in question!

67 The Emperor knew he needed to save China by preventing the  
 78 nomads from attacking. How did the Emperor help his people? He  
 89 acted on the big idea of building a huge wall around his empire.  
 102 The purpose of the wall was to keep nomads out of China. He  
 115 thought that the hard work would be worth it. It would be called  
 128 the Great Wall of China. 133

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

wonder	travel	label	shoot	lock
human	open	apron	woods	zone
fallen	sailor	little	blue	roast
suffer	beacon	butter	would	cobra
riddle	dollar	actor	few	robot

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Adding the suffixes *-ant* or *-ent* to a verb can change it to a noun or an adjective. For example, the word *assist* becomes *assistant*. The word *differ* becomes *different*.

**A. Fill in the missing parts to make the bold-faced word.**

1. The cleaning bottle was full of
- disinfectant**
- .

disinfect + ant = disinfectant

2. Once upon a time, the old king had a
- servant**
- .

serve - e + ant = servant

3. The cat was
- hesitant**
- to come down from the tree.

hesitate - ate + ant = hesitant

4. Tim is a very good
- student**
- .

study - y + ent = student

5. Any
- resident**
- of the town can use the town's swimming pool.

reside - e + ent = resident**B. Write two sentences about a construction project. Use the word *different* in one sentence. Use the word *inhabitant* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_



Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the bold-faced word.

- |                       |           |         |               |
|-----------------------|-----------|---------|---------------|
| 1. <b>constructed</b> | broken    | created | made          |
| 2. <b>frequent</b>    | often     | regular | never         |
| 3. <b>centuries</b>   | years     | places  | units of time |
| 4. <b>defensive</b>   | keep safe | trust   | protect       |
| 5. <b>commanded</b>   | followed  | ordered | told          |

6. Which best describes a doctor's **purpose**? Tell why on the lines below.

- a. to help people who are sick      b. to take people from place to place

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**B. Vocabulary Strategy: Word Parts** Write the letter of the Greek root on the right that correctly completes each bold-faced word on the left. The meaning of each root is provided.

- |  |                                     |
|--|-------------------------------------|
| 1. Alma can <b>c</b> ic the sounds that some birds make.               | a. <b>astr-</b> (stars)             |
| 2. A <b>e</b> ologist studies animals.                                 | b. <b>thea-</b> (to see or look at) |
| 3. Norm <b>d</b> icized Mark for being late so many times.             | c. <b>mim-</b> (to repeat or copy)  |
| 4. People in the field of <b>a</b> onomy study objects in outer space. | d. <b>crit-</b> (to judge)          |
| 5. Wendy went to the <b>b</b> ter to watch a play.                     | e. <b>zo-</b> (animal)              |

Name \_\_\_\_\_

As you read “The Great Wall of China,” record important information and generalizations in the Generalizations Chart.

Important Information	Generalization
<p>The Great Wall was built on the crests of hills and mountains in the Chinese countryside. It stretches as far as the eye can see.</p>	<p>The Great Wall is so big that some people claim it can be seen from the moon.</p>
<p>More than 2,000 years ago, China was actually a number of small kingdoms. King Zheng took over many of them.</p>	<p>The small kingdoms were always fighting one another.</p>
<p>The Great Wall was built by many thousands of people who worked long hours every day with no rest or meals.</p>	<p>Many people died because of harsh working conditions.</p>
<p>The Great Wall fended off China’s enemies. It is a symbol of the skillful Chinese people. The Chinese government has set up projects to restore it.</p>	<p>The Great Wall has always been an important part of Chinese culture.</p>

These are samples of information from the selection.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Workers Who Built the Wall**

Many of the tourists who visit the Great Wall of China may not suspect how much hard work was needed to construct the wall. The Emperor commanded thousands of people to build a defensive wall that would be resistant to attackers. These workers were forced to work long hours every day, without rest or enough food. It was common for workers to die because of these harsh conditions.

Though the workers suffered, their persistent labor produced an amazing structure. The Great Wall served its purpose for many years, defending China from invaders. Today, the Great Wall is seen as an important emblem of the strength, hard work, and skill of the Chinese people.

1. Underline multi-syllable words that have the schwa sound made by one of these endings: *-er, -or, -ar, -en, -on, -an, -le, -al, or -el*.
2. Circle the words with the suffix *-ant* or *-ent*.
3. What generalization does the passage make about the tourists who visit the Great Wall of China?

Many of them may not suspect how much work was needed to construct the wall.

4. Is the last sentence a generalization that is valid, or true? Explain.

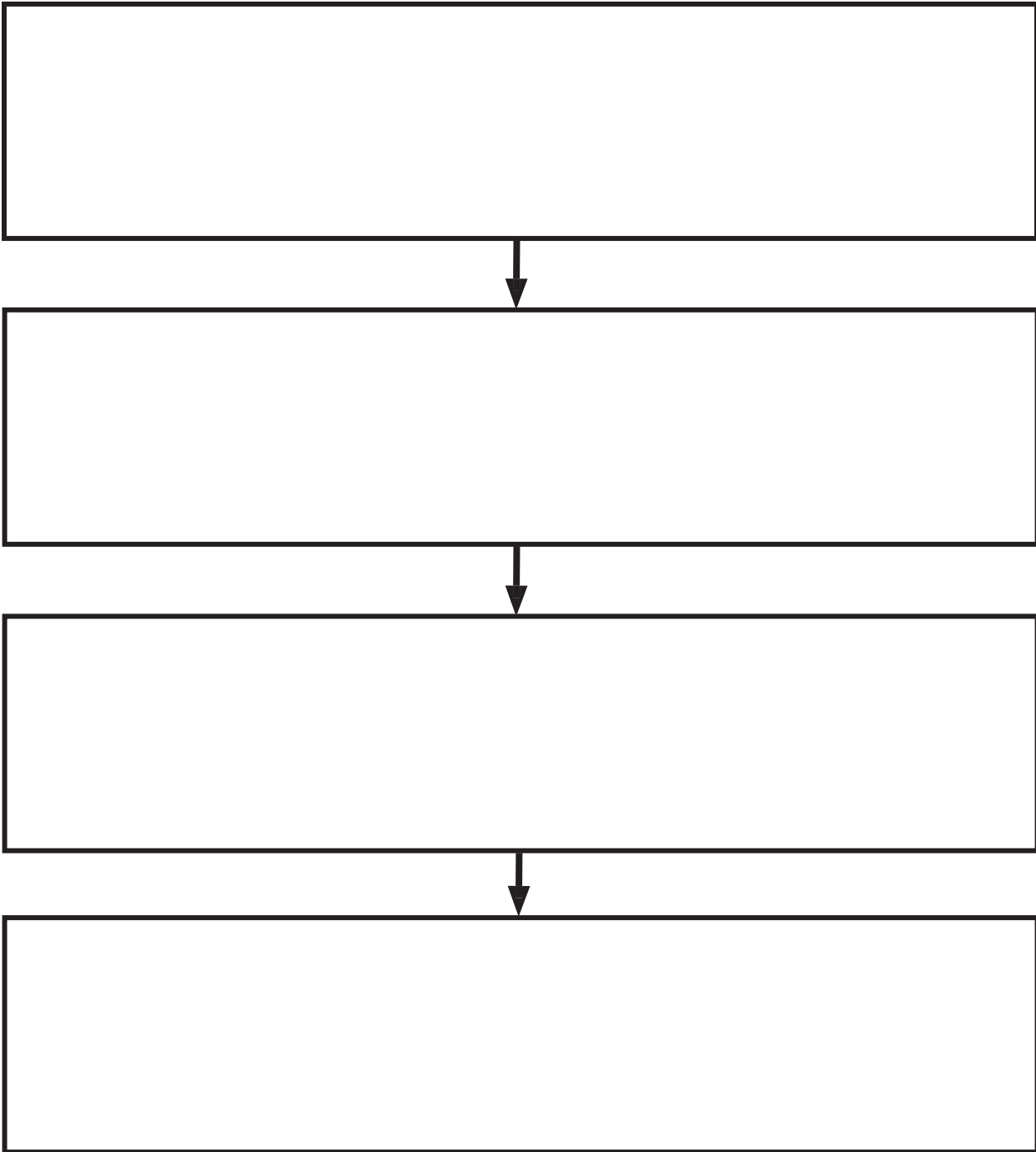
It is probably true. It would be difficult to argue against it.

5. \_\_\_\_\_ means put together.  
commanded constructed power



Name \_\_\_\_\_

To help you plan your writing, fill in a sequence chart.



Name \_\_\_\_\_

The diphthongs *ow* and *ou* make the same sound. Examples are the vowel sounds in *brown* and *proud*.

**A. Underline the letters *ow* or *ou* wherever they make the same sound as in *brown* and *proud*.**

sprouting      township      growing      could  
pound      proud      brownie      snowplow

**B. In the puzzle, circle each word that has the same sound as in *brown* and *proud*. Look for the *ow* and *ou* spellings to help you.**

s	h	o	u	l	d	x	g	o	w	n	s
q	o	p	p	l	y	s	p	o	u	t	h
w	w	u	c	c	o	r	o	k	a	k	o
n	e	n	h	e	w	e	w	f	n	a	u
g	b	r	o	w	n	u	d	o	u	b	t
g	t	o	w	v	q	r	e	a	i	o	x
z	e	e	b	d	v	a	r	c	s	u	s
s	f	l	o	w	n	x	s	e	d	t	i

**C. Use the correct words from part A to complete each sentence.**

- Hey! Who ate the last b r o w n i e?
- The plants were s p r o u t i n g outside already.
- Jess was p r o u d of her little sister's achievements.
- That dog is big, but it is still g r o w i n g.

**To answer the riddle, write the boxed letter from each of the numbered lines above in the correct spaces.**

In which place in the world can you find the most stories?

the l i b r a r y  
2 1 4 3

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.**  
Record your scores below.

The jazz band brought down the house at the Bebop Theater.  
 11 The audience clapped loudly, almost drowning out the music.  
 20 Rowan bounced as he played a saxophone solo. “Play it, Rowan!”  
 31 said Stan, on the drums. Marty tapped his feet as he played the  
 44 clarinet. It was a great show. The crowd let out an audible “Yeah!”  
 57 After the show, though, the band got some bad news. “Your  
 68 contract is about to run out,” said Mr. Powers, their manager. “You  
 80 must sell out the theater to get a new one.” The guys were worried.  
 94 They had never sold out a theater before and they had been playing  
 107 together for many years. “Our next show will have to be the best,”  
 120 Stan said. “Can we do it?” Each member nodded in agreement.  
 131 They believed they could! 135

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

Roots are word parts that form the basis of words. They usually cannot stand on their own. Some words have roots that come from the Greek or Latin languages.

**A. Write the letter of the root on the right that correctly completes each boldfaced word on the left. The meaning of each root is shown.**

- |   |   |
|---|---|
| 1. Sam <b>c</b> bled some notes on a sheet of paper.                      | <b>a. astr-</b> or <b>aster-</b><br>(Greek: <i>star</i> ) |
| 2. The fastest runner crossed the <b>d</b> ish line.                      | <b>b. vis-</b> (Latin: <i>see</i> )                       |
| 3. Jamaal went to <b>b</b> it his uncle.                                  | <b>c. scrib-</b> (Latin: <i>write</i> )                   |
| 4. The park bench was cemented into place, which made it im <b>e</b> ile. | <b>d. fin-</b> (Latin: <i>end</i> )                       |
| 5. If you study <b>a</b> onomy, you will learn about space and the stars. | <b>e. mob-</b> or <b>mot-</b> (Latin: <i>move</i> )       |

**B. Draw a line to match each boldfaced word with its meaning. The root of each boldfaced word is listed in part A.**

- |                    |   |
|--------------------|---|
| 1. <b>inscribe</b> | able to be seen                           |
| 2. <b>final</b>    | movement                                  |
| 3. <b>asterisk</b> | to write on something or in something     |
| 4. <b>visible</b>  | last                                      |
| 5. <b>motion</b>   | a printed mark that is shaped like a star |

Name \_\_\_\_\_

audible    drowsy    automatically    contract    serious    bellowed

**A. Vocabulary Words** Use the correct word from above to complete each sentence.

1. After eating a big meal, I often feel tired and drowsy.
2. The door closed automatically behind them.
3. Dad was being serious, so we knew the topic was important.
4. Gordon spoke so softly that he was hardly audible.
5. Loren bellowed when he slammed his finger in the door.

**B. Vocabulary Strategy: Thesaurus** Use this thesaurus entry to answer the questions that follow.

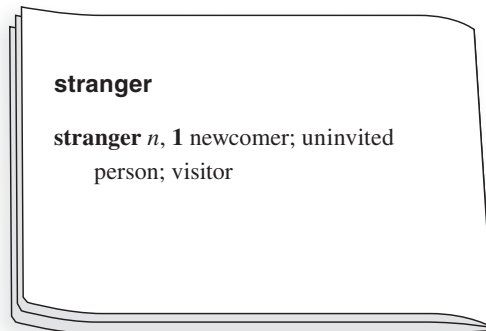
1. Which synonym for *stranger* might you use to describe someone who comes to your classroom and gives a talk about careers? Explain your answer.

**visitor**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**stranger****stranger** *n.*, 1 newcomer; uninvited person; visitor

2. Which synonym for *stranger* might you use to describe someone who moves to a new city or country? Explain your answer.

**newcomer**

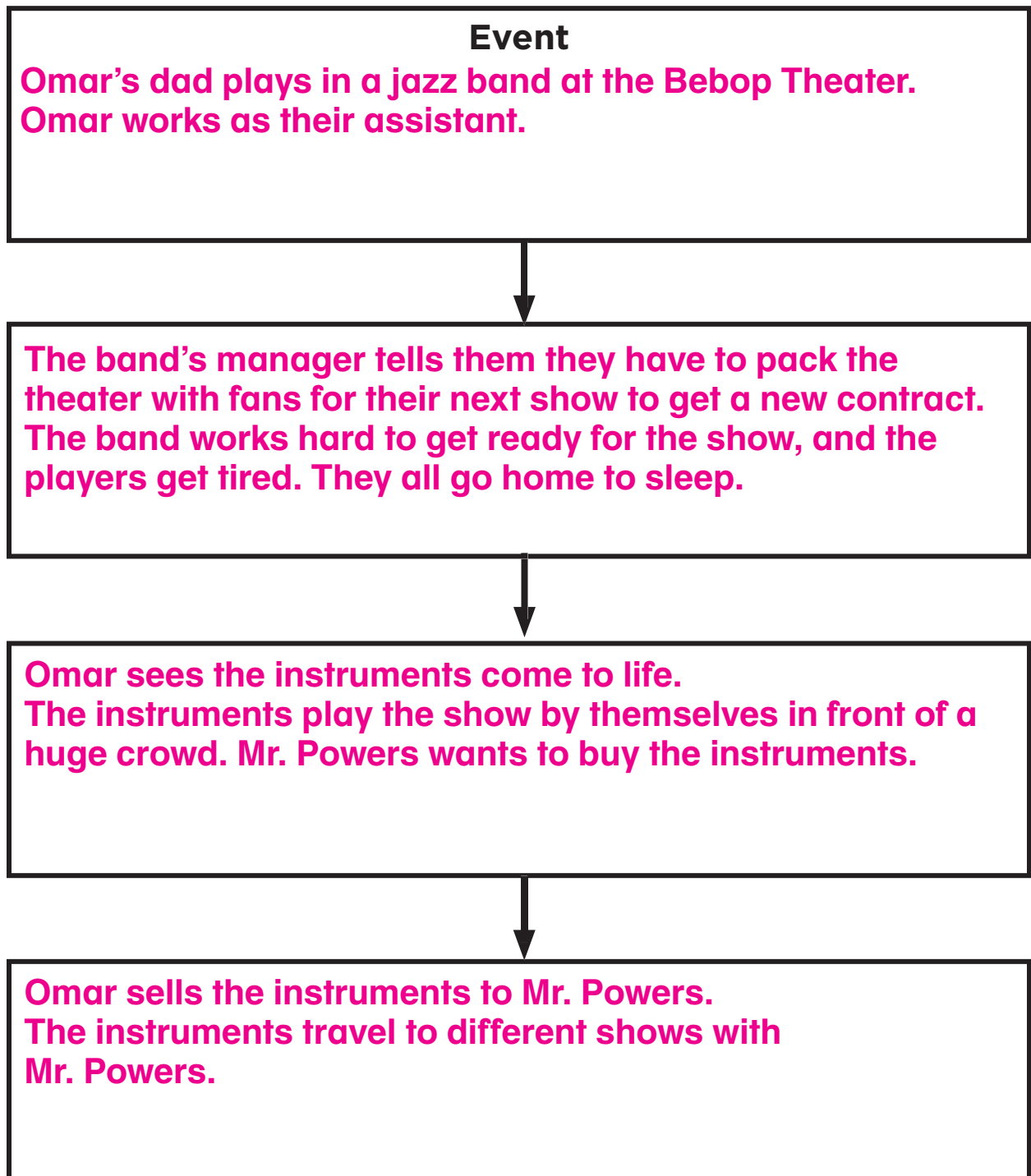
\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

After reading “A Tough Act To Follow,” fill in the Sequence Chart to help you identify the sequence of events.



Sample answers are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Instruments Return

Omar was the owner of the Bebop Theater. One night, he was working late in his office. At midnight, Omar was surprised by a barely audible screech that drifted through his closed door. “Who’s there?” Omar bellowed. Then he ran out to the auditorium.

“It’s us, Omar,” came a shout. A clarinet was talking! Next to the clarinet Omar found a trumpet, a clarinet, and a drum set. They all grinned at Omar.

“I know you, fellows!” said Omar. He never forgot the sharp instruments that played by themselves.

“Omar, we’re tired of traveling. We want to play all our shows at the Bebop Theater,” the clarinet said.

“Okay, I’ll sign you to a contract,” Omar said. “Now let’s get serious and play some jazz.” The instruments began to jam. After they finished their first tune, Omar clapped and cheered.

1. Underline words with the *ow* sound, as in *brownie* or *proud*.
2. Circle the words in the passage that include the Latin root word *aud*, which means “to hear.”
3. What happens right after Omar asks, “Who’s there?”

He runs out to the auditorium.

4. What is the last thing that happens in the passage?

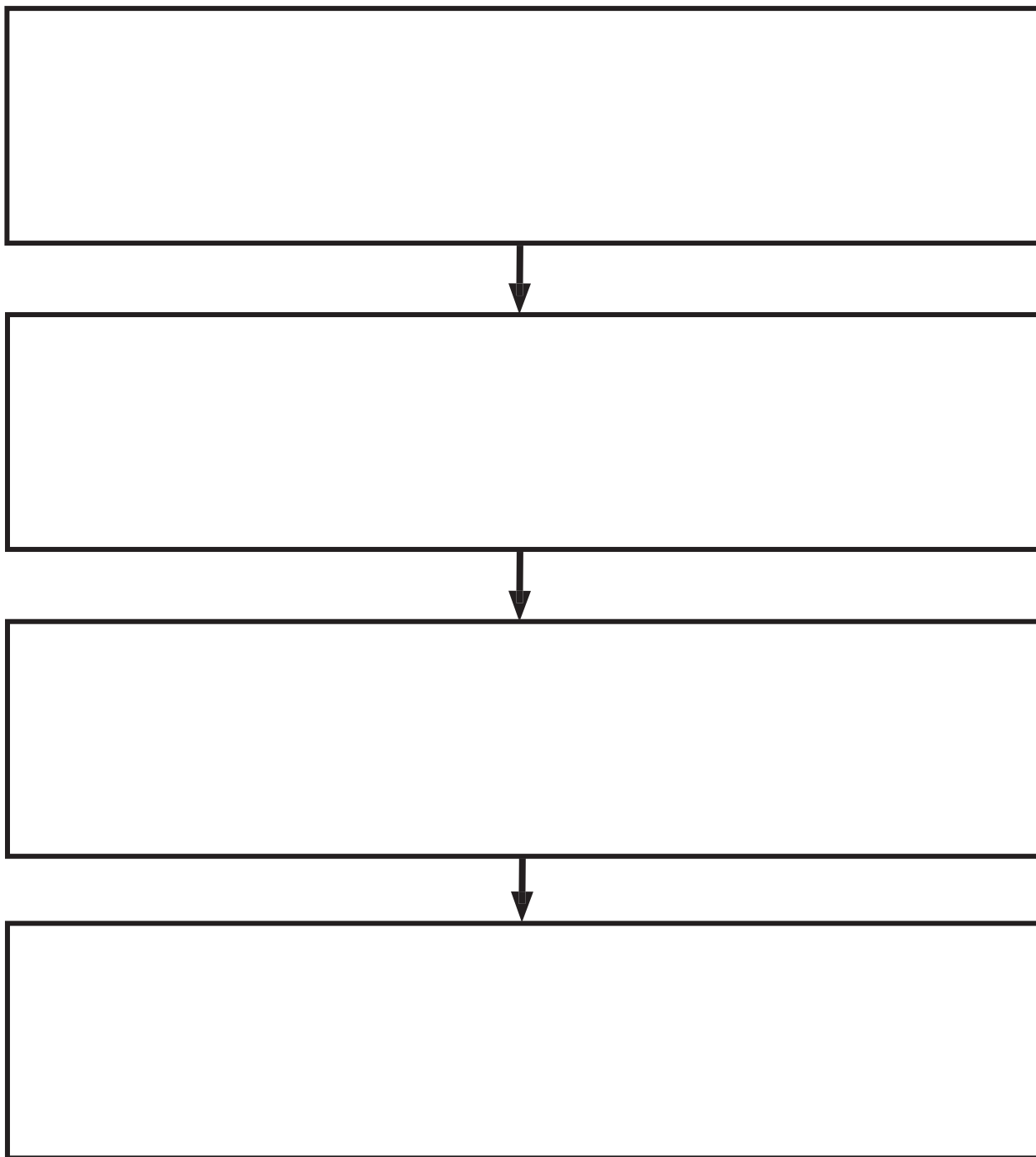
Omar claps and cheers.

5. Something that is \_\_\_\_\_ can be heard.  
serious      forgotten      audible



Name \_\_\_\_\_

To help you plan your writing, fill in a sequence chart.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Taj Mahal

The Taj Mahal is a striking domed temple located in Agra, India. Constructed more than three centuries ago, it is one of the man-made wonders of the world. Every year, between 2 million and 4 million tourists visit the Taj Mahal. Most of them are amazed by what they see.

The Taj Mahal is made of bright white marble and is decorated with gardens and detailed artwork. More than 20,000 workers were needed to build it, along with a thousand elephants to carry supplies.

A Mughal emperor commanded that the Taj Mahal be built as a tomb for his wife. He wanted its beauty to outshine that of any other building in the world. It is hard to say whether the emperor got his wish. But almost every person agrees that a place like the Taj Mahal will never be built again.

1. Underline the words *every*, *most*, and *never* that signal generalizations in the passage.
2. Put a box around the sentence that is a generalization identifying how tourists feel about the Taj Mahal.
3. Why might people think that a place like the Taj Mahal will never be built again?

The Taj Mahal was created by a person in the past and for a specific purpose. It is unlikely that a place needing so many workers and supplies would be created for that purpose today.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Jazz Lesson**

Becky frowned as she played the jazz song on the piano. "It doesn't sound right," she said **after** she finished.

Then her teacher knew it was time for some advice. "You're doing fine. But remember, jazz isn't just about playing the notes on the page. True jazz comes from your heart and soul."

Becky thought about this advice. Later, she went home and listened to jazz music on the radio for hours. **At her next lesson, Becky played the song better than ever!**



This is a signal word.

1. Underline the words *next*, *then*, and *later* that signal sequence in the passage.
2. What is the last event that happens in the story? Put a box around the sentence that tells about it.
3. What happens right after Becky complains about her playing?

**Her teacher gives her advice about how to play jazz.**

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Name \_\_\_\_\_

Digraphs are two consonants working together to make one sound. Examples include *th*, *sh*, *wh*, and *ph*, as in *that*, *fish*, *whisper*, and *graph*.

**A. Draw a line under the word that best completes each sentence. Write the word on the line.**

- Shirley wore a white dress to the school dance.  
what    white    whines
- The elephant was the biggest animal at the zoo.  
elephant    goldfish    theater
- Theo arrived just as the shopkeeper was locking the store.  
share    wish    shopkeeper
- Paul shaped his clay and formed a vase.  
shaped    shades    sheriff
- I always bring a thermos filled with water to soccer practice.  
think    tank    thermos
- Sasha whistled a happy tune.  
shined    whistled    wiped
- The graph showed how prices rose over time.  
graph    path    shack
- Beth found an eggshell in the cake batter, so she took it out.  
gather    booth    eggshell

**B. Go back and circle the digraphs *th*, *sh*, *wh*, and *ph* in the words above.**

Name \_\_\_\_\_

**A. As you read, pay attention to pronunciation.**

Written language was created about 5,000 years ago. Before  
 9 that, people told stories and shared spoken messages. However, this  
 19 system had a few problems. When people communicated only  
 28 by talking, it was difficult to remember long messages. Sometimes  
 38 messages could be incorrect. People needed a better way to  
 48 send and save messages. When people began writing, they could  
 58 describe things in a more vivid way. Messages could also be saved  
 70 or sent again.

73 People in different places produced different kinds of writing.  
 82 Sumerians used a system of lines written on clay tablets. Egyptians  
 93 carved pictures in stone that stood for sounds and ideas. The  
 104 pictures were then placed into groups to tell stories. The Chinese  
 115 drew symbols with brushes and ink. These are called characters.  
 125 Each character stood for a syllable. Every type of writing was  
 136 different, but they all helped people communicate. 143

**B. Read these words to yourself. Then have a partner time you. Do it two more times to see if you can beat your score!**

phone	which	than	downsize	server
alphabet	graph	phase	gown	apron
thousand	things	without	house	little
share	fresh	shell	frowning	vessel
when	anywhere	wheat	mouth	seven

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The suffixes *-ous*, *-eous*, and *-ious* are added to words so that they can be used to describe something. Examples are *nervous*, *outrageous*, and *cautious*.

**A. Fill in the missing parts to make the word in bold.**

1. It is **dangerous** to ride a bike without a helmet.

**danger** +     **ous**     = dangerous

2. Don't eat that berry! It is **poisonous**.

    **poison**     +     **ous**     = poisonous

3. The firefighters were **courageous**.

    **courage**     +     **ous**     = courageous

4. She loved to read **various** types of books.

    **vary**     -     **y**     +     **ious**     =     **various**    

5. Lance became **famous** when he saved a boy's life.

    **fame**     -     **e**     +     **ous**     =     **famous**    

**B. Write two sentences about ancient forms of writing. Use the word *mysterious* in one sentence. Use the word *advantageous* in the other.**

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

\_\_\_\_\_

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

\_\_\_\_\_



Name \_\_\_\_\_

**A. Vocabulary Words** Check *true* or *false* for each statement.

1. Something that is **vivid** is dim and hard to see.  true  false
2. If you had lived thousands of years ago, you might have written on **tablets**.  true  false
3. Loud sounds can be **produced** by thunderstorms.  true  false
4. You should be **cautious** when you cross a street.  true  false
5. Before written language was created, nothing was **communicated**.  true  false

**B. Vocabulary Strategy: Word Parts** Each bold-faced word in the sentence on the left is divided into two word parts. The meanings of the word parts are provided on the right. Write the letter of the meanings on the right that matches the bold-faced word on the left.

1. The plant was **vigor/ous**. It grew very tall and strong!   **b**  
  - a. half + ball (Greek)
2. Pam had already finished the first two parts of the **tri/logy**. She couldn't wait to read the last.   **d**  
  - b. liveliness, strength + has the quality of (Latin)
3. Jordan knew that a globe always shows both the eastern and western **hemi/spheres**.   **a**  
  - c. fierceness + has the quality of (Latin)
4. The lion is often described as **feroc/ious**.   **c**  
  - d. three + story (Greek)

Name \_\_\_\_\_

Read “Writing from Drawings to Alphabets.” Fill in the Problem and Solution Chart to help you understand the problem and solution.

### Problem

People could communicate by talking and telling stories, but they could not always remember exactly what was said.

### Attempt

Sumerians, Egyptians, Mayans, and Chinese create written language systems. These systems use marks, pictures, and characters.

### Outcome

People are able to record messages and stories using written language systems.

### Attempt

Phoenicians produce the first alphabet, or standard set of letters.

### Outcome

Written communication becomes easier, because the alphabet uses fewer symbols than earlier systems of writing.

### Solution

Written language systems using alphabets make it easy to save and share information, stories, and messages.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Dropping a Line

When the first systems of writing were produced, the people who used them communicated rather slowly. Clay tablets on which writing had been carved could take days to deliver. The first mail on paper did not travel much more quickly. But today, we can send vivid messages anywhere in the world, sometimes in just seconds. We can do this using the marvelous system of email. When we send an email, we send words or pictures from one computer or phone to another.

Suppose you send an email to a friend. The email travels over phone lines, cables, or radio waves to an electronic mail server. That server makes sure the email is delivered to your friend's email address. When your friend opens his or her mailbox, he or she should find the email waiting there. If your friend uses email as often as most people do, he or she will probably have numerous other emails waiting there as well.

1. Underline words with the digraphs *th*, *sh*, *ph*, or *wh*.
2. Circle the words with the suffix *-ous*.
3. What problem does email solve?

It allows people to send messages very quickly.

4. What makes sure the email goes to the right place?

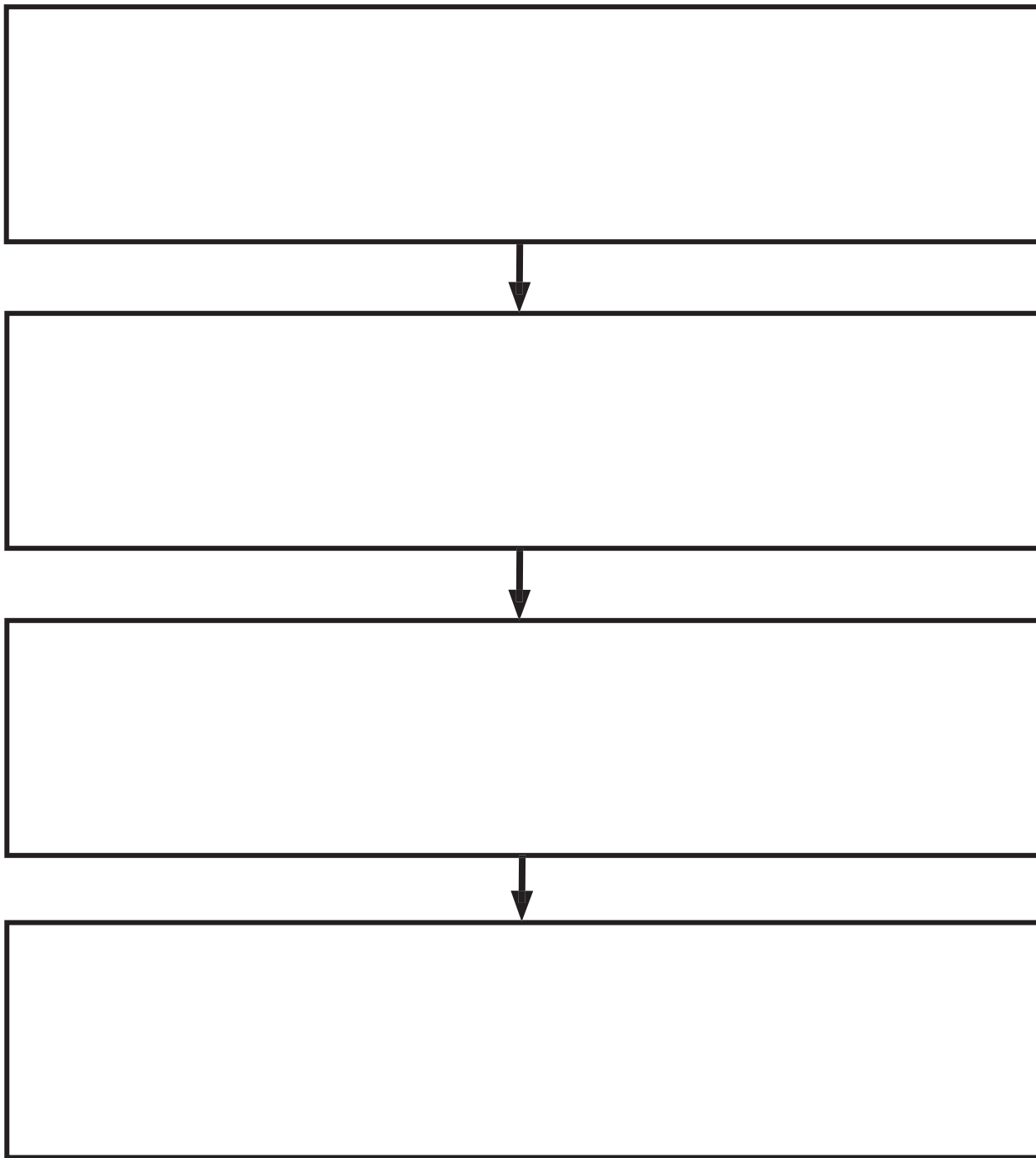
an electronic mail server

5. \_\_\_\_\_ means created or made.  
communicated produced vivid



Name \_\_\_\_\_

To help you plan your writing, fill in a sequence chart.



Name \_\_\_\_\_

Each vowel can make more than one sound. Examples of e vowel sounds include *pet* and *me*; o vowel sounds include *got* and *goat*.

**A. In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.**

hungry

treated

shady

highway

eat

insect

cube

hope

sight

right

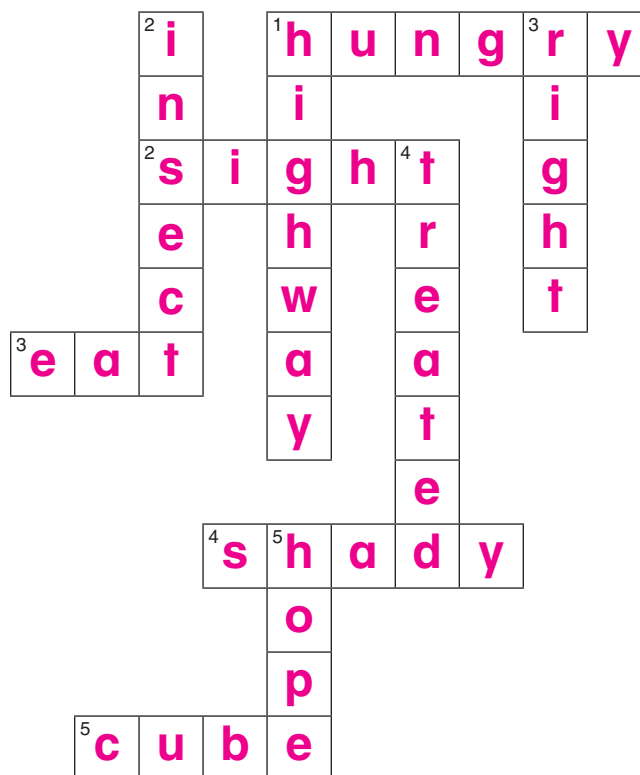
**B. Read the clues.**  
Then use the words to  
complete the sentences.

**Across**

1. My dog is always \_\_\_.
2. Jed got glasses after the doctor checked his \_\_\_.
3. If I don't \_\_\_ breakfast I won't feel well.
4. It was \_\_\_ under the tree.
5. My drink was warm so I put an ice \_\_\_ in it.

**Down**

1. Mom drives on the \_\_\_.
2. The \_\_\_ buzzed around the room.
3. He gave the \_\_\_ answers to the questions.
4. I \_\_\_ my cat like she was one of the family.
5. We all \_\_\_ Uncle Ned will get better soon.



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.**  
Record your scores below.

12 The printing process has come a long way over the years. Today,  
22 millions of books, newspapers, and other manuscripts can be printed  
34 every day around the world. It was not always this easy, though.  
47 Printing used to be a slow and difficult process. It often took people  
many days to complete just one manuscript.

54 In ancient Egypt, for example, people wrote on paper made from  
65 the stems of the papyrus plant. This method of writing was very slow.  
78 The paper itself took a long time to make. Once the paper was made,  
92 the text was printed by hand. Then each copy also had to be made by  
107 hand. As a result, printed books were rare and cost too much money  
120 for most people to buy. Because books were so rare, many people did  
133 not know how to read! 138

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Speed</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

When you come across a long word you do not understand, break the word into syllables. Then look for prefixes and suffixes that can help you figure out the meaning of the word.

**A. Write each word. Circle each prefix and underline each suffix. Then say the word and count the number of syllables.**

Example: unbeatable	<u>un</u> beatable	4
1. untruthful	un <u>truthful</u>	3
2. incorrectly	in <u>correctly</u>	4
3. returnable	re <u>turnable</u>	4
4. mispronounced	mis <u>pronounced</u>	3
5. replacement	re <u>placement</u>	3

**B. Use the correct word from above to complete each sentence.**

- When Nya got sick, Ruth was chosen to be her replacement in the school play.
- It is not a good idea to make untruthful statements.
- Ted mispronounced the last word in the sentence.
- Maria answered one question incorrectly.
- The glass bottles were returnable so we took them back to the store.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word in the group that does not belong with the bold-faced word.

- |                        |              |                 |               |
|------------------------|--------------|-----------------|---------------|
| 1. <b>authors</b>      | writers      | <b>actors</b>   | poets         |
| 2. <b>manuscripts</b>  | books        | texts           | <b>tape</b>   |
| 3. <b>descriptions</b> | <b>tasks</b> | explanations    | reports       |
| 4. <b>papyrus</b>      | paper        | plant           | <b>animal</b> |
| 5. <b>information</b>  | ideas        | <b>nonsense</b> | facts         |

6. Which can be **rotated** more easily? Explain on the lines below.

- a. a slide                      **b.** a merry-go-round

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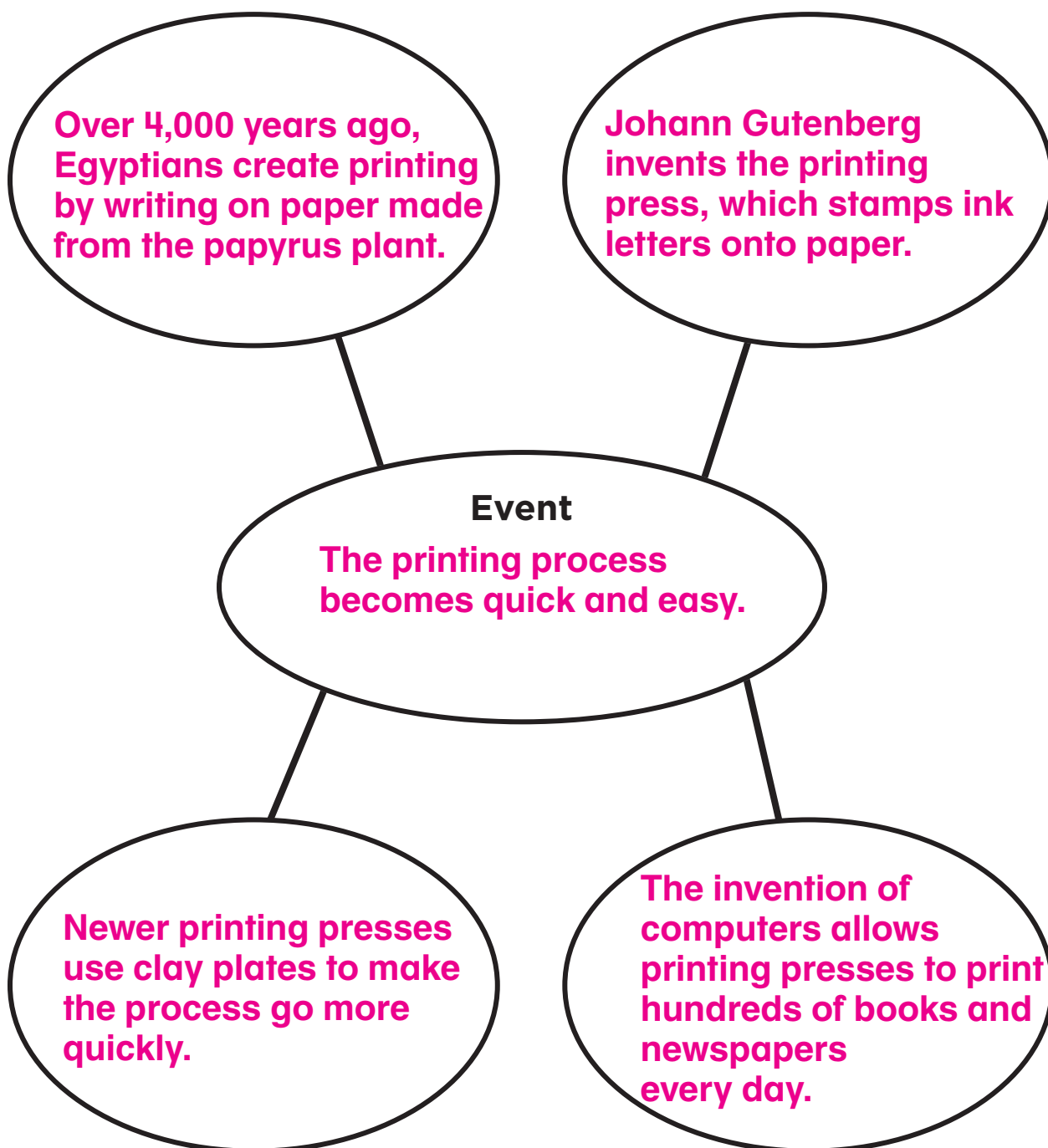
**B. Vocabulary Strategy: Word Parts** Read each sentence and look at the bold-faced word. Find the Latin root of this word on the right. Draw a line from the sentence to the root of the bold-faced word.

- |  |                         |
|--|-------------------------|
| 1. Marta was very <b>flexible</b> and could easily touch her toes. | <i>fract</i> : to break |
| 2. There was a specific <b>location</b> to play ball in the park.  | <i>flex</i> : to bend   |
| 3. There was only a <b>fraction</b> of pie left on the plate.      | <i>loc</i> : a place    |



Name \_\_\_\_\_

Read “Updating the Printing Process.” Fill in the Description Web to help you record the important facts in the selection.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Papyrus

When the ancient Egyptians invented an early form of writing, they did not have printing presses or computers. Instead, they wrote on paper that they made from the papyrus plant. To make the paper, stems were cut from the plants. Then the stems were soaked in water, hammered together, and dried in the sun. Finally, Egyptians used ink to write on the sheets of paper.

Making paper took a long time. So did writing manuscripts and making copies by hand before the printing press was invented. As a result, it was difficult for authors to produce books. Books were rare, and sold for high prices that would be unacceptable today. Few people saw books or were able to read. Reading did not become common until new ways of printing were invented.

1. Underline words with the long *a* sound spelled *a*, *a\_e*, or *ay*.
2. Circle the word with the prefix *un-* and the suffix *-able*.
3. Why was creating books difficult?

It took a long time to make papyrus sheets. It also took a long time to write manuscripts and make copies by hand.

4. Why did few people see books?

Books were rare and sold for high prices.

5. \_\_\_\_\_ are people who write books.  
manuscripts authors presses



Name \_\_\_\_\_

To help you plan your writing, fill in a strong words chart.

Steps	Strong Words

Name \_\_\_\_\_

Vowel sounds can be short, as in *back, fresh, lid, top, and club*.  
Vowel sounds can be long, as in *may, greet, tide, stove, and use*.

**A.** In the words below, underline the letter or letters that make a short vowel sound. Put a box around the letter or letters that make a long vowel sound.

shaow  
mooment

leaping  
freeeze

finalize  
relaxed

voolume  
shade

rowoat  
uphill

**B.** Circle each word from part A in the puzzle.

l	f	i	n	a	l	i	z	e	p
e	r	v	o	l	u	m	e	x	r
a	e	s	h	a	d	o	w	u	e
p	e	h	t	g	h	m	o	p	l
i	z	a	o	n	d	e	n	h	a
n	e	d	g	a	o	n	s	i	x
g	i	e	o	u	t	t	k	l	e
t	r	o	w	b	o	a	t	l	d

**C.** Use the correct words from part A to complete each sentence.

- That big tree provides a lot of s h a d e.
- Please wait for just a m o m e n t.
- Let's f i n a l i z e our plans for tonight!
- The frog was l e a p i n g from rock to rock.

Write the boxed letters from the numbered sentences above to spell the answer to the riddle!

What can you add to a bucket to make it lighter?

A h o l e!  
1 2 3 4

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

May 19, 1980

**3 Mount St. Helens Erupts!**

7 Yesterday, Mount St. Helens erupted, blasting lava and ash  
 16 across the area. Mom and I were able to flee our house in time, but  
 31 many people were not able to do that. It looked just like a scene  
 45 from a movie! The blast caused a great deal of damage. The lava  
 58 destroyed homes, plants, and everything else in its path.

67 The eruption was not a surprise to us. Scientists had warned  
 78 for weeks that an eruption was possible because an earthquake in  
 89 March created a lot of pressure on the walls of the volcano. When  
 102 Mom heard the report, she and I made an emergency plan. We  
 114 followed the plan exactly. I don't know what kind of damage has  
 126 been done to our home. I am glad we are staying at Grandma's  
 139 house for now! 142

**B. Read these silly sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).**

1. How do I go/ from this place/ to that one?//
2. It is never/ a fine idea/ to stand near/ a volcano.//
3. Why should/ the splendid sprinter/ scream strongly/ at a photo?//
4. Look out!// The old cobra/ is now down/ in the lounge.//
5. Wonderful!// The raven/ bought an apron/ with a nickel.//



Name \_\_\_\_\_

You can separate the syllables in a word to help you read it.

**A. In each word, underline any prefix and draw a box around any suffix.**

**Example:** unkindly

1. election
2. mistreatment
3. unbreakable
4. preheated
5. refillable

**B. Which word in each pair has more than one syllable? Write that word and draw lines between the syllables.**

**Example:** worked      repayment

re/pay/ment

- |             |                  |                             |
|-------------|------------------|-----------------------------|
| 1. misuse   | mints            | <u>mis/use</u>              |
| 2. wreck    | reaction         | <u>re/ac/tion</u>           |
| 3. visible  | plates           | <u>vis/i/ble</u>            |
| 4. streak   | misunderstanding | <u>mis/un/der/stand/ing</u> |
| 5. unfairly | tolls            | <u>un/fair/ly</u>           |

Name \_\_\_\_\_

eruption    devour    volcano    pressure    flee    revive

**A. Vocabulary Words** Write the missing words to complete the sentences correctly.

A volcanic 1. **eruption** is when lava is forced up and out of a 2. **volcano**. The hot lava comes from deep under the Earth's surface. People are told to 3. **flee**, or move away from places where this happens.

There is a lot of 4. **pressure** inside a volcano before it erupts. After the eruption, lava flows from the volcano and looks as though it will 5. **devour** everything around it by covering it. Sometimes it takes years before land that was covered by lava can 6. **revive**.

**B. Vocabulary Strategy: Dictionary** Use the dictionary entries to help you choose the correct word to complete each sentence.

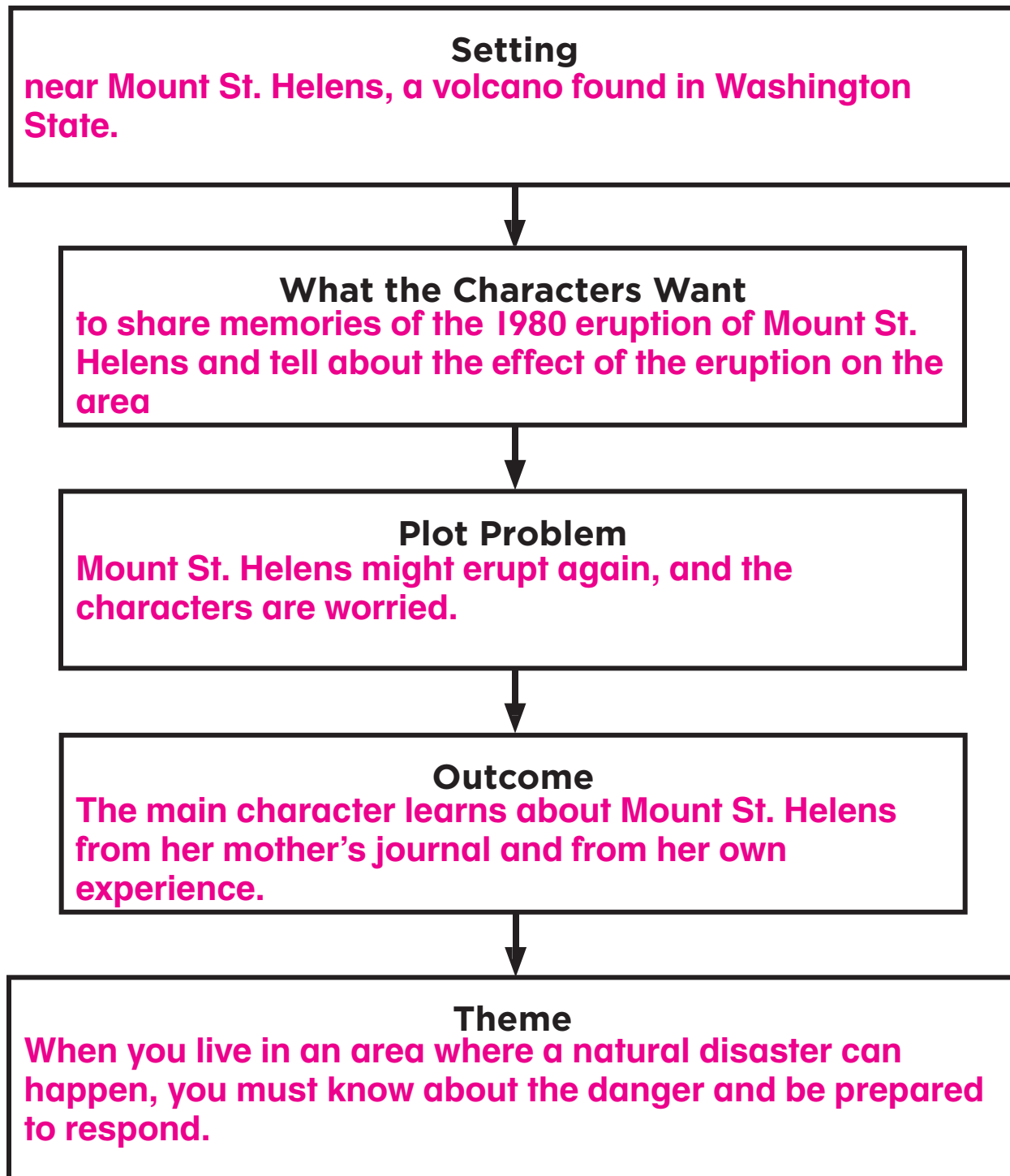
**market**, (mār'kit) *n.* A place where food or goods are sold: *I went to the market to buy fresh fruit.*  
*v.* To advertise; to promote; to sell: *Let's market our product so people will buy it.*

**glare**, (glâr) *n.* a strong, usually unpleasant light: *The glare of the sun hurt my eyes.*  
*v.* to stare in an unfriendly or angry way: *The two fighters glared at each other.*

1. It wouldn't be truthful to **market** the cookies as fat-free when we know they contain butter.
2. I could feel Tom **glare** at me after I dropped the ball.
3. It was so dark that the sudden **glare** of the headlights made me squint.
4. The **market** sold everything I needed.

Name \_\_\_\_\_

Read “A Signal of Smoke.” Fill in the Theme Chart to determine the theme of the story.





Name \_\_\_\_\_

Read the passage. Then complete the questions.

## When the Smoke Cleared

Dr. Blair came to investigate why the volcano had erupted. He had read the reports made by other scientists. However, Dr. Blair thought these people might have misunderstood what had happened.

People living nearby were still scared. They had seen the eruption devour their houses and wipe out plants and animals. Some people worried that the area might never revive. They also worried that the volcano might erupt again.

Dr. Blair disagreed with those who thought the area would not recover. He had studied many places hit by eruptions and other natural disasters. Plants and animals usually returned. This place would be the same. Life would find a way to continue.

Dr. Blair studied the volcano carefully. His work showed that the volcano would not erupt anytime soon. However, Dr. Blair knew that it was possible to misinterpret numbers. More importantly, his years of experience had taught him that what happens in nature cannot always be predicted.

1. Underline words with the short *i* sound.
2. Circle the words with the prefix *mis-* or the suffix *-ly*. Draw a box around any circled word that has more than three syllables.

3. Which sentence states the theme of the third paragraph?

**Life would find a way to continue.**

4. What is the theme of the fourth paragraph?

**Nature cannot always be predicted.**

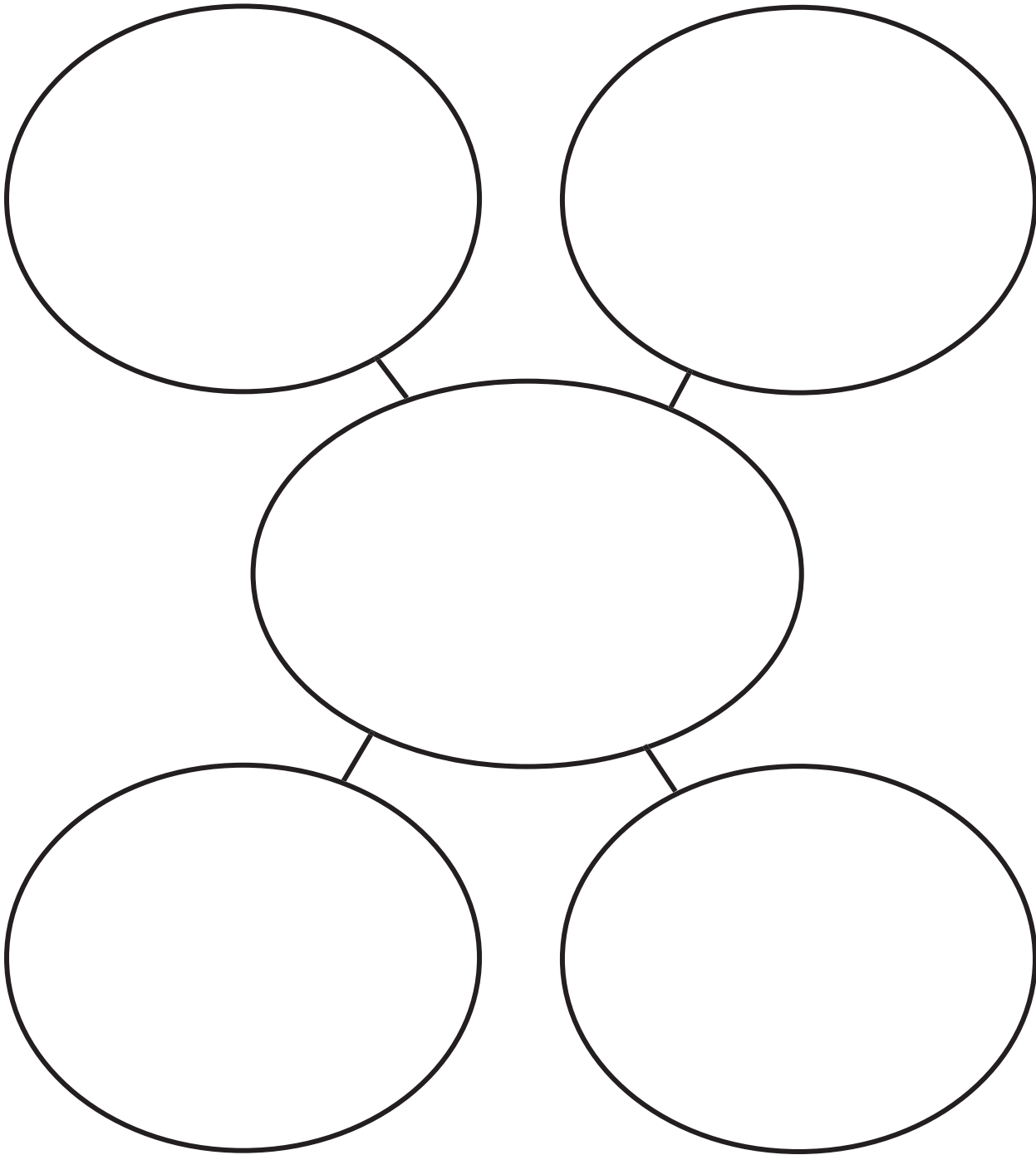
5. \_\_\_\_\_ means to eat or destroy.

devour    continue    revive



Name \_\_\_\_\_

To help you plan your writing, fill in a cluster map.

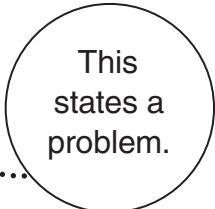


Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Pony Express**

In 1850, California became part of the United States. As a result, more people began to send messages from the east coast to the west coast. The problem was that there were no planes, phones, or computers in 1850 to send mail over long distances. Instead, people had to use slower methods such as horses and wagons. This way of delivering mail could take almost a month!



This states a problem.

In 1860, the Pony Express was created to provide faster mail service. The Pony Express took mail from Missouri to California in about ten days. Older mail services took three weeks for the same trip. How was the Pony Express able to deliver mail so much more quickly? In older mail services, horses and riders got tired and had to rest, so the mail stopped moving. In the Pony Express, riders got a new horse every ten miles. Every 75 to 100 miles, a new rider took over. The mail never stopped moving when the Pony Express was created!

1. What problem was the Pony Express created to solve?

**The Pony Express was created to solve the problem of slow mail service.**

2. What problem caused older mail services to be slow? Draw a box around the problem.

3. What solution did the Pony Express have for the problem from question 2?

**Riders got a new horse every ten miles. Every 75 to 100 miles, a new rider took over.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Surfing the Web

The printing process has changed a lot over the years.

For example, people in the past used ink and papyrus, clay tablets, other kinds of paper, or the printing press to write and record information. Today, new inventions such as computers and the Internet allow us to print and share information in new ways.

This  
is a  
signal  
phrase.

Internet pages spread news across the world. These news Web sites are better than newspapers in some ways. For example, these Web sites let you read articles from all over the world just by turning on your computer. You don't have to search for a store that sells newspapers from other cities or countries! More importantly, news Web sites are a fast way of getting news. On a news Web site, you can read news about an event right after it happens.

- Underline the following signal phrases:  
**for example    such as    more importantly**
- What are some methods people in the past used to record information? Put a box around the phrase that tells methods they used.
- According to the passage, in what ways are news Web sites better than newspapers?

News Web sites are a fast way of getting news.

They also let you read articles from all over the

world just by turning on your computer.

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****A Dangerous Mountain**

“Today’s class is about Mount Vesuvius,” Mr. Hall said to his students. “It is a volcano in Italy. In A.D. 79, Mount Vesuvius erupted and destroyed three Roman towns. It showed that nature can be a very powerful force.”

Mr. Hall continued. “There were many small earthquakes in the days before the volcano erupted, but people ignored these warnings.” They did not leave the area when they should have.”

The theme is the overall idea of a paragraph or story.

Mr. Hall frowned. “People keep building new towns there, but Mount Vesuvius keeps damaging them. People must learn from history.”

1. Underline the important information about nature in the first paragraph.
2. Put a box around the sentence that gives information about the warnings people got before Vesuvius erupted.
3. What is the theme of the selection?

**People should pay attention to warnings instead of ignoring them.**

---



---



---

Name \_\_\_\_\_

**A. Draw a line under the word that best completes each sentence.  
Write the word on the line.**

- Sam's humorous stories made us laugh.  
humorous expectant mistreatment
- My sister was resistant to all of our attempts to change her mind.  
important attendant resistant
- The old photograph showed how our street looked 100 years ago.  
graph photograph reaction
- Jim unselfishly gave his time to tutor me.  
softly harshly unselfishly
- The room is spacious enough to fit all of the sixth-grade students.  
spacious unusual unworkable
- Our class had many different ideas about where to go on a class trip.  
distraction different middle
- We went to a lake that was surrounded by hills.  
surrounded allowable proud
- Don't throw away the container. It is reusable.  
mismatched readable reusable

**B. Circle the prefixes and suffixes in the answer choices above.**